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КАЗАНСКИЙ ЮРИДИЧЕСКИЙ ИНСТИТУТ

**ENGLISH
FOR LAW AND ORDER**

Учебное пособие

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Рецензенты

Доктор филологических наук, доцент **Е.А. Петрова**
(Уфимский юридический институт МВД России)
Кандидат филологических наук, доцент **С.В. Аликова**
(Краснодарский университет МВД России)

Г.Р. Ахметзянова – темы 1, 5, 6
О.Ю. Барина – темы 3, 4, 9, 10
Г.Г. Мингазизова – темы 7, 8, 12
Г.Х. Шамсеева – темы 2, 11, 13, введение, приложение

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Учебное пособие профессионально ориентировано и содержит необходимый лексико-грамматический материал для изучения тем в соответствии с рабочей учебной программой и тематическим планом учебной дисциплины по направлению подготовки 40.03.02 Обеспечение законности и правопорядка.

Предназначено для преподавателей, курсантов, слушателей образовательных организаций МВД России, сотрудников органов внутренних дел Российской Федерации.

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Введение

Учебное пособие English for Law and Order профессионально ориентировано и составлено для курсантов образовательных организаций МВД России.

Учебное пособие состоит из 13 тематических разделов, которые охватывают основные темы, изучаемые в соответствии с рабочей учебной программой по направлению подготовки 40.03.02 Обеспечение законности и правопорядка. Разнообразие упражнений следует за тщательно подобранным грамматическим материалом, что позволяет выбрать наиболее оптимальный вариант их выполнения. Упражнения и задания, представленные в пособии, способствуют развитию навыков обмениваться мнениями, участвовать в профессиональных и бытовых беседах, находить выход из проблемных ситуаций.

Учебное пособие представляет курсантам и слушателям специальную юридическую терминологию, которая является важным разделом терминосистемы любого языка.

Unit 1

Introductory course.

Вводный курс

The English Alphabet

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

Четыре типа чтения английских гласных букв в ударных слогах

Тип чтения	a [ei]	o [ou]	e [i:]	i [ai]	y [wai]	u [ju:]
I	[ei] name	[ou] note	[i:] be	[ai] site	[ai] my	[ju:] jury
II	[æ] man	[ɔ] not	[e] pet	[i] sit	[i] myth	[ʌ] jump
III	[a:] car	[ɔ:] form	[ə:] term	[ə:] firm	[ə:] Byrd	[ə:] fur
IV	[εə] care	[ɔ:] more	[iə] here	[aiə] fire	[aiə] tyre	[juə] during

Ex. 1. Phonetic exercise.

[ei] place, state, face, table, safe, take, may

[æ] back, dad, man, had, bag, flat, can

[a:] far, large, arm, star, dark, farm, hard

[εə] rare, care, fare, prepare, fair, stare

[ou] note, rose, go, those, broke, phone

[ɔ] got, on, not, lock, hot, box, off

[ɔ:] form, sport, port, for, lord, norm

[ɔ:] more, adore, bore, ore, before

[i:] meet, free, be, he, me, she, mete

[e] tell, pet, left, bed, pen, ten, end
 [ə:] nerve, verse, term, her, fern, serve
 [iə] severe, dear, here, mere, hear, ear

[ai] fine, life, nice, mine, five, lie
 [i] it, sit, did, in, will, lit, if, him
 [ə:] shirt, first, firm, girl, fir, bird
 [aiə] mire, wire, fire, tire, liar, hire

[ai] sky, my, spy, by, fly, try, dry
 [i] symbol, hymn, myth, system
 [ə:] Byrd, myrtle
 [aiə] pyre, tyrant, tyre

[ju:] due, tulip, jury, use, tune, music
 [ʌ] up, but, jump, sun, run, nut
 [ə:] hurt, burn, curl, fur, turn, burst
 [juə] pure, during, cure, dure, sure

Чтение ударных сочетаний гласных букв

Буквосочетание	Чтение	Пример
ai	[ei]	main
ay	[ei]	pay
ea	[i:] [e]	teacher bread
ee	[i:]	fee
ew	[ju]	new
oi, oy	[ɔi]	coin, annoy
oo + k	[u:]	look
oo	[u:]	zoo
ou	[au]	out
ow	[au] [ou]	crowd snow
ai + r	[ɛə]	chair
ee + r	[iə]	deer
ou + r	[auə]	our
oo + r	[ɔ:]	door

Ex. 2. Practise the sounds.

Maid, dream, aid, hook, free, avoid, hair, bread, found, fair, tooth, aim, round, snow, raise, delay, paint, enjoy, deer, crown, claim, toy, too, maize, display, mean, head, look, chair, spread, ready, praise, hair, instead, loud, meet, repair, fool, new, point, ground, soil, proud, join, voice, praise, dead, noise, boy, appoint, spoil, book, clean, choose, day, wool, out, beef, sound, crowd, own, noon, wheat, low, way, follow, wheat, window, few, destroy, grow, air, been, affair, beer, choice, peer, our, door, employ, floor.

Согласные буквы, имеющие два типа чтения

Буква	Позиция	Чтение	Примеры
с [si]	1. Перед е, i, y. 2. Перед а, о, u, согласными, в конце слов	[s] [k]	cell, pencil, icy; cap, come, cup, black, clinic
g [dʒi:]	1. Перед е, i, y (но: give, get). 2. Перед а, о, u, согласными, в конце слов	[dʒ] [g]	page, gin, gym; game, go, gun, green, big
s [es]	1. В начале слова, перед глухими согласными и в конце слова после глухих согласных. 2. Между гласными, в конце слов после гласных и звонких согласных	[s] [z]	sister, student, sits; please, ties, pens
х [eks]	1. Перед согласными и в конце слов. 2. Перед ударной гласной	[ks] [gz]	text, six; exam

Ex. 3. Practise the sounds.

City, bicycle, box, large, exist, centre, large, icy, rose, gym, historic, gas, roses, cry, meals, gold, can, exist, guy, sin, say, case, gypsy, cent, as, exam, dose, taxi, civil, fox, cap, grow, giraffe, cinema, class, fact, give, success, ass, cell, crime, dose, fans, next, captain, study, rage, bag.

Чтение сочетаний согласных

Буква	Позиция	Чтение	Примеры
sh	Любая	[ʃ]	she, wish, friendship
ch	Любая В словах греческого происхождения	[tʃ] [k]	chair, search, China; psychology
tch	В конце слова	[tʃ]	watch, match
ck	В конце слова	[k]	black, neck
th	1. В начале знаменательных слов и в конце слова 2. В начале местоимений, служебных слов, между гласными	[θ] [ð]	thin, threat, faith, theft; this, the, with, mother
wh	1. В начале знаменательных слов и перед гласными, кроме «о» 2. Перед буквой «о»	[w] [h]	wheel, what, where; who, whom, whose
qu	1. В начале и середине слова 2. В конце слова «и» – немая	[kw] [k]	question, quick, equal; unique, cheque
ng	В конце слова	[ŋ]	strong, long
nk	В конце слова	[ŋk]	thank, bank, link
wr	В начале слова	[r]	writ, write, wrong
bt	«В» – немая	[t]	debt, doubt
ght	«Gh» – немые перед «t»	[t]	fight, light, night
gn	«G» – немая в конце слова	[n]	sign, design
kn	В начале слова «к» не читается	[n]	know, knew, knight
ph	В словах греческого происхождения	[f]	photo, polygraph

Ex. 4. Phonetic exercise.

Why, she, catch, song, black, thin, whole, fish, think, they, what, dish, luck, shut, father, chest, much, bring, knew, write, phone, lack, shelf, phase, child, when, known, wrist, that, shelter, faith, where, lock, shape, who, match, thick, wrote, phrase, thick, whom, knight, singer, those, chain, long, with, shave, photo, whose, thing, chin, sheep, these, finger, sphere, mother, bank, shine, which, tank, check, sink, such, link, thing, drink, written, know, wrap, three.

Ex. 5. Read, translate and learn the report of a cadet on duty by heart.

On duty student (cadet): Comrades students (cadets), stand shun (смирно)! Comrade teacher! Group (Platoon) 7 is ready for the English lesson.

Twelve (12) (all) students are present.

Cadet Borisov is absent.

He is on guard duty (в наряде).

Cadet Belov is ill (болен).

Cadet Petrov is on leave (в отпуске, увольнении).

Cadet Sidorov is at household work (на хозработках).

Cadet Ivanov has an individual time-table (на индивидуальном графике занятий).

Cadet Usmanov is on a business trip.

Today is the 1(first) of September, Friday.

Cadet Pavlov on duty.

Cadets, at ease (вольно)! Sit down!

**Personal Pronouns.
Личные местоимения
Именительный падеж**

Лица Person	Единственное число Singular	Множественное число Plural
1-е лицо	I	we
2-е лицо	you	you
3-е лицо	he	they
	she	
	it	

Объектный падеж

Лица Person	Единственное число Singular	Множественное число Plural
1-е лицо	me – меня, мне	us – нас, нам
2-е лицо	you – тебя, тебе	you – Вас, Вам
3-е лицо	him – его, ему	them – их, им
	her – ее	
	it – его, ее	

Ex. 6. Translate the pronouns into English.

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

Ex. 7. Translate into English.

1. Они видели меня в школе.
2. Она встретила их на вокзале.
3. Он показал ее врачу.
4. Она пригласила нас в гости.
5. Этот карандаш плохой. Я не могу писать им.
6. Михаил получил письмо от тебя.
7. Мы покажем ему город.

Possessive Pronouns.**Притяжательные местоимения**

my	мой, моя, мое, мои	mine
your	твой, твоя, твое, твои	yours
his	его	his
her	ее	hers
its	его, ее	its
your	ваш, ваша, ваше, ваши	yours
our	наш, наша, наше, наши	ours
their	их	theirs
My friend. – Мой друг. Our lessons. – Наши уроки. The book is yours. – Книга твоя. This is not my house. Mine is two-storied. – Это не мой дом. Мой – двухэтажный.		

Ex. 8. Translate the pronouns into English.

1. They want to see (меня).
2. Let's meet (его) and (его) wife here.
3. Eat the ice-cream! Don't eat (его).
4. We are glad to see (Вас) and (Ваших) friends.
5. That is (мой) jacket. Give (его) (мне).
6. Let him go and see (ее) and (ее) new flat.
7. Tim and Ann are (мои) friends. (Они) live in Germany.
8. Will you take (нас) and (наших) students to your new school, please?
9. Let (мне) and (моему) friend read these English books.
10. Tell (им) and (их) students this news.

Ex. 9. Translate into Russian.

1. This car is mine. That car is his.
2. This young man is my brother. That one is theirs.
3. This bag is yours. That is hers.
4. These are my books, those are his.

Reflexive Pronouns.**Возвратные местоимения**

myself – я сам

yourself – ты сам

himself – он сам

herself – она сама

itself – себя, себе, он сам, она сама, оно само

ourselves – мы сами

yourselves – вы сами

themselves – они сами

Ex. 10. Translate into English.

1. Я сам это сделал. – I did it myself.
2. Ты сам это сделал.
3. Он сам это сделал.
4. Она сама это сделала.
5. Мы сами это сделали.
6. Вы сами это сделали.
7. Они сами это сделали.

Demonstrative Pronouns. Указательные местоимения

this	ЭТОТ, ЭТА ЭТО	these	ЭТИ
that	ТОТ, ТА, ТО	those	ТЕ
this day	ЭТОТ ДЕНЬ		
these days	ЭТИ ДНИ		
These houses. – Эти дома. Those streets. – Те улицы. That flat. – Та квартира.			

The Plural. Множественное число существительных

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

а) [z] после гласных и звонких согласных:

a bed – beds

a bee – bees

a friend – friends

б) [s] после глухих согласных:

a book – books

a hat – hats

a cap – caps

в) [z] после согласных -s, -x, -g, -sh, -ch:

a bridge – bridges

a nose – noses

a bench – benches (упражнения).

При образовании множественного числа обратите внимание на изменение букв:

a fly – flies

a life – lives

a lady – ladies

a shelf – shelves

a family – families

a knife – knives.

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

a man – men

a woman – women

a tooth – teeth

a goose – geese

a foot – feet

a mouse – mice

3. Есть 2 существительных, которые образуют множественное число на -en:

an ox – oxen

a child – children

4. Если существительное заканчивается на согласную и -o, то множественное число образуется прибавлением -es:

a hero – heroes

a potato – potatoes

a tomato – tomatoes

a photo – photos

a piano – pianos

a video – videos

5. Слова латинского или греческого происхождения необходимо запомнить:

a datum – data

a phenomenon – phenomena

a crisis – crises

a medium – media

a curriculum – curricula

an analysis – analyses

a basis – bases

6. Существительные, у которых одинаковы формы единственного и множественного числа:

deer – олень, олени

sheep – овца, овцы

salmon – лосось, семга, лососи, семги

fish – рыба, рыбы

7. В английском языке есть существительные, которые употребляются только в единственном или только во множественном числе (что часто не совпадает с правилами русского языка):

money – деньги
knowledge – знания
peace – мир
evidence – улики
weather – погода
information – сведения
news – новость, новости
goods – товары
trousers – брюки
scissors – ножницы
spectacles – очки
tongs – щипцы

Ex. 11. Give the plural form of the following nouns.

Child, place, ox, roof, watch, fox, leaf, knowledge, eye, mass, life, library, glass, bush, day, language, party, ball, fruit, wife, friend, lesson, text, stop, cat, lamp, photo, case, page, judge, office, bus, man, student, city, sister, woman, bridge, tram, foot, knife, tomato, page, news, weather.

The Possessive Case.

Притяжательный падеж

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

Существительное в притяжательном падеже имеет окончание **'s**, которое произносится по правилам чтения суффиксов множественного числа существительных (например, **my sister's friend** – друг моей сестры).

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

Единственное число N's	Множественное число Ns'
his student's work	his students' works
my sister's car	my sisters' car
his friend's dog	his friends' dogs

Ex. 12. Read and translate into Russian.

His friend's family; that student's text-book; those judges' cases; our relative's flat; my son's room;

their friends' house; my brothers' names, his parents' street; her teachers' room; these boys' words; his sisters' books; those women's money;

this boy's family; our child's words; his friends' children; our teachers' books; that girl's car; these men's articles; this man's wife; his elder sister's children; that house's windows; these students' teacher; these people's life; our parents' work.

Infinitive. The Imperative.

Инфинитив. Повелительное наклонение

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

Утвердительная форма: инфинитив без частицы **to**.

Отрицательная форма: **don't** + инфинитив без частицы **to**.
Полная форма **do not** используется в основном на вывесках в общественных местах, например, команды, просьбы, предложения: **Stand up!** – Встать! **Read the text!** – Прочитайте текст! **Shut the door, please.** – Закрой(те) дверь, пожалуйста. **Don't worry!** – Не беспокойся!

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

например, **Let him do it!** – Пусть он сделает это! **Let's go home!** – Давайте пойдем домой!

Вежливая просьба может быть выражена с помощью вспомогательного глагола **will (would)**, например, **Could you help me, please.** – Помогите мне, пожалуйста.

Ex. 13. Read and translate into Russian.

Read this word! Go and meet your mother at the bus stop! Open these rooms! Learn the words. Take a pen! Write this article. Give me your note-book. Tell him this story! Be attentive! Let her do this job herself. Work hard at your English! Let's read and translate the text! Let's close the window! Let him write it. Let him meet us at the metro station. Don't go there! Don't let them wait for me! Don't close the windows! Will you write this phrase in English, please.

The Article.

Артикль

Артикль – это служебное слово, которое стоит перед существительным и определяет его.

Неопределенный – a (an)	Определенный – the
1. а) Когда говорят о каком-то одном предмете или лице, упоминаемом впервые: They saw a man there;	1. Когда говорят о вещах, уже упоминавшихся или известных: The man is in the street.
б) Когда обозначается (любой) представитель класса (группы предметов): This is a man.	2. Как перед сущ. в ед. ч., так и во множ. ч.: The books are on the table now.
2. Только перед сущ. в ед. ч.: There is a book on the table.	3. Как перед исчисл., так и перед неисчисл. сущ.: Pass me the salt, please!
3. Только перед исчисл. сущ.: I see a boy in the street.	4. Перед названием должности и титула: He is the Sales Manager. The President. Но: He is president of Russia.
4. Перед названием профессии: She is a teacher.	

Неопределенный – a (an)	Определенный – the
<p>Не употребляется:</p> <p>1. Перед сущ. во множ. ч.: These are boys.</p> <p>2. Перед неисчисл. сущ.: I like tea.</p> <p>Но: The tea that you bought yesterday is good.</p>	<p>Не употребляется:</p> <p>Обычно перед именами собственными кроме некоторых названий, таких как:</p> <ul style="list-style-type: none"> • фамилии людей во множественном числе: the Browns, the Ivanovs; • государства, территории и регионы: the United Kingdom, the USA, the Congo, the Russian Federation, the North Pole, the East, the Ruhr, the Crimea (Но: Africa, Texas); • моря, океаны, заливы, реки и цепи островов, озера в ед. и во множ. ч.: the Black Sea, the Mississippi (River), the Pacific (Ocean), the Great Lakes, the Baikal (Но: Lake Baikal), the Bermudas (Но: Malta); • горные цепи, холмы и архипелаги: the Alps, the Urals, the Cheviot Hills, the Appalachians, the Rocky Mountains (Но: Elbrus); • единственные в своем роде объекты: the Tower of London, the sun, the earth, the universe, the cosmos (Но: Mars, Cassiopeia); • театры, кинотеатры, галереи, отели, музеи, газеты, политические партии: The Bolshoi Theatre, the Odeon, the Pushkin Museum, the Tretyakov Gallery, the Metropol Hotel, the Financial Times, the Labour Party; • университеты, институты, колледжи и школы: the University of Florida

Неопределенный – a (an)	Определенный – the
	N.B. Артикль не ставится, если название учебного заведения начинается с имени собственного: Princeton University
the + прил. = сущ. В значении совокупного множества a poor man – бедный человек, the poor – бедные a rich man – богатый человек, the rich – богатые a sick man – больной, the sick – больные	

Ex. 14. Fill in the articles where necessary.

1. Ann is ... doctor. 2. Have you got ... friend? 3. Would you like ... orange? 4. I have got ... small flat in ... center of ... city. 5. This is ... nice hotel. 6. Have you finished reading ... article, which Mary gave you? Return him ... article, please. 7. Criminology is ... social science dealing with the nature, extent, and causes of crime. 8. How did you like ... film? 9. In ... cities the police patrol certain areas, on foot or automobiles. 10. Where is ... key? I could not open the door.

Ex. 15. Fill in the articles where necessary.

1. Bob learns ... German and ... History. 2. ... big ... books on ... table are for my ... English ... class. 3. No one in ... English ... class knew ... correct ... answer to ... my ... question. 4. On our ... trip to ... USA we crossed ... Atlantic Ocean. 5. I can't go to ... cinema tonight, because I am on ... guard duty. 6. ... knowledge is ... power. 7. ... little John sat down on the bottom step and nodded. 8. ... coffee is produced in Brazil.

The Numerals.

Имя числительное.

Количественные числительные

1 – 12	13 – 19	20 – 99	100 и более
1 – one	13 – thirteen	20 – twenty	100 – a (one)
2 – two	14 – fourteen	23 – twenty-two	hundred
3 – three	15 – fifteen	30 – thirty	101 – a (one)
4 – four	16 – sixteen	33 – thirty-three	hundred and one
5 – five	17 – seventeen	40 – forty	1000 – a (one)
6 – six	18 – eighteen	44 – forty-four	thousand
7 – seven	19 – nineteen	55 – fifty-five	3,578 – three
8 – eight		61 – sixty-one	thousand five
9 – nine		76 – seventy-six	hundred and
10 – ten		88 – eighty-eight	seventy-eight
11 – eleven		90 – ninety	100,000 – a
12 – twelve		99 – ninety-nine	(one) hundred
			thousand
			1,000,000 – a
			(one) million

Даты

2000 BC – two thousand [bi:si:] – до нашей эры (BC – Before Christ);

AD 55 [ei'di:] – fifty-five – ... нашей эры (AD – Anno Domini);

1700 – seventeen hundred;

1905 – nineteen five (nineteen o[ou] five);

2018 – twenty eighteen;

March 16, 1973 – (on) the sixteenth of March, nineteen seventy-three;

May 18, 2000 – (on) the eighteenth of May, the year of two thousand;

April 22, 2007 – (on) the twenty-second of April, two thousand and seven (twenty oh [ou] seven);

2019 – twenty nineteen.

Порядковые числительные

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

1 – one	1st – the first
2 – two	2nd – the second
3 – three	3rd – the third
4 – four	4th – the fourth
5 – five	5th – the fifth
6 – six	6th – the sixth
7 – seven	7th – the seventh
8 – eight	8th – the eighth
9 – nine	9th – the ninth
10 – ten	10th – the tenth
11 – eleven	11th – the eleventh
12 – twelve	12th – the twelfth

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

five – the **fifth** [fifθ]

twelve – the **twelfth** [twelfθ]

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

14-й – the 14th – the **fourteenth**,

но:

52-й – the 52nd – the fifty **second**.

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

twenty – the **20th** – the **twentieth**.

Номера (телефонов, банковских счетов, машин и т. д.)

55078 – double five oh seven eight.

01 – 459 7326 – oh one || (здесь необходимо сделать паузу) four five nine || seven three two six.

Дроби

Простые дроби

1 / 4 a / one quarter

1 / 3 a / one third

1 / 2 a / one half

3 / 4 three quarters

Десятичные дроби

0,25 – (nought) point two five

0,33 – (nought) point three three

2,5 – two point five

5,6 – five point six.

Ex. 16. Name the ordinal numbers.

15, 3, 1, 22, 12, 11, 30, 50, 5, 13, 8 19, 100, 428, 1000, 1,019, 21, 2, 4, 14, 6, 26, 18, 40, 60, 80, 9, 109, 708, 102, 300, 841.

Ex. 17. Write the dates in English.

25 декабря 2005 г., 31 мая 2020 г., 8 марта 2022 г., 1 января 2024 г., 26 сентября 1937 г., 24 апреля 2021 г., 27 октября 1981 г., 4 февраля 2017 г., 22 июня 1941 г., 25 июля 1991 г., 10 августа 2000 г, 10 ноября 1918 г.

Telling time

Обозначение времени по часам

На вопрос **What's the time?** или **What time is it?** – Который час? отвечают: **It's ... o'clock.** Например, **It's two o'clock.** – Два часа.

It is 6 o'clock now. – Сейчас 6 часов.

5 minutes past two. – 5 минут третьего.

A quarter past six. – Четверть седьмого.

Half past nine. – Половина десятого.

Ten minutes to eleven. – Без 10 минут одиннадцать.

A quarter to three. – Без четверти три.

Ex. 18. Say what time it is.

11.00, 5.30, 8.15, 12.00, 14.25, 16.35, 10.45, 9.05, 19.50, 22.40, 0.00.

Предлоги времени

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

at – указывает на момент совершения действия:

at 8 o'clock am – в 8 часов утра.

in – 1) указывает на отрезок времени.

а) с частями суток:

in the morning – утром

in the afternoon – днем

in the evening – вечером

но: at night – ночью

at midnight – в полночь

at midday – в полдень.

б) с названиями времен года:

in spring – весной

in summer – летом

in autumn – осенью

in winter – зимой.

в) с названием месяцев:

in January – в январе

in February – в феврале

in March – в марте

in April – в апреле

in May – в мае

in June – в июне

in July – в июле

in August – в августе

in September – в сентябре

in October – в октябре

in November – в ноябре

in December – в декабре.

г) при указании года:

in 1918 – в 1918

in 1945 – в 1945.

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

in two days – через два дня

in a lesson – через урок.

on – употребляется при указании:

а) дней недели:

on Sunday – в воскресенье

on Monday – в понедельник

on Tuesday – во вторник

on Wednesday – в среду

on Thursday – в четверг

on Friday – в пятницу

on Saturday – в субботу.

б) дат:

on the 1st of May – первого мая

on the 10th of November – десятого ноября.

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

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

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

during the holidays – во время каникул.

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

for two hours – в течение двух часов

for four years – в течение четырех лет.

Since – указывает на момент, с которого совершается действие:

since 1980 – с 1980 года

since last Monday – с прошлого понедельника.

The verb *to be* in the Present Indefinite Tense

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

I am in Moscow now. – Я сейчас в Москве.

He is a student. – Он студент.

They are judges. – Они судьи.

Утвердительная форма

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

Отрицательная форма

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

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

I am not a student. – Я не студент.

He is not a doctor. – Он врач.

They are not policemen. – Они не полицейские.

Вопросительная форма

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

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

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

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

Phrases with *to be*:

to be ill / well – быть больным / здоровым

to be hungry – быть голодным

to be thirsty – испытывать жажду

to be right – быть правым

to be wrong – быть неправым

to be ok – быть в порядке

to be satisfied – быть удовлетворенным

to be sorry – сожалеть

to be sorry about/for – извиняться

to be late for – опаздывать
to be mistaken – ошибаться
to be busy with something – быть занятым чем-либо
to be sure of – быть уверенным
to be surprised at – быть удивленным
to be busy – быть занятым
to be certain of – быть уверенным
to be in love with – быть влюбленным
to be proud of – гордиться
to be good at – быть хорошим в чем-то
to be present – присутствовать
to be absent – отсутствовать
to be ready for – быть готовым к
to be jealous of – ревновать
to be glad – быть радостным
to be happy – быть счастливым
to be poor at – не уметь
to be in a hurry – торопиться
to be in time – быть вовремя
to be tired of – быть усталым
to be famous for – быть знаменитым, известным
to be upset – быть расстроенным

Ex. 19. Put the verb *to be* into the correct form of the Present Indefinite (Simple) Tense.

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

Ex. 20. Translate into English.

1. Мы студенты КЮИ МВД России. 2. Студенты нашей группы сейчас в аудитории. 3. Я не судья, я студент. 4. Дети моего брата

сейчас в саду. 5. Наша аудитория не большая, но светлая. 6. Мой отец по вечерам дома. 7. Твоя мама врач? – Нет, она судья. 8. Твои родители свободны в воскресенье? – Да. 9. Твоя сестра дома? – Нет, она в школе.

The verb *to be* in Past Indefinite Tense

Глагол **to be** в прошедшем времени принимает формы **was / were** и переводится на русский язык глаголами «был», «была», «было», «были».

Утвердительная форма	Отрицательная форма	Вопросительная форма
I was at the lesson. – Я был на уроке	I was not at the lesson. – Я не был на уроке	Was I at the lesson? – Был я на уроке?
You were at the lesson. – Ты (Вы) был (были) на уроке	You were not at the lesson. – Ты (Вы) не был (были) на уроке	Were you at the lesson? – – Ты (Вы) был (были) на уроке?
He was at the lesson. – Он был на уроке (одушевленный вид) She was at the lesson. – Она была на уроке (одушевленный вид) It was at the lesson. – Это / он / она / оно было на уроке (неодушевленный вид)	He was not at the lesson. – Он не был на уроке (одушевленный вид) She was not at the lesson. – Она не была на уроке (одушевленный вид) It was not at the lesson. – Это / он / она / оно не было на уроке (неодушевленный вид)	Was he at the lesson? – Был он на уроке? (одушевленный вид) Were she at the lesson? – – Вы были на уроке? (одушевленный вид) Was it at the lesson? – Это / он / она / оно был на уроке? (неодушевленный вид)
We were at the lesson. – Мы были на уроке	We were not at the lesson. – Мы не были на уроке	Were we at the lesson? – Мы были на уроке?
They were at the lesson. – Они были на уроке	They were not at the lesson. – Они не были на уроке	Were they at the lesson? – Они были на уроке?

Ex. 21. Put the verb *to be* into the correct form of the Past Indefinite (Simple) Tense.

The weather _____ bad.

I _____ in the room.

They _____ happy, because they _____ in Paris.

He _____ our teacher, when I _____ a student.

She _____ at work yesterday.

You _____ at home at 5 pm yesterday.

They _____ students last year.

I _____ late for the lesson.

Yesterday I _____ tired.

I _____ in France last month.

The verb *to be* in Future Indefinite Tense

Глагол **to be** в будущем времени переводится «буду», «будешь», «будет», «будем», «будете».

Утвердительная форма	Отрицательная форма	Вопросительная форма
I will be here. – Я буду здесь	I will not (won't) be here. – Я не буду здесь	Will I be here? – Я буду здесь?
He will be here. – Он будет здесь (одушевленный вид) She will be here. – Она будет здесь (одушевленный вид) It will be here. – Он / она / оно будет здесь (неодушевленный вид)	He will not (won't) be here. – Он не будет здесь (одушевленный вид) She will not (won't) be here. – Она не будет здесь (одушевленный вид) It will not (won't) be here. – Он / она / оно не будет здесь (неодушевленный вид)	Will he be here? – Он будет здесь? Will she be here? – Она будет здесь? Will it be here? – Он / она / оно будет здесь? (неодушевленный вид)
You will be here. – Ты (Вы) будешь (будете) здесь	You will not (won't) be here. – Ты (Вы) (не будешь) не будете здесь	Will you be here? – Ты (Вы) будешь (будете) здесь?
We will be here. – Мы будем здесь	We will not (won't) be here. – Мы не будем здесь	Will we be here? – Мы будем здесь?
They will be here. – Они будут здесь	They will not (won't) be here. – Они не будут здесь	Will they be here? – Они будут здесь?

Ex. 22. Translate into English.

Я буду в институте завтра в 9 утра.

Мы не будем здесь завтра.

Ты будешь занят на следующей неделе?

Не переживай! Завтра я буду в порядке.

Через пять лет я буду офицером полиции.

Я буду свободен сегодня вечером.

Глагол *to have* в Present Indefinite Tense

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

I have a good flat. – У меня есть хорошая квартира.

My friend has many English books at home. – У моего друга дома есть много английских книг.

Лицо	Утвердительная форма	Отрицательная форма	Вопросительная форма
1 л. ед.ч.	I have	I have not	Have I...?
2 л. ед.ч.	You have	You have not	Have you...?
3 л. ед.ч.	He has She has It has	He has not She has not It has not	Has he...? Has she...? Has it...?
1 л. мн.ч.	We have	We have not	Have we...?
2 л. мн.ч.	You have	You have not	Have you...?
3 л. мн.ч.	They have	They have not	Have they...?

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

Have you a sister? – **Yes, I have.** I **have** a sister.

Do you have a brother? – **Yes, I do.** I **have** a brother. / No, I **do not**. I **don't have** a brother.

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

My friend has no flat in Kazan. – У моего друга нет квартиры в Казани.

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

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

Ex. 23. Put the verb *to have* into the correct form.

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

Ex. 24. Read and translate the sentences.

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

Ex. 25. Translate into Russian.

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

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

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

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

Ex. 26. Translate into English.

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

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

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

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

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

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

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

Ex. 27. Translate into Russian.

1. The trains here are never on time. They are always late. We are leaving at 10.00. So be sure you're on time. 2. Sorry, I won't be home in time for dinner, I have to work late at the office. 3. The film doesn't start for another 2 hours, so we'll have to kill time for a bit.

Предлоги, передающие падежные окончания

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

Of – предлог, передающий отношения родительного падежа (кого?, чего?) и обозначает принадлежность или часть целого.

Например: the streets of the city – улицы города;

one of my friends – один из моих друзей.

To – предлог, передающий отношения дательного падежа (кому? чему?). Например:

Give this book to your friend. – Дайте эту книгу своему другу.

With, by – предлоги, передающие отношения творительного падежа (кем?, чем?), например:

to play with children – играть с детьми;

to go home by bus – ездить домой автобусом.

About – предлог, передающий отношения предложного падежа (о ком?, о чем?).

Например: **Tell me about your work, please.** – Расскажи мне, пожалуйста, о своей работе.

Ex. 28. Translate into Russian.

1. Will you give this English book to me, please.
2. Tell me about the history of our militia.
3. Let us speak with your friend about your study at the Kazan Law Institute of MIA of Russia.
4. Don't write with a pen in the book, please.
5. Go to your friend's place by bus.
6. The court is in the centre of the city.
7. I have a very interesting detective story with me.
8. We have a library and a reading hall in our Institute.
9. My friend has a lot of free time this week.
10. Will you read and translate this newspaper article for me, please.
11. One of our students has a two-room flat not far from the school.

Ex. 29. Translate into English using *was* or *were*.

- 1) Я был здоров на прошлой неделе.
- 2) Он был в Москве в выходные.
- 3) Мы опоздали на встречу.
- 4) Она была школьницей в прошлом году.
- 5) Я был дома в 7 часов вечера вчера.
- 7) Мы не были здесь 2 часа назад.
- 8) Он был лейтенантом полиции после окончания института.
- 9) Ты был студентом первого курса в прошлом году?
- 10) К сожалению, я не был готов к уроку в прошлую пятницу.

Unit 2

Personal information. Личная информация

Speaking and reading

Hello – Здравствуйте	Hi – Привет
Good morning – Доброе утро	Good afternoon/ good day – Добрый день
Good evening – Добрый вечер	Good night – Доброй ночи
What is your name? – Как Вас зовут?	I am Tim – Я – Тим. My name is Tim – Меня зовут Тим.
Where are you from? – Откуда Вы?	I am from Kazan. – Я из Казани.
What is your profession? – Кто Вы по профессии?	I am a policeman/ a police officer – Я – полицейский/ офицер полиции
What do you do? – Чем Вы занимаетесь? (Как Вы зарабатываете себе на жизнь?)	I am an investigator – Я – следователь. I am a student of the Kazan Law Institute – Я – студент Казанского юридического института. I am a beginner /a greener/ a freshman – Я – новичок.
What is your nationality? – Кто Вы по национальности?	I am Russian/ Tatar – Я – русский/ татарин
And you? – А Вы?	I am Russian too – Я тоже россиянин
How old are you? – Сколько Вам лет?	I am 25 years old – Мне – 25 лет. I am in my early 20s (twenties) – Мне немного за 20. I am in my middle twenties – Мне около 25. I am in my late twenties – Мне хорошо за 20
What is your mobile/home/office phone number? – Какой у Вас номер мобильного/домашнего/рабочего телефона?	My mobile phone number is 891... – Номер моего мобильного телефона 891...
What is your marital status? – Какое у Вас семейное положение?	I am single – Я один/одна. I am engaged – Я помолвлен. I have a boyfriend/a girlfriend – У меня есть друг/подруга.

	<p>I am married – Я женат/замужем.</p> <p>I am divorced – Я разведен/разведена.</p> <p>I am a widower/ a widow – Я вдовец/вдова</p>
Nice to meet you – Приятно познакомиться.	Nice to meet you too – Мне тоже приятно познакомиться
How are you? – Как вы поживаете?	<p>I am ok – Я в порядке.</p> <p>I am not bad – Я чувствую себя не плохо.</p> <p>It could be better – Могло бы быть лучше</p>
What is your rank? – Какое у Вас звание?	<p>I am a private of police – Я – рядовой полиции.</p> <p>I am a (junior) sergeant of police – Я – (младший) сержант полиции.</p> <p>I am a lieutenant of police – Я – лейтенант полиции.</p> <p>I am a captain – Я – капитан.</p> <p>I am a major – Я – майор.</p> <p>I am a lieutenant – colonel – Я – подполковник.</p> <p>I am a colonel – Я – полковник</p>
<p>Can you speak louder, please – Не могли бы Вы говорить громче.</p> <p>Can you say it again, please – Произнесите это еще раз, пожалуйста.</p>	Can you spell it, please – Произнесите это по буквам, пожалуйста.
Can you tell me, please? – Не могли бы Вы мне сказать, пожалуйста?	<p>At your service – К Вашим услугам.</p> <p>Can I help you – Я могу Вам помочь?</p>
Excuse me, do you speak English? – Извините, Вы говорите по-английски?	I speak English a little - Я немного говорю по-английски
What languages do you speak? – На каких языках Вы говорите?	I speak Russian / English / French / German ... – Я говорю на русском / английском / французском / немецком ...
Goodbye! – До свидания!	Bye! – До свидания!
See you later. – До скорой встречи. (Увидимся)	Good luck! – Удачи!

Ex. 1. Read the dialogues, make up your own dialogues.

I

- Hello!
- Good morning!
- I am Sergey. And you?
- I am Matvey.
- Nice to meet you!
- Nice to meet you too!
- Where are you from?
- I am from Moscow. And you?
- I am from Kazan.

II

- Good day!
- Hello!
- What is your name?
- My name is Mark. And you?
- I am Ann.
- Where are you from?
- I am from Kazan. And you?
- I am from Izhevsk.
- What do you do?
- I am a policeman. And you?
- I am a policeman too.
- Great! We are colleges.
- Have a good day!
- Thank you!

III

- Hello!
- Hi!
- Are you Natasha?
- No, I am not Natasha. I am Olga.
- Where are you from?
- I am from Yelabuga. And you?

- I am from Kazan.
- How are you?
- I am ok. Thank you.
- How old are you?
- I am 25 years old.
- And you?
- I am 22.

IV

- Good morning, Alina. How are you?
- I'm fine, thank you, Galina. And you?
- I'm ok. See you later.
- See you. Bye.

V

- Hello, my name is Leo. What's your name?
- Hello, Leo. I'm Rinat.
- Where are you from?
- I'm from Russia. And what about you?
- I'm from Australia.
- What's your surname?
- My surname is Davis. And what about you?
- My surname is Ildanov.
- I see. What's your mobile phone number?
- My phone number is 7 9172273843. And what's your mobile phone number?
- My phone number is +6123569871.
- What do you do?
- I'm a businessman. And you?
- I'm a police officer.
- Nice to meet you.
- Nice to meet you too.
- OK, bye! See you.

Special ranks of policemen

рядовой полиции – a private of police
младший сержант полиции – a junior sergeant of police
сержант полиции – a sergeant of police
старший сержант полиции – a senior sergeant of police
старшина полиции – a sergeant-major of police
прапорщик полиции – a warrant officer of police
старший прапорщик полиции – a senior warrant officer of police
младший лейтенант полиции – a junior lieutenant of police
лейтенант полиции – a lieutenant of police
старший лейтенант полиции – a senior lieutenant of police
капитан полиции – a captain of police
майор полиции – a major of police
подполковник полиции – a lieutenant-colonel of police
полковник полиции – a colonel of police
генерал – a general
генерал-майор - a major-general
генерал-лейтенант - a lieutenant-general

Ex. 2. Speak about yourself, using the model:

Например, Let me introduce myself. My name is Bulat. My surname is Galiullin. I am Tatar. I am a lieutenant of police. I am from Kazan. I was born in Kazan. I was born in April. I was born on the 27th of April.

Ex. 3. Fill the form, using personal information:

First name _____.
Surname _____.
Age _____.
Sex (male, female) _____.
Date of birth _____.
Place of birth _____.
Nationality _____.
Address _____.
Marital status (single, married, divorced, widowed) _____.
Occupation _____.
Mobile phone number _____.

Ex. 4. Learn it by heart, please.**Countries and Nationalities**

Country	Nationality	Language
Russia	Russian	Russian
The USA	American	American English
Argentina	Argentinian	Spanish
Australia	Australian	Australian English
Britain	British	British English
Brazil	Brazilian	Portuguese
Canada	Canadian	English, French
China	Chinese	Chinese
Denmark	Danish	Danes
Egypt	Egyptian	Arabic
England	English	English
Finland	Finnish	Finns
France	French	French
Germany	German	German
Greece	Greek	Greek
Holland	Dutch	Dutch
India	Indian	Hindi, Begali, Telugu
Ireland	Irish	English
Japan	Japanese	Japanese
Italy	Italian	Italian
Korea	Korean	Korean
Poland	Polish	Polish
Portugal	Portuguese	Portuguese
Scotland	Scottish	English
Spain	Spanish	Spanish
Thailand	Thai	Thai
Wales	Welsh	English

Ex. 5. Find out English equivalents from the text.

Позвольте представиться, фамилия, отчество, полное имя, родился, экзамены, столица, решил, лейтенант, рядовой полиции, первокурсник, мой выбор, честно служить своей стране, в беде, все условия, хорошее образование, начинается, заканчивается, и так далее (и тд), делать утреннюю зарядку, завтракать, столовая, едут на автобусе, хорошо-оборудованные, библиотеки, срок обучения, достаточно молодые, оперативники, следователи, участковые, инспекторы по делам несовершеннолетних, тир, библиотеки, срок обучения.

Ex. 6. Read and translate the text.

ABOUT MYSELF

Let me introduce myself. My name is Alexander, Alex for short. My full name is Alexander Pavlovich Ivanov. Pavlovich is my patronymic. Ivanov is my surname. I was born and live in the city of Kazan, the capital of the Republic of Tatarstan.

I am 18 years old. After the final examinations at school, I decided to enter Kazan law Institute of the Ministry of the Interior of Russia.

Now I am a private of police and a first-year student. I wear police uniform. My choice is not casual, you know. I want to be a police officer, help people in need and honestly serve my country.

My family is not very big. We are 3 – my parents and myself. My parents are rather young. They are about forty. My father works in a police too. He is a colonel. My mother works as a teacher of foreign languages at the university.

We study different subjects here: Logic, Philosophy, History, Operative Detective Activity, English and Russian languages, Physical Training etc. Our working day begins at 7 a.m. and ends at 5.10 p.m.

Before the lessons start the students of our Institute do morning exercises. Then we have breakfast in the canteen of our Institute. Some of my group mates are not from Kazan, so they live in a hostel. They go to the Institute by bus. Usually we have 4 lessons a day. After lessons I am tired, but happy.

The students of our Institute have all conditions for getting a good education. There are well-equipped classrooms, laboratories, lecture halls, gymnasiums, libraries, shooting galleries at our Institute. The term of studies for the specialty «Law and order» lasts 4 years. After graduation the students of our Institute get a Diploma and become lieutenants of police.

The graduates of the Kazan Law Institute of MIA of Russia work in all police services: as detectives, investigators, traffic inspectors, divisional inspectors, children inspectors, etc.

Ex. 7. Ask your neighbor the questions.

- 1) What is your name?
- 2) What is your surname?

- 3) Where are you from?
- 4) What do you do?
- 5) How old are you?
- 6) How are you?
- 7) Are you married?
- 8) Do you have any children?
- 9) Do you like your job? Why?

Ex. 8. Speak about your family, using some of these words.

Мать – a mother	}	parents
Отец – a father		
Дочь – a daughter		
Сын – a son		
Ребенок – a child		
Дети – children		
Бабушка – a grandmother	}	grandparents
Дедушка – a grandfather		
Тетя – an aunt		
Дядя – an uncle		
Брат – a brother		
Сестра – a sister		
Кузен (кузина) – a cousin		
Муж – a husband		
Жена – a wife		
Свекровь, теща – a mother-in-law		
Свекор, тесть – a father-in-law		
Невестка – a daughter-in-law		
Зять – a son-in-law		
Золовка – a sister-in-law		
Шурин – a brother-in-law		

GRAMMAR LINK

Present Simple (Indefinite)

Настоящее простое (неопределенное) время

Настоящее простое (неопределенное) время употребляется для обозначения обычного, регулярного действия, а также для описания последовательных действий и констатации фактов.

