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Министерства внутренних дел Российской Федерации
имени И. Ф. Шилова»

Н. М. Орлова, Я. А. Павлова, О. В. Селиверстова

**АНГЛИЙСКИЙ ЯЗЫК ДЛЯ ОБУЧАЮЩИХСЯ
ПО ОСНОВНОЙ ОБРАЗОВАТЕЛЬНОЙ ПРОГРАММЕ
СРЕДНЕГО ПРОФЕССИОНАЛЬНОГО ОБРАЗОВАНИЯ**

Учебно-практическое пособие

Хабаровск
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имени И. Ф. Шилова
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Дальневосточного юридического института МВД России
имени И. Ф. Шилова

Р е ц е н з е н т ы:

Е. В. Гнездилова, доцент кафедры иностранных языков
Барнаульского юридического института МВД России, канд. пед. наук, доц.;
М. Г. Евдокимова, доцент кафедры иностранных языков и культуры речи
Восточно-Сибирского института МВД России, канд. пед. наук, доц.

А в т о р ы:

Н. М. Орлова – I раздел;
Я. А. Павлова – II раздел;
О. В. Селиверстова – III раздел

Орлова, Н. М.

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граммой по дисциплине «Иностранный язык в профессиональной деятель-
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грамме среднего профессионального образования (40.02.02), очной фор-
мы обучения. Пособие состоит из трех разделов, включающих професси-
онально ориентированные тексты для аналитического чтения, перевода,
лексико-грамматические упражнения.

Основная цель пособия – совершенствование коммуникативных ком-
петенций обучающихся, изучающих иностранный язык по основной об-
разовательной программе среднего профессионального образования
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Введение

Данное пособие предназначено для обучающихся по учебной дисциплине «Иностранный язык в профессиональной деятельности» в соответствии с Федеральным государственным образовательным стандартом среднего профессионального образования по специальности 40.02.02 – Правоохранительная деятельность, очной формы обучения.

Основная цель учебно-практического пособия – совершенствование коммуникативных компетенций обучающихся, изучающих иностранный язык (английский). Предлагаемый учебный материал обеспечивает комплексную подготовку к сдаче зачета.

При подборе языкового материала пособия составители руководствовались программным требованием к структурированию устной, письменной, монологической и диалогической речи. Для развития рецептивных и продуктивных навыков в пособие включены тексты для чтения и перевода, лексико-грамматические упражнения.

Лексико-грамматические упражнения учебно-практического пособия рассчитаны на самостоятельную и совместную работу обучающихся с целью их самоорганизации и самоконтроля. Задания носят коммуникативный и практический характер, что предполагает активное вовлечение обучающихся в деятельность по усвоению и отработке предлагаемых языковых и речевых явлений.

Задания на развитие коммуникативных навыков построены с учетом грамматических особенностей, характерных для каждого вида речевой деятельности.

Пособие состоит из трех разделов. Каждый раздел включает следующие элементы:

- тексты для изучающего чтения с целью максимально точного и адекватного понимания содержания с установкой на выделение смысловых блоков, структурно-семантического ядра, обобщение и анализ информации;
- тексты для просмотрового чтения в целях быстрого нахождения определенной информации;
- глоссарий урока (поурочный словарь-минимум), т.е. основные слова и выражения по тематике урока;
- языковые, речевые, условно-речевые упражнения тренировочного и творческого характера, выполнение которых позволяет вести беседу по теме в рамках заданной лексики и грамматики.

PART 1

UNIT 1. ABOUT MYSELF

РАЗДЕЛ 1. ПРЕЗЕНТАЦИОННЫЕ СВЕДЕНИЯ О ЛИЧНОСТИ

Pronunciation

The English alphabet

Aa [ei] Bb [bi:] Cc [si:] Dd [di:] Ee [i:] Ff [ef] Gg [dʒi:] Hh [eitʃ]
Ii [ai] Jj [dʒei] Kk [kei] Ll [el] Mm [em] Nn [en] Oo [ou] Pp [pi:]
Qq [kju:] Rr [a:] Ss [es] Tt [ti:] Uu [ju:] Vv [vi:] Ww [dʌbl ju:]
Xx [eks] Yy [wai] Zz [zed]

Основные правила произношения

В отличие от русского языка, звонкие согласные в английском языке в конце слов и перед глухими согласными не оглушаются, а глухие перед звонкими не озвончаются. Глухие согласные в конце слов произносятся очень энергично. Звонкие же согласные произносятся менее энергично, особенно в конце слов. Звонкость – глухость в английском языке являются смыслоразличительной чертой, т. е. отличает одно слово от другого: bad (плохой) – bat (летучая мышь).

В отличие от русских, английские удвоенные согласные произносятся как один звук: spelling [ˈspelɪŋ].

Правила чтения английских гласных и их сочетаний.

Чтение гласных букв в четырех типах слога

Буквы	Открытый и условно открытый (алфавитное чтение) слоги	Закрытый слог (краткие звуки)	Буква r после гласной (долгие звуки)	Буква r между гласными (долгие и сложные звуки)
a	[ei] hate, taken	[æ] hat	[a:] hard	[ɛə] care
o	[əʊ] note, no	[ɒ] not	[ɔ:] nor	[ɔ:] more
u	[ju:] pupil, tube	[ʌ] cut	[ə:] turn	[juə] cure
e	[i:] Pete, he	[e] met	[ə:] her	[iə] here
i, y	[ai] fine, final, my	[i] till, myths	[ə:] girl	[aiə] fire, tyre

Exercise 1. Read out the words.

Dad, same, sit, mine, gym, type, well, he, cup, tube, clue, top, so, print, flat, note, file, net, cut, in'habitant, by, fond, cube, fifty, eve, battle, shot, truck, lack, gun, 'ubstance robbery, witness, loss, 'convict, rug, bug-ging, e'xact, stub, do'mestic, stab, 'impact, 'handcuffs, save, 'background, rude.

Arm, fort, surf, fir, herb, stir, worm, swarm, born, dirt, hurl, perk, horn, part, sward, stern, surge, scorn, worse, harm, dirk, turn, scar, wart, worst, pert, 'further, 'murder, en'forcement, alarm, forgery, 'service, 'purpose, born, burn.

Tear, a'dore, square, se'vere, as'pire, soar, lair, queer, en'dure, yours, re'quire, de'clare, ap'pear, se'cure, res'tore, re'pair, ca'reer, in'doors, ad'here, con'spire, re'tire, spare, share, 'piracy, during, a'ware.

Чтение основных сочетаний гласных букв

Сочетание	Чтение	Примеры	Примечание
oo	[ʊ]	book, hook	перед к и в словах <i>good, foot, wood</i>
	[u:]	moon, too, soon	перед п, л и в конце слов
			исключения: door, floor [ɔ:] blood, flood [ʌ] poor, moor [uə]
ou	[aʊ]	loud, cloud	обычно
	[oʊ]	shoulder	в отдельных словах
	[u:]	soup, group	в словах, заимствованных из французского языка
ow	[aʊ]	gown, now	в середине слова и в некоторых – в конце
	[oʊ]	slow, snow	в конце слова
au, aw	[ɔ:]	August, because, saw, law	
ee, ea, ie	[i:]	feel, team, chief	в ударном слоге
ei, ey ai, ay	[eɪ]	eight, grey, pain, may	кроме слов <i>height [haɪ], either ['aɪðə], neither ['naɪðə] key [ki:], eye [aɪ]</i>
oi oy	[ɔɪ]	oil, joy, coin, boy	

ea	[e]	dead, breath, health, meant, pleasure, pleasant	перед d, lth, th, nt, sure, sant
ea	[ei]	break, great, steak	
ei	[i:]	receive, ceiling, seize	после «с» и в некоторых других случаях
ei	[ai]	die, tie, lie, diet	
ew	[ɜ:]	knew, few, new	
	[u:]	crew, Jewish, flew	после l, r, j

Exercise 2. Read out the words.

Free, wool, hook, stay, voice, eat, 'power, dead, laid, re'lieve, sleep, 'ready, please, deep, des'troy, lay, weather, rook, fool, coin, raise, shooting, proof, break, loud, pawn, 'tower, slow, week, clause, goat, slew, mount, be'low, 'audible, mew, scrawl, need, soap, frown, screw, 'hollow, fault, mouse, 'jewel, howl, toast, stew, lawn, keep, heat, see, sea, 'theatre, mean, brief, dean, be'lieve, great, peace, weak, piece, steak, raw, sound, found, drew, 'awkward, a'mount, goal, knew, coat, crown, show, mouse.

Правила чтения английских согласных

Большинство согласных букв имеют один вариант чтения, соответствующий их названию в английском алфавите, а именно:

– передают звуки, подобные русским Bb [b], Ff [f], Kk [k], Mm [m], Pp [p], Vv [v], Zz [z];

– передают звуки, несколько отличающиеся от русских Dd [d], Ll [l], Nn [n], Tt [t] - при произнесении этих звуков кончик языка касается альвеол; Hh [h] произносится на выдохе.

– передают звуки, непохожие на русские: Jj [dʒ] (мягкое), Qq (всегда с “u”), Rr [r] – кончик языка не вибрирует, Ww [w] – в начале слова, как русское [y], но энергичнее.

Некоторые согласные имеют два типа чтения

Буква	Позиция	Чтение	Примеры
Сс	1) перед “e, i, y”;	[s]	city, cigar, cycle
	2) перед “a, o, u” и всеми согласными	[k]	cat, cut, contact

Gg	1) перед “e, i, y”;	[dʒ]	gentleman, gin, gymnasium
	2) перед “a, o, u” и всеми согласными;	[g]	got, game НО: give [g], get [g], girl [g] anger [g], target [g]
	3) перед “u” + гласная (“u” не читается)	[g]	guess, guide, guard
Ss	1) между гласными и в конце слова после гласных и звонких согласных;	[z]	re’sist, please, his, beds
	2) в начале слова, перед глухими согласными и в конце слова после глухих согласных, а также в сочетании “ss”	[s]	set, student, pets, sister loss, possess
Xx	1) перед ударной гласной;	[gz]	e’xam, e’xact
	2) в остальных случаях	[ks]	text, exercise
Qq	1) в начале и в середине слов только в сочетании с “u”;	[kw]	quiet, quality, require
	2) в конце слов только в сочетании с “u”	[k]	unique, mystique

Exercise 3. Read out the words using the rules.

c – [s]: face, evidence, nice, de’cide, homicide, officer, license, advice, policy, ’center, force, in’cite, civil, police, participate, justice;

c – [k]: can, crash, coat, camp, education, create, criminalistics, recover, public, course code cost conviction, catch, class cucumber club;

g – [dʒ]: ’gender, general, ’gentle, damage, ’ginger, legislation, gym, Gypsy, gist, college, origin, gypsy, courage, judge, knowledge, teenager, emergency;

g – [g]: language, go, gun, guarantee, category, recognize, guideline, globe, degree, interrogate, guest, single, organization, gallery, guy, investigation, negative, interrogation; girl, get, give, anger, target, tiger, eager, fingerprinting forget;

s – [s]: sit, sand, seek, decrease, search, lips press disorder, kiss, system, cats, serious, loss, mass, nets, cups, hostel, hiss, suspect, forks, us, since, scene, science, course isolate, forensic;

s – [z]: supervise, busy, rose, resolve, abuse, clubs cruise, fogs means, wise, his, legs, result, pre'sent, re'side, as, cause, easy, hesitate, business, impose, museum, husband, advise;

x – [gz]: example, exactly, examine, e'xistence, e'xample, e'xecutive;

x – [ks]: exit, exercise, exhibition, exceed, excellent, experience, expect, excuse, explanation, expend, extreme, extract, external, experiment, six, expert;

q+u – [qw]: quick queen, quite, quote, re'quest, qualified, equipment, square, re'quire, equality, quarrel, quiz, question, quarter, quake;

q+u – [k]: antique, technique, liquor, conquer, picturesque, grotesque, mosque.

Чтение сочетаний согласных букв

Буквосочетание	Примечания	Чтение	Примеры
sh		[ʃ]	shame, shy
ch	в заимствованных словах в заимствованных словах	[tʃ] [ʃ] [k]	teacher, chair machine school, character
tch	после кратких гласных	[tʃ]	match, watch
ck	после кратких гласных	[k]	black, pocket
cc	перед “e, i, y” в остальных случаях	[ks] [k]	access, accent accuse, accord
sc	перед “e, i, y” в остальных случаях	[s] [sk]	Scene, science Score, scale
th	в начале и конце знаменательных слов в служебных словах и между двумя гласными	[ðə] [θ]	think, month this, these, the mother
ph		[f]	photo, telephone
wh	в начале слова перед всеми гласными, кроме “o” перед буквой “o”	[w] [h]	When, where, white Who, whose, whole
gh	в конце слова в начале слова в середине слова перед буквой “t”	[f] [g] [-]	enough, laugh ghost weight, straight, caught

ng	в конце слова в середине слова	[ŋ] [ŋg]	spring, long anger,
nk		[ŋk]	sink, think
mb	в конце слова	[m]	bomb, climb
mn	в конце слова	[m]	Autumn, column
wr	в начале слова перед гласными	[r]	wrap, write, wrong
bt		[t]	debt, doubt
gn		[n]	sign, foreign
kn	в начале слова	[n]	knife, knight
pn	в словах греческого происхождения	[n]	pneumonia
ps	в словах греческого происхождения	[s]	psychology

Exercise 4. Read out the words using the rules.

ch – [tʃ]: children, branch, search, cheap, achievement, bachelor, chair, choose, touch, charge, reach, French, chapter, chain, discharge, change, choice, chief;

ch – [k]: mechanism, psychology, technological, character, architect, technical, schedule, school, chemistry, psychiatrist, scheme, epoch;

sh – [ʃ]: show, freshman, punish, establish, marksmanship, shooting, refresher, shame, shape, share, sharp, shell, shift, shoplifting, shoulder, ownership, crash;

tch – [tʃ]: catch, dispatch, watch, stretch;

ck – [k]: check, lack, black-mail, black-market, hijacking, clock, pickpocketing, nickname, block, attack, track, ticket, tackle;

cc – [ks]: accept success accede eccentric;

cc – [k]: accustom, accredit, occasion, occur;

sc – [s]: science, scenarist, scene, scientific, scenery, scissors, discipline, fascination;

sc – [sk]: scan, scarf, scandal, scan, script scare, escape, screen, scrape, scramble, scream, scuba, school, disc;

ph – [f]: phase, sophomore, sphere, microphone, philosophy, philology, physical, physician, photography, geography, sophisticate, phenomenon, emphasis;

wh – [w]: whether, when, while, whisper, wheat, whatever;

wh – [h]: who, whoever, whose, whole, whoop, whop, whore, wholesome;

th – [θ]: theft, thief, threat, athletics, strengthen, theory, ethics, through, worth, healthy, weather, hypothesis, earthquake, bath, sympathy, truth, mouth, tooth;

th – [ð]: with, without, other, themselves, together, further, though, although,

either, whether, weather, breathe, bathe, clothes;

gh – (hemoe):

1) **[ai]**: fight, might, brighten, sight, right, night, thigh, fright, plight, slight, tight knight, highway, highjacking, flight, midnight, delight; height;

2) **[ei]**: eight, weight, neighborhood, sleigh, straight;

3) **[ɔ:]**: caught, taught, daughter, fought, brought, thought, ought, sought;

gh – [f]: enough, tough, rough, trough, draught;

gh – [g]: ghost, ghetto;

ng – [ŋ]: bang, bring, ding, dong, coloring, hang, king, long, gardening, lung, ping, pong, ring, rewarding, song, string, spring, backpacking, sing, strong, sting, handwriting, swing, thing, awarding, challenging;

ng – [ŋg]: anger, anguish, banging, Bengal, England, English, finger, hanger, hunger, jingle, jungle, longer, mongoose, singer, stronger, tango, younger;

nk – [ŋk]: bank, blank, drink, ink, pink, stink, wink, sink, honk, junk, think, thank, blink, drank;

mb – [m]: climb, comb, lamb, plumb, thumb, limb, numb, dumb, tomb, crumb;

mn – [m]: hymn, autumn, column, solemn;

wr – [r]: wrack, wraith, wrangle, wrap, wreath, wren, wrench, wrestle, wrinkle, wrist, writ, write, wrong, wrought;

bt – [t]: debt, subtle, doubt;

gn – [n]: gnarl, gnash, gnat, gnaw, gnostic, gnome, foreign, sign, campaign, align;

kn – [n]: knee, knife, knight, knit, knob, knock, knot, know, knuckle;

pn – [n]: pneumatic, pneumonia;

ps – [s]: psychic, psychiatry, psychiatrist, psychology, psychologist, psychopath.

Learn the duty report. The cadet on duty produces the report at the beginning of each English lesson.

The duty report

Group, shun!
Comrade teacher,
group number _____
ready for the English lesson.

All present and correct, but
cadet Serov – on duty,

*Группа, смирно!
Товарищ преподаватель,
учебная группа номер _____
готова к занятию по
английскому языку.
Присутствуют все, кроме
курсанта Серова – в наряде,*

cadet Glebov – on fatigue-duty,	<i>курсанта Глебова – на хозяйственных работах,</i>
cadet Rogov – on leave,	<i>курсанта Рогова – в отпуске,</i>
cadet Zankov – on sick list	<i>курсанта Занкова – болен,</i>
cadet Ivanov - released on report	<i>курсанта Иванова – отпущен по рапорту,</i>
cadet Popov – reason unknown.	<i>курсанта Попова – причина неизвестна.</i>
Cadet Kotov reporting.	<i>Докладывает курсант Котов.</i>

The teacher:

Good morning. (Good afternoon.) *Здравствуйте.*
Sit down. *Садитесь.*

The duty cadet:

At ease. Sit down. *Вольно. Садитесь.*

Let me introduce myself

Exercise 1. Read the following words and word-combinations. Learn them by heart.

be born – родиться
grow up – вырасти
communicate [kə'mju:nikeɪt] – поддерживать связь, общаться
collaborate [kə'læbəreɪt] – сотрудничать, взаимодействовать
do home preparation – делать домашние задания
try hard in – стараться из всех сил
devote much time – посвящать много времени
do sports – заниматься спортом
to follow in my parents' footsteps – следовать по стопам моих родителей
reduce the rate of crime – снизить уровень преступности
enter an institute – поступить в институт
be physically fit – быть физически здоровым
law enforcement job – работа сотрудника правоохранительных органов
be hard-working – быть прилежным, трудолюбивым
be respectful – быть почтительным, с уважением относиться
be sociable – быть общительным
be diligent – быть старательным
serve the public – служить обществу
integrity and honor – честь и достоинство
keep law and order – поддерживать правопорядок

investigate crimes – расследовать преступления
support crime prevention – обеспечивать предотвращение преступлений
be sure – быть уверенным
graduate from – окончить учебное заведение

Exercise 2. Read the text and translate it into Russian.

About myself

Let me introduce myself. I am Andrey Vlasov. I am 17 years old. I was born on the 15th of February 2006 in Khabarovsk. My parents are doctors. I grew up in a happy family. I have an elder brother and two little sisters and we were always together. It helped me to learn how to communicate and collaborate with people.



My favorite subjects at school were social studies, history and physical training. I usually did a lot of home preparation and I really tried hard in them. I had excellent marks and participated in some local contests and even won some medals. As for my interests, I devoted much time to doing lots of sports, playing computer games and listening to good rock music.

I have left secondary school this year. But I didn't want to follow in my parents' footsteps. I have always enjoyed helping people. Therefore, I decided to enter a law institute. Police are the people who want to make their places safer ones to live, help other people when incidents happen and reduce the rate of crime.

I believe I have the qualities necessary to become an excellent police officer. First of all, I am physically fit, which is essential for any law enforcement job. Secondly, I am hard-working, respectful, sociable and diligent. I earn top marks in various academic subjects. I never leave things half done. My study is important for me, because I want to become the best possible police officer I can be so that I can serve the public with integrity and honor to keep law and order, investigate crimes, and support crime prevention. I am sure that after I graduate from the institute, I might get the opportunity to start a stable career in the police.

Exercise 3. Match the beginnings with the endings based on the text.

- | | |
|-------------------------------|--|
| 1) I was born | a) secondary school |
| 2) I am | b) social studies, history and physical training |
| 3) I grew up | c) become the best possible police officer |
| 4) My favourite subjects were | d) hard-working, respectful, sociable |

- | | |
|----------------------------|--|
| | and diligent |
| 5) I devoted much time to | e) serve the public |
| 6) I have left | f) to start a stable career in the police |
| 7) I have | g) with integrity and honor |
| 8) I am | h) in Khabarovsk |
| 9) I want to | i) the qualities necessary to become an excellent police officer |
| 10) I can | j) in a happy family |
| 11) I can serve the public | k) 17 years old |
| 12) I get the opportunity | l) doing sports |

Exercise 4. Find the equivalents to the Russian words and word combinations in the text.

Вырасти в счастливой семье, старший брат, младшая сестра, быть все время вместе, общаться и взаимодействовать с людьми, любимые предметы, стараться изо всех сил, участвовать в соревнованиях, выигрывать медали, посвящать время занятиям спортом, идти по стопам родителей, помогать другим, снижать уровень преступности, поступить в юридический институт, обладать качествами, быть физически здоровым, быть трудолюбивым, служить обществу, честь и достоинство, соблюдать закон и порядок, заканчивать институт, получить возможность, карьера в органах полиции.

Exercise 5. Replace the Russian words and word combinations with their English ones.

1. I (родился) on February 15, 2006 in Khabarovsk.
2. (Мои родители) are doctors.
3. I (вырос) in a happy family.
4. I have an (старший брат) and two (младшие сестры).
5. It helped me to learn how to (общаться и взаимодействовать) with people.
6. My favourite subjects were (обществознание, история и физкультура).
7. I usually did a lot of (домашнее задание).
8. I really (старался изо всех сил) in them.
9. I had excellent marks and (участвовал в) some local (соревнования).
10. I (посвящал много времени) to doing lots of sports, playing computer games and listening to good rock music.
11. I (закончил) secondary school this year.
12. I didn't want to (идти по стопам своих родителей).

13. Police are the people who want to (помогать другим людям) when incidents happen and (снижать уровень преступности).

14. I decided to (поступить в юридический институт).

15. I (обладаю качествами) necessary to become an excellent police officer. I am (физически здоров).

16. I am (прилежный, почтительный и старательный).

17. I want to become (самым лучшим офицером полиции).

18. I can (служить обществу) with integrity and honor (расследовать преступления) and (предотвращать преступления).

19. After I (закончу) the institute.

20. I (получу возможность) to start a stable (карьеру в органах полиции).

Exercise 6. Work with a partner. Ask questions to complete the information. Be ready to tell about your partner.

1. What is your name?
2. Where are you from?
3. When were you born?
4. What are your parents?
5. How many brothers and sisters do you have?
6. How old are they?
7. What were your favorite subjects at school?
8. What marks did you have at school?
9. Did you participate in any contests and win medals?
10. What are your interests?
11. What qualities do you have to become a good police officer?
12. Where do you plan to serve after you graduate the institute?

Exercise 7. Read the following words and word-combinations. Learn them by heart.

apprehend [æprɪ'hend] – арестовывать; задерживать

assist [ə'sist] – помогать

be responsible for – быть ответственным за

cadet [kə'det] – курсант

crime detection ['kraim di'tekʃən] – оперативно-разыскная деятельность

crime investigation [in'vesti'geɪʃ(ə)n] – расследование преступления

criminal law ['kriminl lɔ:] – уголовное право

criminal procedure ['kriminl prə'si:dʒə] – уголовный процесс

Criminal Detection Department – отдел уголовного розыска

Criminal Investigation Department – следственный отдел

crime psychology ['kraim sai 'kɒlədʒi] – судебная психология

crime scene ['si:n] – место совершения преступления

collect evidence [kə'lekt evɪd(ə)ns] – собирать улики (доказательства)

detect offenders – разыскивать преступников
 detective [di 'tektiv] – сыщик, детектив; сыскной
 detain suspected persons – задерживать подозреваемых
 difficult ['difikəlt] – сложный, трудный
 district police officer – участковый уполномоченный полиции
 examine [ɪg'zæmɪn] a crime scene ['si:n] – осматривать место преступления
 evade execution of criminal punishment – уклоняться от исполнения уголовного наказания
 Far Eastern Law Institute named after I.F. Shilov – Дальневосточный юридический институт имени И.Ф. Шилова
 fight crime [faɪt kraɪm] – бороться с преступностью
 hide from investigation and court authorities – скрываться от следствия и суда
 in close cooperation with – в тесном сотрудничестве с
 identify [aɪ'dentɪfaɪ] – устанавливать личность
 interrogate [ɪn'terəgeɪt] a suspect – допрашивать подозреваемого
 interview ['ɪntəvju:] a witness ['wɪtnəs] – проводить опрос свидетеля
 investigator [ɪn'vestɪgeɪtə] – следователь
 law enforcement [ɪn'fɔ:smənt] – правоприменение; обеспечение правопорядка; деятельность правоохранительных органов
 master ['ma:stə] – изучать, овладевать
 Ministry of Internal Affairs ['mɪnɪstri əv ɪn'tə:nl ə'fɛəz] – МВД
 necessary ['nesɪs(ə)rɪ] – необходимый, нужный
 noble and important – благородный и важный
 prevent crime [prɪ'vent kraɪm] – предотвращать преступление
 use weapon ['wepən] – использовать оружие
 special ['speʃəl] subject ['sʌbdʒɪkt] – специальный предмет
 take measures ['teɪk 'meʒəz] – принимать меры
 trace and locate – выслеживать и устанавливать местонахождения
 wanted person – разыскиваемый

Exercise 8. Read the text.

I am a future police officer

I am a first - year cadet of the Far Eastern Law Institute of the Ministry of Internal Affairs of the Russian Federation named after I.F. Shilov. The cadets of our Institute are future detectives, investigators and district police officers.



The principal task of police is to fight crime. The main duties of law enforcement officers are to prevent crimes, to detect offenders, that is, to locate and apprehend them.

An investigator of the Criminal Investigation Department arrives at the crime scene and examines the scene very carefully. He makes a plan of the investigation, collects all the evidence in the crime scene and preserves them for court presentation. The investigator works in close cooperation with other officers of the operative group.

A detective of the Criminal Detection Department is responsible for the detection of the offender. A great part of detective work is tracing a wanted person. The detective also takes measures to find and identify witnesses and instruments of the crime.

A district police officer assists the Criminal Investigation Department to detain suspected persons, and check on the territory of the administrative district the possible locations of persons who hide from investigation and court authorities, evade execution of criminal punishment, or missing persons.

It is not easy to investigate crimes, and it is difficult to trace and locate criminals too. We should be able to interview witnesses, interrogate suspects, examine a crime scene, and use the weapon. That is why we master crime detection, criminal law, administrative law, criminal procedure, crime psychology, various branches of Law, Criminalistics and many other special subjects.

To keep law and order, protect people's lives, and support crime prevention is noble and important that is why I like my future job.

Exercise 9. Are the following statements true or false?

1. I am a first - year cadet of the Far Eastern Law Institute of the Ministry of International Affairs of the Russian Federation.

2. The detective takes measures to find and identify witnesses and instruments of the crime.

3. The principal task of police is to fight crime.

4. The investigator of the Criminal Investigation Department does not collect all the evidence in the crime scene.

5. We master crime detection, criminal law, criminal procedure, crime psychology, various branches of Law, Criminalistics and many other special subjects.

6. A detective of the Criminal Detection Department is responsible for making a plan of the investigation.

7. One of the main duties of law enforcement officers is to prevent crime.

8. It is easy to investigate crimes, and it is not difficult to trace and locate criminals too.

9. Our future work is not important.
10. A district police officer assists criminalists to detain suspected persons.

Exercise 10. Give the English equivalents to the following.

Курсант первого курса, будущие офицеры полиции, органы Министерства внутренних дел, оперативники, оперативно-разыскная деятельность, устанавливать личность, следователи, уголовный процесс, отдел уголовного розыска, специальные предметы, опрашивать свидетелей, отслеживать и устанавливать местонахождение, разыскивать преступника, осматривать место преступления, следственный отдел, участковый уполномоченный полиции, пользоваться оружием, допрашивать преступников, уголовное право, Дальневосточный юридический институт МВД России, предотвращать преступление, бороться с преступностью, защищать жизни людей.

Exercise 11. Choose the correct option to complete the sentences.

1. The principal task of police is
 - a) to fight crime
 - b) to be educated people
 - c) to master special subjects
2. A detective of the Criminal Detection Department is responsible for
 - a) making a plan of the investigation
 - b) examining the crime scene
 - c) detection of the offender
3. The investigator of the Criminal Investigation Department arrives at
 - a) the agencies of the Ministry of Internal Affairs
 - b) the crime scene
 - c) the Far Eastern Law Institute of the Ministry of Internal Affairs of the Russian Federation named after I.F. Shilov
4. A district police officer assists
 - a) to examine the crime scene
 - b) to detain suspected persons
 - c) to collect all the evidence
5. A great part of detective work is
 - a) studying
 - b) using the weapon
 - c) tracing a wanted person
6. The investigator works in close cooperation with
 - a) other officers of the operative group
 - b) the offender
 - c) the Ministry of Internal Affairs

7. The detective also takes measures
- a) to master special subject
 - b) to find and identify witnesses
 - c) to be investigators

Exercise 12. Order the sentences in a proper way. Use dictionary if necessary.

- 1. future / district police / The cadets / investigators / of our Institute / officers. / detectives / are / and
- 2. of the Criminal Investigation Department / arrives / An investigator / the scene / very / and / at the crime scene / examines / carefully.
- 3. Future / should be able / crime scenes / interview witnesses / and / solve crimes. / to examine / police officers / collect evidence
- 4. A / suspected / district police officer / to detain / assists / persons / or missing persons.
- 5. of law enforcement officers / The main duties / to prevent crimes / to detect offenders. / are
- 6. takes measures / and / identify / and / instruments The detective / to find / of the crime. / witnesses
- 7. It is / and / locate / criminals. / to trace / difficult
- 8. the evidence / An investigator / for court presentation. / preserves

Exercise 13. Read some skills and abilities of the professions. Name the ones that are appropriate to your future profession. Do you possess these skills and abilities?

written and strong communication skills
research skills
good organizational skills
able to deal with difficult people and situations
patient and persistent
good memory
erudition
physical fitness
flexible thinking
high sociability
dedication
mental stability
initiative
confidence
ability to make decisions
empathy and compassion

Exercise 14. Use the words and word combination from ex.13 in the following statements.

1. _____ skills are important for police officers because they need to be able (уметь) to find information quickly and efficiently.
2. A police officer will meet vast different members of society with different problems, so _____ and _____ are the core skills required for one to work in a law enforcement agency.
3. Investigators should have _____ thinking, strong _____ skills, ethical standards, and _____ fitness.
3. A good _____ is important for future detectives because they need to remember details about cases, clues, and witnesses.
4. To organize and conduct an investigation at the crime scene an investigator should possess _____ skills.
5. It is important for a detective to be able to _____ and situations.

Exercise 15. Translate the sentences using active vocabulary.

1. Я первокурсник Дальневосточного юридического института МВД России имени И.Ф. Шилова, будущий полицейский.
2. Я хочу стать участковым уполномоченным полиции.
3. Некоторые курсанты станут следователями и оперативниками.
4. Главная задача полиции – бороться с преступностью.
5. Одна из основных обязанностей сотрудников правоохранительных органов – предотвращать преступления.
6. Полицейские должны сделать все возможное, чтобы разыскать преступника, а именно установить его местонахождение и арестовать его.
7. Мы должны уметь опрашивать свидетелей, допрашивать преступников, осматривать место преступления, пользоваться оружием.
8. Мы изучаем основы оперативно-разыскной деятельности, уголовное право, уголовный процесс, судебную психологию, различные области права и многие другие специальные предметы.
9. Следователь следственного отдела прибывает на место преступления, осматривает его, составляет план расследования, собирает улики и сохраняет их для суда.
10. Оперативник также принимает меры для поиска и установления личностей свидетелей и орудия преступления.
11. Участковый уполномоченный полиции оказывает содействие Управлению уголовного розыска в задержании подозреваемых лиц, а также пропавших без вести.
12. Наша будущая профессия благородная и важная.

Exercise 16. Read and translate the text in written.

A police officer is a person who is responsible for enforcing the law and maintaining public safety. To become a police officer, a person usually needs to complete a training program that includes physical fitness training, classroom instruction, and on-the-job training. You must also pass background checks and meet other eligibility requirements.

A police officer's job may include responding to emergency calls, patrolling neighborhoods, investigating crimes. They may also make arrests when necessary and write reports on incidents and investigations.

To be a good police officer, you should have strong communication and problem-solving skills. You should be able to remain calm in stressful situations and make quick decisions when necessary. You should also have a deep respect for the law and for the rights of others.

Working a police officer can be dangerous. Police officers must be prepared to respond to emergencies and protect themselves and others.

enforce the law – обеспечивать соблюдение закона

public safety – общественная безопасность

training program – учебная программа

physical fitness – физическая подготовка

classroom instruction – аудиторные занятия

on-the-job training – обучение на месте работы

eligibility requirements – требования к квалификации

respond to emergency calls – реагировать на экстренные вызовы

patrolling neighborhoods – патрулирование районов

communication skills – навыки коммуникации

problem-solving skills – навыки решения проблем

to remain calm – оставаться спокойным

quick decisions – быстрые решения

deep respect – глубокое уважение

dangerous – опасный

Exercise 17. Complete the sentences.

1. The main idea of the text is
2. It is devoted to the description of
3. The article focuses attention on
4. To make a conclusion I can say

Exercise 18. Answer the questions.

1. Where do you study?
2. What year cadet are you?
3. What is your future profession?

4. Where do the graduates of the Institute work?
5. What is the principal task of the police?
6. What is the duty of law enforcement officers?
7. What should the police officers do if a crime has been committed?
8. What does quick and accurate solution of a crime greatly depend on?
9. What should the future police officers be able to do?
10. What special subjects do the cadets master?
11. What does the investigator of the Criminal Investigation Department do when he arrives at the crime scene?
12. Who does the investigator work in close cooperation with?
13. What is a detective of the Criminal Detection Department responsible for?
14. What skills and abilities should future police officer possess?

English in Use

The Noun (Имя существительное)

Имя существительное в английском языке – это часть речи, обозначающая человека, место, предметы, животных, природные явления или понятия и отвечающая на вопрос кто? (who?), что? (what?).

Например: *Paul, child, teacher* (люди), *institute, Chili, swimming pool* (места), *hat, bicycle, flower* (предметы), *rabbit, tiger, bird* (животные), *snow, wind, thunder* (природное явление), *friendship, love, happiness* (понятие).

Все существительные в английском языке могут быть либо **именами нарицательными (common nouns)**, либо **именами собственными (proper nouns)**.

Имена существительные, используемые для обозначения группы людей, вещей или группы животных как одного целого, называются **собирательными существительными (collective nouns)**, например: *team* (команда), *committee* (комитет), *family* (семья).

Абстрактные существительные (abstract nouns) называют то, что нельзя увидеть или потрогать. Абстрактные существительные обозначают нечто невещественное. Например: *bravery* (храбрость), *culture* (культура), *sadness* (печаль), *mathematics* (математика), *health* (здоровье).

Exercise 1. Pick out the abstract nouns. Consult the dictionary if necessary.

1. Jane is very curious about the results. – Jane is very **curious** about the results.
2. Friendship cannot always stand on one side.
3. Spending time in nature brings happiness.
4. Opportunity never knocks twice at any man's door.
5. Such kindness restores your faith in human nature.
6. The soldier showed great courage in the battle.

7. He has neither talent nor the desire to learn.
8. Mother's love is the purest love in the world.
9. There's wisdom in the old man's advice.
10. Tom got a medal for his bravery.

Exercise 2. Pick out the collective nouns. Consult the dictionary if necessary.

1. Our baseball team includes five players who are over six feet tall. – *Our baseball **team** includes five players who are over six feet tall.*
2. He comes from a noble family.
3. Sarah has a large collection of books.
4. The police were unable to control the mob.
5. A band of musicians is performing in the hall.
6. A gang of four robbed the rich man in broad daylight.
7. A swarm of bees attacked the child.
8. A pack of thieves broke into the house.
9. The galaxy of stars looks beautiful during dark nights
10. There is a bunch of keys in the drawer.

Exercise 3. Identify the proper, common abstract, and collective nouns for the following.

Example:

A cat likes to drink milk. – *Cat* is a common noun; *milk* is a common noun.
A patrol of police was having a grand party on the lawn. – *A patrol of police* is a collective noun.

1. The teacher told us to maintain silence.
2. John loves to read American stories.
3. Santiago is the oldest, largest, and capital city in Chile.
4. A Royal Bengal tiger looks great.
5. A team of players was playing cricket.
6. Cherries are red in color.
7. Eggs were broken by Paul.
8. Moscow is the home for the Kremlin.

Plural nouns

(Образование множественного числа существительных)

Правило	Пример
Множественное число (plural) существительных в основном образуется путем добавления суффикса -s к форме единственного числа (singular) существительных	cow – cows, boy – boys, tree – trees, class – classes, dish – dishes, match – matches, box – boxes, baby – babies, lady – ladies, story – stories

Существительные, оканчивающиеся на -f или -fe , образуют множественное число путем замены -f или -fe на v и добавления суффикса -es	thief – thieves, wife – wives, self – selves, leaf – leaves, knife – knives, life-lives no proof – proofs, safe – safes
Некоторые существительные являются исключениями и принимают следующие формы во множественном числе	child – children, foot – feet, goose – geese, man – men, mouse – mice, ox – oxen, person – people, tooth – teeth, woman – women, one sheep – two sheep, a deer – two deer, a fish – two fish, a species – different species a barracks – barracks, a means – means

Запомните

Есть некоторые другие существительные, которые употребляются только во множественном числе	<i>clothes (одежда), arms (оружие), goods (товары), troops (войска), remains (остатки, руины), savings (сбережения), belongings (личные вещи), police (полиция)</i>
Следующие существительные всегда употребляются в единственном числе	<i>luggage (багаж), news (новости), advice (совет), information (информация), furniture (мебель), scenery (пейзаж), money (деньги)</i>
Существительное <i>people</i> в значениях народ, нация употребляется как в единственном, так и во множественном числе , принимая во множественном числе форму <i>peoples</i>	

Exercise 1. Read and translate the pairs of singular and plural nouns.

place – places	unit – units
page – pages	action — actions
watch – watches	crime – crimes
judge – judges	thief – thieves
knife – knives	court – courts
problem – problems	law – laws
lawyer – lawyers	witness – witnesses
scientist – scientists	victim – victims

Exercise 2. Make the words plural. Consult the dictionary if necessary.

baby, plant, lemon, peach, banana, brush, star, mountain, tree, king, waiter, queen, man, woman, eye, shelf, box, city, boy, goose, watch, mouse, dress, toy, sheep, tooth, hero, ox, deer, life, tomato, secretary, crowd, airport, theatre, tornado, shop, tragedy, knife, potato, child, wife, aircraft, place, page,

judge, problem, lawyer, scientist, action, crime, thief, court, law, witness, victim, address, face, loss, reply, lady, brush, guy, portfolio, mother-in-law, enemy, sheep, ship, lie, youth, journey, policeman, investigator, criminal, subject, student, question, academy, university.

Exercise 3. Give the singular form of the following nouns. Consult the dictionary if necessary.

rules, countries, crimes, taxes, cities, holidays, positions, diagnoses, sentences, barracks, people, sciences, teachers, species, certificates, laws, dictionaries, women, lawyers, means, torts, jurors, photos, pianos, watches, lorries, pence, feet, analyses, witnesses, thieves, actions, barracks, children, roofs, kisses, halves, cases, children, halves, geese.

Exercise 4. Choose the correct word.

1. I brush my **tooth** / **teeth** every morning and evening.
2. King Henry VIII of England had six **wives** / **wife**.
3. Some types of bird have blue **foot** / **feet**.
4. The woman gave Ben and Tina **halves** / **half** an apple each.
5. Many **child/children** do not like to take a nap.
6. There were lots of **mouse/mice** in the barn.
7. During migration, **goose/geese** fly in a V formation.
8. Look at these **person/people**, they are wearing costumes!

Exercise 5. Change the nouns in bold from singular to plural.

