

Л.И. КУЦЕНКО, Г.И. ТИМОФЕЕВА

АНГЛИЙСКИЙ ЯЗЫК ДЛЯ ЮРИСТОВ

Рекомендовано Редакционно-издательским
научным советом в качестве учебника
для студентов вузов, обучающихся
по направлению «Юриспруденция»

Пятое издание, переработанное



МОСКВА • 2016

УДК 811.111.1(075.8)
ББК 81.2Англ-923
К95

Куценко Л.И.

К95 Английский язык для юристов : учебник / Л.И. Куценко, Г.И. Тимофеева. — 5-е изд., перераб. — М. : ЮСТИЦИЯ, 2016. — 240 с.

ISBN 978-5-4365-0698-2

DOI 10.15216/978-5-4365-0698-2

Учебник ставит целью обучение студентов учебных заведений юридического профиля практическому владению английским языком для решения профессиональных задач.

Учебник построен на коммуникативно-функциональном принципе и предусматривает развитие всех видов речевой деятельности в рамках учебной программы по иностранному языку для неязыковых вузов.

Соответствует ФГОС 3+.

Для студентов юридических колледжей, вузов и факультетов.

УДК 811.111.1(075.8)
ББК 81.2Англ-923

Куценко Лидия Ивановна
Тимофеева Галина Ивановна

АНГЛИЙСКИЙ ЯЗЫК ДЛЯ ЮРИСТОВ

Изд. № 10235. Подписано в печать 24.02.2016. Формат 60×90/16.

Гарнитура «Times New Roman». Печать офсетная.

Усл. печ. л. 15,0. Уч.-изд. л. 11,17. Тираж 700 экз. Заказ №

ООО «Юстиция».

107076, г. Москва, переулок Колодезный, д. 14.

Тел.: 8-495-741-46-28.

E-mail: izdat@iyst.ru <http://www.iyst.ru>

Отпечатано в филиале «Чеховский Печатный Двор»

АО «Первая Образцовая типография».

142300, Московская область, г. Чехов, ул. Полиграфистов, д. 1.

ISBN 978-5-4365-0698-2

© Куценко Л.И., Тимофеева Г.И., 2016
© ООО «Юстиция», 2016

СОДЕРЖАНИЕ

Предисловие	4
Вводно-коррективный курс	7
Уроки	37
1. О себе и о своей семье	37
2. Высшее образование.	53
3. Ориентация в городе. Достопримечательности Москвы. Охрана общественного порядка	70
4. Великобритания и США.	93
5. Государственное устройство и конституционное право США и Великобритании	118
6. Работа полиции США, Британии. Интерпол	143
7. Уголовное правосудие в США и Великобритании	162
8. Вещественные доказательства.	184
9. Моя будущая профессия.	204
Дополнительные тексты для чтения и реферирования	215
Текст 1. Интерпол и борьба с контрабандой наркотиков	215
Текст 2. Проблемы преступности несовершеннолетних. Что является причиной преступности?	218
Англо-русский словарь	220

ПРЕДИСЛОВИЕ

Данный учебник является основным элементом комплекса учебно-методических материалов, предназначенных для обучения английскому языку.

Основная цель учебника — обеспечить практическое владение всеми видами речевой деятельности в рамках программы по иностранным языкам для неязыковых вузов. Содержание лексического и грамматического материала также соответствует требованиям программы по английскому языку для неязыковых вузов.

Учебник рассчитан примерно на 160–190 часов аудиторных занятий.

В ходе освоения дисциплины обучающийся должен овладеть следующими общекультурными компетенциями (ОК): способностью использовать основы правовых знаний в различных сферах деятельности (ОК-4); способностью к коммуникации в устной и письменной формах на русском и иностранном языках для решения задач межличностного и межкультурного взаимодействия (ОК-5); способностью работать в коллективе, толерантно воспринимая социальные, этнические, конфессиональные и культурные различия (ОК-6).

ОК-4 осваивается при использовании основ правовых знаний при изучении английской юридической терминологии на основе сопоставления значений терминов в двух языках, при чтении текстов юридической тематики, при выполнении заданий ситуативного характера.

ОК-5 отрабатывается при выполнении коммуникативных заданий в устной и письменной формах на английском языке.

Реализация компетенции ОК-6 осуществляется при выполнении ролевых заданий, упражнений, предполагающих коллективное творчество, а также при освоении правовой культуры англоязычных стран, извлекаемой из текстов, упражнений, дефиниций терминов.

В ходе освоения общекультурных компетенций обучающийся должен:

знать: основные источники извлечения информации из справочной и учебной литературы, посвященной проблемам российского права (ОК-4); особенности системно-структурной организации английского языка в области фонетики, лексики и грамматики, типологию видов чтения, основы структурирования дискурса (оформление введения в тему, инициирование, развитие и завершение разговора, смена темы сообщения, подведение его

итогах и т.д.), основы теории перевода; особенности осуществления устной и письменной коммуникации (ОК-5), правила этического поведения при выполнении коллективных заданий на материале культурно маркированной сферы профессиональной коммуникации (ОК-6);

уметь: сопоставлять факты российской и англо-американской правовой культуры (ОК-4); использовать знания, полученные на предыдущем этапе обучения, а также самостоятельно и под руководством преподавателя работать над совершенствованием практических навыков чтения, говорения и письма в профессиональной сфере с использованием полученных теоретических знаний (ОК-5); использовать правила и нормы этического поведения в быденном и профессиональном дискурсе (ОК-6);

владеть: навыками работы со справочной и учебной литературой по специальности, поиска профессионально значимой информации в Интернете (ОК-4); навыками пользования иностранным языком как средством профессионального общения (осуществление письменного перевода, изучающего, просмотрового и ознакомительного чтения, реализация диалогической и монологической речи в ситуациях официального и неофициального общения с опорой на лингвостановедческий материал) (ОК-5); навыками работы в группе, вычленения национально-культурной правовой информации.

Структура учебника

Учебник состоит из вводно-коррективного курса и 9 уроков. Основная цель уроков 1–4 и 9 — формирование и развитие навыков устной речи. Остальные уроки в основном предназначены для формирования и развития навыков чтения, перевода и реферирования.

Учебник построен на коммуниктивно-функциональном принципе.

Все тексты, как правило, взяты из англоязычных источников и знакомят учащихся с жизнью, историей и культурой стран изучаемого языка и профессионально ориентированы.

Грамматический материал изложен поурочно, в кратком виде, в форме инструкций. В каждом уроке предусмотрены также правила словообразования. Учебник включает в себя англо-русский словарь, содержащий около 1500 лексических единиц, встречающихся в текстах и упражнениях.

Структура урока

Каждый урок имеет рамку, в которой указаны: словообразовательные элементы, грамматические явления и текстовый материал, подлежащие изучению.

Работа над каждым уроком требует от 8 до 20 часов аудиторного времени в зависимости от сложности урока и подготовленности учащихся.

Каждый урок содержит 3 основных текста, при этом текст “А” предназначен для изучающего чтения, текст “В” — для ознакомительного чтения и реферирования, текст “С” — для перевода или контроля уровня сформированности соответствующих навыков.

В уроках, основная цель которых — развитие навыков устной речи, имеются также диалогические тексты и тексты для пересказа и обсуждения, а в уроках, основная цель которых — развитие навыков чтения, содержатся дополнительные тексты для ознакомительного, просмотрового и изучающего чтения.

Упражнения, предшествующие тексту “А”, предназначены для закрепления грамматического материала урока, а также знакомят с правилами словообразования и развивают у них навыки антиципации и языковой догадки.

Послетекстовые упражнения служат для закрепления лексико-грамматического материала урока и для развития навыков устной речи и чтения. Сюда включены как тренировочные, так и речевые упражнения.

ВВОДНО-КОРРЕКТИВНЫЙ КУРС

- Lesson 1.**
1. Английский алфавит
 2. Общие правила чтения
 3. Основные правила чтения в I и II положениях

В английском алфавите 26 букв (6 гласных и 20 согласных), которые передают 44 звука.

A a	[eɪ]	N n	[en]
B b	[bi:]	O o	[ou]
C c	[si:]	P p	[pi:]
D d	[di:]	Q q	[kju:]
E e	[i:]	R r	[ɑ:]
F f	[ef]	S s	[es]
G g	[dʒi:]	T t	[ti:]
H h	[eɪtʃ]	U u	[ju:]
I i	[aɪ]	V v	[vi:]
J j	[dʒeɪ]	W w	[ˈdʌblju:]
K k	[keɪ]	X x	[eks]
L l	[el]	Y y	[waɪ]
M m	[em]	Z z	[zed]

Общие правила чтения согласных

1. Согласные не смягчаются: [bi:], [mi:t], [si:t].
2. Конечные звонкие согласные не оглушаются: bed [bed].
3. Согласные в английском языке произносятся энергичнее, нежели в русском языке.
4. Удвоенные согласные произносятся как один звук:
better, summer, butter, summit.

Буква	Звук	Пример		Примечание
B b	[b]	bad	[bæd]	
C c	[s]	city	[ˈsɪtɪ]	перед i, y, e
	[k]	cake	[keɪk]	
D d	[d]	door	[dɔ:]	
F f	[f]	form	[fɔ:m]	
G g	[dʒ]	gym	[dʒɪm]	перед i, y, e, но give, get
	[g]	game	[geɪm]	
H h	[h]	home	[houm]	
J j	[dʒ]	just	[dʒʌst]	
K k	[k]	keep	[ki:p]	
L l	[l]	lake	[leɪk]	
M m	[m]	middle	[mɪdl]	
N n	[n]	need	[ni:d]	
P p	[p]	place	[pleɪs]	
Q q	[kw]	quest	[kwɛst]	только в сочетании с буквой u; произн. в начале слова [kw], в конце [k] перед гласными
	[k]	unique	[ju:ˈni:k]	
R r	[r]	break	[breɪk]	
S s	[s]	safe	[seɪf]	
	[z]	please	[pli:z]	между гл., после гласн. и зв. согл.
T t	[t]	table	[teɪbl]	
V v	[v]	visit	[ˈvɪzɪt]	
W w	[w]	wave	[weɪv]	

X x	[gz]	exist	[ɪgz'ɪst]	между глас.
	[ks]	box	[bɒks]	
Z z	[z]	buzz	[bʌz]	

Основные правила чтения гласных в I и II положениях

В I положении гласная читается так, как она называется в алфавите:

1) если гласная является единственной и последней гласной буквой в слове: no, tu, be, so, me, go;

2) если гласные разделены только одной согласной, конечная гласная e не читается: take, late, mile, like, type, note, vote, tune;

3) если в слове две гласные стоят рядом, в этом случае обычно вторая гласная не читается: seat, meet, wait, say, road;

4) если за корневой гласной следует одна согласная + le, re, ld, nd: child, kind, metre, table, noble, old.

ЗАПОМНИТЕ:

ea [i:] leap, seat, sea, beat, meals

ee [i:] meet, see, deep, bee, keen

no [eɪ] break, steak, great

ea [e] bread, heavy, health, head, death, weather

igh [aɪ] high, fight, night, right, sight

Во II положении гласная читается кратко:

a [æ] o [ɒ]

e [e] u [ʊ]

i [ɪ] y [ɪ]

1) если за корневой гласной стоит одна конечная согласная:

sat, let, fit, not, but, myth;

2) если за корневой гласной стоят две или более согласных:

stand, better, kiss, lost, butter, little, system.

Задание 1. Прочтите слова, обращая внимание на чтение гласных в I положении:

mile, five, take, fate, we, go, see, weak, deep, late, tune, coat, date, be, day, type, kind, way, find, smoke, wife, spoke, bike, fight, table, child, light, size, home, style.

Задание 2. Прочтите слова, обращая внимание на чтение гласных во II положении:

up, not, better, summer, winter, but, spring, bottom, judge, job, his, sit, butter, letter, system, pen, battle, carry, lost, absent, well, it, us, little.

Задание 3. Прочтите слова, обращая внимание на чтение согласных: c, g, s, x:

c	[s]	(перед i, y, e)	city, centre, cell
	[k]		cat, carry, clean
g	[dʒ]	(перед i, y, e)	gym, gypsy (но: give, get)
	[g]		gas, gold, grab
s	[s]		test, paste, stand, still
	[z]	(между гл., после гласн. и зв. согл.)	pose, roses, days, meals,
gods			
x	[gz]	(между гласн.)	exist, exam
	[ks]		taxi, box, fox
		a)	face, case, cell, cite, club, city, cut, ice, cat, nice, cod, picnic, pencil, place, cold, close, lace, cone;
		b)	page, game, gun, gin, gym, dog, bag, gyps, gas, stag, struggle, gentle, go, give, great, get;
		c)	sky, since, rose, loss, solve, fuse, cast, so, please, beds, wise, see, cups, nose, sit, apples;
		d)	exam, text, fix, exact, except, six, example.

Задание 4. Прочтите слова, обращая внимание на чтение согласных:

can, find, life, take, stay, fill, if, met, type, wife, time, same, well, his, but, net, speak, take, egg, tune, nine, me, tell, man, has, free, note, close, vote, green, gun, table, kill, street, us, he, size, place, get, cold, since, wise, please, joke, age, map, bus, struggle.

Задание 5. Скажите по буквам и прочитайте слова:

gentle, city, case, sky, page, gym, solve, wet, kill, absent, job, sorry, fight.

ВЫУЧИТЕ:

Stand up! Attention! The students of group one hundred and three are ready for the English lesson. All are present today, (Students A. and B. are absent today. Student A. is ill. Student B. is on duty). Today is the fifth of September, Tuesday. Reported by Student C.

Lesson 2. 1. Чтение гласных в III и IV положениях.

2. Множественное число существительных. Определители имен существительных: артикль, притяжательные местоимения, указательные местоимения, имя прилагательное.

Правила чтения гласных в III положении (в ударном положении перед буквой r)

ar [ɑ:] car, star, far

or [ɔ:] for, border, sport

er, ir, ur, ur [ə:] girl, her, fur, bird, burn, first, murder

Правила чтения гласных в IV положении (гласная + re, две гласных + r)

are	[ɛə] fare, care, hair, fair, dare
air	
ore	[ɔ:] more, course, forest, court
our	
ire	[aɪə] fire, tired, tyre
ure	
ere	[ɪə] here, near, ear, mere
ear	
ure	[juə] cure, pure

Задание 1. Прочтите слова, обращая внимание на чтение гласных в III и IV положениях.

board, clear, tyre, sport, lord, large, first, circle, force, sir, wire, more, turn, murder, here, fire, spare, fear, care, hare, hair, dear, dear, bird, first, hire, her, your, card, star, term, course.

Задание 2. Прочтите слова, вспомнив правила чтения гласных в четырёх положениях.

a			
I	II	III	IV
[eɪ]	[æ]	[ɑ:]	[ɛə]
name	man	far	dare
made	bad	park	hair
take	bag	dark	rare
face	lamp	farm	bare
date	flat	hard	fair

e			
[i:]	[e]	[ə:]	[ɪə]
be	pen	her	here
me	bed	herd	mere
he	ten	term	dear
Pete	end	nerve	hear
meet	bell	fern	ear

i			
[aɪ]	[ɪ]	[ə:]	[aɪə]
mine	did	girl	tire

five	mill	first	fire
nine	lit	fir	liar
lie	if	bird	mire

o			
[ou]	[ɔ]	[ɔ:]	[ɔ:]
no	not	port	bore
vote	hot	sport	more
rode	box	form	ore
hope	off	for	tore
note	stop	lord	before

u				
[u:]	[ʌ]	[ə:]	[juə]	[u:]
use	run	turn	pure	blue
tunc	up	fur	dure	rule
due	but	burn	cure	June
	mud	hurt		после r, l, j

y			
[aɪ]	[ɪ]	[ə:]	[aɪə]
by	myth	Byrd	tyre
fly	system		
try			
type			
my			

Множественное число имен существительных

1. Имена существительные во множественном числе принимают окончание -s, которое читается:

a) [z] после гласных и звонких согласных:

a boy — boys (мальчики)

a city — cities (города)

a friend — friends (друзья)

b) [s] после глухих согласных:

a text — texts (тексты)

a street — streets (улицы)

a stop — stops (остановки)

c) после согласных -s, -x, -g, -sh, -ch:

a judge — judges (судьи)

a case — cases (дела)

an exercise — exercises (упражнения)

При образовании множественного числа обратите внимание на изменение букв:

a city — cities a wife — wives
a duty — duties a shelf — shelves
a family — families a knife — knives

2. Ряд существительных образуют множественное число путем изменения корневой гласной:

a child — children (дети)
a man — men (мужчины)
a woman — women (женщины)
a tooth — teeth (зубы)
a foot — feet (ноги)

3. В английском языке есть существительные, которые употребляются только в единственном или только во множественном числе (что часто с русским языком не совпадает):

money (деньги)
peace (мир)
evidence (улики)
weather (погода)
information (сведения)
news (новость, новости)
goods (товары)
trousers (брюки).

Притяжательные местоимения

my	мой, моя, мое, мои	mine
your	твой, твоя, твоё, твои	yours
his	его	his
her	ее	hers
its	его, ее	its
your	ваш, ваша, ваше, ваши	yours
our	наш, наша, наше, наши	ours
their	их	theirs

my friend — мой друг
our lessons — наши уроки
The book is yours — книга твоя.

Указательные местоимения

this	этот, эта, это	these	эти
that	тот, та, то	those	те

this day — этот день
these days — эти дни

these pages — эти страницы
 those pages — те страницы
 that street — та улица

Задание 1. Прочитайте существительные, обращая внимание на произношение суффикса -(e)s:

[z]	[s]	[z]
a day — days	a text — texts	a page — pages
a city — cities	a stop — stops	a case — cases
a plan — plans	a flat — flats	a bus — buses
a wife — wives	a street — streets	an office — offices
a bag — bags	a cat — cats	a judge — judges
a lesson — lessons	a lamp — lamps	
a friend — friends	a book — books	

Задание 2. Образуйте множественное число существительных и переведите их:
 a stop, a day, a man, a judge, a child, a wife, a student, a friend, a city, a woman, a town, a sister, a boy, a bridge, a box, a table, a tram, a lesson, a text.

Задание 3. Прочитайте и переведите сочетания слов, обращая внимание на определители имен существительных:

their children, our city, my book, her friends, our lab, your child, my elder brother, his little sister, a difficult text, these long days, my best friend, a black cat, those green streets, this long text, that thick book, that long bridge, those women.

Задание 4. Поставьте следующие группы слов:

а) во множественное число:

our large city, my little sister, their large family, your best friend, this green street, our large lab, my happy day, that good flat, a green pencil, a good pen.

б) в единственное число:

those difficult texts, my best friends, their wives, our children, these long knives, our labs, good cities, these streets, these stops, their large flats, those dark horses, my feet, his teeth, big tables.

Задание 5. Переведите на английский язык:

а) мой день, твой город, наша лаборатория, его друг, хороший мальчик, длинная страница, их улица, твоя сестра, тот длинный текст, эта остановка;

б) эти маленькие квартиры, те остановки, их имена, его трудные дела, хорошие студенты, наши маленькие дети, зеленые улицы, мои лучшие друзья, те мужчины, эти женщины, наши города, те длинные тексты, мои ноги, твои зубы, их деньги, эта новость, наши семьи, наши обязанности.

Lesson 3. 1. Сочетание согласных.

2. Притяжательный падеж. Инфинитив. Повелительное наклонение. Предлоги места и направления.

Чтение сочетаний согласных.

sh	[ʃ]	she, ship, rush, shop, cash
ch	[tʃ]	chess, much, such, chest
	[ʃ]	machine
	[k]	technique, technology
tch	[tʃ]	match, catch
ph	[f]	photo, phone, phrase
th	[θ]	thin, thick, faith
	[ð]	this, that, those, father (в служебных словах, между гласными)
wh	[w]	white, when, while
	[h]	who, whose, whole (перед буквой o)
ng	[ŋ]	sing, song, long
nk	[ŋk]	tank, thank, think
ck	[k]	check, black, stick
wr	[r]	write, wrong, wrap
kn	[n]	know, knife, knee
ps	[s]	psychology (в словах греческого происхождения)

Задание 1. Прочитайте слова, обращая внимание на чтение буквосочетаний согласных.

a) sh: she, dish, shut, shelter, shelf, sheep, shave, shine, shell, fish, sheet, shape

ch, tch: catch, chest, match, such, chin, chain, child, much

ck: black, lack, luck, thick, lock, check

th: thick, thin, faith, thing, think, they, these, that, those, father, mother, with

ph: phone, photo, phase, phrase, sphere

wh: when, where, what, why, which, who, whole, whose, whom

ng: singer, long, thing, song, bring, finger

nk: bank, tank, sink, link, drink

wr: written, write, wrist, wrote, wrap

kn: know, knew, knight, known

b) three, when, catch, faith, whose, why, with, those, luck, think, such, lack, link, wrote, whole, wrap, they, much, shut, phase, shape, thing, when, know, where, knew, shy, knife, shame, long, whose, photo, sphere.

Притяжательный падеж

Существительное в притяжательном падеже обозначает принадлежность предмета, отвечает на вопрос *whose?* (чей?), употребляется в функции определения и стоит перед определяемым существительным. Перевод притяжательных конструкций следует начинать с определяемого слова.

Существительное в притяжательном падеже имеет окончание *'s*, которое произносится по правилам чтения суффиксов множественного числа существительных (например: *my friend's sister* — сестра моего друга).

Притяжательный падеж имен существительным во множественном числе образуется посредством прибавления на письме апострофа (*'*). Притяжательный падеж имен существительных *men, children, women* образуется так же, как и в единственном числе, т. е. прибавлением окончания *'s*. Например:

my brothers' friends друзья моих братьев
these children's names имена этих детей.

Задание 1. Прочтите и переведите сочетания слов, обращая внимание на притяжательную конструкцию:

a) *my friend's family; this student's text-book; those judges' cases; our friend's flat; my son's room;*

b) *your friends' city; my parents' street; our teachers' room; these boys' words; his sisters' books; those women's money;*

c) *this student's family; our teacher's words; my friends' text books; our students' books; that boy's table; those men's knives; this man's wife; my elder brother's children; this girl's teeth; these students' teacher; these people's life; our parents' work.*

Инфинитив. Повелительное наклонение

Форма инфинитива (неопределенной формы глагола) совпадает с основой глагола. Отличительным признаком инфинитива является частица *to*, которая предшествует ему. Например: *to go* — идти; *to read* — читать.

Формы повелительного наклонения служат для образования побудительных предложений, которые выражают просьбу или приказ в утвердительной или отрицательной форме.

1) Утвердительная форма повелительного наклонения образуется от инфинитива глагола без частицы *to*.

Например:

Stand up! Встать!

Read it! Прочтите это!

2) Побуждение к действию, обращенное к 1-му или 3-му лицу, выражается при помощи конструкции со служебным глаголом *let*.

Например:

Let him do it. Пусть он сделает это.

Let us (let's) go there. Давайте пойдем туда.

3) Вежливая просьба может быть выражена с помощью вспомогательного глагола will (could).

Например: Will you help me, please. Помогите мне, пожалуйста. (Could you help me, please).

4) Отрицательная форма образуется с помощью вспомогательного глагола do not (don't).

Например:

Don't come in! Не входите!

Don't let her do it today. Пусть она не делает этого сегодня.

Задание 1. Прочтите и переведите предложения:

a) Go to the classroom! 2. Take this book! 3. Write this word on the blackboard. 4. Meet your friend at the bus stop! 5. Close the door! 6. Learn these words! 7. Read this sentence in English! 8. Give me your copy-book! 9. Tell me this story! 10. Do this exercise in your copy-books! 11. Be attentive at the lessons! 12. Work hard at your English!

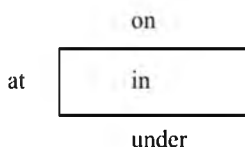
b) Let him do it. 2. Let's go home. 3. Let's translate this sentence. 4. Let her read the sentence in English. 5. Let's close the window. 6. Let's learn these phrases by heart. 7. Let him write this word on the blackboard. 8. Let him meet us at the metro station. 9. Let's take these books in the library.

c) Could you help me, please. 2. Will you spell this word, please. 3. Will you tell me about it. 4. Will you translate this sentence, please. 5. Will you write this phrase in English, please.

d) Don't go to the lab now. 2. Don't translate the words into Russian. 3. Don't meet me at the bus stop. 4. Don't close the window. 5. Don't talk at the lesson. 6. Don't speak Russian in the lab.

Предлоги места и направления

I.

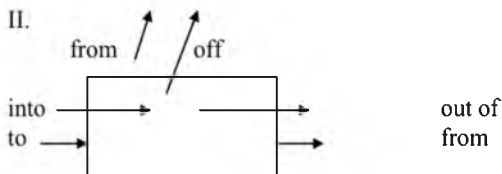


on — на — обозначает нахождение предмета на поверхности другого предмета: (on the table — на столе).

under — под — обозначает нахождение предмета под другим предметом: (under the table — под столом).

in — в — обозначает нахождение предмета внутри чего-то (in my room — в моей комнате).

at — у, около — обозначает нахождение предмета вблизи другого: (at the table — у (около) стола).



to — к, в, на — обозначает направление, движение предмета по направлению к другому предмету: (to the school — к школе, и школу).

into — в — обозначает движение предмета по направлению (in + to) к другому предмету с проникновением внутрь его: (into that room — в ту комнату).

from — от, из, у — обозначает движение предмета: (from the library — из библиотеки; from your friend — у своего друга).

from, off — с, со — обозначает движение предмета с поверхности другого предмета: (from the table, off the table — со стола).

out of — из — обозначает движение предмета изнутри другого предмета наружу: (out of the room — из комнаты).

Задание 1. Переведите следующие сочетания слов, обращая внимание на предлоги:

to my table, from my table, at his table, on her table, off the table, to the bus stop, from the bus stop, in his wife's room, into my room, from my sister's room, at our club, in their flat, from this big house, in Moscow.

Задание 2. Заполните пропуски предлогами и переведите предложения на русский язык.

Take this thick book the table, please. Put it your bag. Go that table, please. Don't give me your note-book. Please, put it.... the table. Take the pen your friend. Come the lab, please. Don't write these words, do it home. Don't go school. Take your sister's note-book your bag.

Задание 3. Образуйте притяжательные конструкции от следующих слов:

the boy, his school; these people, their life; his friends, the names; those women, the work; my sons, the room; our friend, the flat; those students, the lab; the houses, those people; this girl, the books.

Задание 4. Переведите на английский язык: жена моего друга; жены моих друзей; имя этого ребенка; имена этих детей; друг той девушки; друзья тех девушек; квартира тех людей; дом моего сына; дома моих сыновей; квартира этого полицейского.

Задание 5. а) Переведите побудительные предложения:

1. Stand still! 2. Turn over the page, please. 3. Let our friend take his bag. 4. Don't speak Russian. 5. Let him come in. 6. Let's begin our lesson. 7. Don't let the

students go to the lab. 8. Don't do it today. 9. Let her come back in time. 10. Let's close the window. 11. Spell the word "turn", please. 12. Work hard, please. 13. Let's read this text at home. 14. Don't let them turn off the light. 15. Let me take my sister's book. 16. Learn these words, please. 17. Don't look into your friend's book.

б) Выполните действия:

1. Take your book! 2. Open your book, please. 3. Please, close the book now. 4. Give it to your friend. 5. Please, put the book on your friend's table. 6. Take it off the table. 7. Go to the teacher's table. 8. Take the book from the table. 9. Stand up! 10. Close the door. 11. Look at your friend. 12. Speak English, please.

Задание 6. Вставьте следующие предложения в отрицательную форму:

Open your book, please. Please, put your book on this table. Take your friend's note-book. Let the students read the text. Let me go there. Take your seats, please. Give your pen to your sister's friend. Come in, please. Let us go home. Turn off the light, please. Go to the teacher's table. Let's speak Russian at the lessons.

Задание 7. а) Попросите вашего товарища:

1. Войти в лабораторию.
2. Говорить по-английски на уроке.
3. Достать запасную (extra) ручку из портфеля.
4. Посмотреть в книгу и перевести предложение.
5. Прочитать эти слова из учебника.
6. Встретить вас у автобусной остановки.
7. Назвать слово "circle" по буквам.
8. Не выходить из класса без (without) вас.

б) Попросите вежливо преподавателя:

1. Перевести это слово на английский язык.
2. Дать вам учебник.
3. Сказать по буквам слово "without".
4. Говорить медленнее (slower).
5. Говорить погромче (louder).
6. Повторить это слово еще раз помедленнее.
7. Написать это слово на доске.

Lesson 4. 1. Чтение сочетаний согласных.

2. Особые случаи чтения гласных a, i, o, u, y.
3. Личные местоимения.
4. Глагол to be в настоящем простом времени.
5. Числительные от 1 до 12.
6. Предлоги времени.

Чтение сочетаний гласных

oi, oy	[ɔ:]	soil, boy, toy, oil
oo	[u:]	moon, too, spoon

	[u]	book, took (перед буквой k и в словах good, foot, food)
	[ʌ]	blood, flood
ou	[aʊ]	proud, out
ow	[aʊ]	town, down (в середине слова и в словах now, how)
	[oʊ]	grow, low (в конце слов)

Особые случаи чтения гласных

a + n + согласная	[ɑ:]	plant
n + f + согласная	[ɑ:]	staff
a + l + согласная	[ɑ:]	half (буква l не читается)
a + s + согласная	[ɑ:]	pass (если за буквой s идет сочетание ts, буква a имеет алфавитное чтение: taste).
a + th	[ɑ:]	path
a + l + l (k)	[ɔ:]	talk, all (буква l перед k не читается)
au, aw, war	[ɔ:]	cause, saw, war
a	[ɔ]	was, want (после w)
u	[u:]	true, blue, June (после r, l, j)
y	[j]	yes (в начале слов)
	[ɪ]	lady, very (в конце неодносложных слов)
wor	[ə:]	work, word
ear	[ə:]	heard, learn (перед согласными)

Задание 1. Прочитайте слова, обращая внимание на сочетание гласных и согласных.

town, how, proud, boys, look, last, plant, grow, now, blood, oil, brown, soil, pass, half, low, took, point, tooth, waste, down, yes, cause, war, word, look, yellow, lady, family, word, saw, knew, sound, ward.

Задание 2. Расположите следующие слова в соответствии с правилами чтения:

sort, type, finger, care, tyre, murder, letter, sand, lie, far, bird, mere, fair, got, her, during, middle, blue, agent, free.

I положение II положение III положение IV положение

Задание 3. Выпишите слова, где гласная или сочетание гласных читается [ɔ:]:

autumn, told, caught, war, cause, word, born, saw, bottle, for, was, want, pause, fall, talk, all, border, sole, sun, corn, daughter, work, nod, chalk.

Задание 4. Выпишите слова, где гласная или сочетание гласных и согласных читается [ɑ:]:

path, father, bag, lamp, sun, plant, glass, but, classroom, come, our, last, half, chalk, pass, staff, latter, part.

Задание 5. Прочитайте слова сначала со звуком [wə:], затем [wɔ:] и [wɒ]:

watch, worker, wall, walk, worse, what, was, world, ward, word, war, want.

Задание 6. Прочитайте слова и объясните, по каким правилам они читаются:

a) zoo, crown, quick, why, teach, fury, write, whence, uncle, while, sow, might, fare, night, soon, sound, song, pause, middle, centre, mild, cold, lie, know, how.

b) false, wrong, right, yellow, pass, duster, better, gamble, gentle, north, south, east, west, summer, spring, autumn, winter, morning, day, March, June, August, what, while, who, when, whose, after, task, blood, ask, high.

Личные местоимения

	кто?		кто?	
	(ед. число)		(мн. число)	
1-е лицо	I	я	we	мы
2-е лицо	you	ты	you	вы
3-е лицо	he	он	they	они
	she	она		
	it	оно, он, она		

	кому?		кого, кому?	
	(ед. число)		(мн. число)	
1-е лицо	me	меня, мне	us	нас, нам
2-е лицо	you	тебя, тебе	you	вас, вам
3-е лицо	him	его, ему	them	их, им
	her	ее, ей		
	it	его, ее, ей, ему		

Глагол to be в Present Indefinite Tense

Глагол to be («быть, находиться, являться») выражает состояние или местонахождение лица или предмета. В настоящем времени глагол to be на русский язык не переводится. Например:

I am in Moscow now. Я сейчас в Москве.

He is a student. Он студент.
They are judges. Они судьи.

Утвердительная форма

Лицо	Единственное число	Множественное число
1-е	I am	We are
2-е	You are	You are
3-е	He She is It	They are

Отрицательная форма

В отрицательном предложении частица not ставится после личной формы глагола to be.

Лицо	Единственное число	Множественное число
1-е	I am not	We are not
2-е	You are not	You are not
3-е	He She is not It	They are not

Вопросительная форма

В вопросительном предложении личная форма глагола to be ставится перед подлежащим.

Лицо	Единственное число	Множественное число
1-е	Am I?	Are we?
2-е	Are you?	Are you?
3-е	Is he? Is she? Is it?	Are they?

Краткие ответы на вопросы строятся при помощи слов no, yes личного местоимения и личной формы глагола to be. Например:

Are you a student? Yes, I am.
No, I am not.

Числительные от 1 до 12

Числительные обозначают количество предметов или их порядковый номер. Таким образом, они делятся на количественные и порядковые.

Количественные числительные от 1 до 12 являются непроизводными.

Порядковые числительные, начиная с 4-го, образуются от соответствующих количественных числительных путем прибавления суффикса -th. Порядковые числительные «первый, второй, третий» имеют особую форму

4	four	4th	the fourth
5	five	5th	the fifth
6	six	6th	the sixth
7	seven	7th	the seventh
8	eight	8th	the eighth
9	nine	9th	the ninth
10	ten	10th	the tenth
11	eleven	11th	the eleventh
12	twelve	12th	the twelfth

Обратите внимание на следующие изменения в написании и произношении следующих чисел:

five the fifth
twelve the twelfth.

Предлоги времени

Предлоги времени вводят обстоятельства времени, которые отвечают на вопрос: «когда?».

at указывает на момент совершения действия:

at 8 o'clock a.m. — в 8 часов утра.

in 1) указывает на отрезок времени.

а) с частями суток:

in the morning утром

in the evening вечером

но: at night ночью

б) с названиями времен года:

in spring весной

in summer летом

in autumn осенью

in winter зимой

в) с названиями месяцев:

in January в январе

in February в феврале

in March в марте

in April в апреле

in May в мае

in June в июне

in July в июле

in August в августе

in September в сентябре

in October в октябре

in November в ноябре
 in December в декабре
 г) при указании года:
 in 1918
 in 1945.

2) указывает на промежуток времени, через который начинается действие:

in two days через два дня
 in a lesson через урок,
 on употребляется при указании:
 а) дней недели:

on Sunday в воскресенье
 on Monday в понедельник
 on Tuesday во вторник
 on Wednesday в среду
 on Thursday четверг
 on Friday в пятницу
 on Saturday в субботу.

б) дат:
 on the 1st of May первого мая
 on the 10th of November десятого ноября.

from... till указывает на момент, с которого начинается и до которого совершается действие:

from 9 a.m. till 7 p.m. — с 9 утра до 7 вечера

during указывает на период, во время которого совершается действие (когда?):

during the holidays — во время каникул

for указывает на период времени, в течение которого совершается действие (как долго?):

for two hours — в течение двух часов

for four years — в течение четырех лет.

since указывает на момент, с которого совершается действие:

since 1980 — с 1980 года

since last Monday — с прошлого понедельника.

ЗАПОМНИТЕ

It is	6 o'clock now	Сейчас 6 часов
	5 minutes past two	5 минут третьего
	a quarter past six	четверть седьмого
	half past nine	половина десятого
	ten minutes to eleven	без 10 минут одиннадцать
	a quarter to three	без четверти три.

— Excuse me, what is the time now? (Excuse me, could you tell me the time now?)

— It's half past two. (It's 9 o'clock now).

Задание 1. Переведите следующие сочетания на русский язык:

a) at 5 o'clock; at a quarter past nine; at 10 minutes past one; at half past three; at a quarter to ten; at 10 minutes to eight;

b) from nine till eleven o'clock; from half past six till a quarter to seven; from 10.30 till 6.15;

c) during the day; during all his life; during the lesson; during the test; during their visit; during our summer holidays;

d) for an hour; for half an hour; for an hour and a half; for two days; for five weeks.

Задание 2. Переведите на английский язык, используя следующие предлоги времени:

in утром, зимой, в мае, в 1147 году, в конце сентября, в августе, днем, через 4 года, через 2 семестра (term), через день;

at в 9 часов вечера, ночью, поздно ночью, в 11.15, в 7 часов утра;

on в воскресенье, в четверг, 1 мая, 7 октября, в понедельник;

during во время каникул, во время игры, во время урока;

for в течение 3 дней, в течение недели, в течение четверти часа;

from....till с утра до поздней ночи; с 5.30 до 9 утра; с 10 до 10.45;

since с прошлой субботы; с вечера; с 1989 года.

Задание 3. Переведите следующие сочетания существительных и числительных:

a) house one — the first house — one house;
page two — the second page — two pages;
flat three — the third flat — three flats; lab four — the fourth lab — four labs;
lesson seven — the seventh lesson — seven lessons;

б) один — первый, шесть — шестой, восемь — восьмой, два — второй, десять — десятый, четыре — четвертый, одиннадцать — одиннадцатый, три — третий;

в) дом номер девять, в пятой квартире, три текста, шесть книг, два слова, в третьем тексте, семь дней, в первой и во второй лаборатории.

Задание 4. Прочитайте предложения и переведите их:

They are busy on Monday. 2. He is at home in the evening. 3. At three o'clock in the afternoon we are free. 4. At half past eight every morning I am in the Institute. 5. Every Sunday for 3 hours he is in the library.

Задание 5. Прочитайте предложение, заменив русское местоимение английским. Переведите.

- (Я) am at the English lesson now.
- (Он) is at home on Sundays.
- (Они) are present today.
- (Она) is a teacher of English at our Institute.
- (Мы) are busy now.
- (Ты) are my best friend.
- (Вы) are first-year students.

Задание 6. Прочитайте предложения и переведите их, обращая внимание на притяжательные местоимения.

1. Take the pen from my table.
2. Don't take his book, take mine.
3. Let's see the new flats: yours and ours.
4. Please write both names: yours and your friend's.
5. Let the students go to their labs.
6. Let's do our work together.

Задание 7. Прочтите предложения, заменяя местоимения, данные в скобках, соответствующими английскими местоимениями.

1. Let's meet (его) and (его) wife here.
2. We are glad to see (вам) and (ваших) friends.
3. Let him go and see (ее) and (ее) new flat.
4. Will you take (нас) and (наших) students to your new school, please?
5. Let (мне) and (моему) friend read these English books.
6. Tell (им) and (их) students this news.

Задание 8. Заполните пропуски артиклями, где это необходимо.

1. My friend is good student.
2. Is your sister.... judge? No, she is teacher.
3. Please, give me pen and a pencil.
4. This pencil is not.... red. It is green.
5. The notebooks are on table.
6. Are you students? Yes, we are.
7. Is this text.... long? Yes, it is.

Задание 9. Скажите каждое предложение во всех лицах:

1. I am a police officer.
2. I am not free now.
3. I am in the English lab now.

Задание 10. Дайте краткие ответы на вопросы:

1. Are you a student?

2. Are you a first-year student?
3. Is your friend a policeman?
4. Is your father a police officer?
5. Is your English lab on the ground floor? (on the first floor?)
6. Are you 20? (17?)
7. Is your friend 18?
8. Are your textbooks on the table?
9. Is your house near a metro station?
10. Is your Institute in the centre of Moscow?

Задание 11. Поставьте следующие предложения в отрицательную и вопросительную форму. Дайте краткие ответы на общие вопросы.

The house is new. They are at school. Those men are judges. The students are in that room. My friend's flat is large. My sisters are in Kiev now. My friend is a policeman.

Задание 12. Прочтите предложения, заполните пропуски соответствующей личной формой глагола to be.

My friend's mother a teacher of English. 2. My parents not in Moscow, they in Peterburg. 3. I not a judge, my mother a doctor. 4. these texts long? Yes, they 5. My house in a green street. 6. The students of our group in the lab now. 7. your friend's wife a student? 8. your newspaper on the table? 9. My brother's son 5 years old.

Задание 13. Прочитайте и переведите следующие предложения:

My son is only three years old.
Is your friend a judge?
My house is not far from the school.
My sister's name is Ann.
Is this work difficult?
My flat is not large, it is small.
Are you busy today?
These stories are very interesting.
Mr. Black is a policeman.
Two students are absent from the lesson.
Our group is in the English lab now.

Задание 14. Переведите на английский язык:

1. Мы студенты университета. 2. Студенты нашей группы сейчас в аудитории. 3. Я не судья, я студент. 4. Дети моего брата сейчас в саду. 5. Наша аудитория не большая, но светлая. 6. Мой отец по вечерам дома. 7. Твоя мама врач? Нет, она судья. 8. Твои родители свободны в воскресенье? Да. 9. Твоя сестра дома? Нет, она в школе.

Lesson 5. 1. Чтение многосложных слов.

2. Ударение, фразовое ударение.

3. Интонация.

Грамматика. Глагол to have в Present Indefinite Tense.

Числительные свыше 12.

Предлоги, передающие падежные отношения.

Чтение многосложных слов

В английском языке, так же как и в русском, слова бывают односложными (court), двусложными (English), трехсложными (policy) и т.д. В словах один слог произносится громко и отчетливо и называется ударным, остальные же — неударные — произносятся менее четко и ясно. Выделение слога в слове называется словесным ударением и обозначается знаком ‘ перед ударным слогом.

Ударным слогом, как правило, бывает корневой слог. Гласная ударного слога чаще всего произносится согласно правилам чтения односложных слов, например: ‘local.

В неударном положении гласные а, о, и читаются как нейтральный звук [ə], например: col’lect [kə’lekt], а’bout [ə’baut], sug’gest [sə’dʒest].

Гласные е, и, у в неударном слогe читаются [ɪ], например: e’ve’nt [ɪ’ve’nt], in’vite [m’vaɪt], sympra’thetic [ˌsɪmpɹə’θetik]. В двусложных словах ударение может падать либо на первый слог, либо на второй. Например: ‘witness [‘wɪtnɪs], de’fend [dɪ’fend].

В большинстве трехсложных и четырехсложных слов, не имеющих приставки, ударение падает на третий от конца слог, и его гласная, как правило, читается кратко. Это правило также относится к словам, состоящим из пяти, шести слогов, с той лишь разницей, что в них, кроме основного ударения (на третьем слоге), имеется второстепенное ударение, которое падает на пятый слог. Например: proba’bility.

Сравните:

‘deputy трехсложное слово

a’bility четырехсложное слово

possi’bility пятисложное слово

responsi’bility шестисложное слово.

Фразовое ударение

Фразовым ударением называется более энергичное произнесение одних слов в предложении по сравнению с другими. В английских предложениях фразовое ударение имеют, как правило, знаменательные слова (существительные, смысловые глаголы числительные, наречия, вопросительные и указательные местоимения). Неударными в предложении бывают личные и притяжательные местоимения, а также служебные слова (артикли, союзы, предлоги, вспомогательные глаголы).

E.g. We have 'no 'classes on 'Sunday.

Интонация

Предложение характеризуется интонацией, т.е. высотой тона голоса, фразовым ударением, тембром и ритмом. Вместе с грамматической структурой и значением слов интонация выражает смысл предложения и цель высказывания (утверждение, отрицание, побуждение, вопрос).

Короткие предложения образуют одну ритмическую группу, длинные предложения членятся.

We 'go to the\ cinema.

^Sometimes we 'go to the\ cinema on 'Sunday.

В английском языке, как и в русском, имеются два основных тона: нисходящий и восходящий.

Употребление нисходящего тона

1. Повествовательные предложения, выражающие категорические сообщения и утверждения.

\Yes. We 'speak\ English.

2. Вопросы, начинающиеся со специального вопросительного слова.

'Where is your\ friend?

3. Побудительные предлоги, выражающие приказы, распоряжения, просьбы.

'Go to the\ blackboard.

'Let's read the\ text.

Употребление восходящего тона

1. Вопросительные предложения без вопросительного (общие вопросы):

'Have you a ^sister?

'Do you 'live in ^Moscow?

May I come ^in?

2. Все элементы перечисления, кроме последнего.

Give me a □ pen, a □ pencil and your□ textbook.

^A, ^B, ^C, ^D are letters of the 'English al\phabet.

3. Вежливые просьбы.

'Open the^ window, please.

'Will you 'close the ^door?

4. Части предложения, не законченные в смысловом отношении, например, распространенная группа подлежащего (подлежащее с определением или выраженное однородными членами), сказуемое имеет с дополнением, обстоятельство, стоящее перед подлежащим и др.

'Every ^week | my 'friend and I | have 'English\ lessons at 'school.

Задание 1. Прочитайте следующие слова с ударением:

а) на первом слове: study, visit, very, pity, city, factor, lawyer, legal, local, murder, object, verdict, witness, habit, limit, punish, tennis;

b) на втором слогe: about, accuse, appeal, around, arrest, commit, conclude, defend, deprive, discuss, exams, perform, success.

Задание 2. Прочитайте слова с ударением на 3-м слогe от конца:

a) трехсложные: family, faculty, factory, history, memory, policy, minister, company, capital, hospital, medical, criminal, general, national, natural, evident, energy, comedy, popular;

b) четырехсложные: ability, rapidity, technology, biology, biography, economy, necessity, democracy, monopoly, political, original.

Задание 3. Прочитайте слова, состоящие из 5 и более слогов, с ударением на 3-м и 5-м слогах.

a) nationality, electricity, originality, possibility, probability, regularity, elementary, criminology;

b) generation, examination, consolidation, preposition, opposition, recognition, revolution, resolution.

Числительные свыше 12

Количественные числительные от 13 до 19 образуются путем прибавления ударного суффикса *-teen* к соответствующим числительным. Числительные, обозначающие десятки, имеют суффикс *-ty*.

13 — thirteen	20 — twenty
14 — fourteen	30 — thirty
15 — fifteen	40 — forty
16 — sixteen	50 — fifty
17 — seventeen	60 — sixty
18 — eighteen	70 — seventy
19 — nineteen	80 — eighty
	90 — ninety
	100 — a hundred
	1000 — a thousand
	1000000 — a million.

Названия прочих чисел образуются путем сочетания числительных, причем при написании числительных разряды отделяются запятой (2,234), а при произношении союзом *and* (two thousand and two hundred and thirty four). Числительные *hundred*, *thousand*, *million* не принимают окончания множественного числа, если имеют перед собой количественное числительное, например:

600 — six hundred
2000 — two thousand
3000000 — three million.

Все порядковые числительные, кроме тех, в состав которых входят 1-й, 2-й и 3-й, образуются путем прибавления суффикса *-th*.

14-й — the 14th — the fourteenth, но:

52-й — the 52nd — the fifty second.

При образовании порядковых числительных круглых десятков буква у меняется на ie + th:

Twenty — the 20th — the twentieth.

Даты читаются как количественные числительные. Слово year после цифр, обозначающих год, не употребляется.

1900 — nineteen hundred

1905 — nineteen hundred and five

1960 — nineteen sixty

1991 — nineteen ninety one.

Три варианта полных дат имеют два варианта чтения:

1st September, 1990 — the first of September nineteen ninety

September 1, 1990 — September the first nineteen ninety

September 1st, 1990 — « —

Задание 1. Прочитайте и переведите на русский язык следующие сочетания существительных и числительных:

nineteen desks; the first lesson; twenty six English letters; the eleventh word; the fifth lesson; sixteen ear-phones; the second floor; twenty six exercises; the fourth year; twelve note-books; the sixth question; the first duty; twenty years; the third week; the fourth house; thirteen relatives.

Задание 2. Назовите по-английски следующие количественные и порядковые числительные и даты.

а) 3 — 13 — 30; 5 — 15 — 50; 6 — 16 — 60; 8 — 18 — 80; 9 — 19 — 90; — 143; 51 — 294; 63 — 481;

б) 2-й — 12-й — 20-й — 22-й; 4-й — 14-й — 40-й — 44-й; 7-й — 17-й — 70-й — 77-й; 24-й — 222-й; 47-й — 568-й; 63-й -104-й;

с) 1990 г., 1147 г., 1812 г., 1799 г., 1961 г., 15 февраля 1915 г., 17 декабря 1978 г., 31 декабря 1965 г., 1 сентября 1989 г., 10 ноября 1918 г.

Задание 3. Назовите дату вашего рождения, дату рождения ваших родителей.

Глагол to have в Present Indefinite Tense

Глагол to have (иметь) в настоящем времени принимает две формы: has для 3 лица единственного числа и have — для всех остальных лиц единственного и множественного числа. Например:

I have a good flat.

У меня есть хорошая квартира.

My friend has many English books at home.

У моего друга дома есть много английских книг.

Лицо	Утверд. форма	Отриц. форма	Вопросит. форма
1 л. ед. ч.	I have	I have no	Have I...?
2 л. ед. ч.	You have	You have no	Have you ...?

3 л. ед. ч.	He She has It	He She has no It	he...? she...? it...?
1 л. мн. ч.	We have	We have no	Have we...?
2 л. мн. ч.	You have	You have no	Have you...?
3 л. мн. ч.	They have	They have no	Have they...?

Отрицательная и вопросительная форма глагола to have могут быть образованы как без вспомогательного глагола, так и при помощи вспомогательного глагола to do. Ответ зависит от формы сказуемого в вопросительном предложении, например:

Have you a sister? Yes, I have. I have a sister.
Do you have a brother? Yes, I do. I have a brother.
No, I do not. I don't have a brother.

В отрицательном предложении, если используется отрицательная частица no, то отрицается все предложение (полное отрицание)! например:

My friend has no flat in Moscow.
(У моего друга нет квартиры в Москве).

Если же используется отрицательная частица not, то отрицается только часть предложения (частичное отрицание), например:

My friend has not a flat. He has a room in the hostel.
(У моего друга не квартира. У него комната в общежитии).

Задание 1. Прочтите и переведите предложения, обращая внимание на употребление глагола to have.