Это время употребляется со следующими обстоятельствами времени: **always** – всегда, **usually** – обычно, **often** – часто, **sometimes** – иногда, **never** – никогда, **hardly ever (seldom)** – редко, **every day** – каждый день, **regularly** – регулярно.

Глаголы в Present Simple совпадают по форме с инфинитивом (неопределенной формой), но употребляются без частицы «to». В **3-м лице единственного числа** глаголы имеют окончание **-s**.

Например,

I wake up at 7 o'clock every day. – Каждый день я просыпаюсь в 7 часов.

Для образования отрицательного и вопросительного предложения используются вспомогательные глаголы **do** и **does** (для третьего лица единственного числа – he / she / it).

+ I work in police – Я работаю в полиции.

- I do not (don't) work in police – Я не работаю в полиции.

? Do you work in police? – Ты работаешь в полиции?

+ He works in police – Он работает в полиции.

- He doesn't work in police – Он не работает в полиции.

? Does he work in police? – Он работает в полиции?

Утвердительная форма +	Отрицательная форма -	Вопросительная форма ?
I study English. Я изучаю английский язык	I don't study English. Я не изучаю английский язык	Do I study English? Я изучаю английский язык?
You study English. Ты (вы) изучаешь (изучаете) английский язык	You don't study English. Ты (вы) не изучаешь (изучаете) английский язык	Do you study English? Ты (вы) изучаешь (изучаете) английский язык?

He studies English Он изучает английский Язык	He does not (doesn't) study English Он не изучает английский язык	Does he study English? Он изучает английский язык?
She studies English Она изучает английский язык	She does not (doesn't) study English Она не изучает английский язык	Does she study English? Она изучает английский язык?
It (a computer) works Он (компьютер) работает	It (a computer) does not (doesn't) work Он (компьютер) не работает	Does it (a computer) work ? Он (компьютер) работает?
We study English Мы изучаем английский язык	We don't study English Мы не изучаем английский язык	Do we study English? Мы изучаем английский язык?
They study English Они изучают английский язык	They don't study English Они не изучают английский язык	Do they study English? Они изучают английский язык?

Ex. 9. Read the sentences, make them negative, put down unknown words.

I **live** in Kazan. – Я живу в Казани

I **study** at the Kazan Law Institute. – Я учусь в Казанском юридическом институте.

I **speak** Russian, English and a little English. – Я говорю по-русски, по-татарски, и немного по-английски.

I **wake up** at 7 a.m. in the morning. – Я просыпаюсь в 7 утра по утрам.

I **have** a shower, **get dressed**, **have** my **breakfast**. – Я принимаю душ, одеваюсь, завтракаю

I **go** to the Institute by bus. – Я еду в Институт на автобусе.

It **takes** me 25 minutes. – У меня на это уходит 25 минут.

I **have** 4 lessons a day. – В день у меня по 4 урока.

I **have** my **lunch** at the Institute – Я обедаю в институте.

After lessons I **get** home, tired and happy. – После уроков я возвращаюсь домой, усталый и счастливый.

I **have a good time** at the weekends. – В выходные я хорошо провожу время.

On Sundays I **sleep** as much as I want. – По воскресеньям я сплю так долго, как захочу.

I **don't watch** TV, and I hardly ever **read** newspapers, because I have no time. – Я не смотрю телевизор, и едва ли читаю газеты.

Usually I **browse** news on the Internet. – Обычно я просматриваю новости в интернете.

I **do my homework, help** my wife with housework and **go to bed** at about 11 p.m. – Я делаю домашнюю работу, помогаю моей жене с работой по дому и иду спать в 11 вечера.

Ex. 10. Continue the list, speaking about yourself.

I do	I don't
I live in a flat – Я живу в квартире	I don't live in a house with a garden – Я не живу в доме с садом
I have a pet – У меня есть питомец	I don't have 2 children – У меня нет 2 детей
I like Tatar food – Я люблю татарскую кухню	I don't smoke – Я не курю
I read news on the Internet – Я читаю новости в интернете	I don't watch TV – Я не смотрю телевизор
I wear police uniform – Я ношу полицейскую форму	I don't wear glasses – Я не ношу очки

Ex. 11. Translate the sentences into English.

1. Я живу в Казани. Я учусь в Казанском юридическом институте МВД России.

2. Каждый день я просыпаюсь в 6 утра.

3. По утрам у меня мало свободного времени, поэтому обычно я не принимаю ванну, я принимаю душ.

4. Я завтракаю в 7 утра дома.

5. Я одеваюсь и еду в институт.

6. Я добираюсь до института на автобусе / пешком / на машине / на такси / на метро.

7. Каждый день мы носим форму.

8. Мы изучаем английский язык в институте дважды в неделю.

9. Я говорю по-русски, по-татарски и немного по-английски.
10. Я живу в общежитии / в квартире.
11. Я обедаю со своими одногруппниками в столовой нашего института.
12. Каждый день у нас по 4 занятия.
13. Каждый вечер я делаю уроки перед сном.
14. Обычно я иду спать в 11 часов вечера.
15. Моя мама работает в полиции инспектором по делам несовершеннолетних.
16. Срок обучения длится 5 лет.
17. Я делаю все возможное для того, чтобы стать хорошим сотрудником полиции.
18. Студенты нашего института патрулируют улицы в Казани.
19. Наши студенты имеют все условия для получения хорошего образования.

Ex. 12. Make sentences from the Ex. 7 negative.

Ex. 13. Describe your friend, using phrases.

- live in a house with a garden, live in a flat, live in a hostel
have breakfast at home, have lunch in a canteen, have dinner in a restaurant, have a coffee, have a sandwich, have a shower/ a bath, have a good time, have no children, have 4 lessons a day
do housework / homework, do morning exercises
go for a walk, go out, go to bed, go abroad, go away, go by bus, go shopping, go home, go to the beach
get up, get dressed, get an email (receive), get a taxi/bus/train (take), get home.
speak Tatar, Russian and a little English
wear police uniform, wear glasses
smoke
study German/English/Russian/ Tatar; study law, study Economics
earn much money
watch TV
like Japanese food, love music
drive a car
work in a police, work as a policeman

Ex. 14. Open the brackets.

1. I (to work) as an investigator.
2. The students of our Institute (to wear) police uniform, because they (to be) private of police.
3. After the graduation the students (to get) a Diploma of a lawyer and (to become) lieutenants of police.
4. Police (to protect) citizens from criminals and (to provide) public safety.
5. The Kazan Law Institute of the Ministry of the Interior of Russia (to train) detectives and investigators for Kazan, Kirov, Samara and some other Russian cities and towns.

Past Simple (Indefinite) Tense

Прошедшее простое (неопределенное) время

Прошедшее простое (неопределенное время) время описывает действия, которые произошли в определенное время в прошлом и время совершения которого уже истекло.

Для уточнения момента совершения действия в прошлом при использовании времени Past Simple обычно используются такие слова, как: **yesterday – вчера, five days ago – пять дней назад, last week / summer / year – на прошлой неделе / прошлым летом / в прошлом году.**

При образовании прошедшего простого (неопределенного) времени все глаголы делятся на правильные глаголы (regular verbs) и неправильные глаголы (irregular verbs). У **правильных глаголов** к основе инфинитива добавляется окончание **-ed**. Если глагол заканчивается на **-e**, добавляется просто **-d**, если глагол заканчивается на **-y**, то она заменяется на **-i**.

Например:

to walk (прогуливаться) – **walked** (прогуливался)

to answer (отвечать) – **answered** (ответил)

to want (хотеть) – **wanted** (хотел)

to smile (улыбаться) – **smiled** (улыбался)

to cry (кричать) – **cried** (кричал)

Неправильные глаголы (вторая форма неправильных глаголов) необходимо запомнить. В английском языке около 470 неправильных глаголов, но многие из них устарели, и их количество сократилось:

to be – **was** (singular), **were** (plural) – been – быть

to bring – **brought** – brought – приносить

to build – **built** – built – строить

to do – **did** – done – делать

to drive – **drove** – driven – водить

to drink – **drank** – drunk – пить

to have – **had** – had – иметь

to eat – **ate** – eaten – есть (употреблять пищу)

to go – **went** – gone – идти

to get – **got** – got – получать / добираться

to sing – **sang** – sung – петь.

Утвердительная форма	Отрицательная форма	Вопросительная форма
I worked in police. – Я работал в полиции	I did not (didn't) work in police. – Я не работал в полиции.	Did I work in police? – Я работал в полиции?
You worked in police. – Ты (вы) работал (и) в полиции	You didn't work in police. – Ты (вы) не работал(и) в полиции	Did you work in police? – Ты работал (и) в полиции?
He worked in police. – Он работал в полиции	He didn't work in police. – Он не работал в полиции	Did he work in police? – Он работал в полиции?
She worked in police. – Она работала в полиции	She didn't work. – Она не работала в полиции	Did she work in police? – Она работала в полиции?
It (a computer) worked. – Он (компьютер) работал	It (a computer) didn't work. – Он (компьютер) не работал	Did it (a computer) work? – Он (компьютер) работал?
We worked in police. – Мы работали в полиции	We didn't work in police. – Мы не работали в полиции	Did we work in police? – Мы работали в полиции?
They worked in police. – Они работали в полиции	They didn't work in police. – Они не работали в полиции	Did they work in police? – Они работали в полиции?

Для образования вопросительного и отрицательного предложения используется вспомогательный глагол **did**. Например:

She **went** to the department store this afternoon. – Она отправилась в универмаг.

She **didn't go** to the department store. – Она не отправилась в универмаг.

Did she **go** to the department store? – Она отправилась в универмаг?

Ex. 15. Make the senses with these verbs.

to operate, to commit, to arrest, to question, to suspect, to patrol, to work, to have, to do, to ask, to help, to translate.

Ex. 16. Translate the sentences into English, using Past Simple.

1. Я жил в Москве 2 года назад. Я родился в Казани.
2. Мои родители работали в Елабуге.
3. Я изучал английский и китайский языки в школе, но не изучал право.
4. Мой отец женился в 2000 году в возрасте 30 лет.
5. Мой брат не служил в армии.
6. Что ты делал вчера?
7. Где ты учился в прошлом году?
8. Когда ты был в Москве в последний раз?
9. К сожалению, я не видел тебя вчера.
10. Он не сказал правду, он солгал.

Ex. 17. Open the brackets.

1. They (to call) the police.
2. I (to live) in London when I (to be) a child.
3. She (to own) three dogs throughout her childhood.
4. I never (to trust) what they (to tell) me.
5. I (to study) English at school last year.
6. I (to finish) school in 2023 and (to enter) the Kazan Law Institute of the Ministry of Internal Affairs of Russia.
7. I (to work) in police after graduation Kazan Law Institute of the Ministry of Interior of Russia.
8. I (to have) a good time, (to sunbath), really (to enjoy) my last summer holidays.
9. Unfortunately, I (not to help) him yesterday.

Ex. 18. Give the first form of the verbs.

Did, went, knew, had, came, spoke, read, wrote, understood, became, learnt, saw, made, broke, liked, and learnt.

Ex. 19. Put the words given bellow in Past Simple.

To do, to wash, to help, to translate, to buy, to study, to get, to play, to investigate, to close, to love, to want, to work, to cook.

Ex. 20. Read and translate the text. Put the passages in a right order. What do you think about this situation?

My grandmother didn't **notice** anything **at first**, but when she went to bed that evening she found that her **jewelry** wasn't in the **usual place**. And then she **remembered** the girls and called the police. They were very **sympathetic**, but I don't think they'll ever **catch** the girls.

My grandmother had **a nasty experience** last weekend. She's 82 years old, and she lives **by herself**. I've always told her to be **careful** when she's answering the door because you never know who's **outside**.

"What are you doing up there?" she asked, and the girl said, "Can I use your bathroom, please?" My grandmother said "yes" and didn't **worry** about it, **although** the girl was upstairs **for ages**. She gave the girl in the kitchen a glass of water. Then the second girl came downstairs, and they left.

My grandmother **thought** they were **nice** girls, so she invited them in. They **looked around** the **living room**, and then one of them said, "Can I have a glass of water, please?" so my grandmother took her into the kitchen. **While** they were in the kitchen, she **heard** the other one run upstairs.

Anyway, she was at home last Sunday. At about 4:00 in the afternoon, she heard someone knock at the **front door**. She opened the door, and there were two girls outside, about 10 or 11 years old. "Hello", said one of the girls. "Our parents are going to buy a house **like yours**, very near here. Can we have a look at your house, please? We want to see what it's like.

Ex. 21. Translate the highlighted words and make your own sentences with them. Put down all regular and irregular verbs from the text.

Ex. 22. Retell the text.

Ex. 23. Open the brackets.

A woman (to come) to President Abraham Lincoln and (to tell) him with a commanding air "Mr. President, you must make my son a general. Sir, I (to demand) it is not a favor, but as a right. My grandfather (to fight) at Lexington. My father (to be) the only man who (not to run) away at Bladensburg. My husband (to kill) at Monterrey".

"I (to guess), madam, your family (to do) enough for the country. It is time (to give) somebody else a chance".

Ex. 24. Make Past Simple from these verbs.

Study, travel, laugh, hate, stop, listen, have, look, visit, study, play, like, want, stay, tidy, plan, prefer, cry, rob, love, kiss, dance, drop, change, enjoy, live, help, dry, quarrel, hurry, try, pass, rob, miss, carry, open.

Future Simple (Indefinite) Tense

Будущее простое (неопределенное) время

Будущее простое время используется для обозначения действий, которые произойдут в будущем. Future Simple используется для обозначения:

- **решений (decisions)**: I won't have fish. I will eat steak. – Я не буду есть рыбу. Я буду есть стейк.

- **предложений (offers)**: I will help you with your business. – Я помогу тебе с твоим делом.

- **обещаний (promises)**: I will always love English. – Я всегда буду любить английский.

Утвердительная форма +	Отрицательная форма -	Вопросительная форма ?
I will help. Я буду помогать	I will not (won't) help. Я не буду помогать	Will I help? Я буду помогать?
You will help. Ты (вы) будешь помогать	You will not (won't) help. Ты (вы) не будешь помогать	Will you help? Ты (вы) будешь помогать?
He will help. Он будет помогать	He will not (won't) help. Он не будет помогать	Will he help? Он будет помогать?
She will help. Она будет помогать	She will not (won't) help. Она не будет помогать	Will she help? Она будет помогать?
It (a medicine) will help. Оно (лекарство) поможет	It (a medicine) will not (won't) help. Оно (лекарство) не поможет	Will it (a medicine) help? Оно (лекарство) поможет?
We will help. Мы будем помогать	We will not (won't) help. Мы не будем помогать	Will we help? Мы будем помогать?
They will help. Они будут помогать	They will not (won't) help. Они не будут помогать	Will they help? Они будут помогать?

Например:

I will come back tomorrow. – Я вернусь завтра.

I will write next month. – Я напишу в следующем месяце.

I will pay you back tomorrow. – Я расплачусь (верну долг) в следующем месяце.

This will not (won't) hurt. – Это не причинит боль.

I will not (won't) tell anyone. – Я никому не расскажу.

При употреблении Future Simple используются такие обстоятельства времени, как: **tomorrow** – завтра, **next week** – на следующей неделе, **next year** – в будущем году, **in a week** – через неделю, **in a few days** – через несколько дней, **some day** – когда-нибудь, **one of these days** – на днях.

Ex. 25. Translate the sentences using Future Simple.

1. Я стану лейтенантом полиции через 5 лет.
2. Я получу диплом специалиста в 2027 году.
3. Мы поедем на море следующим летом.
4. Я буду всегда тебя любить.
5. Мы позвоним тебе завтра.
6. Они будут работать в этом отделе полиции через год.
7. Он поедет на место происшествия после оперативного совещания у начальника.
8. Я помогу тебе с этим делом завтра, не переживай.
9. Мы поедем на море в январе.

Ex. 26. Make your own 10 sentences using Future Simple.

Ex. 27. Put any verb in Future Simple.

1. I _____ free tonight.
2. He _____ tomorrow.
3. I _____ not _____ it tomorrow!
4. _____ you _____ him another chance?
5. She _____ English lessons twice a week.
6. It _____ difficult.
7. He _____ a new job.
8. It _____ impossible to park.

Types of Questions in the English Language

Типы вопросов в английском языке

1. Общий вопрос начинается со вспомогательного глагола (в настоящем простом времени – do / does, в прошедшем простом времени – did, в будущем простом времени – will). На общий вопрос есть два варианта ответа – либо «да», либо «нет».

Например:

Do you live in Kazan? – Ты живешь в Казани?

Did you live in Kazan? – Ты жил в Казани?

Will you live in Kazan? – Ты будешь жить в Казани?

На общий вопрос есть два варианта ответа: да (yes, I do) или нет (no, I don't). Если в предложении в качестве сказуемого выступает глагол to be (am, is, are (настоящее время), was, were (прошедшее время), или модальные глаголы can (could), may (might), must, shall (should), will (would), то они выносятся на первое место в качестве вспомогательных.

2. Специальный вопрос в английском языке отличается тем, что он может быть задан к любому члену предложения. Порядок слов в таких вопросах такой же, как и в общем, только в начале необходимо поставить специальное вопросительное слово. Специальные вопросительные слова:

where – где, куда, откуда

why – почему, зачем

when – когда

who – кто

whom – кого

how – как, каким образом

how often – как часто

how long – как долго

what – что, какой

which – который

how much – сколько (неисчисляемые)

how many – сколько (исчисляемые).

Например,

Where do you live? – Где ты живешь?

Where did you live? – Где ты жил?

Where will you live? – Где ты будешь жить?

3. Альтернативный вопрос – это вопрос, подразумевающий выбор между двумя вариантами. Такой вопрос можно задать к любому члену предложения. Вопрос используется с союзом **or** (или). Порядок слов такой же, как в общем вопросе, но с использованием союза **or**.

Например:

Do you live in Kazan or in Moscow? – Ты живешь в Москве или в Казани?

4. Разделительный вопрос. Разделительные вопросы в английском языке задаются, чтобы проверить предположение или выразить сомнение. Особенность разделительного вопроса заключается в том, что он состоит из двух частей и разделен запятой. Поэтому он и называется разделительным. Первая часть состоит из повествовательного предложения с прямым порядком слов. Вторая часть – это краткий вопрос, который состоит из вспомогательного или модального глагола и местоимения, заменяющего подлежащее. Между ними ставится запятая. Во второй части употребляется обратный порядок слов, и она переводится на русский язык: не правда ли?, не так ли?, верно ведь?

Например:

He is a policeman, isn't he? – Он – полицейский, не так ли?

Ex. 28. Make as many questions as it is possible.

1) Agatha Christie, the world's best-known and best loved authors, lived to an old age and wrote many books.

2) She didn't reveal much about her personal life.

3) In December 1926 an incredible incident happened.

4) Agatha suddenly disappeared for 10 days.

5) A nation-wide hunt for the missing novelist began.

6) Newspapers printed wild stories about her disappearance.

7) The mystery ended ten days later.

8) Agatha was found alive and well in Harrogate, a health spa in Yorkshire.

10) Nobody really knows what happened during those ten days.

Ex. 29. Make as many questions as it is possible and ask you fellow students.

Degrees of Comparison of Adjectives

Степени сравнения имен прилагательных в английском языке

Как в русском, так и в английском языке **прилагательные имеют три степени сравнения: положительную, сравнительную и превосходную.**

1. Положительная степень – неизменна, прилагательное не меняется. Например, cheap – недорогой, cold – холодный, new – новый.

2. Сравнительная степень – если прилагательное является односложным, т.е. состоит из одного слога (например, clean, new, cheap) или из двух, где второй слог заканчивается на **-y** или **-er**, то степени сравнения таких прилагательных образуются прибавлением окончаний **-er**.

Например:

cheap (недорогой) – cheaper (более недорогой / дешевле)

clean (чистый) – cleaner (более чистый / чище).

Обратите внимание на орфографические изменения при образовании степеней сравнения односложных прилагательных:

- непроизносимая «е» на конце опускается, например:

late (поздний) – later (позднее / более поздний).

- если слово заканчивается на **-y**, перед которой следует согласная, то «**y**» меняется на «**i**», например:

easy (легкий) – easier (более легкий / легче); happy (счастливый) – happier (более счастливый / счастливее).

- если слово заканчивается на согласную, перед которой следует короткая ударная гласная, то конечная согласная удваивается, например:

hot (горячий) – hotter (более горячий / горячее).

Если прилагательное состоит из трех и более слогов, либо из двух слогов, где второй слог оканчивается не на **-y** и **-er**, то степени сравнения таких прилагательных образуются при помощи служебного слова **more**:

Например, difficult (трудный) – more difficult (более трудный).

3. Превосходная степень – это форма прилагательного, показывающая, что степень признака определенного предмета (человека) является наибольшей или наименьшей по сравнению со степенью признака других сравниваемых предметов (людей).

Если прилагательное является односложным, т.е. состоит из одного слога (например, *clean, new, cheap*) или из двух, где второй слог заканчивается на **-y** или **-er**, то степени сравнения таких прилагательных образуются прибавлением окончаний и **-est**.

Например, *cheap* (недорогой) – *the cheapest* (самый недорогой)

clean (чистый) – *the cleanest* (самый чистый / чистейший).

Если прилагательное состоит из трех и более слогов либо из двух слогов, где второй слог оканчивается не на **-y** и **-er**, то степени сравнения таких прилагательных образуются при помощи служебного слова **most**.

Например, *difficult* (трудный) – *the most difficult* (самый трудный).

Обратите внимание на следующие прилагательные, степени сравнения которых образуются иначе, чем указано выше. Эти прилагательные и их производные нужно запомнить.

Положительная степень	Сравнительная Степень	Превосходная степень
<i>good</i> – хороший	<i>better</i> – лучше	<i>the best</i> – самый лучший
<i>bad</i> – плохой	<i>worse</i> – хуже	<i>the worst</i> – самый худший
<i>little</i> – маленький	<i>less</i> – меньший	<i>the least</i> – самый маленький
<i>much</i> – много	<i>more</i> – больше	<i>the most</i> – больше всего
<i>far</i> – дальний, далекий	<i>farther</i> – более дальний (о расстоянии) <i>further</i> – дальнейший (в переносном значении)	<i>the farthest</i> – самый дальний (о расстоянии) <i>the furthest</i> – самый дальний (и в прямом и в переносном смысле)
<i>late</i> – поздний	<i>later</i> – более поздний <i>the latter</i> – последний (из двух перечисленных)	<i>the latest</i> – самый поздний, последний (по времени)

		the last – самый последний по порядку, прошлый
near – близкий	nearer – более близкий	the nearest – ближайший в значении расстояния the next – следующий по порядку, будущий
old – старый	older – старше elder (старший в семье)	the oldest – старейший, самый старший the eldest – самый старший в семье

Ex. 30. Form the comparative degree and superlative degree from the given adjectives, translate them.

Short, beautiful, noisy, thin, near, rich, high, famous, old, expensive, healthy, sunny, pretty, dangerous, wet, ugly, low, cheap, young, tall, wonderful, interesting, fat.

Ex. 31. Form the comparative degree of the adjectives.

Например, The Nile / the Amazon (big)

The Nile is bigger than Amazon.

1. Canada / Brazil (big).
2. Tessa / Deborah (pretty).
3. Driving / flying (dangerous).
4. My English / your English (bad).
5. This chair / that chair (comfortable).
6. Her husband / her (young).
7. Buses / trains (cheap).
8. French wine / English wine (good).
9. My sister is / thin / me.
10. I'm / busy / this week / last week.
11. Cambridge is / far from London / Oxford.
12. I did the second exam / bad / the first.
13. Chelsea played / well / Arsenal.
14. The men in my office work / hard / the women.
15. My new job is / boring / my old one.

Ex. 32. Form the comparative degree of the adjectives.

1. Yesterday was _____ (*hot*) day of the year.
2. This is _____ (*bad*) time to drive through the city centre.
3. She is _____ (*friendly*) person in the class.
4. This is _____ (*important*) part of the exam.
5. The _____ (*good*) month to visit is October.

Word Formation

Суффиксы -er / -or в английском языке имеют значение – «лицо, характеризующееся выполнением действий».

Ex. 33. Make nouns from these:

to offend, to kill, to murder, to own, to accuse, to administrate, to fight, to call, to deal, to inspect, to investigate, to violate, to commit, to accept, to appoint, to demand, to work, to teach, to translate, to inspect, to translate.

Ex. 34. Put the words in the column:

offender, murderer, tutor, executor, abettor, robber, swindler, exactor, in-former, plotter, assessor, keeper, defender, accuser, prosecutor, investigator.

Лицо, выполняющее законное действие	Лицо, выполняющее противоправное действие
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Ex. 34. Translate into English:

следователь, опекун, заговорщик, доносчик, исполнитель, заседатель, блюститель, защитник, обвинитель, взяточник, аферист, грабитель, подстрекатель, убийца, преступник.

Ex. 35. Translate these nouns into English and point at the verbs they were formed from:

translation, explanation, admiration, celebration, continuation, invitation, pronunciation, exhibition, demonstration, conversation, competition, communication.

Unit 3

Higher education in Russia, in the UK, in the USA. Высшее образование в России, Великобритании и США

Education Idioms

Идиомы на тему учебы

It was a piece of a cake. – Это было легко как дважды два.

I learnt a whole speech parrot fashion. – Я зазубрил всю речь.

I passed the exam by the skin of my teeth. – Я едва сдал экзамен.

She burnt the midnight oil for several days. – Она училась (изучала что-то) ночью несколько дней.

Eager beaver – энтузиаст, работяга

(to) hit the books – ударить по книгам (интенсивно учиться)

(to) make us learn by heart – заставить нас выучить наизусть

Vocabulary introduction:

a citizen of – гражданин (какой-либо страны)

the right to education – право на образование

to be guaranteed by the Constitution – гарантироваться конституцией

a duty – обязанность

to get secondary education – получить среднее образование

an academic subject – общеобразовательный предмет

to finish... forms – закончить... классов

to continue one's education – продолжить образование

a vocational school – училище, ПТУ

a technical school – техникум

to receive a profession – получить профессию

to give general knowledge in smth. – дать общие знания в какой-либо области

to give a profound knowledge in smth. – давать углубленные знания в какой-либо области

to enter an institute or a university – поступать в институт или университет

to train a specialist in smth. – подготовить специалиста в определенной области
a course – курс обучения
an evening department – вечернее отделение
an extramural department – заочное отделение
to give an opportunity – предоставить возможность
without leaving one's job – одновременно работая
postgraduate courses – аспирантура
to give candidate or doctoral degrees – присваивать степень кандидата или доктора наук
free – бесплатный
to get a scholarship – получать стипендию
to pay for one's education – платить за чье-либо образование

Education

Every **citizen of** our country has **the right to education**. This right is **guaranteed by the Constitution**. It is not only a right but a **duty**, too. Every boy or girl must **get secondary education**. They go to school at the age of six or seven and must stay there until they are 14-17 years old. At school pupils study **academic subjects**, such as Russian, Literature, Mathematics, History, Biology, a foreign language and others.

After **finishing 9 forms** of a secondary school young people can **continue their education** in the 10th and the 11th form. They can also go to a **vocational or technical school**, where they study academic subjects and **receive a profession**. A college **gives general knowledge in** academic subjects and a **profound knowledge in** one or several subjects.

After finishing a secondary, vocational, technical school or a college, young people can start working or **enter an institute or a university**. Institutes and universities **train specialists in** different fields. A **course** at an institute or a university usually takes 5 years. Many universities have **evening** and **extramural departments**. They **give** their students **an opportunity** to study **without leaving their jobs**. Institutes and universities usually have **postgraduate courses** which **give candidate or doctoral degrees**.

Education in this country is **free** at most schools. There are some **private primary** and secondary **schools** where pupils have to pay for their studies. Students of institutes and universities **get scholarships**. At many institutes and universities there are also departments where students have **to pay for their education**.

Ex. 1. Answer the questions:

1. What does the phrase «the right to education» mean?
2. Why is education a duty, too?
3. What subjects do pupils study at school?
4. What can young people do after finishing the 9th form?
5. What departments are there at institutes and colleges?
6. Do children and people in this country have to pay for education?

Ex. 2. Translate into English:

1. Право на образование в России гарантируется конституцией.
2. В средней школе ученики изучают академические предметы.
3. После окончания 9 класса средней школы молодые люди могут пойти в техникум или ПТУ.
4. Там они изучают академические предметы и получают специальное образование.
5. Молодые люди могут продолжить образование в 10 и 11 классе или колледже, дающим углубленные знания по одному или нескольким предметам.
6. Студенты вечернего и заочного отделений могут получить образование, одновременно работая.

Vocabulary introduction:

higher military college – высшее военное училище	to write a thesis – писать диссертацию
a school-leaver – выпускник	to do some research work – выполнить исследовательскую работу
state – государственный	a candidate's degree – степень кандидата наук
non-state – негосударственный	to gain a doctoral degree in –
to pay fees for the tuition – платить за обучение	
to apply for the admission – поступать	

an applicant – абитуриент	получить степень доктора наук в
an admission board – приемная комиссия	a rector – ректор
to take competitive examinations – сдавать конкурсные экзамены	vice-rector / prorector – проректор
to be enrolled to – быть зачисленным в	to be in charge of scientific and academic work – отвечать за учебную и научную работу
an undergraduate- студент	a dean – декан
a bachelor's degree – степень бакалавра	to go through a transitional period – находиться в переходном периоде
a graduate course – аспирантский курс обучения	an objective – цель

Student's Day

Max: Hello, Helen! Nice to see you! How's life?

Helen: Hello, Max! I'm glad to see you. I'm well. And what about you?

Max: Thanks, everything is alright. Can't complain. Let's go somewhere together.

Helen: Oh, sorry, but I'm short of time. I have much work to do.

Max : You are so busy! And what are your plans for today?

Helen: You see, first, I'm going to the library to prepare a report, second, I have to do some shopping, and, moreover, I wish to do my homework properly.

Max : Sorry to interrupt you. They say you a college student now, aren't you?

Helen: Yes, I am. That is why I am very busy on weekdays. I have to get up very early in the morning because my college is far from my house.

Max : How much does it take you to get to the college?

Helen: Well, it takes me half an hour to go by bus. Sometimes, I'm in a hurry and even take a taxi...

Max : Oh, Helen, I see. But still, let's keep in touch. I'll call you some time. Bye!

Helen: You are welcome. Bye.

Ex. 3. Find in the dialogue the English for.

Жаловаться; не хватать времени; приготовить доклад; более того; сделать как следует; прерывать, перебивать; говорят; занимать (времени); добраться до; торопиться; поддерживать связь; добро пожаловать.

**Ex. 4. Reproduce a) Max's questions in the 3 person singular;
b) Helen's answers in indirect speech.**

Higher education in the Russian Federation

There are four types of institutions of higher education in Russia now:

1. *Universities*: responsible for education and research in a variety of disciplines;

2. *Academies*: responsible for education and research. They differ from universities only in that they restrict themselves to a single discipline;

3. *Institutes*: multi-discipline oriented. They can be independent structural units, or part of a university or academy;

4. *Private institutions*: present in increasing numbers. They offer degrees in non-engineering fields such as business, culture, sociology and religion, etc.

Currently, there is a new degree structure which follows a three-level pattern and uses U.S./British nomenclature. The Certificate of Secondary Complete General Education and the successful passing of university matriculation exams are required for admission to all levels.

Level I generally lasts 2 years of study, upon completion of which students are awarded a "certificate of incomplete higher education". Students holding a Level I qualification may either continue their studies or, if they choose not to, leave the institution with the intermediate diploma.

Level II represents the completion of "basic academic education". Students are awarded a Bachelor's degree upon a completion of four-year programmes in the humanities, economics and natural sciences, as well as some practical professional training.

Level III represents an educational level, common to both the Master's degree and the Specialist diploma.

Specialist: This is a professional training programme designed for the students who choose to pursue the practical applications of their specialization. It can be earned in one of two ways:

a) upon completion of at least one year of study after the Bachelor's degree;

b) upon completion of five years of study after the certificate of secondary complete general education. The degree grants professional qualification in engineering, teaching, economics and etc.

Master's: This is an academic degree designed for students who wish to pursue a career in academy and research. The length of study is at least two years.

The top level of higher education is a graduate work which entails a three-year programme of study and research leading to a Candidate degree, then original research which finally leads to a Doctoral degree.

With more than 880 higher education institutions, the Russian Federation higher education system offers a broad range of study and research programmes designed to meet possible academic need on the part of students and these include:

- intermediate diploma courses;
- full Bachelor's degree programmes (BA or BSc);
- full Master's degree programmes (MA or MSc);
- Master's degree programmes for graduates already holding a Bachelor's degree;
- special full-time courses for visiting students who commenced and/or will complete their degree at a foreign higher education institution;
- doctoral programmes (PhD and DSc);
- continuing education and training programmes;
- research study programmes;
- retraining programmes;
- Specialist's diploma programmes.

Ex. 5. What new facts about the Russian system of higher education have you learnt from this text?

COMPREHENSION CHECK

Ex. 6. Answer the following questions:

1. What are the main types of higher educational establishments in Russia?
2. How many levels are there in the system of higher education in Russia? What are they responsible for?
3. What are the main requirements for the admission to the educational establishments of all levels?

4. In which case are students awarded a “certificate of incomplete higher education” or a Bachelor’s degree?
5. What does level III represent?
6. How can the Specialist diploma be earned?
7. What is the difference between Bachelor’s and Master’s degrees?
8. What are the highest degree titles in Russia?
9. What are the most common study and research programmes offered in the institutions of higher education in Russia?

Ex. 7. Agree or disagree with the following statements:

1. The system of higher education in Russia is represented by two main types of institutions.
2. There are only few private educational establishments in Russia.
3. A new degree structure is represented by a three-level pattern.
4. Entry requirements for admission to educational institutions of all levels in Russia are different.
5. Specialist diploma is conferred after 4 years of university training.
6. The top level that can be reached in higher education is a Doctoral degree.

Ex. 8. Give English equivalents of the following words and word combinations:

учреждения высшего образования; ограничиваться отдельной дисциплиной; независимые (самостоятельные) структурные единицы; растущее число; трехуровневая модель; аттестат о полном общем среднем образовании; диплом о неполном высшем образовании; программа профессиональной подготовки; желать продолжить карьеру в ... области; предусматривать трехгодичную программу обучения и исследовательской работы.

Ex. 9. Complete the sentences:

1. There are ... types of institutions of higher education in Russia now.
2. A new degree structure follows a ... pattern.
3. Upon completion of level I students are awarded ...

4. Students are awarded ... degree upon completion of four-year programme.

5. Level III represents an educational level common to both the Master's degree and ...

6. Specialist training programme is for the students who wish to pursue the ... application of their specialization.

7. Master's academic degree is designed for students who wish to pursue a career in ...

8. The top level of higher education is ...

Before you start

1.1 Answer the following questions:

1. What are the best Russian universities?
2. What is the largest university in the South of Russia?
3. What do you know about the history of The Kazan Law Institute?
4. Do you know if any of the university graduates have become the outstanding figures?
5. How many students study at the Kazan Law Institute?

Ex. 10. Read the text to know more about the Kazan Law Institute.

The Kazan Law Institute

The history of the foundation and development of Kazan Law Institute of the Ministry of Interior of Russia has begun since 21 March 1974. According to the order of the Minister of Interior of the USSR in Kazan was established the educational consulting center of the law correspondence course at the Academy of the Ministry of Interior of the USSR.

There are 15 departments and the following faculties: the faculty for students taking correspondence course, refreshment courses for working militia officers, the commercial faculty and post-graduate courses. Besides over 20 different services and departments, provide the teaching process.

The great scientific potential of the teaching staff provide students with the high standard of knowledge. The scholars carry out the research

work in different fields of law and methodology of juridical sciences. There are over 30 scientific societies at our Institute. The research works of our students constantly win the prize places at different competitions, which are held among colleges in Russia and Tatarstan. Besides the international collaboration with law enforcement agencies of foreign countries is developing. Our students studied at the Training Center of the Metropolitan Police of London.

The members of the students' scientific society have got the medal of Russian Academy of Science and become the finalists of the competition called «Gold regular reserve» which was organized by the School of Political Leaders at the Center of Strategical Researches of the Federal Volga region.

Our students have many opportunities not only for successful study, but also for a good rest and sport. There are a stadium, 5 gymnasiums, the shooting gallery, the club, the brass band, the classes of ballroom dances and amateur art activities, the team of KVN (The Club of funny and inventive people), the sporting sections on shooting, on hand- to- hand combat and others. Besides there is a splendid opportunity to get driving license.

At the Kazan Law Institute of Ministry of Interior of Russia, a great attention is paid to the development of physical training and sport. Among the sportsmen of our College, there are Masters of sport, prizewinners of Russia and the World cup winners on unarmed self-defense tactics; boxing champions of Tatarstan Republic and others.

Ex. 11. Find the English equivalents for the following words and write down your own sentences with them:

- 1) развитие;
- 2) большая заслуга;
- 3) МВД;
- 4) полковник внутренней службы;
- 5) делать все возможное;
- 6) был возглавлен;
- 7) научный потенциал;
- 8) современное оборудование;

- 9) генерал-лейтенант;
- 10) получил новый статус;
- 11) иметь место;
- 12) знамя;
- 13) лицензия;
- 14) назначать;
- 15) добавил новый импульс;
- 16) усилил связь;
- 17) научная работа;
- 18) практическая деятельность;
- 19) находиться в распоряжении института;
- 20) существование;
- 21) курсы повышения квалификации для работающих офицеров милиции;
- 22) аспирантура;
- 23) ученые;
- 24) осуществлять научную работу;
- 25) профессорско-преподавательский состав;
- 26) научное общество;
- 27) постоянно;
- 28) международное сотрудничество;
- 29) успешная учеба;
- 30) тир;
- 31) превосходная возможность;
- 32) большое внимание уделяется.

Ex. 12. Make up a dialogue using the words bellow.

The history, according to, the educational consulting center, first Heads, to reorganize, was increased, lecture rooms, the new status and the new name, the ceremony of the delivery of the banner, the Head of the Kazan Law Institute of the Ministry of Interior, a garage with accommodation for cars and buses, well-known leaders of Ministry of Interior of Tatarstan, the commercial faculty, the high standard of knowledge

The Education System in the UK

The education system in the UK is divided into four main parts, primary education, secondary education, further education and higher education. Children in the UK have to legally attend primary and secondary education which runs from about 5 years old until the student is 16 years old.

Education in Britain is compulsory and free for all children between the ages of 5-16. Nine tenths of all children are educated in state schools. All books and equipment are provided free. Uniform is worn in many schools but this is now quite flexible. Students never repeat a year in British system, but they may be sent to a vocation school or section.

Primary school education begins in the UK at age 5 and continues until age 11. Schoolchildren attend a primary school for 6 years (from 5 to 11 years). The division between primary and secondary education is at the age of 11 when almost all children in the state system change schools.

Years 7 and 8 are the first two years of secondary school education in the UK. All students study English, Maths, Sciences, a Humanity and a Modern Language. Besides these subjects, each school has a list with optional subjects (Art, Music, Drama, Latin, Sport Science, Design Technology, Computer Science), and students may choose a few subjects that interest them. In the last two years of secondary education, which are called Year 10 and Year 11, starting at age 14, students prepare for GCSE exams that are taken after two years (General Certificate of Secondary Education).

In the UK, a British bachelors degree normally takes three years to complete and most are awarded at honours level. Examples of first degrees are: BA (Bachelor of Arts), BEng (Bachelor of Engineering), and BSc (Bachelor of Science).

Ex. 13. Find the following expressions from the English text. Make your own sentences with some of them.

Должны, обязательное, бесплатное, длится примерно, обучаются, государственные школы, школьная форма, довольно гибко, начальная школа, в возрасте, посещать, дополнительные предметы, степень бакалавра.

Ex. 14. Answer the questions.

1) When do children start going to primary school in Great Britain?

2) What subjects do students study in the secondary school in Great Britain?

Oxford University

Oxford University is located in the city of Oxford, and is one of Britain's oldest universities. Studying at this educational institution is very expensive and prestigious. This university holds the first and leading positions in the world.

The history of Oxford University dates back to 1096, but the exact date of its foundation is unknown. During the reign of Henry 2, a large number of English students were expelled from France and settled in Oxford, where they were able to continue their studies. Oxford University has always carried a religious connotation, and accepted students from all over the world of various religions and faiths. The university currently consists of 38 colleges and 6 dormitories. In each college, classes, lectures, practical hours, and seminars are held individually, but among themselves they have a centralized system. Currently, over 25,000 students are studying at Oxford, and half of them are foreigners. The main condition for foreign students is a good knowledge of English. To this end, annual summer language schools are opened to help such students.

In the 1920s, women began to enter Oxford and mixed groups began to form. But, in 1970, the university leadership decided that education between boys and girls should be carried out separately

Oxford University has nearly two hundred libraries, museums, and its own publishing house. The libraries store numerous ancient manuscripts and ancient buildings. Free from studies, students are invited to more than 400 hobby groups. Oxford University teaches in the following areas: physics, medicine, humanities, sociology, exact sciences, law, linguistics, environmental sciences.

Ex. 15. Find English equivalents.

Старейший университет, расположен, точная дата, большое количество, образовательное учреждение, история восходит к..., было изгнано, были готовы продолжить учебу, религиозный подтекст, разных религий и конфессий, общежития, стали формироваться, смешанные группы, отдельно, издательство, многочисленные, старинные рукописи, точные науки, следующие направления.

Ex. 16. Answer the questions:

- 1) Where is Oxford University located?
- 2) When was it founded?
- 3) Do foreign students study here?
- 4) How many colleges and dormitories are there?
- 5) What is the main condition for foreign students?
- 6) When did women start to enter Oxford?
- 7) What is the reason of separate education?
- 8) What are the most famous graduates of Oxford?

Harvard University

Founded in 1636 as Harvard College and named for its first benefactor, the Puritan clergyman John Harvard, it is the oldest institution of higher learning in the United States and one of the most prestigious and highly ranked universities in the world.

Harvard's founding was authorized by the Massachusetts colonial legislature, "dreading to leave an illiterate ministry to the churches, when our present ministers shall lie in the dust"; though never formally affiliated with any denomination, in its early years Harvard College primarily trained Congregational clergy. Its curriculum and student body were gradually secularized during the 18th century. By the 19th century, Harvard emerged as the most prominent academic and cultural institution among the Boston elite. Following the American Civil War, under President Charles William Eliot's long tenure (1869–1909), the college developed multiple affiliated professional schools that transformed the college into a modern research university. In 1900, Harvard co-founded the Association of American

Universities. James B. Conant led the university through the Great Depression and World War II, and liberalized admissions after the war.

