

**Министерство внутренних дел Российской Федерации**

**Федеральное государственное казённое  
образовательное учреждение высшего образования  
«Орловский юридический институт  
Министерства внутренних дел Российской Федерации  
имени В.В. Лукьянова»**

# **АНГЛИЙСКИЙ ЯЗЫК**

*Учебное пособие*

**Орёл  
ОрЮИ МВД России имени В.В. Лукьянова  
2022**

**УДК 811.111**  
**ББК 81.2**  
**А64**

**Рецензенты:**

**Е.А. Петрова**, доктор филологических наук, доцент  
(Уфимский юридический институт МВД России);

**Л.С. Кравчук**, доцент  
(Белгородский юридический институт  
МВД России имени И.Д. Путилина)

**А64      Английский язык : учебное пособие / Н.А. Мартынова [и др.]. –**  
**Орел : ОрЮИ МВД России имени В.В. Лукьянова, 2022. –**  
**245, [1] с. – 217 экз. – Текст : непосредственный.**

В представленной работе на основе анализа материалов практической работы кафедры авторы разработали алгоритм формирования разных видов речевой деятельности в процессе преподавания английского языка в образовательных организациях системы МВД России.

Учебное пособие предназначено для курсантов, слушателей, преподавателей, сотрудников правоохранительных органов.

Работа представлена в авторской редакции.

**УДК 811.111**  
**ББК 81.2**

**© ОрЮИ МВД России имени В.В. Лукьянова, 2022**

## ОГЛАВЛЕНИЕ

Введение.....	4
Глава 1. Общекультурные и общеправовые аспекты иноязычной коммуникативной компетенции сотрудника органов внутренних дел .....	6
Глава 2. Правоохранительные структуры Российской Федерации и зарубежных стран. Международное полицейское сотрудничество.....	145
Глава 3. Подготовка кадров для ОВД. Содержание и специфика деятельности отдельных подразделений.....	190
Заключение .....	245

## ВВЕДЕНИЕ

Глобальные перемены в мировых образовательных системах находят своё отражение и в отечественных системах образования. Учитывая данное обстоятельство, офицер полиции должен быть компетентным в профессиональной сфере, конкурентоспособным специалистом с развитыми языковыми способностями в межкультурной коммуникации, владеть профессиональной речью как составной частью коммуникативной компетенции и как инструментом не только профессионального воздействия, но и взаимодействия в процессе решения важных профессиональных задач. Отсюда следует, что будущий офицер полиции должен обладать «основными профессиональными знаниями, умениями, навыками и компетенциями, необходимыми для выполнения служебных обязанностей, в том числе в условиях, связанных с применением физической силы, специальных средств и огнестрельного оружия».

Подготовка будущих офицеров полиции к многофункциональной деятельности требует формирования не только профессиональных, но и общекультурных компетенций (ОК), являющихся также важным результатом высшего образования. Формирование ОК в вузе осуществляется в результате изучения различных дисциплин. Однако хотим обратить внимание на тот факт, что развитие ОК будущих офицеров полиции в процессе изучения дисциплины «Иностранный язык», относящейся к базовой части общего гуманитарного, социального и экономического цикла, особенно важно и актуально, так как именно посредством изучения данной дисциплины формируются вышеуказанные компетенции. Недостаточная сформированность ОК осложняет взаимодействие в профессиональной среде, что может негативно отразиться на эффективности профессиональной деятельности.

Сам процесс профессиональной подготовки должен соответствовать нуждам будущих сотрудников правоохранительных органов. Практическое применение получаемой информации помогает молодому поколению лучше ее понять и усвоить. При этом процесс получения информации протекает быстро; будущие сотрудники правоохранительных органов испытывают тягу к получению новых фактов и знаний и в том случае, если преподаватель не предоставляет им ту информацию, в которой они нуждаются, могут сами осуществить ее поиск и отбор. Этому способствует доступность информации в современном мире. Будущим сотрудникам правоохранительных органов нет необходимости изучать всё, что им требуется непосредственно в процессе профессиональной подготовки. Они могут сами получить необходимые знания во внеурочное время с помощью современных устройств и сети Интернет. Тем не менее будущим сотрудникам правоохранительных органов нужно, чтобы их направляли в этом поиске информации, учили тому, как быстро и правильно осуществлять его.

Теоретическая и практическая значимость исследования обусловлена тем, что необходимо рассмотрение теоретических основ эффективной подготовки сотрудников правоохранительных органов с целью формирования навыков профессиональной коммуникации в рамках профессионально обусловленной деятельности.

Решение поставленной в исследовании проблемы направлено не только на рассмотрение теоретической стороны проблемы и разработки теоретических основ по совершенствованию подготовки сотрудников правоохранительных органов с целью улучшения качества профессионально обусловленного общения, но и на составление практических рекомендаций по совершенствованию навыков эффективной профессиональной коммуникации сотрудника правоохранительных органов.

Выводы и рекомендации, содержащиеся в данной работе, являются определенным вкладом в углубление научных знаний о путях совершенствования и повышения эффективности профессиональной деятельности сотрудников органов внутренних дел.

## Глава 1. Общекультурные и общеправовые аспекты иноязычной коммуникативной компетенции сотрудника органов внутренних дел

### «ЛИЧНЫЕ ДАННЫЕ. СОСТАВЛЕНИЕ РЕЗЮМЕ»

#### Ex. 1. Read out.

name, table, safe, take, lake, Kate  
map, had, back, lack, shall, had, dad  
large, mark, start, far, car, star, arm  
rare, prepare, fare, stare, Mary

five, nice, nine, like, life, fine, drive  
six, sit, did, fit, in, his, him, will, still  
girl, firm, first, shirt  
fire, tire, diary, wire

go, sole, broke, hope, those, so  
on, hot, off, lot, clock, lock, got  
form, fork, norm, sport, organ  
more, score, adore, bore

my, try, dry, fry, cry, by, spy, sky  
hymn, symbol, mystery, system  
Byrd, myrtle  
tyre, tyrant, pyre

meet, heel, been, free, green, she  
ten, men, left, let, bed, send, tell  
term, her, serve, verse  
here, mere, severe

student, tulip, music, fume, tune  
nut, but, up, run, fun, sun, cut  
fur, curl, burst, turtle, hurt  
cure, lure, during, sure

#### Ex. 2. Read out.

Main, green, near, hook, good, few, town, window, soon, train, steal, air, engineer, soon, oil, rain, day, too, moon, about, our, way, down, grow, toy, crown, round, dew, took, meet, soil, fair, room, play, see, point.

#### Ex. 3. Read out.

short, choose, chat, change, match, watch, rack, lack, this, thin, those, the, bathe, they, month, path, weather, what, when, where, which, why, who, whose, question, quiet, long, strong, bring, sing, thank, rank, drink, write, wrong, doubt, subtle, debt, light, fighting, night, sign, design, reign, know, knife, knight, knit, photo, philosophy.

### Article (артиклъ)

Определенный артиклъ употребляется с названиями:

- рек (The Oka, the Don, the Thames)
- морей (The Baltic Sea, The Black Sea)
- океанов (The Pacific Ocean, the Atlantic Ocean)
- горных цепей (The Alps, the Urals)
- каналов (The Suez Canal, the Panama Canal)
- проливов (The English Channel)

- групп островов (The Canary Islands, the British Isles)
- пустынь (The Sahara, the Gobi)
- стран во множественном числе (The Netherlands, the Philippines)
- стран, в названиях которых есть нарицательное существительное (The Irish Republic, the UK, the USA, the Russian Federation)
- гостиниц (The Hilton), ресторанов (The Star of India), кинотеатров (The Odeon), театров (The Bolshoi Theatre), музеев (The Nature Museum), картинных галерей (The Tate Gallery)
- с названиями сторон света (The East, the West)
- национальностей во множественном числе (The English, the Scots, the Irish, the Welsh, the Russians)
- озер (The Baikal, the Great lakes)

Определенный артикль не употребляется с названиями:

- континентов (Europe, Asia)
- городов (London, Kursk)
- стран (Lithuania, Poland)
- отдельных островов (Great Britain, Alba)
- гор (Elbrus, Everest)
- улиц, площадей (Downing Street, Times Square)
- аэропортов, станций, замков, если им предшествует имя собственное (Kennedy, Airport, Victoria Station, London Zoo, Windsor Castle)

#### **Ex. 4. Do you know geography?**

**Fill in the answers with proper articles where necessary.**

Alps, Amazon, Andes, Asia, Bahamas, Kenya, Malta, Pacific, Red Sea, Rhine, Sweden, Tokyo, United States.

1. ... is a country in East Africa.
2. ... is between Canada and Mexico.
3. ... are mountains in South America.
4. ... is the capital of Japan.
5. ... are mountains in central Europe
6. ... is a country in northern Europe.
7. ... is a river in South America.
8. ... is the largest Ocean.
9. ... is a river in Europe.
10. ... is the largest continent in the world.
11. ... is between Saudi Arabia and Africa.
12. ... is an island in the Mediterranean.
13. ... is a group of islands near Florida.

**Ex. 5. Remember some set expressions.****1. The Indefinite Article**

In a hurry  
 To get in a fury  
 In a low voice  
 A great many  
 It's a pity  
 It's a pleasure  
 As a result  
 To have a good time  
 To be at a loss  
 At a glance  
 It's a shame  
 To tell a lie  
 A number of  
 A lot of

**2. The Definite Article.**

it is out of the question  
 to take the trouble to do smth  
 in the original  
 to play the piano (the violin)  
 to keep the house  
 on the whole  
 the other day  
 on the other hand  
 to tell the truth  
 to be on the safe side

**3. The "Zero Article"**

Out of doors	At peace	To go to work = to work
To get (give) permission	By name	To take care
To lose heart	In debt	To take measures
At present	To go to school = to be a pupil	In trouble
From morning till night	To go to bed	By heart
From beginning to end	To leave school = to finish studies	At night
At first sight	To be in prison	By day
By chance	To be a prisoner	Tit for tat
By mistake	To have lunch (dinner, supper)	Out of sight, out of mind
For hours		From time to time
By sea, by air, by land		
At work		

**Ex. 6. Put proper article *a* or *an*.**

... book, ... lamp, ... flag, ... bus, ... family, ... car, ... uniform, ... artist, ... umbrella, ... scarf, ... uncle, ... train, ... apple; ... big house, ... nice girl, ... oval face, ... red apple, ... ugly monster, ... new flat, ... English book, ... yellow dress, ... American flag.

**Ex. 7. Fill in the articles *a*, *an* or *the*.**

1. Your address book is on ... table.
2. Purple is ... nice colour.
3. America is ... big country.
4. Are ... oranges in the fridge?



5. What colour is ... telephone?
6. ... Eiffel Tower is in Paris.
7. What's that? – It's ...book.
8. Where are ... envelopes?
9. ... Kremlin is in ... centre of Moscow.

**Ex. 8. Put the articles where necessary.**

Atlantic Ocean	English Channel
Philippines	South of ... Spain
Norway	Red Sea
China	United Arab Emirates
United Kingdom	Volga
Baikal	Canary Island
British Isles	Andes
Africa	Lake Constance
Japan	West India
Indian Ocean	Europe

**Ex. 9. Fill in articles where necessary.**

1. It was eleven o'clock. Ann was still in ... bed.
2. Stephen who had been sitting on the edge of ... bed, came nearer to her and smiled for ... first time.
3. Rostov is ... old city.
4. Lora said nothing all ... way to ... town.
5. He and my brother went to ... school together.
6. ... school was not ... good one.
7. After leaving ... school. I became militia officer.
8. She graduated from ... college ... year ago.
9. I'm going to be out of ... town for a few days.
10. I trust you to tell me ... bare truth, whatever it is.
11. The girls spoke in ... low and hurried voice.
12. On his trip round ... world he often watched the dancing on ... deck.
13. He played ... flute.
14. Arguments were out of ... question.

**Ex. 10. Give the plural form of the following nouns where possible. Read them.**

place	watch	negro	fox
knowledge	eye	mass	life
library	bush	leaf	day
language	party	wolf	fruit
dress	thief	company	glass
fly	progress	key	factory

city	colony	man	mouse
sister-in-law	roof	woman	postman
text-book	month	tooth	son-in-law
pocket-knife	opportunity	foot	advice
editor-in-chief	passer-by	statesman	journey
information	clock	shelf	goose
fisherman	hero	schoolgirl	child

**Ex. 11. Complete the dialogues with the correct personal pronouns.**

- |   |  |
|---|--|
| 1. A: How old are you?<br>B: ...'m 19 years old.      | 6. A: Are ... a police officer?<br>B: No, ... a cadet.                   |
| 2. A: Who is ... ?<br>B: ... is my friend, Anna       | 7. A: Are Peter and Paul from England?<br>B: No, ... aren't from England |
| 3. A: Where is George?<br>B: ... is at the institute. | 8. A: Is John a private?<br>B: Yes, ... is.                              |
| 4. A: Are Ann and Lucy sisters?<br>B: Yes, ... are.   | 9. A: Is Lisa your friend?<br>B: Yes, ... is.                            |
| 5. A: Is this yours book?<br>B: Yes, ... is mine.     |  |

**Ex. 12. Do the exercise according to the model.**

**Model:** How old / Mary. – How old is Mary? How old is she?

- |                            |                         |
|----------------------------|-------------------------|
| 1. How old / Pete          | 5. How / Nick and Chris |
| 2. How old / Adam and Nick | 6. Who / this girl      |
| 3. How / Ben               | 7. Who / this man       |
| 4. How / Julia             | 8. Who / these women    |

**Ex. 13. Fill in the correct form of possessive pronouns.**

**Model:** I am Jill. – My name is Jill.

- He is John. ... name's John.
- She's Jane. ... name's Jane.
- We're Chris and Barbara. ... names are Chris and Barbara.
- You're Nick. ... name's Nick.
- They're Tom and Bess. ... names are Tom and Bess.
- My mother's Ann. ... name's Ann.
- My father's Pete. ... name's Pete.
- My friend's Adam. ... name's Adam.
- Our parents are Charles and Mary. ... names are Charles and Mary.

**Ex. 14. Fill in possessive pronouns.**

a)

- |                         |                           |
|-------------------------|---------------------------|
| 1. What's (you) name?   | 4. What are (they) names? |
| 2. What's (he) name?    | 5. What's (I) name?       |
| 3. What are (we) names? |                           |

b) Ask questions.

- |                              |  |
|------------------------------|--|
| 1. ... ? – My name's Helen.  | 4. ... ? – Their names are Hick and Mary.                        |
| 2. ... ? – Her name's Jenny. | 5. ... ? – The name of the college is York College of Education. |
| 3. ... ? – His name's Mark.  |  |

**Ex. 15. Read and translate.**

a)

- |                                |                                  |
|--------------------------------|----------------------------------|
| 1. It's my flat. It's mine.    | 5. It's our flat. It's ours.     |
| 2. It's your flat. It's yours. | 6. It's their flat. It's theirs. |
| 3. It's his flat. It's his.    |                                  |
| 4. It's her flat. It's hers.   |                                  |

b)

- |  |   |
|--|---|
| 1. These books are mine but this newspaper is yours. | 4. It's a nice camera. Is it his?         |
| 2. It's their problem, not ours.                     | 5. "Whose is this umbrella?" "It's hers." |
| 3. "Is that their car?" "Yes, it's theirs."          |   |

**Ex. 16. Complete the sentences using mine /ours..., etc.**a) **Model:** It's my bag. It's mine.

- |                                   |                                    |
|-----------------------------------|------------------------------------|
| 1. It's our bag. It's ...         | 4. They're your books. They're ... |
| 2. They're her shoes. They're ... | 5. They're my glasses. They're ... |
| 3. It's their house. It's ...     | 6. It's his coat. It's ...         |

b) **Model:** Is this your pen? – Yes, it's mine.  
– No, it's his.

- |                          |                        |
|--------------------------|------------------------|
| 1. Is this his room?     | 5. Are those our bags? |
| 2. Is this their house?  | 6. Is that its place?  |
| 3. Is this her car?      | 7. Is that my place?   |
| 4. Are these your books? |                        |

**Ex. 17. Put questions.****Model:** Is it her watch? – Yes, it's hers.

- |  |
|--|
| 1. ... (cassettes)? – Yes, they are yours. |
| 2. ... (note-book)? – No, it isn't mine.   |

3. ... (computer)? – No, it isn't theirs.
4. ... (camera)? – Yes, it's his.
5. ... (pictures)? – No, they aren't ours.
6. ... (bicycle)? – Yes, it's hers.
7. ... (electric shaver)? – No, it isn't his.
8. ... (sun glasses)? – Yes, they're mine.
9. ... (ring)? – No, it isn't hers.
10. ... (compact discs)? – Yes, they're ours.

**Ex. 18. Translate the sentences into English.**

1. We're students. This is (наша) classroom. The door in (нашей) classroom is white.
2. Oh, I have no pencil. – Take (мой).
3. Is this pencil (твой) or (мой)?
4. I'm at home now. (Моя) room is small.
5. Open (ваши) books, please.
6. Sit down, Pete. (Твоя) mark is "good".
7. "Is this (твой) bicycle?" "Of course, it's (мой)."
8. "What a nice house it is! Whose house is it?" "Oh, it's (наш)."
9. Is she a teacher? Are these boys and girls (её) students?
10. (Её) room is large, (его) is large, too.
11. (Моя) school is close to (моему) house, I walk there.
12. "Are all these presents (твои)?" "Yes, they are all (мои)."
13. "There is no name on this exercise-book. Helen, is it (твоя)?" "Yes, it is (моя)."

**Ex. 19. Fill in personal pronouns.**

1. "Are ... Mary Lewis?" "Yes, ... am".
2. She's from Spain. ... name's Carmen.
3. ...'s from Japan. His name's Mr. Watanabe.
4. "Are ... Italian?" "No. I'm Greek."
5. "Is ... name John Coolie?" "No, it isn't."
6. ... name' Alice Stephens. I'm a dentist.
7. "Mr. Alexander isn't English." "No. Where's ... from?"
8. "What do ... do?" "I'm an artist."
9. Mary and Pete are American. ... are from Florida.
10. The Smiths have two children. ... names are Ann and Susan.
11. Dima is absent. ... is on leave.

**Ex. 20. Read the sentences. Define the functions of «s»:**

- a) plural form;
- b) possessive case;
- c) verb in the 3<sup>rd</sup> form, singular (the Present Indefinite Tense).

1. In 1997 the whole country celebrated Moscow's 850<sup>th</sup> anniversary.
2. Student Ivanov attends lectures regularly.
3. My friend speaks English well.
4. His friend's wife is a judge.
5. Thousands of citizens have received new flats.
6. Our students take part in the work of the students' society.
7. The main task of the officers of militia is to prevent and solve crimes.
8. Many specially equipped classrooms, laboratories, two libraries, three gyms are at the disposal of our students.
9. My sister's husband is a medical expert.
10. My friend lives in Ufa.

### Text A.

#### Ex. 21. Study the topical vocabulary:

##### Nouns

relative = relation	родственник
mother and father = parents	родители
daughter and son = children	дети
(the only) child (baby)	(единственный) ребёнок
sister and brother = siblings	дети одних родителей
grandmother and grandfather = grandparents	бабушка и дедушка
great-grandmother and great-grandfather = great-grandparents	прабабушка и прадедушка
stepmother	мачеха
mother-in-law	тёща, свекровь
stepfather	отчим
father-in-law	свёкор, тесть
foster mother	приёмная (патронатная) мать
foster father	приёмный (патронатный) отец
orphan	сирота
stepdaughter	падчерица
stepson	пасынок
foster sister	молочная сестра
foster brother	молочный брат
cousin	двоюродный брат (сестра)
second cousin	троюродный брат (сестра)
aunt	тётя
(great) uncle	(двоюродный) дядя
niece	племянница
nephew	племянник
(ex)wife	(бывшая) жена
(ex)husband	(бывший) муж
newly-born	новорождённый
firstborn	первенец
identical twin	близнец
fraternal twin	двойняшка

house-keeper = house-wife  
 schoolboy / schoolgirl (kindergartner)

first name = forename  
 second name = patronymic  
 family name = surname  
 full name  
 marital status

домохозяйка  
 школьник/ца (воспитанник/ца  
 д/сада)  
 имя  
 отчество  
 фамилия  
 полное имя (ФИО)  
 семейное положение

## Verbs

consist of  
 adopt  
 be (was / were, been) born  
 I was born in 19...  
 go (went, gone) to school (kindergarten)  
 leave (left, left) = finish school  
 enter (the Institute of the MIA of Russia)  
  
 graduate from the Institute  
 work  
 run (ran, run) the house = keep (kept, kept)  
 house  
 retire = become (became, become) a pensioner  
 be alive  
 be dead  
 die  
 be single  
 be married (get (got, got) married)  
 be divorced (get (got, got) divorced)  
 have (had, had) a hobby  
 be fond of  
 be interested in  
 (dis) like  
 Adjectives  
 close  
 distant  
 friendly

состоять из  
 усыновлять, удочерять  
 рождаться  
 Я родился в 19...  
 ходить в школу (детский сад)  
 закончить школу  
 поступить (в институт МВД  
 России)  
 закончить институт  
 работать  
 вести домашнее хозяйство  
  
 выходить на пенсию  
 быть живым, здравствовать  
 быть умершим  
 умереть  
 быть холостым (незамужней)  
 быть женатым (жениться)  
 быть в разводе (разводиться)  
 иметь увлечение  
 любить, увлекаться  
 интересоваться  
 (не) нравиться

близкий  
 дальний  
 дружеский, дружелюбный

## Conjunctions

neither ... nor...

ни ...ни...

**Ex. 22. Read and learn the police ranks in English:**

rank, n	- звание
lieutenant (Lt.)	- лейтенант
senior lieutenant	- старший лейтенант
junior lieutenant	- младший лейтенант
sergeant (Sgt.), n	- сержант
sergeant-major (Sgt.-Maj.), n	- старшина
private (Pvt.), n	- рядовой
private first-class	- ефрейтор
policeman, n	- сотрудник полиции, полицейский
captain (Capt.), n	- капитан
major (Maj.), n	- майор
lieutenant-colonel (Lt.-Col.), n	- подполковник
colonel (Col.), n	- полковник
general (Gen.), n	- генерал
major-general (Maj.-Gen.), n	- генерал-майор
lieutenant-general (Lt.-Gen.), n	- генерал-лейтенант
colonel-general (Col.-Gen.), n	- генерал-полковник

**Text “About Myself”**

This is a short story about myself. My name is Nick. I am 18. I am a first-year student of Orel Law Institute of the Ministry of the Interior of the Russian Federation named after V.V. Lukyanov (Lukyanov Orel Law Institute of the Ministry of the Interior of Russia). I am a future police officer and a future lawyer. My future job is to prevent and to solve crimes. It's difficult to detect and to arrest a criminal, to search a crime scene, that's why my task is to study law in order to master my profession well. I am proud of my future profession.

I've got a father, a mother and a sister. My father's a colonel and my mother's a major. My sister's a senior lieutenant.

**Ex. 23. Answer the following questions:**

- |   |   |
|---|---|
| 1. What is this story about?                | 5. What's his future job?                         |
| 2. How old is Nick?                         | 6. What's Nick's task?                            |
| 3. Is he a first- or a second-year student? | 7. Has he got a family?                           |
| 4. What Institute is Nick a student of?     | 8. What's his father's (his mother's) profession? |

**Ex. 24. Read and act out the dialogue.****Dialogue**

- Hello!
- Hello! What's your name?
- My name's Pavel Zhukov. And your name?
- I'm Bob Hurris. Where are you from, Pavel?

- I'm from Russia, Orel city.
- You are Russian, aren't you?
- Yes, I'm Russian. And you? Are you from America?
- Yes, I am American, I'm from New York. What's your occupation, Pavel?
- I'm a first-year student of Orel Law Institute of the Ministry of the Interior of the Russian Federation named after V.V. Lukyanov. And what about you?
- I am a second-year cadet of the law department of New York University.
- Oh, really? Are you a future lawyer?
- Yes, my future profession is lawyer. Pavel, are you a future police officer?
- Yes, I'm a future police officer and a future lawyer.
- What's your future rank?
- I'm a future lieutenant.
- Is your father also a policeman?
- Yes, my father is an investigator.
- So, you are from the policeman's family, aren't you?
- Yes, my father is a colonel, my brother is a senior lieutenant, my uncle is a lieutenant colonel, my aunt is a major.
- Oh, it's interesting. Pavel, are you married?
- No, I am single. I'm only 18 years old. And what about you, Bob?
- I'm 20 and I'm not married, either. Well, Pavel, nice to meet you. Good-bye.
- Nice to meet you, too. See you soon.

**Notes:**

an investigator – следователь

**Ex. 25. Recollect reading of the vowels in the open syllable (I type).**

- Case, cake, date, face, gate, gave, ace, lame, late.
- Mode, nose, mole, poke, code, mope, rode, pole, spoke.
- Pete, be, bee, wee, senior.
- Nice, bribe, sly, rhyme, rely, private, deny.
- Tune, nude, pulse, student, pupil, fusion.

**Ex. 26. Read the words paying attention to the vowels.**

Ride, spine, made, make, robe, so, me, re'cede, de'ny, rice, smoke, metre, spry, tidy, page, sake, he, style, rose, tube, slide, spoke, re'buke, spice, sale, sole, cry, po'lite, rope, sup'ply, crime, drive, ad'vise, as'sume, duty, major, private, senior.

**Ex. 27. Recollect reading of the vowels (II type).**

- Flat, ham, fan, ban, cap, hat, sand.
- Pot, not, lot, cock, clock, hobby, got, pot.
- Pen, seven, ten, wet, west, send, spend, let.
- Sit, six, wit, bill, is, kill, frisk sick wind, wing.
- But, under, nut, cup, hunt, fun, bus, run, butter.



**Ex. 28. Read the words paying attention to the vowels.**

Grim, happy, pond, butter, pepper, pet, skin, single, met, sister, twenty, twelve, ice, pane, mute, plate, go, bag, blue, wise, wind, shot, held, shine, run, hide, went, camp, climate, dull, enter, flock, gun, hill, jump, knock, tent, welcome, escape, attack, carry, gun, detect, witness, captain.

**Ex. 29. Pronounce the sentences marking the emphasis words.**

- |                                |                                      |
|--------------------------------|--------------------------------------|
| 1. I'm quite <b>happy</b> .    | 6. <b>Burn</b> it.                   |
| 2. It's <b>shining</b> again.  | 7. So do <b>we</b> .                 |
| 3. It's a <b>lovely</b> place. | 8. <b>Thank</b> you.                 |
| 4. <b>Russia</b> , I think.    | 9. I'm <b>sure</b> she will.         |
| 5. <b>Alice</b> did.           | 10. Oh, <b>do</b> make up your mind. |

**Ex. 30. Read the sentences marking the significant words.**

1. I speak German during the German lessons.
2. My friend is a future police officer.
3. Our cadets come from many cities in this country.

**Ex. 31. Complete the sentences using possessive case.**

Liz and Philip are married.

They have got 2 children, Charles and Ann. Ann is married to Ted. Ann and Ted have got a son, Robert.

- |                            |                            |
|----------------------------|----------------------------|
| 1. Philip is ... husband.  | 6. Liz is ... grandmother. |
| 2. Liz is ... wife.        | 7. Ann is ... sister.      |
| 3. Charles is ... brother. | 8. Ted is ... husband.     |
| 4. Charles is ... uncle.   | 9. Ted is ... father.      |
| 5. Ann is ... wife.        | 10. Robert is... nephew.   |

**Ex. 32. Complete the sentences using possessive case or preposition of.**

1. I like Ann's camera. (the camera / Ann)
2. What is the name of this town? (the name / this town)
3. When is .....? (the birthday / your sister)
4. Do you like.....? (the colour / this coat)
5. Write your name at..... (the top / the page)
6. What is.....? (the address / Jill)
7. What is.....? (the cause / the accident)
8. .... is near the city centre. (the house / my parents)
9. .... is very good. (the spoken English / Mary)
10. For me the morning is..... (the best part / the day)
11. .... is very interesting. (The job / my brother)
12. The car stopped at..... (the end / the street)
13. .... is blue. (the favorite colour / Pat)

14. .... are very thin. (the walls / this house)  
 15. .... is the lowest one. (the rank / the private)

**Ex. 33. Read and translate the adjectives.**

a)

old	older	oldest
cold	colder	coldest
long	longer	longest
young	younger	youngest
short	shorter	shortest
dark	darker	darkest

b)

big	bigger	biggest
thin	thinner	thinnest
hot	hotter	hottest

c)

easy	easier	easiest
happy	happier	happiest
sunny	sunnier	sunniest
busy	busier	busiest
rainy	rainier	rainiest
early	earlier	earliest

**Ex. 34. Read and translate the sentences.**

a)

- |   |  |
|---|--|
| 1. He is younger than his brother.          | 6. I am busier than you.                       |
| 2. Today is warmer than yesterday.          | 7. My father comes home later than my mother.  |
| 3. August is sunnier than November.         | 8. The Black Sea is larger than the White one. |
| 4. My father is taller than my mother.      |  |
| 5. In June the sun is brighter than in May. |  |

b)

- |   |  |
|---|--|
| 1. The 22nd of June is the longest day of the year. | 6. The finest weather in this part of the country is in September. |
| 2. October is the rainiest month in our place.      | 7. The highest building in our town is in the centre.              |
| 3. This car is the newest in the garage.            | 8. July is the hottest month in the year.                          |
| 4. Nick is the tallest boy in our group.            |  |
| 5. Today is the happiest day in my life.            |  |

**Ex. 35. Learn irregular adjectives and adverbs.**

good		
well	better	best

bad badly	worse	worst
many much	more	most
little	less	least

**Ex. 36. Read and translate the sentences.**

1. This book is better than that one.
2. This report is the best in the group.
3. Your work is worse than Alec's.
4. March is the worst month of the year in this place.
5. Have you got any more paper?
6. Which of you has made the most mistakes?
7. We've got less free time than you.
8. They have the least free time a week.

**Ex. 37. Open the brackets.**

1. My classes finish (early) than my brother's ones.
2. Mary's mother comes home (late) than mine.
3. My father comes home (late).
4. The (near) police station is around the corner.
5. Girls study (well) than boys.
6. You pass exams (badly) than your friend.
7. The (much) we learn the (much) we know.
8. Whose work is the (bad) in the group.
9. I'll come (soon) than you.
10. He likes swimming (little) of all.

**Ex. 38. Read the story. Pay attention when *older*, *elder*, *eldest* are used.**

a)

Mr. and Mrs. Hill have three sons, William, John and Henry. William is the eldest son and Henry is the youngest son. John is two years younger than William and one year older than Henry.

Mr. and Mrs. Mulberry have two daughters, Mary Jane and Anne Elizabeth. Mary Jane is the elder daughter and Anne Elizabeth is the younger daughter. Mary is three years older than Anne.

**6) Fill in *older*, *the oldest*, *elder*, *the eldest*.**

1. Mr. and Mrs. Hill have five sons. The ... son has just married a girl called Sylvia.
2. Tom Green is six months ... than Harry Brown.
3. The younger girl married a police officer. Her ... sister is still unmarried.
4. Mr. Tonk is 95. He is the ... friend I have.

5. There are six children (two girls and four boys) in the family. The ... son is a doctor.

**Ex. 39. Form the degrees of comparison.**

**Model:** interesting – more interesting – (the) most interesting

Beautiful, different, modern, important, wonderful, exciting, expensive, suitable, dangerous.

**Ex. 40. Read and translate.**

1. The theatre is the most modern building in the town.
2. The film is more interesting than the one I saw last Sunday.
3. It's more important to help him now than later.
4. This is the most difficult exercise in this unit.
5. The most wonderful book in my library is a birthday present from my parents.
6. This is the most interesting story by this writer.
7. This band is more popular than that one.
8. The most favorable season for plants is summer.

**Ex. 41. Open the brackets.**

1. Which do you think is the (beautiful) building in Moscow?
2. Summer is the (favourable) time for holidays.
3. Computer is (expensive) than a TV set.
4. The "Bodyguard" is the (exciting) film I've ever seen.
5. "Batman" is the (popular) film.
6. This event is (frightening) than that one.
7. This book is (boring) than that one.

**Ex. 42. Read and translate the sentences with *as ... as*; *not so ... as*.**

1. This man is as tall as the woman.
2. The boy is not so tall as the girl.
3. My family is not so large as my friend's.
4. Today is as cold as yesterday.
5. This place is not so beautiful as that one.
6. February is not so long as March.
7. I study as well as my friend does.
8. I get up not so early as my mother does.
9. I speak English as fluent as my friend does.
10. My father is not so old as my friend's one.
11. A car is not so fast as a plane.
12. I am as strong as my friend.

**Ex. 43. Read and translate the text.****Text B****Robert Beacon**

Robert Beacon is a policeman. He is 30. He is from Massachusetts. He works in the Groton Police Department. He is a patrol officer. His duty is to make uniform patrol in the town and help detectives with their follow-up investigations. Sometimes Robert works on the day watch and other times on the night watch.

Robert likes to do police work. He wants to become a captain so he takes police sciences classes at night school twice a week. His field of interest is accident and crime investigation.

Robert has got a friend, Kevin. Kevin is a policeman, too. Kevin wants to be a detective. So he is doing an 18-week course at the local Police Academy.

The course of studies includes: Community Policing, Criminal Justice, Defensive Tactics, Crime Prevention and Firearms.

**Vocabulary**

make uniform patrol	осуществлять патрулирование
follow-up investigation	дальнейшее расследование
work on the day watch (night watch)	работать в дневную (ночную) смену
accident investigation	расследование происшествий
is doing an 18-week course	проходит 18-недельный курс
include, v -	включать
community Policing	полицейское патрулирование района
Criminal Justice	уголовное судопроизводство
defensive, adj	оборонительный
crime prevention	профилактика преступлений
firearms	огнестрельное оружие

**Ex. 44. Match the words from the columns.**

<b>A</b>	<b>B</b>
1) follow-up investigation	a) выполнять полицейскую работу
2) to become a detective	b) осуществлять патрулирование
3) Defensive Tactics	c) дальнейшее расследование
4) the course of studies	d) расследование преступлений
5) to make uniform patrol	e) посещать полицейские курсы
6) crime investigation	f) стать детективом
7) to do police work	g) курс обучения
8) to take police classes	h) оборонительная тактика

**Ex. 45. Translate into English.**

Полицейский участок; постовой; осуществлять патрулирование; расследование; работать в дневную смену; посещать полицейские курсы; область интересов; восемнадцати недельный курс; полицейское патрулирование района; уголовное судопроизводство; оборонительная тактика; профилактика преступлений; огнестрельное оружие.

**Ex. 46. Complete the sentences.**

1. Robert works in ... .
2. He is ... .
3. His duty is ... .
4. Robert helps ... .
5. Robert works on ... .
6. He likes to ... .
7. He wants to become ... .
8. Robert takes ... .
9. Robert's field of interest is ... .
10. Kevin is doing ... .
11. The course of studies includes ... .

**Ex. 47. Make up word – combinations.**

- |         |                        |
|---------|------------------------|
| a) make | 1) sciences classes    |
|         | 2) interests           |
|         | 3) uniform patrol      |
| b) do   | 1) firearms            |
|         | 2) defensive tactics   |
|         | 3) police work         |
| c) take | 1) crime prevention    |
|         | 2) police classes      |
|         | 3) crime investigation |

**Ex. 48. Answer the questions to the text**

1. Where is Robert Beacon from?
2. Where does he work?
3. Is he a detective?
4. Who does he help?
5. When does he work?
6. What does he like to do?
7. Who does he want to become?
8. Does he take police sciences classes once or twice a week?
9. What's his field of interest?
10. What's his friend's name?
11. What does Kevin do?

12. How long does the course of studies at the local Police academy last?

13. What subjects does the course of studies include?

**Ex. 49. You want to get a job. Fill in your own form of application, using the sample.**

Personal	
<i>Name</i>	
<i>Surname</i>	
<i>Address</i>	
<i>Telephone Number</i>	
<i>Date of birth</i>	
<i>Place of birth</i>	
<i>Marital Status</i>	
<i>Education</i>	
<i>Languages</i>	
<i>Work Experience</i>	
<i>Computer Skills</i>	
<i>Interests</i>	
<i>Driving Licence</i> Yes    No	

Introduce yourself: tell us your name and your surname; age; the city / village you were born; your native town / home-town; your family (what family you are from); your occupation; your future profession.

**Ex. 50. Recollect reading of the vowels (II type).**

mark	born	her	sir	burn
start	corn	err	thirsty	turn
dark	torn	farm	bird	bur
art	for	herb	birth	curl
arm	force	mercy	circle	hurt
bar	horse	sergeant	dirty	murder
first				

**Ex. 51. Read the following words.**

Milk, nap, far, perfect, pave, rich, sister, music, mug, nerve, park, offer, north, mutter, neck, pace, purse, rude, side, port, pride, nut, nurse, mute, petty, pond, serve, slave, next, part, perch, napkin, ransom, since, pimple, office, pile, poke, print, rake, bide, verb, tie, victim, verdict, car, basis, alarm, major, burglar, deserve, private, defend, senior, captain, sergeant.

**Ex. 52. Revise the forms of the verb to be.**

**Ex. 53. Fill in the verb to be.**

1. This ... a note. 2. These ... long texts, and these ... short texts, 3. This book ... good. 4. I ... hungry. 5. These doors ... black. 6. The boy ... 13. 7. This pencil ... short. 8. The pens ... red and black. 9. I ... 19. 10. The books ... thick. 11. The film ... bad. 12. The tables ... new. 13. The boy and the girl ... in the room. 14. the dog ... in the yard. 15. I ... single. 16. Ben ... my friend. 17. I ... in my room. 18. She ... a teacher. 19. The table ... in the room.

**Ex. 54. Do the exercise according to the model.**

**Model:** The women are doctors. – The women are not doctors.

Are the women doctors?

1. This is a good idea. 2. The windows are large. 3. The girl is nice. 4. The children are in the yard. 5. They are lawyers. 6. The man is 40. 7. We are first-year students. 8. The boys are pupils. 9. The woman is pale. 10. I am afraid of dogs. 11. The weather is cold. 12. The coats are warm. 13. The pencils are short. 14. The men are tall. 15. You are lazy. 16. Ann is my friend.

**Ex. 55. Put the verb «to have» into the correct form of the Present Indefinite (Simple) Tense.**

- |                                |                                 |
|--------------------------------|---------------------------------|
| 1. My friend ... a nice house. | 5. They ... many books at home. |
| 2. I ... a brother.            | 6. I ... everything I want.     |
| 3. Boris ... a good spelling.  | 7. The car ... power brakes.    |
| 4. My friend ... a big dog.    | 8. We ... not time to stay.     |

**Ex. 56. Put the verb «to have» into the correct form of the Past Indefinite (Simple) Tense.**

1. Professor Ivanov ... many talented students last year.
2. I ... dinner there yesterday.
3. We ... a holiday in London last week.
4. He ... no news about this project.
5. They ... many problems with their show yesterday.
6. We ... a circle a month ago.
7. I ... good marks last year.

**Ex. 57. Put the verb «to have» into the correct form of the Future Indefinite (Simple) Tense.**

1. She ... an interesting job in a week.
2. They ... a house in the suburb next year.
3. I have no time today, but tomorrow I ... some.
4. You ... a part in a play next autumn.
5. He ... a walk after finishing his work.
6. I ... a bath in a minute.



**Ex. 58. Revise the tense forms of to" have got".****Read the stories and fulfill the task according to the model.****1. Model:** flat in London.

Has Gloria got a flat in London? – Yes, she has.

- 1) a house in Hollywood
- 2) a swimming-pool
- 3) a Rolls-Royce
- 4) a lot of money
- 5) a husband
- 6) three children

Hi, there! My name's Gloria Gusto. I'm an actress. I'm from London. I've got a flat in London and a house in Hollywood, with a swimming-pool, I've got a new Rolls-Royce and a lot of money in the bank. I've got a husband and three wonderful children in Hollywood. Life's great! I've got everything.

**2. Model:**

I haven't got anything.

- 1) a house
- 2) a car
- 3) a wife
- 4) any money
- 5) any children

Hello, my name's Tom Atkins. I'm from London, too. I'm broke. I haven't got any money. I haven't got a job or a house, or a car. I haven't got a wife, and I haven't got any children. Life's terrible!

**Ex. 59. Answer the questions.**

1. What's his name?
2. Where's he from?
3. What's his job?
4. Has he got a good job?
5. Has he got a car?
6. Has he got a flat or a house?
7. Has he got a wife?
8. Has he got any children?
9. What has he got?

Look at this man. His name's Terry Archer, He isn't from London. He's from Oxford. He's a factory worker. He's got a good job. He's got a car. He hasn't got a big house, he's got a flat. He's got a wife, but he hasn't got any children. Life's all right.

**Ex. 60. Tell what Ann, Jim and you have got.**

	Ann	Jim	you
a camera	no	yes	?
a bicycle	yes	no	?
black hair	no	no	?
brothers/sisters	two brothers	one sister	?
a dog	no	yes	?

1. (Jim/a camera) Jim has got a camera.
2. (I/black hair) I've got black hair (I haven't got black hair)
3. (Ann/ a camera)
4. (I/a camera)
5. (I/a bicycle)
6. (Jim/a bicycle)
7. (Ann/black hair)
8. (Ann/two brothers)

**Ex. 61. Correct the mistakes.**

**Model:** What are your name? – What is your name?

1. How old is you? 2. Their name's s Ann and Adam. 3. You are from Orel? (w-o – порядок слов). 4. Where you are from? (w-o) 5. Is she Russia? 6. He is from Italian. 7. How you are? (w-o) 8. I is from London. 9. My friends is not from Britain. 10. He is married? (w-o) – No, he is. 11. Are you tired? – Yes, they are. 12. His is 23. 13. She name's Julia. 14. I am British and they is Japanese. 15. Her is single. 16. Your parents are 40, are they? 17. He isn't a colonel, isn't he? 18. Nick and Boris are lieutenants, aren't we? 19. His rank isn't a private, is he? 20. We has got two children. 21. Have she got a car? 22. He has got a difficult job, has he? 23. I've got a dog?

**Ex. 62. Translate from Russian into English.**

50 килограммов;	300 автомобилей;
61 группа;	2 млн тонн;
сотни ящиков;	тысячи книг;
280 долларов;	3 тыс. рублей.

**Ex. 63. Write the ordinal numerals.**

1, 11, 21, 2, 12, 3, 13, 30, 4, 14, 40, 5, 15, 50, 6, 16, 60, 8, 18, 80, 9, 19, 90, 100, 103, 300, 425, 705; 1,000; 1,015.

**Ex. 64. Write these dates in English.**

12 января 2009 г.	23 марта 2011 г.	31 марта 2000 г.
25 мая 1900 г.	22 сентября 1978 г.	20 августа 1950 г.
21 декабря 1996 г.	11 октября 1951 г.	16 февраля 2017 г.

**Ex. 65. Say what time it is.**

5.00, 8.30, 9.15, 11.27, 12.00, 13.35, 15.45, 17.50, 19.10, 20.00, 21.55, 0.00.

**«ВЫСШЕЕ ОБРАЗОВАНИЕ В ВЕЛИКОБРИТАНИИ.  
ОКСФОРДСКИЙ УНИВЕРСИТЕТ»**

**Ex. 1. Read and translate Text A.**

**HIGHER EDUCATION IN GREAT BRITAIN**

Higher education in Britain has a long and distinctive history. The system of higher education in Britain includes universities, colleges of higher education and further education courses. The British educational system on the higher level is still more selective and class-divided than secondary education, particularly so far as the oldest universities are concerned.

There are 91 universities and 47 colleges of higher education today. The two oldest universities in England are Oxford and Cambridge. These date from the Middle Ages. Oxford is the oldest of these two universities, it is more philosophical, classical, theological. The history of Oxford began in 1168 that of Cambridge – in 1209. Among the English universities Oxford and Cambridge have a special eminence, and they are different from the others.

England had no other universities, apart from Oxford and Cambridge, until the nineteenth century. The universities which were founded between 1850 and 1930, including London University, are known as redbrick universities (they were called so because that was the favorable building material of that time). They are in London, Durham, Manchester, Birmingham, Leeds, Sheffield, Bristol, Nottingham, etc. The University of London is the largest of them. The division between Oxford and Redbrick is sharp. The division is essentially a class one. Redbrick universities were built to provide a liberal education for the poorer boys and to give them technological training. Oxford and Cambridge graduates scorned them.

The universities which were founded after the Second World War are called the new universities. They are in Staffordshire, Kent, Essex, Lancaster, Sussex, York. Some of them quickly became popular because of their modern approach to university courses.

To provide economy with highly-trained and vocationally oriented young people, national institutions known as “polytechnics” were established. During the early 1973 many old technical colleges became polytechnics. They offer a range of higher education courses both in the Arts and the Sciences up to doctoral studies.

All British Universities are private institutions. Each university is independent, autonomous and responsible only to its own governing council. Alt-

though they all receive financial support from the state, the Department of Education and Science has no control over their regulations, curriculum, examinations, appointment of staff, or the way they spend money. The number and type of faculties differ from university to university. Each university decides each year how many students it supposes to admit. The admission to universities is by examination or selection (interviews). The general pattern of teaching is similar throughout Britain – a combination of lectures, small group seminars or tutorials with practical classes where necessary. Students receive grants. They have to pay fees and living costs but every student may receive from the local authority of the place where he lives a personal grant which is enough to pay for lodging and food – unless his parents are rich. Most students take jobs in the summer for about six weeks, but they do not normally do outside work during the academic session.

Students who pass examinations at the end of three or four years of study get Bachelor's degree. The first postgraduate degree is normally that of Master conferred for a thesis based on at least one year's fulltime work. Universities are centers of research and many postgraduates are engaged in research for higher degree, usually Doctorates.

The British government does not think to build more new universities. There is a tendency to expand the older ones. The basic purpose of the higher education is to give a first-class education and to enable their students to reach a high standard of creativeness, criticism and flexibility. They teach how to increase and employ knowledge.

**Ex. 2. Practice the pronunciation of the following words.**

London, Durham, Manchester, Birmingham, Leeds, Sheffield, Bristol, Nottingham, particularly, special, because, favorable, essentially, technological, graduate, quickly, polytechnics, course, throughout, autonomous, council, curriculum, authority, although, financial, enough, thesis, research, knowledge.

**Ex. 3. State a part of speech of the following words.**

education, selective, particularly, oldest, different, appointment favorable, creativeness, vocationally, activate, educational, characterize.