- I have many English books at home.
- My parents have a good flat in the centre of Moscow.
- We do not have any free time today.
- My friends have a room in our hostel.
- Do you have this newspaper in your bag? — No, I don't. I have it at home.
- Does he have a textbook on the table? — Yes, he does. He always has his textbook at the lesson.
- We have 31 days in January.
- February has usually 28 days.
- Our house has 22 storeys.
- This book has no pictures.
- They have three persons in their family.
- My elder sister has a son and a daughter.
- Her husband has an interesting job.
- How many sisters have you got?
- How many lectures do you have every day? — Usually we have one.

Задание 2. Прочитайте предложения, употребив правильную форму глагола to have.

1. In the evening on Saturday I (have, has) much free time. 2. My father is busy now. He (have, has) no time to visit his relatives. 3. My friend (have, has) a very nice little dog. 4. (Have, has) your elder brother children? 5. (Have, has) you any sisters or brothers? 6. The students of our Institute (have, has) six or eight lessons every day. 7. Our Institute (have, has) two reading-halls for work. 8. I am afraid, this young man (have, has) no parents. 9. Does your friend (have, has) any relatives in Moscow? 10. Moscow (have, has) a lot of theatres and cinemas. 11. We (have, has) two labs for English classes. 12. How many days (have, has) this month? 13. Moscow (have, has) an interesting history. 14. I (have, has) no bus stop near my house. 15. They (have, has) no free time now. 16. The students (have, has) four labs for foreign languages studies.

Предлоги, передающие падежные окончания

В английском языке у имен существительных есть только два падежа: притяжательный падеж, в котором существительные принимают окончание 's, и общий, представляющий собой основу существительного без каких-либо окончаний. Поскольку имя существительное в английском языке утратило падежные окончания, то падежные отношения выражаются при помощи предлогов.

of — предлог, передающий отношения родительного падежа (кого?, чего?) и обозначает принадлежность или часть целого. Например:

the streets of the city — улицы города; one of my friends — один из моих друзей.

to — предлог, передающий отношения дательного падежа (кому?, чему?). Например:

Give this book to your friend — Дайте эту книгу своему другу/

with, by — предлоги, передающие отношения творительного падежа (кем?, чем?), например:

to write with a pen — писать ручкой;

to go home by bus — ездить домой автобусом.

about — предлог, передающий отношения предложного падежа (о ком?, о чем?). Например:

Tell me about your work, please. — Расскажи мне, пожалуйста, о своей работе.

Задание 1. Прочитайте и переведите следующие предложения обращая внимание на предлоги.

1. Will you give this English book to me, please.

2. Tell me about the history of our police.

3. Let us speak with your friend about your studies at the Moscow Law University.

4. Don't write with a pen in the book, please.

5. Go to your friend's place by bus.

6. The court is in the centre of the city.

7. I have a very interesting detective story with me.
8. We have a library and a reading hall in our Institute.
9. My friend has a lot of free time this week.
10. Will you read and translate this newspaper article for me please.
11. One of our students has a two-room flat not far from the University.

Задание 2. Замените существительные с предлогом of существительными в притяжательном падеже:

the house of my father; the car of my son; the books of the girl; the case of this judge; the room of my daughter; the name of her friend; the flat of my brother; the family of their sister; the book of these students.

Задание 3. Поставьте глаголы to be, to have в соответствующую форму. Переведите предложения.

1. My sister (to have) two sons.
2. Our teacher (to be) in the English lab now.
3. The name of this street (to be) Volgin street.
4. I (to have) a lot of English books at home.
5. A friend of mine (to be) a student of the Moscow Law Institute.
6. The houses in this street (to be) not big.
7. My wife (to have) many relatives in Moscow.
8. I (to have) no free time today.
9. My friends (to have) a good flat not far from the metro station.
10. My friend and I (to be) of the same age.
11. This young man (to have) no parents.
12. I (to have) no news today.
13. (to have) you a large family?
14. (to have) your friend any English newspapers at home?
15. (to be) your sister and brother students?
16. These students (to have) classes in English twice a week.
17. We (to be) very busy now.
18. My friend (to be) a first-year student.

Text

My friend and I

Look at this man. He is my friend. My friend's name is Peter. Peter is not old, he is young. He is only 25 (years old). Peter is married, he has a wife. His wife's name is Marry. She is 25, too. Peter and his wife are of the same age. My friend is a judge at a people's court. Marry is a teacher of English at the University. My friend's family is not large. They are three in the family. Peter and Marry have a son, Nick by name. He is only 3.

I am not a judge. I am 20. And I'm a student. I study at the Moscow Law Institute. I am not from Moscow, I was born in Kiev.

My friends and I are in Peter's new flat now. It is not far from the centre of Moscow. It is a two-room flat. My friends are always glad to see me at their place.

Задание 1. Ответьте на вопросы по тексту:

1. Is your friend Nick?
2. What is your friend's name?
3. Is your friend 19? (25?)
4. How old is your friend?
5. Is he married?
6. Who is his wife?
7. Are Peter and Marry of the same age?
8. What is your friend? (your friend's mother?)
9. Is your friend's family large?
10. Do Peter and Marry have any children?
11. How many children have Peter and Marry?

Задание 2. Задайте своему соседу по парте вопросы ко II половине текста.

Задание 3. Ответьте на вопросы, пользуясь образцом.

Model: What are you? — I am a student.

1. What is your friend? (a judge).
2. What is your friend's wife? (a doctor).
3. What is your sister? (a teacher).
4. Where are your books? (on the table).
5. Where is your English lab? (on the ground floor).

Model: What is your name? My name is Ivanov.

1. What is your name?
2. What is your friend's name?
3. What is your father's name?
4. What is your sister's name?
5. What are these students' names?

Model: What is that man's name?

Model: How old are you? I am 22 (years old).

1. How old are you?
2. How old is your friend?
3. How old is your friend's son?
4. How old is this judge?
5. How old are you and your sister?

Задание 4. Дайте краткие ответы на следующие вопросы.

1. Are you a judge?
2. Have you a sister?
3. Are you 30?
4. Is your family large?
5. Are you and your friend of the same age?

6. Are you always glad to meet your friends?
7. Is your friend's wife a student?
8. Have you English books at home?
9. Has your brother a family?
10. Have you labs at the Institute?
11. Have you a new flat in Moscow?

Задание 5. Спросите вашего соседа, как его зовут, сколько ему лет, чем он занимается, есть ли у него семья.

Задание 6. Переведите следующие предложения на английский язык.

а)

Мы находимся в доме моего друга. У него хорошая трехкомнатная квартира.

1. Как зовут вашего друга? — Его зовут Николай.
2. Чем он занимается? — Он судья.
3. Сколько ему лет? — Ему 23.
4. У вашего друга большая семья? — Да, большая. Их четверо в семье.
5. У вашего друга мама учитель? — Нет, она доктор.
6. Ваш друг и его жена ровесники? — Да.
7. У ваших друзей есть родственники в Москве?
8. У нас четыре лаборатории (кабинета) для занятий по иностранному

языку.

б)

1. Давайте прочитаем этот текст вместе. Он длинный и трудный.
2. Пусть ваш друг напишет здесь свою фамилию.
3. Давайте поедем домой на метро.
4. Встретьте, пожалуйста, моего друга в 10.30.
5. Прочитайте и переведите эти 15 слов.
6. Говорите по-английски во время урока.

УРОКИ

Lesson 1. About oneself and one's family

Содержание

Словообразование:	суффиксы -er (-or); -tion (-ion); -ly
II. Грамматика:	времена системы Indefinite; типы вопросов; степени сравнения прилагательных и наречий.
III. Тексты:	Text "A" — Baxter Slate Text "B" — John Edgar Hoover Text "C" — Charles Dickens

Словообразование

Суффиксация является наиболее распространенным способом словообразования в английском языке.

Суффикс -er (-or) служит для образования существительных от глаголов и обозначает лицо, производящее соответствующее действие, например:

to work — a worker
работать — рабочий

Ex. 1. Образуйте от следующих глаголов существительные с помощью суффикса -er (-or) и переведите их на русский язык:

to teach, to play, to help, to read, to inspect, to write, to report, to speak, to translate, to visit, to investigate.

Суффикс -tion (-ion) также служит для образования существительных от глаголов, но производные существительные обозначают наименование соответствующего действия, обобщенное понятие, например:

to graduate — graduation
заканчивать (вуз) — окончание

Ex. 2. Образуйте от следующих глаголов существительные с помощью суффикса -tion (-ion) и переведите их:

to investigate, to detect, to inspect, to translate.

Суффикс -ly служит для образования наречий от прилагательных, например:

easy — easily
легкий — легко

Ex. 3. Образуйте от следующих прилагательных наречия и переведите их:

happy, near, bad, wonderful, real, great, usual, nice, broad, deep.

- Ех. 4. Переведите на русский язык следующие интернациональные слова:
police, officer, patrol, uniform, captain, college, economist, policeman, to visit.

Грамматика

Времена системы Indefinite

В английском языке имеются три неопределенных (Indefinite) времени: настоящее неопределенное (Present Indefinite), прошедшее неопределенное (Past Indefinite) и будущее неопределенное (Future Indefinite).

Все времена системы употребляются для обозначения обычных, регулярных действий в настоящем, прошедшем или будущем, а также для описания последовательных действий и констатации фактов.

Present Indefinite Tense

Глаголы в Present Indefinite совпадают по форме с инфинитивом (неопределенной формой), но употребляются без частицы “to”. В 3-м лице единственного числа глаголы имеют окончание -s:

Утвердительная форма

I	work	We	work
You	work	You	work
He			
She	works	They	work
It			

Вопросительная и отрицательная формы (кроме глагола to be) образуются с помощью вспомогательного глагола “do” или “does” (в 3-м лице ед. ч.)

Вопросительная форма

Do I	work?	Do we	work?
Do you	work?	Do you	work?
he			
Does she	work?	Do they	work?
it			

Отрицательная форма

I do not (don't)	work.	We do not (don't)	work.
You do not (don't)	work.	You do not (don't)	work.
He			
She does not (doesn't)	work	They do not (don't)	work.
It			

Краткие ответы строятся следующим образом:

Yes, I (you, we, they) do.

No, I (you, we, they) don't.

Yes, he (she, it) does.

No, he (she, it) doesn't.

Ех. 4. Определите, в каком лице и числе стоят глаголы: He studies; they live; my friend reads; the students learn; his sister doesn't write; Nick translates; do you know?

Ех. 5. Проспрягайте следующие глаголы:
to live, to read, to write, to translate, to ask, to learn, to answer.

Ех. 6. Употребите вспомогательный глагол "do" или "does".

1. ... you live in Moscow?
2. ... Pete work in police?
3. ... they know about it?
4. ... your sister go to school?
5. ... you read newspapers?
6. ... your friend study in your group?
7. ... the students translate texts?
8. ... you do many exercises?
9. ... your mother work?
10. ... your group learn English?
11. ... your friend help you?

Ех. 7. Спросите партнера и выслушайте его ответ:

Model: I live near Moscow.
Do you live near Moscow?
Yes, I do. (No, I don't).

1. My father works as a policeman. 2. His brother studies at a Medical Institute. 3. I read the Komsomolskaya Pravda every day. 4. My friend likes sports. 5. I do my homework at school. 6. He knows German. 7. My sister reads much. 8. I often write to my friend. 9. We study every day. 10. They know English well. 11. My mother works as a teacher. 12. I go to the cinema every week.

Ех. 8. Скажите, что это не так:

Model: He works in police.
He doesn't work in police.

1. My friend studies French. 2. They like sports. 3. He helps me. 4. My sister knows English well. 5. I read the Moscow News. 6. He lives in Kiev. 7. The students know about the meeting. 8. My friends always come late. 9. He sits in front of me. 10. She writes letters to me. 11. I know this man. 12. We do our homework at the lesson.

Ex. 9. Ответьте на вопросы:

1. Do you study well? 2. Do you come to school in time? 3. Do you read newspapers? 4. Do you live in the centre of Moscow? 5. Do you play football? 6. Does your friend work? 7. Does he study? 8. Does he live near you? 9. Does your friend like sports? 10. Do you help your friend?

Ex. 10. Задайте вопросы партнеру и выслушайте его ответы.

(Вам помогут приведенные ниже словосочетания):

Model: Do you know Pete?
Yes, I do. No, I don't.

to play football, to read English books; to go to the library; to study in the reading room; to help friends; to come to lessons in time; to like music; to ask many questions; to learn English.

Ex. 11. Вспомните, пожалуйста, личные формы глагола to be в настоящем неопределенном времени и проспрягайте:

1. I am a student. 2. I am 20. 3. I am a policeman. 4. I am married.

Ex. 12. Вспомните, что глагол to be не требует вспомогательного глагола для образования вопросительной и отрицательной формы. Поставьте следующие предложения в вопросительную и отрицательную формы:

Model: I am a student.
Are you a student?
I am not a student.

1. My friend is a worker. 2. They are policemen. 3. My father is an engineer. 4. His sister is 18. 5. My parents are pensioners. 6. We are students. 7. It is cold today. 9. I am busy on Friday. 9. He is 45. 10. Mr. Black is a policeman.

Ex. 13. Узнайте у своего партнера: 1) возраст, 2) профессию его родителей, задавая такие вопросы, на которые можно дать только краткий ответ: «да» или «нет».

Past Indefinite Tense

Утвердительная форма образуется двумя способами: если глагол правильный, прибавляется суффикс -ed во всех лицах и числах, например, to work — worked. Если глагол неправильный, он имеет особую форму. Запомните формы прошедшего времени наиболее употребительных глаголов:

to be — was, were
to have — had
to do — did
to go — went
to come — came
to know — knew

to get — got
to see — saw
to give — gave
to write — wrote
to read — read
to tell — told

to take — took
to understand — understood

to say — said
to speak — spoke

Вопросительная и отрицательная формы образуются с помощью вспомогательного глагола “did”.

Краткие ответы строятся так же, как и Present Indefinite, но с глаголом “did”.

Did I work?

Did you work?

Did we work?

Did you work?

Did he work?
Did she work?
Did it work?

Did they work?

Yes, I did.

No, I didn't.

I did not (didn't) work.

You did not (didn't) work.

He

She did not (didn't) work.

It

We did not (didn't) work.

You did not (didn't) work.

They did not (didn't) work.

Ex. 14. Спросите партнера и выслушайте его ответ:

Model:

I read an interesting book yesterday.

Did you read an interesting book yesterday?

Yes, I did. (No, I didn't).

1. I asked him this question. 2. I worked in police two years ago. 3. I translated a text last night. 4. I helped my friend to do his work. 5. I lived in Arbat Street a year ago. 6. I opened the window in the morning. 7. I liked to play football when I was a boy. 8. I learned English 5 years ago. 9. I answered well at the lesson.

Ex. 15. Скажите, что Вы этого не делали:

Model:

I read a newspaper in the evening.

I didn't read a newspaper in the evening.

1. I played basketball yesterday. 2. I worked as a policeman last year. 3. I studied English at school. 4. I answered all the questions. 5. I helped my friend to do this work. 6. I translated the text into Russian. 7. I asked him about it. 8. I lived near the metro station 3 years ago. 9. I opened the book 5 minutes ago. 10. I liked hockey when I was a schoolboy.

Ех. 16. Дайте исходную форму глаголов:

took, had, got, saw, came, did, went, knew, read, wrote, gave, understood, told, spoke, was.

Ех. 17. Скажите, что Вы делали это раньше, употребляя соответствующие обстоятельства времени:

... years (months, weeks, days, hours, minutes) ago; last night (Sunday, year, month, week); when I was... и т. д.

Model: I read much.

I read much when I was a schoolboy.

1. I see my friend on Sunday. 2. I tell him all news. 3. I take books from the library. 4. I come home late. 5. I know this man. 6. I have a dog. 7. I do my homework at home. 8. I go to the cinema every week. 9. I get good marks. 10. I write down all new words into my copybook. 11. I give my pen to Pete.

Ех. 18. Поставьте соответствующую форму глагола “to be”:

1. He ... at home last night. 2. ... you ready for the lesson? 3. I ... not late for the lecture. 4. The students ... in the classroom. 5. ... you at the concert yesterday? 6. I ... 20 last year. 7. My friend ... not there. 8. We ... policemen before school. 9. I ... at a football match last Saturday. 10. The sky ... blue. 11. Nick and Pete... friends at school.

Ех. 19. Задайте как можно больше вопросов, пользуясь таблицей

Did	you	read	this	yesterday
	your friend	know	newspaper?	
	your father	play	this man?	last year
	your mother	see	football?	
	your brother	get	this film?	some years ago
	your sister		those people?	
			hockey?	
			this writer?	
			this book?	
			this play?	

Ех. 20. Составьте как можно больше предложений, пользуясь таблицей:

I	took	an interesting book
My friend	got	the newspaper “Moscow News”
The students	read	the book by Dickens
My father	saw	a new film
His sister	told	a good concert
	knew	my pen
	had	an interesting story

Ex. 21. Скажите, кто пришел (приехал) и когда:

...	same	home	...
...		to school	...
...		to the concert	...
...		to Moscow	...
...		to the lecture	...
...		to the lesson	...
...		to the meeting	...
...		to my house	...

Future Indefinite

Future Indefinite образуется с помощью вспомогательных глаголов shall (1 л. ед. и мн. числа) и will (для всех остальных лиц).

I shall work We shall work
 You will work You will work
 He
 She will work They will work
 It

Вопросительная форма образуется путем инверсии, т.е. вспомогательный глагол предшествует подлежащему:

Shall I work? Shall we work?
 Will you work? Will you work?
 he
 Will she work Will they work?
 it

Краткий ответ: Yes, I shall.
 No, I shall not (shan't).

Отрицательная форма:

I shall not (shan't) work.
 You will not (won't) work.
 He
 She will not (won't) work
 It
 We shall not (shan't) work.
 You will not (won't) work.
 They will not (won't) work.

Ex. 22. Проспрягайте следующие глаголы в Future Indefinite: to go, to help, to come, to read, to ask, to see, to translate.

Ех. 23. Вставьте вспомогательный глагол shall или will:

1. ... you come to see me on Friday? 2. I ... not work tomorrow. 3. The students ... have 3 lessons on Tuesday. 4. We ... not study next week. 5. My friend ... give me an interesting book. 6. ... we go to the cinema in the evening? 7. They ... do this work in 2 days. 8. The teacher ... answer all your questions. 9. I ... tell you about it next time. 10. ... you give me your pen, please?

Ех. 24. Спросите партнера и выслушайте его ответ:

Model: I shall go to the cinema on Saturday.
Will you go to the cinema on Saturday?
Yes, I shall. (No, I shan't).

1. I shall read the newspaper in the evening. 2. I shall see my friend tomorrow. 3. I shall do it next time. 4. I shall come late. 5. I shall take the book from the library. 6. I shall give you my copy-book in 3 days. 7. I shall ask the teacher about it. 8. I shall play tennis on Sunday. 9. I shall go to Yaroslavl next month.

Ех. 25. Предложения из упр. 24 сделайте отрицательными.

Ех. 26. Составьте как можно больше предложений, пользуясь таблицей:

I	shall	read	this work	tomorrow
We	will	go	the exercise	next
He		do	the text	time in a week
You		write	to the theatre	on Sunday
They		help	to the club	
			my friend	

Ех. 27. Поставьте сказуемое в соответствующую временную форму:

1. We (to study) Criminalistics next year. 2. The students (to have) meeting yesterday. 3. My friend (to go) to the Institute every day. 4. I (to work) as a policeman 2 years ago. 5. ... you (to see) him next Saturday. 6. We ... (not to know) about it. 7. I (to take) a pencil from my friend 5 minutes ago. 8. ... you (to study) English or German? 9. We (to translate) this text at the next lesson. 10. My father (to read) newspapers every day. 11. He (to come) home at 6 o'clock last night. 12. I (not to see) this film yesterday.

Ех. 28. Переведите на английский язык:

1. На занятиях мы читаем и переводим тексты. 2. Ты мне расскажешь об этом? 3. Мой друг приходил ко мне вчера. 4. Твоя сестра учится в школе? 5. У нас не будет собрания завтра. 6. Знаешь ли ты об этом? 7. Я выполнил домашнее задание вчера вечером. 8. Мой друг не работает, он учится. 9. Ты был на лекции вчера?

Некоторые типы вопросов в английском языке

I. Общие вопросы.

Общий вопрос — это вопрос ко всему предложению, требующий краткого ответа: «да» или «нет». Общий вопрос начинается с вспомогательного глагола (за исключением глагола *to be*, который не требует вспомогательного глагола, а меняет место в предложении, предшествуя подлежащему).

		I	II	III
1.	Does	My friend your friend	lives live	in Moscow. in Moscow?
2.	Did	He he	finished finish	school in 1988. school in 1987?
3.	Will	I you	shall become become	a detective. a detective?
4.	My mother Is	 your mother	is	a pensioner. a pensioner?

Ex. 29. Задайте своему партнеру общие вопросы и выслушайте краткий ответ:

1. This book is interesting. 2. I like reading. 3. My sister goes to school. 4. My friend finished school two years ago. 5. They are students. 6. He will come tomorrow. 7. We study every day. 8. I was born in Moscow. 9. We like the film very much. 10. I saw my friend yesterday. 11. I shall tell you the news. 12. His mother works as a teacher. 13. This work is difficult.

II. Альтернативные вопросы.

Альтернативные вопросы — это вопросы, предусматривающие выбор из двух вариантов. Строятся они по тем же правилам, что и общие вопросы, напр.:

Do you live in Moscow or near Moscow?

Вы живете в Москве или под Москвой?

Ex. 30. Выясните у партнера:

1. Ты учишься или работаешь? 2. Твоему другу 17 или 18 лет? 3. Вы ходили в кино или в театр вчера? 4. Вы будете играть в футбол или волейбол? 5. Вы родились в Москве или другом городе? 6. Ваш друг изучает английский или немецкий? 7. Вы любите кофе или чай? 8. Ты хочешь быть сыщиком или следователем? 9. Ваши друзья придут в субботу или в воскресенье? 10. Вы знаете его или его жену?

III. Специальные вопросы.

Специальный вопрос — это вопрос к какому-либо члену предложения. Он начинается со специального вопросительного слова, за которым следует вспомогательный глагол (или глагол *to be*), напр.:

1. He lives **in Moscow**. **Where** does he live?

2. I was born **in 1968**. **When** were you born?

Запомните следующие специальные вопросительные слова:

what — что

what + суш. — какой (what language — какой язык)

what kind of — что за, какой

which — который

when — когда

where — где, куда

why — почему

how — как

how many сколько
much

how long — как долго

how often — как часто

whose — чей

whom — кого, кому

who — кто

Вопрос к подлежащему не требует вспомогательного глагола, порядок слов прямой, напр.:

1) He works at a factory.

Who works at the factory?

2) This work is difficult.

What is difficult?

Ex. 31. Поставьте вопросы, начинающиеся с вопросительного слова, данного в скобках:

1. He speaks English very well. (How well)

2. I studied history yesterday. (When)

3. My friend came home late. (Why)

4. I shall write you a letter. (What)

5. We play football at a stadium. (Where)

6. I read a very interesting book last week. (What book)

7. We worked in police two years ago. (Where)

8. I shall give you the book tomorrow. (What)

9. He asked me many questions. (Whom)

10. The students go to school every day. (How often)

11. We shall meet on Sunday. (When)

12. I was very busy on Wednesday. (Why)

13. He goes to school by bus. (How)

14. My friend makes many mistakes. (How many)

15. I finished school last year. (When?)

16. My friend served in the Army in the Far East. (Where?)

17. His parents work at the same factory. (Whose?)

18. The teacher answered all our questions. (How many?)

19. He is fond of folk music. (What kind of?)

Ex. 32. Пользуясь таблицей, задайте вопросы:

Вопросительное слово	Вспомогат. глагол	Подлежащее	Смысловой глагол	Остальные члены предложения
What book Where When Why What How How often	do does did will	you your friend the students your parents your sister Nick	read do go finish live come work become	to school in the evening home after school it newspapers there homework

Ex. 33. В каждом из нижеследующих предложений есть определенная недосказанность. Задайте соответствующие вопросы, чтобы выяснить недостающую информацию:

Model: I came home.

When did you come home?

1. He reads in the morning. 2. My friend finished school. 3. The boys study every evening. 4. My sister teaches at school. 5. Nick came home late. 6. They will work tomorrow. 7. The text is difficult. 8. I go to the cinema. 9. I like films. 10. He writes letters. 11. He understood. 12. I shall telephone you.

IV. Разделительные вопросы.

Разделительные вопросы используются в тех случаях, когда лицо, сообщаящее какую-либо информацию, не совсем уверено в ее достоверности и просит собеседника подтвердить её или опровергнуть, напр.:

You know this man, don't you?

Вы знаете этого человека, не так ли?

Первая часть разделительных вопросов представляет собой утверждение и строится по правилам утвердительного предложения.

Вторая часть состоит из вспомогательного глагола, требуемого по смыслу, и соответствующего личного местоимения. Причем, если первая часть вопроса утвердительная, то вторая часть — отрицательная, т.е. содержит отрицание not, и наоборот, напр.:

He is a policeman, isn't he?

He isn't a policeman, is he?

Ex. 34. Переведите на русский язык:

1. He finished his work yesterday, didn't he? 2. Your sister doesn't speak French, does she? 3. This text isn't difficult, is it? 4. You like Italian films, don't

you? 5. Your friend doesn't read English newspapers, does he? 6. He will go to the seaside next summer, won't he? 7. You usually watch TV in the evening, don't you? 8. The students asked the teacher many questions, didn't they? 9. Your parents will phone you on Monday, won't they? 10. You did your homework at school, didn't you? 11. You didn't make many mistakes in your translation, did you?

Ex. 35. Уточните у своего партнера:

Model: You study English.
 You study English, don't you?

1. You finished school a year ago. 2. You will come to see me tomorrow. 3. You live in the centre of Moscow. 4. You are married. 5. Your father works in police. 6. You often go for a walk in the evening. 7. You will not play basketball on Friday. 8. You like classical music. 9. You are not a good sportsman. 10. You will help me with my English. 11. You served in the Army. 12. You want to be a good student.

Степени сравнения прилагательных и наречий

Положительная степень	Сравнительная степень	Превосходная степень
Односложные и двусложные, оканчивающиеся на -y, -er, -ow, -le		
	-er	-est
large	larger	largest
thin	thinner	thinnest
near	nearer	nearest
late	later	latest
early	earlier	earliest
Некоторые двусложные и многосложные		
	more	most
difficult	more difficult	most difficult
interesting	more interesting	most interesting
beautiful	more beautiful	most beautiful
Особые случаи		
good well	better	best
bad badly	worse	worst
much many	more	most
little	less	least

Ex. 36. Определите степень сравнения:

most exciting; worse; nicer; more popular; least; smaller; less interesting; best; fresher, tall; most favourable; warmer, most charming.

Ex. 37. Образуйте сравнительную и превосходную степени от следующих прилагательных и наречий:

- a) happy, short, thick, long, young, nice, small, hot, easy, cold, late;
- b) beautiful, happily, difficult, wonderful, interesting, popular;
- c) good, many, bad, little, much, well, badly.

Ex. 38. Сравните:

1. Nick is (old) than I. 2. I am (tall) than my friend. 3. This text is (difficult) than text 1. 4. He knows English (well) than I. 5. This film is (interesting) than that one. 6. I came home (late) than usual last night. 7. My friend studies (badly) than I. 8. Who is (young): you or your brother? 9. This group is (popular) than that group. 10. Exercise 3 is (easy) than exercise 2.

Ex. 39. Поставьте прилагательные и наречия в превосходную степень:

1. This is the (good) student in our group. 2. This is the (interesting) story by this writer. 3. I think this exercise is the (difficult). 4. The (near) cinema is "Vityaz". 5. Who is the (tall) in your group? 6. This text is the (short) in the book. 7. Today is the (bad) day in my life. 8. My friend is the (happy) man in the world. 9. I am the (young) in the family 10. Do you know the (late) news?

Ex. 40. Переведите на английский язык:

1. Я написал более длинное письмо, чем вы. 2. В прошлый раз футбольный матч был более интересным. 3. Диккенс — один из самых популярных писателей. 4. Это самая трудная работа. 5. Я знаю этого человека хуже, чем ты. 6. У меня больше друзей, чем у него. 7. Это самое легкое упражнение. 8. Он говорит по-английски лучше, чем я. 9. Мой отец старше моей матери. 10. Февраль — самый короткий месяц года.

Прочитайте и переведите текст "A".

Text "A".

Baxter Slate

Baxter Slate is a policeman. He is 23 years old. He was born in California. Now Baxter works at the Los Angeles Police Department. He is a patrol officer. What is his duty? His duty is to make uniform patrol in the district and to help detectives with their follow-up investigations. Sometimes Baxter works on the daywatch and other times on the nightwatch. Baxter likes to do police work. He wants to become a captain, so he takes police sciences classes at night school twice a week.

Baxter is married. His wife Clara is 2 years younger than her husband. She is a college graduate but she doesn't work at present. Clara looks after her children, a boy of 3 and a girl of 1,5. Clara thinks that in future she will get a job and work as an economist.

Baxter's father was also a policeman. He graduated from a police academy, then worked as a police inspector. After twenty years of service he retired. Now he lives with his wife in his little cottage 60 miles from the city.

When Baxter finishes his tour of duty, he returns home where he helps his wife, plays with his children and has a rest. If he is not busy with his studies, he usually watches TV, reads newspapers and magazines. On his days off Baxter and his wife often go to the cinema or visit their parents.

Ex. 41. Найдите в тексте эквиваленты:

полицейское управление; патрульный; осуществлять патрулирование в районе; дальнейшее расследование; работать в дневную смену; стать капитаном; в вечерней школе; выпускница колледжа; в будущем; в настоящее время; после 20 лет службы; работать экономистом; заканчивать обход; возвращаться домой; быть занятым учебой; смотреть телевизор; в выходные дни.

Ex. 42. Дайте антонимы:

to work, on the daywatch, young, in future, little, sometimes, to be busy.

Ex. 43. Составьте как можно больше предложений, пользуясь таблицей:

Мой друг работает	as a policeman as a judge as an economist as a detective as a patrolman as an engineer as a teacher as a doctor as a driver as an investigator
-------------------	---

Ex. 44. Скажите, кем бы Вы хотели стать:

I want to become a (an)	сотрудником полиции патрульным сыщиком участковым инспектором судьей следователем
-------------------------	---

Ex. 45. Ответьте на вопросы по тексту:

1. Where does Baxter work? 2. What is he? 3. What is his duty? 4. When does he work? 5. What does he do to become a captain? 6. How often does he go to night school? 7. Is he married? 8. What is his wife? 9. How old is his wife? 10. Does Clara work? 11. Why doesn't she work? 12. Will she work in future? 13. How many children do they have? 14. Where does Baxter's father live? 15. What does Baxter

usually do in the evening? 16. What does Baxter do on his day off? 17. Did his father graduate from a police academy? 18. When did his father retire?

Ex. 46. Расскажите: о Бакстере; о его родителях, о его жене.

Ex. 47. Прочитайте и перескажите текст:

My friend's name is Boris. He is 21. He was born in Moscow. After secondary school he served in the Army for 2 years. When he returned home, he became a policeman. He made patrol in his district. Sometimes he worked on the daywatch and other times on the nightwatch. He thinks the work of a police officer is difficult but interesting. Now he is a student of the Law Institute. He wants to become a detective. So he studies law.

He is married. His wife Olga is 20. She is also a student. When she graduates from the Institute, she will work as a children's doctor. They have a son, Nick by name. He is only 1 year old. Their parents help them to look after him. My friend's mother doesn't work. She is on pension. His father is a judge at a people's court. He likes his work very much.

Ex. 48. Ответьте на вопросы:

1. How old is Boris? 2. Does he work or study? 3. Did he serve in the Army? 4. How long did he serve in the Army? 5. What did he do after the Army? 6. What does he think about the work of a police officer? 7. Will he become an investigator? 8. What is his wife? 9. Where does she study? 10. How old is their son? 11. Who helps them to look after their son? 12. Does Boris's father work? 13. What is he?

Ex. 49. Расскажите о Борисе и его семье.

Ex. 50. Прочитайте диалоги по ролям и переведите их:

I — How old are you?
 — I am 25. And you?
 — I'm 22. Were you born in Moscow?
 — No, I was born near Moscow. But now I live in the centre of Moscow.
 — Are you married?
 — Not yet. But I know that you are married. Is your wife a student?
 — No, she graduated from the Pedagogical Institute and now works as a teacher at school.

II — Does your father work?
 — Oh, yes, he is only 52.
 — And does he work in police?
 — No, he doesn't. He is a judge at a people's court.
 — And what Institute did he graduate from?
 — He studied law at Moscow University.

III — What did you do before school?

- Oh, I worked in police.
- How long did you work there?
- Not long, 2 years only.
- What was your duty?
- I worked as a patrolman. I made patrol in my district.
- Did you like the work of a police officer?
- Oh, yes. It is difficult but very interesting.

Ex. 51. Воспроизведите диалоги из упражнения 47.

Ex. 52. Расспросите партнера: а) о нем; б) о его семье; в) о его родителях.

Ex. 53. Расскажите о себе и своей семье.

Ex. 54. Прочитайте текст “B”.

Text “B”.

John Edgar Hoover was born in 1885. He was a native of Washington, D. C. He went to school there and then to George Washington University where he studied law. As a student he was brilliant and had a great choice after graduating from the University. But Hoover got a job in the Department of Justice. Very soon they sent him to the Federal Bureau of Investigation. That was in 1924 when J. E. Hoover was forty. For many years he was the head of the FBI and made it the world's greatest law enforcement organization. He opened a technical and scientific laboratory, identification division, set up a lot of training schools. He was also the initiator of the National Police Academy where he taught as the chief instructor. John Hoover had a photographic mind: he called agents by their first names, he remembered all investigations and their results. He said “The main task of the FBI is the protection of people against crime.” As to his personal life, he had no time to get married. When he was not busy with his service in the FBI, he usually went fishing or hunting. Hoover played tennis very well. He also liked good music.

Ex. 55. Выполните следующие задания:

- 1) озаглавьте текст;
- 2) разбейте текст на абзацы;
- 3) изложите кратко содержание каждого абзаца.

Ex. 56. Прочитайте текст “C” и переведите его.

Расскажите о Чарльзе Диккенсе.

Text “C”.

Charles Dickens

Charles Dickens, a great English writer, was born in 1812 at Portsmouth. His father was a clerk. His mother took care of her children. But Charles didn't live long

at Portsmouth. When he was 4 years old, the family moved to Chatham. In this town Charles went to school where he learned to read. The boy liked literature very much.

In 1821 the Dickens family came to London. They had very little money and lived a very poor life. Mr. Dickens was in debt and so he found himself in prison. Charles was the oldest out of eight children and he got a job at a factory. His work was very difficult. Later he took a job at a lawyer's office and began to write articles for newspapers. Soon he became a reporter.

In 1833 Charles Dickens published his first book "Pickwick Papers". It became very popular and made him famous. Then many other books came. Charles Dickens died in 1870.

Notes:

in bc in debt — быть в долгах.

prison — тюрьма.

Lesson 2. Higher education

Содержание

I. Словообразование. Суффиксы -ment; -ness; -ful; -less; -al.

II. Грамматика: конструкция there is; времена системы Perfect; модальные глаголы и их эквиваленты.

III. Тексты: Text "A" — Oxford University

Text "B" — The Moscow Law Institute

Text "C" — Police Academy in New York

Словообразование

Ex. 1. Прочтите слова и скажите, какой частью речи они являются, какие суффиксы указывают на это; переведите эти слова:

teacher, translation, writer, investigator, detection, collection, proudly, quickly, inspector, visitor, slowly, examination, conclusion, carefully, direction.

Ex. 2. Помните: суффикс -ment образует существительные от глаголов:

to achieve (достигать) — achievement (достижение)

to establish (устанавливать, учреждать) — establishment (установление, учреждение)

Переведите, пользуясь словарем:

development, payment, government, agreement, improvement, settlement, argument, arrangement, requirement, enforcement.

Ex. 3. Помните: суффикс -ness образует существительные от прилагательных:

ill (больной) — illness (болезнь)

weak (слабый) — weakness (слабость)

Переведите, пользуясь словарем:

darkness, kindness, sickness, happiness, thickness, lightness, hardness, firmness, sadness.

Ех. 4. Помните: суффикс *-ful* образует прилагательные от существительных и означает наличие качества (противоположен по значению суффиксу *-less*).

care (забота, вниманис)

care**ful** (внимательный)

use (польза)

care**less** (невнимательный)

use**ful** (полезный)

use**less** (бесполезный)

Переведите:

fruitful, peaceful, meaningless, doubtful, beautiful, helpless, tactful, aimless, homeless, lawful, youthful, wrongful, jobless, hopeless, thoughtful, forceful, successful, nameless, powerful.

Ех. 5. Помните: суффикс *-al* образует прилагательные от существительных:

culture (культура) — cultural (культурный)

centre (центр) — central (центральный)

Переведите:

formal, agricultural, national, historical, educational, criminal, practical.

Ех. 6. Вспомните употребление времен группы Indefinite. Скажите то же самое о своем друге, употребив то же самое.

Model: I serve in police.

My friend serves in police.

1. We live in the same house. 2. I study at the Moscow Law Institute. 3. I am a first-year student. 4. We study English. 5. We work at our English hard. 6. I am a future officer of police. 7. We shall visit our relatives on Saturday. 8. I hope I shall go to Yaroslavl next summer. 9. I don't want to do it now. 10. We don't know this officer. 11. I finished secondary school 5 years ago. 12. We shall study many special subjects next year. 13. Last year I didn't live in Moscow.

Грамматические пояснения

Конструкция *there is*.

Конструкция *there is* указывает на наличие какого-то предмета или лица в каком-то определенном месте или на событие, происходящее в указанное время.

There is (was, will be) употребляется с существительными в единственном числе; *there are* (were, will be) — с существительными во множественном числе.

Утвердительная форма:

There is a good library in our school.

В нашей школе есть хорошая библиотека.

There were many students at his lecture yesterday.

На его лекции вчера было много студентов.

There will be a meeting after classes.

После занятий будет собрание.

Отрицательная форма:

There is no reading-room on this floor.

На этом этаже нет читального зала.

There will be no English tutorials this week.

На этой неделе не будет занятий по английскому.

There was no University in his city 5 years ago.

5 лет назад в его городе не было университета.

Вопросительная форма и краткие ответы:

Is there a bus stop near your house?

Yes, there is. (No, there is not).

Около твоего дома есть автобусная остановка? — Да. (Нет)

Were there many mistakes in your work?

Yes, there were. (No, there were not).

Will there be a test tomorrow?

Yes, there will. (No, there will not).

Конструкция *there is* переводится на русский язык глаголами «имеется», «есть», «находится» или не переводится совсем. Перевод предложения с этой конструкцией следует начинать с обстоятельства места.

Proverbs and phrases:

1. There is no doubt about it.
В этом нет сомнения.
2. There is no smoke without fire.
Нет дыма без огня.
3. Where there is a will there is a way.
Где есть желание, там есть и решение.
4. There are limits to human endurance.
Есть предел человеческому терпению.

Ex. 7. Прочтите и переведите предложения:

1. There is a good library in our school.
2. There are many English books in our library
3. There were two Universities in our city some years ago.
4. There are many new words in this text.
5. There are twelve months in a year.
6. There is no dictionary on your table.
7. There is no text about London in this book.
8. There were fourteen departments at our College.
9. Is there a reading-room in your Institute?
Yes, there are two.
10. How many English labs are there in our College?

There are two.

11. How many students are there in your group?
12. There is no bus stop near my house.
13. There will be no old houses in our street.
14. Is there a metro station near your house?
No, there is not.
15. Are there any English books in our library?
Yes, there are some.
16. There will be a new theatre in our district.
17. Were there many students at the meeting?
Yes, there were.
18. There were some interesting articles in the newspaper yesterday.

Ex. 8. Послушайте предложение и переспросите:

Model: There are 32 students in our group.
 Are there 32 students in your group?

1. There are 14 doctors of law at our College.
2. There is a telephone in my flat.
3. There are nice pictures in this book.
4. There are no mistakes in my work.
5. There are two unknown words in this sentence.
6. There was an interesting article in this newspaper yesterday.
7. There were 2 Institutes in this city 10 years ago.
8. There will be 16 faculties at this new University.
9. There will be 4 gymnasiums in our new school building.

Ex. 9. Задайте вопрос с вопросительным словом How many...?

Model: There are 2 Universities in our city.
 How many Universities are there in our city?

1. There are 14 departments at our college.
2. There are 3 reading-rooms in our school.
3. There are many new words in this exercise.
4. There will be many English books in our library.
5. There were two old houses in our street last year.
6. There were 3 exams last term.
7. There are 14 dictionaries on the tables.
8. There are 4 labs for foreign language studies in our University.
9. There are 2 terms (semesters) each year.
10. There will be a students' meeting next week.

PERFECT TENSES

The Present Perfect Tense (Настоящее совершенное время)

Present Perfect употребляется для выражения действия, совершившегося к настоящему моменту, результат которого имеется налицо в настоящем времени. При употреблении Present Perfect обращается внимание на результат, вытекающий из совершенного действия, а не на время его совершения.

Present Perfect переводится на русский язык обычно прошедшим временем глагола совершенного вида.

Present Perfect образуется при помощи вспомогательного глагола to have в форме настоящего времени (have, has) и формы причастия прошедшего времени (Past Participle) смыслового глагола (3 форма глагола).

E. g. 1. I have seen this film.

Я видел этот фильм.

He has not translated the text.

Он не перевел текст.

Have you learnt the new words?

Вы выучили новые слова?

He has seen She has seen It has seen We have seen

You have seen They have seen

Umi have live

Утвердительная форма Вопросительная форма Отрицательная форма

I have	Have I	I have not
You have	Have you	You have not
He has seen	Has he seen	He has not seen
She has seen	Has she seen	She has not seen
It has seen	Has it seen	It has not seen
We have seen	Have we seen	We have not seen
You have seen	Have you seen	You have not seen
They have seen	Have they seen	They have not seen

The Past Perfect Tense (Прошедшее совершенное время)

Past Perfect образуется при помощи вспомогательного глагола to have в форме прошедшего времени (had) и формы причастия прошедшего времени (Past Participle) смыслового глагола.

Утвердительная форма		Вопросительная форма			Отрицательная форма	
I	had worked	Had	I	worked	I	had not worked
You			you		You	
He			he		He	
She			she		She	
It			it		It	
We			we		We	

You			you		You	
They			they		They	

Past Perfect употребляется для выражения прошедшего действия, которое уже совершилось до определенного момента в прошлом. Past Perfect переводится на русский язык обычно прошедшим временем совершенного вида.

E.g. We had translated the article by the end of the lesson.

К концу урока мы уже перевели статью.

We had not finished our work when he came.

Мы не кончили свою работу, когда он пришел.

III. The Future Perfect Tense (Будущее совершенное время)

Future Perfect образуется при помощи вспомогательного глагола to have в форме будущего времени (shall have; will have) и формы причастия прошедшего времени (Past Participle) смыслового глагола.

Утвердительная форма			Вопросительная форма			Отрицательная форма	
I shall have			Shall I have written			I shall not have written	
You will have			Will you have written			You will not written	
He	will have	written	Will	he	written	He	will not written
She				she		She	
It				it		It	
We shall have			Shall we have written			We shall not written	
You will have			Will you have written			You will not written	
They will have			Will they have written			They will not written	

Future Perfect употребляется для выражения будущего действия, которое совершится до определенного момента в будущем. Future Perfect переводится на русский язык будущим временем глагола свершенного вида.

E. g. I shall have finished this work if you come at 7 o'clock.

Я уже окончу работу, если вы придете в 7 часов.

We shall not have translated the text by the end of the lesson.

Мы не переведем текст к концу урока.

Ex. 10. I. Образуйте 3-ю форму глаголов (Past Participle), она совпадает со 2-й формой глагола (прошед. времени):

to work, to live, to return, to translate, to visit, to finish, to pass, to wait, to attend, to play, to offer, to end, to maintain, to patrol, to graduate, to enter.

II. Запомните 3 формы глагола (3-я форма глагола — Past Participle)

to do — did — done

to see — saw — seen

to begin — began — begun

to come — came — come
 to hear — heard — heard
 to get — got — got
 to read — read — read
 to win — won — won
 to be — was, were — been
 to meet — met — met
 to leave — left — left
 to go — went — gone
 to learn — learned — learnt
 to make — made — made
 to write — wrote — written
 to build — built — built
 to have — had — had
 to give — gave — given
 to take — took — taken

Ex. 11. Прочтите и переведите предложения:

1. We have done it already. 2. I have seen this film. 3. Silence! The lesson has begun. 4. Look! The teacher has come. 5. We have translated this sentence. — Start translating the text. 6. Have you heard the news? My friend Mike has got married. 7. Have you read "The Forsyte's Saga" by G. Galsworthy? 8. Who has won the game? — Of course, the Dynamo team has. 9. Have you seen this new film? — No, I haven't yet. 10. Why are you late? — I am sorry. I have been to the library. 11. I haven't seen you for a long time. Where have you been all this time? — In Kiev. I have just returned from there. 12. When you came I had already written my report. 13. By the end of the lesson we shall have translated the text. 14. By the end of that month we had already passed all the exams.

Ex. 12. Present Perfect часто употребляется с наречиями неопределенного времени и обстоятельственными словами:

today — сегодня
 this week (month, year) — на этой неделе (в этом месяце, году)
 just — только что
 since — с... (какого-либо времени)
 often — часто
 ever — когда-либо
 already — уже
 never — никогда
 yet — еще (в отрицательных предложениях)

Прочтите и переведите предложения:

1. I have **never** seen this man. 2. I have **already** translated this text. 3. Have you **ever** been to London? 4. He hasn't finished his work **yet**. 5. My friend has read this article **today**. 6. We have visited our relatives **this week**. 7. We have passed our exams successfully **this month**. 8. I haven't done the exercise **yet**. 9. I have **just** met

our teacher on the ground floor near the library. 10. I am sorry I am late. How long have you been here? Only ten minutes. I've been here **since** half past four.

Ex. 13. Переспросите своего товарища:

Model: I have been to England twice.
Really? Have you been to England?

1. I have seen these famous pictures in the museum. 2. My friend hasn't made any mistakes in his work. 3. I haven't seen him since 1985. 4. I have heard about it from his wife. 5. The students have read all these texts. 6. I have learnt all the new words. 7. I have passed my exams successfully. 8. My father has left Moscow today. 9. The bell has gone. The lesson has begun. 10. I have done this exercise quickly. 11. I haven't heard of this news. 12. My friend has taken this exam twice. 13. His brother has graduated from this University.

Ex. 14. Скажите, что Вы этого не (с)делали:

Model: My friend has seen this concert over TV.
As for me, I have not seen this concert.

1. My father has read many books by English writers. 2. My friend has made some mistakes in his work. 3. The students have translated the text. They are ready to answer. 4. He has done much of his work. 5. I see you have opened the window. 6. All the students have read the newspaper today. 7. Student Petrov has finished his work. 8. He is lucky. He has been to England and has seen a lot there. 9. My sister has visited my parents this week.

Модальные глаголы и их эквиваленты

Модальные глаголы выражают отношение к действию (долженствование, возможность, невозможность, вероятность совершения действия):

must — должен

be to... — должен (в соответствии с планом, расписанием и т.д.)

have to... — должен (приходится, вынужден)

should / ought to — должен (следует) (совет, рекомендация)

can (could) мочь, уметь (мог)

be able — мочь (быть в состоянии)

may (might) — мочь, иметь разрешение, иметь возможность

Например:

I can do this exercise. Я могу сделать это упражнение.

I must go there now. Я должен пойти туда сейчас.

You needn't translate it. Вам не нужно переводить это.

He may take it. Он может взять это.

You ought to visit your parents. Вам следует навестить своих родителей.

You should ask him about it. Вам следует спросить его об этом.

I have to do it now. Я должен сделать это сейчас.

We are to be there in time. Мы должны быть там вовремя.

Вопросительная и отрицательная формы

May I ask you a question? — Do, please.

Must we learn all the words? — Yes, you must.

Can you speak English? — Yes, I can a little. (No, I cannot.)

You should not do it.

He must not be in the library now.

This work cannot be done at once.

No: You won't have to translate it.

В разговорной речи в отрицательной форме обычно употребляются следующие сокращения:

cannot = can't

could not = couldn't

may not = mayn't

must not = mustn't

ought not = oughtn't

should not = shouldn't

need not = needn't

Ex. 15. Прочтите и переведите предложения:

1. You must learn all these new words. 2. I can't translate the text myself. I need your help. 3. You needn't translate the sentences. 4. May I ask you to wait a little? I am not yet ready. 5. You needn't go there today. 6. You should work hard and be more attentive. 7. You must bring me my text-book today. But you needn't come very early. 8. Can you speak English well? — No, I am afraid, I can't. I must work hard at it. 9. May I smoke here? — Excuse me, but you mustn't. You should go out and smoke in the yard. 10. I ought to do some work in the library for an hour or two this afternoon. 11. I cannot translate this text without dictionary. Can you help me? — Excuse me, but I am busy now. I must see Professor N. and speak to him. We can stay after classes and work in the lab together. 12. You ought not to waste your time. 13. Little girls and boys might to be good and obey their parents. 14. The train is to arrive at 5. 15. You have to come here in the morning. 16. Sherlock Holmes was able to tell you about every murder of the last hundred years. 17. We can't investigate criminal cases now. We shall be able to do it by the end of the final course.

Ex. 16. Переведите на английский язык:

1. Вы должны прийти после занятий в лингафонный кабинет и поработать с этим текстом. 2. Простите, можно войти? 3. Вы не должны опаздывать. 4. Вам следует быть более внимательным. 5. Вы можете мне помочь? 6. Я не могу перевести это слово. 7. Вы должны принести словари к следующему уроку. 8. Вам не надо брать книгу. 9. Простите, здесь можно курить? 10. Здесь нельзя разговаривать громко. 11. Вы должны помогать своим товарищам. 12. Лекция должна начаться в 11. 13. Вы должны это сделать к вечеру. 14. Шерлок Холмс мог найти преступника, когда полиция Скотланд Ирда не в состоянии была это сделать.