Today, the university includes Harvard and Radcliff undergraduate colleges, 10 professional schools, the Graduate School of Arts and Sciences and an extension school. There are some 1,600 students from every state and 45 foreign countries in it; tuition is about \$12,000 a year, and 70% of those attending receive financial aid.

Harvard Library is the world's largest academic library system, comprising 79 individual libraries holding about 20.4 million items. It contains more than 10 million volumes and subscribes to 100,000 periodicals.

There are three notable art Museums which house works from ancient Egyptian to contemporary American. There is also a botanical Museum, 40 acres of fields, an experimental forest located in New England, a center for a study of the Italian Renaissance in Italy, and a center for Byzantine studies in Washington, D.C.

Harvard has three main campuses: the 209-acre (85 ha) Cambridge campus centered on Harvard Yard; an adjoining campus immediately across Charles River in the Allston neighborhood of Boston; and the medical campus in Boston's Longwood Medical Area. Harvard's endowment is valued at \$50.9 billion, making it the wealthiest academic institution in the world.

Ex. 17. Find English equivalents:

the first benefactor, the oldest institution, higher learning, prestigious and highly ranked universities, to be authorized by, colonial legislature, congregational clergy,

prominent academic and cultural institution, Civil War, professional school, modern research university, undergraduate college, an extension school, tuition, financial aid, subscribe, periodical, notable art Museums, an adjoining campus, the wealthiest academic institution.

Ex. 18. Answer the questions.

1. When was Harvard University founded?
2. What kind of University is Harvard University?
3. What specialists did Harvard University train in its early years?
4. What does Harvard University consist of?
5. Are there any libraries at Harvard University?

6. How many books are there in its library?
7. What museums are there in Harvard University?
8. How many campuses does Harvard University have?

Higher education in the USA

the system of education – система образования

elementary school – начальная школа (первые 5 классов)

middle school – средняя школа (6-8 классы)

high school – старшая школа (9-11 классы)

K-12 – условное обозначение 12-летней системы школьного образования.

public school – государственная школа (бесплатная)

private school – частная школа (платная)

homeschooling – домашнее образование

children with special needs – дети с особыми потребностями

non-traditional method – нетрадиционный метод

tight schedule – напряженный график

to pass a test – сдать тест (пройти тест)

professional career – профессиональная карьера

vocational school – профессиональное учебное заведение

trade – в данном случае, рабочая профессия, ремесло, одна из профессий, которым обучают в проф. училищах.

gap year – «промежуточный год», т.е. год между школой и дальнейшей учебой, который дети тратят на то, чтобы лучше понять, чем они хотят заниматься в жизни (если могут себе позволить, конечно).

internship – стажировка (как правило, неоплачиваемая работа ради опыта, рекомендаций)

Education in the USA

The system of education in the United States is rather complicated.

It is exposed to the constant changes of federal policies, adaptation to various social needs, and the emergence of new pedagogical methods. In most schools, it is divided into three levels: elementary school – grades 1 to 5, middle school – grades 6 to 8, high school – grades 9 to 12. This 12-

year system is called “K-12”. K-12 stands for the grades for students of various age groups from the kindergarten age (5 years old) to the 12th grade age (18 years old). There are three types of schools in the United States: public, private, and home schools. Public schooling is financed by federal, state, and local authorities. Parents do not pay for their children’s education. Private schools have a right to choose their curriculum and establish their policies. This kind of education is not free of charge. Homeschooling addresses the needs of parents who do not want their children to attend regular schools for certain reasons. Among home school students are children with special needs and children whose parents support non-traditional methods of learning. There are also young athletes and celebrities whose tight schedule do not leave them enough time for going to school. About 3% of children are homeschooled in the USA. The necessary standards of education in the United States are set by state governments. As a rule, the key requirement for American students is to pass obligatory standardized tests developed for the K-12 schooling system. After high school, children have several options. First, they can choose a 4-year college or university program and get the education for the selected professional career. Second, children can choose a 2-year program in college and get prepared for their future career choice. Third, high school graduates can enter a vocational school and learn a trade to have an opportunity to be employed in a specific field of occupation such as design, baking or carpentry. Fourth, graduates of high schools can choose to serve in the US armed forces. Fifth, if children are not ready to continue their education, they can have a gap year. Most kids prefer to spend this time exploring their life preferences and individual interests through active involvement in various jobs, internships, volunteering work, or traveling.

Before you start

Ex. 19. Answer the following questions:

1. Do you think that studying abroad is a good idea? Why?
2. Would you like to study abroad?
3. Which institution of higher education would you choose to study at?
4. Do you have any friends who study abroad? Do they like it?

Pronunciation

Ex. 20. Read and practise the pronunciation of the following words:

collegiate	sophomore
admission	senior
criteria	survey
scholastic	average
standardize	determined
essay	failure
overwhelming	trustee
adequate	

Higher Education in the United States

There is no national system of higher education in the United States. Basically, American higher education developed its own pattern by the adaptation of two traditions: the collegiate tradition of England and the university tradition of the continent.

In the USA there is no consistent distinction between the terms “college” and “university”. The general tendency, however, is to call a college a higher educational institution offering courses of instruction leading to the Bachelor’s degree; a university is a college or a group of colleges or departments offering courses of instruction leading not only to the Bachelor’s degree but also to the Master’s and the Doctoral degrees.

There are two types of universities and colleges in the United States - private and public (state). High quality institutions are found equally among public and private universities. The principal difference is funding.

State universities fall into two categories: Research universities and Land Grant and Sea Grant universities. State Research Universities in addition to offering undergraduate education stress research as well as teaching. Land Grant and Sea Grant Universities provide a broad general education in many fields and emphasize the application of knowledge in such fields as agriculture and engineering.

The cost of going to the University in the USA is at least several thousand dollars a year and can exceed \$ 20.000 a year at many private colleges and universities, and amounts to \$2.000-10.000 at state schools. But it is an investment that will reward you all of your life.

Admission to colleges and universities is based on several criteria, including the results of the Scholastic Aptitude Test (SAT). It is an examination in school subjects that high school students must take before they can go to college or university. SAT results tell only the part of the story. Most schools will also ask for personal information; a transcript of high school grades; a Standardized Freshman Application Form; teachers' recommendations; essays in various topics.

The admission process is complex, no single factor carries overwhelming weight and the final decision is based on many factors, both academic and non-academic. The three basic requirements for admission to educational institution in the US are: a strong academic background, adequate financial resources and a command of the English language.

A Bachelor's degree program lasts four years. Students are classified as freshmen, sophomores, juniors and seniors. A freshman is a first-year student, a sophomore – a second-year student, a junior – a third-year student, and a senior – a fourth-year student. A student working toward a Bachelor's degree (BA or BS) is called an undergraduate; one working toward a Master's (MA or MS) or Doctor of Philosophy degree (PhD) is called a graduate student. Some students receive scholarships that pay all or part of their tuition. A person on such a fellowship is called a university fellow.

The first two years are mainly devoted to general education. The program includes broad survey courses for general knowledge from which the student can go on to a specialized interest in the junior year. This interest is usually termed a "major" or a "field of concentration". A second field of interest, in which one takes almost as many courses, is often called a "minor".

The American academic year usually runs from the middle of August to the beginning of May or June. Most schools divide the academic year into 3 terms or 2 semesters (Fall and Spring semesters). Achievement is measured by grades which are given on papers and tests during the course of the semester and a final examination at the end of the term. The final grade is based on all the work done for the course.

A grade point average (GPA) is determined at the end of a term to show the student's overall achievement. College grades, determined by

each instructor on the basis of class work and examinations, are usually on a four-point scale, with letters to indicate the level of achievement. “A” is the highest mark, followed by “B”, “C”, “D”, “F”, the last one denotes a failure. This system is unlike that of most European countries.

Higher education institutions are governed usually by a board of regents or a board of trustees.

Ex. 21. What new facts about American Universities have you learnt from the text?

COMPREHENSION CHECK

Ex. 22. Answer the following questions:

1. What is the pattern of higher education in the USA?
2. What is the difference between a college and a university?
3. What difference can be found between private and public universities?
4. What are the entry requirements at institutions of higher education in the USA? Are they complex?
5. Does the cost of study vary among higher educational institutions?
6. What are the highest degree titles at American Universities?
7. What is the student’s major? Minor?
8. When does the American academic year start? How long does it last?
9. How is the student’s progress evaluated? What is a grade point average?
10. Who runs the educational institutions in the USA?

Ex. 23. Agree or disagree with the following statements.

1. American higher education system is unique.
2. Practically there is no difference between the terms “college” and “university”.
3. Both Land Grant and Sea Grant universities concentrate on research as well as teaching.
4. Studying at American educational institutions is free.
5. Only SAT results are required for admission.

6. The program for obtaining Bachelor's degree lasts more than 4 years.
7. Examinations are usually held in writing.
8. The system of assessment is similar to that in most European countries.

Ex. 24. Give English equivalents of the following words and word combinations:

четкое различие; уделять внимание как обучению, так и исследовательской работе; государственные и частные университеты; зачисление; копия аттестата; стандартный бланк заявления; хорошая учебная подготовка; владение английским языком; программа обучения для получения степени бакалавра; ученая степень магистра; главная специализация; дополнительная (вторичная) специализация.

Ex. 25. Match words in the left column with their definitions:

- | | |
|----------------------|--|
| 1. Degree | a) A person who has completed a four-year-course of study at a higher school, and now attends a college or University, but hasn't yet received a degree. |
| 2. Graduate | b) The subject or area of studies in which students concentrate. |
| 3. Full-time student | c) One who is enrolled in an institution and is taking a full load of courses. |
| 4. Major | d) A student who has completed a course of study either at the higher school or college level. |
| 5. Junior | e) A third-year-student at a higher school. |

- | | |
|--------------------|--|
| 6. Master's degree | f) Diploma or title conferred by a college, university or professional school upon completion of a prescribed program of studies. |
| 7. Sophomore | g) A second-year-student at a higher school, colleges, university. |
| 8. Undergraduate | h) Degree conferred by an institution of higher learning after students complete academic requirements which usually include a minimum of one-year study beyond the Bachelor's degree. |

Ex. 26. Complete the sentences:

1. The pattern of American Higher Education system was developed by...
2. There are two types of universities and colleges in the United States: ...
3. Admission to the university is based on ...
4. The academic year is divided into ...
5. A Bachelor's degree program lasts ...
6. The first two years are devoted to ...
7. Achievement is measured by ...
8. Higher Educational institutions are governed by ...

Present Perfect

Настоящее совершенное время

<p>1. Утвердительная форма</p> <p>для правильных глаголов подлежащее + have/has + инфинитив (без to) + окончание -ed</p> <p>для неправильных глаголов подлежащее + have/has +</p>	<p>1. I have talked too much – Я слишком много говорил.</p> <ul style="list-style-type: none"> • have – вспомогательный глагол • talked – инфинитив talk (правильный глагол) + окончание -ed <p>2. The weather has changed – Погода изменилась.</p> <ul style="list-style-type: none"> • has – вспомогательный глагол • changed – инфинитив change (правильный глагол) + окончание -ed <p>3. John and I have built a new shop – Джон и я построили новый магазин.</p>
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<p>форма Past Participle неправильных глаголов (третья колонка)</p>	<ul style="list-style-type: none"> • have – вспомогательный глагол • built – форма Past Participle неправильного глагола build <p>4. Mary has been to London – Мария была в Лондоне.</p> <ul style="list-style-type: none"> • has – вспомогательный глагол • been – форма Past Participle неправильного глагола be
<p>2. Отрицательная форма</p> <p>для правильных глаголов подлежащее + have/has + not + инфинитив (без to) + окончание -ed</p> <p>для неправильных глаголов подлежащее + have/has + not + форма Past Participle неправильных глаголов (третья колонка)</p>	<p>1. I have not finished my work yet – Я еще не закончил свою работу.</p> <ul style="list-style-type: none"> • have – вспомогательный глагол • not – отрицательная частица • finished – инфинитив finish (правильный глагол) + окончание -ed <p>2. My sister has not complained about the food – Моя сестра не жаловалась по поводу еды.</p> <ul style="list-style-type: none"> • has – вспомогательный глагол • not – отрицательная частица • complained – инфинитив complain (правильный глагол) + окончание -ed <p>3. They have not seen me – Они не видели меня</p> <ul style="list-style-type: none"> • have – вспомогательный глагол • not – отрицательная частица • seen – форма Past Participle неправильного глагола see <p>4. Kate has not read the rules yet – Катя еще не читала правила.</p> <ul style="list-style-type: none"> • has – вспомогательный глагол • not – отрицательная частица • read – форма Past Participle неправильного глагола read
<p>3. Вопросительная форма</p> <p>для правильных глаголов have/has + подлежащее + инфинитив (без to) + окончание -ed</p> <p>для неправильных</p>	<p>1. Have you washed your hands? – Ты помыл руки?</p> <ul style="list-style-type: none"> • have – вспомогательный глагол (стоит перед подлежащим для образования вопроса) • washed – инфинитив wash (правильный глагол) + окончание -ed <p>2. Have you read any books by Dostoyevsky? – Вы читали какие-нибудь книги Достоевского?</p>

глаголов have/has + подлежащее + форма Past Participle неправильных глаголов (третья колонка)	<ul style="list-style-type: none"> • have – вспомогательный глагол (стоит перед подлежащим для образования вопроса) • read – форма Past Participle неправильного глагола read
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Таблица 2. Случаи употребления Present Perfect

1. Выражение совершенного действия, результат которого непосредственно связан с настоящим	<ul style="list-style-type: none"> • Samantha has cooked the breakfast – Саманта приготовила завтрак. (действие уже совершено, на столе готовый завтрак) • I can't buy air tickets. I have lost my passport – Я не могу купить авиабилеты. Я потерял свой паспорт. (паспорт потерян, и в результате купить билеты невозможно)
2. Действие произошло в неустановленное время в прошлом. Акцент делается на действие (сам факт его совершения)	<ul style="list-style-type: none"> • I have bought the roller skates – Я купила роликовые коньки. (неизвестно, когда купили ролики; важен факт – ролики приобретены) • My friend has left London – Мой друг уехал из Лондона (неизвестно, когда друг уехал; важен факт – сейчас он не в Лондоне)
3. Со словами, которые обозначают еще не истекшие периоды времени: today (сегодня), this week (на этой неделе), this morning (этим утром) и т.д.	<ul style="list-style-type: none"> • Have you talked to the manager today? – Вы говорили с менеджером сегодня? • Tom has edited 30 photos this morning – Том отредактировал 30 фотографий этим утром.
4. В предложениях с since (с/с тех пор как)	<ul style="list-style-type: none"> • The company has hired a lot of engineers since 2012 – Компания наняла много инженеров с 2012 года. • My friends have worked there since they moved to Seoul – Мои друзья работают там с тех пор, как они переехали в Сеул.

5. Со словами ever (когда-либо) и never (никогда), когда мы говорим об имеющемся опыте	<ul style="list-style-type: none"> • Have you ever been to Japan? – Ты когда-нибудь был в Японии? • This is the best trip I have ever had – Это лучшее путешествие, которое у меня когда-либо было. (за всю жизнь) • I have never seen a tiger – Я никогда (в жизни) не видел тигра.
6. Со словами just (только что), already (уже), lately/recently ((з а) последнее время), yet (еще)	<ul style="list-style-type: none"> • I have just read the manual – Я только что прочитал инструкцию. • Kate has already cleaned the office – Катя уже убрала в офисе. • He hasn't sent me any reports lately – За последнее время он не отправлял мне каких-либо докладов. • Have you finished your homework yet? – Ты еще не сделал домашнюю работу?
7. Когда мы говорим о чем-то, что началось в прошлом и продолжается в настоящем. *в этом случае также часто употребляется Present Perfect Continuous	<ul style="list-style-type: none"> • John and Mary have been married for 10 years – Джон и Мария женаты 10 лет. • I have lived (have been living) in London for 7 years – Я живу в Лондоне 7 лет.

Таблица 3. Запомнить обязательно!

С наречием just now (только что) употребляется Past Simple , а не Present Perfect	<ul style="list-style-type: none"> • I spoke to him just now – Я только что говорил с ним. • I have spoken to him just now – НЕВЕРНО
Present Perfect никогда не употребляется со словами yesterday, last month, an hour ago и т.д. С этими обозначениями времени употребляется Past Simple	<ul style="list-style-type: none"> • Boris sold his flat last month – Борис продал свою квартиру в прошлом месяце. • Boris has sold his flat last month – НЕВЕРНО
Если вопрос начинается со слова when, то употребляется Past Simple , а не Present Perfect	<ul style="list-style-type: none"> • When did you call her? – Когда ты ей звонил? • When have you called her? – НЕВЕРНО

Perfect Tenses

The Present Tense

Настоящее совершенное время

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

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

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

1. **I have seen this film.** – Я видел этот фильм.
2. **He has not translated the text.** – Он не перевел текст.
3. **Have you learnt the now words?** – Вы выучили новые слова?

Утвердительная форма	Вопросительная форма	Отрицательная форма
I have seen. – Я видел	Have I seen? – Я видел / видела	I have not seen. – Я не видел / видела
You have seen. – Ты видел	Have you seen? – Ты видел / видела	You have not seen. – Ты не видел / видела
He has seen. – Он видел	Has he seen? – Он видел (одушевленный вид)?	He has not seen. – Он не видел (одушевленный вид)
She has seen. – Она видела (одушевленный вид)	Has she seen? – Она видела? (одушевленный вид)	She has not seen. – Она не видела (одушевленный вид)
It has seen. – Он, она, оно видела / видел / видело (неодушевленный вид)	Has it seen? – Он, она, оно видела / видел / видело (неодушевленный вид)?	It has not seen. – Он, она, оно не видела / видел / видело (неодушевленный вид)
We have seen. – Мы видели	Have we seen? – Мы видели?	We have not seen. – Мы не видели
You have seen. – Ты (Вы) видели	Have you seen? – Ты (Вы) видел / видели?	You have not seen. – Ты (Вы) не видели
They have seen. – Они видели	Have they seen? – Они видели?	They have not seen. – Они не видели

The Past Perfect Tense

Прошедшее совершенное время

Прошедшее совершенное время имеет форму прошедшего времени **had** и формы причастия прошедшего времени (Past Participle) смыслового глагола.

Утвердительная форма	Вопросительная форма	Отрицательная форма
I had worked. – Я работал	Had I worked? – Я работал?	I had not worked. – Я не работал
You had worked. – Ты (Вы) работал (работали)	Had You worked? – Ты (Вы) работал (работали)?	You had not worked. – Ты (Вы) не работал (работали)
He had worked. – Он работал	Had He worked? – Он работал?	He had not worked. – Он не работал
She had worked. – Она работала	Had She worked? – Она работала?	She had not worked. – Она не работала
It had worked. – Он / она / оно, это работало (неодушевленный вид)	Had it worked? – Он / она / оно, это работало? (неодушевленный вид)	It had not worked. – Он / она / оно, это не работало (неодушевленный вид)
We had worked. – Мы работали	Had We worked? – Мы работали?	We had not worked. – Мы не работали
You had worked. – Ты (Вы) работал (работали)	Had You worked? – Ты (Вы) работал (работали)?	You had not worked. – Ты (Вы) не работал (работали)
They had worked. – Они работали	Had They worked? – Они работали?	They had not worked. – Они не работали

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

We had translated the article by the end of the lesson. – К концу урока мы уже перевели статью.

We had not finished our work when he came. – Мы не закончили свою работу, когда он пришел.

The Future Perfect Tense Будущее совершенное время

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

Утвердительная форма	Вопросительная форма	Отрицательная форма
I shall have written. – Я напишу	Shall I have written? – Я напишу?	I shall not have written. – Я не напишу
You will have written. – Ты (Вы) напишешь (напишете)	Will you have written? – Ты (Вы) напишешь (напишете)?	You will not have written. – Ты (Вы) не напишешь (напишете)
He will have written. – Он напишет	Will he have written? – Он напишет?	He will not have written. – Он не напишет
She will have written. – Она напишет	Will she have written? – Она напишет?	She will not have written. – Она не напишет
It will have written. – Он / она / оно напишет	Will it have written? – Он / она / оно / это напишет?	It will not have written. – Он / она / оно не напишет
We shall have written. – Мы напишем	Shall we have written? – Мы напишем?	We shall not have written. – Мы не напишем
They will have written. – Они напишут	Will they have written? – Они напишут?	They will not have written. – Они не напишут

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

I shall have finished this work if you come at 7 o'clock. – Я уже окончу работу, если Вы приедете в 7 часов.

We shall not have translated the text by the end of the lesson. – Мы не переведем текст к концу урока.

Ex. 27. Fill in the gaps.

1. They ... information on economic crimes recently.

- a) published
- b) has published
- c) have published
- d) publish.

2. I ...never ... to any court, criminal or civil.

- a) have been
- b) has been
- c) shall been
- d) had been.

3. When you came I ... already ... the report.

- a) has written
- b) had written
- c) wrote
- d) have written.

4. Tomorrow I 20.

- a) be
- b) shall be
- c) was
- d) were.

5. Next Sunday we to the cinema.

- a) come
- b) came
- c) was coming
- d) shall go.

6. I hope you ... come to see me next Saturday.

- a) shall
- b) will
- c) will be
- d) shall be.

7. The students have 5 new subjects next year.

- a) are
- b) shall
- c) will
- d) is.

8. Your friend you a new book tomorrow.

- a) shall give
- b) will give
- c) will be given
- d) shall be given.

9. He ... as judge in a year.

- a) shall work
- b) work
- c) worked
- d) will work.

10. The meeting ... tomorrow morning.

- a) be
- b) will be
- c) shall be
- d) was.

11. He... the report for today's seminar.

- a) hasn't prepared
- b) doesn't prepare
- c) isn't prepared
- d) hadn't prepared.

12. I haven't got any money. –...

- a) Either I have
- b) Neither I have
- c) Neither I have I
- d) Either have I.

13. She ... just ... out.

- a) went
- b) has gone
- c) had gone
- d) goes.

14. I ... the newspaper today.

- a) don't read
- b) didn't read
- c) hadn't read
- d) haven't read.

15. We ... finished the translation yet.

- a) didn't
- b) hasn't
- c) haven't
- d) don't.

Ex. 28. Open the brackets.

1. You (to hear) from Melisa recently? – No, she (to go) to China for a seminar and (not/come back) yet.
2. It was a great weekend. I (to meet) lots of people for the last few days.
3. It is the first time I (to swim) in the ocean. I (never/do) this before.
4. You (ever/try) Indian or Chinese food?
5. I have been very busy with the project recently. So I (not/seen) any of my friends for a long time.
6. You (ever/to speak) to a famous person in your life?
7. What is the most beautiful place you (ever/to see)?
8. I (to give up) smoking last year. I (not/to smoke) since then.

Ex. 29. Translate the dialog into English.

1. Ты раньше водил машину?
2. – Ты когда-либо играла в теннис? – Нет, никогда.
3. Я читаю газеты каждое утро. Но я еще не читал газету сегодня.
4. Ты был в Лондоне?
5. – Как тебе новая учительница? – Я не знаю. Я болела, поэтому еще не встречала ее.
6. Лили потеряла паспорт. Это второй раз, когда это произошло.
7. Билли снова звонит своей девушке. Этой третий раз, когда он позвонил ей за этот вечер.

Ex. 30. Translate the dialog into English.

1. Я знаю его очень хорошо, мы знакомы целую вечность.
2. Ты уже видела этот фильм? Он очень смешной.
3. Мы не можем поехать за город, мы еще не сдали последний экзамен.
4. Последнее время они виделись очень редко.
5. Я никогда не слышала такой лжи.
6. Моя сестра замужем 5 лет (be marry).
7. Вы когда-нибудь видели восход солнца в горах?
8. Смотри! Мальчик упал с велосипеда.
9. Туристы уже осмотрели многие достопримечательности (visit many places of interest) нашего города.
10. Сегодня я испекла твой любимый пирог.

Modal verbs Модальные глаголы

Модальный глагол	Пример	Использование модального глагола
CAN	They can play baseball. You can take my umbrella. Can you make a cup of coffee for me?	Умение, предложение, просьба
BE ABLE TO	They are able to play baseball.	Умение
CAN'T	Jerry can't be in the library now – I have just seen him on the street.	Уверенность в том, что что-либо невозможно
COULD	She could recite long poems when she was younger. Could you make a cup of coffee for me? You could take my umbrella.	Умение, предложение, просьба
MAY	It may be good to meet her at the airport. May I leave earlier today?	Вероятность, официальная/формальная просьба
MIGHT	It might be good to meet her at the airport.	Вероятность
MUST	Children must read books every day. Look at the clouds – it must start raining in a minute.	Обязательство, Уверенность в правдивости чего-либо
HAVE TO	Children have to read books every day.	Обязательство
NEED TO	These students need to take the exam at the end of the	Обязательство

	month.	
NEEDN'T	She needn't sign this form.	Отсутствие обязательства
MUSTN'T	Parents mustn't leave their kids home alone.	Запрет
DON'T HAVE TO	I don't have to come to work today.	Отсутствие обязательства
SHOULD	He should see a doctor.	Мнение/ Совет
OUGHT TO	He ought to see a doctor.	Мнение/ Совет

Ex. 31. Insert the appropriate modal verb (can / may).

1. _____ you see anything in this dark room?
2. _____ I borrow your rubber, please? Yes, of course you _____.
3. Kate _____ speak English.
4. Mike has got many books so he _____ read them.
5. _____ I borrow your pen?
6. Only a person who knows the language very well _____ answer such a question.
7. Most children _____ slide on the ice very well.
8. You _____ find any kind of information on the Internet.
9. British Parliament _____ issue laws and form the budget.
10. _____ I try on this coat?
11. You _____ not talk loudly in libraries.
12. He _____ read and write in English.

Ex. 32. Complete the sentences with the correct modal verb.

Use *must*, *mustn't*, or *don't have to*.

- I _____ (1) go to school from Monday to Friday.
 We _____ (2) wear a uniform, so I normally wear sports clothes. We _____ (3) arrive late, and
 we _____ (4) go to every class. In class,
 we _____ (5) shout, play or sing.
 We _____ (6) have lunch at school, so I sometimes go

home. When school finishes, I _____ (7) look after my little sister. When my parents come home I _____ (8) stay in, so I usually go out with my friends. When I get home, I _____ (9) do my homework. I _____ (10) go to bed late, except on Fridays, when I _____ (11) go to bed before midnight.

Ex. 33. Insert the appropriate modal verb (mustn't / needn't).

1. Shall I turn on the light? – No, you _____. It is still light in the room.
2. You _____ make your bed. I'll do it for you.
3. You _____ buy mineral water, we have plenty.
4. We _____ stay up late.
5. You _____ take an umbrella today. The sun is shining.
6. It's prohibited to go into that building. You _____ go in.
7. The meeting is very important. We _____ be late.
8. I _____ forget my keys or I won't get in.
9. You _____ bring sandwiches. We can stop at a cafe.
10. Pupils _____ smoke.
11. In this school pupils _____ wear school uniform. They can wear jeans and T-shirts.

Ex. 34. Insert the appropriate modal verb (must / can / need).

1. Sonia _____ practise so much if she wants to take part in the marathon.
2. If you want to improve your English, you _____ work very hard.
3. You _____ not come to help them tomorrow: the work is done.
4. You _____ not change the whole text as the beginning is all right.
5. John _____ not tell us the rules of the game: we know them.
6. We _____ not afford to pay the bill.
7. It is already six o'clock. We _____ hurry if we don't want to be late.
8. She _____ decorate a room nicely.
9. You _____ take care of your parents.
10. We _____ stay with my brother when we are in Paris.

Ex. 35. Underline the correct use of the modal verb.

1. You *must* / *should* / *shouldn't* be 18 before you can drive in Spain.
2. You *don't have to* / *mustn't* / *shouldn't* go to bed so late. It's not good for you.
3. You *don't have to* / *mustn't* / *shouldn't* wear a school uniform in most Spanish state schools.
4. You *must* / *mustn't* / *needn't* come. I can do it without you.
5. You *don't have to* / *must* / *mustn't* copy during exams.
6. You *don't have to* / *mustn't* / *shouldn't* be very tall to play football.
7. You *must* / *mustn't* / *needn't* be a good writer to win the Pulitzer Prize.

Ex. 36. Insert the appropriate modal verb (must / may / can).

1. You _____ not smoke here.
2. _____ you hear that strange noise?
3. He _____ come today or tomorrow.
4. My little brother _____ count to ten.
5. This incident _____ have serious consequences.
6. You _____ have a valid permit to enter.

Ex. 37. Insert the appropriate modal verb (must / may).

1. I'm not sure but perhaps Roberto _____ leave for Australia soon.
2. You _____ talk to your daughter about her future.
3. You _____ have a visa to travel to some countries.
4. You _____ stop smoking. It is bad for your health.
5. I _____ make sure cargoes reach their destination.
6. However cold it _____ be, we'll go skiing.
7. People _____ take care of future.

Ex. 38. Insert the appropriate modal verb (must / could / ought / may).

1. _____ Einstein speak English when he went to live in the USA?
2. Mary _____ swim when she was three.
3. You _____ be joking. No one buys two Rolls Royces.
4. They _____ be tired. They've been travelling all night.
5. He _____ to go to the dentist because he has toothache.

6. I _____ swim quite well when I was five years old.
7. _____ I ride your bicycle, please, Jane?
8. She _____ be Scottish with a surname like McKenzie.
9. At your age you _____ to be earning your living.
10. You _____ to feel some respect for your elders.

Ex. 39. Complete the sentences with the correct modal verb in italics.

1. You *couldn't / mustn't / shouldn't* eat so many hamburgers. They're not good for you.
2. You *can't have / don't have to / mustn't* study at the weekends, except when you have exams.
3. You *may not / might not / needn't* Everything will be OK.
4. You *don't have to / might not / mustn't* use your mobile phone in class.
5. Diana looks happy. *She can / can have / must have* heard some good news.
6. I *can't / may not / might not* have left my mobile phone at school on Friday afternoon – I had it on Friday night.
7. It *can / could / couldn't* rain tomorrow.

Ex. 40. Insert the appropriate modal verb (must / can / should / may).

1. I have some free time. I _____ help her now.
2. I _____ drive Susan's car when she is out of town.
3. _____ I have a glass of water?
4. Anyone _____ become rich and famous if they know the right people.
5. You _____ go to this party. It's very important.
6. Bird _____ be known by its song.
7. He is coming here so that they _____ discuss it without delay.
8. It's late. You _____ go to bed.
9. He _____ have told me about it himself.

Indefinite pronoun Неопределенные местоимения

	body	one	thing	where
some	somebody – кто-то	someone – кто-то	something – что-то	somewhere – где-то
any	anybody – кто-то, любой	anyone – кто-то, любой	anything – что-то, любое	anywhere – где угодно
every	everybody – всякий, каждый	everyone – каждый	everything – все	everywhere – повсюду
no	nobody – никто	no one – ни один	nothing – ничего	nowhere – нигде

Местоимение	Перевод	Примеры
none	ни один	There is a sandwich in his lunchbox, but there is none in mine. – В его контейнере для обеда есть бутерброд, а в моей ни одного.
many	много (с исчисл. сущ.)	I have many books on the table. – У меня на столе много книг.
much	много (с неисчисл. сущ.)	We have much time before going to bed. – У нас еще много времени до сна.
little	мало (с неисчисл. сущ.)	He said little about the accident. – Он сказал мало о происшествии.
a little	немного, но достаточно (с неисчисл. сущ.)	We have a little money to buy some ice-cream. – У нас есть немного денег, чтобы купить мороженое.
few	мало (с исчисл. сущ.)	Few people came to his birthday party because of the bad weather. – На его вечеринку пришло мало гостей из-за плохой погоды.
a few	немного, но достаточно (с исчисл. сущ.)	There are a few children so we can play hide-and-seek. – Там есть немного детей, так что можно поиграть в прятки.
all	все	He knows all bout it. – Он знает все

		об этом.
both	оба	Both my daughters are very beautiful. – Обе мои дочери очень красивые.
either	любой из двух	You can take either CD. – Ты можешь взять любой из этих дисков.
neither	ни один из нескольких	He has chosen neither story for the play. – Он не выбрал ни одну историю для пьесы.
each	каждый	Each of us was afraid. – Каждый из нас был напуган.
other	другой	I have other books to read. – У меня есть другие книги для чтения.

Ex. 41. Insert the pronouns *some, any, no, somebody, anybody, nobody, something, anything, nothing* according to the meaning.

1. I have _____ to tell you.
2. He never puts _____ sugar in his tea.
3. I must find _____ for you to play badminton with.
4. There's _____ in my soup. It's a mosquito.
5. Let's have _____ to drink. How about juice?
6. No, thanks. I'm not thirsty. I don't want _____.
7. There's _____ at the door. I heard the doorbell ring.
8. Remember not to tell _____ about him. It's a secret.
9. Isn't there _____ more interesting to look at?
10. I'm thirsty. Can I have _____ cold water? (просьба!)
11. I opened the door, but I could see _____.
12. Susan seldom says _____.
13. Stop sitting there doing _____ and help me.
14. _____ can speak all the languages in the world.
15. We didn't have _____ milk for our kitten so I went out to buy it.

Ex. 42. Insert *something (anything, nothing)* or *somebody (anybody/ nobody)* or *everybody (everything/ everywhere)* as appropriate.

1. I want to tell you _____.
2. My husband can't teach his son _____.
3. My husband taught his son _____ he knows.

4. We can start. ____ was ready for the party.
5. There is _____ in the room, I heard voices.
6. There is _____ in the room, it was empty.
7. I can't find my book. I looked for it _____.
8. I read all the text but can't understand _____.
9. ____ came and the party began.
10. Can ____ translate these sentences?

Ex. 43. Insert *some, any, no or something (anything, nothing) or somebody (anybody/ nobody) or somewhere (anywhere/ nowhere) or everybody (everything/ everywhere).*

1. He has got _____ money. He can't spend his holidays abroad any more.
2. The student didn't understand _____, because he heard _____.
3. I need to buy a lot of things. There isn't _____ time to waste.
4. Is there _____ in the office?
5. There is _____ white in the box. What is it?
6. Would you like _____ juice?
7. Life is not easy. _____ has problems.
8. I understand _____ now. Thank you for your explanation.
9. Do you live ____ near Hyde Park?
10. ____ came and he felt lonely.

Ex. 44. Complete the sentences with the correct indefinite pronouns.

1. There's someone outside. I can hear them.
2. Where on earth is everyone? There isn't _____ here at all!
3. The kitchen is a mess. There are cups and plates _____.
4. I can see _____ in the water. Is it a boat?
5. I've cleared my desk and put _____ in my locker.
6. Is there _____ I can do to help?

Ex. 45. Fill in the blanks with the words below.

everyone / anyone / someone / anything / everywhere / something

1. The concert was fantastic. _____ had a great time.
2. I've looked _____ but I can't find it.
3. I met _____ at the movies last night.
4. We didn't see _____ we knew downtown.
5. You have _____ in your hair.
6. I don't have _____ to wear to the party.

Ex. 46. Fill in the blanks. Use indefinite pronouns.

1. I can't see _____. There aren't any people in the house.
2. Your room is very untidy. There are clothes and books _____.
3. I can hear _____. What is it?
4. I have _____ that I want. I don't need anything else.
5. Open the door. There's _____ outside.
6. I can't see _____. It's very dark.

Ex. 47. Fill in the blanks. Use someone, something, anyone, or anything.

1. Hello! Is _____ at home?
2. Hi, Mom. Look! I have _____ for you.
3. The refrigerator is empty. There isn't _____ to eat.
4. Excuse me. I think there's _____ at the door.
5. I have _____ in my eye. I can't see.
6. It's Sunday. There isn't _____ in the office.

Порядок слов в английском предложении:

Обст- во време ни или места	Подл ежащ ее	Ска зуем ое	Дополнение			Обстоятельство		
			косв енн ое	пр ям ое	пред ложн ое	образ а дейст вия	мест а	вре мен и
	I	wrot e	my moth er	a le tter.				
	I	wrot e		a le tter	to my mothe r.			
	We	do		our wor k		with p leasur e.		
At the mom ent	I	cann ot tal k.						
	I	saw		him			on th e stre et	toda y

Ex. 48. Put the words in the correct order.

1. good, I, student, am, a.
2. famous, he, footballer, is a? *
3. Mary, very, looks, happy.
4. The dolls, very, are, pretty.
5. clever, she, girl, is, a.
6. Bella, a, is, not, good, cat.
7. sings, well, he.
8. will, rain, it, soon.
9. listened to, teacher, the, they.
10. English, have, they, Wednesday, on.

Ex. 49. Put the words in the correct order.

1. Sunday, went, to the Zoo, we, on.
2. How, do, have, pets, they, many?
3. Not, I, will, see, friend, soon, my.
4. he, what, do, will, weekends, at?
5. Uses, the, at, work, he, computer.
6. does, he, not, know, the girl.
7. English, they, not, do, study.
8. was, I, not, school, at, yesterday.
9. there, many, people, in, the, were, park.
10. at, cinema, the, were, they, week, last.

**Ex. 50. Translate the sentences in Present Simple into English.
Don't forget that the word order in English sentences is *subject + predicate + complement*.**

1. Я каждый день хожу на работу.
2. В 7 часов я встаю.
3. Мой брат вечером читает.
4. Я хорошо говорю по-английски.
5. Конфеты я люблю!
6. Моя сестра любит собак.
7. Дети каждый день играют с собакой.
8. Приходим домой мы обычно в 2 часа.

Unit 4

In the city.

Ориентирование в городе

Vocabulary introduction

1. Could you tell me the way to...? – Не могли бы Вы сказать мне, как пройти к (в) ...?
2. How can I get to...? – Как мне пройти к (доехать до, добраться до) ... Как попасть в ...?
3. Will you show me the way to...? – Покажите, пожалуйста, дорогу к
4. Excuse me, where is ... – Извините (простите), где находится ...?
5. It's a long way from here. – Это далеко отсюда.
6. It's far from here. – Это далеко отсюда.
7. It's not far from here. – Это недалеко отсюда.
8. It takes about 10 minutes to get there. – Дорога туда занимает около 10 минут.
9. Go (walk) along this street. – Идите вдоль (прямо) по этой улице.
10. Go (walk) through the park. – Идите через парк.
11. Go (walk) straight ahead (on). – Идите прямо.
12. Walk past ... – Пройдите мимо...
13. Go (walk) up the street. – Идите вверх по улице.
14. Go (walk) down the street. – Идите вниз по улице.
15. Turn left (turn left at ... Street). – Поверните налево (поверните налево на улице...).
16. Turn right (turn right at ... Street). – Поверните направо (поверните направо на улице...).
17. Turn left (right) at the traffic lights. – Поверните налево (направо) на светофоре.
18. Turn back. – Поверните назад.
19. Turn round the corner. – Поверните за угол.
20. Walk to the bridge. – Идите к мосту.
21. Go across the bridge. – Перейдите через мост.
22. Go across the street (cross the street). – Пересеките (перейдите) улицу.

23. Go out of the hotel. – Выйдите из отеля.
24. Go straight along this street for two blocks. – Пройдите прямо по этой улице два квартала.
25. There is a bus stop. – Там будет автобусная остановка.
26. It's on the left. – Это слева.
27. It's on the right. – Это справа.
28. It's on the left side of the street. – Это на левой стороне улицы.
29. It's on the right side of the street. – Это на правой стороне улицы.
30. It's on the other (opposite) side of the street. – Это на другой (противоположной) стороне улицы.
31. It's round the corner. – Это сразу за углом.
32. Where is the nearest bus stop? – Где находится ближайшая автобусная остановка?
33. Where is the nearest taxi rank? – Где находится ближайшая стоянка такси?
34. Take a bus. – Садитесь в автобус.
35. Take a taxi. – Садитесь в такси.
36. Take underground. – Садитесь в метро.
37. Go on foot. – Идите пешком.
38. Go as far as... – Доедете до ...
39. Change for a bus. – Пересядьте на автобус.
40. Change from one line to another. – Пересядьте с одной линии метро на другую.
41. You will be right there. – Вы окажетесь прямо там.
42. Near (next to) – рядом.
43. Between – между.
44. Opposite – напротив.
45. In front of – перед.
46. Through – через, сквозь.
47. Down – вниз.
48. Up – вверх.
49. To – к.
50. Into – в.
51. Out of – из.

52. It's over there. – Вон там.
53. To go on foot. – Идти пешком.
54. To go by bus. – Ехать на автобусе.
55. To go by car. – Ехать на машине.
56. To go by taxi. – Ехать на такси.
57. To get on. – Садиться (в общественный транспорт).
58. To get off. – Выходить (из общественного транспорта).
59. To go the wrong way. – Идти неправильно.
60. To go the right way. – Идти правильно.
61. Find it out (ask about it) at the inquiry office. – Узнайте (спросите об этом) в справочном бюро.
62. What's the matter? – Что случилось?
63. Can you help me? – Вы можете мне помочь?
64. Thank you. – Спасибо.
65. Thanks a lot. – Спасибо большое.
66. Thank you very much. – Спасибо большое.
67. You are welcome. – Пожалуйста (в ответ на благодарность).
68. Not at all. It's my duty. – Не стоит. Это мой долг.
69. That's all right. – Все в порядке. Не за что.
70. At your service. – К Вашим услугам.
71. The Lost Property Office. – Бюро находок.
72. The shortest way to the airport. – Кратчайший путь до аэропорта.
73. It's about an hour's walk. – Идти около часа.
74. Are you in a hurry? – Вы торопитесь?
75. This street is very busy. – Здесь очень интенсивное движение.
76. At the crossroads. – На перекрестке.
77. The first turn (turning). – Первый поворот.
78. It's on the corner. – Это на углу.
79. You can't miss it. – Вы не пройдете мимо.
80. I'm afraid I'm lost. – Боюсь, что я заблудился (я сбился с пути).