1. Put **the box** on **the shelf**.
2. I have hurt my **foot**.
3. Look up the word in your **dictionary**.
4. Where is **the knife**?
5. This factory has a good **laboratory**.
6. The last **leaf** fell from the **tree**.
7. He left **the key** on the table.
8. You can't use my **brush**!
9. I like his new **play**.
10. The snow damaged (повредил) **the roof of the house**.

Exercise 6. Change the nouns in italics from plural to singular.

1. *Wolves* killed *sheep*.
2. I helped him put some *shelves* in his bedroom.
3. He is one of the country's national *heroes*.
4. He has *knives* in his collection.
5. We expect to see *monkeys*, *rhinos* and *deer* in the zoo.

6. Books provide *children* with ideas.
7. *The oxen* ate the grass.
8. We cut the cake into *halves*.
9. We bought some *tomatoes* to eat with our *sandwiches*.
10. They caught several *fish* that afternoon.

Exercise 7. Translate the words in brackets into English.

1. The shop sells lots of _____ (*видео*).
2. Would you like some of these _____ (*помидоры*)?
3. All the _____ had different _____ (*дома, крыши*).
4. It was autumn, and the _____ were falling (*листья*).
5. Did you make these _____ (*полки*)?
6. They visited several _____ during their trip (*города*).
7. We have some _____ and a few _____ (*цыплята, овцы*).
8. I bought some _____ for the _____ (*ножи, стаканы*).
9. The _____ went in one door and the _____ went in the other (*мужчины, женщины*).
10. They have a lot of _____ with them (*багаж*).

Countable and uncountable nouns

(Исчисляемые и неисчисляемые существительные)

Все нарицательные существительные могут быть **исчисляемыми (countable nouns)** и **неисчисляемыми (uncountable nouns)**.

Исчисляемые существительные обозначают существительные, которые можно посчитать, **например**: *one student* (*один студент*), *three houses* (*три дома*). Такие существительные употребляются **как в единственном, так и во множественном числе**.

Неисчисляемые существительные обозначают существительные, которые нельзя посчитать, это:

- абстрактные понятия: *advice, information, progress, news, luck, fun, work*;
- материалы и вещества: *water, rice, cement, gold, milk*;
- погодные явления: *weather, thunder, lightning, rain, snow*;
- собирательные названия: *furniture, equipment, rubbish, luggage*;

Некоторые существительные имеют форму множественного числа, но они **всегда неисчисляемые**: *shorts, pants, pajamas, binoculars, scissors, groceries, arms, remains, goods, customs, clothes, thanks, regards, police*

Exercise 1. Arrange the nouns in the box in two columns: countable nouns in column 1 and uncountable nouns in column 2. The first two have been put in the correct columns for you.

Exercise, gas, music, plate, hotel, car, rice, dress, love, sand, flower, meat, apple, job; music, mirror, party, wine, bread, cat, animal, idea, umbrella, coffee, toothpaste, soup, sofa, city, bag, honey, electricity, education, tea, silver, grass, computer, money, person, sugar, tooth, cotton, magazine, anger, monkeys, fun, library, time.

<i>Countable nouns</i>	<i>Uncountable nouns</i>
exercise	gas

Exercise 2. Tell whether the nouns in the box are countable or uncountable and put them in appropriate sentence.

information / research / money / song / advice
laws / furniture / student / traffic / progress

1. He used the computer to do some ____.
2. There is too much ____ in the room.
3. A ____ sat down in her seat.
4. The radio is playing a beautiful ____.
5. The teacher gave the students some ____.
6. The ____ is really terrible this evening.
7. Businessmen earn a lot of ____.
8. Detectives gathered some ____ on the Internet.
9. Our students are making steady ____.
10. The ____ against drug use are very severe.

Exercise 3. Find and correct the mistakes in each sentence. Explain.

1. They have got lots of furnitures.
2. We have received no informations about the accident.
3. I heard some advices in the morning.
4. He asked me to pack my luggages.
5. The cold winds and snows stopped my journey.
6. Can you lend me moneys until tomorrow?
7. The photographer came early to set up equipments.
8. I'll give some advices.
9. I was late at work because there was a lot of traffics.
10. He has a thirst for knowledges.

Exercise 4. Find four mistakes in the text and correct them.

Hey, Alisa! I have an information for you. We have a homework to do for next week. Let me give you an advice. Go to see the professor to-

morrow in her office. After, we can go to the library and do a research on our topic.

Common case and possessive case of nouns
(Общий и притяжательный падеж существительных)

В английском языке всего два падежа: **общий падеж (the common case)** и **притяжательный падеж (the possessive case)**.

Общий падеж, который отвечает на вопрос «кто? что?», выражается словарной формой единственного числа и формами множественного числа.

The dog bit the man. – **Собака** укусила мужчину.

The dogs bit the man. – **Собаки** укусили мужчину.

Притяжательный падеж отвечает на вопрос "чей?". В английском языке такая принадлежность выражается при помощи **апострофа и s ('s)**: a student's book, today's thunderstorm. (На первое место мы всегда ставим, кому принадлежит что-то, на последнее – что принадлежит).

's употребляется с существительными в **единственном числе**, а также во **множественном, которые не заканчиваются на "s"**:

A girl's book – книга девочки. *Women's clothes* – женская одежда

К обычным существительным во **множественном числе и заканчивающимся на "s"** вполне достаточно добавить только апостроф ('):

The Smiths' house – дом Смитов. *The students' practice* – студенческая практика.

Если же существительное составное, то 's добавляется к последнему слову:

My sister-in-law's book – Книга моей невестки (жены брата или сестры мужа).

Это относится и к группе слов: *The Prince of Wales's life* – жизнь принца Уэльского.

Exercise 1. Change the following using the possessives.

- 1) the bicycle of the child
- 2) the pen of the teacher
- 3) the career of the actress
- 4) the job of the stewardess
- 5) the toys of the children
- 6) the club for women
- 7) the school for girls
- 8) the friend of my brother
- 9) the umbrella of James
- 10) the wing of the bird

Exercise 2. Put the missing words in sentence B so that it means the same as sentence A.

1. A. This is the car that belongs to Keith.
B. This is *Keith's* car.
2. A. The house where my parents live is quite old.
B. _____ house is quite old.
3. A. People say there's gold where a rainbow ends.
B. People say there's gold at the _____ a rainbow.
4. A. I'm going on holiday for a week.
B. I'm going to have a _____ holiday.
5. A. The toys belong to the children.
B. They are the _____ toys.
6. A. He walked for five kilometers.
B. He walked _____ distance.
7. A. He describes the career of the actress.
B. He describes the _____ career.
8. A. My mother-in-law loves roses.
B. Roses are my _____ favourite flowers.

Exercise 3. Complete the sentences by using one word or phrase in each gap.

of the sofa / six months' time/ the mice's tails / my wife's / London's / the back of / of the swimming pool

1. The new school will open in_____.
2. The arm_____ is broken.
3. I think you'd better (тебе лучше) speak to the manager_____.
4. _____ job takes her all over the world.
5. Something was written on_____ the photograph.
6. _____ West End is where most of the theatres are.
7. _____ are long and thin.

Exercise 4. Use the word in brackets to complete each sentence.

1. My (*father*) family came from Spain.
2. The front wheel (*car*) was badly damaged in the accident.
3. The (*students*) exam results made them very happy.
4. Both my (*parents*) families were very poor.
5. Sarah was surprised by the cost (*tickets*).
6. Could you give me (*Charles*) address?
7. You need (*a couple of days*) rest.
8. We usually have (*two weeks*) holiday in summer.
9. Did you see the cartoon in (*yesterday*) newspaper?

Exercise 5. Choose the proper item.

1. It's his new _____ car.
a) sport's; b) sports' ; c) sports
2. _____ luggage was not well attended to.
a) A passengers' ; b) Passengers' ; c) Passenger's
3. How many of _____ novels have you read?
a) Dicken's; b) Dickens' ; c) Dickens
4. He was on his _____ walk to Berkley.
a) two mile's; b) two-miles; c) two miles'
5. My _____ parents have decided to move to the country.
a) sister's-in-law; b) sister-in-law's; c) sister-in-law
6. It's only _____ drive from the airport.
a) a twenty-minute; b) a twenty minutes' ; c) a twenty-minutes
7. Kate saw a fantastic article in _____ local paper.
a) the today's; b) today's; c) the today
8. Elizabeth is _____ youngest daughter.
a) old Mr's Granger; b) old Mr Granger's; c) old Mr Granger
9. The judge sentenced him to _____ imprisonment for this crime.
a) five year's; b) five-years; c) five years'
10. The teachers were pleased with the _____ help.
a) parents' ; b) parent's; c) parents's

Exercise 6. Which of the following sentences show possession with 's or s'? If the sentence cannot show possession with 's or s', write NC for "no change."

Example:

The teacher knows the names of the students. – The teacher knows the students' names.

1. The brand of his car is Lada.
2. The name of this textbook is Grammar for beginners.
3. What are the names of your parents?
4. Do you use the last name of your father?
5. What is the name of your administrative law instructor?
6. The names of my sisters are Anna and Sophia.
7. The name of my hometown is Khabarovsk.

8. The room of children is upstairs.

Exercise 7. Join the sentences using a possessive 's or s'.

Example: The Dickenses have a house. It is very large. – The Dickenses' house is very large

1. My parents live on a farm. It's near the Canadian border.
2. Alice Benson has written a novel. It's not very good.
3. Phil has a sports car. It can do 180 kph.
4. Mr. Brown uses a computer. It saves him a lot of time.
5. Jake has got a new job. It seems to be very interesting.
6. The girls have music lessons. They're on Mondays.
7. The children have got a room on the first floor. It's always in a mess.
8. My dentist has got a new receptionist. She's really beautiful.
9. The dogs were barking last night. It woke me up.

Exercise 8. Translate the following sentences into Russian using a dictionary. Mind the use of the possessive case.

1. I spent Christmas at my aunt Emily's.
2. "Where are the children?" - "I sent them to mother's."
3. Helen was sitting on the veranda of Buckmaster's.
4. He lifted his strange eyes to Derek's.
5. Go to the chemist's and buy some pills and shampoo.
6. Can I buy any posters at the bookseller's?
7. David spent two weeks at Mr. Pegotty's in Yarmouth.
8. Five-star hotels provide the customers with cocktail lounges, ball-rooms and restaurants.
9. "Breakfast at Tiffany's" is a novel by Truman Capote.

Personal pronouns (Личные местоимения)

Местоимение употребляется вместо имени существительного, чтобы избежать повторов в речи. Все местоимения делятся на группы, каждая из которых имеет свои функции.

Nominative case Именительный падеж	Objective case Объектный падеж
I – я	Me – мне, меня
You – ты, you – вы, вы	You – тебя, тебя
He – он	Him – ему, его
She – она	Her – ей, её
It – это, оно (предметы, понятия явления, животные)	It
We – мы	Us – нам, нас
They – они (люди, предметы)	Them – им, их

*Example: He loves **you**. She hates **me**. You admire **him**. Do you like **it**?*

*I teach **them**. I'm so exhausted. – **Me** too.*

Exercise 1. Find the pronouns.

1. I don't understand how to do it.
2. They are great people.
3. We know them very well.
4. Show me how to do this exercise.
5. Why did you ask them to come?
6. He stayed with us last year.
7. I often talk with her.
8. She doesn't love him very much.
9. You are too far. We can't hear you.
10. This book is great. I bought it yesterday.

Exercise 2. Fill in the blanks with suitable personal pronouns.

1. Where are _____ going, Pete?
2. Sonya is a good girl; everybody likes _____ .
3. These men are idle (бездельник): _____ refuse to work.
4. His brother and sister want to see _____ , but he doesn't want to see _____ .
5. You speak very quickly. I can't understand _____ .
6. I can't open the door. Could you open _____ for me, please?
7. We are not ready. Please give _____ some more time.
8. Some boys are not laborious. _____ are dull.
9. Those shoes are really nice. I'd like to buy _____ .
10. I have two pictures on my bedroom wall. I like _____ .

Exercise 3. Write the correct pronouns for these sentences.

1. _____ telephoned yesterday. (she) – *She* telephoned yesterday.
2. We watched _____ for hours. (he) – We watched *him* for hours.
3. Hasn't _____ arrived yet? (she)
4. _____ don't understand. (I)
5. Are you talking to _____? (he)
6. Don't ask _____. _____ doesn't know. (they/they)
7. This is Julia: I have known _____ for years. (she)
8. Nobody told _____ the bus was leaving. (they)
9. Why didn't _____ ask _____ to come? (she/they)
10. Don't ask _____. Ask _____. (I/he)

Exercise 4. Replace the words in bold with personal pronouns.

1. **The teacher** is helping **the students** to translate **the article**.
2. **Mother** will send **Mary** to buy **the tickets**.

3. **The man** gave **the books** to **the boy**.
4. **My friends** are going to buy a present for **me and you**.
5. **This book** is not suitable for **young children**.
6. **Helen** worked hard at history.
7. **My brother and I** can play **computer games** for hours.
8. **That dog** barks all day long.
9. **Julia's** parents aren't very strict.
10. I saw **you and Denis** near **the school**.

Exercise 5. Fill in the blanks.

1. Your bag looks heavy! I'll carry _____ for you.
a) it; b) him; c) them
2. Someone sent _____ these beautiful flowers for my birthday.
a) them; b) he; c) me
3. We are going for a walk. You can go with _____.
a) she; b) us; c) it
4. He wrote a letter to _____ when he was in Paris.
a) they; b) his; c) her
5. There is a new film on, but I haven't seen _____ yet.
a) it; b) he; c) him
6. I'd like those books. Please give _____ to me.
a) them; b) they; c) it
7. I know _____ and his sister quite well.
a) he; b) his; c) him

Possessive pronouns (Притяжательные местоимения)

В английском языке **притяжательные местоимения** (possessive pronouns) имеют две формы, которые отвечают на вопрос **чей?** Разница состоит в том, что *первая форма* употребляется перед существительным, а *вторая* – самостоятельно, без существительного после нее.

Personal pronouns <i>Личные местоимения</i>	Possessive pronouns <i>Притяжательные местоимения</i>	
	I	II
I	My	Mine
We	Our	Ours
You	Your	Yours

He	His	His
She	Her	Hers
It	Its	-
They	Their	Theirs

Example:

*It's **my** car. – The car is **mine**.*

*This is **our** house. – The house is **ours**.*

*It's **your** book. – The book is **yours**.*

*They are **her** parents. – The parents are **hers**.*

Exercise 1. Name the pronouns in bold.

1. I don't trust **him**.
2. **She** doesn't know what to say.
3. Can **you** speak louder?
4. **His** name is Mark.
5. Don't speak to **me**! **I** am angry.
6. I don't like **their** shoes.
7. These books are **yours**.
8. That's **your** choice.
9. **Her** leg hurts.
10. The basketball is **theirs**.

Exercise 2. Translate the pronouns only.

1. **Мой** рюкзак на **твоем** стуле.
2. **Он** сказал однокласснику **ваш** адрес.
3. **Ее** сестра учится в Рязани.
4. **Я** нашел **его** телефон.
5. **Она** видела **их** преподавателя.
6. **Его** родители любят **свою** работу.
7. **Мы** пригласим всех **наших** друзей.
8. **Ты** видел **наш** дом?
9. **Он** уронил **мою** сумку.
10. Этот кофе **мой**.

Exercise 3. Choose the correct words in these eight mini-conversations.

1. A: Where is (you, your) car?

B: I sold it, so this is (I, my) new car. Do you like it?

2. A: Is this John's watch?

B: No, that isn't John's watch. (His, Her, Your, Their) watch is much bigger.

3. A: What is Mike's family's last name? Is (it, its, their, they) Brown or Bell?

B: No, but you're right that (it, its) starts with B. (Its, His, Her, My) last name is Benson.

4. A: Can (you, your) tell me (you, your) phone number?

B: Sure. (It's, Its) 555-9122. Call me later if you want.

5. A: Do (you, your) know Martha's brother?

B: No, I don't know (her, his, their, your) brother, but I know (her, his, their, your) sister.

6. A: Amanda and Ashley, you have class now, right?

B: No, it's only 9:20. (Our, We) class starts at 10. (Our, We) have forty more minutes.

7. A: Bob has a pet iguana.

B: Are you kidding?

A: No, (he, his, she, her) really has a pet iguana. (Its, It, Their) name is Red.

8. A: (You, Your) are such a good student. What did you get on yesterday's test?

B: (You, Your, My, I) test score was 95.

Exercise 4. Read this short passage. Use the correct possessives.

I am Rachel Hanks. This is a picture of _____ family. The woman on the left is _____ grandmother. _____ name is Rosa Hanks.

The man on the right is _____ uncle. _____ name is Ken. The woman near him is _____ wife. _____ name is Sarah.

Do you see the two kids in the lower right-hand corner of the photo? Those are my cousins. _____ names are Zane and Vicky. Can you see _____ cat? It's sitting on the floor. _____ name is Boots.

Of course there are many more people in my family, but they're camera shy!

Exercise 5. Replace the underlined nouns with the correct pronouns.

My family is very special to me. I live with my parents and my grandmother. My parents, my grandmother, and I live in an apartment in Saint-Petersburg. My father is a taxi driver. My father works all day. My mother works in a restaurant. My mother's restaurant is open all day. My father and mother both work very hard.

I go to university. The university is very good, and I get good grades. I like my teachers. My teachers help me a lot. I study law. Law is not easy.

I have a sister. My sister's husband is a university professor. My sister and her husband live in Novosibirsk. My sister and her husband have a new baby boy. The baby boy's name is Aleksey.

Exercise 6. Choose the correct words to complete the conversation.

A: Do you live with (your / yours) parents?

B: No, I don't. Do you live with (your / yours)?

A: No. (Mine / Mines) are back home in Korea. They live with (my / mine) brother.

B: (Your / Yours) brother is single, then?

A: No, he's married. He lives with (his / her) wife and (our / ours) parents. In (our / ours) country, married children often live with (his / their) parents.

B: Here grown children don't usually want to live with (their / theirs) parents. My mom and dad live in another city.

A: Isn't that hard for you?

B: Not really. I have (my / mine) life, and they have (their / theirs).

Present Simple Tense of the verb "to be"

(Глагол "to be" в простом настоящем времени)

Глагол **to be** переводится на русский язык *быть, есть, являться, находиться* и относится к группе неправильных глаголов (to be – was, were – been).

Positive – утвердительная форма	Negative – отрицательная форма	Question – вопросительная форма
I am	I am not	Am I ...?
You are	You are not	Are you ...?
He, she, it is	He, she, it is not	Is he, she, it ...?
We are	We are not	Are we ...?
You are	You are not	Are you ...?
They are	They are not	Are they ...?

I am a cadet. She is not an engineer. Are you students? – Yes, we are. (No, we aren't.)

Past Simple Tense of the verb "to be"

(Глагол "to be" в простом прошедшем времени)

Positive – утвердительная форма	Negative – отрицательная форма	Question – вопросительная форма
I was	I was not	Was I ...?
You were	You were not	Were you ...?

He, she, it was	He, she, it was not	Was he, she, it ...?
We were	We were not	Were we ...?
You were	You were not	Were you ...?
They were	They were not	Were they ...?

You **were** at the institute. He **was not** a doctor. **Were they** workers? – Yes, **they were**. (No, **they weren't**.)

Существуют следующие краткие формы: *I'm, I'm not, you're, you aren't, he's, she's, it's, he isn't, she isn't, it isn't, we're, we aren't, they're, they aren't, wasn't, weren't*.

Exercise 1. Fill in the blanks using “am, is, are, am not, isn't, aren't” or questions.

1. It an onion. (+/?)
2. Denis a policeman. (-/?)
3. We friends. (+)
4. I hungry. (-/?)
5. Mark 20 years old. (+/?)
6. A bee a big insect. (-)
7. Newsweek a magazine. (+/?)
8. I a professional judge. (-)
9. I know you. You in my class. (+/?)
10. Cows insects. They mammals. (- / +)

Exercise 2. Rewrite the sentences by using “is, isn't, am, am not”.

Example: London *aren't* a country. – London *isn't* a country.

1. The Belarus *aren't* a city.
2. An elephant *am not* a small animal.
3. My rank *aren't* private, I *are* a lieutenant of police.
4. Mercedes *aren't* a bike.
5. Is I a cadet?
6. They *is* future detectives.
7. Cigarettes *isn't* good for people.
8. The North Pole *am not* hot.
9. Simon *are* from the United Kingdom.

Exercise 3. Answer the following questions.

1. Are trees green or gray?
2. Are clouds brown or white?
3. Is it an English or French dictionary? (French)
4. Is it a sports car or a classic car? (classic)
5. Is Egypt in Europe or in Africa?
6. Is it a butterfly or a bee? (butterfly)

7. Are they traffic inspectors or detectives? (detectives)
8. Is he an outlaw (преступник) or a guardian? (outlaw)
9. Is your father young or old? (old)
10. Are we army officers or police officers? (police officers)

Exercise 4. Fill in the blanks. Use *was*, *were*, *wasn't*, *weren't*.

1. There burglars here! (+)
2. The weather very hot last Saturday. (-)
3. The students at the lecture last Friday. (-)
4. Boris in Germany last summer. (+)
5. They drug addicts. (+)
6. it cold yesterday?
7. They ready for the test last week. (-)
8. He a policeman when he young. (-, +)
9. We very happy. (+)
10. you ready for the English lesson?

Exercise 5. Complete the text with *was* or *were*.

Interviewer: What it like during the First World War, Bill?

Bill: It a terrible time. I a young man, so I ...in the army.
We in Italy.

Interviewer: Where your wife and children?

Bill: They in London. That dangerous too. There
bombs and there not a lot of food. The children
very young and they very frightened.

Exercise 6. Are these statements true or false? Correct the false statements using *wasn't* or *weren't*.

Example:

a) *Bill was an old man during the First World War. False*

Bill wasn't an old man during the First World War.

b) *Bill was in the army. True*

c) *Bill was in Poland.*

d) *Bill's wife and children were in Italy.*

e) *It was dangerous in London.*

f) *There was a lot of food in London.*

g) *The children were quite old.*

h) *The children were frightened.*

Exercise 7. Make questions about the text using *was* or *were*.

Example:

a) *How old / Bill / during the First World War?*

How old was Bill during the First World War?

b) */ Bill / in the army?*

c) *Where / Bill?*

d) *Where / Bill's wife and children?*

e) */ It dangerous in London?*

f) */ there bombs?*

g) */ there a lot of food?*

h) *How old / the children?*

i) */ the children frightened?*

Exercise 8. Read the interview and answer the questions.

Bill Jenkins is 100 today.

Interviewer: Bill, I expect life is very different today than a hundred years ago. What was it like?

Bill: Yes, it is very different. Life was much quieter then. There are so many cars now. There weren't any cars when I was a boy.

Interviewer: Were you happy as a child?

Bill: Oh yes, I was very happy, but I'm still happy now!

Interviewer: Tell me about your family.

Bill: Well, my father was a postman and my mother was a cook. We weren't rich, but we weren't poor either. There were five children. My brothers and sisters were all younger than me but I'm the only one still here.

1. Were there any cars when he was a boy?
2. Was he happy or sad when he was a child?
3. What was his mother's job?
4. How many children were there in his family?
5. How old is Bill Jenkins?

Present Simple Tense of the verb "to have"
(Глагол "to have" в простом настоящем времени)

Глагол **to have** переводится на русский язык *иметь, обладать* и относится к группе неправильных глаголов (to have/has – had – had).

Positive – утвердительная форма	Negative – отрицательная форма	Question – вопросительная форма
I have	I do not have	Do I have ...?
You have	You have	Do you have ...?
He, she, it has	He, she, it does not have	Does he, she, it have ...?
We have	We do not have	Do we have ...?
You have	You do not have	Do you have ...?
They have	They do not have	Do they have ...?

I have everything I want. He does not have any money. Do they have a new car?
– Yes, **they do**. (No, **they don't**.)

Past Simple Tense of the verb “to have”
(Глагол “to have” в простом прошедшем времени)

Positive – утвердительная форма		Negative – отрицательная форма		Question – вопросительная форма		
I	had	I	did not have	Did	I	have...?
You		You			you	
He, she, it		He, she, it			he, she, it	
We		We			we	
You		You			you	
They		They			they	

I had a lot of phone calls yesterday. He did not have much time. Did we have the English lesson two days ago? – Yes, we did. (No, we didn't)

Существуют следующие краткие формы: *don't have, doesn't have, didn't have*

Exercise 1. Choose “have” or “has” for each sentence.

- We _____ a new English teacher. I hope she's nice.
a) have
b) has
- My boss _____ such a bad temper.
a) have
b) has
- I never _____ breakfast in the morning because I'm never hungry.
a) have
b) has

4. The houses all _____ blue windows.
a) have
b) has
5. An elephant _____ four legs and a big trunk.
a) have
b) has
6. Many poor people _____ no money to spend.
a) have
b) has
7. The child _____ red hair and very white skin.
a) have
b) has
8. Those two women both _____ three children.
a) have
b) has

Exercise 2. Complete the following sentences by using the correct form of “have”.

1. Students ... a lot of books on law.
2. Can we ... the bill, please?
3. They ... breakfast at 6:30 this morning.
4. ... you ... an exam in English next week?
5. When I was little, I ... a dream.
6. Michael ... a fast car.
7. Our tutors ... a great experience in the field of jurisprudence.
8. We ... a fabulous time!
9. ... you ... time to help me with this project?
10. When the Prime Minister was here, ... a walk around the market?

Exercise 3. Read and translate the sentences, then make them negative and interrogative.

1. Schools usually have rules about pupils' work and discipline.
2. His parents had a strong influence on his choice of a future profession.
3. India has the longest written constitution.
4. The State Duma has 450 members..
5. Those children had a troubled childhood.
6. We had a terrible accident last month.
7. I have a deep respect for the law and for the rights of others.
8. She has strong communication and problem-solving skills.
9. They had a great time at the party last night.
10. Primitive societies have few formal rules.

There be (Конструкция “there be”)

Если мы хотим сообщить о наличии (отсутствии) какого-либо явления или предмета в каком-либо месте, то мы используем оборот ***there + to be***.

There are plenty of stories about animals – *Существует много рассказов о животных.*

Сами по себе оборот ***there be*** не переводится на русский язык. Условно их можно перевести на русский словами «*есть*», «*имеется*», «*существует*», «*находится*». Если предложение, которое содержит оборот *there be*, заканчивается обстоятельством места или времени, то перевод предложения лучше начинать с этих местоимений.

There is a window in my room – *В моей комнате есть окно.*

Exercise 1. Translate the following sentences paying attention to the use of “there be”. Consult the dictionary.

1. There are two types of lawyers in England: barristers and solicitors.
2. Are there any questions?
3. There is the problem of parking in the city centre.
4. There is no reason why I can't see the lawyer tomorrow.
5. “There are no easy answers to the problem of global warming”, say the ecologists.
6. There are many ways to train a dog.
7. There are six subjects the professor might test us on.
8. There are five students nominated for the scholarship (стипендия).
9. There was absolutely nothing I could do.
10. There was a very good reason for the decision to enter the university.

Exercise 2. Use the appropriate form of “be” in Present Simple. Make the affirmative sentences negative.

1. There a big notice board on the classroom wall.
2. There any computers in the room.
3. there students in the science lab?
4. There some magazines on the table.
5. there a swimming pool at your school?
6. there any books on the desk?
7. There some butter in the fridge.
8. There some mistakes in your paper.
9. there students in the lecture hall?
10. How many days there in February?

Exercise 3. Open the brackets and put the verb “to be” in the Past Simple. Then make them negative and interrogative.

1. There (to be) a child with her.
2. There (to be) nothing to say.
3. There (to be) not any flowers on the balconies.
4. There (to be) no sign of him in the hall.
5. There (to be) no talking that evening.
6. There (to be) all of them on the bank.
7. There (to be) nothing to do.
8. There (to be) something wrong about the whole situation.
9. Once upon a time there (to be) three wicked (злой) brothers.
10. There (to be) circles under her eyes.

Exercise 4. Translate the following sentences into English using “there be”. Consult the dictionary.

1. Были ли какие-то проблемы с твоим сочинением?
2. На моем столе не было кошелька.
3. В понедельник будет урок английского.
4. В прошлом году в нашем саду не было птиц.
5. В этой войне не было победителей.
6. В английском языке много правил.
7. В аэропорту (есть) много правил?
8. Нет никакой возможности переехать в другой город в этом году.

**UNIT 2. STUDYING AT THE FAR-EASTERN LAW
INSTITUTE OF THE MINISTRY OF INTERNAL AFFAIRS
OF THE RUSSIAN FEDERATION
NAMED AFTER I. F. SHILOV**

**РАЗДЕЛ 2. ОБУЧЕНИЕ В ДАЛЬНЕВОСТОЧНОМ
ЮРИДИЧЕСКОМ ИНСТИТУТЕ МВД РОССИИ
ИМЕНИ И. Ф. ШИЛОВА**

Pronunciation

(Особые случаи чтения английских букв)

Буквосочетание	Примечания	Чтение	Примеры
a+st			fast, past, last, plaster,
a+ss			cast;
a+ns			pass, grass, class, glasses;

a+nt a +nch a+sk a+th a+nce a+ft (ff) a+lf (lm)	в этом сочетании буква “l” не читается	[a:]	answer; grant, plant; branch ask, task, mask; path, father, rather, но: gather ['gæðə]; advance, chance after, shaft, craft; staff; half [ha:f], calf [ka:f] calm
al+ согл.	перед k перед остальными со- гласными	[ɔ:] [ɔ:l]	talk, chalk, walk, stalk, calk bald, alter, already, ball, also all, wall, small
a+nge	в ударном положении	[eɪ]	change, range, stranger, danger
i+gh i+ld i+nd	в ударных слогах в односложных словах и их производных	[aɪ]	might, right, flight, higher, light, lightning child, mild, wild, wild- ness, но children [ɪ] kind, blind, mind, find
o+ld		[ou]	old, bold, cold, told
o+th o+m o+n o+ v		[ʌ]	mother, brother, come, son, cover, other, anoth- er
w(h)+a	в ударном положении перед конечной соглас- ной или двумя	[wɔ:]	want, was, wash, watch, waddle, wallet, waffle whap, what
w(h)+ar		[wɔ:]	war, warm, ward, warn, award, warp wharf, wharfage
wa	перед ck, x, g		wag, wax, waxen, wag- gon, wack
qu+a		[kwɔ]	quality, quantity
qu+ar		[kwɔ:]	quarter, quartz
ear+согл.		[ə:]	heard, learn, earth
ear eer		[iə]	Hear, ear. mere Engineer, deer
oar, our		[ɔ:]	board, four но: [aʊə] our, hour
au+gh ou+gh		[ɔ:]	daughter thought
ei+gh		[ei]	eight, weight
u	После r, l, j	[u:]	Blue, truth, jury

y	в начале слова	[j]	yoke, you, yesterday
	в конце многосложных слов	[i]	victory, society

Exercise 1. Read out using the rules.

Call, branch, grass, fold, blind, cover, company, month, alter, another, behind, rather, fast, wash, London, bold, govern, grind, talk, nothing, walk, behalf, disaster, implant, last, mass, master, passer-by, past, plaster, watch, quandary, hold.

Cast, bath, warty rather, staff, wonder, tight, small, task, vast, walkie-talkie, wallet, warn, warrant, juvenile, warm, knight, blast, wasp, sight, bold, bald, son, ton, worthy, quantum, wrought, frighten, fight, sought, ward, night, hour.

Watt, bought, warp, weight, want, quash, was, war, warm, right, sleigh, fought, might, freight, brought, already, govern, blind, mind, clear, cheerful, rural, June, research, dance, palm, summary, city, intrude, under-cover, near, your, advance, qualify.

Exercise 2. Practice and improve your pronunciation through tongue twisters.

Peter Piper picked a peck of pickled peppers. A peck of pickled peppers Peter Piper picked.

Питер Пайпер собрал много маринованных перчиков. Много маринованных перчиков Питер Пайпер собрал.

How much wood would a woodchuck chuck, if a woodchuck could chuck wood?

Сколько дров мог бы заготовить сурок, если бы сурок мог пилить дрова?

These brothers bathe with those brothers, those brothers bathe with these brothers.

Эти братья купаются с теми братьями, те братья купаются с этими братьями.

Exercise 3. Summarize all the reading rules and read the sentences.

1. My mom drove me to school fifteen minutes late on Tuesday.
2. The girl wore her hair in two braids, tied with two blue bows.
3. The tape got stuck on my lips so I couldn't talk anymore.
4. The door slammed down on my hand and I screamed like a little baby.
5. My shoes are blue with yellow stripes and green stars on the front.
6. I was so thirsty I couldn't wait to get a drink of water.
7. I found a gold coin on the playground after school today.
8. The chocolate chip cookies smelled so good that I ate one without asking.

9. He had a sore throat so I gave him my bottle of water.
10. The church was white and brown and looked very old.
11. Your mom is so nice she gave me a ride home today.
12. I fell in the mud when I was walking home from school today.
13. The box was small and wrapped in paper with tiny silver and red glitter dots.
14. My dad is so funny that he told us jokes all night long and we never fell asleep.
15. The camping trip was so awesome that I didn't want to come home.

Exercise 4. Read the following words and word-combinations. Learn them by heart.

to train – подготавливать, обучать
 to enter the institute – поступить в институт
 to take entrance examinations – сдавать вступительные экзамены
 to pass an exam – сдать экзамен
 to have a good educational background in a subject – иметь хорошую подготовку по предмету
 a full-time student – студент дневного отделения
 to graduate from the institute – окончить институт
 applicant – кандидат, претендент, соискатель
 law enforcement activity – деятельность по охране правопорядка
 firearms training – огневая подготовка
 get knowledge – получить знания
 foreign language – иностранный язык
 self-defense – самооборона, самозащита
 marching drill – строевая подготовка
 make reports – делать доклады
 take part in the discussion – принимать участие в дискуссиях
 lieutenants of police – лейтенанты полиции

Exercise 5. Read the text.

At the Institute

The Far Eastern law institute of the Ministry of Internal Affairs trains district police officers, investigators and detectives.

To enter the Institute applicants take entrance examinations in Russian and History. They need a good educational background in Social science and be physically fit to pass the exams.



Full-time students study for five years. During the academic year, they attend lectures, seminars, practical classes daily from Monday to Saturday. The students do courses on law enforcement activity and get actual knowledge in psychological, ethic and law enforcement subjects. They study basic criminalistics, criminal, civil and administrative law, crime detection. Students develop computer skills, self-defense, marching drill, fire-arms training and weapons practice. Besides, they study foreign languages, Philosophy, Psychology, Logic and History of Russia as a part in the course of their general education. The library of the Institute provides students with necessary of reference books, law reports and manuals.

Studying at the Institute is hard work. At the lectures students listen to the lecturers, take notes and ask questions, if necessary. At the seminars they speak on the subject, make reports, and take part in the discussion. At the end of each term students take examinations and credit tests.

After the graduation from the Institute students get diplomas of lawyers and become the lieutenants of police and justice.

Exercise 6. Complete the following sentences.

1. The Far Eastern law institute of the Ministry of Internal Affairs trains_____.
2. To enter the Institute applicants take _____.
3. Full-time students study _____.
4. They attend _____,
5. The students do courses on _____.
6. They study basic _____.
7. The students develop _____.
8. Besides, they study _____.
9. The library of the Institute provides students with _____.
10. At the lectures students _____.
11. At the seminars students _____.
12. At the end of the term students _____.
13. After the graduation from the Institute _____.

Exercise 7. Complete the following sentences by translating the words in brackets.

1. The Institute (обучает) district police officers, investigators and detectives.
2. To enter the Institute applicants (сдают вступительные экзамены).
3. The students do courses on (охрана правопорядка).
4. They study basic criminalistics (уголовное, гражданское и административное право), crime detection.
5. Students develop (навыки работы с компьютером, самообороны, строевой и огневой подготовки).

6. During the academic year, they attend (лекции, семинары, практические занятия).
7. At the lectures they (конспектируют) and ask questions if necessary.
8. At the seminars they speak on the subject (делают доклады, принимают участие в дискуссиях).
9. At the end of each term students (сдают экзамены и зачеты).
10. After the graduation from the Institute students (получают дипломы юристов, становятся лейтенантами полиции).

Exercise 8. Agree or disagree with the following statements. Use the opinion expressions below.

*I agree/ I don't agree
It's true/ It's false*

1. To enter the Institute you have to take entrance examinations.
2. Studying at the Institute is fun.
3. At the end of each term students take notes and listen to the lecturers.
4. Students get knowledge in psychological, ethic and law enforcement subjects.
5. At the seminars students get their diplomas of lawyers.
6. Full-time students study for seven years.
7. After the graduation from the Institute students become lieutenants of police.

Exercise 9. Answer the following questions on the text.

1. What kind of specialists does the Institute train?
2. What is it necessary to do to enter the Institute?
3. What educational background do you need to study at the Institute?
4. How long do full-time students study?
5. What law enforcement subjects do students study?
6. What other subjects do they study?
7. What should students do during the academic year?
8. What do students take at the end of each term?
9. What do the students become after graduation from the Institute?

Exercise 10. Ask your group-mate questions using one of the following expressions.

May I ask you; Will you tell me

Example: May I ask you? Where do you study at?

1. Каких специалистов обучают в институте?
2. Какие экзамены необходимо сдать, чтобы поступить в институт?

3. Сколько учатся студенты дневного отделения?
4. Какие предметы изучают студенты?
5. Что студенты делают во время лекций?
6. Что студенты делают во время семинаров?
7. Что студенты сдают в конце каждого семестра?
8. Кем становятся студенты после окончания института?

English in Use

Present Simple Tense Active

(Настоящее простое время, активный залог)

Настоящее простое время обозначает общеизвестные истины, регулярные, привычные действия, происходящие вообще. Кроме того, настоящее простое время используется для расписаний и фиксированных событий. Употребление этого времени часто сопровождается такими наречиями, как **often, seldom, rarely, always, usually, never, sometimes**, либо словосочетаниями **every (day, week, month), in the morning (afternoon, evening), this week (month, year)**.

Positive	Negative	Questions	Short answers
<i>I/we/you/they always meet them at the University on Mondays.</i>	<i>I/we/you/they do not always meet them at the University on Mondays.</i>	Do <i>I/we/you/they always meet them at the University on Mondays?</i>	Yes, <i>I/we/you/they do</i>
<i>He/she/it sleeps two times a day.</i>	<i>He/she/it does not sleep two times a day.</i>	Does <i>he/she/it sleep two times a day?</i>	No, he/she/it doesn't

В разговорной речи употребляются следующие сокращения: *do not – don't, does not – doesn't*.

Exercise 1. Read Alexander's introduction. Find verbs in the present simple, then make the sentences negative.

My name's Alexander. I'm nineteen years old. I come from Magadan but I live in Khabarovsk. I'm a student and I go to an institute.

Our institute starts at 8 o'clock in the morning and gets over at 4.30 o'clock in the afternoon. We have a lot of activities and classes in our institute. I am very active and sincere towards my studies. After returning from the institute, I take dinner. Then I do my homework. I go to bed at 11 o'clock in the night. This is my daily routine.

Exercise 2. Use the adverbs of frequency in the following sentences.

We (обычно) lead a very busy life. All the students normally have to be at the lectures at 9:00. Some students (иногда) come late but most of them are (никогда) late. We (редко) go out in the evenings because we are to do a lot of reading. We (всегда) read about 60 pages a day and we (часто) write about 40 pages each. We are (никогда) idle because we have tests once a month and tutorials (каждый) week. (Иногда) we feel tired but we (никогда) complain or regret taking up legal studies. (Каждый) day we follow the same routine.

Exercise 3. Rewrite each sentence as a positive or negative sentence, or a question, according to the instructions.

1. I visit my parents very often. (negative)
2. Does he go to the institute every day? (positive)
3. She comes from Germany. (question)
4. The students do courses on law enforcement activity. (question)
5. I want to call the police. (negative)
6. He doesn't walk to work every day. (positive)
7. Studying at the Institute is hard work. (question)
8. Our institute starts at 8 o'clock in the morning. (negative)
9. They live in different cities. (question)
10. They go to University by bus. (negative)

Exercise 4. Correct the mistakes.