**Ex. 4. Give 3 forms of the verbs.**

to include, to concern, to begin, to know, to build, to call, to become, to receive, to spend, to expand, to provide, to give, to teach.

**Ex. 5. Match English and Russian equivalents.**

- |                                 |                       |
|---------------------------------|-----------------------|
| 1) to pay fees and living costs | a) получать стипендию |
| 2) private institutions         | b) местные власти     |
| 3) university curriculum        | c) учебный триместр   |
| 4) to receive grants            | d) сдать экзамены     |

- |                                  |                                   |
|----------------------------------|-----------------------------------|
| 5) local authority               | е) учебный план университета      |
| 6) academic session              | ф) платить за обучение и жилье    |
| 7) to pass exams                 | г) научно-исследовательский центр |
| 8) research centre               | х) частные учебные заведения      |
| 9) to employ knowledge           | й) современный подход             |
| 10) modern approach              | к) степень бакалавра              |
| 11) Bachelor's degree            | и) получать финансовую поддержку  |
| 12) to receive financial support | л) применять знания               |

**Ex. 6. Give Russian equivalents.**

long and distinctive history, advanced courses, British educational system, to have a special eminence, redbrick universities, favorable building material, to provide a liberal education, to become popular, general pattern of teaching, to be engaged in research, highly-trained and vocationally oriented, basic purpose, to reach a high standard of creativeness.

**Ex. 7. Answer the following questions.**

1. What does the system of higher education in Britain include?
2. What are the oldest British universities?
3. What Redbrick universities can you name?
4. Why did "the new universities" quickly become popular?
5. All British universities are private institutions, aren't they?
6. What university degrees do you know?
7. Are universities centers of research?
8. Does British government think of building new universities?
9. What is the general pattern of teaching throughout Britain?
10. What is the basic purpose of the higher education in Britain?

**Ex. 8. Choose the right variant.**

1. Oxford is ... of all British universities.  
a) the youngest;                      b) the oldest;                      c) the poorest.
2. All British universities are ... institutions.  
a) state;                      b) old;                      c) private.
3. The ... to the Universities is by examination or selection.  
a) admission;                      b) regulation;                      c) innovation.
4. Most students take ... in the summer for about six weeks.  
a) exams;                      b) job;                      c) accommodation.
5. The students ... grants.  
a) spend;                      b) receive;                      c) pay.
6. The first postgraduate degree is ... .  
a) Bachelor's degree;                      b) Doctorate's degree;                      c) Master's degree.
7. Polytechnics offer a range of higher education courses in ... .

- a) the Arts;                      b) the Arts and the Sciences;                      c) the Sciences.
8. There is a tendency to ... universities in Britain.  
a) expand;                      b) combine;                      c) build.
9. The number and type of faculties ... from university to university.  
a) similar;                      b) differ.
10. Cambridge was founded in ....  
a) 1249;                      b) 1168;                      c) 1209.

**Ex. 9. Find the wrong statements and correct them.**

1. All British universities are private institutions.
2. The admission to the University is by examinations or selection.
3. The Department of Education and Science controls appointment of staff.
4. The number and type of faculties is the same at all British universities.
5. Students never work in summer, they work during the academic year.
6. The first postgraduate degree is that of Master.
7. Universities are centers of research.
8. The general pattern of teaching is different throughout Britain.
9. There is a tendency to build more new universities in Britain.
10. Polytechnics offer a range of higher education courses in the Arts and the Sciences.

**Ex. 10. Translate from Russian into English.**

1. Высшее образование в Британии доступно немногим по сравнению со средним образованием.
2. Кембридж и Оксфорд – старейшие университеты в Англии.
3. Оксфорд был основан в 1168 году, в нем преобладает преподавание философии, классической литературы и теологии.
4. Университеты, основанные в период между 1850–1930 годами, специализировались на технических дисциплинах.
5. Все Британские университеты частные учебные заведения, но получают финансовую поддержку от государства.
6. Зачисление в университеты проводится на основе результатов экзаменов или собеседования.
7. По всей Британии единая модель обучения.
8. В британских университетах существует система прикрепления студентов к преподавателям-консультантам.
9. Студенты должны платить за обучение и жилье.
10. Основная цель университетов – дать первоклассное образование, научить применять и повышать свой уровень знаний.

**Ex. 11. Make up a summary of the text “Higher education in Great Britain.”**

**Ex. 12. Speak on the topic: “Higher Education in Great Britain”.**

**Ex. 13. Compare the system of high education in Great Britain and Russia. Work in pairs.**

**Ex. 14. Recollect reading of vowels (III type).**

mark	born	her	sir	burn
start	corn	err	thirsty	turn
dark	torn	farm	bird	bur
art	for	herb	birth	curl
arm	force	mercy	circle	hurt
bar	horse	sergeant	dirty	murder

**Ex. 15. Read the following words.**

Milk, nap, far, perfect, pave, rich, sister, music, mug, nerve, park, offer, north, mutter, neck, pace, purse, rude, side, port, pride, nut, nurse, mute, petty, pond, serve, slave, next, part, perch, napkin, ransom, since, pimple, office, pile, poke, print, rake, bide, verb, tie, victim, verdict, car, basis, alarm, major, burglar, deserve, private, defend, senior, captain, sergeant.

**Ex. 16. Recollect reading of the vowels in the 4<sup>th</sup> type.**

**Ex. 17. Read the words.**

Arm, bag, scare, tore, big, bird, sure, store, blue, bluster, bottle, share, bribe, case, sore, bare, carp, sell, wore, buck, cohere, clue, stare, cord, dale, bone, private, bore, cycle, cute, curve, dare, custom, dandy, define, due, spare, drive, fill, file, folly, fly, grade, help, kin, mess, minor, sergeant.

**Ex. 18. Read and translate the sentences. Pay attention to modal verbs and their equivalents.**

1. The students can read and translate English texts.
2. The freshmen may not live in lodgings (снимать комнаты). They must live in the hostel but the girls have to live in lodgings.
3. The second-year trainees may live in lodgings.
4. The trainee can't do physical training exercises in the open air because he isn't well.
5. You should do your assignment during the preparation period.
6. The classes are to start at 9 o'clock.
7. The students will be able to pass exams successfully.
8. He could learn all these new words.
9. They should clean the territory very quickly.
10. The trainees must make beds.
11. You shouldn't smoke much.
12. May I translate the sentences? – Yes, you may.

**Ex. 19. Read and translate. How do we translate the verb *may* in a) and b).**

- a) 1. May I smoke here? – No, you should go out and smoke in the yard.  
 2. May I have a rest? – Yes, you may.  
 3. You may use my dictionary.  
 4. The trainees may get up later on Sundays.  
 5. Some of our trainees may have supper at home.  
 6. You may look through the translation.
- b) 1. He may be a good lawyer.  
 2. The freshmen may pass credits successfully.  
 3. She may come back tomorrow.  
 4. He may work in the language laboratory.  
 5. They may form up on the drill ground.  
 6. The trainee N. may be on duty.

**Ex. 20. Read and translate. Pay attention to the translation of the modal verb *must*.**

- a) 1. We must speak English at class.  
 2. The trainees mustn't smoke in the hostel.  
 3. The freshmen must do their assignment every day.  
 4. The first-year trainees must form up on the drill ground.  
 5. You must learn some irregular verbs.  
 6. We must be good lawyers.
- b) 1. Mary must be in the language laboratory.  
 2. Group 102 must be in the gymnasium.  
 3. Our teacher must be forty.  
 4. Alex must be a freshman.  
 5. It's 3.30 p.m. They must do their assignment.

**Ex. 21. Insert '*may*', '*can*', '*can't*', '*could*', '*couldn't*', '*must*'.**

1. The trainees ... study regularly.
2. ... I go out?
3. You ...take my textbook.
4. ... you write down the lecture?
5. The trainees ... come to college in time.
6. If you ... understand anything in the lecture, you ... ask the question.
7. I ... read English text when I studied at the secondary school.
8. He ... go to the meeting because he was ill.
9. I ... translate the text by myself.
10. ... you make a report on Criminal Law?

**Ex. 22. Read and translate these sentences. Pay attention to the equivalent of the verb *can* – *be able to*.**

1. I am able to prepare for the credit test by myself.



2. He was able to read American original books.
3. The trainees will be able to finish this work successfully.
4. I am able to detect this criminal.
5. Will a police officer be able to solve this crime?
6. We weren't able to tell the truth.
7. Was the witness able to help us?
8. She's able to prevent the crime.

**Ex. 23. Read and translate. Form question and negative forms.**

1. The freshmen are to wear a special militia uniform.
2. The trainees are to form up on the drill ground for morning inspection.
3. We'll be to study academic subjects and professional course.
4. I am to attend practical instructions, lectures and seminars.
5. After dinner from 3 p.m. till 6 p.m. the trainees are to do their assignment.
6. The trainee is to wear his hair cut in a short fashion.

**Ex. 24. Read and translate the sentences. Pay attention to the equivalent of the modal verb *may – be allowed to*.**

1. The second-year trainees are allowed to live in lodgings.
2. He was allowed to go home on Sunday.
3. We'll be allowed to go to the concert next Saturday.
4. Are you allowed to wear civil clothes?
5. Were you allowed to use a dictionary during your final test?
6. I'm allowed to go to the city library to read for my course paper.

**Ex. 25. Read and translate these sentences.**

1. There are three terms in the academic year in Britain.
2. There are three classes every day.
3. There is a big new canteen at our college.
4. There is a definite routine at college.
5. There was a high passing score at college last year.
6. There will be many applicants next year.
7. There were two departments at our Law Enforcement college last year.
8. Last term there were only 2 exams but next term there will be four ones.

**Ex. 26. Make up sentences.**

a) **Model:** There is a definite routine at our college.

A hostel, a canteen, an evening inspection, a morning inspection, a preparation period, a drill ground, a high passing score.

b) **Model:** There are routine duties at our college.

Three departments; refresher courses; entrance examinations; three classes a day; some exams and credit tests at the end of each term; three meals a day; two

libraries; lectures and seminars; practical instructions; many Masters of Law; a lot of assistant professors.

**Ex. 27. Make up question forms.**

**Model:** There are some trainees in the gymnasium.

Are there any trainees in the gymnasium?

1. There are some questions on this problem.
2. There are some English text-books on the table.
3. There were two practical instructions last week.
4. There will be lectures and seminars next week.
5. There are some opinions on this matter.
6. There were many road accidents last month.
7. There is some chalk on the table.
8. There were a lot of trainees there.

**Ex. 28. Don't agree with the statements.**

**Model:** There is a mistake in your work.

There is no mistake in my work.

1. There was a crime in your district.
2. There are post-graduate courses at our college.
3. There were witnesses of that crime.
4. There is a good method of the investigation of this crime.
5. There was a punishment for that kind of crime.
6. There will be such kind of crimes in future.
7. There will be a high passing score next year.
8. There is a swimming pool at our college.

**Ex. 29. Before reading the text study and learn the following words.**

prominent	autumn	crowd
prestigious	tutor	queen
undergraduates	tutorials	medieval
architecture	hour	literature
scientist	society	lecture
antique	numerous	
popularity	annually	

**Ex. 30. Read and translate Text B.**

**OXBRIDGE**

Oxford and Cambridge are the oldest, the most prestigious and privileged universities in the United Kingdom. Both universities grew gradually as federations of independent colleges most of which were founded in the 14<sup>th</sup>, 15<sup>th</sup> and 16<sup>th</sup> centuries. Both are cities of fine architecture, represented by

Norman, Gothic, Classic and Modern art. There are about 40 colleges in Oxford and 30 in Cambridge. The construction of each college is connected with a name of some king or queen of England or with some prominent people of the country.

Two universities, Oxford and Cambridge, Oxbridge, as they are sometimes jointly called, for seven hundred years dominated British education, and today they dominate more than ever. The students of Oxbridge make up one of the most elite elites in the world. Many great men studied here. Among them Bacon, the philosopher, Milton, the poet, Cromwell, the soldier, and Newton, the scientist. Many prominent Conservative and Labor leaders and ministers, members of the Royal family studied there too.

Today Oxford and Cambridge have less than one-tenth of all British university students (less than 1 % of Britain's population). Only a small per cent of the candidates are chosen – mainly on the results of the written examinations.

The division between Oxford and Redbrick is sharp. The division is essentially a class one. A large per cent of Oxford undergraduates come from public schools. Only since the 1870s women have been admitted and the women's colleges constitute only 12 % of the Oxbridge population.

Oxford and Cambridge preserve an antique way of life. Oxbridge is only in session half of the year. The year is divided into three terms of 8 weeks each: autumn term, winter term, spring term and long summer vacation lasting 4 months from June till mid-October. A long holiday is a relic from medieval times when scholars had to bring in the harvest. Nowadays vacations are regarded not as the rest time but the time for independent work. Students are given tasks in reading, studying literature, writing essays. Both Oxford and Cambridge now consist of self-governing colleges where students live. The students have lectures and tutorials. Each student has a tutor who tells him to write papers on the subjects he is studying. The tutor also directs the student's reading, advises him what lectures to attend. Attendance of lectures is not compulsory. Some lectures are crowded; some are sparsely attended depending on the popularity of a lecture. Tutors are responsible for the students' progress. Each student goes to his tutor's room once a week to read out an essay which he has written, and for an hour he and the tutor discuss the essay. Much of the student's time is given to working in the library.

While many evenings are usually devoted to attending society meetings, afternoons are given up to numerous sports. One of the most famous sporting events in Oxbridge is the Boat Race annually held at Easter time. The teams of Oxford and Cambridge, each consisting of 8 rowers, row 4,5 miles along the river Thames in London. Crowds of people line the banks to watch the race and thousands more watch it on TV.

**Ex. 31. Practice the pronunciation of the following words.**

Prestigious, architecture, scientist, antique, autumn, medieval, literature, lecture, tutor, tutorials, hour, society, numerous, annually, crowd, queen.

**Ex. 32. State a part of speech of the following words.**

Attendance, oldest, essentially, construction, prestigious, popularity, gradually, responsible, division, reader, annually.

**Ex. 33. Give 3 forms of the verbs.**

To be, to come, to admit, to choose, to divide, to bring, to regard, to give, to attend, to crowd, to write, to devote, to hold, to grow.

**Ex. 34. Match English and Russian equivalents.**

- |                                   |  |
|-----------------------------------|--|
| 1) prominent people               | a) самостоятельная работа                |
| 2) medieval times                 | b) зачислять в колледж                   |
| 3) to be divided into three terms | c) выдающиеся люди                       |
| 4) tutor                          | d) королевская семья                     |
| 5) independent work               | e) посещать лекции                       |
| 6) Royal family                   | f) делится на три семестра               |
| 7) to attend lectures             | g) преподаватель (в университете Англии) |
| 8) to admit to college            | h) средневековые                         |
| 9) compulsory                     | i) письменные экзамены                   |
| 10) written examinations          | j) обязательный                          |

**Ex. 35. Give Russian equivalents.**

The most prestigious and privileged universities, cities of fine architecture, to be connected with a name of smb., to dominate British education, to be regarded as, crowds of people, to preserve an antique way of life, long summer vacation, to be responsible for smth., to discuss the essay, to work in the library.

**Ex. 36. Use English equivalents instead of Russian ones.**

1. Oxford and Cambridge are (самые престижные и привилегированные университеты) in Britain.
2. The construction of each college (связано с именами выдающихся людей страны).
3. Candidates are chosen mainly on (результатам письменных экзаменов).
4. The academic year in Oxbridge (делится на 3 семестра).
5. A long summer vacation is a relic from (средневековье).
6. Vacations are regarded as the time for (самостоятельная работа).
7. (Преподаватель) directs the students reading and advises what lectures to attend.
8. Attendance of lectures is (необязательно).
9. Each student (обсуждать эссе) with his tutor.
10. Much of the student's time given to (работа в библиотеке).

**Ex. 37. Answer the following questions.**

1. What universities dominate British education?
2. What great men studied at Oxbridge?
3. Who is responsible for the students' progress?
4. Is the division between Oxford and Redbrick universities sharp?
5. What is the tutorial system?
6. What is the construction of each college connected with?
7. Is attendance of lectures in Oxbridge compulsory?
8. When do the students have holidays?
9. What are long summer vacations devoted to?
10. What is the most famous sporting event in Oxbridge?

**Ex. 38. Find the wrong statements and correct them.**

1. Oxford and Cambridge grew gradually as federations of independent colleges.
2. Oxbridge domination in British education is insignificant.
3. Oxbridge is wonderful blending of ancient and modern.
4. It is easy to prove elitism of the graduates of Oxbridge.
5. For centuries Oxbridge universities were for men and women.
6. There is no division between Oxbridge and other universities.
7. Teaching is based on the system of lectures.
8. All lectures are crowded.
9. Students are responsible for their progress.
10. Oxbridge is a place of modern traditions.

**Ex. 39. Translate from Russian into English.**

1. Самыми престижными и привилегированными университетами в Британии являются Оксфорд и Кембридж.
2. Члены королевской семьи и много выдающихся людей учились в этих университетах.
3. Студенты Оксбриджа составляют мировую элиту.
4. Абитуриентов зачисляют главным образом на основе результатов вступительных экзаменов.
5. Оксфорд и Кембридж охраняют старые традиции.
6. Учебный год делится на два семестра.
7. Длинные каникулы – это время для самостоятельной работы.
8. Посещение лекций не обязательно и зависит от их популярности.
9. Преподаватель ответственен за достижения студента.
10. Студенты проводят много времени, работая в библиотеке.

**Ex. 40. Read the text once again, find the key words of the text and copy them out.**

**Ex. 41. Find the key sentences of the text and put them down.**

**Ex. 42. Make up a plan of the text.**

**Ex. 43. Speak on the topic: “The oldest British Universities” according to the written plan.**

**Ex. 44. Revise reading of the vowels in the 4<sup>th</sup> type:**

care, parents, prepare, hare, rare;  
score, adore, fore, gore, shore, snore;  
deer, engineer, mere, sere, career;  
admire, tired, iron, mire, spire, wire;  
cure, pure, curate, durable, jurist, lure.

**Ex. 45. Read the words.**

Arm, bag, scare, tore, big, bird, sure, store, blue, bluster, bottle, share, bribe, case, sore, bare, carp, sell, wore, buck, cohere, clue, stare, cord, dale, bone, private, bore, cycle, cute, curve, dare, custom, dandy, define, due, spare, drive, fill, file, folly, fly, grade, help, kin, mess, minor, sergeant.

**Ex. 46. Read and translate the sentences.**

1. I always go to work by car.
2. Ann often plays tennis.
3. They usually have dinner at 4 o'clock.
4. We seldom watch television.
5. Sometimes I eat too much.
6. He never stays in the same hotel.
7. Diane usually works on Saturdays.
8. I often lend my car to a friend of mine.

**Ex. 47. Tell that you (he, she, etc.) do it.**

**Model:** I speak English. And she?

– She speaks English, too.

1. I get good marks. And you?
2. You take books from the library. And he?
3. We go to the cinema every week. And they?
4. I write down all new words into my copy-book. And she?
5. Bob and Ted read books in the evening. And Ann?
6. Jane helps his friend to do his home task. And Jessica?
7. I play basketball on Sundays. And Tom?
8. My parents work as judges. And your parents?

**Ex. 48. Make up the sentences according to the model.****Model:** Bob and Ann never drink coffee in the morning.

Bob and Ann      George You

1) drink coffee in the morning	never	usually
2) read newspapers	often	never
3) get up before 7 o'clock	sometimes	always
4) go out with friends	sometimes	often
5) cook Chinese food	never	seldom
6) watch videos	rarely	usually
7) do sport	usually	often
8) stay at home in the evening	often	never
9) speak foreign languages	never	rarely

**Ex. 49. Fill in the verbs in Present Simple, *have, speak, like, smoke, close, open, teach, meet, wash, coat, go*.**

1. She is very clever. She ... four languages.
2. Stave ... ten cigarettes a day.
3. We usually ... dinner at 4 o'clock.
4. I ... films. I often ... to the cinema.
5. In Britain the banks ... at 9.30 in the morning.
6. The City Museum ... at 5 o'clock every evening.
7. Shoes are expensive. They ... a lot of money.
8. Ann is a teacher. She ... young children mathematics.

**Ex. 50. Make the sentences negative.****Model:** I play the piano very well. – I don't play the piano very well.

1. Jack plays chess very well.
2. You know the answer.
3. She works very hard.
4. They do the same thing every day.
5. He goes out with his friends very often.
6. We know many people in this town.
7. Sues usually drinks tea in the morning.
8. I watch television in the evening.

**Ex. 51. Make the sentences negative or affirmative.****Model:** I understand you. – I don't understand you.

He doesn't smoke – He smokes.

1. They know each other very well.
2. She doesn't love him.
3. We speak English fluently.
4. I usually listen to the classical music.

5. Bill likes dogs.
6. Susan doesn't play golf.
7. Jill often wins a lot of money.
8. Mr. Smith doesn't have a very expensive car.
9. I take English classes twice a week.
10. The train for Leeds leaves at 7.30 every Monday.

**Ex. 52. Fill in the gaps using don't / doesn't + verb: *sell, drive, wash, wear, see, know, go, smoke, spend, cost, play, visit, drink, eat.***

**Model:** "Have a cigarette." "No, thanks. I don't smoke."

1. They ... newspapers in that shop.
2. She has a car but she ... very often.
3. I like films but I ... to the cinema very often.
4. He smells because he ... very often.
5. It's a cheap hotel. It ... much to stay there.
6. She is married but she ... a ring.
7. I ... much about politics.
8. He lives near our house but we ... him very often.
9. I earn much money but I ... much on clothes.
10. Kate buys a lot of fruits and vegetables. She ... meat.

**Ex. 53. Recollect the forms of irregular verbs:**

be – was, were	fall – fell
begin – began	find – found
bring – brought	fly – flew
build – built	forget – forgot
buy – bought	get – got
catch – caught	give – gave
come – came	go – went
do – did	have – had
drink – drank	hear – heard
eat – ate	know – knew

**Ex. 54. Read the verbs in Past Simple. Mind the pronunciation of -ed.**

- a) worked, danced, finished, smoked, watched, crossed, searched, talked, asked, passed, practised, looked;
- b) cleaned, lived, stayed, happened, solved, rained, joined, piled, owned;
- c) started, translated, wanted, hated, included, inherited, lifted, listed, omitted, investigated, arrested, prevented, detected, tended.

**Ex. 55. Read and translate sentences.**

1. I clean my teeth every morning. This morning I cleaned my teeth.
2. I watch TV every evening. I watched TV yesterday evening.



3. Terry worked in a bank from 1981 to 1986.
4. Yesterday it rained all morning. It stopped at lunchtime.
5. We enjoyed the party last night. We danced and talked to a lot of people. The party finished at midnight.
6. We did a lot of housework yesterday.
7. Caroline went to the cinema three times last week.
8. Mr. Todd came into the room, took off his coat and sat down.

**Ex. 56. Put the following verbs in Past Simple.**

Leave, lose, make, meet, pay, put, read, ring, say, see, sell, sit, sleep, speak, stand, take, tell, think, win, write, eat, buy, get, have, know, come, do, fall, hear, bring, be, build, go.

**Ex. 57. Complete the sentences. Use the following verbs in Past Simple:**

*clean, die, enjoy, finish, happen, live, open, play, rain, smoke, start, stay, want, watch.*

1. Yesterday evening I ... television.
2. I ... my teeth three times yesterday.
3. Bernard ... 20 cigarettes yesterday evening.
4. Last night the concert ... at 7.30 and ... at 10 o'clock.
5. The accident ... last Sunday afternoon.
6. When I was a child, I ... to be a doctor.
7. Mozart ... from 1756 to 1791.
8. We ... our holiday last year, we ... at a very good hotel.
9. Today the weather is nice, but yesterday it ... .
10. It was hot in the room, so I ... the window.

**Ex. 58. Complete the sentences.**

1. They always get up early. This morning they... .
2. Bill often loses his keys. He ... last Saturday.
3. I write a letter to Jane every week. Last week ... .
4. She meets her friends every evening. She ... yesterday evening.
5. I usually read two newspapers every day. ... yesterday.
6. The divisional inspector often prevents crimes. Last Friday ... .
7. We usually go to the cinema on Sunday. ... last Sunday.
8. Tom always has a shower in the morning. ... this morning.
9. They buy a new car every year. Last year ... .
10. I often solve crimes. Yesterday ... .

**Ex. 59. Tell what Lucy did yesterday.**

1. Get up at 8 o'clock – She got up at 8 o'clock.
2. Go for a swim before breakfast.

3. Spend the morning on the beach.
4. Have lunch at a beach café.
5. Swim and sunbathe in the afternoon.
6. Have a windsurfing lesson at 4 p.m.
7. Relax in the hotel.
8. Have a drink in the bar.

**Ex. 60. Fill in Present or Past Simple.**

1. Last night we (to watch) TV for two hours. Every day I (to watch) TV from 8 o'clock till half past ten.
2. My sister usually (to come) home at 7 o'clock.
3. Yesterday she (to have) a lot of work.
4. Now we (to live) in a new house near our Institute.
5. This cadet's mother (to teach) English at our Institute.
6. We (to see) our divisional inspector last Monday.
7. Andrew and Nelly (to dance) well last night.
8. Peter's sister (to stay) at home because she was ill.
9. To solve this crime (to be) a serious problem.
10. The medical expert sometimes (to search) the crime scene.

**Ex. 61. Read and translate the sentences.**

1. The detective will solve this crime very quickly.
2. He will become a colonel soon.
3. Police will prevent all these crimes.
4. I'll master my profession soon.
5. The field-criminalist will search the crime scene very carefully.
6. My father'll work on the day watch tomorrow.
7. They'll become lieutenants in two months.
8. His brother'll work in the Criminal investigation Department.
9. My uncle'll be Defensive Tactics instructor.
10. The investigator'll arrive at the crime scene in time.

**Ex. 62. Tell where you will be at noon, in the evening. Use *I'll be ...* (*I'll probably be...; I don't know where I'll be*).**

**Model:** (tomorrow at 10 o'clock) – I'll probably be at the lecture (or I'll be at home; or I don't know where I'll be)

- 1) (in the morning)
- 2) (in the afternoon)
- 3) (in the evening)
- 4) (at 3 o'clock tomorrow afternoon)
- 5) (at 10 o'clock on Sunday)
- 6) (in the evening on Saturday)

(Prompts: at my friends; at school; in the theatre; in the gymnasium; in the library)

**Ex. 63. Disagree with your partner.**

**Model:** You'll sleep – You won't sleep.

1. I'll remember.
2. She'll forget.
3. It will happen.
4. You'll find it.
5. She'll lose it.
6. He'll translate it.
7. They'll go to London.
8. It'll rain tomorrow.
9. I'll read the article.
10. We'll do these exercises.

**Ex. 64. Make up sentences using I think/I don't think.**

**Model:** (Diana / pass the exam) – I think Diana will pass the exam.

1. (Jack / win the game)
2. (Sue / like your present)
3. (the weather / be nice tomorrow)
4. (They / get married)
5. (I / beat home this evening)
6. (she / phone me)
7. (we / meet them)
8. (he / lend you some money)
9. (I / buy this camera)
10. (he / solve the crime)
11. (police / prevent these crimes)
12. (Ted / work in police)

**Ex. 65. «What will life be like in the 21<sup>st</sup> century?» Look at the prompts and make sentences, using «will» or «won't».**

1. Robots / do most of the work.
2. People / use solar energy.
3. People / drive electric cars.
4. Pollution / disappear.
5. People / die of serious diseases.
6. Children / stop going to school.
7. Everybody / be rich and happy.
8. There / be no wars.
9. There / be very little crime.
10. People / go on holiday to the Moon.

**Ex. 66. Fill in the gaps with appropriate preposition and translate the sentences.**

1. I will call you back ... an hour.
2. Let's meet ... the afternoon.
3. I will see him ... the morning.
4. I must hurry up Jane will phone me ... 4 p.m.
5. Everybody remembers about the tragedy that happened ... 9/11.
6. Pete's boss promised to raise his salary ... a couple of months.
7. We met each other ... the first day of spring.
8. What are you going to do ... the summer?
9. Let's meet ... lunchtime.
10. They promise a huge economical increase ... two years.

**Ex. 67. Put in *at*, *on* or *in*, where necessary. Leave an empty space (-) if no preposition is necessary.**

1. I'll see you ... Tuesday.
2. I'll see you ... next Saturday.
3. We travelled overnight to London and arrived ... 4 o'clock ... the morning.
4. His car will be ready ... two hours.
5. Paul got married ... 1999.
6. Paul got married ... 28 June 1973.
7. Do you work ... every Monday?
8. Do you work ... Monday?
9. The course begins ... 17 January and ends sometime ... May.
10. I don't like travelling ... night.

**Ex. 68. Ask using *Do* (*Does*)...?**

**Model: I work hard. And you? Do you work hard?**

1. I play tennis. And you?
2. Inspector Petrov detects criminals very quickly. And inspector Smirnov?
3. My group-mate learns English alone. And you?
4. My father drives a car. And your father?
5. My mother uses a washing machine. And your mother?
6. Investigator Beacon searches a crime scene carefully. And investigator Slate?
7. I do exercises every morning. And you?
8. I like to study law. And you?
9. I like horror films. And you?
10. My family spend holidays at the seaside. And your family?

**Ex. 69. Give short answers (affirmative or negative).**

1. Do you get up early?
2. Do you do your morning exercises?
3. Do you have breakfast at home?

4. Do you have classes every day?
5. Do you get to school by car?
6. Do your classes finish late?
7. Do you come home late?
8. Do you stay at home in the evening?
9. Do you go to bed early?
10. Do you prevent crimes?

**Ex. 70. Choose the proper form of the verb *Do***

1. (Do, Does) he drive a car?
2. (Do, Does) Mary and Ted get to work by car?
3. (Do, Does) she live in Orel?
4. (Do, Does) his family spend holidays in the country?
5. (Do, Does) Ted like historical films?
6. (Do, Does) Mr. Brown live alone?
7. (Do, Does) they speak Spanish?
8. (Do, Does) you eat any fruit and vegetables for breakfast?
9. (Do, Does) she spend a lot of money on clothes?
10. (Do, Does) you find time to keep you fit?
11. (Do, Does) you prevent crimes successfully?
12. (Do, Does) she master her profession well?

**Ex. 71. Ask questions using the table.**

Do	you	speak French
	they	do exercise at home
	she	live in Moscow
	my brother	get up at 6 o'clock
	our teacher	have English classes on Monday
Does	my friend	read English newspapers
	her father	work in Police
		work as a lawyer
		listen to classical music
		do sport every day

**Ex. 72. Make up as many questions as you can.**

a)

What where when how how often how many (lessons) how much (money) why which (dictionary books) whose (car; cassettes) who	do          does	You  your mother  your teacher  your friend  that camera	do in the evening go after classes earn go out with your friends take evening English classes use at English classes go shopping get home do sport cut your hair	have every day like to read spend her free time belong to drive listen to speak English with
--	--	--	--	--

b)

How long does it take	you him your friend your mother	to have breakfast to do sport get home from college to prepare breakfast to do your homework to translate an English text to look through the newspapers to make a report to do shopping to do the washing up
-----------------------	--	--

**Ex. 73. Ask questions according to the model.**

**Model 1: – My sister studies art. (you)**

– **What do you study?**

– **Law.**

1. Donald collects coins. (his friend)
2. Betty likes comedies. (Helen)
3. Mrs. Baxter teaches English. (Miss Smith)
4. I have toast and coffee for breakfast. (you)
5. I prefer fish to meat. (you)

**Model 2: – Ann usually finishes work at 5 (Fred)**

– **When does Fred usually finish work?**

– At 6 as a rule.

1. Mike leaves home at 7. (his wife)
2. Jane usually goes shopping on Monday. (you)
3. Lucy has dinner at 2 p.m. (Mary)
4. John comes home at 7. (his father)
5. Jane has her classes in the morning. (you)

**Model 3: – My sister lives in Moscow (your brother)**  
**– Where does your brother live?**  
**– In Saint Petersburg.**

1. John works at a factory. (His wife)
2. Philip studies at the University. (you)
3. I have dinner at a restaurant. (his friend)
4. We spend weekends in the country. (they)
5. I do my homework in the reading-room. (you)

**Model 4: – I want to go to the cinema. (theatre)**  
**– Who wants to go to the theatre?**  
**– Peter does.**

1. I like pop-music. (classical music)
2. I know Mr. Smith. (Mr. Brown)
3. We want to play volleyball. (tennis)
4. Peter studies law. (foreign languages)
5. Jane loves French comedies. (Mexican soap operas)

**Ex. 74. Put alternative and disjunctive questions.**

**Model: He often goes to parties (seldom) – Does he often or seldom go to parties. – He often goes to parties, doesn't he?**

1. You manage your time well. (waste time)
2. She always agrees (соглашается) with her parents. (disagree)
3. My brother is a judge. (sister)
4. Her mother speaks English fluently (бегло). (French)
5. It takes me much time to clean the flat. (little)
6. Bob and Mike are cadets. (students)
7. His field of interest is crime investigation. (accident prevention)
8. My business runs well. (badly)

**Ex. 75. Read and translate these sentences:**

1. They didn't make any mistakes in their tests.
2. Are you going to do anything this evening?
3. Have you got any brothers or sisters?
4. When we were on holiday, we visited some interesting places.
5. I'm thirsty. Can I have some water, please?
6. – Would you like something to eat?  
 – No, thank you. I'm not hungry.
7. I didn't take any photographs but Ann took some.

8. I didn't see anybody in the room.
9. Some of us speak English well.
10. Police can't find anybody who's witnessed the crime.
11. Somebody's turned on the lights in the classroom.
12. Somebody had to turn off the lights.
13. I don't think we've got any time left.
14. Please, take any magazine you like.
15. I've read some detective stories by this author recently.

**Ex. 76. Fill in the gaps with *some* or *any*.**

1. Have you got ... money?
2. I haven't got ... questions.
3. I've got ... friends in America.
4. Analyse ... article, please.
5. You should pass ... exams and credit tests.
6. Would you like ... tea or coffee, please?
7. – I haven't bought ... English dictionaries.  
– But I saw ... yesterday.
8. You should revise ... material for the credit test.

**Ex. 77. Put in: *somebody*, *anybody*, *nobody*.**

1. Did ... come to me yesterday? yes, ... came.
2. Has ... been to Britain? ... has.
3. Is .. working on this problem? ... is.
4. Does ... live in this house? ... .
5. ... has heard about this crime.
6. I know it, ... told me that you'd been to London.
7. I could find ... in the classroom. There was ... there.
8. Can ... solve this crime? I think ... can.
9. ... took my note-book. I can't find it anywhere.
10. Can ... interview the witness?
11. Will ... have to search this road accident?
12. The police officer is busy, he's interviewing ...

**Ex. 78. Put in: *something*, *anything*, *nothing*.**

1. Let me think, I am sure we've missed ... .
2. ... terrible happened to him.
3. I can find ... for our report.
4. 'Is there ... on the table'. 'Yes, there is .. on it'.
5. Can you add ... to the answer?
6. I am not able to do ... for you.
7. He is revising ... for the exam.
8. – Have you found ... important in this article?



- I've found ... interesting and important for my report.
- 9. He's failed in English because he revised ... .
- 10. She didn't get ... special for her birthday.

**Ex. 79. Put in *some* or *any*, *somebody* or *anybody*, *something* or *anything*, etc.**

1. George and Alice haven't got ... children.
2. Would you like ... juice?
3. Are there ... letters for me?
4. She said ..., I didn't understand what.
5. Do you know ... about politics?
6. Do you learn ... foreign languages?
7. I didn't get ... letters last week.
8. I don't think we've got ... time to discuss this problem.
9. ... has broken the window. I don't know who.
10. When I saw him he was talking to ... .
11. Have you got ... else to tell me?
12. Did you find ... new in the book?

**Ex. 80. Put in *somewhere*, *anywhere*, *nowhere*, *nothing*, *something*, etc.**

1. It's dark, I can't see ... .
2. Tom lives ... near London.
3. There is ... wrong with the tape-recorder.
4. We don't go out very much, because there is ... to go.
5. I'm bored. I've got ... to do.
6. "Would you like ... to drink?" "Yes, please a glass of orange juice".
7. I need ... to read.
8. All the hotels were full. There was ... to stay.
9. I'm looking for my lighter. I can't find it ... .
10. "What's going to happen?" "I don't know ... . ... knows?"

**Ex. 81. Complete the sentences with *nobody*, *nothing*, *anybody*, *anything*, etc.**

1. I went out of the house. ... saw me.
2. Pete has a bad memory. He can't remember ... .
3. I didn't know about the meeting. ... told me.
4. "What did you say?" "I didn't say ... ."
5. George has gone away. ... knows where he is. He didn't tell ... where he was going.
6. "How much does it cost to visit the museum?" " ... . It's free."
7. Please, don't tell ... about it.
8. "What happened?" " ... ."
9. "Who was late?" " ... ."
10. "Who did you meet?" " ... ."

11. There isn't ... interesting on TV tonight.

**Ex. 82. Complete the sentences by using *much, many, few or little*:**

1. There's too ... violence in the world.
2. There are too ... people on the bus.
3. Most of the town is modern. There are ... old buildings.
4. I'm not very busy today. I haven't got ... to do.
5. The weather has been very dry recently. We've had ... rain.
6. We must hurry. We've got very ... time.
7. The bus service isn't very good at night – there are ... buses after 9 p.m.
8. The museum was very crowded. There were too ... people.
9. I'd like to practice my English more but I have ... opportunity.
10. We haven't got ... luggage.

**Ex. 83. Choose the right variant in these sentences. Translate into Russian:**

1. There was *little/ few* traffic, so we arrived earlier than we expected.
2. Did you take *much/ many* photographs when you were on holiday?
3. How *much/ many* money is in your wallet?
4. Can you lend me *few/ a few* dollars?
5. I can't give you a decision yet. I need *little/ a little* time to think.
6. It was a surprise that he won the match. *Few/ a few* people expected him to win.
7. I don't know much Spanish – only *few/ a few* words.
8. I'm sure we'll find somewhere to stay. There are *few/ plenty of* hotels.

**«ВЫСШЕЕ ОБРАЗОВАНИЕ В США.  
ГАРВАРДСКИЙ УНИВЕРСИТЕТ»**

**Ex. 1. Before reading the text study and learn the following words:**

institution – учебное заведение	степень, присваиваемая после
community college – колледж,	двух лет обучения
в котором учатся студенты,	to transfer – переходить
живущие дома, и где учеба	graduate – выпускник
дешевле, так как часть расходов	to include – включать
берут на себя местные органы	accounting – бухгалтерское дело
власти	to receive – получать
tuition fee – плата за обучение	to contain – содержать, включать
graduation – окончание (учебного	either... or – как ... так и, или ... или
заведения)	public – государственный
associate degree – степень	private – частный
ассоциата, первоначальная ученая	successful – успешный
	applicant – кандидат, претендент

grade – оценка, отметка  
 impression – впечатление  
 scores – баллы  
 Scholastic Aptitude Test – тест на  
 проверку способностей ученика:  
 экзамен из двух частей,  
 предлагаемый поступающим  
 в университет  
 term – семестр  
 curriculum – учебный план,  
 программа

major subjects – профилирующие  
 предметы  
 electives – предметы по выбору,  
 факультативные предметы  
 credit – балл или зачет  
 за прослушанный курс  
 to earn – зарабатывать  
 to attend – посещать  
 to complete – выполнять  
 assignment – задание  
 further – дальнейший

## Ex. 2. Read and translate the text about higher education in the USA.

### Higher Education in the USA

The system of higher education includes 4 categories of institutions. *The community college* is financed by the local community in different professions. Tuition fees are low in these colleges, that's why about 40 per cent of all American students of higher education study at these colleges. On graduation from such colleges American students get an "associate degree" and can start to work or may transfer to 4-year colleges or universities (usually to the 3rd year). There are also *technical training institutions*, at which high school graduates may take courses ranging from six months to three-four years, and learn different technical skills, which may include design business, computer programming, accounting, etc. The best-known of them are the Massachusetts Institute of Technology and the Technological Institute in California.

*The four-year college* is not a part of a university. The graduates receive the degree of Bachelor of Arts (BA) or Bachelor of Science (BS). There are also small *Art Colleges*, which grant degrees in specialized fields such as ballet, film-making and even circus performance. There are also *Pedagogical Colleges*.

*The university* may contain several colleges for students who want to receive a bachelor's degree after four years of study; one or more graduate schools for those who want to continue their studies after college for about two years to receive a master's degree and then a doctor's degree. There are 156 universities in the USA.

Any of these institutions of higher education may be either *public* or *private*. The public institutions are financed by state. Most of the students, about 80 per cent, study at public institutions of higher education, because tuition fees here are much lower. Some of the best-known private universities are Harvard, Yale and Princeton.

It is not easy to enter a college at a leading university in the United States. Successful applicants at colleges of higher education are usually chosen on the basis of their high-school records which include their class rank, the list of all

the courses taken and all the grades received in high school, test results; recommendation from their high-school teachers; the impression they make during interviews at the university, which is in fact a serious examination, and scores on the Scholastic Aptitude Test.

The academic year is usually nine months, divided into two terms. Studies usually begin in September and end in July. Each college or university has its own curriculum. During one term a student must study 4 or 5 different courses. There are courses that every student has to take in order to receive a degree. These courses or subjects are called major subjects or "majors". At the same time there are subjects which the student may choose himself for his future life. These courses are called "electives". A student has to earn a certain number of "credits" (about 120) in order to receive a degree at the end of four years of college. Credits are earned by attending lectures or laboratory classes and completing assignments and examinations. Students who study at a university or four-year college are known as undergraduates. Those who have received a degree after 4 years of studies are known as graduates. They may take graduate program for another 2 years in order to get a master's degree. Further studies are postgraduate which result in a doctor's degree.

**Ex. 3. Answer the following questions:**

1. What kind of institutions are there in the American system of higher education?
2. Is it easy to enter university in the USA?
3. What is necessary for a school graduate to get a place at a university?
4. Are all subjects compulsory for university students?
5. What degrees can students get at the university?
6. Can you compare Russian and American universities?
7. What is necessary for a Russian student to go to university in the USA?
8. Would you like to study in one of American universities? Why?

**Ex. 4. Practice reading the following words and word combinations.**

Community, tuition, associate, technical, course, design, programming, accounting, bachelor, pedagogical, Harvard, Yale, Princeton, Scholastic Aptitude Test, curriculum, electives, laboratory, assignments.

**Ex. 5. Read the text about the types of higher education institutions in the USA and translate it.**

**COLLEGES, UNIVERSITIES, AND INSTITUTES: THE DISTINCTIONS**

Degree-granting institutions in the United States can be called colleges, institutes or universities. As a general rule, colleges tend to be smaller and usually offer only under-graduate degrees, while a university also offers graduate degrees. The words "school," "college," and "university" are often used inter-

changeably. An institute usually specializes in degree programs in a group of closely related subject areas, so you will also come across degree programs offered at institutes of technology, institutes of fashion, institutes of art and design, and so on. Within each college or university you will find schools, such as the school of arts and sciences or the school of business. Each school is responsible for the degree programs offered by the college or university in that area of study.

**Community colleges** provide two-year associate degree programs, usually called the associate of arts (A.A.) or associate of science (A.S.) degrees, as well as excellent technical and vocational programs. As the name suggests, community colleges are community-based institutions with close links to secondary schools, community groups, and employers, and many U.S. students live close to campus with their families. Community colleges can be public or private institutions and are sometimes called junior colleges or two-year colleges. A growing number of international students are choosing to study at community colleges. Tuition costs are often lower at two-year than at four-year institutions, and many have agreements to allow students on transfer programs to move easily into the third year of a bachelor's degree at the local state university.

**Technical and vocational colleges** specialize in preparing students for entry into, or promotion within, the world of work. They offer certificate and other short-term programs that train students in the theory behind a specific vocation or technology, as well as in how to work with the technology. Programs usually last two years or less. There are several thousand technical and vocational colleges across the United States, and they may be private or public institutions. State universities are founded and subsidized by the U.S. state governments (for example, California, Michigan, or Texas) to provide low-cost education to residents of that state. They may also be called public universities to distinguish them from private institutions. Some include the words "state university" in their title or include a regional element such as "eastern" or "northern." State universities tend to be very large, with enrollments of 20,000 or more students, and generally admit a wider range of students than private universities. State university tuition costs are generally lower than those of private universities. Besides, in-state residents (those who live and pay taxes in that particular state) pay much lower tuition than out-of-state residents. International students, as well as those from other states, are considered out-of-state residents and therefore do not benefit from reduced tuition at state institutions. In addition, international students may have to fulfill higher admission requirements than in-state residents.

**Private universities** are funded by a combination of endowments, tuition fees, research grants, and gifts from their alumni. Tuition fees tend to be higher at private universities than at state universities, but there is no distinction made between state and non-state residents. Colleges with a religious affiliation and single-sex colleges are private. In general, private universities have enrollments of fewer than 20,000 students, and private colleges may have 2,000 or fewer students on their campuses.

**Research universities.** Most states have at least one public university designed to provide the traditional variety of educational opportunities in academic fields. These universities, in addition to offering undergraduate education, stress research as well as teaching. As a general rule, they are less likely at the graduate level to place emphasis on applied study and research and more likely to place emphasis on theoretical, or "pure" research.

**Land grant and sea grant universities.** In 1862 Congress passed the Morrill Act that provided a grant of land to many of the states to establish "land grant" universities. These universities, in addition to providing a broad general education in many fields, emphasize the application of knowledge in such fields as agriculture and engineering. The name of a land grant university often reflects this emphasis. Look for "Agricultural and Mechanical University" or "Technological University" to designate a university that stresses applied knowledge. Other states call this type of university a "state" university. More recently some state universities have been designated as "sea grant" universities, to emphasize the importance of marine applications.

**Ex. 6. Answer the questions on the text:**

1. What degree-granting institutions exist in the USA?
2. What is the main distinction between a college and a university?
3. What programs does an institute usually specialize in?
4. What is a school? What is it responsible for?
5. What is the difference between a state (or public) university and a private university? Who funds both types?
6. Who funds private institutions of higher education?
7. Where are tuition fees higher: at state or at private universities?
8. What type of institution of higher education is a community college?
9. Why do many international students choose to study at community colleges?
10. What do technical and vocational colleges specialize in?
11. What kinds of programs do technical and vocational colleges offer?
12. What do land grant and sea grant universities emphasize?

**Ex. 7. Practice reading the following words and word combinations.**

Interchangeably, associate, vocational, technology, subsidized, admission, California, Michigan, Texas, endowments, alumni, affiliation, enrollments, emphasis, to emphasize, agriculture, engineering, to designate.