Предупреждающие и запрещающие таблички	
Danger	Опасно
Caution	Осторожно
Attention	Внимание
Wet paint	Окрашено
No swimming	Купаться запрещено
Beware of the dog	Осторожно, злая собака
Keep off grass	По газонам не ходить
Sitting on grass permitted	Разрешается сидеть на траве
Private property	Частная собственность
Stop / don't cross / don't walk	Стоп / стойте, не переходите
Надписи в учреждениях	
Open	Открыто
Closed	Закрыто
Closed on Sundays	Закрыто по воскресеньям
Pull	На себя (надпись на двери)
Push	От себя (надпись на двери)
Entrance / way in	Вход
Admission by ticket only	Вход только по билетам
No entrance / no entry	Входа нет
Employees only / staff only	Только для персонала

Authorised personnel only / no admittance	Посторонним вход воспрещен
Exit to street	Выход на улицу
Exit / way out	Выход
No exit	Выхода нет
Emergency exit	Запасной выход
Entrance fee	Плата за вход
Keep the door closed	Закрывайте дверь за собой
Smoking section	Секция для курящих (например, в кафе)
No smoking section	Секция для некурящих
Reserved	Забронировано
Occupied	Занято
No vacancies	Нет свободных мест
Elevator/Lift	Лифт
Out of order	Не работает / сломан

Ex. 1. Read and reproduce dialogues.

I

- Excuse me, sir...
- Yes, what is it?
- I'm a stranger in London and I'm completely lost. Could you possibly tell me the way to Piccadilly Circus?
- Well, I happen to be going in the same direction myself, so I might show you the way.
- 'Oh, thank you. It's very kind of you.

II

- Pardon me, madam, which is the quickest way to the centre of the town?
- Take a Number 16 bus and go as far as Newton Street.
- Will it be the very centre of the town?
- Yes, certainly.

III

- Pardon me, sir, could you show me the way to the Arts Museum?
- Let me think... Take the street on your right and go straight on. It will lead you right to the Museum.
- Thank you very much.
- Not at all.

IV

- Do you get off at the next stop?
- Well, what's that stop? The Drama Theatre? ... Oh no, it isn't my stop, I'm going farther.
- Could you possibly step aside a little and let me pass?
- Well, move forward, please.
- Thank you.

V

- I believe the underground is the quickest way of getting to Park Avenue.
- Well, it depends on what part of the avenue you need.
- I'd like to go to the Public Library.
- Then it'll be more convenient for you to go by bus. Its stop is just round the corner and it'll take you right there. And the underground station is a long way from the Library.

VI

- I never expected there is so much traffic in your small town. I was nearly run over twice.
- It is really very heavy, especially during the rush-hours. Sometimes it takes you rather long to cross the street.
- Well, do they plan to build subways at the busy crossings?
- Oh, yes, one is being constructed three blocks from here.

VII

- Is this the right bus to the Central Park, conductor?
- Yes, sir. We go past the Park... Fares, please!
- What is the fare to the Park?
- Five pence, please... Move ahead, please. No standing on the platform!
- Will you let me know when I am to get off?
- Very well, sir.

VIII

- Are you engaged, driver?
- No, sir. Step in, please! Where shall I take you?
- I must get to the airport in an hour's time."
- No worry, we'll make it.
- But I'll have also to pick up my luggage at the railway station.
- We'll manage that, too.

IX

- Hey, George! Where are you walking?
- Oh, that's you, Billy. I'm hurrying to the cinema. Can you give me a lift?
- With pleasure. Take the front seat. Close the door more tightly.

X

- Excuse me, are you getting off at the request stop? I must get to Market Square.
- Market Square? But you're going away from it. The tram is going in the opposite direction.
- Oh, is that really so?
- For sure, madam.

XI

- Why have you come late?
- You know, an old woman was knocked down by a car.
- Really? Where did it happen?
- At the corner of High Street and Park Avenue. The car ran onto the pavement and went into a wall. So there was a bad jam for about twenty minutes.

XII

- Pardon me, madam, I've got to get off at the next stop.
- You needn't push! You nearly knocked me over!
- I beg your pardon. The bus threw me off my balance.
- But you're still standing on my foot!
- Oh, I'm so sorry. Excuse me.

Ex. 2. Read and retell.

A STORY

(A story of a girl who came to stay at her aunt's in a big city and who nearly lost herself when she went to see the town alone.)

Aunt Mary! If you only knew how happy I am to see you again! I had such an exciting time when you were out. I tried to make a short round about the neighbourhood though I knew you would not let me out alone. In fact, I nearly got lost.

First, I went along the street your house is in, and then I took a turning to the left. There was a fine building at the end of the lane. I turned to and I wanted to see it closer. All of a sudden, I got to a small square with old houses around it, a fountain in the middle and a tall clock tower in one of its corners. It was a nice and I would say – a very cosy place. There were plenty of pigeons on the pavement and elsewhere. I sat down on a bench to have a rest and looked around. Several narrow bystreets began at the square. Therefore, when I started my walk back I probably chose the wrong one. It led me to a broad avenue with heavy traffic. Hundreds of cars, lorries and buses rushed by and I couldn't cross the roadway. Of course, I did not know there was a subway at the end of that block and a passer-by helped me to find it. But that isn't the end of the story. When I found myself on the other side of that big street I noticed I was there for the first time. All the houses, shops and all seemed quite unfamiliar to me. I turned to the right and again the street was unknown to me. I stopped at a loss and was about to cry. I understood I wouldn't find your street myself and I asked an old woman the way here. I was very much surprised when she said I had to take a trolley-bus and ride four stops. It's good luck I had some small change on me.

Ex. 3. Use your phone. Open a map of Kazan and ask each other where theaters, museums, etc. are located, and how to get there.

Ex. 4. Ask your partner where he (she) lives, how he (she) gets to the institute or to work (Ask your friend/friend (or coworker):

а) где он (она) живет;

б) как он (она) добирается до места учебы или работы).

2. Fill in the questions (Вставьте вопросительные реплики).

1) _____ – Go straight ahead, then to the left.

2) _____ – No, it's not far.

3) _____ – I live on Chasovaya street.

4) _____ – You need to go by tram 3 stops.

5) _____ – No, I'm not getting out.

6) _____ – You need to go by metro to station

“Mayakovskaya”.

7) _____ – About 5-10 minutes.

8) _____ – I'm sorry, I don't know.

9) _____ – The hotel “Marriott” is located on

Tverskaya street.

10) _____ – Yes, it's better to go by metro, but you can also go by trolleybus.

Ex. 5. Translate the sentences from Russian into English. Work in pairs. Read and translate the composed dialogues.

I

F.: Excuse me. Where is the Post Office?

P.O.: Идите по этой улице. Дойдите до парка. Пройдите через парк, поверните налево. Там будет высокое офисное здание. Пройдите мимо офисного здания. Снова поверните налево. Пройдите мимо кафе «Париж». Почта находится рядом с кафе.

F.: Thank you very much.

P.O.: Пожалуйста.

II

F.: Excuse me. Where is the bank?

P.O.: Идите по этой улице, поверните направо и идите вдоль улицы Парковой. Банк находится напротив музея.

F.: Thank you very much.

P.O.: Все в порядке. Не за что.

III

F.: Excuse me, please. Where is the nearest taxi rank?

P.O.: Вон там. Пересеките улицу, поверните за угол, затем идите прямо. И стоянка такси будет прямо там.

F.: Thank you.

P.O.: Не за что. Это мой долг.

IV

F.: Excuse me, please. Could you tell me the way to the railway station?

P.O.: Идите прямо по этой улице два квартала, затем поверните налево у светофора.

F.: Is it a long way from here?

P.O.: Нет, идти около 5 минут.

F.: Thank you.

P.O.: Не за что.

V

F.: Excuse me, do you speak English?

P.O.: Да, немного. Чем могу помочь?

F.: Will you tell me the way to the City Hall? I'm afraid I'm lost.

P.O.: Идите прямо. Затем поверните направо у перекрестка. Поверните за угол, пройдите мимо почты, и городская администрация перед Вами.

F.: Thank you.

P.O.: Пожалуйста.

Speaking:

1. Объясните иностранному гостю, как пройти к супермаркету (Вы находитесь в банке).
2. Объясните иностранному гостю, как пройти к школе (Вы находитесь в супермаркете).
3. Объясните иностранному гостю, как добраться до спортивного центра (Вы находитесь рядом с рестораном).
4. Объясните иностранному гостю, как добраться до магазина (Вы находитесь рядом с кинотеатром).

1. to be located in – быть расположенным (где-либо).
2. iconic landmark – знаковая достопримечательность.
3. striking – поразительный.
4. diverse population – многонациональное, разнообразное население.
5. to be reflected in smt – найти отражение в чем-либо.
6. whether ... or – как ..., так и ...; будь то ... или...
7. hidden – скрытый.
8. trendy – ультрамодный, популярный.
9. endless opportunities – безграничные возможности.
10. numerous – многочисленный.
11. cultural institution – культурное учреждение.
12. leisure – досуг, развлечение.
13. to attend smt – посещать что-либо.
14. overall – в общем, в целом.
15. to experience smt – испытывать что-либо, переживать что-либо.
16. it's no wonder that – не удивительно, что.

London

London is an exciting city that has a rich history and culture. Located in the United Kingdom, London is the capital city and home to many iconic landmarks such as Big Ben, Tower Bridge, and Buckingham Palace.

One of the most striking things about London is its diverse population. People from all over the world have made London their home, and this diversity is reflected in the city's food, music, and art. There is always something new and interesting to discover in London, whether it's a hidden street market or a trendy new restaurant.

As a student, there are endless opportunities to explore and learn in London. The city is home to some of the world's top universities, including the University of Oxford and the University of Cambridge. There are also numerous museums, galleries, and cultural institutions that offer educational opportunities for students.

But London isn't just a place for students to study. It's also a city that offers endless opportunities for leisure and entertainment. From shopping on Oxford Street to attending a football match at Wembley Stadium, there is something for everyone in London.

London is a city that has something for everyone. It's a place where students can learn and grow, while also experiencing all that the city has to offer. It's no wonder that London is one of the most popular cities in the world.

Kazan

Kazan is one of the largest (the population is over a million citizens) and the most ancient cities of Russia, the capital of the Republic of Tatarstan. It is an important economic, scientific, religious, and cultural center where various cultures (Tatar, Russian, and European) and religions (Islam and Orthodox Christianity) coexist harmonically. Kazan is situated on the great river Volga; its river port and international airport are significant as trading and transport junctions. Some architectural objects of Kazan are in the list of UNESCO world heritage sites. Sports life of Kazan also develops quickly: there are famous local football, hockey and basketball clubs, and in recent years, the city held several large-scale competitions.

According to historians, Kazan was founded at the beginning of the 11th century. In the Middle Ages Kazan became a trading (blacksmithing, leather production, etc.) and cultural center of the Golden Horde. Afterward, it became the capital of Kazan Khanate, but in the 16th century, Ivan IV joined it to Russia by force. As a part of Russian Empire, Kazan improved its industry, education (the third university in the country was opened there), and the level of life. Although Kazan suffered during the Civil War, it grew in the 20th century turning into a megacity.

Nowadays, due to numerous landmarks, Kazan is a popular tourism direction. The ensemble of its medieval Kremlin is very impressive, as well as fine mosque Qol Sharif. Everyone enjoy visiting parks, museums, theaters of Kazan; besides, this city is a center of many national and international festivals of classical and modern (including ethnic) music.

Continuous Tenses

Continuous (Progressive) (процесс - действие в процессе совершения) At what time?		
Past	Present	Future
Утвердительные предложения		
I/He/She/It was Ving We/You/They were Ving	I am Ving (I'm) He/She/It is Ving (He's/She's/It's) We/You/They are Ving (We're/You're/They're)	I/He/She/It/We/You/They will be Ving I'll be/He'll be/She'll be/It'll be We'll be/You'll be/They'll be
He was playing yesterday at 9 o'clock. Он был играющим вчера в 9 часов. Он играл вчера в 9 часов. I was writing yesterday from 6 till 7. Я был пишущим вчера с 6 до 7. Я писал вчера с 6 до 7.	He is playing football right now. Он является играющим в футбол прямо сейчас. Он играет в футбол прямо сейчас. I m writing letter. Я являюсь пишущим письмо. Я пишу письмо (сейчас).	He will be playing tomorrow at 3 o'clock. Он будет играющим завтра в 3 часа. Он будет играть завтра в 3 часа. I'll be writing when you come. Я буду пишущим, когда ты придешь. Я буду писать, когда ты придешь.
Отрицательные предложения		
I/He/She/It was not Ving (wasn't) We/You/They were not Ving (weren't)	I am not Ving (I'm not) He/She/It is not Ving (He's not/She's not/It's not) (isn't) We/You/They are not Ving (We're not/You're not/They're not) (aren't)	I/He/She/It/We/You/They will not be Ving (won't be)
He was not playing when you came. Он не был играющим, когда ты пришел. Он не играл, когда ты пришел. I wasn't writing yesterday at 8p.m. Я не был пишущим вчера в 8 вечера. Я не писал вчера в 8 вечера.	He is not playing football now. Он не является играющим в футбол сейчас. Он не играет в футбол сейчас. I m not writing letter. Я не являюсь пишущим письмо. Я не пишу письмо (сейчас).	He won't be playing football tomorrow from 6 till 7. Он не будет играющим в футбол завтра с 6 до 7. Он не будет играть в футбол завтра с 6 до 7. I will not be writing when you come. Я не буду пишущим, когда ты придешь. Я не буду писать, когда ты придешь.

Вопросительные предложения		
Was I/he/she/it Ving? Were we/you/they Ving?	Am I Ving? Is he/she/it Ving? Are we/you/they Ving?	Will I/he/she/it/we/you/they be Ving?
Was he playing football yesterday from 6 till 7? Был он играющим в футбол вчера с 6 до 7? Он играл в футбол вчера с 6 до 7? Were you writing when I came? Были вы пишущим, когда я пришел? Вы писали, когда я пришел?	Is he playing football? Он является играющим в футбол? Он играет сейчас в футбол? Are you writing now? Вы являетесь пишущим сейчас? Вы пишете сейчас?	Will I be writing tomorrow at 7p.m.? Буду я пишушим завтра в 7 вечера? Буду я писать завтра в 7 вечера? Will he be playing football tomorrow from 6 till 7? Будет он играющим в футбол завтра с 6 до 7? Будет он играть в футбол завтра с 6 до 7?
Time Markers - Временные указатели		
yesterday at 3p.m., yesterday from 6 till 7, when you came...	now, right now, at the moment, currently	tomorrow at 3p.m., tomorrow from 6 till 7, when you come

Условные обозначения, используемые в таблице:

Ving - Четвертая форма глагола. Причастие настоящего времени (**Present Participle** или **Participle I**) и герундий (**Gerund**).

to be + Ving - «быть делающим»

Для того, чтобы лучше понять грамматическую сущность продолженных времен, давайте воспользуемся буквальным переводом каждого компонента:

I am working

Я являюсь работающим

Я работаю

He is working

Он является работающим

Он работает

We are working

Мы являемся работающими

Мы работаем

She was working

Она была работающей

Она работала

They were working

Они были работающими

Они работали

I shall be working

Я буду работающим

Я буду работать

You will be working

Вы будете работающими

Вы будете работать

Из этих примеров видно, что второй компонент продолженных времен - причастие настоящего времени придает всему глаголу признак длительности действия. Именно по признаку длительности действия эти времена противопоставляются временам группы **Indefinite**. Последние употребляются для выражения обычных, многократно повторяющихся действий. Сравните:

Where is Ivanov?

Где Иванов?

He is working in his study now.

Он сейчас работает в своем кабинете.

Ivanov usually works in his study.

Обычно Иванов работает в своем кабинете.

На русский язык формы **Continuous** переводятся глаголами несовершенного вида настоящего, прошедшего или будущего времени (соответственно времени вспомогательного глагола).

Вопросительная и отрицательная формы продолженных времен образуются по правилу глагола to be:

I am working.

Am I working?

He was working.

Was he working?

He was not working.

Глаголы, которые не представляют действие как процесс, не употребляются в форме **Continuous**.

ОСНОВНЫЕ ИЗ НИХ: **to accept, to belong, to contain, to consist, to depend on, to deserve, to hope, to hear, to know, to like, to mind, to please, to possess, to prefer, to resemble, to recognize, to result, to see, to understand:**

I understand what you are saying. – Я понимаю то, что вы говорите.

I see your drawing and I like it. – Я вижу ваш чертеж, и он мне нравится.

Ex. 6. Put the verbs into Present Continuous, Past Continuous or Future Continuous.

to shine

1. The sun ... yesterday morning.
2. The sun ... brightly now.
3. Tomorrow the sun ... all day long.

to write

4. I ... a postcard at the moment.
5. I ... a postcard when you phoned.
6. I ... a lot of Christmas cards tomorrow evening.

to sit

7. We ... in the garden at 3 o'clock yesterday afternoon.
8. This time tomorrow we ... in the garden.
9. We ... in the garden now.

Ex. 7. Use the verbs in Present Continuous, Past Continuous или Future Continuous.

1. I ... (study) Japanese online from 5 till 6 tomorrow evening.
2. Listen! Why the dogs ... (bark)?
3. She ... (wear) a yellow coat when I saw her.
4. They ... (take) their driving test next Monday.
5. I dropped my wallet when I ... (get) on the bus.
6. What you ... (do) in my office yesterday?
7. Bob ... (feel) much better today.
8. The kids ... (watch) cartoons in their room now.
9. I'm afraid she ... (sleep) in ten minutes.
10. We ... (have) tea soon?

Ex. 8. Make negative sentences paying attention to the form of the verb-noun.

1. We are enjoying the party. (Нам нравится вечеринка.)
2. He'll be playing chess in an hour. (Через час он будет играть в шахматы.)
3. They were planting flowers in the garden last May. (Они занимались посадкой цветов в саду в прошлом мае.)
4. I am looking for a job. (Я ищу работу.)
5. The phone was working yesterday. (Вчера телефон работал.)
6. Margaret will be working as a waiter during her summer holidays. (Маргарита будет работать официанткой во время летних каникул.)
7. The secretary is typing a contract. (Секретарь печатает договор.)

Passive Voice

Страдательный залог

Глагол в страдательном залоге (Passive Voice) означает, что действие направлено на предмет или лицо, выраженное подлежащим.

He is often asked questions. Ему часто задают вопросы.

Формы страдательного залога образуются при помощи глагола to be в соответствующей форме и Participle II (Причастие II) смыслового глагола.

	Present		Past		Future	
Indefinite	I he (she) we (you, they)	am asked is asked are asked	I (he, she) we (you, they)	was asked were asked	I (we) he (she, you, they)	will be asked
Continuous	I he (she) we (you, they)	am being asked is being asked are being asked	I (he, she) we (you, they)	was being asked were being asked		
Perfect	I, we, you, they he (she)	have been asked has been asked	I (he, she, we, you, they)	had been asked	I, we he, she, you, they	will have been asked

Примеры.

Indefinite Passive (to be + Participle II)

1. **The newspapers are delivered every morning.** (Present Indefinite Passive) Газеты доставляются каждое утро.

2. **This book was bought a month ago.** (Past Indefinite Passive) Эта книга была куплена месяц назад.

3. **The letter will be mailed tomorrow.** (Future Indefinite Passive) Письмо будет отправлено завтра.

Continuous Passive (to be + being + Participle II).

1. **The house is being repaired.** (Present Continuous Passive) Дом ремонтируется.

2. **When John was ill he was being taught at home.** (Past Continuous Passive) Когда Джон болел, его обучали дома.

Perfect Passive (to have + been + Participle II)

1. **This letter has been brought by the secretary.** (Present Perfect Passive) Секретарь принес письмо. (Письмо принесено секретарем)

2. **He decided to become a writer only when his first story had been published.** (Past Perfect Passive) Он решил стать писателем, только когда его первый рассказ был напечатан.

3. **By the 1st of July the last exam will have been passed** (Future Perfect Passive) К первому июля последний экзамен будет вами сдан.

Сказуемое в страдательном залоге может переводиться на русский язык: а) кратким страдательным причастием; б) глаголом на -ся; в) неопределенно-личным глаголом.

The house is built. а) Дом построен. б) Дом строится. в) Дом строят.

Следует обратить особое внимание на перевод глаголов с предлогом в страдательном залоге. Наиболее распространенные из этих глаголов:

hear of – слышать о

laugh at – смеяться над

look after – присматривать за (кем-либо)

look at – смотреть на

rely on – полагаться на

send for – посылать за

speak of (about) – говорить о

pay attention to – обращать внимание на

take care of – заботиться о

The book is much spoken about. – Об этой книге много говорят.

He can't be relied on. – На него нельзя положиться.

В русском переводе не все глаголы сохраняют предлог:

to listen to – слушать что-либо, кого-либо

to look for – искать что-либо

to provide for – обеспечить кого-либо, чем-либо

to explain to – объяснять кому-либо

He was listened to with great attention. – Его слушали с большим вниманием.

Ex. 9. Use the correct form of the verb in the passive voice.

1. The roads (cover) with the snow. – Дороги покрыты снегом.

2. Chocolate (make) from cocoa. – Шоколад изготавливается из какао.

3. The Pyramids (build) in Egypt. – Пирамиды были построены в Египте.

4. This coat (buy) four years ago. – Это пальто было куплено 4 года назад.

5. The stadium (open) next month. – Стадион будет открыт в следующем месяце.

6. Your parents (invite) to a meeting. – Твои родители будут приглашены на собрание.

7. Where is your car? – It (mend) at the moment. – Где твоя машина? – В данный момент она ремонтируется.

8. The books already (pack). – Книги уже упакованы.

9. The castle can (see) from a long distance. – Замок можно увидеть издалека.

10. The guests must (meet) at noon. – Гости должны быть встречены в полдень.

Ex. 10. Modify the sentences according to the pattern.

Shakespeare *wrote* "Romeo and Juliet". (Шекспир написал «Ромео и Джульетту».) – "Romeo and Juliet" *was written* by Shakespeare. («Ромео и Джульетта» была написана Шекспиром.)

1. Popov *invented* radio in Russia. (Попов изобрел радио в России.)

2. Every four years people *elect* a new president in the USA. (Каждые 4 года народ выбирает нового президента в США.)

3. The police *caught* a bank robber last night. (Полиция поймала грабителя банка прошлой ночью.)

4. Sorry, we *don't allow* dogs in our safari park. (Извините, но мы не допускаем собак в наш сафари парк.)

5. The postman *will leave* my letter by the door. (Почтальон оставит мое письмо у двери.)

6. My mum *has made* a delicious cherry pie for dinner. (Мама приготовила вкусный вишневый пирог на ужин.)

7. George *didn't repair* my clock. (Джордж не отремонтировал мои часы.)

8. Wait a little, my neighbor *is telling* an interesting story. (Подожди немного, мой сосед рассказывает интересную историю.)

9. My son *can write* some more articles about football. (Мой сын может написать еще немного статей о футболе.)

10. You *must clean* your bedroom tonight. (Ты должен убрать в своей спальне сегодня вечером.)

Ex. 11. Turn the sentences into negatives and translate.

1. Ann *was bitten* by a homeless dog.

2. The zoo *is being reconstructed* at the moment.

3. The luggage *must be checked* at the customs.

4. Souvenirs *are sold* everywhere.

5. The job *will be finished* at 3 o'clock.

Ex. 12. Give complete answers to the following questions.

1. Are the Olympic Games held every 10 years? (Олимпийские игры проводятся каждые 10 лет?)

2. Is bread made from flour or potatoes? (Хлеб готовят из муки или картофеля?)

3. Was the Eiffel Tower built in Moscow? (Эйфелева башня была построена в Москве?)

4. Will the final exams be taken in summer or in winter? (Выпускные экзамены будут сдаваться летом или зимой?)

5. When is Christmas celebrated in Europe? (Когда празднуется Рождество в Европе?)

Unit 5
State Systems of Russia, the United Kingdom,
the USA.
Государственные системы России, Великобритании,
США

Ex. 1. Read and translate the text.

Under the Constitution Russia is a democratic federative law-governed state with a republican form of government. The Russian Federation was established by the Constitution of 1993. The Russian Federation consists of 83 constituent entities (republics, regions, and territories, cities of federal significance, the autonomous regions and one autonomous area, which have equal rights). The authorities of the constituent entities have the right to pass laws independently of the federal government. The laws of the subjects of the Russian Federation may not contradict federal laws. In case of conflicts between federal and local authorities, the President uses consensual procedures to resolve the problem. In the event a consensus is not reached, the dispute is transferred to the appropriate court for its resolution.

The President of the Russian Federation is the head of state. He is the Supreme Commander-in-Chief of the Armed Forces of the Russian Federation. The President organizes and heads the Security Council of Russia, signs treaties, enforces the law. The President appoints ministers, who are subject to approval by the Federal Assembly. He nominates judges to the Constitutional Court, the Supreme Court, and the Procurator-General of the Russian Federation. The President has the right to introduce the state of emergency within the Russian Federation. He announces pre-term elections. He has the right to suspend the acts of executive bodies of the Russian Federation members, if they contradict the Constitution of the Russian Federation, federal laws or the international obligations of the Russian Federation.

State power in the Russian Federation is exercised on the basis of its separation into legislative, executive and judicial branches. Each of them is balanced by the President.

The legislative power is vested in the Federal Assembly (the Parliament). It consists of two chambers: the Federation Council (the upper chamber) and the State Duma (the lower chamber). The two chambers of the

Federal Assembly possess different powers and responsibilities, the State Duma being the more powerful. The Federation Council includes two representatives from each constituent entity of the Russian Federation, one from the representative and one from the executive bodies of the subject of the Federation.

The State Duma consists of 450 deputies and is elected for a term of 4 years. In December 2008 the term was extended to 5 years. Each chamber elects a chairman (the Speaker) to control the internal procedures of the chamber. The Federal Assembly is a permanently functioning body. The Federation Council and the State Duma sit separately. Their sessions are open (public). Each of the Houses forms committees and commissions and holds hearings on the appropriate issues. Bills may be initiated by each chamber. But to become a law a bill must be approved by both chambers and signed by the President. The President may veto the bill.

The executive power is exercised by the Government which consists of the Chairman of the Government (the Prime Minister), deputy chairmen and federal ministers. The Prime Minister is appointed by the President with the consent of the State Duma. Should the selected candidate be rejected three times, the President appoints the Prime Minister himself, dissolves the State Duma and announces new elections. The Prime Minister proposes to the President his candidates for the offices of federal ministers. The Government presents a draft budget to be discussed by the State Duma and provides its implementation as well as realization of financial, credit and monetary policies. It carries out measures to ensure legality, rights and freedoms of citizens, protects property, public order and combats crimes. The Government ensures state security and the realization of foreign policy, It pursues a uniform state policy in the sphere of culture, science, education, social security, health and ecology.

Justice in the Russian Federation is treated as a special type of state activity. It is administered by courts of law unified within a single judicial system which is independent of other state systems. The aim of justice in Russia is to safeguard both the citizens' rights and interests as well as those of the state and individual institutions, enterprises and organizations. Judicial power is effected by means of constitutional, civil, administrative and criminal judicial proceedings. Judges are independent and subject only to the Constitution of the Russian Federation and federal law.

Ex. 2. Give the Russian equivalents to the following word combinations from the text.

under the Constitution
a law-governed state
to be established by the Constitution
to consist of
a constituent entity
equal rights
to pass law
consensual procedures
to resolve the problem
local authorities
to sign a treaty
an executive body
legislative power
judicial power
a branch of power
to exercise power
to vest power in smb
to possess power
to introduce a state of emergency
the appropriate issues
a draft budget
to dissolve Parliament
monetary policies
public order
to administer justice
to ensure legality
powers and responsibilities
to pursue a uniform state policy

Ex. 3. Fill in the sentences with a suitable word.

1. Russia is a ... state.
2. The Russian Federation ... by the Constitution of 1993.
3. Russia consists of

4. Authorities of the republics and regions have the right to pass laws independently from

5. The President of the Russian Federation is the ... of state.

6. These laws cannot contradict

7. The Federal Assembly is a permanently ... body.

8. The President has the right to suspend ... passed by local executive authorities.

9. The legislative ... is vested in the Federal Assembly (the Parliament).

10. The Government ... a draft budget.

(constituent entities, head, was established, federal government, presents, acts, functioning, power, federative, democratic, federal laws).

Ex. 4. Insert the prepositions from this list if necessary: from, by, under, within, on, with, between, for.

1. In case of conflicts ... federal and local authorities, the President uses consensual procedures to resolve the problem.

2. The President has the right to introduce the state of emergency ... the Russian Federation.

3. State power is exercised ... the basis of its separation into legislative, executive and judicial branches.

4. The Federation Council includes two representatives ... each constituent entity of the Russian Federation.

5. The State Duma is elected ... a term of 4 years.

6. Bills may be initiated ... each chamber.

7. The Prime Minister is appointed by the President ... the consent of the State Duma.

8. ... the Constitution Russia is a democratic federative law-governed state.

Ex. 5. Match the English words or word combinations with their Russian equivalents:

1) significance a) передать

2) to pass a law b) власть

- | | |
|-------------------|------------------------------|
| 3) to transfer | c) принять закон |
| 4) to introduce | d) разрешить |
| 5) chamber | e) объявить |
| 6) to announce | f) значение |
| 7) authority | g) реализация, исполнение |
| 8) to suspend | h) представлять |
| 9) implementation | i) подписывать |
| 10) to resolve | j) палата |
| 11) to sign | k) приостановить, прекратить |
| 12) to ensure | l) обеспечить |

Ex. 6. Right or wrong? Correct the mistakes.

1. The Russian Federation was established by the Constitution of 1995.
2. The Government consists of the federal ministers only.
3. The authorities of the constituent entities don't have the right to pass laws independently of the Federal Government.
4. Should the selected candidate be rejected three times, the President appoints the Prime Minister himself.
5. A draft budget is to be discussed by the State Duma.
6. To become a law a bill must be signed by the President.
7. Judges are subject to the President only.
8. The Prime Minister heads the Security Council of the Russian federation.
9. In case of a conflict between federal and local authorities, the President uses consensual procedures to resolve the problem.
10. The legislative power is vested in the Prime Minister.

Ex. 7. Answer the questions.

1. What type of state is Russia?
2. Who is the head of the Russian Federation?
3. What are the three independent branches of state power in Russia?
4. What kind of a working body is the Federal Assembly?
5. Which chamber is more powerful?

6. Why are legislative and executive functions performed by different institutions?

7. Are these two establishments (the Government and the State Duma) equally important? Why?

8. Who does the Government consist of?

9. What is the aim of justice in Russia?

10. How does the judicial system function?

11. What are the functions of: a) the President; b) the Federal Assembly; c) the Government?

12. When a bill may become a law?

Ex. 8. Speak about the competence of the State Duma, Federation Council, the Government of the Russian Federation.

Ex. 9. Translate into English.

1. Президент Российской Федерации является главой государства.

2. Российская Федерация состоит из 83 субъектов.

3. Законы субъектов не могут противоречить федеральным законам.

4. Президент возглавляет Совет безопасности России.

5. Президент имеет право приостанавливать действия органов исполнительно власти Российской Федерации.

6. Законодательная ветвь власти состоит из двух палат.

7. Федеральное Собрание – постоянно действующий орган.

8. Премьер-министр предлагает президенту свои кандидатуры на должности федеральных министров.

9. Правительство обеспечивает реализацию внешней политики.

10. Судебная система независима от других государственных систем.

Ex. 10. Read and translate the text.

The United Kingdom is a state with a constitutional monarchy and it is governed within a parliamentary democracy.

The constitution is uncoded, being made up of constitutional conventions and various elements of statutory law. The monarch is Head of State and the Prime Minister is the head of Government. The monarch is the supreme bearer of the executive power, the head of the judicial system, the supreme commander-in-chief of the armed forces, the temporal head of the Anglican Church, and the head of the Commonwealth.

The Sovereign formally appoints the Prime Minister, who, by convention, is the leader of the majority party in the House of Commons.

Other ministers are appointed by the Sovereign on the advice of the Prime Minister. They make up the Government and act as political heads of the various Government Departments.

The UK has a cabinet Government. They meet weekly to run the country, while the British Parliament is in session. The UK Cabinet has collective responsibility for decision-making no Cabinet minister can oppose it. Although the executive power is exercised by His Majesty's Government, all the ministers remain responsible to the UK Parliament.

The UK Parliament is the United Kingdom's supreme legislative body.

The main function of Parliament is to pass laws and raise finance through taxation. It consists of the Monarch and the two chambers of Parliament, the House of Commons and the House of Lords. The House of Commons is a representative body consisting of 650 Members of Parliament (MPs) elected by a system of universal suffrage. The House of Lords is not elected. Most members of the House of Lords are hereditary peers. General elections are held every five years. They are held following a dissolution of Parliament. The Prime Minister asks the Monarch to dissolve Parliament by Royal Proclamation. Traditionally the date of general elections is not fixed in advance, and the time is chosen by the governing party to maximize political advantages. Voting is by secret ballot and takes place on Polling Day. Since 1935 every general election has been held on a Thursday by universal suffrage.

The UK judiciary power is independent of the legislative and executive powers. The United Kingdom doesn't have a single unified judicial system,

Today the UK has three distinct systems of law: English law, Northern Ireland law and Law of Scotland. Both English law, which applies in England and Wales, and Northern Ireland law are based on common-law principles. The essence of common law is that law is made by judges sitting in courts, applying their common sense and knowledge of legal precedent to the facts before them. Law of Scotland, a hybrid system based on both common-law and civil-law principles, is applied in Scotland.

The highest court is the Supreme Court of the United Kingdom.

The UK is sometimes called a "two-and-a-half" party system, because parliamentary politics is dominated by the Labour Party and Conservative Party, with the Liberal Democrats holding a significant number of seats (but still less than Labour and the Conservatives) and several small parties. The party in power requires the support of the people it governs. Without this most basic requirement, a government will find it hard to function effectively. If a party loses an election, it will confirm the right of the victorious party to exercise power. It will not deny its right to govern.

Ex. 11. Complete these sentences.

1. The constitution of the United Kingdom is made up of....
2. The Executive power is exercised by
3. The United Kingdom's supreme legislative body is....
4. The United Kingdom doesn't have a single unified judicial system....
5. The essence of common law is....
6. General elections take place on....
7. The UK is a multi-party system and it is sometimes called a two-and-a-half party system.... .

Ex. 12. Look at the statements. Are they true (T) or false (F).

1. The United Kingdom is both a constitutional monarchy and a democracy.
2. The British Constitution is written. It is set out in an official handbook which anyone can buy and study.
3. Though the Monarch is Head of State but in practice the King| reigns, he doesn't rule.
4. The King, the Lords and the Commons form the Parliament. It means that they all act together.
5. The House of Lords is a very powerful body.
6. The House of Commons is directly elected by the people of Britain and general elections must take place at least every five years.
7. The UK exists under a "one-party system" because parliamentary! politics is dominated by the Conservative Party only.

Ex. 13. Which sentences contain information from the text.

1. The United Kingdom of Great Britain and Northern Ireland is a constitutional monarchy.
2. The monarch is the Head of Government.
3. The executive power is exercised by the Prime Minister who is the leader of the majority party in the House of Commons.
4. The Prime Minister is the King's chief adviser and his opinions shape the whole of Government policy.
5. Although the executive power is exercised by His Majesty's Government, all the ministers remain responsible to the UK Parliament.
6. The UK doesn't have a single unified system. Today the UK has three distinct systems of law.
7. Most members of the House of Lords are elected.
8. General elections are held following a dissolution of Parliament. The Prime Minister asks the Monarch to dissolve Parliament by Royal Proclamation.
9. Britain has a two-party system. Each of the parties represented in the House of Commons maintains its own organization within Parliament in order to keep its members informed about parliamentary business and to maintain its parliamentary voting strength.
10. If a party loses an election, it will confirm the right of the victorious party to exercise power.

Ex. 14. Answer the questions.

1. What is the United Kingdom?
2. Who is the Head of State and the Head of Government?
3. Who exercises the executive power?
4. What is the United Kingdom's supreme legislative body?
5. What did the constitution make up of?
6. What is the judiciary?
7. When are general elections held?
8. What is the UK Cabinet responsible for?

Ex. 15. Retell the text about the UK system of state and government.

Ex. 16. Read and translate the text.

Overview of the United States Government and Policies

Government of the United States is based on a written constitution. This constitution consists of a Preamble, seven Articles, and 26 Amendments. From this document, the entire federal government was created. It is a living document whose interpretation has changed over time. The amendment process is such that while not easily amended, US citizens are able to make necessary changes over time.

Three Branches of Government. The USA is a presidential republic. The US Constitution was adopted by Congress in 1787. The Constitution created three separate branches of government. Each branch has its own powers and areas of influence. At the same time, the Constitution created a system of checks and balances that ensured no one branch would reign supreme. These three branches are:

Legislative Branch. This branch consists of the Congress (the Senate and the House of Representatives) which is responsible for making the federal laws. The Congress can pass the law anyway if it gets a two-thirds majority votes. The President can veto (reject) it. Congress also plays an informative role. It informs the public about different and important subjects.

Executive Branch. The executive power lies with the President of the United States who is given the job of executing, enforcing, and administering the laws and government. The president is to carry out the programmes of the Government, to recommend much of the legislation to the Congress.

Judicial Branch. The judicial power of the United States is vested in the Supreme Court – the highest judicial organ of the state and the federal courts. Their job is to interpret and apply US laws through cases brought before them. Another important power of the Supreme Court is that of Judicial Review whereby they can rule laws unconstitutional.

The Constitution is built on six basic principles: Popular Sovereignty; Limited Government; Separation of Powers; Checks and Balances; Judicial Review; Federalism.

Political Process. While the Constitution sets up the system of government, the actual way in which the offices of Congress and the Presidency are filled is based upon the American political system. The US exists under a two-party system. The two major parties in America are the Democratic and Republican parties. Sometimes, a special issue produces a third party, but the third party often loses strength. Parties perform a wide variety of functions. They act as coalitions and attempt to win elections.

Elections. In the United States elections are held at all levels including local, state, and federal. There are numerous differences from locality to locality and state to state. Even when determining the presidency, there is some variation with how the electoral college (a body of people representing the states of the USA, the system that is used in presidential elections) is determined from state to state. While voter-turn-out is barely over 50% during Presidential election years and much lower than that during midterm elections, elections can be hugely important.

Notes

the system of checks and balances - система сдержек и противовесов

to be vested in the Supreme Court – быть возложенным на Верховный Суд

the electoral college – коллегия выборщиков

judicial review – судебный пересмотр

a major political party – главная политическая партия

voter-turn-out – явка избирателей

“winner-take-all” principle – принцип «победителю достается все»

to reign supreme – царствовать

Ex. 17. Complete these sentences.

1. Government of the United States is based on
2. The US Constitution consists of
3. The US citizens are able to
4. The US Constitution was adopted
5. The Constitution created
6. Three branches are:
7. The Congress is responsible for
8. The President can veto
9. The President of the US is given the job of
10. The president is to carry out
11. The judicial power of the US is vested in
12. The US exists under
13. The two major parties in America are
14. Parties perform
15. In the US elections are held

Ex. 18. Confirm or deny the statements using the following phrases.

Model:

- a) I quite/completely/fully/entirely agree, that's right.
 - b) I disagree, I can't agree, I don't think so, it's wrong/false, on the contrary.
1. The Constitution of the USA consists of 26 Amendments.
 2. A written constitution is a living document. It can be altered with ease.
 3. The Constitution created three separate branches of government.
 4. Congress, the legislative branch of the federal government, is up of an upper house, called the Federation Council, and a lower house, the State Duma.
 5. Power is concentrated in the executive branch, which is headed by the President who is given the job of executing, enforcing and administering the laws and the government.
 6. The judicial power of the United States is vested in the US District Courts.
 7. The two major parties in America are the Democrats and the Republicans. They perform a wide variety of functions.
 8. Elections are held at all levels and there are numerous differences in registration laws from locality to locality and state to state.

Ex. 19. Look at the sentences. Do they contain information from the text?

1. The Constitution and the Bill of Rights illustrated two different sides of American political life.
2. The Constitution was adopted by Congress in 1789.
3. In 1791 two amendments were made to the Constitution.
4. The USA is a presidential republic.
5. There are 100 Senators, two from each state in the Senate and 435 members in the House of Representatives.
6. The President of the United States is elected for a term of four years by electors of each state, must be a native born citizen, resident in the country for 14 years and at least 35 years old.
7. The Supreme Court - the highest judicial organ of the state has the power of Judicial Review.
8. The two political parties in America act as coalitions and attempt to win elections.
9. Almost all elections in the United States follow the “winner-take-all” principle: the candidate who wins the largest number of votes in a Congressional district is winner.

Ex. 20. Answer the questions.

1. What is the United States of America?
2. What does the Constitution of the USA consist of?
3. How many branches is the Government of the United States divided into?
4. How is the legislative branch of the Government called?
5. What branch of the Government has the responsibility to carry out the law?
6. What branch of the Government is the most powerful?
7. What is the highest executive power in the United States?
8. What does the judicial branch do?
9. What party system does the United States have?

Ex. 21. Retell the text.

GRAMMAR

Прямая и косвенная речь Direct and Indirect (Reported) Speech

Речь, передаваемая не буквально, а по содержанию, в виде придаточного дополнительного предложения, называется косвенной речью.

При переводе повествовательного предложения в косвенную речь соблюдаются следующие правила:

1) повествовательное предложение вводится союзом *that*, который, однако, часто опускается;

2) личные и притяжательные местоимения заменяются по смыслу:

I ® he / she

You ® he / she

Например, John said: "I live in New York."

John said he lived in New York.

Соответственно, и притяжательные местоимения изменяются:

My ® his / her

Your ® his / her

Например, Kate said to Ann: "I can keep your secret." – Kate told Ann she could keep her secret.

3) если после глагола *to say* имеется указание на лицо, то в косвенной речи он заменяется глаголом *to tell*, например:

He says to me "I'm very busy". – He told me that he was very busy.

Согласование времен. Косвенная речь

Sequence of Tenses. Indirect Speech

При преобразовании прямой речи в косвенную необходимо соблюдать правила согласования времен. В соответствии с этими правилами:

1. Если глагол в главном предложении стоит в Present Indefinite, Present Perfect или Future Indefinite, то глагол в косвенной речи (в придаточном предложении) остается в том же времени, в каком он был в прямой речи. Например:

He says / has said / will say, "I identify suspects." → He says / has said / will say that he identifies suspects.

2. Если глагол в главном предложении стоит в Past Indefinite, Past Continuous или Past Perfect, то время глагола прямой речи заменяется в косвенной речи (в придаточном предложении) другим временем, а именно:

Direct Speech Indirect Speech

Present Simple Past Simple

Пример: John said: "I live in New York." – John said he lived in New York.

Present Continuous (am / is / are V + ing) → Past Continuous (was / were V+ing)

Пример: Bob said: "I am learning French." – Bob said he was learning French.

Present Perfect (have / has + V3) → Past Perfect (had + V3)

Пример: Fred said: "I have done it." – Fred said he had done it.

Present Perfect Continuous (have / has been V + ing) → Past Perfect Continuous (had been V + ing)

Пример: Kevin said: "I have been coughing for a week." – Kevin explained he had been coughing for a week.

Past Simple (V2) → Past Perfect (had + V3)

Пример: Ann said: "Jack went home." – Ann said Jack had gone home.

