

МИНИСТЕРСТВО ВНУТРЕННИХ ДЕЛ РОССИИ
КАЗАНСКИЙ ЮРИДИЧЕСКИЙ ИНСТИТУТ

АНГЛИЙСКИЙ ЯЗЫК ДЛЯ ЮРИСТОВ

Учебно-методическое пособие

КАЗАНЬ 2017

ББК 81.432.1

А 64

Одобрено редакционно-издательским советом КЮИ МВД России

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А 95 Английский язык для юристов : учебно-методическое пособие
/ сост. Г.Р. Ахметзянова, А.Ю. Филькова. – Казань : КЮИ
МВД России, 2017. – 54 с.

Данное учебно-методическое пособие включает лексические упражнения, составленные на основе использования юридической и общеупотребительной лексики. В пособие включены грамматические упражнения на закрепление навыков устной и письменной речи по юридической терминологии.

Предназначено для преподавателей, курсантов и слушателей образовательных организаций системы МВД России.

ББК 81.432.1

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Введение

Целью пособия является формирование коммуникативной компетенции и расширение социо-культурного кругозора обучающихся.

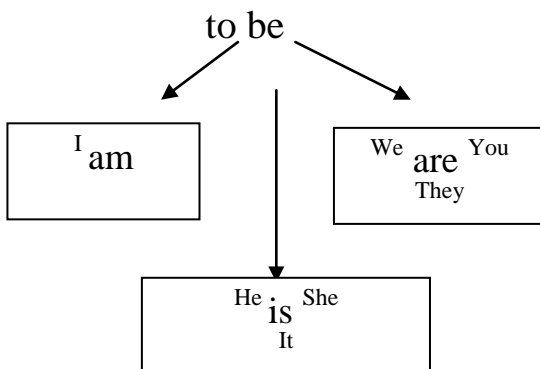
Методическая модель пособия основана на концепции функционально-коммуникативного подхода к преподаванию иностранного языка, при котором обучение приближается к модели процесса обучения.

Задача пособия заключается в развитии навыков речевой деятельности.

Учебное пособие состоит из шести тематических циклов. Каждый тематический цикл включает в себя грамматический материал, лексико-грамматические упражнения для развития навыков диалогической и монологической речи, тексты для развития навыков чтения юридического и общеполитического характера. Юридическая направленность текстов способствует закреплению навыков профессиональной деятельности, повышению культурного уровня и расширению правового кругозора, а также усвоению иноязычной профессиональной и тематической терминологии.

Unit I

Грамматика: TO BE – PRESENT SIMPLE



+ He is² at work.

- He is² not at work.

? Is¹ he at work?

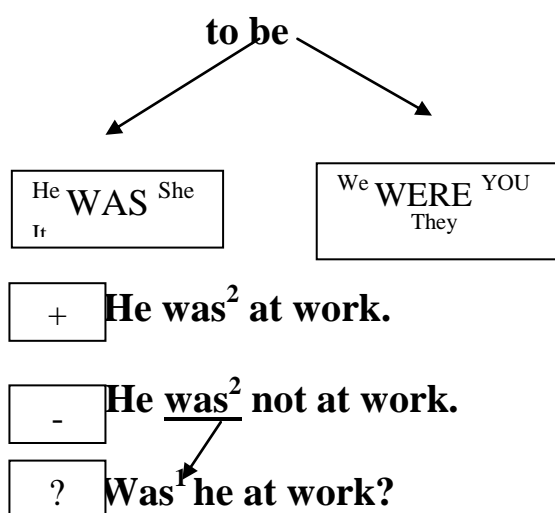
СМЫСЛОВЫЙ ГЛАГОЛ ТО ВЕ



Глагол to be

| | Местоимения | Формы глагола | Сокращенные формы | Отрицательные формы |
|-------------------|-------------------|---------------|----------------------------|---------------------|
| Единств. число | I | Am | I'm | am not='m not |
| | he she it | Is | he's she's it's | is not=isn't |
| | we you they | are | we're you're they're | are not=aren't |

TO BE – PAST SIMPLE



WAS/WERE

Write sentences

| | | | |
|-------------------------|---------|----------------------------|------|
| I He She There | was ... | We You They There | were |
|-------------------------|---------|----------------------------|------|

1. It's Wednesday. Jenny and Penny are at school.

Yesterday they were at school, too.

2. Don is at school. _____

3. Mr. Green is in his office. _____

1. Поставьте глагол to be в настоящее время.

1. Our teacher (to be) in the English lab now.
2. My friend (to be) a student of the Kazan law institute.
3. I (to be) a student.
4. The houses in the street (to be) not big.
5. My parents (to be) of the same age.
6. (to be) your sister and brother students?
7. He (to be) very busy now.
8. My friend (to be) a first year student.
9. (to be) he a good student?
10. Where (to be) he now?
11. How old (to be) your friend?
12. What (to be) his profession?

2. Задайте вопросы и дайте положительный ответ.

Образец: Is Anna a teacher? –Yes, she is a teacher.

1. Fran / a teacher.
2. Pierre and Tony / students.
3. Anna / a lawyer
4. Fran and Tony / judges
5. John / a doctor.
6. A girl / beautiful.

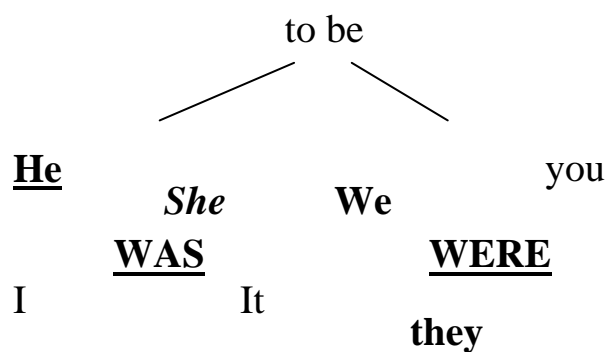
3. Задайте вопросы и дайте отрицательные ответы.

Образец: Is the book interesting? –No, it isn't.

1. He / at home.
2. They / at work.
3. A boy / at school.
4. She / in the street.
5. Parents / in the city.
6. Is / hungry.

4. Переведите на английский язык.

1. Где Анна? 2. Где преподаватель? 3. Книги на столе. 4. Он дома.
5. Почему он сердитый? 6. На улице холодно. 7. Вы замерзли?
8. Вы устали? 9. Джон хороший студент. 10. Николая нет дома.
11. Он в школе? 12. Этот фильм интересный?



+ He was at work

- he was not at work

? was he at work?

1. Поставьте глагол to be в прошедшее время.

1. Yesterday they (to be) at school.
2. Mr Green (to be) in his office.
3. The secretary (to be) there.
4. The manager (to be) out.
5. I (to be) mistaken.
6. Mr Green and the baby (to be) at home.

2. Задайте вопросы.

Образец: was he at school on Monday?

1. She / at home / Sunday.
2. The manager / in his office / yesterday.
3. The baby / in bed / eleven o'clock.
4. The letters / on the table / Friday.
5. They / at home / on Sunday.

3. Ответьте на вопросы о себе кратко.

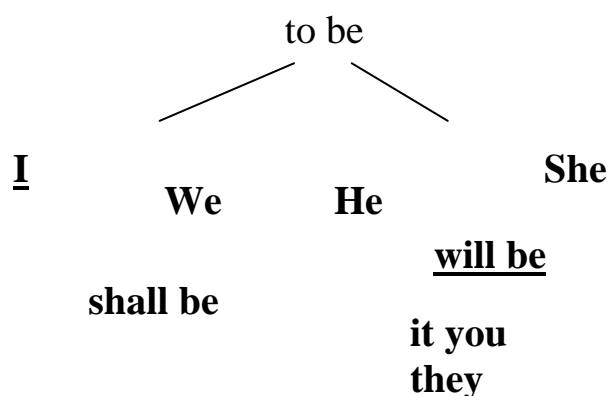
1. Were you at home all day yesterday?
2. Were you and your friends at the Institute?
3. Were you happy?
4. Were you tired?
5. Were you hungry?
6. Were you angry?
7. Were you cold?

4. Переведите с русского на английский язык.

1. Я была дома (to be home)
2. Его не было дома вчера (to be home)

3. Ты опоздал (to be late)
4. Мы были вчера на работе (to be at work)
5. Ты был вчера на работе (to be at work)
6. Она ошиблась (to be mistaken)
7. Я хочу пить (to be thirsty)
8. Книга была интересной? (to be interesting)
9. Я счастлив (to be happy)
10. Он вчера был очень зол (to be angry)

to be – Future Simple



- + He will be at work
- He will not be at work
- He won't be at work
- ? Will he be at work?

1. Переведите предложения на английский язык.

1. Вы будете завтра дома?
2. Он опоздает.
3. Где вы будете завтра?
4. Я не знаю, где я буду завтра.
5. Он будет хорошим юристом.
6. Ее не будет завтра дома.
7. Они опоздают?
8. Он будет на работе?
9. Она будет в школе.
10. Их не будет на работе завтра.

Конструкция there is / are

| Единственное число | Множественное число |
|--------------------------------|-------------------------------------|
| + There is ... | There are ... |
| - There isn't ... | There aren't ... |
| ? Is there ... | Are there ... |
| There is an apple on the table | There are three apples on the table |

1. Переведите на русский язык.

1. There are books on the table.
2. There isn't a computer in the room.
3. Are there students in the classroom?
5. Is there a telephone in the room?
6. Are there many cars in the street?
7. Is there much food in the fridge?
8. There aren't pens on the desk.
9. There were many interesting books in the library.
10. How many computers are there in your office?
11. Is there a lawyer in your office?