1. She work in an office.
2. Students listens to the lecturers.
3. I gets up at 7:00.
4. The students cleans the campus every day.
5. We goes to the Institute in the morning.
6. You studies special subjects at the Institute.
7. I plays computer once a week.
8. Applicants takes entrance examinations in Russian and History

Exercise 5. Order the sentences.

1. study I English Mondays on
2. don't write I poems
3. He television night at watches
4. They rap don't to listen the
5. exercise does morning He the in
6. reading My like group mate doesn't
7. Lions animals small don't eat
8. live village They the in

Exercise 6. Complete the present simple affirmative and negative sentences with the verbs in brackets.

1. Fish (not fly). They (swim).
2. I (wash) the dishes, but I (not put) them away.
3. They (not clean) the kitchen before they (eat) dinner.
4. He(try) to be a good boy, but he (not behave) well.
5. The sun (not rise) in the west. It(rise) in the east.
6. A spider (not have) wings. A bird(have) wings.
7. Students (not like) seminars. They..... (like) practical instructions.
8. He (not be) American. He(be) Russian.
9. Class(start) at 9 o'clock. It (not start) at 8 o'clock.
10. We (not study) German. We (study) English.

Exercise 7. Ask questions with do or does. Then give short answers.

1. you watch TV every day?
2. your parents go to the theatre?
3. your friend study well?
4. policemen work in shops?
5. the academic year start in January?
6. she pass her exams at the end of the term?
7. the students want to master English?
8. it rain a lot in your region?
9. policemen arrest people?
10. you want to be a police officer?

Exercise 8. Fill in the gaps; put the verbs in the correct form of the Present Simple.

Dylan Carter is a police officer and he (work) in a local police department. Dylan ____ (not have) a typical daily routine. He _____ (start) work early in the morning and he sometimes _____ (finish) at midnight.

"I usually _____ (go) to sleep at about two in the morning," says Dylan, "and _____ (get up) at five in the evening. Then I _____ (have) breakfast and I usually _____ (get) to work at about seven o'clock."

Dylan____ (not have) anything to eat at work, but he always _____ (have) a big meal when he _____ (get) home.

I ____ (like) my job very much," says Dylan. "But my friends ____ (not like) it at all.

Special questions (Специальные вопросы)

В отличие от общих вопросов, специальные вопросы задаются с целью выяснить какую-то конкретную информацию о предмете или явлении.

Для специальных вопросов характерно наличие вопросительных слов:

What? – Что?	How much? – Сколько?
Who? – Кто?	How many? – Сколько?
Where? – Где? Куда?	How long? – Как долго?
When? – Когда?	How often? – Как часто?
How? – Как?	How far? – Как далеко?
Which? – Который?	What kind of? – Какой?
Whose? – Чей?	What time? – Во сколько?
Why? – Почему?	
Whom? – Кого?	

Для построения специального вопроса необходимо добавить к началу общего вопроса вопросительное слово.

Вопросительное слово	Вспомогательный глагол	Подлежащее	Сказуемое	Остальные члены предложения
When	<i>does</i>	<i>she</i>	<i>drink</i>	<i>coffee?</i>

Для получения дополнительной информации о человеке или предмете, совершающем действие, используются **вопросы к подлежащему**, которые начинаются с вопросительных слов (**what, who, which**) и продолжают-ся с **прямым порядком слов**.

Вопросительное слово	Сказуемое	Остальные члены предложения
What	<i>makes</i>	<i>you laugh?</i>

Exercise 1. Give full answers to the following questions.

1. Where do you go after studies?
2. What do you do?
3. Where does your roommate come from?
4. How long does it take from Khabarovsk to Moscow?
5. How often does your friend go to the cinema?
6. How many children do your parents have?
7. When do you get up?
8. How often do you study English?

Exercise 2. Ask questions using the words in brackets.

1. He speaks English very well. (How)
2. I studies history at the Institute. (What)

3. My friend comes home late. (When)
4. We play football at a stadium. (Where)
5. We work in police. (Where)
6. He always asks a lot of questions. (What)
7. The students go to their classes every day. (How often)
8. My friend makes a lot of mistakes. (How many)
9. He gets home on foot. (How)
10. His parents work at the Criminal Investigation Department. (Whose)

Exercise 3. Put the words in the correct order to make Wh-questions.

1. German you why do study?
2. free does spend she her how time?
3. time they on get up what Saturdays do?
4. eating what breakfast like do you for?
5. your brother summer usually spend his does holidays where?
6. how home from do get work they?
7. read books Lilly does what?
8. many of he a drink how does day cups usually coffee?

Exercise 4. Complete the following Wh-questions in the present simple tense. Then answer them.

Example: Who..... ? (take-you-school)

Who takes you to school? My farther does.

1. Which..... ? (car-start-first)
2. Who ? (work-with you)
3. What ? (annoy-you)
4. Who? (help you with your homework)
5. Who ? (cook dinner every day)
6. Who? (live in a hostel)
7. Who? (always listen to the lectures)
8. Who? (sing in the shower)
9. Who? (walk every evening)
10. What? (help you to concentrate)
11. What? (make you happy)

Imperative mood
(Повелительное наклонение)

Повелительное наклонение выражает в большей или меньшей степени побуждение к действию. Оно может проявляться в форме просьбы, совета, приглашения, приказа или запрета.

Для того чтобы попросить, посоветовать или приказать что-то сделать, используется инфинитив без частицы **to**.

Stand up! – *Встань (-me)!*

Stop talking! – *Прекрати (-me) разговаривать!*

Switch off the light. – *Выключи (-me) свет.*

Be quiet when you enter the lecture hall! – *Веди (-me) себя тихо, когда заходишь (-me) в аудиторию.*

С помощью отрицательных предложений налагают запреты, просят или советуют чего-то не делать. Для этого в начало предложения ставят вспомогательный глагол **do** и частицу **not (don't)**.

Do not (Don't) use cellphones here. – *Не пользуйтесь здесь мобильными телефонами.*

Если необходимо обратиться к первому лицу (*I – я, we – мы*) или третьему (*he – он, she – она, it – оно, they – они*), то на помощь приходит глагол **let (позволять)**. В первом лице местоимение **I** трансформируется в **me**, в третьем лице местоимения **he, she, it, they** – в **him, her, it, them**.

Let me buy you a present. – *Дай мне купить тебе подарок.*

Let them help you. – *Позволь им помочь тебе.*

The vase is expensive. Don't let it fall down. – *Ваза дорогая. Не дайте ей упасть.*

Exercise 1. Use the following verbs to make statements. Consult the dictionary if necessary.

*help, sit, call, don't, be, study, open, turn, take,
listen, give, bring, wash, finish, don't*

1. the door, please.
2. down and relax.
3. touch that.
4. off the TV.
5. quiet during the movie.
6. off your shoes before entering the house.
7. for the test tonight.
8. me when you get home.
9. me the book on the top shelf.
10. closely to the instructions.

Exercise 2. Rewrite the sentences in imperative. Keep the same meaning.

Example: *You can't step on the grass in this park.* – *Don't step on the grass in this park.*

We must revise some new words for the English test. – *Let's revise some new words for the English test.*

1. You must go to bed early today, Sasha.
2. You should get up at six tomorrow morning.
3. You mustn't stand in the middle of the road.
4. We needn't wait for the others any longer.
5. You can't park your car in this street, madam
6. You must be at the hospital as soon as you can.
7. They should taste this delicious chocolate cake.
8. We mustn't stop before we succeed.
9. He should have a job when he finishes school.
10. You must listen to your teachers and follow their instructions.

Exercise 3. Match the following Arrest Command phrases for Law Enforcement Officers. Consult the dictionary if necessary.

Стоять!	Lie face down on the ground!
Не двигаться!	Put your hands behind your back!
Брось оружие!	Don't move!
Руки вверх!	Spread your legs!
Руки за спину!	Walk!
На живот!	Stop!
Ноги шире!	Drop the weapon!
Встать!	Put your hands up!
Пошел!	Stand up!

Infinitive (Инфинитив)

Инфинитив – неличная форма глагола. Эта форма выражает действие, но не показывает лицо или число. Инфинитив отвечает на вопросы «**что делать?**», «**что сделать?**»: *to run* – бежать/прибежать, *to cook* – готовить/приготовить.

В предложении инфинитив может использоваться с частицей **to** (полный инфинитив) и **без нее** (голый инфинитив).

Инфинитив без to используется после: модальных глаголов; глаголов, которые выражают восприятия, ощущения: **to hear** (слышать), **to feel** (чувствовать), **to see** (видеть), **to watch** (смотреть, наблюдать); глаголов **to let** (разрешать, давать право), **to make** в значении «заставлять», **to have** в значении «заставлять, велеть, допускать». После глагола **to help** (помогать) может использоваться глагол как с частицей **to**, так и без нее.

Exercise 1. Translate the sentences paying attention to the infinitive. Use the dictionary if necessary.

1. It is very nice *to go* to the country every weekend.
2. *To know* the language well means to master it perfectly.
3. He hired a taxi *to take* us to the railway station.

4. Our next step is *to consult* an experienced lawyer.
5. It is a great pleasure *to make* your acquaintance.
6. *To ask* you questions is my duty.
7. I hope *to meet* you again.
8. *To translate* this text is not at all easy.

Exercise 2. Insert “to” where necessary.

1. I think you must ... apologize.
2. Make him ... speak louder.
3. Help me ... carry this bag.
4. My son asked me ... let him ... go to the theatre.
5. It is difficult for police officers ... solve crimes.
6. She asked me ... read the letter carefully and ... write an answer.
7. The man told me not ... walk on the grass.
8. Let me ... help you with your work.
9. She should ... take care of her health.

Exercise 3. Answer the question using the Infinitive.

1. What's your aim in life?
2. What's your duty in the family?
3. What's your highest ambition?
4. What's the foreign policy of this country?
5. What can't students afford to do?
6. What did your parents threaten to do when you didn't behave well in your childhood?

UNIT 3. WHAT IS LAW?

РАЗДЕЛ 3. ЧТО ТАКОЕ ЗАКОН?

Exercise 1. Read the following words and word-combinations. Learn them by heart.

Vocabulary list

law – право, закон

system of rules and regulations – система правил и норм

the governing authority [ɔ:'θɜrɪtɪ] – управляющий орган власти

to enforce laws – применять, принуждать законы

a citizen – гражданин

a guidance of acceptable behaviour – руководство по приемлемому поведению

behaviour and interactions [br'heivjə ən ,intər'ækʃən] – поведение
и взаимодействие

society – общество

to promote order and justice ['dʒʌstɪs] – поддерживать порядок
и справедливость

to establish a framework for smth – устанавливать рамки для чего-л.

resolve disputes [dɪs'pju:tɪs] – разрешать споры

the common good – общее благо

different branches of law – различные отрасли права

to address specific legal issues and disputes – решать конкретные
юридические вопросы и споры

to violate the law – нарушать закон

consequences to fit the crime – последствия, соответствующие
преступлению

to ensure equality and parity – обеспечивать, гарантировать равенство

to produce a law – создать, издать закон

entirely – полностью

satisfactory [ˌsætɪs'fæktəri] – удовлетворительный

Exercise 2. Read the text and translate it into Russian.

What is law?

Law is a system of rules and regulations that the state or other governing authority enforces against its citizens. Laws serve as a norm of conduct for all members of society and act as a guidance of acceptable behavior.

Laws can be written or unwritten, formal or informal, and they can vary widely between different societies and cultures.

The primary function of law is to regulate human behaviour and interactions, with the goal to promote order, stability, and justice in society. Laws help to establish a framework for resolving disputes, protecting individual rights, and promoting the common good.

There are many different branches of law, including criminal law, civil law, administrative law, and international law, among others. Each of these branches of law addresses specific legal issues and disputes.

Law plays a vital role in human society. Violate the law, and there will be consequences to fit the crime. We need the law to ensure equality and parity in communities. Many believe that a society without laws would be a society in a state of chaos.



Every country tries to provide laws, which will help its people to live safely and as comfortable as possible. This is not at all an easy thing to do, and no country has been successful in producing laws, which are entirely satisfactory.

Exercise 3. Complete the following sentences using information from the text.

1. The headline of the article is ...
2. The article describes ...
3. The author focuses attention on ...
4. I found the article interesting because it's ...
5. To make a conclusion I can say that ...

Exercise 4. Give English equivalents of the words or word combinations. Make up the sentences with them.

Создать (издать) закон, система правил и норм, управляющий орган власти, различные отрасли права, принуждать законы, нарушать закон, происходить, судебные решения, общее благо, уголовное право, поддерживать порядок и справедливость, решать конкретные юридические вопросы и споры, поведение и взаимодействие, гарантировать равенство, административное право.

Exercise 5. Are these statements true or false?

1. Law plays a small role in human society.
2. Many believe that a society without laws would be a society in a state of order.
3. Law is a system of rules and regulations that the state or other governing authority enforce against its citizens.
4. The primary function of law is to regulate human habits and investments.
5. Every country tries to provide laws.
6. Laws serve as a norm of conduct for all members of society and act as a guidance of acceptable behavior.
7. There are not many different branches of law, except for international law.
8. We need the law to ensure success in communities.
9. Laws help to promote the common good.
10. To provide laws is an easy thing to do.

Exercise 6. Match each word on the left with the correct definition on the right:

- | | |
|--------------|--|
| 1) crime | a) the people living in a region as an organized group |
| 2) dispute | b) the official power to make decisions or to control other people |
| 3) society | c) the way that humans act towards other people |
| 4) authority | d) an illegal action punished by law |
| 5) behavior | e) an argument between people |

Exercise 7. Complete the table.

Verb	Noun	Adjective
		just
	satisfaction	
regulate		
		productive
act		
	interaction	
		enforceable
order		
	function	
		regulatory
punish		
	dispute	

Exercise 8. Fill in the gaps with the words from the table.

1. Providing a legal system is the most essential *function* of the government (to function).
2. It will its due effects (productive).
3. He should more with his colleagues (interactive).
4. States must the needs of their population (satisfaction).
5. In many cases we have to follow (to regulate).
6. I saw no in the court's decision (just).
7. I believe that the killer alone (action).
8. Law and is important for a variety of reasons (orderless).
9. The duty of the police is to the law (enforceable).
10. We need better laws to ... the content of the Internet (regulation).

11. He accepted his without protest (to punish).
12. Our decision in all issues is final (dispute).

Exercise 9. Match words and collocations with the ones that have similar meanings.

to produce laws	to guarantee equality
authority	principal function
to violate the law	essential role
vital role	power
primary function	to create laws
to ensure equality	to break the law

Exercise 10. Fill in the gaps with missing words consulting the text. Substitute the collocations in the sentences using the ones from exercise 9. Translate the sentences into Russian.

1. Law is a system of rules and
2. They can vary widely between different and cultures.
3. The function of law is to regulate human behaviour and interactions.
4. Laws help to establish a framework for resolving
5. There are many different, including criminal law, civil law, administrative law, and international law, among others.
6. Law plays a in human society.
7. Violate the law, and there will be consequences to fit the
8. We need the law to equality.
9. A society without would be a society in a state of chaos.
10. No country has been successful in, which are entirely satisfactory.

Exercise 11. Answer the questions.

1. What is law?
2. What is the primary function of law?
3. What are the branches of law?
4. What are laws created through?
5. Why do societies need laws?
6. Why do new laws appear?
7. Why does every country try to provide laws?

Exercise 12. Read and translate the text.

The first laws

One of the earliest systems of law of which we have knowledge is the collection of laws, known as the Code of Hammurabi, the Babylonian king, which was carved in stone about 1900 BC, and which can be seen in the British Museum in London. Another early code is the code of Hebrew law, contained in the Book of Exodus in the Bible.



In Greece each city state had its own law. Some laws were common to many states, such as the laws relating to family life. In the seventh century BC Solon, the famous Athenian law-giver, provided a new code of law. The Athenians did not consider it necessary to have legal experts for non-criminal cases.

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

Roman law has had a deep influence upon the law of the world. The law of most European countries is based upon it, and it has some influence on Anglo-Saxon law, which is the other great system of the world. In France, however, until Napoleon codified the law in 1804, each province had its own laws. The Napoleonic code was a splendid achievement, and has been copied in many countries in Europe and South America. Many of its principals are still in force today.

Exercise 13. Answer the questions:

1. What were the earliest known ancient law systems?
2. What was the Greek concept of law?
3. Who provided a new law to Athenians?
4. Which law was one of the greatest systems and influenced all the other laws?
5. What can you say about the Napoleonic code?

Exercise 14. Complete the sentences.

1. The main idea of the text is
2. The article considers
3. The article focuses attention on
4. I can make a conclusion that

English in use

Past Simple Tense Active

(Прошедшее простое время, активный залог)

Прошедшее простое время – одно из наиболее часто употребляемых времен в английском языке. Чаще всего оно используется для описания законченных действий, произошедших в прошлом, серии действий, произошедших одно за другим в прошлом, привычек, которые имели место в прошлом, а также для описания фактов, событий из прошлого.

Употребление этого времени часто сопровождается такими временными маркерами, как **before, ago, yesterday, либо словосочетания a long time ago, last time, last year (week, month, century), in 2012, when I was a child (five years old), on Friday, the day before yesterday, the other day.**

Positive – утвердительная форма	Negative – отрицательная форма	Question – вопросительная форма
I, You, He, She, It, We They played in the garden	I You He did not She (didn't) play It in the garden We They	I you Did he play in the she garden? it we they
Чтобы образовать утвердительное предложение в Past Simple с правильным глаголом, к его начальной форме без частицы to необходимо добавить окончание –ed: <i>love – loved, walk – walked.</i> Ответить на общие вопросы можно при помощи кратких форм: Yes, I did или No, I didn't. Для образования специальных вопросов, с вопросительными словами, используется следующая схема: <i>Вопросительное слово + did + существительное (или местоимение) + V (глагол).</i> When did you learn new words?		

Exercise 1. Review the spelling rules and read the words. Then name the past forms of these regular verbs.

Ask, brush, learn, carry, like, check, listen, clean, plan, cry, play, dance, study, decide, watch, talk, hope, walk, hug, wash, look, stop, carry, want, help, travel, arrive, wait, study, call.

Exercise 2. Choose a verb from the list below to complete the following sentences. Use the verb only once in the past tense.

change, visit, paint, travel, listen, help, arrive, learn, watch, play, wait

Example: I visited my friend in the hospital last night.

1. The boys hockey in the field behind the school.
2. Robert his wife wash the dishes.
3. We our living room a soft blue colour.
4. Susan TV for two hours last night.
5. We planes on the way to New York.
6. She for him for 20 minutes at the coffee shop.
7. He how to swim when he was a child.
8. They all around the country three years ago.
9. The students late for class.
10. We to the radio until midnight.

Exercise 3. Write down five questions using any regular verbs from exercise 1. Then ask your partner the questions and write his or her answers. Give short and full answers.

Example: Did you study well at school? Yes, she did. She studied well at school. / No, she didn't. She didn't study well at school.

Exercise 4. Name the past forms of these irregular verbs. Refer to the Irregular Verbs chart if you need help.

Be, make, read, bring, run, catch, see, choose, know, sing, do, sleep, fall, take, go, teach, drive, have, think, write, say, learn, shoot, become, fight, cut, eat, drink, ride, break, wear, speak, win, keep, hear, meet, give, begin, get.

Exercise 5. Write the opposite of each verb below. Make sure to use the past tense of an irregular past form.

Verb	Opposite
<i>gave</i>	<i>took</i>
remembered	
bought	
found	
sat	
arrived	
opened	
rose (the sun)	
learned	
saved (money)	
left	

won	
missed (a bus)	
sold	

Exercise 6. Choose any 20 verbs from the Irregular Verbs chart and write the past tense forms in the squares. Then play Bingo! Draw an “x” when you hear your teacher call out a matching verb.

Exercise 7. Choose a verb(s) from the list below to complete the following sentences. Use the verb(s) in the past tense. Use each verb only once.

<i>buy ring lie break teach fly set send wake swim feel pay meet have write drink give get take catch lose</i>
--

Example: She broke a plate when she was washing the dishes.

1. They ... to Paris in a jumbo jet last week.
2. I ... the alarm clock for 7:00 yesterday morning, but I ... up an hour before the alarm clock
3. I ... an email to my friend back home.
4. He ... a five-page essay last night.
5. His mother ... care of him when he ... sick.
6. The teacher ... the English class and then the students ... three exercises to do for homework.
7. Matthew ... his wallet on the way to work yesterday. He very upset.
8. Angie ... a bad cold last week. She ... in bed for three days.
9. The children ... in the lake behind their house last summer.
10. We ... a wonderful time at your party last night.
11. I ... groceries on my way home yesterday and I ... cash.
12. I ... three friends at the cafe and we ... several cups of coffee together.

Exercise 8. Complete the following sentences using “yesterday”, “last”, or “ago”.

1. We went skiing a lot ... winter.
2. She came to this country three years
3. The lecturer cancelled the class ... Monday.
4. I spoke to him for ten minutes
5. We went dancing ... night.
6. The student was absent ... morning.
7. We began to learn criminal law ... term.
8. The cadets cleaned the campus ... afternoon.

9. She got married five years
10. We went shopping

Exercise 9. Read the example. Then complete the sentences below using the past tense. Make the first sentence negative and the second one positive.

*Example: He usually eats cereal for breakfast.
He didn't eat cereal yesterday.
He ate toast.*

1. She usually gets up at 7:00.
2. She usually takes a shower.
3. She usually reads a newspaper.
4. She usually leaves the house at 8:00.
5. She usually takes a bus to the Institute.
6. She usually meets her classmates in the evening.
7. She usually eats lunch at home.
8. She usually has a lot of lectures every day.
9. She usually gets home at 6:00.

Exercise 10. Use the correct question word (who, what, where, when, why, how many, how) to make Wh- questions in the Simple Past tense. The bold words are the answers to the questions.

*Example: She bought that uniform **at a shopping center**.
Where did she buy that uniform?*

1. They left the Institute **at 6:00**.
2. She didn't go to work **because she was sick**.
3. I spent **2 thousand** rubles on groceries.
4. I felt **sick** yesterday.
5. The sun rose **at 6:45 am** yesterday.
6. She wore **a beautiful dress** to the party.
7. The meeting took place **in Room 29**.
8. We spoke to **our teacher**.
9. They came on time **to the Institute** yesterday.
10. He drove his car **carefully**.

Exercise 11. Put the events below in order. Tell what happened to the girl.

After I got home, I went to bed and forgot about the ticket.
A man on the radio said my lottery ticket number.
On Monday, I bought a lottery ticket at a shopping mall.

On the way to work I turned on the radio.
 Oh no! The ticket wasn't in my pocket!
 Next, I drove back home and looked for the ticket.
 Oh no! It was the wrong number!
 Finally, I looked at the ticket.
 I put the ticket in the pocket of my jacket, and went home.
 After he said my number, I put my hand into my jacket pocket.
 On Tuesday morning, I got into my car and drove to work.
 I found the ticket. It was on a table.

Exercise 12. Choose one of the topics below. Write a paragraph using regular and irregular past tense verbs.

Topics:

- what you did yesterday
- what you did last weekend
- what you did during your last holiday

Example:

I went on holiday to Sochi last year. It was spring. There were many tulips. I went to a lot of museums and saw a lot of beautiful art.

UNIT 4. THE PROFESSION OF A LAWYER

РАЗДЕЛ 4. ЮРИДИЧЕСКИЕ ПРОФЕССИИ

Exercise 1. Read the following words and word-combinations. Learn them by heart.

Vocabulary list

jurisprudence – юриспруденция
 social relations – социальные отношения
 legal professions ['li:gəl] – юридические профессии
 the application of law – применение закона
 the characteristic features – характерные черты
 notaries – нотариусы
 prosecutors – прокуроры
 legal issues – юридические вопросы, проблемы
 legal advice – консультация юриста
 represent clients in the courts [kə:ts] – представлять клиентов в судах
 a criminal defense lawyer ['lɔ:jə] – адвокат по уголовным делам
 the course of the trial – ход судебного разбирательства
 implementation of certain procedural actions – совершение отдельных процессуальных действий

valuable – ценный
to certify transactions – удостоверять сделки
to increase the legal force – повысить юридическую силу
to carry out – осуществлять
to certify a will – заверить завещание
execute the last will and testament – исполнить последнюю волю
maintain law and order – поддерживать правопорядок
to oversee the observance of laws – следить за соблюдением законов
dedication – преданность
the development of essential skills – развитие необходимых навыков
a fulfilling path – успешный путь

Exercise 2. Read the text and translate it into Russian.

Legal professions

Many people in the 21st century devote their lives to jurisprudence, because it is interesting, since law is the main regulator of social relations in modern society. However, not everyone knows what legal professions exist. Law is a set of state norms that are expressed in regulatory legal acts. It regulates various spheres of human life, for example, family, labor, criminal, business, etc.



All legal professions are associated with the application of law. Jurisprudence is a special science that studies the characteristic features of the state and law. The work of notaries, lawyers, police, prosecutors, courts and other similar institutions is a clear example of practiced jurisprudence.

A lawyer is a professional in the field of legal issues. This person provides legal advice. In addition, lawyers can also represent clients in the courts. This is required in cases where the person does not properly understand any legal issues.

A criminal defense lawyer builds up a defense in the course of the trial, and helps in the implementation of certain procedural actions. The services of such lawyers are extremely valuable. After all, a criminal defense lawyer actually participates in the process that decides the further fate of a person.

In almost all countries of the world, the notary is a civil law institution, the purpose of which is to certify transactions. In addition, notaries can increase the legal force of some documents by personal certification. People of this profession carry out a number of other functions. For example, the services of a notary are necessary to certify a will and execute the last will and testament. A legal education is required for a profession of this type. The person must pass the exam and obtain the appropriate license.

Lawyers are in demand in both the police and prosecutor's office. Police is the body that provides law and order and the fight against crime. In addition, the police maintain law and order in the state. Some department positions require legal education. For example, if a person wants to become an investigator, then he should acquire fundamental knowledge in the field of law.

The prosecutor's office is a system of various bodies that oversee the observance of laws, freedoms and human rights. As a rule, the objects of its activity are state authorities. Legal education in this area is essential.

Becoming a lawyer requires dedication, a strong educational foundation, and the development of essential skills. If you have a passion for justice and a desire to make a difference, pursuing a career as a lawyer may be a fulfilling path.

Exercise 3. Complete the sentences below.

1. The headline of the article is ...
2. It is devoted to the definition of ...
3. The article describes the ...
4. The author focuses attention on the characteristics of ...
5. To make a conclusion I can say ...

Exercise 4. Give Russian equivalents.

Jurisprudence, a strong educational foundation, maintain law and order, a legal education, oversee the observance of laws, state authorities, to certify transactions, provide law and order, a criminal defense lawyer, certain procedural actions, carry out a number of functions, increase the legal force, the notary, legal professions, essential skills, the prosecutor's office, provides legal advice, to become an investigator, to certify a will, the main regulator of social relations, the characteristic features of the state and law, regulatory legal acts.

Exercise 5. Match the professions with their descriptions.

A criminal defense lawyer	is a person authorized to perform acts in legal affairs, in particular witnessing signatures on documents
A prosecutor	a person who enforces laws and helps to keep people safe
A police officer	a lawyer who represents clients accused of criminal offenses
A notary	a lawyer who represents the government

Exercise 6. Agree or disagree.

1. Law is the main regulator of social science in modern society.
2. The prosecutor's office is a system of various bodies that oversee the observance of laws, freedoms and human rights.
3. A criminal defense lawyer builds up a fence in the course of the trial.
4. A legal education is required for a profession of a notary.
5. A lawyer is a professional in the field of legal issues.
6. Jurisprudence is a special science that studies the characteristic features of the state and law.
7. Notaries can increase the legal rights of some documents by personal certification.
8. Law regulates various spheres of human body.
9. Police is the body that certifies law and order and the fight against crime.
10. If a person wants to become an investigator, then he should acquire fundamental knowledge in the field of law.
11. Many people in the 21st century devote their lives to amusements.
12. Legal education in this area is not essential.

Exercise 7. Complete the statements based on the text.

Law is a ...

Jurisprudence is a

A lawyer is a ...

Lawyers can also ...

A criminal defense lawyer builds up ...

A criminal defense lawyer actually participates ...

The notary is a civil

The services of a notary are necessary ...

Lawyers are in demand in

Police is the body ...

If a person wants to become an investigator, he should ...

The prosecutor's office is a ...

The objects of its activity are ...

Exercise 8. Ask questions on the content of the text. Listen to your partner's answers.

Exercise 9. Read the following text.

Skills Required for a Successful Lawyer

Becoming a successful lawyer requires a combination of legal knowledge and various skills. Some essential skills for lawyers include:

– Analytical and Critical Thinking Skills

Lawyers must possess strong analytical and critical thinking skills to analyze complex legal issues, identify relevant facts, and develop persuasive arguments.

– Strong Communication Skills

Effective communication is crucial for lawyers as they must articulate legal concepts clearly, negotiate with opposing parties, and communicate with clients, judges, and juries.

– Research and Investigative Skills

Lawyers need excellent research and investigative skills to gather evidence, examine legal precedents, and stay updated with changes in laws and regulations.

– Negotiation and Persuasion Skills

Negotiation and persuasion skills are essential for lawyers, particularly during settlement discussions and courtroom proceedings.

Lawyers must be able to present compelling arguments and advocate for their clients' interests.

– Time Management and Organizational Skills

Lawyers often work on multiple cases simultaneously, requiring strong time management and organizational skills to prioritize tasks, meet deadlines, and maintain efficiency.

Exercise 10. Answer the questions.

What makes a successful lawyer?

Why must lawyers possess strong analytical and critical thinking?

What skills help lawyers advocate for their clients?

How can lawyers prioritize tasks and maintain efficiency?

If a lawyer misses research and investigative skills, what does he lack?

Exercise 11. Do a quiz and find out.

Can you be a lawyer?

1. Do you love to argue?

Yes.

Not really.

2. Can you manipulate things for your benefit?

Yes, why not?

Not sure.

3. Is your mind sharp like a knife?

Yes, it can cut even iron!

It is more like a butter knife.

4. How good are your lying abilities?

Well honed.

Not worth mentioning.

5. How good are you at convincing people?

Very good.

Barely ok.

6. Can you twist the truth in your favour?

Maybe.

Not sure.

7. What genres of movies/novels do you like most?
 Detective and crime thrillers. Romantic and comic stories.

Answers:

1. a) 10; b) 0 2. a) 10; b) 0 3. a) 10; b) 0 4. a) 10; b) 0 5. a); 10; b) 0
 6. a) 10; b) 0 7. a) 10; b) 0

Score:

1. 0-30. You can't become a lawyer. You don't have the qualities of becoming a lawyer. Forget it!
 2. 40-70. You can become a lawyer. Why not try to be one?

English in use

Future Simple Tense Active **(Будущее простое время, активный залог)**

Будущее простое время используется для описания действий или событий, которые произойдут в будущем. Будущее простое время выражает действия, которые еще не произошли, но произойдут позже.

Positive – утвердительная форма	Negative – отрицательная форма	Question – вопросительная форма
I You He will call the She police It We They	I, You He will not (won't) She call the police It We They	I you Will he call the she police? it we they

Будущее простое время используется, когда необходимо:

- выразить будущее действие или намерение: *I will start a new hobby soon.*
- сделать прогноз или догадку, основанную на собственном мнении: *Prices will increase next year.*
- предложить или пообещать, выразить угрозу: *I will help you with your homework.*
- принять быстрое решение: *I'm thirsty. I will get a glass of water.*
- выразить будущий (непредотвратимый) факт: *The sun will rise at 6 am tomorrow.*

Будущее простое время часто используется с выражениями времени, такими как **tomorrow, the day after tomorrow, next week (month, year), in a week (month, year), two days (weeks, months, years) from now, soon, when, after, if.**

Иногда можно встретить употребление **I shall** и **We shall** вместо **I/We will**, без разницы в значении в большинстве ситуаций. Однако **shall** сейчас встречается редко.

Exercise 1. Complete the sentences using the future simple tense of the verbs in brackets.

1. I (call) you when I arrive.
2. They (not finish) the project on time.
3. you (help) me with my luggage?
4. She thinks it (rain) tomorrow.
5. I promise I (not tell) this anyone.
6. She (study) law next year. It's her plan.
7. He thinks they (win) the game.
8. He (not participate) in the contest.
9. I (hit) you if you do that again.
10. We (start) the meeting at 9 am.

Exercise 2. Write 5 sentences about what you will do next weekend. Describe your plans using "will" in a short paragraph.

Exercise 3. Rewrite the sentences in the negative form of the future simple tense.

1. She will attend the conference next month.
2. Our lecture will last for three hours.
3. He will tell the truth.
4. We will prove your fault.
5. I will forget this day.
6. The students will be able to surf the Internet.
7. There will be a lot of crimes in ten years.
8. The thief will go to prison.
9. They will become investigators in five years.

Exercise 4. Form questions in the future simple tense from the following statements.

1. There will be consequences to fit the crime if someone violates the law.
2. If you don't study, you will fail the exam.
3. After I graduate from the institute, I will start a stable career in the police.
4. The cadets of our Institute will become future detectives, investigators and district police officers.
5. Laws will help people to live safely.

6. A police officer will meet vast different members of society with different problems.

7. The operative team will examine the crime scene.

8. The investigation will be over soon.

9. I will catch you and send you to jail!

Exercise 5. Identify and correct the mistakes in the following sentences.

1. I will to meet you at the station.

2. She will comes tomorrow.

3. They won't going to the party.

4. Will he to arrive on time?

5. We willn't be late for the seminar.

6. I promise you that I will told your secret to anybody.

Exercise 6. Complete the sentences below. Use the Future Simple tense or the Present Simple tense for future actions (revise the rule). Explain your choice.

1. In the near future, everyone in the world (speak) English.

2. When the documentary (finish)?

3. I (try) to collect the evidence as soon as possible.

4. I have a terrible headache. I (finish) the project tomorrow.

5. The class (finish)

6. The lecture (start) at 9 am every day.

7. In my opinion, she (not/pass) the exam.

8. What time we (have) the English test?

9. If you try to escape, the police (take) you into custody.

10. The plane to Moscow (take off) at quarter to six.

Exercise 7. Read and translate the text using the dictionary. Ask questions on the content of the text in the Present Simple and the Future Simple tenses.

Mission of the police is to maintain law and order, to protect property and to investigate crimes. Technology is present in every aspect of life, in everything we do. In the future, police officers will have plenty of exciting technology to help enforce the law.

In the near future, police will use tiny drones for 3D scans of hostage situations to determine whether rescues are reasonable or not. Drones will also thoroughly assess the dangers in bomb threats, use facial recognition to scan crowds for locating fugitives or missing persons, and employ spectroscopic sensors to locate drug labs.

Negation in English (Способы отрицания)

В английском языке в одном высказывании может быть только одно отрицание.

*I **am not** a lawyer. — Я не юрист.*

*I **did not** find the keys. — Я не нашел ключи.*

*People **must not** violate the law. — Люди не должны нарушать закон.*

В английском языке, как и в русском, есть особые отрицательные слова. К ним относятся наречие **never** – **никогда**; частица **no** – **нет, не, никакой**; **none** – **никто, ничто, ни один**; местоимения **nobody** – **никто, никого, no one** – **никто, никого и nothing** – **ничто, ничего, neither** – **никто из**; наречие **nowhere** – **нигде, негде, некуда, никуда**.

*You **never** know what you'll get. - **Никогда не** знаешь, что ты получишь.*

*There was **no** light in the room. — В комнате **не** было света.*

Конструкция **neither... nor...** используется для отрицания двух вещей одновременно:

*I speak **neither** Spanish **nor** French. – Я не говорю **ни** на испанском, **ни** на французском.*

Еще один распространенный способ образования отрицания – отрицательные приставки в английском языке. Масса различных префиксов помогает образовать слова с отрицательным значением.

*legal – **illegal**, function – **malfunction**, happy – **unhappy**, satisfy – **dissatisfy**, understand – **misunderstand**, regular – **irregular**, personal – **impersonal**, active – **inactive***

Exercise 1. Make the corresponding positive words and translate them into Russian.

Unhappy, unable, irresponsible, unusual, unacceptable, illogical, impolite, unnatural, disrespectful, misfortune, impossible, unhealthy, dishonest, imperfect.

Exercise 2. Translate the sentences paying attention to the negation.

1. Some people are interested in many things, but are experienced in none of them.
2. We never break the law.
3. Neither of us passed the exam.
4. Never trust anyone who has not brought a book with them.
5. Strength does not come from physical capacity.
6. A bad excuse is better than none .
7. Neither of the shoes looked like in the photos on the site.
8. She said nothing about a trip to America.

Exercise 3. Correct the mistakes in the sentences. Translate the sentences.

1. I don't need no help.
2. we didn't see nothing.
3. I can't find no evidence of his innocence.
4. She is not an uninteresting speaker.
5. He never said nothing about it.
6. They don't want nobody to know the truth.
7. I can't find no solution to this problem.
8. t's not uncommon for those types of things to happen.

Exercise 4. Make positive sentences negative. Use negative words where necessary.

1. I went to the police station.
2. He really likes studying criminal law.
3. He always does his homework.
4. She is interested in her work.
5. What you did was legal.
6. Tell him something about the criminals.
7. He carried a gun everywhere he went.
8. All of the students passed the test.
9. Anyone can join the team.
10. Everybody attended the meeting yesterday.

Exercise 5. Translate the sentences into English.

1. Ни я, ни друзья не признались, кто разбил окно.
2. Никто не знал ответ.
3. Он ничего не видел.
4. Я никогда не повторяю свои ошибки.
5. Они никуда не пойдут и останутся здесь.
6. Никто из студентов не ответил на вопрос.
7. Никуда не ходи без моего разрешения!
8. Движение по этой улице запрещено законом.

PART II

UNIT 5. THE RUSSIAN FEDERATION

РАЗДЕЛ 5. РОССИЙСКАЯ ФЕДЕРАЦИЯ

Exercise 1. Read the geographic names. Learn them by heart.

Europe – Европа

Asia – Азия

East – Восток

Norway – Норвегия

Siberia – Сибирь

Estonia – Эстония

Georgia – Грузия

Azerbaijan – Азербайджан

Kazakhstan – Казахстан

China – Китай

the Urals – Уральские горы

the Caucasus – Кавказские горы

the Altai – Алтайские горы

the Ob – Обь

the Yenisei – Енисей

the Lena – Лена

the Amur – Амур **the Pacific Ocean** – Тихий океан



Exercise 2. Read the following words and word combinations. Learn them by heart.

Vocabulary list

area	['eəriə]	площадь
kilometre	['kɪləmi: tə]	километр
to occupy	['ɔ: kjəpaɪ]	занимать, занять
to border on	['bɔ:rdər]	граничить с
to comprise	[kəm'praɪz]	содержать
high	['haɪ]	высокий
mountain	['maʊn.tɪn]	гора
valley	['væli]	долина
wide	[waɪd]	широкий
steppe	[stɛp]	степь
field	[fi: ld]	поле
climate	['klaɪmɪt]	климат
climatic	[klɪ'mæɪtɪk]	климатический

continental	[kəntɪ'nentəl]	континентальный
to be engaged in	[ɪn'geɪdʒd]	заниматься
agriculture	['æɡrɪkʌltʃə]	сельское хозяйство
to produce	['prɒdju: s]	производить
dairy	['deəri]	молочный
granaries	['grænəri]	зернохранилище
ore	[ɔ:]	руда
resource	['ri:sɔ:rs]	ресурс
wealth	[welθ]	богатство, благосостояние
volume	['vɒlju:m]	объем
constitutional	[kənstrɪ'tju:ʃənəl]	конституционный
republic	[rɪ'pʌblɪk]	республика
legislative	['ledʒɪslətɪv]	законодательный
to be vested in	['vestɪd]	возлагаться на
Assembly	[ə'sembli]	Собрание
Council	['kaʊnsəl]	Совет

Exercise 3. Read the text and translate it.

The Russian Federation

The Russian Federation is the largest country in the world. Its total area is about 17 million square kilometres. It occupies most of Eastern Europe and Northern Asia. It borders on Norway and Finland in the north-west, Estonia, Latvia, Belarus and the Ukraine in the West, Georgia and Azerbaijan in the south-west, and Kazakhstan, Mongolia, China along the southern border. The federation comprises 21 republics.