**Ex. 8. Find in the text the English equivalents for the following Russian word combinations.**

Подготовительная степень (= диплом младшего специалиста); профессиональные программы подготовки; муниципальные образовательные учреждения; средние школы; общественные группы; муниципальный (двухгодичный) колледж; степень бакалавра; частные и государственные учре-

ждения; плата за обучение; прикладные исследования; уделять особое внимание теоретическим исследованиям; обеспечивать общее образование широкого профиля; делать акцент на практическом применении знаний.

**Ex. 9. Correct the false statements.**

1. Colleges and institutes are in no way inferior to universities.
2. Colleges and universities in the USA usually offer both graduate and undergraduate degrees.
3. State university tuition costs are generally lower than those of private universities.
4. Within each college or university you will find schools.
5. Community colleges are sometimes called junior colleges or two-year colleges.
6. In-state residents must fulfill higher admission requirements than international students.
7. Technical and vocational colleges offer certificate and other short-term programs that train students in the theory behind a specific vocation or technology, as well as in how to work with the technology.

**Ex. 10. Speak about the distinctions of colleges, institutes and universities in the United States summarizing the main ideas of Text B.**

**Ex. 11. Study the following words and word combinations on the topic:**

private – частный	affiliate – 1. присоединять;
Ivy League – «Лига плюща»	объединять; включать в систему
(ассоциация самых престижных	в качестве филиала;
университетов США)	church – церковь, храм
research – n. исследование;	to train – готовить,
adj. исследовательский	подготавливать, обучать
to locate – разместить; поместить,	Congregationalist –
расположить в определённом	конгрегационалист
месте	Unitarian – рел. унитарий
prestigious – престижный	clergy – духовенство, клир
institution – учебное заведение;	curriculum – учебный план,
учреждение	курс обучения
to found – основывать, учреждать	secular – светский, мирской,
Puritan – пуританин	нецерковный
minister – священник, миссионер	to emerge – зд. стать, превратиться
to bequeath – завещать	establishment – учреждение
(особ. движимое имущество)	elite – элита, отборная часть, цвет
estate – имущество, состояние	(общества и т. п.)
to remain – оставаться	to transform – превращать
	founding member – основатель

endowment – эндаумент, целевой капитал  
 to govern – править, управлять  
 Board of Overseers – совет наблюдателей (контроллеров)  
 President and Fellows of Harvard College – президент университета и стипендиаты (так же известные как «Гарвардская корпорация»)  
 to comprise – включать, заключать в себе, состоять из  
 faculty – 1. факультет, отделение; 2. профессорско-преподавательский состав (данного факультета в Великобритании, всего университета в США)  
 campus – кампус, территория университета, колледжа и т.п. (включая парк)  
 to employ – предоставлять работу; нанимать; держать на службе, работе; пользоваться услугами  
 to advise – консультировать  
 undergraduate – студент  
 graduate – 1. выпускник учебного заведения; 2) амер. выпускник или аспирант учебного заведения

professional student – аспирант  
 to operate – действовать, работать  
 semester – семестр, полугодие  
 calendar – календарь, расписание  
 laureate – лауреат  
 staff – 1. штат, штаты (служащих и т. п.); 2. персонал, личный состав, сотрудники  
 alma mater – альма-матер (об университетах и колледжах)  
 billionaire – миллиардер  
 The Harvard Crimson – спортивная команда «Гарвард Кримсон»  
 to compete – состязаться, соревноваться, участвовать в соревновании  
 the National Collegiate Athletic Association (NCAA) – национальная университетская спортивная ассоциация, в которую входят 1281 различных организаций, организующих спортивные соревнования в колледжах и университетах США и Канады.

**Ex. 12. Read the text and translate it into Russian.**

## HARVARD UNIVERSITY



*Harvard University*



Harvard University is an American private Ivy League research university located in Cambridge, Massachusetts, United States. It is one of the most prestigious and the oldest institution of higher learning in the United States.

Founded in 1636, Harvard College was named after a Puritan minister, John Harvard who bequeathed to the school his books and half of his estate. For more than fifty years Harvard remained the only college in America.

Although never formally affiliated with a church, the college primarily trained Congregationalist and Unitarian clergy. Harvard's curriculum and students became secular throughout the 18th century and by the 19th century had emerged as the central cultural establishment among Boston elites. Charles W. Eliot, who served as president from 1869 to 1909, transformed the college into a modern university, and Harvard became a founding member of the Association of American Universities in 1900. Harvard has the largest financial endowment of any academic institution in the world, standing at \$32 billion as of September 2011.

Harvard is governed by a combination of its Board of Overseers and the President and Fellows of Harvard College (also known as the Harvard Corporation), which appoints the President of Harvard University. Harvard employs about 2,100 faculty members to teach and advise approximately 6,700 undergraduates (Harvard College) and 14,500 graduate and professional students. Harvard's academic programs operate on a semester calendar beginning in early September and ending in mid-May.

The university comprises eleven separate academic units—ten faculties and the Radcliffe Institute for Advanced Study. Its total campus area occupies about 500 acres, concentrated in Cambridge and Boston.

Eight U.S. presidents have been graduates, and 75 Nobel Laureates have been student, faculty, or staff affiliates of the University. Harvard is also the alma mater of sixty-two living billionaires, the most in the country. Among the best-known people who have attended Harvard University are American political leaders John Hancock, John Adams, John Quincy Adams, Rutherford B. Hayes, Theodore Roosevelt, Franklin Roosevelt, John F. Kennedy, Al Gore, George W. Bush and Barack Obama etc. The Harvard University Library is the largest academic library in the United States, and one of the largest in the world.

The Harvard Crimson competes in 41 intercollegiate sports in the National Collegiate Athletic Association (NCAA) Division I of Ivy League.

**Ex. 13. Practice reading the following words and word combinations.**

Ivy League, prestigious, bequeath, clergy, primarily, secular, elites, endowment, overseers, calendar, campus, laureates, affiliate, intercollegiate.

**Ex. 14. Translate the following words and word-combinations into Russian:**

Private Ivy League research university; the oldest institution of higher learning; Harvard College was named after a Puritan minister; the only college in Ameri-

ca; affiliated with a church; throughout the 18th century; the central cultural establishment among Boston elites; 6,700 undergraduates (Harvard College) and 14,500 graduate and professional students; Harvard's academic programs; it's total campus area; eight U.S. presidents have been graduates; the alma mater of sixty-two living billionaires; competes in 41 intercollegiate sports.

**Ex. 15. Translate the following words and word-combinations into English:**

один из самых престижных университетов; основанный в 1636 году; колледж был назван в честь Джона Гарварда; который завещал школе свою библиотеку и половину своего состояния; Гарвард оставался единственным колледжем в Америке; хотя он никогда официально не был связан с церковью; колледж вначале готовил конгрегационалистское и унитарное духовенство; к 19-му веку он стал центральным учреждением культуры; президент Чарльз Эллиот преобразовал колледж; Гарвард стал одним из основателей Ассоциации американских университетов в 1900 году; университет состоит из; 11 отдельных академических подразделений; 10 факультетов и Институт перспективных исследований Рэдклиффа; в Гарварде работает около 2100 преподавателей; в Гарварде учится около 6700 студентов и 14500 аспирантов; 75 лауреатов нобелевской премии; были связаны с университетом как студенты, преподаватели или сотрудники; его библиотека – крупнейшая академическая в США; национальная университетская спортивная ассоциация.

**Ex. 16. Match the parts of the sentences.**

1. Harvard University is an American private	a) transformed the college into a modern university
2. Harvard University was named after John Harvard	b) the largest academic library in the United States
3. It is one of the most prestigious and the oldest institution of	c) eight U.S. presidents and 75 Nobel Laureates
4. The Harvard University Library is	d) to teach and advise
5. Harvard employs about 2,100 faculty	e) who bequeathed to the school his books and half of his estate.
6. Charles W. Eliot, who served as president from 1869 to 1909,	f) ten faculties and the Radcliffe Institute for Advanced Study
7. Harvard's academic programs operate on a semester calendar	g) Ivy League research university located in Cambridge
8. Among the best-known people who have attended Harvard University are	h) beginning in early September and ending in mid-May.
9. The university comprises eleven separate academic units –	i) higher learning in the United States.

**Ex. 17. Write a summary of the text (5-6 sentences) in Russian and in English. When rendering the content of the text in English, use the following phrases:**

The text deals with ...  
                                   is devoted to ...  
 touches upon ...  
                                   focuses on ...  
                                   draws a line of comparison between ... and ...  
 In addition, ... / Moreover, ... / Besides, ....  
 It states that ...  
 It claims that ...  
 It describes ...  
 The text provides the reader with some information about ...  
 It gives the reader some details about ...  
 In conclusion the author stresses that ... / notes that ...  
 All in all, the text gives some ground for thinking.

**Ex. 18. Complete the sentences according to the information given in the text.**

1. Harvard University is an American private ...
2. It was founded in ...
3. John Harvard bequeathed to...
4. Charles W. Eliot transformed ...
5. Harvard has the largest ...
6. Harvard is governed by ...
7. Harvard employs about ...
8. Harvard's academic programs ...
9. The university comprises ...
10. Eight U.S. presidents and 75 Nobel Laureates have been ...
11. The Harvard Crimson competes in ...

**Ex. 19. Speak about Harvard University answering the following questions.**

1. Where is Harvard University located?
2. What kind of university is it?
3. When was Harvard University founded?
4. Who was it named after?
5. What did John Harvard do?
6. When did Harvard's curriculum and students become secular?
7. Who transformed the college into a modern research university?
8. In what way is Harvard University governed?
9. What is the faculty of Harvard University?
10. How many students are there at the University?
11. How many academic units does the University comprise?

12. What famous people attended the university?
13. Who takes part in different sport competitions?

**Ex. 20. You are writing a letter to a friend. In this letter you give news about yourself and other people. Use the words given to make sentences. Use the Present Perfect.**

Dear John,

Lots of things have happened since I last wrote to you:

1. I have become a cadet of the Orel Law Institute of the MIA of Russia.

(I / become / a cadet of the OLI of the MIA of Russia)

2. \_\_\_\_\_ (My elder brother / get married)
3. \_\_\_\_\_ (My sister / finish / her studies)
4. \_\_\_\_\_ (My father / join / the militia)
5. \_\_\_\_\_ (I / give up / smoking)
6. \_\_\_\_\_ (Paul / start taking / karate lessons)
7. \_\_\_\_\_ (My sister-in-law / have / a baby)
8. \_\_\_\_\_ (Our neighbours / move / to Australia)

**Ex. 21. You are asking somebody questions about things he or she has done. Make questions from the words in brackets.**

**Example:** ever / be / to Moscow? – *Have you ever been to Moscow?*

- 1) ever / break / the regulations?
- 2) ever / witness / a burglary?
- 3) ever / be / on duty detail?
- 4) ever / see / an accident?
- 5) ever / guard / a crime scene?
- 6) ever / detain / a criminal?
- 7) ever / testify / in court?
- 8) ever / guide / a crime scene search?

**Ex. 22. Ask and answer questions using the example. Use the information from the box. Work in pairs.**

for	since
10 years	
	1986
15 years	
10 years	
	2000
	1996
7 years	
	2000

**Example:** How long have you been married?  
– I have been married for **10 years**.

1. How long \_\_\_\_\_ you \_\_\_\_\_ each other? (know)
2. How long \_\_\_\_\_ you \_\_\_\_\_ in love? (be)
3. How long \_\_\_\_\_ you \_\_\_\_\_ in this city? (live)
4. How long \_\_\_\_\_ you \_\_\_\_\_ in this street? (live)
5. How long \_\_\_\_\_ your husband \_\_\_\_\_ in the police? (work)
6. How long \_\_\_\_\_ you \_\_\_\_\_ at the University? (teach)
7. How long \_\_\_\_\_ you \_\_\_\_\_ your neighbours? (know)

**Ex. 23. Complete the sentences with today, this year, this term.**

**Example:** I saw Helen yesterday but I *haven't seen her today*.

1. I read a magazine yesterday but I \_\_\_\_\_.
2. I went on holiday last summer but I \_\_\_\_\_.
3. Last year the company made a profit (прибыль) but this year \_\_\_\_\_.
4. Tom worked hard at school last term but \_\_\_\_\_.
5. It rained a lot last summer but \_\_\_\_\_.
6. Our football team won a lot of games last season but we \_\_\_\_\_.
7. Last month I went to the theatre twice but this month \_\_\_\_\_.

**Ex. 24. Ask and answer questions using the prompts below as in the example. Work in pairs.**

**Example:** – Have you ever been to the USA?  
– Yes, I have.  
– When did you go?  
– I went there in 1995.

- 1) go / Great Britain (1999)
- 2) meet / a British policeman (last year)
- 3) be / to a wedding (last month)
- 4) see / a fire ( in my native town in 2005)

**Ex. 25. Recollect «Nationality words». Pronounce and transcribe the names of the countries and their adjectives, consult a dictionary if necessary. Translate into Russian:**

Country	Adjective	Person	Nation
America ( <i>the USA</i> )	American	an American	the Americans
Australia	Australian	an Australian	the Australians
Asia	Asian	an Asian	the Asians
Britain	British	a British	the British

Canada	Canadian	a Canadian	the Canadians
China	Chinese	a Chinese	the Chinese
Denmark	Danish	a Dane	the Danes
England	English	an Englishman/woman	the English
Europe	European	a European	the Europeans
Finland	Finnish	a Finn	the Finns
France	French	a Frenchman/woman	the French
Germany	German	a German	the Germans
Holland	Dutch	a Dutchman	the Dutch
( <i>the Netherlands</i> )		a Dutchwoman	
Ireland	Irish	an Irishman/woman	the Irishmen
Japan	Japanese	a Japanese	the Japanese
Russia	Russian	a Russian	the Russians
Scotland	Scottish	a Scot	the Scots
	Scots	a Scotsman/woman	the Scotsmen
Spain	Spanish	a Spaniard	the Spaniards
Wales	Welsh	a Welsh	the Welsh

**«ВЫСШЕЕ ОБРАЗОВАНИЕ В РОССИИ.  
ОРЛОВСКИЙ ЮРИДИЧЕСКИЙ ИНСТИТУТ МВД РОССИИ  
ИМЕНИ В.В. ЛУКЬЯНОВА»**

**Ex. 1. Before reading the text study and learn the following words:**

- law enforcement – правоприменительная деятельность
- teaching staff – преподавательский состав
- qualified – квалифицированный
- chair – кафедра
- facilities – учебно-материальная база
- disposal – распоряжение
- gymnasium – спортзал
- shooting range – тир
- cadet – курсант
- trainee – слушатель
- hostel, n – общежитие
- definite routine – распорядок дня
- reveille, n – подъем
- trainee, n – курсант
- canteen, n – столовая
- drill ground – плац
- roll-call, n – переключка
- announce, v – объявлять
- in the open air – на открытом воздухе
- form up, v – строиться
- tap, n – отбой

**Ex. 2. Read and translate the text about higher education.****OREL LAW INSTITUTE OF THE MINISTRY OF THE INTERIOR  
OF THE RUSSIAN FEDERATION NAMED AFTER V.V. LUKYANOV**

My name is Nick. I am a freshman of Orel Law Institute of the Ministry of the Interior of the Russian Federation named after V.V. Lukyanov.

Orel Law Institute is a police training college in the system of law enforcement professional education of the Ministry of Interior. There are cadets, trainees and students from different towns and cities of our country at the Institute. There is everything necessary for good studies there. There are many qualified specialists in the teaching staff of the Institute. There are many Candidates and Doctors of Sciences at the Chairs of the Institute.

There are all the facilities at the cadets' disposal: good classrooms, two gymnasiums, a shooting range. There are also two libraries and reading-rooms.

All freshmen live in the hostel. We have a definite routine. The reveille is at 6.10 a.m. After the reveille the cadets do physical training exercises in the open air. Then we make beds, wash and shave ourselves. After that we have breakfast in the college canteen. The morning inspection at our institute is at 8.00 a.m. The cadets form up on the drill ground for a roll-call and announcing routine duties. The classes start at 8.40 a.m. and last till 1.40 p.m. After classes the cadets have dinner. Then all cadets and trainees have a preparation period. During the preparation period we do our assignment. After that we clean our rooms and the institute territory. At 7 p.m. the cadets have supper. After the evening inspection the trainees go to bed. The tap at Orel Law Institute of the Ministry of the Interior of the Russian Federation named after V.V. Lukyanov is at 11 p.m.

**Ex. 3. Match the two columns:**

1) hostel	a) regular way of doing things
2) tap	b) control in order to know who's present
3) routine	c) hometask, homework
4) canteen	d) building in which students live
5) drill ground	e) place where students eat
6) roll-call	f) signal to men to get up in the morning
7) reveille	g) place where students form up for an inspection
8) assignment	h) make known to public
9) announce	i) signal to men to go to bed

**Ex. 4. Translate into English.**

Заправлять постели, строиться, подъем, общежитие, определенный распорядок дня, зарядка, плац, утренняя проверка, бриться, продолжаться, умываться, на открытом воздухе, переключка, самоподготовка, объявлять наряды, отбой.

**Ex. 5. Make up sentences beginning with: 1) What is ...? 2) It is ... .**

1) the moment when the cadets get up?	a) a hostel
2) the period of time when the cadets work at their assignment?	b) a canteen
3) the building where the cadets live?	c) a roll-call
4) the place where the cadets have breakfast, dinner, supper?	d) a preparation period
5) time when the commander announces routine duties for next day?	e) a reveille

**Ex. 6. Join the parts of the sentences:**

- |   |                                |
|---|--------------------------------|
| 1. In our everyday life we have ...           | a) the territory               |
| 2. We get up after ...                        | b) on the drill ground         |
| 3. After the reveille we do ...               | c) physical training exercises |
| 4. At 8.15 a.m. we have ...                   | d) a morning inspection        |
| 5. After breakfast we form up ...             | e) the reveille                |
| 6. We have dinner ...                         | f) a definite routine          |
| 7. Each lesson lasts ...                      | g) in the canteen              |
| 8. After a short rest we get down ...         | h) an hour and a half          |
| 9. The preparation period lasts ...           | i) to our home assignment      |
| 10. After the preparation period we clean ... | j) two hours                   |
| 11. We go to bed after ...                    | k) an evening roll-call        |

**Ex. 7. Complete the sentences:**

1. We march long hours on the ...
2. We borrow books from the ...
3. The first-year cadet of our Institute lives in the ...
4. We can eat in the ...
5. Our sport classes are usually conducted in the ...
6. Our training in shooting is conducted in the ...
7. All lectures are conducted in the ...
8. The cadets have their roll calls at the ...

**Ex. 8. Write a summary of the daily routine of the cadets and trainees of Orel Law Institute of the Ministry of the Interior of the Russian Federation named after V.V. Lukyanov.****Ex. 9. Look up the use of the Perfect Tense forms in a grammar reference. Translate the sentences into Russian:**

1. I'm afraid there has been the most dreadful murder!
2. I thought you had solved the crime already.
3. The law will have not been adopted by May.
4. The State Duma members had been known before the elections began.
5. Has



the suspect killed the victim this Monday? 6. We have built twenty new social objects lately. 7. After they had eaten, they cleared up the table. 8. Haven't you done the translation yet? 9. The traffic accident had happened before it started raining. 10. I'll have investigated this case by the end of the week.

**Ex. 10. Read the following sentences in the Present Perfect, using the adverbial modifiers in brackets:**

1. He gets up at 7 o'clock (never). 2. I usually go to Moscow by air (recently). 3. She buys a lot of interesting books in the original (lately). 4. Dad looks through morning newspapers at breakfast (already). 5. I met my fellow student on my way to the University (just). 6. Do you read books on travel? (ever).

**Ex. 11. Fill in «for» or «since».**

John Barnes has been in the police force 1) ... 1980. Before that he worked in a supermarket 2) ... two years, but he found it very boring. He has had lots of adventures 3) ... he became a policeman. He was a constable 4) ... three years, then he was promoted to sergeant. He has had to work a lot harder 5) ... then, but he loves his job.

**Ex. 12. Complete the sentences, using the Past Perfect Tense:**

1. When my friend came to the canteen he remembered ... 2. I was late for the lecture because ... 3. When the victim came to the police station she learned that ... 4. Hardly I entered the Institute ... 5. We left the library after ... 6. Scarcely had she opened the umbrella ... 7. ... before she called me. 8. ... when they noticed their captain.

**Ex. 13. Insert the verbs into the necessary form:**

1. He (to leave) for Paris immediately to practice law. 2. I (to be) never to court, criminal or civil. 3. They (not to meet) their tutor lately. 4. State structure (to exist) since ancient times. 5. She (to take up) tennis for a year. 6. Nearly 5 million people (to vote) already for this candidate. 7. By midterm exams the cadets (to revise) all Grammar tenses. 8. Hardly the eye-witness (to recognize) the pickpocket, she became very nervous. 9. Before John Kennedy became President in 1960 he (to declare) that the state of the country was bad. 10. A lot of new modern sports facilities (to build) by the Winter Olympic Games in Sochi.

**Ex. 14. Fill in the blanks with**

**A) Past Simple or Present Perfect:**

1. ... you (visit) the National museum yet? Yes, I ... (be) there three times, but I ... (not see) everything yet.  
2. I ... (lose) my glasses. ... (you / see) them anywhere? No. Where ... (you / put / them)?

3. ... (you / ever / meet) the victim? Yes, I ... (speak) to him and (see) him before he was killed.

**B) Past Simple or Past Perfect:**

1. When I (leave) the house, I (realize) that I (forget) my identity papers.
2. The jury kept arguing about the theft the accused (to commit) before the trial.

**C) Future Simple, Future Continuous or Future Perfect:**

1. By Friday, the scientist (conduct) the new experiment. I'm sure he ... (complete) his researches in three months.
2. This time tomorrow I ... (to fly) to Madrid. So, I hope ... (solve) all my problems by midnight.

**Ex. 15. Complete the sentences with the correct tense-form:**

Last week police (to arrest) Paul Dawson. They (to suspect) him of being the leader of a gang of robbers who (to steal) art treasures from museums and homes since last January. Prior to his arrest, Dawson (to spend) two years in prison for theft. They (to release) him only 16 months ago. The police (to try) to find the gang's hideout for months. They feel sure they (to arrest) the rest of the gang by the end of the month. This (to be) the biggest art theft operation since 1974 when police (to catch) the gang which (to steal) over a million pounds of paintings from galleries all over the country.

**Ex. 16. Test your Grammar knowledge. Choose only one item:**

1. ... you ever ... a film in which a train crashed?

- a) Did ... see                      b) Have ... seen                      c) Had ... seen

2. Russian schools for many years ... federal aid for special purposes.

- a) had received                      b) received                      c) have received

3. I ... the investigation by nine o'clock tomorrow morning.

- a) have finished                      b) shall have finished                      c) will finish

4. In three months he ... here a year.

- a) has been                      b) will have been                      c) had been

5. He ... everything except his last paper.

- a) had done                      b) have done                      c) has done

6. By the next term we ... already ... experts in Grammar.

- a) have become                      b) had become                      c) will have become

7. By the sixteenth century a new economic system ... feudalism.

- a) was replaced                      b) has replaced                      c) had replaced

8. They ... us to the party before you informed me.

a) have invited

b) had invited

c) has invited

**Ex. 17. Read the text «Speaking English well». Use the word given in brackets to form an adverb that fits the space. The first (0) is given as an example:**

I have a Dutch friend who speaks English *beautifully* (0: beauty). I have always wondered how the Dutch manage to learn languages so ... (1: success). The Dutch like the Germans often speak English ... (2: well) than some native speakers or at least they seem to speak the language more ... (3: correct) than some English people. Will says that if you want to speak English ... (4: fluency) with a reasonable accent, you should listen to tapes as ... (5: frequency) as possible. If you can afford ... (6: occasion) to go to an English-speaking country, you should but you should also study the rules of English ... (7: care), especially if you want to speak ... (8: accuracy). Will also feels very ... (8: strength) that there are no magic solutions but that you ... (10: simplicity) have to work hard at the new language.

**NB:** Some adverbs have different forms – one the same as the adjective and one ending in **-ly**:

**free** – without paying (бесплатно)

**freely** – without any restriction (свободно, без ограничений)

**hard** – with effort and force (упорно, много, трудно)

**hardly** – almost not (едва)

**high** – far from ground / bottom (высоко)

**highly** – very; at or to a high standard, level (очень, в высшей степени)

**late** – not at the agreed time (поздно)

**lately** – recently (недавно)

**near** – close (to), at a short distance away (близко, около)

**nearly** – almost, approximately, close to (почти)

**last** – after all the other (после всех)

**lastly** – finally (наконец, в заключение)

**Ex. 18. Read and translate the following sentences. Pay special attention to the meaning of the adverbs:**

1. Babies are allowed to travel *free* on buses.
2. You can travel *freely* to all parts of the country.
3. I tried *hard* to remember where I had parked the car.
4. He can *hardly* see without his glasses.
5. An eagle circled *high* overhead.
6. It's a *highly* paid job.
7. She's always arriving *late*.
8. Have you seen him *lately*?
9. He came *last* in the race.

10. *Lastly*, I'd like to say ...
11. A bomb exploded somewhere *near*.
12. It's *nearly* time to leave.

**Ex. 19. Choose the right variant. Translate into Russian:**

1. You can speak *free* / *freely* – I won't tell anyone what you say.
2. Throw it as *high* / *highly* as you can.
3. I can *high* / *highly* recommend it.
4. They live quite *near* / *nearly* here.
5. It took *near* / *nearly* two weeks to get there.
6. I thought *hard* / *hardly* about the problem.
7. I can *hard* / *hardly* wait to hear the news.

**Ex. 20. Before reading the text study and learn the following words:**

- |   |  |
|---|--|
| • take exams – сдавать экзамены   | • Road Patrol Service Department –<br>отдел дорожно-патрульной<br>службы                               |
| • credit test – зачет   | • agency, n – орган  |
| • term, n – семестр   | • Ministry of the Interior –<br>Министерство внутренних дел  |
| • curriculum, n – учебный план  | • free of charge – бесплатный  |
| • Criminal Procedure –<br>уголовный процесс                                   | • state grant – стипендия  |
| • Crime Psychology – судебная<br>психология                                   | • be at one's disposal – быть<br>в распоряжении кого-либо  |
| • security, n – безопасность  | • according to – согласно  |
| • traffic, n – движение   | • regulations, n – устав   |
| • Crime Detection – уголовный<br>розыск, оперативно-разыскная<br>деятельность | • handle, v – иметь дело,<br>обращаться (с чем-либо)   |
| • search, n – розыск, поиск   | • perform well under operational<br>conditions – действовать умело<br>в сложной оперативной обстановке |
| • besides – кроме того  |  |
| • means, n – средство   |  |
| • skill, n – умение, мастерство   |  |
| • ability, n – способность  |  |
| • use the weapon – применять<br>оружие  |  |
| • unite, v – объединять   |  |
| • necessary, adj. – необходимый   |  |
| • useful, adj. – полезный   |  |
| • practical instruction –<br>практическое занятие                             |  |

**Ex. 21. Read and translate Text B.**

**Orel Law Institute of the Ministry of Interior  
of the Russian Federation Named After V.V. Lukyanov**

Nick studies at Orel Law Institute of the Ministry of the Interior of the Russian Federation named after V.V. Lukyanov. Cadets usually have six hours or eight hours of classes a day. At the end of each term cadets take exams and credit tests, usually in December and in July.

The curriculum includes the academic subjects and professional courses. As it is in every institute of our country cadets and trainees study social sciences, Electronic Computers, foreign languages. Special subjects include Criminal Law, Criminal Procedure, Crime Psychology, State and Law Theory, Administrative Law, Organization of Work by Road Patrol Service on Security of Street Traffic, Crime Detection, Search of Motor Transport Means, etc.

Besides, cadets get professional skills and abilities: to drive a car, to use the weapon, to interview and interrogate witnesses and criminals, to search road accidents, to carry out the work of accident prevention.

One of the principles of our educational system is to unite theory and practice. So everything is necessary and useful for cadets: practical instructions, lectures and seminars at the institute and practice in the laboratories and police agencies.

The cadets of Orel Law Institute of the Ministry of the Interior of the Russian Federation named after V.V. Lukyanov are future inspectors of the Road Patrol Service Department. The institute trains specialists for the agencies of the Russia's Ministry of the Interior.

Training at the institute is free of charge. A hostel, medical service and a state grant are at trainees' disposal. According to the regulations cadets must wear a special police uniform.

The cadets of Orel Law Institute of the Ministry of the Interior of the Russian Federation named after V.V. Lukyanov will handle big problems of life and they must perform well under operational conditions. Their future profession is law, crime detection, crime investigation and road accident prevention.

**Ex. 22. Answer the questions:**

1. Where does Nick study?
2. How many classes (lessons) a day do the trainees have?
3. When do the trainees take exams and credit tests?
4. What does the curriculum include?
5. What special subjects do the trainees study?
6. What professional skills and abilities do the trainees get?
7. What is the main principal of our educational system?
8. Whom does Orel Law Institute of the Ministry of the Interior of the Russian Federation named after V.V. Lukyanov train?

9. Is training at college free of charge?
10. What is the field of activity of the future police officers?

**Ex. 23. Read and translate the following lists of words. Pay attention to the suffixes**

1. Inspect, v – inspection, n – inspector, n
2. Train, v – trainer, n – trainee, n – training
3. Specialise, v – specialist, n – special, adj. – specially, adv.
4. Regulate, v – regulation, n
5. Detect, v – detection, n – detector, n – detective, n
6. Investigate, v – investigation, n – investigator, n
7. Prevent, v – prevention, n – preventive, adj. – preventable, adj.
8. Condition, v – condition, n – conditional, adj. – conditionally, adv.
9. Psychology, n – psychologist, n – psychological, adj. – psychologically, adv.

**Ex. 24. What parts of speech do the following words belong to? Translate these words.**

Academic, enforcement, professional, social, administrative, detection, interrogate, prevention, educational, inspector, specialist, training, regulation, investigate, operational, medical.

**Ex. 25. Give the English equivalents for the given words:**

Отдел дорожно-патрульной службы; Министерство внутренних дел; бесплатно; согласно Уставу; специальная полицейская форма; медицинское обслуживание; расследование преступлений; профилактика преступлений; профилактика аварий на дорогах; умело действовать в сложной оперативной обстановке.

**Ex. 26. Match two columns:**

- |                  |  |
|------------------|--|
| 1. Curriculum, n | a) bring in as a part of the whole                         |
| 2. Unite, v      | b) rule, order   |
| 3. Useful, adj.  | c) ability to do something well                            |
| 4. Procedure, n  | d) make or become one                                      |
| 5. Regulation, n | e) course of study at college                              |
| 6. Include, v    | f) helpful, producing good results                         |
| 7. Skill, n      | g) regular order of doing things, esp. legal and political |

**Ex. 27. Look through the text and choose the suitable answers to the questions.**

1. What do the trainees do at the end of each term?
  - a) have six hours of lessons;
  - b) receive credits;
  - c) study English;

- d) work hard at the subjects.
- 2. How many times do the cadets take exams?
  - a) once a year;
  - b) five times;
  - c) four times;
  - d) twice a year.
- 3. What does the curriculum include?
  - a) academic subjects;
  - b) professional course;
  - c) foreign languages;
  - d) academic subjects and professional course.
- 4. What do the trainees do during practical classes?
  - a) read and translate texts;
  - b) interview and interrogate witnesses and criminals;
  - c) receive good marks;
  - d) work hard at the academic subjects.
- 5. Who does the college train?
  - a) military officers for the Russia's Military Forces;
  - b) specialists for the agencies of the Russia's Ministry of Internal affairs;
  - c) civil lawyers;
  - d) interpreters.

**Ex. 28. Fill in the blanks.**

1. Nick studies ..... .
2. The trainees have ..... a day.
3. At the end of each term the trainees ..... .
4. The curriculum includes ..... .
5. Special subjects include ..... .
6. The trainees get professional skills ..... .
7. One of the principal of our educational system is ..... .
8. Orel Law Institute of the Ministry of the Interior of the Russian Federation named after V.V. Lukyanov trains ..... .
9. Training at college is ..... .
10. A hostel, medical service and state grant are ..... .
11. The trainees will handle ..... .
12. The future profession of the trainees is ..... .

**Ex. 29. Restore the text, choosing the suitable words.**

I ... (1) at Orel Law Institute of the Ministry of the Interior of the Russian Federation named after V.V. Lukyanov. At the end of each term we ... (2) credits and then ... (3) exams. We ... (4) exams twice a year in December and in July. The training scheme (curriculum) ... (5) the academic subjects and professional course. Every English lesson ... (6) with the report of the student-on-duty. When

the teacher ... (7) the student-on-duty ... (8) "Group! ... (9) Shun!" Then he ... (10) to the teacher. At the lessons we ... (11) new words, ... (12) newspapers, ... (13) a lot of questions. At the end of the lesson the teacher ... (14) the results, ... (15) us assignment and ... (16) the mark into the group register. When studying English the students ... (17) tape recorders, overhead projectors and other equipment. During preparation hours we ... (18) hard at all the subjects.

*List of words:* includes, come in, stand up, reports, learn, study, begins, take, look through, pass, work, sums up, answer, puts up, use, puts down.

**Ex. 30. Complete the list in writing:**

- 1) *different skills*: to use the weapon, to drive a car, ... .
- 2) *different forms of study*: lectures, ... .
- 3) *professional course*: Criminal Law, Administrative Law, ... .
- 4) *the forms of control*: written tests, ... .
- 5) *future field of activity*: law, crime detection, ... .

**Ex. 31. Read, translate and act out the dialogue.**

- Hi, Michael.
- Hi, Nick. What do you do?
- I am a freshman of Orel Law Institute of the Ministry of the Interior of the Russian Federation named after V.V. Lukyanov.
- Is it interesting to study there?
- Yes, of course, but hard.
- Do you live in the hostel?
- Yes, I do. All first-year trainees live in the hostel.
- How often do you have a chance to go home?
- From time to time. I usually get a leave-pass at weekends unless I have bad marks.
- The discipline is quite strict there, isn't it?
- Yes, especially with the freshmen.
- What subjects do you have?
- This term we have National history, State and Law Theory, State and Law History, Constitutional Law, Computers, English, Logic, Physical Training and others.
- Do you have seminars or only lectures?
- We have everything: lectures, seminars, practical instructions.
- What do you do during your practical classes?
- We learn to drive a car, to use the weapon, to interview and interrogate witnesses and criminals, to search the crime scene and so on.
- Oh, it's so interesting. All right. Sorry, but I must be going. Bye.
- Bye-bye.



**Ex. 32. Complete the dialogue and act it out.**

- Hello, Sasha!
- Hi, Nick! What do you do?
- .....
- Do you like to study there?
- .....
- Where do you live?
- .....
- Do you often go home?
- .....
- Is the discipline strict there?
- .....
- What subjects do you study?
- .....
- Do you have only lectures and seminars?
- .....
- What do you do during your practical classes?
- .....

**Ex. 33. Act out these dialogues.**

1.

- Hi, Peter!
- Hello, Alex!
- Peter, do you study at Orel Law Institute of the Ministry of the Interior of the Russian Federation named after V.V. Lukyanov?
- Yes, I do. I am a freshman of the Orel Law Institute of the Ministry of the Interior of the Russian Federation named after V.V. Lukyanov.
- Is it interesting to study there?
- Yes, it is. We study many interesting subjects: State and Law Theory, State and Law History, Constitutional Law, Computers, foreign languages.

2.

- Hello, George!
- Hello, Nick! What do you do?
- I'm a freshman of Orel Law Institute of the Ministry of the Interior of the Russian Federation named after V.V. Lukyanov.
- Do you like studying there?
- Yes, of course. We study Law, we get professional skills and abilities: to drive a car, to use the weapon, to interview and to interrogate witnesses and criminals.
- Oh, it's really very interesting.

3.

- Hello, Michael!
- Hi, Sveta! Where do you study?

- I study at Orel Law Institute of the Ministry of the Interior of the Russian Federation named after V.V. Lukyanov.
- Is training at college free of charge?
- Yes, it is. Besides a hostel, medical service and a state grant are at our trainees' disposal.
- Do you wear a special police uniform?
- Yes, we do.
- Do you have lectures and seminars?
- We have everything: seminars, lectures, practical instructions and practice in Police organs.

**Ex. 34. Make up questions and answer them.**

1. What / you / usually do / before breakfast?
2. What / you / usually do / after breakfast?
3. What / you / do after breakfast on Sunday?
4. Where / you / usually have breakfast?
5. You / attend / lectures, seminars and practical classes / regularly?
6. You / work hard / at your professional course?
7. You / already / pass / exams and credit tests?
8. You / work / in the language laboratory / yesterday?
9. What lecture / you / attend yesterday?
10. What mark / you / get on English today?
11. At what time / the tap / be / yesterday?
12. What exams / you / take / at the end of the term?
13. You / already / learn / irregular verbs?
14. You / have to rewrite / you test?
15. The seminar / be to begin / at 10.35?
16. You / have to take taxi / to be in time at class / yesterday?
17. You / already / get a state grant?

**«ВЕЛИКОБРИТАНИЯ – ГЕОГРАФИЧЕСКОЕ ПОЛОЖЕНИЕ,  
ДОСТОПРИМЕЧАТЕЛЬНОСТИ»**

**Ex. 1. Before reading the text study and learn the following words:**

to occupy	занимать
island	остров
to consist of	состоять из; <i>syn.</i> : to be composed of, to be made of, to comprise, to include, to involve, to be made up of
main	главный, основной; <i>syn.</i> : chief, essential, major, principal
an enterprise	промышленное предприятие
Edinburgh	Эдинбург

Cardiff	Кардиф
Belfast	Белфаст
deposits of (iron ore, coal)	залежи, месторождения (железной руды, угля)
separate	отдельный
to separate	отделять(ся), разделять(ся); <i>syn.</i> : to divide
to be separated by	отделяться чем-либо
the English Channel	(пролив) Ла-Манш ( <i>La Manche</i> )
the Strait of Dover	Па-де-Кале (Дуврский канал) ( <i>Pasde Calais</i> )
to vary	менять (ся), изменять(ся); <i>syn.</i> : to change, to differ
mountain	гора
mountainous	гористый
highlands	горная местность, горная страна
the Highlands	север и северо-запад Шотландии
valley	долина
plain	равнина
lowlands	низменная местность, низина, долина
the Lowlands	южная, менее гористая часть Шотландии
vast	обширный, громадный, безбрежный
the Severn	река Северн
the Thames	река Темза
the Gulf Stream	(течение) Гольфстрим
influence ( <i>on, upon, over</i> )	влияние, (воз)действие ( <i>на</i> ); оказывать влияние, воздействовать ( <i>на</i> ); <i>syn.</i> : to affect
mild	мягкий ( <i>о погоде, климате</i> )
all(the) year round	весь, целый, круглый год; <i>syn.</i> : the whole year
machinery	машинное оборудование, машины, детали машин
shipbuilding	судостроение, кораблестроение
machine-building industry	машиностроительная промышленность
textile industry	текстильная промышленность

## Ex. 2. Read and translate the text about Great Britain.

### GREAT BRITAIN

The United Kingdom of Great Britain and Northern Ireland is situated off the Northwest coast of Europe. The UK consists of four parts. They are: England, Scotland, Wales and Northern Ireland. Their capitals are London, Edinburgh, Cardiff and Belfast.

The UK lies on the British Isles. The United Kingdom is one of the world's smallest countries with an area of some 244,100 square kilometres. It is

twice smaller than France or Spain. Two main islands are Great Britain and Ireland. They are separated from the continent by the English Channel and the Strait of Dover. The west coast of the country is washed by the Atlantic Ocean and the Irish Sea, the east coast is washed by the North Sea. The population of the United Kingdom of Great Britain and Northern Ireland is nearly 60 million people.

Geographically Great Britain is divided into Lowland Britain and Highland Britain. Lowland Britain comprises Southern and Eastern Britain. Highland Britain includes Scotland, Wales, the Pennines and the Lake District. The highest mountain, Ben Nevis, is in Scotland. The flora of the British Isles is much varied and the fauna is similar to that of the north-west of Europe.

Britain is not very rich in natural industrial resources. The main coal areas are the South Wales fields, the Lowlands of Scotland, the Yorkshire field and others. The deposits of iron ore are in the east of England and in the Middle-England plain.

The climate of Great Britain is mild. The Atlantic Ocean and the warm waters of Gulf Stream influence the weather of the British Isles. Summers are cool and rainy. There is a lot of rain and fog in autumn and in winter.

There are a lot of rivers in Great Britain. The Severn is the longest river, the Thames is the most important one.

The United Kingdom is one of the world's most industrialized countries. Big cities and towns (London, Glasgow, Manchester, Liverpool and others) have enterprises of nearly all branches of industry, old and new.

The biggest centres of iron and steel industry are situated in the neighbourhood of coal basins. They are Newcastle, Cardiff, Glasgow and Sheffield. Steam engines and electric motors, machine tools, derricks, textile machinery, locomotives and automobiles are produced at the machine-building plants of Birmingham, Sheffield and London. The shipbuilding industry is of great importance for Britain. A lot of countries place orders for new ships with the British shipyards in Glasgow, Belfast and Newcastle. The most important branches of the textile industry are woolen and cotton industries. British woolen stuffs are widely known for their high quality. The main center of the cotton industry is Manchester. Britain imports cotton from America and other countries through the port of Liverpool.

The capital of the country is London. English is the official language.

Great Britain is a constitutional monarchy. The powers of the British Queen are limited by Parliament. The British Parliament consists of the Sovereign, the House of Lords and the House of Commons. The main political parties of Great Britain are the Conservative and Labour Parties. The United Kingdom of Great Britain and Northern Ireland has always played an important role in world politics.

**Ex. 3. Answer the following questions:**

1. What islands is the United Kingdom situated on?
2. What is the country's population?
3. What is the United Kingdom made up of?
4. What's the capital of England / Scotland / Wales / Northern Ireland?
5. What is the United Kingdom washed by?
6. How can you characterize flora and fauna of the British Isles?
7. What is the climate of Great Britain?
8. What are Britain's chief industries?
9. What is Britain's political system?
10. Does the United Kingdom of Great Britain and Northern Ireland play an important role in world politics?

**Ex. 4. Pronounce the following words correctly paying attention to the use or absence of the articles:****A.**

The United Kingdom of Great Britain and Northern Ireland; the Atlantic Ocean; the British Isles; the Gulf Stream; the Irish Sea; the Severn; the Thames; the United Kingdom; the Pennines; the English Channel; the Strait of Dover.

**B.**

London; Wales; Manchester; Yorkshire. Belfast; Birmingham; Liverpool; Cardiff; Glasgow; Newcastle; Sheffield; Great Britain; England; Europe; Northern Ireland; Scotland; Southern Britain.

**C.**

Monarchy; neighbourhood; parliament; politics; conservative; industrialized; autumn; island; shipbuilding; quality; enterprise.

**Ex. 5. Read, spell, transcribe and translate the following words from the text:**

island, Ireland, Edinburgh, language, neighbourhood, mountain, labour, shipyard, sovereign, nearly, area, autumn, resources, separate, fauna.

**Ex. 6. Look through the given words and give examples of the words with the sounds: a) [e] – 3; b) [ei] - 3; [ ai ] – 3.**

Tool, electric, quality, monarchy, lie, Irish, great, ships, engine, parliament, conservative, are, industry, lake, Devis, Wales, capital.

**Ex. 7. Find the English equivalents to the following Russian words and word combinations in the text:**

Соединенное королевство Великобритании и Северной Ирландии; теплое течение Гольфстрим; Британские острова; состоять из; северо-западный берег Европы; месторождения угля; в 2 раза меньше Франции; на северо-

западе; на севере; отделяться чем-либо; отделяться от; круглый год, играть важную роль, монархия, соседство, влиять на погоду.

**Ex. 8. Look through the text and find the words and word expressions which correspond to the following definitions and use them in the sentences of your own:**

- 1) an independent country;
- 2) the area of sea between England and France;
- 3) the total number of people who live in a particular area, city or country;
- 4) a system of government with a hereditary ruler such as a king or queen;
- 5) the highest mountain region of Scotland;
- 6) the capital of both the United Kingdom of Great Britain and Northern Ireland and of England;
- 7) the centre of the cotton industry.

**Ex. 9. Match the synonyms:**

- |                   |               |
|-------------------|---------------|
| 1) separate       | a) vast       |
| 2) be composed of | b) formal     |
| 3) main           | c) influence  |
| 4) official       | d) chief      |
| 5) boundless      | e) consist of |
| 6) affect         | f) divide     |

**Ex. 10. Match the antonyms:**

- |                 |             |
|-----------------|-------------|
| 1) import       | a) small    |
| 2) official     | b) low      |
| 3) high         | c) combine  |
| 4) long         | d) unite    |
| 5) vast         | e) informal |
| 6) separate (2) | f) export   |
| g) short        |             |

**Ex. 11. Make up a plan of the text and retell it.**

### **«США – ГЕОГРАФИЧЕСКОЕ ПОЛОЖЕНИЕ, ДОСТОПРИМЕЧАТЕЛЬНОСТИ»**

**Ex. 1. Before reading the text study and learn the following words:**

the United States of America, Hawaii, the Pacific Ocean, the Atlantic Ocean, North America, Alaska, Florida, the Appalachian Mountains, the Central Plains, the Great Plains, the Mexican Lowland, the Cordillera system, the Rocky Mountains, the Death Valley, Sierra Nevada Range, Willamette; temperate and sub-

tropical zones; numerous fiords; stretch; foothill; fringe by a strip of marshes; intermountain tableland; deep depressions; alternation of tablelands; narrow belt; the height up to, the southern part, height.

**Ex. 2. Read and translate the text about geographical position of the USA.**

**THE GEOGRAPHICAL POSITION  
OF THE UNITED STATES OF AMERICA**

The United States territory consists of three separate parts, different in size, natural features, level of development and population:

1) The main part, the United States proper, with an area of 7800000 square kilometers. It borders on Canada in the north and on Mexico in the south. It is washed by the Pacific Ocean in the west, the Atlantic Ocean in the east, and the Gulf of Mexico in the south-east;

2) Alaska, which occupies the north-western part of the continent of North America, including a lot of islands;

3) Hawaii in the Pacific Ocean.

The United States is mostly situated in the temperate and subtropical zones. Alaska lies in the subarctic and arctic zones. The southern part of Florida and Hawaii are situated in the tropical zone.

