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Кафедра иностранных языков

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**ИНОСТРАННЫЙ ЯЗЫК В СФЕРЕ ЮРИСПРУДЕНЦИИ.
АНГЛИЙСКИЙ ЯЗЫК**

Учебное пособие

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В учебном пособии содержатся тексты для дополнительного чтения с целью организации самостоятельной работы, а также образцы диалогов, способствующие развитию коммуникативной компетенции. Учебное пособие направлено на формирование у обучающихся способности логически верно, аргументированно и ясно строить устную и письменную речь; владеть необходимыми навыками профессионального общения на английском языке.

Предназначено для слушателей заочной формы обучения образовательных организаций МВД России, обучающихся по направлению подготовки 40.03.01 Юриспруденция.

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ВВЕДЕНИЕ

Учебное пособие «Иностранный язык в сфере юриспруденции. Английский язык» подготовлено в соответствии с требованиями федеральных государственных образовательных стандартов высшего образования по направлению подготовки 40.03.01 Юриспруденция профиль подготовки «Уголовно-правовой» (деятельность участкового уполномоченного полиции). Процесс изучения дисциплины направлен на формирование общекультурной компетенции (способность к коммуникации в устной и письменной формах на русском и иностранных языках для решения задач межличностного и межкультурного взаимодействия (ОК-5)) и общепрофессиональной компетенции (способность владеть необходимыми навыками профессионального общения на иностранном языке (ОПК-7)).

Содержание учебного пособия соответствует программным требованиям о профессионально ориентированной направленности обучения в неязыковых образовательных организациях высшего образования, требованиям федерального государственного образовательного стандарта высшего образования по указанному направлению подготовки и нацелено на реализацию компетентностного подхода в обучении иностранным языкам.

Процесс изучения дисциплины «Иностранный язык» направлен на развитие у обучающихся инструментальной компетенции (т. е. коммуникативной, лингвистической, социокультурной ее разновидностей), формирование способности к деловому общению, профессиональной коммуникации на иностранном языке, что предполагает усвоение лексико-грамматического минимума в объеме, необходимом для работы с иноязычными текстами в процессе осуществления профессиональной деятельности, овладение умениями всех видов чтения и навыками профессионального общения на иностранном языке.

Учебное пособие состоит из трех частей.

Первая часть (Part I) содержит 4 тематических цикла:

1. Вводно-коррективный курс.
2. Лингвострановедение. США и Соединенное Королевство Великобритании и Северной Ирландии.
3. США (законодательные и исполнительные органы власти США).
4. Великобритания (законодательные и исполнительные органы власти Великобритании).

Вторая часть (Part II) также включает 4 тематических блока:

1. Международное сотрудничество полицейских организаций (Интерпол и Европол).
2. Полиция России.
3. Структура полиции США. ФБР.
4. Структура полиции Великобритании. Скотланд-Ярд.

В третьей части (Part III) представлены дополнительные тексты по изучаемым темам, которые могут быть использованы для организации самостоя-

тельной работы обучающихся с целью формирования и совершенствования у них навыков перевода, аннотирования и реферирования текстов.

В структуру учебного пособия включены следующие обязательные элементы: вокабуляр, тексты страноведческого, общеправового характера, содержащие базовый лексико-грамматический материал, коммуникативные упражнения.

Учебное пособие может быть использовано для проведения аудиторных практических занятий и организации самостоятельной работы обучающихся. Пособие включает в себя тексты по изучаемым темам, упражнения для развития умений всех видов чтения и навыков перевода текстов лингвострановедческого и профессионально ориентированного характера, а также для овладения навыками монологической и диалогической речи в рамках изучаемых тем. Учебное пособие нацелено на формирование у обучающихся способности к деловому общению, профессиональной коммуникации на иностранном языке.

PART I

UNIT 1. INTRODUCTORY COURSE

I. LEAD-IN



Алфавит

Алфавит английского языка состоит из 26 букв. Шесть букв обозначают гласные звуки: «А», «Е», «I», «О», «U», «Y». В английском алфавите 21 буква обозначает согласные звуки: «В», «С», «D», «F», «G», «H», «J», «K», «L», «M», «N», «P», «Q», «R», «S», «T», «V», «W», «X», «Y», «Z».

A, a [ei]	эй	J, j [dʒei]	джэй	S, s [es]	эс
B, b [bi:]	би	K, k [kei]	кэй	T, t [ti:]	ти
C, c [si:]	си	L, l [el]	эл	U, u [ju:]	ю
D, d [di:]	ди	M, m [em]	эм	V, v [vi:]	ви
E, e [i:]	и	N, n [en]	эн	W, w [ˈdʌblju:]	дабл ю
F, f [ef]	эф	O, o [ou]	оу	X, x [eks]	экс
G, g [dʒi:]	джи	P, p [pi:]	пи	Y, y [wai]	уай
H, h [eit]	эйтч	Q, q [kju:]	кью	Z, z [zed]	зэд
I, i [ai]	ай	R, r [a:]	а		

Exercise 1. Read the words in separate letters:

cat, milk, table, mother, sister, weather, chair, message, village, farm, red, joy, year, beautiful, zoo, wife, teacher, December, twenty.

Exercise 2. Put the words into the alphabetic order:

hundred, September, birthday, month, dictionary, husband, friend, old, family, Monday, city, beautiful, zoo, wife, teacher, academy, bachelor, widow, nephew, niece, aunt, uncle.

Exercise 3. Fill in the blanks:

...a B... Cc ...d E... Ff ...g Hh Ii ...j

Kk L... Mm ...n Oo Pp ...q R... Ss T...
 ...u Vv Ww Xx ...y Zz

Фонетические знаки

Написание английского слова часто не совпадает с его звучанием, что вызывает необходимость использования **транскрипции**. Транскрипция – это графическое изображение звука. Например: *leave* [li:v].

Гласные звуки

№	Звук	Произношение	Пример
1.	[i:]	долгое и	sleep, read, meet
2.	[ɪ]	краткое и очень открытое и	big, thin, win, visit, if
3.	[e]	е в словах «шесть», «эти»	ten, men, chef, get,
4.	[æ]	краткий э	Sam, cat, hat, dad, had
5.	[a:]	долгое а как в слове «палка»	scarf, last, start, park
6.	[ɔ]	краткое, очень открытое о	dog, fog, not, lost,
7.	[ɔ:]	долгое о	door, port, sport,
8.	[u]	краткое у со слабым округлением губ	put, book, look,
9.	[u:]	долгое у	soon, boom, room,
10.	[ʌ]	русское неударное а в слове «с-ды»	son, 'study, cup, 'hundred
11.	[ə]	безударный звук, близкий к неударному а или э	'sentence, ad'dress,
12.	[ə:]	долгий звук ё как в слове «Фёкла»	'Thursday, girl, 'birthday

Exercise 1. Read these words minding the vowels. Translate the words.

dark [da:k]	duck [dʌk]	aunt [a:nt]	ant [ænt]
bad [bæd]	bed [bed]	bat [bæt]	bet [bet]
bit [bit]	beat [bi:t]	supper [sʌpə]	super [sjupə]
green [gri:n]	grin [grin]	sheep [ʃi:p]	ship [ʃip]
read [ri:d]	rid [rid]	now [naʊ]	no [nou]
man [mæn]	men [men]	leave [li:v]	live [liv]

Exercise 2. Read the words and write down the words in letters:

[sli:p], [ri:d], [mi:t], [dɒg], [fɒg], [nɒt], [lɒst], [big], [pin], [wi:], [if], ['sistə], [ten], [men], [get], [Sæm], [cæt], [hæt], [dæd], [hæd], [ska:f], [la:st], [sta:t], [pa:k], [dɔ:], [pɔ:t], [spɔ:t], [put], [buk], [luk], [su:n], [bu:m], [ru:m], [sʌn], ['stʌdi], [kʌp], ['hʌndrəd], [tə:n], [gə:l], [bɜ:d].

Дифтонги

В английском языке 8 дифтонгов – это звуки, при произнесении которых язык занимает положение для одного гласного, а затем передвигается в на-

правлении положения для другого гласного, причем это передвижение происходит в пределах одного слога. Наблюдается как бы плавное скольжение от сильного (ядерного) элемента слога к слабому, ненапряженному элементу слога.

<i>Дифтонг</i>	<i>Произношение</i>	<i>Пример</i>
[ei]	эй	name, lake, fake, take
[ɔi]	ой	en'joy, boy, toy, joy,
[ou]	оу	go, snow, slow, old
[ai]	ай	fly, high, 'library,
[au]	ау	brown, crown, found,
[uə]	уа	sure, 'future, 'Europe,
[iə]	иа	deer, near, clear
[eə]	эа	care, fare, pair

Exercise 1. Read the words minding the diphthongs:

found, joy, pair, near, care, crown, 'Europe, high, en'joy, po'tato, ear, here, high, 'library, go, snow, slow, old, found, those, 'student, right, write, coat.

Exercise 2. Choose the words with the diphthongs.

'Europe, bird, student, sofa, sister, nephew, clear, stop, found, real, river, country, red, street, long, beautiful, wrong, moon, snow, window, light, clean, near, class, tram, book.

Согласные звуки

Общие правила чтения согласных.

1. Согласные не смягчаются.
2. Конечные звонкие согласные не оглушаются.
3. Согласные звуки произносятся более энергично, чем в русском языке.
4. Удвоенные согласные произносятся как один звук.

<i>№</i>	<i>Звук</i>	<i>Произношение</i>	<i>Пример</i>
1	[b]	б (с придыханием)	ball
2	[p]	п (с придыханием)	pen
3	[k]	к (с придыханием)	keep
4	[m]	м	'mother
5	[t]	ч	match
6	[s]	с	soon
7	[z]	з	'zebra
8	[g]	г	grey
9	[ʃ]	мягкое ш	ship
10	[ʒ]	мягкое ж	'pleasure
11	[dʒ]	мягкое дж	John
12	[j]	слабое й	'yesterday
13	[h]	простой выдох	how

14	[v]	в (неплотно прижмите нижнюю губу к краю верхних зубов, затем сильно и отчётливо произнесите звук)	have
15	[f]	ф (неплотно прижмите нижнюю губу к краю верхних зубов, затем сильно и отчётливо произнесите звук)	face
16	[t]	т (кончик языка на альвеолах)	take
17	[d]	д (кончик языка на альвеолах)	drive
18	[n]	н (кончик языка на альвеолах)	'never
19	[l]	л (кончик языка на альвеолах)	love
20	[r]	нераскатистое, невибрирующее, очень краткое слабое р (произнесите русское ж , а затем поднимите кончик языка к нёбу)	road
21	[w]	звук близкий к у . Округлите губы, оставив небольшой просвет и попытайтесь произнести русский в , при этом кончики губ слегка растяните в стороны	when
22	[ð]	(с голосом) – для того, чтобы получить этот щелевой звук растяните губы, показывая зубы. Кончик языка поместите между зубами и попытайтесь в таком положении произнести русское з	'other
23	[θ]	(без голоса) – поставьте губы и язык в то же положение, как для звука [p], но произнесите русское с	think
24	[ŋ]	произнесите протяжно русское н , при этом кончик языка опустите к нижним зубам, а основание языка приподнимите к нёбу	bring

Exercise 1. Read and translate the words. Write down their transcription:
pig, pick, dog, dock, red, rat, hat, had, bed, bet, sad, sat, mad, mat, bag, back, grand, grant, buck, bug, bill, shell, mall, apple, arrest, officer, egg.

Exercise 2. Read the words minding pronunciation of voiced and voiceless consonants:

peace, cheese, hand, stand, pot, six, miss, freeze, chin, pin, cat, fat, stop, cab, club, port, dot, hundred, museum, class, better, little, assemble, ball, carry, married, jelly, fall, tall, happy, dress, grammar, cross, miss, stress, yellow, pepper.

Exercise 3. Read the words and write down the words in letters:

[sɪŋ], [ti:θ], [ˈlʌðə], [wɔ:k], [raɪt], [lɒŋ], [stri:t], [θɪŋk], [dʒi:nz], [ˈɪp], [ˈhauz], [ˈtʃi:z], [ˈfɑ:ðə], [geɪt], [ˈmʌŋki], [ˈhoum], [lʌv], [jes], [dɒk], [ˈfrend], [ˈplezə], [pɔ:t].

Exercise 4. Read and translate these international words:

tradition, profession, student, institute, university, lecture, problem, organized, disciplined, dissertation, doctor, professor, result, author, title, specialization, grant,

academic, political, economic, cultural, financial, administrative, constitution, international, function, department.

Правила чтения гласных в 4 типах слогов

В английском языке 4 типа слогов.

Первый тип слога называется открытым. Открытым называется слог:

- а) оканчивающийся на ударную гласную, например, *me*;
- б) в котором за ударной гласной следует одна согласная и безударная гласная, например, *'unit*;
- в) в котором за ударной гласной следует гласная, обычно вторая гласная не читается, например, *seat, wait, road*.

По I типу слогов гласные произносятся так, как они называются в алфавите:

<i>Буква</i>	<i>Название</i>	<i>Передаёт звук</i>	<i>Пример</i>
a	[ei]	[ei]	name
o	[ou]	[ou]	home
e	[i:]	[i:]	be
u	[ju:]	[ju:]	use
i	[ai]	[ai]	five
y	[wai]	[ai]	my

Обратите внимание, что буква *e* в конце слова не произносится и называется «немая», например, *name* [neim].

Exercise 1. Read the words according to the I type of a stressed syllable.

[ei] *take, late, safe, case, vacation, state, grade, main, train, Spain, brain, pain, day, stay, play, say, may*;

[ou] *no, home, go, broke, spoke, code, sole, overview, load, focus*;

[i:] *be, even, recent, scene, she, bee, need, see, meet, deep, queen, key, read, speak, leave, sea, repeat*;

[ju:] *due, student, unit, tube, suit, tutorial, united, duty, execute, pursue, tuition, consecutive, popular, deputy*;

[ai] *five, smile, I, pipe, drive, analyze, specialize, comprise, identify, revise*;

[ai] *my, try, by, type, spy, dry, fry, cry, sky, psychology*.

Exercise 2. Read the words.

same, bike, side, snow, 'unit, hide, type, need, lake, line, make, nine, me, Skype, life, fly, stone, 'duty, a'long, 'student, name, 'pupil, no, broke, bike, home, table, a'gree, five, place.

По II (закрытому) типу слогов гласные произносятся кратко. Закрытым называется слог, в котором за ударной гласной следует один или более согласных. Например: *hill, bus, black*.

<i>Буква</i>	<i>Название</i>	<i>Передаёт звук</i>	<i>Пример</i>
a	[ei]	[æ]	cat
o	[ou]	[ɔ]	pot

e	[i:]	[e	test
u	[ju:]	[ʌ]	cup
i	[ai]	[i]	it
y	[wai]	[i]	symbol

Exercise 1. Read the words according to the II type of a stressed syllable.

[æ] **at**, **man**, **map**, **had**, **back**, **lack**, **shall**, **dad**;

[ɒ] **stop**, **on**, **hot**, **off**, **lot**, **clock**, **got**, **not**;

[e] **ten**, **men**, **left**, **let**, **bed**, **send**, **tell**, **mend**;

[ʌ] **unlike**, **nut**, **upon**, **number**, **justice**, **upper**, **republic**, **run**, **budget**, **function**;

BUT: put [put]

[i] **six**, **sit**, **did**, **him**, **still**, **clinic**, **assistance**, **civil**, **criminal**;

[i] **hymn**, **mystery**, **assembly**, **entity**, **policy**, **system**.

Exercise 2. Read the words:

flag, bottle, beg, but, bag, dog, bell, run, 'study, up, but, fun, bus, us, 'symbol, cup, pub, 'Sunday, bill, band, doll, run, dress, battle, rhythm, fog, egg, drug, milk, damp, fond, fell, fund, fill, 'ugly, fan, hot, 'pencil, sing, hat, help, hug, hymn.

По III типу слогов гласные произносятся долго. 3 тип слога это слог, в котором за ударной гласной следует **r**, который не произносится, а удлиняет звук. Например: short, burn, girl.

<i>Буква</i>	<i>Передаёт звук</i>	<i>Пример</i>
a+r	[a:]	mark
o+r	[ɔ:]	sport
e+r	[ə:]	serve
u+r	[ʊ:]	fur
i+r	[ɪ:]	sir
y+r	[ɪ:]	myrtle

Exercise 1. Read the words according to the III type of a stressed syllable.

[a:] **large**, **start**, **far**, **car**, **star**, **farm**, **dark**, **armed**, **pardon**;

[ɔ:] **form**, **fork**, **norm**, **nor**, **tort**, **performance**, **support**, **force**, **working**;

[ə:] **term**, **her**, **verse**, **preserve**;

[ʊ:] **curl**, **burst**, **turtle**, **hurt**;

[ɪ:] **girl**, **firm**, **first**, **shirt**;

[ɪ:] **Byrd**.

Exercise 2. Read the words:

park, or, her, fur, girl, car, born, fern, nurse, girl, mark, card, arm, port, start, 'dirty, 'normal, turn, 'burglary, bird, third, first, sir, Byrd, 'market, term, 'certain, force, 'German, 'perfect, 'short, 'corner, 'border.

В IV типе слога за гласной следуют **r** и гласный звук или гласный и **r**.

<i>Буква</i>	<i>Передаёт звук</i>	<i>Пример</i>
<i>a+r+злас</i>	[ɛə]	care
<i>o+r+злас</i>	[ɔ:]	bore
<i>e+r+злас</i>	[iə]	here
<i>u+r+злас</i>	[juə]	cure
<i>i+r+злас</i>	[aiə]	fire
<i>y+r+злас</i>	[aiə]	'tyrant

Exercise 1. Read the words according to the IV type of a stressed syllable.

[ɛə] prepare, rare, air, hair, fare, stare, Mary;

[ɔ:] score, court, door, floor, core, source, before, more, adore ;

[iə] mere, dear, fear, beer, severe;

[juə] curious, pure, fure, during, lure, sure;

[aiə] tire, wire, 'diary, empire, entire, hire;

[aiə] tyre, pyre.

Exercise 2. Read the words:

care, here, pure, fire, during, lyre, fare, pre'pare, rare, air , cure, re'tire, in-ter'fere, de'clare, 'piracy, 'Mary, 'period, mire, fare, hire, court, course, se'cure.

Exercise 3. Group the words according to their type of reading.

I	II	III	IV

Main, green, near, hook, good, few, town, window, soon, train, geese, say, steal, air, engineer, soon, oil, rain, day, too, moon, about, sign, our, way, down, grow, toy, crown, round, dew, took, meet, soil, fair, room, play, see, point, cry, guy, stop, case, fact, coal, exam, exit, rose, class, city, bicycle, gin, gypsy, big, as, cent.

Правила чтения английских букв и буквосочетаний

<i>буквосочетание</i>	<i>произношение</i>	<i>примеры</i>	<i>исключения</i>
ee	[i:]	meet	
ea	[i:]	sea	heavy ['hevi] head [hed] dead [ded]
ai	[ei]	main	
ay	[ei]	day	
au	[ɔ:]	pause, cause	
aw	[ɔ:]	law	
ar	[a:]	mark	
or	[ɔ:]	organ	
eu, ew	[ju:]	neutral, new	
er, ir, ur, yr	[ə:]	curly	
igh	[ai]	light	
all, al	[ɔ:l]	tall, talk	
ch, tch	[tʃ]	bench	

sh	[ʃ]	shoe	
ch	[k] в словах греческого происхождения	scheme	
ow	[ou] на конце слова в безударной позиции, [au] или в конце слова под ударением	Moscow brown	
tion sion	[ʃn] [ʒn]	station division	
th	[ð] в служебных словах и между гласными [θ] во всех остальных случаях	they, these think	
wh	[h] перед буквой <i>o</i> [w] во всех остальных случаях	who when	
oo	[u:] перед согласными и на конце слова [u] перед буквой <i>k</i>	Moon book	blood, flood
k	перед n в начале слова не произносится	knife	
c	[s] перед гласными <i>e, i, y</i> [k] во всех остальных случаях	city, cent, cycle cat, cool	
g	[dʒ] перед гласными <i>e, y</i> [g] во всех остальных случаях	college, gym give	
s	[z] после гласных, звонких согласных, между гласными [s] во всех остальных случаях	close, pens, boys stand	
x	[gz] между гласными, в остальных случаях [ks]	exam six	
ng	[ŋ]	long	
nk	[ŋk]	think	
ph	[f]	philosophy	
wr	[r] w не произносится	write	
qu	[kw]	square	
ture	[tʃə]	picture, future	
ough augh	[ɔ:]	thought daughter	

Exercise 1. Read the words minding the long sound [i:]:

bee, need, see, meet, deep, sleep, street, green, teens, Leeds, seem, read, speak, leave, sea, re'peat, peace, please, 'teacher, 'season, reason, treason, clean, meat, beat, beet, mean.

Exercise 2. Read the words minding the sounds [ʃ] и [tʃ]:

she, shock, crash, shine, shame, shoes, such, shine, much, check, teach, cheese, child, chess, rich show, ship, shop, hitch, stretch, wash, catch, match, squash, smash, choice, chicken, switch, fetch, bench.

Exercise 3. Read the words paying attention to the letter combination **ow**:
crown, down, town, crowd, brown, now, how, grow, throw, low, 'window,
'follow, show, yellow, know, slow, blow.