Russia is the land of thick forests, high peaked mountains, deep valleys, wide steppes and fields. The longest mountain chains are the Urals, the Caucasus and the Altai. There are over two million rivers and lakes in the country. The most important rivers are the Volga, the biggest river in Europe, the main Siberian rivers (the Ob, the Yenisei and the Lena), and the Amur in the Far East, flowing into the Pacific Ocean. The deepest lake in the world - Lake Baikal, is situated in Russia, too.

The climate in Russia varies from arctic in the north to continental in the central part of the country and subtropical in the south. Due to climatic conditions of the country the agriculture is highly developed here. About 10 million people are engaged in agriculture producing half of the region's grain, meat, milk and other dairy products. The largest granaries are located in the North Caucasus and the Volga and the Amur regions. Russia is one of the most important producers and exporters of grain in the world.

Russia is very rich in oil, iron ore, natural gas, copper, nickel and other mineral resources. Three-quarters of the country's mineral wealth is concentrated in Siberia and the Far East. Russia produces large volume of steel, timber, natural gas and oil.

The Russian Federation is a constitutional republic, with President as the Head of State. The legislative power is vested in the Federal Assembly, consisting of the Council of Federation and the State Duma. The capital of the Russian Federation is Moscow, with the population of about 10 million people. It is one of the oldest Russian cities.

Exercise 4. Translate the following word combinations from the text. Learn to read them at a good pace.

The largest country in the world; its total area; high peaked mountains; deep valleys; wide steppes and fields; the longest mountain chains; the main Siberian rivers; mineral wealth; are engaged in agriculture producing; dairy products; large volume of steel; natural gas; a constitutional republic; the legislative power; the Federal Assembly; the Council of Federation; the State Duma.

Exercise 5. Find English equivalents to the following word combinations.

Общая площадь, глава государства, самый важный, впадающая в Тихий океан, граничит с, около 17 миллионов квадратных километров, молочные продукты, климат, климатические условия, юго-запад, вдоль южной границы, зернохранилище, сельское хозяйство, конституционная республика, старейшие города России, три четверти, законодательная власть, около 10 миллионов.

Exercise 6. Complete the following sentences using information from the text.

1. The Russian Federation is ...
2. Russia borders on ...
3. Russia is the land of ...
4. The longest mountain chains are ...
5. The climate in Russia varies from ...
6. About 10 million people are engaged in ...
7. The largest granaries are ...
8. Russia produces ...
9. Russia is very rich in mineral resources ...
10. The legislative power is vested in ...

Exercise 7. Answer the following questions to the text.

1. What is the total area of the Russian Federation?
2. What countries does Russia border on?
3. What kinds of landscapes are there in Russia?
4. What are the longest mountain chains in Russia?
5. What are the climatic conditions in the Russian Federation?
6. What is the world's deepest lake?
7. What mineral resources is the country rich in?
8. Why is the agriculture highly developed in Russia?
9. Where are the largest granaries of the country located?
10. What kind of state is Russia?

English in Use

The Prepositions of place and direction (Предлоги места и направления)

Предлоги места указывают на местонахождение предмета		
in	в (предмет находится внутри)	They gathered in the living room. – Они собрались в гостиной. He was the best craftsman in the country. – Он был лучшим ремесленником в стране.
on	на (предмет находится на поверхности)	“Mir- ror, mirror on the wall, who's the fairest of them all?” – Зеркало, зеркало на стене, кто всех прекраснее? You will find the will on my desk. – Вы найдете за- ветание на моем письменном столе.
under	под	under the sofa – под диваном under the ground – под землей
above	над	above the sea level – над уровнем моря above the trees – над деревьями
behind	позади, за	behind the armchair – за креслом behind the house – за домом
in front of	перед	in front of you – перед тобой in front of our house – перед нашим домом
at	(предмет находится рядом или в определенной точке пространства)	to sit at the desk – сидеть за партой to stand at the door – стоять у двери to be at school – быть в школе (=на уроках) to be at the match – быть на матче to be at work – быть на работе to be at home – быть дома
between	между	Two houses with a tree between – Два дома, между которыми растет дерево

among	<i>среди</i>	among other people – <i>среди</i> других людей among the trees – <i>среди</i> деревьев
Предлоги направления указывают на направление движения предмета		
to	<i>к, в, на</i>	He will go to his parents tomorrow. – Он поедет к своим родителям завтра. The way to Novosibirsk – дорога в Новосибирск The windows look to the north. – Окна выходят на север.
from	<i>из, от, с</i>	from St.-Petersburg – <i>из</i> Санкт-Петербурга; a letter from my friend – письмо <i>от</i> моего друга; from the very beginning – <i>с</i> самого начала;
towards	<i>к, по направлению к</i>	He edged towards the door. – Он пробирался к двери. Her back was turned towards me. – Она стояла спиной ко мне.
out of	<i>вне, за, из (указывает на положение вне каких-либо пределов)</i>	He lives out of town. – Он живет за городом. get out of the town – убраться из города
through	<i>через, сквозь, по</i>	through the gate – <i>через</i> ворота through the crowd – <i>сквозь</i> толпу They marched through the town. – Они промаршировали по городу.
into	<i>в (движение или направление внутрь)</i>	Go into your room at once! – Немедленно иди в свою комнату! to dive into the river – нырять в реку
along	<i>вдоль, по</i>	along the road – по дороге
throughout	<i>повсюду, по всему</i>	throughout the world – по всему миру
by	<i>у, при, около, мимо</i>	a house by the river – дом у/около реки a path by the river – тропинка вдоль берега реки We went by the house. – Мы прошли мимо дома.

Exercise 1. Translate the sentences. Pay attention to the use of prepositions of place.

1. I entered the room, looked **through** the window and sat **at** the table.
2. She sat **on** the chair and took a cell-phone **out of** her purse.
3. I met Lora **on** a train last month. She was **in** a very bad mood.
4. Her father is **at** work in the office which is **behind** the university.
5. To my surprise the key **to** the door was **under** the sofa.
6. She knew **from** her own experience that singing **in** an unknown society was hard.

7. My grandparents' house stands **between** two old oaks.
8. Is there anybody **among** your friends who knows James Smith?
9. Can you, please, come **to** our place on Saturday?
10. – Where are my glasses? – They are **on** the shelf **above** the bed.

Exercise 2. Translate the sentences. Pay attention to the use of prepositions of direction.

1. The burglar came **through** the window.
2. Never reveal personal data **to** anyone.
3. – Get **out of** the car with your hands up! Now!
4. He came **into** the room with his father's rifle in hands.
5. – Here's your Birthday cake. Now cut it **into** pieces, please.
6. She pulled her chair away **from** her desk.
7. Last Christmas I got a letter **from** uncle Ben. He invited me **to** his mansion **by** the river.
8. We dived **into** the sea so many times last summer!

Exercise 3. Choose the proper preposition and translate the sentences.

1. Primary crime prevention should go **to/on/through** the root and explain the causes of criminal behavior.
2. **On/By/In** preventing the occurrence of crime the criminal justice system has three components.
3. Police patrol is always ready to respond **in/into/towards** case a crime is committed.
4. Police vehicles operated by uniformed officers are often the first line of contact **between/among/along** the police agency and the community.
5. The function of a court is to administer justice **into/out of/to** the suspected criminals and the victims.
6. Fair and humane justice system is a threat **to/towards/above** the peace and security.
7. I looked **out of/through/into** the house but I couldn't find any photos of my brother.
8. Minimizing crime and violence implies less destruction **in front of/to/above** victims.

Exercise 4. Complete the sentences. Use the prepositions of place and direction when necessary.

1. A strange bird flew ... the room ... the window.
2. When do you usually get ... home?
3. Yesterday John fell ... the ladder and hurt his leg.
4. Birds were flying ... our heads.
5. ... the end of the street there is a path leading ... the river.

6. He travelled a lot ... the world.
7. Anna went ... the house where she was born.
8. He came ... the house and looked around.

Exercise 5. Translate the phrases and sentences. Pay attention to the use of prepositions.

Between the beetle and the block;
to nuzzle among the ashes;
to binge on comics;
on bended knees;
to swear in front of the children;
behind the cork;
behind the front line;

the above facts;
in search of plunder;
in bounden duty;
above suspicion;
it is above me;
under one's breath;
under the claim of right.

The prepositions of time (Предлоги времени)

At	In	On
Со временем at 3 o'clock at 5 a.m.	С месяцами in March in December	С днями on Monday on Saturday
С праздниками at Christmas at weekend	С временем года in winter in spring	С датами on the 6 th of July on December 25
В выражениях at the moment at present at night at noon at lunchtime	С годами in 1812 in 2024	С прилагательными + day on a windy day on a hot day
	С веками in the 21 st century	С частью дня on Friday evening

by	к (указывает на приближение к какому-то моменту)	by tomorrow morning – к завтрашнему утру by 4 o'clock – к четырем часам by then – к тому времени
after	после	After classes – после уроков After midnight – после полуночи
about	приблизительно, около, примерно, почти	about 6 pm – около шести часов вечера about nightfall – к вечеру
before	до, раньше (указывает на предшествование)	long before – задолго до the day before yesterday – позавчера
since	с, с тех пор (как), начиная с...	It's too long since I saw you last. – Как давно я тебя не видел. I haven't seen him since. – С тех пор я его не видел.

from... till...	с... до... (период, временной про- межуток)	<i>from dusk till dawn</i> – от заката до рассвета
for	в течение, в продолжение	<i>to last for an hour</i> – длиться час <i>to wait for years</i> – ждать годами

Exercise 1. Translate the sentences. Pay attention to the use of prepositions of time.

1. There will be a network outage from 8 to 10 a.m.
2. Let's discuss this problem after classes.
3. – Who is he? – I have no idea. I never met him before.
4. The Simpsons have been married since 1989.
5. The party will take place from noon to 4 p.m.
6. Miranda got married at 17 which is rather young to get married.
7. They planned to meet on Saturday evening.
8. Tourists crisscrossed the lake from morning till night.

Exercise 2. Complete the sentences with proper prepositions of time. Translate them.

1.	When were you born?	... the 3 rd .
2.	Which month?	... in March.
3.	Which year?	... 2001.
4.	When is your husband's birthday?	... June 17 th .
5.	When is your wedding anniversary?	... November 7 th .
6.	When do you go to work?	... 7:45 am.
7.	When are you going to visit your parents?	... Christmas.
8.	When do you pay the bills?	... first of the month.
9.	When do you watch TV?	... weekends.
10.	When do you cook dinner?	Right now! Enough of your questions!

Exercise 3. Translate the following word combinations into English. Make sentences with these word combinations.

Во вторник; в 7:30 утра; рано утром; в течение двух часов; первого апреля; прежде, чем мы начнем; с прошлого лета; к концу недели; с 1941 по 1945 год; в возрасте 19 лет; в среду утром; поздно вечером; во время каникул; во время допроса.

Exercise 4. Choose a proper preposition and fill in the gaps. Translate the sentences.

1. It has been raining ... (*for/since/until*) last Friday.
2. I didn't meet him ... (*in/at/on*) the university.
3. – Where are you ... (*from/in/at*)?
– Novosibirsk. But I live ... (*from/in/at*) Khabarovsk.
4. Wait for me here. I will come back ... (*in/over/with*) an hour.
5. We often travel ... (*in/to/at*) Karelia ... (*on/in/by*) car.
6. Mrs. Chandler couldn't fall asleep ... (*since/for/until*) 3 a.m.
7. My uncle is interested ... (*by/in/with*) crime psychology.
8. I am not a big fan ... (*in/with/of*) modern art.

Exercise 5. Fill in the gaps with a proper preposition. Translate the sentences from English into Russian.

1. It was the first time ... her life when she saw her cousin.
2. Rosemary is coming back ... Paris ... two weeks.
3. The tribe lived ... the seashore and hunted seals.
4. The snow usually starts melting ... spring, ... April.
5. We usually have lunch ... noon.
6. I will call you back ... 5 minutes.
7. The students will write a test ... the end of the week.
8. For many years Iroquois and Algonquian warred ... each other.

Exercise 6. Read and translate the description of the painting “The Swan Princess”. Fill in the gaps with proper prepositions.

<i>for, in, on, from, between, for, into, from, with, from</i>
--

The Swan Princess is the result of Mikhail Vrubel's work on the set (1)____ the musical show inspired by Tsar Saltan's Story, a poem by Alexander Pushkin. (2)____ 1900 Mikhail Vrubel painted this canvas, conveying the wonderful moment of swan's transformation (3)____ a beautiful young woman – the Swan Princess.



The Princess originated entirely (4)____ the artist's imagination. Her large expressive eyes are already somewhat reminiscent of a bird's eyes. Her lips are about to turn (5)____ a beak (6)____ a moment.

Her feather dress is gorgeous. The color scheme is based (7)____ virgin white, which strikes with a variety of subtle shades. The silk-feather

texture of the dress is rendered masterfully. It is very difficult to determine the border (8)_____ feathers and the heroine's outfit.

It is impossible to tear away (9)_____ the gaze of the Princess. Expecting a miracle, she seems to invite everyone to share (10)_____ her all the magic of the moment.

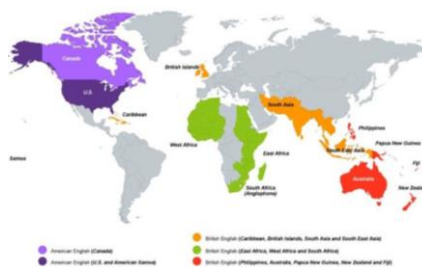
Some people think that Vrubel's wife, Nadezhda Zabela-Vrubel, was the model (11)_____ this canvas. But many believe that the Princess's face is a combination of real and mythical traits, coming (12)_____ the memory, imagination and talent of the great Russian painter.

UNIT 6. THE COUNTRY OF THE STUDIED LANGUAGE РАЗДЕЛ 6. СТРАНА ИЗУЧАЕМОГО ЯЗЫКА

Exercise 1. Read the introductory remark about English speaking countries and do the following tasks: make the list of the new words and compare it with the lists of your group mates; prepare a good reading of the text.

English speaking countries around the world

Today English is an official language across over 60 countries worldwide. Most of these countries were once colonies of the British Empire. In these countries, English is used widely in daily life, education, and work. Besides, books, literature, and reference materials are predominantly written in English.



English is widely spoken in Asia: India, Philippines, Singapore, Bangladesh and many others. Some English speaking countries in Europe include the United Kingdom, Ireland, the Netherlands, Germany, Sweden and Norway.

The UK is the birth place of the English language. There is a great diversity of vocabulary and regional accents.

English is a dominant language in several countries across the Americas, including the USA, Brazil, Argentina, Chile, Canada.

English is not only widely spoken for communication but also deeply embedded in the culture, education, and entertainment industries.

Exercise 2. Read the geographic names. Learn them by heart.

the Pacific [pə'sɪfɪk] Ocean ['əʊʃn]

the Atlantic [ət'lantɪk] Ocean

the Minnesota [,mɪnɪ'səʊtə]

Тихий океан

Атлантический океан

Миннесота (штат США)

the Mississippi [mɪsɪ'sɪpi]	Миссисипи
the Missouri [mɪ'zʊəri]	Миссури
the Rio Grande ['riəu'grændɪ]	Рио-Гранде
the Rocky Mountains ['maʊntɪnz]	Скалистые горы
the Cordillera [ˌkɔːdɪ'ljeərə]	Кордильеры
the Sierra [sɪ'erə] Nevada [nɪ'vædə]	Сьерра Невада (горный хребет в западном поясе Кордильер в Северной Америке)
Chicago [ʃɪ'kɑːgəʊ]	Чикаго
Philadelphia [ˌfɪlə'delfiə]	Филадельфия
Washington, D.C.* ['wɒʃɪŋtən]	Вашингтон, округ Колумбия

* Столица США, является отдельной федеральной территорией, не входит в состав какого-либо штата. Обычно называют Washington, D.C. или просто D.C., чтобы не путать со штатом Вашингтон.

Exercise 3. Read the words and word combinations. Learn them by heart:

to be situated in	находиться в
diverse [daɪ'vəːs]	различный, разнообразный
amazing [ə'meɪzɪŋ]	удивительный, поразительный
to be washed by	омываться
the total ['təʊtl] area ['erɪə]	общая площадь
population [ˌpɒːpjʊ'leɪʃn]	население
a climatic region	климатический регион
subtropical [sʌb'trɒpɪkəl]	субтропический
to be rich in smth.	иметь большие запасы чего-либо
natural ['nætʃrəl]	природные
mineral	полезные ископаемые
resource ['riːsɔːs]	ресурс
to produce [prə'djuːs]	производить
copper ['kɒːpər]	медь
oil	нефть
iron ['aɪərn] ore [ɔː]	железная руда
coal [kəʊl]	уголь
highly-developed ['haɪli dɪ'veləpt]	высокоразвитый
technological [ˌteknə'lɔːdʒɪkl] innovations [ˌɪnə'veɪʃnz]	технологические достижения, технические новшества
real estate [rɪ'steɪt]	недвижимое имущество
finance ['faɪnæns]	финансы, финансовое дело
social support [sə'pɔːrt] service ['səːrvɪs]	служба социальной поддержки
precedent ['presɪdənt]	прецедент
to guarantee [ˌgærən'tiː]	гарантировать
to be adopted [ə'dɒptɪd] by	быть принятым
the national capital	столица страны

Exercise 4. Read the text and translate it.

The United States of America

The United States of America are situated in the North America. It is an amazing continent with beautiful and diverse nature. The Pacific Ocean washes the western coast of the country. Its eastern coast is washed by the Atlantic Ocean.



The population of the USA is about 323 million people of different nationalities and cultural background. They prefer to live in towns and cities.

There are different climatic regions on the vast territory of the country. The coldest regions are in the north and north-east. In the south the climate is subtropical.

The United States is a land of rivers and lakes. The northern state of Minnesota is a land of 10 000 lakes. The longest rivers in the USA are the Mississippi, the Missouri and the Rio Grande. The highest mountains are the Rocky Mountains, the Cordillera and the Sierra Nevada.

The United States is rich in natural and mineral resources. It produces copper, oil, iron ore and coal. It is a highly-developed capitalist country based on economic freedom, international trade and technological innovations. The most significant industries are real estate, finance, insurance, health care and social support services, trade, and others.

The basic legal document of the country is the U.S. Constitution. It contains the principles and precedents adopted by the federal government. It also guarantees the major rights of American citizens.

There are many big cities in the USA, such as New York, Chicago, Los Angeles, Philadelphia and others. The national capital is Washington, D.C. Its population is about 3,4 million. Washington was built in the late eighteenth century as the center of government. It was named after George Washington.

Exercise 5. Translate the following word combinations from the text. Learn to read them at a good pace.

An amazing continent, beautiful and diverse nature, the western coast, the eastern coast, over nine million square kilometers, different nationalities, prefer to live in towns and cities, the subtropical climate, the northern states, the highest mountains, the longest rivers, is rich in natural and mineral resources, a highly-developed capitalist country, economic freedom, international trade and technological innovations, real estate, social support services, the principles and precedents, the center of government

Exercise 6. Find synonyms to the following words and word combinations.

to be located –
different –
territory –
wide –
to have a lot of –
to make –
important –
to ensure –
to be accepted by –
fundamental –

Exercise 7. Find antonyms to the following words and word combinations.

south –
ordinary –
ugly –
partial –
the shortest –
insignificant –
additional –
to reject –
to destroy –
border –

Exercise 8. Complete the following sentences using information from the text.

1. The United States of America _____ in the North America.
2. It is an amazing continent with _____.
3. The country is washed by _____.
4. The population is about 323 million people of _____.
5. The coldest regions are _____.
6. The northern state of Minnesota is _____.
7. It is a highly-developed capitalist country based on _____.
8. The most significant industries are _____ and others.
9. The U.S. Constitution contains _____.
10. The population of the national capital is _____.

Exercise 9. Answer the following questions to the text.

1. Where are the United States situated?
2. What coasts are washed by the Atlantic and the Pacific Oceans?
3. What is the total area of the USA?
4. Where do the American citizens prefer to live?
5. What is the climate like in the USA?
6. What do the USA produce?
7. What are the most significant industries in the USA?
8. What does the U.S. Constitution contain?
9. When was Washington, D.C. built?

English in Use

The prepositions conveying case forms (Предлоги, передающие падежные окончания)

Падеж	Русский язык	Английский язык
Именительный	Кто? (что?) – брат	I have a brother. – У меня есть брат.
Родительный	Кого? (чего?) – брата	the wife of my brother – жена моего брата a letter from my brother – письмо от моего брата
Дательный	Кому? (чему?) – брату	I often write letters to my brother. – Я часто пишу моему брату.
Винительный	Кого? (что?) – брата	I see my brother on weekends. – Я вижу моего брата по выходным.
Творительный	Кем? (чем?) – братом	The letter was written by my brother. – Письмо написано моим братом. My brother writes with a pen. – Мой брат пишет ручкой.
Предложный	О ком? (о чем?) – о брате	He often thinks about / of his brother. – Он часто думает о своем брате.

Exercise 1. Translate the sentences. Pay attention to the prepositions transmitting case forms.

1. The main principle governing the use **of** technology is to improve criminal justice.

2. Because **of** growing crime rate everybody is concerned **about** his or her own security.
3. Since what affects one directly affects another indirectly, no one is free **from** crime.
4. The aim of crime prevention strategies is to cut the chances and motivation **for** crime.
5. He talked **about** cyberspace and one **of** its unwanted by-product – cyber-terror and cybercrime.
6. Cybercrime is the act **of** committing crime using the Internet **as** a tool to bypass security.
7. There is a need to be one step ahead **of** criminals.
8. The PCI standards are updated only **by** unanimous consent every two years.

Exercise 2. Fill in the gaps with a proper preposition. Translate the sentences from English into Russian.

1. Some believe that crime is the result ___ a breakdown ___ social norms or inheriting deviant values.
2. The canvas of the Swan Princess was painted ___ Mikhail Vrubel in 1900.
3. Target hardening is an example ___ situational crime prevention.
4. Criminal investigation is an ensemble of methods ___ which crimes are studied.
5. She cut her left hand with a knife yesterday.
6. Identification ___ a criminal who has left no fingerprints or other conclusive evidence can often be advanced ___ analysis ___ the modus operandi.
7. He never forgets ___ his lost daughter and son.
8. The methods ___ detection are dictated ___ the nature ___ the crime and the procedures permitted ___ the legal system.

Exercise 3. Translate the following word combinations into English. Make sentences with these word combinations.

Название этого города, писать карандашом, комната моего брата, предотвращение преступления, отдать письмо следователю, рассказать об убийстве, сообщение от друга, любимый цвет Марии, отправить посылку дочери, двери этого дома, резать ножом.

UNIT 7. CRIME PREVENTION

РАЗДЕЛ 7. ПРЕДУПРЕЖДЕНИЕ ПРЕСТУПНОСТИ

Exercise 1. Read the following words and word combinations. Learn them by heart.

Vocabulary list

prevention [pri'venʃən]	предупреждение, предотвращение
crime prevention to employ [ɪm'plɔɪ]	предотвращение совершения преступления
to constitute ['kɒnstɪtju:t]	использовать, применять
approach [ə'prəʊtʃ]	составлять, образовывать, учреждать
occurrence [ə'kʌr(ə)ns]	подход
to constitute ['kɒnstɪtju:t]	случай; явление; происшествие
legal institution ['li:g(ə)l]	составлять, образовывать, учреждать
to encompass [ɪn'kʌmpəs]	правовой институт
justice ['dʒʌstɪs]	заключать в себе
criminal justice system	юстиция, правосудие, справедливость
conduct ['kɒndʌkt]	система уголовного правосудия
law enforcement agent	поведение
measure ['meʒə]	сотрудник правоохранительных органов
patrol [pə'trəʊl]	мера
community policing	патруль
[kə'mju:nɪtɪ pə'li:sɪŋ]	осуществление полицией правоохранитель-
intelligence officer	ной деятельности в отдельно взятом районе
[ɪn'telɪdʒ(ə)ns]	сотрудник полицейской разведки
vigilance ['vɪdʒɪl(ə)ns]	бдительность
crime prone area ['eəriə]	криминогенный район
to assist [ə'sɪst]	помогать, содействовать
to track	следить, отслеживать
visible ['vɪzɪb(ə)l]	видимый, зримый, очевидный
vehicle ['vi:ɪk(ə)l]	автомобиль, транспортное средство
community [kə'mju:nɪtɪ]	сообщество, община, общество
fundamental	основной, фундаментальный
[fʌndə'ment(ə)l]	
to deal with [di:l]	иметь дело с кем-л. / чем-л.
to handle ['hænd(ə)l]	работать (с ч.-л.), обращаться (с чем-л. или с кем-л.)
to administer justice	осуществлять / отправлять правосудие
humane [hju'meɪn]	гуманный, человечный
threat [θret]	угроза, опасность

corrections agency [kə'rekʃənz 'eɪdʒ(ə)nsɪ]	исправительное учреждение
fine [faɪn]	штраф
imprisonment [ɪm'prɪz(ə)nm(ə)nt]	тюремное заключение
probation [prə'beɪʃ(ə)n]	испытательный срок, условное освобождение на поруки
exile ['eksaɪl]	изгнание, ссылка
execution [ˌeksɪ'kju:ʃ(ə)n]	казнь
support [sə'pɔ:t]	поддержка, помощь, опора

Exercise 2. Read the text and translate it.

Crime prevention in the USA

The aim of the US criminal justice system is to ensure proper enforcement of the standards of conduct in protecting the people's rights. To prevent crime the criminal justice system has three components: law enforcement agent, courts and correction measures to criminals.



Law Enforcement Agency. The police use patrolling, community policing and the work of intelligent officers.

Police patrol demands vigilance of the officers in crime prone areas to prevent real time crimes. Community policing entails the use of community to assist the police in giving information and tracking of criminal activities in the society. Intelligent officers gather information about crimes and criminals and present them to the law enforcement agency. The most effective approach of law enforcement is the use of police patrol which is ready to respond in case a crime is committed.

The patrolling approach is the most effective and visible element of policing: easily identifiable police vehicles operated by uniformed officers are often the first line of contact between the police agency and the community. The patrol approach is a fundamental method of dealing with criminality because nearly everything a police agency handles begins with the patrol officer.

The Courts. Courts form part of the criminal justice system and their function is to administer justice to the suspected criminals and the victims. A judge is responsible in administering justice by giving a fair and just ruling on a criminal case.

Since a weak judicial system encourages crime, absence of an effective, fair and humane justice system is a threat to the peace and security.

Furthermore, the effectiveness of the judicial system does not only depend on the court process, but also on the constitution of a country.

The Corrections Agency. The corrections agency employs different forms of punishments such as fines, imprisonment, probation, exile and execution.

In minor crimes, fine and probation is employed to punish minor criminal offenders. Serious crimes result into execution in some countries, while in others it leads to life imprisonment.



Conclusion. An effective criminal justice system requires proper coordination of the law enforcement agency, courts and corrections agency to prevent crimes in the society. The main approaches in preventing crimes are the police patrol, strong judicial system and imprisonment, as a correctional measure.

Proper coordination of these approaches and support from other minor approaches will help in reducing crime in society.

Exercise 3. Read and translate the following international words. Make word combinations with these words.

Serious, activity, reduce, agency, institution, administer, system, effectiveness, execution, correction, effect, process, form, patrol, justice, criminal, real, contact, result, component.

Exercise 4. Find synonyms.

different	prison	guarantee
start	decrease	community
small	system	parole
probation	encompass	result in
lower	society	effective
include	various	begin
strong	ensure	minor
jail	lead to	network

Exercise 5. Find antonyms.

increase	ensure
felonies	hidden
system	fair and just
occurrence	court process
conclude	method
fail	decrease
objective	minor crimes

biased
visible
inaction

begin
disorder
absence

Exercise 6. Translate the following word combinations from text 1. Learn to read them at a good pace.

Employs various approaches, minor criminal offenders, preventing the occurrence, criminal activities, the criminal justice system, legal and social institutions, dominant approaches, the use of intelligent officers, are responsible in gathering information, tracking of criminal activities, is ready to respond, police vehicles, criminal justice system, a fair and just ruling, the constitution of a country, different forms of punishments, fine and probation, serious crimes, proper coordination of the law enforcement agency, a correctional measure.

Exercise 7. Find English equivalents to the following word combinations.

Сотрудник правоохранительных органов, осуществление полицией правоохранительной деятельности в отдельно взятом районе, криминогенный район, исправительное учреждение, испытательный срок, система уголовного правосудия, главный подход, защищать права людей, меры коррекции, быть готовым ответить, сообщить информацию, отслеживать преступления, самый эффективный подход, сотрудник полиции в форме, патрульный, отправлять правосудие, пожизненное заключение.

Exercise 8. Order the sentences in a proper way.

1. the occurrence / The US / various approaches / of criminal activities / government employs / in preventing.
2. The dominant / and / community policing / use of / approaches / the intelligent officers / are / police patrol /.
3. community / entails / Community / the use / policing / of / to assist / the police.
4. The most effective / law enforcement / the use of / approach of / is / police patrol.
5. dealing with / The patrol / a fundamental method / of / approach is / criminality.
6. The function / and / administer justice / of the courts / is to / criminals / to the suspected / the victims.
7. The effectiveness / of / the constitution / depends on / the judicial system / of a country.

8. humane justice / of an effective / fair / and / system / to the / Absence / is a threat / peace and security.

9. The / punishments / of / corrections / forms / agency / employs / different.

10. Proper / reducing / crime / in society / will help / in / approaches / coordination / of these.

Exercise 9. Read the definitions and match them with a proper word.

- | | |
|---|----------------------------|
| 1. a legal system dedicated to managing different phenomena, behaviors or areas within society | a) crime prevention |
| 2. the network of government and private agencies intended to manage accused and convicted criminals | b) legal institution |
| 3. the state of being watchful or alert for danger or some other kind of trouble | c) criminal justice system |
| 4. menace of destruction or injury to the lives or property of those against whom it is made | d) community policing |
| 5. a territory with a high crime rate | e) vigilance |
| 6. the condition or period of being forced to live away from one's native country or home, especially as a punishment | f) crime prone area |
| 7. the act or an instance of putting to death or being put to death as a lawful penalty | g) corrections agency |
| 8. the task of a modern society to prevent crime at an early stage or before its creation | h) exile |
| 9. a philosophy and practice that treats police – community interaction and communication as the basis for reducing crime | i) threat |
| 10. a governmental body supervising individuals convicted of crimes, overseeing prisons, parole, probation, and providing rehabilitation services | j) execution |

Exercise 10. Are the following statements true or false?

1. There are different approaches used by the US government in preventing the occurrence of criminal activities.

2. The most effective approaches are different forms of punishments such as imprisonment and execution.
3. Absence of an effective, fair and humane justice system is a threat to the peace and security of the country.
4. The corrections agency employs different forms of capital punishments.
5. Proper coordination of these approaches is a fundamental method of dealing with criminality.
6. The function of the courts is to gather information about crimes and criminals.
7. Community policing entails the use of police patrol.
8. The effectiveness of the judicial system depends on different forms of punishments.
9. Probation is employed to punish minor criminal offenders.

Exercise 11. Answer the following questions to the text.

1. What approaches does the US government use to prevent crime?
2. What is the objective of the criminal justice system?
3. What components does the criminal justice system have?
4. How does the community assist the police?
5. What is the most effective approach in community policing? Prove it.
6. What is the main function of the courts?
7. What is the judge responsible for?
8. What threatens the peace and security of the country?
9. How are minor offences and serious crimes punished?
10. What are the dominant approaches in preventing crimes?

Exercise 12. Complete the following sentences using information from the text.

1. The headline of the text is ...
2. The text is divided into ...
3. Special attention is paid to ...
4. I found this text interesting because ...

English in Use

The suffixes -er, -or, -ure (Суффиксы -er, -or, -ure)

-er, -or	Существительные указывают на исполнителя действия, профессию или инструмент.	runner – бегун, гонец zipper – застежка-молния investigator – следователь
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-ure (-ture)	Существительные по своему значению определяют деятельность человека, само действие, результат действия или состояние.	leisure – досуг, свободное время junction – соединение pleasure – удовольствие, развлечение
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Exercise 1. Translate the words.

Manipulator, gesture, maker, culture, prisoner, garniture, actor, devastator, producer, pressure, moisture, creator, future, builder, pasture, ligature, trainer, miniature, driver, juncture, publisher, adventure, protester, architecture, runner.

Exercise 2. Form nouns from these words using suffixes -er, -or, -ure. Translate them.

to enclose – ...	to practise – ...	to sleep – ...
to receive – ...	to fail – ...	to direct – ...
to create – ... – ...	to press – ...	to lead – ...
to cook – ...	to keep – ...	to please – ...
to decorate – ...	to imprison – ...	to rob – ...
to produce – ...	to translate – ...	to furnish – ... – ...
to protest – ...	to employ – ...	to construct – ...
to instruct – ...	to moist – ...	to teach – ...
to part – ...	to investigate – ...	to collect – ...

Exercise 3. Form nouns from the words and word combinations in the box and complete the sentences. Translate the sentences.

to depart, to fail, to compose, to interview, to furnish, to investigate, to please, to conquer, to teach, to rise

1. Mozart composed many great pieces of music. He is a famous ...
2. My sister studies at the pedagogical university. She will be a ...
3. The cadets of our institute will become detectives and ...
4. He always gets up early in the morning. He is an early ...
5. Someone who interviews people is a ...
6. In 2007, the U.S. lost to Brazil in the semifinals. the Americans had to listen to their ... celebrating all night.
7. You should plan to arrive at the airport an hour before ...
8. He became discouraged by his repeated ... in business.

Exercise 4. Complete the sentences. Use nouns with suffixes -er, -or, -ure. Translate the sentences.

For example: A machine for drying hair is hair drier.

1. The art and science of building is ...
2. An officer investigating crimes is ...
3. A strange and exciting experience is ...
4. A person who acts in a play or movie is ...
5. A container for boiling water is ...
6. A set of substances mixed together is ...
7. An omission of occurrence or performance ...
8. A person or company that provides a job is ...

Exercise 5. Find your super hero name. Translate it into Russian.

The first letter of your name	The month of your birth
<i>A – Atomic B – Brutal C – Crimson</i> <i>D – Diamond E – Epic F – Fearless</i> <i>G – Growling H – Hunting I – Incredible</i> <i>J – Jade K – Killing L – Lightning</i> <i>M – Metal N – Night O – Opal</i> <i>P – Poisonous Q – Quantum R – Radioactive</i> <i>S – Serious T – Time U – Troll</i> <i>V – Vicious W – Wonderful X – X-Ray</i> <i>Y – Yellow Z – Mystic</i>	<i>January – Demolisher</i> <i>February – Striker</i> <i>March – Runner</i> <i>April – Pathfinder</i> <i>May – Fighter</i> <i>June – Ripper</i> <i>July – Stalker</i> <i>August – Punisher</i> <i>September – Crawler</i> <i>October – Suppressor</i> <i>November – Avenger</i> <i>December – Slayer</i>

The suffix -ly (Суффикс -ly)

С помощью суффикса **-ly**, добавляемого к существительному, можно образовать прилагательное со значением качества, схожести или частотности:

love – lovely (любовь – прелестный);
ghost – ghostly (призрак – призрачный);
week – weekly (неделя – еженедельный).

Добавляя суффикс **-ly** к прилагательному, можно образовать наречие:

wrong – wrongly (неверный – неправильно)
nice – nicely (приятный – приятно)
easy – easily (легкий – легко)

Исключение: good – well (хороший – хорошо);

fast – fast (быстрый – быстро);
late – late (поздний – поздно);
difficult – with difficulty (трудный – с трудом).

Exercise 1. Translate the word combinations.

a) To speak Chinese fluently; to sleep badly; to intend firstly; roughly speaking; to estimate roughly;

b) A daily newspaper; a yearly income; a monthly report; a yearly capacity; average monthly wage; to pay weekly; billed weekly.

c) To interpret wrongly; to accuse wrongly; to act wrongly; nicely done; to heal up nicely; to listen to music loudly; to complete successfully.

Exercise 2. Complete the sentences using adverbs and adjectives with the -ly suffix from the box. Translate the sentences.

nicely, roughly, ideally, weekly, fast, loudly, monthly, easily, wrongly, seriously, firstly

1. Such a terrible noise! You shouldn't listen to the music so _____.
2. _____, I would like to thank everyone who has contributed to this success.
3. Maria is a very good teacher. She teaches children _____.
4. The task was easy. We completed it rather_____.
5. This case is very serious and you should take it more _____.
6. He is an experienced detective. He will solve this case _____.
7. If you ask Ann _____ she will definitely help you.
8. He is late. I guess his watch has gone _____.
9. I threw the package _____ in the truck.
10. You can pay _____ or _____ - it's up to you.

Modal verbs. Modal verb equivalents **(Модальные глаголы. Эквиваленты модальных глаголов)**

В английском языке модальные глаголы и их эквиваленты обозначают способность, допустимость, возможность, вероятность, необходимость совершить действие.

Модальный глагол	Значение	Прошедшее время	Эквивалент
can	может (физически)	could	be able to
must	должен	–	have to
may	может (разрешение)	might	be allowed to
should	следует (рекомендация)	–	be recommended to

ought to	обязан	–	be obliged to
need	нужно	needed	–

- ✓ Только модальные глаголы **can** и **may** имеют форму прошедшего времени: **can – could, may – might**.
- ✓ Модальные глаголы не имеют формы будущего времени.
- ✓ Модальные глаголы не изменяются по лицам.
- ✓ После модальных глаголов идет инфинитив без частицы **to** (кроме модального глагола **ought to** и эквивалента **have to**).



Exercise 1. Translate the sentences. Pay attention to the use of modal verbs.

1. You can't imagine what crime that police officer prevented last time.
2. Can't you see, I'm busy right now!
3. I'll have to stay for an hour or so to finish my task.
4. You should brush your teeth after every meal.
5. Sam can be naughty sometimes but he is very kind.
6. You should be more careful with your money.
7. If you want to publish the article you must pay £10.
8. I have so much work to do. May I take my leave?

Exercise 2. Complete the sentences using “should” or “need to”.

Model: *I always feel so tired. – You should have a good rest.*

1. Sam doesn't know what color to choose for the kitchen.
2. Sally doesn't know where's the nearest bus stop.
3. Mary is often late for the classes.
4. Jane and Kate are putting too much weight.
5. Somebody has stolen money from my purse!
6. I am afraid I won't pass the exam in Philosophy.
7. They don't know how to right an assay.
8. I saw two guys fighting in the street.

Exercise 3. Complete the sentences using proper modal verbs.

1. You **mustn't / needn't / shouldn't** run in the corridors.
2. The cadets **are / ought / must** to wear special police uniform.
3. Students **mustn't / shouldn't / needn't** use mobile telephones in the lesson.
4. You **mustn't / can't / shouldn't** teach tricks to a cat.

5. When I was younger I **could** / **might** / **ought to** swim for rather long distances.

6. We **may** / **should** / **can** listen to music after the lectures.

7. 'You **may** / **should** / **can** watch the show after dinner,' – Mother told us.

8. Students **are to** / **should** / **need to** put the chairs on the desks after the last lesson.

UNIT 8. CRIME DETECTION

РАЗДЕЛ 8. ОПЕРАТИВНО-РАЗЫСКНАЯ ДЕЯТЕЛЬНОСТЬ

Exercise 1. Read the following words and word combinations. Learn them by heart.