The coastline length of the United States proper is 22860 km. The Atlantic coast is mostly lowland and greatly indented. The Pacific coast is mountainous, in the northern part cut by numerous fiords.

About half the United States' territory is covered by plateaus and mountains.

The eastern part of the country is occupied by the Appalachian Mountains, which in the north come close to the Atlantic coast and in the south are separated from it by the Atlantic Lowland.

West of the Appalachians stretch the Central Plains, the Great Plains, and the Mexican Lowland.

The Central Plains are 500-400 m high and have a hilly moraine relief in the north and a more gentle erosional relief in the middle and southern parts.

The Great Plains (west of west longitudes 97-98<sup>0</sup>) are a deeply cut plateau with the heights of 500 m in the east to 1600 m at the Cordillera foothills.

The flat Mexican Lowland, with the height of up to 150 m, is swampy along the Gulf coast and fringed by a strip of marshes.

The western part of the country (including almost the whole of Alaska) is made up of high mountain ranges, tablelands and plateaus of the Cordillera system.

The Cordilleras consist of rows of mountain ranges with the heights of up to 3000-5000 m and a broad strip of intermountain tablelands and plateaus. In Alaska the mountain ranges stretch in the west-east direction and include the

Brooks Range, the Yukon Tableland, the Aleutian Range with Mount McKinley, 6193 m – the highest peak of the USA and the whole of North America.

On the territory of the USA proper the mountain ranges stretch in the north south direction. The first from the east are the Rocky Mountains, reaching up to nearly 4400 m. Columbia Plateau, the Great Basin – a desert tableland with deep depressions (the largest is the Death Valley containing the lowest point in the western hemisphere – 86 m below sea level), the Colorado Plateau. Typical for this area is the alternation of tablelands situated at the height of about 2000 m and mountain ranges reaching up to 3000-5000 m, with numerous deep river canyons.

Further west is a narrow belt of the Cascade Mountains, and the Sierra Nevada Range (over 4400 m) still further west lays an area of valleys (Willamette, the Californian Valley).

The Pacific coast is formed by the deeply cut Coastal Ranges with the height of up to 2400 m.

**Ex. 3. Answer the following questions:**

- 1) How many parts does the United States territory consist of? What are they?
- 2) What countries does the main part border on?
- 3) What part does Alaska occupy?
- 4) In what zone are Florida and Hawaii situated?
- 5) What are the Atlantic and Pacific coasts?
- 6) What is the half of the United States' territory covered by?
- 7) Where are the Appalachian Mountains situated?
- 8) What is the western part of the country made up of?
- 9) What ranges do the mountains in Alaska include?
- 10) Where do Willamette, the Californian Valley lay?

**Ex. 4. Practice the pronunciation of the following words and word-combinations:**

Mexico, Pacific Ocean, Alaska, Hawaii, Appalachian Mountains, Cordillera, Aleutian Range, Columbia, Plateau, Sierra Nevada Range, Willamette.

**Ex. 5. State a part of speech of the following words:**

different, natural, development, population, mostly, subarctic, tropical, mountainous, volcanic, depressions

**Ex. 6. Give 3 forms of the following verbs:**

to lay, to consist, to be, to wash, to lie, to cut, to have, to make, to stretch, to reach



**Ex. 7. Match English and Russian equivalents:**

- |                     |                       |
|---------------------|-----------------------|
| 1) separate parts   | длина береговой линии |
| 2) temperate zone   | глубоко порезанные    |
| 3) coastline length | отдельные части       |
| 4) indented         | плоскогорье           |
| 5) come close       | умеренная зона        |
| 6) moraine relief   | болотистый            |
| 7) erosional relief | близко подходить      |
| 8) deeply cut       | изрезанный            |
| 9) swampy           | размытый рельеф       |
| 10) tableland       | мареновый рельеф      |

**Ex. 8. Give Russian equivalents:**

natural features; numerous fiords; stretch; foothill; fringe by a ship of marshes; intermountain tableland; deep depressions; alternation of tablelands; narrow belt; the height up to.

**Ex. 9. Find the wrong statements and correct them:**

- 1) The United States territory consists of three separate parts.
- 2) The main part borders on Mexico and Canada.
- 3) The main part is washed by the Arctic Ocean.
- 4) Alaska and Hawaii are also parts of the United States territory.
- 5) The Atlantic coast is mountainous and the Pacific coast is mostly lowland.
- 6) You can find a lot of plateaus and mountains on the United States' territory.
- 7) There are Appalachian Mountains, Rocky Mountains, Cordilleras in the USA.
- 8) The Plains in the east of Appalachians are divided into the Central Plains, the Great Plains and the Mexican Lowland.
- 9) The Brooks Range, the Yukon Tableland, the Aleutian Range constitute the Cordilleras.
- 10) The deep depressions lie in the south of Rockies.

**Ex. 10. Translate the sentences from Russian into English:**

1. Территория США состоит из трех различных по размеру частей: основная часть собственно Соединенные Штаты; Аляска и Гавайи.
2. Площадь собственно Соединенных Штатов – 7.800.000 и эта часть граничит на севере с Канадой, а на юге – с Мексикой.
3. Аляска имеет много островов и лежит в северо-западной части Северной Америки.
4. Гавайи – это острова расположенные в Тихом океане.
5. Соединенные Штаты расположены в умеренной, субтропической, арктической и тропической зонах.
6. Длина линии побережья США составляет 22860 км.

7. В США много гор и самый высокий пик США и Северной Америки – гора Мак-Кинли (6193 м).
8. На востоке Скалистых гор находится Вулканическое Колумбийское плато, плато Колорадо, Большой Бассейн.
9. На западе находится территория долин: Уилламетт, Калифорнийская Долина.
10. На побережье Тихого океана находятся Береговые холмы.

**Ex. 11. Speak on the topic: “Geographical position of the United States of America”.**

**Ex. 12. Speak on one of the places in the USA you would like to visit. Explain your choice.**

**Ex. 13. Before reading the text study and learn the following words and word combinations:**

- |                                       |             |
|---------------------------------------|-------------|
| • typhoons;                           | • uranium;  |
| • arctic / continental / subtropical; | • zinc;     |
| • plains;                             | • lead;     |
| • grassland;                          | • iron;     |
| • sandy soil;                         | • copper;   |
| • clay;                               | • coal;     |
| • dark loams;                         | • abundant. |
| • gold;                               |             |

### **THE USA**

The United States of America is the fourth largest country in the world (after Russia, Canada, and China). It occupies the southern part of North America and stretches from the Pacific to the Atlantic Ocean. It also includes Alaska in the north and Hawaii in the Pacific Ocean. The total area of the country is about nine and a half million square kilometers. The USA borders on Canada in the north and on Mexico in the south. It also has a sea boarder with Russia.

The USA is made up of 50 states and the District of Columbia where the capital of the country, Washington, is situated. The population of the country is about 325 million.

If we look at the map of the USA, we can see lowlands and mountains. The highest mountains are the Rocky Mountains, the Cordillera, and the Sierra Nevada. The highest peak is Mount McKinly, which is located in Alaska.

America's largest rivers are the Mississippi, the Missouri, the Rio Grande, and the Columbia. The Great Lakes on the border with Canada are the largest and deepest in the USA.

The climate of the country varies greatly. The coldest regions are in the north. The climate of Alaska is arctic. The climate of the central part of the country is continental. The south has subtropical climate. Hot winds blowing from the Gulf of Mexico often bring typhoons. The climate along Pacific coast is much warmer than that of the Atlantic coast.

The continental part of the USA consists of the highland regions and two lowland regions. The highland regions are the Appalachian mountains in the east and the Cordillera in the west. Between the Cordillera and the Appalachian mountains are the central lowlands which are called the prairie, and eastern lowlands called the Mississippi valley.

There are many mountains especially in the west and south-west. The Rocky mountains extend all the way from New Mexico to Alaska.

Resources are probably greater than those of any other area of equal size.

The land is as varied as huge. There are plains and mountains, grasslands and forests, sandy soil, clay and rich, dark loams. The mineral resources vary from precious gold and rare uranium to common lead and zinc. Coal, oil, iron, copper and other minerals are abundant. They form basis of modern industry.

Though mainly European and African in origin, the Americans are made up from nearly all races and nations, including the Chinese and the native Americans-Indians.

The largest cities are New York, Los Angeles, Chicago, Philadelphia, Detroit, San Francisco, and others.

**Ex. 14. Answer the following questions:**

- 1) Where does the USA lie?
- 2) What is the total area of the country?
- 3) What is the USA made up of?
- 4) What is the population of the USA?
- 5) The highest mountains are the Rocky Mountains, the Cordillera, the Sierra Nevada, aren't they?
- 6) Are the Mississippi, the Missouri, the Rio Grande, the Columbia the largest rivers of the USA?
- 7) Where are the highland regions situated?
- 8) How are the central lowlands situated between the Cordillera and Appalachian called?
- 9) Where are there many mountains?
- 10) What natural resources does the USA have?

**Ex. 15. Practice the pronunciation of the following words and word-combinations:**

Canada, China, Mexico, Alaska, the Cordillera, the Appalachian Mountains, the Sierra Nevada, Mount McKinly, Columbia, Washington, Chicago, Philadelphia,

Detroit, the Mississippi, the Missouri, the Rio Grande, the Gulf of Mexico, prairie, precious, abundant, gold, uranium, zinc, lead, iron, copper, loam, coal.

**Ex. 16. Give the English equivalents for the following Russian expressions:**

границить с; иметь морскую границу с ...; на границе с ...; быть расположенным (2 варианта); горные районы; низменности; прерия; долина; пастбище; глина; песчаный грунт (суглинок); тёмная глина; железо; медь; цинк; свинец; золото; уран.

**«ИСПОЛНИТЕЛЬНАЯ ВЛАСТЬ США.  
ПРЕЗИДЕНТ И ЕГО КАБИНЕТ»**

**Ex. 1. Before reading the text study and learn the following words:**

- |                                    |                                       |
|------------------------------------|---------------------------------------|
| • federalism – федерализм          | • to carry out – выполнять,           |
| • power-sharing, separation        | осуществлять                          |
| of powers – разделение власти      | • the Supreme Court – Верховный суд   |
| • legislative – законодательный    | • the Chief Justice – Верховный судья |
| • executive – исполнительный       | • Associate Justices –                |
| • judicial – судебный              | судьи-помощники                       |
| • a native-born citizen – уроженец | • judicial circuit – судебный округ   |
| • a resident – постоянный житель   | • Federal Court of Appeals –          |
|                                    | Федеральный Суд Апелляций             |

**Ex. 2. Read and translate the text.**

**The State System of the United States of America**

The operation of the US government is based on the US Constitution. A key feature of it is federalism, an original idea for power-sharing between states and the national government on the one hand, and the principle of separation of powers with legislative, executive and judicial branches of power.

The highest executive power in the US is vested in the President of the United States who must be a native-born citizen, resident of the country for 14 years and at least 35 years old. The President is to carry out the programmes of the Government, to appoint Federal Judges, heads of various government departments, called secretaries.

The legislative power belongs to the Congress of the US consisting of the Senate and the House of Representatives. The Senate is composed of two members from each state elected for a term of 6 years. The number of representatives depends on the number of people in each state. In order to become a law all bills and resolutions must pass both chambers and be signed by the President.

The Supreme Court is the highest judicial body and the head of the judicial branch of power. The Supreme Court consists of the Chief Justice of the

USA and a number of Associate Justices. The USA is divided into eleven judicial circuits. Each one is served with a Federal Court of Appeals. The lowest courts are the district courts (90 in number) where the most of the criminal and civil cases are tried.

**Ex. 3. Decide whether the following statements are true or false.**

- 1) The operation of the US government is based on the Acts of Parliament.
- 2) A key feature of it is federalism, an original idea for power-sharing between states and the national government on the one hand, and the principal of separation of powers with legislative, executive and judicial branches of power.
- 3) The highest executive power in the US is vested in the Congress of the United States.
- 4) The President of the USA must be a native-born citizen, resident of the country for 35 years and at least 25 years old.
- 5) The President is to carry out the programmes of the Government, to appoint Federal Judges, heads of various government departments, called secretaries.
- 6) The legislative power belongs to the President of the US.
- 7) The US Congress consists of the Senate and the House of Representatives.
- 8) The Senate is composed of two members from each state elected for a term of 6 years.
- 9) The House of Representatives consists of three members from each state.
- 10) In order to become a law all bills and resolutions must pass the Senate and be signed by the President.
- 11) The Supreme Court is the highest judicial body and the head of the judicial branch of power.
- 12) The Supreme Court consists of the Chief Justice of the USA and two Associate Justices.
- 13) The USA is divided into fifty judicial circuits.
- 14) Each judicial circuit is served with a Federal Court of Appeals.
- 15) The lowest courts are the district courts where the most of the criminal cases are tried.

**Ex. 4. Answer the questions on the text:**

- 1) What is the operation of the US government based on?
- 2) Who is the highest executive power vested in?
- 3) What kind of person can be the President of the USA?
- 4) What are principal President's responsibilities?
- 5) Who passes laws in the USA?
- 6) How many people is the Senate composed of?
- 7) What does the number of representatives depend on?
- 8) How does a bill become a law?
- 9) Where are the most of criminal and civil cases tried?
- 10) Who is the head of the judicial branch of Power?

**Ex. 5. Pronounce the words correctly.**

the United States of America, the US Constitution, the Congress, the House of Representatives, the executive power, the legislative power, the Supreme Court, the highest judicial body, judicial circuits, Federal Court of Appeals.

**Ex. 6. Finish the sentences according to the text.**

- 1) The operation of the US government is based on ... .
- 2) A key feature of it is ... .
- 3) The highest executive power in the US is vested in ... .
- 4) The President of the United States must be ... .
- 5) The President is to carry out ... .
- 6) The legislative power belongs to ... .
- 7) The Senate is composed of ... .
- 8) The number of representatives depends on ... .
- 9) In order to become a law all bills and resolutions must ... .
- 10) The Supreme Court is the highest ... .
- 11) The Supreme Court consists of ... .
- 12) The USA is divided into eleven ... .
- 13) Each judicial circuit is served with ... .
- 14) The lowest courts are ... .

**Ex. 7. Copy out the sentences in the Passive from the text, analyse and translate them into Russian.****Ex. 8. Study the vocabulary. Give Russian equivalents.**

To be similar to –	To declare –
Separation of powers –	To contradict smth –
Governor –	To interpret –
Assembly –	To overrule –
Enough –	Decision –
To override –	

**Ex. 9. Complete the sentences with the words from the vocabulary.**

1. Under the principle of the \_\_\_\_\_, the government of each state has three branches.
2. \_\_\_\_\_ of the state may veto bills from the legislature.
3. A state constitution or court may not \_\_\_\_\_ the U.S. Constitution.
4. With \_\_\_\_\_ votes in both houses, the legislature can \_\_\_\_\_ the governor's veto.
5. State courts explain and \_\_\_\_\_ laws.

**Ex. 10. Define the tense and voice of the following verbs.**

- |                       |   |
|-----------------------|---|
| 1. Will be overridden | a) Future Simple Active,<br>b) Future Continuous Active<br>c) Future simple Passive     |
| 2. Have declared      | a) Past Perfect Active<br>b) Present Perfect Active<br>c) Present Simple Passive        |
| 3. Can be interpreted | a) Present Simple Passive<br>b) Past Simple Passive<br>c) Present Simple Active         |
| 4. Was contradicting  | a) Present Continuous Active<br>b) Past Continuous Passive<br>c) Past Continuous Active |

**Ex. 11. Listen to the text and give it a title.****Ex. 12. Answer the questions. Give short answers.**

1. Are the state governments similar to the federal government?
2. Do the governments of the states have two branches?
3. May the governor veto the bill from the legislature?
4. Can the legislature override his veto?
5. Does the governor appoint judges?
6. Does the governor interpret laws?
7. Does the federal government have the power over the state government?
8. May a state constitution contradict the US Constitution?

**«ИСПОЛНИТЕЛЬНАЯ ВЛАСТЬ США»****Ex. 1. Before reading the text study and learn the following words:**

- ballot – избирательный бюллетень
- Electoral College – Избирательная Коллегия
- to cast votes – голосовать
- respective – относящийся к чему-либо, соответствующий
- an inauguration ceremony – церемония инаугурации
- to take an oath of office – давать клятву
- to outline the policies and plans – наметить политику и планы
- to veto any bill – налагать вето на любой законопроект
- to propose legislation – предлагать законодательство
- to appoint important public officials – назначать важных общественных чиновников

- to grant a full or conditional pardon – гарантировать полное или условное прощение (освобождение)
- to manage national affairs – улаживать государственные дела
- to issue executive orders – выпускать правительственные распоряжения
- commander-in-chief – главнокомандующий
- to call into federal services – созвать федеральные службы

**Ex. 2. Read and translate the text about the US executive branch of power.**

**The Executive Branch of Power**

The Constitution of the United States vests the executive power in the president. The seat of government was moved in 1800 to Washington, D.C. (the District of Columbia). The White House, both residence and office of the president, is located there.

The Constitution requires the president to be a native-born American citizen at least 35 years of age. Candidates for the presidency are chosen by political parties several months before the presidential election, which is held every four years on the first Tuesday after the first Monday in November.

The method of electing the president is peculiar to the American system. Although the names of the candidates appear on the ballots, technically the people of each state do not vote directly for the president (and vice president). The electors of all 50 states and the District of Columbia compose what is known as the Electoral College. The electors gather in the state capitals shortly after the election and cast their votes for the candidate with the largest number of popular votes in their respective states.

The presidential term of four years begins on January 20 following a November election. The president starts his or her official duties with an inauguration ceremony. The president takes an oath of office, which is traditionally administered by the chief justice of the United States.

The oath-taking ceremony is usually followed by an inaugural address in which the new president outlines the policies and plans of his or her administration.

The President of the United States presides over the executive branch of the federal government and in addition has important legislative and judicial powers. The president can veto any bill passed by Congress. In an annual and special messages to Congress, the president may propose legislation. Among the president's constitutional powers is that of appointing important public officials. Another significant power is that of granting a full or conditional pardon to anyone convicted of breaking a federal law – except in a case of impeachment. The president has broad powers to manage national affairs and the workings of the federal government. The president can issue rules, regulations and instructions called executive orders. As commander-in-chief of the armed forces of the United States, the president may also call into federal service the state units of the



National Guard. The president chooses the heads of all executive departments and agencies.

**Ex. 3. State whether the following statements are true or false**

- 1) The Constitution of the United States vests the executive power in the Congress.
- 2) The White House, both residence and office of the president, is located in Washington, D.C.
- 3) Candidates for the presidency are chosen by people several months before the presidential election.
- 4) Presidential election is held every four years on the first Tuesday after the first Monday in November.
- 5) The method of electing the president in the USA is the same as in any European country.
- 6) The electors of the Congress and the House of Representatives compose what is known as the Electoral College.
- 7) The presidential term of four years begins on January 20 following a November election.
- 8) The president starts his or her official duties with the oath-taking ceremony.
- 9) The oath-taking ceremony is traditionally administered by the chief justice of the United States.
- 10) The President of the United States presides over the executive branch of the federal government and in addition has important legislative and judicial powers.
- 11) The president can't veto any bill passed by Congress.
- 12) Only the Congress may propose legislation.
- 13) The president appoints important public officials and grants a full or conditional pardon to anyone convicted of breaking a federal law.
- 14) The president signs rules, regulations and instructions called executive orders.

**Ex. 4. Answer the following questions on the text:**

1. Who is the executive power in the USA vested in?
2. Where is the seat of government situated?
3. What are the requirements to become a president?
4. When and by whom are candidates for the presidency chosen?
5. Is the method of electing the president peculiar to the American system? Why?
6. Do the people of each state vote directly for the president?
7. Who composes the Electoral College?
8. How long is the presidential term and when does it start?
9. What are the first steps to start the president's official duties?
10. What are the important legislative powers of the president?

11. What are the important judicial powers of the president?
12. Can the president veto bills passed by Congress?
13. Can the president issue executive orders?

### **«ПРЕЗИДЕНТ И ЕГО КАБИНЕТ»**

**Ex. 1. Pronounce the words correctly.**

Washington, D.C. (the District of Columbia), the White House, annual and special messages, regulations and instructions, commander-in-chief of the armed forces, breaking a federal law, an inauguration ceremony, Electoral College, respective states.

**Ex. 2. Look through the text once again and give the examples with the words from ex. 1.**

**Ex. 3. Single out the powers of the US President and fill the table.**

<i>Powers of the US President</i>	
Executive powers:	
Legislative powers:	
Judicial powers:	

**Ex. 4. Mind the pronunciation and the meaning of the following words and expressions:**

To be vested in – быть

возложенным на кого-л.

Executive orders –

правительственные распоряжения

Appointing federal judges –

назначение федеральных судей

To conduct foreign affairs – вести

иностранные дела

To assist – помогать

To preside over = to head –

возглавлять, председательствовать

Advisors – консультанты,

советчики

So-called – так называемый

Home and foreign policy –

внутренняя и внешняя политика

**Ex. 5. Listen to the recording and fill in the gaps in accordance with what you hear.**

### ***The Executive Branch in the USA***

The highest executive power in the USA is vested in the (0) President of the United States. The President must be a native-born citizen, at least 35 years old and the resident of the USA for (1) \_\_\_\_\_ years. The President of the USA is the head of the State and the Government. He also has some (2) \_\_\_\_\_ legislative and judicial powers. His responsibilities include executive orders, vetoes, appointing federal judges and the heads of federal agencies, also known as the President's (3) \_\_\_\_\_. He also acts as the Commander-in-Chief of the Military and conducts foreign affairs.

The President is assisted by the Vice-President and the Cabinet of (4) \_\_\_\_\_ executive departments. The Vice-President presides over the (5) \_\_\_\_\_. The members of the President's Cabinet serve as advisors to the president. Cabinet secretaries correspond to European (6) \_\_\_\_\_.

In addition to Secretaries, the President of the United States has an inner Cabinet, the so-called "White House (7) \_\_\_\_\_. These people are the President's close (8) \_\_\_\_\_ on different aspects of home and foreign policy.

**Ex. 6. Before reading the text study and learn the following words:**

- |  |  |
|--|--|
| • to grant – гарантировать                               | • to reason – спорить  |
| • the Senate – Сенат                                     | • the Constitutional Convention – Конституционная Конвенция                          |
| • the House of Representatives – Палата представителей   | • to pass laws hurriedly or carelessly – выпускать законы в спешке или невнимательно |
| • to specify – выделять, специфицировать                 | • to alter – изменять  |
| • adoption – принятие                                    | • the balance of power – баланс власти   |
| • to elect by direct vote – выбирать прямым голосованием | • to be exceedingly active – быть крайне активным                                    |
| • homestate – родной штат                                | • matters of national concern – дела государственной важности                        |
| • to ensure – гарантировать                              |  |
| • to treat – воспринимать, рассматривать                 |  |

**Ex. 7. Read and translate the text about the US legislative branch of power.**

### **The US Legislative Branch of Power**

Article I of the Constitution grants all legislative powers of the federal government to a Congress divided into two chambers: a Senate and a House of Representatives. The Senate is composed of two members for each state as provided by the Constitution. Membership in the House of Representatives is based

on population and its size is therefore not specified in the Constitution.

For more than 100 years after the adoption of the Constitution, senators were not elected by direct vote of the people but were chosen by state legislatures. Senators were looked on as representatives of their home states. Their duty was to ensure that their states were treated equally in all legislation. The 17th Amendment, adopted in 1913, provided for direct election of the Senate.

The delegates to the Constitutional Convention reasoned that if two separate groups – one representing state governments and one representing the people – must both approve every proposed law, there would be little danger of Congress passing laws hurriedly or carelessly. One house could always check the other in the manner of the British Parliament. Passage of the 17th Amendment did not substantially alter this balance of power between the two houses.

The Congress has proved to be exceedingly active, with broad powers and the 17th Amendment.

**Ex. 8. Answer the questions on the text:**

- 1) What body has all legislative powers of the US federal government?
- 2) What chambers is the Congress divided into?
- 3) How many members are there in the Senate?
- 4) How many members is the House of Representatives composed of?
- 5) In what way were senators elected for more than 100 years after the adoption of the Constitution?
- 6) What did the 17th Amendment, adopted in 1913, provide for?
- 7) Under what circumstances there would be little danger of Congress passing laws hurriedly or carelessly?
- 8) Did passage of the 17th Amendment alter the balance of power between the Senate and the House of Representatives?
- 9) What kind of a body has the Congress proved to be?

**«КОНСТИТУЦИЯ США»**

**Ex. 1. Read and translate the text about the Constitution of the USA.**

**The Constitution of the United States of America**

Written in 1787, ratified in 1788, and in operation since 1789, the United States Constitution is the world's longest surviving written charter of government. Its first three words – “We The People” – affirm that the government of the United States exists to serve its citizens. The supremacy of the people through their elected representatives is recognized in Article I, which creates a Congress consisting of a Senate and a House of Representatives. The positioning of Congress at the beginning of the Constitution reaffirms its status as the “First Branch” of the federal government.

The Constitution assigned to Congress responsibility for organizing the executive and judicial branches, raising revenue, declaring war, and making all laws necessary for executing these powers. The president is permitted to veto specific legislative acts, but Congress has the authority to override presidential vetoes by two-thirds majorities of both houses. The Constitution also provides that the Senate advise and consent on key executive and judicial appointments and on the ratification of treaties.

For over two centuries the Constitution has remained in force because its framers successfully separated and balanced governmental powers to safeguard the interests of majority rule and minority rights, of liberty and equality, and of the central and state governments. More a concise statement of national principles than a detailed plan of governmental operation, the Constitution has evolved to meet the changing needs of a modern society profoundly different from the eighteenth-century world in which its creators lived.

**Ex. 2. Decide whether the following statements are true or false.**

- 1) Written in 1788, ratified in 1789, and in operation since 1787, the United States Constitution is the world's longest surviving written charter of government.
- 2) Its first three words – “We the People” – affirm that the people of the United States serve their government.
- 3) Article I creates a Congress consisting of a Senate and a House of Representatives.
- 4) The positioning of the House of Representatives at the beginning of the Constitution reaffirms its status as the “First Branch” of the federal government.
- 5) The Constitution assigned to Congress responsibility for organizing the legislative branch of powers.
- 6) The Congress is permitted to veto specific legislative acts, but the president has the authority to override these vetoes.
- 7) The Constitution provides that the Senate advise and consent on key executive and judicial appointments.
- 8) The Constitution has evolved to meet the changing needs of a modern society profoundly different from the eighteenth-century world in which its creators lived.

**Ex. 3. Answer the questions on the text:**

- 1) When was the United States Constitution written and ratified?
- 2) What are the first three words of the Constitution? What do they mean?
- 3) In what document is the supremacy of the people through their elected representatives recognized?
- 4) What does the positioning of Congress at the beginning of the Constitution reaffirm?
- 5) What responsibility did the Constitution assign to Congress?

- 6) What Acts is the president permitted to veto?
- 7) On what appointments can the Senate advise and consent?
- 8) Why has the Constitution remained in force for over two centuries?
- 9) What has the Constitution evolved to meet?

**Ex. 4. Give the synonyms for the following words.**

- to validate –
- to bar –
- to exercise authority –
- a brief saying –
- to differ deeply from –
- to protect smb. –
- to stay in effect –
- to increase income –
- to allow –
- to suppress –
- duty –
- dominance –
- to assert –
- codified document –

**Ex. 5. Give the antonyms for the following words**

- uncoded document –
- subordinacy –
- to forbid –
- to decrease expenditures –
- to cease to be effective –
- a long speech –
- to resemble slightly –
- to allow –
- to bar –

**Ex. 6. Match the following word combinations.**

the world's longest surviving	revenue
the supremacy of	powers
to raise	written charter
to execute	presidential vetoes
to veto specific	both houses
to override	governmental operation
two-thirds majorities of	a modern society
key executive and judicial	treaties
ratification of	appointments
to remain	the interests of majority
to safeguard	in force
a detailed plan of	the people
the changing needs of	legislative acts

**Ex. 7. Finish the sentences according to the text.**

- 1) Written in 1787 the United States Constitution is ... .
- 2) Its first three words – “We The People” – affirm that ... .
- 3) The supremacy of the people is recognized in ... .
- 4) The positioning of Congress at the beginning of the Constitution reaffirms its status as ... .

- 5) The Constitution assigned to Congress responsibility for ... .
- 6) The president is permitted to veto ..., but Congress has ... .
- 7) The Constitution also provides that the Senate advise and consent on ... .
- 8) For over two centuries the Constitution has remained in force because ... .
- 9) The Constitution has evolved to meet ... .

**Ex. 8. Put the verbs from ex. 3 into the following sentences using the correct tense form and voice.**

1. The criminal \_\_\_\_\_ in a local court a year ago.
2. American constitution gives the right to any citizen to \_\_\_\_\_ peacefully.
3. The power in many countries \_\_\_\_\_ into three branches.
4. Police can't \_\_\_\_\_ a person without a warrant.
5. American constitution \_\_\_\_\_ each branch from unlimited power.
6. The basic articles of constitution \_\_\_\_\_ for years.
7. They \_\_\_\_\_ their constitution 26 times since 1787.

**Ex. 9. Listen to the text and say what it is about.**

**Ex. 10. Answer the questions.**

1. When was the American constitution written?
2. How many states were there at first?
3. How many amendments were made?
4. What is the Bill of Rights?
5. What are the basic freedoms mentioned in the American constitution?
6. What are the three branches of power?
7. Why does the constitution limit the role of each branch?

**Ex. 11. Read and translate the text**

### Declaration of Independence

Drafted by Thomas Jefferson between June 11 and June 28, 1776, the Declaration of Independence is at once the nation's most cherished symbol of liberty and Jefferson's most enduring monument. Here, in exalted and unforgettable phrases, Jefferson expressed the convictions in the minds and hearts of the American people. The political philosophy of the Declaration was not new; its ideals of individual liberty had already been expressed by John Locke and the Continental philosophers. What Jefferson did was to summarize this philosophy in "self-evident truths" and set forth a list of grievances against the King in order to justify before the world the breaking of ties between the colonies and the mother country.

**Ex. 12. Read and translate the text Finish the sentences according to the text.**

- 1) The Declaration of Independence is drafted by ... in ... .
- 2) The Declaration of Independence is at once the nation's most cherished symbol of ... .
- 3) Jefferson expressed the convictions in ... .
- 4) The political philosophy of the Declaration was ... .
- 5) What Jefferson did was to ... .

**Ex. 13. Read and translate the text Answer the questions on the text.**

- 1) Who and when drafted the Declaration of Independence?
- 2) What kind of a symbol is it?
- 3) What did Jefferson express in the Declaration of Independence?
- 4) Who had expressed the ideas of the Declaration before it appeared?
- 5) How did Jefferson succeed to get these ideas together?

**Ex. 14. Read and translate the text Before reading the text study and learn the vocabulary on the topic.**

- |  |   |
|--|---|
| • to charge repeatedly – постоянно оценивать | • immunity – неподсудность, освобождение  |
| • to open the way – открывать путь           | • to propose – предлагать                 |
| • tyranny – тирания                          | • amendment – поправка                    |
| • violation – нарушение                      | • to advance frequently – часто выдвигать |
| • civil rights – гражданские права           | • constituent – компонент; избиратель     |
| • to demand – требовать                      |   |
| • to spell out – разъяснять                  |   |

**Ex. 15. Read and translate the text Read and translate the text about the Bill of Rights.**

Bill of Rights

During the debates on the adoption of the Constitution, its opponents repeatedly charged that the Constitution as drafted would open the way to tyranny by the central government. Fresh in their minds was the memory of the British violation of civil rights before and during the Revolution. They demanded a "bill of rights" that would spell out the immunities of individual citizens. Several state conventions in their formal ratification of the Constitution asked for such amendments; others ratified the Constitution with the understanding that the amendments would be offered.

On September 25, 1789, the First Congress of the United States therefore proposed to the state legislatures 12 amendments to the Constitution that met arguments most frequently advanced against it. The first two proposed amend-



ments, which concerned the number of constituents for each Representative and the compensation of Congressmen, were not ratified. Articles 3 to 12, however, ratified by three-fourths of the state legislatures, constitute the first 10 amendments of the Constitution, known as the Bill of Rights.

**Ex. 16. Read and translate the text State whether the following sentences are true or false.**

- 1) The opponents of the US Constitution repeatedly charged that it would open the way to tyranny by the European countries.
- 2) People demanded a "bill of rights" that would spell out the immunities of individual citizens.
- 3) All state conventions in their formal ratification of the Constitution asked for the amendments.
- 4) Some state conventions ratified the Constitution with the understanding that the amendments would be offered.
- 5) On September 25, 1789, the First Congress of the United States therefore proposed to the state legislatures 20 amendments to the Constitution.
- 6) The first two proposed amendments were not ratified.
- 7) Articles 3 to 12 constitute the first 10 amendments of the Constitution, known as the Bill of Rights.

**Ex. 17. Read and translate the text Answer the questions on the text.**

- 1) What did the opponents of the US Constitution charge?
- 2) What did people demand?
- 3) Did all of the state conventions ask in their formal ratification of the Constitution for the amendments?
- 4) When were the amendments proposed? What body proposed them?
- 5) Were all of the amendments ratified?
- 6) How were the first 10 amendments of the Constitution called?

### **«СУДЕБНАЯ СИСТЕМА США»**

**Ex. 1. Before reading the text study and learn the following words:**

- |   |   |
|---|---|
| • the Supreme Court – Верховный Суд                               | • concurrent jurisdiction – совпадающая юрисдикция          |
| • civil actions – гражданские иски                                | • original jurisdiction – юрисдикция суда первой инстанции  |
| • criminal cases – уголовные дела                                 | • foreign dignitaries – иностранные высокопоставленные лица |
| • to have jurisdiction over – обладать юрисдикцией над (чем-либо) | • a party – сторона (в судебном процессе)                   |
| • state courts – суды штата                                       |   |

- to conform to – соответствовать (чему-либо)
- judicial review – судебный пересмотр
- doctrine – доктрина
- unanimous – единый
- a simple majority – простое большинство
- to prevail – преобладать
- the legal quorum – судебный кворум
- the courts of appeals – апелляционные суды
- the district courts – районные суды
- to be empowered – быть наделенными полномочиями
- the independent regulatory agencies – независимые органы государственного регулирования
- litigant – сторона в судебном процессе
- trial – судебное разбирательство
- to fix the boundaries – определить границы
- to serve permanently – постоянно служить
- to hold the sessions – проводить сессии (заседания)
- controversy – судебный спор
- misuse – неправильное использование
- theft of federal property – кража федерального имущества
- violation – нарушение
- counterfeiting laws – законы о контрафакции
- grand juries – большое следственное жюри
- to indict – предъявлять обвинение
- the federal courts of general jurisdiction – федеральные суды общей юрисдикции
- the special courts – суды специального назначения

## **Ex. 2. Read and translate the text about the US judicial branch of power.**

### **The Judicial Branch of Power**

#### *The Federal Court System*

The third branch of the federal government, the judiciary, consists of a system of courts spread throughout the country, headed by the Supreme Court of the United States.

The power of the federal courts extends both to civil actions and to criminal cases arising under federal law. Ordinarily, federal courts do not hear cases arising under the laws of individual states. However, some cases over which federal courts have jurisdiction may also be heard and decided by state courts. Both court systems thus have exclusive jurisdiction in some areas and concurrent jurisdiction in others.

#### *The Supreme Court*

The Supreme Court is the highest court of the United States. A decision of the Supreme Court cannot be appealed to any other court.

The Supreme Court has original jurisdiction in only two kinds of cases: those involving foreign dignitaries and those in which a state is a party. All other

cases reach the Court on appeal from lower courts.

A significant amount of the work of the Supreme Court, however, consists of determining whether legislation or executive acts conform to the Constitution. This power of judicial review is not specifically provided for by the Constitution. Rather, it is doctrine inferred by the Court from its reading of the Constitution. The doctrine has also been extended to cover the activities of state and local governments.

Decisions of the Supreme Court need not be unanimous; a simple majority prevails, provided at least six justices – the legal quorum – participate in the decision.

### *Courts of Appeals and District Courts*

The second highest level of the federal judiciary is made up of the courts of appeals. The United States is divided into 11 separate appeals regions, each served by a court of appeals with from 3 to 15 sitting judges.

The courts of appeals review decisions of the district courts within their areas. They are also empowered to review orders of the independent regulatory agencies.

Below the courts of appeals are the district courts. The 50 states are divided into 89 districts so that litigants may have a trial within easy reach. Additionally, there is one in the District of Columbia and one in the Commonwealth of Puerto Rico, not a state of the union, but part of the United States. From 1 to 27 judges sit in each of the district courts. Congress fixes the boundaries of the districts according to population, size and volume of work.

Except in the District of Columbia, judges must be residents of the district in which they permanently serve. District courts hold their sessions at periodic intervals in different cities of the district.

Most cases and controversies heard by these courts involve federal offenses such as misuse of the mails, theft of federal property, and violations of pure food, banking and counterfeiting laws. These are the only federal courts where grand juries indict those accused of crimes, and juries decide the cases.

### *Special Courts*

In addition to the federal courts of general jurisdiction, it has been necessary from time to time to set up courts for special purposes. These are known as "legislative" courts because they were created by congressional action. Judges in these courts, like their peers in other federal courts, are appointed for life terms by the president, with Senate approval.

### **Ex. 3. State whether the following statements are true or false.**

- 1) The US judiciary consists of a system of courts spread throughout the country, headed by the Supreme Court of the United States.
- 2) The power of the federal courts extends to civil actions and to some of the criminal cases.

- 3) Sometimes federal courts hear cases arising under the laws of individual states.
- 4) Some cases over which federal courts have jurisdiction may also be heard and decided by state courts.
- 5) Both the federal court system and the state court system thus have exclusive jurisdiction in some areas and concurrent jurisdiction in others.
- 6) The Court of Appeal is the highest court of the United States.
- 7) A decision of the highest court of the USA cannot be appealed to any other court.
- 8) The Supreme Court has original jurisdiction in only two kinds of cases: those involving foreign dignitaries and those in which a state is a party.
- 9) The Supreme Court doesn't deal with the matters of determining whether legislation or executive acts conform to the Constitution.
- 10) The power of judicial review is not provided for by the Constitution.
- 11) Decisions of the Supreme Court must be unanimous.
- 12) The United States is divided into 50 separate appeals regions, each served by a court of appeals with from 1 to 15 sitting judges.
- 13) The courts of appeals review decisions of the district courts within their areas and review orders of the independent regulatory agencies.
- 14) The 50 states are divided into 89 districts and there is also one in the District of Columbia and one in the Commonwealth of Puerto Rico.
- 15) From 1 to 27 judges sit in each of the district courts.
- 16) President fixes the boundaries of the districts according to population, size and volume of work.
- 17) All judges of the district courts must be residents of the district in which they permanently serve.
- 18) District courts hold their sessions at periodic intervals in different cities of the district.
- 19) Most cases and controversies heard by these courts involve federal offenses.
- 20) There are courts for special purposes known as "legislative" courts because they were created by congressional action.
- 21) Judges in the special courts are appointed for life terms by the president, with Senate approval.

**Ex. 4. Answer the questions:**

- 1) What does the judicial branch of the federal government consist of?
- 2) What subjects does the power of the federal courts extend to?
- 3) What is the highest judicial body in the United States?
- 4) What cases does the Supreme Court have original jurisdiction in?
- 5) What is the work of the Supreme Court connected with?
- 6) Must all the decisions of the Supreme Court be unanimous?
- 7) What is the second highest level of the federal judiciary made up of?
- 8) How many separate appeals regions are there in the United States?

- 9) What do the courts of appeals deal with?
- 10) What courts are below the courts of appeals?
- 11) What cases are heard by the district courts?
- 12) What for are the special courts created?

**Ex. 5. Look through the text once again and give the examples with the words from ex. 1.**

**Ex. 6. Match the word combinations.**

the Supreme	executive acts
to have	juries
legislation or	Court
foreign	appeals
judicial	jurisdiction over
a simple	appeals regions
the legal	review
the courts of	dignitaries
separate	decisions
to review	majority
the independent	courts
the district	quorum
to fix	general jurisdiction
federal	regulatory agencies
grand	courts
the federal courts of	the boundaries
"legislative"	offenses

**Ex. 7. Fill in the gaps in the following sentences using lexical items from the word bank below.**

**The Supreme Court** consists of associate (1) \_\_\_\_\_ and a (2) \_\_\_\_\_ justice appointed by the (3) \_\_\_\_\_.

The US Supreme Court hears cases that come to it from lower federal courts and cases from (4) \_\_\_\_\_ courts when federal issues are involved.

Its final authority is to interpret (5) \_\_\_\_\_ laws and the United States (6) \_\_\_\_\_.

It has original trial jurisdiction over cases that involve (7) \_\_\_\_\_ officials and cases from (8) \_\_\_\_\_ courts when federal issues are involved.

**The US Courts of** (9) \_\_\_\_\_ relieve the Supreme Court of much of its burden, for the Supreme Court may refuse to accept an (10) \_\_\_\_\_

from these courts. These courts review disputed decisions of federal (11) \_\_\_\_\_ agencies, such as the National Labor Relations Board.

Each state in the USA has at least one (12) \_\_\_\_\_ **Court**. They are the principal (13) \_\_\_\_\_ courts or courts having original jurisdiction over most federal (14) \_\_\_\_\_.

### WORD BANK

Justices	appeal	cases	state	Constitution
District	lower	federal	Appeals	foreign
President	chief	administrative	trial	

**Ex. 8. Courts can be distinguished with regard to the type of cases they hear. Match each of the following types of courts (1–16) with the explanation of what happens there (a–p).**

<b>1) the US Supreme Court</b>	<b>a)</b> handle cases involving delinquent children under a certain age.
<b>2) Federal Courts of Appeals</b> ( <i>or</i> circuit courts)	<b>b)</b> usually handle minor violations of traffic laws.
<b>3) District Courts</b> ( <i>or</i> supreme court)	<b>c)</b> as courts of original jurisdiction try both civil and criminal cases within a state
<b>4) Municipal Courts</b>	<b>d)</b> handle matters concerning administering the estate of a deceased (a person who has died), see that the provisions of a will are carried out, etc.
<b>5) The US Court of International Trade</b>	<b>e)</b> are courts between the trial courts of general jurisdiction and the highest court in the state.
<b>6) Magistrates' court</b>	<b>f)</b> handle matters concerning adoption, annulments, divorce, alimony, custody, child support and other matrimonial matters.
<b>7) Bankruptcy Courts</b>	<b>g)</b> handle cases involving offences against city ordinances.
<b>8) The US Tax Court</b>	<b>h)</b> is the highest court in the United States.
<b>9) the Highest State Court</b> ( <i>or</i> the Supreme Court of the State)	<b>i)</b> have limited jurisdiction over minor civil and criminal matters, as matters of contract not exceeding a particular amount of money.
<b>10) Intermediate Appellate Courts</b>	<b>j)</b> usually handle suits between private persons of a relatively low dollar amount.

<b>11) Superior / County / Trial Courts</b>	<b>k)</b> has exclusive jurisdictional authority to decide any civil action against the United States, its officers, or its agencies arising out of any law pertaining to international trade.
<b>12) Probate Courts</b>	<b>l)</b> an appellate court intermediate between district courts and the court of last resort.
<b>13) Family Courts</b>	<b>m)</b> operate within a federal judicial district within a state, where matters under federal jurisdiction are tried.
<b>14) Traffic Courts</b>	<b>n)</b> settle all types of both personal and corporate bankruptcy cases.
<b>15) Juvenile Courts</b>	<b>o)</b> is usually the highest court in a state, the court of last resort.
<b>16) Small Claims Courts</b>	<b>p)</b> handles a wide variety of tax matters but does not have a jury system, only 19 members appointed by the President.

**Ex. 9. Give all possible word combinations with the given key word:**

**Court:** федеральный суд; суд штата; суд первой инстанции штата (3 варианта); апелляционный суд штата; Верховный суд штата; федеральный суд первой инстанции; федеральный окружной апелляционный суд; Верховный суд США; суд последней инстанции; суд промежуточной инстанции; суд по семейным делам; суд по делам о наследстве; суд по делам несовершеннолетних; суд малых исков; суд по делам о нарушении правил безопасности движения; муниципальный суд.

**Case:** судебное дело; уголовное дело; гражданское дело; дело о патенте; дело о международной торговле; дело федеральной юрисдикции; дело об убийстве; дело о мошенничестве; дело, в котором стороной является один из штатов; дело с участием иностранных дипломатов; выиграть дело (в суде); проиграть дело; подать дело на апелляцию.

**Federal:** федеральный суд; федеральная судебная система; федеральное правительство; федеральная юрисдикция; федеральный закон; федеральный уровень; федеральные агентства.

**Ex. 10. Make the following sentences Passive.**

- 1) The President carries out the programmes of the Government, appoints Federal Judges, heads of various government departments.
- 2) In order to become a law all bills and resolutions must pass both chambers and the President must sign them.

- 3) The Constitution of the United States vests the executive power in the president.
- 4) They moved the seat of government in 1800 to Washington, D.C. (the District of Columbia).
- 5) Political parties choose the candidates for the presidency several months before the presidential election.
- 6) They hold presidential election every four years on the first Tuesday after the first Monday in November.
- 7) The electors of all 50 states and the District of Columbia compose what is known as the Electoral College.
- 8) The electors cast their votes for the candidate with the largest number of popular votes in their respective states.
- 9) The president starts his or her official duties with an inauguration ceremony.
- 10) The president takes an oath of office, and the chief justice of the United States traditionally administers.

**Ex. 11. Put the verbs in the brackets into the correct form (Active or Passive).**

- 1) The third branch of the federal government, the judiciary, (consist) of a system of courts spread throughout the country.
- 2) The power of the federal courts (extend) both to civil actions and to criminal cases arising under federal law.
- 3) Some cases over which federal courts have jurisdiction (hear) and (decide) by state courts.
- 4) A decision of the Supreme Court (cannot appeal) to any other court.
- 5) A significant amount of the work of the Supreme Court (consist) of determining whether legislation or executive acts conform to the Constitution.
- 6) The power of judicial review specifically (provide) for by the Constitution.
- 7) The doctrine (extend) to cover the activities of state and local governments.
- 8) The second highest level of the federal judiciary (make up) of the courts of appeals.
- 9) The United States (divide) into 11 separate appeals regions, each served by a court of appeals with from 3 to 15 sitting judges.
- 10) The courts of appeals (review) decisions of the district courts within their areas.