Past Progressive (was / were + Ving) – не изменяется

Пример: Bill said: "I was feeling bad." – Bill said he was feeling bad.

Past Perfect (had + V3) – не изменяется

Пример: Ann said: "I had done my room when my mum came home". – Ann said she had done her room when her mum came home.

Past Perfect Progressive (had been V + ing) – не изменяется

Future Simple → Future in the Past

"He'll help you" – You said he would help me.

3. Указательные местоимения и наречия времени и места в косвенной речи заменяются следующим образом:

Прямая речь	Косвенная речь
here (здесь)	there (там)
this (этот)	that (тот)
these (эти)	those (те)
now (сейчас)	then (тогда)
at the moment (в этот момент)	at that moment (в тот момент)
today (сегодня)	that day (в тот день)
tonight (сегодня вечером)	that night (в тот вечер)
tomorrow (завтра)	the next day (на следующий день)
the day after tomorrow (послезавтра)	two days later (через два дня)
yesterday (вчера)	the day before (накануне, день назад)
ago (тому назад)	before (перед)
the day before yesterday (позавчера)	two days before (два дня назад)
last week (на прошлой неделе)	the previous week (за неделю до)

He said, "I saw him yesterday".

He said that he had seen him the day before.

При переводе вопросительных предложений в косвенную речь нужно обратный порядок слов (глагол + подлежащее + глагол...) изменить на прямой порядок слов (подлежащее + форма глагола...).

В косвенной речи главное и придаточное предложения соединяются по-разному. Если:

1) это специальный вопрос, то с помощью вопросительного слова;

"What's the matter?" Dr Morrison asked. – Dr Morrison asked what the matter was.

He asked (me) who I had been looking for? – He asked who I had been looking for.

"Who speaks Russian here?" he asked. – He asked us who spoke Russian there.

2) это был общий или разделительный вопрос, то с помощью слов if или whether (ли):

"Are you busy?" – He asked me if I was busy.

"Could I speak to the officer?" he asked. – He asked (me) if / whether he could speak to the officer.

“You are ready, aren’t you?” – He asked (me) if / whether I was ready.

3) это было утвердительное или отрицательное предложение, то с помощью слова that (что). Чаще всего оно не используется:

John said (that) he lived in New York.

4) это была просьба / приказ, то в косвенной речи вводятся глаголом to tell (велеть), to order (приказывать), to ask (попросить) с помощью “to V” или “not to V”.

Doctor: “Take this medicine three times a week.”

Doctor told his patient to take that medicine three times a week.

She said, “Don’t be late.”

She asked me not to be late.

Ex. 22. Translate into Russian.

1. My friend said that he had finished his scientific research the day before.

2. The teacher asked us when Byron was born. We said that Byron was born on January 22, 1788.

3. They said that they were going to take their exam in history the next week.

4. I was asked if I knew about our meeting. I answered that I should be there at 5 o'clock.

5. His sister told me that she would study medicine at the Institute.

6. The students said that the story for home reading was very in-teresting. They also said that they liked detective stories.

7. He said that he had served in the Far East two years before.

8. We were told that we could go in for different sports at our school.

9. They asked when the seminar in Administrative Law would take place.

10. My friend said that he was very busy that week with his report.

11. She said that she would speak to them if she saw them the next day.

12. They asked me when I was leaving for Omsk.

13. They told us to take part in the sport competition on Saturday.

14. We didn't know if our friend was married.

15. The students said that they would study many new subjects the next year.

Ex. 23. Choose the right word.

1. He asked me if I had visited my friends (yesterday, the day before).
2. They said the conference in Criminal Law would take place (tomorrow, the next day).
3. I was asked when I was going to return (here, there).
4. I am sure that (this, that) is well-known all over the world.
5. He said he would take part in scientific work (next, the next) year.
6. They knew their friends were going to Kiev (now, then).
7. She said she had been to the city of Smolensk a year (ago, before).
8. We are told that we shall take our English exam (next, the next year).
9. He said that the lecture in Criminalistics would take place (today, that day).
10. She said that we could find the articles in (these, those) journals.
11. They didn't know if they would watch the football match (tomorrow, the next day).

Ex. 24. Change the following direct statements into reported statements.

1. He said, "Bernard Shaw was given the Noble Prize for Literature in 1925".
2. "When will the Music Festival take place in Edinburg?" she asked.
3. He said, "I shan't be able to attend the meeting tomorrow".
4. "Are you going to visit your parents on Sunday?" they asked me.
5. My friend said to me, "Please wait for me a little".
6. "How long were you doing homework?" the teacher asked us.
7. My friend said to me, "I know that you are going to take part in our scientific conference".
8. She said, "I have already met this man".
9. "Can you help me translate this article?" my brother asked me.
10. The students said, "We have passed our exam in History".
11. "Were you born in Moscow?" he asked me.
12. The teacher said to us, "Please bring your dictionaries for the next lesson".

13. He said, "I didn't watch TV yesterday".
14. He said to us, "Don't tell anybody about it".
15. "What foreign languages do you study at your school?" she asked.
16. They said, "We haven't read today's newspaper yet".

Ex. 25. Write these sentences in indirect speech, using the words given.

1. He said,
"The students need more practice in speaking".
"These exercises are too difficult for me".
"I don't feel well today".
"Nobody can do this work as well as my friend".
"I'll come back in a few minutes".
"I have already seen this film".
2. He asked me,
"Where does your sister live?"
"How old are you?"
"What time is it?"
"Where are you going?"
"How long have you studied English?"
"Do you like to study at the Moscow Law Institute?"
3. I didn't know,
"Where does she work?"
"Where did your brother go?"
"Does he know history well?"
"What is her husband's name?"
"When will he visit his friends?"
4. I said to him,
"Wait for me outside".
"Come back in an hour".
"Don't tell anybody about it".
"Go to the cinema by bus".
"Bring me the textbook in economy".

WORD FORMATION

Словосложение – это образование новых слов путем соединения двух или более слов в сложное слово, например: book + shop = bookshop, bath + room = bathroom, bed + room = bedroom, coffee + table = coffee-table.

Конверсия. В английском языке формы некоторых существительных совпадают с формами глаголов, но отличаются от них ударением: существительные имеют ударение на первом слоге, а соответствующие им глаголы – на втором.

'export – to ex'port

'import – to im'port

'comment – to com'ment

'record – to re'cord.

Ex. 26. Read the following pairs of words, paying attention to the stress and the part of speech. Translate them into Russian.

affect (n) ['æfekt], affect (v) [ə'fekt]

import (n) ['impɔ:t], import (v) [im'pɔ:t]

export (n) ['ekspɔ:t], export (v) [eks'pɔt]

produce (n) ['prɒdju:s], produce (v) [prɒ'dju:s]

frequent (a) ['fri:kwənt], frequent (v) [fri'kwent].

Unit 6
Police of the Russian Federation. The British police.
Police of the USA.
Полиция Российской Федерации. Полиция
Великобритании. Полиция США.

Ex. 1. Read and translate the text.

Police of the Russian Federation

The Russian police was founded on November 10, 1917. Its tasks are to maintain public law and order; to combat, investigate and prevent crime; to protect personal safety of citizens; to protect state, public, municipal, private and other forms of property; to regulate traffic, etc.

The organizational structure, methods and traditions of the police differ significantly from those of western police. The organizational structure, methods and traditions of the police of the Russian Federation as well as the functions and organization of Ministry 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. Police consists of many functional departments, such as the GIBDD (State Inspection for Road Traffic Safety) and others. Some units may have a distinctive name such as OMON (Special Purpose Militia Squad). One unique feature of police is the system of territorial patronage over citizens. The main duty of a divisional inspector is to maintain close relations with the residents of his area and gather information among them. He is also responsible for tackling minor offences like family violence, loud noise, residential area parking, etc.

To fulfill its functions properly the Internal Affairs bodies compose several departments. The task of the Criminal Investigation Department is to prevent, investigate and detect crimes; locate and arrest criminals; collect evidence to prove the guilt or innocence of a suspect; detect missing persons. The Economic Security Department is to reveal economic and tax offences. The Organized Crime and Terrorism Department is to combat

extremism. The main function of the Public Order Department is to create a state programme of crime prevention, to improve militia/public relations. On 1 March 2011 Russian law enforcers were renamed from militia to police. The mission of the Traffic Safety Department is to regulate safety on the roads. The Department for Ensuring Order at Transport Facilities maintains law and order on the railway, airlines and waterways of the country. The Juvenile Inspection is responsible for prevention of juvenile delinquency.

What qualities does this profession require? The person should possess intelligence, initiative, energy, persistence, patience and courage. Police work is interesting, difficult, important, honorable and necessary at the same time.

The Russian police is to detect such crimes as murder, manslaughter, robbery, housebreaking, burglary, larceny, traffic accidents, bribes and corruption, tax fraud, computer-related crimes and others.

Police must not forget about strict observance of legality and protection.

Ex. 2. Find the English equivalents to the following Russian words and word combinations in the text.

Был основан, поддерживать закон и порядок, расследовать преступление, общественный порядок, защищать личную безопасность, защищать государственную собственность, уникальная черта, основная обязанность, участковый инспектор, быть ответственным, тесные отношения, незначительные правонарушения, выполнять функции, предотвращать, расследовать, раскрывать преступления, определить местонахождение и арестовать преступников, собрать улики, доказать виновность, доказать невиновность, подозреваемый, разыскать пропавших, раскрывать экономические преступления, улучшать отношения, регулировать безопасность, подростковая преступность, Министерство внутренних дел, водные пути, обладать терпением, обладать мужеством, непредумышленное убийство, грабеж.

Ex. 3. Fill in the sentences with the suitable words.

1. The tasks of Russian police are
2. The methods and traditions of of western police.
3. The Russian police consists of
4. A divisional inspector is responsible for
5. The Criminal Investigation Department is
6. ... is to reveal economic and tax offences.
7. The main duty of ... is to regulate safety on the roads.
8. ... maintains law and order on the railways ... of the country.
9. ... is responsible for prevention of juvenile delinquency.
10. The Russian police is to detect ... accidents.

Ex. 4. Match the synonyms.

offence	aim
criminal	resident
fight	have
citizen	crime
possess	combat
purpose	perpetrator

Ex. 5. Make up your own 5 sentences with the words of exercise 4.**Ex. 6. Match the words with their definitions:**

violence, protect, information, tax, the police, evidence, offence, law, accident, crime

in a way that is not planned or intended; a situation in which someone is injured or something is damaged without anyone intending them to be; a crash involving cars, trains, planes etc.; something that happens without anyone planning or intending it;

the organization and the people whose job is to catch criminals and make sure that people obey the law;

an official rule that all the citizens of a country must obey;

any action that can be punished de law;

to keep someone or something safe from harm, injury, damage, or illness;

facts or details that tell you something about situation, person or event;

behaviour that is intended to hurt other people physically;

facts, objects, or signs that make you believe that something exists or is true;

an action that is against the law;

an amount of money that you must pay to the government according to your income, property, goods etc.

Ex. 7. Speak about law enforcement profession in Russia.

Ex. 8. Study the following information.

The British Police

The police have many functions in the legal process. As well as gathering information for offences to be prosecuted in the courts the police have wide powers to arrest, search and question people suspected of crimes and to control the actions of members of the public during public demonstrations and meetings. In some countries the police have judicial functions; for example, they may take a decision as to guilt in a driving offence and impose a fine without the involvement of a court.

The mere presence of the police is a factor in deterring people from committing offences. A just legal system needs an independent, honest police force. In countries where the public trusts the police force people are more likely to report crimes, and it seems that they are also more likely to be law-abiding.

Police powers are great and they are given to the police as part of their overall responsibility to enforce the law but they are all governed by the law and are subject to strict control by rules and regulations. For example, a British police officer is subject to the law and may be sued or prosecuted for any wrongful act committed in carrying out duties. Legislation and the code of practice in England are designed to prevent any abuse of power enjoyed by the police officer. In 1985 the Police Complaints Authority was established to supervise the investigation of any serious complaint against the police officer.

The police in Britain are organized very differently from any other country. Most countries have a national police force which is controlled by central Government. Britain has no national police force although the police is supervised by the central Government's Home Office. There is a separate police force for each of 52 areas into which the country is divided. Each has a police authority - a committee of local county councilors and magistrates. The policing of London is in the hands of the Metropolitan Police Force with headquarters at New Scotland Yard. The forces co-operate with each other but it is unusual for members of one force to operate in another's area unless they are asked to give assistance.

One of the important powers of the police which has caused much difficulty and controversy is the power to question or interview persons suspected of crime. The Police and Criminal Evidence Act 1984 provides numerous laws to protect people in England who are being interviewed by the police.

All members of the British police must gain a certain level of academic qualifications at school and undergo a period of intensive training. The career structure in the British police force allows to be promoted from constable to sergeant, then through inspector and superintendant to chief constable. In London the Head of the Force is called the Metropolitan Commissioner. He heads the force which now has more than 25,000 police officers - one-fifth of all the officers in England and Wales. The police are helped by a number of special constables - members of the public who work for the police voluntarily for a few hours a week. Women make up about 10 per cent of the police force.

In most countries the police carry guns. The British police generally do not carry firearms, except in Northern Ireland. In certain circumstances specially trained police officers can be armed, for instance, those who guard politicians and diplomats or who patrol airports but only with the signed permission of a magistrate.

The police now use advanced modern equipment. This ranges from motorbikes and squad cars to helicopters. It includes the most advanced surveillance aids and access to the Police National Computer and the facilities of the Forensic Science Service. This service runs highly sophisticated laboratories where forensic scientists carry out the scientific examination of exhibits.

Ever since the first police force in England was founded, the police have come under criticism – for denying civil liberties, for failing to catch criminals or for catching the wrong people. These cases which have resulted in serious injustice have had a profound effect upon the whole criminal justice system and, of course, the police and the manner in which they carry out their duties. They have also resulted in very significant changes in the law.

Ex. 9. Look at the statements. Are they true (T) or false (F).

1. The British police have no judicial power.
2. The police have judicial functions to impose a fine without the involvement of a court.
3. The policing in London is in the hands of Scotland Yard.
4. British policemen always carry firearms.
5. The Police forces in England do not cooperate with each other.
6. It is not necessary for policemen to be well-educated.
7. The British police undergo a period of intensive training.
8. Specially trained police officers guard politicians and diplomats.

Ex. 10. Answer the questions.

1. What are the functions of the British police?
2. What is the Code of Practice designed for?
3. How are the British police organized?
4. Are women allowed to serve in the police forces?
5. Why is it important for the police to work in close contact with the public?

Ex. 11. Match the words with their definitions:

Dog handling, Crime prevention, Traffic wardens, Drugs Squad, Community relations, Mounted police, Scenes of crimes and forensic science, Murder Squad, Flying Squad

1. All forces have a department of officers trained to give advice on how citizens may best protect themselves and their property against criminals. They often visit schools and make presentations to children.

2. The job of Community Liaison Officers is to improve relations between the police and the different parts of the community they serve, including young people in the area. This includes race relations work and visiting of schools.

3. These officers are specially skilled in training and handling police dogs, whose duties may range from protection against violent criminals to assisting in the investigation of crime, (drug, terrorism).

4. Even in these modern times the police still make use of horses as a particularly effective means of crowd control.

5. Scenes of Crimes Officers are expert in visiting the scenes of crimes and searching for clues. They take fingerprints or the castings of shoe-prints, and remove any item of interest which will require laboratory examination. Police officers are also trained to work in the laboratories.

6. These officers must become expert in the identification of a whole range of prohibited dangerous drugs and substances.

7. These branches of the force deal with the most serious investigations into murder and other violent crime, such as armed robbery.

8. These officers wear plain-clothes and specialize in detective work.

9. Their job is to make sure that drivers obey the parking regulations. It is the police who are responsible for controlling offences like speeding, careless driving and drunken driving.

Ex. 12. Read and memorize the active vocabulary to the text.

to inherit	[inh'erit]	наследовать, перенять, перенимать
common law	[,kɒmən'lɔ:]	общее право
watch	[wɒtʃ]	дозор, стража, сторож
constable	['kɒnstəb(ə)l]	констебль (низший полицейский чин)
able-bodied	[,eɪb(ə)l'bɒdɪd]	крепкий, здоровый, годный (к службе)
pay	[peɪ]	плата, зарплата
mayor	[meə]	мэр
in charge of	[tʃɪ:dʒ]	ответственный за
originate	[ə'ridʒineɪt]	давать начало, порождать, создавать, происходить, возникать
quasi-military	[,kwɑ:zi'mɪlɪt(ə)rɪ]	полувойсковой
prevention	[pri'venʃ(ə)n]	предотвращение, предупреждение

to attach	[ə'tætʃ]	прикреплять, связывать, присоединять
Federal Bureau of Investigation	['fed(ə)rəl 'bjʊərəv əv inˌvesti'geɪʃ(ə)n]	Федеральное бюро расследований
marshal	['mɑːʃ(ə)l]	начальник полицейского участка
Bureau of Internal Revenue	['bjʊərəv əv in'tɜːnl 'revənjuː]	налоговое управление (в США)
tax evasions	[tæks i'veɪz(ə)n]	уклонение от уплаты налогов
Drug Enforcement Administration	[drʌg in'fɔːsmənt ədˌmɪnɪ'streɪʃ(ə)n]	управление по борьбе с наркотиками
US Postal Inspection Service	[pəʊstl in'spekʃ(ə)n səːvɪs]	почтовая служба (в США)
to enforce	[ɪn'fɔːs]	принуждать, заставлять, проводить в жизнь
commissioner superintendent	[kə'mɪʃ(ə)nə s(j)u:p(ə)rɪn'tendənt]	комиссар суперинтендант (старший полицейский)
to preserve	[pri'zɜːv]	сохранять, оберегать, хранить
deputy	['dep(j)ʊti]	помощник, заместитель
employ	[ɪm'plɔɪ]	нанимать на работу
staff	[st'ɑːf]	штат сотрудников
jail	[dʒeɪl]	тюрьма
townships	['taʊnʃɪp]	местечко, участок, муниципалитет
borough	['bʌrə]	городок, местечко, населенный пункт
incorporated	[ɪn'kɔːpəreɪtɪd]	получивший статус города (о населенном пункте)
attach	[ə'tætʃ]	прикреплять, присоединять
authority	[ɔː'θɒrɪti]	власть
parkway	['pɑːkwei]	парковая дорога, разделительная полоса с зелеными насаждениями
fire protection	['faɪə prə'tekʃn]	противопожарная защита
soil conservation	['soɪl ˌkɒnsə'veɪʃn]	охрана и правильное использование почв
above mentioned	[ˌəbʌv'menʃ(ə)nd]	вышеупомянутый
supervision	[ˌs(j)u:pə'vɪz(ə)n]	надзор, контроль, наблюдение, руководство
custody of prisoners	['kʌstədi əv prɪznə]	содержание обвиняемого под стражей

Ex. 13. Read and translate the text:

Police in the United States

The United States inherited England's common law and its system of policing. The colonists had the night watch under constables, with all able-bodied men over 16 serving without pay. Most cities and towns used this system well into the 19th century.

The use of daytime police started in Boston in 1838 with a force of 6 men. In Boston and New York the old night watch and the day force continued, with the mayor in charge of day forces and the constable in charge of night watchmen. In 1844 New York City created the first police department in the United States, using the London Metropolitan Police as a model. Boston and Philadelphia followed. The model for American police originated in England: police were organized in a quasi-military command structure; there were no detectives; their task was prevention of crime and disorder.

There are five major types of police agencies:

1) the federal system, consisting of agencies attached to the Department of Justice (the Federal Bureau of Investigation, together with 700 U.S. marshals), the Bureau of Internal Revenue (investigating tax evasions), the U.S. Secret Service, the Drug Enforcement Administration, the National Park Service, the Border Patrol, the Postal Inspection Service, and many others. Their task is to enforce federal laws;

2) the police forces and criminal investigation agencies established by each of the 50 states of the union. State police is headed by a commissioner superintendent who is usually appointed by the governor of the state. The mission of state police is to preserve law and order; to enforce criminal, traffic and regulatory laws; and to provide security and safety services;

3) sheriffs and deputy sheriffs in more than 3,000 counties, plus a few county police forces. The county sheriff is elected to office and employs a staff of deputies performing duties as uniformed policemen. The sheriff is also responsible for prisoners kept in the county jail;

4) the police forces of about 1,000 cities and more than 20,000 townships and New England towns. Town and city police are municipal agencies;

5) the police of some 15,000 villages, boroughs, and incorporated towns.

To this list must be added special categories, such as the police of the District of Columbia; various forces attached to authorities governing bridges, tunnels, parks and parkways; university police forces; and some units for policing special districts formed for fire protection, soil conservation, and other purposes.

The above mentioned police forces are controlled in different ways. The federal bodies are responsible to the federal authorities, and the state forces - to the governors of their states. At local levels there are variations. States are divided into counties, and every county has its sheriff with responsibilities for the investigation of crime and the supervision of the custody of prisoners. In some states there are county police forces under the control of county boards. In some places county police forces are completely independent of the sheriff's office.

Ex. 14. Translate the following word combinations.

Common law, system of policing, the night watch, able-bodied men, without pay, daytime police, in charge of, police department, metropolitan police, to originate in, a quasi-military command structure, prevention of crime, tax evasions, to enforce federal laws, to be headed by, to be appointed by, to preserve law and order, to provide security, safety services, deputy sheriffs, to be elected to, to perform duties, to be responsible for, to keep in the county jail, to be divided into, to be independent of.

Ex. 15. Find the English equivalents to the following word combinations.

Общее право, система охраны, ночная стража, здоровые мужчины, старше шестнадцати лет, без оплаты, дневная полиция, ответственный за, отделение полиции, столичная полиция, полувоенная структура, предотвращение преступлений и беспорядка, основные типы, агентства, прикрепленные к, департамент правосудия, Федеральное бюро расследований, Налоговое управление США, уклонение от уплаты

налогов, обеспечивать исполнение федеральных законов, Агентство уголовного розыска, возглавляет, быть назначенным, губернатор штата, сохранять закон и порядок, для обеспечения соблюдения уголовного, дорожного и нормативного законодательства, обеспечивать безопасность, для обеспечения безопасности и охраны, помощник шерифа, шериф округа, быть ответственным за, держать в окружной тюрьме, список, нести ответственность перед кем-либо, на местном уровне, ответственность за, расследование преступлений, содержание под стражей, быть независимым от.

Ex. 16. Mark the sentences T (true) or F (false); correct the false ones:

1. The use of daytime police started in Washington.
2. Boston created the first police department.
3. The model for the London Metropolitan Police originated in the USA.
4. The task of police was prevention of crime and disorder.
5. The mission of state police is investigating tax evasions.
6. The police of village are responsible for prisoners kept in the county jail.
7. The federal police bodies are responsible to the governors of their states.

Ex. 17. Read the text again and underline any words that are connected with police.

Ex. 18. Answer the questions:

1. When did the use of daytime police start in Boston?
2. When did New York City create the first police department?
3. Where did the model for American Police originate?
4. What was the task of the first policemen?
5. How many types of police agencies are there in the US?
6. What special categories of police are there in the US?
7. How are the police forces controlled?

Ex. 19. Retell the text.

Ex. 20. Read the text.

Police Activities in the US

Investigations of crimes are conducted by detectives, who are sometimes called plain-clothes officers (офицеры в штатском) because they do not wear uniforms. In some police departments, the term “plain-clothes officers” refers to members of the vice squad (полиция нравов). The vice squad investigates cases that involve gambling (азартные игры), prostitution, or other illegal activities considered to be immoral.

Detectives work in various specialized fields that deal with such crimes as murder, burglary, or the illegal sale of drugs. In a murder case, detectives may start their investigation by searching for bloodstains, fingerprints and weapon. They question any witnesses, suspects, or others who may have information about the crime.

Various technical units in a police department assist the detectives in an investigation. The photography unit takes pictures of the crime scene and the evidence. The crime laboratory collects and examines bloodstains, bullets (пуля), hair samples, fingerprints, weapons, and other evidence. Experts in the laboratory may perform chemical tests to identify any unknown substance connected with the crime. Later, the reports of the detectives and technical units are used in court.

Patrol operations are foundation of police work. Patrol officers are assigned beats to cover on foot, in squad cars, or on motorcycles. In some cities, they patrol parks on horseback.

Patrol officers inspect their beats repeatedly. Foot patrol officers carry two-way pocket radios, and patrol cars are equipped with large two-way radios. The patrol officers may receive assignments over their radios to handle an auto accident, investigate a reported crime, or settle a family argument, they may call the police station for assistance in handling an assignment.

Patrol officers are often assigned to control crowds at parades, fairs (ярмарка), and other public events. Police officers may arrest a person they see committing a crime. They also may arrest a person if they have reasonable grounds to suspect that the person is committing a crime or is about to commit one.

Traffic operations. Traffic officers maintain public safety on streets and highways. They direct traffic, protect pedestrians (пешеход), help drivers, and settle parking, speed and other traffic laws. Traffic officers also investigate traffic accidents and enforce safety and license regulations for motor vehicles. Some police departments use helicopters to inspect traffic.

Juvenile work. Officers in the juvenile division of a police department handle cases involving youths accused of breaking the law. In most states of the US, anyone under the age of 18 is considered a juvenile. Juvenile officers often refer (направлять) young people to social agencies rather than institute criminal proceedings against them. These officers try to help the young people and their parents with personal problems.

They also investigate crimes that involve the neglect (пренебрежение, запущение) or abuse (плохое отношение) of young children. The officer may testify in court to protect the rights of the youngsters.

Ex. 21. Find in the text the information about:

- the work of detectives;
- the functions of the technical units;
- the duties of patrol officers;
- types of the job of traffic officers;
- responsibilities of juvenile officers.

Ex. 22. Find out 10 new English words for you and make up your own sentences using them.

GRAMMAR

Participle I

Причастие I

Причастие - это неличная форма глагола, сочетающая свойства глагола, прилагательного и наречия. Образуется путем прибавления суффикса -ing к основе глагола. На русский язык переводится действительным причастием настоящего времени (с суффиксами -ущ, -ющ, -ащ, -ящ) или деепричастием.

Participle I: V + ing

to write - writing - пишущий (PI)

	Present Participle	Perfect Participle
Active	writing	having written
Passive	being written	having been written

Participle I в предложении может быть:

1. Определением: The girl, playing the guitar is my daughter.
Девочка, играющая на гитаре – моя дочь.

2. Обстоятельством:

времени: When going home he met his brother. Идя домой, он встретил своего брата.

причины: She spent the whole day in the kitchen cooking lunch. Она провела целый день на кухне, готовя обед.

условия: Playing the piano, she will improve her hearing. Играя на пианино, я улучшу слух.

образа действия: They played crying and we sat reading. Они играли, крича, и мы сидели и читали.

3. Именной частью сказуемого: The answer of the student was exciting. Ответ студента восхитил.

Ex. 23. Read and translate:

Watching TV, reading a book, opening the door, a falling tree, working students, leaving the room, a flying bird, the people building a house, a writing woman, a dying man, existing difficulties, growing children, surrounding the garden, leading down to the street, hearing the steps, touching story, a standing person, a dancing child, a laughing girl, a singing boy, falling snow, an answering person, a driving girl, speaking people, swimming people, tourists visiting the city, a person taking a taxi, dancing girl, students making mistakes.

Ex. 24. Read and translate the following sentences:

1. The garden was full of children, laughing and shouting.
2. The woman sitting by the window stood up and left.
3. Be careful when crossing the road.
4. He looked at me smiling.
5. Tom fell asleep watching the film.
6. The pupils opened their textbooks looking for the answer.
7. Julia lived in Milan for 3 years training to be a designer.
8. Being vegetarians they don't eat meat.
9. Jane found some old letters tidying up her bedroom.
10. Cleaning the room, I felt tired.
11. Running in the park, I decided to listen to music.
12. Looking at her, I felt joy.

The Past Participle (Participle II)

Причастие прошедшего времени

Причастие прошедшего времени (Past Participle (Participle II) = III форма глагола) у правильных глаголов имеет окончание **-ed (-d)**: finished, у неправильных глаголов - см. 3 форму.

Причастие прошедшего времени на русский язык переводится страдательным причастием с окончанием -мый, -ный, -тый:

investigated – расследованный, расследуемый, appointed – назначенный, назначае́мый, typed – напечатанный, given – данный.

Словари не указывают III форму правильных глаголов, т. к, она совпадает со II формой. Поэтому для определения причастия с окончанием -ей(-й) следует отбросить -ей(-й), отыскать в словаре перевод соответствующего инфинитива и образовать от него причастие.

Например: played - play (играть) - сыгранный.

Функции Past Participle и способы его перевода

Past Participle может быть в предложении:

1. Определением, стоящим:

- а) перед определяемым
существительным:

The delivered lecture was interesting. Прочитанная лекция была интересная (какая лекция? - интересная);

б) после определяемого существительного. В этом случае при переводе на русский язык **Past Participle** ставится перед определяемым словом:

The lecture delivered interested everybody. Прочитанная лекция заинтересовала всех (какая лекция? - прочитанная).

2. Частью определительного причастного оборота, стоящего после определяемого существительного:

The lecture delivered yesterday by Prof. Smirnov was very interesting. {какая лекция? - прочитанная проф. Смирновым}.

3. Именной частью составного сказуемого. В этом случае **Past Participle** переводится на русский язык кратким страдательным причастием:

My pencil is broken. Мой карандаш сломан.

The letters were typed. Письма были напечатаны.

4. Обстоятельством в причастных оборотах для выражения времени или причины: Такие обороты соответствуют обстоятельственным придаточным предложениям с глаголом в страдательном залоге и обычно переводятся на русский язык обстоятельственными придаточными предложениями. В причастных оборотах, выражающих обстоятельство времени, перед **Past Participle** часто употребляется союз **when**:

(When) asked whether he intended to return soon, he replied that he would be away for about three months. Когда его спросили, намерен ли он скоро возвратиться, он ответил, что будет отсутствовать около трех месяцев.

Ex. 25. Form the Past Participle of the given verbs and translate them into Russian:

to write, to work, to pass, to adopt, to use, to deal, to elect, to ensure, to direct, to constitute, to compose, to include, to form, to read, to proclaim, to protect, to do, to draft, to understand, to know, to set up, to found, to administer, to ratify, to appoint, to govern, to take, to define, to defend, to hold, to observe, to sign, to have.

Ex. 26. Translate into Russian paying attention to Participle II:

1. We enclose the letter received yesterday requesting the details of the above transfer. 2. The letter mentioned above should be sent to us. 3. All criminal trials in Britain are held before a judge and a jury. 4. The police never found the money stolen during the robbery. 5. When corrected, the document cannot be accepted. 6. We hope the amount transferred to your bank will be received. 7. The privileged class made the Constitution for themselves.

Ex. 27. Write these sentences, putting the verbs into the correct form.

1. a) We listened to the girls (singing, sung) Russian folk songs.
b) We listened to the Russian folk songs (singing, sung) by the girls.
2. a) The girl (washing, washed) the floor is my sister.
b) The floor (washing washed) by Helen looked very clean.
3. a) Who is that boy (doing, done) his homework?
b) The exercise (doing, done) by the pupils were easy.
4. a) The house (surrounding, surrounded) by tall trees is very beautiful.
b) The wall (surrounding, surrounded) the house was very high.
5. a) The girl (writing, written) is our best pupil.
b) Everything (writing, written) here is quite right.
6. a) Read the (translating, translated) sentences one more.
b) The pupils (translating, translated) a very difficult text are tired.

Ex. 28. Complete these sentences by putting the Participle into the correct form.

1. Девочка, зовущая меня, моя сестра.
The girl ... me is my sister.
2. Он смотрел на женщину, сидящую за столом.
He looked at the woman ... at the table.
3. Текст, переведенный учеником, - легкий.
The text ... by the pupil is easy.
4. Идя в школу, я встретил дядю.
... to school, I met my uncle.

5. Они увидели бегущих спортсменов.
They saw ... sportsmen.
6. Написав письмо, он пошел на работу.
... the letter, he went to work.
7. Он стоял, смотря игру.
He stood ... the game.
8. Закончив работу, он пошел домой.
... the work, he went home.
9. Уходя на работу, он забыл сумку.
... for work, he forgot to take his bag.
10. Это статья, описывающая политические события.
This is an article ... the political events.

Ex. 29. Combine two sentences into one, using Participle I.

Model: He was jumping down the stairs. He broke his leg. – He broke his leg jumping down the stairs. (Он сломал ногу, прыгая вниз по лестнице.)

1. Tom was watching the film. He fell asleep.
2. The pupils opened their textbooks. They looked for the answer.
3. Julia was training to be a designer. She lived in Milan for 3 years.
4. They are vegetarians. They don't eat meat.
5. Jane was tidying up her bedroom. She found some old letters.

Ex. 30. Translate from Russian into English:

1. A letter sent from St. Petersburg today will be in Moscow tomorrow.

He saw some people in the post office sending telegrams.

When sending the telegram, she forgot to write her name.

2. Some of questions put to the lecturer yesterday were very important.

The girl putting the book on the shelf is the new librarian.

While putting the eggs into the basket, she broke one of them.

3. A fish taken out of the water cannot live.

A person taking a sunbath must be very careful.

Having taken a dictionary, he began to translate the text.

4. A line seen though this crystal looks double.

A teacher seeing a mistake in a student's dictation always corrects it.

Seeing clouds of smoke over the house, the girl cried: "Fire!"

5. The word said by the student was not correct.

The man standing at the door of the train carriage and saying goodbye to his friends is a well-known musician.

Standing at the window, she was waving her hand.

6. A word spoken in time may have important results.

The student speaking good English must help their classmates.

The speaking doll interested the child very much.

While speaking to Nick some days ago, I forgot to ask him about his sister.

Ex. 31. Put the verbs into the more suitable form, Participle I or Participle II.

1. Why have you got that ... (worry) expression on your face? Are you in trouble?

2. The teacher was ... (disappoint) with the test results.

3. Jack's answer was ... (disappoint).

4. I went to the exhibition of French art last week and I was very much ... (impress).

5. We saw a lot of ... (fascinate) paintings.

6. I was so ... (excite) that I couldn't say a word.

7. The trip to the mountains was so ... (excite) - we enjoyed every minute of it.

8. I'm ... (bore) - I have nothing to do.

9. The lecture was so ... (bore) that a few listeners fell asleep.

10. We liked the Room of Horrors but some of the tricks were rather ... (frighten).

11. It was raining so heavily that the little puppy got ... (frighten) and hid under the bed.

12. Little John's questions were ... (surprise).

13. We were ... (surprise) at the news.

14. The boy ... (translate) the story is the best pupil in our class.

15. The girl ... (wash) the window is my sister.

16. ... (do) his homework Tom looked through the window several times.
17. The work ... (do) was very interesting.
18. Everything ... (write) on the blackboard is correct.
19. ... (write) the letter Olga thought about her summer holidays.

Ex. 32. Translate the following paying attention to participles I, II as attributes.

persons believed to possess knowledge about the crime, a case involving a drug-related murder, handwritten notes made by the investigator, witnesses' statements concerning these events, motivations affecting witness's perception, perceptions based on people's own interests and priorities, individuals involved in the case, organs standing on guard of law and order, information possessed by the witness, persons suffering noticeable emotional problems, sex-related offences, a more detailed interview, the information given by witnesses, limited amount of information, the uniformed investigators, the desired information, time well spent, a signed statement, the recorded (taped) interview, the information obtained, the given case, a convicted criminal, limited intelligence, uninvolved people, re-interviewed witnesses, determining factor, a sworn witness, evidence collected in the case, punishment applied to criminals, person convicted of a crime, a law-abiding citizen, a law-governed state.

Ex. 33. Translate the sentences, analyze the functions of the participle.

1. Although interviewed, the witness did not give any useful information.
2. This officer wants to work in Interpol, so he is learning English.
3. The problem dealt with in the report was an important one.
4. The number of criminals is rising very fast.
5. These dangerous criminals are wanted by the police.
6. The police have arrested two men in connection with the robbery (from the news).
7. While searching a crime scene the investigator and the members of the operative group found a lot of evidence.
8. The investigator is reading the case at the moment.

9. Many crimes are committed every day.
10. The officer hurt his arm apprehending a criminal.
11. Two policemen were killed trying to arrest the leader of the gang.
12. The person giving first aid to a victim is a medical expert.

WORD FORMATION

Для образования от глаголов отвлеченных существительных, обозначающих: а) действие или процесс;

б) состояние или качество; в) результат действия употребляются следующие суффиксы:

-ment: development, enforcement, establishment, equipment, government;

-ion (-tion, -ation): action, formation, investigation, instruction, prevention, detection, solution;

-ful: successful, tactful, thankful, careful, beautiful, lawful, powerful;

-al: criminal, special, general, professional, educational, cultural, central.

Unit 7

International Police Cooperation.

Международное сотрудничество полицейских организаций

Speaking and reading

path – путь, маршрут
legitimacy – законность, легитимность
rule of law – законность; власть закона; норма права; правовая норма
sustainable – устойчивый
target – делать мишенью, целиться
affect – оказывать воздействие, влияние civilians – гражданское население
pave the way to ... – прокладывать путь, подготавливать почву
enable – разрешать, делать возможным, дать возможность
tailor – приспособливать
mine – мина
explosive – взрывчатое вещество, взрывоопасное вещество
hazard – риск, опасность
removal – удаление, устранение; перемещение emerge – выходить из (from)
Office of Rule of Law and Security Institutions – Управление по делам органов обеспечения законности и безопасности
ensure – гарантировать, обеспечивать
oversight – контроль, надзор (supervision) accountability – ответственность, подотчетность
stand-by arrangements – соглашение о праве использования страной кредита в Международном валютном фонде

Ex. 1. Read the dialogue, make up your own dialogues.

The following conversation is the dialogue between two police officers preparing to write a report.

Police officer 1: Please, ask the duty officer when he received a telephone call from the witness about the car theft.

Police officer 2: It was on Tuesday 29 April 2003, at 06.15 hours.

Police officer 1: How did the caller identify herself?

Police officer 2: A 47-year-old nurse from the local hospital.

Police officer 1: what time did the incident take place?

Police officer 2: She stated that she witnessed a theft of the vehicle incident, 10 minutes before she called.

Police officer 1: OK. what is next?

Police officer 2: what was the location of the incident?

Police officer 1: Parking space near the stadium, at the Sport Street -85.

Police officer 2: How did the offender manage to open the car?

Police officer 1: He broke driver's window with the hammer. **Police officer 2:** what items did we pick up for evidence?

Police officer 1: Fragments of broken glass, a pair of black leather gloves and a hammer.

Police officer 2: what was the witness doing this early hour near stadium?

Police officer 1: She said, that every morning at 06.00 hours, she takes her dog for a walk near the stadium.

Police officer 2: Did she know whom the stolen car belonged to?

Police officer 1: Yes, she did, she stated, that the stolen car belonged to her neighbor a 65-year-old retired doctor.

Police officer 2: what was the car like?

Police officer 1: A white colored 4-door sedan with a sticker across the rear window, which read "Sun Rise" in block capital letters.

Police officer 2: was she able to see license number on the car?

Police officer 1: No, she was not, because she witnessed the car theft from the distance of 20 meters.

Police officer 2: How did the offender look?

Police officer 1: According to the witness statement he was about twenty years of age, with a shaved head, 180 cm tall, heavy build dressed in blue jeans and black sweater.

Police officer 2: which direction was the stolen car driven? **Police officer 1:** The car drove North direction from the town. **Police officer 2:** what is next?

Police officer 1: The witness accompanied us to the victim's flat. At 06.45 hrs we knocked on his door. The retired doctor was awake. He opened the door, holding a cup of coffee in his left hand and was surprised to see visitors this early hour.

Police officer 2: what was the registration number of his car?

Police officer 1: The registration number of his car was 586 KS 915.

Police officer 2: Then we gave complete information on the police radio to all of the police vehicles on patrol to be looking for a stolen vehicle.

Police officer 1: what time and where the car was found?

Police officer 2: At 07.30 hrs the car in question was found on the side of the road approximately 2 kilometers away from the Power Station.

Police officer 1: Did the police manage to catch the offender?

Police officer 2: There was nobody in the car. And there was a note on the passenger's seat.

Police officer 1: what was this note about?

Police officer 2: It was: "Sorry Father" written on a piece of paper.

Police officer 1: So it means, that the son had stolen his father's car.

Police officer 2: Yes, it looks like it is. That is why the victim refused to record a compliant about the theft of his car.

Police officer 1: why was the car there?

Police officer 2: There was no more benzene in the tank.

Police officer 1: what was the estimated price for the broken driver's side window?

Police officer 2: 35 Euros.

Police officer 1: what is the status of the case.

Police officer 2: The case is closed.

Answer the questions:

What time did the car theft take place?

.....

What was the caller doing by the stadium this early hour?

.....

What was the location of the car theft?

.....

What items did the police collect for evidence?

.....

What was the victim's occupation?

.....

What was written on the rear window of the stolen car?

.....

What was the victim holding in his hand when he opened the door to the police?

.....

What time and where did the police find the stolen car?

.....

What was written on the note, found in the car?

.....

Why did the victim refuse to record a complaint?

.....

DIALOGUE

The following conversation was between the chief of police and the duty officer.

Duty officer: Good afternoon, sir. There was an incident involving two foreigners in your absence.

Chief of Police: Good afternoon. The Inspector General is very disturbed about the rising trend in attacks on foreign nationals. Of what nationality are they?

Duty officer: The two men are Chinese citizens. One is 25 and the other is 27 years old.

Chief of Police: Do you have their residential address? And what are they doing in Liberia?

Duty officer: They live at twenty ninth street, number 5, and work with the Road Construction Company.

Chief of Police: where did this attack take place?

Duty officer: The attack took place along the street near the Sports stadium, about 250 meters from the Star Radio station.

Chief of Police: why were they attacked?

Duty officer: Two men, aged about 19 years, had stolen a phone from one of the Chinese. In an attempt to escape after the theft, one of the suspected thieves ran to the motor park

and mobilized five heavily built men, armed with sticks and together with the two thieves attacked the foreigners.

Chief of Police: If our men had not acted fast enough, the Chinese men would have been killed. How did you get information about this attack?

Duty officer: An attendant in a nearby gas station who saw all that had happened used his mobile telephone to call the police station. we responded swiftly by dispatching two officers with ID numbers 092 and 097 to the scene.

Chief of Police: Did the officers observe anything at the scene?

Duty officer: Yes. They found the two Chinese men lying on the ground. The older one had a deep cut on his left hand and the younger one had bruises all over his body and his clothes were torn, with blood stains all over them.

Chief of Police: And what action did they take?

Duty officer: One of the officers called the station with his walkie-talkie, requesting an ambulance. The ambulance arrived twenty minutes later and the two Chinese were taken to the Jordanian Hospital for medical attention.