2. Переведите с русского на английский.

1. Сколько компьютеров в вашем офисе?
2. На стене висит картина.
3. Под стулом сидит собака.
4. Сколько студентов в вашей группе?
5. Сколько членов в вашей семье?
6. В вашем офисе есть юрист?
7. В холодильнике много еды.
8. В аудитории много студентов?
9. В саду много цветов.
10. В комнате есть телефон?

Прочтите и переведите текст, пользуясь словарем.

The US Congress

Through its power over the purse, the US Congress can control much that relates to foreign policy. Foreign policy is largely an executive responsibility, but the Congress also plays an important role in appropriating funds and conducting investigations. The role of the US Congress inside the country is even more important. The US Congress is the governmental body that determines taxation.

In discussing leadership in the federal legislature, one may begin with the party conference. There are four of these loose-knit organizations – one for each party in each House – and all senators and representatives are automatically members according to their political affiliation. Before a new Congress convenes, the party representatives meet to nominate their candidates for the Senate and House offices. Foremost among the officers

named by the majority party of the House of Representatives is the Speaker. His prestige is rather high, he is second to the Vice-President in the line of presidential succession.

The presiding officer of the Senate is the Vice-President of the United States. Unlike the Speaker, the Vice-President is not a member of the chamber over which he presides and he sometimes is not a member of the party in power. From among its own membership the Senate chooses, on nomination by the party in power, a presiding officer known as the “president pro tempore”, who acts when the Vice-President is absent or when he succeeds to the Presidency. The work of the US Congress is done mostly in different committees. “Congress in its committee rooms is Congress at work”. This maxim is ascribed to President Woodrow Wilson (1913-1921).

The standing committees of the Congress are specialist committees to which legislation concerning their particular field must be sent. The most important of the Senate committees are Appropriations, Foreign Relations, Finance, Armed Services, Judiciary, Agriculture and Forestry, and Interstate and Foreign Commerce.

In the House of Representatives the most important of the committees are Rules, Appropriations, Ways and Means, Armed Services, Judiciary, Agriculture, Interstate and Foreign Commerce, Foreign Affairs and Government Operations. There are also a number of joint committees of both houses. The most important is the Joint Economic Committee. Many of the committees are divided into a number of subcommittees; each with its own responsibility for a specialized area of the committee’s field of interest. The chairmen of the standing committees are considered the real rulers of the Senate and of the House. The chairman calls committee meetings, sometimes at his own convenience. Bills he favours enjoy an initial advantage; those he opposes suffer a grave handicap. Seniority governs committee choices, and the seniority system gave preponderant weight to racists from southern states, who have long made them one-party states (under the Dixiecrat rule) and had a good chance of being re-elected often enough to gain commanding seniority. Seniority is a privileged status attained by the length of continuous service in the US Congress.

The major criticisms of the Congress in the American press may be summarized as follows:

(a) The Congress is unrepresentative, the Senate being undemocratic in its equality of representation for all states whether populous or sparsely inhabited and the House being subjected to the evils of “gerrymandering”.

(b) The Congress is the victim of delay and complexity, particularly in reference to the relations between the two houses.

(c) The Congress occupies an irresponsible position in the governmental system and internally is the victim of an autocratic and irresponsible partisan machine.

Упражнения

1. Найдите в словаре значения следующих слов, запишите и запомните их:

purse, to relate, foreign policy, appropriate, to conduct investigation, to determine, taxation, legislature, loose-knit, affiliation, convene, foremost, succession, to preside, pro tempore, to succeed, to ascribe, to divide, ruler, at his own convenience, to favour, to enjoy, advantage, to oppose, suffer, grave, handicap, seniority, preponderant, to attain, sparsely, to inhabit, victim, standing committee, sparsely, gerrymander.

2. Прочтите слова, обращая внимание на правильное произношение.

Foreign, policy, executive, responsibility, appropriating, important, taxation, legislature, representative, automatically, affiliation, candidates, majority, prestige, succession, senate, chamber, power, committee, finance, judiciary, agriculture, commerce, to divide.

3. Переведите предложения на английский язык.

1. Конгресс играет важную роль в проведении расследований.
2. Конгресс – это орган, который определяет налогообложение.
3. Престиж спикера довольно высокий.
4. Председательствующим в сенате является вице-президент США.
5. В палате представителей наиболее важными комиссиями являются: комиссия внешней торговли и международных отношений.
6. Существует также ряд совместных комиссий обеих палат.
7. Большинство основных постов занимают консерваторы.
- 8.

4. Ответьте на следующие вопросы.

1. What can the Congress control? 2. What is the role of the US Congress? 3. The US Congress is the governmental body that determines taxation isn't it? 4. Is the presiding officer of the Senate the Vice-President of the USA. 5. Is the Vice-President a member of the chamber over which he presides? 6. What are the most important committees of the Senate! 7. What are the most important committees of the House of Representatives? 8. Are there any joint committees of both houses? 9. What is the role of the chairman of the standing committee? 10. Seniority is a privileged status attained by the length of continuous service in the US Congress, isn't it? 12. What are the major criticisms of the Congress in the American press? Who heads the Key posts in the committees?

5. Передайте содержание текста на английском языке.

6. Переведите предложения, обращая внимание на глагол to be и конструкцию there is / are.

1. There are now the following executive departments: of State; Defense, Treasure; Justice; Agriculture; Commerce; Labour; Interior; Health, education and Welfare; Transportation and Energy. 2. Aside from these departments there are more than 50 independent agencies, such as the interstate Commerce commission, the civil Aeronautics Board and the Federal Trade Commission. 3. The Supreme Court is the highest court in the country and the head of the judicial branch of the US government. 4. This is a doctrine and practice by which the court have authority to declare legislative acts unconstitutional, that is in violation of the Constitution. 5. The Supreme Court is the only body, however, that can determine constitutionality in federal matters. 6. The federal judiciary is responsible for the trial of cases involving federal laws and each state has its own judicial system. 7. Most of the cases heard by the Supreme Court are on appeal from lower federal courts. 8. There are about ninety district courts in different parts of the United States. 9. Courts of appeal in the court national system are below the Supreme Court. 10. At the base of the state judicial system are the courts presided over by justices of the peace. 11. Justices of the peace are local officials usually without formal legal training and elected for a two-or four year term. 12. According to the US judicial doctrine, "justice is a relationship in which each citizen or group receives due respect and return. 13. The result is that the United States has the most complex judicial system in the world.

Unit II

Грамматика: модальные глаголы.

Основными модальными глаголами в английском языке являются can, may и must. Они употребляются с инфинитивом глагола, называющего действие, и выражают отношение говорящего к этому действию.

CAN – имеет значение:

1. могу, в состоянии

They can bring a criminal to justice.

They can solve this crime.

2. умею

He can operate the crane.

MAY – имеет значение:

1. могу, имею разрешение

I may take this book.

2. могу в силу вероятности, т.е. может быть

The building may be completed in a month.

MUST – имеет значение: должен

You must come to the lecture in time.

Английские модальные глаголы не имеют инфинитива, не изменяются по лицам.

I

He

The

It

We

You

They

can do this work well.

I

| | |
|------|---|
| He | |
| She | |
| It | may translate this text without a dictionary. |
| We | |
| You | |
| They | |

| | |
|------|-----------------------------------|
| I | |
| He | |
| She | must come to the lecture in time. |
| We | |
| You | |
| They | |

Вопросительная и отрицательная форма этих глаголов образуется без вспомогательного глагола to do.

| | | |
|------|-----|-----------------|
| Can | | come in time? |
| May | You | take this book? |
| Must | | do this work? |

В отрицательной форме частица not употребляется после модального глагола, причем с глаголом can она сливается в одно cannot или can't.

| | |
|-------------------|------------------------------|
| | cannot (can't) come in time. |
| <u>You</u> | may not take this book. |
| | must not do this work. |

Форма прошедшего времени глагола – can – could [kud], глагола may – might [mait]. Глагол must имеет только одну форму – форму настоящего времени.

Недостающие формы модальных глаголов восполняются особыми словосочетаниями, равнозначными с ними по модальному оттенку. К таким словосочетаниям относятся: to be able (to) – быть в состоянии, мочь (может заменить глагол can), to be allowed (to) – иметь разрешение (заменяет глагол may), to have (to) быть вынужденным (заменяет must), to be (to) – быть вынужденным (заменяет must).

Упражнение 3. Скажите или напишите следующие предложения:

a) Past Indefinite; б) Future Indefinite.

Образец: He must learn the new words regularly.

He had to learn the new words regularly.

He will have to learn the new words regularly.

A. 1. We must pass the examination in physics. 2. He must leave in the morning. 3. You must read the text again. 4. They must begin their work at 9 o'clock. 5. She must go there at once.

Образец: He can skate well.

He could skate well.

He will be able to skate well.

B. 1. He can continue his studies at the evening department. 2. I can meet you at the Metro station. 3. His father can help him in his studies. 4. I can translate this text without a dictionary. 5. She can play tennis after work.

Образец: You may smoke in the corridor.

You were allowed to smoke in the corridor.

You will be allowed to smoke in the corridor.

C. 1. You may go home after classes. 2. They may continue the experiment. 3. The students may use dictionaries at the translation text. 4. He may take books from his father's library. 5. The tourists may attend the sitting of the Parliament.

Упражнение 11.