Ех. 17. Прочтите слова с интернациональным корнем и переведите их:

college, mile, aristocratic, university, faculty, autonomous, athletics, to discuss, student, to debate.

Ех. 18. I. Повторите следующие слова за диктором:

university, century, aristocratic, colleges, faculties, autonomous, athletics, academic, freshman, tutor, essay, requirements, examination, lectures, attendance, compulsory, progress, library, engaged, exercise, lodgings, majority, graduates, private, undergraduates.

II. Прочтите и переведите словосочетания и фразы. Запомните их.

Oxford University; about 50 miles from London; as an aristocratic university; 32 colleges; a completely autonomous body; to pay great attention to athletics; in the Oxford academic year; within the first week; the requirements for the examination; attendance at lectures is not compulsory; to read out and discuss the essay; to test the progress of the students; to attend lectures; he is engaged in sports; in the laboratory; to have club activities; debating societies; to live in lodgings; the majority of the students; graduates of private schools.

Ех. 19. Прочтите и переведите предложения, обращая внимание на конструкцию «to be going to» (собираться сделать что-либо):

1. I am going to be engaged in sports after classes.
2. My friend is going to enter the Moscow Law Institute next year.
3. My tutor and I are going to discuss my essay on Friday.
4. My friend is going to study English at the University.
5. What are you going to become in future?
6. Are you going to attend his lecture tomorrow?
7. We are going to take part in the debating society.
8. I am going to work as a detective.
9. Our students are going to work in the English laboratory aft classes.
10. What are you going to do after classes? — To work at our English in the laboratory and then we are going to have club activities.
11. Where are you going to live? — As there is no hostel in our College, the majority of our students are going to live in lodgings.
12. The majority of our graduates are going to work as detectives.

Ех. 20. Прочтите и переведите предложения, обращая внимание на сравнительные конструкции:

«as... as...» (такой же... как...), «not so (as)... as...» (не такой... как...).

1. He is as good as any boy at their school.
2. You ought to see as much as you can in Oxford.
3. No other college is as old as Merton.
4. He ran as fast as he could.
5. Oxford is not so small as Bishopton.
6. This exercise is not so easy as it looks.
7. The other colleges are not as old as Cambridge is.

Ex. 21. Прочтите и переведите текст.

Text “A”

Oxford University

Oxford is a beautiful town on the River Thames about fifty miles from London. Some people say it is more beautiful than any other city in England.

Oxford University was founded in the 12th century as an aristocratic university and has remained so to the present day. The University consists of 32 colleges — 27 colleges for men and 5 colleges for women. There are 16 faculties there. Each college is a completely autonomous body, governed by its own laws. A large college has about 500 students, a small one about a hundred. Several colleges say they are the oldest, but no other college is as old as Merton, which began in 1264.

The term of studies lasts for 10 weeks. There are 3 terms in the Oxford academic year.

Within the first week the freshman meets his tutor who tells the student about his plans, the lectures which he must take, about the requirements for the examination which he will take, about the course of reading for him. Attendance at lectures is not compulsory. Once every week each undergraduate goes to his tutor's room to read out an essay which he has written and discuss this essay with the tutor.

At the beginning or end of each term the progress of the students is tested by the college examinations.

They pay great attention to athletics at the University. The students are engaged in different kinds of sports, take part in competitions between Oxford and Cambridge Universities.

This is how a student spends his day. The working hours are from 9 to 1. At 9 o'clock he sees his tutor or goes to the library, or attends lectures. From 2 to 5 he is engaged in sports and all kinds of exercise. From 5 to 7 he works in the library or laboratory. At 7 o'clock they have dinnertime. After dinner the students have club activities, debating societies, etc.

By 10 o'clock the students must be in the college, as most of student live in the colleges, only some of them live in lodgings in the town.

The doors of Oxford University are not open to all. The majority of the students are graduates of private schools, so Oxford University remains an aristocratic university to the present day.

Notes:

freshman — первокурсник

undergraduate — студент, уч-ся вуза (университет или университет. колледжа)

college — высшее учебное заведение, в котором учатся 3 года и получают спец. образование (техническое, гуманитарное, медицинское и др.). Колледж может существовать как самостоятельная единица, а также может входить в состав университета.

university — это вуз, сост. из колледжей различных специальностей (срок обучения 3 года).

Выпускник университета получает степень бакалавра (с.g. the Degree of Bachelor of Arts, Science, Medicine, Engineering, etc.)

Institute — это, как правило, научно-исследовательское учреждение.

tutor — в английских университетах — это преподаватель, ведущий практические занятия в группе; он следит за учебой и дисциплиной студентов.

within the first week — в течение (не позднее) первой недели.

attendance at lectures is not compulsory — присутствие (посещение лекций) необязательно.

to live in lodgings — снимать комнату.

the progress of the students is tested by the college examinations — успехи студентов проверяются экзаменами в колледже.

a debating society — дискуссионный клуб.

to take club activities — участвовать в работе кружка.

Ex. 22. Выберите правильный вариант и прочтите предложение:

1. Oxford University was founded (in the 11th century; in the 12th century).

2. The University consists of (32; 27) colleges.

3. The Oxford academic year consists of (3; 2) terms.

4. The tutor tells the freshman about (the requirements for the examinations which he will take; the undergraduates of the University).

5. (Once a term; twice a term) the undergraduates take examinations.

6. Attendance at lectures is (compulsory; not compulsory).

7. (At the end of the term; once every week) each student reads out his essay to his tutor and discusses it with him.

8. During the working day from 9 to 2 P. M. a student (meets his tutor, works in the library or in the laboratory; has club activities, debating societies).

9. The majority of the students of Oxford University are (children of the working people; children of the wealthy).

Ex. 23. Переведите на английский язык:

1. Оксфордский университет был основан в XII столетии. 2. Он был и остается аристократическим университетом. 3. Университет состоит из 32 колледжей. 4. Каждый колледж — это самостоятельная организация. 5. В учебном году Оксфорда 3 семестра. 6. В первую неделю первокурсник встречается со своим преподавателем-наставником, который рассказывает ему о лекциях, которые он должен посещать, о требованиях к экзаменам, он дает ему задание на неделю. 7. Каждую неделю студент приходит к преподавателю и зачитывает ему свою работу и обсуждает ее вместе с ним. 8. Посещение лекций необязательно. 9. В начале или конце каждого семестра студенты сдают экзамены. 10. Рабочий день студента начинается в 9 часов. 11. Он посещает лекции, работает в лаборатории или библиотеке, встречается с преподавателем.

12. Много времени студенты уделяют спорту. 13. Большинство студентов Оксфорда — выпускники частных школ.

Ex. 24. Ответьте на вопросы по тексту “А”.

1. Where is Oxford University situated?
2. When was Oxford University founded?
3. How many colleges are there in Oxford University? And faculties?
4. What is the oldest College in Oxford University?
5. Do they pay great attention to athletics at the University?
6. How many terms are there in the Oxford academic year?
7. What is the subject of the conversation between the freshman and his tutor during their first meeting?
8. In what way do they test the progress of the students? (At the end of each term; every week)
9. How does the student spend his working day?
10. Are the doors of Oxford University open to all?

Ex. 25. Прочтите и воспроизведите диалог.

Dialogue:

- Hello, David. Why are you here, in Oxford?
- I've been here since yesterday. I came to take an examination.
- At what college?
- At Queen's.
- That's a very good college. How long are you going to stay in Oxford?
- Till tomorrow.
- You ought to see as much as you can while you are here. Stay on a day or two with me and I'll take you round the city and show you something of Oxford.
- Thank you very much. That's very kind of you. I ought to telephone my home, then they will know where I am.
- All right. Have you seen much of Oxford?
- No, I have been too busy with the exam.
- Good. Then after tea we can decide what we are going to see first.
- O'key. So till evening.

Ex. 26. Прочтите текст и перескажите его:

What to see in Oxford

An Oxford student was showing some friends round the University. “There's “Balliol College,” — he said. “And there, — pointing to some windows on the first floor, — are the windows of the Master of Balliol.” He picked up a stone and threw it through one of the windows. A red, angry face looked out of the broken window. “And there,” — said the student, proudly, “is the Master of Balliol himself”.

Ex. 27. Прочтите, переведите и запомните:

The Moscow Law University

law enforcement professional education
 a graduate; to graduate from
 to work as investigators police officers
 divisional inspectors
 the State Auto Inspection Department
 other police services
 refreshment courses
 to enter the college
 to pass the entrance examinations
 an applicant
 conditions for getting a good education
 law enforcement experts of great practical experience (of high provisional standards)
 to do one's best
 professional specialization
 to provide education
 specially equipped laboratories
 gymnasiums, libraries
 proper training
 the term of training
 a diploma of a lawyer
 lieutenants of police
 tutorials
 to get knowledge of...
 Operative Detective Activity
 Administrative Law and Administrative Activity
 Criminalistics
 Criminal Law, Criminal Procedure
 to be engaged in; to have scientific societies
 various clubs
 to patrol the streets
 to maintain public order.

Ex. 28. Прочтите и переведите предложения, обращая внимание на инфинитив цели с конструкцией «in order to...» (для того, чтобы...):

1. In order to know a foreign language well you must work at it half and regularly. 2. In order to become good specialists we must get knowledge of many juridical sciences. 3. In order to enter this college applicants must pass the entrance exams successfully. 4. In order to know this topic well you must work in the English laboratory today. 5. In order to be strong and healthy you must go in for athletics. 6. In order to train law enforcement experts of high standards the Moscow Law University provides necessary conditions for its students. 7. In order to become a freshman of the University you must pass the entrance exams successfully. 8. I must work hard in order to know this subject well. 9. In order to get a diploma of a lawyer you must work a lot here at the University.

Ex. 29. Прочтите диалог и ответьте на вопросы:

1. What specialists does the University train?
2. Do the cadets have all conditions for getting a good education? What are they?
3. What is the term of training at the University?
4. What subjects do the cadets study at the University?
5. What must the applicant do to enter the University?

Ex. 30. Прочитайте и переведите текст.

Moscow Law University

- Hello, Mike. I haven't seen you for ages. How are you getting on?
- Fine, thanks.
- What's the news?
- You see, I've become a student. I've entered Moscow Law University of the Ministry of the Interior.
- Oh, really? My congratulations to you. When did it happen?
- This August. I passed the entrance examinations successfully, and now I am a first year student or a cadet.
- And why have you chosen this University?
- You see, first of all, I've dreamed of being a police officer and then this is a prestigious higher educational institution in the system of law enforcement professional education in Russia.
- How many years does the term of studies last there?
- Five years. And after graduating from the University the cadets get a diploma of a lawyer and become lieutenants of police.
- And what specialists in particular does University train?
- There are a number of faculties here such as the Investigators Training Faculty, of Criminal Police, Experts-Criminalists Training Faculty, International Faculty, Law Economists Training Faculty, of Public Security, of Information Security, and others.
- And what specialization have you chosen?
- As I told you, I've always dreamed of being an investigator.
- Is it interesting to study there?
- Immensely. We have all conditions for getting a good education. There are law enforcement experts of great practical experience, Doctor of Law, professors who give lectures and do their best to give the students professional specialization. Besides, many specially equipped classroom, laboratories, lecture halls, gymnasiums, libraries are very effect use for proper training.
- And what subjects do you study there?
- Besides general educational sciences such as History, Philosophy, a foreign language and other subjects we are taught Criminal Law, Criminal Process Law, Criminology, Civil Law, Operative Detective Activity, Criminalistics, Administrative Law and a number of other special sciences.

— Well, I am very glad to hear all this from you. I hope you will become a good investigator in future.

Ex. 31. Прочтите каждое предложение и постарайтесь произнести его еще раз на память:

1. This Law Institute trains (работников уголовного розыска и следователей для Москвы и Московской области).
2. There are a number of faculties at the Moscow Law University.
3. In order to become a freshman of our University an applicant must (сдать успешно вступительные экзамены).
4. There are many Doctors of Law, professors, experts of great practical experience (которые делают все возможное, чтобы дать слушателям профессиональные навыки).
5. After graduating from the Moscow Law University our graduates get (диплом юриста-правоведа и становятся лейтенантами полиции).
6. After classes our students can (заниматься спортом, работать в научных кружках, различных клубах).
7. Our students very often patrol the streets in the evenings (поддерживают общественный порядок в Москве).
8. (Хорошо оборудованные лаборатории, аудитории) provide necessary conditions for effective training of our students.
9. (Оперативно-розыскная деятельность) is one of the main sciences which a future detective must have a good knowledge of.

Ex. 32. Скажите, что не вы, а кто-то другой может это сделать:

Model: Can you speak English well?

No, I can't. But my friend St. Ivanov can speak English well.

1. Can you work as an investigator after graduating from the Moscow Law University?
2. Are you able to work as a detective now?
3. Can you work in the English lab without a teacher?
4. Can you enter a medical Institute?
5. Can you study at the Moscow State University?
6. Are you able to pass the winter examinations with only top marks?
7. Can you give lectures in Operative Detective Activity?
8. Can you translate an article from an English newspaper?
9. Can you be engaged in sports after classes?
10. Can you have a scientific society today?

Ex. 33. Скажите, что вы или каждый слушатель должен:

(should, must, have to, be to):

to meet one's tutor, to take lectures; to attend lectures and seminars; to pass the examinations successfully; to read out the essay, to discuss the article with the tutor; to come to the Institute at 8.30 A. M.; to take part in the scientific work; to get knowledge of many special subjects; to become a skilled lawyer.

Ex. 34. Перескажите текст «Moscow Law University».

Ex. 35. Задайте своему товарищу эти и другие вопросы:

1. Где ты учишься? 2. Кого готовит МосУ? 3. Сколько лет учатся в МосУ? 4. Что должен я сделать, чтобы поступить в МосУ? 5. Каковы условия для учебы в МосУ? 6. Какой диплом получает выпускник МосУ? 7. Каковы основные предметы, которые изучают курсанты? 8. В Вашей школе есть спортзал? Библиотека? 9. Какие иностранные языки изучают в МосУ? 10. Занимаются ли ваши курсанты научной работой?

Ex. 36. Переведите текст письменно (с помощью словаря):

Police Academy in New York

The principal agency for carrying out the education and training function within New York City Police Department (an organization of almost 35.000 police and civilian personnel) is Academy.

Five sections organize the work of the Academy: Recruit training section; advanced and specialized training section; firearms section; training services section; and administrative section. The key units are the first three.

The Academy works at the Police Academy building 235 East 20th Street, New York City, which was built in 1964. The police laboratory is on the eighth floor. The library, administrative offices, a conference room are on the sixth floor. The Fifth floor is principally devoted to classrooms. There are 13 regular classrooms, one seminar room, a lecture hall there. The muster deck is on the third floor. The auditorium, with 495 seats, the police museum and a recruit muster deck share the second floor and the first floor is occupied by the gymnasium and open campus. The pool is located in the basement, as are the physical school offices and a garage with accommodation for 38 cars.

The usual routine consists of 3 hours per day of physical training for the recruit and 4 hours per day of academic training. (They have a 50-minute class period). The current academic program in the recruit curriculum is divided into 5 divisions and consists of 312 hours of academic instruction. There are, in addition, 192 hours of physical instruction and 56 hours in firearms, making a total recruit program of 560 hours.

The recruit makes acquaintance of the development of legal process in society (e.g. cooperation with governmental agencies, the courts, criminal law and *modus operandi*, etc.). Police recruit training includes subject matter which will provide a better understanding of human behavior and which will develop proper attitudes on the part of police (psychology and the police, human relations, crime and delinquency causation, police ethics, etc.). The following is a list of some of the program topics:

New laws (repeated each year)

Law of arrest

Lawful use of force (the use of deadly force)

Basic ethics

Narcotics and the law
Psychology and human relations
Organized crime
Youth and the police
Evidence and testimony
Auto theft
Basic patrol tactics
Crime scene tactics
The citizen's role in crime prevention
and many others.

(from "Police Training and Performance Study", Washington)

Notes:

advanced and specialized training — повышение квалификации и специализации

is devoted to — отведен для

muster deck — зал для построения

routine — режим работы

makes acquaintance of — знакомится.

Lesson 3. Town

Содержание

Словообразование: префиксы un-, in-, im-;

причастие настоящего времени

II. Грамматика: времена Continuous; неопределенные местоимения; парные союзы.

III. Тексты: Text "A" — Kidnapping

Text "B" — Moscow

Text "C" — A Noble Gangster

Тексты для ознакомительного чтения, пересказа, обсуждения, реферирования:

1. Washington, D. C.
2. New York City
3. Moscow, Idaho
4. An arrest
5. Traffic rules in Great Britain
6. Transport in London

Wordbuilding. Словообразование

Префиксы un-, in-, im- придают противоположное значение прилагательным и причастиям.

Ex. 1. Прочитайте и переведите:

known — unknown (известный — неизвестный)
 mortal — immortal
 personal — impersonal
 different — indifferent
 definite — indefinite
 possible — impossible
 correct — incorrect
 comfortable — uncomfortable
 famous — infamous
 satisfied — unsatisfied

Participle I

Причастие настоящего времени (Participle I) образуется путем прибавления суффикса -ing к основе глагола. На русский язык обычно переводится действительным причастием настоящего времени (с суффиксами -ущ, -ющ, -аш, -ящ) или деепричастием.

Ex. 2. Прочитайте и переведите на русский язык:

to contain — containing (содержать — содержащий)
 to cross — crossing
 to attract — attracting
 to build — building
 to give — giving
 to achieve — achieving
 to have — having
 to leave — leaving
 to cover — covering
 to visit — visiting
 to do — doing
 to study — studying
 to play — playing
 to listen — listening
 to retire — retiring
 to watch — watching
 to spend — spending
 to attend — attending
 to write — writing

Ex. 3. Образуйте причастия настоящего времени и переведите их:

to mean, to belong, to make, to bring, to open, to devote, to construct, to call, to swim, to found, to graduate, to enter, to collect, to take.

Ex. 4. Прочитайте и переведите на русский язык:

tourists visiting the city; a man leaving the hotel; children swimming in the river; the student reading a newspaper, the woman crossing the street; the people building a house; the boy opening the door; my friend collecting stamps; a person taking a taxi; books belonging to me; his parents living in the centre of the city; students making mistakes; his brother graduating from the college; his father working in police.

Ex. 5. Определите, что означают следующие интернациональные слова:

political, administrative, economic, cultural, centre, academy, museum, monument, unique, history, tourist, demonstration, parade, collection, photograph, document, initiative, poet, revolutionary, visitor, industry, colossal, stadium, sport, complex.

Grammar. Грамматика

Continuous Tenses

Времена системы Continuous (продолженные времена) образуются с помощью вспомогательного глагола to be в соответствующем времени, лице и числе и Participle I (причастия настоящего времени) смыслового глагола (см. табл. 1).

Таблица 1

Утвердительная форма			Вопросительная форма			Отрицательная форма		
Present Continuous								
I	am	working	Am	I	working?	I	am	not working
You	are		Are	you		You	are	
He	is		Is	he		He	is	
She				she		She		
It				it		It		
We	are		Are	we		We	are	
You				you		You		
They				they		They		
Past Continuous								
I	was	working	Was	I	working?	I	was	not working
You	were		Were	you		You	were	
He	was		Was	he		He	was	
She				she		She		
It				it		It		
We	were		Were	we		We	were	
You				you		You		
They				they		They		
Future Continuous								
I	shall		Shall	I		I	shall	
You	will		Will	you		You	will	

He	will	be working	Will	he	be working?	He	will	not be working
She				she		She		
It				it		It		
We	will		Will	we		We	will	
You				you		You		
They				they		They		

Времена системы Continuous употребляются для обозначения действия — процесса, протекающего в определенный период времени.

В Present Continuous время протекания действия совпадает с моментом говорения, например:

I'm listening to you. Я слушаю Вас.

Are you doing your homework? Вы выполняете домашнее задание?

В Past и Future Continuous отрезок времени, в течение которого протекает действие, обозначен:

a) точным указанием времени, например:

My brother was watching TV at that time.

В то время мой брат смотрел телевизор.

At 5 P. M. I'll be working at my report.

В 5 часов вечера я буду работать над докладом.

From 6 to 7 my wife was cooking supper.

С 6 до 7 моя жена готовила ужин.

b) другим действием, например:

When my parents came, I was reading a newspaper.

Когда пришли родители, я читал газету.

She was writing a letter when I phoned her.

Она писала письмо, когда я позвонил ей.

Ex. 6. Определите временную форму:

was working, will be swimming, is crossing, were leaving, shall be making, are building, am opening, was collecting, will be turning, is achieving, were talking, are visiting.

Ex. 7. Проспрягайте следующие глаголы:

a) в Present Continuous: to take, to translate, to walk, to phone;

b) в Past Continuous: to give, to construct, to study, to read;

c) в Future Continuous: to write, to answer, to learn, to do.

Ex. 8. Составьте как можно больше фраз, пользуясь таблицей:

My brother	am	crossing	football	at that time
His friend	are	driving	in the garden	at 6 o'clock
Our parents	is	walking	for me	when I came
His sister	was	reading	to his friend	
My child	were	speaking	a magazine	
I	will be	waiting	the English	
		playing	textbook	
		discussing	over the phone	
			for them	
			a novel	
			a car	

Ex. 9. Выразите удивление и переспросите партнера:

Model: I'm speaking English.

Really? Are you speaking English?

1. I'm listening to you. 2. I'm looking at the blackboard. 3. I'm reading the text. 4. I'm translating the sentence. 5. I'm doing the exercise. 6. I'm learning the words. 7. I'm studying English. 8. I'm listening to the teacher.

Ex. 10. Выразите несогласие с партнером:

Model: Are you writing?

Nothing of the kind. I'm not writing. (Ничего подобного)

1. Is your friend reading a newspaper? 2. Are the students having a history lesson? 3. Is Nick visiting Moscow now? 4. Are you waiting for me? 5. Are your parents working? 6. Is your friend standing at the blackboard? 7. Are you looking through the window?

Ex. 11. Поинтересуйтесь у партнера, что он делал в то или иное время:

Model: I wonder what you were doing at that time yesterday (I wonder — интересно)

I was reading a book; at that time on Sunday; from 7 to 9; at 9 P. M.; when he phoned; last night from 5 to 8; at that time last Saturday; at 3 o'clock; when they came; at 10 A. M. on Friday.

Ex. 12. Выберите нужную форму глагола.

Model: Is he (work, working) today?

1. Do you (know, knowing) the answer?

2. She's (study, studying) the new text.

3. They're (listen, listening) to the radio.

4. Does he (go, going) there every day?

5. I'm (write, writing) a letter to my friend.

6. Do you (take, taking) many examinations each term?

7. Is he (finish, finishing) his work?

8. Do you always (read, reading) newspapers?

9. Are you (learn, learning) the new words?

10. Does he (watch, watching) TV regularly?
11. Are the students (have, having) a lecture in Criminal Law?

Ex. 13. Заполните многоточия необходимыми вопросительными словами:

1. ... time is it now? It's ten-fifteen.
2. ... are you going tonight? To the cinema.
3. ... are they talking to? To Bill.
4. ... textbook is this? It's Nick's.
5. ... are they leaving so early? Because they will have a meeting.
6. ... put the book here? John did.
7. ... is he staying in Moscow? Several days.
8. ... did you get to school? By underground.
9. ... about you? Are you going to take the exam?
10. ... is your friend? He's a policeman.
11. ... note-book is yours? The black one.
12. ... students are reading the text? Ten students.

Ex. 14. Переведите на английский:

1. Не разговаривайте! Я слушаю лекцию.
2. Интересно, что ты будешь делать завтра в 7 часов вечера?
3. Я не думаю, что он спит сейчас.
4. Ты делаешь упражнение? — Ничего подобного. Я уже сделал его.
5. Мой друг сейчас играет в хоккей.
6. Что ты смотрел по телевизору, когда я пришел?
7. Извини, я занят сейчас. Я работаю.
8. Интересно, что Вы читаете? — Журнал «Новый мир».
9. Завтра в это время студенты будут сдавать экзамен.
10. Я думаю, они говорят по-немецки.
11. Он работает? — Ничего подобного. Он отдыхает.
12. Интересно, с кем он разговаривал, когда мы его встретили?

Ex. 15. Расспросите своего партнера, что делали члены его семьи вчера с 7 до 8 часов вечера:

his wife; his child; father; mother, brother, sister.

Ex. 16. Опишите, что делают ваши товарищи по группе. Используйте выражение *to my mind* (по-моему):

Model: To my mind, Ivanov is speaking to Petrov.

Ex. 17. Прочитайте и перескажите следующие шутки:

Jokes

1. Mother asked her small daughter who was reading a book:
"What are you reading, dear?"

"I don't know," answered the girl.

"You don't know? Really? But you were reading aloud!"

"I was reading aloud, Mummy, but I was not listening," the child explained.

2. Mother: Kitty, what is Ada doing?

Kitty: Well, if the ice is as thick as she thinks it is, she is skating; but if the ice is as thin as I think it is, she is swimming.

Неопределенные местоимения

Неопределенные местоимения *some, any, no* употребляются как самостоятельно, так и входят в состав других местоимений:

<i>some</i> несколько какой-то	<i>someone</i> <i>somebody</i> некто, кто-то	<i>something</i> что-то, нечто	<i>somewhere</i> где-то куда-нибудь
<i>any</i>	<i>anyone</i> <i>anybody</i>	<i>anything</i>	<i>anywhere</i>
<i>no</i> никакой	<i>nobody</i> <i>no one</i> никто	<i>nothing</i> ничто	<i>nowhere</i> нигде никуда

«Some» и его производные употребляются, как правило, в утвердительных предложениях; «any» и его производные — в вопросительных предложениях (или отрицательных, если при сказуемом стоит отрицание "not"); «no» и его производные — в отрицательных предложениях, напр.:

There are some books on the desk.

Are there any books on the desk?

There are no books on the desk.

Примечания: а) если в предложении употребляется местоимение "no" или его производные, никакие другие средства выражения отрицания не допускаются, например:

Nobody told me anything about it.

Никто ничего не сказал мне об этом.

б) местоимение «any» и его производные могут употребляются в утвердительных предложениях в значении «любой», например:

Anyone can do it.

Любой может сделать это.

Ex. 18. Переведите на русский язык:

1. Put the chair somewhere in the room. 2. He made some mistakes in his test. 3. Have you got any money with you? 4. He said something to her. 5. There was nobody in the room. 6. Did anyone phone me while I was out? 7. Anyone can learn a foreign language. 8. He went nowhere last night. 9. Did you tell anyone about it? 10. Nobody helped me do this work. 11. I think he knows something about it. 12. Give me some coffee, please.

Ex. 19. Скажите, что вы не поняли, и переспросите партнера:

Model: There is somebody in the hall.

Sorry, I didn't get you. Is there anybody in the room?

1. He told us some news. 2. There was someone at the door. 3. Somebody wants to speak to you. 4. He lives somewhere near Moscow. 5. There are some flowers in the vase. 6. We learned some new words at the last lesson. 7. I saw somebody in the hall. 8. I have brought you some books on Criminalistics. 9. Something is wrong with my telephone. 10. There are some good athletes in our group.

Ex. 20. Выразите сожаление и опровергните своего партнера.

Model: Did you go anywhere last weekend?

Unfortunately, I went nowhere last weekend. (К сожалению).

1. Did you see anyone in the office? 2. Did you tell anyone about it? 3. Does John know anything about our plans? 4. Did they go anywhere after the film? 5. Did the teacher say anything about our course papers? 6. Did your friend tell you any news? 7. Will you go anywhere for your winter holidays? 8. Are you reading anything interesting now?

Ex. 21. Заполните многоточия соответствующими неопределенными местоимениями:

1. I haven't got ... money with me. 2. I'm sorry but I didn't have ... time to translate the text. 3. He never makes ... mistakes. 4. Nick says he has ... English magazines. 5. There was ... in the street at that time. 6. I have you passed ... exams? 7. Unfortunately, I have ... friends in Kiev. 8. Did he tell you ... about the meeting? 9. She went ... last night. 10. Sorry, but I can do ... for you. 11. There were ... newspapers on the table. 12. Have you taken ... books from the library? 13. I think you have ... news. 14. I have never met him ... 15. He told me ... about it. 16. I know ... phoned her yesterday.

Парные союзы

В английском языке имеются следующие парные союзы:

both... and...	как... так и...
either... or...	либо... либо...
neither... nor...	ни... ни...

Например:

Both my friend and I want to be policemen.

Как мой друг, так и я хотим быть полицейскими.

Come to see me either on Saturday or on Sunday.

Приходи ко мне либо в субботу, либо в воскресенье.

Neither my mother nor my father can help me.

Ни моя мать, ни мой отец не могут помочь мне.

Примечание: при употреблении парного союза *neither... nor...* не требуются другие средства выражения отрицания.

Ex. 22. Переведите на английский язык, используя парные союзы:

a) *both... and...*

как вчера, так и сегодня; как студенты, так и преподаватели; как Великобритания, так и другие европейские страны; как по радио, так и по телевизору; как газеты, так и журналы;

b) *either... or...*

либо завтра, либо сегодня; либо ваш друг, либо вы; или в театр, или в кино; или утром, или вечером; либо читать, либо смотреть телевизор;

c) *neither... nor...*

ни на лекции, ни на семинаре; ни мой друг, ни я; ни в этом месяце, ни в следующем; ни в библиотеке, ни в читальном зале; ни в учебнике, ни в словаре.

Part 1. Asking the way

Ex. 23. Повторите за диктором следующие слова:

to kidnap, a ransom, a briefcase, to walk, exactly, a clerk, to turn, Hyde Park Comer, Picadilly, through, Buckingham Palace, a policeman, Vauxhall, a motorbike, Camden, lucky, to arrest, a hotel, traffic, to grab, ahead, could, a taxi.

Ex. 24. Повторите за диктором следующие фразы:

to get a ransom; one of the kidnappers; at exactly 7.25; a clerk in the hotel; could you tell me; to take a taxi; to turn left; to walk through; to turn right; to walk straight ahead; to walk past Buckingham Palace; near the kerb; a lot of traffic; on a motorbike; to grab the briefcase; the police followed him.

Ex. 25. Прочитайте и переведите текст «А».

Text «А»

Kidnapping

Janet was kidnapped by Lucky and Frank because they want to get a ransom of 1 mln. dollars from her father, Mr. Snow. He is a banker from New York. And now, one of the kidnappers is phoning Mr. Snow.

Kidnapper: We want a million dollars from you. Tomorrow.

Mr. Snow: But I haven't got a million dollars right now! Where am I going to find it?

Kidnapper: That's your problem! But if you want your daughter, find it.

Mr. Snow: All right. I'm going to give you the money tomorrow. And how can I do it?

Kidnapper: Put the money in a black briefcase and leave your hotel at seven o'clock tomorrow evening. Walk to Victoria Station.

Mr. Snow: Why do I have to walk?

Kidnapper: No questions. Go to the waiting room at Victoria Station. Be there at exactly seven twenty-five.

Mr. Snow: And what shall I do there?

Kidnapper: Stand at the first telephone box and wait. But don't do any thing wrong.

The next day Mr. Snow asked a clerk in his hotel how to get to Victoria Station.

Mr. Snow: Could you tell me how to get to Victoria Station?

Clerk: Well, you can take a taxi or a bus, sir.

Mr. Snow: Oh, no, I want to walk there. Is it a long way from here?

Clerk: Well, no, go out of the hotel and turn left. Walk down Park Lane to Hyde Park Corner. Turn left into Piccadilly. Then walk through Green Park which will be on your right.

Mr. Snow: And I'll see Victoria Station?

Clerk: Not yet. First walk past Buckingham Palace. Turn right and walk straight ahead to Victoria Station. You can't miss it.

Mr. Snow: Oh, thanks.

Mr. Snow left the hotel at exactly seven o'clock. A policeman was behind him. He followed Mr. Snow to Victoria Station. At seven twenty-five the kidnappers phoned again.

Mr. Snow: What shall I do now?

Kidnapper: Walk to Vauxhall bridge.

Mr. Snow: Where's that?

Kidnapper: It's near the Station. Walk down Vauxhall Bridge Road, then turn right. Stay on the right near the kerb.

After Mr. Snow left the station, he walked to Vauxhall Bridge Road. He turned right and walked down the road. There was a lot of traffic. He didn't cross the road. He stayed near the kerb. At that moment a man came up the road on a motorbike and grabbed the briefcase from Mr. Snow. But the police followed him to an old house in Camden Town. The police broke into the house right after the kidnapper and freed the girl uni arrested the kidnappers.

Notes:

Could you tell me... Не могли бы вы сказать мне...

to get on — садиться

to get off — выходить

to walk along the street — идти по улице

to walk through the park — идти через парк

to walk straight ahead — идти прямо вперед

to walk past — пройти мимо

to walk up the street — идти от начала к концу улице

to walk down the street — спускаться по улице

to turn (to the) left — свернуть налево

to turn (to the) right — свернуть направо

to turn back — повернуть назад

to turn round the corner — свернуть за угол
 turn, n — поворот

to take	a bus	сесть	в автобус
	a trolley bus		троллейбус
	a tram		в трамвай
	a taxi		такси
	underground		метро

to go as far as... — доехать до

to go on foot — идти пешком

a long way from... — далеко от...

to change for (a bus) — пересесть на (автобус)

to change from one line to another — пересесть с одной линии метро на другую

to go the wrong way — идти неправильно

to go the right way — идти правильно

Ex. 26. Найдите синонимы:

will you tell me the way to ...; to walk; zebra; to go on foot; the opposite side of the street; could you tell me how to get to ...; a crossing; the other side of the street.

Ex. 27. Дайте антонимы:

to get on; walk straight ahead; to the left; to come; near, to go on foot; to go the right way.

Ex. 28. Прочитайте и воспроизведите диалог:

— Excuse me, officer.

— At your service.

— Could you tell me the way to Red Square?

— Certainly. Walk straight ahead and then turn to the left.

— Is it a long way from here?

— Oh, no. It'll take you about 10 minutes to get there.

— Thank you, officer.

— That's all right.

— Sorry, officer. Could you tell me how to get to the Pushkin museum?

— With pleasure. Take the underground and go as far as Kropotkinskaya station. The Pushkin museum is a step from there.

— Shall I change anywhere?

— No, you needn't.

— Thank you very much.

— Not at all.

— Pardon me, officer. How can I get to the hotel "Cosmos"?

— Oh, it's a long way from here. Take trolleybus number 12 and go as far as Pushkinskaya square. Then take the underground and at "Kitay-gorod" station you must change for an other line and get off at "VDNH" station.

— And where is the trolley bus stop?

— It's on the other side of the street.

— Thank you, officer.

— That's all right.

Ex. 29. Восполните недостающие реплики:

— Pardon me, officer.

— ...

— Is the "Rossia" cinema a long way from here?

— ...

— What number bus shall I take?

— ...

— And where is the bus stop?

— ...

— Thank you very much.

— ...

— At your service.

— ...

— Take the underground and go as far as Kurskaya station.

— ...

— You needn't take a bus. You can walk there.

— ...

— It'll take you about 5 minutes.

— ...

That's all right.

Ex. 30. Спросите своего партнера:

How to get to	the swimming pool "Chaika"
	the Taganka theatre
	Moscow University
What number bus	the Belyaev metro station
to take to get to	the Yugo-Zapadnaya station
	the Olympic Village

Ex. 31. Воспроизведите диалоги:

между мистером Сноу и похитителем;

между мистером Сноу и служащим отеля.

Ex. 32. Прочитайте текст и найдите ответы на следующие вопросы:

1. What is unusual about the traffic in Britain?
2. How must a person cross the street in London?

3. What are the duties of women police in Britain?

Traffic Rules in Great Britain

It is not a simple thing for a tourist from Europe to cross the street in London, because in Britain the cars keep to the left, and not to the right as in European countries and in Russia.

When English people want to cross the street they must look first to the right and then to the left.

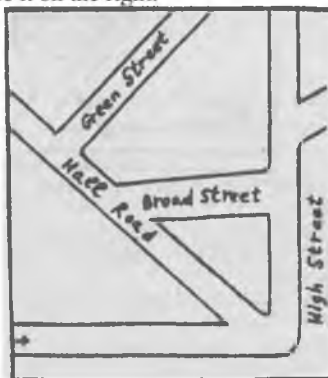
The traffic lights are like it is here. The red light says "Stop", the yellow light says "Wait" and only when you see the green light, which says "Cross", you may cross the street. People usually cross the street at the black-and-white "Zebra" crossing. If a person crosses the street in the wrong place, he is stopped by a policeman ("Bobby"), who stands at street corners regulating the traffic.

There are also women police in England. They have the same power as men. There are women detectives and women traffic police who regulate street traffic. But most of their work is looking after women and children. You can often see them patrolling parks and other places where children play.

Ex. 33. Прочитайте сначала диалог, а потом текст и отметьте на схемах искомое место:

I. Passer-by: Excuse me, could you tell me the way to the Post Office?

Policeman: Yes, certainly, follow this road for 300 yards, turn left, then first turn to the right and you'll see it on the right.



II. The route you must follow to get to the school. You come out of the house and turn left, then turn left into Hall Road and go straight along High Street up to the crossroads. Turn left into Green Street and take the first left turn into Stockwell Street. The post Office is on the left and the school is opposite it, on the corner of Green Street and Stockwell Street.



Ex. 34. Прочитайте текст и дайте его краткое изложение по следующей схеме:

- I. The text deals with ... В тексте речь идет о ...
- II. The first part of the text is devoted to ... Первая часть текста посвящена...
- III. The second part says about (that)... Во второй части говорится о...
- IV. Thus we learn from the text about (that) ... Таким образом, из текста мы узнаем о (что)...

Transport in London

If you want to travel by public transport in London, you can go by tube (the underground) or you can go by bus. There are two kinds of bus: double-deckers and single-deckers. The double-deckers usually have a driver and a conductor. You get on, and then you sit down: After that the conductor takes your fare. But on the single-deckers you pay when you get on. There are no conductors. You pay your fare in a box behind the driver. The fare is always the same. But on the double-deckers, the fares are different.

On the double-deckers you can't stand on the top. You can only sit. And on the bottom deck only five people can stand when all the seats are full. In the rush hour the buses are often full. The conductor often say: "Sorry, full up!". This means you can't get on. Or perhaps he says: "Only two seats on top!".

In the rush hour the tube is very crowded, too. Perhaps you can get a seat. But you usually stand. When people get on, they push and shove. There are eight main lines. At some stations you can change from one line to another. And the fares are all different.

Notes:

a double-decker — двухэтажный автобус

a single-decker — обычный автобус

Ex. 35. Пользуясь схемой, составьте диалог с партнером (см. схему).

Part II. Sights of Moscow

Ex. 36. Повторите за диктором следующие слова и словосочетания:

a) cultural, scientific, research, exhibition, architectural, heart, cathedral, unique, exhibit, associate, festivities, Mausoleum, St. Basil's, ancient, tomb, perpetual, without, sculpture, execution, facility;

b) a cultural and scientific centre; lots of research institutes; exhibition halls; ceremonies and national celebrations; science; architectural monuments; the heart of Moscow; St. Basil's Cathedral; a unique collection; exhibits associated with Russian history; the Mausoleum; ancient times; a tomb of the Unknown Soldier; on the tombstone; a perpetual flame; without seeing; European painting and sculpture; the Kremlin Chimes; sport facilities.

Notes:

1. sight, n — достопримечательность
to see sights — осматривать достопримечательности
syn. to go (to do) sightseeing.
Невозможно осмотреть все достопримечательности Москвы за один

день.

2. to be rich in — изобиловать
The city is rich in historical monuments.
Город изобилует историческими памятниками.
3. to be situated — располагаться
The Kremlin is situated in the centre of Moscow.
Кремль расположен в центре Москвы.
4. exhibition, n — выставка
Where is the Central Exhibition Hall situated?
Где расположен Центральный выставочный зал?
to hold an exhibition — проводить выставку
exhibit, n — экспонат
5. famous, a — знаменитый
to be famous for — славиться чем-либо
Moscow is famous for its museums.
Москва славится своими музеями.
6. to be devoted to — посвящаться
Monuments are devoted to outstanding people.
Памятники посвящены выдающимся людям.
7. remarkable, a — замечательный
The buildings of the Kremlin are remarkable museums.
Здания Кремля представляют собой замечательные музеи.
8. to be named after — носить имя
Moscow University is named after M. Lomonosov.
Московский университет носит имя М. Ломоносова,
9. in front of, prep. — перед
10. opposite to, prep. — напротив
11. behind, prep. — позади

Ex. 37. Прочитайте и переведите текст «В».

Text “B”

Moscow

Founded in 1147 by Yury Dolgoruky, Moscow has become the largest political, administrative, economic and cultural centre in the country. Moscow is one of the world's scientific and arts centres. It is the seat of the Academy of Sciences of Russia, the home of many colleges, thousands of schools, lots of research institutes. There are over 100 museums and exhibition halls, dozens of theatres, hundreds of cinemas and libraries. Moscow is rich in historical and architectural monuments.

The heart of Moscow is the Kremlin. The cathedrals, palaces, tower and buildings of the Kremlin are remarkable museums containing unique exhibits associated with Russian history. The Czar Bell and the Czar Cannon are the sights that attract many tourists as well.

There are many towers in the Kremlin. The Spassky Tower is the tallest tower and it has become one of the symbols of Moscow.

Red Square is one of the most beautiful squares in the world. In the 17th century the square was called “red” which means “beautiful” in old Slavic. The square has witnessed many historic events. Here ceremonies, national celebrations and executions took place. In the centre of it you can see the Mausoleum near the Kremlin wall. On the south side of the square is St. Basil's Cathedral. In the middle of the 16th century St. Basil's Cathedral was built under Ivan IV (the Terrible) to celebrate the annexation of Kazan and Astrakhan. The Russian masters Posnik and Barma built this architectural masterpiece.

The monument to Minin and Pozharsky is situated in front of the Cathedral. The monument was sculptured by Ivan Martos in classical style. It is devoted to the victory of 1612 war against the Polish invaders.

On the east side of the square is the largest department store of the capital. On the north side of the square is the Historical Museum. Its collection covers the Russian history from ancient times to the end of the 19th century.

Not far in the Alexandrovsky Garden is the tomb of the Unknown Soldier made of marble. It is a holy place in Moscow. A perpetual flame burns on the tombstone which has the following inscription: “Your name is unknown but your heroic deed is immortal.”

Teatralnaya Square is the centre of Russian theatrical culture, with the famous Bolshoy Theatre, the Maly Theatre, which is the oldest and largest drama theatre in the country, and with the Children's Theatre build in 1921.

In the square we can see the monument to A. N. Ostrovsky in front of the Maly Theatre, and the monument to Karl Marx in the centre of the square opposite to the Bolshoy Theatre.

Moscow is famous for its monuments. You can find here monuments to outstanding writers, poets, scientists, revolutionaries. Perhaps, the most beautiful is the monument to Pushkin, the great Russian poet. It is situated in the centre of

Pushkinskaya Square opposite to “Rossia” cinema. There are always many people around, some of them bring flowers to the monument.

The most popular museums in Moscow are probably the Pushkin Fine Arts Museum and the Tretyakov Gallery. The Pushkin Museum is situated in Volkhonka street. It has a fine collection of European painting and sculptures. The Pushkin Museum periodically holds exhibitions of the art of various countries. The Tretyakov Gallery is famous for its unique collection of Russian art. Its founder, Pavel Tretyakov, began collecting the finest works of Russian artists in 1856. Thirty-six years later he presented the whole collection to the city of Moscow.

In the South-West of Moscow we can see a 32-storey building of Moscow University with the monument to M. Lomonosov in front of it. The University was named after the great Russian scientist. The University was constructed in 1949–53. Later in the 70-ties several new buildings were added.

If you turn your back on the University, you will have a remarkable view of the capital. Across the Moskva-river the central stadium in Luzhniki is situated, one of the biggest sport centres in Europe. There are many sport facilities in Moscow, among them are the Olympic complex, various stadiums, a number of swimming pools.

Ex. 38. Составьте предложения:

1. Moscow is famous for its (cultural establishments, monuments, exhibitions halls, etc.)
2. The exhibition is devoted to (Russian painting, science and technology, medicine, etc.)
3. One of the best sights in the Kremlin is (the Uspensky Cathedral, the Czar Bell, the Palace of Congresses, etc.)
4. Moscow is rich in (historical monuments, various sights, architectural monuments, famous theatres, exhibition halls, etc.)

Ex. 39. Ответьте на вопросы:

1. When was Moscow founded?
2. Who was it founded by?
3. Why do we call Moscow a political centre? (a cultural centre, a scientific centre)
4. What is the heart of Moscow?
5. What can we see in the Kremlin?
6. Do you think Red Square is the most beautiful square in the country?
7. Can you explain what the name “Red” means?
8. What is situated on Red Square?
9. What is the monument to Minin and Pozharsky devoted to?
10. Where is the Tomb of the Unknown soldier situated?
11. What is Teatralnaya Square famous for?
12. Is Moscow rich in monuments? What monuments in Moscow do you know?
13. What are the most popular museums in Moscow?

14. Where is Moscow University situated?
15. What sport facilities are there in Moscow?

Ex. 40. Расскажите:

- 1) о Москве как культурном, экономическом и научном центре;
- 2) об исторических достопримечательностях Москвы;
- 3) об архитектурных памятниках Москвы;
- 4) о центре Москвы.

Ex. 41. Прочитайте информацию о различных городах и перескажите ее:

1. Washington, D. C. is the capital of the United States of America.

There is a law against building structures more than 90 feet high in this city. In the very centre of the city rises the large dome of the Capitol, the US Congress. Not far from the Capitol is the Library of Congress built to hold over 5 million books.

Not far from there you can see the building of the National Gallery of Art. It has one of the finest collections of painting in America.

In Washington, too, is the White House, home of the President. On the hill behind the White House we can see the tall structure of the Washington Monument.

Straight to the west of the Capitol runs Constitution Avenue where many Departments (of Justice, Labour, Commerce, etc.) are situated.

Washington has a subway system and there are also buses and street cars.

Many tourists come to Washington every year to see the nation's capital.

2. New York City is situated on the Hudson River. It is the financial centre of the whole country. Wall Street with its banks and offices is the symbol of money. New York is also a great seaport. It is the centre of fun and entertainment as well, with a variety of theatres, cinemas, restaurants, night clubs. New York is an educational centre with Columbia and New York Universities and various colleges.

The heart of the city is Manhattan, a small island, 13 miles long and 2 miles wide. Here you can find the famous Empire State building, Rockefeller Centre, Central Park, Times Square, Harlem, Broadway.

On the southern coast of the island stands the bronze Statue of Liberty, given to the United States by France in 1886.

3. Moscow, Idaho. In the United States there are quite a few cities and towns which are named after European cities. You will find London, Paris, Rome, Geneva, Moscow, Odessa and others. In fifteen states, for example, there are towns and settlements bearing the name of Moscow. One of the Moscovs is the administrative centre of Idaho.

How did these names of European cities appear on the American continent? In the eighties of the last century large numbers of people emigrated from Europe to America. People of different nationalities, among them Russians and Ukrainians, went to live in a new land, but they did not forget their native towns and villages. This is probably the origin of Idaho's Moscow.

Today Moscow, Idaho, is a beautiful town. It is situated on green hills and has a population of about 15.000 people. Americans call it a students' home because half of the people in it are students.

Ex. 42. Поставьте глаголы в скобках в нужную временную форму:

Mr. and Mrs. Anderson are going to visit New York. They (to live) in California. The trip to New York (to take) 13 hours. This (to be) what they are going to do in New York. From 9 to 12 they (to do) sightseeing. They (to see) the Empire State Building, the beautiful building of the United Nations along the East River, and the Statue of Liberty. At 12 they (to have) lunch at a restaurant at Rockefeller Centre. From 1 to 5 they (to visit) the Museum of Modern Art and the Metropolitan Museum. Then they (to have) a short rest and dinner. From 7 to 9 they (to listen) to a concert at Carnegie Hall. After the concert they (to stay) at a hotel for a night. Next morning Mr. and Mrs. Anderson (to return) to California.

Ex. 43. На основе упражнения 42 составьте диалог между супругами Андерсон.

Ex. 44. Впишите слова, требуемые по смыслу, в таблицу, в колонку с соответствующим номером. Затем выпишите первые буквы слов из клеток с точками и вы получите название столицы. Отгадайте ее название:

1	2	3	4	5	6	7	8	9	10	11
m		.		.		.		.		.
o										
o										
n										

1. The sun shines in the daytime, and the ... at night.
2. Take it with your right
3. The lamp hangs ... the table.
4. I have few English books, but I have ... Russian books.
5. ... falls in winter.
6. We ... in Russia.
7. It is cold now, put on your
8. Go to the right first, then turn to the
9. You may go in, the door is
10. We wear shoes on our
11. My father and mother ... at the factory.

Part III. Public Order Maintenance:

Words and Word Combinations to Be Learned:

1. No parking here. — Здесь нет стоянки.
No smoking here. — Здесь нельзя курить.
No littering here. — Здесь нельзя сорить.
2. It's prohibited... — Запрещается...
to cross the street here — переходить здесь улицу
to sell foreign currency — продавать валюту
to exchange foreign currency — обменивать валюту

to drink spirits here — распивать спиртные напитки

to drive a car in a drunken state — водить машину в нетрезвом состоянии

to shout — кричать

to take pictures here — фотографировать здесь

to violate public order — нарушать общественный порядок

3. Follow me! — следуйте за мной!

4. This way, please. — Сюда, пожалуйста.

5. Is anything wrong with... — что-нибудь случилось с...
your car? — вашей машиной?
you? — вами?

your camera? — вашим фотоаппаратом?

your luggage? — вашим багажом?

6. Will you show me... Предъявите мне, пожалуйста...

your papers? — ваши документы.

your identity papers? — документы, удостоверяющие личность.

your passport? — ваш паспорт.

your pass? — ваш пропуск.

your identity card? — ваше удостоверение личности.

your driver's license? — ваши водительские права.