**Ex. 12. You are going to watch a video about the judiciary in the USA. The sentences below are taken from the programme. Fill in the gaps according to what you hear. You will watch the programme twice.**

**What are federal and state court systems in the USA?**

Because of federalism there are some powers that belong to the federal government and some powers that belong to the state governments. For exam-



ple, the federal government can regulate (1) \_\_\_\_\_ between the states. Another power of the federal government is to declare (2) \_\_\_\_\_.

States have power too. States have their own laws and their own (3) \_\_\_\_\_. States generally run their own (4) \_\_\_\_\_.

Some powers are shared. Both federal and state governments have the power to (5) \_\_\_\_\_.

There are United States District Courts located in each state. The courts are organized by geography in (6) \_\_\_\_\_.

Although different states have different names for their courts, every state has a (7) \_\_\_\_\_ level court.

The highest level state court is usually called the State (8) \_\_\_\_\_ Court.

**Ex. 13. Revise the system of Passive Voice, write down the sentences in Passive from the texts “The Executive Branch of Power”, “The Legislative Branch of Power”, “The Judicial Branch of Power” and translate them into Russian.**

**Ex. 14. Ask and answer questions using the example. Use the information from the box. Work in pairs.**

for	since
10 years	
	1986
15 years	
10 years	
	2000
	1996
7 years	
	2000

**Example:** How long have you been married? – I have been married for **10 years**.

- How long \_\_\_\_\_ you \_\_\_\_\_ each other? (know)
- How long \_\_\_\_\_ you \_\_\_\_\_ in love? (be)
- How long \_\_\_\_\_ you \_\_\_\_\_ in this city? (live)
- How long \_\_\_\_\_ you \_\_\_\_\_ in this street? (live)
- How long \_\_\_\_\_ your husband \_\_\_\_\_ in the police? (work)
- How long \_\_\_\_\_ you \_\_\_\_\_ at the University? (teach)
- How long \_\_\_\_\_ you \_\_\_\_\_ your neighbours? (know)

**Ex. 15. Read the text and write a summary of it.****THE ADMINISTRATION**

The presidency of the United States is the highest governmental office. President of the USA is the head of the State and the Government, he is also the Commander-in-Chief of the US Armed Forces. "Administration" is a popular term to identify the executive branch of the federal government, responsible for administering and executing the laws.

President is assisted by Vice-President and the Cabinet. The President and Vice-president are elected for a term of four years and can be re-elected for another term, "but not longer than that, since the Twenty-Second Amendment to the Constitution (1951) limited the President's term in office.

Presidential elections are held in two stages. The first stage is in November when Americans vote for electors, and the second stage is on the first Monday after the second Wednesday in December, when electors elect President and Vice-president. After the ballots are opened at a joint session of Congress, the President-Elect becomes the US President.

President conducts foreign affairs, signs treaties in the name of the USA, appoints diplomats, Cabinet members, federal judges with the consent and advice of the Senate. President ordinarily outlines the course of his administration through his frequent messages to Congress. The major presidential messages sent to Congress are the annual State of the Union message, the annual budget message and the economic report.

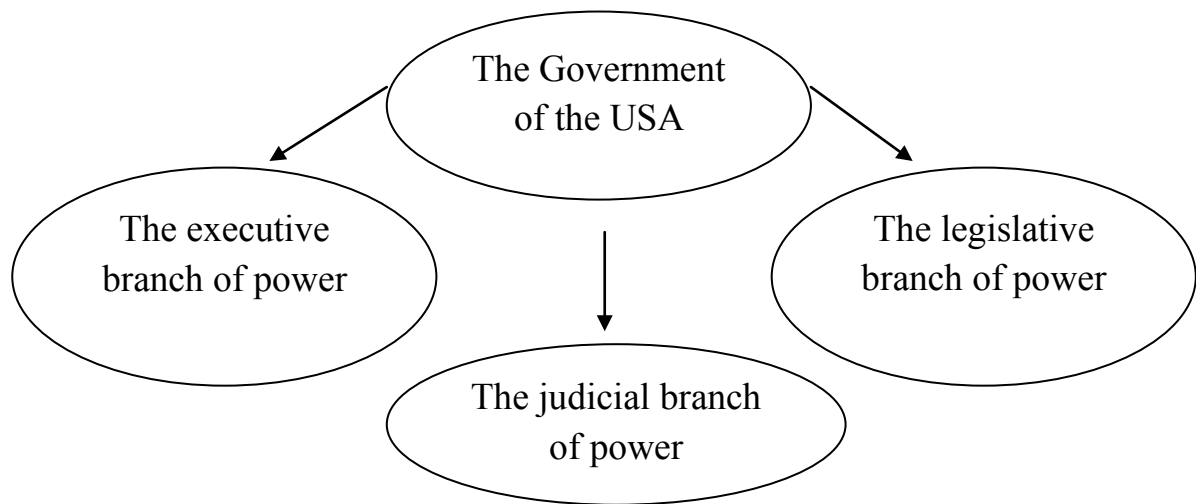
Vice-president presides over the Senate, his other duties are indefinite. The White House may use Vice-president as a contact man among the senators, or he may sit at Cabinet meetings and become a sort of understudy to the President. He takes the President's office if the President is unable to finish his term. Vice-president rather tends to be the forgotten man of American politics, because of his lack of power.

US President is assisted in Administration by a Cabinet of 15 members. Cabinet secretaries correspond to European ministers. They are heads of different departments and directly and fully responsible to President who appoints them for an indefinite time. Cabinet officials usually serve during his term. When the President's service ends, it is customary for the Cabinet to resign, so the new President can appoint new chiefs of executive departments. Among the most important departments one should mention the Department of State responsible for American foreign policy, the Department of Defence or the Pentagon, the Department of Justice, the Department of Commerce, etc. The State Department ranks ahead of other Departments in prestige and seniority. The political power of the Secretary of State is second only to that of the President. The Secretary of State has the duty of trying to maintain peace and to negotiate economic and political treaties.

In addition to Secretaries, President has an inner Cabinet, the so-called "White House Office". It is the name given to the President's immediate assistants and various advisers on different aspects of home and foreign policy. The President's Press Secretary is called upon to explain what the President meant to say, or intended to say. Frequently the Press Secretary is a close personal friend of the President.

Under US Constitution, the House of Representatives may bring charges against the President in impeachment proceedings. "Impeachment" is a formal accusation against a public official by a legislative body. A two-thirds vote in the Senate is necessary for conviction. It is a method provided for getting rid of officials who cannot be dismissed: presidents, vice-presidents and "all civil officers of the United States. They may be removed from office for treason, bribery or other high crimes".

**Ex. 16. Speak on the Government of the United States of America.**



**Ex. 17. Speak on the judiciary of the USA according to the given plan.**

- 1) The general structure of the judicial branch of power
- 2) The Supreme Court is the highest court of the United States
  - a) Jurisdiction
  - b) The general type of work
  - c) Decision-making
- 3) The courts of appeals
  - a) Separate appeals regions
  - b) The duties
- 4) The district courts
  - a) Judicial districts
  - b) Jurisdiction
- 5) Special courts
  - a) The purpose of creation
  - b) Judges

**Ex. 18. Before reading the text study and learn the following words:**

- a unitary state – унитарное государство
- to adopt – принимать
- Common wealth countries – страны Британского содружества
- executive – исполнительный
- judicial – судебный
- legislative – законодательный
- to appoint – назначать
- to have a majority – иметь большинство (голосов)
- to approve – одобрять
- Royal Assent – королевская санкция
- to deny – отрицать, аннулировать
- to dissolve – распускать
- de jure – юридически
- de facto – фактически
- consent – согласие, разрешение, одобрение
- royal prerogative – королевская привилегия
- on behalf of – от лица кого-либо, по поручению кого-либо
- to exercise power – осуществлять власть
- the bearer of sovereignty – обладатель верховной власти

**Ex. 19. Read and translate the text the state system of Great Britain.****The State System of Great Britain**

The political structure of the UK is based on the principle of a unitary state and a constitutional monarchy. Its system of government (known as the Westminster system) adopted in other Commonwealth countries such as Canada, India, Australia, New Zealand, Singapore, Malaysia and Jamaica. The Constitution of the United Kingdom is not codified and has both written and non-written sources.

The head of the state and the source of the executive, judicial and legislative branches in the United Kingdom of Great Britain and Northern Ireland is the British monarch, now – Queen Elizabeth II. By convention the monarch appoints the leader of a party that has a majority in the House of Commons, Prime Minister, although theoretically has the right to approve at this post any British citizen, not even the member of parliament or a member of the House of Lords. The monarch gives Royal Assent to Bills of Parliament, with the formal right to deny. The monarch may also dissolve the parliament on the advice of the Prime Minister, but de jure, has the power to dissolve the parliament at will without the consent of the prime minister. Other royal powers called royal prerogative (to appoint ministers, to declare war) which belong to the executive power shall be exercised on behalf of the Crown, Prime Minister and Cabinet. The role of the monarch in public policy is limited to ceremonial functions. Monarch weekly meets with the Prime Minister and other cabinet members.

De facto political leader of the UK is the Prime Minister. The bearer of sovereignty is the "Queen in Parliament". Currently, the United Kingdom is a

permanent member of UN Security Council, the Group of Seven (G7), Organization for Economic Cooperation and Development (OECD).

**Ex. 20. State whether the following statements are true or false.**

- 1) The political structure of the UK based on the principle of a unitary state and a constitutional monarchy.
- 2) The Westminster system of government is not adopted in any other Commonwealth countries.
- 3) The Constitution of the United Kingdom is codified and has both written sources.
- 4) Head of the state in the United Kingdom of Great Britain and Northern Ireland is the British monarch.
- 5) The monarch appoints the leader of a party that has a majority in the House of Commons, Prime Minister.
- 6) Monarch gives Royal Assent to Bills of Parliament, with the formal right to deny.
- 7) The monarch may also dissolve the parliament at will without the consent of the prime minister.
- 8) The role of the monarch in public policy is connected with a great deal of functions.
- 9) De facto political leader of the UK is the Prime Minister.
- 10) The bearer of sovereignty is the "Queen in Parliament".

**Ex. 21. Answer the questions on the text:**

- 1) What is the political structure of the UK based on?
- 2) What countries adopted the Westminster system of government?
- 3) Does the Constitution of the United Kingdom have written or non-written sources?
- 4) Who is the source of the executive, judicial and legislative branches in the United Kingdom?
- 5) Who can become the British Prime Minister?
- 6) Who gives Royal Assent to Bills of Parliament?
- 7) May the monarch dissolve the parliament?
- 8) How shall other royal powers called royal prerogative be exercised?
- 9) Who is the political leader of the UK de facto? De jure?
- 10) What organizations is the United Kingdom a permanent member of?

**«ПРАВИТЕЛЬСТВО ВЕЛИКОБРИТАНИИ.  
ПРЕМЬЕР-МИНИСТР ВЕЛИКОБРИТАНИИ»**

**Ex. 1. Read the following pairs of words, paying attention to the stress and the part of speech. Translate them into Russian:**

affect (n) ['æfekt]	produce (n) ['prɒdju:s]
affect (v) [ə'fekt]	produce (v) [prə'dju:s]
import (n) ['ɪmpɔ:t]	frequent (a) ['frɪkwənt]
import(v) [ɪm'pɔ:t]	frequent (v) [frɪkwent]
export (n) ['eksɔ:t]	
export (v) [eks'pɔ:t]	

**Ex. 2. Recollect «Nationality words». Pronounce and transcribe the names of the countries and their adjectives, consult a dictionary if necessary. Translate into Russian:**

Country	Adjective	Person	Nation
America ( <i>the USA</i> )	American	an American	the Americans
Australia	Australian	an Australian	the Australians
Asia	Asian	an Asian	the Asians
Britain	British	a British	the British
Canada	Canadian	a Canadian	the Canadians
China	Chinese	a Chinese	the Chinese
Denmark	Danish	a Dane	the Danes
England	English	an Englishman/woman	the English
Europe	European	a European	the Europeans
Finland	Finnish	a Finn	the Finns
France	French	a Frenchman/woman	the French
Germany	German	a German	the Germans
Holland ( <i>the Netherlands</i> )	Dutch	a Dutchman a Dutchwoman	the Dutch
Ireland	Irish	an Irishman/woman	the Irishmen
Japan	Japanese	a Japanese	the Japanese
Russia	Russian	a Russian	the Russians
Scotland	Scottish Scots	a Scot a Scotsman/woman	the Scots the Scotsmen
Spain	Spanish	a Spaniard	the Spaniards
Wales	Welsh	a Welsh	the Welsh

**TEXT B.****Ex. 3. Before reading the text study and learn the following words:**

- |  |   |
|--|---|
| • the community support –<br>поддержка общественности  | • to remove – отстранять, смещать   |
| • destination – предназначение                         | • the system of privileges and<br>honors – система привилегий<br>и почестей |
| • to be counted as – считаться<br>(кем-либо)           | • vote of no confidence – вотум<br>недоверия                                |
| • peer – пэр   | • to be forced – быть<br>вынужденным  |
| • Cabinet colleagues – коллеги<br>по Кабинету          | • to retire – уйти в отставку   |
| • the distribution of power –<br>разделение полномочий | • to hold general elections –<br>проводить общие выборы                     |
| • to dismiss – распускать                              | • compliance – согласие   |
| • Premiere – премьер                                   | • to bill through vote – провести<br>законопроект через голосование         |
| • to preside over –<br>председательствовать            |   |
| • the agenda – повестка дня                            |   |

**Ex. 4. Read and translate the text about the executive branch of power in Great Britain.****The Executive Power**

Executive functions belong to the Government. The highest body of the government is the Cabinet, appointed by the monarch. The head of the Cabinet is the Prime Minister, who is elected by the monarch, taking into account the unwritten conventions (the candidate must be a member of the House of Commons and have the community support required to reach the destination). The Prime Minister selects the other Ministers which make up the government and are political heads of departments. Approximately 20 chief ministers are Cabinet Ministers.

The Prime Minister, although formally counted as the first among his peers in the rank of Cabinet colleagues, actually has most of the formal authority. This distribution of power doesn't guarantee the fact that the Prime Minister may invite or dismiss members of the cabinet. Premiers preside over cabinet meetings, they control the agenda, appoint or remove members of the cabinet and 80 junior ministers outside the cabinet, they also determine the composition and agenda of 25 to 30 permanent and temporary committees, through which spends much of the most important governmental decisions. They head the majority party in the House of Commons and in the provinces and represent Britain abroad. The Prime Ministers also have the right to appoint officials to various

government positions, as well as affect various other appointments and directly control the system of privileges and honors (peerages, chivalry, etc.).

As in other systems of government, executive power (actually called collectively "the Government") is responsible to Parliament: obtaining from the parliament vote of no confidence, the government will be forced to either retire or try to dissolve parliament and hold general elections. In practice, members of all major parties of the Parliament are strictly controlled for compliance with their policy votes their parties. If the government has an overwhelming majority, it is unlikely that they will not be able to bill through a vote.

**Ex. 5. State whether the sentences are true or false.**

- 1) Executive functions belong to the monarch.
- 2) The highest body of the government is the Cabinet, appointed by the monarch.
- 3) The head of the Cabinet is the Prime Minister, who is elected by people directly.
- 4) The Prime Minister selects the other Ministers which make up the government and are political heads of departments.
- 5) The monarch actually has most of the formal authority.
- 6) The distribution of power guarantees the fact that the Prime Minister may invite or dismiss members of cabinet.
- 7) Premieres preside over cabinet meetings, control the agenda, appoint or remove members of the cabinet and 80 junior ministers outside the cabinet.
- 8) Cabinet ministers head the majority party in the House of Commons and in the provinces and represent Britain abroad.
- 9) The Prime Ministers have the right to appoint officials to various government positions.
- 10) Executive power is responsible to the monarch.
- 11) Members of all major parties of the Parliament are strictly controlled for compliance with their policy votes their parties.
- 12) If the government has an overwhelming majority, it is unlikely that they will not be able to bill through a vote.

**Ex. 6. Answer the questions**

- 1) Who do the executive functions in Britain belong to?
- 2) What is the highest body of the government?
- 3) Who appoints the Cabinet?
- 4) Who is the head of the Cabinet and who is he elected by?
- 5) Who selects the other Ministers which make up the government and are political heads of departments?
- 6) Who has most of the formal authority in fact?
- 7) Does the distribution of power guarantee the fact that the Prime Minister may invite or dismiss members of cabinet?



- 8) What are the functions of Premieres?
- 9) What rights do the Prime Ministers have?
- 10) Who is the executive power responsible to?
- 11) Are members of all major parties of the Parliament controlled?

### **«ПАРЛАМЕНТ ВЕЛИКОБРИТАНИИ»**

#### **Ex. 1. Before reading the text study and learn the following words:**

- |  |   |
|--|---|
| • constituency – (избирательный) округ                             | • hereditary – наследственный                                 |
| • a majoritarian system – мажоритарная система                     | • aristocratic – аристократический                            |
| • a single round of voting – однократное голосование               | • chamber – палата  |
| • unaffiliated – самостоятельный                                   | • mixture – смешение  |
| • representative – представитель                                   | • bishop – епископ  |
| • to survive – выживать  | • life peer – пожизненный пэр                                 |
| • to express confidence in smth. – выражать уверенность в чем-либо | • to impose restraint veto – накладывать ограничительное вето |
| • the Throne – монаршая власть; монарх                             | • to postpone – откладывать                                   |
| • previously – ранее, в прошлом                                    | • campaign promises – обещания кампании                       |

#### **Ex. 2. Read and translate the text about the legislative branch of power in Great Britain.**

##### *House of Commons*

The territory of the UK is divided into districts (constituencies), roughly equal in population, each of which selects one Member of Parliament (MP) in the House of Commons.

Nowadays, all prime ministers and heads of the opposition are selected from members of the House of Commons, not Lords. Almost always there is a party with a majority in the House of Commons because of the use of a majoritarian system with a single round of voting. Unaffiliated (sometimes in Russian called "Independent") is currently only one member of the parliament, and representatives of small parties – the two. They are usually appointed by the monarch asked to form a government, whether it can survive in the House of Commons. The House of Commons has the first chance to express its confidence in the new government during the vote on the Speech from the Throne, the Government proposed program.

### ***House of Lords***

Previously, it was a hereditary, aristocratic chamber. After the reform of Major and still it is a "mixture" of hereditary members, the Church of England bishops and appointed members (life peers). Nowadays, this Chamber is considering bills from the House of Commons without the right to amend, and also has the right to impose a restraint veto – to postpone the term of the law for one year (unless it is "money bills" and not campaign promises). The House of Lords is also the most recent UK Court of Appeal, in practice, cases are heard only by the Law Lords lawyers. According to the Constitutional Reform Act 2005, the House of Lords has been replaced by the Supreme Court of the United Kingdom.

- 1) What House are all prime ministers and heads of the opposition selected from?
- 2) Is there always a party with a majority in the House of Commons? Why?
- 3) Are members of parliament and representatives unaffiliated?
- 4) What House has the first chance to express its confidence in the new government? When does it usually happen?
- 5) What kind of a chamber was previously the House of Lords? What is it now?
- 6) What are the functions of the House of Lords?
- 7) What body fulfills the legal functions of the House of Lords now?

**Ex. 3. Put marks House of Commons ("HC") or House of Lords ("HL) according to the description.**

All prime ministers and heads of the opposition are selected from members of this House.	
Previously, it was a hereditary, aristocratic chamber.	
This House is the most recent UK Court of Appeal.	
Unaffiliated (sometimes in Russian called "Independent") is currently only one member of parliament, and representatives of small parties – the two.	
Nowadays, this Chamber is considering bills from the other House without the right to amend, and also has the right to impose restraint veto – to postpone the term of the law for one year (unless it is "money bills" and not campaign promises).	
This House has the first chance to express its confidence in the new government during the vote on the Speech from the Throne, the Government proposed program.	
After the reform of Major and still this chamber is a "mixture" of hereditary members, the Church of England bishops and appointed members (life peers).	

Almost always there is a party with a majority in this House because of the use of a majoritarian system with a single round of voting.	
According to the Constitutional Reform Act 2005, this House has been replaced by the Supreme Court of the United Kingdom.	

**Ex. 4. Say it right.**

- 1) The territory of the UK is divided into districts, not equal in population, each of which selects two Members of Parliament in the House of Commons.
- 2) Some prime ministers and heads of the opposition are selected from members of the House of Lords.
- 3) There is no party with a majority in the House of Commons.
- 4) House of Lords has the first chance to express its confidence in the new government during the vote.
- 5) Previously the House of Commons was a hereditary, aristocratic chamber.
- 6) Nowadays, the House of Commons is considering bills from the House of Lords.
- 7) The House of Lords has the right to amend, but doesn't have the right to impose restraint veto.
- 8) The House of Lords is also the most recent UK Constitutional Court.
- 9) According to the Constitutional Reform Act 2002, the House of Lords has been replaced by the Criminal Court of the United Kingdom.

**Ex. 5. Study the vocabulary:**

to elect – выбирать  
 elected – выборный  
 body – орган  
 to pay (paid, paid) – платить  
 salary – зарплата  
 allowance – пособие, денежное содержание  
 expenses – расходы  
 to preside over – возглавлять, председательствовать  
 an impartial arbiter – беспристрастный арбитр  
 procedure – процедура

decision – решение  
 to criticize – критиковать  
 to assess – оценивать  
 a proposed law – предлагаемый закон  
 readings – чтения  
 to send (sent, sent) – посылать, отправлять  
 discussion – обсуждение  
 to agree – соглашаться  
 the Royal Assent – Королевская санкция

**Ex. 6. Make your own sentences with the vocabulary words.****Ex. 7. Give English equivalents for the following.**

Палата Общин  
 Член парламента

Спикер  
 законодательство

законопроект  
Акт Парламента  
ГОЛОСОВАТЬ

Палата Лордов  
королева

**Ex. 8. Listen to the text and say in Russian what this text is about.**

**Ex. 9. Answer the questions.**

1. Is the House of Commons an elected and representative body?
2. How many members are there in the House of Commons?
3. Who presides in the House of Commons?
4. What is a bill?
5. How many stages has a bill to go through in order to become an Act of Parliament?

**Ex. 10. Complete the sentences.**

1. The House of Commons is an elected and \_\_\_\_\_.
2. The Members of Parliament are paid a \_\_\_\_\_.
3. The Speaker is an impartial arbiter over \_\_\_\_\_.
4. The decisions of the Government are criticised in \_\_\_\_\_.
5. After the readings the bill is sent to \_\_\_\_\_.
6. The Queen gives the Act of Parliament her \_\_\_\_\_.

**Ex. 11. Use Passive in the following sentences.**

1. Three readings (to hold) in the House of Commons.
2. After the readings the Act of Parliament (to give) the Royal Assent.
3. The House of Commons (to precise) by the Speaker.
4. The Members of Parliament (to pay) a salary and an allowance for office expenses.
5. The decisions of government (to criticize) in the House of Commons.

**Ex. 12. Study the text and speak about the House of Commons in Russian.**

The House of Commons is the lower house of the Parliament of the United Kingdom. Like the upper house, the House of Lords, it meets in the Palace of Westminster.

The Commons is an elected body consisting of 650 members known as Members of Parliament (MPs). Members are elected to represent constituencies by first-past-the-post and hold their seats until Parliament is dissolved.

The House of Commons of England evolved in the 13th and 14th centuries. It eventually became the House of Commons of Great Britain after the political union with Scotland in 1707, and assumed the title of "House of Commons of Great Britain and Ireland" after the political union with Ireland at the start of the 19th century. The "United Kingdom" referred to was the United Kingdom of Great Britain and Ireland from 1800, and became the United King-

dom of Great Britain and Northern Ireland after the independence of the Irish Free State in 1922. Accordingly, the House of Commons assumed its current title.

Under the Parliament Act 1911, the Lords' power to reject legislation was reduced to a delaying power. The Government is solely responsible to the House of Commons and the Prime Minister stays in office only as long as he or she retains the support of a majority of the Commons.

**Ex. 13. Study the vocabulary:**

chamber – палата

by right – по праву

inheritance – наследование

life peerages – пожизненное пэрство

Lord Chancellor – Лорд Канцлер

to preside over – возглавлять,  
председательствовать

to share – участвовать

examination – изучение, экспертиза

debating – обсуждение

matter – дело, вопрос

powerful – сильный, влиятельный

to pass a bill – проводить

законопроект

to reject – отвергать, отклонять

to amend – исправлять, вносить  
поправку

**Ex. 14. Make your own sentences with the vocabulary words.**

**Ex. 15. Use the words from ex. 1 in these sentences.**

1. \_\_\_\_\_ nations sometimes try to control weaker ones.
2. There are several important \_\_\_\_\_ we must discuss.
3. \_\_\_\_\_ presides over the House of Lords.
4. In Britain the upper \_\_\_\_\_ of Parliament is the House of Lords, the lower \_\_\_\_\_ is the House of Commons.
5. After ten years in the government he was given a \_\_\_\_\_.

**Ex. 16. Listen to the text and say what chamber of Parliament it is about.**

**Ex. 17. Complete the following according to the text.**

The House of Lords is the only non-elected \_\_\_\_\_ chamber in the parliaments in the world. The House of Lords has more than \_\_\_\_\_ members. This House \_\_\_\_\_ those lords who sit by right of \_\_\_\_\_ and those men and women who have been life \_\_\_\_\_. The Lord Chancellor presides over the House of Lords. The House of Lords shares in \_\_\_\_\_, the examination in the government's work and in debating \_\_\_\_\_ of the day. The House of Lords is not as powerful as the House of Commons. The members of the House of Lords debate \_\_\_\_\_ after it has been passed by the House of Commons. The House of Lords \_\_\_\_\_ reject bills. It can \_\_\_\_\_ them.

**Ex. 18. Put 5 questions to the text.**

**Ex. 19. Study the additional information about the House of Lords. Be ready to speak about it in Russian.**

The House of Lords dates back to the 14th century, when groups of political leaders, religious leaders, nobility and advisers to the English king all coalesced into a parliamentary government. For many centuries, the House was built on an aristocratic model of patronage, in which new peers simply inherited the position from family members. Up until the 20th century, the Lords often wielded great political power, holding high political offices that had the power to reject most bills presented by the House of Commons.

During the 20th century, the House of Lords underwent major reforms. Its power changed drastically when the Parliament Act of 1911 reduced the Lords' ability to reject legislation from the House of Commons. Much later, in 1997, the House of Lords underwent another major overhaul, when Prime Minister Tony Blair successfully passed legislation that ended the House's ability to pass on hereditary appointments.

Although the House of Lords is not nearly as powerful as it once was – it has far less influence than the House of Commons – and is now a mostly appointed chamber, it still plays an important role in Parliament. The House retains some ability to stall legislation from the House of Commons and holds debates on proposed amendments. Like the House of Commons, it has the power to present its own legislation. It also forms committees and watch groups that help to internally police the UK government. Today, the house holds roughly 740 members.

**Ex. 20. Listen to the text “Parliamentary Procedure in Great Britain” and be ready to answer the following questions.**

1. What party does the Prime Minister belong to?
2. Who is responsible for all measures submitted to Parliament?
3. Who may introduce a Bill?
4. How many members are there in the House of Commons?
5. Is there any debate at the stage of the first reading of the Bill?
6. What happens when the second reading takes place?

**Ex. 21. Read the text once again, find the key words of the text and copy them out.**

**Ex. 22. Find the key sentences of the text and put them down.**

**Ex. 23. Make up a plan of the text.**

## **«ВЛАСТНЫЙ И ЦЕННОСТНЫЙ СВОД ЗАКОНОВ ВЕЛИКОБРИТАНИИ»**

**Ex. 1. Before reading the text study and learn the following words:**

- |  |  |
|--|--|
| • differ – отличаться                            | • proclaim – провозглашать, объявлять      |
| • adopt – принимать                              | • extension – распространение, расширение  |
| • a turning point – поворотный момент, переворот | • confirm – укреплять                      |
| • upheaval – переворот                           | • former – бывший, предшествующий          |
| • deprive – лишать, отбирать                     | • based – основанный                       |
| • establish – вводить, устанавливать             | • modified – скорректированный, измененный |
| • regulations – инструкции, правила              | • precedent – прецедент                    |
| • significance – значимость, смысл               | • guide – регулировать, направлять         |
| • alter – вносить изменения                      | • correlate – находиться в связи           |
| • vary – варьировать                             | • forbid – запрещать                       |
| • amend – вносить поправки                       | • allow – позволять, разрешать             |
| • abolish – отменять, упразднять                 | • convention – соглашение, конвенция       |
| • create – создавать                             | • codify – кодифицировать                  |
| • compose – составлять                           | • binding – ограничивающий, обязательный   |
| • regulate – регулировать, регламентировать      | • violate – нарушать                       |
| • duty – обязанность                             | • responsibility – обязанность             |
| • citizen – гражданин                            | • relation – зависимость, связь            |
| • liberty – свобода                              | • lose – утрачивать, лишаться              |
| • extend – расширять                             | • collective – совместный, совокупный      |
| • protect – защищать, охранять                   | • inability – невозможность, неспособность |
| • property – собственность                       |  |
| • ignore – отклонять; не придавать значения      |  |
| • cause, v – послужить причиной                  |  |

**Ex. 2. Read and translate the text about the set of laws of the United Kingdom of Great Britain and Northern Ireland.**

### **The Set of Laws of the United Kingdom of Great Britain and Northern Ireland**

Great Britain differs from other countries, because it has no written constitution. The fact is that constitution is usually adopted at a turning point in the history of a country. In Britain for more than 300 years there have been no up-

heavals, no turning points since the time of Glorious Revolution when the bill of Rights was signed. That document deprived monarchy of its absolute power and limited it greatly. Since then no constitution has been written but the Bill of Rights is regarded as the beginning of the British Constitution which established Constitutional Monarchy in Britain. With time a number of regulations were adopted known as Acts of Parliament. Some of them have constitutional significance and form the Westminster Statute.

The absence of the written constitution is regarded by many people as an advantage. They think that because the constitution is not contained in any written document it can be easily altered by the passing of an Act of Parliament or by general agreement to vary, amend, abolish or create a convention.

When speaking of British Constitution usually three main sources are meant: Statute of Westminster, Common Law and Conventions.

Statute of Westminster is composed of the most important Acts of Parliament, which regulate political system of the country and rights and duties of British citizens. They are:

- 1) Magna Charta – the Great Charter of English Liberties. It was signed on June 15, 1215 and was the first limitation of monarch's absolute power and the beginning of future Parliament.

- 2) Petition of Right – limited monarch's absolute power and extended the rights of Parliament and courts and protected the property of the bourgeoisie. It was signed by King Charles but ignored, which caused the English Revolution.

- 3) Habeas Corpus Act, 1679 – proclaimed sovereignty of person and his property, restrain or extension of the person's liberty in courts.

- 4) The Bill of Rights – the statute of 1689. With minor changes it confirmed the petition of Right and proclaimed the foundation of Constitutional Monarchy.

- 5) Statute of Westminster – the Act of Parliament of 1931 regulating the relations between the United Kingdom and its dominions. It confirmed full sovereignty of the former British dominions.

The second source of the British Constitution is Common Law. In most countries there exist Civil Code and Criminal Code. In Britain there is the so-called Common Law based on precedent, modified by a constant process of interpretation. Since the time of Queen Elizabeth I every case in court has been recorded. When a judge comes to a legal decision he must agree it with similar precedents. That means that he must find a precedent and must be guided by it and correlate his decision upon the precedent. Common Law is guided by the motto "What is not directly forbidden is allowed".

Conventions are the third source of the British Constitution. They are unwritten laws. Though not codified or written they have a binding force as rules of the Constitutions. If anyone violates those unwritten rules – he may lose his post, find himself in isolation, his career may be ruined. Conventions regulate the relations on different levels of the society from top to the bottom: between



Monarchy and Parliament, Monarchy and Government, Government and Civil Service and so on. For example: the right of the Queen to choose her Prime Minister is a convention; a member of Cabinet cannot criticize his Government – that is collective responsibility convention. Many traditional ceremonies are conventions too: Queen's Opening of Parliament, her inability to enter the House of Commons, the duties of the Speaker, etc.

**Ex. 3. Read the following words and word combinations correctly.**

Statute of Westminster, Common Law, Conventions, Monarchy, Parliament, Queen, Government, Magna Charta, the Great Charter of English Liberties, Petition of Right, Habeas Corpus Act, The Bill of Rights, Common Law.

**Ex. 4. Match the word combinations.**

written	Revolution
turning	constitution
Glorious	Parliament
the bill of	point
Acts of	Statute
absolute	English Liberties
the Westminster	force
Common	Rights
the Great Charter of	Act
Petition of	Right
Habeas Corpus	power
a binding	Law

**Ex. 5. Find synonyms to the following words.**

To accept, to be distinctive, upheaval, to take away, to introduce, importance, utter, is restricted, heavily, to consider, start, to modify, to change, to produce, to constitute, previous, to control, obligation, to strengthen, addition, to declare, inhabitant, freedom, to produce, to widen, to defend, belonging.

**Ex. 6. Say it in English.**

Состоять из актов парламента; регулировать политическую систему страны; права и обязанности граждан; ограничение власти монарха; расширять права парламента; защищать собственность буржуазии; послужить причиной революции; провозглашать суверенитет; отношения Соединенного Королевства и его доминионов; укреплять суверенитет доминионов; источник так называемого Общего Права; гражданский и уголовный кодексы; основанный на прецеденте; измененный постоянным интерпретированием; судебное дело, внесенное в протокол; прийти к судебному решению; руководствоваться прецедентом; находиться в связи с чем-либо; девиз; неписанный и некодифицированный закон; сила обязательств;

нарушать правила; потерять пост; оказаться в изоляции; разрушить карьеру; регулировать отношения; конвенция совместной ответственности; традиционные церемонии; неспособность.

**Ex. 7. Finish the sentences.**

1. The Great Britain differs ..., because ...
2. The Constitution is adopted ... .
3. There have been no turning points in Great Britain since ... .
4. The Bill of Rights deprived monarchy of ... .
5. A number of regulations ... .
6. Three main sources of British Constitution ... .
7. Statute of Westminster is composed of ... .
8. Magna Charta is ... .
9. Petition of Right is ... .
10. Habeas Corpus Act proclaimed ... .
11. The Bill of Rights is ... .
12. Statute of Westminster is ... .
13. In Britain there is the so-called Common Law based on ... .
14. When a judge comes to a legal decision he must agree it with ... .
15. Conventions are ... .
16. If anyone violates those unwritten rules – he may ... .
17. Conventions regulate ... .

**Ex. 8. State whether the following sentences are true or false.**

- 1) Great Britain like any other country has a written constitution.
- 2) The constitution is usually adopted at a turning point in the history of a country.
- 3) The Bill of Rights is regarded as the beginning of the British Constitution which established Constitutional Monarchy in Britain.
- 4) Some of the Acts of Parliament have constitutional significance and form the Westminster Statute.
- 5) Statute of Westminster is composed of articles.
- 6) The most important Acts of Parliament regulate political system of the country.
- 7) Magna Charta was signed on July 15, 1215.
- 8) Magna Charta was the first limitation of the Parliament's power.
- 9) Petition of Right extended the rights of Parliament.
- 10) Petition of Right was signed by King Charles and adopted immediately.
- 11) Habeas Corpus Act proclaimed limitation of the person's liberty in courts.
- 12) The Bill of Rights is a statute of 1689.
- 13) Statute of Westminster confirmed the sovereignty of the former British dominions.
- 14) The second source of the British Constitution is a precedent.

- 15) In most countries there exist Civil Code, but there isn't Criminal Code.
- 16) In Britain there is the so-called Common Law based on precedent.
- 17) The Common Law is constantly modified.
- 18) Since the time of King Charles every case has been recorded.
- 19) When a judge makes a legal decision he must agree with similar precedents.
- 20) Conventions are unwritten laws.
- 21) Conventions are codified and have a binding force as rules of the Constitutions.
- 22) If anyone violates the conventions – he may lose his post and his career may be ruined.
- 23) Conventions regulate the relations mostly between Monarchy and Parliament, Monarchy and Government.
- 24) Many traditional ceremonies are conventions too: Queen's Opening of Parliament, for example.

**Ex. 9. Answer the questions on the text.**

1. Why does Great Britain differ from other countries?
2. When is constitution usually adopted?
3. There have been no turning points in Great Britain for more than 300 years, haven't there?
4. When was the Bill of Rights signed?
5. Is the Bill of Rights considered as the beginning of the British Constitution?
6. What are Acts of Parliament? Are they important?
7. What are three main sources of the British Constitution?
8. What is the Statute of Westminster composed of?
9. What is the second source of the British Constitution?
10. What Codes are there in most countries?
11. What is Common Law based on?
12. Is Common Law sometimes modified?
13. For how long has every case in court been recorded?
14. What must a judge do before taking a legal decision?
15. What motto is Common Law guided by?
16. What is the third source of the British Constitution?
17. Are conventions codified and written?
18. What force do these unwritten laws have?
19. What do conventions regulate?
20. Can you give an example of a convention?
21. Are traditional ceremonies conventions?

## «СУДЕБНАЯ СИСТЕМА ВЕЛИКОБРИТАНИИ»

### **Ex. 1. Before reading the text study and learn the following words:**

- |  |   |
|--|---|
| • the supreme court – верховный суд                        | • solution – решение  |
| • the High Court – суд высшей инстанции                    | • conviction – приговор, заключение                                 |
| • the Crown Court – королевский суд (суд Короны)           | • to enter into force – вступить в силу                             |
| • the Court of Appeal – апелляционный суд                  | • District Judge – судья окружного суда                             |
| • Queen's Bench Division – отделение королевской скамьи    | • High Court judge – судья в суде первой инстанции                  |
| • Chancellor – главный судья                               | • solicitor – поверенный  |
| • The Family Court – отдел по семейным делам Высокого суда | • Acting Judge Barrister – исполняющий обязанности судьи            |
| • chairman – председатель                                  | • lower Court – суд низшей инстанции                                |
| • barrister – адвокат                                      | • County Court – суд графства                                       |
| • to review cases – проводить обзор дел                    | • Administrative court (tribunal) – административный суд (трибунал) |

### **Ex. 2. Read and translate the text about the judiciary branch of power in Great Britain.**

#### The Judiciary

The supreme courts are the High Court, the Crown Court and the Court of Appeal.

#### *High Court*

The High Court consists of 78 judges and is divided into three divisions: Queen's Bench Division (headed by Lord Chief Justice of England), Chancellor (headed by the Vice-Chancellor), the Family Court (headed by chairman of the Department). The distribution of cases between offices is determined by the specialization of judges and the characteristics of the procedure, in principle, each department may consider any matter within the competence of this court. Judges are appointed from among barristers. Cases are heard in the first instance, consider a single judge. Queen's Bench Division has jurisdiction over cases governed by the rules of general, commercial law, etc. Chancery Division has jurisdiction over the case, not governed by common law (for example, the case of copyright, inventors' rights). Appeals against the decisions of the High Court are submitted to the Court of Appeal.

### *Court of Appeals*

The Court of Appeal, in bourgeois states judicial authority, is to review cases, solutions and convictions which have not yet entered into force. The Court of Appeal follows the investigation of evidence and may either approve the earlier decision or issue a new decision on the case.

### *The Crown Court*

The Crown Court is a new entity created in 1971. It is considering criminal charges. Its membership is diverse. Depending on the type of crime, the case can be considered by:

1. District Judge (Judge from the judicial district in the county or group of counties);
2. High Court judge (this court is in the capital, but its members organize field sessions of the court);
3. Lawyer who has specialized education and credentials (barrister or solicitor);
4. Acting Judge Barrister.

Barristers are lawyers with the exclusive right to appear in higher courts (including the right to speak in lower courts). Solicitors is a more numerous category of lawyers who advise their clients how to prepare for the hearing civil and criminal cases on behalf of their clients, advocate on behalf of the prosecution or defense, as well as representatives of the interests of the parties in the lower courts.

### *Lower Courts*

#### *1. County Courts*

In addition to the high courts in England there is a variety of lower courts that are considering about 90 % of all cases. Major lower civil courts are county courts. They consider the minor things that can be considered an assistant referee. Minor criminal cases are subject to jurisdiction of magistrates – ordinary citizens whose duty it is the role of magistrates. The total number of them is about 20,000 and this is not the legal profession, they do not receive salary.

#### *2. The administrative courts (tribunals)*

In the UK there are administrative courts (tribunals), but they operate under the executive branch and not under the authority of administrative justice. Tribunals are specialized in accordance with the profile of "their" organ of executive power: they consider matters related to taxes, health care, labor disputes and other matters, including some civilians. Their decisions are not final and may be appealed in court.

### **Ex. 3. Answer the following questions:**

- 1) What are the types of supreme courts?
- 2) What does the High Court consist of?
- 3) What does Queen's Bench Division have jurisdiction over?
- 4) What does Chancery Division have jurisdiction over?

- 5) Where are the appeals against the decisions of the High Court submitted to?
- 6) What is the Court of Appeal to review cases, solutions and convictions?
- 7) What does the Crown Court consider?
- 8) Who are barristers and solicitors?
- 9) What are major lower civil courts?
- 10) What do county courts?
- 11) What are minor criminal cases subject to?
- 12) What do administrative courts operate under?
- 13) What are tribunals specialized in?

**Ex. 4. Read the following words correctly.**

A: High Court, Crown Court, Court of Appeal, Queen's Bench Division, Chancellor, Family Court, District Judge, Acting Judge Barrister, County Court, Administrative Court.

B: solution, review cases, solicitor, jurisdiction, magistrate, procedure, specialization, supreme, commercial, representatives.

**Ex. 5. Try to explain the following notions in English.**

- The High Court is a court that ... .
- The Court of Appeal is a court that ... .
- The Crown Court is a court that ... .
- County courts ... .
- Administrative courts (tribunals) ... .

**Ex. 6. Finish the sentences according to the text.**

- 1) The supreme courts are: ... .
- 2) The High Court consists of ... .
- 3) The distribution of cases between offices is determined by ... .
- 4) Judges are appointed from ... .
- 5) Queen's Bench Division has jurisdiction over ... .
- 6) Chancery Division has jurisdiction over ... .
- 7) Appeals against the decisions of the High Court submitted to ... .
- 8) The Court of Appeal is to ... .
- 9) The Court of Appeal follows ... .
- 10) The Crown Court is ... .
- 11) The Crown Court considers ... .
- 12) Barristers are lawyers ... .
- 13) Solicitors are lawyers who ... .
- 14) Major lower civil courts are ... .
- 15) County courts consider ... .
- 16) Minor criminal cases are subject to ... .
- 17) Administrative courts operate under ... .
- 18) Tribunals are specialized in accordance with ... .

**Ex. 7. Match the names of courts in Great Britain with their Russian equivalents:**

1. The Supreme Court	a) отдел по семейным делам Высокого Суда
2. The Criminal Division of the Court of Appeal	b) апелляционное присутствие отделений Высокого суда правосудия
3. The Civil Division of the Court of Appeal	c) суды по делам несовершеннолетних правонарушителей
4. The High Court of Justice	d) королевский суд (=высший суд первой инстанции по уголовным делам); суд Короны
5. The Queen's Bench Division of the High Court	e) суды графств
6. The Family Division of the High Court	f) отделение по гражданским делам апелляционного суда
7. The Chancery Division of the High Court	g) Верховный суд
8. Divisional Courts in the divisions of the High Court	h) мировые суды (=суды магистратов)
9. The Crown Court	i) отделение королевской скамьи (Высокого суда правосудия в Великобритании)
10. County Courts	j) Высокий суд правосудия
11. Magistrates' Courts	k) отделение по уголовным делам апелляционного суда
12. Juvenile (Youth) Courts	l) канцелярское отделение (Высокого суда правосудия Великобритании)

**Ex. 8. Match the following word combinations with their Russian equivalents:**

a) COURT(s)	1) ...of last resort	a) вышестоящие суды
	2) ... of the first instance	b) суд последней (высшей инстанции)
	3) ... of special jurisdiction	c) нижестоящие суды
	4) the highest appellate ...	d) суды первой инстанции
	5) intermediate appellate ...	e) промежуточные апелляционные суды
	6) higher / senior ...	f) суды особой юрисдикции
	7) lower ...	g) высший апелляционный суд

b) JUSTICE(s)	1) the Lord Chief ...	a) судьи апелляционного суда
	2) ... of the Supreme Court	b) лорд главный судья
	3) Lord ... of Appeal	c) судьи на условиях полной занятости
	4) ...of the peace	d) судьи, получающие государственную зарплату
	5) stipendiary ...	e) мировые судьи
	6) full-time ...	f) судьи Верховного суда

c) JUDGE(s)	1) the High Court ...	a) судьи суда Короны
	2) ... of the Queen's Bench Division	b) окружные судьи, судьи выездной коллегии
	3) Crown Court ...	c) районные судьи
	4) County Court ...	d) судьи отделения Королевской скамьи Высокого суда
	5) pusine ...	e) судьи судов графств
	6) circuit ...	f) судьи на условиях неполной занятости
	7) district ...	g) рядовые судьи, члены Верховного суда
	8) part-time ...	h) судьи Высокого суда Великобритании

**Ex. 9. Courts can be distinguished with regard to the type of cases they hear. Match each of the following types of court (1–8) with the explanation of what happens there (a–h).**

<b>1) appellate court</b> ( <i>or court of appeals, appeals court</i> )	<b>a)</b> This is where a person under the age of 18 would be tried.
<b>2) crown court</b>	<b>b)</b> This is the court of primary jurisdiction where the case is heard for the first time.
<b>3) high court</b> ( <i>or supreme court</i> )	<b>c)</b> This is where small crimes are tried in the UK.
<b>4) lower court</b> ( <i>or court of first instance</i> )	<b>d)</b> This is where a case is reviewed which has already been heard in a lower court.
<b>5) magistrates' court</b>	<b>e)</b> This is where cases involving a limited amount of money are handled.
<b>6) juvenile court</b>	<b>f)</b> This is where serious criminal cases are heard by a judge and a jury in the UK.



<b>7) small-claims court</b>	<b>g)</b> This is where a group of specially chosen people examine legal problems of a particular type, such as employment disputes.
<b>8) tribunal</b>	<b>h)</b> This is usually the highest court in a jurisdiction, the court of last resort.