A. Переведите следующие предложения на русский язык, обращая внимание на время и залог сказуемого.

1. Usually the students are examined in room 41. 2. At the Institute the Students are taught many different subjects. 3. The academic year is divided into two terms. 4. The children of Sparta were given a military education. 5. In Athens special attention was paid to reading, writing and literature. 6. The boy was told to be back at home at 6 o'clock. 7. This road was built last year. 8. The electric lamp was invented by Yablochkov. 9. The telegram will be sent tomorrow. 10 This building will be completed very soon. 11. A new library will be opened in our district next week. 12. The new grammar rule will be asked at the next lesson.

Б. Переведите следующие предложения на русский язык, обращая внимание на глаголы, требующие после себя определенных предлогов.

| | |
|--------------------------------------|---|
| to look at – смотреть на | To pay attention to – обращать внимание на |
| to look for – искать что-л., кого-л. | To listen to – слушать что-л. |
| to look after – присматриваться | To speak to smb about smth – говорить с кем-л. о чем-л. |
| to look through – просматривать | To take care of – заботиться о ком-л. |
| to work at – работать над | To send for – посылать за |
| to wait for – ждать кого-л. | To refer to – ссылаться на |

1. He was listened to with great pleasure. 2. The documents were sent for a week ago. 3. This poet is much spoken about. 4. The child was looked for everywhere. 5. Her children will be taken care of. 6. You are always waited for. 7. The picture was attentively looked at. 8. This book is often referred to. 9. The work of this student was paid attention to. 10. This plan was carefully worked at. 11. She looked after her little sister, when her mother was at work. 12. He looked through the morning newspapers at breakfast.

Упражнение 12. Переведите следующие предложения, обращая внимание на перевод модальных глаголов и их эквивалентов.

1. Who can translate this sentence? 2. You can go to Moscow by train or by airplane. 3. Could you speak English a year ago? 4. I hope they will be able to reach the village before it is dark. 5. You may go away now, I shall finish the work myself. 6. Every engineer must know at least one foreign language. 7. Your son must stay in bed because he is still ill. 8. You should take a taxi if you don't want to be late for the concert. 9. Students are not allowed to enter the concert hall after the third bell. 11. As he received a bad mark, he had to go over the material again. 12. We were to meet at the station at six. 13. He was to stay at the office until the report was ready. 14. You will have to repeat the material of the lectures before the examination. 15. We were to send his letter of recommendation by air mail. 16. You should try to find out all the essential facts connected with his

work in the Antarctic. 17. The team of experts is to study the present situation in the country. 18. Do you know the student who is to make a report at our next meeting? 19. You should influence your friend. He is not studying the way he should. 20. All the students of our group should be present at meeting.

Упражнение 13. Заполните пропуски модальными глаголами can, may, must, should.

1. Nina is ill. She ... stay in bed. 2. Drivers ... stop when they see the red light. 3. Betty asked: "... I open the window?" 4. Betty asked her father: "... I go to the concert tonight?" Her father said, "Yes, you .. go". 5. Mary is free tonight. She ... go to the dance. 6. Alec will have an English lesson tomorrow. He ... study tonight. 7. Mark is a good student. He .. speak English well. 8. There is no ink in my pen. ... I write with a pencil? 9. My friend gave me an interesting book to read. She said, "You ... keep it for seven days". 10. You ... do what the doctor says. 11. You ... study much if you want to pass the examination well. 12. You .. not smoke in the dining-room. 13. Little children ... go to bed early. 14. If you are ill, you ... consult a doctor.

Прочитайте и переведите текст, пользуясь словарем.

The US Presidency

One may term President Chief Legislator as well as Chief Executive of the United States. This is nowhere better illustrated than in the national budget that the President submits to the US Congress for its guidance. The budget represents the policy of the President. In his State of the Union Message the President provides the US Congress with another legislative blueprint. The state of the Union Message is an annual message from the President to the Congress. The Constitution requires that the President "shall from time to time give to the Congress Information on the State of the Union, and recommend to their Consideration such Measures as he shall judge necessary and expedient". The President always submits such a message near the opening of each session of the Congress and also sends special messages, as he often does, on particular matters of concern to him. The statement may consist of past accomplishments, present activities, and

future needs, and it usually is followed by other messages dealing with specific problems. The President is now required by law to submit two other annual messages to the Congress, the Economic Report and the Budget Message. The Economic Report of the President is an annual message from the President to the Congress which must be submitted by January 20. This report contains detailed information about the condition of the American economy.

The President's influence over legislation is enhanced by his position as the acknowledged leader of his party.

Frequently, individual measures are drafted in some executive department and then introduced by senators or representatives friendly to proposals. To facilitate the passage of these administration bills, the President widely uses arm-twisting (a kind of official blackmail) and his power of "patronage" *.

The US President influences the US Congress also through his right of veto. In vetoing a bill, the President returns it to the Congress without his signature, usually accompanied by a statement of his objections.

Sometimes the President disapproves of a measure but does not return it within ten days, Sundays excepted, while the Congress is in session. In that case the measure becomes law without his signature. On the other hand, if the Congress should adjourn during that ten-day period, a disapproved measure dies for want of the presidential signature. This is known as a "pocket veto".

The President's influence over the judicial branch is further exercised through his power to appoint, with the Senate approval, all federal judges and attorneys. He has also power to set aside federal-court decisions in certain instances. For example, he may pardon, shorten the sentence of a federal judge, substitute a fine for imprisonment, or change a sentence from death to imprisonment. He may also postpone the punishment until further investigation can be made or he may pardon a person convicted of a crime.

The President is responsible for relations between the United States and other powers. With the Senate approval, he names the major officers of the State Department, as well as ambassadors. He receives diplomats accredited to the United States, and communicates directly with the heads of foreign governments. The President has the power to recognize or withhold recognition from foreign countries. The "big stick"* was widely used in

dealing with Latin American nations, where the President could make or break a government by extending or withholding recognition, since approval ordinarily meant loans and military supplies, while disapproval meant their denial.

Treaties must be approved by the Senate, however, and for this reason the President ordinarily takes the members of the Senate Committee on Foreign Relations into his confidence. The Senate approval sometimes is difficult to obtain, because a two-thirds majority is required. The President may by-pass the Senate, however, by entering into an “executive agreement” * which does not require the Senate approval.

The Constitution makes the President Commander-in-Chief of the armed forces. While the US Congress alone may declare war, the President may make the war inevitable by diplomatic manoeuvres or by the use of the armed forces.

Notes

*Patronage – the power to make appointments to office, when not governed by civil service laws or rules, or to grant contracts and various special favours. “Executive patronage” is the right of privilege of the US President to appoint or nominate persons to offices or positions.

*Big stick – a policy of force, especially political or military, as a means of influence. The phrase is used to describe the US policy of interference with domestic affairs of other countries.

*By an “executive agreement” they call in the USA an agreement between heads of government.

Упражнения

1. Найдите в словаре значения следующих слов, запишите и запомните их:

Budget, to submit, guidance, message, annual, to require, measure, to judge, expedient, concern, statement, accomplishment, to deal with, influence, to enhance, acknowledged, to draft, to facilitate, to disapprove, court, decisions, sentence, imprisonment, to postpone, to convict, to withhold, recognition, loan, denial, to adjourn, punishment, objection, blueprint.

2. Найдите в словаре эквиваленты следующих слов и словосочетаний:

представлять на рассмотрение, руководство, бюджет, представляет политику президента, законодательный проект, ежегодное послание президента конгрессу, открытие сессии конгресса, по особо важным делам, прошлые достижения, влияние президента на законодательство, чтобы облегчить передачу законопроектов, президент использует политику грубого нажима, быть на сессии, право ответа, без подписи, не одобрять меру, с другой стороны, отсрочивать, власть назначать федеральных судей и поверенных, решения федерального суда, заменить штраф федеральным заключением, изменить приговор, отложить вынесение наказания до дальнейшего расследования, отказать в признании, быть ответственным за, так же, как и послов, президент принимает дипломатов, займы, отказ, одобрение, объявить войну, сделать войну неизбежной.

3. Ответьте на следующие вопросы:

1. What does the President submit to the US Congress for its guidance?
2. What does the budget represent?
3. What does the Constitution require from the President of the USA?
4. Is the President required by law to submit two other annual messages to the Congress, the Economic Report and the Budget Message?
5. Where are individual measures drafted?
6. What does the President use to facilitate the passage of the administration bills?
7. How does the US President Influence the US Congress?
8. What is the President's influence over judicial branch?
9. Is the President responsible for relations between the United states and other Powers?
10. What is the power of the President in field of the foreign policy?
11. Is the President make the war inevitable?

4. Передайте содержание текста на английском языке.

5. Прочтите текст и передайте его содержание на русском языке.

The US Presidency

A constitutional protection against misused executive power is the provision that the House of Representatives may bring charges against the President in impeachment proceedings. “Impeachment” is a formal accusation against a public official by a legislative body. The Constitution of the United States provides that “the President, Vice-President, and all civil officers of the United States, shall be removed from office on impeachment for ... treason, bribery, or other high crimes and misdemeanors”. After the House has acted, the Senate tries the person who has been impeached. A vote of two-thirds of the members of the Senate present is required for conviction.

The threat of impeachment as a result of the Watergate affair⁵ made Richard Nixon resign from the post of the US President. Against the background of the general decline of capitalism the ruling oligarchy once again decided to revert to the traditional form of government that had been evolved in America two hundred years ago and curbed the tendency that began to form in the years of World War I and which blossomed forth during the cold war, and especially in the course of the US military intervention in Vietnam. The great ascendancy of the executive branch to a certain extent distorted the principle of division of power among the three branches of government and so the oligarchy set about seeking a balance.