Exercise 4. Read the words paying attention to the letter combination **ai** и **ay**:
main, train, Spain, brain, pain, a'gain, day, stay, play, say, may, pay, lay, may,
stray, pray, sway, rain, gay, hay, strain, spray.

Exercise 5. Read the words of a Greek origin paying attention to the letter combination **ch**:

Christ, 'chronic, 'chemist, 'chemical, me'chanic, 'technology, 'character, school,
chemistry, Christmas, chronology, architect.

Exercise 6. Read the words paying attention to the letter combination **kn**:
knife, knee, knap, know, knack, known, knight, knock, knob, knot, knowledge.

Exercise 7. Read the words paying attention to the letter **c**:
'civil, nice, cake, 'citizen, club, course, city, pencil, cinema, 'factor center, cook,
bicycle, cat, 'cadet, face, can, crime, coat, coast.

Exercise 8. Read the words paying attention to the letter combination **ng** и **nk**:
long, sing, 'taking, strong, ring, bring, spring, wrong, song, wing, king, bingo,
singer, finger, gang, bank, thank, think, blank, link, pink, sink, tank, wink.

Exercise 9. Read the words paying attention to the letter combination **tion**,
sion:

ope'ration, investi'gation, oppo'sition, ins'pection, pre'vention; a'ggression,
su'ppression, de'pression, re'pression, com'pression, con'fusion, de'cision, con'tu-
sion, di'vision, super'vision, revolution.

Exercise 10. Read the words paying attention to the letter combination **oo**:
book, look, took, cook, good, room, noon, pool, soon, zoo, school, tool, wood,
boom, Moon, broom, spoon, ba'lloon, too.

Exercise 11. Read the words paying attention to the letter **s** in different posi-
tions:

rose, rosy, noisy, nose, days, guns, classes, beds, dis'posal, class, 'seven,
'absent, cross, post, sit, six, stand, smile, second, goes.

Exercise 12. Read the words paying attention to the letter combination **th**:
that, those, thus, 'weather, to'gether, think, thick, fifth, death, smith, thin, broth-
er, mother, this, theme, theater, throw, thirty, thing, though, their, they, thief, there,
the.

Exercise 13. Read the words paying attention to the letter combination **wh**:
who, whose, whom, whole, whoop, when, what, where, which, why, whose,
whole, white.

Exercise 14. Read the words paying attention to the letter combination **au, aw, ou** и **oa**:

pause, cause, fault, 'August, 'autumn, 'author, auto, law, draw, paw, 'lawyer, raw, out, proud, a'bout, round, a'mount, coat, coast, boat, foam, soap, road.

Exercise 15. Read the words minding the letting **ph**:

phone, photo, alphabet, sphere, 'physical, phi'losophy, elephant, physics, telephone, pharmacy, philharmonic, phase, phenomenon, phobia, phonetic, phrase, physiology.

Exercise 16. Group the given words according to this or that sound:

law, queen, assistance, admit, election, apply, conversion, July, court, generation, lifelong, constitution, crime, analyze, convention, juridical, generation, title, award, treaty, enforce, identify, criminal, international, legal, before.

[ʃ]	[dʒ]	[ai]	[i]	[ɔ:]

Exercise 17. Write down the words in letters:

ʌndə'grædʒuit	
lɔ:	
di'gri:	
pə'sju:	
ə'wɔ:d	
kə'riə	
'ledʒisleitʃə	

Exercise 18. Choose the words with a mute letter:

pupilage, pacific, Russian, constitution, system, several, stage, history, known, to consist, court, training, high, to develop, two, right, force, foreign, legal, people, origin, text, to write, document, most.

Правила чтения окончания ed

Окончание **ed** правильных глаголов произносится:

[t] после глухих согласных звуков (looked, liked);

[d] после звонких согласных и гласных звуков (played, loved);

[id] после звуков [t] и [d] (counted, mended).

Exercise 1. Read the words with **ed**:

united, elected, lived, moved, pressed, visited, debated, remembered, entered, divorced, used, changed, married, wanted, finished, studied, discussed, helped, played, organized.

Правила чтения окончания s

Окончание **s, es** читается:

[s] после глухих согласных звуков (looks, likes);

[z] после звонких согласных и гласных звуков (plays, loves);

[iz] после шипящих звуков (benches, wishes).

Exercise 1. Read the words with s:

[s] looks, likes, books, students, asks, makes, listens, parts, works, texts, parks, parents, aunts.

[z] plays, plans, pens, loves, boys, comes, stays, studies, answers, teachers, schools, knows, sisters, uncles, cars, citizens, countries, sizes.

[iz] benches, boxes, belongs, teaches, catches, wishes, classes, glasses, branches, languages, villages, houses, foxes, bathes.

Exercise 2. Read the words with s:

months, puts, passes, hurts, dates, sketches, stones, stars, sports, spoons, lips, shops, badges, lakes, pens, cups, speaks, goes, flies, skies, skills, dreams, feels, details, calls, writes, banners, buses, roses, clothes, becomes, woods.

Ударение в словах английского языка

В английском языке слово может нести одно или два ударения. В основном в словах ставится одно основное ударение.

Например: di 'vide, con'tain, 'driving.

Если слово состоит более чем из трех слогов, то иногда ставится дополнительное ударение (снизу).

Например: ,parlia'mentary.

Иногда в слове бывает два основных ударения.

Например: 'stone'wall.

Правило «третьего слога»

Если от конца слова третий слог ударный, его надо читать как закрытый даже в том случае, если по построению он относится к числу открытых	'benefit ['benifit] 'definite ['definit] 'delegate ['deligeit] 'cinema ['sinim]
В большинстве 3-сложных и 4-сложных 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 5–6 слогов, но в них кроме основного ударения имеется дополнительное ударение	engineer [endʒi'niə] examination [igzæmi'nei[n]

Exercise 1. Read the words, minding the stress:

popu'lation, u'nited, im'portant, 'country, 'countryside, 'legislative, e'xecutive, pro'tect, po'lice, in'ternal, a'ffairs, 'grandparents, 'stepparent, liue'tenant, 'interesting.

Exercise 2. Read the polysyllabic words, minding the stress:

independent, legislation, citizenship, ideological, abbreviation, organization, political, enthusiasm, adventure, wonderful, advertisement, development, December.

Exercise 3. Put the stress in the following words:

engineer, examination, ministry, academy, school-leaver, cadet, unreal, supernatural, multinational, practicality, expensive, whereabouts, non-elected.

Exercise 4. Read the polysyllabic words, put the stress and translate them:

fingerprint, handcuffs, policeman, keyboard, firearms, blue-eyed, businessman, crossbenchers, heartbreaking, agriculture, goalkeeper, mother-in-law, quick-witted, left-handed.

Exercise 5. Group the words according to the stress on the first or second syllable:

hobby, degree, to collect, idle, to enrich, inner, to prefer, spirits, bachelor, trainee, solicitor, barrister, chamber, complete, course, research, schedule, core, procedure, grade, apply, compulsory, tutorial, protect, reject, appoint, defend.

the first syllable	the second syllable

Numerals

Числительные в английском языке делятся на количественные, отвечающие на вопрос «сколько?», и порядковые, отвечающие на вопрос «который?».

Количественные

Порядковые

1 – one	15 – <u>fifteen</u>	<u>the first</u> (1st)
2 – two	16 – sixteen	<u>the second</u> (2nd)
3 – three	17 – seventeen	<u>the third</u> (3rd)
4 – four	18 – eighteen	the fourth (4th)
5 – five	19 – nineteen	the fifth (5th)
6 – six	20 – twenty	the sixth (6th)
7 – seven	30 – thirty	the seventh (7th)
8 – eight	40 – <u>forty</u>	the eight (8th)
9 – nine	50 – <u>fifty</u>	<u>the ninth</u> (9th)
10 – ten	60 – sixty	the tenth (10th)
11 – <u>eleven</u>	70 – seventy	the eleventh (11th)
12 – <u>twelve</u>	80 – eighty	<u>the twelfth</u> (12th)
13 – <u>thirteen</u>	90 – ninety	the thirteenth ...
14 – fourteen	100 – one hundred	the twenty-first
	1000 – one thousand	the thirty-second
		the forty-third
		the fifty-fourth

Числительные, обозначающие год

Числительные, обозначающие год, читаются в английском языке как количественные числительные, причем сначала называется число сотен лет, содержащихся в данной дате, а затем десятки и единицы. Слово «year» после числительных, обозначающих год, не употребляется.

Пример:

1800 ['eiti:n 'hʌndrɪd] 1800 год; 1909 ['nainti:n ou 'nain] 1909 год;
1978 ['nainti:n 'sevnti 'eit] 1978 год; 1983 ['nainti:n 'eiti 'θri:] 1983 год;
1909 ['nainti:n ou 'nain] 1909 год; 1978 ['nainti:n 'sevnti 'eit] 1978 год;
1983 ['nainti:n 'eiti 'θri:] 1983 год; 2000 [tu: 'θauzənd] 2000 год;
2018 [tu: 'θauzənd ei'ti:n] 2018 год.

Дроби и десятичные дроби

1/2 one half ['wʌn 'ha:f]
1/3 one third ['wʌn 'θɜ:d]
1/4 one fourth (one quarter) ['wʌn 'fɔ:θ] (['wʌn 'kwɔ:tə]
1/16 one sixteenths ['wʌn 'siksiti:nθs]
4 2/3 four and two thirds [fɔ: ənd tu: θɜ:dz]
7 ¾ seven and three quarters ['sevən ənd 'θri: 'kwɔ:təz]
0.2 two tenths ['tu: 'tenθs]
0. 51 fifty one hundredths (zero point fifty one) ['fifti 'wʌn 'hʌndrədθs]
(['ziərəu point 'fifti 'wʌn])
0.002 two thousandths ['tu: 'θauzəndθs]
1.7 one point seven ['wʌn point 'sevən]
3.492 three point four nine ['θri: point 'fɔ: 'nain]

Exercise 1. Прочитайте и переведите на русский язык порядковые и количественные числительные:

ninety, eight, the twelfth, fourteen, the sixty-eighth, fifteen, thirty, the thirteenth, two, thirty-five, four, the forty-eighth, ninety-nine, one hundred, one thousand, the ninth, the third, one, the tenth, the first.

Exercise 2. Напишите словами количественные числительные:

7, 12, 9, 11, 20, 25, 29, 30, 33, 34, 37, 40, 43, 48, 49, 50, 51, 55, 62, 64, 68, 71, 77, 82, 86, 89, 93, 94, 100.

Exercise 3. Прочитайте числительные, обозначающие года:

1917, 1941, 1945, 1957, 1905, 1812, 1970, 1856, 1902, 1979, 1980, 1983, 1984, 1981.

Exercise 4. Прочитайте десятичные дроби.

½; 2/5; 2/3; 3/5; 0.6; 5.7; 8.25; 7.246; 0.05; 0.001; 2.555; 17.325; 115.228.

Exercise 5. What's the day of the week today? Number the days of the week 1–7 in the correct order.

___ Thursday ___ Wednesday ___ Sunday ___ Saturday
 ___ Monday ___ Friday ___ Tuesday

Exercise 6. Do you know the months of the year? Number the months 1–12 in the correct order.

___ March ___ September ___ June ___ October
 ___ August ___ November ___ April ___ February
 ___ January ___ December ___ May ___ July

Exercise 7. When is your birthday? Work in pairs. Ask and answer. Count how many people have birthdays on the same month.

A: When is your birthday?

B: It's on the 1st of May. And yours?

A: It's on the 22th of November.

A: When were you born?

B: I was born on the 1st of May in 1999.
And you?

A: I was born on the 22th of November in 2000.

II. FOCUS ON GRAMMAR

1. Word order

В обычном утвердительном предложении подлежащее ставится непосредственно перед сказуемым (глаголом). Прямое дополнение, когда оно есть, идет сразу после глагола.

Подлежащее + сказуемое + прямое дополнение

Eg.: They bought a car.

We can't do that.

Если в предложении есть еще какие-либо части – косвенные дополнения или обстоятельства – они обычно занимают строго определенное место.

Косвенное дополнение ставится *после* прямого дополнения, если оно содержит предлог *to*. Косвенное дополнение ставится *перед* прямым дополнением, когда то отсутствует.

Eg.: The teacher gave dictionaries to the pupils.

The teacher gave them dictionaries.

Обстоятельство может ставиться в трех местах:

1. *Перед подлежащим (обычно это обстоятельства времени)*

In the morning he was reading a book.

2. *После дополнения (сюда можно поставить практически любое наречие или*

обстоятельственный оборот):

He was reading a book at the library.

3. Между вспомогательным и основным глаголом (как правило, это короткие наречия):

He has already read this book.

Exercise 1. Put the words into the correct order to make a sentence.

1. Paul, name, my, is. 2. old, eighteen, I, years, am. 3. a, am, I, cadet. 4. officer, a, I, future, am, police. 5. in, I, Yekaterinburg, live. 6. Tumen, from, am, I. 7. have, bothers, I, two. 8. 2018, school, I, in, finished. 9. a, mother, teacher, my, is. 10. is, hobby, reading, my, books.

II. Verb «to be»

Глагол *to be* употребляется как смысловой, вспомогательный, модальный и как глагол-связка. Как смысловой глагол *to be* переводится на русский язык глаголами «быть, есть, являться, находиться». В предложениях русского языка в настоящем времени этот глагол, как правило, опускается: *They are at home*. Они (находятся) дома.

Спряжение глагола *to be* в простом настоящем, прошедшем и будущем времени.

	Simple		
	+	–	?
P r e s e n t	am / is / are <i>I am a student.</i> <i>She is beautiful.</i> <i>He is at work.</i> <i>It is warm.</i> <i>You/we/they are busy.</i>	am not / isn't / aren't <i>I am not a student.</i> <i>She isn't beautiful.</i> <i>He isn't at work.</i> <i>It isn't warm.</i> <i>You/we/they aren't busy.</i>	Am / Is / Are...? <i>Am I a student?</i> <i>Is she beautiful?</i> <i>Is he at work?</i> <i>Is it warm?</i> <i>Are you/we/they busy?</i>
Period of time: usually, often, always, seldom, every day (week, month, year)			
P a s t	was / were <i>I was a student.</i> <i>She was beautiful.</i> <i>He was at work.</i> <i>It was warm.</i> <i>You/we/they were busy.</i>	wasn't / weren't <i>I wasn't a student.</i> <i>She wasn't beautiful.</i> <i>He wasn't at work.</i> <i>It wasn't warm.</i> <i>You/we/they weren't busy.</i>	Was / were...? <i>Was I a student?</i> <i>Was she beautiful?</i> <i>Was he at work?</i> <i>Was it warm?</i> <i>Were you/we/they busy?</i>
Period of time: yesterday, the day before yesterday, last week (month, year), long ago			
F u t u r e	will be <i>I will be a student.</i> <i>She will be beautiful.</i>	won't be (will not be) <i>I won't be a student.</i> <i>She won't be beautiful.</i>	Will...be? <i>Will I be student?</i> <i>Will she be beautiful?</i> <i>Will he be at work?</i>

r e	<i>He will be at work. It will be warm. You/we/they will be busy.</i>	<i>He won't be at work. It won't be warm. You/we/they won't be busy.</i>	<i>Will it be warm? Will you/we/they be busy?</i>
Period of time: tomorrow, the day after tomorrow, next week (month, year)			

Exercise 1. Fill in the gaps using the correct form of the verb to be in Present, Past, and Future Simple Tenses:

<i>Present Simple</i>	<i>Past Simple</i>	<i>Future Simple</i>
1. I ____ at home.	1. I ____ at home.	1. I ____ at home.
2. He ____ an engineer.	2. He ____ an engineer.	2. He ____ an engineer.
3. She ____ beautiful.	3. She ____ beautiful.	3. She ____ beautiful.
4. It ____ big.	4. It ____ big.	4. It ____ big.
5. You ____ in the USA.	5. You ____ in the USA.	5. You ____ in the USA.
6. We ____ at work.	6. We ____ at work.	6. We ____ at work.
7. They ____ in Canada.	7. They ____ in Canada.	7. They ____ in Canada.

Exercise 2. Complete the sentences with the verb «to be».

1. I ____ a student. 2. My father ____ at work today. 3. Alex and Daniel ____ my cats. 4. Tom ____ on holiday last summer. 5. Dino ____ not at home tomorrow. 6. ____ it warm yesterday? 7. My books ____ on the shelf. 8. I ____ busy tomorrow. 9. My mother ____ not in the living room. 10. Kate and Emily ____ good friends. 11. They ____ good at tennis when ____ young. 12. ____ they in Amsterdam this week? 13. The pupils ____ not at school today. 14. It ____ Monday. 15. I ____ at home. 16. ____ it your bag? 17. We ____ not friends. 18. My name ____ Scarlett and I ____ twenty-one. 19. What ____ your surname?

III. Verb «to have»

Глагол *to have* употребляется как смысловой, вспомогательный и модальный глагол. В качестве смыслового глагола *to have* имеет значение владения, обладания чем-либо и соответствует русскому «у меня (него, нее и т. д.) есть...»: *I have a sister.* (У меня есть сестра.)

Как вспомогательный глагол употребляется во временах *Perfect* (в сочетании со страдательным причастием) и в выражении *have got*: *I have entered the university.* (Я поступил в университет.) *She has got a cat.* (У нее есть кошка.)

Как модальный глагол имеет значение «должен, вынужден, приходится»: *I have to do my homework.* (Я должен делать домашнее задание.)

Глагол *to have* в сочетании с некоторыми существительными (*breakfast, shower, lesson, classes* и др.) утрачивает свое первоначальное значение «иметь» и приобретает иное значение: завтракать (*to have breakfast*), ужинать (*to have dinner*), заниматься (*to have classes*), обозначая тем самым действие.

	Simple		
	+	–	?
P r e s e n t	have / has <i>I/you/we/they have an apple.</i> <i>She/he has a dog.</i>	don't have / doesn't have <i>I/you/we/they don't have an apple.</i> <i>She/he doesn't have a dog.</i>	Do / does...have? <i>Do I/you/we/they have an apple?</i> <i>Does she/he have a dog?</i>
Period of time: usually, often, always, seldom, every day (week, month, year)			
P a s t	had <i>I/you/we/they had an apple.</i> <i>She/he had a dog.</i>	didn't have <i>I/you/we/they didn't have an apple.</i> <i>She/he didn't have a dog.</i>	Did...have? <i>Did I/you/we/they have an apple?</i> <i>Did she/he have a dog?</i>
Period of time: yesterday, last week (month, year), long ago			
F u t u r e	will have <i>I/you/we/they will have an apple.</i> <i>She/he will have a dog.</i>	won't have <i>I/you/we/they won't have an apple.</i> <i>She/he won't have a dog.</i>	Will...have? <i>Will I/you/we/they have an apple?</i> <i>Will she/he have a dog?</i>
Period of time: tomorrow, next week (month, year)			

Exercise 1. Choose the correct form of the verb «to have» for each sentence:

1	My sisters all ___ families.	a) has	b) have
2	The teacher ___ a yellow shirt.	a) have	b) has
3	My brother ___ a great job.	a) has	b) have
4	Does he ___ a dog?	a) has	b) have
5	They don't ___ a lot of money.	a) has	b) have
6	My cousin and his wife ___ three children.	a) has	b) have
7	Does your friend ___ a sister?	a) has	b) have
8	Yes, my friend ___ a sister.	a) has	b) have
9	My neighbor ___ a mailbox.	a) doesn't have	b) don't have
10	They ___ time to play with us.	a) doesn't have	b) don't have

Exercise 2. Complete the sentences with the verb to have.

1. The Smiths ___ a good house in the suburbs. 2. We ___ much work to do yesterday. 3. She ___ (not) a meeting at the university tomorrow. 4. Usually we ___ short breaks between lectures. 5. Oliver ___ little free time. 6. Emma ___ many English books at home. 7. Students ___ much free time next August. 8. We

___(not) good holidays last winter. 9. This team ___ many fans. 10. I ___(not) much work to do today.

IV. Singular / Plural nouns

Основным способом образования множественного числа имён существительных является прибавление окончания **-s** или **-es** к форме существительного в единственном числе.

-s	-es
a cat – cats a bag – bags a rose – roses	a glass – glasses a fox – foxes a watch – watches a bush – bushes

Имена существительные, оканчивающиеся на **-y** с предшествующей согласной, образуют множественное число путём прибавления окончания **-es**, причём **-y** меняется на **-i**. Например, a dictionary – dictionaries.

Но: a boy – boys, a day – days (перед **-y** стоит гласная). Некоторые имена существительные, оканчивающиеся на **-f**, **-fe**, образуют множественное число путём изменения **-f** на **-v** и прибавлением окончания **-es**: a half – halves, a wolf – wolves, a wife – wives.

Но: roof – roofs, safe – safes.

Запомните форму множественного числа следующих существительных:

a man – men a goose – geese

a woman – women a tooth – teeth

a child – children a foot – feet

a mouse – mice an ox – oxen

Но: an Englishman – Englishmen; a Frenchman – Frenchmen; a German – Germans.

Запомните три существительных, имеющих во множественном числе ту же форму, что и в единственном:

a sheep – sheep

a deer – deer

a swine – swine

Exercise 1. Give the plural form of the nouns:

a table, a plate, a fox, a room, a lady, a knife, a chair, a bus, a Negro, a match, a way, a house, a family, a flag, a town, a wolf, a country, a lion, a park, a play.