7. What's the matter? — В чем дело?

8. Do you need medical aid? — Вам нужна медицинская помощь?

I'll call an ambulance (a doctor) — Я вызову скорую медицинскую помощь (врача).

9. What hotel are you staying at? — В какой гостинице вы остановились?

10. Do you get me? — Вы понимаете меня?

Sorry, I don't get you. — Извините, я не понимаю вас.

Speak a little slower (louder), please.

Говорите медленнее (громче), пожалуйста.

11. Just a minute. — Подождите минуту.

Wait a little, please. — Подождите немного, пожалуйста.

12. What can I do for you? — Чем могу помочь вам?

Ex. 45. Прочитайте и воспроизведите диалоги:

I. — Good morning. Inspector Petrov. What's the matter?

— Something's wrong with my car, Inspector.

— Your driver's license, please.

— Here you are.

— Wait a little. I'll call up the service station.

— Thank you very much, Inspector.

— Not at all.

II. — Good afternoon. Inspector Petrov. It's prohibited to take pictures here.

— Oh, I didn't know that. I'm sorry.

- Your identity papers, please.
- Here you are.
- Thank you.
- III. — Inspector Petrov. What's the matter?
- Oh, I've lost my wallet.
- Sorry, I don't get you. Speak slower, please.
- My wallet is gone, Inspector.
- Your identity papers, please.
- But I say I've lost my wallet with all my papers!
- What hotel are you staying at?
- At "Cosmos".
- Follow me, please. I'll take you to the local police station.
- IV. — Good morning. Inspector Petrov. Is anything wrong with you? What can I do for you?
- I'm sorry, Inspector, but I don't feel well.
- Just a minute, I'll call an ambulance.
- Thank you very much, Inspector.
- That's all right.
- V. — Excuse me, I'm Inspector Petrov. No parking here.
- And where shall I park my car?
- Drive round the corner, please.
- Thank you. Inspector, and how can I get to the US Embassy from here?
- Take the second turn to the right and drive on for about 2 km. You will see it on your right.

Ex. 46. Попросите иностранца:

- следовать за вами;
- говорить медленнее;
- предъявить водительские права;
- предъявить документы, удостоверяющие личность;
- предъявить пропуск.

Ex. 47. Скажите иностранцу, что запрещено:

- обменивать валюту;
- фотографировать здесь;
- нарушать общественный порядок;
- распивать спиртные напитки;
- переходить здесь улицу.

Ex. 48. Спросите иностранца, что случилось:

- с ним;
- с его другом;
- с его документами;
- с его машиной;

— с его багажом.

Ex. 49. Составьте диалоги между иностранцем и полицейским на основе диалогов (упр. 45).

Ex. 50. Составьте полилог между группой туристов из США и полицейским.

Ex. 51. В нижеследующей таблице приведены различные виды преступлений и проступков. Оцените их тяжесть по пятибалльной системе (от 1 — наименее тяжкое до 5 — наиболее тяжкое):

How Serious is a Crime?

Criminal Act	Rating				
A. Selling drugs	1	2	3	4	5
B. Killing another person	1	2	3	4	5
C. Being drunk in a public place	1	2	3	4	5
D. Buying a camera which was stolen	1	2	3	4	5
E. Bribing an official	1	2	3	4	5
F. Using a weapon	1	2	3	4	5
G. Killing a police officer	1	2	3	4	5
H. Engaging in prostitution	1	2	3	4	5
I. Taking a watch from a shop without paying for it	1	2	3	4	5
J. Selling porno films and books	1	2	3	4	5
K. Crossing the street in the wrong place	1	2	3	4	5
L. Selling foreign currency	1	2	3	4	5
M. Breaking public order in the presence of a police officer	1	2	3	4	5

Ex. 52. Прочитайте текст и выскажите свое мнение:

An arrest

Without question, the police play an important role in protecting citizens from crime. They have special powers to do it. Police have the power to investigate, which often means to stop and question persons, to arrest criminals and many others. Society gives to police the right to use force if necessary. We shall discuss now the problems of arrest.

What is an arrest? When is person “under arrest”? Are you under arrest only if the police officer says that you are? If the police stops you in the street and asks you to explain why you are there and what you are doing, are you under arrest? If a police officer asks you to follow him to the police station, are you under arrest?

These are difficult questions to answer. The answers are not clear and are discussed among police officers and judges. Basically there are two views. Some say that a person is arrested the moment the police officer comes up to him and restrains

his freedom to walk away. Others say that an arrest is an intent of the police officer to take a person to the police station to charge him with crime. What do you think?

Notes:

to restrain freedom — ограничить свободу

an intent — намерение

to charge with a crime — обвинить в преступлении

Ex. 53. Переведите текст письменно на русский язык.

Text “C”

A Noble Gangster

There was a time when the owners of shops and business in Chicago paid large sums of money to gangsters in return for “protection”. So racket is not a modern crime.

Six hundred years ago Sir John Hawkwood arrived in Italy with a band of soldiers and began to live near Florence. When Italian city-states were at war with each other, Hawkwood gave his soldiers to princes who paid much money that he demanded. In times of peace, when business was bad, Hawkwood and his men marched into a city-state and burned down a few farms. He went away when “protection” money was paid to him. In this way Hawkwood made large sums of money. But the Italians liked him and respected him as a hero.

Lesson 4. GREAT BRITAIN. USA

Содержание

- I. Словообразование:
 - 1) аффиксация:
 - а) суффиксы: -ion, -ment, -al, -ful;
 - б) префиксы: in-, un-,
 - 2) словосложение;
 - 3) инверсия.
- II. Грамматика:
 - 1) придаточные предложения условия и времени;
 - 2) пассивный залог,
 - 3) согласование времен;
 - 4) косвенная речь
- III. Тексты:
 - Text "A" — Great Britain
 - Text "B" — United States of America
 - Text "C" — New York
 - Dialogues

Словообразование

В английском языке существуют несколько способов словообразования:

- 1) аффиксация (с помощью суффиксов и префиксов); 2) словосложение;
3) конверсия.

I. Для образования от глаголов отвлеченных существительных, обозначающих: а) действие или процесс; б) состояние или качество; в) результат действия, употребляются суффиксы:

- 1) **-ion (-tion, -ation)**, например:
to act — action
to form — formation
- 2) **-ment**, например: to develop — development
to govern — government
to achieve — achievement

Суффикс **-ful** служит для образования прилагательных от существительных и означает наличие качества, например,

help — helpful
use — useful

Суффикс **-al** также служит для образования прилагательных существительных, например,

music — musical
emotion — emotional

Префиксы **in-, un-** (перед l: **il-**, перед r: **ir-**, перед m и p: **im-**) могут присоединяться к различным частям речи, придавая им противоположное значение:

- 1) к глаголам, например:
to make — to unmake
to pack — to unpack
- 2) к существительным, например:
ability — inability
experience — inexperience
- 3) к прилагательным и причастиям, например:
friendly — unfriendly
written — unwritten.

Ex. 1. Read and translate into Russian:

1. to produce — production
to compose — composition
to associate — association
to populate — population
to demonstrate — demonstration
to detect — detection
to concentrate — concentration
2. power — powerful
beauty — beautiful
cheer — cheerful
wonder — wonderful
thank — thankful
3. industry — industrial
type — typical
continent — continental
situation — situational
finance — financial
agriculture — agricultural
4. known — unknown
possible — impossible
popular — unpopular
polite — impolite
legal — illegal
logical — illogical
regular — irregular
attractive — unattractive
important — unimportant
pleasant — unpleasant
published — unpublished

Ex. 2. Translate the following words paying attention to the suffixes and prefixes.
Use a dictionary when necessary:

a) employment, development, achievement, requirement, environment,
disarmament, improvement, establishment, government

b) commercial, professional, geographical, metallurgical, chemical, influential

c) independent, incapable, inactive, inconsiderable, incompetent, inconvenient, indifference, inevitable, inequality, insufficient

d) unchanged, undesirable, unemployment, unequal, unexpected, unfortunate, unhappy, unhealthy, unfriendly, unknown, unlawful, unofficial, unprotected, unreal, unsatisfactory.

II. **Словосложение** — это образование новых слов путем соединения двух или более слов в сложное слово, например:

book + shop = bookshop

Ex. 3. Translate the following words:

bathroom, bedroom, coffee-table, notebook, newspaper, text book, birthday, airport, shipbuilding, machine-building, book-case, newsagency, seaman

III. **Конверсия**. В английском языке формы некоторых существительных совпадают с формами глаголов, но отличаются от них ударением — существительные имеют ударение на первом слоге, а соответствующие им глаголы — на втором.

Прочитайте и запомните.

'export — to ex'port

'import — to im'port

'comment — to com'ment

'record — to re'cord

Passive Voice (Пассивный залог)

I. Если подлежащее обозначает лицо или предмет, совершающий действие, то глагол — сказуемое употребляется в форме действительного (активного) залога.

The Pacific Ocean washes Russia in the East.

Yury Dolgoruky founded Moscow in 1147.

Если же подлежащее обозначает лицо или предмет, подвергающийся действию со стороны другого лица или предмета, то глагол-сказуемое употребляется в форме страдательного (пассивного) залога.

Russia is washed by the Pacific Ocean in the East. **Moscow was founded** by Yury Dolgoruky in 1147.

Часто Passive Voice (страдательный залог) употребляется, когда тот, кто выполняет действие, нам неизвестен или неважен.

Например:

He was asked at the English lesson.

Его спрашивали на уроке английского языка.

English is spoken in many countries.

На английском языке говорят во многих странах.

II. Времена страдательного залога образуются при помощи вспомогательного глагола **to be** в соответствующем времени и причастия прошедшего времени (Past Participle) смыслового глагола.

to be + Past Participle

При спряжении глагола в страдательном залоге изменяется только глагол **to be**, смысловой же глагол имеет во всех временах одну и ту же форму — Past Participle (Participle II). Следовательно, время, в котором стоит глагол в страдательном (пассивном) залоге, определяется формой, в которой стоит вспомогательный глагол **to be**:

	Indefinite	Continuous	Perfect
Present	I am asked.	I am being asked.	I have been asked.
Past	I was asked.	I was being asked.	I had been asked.
Future	I shall be asked.		I shall have been asked.

III. При образовании вопросительной формы Passive Voice (страдательного залога) вспомогательный глагол ставится перед подлежащим:

Am I asked? Меня спрашивают?

Shall I be asked? Меня спросят?

Have I been asked? Меня спросили?

When was the book written? Когда была написана книга?

IV. При образовании отрицательной формы Passive Voice (страдательного залога) частица **not** ставится после вспомогательного глагола:

I am not asked.

I shall not be asked.

I have not been asked.

V. С модальными глаголами **must**, **can (could)**, **may (might)**, **should**, **ought to**, **have to**, **be to** пассивная форма образуется с помощью **be** и Past Participle (Participle II) основного глагола.

Например:

This work **must be finished** today.

This report **ought to be finished** tonight.

That room **cannot be used** as a classroom.

This text **has to be sent** at once.

Ex. 1. Read and translate the following sentences in the Passive Voice:

1. The first Russian University was founded in 1755.

2. The text has already been translated.

3. The Moscow Higher School was set up in 1975.

4. Books by Jack London are read by many readers with great interest.

5. Many books by American writers have been translated into Russian.

6. When was our University set up?

7. This grammar rule is being discussed at the lesson today.

8. Was Moscow founded by Yury Dolgoruky?
9. Only English must be spoken in our lab.
10. What specialists are trained at the Moscow Law Institute?
11. All the exams will be passed by me well.
12. Some new phrases must be used in your story.

Ex. 2. Choose a proper form (active or passive). Mind the word order where necessary:

1. Russia (washes; is washed) by seas and oceans in the North and in the East.
2. The case (has investigated; has been investigated) successfully.
3. At our Institute the students (teach; are taught) English, German or French.
4. The University (founded; was founded) in 1755.
5. My friend (has finished; has been finished) the translation of this exercise.
6. I am sure the exams (will pass; will be passed) successfully.
7. This event (is reporting; is being reported) in all newspapers.
8. Our English lab (equips; is equipped) well. It's interesting to work there.
9. (Did write; was written) his test without mistakes?
10. English (speaks; is spoken) at our English-tutorials.
11. A very interesting competition (has organized; has been organized) by the chair of foreign languages.
12. Specialists of high qualification (train; are trained) at the Moscow Law Institute.

Ex. 3. Change the following sentences from active to passive form. Keep the same tense with each change:

1. The students saw this English film.
2. He left his notebook at home.
3. He has just finished his report.
4. I bought this book yesterday.
5. My friend has taken this newspaper.
6. He is working at his English successfully.
7. Did Yury Dolgoruky found Moscow in 1147?
8. The Pacific Ocean washes the territory of Russia in the east.
9. Sport plays an important role in educational process of our future police officers.
10. The Law Institute trains future investigators, detectives for Moscow and the Moscow region.
11. The students attend lectures and tutorials with interest.
12. You have done this exercise successfully.
13. You translated this text last time.
14. You can find many interesting books in our library.
15. You must learn as many new English words as you can.

Ex. 4. Translate the sentences into English using Passive Voice:

1. Наша страна омывается морями и океанами на севере и на востоке (to wash).
2. В нашей школе обучают трем иностранным языкам (to teach).
3. Эта проблема обсуждается сейчас в печати (to discuss).
4. Специальным предметам нас будут обучать на третьем и четвертом курсах (to teach).
5. Во время занятия много говорилось о нашей будущей профессии (to speak of).
6. Я думаю, экзамены будут сданы нами успешно (to pass).
7. Московский юридический институт был создан в 1975 г. (to set up).
8. На занятиях по английскому языку нужно говорить по-английски (to speak).
9. Тема «Моя будущая профессия» будет изучаться в следующем году (to study).
10. Работа выполнена вами хорошо (to do).
11. Меня спрашивали на прошлом практическом занятии (to ask).
12. Некоторые отрасли промышленности в нашей стране высоко развиты (to develop).

Сложные предложения с придаточным времени и условия

В придаточных предложениях времени и условия в значении будущего времени употребляется Present Indefinite. В главном предложении сказуемое стоит в том времени, которое требуется по смыслу. Придаточные предложения времени вводятся союзами: when (когда), till (пока; до тех пор пока), as soon as (как только), before (прежде чем; до того как), after (после того как), while (в то время как), until (пока не). Например:

Please stay here until I return.

I shall go for a walk as soon as I finish my work.

Придаточные предложения условия вводятся союзами: if (если), unless (если не), например:

If the weather is good on Sunday, we shall go to the country.

Memorize the proverbs.

If the sky falls, we shall catch larks.

Если бы, да кабы.

When pigs fly.

Когда рак на горе свистнет.

When two Sundays come together.

После дождика в четверг.

If you run after two hares, you will catch neither.

За двумя зайцами погонишься — ни одного не поймаешь.

Ex. 5. Read and translate the following sentences into Russian:

1. When my brother is 17, he will finish school.

2. You won't be able to fight crime well if you are not a highly qualified specialist.

3. When he gives a lecture in administrative law, all students will listen to it with great interest.

4. Read this article on criminal law while I do the translation.

5. Please, return my English textbook if you don't use it.

6. We'll phone you as soon as he gives the answer.

7. Will you wait here until he comes.

8. I'll ask him to do it after he finishes his work.

9. My wife and I will go for a walk before we have supper.

10. Speak to him about our plans when you see him.

11. When she comes back, she will help us to do our homework.

12. If he doesn't go to the cinema, he'll ring us up.

13. All the students will have their practice when they are in the third year.

14. If you don't learn these words, you won't be able to write the test.

15. When I have my holiday in August, I'll go to the Caucasus.

Ex. 6. Put the verbs in the brackets into proper tense forms:

A farmer (to have) a friend who (to grow) very good apple trees. One day he (to give) the farmer a small apple tree and (to tell) him to plant it. The farmer (to take) the tree and (to thank) his friend. But when he (to come) home he (not to know) where to plant it. "If I (to plant) it in my garden", the farmer (to think), "my son (to eat) the apples. If I (to plant) it near the road, other people (to eat) my apples". So he (to take) the tree to the forest and (to plant) it there. But the tree (cannot) grow without sunlight and soon it (to die).

Ex. 7. Translate into English:

1. Если мы не будем хорошо знать ОРД, мы не сможем расследовать преступления.

2. Мой брат будет поступать в МЮИ, после того как вернется из армии.

3. Мы узнаем много нового и интересного, когда будем изучать криминалистику.

4. Я буду смотреть сегодня фильм по телевизору, если закончу перевод статьи.

5. Он зайдет к нам, прежде чем уедет в Минск.

6. Как только он закончит служить в армии, он пойдет работать в полицию.

7. Если вы не будете учить слова, вы не сможете читать книги на английском языке.

Согласование времен. Косвенная речь

(Sequence of Tenses. Indirect Speech)

Согласование времен означает зависимость времени глагольного сказуемого придаточного предложения от времени сказуемого главного предложения. Если сказуемое главного предложения стоит в прошедшем времени, то сказуемое придаточного предложения тоже должно стоять в одном из прошедших времен. В зависимости от соотношения действий главного и придаточного предложений употребляются следующие временные формы в придаточном предложении:

1) для обозначения одновременного действия — Past Indefinite или Past Continuous, например:

I knew that they had an English lesson every Monday. I knew that they were busy because they were having an English lesson.

2) для обозначения предшествующего действия — Past Perfect, например:

I knew that they had already had an English lesson.

3) для обозначения последующего действия — Future in the Past, которое образуется при помощи вспомогательного глагола *should* (для 1-го лица ед. и мн. числа) и *would* (для остальных лиц) и инфинитива смыслового глагола без частицы *to*, например:

I knew that they would have an English lesson the next day.

Косвенная речь

Речь, передаваемая не буквально, а по содержанию, в виде придаточного дополнительного предложения, называется косвенной речью.

При переводе повествовательного предложения в косвенную речь соблюдаются следующие правила:

1) повествовательное предложение вводится союзом *that*, который, однако, часто опускается;

2) личные и притяжательные местоимения заменяются по смыслу, например:

He says, "I'll finish my work very soon." He says, (that) he will finish his work very soon.

3) если после глагола *to say* имеется указание на лицо, то в косвенной речи он заменяется глаголом *to tell*, например:

He says to me, "I'm very busy." He tells me that he is very busy.

4) если сказуемое в главном предложении стоит в прошедшем времени, то действует правило согласования времен, например:

He said to me, "I'm very busy." He told me that he was very busy.

5) указательные местоимения и наречия времени и места в косвенной речи заменяются следующим образом:

прямая речь	косвенная речь
this	that
these	those

now	then
today	that day
tomorrow	the next day
yesterday	the day before
ago	before
next (year)	the next (year)
here	there

He said, "I saw him yesterday."

He said that he had seen him the day before.

При переводе **вопросительного** предложения в косвенную речь соблюдаются вышесказанные правила. Помимо этого:

1) порядок слов в косвенном вопросе такой же, как и в повествовательном предложении;

2) общий вопрос вводится союзом *if* или *whether* (соответствует частице «ли» в русском языке), например: He asked me, "Do you live in Moscow?" He asked me if I lived in Moscow.

3) специальные вопросы в косвенной речи вводятся соответствующими вопросительными словами, напр.:

He asked us, "Where do you live?"

He asked us where we lived.

При переводе побудительных предложений в косвенную речь необходимо соблюдать следующие правила:

1) приказания и просьбы в косвенной речи вводятся глаголом *to tell* (вслеть), *to order* (приказывать), *to ask* (попросить);

2) глагол в повелительном наклонении заменяется инфинитивом или отрицанием *not* с инфинитивом для отрицательной формы, например:

She said, "Help me, please".

She asked me to help her.

She said, "Don't be late."

She asked me not to be late.

Ex. 8. Translate into Russian:

1. My friend said that he had finished his scientific research the day before.
2. The teacher asked us when Byron was born. We said that Byron was born on January 22, 1788.
3. They said that they were going to take their exam in history the next week.
4. I was asked if I knew about our meeting. I answered that I should be there at 5 o'clock.
5. His sister told me that she would study medicine at the Institute.
6. The students said that the story for home reading was very interesting. They also said that they liked detective stories.
7. He said that he had served in the Far East two years before.
8. We were told that we could go in for different sports at our school.
9. They asked when the seminar in Administrative Law would take place.
10. My friend said that he was very busy that week with his report.

11. She said that she would speak to them if she saw them the next day.
12. They asked me when I was leaving for Omsk.
13. They told us to take part in the sport competition on Saturday.
14. We didn't know if our friend was married.
15. The students said that they would study many new subjects the next year.

Ex. 9. Choose the right word.

1. He asked me if I had visited my friends (yesterday, the day before).
2. They said the conference in Criminal Law would take place (tomorrow, the next day).
3. I was asked when I was going to return (here, there).
4. I am sure that (this, that) is well-known all over the world.
5. He said he would take part in scientific work (next, the next) year.
6. They knew their friends were going to Kiev (now, then).
7. She said she had been to the city of Smolensk a year (ago, before).
8. We are told that we shall take our English exam (next, the next year).
9. He said that the lecture in Criminalistics would take place (today, that day).
10. She said that we could find the articles in (these, those) journals.
11. They didn't know it they would watch the football match (tomorrow, the next day).

Ex. 10. Change into indirect speech.

1. He said, "Bernard Shaw was given the Noble Prize for Literature in 1925."
2. "When will the Music Festival take place in Edinburgh?" she asked.
3. He said, "I shan't be able to attend the meeting tomorrow."
4. "Are you going to visit your parents on Sunday?" they asked me.
5. My friend said to me, "Please wait for me a little."
6. "How long were you doing homework?" the teacher asked us.
7. My friend said to me, "I know that you are going to take part in our scientific conference."
8. She said, "I have already met this man."
9. "Can you help me translate this article?" my brother asked me.
10. The students said, "We have passed our exam in History."
11. "Were you born in Moscow?" he asked me.
12. The teacher said to us, "Please bring your dictionaries for the next lesson."
13. He said, "I didn't watch TV yesterday."
14. He said to us, "Don't tell anybody about it."
15. "What foreign languages do you study at your school?" she asked.

Ex. 11. Make the following sentences indirect.

1. He said,
"The students need more practice in speaking."
"These exercises are too difficult for me."
"I don't feel well today."
"Nobody can do this work as well as my friend."

"I'll come back in a few minutes."
 "I have already seen this film."
 2. He asked me,
 "Where does your sister live?"
 "How old are you?"
 "What time is it?"
 "Where are you going?"
 "How long have you studied English?"
 "Do you like to study at the Moscow Law Institute?"
 3. I didn't know,
 "Where does she work?"
 "Where did your brother go?"
 "Does he know history well?"
 "What is her husband's name?"
 "When will he visit his friends?"
 4. I said to him,
 "Wait for me outside."
 "Come back in an hour".
 "Don't tell anybody about it."
 "Go to the cinema by bus."
 "Bring me the textbook in economy."

Text "A"

Ex. 1. Repeat after the speaker:

The British Isles
 Ireland
 the European continent
 the United Kingdom
 Scotland
 the North Sea
 the Atlantic Ocean
 Wales
 Snowdon
 the Severn
 the Thames
 Birmingham
 Manchester
 Liverpool
 Glasgow
 Cardiff
 Sheffield
 Newton
 Edison
 Darwin
 St. Paul's Cathedral

the Houses of Parliament
Westminster Abbey
Buckingham Palace
Trafalgar Square
Hogarth
Gainsborough
Reynolds
Turner
Constable

Ex. 2. Repeat the following word combinations and phrases after the speaker:

a number of small islands
the south coast
joined by canals
the climate is mild
the thick fog
a very typical feature
highly developed industries
coal and metal countries
iron and steel industry
a centre of engineering and chemicals
a shipbuilding centre
rural areas
urban districts
great scientists
a typical feature
is full of historical buildings
customs and traditions
the whole country
the business and financial centre
is associated with the rich
architecture
the kings and queens are buried
news-agencies

Ex. 3. Read and translate the following international words:

continent, to form, mile, canal, population, climate, typical, capitalist, industry, textile, centre, metal, type, production, port, export, import, chemical, film, territory, intensive, urban, poet, author, interesting, discipline, emotion, tragic, situation, tourist, historical, monument, tradition, financial, bank, concert, fashionable, architecture, visit, memorial, residence, gallery, political, agency, figure, demonstration, meeting.

Text "A". Read and translate the text.

GREAT BRITAIN

I. The British Isles are formed of Great Britain, Ireland and a number of small islands situated to the west of the European continent. The total area is about 120.000 square miles. The United Kingdom is composed of four parts: England, Scotland, Wales and Northern Ireland. The east coast is washed by the North Sea and the west coast is washed by the Atlantic Ocean. There are no high mountains in Great Britain. The highest mountains are the Snowdon (3000 ft.) and the Highlands. The biggest rivers are the Severn and the Thames joined by canals, so that it is possible to travel by water from one end of the country to the other.

The climate of Great Britain is mild. It is never too hot or too cold because of the sea which keeps the island warm in winter and makes the air cool in summer. The worst thing about the climate is the thick fog. If you go to England, you'll find that the fog is very typical feature of the country.

The population of Great Britain is over 57 million people. About 20 per cent of the British people live in rural areas, the others live in urban districts, i.e. towns and cities.

II. Great Britain is no longer the most powerful capitalist state in Europe but it has highly developed industries. There are many big industrial cities there, such as Birmingham, Manchester, Liverpool, Glasgow, Cardiff, Sheffield and others. One of the leading industries of Great Britain is the textile industry. Liverpool and Manchester are the main centres of textile manufacturing.



Northern and western England are traditionally coal and metal countries. The oldest centres of iron and steel industry are Birmingham and Sheffield. One can find here any type of metallurgical production.

Liverpool is the biggest port in western England. It is first in Great Britain in exports and comes second after London in imports.

New industries have been developed recently. London, e.g., is an important centre of engineering and chemicals. It also comes first in Britain in clothing and food industry, and in film production.

Scotland is Britain's largest shipbuilding centre.

The fishing industry is concentrated mostly on the east coast.

The territory of the island is not big, so it's no wonder that the British farming or agriculture is being developed in an intensive way.

III. Great Britain is the country of many great scientists, poets, artists and writers. Among the world-known scientists are Newton, Darwin, Edison, Russel, Rescrford and a number of others.

Great Britain is famous for its writers and poets. Among them one can find Shakespeare, Defoe, Dickens, Byron, Burns, Bernard Shaw, Aldridge, Pristly, Golsworthy and many others.

The most famous English painters are Hogarth, Gainsborough, Reynolds, Turner and Constable.

V. London, the capital of Great Britain, is very attractive for tourists because it is full of historical buildings, monuments, customs and traditions. There are four parts in London: the City, the West End, the East End and the Port.

My friend has been to London three times. He told me many interesting things about it. He said that the oldest part of London was the City with its narrow streets. It is the business and financial centre of the whole country. A lot of banks and offices are situated here.

The name "West End", he said, is associated with the rich. Here are the finest theatres, cinemas and concert halls, the largest department stores, the most fashionable hotels.

The Fast End and the Port of London are situated to the east of the City. They are unattractive, but very important to the country's economy.

London is very rich in sights. My friend showed me the post cards which he had brought from London. Among them Westminster Abbey which is famous for its architecture and history. In Westminster Abbey the kings and queens of England are buried. Here is also the Poet's Corner where many great writers and poets are buried: Kipling, Dickens, Tennyson and others. My friend said that he had also visited the memorials to Shakespeare and Byron, Scott and Longfellow.

Of no less interest are the Houses of Parliament with Big Ben, the Buckingham Palace — the Queen's residence, the National Art Gallery, the British Museum, St. Paul's Cathedral and the Tower, which was first a fortress, then a prison and which is now a museum.

There are a lot of parks in London, the most famous of them is Hyde Park with its Speaker's Corner.

My friend said that many streets and parts of London had their own history and traditions. Whitehall, for example, is the political centre of the country. All government departments are situated here.

If you walk westwards from St. Paul's Cathedral, you'll come to Fleet Street, the place known all over the world. Here the most important newspapers and news-agencies have their offices and publishing houses.

Trafalgar Square is about a hundred years old. The main feature is the tall Nelson monument, with the figure of the great seaman on the top. Many demonstrations and meetings take place here.

My friend asked if I liked the sights of London and said that he would go to London the next month and bring me some postcards. I advised him to do more sightseeing.

Notes to the text:

1. no longer — больше не
2. it is no wonder — не удивительно
3. e.g. — for example — например
4. i.e. — that is — то есть
5. to come first (second) — занимать первое (второе) место
6. ft — foot (pl. feet) — 30,48 см
7. of no less interest — не меньший интерес
8. all over the world — во всем мире
9. to be associated with — быть связанным с; ассоциироваться с
10. to be composed of — состоять из
11. to be full (of) — быть заполненным
12. a number of — ряд
13. one can find — можно найти
14. to be popular (with) — пользоваться популярностью (у)
15. it is possible — возможно
16. to be rich in — изобиловать
17. to go sightseeing (to do sightseeing) — осматривать достопримечательности

Ex. 4. Find in the text the English equivalents:

ряд островов, состоять из, располагаться, омываться, можно путешествовать, типичная черта, могущественный, высокоразвитые отрасли промышленности, ведущая отрасль, текстильная промышленность, можно найти, занимать первое место, главный центр, сельское хозяйство, ученый, художник, ряд других, славиться, восточное побережье, привлекательный, привычки и традиции, похоронены, ассоциироваться с чем-либо, экономика страны, изобиловать, не меньший интерес представляют, правительственные учреждения, издательство, главная черта, происходить, достопримечательности.

Ex. 5. Give as many word combinations as possible.

a centre (политический, финансовый, деловой, исторический, промышленный, сельскохозяйственный, национальный)

an industry (текстильная, кораблестроительная, сталелитейная, угольная, рыбная, химическая, пищевая, металлургическая)

a monument (исторический, архитектурный, хорошо известный, знаменитый, национальный)

a situation (политическая, международная, экономическая, трудная, трагическая)

Ex. 6. Complete the sentence.

- любые отрасли промышленности
 - множество достопримечательностей
- One can find here — ряд высокоразвитых отраслей промышленности
- много известных ученых и знаменитых писателей
 - ряд крупных промышленных центров
 - множество архитектурных и исторических памятников

Ex. 7. Give all possible endings:

1. Great Britain is famous for...
2. London is rich in...
3. The main industrial centres in Great Britain are...
4. The most developed industries are...
5. The most typical feature of English life is...
6. Among the well-known English writers are...
7. The most popular sights of London are...

Ex. 8. Give the English equivalents and make up sentences with them.

Сельскохозяйственный район, славиться архитектурными памятниками, Британское правительство, промышленное развитие, ряд известных ученых, привлекательная черта, развивать экономику, могущественное государство, ведущая отрасль промышленности, не удивительно что...

Ex. 9. Say which of the statements are true to the text. If not so, correct them:

1. The British Isles are formed of Great Britain and Ireland.
2. The south coast is washed by the English Channel.
3. It is impossible to travel by water from one end of the country to the other.
4. Great Britain is the most powerful capitalist state in Europe.
5. The climate of the country is mild.
6. The best thing about the English climate is the thick fog.
7. London is the biggest port in the whole country.
8. The leading industry in the country is the textile industry.
9. Scotland is Britain's largest shipbuilding centre.
10. One of the most typical features of English life is the love for customs and traditions.
11. Britain is the country of great writers and poets.
12. There are three parts in London: the City, the West End and the East End.
13. London is very rich in sights.
14. The oldest part of London is the Port.
15. The name "West End" is associated with the rich.
16. Whitehall is the financial centre of the country.
17. All government departments are situated in Fleet Street.

Ex. 10. Find in the text "Great Britain" and read out the sentences with the Passive Voice. Translate them.

Ex. 11. Read the sentences using the proper form of Passive Voice:

1. The United Kingdom of Great Britain and Northern Ireland (to compose) of England, Scotland, Wales and Northern Ireland.
2. In the east Great Britain (to wash) by the North Sea.
3. Many industries (to develop) highly in the United Kingdom.
4. Many books by English writers can (to find) in our school library.
5. Books written by Bernard Shaw (to read) with great interest in our country.
6. The article about the world-known scientists from Great Britain (to publish) in the magazine next month.
7. The centres of iron and steel industry Birmingham and Sheffield (to visit) by our delegation during their tour about Great Britain.
8. A large demonstration for disarmament (to organize) in Trafalgar Square recently.
9. Agriculture (to develop) highly in the south east of England.
10. Business and financial offices, banks (to concentrate) in the City of London.
11. The British Museum (to visit) by my friend many times. He worked there.

Ex. 12. Fill in prepositions or adverbs if necessary:

Glasgow, one ... Britain's industrial centres, is famous ... its historical associations. Daniel Defoe said that Glasgow was "one ... the cleanest, most beautiful and best-built cities in Great Britain". Modern Glasgow is a very large city that stretches ... many miles ... north ... south and ... east ... west.

Ex. 13. Fill in articles where necessary:

1. Londoners are fond of ... beautiful parks of their city. At weekends hundreds of people come to ... parks.
2. Most of ... London streets are narrow Oxford Street is ... busiest street: there are ... lot of department stores, shops and offices there.
3. Stratford is ... old town in ... central part of ... England. It has mostly ... narrow streets and two-storey buildings. Stratford is famous for its festivals of ... theatre. ... festivals take place every year.
4. If you walk along the Strand, you can reach ... Houses of Parliament. ... new building for ... Houses of Parliament was built in 1840. When Parliament sits ... flag flies from ... Victoria Tower by day and ... light in ... Clock Tower above ... famous Big Ben bums by night.

Ex. 14. Answer the questions:

1. What are British Isles formed of?
2. Where are they situated?
3. What parts is the United Kingdom composed of?
4. What seas are the British Isles washed by?
5. What are the biggest rivers in Great Britain?
6. The climate of the country is rather mild, isn't it?
7. Where are the centres of textile industry situated?

8. Do you know any big industrial centres in Great Britain? What are they?
9. Is Liverpool the biggest port in Great Britain?
10. What is the population of the country?
11. Do you know any famous English writers, poets, scientists and painters?
12. What is the City of London famous for?
13. Why is London attractive for tourists?
14. There are four parts in London, aren't there?
15. What sights of London do you know?
16. Is the East End associated with the rich?
17. What are the most well-known streets in London?

Ex. 15. Translate into English:

1. Здание Парламента расположено на берегу Темзы.
2. Британия занимает первое место в Европе по экспорту текстильной продукции.
3. Великобритания не является больше самой могущественной капиталистической страной в Европе.
4. Одной из примечательных черт английского климата является туман.
5. Мне кажется, что крупнейшие индустриальные центры расположены в Англии.
6. Химическая промышленность очень развита в стране.
7. Лондон славится своими историческими и архитектурными памятниками.
8. Здесь можно найти множество достопримечательностей.

Ex. 16. Read and translate the dialogue.

DIALOGUE

- I live in London. And where do you live?
- I live in London too, but I came here two years ago from Edinburgh.
- And is Edinburgh as large as London?
- Oh, no, it's much smaller but it's the capital of Scotland.
- So Edinburgh is the largest city in Scotland, isn't it?
- I'm afraid not. Edinburgh is no longer the largest city. The largest now is Glasgow with the population of over one million people.
- And is Scotland a beautiful country?
- Sure it is. If you go there, you'll enjoy it.
- I'd love to. Scotland has a mild climate, doesn't it?
- Not quite so. The climate isn't so mild as in England because the country is situated in the north of the island.
- And, by the way, are there any mountains and rivers?
- Yes, the rivers are not very long but they are beautiful. And we have mountains, the Highlands. They are often visited by tourists.
- Oh, I am fond of mountains. Last year I went to Wales for my holidays. Perhaps, I'll go to Scotland next time.

— Well, I'm sure you'll like it. Come in August. It's the best month in our country.

— If I have my holidays in August, I'll go to Scotland by all means. And is Edinburgh a modern city?

— On the contrary. It's a very old city with many historical and architectural monuments. It's full of sights and is famous for its University.

Notes:

1. sure (it is)—конечно
2. to enjoy — получать удовольствие
3. not quite so — не совсем так
4. by the way — между прочим
5. by all means — непременно
6. on the contrary — напротив

Ex. 17. Reproduce the dialogue.

Ex. 18. Translate into English:

I. — Вы живете в Манчестере?

Не совсем. Я живу недалеко от Манчестера. А вы там были?

— О, нет, но я непременно поеду туда следующей весной.

— Я уверен, что вы получите большое удовольствие, если поедете в Манчестер.

II. — Вы любите путешествовать?

— Конечно. Между прочим, я побывал во многих местах нашей страны.

— Я бы тоже хотел попутешествовать, но, боюсь, что летом я с семьей опять поеду за город.

— Тоже неплохо.

III. — Стратфорд расположен в центре Англии, не так ли?

— Да, это небольшой городок, но очень известный.

— Это современный город, не так ли?

— Напротив, это очень старый город.

— Есть ли там достопримечательности?

— Конечно. Стратфорд славится домом, где родился Шекспир, и Шекспировским театром.

Ex. 19. Make up your dialogues based on the previous dialogues.

Ex. 20. Ask your friend:

if English writers are read in Russia;

if poems by Shakespeare are translated into Russian;

if heavy industry is developed in London;

if the British Isles are washed by seas and oceans;

if a shipbuilding industry is developed in Great Britain;

if London is visited by many tourists from all over the world;
 if the United Kingdom is composed of England, Scotland, Wales and Northern Ireland;
 if the British customs and traditions are much spoken of;
 if political demonstrations are organized in Trafalgar Square;
 if the lecture about the British painters Gainsborough, Reynolds, Turner and Constable was attended by him yesterday;
 if St. Paul's Cathedral was built by Christopher Wren.

Ex. 21. Use the verbs in brackets in correct tense forms:

1. He said that when the Romans (to come) to Britain in the first century A. D. London (to be) a small village. He also said that many of the roads built by Romans (to meet) at the point where London Bridge (to stand) and parts of the Roman wall (can) still be seen.

2. My friend said that old St. Paul's (to be built) during Norman times, but it (to be destroyed) during the Great Fire. But the cathedral (to be rebuilt) by Christopher Wren, the famous English architect and at present it (to be) the most striking building in the City.

3. He told me that the National Gallery (to have) one of the finest collections of paintings in the world and joined to it (to be) the National Portrait Gallery, containing pictures of almost every famous Englishmen — writers, statesmen, soldiers, scientists.

4. He said that the best time to see the Buckingham Palace (to be) 10.30 A. M., when you (can) see the changing of the guard.

5. He told me that Piccadilly Circus which (to be situated) not far from Trafalgar Square, (to be) the centre of London's theatres.

6. He said that Sunday (to be) a very quiet day in London when all shops and department stores (to be) closed, so (to be) the theatres and most of the cinemas. Londoners (to like) to get out of town on Sundays.

Ex. 22. Retell the stories in indirect speech:

1. One day Conan Doyle came to Boston and took a cab. The cabman recognized the famous author of detective stories. When Conan Doyle was going to pay the money, the cabman said, "If you give me a ticket to your lecture, sir, I'll take no money." "Sure," exclaimed Conan Doyle. "I'll give you tickets for all the members of your family if you tell me how; you got to know my name." "It wasn't difficult, sir," answered the cabman, "because your name is written on your travelling-bag."

2. A rich man who was fond of painting and who tried to paint himself, showed one of his pictures to Turner, the great English artist. "I'm afraid I have little talent," the man said, "do you think there is any hope for me to become a real painter one day?" "Sir," answered Turner, "you want nothing but to be poor to become an artist."

Ex. 23. Speak about:

1) geographical position of Great Britain;

- 2) its climate and geographical features;
- 3) its economy;
- 4) English science and culture;
- 5) London's Sights.

Text "B"

Ex. 1. Read the following geographical and proper names after the speaker:

the United States of America
North America
the southern part of North America
Europe
the Atlantic Ocean
the Pacific Ocean
Canada
Mexico
in the North, northern
in the South
in the West, in the East
the Mississippi river
the Appalachian Mountains
the Cordillera Mountains
Washington
New York
New Orleans
Chicago
Columbia
District of Columbia (D. C.)

Ex. 2. Read the text and give a brief summary of it in Russian:

Text "B"

United States of America

The United States of America is situated in the southern half of North America. It occupies a favourable geographical position being washed by two oceans and having various climate zones.

Once the country was an English colony. In the War of Independence (1775 — 1783) it became independent.

The area of the USA is much larger than that of Western Europe. Today the USA covers an area of 9,4 million sq. km.

The USA is a federation of 50 states. The population grew from 4 million (1790) to 235 million inhabitants now (1990).

Stretching from the Atlantic to the Pacific Ocean the USA borders upon Canada in the North and upon Mexico in the South.

The biggest river in the United States is the Mississippi. The largest lakes are the Great Lakes, five in number. The highest mountain chains are the Appalachian Mountains in the East and Cordillera Mountains in the West.

On the whole the USA has a continental climate. It is at the same time one of the hottest and one of the coldest countries; one of the wettest and one of the driest.

The US is a highly developed industrial and agricultural country.

Heavy industry prevails in the USA, including such branches as the mining, metallurgical, machine-building and chemical industries. War industry (including the production of atomic weapons) plays an important role in the US economy. Being well developed light industry includes textile, leather and footwear industries. The food industry is also well developed.

The capital of the USA is the city of Washington situated in the District of Columbia. The population of Washington, D. C., is about 750 000 (1990) and together with the suburbs (metropolitan area) its population is about 3 million. Washington is like no other city of the USA. You know that the flag of the USA, the "stars and stripes" has 50 stars on a blue background. Each of these stars represents one of the fifty states. But the city of Washington is not in any of those states. It belongs to all of them. Washington is the seat of government of the nation. The White House where the US President lives and works, the Capitol, the home of the US Congress, and the Supreme Court are all in Washington, D. C. New York is a center of finance, of shipping, of fun; New Orleans deals in cotton; Chicago will sell you wheat and cattle.

The United States is a sports-loving nation. Sports in America take a variety of forms: organized competitive struggles, athletic games played for recreation, and hunting and fishing. Most sports are seasonal, some sports are commercial and professional.

Baseball is the most popular sport in the United States. Football is the most popular sport in the fall. It is still played by almost every college and university in the country. There are professional football teams in all major cities of the United States. Basketball is the winter sport in American schools and colleges. Other spectator sports include wrestling, boxing, and horse racing. Americans like both to engage in sports and to watch games being played. They are also fond of reading and talking about sports. Usually, several pages of the daily paper are devoted to discussing sports events, and games are carried on television and radio.

The United States is often described as a nation on wheels. There are a great number of modern highways from four to ten traffic lanes.

There is no official list of national holidays because the establishment of holidays is within the province of the individual states. In most states banks, post-offices and most places of business are closed on these days:

January, 1	New Year's Day
February, 2	Lincoln's Birthday (16 th President)
February, 22	Washington's Birthday (the 1 st President of the USA)
May, 30	Memorial Day (a day honoring Americans killed in wars)
July, 4	Independence Day

The first Monday in September Labour Day
 October, 12 Columbus Day
 The last Thursday in November Thanksgiving Day (a day of thanks
 giving and praise)
 December, 25 Christmas Day

Notes:

sq. km. = square kilometer квадратный километр

Thanksgiving Day — День Благодарения (официальный праздник в память первых колонистов Массачусетса)

Ex. 3. Divide Text “B” into the sense parts.

Ex. 4. Find the answers to the following questions in the text and read them; then close the book and recite them:

1. Where is the United States of America situated?
2. What is the area and the population of the USA?
3. Which countries does the USA border upon?
4. What are the biggest rivers and largest lakes of the United States? The highest mountain chains?
5. Which branches of heavy industry and light industry are highly developed in the United States?
6. What can one say about the capital of the USA?
7. What are forms of sports in America?
8. Which kinds of sports are the most popular in America?
9. Why is the United States often described as a nation on wheels?
10. What national holidays are established in most states of the USA?

Ex. 5. Give the brief contents of text “B” in English according to the plan:

1. the geographical position of the USA;
2. the USA as a highly developed country;
3. the capital of the USA.

Ex. 6. Read text “C” and translate it with the help of a dictionary.

Text “C”

New York

Visitors to the USA come to New York city first and this is where they get acquainted with the American way of life, American culture and American language. New York has always been the gateway to the USA. But it is more than just a door it is also a window through which the life of the whole nation may be observed. New York is the financial center of the country where “money-making” is the main law of life. New York is the symbol of capitalism and its Wall Street has become a nickname for big monopolies all over the world.

One of the largest cities in the world New York extends for 36 miles from north to south and is situated at the mouth of the Hudson River. In the 18th century New York grew into the largest city of the USA. Now New York is a great sea-port, the leading textile and the financial center of the country. Manhattan Island (the central part of New York) with the Wall Street district is the heart of America's business and culture and the city of sky-scrapers. The highest of them is the 102-storey Empire State Building. In Manhattan at Broadway and 116 Street is campus of Columbia University, the biggest educational establishment of New York, and near it are houses of Harlem. There is not one Harlem but three: Spanish, Italian and the Black Harlem. The Black Harlem is the most overcrowded and its shabby houses contrast with rich houses on Sugar Hill to the North, where the most prosperous people live.

It is a big modern city, with a heavy traffic. When you come to New York you see lots of cars, big and small, black and yellow, old and modern; you don't see any trees or flowers in the streets, but only you'll see and hear advertisements everywhere. There is no getting away from them. Advertisements fill the newspapers and cover the walls, they are shouted through loud speakers and shown in the cinemas.

Subway (the metro is called "subway" in America) provides the cheapest and fastest way to travel.

The population of New York is about 9 million people (together with the suburbs — 12 million people). It is really a very large city — a city of many districts where not only big businessmen, but millions of workers live.

Notes:

advertisements — реклама

Ex. 8. Give a written translation of the first and third paragraphs of text "C".

Ex. 9. On the basis of text "C" be ready to speak of:

1. New York as the gateway to the USA.
2. New York as a financial center of the country.
3. The traffic in New York.
4. New York as a city of contrasts.

Ex. 10. Read and reproduce the dialogues:

1. — New York, this is where the visitors to the USA first get acquainted with the American way of life.

— Yes. New York has always been the gateway to the USA. And it is here that the life of the whole nation may be observed.

— What impresses a visitor first of all in New York?

— I think, advertisements. You'll see and hear advertisements everywhere: in newspapers, on the walls, over TV and in the cinemas. There is no getting away from them.

— And then, it seems to me, sky-scrapers and a heavy traffic. By the way, what is the highest building in New York?

— It's the 102-storey Empire State building.

2. — New York is the financial center of the country where "money-making" is the main law of life. It's the symbol of capitalism.

— Yes, you are right. Wall Street has become a nickname for big monopolies all over the world. It's the heart of the American business.

— But you see, one should remember that in New York not only big businessmen but millions of toilers live. And besides, 49 per cent or almost one out of every two New York City families live not a wealthy life.

— I've heard of Harlem, a district in New York where the black live in terrible conditions.

— But there is not one Harlem but three: Spanish, Italian and the Black. The shabby houses in Harlem contrast with rich houses of the districts where the most prosperous people live.

Notes:

toilers — труженики

Lesson 5. CONSTITUTIONAL LAW OF THE UNITED STATES AND THE UNITED KINGDOM

I. Словообразование: Содержание
суффиксы глаголов, существительных, прилагательных.

II. Грамматика: причастие I, II (простые и сложные формы); абсолютные причастные конструкции; причастные обороты.

III. Тексты: Text "A"—US Government

Text "B"—US Constitution Text

Text "A"—The Bodies of Government in the United Kingdom

Text "B"—Outlines of Constitutional Law

Word Formation

Ex. 1. 1. Repeat the following verbs after the speaker. Pay attention to the suffixes:

-fy; -ify -ize; -ise

to intensify to characterize

to falsify to emphasize

to classify to exercise

to identify to organize

to qualify to monopolize

-ate; -ute -en

to communicate to strengthen

to illustrate to shorten

to demonstrate to widen

to indicate
to populate
to constitute
to contribute
to enumerate

2. Repeat the following nouns after the speaker. Pay attention to the suffixes:

-sure -ture

pleasure	culture
leisure	picture
treasure	literature
measure	departure
seizure	furniture

structure

nature

-ness -ty (-ity)

weakness	quantity
sickness	quality
seriousness	activity
happiness	disability
openness	productivity
readiness	safety
fearlessness	responsibility
helplessness	possibility
suddenness	

3. Read the following adjectives. Pay attention to the suffixes:

-able (-ible) -less

honourable	homeless
valuable	aimless
reasonable	hopeless
possible	useless
changeable	fruitless
acceptable	helpless

-ous -ic

dangerous	basic
famous	democratic
glorious	economic
courageous	historic
	heroic
	patriotic

4. Read the verbs and the corresponding nouns. Pay attention to the mode of word formation, translate: a) to in'crease — 'increase
to ex'port — 'export

to in'sult	— 'insult
to con'duct	— 'conduct
to con'vict	— 'convict
to guaran'tee	— 'guarantee
b) to excuse	— excuse
to use	— use
to advise	— advice
to live	— life
to prove	— proof
to lose	— loss
to choose	— choice
to believe	— belief
to shoot	— shot
to sing	— song

Ex. 2. Read the following verbs paying attention to the pronunciation of -ed:

- [d]: organized, formed, exercised, empowered, examined, maintained, required, carried out, trained, prepared, gathered, managed, approved, ensured, guaranteed, administered, controlled, supposed, defined, studied, considered, altered, defined, proclaimed, interviewed, identified;
- [t]: looked, searched, worked out, helped, stopped, traced, influenced, suppressed, expressed, deduced, possessed, asked, placed, punished, sentenced, established, forced, finished;
- [id]: completed, investigated, detected, provided, appointed, collected, attended, created, included, depended, directed, conducted, defended, committed, translated, consisted, elected, vested, estimated, recommended.

Ex. 3. Read the verbs properly:

expressed, belonged, existed, served, founded, formed, united, included, constituted, elected, empowered, approved, adopted, enacted, ensured, directed, drafted, implemented, defended, protected, maintained, guaranteed, administered, supervised, exercised, appointed, possessed.