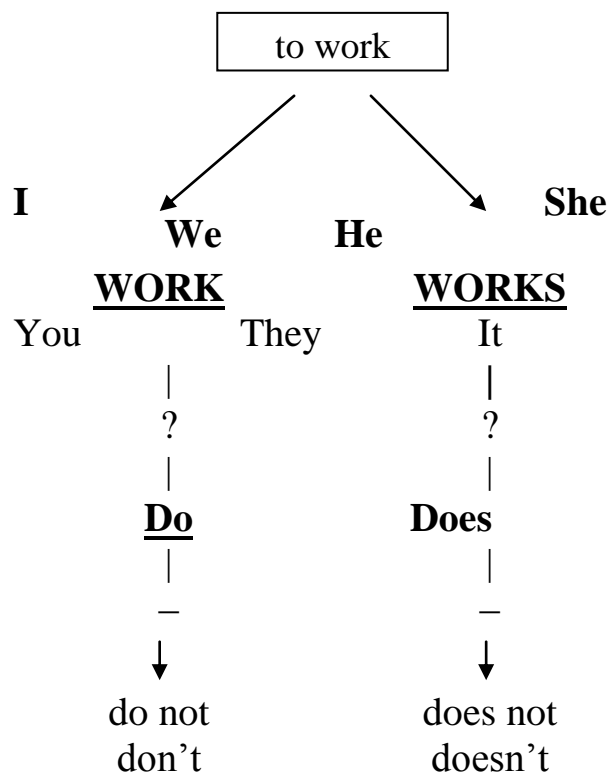
Now, after Watergate, one can say with a certain degree of certainty that one of the aspects of this affair, among other things, was a struggle for the restoration of American political tradition. The events in August 1974 had nothing in common with the contest between reactionary and progressive forces. It was only the “strong men” of the oligarchic republic who crossed swords, while the millions of citizens could as much influence the outcome of the drama as a TV-watcher can change the action he sees taking place in front of him. However, all were invited to watch the “box”, and thus the illusion of mass participation was fostered. The course of events was very much in line with general American political practice: having settled their differences the three branches of government have again resumed their places within the system of government.

In describing the executive branch of government, little mention is made of the Vice-Presidency, a fact quite revealing in itself. The Vice-President of the of the United States is humorously called “His Superfluous

Excellency”, a title suggested in 1789 because of his lack of power. The Vice-President has tended to be the forgotten man of American politics despite the fact that at any moment he may inherit the Presidency. President Kennedy’s assassination and President Nixon’s resignation reminded the American policy-makers that nominees for the Vice-Presidency should be as qualified for high office as candidates for the Presidency. Gerald Ford was the ninth Vice-President has an anomalous position. He has a legislative role of sorts since he executive duties are not clear. If, the President chooses to share authority with the Vice-President, that is his privilege, but not his obligation.

Unit III

Грамматика: Present, Past, Future indefinite



every day

From time to time

every year

Sometimes

in the morning

Often

Usually

Seldom

I work.

He works.

Do I work?

Does he work?

I don't work.

He doesn't work.

Предтекстовые упражнения

1. Закончите предложения, используя следующие глаголы:

cause(s), close(s), drink(s), live(s), open(s), speak(s), take(s) place

1. Ann speaks German very well.

2. I never coffee.

3. The swimming poolat 9 o'clock and at 18.30 every day.
4. Bad driving many accidents.
5. My parents In a very small flat.
6. The Olympic Games every four years.

2. Поставьте глагол в правильную форму.

1. Jane doesn't drink (not/drink) tea very often.
2. Where ... (Martin/come) from? He's Scottish.
3. What ... (you/do)? I'm an electrical engineer.
4. What time ... (the banks/close) in Britain?
5. It ... (take) me an hour to get to work. How long ... (it/take) you?
6. I ... (play) the piano but I ... (not/play) very well.
7. I don't understand this sentence. What ... (this word/mean)?

3. Закончите предложения, используя следующие глаголы. Иногда используйте отрицательную форму:

believe, eat, flow, go, grow, make, rise, tell, translate

1. The earth goes round the sun.
2. Rice doesn't grow in Britain.
3. The sun ... in the east.
4. Bees ... honey.
5. Vegetarians ... meat.
6. An atheist ... in God.
7. An interpreter ... from one language into another.
8. A liar is someone who the truth.
9. The River Amazon into the Atlantic Ocean.

4. Сделайте предложения вопросительными.

1. With the Senate approval, he names the major officers of the State Department, as well as ambassadors.
2. He receives diplomats accredited to the United states, and communicates directly with the heads of foreign governments.
3. The US President influences the US Congress also through his right of veto.
4. In that case the measure becomes law without his signature.
5. He has also power to set aside federal court decisions in certain instances.

| | | |
|-----------------|---------------|----------------|
| Indefinite Past | last year | yesterday |
| to work | last week | the day before |
| | 7 years ago | yesterday |
| + | | |
| | | |
| Worked | | the other day |
| | I worked | + |
| ? | | |
| | Did I work | ? |
| Did | | |
| | I didn't work | - |
| - | | |
| | | |
| did not | | |
| didn't | | |

Предтекстовые упражнения

1. а) Прочитайте о том, что Шерон рассказывает о своем обычном рабочем дне.

I usually get up at 7 o'clock and have a big breakfast. I walk to work, which takes me about half an hour. I start work at 8.45. I never have lunch. 4. I finish work at 5 o'clock. I'm always tired when. I get home. I usually cook a meal in the evening. I don't usually go out. I go to bed at about 11 o'clock. I always sleep well.

- б) Вчера был обычный рабочий день для Шерон. Напишите, что она сделала или не сделала вчера.

- | | |
|-----------------------------|----------------------------------|
| 1. She got up at 7 o'clock. | 7. ... at 5 o'clock. |
| 2. She ... a big breakfast. | 8. ... tired when ... home. |
| 3. She | 9. ... a meal yesterday evening. |
| 4. It ... to get to work. | 10. ... out yesterday evening. |
| 5. ... at 8.45. | 11. ... at 11 o'clock. |
| 6. ... lunch. | 12. ... well last night. |

2. Вставьте необходимый глагол *buy, catch, cost, drink, fall, hurt, sell, spend, teach, throw, win, write*.

- Mozart wrote more than 600 pieces of music.
- "How did you learn to drive?" My father ... me.

3. We couldn't afford to keep our car, so we ... it.
4. I was very thirsty. I ... the water very quickly.
5. Paul and I played tennis yesterday. He's much better than me, so he ... easily.
6. Don ... down the stairs this morning and ... his leg.
7. Jim ... the ball to Sue, who ... it.
8. Ann ... a lot of money yesterday. She ... a dress which ... £ 100.

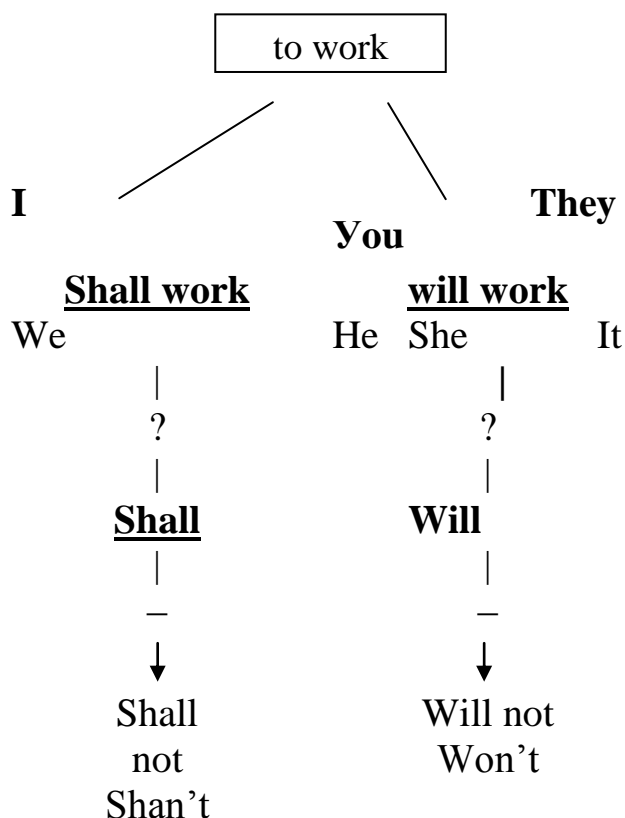
3. Ваш друг вернулся из отпуска. Спросите его об этом. Напишите ваши вопросы.

1. (where/go?) where did you go?
2. (go/alone?) ...
3. (food/good?) ...
4. (how long/stay there?) ...
5. (stay/at a hotel?) ...
6. (how/travel?) ...
7. (the weather/fine?) ...
8. (what/do in the evenings?) ...
9. (meet/anybody interesting?) ...

4. Поставьте вопросы к следующим предложениям.

1. Numerous independent boards and commissions combined legislative, executive and judicial powers. 2. The federal and state courts had the power of "judicial review". 3. The Constitution did not grant this power to the courts. 4. President F.D Roosevelt tried to expand the Court's membership because of the advanced age of the justices. 5. The Supreme Court in 1970 recognized the constitutionality of a 6 man jury. 6. Beginning with World War II the power of the President sharply increased. 7. In this kind of government an elected council hired a professional city manager to administer and watch over the city's business. 8. The elected council kept the legislative power.

Future Indefinite



next year

next week
some day
in two months

Tomorrow

The day after tomorrow
Soon
one of these days

I shall work
Shall I work?
I shan't work

He will work.
Will he work?
He won't work.