Greetings, introductions

1.	Good morning.	Доброе утро.
2.	Good afternoon.	Добрый день.
3.	Good evening.	Добрый вечер.
4.	Hello (Hi!)	Здравствуйте! (Привет!)
5.	How do you do?	Здравствуйте (при знакомстве)

6.	Nice to meet you.	Приятно (рад(а)) познакомиться.
7.	Glad to meet you.	Приятно (рад(а)) познакомиться.
8.	Pleased to meet you.	Приятно (рад(а)) познакомиться.
9.	How are you?	Как дела? Как поживаете?
10.	I'm fine, thanks.	Прекрасно, спасибо.
11.	Not so bad, thanks.	Неплохо, спасибо.
12.	And what about you? (And you?)	А Вы?
13.	What's your name?	Как Вас зовут?(Ваше имя?)
14.	My name is...	Меня зовут...
15.	What's your family name / sur-name / last name?	Ваша фамилия?
16.	My family name / surname / last name is...	Моя фамилия...
17.	Let me introduce myself.	Разрешите представиться.
18.	Let me introduce my colleague to you.	Позвольте представить Вам моего коллегу.
19.	What are you (what do you do)?	Чем Вы занимаетесь?
20.	What is your occupation (pro- fession)?	Ваша профессия?
21.	What country are you from?	Откуда Вы? Из какой Вы страны?
22.	Where are you from?	Откуда Вы?
23.	I'm from...	Я из...
24.	What is your nationality?	Ваше гражданство?
25.	I'm British.	Я гражданин Великобритании.
26.	What delegation do you belong to?	Из какой Вы делегации?
27.	What languages do you speak?	На каких языках Вы говорите?
28.	I speak Russian/ English / French / German	Я говорю на русском / английском / французском / немецком
29.	Do you speak English?	Вы говорите по-английски?
30.	Yes, I do (a little).	Да, я говорю (немного).
31.	What's your phone number?	Ваш номер телефона?
32.	How old are you? I'm 30.	Сколько Вам лет? Мне 30 лет.
33.	Good bye! Bye!	До свидания!
34.	Good luck!	Удачи!
35.	See you later.	До скорой встречи! (Увидимся.)

Exercise 1. Read the given dialogues and make your own ones using the phrases from the table above.

1

R. Hello, my name is Tom. What's your name?

S. Hello, Tom. I'm Alex. How are you?

R. I'm fine, thank you. And you?
S. I'm fine too. Nice to meet you, Tom.
R. Nice to meet you too.
S. See you later. Bye!

2

R. Hello, my name is Alec. What's your name?
S. Hello, Alec. I'm Igor.
R. Where are you from?
S. I'm from Russia. And what about you?
R. I'm from Canada.
S. What's your surname?
R. My surname is Jones. And what about you?
S. My surname is Petrov. It's a common surname in Russia.
R. I see. What's your phone number?
S. My phone number is 7 919 534 2178. And what's your phone number?
R. My phone number is 1 416 955 5599.
S. What are you?
R. I'm a journalist. And you?
S. I'm a police officer.
R. Nice to meet you, Igor.
S. Nice to meet you too.
R. OK, bye! See you later.

Exercise 2. Fill in the gaps.

1

– Hello, my name is Peter. What's your name?

–

– Nice to meet you, Oleg.

–

2

–

– I'm fine, thank you, Peter. And you?

–

– See you later. Bye!

UNIT 2. COUNTRY STUDIES. THE USA AND THE UK

Grammar. Articles

Text 1. Great Britain

Text 2. The United States of America

Text 3. Fifty States

I. LEAD-IN

Exercise 1. Have a look at the map and say what proper names are known to you.



II. TOPICAL VOCABULARY

coast	побережье
British Isles [aɪls]	Британские острова
English Channel	пролив Ла-Манш
Strait of Dover	Дуврский пролив (Па-де-Кале во Франции)
surface	поверхность
mountainous	гористый
the Highlands	Северо-Шотландское нагорье
valley	долина
the Lowlands	Шотландская низменность
Gulf Stream	Гольфстрим
to influence	оказывать влияние
mild	умеренный

Text 1. Great Britain

The United Kingdom of Great Britain and Northern Ireland is located on the Northwest coast of Europe. The UK consists of four parts: England, Wales, Scotland, and Northern Ireland. Their capitals are London, Cardiff, Edinburgh and Belfast. The British Isles consist of 2 main islands, Great Britain and Ireland, and about 5,000 small islands. Their total area is more than 242,000 square kilometres. They are separated from the continent by the English Channel and the Strait of Dover. The west coast is washed by the Atlantic Ocean and the Irish Sea, the east coast is washed by the North Sea.

The surface of the British Isles varies very much. The north of Scotland is mountainous and is called Highlands. The south, which has beautiful valleys and plains, is called Lowlands. The north and west of England are mountainous, but the eastern, central and south-eastern parts of England are a vast plain. Ben Nevis in Scotland is the highest mountain (1343 m).

There are a lot of rivers in Great Britain: the Severn is the longest, the Thames is the deepest and the most important. The North Sea, the Atlantic Ocean and the warm waters of the Gulf Stream influence the climate of the British Isles. It is mild the whole year round. The British national flag is called the Union Jack.

Exercise 2. Find in the text the English equivalents to the Russian word combinations.

располагаться на, побережье Европы, Британские острова, обширная равнина, Дуврский пролив, пролив Ла-Манш, омываться, равнины и долины, отделяться от континента, теплые воды Гольфстрима, общая площадь, оказывать влияние, умеренный климат, северно-западное побережье.

Exercise 3. Answer the following questions.

1. Where is Great Britain located? 2. What countries does the country border on? 3. What divides the country from the main continent? 4. What seas is the coun-

try washed by? 5. How many parts are there in the UK? Find their capital cities on the map. 6. What other cities do you know? What can you tell your group mates about them? 7. Think about the climate in the country according to its location. What affects it? 8. Are there any mountains in Great Britain?

Text 2. The United States of America

Exercise 4. Study the vocabulary

to occupy	занимать
Gulf of Mexico	Мексиканский залив
District of Columbia	округ Колумбия
to separate	разделять
to stretch	простирается
the Hudson River	река Гудзон
the Appalachian Mountains	Аппалачи (горная система)
the Cordilleras	Кордильеры (горная система)
Great Lakes	Великие озера



The United States of America is located in the central part of North America. They occupy a large territory of 9 million square kilometres. The USA is washed by the Atlantic Ocean in the east, by the Pacific Ocean in the west and by the Gulf of Mexico in the south. In the North the USA borders on Canada and in the South on Mexico.

The population of the USA is more than 300 million people. The USA consists of 50 states and federal District of Columbia. The state Alaska is separated from the territory of the USA by Canada. The Hawaii are located in the Pacific Ocean.

Washington, D.C. is the capital of the country. New York is the largest city and port. Other big cities are Boston, Chicago, San Francisco, Los Angeles, Baltimore, Seattle and many others.

The continental part of the USA consists of the highland regions and 2 lowland regions. The highland regions are the Appalachian Mountains in the east and the Cordillera in the west, which stretches on the territories of the USA, Canada, Mexico and other countries. Between them are the central lowlands which are called the prairie, and eastern lowlands called the Mississippi valley.

The USA is a land of rivers and lakes. The northern state of Minnesota is a land of 10,000 lakes. The region of 5 Great Lakes is located in the north. The longest rivers are the Mississippi, the Rio Grande, the Missouri, the Colorado and the Columbia. New York is located on the Hudson River.

Exercise 5. Find in the text the English equivalents to the Russian word combinations.

Мексиканский залив, штат, простирается на территории США, Кордильеры, долина Миссисипи, восточная низменность, Великие Озера, население, прерия, Тихий океан, Аппалачи, округ Колумбия, Гудзон, Гавайи, столица страны, граничить с Канадой и Мексикой, занимать территорию.

Exercise 6. Answer the questions.

1. What is the full name of the USA? 2. Where is it located? 3. How many states are there in the USA? 4. What is the total area of the country? 5. What separates Alaska from the territory of the USA? 6. What oceans and seas wash the country? 8. Are there any mountains in the United States? 9. What are the longest rivers in the country? 10. What type of climate is there in the USA?

Exercise 7. Translate from Russian into English.

1. США включают центральную часть Северной Америки, Аляску и Гавайи. 2. США граничит с Канадой, Мексикой и имеет морскую границу с Россией. 3. Общая площадь – 9 миллионов кв. километров. 4. Население страны составляет 300 миллионов человек. 5. Самые высокие горы в Америке – Скалистые горы, Кордильеры и Аппалачи. 6. Самые крупные реки – Миссисипи, Миссури и Рио-Гранде. 7. Климат в стране варьируется от арктического до континентального и субтропического.

Text 3. Fifty States

50 states have joined to make one nation. The United States didn't always have 50 states. At first there were 13. As the United States grew, more states joined the union. The last two states to join were Alaska and Hawaii. They both joined in 1959.

The size of each state is different. Alaska is the biggest state. Rhode Island is the smallest one. Alaska is 500 times bigger than Rhode Island.

More than 300 million people live in the United States. The people come from all over the world. People often name new cities after those where they come from. For example, in the United States you will find Paris, Rome, Delhi, and Frankfurt. The state with the highest population is California. The state with the lowest population is Alaska.

Each state has its own name. More than a half of the states have names of American Indian origin. Each state also has a flag with colours that have a special meaning for the state. The flag is the emblem, or the symbol of the state. There are also state flowers, trees, and birds. The national flag is called "Stars and Stripes".

Exercise 8. Answer the questions.

1. How many states are there in the USA now?
2. How many states were there in the USA at first?
3. What were the last two states to join?
4. When did Alaska and Hawaii join?
5. Which is the biggest state?
6. Which is the smallest state?
7. Which is the state with the highest population?
8. Which is the state with the lowest population?

Exercise 9. Make up the summary of the text 'Fifty States'. Use the following structure:

1. The title of the text is... / The text is entitled...
2. The text is about... / The main idea of the text is...
3. I learned that...
4. I found the text interesting/informative/topical/cognitive/boring/amusing, because...
5. In conclusion, I'd like to say that...

III. FOCUS ON GRAMMAR: ARTICLES

Артикль – это служебная часть речи, которая служит для выражения категории определенности или неопределенности предмета, выраженного существительным.



В английском языке существуют два артикля: определенный **the** и неопределенный **a (an)**.

Eg: The boy has a ball. – У мальчика есть мячик.

Определенный артикль **the** произошел от указательного местоимения *that*. Определенность означает, что предмет индивидуализирован, выделен из всех остальных предметов этого вида, а неопределенность представляет собой более общую ссылку на этот тип предметов в целом.

Неопределенный артикль **a (an)** произошел от числительного *one* (один из, любой): *not a word* – ни (одного) слова, *a cup or two* – (одна) чашка или две.

Если существительное начинается с согласного звука, то используется форма **a**, если с гласного – форма **an**:

a tree, a worker, a hero

an apple, an engineer, an hour

Нулевой артикль или его отсутствие перед значимым существительным имеет место в определенных случаях при употреблении множественного числа, имен собственных, географических названий, неисчисляемых и абстрактных существительных и пр.: *people, water, Europe*.

Exercise 10. Put the article in the proper names where it is necessary.

_____ United Kingdom, _____ Great Britain, _____ Northern Ireland, _____ Europe, _____ England, _____ London, _____ British Isles, _____ English Channel, _____ Strait of Dover, _____ Atlantic Ocean, _____ North Sea, _____ Scotland, _____ Highlands, _____ Ben Nevis, _____ Union Jack, _____ United States, _____ America, _____ North America, _____ Pacific Ocean, _____ Gulf of Mexico, _____ Canada, _____ Mexico, _____ District of Columbia, _____ Alaska, _____ Washington, D.C., _____ New York, _____ Los Angeles, _____ Cordillera, _____ Mississippi, _____ Hudson River.

Exercise 11. Put the proper article where it is necessary.

1. Everyone in our country knows Lomonosov, ___ founder of ___ first Russian university. 2. Nekrasov, ___ famous Russian poet, described ___ life of ___ Russian peasants. 3. I don't want to miss ___ concert which will take place at ___ Philharmonic on ___ 15th of ___ April. 4. He graduated from ___ university six years ago. Now he is ___ scientist. And though he is ___ young scientist, his name is well known. 5. My aunt is ___ teacher of ___ physics. 6. Yesterday I read ___ book by Dickens, ___ famous English writer. 7. I am sorry, I don't know ___ way to ___ nearest cafe: I am ___ stranger here myself. 8. ___ town I was born in is on ___ Volga. 9. Who is ___ author of this book? 10. ___ quarter of ___ hour was left before ___ beginning of ___ concert. We entered ___ hall and saw ___ group of ___ pupils of our school. We joined them. 11. During ___ vacation I attended some interesting lectures. I remember two of ___ lectures best of all. They were about ___ Russian music. 12. I am sure he won't stay in ___ town for ___ vacation. 13. Two weeks are left before ___ end of ___ school year. ___ examinations are

coming. On ___ first of ___ June we will take ___ examination in ___ literature. 14. Today is my day off. I am going to spend ___ day in ___ country. 15. My brother brought ___ new book yesterday. When I looked at ___ title, I was very glad: it was ___ book which I had wanted to get for ___ long time. 16. My sister is acquainted with ___ actor who played ___ leading part in ___ play you saw yesterday.

Exercise 12. Read the text and complete it with proper articles.

At ___ beginning of ___ 19th century ___ little boy was born in ___ family of John Dickens, ___ clerk at ___ office in ___ Portsmouth, and was named Charles. He had ___ sister who was older than himself, and there were several other children in ___ family. When Charles was seven, he was sent to ___. school. He was not ___ strong child. He did not like to play ___ cricket or ___ football and spent all his free time reading. In 1821 ___ family went to ___ London, and little Charles left behind him ___ happiest years of his childhood. His father was in ___ money difficulties, and ___ family became poorer and poorer ___ boy had to give up his studies. Mr. Dickens was put into ___ debtors' prison. Little Charles learned to know all ___ horrors and cruelty of ___ large capitalist city. He had to go to work at ___ blacking factory. He worked there from ___ morning till ___ night. When his father came out of prison, Charles was sent to ___ school for some time. Soon he got work as ___ clerk. Then he learned ___ stenography and became ___ reporter in Parliament. In 1836 at ___ age of 24 Charles Dickens published his first book. It was ___ collection of ___ stories. ___ title of ___ book was «Sketches by Boz». There were followed by «Pickwick Papers» and «Oliver Twist» and many other famous novels. Charles Dickens is one of ___ greatest writers of ___ 19th century. His novels are now translated into most languages of ___ world.

UNIT 3. THE LEGISLATURE AND EXECUTIVE BRANCHES OF GOVERNMENT OF THE USA

Grammar. Modal Verbs

Text 1. The USA Political System

Text 2. The System of Checks and Balances

I. LEAD-IN

Exercise 1. Answer the following questions:

1. What do you know about the legislature and executive branches of government of the USA?
2. Do you think that the legislature and executive branches of power of the USA and Russia are similar or different?

II. TOPICAL VOCABULARY

to vest (in)	наделять (правом)
to be made up of	состоять из
the House of Representatives	Палата Представителей (нижняя палата Конгресса США)
the Senate	Сенат (верхняя палата Конгресса США)
senator	сенатор
to pass the law	принимать закон
District Court	Окружной суд
Chief Justice	Верховный судья
associate justice	помощник Верховного судьи (член Верховного суда)

Text 1. The USA Political System

The USA is a constitutional republic. Under the Constitution, the federal government is divided into three branches.



The *legislative branch* is vested in Congress. It's made up of 2 houses: the House of Representatives and the Senate. There are 100 senators and 435 members in the House of Representatives. Each state has 2 senators, who are elected every 6 years. The Representatives are elected every 2 years. The main function of the Congress is to make laws. The President can veto the bill.

The Congress can pass the law if it gets a two-thirds majority vote. The Vice-President of the USA is president of the Senate.

The *executive branch* of the government puts the country's laws into effect. The President of the USA is a member of the executive branch. He is both the head of the State and of government. The President is commander-in-chief of the armed forces, he proposes bills to Congress, makes treaties, and appoints higher officers. He must be at least 35 years old, be a natural citizen of the USA, live in the USA at least 14 years. The President is elected every four years and cannot serve more than 2 terms.

The *judicial branch* of the government is the system of courts in the USA (Federal District Courts, 11 Federal Courts and the Supreme Court). Its main function is to enforce laws. The Supreme Court is the highest court in the country. It consists of 9 justices: one Chief Justice and 8 associate justices. They are appointed for life. The Supreme Court makes sure that people obey the laws. It can also decide if a law is constitutional.

Exercise 2. Say if the statement is TRUE or FALSE.

1. The USA is a presidential constitutional monarchy. 2. The Congress is made up of 2 houses: the House of Representatives and the Senate. 3. Each state has 6 senators, who are elected every 2 years. 4. The President of the USA is a member of the legislative branch. 5. The President is elected every four years and can serve more than 2 terms. 6. The Federal District Court is the highest court in the country. 7. It consists of one Chief Justice and eight associate justices. 8. They are appointed for five years.

Exercise 3. Translate from Russian into English.

1. США – конституционная республика. 2. В Америке законодательная власть осуществляется конгрессом, состоящим из Сената и Палаты Представителей. 3. Палата Представителей включает представителей от каждого штата, избираемых сроком на 2 года. 4. Вице-президент – председатель Сената, а спикер – председатель Палаты Представителей. 5. Президент избирается на 4 года и назначает членов кабинета. 6. Верховный суд решает спорные вопросы между штатами и может наложить вето на закон, если он противоречит конституции. 7. Губернатор – глава штата.

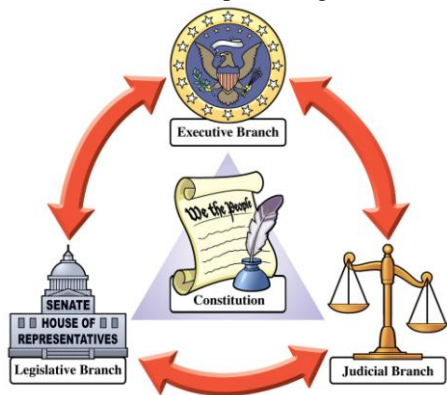
Exercise 4. Complete the sentences. Act out the dialogue.

- Do you know the full name of the USA?
- Yes, I do. It is *the United States of America*.
- What is the President's name?
- His / her name is...
- Who is the Vice-President now?
- ___ is.
- Which party is now in power in the USA?
- The ... Party.

- Why do tourists like to visit the United States?
- It is a very beautiful country. There are ____

Text 2. The System of Checks and Balances

The division of government power among three separate but equal branches provides for a system of checks and balances. The powers given to each are carefully balanced by the powers of the other two. Each branch serves as a check on the others. For example, Congress has the power to make laws, but the President



may veto any act of Congress. In its turn, Congress can refuse to provide funds requested by the President. The Supreme Court can overturn laws passed by Congress and signed by the President. The President appoints judges, but the Senate reviews his candidates and has the power to reject the choices.

The system of checks and balances makes compromise and consensus necessary. With this system, no branch of government has superior power. Compromise is also vital aspect of other levels of government in the United States. This system protects against extremes. It means, for example, that new presidents cannot change governmental policies just as they wish.

Exercise 5. Complete the sentences with words and phrases from the text.

1. The system of checks and balances makes ____ necessary. 2. The powers of one branch ____ carefully ____ by the powers of the other two. 3. No branch of government has _____. 4. Each branch serves as a ____ on the others. 5. The division of government power among three branches provides for a _____. 6. The President ____ judges, but the Senate can ____ the choices. 7. Congress has the power to ____, but the President may ____ any act of Congress. 8. Compromise is also ____ of the other levels of government in the US. 9. This system ____ against extremes. 10. The Supreme Court can ____ laws, passed by Congress and signed by the President.

Exercise 6. Find the answers to the following questions in text 2.

1. What does the division of government power among three branches provide for? 2. Are the powers of one branch balanced by the powers of the other two? 3. What does each branch serve as? Give the examples of the separation of powers among three branches. 4. Which branch of government has superior power? 5. What is the role of compromise in the American system of running the country?

Exercise 7. Make a summary to text 2:

1. The title of the text is ____ / The text is entitled ____ . 2. The text is about ____ / The main idea of the text is ____ . 3. I learned that ____ . 4. I found the text *interesting/ informative/ topical/ cognitive/ boring/ amusing*, because ____ . 5. In conclusion, I'd like to say that ____ .

III. FOCUS ON GRAMMAR: MODAL VERBS

Основные модальные глаголы **can (could)**, **may (might)**, **must**. Они не обозначают действия, а выражают лишь отношение к нему, т.е. возможность, вероятность или необходимость совершения действия.

Модальные глаголы имеют следующие особенности:

1. Они не имеют неличных форм (причастия, герундия, инфинитива).
2. Глаголы **can (could)**, **may (might)** имеют формы настоящего и прошедшего времени, глагол **must** – только форму настоящего времени. Недостающие формы прошедшего и будущего времени восполняются эквивалентами модальных глаголов: *can – to be able (to)*, *may – to be allowed (to)*, *to be permitted (to)*, *must – to have (to)*, *to be (to)*.
3. Не изменяются по лицам (в 3-м лице нет окончания -s).
4. Вопросительную и отрицательную форму образуют без вспомогательного глагола **do**.