GRAMMAR

Participle I, II

Причастие в английском языке представляет собой неличную форму глагола, которая соответствует в русском языке причастию и деепричастию.

The crime **investigated** was a very serious one.

Расследуемое преступление было очень серьезным.

Investigating this serious crime the officer discovered a lot of important evidence against that young man.

Расследуя это серьезное преступление, офицер обнаружил много важных улик против того молодого человека.

The **investigating** officer must be very careful in the crime scene.

Следователь (**расследующий** офицер) должен быть очень внимательным на месте преступления.

Причастия имеют форму времени и залога.

	Active	Passive
Present	asking	being asked
Past		asked
Perfect	having asked	having been asked

Простые формы причастия

I. Present Participle Active (Participle I)

образуется путем прибавления -ing к глаголу в форме инфинитива (без частицы to):

to read — reading
 читать — читающий, читая
 to consider — considering
 считать (рассматривать) — считающий, считая
 to have — having
 иметь — имеющий, имея
 to sit — sitting
 сидеть — сидящий, сидя
 to control — controlling
 контролировать — контролирующий, контролируя

II. Past Participle (Participle II)

от правильных глаголов образуется путем прибавления -ed к глаголу в форме инфинитива (без частицы to):

to investigate — investigated
 расследовать — расследованный, расследуемый
 to appoint — appointed
 назначать — назначенный, назначаемый

Past Participle от неправильных глаголов образуется различными другими способами. Неправильные глаголы рекомендуется заучивать в трех основных формах — 3-я форма глагола есть Past Participle.

to give — given
 (давать — данный, даваемый)
 to read — read
 (читать — прочитанный, читасмый)
 to see — seen
 (видеть — виденный, видимый)
 to leave — left
 (оставлять — оставленный, оставляемый)

E.g. 1. We see a **growing** interest in the American literature and art among our young people.

Мы **видим** растущий интерес к американской литературе и искусству среди наших молодых людей.

2. He came up looking at me with interest.

Он подошел, глядя на меня с интересом.

3. He gave me the book taken in the library.

Он дал мне книгу, взятую в библиотеке.

4. All the questions discussed at our meeting last week were very important for us.

Все вопросы, обсуждаемые на нашем собрании на прошлой неделе, были очень важны для нас.

III. Если перед Present Participle стоит союз while (или when), то Present Participle переводится на русский язык или деепричастие или придаточным предложением времени:

While investigating this case the officer interviewed many persons.

Расследуя это дело, офицер опросил много людей.

(= В то время, как офицер расследовал это дело, он опросил многих людей).

When leaving the crime scene the criminal left some traces.

Уходя с места преступления, преступник оставил некоторые следы.

(= Когда преступник уходил с места преступления, он оставил некоторые следы).

Сложные формы причастия

1. Perfect Participle Active:

having written — написав

having asked — спросив

having done — сделав

E.g. **Having discussed** all their problem the students closed the meeting.

Обсудив все свои проблемы, слушатели закрыли собрание.

2. Present Participle Passive:

being discussed — обсуждаемый, будучи обсуждаемым

being investigated — расследуемый, будучи расследуемым

3. Perfect Participle Passive:

having been done — сделанный, выполненный

having been committed — совершенный

E.g. 1. **Having looked through** all the papers and letters received on that day he left his office.

Он ушел с работы, **просмотрев** все документы и письма, полученные в этот день.

2. **Having done** all the exercises to the text, he began to work at the text itself.

Выполнив все упражнения к тексту, он начал работать над самим текстом.

3. The problem **being discussed** at the conference must be solved.

Проблема, **обсуждаемая (которая обсуждается)** на конференции, должна быть решена.

4. The report **being made** by professor N. is rather interesting.

Доклад, который **делает** профессор Н., довольно интересен.

5. **Having been translated** by the students before the texts did not seem difficult for them.

Т. к. тексты были переведены слушателями раньше, они не казались им трудными.

Ex. 4. Name the form of Participle:

proclaimed, being investigated, committing, having adopted, having been appointed, having developed, being ensured, being directed, administering, having been protected, being tried, divided.

Ex. 5.

a) Form Past Participle of the given verbs. Translate them into Russian.

Model: to compose — composed (составленный)

to administer, to empower, to appoint, to ensure, to protect, to approve, to adopt, to elect, to direct, to constitute, to include, to form, to pay, to express, to divide, to try;

b) Form Present Participle of the given verbs. Translate them:

to approve, to consist, to ensure, to direct, to develop, to maintain, to defend, to take measures, to administer, to divide, to represent;

c) Form Perfect Participle Active of the following verbs:

to investigate, to appoint, to administer, to supervise, to develop, to define, to defend, to maintain, to protect;

d) Form Perfect Passive Participle of the given verbs. Translate them:

to appoint, to discuss, to interview, to elect, to approve, to guarantee, to implement, to found, to adopt, to preserve.

e) Translate the sentences with Participles:

1. Being washed by seas Great Britain has a mild climate. 2. Having developed its economy the USA has become a mighty power. 3. When reading this article the students will know much of the American workers' life. 4. Having been translated into Russian this book is very popular with the young readers. 5. Having heard of all the details of that situation I decided to help my friend. 6. Having been read long ago the text seemed new for us. 7. Having been put at the Congress these problems have remained very important today. 8. Great Britain has a highly developed economy.

Absolute Participle Construction

Обороты, в которых причастие имеет свое собственное подлежащее, называются самостоятельными причастными оборотами или абсолютными

причастными конструкциями (Absolute Participle Construction). Они соответствуют в русском языке либо придаточным предложениям, либо самостоятельным предложениям.

The student knowing English well, the examination did not last long.

Т. к. слушатель хорошо знал английский, экзамен продолжался недолго.

The US Congress consists of two chambers, each of them being elected by citizens of all states.

Конгресс США состоит из двух палат, **и каждая избирается гражданами всех штатов.**

Как правило, если абсолютная причастная конструкция стоит в начале предложения, то она переводится придаточным предложением с союзом «так как» (поскольку, ввиду того что, когда, после того как, если).

Е.g. **The Constitution proclaiming the peaceful nature of the state**, there is a special chapter in it formulating the principles of the foreign policy.

Поскольку Конституция провозглашает миролюбивый характер государства, то в ней есть особая статья, формулирующая принципы внешней политики.

Ex. 6. Translate the sentences with Absolute Participle Constructions:

1. Big monopolies in the state having real power in the country, the rulers take all measures against any representative of the people attempting to find his way into Congress.

2. The Senate consists of 2 members from each state, chosen for 6 years, one third being reelected every 2 years.

3. The Supreme Court of the USA consists of 9 justices, one justice being appointed as the Chief Justice.

4. The district courts being the primary link of the judiciary, most of the criminal and civil cases are tried by these courts.

5. The exercise being difficult for the students, the teacher explained them how to do it.

The Participle Constructions (Сложные конструкции с причастием)

I. Конструкция, состоящая из существительного в общем падеже или местоимения в объектном падеже и причастия, называется “Accusative with the Participle” («Сложное дополнение»). Эта конструкция переводится на русский язык чаще всего дополнительным придаточным предложением. Она употребляется после таких глаголов чувственного восприятия, как to feel, to hear, to see, to watch, to notice и т. д.

Е.g. I watched him working at the text.

Я наблюдал, как он работает над текстом.

II. Конструкция, состоящая из существительного в общем падеже или личного местоимения в именительном падеже и причастия, называется “Nominative with the Participle” («Сложное подлежащее»). Эта конструкция

употребляется, когда сказуемое выражено глаголом со значением ощущения, восприятия: to watch, to see, to hear и т. д.

Е.g. He was watched working at the text.

Наблюдали, как он работает над текстом.

III. Конструкция «существительное + причастие прошедшего времени» употребляется в функции сложного дополнения и указывает на действие, которое выполнено или выполняется не самим подлежащим, а каким-то другим лицом для подлежащего и по его желанию. Эта конструкция употребляется после глаголов: to have, to get, to want, to wish и состоит из существительного в общем падеже или местоимения в объектном падеже и причастия прошедшего времени.

Е.g. He has the article translated.

Ему перевели статью.

Ex. 7. Translate the sentences with Participle Constructions:

1. The article being interesting and important, I used it in my report.
2. He sat watching TV, the newspaper forgotten on his knees.
3. He is going to have this job finished.
4. The door being opened, we heard the teacher speaking with a student.
5. Mike's uniform needs ironing, and Pete's shoes need polishing.
6. Mike had the TV set repaired some days ago.
7. The text being easy, the students could read and translate it easily.
8. If read, the article must be discussed.
9. You must go to the hairdresser's and have your hair cut.
10. I heard him answering the question on the US Constitution.
11. The people want the public order being always maintained.
12. Freedom of speech and demonstration was reported being violated.
13. The teacher felt him knowing that problem not quite well.

Ex. 8. Read the international words properly. Give their equivalents in Russian:

Congress; Senate; bills; resolutions; President; presidential; resident; programmes; to recommend; secretaries; advocates; interests; system; criminal; civil; constitution; nation.

Ex. 9. Give the corresponding verbs of the same root from the following words. Translate them:

government; legislation; representative; election; head; interests; appointment; trial; recommendation; composition; dependent; legislative.

Ex. 10. Read the following words properly. Translate them. Use a dictionary when necessary:

an amendment; a government; a branch; executive; legislative; judicial; presidential; to be held; a resident; to carry out; to appoint; an ambassador, to be composed of; representatives; particular, to sign; to pass; to try; similar, entire; a governor.

Notes:

root — корень

Ex. 11. Read the following word combinations; translate them. Try to say them in English by heart:

by the Constitution of 1787 and the amendments to it; the executive, legislative and judicial branches of power; the Congress of the United States; the Senate and the House of Representatives; for a term of 4 years; the number of representatives from each state; to depend on the number of people in each particular state; in order to become a law; to pass both the Houses; the executive power in the United States is vested in the President; the presidential election; to carry out the programmes of the Government; to appoint Federal Judges; ambassadors to other countries; to be influential; Chief Justice of the USA; Associate Justices; to try criminal and civil cases; the governor of the state.

Ex. 12. Read and translate the text:

US GOVERNMENT

By the Constitution of 1787 (and the amendments to it) the government of the USA is composed of three branches: the executive one, the legislative one, and the judicial one.

The highest executive power in the United States is vested in the President of the United States, who is elected for a term of 4 years by electors of each state. The Presidential election is held every four years in November. The President of the USA must be a native-born citizen, resident in the country for 14 years and at least 35 years old.

The President is to carry out the programmes of the Government, to recommend much of the legislation to the Congress. He is to appoint Federal Judges, ambassadors to other countries and heads of various government departments, called secretaries.

The legislative power belongs to the Congress of the United States consisting of two chambers: the Senate and the House of Representatives. The Senate is composed of two members from each state elected for a term of 6 years, one third being elected every two years. The number of representatives from each state to the House of Representatives depends on the number of people in each particular state.

In order to become a law all bills and resolutions must pass both the Houses and must be signed by the President.

An important role in the American legislation is played by so-called "lobbyists". They are often more influential than Congressmen themselves.

The Supreme Court is the highest judicial organ of the United States and the head of the judicial branch of power. The Supreme Court consists of the Chief Justice of the USA and a number of Associate Justices.

The United States is divided into 11 judicial circuits, each one being served with a Federal Court of Appeals. There are about 90 district courts in different parts of the United States. The district courts are the lowest ones in the Federal court system. Most of the criminal and civil cases are tried by these courts.

Each state has a constitution similar to the Constitution of the entire nation and all the power in each state is divided into executive, legislative and judicial. The head of each state is the governor of the state.

Each state has each own system of courts similar to that of the Federal courts.

Ex. 13. Give as many word combinations as you can with the given words:

power (осуществлять, быть облеченным, исполнительная, законодательная, судебная, отрасли, экономическая и т. д.)

to elect (на срок, президента, сенатора, представителя, депутата и т. д.)

to appoint (государственного секретаря, посла, председателя суда, помощников судьи, прокурора, судью и т.д.)

to try (уголовное дело, гражданское дело и т. д.)

Ex. 14. Confirm or deny the statements using the following phrases:

Quite so...

Right you are...

I quite agree with you here...

I am afraid not...

I don't agree with you...

I am afraid you are wrong...

Excuse me but...

On the contrary...

Not only...; not quite so...

1. The government of the USA is composed of three branches.
2. The executive power in the United States is vested in the Congress.
3. The US President must be 40 years old.
4. The President of the USA carries out the programmes of the Government.
5. The President of the USA appoints secretaries of the Government.
6. The Congress of the United States heads the legislative power.
7. The Congress of the United States is the highest executive and the President is the highest legislative power in the USA.
8. In order to become a law all bills and resolutions must be signed by the President.
9. The Supreme Court is the head of the judicial branch of power in America.
10. The Supreme Court consists of the Chief Justice of the USA and a number of the Associate Justices.
11. There are 11 judicial circuits in the United States.
12. Most of the criminal and civil cases are tried by district courts in the USA.
13. Each state in the USA has a constitution similar to the Constitution of the entire nation.

Ex. 15. Read the sentences completing them according to the text:

1. By the Constitution of 1787 (and the amendments to it) the government of the USA is composed of
2. The executive power in the USA is vested in the President of the USA who
3. The President of the United States is to carry out ... , to appoint ... , to recommend
4. ... must be a native-born citizen, resident in the country for ... , and at least ... years old.
5. The legislative power in the USA belongs to ... consisting of
6. The number of representatives from each state to the House of Representatives depends on
7. The Senate is composed of ... elected for a term of 6 years, one third being elected every two years.
8. In order to become a law all bills and resolutions must
9. Lobbyists play an important role in the American
10. The highest judicial organ in the United States is ... consisting of the Chief Justice of the USA and a number of Associate Justices.
11. The lowest courts in the Federal court system are ... which try most of the criminal and civil cases.
12. The head of each state is

Ex. 16. Change the sentences using Passive Voice:

Model: A Federal Court of Appeals serves each judicial circuit.

St.: Each judicial circuit is served by a Federal Court of Appeals.

1. The executive, legislative and judicial branches of power compose the government of the USA.
2. A Federal Court of Appeals serves each judicial circuit.
3. Two members from each state elected for a term of six years compose the Senate.
4. So-called "Lobbyists" play an important role in the American; legislation.
5. The district courts try most of the criminal and civil cases.
6. Electors from each state elect the President of the United States for a term of 4 years.

The President recommends much of the legislation to the Congress.

The President appoints Federal Judges, ambassadors to other countries.

During the election campaign Reagan and his party spent much money in order to become the President of the USA.

Read and translate the sentences paying attention to the pronoun "one":

1. The government of the USA is composed of three branches: the executive one, the legislative one, and the judicial one.
2. The district courts are the lowest ones in the Federal court system.
3. The constitutional system of each particular state is the one which is similar to that of the entire nation.

4. One can say that lobbyists in the American legislation are very often more influential than the Congressmen.

5. Each voter in the US is in front of the choice between the candidates of two opposite parties: the republican one and the democratic one, whose political platforms are practically alike.

6. One should say that politics in the USA as in many other countries is "a commercial enterprise as any other one".

7. In some countries the more money one can pay, the better lawyer one can have.

8. The USA is divided into 50 states; each one has its own constitution.

Ex. 18. Answer the following questions:

1. What branches is the government of the USA composed of?

2. Who does the highest executive power in the United States belong to?

3. What kind of person must the President of the USA be?

4. What are some of the functions of the President?

5. Who is the legislative power vested in?

6. How many chambers does the Congress consist of?

7. How many members are there in the Senate? in the House of Representatives?

8. What must all bills and resolutions pass in order to become a law?

9. What can you say about lobbyists?

10. What is the head of the judicial branch of power in the United States?

11. Who does the Supreme Court of the United States consist of?

12. Where are most of the criminal and civil cases tried?

13. What kind of government does each state in the USA have?

Ex. 19. Read and translate the sentences with various forms of Participle:

1. The case being heard by the district people's court is of great interest for our students.

2. Being divided into 11 judicial circuits the USA has a Federal Court of Appeal in each circuit.

3. Having passed both the Houses the bill became a law.

4. Being divided into executive, legislative and judicial branches, all power in each state is similar to that of the entire nation.

5. Having tried this uneasy case the court passed a sentence.

6. Having arrived at the crime scene among the first, the investigator was able to question all persons present at the scene.

7. Being elected for a term of 4 years the President is to carry out the programme of the government.

8. Having been signed by the President the resolution came into force all over the country.

9. The number of paid lobbyists being three times greater than that of the members of the Congress, an important role in the American legislature is played by these lobbyists.

10. The political platform of the Republican and Democratic parties in the USA being alike, the Democrats and Republicans essentially conduct the similar policy.

11. Each court of appeal in the circuit consists of between 3 and 15 judges depending upon the amount of work in the circuit, the judge with the largest service, who has reached his 70th birthday, being the chief judge.

Ex. 20. Speak about:

1. the executive branch of power in the USA;
2. the Congress of the USA;
3. the judiciary in the USA.

Ex. 21. Read the following international words properly, translate them:

political, practical, standards, basic, to form, to interpret, historian, conservative, privileged class, position, preamble, pressure, satisfaction, guarantee, limit, individual, elementary, control, oligarchy, to regulate, petition.

Ex. 22. Read and translate the words. Use a dictionary if necessary:

language, regulations, custom, though, essentially, advantage, advantageous, widespread, significantly, bourgeois, to enumerate, to violate, enterprise, wealthy, at the expense of, unemployment, poverty, income, to profit.

Ex. 23. Read and translate the adverbs. Give the corresponding adjectives they are formed of:

practically, regularly, essentially, collectively, properly, widely, significantly, relatively, personally, carefully.

Ex. 24. Read, translate the word units, try to say them again by heart:

in American political language; the set of rules, laws, regulations and customs; Supreme Court decisions; to be aimed at preserving the advantageous position; to regard as an essentially conservative document; widespread dissatisfaction; guarantees of basic freedoms and individual rights; to consolidate the gains of the Revolution; to be advantageous for the capitalist class; the elementary bourgeois democratic freedoms; to violate the rights; freedom of enterprise; to expand personal freedoms; on the contrary; in practice; freedom of the wealthy; at the expense of the working people; to face unemployment and poverty; to need a guaranteed income; a guaranteed health care.

Ex. 25. Read and translate the text:

US CONSTITUTION

The form of the US government is based on the Constitution of 1787, adopted after the War of Independence. A "constitution" in American political language means the set of rules, laws, regulations and customs which together provide the political norms or standards regulating the work of the government. The document

known as the Constitution of the United States, though a basic document, is only a part of the body of rules and customs which form the whole of the American Constitution. Supreme Court decisions, interpreting parts of the US Constitution, law regulations, customs are part of the basic law (the so-called live constitution). Most historians regard the US Constitution as an essentially conservative document.

The US Constitution consists of the Preamble, seven articles and twenty seven amendments, the first ten of them called collectively the Bill of Rights and adopted under the popular pressure in 1791. When the Constitution was first proposed in 1787, there was widespread dissatisfaction because it didn't contain guarantees of certain basic freedoms and individual rights. The Constitution consolidated those gains of the revolution that were advantageous for the capitalist class. Significantly, nothing was said about the elementary bourgeois democratic freedoms. In December 1791, the Congress adopted ten amendments to the Constitution, known as the Bill of Rights. The Bill enumerated what the government controlled by the oligarchy was not going to be allowed to do. It was, of course, an important democratic gain for the people at that time. But nowadays some of these ten amendments are relatively unimportant.

The Bill of Rights is sometimes violated by the judicial and law enforcement practice.

Americans feel that of all the freedoms proclaimed in the Constitution only one freedom — freedom of enterprise is in fact guaranteed.

If there is no freedom to work, no guaranteed labour, you face unemployment and poverty. The main freedoms after all a man needs are a life of security, a guaranteed income and guaranteed health care.

Notes:

“live constitution” — «живая конституция»

what the government controlled by the oligarchy was not going to be allowed to do. ...что правительству, которое контролировалось олигархией, не разрешалось делать.

Ex. 26. Read and translate the sentences paying attention to Participle I.

1. A “constitution” meaning in American political language the set of rules, laws, regulations and customs provides the practical norms and standards regulating the work of the government.

2. The US Constitution consisting of the preamble, seven articles and twenty seven amendments was adopted in 1787.

3. Being made up by the privileged class the US Constitution of 1787 didn't contain bourgeois democratic freedoms.

4. Having been proposed first in 1787 the Constitution faced widespread dissatisfaction because it did not contain guarantees of certain basic freedoms and individual rights.

5. Having no guaranteed labor, guaranteed income and health care the working man is guaranteed inequality.

6. Being aimed at preserving the advantageous position of the ruling class the US Constitution of 1787 said nothing about the elementary democratic freedoms when it was first proposed.

Ex. 27. Say the following phrases using Participle II:

Model: to base the government on the Constitution of 1787.

St.: the government based on the Constitution of 1787.

to regard the US Constitution as an essentially conservative document; to make this document for the ruling class; to aim the Constitution at preserving the advantageous position of the moneyed class; to call the first ten amendments as the Bill of Rights; to propose the Constitution in 1787; to control the government; to violate the Bill of Rights.

Ex. 28. Say the sentences using the Passive Voice:

Model: In December 1791, the Congress adopted ten amendments to the Constitution.

St.: Ten amendments to the Constitution were adopted by the Congress in December, 1791.

1. They said nothing about the elementary bourgeois democratic freedoms in the Constitution of 1787.

2. The Constitution of 1787 bases the form of the US government.

3. The judicial and law-enforcement practice sometimes violate the Bill of Rights.

4. They proposed the Constitution first in 1787.

5. Most historians regard the US Constitution as an essentially conservative document.

6. The privileged class made the Constitution for themselves.

7. The ruling class aimed their constitution at preserving their interests.

Ex. 29. Give the English equivalents for the following:

свод законов, правил, постановлений и обычаев; считать конституцию США, по существу, консервативным документом; документ, принятый в 1787 году и дополненный поправками; принять конституцию (закон); широко распространенное недовольство; элементарные буржуазно-демократические свободы; нарушать Билль о правах; свобода предпринимательства; сталкиваться с безработицей и бедностью; гарантированный заработок; гарантированная охрана здоровья.

Ex. 30. Confirm or deny the statements using the following phrases:

It's right ...

Quite so ...

I quite agree with it ...

I don't agree with it ...

Excuse me but ...

On the contrary ...

I am afraid it is not quite so

1. The form of the US government is based on the Constitution of 1787, adopted after the War of Independence.

2. The Bill of Rights is often violated in the USA.

3. The US Constitution is regarded as a democratic document by most historians.

4. The privileged class made the Constitution for the working people in 1787.

5. A life of security, health care, income are guaranteed for all the people in America by the Constitution of the USA.

6. The US Constitution was adopted in 1787 and then was added by amendments.

7. The US Constitution consists of the Preamble, seven articles and twenty-seven amendments.

8. The people in America were not satisfied with the Constitution of 1787 because it didn't guarantee certain basic freedoms and individual rights.

Ex. 31. Read the sentences completing them according to the text:

1. A "constitution" in American political language means ... which provide the political norms regulating the work of the government.

2. Lobbyists in the USA are very often more ... than the Congressmen themselves.

3. The US Constitution consists of

4. When the Constitution was first proposed in 1787, it didn't contain guarantees of certain basic freedoms and individual rights, so there was

5. The Bill of Rights is sometimes ... the judicial and law-enforcement practice.

6. You ... if there is no guaranteed labor.

7. A man needs the main freedoms that is guaranteed

Ex. 32. Retell the text using the following key word combinations:

the set of rules, laws, regulations and customs; to be aimed at preserving the advantageous position; to contain guarantees of certain basic freedoms; ten amendments; to violate the Bill of Rights; guaranteed income, labour and health care; to face unemployment and poverty.

Ex. 33. Answer the questions:

1. What does a "constitution" in American political language mean?

2. What is the US Constitution aimed at? Why?

3. What does the US Constitution consist of?

4. Why was there widespread dissatisfaction among the people when the Constitution was first proposed in 1787?

5. What did this dissatisfaction among the people lead to (result in)?

6. Was the adoption of the Bill of Rights an important democratic gain at that time?

7. What are the main freedoms a man needs?

Ex. 34. Give the explanation of the following in English:

- a) US Constitution;
- b) the Bill of Rights.

Part II. Higher Bodies of State Power in the United Kingdom

Ex. 1. Read properly the following names and terms:

Great Britain; the Prime Minister, number 10 Downing Street; the Houses of Parliament; Westminster, Parliamentary government; the United Kingdom; government departments; ministers of the Crown; local authorities; statutory boards; the House of Lords; the House of Commons.

Ex. 2. Read and translate the following words paying attention to the international root;

economic; constitutional; apparatus; social; to concentrate; section; trusts; to control; industry, finance; police; monarchy, absolute; to limit; the Prime Minister, policy; committee; monopolists; parliamentary; politician; to direct; department; administration; operation; to nationalize; public services.

Ex. 3. Read the following word combinations after the speaker; then try to say them once again by heart:

to have a majority in the House of Commons; to take policy decisions; to make the changes in the size of Cabinet; to create new ministries; the power of the monopolists over the parliamentary government; by direct representation in Parliament; by direct influence over the Cabinet; by initiation, control and amendment of legislation; the bodies of the legislature; the bodies of the executive; the bodies of the judiciary; the Queen in Parliament; ministers of the Crown; to be responsible for, local authorities; government departments; statutory boards; particular nationalized industries; hereditary power.

Ex. 4. Open the brackets using the verb "to be" in a proper form:

1. The British state (to be) a capitalist state.
2. The entire constitutional and state apparatus (to be) concentrated in the hands of the capitalist trusts.
3. The economic power in Great Britain (to be) in the hands of the tiny section of rich property owners.
4. Government departments in Great Britain (to be) responsible for administration at the national level.
5. The bodies of government in the United Kingdom (to be): a) those of the legislature, b) those of the executive, and c) those of the judiciary.
6. The British constitutional system (to be) an expression of the rule of capitalism.
7. The Cabinet and other ministers of the Crown (to be) responsible for directing national policy.

8. The highest legislative body in Great Britain (to be) the Queen in Parliament.

9. Great Britain (to be) a parliamentary monarchy. The Queen of Great Britain (to be) not absolute, but constitutional.

10. The powers of the Queen (to be) hereditary, not elective.

11. The Prime Minister (to be) usually the leader of the party that has a majority in the House of Commons.

Ex. 5. Open the brackets using the verbs in a proper form of the Present Indefinite Tense:

1. The Prime Minister (to hold) Cabinet meetings at his or her house at number 10 Downing Street.

2. The Prime Minister usually (to take) policy decisions with the agreement of his Cabinet.

3. The rich property owners (to control) the land, industry, finance, and trade in Britain.

4. Men of one and the same social class (to staff) the state apparatus, the British armed forces, the police and the judiciary.

5. The real power in Great Britain (to belong) to great trusts and monopolies.

6. Monopolists (to initiate and control) legislation in Britain.

7. The executive bodies in Great Britain (to consist) of: a) the Cabinet and other ministers of the Crown; b) government departments; c) local authorities and d) statutory boards.

8. The entire constitutional and state apparatus (to remain) firmly in the hands of big monopolies.

9. The British constitutional system (to protect) the capitalist social order.

Ex. 6. Read the text "The Bodies of Government in the United Kingdom" and answer the following questions on the text:

1. What kind of state is Great Britain?

2. In what way do the monopolists achieve their power over the government in Britain?

3. What are the branches of power in the United Kingdom?

4. What is the highest legislative body in the United Kingdom?

5. What do the executive bodies of Great Britain consist of?

6. What kind of organ is the House of Lords?

7. Who is responsible for directing national policy in Great Britain?

8. Who is responsible for the operation of public services in Great Britain?

9. What are local authorities responsible for?

10. What can you say about the Prime Minister of Great Britain?

Text:

The Bodies of Government in the United Kingdom

Great Britain is a monarchy, but the Queen of Great Britain is not absolute, but constitutional. Her powers are limited by Parliament. But the power is hereditary, and not elective.

The power of the monopolists over the Parliamentary government in Britain is achieved in three main ways: 1) by direct representation in Parliament by businessmen and by politicians supporting businessmen; 2) by direct influence over the Cabinet, the supreme organ of the British Government which controls Parliament; and 3) by initiation, control and amendment of legislation in which they are interested.

(“The British Political System” by J. Gollan)

The bodies of government in the United Kingdom are: those of the legislature, which consists of the Queen in Parliament and is the supreme authority of the country; those of the executive and those of the judiciary.

The executive bodies consist of 1) the Cabinet and other ministers of the Crown who are responsible for directing national policy; 2) government departments, who are responsible for administration at the national level; 3) local authorities who administer and control many services at the local level; and 4) statutory boards, who are responsible for the operation of particular nationalized industries or public services. The highest judicial body in the English judicial system is the House of Lords.

The Prime Minister is usually the leader of the party that has a majority in the House of Commons. The Prime Minister usually takes policy decisions with the agreement of his Cabinet (a committee of leading Ministers). Each new Prime Minister may make changes in the size of his Cabinet and may create new ministries or make other changes. The Prime Minister holds Cabinet meetings at his (her) house at number 10 Downing Street, which is very near the Houses of Parliament in Westminster.

(“Everyday English for Foreign Students” by S. Potter,
“The Encyclopedia Britannica”)

Ex. 7. Make up 7 sentences and try to say each of them by heart:

1. The executive bodies of Great Britain consist of 1. the Queen in Parliament.
2. Local authorities. 2. usually takes policy decisions with the agreement of his Cabinet.
3. The bodies of the legislature consist of 3. is in the hands of the tiny section of rich property owners.
4. The Cabinet and other ministers of the Crown 4. are hereditary, not elective.
5. The entire constitutional and state apparatus 5. a) the Cabinet and other ministers of the Crown; b) government departments; c) local authorities and d) statutory boards.
6. The Prime Minister 6. control many services at the local level.
7. The powers of the Queen 7. direct national policy.

Ex. 8. Say if it is right or wrong. Give a full answer:

1. The British state is a federal republic.
2. Both the economic and political power are in the hands of the tiny section of rich property owners.
3. The British constitutional system has developed as an expression of the rule of the working class.
4. Great monopolies control the land, industry, finance and trade in Great Britain.
5. Businessmen represent the monopolists in Parliament, influence the Cabinet and control the legislation.
6. There are two branches of power in Great Britain: the legislature and the executive.
7. The Supreme authority of the United Kingdom is the Cabinet.
8. The Cabinet and other ministers of the Crown direct national policy.
9. The highest judicial body is the House of Lords.

Ex. 9. Speak on:

- 1) Great Britain as a monarchy and the powers of the Queen;
- 2) the Prime Minister and his (her) powers;
- 3) the legislative branch of power,
- 4) the executive bodies;
- 5) the branches of power in Great Britain.

Ex. 10. Ask your mate questions on the topic “The Bodies of Government in the United Kingdom”. Mind the word in interrogative sentences:

Model:

General Questions:

Is the power of the Queen elective?

Does the Prime Minister change the Cabinet?

Special questions:

What kind of state **is Great Britain**?

In what way **do the monopolists achieve** their power over the government?

Where **does the Prime Minister hold** Cabinet meetings?

Mind the interrogative pronouns:

who, what, how, why, whose, where, when, what kind of...

Ex. 11. Read the text “Outlines of Constitutional Law” and find the sentences which explain the following:

- a) “unwritten” Constitution;
- b) “flexible” Constitution;
- c) theory and practice concerning English constitutional law are divergent;
- d) differences between the English and American Constitutions.

Ex. 12. Translate the text:

“Outlines of Constitutional Law” (after Chalmers and Asquith’s)

To understand English constitutional law it is necessary to study numerous documents, including constitutional treaties like the Bill of Rights, various statutes and judicial decisions and others. But the whole of the Constitution of Britain will not be found in any of these documents. The English constitution, though partly written, is yet to be regarded as “unwritten” from the standpoint of constitutional lawyers, as it is not codified as a whole in any particular document or documents. The English Constitution is considered to be flexible because Parliament can “make or unmake” any law by the same procedure and with the same ease.

The Constitution is not the source of the law, but the law gives birth to the Constitution.

Though the King (Queen) is the nominal Sovereign, any particular Parliament during the period of its existence is legally supreme.

In England the rights of the subject are mostly deduced from actual decisions in which remedies have been afforded for their invasion. Thus it is sometimes said that under the English Constitution the remedy precedes the right.

In administering justice the Judges enjoy little arbitrary power. The law which they administer is defined by statutes and other documents having statutory validity, and by judicial precedents.

Theory and practice concerning English constitutional law are divergent, as it is seen from the following illustrations:

1. In theory the Sovereign is to be an active party to the making of laws, but in practice he has a shadowy veto.

2. In theory every Lord of Parliament is a Judge of the House of Lords, entitled to take part in appeals from the lower Courts; in practice he always absents himself unless qualified by statute to sit there as one of the quorum.

3. In theory certain persons (e.g. Lord Mayor) are invested with judicial powers at trials in the Central Criminal Court, but in practice they don’t take part in judicial work there.

4. In theory certain public departments are supposed to be controlled by boards consisting of various high officials (e.g. the Board of Trade), but the real head is a single Minister of the Crown (e.g. the President of the Board of Trade).

5. Finally, Legislature and Executive are joined together by a connecting chain — the Cabinet.

Certain important Conventions control the entire working at the Constitution. These Conventions relate to the duties of the King as a person, the duties of the Ministers of the Crown and so on. Differences between the English and American Constitutions:

1. In America the President is in practice more of a ruler than the English King but his legal powers are more restricted.

2. The President can veto legislation, and the English King has legally an absolute but in practice a very shadowy power of veto which has not been exercised since long times.

3. The English Constitution is flexible, the American — rigid, i.e. in England all laws can be altered with ease, and in America complicated machinery is necessary for the alteration of the Constitution.

4. The American Constitution is written; the English Constitution is unwritten.

5. The English Crown is inherited; the American President is elected for a term.

6. The American President is not dependent on the vote of the Congress; in England the Cabinet is dependent on the vote of the House Commons. In America, therefore, the Executive is not responsible to the Legislature. England is the only country possessing hereditary legislators.

Notes:

can “make or unmake” any law аннулировать любой закон

having statutory validity — имеющие силу закона

he always absents himself unless qualified by statute to sit there as one of the quorum — он всегда уклоняется, кроме тех случаев, когда закон уполномочивает его заседать для обеспечения кворума

Ex. 13. Find the answers in the text and read them:

1. What is it necessary to do in order to understand English Constitutional law?
2. Why is the English Constitution to be regarded as “unwritten” from the standpoint of constitutional lawyers?
3. Is the English Constitution rigid or flexible?
4. The Constitution is the source of the law, isn't it?
5. What power do the judges enjoy in administering justice?
6. What law do the judges administer?
7. What can you say about theory and practice concerning English constitutional law?
8. In what way are the Legislature and Executive joined together?
9. What are the main differences between the English and American Constitutions?
10. Can all laws in the USA be altered with ease?
11. The Executive in America is responsible to the Legislature, isn't it?
12. What country possesses hereditary legislators?
13. Who is more of a ruler in practice: the President in America or the English King?
14. In which document can you find the whole of the Constitution of Britain?
15. Why is the English Constitution considered to be flexible?
16. Is the Sovereign an active party to the making of laws in practice?

Ex. 14. Read and translate the following sentences paying attention to modal verbs and their equivalents:

1. In order to understand English Constitutional law you should study numerous documents, various statutes, judicial decisions and others.

2. You needn't look for the Constitution of Great Britain in one document; it is not codified as a whole in any particular document.

3. The English Constitution is flexible because Parliament can "make or unmake" any law by the same procedure and with the same ease.

4. Sometimes it may be said that under the English Constitution the remedy precedes the right.

5. To administer justice the Judges have to enjoy little arbitrary power because the law which they administer is defined by statutes and by judicial precedents.

6. Theory and practice are divergent and it can be seen from a number of illustrations.

7. The judges ought to act according to the law.

8. In theory certain public departments are to be controlled by boards (e.g., the Board of Trade), but the real head is a single Minister of the Crown (e.g., the President of the Board of Trade).

Вспомните, что инфинитив в форме страдательного залога в функции определения переводится на русский язык определительным придаточным предложением, где сказуемое выражает или модальность (должен, нужно, может) или действие, относящееся к будущему.

E.g. The subject to be discussed at our lesson today is devoted to the English Constitution.

Тема, которая будет обсуждаться сегодня на нашем занятии, посвящена английской конституции.

The Constitution of Great Britain to be regarded as "unwritten" will not be found as a whole in any particular document.

Английскую конституцию, которую следует считать "неписаной", не найдете ни в каком конкретном документе.

Ex. 15. Read and translate the sentences with Infinitive Passive:

1. The English Queen to be regarded as the supreme authority has in practice a very shadowy power of veto.

2. The British Constitution to be studied in numerous documents is not codified in any particular document.

3. Justice in this country to be administered by judges equally greatly depends on the amount of money a person has.

4. Ministers of the British Cabinet to be appointed formally by the Queen, but in practice by the Prime Minister, are responsible for every part of the government's administration.

5. The facts about the crime to be obtained by the investigator can be given by the witnesses.

6. The evidence to be preserved for court may be found in the crime scene.

7. The person to be interviewed must be prepared to give information.

8. One remarkable feature of the English legal system to be taken into consideration is that an important part of the law has never been debated by any Parliament.

9. The plans to be fulfilled by the end of the year are majestic.

Ex. 16. Read the dialogues and translate them:

I. — I am a first-year student. In fact I know too little about the English constitutional law. And I'd like to know more about it.

— If you want to have an idea of the English constitutional law, you should study numerous documents, including constitutional treaties like the Bill of Rights, various statutes, judicial decisions and others.

— Oh, really? And is it codified in any particular document?

— No such thing. The English Constitution is to be regarded as “unwritten”.

II. — The English Constitution is flexible. How can it be explained?

— It is because Parliament can easily “make or unmake” any law. Then, the rights of the subject are mostly deduced from actual decisions in which remedies have been afforded for their invasion.

— Thus we may say that under the English Constitution the remedy precedes the right.

— That's true. The history of many lawful decisions illustrates this saying.

III. — I've heard legal status of the subject says that all men in England (the King excepted) are equal in the eye of the law. And what occurs in practice?

— You see, in practice there are many restrictions of the rights. For example, it depends on the position which a person occupies. In other words it greatly depends on the amount of money the person has.

— And what about personal freedom of the subject?

— They say that under their Constitution liberty doesn't need to invoke the authority of any formal written law. Every man is supposed to do what he will except the law otherwise provides.

Notes:

to invoke — **взывать к...**

Ex. 17. Do your written translation with the help of a dictionary:

CONSTITUTION OF THE UNITED STATES

We the People of the States, in Order to form a more perfect Union, establish Justice, ensure domestic Tranquility, provide for the common defence, promote the general Welfare, and secure the Blessings of Liberty to ourselves and our Posterity, do ordain and establish this Constitution for the United States of America.

Ex. 18. Read and speak on:

US CONSTITUTION

The US Constitution is the framework of our government. It establishes the executive, legislative, and judicial branches. It is also the supreme law of the land, which all public officials are bound by oath to enforce. Moreover, the Constitution guarantees each American certain basic rights.

One remarkable feature of our Constitution is its endurance. It is the oldest written national constitution in use in the world. Another remarkable feature of the Constitution is its ability to adapt itself to changing conditions.

Our founding fathers knew that the Constitution might have to be changed. So they provided two methods of proposing amendments', by a two-thirds vote of both houses of Congress or by a national convention called by Congress at the request of the legislatures in two-thirds of the states. Once proposed, an amendment does not take effect unless it is ratified either by the legislatures in three-fourths of the states or by speck ratifying conventions in three-fourths of the states.

The original Constitution, adopted in 1787, contained only a few provisions guaranteeing individual rights. However, citizens pressured their leaders to add a Bill of Rights. In response, the first 10 amendments were adopted by Congress in 1791 and then quickly ratified by the states.

These first 10 amendments contain most of our basic rights. The First Amendment protects the freedoms of religion, speech, press, assembly, and petition. The Second Amendment protects the right to bear arms. The Third Amendment protects against quartering of soldiers in private homes, and the Fourth Amendment protects against unreasonable searches and seizures.

The Fifth Amendment provides a right to due process of law and gives rights to accused people, including protection against self-incrimination. The sixth Amendment provides the rights to a lawyer, an impartial jury, and a speedy trial in criminal cases.

The Seventh Amendment provides for jury trials in civil cases.

The Eighth Amendment bars cruel and unusual punishment and excessive bail or fines. The Ninth Amendment declares that the rights spelled out in the Constitution are not all the rights that people have. Finally, the Tenth Amendment reserves to the states and the people any powers not belonging to the federal government. (The full text of all 2 amendments can be found in Appendix A.)

The Bill of Rights was designed to protect Americans against the power of the federal government. Nothing in the Constitution specifically requires state governments to abide by the Bill of Rights. But in interpreting the Fourteenth Amendment, passed after the Civil War, the Supreme Court has extended most Bill of Rights protections to the states.

In addition to the Bill of Rights, later amendments provide other important rights. The Thirteenth Amendment forbids slavery and outlaws involuntary servitude, except as a punishment for crime. The Fourteenth Amendment requires equal-protection of the laws for all citizens. It also provides that no state can deprive any citizen of life, liberty, or property without due process of law.

Several amendments protect and broaden the right to vote. The Fifteenth Amendment forbids denying the right to vote based on race or color. The Nineteenth Amendment gives women the right to vote. The Twenty-fourth Amendment gives

citizens of Washington D.C. the right to vote in presidential elections, and the Twenty-sixth Amendments gives all people 18 years of age or older the right to vote.
(“Street Law”)

Lesson 6. POLICE WORK IN THE UNITED STATES, BRITAIN. INTERPOL

Содержание

- I. Словообразование: суффиксы прилагательных.
- II. Грамматика: инфинитив; инфинитивные конструкции (сложное дополнение, сложное подлежащее); выражение отрицания в английском языке.
- III. Тексты: Text “A” — The FBI
Text “B” — Scotland Yard
Text “C” — The Most Glamorous Aspect of Police Work
- IV. Дополнительные тексты:
 1. Interpol
 2. Work of Police
 3. Police Force in the US
 4. Rescue

Wordbuilding exercises

Ex. 1. 1) Find the roots of the words;

2) Say what parts of speech the words are:

investigation, responsibility, security, to retrain, periodically, lawless convicting, maintenance, enforcement, fighting, investigative, greater instructor, independent, the largest, existence, identifying, dangerous; equipment, criminological, carefully, locating.

Ex. 2. Read and translate the following adjectives. Use a dictionary if necessary.

1) -ive

defensive, investigative, administrative, prosecutive, objective, instructive, communicative, talkative, exclusive, comparative;

2) -al

technical, criminological, federal, internal, criminal, periodical, practical, divisional, special, material, commercial, additional;

3) -ory, -ary

supervisory, compulsory, primary, necessary, unsatisfactory, voluntary, contradictory, elementary;

4) -ous

dangerous, suspicious, various, serious, numerous, obvious, enormous, cautious, famous;

5) -ic

scientific, atomic, basic, domestic, historic, democratic, aristocratic;

6) -ant, -ent

different, sufficient, constant, independent, innocent, competent, persistent, evident, confident, permanent;

7) -less

lawless, victimless, harmless, aimless, fearless, homeless, useless, helpless;

8) -ful

careful, successful, useful, fruitful, peaceful;

9) -able, -ible

responsible, identifiable, impenetrable, available, inevitable, valuable, suitable, reliable, desirable, admissible.

Ex. 4. Read and translate the verbs and their derivatives:

to investigate — investigator — investigation — investigative — investigating;

to response — responsible — responsibility;

to administer — administration — administrative — administering;

to examine — examination — examined;

to defend — defendant — defensive;

to identify — identification — identity — identified;

to depend — dependent — independent — dependence — independence;

to collect — collection — collecting;

to enforce — enforcement — force;

to operate — operation — operating — cooperation;

to preserve — preservation — preserved;

to fight — fight — fighter — fighting;

to train — training — retraining;

to endanger — danger — dangerous;

to locate — local — location;

to secure — security,

to add — addition — additional.

Infinitive (инфинитив)

Инфинитив — это неличная форма глагола, которая называет действие и в русском языке соответствует неопределенной форме глагола (инфинитиву), которая отвечает на вопросы: «что делать?», «что сделать?»:

to read — читать, прочитать

to investigate — расследовать

to detect — разыскать, разыскивать

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

E. g. We must **learn** how **to find** the criminal as quickly as possible.

Инфинитив в предложении может быть:

1. Подлежащим:

To detect the criminal is very often not an easy task.

(**Разыскать** преступника — это очень часто нелегкая задача).

2. Составной частью сказуемого:

The main duty of police officers is **to fight** crime.

(Главная обязанность сотрудника полиции — это **бороться** с преступностью).

3. Дополнением:

At our College we are also taught **to find** evidence.

(В институте нас также учат **находить** улики).

4. Определением:

He had no intention **to commit** a criminal act.

(У него не было намерения **совершать** преступное деяние).

5. Обстоятельством цели:

I entered the Moscow Law Institute (in order) **to become** a good lawyer.

(Я поступил в МЮИ, **чтобы стать** хорошим юристом).

Инфинитив имеет формы залога (Active, Passive), а также формы времени (Indefinite, Continuous, Perfect)

	Active	Passive
Indefinite	to ask	to be asked
Continuous	to be asking	—
Perfect	to have asked	to have been asked
Perfect continuous	to have been asking	

Наиболее распространенными являются формы Indefinite Infinitive Active и Passive. Остальные формы инфинитива встречаются значительно реже.

E. g.

1. **To elect** and **to be elected** is the right of every citizen. (Избирать и быть избранным — право каждого гражданина).

2. The delegation is said **to have left** Moscow. (Говорят, делегация уехала из Москвы).

3. He cannot **be studying** at such a late hour. (Не может быть, чтобы он занимался в такой поздний час).

4. He is known **to have been working** on this problem for many years. (Известно, что он работает над этой проблемой в течение многих лет).

5. He is happy **to have been invited** there. (Он счастлив, что его пригласили туда).

Passive Infinitive в функции определения.

Пассивный инфинитив, стоящий после существительного, обычно переводится придаточным предложением с оттенком моральности, в котором действие, выраженное инфинитивом, совершается над лицом или предметом, к которому оно относится.

E.g. The case **to be investigated** by this young officer is rather difficult. (Дело, которое **должно быть расследовано** этим молодым следователем, довольно трудное).

Ex. 4. Translate the sentences:

1. The evidence to be found at the crime scene is very important for the investigation.
2. The report to be written by the investigator must include all the facts collected during the investigation.
3. The crime to be investigated by Scotland Yard occurred on the Thames.
4. The criminal case to be tried by our district court next week is much spoken of in our city.
5. Justice in this country to be administered equally by judges often depends on the sum of money a person has.
6. He spoke of the problems to be settled in the nearest future.
7. The article to be discussed by the students is about the American Constitution.

Complex Object (Objective with the Infinitive)

Сложное дополнение (Объектный падеж с инфинитивом)

Сочетание местоимения в объектном падеже или существительного с инфинитивом представляет собой сложное дополнение и переводится на русский язык дополнительным придаточным предложением.

I want **him to help** me.

Я хочу, чтобы он помог мне.

He supposes **this young man to be** an honest fellow.

Он полагает, что этот молодой человек — честный парень.

Сложное дополнение употребляется после глаголов, выражающих желание, восприятие посредством органов чувств, предположение:

to see (видеть)

to watch, to observe (наблюдать)

to notice (замечать)

to hear (слышать)

to feel (чувствовать)

to want (хотеть)

to wish, to desire (желать)

should like (хотел бы)

like (любить, нравиться)

to expect (ожидать)

to think (думать)

to believe (полагать, считать)

to suppose (полагать)

to consider (считать)

to find (находить, считать) и т.д.

После глаголов, выражающих физическое восприятие, частица *to* перед инфинитивом опускается.

I saw **him cross** the street.
Я видел, что он перешел улицу.

Ex. 5. Translate the sentences with the Complex Object:

1. I suppose him to be about thirty.
2. He believes his parents to be at home now.
3. I don't consider him to be an honest man.
4. The teacher found him to be a very clever student.
5. The witness saw that woman enter the house.
6. The police officer wanted the young man to be invited here.
7. I should like you to tell the truth.
8. The students liked the lessons to be conducted in the lab.
9. The investigator expected him to give all the information about that fact.
10. We believe the prevention of crime to be one of the main functions of police.
11. The policeman saw the criminal run away.
12. We consider the traces to be very important for the investigation.
13. We all know him to be a highly qualified detective.

Complex Subject (Nominative with the Infinitive)

(Сложное подлежащее (именительный падеж с инфинитивом))

Подлежащее (существительное или местоимение) с инфинитивом, стоящим после сказуемого, выраженного глаголом в страдательном залоге или глаголами to seem (казаться), to be likely (вероятно), to be unlikely (маловероятно), to be certain (определенно), to prove (оказываться), to happen (случаться) и др., представляет собой оборот «именительный падеж с инфинитивом» или «сложное подлежащее». Перевод предложения со сложным подлежащим следует начинать со сказуемого, которое переводится на русский язык безличным или неопределенно-личным предложением (говорят, известно, считают, полагают, кажется, случается и т.д.); в придаточном предложении инфинитив становится сказуемым.

1. He is said to study at the University. Говорят, что он учится в университете.
2. Books by Conan Doyle are known to have been translated in our country. Известно, что книги Конан Дойля переведены в нашей стране.
3. This case is unlikely to be investigated quickly. Маловероятно, что это дело будет расследовано быстро.
4. He seems to be investigating that complicated case. Кажется, он расследует то сложное дело.

Ex. 6. Translate the sentences with the Complex Subject:

1. That evidence proved to be very important.
2. Our laws are known to protect the interests of all the people.

3. He was expected to arrive in the morning.
4. That investigator is considered to be an experienced lawyer.
5. The crime is reported to have been committed by a group of young people.
6. The British Constitution is considered to be unwritten because it is not codified as a whole in any particular document.
7. The police officer happened to be present at the crime scene at the moment of the commission of the offense.
8. Criminality is considered to be a social phenomenon.
9. I happened to be there at that time.
10. The investigator is expected to solve the crime quickly.
11. The criminal investigation department is considered to be one of the most complicated police services.