Chief of Police: were the suspects arrested?

Duty officer: Not all the suspects were arrested. Three of them escaped on sighting the officers. The remaining ones were immediately arrested. One of those who escaped was later caught and brought to the police station by a security guard.

Chief of Police: That was a job well done. Make sure that all the paper work is completed and the arrested suspects appear in court on Monday. Thank you.

Duty officer: Thank you, sir.

Ex. 2. Answer the questions:

1. Where do the two Chinese men work?
.....
2. How many people beat up the Chinese men?
.....
3. What were the ID numbers of the two police officers that visited the scene?
.....
4. Who called the police and how?
.....
5. How old was the Chinese man who had a deep cut on his left hand?
.....
6. What was the younger Chinese man wearing?
.....
7. How many people did the police arrest at the scene of incident?
.....
8. Why was the police Chief very upset?
.....
9. Describe the position of the two Chinese when the police officers got to the scene.

Ex. 3. Find out English equivalents from the text:

позвольте представиться, фамилия, отчество, полное имя, родился, экзамены, столица, решил, лейтенант, рядовой полиции, первокурсник, мой выбор, честно служить своей стране, в беде, все условия, хорошее образование, начинается, заканчивается, и так далее (и тд), делать утреннюю зарядку, завтракать, столовая, едут на автобусе, хорошо-оборудованные, библиотеки, срок обучения, достаточно молодые, оперативники, следователи, участковые, инспекторы по делам несовершеннолетних, тир, библиотеки, срок обучения.

Ex. 4. Read and translate the text.

What Peacekeeping Does?

UN Peacekeeping helps countries navigate the difficult path from conflict to peace. we have unique strengths, including legitimacy, burden sharing, and an ability to deploy troops and police from around the world, integrating them with civilian peacekeepers to address a range of mandates set by the UN Security Council and General Assembly.

What UN Police Does?

The mission of the UN police is to enhance international peace and security by supporting member States in conflict, post-conflict and other crisis situations to realize effective, efficient, representative, responsive and accountable police services that serve and protect the population. To that end, United Nations police build and support, or, where mandated, act as a substitute or partial substitute for, host-State police capacity to prevent and detect crime, protect life and property and maintain public order and safety in adherence to the rule of law and international human rights law.

Rule of law and security institutions, both national and local, are vital elements for stabilizing countries and bringing sustainable peace.

Through systematic and targeted measures, UN Peacekeeping addresses the situation of those individuals and communities most affected by conflict, with the goal of assisting national political processes, conflict resolution and stabilization.

UN Peacekeeping assists countries to strengthen the rule of law by restoring and maintaining security, protecting civilians, paving the way to peace-building, reconstructing communities and creating the enabling conditions for sustainable peace.

Rule of law activities in peacekeeping are people-centered initiatives. They are tailored to local realities and assist communities to produce concrete peace dividends, such as access to basic services through mine/explosive hazard removal.

UN Peacekeeping also supports the rule of law by providing interim stability or security measures, such as mixed patrols in mali, local ceasefires in Dar- fur, informal and community-led security arrangements in Abyei, local peace agreements in CAR and targeted community violence reduction programmes in Haiti.

Keep Peace Now, Build Peace Early.

In countries emerging from violent conflict, the threads that hold society together, along with a sense of trust and justice, can be badly damaged. Armed combatants may roam free. Police may be feared. Old grievances continue to simmer. In this context, the Office of Rule of Law and Security Institutions (OROLSI), within the Department of Peacekeeping Operations (DPKO), deploys peacekeepers, as early peacebuilders, who assist post-conflict countries in re-establishing the justice and security systems necessary for long-term peace. The Office is currently led by Assistant-Secretary-General Alexander Zouev.

On the ground, rule of law and security colleagues are fulfilling a wide range of essential tasks. Police peacekeepers patrol crime hotspots alongside officers from national law enforcement agencies. Weapons experts educate civilians on the risks of explosive hazards. Judicial and corrections officers advocate for all citizens to be treated equally under the law. DDR specialists help former fighters reintegrate into society. Security sector professionals ensure that oversight and accountability are built into police, defence and intelligence services. In addition, the Office has established capacities with expertise in policing, justice and corrections. These teams can deploy within seven days to stand up new peace operations, support missions in times of crisis and otherwise respond to needs as they arise. OROLSI has also generated other quickly deployable capacities through rosters, rapid reaction teams and similar stand-by arrangements.

Mine action makes it possible for peacekeepers to carry out patrols, for humanitarian agencies to deliver assistance and for ordinary citizens to live without the fear that a single misstep could cost them their lives.

Mine action entails more than removing landmines from the ground. It includes high impact efforts aimed at protecting people from danger, helping victims become self-sufficient and active members of their communities and providing opportunities for stability and sustainable development.

The objective of mine action is to identify and reduce the impact and risk of landmines and explosive hazards to a level where people are safe.

The International Day for mine Awareness and Assistance in mine Action is commemorated on 4 April each year. Events take place around the world including in UN missions, information centres and permanent UN offices in Bangkok, Geneva, Nairobi and New York.

On this day the UN reaffirms its commitment to a world free from the threat of landmines and explosive remnants of war including cluster munitions. The theme of 2018 is “Advancing Protection, Peace.

GRAMMAR LINK

Gerund

Герундий

Формы герундия

Герундий является неличной формой глагола, которая обладает свойствами существительного и глагола.

Active	<i>doing</i>	<i>having done</i>
Passive	<i>being done</i>	<i>having been done</i>
	Indefinite (выражает действие, происходящее одновременно с действием глагола-сказуемого) She likes interviewing people. She likes being interviewed.	Perfect (выражает действие, которое произошло раньше действия глагола-сказуемого) He regretted having told them the truth. He regretted having been told the truth.

Функции герундия в предложении:

- подлежащее

Reading is useful. *Чтение полезно. / Читать полезно.*

- дополнение

I like singing. *Я люблю пение. / Я люблю петь.*

- обстоятельство

On arriving in London he went to the hotel.

- определение

I had the pleasure of reading the book by this author.

- часть сказуемого

Приехав в Лондон, он отправился в гостиницу. / Когда он приехал в Лондон, он отправился в гостиницу.

Я с удовольствием прочел книгу этого автора.

His hobby is reading adventure books. Его хобби – чтение приключенческих романов.

2. После глаголов forget, remember, deny, excuse, thank, regret для выражения прошлого часто употребляется Indefinite Gerund:

They regret going to the party.

• После глаголов need, want, require, deserve и притяжательного worth употребляется Active Gerund, хотя значение пассивное. My shoes need repairing.

3. Употребление притяжательных местоимений с формами герундия для указания на субъект действия

I don't mind opening the window. – Я не возражаю против того, чтобы открыть окно.

I don't mind his (him) opening the window. –

Я не возражаю против того, чтобы он открыл окно.

Why do you insist on leaving? – Почему вы настаиваете на отъезде?

Why do you insist on her leaving? – Почему вы настаиваете на ее отъезде?

Ex 5. Make up the sentences using gerund.

It's very convenient to go there by car. Going there by car is very convenient.

1. It's so uncomfortable to sleep on the floor.

.....

2. It's great to meet old friends.

.....

3. It's impolite to speak in a loud voice.

4. It's always useful to think.

5. It's boring to clean the flat.

6. It's interesting to teach.

7. It's exciting to travel to other countries.

8. It's simple to give advice.

9. It's not always clever to take other people's advice.

10. It's inconvenient to have much luggage.

11. It wasn't easy to follow the man.

12. It made him nervous to speak before a large audience.

1. Герундий употребляется после следующих глаголов и выражений:

to mind doing	Do you mind opening the door?
to keep doing	She kept laughing.
to avoid doing	Avoid walking alone in the dark.
to deny doing	He denies robbing the bank.
to imagine doing	Just imagine spending a holiday there.
need doing	The floor needs washing.
can't help doing	I couldn't help laughing.
to be worth doing	The exhibition is worth visiting.
to feel / not to feel like doing	I don't feel like talking.
It's no use doing	It was no use speaking with him.
what's the use of?	What's the use of arguing?
to be used to doing	He is used to getting up late.
to be fond of	I'm fond of swimming.

to be tired of	I'm tired of waiting.
to be (in)capable of	He is capable of doing the work.
to be interested in	He is interested in talking to you.
there are a lot of ways of doing	There are a lot of ways of doing it.
his manner (way, habit) of doing	I hate his manner of speaking.

2. Герундий употребляется после следующих предлогов:

before	Please phone me <i>before coming</i> .
after	<i>After talking</i> to him let me know.
on	<i>On arriving</i> in the city he went to the hotel.
without	He sat down <i>without</i> saying anything.

3. Герундий употребляется после следующих глаголов с предлогами:

to go on	He went on speaking.
to dream of	I'm dreaming of spending a week at the sea.
to look forward to	I'm looking forward to seeing them.
to give up	She gave up smoking.
to object to	I object to your coming late.
to insist on	He insists on leaving.

Ex. 6. Make up the sentences with worth doing.

the exhibition, to visit ***The exhibition is worth visiting.***

1. the book, to read

.....

2. the film, to see

.....

3. the question, to discuss

.....

4. the subject, to study

.....

5. the country, to visit

.....

Ex. 7. Make up the sentences using *without doing*.

You can't do this work and not get your clothes dirty.

You can't do this work without getting your clothes dirty.

1. He didn't say anything when he was leaving.

.....

2. She didn't greet anybody when she entered.

.....

3. He didn't ask permission but just sat down.

.....

4. When she was speaking she didn't even turn her head.

.....

5. He listened carefully and didn't interrupt me.

.....

6. The man sat down and didn't take off his hat.

.....

7. It's difficult to sit for a long time if you can't move.

.....

8. The child was playing with his toys and didn't pay attention to what was going on.

Unit 8

Crime and punishment.

Преступление и наказание

Vocabulary and reading

- to punish – наказывать
- to sentence someone to a punishment - приговорить кого-либо к наказанию
- to give the sentence - выносить приговор
- jail sentence – тюремное заключение ten years in prison - 10 лет в тюрьме
- a short/long prison sentence - кратковременное/длительное тюремное заключение
- life imprisonment - пожизненное заключение
- capital punishment - смертная казнь, высшая мера наказания
- death sentence - смертный приговор
- death penalty – смертная казнь
- electric chair – электрический стул
- lethal injection – смертельная инъекция
- gas chamber – газовая камера
- cell - тюремная камера
- to send someone to prison: to punish someone by putting him/her in prison - посадить в тюрьму
- to put someone behind bars - посадить кого-либо за решетку
- to do time for robbery - отбывать наказание за грабеж
- to give a suspended sentence - дать отсрочку исполнения приговора или наказания
- probation - испытательный срок; вид условного наказания; условное освобождение на поруки
- to put on probation – дать условное наказание
- to fine someone a sum (a large/small amount) of money - оштрафовать кого-либо на определенную сумму денег
- to punish someone by making them pay a fine - наказать кого-либо, заставив платить штраф
- to do community service - выполнять общественные работы

to give a warning - сделать предупреждение
 a ban on driving for 6 months, a ban on keeping animals - запрет на вождение, запрет на содержание животных
 to release someone from prison/jail: to set someone free after a prison sentence – освобождать, выпускать на волю кого-либо после тюремного заключения
 to be set free – быть освобожденным
 an offence (a crime) – правонарушение
 a lawbreaker (a criminal) – правонарушитель
 a victim - жертва
 a suspect - подозреваемый
 minor (petty) offences – мелкие правонарушения
 a felony – тяжкое уголовное преступление
 a misdemeanor – мелкое преступление
 a murder – убийство
 a brutal (cold-blooded) murder – жестокое (хладнокровное) убийство
 serial murders – серийные убийства
 homicide – убийство человека
 premeditated homicide – преднамеренное убийство
 burglary – квартирная кража со взломом
 stealing – воровство
 armed robbery – вооруженное ограбление
 an auto theft – автомобильная кража
 shoplifting – магазинная кража
 a fraud – мошенничество
 a wire fraud – электронное мошенничество
 a Cybercrime - кибер-преступление
 a white-collar crime – должностное преступление
 an arson - поджог
 mugging – уличное хулиганство
 vandalism - вандализм
 kidnapping – похищение человека
 gang rape – групповое изнасилование
 a child abuse – жестокое обращение с ребенком

domestic violence - домашнее насилие
 drug dealing – торговля наркотиками
 pick-pocketing – карманная кража
 money laundering – отмывание денег
 bribery – взяточничество
 battery – нанесение побоев
 hi-jacking – угон самолета
 illegal parking – незаконная парковка
 a traffic violation – нарушение дорожного движения
 speeding – превышение скорости
 drunken driving – вождение в нетрезвом состоянии
 blackmailing – вымогательство
 smuggling – контрабанда
 forgery – фальсификация
 conspiracy – тайный сговор
 an assassination – убийство видного общественного деятеля
 terrorism – терроризм
 treason – государственная измена
 espionage – шпионская деятельность
 to commit a crime – совершить преступление
 to accuse of stealing – обвинять в воровстве
 to charge with a crime – обвинять в преступлении
 to question someone – допрашивать кого-либо
 to investigate – расследовать
 to arrest – арестовать
 to sentence to imprisonment – приговорить к тюремному заключению
 to send to prison – отправить в тюрьму
 guilty – виновный
 innocent – невиновный
 Punishments (наказания)
 incarceration – лишение свободы
 life imprisonment – пожизненное заключение
 a suspended sentence – условное осуждение
 a concurrent sentences – совпадающие приговоры

capital punishment – высшая мера наказания
 death penalty – смертный приговор
 probation – условное освобождение
 community service – общественно-полезная работа
 a fine – штраф
 a warning – предупреждение
 disqualification from driving – лишение водительских прав

by all means	конечно, пожалуйста
out of the	что-либо необычное, из ряда вон
ordinary	выходящее
to mind one's	не вмешиваться не в свои дела
own business	
get away with	сделать что-либо незаметно или безнаказанно
proceed with	продолжить расследование

The Suspect

Policeman Good evening, sir. I'd like to ask you a few questions, if you don't mind.

Suspect By all means, officer - only too glad to help if I can. But I know nothing about it.

Policeman About what?

Suspect About the murder that someone committed next door two nights ago, of course.

Policeman Hm! Did you hear anything unusual that night?

Suspect Oh, no! I heard nothing at all.

Policeman Did you see anything out of the ordinary?

Suspect No, I saw nothing, officer.

Policeman Did you speak to anybody that evening?

Suspect No, nobody. I was sitting here watching television. I was minding my own business.

Policeman So murder isn't your business, sir? Someone fired six shots with a revolver, but you heard nothing... A man ran through that door five minutes after the crime, but you saw nothing and spoke to no one... Yet you say that you sat in that chair the whole evening and went nowhere... It all sounds very suspicious to me, sir. Have you anything to add?

Suspect Nothing at all.

Policeman Then I have no more questions to ask ... but you won't get away with it.

Suspect What was that?

Policeman We shall proceed with our enquiries, sir.

You'll read a computer artist giving a talk about pictures of missing people. Complete the notes which summarise the information.

1. Missing people are often found after someone
2. Photographs of children are not reliable because....
3. A computer artist needs a clear photo of ... and of
4. From the photos the computer artist identifies
5. The child's face appears
6. Family likenesses are not so easily seen in
7. The face is aged on the screen according to
8. The computer can produce a picture of the
9. Sometimes success is prevented due to the child's

Speaker:

One of the most difficult jobs for the police is looking for people. Once they have followed up all the information they have, there is really only one thing left. Pictures. By showing pictures to the public, they hope that someone will report the missing person. Now, people can go missing for years and then be found, often as a result of someone seeing their picture somewhere. But in the case of missing children things are very different. You see, parents almost always have recent photographs of their child. But children age... and a picture of a two-year-old is not much use

when the child is still missing years later. But now there is a process of producing images of children as they would probably look years after they have gone missing. This is how it works.

Computer artists receive a photograph which clearly shows the features of the child, taken as recently as possible before he or she disappeared. Photographs are also needed of the rest of the family - the parents, and any brothers or sisters. The computer artists then examine the photographs looking for family likenesses - features such as eyes, nose, bone structures, characteristics which are inherited. They put the child's photograph into a computer, and it prints it onto the screen. The screen is divided into grids or squares, so that they can focus on small parts of the picture. They then change the picture - stretch it, enlarge and move tiny parts in the same way that the child's face ages as the child grows.

The next thing is to add those special characteristics that were found in the other photographs of the family. As you've probably seen, it's difficult to see a family likeness in a baby, but much easier in an older child - or, of course, an adult. All these developments happen naturally as the child grows. The computer can perform the same process on the screen and produce an accurate picture of the older child. The picture is shown in public places, in newspapers, or on television.

It is a reliable process and there are more successes every year. Something that does make things more difficult is the way the child might be wearing his or her hair. Styles make such a difference to a face -and a very short style, for example, can make a child much more difficult to recognise. But for the most part, children found through this process look remarkably similar to their computer image.

Crime and punishment

Although I am a police officer, I certainly don't believe that crime control is entirely the responsibility of the police force. I am convinced that prevention is the key to success and that all of us work together to prevent crime. Not giving criminals the opportunity is the first step. Make your homes burglar-proof by always locking up, installing an alarm system and putting identification numbers on your valuable items. Make sure your garden and drive are lit up at night, and report any suspicious behaviour

immediately. The more unattractive you make your home to burglars, the less likely it is that a crime will take place. The police are here to help you, but you have to help us as well.

As a parent, I believe that young people are the key to crime prevention. Television and films make crime look exciting and romantic, and even modern music glamorises crime. Of course we can't control everything our children watch or listen to - it would just make them more rebellious if we tried to. The only way to fight these influences is through education. We must teach young people - both in school and at home - what the realities of a life of crime are, and how becoming involved in crime can ruin a young person's life. We must also show them by our own behaviour that crime is wrong. A parent who cheats on his or her taxes, for example, cannot expect a child to see criminal activity as something to be avoided.

I know that a lot of the young people in our area are becoming involved in crime, and that a lot of people blame television, the influence of parents and so on. But if you look at the statistics, you will find that most of these young criminals are school-leavers who cannot find jobs. These are young people who are more than willing to lead **decent**, productive lives given the opportunity. But it is exactly this opportunity which is lacking. If the leaders of our country would spend more money on developing job-training and **job-placement** programmes for our young people, I believe that crime would decrease dramatically. Of course, education plays a role as well, but I do believe that if young people had a proper occupation they would not be attracted to a life of crime.

Since it's pretty evident that the government is not going to put more money into crime prevention, it seems obvious that **inhabitants** are going to have to do something themselves. Improving the organisation of the Neighbourhood Watch programme would be a good place to start. Cars have been broken into right in front of houses where people were supposed to be on duty. This obviously shouldn't be happening. What we need is proper training so that we can police our own neighbourhood. Not that I'm suggesting we **arm** ourselves - more guns lead to more violence in my view - but we do need to be more **aware** and have a systematic approach to crime prevention if we want to reduce the **crime** rate.

People keep saying that crime is our responsibility - that if we protect our houses and teach our children properly we can solve the problem. But what about the criminals who are already out there? There obviously aren't enough police to prevent all the crimes that are going on - and of course we'd be better off if there were more of them - but why are so many known criminals out there committing crimes in the first place? If they were kept locked up longer and given longer prison sentences in the first place, this city would be a much safer place to live. I don't support the return of the **death penalty**, but I do believe that criminals should be punished severely and not just set free to continue committing crimes. Of course I realise that prisons are already overcrowded and expensive to run, but surely it's a false economy to release prisoners who are obviously not ready or willing to obey the law because more crime will be expensive for the **taxpayer** too.

Ex. 1. Go through the list of crimes and decide which are major and which are minor. Then look at the forms of punishment and decide which is appropriate for each crime. Write sentences as in the example.

e.g.: Murder is a major offence. I think that someone who murders somebody should be sentenced to life imprisonment.

Crimes

- | | |
|---|--|
| 1 murder | 7 pickpocketing |
| 2 hijacking an aircraft | 8 stealing sweets |
| 3 kidnapping | 9 making noise late at night |
| 4 littering | 10 being on a bus without a ticket |
| 5 writing graffiti on a public building | 11 violent behaviour in a football stadium |
| 6 stealing a car | 12 toxic waste pollution |

Punishment

to be sentenced to life imprisonment, to be sent to prison, to be fined a large/small amount of money, to be given a suspended sentence to do community service, to be given a warning

Ex. 2. Imagine you are judges. In pairs decide what punishment you would give for the following crimes:

speeding, shoplifting, mugging, burglary, armed robbery, murder, neglecting an animal

Ex. 3. Read the following newspaper headlines and decide what type of crime is being referred to.

terrorism, tax evasion, kidnapping, mugging, burglary, arson, drunken driving, armed robbery, murder, vandalism, theft, assault

- FACTORY DESTROYED IN SUSPICIOUS BLAZE.
- Child run over by drunk driver.
- Passenger held hostage for 10 hours in night of terror.
- THREE INJURED IN BANK HOLD UP.
- Millionaire ordered to pay £5 million in back taxes.
- Pensioner attacked and robbed in broad daylight.
- HOSTAGE RETURNED AS RANSOM PAID.
- Man slain in Hyde Park.
- Men escape with family heirlooms.
- YOUTHS DESTROY TOWN HALL.
- TEENS BEATEN UP AT ROCK CONCERT.
- 28 CARS STOLEN OVER WEEKEND

For each crime mentioned decide what the punishment should be.

community service, life imprisonment, a long prison sentence, a fine, a warning, a ban on driving, a short prison sentence, a suspended sentence

e.g. arson + a long prison sentence

Ex. 4. Прочитайте возможные определения слова «преступление». Какое из них, по вашему мнению, наиболее четко отражает смысл этого слова?

1. Act or the commission of an act that is forbidden by law.
2. Deviant behavior that violates prevailing norms.
3. Illegal activity in general.
4. A bad, immoral or dishonourable act.

5. Offence that is committed against individuals or groups of individuals with a criminal motive.

6. The breach of rules or laws.

Ответьте на вопросы.

1. Do you think that the problem of criminality is urgent in our country?

2. What can be a cause of crime?

a) Family surroundings, especially in early years.

b) The income level of the family.

c) The moral atmosphere of the time: unemployment, commodity shortages, the impact of the media.

d) The effectiveness of the police.

3. What kind of crimes do you know?

Ex. 5. Повторите за преподавателем данные слова, обратите внимание на их произношение.

Authority, ultimately, violation, unauthorized, associate, explosively, offence, society, indictable, fraud.

Ex. 6. Прочитайте текст «Crime» и ответьте на вопросы:

1. Is every violation of law a crime?

2. Do different societies define crimes in the same way?

Crime

Crime is a breach of rules or laws for which some governing authority can ultimately prescribe a punishment. Individual human societies may define crimes differently. Modern societies generally regard crimes as offences against the public or the state. The word «crime» is generally associated with wrongdoing but not every type of wrongdoing is a crime. Telling lies is immoral wrong but if telling lies is put into practice resulting in physical harm to another, then such action becomes both criminal and immoral.

There are some acts which are crimes in one country but not in another. For example, it is a crime to have more than one wife at the same time in France, but not in Indonesia. There are quite a lot of agreements among states as to which acts are criminal. But such acts as stealing, physical attack or damaging somebody's property will be unlawful in all

countries and the way of dealing with people suspected of crime may be different. Sometimes government «creates» new crimes by identifying a form of behavior and passing a new law to deal with it. Different societies or governments often review their ideas of what should and shouldn't be a crime. For example, discrimination against someone on the ground of race or sex was not considered to be a crime until relatively recently.

Over the past years, the Internet has grown explosively and the new crimes have appeared such as unauthorized access or «hacking», copyright infringements, child pornography, etc. Cybercrimes may intentionally harm the reputation of the victim, they may threaten a nation's security or financial health.

Most crimes are not reported, not recorded, not followed through, or not able to be proved. When informal relationships and sanctions are insufficient to establish and maintain a desired social order, a government or a state may impose more strict systems of social control.

GRAMMAR LINK

Ex .7. Correct the following sentences.

The sun rises in the west. *The sun doesn't rise in the west. It rises in the east.*

1. Snow melts in winter.
2. Dolphins live in forests.
3. The Sun goes round the Earth.
4. Spring comes after autumn.
5. The Japanese live in the south.

Ex .8. Make negative sentences:

1. Lucy called me *twice* last week.
2. He was born *in 1968*.
3. I wrote a letter *to Nick* in the morning.
4. *The children* broke that cup the other day.
5. They went *to the country* for the weekend.
6. The weather was *awful* on Sunday.
7. It took me *an hour* to read that article in yesterday's newspaper.
.....
8. There was *a gun* in the criminal's bag.

Ex .9. Make negative sentences:

1. John has a cold.
2. Mary is in love with Bruce.
3. I know their secret.
4. The Pitts have a car.
5. Nick is on holiday.
6. Mr. Jones is my boss.
7. I hear some strange noises.
8. I see what you mean.
9. Mum has a bad headache.
10. Brian is at home.

Unit 9

Appearance description.

Описание внешности человека

Vocabulary introduction

1. What does he (she) look like? – Как он (она) выглядит?
2. How does he (she) look like? – Как он (она) выглядит?
3. Can you describe him (her, the suspect, the criminal, the offender)? – Можете ли Вы описать его (ее, подозреваемого, преступника, правонарушителя)?
4. How tall is he (she)? – Какого он (она) роста?
5. Can you describe his (her) build? – Какого он (она) телосложения?
6. What colour is his (her) hair? – Какого цвета у него (нее) волосы?
7. What colour are his (her) eyes? – Какого цвета у него (нее) глаза?
8. What was he (she) wearing? – Во что он (она) был(а) одет(а)?
9. How was he (she) dressed? – Как он (она) был(а) одет(а)?
10. What was he (she) dressed in? – Во что он (она) был(а) одет(а)?
11. Do you remember any distinctive marks (scars, tattoos, etc.)? – Запомнили ли Вы еще какие-нибудь отличительные (особые) приметы (шрамы, татуировки и т.д.)?
12. Has he (she) any distinctive marks? – Есть ли у него (нее) какие-нибудь отличительные (особые) приметы?
13. How old is he (she) approximately? – Сколько ему (ей) приблизительно лет?
14. What else do you remember? – Что еще Вы помните?
15. Can you testify? – Вы можете дать показания?
16. I'm a witness (an eye-witness). – Я свидетель (очевидец).
17. Have you ever seen this man (woman, the criminal) before? – Вы раньше когда-нибудь видели этого мужчину (женщину, преступника)?

18. He (she) is ... – Он (она) ...
19. He (she) looks ... – Он (она) выглядит ...
20. Attractive – привлекательный.
21. Handsome man – красивый, статный мужчина.
22. Beautiful (pretty) woman – красивая женщина.
23. Charming – очаровательный, прелестный.
24. Good-looking – миловидный.
25. Plain – простой, некрасивый.
26. Common – заурядный.
27. Unattractive – непривлекательный.
28. Ugly – безобразный, уродливый.
29. Weight – вес.
30. Height – рост.
31. Tall – высокий.
32. Short – низкий.
33. Of medium height – среднего роста.
34. Build – телосложение.
35. Slim woman – стройная (изящная) женщина.
36. Lean man – худой (тощий) мужчина.
37. Thin – худой.
38. Of medium (average) build – среднего телосложения.
39. Skinny – тощий, кожа да кости.
40. Overweight – весящий больше нормы.
41. Plump – полный.
42. Fat – толстый.
43. Stout – плотного телосложения.
44. Well-built – хорошо сложенный.
45. Broad-shouldered – широкоплечий.
46. Long-legged – длинноногий.
47. To lose weight – худеть.
48. To put on weight – набирать вес.
49. Face – лицо.
50. Round – круглое.
51. Oval – овальное.
52. Square – квадратное.

- 53. With dimples – с ямочками.
- 54. Clean-shaven – гладко выбритое.
- 55. Hair – волосы.
- 56. Straight – прямые.
- 57. Wavy – волнистые.
- 58. Curly – кудрявые.
- 59. Thick – густые.
- 60. Thin – редкие.
- 61. Shoulder-length – до плеч.
- 62. Dyed – крашенные.
- 63. Highlighted – осветленные.
- 64. Bald – лысый.
- 65. Hair colour – цвет волос.
- 66. Dark – темные.
- 67. Fair – светлые.
- 68. Red – рыжие.
- 69. Grey – седые.
- 70. Ash-blond – пепельные.
- 71. Light brown – русые.
- 72. Chestnut – каштановые.
- 73. Auburn – рыжевато-каштановые.
- 74. Black – черные.
- 75. Blond – белокурые.
- 76. Eyes – глаза.
- 77. Brown (hazel) – карие.
- 78. Black – черные.
- 79. Blue – голубые.
- 80. Green – зеленые.
- 81. Grey – серые.
- 82. Eye lashes – ресницы.
- 83. Long – длинные.
- 84. Thick – густые.
- 85. Nose – нос.
- 86. Snub – курносый.
- 87. Turned up – вздернутый.
- 88. Hooked – крючковатый, кривой.

89. Wide – широкий.
90. Thin – тонкий.
91. Fleshy – мясистый.
92. Aquiline – орлиный.
93. Pointed – острый.
94. Straight - прямой.
95. Forehead – лоб.
96. High – высокий.
97. Low – низкий.
98. Ears – уши.
99. Small – маленькие.
100. Big – большие.
101. Sticking out – торчащие.
102. Cheeks – щеки.
103. Eyebrows – брови.
104. Mouth – рот.
105. Chin – подбородок.
106. Lips – губы.
107. Plump (full) – полные.
108. Thin – тонкие.
109. Pale – бледные.
110. Age – возраст.
111. Young – молодой.
112. Middle-aged – средних лет.
113. Elderly – пожилой.
114. Old – старый.
115. Regular features – правильные черты лица.
116. Irregular features – неправильные черты лица.
117. Special features (distinctive marks) – приметы.
118. Scar – шрам.
119. Mole (birthmark) – родинка (родимое пятно).
120. Wrinkles – морщины.
121. False teeth – вставные зубы.
122. Denture – зубной протез.
123. Hairpiece, wig – шиньон, парик.
124. Hearing aid – слуховой аппарат.

125. Freckles – веснушки.

126. To wear a beard / a moustache – носить бороду / усы.

127. To wear glasses (spectacles) – носить очки.

128. He (she) bears his age well. – Он (она) хорошо выглядит для своего возраста.

129. Wanted for a crime. – Разыскиваемый за совершение преступления.

130. Missing people. – Пропавшие без вести граждане.

Ex. 1. Read and translate the text.

Good morning! This is Paul Roberts calling. We, that are me and a friend of mine, require your assistance urgently!

Today early in the morning, at about 4.30, together with George, a friend of mine, I left Heineken Pub in 98 Ligovsky Prospect. The weather was cloudy but relatively warm and windless so we decided to walk to our apartment. We were quite sober. We had drunk only 7 or 8 beer mugs per man. We were enjoying our walk when quite of a sudden two men in green police uniform approached us very decidedly. It happened at about 5.40 a.m. somewhere at the crossing of Ligovsky and Nevsky prospects.

Those two men said something in Russian then repeated in English the word “police” several times. After that one of them said in German “handy hoh” and showed us to put up our hands. We were surprised greatly because we didn’t do anything wrong. But we decided to obey the policemen’s demands. They searched us rapidly and let us go without any other word. Then they moved quickly away from us down the street, turned round the corner and disappeared out of our sight.

We felt embarrassed and scared and started to bring our clothes in order after their search. It was then when we found out that our documents, credit cards, car documents and wallets had disappeared.

We wanted to call your security manager immediately but our phones had been stolen too.

So we had to get home first and after that we were able to call you.

We would like to make a report to the police department of having been robbed by two policemen in the center of your city. So we request your assistance.

Word Work

Choose someone in your class to describe. Do not write the person's name. Write a brief description of the person, including:

- What he or she looks like,
- Where he or she is sitting,
- What he or she is doing.

Then give what you wrote to your partner. Read what your partner wrote. From what you read, answer this question: Who is it?

Write your description.

Ex. 2. Ask all necessary questions to obtain detailed information on the situation.

The Example Questions on the Situation	Список примерных вопросов по ситуации
Please, introduce yourself, Sir.	Представьтесь, пожалуйста.
What is the number of our registration card?	Назовите номер вашей регистрационной карты.
Were you injured while being searched?	Вы не пострадали во время обыска?
Do you require any medical assistance?	Нужна ли вам медицинская помощь?
What is your address?	Назовите ваш адрес.
What place are you calling us from?	Откуда вы нам звоните?
What belongings have been stolen from you apart from above mentioned?	Какие вещи были украдены у вас, кроме вещей упомянутых вами?
Could you describe in detail the place where the robbery happened?	Не могли бы вы детально описать место, где произошло ограбление?
Do you happen to remember the name of the street and the number of the house?	Вы не помните название улицы или номер дома?
What kind of uniform were the strangers wearing?	В какую форму были одеты незнакомцы?
How did they introduce themselves?	Как они представились?
Why did you decide that they were policemen?	Почему вы решили, что они полицейские?
Did you see their documents?	Вы видели их документы?
What did the robbers look like?	Как выглядели грабители?
Could you recognize them?	Вы смогли бы опознать их?
Could you describe them?	Вы смогли бы описать их?
Have you noticed anything unusual in their appearance or behavior?	Вы не заметили ничего необычного в их внешности или поведении?

Ex. 3. Read and translate the following word combinations:

- a handsome young man;
- a pretty woman;
- a beautiful girl in her 20s;
- an elderly charming lady over 50;
- an attractive old man of 65;
- a plain man in his 40s;
- a tall good-looking gentleman;
- a slim young woman;
- a fair-haired man with grey round eyes;
- a middle-aged person with thin lips and small hazel eyes;
- a stout blue-eyed person;
- a stout old man with oval face;
- a beautiful long-legged girl with large green eyes and a beautiful smile;

Ex. 4. Read and translate the descriptions of the suspects' appearance.

1. He is of medium build. He has a long clean-shaven face. He has wavy shoulderlength hair. He has a high forehead. His eyes are grey. He has thin lips. He has no distinctive marks.

2. She has a round face, a low forehead and blue eyes. Her cheeks are plump. She has no any distinctive marks.

3. He is well-built. He has brown eyes, thin eyebrows, black hair, aquiline nose. He has a birthmark under his left eye.

4. He is very skinny. His forehead is low. He has black curly hair, small hazel eyes. He has a scar running from the right eye to the corner of his mouth.

5. A man of 20-25, of average built, medium height, regular features, bald. He has blue eyes.

6. He was about 40 years old, with black hair, 185 cm tall, of very slim build.

7. A 42 years old man, 180 cm tall, with sunglasses, of stout build, with short black hair, green eyes.

8. She was about 25 years old, 170 cm tall, with long blond hair and grey eyes.

9. He was about 25 years old, of slim build, about 175 cm tall, with short black hair, black moustache.

10. A man about 30 years old, 175 cm tall, overweight, with long dark hair and beard.

11. A man of 20-25 years old, of medium build, 180 cm, accurate moustache, blue eyes, short brown hair and pointed nose.

12. He looked very young, with oval face. He was of medium height, approximately 180 cm tall. He had thin eyebrows and small ears. His nose was straight. He was wearing glasses. He had thick black hair. He had a moustache.

13. He is about 50 years old. He has a beard. His hair is black. His face is square. He has heavy eyebrows.

14. He was slim and tall. He was wearing a blue tracksuit and white trainers. He had blond hair. He wasn't wearing glasses, but he had moustache.

Ex. 5. Read and translate the descriptions of the missing people given by police.

1. Sally Piersen, aged 20.

Sally is tall and slim with long straight black hair and green eyes.

2. Jim Scott, aged 23.

Jim is tall and slim with straight fair hair and blue eyes.

3. Peter Armstrong, aged 50.

Peter is quite well-built. He has grey hair, a grey moustache and blue eyes.

4. Mary Stuart, aged 40.

Mary is quite tall. She has long black curly hair and brown eyes.

5. Chris Murthy.

Chris is 60 years old. He has short grey hair and a grey beard and a moustache. He also wears glasses.

If you know anything about any of these people, please call the nearest police station.

Ex. 6. Work in pairs. One of you is a police officer, the other is a foreigner describing the suspect. Ask and answer the questions, using the following information.

a) a man about 30 years old, 175 cm tall, overweight, short dark hair, green eyes, dark grey suit and blue shirt, there is a small scar on his chin and he has a beard, straight nose and round face.

b) a woman about 25 years old, 170 cm tall, slim, long blond hair, grey eyes; jeans, white tshirt and leather brown jacket; she has a birthmark under her left eye, long-legged woman with a beautiful smile.

c) a man in his late thirties, of medium height, well-built, broad-shouldered, dark hair, blue eyes; grey jeans, green shirt, black jacket; he has a mole on left cheek and wears glasses; regular features, oval face, aquiline nose.

Additional Material

Ex. 7. Read and translate the description of a person wanted for a crime.

The President of the bank “Shantie” was found unconscious in the general office of the bank. He was shot in the shoulder by an unknown man.

Here is the description of the suspect’s appearance: a man of 20-25, average build, medium height, regular features, bald. He has blue eyes.

Anyone who recognizes him, please, dial 45620 or apply to the nearest police station.

Ex. 8. Read and translate the text “Bank robbery” which contains the description of a criminal.

Police are searching for a man who is wanted for questioning about a string of burglaries in the Manchester area, which they suspect may be connected.

In the first of two recent incidents, a man tied up a woman in her own house in the early hours of the morning and escaped with goods valued at around £ 2,000. They included items of jewellery, a video camera, and a TV set. She managed to free herself, unhurt, after he fled. She described him as white, tall, in his late 20s, well-built, clean-shaven, with a pointed nose and straight dark hair.

Two days later a man wearing a stocking mask broke into a factory in the same area and got away with cash of around £ 3,000. A man fitting the description above was later seen driving away from the scene in an old blue car.

Police warn that this man could be armed and therefore dangerous. They have issued the photofit picture and ask the public to contact them immediately if they have any information.

Ex. 9. Read and translate the police poster.

Have you seen this man?

The police urgently need to speak to this man. His name is Ronald Dodds and he is thought to be residing in the Bath area. He is tall and has got short dark hair, a moustache and brown eyes. He usually wears glasses. He was last seen wearing a brown suit and a dark green overcoat. If you see anybody resembling this description, do not approach him but call the police on this number: 0856 236. A reward of £ 200 will be paid for information which leads to his arrest.

Ex. 10. Read and translate the police bulletin.

Armed Robbery

Crime: Armed Robbery.

Location: South and South Park Streets.

Date: November 14, 2010.

The public assistance is requested in identifying the person or persons responsible for an armed robbery on the southwest corner of the South Street and South Park Street intersection.

This crime occurred at 9.30 a.m. on November 14, 2010.

At about 9.30 a.m. a young visitor to the city was walking along the South Park Street. At the southwest corner of the South Park Street and the South Street, a stranger suddenly appeared in front of the man, pulled a knife from his jacket and said, "Give me your purse or you are stuck"! The victim handed it over and the stranger fled the place.

The suspect is described as a white male, 20-25 years old, medium build, 180 cm, accurate moustache, blue eyes, short brown hair and pointed nose. He was wearing a red baseball cap with a 'Montreal Canadians' logo, a dark blue jacket, green jeans and white sneakers.

The suspect is armed with the knife and therefore is dangerous. If you can identify the man in the enclosed photo fit picture, or have any information on this or any similar crime, do not hesitate to contact the local Police Department at 1-800-555-8477, and you may be eligible for a cash reward.

Speaking:

1. Попросите иностранного гостя описать подозреваемого (преступника). Используйте

следующую информацию:

- a man about 30 years old, 175 cm tall, overweight, short dark hair, green eyes, dark grey suit and blue shirt, there is a small scar on his chin and he has a beard; straight nose, round face, plump lips.

2. Попросите иностранного гостя описать подозреваемого (преступника). Используйте следующую информацию:

- a woman about 25 years old, 170 cm tall, slim, long blond hair, large grey eyes; jeans, white t-shirt and leather brown jacket; she has a birthmark under her left eye; a beautiful longlegged woman with a charming smile.

3. Попросите иностранного гостя описать подозреваемого (преступника). Используйте следующую информацию:

- a man in his late thirties, of medium height, well-built, broad-shouldered, dark hair, blue eyes; grey jeans, green shirt, black jacket; he has a mole on left cheek and wears glasses; regular features, oval, clean-shaven face, aquiline nose, good-looking.

Unit 10

Public order maintenance.

Охрана общественного порядка

Vocabulary introduction

1. Excuse me, sir (madam). You are disturbing the public order (the peace). – Извините (простите), господин (госпожа), Вы нарушаете общественный порядок.

2. Excuse me, sir (madam). You are violating the public order (the peace). – Извините (простите), господин (госпожа), Вы нарушаете общественный порядок.

3. Ladies and Gentlemen, you are disturbing the public order (the peace). – Дамы и господа, вы нарушаете общественный порядок.

4. You are breaking the law. – Вы нарушаете закон.

5. What's the trouble? – В чем дело?

6. What's the matter? – В чем дело?

7. Yes, what's up? – В чем дело?

8. Yes, what is it? – В чем дело?

9. It's prohibited to take pictures here. – Здесь запрещено фотографировать.

10. It's prohibited to shoot video here. – Здесь запрещена видеосъемка.

11. It's prohibited to smoke here. – Здесь запрещено курить.

12. It's prohibited to cross the street here. – Здесь запрещено переходить улицу.

13. It's prohibited to sell foreign currency here. – Здесь запрещено продавать валюту.

14. It's prohibited to exchange foreign currency here. – Здесь запрещено обменивать валюту.

15. It's prohibited to drink alcohol here. – Здесь запрещено распивать спиртные напитки.

16. It's prohibited to violate public order (the peace). – Запрещается нарушать общественный порядок.

17. It's prohibited to enter the stadium in a drunken state. – Вход на стадион в нетрезвом виде не разрешается.

18. It's not allowed to take pictures here. – Здесь нельзя фотографировать.

19. It's not allowed to shoot video here. – Здесь не разрешена видеосъемка.

20. It's not allowed to smoke here. – Здесь нельзя курить.

21. It's not allowed to cross the street here. – Здесь нельзя переходить улицу.

22. It's not allowed to drink alcohol here. – Здесь нельзя распивать спиртные напитки.

23. Please, stop taking pictures here. – Прекратите фотосъемку.

24. Please, stop video shooting here. – Прекратите видеосъемку.

25. Please, stop smoking here. – Прекратите курить.

26. Please, stop drinking alcohol here. – Прекратите распитие спиртных напитков.

27. Please, stop shouting here. – Пожалуйста, не кричите.

28. Don't litter here. – Не сорите здесь.

29. Don't make so much noise! – Не шумите!

30. Don't shout, please. – Пожалуйста, не кричите.

31. Don't drop bits of paper. – Не бросайте бумагу.

32. Don't drop cigarette butts. – Не бросайте окурки.

33. Don't do that. – Не делайте это.

34. Please, stop it! – Прошу прекратить.

35. This area is a protected object. Please, leave this territory. – Данная территория является охраняемым объектом. Прошу Вас покинуть территорию.