Модальный глагол **can (could)** (мочь, уметь) выражает:

1. Возможность, умение.

He can write articles. – Он может (умеет) писать статьи.

2. Предположение с Perfect Infinitive в утвердительном предложении и переводится словом *возможно*. Perfect Infinitive всегда переводится глаголом прошедшего времени.

He can have written articles. – Он, возможно, написал статьи.

He can't write (have written) articles. – Не может быть, что он пишет (писал) статьи.

Заместитель модального глагола *to be able (to)* (быть в состоянии).

She will be able to help you. – Она сможет помочь тебе.

Модальный глагол **may (might)** (можно) выражает:

1. Просьбу (в вопросительных предложениях), разрешение (в утвердительных предложениях).

May I ask you a question? – Можно мне задать Вам вопрос?

You may take part in the conference. – Вы можете участвовать в конференции.

2. Предположение, возможность с Infinitive или Perfect Infinitive и переводится словами «возможно», «может быть».

They may study (have studied) French. – Они, возможно, учат (выучили) французский язык.

Заместители глагола **may – to be allowed (to)**, **to be permitted (to)** – иметь разрешение.

We are permitted to go to the library. – Нам можно пойти в библиотеку.

Модальный глагол **must** (должен) выражает:

1. Долг, необходимость.

He must investigate this case. – Он должен расследовать это уголовное дело.

2. Предположение с Infinitive или Perfect Infinitive и переводится словами «должно быть», «вероятно».

He must investigate (have investigated) this case. – Он, должно быть, расследует (расследовал) это уголовное дело.

can	мочь, уметь	<i>He can do this task himself.</i> Он может сделать это задание (он умеет / знает / в состоянии)
may	мочь, иметь разрешение; иметь вероятность	<i>My friend may deal with this investigation.</i> Может быть, мой друг займется этим расследованием? <i>May I call you tonight?</i> Можно мне позвонить тебе сегодня вечером?
must	должен, обязан; должно быть	<i>We must interrogate him immediately.</i> Мы должны допросить его немедленно. <i>She must know the suspect of the crime quite well.</i> Должно быть, она довольно хорошо знает подозреваемого в совершении преступления.
should (ought to)	должен, следует, рекомендуется	<i>He should be more careful during the interrogation.</i> Ему следует быть более внимательным во время допроса.
to be (to...)	должен (согласно плану, договоренности и т. д.)	<i>When is the conference to start?</i> Когда должна начаться конференция?
to have (to...)	должен (вынужден, приходится)	<i>Police have to perform many functions.</i> Полиции приходится выполнять много функций.

Exercise 8. Translate these sentences into Russian paying attention to the modal verbs.

1. Police must face great challenges during the Olympic Games. 2. Interpol must combat international organized crime. 3. How can I help you? 4. Could you tell me the history of the creation of Interpol? 5. He should call the Headquarters of Europol in the Hague? 6. The Ceremony is to start at 9 a.m. 7. Foreigners in our country have to obey the rules.

Exercise 9. Fill in the blanks using MUST, MUSTN'T, DON'T HAVE TO, SHOULD, SHOULDN'T, MIGHT, CAN, CAN'T !

1. Rose and Ted ____ be good players. They have won hundreds of cups! 2. You ____ pay to use the library. It's free. 3. I'm not sure where my wife is at the moment. She ____ be at her dance class. 4. Jerry ____ be working today. He never works on Sundays. 5. You ____ be 18 to see that film. 6. You ____ hear this story. It's very funny. 7. Dad ____ go and see a doctor. His cough is getting worse all the time. 8. You don't have to shout. I ____ hear you very well. 9. It ____ be him. I saw him a week ago, and he didn't look like that. 10. You look pretty tired. I think you ____ go to bed early tonight.

Exercise 10. *Make up questions using Modal Verb Can.*

Example: The election campaign can last three weeks.

Can the election campaign last three weeks?

1. Each branch can serve as a check of the other two. 2. The President can veto any act of Congress. 3. Congress can refuse to provide funds requested by the President. 4. The Supreme Court can overturn laws passed by Congress. 5. The President can appoint judges. 6. The Senate can review the President's candidates. 7. This system can protect against extremes.

Exercise 11. Translate into Russian paying attention to the verbs 'can/could', 'may', 'must', 'should', 'to have to'.

1. A higher court may reverse or over-rule the decision of a lower court. 2. There are two legal principles which can be drawn from the judgment. 3. If the criteria for detention are not satisfied, the person must be released immediately. 4. In Sweden, parents can be prosecuted for physical punishing their children and children have a limited capacity to divorce their parents. 5. If it were not for the law, you could not go out in daylight without the fear of being kidnapped, robbed or murdered. 6. It should be noted that the United Kingdom has incorporated the legal system of the European Union since 1972. 7. Civil decisions may be appealed to the county courts. 8. The Speaker of the House of Commons has to be completely impartial. 9. Trade secret needn't be registered. 10. The US President shall be elected every 4 years.

Exercise 12. Fill in the blanks with 'can', 'may', 'must'.

1. In appellate courts each judge ____ state the principle in different languages. 2. The investigation ____ be completed in a week. 3. The jury's verdict ____ be based solely on the evidence properly brought out at the trial. 4. Punishment ____ be designed to reform and rehabilitate the wrongdoer so that they will not commit the offence again. 5. The harm ____ be physical, emotional or financial. 6. EC regulations are directly applicable laws which ____ be applied and respected by all Member States. 7. The concept of defense ____ not be confused with that of mitigation – reasons your punishment ____ not be harsh. 8. In the United States, trademarks ____ be registered on both the federal and state levels, but more protection is available by registering the mark on the federal level. 9. Material does not ____ be printed or distributed for copyright protection. 10. In order for a treaty to be valid, it ____ be adopted by free consent of the contracting parties.

UNIT 4. THE LEGISLATURE AND EXECUTIVE BRANCHES OF POWER OF THE UK

Grammar. Passive Voice

Text 1. The UK Political System

Text 2. The British Parliament

I. LEAD-IN

Exercise 1. Answer the following questions:

1. What do you know about the legislature and executive branches of power of the UK?
2. Do you think that the legislature and executive branches of power of the UK and Russia are similar or different?

II. TOPICAL VOCABULARY

parliamentary monarchy	парламентская монархия
the Church of England	Англиканская церковь (возникла в XVI в.)
the Commonwealth (of Nations)	Содружество (наций)
the House of Lords	Палата Лордов
the House of Commons	Палата Общин
issue	вопрос, проблема
to challenge	оспаривать
the Cabinet	кабинет министров, правительство
to derive	получать
Shadow Cabinet	теневого кабинет (кабинет министров, назначаемый лидерами оппозиции)
Conservative Party	Консервативная партия
Labour Party	Лейбористская партия
final appellate tribunal	суд последней апелляционной инстанции
to determine	регулировать, определять
common law (of England)	общее право Англии (как совокупность прецедентного и статутного права)

Text 1. The UK Political System



The UK is a parliamentary monarchy. This means that it is governed by the Parliament and a monarch (a King or Queen) is the Head of State. The monarch is also the head of the legislature, the executive and the judiciary, commander-in-chief of the armed forces and temporal head of the Church of England. The Queen of the UK is also the Head of the Commonwealth.

The bodies of government in the UK are the legislature, the executive, and the judiciary. Parliament is the supreme *legislative* body of the British state. It consists of 2 chambers: the House of Lords and the House of Commons. The House of Commons is the real governing body of the United Kingdom. The main functions of Parliament are to debate big issues, propose laws, amend existing ones, and challenge the Government's work.

The *executive* power in the UK belongs to the Government, which consists of the Cabinet and other ministers. It's chosen, headed and controlled by the Prime Minister. The Government derives its authority from the House of Commons. The Government is formed by the political party in power. The second largest party becomes the official Opposition with its own leader and «Shadow Cabinet». The 2 leading parties in the UK are the Conservative Party and the Labour Party.



The House of Lords was the highest *judicial* organ in the UK and the final appellate tribunal. The judicial branch determines common law and is independent of both the legislative and the executive branches. In 2009 the Supreme Court of the United Kingdom assumed the functions as the new court of final appeal in the UK.

Exercise 2. Find the following words and expressions in the text, read and translate the sentence with them:

the Church of England, British state, parliamentary monarchy, the Labour Party, to amend laws, «Shadow Cabinet», Head of the Commonwealth, political party, to propose laws, the final appellate tribunal, to derive authority, to determine common law, Head of State, the House of Lords, commander-in-chief of the armed forces, the House of Commons, the Conservative Party.

Exercise 3. Complete the following sentences.

1. The United Kingdom is a ____ .
2. The bodies of government are ____ .
3. Parliament is the supreme ____ .
4. The British Parliament consists of ____ .
5. The main functions of the Parliament are ____ .
6. Executive power in the UK ____ .
7. The government consists of ____ .
8. The House of Lords is the highest ____ .

Exercise 4. Find a mistake in each sentence and correct it.

1. A parliamentary monarchy means that a President is the Head of State.
2. Parliament is the supreme executive body of the British state.
3. Parliament consists of 2 chambers: the Senate and the House of Representatives.
4. The legislative power belongs to the Cabinet and other ministers.
5. The Government derives its authority from the House of Lords.
6. The 2 leading parties in the UK are the

Democratic Party and the Conservative Party. 7. The House of Commons is the highest *judicial* organ in the UK.

Exercise 5. Match the definitions with the term:

1	Parliament	a	a British political party, formed in 1900 supporting the interests of organized labour and advocating democratic socialism and social equality.
2	the Speaker	b	a political party generally opposing change.
3	the Lord Chancellor	c	the person who controls the way in which business is done in an organization which makes laws.
4	the Conservatives	d	the group of people who make the laws in some countries.
5	the Labour Party	e	an autocracy governed by a person who usually inherits the authority.
6	monarchy	f	the head of the House of Lords.

Text 2. The British Parliament Vocabulary

Members of Parliament	члены парламента
constituency	избирательный округ
constituent	избиратель
to chair	председательствовать, вести собрание
life peer	пожизненный пэр
hereditary peer	наследственный пэр
bishop	епископ
Lord Chancellor	Лорд-канцлер (главное судебное должностное лицо, спикер Палаты Лордов, член кабинета министров)
crossbencher	независимый член Палаты Лордов

The Parliament in Britain has a long history and traditions. It has existed since 1265. The English barons wanted to limit the King's power to rule the country in a more independent way.

The House of Commons is the elected chamber of Parliament. There are 650 Members of Parliament, or MPs, who each represent a constituency in the UK. They are elected by constituents of the area they want to represent. The leader of the party that has the most MPs elected after a general election becomes the Prime Minister and heads up the Government. They choose a cabinet made up of 20 senior ministers who coordinate each Government department's work. Parties not in power are called the Opposition. MPs from the opposition and government question the Government on policy and proposed laws. The Speaker keeps the house in order by chairing these debates.

The House of Lords is the second chamber and shares the making and shaping of laws with the House of Commons. It has around 800 members and it's made up mostly of life peers, and also includes hereditary peers and bishops. Lords are selected for their knowledge and experience. The chairman of the House of Lords is the Lord Chancellor. Its chamber is laid out in the same way as the Commons: the government party on the one side, the opposition on the other. Peers who don't belong to any political party are known as crossbenchers as they sit on the crossbenches opposite the Lord speaker.

Exercise 5. Complete the sentences. Act out the dialogue.

- Do you know the full name of Great Britain?
- Yes, I do. It is *the United Kingdom of Great Britain and Northern Ireland*.
- What is the King's / Queen's name?
- His / her name is...
- Who is the Prime Minister now?
- ___ is.
- Which party is now in power in Great Britain?
- The ___ Party.
- Why do tourists like to visit Great Britain?
- It is a very beautiful country. There are ___

Exercise 6. Say if the statement is TRUE or FALSE.

1. The British Parliament has existed since 1256. 2. The House of Commons is the hereditary chamber of Parliament. 3. There are 650 Members of Parliament. 4. They choose a cabinet made up of 12 senior ministers who coordinate each Government department's work. 5. The Lord Speaker keeps the house in order by chairing these debates. 6. The House of Lords is the second hereditary chamber. 7. It has around 650 members and it's made up mostly of life peers, and also includes hereditary peers and bishops. 8. Peers who don't belong to any political party are known as crossbenchers. 9. The chairman of the House of Lords is the Lord Chancellor. 10. Parties not in power are called the Cabinet.

Exercise 7. Make a summary to the text 2. Use following structure:

1. The title of the text is ___ / The text is entitled ____ . 2. The text is about ___ / The main idea of the text is ____ . 3. I learned that ____ . 4. I found the text interesting/ informative/ topical/ cognitive/ boring/ amusing, because ____ . 5. In conclusion, I'd like to say that ____ .

III. FOCUS ON GRAMMAR: PASSIVE VOICE

The Active Voice – это действительный залог. Действие совершает подлежащее. The Passive Voice – это страдательный залог; действие направлено на подлежащее.

E.g.: *She cleans an office every day.* – Она убирает офис каждый день. *The office is cleaned every day by her.* – Офис убирается ею каждый день.

Формы Passive Voice образуется с помощью соответствующей формы глагола **to be** и третьей формы смыслового глагола.

Aspect	Tense	Voice	
		Active	Passive
Simple	Present	ask asks	am is + asked are
	Past	asked	was + asked were
	Future	will ask	will be asked
Progressive	Present	am is + asking are	am is + being asked are
	Past	was + asking were	was + being asked were
	Future	will be asking	-----
Perfect	Present	have + asked has	have + been asked has
	Past	had asked	had been asked
	Future	will have asked	will have been asked
Perfect Progressive	Present	have + been asking has	-----
	Past	had been asking	-----
	Future	will have been asking	-----

В **отрицательных** предложениях частица **not** ставится после вспомогательного глагола, а если их несколько, то после первого из них:

Eg.: *He has not been seen anywhere.* – Его нигде не видели.

В **вопросительных** предложениях вспомогательный глагол (или первый из них) выносится на место перед подлежащим:

Eg.: *Was your wallet stolen?* – Ваш бумажник был украден?

Exercise 8. Point out the sentences with Passive Voice.

1. The parliamentary monarchy is governed by the Parliament. 2. The bodies of government in the UK are the legislature, the executive, and the judiciary. 3. Parliament is the supreme legislative body of the British state. 4. The main functions of Parliament are to debate big issues, propose laws, amend existing ones, and challenge the Government's work. 5. Lords are selected for their knowledge and experience. 6. It's chosen, headed and controlled by the Prime Minister. 7. The Government is formed by the political party in power. 8. The second largest party

becomes the official Opposition with its own leader and “Shadow Cabinet”. 9. The House of Commons is the elected chamber of Parliament. 10. They are elected by constituents of the area they want to represent. 11. Parties not in power are called the Opposition. 12. MPs from the opposition and government question the Government on policy and proposed laws. 13. Its chamber is laid out in the same way as the Commons: the government party on the one side, the opposition on the other.

Exercise 9. Put the verbs in brackets into the correct form.

1. The book «Law in Modern World» (to publish) this year. 2. The logic structure of the law (to base) on philosophy. 3. Step by step common law tradition (to spread) over the country destroying a myriad of local courts which (to run) by feudal lords. 4. Stare decisis (to provide) both certainty and predictability to the law. 5. Political changes in Europe and elsewhere (to result in) extensive migrations and mixing of people, which favour international crime. 6. Capital punishment (to involve) not only the pain of dying but also the mental anguish of waiting, sometimes for years, to know if and when the sentence (to carry out). 7. As in the West, Russian society in the 11th century (to evolve) into a feudal state, in which feudal relations were only weakly defined by customary law. 8. Much (to write) for and against Catherine the Great. 9. In any event, it (to believe) by many senators that Justice Bork (to tilt) the court toward conservatism. 10. It (to seem) that all people, both religious and non-religious, (to hear) of the Ten Commandments from the Bible, the most revered book among Christians. 11. In the United States, as elsewhere, the causes of serious crime (to debate) hotly and many reasons for it suggested. 12. The crime rate in the U.S., which (to rise) dramatically in the 1960s and 1970s, (to go down) steadily.

Exercise 10. Make the following sentences passive (where it is possible) according to the model: *In everyday life people use the word law in many different ways. – In everyday life the word law is used in many different ways.*

1. That young woman has committed a serious crime. 2. This magistrate tried a few criminal cases a year ago. 3. The policemen were searching his residence when he came. 4. Several issues have troubled natural-law thinkers. 5. In the 1990s the Treaties of Maastricht and Amsterdam have further amended the scope and form of European legislation. 6. However, more states and communities will probably pass their own much more restrictive laws in the future. 7. Different countries develop their own form of dispute resolution, which is more fit for their culture and historical background. 8. Parliament approves Acts of Parliament before they come into force as bills. 9. In 1998 the Lord Chancellor promised plans to allow all barristers and solicitors to appear in any court. 10. The law limits people's rights and freedoms for the protection of the society. 11. People don't consider blasphemy illegal any more. 12. William the Conqueror gained the English throne. 13. He has been performing the duties of a police inspector for fifteen years. 14. This President will do everything for the benefit of all the citizens of his country. 15. The members of the House of Commons are discussing the Bill now.

PART II

UNIT 1. INTERNATIONAL POLICE COOPERATION

Grammar. *Participle I, Participle II*

Text 1. Interpol

Text 2. Europol

Text 3. Difference between Interpol and Europol

I. LEAD-IN

Exercise 1. Answer the following questions:

1. What do you know about the international police cooperation?
2. Do you think the international police cooperation is important in solving crimes?

II. TOPICAL VOCABULARY

legitimate	законный, узаконенный
efforts	усилия, попытки
a communications network	информационная сеть
a request	запрос, просьба
a wanted criminal	преступник, находящийся в розыске
to reply (to)	отвечать (на)
to be devoted (to)	быть посвященным
drug-related criminality	преступность, связанная с незаконным оборотом наркотиков
a member state	страна – член организации
to assist	содействовать, помогать
to devise	придумывать, разрабатывать
assets	финансовые активы
the firearms and explosives trade	торговля оружием и взрывчатыми веществами
a missing person	пропавший без вести человек
disaster	катастрофа, бедствие, несчастный случай
counterfeiting	подделка документов, денег, подписей
annual	ежегодный
contribution	вклад
money laundering	отмывание денег
weapons smuggling	контрабанда оружия
a white-collar crime	преступление «белых воротничков»
illicit	незаконный

Exercise 2. Read the text.

Text 1. Interpol



The International Criminal Police Organization (IC-PO-INTERPOL), more commonly known as Interpol, is the international organization that facilitates international police cooperation. It was established as the International Criminal Police Commission (ICPC) in 1923; it chose Interpol as its telegraphic address in 1946, and made it its common name in 1956. Interpol has an annual budget of around €113 million, most of which is provided through annual contributions by its membership of police forces in 192 countries (as of 2017). In 2013, the Interpol General Secretariat employed a staff of 756, representing 100 member countries. Its current Secretary-General is Jürgen Stock, the former deputy head of Germany's Federal Criminal Police Office. He replaced Ronald Noble, a former United States Under Secretary of the Treasury for Enforcement, who stepped down in November 2014 after serving 14 years. Interpol's current President is Meng Hongwei, Deputy Minister of Public Security of China.

Each member state has a police department that serves as the country's National Central Bureau (NCB) for Interpol. Interpol deals only with «ordinary crimes», it may not deal with political crimes. 60 % of the operational activities of Interpol are devoted to drug-related criminality. The remaining 40 % of activities include assisting member states in efforts to prevent the exploitation of children and devising measures to deal with international organized crime.

To keep Interpol as politically neutral as possible, its charter forbids it from undertaking interventions or activities of a political, military, religious, or racial nature or involving itself in disputes over such matters. Its work focuses primarily on public safety and battling transnational crimes against humanity, child pornography, cybercrime, drug trafficking, environmental crime, genocide, human trafficking, illicit drug production, copyright infringement, illicit traffic in works of art, intellectual property crime, money laundering, organized crime, corruption, terrorism, war crimes, weapons smuggling, and white-collar crime.

Despite the popular view, Interpol is not an executive agency with international detectives who can be «called in» to investigate some international crimes. It is an international communications system between different police forces.

To fight international crime, police need access to information which can assist investigations or help prevent crime. Interpol manages several databases, which contain critical information on criminals and criminality. These include:

- I-link Project;
- Suspected terrorists;
- Nominal data on criminals (names, photos);
- Fingerprints;
- DNA profiles;

Lost or stolen travel documents;
 Stolen works of art;
 Stolen motor vehicles and others.

Exercise 3. Insert appropriate articles.

1. Interpol is ____ world's largest international police organization, with 192 member countries. 2. To meet these aims ____ Interpol has undertaken ____ number of functions. 3. ____ central activity of ____ Interpol remains the function of handling ____ enquiries it gets from ____ participating countries. 4. Despite ____ popular opinion, ____ Interpol is not ____ executive agency. 5. Interpol is ____ international communications system. 6. ____ article 3 of ____ Constitution of Interpol forbids it to undertake ____ political activities. 7. Interpol acts within ____ limits of existing laws and in ____ spirit of ____ Declaration. 8. Interpol is prohibited to take ____ activities of ____ political, military, religious or racial character.

Exercise 4. Answer the following questions.