Ex. 7. Read and translate the following sentences paying attention to the Infinitive and Infinitive Constructions:

1. In America a complicated machinery is necessary to alter the Constitution whereas in England it is rather easy to alter the laws.
2. The English Constitution is considered to be flexible because Parliament can “make or unmake” any law rather easily.
3. To alter the Constitution it is not necessary to have a complicated machinery in England, so all laws can be altered with ease.
4. In theory the Sovereign in the United Kingdom is regarded to be an active party to the making of laws, but in practice he has a shadowy veto.
5. In order to understand English Constitutional law you should study numerous documents, various statutes, judicial decisions and others.
6. Though the king is supposed to be the nominal Sovereign, any particular Parliament during the period of its existence is legally supreme.
7. The correctional establishments are supposed to rehabilitate the offenders through labour.
8. Most of historians regard the US Constitution to be a conservative document.
9. This evidence proved to have helped the investigator in solving the crime.
10. The people watched the policemen protect the crime scene.
11. This young man is unlikely to have committed a crime.
12. These facts are expected to help identify the offender.
13. The person to be interviewed is supposed to have witnessed the crime.

Ex. 8. Repeat the following words after the speaker:

a) bureau, violations, security, inquiries, responsibilities, to handle, justice, convictions, special, division, lawless, extortion, impenetrable, intimidation, bribery, gambling, narcotics, squads, sufficient, prosecutive, cooperation, vital, supervises, employees, fugitive, efforts, to locate, to apprehend, prisoners, deserters;

b) identification, fingerprints, to maintain, dangerous, through, minor, agency, identifying, various, laboratory, criminological, approximately, scientific, examinations, equipment, agents, technical, specialized, defendants, material, occasions, to suspect, to commit, intelligence, threat;

c) communications, valuable, leads, maintenance, major, headquarters, radio, commercial, facilities, records, personnel, sources, academy, retraining, periodically, although, various, sciences, emphasis, techniques, procedure, preservation, thorough, firearms, communities;

d) administrative, responsibilities, expenditures, appropriation, to recruit, to assign, experienced, performance, improvement, practices, jurisdiction, anti-racketeering, energy, robbery, embezzlement, bankruptcy, bribery, espionage, fraud, internal, theft.

Ex. 9. Repeat the following word combinations after the speaker:

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

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

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

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

Ex. 10. Read and translate the following international words:

a) bureau, criminal, civil, interest, agents, to result, special, division, organized, narcotics, prostitution, to operate, justice, cooperation, local, deserter;

b) identification, collection, arrest, police, agency, to identify, laboratory, criminological, technical, specialized, training, basis, material;

c) communications, control, teletype, contact, radio, commercial, personnel, information, to train, instruction, courses, periodically, theory, practical, techniques, physical, tactics, extreme, situation, police, nations;

d) administrative, operation, limits, function, competent, inspection, practice, jurisdiction, anti-racketeering, atomic, energy, bankruptcy, espionage.

Ex. 11. Read the text.

Text “A”.

Federal Bureau of Investigation, United States Department of Justice

a) General Investigation Division

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

The FBI responsibilities continue to grow each year.

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

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

Special Investigation Division

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

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

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

Fugitive investigations often involve a great deal of manpower.

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

b) Identification Division

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

Laboratory Division

The FBI Laboratory is the greatest criminological laboratory in the world. During the first 35 years of its existence, this laboratory made approximately 4.000.000 scientific examinations. Today, this laboratory is a large complex of scientific equipment, staffed with over 300 employees most of whom have technical

training. Included in this group are over 100 Special Agents with specialized training in a wide range of scientific fields. Many crimes are solved and many defendants convicted on the basis of material evidence submitted to the laboratory for examination, laboratory examinations on many occasions have proved the innocence of persons suspected of having committed crimes.

Domestic Intelligence Division

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

c) Files and Communications Division

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

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

Crime Records Division

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

Training Division

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

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

d) Administrative Division

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

Inspection Division

The staff is composed of experienced, competent men who periodically review, inspect the total work performance of each field office; and the headquarters staff.

The inspections have as their goal the improvement of management and investigative practices.

Jurisdiction

Following are the matters within the FBI jurisdiction:

Anti-Racketeering

Atomic Energy Act

Bank Robbery and Embezzlement

Bankruptcy

Bribery

Espionage

Extortion

Fraud Against the Government Internal Security

Theft of Government Property, etc.

Notes:

Federal criminal violation — нарушение федеральных законов

civil inquiries — расследование гражданских дел

have resulted in convictions — закончились осуждением обвиняемых

operated behind a nearly impenetrable wall — действовала за почти непроницаемой стеной

are devoting their full efforts to bringing the crime lords to justice — направляют все свои усилия, чтобы преступных магнатов привлечь к суду

to build a strong prosecutive case — построить сильное обвинение

the Security of Government Employees programme — программа по обеспечению безопасности высших правительственных служащих

which pose a threat — которые представляют угрозу

Crime Records Division — уголовный архив (отдел, где хранятся отчеты о совершенных преступлениях)

the FBI's field officer — сотрудник ФБР, курирующий определенный регион или сферу деятельности

following are the matters within the FBI jurisdiction — вот вопросы (дела), которые находятся в пределах юрисдикции ФБР

Ex. 12. Find in the text the answers to the following questions:

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

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

Ex. 13. Find in the text the English equivalents for the following:

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

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

с) картотека; наиболее ценные версии; обеспечивать постоянную связь; уголовный архив; изучать информацию о преступлениях; главное управление ФБР; курсы переподготовки; практические навыки и техника; следственная техника; сбор, идентификация и сохранение вещественных доказательств; тщательная подготовка; самбо; огнестрельное оружие; экстремальная ситуация; в опасности;

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

Ex. 14. Write out only the words which are the names of crimes:

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

Ex. 15. Complete the sentences using the words in brackets:

(bribery, intimidation, fugitive, identify, convicted, leads, organized crime, responsibilities, fingerprint, robbery, the collection, identification, preservation, to handle).

1. The FBI was created primarily ... criminal investigations for the Department of Justice.

2. The fight against ... involves a great deal of efforts in the work of the FBI Special Investigation Division.

3. To fight against a threat to the Nation's security is one of the ... of the FBI.

4. In a number of crimes some of valuable ... in an investigation result from information contained in the files of law enforcement agencies.

5. Many crimes are solved through ... identification.

6. The dangerous ... was located and arrested on the basis of the information of the witnesses.

7. Laboratory examination proved the innocence of the defendant suspected of having committed ...

8. Laboratory examination of the fingerprints found on the murder victim helped ... the murderer.

9. The gang leaders were ... on the basis of sufficient evidence collected by the FBI Agents together with the officers of the local enforcement agency.

10. Practical skills and techniques are paid great attention to in the course of training and retraining FBI Agents. The courses involve ... and ... of physical evidence.

11. Organized crime is built on fear, ... , ... , and force.

Ex. 16. Give all possible word combinations:

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

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

fingerprints (ценные, идентифицировать, обращаться с, сохранить);

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

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

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

investigation (тщательный, иметь дело, уголовное, надлежащее).

Ex. 17. Speak in a brief way on:

1. FBI, its composition and the matters within its jurisdiction.

2. Special Investigation Division.

3. Identification Division.

4. Laboratory Division.

Ex. 18. Read the sentences with: 1) Complex Object; 2) Complex Subject; and 3) Infinitive as an Attribute. Translate the sentences.

1. The criminal to be arrested must be identified and located first.

2. Extreme egoism and individualism are considered to be the objective and subjective basic tendencies of criminal behavior.

3. The laboratory examination of certain physical evidence is considered, in some types of offenses, to be the most important part of the investigation.

4. The investigating officer supposed the discovered evidence to be linked with the suspect.

5. The police officer planned the search of the crime scene to be conducted very thoroughly.

6. The person to be identified committed a serious crime.

7. The investigator reported of the defendant's innocence to have been proved.

8. The facts to be collected by the police officer must provide sufficient evidence to bring the criminal to justice.

9. The police happened to have located the dangerous fugitive rather quickly.

10. The defendant's fingerprints proved to be the only means of identifying the victim.

11. Vice crimes are often considered essentially to be "victimless" crimes.

12. We expect our future detectives to learn how to use informants through personal experience.

13. The material evidence to be examined in the FBI Laboratory will be sufficient to convict the defendant.

14. The last witness to be interviewed was X, a narrow-shouldered young man who had been the only one in the place to have seen the bandit.

15. On the day this robbery is supposed to have been committed he swears he was working in the library all day.

Ex. 19. Translate the sentences paying attention to various means of expressing negation:

1. Not only has a private person the power to arrest any person who commits any felony in his presence, he also has the duty to arrest him.

2. If a crime is committed in the presence of a person, whether a police officer, or not, he will be guilty of a misdemeanor if he fails to arrest the criminal.

3. The glass was no better than the others but it had fingerprints on it.

4. When the policemen were in the room, an envelope was brought to the owner of the room. No name was written on it, but only the number of his room.

5. No fingerprint by itself is especially valuable, but if it's discovered at the crime scene, it is of great importance.

6. All marks of identification had not been destroyed, the investigation was in progress.

7. The detective did not find the coat from which the button had been torn, neither did he locate the owner of the coat.

8. Robbery, it seemed apparent, could not have the motive. Was it possible that he had committed the crime without having a motive?

9. A glance was sufficient to tell the experienced detectives that search for evidence would be useless.

10. I don't see how she could register under a false name, unless she came with forged credentials.

11. The police told him not to go anywhere until he is allowed to do it.

Ex. 19. Read text "B" and find the answer to the following questions there:

1. What is one of the most successful developments in Scotland Yard's crime detection and emergency service?
2. What have you learnt of the Map Room in Scotland Yard?
3. What is the branch of police dogs interesting for?
4. What can you say about the Witness Room?
5. Why do they call the London policeman "bobby"?
6. What did "Scotland Yard" take the name after?

Text "B".

Scotland Yard

Scotland Yard is the headquarters of the Metropolitan Police in London. Scotland Yard is situated on the Thames Embankment close to the Houses of Parliament and the familiar clock tower of Big Ben, and its jurisdiction extends over 740 square miles with the exception of the ancient City of London, which possesses its own separate police force.

One of the most successful developments in Scotland Yard's crime detection and emergency service has been the "999 system". On receipt of a call the 999 Room operator ascertains by electronic device the position of the nearest available police car, which is contacted by radio. Almost instantly, a message is also sent by teleprinter to the police stations concerned, so that within seconds of a call for assistance being received, a police car is on its way to the scene and all neighbouring police stations have been notified.

There are over 3,000 detectives in the Criminal Investigation Department of the Metropolitan Police. Their job is to discover, by collecting evidence, how more serious crimes are committed and who did them.

After at least two years as a PC or WPC in uniform, a Constable may join the CID and be trained as a detective at the Detective Training School at Peel Centre, Hendon. They learn how to find clues and collect information. They find out how to question witnesses and solve crime.

They also learn how to present complicated cases at court.

Detectives work in ordinary clothes. They spend a lot of time finding and talking to people who may have seen something important but may not know it. When a crime has been committed they go to the scene and look for clues and other evidence.

Many detectives work from local police stations solving serious crimes which happen on their section. Or they might belong to one of the world famous Squads at Scotland Yard.

The robbery squad concentrates on serious crimes like large robberies. The fraud squad enquires into dishonest business dealings. The drugs squad deals with people who buy or sell drugs illegally.

Special branch helps protect state secrets and important people who might be in danger. In 1972 the anti-terrorist branch was formed, to combat people like bomber.

Apart from the 999 Room, one of the most interesting places in Scotland Yard is the Map Room. Here is the Central Crime Map, the Deaths by Violence Map, the Accidents Map and the Vehicles Recovered Map.

An old-established section of the Metropolitan Police is the Mounted Branch, with its strength of about 200 horses stabled at strategic points.

These horses are particularly suited to ceremonial occasions, for they are accustomed to military bands.

An interesting branch of Scotland Yard is the branch of Police Dogs, first used as an experiment in 1938. Now these dogs are an important part of the Force. One dog, for example, can search a ware-house in ten minutes, whereas the same search would take six men an hour.

There is also the River Police or Thames Division, which has its own crime investigation officers who handle all crimes occurring within its river boundaries.

There are two other departments of Scotland Yard — the Witness Room (known as the Rogues' Gallery) where a photographic record of known or suspected criminals is kept, and the Museum, which contains murder relicts, forgery exhibits and coining moulds.

The name "Scotland Yard" originates from the plot of land adjoining Whitehall Palace where, in about the 14th century, the royalty and nobility of Scotland stayed when visiting the English Court. The popular nickname of the London policeman "bobby" is a tribute to Sir Robert Peel, and whose Christian name attached itself to members of the force.

Ex. 20. Do the following tasks (on text "B"):

1. Divide the text into logical parts.
2. Give a name to each part.
3. Give the contents of each part in 1–2 sentences.
4. Give a brief summary of the whole text.

Ex. 21. Find in the text "B" and read the sentences with the Passive Voice. Translate them.

Ex. 22. Find and read the sentences with Participle I. Translate them.

Ex. 23. Give a written translation of the passage about the "999 system" (in the text "Scotland Yard").

Ex. 24. Read text "C" and give a brief summary of the text in Russian. The following words will help you understand the text:

miscellaneous services — разнообразные услуги

fail to solve the crime — не раскрывает преступление
criminalistics technician — эксперт-криминалист
preliminary — предварительный
to arrive at the crime scene — прибыть на место преступления
providing aid — оказание помощи
to secure the crime scene — оградить (обезопасить) месте преступления
the follow-up investigation — дальнейшее расследование
available — имеющийся в распоряжении (в наличии)
interrogation — допрос
interview — опрос
witness — свидетель
search — осмотр
modus operandi — модус операнди, способ действия, «почерк»
(преступника)

Text “C”.

The Most Glamorous Aspect of Police Work

The basic responsibility of the police is to fight crime, maintain order, and provide miscellaneous services to the public. Patrol remains the basic manner in which police services are delivered to the public.

Criminal investigation is the most glamorous aspect of policing. Most police officers regard detective work as “real” police work. Detective work has a specific mission: apprehending the offender. The quality of work can also be measured in terms of the number of arrests. This contrasts sharply with patrol duty, which largely involves peace-keeping. Good detectives are believed to be able to solve most crimes, so the citizen-victim becomes angry when the police fail to solve the crime he or she suffered from.

The process of investigating a crime involves several different steps performed by at least three different units within the police department: patrol officers, detectives, criminalistics technicians. The two major stages of the investigation process are the preliminary investigation and the follow-up investigation.

The preliminary investigation is normally the responsibility of the patrol officer who is the first to arrive at the scene of the crime. The five major responsibilities include:

- 1) arresting any suspect or suspects,
- 2) providing aid to any victims,
- 3) securing the crime scene to prevent loss of evidence,
- 4) collecting all relevant physical evidence, and
- 5) preparing a preliminary report.

Once the responding officer has completed the preliminary investigation, the case is assigned to the detective bureau for the follow-up investigation. In all but the smallest departments, the detective unit is separate from the patrol unit. The smallest departments have no separate detective unit. Medium-sized departments have a separate detective unit but detectives handle all types of crime here. Larger

departments specialize according to a type of crime (e.g., crimes against person, crimes against property).

Technical specialists in investigation are normally located in a separate administrative unit. They are available upon request to assist detectives in the follow-up investigation. Only the larger police departments are able to maintain their own criminalistics specialists.

The follow-up investigation includes the following steps:

- 1) interrogation of suspect or suspects, if arrested at the scene of the crime;
- 2) interview of witnesses;
- 3) search of the crime scene for physical evidence;
- 4) *modus operandi* review to determine, if the crime is similar to others under investigation or resembles crimes committed by known suspects;
- 5) development of additional information from informants, contacts, official records, etc.;
- 6) preparation of reports.

To obtain information about suspected criminal activity, the police make use of informants. Persons who are either criminals themselves or who associate with criminals are extremely valuable sources of information. Police officers seek to develop a list of informants.

Ex. 25. Make up a plan of text “C”.

Ex. 26. Write out key words of each paragraph of text “C”.

Ex. 27. Write down a brief summary of text “C” in English.

Ex. 28. Give a written translation of the text:

Interpol

Interpol is an international corporation founded in 1923 as a service organization devoted to coordinating actions against international criminals. Its clients are 174 agencies throughout the world. This organization is not under the control or supervision of any government.

Interpol is a recognized intergovernmental police force whose task is to hunt down the international criminal. A multinational force, much like the United Nations, Interpol is made up of police of the Free World and a *bona fide* law enforcement agency in its own right. Among the first to fight international terrorism and sky-jackings, Interpol still leads the war on narcotics, assists a number of nations in the continuing search for wanted Nazi war criminals. One of the most highly respected groups in the world, Interpol, like any other police force is under governmental control to safeguard the basic rights of every citizen. It operates according to a strict code of behaviour and adheres to the highest ethical standards.

Interpol has never been recognized or established by any international charter or treaty and has no police powers. Because of Interpol's cooperation with the UN

particularly in the area of drugs, Interpol was recognized as an intergovernmental organization.

Interpol members are, for the most part, police and not governmental representatives, although certain governments have sent observers from their military, intelligence, customs, post office, and immigration departments.

Interpol does not have powers of arrest or any investigative rights. Its function is to disseminate information. Today 80 percent of the permanent staff is French. Interpol is much like any large corporation with bureaus in various countries and with representatives from these offices also stationed at the main office. Information is exchanged between the many national bureaus, but the police forces themselves are subject to the laws and policies of their respective nations.

Interpol is divided into four main bodies — the General Assembly, the Executive Committee, the General Secretariat and the National Central Bureaus.

The General Assembly is composed of the delegates from each member country. It is “the Supreme Authority”. The General Assembly controls the policy of the organization.

The Executive Committee is a nine-member board made-up of the president, two vice-presidents, and six delegates chosen by the General Assembly.

The General Secretariat, the permanent body, located in Lion, is Interpol’s business division. It contains the “permanent departments” four of which specialize in certain crimes: one handles murder, burglary, assault, larceny, car theft, and missing persons; another deals with bank frauds and other types of embezzlement; a third with drug traffic and morals offenses; and a fourth deals with forgery and counterfeiting.

Other divisions are the general records department, where files are kept, and a special records department, where fingerprints and other methods of identification are used.

The National Central Bureaus are the Interpol offices in various countries. Each NCB is empowered to communicate directly with and exchange information with any other NCB.

(from “The Interpol Connection” by Frevor Meldal-Johnsen and Vaughn Young, New York)

Ex. 29. Read and give a brief summary of the text:

Police Force in the United States

Historians suggest that the first modern police in the United States did not come into existence until 1833 in the city of New York.

The first municipal police agencies consisted of nightwatchmen whose responsibility was to protect property during the evening and early morning hours. Crime continued to increase, however, and gradually there were demands to hire men to provide similar protection during the daylight hours as well. Thus, by the 1830s and 1840s these two types of police were combined to form a unified, more effective municipal police agency. The modern police departments came into existence, especially in; the years following World War I. Since 1920 municipal police agencies

have increasingly grown in personnel and responsibilities. Special training and more selective recruitment practices have been developed to go hand in hand with the use of such technological developments as the automobile, the individual police radio, and the computer. The great part of police work does not involve crime-fighting situations but rather consists of both service and peacekeeping activities.

Service functions include directing traffic and enforcing traffic regulations, answering accident calls, aiding the sick, helping find a lost child or rescue a lost pet, recovering stolen property, and reporting fires. These are all services performed to assist the public.

Peacekeeping functions of the police are designed to maintain public order.

(“Law, Order, and Justice”)

Ex. 30. Read the text and answer the questions, then speak on the topic:

The Work of Police

Our police was created by the working people to protect their rights. The officers of our police have always displayed courage and heroism in the fight against enemies of our state during the Great Patriotic War as well as in the years of peaceful construction.

The main aim of police has always been to maintain public order, to protect state and personal property and safeguard the rights of our citizens. Nowadays great attention in the work of police is paid to prevention of crime, to its suppression. But if a crime has been committed, the police officers are to solve the crime as quickly as possible. To fulfill these tasks the organs of internal affairs are composed of different departments.

The Criminal Detection Department is one of the most complicated police services. The main responsibility of the officer of the Criminal Detection Department is to detect the criminal, that is to locate and apprehend him. In many cases the detective must trace a fugitive who is hiding.

The officers of the Criminal Investigation Department collect facts to prove the guilt or innocence of the suspect. The final test of a criminal investigation is in presentation of evidence in court. Corpus delicti must be established, the defendant must be identified and associated with the crime scene. The investigator must also provide competent witnesses.

Economic Crimes Department fights against those who don't want to live an honest life. The responsibility of the officers of this Department is to reveal the criminal activity of those who commit embezzlement and other economic crimes, bring them to justice.

The State Auto-Inspection is responsible for traffic regulation and safety on the roads.

The Transport Police maintains law and order on the railway, air lines and water ways of the country.

The Juvenile Inspection handles “difficult” juveniles and their careless parents. They also do much work to prevent juvenile delinquency.

The Correctional System is supposed to rehabilitate offenders through labour. This is the purpose of correctional establishments.

A new service for the fight against organized crime has been created in our police. Organized crime operates on fear, bribery and force. Police officers of organized crime department are devoting their efforts to collect sufficient evidence to bring gang leaders to justice.

Questions to the text

1. What is our police created for?
2. How did the police work during the history of its existence?
3. What is the aim of police's activity?
4. What departments is police composed of?
5. What is the main responsibility of the Criminal Detection Department?
6. What are the duties of the officers of the Criminal Investigation

Department?

Ex. 31. Read the article and say what it is about. The words below will help you understand the text:

1. rescue — спасать, выручать, приходить на помощь
2. to pass the buck to ... — свалить ответственность на ...
3. emergency — авария, непредвиденный случай, крайняя необходимость
4. accident — несчастный случай, авария

Rescue

Why are police involved in so many rescues? There are five good reasons:

1. They get there first — they are already on patrol or rolling.
2. They know what to do — are experienced.
3. By their job, they are dedicated to "people service".
4. They are involved, and don't pass the buck to firemen, or doctors.
5. They act at once — with courage.

In any emergency, the people know to call the police first. It is the speed of action that is so effective in saving lives. By the time effective fire-fighting equipment reaches the scene, the officer has already brought people out. In the accident the immediate care saves the life that the doctor can now cure. This is a vital police function.

Lesson 7. CRIMINAL JUSTICE PROCESS IN THE USA AND GREAT BRITAIN

Содержание

I. Словообразование: образование прилагательных с помощью суффикса -able, повторение суффиксов и префиксов с отрицательным значением; определение частей речи по формальным признакам.

- II. Грамматика: герундий и герундиальная конструкция
 III. Тексты: Text “A” — Criminal Justice in the USA
 Text “B” — US Criminal Justice System
 Text “C” — Probable Cause and other Levels of Proof
 IV. Дополнительные тексты:
 1. The Bells of the Old Baily
 2. Criminal Policy of the Future

Ex. 1. Read the following words and word combinations after the speaker:

- | | |
|-------------------|----------------|
| a) arraignment | accusation |
| a trial | an appeal |
| without a warrant | reasonable |
| a cause | a misdemeanor |
| punishable | death |
| imprisonment | a suspect |
| an identity | an agency |
| a process | a procedure |
| an appearance | a request |
| a purpose | guilty |
| a jury | rehabilitation |
- b) criminal court process
 preliminary hearing
 trial court arraignment
 without using a warrant
 probable and reasonable cause
 a felony or a misdemeanor
 punishable by death or imprisonment
 may be released
 without being prosecuted
 mistaken identity
 proper evidence
 law enforcement agencies
 summary trials
 without further processing
 during the initial appearance
 during the arraignment procedure
 if the defendant pleads not guilty
 an innocent person
 a verdict of guilt

Ex. 2. Form Participle II of the following verbs and translate them.

Model: to ask — asked
 to do — done

a) to arrest, to accuse, to identify, to use, to commit, to punish, to release, to prosecute, to charge, to place, to investigate, to convict, to fine, to rehabilitate, to correct, to impose, to try;

b) to take, to make, to keep, to hold, to set, to hear, to give.

Ex. 3. Form adjectives with the help of the suffix -able and translate them.

Model: to agree — agreeable

to punish, to prosecute, to arrest, to dismiss, to move, to reduce, to force, to believe, to identify, to appeal, to observe.

Ex. 4. Translate the following word combinations:

victimless crimes; a noncriminal person; an unwarranted arrest; a baseless charge; unmotivated offenses; an unidentifiable body; illegal actions; unreliable information; unjust punishment; an unsuccessful appeal; improper evidence; an unreasonable cause; an informal interview; an indirect personal interest; a disarmed offender; an unlawful arrest.

Ex. 5. Say what parts of speech the following words are:

probable, suspected, punishment, to sentence, lawful, properly, processing, rehabilitation, prosecutor, correctional, enforcement, accused, formally, identifiable, conviction, offender, to place, investigative, permanently, probation, payment, reasonable.

Ex. 6. Translate into Russian:

to accuse — accusation — accused — accusing
 to identify — identification — identified — identity
 to offend — offender — offense
 to prosecute — prosecution — prosecutor
 to punish — punishment — punishable
 to warrant — warrant — unwarranted
 to suspect — suspect — suspicion — suspicious
 to penalize — penalty — penal
 to enforce — force — enforcement — law enforcement
 to defend — defendant — defense — defenseless
 to complain — complaint
 to cause — cause — causation — causeless
 to bail — bail — bailable
 to appeal — appeal — appealable
 to correct — correction — correctional
 to rehabilitate — rehabilitation — rehabilitative

Ex. 7. Say what parts of speech the underlined words are and translate the sentences into Russian.

1. The criminal justice **functions** to protect society against crime.

2. The police **functions are** manifold but the main **function** is to maintain public order.

3. During the arraignment the accused person may plead guilty, either to the original **charge** or to a reduced **charge**, if it is agreeable with the prosecution.

4. During the arraignment the judge **charges** the accused with a specific crime and tells him of his rights.

5. In **interviews** with a victim and witnesses the officer should obtain as much information as possible in order to identify the criminal.

6. An investigation is the gathering and evaluating of information. So the officer who comes to the crime scene must **interview** all witnesses in order to find out what happened.

7. The FBI distinguishes among “confidential sources” (noncriminal persons who provide information) and “informants” (persons with close **contacts** to criminals).

8. Usually, FBI agents, who use an informant to identify a suspect or to obtain information about a crime, can **contact** their informants confidentially and do not reveal the informant’s identity.

9. A study of a **patrol** division during a 54-week period found that more time was spent on administrative duties than on any other things (39 per cent), only 16,5 per cent of the time was spent on matters directly related to crime.

10. In cities the police **patrol** certain areas, on foot or in automobiles.

Ex. 8. Give Russian equivalents to the following international words:

criminal, process, arrest, appeal, contact, serious, date, verdict, photograph, permanent, legal, formal, justice, risk, subject, mobility, distance, effective, procedure, apparatus, specific, confidential, functions, patrol, administrative, adequate.

Герундий (Gerund)

Герундий представляет собой неличную форму глагола, выражающую название действия и образующуюся путем прибавлений суффикса -ing к основе глагола, например:

to investigate — investigating

to protect — protecting

Герундий обладает свойствами как существительного, так и глагола.

Как существительное герундий может:

1) сочетаться с предлогами, например:

He was accused of committing a crime.

Его обвинили в совершении преступления;

2) определяться притяжательным местоимением или

существительным в притяжательном падеже, напр.:

His being guilty is evident.

То, что он виновен, очевидно.

The officer’s identifying the criminal helped arrest him.

То, что полицейский опознал преступника, помогло арестовать его.

Глагольные свойства герундия выражаются в следующем:

1) он может иметь прямое дополнение, например:

I remember having read this article on criminology.

Помню, что читал эту статью по криминологии;

2) может определяться наречием, например:

He likes reading aloud.

Он любит читать вслух;

3) имеет формы времени и залога:

Voice Tense	Active	Passive
Indefinite	reading	being read
Perfect	having read	having been read

Герундий в форме Indefinite употребляется для выражения действия, относящегося к будущему или происходящего одновременно с действием, выраженным глаголом в личной форме, либо безотносительно ко времени его совершения, например:

Reading judicial books is useful.

Читать юридическую литературу полезно.

We were surprised at hearing of the crime.

Мы были удивлены, узнав о преступлении.

Герундий в форме Perfect употребляется для выражения действия, предшествующего действию, выраженному глаголом в личной форме, например:

The witness didn't remember having seen the man before.

Свидетель не помнил, чтобы он видел этого человека раньше.

Когда действие, выраженное герундием, совершается лицом (или предметом), то употребляется герундий в форме Active, когда же действие совершается над лицом (или предметом) — в форме Passive.

Сравните:

My friend likes telling detective stories.

Мой друг любит рассказывать детективные истории.

My friend likes being told detective stories.

Мой друг любит, когда ему рассказывают детективные истории.

В предложении герундий может выполнять различные синтаксические функции:

1) подлежащего, например:

Patrolling is one of the preventive methods.

Патрулирование — один из методов профилактики.

Герундий в функции подлежащего может стоять после следующих выражений:

it's no use (it's useless, it's no good) бесполезно

Например:

It's no use proving his guilt. He is innocent.

Бесполезно доказывать его вину. Он невиноват.

2) именной части сказуемого, например.

An arrest is taking a person into custody. Арест — это взятие лица под стражу.

В этой функции герундий может также употребляться с предлогами against — против и for — за, например:

We are against punishing him so severely.

Мы против того, чтобы его наказывали так сурово.

3) части составного глагольного сказуемого. В этой функции герундий употребляется без предлога. Наиболее употребительные глаголы, в сочетании с которыми герундий образует составное глагольное сказуемое, следующие:

to finish — кончать

to stop, to give up — прекратить, бросить

to go on — продолжать

to need, to require, to want — требовать, нуждаться

to enjoy — наслаждаться

to delay — откладывать

Например:

The police finished investigating the case.

Полиция закончила расследование дела.

Примечание: глагол “to stop” в значении «останавливаться» употребляется с инфинитивом.

Сравните:

He stopped to smoke. Он остановился, чтобы покурить.

He stopped smoking. Он перестал курить.

4) предложного косвенного дополнения. В этой функции герундий употребляется после многих глаголов, прилагательных и причастий, требующих определенных предлогов. К наиболее распространенным относятся:

to be fond of — любить

to be proud of — гордиться

to be afraid of — бояться

to be busy with — быть занятым (чем-либо)

to be responsible for — быть ответственным за что-либо

to be surprised at — удивляться

to be interested in — интересоваться

to prevent from — препятствовать

to result in — приводить к чему либо

to accuse of — обвинять в чем-либо

to suspect of — подозревать в чем-либо

to think of — думать о чем-либо

to depend on — зависеть от чего-либо

to insist on — настаивать на чем-либо

I am proud of being a citizen of Russia.

Я горжусь тем, что я — гражданин России.

He was suspected of committing a crime.

Его подозревали в совершении преступления.

5) определения. В этой функции герундий чаще всего употребляется с предложениями of и for, например:

There are different methods of solving a crime.

Существуют различные методы раскрытия преступления.

6) обстоятельство. В этой функции герундий чаще всего употребляется с предлогами:

on (upon) — по, после

before — перед

after — после

in — в то время как, при

instead of — вместо

in spite of — несмотря на

by — путем, при помощи

besides — кроме

without — без

for the purpose of (with the aim of) — с целью

Например:

After being identified the criminal was arrested.

Преступник был арестован после того, как установили его личность.

В русском языке соответствующая форма отсутствует, поэтому герундий переводится на русский язык различными способами:

1) именем существительным, например:

Maintaining public order is one of the police functions.

Поддержание общественного порядка — одна из функций полиции.

2) неопределенной формой глагола, например:

The patrol unit was afraid of being late.

Патрульный наряд боялся опоздать.

3) деепричастием, например:

The criminal ran away without leaving any traces.

Преступник убежал, не оставив никаких следов.

4) придаточным предложением, например:

There is no hope of his being acquitted.

Нет надежд на то, что его оправдают.

Герундиальная конструкция (Gerund Complex)

Герундиальная конструкция представляет собой комплекс из существительного или притяжательного местоимения, которые указывают на лицо (или предмет), производящее действие, выраженное герундием. Герундиальная конструкция переводится на русский язык дополнительным придаточным предложением, например:

People are interested in atomic energy being used for peaceful purposes.

Люди заинтересованы в том, чтобы атомная энергия использовалась в мирных целях.

The detective's knowing the identity of the suspect helped him make an arrest.

То, что сыщику была известна личность подозреваемого, помогло ему произвести арест.

Ex. 9. Translate the sentences into Russian:

a) 1. Society cannot exist without using political instrument of the economically dominant class.

2. Law and legislation date back to the days when primitive communal society which had no need for having law, gave way to first class-based socio-economic formation.

3. Theories on law were based on asserting that law plays a constructive role in society.

4. A wise legislator will prevent crime instead of meting out punishment for it.

5. The criminal should have no hope of getting away with his crime and consequently, of going unpunished.

6. Laws are made for the sake of man and society with the aim of protecting them.

7. The problem may be summarized by saying that a criminal offence is an offence against any private right and punishable by the state.

8. The Tudor period in Great Britain saw the development of modern procedure, in particular the practice of giving three readings to a bill.

9. There is a need for drawing a distinction between crimes and those violations of law which are not criminal.

10. Though there were many attempts of giving a definition of a "crime", no really satisfactory definition of a "crime" has yet been given.

11. Many famous jurists define a "crime" as an act of violating the law of the state.

b) 1. The main task of police work is the task of protecting society against crime.

2. The repressive function of the police is realized by making arrest of a criminal.

3. There is a need for making a function of social protection more effective.

4. The duty of providing an adequate and efficient police force for police area under its control is the primary duty of a police authority.

5. The principal responsibility of the central government for preserving law and order throughout Great Britain is reflected in the police powers vested by Parliament in the Home Secretary.

6. The Home Secretary is empowered of making regulations as to the government, administration and conditions of service in police forces.

7. A criminal investigation department is primarily responsible for detecting crime.

8. British police forces have additional departments for dealing with special aspects of police work.

9. As part of criminal detection police officers have the duty of classifying crime reports and collecting all kinds of information relating to crime to prepare crime statistics.

10. Great Britain has no national CID, but police forces have the right of inviting Scotland Yard to help them in the investigation of serious crimes.

11. Adequate patrol is an effective means of preventing crime.

12. The FBI, the Federal Bureau of Investigation, is considered by many to be a very effective investigative body. It is responsible for investigating all Federal laws.

13. One of the functions of the FBI is operating a national crime laboratory.

Ex. 10. Say what parts of speech the underlined -ing- forms are and translate the sentences into Russian.

1. In some cases the police do not know who committed the crime or, if they do know, they cannot locate the offender. This is the classic problem of detection, the problem of **discovering** reliable information that will lead to the identification and arrest of a criminal.

2. Every police officer classifies each case as **promising** or **unpromising** on the basis of several criteria, the most important a which is whether or not he thinks he can solve it.

3. While **speaking** to a victim or witness, the main task of the detective is his ability to conduct a productive interview.

4. Despite their importance, **interviewing** skills are primarily learned on the job.

5. **Having** productive informants is essential in many criminal cases.

6. Some states in the USA require a grand jury **hearing** in felony cases.

7. The grand jury consists of 12–23 persons who sit for 3 to 18 months **depending** on the jurisdiction.

8. The no contest plea (the same as a guilty plea) is often used when a person is **facing** both criminal and civil charges.

9. The patrol officer, in **taking** the original report, will talk with the victim to find out what happened.

10. When **protecting** a crime scene, the officer must remember that nothing is to be touched or moved.

11. An officer **stopping** a person for a minor violation of the law has no way of **knowing** whether the person is wanted for a felony or misdemeanor.

12. Education is a factor that has no exclusive **hearing** on the crime problem but must be considered.

13. The climate, weather and **changing** seasons bring with them differences in crime according to some criminologists.

14. Hot summer weather when people are out of their houses and more contact with others, leads to an **increasing** number of crimes of violence.

15. Burglaries and other property crimes have a tendency for in creasing during winter months, when there are long periods of darkness.

16. Drunk driving arrests peak during the holidays.

Ex. 11. Translate the following sentences paying attention to Gerund Complex.

Model: Dr. Brown's being absent was very strange.

То, что доктор Браун отсутствовал, было очень странно.

1. His being charged with a felony surprised us.
2. Their filing a complaint to the court was quite unexpected.
3. Officer Smith's making a search without a warrant was illegal.
4. My brother's becoming a good investigator resulted from his great experience.
5. The offender's being arrested at the crime scene came as a result of quick police actions.
6. Her being prosecuted for a misdemeanor is natural.
7. His being placed on bail is explained by the nature of his offence.
8. Laws and men who enforce them reflect social systems, so there is no doubt of law being class law and justice being class justice.
9. The person's being fined can be regarded as a just punishment.
10. The policeman's coming late to the crime scene made the investigation difficult.
11. His pleading not guilty does not mean that he is innocent.
12. Their presenting proper evidence to the court proved the guilt of the defendant.
13. The boys being accused of petty offenses is not surprising.
14. These crimes are alike in having the same features.

Ex. 12. Read and translate text "A".

Criminal Justice process in the USA

Basically, the steps in the criminal court processes are as follows: arrest and booking, arraignment, trial and appeals (if any).

A person who comes into contact with the criminal courts must initially be arrested. The arrest may take place with or without using a warrant (e.g. when an offense takes place in the presence of the officer, or when there is probable or reasonable cause to believe that a felony or misdemeanor has been committed. A felony is a serious offense punishable by death or imprisonment. A misdemeanor is a less serious offense punishable by a fine or up to one year in jail, or both). Even after an arrest the suspect may be released without being prosecuted for a variety of reasons: mistaken identity, lack of proper evidence, etc.

After the arrest is made, the suspect is booked. The booking card of the law enforcement agency contains information such as the date and time of arrest, the charge or crime for which the person was arrested, the name of the arrested person, the name of the arresting officer. Here the accused is photographed, fingerprinted, and temporarily released on bail, if possible. The record or booking card is permanently kept in the files of the police department. On important cases, the prosecutor may be present at the booking, but usually he will enter the case during

the arraignment or initial appearance of the suspect before a magistrate or other judicial officer. Before turning to the prosecution of the suspect, it must be remembered that the investigative work of the police may continue even though the accused is involved with the prosecution or court phases of the criminal justice system.

At arraignment, summary trials can be held for petty offenses without further processing. During the initial appearance before a magistrate, judge or justice of the peace, the accused is to answer the charges against him. During the arraignment procedure, the charge may be dismissed by the court for a legal reason or the prosecutor may request to have the charges dropped. The initial appearance may also serve as the trial for minor offenses that have payment of a fine or a relatively short time in jail as punishment. Once the judge finds a verdict of guilt, the accused is sentenced to jail or payment of a fine. The defendant may also be placed on probation for a specified length of time. If sentenced to jail, he may be granted parole.

The purpose of preliminary hearing in the lower court is to determine whether there is a reasonable cause to believe that a felony was committed and whether there is a reasonable cause to believe that the accused committed the crime. It is here that a preliminary testing of the evidence takes place. As a result the accused may be released because of having been arrested not for probable cause, or he may be placed on bail or moved back to jail until his case is tried by the higher court.

If there is a reasonable belief that a crime has been committed the accused, the prosecutor is given statutorily defined number of days to file formal charges against the defendant. The charge is filed on the basis of information from citizen complaints and police investigations.

Then another arraignment is held. If the defendant pleads guilty a date for him to be sentenced is set by the judge. If the defendant pleads not guilty, he may request to have a jury trial or be tried by the court without a jury. At the trial, if the defendant is convicted, a date for sentencing is set.

Before imposing the actual sentence an investigation by the probation officer takes place to assist the judge in deciding on a penalty. The defendant may be fined, sentenced to jail, or placed on probation. During this period the defendant can appeal his conviction. As a rule, the appeal stays the execution of the sentence. If the appeal is unsuccessful or the defendant decides not to appeal, the penalty is imposed.

The defendant is then involved in the corrections of the criminal justice system. It is here that rehabilitation of offenders is supposed to occur. This is the purpose of correctional establishments.

To reduce the risk of convicting an innocent person, there are checks and reviews at all stages of the criminal justice system.

(Law Enforcement in a Democratic Society, E. Beckman)

Notes:

a magistrate — магистрат; судья полицейского суда

justice of the peace — мировой судья

have the charges dropped — прескратить дело

once the judge finds a verdict of guilt — как только судья выносит обвинительный приговор
 is supposed to occur — как полагают, происходит

Ex. 14. Find English equivalents in the text:

уголовный процесс; обвинение; судебное разбирательство; обжалование; произвести арест; ордер; совершить тяжкое преступление; тюремное заключение; подозреваемый; правоохранительные органы; обвиняемый; снимать отпечатки пальцев; картотека; упрощенное судопроизводство; мелкие правонарушения; суд низшей инстанции; слушать дело; подвергать уголовному преследованию; признать себя виновным; суд присяжных; вынести приговор; определить наказание; осудить условно; передать на поруки; перевоспитать; исправительные учреждения.

Ex. 15. Give Russian equivalents:

- I. law; by-law, law-breaker, lawyer, law enforcement; lawful; to make laws; to obey laws; to enact laws; to pass laws; to violate laws;
- II. to prevent; to prevent offenses, prevention of crime; preventive; preventive measures; a preventive war,
- III. crime; a criminal; a criminal case; criminality; a criminological study, to commit a crime; to reduce crime; to eliminate crime.

Ex. 16. Find synonyms among the following words:

law, purpose, period, to force, a criminal, verdict, to define, aim, to obtain, penalty, duty, offense; evidence; to formulate, term, to get, punishment, to break, crime, offender, sentence, to violate, to oblige, cause, statute, obligation, reason, proof.

Ex. 17. Translate the following groups of words:

criminal justice process; trial court arraignment; law enforcement: agencies; police investigations; citizen complaints; a jury trial; a police department file; an imprisonment sentence; an arraignment procedure; a higher court trial; a ten-pound fine; a five-hundred dollar bail; a dead body identification; prosecution or court phases.

Ex. 18. Complete the sentences with one of the words given below, (misdemeanor, released, summarily, charges, evidence, parole, fine, guilt, convicted, trial, felonies, booking, rehabilitate, appeal, charge):

1. There can be no conviction unless the ... of the defendant is established.
2. After making the arrest the officer may conduct a "limited" search for ... of the guilt of the person.
3. During the arraignment procedure the ... may be dismissed.
4. If a judge finds a verdict of guilt, the accused is sentenced to jail or payment of a

5. In some jurisdictions there is no separate preliminary hearing for misdemeanors and
6. At the ... a date for sentencing is set.
7. The procedure of ... includes photographing and fingerprinting.
8. A person charged with a petty offense can be tried
9. The purpose of corrections is to ... offenders.
10. The procedure of prosecutions for a felony is the same as for a
11. If the defendant is ... at the trial the date for sentencing is set.
12. The defendant can ... his conviction before the actual sentence is imposed.
13. Even if the defendant is sentenced to jail, he may be granted
14. During the arraignment the judge ... the accused with a specific crime.
15. The accused may be ... at the preliminary hearing if there is no reasonable cause to believe that he committed the crime.

Ex. 19. Say what it is:

1. A formal order given by a judge or a prosecutor to arrest a person is called
2. The decision of a court made after the trial of a defendant is called
3. A fine, imprisonment or probation — all these are different types of
4. A sum of money paid by the person arrested for being released until the trial is called
5. If a person breaks the law or violates public order it means that he commits a
6. All facts and things that must be presented to court to prove the guilt of the accused are called
7. If a person is convicted and the penalty is not a fine or imprisonment but placing him under control of a special police officer it means that a person is placed on
8. If a person pleads not guilty and does not agree with the sentence he may file an
9. A panel usually consisting of 12 persons to hold trials is called

Ex. 20. Give your definition of the following:

1. The accused is a person who ...
2. A criminal is a person who ...
3. The defendant is a person who ...
4. The suspect is a person who ...
5. The convict is a person who ...

Ex. 21. Answer the questions on the text:

1. What are the steps of the criminal justice in the USA?
2. In what cases may an arrest be made without a warrant?
3. What is a felony?
4. What is the punishment for a misdemeanor?

5. May the suspect be released without being prosecuted? In what cases?
6. What does booking include?
7. Where does booking take place?
8. In what cases are summary trials held?
9. What is the purpose of preliminary hearing?
10. Who files formal charges against defendants?
11. When is a date for sentencing set?
12. What are the types of punishments?
13. What is the function of the probation officer?
14. When can the defendant appeal his conviction?
15. What is the purpose of corrections?
16. What is done to reduce the risk of convicting an innocent person?

Ex. 22. Translate into English:

1. Уголовный процесс имеет следующие стадии: арест и регистрация, привлечение к суду, предварительное слушание, предъявление обвинения, судебное разбирательство и обжалование.
2. Арест должен производиться на основании постановления (ордера).
3. Тяжкое преступление — это преступление, наказуемое смертной казнью или тюремным заключением.
4. Менее тяжкое уголовное преступление — это преступление, наказуемое штрафом или тюремным заключением до 1 года.
5. После предварительного слушания лицу предъявляется официальное обвинение.
6. На стадии привлечения к суду обвинение может быть отклонено.
7. Если обвиняемый признает себя виновным, устанавливается дата вынесения приговора.
8. После судебного разбирательства обвиняемый может обжаловать приговор.
9. Обвиняемый может быть осужден только судом.
10. Подозреваемый может быть временно отпущен под залог.

Ex. 23. Find the sentences with the Gerund in the text and translate them in a written form.

Ex. 24. State the form of the Gerund:

having been booked; being punished; having released; having been fingerprinted; being convicted; having been identified; having filed, being imposed; having been prosecuted; having appealed; being accused; having been charged; being arraigned; having been sentenced; having fined; being corrected; having been rehabilitated.

Ex. 25. Translate the sentences into Russian:

1. After having been identified the offender was arrested by police.
2. The court suspected the evidence of having been obtained unlawfully.

3. He was charged with not having taken the victim to a hospital after the accident.
4. Who is responsible for the criminals not having been arrested yet?
5. In this case the arrest preceded a formal accusation, having been made by a police officer who witnessed the offense.
6. The police accused the driver of being drunk.
7. A person arrested at a crime scene for having committed an offense, must be brought before a magistrate within a limited period of time.
8. The defendant was not informed of the right of being provided with legal counsel at the trial.
9. Under established rules, some evidence is inadmissible, especially if there is doubt of its being obtained lawfully.
10. The police suspected him of having been prosecuted before.
11. One of the aspects of punishment implies that an offender must be afraid of being punished.
12. The witness insisted on having seen the criminal quite clearly.
13. Instead of being placed in jail the accused was released on bail.
14. The man was accused of having violated the traffic rules.

Ex. 26. Say in what sentences “ing-forms” are Gerunds:

1. After making the arrest the officer may search the premises for evidence of the guilt of the arrested person.
2. The preliminary hearing is regarded as a protection of the citizen against detention following an unwarranted arrest.
3. The problem of obtaining a warrant for arrest is of growing importance.
4. The practice known as aggressive patrol involves placing a lot of officers into a high-crime area and stopping and interrogating anyone who looks suspicious.
5. It must be remembered that just because a person is arrested does not mean that he will be charged with a crime. In fact, very often the police make arrest but have no intentions of making charges.
6. The key element of arrest is taking a person into custody to control the movements of that person.
7. Booking is usually accompanied by picture taking and fingerprinting.
8. With few exceptions (e.g. in capital cases) the individual has the right of being released on bail.
9. Agents of the FBI are mainly concerned with gathering and recording of information in order to present a case for prosecution.
10. The nature of the offense importantly affects the probability of having a known suspect.
11. Arresting a person is taking him into custody for the purpose of charging him with a specific offense.
12. If the accused is charged with committing a misdemeanor he may be convicted at the arraignment.

13. Upon the police showing adequate cause, a court may continue the hearing in order to give the police a little more time to conduct a further investigation before the formal charge against the arrested person.

14. If evidence was obtained by the law enforcement agency without observing the constitutional rights of the accused, the accused may ask the court to prevent the evidence from being used in his trial.

15. Any criminal investigation starts with a patrol car being sent to the crime scene.

16. Some tasks relating to the investigation of crimes that detectives are responsible for clearing by arrest may be performed by patrolmen.

Ex. 27. Translate the sentences paying attention to Gerund Complex:

1. Law enforcement agencies are responsible for the laws of the state being observed.
2. The criminal's committing a crime was evident.
3. The patrol action resulted in some suspects being arrested.
4. The policeman's making an arrest greatly helped the investigation.
5. We are interested in public order being maintained by all citizens.
6. Everybody was surprised at his being charged with a crime.
7. The police suspected the man of being an offender.
8. The officer's being very experienced resulted from his twenty years of police work.
9. We were surprised at the penalty being so severe.
10. Everything depends on the charges being filed now.
11. The prevention aspect of police patrol consists in patrol activities being concentrated in high-crime areas.
12. An arrest is legal if there is no doubt of a person's committing a crime.
13. According to the law the magistrate conducting a preliminary hearing is obliged to inform the accused of his having a right to legal counsel.
14. One of the main duties of the police is to prevent delinquents from becoming criminals.

Ex. 28. Use Infinitives or Gerund:

1. If the arrest is made as a result of (to observe, observing) a law violation, an investigation is conducted to determine whether or not a crime was committed.
2. The preliminary hearing is an investigation by a magistrate of the facts and circumstances surrounding a suspect who has been charged with a crime and arrested, in order to determine whether there are sufficient reasons for trial; after (to hear, hearing) the evidence the magistrate may find no basis for the charges and dismiss them or present the case to the trial court.
3. Mobility has given people the opportunity (to commit, committing) crimes far away from home. A person can cover great distances rapidly, making it very difficult for law enforcement to operate effectively.
4. The court ruled that an officer may lawfully search a person in the course of (to make, making) an arrest. However, the police can only search the suspect and

the area immediately surrounding the suspect, not an entire room or house, without a search warrant.