Vocabulary list

crime detection	оперативно-разыскная деятельность
identification	установление личности, опознание
[ai ,dentifi'keɪʃ(ə)n]	
to apprehend [,æpri'hend]	задерживать
perpetrator ['pə:pitreitə]	преступник, правонарушитель
beyond [bi'jɒnd]	вне, сверх, за пределами
reasonable ['ri:z(ə)nəb(ə)l]	разумный, приемлемый, обоснованный
doubt [daʊt]	сомнение
to accomplish [ə'kʌmplɪʃ]	выполнять, совершать, достигать, завершать
variety [və'raɪəti]	разнообразие, множество
physical ['fɪzɪk(ə)l]	физический, материальный, телесный
clue [klu:]	ключ, ключ к разгадке, нить, улика
to interrogate [ɪn'terəgeɪt]	допрашивать
procedure [prə'si:dʒə]	процедура, операция, технологический процесс, методика проведения
to assemble [ə'semb(ə)l]	составлять, собирать, собираться
to collate [kə'leɪt]	сопоставлять, сличать, сравнивать, сверять
to assume [ə'sju:m]	предполагать, допускать
technological [tek'nə'lɒdʒɪk(ə)l]	технический, технологический

to incorporate [ɪnˈkɔ:pəreɪt]	включать
microscopic [maɪkrəˈskɒpɪk]	микроскопический
eyewitness [ˈaɪwɪtnəs]	очевидец
inference [ˈɪnf(ə)r(ə)ns]	вывод, логический вывод, заключение, предположение
confession [kənˈfeʃ(ə)n]	признание, исповедь
surveillance [səˈveɪl(ə)ns]	наблюдение, надзор
specific [spəˈsɪfɪk]	конкретный, определенный, специфический
observation [əbzəˈveɪʃ(ə)n]	наблюдение
stakeout [ˈsteɪkaʊt]	полицейский пост, полицейский надзор
circumstance [ˈsɜ:kəmst(ə)ns]	обстоятельство
aerial observation [ˈeəriəl]	авианаблюдение
binoculars [bɪˈnɒkjʊlə]	бинокль
illuminated [ɪˈlu:mɪneɪtɪd]	освещенный
distance [ˈdɪst(ə)ns]	расстояние, дистанция, дальность
invasion [ɪnˈveɪz(ə)n]	вторжение, нашествие, посягательство
privacy [ˈprɪvəsi]	частная жизнь, уединение, уединенность
court order [kɔ:rt ˈɔ:də]	распоряжение суда
acceptable [əkˈseptəb(ə)l]	приемлемый, допустимый
allied [ˈælaɪd]	союзный, родственный, близкий
covert [ˈkʌvə:t]	скрытый, тайный, завуалированный
gambling [ˈgæmblɪŋ]	азартные игры

Exercise 2. Read the text and translate it.

Crime detection

Crime Detection is the discovery, identification, and analysis of criminal evidence as a means of law enforcement. The responsibility of law enforcement agencies is to detect crimes, apprehend the perpetrators, and provide evidence that will convince judges and juries that the perpetrators are guilty beyond a reasonable doubt. To accomplish these aims a variety of methods are used, including reconstructing the crime, collecting physical clues, and interrogating suspects and witnesses.

The methods of detection are dictated by the nature of the crime and the procedures permitted by the legal system. Most investigations begin with careful, objective observations that are then assembled, collated, and matched against applicable law. If there is reason to assume that a crime has indeed been committed, further investigation is undertaken using scien-

tific methods and techniques. Technological advances have been incorporated into criminal investigation as well; for example, analyzing trace clues such as dust, paint, glass, and other microscopic evidence is now possible.

Early criminal investigation was a crude process, relying on eyewitnesses, inferences, and confessions extracted under torture. In early 19th century France, for example, the principal technique for catching thieves was obtaining evidence from informers also engaged in crime. The first major step in modern crime detection took place in Great Britain. In 1829 the Metropolitan Police Act established the basis for the world-famous Scotland Yard detective department.

One of the oldest ways of detecting criminal activity is through surveillance. This method is used when it is likely that a crime will take place at a specific location or when certain persons are suspected of criminal activity. The first situation usually is handled by police observation known as a stakeout. The second circumstance may require mobile observation as well, perhaps on foot or by automobile. Some situations may call for aerial observation, using helicopters, or electronic procedures, using listening devices that monitor telephone lines.

The observation method must be legal. Surveillance techniques, for example, may include placing personnel in strategic locations and equipping them with optical aids, such as binoculars or scopes with the capacity to detect an object illuminated only by moonlight, or with electronic devices, sensitive to a conversation taking place at a considerable distance. Where a possibility exists of invasion of privacy, a court order is required to make the police action and the information obtained acceptable at a trial.

Allied to surveillance are covert or undercover observations, which usually are confined to activities such as gambling, dealing in narcotics.

Exercise 3. Translate the following word combinations from text 1. Learn to read them at a good pace.

Crime Detection, discovery, identification, and analysis of criminal evidence, to detect crimes, to apprehend the perpetrators, to provide evidence, to convince judges and juries, to be guilty beyond a reasonable doubt, to accomplish aims, a variety of methods, to interrogate suspects and witnesses, objective observations, technological advances, scientific methods and techniques, analyzing trace clues, to obtain evidence from informers, modern crime detection, the world-famous, to take place at a specific location, certain persons are suspected, to suspect of criminal activity, may require mobile observation, aerial observation, listening devices that monitor telephone lines, surveillance techniques, to detect an object illuminated only by moonlight, at a considerable distance, invasion of privacy.

Exercise 4. Find English equivalents to the following word combinations.

Распоряжение суда; авианаблюдение; вне всякого разумного сомнения; оперативно-розыскная деятельность; установление личности; азартные игры; доказательство по уголовному делу; признания, полученные под пыткой; технический прогресс; происходить в определенном месте; всемирно известный; вторжение в частную жизнь; если есть причина предположить; подозревать в преступлении; освещенный лунным светом; оснастить оптической аппаратурой; на значительном расстоянии, использовать научные методы.

Exercise 5. Order the sentences in a proper way.

1. The responsibility / the perpetrators / apprehend evidence / and / of law enforcement agencies / is / provide / to detect crimes.
2. these / methods / aims / of /are used / A variety / to accomplish /.
3. The methods / of the crime / are dictated /by law / of detection / and / by the nature /the procedures / permitted.
4. Technological / investigation / have been incorporated / well / into /criminal / as / advances.
5. The / Scotland / Metropolitan Act / for / the basis / Police / detective / department / establishes / the world-famous / Yard.
6. The / police / are / detection / and / apprehension / responsible / for / the perpetrators / of / crime.
7. and / Most / observations / begin / careful / investigations / with / objective.
8. Early / confessions / relied on / criminal / inferences / and / investigation / eyewitnesses.
9. Surveillance / activity / is used / when / certain / criminal / are suspected / of / persons.
10. Some / procedures / may / for / situations / call / aerial / or / electronic / observation.

Exercise 6. Read the definitions and match them with a proper word.

Crime	anything that proves that a crime has taken place or that
Detection	serves to identify criminals, trace them, or associate them with their crimes.
Analysis	an official effort to uncover information about a crime.

Criminal evidence	the close observation or systematic monitoring of a person, group, activities, or location to gather information in order to prevent or detect crime, or to ensure safety and compliance with rules or laws.
Physical clue	a person who informs against another, esp. a criminal.
Criminal investigation	a method of gathering information by visual observation and photography from low flying aircraft.
Informer	the unwarranted appropriation or exploitation of one's personality, publicizing one's private affairs with which public has no legitimate concern, or wrongful intrusion into one's private activities.
Criminal activity	the act of studying or examining something in detail, in order to discover or understand more about it.
Aerial observation	the discovery, identification, and analysis of criminal evidence as a means of law enforcement.
Invasion of privacy	actions or conduct that violate the law and are considered to be harmful, threatening, or disruptive to individuals or society as a whole.
Surveillance	any physical object or verbal evidence that is presented for the purpose of proving a crime .

Exercise 7. Are the following statements true or false?

1. A variety of methods are used, including optical aids, electronic and listening devices.
2. When there is a possibility of invasion of privacy a court order is required.
3. The oldest ways of detecting criminal activity is through torture.
4. The first major step in modern crime detection took place in Beijing.
5. The law enforcement agencies are responsible for reconstructing the crime, collecting physical clues, and interrogating suspects and witnesses.
6. Most investigations begin with collecting evidence that will convince judges and juries.
7. If there is reason to assume that a crime has indeed been committed the police requires an aerial observation.
8. The world-famous Scotland Yard detective department was established to investigate crimes in Great Britain.

9. The method of surveillance is used when a conversation takes place at a considerable distance.

10. Technological advances have been incorporated into criminal investigation as well.

Exercise 8. Choose the correct ending to finish the following sentences.

1. The law enforcement agencies are to prove ...

- that the perpetrators are guilty beyond a reasonable doubt.
- that their procedures are permitted by the legal system.
- that confessions are not extracted under torture.

2. Most investigations begin with...

- a variety of methods including reconstructing the crime.
- careful, objective observations.
- collecting physical clues, and interrogating suspects and witnesses.

3. Early criminal investigation was ...

- a crude process, relying on eyewitnesses and inferences.
- a crude process, relying on eyewitnesses and interferences in privacy.
- based on eyewitnesses, inferences and confessions extracted under torture.

4. The first major step in modern crime detection ...

- took place in Great Britain.
- took place in Scotland Yard.
- took place England in the early 19th century.

5. The method of surveillance is used when ...

- a crime will take place at a specific location.
- a crime has been committed at a specific location.
- it is likely that a crime will take place at a specific location.

6. Some situations may call for ...

- a stakeout.
- aerial observation.
- using helicopters.

7. Surveillance techniques, for example, may include ...

- placing personnel in strategic locations to detect an object illuminated.
- placing personnel in strategic locations and equipping them with optical aids.
- placing personnel in strategic locations with electronic devices.

8. Police personnel should be equipped with ...

- helicopters and binoculars
- optical aids or with electronic devices.
- court orders.

Exercise 9. Answer the following questions to the text.

1. What is crime detection?
2. Who is to detect crimes and apprehend the perpetrators?
3. How can the police convince judges that the defendant is guilty?
4. What do the investigations begin with?
5. What methods are the police allowed to apply?
6. What methods were used in the past?
7. When do the police use the method of surveillance?
8. What are the types of surveillance?
9. When is the mobile observation required?
10. What is needed to conduct the observation on legal basis?

Exercise 10. Fill in the gaps with proper words and word combinations from the table.

<i>crime, detection, identifiable victim, law enforcement agencies, smuggling, offenses, discovery, distinguishable, surveillance, victims, active steps, controversial, identification, sufficient evidence, court</i>

In most countries the ____ of crime is the responsibility of the police, though special ____ may be responsible for the ____ of particular types of crime (e.g., customs departments may be charged with combating ____ and related ____). Crime detection falls into three ____ phases: the discovery that a ____ has been committed, the ____ of a suspect, and the collection of ____ to indict the suspect before a _____. Many crimes are discovered and reported by persons other than the police (e.g., ____ or witnesses). Certain crimes, such as dealing in illicit drugs or prostitution, or those in which there may be no ____, are often not discovered unless the police take ____ to determine whether they have been committed. To detect such crimes, ____ methods are sometimes required (e.g., electronic eavesdropping, ____, interception of communications, and infiltration of gangs).

Exercise 11. Complete the sentences using information from the text above.

1. The main idea of the text is
2. It is devoted to... .
3. The author begins with
4. Special attention is paid to ...
5. To make a conclusion I can say

English in use

Participle I, Participle II (Причастие I, Причастие II)

➤ В английском языке причастие представляет собой неличную форму глагола, которая имеет свойства глагола, прилагательного или наречия.

➤ В грамматике английского языка выделяются причастие настоящего времени (Participle I или Present Participle) и причастие прошедшего времени (Participle II или Past Participle).

Способ образования. Причастие настоящего времени относится к действию, которое происходит не только в настоящем времени, но и одновременно с действием сказуемого.

➤ Причастие настоящего времени образуется с помощью суффикса -ing, прибавляемого к основе глагола:

to accuse (обвинять) – **accusing** (обвиняющий, обвиняв(ив)ший)

to commit (совершать) – **committing** (совершающий, совершав(ив)ший);

to write (писать) – **writing** (пишущий, (на)писавший)

➤ Причастие прошедшего времени образуется с помощью суффикса -ed, добавляемого к основе правильного глагола:

to accuse (обвинять) – **accused** (обвиняемый, обвиненный)

to commit (совершать) – **committed** (совершаемый, совершенный)

to betray (предать, предавать) – **betrayed** (преданный)

➤ От неправильных глаголов причастие прошедшего времени образуется разными способами (например, замена гласных в основе слова или образование формы Participle II от других основ) и фиксируется в таблице неправильных глаголов.

Синтаксические функции. (1) В предложении английское причастие может входить в состав сказуемого в таких временных формах, как:

Participle I	Present Progressive	<i>I <u>am cleaning</u> my room at the moment. – Я <u>убираю</u> свою комнату в настоящий момент.</i>
	Past Progressive	<i>I <u>was cleaning</u> my room when he came. – Я <u>убирал</u> свою комнату, когда он пришел.</i>
Participle II	Present Perfect	<i>I <u>have already cleaned</u> my room. – Я уже <u>убрал</u> свою комнату.</i>
	Past Perfect	<i>I <u>had cleaned</u> the room by the time he returned. – Я <u>убрал</u> свою комнату к тому времени, когда он вернулся.</i>

2) Вне состава сказуемого причастие (Participle I и Participle II) может выполнять функцию определения, если стоит перед существительным:

- ❖ *The singing girl made a strange impression.*
Певшая девушка производила странное впечатление.
- ❖ *He gazed at the broken window.*
Он пристально смотрел на разбитое окно.

(3) После существительного причастие (Participle I и Participle II) образует причастный оборот:

- ❖ *The girl singing in the café made a strange impression.*
Девушка, певшая в кафе, производила странное впечатление.
- ❖ *He gazed at the window broken for some reason.*
Он пристально смотрел на окно, разбитое по какой-то причине.

(4) Причастие настоящего времени (Participle I) может выполнять функцию обстоятельства времени, при этом в некоторых случаях перед ним ставятся союзы while (в то время как) и when (когда), которые не всегда переводятся на русский язык.

- ❖ *Opening the windows, I saw my friends' car in the yard.*
Открыв окна, я увидел машину моих друзей во дворе.
- ❖ *When rereading the article, I found some more clues.*
Перечитывая статью, я нашел еще несколько зацепок.

Причастие прошедшего времени (Participle II) может выполнять в предложении функцию обстоятельства времени, причины или условия. В таком случае оно часто вводится при помощи союзов when и if.

- ❖ *When called to the crime scene he went there at once.*
Когда его вызвали на место преступления, он сразу же туда отправился.
- ❖ *It is not dangerous if done properly.*
Это не опасно, если сделано правильно.

Exercise 1. Read the text. Find Participle I and Participle II. Translate the text into Russian.

Why people go missing (I)

Stories about missing people have interested me since childhood when my mother disappeared from my life. I was told she had eloped with another man and started a new family, leaving me with unanswered questions.

Delving deeper into this subject, I discovered that people around the world go missing each day, driven by a different factors, for example, wrong choice, external pressures, involvement in cults, criminal activities, problems with mental health and others.

It can be devastating for a family if somebody of the members disappears. It arouses an unsettling sense of uncertainty and fear. If you are a family member or a loved one dealing with the anguish of a missing person, you should seek assistance.

MISSING

Lindsey Brouillette



AGE - 13

EYES - brown

HAIR - brown

HEIGHT - 5'1"

WEIGHT - 90 lbs

LAST SEEN - August 5, 2006

Saint Martinville

St. Martin Parish

Louisiana

Law enforcement asking for your help. 13-year-old Lindsey Brouillette was last seen Saturday, August 5th, 2006 in the Saint Martinville area. She's believed to have runaway and might be with two juvenile males.

Saint Martin Sheriff

337-394-3071

PLEASE HELP

http://www.missing.com

I indulged in the research of various reasons why people go missing as well as of the circumstances related to them.

Exercise 2. Read and translate the sentences. Pay attention to the function of attribute of Participle I.

1. Have you ever wondered about missing people that were mysteriously found alive?
2. Linda Evans put an ad in the paper for her missing mother and someone replied.
3. My cousin living in Texas reported to the police about the burglary.
4. The kids playing outside became too noisy. We had to call their parents.
5. Julian's mother put out a missing person report but the police didn't find him until the boy was 18.
6. There are a lot of stories about people living double lives.
7. Often inspiring and devastating at the same time, stories of men and women who return after years of absence are all-around fascinating.
8. The FBI stepped in and officially declared it a kidnapping case.

Exercise 3. Read and translate the sentences. Pay attention to the function of attribute of Participle II.

1. Yesterday a person declared dead was found in Nebraska alive and well.
2. She didn't want to meet her family left behind many years ago.
3. One of the officers found her car totally abandoned in the River-side.
4. At the age of 26, Spanish doctor Carlos De Salazar went mysteriously missing and was later presumed dead in 1995.
5. No fingerprints were found on the rifle thoroughly cleaned.
6. Supposedly, Danielle Cramer had a troubled childhood and ran away from her parents often.
7. Judith Bello reported missing in 1990s was found alive and well in 2011.
8. The vehicle left in the bushes was half burned.

Exercise 4. Read and translate the sentences. Pay attention to the function of circumstance of Participle I.

1. Fearing the murderer would recognize her, Alice changed her appearance.
2. Bill cut himself badly climbing through the window.
3. Wishing to start a new they both decided to leave their families behind.

4. We analyzed the situation after receiving all the necessary information.
5. Listening to music, I remembered about Joe's strange composition.
6. Finding no way out I broke the window.
7. Suffering from dementia he totally forgot everything.
8. Doing the exercises, I wanted to drink.

Exercise 5. Read and translate the sentences. Pay attention to the function of circumstance of Participle II.

1. Convicted on fraud charges he had to stop his activity.
2. You are to provide the first aid when needed.
3. Deprived of any chance to make amends she fell into despair.
4. When caught in the action he didn't even try to make any excuses.
5. Convicted on murder she still had a lot of admirers.
6. Neglected by his relatives he went missing by his own choice.
7. The results will be carefully examined when obtained.
8. When asked awkward questions the old lady preferred to appear deaf.

Exercise 6. Read and translate the sentences. Pay attention to the use of the English participle. Name the functions of Participle I and Participle II.

1. Suddenly he remembered about the red box left in the attic.
2. This department investigates only cases involving death and lethal injuries.
3. It took the ambulance called to the scene over an hour to get there.
4. Joe's got a worried expression on his face. What's wrong with him?
5. Do you see the children playing outside? They pose a real threat.
6. She refused to listen to the crying women.
7. What about the guy convicted as an accomplice of the murder?
8. Next time you will need a warrant signed by a magistrate.

Exercise 7. Put the infinitives in a proper form of Participle. Translate the text.

Why people go missing (II)

There are a lot of reasons why people disappear. Here are some of them.

Accidental Disappearance. There are accidents and natural disasters **(1) to result** in people going missing. For instance, a **(2) to disorient** hiker is lost the wilderness and unable to find the way back, or a **(3) to travel** individual could be involved in a car crash or suffer in a flood or earthquake.

These incidents are often unforeseeable and can happen to anyone. Therefore, it's crucial to be cautious when **(4) to venture** (*осмелиться, отважиться*) into the great outdoors or **(5) to reside** in areas susceptible to natural disasters and road accidents.

Abduction (Похищение). Abduction is one of the most **(6) to frighten** and heartbreaking reasons for people **(7) to go** missing. It involves the forceful removal of an individual against their will, often **(8) to subject** them to a world **(9) to fill** with fear, uncertainty, and danger. Abductions can stem from a range of sinister motives, **(10) to make** them a deeply **(11) to disturb** aspect of the **(12) to miss** persons' enigma.

Addiction. Addicted persons may vanish in pursuit of drugs and dangerous thrills. They get **(13) to involve** in criminal activities and violence. The **(14) to accompany** feelings of shame and guilt often intensify their isolation and make it **(15) to challenge** to seek help.

Exercise 8. Fill in the gaps with the words from the box. Translate the text.

*entangled, cutting, making, contributing, exerting, hidden,
including, fearing, refusing, eloping, married, leaving*

Why people go missing (III)

Cults or Extremist Groups. People may disappear when they become **(1)_____** with cults or extremist groups **(2)_____** them off from their previous lives. These groups isolate their members, **(3)_____** it difficult to break free. Some may even be physically restrained or coerced into dangerous activities, **(4)_____** to their disappearances. For example, the notorious **Heaven's Gate cult** in California isolated its members from the outside world, **(5)_____** control over their thoughts and behavior. In 1997, 39 cult members committed a ritual suicide.

Domestic Abuse/Violence. Individuals may disappear to escape their abuser. Their main concern is keeping their whereabouts **(6)_____** from everyone, **(7)_____** their partner, **(8)_____** that the tormentor locates them. They do not trust anyone, **(9)_____** to reveal their whereabouts, as they seek refuge and safety from the abusive situation.

Eloping: Love's Secret Escape. **(10)_____** couples often seek a fresh start together, away from the watchful eyes of family and friends. Some of them, already **(11)_____**, want to break free from previous relationships, even **(12)_____** their children behind as they abandon everything, including their former identities, to embark on a new life together.

Exercise 9. Translate the text. Find Participle I and Participle II. Identify their syntactic functions in the sentences.

Why people go missing (IV)

Criminal Activity. Some individuals vanish while engaged in criminal activities. Others have to hide from criminal enterprises. Kidnapped people and victims forcibly taken or deceived into dire situations, such as sex trafficking or forced labour, cannot escape or contact any one for help.

Mental Health Issues. People, suffering depression, anxiety, schizophrenia, etc., may be more likely to go missing. This is because they feel isolated or misunderstood. Having no coping skills, they need to deal with their problems.

Physical Changes. Some people may go missing due to physical changes, such as plastic surgery gone wrong, severe weight loss or gain, disfiguring injuries, or chronic illness. They may be ashamed of their appearance and afraid of what their loved ones may feel and say.

Unintentional Disappearance. Sometimes, people go missing unintentionally after moving home and changing their phone number. This can happen if they do not inform their friends and family about their move, lose their old phone number, or fail to update their social media profiles.

UNIT 9. THE CITY WHERE I STUDY

РАЗДЕЛ 9. ГОРОД, В КОТОРОМ Я УЧУСЬ

Exercise 1. Read the following words and word combinations. Learn them by heart.

the Chinese [ˌtʃaɪˈniːz]
soldier [ˈsəʊldʒər]
the Siberian [saɪˈbɪriən]
battalion [bəˈtæliən]
settlement [ˈsetlmənt]
land explorer [lɒkˈsplɔːrər]
century [ˈsentʃəri]
population [ˌpɒːpjʊˈleɪʃn]
industry [ˈɪndəstri]
industrial [ɪnˈdʌstriəl]
machine building [məˈʃiːn ˈbɪldɪŋ]
fuel [ˈfjuːəl] industry
building [ˈbɪldɪŋ] materials
cultural [ˈkʌltʃərəl]

китайский
солдат
сибирский
батальон
поселение
исследователь
век
население
промышленность
промышленный
машиностроение
топливная промышленность
строительные материалы
культурный



theatre ['θi:ətər]	театр
museum [mjʊ'zi:əm]	музей
to be designed [də'zaɪnd] for	предназначаться для
circus ['sə:rkəs]	цирк
establishment [ɪ'stæblɪʃmənt]	учреждение
engineering [endʒɪ'niəriŋ]	машиностроение
medicine ['medsən]	медицина
jurisprudence [ˌdʒʊərɪs'pru:dəns]	юриспруденция
Scientific Research Institute	научно-исследовательский
[ˌsaɪən'tɪfɪk 'ri:sə:rtʃ]	институт
geology [dʒɪ'ɒ:lədʒɪ]	геология
agriculture ['ægrɪkʌltʃər]	сельское хозяйство
fascinating ['fæsmɛɪtɪŋ]	увлекательный
brehtaking ['breθteɪkɪŋ]	захватывающий
stunning ['stʌnɪŋ]	великолепный
church [tʃə:tʃ]	церковь

Exercise 2. Read the text and translate it.

Khabarovsk – the city where I study

Khabarovsk is a city on the Amur river in the Russian Far East. It is just 19 miles away from the Chinese border.

The history of Khabarovsk dates back to May 1858. That year the soldiers of the 13th Siberian Battalion landed at the base of the famous Amur Cliff and set up a military post, called Khabarovka. In 1893 the settlement became a town and was named after Erofey Khabarov, one of the land explorers of the 17th century.

The population of Khabarovsk numbers over six hundred thousand people. The total area of the city is about 400 square kilometers.

Nowadays Khabarovsk is an important industrial center of the region. The products of many enterprises are exported to more than 50 countries. The main industries are machine building, metalworking, fuel industry, the production of building materials and others.

Khabarovsk is the cultural center of the Russian Far East. Fans of the theater can visit the Theatre of Musical Comedy, the Drama Theater, the Theatre for Young Spectators and the Puppet Theatre. Most movie theaters are situated in the city center. The Far East Ensemble of Dancing is widely known throughout Russia and abroad. There are a lot of museums along Shevchenko Street: the Museum of Local Lore, the Far Eastern Art Museum, the Museum of Military History. One of the remarkable places is the



Platinum Arena Complex. It was designed for sporting events, concerts, circus shows, conferences and other events.

Khabarovsk is known as the educational center of the Khabarovsk Krai. Its educational establishments train specialists in the field of engineering, transport, education, medicine, jurisprudence, etc. There are also seventeen specialized secondary schools. Scientific Research Institutes work out the scientific basis for fishery and fish breeding, forestry and wood industry, geology and agriculture.

Today Khabarovsk is one of the most beautiful cities in the Russian Far East. There are many fascinating attractions for tourists and city residents. From the breathtaking Amur River and stunning churches to the peaceful Lenin Square and lively Central Market, there is something for everyone.

Exercise 3. Translate the following word combinations from the text. Learn to read them at a good pace.

The Russian Far East, the Chinese border, the soldiers of the 13th Siberian Battalion, to set up a military post, an important industrial center, the products of many enterprises, the main industries, machine building, fuel industry, the production of building materials, the cultural center, the city center, widely known throughout Russia, one of the remarkable places, designed for sporting events, the educational establishments, specialized secondary schools, to work out the scientific basis, fascinating attractions, stunning churches.

Exercise 4. Find English equivalents to the following word combinations.

Китайская граница, 13-й Сибирский батальон, подножие утеса, военный пост, более 600 тысяч человек, общая площадь города, важный промышленный центр, топливная промышленность, строительные материалы, научно-исследовательский институт, машиностроение, поклонники театра, предназначаться для спортивных мероприятий и концертов, образовательные учреждения, широко известный, область машиностроения, научные основы, лесное хозяйство и лесная промышленность, один из самых красивых городов.

Exercise 5. Complete the following sentences using information from the text.

1. Khabarovsk is just _____ from the Chinese border.
2. The history of Khabarovsk _____.
3. The soldiers of the 13th Siberian Battalion _____ called Khabarovka.

4. _____ are exported to more than 50 countries.
5. Most movie theaters _____ in the city center.
6. One of the remarkable places is _____.
7. The Platinum Arena Complex was designed for _____.
8. _____ as the educational center of the Khabarovsk Krai.
9. Scientific Research Institutes work out the scientific basis for _____.
10. _____ for tourists and city residents.

Exercise 6. Find and correct the mistakes in the following sentences.

1. Khabarovsk stands on the bank of the Usury river.
2. In 1858 the soldiers of the Red Army landed at the base of the Amur Cliff.
3. In 1898 the town was named after one of the land explorers of the 17th century.
4. Today the total area of the city is over 400 square kilometers.
5. Most movie theaters are situated all over the city.
6. There are a lot of trading centers along Shevchenko Street.
7. The Platinum Arena Complex was designed especially for scientific conferences and exhibitions.
8. Educational establishments of Khabarovsk train specialists in the field of fishery, fish breeding, forestry, wood industry, geology and agriculture.
9. There aren't any attractions for tourists and city residents.

Exercise 7. Answer the following questions to the text.

1. Where does Khabarovsk situated?
2. When was Khabarovsk founded?
3. When did the military post Khabarovka become a town?
4. Why is the city called an important industrial center?
5. What industries are developed in Khabarovsk?
6. What makes Khabarovsk the cultural center of the Russian Far East?
7. What specialists are trained in the Khabarovsk educational establishments?
8. What do the Scientific Research Institutes of Khabarovsk do?
9. Why is Khabarovsk called one of the most beautiful cities in the Russian Far East?

English in Use

Impersonal pronoun *It* (Безличное местоимение *It*)

When to use IT	Examples
Talking about weather	It's raining hard. – <i>Идет сильный дождь.</i> It will be very cold tomorrow. – <i>Завтра будет очень холодно.</i> It was sunny yesterday. – <i>Вчера было солнечно.</i>
Identifying something	Who is it ? It's me. – <i>Кто это? Это я.</i> What is it ? It's a pencil. – <i>Что это? Это карандаш.</i>
Talking about time	What time is it ? It's 3 o'clock. – <i>Сколько времени? 3 часа.</i> What day is it ? It's Friday. – <i>Какой сегодня день? Пятница.</i>
Talking about distance	How far is it to the Central Park? – <i>Далеко ли до Центрального парка?</i> It's about 20 minutes' walk from here. – <i>В 20 минутах ходьбы отсюда.</i>
Descriptive constructions	It is dangerous to drive so fast. – <i>Опасно ездить так быстро.</i> It is so beautiful here! – <i>Как здесь красиво!</i>

Exercise 1. Read and translate the sentences. Make negative sentences. Ask general questions.

a)

- It** is cold.
- It** is frosty.
- It** is wet.
- It** is warm.
- It** snows hard.

c)

- It** is a bad idea.
- It** is an old house.
- It** is a new library.
- It** is a vacuum cleaner.
- It** is his report.

b)

- It** is early.
- It** is early morning.
- It** is 7 a.m.
- It** is early autumn.
- It** is the first of April.

d)

- It** is two miles from here.
- It** takes me 15 minutes to get to the institute.
- It** was so noisy in the night club.
- It's** all tight. **It's** only me.
- It's** a pity you couldn't see her that day.

Exercise 2. Translate the sentences into English.

1. Зима.
2. Сейчас осень.
3. В марте часто идет снег.
4. В прошлом году было жарко.
5. Завтра будет ветрено.
6. В комнате становилось темнее.
7. Сегодня очень холодно на улице.
8. Сейчас 8 часов вечера.

Present Perfect Tense Active (Настоящее совершенное время, активный залог)

Временная форма Present Perfect Active используется в предложениях, чтобы сообщить о действии, совершенном в прошлом, но результат его наблюдается в настоящем времени:

I **have found** some more interesting information. –

Я **нашел** кое-какую интересную информацию.

She **has completely forgotten** about their agreement. –

Она совсем **забыла** об их договоренности.

Временная форма Present Perfect Active образуется с помощью вспомогательного глагола **have** или **has** и причастия второй формы смыслового глагола.

Утвердительные предложения	Отрицательные предложения
I have written/ worked. He } She } has written/worked. It } We } You } have written/worked. They }	I have not written/ worked. He } She } has not written/worked. It } We } You } have not written/worked. They }
Вопросительные предложения и ответы	
Have I written?/ worked? Has { he } written?/ worked? { she } { it } Have { we } written?/worked? { you } { they }	Yes, I have. / No, I haven't. Yes, { he } has. / No, she hasn't. { she } { it } Yes, { we } have. / No, you haven't. { you } { hey } they

В зависимости от смысла, вкладываемого в английское предложение, сказуемое можно перевести на русский язык глаголом прошедшего времени совершенного или несовершенного вида, а также глаголом настоящего времени:

I don't know anything because I **have** just **arrived**. –
Я ничего не знаю, потому что только что **прибыл**.

We **have** never **seen** him before. –
Мы никогда **не видели** его раньше.

Our parents **have lived** in Blagoveshchensk since May. –
Наши родители **живут** в Благовещенске с мая.

Временная форма Present Perfect Active часто употребляется с наречиями неопределенного времени: **already** (уже), **ever** (когда-либо), **just** (только что), **never** (никогда), **often** (часто), **recently** (недавно), **yet** (еще, уже) и др.:

She has **never** been here. – Она никогда здесь не была.

I have **already** told you everything. – Я **уже** все вам рассказал.

Have you **ever** been here before? – Вы **когда-нибудь** бывали здесь прежде?

I haven't read his message **yet**. – Я **еще** не прочел его сообщение.

Кроме этого временная форма Present Perfect Active может употребляться с предлогами:

for: I have known him **for** a long time. – Я знаю его долгое время.

since: I have been here **since** 2 o'clock. – Я нахожусь здесь **с** двух часов.



Важно помнить, что употребление временной формы Present Perfect Active ограничено. Так, в вопросительных предложениях с вопросительным словом **when** временная форма Present Perfect не употребляется:

When did you see him last? –
Когда вы видели его в последний раз?

Exercise 1. Put the verbs in brackets in Present Perfect and complete the sentences. Translate the sentences.

1. Adam _____ (finish) his task.
2. I _____ (watch) all the seasons of CSI series.
3. This morning Sara _____ (run) ten kilometers.
4. Mom _____ (buy) some really nice T-shirts!
5. Unfortunately I _____ (lose) my purse.
6. We _____ (write) shopping list. It's on the kitchen table.
7. Sam, you _____ (eat) my biscuit!
8. I'm sorry, I _____ (drop) the plate.
9. They _____ (live) in Omsk for two years.
10. We _____ (live) in St. Petersburg since 2022.

Exercise 2. Put the verbs in brackets in Present Perfect negative. Translate the sentences.

1. Martin _____ my shoes. (not, to clean)
2. Come in! We _____ the meal. (not, to start)
3. My brother _____ all his matches this season. (not, to win)
4. My groupmate and I _____ any films this semester. (not, to see)
5. You _____ your hands. They're very dirty. (not, to wash)
6. I _____ my job, so I can't go to the cinema tonight. (not, to finish)
7. I _____ George for seven years. (not, to see)
8. Where's your brother? We _____ about him since Christmas. (not, to hear)
9. Dad _____ a holiday since last August. (not, to take)
10. John _____ science fiction since he was at school. (not, to read)

Exercise 3. Complete the sentences with already, ever, yet, just. Translate the sentences.

1. Have they ... been to China?
2. Have you finished your report for the conference ... ? – No, I haven't finished it
3. Shall I pay the waiter? – Please, don't worry, I've ... paid the bill.
4. Have you ... listened to the new lecture of our professor?
5. Ann, lay the table, please. I've ... cooked dinner.
6. They don't know anything about his death. They have ... arrived.
7. Is it a good film? – Yes, it's the best I have ... seen.
8. I'm sorry, but your letter hasn't come
9. Mom has ... told me about your problem.
10. He hasn't invited me to the party – Perhaps, he'll do it later.

Exercise 4. Complete the sentences with since or for. Translate the sentences.

1. Where is your sister? – She's been to Volgograd ... 2023.
2. She has known my dad ... a long time.
3. Mark and Julia have been on holiday ... three weeks.
4. I've been a student ... four years.
5. Maria hasn't been to work ... July.
6. She has been ill ... a fortnight.
7. The Smiths have been divorced ... last year.
8. My friends have been very busy ... New Year.
9. Our father has been a pensioner ... five years.
10. Nick has been away ... a month.

Exercise 5. Mrs. Yutner is a college teacher. Study her schedule below and make ten sentences with already, yet, still in the Present Perfect Tense. Assume, it's 12:00 p.m. now. Then make your own schedule.

Time	Activity	Time	Activity
8:15	arrive at college	12:30	lunch, go for a walk
9:00	teach Chinese class	13:30	take students to the library
10:05	meet with the principle	14:45	read students' essays
10:45	teach English class	16:00	prepare for the lessons
11:35	write report cards	17:00	go home

Exercise 6. Translate the questions and write down the answers.

1. How long have you been a cadet?
2. How many matches have you won this season?
3. Have you been to any party this month?
4. What tests have written this semester?
5. Have you been ill this year?
6. When did you see your classmates last?
7. Have you taken part at any students' conference this year?
8. How many books have you read since New Year?
9. When did you play chess last?
10. Have you been to any new interesting places?

Exercise 7. Ask questions to the underlined words.

1. I have already seen this movie.
2. Our mother has brought fruits from our garden.
3. You have already written the letter to your parents.
4. She has already read the evening newspaper.
5. We have got a big cottage in the countryside.
6. I have never eaten this dish before.
7. My parents have given me a new bicycle for my birthday.
8. He has bought all the necessary things in the nearest shop.
9. She has already been to the bank.
10. This time you've made too many mistakes.

Exercise 8. Finish the dialogue.

*Reporter: **Have** you **done** a lot of training this year?*

*Kate: **Yes, I have.** I have trained six times a week all year.*

*Reporter: Who _____ **1.** (you train) with?*

Kate: With my coach, and the team.

Reporter: Where _____ 2. (you play) this year?
 Kate: Mostly in Russia. But we've also travelled to China.
 Reporter : _____ 3. (you win) many matches?
 Kate: Yes, we 4. _____ .
 Reporter: And how many matches _____ 5. (you lose)?
 Kate: Only three.
 Reporter: That's great. _____ 6. (you have) any injuries?
 Kate: No, I 7. _____ .
 Reporter: Thanks, Kate, and good luck.

Exercise 9. Complete the sentences with the correct form of the verb (Present Perfect or Past Simple).

1. We _____ (to move) to Vladivostok three months ago. So we _____ (to live) there since the second of March.
2. My Father _____ (to be) to every football game this season. Last night he _____ (to watch) the match with his elder brother.
3. When _____ he _____ (to quit) smoking? He _____ (not, to smoke) for three years already.
4. When I was in St. Petersburg I _____ (to buy) a lot of souvenirs there. I _____ never _____ (to buy) this many souvenirs before.
5. Would you like more juice? No, thanks. I _____ already _____ (to have) four glasses.
6. Last week Nick _____ (to break) his leg during the competitions. He _____ (to be) at the hospital since then.

UNIT 10. CRIME INVESTIGATION

РАЗДЕЛ 10. РАССЛЕДОВАНИЕ ПРЕСТУПЛЕНИЙ

Exercise 1. Read the following words and word combinations. Learn them by heart.



Vocabulary list

investigation [ɪnˌvestɪˈgeɪʃ(ə)n]	расследование, следствие
criminal investigator [ɪnˈvestɪɡeɪtə]	следователь по уголовным делам, следователь
identity [aɪˈdentɪtɪ]	личность, идентичность
to search for [sɜːtʃ]	искать, отыскивать, разыскивать
fingerprints [ˈfɪŋɡəprɪnt]	отпечатки пальцев

to advance [əd'vɑ:ns]	способствовать чему-л.
Criminal Investigation Department	следственный отдел
ready access ['ækses]	свободный доступ
pawnshop ['pɔ:nʃɒp]	ломбард
undercover agent [ʌndə'kʌvə 'eɪdʒ(ə)nt]	тайный агент
legal restraint ['li:gl ri'streɪnt]	юридическое ограничение
proceeding [prə'si:diŋ]	процедура
delicate ['delɪkət]	тонкий, деликатный
to repudiate [ri'pjʊ:diət]	отвергать, не принимать
widespread ['waɪdspred]	широко распространенный
crime laboratory [lə'bɒrə,t(ə)rɪ]	криминалистическая лаборатория
voiceprinting	спектрограмма голоса или речи, контурная спектрограмма речи
to come to prominence ['prɒmɪnəns]	стать известным
photomicrography [,fəʊtəʊmaɪ'krɒgrəfi]	микрофотография
ballistics [bə'lɪstɪks]	баллистика
forensic medicine [fə'rensɪk 'meds(ə)n]	судебная медицина
homicide ['hɒmɪsaɪd]	убийство

Exercise 2. Read the text and translate it.

Criminal investigation

Criminal investigation is an ensemble of methods by which crimes are studied and criminals apprehended. The criminal investigator seeks to ascertain the methods, motives, and identities of criminals and the identity of victims and may also search for and interrogate witnesses.

Identification of a criminal who has left no fingerprints or other conclusive evidence can often be advanced by analysis of the *modus operandi*. Professional criminals tend to stick to a certain technique (*e.g.*, forcing entrance), to seek certain types of booty, and to leave a certain trademark (*e.g.*, the means by which a victim is tied up). Criminal Investigation Departments compile such data, as well as lists of stolen and lost property, and have ready access to such public records as automobile and firearms registrations and such private records as laundry and dry-cleaners' marks, pawnshop and secondhand-dealers' transactions, and many more.



Information flows in more or less continuously from police informants and undercover agents. Wiretapping and other electronic-surveillance methods have become extremely important, though subject to legal restraints.

Interrogation of suspects is one of the most important functions of criminal investigation. In most countries this proceeding is delicate because a confession gained in violation of the suspect's rights can be repudiated in court. The use of the polygraph, or lie detector, is also subject to widespread courtroom limitations.

Of increasing assistance in criminal investigation is the crime laboratory, equipped to deal with a wide range of physical evidence by means of chemical and other analysis. Techniques of identification, especially fingerprinting, and more recently voiceprinting and even "DNA fingerprinting" (a technique that is still experimental), have come to prominence in modern investigation. Photography and photomicrography, document examination, ballistics, and other scientific techniques are also standard crime-laboratory tools. Forensic medicine can supply analysis of blood and identify traces of chemical substances in bodily organs of homicide victims.