1. What is Interpol? 2. How many member countries does it include? 3. When was it created? 4. What is Interpol's mission? 5. Is Interpol an executive agency with international detectives, who investigate international crimes? 6. Who is Interpol's current President? 7. How large is Interpol's annual budget? 8. What crimes does Interpol deal with? 9. What does Interpol database contain?

Exercise 5. Agree or disagree with the statements.

1. The headquarters of the International Criminal Police Commission was in London, the UK. 2. There were forty member states in the Commission in 1956. 3. Today there are 158 states in Interpol. 4. Interpol is a private organization with police officers. 5. Interpol is a complex communications network. 6. Interpol does not provide the information on criminals and does not handle requests for wanted criminals. 7. Only ten member states have police departments that serve for Interpol. 8. Interpol may deal with political crimes. 9. 40 % of the operational activities of Interpol are devoted to drug-related criminality. 10. Interpol does much work to prevent the exploitation of children.

Before you read, answer these questions.

1. What do you think Europol is? 2. Is Europol the same as Interpol?

Text 2. Europol

Vocabulary

establishment	создание, учреждение
a treaty	договор
to support	поддерживать, обеспечивать
forgery	подделка, фальсификация, фальшивка
trafficking in human beings	торговля людьми
a priority	приоритет
to combat	бороться, сражаться
liaison	связь, взаимодействие

The establishment of Europol was agreed in the Treaty on European Union of 7 February, 1992. Based in the Hague, Netherlands, Europol started limited operations on 3 January, 1994 in the form of the Europol Drugs Unit (EDU) fighting against drug-related crimes.

Europol commenced its full activities on 1 July, 1999. Progressively, other important areas of criminality were added. Europol supports the law enforcement activities of the member states mainly against:



- Illicit drug trafficking;
- Illicit immigration networks;
- Terrorism;
- Forgery of money (counterfeiting of the euro) and other means of payment;
- Trafficking in human beings (including child pornography);
- Illicit vehicle trafficking;
- Money laundering.

In addition, other main priorities for Europol include combating crimes against persons, financial crime and cybercrime. Europol comes into action when an organized criminal structure is involved and two or more member states are affected.

Europol supports member states by:

- Facilitating the exchange of information, in accordance with national law, between Europol liaison officers (ELOs);
- Providing operational analysis in support of operations;
- Generating strategic reports (e.g. threat assessments) and crime analysis on the basis of information and intelligence supplied by member states and third parties;
- Providing expertise and technical support for investigations and operations carried out within the EU, under the supervision and the legal responsibility of the member states concerned.

Europol proved to be active in promoting crime analysis and coordinating of investigative techniques within the member states. The Europol liaison officers, together with the Europol officers, analysts and other experts, provide an effective, fast and multilingual service 24 hours a day, 7 days a week.

Exercise 6. Find in the text the English equivalents for these words and word combinations.

Бороться с преступлениями, связанными с наркотиками; отмыwanie денег; действия правоохранительных органов; незаконная миграция; торговля людьми; обеспечивать оперативную помощь.

Exercise 7. Answer the following questions.

1. When was Europol established? 2. What law enforcement activities does Europol support? 3. What are the main priorities of Europol? 4. In what spheres did Europol prove to be active?

Exercise 8. Agree or disagree.

1. Organized crime represents a threat to democratic systems. 2. Europol deals with all aspects of criminal investigation. 3. Europol disseminates information among the Member States. 4. Europol fights against terrorism and legal immigration. 5. Europol's priority is also to combat crimes against children.

III. FOCUS ON GRAMMAR

Participle I, II (Причастия I, II)

Причастия I и II являются неличными формами глагола, т.е. они не могут самостоятельно выполнять функцию сказуемого в предложении.

Причастие I образуется от основы глагола + окончание **-ing**:

support – **supporting**

combat – **combating**

Причастие I соответствует русскому причастию настоящего или прошедшего времени действительного (активного) залога, оканчивающемуся на **-ущий (- ющий), - ащий (- ящий)** или **- вший**:

support – **supporting** – поддерживающий, поддерживавший

prevent – **preventing** – предотвращающий, предотвращавший

Причастие II правильных глаголов образуется от основы глагола + суффикс – **ed**:

support – **supported**, prevent – **prevented**

Причастием II неправильных глаголов является их третья форма:

forbid – forbade – **forbidden**

drive – drove – **driven**

Причастие II соответствует русскому причастию страдательного (пассивного) залога настоящего и прошедшего времени, оканчивающемуся на **-мый, -ный, -тый**:

support – **supported** – поддержанный

prevent – **prevented** – предотвращенный

Употребление причастий

В предложениях Participle I и Participle II могут употребляться в функции:

1) **части глагола-сказуемого** (переводятся глаголом):

*We **are investigating** a very serious crime now.* – Мы расследуем очень серьезное преступление сейчас. (Participle I в длительном времени.)

*My uncle **has become** a special agent of Interpol.* – Мой дядя стал специальным агентом Интерпола. (Participle II в перфектном времени.)

*The hotel room **was burgled** last night.* – Номер в отеле был ограблен вчера ночью (Participle II в страдательном залоге);

2) **определения**. При этом единичное причастие ставится перед определяемым существительным, а причастие с зависящими от него словами – после определяемого существительного:

*Police, **investigating** the crime, are looking for the four men.* – Полиция, расследующая преступление, ищет четверых мужчин.

Who were those people **breaking** the traffic rule? – Кто были те люди, нарушившие правило дорожного движения?

The police officer **injured** in the accident was taken to hospital. – Полицейский, пострадавший во время несчастного случая, был отправлен в больницу;
3) **обстоятельств** (времени, причины, способа действия):

Don't just stand there **doing** nothing! – Ну не стойте же там, ничего не делая!

Formed 75 years ago, agency is very famous now. – Образованное 75 лет тому назад, агентство сейчас очень известно.

Примечание. В роли обстоятельства Present Participle может употребляться с союзами: when – когда, while – в то время как, as if, as though – будто, вроде.

Be careful **while** crossing the road. – Будьте внимательны, переходя через дорогу.

В роли обстоятельства Past Participle употребляется также с союзами when – когда, if – если, as if, as though – будто, вроде, though – хотя. When praised, he was ill at ease. – Когда его хвалили, он чувствовал себя неловко.

Exercise 9. Read and translate the following sentences, pay attention to different forms of the participle.

1. The laws made by the government of one state differ from those of another state. 2. The legal system of England and Wales is one of the oldest still operating in the modern world. 3. Having arrested someone suspected of committing a crime, the British police must decide if they have enough evidence to make a formal charge. 4. The criminal has committed crimes in several European cities. 5. This gang was involved in murder and armed robbery. 6. The cyber criminals were prevented from escaping. 7. The governing body of Interpol is the General Assembly which meets once a year. 8. National Central Bureaus (NCBs) are Interpol offices which are the key links between national law enforcement and Interpol services provided and maintained by each member state. 9. The Executive Committee is elected by the General Assembly, there are 13 members (the president, three vice-presidents and nine delegates) representing the different Interpol regions. 10. These dangerous criminals are wanted by Europol.

Exercise 10. Make a right choice:

1	She enters, ___ by her mother.	a. accompanying b. being accompanying c. accompanied
2	___ by the crash, he leapt to his feet.	a. Arousing b. Have been aroused c. Aroused
3	___ about the bandits, he left his valuables at home.	a. Warned b. Having been warned c. Warning

4	___ that they were trying to poison him, he refused to eat anything.	a. Convincing b. Convinced c. Convince
5	Tom, ___ at what he had done, could at first say nothing.	a. horrified b. having horrified c. horrifying
6	Jones and Smith came in, ___ by their wives.	a. followed b. following c. follow d. have followed
7	___ by the blow, Peter fell heavily.	a. Stunning b. Stunned c. Stun
8	The new job ___ to me lately seems to be very interesting.	a. offered b. offering c. has offered
9	She looked at the table. There was a loaf of brown bread ___ into two halves.	a. divides b. dividing c. divided d. was divided
10	The animals ___ in the morning struggled furiously.	a. caught b. caught c. catching
11	The child ___ alone in the large room began screaming.	a. leaving b. left c. leaves
12	___, the postman refused to deliver our letters unless we chained our dog up.	a. Bitten twice b. Biting twice c. Having been bitten twice
13	The centre of the cotton industry is Manchester ___ with Liverpool by a canal.	a. connecting b. connected
14	The story ___ by the old captain made the young girl cry.	a. tells b. told c. is telling
15	He didn't doubt that the information ___ by morning mail was of great interest to his competitors.	a. receiving b. has received c. received
16	The equipment ___ in the shop is rather sophisticated.	a. had installing b. installing c. installed

17	We've got a great variety of products, which are in great demand. Here are some samples ____ to our distributors last month.	a. sent b. sending c. been sent d. sended
18	The methods ____ in the building of the new metro stations proved to be efficient.	a. applies b. applying c. applied d. applied
19	She warmed up the dinner that she ____ the day before.	a. cooking b. had cooked c. has cooked
20	____ by successive storms, the bridge was no longer safe.	a. Having been weakened b. Weakened c. Weaking d. Had weakened

Text 3. Difference Between Interpol and Europol



Interpol and Europol are intelligence agencies characterized with different functions. Interpol stands for International Criminal Police Organization and it was created in 1914. On the other hand Europol is an intelligence agency of the European Union.

The chief function of Interpol is to facilitate the cooperation among other international police organizations. On the other hand the chief function of Europol is to facilitate the cooperation of the various intelligence organizations of the member countries.

Interpol has the power to conduct investigation into the crimes committed in different arenas. The arenas into which criminal investigations can be conducted by Interpol include genocide, terrorism, crimes against humanity, money laundering, war crimes and several other kinds of crimes.

The Interpol officials have the right and the power to conduct investigations and also make arrests of the suspects in connection with the crimes committed in the areas of money laundering, terrorism, genocide and the like. On the other hand the officials of Europol are not authorized to conduct investigations and question the suspects in connection with the various crimes.

In other words it can be said that Europol is not entitled to make arrests of the suspects in relation to the various crimes across the continent of Europe. All they

can do is extend their support to the other intelligence agencies in the member countries where crimes of different kinds are committed.

Interpol is a very large organization when compared to the intelligence agency of Europol. As many as 178 independent nations and 14 sub-bureaus or dependencies are members of the Interpol. It promotes mutual assistance among all police authorities within the limits of the law existing in the different countries.

The Interpol has its headquarters at Quai Charles de Gaulle in Lyon, France. It is true that its official website has a record number of page views every month.

Exercise 11. Make up the summary of the text ‘**Difference between Interpol and Europol**’. Use the following structure:

1. The title of the text is... / The text is entitled... 2. The text is about... / The main idea of the text is... 3. I learned that... 4. I found the text interesting/informative/topical/cognitive/boring/amusing, because... 5. In conclusion, I'd like to say that...

Exercise 12. Read and translate the following dialogue.

Bob: Hallo, Tom! How are you?

Tom: Hi, Bob! I haven't seen you for ages!

Bob: Are you still working at the Europol department?

Tom: You are right. I'm a Special Agent.

Bob: Sounds great! And what does this organization deal with?

Tom: Europol's aim is to improve the effectiveness and cooperation between the competent authorities of the member states. The workers of Europol are doing their best to prevent and combat international organized crimes such as illicit drug trafficking, weapons smuggling, human trafficking and so on.

Bob: Oh, I see. You have such a challenging job!

Tom: Really. It also requires patience, honesty, intelligence and courage.

Bob: That's true. It was nice to meet you. See you.

Tom: So long!

Exercise 13. Make up your own dialogues and reproduce them.

Exercise 14. Imagine that you are a police officer from Russia that attends an international seminar in Dallas on the problem of terrorism. Write a report about this problem and international organizations dealing with it.

KEYS:

1. c; 2. c; 3. b; 4. b; 5. a; 6. a; 7. b; 8. a; 9. c; 10. b; 11. b; 12. c; 13. b; 14. b; 15. c; 16. c; 17. a; 18. c; 19. b; 20. a;

UNIT 2. POLICE OF THE RUSSIAN FEDERATION

Grammar. The Infinitive. Complex Subject

Text 1. Police of the Russian Federation

Text 2. The Criminal Investigation in Russia

I. LEAD-IN

Exercise 1. Agree or disagree with the following statements.

1. The police enjoy trust and respect of citizens.
2. People seldom turn to the police for help.
3. Policemen always behave properly and never break laws themselves.
4. Policemen are always ready to help people in case of emergency
5. In countries where the public trusts the police force, they are more likely to report crimes and it seems that they are also more likely to be law-abiding.

II. TOPICAL VOCABULARY

policing	обслуживание полицией, полицейская охрана
authority	власть, полномочие
accident	несчастный случай, авария
firearms	огнестрельное оружие
vehicle	транспортное средство
warrant	ордер, предписание
rank	звание, чин, должность
to ensure	обеспечивать
to maintain	поддерживать, сохранять
to interact with	взаимодействовать с кем-л.
to detain	задерживать
to charge with	обвинять в чем-л.
burglary	кража со взломом
riot	бунт, мятеж, нарушение общественно-го порядка
to punish	наказывать
juvenile crime	преступление несовершеннолетних

Special Police Ranks	
Russian	English
рядовой полиции	– private of police ... – police officer, private ...
младший сержант полиции	– junior sergeant of police (junior police sergeant) ... – police officer, junior sergeant ...

сержант полиции	– sergeant of police (police sergeant) ... – police officer, sergeant ...
старший сержант полиции	– senior sergeant of police (senior police sergeant) ... – police officer, senior sergeant ...
старшина полиции	– sergeant-major of police ... – police officer, sergeant-major ...
прапорщик полиции	– warrant officer of police ... – police warrant officer ...
старший прапорщик полиции	– senior warrant officer of police ... – police senior warrant officer ...
младший лейтенант полиции	– junior lieutenant of police ... – police officer, junior lieutenant ...
лейтенант полиции	– lieutenant of police ... – police officer, lieutenant ...
старший лейтенант полиции	– senior lieutenant of police ... – police officer, senior lieutenant ...
капитан полиции	– captain of police ... – police officer, captain ...
майор полиции	– major of police ... – police officer, major ...
подполковник полиции	– lieutenant colonel of police ... – police officer, lieutenant colonel...
полковник полиции	– colonel of police ... – police officer, colonel...

Exercise 2. Match the English word combinations with their Russian equivalents.

1. to be assigned permanent partners	a. получить административное взыскание
2. a territorial patronage over somebody	b. быть связанным с
3. preemptive influence	c. повышать эффективность
4. to maintain citizens' admittance	d. иметь постоянного напарника по работе
5. conscripted soldiers	e. влияние с абсолютным приоритетом
6. to improve efficiency	f. территориальный надзор за кем-либо
7. to have links to	g. осуществлять надзор за жителями данного района
8. to receive administrative penalties	h. призывники, новобранцы

Exercise 3. Read and translate the text.

Text 1. Police of the Russian Federation

The organizational structure, methods and traditions of the police of the Russian Federation as well as the functions and organization of Ministries of Internal Affairs differ from the police of western countries. The departments in western countries are usually civil executive bodies headed by politicians and responsible for many other tasks as well as the supervision of law enforcement.



One unique feature of policing approach in Russia is the system of territorial patronage over citizens. Cities as well as rural settlements are divided into districts and the policeman is the main and actually the real police force in these areas.

The duty of a policeman is to maintain close relations with the residents of his district. He is also responsible for tackling minor offences like family violence, loud noise, residential area parking etc.

Police personnel carry firearms, but are not permitted to carry their weapons when they are off duty. Although women constitute a significant proportion of police staff, they are usually not permitted to fill positions that carry risks but they are allowed to carry firearms in self-defence. Instead, they are widely represented among investigators, juvenile crime inspectors, clerks etc. However, limited attempts are being made to appoint women as traffic officers.

Another unique feature is the use of conscripted soldiers from the Internal Troops for regular urban policing. The Internal Troops are the military force who can be assigned to carry out simple public security tasks like patrolling while being accompanied by professional policemen, or cordoning large crowds at sport events, concerts and protests.

On 1 March 2011 Russian law enforcers were renamed from militia to police. Russian police reform is an ongoing effort to improve the efficiency of Russia's police forces and improve the public image of law enforcement.

Exercise 4. Decide where you agree or disagree with these statements.

1. The function and organization of the police in Russia and other countries is the same.
2. Police personnel are not permitted to carry their weapons when they are off duty.
3. Conscripted soldiers are never assigned to carry out simple public security tasks.
4. The aim of the reform was only to improve the image of the police.

Exercise 5. Answer the questions.

1. Do the Russian police differ from the police of western countries? 2. What is one of the peculiar features of policing approach in Russia? 3. Who represents the main and the real police force in different areas of the country? 4. What are police officers responsible for? 5. Do police personnel always carry firearms? 6. What is the role of women in police service in Russia? 7. When was the Russian militia renamed to police?

Exercise 6. Read the definitions and name the corresponding word from the box.

burglary, incident, riot, to detain, accident, safety, authority, to guard, to punish, juvenile crime

1. crime committed by young people who are not fully grown (8–17 years old)
2. a crash involving a car, train or other vehicle
3. something that happens that is unusual, violent, or dangerous
4. the crime of breaking into and entering a building with intent to steal
5. the power to judge, act, or command
6. a violent protest by a crowd of people
7. to protect from danger, to make secure
8. to impose a penalty on (an offender) or for (an offence)
9. to not allow someone to leave a police station or prison
10. the fact that something is safe to use or to do

Exercise 7. Read and translate the following dialogues.

1.

P.O.: Let me introduce myself. ... You've violated road traffic rules. I suppose that you are driving under the influence of alcohol.

F.: I don't agree. I'm OK.

P.O.: Will you show me your driver's licence?

F.: Here it is.

P.O.: I'm removing you from driving. You must undergo an examination. Please, follow me.

F.: OK.

2.

F.: Excuse me, officer.

P.O.: What's the problem?

F.: I've lost my wallet.

P.O.: Will you show your identity papers?

F.: But I've lost my wallet with all my papers!

P.O.: What hotel are you staying at?

F.: At «Atlantic».

P.O.: Please, follow me to the police station to clear up the case.

3.

P.O.: Let me introduce myself. Lieutenant of police Belov. What's happened?

F.: Somebody has stolen my things. (I've been robbed. My things disappeared).

P.O.: I'll do my best to help you. Please, answer my questions. I'll fill in the crime report. Do you get me?

F.: Yes. (No, sorry, I don't get you. Speak a little slower (louder), please).

P.O.: What's your full name?

F.: My full name is Donald Edward Wilde.

P.O.: What country are you from?

F.: I am a citizen of Canada.

P.O.: Where and when were you born?

F.: I was born in Toronto in 1984.

P.O.: What is the purpose of your visit to Russia?

F.: I'm on tour. (I'm on business. I'm on my friend's invitation).

P.O.: What hotel are you staying at?

F.: At the Star Hotel.

P.O.: Will you show your identity papers (passport, identity card, driver's license)?

F.: Here they are. (Here it is. I have no papers at the moment).

P.O.: Thank you for the information.

Exercise 8. Make up your own dialogues and reproduce them.

Text 2. The Criminal Investigation in Russia

The criminal investigation in serious cases is divided into two stages: an informal inquest performed by the police and a formal preliminary investigation usually conducted by a legally trained investigator who works for the Ministry of Internal Affairs but is subordinate to the procuracy. Less serious cases are investigated by the police and their reports are submitted in writing directly to the courts, bypassing the formal preliminary investigation.



The activity of the police during the inquest is supposed to be limited to arresting suspects, securing the crime scene, and taking initial evidence from available suspects and witnesses. The police should inform the procuracy within twenty-four hours of the arrest of a suspect and the case should then be turned over to the investigator who decides whether to initiate a formal criminal investigation. All investigative acts are documented in writing and collected in an investigative dossier that follows the case into the courts and serves as a repository for vital evidence during trial and appeal. The procurator has forty-eight hours after notification to

either issue an order of preventive detention or release the suspect. Detention is authorized if there is fear the defendant will not appear for trial, destroy evidence, commit more crimes or just because of the seriousness of the offence.

When the investigator determines that there is sufficient evidence to bring the accused before trial he prepares an accusatory pleading and forwards it to the procurator for review. The accused and his counsel have, at this point, the right to full discovery of the entire contents of the investigative dossier. The procurator may dismiss the case, amend the pleading or forward the case to the court for trial.

Exercise 9. Make up the summary of the text ‘**The Criminal Investigation in Russia**’. Use the following structure:

1. The title of the text is... / The text is entitled... 2. The text is about... / The main idea of the text is... 3. I learned that... 4. I found the text interesting/informative/topical/cognitive/boring/amusing, because... 5. In conclusion, I'd like to say that...

III. FOCUS ON GRAMMAR: THE INFINITIVE

Инфинитив – это неличная форма глагола, которая называет действие и отвечает на вопрос «что с(делать)». В предложении перед инфинитивом обычно стоит частица *to*, которая не переводится. Инфинитив может входить в состав сложного сказуемого. При переводе некоторых моделей используется союз «чтобы + инфинитив».

Формы инфинитива

	<i>Active</i>	<i>Passive</i>
Indefinite (Simple)	to write	to be written
Continuous	to be writing	X
Perfect	to have written	to have been written
Perfect Continuous	to have been writing	X

Функции инфинитива

Инфинитив в предложении может быть:

1) **подлежащим**:

To appeal means to take a case to a higher court. – Обжаловать означает обратиться в вышестоящий суд.