Предтекстовые упражнения

1. Ответьте на вопросы, используя следующую информацию.

Where will they go during the holidays?

Where won't they go?

Children ... Z00
Misses Black ... park
I ... theatre
A group of tourists ... museum
Students ... cinema

Donna Erickson ... wedding
Mr. Nelson ... another city
His parents ... seaside
Nick's family ... garden
The patient ... home

2. Переведите предложения с русского на английский язык, используя *Future Indefinite*.

1. Дети не пойдут в школу 4 апреля.
2. Я постараюсь сделать это в четверг.
3. Этот деловой разговор будет продолжен? Да.
4. Мистер Танг вернется в середине следующей недели.
5. Я вам позвоню завтра.
6. Ты придешь завтра? Да.
7. Он встретит Вас?

3. Составьте предложения с данными словосочетаниями.

Что вы, думаете? Будут ли они, или нет делать это в Париже.

| | | |
|-----------------------|-------------------------------|-------------------|
| Play tennis | spend a lot of money | ride a camel |
| go swimming | visit Eiffel Tower | go shopping |
| Visit several museums | go to the theatre every night | enjoy them selves |
| Drink a lot of wine | walk in the park | |

Прочтите и переведите текст, пользуясь словарем.

Congressional Elections (part I)

The congress of the United States is composed of two houses, the Senate and the House of representatives. The Senate represents the states and the House represents the population according to its distribution among the states. Each state is guaranteed at least one representative in the House. The remainder are apportioned among the states according to their population. There is now, roughly, one representative for every 380,000 people, but no two congressional districts have exactly the same population.

The Senate of the United States is composed of one hundred members, two being elected from each state. Senators are chosen for six years, one-third retiring or seeking re-election every two years. Two senators from the same state never finish their terms at the same time, one of them is called "Senior Senator" and the other – "Junior Senator". Theoretically all citizens of both sexes over 18 years of age have the right to vote, but in fact this is not so.

All states have electoral requirements of some nature. First of all, there are residence requirements. The Voting Rights Act of 1970 sets a 30-day residence as the only pre-condition to voting in federal elections. Ac-

cording to the Twenty-Sixth Amendment of the US Constitution, adopted in 1971, the voting age was lowered to 18 years.

The election laws and their qualifications vary from state to state.

As a result of this, millions of people are deprived of the right to vote. At the same time it is well known that Americans are less disposed to exercise their right to vote than just about any other nation. The percentage of voters in the potential electorate (the adult citizenry) is about 65 per cent. One of the reasons for nonvoting is the two-party system. In the United States there are two major bourgeois political parties, the Democratic and the Republican (also called G. O. P. – the “Grand Old Party”). Both of them represent the interests of the monopoly capitalists and there is no clear-cut difference between the two parties, between their policies and their party machines, but there is a difference between their bosses and their rank-and-file members, common people who, lacking a third choice, have to vote either Democratic or Republican.

According to the Report to the 21st Convention of the Communist Party USA held in Chicago on June 26-30, 1975, the percentage of people who do not identify with or support either of the two old parties is now the largest in history. Also, the number of voters who do not vote is at an all-time high. It is estimated that some 75 per cent of the eligible voters, those who do not register, and those who register but do not vote, are not in the electoral process. Most elections are won with a majority of the 25 per cent who do vote. Also voters who consider themselves independents are now the largest single political grouping.

The area in which one lives is still considered an important factor in determining one's vote, though sectionalism appears to be of decreasing importance. Until recent years, the South was “solid” for the Democrats, while New England was “rock-ribbed” for the Republicans.

Упражнения

1. Найдите в словаре значения следующих слов, запишите и запомните их.

Election, to be composed of, representative, to represent, population, at least, according to, distribution, to apportion, to chose, to retire, to seek, term, requirement, residence, to vote, amendment, to vary, to be deprived

of, to be disposed, adult, bourgeois, rank-and-file members, common people, to lack, roughly, remainder, senior, junior.

2. Закончите предложения:

1. The Congress of the United States is composed of two houses ...
2. The Senate of the United States is composed of ...
3. The election laws and their qualifications vary ...
4. As a result of it, millions of people are deprived of ...
5. In the United States there are two major bourgeois political parties ...
6. At the same time it's well known that Americans are less disposed ...
7. Both of them represent ...
8. One of the reasons for nonvoting is ...
9. But there is a difference between their bosses and ...

3. Переведите предложения на русский язык

1. Конгресс США состоит из 2-х палат: сената и палаты представителей.
2. Сенат представляет штаты, а палата представляет население в соответствии с его размещением по штатам.
3. Сенат США состоит из 100 членов.
4. Сенаторы избираются на 6 лет.
5. Теоретически все граждане обоих полов в возрасте 18 лет имеют право голоса, но фактически это не так.
6. Все штаты имеют свои собственные избирательные требования.
7. В соответствии с 26 поправкой к Конституции США, принятой в 1971, возраст голосующего был уменьшен до 18 лет.
8. В результате этого миллионы людей лишены права голоса.
9. Одной из причин для не голосования является 2-партийная система.

4. Ответьте на следующие вопросы.

1. What is the Congress of the United States composed of?
2. What does the Senate represent?
3. What does the House of representatives represent?
4. Each state is guaranteed at least one representative, isn't it?
5. How many members is the Senate of the United States composed of?
6. What electoral requirements do all states have?
7. Do the election laws and their qualifications vary from state to state?
8. Are millions of people deprived of the right to vote?
9. Is there any difference between the bosses and the rank-and-file members?

5. Передайте содержание текста на английском языке.

6. Переведите предложения на русский язык, обращая внимание на *Present, Past, Future Simple Tenses*.

1. In the Senate when a Senate committee reports a non controversial bill, its spokesman moves for its immediate consideration: if no member objects, discussion begins at once. 2. But the rules of the House permit drastic limitations on debate when the leadership of the majority party decides to force a vote on a measure. 3. The Congress occupies an irresponsible position in the governmental system and internally is the victim of an autocratic and irresponsible partisan machine. 4. This is nowhere better illustrated than the national budget that the President submits to the US Congress for its guidance. 5. The budget represents the policy of the President. 6. In his state of the Union Message the President provides the US Congress with another legislative blueprint. 7. The Constitution requires that the President “shall from time to time give to the Congress Information on the State of the Union, and recommend to their Consideration such Measures as he shall judge necessary and expedient”. 8. The US President influenced the US Congress also through his right of veto. 9. In vetoing a bill, the President returned it to the Congress without his signature. 10. Sometimes the President disapproved of a measure but didn’t return it within ten days, Sunday excepted, while the Congress was in session. In that case the measure became law without his signature.

7. Переведите текст Congressional elections (part II) письменно, пользуясь словарем.

Blue-collar workers and racial minority groups are concentrated in cities. Since these groups tend to vote Democratic, the party they support has great strength in cities. On the other hand, those who belong to the high-income groups and usually vote Republican are concentrated in suburban areas.

The party machines of both Republican and Democratic parties are run by party bosses closely associated with different monopoly groups and these two main political parties in the USA are parties of the monopoly capitalists. The Democratic and Republican parties monopolized political life in the USA.

The country is run by what is known as the “Establishment”, which, since this word is understood in a variety of ways, might be better termed a

“republican form of oligarchy”, or “government by the few”. And this does describe the United States that emerged during the War of Independence when the planters of the South and the big industrialists of New England rose to become the rulers of the young country. Now they have been replaced by the Moguls of finance capital. The very form of oligarchic republic provides for a certain degree of diffusion of power in the hands of, say, several hundred people who are outwardly independent of one another in terms of party membership. This can explain the well-known phenomenon of the American political scene: the simultaneous financing of the two biggest parties of the country, the Democratic Party and the Republican Party, by the same monopolies. Because of the bipartisan system of the elections, the majority of the nation, its working class, poor farmers and seasonal workers, have no other choice but to vote either for the Democrats or the Republicans.

There is little doubt that many voters see nothing to choose between the Tweedledumism of the Democrats and the Tweedledeeism of the Republicans. Lacking a third choice, they fail to choose at all. The central objective towards which all forces of the Left are striving is an independent electoral policy, and the Communist Party of the USA calls for united effort of labour membership, civil rights movement, youth movement, advocates of peace, so that they could present meaningful alternatives to labour and minority groups and other people's forces in terms of their needs and interests.

Unit IV

Грамматика: Participle II в функции определения

I Regular verbs: adopt + ed = adopted

| окончание | произношение | Part II | Перевод | Окончания |
|-----------|--------------|------------------------|---------------|-----------|
| Ed | T | <u>Equipped</u> | Оборудованный | -нный |
| | | | Оборудуемый | -мый |
| Ed | D | Studied | Изученный | -нный |
| | | Closed | Закрытый | -тый |
| Ed | Id | Adopted | Принятый | -тый |

II Irregular verbs: to know – known – известный, to draw up drawn up – составленный, to bend – bent – склонный, to give – given – данный, to write – written – написанный, to read – read – написанный, to lead – led – руководимый, to take – taken – взятый, to do – did – выполненный, выполняемый, to spend – spent – проведенный, проводимый etc.

Текст I

The US Constitution (part I)

Предтекстовые упражнения

1. Образуйте причастие прошедшего времени от следующих глаголов:

to adopt, to mean, to provide, to regulate, to know, to interpret, to call, to regard, to draw up, to preserve, to set up, to unite, to form, to dampen, to flare up, to renew, to wake up, to work.