Exercise 3. Complete the sentences.

1. The headline of the text is ...
2. It is devoted to ...
3. The article considers ...
4. The author focuses attention on ...
5. I can make a conclusion that ...

Exercise 4. Translate the following word combinations from text 1. Learn to read them at a good pace.

Crime investigation; to ascertain the methods, motives and identities of criminals; the identity of victims; identification of a criminal; tend to stick to a certain technique; to leave a certain trademark; lists of stolen and lost property; automobile and firearms registrations; dry-cleaners' marks; pawnshop; secondhand-dealers' transactions; electronic-surveillance methods; subject to legal restraints; a confession gained in violation of the suspect's rights; to be subject to courtroom limitations; to deal with a wide range of physical evidence; techniques of identification; come to prominence; scientific techniques.

Exercise 5. Find English equivalents to the following word combinations.

Расследование преступления, следователь по уголовным делам, следственный отдел, юридическое ограничение, установить личности преступника и жертвы, неопровержимое доказательство, склонный придерживаться определенной техники, регистрация огнестрельного оружия, ломбард, методы прослушивания и электронного наблюдения, иметь юридические ограничения, допрос подозреваемого, нарушение прав подозреваемого, большое разнообразие вещественных доказательств, посредством химического анализа, научные методы.

Exercise 6. Make word combinations.

A	B
to identify	fingerprints
to search	ready access
to compile	methods and motives
to leave	suspects
to stick	a lie detector
to tie up	confession
to have	the suspect's rights
to get information	witnesses
to interrogate	with a wide range of evidence
to gain	criminals
to violate	lists of stolen property
to apprehend	analysis of blood
to supply	for physical evidence
to deal	from informants
to use	to a certain technique
to ascertain	a victim

Exercise 7. Are the following statements true or false?

1. Criminal investigation is an ensemble of methods which criminals study and apply.
2. The criminal investigator seeks to conceal methods, motives, and identities of criminals and victims.
3. When professional criminals want to leave a certain trademark they tie up their victims in a special manner.
4. Criminal Investigation Departments have ready access to such public records as automobile and firearms registrations.
5. Police officers have no access to such private records as laundry and dry-cleaners' marks, pawnshop and secondhand-dealers' transactions.
6. Interrogation of suspects is always considered as the most delicate proceeding in crime investigation.
7. To use a polygraph or lie detector investigators need a court order.
8. Fingerprinting, voice printing and DNA fingerprinting are standard crime-laboratory tools in modern investigation.

Exercise 8. Read the definitions and match them with a proper word.

1. requiring special care or skill, difficult to manage or do well	a. conclusive
2. provided with necessary materials or supplies	b. to ascertain
3. to do something about a person or thing that causes a problem or difficult situation	c. ready access
4. showing that something is certainly true	d. delicate
5. the state of being important, well-known, or noticeable	e. to repudiate
6. an opportunity to get something (especially, data) quick and easily	f. equipped
7. the process of using a microscope to photograph a magnified image of microscopic specimens	g. to deal with
8. to learn or find out something, such as information or the truth	h. prominence
9. to refuse to accept or support something	i. photomicrography

Exercise 9. Answer the following questions to the text.

1. What does it mean to investigate crimes?
2. When can the analysis of the modus operandi be helpful?
3. What information do Criminal Investigation Departments compile?
4. Is interrogation of suspects a delicate proceeding? Why?
5. How are crime laboratories equipped today?
6. What techniques of identification are used in modern investigation?

Exercise 10. Complete the dialogue with the words from the box. What facts were revealed during the interrogation?

*angry / lie / approved / wife / killed / lie / stabbed / happened /
arguing / prison / TV program / lovely / gun shots / neighbor*

Interrogation scenario

Detective: What were you doing at 2 am on Sunday night?

Suspect: I was waiting for my favorite _____, sir.

Detective: Who were you with?

Suspect: I was with my _____, Laura.

Detective: Laura told us she fell asleep at 1:30 am.

Suspect: Yes, sir. While we were watching TV, she started to snor.

Detective: Your ____, Philip saw you at 2:10. You were running in the street.

Suspect: He is telling _____, sir.

Detective: Also some security cameras _____. You were outside on Sunday night. Why did you lie?

Suspect: I just took the trash out, sir.

Detective: Somebody _____ Mrs. Stinson while she was getting home. I think that was you.

Suspect: No, I was not. I swear of God!

Detective: Did you see Mrs. Stinson when you took the trash out?

Suspect: Yes, I did. She was _____ with a man.

Detective: Why were they arguing?

Suspect: The man was _____ at her, because according to the man, Mrs. Stinson had cheated on him.

Detective: Did you hear _____?

Suspect: Yes, sir. I did.

Detective: I knew you were telling lie. Mrs. Stinson was stabbed. Let me tell you what _____. You were in love with Mrs. Stinson. But she had a _____ relationship. You were jealous of her. So, you _____ her after your wife had slept, and dragged her to the forest.

Suspect: Please, I am begging you! Don't put me in _____!...

Detective: You are evil. You deserve that. Guards! Take him!

Exercise 11. Read the text and translate it.

How to interview a suspect

The successful interrogation of a suspect is mostly about psychology and quick thinking. You shouldn't try to interrogate anyone if you lose your nerve or have a prejudice as to the innocence of the person. Be calm and try to find the truth, not to prove you're right in your suspicions. Be suspicious yourself so that the suspect is mystified.

(1) Start the interview with light conversation. While doing so, establish the character of the questioned person. This may involve their occupation, musical preferences, family, etc. During this preliminary chat look for signs if the person is nervous and scared, prone to bragging, confident or not. Mark their level of intelligence and adapt to it.

(2) Switch to the subject of the questioning abruptly. This way you'll be able to notice the interviewed person's reaction. Remember that in 9 out of 10 cases the first impressions are the most correct.

(3) Let the interrogated person tell you their story without interrupting them. Look for inconsistencies. Being too detailed often shows the person has been prepared for questioning and has had the time to make their story up.

(4) Have another person enter the room shortly after the interviewed person has finished their story. Your associate must pretend to say something in your ear. Give the interviewed person a short look and excuse yourself.

(5) Return in about 20 minutes. At this time the suspect should be worried as to what has happened during your leave.

(6) Take about 5 minutes during which you may rearrange things on your desk, or scribble something on a scrap of paper. Then proceed to ask the suspect about the inconsistent points in his story.

(7) Ask for details. Some questions, like the color of a hit-and-run vehicle are easy to answer and the suspect saying they don't remember is an obvious attempt to conceal something. On the other hand, it would be strange for the interrogated person to have seen or remember the license number, so answering this question would show them having thought the whole thing over.

(8) Combine the real questioning with irrelevant questions, leading the suspect into believing you have something on your mind.

(9) Look for signs the suspect is lying. These may include crossing the hands (defensive position), sitting on the edge of the chair, too relaxed posture, tilting their head to the right, looking up as they think of the answer.

(10) Frequent use of expletives like “honestly”, “frankly”, etc. shows that the suspect is lying. People who believe in what they say do not appeal to the listener's trust.

(11) Ask the suspect a question the answer to which you already know. This way you can see whether they're willing to answer your questions correctly.

(12) Be careful about the details. For example, if the hit-and-run has been driving on the suspect's side of the road (assuming you're in a right-side traffic country), it's strange for the suspect to say the car had a scratch on the left side. How have they seen it? These little details most often reveal a liar.

(13) Remember that everyone lies when questioned. It does not mean they're a criminal.

Exercise 12. Complete the sentences.

1. To conduct a successful interrogation you need to remain ...
2. You start the interview with light conversation to ...
3. You shouldn't interrupt the suspect because ...
4. You need to ask for details because ...
5. To trigger the suspicion of a person under interrogation you need to ...
6. The external and verbal signs of lying are ...

Exercise 13. Put questions to text 2 using the words in the box. Ask your group mates to answer them.

<i>Who ...?</i>	<i>What ...?</i>	<i>Why ...?</i>	<i>How ...?</i>	<i>When ...?</i>
<i>How to identify that ...?</i>		<i>How do you know that ...?</i>		

Exercise 14. Read the text and translate it.

CSI: Crime scene investigation

CSI: Crime Scene Investigation was one of the most popular television programs in the United States since 2005.

From its first season *CSI* chronicled the work of a team of Las Vegas-based criminologists who solved murders by using forensic science and their own investigative skills. The team, initially led by night-shift supervisor Gil Grissom (played by William Petersen), was routinely called upon to process and analyze evidence at crime scenes. Using procedures that mirrored those of their real-life counterparts, the team worked both in the field and in the lab, in conjunction with other law-enforcement officers. Each member of the team brought a different personality and skill to the proceedings, and the team members' clashes and relationships contributed to the narrative tension. Inevitably, their findings spurred a conventional murder-mystery plot. Rather than following leads and conducting interviews, however, the CSI team solved crimes by using scientific methods and analysis of physical evidence.

The show was known for its graphic depictions of gruesome crimes, acts of violence, and autopsies. Dramatic graphics and special effects guided the viewer through the show's science. Critics of the series pointed to the implausibility of some of the team's techniques and findings and questioned the portrayal of crime-scene investigation. Despite such criticisms, the show consistently achieved high ratings and was nominated for numerous Emmy Awards before ending in 2015.

Exercise 15. Complete the sentences.

1. The headline of the text is ...
2. The text focuses attention on ...
3. I can make a conclusion that ...

Exercise 16. Order the sentences in a proper way.

1. chronicled the work / in the city of Las Vegas / The program / of a team of criminologists.
2. To solve murders / used forensic science / the officers / and / their own investigative skills.
3. its / acts of violence / The show / depictions of / graphic / was known for / gruesome.
4. Critics questioned the portrayal of crime-scene investigation.
5. officers / worked / cooperating with / other / both in the field and in the lab / law-enforcement / The team.

6. The show consistently achieved high ratings and was nominated for numerous Emmy Awards.

7. Each member of the team brought a different personality and skill to the proceedings.

8. The team's / murder-mystery / findings / spurred / plot / a conventional.

9. the implausibility / Critics / of the team's techniques / pointed to / of some / of the series.

10. physical evidence / by / scientific methods / solved crimes / and analysis / using of / The CSI team.

Exercise 17. Are the following statements true or false?

1. CSI: Crime Scene Investigation was a popular movie in the United Kingdom since 2005.

2. The team was routinely called upon to process and analyze evidence at crime scenes.

3. The team never used procedures that mirrored those of their real-life counterparts.

4. Critics of the series pointed to the plausibility of the team's techniques and findings.

5. The show was prohibited because of graphic depictions of gruesome crimes, acts of violence and autopsies.

6. Though the show achieved high ratings, it was never nominated for any awards.

Exercise 18. Think of the similar popular TV programs in Russia and answer the following questions.

1. What is the name of the show?

2. Who are the main characters of the show?

3. What personal and professional qualities did they possess?

4. What crimes did they deal with?

5. How did they solve crimes?

6. What helped them to discover the truth?

Exercise 19. Read the text and translate it.

George had stolen some money, but the police had caught him and he had been put in prison. Now his trial was about to begin, and he felt sure that he would be found guilty and sent to prison for a long time. Then he discovered that an old friend of his was one of the members of the jury at his trial. Of course, he did not tell anybody, but he managed to see his friend secretly one day.

He said to him:

– Jim, I know that the jury will find me guilty of having stolen the money. I cannot hope to be found not guilty of taking it – that would be too much to expect. But I should be grateful to you for the rest of my life if you could persuade the other members of the jury to soften the punishment.

– Well, George, – answered Jim, – I shall certainly try to do what I can for you as an old friend, but of course I cannot promise anything. The other eleven people on the jury look terribly strong-minded to me.

George said that he would quite understand if Jim was not able to do anything for him, and thanked him warmly for agreeing to help. The trial went on, and at last the time came for the jury to decide whether George was guilty or not. It took them five hours, but in the end they found George guilty, with a strong recommendation to soften the punishment.

Of course, George was very pleased, but he did not have a chance to see Jim for some time after the trial. At last, however, Jim visited him in prison, and George thanked him warmly and asked him how he had managed to persuade the other members of the jury to soften the punishment.

“Well, George,” Jim answered, as I thought, those eleven men were very difficult to persuade, but I managed it in the end by tiring them out. Do you know those fools had all wanted to find you not guilty.

Exercise 20. Find the correct answer.

Which of the following best describes the main idea of the story?

1. A friend in need is a friend indeed.
2. Any crime should be punished.
3. Good intention often has the opposite effect.
4. It is always easy to persuade the members of the jury.

Why did George ask his friend to do him a favour?

1. His friend Jim knew the legislation.
2. Jim could see his friend secretly as he worked in prison.
3. Jim was the member of the Parliament.
4. Jim was one of those who was to decide if George was guilty.

George said that he would be grateful to Jim for the rest of his life if:

1. Jim could persuade the jury to find him not guilty.
2. Jim could persuade the jury to pardon him.
3. Jim could persuade the jury to make his punishment less severe.
4. Jim could persuade the jury to fine him.

How did Jim manage to meet George's request?

1. He said that George had not stolen the money.
2. The members of the jury were tired and they agreed.

3. He had worked in prison for a long time and knew everybody there.
4. He was an experienced lawyer.

Which of the following was not mentioned in the text?

1. Why George had been put in prison.
2. What George asked his friend about.
3. How many members there were in the jury.
4. George's reaction to the news.

English in Use

**Negative prefixes un-, dis-, in- (im-, ir-, il-), non-
(Отрицательные приставки un-, dis-, in- (im-, ir-, il-), non-)**

В английском языке отрицательные приставки **un-, dis-, in- (im-, ir-, il-), non-** добавляют к таким частям речи, как имена прилагательные и глаголы. Например:

- ❖ comfortable – **un**comfortable (удобный - неудобный)
- ❖ to button – to **un**button (застегивать – расстегивать)
- ❖ to organize – to **dis**organize (организовать – расстроить)
- ❖ sane – **in**sane (разумный – душевнобольной)
- ❖ possible – **im**possible (возможный – невозможный)
- ❖ resolute – **ir**resolute (решительный – нерешительный)
- ❖ legal – **il**legal (законный – незаконный)
- ❖ conformist – **non**conformist (конформист – диссидент)

Exercise 1. Translate the words.

un-

able – unable
believable – unbelievable
certain – uncertain
forgettable – unforgettable
helpful – unhelpful

ir-

rational – irrational
regular – irregular
resistible – irresistible
responsible – irresponsible

in-

eligible – ineligible
organic – inorganic
adequate – inadequate
correct – incorrect

il-

legible – illegible
literate – illiterate
logical – illogical
legitimate – illegitimate

im-

mobile – immobile
moral – immoral
perfect – imperfect
balance – imbalance

dis-

affected – disaffected
agree – disagree
loyal – disloyal
tasteful – distasteful

non-

fiction – nonfiction
sense – nonsense
existent – nonexistent
resident – nonresident

Exercise 2. Complete the sentences, using the words from the box, and translate them.

*illegitimate, nonstop, uncertain, illiterate, irrational,
immobile, nonsense, illegible, incomplete, incorrect*

1. The article was a mindless piece of _____.
2. If you are ____ about your physical condition, check with your doctor.
3. Her handwriting is totally _____, I can't read it.
4. We are flying _____ from New York to Tokyo.
5. She is politically _____ and has never voted in an election.
6. They were fired from their jobs for _____ reasons.
7. He became _____ as the fever got worse.
8. I do not have the information because our records are _____.
9. The restaurant considers jeans and T-shirts _____ attire for dinner.
10. She could see a figure sitting _____, facing the sea.

Present Continuous Tense Active

(Настоящее продолжительное время, активный залог)

Форма Present Continuous употребляется для обозначения:

- 1) действия, происходящего в данный момент
It's raining heavily now. – Сейчас идет сильный дождь;
- 2) действия, происходящего в настоящее время, но не в момент речи
I'm studying administrative law this semester. – В этом семестре я изучаю административное право;
- 3) запланированного будущего действия
What are you doing after work tonight? – Что ты делаешь после работы сегодня вечером.

Сказуемое образуется при помощи вспомогательного глагола **to be** и причастия настоящего времени (Participle I) смыслового глагола.

Утверждение			Отрицание		
I	am	working	I	am not	working
We	are	working	We	are not	working
You	are	working	You	are not	working
They	are	working	They	are not	working
He	is	working	He	is not	working
She	is	working	She	is not	working
Is	is	working	Is	is not	working
Вопрос – ответ					
Am	I	working	Yes, I am. / No, I am not.		
Are	we	working	Yes, we are. / No, we are not.		
Are	you	working	Yes, they are. / No, they are not.		
Are	they	working			
Is	he	working	Yes, he is. / No, he is not.		
Is	she	working	Yes, she is. / No, she is not.		
Is	is	working	Yes, it is. / No, it is not.		

Exercise 1. Read and translate the sentences. Pay attention to the use of Present Continuous.

1. The cadets of our group are writing a test now.
2. – Is he playing with his siblings in the garden? – No, he is writing a letter in his room.
3. I am studying Criminal Law this semester.
4. Do you here that? She is telling them a funny story.
5. – Where's Kate? – She is cleaning the carpet outdoors.
6. The waiter is putting a glass of lemonade in front of him.
7. I am not eating my breakfast at the moment.
8. You are drinking too much water today. Are you alright?

Exercise 2. Translate the sentences into Russian. Make them negative and interrogative.

1. You are working hard today.
2. He is looking for Christine at the moment.

3. They are listening to the radio.
4. Phillip is talking to my brother.
5. She is playing volley-ball with her classmates.
6. He is sleeping now.
7. Jack is buying milk for his ill sister.
8. We are looking for some new detective stories.

Exercise 3. Open the brackets. Put the verbs in Present Continuous form. Translate the sentences.

1. Tom (to read) an article at the moment.
2. Jill (to work) with her project right now.
3. Mom (to cook) dinner in the kitchen.
4. My sister still (to write) a letter in her room.
5. Look! They (to fight) in the yard.
6. Such a terrible noise! Jim (to play) the piano.
7. We (to have) lunch at the moment. I can't leave.
8. I can see Mark! He (to swim) to the shore.

Exercise 4. Write special questions from the words below.

Model: (where / John / work / today?)

– Where is John working today?

1. (what / you / go?)
2. (why / she / cry?)
3. (where / they / watch / TV?)
4. (what / you / do / this evening?)
5. (where / she / walk / today?)
6. (why / he / look / at you?)
7. (why / they / argue / now?)
8. (what / Jim / cook?)

Exercise 5. Make a special question to the underlined word.

1. Jayson isn't swimming in the pool at the moment.
2. They are cleaning the garden all morning today.
3. We are building these cottages now.
4. Listen! Somebody is approaching.
5. Lilly is flying the kite at the moment.
6. The population of the Earth is constantly rising.
7. Those strange people are smiling.
8. I am learning the new words for the test.

Exercise 6. Insert the Present Simple, Present Continuous or Future Simple forms. Translate the sentences.

1. Her son (to make) too much noise every day.
2. You (to come) to the party tonight?
3. You (to go) to the institute by car?
4. I think I (to finish) the report by Tuesday.
5. Where you (to go) now?
6. Mom (to work) in Ufa at the moment?
7. She (not, to watch) TV in the evenings.
8. What she (to watch) right now?

Exercise 7. Translate the sentences from Russian into English.

- Я читаю детективный роман.
- Она пишет письмо другу.
- Мои братья играют в футбол во дворе.
- Мы собираем грибы в лесу.
- Они сидят за письменным столом.
- Она моет посуду на кухне.
- Ольга не чистит ковры. Она моет окно.
- Он ждет нас на автобусной остановке.

Past Continuous Tense Active

(Прошедшее продолжительное время, активный залог)

➤ Временная форма **Past Continuous Active** употребляется в английских предложениях для обозначения неоконченного действия, совершавшегося в определенный момент в прошлом или протекавшего в течение ограниченного, известного периода времени в прошлом:

The neighbors **were** still **playing** loud music at 3 am. —

Соседи все еще **слушали** громкую музыку в три часа утра.

I **was jogging** yesterday morning. — Я **был на пробежке** вчера утром.

➤ Временная форма Past Continuous Active образуется с помощью спрягаемого вспомогательного глагола **to be** прошедшего времени (**was, were**) и причастия первой формы смыслового глагола.

Утвердительные предложения	Отрицательные предложения	Вопросительные предложения
I He She It } was working.	I He She It } was not working.	Was { I he she it } working?
We You They } were working.	We You They } were not working.	Were { we you they } working?



Временная форма **Past Continuous** НЕ используется:

- 1) чтобы говорить об отдельных завершённых прошлых действиях;
- 2) когда прошлое действие не имеет отношения к другому прошлому действию;
- 3) когда прошлое действие не происходило в течение всего прошедшего времени;
- 4) когда постоянный характер действия не является важным/релевантным; вместо этого мы используем простое прошлое.

~~I **was going** to the library yesterday.~~

I **went** to the library yesterday.

Вчера я **ходил** в библиотеку

~~We **were visiting** Spain last year.~~

We **visited** Spain last year.

Мы **были** в Испании в прошлом году.

~~We **were eating** in a new restaurant last week.~~

We **ate** in a new restaurant last week.

На прошлой неделе мы **ели** в новом ресторане.

Временная форма **Past Continuous** НЕ используется в предложениях, в которых в функции сказуемых употребляются глаголы состояния: **know** (знать), **want** (хотеть), **need** (нуждаться), **believe** (верить), **like** (нравиться), **love** (любить), **hate** (ненавидеть), **prefer** (предпочитать) и т.п.

Exercise 1. Translate the sentences. Pay attention to the Past Continuous form.

1. We were discussing our plans for summer vacation when my mobile phone rang.
2. Mrs. Burns looked out of the window: her children were playing in the garden.

3. When I left the school library Jill was still studying for the test.
4. What were you doing at 9 pm last Sunday?
5. When Dave was walking in the Central Park he met his old college friend.
6. I was cooking dinner when the door bell rang.
7. Where were they walking when you heard the shot?
8. I was watching the football match when the power went out.
9. Yesterday at 6 pm she wasn't reading in her bedroom.
10. Was he playing chess at this time yesterday?

Exercise 2. Read and translate the text below. Think and answer the question in the title.

Who broke the window?

At 7 o'clock the match started on TV, so Dad was still watching it at 7.30. Mum was sitting in the kitchen. She was quietly reading a woman's magazine. Rosie was trying on her Mum's clothes in her room. Nick's cousins were listening to rock music.



It was very loud so they didn't hear the crash. At 7.30 the dogs were lying in front of the fire and they were sleeping. Nick went into the garden with his friend to play football. So at 7.30 he was still there.

Exercise 3. Put the verbs in brackets in Past Continuous and complete the sentences. Translate the sentences.

1. Mark and Dave _____ together. (to study)
2. She _____ her report for the conference. (to write)
3. She was the only person who _____ at his jokes. (not, to laugh)
4. The stars _____ in the night sky. (to shine)
5. I looked out of the window. It _____ heavily outside. (to snow)
6. At that time he _____ his guitar. (not, to play)
7. Last night we couldn't sleep because our baby _____. (to cry)
8. At the New Year party we _____ all night long. (to dance)
9. I checked the weather outside: it _____ any more. (not, to snow)
10. I listened intently. The dogs in the yard _____. (not, to bark)

Exercise 4. Study Boris's schedule below and complete the sentences with the Past Continuous tense. Make additional sentences if necessary.

Time	Activity	Time	Activity
7:00 – 7:20	showered shaved	10:15 – 13:30	attended the seminar on the History of State and Law; listened to the lecture in Criminalistics
7:20 – 7:35	made breakfast for his family	13:30 – 14:00	had lunch with his groupmates
7:35 – 8:00	had breakfast with his family	14:00 – 15:30	had the seminar on La- bour Law
8:00 – 8:20	drove to the institute	15:30 – 17:00	exercised at gym
8:30 – 10:00	prepared for the sem- inar at the library	17:00 – 18:00	showered; drove home

1. At 7:10 Boris _____.
2. At 7:30 Boris _____.
3. At 7:45 Boris _____.
4. At 8:15 Boris _____.
5. At 9:00 Boris _____.
6. At 10:25 Boris _____.
7. At 13:40 Boris _____.
8. At 14:55 Boris _____.
9. At 16:35 Boris _____.
10. At 17:05 Boris _____.

Exercise 5. Interview your group mates about their activities at a specific time and complete the chart below.

Time	Activity	Time	Activity
7:00 am yesterday		8:00 this morning	
9:25 am yesterday		10:35 this morning	
1:45 pm yesterday		11:15 this morning	
4:55 pm yesterday		12:25 this afternoon	
7:00 pm yesterday		15:00 this afternoon	

Exercise 6. Put the verbs in brackets in Past Continuous or Past Simple and complete the sentences. Translate the sentences.

1. When we _____ to the museum Jason _____ for us there. (to get, to wait)
2. My siblings _____ in the yard the whole evening yesterday. (to play)
3. I _____ my report yesterday because my little sister _____ the whole evening. (to prepare, to cry)
4. When the professor _____ into the lecture hall we all _____ at the desks. (to come, to sit)
5. At this time yesterday she _____ the play at the theatre. (to watch)
6. Last Monday I _____ him when I _____ to the office. (to see, to drive)
7. When Jane _____ back at them the girls _____ at her. (to look, to smile)
8. – What _____ you _____ at 6 pm yesterday? – I _____ my dog. (to do, to feed)
9. – What _____ your husband _____ at 8 pm last Saturday? – He _____ his car in the garage. (to do, to fix)
10. I _____ for a walk that day for it _____ heavily. (to go, to rain)

Exercise 7. Study the situations below and answer the questions. Use Past Continuous or Past Simple when necessary.

1. Alex was driving home when it started to rain.

- a) What was Alex doing when it started to rain?
- b) What did he do it started to rain?

2. Mrs. Brown was reading the news on the internet when the lights went out.

- a) What was Mrs. Brown doing when the lights went out?
- b) What did she do when the lights went out?

3. Mr. Blade was fixing his car in the garage when he heard a strange sound outside.

- a) What was Mr. Blade doing when he heard a strange sound outside?
- b) What did he do when he heard a strange sound outside?

4. Alice was ironing her clothes when suddenly she saw a rat in the corner of the room.

- a) What was Alice doing when she saw a rat in the corner of the room?
- b) What did she do when she saw a rat in the corner of the room?

5. My brother was playing his favorite online game when suddenly the internet was disconnected.

- a) What was my brother doing when the internet was disconnected?
- b) What did he do when the internet was disconnected?

PART III

UNIT 11. THE NATURE OF POLICE WORK

РАЗДЕЛ 11. СУЩНОСТЬ РАБОТЫ ПОЛИЦИИ

Exercise 1. Read the following words and word combinations. Learn them by heart.

Vocabulary list

law enforcement [lɔ: in'fɔ:smənt] – правоохранительные органы
to protect [prə'tekt] – защищать
unlawful actions [ʌn'lɔ:f(ə)l 'ækʃ(ə)n] – незаконные действия
civil rights and freedoms – гражданские права и свободы
to prevent and detect crimes – предотвратить и раскрыть
to search for missing persons – разыскивать пропавших без вести лиц
to maintain public safety and public order – поддерживать общественную
безопасность и общественный порядок
to protect society – охранять общество
to maintain a peaceful climate – поддерживать спокойную обстановку
unlawful actions – незаконные действия
preventing crimes – предотвращение совершения преступлений
offences – правонарушения
detecting and bringing offenders to justice – выявление и привлечение
правонарушителей к ответственности
knowledge ['nɒlɪdʒ] – знания

Exercise 2. Read the text and translate it.

The nature of police work in Russia

Federal Law №3 “On Police” was signed by the President of the Russian Federation on February 7, 2011. The main purpose of the law is to manifest important functions of the police: maintaining public safety and order; protecting society, citizens, their civil rights and freedoms, the state from any unlawful actions; preventing crimes or administrative offences; searching for missing persons; detecting and bringing offenders to justice; keeping order in public roads, streets, etc. The nature of police work is based on a new partnership model between the police and society relations.



One of the fundamental concepts of the nature of police work is to create the positive image of a law enforcement officer needed by society. Policemen must have regular examinations of their knowledge of the Constitution of the Russian Federation, federal law and standard regulations.

Police are one of the most important organizations of the society. The police are expected to be the most interactive and dynamic organization of the society. Their roles, functions and duties in the society are complex.

Exercise 3. Complete the following sentences using information from the text.

1. The headline of the text is ...
2. The author focuses attention on ...
3. To make a conclusion I can say that ...

Exercise 4. Are the following statements true or false?

1. Federal Law №3 “On Police” was signed by the President of the Russian Federation on May 9, 2021.
2. The main purpose of the law is to protect our general safety, and ensure our rights as citizens against abuses by other people, by organizations, and by the government itself.
3. There are following job functions of policemen: dealing with citizens` documents and their problems.
4. The nature of police work is based on “quid pro quo” (услуга за услугу) principles.
5. Fundamental principles of policing are to prevent crime and disorder, as an alternative to their repression by military force and severity of legal punishment, to use physical force.
6. One of the fundamental concepts of the nature of police work is to punish most criminals.

Exercise 5. Give Russian equivalents of the words or word combinations. Make up the sentences with them.

To be responsible for; to prevent and detect crimes; to protect liberty and property; criminal law; maintaining law and order; investigating crime; the administration of justice; safety and liberty; to depend upon the law and constitution; judicial decisions; to deal with courts and prisons; criminal justice; recruiting police operatives; prevention, detection and prosecution of criminality; a squad; armed bands; felonies; misdemeanors.

Exercise 6. Translate the word combinations. Make up the sentences by using them.

to commit a crime – commission of a crime
to preserve peace – preservation of peace
to prevent a crime – prevention of a crime
to violate law – violation of law
to rehabilitate a criminal – rehabilitation of a criminal
to protect property – protection of property
to prosecute an offender – prosecution of an offender
to collect evidence – collection of evidence
to apprehend a suspect – apprehension of a suspect
to identify a victim – identification of a victim
to initiate an investigation – initiation of an investigation
to regulate traffic – regulation of traffic
to detect a murder – detection of a murder

Exercise 7. What do you think makes a modern police officer successful? Put the following expressions in order of importance. Give your reasons for proving it.

- a) to wish to become a police man
- b) to have physical strength and aptitude to deter criminals
- c) to graduate from law school
- d) to pass a background check to ensure you have no criminal record
- e) to be openhearted and flexible
- f) to become an example for your community

Exercise 8. Choose the correct word. Translate the sentences.

1) enforceable / enforce / enforcement /

- a) The police are a body of persons empowered by a state, with the aim to ... the law, to ensure the safety, health, and possessions of citizens, etc.
- b) In diplomacy, deals are only as good as they are ...
- c) Punishment is a key ingredient in a fundamental legal process: ...

2) lawful / law / lawyer

- a) International ... and national ... are two different legal systems.
- b) Ask for a ... immediately after you are arrested.
- c) Their ... powers include arrest and the use of force legitimized by the state via the monopoly on violence.

3) prevention / prevent / preventive

- a) ... policing is considered a defining characteristic of the modern police.
- b) Many programs focused on situational crime ...
- c) Each year, vaccines ... more than 2.5 million child deaths globally.

4) criminality / criminal / crime

- a) A ... is an unlawful act.
- b) The new measures are intended to reduce ...
- c) A catalogue of crimes called the ... code.

5) legalize / legal / legality

- a) I'm not sure about the ...
- b) How many Americans want to ... drugs?
- c) There isn't a formal ... agreement.

Exercise 9. Match the words and word combinations.

1) wiretapping	a) подтверждать информацию
2) undercover operation / agent	b) (скрытое / открытое) наблюдение
3) eyewitness	c) подслушивание
4) eavesdropping devices	d) надежность информации
5) sources of information	e) очевидец
6) reliability of information	f) тайная операция / тайный агент
7) to confirm information	g) подслушивающие устройства
8) (covert / overt) surveillance	h) источники информации

Exercise 10. Find English equivalents to Russian words and expressions in brackets. Translate the sentences.

- 1. Police use (информаторы и наблюдение) when they do not have witnesses and eyewitnesses of a crime.
- 2. Investigators often receive information from (информаторы).
- 3. There are many (источники информации).
- 4. (Снятие информации с электронных источников) is regulated by the legislation.
- 5. It is necessary to prevent crimes by the officers of (отделы оперативно-разыскной деятельности).
- 6. One of the police intelligence techniques is (прослушивание).
- 7. There are two main types of (наблюдение).
- 8. (Скрытое наблюдение) is conducted according to the Act "On Police Intelligence".

Exercise 11. Read and translate the following Law Enforcement Oath of Honor recommended by the International Association of Chiefs of Police as symbolic statement of commitment to ethical behavior. Comment on it: is it the same oath in Russia?

The Law enforcement code of Ethics

On my honor,
I will never betray my badge,
my integrity, my character,
or the public trust.
I will always have
the courage to hold myself
and others accountable for our actions.
I will always uphold the constitution,
my community, and the agency I serve.

English in Use

One/ones, which one/ones

This, that, these, those

- ✓ Иногда мы используем **one** вместо повторения существительного в единственном числе:

I'm going to buy a drink.
Would you like one?

Я собираюсь купить напиток.
Не хотите ли какой-либо?



- ✓ Или мы используем **ones** вместо существительного во множественном числе:

Shall I buy the red apples or the green ones?

Мне купить красные яблоки или зеленые?

These biscuits are cheaper than those ones.

Эти бисквиты дешевле, чем те.

- ✓ Мы не используем **one** для обозначения неисчислимого существительного:

We haven't got fresh cream.
Would you like tinned?

У нас нет свежих сливок. Хотите консервированные?

! (not ... **tinned one**)

- ✓ Мы часто используем **which one** (какой из них...) и **which ones** (какие из них...) в вопросах:

Which one would you like, the black dress or the pink one?
I would like the black one, please.

Какое платье ты бы хотела, черное или розовое? Я бы хотела черное, пожалуйста.

- ✓ We use **this, that, these, those** without a noun, when the meaning is clear:

A student has just finished his homework, and he says to his friend: That was easy!

Студент только что закончил домашнюю работу и говорит своему другу: «Это было легко!»

He picks up her suitcases, and he says: These are heavy!

Он поднимает ее чемоданы и говорит: «Они тяжелые!»

Exercise 1. Rewrite the sentence in brackets by replacing one of the words with one/ones.

For example: It's a blue suit. – It's a blue one.

1. The actor that I like best is Andrei Mironov. – ...
2. I'm going to buy an orange juice. – ...
3. The chocolate cakes are popular. – ...
4. I like the house with the red door. – ...
5. This time I want a green carpet. – ...
6. English is a difficult language. – ...
7. I would like to make these photos. – ...

Exercise 2. Olga and Elena are buying things for their new apartment. Complete the dialogue with one/ones.

Olga: Here's the china department. We need some cups.

Elena: Do we want large ... or small ... ?

Olga: Small ... are best.

Elena: But I like tea in a large cup.

Olga: Ok, put six small cups and a large ... in the basket.

Elena: What about a teapot? There's a metal ... and a nice china

Which ... do you like?

Olga: I prefer the china

Elena: It's similar to the little cups but it's not like my big

Olga: Well, it doesn't have to be exactly the same. Now, we also need knives.

Elena: Can't we use the ... that my mother gave us?

Olga: Well, I suppose the big ... for bread is all right, but we certainly need some little ... for vegetables and a sharp ... for meat.

Exercise 3. Complete the sentences. Use *a/an + adjective + one*. Use the words in the list.

<i>better big clean different new old</i>

1. This cup is dirty. Can I have ... ?
2. I'm going to sell my car and buy ...
3. That's not a very good photograph but this is ...
4. I want today's newspaper. This is ...
5. This box is too small. I need ...
6. Why do we always go to the same restaurant? Let's go to ...

Exercise 4. Use the information in the box to complete these conversations. Use *one/ones*.

the coat is black	I took the photographs on the beach last week
the girl is tall with long hair	the shoes are green
the hotel is opposite the station	the pictures are on the wall
the house has got a red door	the books are on the top shelf
the flowers are yellow	the man has got a moustache and glasses

- | | |
|---|--|
| 1. A: We stayed at a hotel.
B: Which one?
A: The one opposite the station | 6. A: Are those your books?
B: ... ?
A: ... |
| 2. A: Those shoes are nice.
B: ... ?
A: ... | 7. A: Do you know that girl?
B: ... ?
A: ... |
| 3. A: That's a nice house.
B: ... ?
A: ... with ... | 8. A: Those flowers are beautiful.
B: ... ?
A: ... |
| 4. A: I like that coat.
B: ... ?
A: ... | 9. A: Who's that man?
B: ... ?
A: ... |
| 5. A: I like those pictures.
B: ... ?
A: ... | 10. A: Have you seen my photographs?
B: ... ?
A: ... |

Exercise 5. Put *this / these / that / those* in the gaps.

1. I'd like to buy ... book, please. How much is it?
2. Could you tell me where ... bus goes, please?
3. ... questions are difficult. Could you help me?
4. ... sandwiches are mine. Yours are on the table.
5. ... is wonderful! I love a hot bath after work.
6. Have you got some cheaper pens? ... are very expensive.
7. Look at ... clouds. I'm sure it's going to rain.

8. Did you enjoy ... film? I thought it was boring.

Exercise 6. Put *this* / *that* / *these* / *those* in the gaps in the dialogue.

Anna: It's very pleasant to sit here on (1) ... terrace in the middle of (2) ... mountains.

Oleg: Yes, and the food is good. (3) ... grapes are delicious.

Anna: Delicious, yes, but (4) ... one's bad. What are (5) ... people over there eating?

Oleg: Oh, (6) ... is fondue. It's made with cheese. You see, they take one of (7) ... little pieces of bread and then dip it in (8) ... pot with the cheese in it.

Anna: We can try (9) ... if we come again.

Oleg: All the local restaurants serve it. So if we don't come back here, we can have it at (10) ... little restaurant in the village.

Anna: Yes, but in the village you don't have (11) ... wonderful view of the mountains.

Present Simple Tense Passive

(Настоящее простое время, страдательный залог)

Passive Voice (страдательный залог) указывает на то, что действие направлено на лицо или предмет, которое в предложении является подлежащим. В простом времени **Present Simple Passive** образуется при помощи глагола **to be (am / is / are) + Participle II** (причастие, 3-я форма неправильного глагола / правильный глагол с окончанием **-ed**). Глагол **to be** является вспомогательным и изменяется по временам, лицам и числам:

I – **am**

He / she / it – **is**

You / they / we – **are**

am, is, are + Participle II

1. I'**m** often **told** about it. – Мне часто говорят об этом.

I'**m not told** about it.

Am I **told** about it?

2. English **is spoken** in many countries. – На английском говорят во многих странах.

English **is not spoken** in many countries.

Is English **spoken** in many countries?

3. We **are** often **explained** this information. – Нам часто объясняют эту информацию.

We **are not** often **explained** this information.

Are we often **explained** this information?

Наречия: every day/week/year/month, sometimes, often, regularly, anytime, usually, always.

Exercise 1. Complete the sentences with *am / is / are* in passive.

1. What is this ... (call) in English?
2. Police officers ... salary every month.
3. This professor ... often sent to Moscow to deliver his lectures.
4. ... English lessons taught on Wednesdays?
5. Many applicants ... given great opportunities to study at Law Institute.
6. Not very much ... known about police work.
7. Cadets ... woken by their ranking officer every morning.
8. ... cadets seen by the doctor every week?

Exercise 2. Insert the required tense forms in Present Simple Passive.

1. Bread ... (to eat) every day.
2. Many houses ... (to build) in our town every year.
3. This work ... (to do) every day.
4. Cadets ... (to deliver) lectures on Law every week.
5. Police work ... (to consider) to be very hard.
6. Many policemen ... usually (to award) a medal.
7. District police officers ... (to commit) to working with the communities.
8. It ... (to believe) police officers play a vital role in keeping cities and villages safe for everyone.

Exercise 3. Put the verb in an negative form in Present Simple Passive.

1. This play ... (to stage) by them at the beginning of every season.
2. The famous lecturer ... (to greet) by the cadets warmly.
3. Students ... (to give) English lessons every year.
4. This example ... often (to refer) by our teacher.
5. Cadets ... (to allow) to break laws.
6. It ... (to believe) police work is very easy.
7. Most questions ... (to situate) in the traditional belief that police are to prevent dangerous situations.
8. People ... still (to expect) to call the police.