5. According to law, the police must bring a suspect before a magistrate within the period of time between 48 and 72 hours, during which time the interrogation takes place mostly with the aim (to obtain, obtaining) confession.

6. Although a person under arrest has a right (to refuse, refusing) to answer questions, the arresting officer may lawfully search the person arrested and find some incriminating evidence.

7. Since objects seized in the course of an illegal search are inadmissible as evidence in courts, the importance of strict observance by the arresting officer of the limitations on his power (to arrest, arresting) without warrant is obvious.

Ex. 29. Complete the sentences using Gerunds:

Do you realize the importance of ... (to observe laws; to maintain public order, to prevent crime; to study the law).

What are your reasons for ... (to charge him with a felony; to accuse him of this crime; to suspect him of this offense; to file a com-plaint against him).

He stopped ... (to violate the laws; to commit offenses; to contact criminals; to pay fines).

Go on ... (to fight crime; to prosecute the person; to prevent crime; to defend the person).

I don't mind ... (to appeal the conviction; to sentence him to jail; to punish him so severely; to identify the criminal).

Ex. 30. Read the following text and discuss it:

Detective McFadden, a policeman for thirty-nine years, was on afternoon patrol in a city when he saw two men standing at a corner. One of them passed a shop, looked at the window, went a short distance, and then returned to the window for another look. Then the other man repeated all these actions. After this took place many times the two men walked off together. Officer McFadden realized that the men were preparing for a possible robbery. He followed them, when they stopped he came up to them, searched them and found two 38 caliber revolvers. He took the men with the guns to a police station where they were charged with carrying the weapons.

The lawyers for the defendants said that the weapons seized were inadmissible because they were illegally seized. But at the trial the men were convicted. They appealed to the US Supreme Court. The Court ruled that the guns were seized in a legal manner, because officer McFadden had acted in a "reasonable" manner in that, based on his years of experience, he believed that a robbery was going to take place and it would involve weapons. So the life of the officer and possibly the lives of innocent citizens were in danger. The Court upheld the conviction.

Ex. 31. Read the text and speak about the classification of crimes according to the English Criminal Law.

Crimes are classified into 1) indictable offenses and 2) summary offenses.

Indictable offenses are tried by jury. They include: a) Treason, b) felonies and c) misdemeanors. Summary offenses are those which are not tried by jury or which are tried summarily.

The differences between felonies and misdemeanors are as follows:

Felonies	Misdemeanors
Admit of accessories	Do not
Admit of arrest without a warrant	Do not
Civil proceedings cannot be taken against an offender before criminal proceedings	Does not apply
Cannot be tried on a criminal information	Can be so tried

Notes:

indictable — преследуемый по обвинительному акту

Treason — преступление против государства

accessory — соучастник преступления

Ex. 32. Read and say what you think about it:

I. According to the British laws a person cannot be tried twice or more times on the same charge. If he has been tried and found not guilty he may not be brought before a court if new evidence of great importance has been obtained to prove his guilt.

It seems illogical. What do you think about it?

II. The law is not something that can be changed at will.

Laws should govern people and not on the contrary. People are equal before the law.

Dura lex, sed lex (Strict is the law, but a law) — is a saying of Ancient Rome.

“The law is the last result of human wisdom acting upon human experience for the benefit of the public,” — these words belong to the celebrated English author Samuel Johnson.

In these and other sayings is reflected people’s respect of law and justice. There is widespread belief that observance of laws is a guarantee against injustice.

Still, this is only one aspect of the problem. The problem is whether the social and state system of the country prevents violation of the law, and guarantees the right way of administering justice. Not in every society the formula “All are equal before the law” is effective though it is proclaimed in constitutions.

Yet there are instances when laws are illegal themselves.

Such laws cannot be respected.

What do you think of these problems?

III. In actual practice a great number of arrests are made by the police without an arrest warrant. Arrest without a warrant is permitted in “special circumstances”, such as situations in which:

1. The attempt or actual commission of a crime occurs in the presence of a police officer.

2. There is probable cause for the police officer to believe that a crime is being committed in his presence.

3. Though the crime has not been committed in his presence, there is probable cause for the police to believe it has been committed and that a person to be arrested has done it. The courts have ruled that exceptions to the need for an arrest are justified by the circumstances. The most basic exception is that police action is needed to prevent the commission of a criminal act. Other reasons include the realization that if the police did not act, it is highly probable that the person to be arrested would escape, that the person would cause other people to be, harmed or that evidence of the crime would be destroyed.

Do you agree? In what circumstances do you think the police may make arrests without warrant?

Notes:

at will — произвольно

wisdom — мудрость

for the benefit — на благо

attempt — покушение

exceptions — исключения

to escape — сбегать

to be harmed — пострадать

Ex. 33. Read text “B” without dictionary and say in Russian what the text is about.

See the notes:

to dismiss — прекратить дело

to acquit — оправдать

to fail — терпеть неудачу

delay, n — задержка

robbery, n — грабёж

burglary, n — кража со взломом

Text “B”.

The criminal justice system is composed of those agencies which must enforce the laws that society has enacted for its self-protection and preservation. Theoretically, it is an integrated apparatus whose functions are to apprehend, prosecute, convict, sentence, and correct offenders. The US system is federal by its nature, i.e. it consists of three subsystems: state, local and federal criminal justice agencies. The system is composed of three components: police, court, corrections. Each component must contribute to the same goal — the prevention and control of crime and the rehabilitation of offenders. So the effectiveness of the whole system depends on the efficient functioning of each component and their efficient interaction. But at present the criminal justice system doesn't work successfully. Of the several million serious crimes reported every year to police, ranging from murder to car theft, only one in nine results in a conviction. The rate of solution varies with different crimes. Murder is usually reported, and 86 per cent of all reported murders lead to arrests. Among those arrested, however, only 64 per cent are prosecuted and not more than 43 per cent of the cases prosecuted result in convictions. Of persons prosecuted for murder 19 per cent are convicted of a lesser crime and 38 per cent are

acquitted or dismissed. In contrast, only 19 per cent of all the burglaries reported to police lead to an arrest. Four out of five arrested are prosecuted and 56 per cent are found guilty. So, for every twelve burglaries reported there is one conviction. Robbery — taking property from a person by force or threat of force — is a crime of violence, dangerous to life and increasing rapidly. But chances of a robber being convicted are small. Only 27 per cent of all robberies lead to an arrest. Of those arrested, 63 per cent are prosecuted, of whom one-half are convicted. Less than two-thirds of the cases in which individuals are charged with murder and robbery are prosecutable. Often the reasons are: insufficient evidence, mistaken identity, unprofessional work of law enforcement agencies, etc. Long delays in trials may lead to dismissals because witnesses die or disappear, evidence is stale or lost. When we consider the performance of correctional agencies, the failure of the criminal justice system becomes quite evident. While there may be only one conviction for every fifty or more serious crimes, only one in four convicted will go to prison, and most who are imprisoned will commit crimes after their release. Thus from among the very small portion of all the people who commit serious crimes and are finally imprisoned, the system fails to rehabilitate the majority.

Ex. 34. Do the following tasks:

1. Give a title to the text.
2. Divide the text into logical parts and give titles to them.
3. Think of 1–2 questions on each part of the text.
4. Sum up the information of each part in 1–2 sentences.
5. Give the contents of the text in English in a summary form.

Ex. 35. Find English equivalents in the text:

с применением силы или под угрозой силы; преступления, регистрируемые ежегодно полицией; коэффициент раскрываемости; длительные задержки в судебном разбирательстве; быть обвиненным в убийстве или грабеже; приводить к осуждению; предупреждение и борьба с преступлениями.

Ex. 36. Answer the questions:

1. What is the structure of the US criminal justice system?
2. What are the components of the criminal justice system?
3. Does the criminal justice system function effectively?
4. Can you give any examples to prove it?
5. What is necessary for its efficient functioning?

Ex. 37. Read text “C” and do a written translation:

Probable cause and other levels of proof

Before the various steps of the criminal justice system can be initiated — arrest, booking, arraignment and sentencing — different levels of proof are required. The levels of proof recognized by law are as follows.

Suspicion: The lowest level of proof justifying a police action. Suspicion may occur when a police officer has only slight evidence to believe that a crime has been or is in the process of being committed. It permits a police officer to initiate an investigation.

Reasonable Belief: Reasonable belief is a specific and reasonable conclusion drawn from observable facts. It permits the police to stop and search a person when they have reason to believe they are dealing with an armed and dangerous persons.

Probable cause: This higher level of proof exists when one has sufficient and reliable information that a crime has been committed and that the accused has committed that crime. It is the standard used for arrest, search and arraignment.

Preponderance of Evidence: This means that the weight of evidence is greater for one side than for the other. This is sufficient for making a judgment in civil cases, but not enough to convict in criminal cases. Beyond a Reasonable Doubt: This level of proof exists when, after examining the evidence presented, a reasonable person would rely on it. It is the standard needed to convict in a criminal case.

It is difficult to distinguish between each of the levels of the proof described above. Yet the different levels of proof serve as a good illustration of how society attempts to deal with the problem of protecting the state from crime while at the same time guaranteeing and protecting an individual's liberty. The aim is to limit police actions that are unreasonable or discriminatory while at the same time making it possible for the police to enforce the law. Mere suspicion is not enough to put someone in jail, and proof beyond a reasonable doubt is needed to prove criminal guilt. No person can be found guilty of a criminal offence without proof beyond a reasonable doubt, but a person can be arrested and searched, and formally charged with a crime on the basis of evidence that is less than that required to convict him.

(“Law, Order and Justice”, D. T. Taylor)

Ex. 38. Answer the questions on text “C”:

1. How many levels of proof are there?
2. What is the aim of the levels of proof?
3. Is it easy to distinguish between different levels of proof?
4. What does the level of suspicion mean?
5. Is reasonable belief enough to make a search of a person?
6. What is the standard used for arrest, search and arraignment?
7. What does the level of beyond a reasonable doubt mean?

Ex. 39. Make up a summary of text “C”:

Additional texts

Text 1. Do a written translation of the text.

The Bells of the Old Baily

In 1834 the Central Criminal Court was set up by statute, as the Court in which the Commissioners were to do their work. Since that time the proceedings held at the Sessions House were those of the Central Criminal Court. By the Judicature Act of 1875 the Central Criminal Court was constituted part of the High Court of Justice. Its

jurisdiction has been subsequently extended and now covers indictable offences (offences other than those triable summarily before magistrates), committed within the City of London, the counties of London and Middlesex, and much of the surrounding country-side. It also has jurisdiction over offences committed on the High Seas (thus inheriting the criminal jurisdiction of the Court of Admiralty). And less serious offences, if committed within the City of London, are tried at the Central Criminal Court.

The Court must sit for at least twelve sessions in the year (it in fact sits for twelve), and each session lasts for nearly a month. The vacations observed by the civil side of the Supreme Court have no place here. At the beginning of each session is read out the list of persons commissioned to hear cases. The persons so commissioned are the Lord Mayor of London, the Lord Chancellor, all the judges of the High Court and certain other persons. The Court may sit in two or more divisions ("courts") and these may be as many as five. The majority of the work is done by the three officials together with one or more special commissioners. But on the third day of each session a professional judge sits to try the most serious cases, and continues until they have been disposed of.

There is a tendency towards a more humane administration of the criminal law. For many years the reform in the punishment of offences after conviction has been accompanied by a trend towards a more satisfactory trial of accused prisoners before they are convicted. English criminal law has progressed over the centuries, from an attitude which regarded the fact that a man was charged with an offence as strong evidence that he had committed it, to one which affords the prisoner all the consideration and courtesy due to an innocent man until he is proved guilty. But the old traditions die hard, and judges and advocates who had been trained in the older school at the Old Bailey survived the formal changes.

Text 2. This article deals with the problem of crime as Scandinavian criminologists see it. Read the article and give your own opinion.

Criminal Policy of the future (Scandinavian Studies in Criminology)

Criminal policy's alternative that, in today's situation, represents a new and radical trend, stems from a sociological view of society.

It is characteristic of the sociological view of criminal policy that criminality is seen as a conflict situation, and crime as the visible expression of a certain balance between different social pressures. The balance theory assumes that one no longer asks the question: "How can we eliminate crime?" because it is a meaningless question. Every society has, must have, crime and criminals. As early as in 1897 Durkheim pointed out that even a society of saints would have its social norms and its norm-breakers. We therefore cannot merely propose the elimination of crime as a fundamental goal, but, we can strive for a certain type of balance, we can try to influence the structure of criminality, its gravity. The fact that criminality is experienced as a conflict between dissimilar pressures which keep each other in balance has an important consequence; in every problem situation in criminal policy it becomes equally important to take a stand as to the possibility of changing

society's control, its evaluations, its organizations, including both laws and control apparatus, as it is to take a stand on the problem of how the criminal shall be influenced.

The classical example of this phenomenon is, of course, the experiment countries tried before the Second World War. An attempt was made to influence the general public with the threat of punishment. The results of these methods were, for different reasons, disappointing. In this situation certain countries experimented with even harder control measures; other countries chose the opposite alternative of decriminalizing the use and sale of alcohol.

There are many forms of decriminalizing. What followed the prohibition law example may most correctly be characterized as "legalizing": special institutions and special legal norms are provided for behaviour that was earlier defined as criminal.

Another type of de-criminalizing is to be found in those sectors which cover the area of moral crime. It is a so-called complete decriminalizing where the punishment is not replaced by any measure at all from society. Concerning problems within this area, it is obvious that criminological research can, here, in a decisive manner influence the structure of criminalization. Research can differentiate offence categories according to the consequences: for example, by finding out to what extent certain sexual behaviour, drinking behaviour, or a certain type of narcotic usage, causes suffering or risk of suffering to, other people, and to what extent the behaviour only harms the person concerned himself. Whether empirical studies of this sort can make possible the decriminalizing of certain types of narcotic crime depends entirely on what results are reached through research.

Lesson 8. Physical evidence

Содержание

I. Словообразование: (повторение) префиксы и суффиксы с противоположным значением; определение частей речи по формальным признакам.

II. Грамматика: сослагательное наклонение.

III. Тексты: Text "A" — Physical Evidence

Text "B" — Fingerprints

Text "C" — Crime Scene and Duties of a Police Officer at a Crime

Scene

IV. Дополнительные тексты:

1. Fingerprints

2. Latent Prints

Phonetic exercises

Ex. 1. Repeat the following words after the speaker:

preservation, phase, worthless, inefficiently, methodology, exists, designated, initial, custody, final, within, admissibility, precautions, insure, viable, whether, analyzed, compared, chances, pieces, debris, fibres, adhering, removed, packaged, measured, circumstantial, specific, certain, scene, corroborative, through, intrinsic,

sufficiently, none, touching, preliminary, survey, acquaint, complete, accompany, guard, surfaces, movable, thoroughly.

Ex. 2. Repeat the following word combinations after the speaker:

preservation of physical evidence; may be worthless if inefficiently handled; a methodology exists; the scene of a crime; initial discovery; temporary custody; final disposition; precautions taken to ensure; no viable alternative; whether or not; compared with the shoe; certain pieces; fibres, etc. adhering to it; can generally be measured; circumstantial evidence; a specific circumstance; corroborative evidence; through physical evidence; great intrinsic value; none of which; touching any object; the preliminary survey; to acquaint the investigating officer, guard against, contamination of such objects and surfaces; thoroughly searching; carefully packaged.

Wordbuilding exercises

Ex. 3. Read and translate the following words (the prefixes un-, in-, im- and the suffix -less make the opposites of the given words):

- a) important — unimportant
visible — invisible
valuable — invaluable
able — unable
concrete — inconcrete
perfect — imperfect
identifiable — unidentifiable
natural — unnatural
dependent — independent
protected — unprotected
- b) efficiently — inefficiently
correctly — incorrectly
completely — incompletely
directly — indirectly
sufficiently — insufficiently
- c) worth — worthless
care — careless
victim — victimless
weapon — weaponless
blood — bloodless
life — lifeless

Ex. 4. Read and translate the words and their derivatives:

- to remove — removal — removed
- to measure — measurement — measured
- to analyze — analysis — analyzed
- to prove — proof — proved

to contaminate — contamination — contaminated
 to destroy — destruction — destroyed
 to find — the finding — found
 to mark — mark — marked
 to handle — the handling — handled
 to package — package — packaged

Ex. 5. Find the roots of the given words, say what parts of speech they are and translate them:

enlargement, carelessness, undetectable, fingerprinting, unwarranted, coexistence, invaluable, inadmissibility, independent, worthless, discontinuity, unforgivable.

Ex. 6. Read and translate the following international words (think of two variants of translation if possible):

physical, phase, object, to analyze, detail, chance, specific, to transport, contact, natural, expert, logical, deduction, constant, theoretical, automatic, dactyloscopic, positively, concrete, requisite, competent, action, to ignore, facsimile, hypothesis.

Сослагательное наклонение (Subjunctive Mood)

Сослагательное наклонение выражает предполагаемое или желательное действие.

1. Формы сослагательного наклонения (should + инфинитив без “to” или инфинитив без “to”) употребляются:

1) после конструкций типа it is necessary (необходимо), it is important (важно), it is desirable (желательно), it is natural, it is reasonable (разумно), it is imperative (крайне необходимо) и др., например:

It is important that all people should help maintain public order.

Важно, чтобы все люди помогали поддерживать общественный порядок.

It is necessary that an officer have an arrest warrant.

Необходимо, чтобы полицейский имел ордер на арест.

2) в дополнительных придаточных предложениях, если глагол-сказуемое главного предложения выражает приказание, предложение, договоренность — to order (приказывать), to suggest (предлагать), to insist (настаивать), to demand, to require (требовать), to recommend (рекомендовать) и др., например:

The investigator suggested that the witness should tell him what he had seen.

Следователь предложил, чтобы свидетель рассказал ему, что он видел.

The police officer insisted that the suspect be apprehended.

Полицейский настаивал на том, чтобы подозреваемый был задержан.

3) в придаточных предложениях вводимых союзами lest (чтобы не), as if (как если бы), например:

The offender was arrested lest he commit further crimes.

Правонарушитель был арестован, чтобы он не совершил новые преступления.

The person acted as if he were guilty.

Человек вел себя, как если бы он был виновен.

II. Формы сослагательного наклонения, совпадающие с формами Past Indefinite или Past Perfect, употребляются:

1) в дополнительных придаточных предложениях после глагола to wish (желать):

а) для обозначения действия, относящегося к прошлому, они совпадают с формами Past Indefinite, например:

I wish I were (was) an experienced investigator.

Как бы я хотел быть опытным следователем.

б) для обозначения действия, относящегося к прошлому, они совпадают с формой Past Perfect, напр.:

I wish I had passed the exam in criminalistics with better results.

Как жаль, что я не так хорошо сдал экзамен по криминалистике.

2) в условных предложениях:

а) малорасального условия, т.е. относящегося к настоящему или будущему времени

Главное предложение	Придаточное предложение
would (should) + инфинитив без "to"	формы, совпадающие с Past Indefinite или Past Continuous
The students would know their profession better	if they had more practice
Студенты лучше бы знали специальность	если бы у них было больше практики

б) нереального условия, т.е. относящегося к прошлому, например:

Главное предложение	Придаточное предложение
would (should) + перфектный инфинитив без "to"	формы, совпадающие с Past Perfect
The police would have apprehended	if they had arrived earlier
Полиция задержала бы преступника	если бы прибыла раньше

Примечание. В главных предложениях часто употребляются модальные глаголы could и might с соответствующей формой инфинитива, например:

The officer could identify the offender if he saw him.

Полицейский смог бы опознать правонарушителя, если бы увидел его.

The crime might have been committed if the policeman left his post.

Преступление могло бы быть совершено, если бы полицейский покинул свой пост.

III. Желательные или предполагаемые действия могут также выражаться глаголами should или would с инфинитивом без "to", например:

The police would use modern equipment for detecting criminals.

Полиция использовала бы современное оборудование для розыска преступников.

Grammar exercises

Ex. 7. Translate from English into Russian:

1. It is not necessary that the criminal act be the sole cause of death, but only that it be a recognizable causal factor.
2. Most states require that the person employing self-defense use no force greater than that needed to protect himself reasonably.
3. Many situations could lead to a serious breach of public order, or to a serious crime. Much of police work is seeing to it they do not lead to this extreme.
4. A society could and would not tolerate a situation in which all laws are enforced against all people in all circumstances. There are too many laws and too many lawbreakers. Whether we like it or not, the police must be given the authority to decide in what circumstances the law is to be enforced and in what circumstances other means should be used — this is the opinion of the US police.
5. Should the police be able to apprehend 25 per cent more suspects, the effect of this increase on the amount of work of the prosecutor and court could be very great.
6. It is required that the investigator should use a variety of investigative techniques to develop confidential and other informational sources.
7. It is important that the prosecutor should not have the conviction psychology.
8. If the policeman had searched the criminal, he could have found a gun.
9. It is essential that the juvenile officer be able to help the delinquent to understand his problems and correct his delinquent behaviour.
10. There can be no conviction unless the guilt of the defendant is established. It means that the defendant is assumed to be innocent until proved guilty. So the investigator should provide the evidence of guilt lest the defendant be acquitted.
11. It is reasonable that the nature of the offence importantly affect the probability of having a known suspect.
12. The investigator insisted that interviewing skills be chiefly learned on the job.
13. The judge suggested that the accused be released for lack of probable cause.
14. If bail could be great enough, staying in jail until the trial could produce an additional effect on the offender and make him confess.
15. I wish I could take part in the investigation of this theft.

Ex. 8. Read and translate the following sentences paying attention to different functions of the verb “should”:

1. In normal circumstances, the police should arrest only on the basis of an arrest warrant, although this is more the exception, than the rule.

2. Should the police be given the opportunity which laws to enforce and against whom they shall be enforced? It could only lead to an unjust and intolerable system.

3. Under the new penology equality before the law does not mean that all persons should be punished alike for the same acts.

4. It is essential that punishment should be adjusted to the needs and dangerousness of the individual criminal.

5. The criminal said: "While preparing for the commission of the crime I thought I should not be detected".

6. It is imperative that those acts that may lead to punishment should be known.

7. It should be noted that the main functions of police work are maintaining public order and enforcing laws.

8. All information collected during the investigation of a case should be written down in the investigator's notebook.

9. It is required that the arrested persons should be isolated from each other.

10. The police officer suggested that a suspect should go to the police station to be interviewed there.

Ex. 9. Make up sentences.

I wish I could

I wish I had

interview witnesses
photograph
investigate crimes
detect criminals
drive a car
use criminalistics equipment
know psychology well
learned the Criminal Law
worked as a policeman
not made this mistake
helped my friend
seen this film
got the information in time

Ex. 10. Read and translate text "A".

Text "A".

Physical Evidence

The finding, collecting and preservation of physical evidence are the most important phases in a criminal investigation.

Physical evidence is of value only if it helps prove a case or clear a suspect. The most valuable evidence may be worthless if inefficiently handled.

In general, the term "chain of evidence" may be defined as the documentation of every article of evidence, from the point of initial discovery at a crime scene, to its

collection and transport to a laboratory, its temporary custody and its final disposition. Within this context, it is natural that:

— the admissibility of the information derived from any article of evidence be directly proportional to and fully dependent on the manner and precautions taken to ensure that the evidence presented to a court has been protected;

— there be no viable alternative to a strong chain of evidence.

It is not always possible to know whether or not an object has evidential value until it is analyzed. For example, one is generally unable to see all the details in a shoe imprint until a cast has been made and that cast; compared with the shoe.

In collecting any object of possible evidential value an officer should keep in mind the importance of the following:

1. The possibilities of fingerprints being found on it.
2. The chances of certain pieces of microscopic debris, such as hair, blood, paint, fibres, etc., adhering to it.
3. How that article should be removed, marked, packaged and transported.

Physical evidence is something that is concrete, something that can generally be measured, photographed, analyzed, and presented as a physical object in court. Circumstantial evidence is a specific circumstance. For example, a suspect might be accused of burglary, and the shoes he is wearing are proved to have made certain impressions found at the scene of a crime. The shoes and the imprint are physical evidence, while the fact that the suspect was wearing the shoes when arrested is circumstantial evidence. Someone else could have worn the shoes at the time the burglary was committed, therefore that type of evidence is circumstantial.

If there are witnesses, the investigator needs corroborative evidence; if there are no witnesses, the entire case must often be proved through physical evidence alone.

A lone piece of evidence, because of its great intrinsic value and the impossibility of being duplicated, may be sufficiently important to warrant a conviction — for example, a fingerprint. At other times it may be a combination of a number of articles of physical evidence, none of which are conclusive, that proves the case.

The intrinsic value of physical evidence often depends on its location. A hat on one's head has little significance but if it is found beside a murder victim it might become of great importance.

There is no such thing as a perfect crime, a crime that leaves no traces — there is only the inability to find the evidence.

When the investigating officer arrives at a crime scene it is necessary that he should first protect the scene and prevent anybody from touching any object.

The preliminary survey is to acquaint the investigating officer with the entire scene and its important details. After he has completed his preliminary survey the photographer may go to work. It is important that the investigator should accompany the photographer, pointing out various objects of possible evidential value. He should note possible location of latent prints (invisible prints), and guard against contamination of such objects and surfaces.

After the general scene has been completely photographed, the officer with casting equipment casts all possible imprints, if such are present, and then the fingerprint man should work on various objects. He should also note movable objects where fingerprints may be found, and should carefully remove them to a safe place for dusting and developing later.

As the fingerprint man completes his work, the investigator may go to work thoroughly searching the scene of possible evidential value.

As evidence is found, it should be marked, carefully packaged, each article separately, and placed in some locality where it will not be destroyed or contaminated, until it is transported to a laboratory.

(“Scientific Investigation and Physical Evidence”, L. V. Jones)

Notes:

none of which are — ни один из которых

conclusive — here: убедительный

Ex. 11. Find synonyms:

to look for, to analyze, a possibility, custody, latent, impressions, a picture, a dactyloscopic expert, to search for, an article, a criminal, a probability, to examine, imprints, a photograph, preservation, invisible, an item, a fingerprint man, a perpetrator.

Ex. 12. Find the equivalents in the text:

доказать дело, снять подозрения с подозреваемого, ценные вещественные доказательства, сделать слепок, косвенные улики, кража со взломом, убийство, подтверждающие доказательства, предварительный осмотр места происшествия, изъять предметы, уничтожить или загрязнить улики, осматривать место происшествия в целях нахождения отпечатков пальцев, жертва, доказывать дело лишь с помощью вещественных доказательств, оберегать место происшествия, закончить предварительный осмотр, отметить расположение отпечатков пальцев, дактилоскопист, обработать порошком, промаркировать улики, упаковать улики.

Ex. 13. Give all possible word combinations:

prints (скрытые, видимые, невидимые, пластичные)

evidence (вещественные, косвенные, прямые, подтверждающие, убедительные)

fingerprints (найти, обработать порошком, проявить, подделать)

evidence (искать, измерять, извлекать, разрушать, загрязнять, собирать)

the scene of the crime (осматривать, охранять, фотографировать)

Ex. 14. Complete the sentences using the words in brackets: (circumstantial, value, a cast, examined, the preliminary survey, to clear, contamination, to prove, marked, fingerprints, gathering, removed, corroborative, to protect).

1. Physical evidence is of value only if it helps ... a case or ... a suspect.

2. The first phase in handling physical evidence is ... all potential evidence at the scene of a crime.

3. If a shoe imprint is found at the crime scene, ... should be made and compared with the shoe.

4. ... may be found on any object of possible evidential value.

5. No article should be moved or touched until it has been photographed and ... for fingerprints.

6. If there are no witnesses, the investigator needs ... evidence.

7. The first responsibility of an officer is ... the crime scene.

8. The investigating officer should prevent ... of objects which may bear fingerprints.

9. After being photographed objects where fingerprints may be found should be carefully ... from the scene.

10. When the fingerprint man completes his work, the investigating officer should examine the scene for articles of possible evidential

11. All evidence found at the scene of a crime should be ... and packaged carefully and transported to a laboratory.

12. The aim of ... is to acquaint the investigator with the entire crime scene and its important details.

13. Besides physical and corroborative there is also ... evidence.

Ex. 15. Read and say whether the following statements are true. If not so, correct them:

1. The investigator always knows whether or not an object has evidential value.

2. The investigator should handle objects at the scene of a crime with great care.

3. Objects from the crime scene should be removed and then photographed and examined.

4. Physical evidence is something that can be presented in court as a physical object.

5. Circumstantial evidence has no absolute evidential value.

6. A lone piece of evidence is always enough to prove a case.

7. Corroborative evidence is needed when there are no witnesses.

8. On arriving at a crime scene the officer should first remove objects of possible evidential value.

9. The investigating officer's duty is to protect objects which may bear fingerprints.

10. The aim of the preliminary survey is to note the location of separate objects.

11. As articles of evidential value are found, they should be transported to a laboratory.

12. The investigator should prevent evidence from being contaminated.

Ex. 16. Answer the questions on the text:

1. What are the most important phases of a criminal investigation?
2. Why should an officer keep in mind that any article on the crime scene should be handled with great care?
3. What does the term "chain of evidence" define?
4. What types of evidence do you know?
5. What is physical evidence?
6. In what way is circumstantial evidence different from physical evidence?
7. When is corroborative evidence very important?
8. What is the first responsibility of an officer at a crime scene?
9. What is the aim of preliminary investigation?
10. How should the investigating officer conduct the examination of the crime scene?
11. What should be done with physical evidence found at a crime scene?

Ex. 17. Read the definitions and give the name of the corresponding actions or notions.

1. All articles found at the scene of a crime which help prove a case are called
2. The prints of the hands left by a criminal on objects which he touched during the commission of the crime are called
3. The process of observing the whole of the crime scene and noting the location of its objects is called
4. The process of using special powder to develop latent prints is called
5. A person who can give information about the crime or the criminal is called a
6. An imprint left by the criminal which cannot be seen without special techniques is called

Ex. 18. Explain what is:

- 1) physical evidence;
- 2) circumstantial evidence;
- 3) corroborative evidence;
- 4) a fingerprint;
- 5) a latent print;
- 6) contamination of evidence;
- 7) the preliminary survey.

Ex. 19. Translate the sentences into English:

1. Следователь должен собрать все вещественные улики на месте преступления.
2. Во время предварительного осмотра следователь знакомится с местом происшествия и его деталями.
3. Цель вещественных улик — обеспечить доказывание.
4. Полицейский должен обеспечить сохранность места происшествия.
5. Каждый преступник оставляет следы.

6. Предметы на месте преступления нельзя трогать, поскольку на них могут быть отпечатки пальцев.

7. Все предметы, на которых могут быть скрытые отпечатки, следует осторожно изъять с места происшествия.

8. Если есть отпечатки обуви, с них следует сделать слепки.

9. Все вещественные улики, найденные на месте происшествия, должны быть промаркированы, упакованы и отправлены в лабораторию.

Ex. 20. Find the sentences with Subjunctive Mood in the text and, translate them.

Ex. 21. Read and translate the sentences with the Subjunctive Mood:

a) 1. On many occasions an expert listens to the evidence for the first time when it is given at the trial and realizes for the first time what he might have done to assist the court if he had only known earlier.

2. While the circumstances may have been explained at some time to the laboratory expert, they will not be impressed on his mind in the same way they would have been if he had visited the scene of the crime.

3. It is of primary importance that the greatest care should be taken to prevent any possible contamination of various samples.

4. A suspect might claim the contact traces on his clothes were not received at the crime scene. It should be that the explanation looks natural.

5. It is necessary that no objects should be overlooked through inability to recognize their evidential value.

6. A practice of forcing a suspected tool to see if it fits a mark could destroy the individuality of a particular mark.

7. If police work were seen mostly as a broad category of occupations which deal with people who are difficult to handle, individuals would enter police work because they wanted to help people and not because of romantic ideas.

8. The first category of police functions may be defined as “order maintenance”, and the second category — “law enforcement” — would include responding to reports of crimes.

9. One of the major conceptions employed in the law for the determination of liability is the necessary cause, the cause but for which the particular result would not have occurred.

b) 1. Every object of the material world has its own specific features which help identify it. Yet this requires that the traces left by the object imprint the features that make it different from similar ones.

2. The examination of footprints helps determine a number of important factors that could be used in identifying a criminal if he were arrested.

3. Criminalistic photography is widely used in criminal trials. However, this would be impossible in the absence of legal regulations.

4. The gathering of factual material would be unreasonable without hypothesis explaining the cause that gave rise to that evidence.

5. One must put himself in the place of the criminal. What would the investigator himself do if he were in the same situation and conditions?

6. It is natural that the process of investigation should begin with examining the scene of the crime.

7. It is essential that different investigation methods be used with regard to different crimes.

8. During the examination of the crime scene the investigator should record all details pertinent to the crime lest any important item of evidence remain overlooked.

9. It is necessary that, in all legal systems, the law require that investigation bodies should not use any drugs.

Ex. 22. Use the proper form of Subjunctive Mood.

1. It is desirable that the investigator (to accompany) the photographer on the scene of a crime.

2. If the investigator (to have) more evidence, he (to be able) to prove the case. But he hadn't.

3. The police (to arrest) the offender. But his identity is still unknown.

4. It is essential that all articles of evidence found at the crime scene (to be marked) properly.

5. Corroborative evidence (to help) to prove the case.

6. If fingerprints (to be found) at the scene of the crime, the perpetrator (to be identified).

7. It is necessary that all objects (to be examined) for latent prints.

8. The law requires that the investigator (to use) only lawful investigation methods.

9. The criminal was very careful and tried not to leave any traces lest the police (to establish) his identity.

10. It is imperative that the police (to protect) the crime scene. \

11. The officer demanded that the expert (to cast) the imprints of the shoes left on the ground.

12. If the investigating officer (not to find) physical evidence, it (to be) difficult to investigate the crime.

Ex. 23. Read and translate the sentences paying attention to different functions of the verb "to be":

1. Each phase **is** of equal importance if such evidence **is** to be accepted by the courts.

2. It **is** not always possible to know whether or not an object has evidential value until it is analyzed.

3. The shoes the suspect **is** wearing **are** proved to have made certain impressions found at the scene of a crime.

4. The value of physical evidence **is** based on the law of probabilities.

5. There **is** no such thing as a perfect crime — there **is** only the inability to find the evidence.

6. The preliminary survey **is** to acquaint the investigating officer with the entire scene and its important details.

7. A latent print **is** one which is obtained in connection with an investigation involving identification.

8. Latent prints **are** unlikely to be made on any but good surfaces such as glass.

9. The primary objective of giving testimony in court **is** to present the facts as the investigator found them.

Ex. 24. Read and translate the sentences paying attention to **-ing** forms.

1. An officer should keep in mind the possibility of fingerprints **being** found on an object.

2. An investigating officer should know of the chances of certain microscopic debris **adhering** to an object of possible evidential value.

3. Articles found at the crime scene should be moved with the least chance of **having** such evidence **destroyed** or **contaminated**.

4. A lone piece of evidence, because of the impossibility of its **being duplicated**, may be sufficiently important to warrant a conviction.

5. Be ready to prevent misleading emphasis **being placed** upon fingerprints as the means of identifying a criminal.

6. Witnesses and victims **being questioned** by an officer are likely to re-enact their own actions and those of the criminal.

7. **Being easily seen** the plastic imprints and visible prints are more likely to attract attention than the true latent prints.

8. Prints from the palms **being** highly individual are regarded as an important means of identification.

Ex. 25. Read and translate the sentences paying attention to the Infinitive in different functions:

1. **To enter** the scene of a crime and carelessly handle objects before they have been photographed and examined for fingerprints is unforgivable.

2. If there are no witnesses, the entire case must **be proved** through physical evidence alone.

3. The first officer **to arrive** at the scene of a crime has two major responsibilities: a) **to examine** the victim for signs of life, and b) **to protect** and **preserve** all physical evidence.

4. Various movable objects where fingerprints may **be found**, should be carefully **removed** to a safe place to be dusted later.

5. Any palmer skin design will serve **to positively identify** a person.

6. The investigating officer must **look** particularly **for** those surfaces which he may **expect to be** most productive in retaining latent prints.

7. In order **to determine** if there are items which possibly may **have** latent prints, the officer should **question** the victim and witnesses, and should also **rely upon** his observations and experience.

8. Removed evidence should **be examined** in an effort **to detect** latent prints.

9. If the hands are very clean and cold, latent prints are unlikely **to be made** on any but good surfaces such as glass.

10. **To make** a facsimile of a fingerprint would not be difficult.

11. It is certainly possible **to make** a fingerprint by means of a copy executed, for example, in rubber.

12. Given a hard protected surface unlikely **to be touched**, a print is almost permanent.

13. In visible prints dirt, blood, etc., on the fingertip will enable the print **to be made**.

Ex. 26. Read the following story and try to find the criminal:

The Plot

One bright summer afternoon Sir Giles Portescue was found murdered in his study at the Grange. He was murdered with an Indian dagger stuck into his back as he sat writing at his desk. His old servant, who had been with him for many years, found him and estimated the time of his death at 15.45.

The Suspects

Detective Inspector Sludge, after interviews with those known to be near the scene of the crime at the fatal time, came to the conclusion that it must be one of the three guests who had been staying with Sir Giles at that time. All three guests knew that they would have the house and the money after Sir Giles' death as he had read the will to them the evening before. All three guests had gone out that afternoon. Accounts of their activities are given below:

1. Colonel Adams, a retired officer of the Indian army, went fishing by the 14.57 bus. He said he then had changed for a train and fished the whole day. He saw no one. He had his return ticket as proof that he was on the train. No one at the station remembers him.

2. Miss Blake, a young lady of 22, left the house to go shopping at 15.15. She took the 15.20 bus. A shop assistant remembers her being at the shop at 15.30 and later she was seen at the post office at 16.05. She said she had tea at a tea-shop between her visits but no one remembers her at the tea-shop.

3. Mr. Clarke, a young man of 26, went out in his car to see an antique dealer with whom he had an appointment for 16.00. The servant saw him driving away at 15.35. The antique dealer says he was on time for his appointment.

And now solve the case by answering the following questions

1. Colonel Adams

Inspector Sludge: If he committed the murder, how would he have done it?

You: If he had done it, he...

Inspector: How could he have got back to the Grange in time?

You: He...

Inspector: If he had done this, would anyone else have seen him?

You: If he had done this, ... seen him when ... Therefore he could/couldn't have done it.

2. Miss Blake

Inspector: If she had committed the murder, how would she have done it?

You: If she had done it, she ...

Inspector: At what time would she have done it?

You: She ... between ... and...

Inspector: How would she have got back to the Grange?

You: She could ...

Inspector: If she had done this, would she have had enough time?

You: It seems likely/unlikely that she ...

3. Mr. Clarke

Inspector: If he had committed the murder, how would he have done it?

You: If he had done it, he probably ... his car ... and ...

Inspector: If he had done it, would he have been in time for his appointment?

You: He could ... on time for his appointment if he ... his car at a very high speed.

Ex. 27. Read and say whether you agree with it:

1. It is not to be expected that the investigator should also play the role of a laboratory expert in relation to the physical evidence found at the scene of a crime. Obviously, his knowledge of such methods as a chemical analysis or a physical test would not be adequate. The basic work of the investigator is investigation. It is not necessary that he should perform scientific examinations. But photography, physical methods of reproduction, the development of latent prints, and many other simple techniques should be part of the investigator's professional training. In general, the investigating officer should know the methods of finding, gathering, preserving, and transporting evidence.

2. The search of the scene of the crime is, in certain offences, the most important part of the investigation. Obviously, many crimes do not have a "scene" in the sense of an area where traces are usually found, e.g. forgery. Crimes of violence, however, involve a fight, the use of weapons, etc. Traces may be left in the form of clothing, shoe impressions, fingerprints, blood stains, etc. But it is necessary that not only the effect of the criminal on the scene should be considered, but also the manner in which the scene might leave traces on the criminal, e.g., dust, soil, paint, etc. So the investigator should keep it in mind and gather samples of the trace material which could help him link the criminal with the crime scene.

Ex. 28. Read and explain:

1. In the United States a criminal obtained the fingerprint of a man, and reproduced it by means of a rubber stamp. He left four visible prints in grease when a garage was robbed. During the examination it was observed that each of the prints

began and ended at specific ridges, and measurements with a ruler showed that the four prints were exact to the last millimetre. What does it prove?

2. A man attacked and robbed a woman. He was apprehended but he had somehow disposed of the results of his robbery. The woman was unable to identify him. An officer noted a trace of face powder on the man's coat. The man explained that this was a trace of his wife's powder. But later he was charged with the robbery. Why?

3. The body of a woman was found in a field. A suspect was apprehended by the police. There was much soil on his shoes and they were thoroughly examined. The man was accused of the murder. Why?

Notes:

rubber stamp — резиновый штамп

grease — смазка

rob — грабить

ruler — линейка

dispose — избавляться

powder — пудра

soil — земля

Ex. 29. Read and retell the following short story:

An aged man named Farrows, employed in a paint shop near London, was known to have much money hidden in the shop. On a rainy March morning, a little girl, walking by, saw him standing near the

open door covered with blood. The child, however, did not report the matter to her parents until a few days later, and when the police were called to the shop they found Farrows and his wife dead in their upstairs room. An empty cash box made the motive clear. A patrolman, examining the box, found a single fingerprint on one side of the box. Afraid that he had made it himself by careless handling, he hurried to Scotland Yard where the fingerprint was examined. After the search in the fingerprint files it was discovered that the fingerprint had been left by a man named Straton, a housebreaker. His arrest followed and he was tried for murder.

Notes:

hidden — спрятанный

cash — деньги

files — картотeka

Ex. 30. Do the written translation of the following text:

Vollmer was one of the first in the West to recognize the potential value of fingerprints in crime detection and to use the system in his department. In the early years of his career he was responsible for installing police call boxes on street comers. He also played an important role in the development of the lie detector and put it to practical use.

Ex. 31. Read the following text and find answers to the questions:

1. What are contact traces?
2. Why is the transfer of traces a two-way process?
3. Why is the help which the expert can give in the case of contact traces limited?

The words which will help you understand the text are:

transfer, n — перенос

available, a — доступный

Trace Evidence

Much of the criminal officer's work consists in providing evidence which links a person (the suspect or defendant) with a place (the scene of the crime) or an object. The link may be direct or indirect. The guiding principle in criminalistics is "Every contact leaves a trace". Identification of the trace may provide evidence of the contact. The examination of contact traces is most frequently necessary in such crimes as theft and burglaries. In this case, the following items are to be examined:

- 1) footprints;
- 2) fingerprints;
- 3) impressions reproducing the shape of the objects which made them;
- 4) pieces of wood, metal, glass, etc., which are broken off in committing the crime;
- 5) pieces of clothing, hairs, etc.;
- 6) stains and traces of materials, such as paint, oil, etc...

The transfer of traces is often a two-way process. Traces from the crime scene may be carried away on the person, clothing, etc., and at the same time, traces may be left at the crime scene by the criminal.

However, the help which the expert can give is limited if no one in particular is suspected or if no arrest has been made, i.e. if only the scene of the crime is available for the examination. But even in this case the detective must make a thorough examination which may help him discover what size and type of footwear, or what colour and material of clothing the criminal was wearing.

("Forensic Science", H. J. Walls)

Ex. 32. Read text "B" without dictionary and try to understand it in general. Here are some new words:

to forge — подделывать

a hand-lens — увеличительное стекло

Text "B".

Fingerprints

The study of fingerprints is the best means available for identifying individuals. Fingerprinting is a simple and inexpensive means of recording an unchanging characteristic of an individual. Fingerprint records are consulted to determine if there

is any prior criminal record. They help in determining the identity of the dead or injured. First the anthropometric cal system introduced by Alphonse Bertillon in 1882 was used as the means of individual identification. But in 1896 Argentina became the first country to introduce dactyloscopy with the formation of a fingerprint classification system developed by Dr. Juan Vucetich. In 1897 in India Inspector Edward Henry worked out his fingerprint classification system. And by the beginning of World War I England and practically all of Europe were using dactyloscopy. This method is still used today though it has been further improved. Fingerprints are perhaps the most common form of physical evidence and certainly one of the most valuable. They relate directly to the final aim of every criminal investigation — the identification of an offender. Fingerprints of the offender are often found at the scene of a crime. However, the prints can be easily destroyed by the first careless act. They are also, in many cases, difficult to find, especially latent prints. So it is necessary that the crime investigator make a thorough search of all surfaces in and around the scene of a crime. Particular attention should be paid to such places as the backs of chairs, table tops, telephone, etc. Valuable help in obtaining latent prints may be given from a person who knows the usual layout of the crime scene. He may point out articles that are out of place or identify objects that may have been brought in by the criminal. The possibility that the weapons of science can be turned against itself by the forging of fingerprints cannot be ignored. At least forgery is of theoretical importance. To make a facsimile of a fingerprint for some purpose would not be difficult, but it becomes a very different matter when it is put into practical use as a forgery. It is certainly possible to make a fingerprint and get from it a visible print, but the forged fingerprint does not stand up to expert examination. Even, if it were possible, it is easily detectable with the use of a good hand-lens. The best weapon against such forgeries is, basically, the photographic enlargement.

(“Fingerprinting: Magic Weapons Against Crime”, E. B. Block)

Ex. 33. Find answers in the text:

1. What was the first system of identification?
2. Who introduced dactyloscopy?
3. When was the first fingerprint classification worked out?
4. Why is fingerprinting the best means of identification?
5. Who may give help in obtaining latent prints?
6. Is forgery of fingerprints possible?
7. How can a forged fingerprint be detected?

Ex. 34. Do the following tasks:

1. Divide the text into logical parts.
2. Give a name to each part.
3. Give the contents of each part in 1–2 phrases.
4. Give the summary of the whole text.

Ex. 35. Give your opinion:

1. Is there any new information for you in this text?

2. What fingerprint classification is used in our country?
3. What do you think of the problem of forging fingerprints?

Ex. 36. Do the written translation of the text:

Text “C”.

Crime Scene and Duties of a Police Officer at a Crime Scene

When a crime is reported to the police, the initial police actions on arrival usually are:

- to arrest the perpetrators of the crime, if possible;
- to give first aid if required, protect the crime scene, question witnesses at the scene;
- to make a preliminary search for, recording and preserving of, and delivery of pertinent physical evidence to a laboratory.

The investigating process very often depends on the discovery of physical evidence found at the scene. The correct handling of any criminal evidence involves the vital need for proper collection and identification of all articles of interest.

Proper handling means to prevent careless destruction of any evidence, to establish and maintain the chain of evidence and to prevent, wherever possible, the addition of any extraneous data to evidence already collected.

A competent search of a crime scene requires that an officer should have specialized training, an understanding of basic procedures, good knowledge of the “why” of certain actions, and close attention to detail in carrying them out.

To satisfy the legal requirements concerning physical evidence the investigator must be able to

- identify each article of evidence, even months after he collected it;
- describe the exact location of the item at the time it was collected,
- prove that from the moment of its collection until it was presented in court, the evidence was continuously in proper custody,
- describe changes that have occurred in the evidence between the time of its collection and its presentation in court.

Ex. 37. Read the text and say what it is about:

Fingerprints

The highly individual patterns of the ridges are constant for the whole of life and cannot be altered except by the destruction of the skin, but with the growth of fresh skin, the original pattern returns.

Here is the table which lays down a rule of ridge counts as applicable to ages:

New-born child	15–18 ridges
Age 8–10 years	13 ridges
Age 13–14 years	12 ridges
Over 14 years	9–10 ridges

20 years (large hands) 6–7 ridges

It is a general belief that most criminals wear gloves; in actual practice a surprising number of them fail to do so.

There are three main classes of chains impressions, the most important being the latent print. This is generally invisible to the naked eye and is generally made by the finger ball which impresses the papillary lines on an object with the aid of small amounts of sweat, body grease, and dirt. If the hands are very clean and cold, latent prints are unlikely to be made on any but good surfaces such as glass.

The second class comprises visible prints which need little explanation, for here dirt, blood, etc., on the fingertip will enable the print to be made. Prints of the type are infrequently found and they could be the result of haste or inattention.

A third class is the plastic print where a negative cast of the print is made on a so-called plastic object.

The life of the impression is variable and is governed by various factors, but given a hard protected surface unlikely to be touched, a print is almost permanent.

If the visible print cannot be wholly or partially removed to the place of examination, photography is the first answer. Once the record is made, it then becomes the requisite of the expert.

The latent print has a variety of techniques, applicable to the medium under examination. Dusting for print is the automatic pre-requisite in the search for latent prints. Generally speaking, the use of an appropriate powder for development comes first, and in theory the sort of powder used is not important providing it is fine-grained in quality. A print on white objects, for example, would be dusted with black powder. On dark objects white powder is used.

The possibility that the weapons of science can be turned against itself by the forging of fingerprints cannot be discounted since this factor arises every now and again. At least forgery is of theoretical importance.

To make a facsimile of a fingerprint for some purpose would not be difficult, but it becomes a very different matter when it is put into practical use as a forgery.

It is certainly possible to make a fingerprint by means of a copy executed in rubber, for example, and get from it a visible print, but the forged: fingerprint does not stand up to expert examination. Even if it were possible, it is easily detectable with the use of a good hand-lens when the ridges show up at once as artificial. In brief, a forgery cannot be achieved: in such a manner that it will successfully pass the examination of a dactyloscopic expert. The chief weapon against such attempts at deceit is, basically the photographic enlargement.

And now do the following tasks:

1. Say how many parts this text can be divided into.
2. Give the contents of each part in 1–2 phrases.
3. Speak on the classification of imprints in the USA.
4. Speak on the problem of forgery of fingerprints.

Ex. 38. Do the written translation of the text:

Latent prints

The term “latent” means hidden, not apparent. For the purpose of police terminology and usage, however, a latent print (visible or invisible) is one which is obtained in connection with an investigation involving identification.

A latent print may be defined as the anatomical record, made by bodily contact, of and from the crests of the papillary ridges which are located on the palmar and plantar surfaces of the body.

Three general types of friction ridge prints may be obtained in connection with an investigation: visible, plastic, and latent.