2. Переведите следующие словосочетания:

a) based on the Constitution, adopted after the War of Independence, the document known as the Constitution of the USA, an essentially conservative document drawn up by members of a privileged class, a privileged class bent on preserving their advantageous position, thirteen states united under a federal government, the newly formed federal republic, with renewed force.

б) историки, рассмотревшие конституцию как консервативный документ, принятая конституция, вновь созданная федеральная республика, свод правил, законов и постановлений, определенные конституцией, недовольство, вызванное инфляцией и налогами, конфликт, затухший во время войны.

The US Constitution

The form of the US government is based on the Constitution of September 17, 1787, adopted after the War of Independence. A “constitution” in American political language means the set of rules, laws, regulations and customs which together provide the practical norms or standards regulating the work of the government. The document known as the Constitution of the United States, though a basic document, is only a part of the body of rules and customs which form the whole of the American Constitution. Supreme Court decisions, interpreting parts of the US Constitution, laws, regulations and customs are part of the basic law (the so-called “live constitution”). Most historians regard the US Constitutions as an essentially conservative document drawn up by members of a privileged class bent on preserving their advantageous position.

In the course of the war against Britain the insurgent colonies set up thirteen states united under a federal government. In 1775-1778 all of these states adopted constitutions which opened with statements along the lines of the Declaration of Independence and the Articles of the Confederation. * The newly formed federal republic had a very weak central control, and no president, while the Congress had only consultative functions. The conflict between the “lower classes” and the “upper classes” which had been dampened during the war years flared up with renewed force. The non-propertied classes were waking up to the fact that their position was a far cry from the lofty ideals of the War of Independence. Inflation, taxes, bankruptcies, maladministration of justice in the courts of law aroused indignation among the farmers who but a short time before were soldiers in the Continental Army and minute-men.

Explanatory Notes.

*Minute-men (also minutemen) – American militia in the Indian wars and during the Revolutionary War who held themselves in readiness

for instant military service. Now the word “Minuteman” is used as a name of a US rocket. Also, a name of ultra-Right paramilitary organization.

Упражнения

1. Найдите в словаре значения следующих слов, запишите и запомните их:

In American political language, to mean, the set of rules, laws, regulations and customs, to provide the practical norms or standards, supreme Court decisions, to draw up the document, to bend on preserving their advantageous position, the insurgent colonies, to set up, to adopt constitutions, to dampen, to flare up, the non-propertied classes, to wake up, the lofty ideals, inflation, tax, bankruptcy, maladministration of justice, to arouse indignation.

2. Вставьте нужные предлоги:

1. The form of the US government is based ... the Constitution of September 17, 1787, adopted ... the War ... Independence. 2. A “constitution” ... American political language means the set of rules, laws, regulations and customs. 3. The document known ... the Constitution of the USA. 4. Most historians regard the US Constitution ... an essentially conservative document drawn ... members of a privileged class bent ... preserving their advantageous position. 5. ... the course of the war ... Britain the insurgent colonies set up thirteen states united ... a federal government.

3. Найдите в тексте Participle II.

4. Ответьте на следующие вопросы.

1. When was US Constitution adopted? 2. What does a constitution mean in American political language? 3. What forms the whole of the American Constitution? 4. Are Supreme Court decisions part of the basic law? 5. How do most historians regard the US Constitution? 6. When did the insurgent colonies set up thirteen states united under a federal government? 7. The newly formed federal republic had a very weak central control, didn't it? 8. Why did the conflict between the “lower classes” and the “up-

per classes” flare up with renewed force. 9. What was the position of the non-propertied classes? 10. What aroused indignation among the farmers?

5. Перескажите текст по-английски.

Текст II

Прочитайте текст и переведите его, пользуясь словарем.

The US Constitution (part II)

In the fall of 1786 an uprising took place in the State of Massachusetts. It was headed by Daniel Shays who had in the past been a captain in the Continental Army. The insurgents dispersed the courts and opened the debtors’ prisons. They heatedly discussed their ideas of true equality and threatened to defend these ideas with force. The Massachusetts rebellion rocked the country. Washington and other American leaders were very much afraid that a “revolution” was imminent.

The rebellion was finally put down, but summary action had to be taken to prevent its repetition. Significantly, the militia that crushed the rebellion was set up with money donated by Massachusetts’ wealthy citizens, and not by a decree of the state legislature. That was a dangerous sign which showed the ruling classes that they must without delay set up a strong system of national government – a system which, first and foremost, would serve their own interests.

In 1787, the Constitutional Convention met behind closed doors to formulate a Constitution for the United States. The Constitution agreed upon, is, with some amendments, in force to this day. This document embodied the political theories of the Founding Fathers*, who represented the interests of the propertied minority in the country.

Of the seventy-four delegates chosen to represent the states at the Constitutional Convention, fifty-five attended sessions at one time or another, but only thirty-nine signed the final document. The membership of the Convention did not represent a cross-section of the American people. One of the thirteen states was not represented at all, for Rhode island had refused to send delegates. The great majority of the delegates were men of property and tended to be conservative in outlook. Forty of the members

held public securities, fourteen were land speculators, eleven were interested in mercantile, manufacturing and shipping activities, and fifteen were slave-holders. The small farmer and debtor classes were virtually without representation. The Founding Fathers were very much afraid of the many Americans who were questioning the established social and economic order.

The philosophy of government inherent in the Constitution was interpreted by Madison, Hamilton and Jay in 85 issues of “The Federalist” published in several newspapers of New York State in 1787 and 1788. The main line of argument of “The Federalist” was the assumption that private property was the back bone of liberty. Thus any attempt on private property was an attempt on liberty itself; and if so, then a democracy that advocates redistribution of private property negates liberty. The rich plantation owner from Virginia, James Madison, who formulated this principle, is regarded as the “father of the Constitution” precisely for this reason.

Explanatory notes

*The Founding Fathers – founders of the USA, usually those who signed the Declaration of Independence.

Упражнения

1. Найдите в словаре значения следующих слов, запишите и запомните их:

Fall, uprising, to take place, to disperse, debtor, equality, to threaten, rebellion, imminent, summary action, to crush, to donate, a dangerous sign, without delay, first and foremost, to agree upon, amendment, to embody, cross-section, mercantile, slave-holders, virtually, inherent, issue, assumption, backbone, perpetuation, consequence, to account for.

2. Образуйте *Participle II* от следующих глаголов: to take place, to disperse, to open, to threaten, to defend, to rock, to put down, to prevent, to crush, to defend, to close, to attend, to chose, to tend, to establish, to regard, to fight, to protect, to pay.

3. Переведите, обращая внимание на различные значения “for”: 1. For a month they heatedly discussed their ideas of true equality and threat-

ened to defend these ideas with force. 2 . In 1787, the Constitutional Convention met behind closed doors to formulate a Constitution for the United States. 3 . One of the thirteen states was not represented at all, for Rhode Island had refused to send delegates. 4. The rich plantation owner from Virginia, James Madison, who formulated this principle, is regarded as the “father of the Constitution” precisely for this reason. 5. The colonists fighting in the war for freedom, almost identical to them with the protection of property, were also fighting for the perpetuation of Negro slavery. 6. The fact that several thousand Negroes fought in the ranks of the Continental Army was of no consequence for the situation of the Negroes who at that time accounted for one – fifth of the country’s population. 7. After the victory the federal government paid for the freedom of some Negro veterans at one thousand dollars a head, while all others were returned to slavery.

4. Найдите в тексте *Participle II*.

5. Ответьте на следующие вопросы:

1. When did an uprising take place in the State of Massachusetts. 2. Who headed an uprising? 3. How did the Massachusetts rebellion rock the country? 4. Was the rebellion put down? 5. Why was the rebellion a dangerous sign, for the ruling classes? 6. When was the American Constitution adopted? 7. What did this document embody? 8. The membership of the Convention didn’t represent a cross-section of the American people, did it? 9. Why is the rich plantation owner from Virginia James Madison regarded as the “father of the Constitution”. 10. Why were the colonist fighting for the perpetuation of Negro slavery?

6. Перескажите текст по-английски.

Unit V

Грамматика. Passive Voice (Present and Past Indefinite)

Formation:

to be + Participle II

Indefinite Passive

Present

| | | | |
|-----------------|-----|------------|-----------------|
| I | Am | asked | to bring a book |
| This book | Is | written | by M. Gorky |
| New texts | Are | translated | by the students |
| These texts | Are | translated | at the lesson |
| Are these texts | | translated | by the students |

Past

| | | |
|------------------|-----------------------|-------------------|
| This book | was written | two years ago |
| New buildings | were designed | by our architects |
| These cases | were not investigated | last year |
| Were these cases | Investigated | last year? |

Translation

| | |
|--|---|
| He is elected for a four-year term. | Его выбрали на 4-летний срок. |
| The US Congress is made up mainly of representatives of big business: bankers, industrialists and their lawyers. | Конгресс США состоит главным образом из представителей большого бизнеса: банкиров, промышленников и их юристов. |
| The texts were translated at the lesson. | 1. Тексты были переведены на уроке. 2. Тексты переводили на уроке. 3. Тексты переводились на уроке. |

Особенности пассивных конструкций в английском языке.

| | |
|--|--|
| He was sent to Moscow. | Его послали в Москву. |
| He was sent a magazine. | Ему послали журнал. |
| He was sent for. | За ним послали. |
| This new experiment was much spoken about. | Об этом новом эксперименте много говорили. |
| The report was followed by a discussion. | За докладом последовало обсуждение. |

Текст I

The US Constitution

Предтекстовые упражнения

1. Определите залог глагола-сказуемого в следующих упражнениях. Переведите их:

1. The government is divided into three branches: legislative (the US Congress), executive (the President and his administration) and judicial (the US Supreme Court). 2. Workers and poor farmers are not represented at all. 3. Presidential elections are held every leap-year on first Tuesday after first Monday in November. 4. The president is assisted by Secretaries who are at the head of the executive departments. 5. The Supreme Court consists of Chief Justice and eight Associate Justices who are appointed for life. 6. The Supreme Court is supposed to decide whether a law of the Congress or an executive order of the President is “constitutional” or not. 7. The US Constitution of 1787 is written in such vague words that it needs interpretation. 8. American sociologists make no spectacular discovery when they find that the United states is ruled by a finance oligarchy whose influence is growing all the time. 9. Involved are many governments within one – courts, departments, commissions and legislatures at national and at subnational levels – which have meshed their activities with the basic requirements of the corporate control system.