36. Will you open your bag, please. (What have you got in your bag?) Let me see inside it. – Откройте, пожалуйста, Вашу сумку. (Что у Вас в сумке?) Позвольте мне провести досмотр вещей.

37. I have to search you. – Я должен провести личный досмотр.

38. Turn out your pockets, please. – Выверните карманы, пожалуйста.

39. Please, comply with the demand of the management. – Подчинитесь требованиям администрации.

40. Please, comply with the tourist's instruction. – Соблюдайте правила поведения туристов (требования, предъявляемые к поведению туриста).

41. Is there any place for smoking? – Есть ли здесь место для курения?

42. This way, please. – Сюда, пожалуйста.

43. The crossroads. – Перекресток.

44. The traffic lights. – Светофор.

45. Will you show your permission for taking pictures? – Предъявите, пожалуйста, Ваше разрешение на фотосъемку.

46. Will you show your permission for video shooting? – Предъявите, пожалуйста, Ваше разрешение на видеосъемку.

47. I've got the permission. (I have the permission). – У меня есть разрешение.

48. Here it is. – Вот оно.

49. Sorry, but I've left it at the hotel. – Простите, но я оставил(а) его в гостинице.

50. I'm sorry, I didn't know about it. – Простите, я не знал(а) об этом.

51. I'm sorry, I have forgotten about it. – Простите, я забыл(а) об этом.

52. Are you acquainted with the rules for foreigners staying in Russia? – Вы знакомы с правилами пребывания иностранных граждан в России?

53. You have violated the public order (the peace). – Вы нарушили общественный порядок.

54. I'm giving you a warning. – Я делаю Вам предупреждение.

55. I must draw up (fill in) the report. – Я должен составить (заполнить) протокол.

56. Please, sign the report (this document). – Пожалуйста, подпишите протокол (этот документ).

57. Please, answer my questions. – Пожалуйста, ответьте на мои вопросы.

58. What's your full name? – Назовите свое полное имя.

59. What country are you from? (Where are you from?) – Откуда Вы? Из какой Вы страны?

60. I'm a citizen of ... – Я гражданин ...

61. What is the purpose of your visit to this country? – Какова цель Вашего визита в эту страну?

62. I'm on tour. – Я путешествую.

63. I'm on business. – Я здесь по делам.

64. I'm on my friend's invitation. – Я по приглашению друга.

65. Where and when were you born? – Где и когда Вы родились?

66. What hotel are you staying at? – В какой гостинице Вы остановились?

67. Will you show your identity papers? – Предъявите, пожалуйста, документы, удостоверяющие личность.

68. Will you show your passport? – Предъявите, пожалуйста, Ваш паспорт.

69. Will you show your identity card? – Предъявите, пожалуйста, Ваше удостоверение личности.

70. Will you show your pass? – Предъявите, пожалуйста, Ваш пропуск.

71. Will you show your papers? – Предъявите, пожалуйста, Ваши документы.

72. Will you show your driver's licence? – Предъявите, пожалуйста, Ваше водительское удостоверение.

73. Here they are (here it is). – Вот они (вот он).

74. I have no papers at the moment. – У меня нет никаких документов на данный момент.

75. I have to check your papers. – Я должен проверить Ваши документы.

76. Follow me! – Следуйте за мной!

77. Get in the car! – Садитесь в машину!

78. Keep quite, please. – Сохраняйте спокойствие.

79. I must take you to the nearest police station. – Я должен доставить Вас в ближайшее отделение полиции.

80. Please, follow me to the police station to clear up the case. – Прошу Вас пройти в отделение полиции для выяснения обстоятельств.

81. Halt! Police! Stop the unlawful act. – Стой! Полиция! Прекратить противоправное действие.

82. I have to use physical force against you. – Я вынужден применить в отношении Вас физическую силу.

83. Halt! I'm going to shoot. – Стой! Стрелять буду.

84. Throw away the weapons! – Бросай оружие!

85. Hands up! – Руки вверх!

Ex. 1. Read and translate the text.

British police

The British police officer – sometimes called the “bobby” after Sir Robert Peel, the founder of the police force – is well-known to everybody who has visited Britain or who has seen British films. Policemen and policewomen can be seen in towns and cities keeping law and order, walking in the streets or driving in patrol cars.

Few people realize, however, that the police in Britain are organized very differently from many other countries. Most countries have a national police force which is controlled by central Government. Britain has no national police force, although police activities are governed by the Government's Home Office. Instead, there is a separate police force for each of 52 areas into which the country is divided. Each of them has a police authority – a committee of local county councilors and magistrates. The forces cooperate with each other, but policemen of one force cannot operate in another's area unless they are asked to give assistance. This sometimes happens when a very serious crime is committed. A Chief Constable (the most senior police officer of a force) may also ask for assistance of London's police force, based at Scotland Yard – known simply as “the Yard”.

In most countries the police carry guns. The British policemen generally do not carry firearms, except in Northern Ireland. Only some police officers are regularly armed – those who guard politicians and diplomats or who patrol airports. In certain circumstances specially trained policemen can be armed, but only with the signed permission of a magistrate.

All members of the British police must have a certain level of academic qualifications at school and undergo special intensive training. Like in the army, there are a number of special ranks: after the Chief Constable comes the Assistant Chief Constable, Chief Superintendent, Chief Inspector, Inspector, Sergeant and Constable. Women make up about 10 per cent of the police force. The police are helped by a number of Special Constables – members of the public who work for the police voluntarily for a few hours a week. Each police force in Britain has its own Criminal Investigation Department (CID) and Patrol Service. Members of the CID are detectives, and they do not wear uniforms. The detectives investigate crimes. The policemen of the Patrol Service patrol the streets of boroughs. Their duties are to prevent street crimes and to maintain public order. They wear police uniforms. The duties of the police are varied, ranging from assisting at accidents to safeguarding public order and dealing with lost property. One of their main functions is, of course, apprehending criminals.

Ex. 2. Read and retell texts.

I

It I in the evening, when a young man was returning back home. Two persons, who looked suspiciously, stopped and asked him to light a cigarette. He answered them that he didn't smoke. Those persons were drunk and fought him. There were people passing by and nobody interfered with stopping a fight. Only an old man decided that it was necessary to render harmless hooligans and called 02.

When hooligans saw police car they left the scene of the crime. Police officers asked people not to give a way to panic. Victim was delivered to the First Aid Station.

II

Very often people forget how to behave themselves in extreme situations. First of all you should remember – no one should give a way to panic and violate public order, because mass disorders are the most serious ones. You should be aware and don't leave your own things. It is prohibited to carry hot and soft drinks in glass bottles. You should obey post officers if you show any resistance you can be apprehended, fined and even be arrested.

III

It was evening. I went home and I saw that the pavement had been crowded. It was a fight. It was necessary to stop the fight and to reveal law breakers, and, of course, to render harmless hooligans.

Somebody called the militia. A few minutes later militiamen appeared. They began separating the fighters. The militiamen asked people not to give a way to panic and not to violate public order.

They asked people to step aside and called an ambulance. Then they asked people not to block the way to the ambulance and the militia cars.

Some time later the doctors showed the first medical aid to the victims. Some of the victims were taken to the hospital by the ambulance. Some of the fighters were taken to the nearest militia station. Some witnesses were also invited to the militia station to find out the circumstances of the fight and for identification

IV

Many countries of the world have problems with terrorism. Terrorism is a very terrible disaster. A lot of international police organizations and special services fight against it. That is too bad, when a lot of innocent people die being at their usual places of an excessive crowding (concert halls, stadiums, markets, metro stations, parks of recreation, city squares etc.).

What security measures are taken?

- If we know something about the preparing attack, we must call the police.

- If we see a man or a woman who looks suspiciously, we must also call the police.

- We must keep in mind, that we should not touch left bags, boxes, mobile phones in shops, cafes, buses and so on.

V

When many delegations of sportsmen from different countries arrive in the city, the traffic rules should be followed especially carefully. A lot of buses and cars with sportsmen and representatives of delegations are driving on the roads and for militia of the city it's very important to

maintain public order. No doubt that everywhere one can hear various commands such as: it's prohibited to cross the street here, will you leave the road and walk along the pavement, be careful, the caravan of cars is moving, will you turn right/left and stop near the curb, will you keep to the right, don't crowd and pass in queue, two steps back, step aside, don't run to the road.

Things can happen. A year ago at the football match fans began throwing pies on the field to support their favorite team. The militiamen did their best to stop the disorder. The militiamen apprehended the fans and warned them: if you don't stop throwing things we will stop the game and your team will be considered to lose the match.

When the great sport events take place in a city every citizen should know that it's prohibited to carry dangerous objects to the stadium and if you see persons who look suspiciously please call 02, for militia it's necessary to organize the work of video and audio groups to provide public order and security of people life.

Ex. 3. Read and reproduce dialogues.

I

The post officer has noticed a person, who looked suspiciously.

- Excuse me, sir.
- Yes, can I help you?
- You know, I am a tourist from Europe. I have lost my group.
- Can you show me your identity papers, please.
- Here you are.
- Thank you. What can I do for you?
- We were going to watch tennis match.
- Here? At the central stadium?
- Oh! Yes... But I have lost my group and I do not know what to do.
- It is a pity, but have you got a ticket?
- Oh! Let me think for a moment... Yes. It is in my pocket.
- You should be aware! Be careful, please! Do not touch the left bags! It is dangerous!
- Of course. The match is going to be fantastic!

- I hope you will enjoy it. You know, fans are prohibited to light up firework in rostrums and... well... that is your place, your group will come soon, I suppose.

- Thank you very much, officer.

- At your service.

II

– Oh, Jon, hello! How are you?

– Hello, Alice! Fine, thanks, and you?

– Not so good as you, because, as I see, you don't know our last news!

– No, I don't! What has happened?

– Here was a criminal investigation in our small town.

– Really?

– Yes!

– Were there mass disorders?

– Yes! It was a group violation of the public order.

– Divisional inspector says that if I know something about the preparing attack, call the police, because It can be very dangerous for my life.

– Oh, that's why a lot of patrol cars are here.

– Yes. You can be brought to administrative responsibility. Go home.

– Ok, I have to go home. Bye!

– Good bye.

III

Militia officer stopped a person who looked suspiciously.

- Excuse me, will you show me your passport? By the way, where are you going?

- I'm for the first time in your city. I'm from London. I was invited to the first night performance by my close friend. And we decided to meet in the center of the city.

- I see the matter is that we are examining crime scene here. I have to make a personal search. Show me your bag, please.

- Here you are. I was informed about situation and was warned about dangerous objects and suspicious persons.

- Well, every thing is all right. You may go. If you notice something strange, please call 02. Have a good time.

- Good bye.

IV

- Good morning. Inspector Sedov. Will you show me your identity papers, please?

- What's the matter?

- Will you show me your bag?

- Here you are.

- It's prohibited to take the large bags and dangerous objects to the stadium.

- I haven't dangerous objects.

- Well, will you show me your pass? Entrance is allowed only by special pass.

- Here you are.

-Thank you.

V

- Good evening! I am a senior sergeant Almaz Valeyev.

- Good evening! I'm listening to you attentively.

- It is a criminal investigation here. We are checking all identity papers. Show me your passport, please.

- Here it is. Is everything all right with my passport?

- Yes, it is. Show me your bag, please.

- Why do I have to do it? Do I look suspiciously?

- No, you don't. I must check if you carry a weapon in your bag, because it is forbidden to pass here at the moment.

- OK. No problem. Here is my bag. What else?

- Yes, I'd like to ask you some questions.

- Yes, of course. Ask please!

- Have you seen anybody suspicious here?

- Yes, I saw a suspicious guy who had left a big bag just around the store.

- How did he look like? Can you describe him?

- He was a short, fat man. He had a moustache and he walked clumsily. He was dressed in black clothes.

- Thank you for the information. Good – bye!

- Good – bye, officer!

IV

- Good morning. Is it a police?

- Yes, Ivanov is speaking. Is anything wrong?

- I'm in the Central Park and perhaps I'm a witness. I've heard the conversation of two men. They want to attack a woman who is sitting on the bench not far from them.

- Ok. Are there any people in the park?

- Yes, but they are far from us. I think they don't see me, because I'm standing behind a big tree.

- Come down! The police is on the way to the Park. Describe these men.

- One is tall and bald. He wears black clothes. The second is... Oh, they are going towards this woman. How awful! Where are the policemen?

- Keep calmness and try to describe the second person.

- He is fat and has a moustache. Oh, it's strange they are running away. Oh, thank you. The police is here. You work perfectly well. They have already caught the robbers.

VII

-Officer Valeyev! It's prohibited to pass here.

-Sorry, I don't get you. Speak a little slower, please.

-It's prohibited to pass here.

-Oh, I'm sorry. I didn't know that!

-Two steps back, please.

-Ok, officer.

-Be aware! Keep the queue! Let the participants of the competition pass!

-Well! Ok!-Thank you, officer.

VIII

-Good afternoon, Inspector Valeyev! Fans are prohibited to light up fireworks in rostrums and throw the things on the field.

-Oh, I didn't know that! I'm sorry!

-You violate public order! Your identity papers, please!

-But, I say, I've lost my wallet with all my papers!

-You have to leave the stadium! Follow me, please! I'll take you to the local militia station.

Some Definitions of Crimes

bank robbery	steal money from a bank
home burglary	take property from a house when no one is home
automobile theft	steal an automobile
murder	kill someone
assault and battery	beat someone up/fight
domestic violence	threaten or hurt a spouse or girlfriend/boyfriend
rape	sexually assault someone
kidnapping	steal a person
counterfeiting	make fake money
manslaughter	accidentally kill someone
vandalism	damage property
arson	start a fire

Ex. 4. Speaking:

1. Укажите иностранному гостю на нарушение правил поведения в общественном месте. Скажите ему, что он нарушает общественный порядок. Скажите, что здесь запрещено курить.

2. Укажите иностранному гостю на нарушение правил поведения в общественном месте. Скажите ему, что он нарушает общественный порядок. Скажите, что здесь запрещено фотографировать.

3. Укажите иностранному гостю на нарушение правил поведения в общественном месте. Скажите ему, что он нарушает общественный порядок. Скажите, что здесь запрещена видеосъемка.

4. Укажите иностранному гостю на нарушение конкретного правила дорожного движения (скажите, что здесь запрещено переходить улицу).

5. Укажите иностранному гостю на нарушение правил поведения в общественном месте. Скажите ему, что он нарушает общественный порядок. Скажите, что здесь запрещено распивать спиртные напитки.

6. Скажите иностранному гостю, что здесь запрещено продавать и обменивать валюту.

7. Укажите иностранному гостю на нарушение правил поведения в общественном месте. Скажите ему, что он нарушает общественный порядок. Попросите его не сорить здесь (не бросать бумагу и окурки).

8. Укажите иностранным гостям на нарушение правил поведения в общественном месте. Скажите им, что они нарушают общественный порядок. Попросите их не шуметь (не кричать).

9. Вежливо попросите иностранного гостя показать содержимое сумки. Скажите, что вход на стадион в нетрезвом виде не разрешается.

10. Выясните у иностранного гостя, знаком ли он с правилами пребывания иностранных граждан в России.

Use this information:

a) John Feeble, a citizen of the USA, New York, 1980, on business, the President Hotel.

b) Olaf Burg, a citizen of Sweden, Stockholm, 1978, on tour, the Meridian Hotel.

c) Robert Anthony Hill, a citizen of Canada, Toronto, 1987, on business, the Hilton Hotel.

d) Thomas Edgar Priestly, a citizen of Great Britain, Birmingham, 1976, on his friend's invitation, the Quality Hotel.

e) Helen Holtz, a citizen of Germany, Berlin, 1993, on tour, the Azimut Hotel.

Unit 11

Traffic rules. – Правила дорожного движения

READING

Ex. 1. Read the words and learn them by heart.

To drive (a car)	-- вести, управлять машиной
A driver	-- водитель, шофер
Traffic rules	-- правила дорожного движения
Traffic way	-- движение транспорта, проезд, магистраль
Traffic jam	-- «пробка», затор
Oncoming traffic	-- встречное движение транспорта
Vehicular traffic	-- автомобильный транспорт
Valid	-- действующий
To take into consideration	-- принимать во внимание
The right-hand side	-- правая сторона
The left-hand side	-- левая сторон
Lane	-- ряд, полоса дороги (для соблюдения рядности)
Abreast	-- (ехать) в ряд(у)
To forbid (forbade, forbidden)	-- запрещать
To be responsible for	-- быть ответственным за ...
Steering wheel	-- руль, рулевое колесо
To conduct (a car)	-- вести, управлять (машиной)
To obstruct	-- препятствовать движению
Alert	-- бдительный
To adhere	-- придерживаться
A road sign	-- дорожный знак
To comply	-- исполнять, подчиняться
Turn, a turn	-- поворачивать, поворот
To make a turn	-- сделать поворот
Complete turn, U-turn ,	-- разворот
Roundabout	
To accelerate	-- ускорить
To alter	-- изменить (позицию в ряду)
To warn	-- предупреждать
Special service cars	-- машины специального обслуживания
Visibility	-- видимость
Intensity	-- напряженность, интенсивность
Pedestrian	-- пешеход
To correspond	-- соответствовать
To observe	-- следовать, соблюдать
To exist	-- существовать

Ex. 2. Read and translate the text.

TRAFFIC RULES

Traffic regulations are international nowadays. But special regulations valid for one country only are also to be taken into consideration. Traffic in Russia is on the right-hand side of streets and roads with the traffic way wide enough for several cars moving abreast in one direction. It is forbidden to drive in the left-hand lane if the right-hand lane is free.

The driver should be responsible for the condition of his car, and in particular the reliability of his brakes, the steering, the tires and the lights and indicators on his car. The driver should conduct the car he is driving in such a manner as not to cause the danger to, or obstruct, the movements of another machine, be alert and keep to the route he is driving on.

While driving in traffic, the driver must observe and strictly adhere to road signs, signals and traffic lights, and also comply with the orders of traffic inspectors.

Before making a left or right turn, a complete turn, accelerating, stopping, or making other manoeuvres which may alter his position in the lane, the driver must give warning by signaling not less than five seconds before he starts the particular manoeuvre.

Careful attention must be paid to warning signals of special service cars (fire engines, ambulances, etc.) which have the right of way. The speed is regulated by the driver according to the condition of the road on which he is driving, visibility and also the intensity of traffic and the number of pedestrians. Upon the slightest warning of danger, he must lower his speed or stop the car.

The speed limit in cities, towns and villages is 60 km an hour. On some roads speed limit is increased up to 80 km as shown by the corresponding sign..

It is forbidden to pass the car in front by driving in the lanes of the oncoming traffic, at road or street crossings and pedestrian crossings, on bridges and also before warning signs.

It is forbidden to stop on left-hand side of street or road, except in narrow streets where vehicular traffic from both directions passes along a single lane.

There exist some other traffic regulations and rules, if you observe them carefully you are safe on the road.

Ex. 3. Answer the questions:

1. Is traffic in Russia on the left-hand side?
2. Should the driver be responsible for the condition of his car?
3. What must the driver observe while driving in traffic?
4. What is the speed limit in cities?
5. What is it forbidden to do conducting the car?

Ex. 4. Match the words and word combinations.

1 right-hand side	1. светофоры
2 traffic way	2. дорожный переход
3 road signs	3. правила дорожного движения
4 traffic lights	4 .вести машину
5 traffic rules	5. вызывать опасность
6 special service cars	6. правая сторона движения
7 fire engine	7. пожарная машина
8 it is forbidden	8. пешеходы
9 road (street) crossing	9. дорожные знаки
10 to move abreast in one direction	10.запрещается
11 to conduct the car	11. принимать во внимание
12 to cause danger	12. двигаться в ряд в одном направлении
13 to be taken into consideration	13. движение транспорта, проезд, трасса.
14 pedestrians	14. машины специального назначения

Ex. 5. Find the correct definitions for the words bellow:

A DRIVER

A ROAD SIGN

TRAFFIC LIGHT

PEDESTRIAN

ROAD

A DRIVING LICENCE

TO TURN

A TRAFFIC JAM

1. A line of vehicle waiting behind something that is blocking the road.
2. A set of red, yellow, and green lights that control traffic.

3. Someone who is walking, especially in a city (or town), instead of driving or riding.
4. Someone who drives a vehicle.
5. A way that leads from one place to another, especially one with a hard surface that cars and other vehicles can use.
- 6 An official document that you need in order to drive.
- 7 A sign that gives information to drivers.
- 8 To make something change the direction in which it is moving.

Ex. 6. Put the gaps and write down the sentences in a correct order.

1. The speed limit in cities, towns and villages is 60 km an hour.
2. The driver should be responsible for the reliability of his brakes, the steering, the tyres and the lights and indicators on his car.
3. Transportation is a system consisting essentially of three components: driver, vehicle and road.
4. To ensure maximum safety for the transportation system it is necessary to plan and design highways on reliable engineering techniques.
5. Every day more and more cars, buses, trams and fixed route taxis appear on the streets.
6. Be very careful and do not neglect the traffic laws because it can cost your life.

Ex. 7. Translate the sentences:

1. Перед тем как водить машину, Вы должны сдать тест на вождение и получить водительские права.
2. Если Вы не сдали экзамена на вождение, то Вы можете сдать его еще раз.
3. Водитель, управляя автомобилем, должен строго придерживаться данного маршрута, дорожных знаков, сигналов светофора и подчиняться приказам дорожных инспекторов.
4. Запрещается вести машину по встречной полосе, а также там, где есть предупредительные знаки, запрещающие или ограничивающие движение.
5. Какие машины имеют право преимущественного проезда?
6. Если Вы хорошо знаете и выполняете правила дорожного движения, то Вы в безопасности на дорогах.

Ex. 8. Read the rules and write down your own traffic rules.

Must:

- 1) You must be very attentive while crossing the street.
- 2) You must look both sides no matter what.
- 3) You must wait till the green light appears and only then you may cross the road.
- 4) She must have been more careful on her way back home.
- 5) You must follow the rules if you don't want to be a part of the accident.

Mustn't:

- 1) You mustn't play next to the road.
- 2) You mustn't cross the street when the red light is on.
- 3) You mustn't run on the street.
- 4) You mustn't throw any trash on the streets.
- 5) You mustn't hide any information about the car accident.

Ex. 9. Write down the text, choose the right version.

The first traffic signal was invented by a railway signaling engineer. It was installed __ (1) __ the Houses of Parliament in 1868. It __ (2) __ like any railway signal of the time, and was operated by gas. __ (3) __, it exploded and killed a policeman, and the accident __ (4) __ further development until cars became common. __ (5) __ traffic lights are an American invention. Red-green __ (6) __ were installed in Cleveland in 1914. Three-color signals, operated __ (7) __ hand from a tower in the __ (8) __ of the street, were installed in New York in 1918. The __ (9) __ lights of this type to __ (10) __ in Britain were in London, on the junction between St. James's Street and Piccadilly, in 1925. Automatic signals were installed __ (11) __ year later. In the past, traffic lights were __ (12) __. In New York, some lights had a statue on top. In Los Angeles the lights did not just __ (13) __ silently, but would ring bells to __ (14) __ the sleeping motorists of the 1930s. These are gone and have been __ (15) __ by standard models which are universally adopted.

1. A) outside B) out C) out of D) outdoors
2. A) resembled B) looked C) showed D) seemed
3. A) However B) Therefore C) Although D) Despite

4. A) forbade B) disappointed C) avoided D) discouraged
5. A) New B) Recent C) Modern D) Late
6. A) methods B) ways C) systems D) means
7. A) by B) with C) through D) in
8. A) middle B) heart C) focus D) halfway
9. A) original B) primary C) first D) early
10. A) show B) appear C) happen D) become
11. A) a B) in the C) in a D) the
12. A) various B) particular C) rare D) special
13. A) change B) alter C) vary D) move
14. A) rise B) raise C) wake D) get up
15. A) reproduced B) replaced C) removed D) remained

Ex. 10. Read and translate the text.

TRAFFIC SIGNAL DESIGNED FOR BLIND

Japanese technology has produced a unique traffic signal that can be “seen” by blind pedestrians. The device is a steel cylinder, 37 inches high and 7 inches in diameter, which is linked to the conventional traffic system and which vibrates when the traffic light is green.

A blind pedestrian can thus determine the signal indication by touching the cylinder with his hand or cane to find out whether or not it is vibrating. The sidewalk around the intersection where one of these signal systems is installed is paved with tiles having Braille* characters which indicate that signals for the blind are in place. The complete system for an intersection consists of eight cylinders, two at a corner, for each possible direction of walking. The signal was designed by the Traffic Safety Research Centre in Okayama City. It is operated by a 74-watt AC motor.

** Braille -- a reading system for blind people that uses small raised marks that they feel with their fingers.*

Ex. 11. Read and translate.

BASIC RULES OF THE ROAD

1. Keep left allowing the vehicles from the opposite direction to pass.
2. Give way to all traffic on your right, especially at road junctions and roundabouts.
3. While turning left or right, give way to vehicles going straight.
4. While turning left, keep to the left side of the road and turn close to the left side of the road which you enter.
5. Slow down at road junctions, intersections and pedestrian crossings. You must also slow down near school zones, temple areas etc., where a lot of pedestrians and vehicle traffic move. Signal before you make any maneuver indicating your intention so that the other road users can adjust accordingly.
6. Always use a helmet if you are driving a two-wheeler and always see that when you use the helmet, the strap is fixed properly.
7. Stick to the speed limit and remember that speed limit is related to the traffic condition.
8. Remember that stopping distance of your vehicle depends on the speed at which you are driving.

Ex. 12. Read and retell the text.

ROAD ACCIDENT

Road accident is most unwanted thing to happen to a road user, though they happen quite often. The most unfortunate thing is that we don't learn from our mistakes on road. Most of the road users are quite well aware of the general rules and safety measures while using roads but it is only the laxity on part of road users, which cause accidents and crashes. Main cause of accidents and crashes are due to human errors. We are elaborating some of the common behavior of humans which results in accident.

1. Over Speeding
2. Drunken Driving

3. Distractions to Driver
4. Red Light Jumping
5. Avoiding Safety Gears like Seat belts and Helmets
6. Non-adherence to lane driving and overtaking in a wrong manner

Various national and international researches have found these as most common behavior of Road drivers, which leads to accidents.

Over Speeding:

Most of the fatal accidents occur due to over speeding. It is a natural psyche of humans to excel. If given a chance man is sure to achieve infinity in speed. But when we are sharing the road with other users we will always remain behind some or other vehicle. Increase in speed multiplies the risk of accident and severity of injury during accident. Faster vehicles are more prone to accident than the slower one and the severity of accident will also be more in case of faster the severity of accident will also be more in case of faster vehicles. Higher the speed, greater the risk. At high speed the vehicle needs greater distance to stop i.e. braking distance. A slower vehicle comes to halt immediately while faster one takes long way to stop and also skids a long distance due to law of motion. A vehicle moving on high speed will have greater impact during the crash and hence will cause more injuries. The ability to judge the forthcoming events also gets reduced while driving at faster speed which causes error in judgment and finally a crash.

Drunken Driving:

Consumption of alcohol to celebrate any occasion is common. But when mixed with driving it turns celebration into a misfortune. Alcohol reduces concentration. It decreases reaction time of a human body. Limbs take more to react to the instructions of brain. It hampers vision due to dizziness. Alcohol dampens fear and incite humans to take risks. All these factors while driving cause accidents and many a times it proves fatal. For every increase of 0.05 blood alcohol concentration, the risk of accident doubles. Apart from alcohol many drugs, medicines also affect the skills and concentration necessary for driving. First of all, we recommend not to consume alcohol. But if you feel your merrymaking is not complete without booze, do not drive under the influence of alcohol. Ask a teetotaler friend to drop you home.

Distraction to Driver:

Though distraction while driving could be minor but it can cause major accidents.

Distractions could be outside or inside the vehicle. The major distraction now a days is talking on mobile phone while driving. Act of talking on phone occupies major portion of brain and the smaller part handles the driving skills. This division of brain hampers reaction time and ability of judgement. This becomes one of the reasons of crashes. One should not attend to telephone calls while driving. If the call is urgent one should pull out beside the road and attend the call. Some of the distractions on road are:

- 1.Adjusting mirrors while driving
- 2.Stereo/Radio in vehicle
- 3.Animals on the road
- 4.Banners and billboards.

The driver should not be distracted due to these things and reduce speed to remain safe during diversions and other kind of outside distractions.

Red Light jumping:

It is a common sight at road intersections that vehicles cross without caring for the light. The main motive behind Red light jumping is saving time. The common conception is that stopping at red signal is wastage of time and fuel. Studies have shown that traffic signals followed properly by all drivers saves time and commuters reach destination safely and timely. A red light jumper not only jeopardizes his life but also the safety of other road users. This act by one driver incites other driver to attempt it and finally causes chaos at crossing. This chaos at intersection is the main cause of traffic jams. Eventually everybody gets late to their destinations.

Avoiding Safety Gears like seat belts and helmets:

Use of seat belt in four-wheeler is now mandatory and not wearing seat belt invites penalty, same in the case of helmets for two wheeler drivers. Wearing seat belts and helmet has been brought under law after proven studies that these two things reduce the severity of injury during accidents. Wearing seat belts and helmets doubles the chances of survival in a serious accident. Safety Gears keep you intact and safe in case of

accidents. Two wheeler deaths have been drastically reduced after use of helmet has been made mandatory. One should use safety gears of prescribed standard and tie them properly for optimum safety.

Detrimental effects of traffic on environment

1. Safety 2. Noise 3. Land Consumption 4. Air Pollution 5. Degrading the Aesthetics

How different factors of Roads contribute in Accidents:

Drivers: Over-speeding, rash driving, violation of rules, failure to understand signs, fatigue, alcohol.

Pedestrian: Carelessness, illiteracy, crossing at wrong places moving on carriageway, Jaywalkers.

Passengers: Projecting their body outside vehicle, by talking to drivers, alighting and boarding vehicle from wrong side travelling on footboards, catching a running bus etc.

Vehicles: Failure of brakes or steering, tyre burst, insufficient headlights, overloading, projecting loads.

Road Conditions: Potholes, damaged road, eroded road merging of rural roads with highways, diversions, illegal speed breakers.

Weather conditions: Fog, snow, heavy rainfall, wind storms, hail storms.

Preventive measures for accidents:

1. Education and awareness about road safety
2. Strict Enforcement of Law
3. Engineering:
(a) Vehicle design (b) Road infrastructure

Direct Consequences of Accidents:

- 1 Fatality (Death) 2. Injury 3. Property Damage

Ex. 13. Translate the text.

SOME USEFUL TIPS FOR EMERGENCIES

In case of brake failure:

1. First do no panic; when you panic, you cannot take correct action.
2. Take your foot off the accelerator and rapidly change gear down.
3. Use hand brake.
4. Steer to the side.

In case of steering failure:

1. Reduce speed.
2. Apply brakes.

In case of tire burst:

Hold the steering wheel tight to control the pulling and halt the car quickly.

In case of skidding:

1. It can occur due to bad tires, due to spilt oil on roads and wet surface in rainy weather.

It can also occur when you apply sudden brake or take a sharp fast turn.

2. While it is skidding do not apply brake but gently steer in the direction in which it is pulling.

Precautions to be taken at intersections:

1. At intersections, stop, look and then enter.
2. Always give way to traffic on the main road.
3. At the intersection of two main roads give way to traffic coming from you right.
4. At all roundabouts, traffic on the right has preference.

GRAMMAR LINK

Инфинитив

Инфинитив в английском языке представляет собой неличную форму глагола, которая обозначает действие. Инфинитив отвечает на вопросы «что делать?», «что сделать?»

to run – бежать/прибежать

to cook – готовить/приготовить

Формальным признаком инфинитива в английском языке является частица *to*, которая в некоторых случаях опускается.

I was glad to see the gasoline. – Я был рад увидеть заправку.

He can play chess. – Он умеет играть в шахматы.

Отрицательная форма образуется с помощью частицы *not* – просто ставим ее перед инфинитивом. Если инфинитив с частицей *to* – отрицание *not* встает перед ней.

I decided not to buy ticket. – Я решил не покупать билет.

They asked him not to be late. – Они попросил его не опаздывать.

Try not to be late tomorrow – Постарайся не опоздать завтра.

Инфинитив (с частицей to) употребляется в следующих случаях:

1) после следующих глаголов:

to agree – соглашаться

to aim – намереваться, пытаться

to appear – оказаться

to arrange – договариваться

to ask – просить

to attempt – попытаться

to be able – быть в состоянии, мочь

to beg – просить, умолять

to begin – начинать

to care – хотеть, иметь желание

to choose – выбирать

to claim – заявлять, утверждать

to dare – решаться, иметь смелость

to decide – решить

to demand – требовать

to deserve – заслуживать

to dread – бояться, страшиться

to expect – ожидать

to fail – не сбываться, не сделать, не смочь

to get – получить разрешение

to happen – оказаться, случаться

to hesitate – не решаться

to hope – надеяться

to hurry – поспешить

to intend – намереваться

to learn – учиться

to manage – смочь, справляться

to need – нуждаться

to neglect – забывать, не сделать чего-то

to plan – планировать

to prepare – приготовиться

to pretend – делать вид, притворяться
to proceed – перейти к, начать делать что-то после чего-то
to promise – обещать
to refuse – отказываться
to seem – казаться
to strive – пытаться, прилагать усилия
to swear – клясться
to tend – иметь склонность, тяготеть
to threaten – угрожать, запугивать
to vow – давать клятву
to wait – ждать
to want – хотеть
to wish – хотеть, желать

I want to speak to you – Я хочу поговорить с Вами.

После глаголов «ask» (спрашивать), «learn» (научиться, узнать), «explain» (объяснять), «decide» (решать), «find out» (узнать), «want to know» (хотеть узнать), когда после них стоит вопросительное слово.

We should decide now what to do next. – Мы должны решить сейчас, что делать дальше.

2) Инфинитив употребляется после прилагательных:

It is easy to be a law obedient person – Легко быть законопослушным человеком.

It is very important to know how, when and where to cross the road.

Инфинитив без частицы to употребляется после глаголов **can, may, might, must, should, had better, would rather, make, let.**

My boss makes us work hard.

3) Инфинитив с частицей to употребляется для выражения причинно-следственной связи

I came to this lesson to study English – Я пришел на урок для того, чтобы изучать английский.

Traffic lights, road signs and markings are installed to help pedestrians and drivers on the roads - Светофоры, дорожные знаки и разметка устанавливаются для помощи пешеходам и водителям на дорогах.

Ex. 14. Put to if it is necessary.

1. Parents should let the children ... have private life.
2. I waited for my friend ... get off the bus.
3. They made me ... do it.
4. We can't ... let him stay outdoors.
5. He ordered the car ... come at 5 p.m.
6. At last he was made ... write a letter to his parents.
7. Children were allowed ... go to the cinema alone.
8. Let us ... be friends.
9. What makes you ... think so?
10. Don't let him ... drive so fast.

Ex. 15. Continue the sentences, using infinitive (to find the poem, to help you, to share it with the animals, to celebrate your Birthday, to get in.).

- a. We made **a cake** _____.
- b. He broke **the door** _____.
- c. I opened **the book** _____.
- d. We took **some water** _____.
- e. I came here _____.

Ex. 16. Choose the right answer.

- 1) I need _____ some emails.
a) to answer b) answer c) answering
- 2) The situation is difficult ____
a) for explain b) explain c) to explain
- 3) I don't know what ____.
a) do b) to do c) that I do
- 4) I don't really mind ____ housework.
a) do b) to do c) doing
- 5) I want _____ the truth.
a) to tell b) tell c) telling

Ex. 17. Complete with a verb from the list:

enjoy, finish, forget, hate, learn, mind, promise, try

1. Don't ____ to turn off the light before you go.

2. I want to ____ to speak Italian.
3. Can you ____ to make less noise, please?
4. I ____ to pay you back next week.
5. I really ____ making cakes.
6. Do you ____ waiting here until I'm ready?
7. My parents are very punctual - they ____ being late.
8. When are you going to ____ using the computer? I need it!

Ex. 18. Put the correct verb and make positive and negative sentences

- 17) I need ____ some new clothes. (+)
- 18) Try ____ about politics. (-)
- 19) It'll be nice ____ your parents. (+)
- 20) It's important _____. (-)
- 21) I don't know where to ____ or what _____. (+)
- 22) A - Why did you go to the party?
B ____ new people. I went to the party ____ new people. (+)

Ex. 19. Complete the sentences with a positive or negative infinitive *do, not drive, go, have, learn, look for, not make, meet*

1. A Hi, I'm Donatella .
B I'm Renee. Nice ____ you.
2. What do you want ____ tonight?
3. I need ____ to the shop. I don't have any bread or milk
4. Try a noise. Your father's asleep.
- 5 I'd really like ____ how to drive.
- 6 Be careful ____ too fast on the way home-the roads are icy.
- 7 He's decided ____ a new job.

Ex. 20. Complete the sentences with the infinitive (with to) of a verb from the list.

not do, find, not finish, rent, see, not tell, wash up

1. John's very polite. He offered ____ up after the meal.
2. Thanks for coming. We hope ____ you again soon.
3. She wasn't enjoying the lasagne, so she decided ____ it.
4. My boyfriend is unemployed. He needs ____ a job.

5. I'll tell you what she said, but please promise ____ anybody.
6. I'm sorry I shouted at you. I'll try ____ it again.
7. They want to live together. They're planning ____ a flat.

Ex. 21. Complete the sentences with a question word from the list, and to + the verb i n brackets.

How, how many, how much, what, when, where

1. She gave me her address, but I don't know ____ to get there, (get).
2. My brother is always busy so I don't know ____ him . (call).
3. My mum asked me to get some eggs, but she didn't say ____ .
(buy).
4. We'd like to travel around the world, but we don't know ____ first,
(go).
5. She wants to go to university, but she doesn't know ____ . (study).
6. Who' s going to be here for lunch? I have pasta, but I need to
know ____ . (make).

Ex. 22. Complete the sentences with to and a verb.

1. He gave them some chocolates ____ thank you.
2. They're going to evening classes ____ Chinese.
3. We called the restaurant a table ____.
4. He told us a joke ____ us laugh.
5. I went to a cash machine ____ some money.
6. Do you use your phone ____ photos?

Unit 12

Fight against drug trafficking and terrorism.

Борьба с терроризмом и наркоманией

Vocabulary and reading

to involve – влечь за собой;
safety – безопасность;
firearm – огнестрельное оружие;
to concern – касаться, иметь отношение к...;
to participate – участвовать;
to promote – помогать, содействовать;
to intensify – усиливать;
funds – денежные средства;
to prevent – предотвращать;
to traffick drugs – незаконно ввозить наркотики.

Ex. 1. Before reading the text explain the meaning of the following words and word combinations:

threat, to influence, government, public, political reasons, ideological reasons, violence, damage, explosive, property.

Terrorism

Terrorism is the use or threat of action which may influence the government or the public for political, religious or ideological reasons. Terrorism usually involves serious violence against a person's life or serious damage to property. Terrorism creates a serious risk to the health or safety of the public. Terrorists often use firearms or explosives for their purposes.

An organization is concerned in terrorism if it commits or participates in acts of terrorism, prepares for terrorism or promotes terrorism.

Everybody sees the need for fight against terrorism and its financing. Governments of different countries take measures to intensify cooperation between national administration and police authorities to fight against terrorists.

Peoples of the world see the need for international cooperation to identify funds for terrorist purposes. We should take efforts to prevent all terrorist acts, to weaken terrorist infrastructures. It is also necessary to prevent general criminal activities that often serve to finance terrorism such as trafficking drugs and weapons.

Questions to the text:

1. What does terrorism mean?
2. What does terrorism involve against a person and property?
3. Why are terrorists dangerous to people?
4. Do terrorists often use firearms or explosives for their purposes?
5. What organizations are concerned in terrorism?
6. Why do peoples of the world fight against terrorism?
7. What should governments do against terrorism?
8. What should every person do to prevent this threat?
9. How do criminal activities help terrorists?
10. Give examples of terrorist acts if you know any.

Ex. 2. Translate the following sentences into Russian:

1. Terrorism creates a serious risk to the health of the public.
2. Terrorists may have plans to interfere with or damage to an electronic system.
3. In the 20th century hundreds of children, men and women were victims of terrorist acts.
4. Terrorist inhumane acts must not go unpunished.
5. Peoples of the world must put an end to these crimes and contribute to the prevention of such crimes.
6. Governments of different countries should adapt domestic legislation to new technological developments of terrorists.
7. An organization which helps terrorists also commits an act of terrorism.
8. Everybody sees the need for fight against terrorism and its financing.
9. Governments of the world should take measures to neutralize terrorism's legal sources of financing.
10. Some terrorist groups operate under the cover of humanitarian, non-profit or even charitable organizations.

Ex. 3. Study the text below, making sure you fully comprehend it. Where appropriate, consult English-Russian dictionaries and/or other reference & source books on law. Pay special attention to the words and word combinations in bold type.

TERRORISM

Terrorism means the use or threat of action if this action may influence the government or intimidate the public or a section of the public for political, religious or ideological reasons. Terrorism usually involves serious violence against a person or serious damage to property, endangers a person's life, other than that of the person committing the action, and creates a serious risk to the health or safety of the public. Terrorists often use firearms or explosives for their purposes. Terrorists may have plans to interfere with or seriously disrupt an electronic system.

An organization is concerned in terrorism if it commits or participates in acts of terrorism, prepares for terrorism, promotes or encourages terrorism.

Everybody sees the need for fight against terrorism and its financing. Governments of different countries take measures to adapt domestic legislation and international conventions to new technological and other developments of terrorists as well as to their growing sophistication. It is also necessary to intensify cooperation between national administration and judicial, police, financial and other authorities for the purpose of successfully tracing the origin and the routing of funds intended for terrorists.

People of the world see the need for intensified international cooperation to identify and neutralize funds for terrorist purposes. Such an undertaking is possible only with a high degree of cooperation at the normative, operative and implementation levels. While such an effort may not ensure the prevention of all terrorist acts, it can contribute significantly to weakening terrorist infrastructures. This is so especially if measures can neutralize terrorism's legal sources of financing, which in certain cases operate under the cover of humanitarian, non-profit or even charitable organizations. It is also necessary to prevent general criminal activities that often serve to finance terrorism such as trafficking drugs and weapons in human beings. The systems and measures developed over the last few years to prevent the laundering of proceeds from crime can, if conscientiously applied, play a significant role in the detection, freezing and confiscation of terrorist funds.