Exercise 4. Change the sentences from the active form to the passive one.

1. Cadets receive their marks every lesson.
2. Bees gather honey from the flowers.
3. They often speak about him.
4. Every policeman knows the Law "On Police".

5. We insist upon strict discipline.
6. They teach cadets English at Law Institute.
7. Police have duty to protect the public.
8. Police officers have a special obligation to protect a citizen against harms.

Exercise 5. Make the following sentences passive.

1. People use legal means to regulate relations with each other.
2. Every week the police fine people for driving in the excess of the speed limit.
3. Cadets listen to the lecturer with great attention every lesson.
4. The young mothers look after their babies with great care.
5. Part-time students prepare a report on the subject.
6. We usually seek legal advice when we draft a contract.
7. Governments make laws within their power.
8. Public laws ensure the authority of the government itself.

Exercise 6. Ask questions in Present Simple Passive.

1. People are given opportunities to join police as regular or volunteer police.
2. The communities are served by police on the streets.
3. Where firearms support is needed, it is carried out by specially trained and accredited firearms officers.
4. All training is governed by Law Institute.
5. The relevant training modules are completed by all police officers within their specific role profile.
6. The police officers who work with dogs are known as dog handlers.
7. Passive drugs detection dogs are provided veterinary support and care.
8. Law Institute welcomes applications from candidates who are committed to supporting the communities police serve.

Exercise 7. Complete the text by using the passive of the verbs in brackets in Present Simple Passive.

The police children strategy

The Russian police have developed a new strategy for children. Their policy and practice ... (to inform) for officers and staff in the strategy with regards to children. Children under 18 years old ... (to include) in the special program.

The strategy ... (to aim) at how police protect children. It ... (to design) to deliver more trust, less crime, and high standards. Police ... (to aim) at building strong and trusted relationships with children. Police of-

ficers ... (to involve) in the strategy for increasing efforts to prevent and reduce crime committed against children.

According to this strategy children ... (to ensure) to have access to effective interventions. Police ... (to ensure) to have the capacity and capability to safeguard all children.

Voluntary sector partners and children ... (to need) to develop this strategy.

Exercise 8. Complete the sentences with the correct passive form of the verb in brackets.

1. The Marine Policing Unit ... (to base) at Wapping Police Station alongside the River Thames.
2. These mountains can ... (to see) from a great distance.
3. Police decisions ... (to take) quickly.
4. The emails ... (to send) every morning.
5. Sergeants ... highly (to train).
6. Officers have the opportunity ... further (to train) to the level of advanced police.
7. Some teenagers ... (to involve) in violent youth crime as victims or criminals.
8. Partner agencies ... (to place) to offer support and guidance.

Exercise 9. Complete these sentences by using the passive form and ask the questions.

1. Milk ... (to make) in this village. Where ...?
2. The car ... (to repair) last week. When ...?
3. The Olympic Games ... (to held) every four years. How often ...?
4. English ... (to speak) in many countries. Where ...?
5. This song ... (to sing) by famous singers. Who ...?
6. Car speeds ... (to control) by radar. How ...?
7. Souvenirs ... (to sell) at all popular tourist places. Where ...?

Exercise 10. Change the active sentences into the passive ones. Use the words in brackets.

1. We sell tickets for all shows at the box office. Tickets for all shows ... (to sell) at the box office.
2. Someone paints the office every week. The office ... (to paint) every week.
3. Where do they make these video recorders? Where ... these video recorders ... (to make).
4. The countries sign the agreement every year. The agreement ... (not to sign) by these countries.

5. They don't deliver the post on Sundays. The post ... (not to deliver) on Sundays.

6. It is a proven way of engaging with young people in a positive way and helping to divert them away from crime. Young people ... (to help) to be away from crimes.

7. Youth engagement police officers often involve young people with a number of sporting initiatives. Young people ... (to involve) with a number of sporting initiatives.

8. Applicants need to have academic qualifications, work or military experience to join police. Academic qualifications, work or military experience ... (to need) to join police.

Exercise 11. Put the sentences in the interrogative and negative form.

1. These trees are grown by cadets.
2. This shop is open from 10 a.m. till 8 p.m.
3. Different kinds of equipment are shipped from our factory every day.
4. Mr. Smirnov lectures are listened with interest.
5. This text is translated by cadets at lessons.
6. New qualifications are got in Law Institute.
7. Many books on Law are published every year.
8. A lot of articles are published by police officers.

Past Simple Tense Passive

(Прошедшее простое время, страдательный залог)

was, were + Participle II / ed
1. The case <u>was considered</u> by the magistrates' court last week. – Дело было рассмотрено судом магистратов на прошлой неделе.
2. The case <u>was not considered</u> by the magistrates' court last week. <u>Was</u> the case <u>considered</u> by the magistrates' court last week?
3. They <u>were asked</u> at the lesson yesterday. They <u>were not asked</u> at the lesson yesterday. <u>Were</u> they <u>asked</u> at the lesson yesterday?
Наречия: last year/week, yesterday, the day before yesterday, last time, ago.

Exercise 1. Put the verb to be – was / were in Past Simple Passive.

1. This research ... done yesterday.
2. These books ... lost last year.
3. The window ... broken a week ago.

4. A lot of money ... stolen by him from the bank a year ago.
5. This play ... staged by them last season.
6. Last Monday the lecturer ... greeted by the students warmly.
7. Cadets ... taught English three times last week.
8. This example ... referred by our teacher.

Exercise 2. Insert the required tense forms in Past Simple Passive.

1. The letter ... (to receive) yesterday.
2. I ... (to ask) at the lesson yesterday.
3. Many houses ... (to build) in our town last year.
4. This work ... (to do) last week.
5. The hearing of the criminal case ... (to postpone) two weeks ago.
6. The case of murder ... (to investigate) last year.
7. Police ... (to engage) in these events according to the law.

Exercise 3. Use the passive form.

1. We received this letter after his departure.
2. Police engaged many people.
3. The storm drove the ship against the rock.
4. Who discovered the circulation of the blood?
5. Cadets spoke much about Laws yesterday.
6. Part-time students did interesting research last conference.
7. We insisted upon strict discipline.
8. They taught cadets Criminal Law last year.

Exercise 4. Make the following sentences passive.

1. People used legal means to regulate relations with each other.
2. Last week the police fined him for driving in the excess of the speed limit.
3. Everybody listened to the lecturer with great attention
4. The young mothers looked after their babies with great care.
5. They sent for Jim and told him to prepare a report on that subject.
6. We sought legal advice when we sell or buy a house 3 days ago.
7. Governments made laws and enforced them last week.
8. Civil laws provided framework for interaction among people many years ago.

Exercise 5. Translate the sentences by using the Past Simple Passive.

1. Как была сделана эта работа?
2. Какие курсанты были отправлены в увольнение вчера?
3. Почему полицейские были вовлечены в это мероприятие?
4. Когда отправили это письмо?
5. Телеграмма была отправлена два дня тому назад.

6. Вчера меня попросили помочь одному курсанту.
7. Эти факты были использованы в учебном фильме для курсантов?
8. На прошлой неделе этот фильм был показан.

Exercise 6. Complete the sentences with the negative passive form of the verb in brackets in Past Simple Passive.

1. This meal ... (not to eat) by cadets yesterday.
2. Senior police officer ... (not to deliver) these lectures last week.
3. Police officers ... (not to give) such opportunities last year.
4. Our house ... (not to build) last year.
5. This work ... (not to finish) last lesson.
6. All the windows ... (not to clean) two days ago.
7. Some cadets ... (not to engage) in the Poetry contest yesterday.
8. Some money ... (not to steal) from Oleg's jacket.

Exercise 7. Put questions in Past Simple Passive.

1. These issues were discussed yesterday by the police officers.
2. Last time This shop is open from 10 a.m. till 8 p.m.
3. Different kinds of equipment were shipped from the factory four days ago.
4. These lectures were listened with great interest yesterday.
5. This text on Law was translated by cadets.
6. A new plant was built in our city last year.
7. Many books on Psychology were read by cadets.
8. A lot of research were done by part-time students.

UNIT 12. POLICE OF THE RUSSIAN FEDERATION

РАЗДЕЛ 12. ПОЛИЦИЯ РОССИЙСКОЙ ФЕДЕРАЦИИ

Exercise 1. Before reading the text about the Russian police, learn vocabulary list by heart.

Vocabulary list

law enforcement agencies – правоохранительные органы
 to be composed of – входить в состав
 road safety – безопасность дорожного движения
 counter-extremism – противодействие экстремизму
 district police officers – участковые уполномоченные полиции

traffic police – государственная автомобильная инспекция
patrol police – патрульно-постовая служба
a complaint – жалоба
preventing – предотвращение
investigators – следователи
disorders – беспорядки
public disturbances – нарушение общественного порядка
criminal offences – уголовное преступление
particular – особенный, исключительный
preliminary investigations – предварительное следствие
traffic accident scene – дорожно-транспортное происшествие
collect physical evidence – собирать вещественные доказательства
request a warrant – запросить ордер
for search and seizure activities – для проведения обысков и выемок
honorable – благородный

Exercise 2. Read the text and translate it.

Police of the Russian Federation

The Russian police are the institution within the law enforcement system and are composed of the Ministry of Internal Affairs of Russia and its territorial bodies.

There are various specialties, such as district police officers, traffic police officers, patrol police officers, criminal intelligence detectives and investigators.

Patrol police are responsible for preventing disorders on the street and in public places.

District police officers investigate complaints of family disputes and public disturbances, perform functions related to control, prevention and investigation of criminal offences of a particular administrative district, communicate with citizens to get information and evidence regarding problems, etc.

Traffic control policemen direct traffic, administer field tests for suspected intoxication, interview victims and other involved in traffic accident, collect traffic accident evidence, complete accident report, etc.

Investigators conduct preliminary or complete investigations; investigate crimes, collect physical evidence, seek out and interview victims, witnesses, and suspects, request a warrant for a suspect's arrest or for search and seizure activities, identify possible suspects, present the evidence gathered during the investigation in court, etc.

Police work is very dangerous but honorable.



Exercise 3. Complete the sentences.

1. The main idea of the text is ...
2. The text focuses attention on ...
3. Much attention is paid to ...
4. I can make a conclusion that ...

Exercise 4. Translate the words/word combinations, which describe the functions of police.

To protect life, liberty, property, human rights of the public; to promote and preserve public order; to protect internal security, to prevent and control terrorist activities; to protect public properties against acts of vandalism, violence or any kind of attack; to prevent crimes, reduce the opportunities for crimes commission; to register all complaints; to register and investigate all offences; to create and maintain a feeling of security in the community, to prevent conflicts; to provide all possible help, to provide active assistance to other agencies; to aid individual, who are in danger of physical harm to their person or property; to facilitate movement of people and vehicles, to control traffic on roads and highways, to register and investigate all offences, to apprehend criminals.

Exercise 5. Read the police officer's part and find the suitable given in brackets. Complete the dialogues. Work in pairs. Read and translate the dialogues.

1

I'm sorry, but I didn't know about it. Is there any place for smoking? /
What's the trouble? / Thanks a lot.)

P.O.: Excuse me, sir. You are violating the public order.

F.: _____

P.O.: It's not allowed to smoke here. Please, comply with the demand of the management.

F.: _____

P.O.: Sure, not far from here. This way, please.

F.: _____

P.O.: Not at all. It's my duty.

2

Excuse me, but I've got a permission. / Yes, what's up? / Here it is.)

P.O.: Excuse me, sir. You are violating the public order.

F.: _____
P.O.: Please, stop video shooting and comply with the tourist's instruction. F.: _____
P.O.: Will you show your permission for video shooting?
F.: _____
P.O.: OK. Thank you.

3

OK. Thank you, officer. / What's the matter? /
I'm sorry, I didn't know about it.

P.O.: Excuse me, madam. You are violating road-traffic rules.
F.: _____
P.O.: It's prohibited to cross the street here.
F.: _____
P.O.: The crossroads isn't far from here. Go down the street and you may cross it at the nearest traffic lights.
F.: _____
P.O.: Not at all. It's my duty.

Exercise 6. Define which of these words refer to police.

criminal	complaint	witness
interpreter	arrest	obey
victim	identify	duty
ownership	illegal	a warrant officer

Exercise 7. Match the word with the picture.

a police patrol car (vehicle)	a police motorcycle	a handgun
a gas mask	a police hat (cap)	a machine gun
a ballistic vest	a shotgun	a sniper rifle
a police whistle	a police radio	a police baton
handcuffs	a hand grenade	a police helicopter

POLICE EQUIPMENTS



Exercise 8. Translate the sentences into Russian.

1. If a police officer hits you or calls you bad names, you can make a complaint.
2. You must never offer the police money.
3. If you see a crime happening, you should call the police.
4. The police have to obey the law.
5. The police can come into your house if they have a warrant.
6. If you are a witness to a crime, you should give the police any information that can help them.
7. When you are driving a car, and you see a police car with flashing lights behind you or driving beside you, you must stop at the right side of the road.
8. The police can come into your house if they think a serious crime is happening in your house.
9. If you are stopped by a police officer while driving, you have to show your driver's license.

Exercise 9. Say who is who.

*patrol officer / investigator / police officer / forensic / criminal /
witness / district police officer / victim*

1. Olga saw a man hit a parked car with his car, and then drove away. She is a ...
2. Anna's house was broken into and his laptop was stolen. She is a ...
3. Oleg works for law enforcement bodies. He is a ...
4. A young man steals cars. He is a ...
5. His job is to examine a crime, an accident, etc. in order to discover the truth. He is an ...
6. This person specifically examines physical exhibit material. It's a ...
7. Any of us may be a person who saw something happen, for example a crime or an accident. You can be called as a ...
8. A person who refers to a security personnel who conducts random patrols in order to prevent criminal behavior and protect a facility or area. This is a ...

Exercise 10. Put the correct word and translate the sentences.

1. The opposite of guilty is ...
jail / arrest / wanted / innocent
2. The person a police officer works closest beside every day is his ...
offender / partner / convict / perpetrator
3. When a man commits a felony he gets taken into police ...
custody / gangs / squad
4. Another word for a thief is ...
detective / baton / robber / gang
5. In order to prevent a criminal from running, police use ...
headquarters / handcuffs / perpetrators / fingerprints
6. One of the first things detectives do at a crime scene is check for ...
fines / fingerprints / felonies / cruisers
7. Another word for prison is ...
court / station / jail

Exercise 11. Choose the correct word/word combination in brackets.

1. People depend on ... to protect their lives and property (police officers / postmen).
2. If there is any danger or risk to life, or a crime you should contact your local ... (police station / post office).
3. He is a police officer; his main job is to ... (ensure peace and security / give you advice).
4. A traffic officer will follow you if you ... (exceed the speed limit / drive too slowly).
5. A policeman can ... any suspect if she has a good excuse to do that (poison / arrest).

6. If a traffic officer has evidence against you he will attempt to ... you (prosecute / hurt).

7. In some special cases, the police officer is allowed to use his ... (knife / handgun).

8. This policeman is using ... (a saxophone / a whistle).

9. Police officers have means of transportation such as cars and ... (trains / motorcycles).

Exercise 12. Read the text and translate it.

The most famous detective in Russian Empire

The Russian Empire's police was taken to the next level by Arkadiy Koshko. Thanks to his talents, Russian investigators were considered as the best in Europe in 1913.

Arkadiy Koshko was born in 1867 in the village of Brozhka, Minsk Province. He was a lead investigator of the Russian Empire in the beginning of the 19th century.



Koshko was a fan of “baiting” (“наживка”) as a method of luring out criminals (выманивание преступников). He used special makeup and costumes in his work. He often dressed up and went undercover (действовать скрытно) in some police operations. This way he managed to bring a band of card cheats (шулеры) to justice.

The criminal situation in the Russian Empire was getting steadily worse. In 1908 the Director of the Department of the Police issued an order to create the Criminal Investigation Department. In June that year, the State Duma discussed the proposed law “on creating the investigative department”. The law was approved by Nicholas II and ratified by the State Duma on July 6, 1908.

Arkadiy Koshko changed everything. Anthropometry and dactyloscopy gained prominence as useful tools in apprehending criminals thanks to him. The system's effects were especially visible in Moscow, A. Koshko set up a criminal database using dactyloscopic and anthropometric data.

(from Policemen, St. Petersburg, 1907)

Exercise 13. Complete the sentences.

1. The headline of the text is ...
2. It is interesting to note, that ...
3. To make a conclusion I can say ...

Exercise 14. Read the text and translate it.

Police dogs lead busy lives looking for missing people, searching for property at crime scenes, helping to track criminals from the scenes of

crimes and helping to control spots fixtures or demonstrations where there may be public order problems.

Police dogs are hand-picked by the police dog handlers to deal with high-pressure situations. The police dog handlers also help to teach dogs to work in highly specialized areas. These dogs than can detect explosive, drugs and guns. The dogs do very risky jobs like detecting people suspected of carrying guns, and they are a police officers' "best friend".

Find a word in the text which has the same meaning.

chosen –

stressful –

a policeman who works with dogs –

to look for and find –

dangerous –

to detect –

Exercise 15. Read some statements and say what type of police personalities you are: *the enforcer, the idealist, the realist, or the optimist.*

- Enforcers are officers who believe that the job of the police consists primarily of keeping their beats clean, making good arrests, and sometimes helping people. These officers have sympathy for the homeless, the elderly, the working poor, and others whom they see as basically good people.

- Idealists are officers who put high value on individual rights and due process. They also believe that it is their duty to keep the peace, protect citizens from criminals, and generally preserve the social order. As a group with a high percentage of college graduates, their commitment to the job is the lowest of the four groups, and they are less likely to recommend the job to a son or daughter.

- Realists place relatively little emphasis on either social order or individual rights. They seem less frustrated, having found a way to come to terms with a difficult job. For them, the reality of the job consists of completed forms. Realists see many problems in policing, such as special privileges given to politicians. They work well in the ordered, predictable environment of a police records room.

- Optimists also place a relatively high value on individual rights. They see their job as people oriented instead of crime oriented, providing opportunities to help people; they spend the majority of their time in service activities. Optimists are committed to the job and would choose policing as a career all over again. They enjoy the mental challenge of problem solving.

Exercise 16. Answer the questions.

1. What is the primary mission of the Police of Russia?

- a) To protect the borders of Russia.
 - b) To maintain public order and combat crime.
 - c) To investigate and prosecute crimes against the state.
 - d) To provide security for government officials.
2. What is the main function of the Police in Russia?
- a) To provide security.
 - b) To investigate and prosecute crimes.
 - c) To support the full spectrum of Army operations.
 - d) To train and equip new recruits for the Russian Police.
3. What is the purpose of the fitness challenge "Our choice is to be fit"?
- a) To promote physical fitness among police officers.
 - b) To raise awareness about health and wellness issues.
 - c) To improve public perception of the police force.
 - d) To recruit new members for the police force.
4. What was the name of the previous police service in Russia that was replaced by the Russian Police in 2011?
- a) The Federal Security Service
 - b) The Ministry of Internal Affairs
 - c) The Militia
 - d) The Military Police
5. What is the name of the law that governs the operations of the Police of Russia?
- a) The Law on Police
 - b) The Law on National Security
 - c) The Law on Public Order
 - d) The Law on Criminal Justice
6. Which organization oversees the Police of Russia?
- a) The Federal Assembly
 - b) The Ministry of Defense
 - c) The State Duma's Security Committee
 - d) The Supreme Court of Russia
7. What is the primary focus of the training curriculum for prospective members of the Russian police force?
- a) Military tactics and combat skills
 - b) Cyber security and digital forensics
 - c) Criminal justice, law, and forensic sciences
 - d) Public relations

English in Use

Future Simple Tense Passive

(Будущее простое время, страдательный залог)

Passive Voice (страдательный залог) указывает на то, что действие направлено на лицо (или предмет), которое в предложении является подлежащим.

В простом времени Future Simple Passive Voice образуется при помощи глагола **формы – shall be / will be + Participle II** (3-й формы неправильного глагола или правильного глагола с окончанием **-ed**).

Форма – **I / we shall be ...** В разговорном британском английском языке при образовании форм будущего времени в первом лице единственного и множественного числа глагол **will** вытеснил использовавшийся ранее **shall**. При этом **shall** сохраняется в просьбах дать нам какое-либо указание, советах или разрешениях, а также в случаях, когда говорящий вызывается сделать что-либо или вносит идею на рассмотрение.

	shall be, will be + Participle II
Future Simple Passive	1. Nick <u>will be sent</u> to Moscow next week. – Ника отправят в Москву на следующей неделе. 2. Nick <u>will not be sent</u> to Moscow next week. 3. <u>Will</u> Nick <u>be sent</u> to Moscow next week?
Adverbs (наречия)	Next day/week/year/month, tomorrow.

Exercise 1. Make the sentences in Future Simple Passive.

1. Any duty assigned by law ... (to perform) by a senior police officer.
2. This action ... (to prevent) by that person lawfully acting under his command.
3. Terrorist activities ... (to control) by this police squad.
4. All complaints ... (to register) in the police station.
5. Senior citizen, women, and children ... always (to assist).
6. Harassment of women and children in public places and public transport ... (to prevent) by police.

Exercise 2. Ask questions in Future Simple Passive.

1. You will never be replaced.
2. Your words will be heard.
3. You'll be paid.
4. He'll never be found.
5. It will be damaged!

6. I will never be chosen.
7. You'll be accepted.
8. I'll be misunderstood.

Exercise 3. Use the passive voice to rewrite the sentences.

1. We will deliver your parcel as soon as possible. Your parcel ...
2. This investigator will detect this crime next week. This crime ...
3. Police will control traffic tomorrow. This traffic ...
4. Traffic police will provide all assistance to victims of crime and of road accidents. Victims ...
5. They'll show the film at 8 o'clock. The film ...
6. Police will always preserve, promote and protect human rights and interests. Human rights and interests ...
7. Police will never break laws. Laws ...
8. Every police officer will obey any order. Any order ...

Exercise 4. Write correct forms next to each sentence.

1. This police officer ... *will be rewarded* / *will reward* next holiday.
2. Be careful or you ... *will be bitten* / *will be bitten* by the dog.
3. Cadets ... *will ask* / *will be asked* by their professor tomorrow.
4. The programme ... *will broadcast* / *will be broadcast* at 10.30 next Sunday.
5. A new university ... *will be founded* / *will be found* in this town.
6. This studying film ... *will be shown* / *will be showed* next lesson.
7. You can't get lost; you ... *will be lead* / *will be led* by a guide.
8. The song for police ... *will be sang* / *will be sung* at the end of the ceremony.

Exercise 5. Put the verb in brackets into Future Simple Passive Voice.

1. The matter ... to his attention. (bring)
2. These important details ... at another point. (consider)
3. I ... by my own child. (not / interrupt)
4. They ... in the rights of man. (found)
5. Its form ... from the sketch. (understand)
6. It ... in its proper place. (notice)
7. The whole community ... by it. (affect)
8. However, this policy ... (not / adopt)

Exercise 6. Translate the sentences into English.

1. Эта работа будет сделана завтра.
2. Законы будут всегда соблюдаться.
3. Проблема будет завтра решена.
4. Эта лекция будет проведена на следующей неделе.

5. Этот предмет будет изучен в следующем году.
6. Курсанты будут вознаграждены.
7. Закон о полиции будет всегда соблюдаться.
8. Общественный порядок будет поддерживаться полицией.

UNIT 13. A DISTRICT POLICE OFFICER

РАЗДЕЛ 13. УЧАСТКОВЫЙ УПОЛНОМОЧЕННЫЙ ПОЛИЦИИ

Exercise 1. Before reading the text about the Russian police, learn vocabulary list by heart.

Vocabulary list

a law enforcement officer – сотрудник правоохранительных органов
responsible for – ответственный за...
maintaining order – поддержание порядка
safety – безопасность
citizens' demand – запрос граждан
initial police responding – первоначальное реагирование полиции
citizens' admission – прием граждан
citizens' claims review – рассмотрение обращений граждан
the periodic inspection – периодическая проверка
interacting with residents – взаимодействие с жителями
relationships – отношения
building trust with the community – укрепление доверия с жителями
complaint – жалоба
ex-offenders – бывшие заключенные

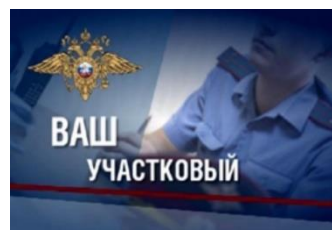
Exercise 2. Read and translate the text.

A district police officer

A district police officer is a law enforcement officer responsible for maintaining order and safety. They contact with citizens in need of assistance.

The main duties of district police officers are: citizens' demand, citizens' admission, citizens' claims review, the periodic inspection of the area of a particular administrative district, public order maintenance, the use of the methods of administrative offenses prevention, etc.

District police officers interact with residents, build relationships and trust with the community.



District police officers deal with household conflicts with neighbors or family members; unemployed individuals; high conflict individuals; aggressive people, ex-offenders, etc.

District police officers often face dangerous situations. They play an important role in maintaining order and safety within their area.

Exercise 3. Choose the correct answer.

1. What is the primary responsibility of a district police officer?
 - a) to investigate complex crimes and apprehend criminals
 - b) to maintain order and safety within a designated area
 - c) to provide emergency medical assistance to citizens
2. How do district police officers build trust with the community?
 - a) by using force only when absolutely necessary
 - b) by focusing on enforcing traffic laws
 - c) by actively engaging with residents
3. What is the primary way district police officers contribute to a safer society?
 - a) by building strong relationships with the community and upholding the law
 - b) by using force only when absolutely necessary
 - c) by maintaining a strict and professional demeanor at all times
4. What is one specific example of how district police officers build trust with the community?
 - a) by using force only when absolutely necessary
 - b) by focusing on enforcing traffic laws
 - c) by attending communities
5. What is a key characteristic of a district police officer's job?
 - a) it is routine
 - b) it involves a significant amount of paperwork
 - c) it is demanding

Exercise 4. Match the word combinations.

- | | |
|--|---|
| 1. neighborhood policing | a) оптимизация положительных контактов между участковыми уполномоченными полиции и гражданами |
| 2. to reduce crime and disorder | b) безопасность соседей |
| 3. optimizing positive contact between district police officers and citizens | c) полицейская работа с населением по месту жительства |
| 4. neighborhood security | d) чтобы снизить уровень преступности и беспорядков |
| 5. establishing and maintaining mutual trust | e) домашнее насилие |

6. to resolve domestic and neighborhood conflicts

7. domestic violence

8. working with residents

f) работа с жителями

g) установление и поддержание взаимного доверия

h) разрешать семейные и соседские конфликты

Exercise 5. Complete the sentences with the correct word.

*trust / informants / dangerous / neighborhood conflicts
to prevent / relationship / integral / administrative law*

1. District police officers help ... and control crime.
2. People help develop ... with the police.
3. District police officers establish a working ... with the residents.
4. Police deal with various ...
5. Their duty is to help resolve domestic and ...
6. The police become an ... part of the community culture.
7. District police officers should know ...
8. Their work is ...

Exercise 6. Choose the correct word. Translate the sentences.

1. It is often the district officer who registers the event of a ... (crime / party).
2. If an operational group of detectives has arrived at ... (*a crime scene / at the meeting*), a district police officer can be called upon, except in the case of criminal traffic incidents.
3. A district police officer can be involved in the investigation activities that take place in their ... (*district / town*).
4. It happens sometimes that a district police officer manages to identify ... (*the offender / any person*) using their knowledge of the area within the first 24 hours.
5. They cannot ... (*conduct / commit*) any further investigation work due to their extensive workload.
6. A district police officer has to ... (*identify / forget*) offences within their district.
7. They can prevent ... (*crimes / meetings*).

Exercise 7. Match the words.

- | | |
|---------------------------------|-----------------------------------|
| 1. law enforcement agencies | a) полицейский участок |
| 2. police station | b) применять закон |
| 3. juvenile criminals | c) охранять порядок |
| 4. complaint | d) защищать права/собственность |
| 5. to control crime | e) бороться с преступностью |
| 6. to enforce law | f) правоохранительные органы |
| 7. to protect order | g) иметь дело (с) |
| 8. to protect rights / property | h) несовершеннолетние преступники |
| 9. to deal (with) | i) жалоба |

English in Use

(Not) as ... as, so ... as, so ... that, the more ... the better

Мы используем **as ... as**, чтобы сказать, что две вещи или люди в некотором роде одинаковы. Обратите внимание, что мы говорим:

as me / as him / as us / as them.

NOT : as I / as he / as she / as we, etc:

The chair is as expensive as the table. – Стул такой же дорогой, как и стол.

She's as strong as him (not ... as he). – Она такая же сильная, как он.

I'm as fast as them (not ... as they). – Я так же быстр, как и они.

Мы используем **so that**, чтобы говорить о цели того или иного действия:

I listen to the news in the morning so that I know what's happening in the world. – Я слушаю новости по утрам, чтобы быть в курсе того, что происходит в мире.

Exercise 1. Complete each sentence. Use as ... as.

1. Moscow is bigger than Chita. Chita isn't ... Moscow.
2. The other students learn more quickly than me. I don't learn ... the other students.
3. You're very angry and I'm very angry also. I'm ... you.
4. The seats at the front are more expensive than the seats at the back. The seats at the back aren't ... the seats at the front.
5. A central park in Moscow is bigger than the one in Khabarovsk. A central park in Khabarovsk isn't ... A central park in Moscow.
6. This district police officer's work is very good. Her work is ... his one.
7. The other students work harder than him. He doesn't work ... the other students.

Exercise 2. Join each pair of sentences in brackets by using as much ... as / as many ... as.

1. I've got about 50 books. Oleg got about 100. I haven't got as ... books as ... Oleg.

2. You've done a lot of work. I've done a lot of work also. I've done as ... as ... you.

3. Marina earns a lot of money. Dmitri only earns a little. Dmitri doesn't earn ... as Marina.

4. Olga has been to five countries. I've also been to five countries. I've been to as ... as Oleg.

5. You've had five jobs. I've only had two. I haven't had as ... as you.

6. Victor has a lot of luggage. Jane has a lot of luggage too. Alina has as ... as Victor.

7. Mary answered most of the questions. I only answered about half. I didn't answer as ... as Maria.

Exercise 3. Complete the sentences using as ... as, so ... as.

1. The temperature today is ... high ... it was yesterday.

2. He is not ... old ... he looks.

3. He is ... strong ... his brother.

4. This street is ... wide ... the next one.

5. The trunk is not ... heavy ... I expected it to be.

6. His radio set is not ... powerful ... mine.

7. She is ... tall ... her sister.

8. In Kislovodsk it is not ... hot ... in Sochi.

Exercise 4. Read and translate the statements, pay attention to *the more ... the better*.

1. The better police officers' education is, the greater their opportunities will be.

2. The more district police officers plan, the better their experiences.

3. The more police study, the better they know.

4. The better cadets sleep, the more rested their mind.

Exercise 5. Complete each comparison using the information in brackets.

1. Irina's car is bigger than mine is (my car).

2. Aleksey takes better photos than ... (his father).

3. Oleg's suit is more fashionable than ... (Marina's suit).

4. You finished your shopping more quickly than ... (she).

5. Nikita's kitchen is larger than ... (our kitchen).

6. This printer prints more quickly than ... (your printer).
7. My apartment is more comfortable than ... (their apartment).
8. Alisa studies harder than ... (her sister).

Exercise 6. Complete the sentences by using the structure *the more ... the better ...* .

1. I like warm weather. The warmer the weather, the better ... (feel).
2. I didn't really like him when we first met. But the more I got to know him, ... (like).
3. If you're in business, you want to make a profit. The more goods you sell, ... (profit).
4. It's hard to concentrate when you're tired. The more tired you are, ... (hard).
5. Katya had to wait a very long time. The longer she had to wait, ... (impatient I become).

Comparative adjectives

(Прилагательное в сравнительной степени)

✓ Имена прилагательные образуют, как и в русском языке, две степени сравнения: сравнительную (the Comparative Degree) и превосходную (the Superlative Degree). Сравнительная степень образуется путем прибавления суффикса **-er**, превосходная степень – путём прибавления суффикса **-est**.

Положительная степень	Сравнительная степень	Превосходная степень
cold – холодный	colder – более холодный, холоднее	coldest – самый холодный, холоднейший
deep – глубокий	deeper – более глубокий, глубже	deepest – самый глубокий, глубочайший

✓ По этому же способу образуются степени сравнения двусложных прилагательных, оканчивающихся на **-y, -er, -ow, -ble**.

Положительная степень	Сравнительная степень	Превосходная степень
busy – занятый	busier – более занятый	busiest – самый занятый
dirty – грязный	dirtier – грязнее	dirtiest – самый грязный,
clever – умный	cleverer – более умный, умнее	cleverest – самый умный, умнейший
narrow – узкий	narrower – более узкий, уже	narrowest – самый узкий
noble – благородный	nobler – благороднее	noblest – благороднейший

✓ Этим путем образуют степени сравнения, а также ряд других двусложных прилагательных:

Положительная степень	Сравнительная степень	Превосходная степень
polite – вежливый	politer – более вежливый, вежливее	politest – самый вежливый
severe – строгий	severer – более строгий, строже	severest – самый строгий, строжайший
sincere – искренний	sincerer – более искренний, искреннее	sincerest – самый искренний, искреннейший
simple – простой	simpler – более простой	simplest – самый простой

✓ При образовании степеней сравнения посредством суффиксов **-er** и **-est** соблюдаются следующие правила орфографии:

✓ Если прилагательное оканчивается на немое **-e**, то при прибавлении **-er** и **-est** немое **-e** опускается:

large (большой) – larger – largest

brave (храбрый) – braver – bravest

✓ Если прилагательное оканчивается на согласную с предшествующим кратким гласным звуком, то в сравнительной и превосходной степени конечная согласная буква удваивается:

big (большой) – bigger – biggest

hot (горячий) – hotter – hottest

thin (тонкий) – thinner – thinnest

✓ Если прилагательное оканчивается на **y** с предшествующей согласной, то в сравнительной и превосходной степени **y** переходит в **i**:

busy (занятый) – busier – busiest

easy (лёгкий) – easier – easiest

dirty(грязный) – dirtier – dirtiest

✓ Если перед **y** стоит гласная, то **y** остается без изменения:

gay (веселый) – gaye – gayest

✓ Большинство прилагательных двусложных, а также прилагательные, состоящие из трёх или более слогов, образуют сравнительную степень при помощи слова **more** и превосходную – при помощи слова **most**:

Положительная степень	Сравнительная степень	Превосходная степень
famous – знаменитый знаменитый difficult – трудный	more famous – более знаменитый more difficult – более трудный, труднее	most famous – самый знаменитый most difficult – самый трудный, труднейший

Исключение:

good – хороший bad – плохой little – мало much, many – много far – далеко old – старый	better – лучше worse – хуже less – меньше more – больше further/farthest – еще дальше older/elder – старше	best – самый лучший, лучший worst – самый плохой, худший least – меньше всего, most – больше всего furthest/furthest – самый дальний oldest/eldest – самый старый/старейший
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John's my elder brother.

I have one brother older than me.

Sarah's my eldest sister.

I have more than one sister.

Джон – мой старший брат.

У меня есть брат старше меня.

Сара – моя старшая сестра.

У меня больше одной сестры.

Exercise 1. Give the comparative and superlative of the following adjectives.

Hot, long, short, clever, silly, great, thin, thick, fat, nice, warm, cold, merry, small, tall, high, weak, strong, heavy, light, dry, clean, dirty, wide, deep, brave, happy, pretty, easy, hot, early, cheap, simple.

Exercise 2. Complete the sentences with the comparative or superlative form of the adjectives in brackets.

1. My sister is _____ my brother. (intelligent)
2. The work in police is _____. (hard)
3. This is _____ book I've ever read. (good)
4. My neighbor is _____ person I know. (lucky)
5. Friday is the _____ day of the week. (busy)
6. These trainers are much _____ those. (cheap)
7. This police department works _____. (good)

Exercise 3. Complete the sentences by using the correct forms of the adjectives.

1. The Volga is one of ... rivers in the world (long).
2. This is ... book about police I have ever read. (interesting)
3. Work of a district police officer is sometimes ... than the one of patrol policing. (dangerous)
4. The lecture on criminal law is ... than the one on administrative law. (informative)
5. A first-year cadets' studies are ... than the senior ones'. (hard)
6. Female police officers are ... than the male ones. (sensitive)
7. A law enforcement job is the ... career. (good)

Exercise 4. Complete the sentences. Use a comparative adjective.

For example: Helen's car isn't very big. – She wants a bigger one.
My job isn't very interesting. – I want to do something more interesting.

1. You're not very tall. Your brother is
2. This officer doesn't work very hard. I work
3. My chair isn't very comfortable. Yours is
4. Your plan isn't very good. My plan is
5. These flowers aren't very nice. The blue ones are
6. My bag isn't very heavy. Your bag is
7. I'm not very interested in art. I'm ... in history.
8. It isn't very warm today. It was ... yesterday.

Exercise 5. Choose the right forms in these sentences.

1. Is the police station much ... (further/farther)?
2. You'll find the ... explanation (good/best) on.
3. Your record is ... (worse/worst) than mine.
4. It's ... (less/lesser) of two evils.
5. She always wears the ... (last/latest) fashion.
6. We have no ... (further/farther) information.
7. Nikita is ... at law (good/well).
8. His report on the Russian police was ... (better/good) than mine.

Exercise 6. Choose the correct answer.

1. That's ... film I've ever seen.
a) good b) the goodest c) the best
2. The 22nd of December is ... day in the year.
a) the short b) the shorter c) the shortest

3. This is ... a well-known police station in Moscow.
a) an older b) the oldest c) the eldest
4. Pluto is ... of all the planets.
a) the coldest b) coldest c) colder
5. My ... sister works in police.
a) older b) elder c) the oldest
6. This house is ... of all the houses in the street.
a) as old as b) older c) the oldest
7. Go to the library if you need ... information on law.
a) farther b) further c) farer
8. Police job is ... than it used to be.
a) so stressful as b) more stressful c) the most stressful

Exercise 7. Complete the sentences by using the superlative form of the adjective in brackets.

1. Anna is ... (young) police officer in this department.
2. We stayed in ... (bad) hotel in the whole city.
3. People say that it is the ... (good) district police of the year.
4. What is ... (tall) building in the world?
5. The professors say that she is ... (good) cadet at the course.
6. Our senior officers state that police job is ... (hard) in law enforcement careers.

Exercise 8. Put in the adjective or the adverbs in brackets. Translate the sentences.

1. Police departments create user- ... (friendly / friendship) websites that support community-police collaborations.
2. Law enforcement staffing as a whole has been ... (fair / fairly) stable.
3. A district police officer went ... (quick / quickly) back to the police station.
4. The new applicants can find all ... (current / currently) police officer jobs in this office.
5. As ... (good / well) as all police officer jobs, we also list all police support staff vacancies,
6. Our professors provide new ... (well / best) against all crimes.
7. Local police department officers should have the ... (most / most-ly) interaction with their communities.

UNIT 14. CRIMINAL AND ADMINISTRATIVE LAW

РАЗДЕЛ 14. УГОЛОВНОЕ И АДМИНИСТРАТИВНОЕ ПРАВО

Exercise 1. Before reading the text about criminal law, learn vocabulary list by heart.

Vocabulary list

criminal law – уголовное право
legal rules – правовые нормы
the public safe – общественная безопасность
to punish – наказывать
the body of law – совокупность правовых норм
to relate to – иметь отношение к
to define criminal offenses – определить уголовные
apprehension – задержание
charging – обвинение
trial – судебный процесс
suspected – подозреваемый
penalty – наказание; взыскание
convicted offenders – осужденные
to deter wrongful conduct – предотвратить противоправное
fault [fɔ:lt] – вина
judge [dʒʌdʒ] – судья
jury ['dʒu(ə)rɪ] – присяжные
criminal case – уголовное дело
to determine – определить
to decide the sentence – выносить приговор
guilty – виновный

Exercise 2. Read and translate the text.

Criminal law

Criminal law is the part of the legal system that relates to punishing people who break the law. It's the body of law that defines criminal offenses, regulates the apprehension, charging, and trial of suspected persons, and fixes penalties to convicted offenders.



Criminal law involves a system of legal rules that keep the public safe and deter wrongful conduct. The purpose of criminal law is to protect and preserve society.