2. Переведите следующие предложения:

1. I’m often asked at the lesson. 2. We are given much home work to do. 3. The lectures were followed by experimental work. 4. This criminal case

was much spoken about. 5. He was helped in the examination of the crime scene. 6. Different investigation methods were used with regard to different crimes. 7. The first category of police functions is defined as “order maintenance”. 8. On many occasions an expert listens to the evidence for the first time when it is given at the trial. 9. The crime is investigated rather successfully if the investigating officer can find physical evidence. 10. Various movable object where fingerprints can be found, should be carefully removed to a safe place.

Прочитайте и переведите текст, пользуясь словарем.

The US Constitution (part III)

The Constitution set up a strict division or separation of powers, classifying governmental powers as executive, legislative and judicial, and entrusting the performance of each to separate agencies (the US Presidency, Congress, and Supreme Court). The theory of “separated powers” was supplemented by “checks and balances”, those various safeguards and devices which protect against too great a concentration of power in any governmental body. The President has the power to veto acts of the legislature, but that body may override the veto by a two-thirds vote of both houses. Moreover, the Congress may impeach the Chief Executive and remove him from office. The Congress passes laws, but the President enforces them. Major executive and judicial appointments are made by the President, but they are subject to the Senate confirmation (“by advice and consent”). Perhaps a better description of the “separation of power” theory would be “shared powers”, since these powers are not absolutely and clearly separated. This very complicated structure of “checks and balances” was meant to perpetuate the oligarchic republic. James Madison saw this as a guarantee against the capture of the system of government by a radical majority. And although the political thought of the Founding Fathers has been canonized, this aspect of the system of government is kept in the shade and is replaced by the noisy rhetoric about “incomparable American democracy”.

For American historians, the formula of “democracy born of the American Revolution” is nothing but a cliché which is not taken seriously in scholarly research. In drawing up the Constitution, the Founding Fathers

were thinking in terms of their own time. And in those terms democracy was not thought of as a monolithic entity. Their view held that if all the functions of fidelity (the democratic function), wisdom (the aristocratic function), and energy, secrecy and dispatch (the monarchical functions) could be held in balance, this would provide the best of all possible commonwealths.

The US Constitution consists of the Preamble, seven articles and twenty-six amendments, the first ten of them called collectively the Bill of Rights and adopted under the popular pressure in 1791. When the Constitution was first proposed in 1787, there was wide-spread dissatisfaction because it did not contain guarantees of certain basic freedoms and individual rights.

Explanatory Notes:

to entrust the performance to – возлагать исполнение на ...

separation of powers – разделение властей

legislative power – законодательная власть

executive power – исполнительная власть

judicial power – судебная власть

checks and balances – сдерживающие и уравнивающие функции высших органов государственной власти в США

chief executive – президент США

confirmation – подтверждение, утверждение

Упражнения

1. Найдите в словаре значения следующих слов, запишите и запомните их.

to set up, a strict division, to supplement, safeguard, to override, to protect, governmental body, power, to veto, to impeach, to remove, to pass, laws, to enforce laws, shared powers, to mean, to perpetuate, capture, majority, in the shade, to draw up, in terms of, fidelity, wisdom, dispatch, commonwealth, to propose, wide-spread dissatisfaction.

2. Найдите в тексте предложения в страдательном залоге и переведите их.

3. Напишите три формы следующих глаголов.

to override, to mean, to see, to keep, to replace, to draw up, to hold, to consist.

4. Переведите предложения.

1. Строгое разделение власти произведено конституцией. 2. Теория разделенной власти дополнена сдерживающими и уравнивающими функциями высших органов государственной власти в США. 3. Конгресс принимает законы, но президент претворяет их в жизнь. 4. Впервые конституция была провозглашена в 1787 г. 5. Основные назначения на должность исполнительных и судебных органов власти производятся президентом.

5. Составьте предложения.

1. Are not separated, these powers, absolutely and clearly. 2. To perpetuate the oligarchic republic, this very complicated structure of “checks and balances”, was meant. 3. This aspect of the system of government, in the shade is kept. 4. Democracy, in those terms, as a monolithic entity, is not considered. 5. In 1787, was first proposed, the Constitution.

6. Ответьте на вопросы

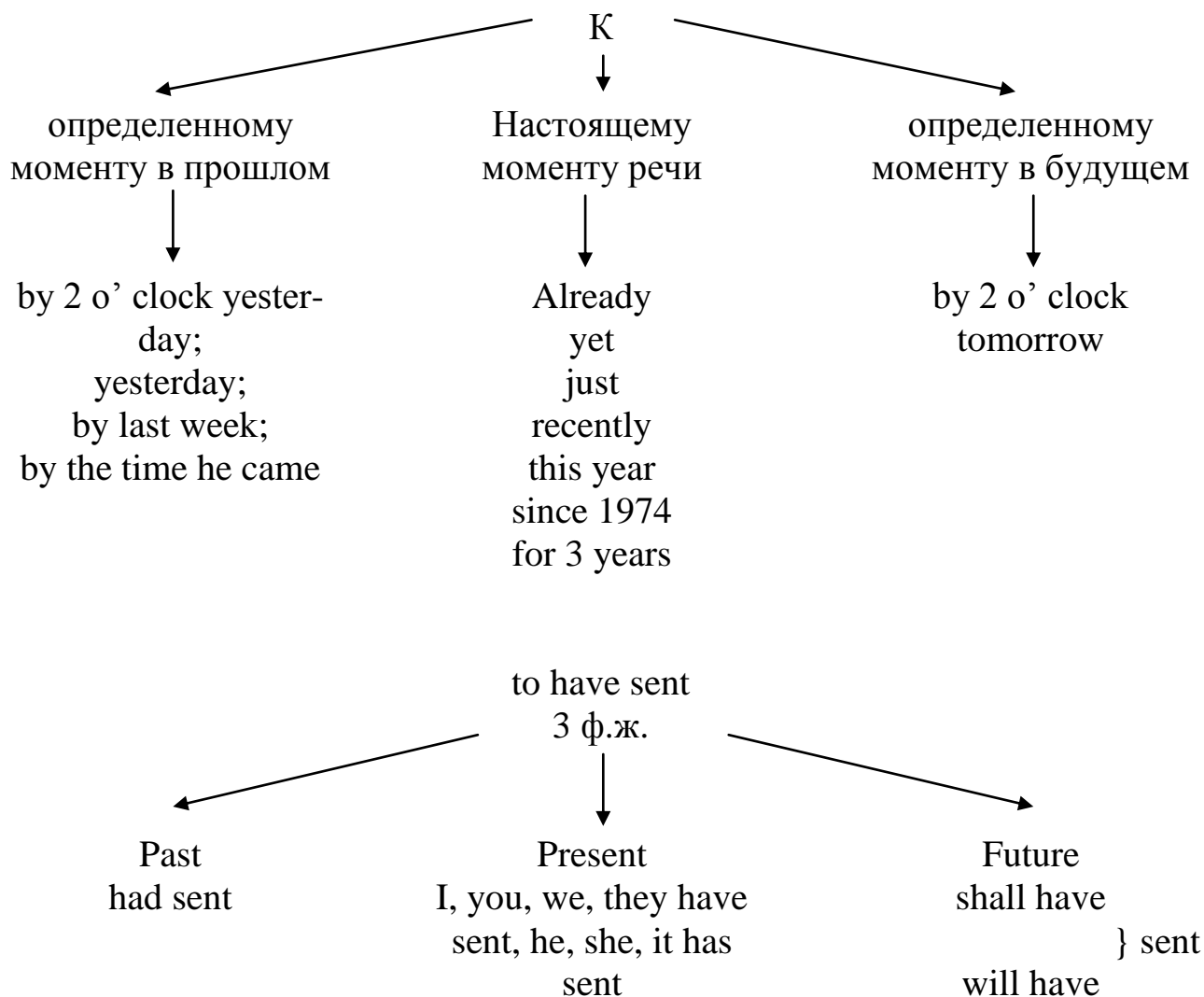
1. what did the Constitution set up? 2. What was the theory of separated powers supplemented by? 3. Does the President have the power to veto acts of the legislature. 4. May the holy override the veto? 5. May the Congress impeach the Chief Executive and remove him from the office? 6. Who passes and enforces laws? 7. Who makes executive and judicial appointments? 8. What was the structure of “checks and balances meant? 9. What could provide the best of all possible commonwealths in the terms of the Founding Fathers? 10. What does the US Constitution consist of? 11. When was it adopted?

7. Передайте содержание текста по-английски.

Unit VI

Грамматика: Perfect Tenses. Времена Perfect

ДЕЙСТВИЕ СОВЕРШАЕТСЯ



+ He had sent it. He has sent it. He will have sent it.