2) **составной части сказуемого**:

The job of a judge *is to decide* questions of law. – Работа судьи – решать вопросы права.

3) **дополнением**:

I want *to investigate* this crime myself. – Я хочу расследовать это преступление сам.

4) **обстоятельством цели**:

To make an arrest a police officer *is to obtain* a warrant first. – Чтобы произвести арест, сотрудник полиции должен сначала получить ордер.

5) *определением*:

The case *to be solved* is very complicated. – Дело, которое предстоит решить, очень сложное.

Exercise 10. Open the brackets using the appropriate form of the Infinitive.

1. I consider myself lucky (to be) to that famous exhibition and (to see) so many wonderful paintings. 2. He seems (to know) French very well: he is said (to spend) his youth in Paris. 3. You seem (to look) for trouble. 4. I heard the door of the entrance hall (to open) and (to close) softly. 5. The article is likely (to appear) in the next issue of the journal. 6. He is sure (to tell) me all about this even I don't ask him. 7. It seemed (to snow) heavily since early morning: the ground was covered with a deep layer of snow. 8. He began writing books not because he wanted (to earn) a living. He wanted (to read) and not (to forget). 9. Irving turned out (to be) a long, pale-faced fellow. 10. I felt Nick (to put) his hand on my shoulder.

Exercise 11. Translate the sentences paying attention to the use of the Infinitive.

1. The purpose of the trial is to decide whether the defendant is guilty or not guilty. 2. Criminal law aims to deter other people from committing crimes. 3. The objective of the criminal law is to protect the community. 4. Usually the person making the claim wants money to compensate for what has happened. 5. One of the important differences between civil and criminal cases is what is called the burden of proof or the standard to which the case has to be proved. 6. One of the aims of criminal sanctions is to correct and reform criminals. 7. In criminal law prosecution is required to identify and locate the guilty person and to provide evidence of his guilt. 8. No rule of criminal law is of more importance than that which requires the prosecutions to prove the guilt of the accused and not for the latter to establish his innocence; he is presumed innocent until the contrary is proved. 9. If the jury has any reasonable doubts about the guilt of the accused, it may not convict him. 10. An important aspect of criminal law is that in most crimes prosecutors have to prove two elements.

Complex Subject **(Сложное подлежащее)**

Сложное подлежащее представляет собой сочетание существительного (в общем падеже) или местоимения (в именительном падеже) с инфинитивом. Формула предложения со сложным подлежащим: существительное или местоимение в именительном падеже + глагол-сказуемое (как правило, в страдательном залоге) + инфинитив; далее остальные члены предложения. Глаголами-сказуемыми в таких предложениях бывают следующие группы глаголов.

1. В страдательном залоге:

А. Глаголы, выражающие умственную деятельность:

to know – знать; to believe – считать, полагать; to consider – считать; to expect – ожидать; to suppose – предполагать; to understand – понимать и др.

Б. Глаголы, выражающие чувственное восприятие: to see – видеть; to hear – слышать и др.

В. Глаголы, выражающие сообщение: to announce – объявлять; to report – сообщать; to say – сказать; to tell – говорить, сказать; to state – сообщать и др.

The delegation is known to arrive soon. Известно, что делегация скоро придет.

The delegation was announced to have arrived. Объявили, что делегация прибыла.

The delegation was expected to be met at the station. Ожидали, что делегацию встретят на вокзале.

The delegation was reported to have been met. Сообщили, что делегацию уже встретили.

2. В действительном залоге: to seem – казаться, to happen – случаться; to prove – оказываться, доказывать; to appear – оказываться:

She seems to work much. Кажется, (что) она много работает.

She appears to study at the Law Institute. Она, оказывается, учится в юридическом институте.

3. Фразы, состоящие из глагола to be и прилагательных likely – вероятно, unlikely – маловероятно, sure – определенно, certain – несомненно:

The lecture is likely to be in Hall 7. Вероятно, лекция будет в седьмой аудитории.

The delegation is unlikely to arrive soon. Маловероятно, что делегация скоро придет. *He is sure to come.* Он обязательно придет.

Перевод таких предложений следует начинать со сказуемого: в русском варианте оно примет неопределенно-личную форму (говорят, сообщают, видели), затем последуют союзы *что, чтобы, как*; далее переводится первый элемент сложного подлежащего, т.е. существительное или местоимение, стоящие перед сказуемым; затем переводится инфинитив глаголом в форме времени, при этом необходимо учитывать смысл формы инфинитива:

The juvenile was reported to have committed a minor offence.

(*The juvenile... to have committed* – сложное подлежащее, *was reported* – сказуемое.) – Сообщили, что подросток совершил незначительное правонарушение. (Perfect Infinitive указывает, что действие to commit совершилось раньше действия to report.)

Exercise 12. Translate into Russian paying attention to the Complex Subject.

1. Many books are known to be published in our country every year. 2. His invention is considered to be of great importance. 3. For a long time the atom was thought to be indivisible. 4. He was said to be one of the most promising nuclear physicists. 5. She appeared to be an excellent actress. 6. This work seems to take much time. 7. The percentage of carbon in this steel turned out to be low. 8. They are sure to acknowledge your talent. 9. The article is likely to appear in the next issue of the journal. 10. She is not likely to change her opinion.

Exercise 13. Translate the sentences and point out the Nominative-with-the-Infinitive Construction (Complex Subject).

1. Robbery is supposed to be the most common crime in France. 2. Identity of the burglar is expected to be established in numerous ways. 3. My colleague is said to be the most efficient and experienced investigator. 4. The defendant's fingerprints proved to be the only means of identifying the victim. 5. The police are reported to have arrived at the crime scene. 6. Crime rate is known to be increasing practically all over the world at present. 7. The law of the British constitution is often said to be unwritten in the sense that there is no single document in Britain called 'The Constitution'. 8. The criminal turned out to have committed crimes in several American states. 9. That gang was reported to be involved in murder and armed bank robbery. 10. Interpol isn't supposed to handle shoplifting.

UNIT 3. THE STRUCTURE OF THE US POLICE

Grammar. Complex Object

Text 1. The Structure of the American Police

Text 2. The Federal Bureau of Investigation

I. LEAD-IN

Exercise 1. Agree or disagree with the following statements.

1. A just legal system needs an independent, honest police force.
2. A lot of police work can be quite boring but quite necessary.
3. Patrol operations are foundation of police work.
4. The police need the trust of the community they serve.

II. TOPICAL VOCABULARY

law enforcement	правоохранительная деятельность, обеспечение правопорядка
an experience	опыт
to replace	заменять
drafted	призванный
a precinct station	полицейский участок
to encompass	охватывать
illegal	незаконный
to be responsible for smth.	быть ответственным за что-л.
rural	сельский
to appoint	назначать
to maintain	поддерживать
a county	округ
a jail	тюрьма
Crime Investigation Department	Отдел расследования преступлений
Department of Detention	Отдел содержания под стражей
a shotgun	дробовик
a truncheon	дубинка
an electronic tazer gun	электрошоковое оружие нелетального действия (тазер)
a charge	заряд
a drug addict	наркоман
to wear (wore, worn)	носить
a bullet-proof vest	бронежилет
defence	защита
mace	слезоточивый газ

Text 1. The Structure of the American Police



Innovations in early American law enforcement were based to some degree upon the British experience. Small-scale, organized law enforcement came into being quite early in America's large cities. In 1658 paid watchmen were hired by the city of New York to replace

drafted citizens. In 1731 the first precinct station was constructed.

The organization of American law enforcement has been called the most complex in the world. Three major legislative and judicial jurisdictions exist in the United States – federal, state and local – and each

has created a variety of police agencies to enforce its laws.

Federal Police are the top ones. They enforce laws based on the US Constitution protecting national interests. Federal jurisdiction encompasses crimes of interstate and international proportion such as the illegal transporting of persons and property across state border and crimes endangering national security of affecting the integrity of US monetary system or national borders. There are 52 federal jurisdiction departments headed by the Director each. The most visible ones are FBI (Federal Bureau of Investigation), DEA (Drug Enforcement Administration), and National Borders Police, Department of the Treasury, Department of Justice, and Department of Defense etc.

State-level police. A variety of policing exists at the state level. There are two models of the state police – centralized which combines the tasks of major criminal investigations with the patrol of state high ways, and decentralized one, drawing a clear distinction between traffic enforcement on state high ways and state level law enforcement functions. The centralized agencies are responsible for operating identification bureaus, maintaining the centralized records repository, patrolling the state high ways, assisting local law enforcement departments in criminal investigations.

The term **Local Police** encompasses agencies of wide variety: municipal department, rural sheriff's department, campus police, transit police etc. City police chiefs are appointed by the mayor or selected by the city council. Sheriffs are elected as public officials and responsible for serving court papers, maintaining security within state court-rooms, running county jail system. The following departments are united under the sheriff's office: Crime Investigation Department, Department of Detention, Organized Crime Department, Department of Communi-

ty Involvement, Department of Professional Standards, Department of Budget and Finance.

All police are armed and popular weapons include .38 specials and shotguns. Police officers also carry truncheons (night-sticks), and some forces are issued with an electronic tazer gun administering a charge of 50,000 volts for around eight seconds, used to knock out aggressive drug addicts. In many areas, police wear bullet-proof vests, although even these are no defence against the Teflon-coated bullets (known as cop-killers) used by some criminals. Police officers also carry mace, a riot gas similar to CS gas.

Exercise 2. Choose the correct completion of the sentence.

1. Innovations in early American law enforcement were based upon ____.
a) the Roman experience; b) the British experience; c) the French experience.
2. The organization of American law enforcement has been called ____ one.
a) the easiest; b) the most rational; c) the most complex.
3. There are three jurisdictions in the USA ____.
a) legislative – judicial – executive; b) local – state – federal; c) elementary – intermediate – advanced.
4. The centralized model of the state police combines the tasks of ____.
a) identifying the missing persons with their searching; b) major criminal investigations with patrolling state highways; c) hearing and deciding cases.
5. Sheriffs are elected ____.
a) as military advisers; b) as public officials; c) members of Congress.

Exercise 3. Answer these questions.

1. What national experience has been taken into account for forming US police?
2. Why are US police considered to be the most complex in the world?
3. What police are responsible for protecting national interests?
4. What are federal police responsible for?
5. What federal police agencies are the most famous?
6. How are the state police organized?
7. What are the powers of the state police?
8. What structural forms can the local police work within?
9. What is the difference in the position of the chief of the police and the sheriff?
10. What departments are involved under the supervision of the sheriff's office?
11. Are the US police armed?
12. What do American police officers carry?

Exercise 4. Say whether these statements are true or false.

1. The organization of American law enforcement has been based upon the British experience.
2. In 1754 paid watchmen were hired by the city of New York to replace drafted citizens.
3. The first police station appeared in 1812.
4. Two major legislative and judicial jurisdictions exist in the USA – federal and state.
5. The federal police enforce the laws based on the US Constitution and protecting international interests.
6. There are 52 Departments of federal jurisdiction headed by the Director each.
7. The FBI is the agency of the state police level.
8. The state police enforce the laws of a definite state.
9. There are three models of the state police –

centralized, decentralized and mixed. 9. The chief of the police is a public servant while the sheriff is an elected official.

Exercise 5. Read the text and use the words from the box to complete the sentences below.

passage law activity running bureau abuse authority problem agency illicit drugs priority illegal

The US Drug Enforcement Administration (DEA) had its beginning with ____ of the Harrison Narcotic Act signed into ____ on December 17, 1914 by President Woodrow Wilson. The 1920s saw Federal Narcotic Enforcement ____ focus on organized gangs of Chinese immigrants suspected of ____ much of imported opium trade. In 1930 the Narcotic Division headed by Levi G. Nutt became the Federal ____ of Narcotics. The Bureau grew quickly. Marijuana ____ was identified as a serious drug ____ during 1930s. Following World War II the Bureau received legislative to control synthetic drugs and narcotic derivatives. The Boggs Act of 1956 made any use of heroin ____ and removed it from the shelves of pharmacies across the country.

Today DEA is rapidly becoming the largest federal law enforcement ____ . The widespread sale, transportation and use of ____ throughout the country and the associated potential for social description envisioned by many has made enforcement of drug laws a top government ____ .

Exercise 6. Read and translate the text into Russian in a written form consulting a dictionary.

Higher Education for Police Officers in the USA

Higher education for police practitioners in the United States was initiated by August Vollmer, who was Chief of police of Berkley, California in 1909–1932. Vollmer is often called the «father of modern law enforcement». He had little formal education, or practically an elementary education. And most probably he did not think that it was the right thing for a policeman. August Vollmer proposed the recruitment of college educated police officers. So soon police modernization began in the USA and the policemen were nicknamed «college cops».

After August Vollmer retired from the Berkeley Police Department, he was appointed Professor of Police Administration at two universities, the University of California at Berkley and the University of Chicago. Vollmer lectured and travelled much to other colleges of higher education speaking about professionalism of policemen. His most notable contribution to the police profession was his promotion of the idea of higher education for police officers. Now all American police recruits are to have baccalaureate degrees at least.

Exercise 7. Read and translate the text in a written form consulting a dictionary.

Text 2. The Federal Bureau of Investigation



The most famous Federal Government Agency in the United States is the Federal Bureau of Investigation (the F.B.I.) with the headquarters in Washington. In 1908 when the F.B.I. was created it was a small group of special investigators.

As the organization grew, its records and files expanded and criminal records and fingerprint collections were transferred from other authorities with approval of Congress. At present the F.B.I. consists of 11 different divisions. One of these divisions is the Identification Division which was founded in 1924 by Director Hoover. One of its aims was to provide a national collection of fingerprints. The collection is now the largest in the world.

The F.B.I. investigates all sorts of criminal activity, particularly cases of espionage, sabotage, treason and matters pertaining to internal national security. The F.B.I. Identification Division keeps records on all political suspects, and actual criminals.

There are two important sections of the Identification Division: the Disaster Squad and the Fingerprint Section. The former assists with the identification of persons killed in major tragedies. The latter is divided into five main groups: fingerprints of criminals and suspects of crimes; different applicants; aliens; requests for personal identification.

The F.B.I. supplies information for evidence and crime problems submitted by police forces throughout the country.

Dialogue: Federal Bureau of Investigation



Exercise 8. Study the dialogue between an American and an overseas police officer.

Foreigner: I wonder what the difference between the Federal Bureau of Investigation (the FBI) and the Central Intelligence Agency (CIA) is.	Иностранец: Любопытно, какая разница между Федеральным Бюро Расследований (ФБР) и Центральным Разведывательным управлением (ЦРУ)?
American: Well... the FBI is the police department in the USA. It is controlled by the central government, and is concerned with crimes in more than one state. While the CIA is the department of the US government. It collects the information about other countries.	Американец: Ну... ФБР – это полицейский департамент в США. Он контролируется центральным правительством и занимается преступлениями более, чем в одном штате. В то время как ЦРУ – это департамент правительства США. Оно собирает информацию о других странах.
F.: I've heard that the FBI is the largest investigative agency of the United States federal government. Does it deal with all sorts of crimes?	И: Я слышал, что ФБР – самый крупный следственный орган федерального правительства США. Оно расследует всякого рода преступления?
Am.: No, it is responsible for conducting investigations where a federal interest is concerned.	А: Нет, оно отвечает за ведение расследований, которые затрагивают федеральные интересы.
F.: And who does it report the results of its investigation to?	И: А кому оно докладывает результаты своих расследований?
Am.: To the attorney general of the United States and his assistants in Washington. And also to the United States attorneys' offices in the federal judicial districts.	А: Министру юстиции США и его помощникам в Вашингтоне. А также в прокуратуры судебных округов США.
F.: Does it mean that it is subordinate to the attorney general of the USA?	И: Значит ли это, что оно подчиняется министру юстиции США?
Am.: Yes. The FBI is a part of the Department of Justice.	А: Да. ФБР – это часть Министерства юстиции.
F.: How does it coordinate its work?	И: Как оно координирует свою работу?
Am.: As far as I know, the headquarters of the FBI are in Washington. It has field offices in large cities throughout the country. In addition, the FBI maintains liaison posts in several major foreign cities.	А: Насколько мне известно, штаб-квартира ФБР – в Вашингтоне. Бюро имеет периферийные отделения в больших городах по всей стране. К тому же ФБР поддерживает связь с сотрудниками в нескольких основных зарубежных городах.

F.: It must facilitate the exchange of information with foreign agencies on matters relating to international crime and criminals.	И: Это должно способствовать обмену информацией с зарубежными агентствами по вопросам, относящимся к международным преступлениям и преступникам.
Am.: Oh, yes, that's true.	А: О, да. Это верно.
F.: And who appoints the head of the FBI?	И: А кто назначает главу ФБР?
Am.: You see the head of the FBI was appointed by the attorney general until 1968. But since that time he has been appointed by the president of the USA with the advice and consent of the Senate.	А: Видишь ли, до 1968 года глава ФБР назначался министром юстиции. Но с тех пор он назначается Президентом США по рекомендации и с согласия Сената.
F.: What can you say about the staff of the bureau?	И: А что вы можете сказать о сотрудниках бюро?
Am.: There are a lot of employees, including between 6,000 and 7,000 special agents who perform the investigative work. The agents are very experienced. The majority of them have 10 years or more of service with the FBI. Usually they have either a legal or an accounting education.	А: Есть много служащих, включая от 6 до 7 тысяч специальных агентов, которые выполняют следственную работу. Агенты очень опытные. Большинство из них – на службе в ФБР десять и более лет. Обычно они имеют юридическое или бухгалтерское образование.

Exercise 9. Find English equivalents to the following:

Министерство юстиции, вести расследования, следственный орган, прокурор округа в США, полицейское управление, судебный орган, подчиненный, согласие, периферийное отделение, штаб-квартира, министр юстиции в США.

Exercise 10. Sum up the information you have learnt from the dialogue making use of the following:

police department, to be controlled by, to be concerned with, investigative agency, to be responsible for, to report the results, the attorney general, judicial district, to be subordinate to, headquarters, field office, exchange of information, large staff, majority.

III. FOCUS ON GRAMMAR: Complex object

Complex Object (Сложное дополнение)

Сложное дополнение – это сочетание существительного или местоимения в объектном падеже (напр. *me, him, us, them*) с инфинитивом или причастием I. Существует в трех основных вариантах.

1. С инфинитивом без частицы <i>to</i> или с причастием I после глаголов восприятия:	
see	<i>I saw him drive the car. I saw them working in the lab.</i>
watch	<i>We watch the plane land. We watch the children playing in the yard.</i>
notice	<i>We noticed him go out. He didn't notice that happen.</i>
feel	<i>She felt somebody touch her hand. They didn't feel the train start.</i>
hear	<i>I didn't hear you come into the room. I heard her playing the piano.</i>
В первом случае (вышеперечисленные глаголы с инфинитивом без частицы <i>to</i>) подчеркивается факт действия, во втором (эти же глаголы с причастием I) – процесс действия.	
<i>I saw him enter the house. –</i>	<i>Я видел, как он вошел в дом.</i>
<i>I saw him entering the house. –</i>	<i>Я видел, как он входил в дом</i>
2. С инфинитивом без частицы <i>to</i> после глаголов:	
to let	<i>Don't let them play in the street.</i>
to make	<i>Don't make me laugh.</i>
3. С инфинитивом с частицей <i>to</i> после глаголов:	
to want	<i>I want you to find me a place in the first row.</i>
to expect	<i>I expect you to come in time.</i>
to believe	<i>I believe her to be a very good psychologist.</i>
to know	<i>I know him to be a good cadet.</i>
to advise	<i>I advise you to enter the Institute.</i>
to consider	<i>The climate in England is considered to be mild.</i>
to order	<i>He is ordered not to be late.</i>
to allow	<i>They allow us to use dictionaries at the exam.</i>
to like	<i>I would like you to finish your research.</i>
to find	<i>I find your story to be very exciting.</i>

Exercise 11. Analyze the Infinitive Constructions (Complex Subject and Complex Object) and translate them into Russian.

1. Parliamentary debates are considered to be the main influence on legislation.
 2. More serious criminal offences are said to be indictable, i.e. they are tried by indictment in a higher level of court.
 3. The parties are required to carry out the contract properly.
 4. We expect the collective bargaining to start soon.
 5. The public expected the efforts of the police to catch the offender to give some positive results.
 6. The struggle between positivist and natural law conceptions is known to dominate American legal thinking.
 7. The aim of cross-examination is known to weaken or destroy the earlier evidence.
 8. Judges as a group are also known to be called the judiciary.
 9. The court considers a financial penalty to be appropriate punishment.
 10. The court declared the law to be unconstitutional.
 11. We expect

the collective bargaining to start soon. 12. The Employment Rights Act 1996 requires the employer to provide the employee with the document containing the terms and conditions of employment.

Exercise 12. Translate the sentences paying attention to different functions of the Infinitive in the sentence.

1. The purpose of the trial is to decide whether the defendant is guilty or not guilty. 2. The objective of the criminal law is to protect the community. 3. Usually the person making the claim wants money to compensate for what has happened. 4. One of the important differences between civil and criminal cases is what is called the burden of proof or the standard to which the case has to be proved. 5. One of the aims of criminal sanctions is to correct and reform criminals. 6. In criminal law prosecution is required to identify and locate the guilty person and to provide evidence of his guilt. 7. No rule of criminal law is of more importance than that which requires the counsel for the prosecution to give his version of evidence. 8. An important aspect of criminal law is that in most crimes the prosecution has to prove two elements. 9. Burglary is entering a building, inhabited vehicle or vessel to steal, to inflict bodily harm or to do unlawful damage. 10. In English law any entry by an individual into a building with the intent to commit theft is burglary. 11. To prove the guilt of the accused beyond reasonable doubt means not to have any doubt about his guilt.