**Ex. 10. Put the verbs from the brackets into the correct form, Active or Passive.**

- 1) The political structure of the UK (base) on the principle of a unitary state and a constitutional monarchy.
- 2) The UK system of government (know) as the Westminster system.
- 3) The Westminster system (adopt) in other Commonwealth countries.
- 4) By convention the monarch (appoint) the leader of a party that has a majority in the House of Commons, Prime Minister.
- 5) The Monarch (give) Royal Assent to Bills of Parliament, with the formal right to deny.
- 6) The parliament (dissolve) by the monarch on the advice of the Prime Minister.
- 7) Some royal powers (call) royal prerogative.
- 8) The role of the monarch in public policy (limit) to ceremonial functions.
- 9) Monarch weekly (meet) with the Prime Minister and other cabinet members.
- 10) Executive functions (belong) to the Government.
- 11) The Cabinet (appoint) by the monarch.
- 12) The Prime Minister (elect) by the monarch.
- 13) The Prime Minister (select) the other Ministers which make up the government and are political heads of departments.
- 14) The Prime Minister formally (count) as the first among his peers in the rank of Cabinet colleagues.
- 15) The distribution of power (not guarantee) the fact that the Prime Minister may invite or dismiss members of cabinet.

**Ex. 11. Change the sentences into the Passive.**

- 1) Each constituency in the UK selects one Member of Parliament in the House of Commons.
- 2) They select all prime ministers and heads of the opposition from members of the House of Commons, not Lords.
- 3) The House of Commons expresses its confidence in the new government during the vote on the Speech from the Throne.
- 4) The House of Lords considers bills from the House of Commons.
- 5) In practice, only the Law Lords lawyers hear cases.
- 6) The divide the High Court into three divisions: Queen's Bench Division, Chancellor, the Family Court.

- 7) The specialization of judges and the characteristics of the procedure determine the distribution of cases between offices.
- 8) They appoint judges from among barristers.
- 9) Common law doesn't govern Chancery Division.
- 10) They submit appeals against the decisions of the High Court to the Court of Appeal.

**Ex. 12. You are going to watch a video about different types of courts in the British judiciary. While watching, make notes about the jurisdiction of each court.**

VOCABULARY NOTES:

*Petty theft* – мелкая кража

*Prima Facie* (before noun) [praɪmə'feɪ.ʃi] – прежде всего, с первого взгляда; первоначально; предположительно; судя по имеющимся данным, доказательствам; в порядке опровержимой презумпции; поскольку не будет опровергнуто надлежащими доказательствами, при отсутствии доказательств в пользу противного; если не явствует иного намерения

*Excessive volume of cases* – огромный поток дел

*Stop gap measure* – полумера, временная мера

*To pertain to* – относиться, иметь отношение к (чему-л.)

*Equitable principle* ['ekwɪtəbəl] – принцип справедливости

#### **TYPE OF THE COURT   JURISDICTION**

1. MAGISTRATES' COURT
2. COUNTY COURT
3. CROWN COURT
4. HIGH COURT:
  - 4.1. QUEEN'S BENCH DIVISION
  - 4.2. FAMILY DIVISION
  - 4.3. CHANCERY DIVISION
5. COURT OF APPEAL
6. SUPREME COURT
7. PRIVY COUNCIL
8. ECJ (European Court of Justice)

**Ex. 13. Read the text once again, find the key words of the text and copy them out.**

**Ex. 14. Find the key sentences of the text and put them down.**

**Ex. 15. Make up a plan of the text.**

**Ex. 16. Speak about the Government of the United Kingdom of Great Britain and Northern Ireland.**

**Ex. 17. Text E. (INFORMATIVE READING)**

**The United Kingdom in the European Union**

The United Kingdom (UK) intends to withdraw from the European Union (EU), a process commonly known as *Brexit*, as a result of a June 2016 referendum in which 52 % voted to leave the EU. The separation process is complex, causing political and economic changes for the UK and other countries. As of August 2016, neither the timetable nor the terms for withdrawal have been established: in the meantime, the UK remains a full member of the European Union. The term "Brexit" is a portmanteau of the words "British" and "exit".

Withdrawal from the European Union has been a right under Article 50 of the Treaty on European Union of EU member states since 2007. The details of the process for the UK's withdrawal are uncertain under EU law – Article 50, which now governs the withdrawal, has never been used before. Unless extensions are agreed, the timing for leaving under the article is two years from when Britain gives official notice, but this official notice was not given immediately following the referendum in June 2016. The assumption is that during the two-year window new agreements will be negotiated, but there is no requirement that there be new agreements.

In a speech to the House of Commons on 22 February 2016, Cameron announced a referendum date of 23 June 2016 and set out the legal framework for withdrawal from the European Union in circumstances where there was a referendum majority vote to leave, citing Article 50 of the Lisbon Treaty. Cameron spoke of an intention to trigger the Article 50 process immediately following a leave vote and of the "two-year time period to negotiate the arrangements for exit."

After a debate about the planned UK exit on 28 June 2016, the EU Parliament passed a motion calling for the "immediate" triggering of Article 50, although there is no mechanism allowing the EU to invoke the article.

Newly appointed PM Theresa May made it clear that negotiations with the EU required a "UK-wide approach". Speaking in Scotland on 15 July 2016, May offered the following comment. "I have already said that I won't be triggering article 50 until I think that we have a UK approach and objectives for negotiations – I think it is important that we establish that before we trigger article 50."

**A. Can you guess what the article is going to be about judging by the title of it?**

**B. Can you find the key-words in the text you can't do without when reviewing it?**

**C. Find topic sentences in each paragraph of the text.**

**D. What are the most important ideas of the article?**

## «ГОСУДАРСТВЕННОЕ УСТРОЙСТВО РОССИЙСКОЙ ФЕДЕРАЦИИ»

### **Ex. 1. Before reading the text study and learn the following words:**

- a) The Soviet Union, the Russian Federation, the Presidential Decree, the Duma, the Federal Government, The Federal Assembly, the Federation Council, the Supreme Court, lower Courts, the Justice Ministry, the Interior Ministry, the Foreign Ministry, the Emergencies Ministry, the Defence Ministry, the Congress of People's Deputies, post-Soviet, Gosduma, Manege Square, the Supreme Soviet, the Central Bank of Russia, the Accounts Chamber, the Commissioner for Human Rights.
- b) Emerged, massive reorganization, reshuffles, renaming, suggestions, chairmen, deputies, representatives, subject, veto, two-thirds majority, responsibility, the highest instance, current, deputy prime minister, finance minister, presidential bloc, the legislature, precede, membership, conciliation commission, compromise version, overridden, joint sessions, deliver, abbreviation, headquartered, constitutional crisis, referendum, consent, issue of confidence, dismissal, auditor, amnesty, impeachment, envisage, eligible, percentage, administrative units, oblast, krai, autonomous republic, autonomous area, autonomous region, self-governing, self-rule, raion, soviet, urban and rural areas, federal budget, implementation, credit and monetary policy, federal property.

### **Ex. 2. Study the information about the historical background of the RF Government and answer the following questions:**

- a) When did the Russian Federation emerge?
- b) Were the government bodies reorganized? Why?
- c) When was presidential decree №242 signed? Who signed it?
- d) When was the Presidential Decree "*On the structure of the federal executive bodies*" signed? Who signed it? What changes did it cause?
- e) When did the most recent change take place?

#### **Text A. Historical structures of Governments of the Russian Federation**

The body was preceded by Government of the Soviet Union. Since the Russian Federation emerged in 1991, the government's structure has undergone several major changes. In the initial years, government bodies, primarily the different ministries, underwent massive reorganization as the old Soviet governing networks were adapted to the new state. Many reshuffles and renamings occurred.

On 28 November 1991 President of the RSFSR Boris Yeltsin signed presidential decree № 242 "On reorganization of the government bodies of the RSFSR" ("О реорганизации центральных органов государственного управления РСФСР").

In 28 July 2004 President Vladimir Putin signed the Presidential Decree (with later corrections) "*On the structure of the federal executive bodies*". This split some ministries, turned some ministerial offices into agencies and established some new services as government bodies. In total there were 17 ministries, 7 federal services and over 30 federal agencies.

The most recent change took place on 12 May 2008 when President Dmitry Medvedev signed presidential decree № 724.

**Ex. 3. Fill in the gaps according to the information contained in the text.**

- 1) Since the Russian Federation emerged in ..., the government's structure ... .
- 2) In the initial years, government bodies, primarily ..., underwent ... .
- 3) Many reshuffles and ... .
- 4) On 28 November 1991 President of ... signed ... .
- 5) In 28 July 2004 President ... signed ... .
- 6) The Presidential Decree of 2004 split ... , turned ... and established ....
- 7) In total there were ... ministries, ... federal services and ... federal agencies.
- 8) The most recent change took place on when President ... signed ... .

**Ex. 4. Study the vocabulary on the topic.**

- |   |   |
|---|---|
| • to be elected directly – быть избранным прямым голосованием | • the State Duma – Государственная дума   |
| • branches of power – ветви власти                            | • a house, a chamber – палата   |
| • to dissolve (the Duma) – распускать (Думу)                  | • a chairman – председатель   |
| • suggestion – предложение                                    | • a deputy – депутат  |
| • the Federal Government – Правительство Российской Федерации | • to appoint – назначать  |
| • legislative branch – законодательная ветвь (власти)         | • a representative – представитель  |
| • executive branch – исполнительная ветвь власти              | • to veto (laws) – налагать вето (на законы)                                      |
| • judicial branch – судебная ветвь власти                     | • to be adapted – быть адаптированным, сокращенным, упрощенным                    |
| • the Federal Assembly – Федеральное Собрание                 | • to be approved – быть одобренным  |
| • the Federation Council – Федеральный Совет                  | • a subject of the RF – субъект РФ  |
|   | • to declare (actions) unconstitutional – объявлять (действия) неконституционными |
|   | • the highest instance – высшая инстанция   |

**Ex. 5. Read the text to get information about the political system of the Russian Federation.**



**The Political System of the Russian Federation**

The President is the head of the state and is elected directly by the people. In fact he has much power, he controls all the three branches of power. The President can even dissolve the Duma if he doesn't agree with its suggestions three times running. The President has his administration, but it's not the part of the Federal Government.

The Federal Assembly represents the Legislative branch of power. It is made up of the two houses: the Federation Council and the State Duma, which make laws. The Federal Assembly is also called the Parliament, but it's not its official name. Both chambers are headed by chairmen sometimes called speakers. The Duma consists of 450 deputies, whois elected for a term of five years.

The members of the Federation Council are elected on a different basis. There are two representatives of each subject of the RF (85 subjects). Every law to be adapted must be approved by the State Duma, the Council of Federation and signed by the President. The President can veto laws passed by the Federal Assembly, but it can pass laws over the President's veto a two-thirds majority.

The President appoints the head of the Federal Government, the Chainman of the Government, but the Duma must approve his appointment.

The judicial branch of power consists of the Constitutional Court, the Supreme Court and lower Courts.

The responsibility of the Constitutional Court is to analyse the new laws to make sure they correspond to the laws of the state. The Constitutional Court has the right to declare actions of the President, the Federal Assembly and the Federal Government unconstitutional. The Supreme Court is the highest instance for civil and criminal cases.

Moscow is the capital city of Russia and the country's economic and cultural center.

**Ex. 6. Match the words from the both columns.**

a presidential (a constitutional)	of power
the head	of the Russian Federation
to be elected	the Duma
a branch	of the state
to dissolve	republic

to be headed	of Federation
a subject	laws
to be approved	directly
the Council	by chairmen
to be signed	by the State Duma
to veto	by the President
a two-thirds	the appointment
to declare	Court
civil and criminal	the new laws
to approve	majority
to analyse	cases
the Constitutional	unconstitutional

**Ex. 7. Find synonyms to the following words in the text.**

To dismiss, to proclaim, to prohibit, to examine, to be confirmed, to be ruled by, the chief, duty, to designate, a chamber, proposal, to choose, authority, to be dragged in, to introduce, to be composed of, to create laws, to accept, to comply with.

**Ex. 8. Decide whether the following sentences are true or false (according to the information given in the text).**

- a) The Russian Federation is a constitutional republic.
- b) The President of Russian Federation is the head of the state and is elected indirectly.
- c) The President can dissolve the Duma if he doesn't agree with its suggestions three times running.
- d) The President has his administration, which is a part of the Federal Government.
- e) The Federal Assembly represents the Legislative branch of power.
- f) The Federal Assembly is made up of the three houses: the Federation Council, the State Duma and the House of Representatives.
- g) There are two representatives of each subject of the RF.
- h) Every law to be adapted must be approved by the State Duma and signed by the President.
- i) The President can veto laws passed by the Federal Assembly, and it can not pass laws over the President's veto a two-thirds majority.
- j) The Federal Government represents the executive branch of power.
- k) The juridical branch of power consists of the Constitutional Court, the Supreme Court and the Crown Court.
- l) The Constitutional Court has the right to declare actions of the President, the Federal Assembly and the Federal Government unconstitutional.
- m) The Constitutional Court is the highest instance for civil and criminal cases.

**Ex. 9. Finish the sentences according to the text.**

- a) The Russian Federation is ... .
- b) The President is the head of the state and ... .
- c) The President has his administration, but ... .
- d) The Federal Assembly represents the ... .
- e) The Federal Assembly is made up of the ... .
- f) The Duma consists of ... .
- g) There are ... of each subject of the RF (85 subjects).
- h) Every law to be adapted must be approved by ... and signed by ... .
- i) The President can veto ... , but it can pass ... .
- j) The Federal Government represents ... .
- k) The juridical branch of power consists of ... .
- l) The Constitutional Court has the right to ... .
- m) The Supreme Court is the highest instance for ... .

**Ex. 10. Answer the questions on the text.**

- a) What kind of a state is the Russian Federation?
- b) Who is the head of the state in the Russian Federation?
- c) Does the Russian president have much power?
- d) What body represents the Legislative branch of power?
- e) What is the Federal Assembly made up of?
- f) What is another name of the Federal Assembly?
- g) Who heads the chambers of the Federal Assembly?
- h) How many deputies does the Duma consist of? How are they elected?
- i) How are the members of the Federation Council elected? How many are there representatives?
- j) What should be done to adapt a law?
- k) Can the President veto laws passed by the Federal Assembly?
- l) What body represents the executive branch of power in the Russian Federation?
- m) What does the juridical branch of power consist of?
- n) What is the responsibility of the Constitutional Court?
- o) What body has the right to declare actions of the President, the Federal Assembly and the Federal Government unconstitutional?
- p) What is the highest instance for civil and criminal cases?

**Ex. 11. Read the text about the Federal Assembly, the legislative body of the Russian Government.****The Federal Assembly of Russia**

The Federal Assembly of Russia is the legislature of the Russian Federation, according to the Constitution of Russian Federation, 1993. It was preceded by the Congress of People's Deputies of Russian Federation.



It consists of the State Duma, which is the lower house, and the Federation Council, which is the upper house. Both houses are located in Moscow.

The first post-Soviet Duma in 1993 is the Fifth Duma, following the first four of 1906–17.

All bills, even those proposed by the Federation Council, must first be considered by the State Duma. Upon adoption by a majority of the full State Duma membership, a draft law is considered by the Federation Council, which has fourteen days to place the bill on its calendar. The Federation Council cannot make changes in bills passed by the Duma and can either approve or reject them. If the Federation Council rejects a bill passed by the State Duma, the two chambers may form a conciliation commission to work out a compromise version of the legislation. If two chambers cannot reach a compromise, or the Duma insists on passing the bill as is, the veto of the Federation Council can be overridden, if two thirds of the Duma's constitutional composition vote in favor of the bill.

The State Duma and the Federation Council usually meet separately. Joint sessions are organized when the President of Russia delivers his annual address to the Federal Assembly and in some other very rare occasions.

#### Vocabulary notes:

- |   |  |
|---|--|
| • to precede – предшествовать   | • to work out a compromise version of the legislation – выработать компромиссную версию законодательства |
| • the lower house – нижняя палата   | • to override the veto – нарушить, пренебречь вето   |
| • the upper house – верхняя палата  | • to vote in favor of the bill – проголосовать за законопроект   |
| • to propose a bill – предлагать законопроект                             | • joint sessions – совместные заседания  |
| • a draft law – проект закона   |  |
| • to approve / reject a bill – одобрить / отклонить законопроект          |  |
| • to form a conciliation commission – сформировать комиссию по соглашению |  |

#### Ex. 12. Finish the sentences according to the information given in the text:

- The Federal Assembly of Russia is ... , according to ... .
- The Federal Assembly was preceded by ... .
- The Federal Assembly consists of the ..., which is ..., and the ..., which is the ... .
- All bills must first ... .
- Upon adoption by ... , a draft law is considered ..., which has ... to place the bill on its calendar.
- The Federation Council cannot ... and can ... .

- g) If the Federation Council rejects ... , the two chambers may ... .
- h) If two chambers cannot ... , or the Duma insists ... , the veto of the Federation Council can ... , if two thirds of the Duma's constitutional composition ... .
- i) ... and ... usually meet separately.
- j) Joint sessions are organized when ... .

**Ex. 13. Define whether the following statements are true or false:**

- a) The Federal Assembly of Russia is the executive body of the Russian Federation, according to the Constitution of Russian Federation, 1993.
- b) The Federal Assembly was preceded by the Congress of People's Deputies of Russian Federation.
- c) The Federal Assembly consists of the House of Representatives, which is the lower house, and the Congress, which is the upper house.
- d) The Federal Assembly consists of the State Duma, which is the lower house, and the Federation Council, which is the upper house.
- e) The first post-Soviet Duma in 1993 is the Fifth Duma.
- f) All bills must first be considered by the State Duma.
- g) All bills must first be considered by the Federation Council.
- h) Upon adoption by a majority of the full Federation Council membership, a draft law is considered by the State Duma, which has fourteen days to place the bill on its calendar.
- i) The Federation Council can make changes in bills passed by the Duma.
- j) The Federation Council cannot make changes in bills passed by the Duma and can either approve or reject them.

**Ex. 14. Answer the questions on the text “The Federal Assembly of Russia”.**

- a) What kind of the body is the Federal Assembly of Russia?
- b) What was the Federal Assembly preceded by?
- c) What does the Federal Assembly consist of?
- d) What house of the Federal Assembly must first consider all bills?
- e) Can the Federation Council make changes in bills passed by the Duma?
- f) What should be done if the Federation Council rejects a bill passed by the State Duma?
- g) Can the veto of the Federation Council be overridden? In what cases?
- h) Do the State Duma and the Federation Council usually meet at the same time?
- i) When are joint sessions of the State Duma and the Federation Council organized?

**Ex. 15. Read and act out the following dialogue**

A: Excuse me, Professor! I just want to say that I enjoyed your lecture very much!

B: Thank you, that's very kind of you. I hope that you were able to make some useful notes.

A: Yes, you explained the material in a way that made it very easy to understand. But I have some questions.

B: You are welcome.

A: I haven't understood what bodies represent the heads of the three branches of power in Russia.

B: Well, that's easy: the President controls all the three branches of power and is involved in the work of the executive and legislative branches of power, the Federal Assembly represents the legislative branch of power and the judicial branch of power consists of the Constitutional Court, the Supreme Court and lower Courts.

A: Thank you. Now it's clear. And who is the head of the Federal Assembly? And what does it consist of?

B: It is made up of the two houses: the Federation Council and the State Duma. Both chambers are headed by chairmen sometimes called speakers.

A: Thank you. Those were the most difficult points for me. Now I have a clear idea of the Russian Government.

B: Not at all. If you have questions you can always ask me. Now I must hurry. Good-bye.

A: Good-bye.

**Ex. 16. Fill in the gaps in the following dialogue and act it out in pairs.**

A: Excuse me, ...! I just want to ... .. !

B: Thank you, that's ... .. I hope that you were able ... ..

A: Yes, you explained the material ... .. But I have ... ..

B: You are ... ..

A: I haven't understood ... ..

B: Well, that's easy: ... ..

A: Thank you. Now ... . And who is ... .. ? And what ... .. ?

B: It is made up of ... : ... ..

A: Thank you. Those were ... .. Now I have a clear idea of ... ..

B: Not at all. If you ... .. Now ... .. Good-bye.

A: Good-bye.

**Ex. 17. Before reading the text study and learn the vocabulary on the topic.**

- establish – основывать, создавать, устанавливать
- an autonomous political entity – автономное политическое единство
- the superior legal force – высшая юридическая сила (власть)
- to be subject to smth. – подчиняться чему-то
- to swear – клясться
- the President's inauguration ceremony – церемония инаугурации президента

- anthem – гимн
- coat-of-arms – герб
- the Plan of the State Reformation – план государственного реформирования
- State Charters of the Russian Empire – Государственная уставная грамота Российской империи
- to adopt – принимать
- approval – одобрение
- to postpone – откладывать
- to issue – выпускать, издавать
- to interrupt – прерывать
- the special folds – особые свитки
- Declaration of the state sovereignty of Russia – Декларация о государственном суверенитете Российской Федерации
- at the threshold – в начале, в преддверии
- the acting President – действующий президент
- to repeal – аннулировать, отменять (о законе)
- the Presidential regalia – регалия президента
- to cease – прекращать

**Ex. 18. Read the text and translate it into Russian.**

**Some General Information from the History  
of the Russian Constitution**

Constitution is a written document that establishes the fundamental political rules and principles of an autonomous political entity. Constitution also establishes the ideological, political and legal aspects of the state. This document is the superior legal force; all the laws of the state are subject to it.

After the elections President of Russia swears on the Constitution of the Russian Federation. This moment is an important component of the President's inauguration ceremony. The attributes of the ceremony are: flag of Russia, anthem of Russia and Russian coat-of-arms. If one wants to know everything about Russia the Constitution is the first thing to study.

The Russian Constitution started to develop at the beginning of the 19th century. The Plan of the State Reformation by count Mikhail Speransky (1809) and State Charters of the Russian Empire by Nikolai Novosiltsev (1818) played an important role in establishment of the Russian Constitution. Alexander I was the first emperor of Russia who decided to reform the political regime by adopting the Constitution. The State Charters of the Russian Empire was ready in 1820 but its approval was postponed. In 1881 Alexander II was killed when he was going to sign the Constitution. In 1905 during the rule of Nikolai II the

Manifest was issued, however the process of the Constitution adoption was interrupted by the Russian Revolution of 1917.

The inauguration of Russian Presidents not always was the same. For instance, in 1991 President Boris Yeltsin swore on the special folds containing the text of the Constitution of the Russian Soviet Federated Socialist Republic and Declaration of the state sovereignty of Russia. During the second-term Yeltsin's inauguration in 1996 he swore on the Constitution of the Russian Federation a single copy of which was issued as a special edition. At the threshold of the Russian President's inauguration of 2000 the acting President Vladimir Putin repealed the Edict of 1996 concerning the Presidential regalia. From then onward the copy of the Constitution ceased to be the symbol of Presidential power.

At present time the main copy of the Constitution is deposited at the Library of the Presidential Administration in Kremlin where it is taken from once in four years for the ceremony of the Russian President's inauguration.

**Ex. 19. Match the words from the both columns.**

a written	ceremony
the fundamental political	the State Reformation
an autonomous	inauguration
the ideological, political and legal	the political regime
the Plan of	a special edition
the State Charters of	President
the Declaration of	the Edict of 1996
the second-term	the Russian Empire
to reform	aspects of the state
the President's inauguration	document
to issued	political entity
the acting	the state sovereignty of Russia
the symbol of	regalia
the Library of	rules and principles
to repeal	Presidential power
the Presidential	the Presidential Administration

**Ex. 20. Define whether the following sentences are true or false.**

- Constitution is an unwritten document that establishes the fundamental political rules and principles of an autonomous political entity.
- Constitution doesn't usually establish the ideological, political and legal aspects of the state.
- Constitution is the superior legal force; all the laws of the state are subject to it.
- Before the elections President of Russia swears on the Constitution of the Russian Federation.

- e) The President's oath is an important component of the President's inauguration ceremony.
- f) The attributes of the President's inauguration ceremony are: flag of Russia, anthem of Russia and Russian coat-of-arms.
- g) One can find everything about Russia in the Constitution.
- h) The Russian Constitution started to develop at the end of the 19th century.
- i) The Plan of the State Reformation and State Charters of the Russian Empire played an important role in establishment of the Russian Constitution.
- j) The Plan of the State Reformation was produced by Nikolai Novosiltsev in 1818.
- k) The State Charters of the Russian Empire by count Mikhail Speransky 1809.
- l) Alexander I was the first emperor of Russia who decided to reform the political regime by adopting the Constitution.
- m) The State Charters of the Russian Empire was ready in 1820 and they were immediately approved.
- n) In 1881 Alexander II signed the Constitution.
- o) The process of the Constitution adoption was interrupted by the Russian Revolution of 1917.
- p) The inauguration of Russian Presidents was always the same.
- q) In 1991 President Boris Yeltsin swore on the Constitution of the Russian Federation.
- r) In 2000 the acting President Vladimir Putin repealed the Edict of 1996 concerning the Presidential regalia.
- s) Since 2000 the copy of the Constitution has become the symbol of Presidential power.
- t) At present time the main copy of the Constitution is deposited at the Library of the Presidential Administration in Kremlin.
- u) The main copy of the Constitution is taken from the Library of the Presidential Administration once in four years for the ceremony of the Russian President's inauguration.

**Ex. 21. Finish the sentences according to the text.**

- a) Constitution is a written document that establishes ... .
- b) Constitution also establishes ... .
- c) Constitution is the superior ... ; all the laws of the state ... .
- d) After the elections President of Russia swears ... .
- e) The attributes of the President's inauguration ceremony are: ... .
- f) If one wants to know everything about Russia ... .
- g) The Russian Constitution started to develop ... .
- h) An important role in establishment of the Russian Constitution was played by ... .
- i) Alexander I was the first emperor of Russia who ... .
- j) The State Charters of the Russian Empire was ready ... .

- k) In 1881 Alexander II was killed when ... .
- l) In 1905 during the rule of Nikolai II ... .
- m) The inauguration of Russian Presidents not always ... .
- n) In 1991 President Boris Yeltsin swore on ... .
- o) During the second-term Yeltsin's inauguration in 1996 he swore on ... .
- p) At the threshold of the Russian President's inauguration of 2000 the acting President Vladimir Putin repealed ... .
- q) The copy of the Constitution ceased ... .
- r) At present time the main copy of the Constitution is deposited ... where it is taken from ... .

**Ex. 22. Answer the questions on the text.**

- a) How can you explain what the Constitution is?
- b) What does the Constitution establish?
- c) What document is the superior legal force?
- d) When does President of Russia swear on the Constitution? Is this moment an important component of the President's inauguration ceremony?
- e) What are the attributes of the President's inauguration ceremony?
- f) What document should we study to know everything about Russia?
- g) When did the Russian Constitution start to develop?
- h) What documents played an important role in establishment of the Russian Constitution?
- i) Who and when created the Plan of the State Reformation?
- j) Who and when created the State Charters of the Russian Empire?
- k) What is Alexander I famous for?
- l) When was the State Charters of the Russian Empire ready? Was it immediately approved?
- m) Why did Alexander II fail to sign the Constitution?
- n) Why was the process of the Constitution adoption interrupted?
- o) Was the inauguration of Russian Presidents always the same?
- p) What was the inauguration of President Boris Yeltsin in 1991 like? Was the second-term Yeltsin's inauguration the same?
- q) When did the copy of the Constitution cease to be the symbol of Presidential power?
- r) Where is the main copy of the Constitution deposited at present?
- s) How often is the main copy of the Constitution taken from the place where it is kept?

**Ex. 23. Open the brackets and use the verbs in the proper Passive form.**

- a) The fundamental political rules and principles of an autonomous political entity (establish) in the Constitution.
- b) The ideological, political and legal aspects of the state also (establish) in the Constitution.

- c) The Constitution (know) to be the superior legal force.
- d) The President's oath (consider) to be an important component of the President's inauguration ceremony.
- e) The flag of Russia, anthem of Russia and Russian coat-of-arms (involve) into the President's inauguration ceremony.
- f) In 1881 Alexander II (kill) when he was going to sign the Constitution.
- g) In 1905 during the rule of Nikolai II the Manifest (issue), however the process of the Constitution adoption (interrupt) by the Russian Revolution of 1917.
- h) During the second-term Yeltsin's inauguration in 1996 he swore on the Constitution of the Russian Federation a single copy of which (issue) as a special edition.
- i) At the threshold of the Russian President's inauguration of 2000 the Edict of 1996 concerning the Presidential regalia (repeal) by the acting President Vladimir Putin.
- j) At present time the main copy of the Constitution (deposit) at the Library of the Presidential Administration in Kremlin.

**Ex. 24. Speak in pairs about the historical background of the Russian Constitution.**



## Глава 2. Правоохранительные структуры Российской Федерации и зарубежных стран. Международное полицейское сотрудничество

### «ПОЛИЦИЯ США, ФУНКЦИИ И ЗАДАЧИ»

#### Ex. 1. Study the vocabulary on the topic:

- to be responsible for – быть ответственным за
- county police – окружная полиция
- shift – смена
- superior officer – старший офицер
- wanted criminals – разыскиваемые преступники
- round – обход
- riot squad – отряд по борьбе с массовыми беспорядками
- water cannon – брандспойт
- tear gas – слезоточивый газ
- chief officer – главное должностное лицо, начальник
- Commissioner – комиссар полиции, глава столичной полиции
- constable – констебль
- superintendent – суперинтендент
- chief constable – главный констебль
- assistant chief constable – помощник главного констебля
- chief superintendent – главный суперинтендент
- chief inspector – старший инспектор
- Dock Police – портовая полиция
- Special Constabulary – специальные полицейские силы
- Home Secretary – министр внутренних дел
- to establish – учреждать
- to discharge duties – выполнять обязанности
- headquarters – штаб-квартира
- flying squad – летучий отряд, дежурная полицейская машина
- truncheon – дубинка полицейского
- mounted police – конная полиция
- strong bonds – прочные связи
- encouragement – поощрение, ободрение
- reward – вознаграждение, подкрепление

#### Ex. 2. Read and translate the text to get the general information about the US Police.

##### The US Police

Historians suggest that the first modern police in the United States did not come into existence until 1833 in the city of New York. The first municipal po-

lice agencies consisted of night watchmen whose responsibility was to protect property during the evening and early morning hours. Crime continued to increase, however, and gradually there were demands to hire men to provide similar protection during the light hours as well. Thus, by the 1830s and 1840s these two types of police were combined to form a unified, more effective municipal police agency, especially in years following World War 1. Since 1920 municipal police agencies have increasingly grown in personnel and responsibilities. Special training and more selective recruitment practices have been developed to go hand in hand with the use of such technological developments as the automobile, the individual police radio, and the computer.

The great part of the police work does not involve crime-fighting situations but rather concerns both service and peacekeeping activities. Service functions include directing traffic and enforcing traffic relations, answering accident calls, aiding the sick, helping find a lost citizen or rescue a lost pet, recovering stolen property, and reporting fires. So, these are all services performed to assist the public.

Peacekeeping functions of the police are designed to maintain public order. The basic responsibility of the police is to fight crime and provide miscellaneous services to the public.

**Ex. 3. State whether the following statements are true or false.**

1. The first modern police in the United States came into existence before 1833 in the city of New York.
2. The first municipal police agencies consisted of night watchmen.
3. The responsibility of night watchmen was to protect property during the evening.
4. Gradually there were demands to hire men to provide protection during the light hours.
5. By the 1850s and 1860s the two types of police were combined.
6. Since 1920 municipal police agencies haven't grown in personnel and responsibilities.
7. Special training and more selective recruitment practices have been developed to go hand in hand with the use of technological developments.
8. The great part of police work involves crime-fighting situations.
9. Police work concerns both service and peacekeeping activities.
10. Service functions include only answering accident calls and aiding the sick.
11. Peacekeeping functions of the police are designed to maintain public order.
12. The only responsibility of the police is to provide miscellaneous services to the public.

**Ex. 4. Answer the questions on the text.**

1. When did the first modern police in the United States come into existence?
2. Who did the first municipal police agencies consist of?

3. Why were there demands to hire men to provide similar protection during the light hours?
4. When and why were the two types of the police combined?
5. What has been developed to improve the police work?
6. What does the great part of the police work concern?
7. What do service functions include?
8. How are peacekeeping functions of the police designed?
9. What is the basic responsibility of the police?

**Ex. 5. Match the words and translate the word combinations into Russian.**

- |                     |                           |
|---------------------|---------------------------|
| 1) come into        | a) watchmen               |
| 2) municipal police | b) activities             |
| 3) night            | c) recruitment            |
| 4) to protect       | d) situations             |
| 5) selective        | e) agencies               |
| 6) crime-fighting   | f) traffic                |
| 7) peacekeeping     | g) existence              |
| 8) answering        | h) property               |
| 9) directing        | i) the public             |
| 10) aiding          | j) public order           |
| 11) recovering      | k) the sick               |
| 12) to assist       | l) accident calls         |
| 13) to maintain     | m) miscellaneous services |
| 14) to fight        | n) stolen property        |
| 15) provide         | o) crime                  |

**Ex. 6. Give the English equivalents for the following Russian word combinations.**

- 1) возникнуть, появиться, начать существование –
- 2) муниципальные / местные органы полиции –
- 3) бороться с преступностью –
- 4) ситуации противодействия преступности –
- 5) помогать общественности –
- 6) ночные дозорные –
- 7) охранять собственность / имущество –
- 8) поддерживать общественный порядок –
- 9) возврат украденной собственности –
- 10) помощь больным –
- 11) ответы на сообщения о ДТП –
- 12) управление дорожным движением –
- 13) миротворческие виды деятельности –
- 14) функции обслуживания –
- 15) обеспечивать различные виды услуг / обслуживания –

**Ex. 7. Finish the sentences specifying the information about the Police in the USA.**

1. The first modern police in the United States came into existence in ....
2. The first municipal police agencies consisted of ... .
3. By ... the two types of police were combined.
4. Since 1920 municipal police agencies ... .
5. ... have been developed.
6. The great part of police work concerns ... .
7. Service functions include ... .
8. Peacekeeping functions of the police are designed to ... .
9. The basic responsibility of the police is ... .

**Ex. 8. Study the vocabulary from the text that will follow:**

- night watch – ночной дозор
- in charge of – ответственный за
- watchman – ночной сторож, дозорный
- jail – тюрьма
- township – муниципалитет, городская община
- borough – городской округ
- fire protection – противопожарная защита
- soil conservation – охрана и правильное использование почв
- custody of prisoner – содержание обвиняемого под стражей
- county board – окружной совет

**Ex. 9. Read and translate the following text about Police forces in the United States.**

**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 19<sup>th</sup> 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 Postal Inspection Service, and many others. Their task is to enforce federal laws.

2) 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. 10. Answer the questions on the text.**

1. What system did the United States inherit?
2. When and where did the use of daytime police start?
3. Where did the old night watch and the day force continue?
4. When and where was the first US police department created?
5. Where did the model for American police originate? What kind of police was it?
6. How many types of police agencies are there?
7. What does the federal system consists of?
8. Who is state police headed by?
9. What is the mission of state police?
10. What is the county sheriff responsible for?
11. What kind of agencies are town and city police?
12. In what ways are the US police forces controlled?
13. What are the federal bodies responsible to?

**Ex. 11. Find the English equivalents to the following word-combinations:**

- 1) расследовать случаи уклонения от уплаты налогов;
- 2) обеспечивать исполнение федеральных законов;
- 3) быть назначенным на какую-либо должность губернатором штата;
- 4) помощник шерифа;
- 5) исполнять обязанности;
- 6) федеральные правоохранительные органы;
- 7) полиция штата;
- 8) окружная полиция;
- 9) полиция больших и малых городов;
- 10) полиция деревень, городских районов и городских поселений с самоуправлением;
- 11) нести ответственность перед кем-либо;
- 12) нести ответственность за что-либо.

**Ex. 12. Underline all the Infinitives in the sentences and specify their form. The example is given.**

1. Police forces include city police (possibly with separate departments to deal with (*Ind. Act. Inf.*) schools, traffic and even refuse), county police, transport police, sheriffs' departments, state police (state troopers) and highway forces such as the California Highway Patrol.
2. The American response to increasing crime is usually to put more cops on the beat.
3. We are going to be investigating this horrible attack that has taken place today.
4. The division between federal and state law can be confusing; for example murder is classified as a state crime, while less serious crimes such as taking a woman across state lines for immoral purposes is a federal crime (although it may be dealt with by a local police force).
5. To join as a constable you need to have at least passed high school. To join as a Sub Inspector you need to be a graduate.
6. If an officer is found to have committed a criminal offence, appropriate criminal proceedings will be taken.
7. Police officers also carry truncheons (night-sticks), and some forces are issued with an electronic taser gun administering a charge of 50,000 volts for around eight seconds, used to knock out aggressive drug addicts.
8. If you're stopped by a policeman, either in a car or when walking, don't make any sudden moves and keep your hands where they can be seen.
9. In the context of arrest or escape, the use of force is often determined purely by the crime the person is suspected to have committed.
10. Each state also has a reserve national guard under the command of the state governor that can be called on to deal with civil unrest such as riots, as well as dealing with natural catastrophes, e.g. earthquakes, fires, floods and hurricanes.

11. Members of the public only have a right to act to protect themselves which is called the right to defence but that too has to be reasonably used.
12. The crimes were said to have been committed during a military operation carried out to quell a small-scale rebellion.
13. The authorities registered seven children who were believed to have been trafficked in that period.
14. At the same time, she is said to be being tried for refusing to identify herself to a public official, for insulting and resisting a police officer and for causing one of them bodily harm.
15. Reclamation does not appear to have been formally defined in commonly used legislative codes.
16. Nick's own son, Joey Naylor, seems to be being groomed for the job as he joins his father on the majority of his trips.

**Ex. 13. Translate the following sentences into English using the topical vocabulary items:**

1. Первая современная версия полиции появилась в США в 1833 году в Нью-Йорке.
2. Первые муниципальные органы правопорядка состояли из ночных дозорных.
3. В обязанности ночных дозорных входила охрана собственности в ночные часы и рано утром.
4. Но преступность возрастала, и возникла необходимость в обеспечении подобной охраны в дневные часы.
5. К 30–40-м годам XIX века два вида полиции объединились.
6. С того времени (since that time) местные органы правопорядка выросли в кадровом составе и в числе выполняемых обязанностей.
7. Были разработаны избирательные практики подбора кандидатов на должности в полиции.
8. Огромная часть полицейской работы включает в себя функции обслуживания населения и деятельность, направленную на сохранение мира.
9. Служебные функции по обслуживанию населения включают в себя управление движением, ответы на сообщения о дорожно-транспортных происшествиях, помощь больным, помощь в поиске потерявшегося гражданина, возврат украденной собственности и другие виды деятельности.
10. Миротворческие функции нацелены на поддержание общественного порядка.
11. Таким образом, основная обязанность полиции – это борьба с преступностью и оказание разнообразных услуг общественности.

**Ex. 14. Mark the sentences T (True) or F (False); correct the false ones.**

1. The American police system is the most decentralized police in the world.
2. The United States inherited German's common law and its system of policing.

3. There is no need for the community to run its own police department because all the offences are investigated by federal officials.
4. The use of daytime police started in Boston in 1883 with a force of 6 men.
5. In 1944 Washington created the first police department in the United States, using the London Metropolitan Police as a model.
6. The model for American police originated in England.
7. Initially US police were organized in a quasi-military command structure; there were no detectives; their task was prevention of crime and disorder.
8. There are five major types of police agencies in the USA.
9. In the USA states are divided into counties, and every county has its sheriff.
10. The federal system consists of agencies attached to the Department of Justice, the Bureau of Internal Revenue, the U.S. Secret Service, the Drug Enforcement Administration, the Postal Inspection Service, and others.
11. 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.
12. Sheriffs and deputy sheriffs in more than 5.000 counties, plus a few county police forces.
13. The sheriff is not usually responsible for prisoners kept in the county jail.
14. Town and city police are state agencies.
15. The federal bodies are responsible to the federal authorities, and the state forces – to the governors of their states.
16. Sheriffs are appointed by the governor of the state.

**Ex. 15. Match the following words with their definitions:**

able-bodied, night watch, watchman, disorder, jail, township, sheriff

1. A kind of police force in the past, who looked after a town at night.
2. A town in the US that has a local government.
3. Physically strong and healthy.
4. Someone whose job is to guard a building or a place.
5. An elected law officer of a county in the US.
6. A place where criminals are kept as part of their punishment.
7. A situation in which many people disobey the law.

**Ex. 16. Read the dialogue and act it out.**

**A.:** Good morning, Peter!

**B.:** Hi, Mike! I haven't seen you for ages!

**A.:** That's true. Where do you work by the way?

**B.:** Oh, I am a police officer.

**A.:** That sounds great! Such a challenging job!

**B.:** I agree with you, but it is at the same time very difficult.

**A.:** Can you tell me something about your work?

**B.:** Sure. I think you know that the United States inherited England's common law and the system of policing, don't you?



**A.:** Yes, I know about that.

**B.:** In 1844 New York City created the first police department in the United States, using the London Metropolitan Police as a model.

**A.:** And what was the task of the first policemen?

**B.:** Their task was the prevention of crime and disorder. And in that time there were no detectives.

**A.:** Now I see. The modern police system has changed a lot since that time.

**B.:** You are right. We are making progress.

**A.:** Peter, can you tell me something about your duties?

**B.:** Well, we watch the public order and solve various problems for the maintenance of law and order.

**A.:** Such a wide range of activities!

**B.:** That is my work. And a good police officer should also be courteous, possess broad knowledge, be truly interested in the welfare of others.

**A.:** Thank you very much. I was glad to meet you! Good-bye!

**B.:** See you!

### **«ФЕДЕРАЛЬНОЕ БЮРО РАССЛЕДОВАНИЙ США»**

**Ex. 1. Study some new word-combinations on the topic.**

- the primary investigative arm – правая рука в сфере расследования
- a federal criminal investigative body – федеральный следственный орган
- a domestic intelligence agency – агентство внутренней разведки
- to have investigative jurisdiction – иметь следственные полномочия
- tenure – срок (службы)
- to have substantial involvement – быть существенно вовлеченным во что-либо
- field offices – отраслевые подразделения
- fiscal year – финансовый год

**Ex. 2. Read the following text and translate it with a dictionary.**

#### **The Federal Bureau of Investigation**

The Federal Bureau of Investigation (FBI) is the primary investigative arm of the United States **Department of Justice** (DOJ), serving as both a federal criminal investigative body and a domestic intelligence agency. It handles federal criminal violations and threats to national security.

It was established in 1908 as the **Bureau of Investigation** (BOI), and the name was changed to the **Federal Bureau of Investigation** (FBI), in 1935. At present, the FBI has investigative jurisdiction over violations of more than 200 categories of federal crimes, making the FBI the de-facto leading law enforce-

ment agency of the United States government. The motto of the bureau is «Fidelity, Bravery, Integrity».

The director of the old BOI, J. Edgar Hoover, became the first FBI director and served for nearly 48 years. After Hoover's death, legislation was passed limiting the tenure of future FBI directors to a maximum of ten years. The Scientific Crime Detection Laboratory, or the FBI Laboratory, officially opened in 1932, largely as a result of Hoover's efforts. J. Edgar Hoover had substantial involvement in most cases and projects the FBI handled during his tenure.

The FBI headquarters is in Washington, D.C., and there are also 56 field offices located in major cities throughout the United States as well as over 400 resident agencies in smaller cities and towns across the nation, and more than 50 international offices, called «Legal Attachés» in U.S. embassies worldwide.

In fiscal year 2016, the FBI's total budget was approximately \$8.7 billion, including \$495 million in program increases to enhance counter-terrorism, counter-intelligence, cybercrime, information technology, security, forensics, training, and criminal programs. According to its congressional budget justification, for the past several years the FBI has assumed a growing responsibility for collecting foreign intelligence, in response to the 2016 request from the Director of National Intelligence.

The mission of the FBI is «to protect and defend the United States against terrorist and foreign intelligence threats, to uphold and enforce the criminal laws of the United States, and to provide leadership and criminal justice services to federal, state, municipal, and international agencies and partners». To achieve that aim, the FBI works closely with state and local law enforcement agencies.

**Ex. 3. State whether the following statements are true or false.**

1. The Federal Bureau of Investigation is the primary legislative arm of the United States Department of Justice.
2. The FBI serves only as a federal criminal investigative body.
3. The FBI was established in 1908 as the Bureau of Investigation, and the name was changed to the Federal Bureau of Investigation in 1935.
4. The FBI has executive jurisdiction over violations of more than 200 categories of federal criminal laws.
5. J. Edgar Hoover became the first FBI director and served for nearly 38 years.
6. The FBI headquarters is in New York.
7. There are 65 field offices of the FBI located in major cities throughout the United States.
8. There are over 400 resident agencies of the FBI in smaller cities and towns across the nation, and more than 50 international offices.
9. The mission of the FBI is to protect the United States against terrorist and foreign intelligence threats.
10. Due to confidentiality the FBI does not maintain regular contact with state and local law enforcement agencies.

**Ex. 4. Answer the following questions:**

1. When was the FBI established?
2. What is the motto of the FBI? What does it mean?
3. Who was the first FBI director?
4. Where is the headquarters of the FBI?
5. What is the mission of the FBI?

**Ex. 5. Study the following new word-combinations on the topic.**

- Federal criminal violation – нарушение федеральных законов
- civil inquiries – расследование гражданских дел
- to result in convictions – закончиться осуждением обвиняемых
- to operate behind a nearly impenetrable wall – действовать за почти непроницаемой стеной
- to devote their full efforts to bringing the crime lords to justice – направлять все свои усилия, чтобы преступных магнатов привлечь к суду
- to build a strong prosecuting case – построить сильное обвинение
- the Security of Government Employees programme – программа по обеспечению безопасности высших правительственных служащих
- to pose a threat – представлять угрозу
- Crime Records Division – уголовный архив (отдел, где хранятся отчеты о совершенных преступлениях)
- the FBI's field officer – сотрудник ФБР, курирующий определенный регион или сферу деятельности
- following are the matters within the FBI jurisdiction – это те вопросы (дела), которые находятся в пределах юрисдикции ФБР
- colour of law – видимость наличия законного права

**Ex. 6. Read and translate the text with the use of a dictionary.****The Federal Bureau of Investigation**

The FBI, formally called the Bureau of Investigation, was primarily to handle criminal investigations for the Department of Justice. The FBI responsibilities continue to grow each year. The FBI handles over 200 different investigations including criminal violations, internal security matters and civil inquiries which the Government has an interest in.

Since 1945, over 95 percent of the cases investigated by its agents which came before the courts have resulted in convictions. Organized crime is a lawless empire involved in gambling, narcotics, prostitution, extortion, etc. where easy money can be made. For years organized crime operated behind a nearly impenetrable wall built on fear, intimidation, bribery, and force. Squads of highly qualified FBI agents devote their efforts in order to bring criminals to justice. They do not only detect and locate criminals, they also apprehend them. The ob-

jective is to collect sufficient physical evidence, to identify and preserve it to build a strong prosecuting case so gang leaders can be brought to justice swiftly. Cooperation is vital in the fight against organized crime. The FBI works closely with state and local enforcement agencies.