? Had he sent it? Has he sent it? Will he have sent it?

- He hadn't sent it. He hasn't sent it. He won't have sent it.

Как только разговор заходит о прошлых событиях, о том, что происходило раньше, пусть хоть секунду назад, нужно переходить на простое прошедшее время (Simple Past).

Сравните:

Present Perfect

He has just come back.
Он только что вернулся.
He has lost his purse.
Он потерял кошелек.
They have lived here for a year.
Они живут здесь год.
I have not seen him for ages.
Я не видел его сто лет.

Simple Past

He came back a minute ago.
Он вернулся минуту назад.
He lost it yesterday.
Он потерял его вчера.
They lived here last year.
Они жили здесь в прошлом году.
I saw him ages ago.
Я видел его сто лет назад.

1. Поставьте глаголы в настоящем совершенном времени.

1. He goes to the Institute. 2. He reads a very interesting book. 3. They write a report. 4. The policeman finishes his work. 5. They designed the Bill of Rights to protect Americans against the power of the federal government. 6. The Thirteenth Amendment forbade slavery. 7. The Fourteenth Amendment required equal protection of the laws for all citizens. It also provided that no state could deprive any citizen of life, liberty, or property without due process of law. 8. Several amendments protected and broadened the right to vote. 9. The Nineteenth Amendment gave women the right to vote. 10. The Tenth Amendment reserved to the states and the people any powers not belonging to the federal government. 11. The Third Amendment protected against quartering of soldiers in private houses, and the Fourth Amendment protected against unreasonable searches and seizures. 12. The sixth Amendment provided the rights to a lawyer, an impartial jury, and a speedy trial in criminal cases. 13. The Eighth Amendment bared cruel and unusual punishment and excessive bail or fines.

2. Переведите на английский язык, используя *already* или *yet*.

1. Вы уже навестили их? 2. Он еще не позавтракал. 3. Тим уже видел этот фильм. 4. Она еще не закончила работу. 5. Он уже отвез Эйн в школу? 6. Бейкеры уже вернулись из отпуска. 7. Он уже получил письмо? 8. Я уже отдал ему подарок. 9. Мы уже сделали все упражнения. 10. Мистер Бейкер еще не вернулся. 11. Он еще не рассказал ей об этом. 12. Они уже перевели этот текст.

3. Поставьте глагол в необходимой форме, *present perfect (I have done)* или *past simple (I did)*.

Examples: I have lost (lose) my key. I can't find it anywhere. Did you see (you/see) the film on television last night?

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

4. Прочитайте предложения и определите, что произошло раньше, затем напишите А или В.

A

B

- | | |
|--|----------------------------|
| 1. I had reached home. | when the rain started |
| 2. The rain had already started | when I reached home |
| 3. The rain didn't start | when I'd reached home |
| 4. When the phone rang. | I had just opened the door |
| 5. The phone had already started to ring | when I opened the door |
| 6. The phone didn't ring | until I'd opened the door |

Прочтите и переведите текст, пользуясь словарем.

The US Constitution (Part IV)

The Constitution consolidated those gains of the Revolution that were to the advantage of the capitalist class which was now in full control of the nation's destinies. Significantly, nothing was said about the elementary bourgeois-democratic freedoms. The Founding Fathers* who presided over the Constitutional Convention believed that this issue could somehow be avoided, in spite of the warnings that came from their own midst. The more far-sighted Americans were aware of the growing popular demands

for the passage of a Bill of Rights on freedom of speech, press and conscience, etc. The revolution that had shortly before started in France encouraged people in these demands.

In December 1791, the Congress adopted ten amendments to the Constitution, known as the Bill of Rights. The Bill enumerated what the government controlled by the oligarchy was not going to be allowed to do, which was, of course, an important democratic gain for the people.

Some of these ten amendments are now relatively unimportant, such as the Third which prohibits the quartering of soldiers in private houses in peace-time without the consent of the owners. But others, especially the Fifth Amendment, continue to be of importance and significance in the fight of the American people for their civil rights. The Fifth (the “due process” amendment) provides that “no person shall be deprived of life, liberty or property, without due process of law”, and no person “shall be compelled in any criminal case to be a witness against himself”. “Taking the Fifth” has become a common phrase because many witnesses before televised congressional committee investigations during the prosecution of progressive Americans by the notorious Senator McCarthy have refused to answer questions about their records and activities on the grounds that such answers might incriminate them.

The Bill of Rights is violated daily by the judicial and law-enforcement practice. The so-called “gag laws” * abridge freedom of speech, of the press and of the right to petition; the Fourth (the “searches and seizures” amendment*) is nullified by the “law and order” * edicts of the government, such as “knock, knock” * and “stop and frisk”*.

The “right to counsel” (the Sixth Amendment), a fundamental right of an attorney at any stage of a criminal prosecution, has come to mean a common practice of convicting those who have no money to pay counsel fees.

Americans feel that of all the freedoms proclaimed in the Constitution there is only one freedom-freedom of enterprise. But freedom of enterprise does not at all expand personal freedoms of all citizens. On the contrary, it limits them. Freedom of enterprise in practice means freedom of the wealthy to profit at the expense of the workingman breeding outright inequality under capitalism.

If there is no freedom to work, no guaranteed labour, you face unemployment and poverty. The main freedoms after all a man needs are a life of

security, a guaranteed income and guaranteed health care, rather than freedom of unemployment and poverty. The “International Herald Tribune” of June 20, 1974, reports a Senate Committee as stating, “Five years after President Nixon’s promise to end hunger in America the nation’s needy are hungrier and poorer: 40 million people remain poor and near poor”. This is the kind of “affluence” with which every American is familiar.

Explanatory notes

*The Founding Fathers – founders of the USA, usually those who signed the Declaration of Independence.

*Gag law – a law or ruling prohibiting free debate or expression of opinion, also a legislation restricting freedom of the press.

*searches and seizures amendment – the Fourth Amendment of the Bill of Rights according to which the police have no right to make any search or any arrest without a warrant issued by a judge.

*Law and order – a legislation passed in 1960 in many states of the USA enlarging the powers of the police. It is widely used to suppress the antiwar and civil rights movements.

*Knock, knock – a popular name for the law enacted in the state of New York in 1964. It allows the police to stop, frisk and interrogate any person if the police have a “suspicion” that the person has committed, is committing or is going to commit a crime.

Упражнения

Найдите в словаре значения следующих слов, запишите и запомните их:

to consolidate, gain, advantage, destiny, significantly, to preside, issue, to avoid, in spite of, warning, midst, far-sighted, to be aware of, conscience, to encourage, to enumerate, to prohibit, to quarter, consent, owner, due, liberty, property, to compel, witness, to televise, investigation, prosecution, notorious, to incriminate, to abridge, to nullify, edict, frisk, attorney, to convict, affluence, to breed, outright.

1. Прочитайте, переведите словосочетания и запомните их.

elementary bourgeois – democratic freedoms, growing popular demands, to be allowed to do, no person will be deprived of life, liberty, the Bill of Rights is violated daily, law-enforcement practice, at the expense of, to face unemployment and poverty, to remain poor, to be familiar, on the contrary.

2. Прочтите следующие глаголы, обращая внимание на произношение окончания –ed:

[d]: controlled, believed, encouraged, allowed, continued, deprived, compelled, televised, refused, answered, nullified, proclaimed, identified, managed, approved;

[t]: looked, searched, helped, stopped, traced, influenced, expressed, possessed, asked, placed, punished, sentenced, forced;

[id]: consolidated, presided, started, adopted, enumerated, provided, incriminated, violated, convicted, expanded, investigated, guaranteed.

3. Переведите следующие предложения на русский язык.

1. Конституция упрочила завоевание революции. 2. Ничего не было сказано об элементарных буржуазно-демократических правах. 3. В 1791 году конгресс принял десять поправок к конституции, известных как Билль о правах. 4. Некоторые из этих десяти поправок сейчас не очень важны, а некоторые, особенно пятая поправка продолжает быть очень важной в борьбе американцев за их гражданские права. 5. Пятая поправка, гласит, что ни один человек не будет лишен жизни, свободы, собственности незаконно. 6. Билль о правах ежедневно нарушается судебной и правоохранительной практикой. 7. Если нет права на труд, вы сталкиваетесь с безработицей и бедностью. 8. Основными правами являются: безопасность жизни, гарантированный доход и гарантированное здравоохранение.

4. Ответьте на следующие вопросы.

1. What gains did the Constitution consolidate?
2. The more far-sighted Americans were aware of the growing popular demands for the passage of Bill of Rights on freedom of speech, press and conscience, weren't they?
3. When did the Congress adopt the Bill of Rights.
4. Are these ten amendment very important now?
5. What does the third amendment prohibit?

6. What does the fifth amendment provide?
7. Why has “Taking the Fifth” become a common phrase?
8. Is the Bill of Rights violated daily?
9. What is the most important freedom for Americans?
10. When can you face unemployment and poverty?
11. What are the main freedoms a man needs?
12. Do you agree that the main freedom is the freedom of enterprise?

5. Найдите в тексте предложения, сказуемые которых выражены *Perfect tense*.

6. Передайте содержание текста на английском языке.

Учебное издание

Английский язык для юристов

Учебно-методическое пособие

Составители

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Технический редактор Е.В. Зотина

Подписано в печать 20.04.2017 Усл.печ.л. 3,3

Формат 60х90 1/16

Тираж 30

Типография КЮИ МВД России
420108, г. Казань, ул. Магистральная, 35