UNIT 4. THE STRUCTURE OF THE BRITISH POLICE

Grammar. The Gerund

Text 1. From the History of the Police Force in Britain

Text 2. The UK Police

Text 3. Scotland Yard

Text 4. UK Police Hierarchy

I. LEAD-IN

Exercise 1. Agree or disagree with the following statements.

1. The fact that the police are unarmed is good for their public image; they look less threatening.
2. The police pretend to control people rather than to serve them.
3. Traffic wardens are responsible for controlling offences like speeding, care-less driving and drunken driving.
4. 75 per cent of people in Britain consider that the police are doing a good job.
5. A slang word for the police is Jack.

II. TOPICAL VOCABULARY


the Metropolitan Police	столичная полиция
Criminal Investigation Department	отдел уголовного розыска
responsible	ответственный
law enforcement	правоохранительная деятельность
Civilian staff	гражданский персонал
Police Community Support Officers	полицейские общественной под- держки
traffic warden	инспектор дорожного движения
the Commissioner of Police	комиссар полиции
to employ	принимать на работу
council	совет
to refer to	говорить о, упоминать
increasingly	все больше
transfer	переместить, перевести
distinct	отличающийся, отличный от
borough	зд. район
around the clock	круглосуточно
a nickname	прозвище
to deal with	иметь дело, заниматься ч-л.
a rank	звание, ранг
to suspect	подозревать
a spy	шпион

disturbance	нарушение порядка, расстройство
a complaint	жалоба
Home secretary	Министр внутренних дел Великобритании

Exercise 2. Learn police ranks in the UK.

UK Police Rank Structure

	Police Constable* – полицейский констебль
	Sergeant* – сержант
	Inspector* – инспектор полиции Ее Величества
	Chief Inspector* – главный инспектор полиции Ее Величества
	Superintendent* – суперинтендент
	Chief Superintendent* – главный суперинтендент
	Assistant Chief Constable** – помощник главного констебля
	Deputy Chief Constable** – заместитель главного констебля

	<p>Chief Constable** – главный констебль</p>
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* These officers have the prefix Detective before their rank if they are members of the CID or Special Branch: Detective sergeant – детектив сержант, detective inspector – детектив инспектор, and so on.

** These are «Chief Officer» ranks usually non-operational management roles; 75–80 % of all police officers of the UK are constables.

Exercise 3. Say it in English.

главный суперинтендент, заместитель главного констебля, полицейский констебль, детектив сержант, главный констебль, помощник главного констебля, детектив инспектор, главный инспектор полиции Ее Величества, суперинтендент, сержант, инспектор полиции Ее Величества.

Text 1. From the History of the Police Force in Britain

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

There was considerable resistance to the idea of a permanent police force, rather than groups of citizens brought together to deal with particular problems. The early 19th century was a time of political unrest in Britain as elsewhere in Europe, and workers suspected that the police would be used against them. A writer named J.P. Smith warned in 1812 that the police would mean: «...a system of tyranny; an organized army of spies and informers, for the destruction of all public liberty, and the disturbance of all private happiness».

Most countries have a national police force, which is controlled by central Government.

There is no national police service in Britain. Each region has its own independent service; for example, the West Midlands Police, Devon and Cornwall Police, or (in London) the Metropolitan Police. The country is divided into 52 areas and there is a separate police force for each area.

The forces cooperate with each other, but it is unusual for members of one force to operate in another area. If there are serious complaints about one service, an officer from another service is brought in to investigate the problem.



Exercise 4. Fill in the gaps with a proper preposition: *in, of, with, to, of, in, for, about*

1. There was considerable resistance ... the idea ... a permanent police force.
2. Who will deal ... this problem?
3. ... the end, the case attracted huge publicity, and an official report accused the police ... racism.
4. But the police did not seem very interested ... doing anything ... the crime, and no one was ever convicted ... his murder.

Exercise 5. Answer the following questions.

1. Why was there considerable resistance to the idea of a permanent police force in the early 19th century?
2. Is there a national police service in Britain? Is it good or bad?
3. Who set up a police force in London?
4. What is the nickname of British policemen?
5. The country is divided into 62 areas having a separate police force for each area, isn't it?

Text 2. The UK Police

There are 52 police services, or police authorities in the United Kingdom. Each police service is employed and paid by their local governments or councils. The police services are completely independent of one another, and have their own pol-



icies, but they are always ready to go to each other's help. Each force has its Criminal Investigation Department (CID).

The Metropolitan Police Service (MPS) is the territorial police force responsible for law enforcement within Greater London, excluding the City of London which is the responsibility of the City of London Police. A number of informal names and abbreviations exist for the Metropolitan Police, such as «the Met» and «MPS».

MPS employees consist of uniformed police officers, Special Constables, Civilian staff and Police Community Support Officers. The MPS was the first force to introduce these. Uniformed traffic wardens, who wear a uniform with yellow and black markings, are a distinct body from local authority civil enforcement officers. The former have greater powers that include being able to stop vehicles and redirect traffic at an incident. The heads of police forces are Chief Constables while the Metropolitan Police is headed by the Commissioner of Police. The lowest police rank in the British police is a constable.

The Metropolitan Police is not controlled by the local authority. It is responsible to the Home Secretary, and its chief officers are appointed by the central government.

Besides the regular police forces there are various police forces which protect the security of territories and properties of different public authorities. They include the British Transport Police, Civil Aviation Police, Manchester Dock Police and some others.

Exercise 6. Read the sentences from the text. Decide whether each sentence is true, false or not stated in the given text.

This sentence is...

true; false; not stated.

The UK Police include 52 police services.

This sentence is...

true; false; not stated.

The police services are dependent of one another.

This sentence is...

true; false; not stated.

Each force has its Criminal Investigation Department.

This sentence is...

true; false; not stated.

MPS employees consist of uniformed police officers, Civilian staff and Police Community Support Officers.

This sentence is...

true; false; not stated.

The heads of police forces are the Commissioner of Police while the Metropolitan Police is headed by the Chief Constables.

This sentence is...

true; false; not stated.

The Metropolitan Police is not controlled by the Prime Minister.

Exercise 7. Complete the sentences.

1. The head of the Metropolitan Police is ____ . 2. The heads of other police services are ____ . 3. The lowest police rank in the British police is ____ . 4. Constables have no right to have ____ . 5. Besides the regular police forces there are various police services which protect ____ . 6. These services include ____ Transport Police, Civil ____ Police, Manchester ____ Police and many others.

Exercise 8. Answer the questions.

1. How many police services are there in the UK? 2. Who provides payments to all these police services? 3. Are police services interdependent? 4. Are they usually cooperating? 5. What is the London police force called? 6. Is it controlled by the local authority?

Text 3. Scotland Yard

Scotland Yard is the headquarters of the London Police created in 1829 by Sir Robert Peel. The London Police's duties are the detection and prevention of crime, the preservation of public order, and the organization of civil defense.

The administrative head of land Yard is the commissioner, who is appointed by the crown on the recommendation of the home secretary. Scotland Yard has four main departments (administration, traffic and transport, criminal investigation, and police recruitment and training) and many sections.

The Criminal Investigation Department (the C.I.D.) deals with all aspects of criminal investigation and comprises the criminal record office, fingerprint and photography sections, a mobile police unit known as the flying squad, the police laboratory, and the detective training school.

Scotland Yard keeps extensive files on all known criminals in the United Kingdom. It also has a special branch of police for protecting very important persons (VIPs). Finally, Scotland Yard is responsible for maintaining links between British police agencies and Interpol.



Exercise 9. Decide if the sentence is true or false. Correct the mistakes.

1. Scotland Yard was created in 1829 by Sir Robert Peel. 2. The Home Secretary recommends the commissioner of Scotland Yard. 3. Scotland Yard has one main department and many sections. 4. Scotland Yard has files on all known criminals in the world. 5. A special branch of police protects very important persons (VIPs).

Exercise 10. Answer the questions.

1. What is the headquarters of the London Police? 2. What are the police duties? 3. Is the head of Scotland Yard the commissioner or the home secretary? 4. Who appoints the head of Scotland Yard? 5. What departments does Scotland Yard have? 6. What does the C.I.D. deal with? 7. What sections does the C.I.D. comprise? 8. Does Scotland Yard keep files on all criminals in the world? 9. Who protects very important persons visiting the country? 10. With what international organization does Scotland Yard maintain links?

Text 4. UK Police Hierarchy

The ranks of the Police department or the organizational structure of the UK Police slightly varies from jurisdiction to jurisdiction. However, the functional structure means; the levels of the officers, according to the job roles remain the same in the police organizations. The titles may change but the responsibilities remain the same. Each and every organization has a basic structure, which consists of some basic officers starting the UK police hierarchy. Above them are supervisors who supervise their work. The next higher level is of the commanders who

manage the work of supervisors and finally a leader or head who leads the entire police force.

Police Officer: This post is the beginning of the law enforcement career. The duties of a police officer include:

- Regular patrolling;
- Interviewing the witnesses

or suspects;

- Booking suspects and transporting them to the respective UK courts;
- Responding to the radio calls.

Police Detective: The detectives work for specialized divisions such as narcotics and burglary. The duties of the detectives include:

- Visiting the crime locations and conducting investigations;
- Writing investigative reports;
- Establishing informants.

Police Sergeant: The police sergeants are assigned to work in different geographical patrol divisions, by the higher authorities. The main job duties of sergeants are:

- They provide training to the probationary officers;
- They inspect the equipment and uniforms at regular intervals of time;
- They review all relevant reports and submit the updated reports to the higher authorities.

Police Lieutenant: The lieutenants perform various administrative tasks and also assist the detective divisions. The detailed job responsibilities of a lieutenant are:

- Managing the sergeants and the police officers;
- Responding to the crime scenes that concerned with an officer involved shooting;
- Supervising the daily activities, crime and accident reports.

Police captain: The police captains work in specialized divisions. The main responsibilities include:

- Inspecting the work of the employees;
- Interviewing candidates for employment within the organization;
- Teaching in the police academy classes.

Police Commander: The main activities of a police commander are:

- Managing the activities of patrol officers;
- Coordinating the various investigations in compliance with the departmental policies and procedures.

Police Deputy Chief: This is the second highest position in the **UK police hierarchy**.

- They work as commanding officers for different bureaus such as detective bureau, human resource bureau and geographic operations bureau.



- They oversee all the functions of the officers of the bureau and the patrolling officers also.

Chief of Police: This is the highest rank of the police department.

- The chief manages all the operational and administrative aspects of the city's police department.

- The chief develops and implements new rules and regulations.

- The chief responds to the complaints made by the citizen.

Exercise 11. Make up the summary of the text «UK Police Hierarchy». Use the following structure:

1. The title of the text is... / The text is entitled... 2. The text is about... / The main idea of the text is... 3. I learned that... 4. I found the text interesting/informative/topical/cognitive/boring/amusing, because... 5. In conclusion, I'd like to say that...

III. FOCUS ON GRAMMAR: THE GERUND

The gerund (герундий)

Герундий – неличная форма глагола. Подобно причастию, он никогда самостоятельно не выполняет функцию сказуемого в предложении. Герундий выражает процесс действия и обладает свойствами как существительного, так и глагола. Подобной формы в русском языке нет. Герундий, как и причастие I, образуется от основы глагола + окончание **-ing**.

Формы, соответствующей причастию II, герундий не имеет.

Причастие I и герундий являются разными формами глагола и отличаются друг от друга как по значению, так и по синтаксическим функциям.

Формы герундия

	ACTIVE	PASSIVE
Indefinite	playing	being played
Perfect	having played	having been played

Употребление герундия

В предложении герундий, как правило, употребляется в функциях:

1) **подлежащего** и переводится на русский язык существительным или инфинитивом.

Shooting is not allowed here. – Съемка здесь запрещена. Снимать здесь запрещено;

2) **части сказуемого** и переводится либо инфинитивом, либо существительным.

*The task of the policeman is **maintaining** public order.* – Задача полицейского – поддержание общественного порядка. Задача полицейского – поддерживать общественный порядок;

3) **дополнения (прямого или предложного)** и переводится существительным или инфинитивом.

*Prevention includes **patrolling** of streets and other places where crime may happen.* – Предотвращение включает патрулирование (патрулировать) улиц(ы) и другие(х) мест(а), где может произойти преступление.

*This investigator is good at **solving** murders.* – Этот следователь способен раскрывать убийства. Этот следователь хорошо справляется с раскрытием убийств;

4) **определения** – левого или правого (правое всегда с предлогом) и переводится существительным, прилагательным либо инфинитивом.

*Her **working** place (place for work) is always in order.* – Ее рабочее место всегда в порядке.

*There are many ways **of solving** this crime.* – Существует много способов раскрытия (раскрыть) это(го) преступление(я);

5) **обстоятельства** (всегда с предлогом) и переводится деепричастием, инфинитивом или существительным.

*It is impossible to learn a foreign language **without reading** books in the original.* – Невозможно выучить иностранный язык без чтения книг в оригинале (не читая).

Exercise 12. State the function of the gerund. Translate the sentences into Russian.

1. After being informed of the conference he immediately decided to take part in it. 2. On receiving the telegram from his client, the lawyer left for London immediately. 3. On reading the document the judge returned it to the barrister. 4. Even an obvious criminal mustn't be convicted without trying his case before a jury. 5. The attempt is at least worth making. 6. I see no reason for your not signing the agreement. 7. Do you mind other people watching news on TV when you prefer watching some other programme? 8. She liked asking questions, but she didn't like being asked. 9. He decided to continue his legal education by entering a post-graduate course. 10 After crossing the street turn to the right.

Exercise 13. Point out the gerund, the participle, state their function and translate the sentences into Russian.

1. Finding the perpetrator is often the simplest phase of the investigation. 2. Preserving good order results simply from the police being in existence. 3. In many countries citizens enjoy complete legal capacity for labour upon reaching the age of 16. 4. A suspect is a person who is under the suspicion of having committed a crime. 5. He is suspected of being involved in the bank robbery. 6. Citizens committing crimes in a foreign country are responsible before the criminal law of that country. 7. In England a convicted criminal having exhausted the appellate procedure open to him may appeal only to the Crown. 8. Robbery is the crime of seizing property through violence or intimidation. 9. Anyone accused of commit-

ting a serious offence has the right to defence. 10. The opening statements usually take place before calling the first witness.

Exercise 14. Comment on the use of the gerund; reproduce the joke using as many forms of the gerund as you can:

Governor Hunt of Wyoming told this story of himself. He once visited the state penitentiary, and when the prisoners assembled for the evening meal, the warden unexpectedly asked him to make a few remarks. Without thinking he began, «Fellow citizens...». Their smiles reminded him of their having lost their citizenship when convicted. He tried again. «Fellow convicts...» That was even worse. Finally he found the way out by saying, «Well, men, I don't know what I'm supposed to call you, but I'm really glad to see so many of you here».

PART III. SUPPLEMENTARY READING AND SUMMARIZING

Task: Read the following text, make up a plan and summarize it in English.

Text 1. What Happens When a Person Is Charged With a Crime?

Certain constitutional protections apply to a person charged with a crime. There are also certain procedures that are roughly the same from jurisdiction to jurisdiction. The following is a brief description of what happens when a person is charged with a crime. A person may be charged with a crime before they are arrested. If this happens, a judge will issue a warrant for the person's arrest. A police officer will attempt to locate the person who is the subject of the warrant. If the person is located by the police and arrested, the police must give the person a copy of the warrant that states the charge for which they are being arrested. The police do not need to have a copy of the warrant with them at the time of the arrest, but they should provide a copy to the arrested person within a reasonable amount of time afterward.

After a person is arrested, they will be «booked» at the police department. This entails taking fingerprints and completing other procedural requirements. The person will then be held in police custody pending a court hearing. This hearing will usually take place within 48 hours. When a person is taken into police custody, they have the right to speak with an attorney. The person will be allowed to contact an attorney.

At the court hearing the judge will read the charges against the person, who is called the defendant. If a person was arrested without an arrest warrant, this may be the first time that they are told the charges against them. The judge will try to make sure that the defendant understands the charges. The judge will then ask the defendant to enter a plea. A defendant can enter a plea of «not guilty», of «no contest», or of «guilty».

From: <http://www.alllaw.com>

Task: Read and translate the text orally. Rewrite and translate into Russian in writing the first two paragraphs of the text.

Text 2. 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 last 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.

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.

Task: Scan the following text and make a review of it in English.

Text 3. Criminal Procedure in England

All criminal cases brought to trial in England begin in the magistrates' court. Magistrates' court is the lowest court of law, which deals with less serious crimes, such as, minor traffic violations, public-health nuisances, petty theft or assault. There are several hundred such courts in England and Wales. The police investigation is normally completed by the time the case comes before the magistrates' court for the first time. The magistrates themselves are for the most part laypeople (usually unpaid) chosen for their experience and knowledge of society. All are appointed by the central government on the advice of a committee, known as the Lord Lieutenant's Advisory Committee, for the particular county in which they are to sit. Magistrates, who are required to sit on an average of at least 14 days each year, develop considerable experience in their work, but they cannot be considered professionals.

In large cities there are professional, legally qualified magistrates, known as stipendiary magistrates. The stipendiary magistrate can sit on his own, but lay magistrates may sit only as a bench of two or more. Lay magistrates are permanently attended by a legally qualified clerk to advise them on matters of law. Law clerk is also responsible for the administrative

functions of the court. The system of lay magistrates has existed in England and Wales since about 1360. The limit of sentence imposed by a magistrates' court is six months imprisonment or a fine not to exceed £400. Appeals from a magistrates' court go to the High Court or the Crown Court. The magistrates' court also sits as a juvenile court hearing cases involving care of children under 14 and dealing with children aged 14–17 with the exception, in both age groups, of homicide cases.

1. The title of the text is... / The text is entitled... 2. The text is about... / The main idea of the text is... 3. I learned that... 4. I found the text interest-

ing/informative/topical/cognitive/boring/amusing, because... 5. In conclusion, I'd like to say that...

Notes:

magistrate – мировой судья;

minor – мелкий;

assault – нападение;

lay – непрофессиональный;

Lord Lieutenant – главный мировой судья графства;

stipendiary – оплачиваемый;

attend – обслуживать;

exceed – превышать;

juvenile – несовершеннолетний.

Task: Read and translate the text in writing consulting a dictionary. Answer the question: What is the main function of the grand jury?

Text 4. Criminal Procedure in the United States

Criminal procedure in the United States follows a pattern derived from English traditions and principles, but with many variations. The lay magistrates play an insignificant role, if any, in the U.S. system, and the prosecutor (the district attorney) is a key courtroom figure. He determines the charges, which in turn may well determine whether the accused appears before a lower court (dealing with misdemeanours) or a higher court (dealing with felonies). The accused is offered bail in almost every case, but he is not released unless he is able to deposit with the court a certain sum, often posted on his behalf by a bailman who charges a proportion of the amount of the bail. [Bail is money left with a court of law to prove that a prisoner will return when their trial].

The role of the examining magistrates in English criminal procedure may be played in the United States by the grand jury whose task it is to examine the evidence produced by the prosecutor and, if warranted, to return an indictment. [Indictment is an official written statement charging someone with a criminal offence]. The deliberations and proceedings before the grand jury are normally conducted in private. When the case is brought before the trial court, it is often settled on the basis of a plea bargain made between the prosecutor and the defense lawyer, by which the accused pleads guilty to some of the charges and the prosecutor recommends a sentence that has been agreed upon beforehand. [Plea bargaining is the practice of agreeing to admit in a court that one is guilty of a small crime, in exchange for not being charged with a more serious crime].

Notes:

procedure – процедура;

misdemeanour – судебно наказуемый проступок;

felony – фелония (категория тяжких преступлений, по степени опасности находящаяся между государственной изменой и мисдиминором);

bail – передача на поруки; залог;
on behalf of – от имени кого-либо;
bailsmen – поручитель;
charge – назначать;
grand jury – большое следственное жюри (коллегия из 12–23 присяжных, решающая вопрос о предании обвиняемого суду);
examine – расследовать (в суде).

Task: Read the text and list the main causes of juvenile delinquency.

Text 5. Juvenile Delinquency

In Britain a minor for most legal purposes is a person under the age of eighteen. Under the Children and Young Persons Act 1969 minors over 14 are presumed to be fully responsible for their actions. Children under the age of 10 are, in the eyes of law, deemed to be incapable of performing a crime.

A young person is judged capable of criminal intentions in the same way as an adult. A great percentage of adult offenders started their careers as criminals between 14 and 21 years of age. About 80 % of chronic juvenile offenders later become chronic adult offenders.

In many countries the meaning of juvenile delinquency is so broad that it embraces practically all manifestations of juvenile behaviour. Thus, disobedience, stubbornness, lack of respect, smoking, collecting cigarette butts, hawking and the like are considered as juvenile delinquency. Even in highly civilized countries such as the United States and Sweden complete statistics on juvenile offenders are not available.