The FBI consists of **6 functional branches and the Office of the Director**. The branches include *the FBI Intelligence Branch, the FBI National Security Branch, the FBI Criminal, Cyber, Response, and Services Branch, the FBI Science and Technology Branch, the FBI Information and Technology Branch, and the FBI Human Resources Branch.*

The Criminal Investigative Division is within the Criminal, Cyber, Response, and Services Branch of the FBI and it handles cases connected with organized crime.

The largest collection of fingerprints in the world is maintained in the Laboratory Division of the Science and Technology Branch of the FBI. The FBI Laboratory is the greatest criminological laboratory in the world. During the first 35 years of its existence, this laboratory made approximately 4,000,000 scientific examinations. Today, this laboratory is a large complex of scientific equipment, staffed with over 300 employees most of whom have technical training. Included in this group are over 100 special Agents with Specialized training in a wide range of scientific fields. Many crimes are solved and many defendants are convicted on the basis of material evidence submitted to the laboratory for examination. Laboratory examinations on many occasions have proved the innocence of persons suspected of having committed crimes.

The FBI also carries out fugitive investigations. A dangerous fugitive, wanted in one state may be located through fingerprint identification after his arrest on a minor charge under a different name by a police agency in another state. Fingerprints often are the only means of identifying victims of various crimes.

The FBI fights against all elements which pose a threat to the security of the people in the United States to the Nation's security. Basically, this is a responsibility of the FBI Counterintelligence Division within the National Security Branch as well as the International Operations Division within the Criminal, Cyber, Response, and Services Branch of the FBI.

Often some of the most valuable leads in an investigation result from information already contained in the files of law enforcement agencies. A teletype network provides constant twenty four-hour contact between the FBI headquarters and all the field offices. In addition, the FBI has a radio network, completely independent of commercial facilities. This is provided by the Information and Technology Branch. The personnel of this branch as well as the Information Management Division under the Office of the Director has the task of studying the information on crime poured into the Headquarters from the FBI's field offices, local police agencies and other sources.

All FBI Agents are trained at the facilities in Washington, D.C., and the FBI Academy in Quantico, Virginia. Today the new agents have fourteen weeks of instruction. Two week retraining courses are held periodically for all agents. Although the theory of the various law enforcement arts and sciences is taught, the greater emphasis is placed on the practical skills and techniques demanded by day-to-day investigations.

The courses range from the Constitution and Federal Criminal Procedure to Investigative Techniques and the Collection, Identification, Preservation of Physical Evidence. Thorough training is given in firearms and defensive tactics in order that an agent may defend himself in the extreme situations where life may be in danger. The Training Division also provides instructors for thousands police schools conducted by law enforcement agencies in communities across the nation.

The major responsibilities of the Office of the Director are to see to it that the operations of the Bureau run smoothly and expenditures are within the limits of the annual appropriation granted by Congress. Another duty of this office is to recruit and assign the personnel needed to fulfill the various functions of the FBI.

The staff is composed of experienced, competent men who periodically review, inspect the total work performance of each field and the headquarters staff. The inspections have as their goal the improvement of management and investigative practices.

Following are the matters within the FBI jurisdiction:

- ✓ Terrorism and use of weapons of mass destruction;
- ✓ Counter-Intelligence including economic espionage;
- ✓ Organized crime including criminal enterprises specializing in racketeering, gambling, prostitution, cybercrime, human trafficking and human smuggling, drug trafficking, major theft crimes, money-laundering;
- ✓ Violent crimes such as murders, robberies;
- ✓ White-collar crimes including forgery, counterfeiting and fraud;
- ✓ Public corruption including cases of bribery and embezzlement;
- ✓ Cyber-crimes including hacking and identity theft;
- ✓ Civil law violations including hate crimes, colour of law crimes (e.g. false arrest and fabrication of evidence, excessive force, etc.);
- ✓ Bankruptcy cases.

**Ex. 7. Answer to the following questions according to the information given in the text.**

1. What does the FBI handle?
2. What are the main divisions of the FBI that you can name?
3. What are the matters within the FBI jurisdiction?
4. How are the FBI agents devoting their efforts to the fight against organized crime?

5. Who directs the efforts to locate and apprehend fugitives, escaped federal prisoners, deserters from Armed Forces?
6. Where can valuable leads in an investigation very often be found?
7. Where is the largest collection of fingerprints in the world maintained?
8. What is the value of fingerprints in a number of crimes?
9. On the basis of which evidence are many crimes solved and defendants convicted?

**Ex. 8. Match the words from both the columns on the basis of the text. Translate the word-combinations into Russian.**

**A.**

Federal Bureau of	sufficient evidence
to build	inquiries
to collect	violations
to fight against	different investigations
to handle	security
highly trained	investigation
to result in	organized crime
internal	to justice
built on	a strong prosecuting case
civil	conviction
federal criminal	FBI agents
to bring smb.	fear, intimidation, bribery, and force
to locate and apprehend	agencies
local enforcement	investigations
fugitive	criminals

**B.**

the largest collection of	fugitive wanted
to convict	criminological laboratory
a dangerous	identification
to solve	fingerprints
through fingerprint	specialized training
the greatest	defendants
special agents with	a scientific examination
to make	crimes
to set	material evidence
on the basis of	a threat to
to suspect of	the innocence of persons
to prove	having committed crimes

**C.**

the files of	the FBI
valuable	jurisdiction

collection, identification and preservation	skills and techniques
to study the information	government property
within the FBI	of physical evidence
to recruit and assign	law enforcement agencies
practical	on crime
the various functions of	the personnel
theft of	leads

**Ex. 9. Give all possible word combinations:**

**crime** (организованная, совершить, расследовать, подозревать, бороться против, раскрыть, доказать);

**to handle** (преступления, уголовные расследования, отпечатки пальцев, информация, внутренняя безопасность);

**fingerprints** (ценные, идентифицировать, обращаться с, собрать);

**fugitive** (установить местонахождение, задержать, разыскиваемый, опасный, найти, арестовать);

**evidence** (материальные, вещественные, достаточные, обеспечить, идентификация, собрать, сохранение);

**to fight against** (рэкет, организованная преступность, хищение, взяточничество, нарушение законности, азартные игры, мошенничество, вымогательство);

**investigation** (тщательное, надлежащее, уголовное, иметь дело с...).

**Ex. 10. You are going to watch the first part of the programme about the FBI Academy (8 minutes). Before you start watching carefully study the following expressions.**

The elite of the law enforcement – элита правоохранительных органов

A daunting challenge – очень сложная задача

(To undergo) a grueling training programme – (пройти) очень тяжёлую программу обучения

To bind (these) diverse recruits into one mindset – привести совершенно разных рекрутов к единому образу мыслей

Hands-on training – практическое обучение

**Ex. 11. Watch the programme and be ready to answer the questions. You will watch it twice.**

**BEHIND CLOSED DOORS: THE FBI ACADEMY**

1. How many agents worldwide does the FBI have?
2. How long does the course at the FBI Academy last?
3. What does the FBI Academy look like externally (= in its appearance)?
4. What are the facilities that the FBI Academy possesses?

5. How tough is it to get into the FBI Academy? How many applications on file do they have at present?
6. What are the general requirements to get enrolled into the Academy?
7. Is police experience necessary for selection for the FBI?
8. What are the backgrounds of the Academy graduates interviewed in the video?
9. How many recruits are undergoing a grueling training programme in Quantico at any given time?
10. How much does it cost the American government to train each new agent?
11. What is the traditional uniform at Quantico, Virginia? What is the idea behind the uniform?
12. What do recruits study in class? What are they trained to do first and foremost?
13. What kind of training are recruits given?

**Ex. 12. Translate the following sentences into English using topical vocabulary:**

1. Федеральное Бюро Расследований (ФБР) было первоначально создано для проведения расследований, связанных с нарушением федеральных законов, для Министерства Юстиции.
2. Под общую юрисдикцию ФБР попадают не менее 200 категорий федеральных преступлений.
3. В пределах юрисдикции ФБР находятся следующие преступления: терроризм, использование оружия массового поражения, насильственные преступления, рэкет (racketeering), торговля людьми и ввоз мигрантов, ограбление банка, беловоротничковые преступления, коррупция, киберпреступления и другие.
4. ФБР состоит из 6 структурных подразделений, в которые входят различные отделы, и Офиса директора.
5. Отдел уголовных расследований ФБР занимается борьбой с организованной преступностью.
6. Отряды высококвалифицированных агентов ФБР посвящают свои усилия тому, чтобы привлечь преступников к суду (=предать преступников правосудию).
7. Их задачи не ограничены тем, чтобы установить местоположение преступников и взять их под стражу.
8. Их целью также является сбор, идентификация и хранение вещественных доказательств, чтобы выстроить сильное обвинение.
9. Вещественные улики могут помочь осудить обвиняемого или доказать невиновность лица, подозреваемого в совершении преступления.
10. Поэтому лаборатория ФБР является самой большой криминалистической лабораторией в мире и содержит самую большую коллекцию отпечатков пальцев.



11. Агенты часто находят наиболее ценные версии в картотеках правоохранительных органов и уголовном архиве.
12. Агенты ФБР проходят подготовку и переподготовку в Академии ФБР, в Квантико.
13. Агенты ФБР – это опытные, компетентные лица, которые заняты совершенствованием методов управления и практик расследования преступлений.

**Ex. 13. Speak in a brief way on**

- 1) the FBI, its composition and the matters within its jurisdiction.
- 2) the Criminal Investigative Division is within the Criminal, Cyber, Response, and Services Branch.
- 3) the Laboratory Division of the Science and Technology Branch.
- 4) the Information and Technology Branch.
- 5) the Training Division of the Human Resources Branch.

**Ex. 14. INFORMATIVE READING: Read the following text and write out the main points of it in English.**

Allan Pinkerton is one of the USA's greatest detectives and one of the world's most famous sleuths. He organized the Pinkerton National Detective Agency. Pinkerton's agents took on and solved many serious crimes.

Allan Pinkerton was well known to the 19<sup>th</sup> century underworld. They knew he was incorruptible and so was his agency. They were also well acquainted with Pinkerton's tenacity; *if necessary* he would chase you to the end of the earth. The USA government formed the Federal Bureau of Investigation in 1908 and used Pinkerton's agency *as* its model.

Allan was born in 1819 in Glasgow, Scotland. His father, William Pinkerton, was a policeman. In 1842 Allan married Joan Carfrae. The same year the family moved to the USA. Pinkerton soon found himself a father. A son, William, named after his father, was born in 1846. Two other children followed soon after, twins, Robert and Joan.

*Though* Allan was a barrel-maker, in 1848 he was offered a full-time job as an investigator due to his investigative abilities and quick thinking. Allan helped the police to track down and arrest a band of counterfeiters. By the end of the year he made the highest number of arrests for burglaries and murders than any other experienced police officer in Chicago police department.

In 1850 he founded the Pinkerton National Detective Agency – its trademark was an open eye underlined with a slogan "We never sleep". Allan Pinkerton also started "the rougues' gallery" which contained detailed descriptions of known criminals including their physical characteristics, backgrounds, companions and hideouts.

In 2000 the Pinkerton National Detective Agency celebrated its 150 years of service. The Agency staff increased from 9 detectives in 1850 to 13,000

people working now in 70 departments of the firm all over the USA. Robert Pinkerton, the representative of the fourth generation of the detective's family is at the head of the firm now.

**Ex. 15. State whether the following sentences are true or false.**

1. Allan Pinkerton organized the National Detective Agency in 1850 and used the Federal Bureau of Investigation as its model.
2. He was born in New York, the USA.
3. Allan Pinkerton was incorruptible and so was his agency.
4. He was tenacious.
5. Allan helped the police to track down and arrest a band of terrorists.
6. The "rougues' gallery" contained detailed descriptions of known criminals including their physical characteristics, backgrounds, companions and hideouts.
7. The Pinkerton National Detective Agency doesn't exist anymore.
8. Allan Pinkerton is one of the world's most famous sleuths.

**Ex. 16. Find in the text the English equivalents for the following:**

преступный мир 19 века, быть названным в честь кого-то, следственные способности, к концу года, опытный офицер полиции, фирменный знак, подробное описание известных преступников, соучастники, штат агентства, во главе фирмы, представитель четвёртого поколения.

**«СТОЛИЧНАЯ ПОЛИЦИЯ ЛОНДОНА»**

**Ex. 1. Study the vocabulary on the topic**

- national police force – государственная полиция
- police services – полицейские службы
- special regional crime squads – специальный региональный отряд по борьбе с преступностью
- Criminal Investigation Department – департамент расследования преступлений
- prevent crime – предотвращать преступление
- maintain public order – поддерживать общественный порядок
- protect property – защищать собственность
- shift – смена
- wanted criminals – разыскиваемые преступники
- foot patrol – пеший патруль
- start the round – начинать обход
- patrol car duty – патрулирование на служебной машине
- Metropolitan Police – столичная полиция, лондонская полиция
- the Home Secretary – министр внутренних дел

- retire on pension – уйти на пенсию
- volunteer – доброволец

### Ex. 2. Study the UK Police Ranks.

Chief Constable	главный констебль
Deputy Chief Constable	заместитель главного констебля
Assistant Chief Constable and Commander	помощник главного констебля и командер
Chief Superintendent	главный суперинтендент
Detective Chief Superintendent	детектив главный суперинтендент
Superintendent	суперинтендент
Inspector	инспектор полиции
Detective Inspector	детектив инспектор
Sergeant	сержант
Detective Sergeant	детектив сержант
Police Sergeant	полицейский сержант
Constable	констебль
Detective Constable	детектив констебль
Police Constable	полицейский констебль
Detective Superintendent	детектив суперинтендент
Chief Inspector	старший инспектор
Detective Chief Inspector	детектив главный инспектор
Woman Police Constable	женщина-констебль

### In Metropolitan Police

Commissioner	комиссар полиции, глава Столичной полиции
Deputy Commissioner	заместитель комиссара
Deputy Assistant Commissioner	зам. помощника комиссара

### Ex. 3. Read and translate the text to find out some new information about the British Police.

#### The British Police Force

There is no national police force in Britain. There are 52 police services in the United Kingdom. There are county police forces, city forces and special regional crime squads. Each police force has its Criminal Investigation Department (CID).

The duties of police in any country are to prevent crime, maintain public order and protect persons and property. A police officer usually works an eight-hour shift. He or she begins the tour of duty with a roll call, during which the superior officer gives the day's instructions, including information on wanted criminals.

If on foot patrol, officers will start their rounds, watching people, places of business, and motor vehicle traffic. If they are on patrol car duty, they will do almost the same things. The radio in the patrol car will bring them orders to go to places where there is reported trouble. Such trouble may range from a bank robbery to stopping a fight or to picking up a stray dog from the street.

Besides regular patrol work, police duties also include crime prevention activities. In large cities the police are sometimes called in to control or break up large groups of political demonstrators. There are separate riot squads, especially trained and equipped with shields, water cannon, tear gas, and other weapons.

The London police force, called the *Metropolitan Police* (the Met), is not controlled by the local authority. It is responsible to the Home Secretary, and its chief officers are appointed by the local government. The Metropolitan Police were established by act of Parliament in 1829 by then the Home Secretary, Sir Robert Peel. Originally two Commissioners of Police for the Metropolis were appointed, together with 895 constables, 88 sergeants, 20 inspectors and 8 superintendents. Within a year a force of 3,000 men had been organized into seven divisions policing the metropolitan area, excluding the City of London. The civilian nature of the force was emphasized in the uniforms, black stovepipe hats and blue swallowtail coats.

Men had to be under thirty-five, at least five feet seven inches tall, physically fit, literate and of good character. Many recruits were former soldiers or sailors, and came from outside London.

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

There are different kinds of police officers. The great majority are ordinary police officers, that is they usually serve for 25 years or more and retire on pension. In addition there is a body of men known as Special Constabulary. It consists of volunteers who assist police services in their own time. A special constable has the powers and duties of an ordinary constable and is given almost identical uniform.

There are the following police ranks in Great Britain – chief constables, superintendents, inspectors, sergeants and constables. Intermediate ranks such as assistant chief constable, chief constable, chief superintendent, chief inspector may be adopted with the Home Secretary's approval. The structure of a police force generally depends upon its type, responsibilities and size. Each force has a senior chief officer usually called the Chief Constable though in the two London forces – the Metropolitan Police and the City of London Police – the most senior officer is the Commissioner.

**Ex. 4. Answer the following questions:**

1. How many police services are there in the UK?
2. Who provides payments to all these police services?
3. Are police services interdependent?
4. Do they usually cooperate?
5. How is the London police force called?
6. Is it controlled by the local authority?
7. What are the other police forces which protect the security of territories and properties of public authorities?
8. What is the hierarchy of ranks in the British police?

**Ex. 5. Finish the sentences according to the text and translate them into Russian.**

1. There is ... force in Britain.
2. Each separate police force has responsibility for a ... .
3. The lowest police rank in the British police is ...
4. There are ... police forces, ... forces and ... squads in Britain.
5. Besides the ordinary police forces there are various police services which protect ...
6. The duties of police in any country are ... crime, maintain ... and protect... .
7. The ... consists of volunteers who assist police services in their own time and for no pay, except expenses.
8. Each police force has a senior chief officer usually called the ...

**Ex. 6. Match the words from column A with the definitions from column B.**

<b>A</b>	<b>B</b>
1) roll call	a) an unexpected and dangerous situation that must be dealt with immediately;
2) wanted	b) the act of reading out an official list of names to check who is there;
3) security	c) a serious crime such as murder;
4) felony	d) someone who has formally asked, usually in writing, for a job, university place, etc.
5) headquarters	e) a situation in which a large crowd of people are behaving in a violent and uncontrolled way;
6) emergency	f) someone, who is being looked for by police;
7) riot	g) the place from which military operations are controlled;
8) applicant	h) things that are done in order to keep someone or something safe.

**Ex. 7. Answer the following questions.**

1. Is there a centralized national system of policing in the United Kingdom?
2. How many police services are there in the United Kingdom?

3. Are police services interdependent?
4. Who was the founder of the British police? When was it created?
5. What is the nickname of British policemen?

**Ex. 8. Translate into English using the Complex Object construction.**

1. Я слышал, как он говорил по-английски.
2. Я хочу, чтобы вы подождали меня здесь.
3. Все знают, что он лучший студент в группе.
4. Она хотела, чтобы он понял её.
5. Мы ожидали, что они приедут утром.
6. Она видела, как преступник вошёл в дом.
7. Следователь хотел, чтобы свидетель сказал правду.
8. Детектив предполагал, что подозреваемый признается в преступлении (to admit the crime), но этого не случилось.
9. Жертва не считала его виновным (guilty) в этой аварии.
10. Следователь видел, что она нервничала, когда давала показания (to testify).

**Ex. 9. Translate into English using the Complex Subject construction.**

1. Говорят, что она читает и переводит английские тексты без словаря.
2. Кажется, что он расследует то сложное дело.
3. Считают, что он хороший следователь.
4. Маловероятно, что они сделали это.
5. Полагают, что Москва была основана в 1147.
6. Известно, что мой брат говорит на пяти иностранных языках.
7. Так случилось, что он был на месте преступления, но он ничего не видел.
8. Ожидают, что этот следователь решит это дело очень быстро.
9. Сообщают, что преступление совершила группа молодых людей.
10. Его считают одним из лучших детективов в истории Скотланд-Ярда.

**Ex. 10. You are going to hear a text about the Metropolitan Police of London and creation of Scotland Yard. Before you start listening carefully study the following words and expressions.**

To encounter – встретить

The nobleman – титулованное лицо, аристократ

To overlook – обозревать, смотреть за чем-либо, следить

A service street – улица, на которой расположены обслуживающие помещения, а не жилые дома

The cutlery drawer – ящик со столовыми приборами

To deduce – делать вывод, устанавливать

To expand – расширить

A valet – лакей, слуга

**Ex. 11. Listen to the recording and be ready to answer the questions. You will listen to the recording twice.**

***Scotland Yard investigates Lord Russel's murder***

1. What was the first Met's Commissioner, Sir Richard Mayne, secretly doing during his service?
2. Why was the pressure on the Metropolitan Police of London so great to solve the case of Lord Russel's murder? What was Lord Russel?
3. Whom did Richard Mayne bring into action with him?
4. What was the original supposition about Lord's Russel murder?
5. What did the secret detectives do to break the law which had created their force?
6. Who was the murderer of Lord Russel? What chance did the successful investigation of that crime give to Sir Richard Mayne?

**Ex. 12. Render the content of the recording (ex. 11) in writing answering the given questions and using the following expressions:**

The recording is devoted to... / deals with... / concerns... / touches upon... / concentrates on... / focuses on...

The aim / the purpose of the recording is to provide the listener with some material about ... (some information about ..., some data on ...)

The speaker states ... / claims ... / maintains ... / notes that ...

**Ex. 13. Speak about the Metropolitan Police of London.**

**«СКОТЛАНД-ЯРД»**

**Ex. 1. Study the vocabulary on the topic.**

- headquarters – штаб-квартира
- the Metropolitan Police of London – столичная полиция Лондона
- detection and emergency service – служба розыска и экстренных случаев
- available police car – доступная полицейская машина
- neighboring police – полиция, находящаяся по соседству
- vehicle – транспортное средство
- the Mounted Branch – ветвь конной полиции
- the branch of Police Dogs – ветвь полицейских собак
- the River Police – речная полиция
- river boundaries – речные границы
- a photographic record – фотография
- known or suspected criminal – известный или подозреваемый преступник
- murder relicts – останки с места убийства

- forgery exhibits – фальшивые вещественные доказательства
- coining moulds – вылепленные слепки
- the royalty and nobility – королевские особы и дворянство
- a tribute – дань

**Ex. 2. Read and translate the text with a dictionary.**

### **Scotland Yard**

Scotland Yard is the headquarters of the Metropolitan Police of London. Scotland Yard is situated on the Thames Embankment close to the Houses of Parliament and the familiar clock tower of Big Ben, jurisdiction extends over 740 square miles with the exception of ancient City of London, which possesses its own separate police force.

One of the most successful developments in Scotland Yard's detection and emergency service has been the "999 system". The operator ascertains by electronic device the one of the nearest available police car, which is contacted by radio, instantly, a message is also sent by teleprinter to the police stations concerned, so that within seconds of a call for assistance a police car is on its way to the scene and all neighboring police have been notified.

Apart from the 999 Room, one of the most interesting places in Scotland Yard is the Map Room. Here is the Central Crime Map, the Deaths by Violence Map, the Accidents Map and the Vehicles Recovered.

An old-established section of the Metropolitan Police is the Mounted Branch, with its strength of about 200 horses stabled at strategic points. These horses are particularly suited to ceremonial occasions, for they are accustomed to military bands.

An interesting branch of Scotland Yard is the branch of Police Dogs, first used as an experiment in 1938. Now these dogs are an important part of the Force. One dog, for example, can search a warehouse in ten minutes, whereas the same search would take six men an hour. There is also the River Police or Thames Division, which has its own crime investigation officers who handle all crimes occurring within its river boundaries.

There are two other departments of Scotland Yard – the Witness Room (known as the Rogues' Gallery) where a photographic record of known or suspected criminals is kept, and the Museum, which contains murder relicts, forgery exhibits and coining moulds. The name "Scotland Yard" originates from the plot of land adjoining Whitehall Palace where, in about the 14th century, the royalty and nobility of Scotland stayed when, visiting the English Court. The popular nickname of the London policeman "bobby" is a tribute to Sir Robert Peel, and whose Christian name attached itself to members of the force.



**Ex. 3. Answer the questions on the text:**

1. What is Scotland Yard?
2. Where is Scotland Yard situated?
3. What can you say about the jurisdiction of Scotland Yard?
4. What is one of the most successful developments in Scotland Yard's detection and emergency service?
5. How does the operator deal with the calls about crimes?
6. What does the Map Room contain?
7. What is the name of the old-established section of the Metropolitan Police?
8. What branch was first used as an experiment in 1938?
9. What Division has its own crime investigation officers who handle all crimes occurring within its river boundaries?
10. Where is a photographic record of known or suspected criminals kept?
11. Where are kept murder relicts, forgery exhibits and coining moulds?
12. What does the name "Scotland Yard" originate from?
13. Where does the nickname of the London policeman "bobby" come from?

**Ex. 4. Finish the sentences according to the text.**

1. Scotland Yard is ... .
2. Scotland Yard is situated on ... .
3. One of the most successful developments in Scotland Yard's detection and emergency service ... .
4. The operator ascertains by electronic device ... .
5. The Map Room contains ... .
6. An old-established section of the Metropolitan Police is ... .
7. The horses are particularly suited to ... .
8. The branch of Police Dogs was first used ... .
9. One dog can ... .
10. The River Police or Thames Division has ... .
11. The Witness Room contains ... .
12. The Museum contains ... .
13. The name "Scotland Yard" originates from ... .
14. The popular nickname of the London policeman "bobby" is a tribute to ... .

**Ex. 5. Match the words from both columns and translate the word combinations into Russian.**

the Metropolitan	service
separate	Police of London
emergency	a warehouse
available	police force
search	relicts
handle	police car

murder	record
forgery	the crimes
coining	criminal
a photographic	moulds
known or suspected	exhibits

**Ex. 6. Mark the following statements as true (T) or false (F).**

1. Scotland Yard is the headquarters of the Metropolitan Police of Cardiff.
2. Scotland Yard is situated close to the Houses of Parliament and the familiar clock tower of Big Ben.
3. The jurisdiction of Scotland Yard extends over 470 square miles with the exception of ancient City of London.
4. One of the most successful developments in Scotland Yard's detection and emergency service has been the "999 system".
5. The operator ascertains by electronic device one of the nearest available police cars.
6. There is the Central Crime Map, the Deaths by Violence Map, the Accidents Map and the Vehicles Recovered in the Map Room.
7. An old-established section of the Metropolitan Police is the River Police or Thames Division.
8. The Mounted Branch has the strength of about 300 horses stabled at strategic points.
9. The horses of the Mounted Branch are particularly suited to ceremonial occasions, for they are accustomed to military bands.
10. The branch of Police Dogs was first used as an experiment in 1938.
11. One dog can search a warehouse in ten minutes, whereas the same search would take six men an hour.
12. The River Police or Thames Division has its own crime investigation officers who handle all crimes occurring within its river boundaries.
13. The Witness Room (known as the Rogues' Gallery) contains a photographic record of known or suspected criminals.
14. The Museum contains murder relicts, forgery exhibits and coining moulds.
15. The name "Scotland Yard" originates from the street adjoining Whitehall Palace.
16. The nickname of the London policeman "bobby" is a tribute to Sir Robert Peel.

**Ex. 7. You are going to hear a text about the history of Scotland Yard. Before you start listening carefully study the following words and expressions.**

To deter – удерживать от чего-либо; отпугивать; останавливать;  
 a proto-detective department – прототип отдела расследований;

to be brought to action – быть привлечённым к действию, быть представленным.

**Ex. 8. Listen to the recording and be ready to answer the questions. You will listen to the recording twice.**

***The History of Scotland Yard***

1. Why was it so important to establish a police force in London in the 19<sup>th</sup> century?
2. Did the public trust Robert Peel's new police force?
3. What was the sole function of the Met Police force?
4. What was Richard Mayne, the Met's first Commissioner, secretly doing throughout the first 11 years of his work?
5. What did he secretly set up?
6. What occasion did Richard Mayne use to prove that the police needed investigative powers?

**Ex. 9. Render the content of the recording about the history of Scotland Yard (ex. 8) in writing answering the given questions and using the following expressions:**

The recording is devoted to... / deals with... / concerns... / touches upon... / concentrates on... / focuses on...

The aim / the purpose of the recording is to provide the listener with some material about ... (some information about ..., some data on ...)

The speaker states ... / claims ... / maintains ... / notes that ...

**Ex. 10. Read and act out the following dialogue.**

**A:** Excuse me, where do you work now?

**B:** At one of the Criminal Investigation Departments.

**A.:** What are your occupational activities connected with?

**B.:** I detect national economic crimes. Are they widespread in Britain, too?

**A.:** Yes. There are many kinds of economic crimes – embezzlement, money laundering, abuse of power, etc.

**B.:** And what about bribery?

**A.:** Unfortunately, commercial bribery and bribery of public officials exist. Do you have the same problem in Russia?

**B.:** Certainly, we have. One of them is the so-called black market.

**A.:** What economic crimes do you usually deal with?

**B.:** Most of all, white-collar crimes - forgery, counterfeiting, short weighting, tax fraud, misapplication of funds, illicit enterprise etc.

**A.:** I believe, we should join our efforts in combating crime.

**B.:** True. There are a lot of law-breakers in each country.

**A.:** So long.

**B.:** See you later. Good-bye.

**Ex. 11. Make your own dialogues in pairs (use ex. 4 as an example).**

**Ex. 12. Translate the following sentences into English:**

1. Скотланд-Ярд – штаб-квартира столичной полиции в Лондоне.
2. Задача организации и создания «Новой Полиции» была поручена полковнику Чарльзу Роуану и Сэру Ричарду Мейну.
3. Два начальника, наряду с офицерами полиции и персоналом, заняли частный дом по адресу Уайтхолл, 4, задняя часть которого выходила во внутренний двор. Она была использована как отделение полиции. Это и был тот адрес, благодаря (due to) которому полиция Большого Лондона названа Скотланд-Ярдом.
4. Скотланд-Ярд расположен на набережной Темзы, рядом со зданиями Парламента и башней с часами (the clock tower) Биг Бен, и его юрисдикция распространяется (to extend) на (over) 740 квадратных миль, за исключением Сити, который обладает своей собственной отдельной полицией.
5. Административной главой Скотланд-Ярда является комиссар, который назначается (to be appointed) королевой по рекомендации (on the recommendation of) министра внутренних дел.
6. Хотя Скотланд-Ярд – это штаб-квартира всей столичной полиции Лондона, его имя всегда ассоциируется с Департаментом уголовного розыска.
7. Департамент уголовного розыска занимается всеми аспектами уголовного расследования и включает в себя отдел регистрации преступлений и преступников (Criminal Records Office), отдел по борьбе с мошенничеством, летучий отряд и другие отделы.
8. 999 – номер телефона, по которому человек может связаться с экстренными (emergency) службами, включая полицию.
9. Помимо комнаты 999, одно из самых интересных мест в Скотланд-Ярде – комната с картами. Здесь находится генеральная карта преступности, карта смертей в результате насилия, карта аварий транспортных средств.
10. Есть два других подразделений Скотланд-Ярда – комната свидетельствований (the Witness Room), где сохраняются фотографии известных преступников или подозреваемых в совершении преступлений, и музей, в котором содержатся "реликвии" убийств, а также подделки документов и денег.

### **«ИСТОРИЯ ОБРАЗОВАНИЯ ИНТЕРПОЛА, ЕГО ФУНКЦИИ, ЦЕЛИ И ЗАДАЧИ»**

**Ex. 1. Study the vocabulary on the topic «Interpol»:**

- to commit a crime – совершать преступление
- to escape across the border – бежать за границу

- to apprehend – задерживать
- to provide – обеспечивать
- to prevent crime – предотвращать преступление
- public safety – общественная безопасность
- to detect people – разыскивать людей
- police forces – полицейские силы
- wanted people – разыскиваемые люди
- to stipulate – обуславливать, предусматривать, требовать
- agenda – повестка дня
- to gain immunity within a neighbouring state – добиться неприкосновенности в пределах соседнего государства
- constant growth of international exchanges – постоянный рост международных связей
- alarming proportions – опасные пропорции
- international cooperation – международное сотрудничество
- cross-border criminal police cooperation – международное сотрудничество уголовной полиции
- reliable communication system – надежная система связи
- fugitive investigation support – поддержка беглецов в процессе расследования
- to place on alert – привести в состояние боевой готовности
- to combat international crime – бороться с международными преступлениями
- to facilitate cooperation – способствовать сотрудничеству
- drug-related crimes – преступления, связанные с наркотиками
- financial and high-tech crimes – финансовые преступления и преступления в сфере высоких технологий
- trafficking in human beings – торговля людьми
- country's domestic police – внутренняя полиция страны

**Ex. 2. Read the text and translate it using a dictionary.**

**Interpol**

The complex structures of modern societies and the constant growth of international exchanges provide more and more opportunities for international criminal activity, which has now reached alarming proportions. Because of these problems, police departments in different countries must work together to combat international crime successfully.

Interpol (the International Criminal Police Organization) is the largest international police organization in the world. It was set up in 1923 at the meeting of police officers from 20 countries in Vienna to facilitate cross-border criminal police cooperation and today has 193 member countries spread over

five continents. It supports and assists all organizations, authorities and services whose mission is to prevent or combat international crime.

Interpol comprises the General Assembly, the Executive Committee, the General Secretariat, the National Central Bureaus and the Advisers.

The General Assembly meets once a year, makes decisions regarding strategy and policy and approves finances, working methods, instruments of co-operation and programmes of activities.

The Executive Committee, which normally meets three times a year, prepares the agenda for the General Assembly, approves the programmes of activities, etc.

Interpol's General Secretariat provides a fast and reliable communication system that links police around the globe. Its priority activities concern public safety and terrorism, criminal organizations, drug-related crimes, financial and high-tech crimes, trafficking in human beings, and fugitive investigation support.

Each Interpol member country maintains a National Central Bureau (NCB) staffed by national law enforcement officers. The NCB gives assistance with overseas investigations and the location and apprehension of fugitives.

One of Interpol's most important tasks is to place member countries on alert about people who are being detected by police forces worldwide but it is a member country's domestic police who make a request to place criminals on the Interpol wanted list and it is domestic police who, for the most part, must track and arrest them.

Interpol is the sum of its constituent parts, but the General Secretariat in Lyon is the essential coordinating mechanism that gives its members access to international databases of criminal information as well as a global view on specific crimes, patterns and trends.

### **Ex. 3. Agree or disagree.**

1. Interpol was set up in 1922 at the meeting of police officers from 20 countries in Lyon.
2. Interpol was set up to facilitate cross-border criminal police cooperation.
3. There are 182 member countries spread over five continents in Interpol.
4. Interpol's General Secretariat makes decisions regarding strategy and policy and approves finances, working methods, instruments of cooperation and programmes of activities.
5. The Executive Committee prepares the agenda for the General Assembly.
6. The General Assembly provides a fast and reliable communication system that links the police around the globe.
7. Each Interpol member country maintains a National Central Bureau staffed by national law enforcement officers.
8. One of Interpol's most important tasks is to place member countries on alert about people who are being detected by police forces worldwide.

**Ex. 4. Answer the questions:**

1. What factors provide more and more opportunities for international criminal activity?
2. What makes police departments in different countries work together in combatting international crime successfully?
3. What does the word “Interpol” mean?
4. Where and when was Interpol set up?
5. What are Interpol’s priority activities?
6. What main components does the Interpol comprise?
7. Who makes a request to place the criminals on the Interpol wanted list? Who must track and arrest them?
8. What can you say about the role of General Secretariat as the essential co-ordinating mechanism?
9. Russia became the 151<sup>st</sup> member of Interpol. When did it happen?

**Ex. 5. You are going to hear a text about the history of Interpol. Before you start listening carefully study the following words and expressions.**

To contribute to smth – содействовать, способствовать чему-либо, делать вклад во что-либо;

China's Public Security Ministry – Министерство общественной безопасности Китая;

Global Complex for Innovation – Глобальный инновационный комплекс (международный центр Интерпола для борьбы с киберпреступностью);

To make a remarkable input – внести значительный вклад.

**Ex. 6. Listen to the recording and be ready to answer the questions. You will listen to the recording twice.*****INTERPOL***

1. When was Interpol established? What is its current membership?
2. What does Interpol’s work focus on?
3. What are the areas in which China has made great contributions to the work of Interpol?
4. Where has China sent numerous police officers?
5. In which sphere do Interpol and China have “excellent cooperation”, according to Interpol’s chief authorities?
6. What is the number of professional policemen in China, which allows them to form a significant part of the international police force?

**Ex. 7. Render the content of the recording about the history of Interpol in writing answering the given questions and using the following expressions:**

The recording is devoted to... / deals with... / concerns... / touches upon... / concentrates on... / focuses on...

The aim / the purpose of the recording is to provide the listener with some material about ... (some information about ..., some data on ...)

The speaker states ... / claims ... / maintains ... / notes that ...

**Ex. 8. Translate the following sentences into English:**

1. Скотланд-Ярд - штаб-квартира столичной полиции в Лондоне.
2. Задача организации и создания «Новой Полиции» была поручена полковнику Чарльзу Роуану и Сэру Ричарду Мейну.
3. Два начальника, наряду с офицерами полиции и персоналом, заняли частный дом по адресу Уайтхолл, 4, задняя часть которого выходила во внутренний двор. Она была использована как отделение полиции. Это и был тот адрес, благодаря (due to) которому полиция Большого Лондона названа Скотланд-Ярдом.
4. Скотланд-Ярд расположен на набережной Темзы, рядом со зданиями Парламента и башней с часами (the clock tower) Биг Бен, и его юрисдикция распространяется (to extend) на (over) 740 квадратных миль, за исключением Сити, который обладает своей собственной отдельной полицией.
5. Административной главой Скотланд-Ярда является комиссар, который назначается (to be appointed) королевой по рекомендации (on the recommendation of) министра внутренних дел.
6. Хотя Скотланд-Ярд – это штаб-квартира всей столичной полиции Лондона, его имя всегда ассоциируется с Департаментом уголовного розыска.
7. Департамент уголовного розыска занимается всеми аспектами уголовного расследования и включает в себя отдел регистрации преступлений и преступников (Criminal Records Office), отдел по борьбе с мошенничеством, летучий отряд и другие отделы.
8. 999 – номер телефона, по которому человек может связаться с экстренными (emergency) службами, включая полицию.
9. Помимо комнаты 999, одно из самых интересных мест в Скотланд-Ярде – комната с картами. Здесь находится генеральная карта преступности, карта смертей в результате насилия, карта аварий транспортных средств.
10. Есть два других подразделений Скотланд-Ярда – комната свидетельствований (the Witness Room), где сохраняются фотографии известных преступников или подозреваемых в совершении преступлений, и музей, в котором содержатся "реликвии" убийств, а также подделки документов и денег.

**Ex. 9. Answer the following questions.**

1. What is Interpol?
2. When was Interpol established?
3. What were the main purposes of Interpol creation?
4. What activity limitations does Interpol have?



5. When did the United States join Interpol?
6. How many member countries are there in the organization at the moment?
7. What is forbidden for Interpol?
8. Where is the Organization headquartered?

**Ex. 10. You are going to listen to a text about Interpol notices. Before you start listening carefully study the following words and expressions.**

An international alert – международное предупреждение; международное оповещение

counterparts – партнёры

an international arrest warrant – ордер на международный арест

modus operandi (pl. – modi operandi) – способ действия, метод работы

an entity – организация

to be subject to sanctions – подлежать санкциям

**Ex. 11. Listen to the recording and be ready to answer the questions. You will listen to the recording twice.**

1. What is an Interpol notice? What kind of information does it communicate?
2. How many notices are there? How many of them are colour-coded?
3. What is the best known type of notices? What is it the closest instrument to?
4. How many languages can notices be issued in? What are these languages?
5. Name some of the notices specifying what they require the National Central Bureaus to do.

**Ex. 12. Render the content of the recording (ex. 11) in writing answering the given questions and using the following expressions:**

The recording is devoted to... / deals with... / concerns... / touches upon... / concentrates on... / focuses on...

The aim / the purpose of the recording is to provide the listener with some material about ... (some information about ..., some data on ...)

The speaker states ... / claims ... / maintains ... / notes that ...

**Ex. 13. Finish the sentences translating the given information from Russian into English.**

1. Interpol, or the International Criminal Police Organization, is самая крупная организация правоохранительных органов в мире.
2. The International Criminal Police Organization was set up в 1923 г. в Вене, в Австрии, чтобы облегчить межнациональное сотрудничество полицейских.
3. The headquarters of Interpol is в Лионе, во Франции.
4. The main aims of Interpol are предотвращение преступности, а также борьба с международными преступлениями.

5. Transnational crimes which Interpol helps to investigate include терроризм, перевозку наркотиков, контрабанду, воздушное пиратство, убийство, банковское мошенничество, хищение крупных сумм, подделку документов и фальшивомонетничество, а также другие преступления.
6. Interpol comprises Генеральную ассамблею, Исполнительный комитет, Генеральный секретариат, Национальные центральные бюро, а также советников.
7. The General Assembly controls the organization's policy and makes decisions regarding стратегий работы.
8. The Executive Committee is a council consisting of 13 человек: президента, двух вице-президентов и 10-ти делегатов, избираемых Генеральной Ассамблеей.
9. The Executive Committee подготавливает повестку дня для Генеральной Ассамблеи.
10. Interpol's General Secretariat provides быструю и надёжную систему коммуникации, которая связывает полицию по всему миру.
11. Each member-country of Interpol has National Central Bureaus, представленные офицерами правоохранительных органов этой страны.
12. At present Interpol unites 192 государства, включая Российскую Федерацию, которая вступила в организацию в 1990 году.
13. Since November 2016 the Vice President of Interpol has been генерал-майор полиции Александр Васильевич Прокопчук.

**Ex. 14. Speak on the structure of Interpol and the activities of its component parts.**

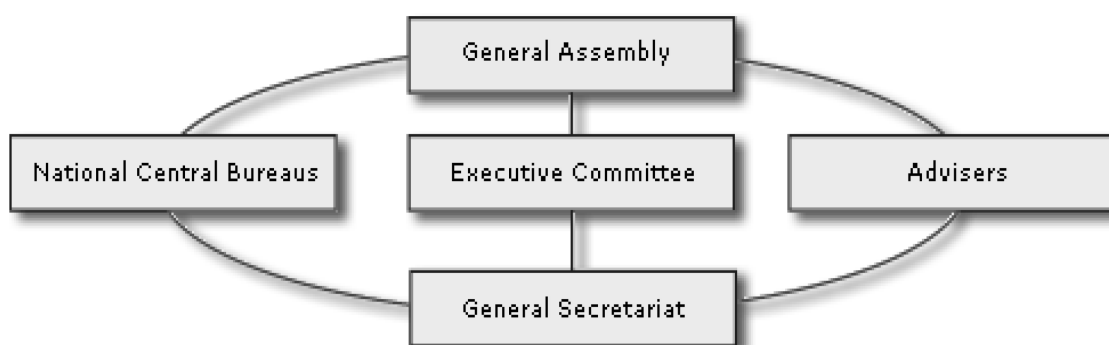
**Ex. 15. Speak about the structure of Interpol and name the functions of everybody within Interpol.**

The following words and the scheme may help you:

to consist of  
to maintain

to meet ... a year  
to provide

to make decisions  
to approve



## «ЕВРОПОЛ, ЦЕЛИ И ЗАДАЧИ»

### **Ex. 1. Read the following words correctly minding your pronunciation.**

Perspective, headquarter, a massive operation, extensive logistical planning, facilities, equipment, requirement, forward-thinking, network, advisory teams, a permanent link, to enable immediate cooperation, witness protection, available, analytical capabilities, strategic analysis, a cornerstone, Europol's approach, law enforcement authorities.

### **Ex. 2. Study the vocabulary on the topic «Europol»:**

- criminal intelligence – уголовная разведка
- to set up a police office – формировать отдел полиции
- ministerial agreement – правительственное соглашение
- intervene – вмешиваться
- illicit drug trafficking – нелегальная торговля наркотиками
- illicit immigration networks – нелегальные иммиграционные сетевые организации
- forgery of money – подделка денег
- trafficking in human beings – торговля людьми
- illicit vehicle trafficking – нелегальные автотранспортные перевозки
- money-laundering – отмывание денег
- cyber crime – компьютерное преступление
- the Europol mandate – полномочия Европола
- an information analysis unit – отдел анализа информации
- the EU Council of Ministers – Совет министров Европола
- the day-to-day administration – ежедневное управление
- the budget – бюджет
- the administrative council – административный совет
- acting as the legal representative of Europol – выступать юридическим представителем Европола
- liaison officers – координатор
- coordinating information exchange – осуществлять координацию обмена информацией
- modus operandi – способ действия
- a glossary of terrorist groups – классификатор террористических группировок
- manuals for national police services – инструкции государственной полиции

**Ex. 3. Read the following text and translate it with a dictionary.**

**From the History of Europol**

The European Union Agency for Law Enforcement Cooperation, better known as Europol, is the European Union law enforcement organisation that handles criminal intelligence. Its aim is to improve the effectiveness and co-operation between the competent authorities of the Member States in preventing and combating serious international organised crime and terrorism. The creation of Europol arose in 1989 out of an ambitious idea from Germany to set up a police office with broad powers. The germ of a European police office, the Europol «Drugs» Unit, was created by ministerial agreement on 29 October 1993 in Copenhagen, and has been in operation since January 1994 but it began its activities on 1 July 1999.

Europol's action is well defined. The Office may not intervene unless a form of crime provided by the Convention is present. Europol supports the law enforcement activities of the Member States mainly against: illicit drug trafficking; illicit immigration networks; terrorism; forgery of money (counterfeiting of the Euro) and other means of payment; trafficking in human beings including child pornography; illicit vehicle trafficking; money-laundering. In addition, other main priorities for Europol include crimes against persons, financial crime and cyber crime. All of these apply where an organised criminal structure is involved and two or more Member States are affected.

Europol is composed of:

1) **a central unit divided into services**. These departments correspond to the different criminal phenomena within the Europol mandate: fight against counterfeiting, illegal immigration, trafficking of narcotic drugs, and so on. Europol also has an information analysis unit.

The director is the head of the central unit. The Director of Europol is appointed by the EU Council of Ministers. The principal duties of the director are to carry out the day-to-day administration, the budget, and the decisions of the administrative council. The duties also include acting as the legal representative of Europol.

2) **a platform of Europol liaison officers (ELO)**. These are liaison officers who represent their Member State within the Office. They ensure, within the Office, the connection between national authorities and Europol agents.

3) **Europol national units**, whose principal task is to serve as relay in the transmission of information and requests for information between the national authorities and Europol.

There are two organs whose mission is to supervise the central unit and the exchange structure:

1) the first is **the administrative council** in which a delegate of each Member State participates, they are in essence higher police officials. It meets two to three times a year.