Ex. 4. Answer the following questions:

- 1) What does terrorism mean?
- 2) Does terrorism usually involve serious violence against a person or serious damage to property? Give examples.
- 3) Does terrorism usually endanger a person's life, other than that of the person committing the action? Give examples.
- 4) Does terrorism usually create a serious risk to the health or safety of the public? Give examples.
- 5) Do terrorists often use firearms or explosives for their purposes?
- 6) Do terrorists often interfere with or seriously disrupt electronic systems? Give examples.
- 7) What organizations are concerned in terrorism?
- 8) What measures do governments of different countries take to fight against terrorism and its financing?

Ex. 5. Complete the sentences using the words and word combinations from the box. If necessary, consult English-Russian dictionaries.

Violence against; damage to; for political, religious or ideological reasons; safety; endangers; seriously disrupt; firearms or explosives; participates in; domestic legislation; fight against terrorism; intensify cooperation.

(1) An act of terrorism may influence the government or intimidate the public or a section of the public ... (2) Terrorism usually involves serious ... a person or serious ... property. (3) Terrorism ... a person's life, other than that of the person committing the action. (4) Terrorism creates a serious risk to the health or ... of the public. (5) Terrorists often use ... for their purposes. (6) Terrorists may have plans to interfere with or ... an electronic system. (7) An organization is concerned in terrorism if it commits or ... acts of terrorism. (8) Everybody sees the need for ... and its financing. (9) Governments of different countries take measures to adapt ... to new technological and other developments of terrorists. (10) We must ... between national administration and judicial, police, financial and other authorities for the purpose of fighting against terrorism and its financing.

Ex. 6. Translate the following words and word combinations into English:

повлиять на правительство; запугивать общественность; по политическим, религиозным или идеологическим причинам; насилие над личностью; ущерб имуществу; подвергнуть риску жизнь человека; совершить террористический акт; подвергнуть большому риску безопасность общества; использовать огнестрельное оружие; взрывчатые вещества; разрушить электронную систему; участвовать в террористических актах; борьба с терроризмом и его финансированием; принимать меры; адаптировать внутреннее законодательство и международные конвенции к новым технологическим и другим усовершенствованиям террористов; также как; расширять сотрудничество; судебные, полицейские, финансовые и другие органы власти; отследить происхождение и пути прохождения финансовых средств, предназначенных для террористов; успешно; организация замешана в террористических акциях; необходимость расширения международного сотрудничества; идентифицировать и нейтрализовать финансовые средства.

Ex . 7. Translate the following questions into English and ask your partner to answer them:

1. Дайте определение терроризма.
2. Является ли террористический акт угрозой безопасности общества?
3. Может ли угроза террористического акта повлиять на правительство?
4. Подразумевает ли террористический акт насилие над личностью или ущерб имуществу?
5. Используют ли террористы огнестрельное оружие и взрывчатые вещества при совершении террористических актов?
6. Дайте определение террористической организации.
7. Какие меры принимаются правительствами разных стран для борьбы с терроризмом?

Ex . 8. Put the words into the gaps in the text.

June the 26th is International Day Against Drug Abuse and Illicit Trafficking. It is a day _____ by the *greatly* United Nations to raise awareness of the _____ of *organized* drug abuse and the illegal drug trade. It started in 1988 and *started* has got bigger each year. This seems necessary as the trade *challenge* in illegal drugs is increasing _____. The 26th of June *dangers* was _____ for historical reasons. It was on this day *chosen* that a Chinese official of the Qing dynasty, Lin Zexu, *destroy* _____ the opium trade in Guangdong, China, just *dismantled* before the Opium War _____. Former UN Secretary-General Kofi Anan said: "Illicit drugs _____ innumerable individual lives and undermine our societies." He added the drug trade "remains a major _____ for the international community".

Ex. 9. Read the dialogue:

Student 1: Hi Kabir, how are you?

Student 2: Not well . I'm very much tensed up about one of my cousins.

Student 1 : Why? What's happened to him?

Student 2 : He is severely ill. He's a drug addict and it's the reason of his illness.

Student 1 : Oh, it's very bad. Drug addiction is one of the major problems in our country.

Student 2 : You're right. It's many bad effects on both body and mind. Basically frustration is the main cause of it.

Student 1 : To arrange drugs with money, the addicted persons take the wrong ways to commit crimes like stealing, looting, hijacking etc.

Student 2: But the treatment of the drug addicts is expensive and difficult.

Student 1: Your family also help him to recover from the addiction.

Student 2 : Thank you for your kind advice.

Student 1: You're welcome.

Ex .10. Make up your own dialogue.

GRAMMAR LINK

ИНФИНИТИВ

1. Инфинитив – неопределенная форма глагола, отвечающая на вопрос «Что делать?» или «Что сделать?»

- Формальным признаком инфинитива является частица to, которая в некоторых случаях не употребляется (после модальных глаголов, вспомогательных глаголов и др.):

He wants to read it. – He can read. – He doesn't read well.

	Active	Passive
--	---------------	----------------

Indefinite	to do	to be done
-------------------	-------	------------

Continuous	to be doing	–
-------------------	-------------	---

Perfect	to have done	to have been done
----------------	--------------	-------------------

Perfect Continuous	to have been doing	–
---------------------------	--------------------	---

- Временные формы инфинитива выражают действие, происходящее одновременно с действием глагола-сказуемого, либо предшествуют ему.

He wanted to ask somebody about it. Он хотел спросить кого-нибудь об этом. (одновременность)

He wanted to be asked about it. Он хотел, чтобы его спросили об этом. (одновременность)

He pretended to be reading a newspaper. Он делал вид, что читает газету. (продолжительность действия в настоящем)

He pretended to have been reading a book for some time.

He is happy to have been invited to the party.

Он сделал вид, что некоторое время читал газету.
(продолжительность действия в прошлом)

Он рад, что его пригласили на вечер. (предшествование)

Если глаголы to make, to let употреблены в действительном залоге, то за ними следует инфинитив без частицы to.

Если глаголы to make и to let употреблены в страдательном залоге, то за ними следует инфинитив с частицей to.

They made me say it. I was made to say it.

• После выражений I would rather, I / You had better употребляется инфинитив без частицы to.

I'd rather go skating. You'd better do it now.

• Запомните ряд глаголов, после которых употребляется инфинитив:

He seems to have plenty of money. They claim to have solved the problem.

Ex. 11. Make up sentences using the necessary infinitive forms.

It seems to me he is reading. He seems to be reading now.

1. It seems she has completed the work.

.....

2. It appears that they know nothing.

.....

3. She claims that she saw him yesterday.

.....

4. The child pretends that he is sleeping.

.....

5. Jack pretends that he understood the task very well.

.....

6. It appears that he is very clever.

.....

7. He claims that he can speak English.

.....

8. It seems to me you have had your hair cut.

.....

9. She claims she has lost the papers.

.....

10. It seems to me that they are listening to music.

.....

1. He pretends that he is working hard.

.....

2. It seems to me that she is a good manager.

.....
3. It appeared it was a funny story.

.....
4. It seems to me he is telling the truth.

.....
5. She claims that she has sold it for fifty pounds.

.....
6. It seems to me that the letters have been signed.

.....
7. It appeared that everybody was ready.

.....
8. The boy pretended that he was crying.

.....
9. It seems to me that the book is translated into almost all languages.

.....
10. They claim that they don't understand anything.

.....
Ex. 12. Open the brackets using the verbs in infinitive form with or without the *to* particle.

1. I can't afford (stay) at such an expensive hotel.

2. I think I'll manage (do) the work tomorrow.

3. You'd better (spend) the evening at home.

4. Who taught you (skate)?

5. I can't make the child (go) to bed.

6. They agreed (help) us.

7. I'd rather (go) to the cinema.

8. I was let (visit) the sick man.

9. Tell him (come) at once.

10. Let him(have a look) at the photo.

11. The doctor forbade him (smoke).

12. You'd better (help) them now.

13. Make him (clean) the flat.

14. He failed (get) Sam on the phone.

15. I can't let you (go) there alone.

16. The child was made (learn) the poem.
17. He refused (work) with us.
18. I advise you (visit) this exhibition.
19. Jack decided (not, answer) the letter.
20. The man was made (pay) the fine.

ИНФИНИТИВНЫЕ ОБОРОТЫ

1. Инфинитивные обороты часто употребляются вместо придаточных предложений с конструкциями

- there is / there are

There are a lot of books to read.

There are a lot of books for you to read. There is a lot of place for you to walk.

- ... have ...

He has a lot of books to read.

He has a lot of books for you to read. We have some pictures for you to see.

- this is / these are

This is a good film to see.

This is a good film for you to see. These are nice stories for you to read.

- He is too weak to walk.

The book is too dull for me to read.

Обратите внимание на отсутствие it в конце предложения.

- This subject is interesting enough to study.

These books are easy enough for the child to read.

Обратите внимание на отсутствие it в конце предложения.

He was the first to notice it. She was the last to come to have something done

I want to have my hair cut.

I must have my suit cleaned.

I must cut my hair.

Мне нужно подстричься. (Я сделаю это сама.)

I must have my hair cut. Мне нужно подстричься.

(Кто-то другой сделает это для меня.)

Ex 13. Revise the sentences using infinitive turns.

I have a lot of work that I must do. – I have a lot of work to do.

1. There are a lot of things that you must wash.
2. This is an interesting film that any child can see.
3. This is an interesting subject that one can study.
4. They had a lot of things that they could discuss.
5. Judy learned about it last.
6. There are other facts that can prove this theory.
7. There is some news that you must know.
8. Frank told his father the pleasant news first.
9. He has a friend that he can ask for advice.
10. There are some papers that must be typed.
11. I have some money that can be invested.
12. This is the material that should be revised.
13. He got to the finishing line right after David.
14. These are the things he must repair.

Ex. 14. Revise the sentences using the construction *too + adjective + infinitive*.

1. The weather is so bad that we won't go to the country.
2. The article is so difficult that he can't translate it.
3. The day is so hot that it is impossible to stay in town.
4. The dress is so expensive that it can't be worn every day.
5. The mountain is so high that you won't be able to climb it.

Ex. 15. Revise the sentences using the construction *adjective + enough + infinitive*.

1. The rule was difficult. The child could hardly understand it.
2. The car is expensive. I can't buy it.
3. The house is small. Such a big family can't live in it.
4. The shoes are tight. The child can't wear them.
5. The passage is difficult. It can hardly be learned by heart.

Ex. 16. Translate.

1. Мне нужно починить часы.
2. Ей нужно почистить пальто.
3. Он прибыл первым.
4. Она сделала работу последней.
5. Она сшила себе новое платье.
6. Ему нужно перевести эту статью. Он не знает немецкий.
7. Это был третий вопрос, который мы должны были решить.
8. Мне нужно почистить ботинки.
9. Ты подстриглась?
10. Она почистила пиджак?
11. Когда Смиты отремонтировали дом?
12. Вам уже сшили новое платье?

Unit 13

Cybercrimes.

Преступления в сфере цифровых технологий

Ex. 1. Read and translate the text.

What is a cybercrime?

New technologies create new criminal opportunities but few new types of crime.

Cybercrime is a generic term that refers to all criminal activities done using the medium of computers, the internet, cyber space and the worldwide web.

Cybercrime, also called computer crime, the use of a computer as an instrument to further illegal ends, such as committing fraud, trafficking in child pornography and intellectual property, stealing identities, or violating privacy. Cybercrime, especially through the Internet, has grown in importance as the computer has become central to commerce, entertainment, and government.

Most cybercrime is an attack on information about individuals, corporations, or governments. Although the attacks do not take place on a physical body, they do take place on the personal or corporate virtual body, which is the set of informational attributes that define people and institutions on the Internet.

An important aspect of cybercrime is its nonlocal character: actions can occur in jurisdictions separated by vast distances. This poses severe problems for law enforcement since previously local or even national crimes now require international cooperation.

Cybercrime ranges across a spectrum of activities. There are crimes that involve fundamental breaches of personal or corporate privacy, such as assaults on the integrity of information held in digital depositories and the use of illegally obtained digital information to harass, harm, or blackmail a firm or individual.

Midway along the spectrum lie transaction-based crimes such as fraud, trafficking in child pornography, digital piracy, money laundering, and counterfeiting. These are specific crimes with specific victims, but the

criminal hides in the relative anonymity provided by the Internet. Another part of this type of crime involves individuals within corporations or government bureaucracies deliberately altering data for either profit or political objectives. At the other end of the spectrum are those crimes that involve attempts to disrupt the actual workings of the Internet. These range from spam, hacking, and denial of service attacks against specific sites to acts of cyberterrorism—that is, the use of the Internet to cause public disturbances and even death.

Ex. 2. Find the English equivalents for the following words and word combinations from the text.

Общий термин, киберпреступность, возможности, преступная деятельность, киберпространство, всемирная сеть, незаконные цели, мошенничество, торговля детской порнографией и интеллектуальной собственностью, кража личных данных или нарушение конфиденциальности, большое значение, торговля, развлечение, правительство, личная или корпоративная конфиденциальность, посягательство на целостность информации, цифровые хранилища, незаконно полученная, цифровая информация, преследование, нанесение вреда, шантаж, кибервозможности, бурные дебаты, мошенничество, детская порнография, цифровое пиратство, отмывание денег, подделка денег, спам, хакерские атаки, кибертерроризм, общественные беспорядки.

Ex. 3. What do you think what kind of cybercrime is especially popular now and why?

Ex. 4. Read and translate the text.

QR Codes in email phishing

QR Codes are everywhere: you can see them on posters and leaflets, ATM screens, price tags and merchandise, historical buildings and monuments. People use them to share information, promote various online resources, pay for their goodies, and pass verification. And yet you don't see lots of QR Codes in email: users often read messages on their phones without any other device handy for scanning. As such, most letters come

with ordinary hyperlinks instead. Nevertheless, the attackers increasingly turn to QR Codes delivered through email.

Unlike phishing links that are easy to check and block, QR Code is a headache for security solutions. It takes costly and resource-heavy computer vision technology to analyze QR Codes and find out what information they contain. Worse yet, while a regular link can be sorted out just by looking at it, with QR you cannot tell where it is going to take you until you scan it.

What is a QR Code?

A QR Code, or Quick Response code, is a 2D matrix bar code consisting of several squares and multiple dots (modules) arranged in a square pattern on a white background. QR Codes can be scanned using an image processing device. It will first identify the code's location by the squares and then read the information encoded in the dots. In addition to the actual code, the square field can accommodate decorative elements, such as a company logo.

QR Codes allow to encode more data than 1D bar codes. They are often used to encode hyperlinks to various resources, such as a store catalog, a checkout page, or a building info page.

Malevolent uses of QR Codes in email

Fraudsters use QR Codes to encode links to phishing and scam pages. The first attempts to use the trick for rogue email campaigns were registered at the end of 2021. Those were scam messages imitating emails from delivery services, such as FedEx and DHL. The victims would be tricked into paying custom duties by scanning a QR Code. The encoded link was redirecting to a fake bank card data entry page. The campaign was not very large scale and dwindled by around mid-2022.

The attackers were distributing messages advising their victims that their corporate email account passwords would soon expire. To preserve access to their accounts, the users were to scan a QR Code. Some emails would come from free mail addresses, others, from domains registered recently. In some messages, the scammers added the Microsoft Security logo to the QR Code to improve credibility.

Ex. 5. Find the English equivalents for the following words and word combinations from the text.

Листовки, экран платежного терминала, ценник, оплачивать покупки, отсканировать код, рассылаются гиперссылки, злоумышленники, легко проверить, заблокировать, защитные решения, ресурсоемкая технология компьютерного зрения, каталог магазина, пользователь, двумерный штриховой код, логотип организации.

GRAMMAR LINK

Сложные предложения, в зависимости от отношений между их несколькими грамматическими основами, делятся на сложносочиненные и сложноподчиненные предложения.

Compound sentence (сложносочиненное предложение) – сложное предложение, которое состоит из двух или нескольких простых предложений. Такие простые предложения (грамматические основы) равноправны между собой по смыслу, то есть они могут быть разделены на отдельные предложения.

Matt is working in the garden and Kate is cooking now. – Мэтт работает в саду, а Кейт сейчас готовит обед.

Matt is now working in the garden. Kate is cooking. – Мэтт сейчас работает в саду. Кейт готовит обед.

Be careful on the stairs outside: you may fall down. – Будь осторожен на ступеньках на улице: ты можешь упасть.

Сложносочиненные предложения, в зависимости от того, как соединены в них разные грамматические основы (или простые предложения), могут быть союзными и бессоюзными предложениями.

В союзных сложносочиненных предложениях грамматические основы соединяются с помощью сочинительных союзов или соединительных наречий: otherwise (иначе, или же), however (однако), nevertheless (тем не менее), yet (но, все-таки, однако), still (все же), therefore (следовательно) и другие.

It is already April but the weather is still very cold and rainy. – Уже апрель, но погода до сих пор холодная и дождливая.

Paul had a lot of work to do, however he was too tired to get up from the bed. – Пол знал, что у него еще много работы, однако он был слишком уставшим, чтобы подняться с постели.

В бессоюзных сложносочинительных предложениях грамматические основы (или простые предложения) разделяются с помощью пунктуации: запятой (comma), точки с запятой (semicolon), двоеточия (colon) и др.

The snow fell quietly, the town was silent. – Снег тихо падал, в городе было тихо.

Clark decided to stay at home: he had a terrible headache. – Кларк решил остаться дома: у него была ужасная головная боль.

The professor entered the classroom; he was wearing a white cotton shirt, blue jeans and leather moccasins. – Профессор вошел в аудиторию; на нем была белая хлопковая рубашка, голубые джинсы и кожаные мокасины.

Типы связей в сложносочиненном предложении

Copulative coordination (соединительная связь) – связь между простыми предложениями в одном сложносочиненном, когда информация, выраженная в первом простом предложении, дополняет другое простое предложение. При соединительной связи используются союзы **and, nor, neither ... nor, not only ... but** и другие.

• *The weather was fine yesterday and we went yachting.* – Погода вчера была хорошая, и мы пошли кататься на парусниках.

• *John didn't know how to use my laptop nor was he able just to switch it on.* – Джон не знал, как пользоваться моим ноутбуком, и даже не смог его просто включить.

• *Not only did the boy break our window but he also trampled on my flower bed!* – Мальчик не только разбил наше окно, он еще и потоптал мою клумбу!

Disjunctive coordination (разделительная связь) – связь, которая выражает выбор между простыми предложениями в одном сложносочиненном. Эта связь выражается с помощью союзов **or, else, or else** (или же), **either ... or** (или же ... или же) и наречия **otherwise** (иначе).

• *You can stay at home or you can go with me.* – Ты можешь остаться дома или пойти со мной.

• *Either our prices must be revised or we fail.* – Или же мы пересматриваем свои цены, или мы обанкротимся.

• *A politician has to be persuasive in his speeches otherwise no one would vote for him.* – Политик должен быть убедительным в своих речах, иначе никто не проголосует за него.

Adversative coordination (противительная связь) – выражает противопоставление простых предложений в одном сложносочиненном. Такая связь выражается с помощью союзов **but, yet** (все же, однако), **while** (в то время, как), **whereas** (тогда как) и наречиями **nevertheless** (тем не менее), **still** (однако).

• *I warned you but you didn't listen to me.* – Я предупредил тебя, но ты меня не послушал.

• *He closed his eyes while his fingers were still touching the strings.* – Он закрыл глаза, в то время, как его пальцы продолжали перебирать струны.

• *The examination was pretty complicated, nevertheless we managed to pass it.* – Экзамен был достаточно сложный, тем не менее мы смогли его сдать.

Causative-consecutive coordination (причинно-следственная связь) – простые предложения в одном сложносочиненном, которые поясняют друг друга. Такая связь выражается союзами **for, so** и наречиями **therefore** (по этой причине), **accordingly** (соответственно), **consequently** (следовательно), **hence** (отсюда, поэтому).

• *It was raining so the guys decided to stay at home and watch some movies.* – Шел дождь, и парни решили остаться дома и посмотреть кино.

• *Marco doesn't speak any English, therefore he doesn't understand you.* – Марко совершенно не говорит по-английски, поэтому он не понимает тебя.

• *I won't buy this device for it is very expensive and actually useless for me.* – Я не буду покупать это приспособление, так как оно очень дорогое и для меня бесполезное.

Complex sentence (сложноподчиненное предложение) – сложное предложение, которое состоит из одного **главного предложения** (main clause) и одного или нескольких зависимых **придаточных** (subordinate clauses).

• *I don't know what you are talking about.* – Я не знаю, о чем ты говоришь.

• *I will give you candies if you clean your room.* – Я дам тебе конфеты, если ты убереешь в своей комнате.

• *The girl you have just seen is my new classmate.* – Девочка, которую ты только что видел, – моя новая одноклассница.

От одного главного предложения могут зависеть несколько однородных (равноправных) придаточных.

• *Kate doesn't know where she can buy this book and how much it will cost her.* – Кейт не знает, где она может купить эту книгу и сколько она будет стоить.

• *We were sure that Jack would win this competition and that he would become a new champion.* – Мы были уверены, что Джек выиграет эти соревнования и что он станет новым чемпионом.

Также придаточные предложения могут относиться к другим придаточным в одном сложном предложении.

• *Kate doesn't know where she can buy the book she has to read.* – Кейт не знает, где она может купить книгу, которую ей нужно прочитать.

• *We were sure that Jack would win the competition he had been preparing for.* – Мы были уверены, что Джек выиграет соревнования, к которым он готовился.

Способы соединения

В сложноподчиненном предложении придаточные предложения могут соединяться с главным предложением с помощью **подчинительных союзов** и **союзных слов** или же **бессоюзным способом**.

Подчинительные союзы **if** (если), **that** (что), **because** (потому что), **as** (так как) служат только для соединения частей

сложноподчиненного предложения и не являются членами придаточных предложений.

• *I am late as I have missed my bus.* – Я опаздываю, так как я не успел на автобус.

• *We will go for a walk if the weather is fine.* – Мы пойдем на прогулку, если погода будет хорошей.

• *Kate knew that she had to arrive on time at the airport.* – Кейт знала, что она должна прибыть в аэропорт вовремя.

• *I don't like this book because it's dull and not funny at all.* – Мне не нравится эта книга, потому что она скучная и совсем не смешная.

Союзные слова **what** (что), **that** (что, который), **who** (кто), **whom** (кому, кого), **where** (где, куда), **when** (когда), **how** (как), **which** (который), хотя и служат для соединения частей сложного предложения, но также являются членами придаточных предложений.

• *I don't know what to talk about.* – Я не знаю, о чем говорить.

• *Everything that he loved has gone.* – Все, что он любил, исчезло.

• *Matt knows who stole his car a year ago.* – Мэтт знает, кто украл у него машину год назад.

• *Have you already decided where you want to go tonight?* – Ты уже решил, куда хочешь пойти этим вечером?

Придаточные предложения могут соединяться с главным предложением без использования союзов или союзных слов. В русском языке такой способ соединения отсутствует.

• *I wish you were here.* – Как бы я хотела, чтобы ты был здесь.

• *You have the book I'm looking for.* – У тебя есть книга, которую я ищу.

• *The restaurant we have been to is really nice.* – Ресторан, в котором мы были, очень хороший.

Типы придаточных предложений

Придаточные предложения в зависимости от роли, которую они выполняют в сложноподчиненном предложении, подразделяются на:

придаточное-подлежащее,

It was pity that you couldn't come. – Было жаль, что ты не смог прийти

придаточное-сказуемое,

• *A sunset by the sea is what I love the most.* – Закат у моря – то, что я люблю больше всего.

• *The problem is I don't know these people.* – Проблема в том, что я не знаю этих людей.

придаточное-определение,

• *There is no child who doesn't like playing computer games.* – Нет ребенка, который не любил бы играть в компьютерные игры.

• *It happened in 1998, when you were only 6.* – Это случилось в 1998 году, когда тебе было только 6 лет.

придаточное-дополнительное и

• *I heard that you got promoted!* – Я слышал, что тебя повысили!

• *I don't know what to say.* – Я не знаю, что сказать.

• *Do you know Paul is going to marry Martha?* – Ты знаешь, что Пол собирается жениться на Марте?

придаточное-обстоятельственное предложения.

• *It happened when I was 10.* – Это произошло, когда мне было 10 лет.

• *Jack was waiting for us at the station until we arrived.* – Джек ждал нас на станции, пока мы не приехали.

Ex. 6. Fill in: since, even if, who, before, while, when, as though, that, wherever, after, and, so that, as soon as, if, that.

1. Darryl looked after my dog ... I was away.

2. ... the curtain accidentally fell during her speech, the actress forgot her lines.

3. A statue ... was sculpted by Rodin is on display at the museum.

4. ... the queen rode in the parade, she gave a speech.

5. She doesn't know ... he'll return.

6. Many brave soldiers fought in the war ... they received medals.
7. ... we were early, we had to wait.
8. Peter is a famous baseball player ... lives in a beautiful house in Miami.
9. ... we get off the train, we will see our parents.
10. We believe ... the statement may be true only from a theoretical perspective.
11. He just cancelled his meeting ... he can come tonight.
12. Tom was welcome ... he went.
13. Our boss devotes us time ... he is busy.
14. Regional directors are invited to participate ... they are in New York.
15. It feels ... the air becomes fresher.

Ex. 7. Translate the sentences.

1. Я не знаю, где он, но я позвоню вам, когда/если я увижу его.
2. Я выбрал что-то, что я хотел.
3. Я съел что-то, что вызвало у меня проблемы с животом.
4. Человека, который живет в этом доме, не видели в течение нескольких дней.
5. Гарри работает в компании, которая изготавливает компьютеры.
6. Мне нравится сумка, которую ты носишь.
7. Следующее место, которое я бы хотел посетить, находится на Алтае.
8. Как называется место, где ты только что был?
9. Роберт только что побывал в Белоруссии, где живет его дочь.
10. Мы живем в мире, который все время меняется.

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Simple Tenses - V, 3Vs

Tense	+	-	?	Adverbs
Present Simple Tense Настоящее простое время	I live in Kazan. Я живу в Казани She (he, it) helps. Она помогает.	I do not (don't) live in Kazan. Я не живу в Казани She (he, it) doesn't help. Она не помогает	Do you live in Kazan? Ты живешь в Казани? Does she help? Она помогает?	Always (всегда), usually (обычно), often (часто), sometimes (иногда), hardly ever (едва ли), never (никогда), every day (каждый день)
Past Simple Tense Прошедшее простое время	I lived in Kazan. Я жил(а) в Казани I saw him Я видел(а) его	I did not (didn't) live. Я не жил I didn't see him. Я не видел	Did you live in Kazan? Ты жил в Казани Did you see him? Ты видел его?	Yesterday (вчера); 2 minutes (hours, days, weeks, months, years) ago (2 минуты/часа/дня/недели/года назад); last year (summer, Monday) – в прошлом году, прошлым летом, в прошлый понедельник.
Future Simple Tense Будущее простое время	I will live in Kazan Я буду жить в Казани	I will not (won't) live in Kazan Я не буду жить в Казани	Will you live in Kazan? Ты будешь жить в Казани?	Tomorrow (завтра), next week/spring/Sunday (на следующей неделе/на след. весну, в след воскресенье)

Continuous Tenses- to be (am,is,are)+Ving

Tense	+	-	?	Adverbs
Present Continuous Tense – настоящее длительное	I am drinking tea now – я пью чай сейчас	I am not drinking tea now	Are you drinking tea now?	Now (сейчас), at the moment (в данный момент)
Past-Continuous Tense – прошедшее длительное	I was drinking tea when he came – я пила чай вчера , когда он пришел	I was not drinking tea yesterday from 5 till 6 p.m.	Were you drinking tea?	From 5 a.m. till 6 p.m. (с 5 до 6), when you came (когда ты пришел)
Future Continuous Tense – будущее длительное	I will be playing the piano – Я буду играть на пианино	I will not be playing the piano	Will you be playing the piano	Tomorrow at 7 p.m. (завтра в 7 утра)

Perfect Tenses – have/has (he, she, it)+Ved/VIII

Tense	+	-	?	Adverbs
Present Perfect Tense- настоящее совершенное	I have drunk tea already – Я уже выпил чай	I have not drunk tea yet – Я еще не выпил чай	Have you drunk tea? – Ты выпил чай?	Already (уже), still (все еще), Yet (еще), never (никогда), since 2002 (с 2002), for 2 years (в теч 2 лет)
Past Perfect Tense – прошедшее время	I had drunk tea, when he came	I had not drunk	Had you drunk tea?	After, as soon as, until, when
Future Perfect Tense –будущее совершенное	I will have drunk tea	I will not have drunk tea	Will you have drunk tea?	By 5 o'clock, by noon, by Saturday, by that time, by the end of the year, by then

Irregular verbs

Verb	Past Simple	Past Participle	Перевод
be [bi:]	was [wɒz], were [wɜ:]	been [bi:n]	быть
beat [bi:t]	beat [bi:t]	beaten ['bi:tn]	бить
become [bi:'kʌm]	became [bi:'keim]	become [bi:'kʌm]	становиться
begin [bi'gin]	began [bi'gæn]	begun [bi'gʌn]	начинать
bleed [bli:d]	bled [bled]	bled [bled]	кровоточить
blow [blou]	blew [blu:]	blown [bloun]	дуть
break [breik]	broke [brouk]	broken ['brouk(e)n]	ломать, разбивать
bring [brɪŋ]	brought [brɔ:t]	brought [brɔ:t]	приносить
build [bild]	built [bilt]	built [bilt]	строить
burn [bɜ:n]	burnt [bɜ:nt]	burnt [bɜ:nt]	гореть
burst [bɜ:st]	burst [bɜ:st]	burst [bɜ:st]	разразиться
buy [bai]	bought [bɔ:t]	bought [bɔ:t]	покупать
catch [kætʃ]	caught [kɔ:t]	caught [kɔ:t]	ловить, хватать, ловить, успеть
choose [tʃu:z]	chose [ʃəuz]	chosen [tʃəuz(ə)n]	выбирать
come [kʌm]	came [keim]	come [kʌm]	приходить
cost [cɒst]	cost [cɒst]	cost [cɒst]	стоять
creep [kri:p]	crept [krept]	crept [krept]	ползать
cut [kʌt]	cut [kʌt]	cut [kʌt]	резать, рубить, ранить
do [du:]	did [did]	done [dʌn]	делать
draw [drɔ:]	drew [dru:]	drawn [drɔ:n]	рисовать, тащить
dream [dri:m]	dreamt [dremt]	dreamt [dremt]	мечтать, дремать
drink [drɪŋk]	drank [dræŋk]	drunk [drʌŋk]	пить
drive [draɪv]	drove [drouv]	driven ['drɪvn]	водить
eat [i:t]	ate [et]	eaten ['i:tn]	есть
fall [fɔ:l]	fell [fel]	fallen ['fɔ:lən]	падать
feed [fi:d]	fed [fed]	fed [fed]	кормить
feel [fi:l]	felt [felt]	felt [felt]	чувствовать
fight [fait]	fought [fɔ:t]	fought [fɔ:t]	бороться, сражаться
find [faɪnd]	found [faund]	found [faund]	находить
fit [fit]	fit [fit]	fit [fit]	подходить по размеру
fly [flai]	flew [flu:]	flown [floun]	летать
forget [fə'get]	forgot [fə'gɒt]	forgotten [fə'gɒt(ə)n]	забывать
forgive [fo'gɪv]	forgave [fo'geɪv]	forgiven [fo'gɪvn]	прощать
freeze [fri:z]	froze [frouz]	frozen ['frouzn]	замерзать
get [get]	got [gɒt]	got [gɒt]	получать, добираться, покупать
give [gɪv]	gave [geɪv]	given [gɪvn]	давать

go [gou]	went [went]	gone [gɒn]	идти
grow [grou]	grew [gru:]	grown [groun]	расти
hang [hæŋ]	hung [hʌŋ]	hung [hʌŋ]	вешать
have [hæv]	had [hæd]	had [hæd]	иметь
hear [hiə]	heard [hɜ:d]	heard [hɜ:d]	слышать
hide [haid]	hid [hid]	hidden ['hidn]	прятать
hit [hit]	hit [hit]	hit [hit]	ударять, поражать, удивлять
hold [hould]	held [held]	held [held]	держать
hurt [hɜ:t]	hurt [hɜ:t]	hurt [hɜ:t]	ушибить, причинить боль
keep [ki:p]	kept [kept]	kept [kept]	содержать, хранить
kneel [ni:l]	knelt [nelt]	knelt [nelt]	стоять на коленях
know [nou]	knew [nju:]	known [noun]	знать
lay [lei]	laid [leid]	laid [leid]	класть
lead [li:d]	led [led]	led [led]	вести
lean [li:n]	leant [lent]	leant [lent]	наклоняться
learn [lɜ:n]	learnt [lɜ:nt]	learnt [lɜ:nt]	учить
leave [li:v]	left [left]	left [left]	оставлять, уезжать
lend [lend]	lent [lent]	lent [lent]	занимать
let [let]	let [let]	let [let]	позволять, разрешать
lie [lai]	lay [lei]	lain [lein]	лежать
light [lait]	lit [lit]	lit [lit]	освещать
lose [lu:z]	lost [lɒst]	lost [lɒst]	терять
make [meik]	made [meid]	made [meid]	производить
mean [mi:n]	meant [ment]	meant [ment]	значить
meet [mi:t]	met [met]	met [met]	встречать
mistake [mis'teik]	mistook [mis'tuk]	mistaken [mis'teik(e)n]	ошибаться
pay [pei]	paid [peid]	paid [peid]	платить
prove [pru:v]	proved [pru:vd]	proven [pru:vn]	доказывать
put [put]	put [put]	put [put]	положить, класть
quit [kwit]	quit [kwit]	quit [kwit]	выходить
read [ri:d]	read [red]	read [red]	читать
ride [raid]	rode [roud]	ridden ['ridn]	ездить верхом
ring [riŋ]	rang [ræŋ]	rung [rʌŋ]	звенеть
rise [raiz]	rose [rouz]	risen ['rizn]	подниматься
run [rʌŋ]	ran [ræŋ]	run [rʌŋ]	бежать
say [sei]	said [sed]	said [sed]	говорить
see [si:]	saw [sɔ:]	seen [si:n]	видеть
seek [si:k]	sought [sɔ:t]	sought [sɔ:t]	искать
sell [sel]	sold [sould]	sold [sould]	продавать
send [send]	sent [sent]	sent [sent]	посылать, отправлять
set [set]	set [set]	set [set]	ставить
sew [sou]	sewed [soud]	sewn [soun]	шить
shake [ʃeik]	shook [ʃuk]	shaken ['ʃeik(ə)n]	встряхивать
show [ʃəu]	showed [ʃəud]	shown [ʃəun]	показывать

shrink [ʃrɪŋk]	shrank [ʃræŋk]	shrunk [ʃrʌŋk]	уменьшать
shut [ʃʌt]	shut [ʃʌt]	shut [ʃʌt]	закрывать
sing [sɪŋ]	sang [sæŋ]	sung [sʌŋ]	петь
sink [sɪŋk]	sank [sæŋk], sunk [sʌŋk]	sunk [sʌŋk]	тонуть
sit [sɪt]	sat [sæt]	sat [sæt]	сидеть
sleep [sli:p]	slept [slept]	slept [slept]	спать
slide [slaid]	slid [slid]	slid [slid]	скользить
sow [sou]	sowed [soud]	sown [soun]	сеять
speak [spi:k]	spoke [spouk]	spoken ['spouk(e)n]	говорить
spell [spel]	spelt [spelt]	spelt [spelt]	произносить по буквам
spend [spend]	spent [spent]	spent [spent]	тратить
spill [spɪl]	spilt [spɪlt]	spilt [spɪlt]	проливать
spoil [spɔɪl]	spoilt [spɔɪlt]	spoilt [spɔɪlt]	портить
spread [spred]	spread [spred]	spread [spred]	расстилать
spring [sprɪŋ]	sprang [spræŋ]	sprung [sprʌŋ]	прыгать
stand [stænd]	stood [stu:d]	stood [stu:d]	стоять
steal [sti:l]	stole [stoul]	stolen ['stəʊlən]	красть
stick [stɪk]	stuck [stʌk]	stuck [stʌk]	колоть
sting [stɪŋ]	stung [stʌŋ]	stung [stʌŋ]	жалить
sweep [swi:p]	swept [swept]	swept [swept]	выметать
swell [swel]	swelled [sweld]	swollen ['swəʊl(e)n]	разбухать
swim [swɪm]	swam [swem]	swum [swʌm]	плавать
swing [swɪŋ]	swung [swʌŋ]	swung [swʌŋ]	качать
take [teɪk]	took [tuk]	taken ['teɪk(ə)n]	брать, взять
teach [ti:tʃ]	taught [tɔ:t]	taught [tɔ:t]	учить
tear [tɛə]	tore [tɔ:]	torn [tɔ:n]	рвать
tell [tel]	told [tould]	told [tould]	рассказывать
think [θɪŋk]	thought [θɔ:t]	thought [θɔ:t]	думать
throw [θrəʊ]	threw [θru:]	thrown [θrəʊn]	бросать
understand [ʌndə'stænd]	understood [ʌndə'stʊd]	understood [ʌndə'stʊd]	понимать
wake [weɪk]	woke [wouk]	woken ['wouk(e)n]	просыпаться
wear [weə]	wore [wɔ:]	worn [wɔ:n]	носить
weep [wi:p]	wept [wept]	wept [wept]	плакать
wet [wet]	wet [wet]	wet [wet]	мочить
win [wɪn]	won [wʌn]	won [wʌn]	выигрывать
wind [waɪnd]	wound [waʊnd]	wound [waʊnd]	извиваться
write [raɪt]	wrote [rout]	written ['rɪtn]	писать

Юридические крылатые выражения на латыни

1. Ad impossibilia lex non cogit – Закон не требует невозможного.
2. Bona fides semper praesumitur, nisi malam fidem adesse probetur – Если не доказан злой умысел, всегда предполагается добросовестность.
3. Testis unus, testis nullus – Один свидетель – не свидетель.
4. Obligatio est juris vinculum – Обязательство – это узы права.
5. Pacta sunt servanda – Договоры должны соблюдаться.
6. In dubio pro reo – Сомнение в пользу подсудимого.
7. Ubi facta loquuntur non opus est verbis – Где говорят факты, нет надобности в словах.
8. Silentium videtur confessio – Молчание равносильно признанию.
9. Plus peccat auctor quam actor – Подстрекатель виновен более, чем исполнитель.
10. Mendax in uno, mendax in omnibus – Лжец в одном – лжец во всем.
11. Nemo iudex in propria causa – Никто не судья в собственном деле.
12. Qui parcit nocentibus innocentes punit – Щадящий виновных наказывает невиновных.
13. Dura lex, sed lex – Суров закон, но это закон.
14. Non bis in idem – Не привлекать к ответу дважды за одно и то же.
15. Ab omni iudicio provocari licet – По всякому судебному решению можно апеллировать.
16. Iudicis est Jus dicere non dare – Судье подобает творить суд, а не создавать право.
17. Actore non probante reus absolvitur – При недоказанности истцом иска ответчик освобождается.
18. Cogitationis poenam nemo patitur – Никто не несет наказания за мысли.
19. In iudicando criminosus est celeritas – В судебных делах поспешность преступна
20. Non rex est lex, sed lex est rex – Не царь есть закон, но закон есть царь.
21. A communi observantia non est recedendum – Нельзя пренебрегать тем, что принято всеми.
22. Contra factum non datur argumentum – Против факта не дается доказательства.
23. Jus est ars boni et aequi – Право есть искусство добра и справедливости.

PHONETICS LINK

Ex. 1. Repeat the sentences.

1. Young King Kong was stronger than strong. [ŋ]
2. Rose knows Joe phones Sophie, but Sophie and Joe don't know Rose knows. [əʊ]
3. The fat cat sat on the man's black hat. [æ]
4. Sarah and Mary share their pears fairly. [eə]
5. Martha Smith's an author and an athlete. [θ]
6. Vera drove to Venice in a Van. [v]
7. Wendy went away twice a week. [w]
8. Nile crocodiles have the wildest smiles. [ai]
9. My mother's brother's my uncle; my uncle's son's my cousin. [ʌ]
10. The rabbits raced right around the ring. [r]

Ex. 2. Find words with a different sound.

1. rude, run, but, luck, mug.
2. done, love, move, son, much.
3. calm, star, fair, half, March.
4. light, quite, type, pair, might.
5. cow, start, now, house, found.

Ex. 3. Learn by heart one of these tongue twisters:

- 1) Peter Piper picked a peck of pickled peppers.
A peck of pickled peppers Peter Piper picked.
If Peter Piper picked a peck of pickled peppers,
Where's the peck of pickled peppers Peter Piper picked?
Питер Пайпер съел пуд маринованного перца,
Пуд маринованного перца Питер Пайпер съел.
Если Питер Пайпер съел пуд маринованного перца,
То где же пуд маринованного перца, что Питер Пайпер съел?
- 2) A canner can can a can, cant he?
If a canner can't can a can, how can a can be canned?
- 3) She sells seashells on the seashore.
The shells she sells are seashells, I'm sure.
So if she sells seashells on the seashore,

Then, I'm sure she sells seashore shells.

(Она продает морские ракушки на берегу моря; ракушки, кото-рые она продает – это морские ракушки, я уверен)

4) Robert Rowley (читается ["ro:li]) rolled a round roll around. Where is the round roll Robert Rowley rolled around?

5) Whenever the weather is cold. Whenever the weather is hot. We'll whether the weather, whatever the weather, whether we like it or not.

6) Red lorry, yellow lorry, red lorry, yellow lorry.

7) Seth at Sainsbury's sells thick socks.

8) If Stu chews shoes, should Stu choose the shoes he chews?

9) I scream, you scream, we all scream for ice cream!

10) He threw three balls.

11) Fresh fried fish, Fish fresh fried, Fried fish fresh, Fish fried fresh.

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

13) The sixth sick sheikh's sixth sheep's sick. – Шестая овца шестого больного шейха больна.

Ex. 4. Put down the given words into two column: with, think, thank, teeth, that, there, thing, thousand, those, through, though, throw.

[θ]	[ð]

Ex. 5. Put down the given words into two column: lamps, cats, days, feelings, roads, telephones, notes, rooms, plays, plates, laws, stores, names, duties, families, texts.

[s]	[z]

Ex. 6. Put down the given words into two column: big, busy, dinner, give, green, in, listen, meet, office, people, pizza, please, repeat, six, tea, three.

[ɪ]	[i:]

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Ахметзянова Гульсина Римовна
Баринова Ольга Юрьевна
Мингазизова Гульнара Гумяровна
Шамсеева Гульнара Хамитовна

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Корректор Е.О. Смирнова
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