Juvenile delinquency is often regarded as a social problem, it is mostly the result of poor living conditions. Therefore, the improvement of these conditions is recommended as a way of preventing juvenile delinquency. Studies show that juvenile delinquency tends to increase rapidly in cities or countries undergoing economic and social changes.

Psychological factor is also called among factors causing juvenile delinquency. Tension, lack of affection, aggressiveness, frustration and the like often lead to crimes. Thus, satisfaction of emotional needs of minors is of particular importance. The disintegration of the family and the lowering of moral standards are also contributory causes of juvenile delinquency.

Treatment of young offenders embraces all types of methods of social rehabilitation and measures, including disciplinary measures and punishments. There should be a system of individualized treatment. Therefore, punishment may be understood to mean, among other things, fines, restitution, compulsory attendance at particular centres or institutions, detention and deprivation of liberty. The selection of staff in charge of treatment is particularly important in the treatment of juvenile offenders.

Despite the large number of theoretical and empirical studies on male delinquent subcultures, little was known about female delinquent subcultures until recently. Female delinquent subcultures, like their male counterparts, were composed of members who had been frustrated in their efforts to achieve the goals (respectability, marriage, status). They thus had drifted into a subculture that offered them substitute status, albeit outside legitimate society. Drug use and prostitution became all but inevitable among mostly lower-class females.

Task: Scan the text and render its contents in English. Use the following clichés:

in my opinion – по моему мнению;

as far as I know – насколько мне известно;

as it is known as a fact – как известно;

to my mind – по-моему;

on the one hand ... on the other hand – с одной стороны ... с другой стороны;

firstly / secondly – во-первых/ во-вторых;

in conclusion – в заключение.

Text 6. Scotland Yard

The name «Scotland Yard» originates from the plot of land adjoining Whitehall Palace where, in about 14th century, the royalty and nobility of Scotland stayed when visiting the English Court.

Scotland Yard is the headquarters of the Metropolitan Police in London. To most people, its name immediately brings to mind the picture of a detective – cool, collected, efficient, ready to track down any criminal with complete confidence that he will bring him to justice or a helmeted police constable – that familiar figure of the London scene and trusty helper of every traveler from overseas.

Scotland Yard is situated on the Thames Embankment close to the House of Parliament. 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 station concerned, so that within seconds of a call for assistance being received, a police car is on its way to the scene and all neighboring police stations have been notified.

Apart from the 999 Room, one of the most interesting places in Scotland Yard is the 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 warehouse 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 Museum, which contains murder relics, forgery exhibits and coin-ing moulds.

Notes:

1. «999 system» – телефонный номер для вызова полиции, скорой помощи, пожарной команды.
2. Accidents Map – карта дорожно-транспортных происшествий.
3. The Vehicles Recovered Map – карта восстановления уличного движения.
4. Mounted Branch – конная полиция.
5. The Rogues' Gallery – картотека жуликов и мошенников.

Task: Read and translate the text in writing consulting a dictionary. Find the answer to the question: *What is the different between the High Court and the Court of Appeal?*

Text 7. English Law and Court System

There are three separate systems of law in the United Kingdom: the legal system and law courts of 1. England and Wales; 2. Scotland; 3. Northern Ireland. However, there are some common features to all systems in the United Kingdom: the sources of law, the distinction between civil law and criminal law. The sources of law include: 1. written law (i.e. statutes); 2. unwritten law (i.e. Common law and Equity) based on judicial precedent. We also call the common law as «case law» or «judgemade» law. It means that when one judge had decide a point of law, any judge who has the similar set of facts must decide the same way as in the earlier judgement. In other words, the judge uses the process of analogy.

It is the Magistrates' Courts (sometimes called police courts) that try the majority of all criminal cases and some civil cases. Magistrates' courts are presided over by lay magistrates (also called justices of the peace – J. P. s) who work part-time and are unpaid. The courts consist of between 2 and 7 magistrates. In a few large cities there are also stipendiary magistrates who sit alone and have legal training. County courts are the main civil courts and the Crown Court deals with all the more serious criminal cases. It also hears appeals from magistrates' courts. The accused has the right to trial by jury. The High Court hears all those civil cases that cannot be decided by county courts. The Court of Appeal hears both criminal and civil appeals and the House of Lords is the final appellate tribunal. The judges in the House of Lord are the ten «Lords of Appeal in Ordinary» (the «law lords»).

Task: Read and translate the text in writing consulting a dictionary. Write down all the legal professions mentioned in the text below.

Text 8. Types of Legal Professions

England is almost unique in having two different kinds of lawyers. They are solicitors and barristers. There are about 50,000 solicitors and they make up the largest branch of the legal profession in England and Wales. They are found in every town, where they deal with all day-to-day work of preparing legal documents for buying and selling houses, making wills, etc. Solicitors also work on court cases for their clients, prepare cases for barristers to present in higher courts, and may represent their client in a Magistrates' court.

There are about 5,000 barristers who defend or prosecute in the higher courts. Although solicitors and barristers work together on cases, barristers specialize in representing clients in court and the training and career structures for the two types of lawyers are different. In court, barristers wear wigs and gowns to keep the formality. They are experts of the Law. They are rather remote figures. Barristers do not have public offices in any street. They work in chambers, often in London. To qualify as a barrister you have to take the exams of the Bar Council. These are different from solicitors' examinations. Only barristers can become judges in England. The highest level of barristers has the title QC (Queen's Counsel).

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

A jury consists of 12 people (jurors), who are ordinary people chosen from the Electoral Register. They listen to the evidence given in court in certain criminal cases and decide whether the defendant is guilty or innocent.

There are about 30,000 magistrates (Justices of the Peace or JPs), who judge cases in the lower courts. They are usually unpaid and have no formal legal qualifications.

Coroners have medical or legal training and inquire into violent or unnatural deaths.

Task: Scan the text and render its contents in English.

Text 9. International Police Cooperation in Combating Cross-Border Crime

The growth in cross-border crime is going on in many countries today. The development of increasingly sophisticated facilities for rapid travel has made it easier for criminals to move around the world. At the same time, the complex structures of modern societies and the constant growth of international exchanges provide more and more opportunities for international criminal activity, which has expanded enormously now and reached alarming proportions. Individuals and companies are being subjected to increasing pressure from criminals, leading to widespread feelings of insecurity.

The term «international crime», although in common use, does not necessarily refer to specific types of offence defined in law. When criminal acts, deals and

schemes violate the laws of more than one country, they are said to be cross-border, transnational or international crimes.

The UN has classified all transnational crimes into 17 groups: money laundering terrorism; theft of art works and cultural objects; theft of intellectual property; illicit arms trade; hijacking of planes; piracy; hijacking on highways; fraud in insurance; computer-related crime; ecological crime; trade in humans; trade in human organs; drug trafficking; sham bankruptcy; penetrating legal business; corruption and bribing public figures, party leaders and elected officials.

Some offences are covered by international conventions, for instance, currency counterfeiting (1929 Convention), traffic in human beings and the exploitation of prostitution (1949 Convention), and drug trafficking (1988 Convention).

Other offences, however, can be classified as «international» because of the behaviour of the offenders. For instance, preparations for committing an offence may be made in one country while the actual offence is committed in one or more countries. To make another example, similar offences may be committed one after the other in several different countries. Finally, an offender may escape across a border after committing his offence, he may transfer his illicit gains abroad or he may conceal objects or documents used to commit the offence in another country.

Tracing and arresting such offenders may prove extremely difficult; problems can arise in connection with exchanging information, identification, international investigations and subsequent extradition. Because of these problems, police services in different countries must work together if they are to combat international crime successfully.

1. The title of the text is... / The text is entitled... 2. The text is about... / The main idea of the text is... 3. I learned that... 4. I found the text interesting/informative/topical/cognitive/boring/amusing, because... 5. In conclusion, I'd like to say that...

Task: Read the text and do the test below.

Text 10. From the History of Police Force

1. Police are public and private agents concerned with the enforcement of law, order, and public protection. In modern cities their duties cover a wide range of activities, from criminal investigation and apprehension to crime prevention, traffic regulation and maintenance of records.

2. The concept of regulatory body of men assigned to keep the peace in society is as old as civilization. Ancient Sumer (c. 3500 – c. 1800 BC), were modern Iraq now stands, is believed to have had a policing body.

3. In Ancient Greece, publicly-owned slaves were used by magistrates as police. In Athens, a group of 300 Scythian slaves was used to guard public meetings to keep order and for crowd control, and also assisted with dealing with criminals, manhandling prisoners, and making arrests. Other duties associated with modern policing, such as investigating crimes, were left to citizens themselves.

4. The Roman Empire had a relatively effective law enforcement system. Augustus created 14 wards, which were protected by seven squads of 1000 men called «Vigils», who guarded against fires and served as night watchmen. Beginning in the 5th century, policing became a function of clan chiefs and heads of state.

5. The Anglo-Saxon system of maintaining public order was a private system. Local lords and nobles were responsible to maintain order in their lands, and often appointed a constable, sometimes unpaid, to enforce the law.

Test

1. *This sentence is...*

true; false; not stated.

Ancient Sumer (c. 3500 – c. 1800 BC), were modern Iraq now stands, is believed to have had a policing body.

2. *This sentence is...*

true; false; not stated.

The Anglo-Saxon system of maintaining public order included police departments.

3. *This sentence is...*

true; false; not stated.

The modern era of law enforcement began in medieval France.

4. *This information is contained in paragraph №...*

1. 2. 3. 4. 5.

Slaves were used to guard public meetings to keep order

5. *This information is contained in paragraph №...*

1. 2. 3. 4. 5.

Lords and often appointed a constable to enforce the law.

6. *The main idea of the text is...*

a) Duties of the police cover a wide range of activities;

b) The Anglo-Saxon system of maintaining public order includes police stations;

c) The concept of regular police in society is as old as civilization.

Task: Summarize the following text in English.

Text 11. Duties and powers of H. M. the Queen

According to a famed British constitutional scholar, Walter Bagehot, Queen Elizabeth II «could disband the army; she could dismiss all the officers; she could sell off all our ships-of-war and all our naval stores; she could make a peace by the sacrifice of Cornwall and begin a war for the conquest of Brittany. She could make every citizen in the United Kingdom, male or female, a peer; she could make every parish in the United Kingdom a ‘University’; she could dismiss most of the civil servants, and she could pardon all offenders».

Powers of the Queen:

- The power to appoint and dismiss the Prime Minister.

- The power to appoint and dismiss other ministers.

- The power to summon, prorogue and dissolve Parliament.

- The power to make war and peace.

- The power to command the armed forces of the United Kingdom.

- The power to regulate the Civil Service.

- The power to ratify treaties.

- The power to issue passports.

- The power to appoint bishops and archbishops of the Church of England.

- The power to create peers (both life peers and hereditary peers).

What Her Majesty cannot do is vote. Nor can she express any shading of political opinion in public. The Queen cannot sit in the House of Commons, although the building is royal property. She addresses the opening session of each Parliament, but she cannot write her own speech. The Queen cannot refuse to sign a bill of Parliament, and she cannot appear as a witness in court, or rent property from her subjects.



1. The title of the text is... / The text is entitled... 2. The text is about... / The main idea of the text is... 3. I learned that... 4. I found the text interesting/informative/topical/cognitive/boring/amusing, because... 5. In conclusion, I'd like to say that...

Task: Read and translate the text orally. Rewrite and translate into Russian in writing the first two paragraphs of the text.

Text 12. The British Royal Family

The royal family comprises Queen Elizabeth II and her close relations. Members and relatives of the British royal family historically represented the monarch in various places throughout the British Empire. Today, they often perform ceremonial and social duties throughout the United Kingdom and abroad on behalf of the United Kingdom. Aside from the monarch, their only constitutional role in the affairs of government is to serve, if eligible and when appointed by letters patent, as a Counselor of State, two or more of whom exercise the authority of the Crown (within stipulated limits) if the monarch is indisposed or abroad.

The Queen, her consort, her children and grandchildren, as well as all former sovereigns' children and grandchildren, hold places in the first sections of the official orders of precedence in England and Wales, Scotland, and Northern Ireland. Wives of the said enjoy their husbands' precedence, and husbands of princesses are unofficially but habitually placed with their wives as well. However, the Queen changed the private order of precedence in the royal family in favour of Princesses Anne and Alexandra, who henceforth take private precedence over the Duchess of Cornwall, who is otherwise the realm's highest ranking woman after the Queen

herself. She did not alter the precedence of other born-princesses, such as the daughters of her younger sons.

This is a list of members of the royal family as of 2018:

- The Queen and the Duke of Edinburgh (the monarch and her husband);
- The Prince of Wales and the Duchess of Cornwall, The Earl and Countess of Wessex (the Queen's sons and daughters-in-law);
- The Princess Royal (the Queen's daughter);
- The Duke of York (the Queen's son);
- The Duke and Duchess of Cambridge, The Duke and Duchess of Sussex (the Queen's grandsons and granddaughters-in-law);
- Princess Beatrice of York, Princess Eugenie of York (the Queen's granddaughters);
- Prince George of Cambridge, Prince Louis of Cambridge (the Queen's great-grandsons);
- Princess Charlotte of Cambridge (the Queen's great-granddaughter).



Task: Read and translate the text in writing consulting a dictionary. Answer the following question: Do you support the opinion that Trump is considered to be the least popular President in the USA?

Text 13. Donald Trump

Donald Trump was inaugurated as the 45th President of the United States on January 20, 2017, succeeding Barack Obama. Trump, the Republican nominee, was a businessman and reality television personality from New York City at the time of his victory in the 2016 presidential election over the Democratic nominee Hillary Clinton. While Trump lost the popular vote by nearly 3 million votes, he won the Electoral College vote by 304 to 227.



Upon taking office, Trump repealed regulations intended to address climate change, withdrew the United States from the Trans-Pacific Partnership, issued a controversial executive order denying entry into the U.S. to citizens of certain countries, and withdrew from the Iran nuclear agreement. Trump ended the Deferred Action for Childhood Arrivals program, recognized Jerusalem as the capital of Israel, signed a deal to sell US \$110 billion of arms to Saudi Arabia, and enacted tariffs on steel and aluminum imports triggering retaliatory tariffs from the EU and China.

Trump's nomination of Neil Gorsuch to a vacant seat on the Supreme Court was confirmed by the Senate in April 2017. In December 2017, Trump signed the Tax Cuts and Jobs Act of 2017, which dramatically lowered corporate and estate taxes. After Trump dismissed FBI Director James Comey in 2017, a special counsel was appointed to take over an existing FBI investigation into Russian interference in the 2016 elections and related matters, including coordination or links between the Trump campaign and Russian government; the investigation has resulted in several indictments and guilty pleas involving Trump campaign advisors and staff. By the end of Trump's first year in office, 34 percent of his original staff had resigned, been fired, or been reassigned.

Trump is considered to be the least popular President in the history of modern American presidential, as of the end of his first year in office.

Task: Scan the text and render its contents in English.

Text 14. Cabinet

Days after the presidential election, Trump announced that he had selected RNC Chairman Reince Priebus as his Chief of Staff, a position that does not require Senate confirmation. Priebus and Senior Counselor Steve Bannon were named as «equal partners» within the White House power structure, although Bannon was not a member of the Cabinet. Aside from the vice president and the chief of staff, the remaining Cabinet-level positions required Senate confirmation. Bannon was fired in August 2017, leaving Kelly as one of the most powerful individuals in the White House.

On November 18, Trump announced his first Cabinet designee, choosing Alabama Senator Jeff Sessions for the position of Attorney General. Trump continued to name designees for various positions in November, December, and January. Former Georgia Governor Sonny Perdue was announced as the nominee for Secretary of Agriculture on January 19.

In February 2017, Trump formally announced his cabinet structure, elevating the Director of National Intelligence and Director of the CIA to cabinet level. The Chair of the Council of Economic Advisers, which had been added to the cabinet by Obama in 2009, was removed from the cabinet. Trump's cabinet consists of 24 members, more than Barack Obama at 23 or George W. Bush at 21.

Since taking office, Trump has made two unsuccessful cabinet nominations. Andrew Puzder was nominated for the position of Secretary of Labor in 2017, while Ronny Jackson, who had previously served as the president's physician, was nominated as Secretary of Veterans Affairs in 2018. Each withdrew their name from consideration after facing opposition in the Senate.

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Task: Scan the text and render its contents in English.

Text 15. President Trump: Seven Ways the World Has Changed

1. Heightened nuclear tensions in Asia.

Under President Obama, the policy was called «strategic patience» – squeeze North Korea with sanctions, persuade others to do the same, particularly China, and wait it out. But Mr. Trump's Vice-President Mike Pence has now said the «era of strategic patience is over». The administration says «all options are on the table» and Mr. Trump's announcement that he was sending an «armada» of US warships towards the Korean peninsula raised the spectre of military action.

2. Relationship with Russia even more complicated.

During the US election campaign, Mr. Trump praised Russian President Vladimir Putin as a strong leader, with whom he would love to have a good relationship. The relationship appeared to take a sharp downward turn following a chemical attack in Syria, which was blamed on the Syrian government, and Russia's continued support for President Bashar al-Assad. President Trump went on to say the US «may be at an all-time low in terms with our relationship with Russia». He said it would be a «fantastic thing» if the nations improved ties, but warned «it might be just the opposite».

3. Greater focus on Nato.

Mr. Trump has previously been hugely critical of the North Atlantic Treaty Organization, a cornerstone of American foreign policy for more than 60 years. He attacked the organisation as «obsolete» and characterised its members as ungrateful allies who benefit from US largesse.

4. Use of force.

Donald Trump was also previously opposed to US military action in Syria, calling for greater focus on domestic policies. So it was quite a turnaround when the president ordered US missile strikes on a Syrian government airbase in April. The missile strike was the first time the US had directly targeted the Syrian regime since the conflict began. The US hit Islamic State militants in Afghanistan with a weapon known as the «mother of all bombs», or MOAB, that had never been used by the US in combat before. The US appears – at least for now – to be taking a more forceful role in foreign conflicts.

5. Future of free trade uncertain.

He has threatened to scrap a number of existing free trade agreements, including the North American Free Trade Agreement between the US, Canada and Mexico, which he blames for job losses. He has even suggested withdrawing the US from the World Trade Organization. Since winning the election, he has focused on threatening companies, particularly automobile makers, that he will slap a tariff of 35 % on goods manufactured in Mexico. Mr. Trump abandoned the Trans-Pacific Partnership, a 12-nation trade deal brokered by President Obama and representing 40 % of the world's economic output.

6. Climate change rethink.

Mr. Trump had said that he would «cancel» the Paris Climate Agreement within 100 days of taking office. This has not happened and his senior advisers are now reportedly divided on whether it should. He has, however, made large strides in his pledge to reverse climate change regulations introduced by President Obama. He signed an executive order in March that reversed the Clean Power Plan, which had required states to regulate power plants, but had been on hold while being challenged in court.

7. Iran nuclear.

The President had said dismantling nuclear weapons would be his «number one priority» but had not specified what he wanted to do. Now his administration has announced a review of the whole US policy towards Iran. This would take in not only Tehran's compliance with the nuclear deal but also its actions in the Middle East where it is a key player in the Syrian conflict and a rival of Saudi Arabia and Israel.

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ЗАКЛЮЧЕНИЕ

Современная система высшего образования выдвигает более жесткие требования к подготовке специалистов, которые должны уметь решать профессиональные задачи любой сложности. В этой связи особое значение приобретает языковая подготовка будущих специалистов, чьи коммуникативные способности были бы не ограничены рамками языковых барьеров и монокультурного мышления. Подготовка конкурентоспособного специалиста предполагает высокий уровень общего развития обучающегося, способность применять коммуникативные умения на практике, нестандартное мышление и умение быстро адаптироваться к изменяющимся социальным, политическим и экономическим условиям. Поэтому актуальным становится практическое овладение специалистами иностранным языком не только как языком международного общения, но и как средством профессионально-личностного развития, т. е. формирование и развитие межкультурной коммуникативной компетенции и иноязычной коммуникативной компетенцией, которые являются важными составляющими профессиональной подготовки высококвалифицированного специалиста, включая сотрудника органов внутренних дел.

Содержание учебного пособия «Иностранный язык в сфере юриспруденции. Английский язык» нацелено на формирование у обучающихся способности к деловому общению, профессиональной коммуникации на иностранном языке. Усвоение лексико-грамматического минимума в объеме, необходимом для работы с иноязычными текстами лингвострановедческого и общеправового характера, овладение умениями всех видов чтения и навыками профессионального общения на иностранном языке осуществляются в ходе аудиторной работы под руководством преподавателя и при самостоятельной работе над учебным материалом пособия.

В результате работы с учебным пособием обучающиеся получают представление о структуре изучаемого иностранного языка, его грамматическом строе, социокультурных компонентах общения на изучаемом языке. Обучающиеся участвуют в обсуждении осваиваемых тем, учатся задавать вопросы и отвечать на них, овладевают навыками аннотирования профессионально ориентированных текстов, развивают способность воспринимать устную (монологическую и диалогическую) речь.

Знание иностранного языка позволит сотрудникам полиции при исполнении служебных обязанностей преодолевать языковой барьер и адекватно реагировать на конкретные ситуации реального профессионального общения.

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ИНОСТРАННЫЙ ЯЗЫК В СФЕРЕ ЮРИСПРУДЕНЦИИ. АНГЛИЙСКИЙ ЯЗЫК

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