Criminal law is the concept of “fault”. The role of the judge or jury in a criminal case is to determine whether a person is guilty. If a person is found guilty, the judge is responsible for deciding the sentence.

Exercise 3. Complete the sentences.

1. The main idea of the text is
2. It is devoted to
3. The author tells us about

Exercise 4. Match the words / word combinations. Translate them.

- | | |
|---|---|
| 1. to break law | a) зарегистрировать преступление |
| 2. to commit a crime | b) преступление / преступник |
| 3. to report a crime | c) нарушать закон |
| 4. crime/criminal | d) правонарушение / правонарушитель |
| 5. offence/offender | e) грабеж / грабитель |
| 6. murder/murderer | f) дорожно-транспортное происшествие |
| 7. robbery/robber | g) убийство / убийца |
| 8. theft/thief | h) расследовать / следователь |
| 9. traffic accident | i) совершить преступление |
| 10. to investigate / investigator | j) раскрывать / оперуполномоченный |
| 11. to detect / detective | k) предъявлять обвинение / прокурор |
| 12. to prosecute / prosecutor | l) кража / вор |
| 13. to charge (with) | m) обвинять (в) |
| 14. to search a crime scene | n) осматривать место преступления |
| 15. to collect evidence | o) собирать улики (доказательства) |
| 16. to apprehend a suspect | p) задерживать подозреваемого |
| 17. to identify a criminal | q) устанавливать личность преступника |
| 18. to interrogate a witness / a victim | r) допрашивать свидетеля / потерпевшего |
| 19. to respond to calls | s) злоупотреблять полномочием |
| 20. to fine / a fine | t) реагировать на вызовы |
| 21. to perform duties | u) штрафовать / штраф |
| 22. to abuse a power | v) выполнять обязанности |
| | w) иметь полномочие |
| | x) привлечением общественности |

Exercise 5. Find the Russian equivalents.

лишение свободы, смертная казнь, приговор, наказание / наказывать, законопослушный, правонарушитель / преступник, расплатиться за преступление, выносить приговор, отбывать срок, нарушить закон

- 1) punishment / to punish –
- 2) to break a law –
- 3) a sentence –
- 4) to pass a sentence upon –
- 5) to serve one's sentence –
- 6) a wrongdoer, a criminal, a law-breaker, a criminal, an offender –
- 7) imprisonment –
- 8) death penalty –
- 9) law-abiding –
- 10) to pay for the crime –

Exercise 6. Match the word combinations.

- | | |
|---------------------------|-------------------------------|
| 1) legal procedure | a) справедливое наказание |
| 2) deprivation of liberty | b) пожизненное заключение |
| 3) just punishment | c) налагать наказание |
| 4) capital punishment | d) ограничение прав |
| 5) life punishment | e) признать (доказательство) |
| 6) to impose a punishment | f) лишение свободы |
| 7) restriction of rights | g) доказывать вину |
| 8) to prove a guilt | h) законная процедура |
| 9) to admit (evidence) | i) перекрестный допрос |
| 10) to exclude (evidence) | j) смертная казнь |
| 11) cross-examination | k) исключить (доказательство) |
| 12) to take into account | l) принимать во внимание |

Exercise 7. Read and translate the sentences.

- 1) to describe law enforcement agencies
- 2) to investigate violations on state property
- 3) to protect life and property
- 4) to respond to calls
- 5) to arrive at a scene of crime
- 6) to investigative and enforcement responsibilities
- 7) to investigate thefts and robberies
- 8) to detect a murder
- 9) to search a crime scene
- 10) to collect evidence
- 11) to interrogate witnesses and victims
- 12) to report a crime at the police station
- 13) to apprehend a suspect
- 14) juvenile criminals
- 15) to detect a bank robbery
- 16) to interrogate witnesses and victims

17) to identify a criminal

Exercise 8. Put the appropriate word/word combinations

to detain the suspect
to deal with law-breakers
to inspect the crime scene and collect evidence
was detained
robberies and murders
to solve this crime
law enforcement bodies
to protect order, prevent and detect crimes

1. There are many types of ... (правоохранительных органов).
2. The major functions of police are ... (охранять порядок, предотвращать и раскрывать преступления).
3. My subordinates ... (имеют дело с правонарушителями).
4. Patrol officers do not investigate ... (грабежи и убийства).
5. Police officers will soon ... (раскроют это преступление).
6. (Осмотрите место преступления и соберите доказательства) ... of this bank robbery.
7. One of the police duties is ... (задержать подозреваемого).
8. The criminal ... (был задержан) two days ago.

Exercise 9. Translate the sentences.

1. Несовершеннолетние правонарушители совершают преступления.
2. Эти полицейские расследуют дорожно-транспортные происшествия.
3. Граждане не должны нарушать законы.
4. Кто совершил это убийство?
5. Этого человека обвиняют в убийстве.
6. Мой брат работает в этом полицейском участке.
7. Следователь допрашивает правонарушителей, свидетелей и очевидцев.
8. Полицейские прибыли на место происшествия.
9. Правоохранительные органы работают с гражданами.

Exercise 10. Read and translate the text.

What is administrative law?

In Russia, administrative law is regulated by the Code of Administrative Offenses and the Administrative Procedure Code. The Code of Adminis-



trative Offenses of the Russian Federation was adopted on December 30, 2001, and serves as a legal act to set the forms and extent of liability for a certain category of violations of law in various aspects of Russian law. This includes tax, currency, labor, and antimonopoly legislation.

Administrative law is covers many types of governmental legal procedures and regulations. Administrative law as a branch of law studies administrative legal norms and administrative relations, administrative liability and its principles, administrative penalty and its types, basic principles and forms of state-management activities in different spheres of modern society, principles of legal administrative regulation in foreign countries.

Administrative law deals with citizens, foreign citizens, stateless persons, state civil servants and military servicemen.

Vocabulary list

the Code of Administrative Offenses – Кодекс об административных правонарушениях

the Administrative Procedure Code – Кодекс административного судопроизводства

extent of liability – степень ответственности

violation – нарушение

tax – налог

currency – валюта

labor – труд

legal procedures – судебное производство

branch of law – отрасль права

administrative liability – административная ответственность

state-management activities – деятельность по государственному управлению

Exercise 11. Translate the words and word combinations.

The legislation on administrative offences, the laws on administrative offences, the Constitution of the Russian Federation, principles and norms of international law, the rules of the international treaty, administrative offences, jurisdiction of the legislation on administrative offences, administrative penalties, administrative responsibility, violating the rules and norms, the order of proceedings, to impose administrative penalties, juvenile rights, to determine the jurisdiction, a lawful decision of the judge, to prove his innocence, a wrongful, guilty action, administratively punishable under the Code or the laws on administrative offences, administratively liable, administrative penalties imposed for committing administrative offences, administrative arrest, violating labour laws and labour.

Exercise 12. Match the words.

- | | |
|------------------------------|----------------------------|
| 1) адвокат | 1) criminal responsibility |
| 2) иметь право | 2) to adopt a rule |
| 3) принять закон | 3) lawyer |
| 4) поведение | 4) trial |
| 5) судебное заседание | 5) behavior |
| 6) обвинять | 6) to have a right (for) |
| 7) уголовная ответственность | 7) to accuse (of) |
| 8) правомерность | 8) to execute a law |
| 9) принимать постановление | 9) legality |

Exercise 13. Translate the words / word combinations.

An international treaty, legislation, to commit administrative offences, Code of Administrative Offences, an administrative penalty, Administrative fine, the Legislation on Administrative Offences, a warning.

Exercise 14. Use the appropriate Russian equivalent from the exercise 12.

1 ... (Законодательство об административных правонарушениях) consists of Code Administrative Offences.

2. ... (Кодекс об административных правонарушениях) is based on the Constitution of the Russian Federation of the Russian Federation.

3. ... (Международный договор) of the Russian Federation establishes rules provided for by the legislation on administrative offences.

4. The ... (законодательство) on the protection of juvenile rights, Code of Administrative Offences shall determine the jurisdiction in cases concerning administrative offences.

5. Persons who have ... (совершили административное правонарушение) shall be equal before the law.

6. An ... (административное наказание) is a punitive measure for committing an administrative offence, established by the state.

7. A ... (предупреждение) is an administrative punitive measure, issued in writing.

8. ... (Административный штраф) is a monetary sanction expressed in terms of roubles.

Exercise 15. Put the appropriate word in brackets.

1. Administrative ... (process / law) involves the study of how the parts of government make decisions.

2. The legislation on administrative ... (criminals / offences) consists of Code Administrative Offences and the laws on administrative offences.

3. Code Administrative Offences is based on the ... (law "On Police" / Constitution) of the Russian Federation.

4. The aims of the legislation on administrative offences are ... (criminal punishment / the protection of the person, of human) and civil rights and freedoms, etc.

5. Persons who have committed administrative offences shall be equal before the ... (prison / law).

6. A guilty action is administratively ... (responsible / punishable) under Administrative Offences or the laws on administrative offences.

7. A person who has attained the age of 16 years old by the moment of ... (doing / committing) an administrative offence shall be administratively liable.

8. An official, who has committed an administrative offence, shall be administratively ... (liable / prisoned).

English in Use

Present / Past Continuous Tense Passive

(Настоящее / прошедшее длительное время, страдательный залог)

Предложения в Present/Past Continuous Tense Passive часто употребляются для передачи действия над субъектом в определенный момент в настоящем (прошлом).

Present Continuous Passive

Подлежащее + **am/is/are being** + **Participle II** (3 форма неправильного глагола) / правильный глагол с окончанием **-ed**

1. The flowers are being watered at the moment. – Цветы сейчас поливают.
The flower is being watered at the moment.
2. The flowers are not being watered at the moment.
3. Are the flowers being watered at the moment?

Past Continuous Passive

Подлежащее + **was/were being** + **Participle II** (3 форма неправильного глагола) / правильный глагол с окончанием **-ed**

1. The flowers were being planted in the garden. – Цветы сажали в саду.
2. The flowers were not being planted in the garden.
3. Were the flowers being planted in the garden?

Употребляемые выражения:

all day long – весь день;
all day yesterday – вчера весь день;
all the time – все время;
the whole evening – весь вечер;

from morning till evening – с утра до вечера;
at that moment – в тот момент;
at noon – в полдень;
at midnight – в полночь

Exercise 1. Choose the correct verb in each sentence.

1. Administrative law ... *doesn't teach / isn't being taught* this year.
2. The results of the conference on criminal law ... *are being announced / are announcing* today.
3. Be careful. This door ... *is painting / is being painted*.
4. Law cases ... *are being published / is being published* in the book this year.
5. Tests on administrative law ... *are checked / are being checked* now.
6. Proceedings concerning this administrative offence ... *are being initiated / initiated* by the officials.
7. The new iPhones ... *are sold / are being sold* today for the first time.
8. A lot of modern art ... *is showing / is being shown* at this exhibition.

Exercise 2. Put the verb in the Past Continuous Passive.

1. At that time a treaty ... between Russia and Sweden. (to negotiate)
2. The case on an administrative fine on citizens ... (to hear) for 2 hours last week.
3. A warning of an administrative fine ... (to issue) by the judge in the court at that moment.
4. The tests on administrative law ... (to check) by the professor the whole evening.
5. The types of administrative offences ... (to study) by the cadets for 3 months.
6. The topic "Violating laws" ... (to examine) by the part-time students at that time.
7. Larceny of this property ... (to regard) as minor by the jury for 1 hour.
8. The works ... (to carry) out and services ... (to render) for the whole day.

Exercise 3. Answer the questions for the underlined word in Present/Past Continuous Passive.

1. The requirements of the laws are being failed to meet now.
2. A positive report was being gained at that day.
3. The protection of mineral resources is being concerned in the requirements at the moment.

4. While an administrative fine on the citizens in the amount of five hundred to one thousand rubles was being imposed by the judge, I was coming.

5. The topic “Unlawful transfer of mineral resources” was being investigated by the cadets when the dean came.

6. The students were being told the principles of administrative law the whole lecture.

7. The rules of international treaty were being established at that period of time.

8. Juvenile rights are being determined by Code of administrative laws now.

Exercise 4. Turn from the active into the passive.

1. They are repairing the clock now.

2. They were playing tennis from four till five.

3. At twelve o'clock the workers were loading the trucks.

4. They are building a new concert-hall in our street.

5. They are building a bridge over the river.

6. We were looking at the man with great surprise.

7. They were selling new children's books in that shop when I entered it yesterday.

8. They are translating this article now.

Exercise 5. Use Present/Past Continuous Passive.

1. The program of the Law conference ... is being done / was being done at the moment.

2. The new edition of the book “Administrative Law” ... is being discussed / was being discussed for 2 hours yesterday.

3. The cadets of Law Institute ... were being taught / are being taught Criminal law at that lecture yesterday.

4. The full-time students ... were being explained / was being explained the new basics of Code on administrative law in Russia today.

5. This lecture ... was being held / were being held at noon yesterday.

6. Professors of Law ... was being told / were being told the requirements on exams for 1 hour yesterday.

7. These materials on Administrative law ... were being mastered / was being mastered now.

UNIT 15. WHAT IS A CRIME?

РАЗДЕЛ 15. ЧТО ТАКОЕ ПРЕСТУПЛЕНИЕ?

Exercise 1. Before reading the text “What are crimes?” learn vocabulary list by heart.

Vocabulary list

gravity ['grævɪtɪ] – тяжесть
offence [ə'fens] – преступление
treason ['tri:z(ə)n] – государственная измена, уклонение от налогов
tax evasion ['tæks ɪ'veɪz(ə)n] – уклонение от уплаты налогов
bribery ['braɪb(ə)rɪ] – взяточничество
counterfeiting ['kauntə'fɪtɪŋ] – фальшивомонетничество
drunk and disorderly conduct – поведение в нетрезвом виде и нарушение общественного порядка
carrying weapons – ношение оружия
illegal speeding – незаконное превышение скорости
murder ['mɜ:də] – убийство
assault [ə'sɔ:lt] – вооруженное нападение
kidnapping ['kɪdnæpɪŋ] – похищение людей с целью выкупа
theft [θeft] – кража
robbery ['rɒb(ə)rɪ] – разбойный грабеж
burglary ['bɜ:glərɪ] – кража со взломом
car theft – угон автомобиля
receiving stolen property – получение украденного имущества
embezzlement [ɪm'bez(ə)lmənt] – растрата
felony ['feləni] – тяжкое преступление
misdemeanor [ˌmɪsdɪ'mi:nə(r)] – мелкое правонарушение
punishment ['pʌnɪʃmənt] – наказание
imprisonment [ɪm'prɪz(ə)nmənt] – тюремное заключение

Exercise 2. Read the text and translate it.

What are crimes?

There are basically two classifications of crimes. The first one is the classification by gravity and the other is by the object of crime. Criminal law of most modern states classifies crimes by the object as:

- offences against the safety of the state (treason, tax evasion, bribery, counterfeiting);
- offences against the public peace and order (drunk and disorderly conduct, carrying weapons, illegal speeding);



- offences against a person (murder, assault, kidnapping, rape);
- offences against property (theft, robbery, burglary, car theft, receiving stolen property, embezzlement);
- offences against decency (prostitution, sexual harassment) etc.

Crimes, according to their gravity, are divided into felonies and misdemeanors. Felonies are the most serious types of crimes. Among the felonies are arson, rape, robbery, burglary, larceny, kidnapping, drug dealing and others.

The punishment for a felony is more serious than it is for a misdemeanor. In many states, the punishment for a felony is imprisonment for at least one year or death in some limited case.

Misdemeanors are less serious crimes. They include disorderly conduct, public drunkenness, minor driving violations and so on. Persons found guilty are usually punished by fines or imprisonment for no more than one year.

Exercise 3. Complete the sentences.

1. The headline of the text is
2. It is devoted to
3. The author focuses attention on
4. To make a conclusion I can say

Exercise 4. Translate the words/word combinations.

“Born criminals”, identifying, collecting the data, felonies, misdemeanors, petty offenses, accused of crimes, public trial, trial by jury, bail, punishment, to punish, the burden of proof, investigation, to investigate, an investigator, prosecution, to testify, criminal trial, a perpetrator/criminal/offender, a criminal act, criminal cases, immoral actions, to deserve punishment, white-collar crime, drug crimes, punishable by death, traffic violations, noncriminal charges, to be responsible for a criminal offense, to commit a crime, criminal liability, automobile accident, a defendant, evidence, an unlawful act, to be sentenced to life imprisonment, parole, victims.

Exercise 5. Define the crimes and translate them.

Felonies, misdemeanors, petty offenses

Felonies:

- Serious crime
- Punishable by more than a year of imprisonment or death
- Sentences usually served in prison

(Examples: homicide, rape, robbery, possession or distribution of illegal narcotics, arson).

Misdemeanors:

- Less serious than felonies
- Punishable by fines, penalties, or incarceration of less than one year
- Sentences usually served in local or county jail or alternative programs

(Examples: shoplifting, disorderly conduct).

Petty Offenses:

- Insignificant crime involving minor misconduct
- Punishable by fines and community service

(Examples: traffic violations and other infractions).

Exercise 6. Find synonyms of the following words and expressions.

- | | |
|----------------------------|----------------------------|
| 1) misconduct | 1) attack |
| 2) to harm | 2) guilt |
| 3) criminal liability | 3) to accuse (of) |
| 4) to charge (with) | 4) punishment |
| 5) jail | 5) infraction |
| 6) the least serious crime | 6) harmful behavior |
| 7) fault | 7) felony |
| 8) less serious crime | 8) to damage |
| 9) innocent | 9) criminal responsibility |
| 10) serious crime | 10) misdemeanor |
| 11) penalty | 11) without fault |
| 12) lawyer | 12) prison |
| 13) assault | 13) defense attorney |

Exercise 7. Are the statements true (T) or false (F)?

1. Cybercrimes are relatively easy to commit and easy to detect.
2. Computer crimes are difficult to investigate because the victims refuse to report the offence.
3. Investigating computer crime does not require a team approach.
4. To avoid falling victim of cybercrime it is not necessary to hide your identities.
5. Computer crime can be prevented by instituting internal security precautions.

Exercise 8. Complete this table of words.

Noun	Adjective	Verb
robbery / robber burglary // fraudster evidence	...	...

suspect deceit force		
----------------------------	--	--

Exercise 9. Find English equivalents to Russian words and expressions given in brackets. Translate the sentences.

1. People who violate law face (тюремное заключение) or (штраф).
2. There are many types of (наказаний).
3. Criminal law deals with the (предотвращение противоправного поведения).
4. Felonies include (квартирные кражи, растрата государственного имущества).
5. (Уголовная ответственность) is an important part of Criminal Code.
6. (Менее тяжкие преступления) include disorderly conduct, public drunkenness, minor driving violations.
7. There is no punishment for (проступок) in the Criminal Code.
8. The role of the judge in a criminal case is to determine whether a person is (виновен).

Exercise 10. Choose the correct answer.

1. A property agent has been arrested in connection with a multi-million dollar property ...
a) theft; b) fraud; c) manslaughter; d) arson
2. Police are investigating a ... which destroyed the Lucky Millionaire Karaoke bar early this morning.
a) robbery; b) burglary; c) arson; d) fire
3. Another house was broken into last week. This is the third ... in the area in the past month.
a) theft; b) murder; c) deceit; d) burglary
4. Although the police suspected that he had been involved in the robbery, since they had no definite ... there was nothing they could do about it.
a) verdict; b) evidence; c) fine; d) forgery
5. Nigel Handy waited until night, carefully opened the window and ... - into the house. He took the TV and a lot of money.
a) climbed; b) run; c) deceived; d) ignited
6. ... to deter burglaries include installing adequate locks, indoor and outdoor lighting and installing a burglar alarm.
a) elements; b) challenges; c) measures; d) tools

Exercise 11. Complete this table of words.

Noun	Adjective	Verb
...		to shoplift
theft / thief	thieving	...
identification	...	...
...	transportable	...
pocket picking/...	...	...
establishment	...	...
...	...	to trace

Exercise 12. Translate the word combinations. Make up the sentences with them.

- 1) to preserve peace – preservation of peace
- 2) to prevent a crime – prevention of a crime
- 3) to violate law – violation of law
- 4) to rehabilitate a criminal – rehabilitation of a criminal
- 5) to protect property – protection of property
- 6) to prosecute an offender – prosecution of an offender
- 7) to collect evidence – collection of evidence
- 8) to apprehend a suspect – apprehension of a suspect
- 9) to identify a victim – identification of a victim
- 10) to initiate an investigation – initiation of an investigation

Exercise 13. Discuss the statements made by the accused. Select for each statement the type of crime committed, presented in a box.

*blackmail / burglary / embezzlement / bigamy / forgery /
espionage / piracy / murder / bribery*

1. “I arrived home late and found that I’d forgotten my keys. I didn’t want to wake my wife up, and I saw there was a ladder in the garden of the house next door. I got the ladder and climbed in. We’ve just moved to the house and I didn’t realize I was in the wrong street”.

2. “I was walking my dog when I saw a gun lying on the ground. I picked it up - it was still warm - and at that moment I saw the body lying in the long grass. I went across to look and it was my business partner. That’s when the police arrived”.

3. “I opened the bank account in a false name as a way to help my employer pay less tax- It’s perfectly legal. I kept meaning to tell him, but somehow I just forgot. I bought the villa in France with my own money. It was an inheritance”.

4. "OK, so there are a hundred and twenty-three copies of 'Four Weddings and a Funeral'. That's perfectly true, but I had no intention of selling them. I'm a collector. "Well, this obviously isn't my suitcase. I've never seen these things before in my life".

5. "I didn't know she was still alive, I thought she'd died in a car accident. I couldn't believe it when I saw her walk into the room. Surely you don't think I did this just to get your money?"

6. "You misunderstand me. When I offered him the money I meant it as a gift. I know that life can be difficult for a young man on a police salary, especially if he has a family, young children etcetera. It isn't easy and I know that. I just wanted to help. I didn't expect him to do anything in return".

7. "After leaving the office I realized I'd forgotten my umbrella. I went back in to get it. When I went in I noticed that the photocopier was still turned on. It had been working very badly all day, and I decided to quickly see what was wrong with it before going home. I made a few test copies of documents that were in the office; I didn't even look at what I was copying. The machine seemed to be working much better. I put the copies in my briefcase - intending to use the other side as notepaper. I don't believe in wasting paper. At that moment Mr. Sanders came out of his office".

8. "I painted them for pleasure. I had no intention of deceiving people. I never said they were painted by other people. Yes, I did include the signatures of other artists but that's because I wanted them to be perfect copies".

9. "Mr. Wills sent me the money to help me in my business venture – I'm trying to start a design agency. He sent me checks every month for \$1200. A couple of times he sent extra money when I had special expenses. It was always understood that he would participate in the profits of the business when it was running. We didn't write anything down, it was an oral agreement. The photographs I have of him with his secretary have no connection with these payments".

Exercise 14. Match the criminals and wrongdoers 1-16 with the correct definitions a-p.

- | | |
|--------------------------|--|
| 1. An accomplice | a) attacks people in the street and steals their money or other possessions. |
| 2. An assassin | b) takes goods from shops without paying for them. |
| 3. A burglar | c) deliberately damages public property, often because they are bored or enjoy doing it. |
| 4. A charlatan | d) murders someone important, such as a king or a president. |
| 5. A criminal | e) leads others to do wrong or to make trouble. |
| 6. A forger | f) is someone who steals (usually without violence). |
| 7. An imposter | g) helps another person to commit a crime. |
| 8. A juvenile delinquent | |
| 9. A mugger | |
| 10. A poacher | |

- | | |
|------------------|--|
| 11. A ringleader | h) deceives others by pretending to have special skills or knowledge, especially about medicine. |
| 12. A robber | i) steals from banks, shops, etc., usually planning them in advance in great detail. |
| 13. A shoplifter | j) makes copies of money, letters, documents, etc. in order to deceive people. |
| 14. A thief | k) betrays his or her country. |
| 15. A traitor | l) deceives people by pretending to be someone else. |
| 16. A vandal | m) breaks into houses, shops, etc. in order to steal things. |
| | n) is a young person who has broken the law. |
| | o) catches or shoots animals, fish or birds on private land without permission. |
| | p) is someone who is guilty of a crime (or several crimes). |

Exercise 15. Use the words in the box to complete the summary of the article.

accused / arrested / crime / fine / prison / suspected / law / sentence / sentenced / community

A woman who “murdered” her virtual ex-husband **has been** ... for hacking into his computer. She **has been** ... of using the man’s password and ID to delete his online character after he suddenly “divorced” her. Although deleting online characters may **not be a** ..., breaking into someone’s computer certainly is. It carries a maximum ... of five years in prison or a ... of £3,200. Although the woman **is not** ... of a “flesh-and-blood” crime, many online gamers feel that she ought **to go** ... to.

In a similar case in the Netherlands, two teenagers **were** ... to 360 hours of ... service for stealing virtual possessions from a classmate's computer. Stealing virtual goods is a crime under ... Dutch.

Exercise 16. Consider, what punishment do you think would be suitable? Justify your ideas.

1. A woman takes paper from the office for her kids to use at home.
2. A man withdraws \$100 from a cash machine but \$200 comes out. He keeps all the money.
3. A woman applies for a job she knows she can do but lies about her qualifications in order to get it.
4. A man buys lots of tickets for a major football match so he can sell them online to the highest bidder.

5. A woman sees her friend steal an expensive watch from a shop. She's shocked but does nothing.

6. A man says his daughter is younger than she really is to get a cheaper cinema seat.

7. A woman uses her brother's address to get her child into a better school than the one in her district.

8. A man says he's never had a serious illness to get a lower insurance rate. He's had two serious illnesses.

Exercise 17. Answer the questions and give reasons for your answers.

1. How long do you think a burglar normally takes to search someone's house?

- a) 10 minutes
- b) 20 minutes
- c) 30 minutes

2. Which of these are the most common things burglars steal?

- a) TVs, digital cameras, etc.
- b) paintings and antiques
- c) money and jewelry

3. Which of these is more likely to stop a burglar coming into your house?

- a) a dog
- b) a burglar alarm

4. Which three of these would most influence a burglar to choose a particular house or flat?

- a) It looks expensive.
- b) There is no one at home.
- c) There aren't many other neighbors nearby.
- d) There are good places to hide around house.
- e) They have burgled the house before.

5. How are burglars more likely to get into a house?

- a) through an open door or window
- b) by breaking a door or window

6. What is the best place to hide your valuables? Number these rooms in the order that burglars usually search them.

- | | |
|--------------------|----------------------|
| a) the living room | d) the main bedroom |
| b) the kitchen | e) a child's bedroom |
| c) the dining room | f) the study |

Exercise 18. Match the words for people who steal.

pickpocket / mugger / burglar / robber / shoplifter / thief

1. A ... is someone who breaks in and steals from a private house.
2. A ... is someone who breaks in and steals from a bank or business.
3. A ... is someone who steals something when he / she is in a shop.
4. A ... is someone who steals from you in the street, often without you noticing.
5. A ... is someone who uses violence to steal from you in the street.
6. A ... is the general word for someone who steals.

Exercise 19. Read two true crime stories and put in the verb in brackets in Past Simple Active/Passive.

World Cup thief's own goal

A thief who ... (steal) a World Cup ticket from a woman's handbag ... (catch) after he sat down to watch the game next to the victim's husband.

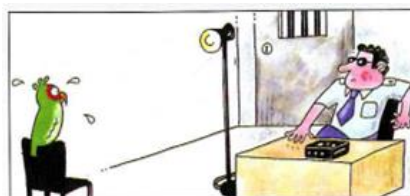


Eva Sandmann, 42, (mug) as she was going to the Munich stadium for the game between Brazil and Australia. The thief, a 34-year-old man, ... (discover) the ticket in her bag and he decided to use it.

But when he ... (take) the woman's seat in the stadium, he ... (meet) by her husband Berndt, 43, who immediately called the police on his mobile. A Munich police spokesman said, "The thief ... (find) the ticket in the bag and decided to watch the game. When he sat down next to his victim's husband, officers on duty at the stadium ... (inform) of the situation and the thief ... (arrest)".

Parrot held in prison

A parrot has spent five days interrogating / being interrogated by police in a prison in Argentina. A judge ordered / was ordered the parrot, which calls / is called Pepo, to hold / to be held in custody until he told police who his real owner was. Two neighbors, Jorge Machado and Rafael Vega, were disputing who the bird belonged / was belonged to. Judge Osvaldo Carlos decided the parrot should send / be sent to prison until he said the name of his owner. After five days, Pepo said Jorge's name and also sung the anthem of his favourite football team, San Lorenzo. Mr. Machado said, 'I knew he wasn't going to let me down. He is a real friend and we support / are supported the same football team.'



Exercise 20. Read another true story. How does the hypnotist rob banks?

Hypnotic bank robber

Bank clerks in Moldova have been told by the police not to make eye contact with customers after a series of robberies. The robber is believed to be a trained hypnotist from Russia.



He is said to put cashiers into a trance before making them hand over tens of thousands of dollars' worth of notes.

It is thought that the criminal begins talking to bank tellers and gradually hypnotizes them. After getting them to give him money, he then brings them back out of the trance and leaves them with no memory of handing over the cash. It is believed that the man has robbed at least three banks in the last month.

Exercise 21. Complete the newspaper crime story using the words in brackets.

Britain's most polite armed robber

Police in Stockport in the UK are looking for a man who ... (believe / be) Britain's most polite armed robber.

The robber, who always says "please" and "thank you" when he orders shop staff to give him the money in the till, ... (say / be) a tall man in his early forties.

He wears a mask and washing-up gloves during robberies. It ... (think / he / rob) at least four shops in Stockport in recent weeks.

A police officer said, "He ... (report / be) polite to his victims, but there is nothing polite about armed robbery. Last week this man used a knife to threaten shop staff. They were terrified. Saying "please" and "thank you" cannot change that".

Exercise 22. What do you think would be an appropriate punishment for?

- a) a woman who abandoned some kittens in a forest
- b) people caught speeding in a residential area
- c) a man who was caught carrying a loaded gun in the street
- d) some teenagers who vandalized a school bus
- f) noisy neighbors who play rock music very loudly at all hours

Exercise 23. Read the text and translate it.

Making the punishment fit the crime

1. When Michelle Murray was arrested for abandoning some kittens in a forest she expected to get a fine or a short prison sentence. Instead she was sentenced to spend the night in the same cold, dark forest. In the end it was so cold that she only had to spend three hours in the woods, but Judge Mike Cicconetti had made his point. He wanted the 26-year-old Ohio housewife to feel the same pain and suffering as the animals she had abandoned, many of which later died.

2. Judge Cicconetti's unusual ruling was just the latest example of his unique brand of "creative justice" which has won him national acclaim. He was elected Michelle Murray unopposed to serve another six years in Lake County, Ohio, last month, and this year won the presidency of the American Judges Association.

3. Cicconetti allows offenders to choose between jail, and an alternative, "creative" sentence. For example, people accused of speeding are offered a choice between having their license suspended for 90 days, or having it suspended for a shorter period and spend one day working as a school crossing guard. The judge says that offenders who spend a day helping school children across the street never appear in his courtroom for speeding again.

4. The judge also sent a man who was caught with a loaded gun to the mortuary to view dead bodies and ordered teenagers who let down tyres on school buses to organize a picnic for primary school children. He has ordered noisy neighbors to spend a day of silence in the woods, or to listen to classical music instead of rock.

5. Cicconetti attributes his unusual approach to his tough family background. He was the oldest of nine children and had to work part-time collecting rubbish to pay his way through college. He studied law at night school. "I didn't go to a prestigious law firm," he says, "I had to get to where I am the hard way. It makes you understand what the working man has to go through, and why some of them commit crimes. I want to give people a positive lesson, not a negative one".

6. A drawer in his cramped office in the Painesville Municipal Courthouse is full of thank-you letters from both victims and criminals. "Some people will say that my punishments are cruel or unusual," the judge said. "Ok, it's a little bit of embarrassment and humiliation. But when you have people fulfilling these sentences, you are doing it for them and the victims and the community. And above all, I can remember only two people who have been sentenced to alternative punishments and who have reoffended".

(Mike Cicconetti, a US judge with a difference)

Exercise 24. Do the following tasks:

a) What sentence did Judge Cicconetti give these people? Why? Do you think his sentences would be more effective than yours?

b) Read through the questions below and find the information:

1. The judge: What was his early life like? How successful has he been professionally?

2. The punishments: Which three creative punishments get the offenders to learn from a personal experience? Which two punishments get them to do something for other people?

3. The reasons behind his system: What inspired his system of creative punishments? Why does he think they are better than conventional punishments? What evidence does he have that the punishments are successful?

d) What do you think of his system? Would you like to have a judge like Cicconetti in your town?

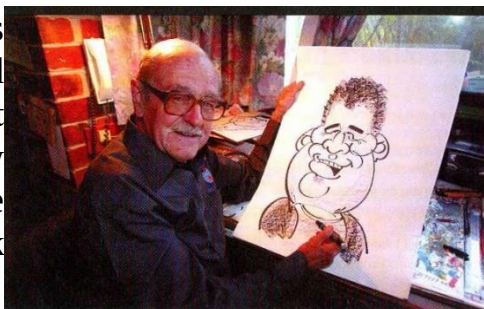
Exercise 25. Word groups: underline the word that is different. Say why.

- | | | | | |
|----|----------|----------|------------|------------|
| 1. | robber | burglar | pickpocket | kidnapper |
| 2. | fraud | smuggler | theft | terrorism |
| 3. | evidence | judge | jury | witness |
| 4. | burnt | jury | murder | burglar |
| 5. | jail | charge | guilty | changeable |

Exercise 26. Read the text and translate it.

Burglar caught by clever cartoonist

William Ellis Green, aged 82, was making his breakfast when he heard somebody in his garden. "I went out of the back door and suddenly I saw this bloke running towards me. He pushed me out of the way and took my bicycle from the garden shed".



Mr. Green did not resist, as he knew he would come off second best in a fight with the intruder. The burglar tried to cycle away, but the tyres on the bike were flat so it was difficult to ride. "He kept falling off the bicycle", said Mr. Green, "at least three or four times". After the man had fled, Mr. Green called the local police.

When they arrived officers asked him to describe the man, but instead he offered to draw them a picture. "When Mr. Green started drawing", said

one of the police officers, "I knew straight away who the burglar was". In fact Mr. Green had worked for more than 20 years in daily newspapers doing caricatures of Australian footballers. "I had no difficulty in remembering the man's face because he was so close to me", he said.

Police cruised the neighborhood in a patrol car with the sketch in search of the alleged burglar and they found him within half an hour. "The cartoon was a perfect likeness of the burglar", said another police officer.

Police believe that this is the first time they have ever caught a suspect with a cartoon sketch. Phil Rushford, a senior police constable, said that in the past some victims had used their mobile phones to take photographs at crime scenes, but they had not been as effective.

A 34-year-old man is expected to be charged with theft, burglary, and assault. The missing bike was later found in a road nearby.

Exercise 27. Read the article and choose a/b/c.

1. Mr. Green did not fight the burglar because _____.
 - a) he was wearing his best clothes
 - b) he knew he would lose
 - c) the burglar was too quick
2. "Flat" means _____.
 - a) broken
 - b) not round
 - c) without air
3. Mr. Green used to be _____.
 - a) an artist
 - b) a footballer
 - c) a journalist
4. "Cruised" means _____.
 - a) drove around slowly
 - b) looked everywhere
 - c) went at top speed
5. According to the police, _____.
 - a) crime victims should take photos
 - b) a drawing can be better than a photo
 - c) mobile phone photos cannot be used in court
6. "Assault" means _____.
 - a) attacking someone
 - b) stealing property
 - c) breaking into someone's house

Exercise 28. Answer and comment on the following questions.

1. Is life riskier today than?

2. Is crime a problem in your native city/town?
3. What should we be careful of?
4. Are there any areas of the city/town we should avoid?
5. Can we trust police if we have a problem?
6. What kind of problems can we complain to the police about?

English in Use

Present Perfect Tense Passive

(Настоящее совершенное время, страдательный залог)

Present Perfect Passive употребляется для выражения действий, которые уже завершились к моменту речи, но их результат имеет отношение к настоящему времени.

Present Perfect Passive: глагол **have** + 3-я форма неправильного глагола / глагол с окончанием **-ed**

A house **has** already **been built** by Peter. – Дом уже был построен Питером.

Many crimes **have been solved** recently. – Многие преступления были недавно раскрыты.

Наречия: already, just, yet, ever, recently, barely, hardly, before.

Exercise 1. Put the sentences into Present Passive voice.

1. The theme “The arresting criminals and suspects” ... (to discuss) recently at the scientific conference.
2. The collection and recording of various types of evidences ... (to study) by a first-year cadets.
3. The documentary and expert opinion ... (to analyze) yet.
4. The issue of crime detection job profile ... (to include) into the agenda already.
5. New contacts ... (to make) just with the informants.
6. Surveillance, watch and action ... (to take) recently during peaceful demonstrations.
7. Intelligence ... (to collect) already by police about criminal activities.
8. All types of crimes ... (to define) by law before.

Exercise 2. Change the sentences with Present Perfect Active into the Present Perfect Passive.

For example: I have already finished my work. – My work has already been finished.

1. I have already taken the books on Criminal law back to the library. The books ...

2. She has just posted those letters. Those letters ...
3. The lecturer has already checked the cadets' test. Their test ... -
4. He has lost the key. The key ...
5. We have opened all the windows. All the windows ...
6. I have bought the books on Criminalistics on the way home. The books on Criminalistics ...
7. Students have done this exercise. This exercise ...

Exercise 3. Use the correct form of the verb in Present Perfect Passive to complete the sentences.

1. The various definitions for crime ... *have discussed / have been discussed* by the cadets today.
2. Some views of crime ... *socially has been defined / have been defined*.
3. A human rights approach says that crime occurs whenever a human right ... *has been violated / has violated*.
4. "Street crime" ... *have associated / has been associated* with personal terror and fear recently.
5. The statistics ... *has been argued / has argued* by the criminologists.
6. Recently homicides ... *has increased / have been increased* in the country.
7. High results ... *have achieved / have been achieved* by efficient criminal justice systems.
8. The main goals of the Commission on Crime Prevention and Criminal Justice ... *have been already discussed / has been already discussed*.

Exercise 4. Ask questions for the sentences in Present Perfect Passive.

1. The issues of crime prevention in urban areas, including juvenile crime and violence, *have been analyzed*.
2. The findings *have been shown* to the investigator.
3. This criminal offence *has been committed* on social media.
4. Many questions asked by law enforcement officials after a crime *has been committed*.
5. Crime scene investigators *have been involved* into work with detectives and law enforcement.
6. The cause of crime focused on the individual or societal factors that influence them to commit crime *have been discovered* in most theories.
7. Recently it *has been believed* that crime is the consequence of peer pressure and the inability to resist.
8. The main reason *has been discovered* why an offender has committed this crime - a lack of self-control.

Exercise 5. Put the following sentences from Present Perfect Active into Present Perfect Passive.

1. Has the surgeon performed the operation? ...?
2. Has Liza signed the contract? ...?
3. Have these policemen solved the crime? ...?
4. Law enforcement officers have captured the murderer in the forest. ...
5. He has treated all the patients. ...
6. Have his attorneys posted bail for him? ...?
7. Everybody has approved Oleg's suggestion. ...

Exercise 6. Translate the sentences, make them negative and ask the questions.

1. The books have been already taken back to the library by me. Whom ...?
2. Those letters have just been posted by her. Which letters ...?
3. This test has already been checked by the teacher. What ...?
4. The key has been lost by him. Whom ...?
5. All the windows have been opened by us. Why ...?
6. The door has been broken in by him. Whom ...?
7. This exercise has been done by cadets. What ...?

Exercise 7. Put the verbs into Present Perfect Passive.

1. A new shop ... in this city. (to rob)
2. He ... for drunk driving. (arrest)
3. An old painting from a school ... for 250,000 rubles by some museum. (to buy)
4. An 18-year-old soldier ... in an accident. (to kill)
5. The two lost children ... alive and well. (to find)
6. An unknown actor ... to star in the new film. (to choose)
7. The old hospital in the town centre (to close)
8. What's the problem? My bicycle(to steal)

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**Орлова Наталья Михайловна
Павлова Янина Александровна
Селиверстова Оксана Владимировна**

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