Visible prints are those which have been made by transferring a foreign colored substance, such as ink, blood, etc., from the crests of the papillary ridges to the object touched.

Plastic or moulded imprints, also readily discernible, are depth impressions of the ridge design in a soft medium, such as thick dust, blood, grease, etc.

True latent prints are those which are made by the natural skin secretions such as perspiration, sebaceous oil, or by some colorless foreign substance.

It should be kept in mind that any palmar or plantar skin design will serve to positively identify a person, and it will be accepted and recognized by the courts as being conclusive evidence of identity.

Frequently a latent print is the only evidence available which will serve to identify a perpetrator with his crime.

The identification, apprehension, and successful prosecution of numerous criminals have been effected solely because a small friction ridge print was obtained during the investigation.

A thorough search of the crime scene should be conducted, and recovered evidence should be examined in an effort to secure latent prints, if such are present.

Theoretically, most surfaces with which the human skin comes in contact are capable of retaining latent prints. There is no guarantee, however, that an identifiable print will be found.

It would be ideal if a search for latent prints at every crime scene could be conducted by a lab expert, but until such time becomes practical and possible, the field officer must look particularly for those surfaces which, from experience, he may expect to be most productive in retaining friction ridge evidence.

In order to determine if there are items which possibly may bear latent prints, the officer should question the victim and witnesses carefully, and should also rely upon his own observations, experience, imagination, and logical deduction.

Lesson 9. My future profession

Содержание

I. Словообразование: (повторение) множественное число существительных; суффиксы существительных.

II. Грамматика: модальные глаголы с перфектным инфинитивом; модальные глаголы и их эквиваленты (повторение); пассивный залог (повторение).

Тексты: Text "A" 1) Phases of Investigation
 2) Tracing
 Text "B" My Future Profession
 Text "C" Nature of Investigation

Ex. 1. Read the following nouns in plural, then give the corresponding nouns in singular.

- I. students, establishments, subjects, objects, instruments, photographs, departments, tasks, specialists, graduates;
- II. interviews, officers, investigators, duties, measures, offenders, criminals, pictures, professions, tools, crimes, detectives, perpetrators;
- III. branches, witnesses, judges, places, classes, boxes, traces;
- IV. men, women, feet, teeth, children, means;
- V. schoolboys, housewives, passers-by, mothers-in-law, women-judges, custom-houses, policemen.

Ex. 2. Read the verbs after the speaker paying attention to the pronunciation of verb endings:

trains, prepares, protects, depends, takes measures, preserves, locates, discovers, finds, punishes, prevents, reveals, searches, detects, examines, finishes, collects, takes pictures, commits, apprehends, masters, interviews, arrives, interrogates, faces, gathers, proves.

Ex. 3. Give the corresponding verbs which the following nouns are formed of:

establishment, protection, investigator, commission, detection, solution, location, identification, interrogation, seizure, presentation, discovery, activity, punishment, detective, cooperation, division, application, confession.

Ex. 4. Repeat the following word combinations after the speaker:

I. The objective of the investigator; to identify the criminal; to prove the guilt; to gather the facts for court presentation; to use the same evidence; to identify some person as the perpetrator of criminal acts; to discover the identity of the criminal; confession; eyewitness testimony, or circumstantial evidence; to locate the suspect; to trace a fugitive who is hiding; to be in custody; presentation of evidence in court; to establish the fact of the existence of the crime; to associate the defendant with the crime scene; competent and credible witnesses; to be available; the physical evidence;

II. to find missing and wanted persons; the solving of a case; to locate the perpetrator, the proper presentation of a case in court; the discovery and identification of witnesses; the search for a person; the hunt of the suspect; an application of various sources of information; a patient study of records; to obtain additional evidence; unofficial sources of information; confidential informants.

Ex. 5. Read and translate the passive constructions:

the criminal is identified; the suspect was traced and located; the facts are gathered for court presentation; the division of the investigation into three phases is made for convenience of discussion; the same evidence is often used for all three objectives; the criminal was identified as the perpetrator of the criminal acts; the identity of the criminal has been discovered through his confession; the guilt of the accused has been proved; the defendant was identified and associated with the crime scene: the facts are being established with the help of the witnesses.

Ex. 6. Change the following sentences into Passive, use the same tense:

Model: 1. The police **devotes** a great part of work to finding missing and wanted persons.

St.: A great part of work **is devoted to** finding missing or wanted persons.

2. The investigating officers **have proved** the guilt of the suspect

St: The guilt of the suspect **has been proved** by the investigating officers.

1. The lawyers do not separate the three phases of investigation in time.

2. The witnesses have identified the criminal as the perpetrator of the criminal acts.

3. Some circumstantial evidence and the eyewitness testimony discovered the identity of the criminal.

4. By the beginning of the trial the investigating officers have gathered sufficient evidence for court.

5. The investigation obtained some additional evidence which helped locate and identify the perpetrator.

6. Police traced the fugitive who was hiding and apprehended him.

7. The court established the fact of the existence of the crime.

8. The witnesses were competent. They presented sufficient physical evidence which showed the connection of the criminal with the offense.

Ex. 7. Read and translate the text.

Text "A".

I. Phases of investigation

The objectives of the investigator provide a convenient division of the investigation into three phases: (1) the criminal is identified; (2) he is traced and located; and (3) the facts proving his guilt are gathered for court presentation. This division is made for convenience of discussion, since the three phases are not necessarily separated in time but are usually fused throughout the investigation. The same evidence, moreover can often be used for all three objectives.

Identifying the Criminal.

In the first stage the criminal is identified, i.e., some person is identified as the perpetrator of the criminal acts. Ordinarily the identity of the criminal is discovered

in one or more of the following ways: confession, eyewitness testimony, or circumstantial evidence.

Tracing and Locating the Criminal.

The second phase of the investigation is concerned with locating the offender. Obviously many of the steps previously suggested for identifying the suspect will also lead to his location. Usually the criminal is not hiding; he is simply unknown. In those cases, then, the problem is primarily one of identification. In many cases, however, it is necessary to trace a fugitive who is hiding.

Proving the Guilt.

It is assumed that the criminal has been identified and is now in custody. The investigation, however, is far from complete; it has entered the third and often the most difficult phase, namely, gathering the facts necessary in the trial to prove the guilt of the accused.

The final test of a criminal investigation is in the presentation of the evidence in court. The fact of the existence of the crime must be established; the defendant must be identified and associated with crime scene; competent and credible witnesses must be available; the physical evidence must be appropriately identified, its connection with the case shown; and the whole must be presented in an orderly and logical fashion.

II. Tracing

A great part of investigative work is devoted to “finding” missing or wanted persons. The solving of a case frequently depends upon locating the perpetrator. The proper presentation of a case in court involves the discovery and identification of witnesses. The search for a person is frequently a simple matter of a few telephone calls or a visit to a house. At other times, however, the hunt can become a lengthy and complicated ordeal.

The search for persons commonly requires a search of records and an application of various sources of information. The term “tracing” is used here to describe all of these procedures. A patient study of records and the information from officials are often necessary to obtain additional evidence and to locate or to identify a person.

Unofficial sources of information such as confidential informants are often used by investigating officers.

(O'Hara. “Fundamentals of Criminal Investigation”)

Notes:

hunt — поиски

Ex. 8. Give all possible word combinations;

the perpetrator (разыскать, виновность, выследить, определить местонахождение, задержать, опасный, наказать, допросить, обнаружить, найти, идентифицировать, допросить и т.д.);

evidence (вещественные, обнаружить, найти, идентифицировать, собирать, сохранить, представить, изъять, достаточно, искать, надлежащие, достать, имеющиеся в наличии и т.д.);

to trace (преступника, правонарушителя, пропавшее лицо, разыскиваемое лицо, подозреваемого, обвиняемого и т.д.);

crime (расследовать, совершить, раскрыть, бороться, столкнуться, предотвратить, организованная и т.д.);

the crime scene (осмотреть, оградить, защитить, прибыть на, сфотографировать);

witnesses (компетентные, имеющиеся в наличии, опросить, идентифицировать, установить, найти, искать и т.д.)

Ex. 10. Complete the sentences using the words given below:

1. The investigation can be divided into three phases: 1) the criminal is identified; 2) he is traced and located; 3) the evidence is ... for court presentation.
2. In the first stage the criminal is ... as the perpetrator of the criminal acts.
3. The eyewitness ... helped discover the location of the criminal.
4. The solution of a case very often depends on ... the perpetrator.
5. ... a criminal requires an application of various sources of information.
6. Unofficial sources of information such as ... are often used by investigating officers.
7. The facts proving ... of the perpetrator have been gathered for court presentation.
8. ... of the criminal was discovered through some physical evidence.

(locating, identified, gathered, the identity, tracing, testimony, the guilt, confidential informants)

Ex. 11. Answer the questions:

1. What phases is the investigation usually divided into?
2. Are the three phases necessarily separated in time?
3. What does the identification of the criminal mean?
4. In what way is the identity of the criminal ordinarily discovered?
5. What does primarily the problem lie in if the criminal is unknown?
6. What must be done to prove the guilt of the accused?
7. What is the great part of investigative work devoted to?
8. What does the proper presentation of a case in court involve?
9. Why are a patient study of records and the information from officials very often necessary for investigating officers?
10. Are unofficial sources of information used by investigating officers?

Ex. 12. Make up sentences according to the model using the given word combinations, pay attention to the construction: it is (important to...

Model: It is difficult (not easy) to find and interrogate criminals.

It is not easy (difficult) to

It is impossible (possible)

It is necessary

It is interesting

It is important

etc.

(to make a plan of the investigation; to examine the crime scene carefully, to find, collect and preserve evidence for court presentation; to apprehend the criminal as soon as possible; to arrive at the crime scene at once; to master a special course of Detective Activity, various branches of Law and other special subjects; to be broad-educated persons; to take pictures of the scene and its objects; to interview witnesses properly, to detect the criminal; to search and seize the stolen property.

Ex. 13. Fill in a proper modal verb or its equivalent:

Remember:

must	— are to ... is to...	(должен в соответствии с планом, обязанностями и т.д.)
	— have to ... has to ...	(должен, вынужден, приходится...)
	— should ...	(должен, следует)
	— ought to ...	
can	— is able to...	(может, способен, в состоянии что-либо сделать)
	— are able to ...	
may	— is (are) allowed to...	(может, разрешается сделать что-либо)

1. The police officers ... be broad-educated persons. 2. At the crime scene the investigating officer ... to examine the crime scene very carefully in order to discover evidence. 3. We ... to interview witnesses and interrogate criminals properly by the end of the final course. 4. The detective ... to go to the crime scene once again yesterday. 5. Incompetent people ... enter the crime scene. 6. The criminal ... be traced and located as soon as possible. 7. As there was much evidence to prove his guilt, the accused ... to confess. 8. ... you interview witnesses properly now being a second-year student? 9. As the perpetrator was identified and now he is in custody the investigator ... gather the facts necessary in the trial to prove the guilt of the accused. 10. The physical evidence discovered in the crime scene ... establish the identity of the criminal.

Грамматические пояснения

Модальные глаголы с перфектным инфинитивом

1. Глагол **must** в сочетании с **Perfect Infinitive** выражает предположение, которое относится к прошедшему. **Must** в таких случаях переводится на русский язык «должно быть», «вероятно», а инфинитив — глаголом в прошедшем времени.

E.g. They must have forgotten their promise.

Они, должно быть, забыли свое обещание.

The letters must have been sent long ago.

Письма, должно быть, были отправлены давно.

II. May в сочетании с Perfect Infinitive выражает предположение, относящееся к прошедшему. May переводится на русский язык «может быть», «возможно», а инфинитив — глаголом в прошедшем времени.

E.g. He may have left Moscow.

Возможно (может быть), он уехал из Москвы.

The delegation may have arrived yesterday.

Возможно, делегация прибыла вчера.

The agreement may have been signed.

Возможно, соглашение было подписано.

III. Ought to (should) в сочетании с Perfect Infinitive употребляется по отношению к прошедшему и означает, что лицо, о котором идет речь, не выполнило своего долга или неправильно поступило, по мнению говорящего, т.е. выражает упрек или порицание.

E.g. He ought not to have sent that telegram.

Он не должен был (ему не следовало бы) посылать эту телеграмму.

He should have helped them.

Он должен был (ему следовало бы) помочь им.

You shouldn't have gone there yesterday.

Вы не должны были (вам не следовало бы) ходить туда вчера.

IV. Can в сочетании с Perfect Infinitive употребляется в отрицательных и вопросительных предложениях для выражения сомнения, удивления по поводу того, что действие, выраженное инфинитивом, в действительности совершилось.

E.g. He cannot have done it.

Не может быть, чтобы он это сделал.

(Он не мог этого сделать).

He cannot have said it.

Не может быть, чтобы он это сказал.

Can he have left?

Неужели он уехал?

V. Could, за которым следует Perfect Infinitive, может переводиться: «мог (могли) бы» или просто «мог (могли)», когда условие не выражено.

E.g. He could have asked me about it. Why didn't he do it?

Он мог бы попросить меня об этом. Почему он этого не сделал?

Ex. 14. Read and translate the sentences with modal verbs and Perfect Infinitive:

1. The witness testimony could have discovered the identity of the criminal. 2. He cannot have confessed. 3. The officers should have gone to the crime scene once again. 4. The investigator ought not to have interviewed those witnesses in their office. 5. Tracing the fugitive must have been included in this plan of the investigation. 6. The criminal must have already been identified as the perpetrator of the criminal acts. 7. The identity of the criminal may have been discovered by eyewitnesses testimony. 8. The criminal's confession may not have been sufficient to

prove his guilt. 9. The investigating officers must have discovered some more additional facts to associate the accused with the crime scene. 10. Competent and credible witnesses must not have been discovered at the beginning of the investigation.

Ex. 15. Say that the investigating officers must have done it:

- 1) to identify the criminal as the perpetrator of the criminal acts in the short time limits;
- 2) to discover competent and credible witnesses very soon;
- 3) to locate the suspect on that very day;
- 4) to use unofficial sources of information;
- 5) to obtain additional evidence from a patent study of records;
- 6) to find the wanted person;
- 7) to gather sufficient facts for court presentation.

Ex. 16. Say that the criminal may have done it:

- 1) to confess of breaking into the apartment;
- 2) to use a knife in committing the crime;
- 3) to enter the apartment through the open window;
- 4) to break into the house after 6 P. M.;
- 5) to leave traces at the crime scene;
- 6) to hear the knock at the door and escape through the window;
- 7) to commit several crimes in that town;
- 8) to leave some fingerprints on the glass and on the teapot.

Ex. 17. Read the text and be ready to speak on your future profession.

Text "B".

My future profession

Now I am a student of the Moscow Law University. I am a future lawyer. I'd like to work as a detective. As to my friend Alex he is going to work as an investigator. Our graduates work in all police services.

Before entering the Law University some students worked in police, so they know this work. Some of my Institute-mates came here after serving in the Army. They have also chosen the work in police. We all consider this work to be necessary and important while crime exists in our country.

The principal task of our police is to fight crime. And one of the main duties of police officers is to prevent crime. But if a crime has been committed the police officers should do all they can to detect the offender; it means to locate and apprehend him.

We know that quick and accurate solution of a crime greatly depends on the professional skills of the investigating officers, on their training. That is why we try to master a special course of Detective Activity, various branches of Law. Criminalistics, Crime Psychology and many other special subjects. Nobody can say what crime you will have to face tomorrow, so the police officers should be educated

persons. It is not so easy to investigate crimes, it is difficult to trace and locate criminals. We must know how to interview witnesses, interrogate criminals, we learn all that at our Institute.

Very often the solution of a crime is in the crime scene. When the investigator arrives at the crime scene he examines the scene very carefully. He makes a plan of the investigation. All the evidence in the crime scene must be found, collected and preserved for court presentation.

The effectiveness of an investigator largely depends upon his ability to obtain information. The elements of the offence must be established. Identification must be obtained. The investigator works in close cooperation with other officers of the operative group.

The officer of the Criminal Detection Department (a detective) is responsible for the detection of the perpetrator. A great part of detective work is devoted to "finding" missing or wanted person. The search for a person may be a simple matter, but in many cases, however, it may become a complicated task. The solving of a case frequently depends upon locating the perpetrator. The proper presentation of a case in court involves the discovery and identification of witnesses. The detective also takes measures for search, discovery and seizure of the stolen property and instruments of the crime.

There are some people in our society who don't want to live an honest life, who try to profit at the expense of our state. The task of an officer of Economic Crimes Department is to reveal the criminal activity of such people and to provide their punishment.

Some of us will work as divisional inspectors. The divisional inspectors are responsible for maintaining public order in their areas.

Our future work whatever it would be is noble and necessary. Our objective is to protect life and property of our people.

Ex. 18. Read the questions and give short answers, work in pairs:

- Model:
- Do you study at the Moscow Law Institute?
 - Yes, I do.
 - Are you a future lawyer?
 - Yes, I am.
 - Is the work in police easy?
 - No, it isn't.

1. Do detectives usually search and seize stolen property and instruments of the crime? 2. Are there any people in our society who profit at the expense of the state? 3. Is your future work noble and necessary? 4. Must all the evidence at the crime scene be found, collected and preserved for court presentation? 5. Are crimes easy to investigate? 6. Does the investigator usually take pictures of the scene and its objects? 7. Can you say what crime you will face tomorrow? 8. Must you know how to interview witnesses? 9. Does quick and accurate solution of a crime depend on the crime scene? 10. Does detecting the offender mean locating and apprehending him?

Ex. 19. Ask questions which require the answers "yes" or "no".

Model: The Moscow Law Institute trains lawyers for Moscow and Moscow region.

St.: Does the Moscow Law Institute train lawyers for Moscow and the Moscow region?

1. The principal task of our police is to fight crime. 2. The police officers should take active measures to detect the offender. 3. We try to muster special sciences at our College. 4. It is difficult to find and interrogate criminals. 5. The investigator examines the crime scene very carefully. 6. The detective usually takes measures for the detection of the criminal. 7. The officer of the Economic Crimes Department is to reveal the criminal activity of the people who commit economic crimes.

Ex. 20. Answer the questions:

1. What specialists does the Moscow Law University train?
2. Why is the work of our police officers noble and necessary?
3. What is the principal task of our police?
4. What does quick and accurate solution of a crime depend on?
5. What kind of person should a police officer be?
6. Where is the solution of a crime very often?
7. What are the duties of the investigator?
8. What is the detective responsible for?
9. Whose duty is it to take measures for search, discovery and seizure of the stolen property and the instruments of the crime?
10. What is the main task of the officers of the Economic Crimes Department?
11. Do you like your future profession?
12. What department will you work in after graduating from the Moscow Law Institute?
13. Why do you prefer the work of an investigator (a detective)?

Ex. 21. Ask questions beginning with “why” and answer them, work in pairs:

Model: — The police officers should be well educated persons.

St.: — Why should the police officers be well educated persons?

— Nobody can say what crime they will face in their work.

1. We try to master a special course of Detective Activity, various branches of Law, Criminalistics, Crime Psychology and many other subjects.
2. We must know how to interview witnesses.
3. All the evidence at the crime scene must be found, collected and preserved.
4. Our future work is noble and necessary.
5. The detective must detect the criminal as soon as possible.
6. Very-often the actual solution of a crime is in the crime scene.
7. The investigator examines the crime scene very carefully.

Ex. 22. Read and reproduce the dialogues:

1. — Can you take pictures?
 — Yes, I do it rather well.
 — And what else can you do well?
 — I can interview witnesses and do many other things.
2. — Are you going to be an investigator?
 — Yes, I'd like to.
 — And what must the investigator know?
 — A lot. For example, to establish *corpus delicti*, reconstruct the happening, conduct the investigation properly, he must also be able to make a record of the crime scene inspection and do many other things. Then, he must know how to interrogate criminals, interview witnesses properly.
 — Oh, now I see that the work of an investigator includes so many duties.
3. — I say, what's your main duty as a future officer of the CID?
 — Crime prevention and crime solution.
 — And what does quick and accurate solution of a crime depend on?
 — Oh, it depends on training, education, practical skills of an officer and many other factors.

Ex. 23. Translate the text using a dictionary.

Text "C".

Nature of investigation

A criminal investigator is a person who collects facts to accomplish a threefold aim: to identify and locate the guilty party and to provide evidence of his guilt. Investigation is an art and science. The tools of the investigator are for the sake of simplicity, referred to as the three "I's", namely: Information, Investigation, and Instrumentation. By the application of the three "I's" in varying proportions the investigator gathers the facts which are necessary to establish the guilt of the accused in a criminal trial.

It should be noted, that there are no normative criteria for judging the success or failure of an investigation. The fact that the crime remains unsolved does not indicate a deficiency in the investigation; nor does a conviction of the accused necessarily mean that the investigation was conducted in an intelligent manner. An investigation may be considered a success if all the available information relevant and material to the issues or allegations of the case is uncovered. There is, however, no way of knowing, ordinarily, whether the information was available.

It is a common misconception that every crime is intrinsically soluble; that there is always sufficient evidence available to reveal the identity of the criminal; that the perpetrator always leaves traces at the crime scene which, in the hands of a discerning investigator or technician, will lead inevitably to his door. Many crimes are not susceptible of solution by reason of the fact that the evidence is insufficient. The absence of eyewitnesses, discernible motives and physical clues will obviously prohibit a solution unless the malefactor confesses. Often, the *corpus delicti* or fact

that the crime was committed cannot be established, and even a confession is of little value.

The concept of “solving crime” does not satisfy the requirements of a completed investigation. To the general public, this term describes merely the process of discovering the identity of the suspect and apprehending him. These achievements, however, are but two of the objectives of an investigation and leave the investigator far from his ultimate goal of presenting sufficient evidence in a court of law to warrant a conviction.

Finding the perpetrator is frequently the simplest phase of the investigation; obtaining the evidence to support the charge in court is often an exceedingly complex task.

(O’Hara. Fundamentals of Criminal Investigation)

Ex. 24. Improvise a dialogue according to the situation:

Situation 1: You’ve met a friend of yours you haven’t seen long. Your friend is interested in your future profession as an officer of the Economic Crimes Department.

Situation 2: Your friend is going to become an investigator. But he knows little about this work. Tell him about it. (It may be a dialogue).

Situation 3: Your friend is going to become an officer of the Criminal Detection Department. He wants to know from you all about this work.

Дополнительные тексты для чтения и реферирования

1. Interpol and the fight against drug traffic
2. Problems of Juvenile delinquency. What causes crime?

Текст 1.

Задание 1. Прочитайте заголовок текста и скажите, о чем в нем идет речь. Вспомните, что вы знаете по этому вопросу.

Задание 2. Просмотрите текст и найдите абзацы, где речь идет о:

а) подразделении Интерпола, которое занимается проблемами борьбы с контрабандой наркотиков; б) печатном издании, публикуемом этим подразделением.

Задание 3. Прочитайте текст без словаря и постарайтесь понять общий смысл текста.

Interpol and the fight against drug traffic

The most serious menace facing society today is the trafficking and abuse of drugs. It could no longer be dealt with by health or well-fare agencies.

The fight against drug traffic has increasingly become the subject of real anti-crime policies implemented at national levels. It is now clear that, since the 1970s,

drugs trafficking has become the most organized, most professional and most profitable of all illegal activities. The trafficker of today has nothing in common with typical street-corner pusher, he is ruthless, highly-organized and mobile. It is well-known that law enforcement services throughout the world have increased their efforts and manpower in an attempt to contain this growing threat. Nevertheless, drug trafficking continues to gain momentum.

Similarly, Interpol has succeeded in drawing the attention of its members to the scale of the hidden economy generated by the financial proceeds of drug trafficking. Interpol has also adapted its structures and working methods to the new situation by setting up a special group at the General Secretariat.

Nowadays, most of the large international trafficking gangs engage in operations involving heroin and/or cocaine as well as cannabis. International cooperation has given an operational aspect to national laws on conspiracy to engage in drug traffic, and the successes achieved have led to the adoption of a similar arsenal of legal weapons in those countries where such laws did not yet exist. Moreover, the results of international police cooperation have induced national authorities to revise their policies and to devote more resources to combating international trafficking.

Investigations can no longer be confined to the jurisdiction of the responsible investigating agency due to large-scale drug trafficking. Interpol responds to that need. The Drugs Sub-Division handles those problems. It is currently staffed by 26 police officers and analysts from 18 different countries around the world.

The overall aims of the Drugs Sub-Division are to enhance cooperation among national drug law enforcement services and stimulate the exchange of information among all national and international bodies concerned with countering the illicit production, traffic and use of drugs, and to strengthen the ability of national services to combat the illicit traffic.

To accomplish these aims, the Drugs Sub-Division maintains a data bank containing all relevant drug-related information with an index of identified traffickers, coordinates international requests for information and investigations, and compiles and disseminates both tactical and strategic intelligence.

The Drugs Sub-Division comprises two groups: the Operations Group and the Intelligence Group.

5. The Operations Group is staffed by 10 Liaison Officers, each of whom are responsible for liaison with police authorities in a specific geographical area or zone. These Liaison Officers conduct regular visits to national drugs services in their assigned areas, and prepare situation reports, and assessments concerning the extent of the trafficking. On the basis of those reports and assessments specific activities are proposed for each region.

The daily duties of the Liaison Officers consist of receiving and analyzing messages from national Central Bureaus in their geographical areas and zones. These messages, handled by the Interpol radio network, report on drugs seizures or request assistance in on-going investigations.

6. The Intelligence Group has the task assessing the worldwide drug trafficking situation, and collates incoming investigation data with a view to

developing strategic intelligence. Since the development of computer services the Intelligence Group has been able to process the data in different ways, to examine the quantities and types of drugs transported from one place to another, and to perform in depth area studies.

7. Intelligence Officers are assigned to deal with information about a particular type of drug or to work on a specific project. At present, officers are assigned to cocaine, opiates, cannabis and psychotropic substances sections. Based on seizure data received daily, the Intelligence Group prepares the publication — the “Weekly Intelligence Message”. This bulletin contains several sections: items of special interest, traffic trends, modus operandi and recent seizures of international significance. The last section gives not only the date and place of a seizure and the quantity of the drug confiscated, but also the Interpol file reference number and the identities of those arrested.

8. Special projects of the Intelligence Group are designed to provide a systematic and structured approach to combating a specific aspect of international drug trafficking which has been recognized as particularly serious and widespread.

9. There are currently four special projects: The first concerns the fight against heroin traffic originating in South-West Asia and the Middle East (SWAP), another deals with the monitoring of suspect sea-going vessels and their crews (Project “Bateaux”), the third is a long-term plan to combat cocaine traffic in Europe (PACTE: Programmed Action — Cocaine Traffic — Europe), and the fourth is concerned with the traffic of synthetic drugs and psychotropic substances diverted from legal markets.

(International Police Review, February 1987, 404)

Задание 4. Ответьте на следующие вопросы:

- a) Why does the Interpol handle the problems of combating drug traffic?
- b) What are the functions of the Operations Group?
- c) What is the Intelligence Group responsible for?
- d) How many special projects are currently handled by the Interpol?

Задание 5. Найдите в тексте место, где говорится о целях деятельности подразделения Интерпола по борьбе с наркотиками.

Задание 6. Просмотрите разделы 1 и 2 и озаглавьте их.

Задание 7. Составьте план текста в виде тезисов.

Задание 8. Разбейте текст на несколько самостоятельных частей.

Задание 9. Найдите в каждой части предложения, содержащие основную мысль.

Задание 10. Скажите, что нового Вы узнали из текста?

Текст 2

Задание 1. Прочтите заголовок текста и скажите, о чем в нем пойдет речь. Скажите, какая дисциплина (наука) изучает эту проблему?

Задание 2. Прочтите текст, не пользуясь словарем, и постарайтесь понять общий смысл текста.

Problems of Juvenile delinquency. What causes crime?

I. What causes crime? When I started to investigate juvenile crime I started from the premise that most children are born thieves. The more I have discussed the problem with those involved: police, teachers, parents, social workers, children and many others — the more have I been satisfied that my premise is correct.

But this wide contact has satisfied me about something else. Because they are born thieves, it does not mean that most children are born criminals. That is something they may become. They do so because of behavior and the attitudes of adults, often parents, and very frequently teachers. And that is the tragedy.

II. We expect criminal parents to tend to bring up criminal children. But, conversely, we expect honest and law abiding parents to bring up honest and law abiding children. But do they? The appalling figures of juvenile delinquency are more than disturbing.

Many parents have told me of their despair in finding that their children steal from mum's purse or handbag or the family moneybox, tell lies on being detected and then do the same again.

Nevertheless, firm action in the home can ensure that this behavior is eradicated and what I regard as the natural propensity of the child to take what he or she wants need never become ingrained as deliberate criminal behavior.

At the annual conference of the National Association of Schoolmasters and Union of Women Teachers at Harrogate last April, one speaker, Doncaster Headmaster John Atherfold said: "Girls are worse than boys. They are subject to little or no control from their parents and grow up in homes where assaults are the order of the day."

III. But what about crime among pupils in school? The original intention of my survey was to deal with this problem in isolation — but I found such an approach to be impossible.

"What goes on in schools is a reflection of what goes on in society", I was told by Mr. R. F. Glover, the Deputy Secretary of the Head-masters' Conference.

Only a few months ago, speaking at a dinner of Scottish Association for the Study of Delinquency at Peebles, Sir David McNee, London's Commissioner of Police, declared that a lowering of moral standards, a decline in religious beliefs and a lack of parental and family influence were the main reasons for the increasing crime rate.

IV. The result of my talks with children on juvenile crime in general is:

PARENTS: There was an overwhelming criticism by the children of the lack of concern and discipline shown by their parents;

PUNISHMENT: A very large majority recognized the need for an effective punishment, called for the return of corporal punishment and asked for firmer discipline in schools.

One other important point is that they asked for more, and in particular, less expensive, recreational facilities.

V. Every approach made at Government level seems to be that of the treatment of young offenders after they have been allowed to become criminals and have committed offences. But custodial sentences have not proved a success. The number of juveniles convicted to borstal rose from 818 in 1969 to 2.117 in 1978, and the number sent to detention centres increased from 2.228 in 1969 to 6.303 in 1978. But 75% of the juveniles leaving borstals were convicted of further offences within the next two years. Very far from a success story.

VI. So let us go back to the beginning and see if there is anything new which should be tackled at the stage where the young born thief may be so influenced that he doesn't become a criminal and the useless borstals and detention centres will be empty.

It is an interesting point, confirming the views of the working school-children, that in an earlier study in 1978 by Harriett Wilson and G. W. Herbert called "Parents and Children in the Inner City" they had already found that parents who use strict methods of supervision had few, if any, delinquent children, while the children from lax parents frequently had a string of convictions.

What is more, and probably just as important, I am satisfied that a survey on similar lines to test the association between school discipline and juvenile delinquency in all areas would show beyond doubt that this is the second important factor in the equation.

As delegates have described at teacher's conferences over and over again some schools are undisciplined so real teaching is impossible.

Which brings me finally to the net result of all this: a 1979 total of 16,000 boys and 2,000 girls aged between 10 and 14 years sentenced for similar serious crimes. In 1978, the number of youngsters under the age of 14 years involved in all the indictable offences cleared up by the police represented 14 per cent. One of the most persistent types of crime which bring youngsters before the courts every day is shoplifting.

One legal adviser who deals with West End shoplifting by youngsters told me that in this view magistrates often impose soft sentences and it means that the seriousness of the offence is not sufficiently impressed on the children.

The fact that a caution is usually given for a first offence, he believes, is not a good thing. For here the child thinks it has got away with it and this can only encourage him to commit a further offence.

There is considerable evidence now to show that where the work of police, school, and community is carried in there has been a marked effect on juvenile crime.

But it remains a fact that it is in the home and in the school that criminals are made and it is here that a change of heart is needed. Evidence shows that truancy is widespread and this plays a large part of the growth of juvenile crime. Both parents and schools staff who accept the absenteeism of their children, or are so lax that they

do not even know youngsters are not regularly attending school, are encouraging the tragedy of juvenile delinquency.

(by Robert Traini, "Security Gazette", March, 1981)

Задание 3. Просмотрите абзацы II, III и озаглавьте их.

Задание 4. Составьте план статьи в форме ключевых предложений.

Задание 5. В каждом абзаце найдите предложение, передающее основную мысль.

Задание 6. Изложите по-русски письменно краткое содержание статьи.

Задание 7. Скажите, что нового Вы узнали из статьи?

VOCABULARY

A

abuse, v — злоупотреблять, n — злоупотребление; drug abuse — наркомания

accept, v — принимать, допускать

accuse, v (of) — обвинять (в ч.-л.)

accusation, n — обвинение

accused, pp — обвиняемый

adjust, v — приспособливать

admissibility, n — приемлемость

administer, v — управлять, отправлять

administration, n — управление, отправленіе (правосудия)

adopt, v — принять (закон, документ)

ahead, ad. — впереди

aid, n — помощь; first aid — первая помощь

along, prep — по, вдоль

alter, v — менять (ся)

alteration, n — изменение

amendment, n — поправка

appeal, v — обжаловать, n — апелляция, обжалование

application, n — 1) применение; 2) заявление

appoint, v — назначать

appointment, n — назначение

apprehend, v — задержать, арестовать

apprehension, n — задержание, арест

approve, v — одобрять, утверждать

approval, n — одобрение

architecture, n — архитектура

area, n — район, площадь

arraign, v — предъявлять обвинение

arraignment, n — предъявление обвинения
 arrest, n — арест; to make an arrest — произвести арест
 article, n — предмет (syn. item)
 as far as — до ...
 associate, v — соединять, связывать; to be associated with — быть связанным с; ассоциироваться с....
 association, n — общество, ассоциация
 assume, v — предполагать, допускать
 attract, v — привлекать; attract attention — привлекать внимание
 attractive, a — привлекательный authority, n — 1) власть, полномочие; 2) обязанность; 3) сфера компетенции
 available, a — доступный, имеющийся в распоряжении

В

back, ad. — назад
 bail, n — залог; place on bail — отпустить под залог
 become (became, become), v — становиться
 behavior, n — поведение
 behind, ad — позади
 belong, v — принадлежать
 blood, n — кровь
 bloodstains — пятна крови
 body, n — орган
 book, v — регистрировать
 booking card — регистрационная карточка
 both ... and ... — как ..., так и
 bribe, n — взятка
 bribery, n — взяточничество
 bring (brought, brought), v — приносить, привозить, приводить
 burglary, n — кража со взломом

С

cast, v — делать слепок, n — слепок
 casting equipment — оборудование для снятия слепков
 cause, v — вызывать, причинять, n — причина; probable and reasonable cause — достаточное основание
 causal factors — причинные факторы
 chain, n — цепь
 chain of evidence — цепочка доказательств
 chamber, n — палата
 change, n — пересадка; v — (for) пересаживаться (на); change from ... to... — пересаживаться с ... на; make a change — делать пересадку
 charge, v (with) — обвинять (в чем-либо); n — обвинение; on a charge — по обвинению; dismiss a charge — снять обвинение; file a charge — направлять обвинение в суд

citizen, n — гражданин
circumstance, n — обстоятельство
circumstantial, a — косвенный
claim, v — заявлять, утверждать
clear, v — снять обвинение
coast, n — морской берег, побережье
codify, v — систематизировать
collect, v — собирать (syn. gather)
collection, n — коллекция; собрание
comfortable, a — удобный
commission, n — совершение
commit, v — совершать
compare, v — сравнивать
complain, v — подавать жалобу
complaint, n — жалоба, иск
complete, a — полный, завершённый
complicated, a — сложный
compose, v — составлять, сочинять; be composed of — состоять из
composition, n — состав, структура, сочинение
concern, v — касаться, относиться
confess, v — признаваться
confession, n — признание
connection, n — связь
consist, v (of) — состоять (из)
constitute, v — составлять
contain, v — включать в себя
contaminate, v — загрязнять
contamination, n — загрязнение
correct, v — исправлять
corrections, n — исправительные учреждения
corroborative, a — подтверждающий
convenient, a — удобный
convenience, n — удобство
convict, v (of) — осуждать, n — осуждённый
conviction, n — обвинительный приговор, осуждение
corpus delicti — состав преступления
court, n — суд
credible, a — заслуживающий доверия
crime, n — преступление
cross, v — переходить, пересекать
crossing, n — переход
crossroads, n — перекресток
custody, n — охрана, хранение
custom, n — обычай

D

- dactyloscopy, n — дактилоскопия
 danger, n — опасность
 dangerous, a — опасный
 data, n — данные, сведения
 dead, a — мертвый
 deal (dealt, dealt), v — (with) иметь дело с; рассматривать
 decide, v — решать
 decision, n — решение
 defend, v — защищать
 defence, n — защита
 defendant, n — обвиняемый, подсудимый
 define, v — определять
 definition, n — определение
 delinquency, n — преступность (несовершеннолетних)
 delivery, n — доставка
 depend, v — зависеть
 dependence, n — зависимость
 dependent, a — зависимый
 design, n — рисунок
 destroy, v — разрушать
 destruction, n — разрушение
 detect, v — разыскивать, раскрывать (преступление)
 detection, n — розыск
 detective, n — сыщик
 determine, v — определять
 develop, v — развивать, проявлять (снимки)
 development, n — развитие
 devote, v — посвящать; be devoted (to) — посвящаться
 differ, v — различать
 difference, n — различие
 discover, v — обнаружить
 discovery, n — обнаружение
 direct, v — направлять
 direction, n — направление
 disposition, n — размещение
 distinction, n — различие, отличие, разница
 distinctive, a — отличительный
 divergent, a — расходящийся
 be divergent — расходиться (во мнениях)
 divide, v — делить
 division, n — деление, отдел
 draft, v — составлять план, n — проект
 drive (drove, driven), v — водить (машину)
 driver's licence — водительские права

drug, n — наркотик; drug traffic — торговля наркотиками
dust, v — обрабатывать порошком

Е

either... or — либо ... либо
elect, v — выбирать
election, n — выборы
elector, n — избиратель
electoral, a — избирательный
embezzlement, n — хищение, растрата
employ, v — применять
employment, n — 1) работа, 2) применение
empower, v — уполномочивать
enact, v — вводить закон, постановлять
enactment, n — указ, закон; введение закона в силу
enemy, n — враг
enjoy, v — пользоваться (правами)
enlargement, n — увеличение
ensure, v — обеспечивать
enter, v — вступать, войти, поступить (в вуз)
equal, a — равный
equality, n — равенство, равноправие
escape, v — скрыться, сбегать
essential, a — существенный
essentially, ad — по существу, существенно
establish, v — устанавливать, учреждать
establishment, n — учреждение
evidence, n — улики, доказательства; material evidence — вещественные улики; physical evidence — материальные
exact, a — точный
examine, v — осматривать, исследовать
examination, n — осмотр, исследование
executive, n — исполнительный
exercise, v — осуществлять, n — осуществление
exhibit, n — экспонат
exhibition, n — выставка
export, n — вывоз, экспорт; v — вывозить, экспортировать
express, v — выражать
expression, n — выражение
extortion, n — вымогательство
extraneous, a — посторонний, чуждый
eyewitness, n — очевидец

Ф

fugitive, n — 1) беглец 2) дезертир

face, v (a crime) — столкнуться, встретиться (с преступлением)
 facilities, n — 1) приспособление, оборудование, аппаратура; 2) средства обслуживания (зд. спец. курсы подготовки)
 famous, a — знаменитый
 be famous for — славиться чем-либо
 fare, n — плата за проезд feature, n — черта
 felony, n — тяжкое уголовное преступление
 fight, v — бороться, n — борьба
 file, v — подавать документы, n — дело, досье
 files, n — картотека, дела, досье
 find, v — находить
 fine, v — штрафовать; pay a fine — заплатить штраф
 fingerprint, n — отпечаток пальца
 fit, v — соответствовать
 flexible, a — гибкий
 follow me! — следуйте за мной!
 forgery, n — подделка
 forge, v — подделывать
 form, v — образовывать
 form, n — форма
 found, v — основывать
 founder, n — основатель
 foundation, n — основа, основание
 fraud, n — мошенничество
 free, a — свободный
 freedom, n — свобода
 frequently, ad — часто
 full, a — полный; be full (of) — быть заполненным
 fundamental, a — основной

G

gains, n — завоевания
 gambling, n — азартные игры
 gather, v — собирать
 get (got, got), v — (to) добираться; get on — садиться (в транспорт); get off — выходить (из транспорта)
 go the wrong way — идти неправильно; go the right way — идти правильно; go on foot (went, gone) — идти пешком; go (to do) sightseeing — осматривать достопримечательности
 govern, v — править
 government, n — правительство
 governor, n — правитель, губернатор
 grant parole — отпускать на поруки
 guilt, n — вина
 guilty, a — виновный

Н

handle, v — обращаться, иметь дело
 handling, n — обращение
 hand-lens, n — увеличительное стекло
 headquarters, n — штаб, главное управление
 hereditary, a — наследственный
 hide (hid, hidden), v — прятать(ся)

I

identify, v — идентифицировать, опознавать
 identification, n — идентификация, опознание
 identity, n — личность
 in front of — перед
 implement, v — выполнять, осуществлять
 import, n — ввоз, импорт, v — ввозить, импортировать
 impossible, a — невозможный
 imprint, n — отпечаток (syn. impression)
 imprison, v — заключить в тюрьму
 include, v — включать (в себя)
 independent, a — независимый
 inherit, v — наследовать
 injured, p.p. — раненый
 innocence, n — невиновность
 innocent, a — невиновный
 inquiry, n — наведение справок, расследование
 instrumentation, n — применение технических средств, прикладных наук
 interrogate, v — допрашивать
 interrogation, n — допрос
 interview, v — опрашивать, беседовать
 intimidation, n — запугивание
 intolerable, a — нетерпимый
 introduce, v — вводить
 invisible, a — невидимый
 involve, v — включать, влечь за собой
 island, n — остров

J

jail, n (prison) — тюрьма
 judicial, a — судебный
 judiciary, n — судебная власть
 justice, n — правосудие, юстиция, справедливость, судья
 juvenile, n — подросток, несовершеннолетний

К

keep, v — держать, хранить

kidnapper, n — похититель (детей)

L

latent, a — скрытый

law, n — закон, право; law enforcement — правопорядок; law enforcement agencies — правоохранительные органы

lawful, a — законный

lawyer, n — юрист, правовец

layout, n — план, положение дел

lead, n — версия, v — вести

leave (left, left), v — уходить, уезжать

legislative, a — законодательный

legislature, n — законодательная власть

legislation, n — законодательство

link, v — связывать, n — связующее звено

locate, v — установить местонахождение

location, n — местонахождение

M

main, a — главный, основной

maintain, v — поддерживать, обеспечивать, охранять

maintenance, n — охрана, обеспечение

mark, v — маркировать

measure, n — мера; take measures — принимать меры; implement measures — осуществлять меры

measurement, n — измерение

minor, a — незначительный

misappropriate, v — незаконно присвоить

misdemeanor, n — менее опасное преступление

misleading, a — обманчивый

missing, a — пропавший

modus operandi (lat) — способ действия, “почерк” (преступника)

money-grabber, n — стяжатель

move, v — двигать, изымать

movable, a — изымаемый

murder, v — убивать

murder, n — убийство

N

be named (after) — носить имя

necessary, a — необходимый

neither... nor — ни ... ни

number, n — число

a number of — ряд

О

object, n — объект, предмет
 objective, n — цель, устремление, задача
 observe, v — 1) соблюдать, 2) наблюдать
 observation, n — наблюдение
 observance, n — соблюдение
 obtain, v — получать
 occur, v — происходить
 offense, n — правонарушение
 offender, n — правонарушитель
 opposite, a — противоположный
 opposite to — напротив
 order, n — порядок
 public order (social order) — общественный порядок
 overlook, v — просмотреть, не заметить
 own, a — собственный
 owner, n — владелец
 ownership, n — собственность

Р

paint, v — рисовать, писать, n — краска
 painter, n — художник
 painting, n — живопись
 palm, n — ладонь
 palmer, a — ладонный
 particular, a — конкретный, отдельный, особенный
 penalty, n — наказание, штраф; impose a penalty — наложить наказание
 perpetrator, n — преступник
 pertinent, a — уместный, относящийся к чему-либо
 petty, a — мелкий
 physical, a — вещественный
 physical evidence — вещественные доказательства
 plead (not) guilty — признать себя (не) виновным
 popular, a — популярный; be popular (with) — пользоваться популярностью у ...
 population, n — население
 possible, a — возможный; it is possible — можно ...; if possible — если можно; as soon as possible — как можно скорее
 possess, v — владеть, обладать
 power, n — власть; be in power — быть у власти; come to power — прийти к власти
 powerful, a — могущественный
 precaution, n — предосторожность
 preliminary, a — предварительный
 preliminary survey — предварительный осмотр

- present, v — представить (что-то, где-то)
 presentation, n — представление
 preserve, v — сохранять
 preservation, n — сохранение, охрана
 print, n — отпечаток
 prior, prep — до, прежде
 prison, n — тюрьма
 prisoner, n — заключенный, арестант
 probation, n — условное осуждение; place on probation — осудить условно
 proclaim, v — провозглашать
 produce, v — производить
 production, n — производство, продукция
 productivity, n — производительность
 prohibit, v — запрещать, it's prohibited — запрещается
 promise, v — обещать; make a promise — давать обещание; keep a promise
 — держать обещание
 promising, a — подающий надежды
 proper, a — надлежащий
 property, n — имущество, собственность
 propose, v — предлагать
 prosecute, v — преследовать (в уголовном порядке), привлечь к
 уголовной ответственности, предъявлять обвинение
 prosecution, n — обвинение, преследование в уголовном порядке
 prosecutive, a — обвинительный
 protect, v — охранять
 protection, n — охрана
 prove, v — доказывать; prove a case — доказать обвинение
 proof, n — доказательство
 provide, v — обеспечивать; provide for, v — предусматривать
 publication, n — публикация
 publish, v — публиковать, издавать
 publishing house — издательство
 punish, v — наказывать
 punishment, n — наказание

R

- ransom, n — выкуп
 reasonable, a — приемлемый, разумный
 recognizable, a — узнаваемый
 record, v — записывать, регистрировать, протоколировать; n — запись,
 регистрация, протокол; criminal record — судимость
 records, n — архив
 regard, v — считать, рассматривать
 rehabilitate, v — перевоспитывать
 rehabilitation, n — перевоспитание

release, v — освобождать
relevant, a — относящийся к делу
rely (upon), v — полагаться (на)
remarkable, a — замечательный
remove, v — изымать
removal, n — изъятие
report, v — сообщать
represent, v — представлять
representative, a — представительный; n — представитель
representation, n — представление
require, v — требовать
research, n — научные исследования
residence, n — местожительство
resident, n — постоянно проживающий, житель
responsibility, n — ответственность, обязанность
responsible, a — ответственный; be responsible (for), (to) — отвечать (за)

(перед)

reveal, v — раскрыть
rich, a — богатый; to be rich in — изобиловать
ridge, n — бороздка (ладони)
right, n — право
robbery, n — ограбление, грабеж

S

sample, n — образец
science and technology — наука и техника
scientific, a — научный
search, v — обыскивать; n — обыск
search, v — (for) искать (syn. look for)
security, n — безопасность
seize, v — изъять, конфисковать
seizure, n — изъятие, конфискация, выемка
sentence, v — выносить приговор n — приговор
separate, v — разделять
shout, v — кричать
show, v (showed, shown) — показывать
side, n — сторона
sight, n — достопримечательность
go sightseeing (to do sightseeing) — осматривать достопримечательности
situation, n — ситуация, положение
be situated — располагаться
skills, n — навыки
skin, n — кожа
sole, a — единственный
solve, v (a crime) — раскрыть (преступление)

solution, n — раскрытие
 someone (somebody), pron — кто-то
 something, pron. — что-то
 somewhere, pron — где-то, куда-то
 sport facilities — спортивные сооружения
 squad, n — отряд, отделение, команда
 staff, n — личный состав, персонал
 stay, v — оставаться, останавливаться, пребывать
 straight, ad — прямо
 substance, n — вещество
 suffer, v — страдать
 sufficient, a — достаточный, значительный
 suggest, v — предлагать
 summary trial — упрощенное судопроизводство
 summarily, ad — по упрощенному судопроизводству
 surface, n — поверхность
 suspect, v (of) — подозревать (в ч.-л.); n — подозреваемый
 swimming-pool, n — бассейн

Т

take, v (took, taken) — садиться (на...), ехать, отвезти; it will take you ... — это займет у вас...; take place — происходить; take part (in) — участвовать; take pictures — фотографировать
 technique, n — прием, метод
 test, n — проверка, испытание
 testimony, n — показание, заявление
 theft, n — кража
 thorough, a — тщательный
 threat, n — угроза
 through, prep. — через, сквозь
 tolerate, v — выносить, терпеть
 tool, n — орудие
 total, a — целый, полный, весь; n — итог, сумма; v — подводить итог, равняться
 touch, v — касаться, трогать
 trace, v — выслеживать; n — след
 traffic, n — а) движение (транспорт) б) торговля (контрабанда)
 train, v — готовить, обучать
 transfer, n — перенос
 travel, v — путешествовать, ездить
 trial, n — судебное разбирательство, суд
 turn, v — повернуть, свернуть; turn to the left — повернуть налево; turn to the right — повернуть направо

U

unemployment, n — безработица
underground, n — метро
underpass, n — подземный переход
unfortunately, ad — к сожалению
unlikely, a — маловероятный
urban, a — городской

V

valuable, a — ценный
victim, n — жертва, потерпевший
violate public order — нарушать общественный порядок
violation, n — нарушение
visible, a — видимый
vital, a — насущный

W

wait, v — (for) ждать (кого-либо)
walk, v — идти (пешком), гулять
wanted, a — разыскиваемый
warrant, n — ордер, постановление
be washed (by) — омываться
way, n — 1) путь, дорога; 2) способ; a long way from — далеко от; could you tell me the way to ... не могли бы вы указать мне дорогу к...
weapon, n — оружие
witness, n — свидетель, v — быть очевидцем

Z

zebra, n — переход