2) the second is **the Council of Ministers**, which is responsible for taking certain important decisions regarding the future of the Office.

Europol serves *four functions*:

1. It serves as centre for coordinating information exchange. It also serves as centre for collecting, analysing, and managing the information.

2. It carries out strategic analyses with Member States. Europol draws up: information bulletins reporting on different cases and describing new *modus operandi*; catalogues. On terrorism, Europol has created different catalogues related to national laws, the relevant services and centres of excellence. It has also drawn up a glossary of terrorist groups; manuals for national police services that contain a range of recommendations.

3. It provides advice and, in cooperation with the European Police College, organises training sessions in different fields for representatives of Member State and third country police forces.

4. It provides a stimulus for police cooperation. It organises seminars and manages networks of national experts.

The functions of Europol and Interpol look similar but what is the difference between these two organizations? Interpol and Europol are structured differently and therefore provide different possibilities for international law enforcement co-operation. Interpol is a network of police agencies in countries worldwide, whereas Europol mainly supports the EU Member States. Interpol and Europol have different but related roles in the fight against organised crime and therefore there is no competition between the organisations. To enhance international law enforcement co-operation a co-operation agreement was signed between the two organisations in 2001.

**Ex. 4. Mark the statements T (True) or F (False).**

1. Europol is the European Union law enforcement organisation that handles criminal intelligence.
2. Europol covers only some of the member states of the European Union.
3. The Europol «Drugs» Unit, was created by ministerial agreement on 29 October 1993 in the Hague.
4. The Director of Europol is appointed by the President of the USA.
5. There are five organs whose mission is to supervise the central unit and the exchange structure.

**Ex. 5. Translate into English using the text.**

Правоприменительная организация; улучшать эффективность; компетентные власти; международная организованная преступность; министерское соглашение; незаконный оборот наркотиков; незаконная торговля транспортными средствами; отмывание денег; преступления против личности; центральное подразделение; незаконная иммиграция; подразделение, занимающееся анализом информации; Совет Министров; ежедневное управ-

ление; офицер связи; национальные подразделения; запрос информации; административный совет; обмен информацией; выполнять стратегический анализ; усиливать международное сотрудничество.

## **Ex. 6. Read the text to learn more about Europol.**

### ***Is Europol a European FBI?***

No. Europol has no executive powers. The European Police Office is a support service for the law enforcement agencies of the EU Member States. This means that Europol officials are not entitled to arrest suspects or act without the approval of national authorities. *However*, the support provided by Europol consists of tools that can contribute to the executive measures carried out by the relevant national authorities. The tools are – fast information exchange, sophisticated information analysis, coordination, expertise and training.

### ***What is Europol's mandate?***

*In short*, Europol supports the law enforcement activities of the Member States mainly against:

- illicit drug trafficking;
- illicit immigration networks;
- terrorism;
- forgery of money (counterfeiting of the Euro) and other means of payment;
- trafficking in human beings including child pornography;
- illicit vehicle trafficking;
- money laundering.

*In addition*, other main priorities for Europol include crimes against persons, financial crime and cyber crime. All of these apply where an organized criminal structure is involved and two or more Member States are affected.

### ***What is the added value of having Europol as a European law enforcement agency?***

There are various advantages. To mention just two of them, Europol is a multi-disciplinary agency, comprising not only regular police officers but staff members from the various law enforcement agencies of the Member States *such as* customs (таможня), immigration services, intelligence (разведка) services, border and financial police.

Europol helps to overcome the language barriers in international law enforcement cooperation. Any law enforcement officer from a Member State can address a request to their Europol National Unit (ENU) in his / her mother language.

### ***What is the difference between Europol and Interpol?***

There are various possibilities for international law enforcement cooperation. Interpol and Europol are two of them. Interpol is an excellent network of police agencies of countries worldwide, *whereas* Europol mainly supports the EU Member States. Both Interpol and Europol have their own role

in the fight against organized crime and there is no competition between these organizations. In fact a cooperation agreement was signed between the two organizations to help strengthen international law enforcement cooperation.

***If I know about a crime committed or a criminal action in preparation, should I contact Europol?***

No, in case you know about a crime being planned or a crime that has been committed and needs to be resolved, we ask you to report to your local police. Europol has no authority to arrest criminals or investigate on information provided by citizens.

**Ex. 7. Decide if the following statements are true or false.**

1. Europol officials can arrest suspects and act without the approval of national authorities.
2. The main priorities for Europol include crimes against persons, financial crimes and cybercrimes.
3. Europol is a multi-disciplinary agency, comprising regular police officers and staff members from the various law enforcement agencies of the member states.
4. There are no differences between Interpol and Europol.
5. If you know about a crime committed or a criminal action in preparation you should immediately contact Europol.

**Ex. 8. Answer the questions.**

1. The European Police Office is a support service for the law enforcement agencies of the EU Member States, isn't it? What does it mean?
2. What tools does the support provided by Europol consist of?
3. What law enforcement activities of the Member States does Europol support?
4. Is there any competition between Interpol and Europol? What are their roles in the fight against organized crime?
5. Should you contact Europol if you know about a crime being planned or a crime that has been committed?

**Ex. 9. You are going to hear a text about the difference between Europol and Interpol. Before you start listening carefully study the following words and expressions.**

Sovereignty – суверенитет, независимость;

exclusive criminal jurisdiction – исключительная юрисдикция в проведении уголовного расследования;

on a limited scale – в ограниченном масштабе, в ограниченном объёме;

Lyon – Лион;

the Hague – Гаага.

**Ex. 10. Listen to the recording and be ready to answer the questions. You will listen to the recording twice.**

1. What crimes are known as transnational crimes?
2. What are the two international agencies involved in fighting international crime?
3. When was Interpol set up? When was Europol established?
4. Where are the headquarters of each organization situated?
5. What is Interpol mainly concerned with? And what is Europol concerned with?
6. Which powers does Europol not have, unlike Interpol?

**Ex. 11. Translate the text “Europol” with the help of a dictionary.**

### **Europol**

Nowadays, there are no boundaries for organized criminal groups. Because of modern technology and enormous resources, these groups are illegally active worldwide. In fact, organized crime represents a threat to the structure and values of our democratic systems affecting European citizens' security and freedom.

Europol is the European Union law enforcement organization that handles criminal intelligence. Its aim is to improve the effectiveness and cooperation between the competent authorities of the Member States in preventing and combatting serious international organized crime and terrorism. The mission of Europol is to make a significant contribution to the European Union's law enforcement action against crime with an emphasis on targeting criminal organizations.

Europol (the name is a contraction of European Police Office) is the European Union's criminal intelligence agency. The agency started limited operations on January 3, 1994, as the Europol Drugs Unit (EDU). In 1998 the Europol Convention was ratified by all the member states and came into force in October. Europol became fully operational on July 1, 1999.

It is a support service for the law enforcement agencies of the EU member states. Europol has no executive powers. This means that Europol officials are not entitled to conduct investigations in the member states or to arrest suspects. In providing support, Europol with its tools – information exchange, intelligence analysis, expertise and training – can contribute to the executive measures carried out by the relevant national authorities.

Europol is a multi-disciplinary agency, comprising not only regular police officers but staff members from the member states' law enforcement agencies: customs, immigration services, border and financial police, etc. Europol helps to overcome the language barriers in international police cooperation. Any law enforcement officer from a member state can address a request to their Europol



National Unit (ENU) in her / his mother tongue and receive the answer back in this language.

Three different levels of cooperation are possible: the first one is technical cooperation. The next step is strategic cooperation aimed at exchanging general trends in organized crime and how to fight it. The top level of cooperation includes the exchange of personal data and requires the fulfilment of Europol's standards in the field of data protection and data security.

**Ex. 12. Write a summary of the text outlining the main points of the content.**

**Ex. 13. Translate the following sentences into English:**

1. Европол – это агентство Европейского Союза по сотрудничеству в правоохранительной области.
2. Эта правоохранительная организация занимается криминальной разведкой.
3. Цель Европола заключается в повышении эффективности и сотрудничества между странами в области предупреждения и борьбы с серьезной международной организованной преступностью и терроризмом.
4. Европол был официально учреждён в 1999 году.
5. Европол поддерживает деятельность правоохранительных органов государств-членов в борьбе со следующими преступлениями: с незаконным оборотом наркотиков, с незаконными иммиграционными сетями; терроризмом; подделкой денежных средств, торговлей людьми, с детской порнографией, с незаконным оборотом транспортных средств и с отмыванием денег.
6. Кроме того, другие основные приоритеты для Европола включают преступления против личности, финансовые преступления и киберпреступность.
7. Европол состоит из нескольких структурных подразделений (units).
8. Первое подразделение – это центральный блок (unit), разделенный на службы.
9. Директор является руководителем центрального подразделения.
10. Директор Европола назначается Советом министров ЕС.
11. Совет ЕС назначил Кэтрин де Болл исполнительным директором Европола в мае 2018 года.
12. Второе подразделение в структуре Европола – это платформа офицеров связи Европола. Они обеспечивают связь между национальными органами и агентами Европола.
13. Третье подразделение представлено национальными единицами Европола, основной задачей которых является обмен информацией между национальными органами и Европолом.

**Ex. 14. Speak about Europol, its aims and tasks.****Ex. 15. Read and translate the dialogues. Act it out.**

1) **A:** Hallo, Peter! How are you?

**B:** Hallo, John. I haven't seen you for ages.

**A:** Are you still working at the Europol department?

**B:** You are right. I'm a Special Agent.

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

**B:** Europol's aim is to improve the effectiveness and co-operation between the competent authorities of the member states. The workers of Europol are doing their best to prevent and combat international organized crime.

**A:** Oh I see. You have such a challenging job!

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

**A:** That's true. It was nice to meet you. See you!

**B:** So long!

2) **A.:** The more I read stories about your future profession the more I get interested in it. You are an investigator, aren't you?

**B.:** You are right. I am an investigator of the CID.

**A.:** And what must the investigator know?

**B.:** A lot. He is to establish corpus delicti, reconstruct the happening, interrogate criminals, interview witnesses properly.

**A.:** Oh, now I see that the work of an investigator includes so many duties.

**Ex. 16. Make your own dialogues. Use ex. 15 as an example.****«МЕЖДУНАРОДНОЕ СОТРУДНИЧЕСТВО ПОЛИЦЕЙСКИХ»****Ex. 1. Study the vocabulary on the topic.**

- to facilitate – содействовать
- police cooperation – полицейское сотрудничество
- illicit drug production – незаконное производство наркотиков
- drug trafficking – торговля наркотиками
- weapons smuggling – контрабанда оружия
- human trafficking – торговля людьми
- money laundering – отмывание денег
- white-collar crime – «беловоротничковое» преступление (преступление, которое относится к коммерческой деятельности)
- to staff – укомплектовывать штаты, набирать кадры
- assassination – политическое убийство
- to withstand – выдерживать
- intimidation – запугивание, устрашение

- to intervene – вмешиваться
- central unit – центральное подразделение
- assistance – поддержка, помощь, содействие
- investigation – расследование, следствие
- apprehension – арест, задержание
- database – база данных
- fraud – подделка, обман, мошенничество
- intelligence – разведка, разведывательная служба
- liaison officer – офицер связи
- headquarters – штаб-квартира, главное управление
- organized crime – организованная преступность
- to cooperate – сотрудничать, взаимодействовать
- authorities – начальство, власти
- to combat – сражаться, бороться
- to comprise – включать, содержать
- border – граница
- contribution – пожертвование, взнос

**Ex. 2. Try to answer the following questions:**

1. Do you know any international organizations fighting international crimes?
2. What is a transnational crime?
3. What transnational crimes can you name?
4. Is it necessary for international organizations to combine their efforts and why?

**Ex. 3. Read and translate the text with the help of a dictionary.**

***International Police Cooperation***

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

The term «international crime», although in common use, does not necessarily refer to specific types of offence defined in law. When criminal acts, deals and schemes violate the laws of more than one country, they are said to, be cross-border, transnational or international crimes.

The UN has classified all transnational crimes into 17 groups: money laundering terrorism; theft of art works and cultural objects; theft of in-

tellectual property; illicit arms trade; hijacking of planes; piracy; hijacking on highways; fraud in insurance computer-related crime; ecological crime; trade in humans; trade in human organs drug trafficking; sham bankruptcy; penetrating legal business; corruption and bribing public figures, party leaders, and elected officials.

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

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

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

**Ex. 4. State whether the following sentences are true or false.**

- 1) The growth in cross-border crime is going on in European countries today.
- 2) The development of police international cooperation has made it easier for criminals to move around the world.
- 3) The constant growth of international exchanges provides more and more opportunities for international criminal activity.
- 4) In fact, individuals and companies rarely are subjected to pressure from criminals.
- 5) The term «international crime» refers to a specific type of offence.
- 6) When criminal acts violate the laws of more than one country, they are international crimes.
- 7) The UN has classified all transnational crimes into 19 groups.
- 8) Some offences can be classified as «international» because of the behaviour of the offenders.
- 9) Tracing and arresting offenders who commit international crimes is extremely difficult.

**Ex. 5. Match the words from both the columns and translate the word combinations into Russian.**

police	drug production
illicit	trafficking
drug	unit
weapons	crime
human	cooperation
money	trafficking
white-collar	smuggling
central	crime
liaison	laundering
organized	crime
international	officer

**Ex. 6. Listen to the criminologist, Dr. Femi Okobi, talking about transnational crime and how to combat it. Answer the following questions.**

1. Which specific crimes does Dr. Femi Okobi mention?
2. What is the relationship between globalization and transnational crime?
3. Which three organizations does Dr. Femi Okobi mention that combat transnational crime?

**Ex. 7. Read in pairs and act out the following dialogues.**

- 1) A.: I know you are a field criminalist, aren't you?  
B.: You are not mistaken. Yes, I am a field-criminalist.  
A.: Do you handle evidence?  
B.: Exactly so! I find, collect, and protect fingerprints and footprints, develop and take them if it is possible.  
A.: Do you make plaster casts of footprints?  
B.: Yes, I do it rather well.  
A.: You interrogate criminals, don't you?  
B.: No, I don't. It is not my duty.  
A.: Oh, I see. Your profession is interesting, isn't it?  
B.: Yes, you are quite right. I like my profession.
- 2) A.: Excuse me. I know your friend is an operative, isn't he?  
B.: You are not mistaken. He is one of the best operatives in the CID.  
A.: Really? Does he know special means and methods of crime solution?  
B.: Exactly so! He finds, interviews and interrogates witnesses and suspects. He locates and apprehends a suspect and a criminal.  
A.: Does he identify a criminal?  
B.: Certainly! He identifies a criminal using the methods of identification.  
A.: Oh, I see.

**Ex. 8. Make your own dialogues in pairs (use ex. 7 as an example).**

**Глава 3. Подготовка кадров для ОВД.**  
**Содержание и специфика деятельности отдельных подразделений**

**CRIME INVESTIGATION**

**Ex. 1. Name the basic stages of crime investigation.**

**Ex. 2. What are the specialists that typically work at the crime scene?**

**Ex. 3. Which specialist performs each of the following actions?**

1) An inspector of the CID (an operative)	a) brings a criminal action
	b) takes pictures of the objects
	c) gives first aid to a victim
2) An investigator	d) develops and takes fingerprints
	e) reconstructs the happening
	f) makes the record of the crime scene search
3) A medical expert	g) packs the traces for a crime laboratory
	h) directs the crime scene investigation
4) An exhibits officer (= a field criminalist)	i) makes plaster casts
	j) interrogates a suspect
	k) examines a corpse

**Ex. 4. Which stage does the investigator perform the following actions at?**

1) At the preliminary stage the investigator	a) brings a criminal action
	b) takes pictures of the objects
	c) takes measures to detain any suspect
2) At the stage of general observation the investigator	d) ensures crime scene protection
	e) makes the record of the crime scene observation
	f) ensures taking fingerprints
3) At the stage of detailed examination the investigator	g) tries to reconstruct the happening
	h) analyses the situation
4) At the final stage of the crime scene examination the investigator	i) makes a plan of search
	j) establishes eye-witnesses and witnesses

**Ex. 5. Give synonyms or synonymic expressions for the following words and word combinations:**

- 1) A CRIMINAL –
- 2) A CRIME –

- 3) CONCLUSIVE EVIDENCE –
- 4) MATERIAL EVIDENCE –
- 5) TO COLLECT THE EVIDENCE –
- 6) TO DISTURB THE EVIDENCE –
- 7) TO LOG THE EVIDENCE –
- 8) TO SOLVE THE CRIME –

**Ex. 6. Give typical collocations with the following items of vocabulary:**

- 1) A CRIME SCENE
- 2) A WITNESS / WITNESSES
- 3) EVIDENCE
- 4) A CRIME
- 5) FINGERPRINTS

**Ex. 7. Match the terms and definitions:**

1) Arson	(a) is the unlawful act of killing a person without malice.
2) Burglary	(b) is a general category of violations of the rights of individuals.
3) Felony	(c) is an offence of unlawfully setting fire to property
4) Manslaughter	(d) is any unlawful entry or remaining in the building, with the intent to commit any crime.
5) Misdemeanour	(e) is an illegal act, or omission, or an event, whether or not it is also a tort, a breach of contract or a breach of trust.
6) Murder	(f) is unlawful killing of another person with malice.
7) Offence	(g) is taking another's property unlawfully with the intent to deprive the owner of its use.
8) Robbery	(h) is a crime involving adherence to the enemy and rendering him aid and comfort.
9) Theft	(i) is a less serious crime such as driving without a valid license and creating a disturbance.
10) Tort	(j) is taking another person's property by violence or by putting them in fear.
11) Treason	(k) is a serious crime, such as murder or arson.

**Do all of these offences, except OFFENCE as a generalizing word, fall under the category of Criminal Law? Is there anything pertinent to Administrative Law or Civil Law?**

**Ex. 8. Joshua Finkelstein is a CSI officer in Colorado in the USA. You are going to hear him talking about his job. Before you listen, *put these stages of a crime scene investigation in order.***

- retrieve and record the evidence;
- document the crime scene by taking photos and making sketches;
- secure the area with a crime-scene tape;
- walk through the crime scene and observe it;
- send the evidence to the crime lab;
- talk to the victims.

**Ex. 9. Answer the following questions:**

1. What useful information can Joshua sometimes get from the victim of the crime?
2. What can sketches of a crime scene show that photographs cannot?
3. What *three* things happen to each piece of evidence collected from the crime scene?

**Ex. 10. Now I am going to show you some pictures. Your task is to label them using one of the items of our topical vocabulary.**

**Ex. 11. Expand the following sentences adding a syntactically indivisible unit at each attempt.**

1. The CSI team examined the crime scene.
2. The exhibits officer tagged the traces of blood.
3. The evidence was compelling.
4. The investigator found the culprit.

**Ex. 12. Now, you are going to watch a video clip from a TV programme devoted to the psychological aspects unreliability of eye-witness testimony. Listen to it and fill in the gaps in the topical sentences taken from the recording.**

Jim Clemente took his class of seasoned law-enforcement officers from around the country. He split them in halves, so 25 of them would actually witness a (1) \_\_\_\_\_ - \_\_\_\_ crime, and 25 of them would then interview those people.

First, the reason why people rely on eye-witness testimony is because they (2) \_\_\_\_\_ with the witness: if they are charismatic, if they are similar to them, if they are articulate, if they appear (3) \_\_\_\_\_, then the jury is going to be inclined to believe them, even though everything they are saying might be inaccurate.

Even though seasoned law-enforcement officers are trained to (4) \_\_\_\_\_ details, what happens, especially under stress, when the crime is actually happening, is that the stress causes them to (5) \_\_\_\_\_.



People can't actually (6) \_\_\_\_\_. Your brain thinks about one thing at a time. Now it can (7) \_\_\_\_\_ to multiple things in a very short period of time, but only one thing at a time.

The pieces of our memory are stored in different parts of our brain and we have to (8) \_\_\_\_\_ them \_\_\_\_\_ to come out with a memory.

There is just so much data that goes into (9) \_\_\_\_\_ an identification of someone or a memory of somebody, and a lot of the data may be unreliable, which makes the identification unreliable.

The time when eye-witness identifications are most reliable is when there is a (10) \_\_\_\_\_ - \_\_\_\_\_ relationship between the two people.

**Ex. 13. Now that we know some of the factors that can exert an impact on eye-witness statements, let us see if you can remember the details if something you have just seen correctly. I will split you into groups of two and three. One of you is an investigator, the other one or the other two in the group would be an eye-witness. Can eye-witnesses come out to me, please? Here are some cards with photos of the crimes. You will have 20 seconds to look at the picture. Pick out any card and look at it.**

**Now the investigator will interview you asking you about what you saw. (4 minutes for dialogues)**

**Now I will ask two people to come out to me. ... will be an eye-witness. So, pick out a card and have a look at what is happening there.**

**The investigator will interview you now.**

**Thank you very much. To understand if our investigators were diligent enough, let us have a look at the projection screen. The task is for the investigators to recognize the crime they are investigating and the criminal(s) they are looking for.**









**Ex. 14. As your home work you had a special case study to get yourselves familiar with. Now let us have a look at the problems pertinent to this case.**

### **A Headache to Die For: A Case Study**

#### **Part I – Some Headache...**

Sue Frost was rushing around the house as she did most other mornings trying to get herself ready for work as well as get the children ready for her husband to take to day care. Sue was the manager of a bank in a suburb of Seattle called Springville.

Sue had awakened with a slight headache and now her head was beginning to pound. She went to the medicine cabinet in her bathroom to get something for her headache. She finished getting dressed, made sure the kids were ready to go, and went back to her bathroom to put on her makeup in preparation for leaving. She was found by her husband Henry a little while later collapsed on the floor. Henry dialed 911 and the dispatcher immediately sent an ambulance to their residence. When the paramedics arrived, they found Mrs. Frost gasping for breath and barely conscious.

“Mrs. Frost, can you hear me,” said Joe, one of the paramedics on the scene. Joe spoke to his partner, “Bill, she doesn’t appear to be responsive to sounds or light; any ideas?”

Bill called the physician on duty in the ER via his radio. The physician indicated that the symptoms suggested she might have experienced a ruptured aneurysm or a drug overdose from cocaine. However, the drug overdose explanation seemed improbable since Joe and Bill found no evidence of drugs at the scene. Later, tests at the hospital indicated that there had been no internal bleeding. Family and friends who were questioned subsequently about the incident confirmed the view of the paramedics on the scene. They told investigators that Mrs. Frost was not the kind of woman likely to use drugs.

Sue Frost got progressively less responsive in the ambulance and died a short time after arriving at the hospital.

Because of the uncertainty surrounding her death, an autopsy was performed by the county coroner, William Delaforte. During the autopsy, Steven Sheath, an assistant to the medical examiner asked Dr. Delaforte, “Do you detect the faint odor of bitter almonds coming from the body?” Dr. Delaforte’s positive response led both men to the conclusion that Sue Frost had been poisoned. Samples sent to the lab confirmed that she had been poisoned, by cyanide. Henry, as well as Sue’s parents who lived in the area, insisted that she would never have committed suicide by poisoning herself. “She had everything to live for,” they all said. Thus, no one had a reasonable explanation of what happened to Sue Frost.

Numerous possibilities were considered. After numerous failures to come up with a plausible solution it was decided that any over-the-counter medica-

tions that Mrs. Frost might have taken should be examined. Bingo! It turned out that the Extra-Strength Excedrin® pain reliever capsules she had taken for her headache earlier that morning were the source of the cyanide. A follow-up test confirmed that some of the capsules remaining in the bottle found in her medicine chest contained cyanide.

About four days later, Bristol-Myers, the manufacturer of Excedrin, contacted retail stores across the country and asked them to remove all bottles of Extra-Strength Excedrin from their shelves. In the interim, the local police had discovered two other bottles of cyanide-laced Excedrin, one in Springville and one in an adjoining suburb called Auburn Hills.

The case was quickly turned over to the FBI, which has jurisdiction over all cases involving product tampering. FBI investigators began their investigation assuming that the killer might be a political terrorist or perhaps a recently fired employee of Bristol-Myers. These suspicions faded when no one called to either take responsibility or issue demands from the company.

A break in the case occurred when the FBI received a call from the Seattle police about a woman who identified herself as Mrs. Stella Penny. Mrs. Penny had told the police the following story. “I heard about the Sue Frost cyanide poisoning on the local news and began to wonder if perhaps that is what happened to my husband Bart. He died suddenly 10 days after Mrs. Frost had died and he too had taken Extra-Strength Excedrin capsules on the morning of his death. He regularly took pain relievers to help alleviate his persistent arthritis pain. Initially, I didn’t think anything about it because he had respiratory problems so I assumed that he died from some complication resulting from his respiratory illness. Later I began to wonder, could there be a connection between the two cases?”

### **Questions**

1. Why did the FBI have jurisdiction over the Sue Frost poisoning case?
2. Which other case seemed to be connected to the same product tampering as in Sue Frost’s case?
3. What should be the next step(s) in the investigation of the case called “A Headache to Die For?”
4. Why would the death certificate for Stella Penny’s husband, Bart, not have shown cyanide poisoning as the cause of death?
5. Why was it important for the FBI agents to determine if there was a possible connection between Sue Frost, a banker, and Bart Penny, a construction worker?

### **Part II – A Suspect**

A chemist in the FBI lab examined all of the tainted capsules that had been recovered so far and found something unusual; all of them contained parti-

cles of an algicide used in home fish tanks. The brand name of the algicide was even determined—Algae Destroyer™.

The FDA examined more than 740,000 capsules of the Extra-Strength Excedrin that had been sold in the Pacific Northwest and Alaska, and found only five bottles to be contaminated. Two of these five bottles had been recovered from Stella Penny's home. When asked about the bottles of Excedrin, Stella indicated that she had purchased them on different days from different stores.

The FBI's investigation included the questioning of neighbors and fellow employees of Stella Penny. All reported her to be a good neighbor and employee and indicated that she and her husband seemed to be happy. She was a grandmother with two daughters and was reported to have been devastated by her husband's death; she was described as inconsolable by some of her friends. However, the FBI soon began to consider Stella to be a suspect in the case, not a victim of an unfortunate accident. As part of their investigation they also discovered a fish tank in Stella Penny's home.

### **Questions**

1. Why was it considered unusual or peculiar to find out that all capsules containing cyanide also contained an algicide?
2. How could the algicide (which is sold in a pellet form) and the cyanide wind up in the same capsule?
3. Which factors led the FBI to begin considering Stella more as a suspect than a grieving widow?

### **Part III – The Case Begins to Unfold**

FBI agents canvassed the local pet stores and found one that had a store clerk who remembered Mrs. Penny coming in to purchase some of the Algae Destroyer algicide from him. The store clerk unhesitatingly identified a picture of Mrs. Penny when he was shown a collection of photos of middle-aged women. He said he distinctly remembered her because she had a small bell attached to her purse that jingled as she walked around the store.

The suspicions of possible involvement of Stella Penny in the death of her husband grew as the FBI did more background checks on her. It was discovered that Mrs. Penny had been convicted of check fraud, forgery, and child abuse while living in California in the late 60's and early 70's. She was no longer in trouble with the law but it was discovered that she and her husband had been in significant debt and that the bank was moving to foreclose on their home at the time of Bart's death. Being broke or living close to bankruptcy seemed to be the normal mode of existence for the Pennys.

However, investigators found that Stella had somehow managed to find the money to increase the insurance coverage on Bart's life. As a state employee, Bart had a \$31,000 life insurance policy with an additional \$105,000 should death result from an accident. Stella had increased the value of the policy with

an additional \$40,000 of accidental death coverage. Thus she stood to receive \$176,000 if Bart should die accidentally.

The FBI also learned that Stella had called the doctor who had signed the death certificate to ask if he was positive that her husband had died from emphysema, the cause listed, or if he could have been mistaken in his findings.

### **Questions**

1. Why did the FBI do a background check on Mrs. Penny?
2. Was any of the evidence gathered by the FBI sufficient to arrest Mrs. Penny for murder? Why or why not?
3. Why would Stella call the doctor who signed her husband's death certificate asking if he was sure he made the right call?
4. What would you suggest as the next step(s) in the investigation?

### **Part IV– The Daughter Talks**

Stella was brought in for questioning some five months after the start of the investigation of Sue Frost's death. Mrs. Penny agreed to take a lie detector test during questioning to prove her innocence. When she took the test several days later and was asked, "Did you lace the capsules with cyanide," she responded emphatically, "No!" The polygraph indicated that she lied. She stopped answering questions at that point and requested a lawyer.

The real break in the case came when Stella's own daughter, Regina Hicks, told the FBI agents that her mother had often talked about killing Bart, even the possibility of hiring a hit man to do the killing. She also mentioned to her daughter the possible use of cyanide to murder her husband. Regina informed the agents that her mother had researched the effects of cyanide on humans at various libraries.

### **Questions**

1. What should the agents do to get additional evidence to indict Mrs. Penny? (Hint: think about what the daughter told the FBI agents that her mother told her she had done.)
2. Speculate on why her daughter did not say anything to the police initially but later contacted them and informed them of her mother's desire to see her husband dead.

### **Part V– The Library Visit**

When the FBI canvassed all of the local libraries they found one record showing that Mrs. Penny had checked out and never returned a book entitled Human Poisoning. Upon additional investigation it was found that Stella also had checked out a book on toxic plants called Deadly Harvest on two different occasions prior to Bart's death.

The book, *Deadly Harvest*, was sent to the FBI lab and checked for fingerprints. Eighty-four of Mrs. Penny's prints were lifted from the pages of the book, most from the section that dealt with cyanide and its effects on animals.

Stella Penny was indicted on December 9, 1987 and was tried the following April. She was convicted on May 9, 1988 and sentenced to 90 years of imprisonment.

### **Questions**

1. Why was physical evidence needed to build a substantial case against Mrs. Penny?

2. Could Mrs. Penny have avoided being caught and convicted for her husband's murder? How?

3. Usually libraries are not in the habit of making the records of their patrons readily available to law enforcement agencies. How do you think the FBI obtained the information regarding Stella Penny's library activities?

## **CRIME SCENE EXAMINATION**

### **Ex. 1. Read the text.**

#### **Crime Scene Search**

As soon as an operative group gets the information of the crime committed it goes out to the crime scene. The crime scene means the place where the crime such as burglary, larceny, homicide, traffic crime or motor vehicle theft, etc. takes place.

An operative group consists of an investigator, a field-criminalist (exhibits officer, forensic scientist), a divisional inspector, an inspector of the CID (an operative), a medical expert, a dog-guide (a bobby handler). Each of them has his own duties at the crime scene. They should master special means, methods and forms of crime solution and work in close cooperation to solve the crime quickly and accurately.

The process of crime scene search usually includes preliminary, general observation, detailed search and a final stage.

At the preliminary stage the search commander (usually the investigator or the operative) directs crime scene investigation, takes measures to detain any suspect or suspects, ensures crime scene protection, establishes eye-witnesses and witnesses of a crime.

At the stage of general investigation an investigator analyses the situation, makes a plan for search. Basing on all the data gathered he tries to reconstruct the happening as to: Where, What, When, How, Why, and Who.



At the stage of detailed search the investigator makes diagrams, sketches, takes pictures of the objects of the crime scene. He finds, collects, protects evidence – fingerprints, footprints, and other traces of the criminal act.

A field-criminalist (an exhibits officer) helps an investigator to solve a crime. The role of an exhibits officer in any investigation is complex. He is responsible for crime scene and exhibits integrity. An exhibits officer records the detailed information concerning the exhibit signs, the exhibit label. He develops and takes traces of the crime act (fingerprints, footprints, a sample of hair, blood, secretions, fibers etc.) and packs the traces of the crime for a forensic laboratory, makes plaster casts, etc.

An operative (the inspector of the Criminal Detection Department) finds, interviews and interrogates witnesses, eyewitnesses, a victim and a suspect. He locates and apprehends a suspect and a criminal, identifies a criminal using the methods of identification: portrait parle, photography, the artist's sketch and identi-kit (photofit), modus operandi, line-up, fingerprinting, voiceprinting, handwriting. The operative also takes measures for search, discovery and seizure of stolen property and instruments of a crime.

Sometimes the operative has to combine the duties of different specialists of an operative group and conduct the primary investigation if he is the first to come to a crime scene.

A divisional inspector ensures crime scene protection, helps the operative to find witnesses and eyewitnesses, to apprehend a suspect.

A medical expert gives first aid to a victim or conducts an external examination of the corpse.

A bobby-handler helps to define, to locate and apprehend a criminal.

At the final stage of the crime scene search the investigator makes conclusions taking into account all available information, makes a record of the crime scene observation. If all the facts gathered during crime scene investigation show corpus delicti, the investigator brings the criminal action.

Quick and accurate solution of a crime depends on education, practical skills and a detective ability of the members of an operative group.

## **Ex. 2. Translate the following word-combinations:**

a) to obtain information; to use special means and methods of crime solution; to analyse situation; to examine a crime scene; to work in close cooperation; to make diagrams; to take fingerprints and footprints; to solve a crime quickly and accurately; to give first aid; to locate a criminal; to go out to a crime scene; to direct crime scene investigation; to establish eyewitnesses; to take pictures of the objects; to reconstruct the happening; to make a plan of search; to arrest suspects; to establish corpus delicti; to make conclusions.

b) police service; Criminal Detection Department; primary observation; general observation; final stage; detailed examination; medical expert; physical evidence; crime laboratory; operative group; practical skill; methods of identifi-

cation; instruments of a crime; the traces of a crime act; means of crime solution; discovery of a stolen property; external examination of the corpse; a detective ability.

**Ex. 3. Find English equivalents for:**

осматривать место происшествия; быстрое и полное раскрытие преступления; общий осмотр места происшествия; детальный обыск места преступления; анализировать оперативную ситуацию; оценивать ситуацию; составить план расследования; почерк преступника; следы преступного действия; делать выводы; отличительные черты преступника; снимать следы пальцев, определять состав преступления, упаковать следы, изготовить гипсовые слепки, получать информацию о совершенном преступлении; работать в тесном контакте; очевидцы; устанавливать личность преступника; обнаруживать и задержать преступника; воссоздать события преступления; устанавливать состав преступления; сфотографировать место происшествия; обыскать место происшествия; сыскные способности; составлять протокол осмотра места происшествия; возбудить уголовное дело.

**Ex. 4. Give all possible English word combinations with the underlined words.**

to identify – a criminal, a suspect, a witness, an eyewitness;

to obtain – eyewitness testimony, valuable information, confession of a suspect;

to leave – traces, clues, evidence, fingerprints, blood stains, traces of struggle;

to collect – facts, information, clues, evidence;

to present – evidence in court, eyewitness testimony;

to prove – the guilt of the accused, the innocence of the suspect;

to establish – the identity of the criminal, corpus delicti, eyewitness, motive of the crime;

to make – plaster casts, a record of the crime scene observation, a plan of search, diagrams, sketches;

to protect – crime scene, physical evidence, traces of the crime act, eyewitnesses, victims.

**Ex. 5. Chose the best words to make up word combinations. Sometimes there is more than one possibility. Compose some sentences with these word combinations:**

a)

- |                   |                      |
|-------------------|----------------------|
| 1) to solve       | a) first aid         |
| 2) to establish   | b) physical evidence |
| 3) to protect     | c) crime             |
| 4) to interrogate | d) corpus delicti    |
| 5) to take        | e) criminal          |

- |                 |                 |
|-----------------|-----------------|
| 6) to interview | f) fingerprints |
| 7) to detain    | g) suspects     |
| 8) to give      | h) eyewitnesses |
- b)
- |                |                |
|----------------|----------------|
| 1) crime scene | a) evidence    |
| 2) detailed    | b) observation |
| 3) strict      | c) property    |
| 4) stolen      | d) protection  |
| 5) crime       | e) inspector   |
| 6) special     | f) scene       |
| 7) physical    | g) means       |
| 8) divisional  | h) search      |
- c) Find the synonyms.
- |                             |                            |
|-----------------------------|----------------------------|
| 1) to arrest a criminal     | a) a photofit              |
| 2) identikit                | b) an investigation        |
| 3) to take pictures         | c) a dog-guide             |
| 4) detection                | d) to search crime scene   |
| 5) to examine a crime scene | e) to photograph           |
| 6) a bobby handler          | f) an exhibits officer     |
| 7) a field criminalist      | g) to apprehend a criminal |
| 8) to get                   | h) to learn                |
| 9) testimony                | i) a trial                 |
| 10) court                   | j) a witness               |
| 11) to come to know         | k) to obtain               |

**Ex. 6. Make up word combinations with: «a crime scene», «evidence», «a witness» with different verbs and make up your own sentences with them.**

- a) a crime scene – to go out to, to protect, to isolate, to describe, to take pictures of, to make a record of, to arrive at, to enter, to search, to investigate, to inspect, to observe, to survey, to leave ;
- b) evidence – to find, to collect and protect, to destroy, to examine, to work with, to pack, to send to a crime laboratory, to handle, to deal with;
- c) a witness – to find, to identify, to interview, to interrogate, to inform, to ask, to speak with, to search for, to work with, to describe.

**Ex. 7. Add the definitions of the corresponding actions or notions.**

1. All articles found at the crime scene which help to prove a case are called ... .
2. The prints of the hands left by a criminal on objects which he touched during the commission of the crime are called ... .
3. A person who can give information about the crime or the criminal is called ... .
4. The process of observing a crime scene and locating its objects is called... .
5. A group which goes out to the crime scene is called ... .

6. A person who takes fingerprints and footprints and other traces of the crime act is called ... .
7. If a person breaks the law it means that he commits a ... .
8. All facts and things that must be presented to court to prove the guilt of the accused are called ... .
9. A person who conducts an external examination of the corps is called ... .
10. The process of showing, recognizing, or giving a proof of who or what smth./smb. is ... .

**Ex. 8. Complete the following sentences on the basis of the text:**

1. To solve a crime quickly and accurately a criminal investigator must ...
2. To identify and locate a criminal an operative is to ...
3. An investigator makes a plan of search in order to ...
4. A field criminalist finds, develops, takes fingerprints, footprints in order to ...
5. An operative uses the methods of identification in order to ...
6. A divisional inspector ensures crime scene protection in order to ...
7. In order to help a victim a medical expert must ...
8. In order to apprehend a criminal a bobby-handler is to ...
9. To bring a criminal action an investigator is to ...

**Ex. 9. Define what specialists perform the following actions:**

- |  |  |
|--|--|
| An inspector of the CID (an operative) | a) brings a criminal action.             |
|  | b) takes pictures of the objects.        |
|  | c) gives first aid to a victim.          |
| An investigator                        | d) develops and takes fingerprints.      |
|  | e) reconstructs the happening.           |
|  | A medical expert                         |
|  | f) makes a record of crime scene search. |
|  | g) packs the traces of the crime         |
|  | h) for a crime laboratory.               |
|  | i) directs crime scene investigation.    |
| An exhibits officer                    | j) makes plaster casts.                  |
|  | k) interrogates a suspect.               |

**Ex. 10. What stage does an investigator perform the following action at?**

- |   |   |
|---|---|
| At the preliminary stage the investigator | a) brings a criminal action.                      |
| c) takes measures to detain any suspect.  | b) takes pictures of the objects.                 |
| At the stage of general observation       | d) gives first aid to a victim.                   |
| the investigator                          | e) makes a record of the crime scene observation. |

At the stage of detailed examination the investigator	f) ensures taking fingerprints. g) tries to reconstruct the happening. h) analyses the situation.
At the final part of observation the investigator	i) makes a plan of search. j) establishes eye-witnesses and witnesses.

**Ex. 11. Read Text B once more and answer the following questions:**

1. Why should you study law and master special means, methods and forms of preventing and solving crimes? 2 When does an operative group go out to the crime scene? 3. What are the main stages of crime scene search? 4. Who does an operative group consist of? 5. Who directs primary crime scene investigation? 6. What are the duties of an investigator? 7. Who develops and takes fingerprints and footprints at the crime scene? 8. What is a divisional inspector responsible for? 9. Does a medical expert give first aid to a victim? 10. When does an investigator bring the criminal action?

**Ex. 12. Read the dialogues and enact them with your group-mate.**

I

Friend. The more I read stories about your future profession the more I get interested in it. You are an investigator, aren't you?

You. You are right. I am an investigator of the CID.

F.: And what must the investigator know?

Y.: A lot. He is to establish corpus delicti, reconstruct the happening, interrogate criminals, interview witnesses properly.

F.: Oh, now I see that the work of an investigator includes so many duties.

II

Friend. I know you are a field criminalist, aren't you?

You. You are not mistaken. Yes, I am a field-criminalist.

F.: Do you handle evidence?

Y.: Exactly so! I find, collect, and protect fingerprints and footprints, develop and take them if it is possible.

F.: Do you make plaster casts of footprints?

Y.: Yes, I do it rather well.

F.: You interrogate criminals, don't you?

Y.: No, I don't. It is not my duty.

F.: Oh, I see. Your profession is interesting, isn't it?

Y.: Yes, you are quite right. I like my profession.

III

You. Excuse me. I know your friend is an operative, isn't he?

Friend. You are not mistaken. He is one of the best operatives in the CID.

Y.: Really? Does he know special means and methods of crime solution?

F.: Exactly so! He finds, interviews and interrogates witnesses and suspects. He locates and apprehends a suspect and a criminal.

Y.: Does he identify a criminal?

F.: Certainly! He identifies a criminal using the methods of identification.

Y.: Oh, I see.

### Ex. 13. Speak on the situation.

Situation 1. You are a police instructor of the police academy. The topic of your seminar is «Crime scene search». Speak about crime scene search.

Situation 2. You are an investigator of the Criminal Investigation Department. Speak about the work of an operative group at the crime scene.

### Ex. 14. Improvise dialogues according to the situation:

Situation 1: You've met a friend of yours you haven't seen for a long time. Your friend is interested in your future profession.

Situation 2: Your friend is going to become an investigator. But he knows little about this work. Tell him about it.

Situation 3: Your friend is going to become an officer of the Criminal Detection Department. He wants to know from you all about this work.

Situation 4: An investigator (an operative, a field criminalist, a divisional inspector) of the CID is your guest. Ask him questions about the functions of the members of an operative group at the crime scene. Use Table I:

Table I

«The work of an operative group at the crime scene»

	<b>Do</b>	<b>you</b>	<b>investigate crimes?</b>	<b>Yes, I do.</b>
	<b>Did</b>	<b>you</b>	<b>investigate crimes?</b>	<b>No, I didn't.</b>
	<b>Does</b>	<b>he</b>	<b>interrogate criminals?</b>	<b>Yes, he does.</b>
	<b>Did</b>	<b>she</b>	<b>commit a crime?</b>	<b>No, he doesn't</b>
				<b>Yes, she did.</b>
				<b>No, he didn't.</b>
<b>When</b>	<b>do</b>	<b>you</b>	<b>go out to a crime scene?</b>	
<b>With whom</b>	<b>do</b>	<b>you</b>	<b>analyse the situation?</b>	

<b>Where</b>	<b>does</b>	<b>he</b>	<b>collect and protect physical evidence?</b>	
<b>How often</b>	<b>does</b>	<b>he</b>	<b>take fingerprints?</b>	
<b>Why</b>	<b>do</b>	<b>you</b>	<b>interview witnesses? identify a criminal? give medical aid?</b>	
<b>Who</b>			<b>helps (helped) the investigator? goes (went) out to ...? goes gives (gave) a medical aid? takes (took) fingerprints.</b>	

Situation 5: You are the search commander of an operative group. You conduct a crime scene search. Remind the members of the operative group of their functions using *Modals Verbs (must, should, to be to, ought)*.

Situation 6: You are the search commander of an operative group. The operative group investigated a crime scene. Ask the members of the operative group what they have done at the crime scene using the construction *Have you + Past Participle*.

**Pattern:** *Have you found any traces at the crime scene?*

**Ex. 15.** Have you ever seen a unified criminalistic suitcase (унифицированный чемодан специалиста-криминалиста). Read and translate text and you come to know its content.

### **A Unified Criminalistic Suitcase**

Quick and accurate solution of a crime depends on the proper usage of crime techniques.

To search a crime scene, an investigator or a field-criminalist uses a unified criminalistic suitcase.

A criminalistic suitcase is equipped with devices for developing and taking fingerprints, footprints, microtraces. A field criminalist uses a brush and a magnetic brush to take microfractions.

You can find packing materials (little boxes, packets, bottles) for packing evidence of the criminal act for a forensic laboratory. There is a vessel with powder and plaster in the suitcase.

To find and examine microtraces a field criminalist uses optical devices (a magnifier, a criminalistic magnifier).

A unified criminalistic suitcase contains instruments for cutting (a scalpel, scissors, a glass-cutter) and for measuring (a tape-measure, a ruler, a set-square, sliding-callipers).

There is also a compass, a camera, a flash-light in this suitcase.

- 1) sliding-callipers – штангенциркуль
- 2) a compass [ˈkʌmpəs] – компас
- 3) a magnifier [ˈmægniˈfaɪə] – лупа
- 4) a tape-measure [ˈteɪpˈmeɪʒə] – рулетка
- 5) a camera [ˈkæm(ə)rə] – фотоаппарат,
- 6) a flash-light [ˈflæʃlaɪt] – фонарь
- 7) a criminalistic magnifier –

криминалистическая лупа

8) plaster [ˈplɑːstə] – гипс

9) a bottle [ˈbɒtl] – флакон

10) a ruler [ˈruːlə] – линейка

11) a scalpel [ˈskælpəl] – скальпель

12) scissors [ˈsɪzəz] – ножницы

13) a magnetic brush [mægˈnetɪk ˈbrʌʃ] – магнитная кисть

14) pincers [ˈpɪnsəz] – щипцы, пинцет

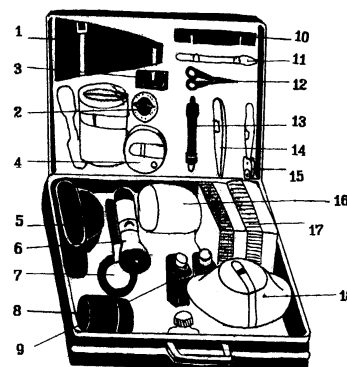
15) a glass-cutter – стеклорез

cutting pliers – кусачки

16) powder [ˈpaʊdə] – порошок

17) packing material: packets, envelopes, little boxes – упаковочный материал

18) a plate (vessel) for plaster – сосуд для разведения гипса



**Ex. 16. Listen to the text «Criminal Case» and answer the questions:**

1. What was the victim's relationship to the caller?
2. What was the date and time of the incident?
3. What were the injuries to the victim?
4. What was the address of the witness residence?
5. What was the offender wearing?
6. What were the type, color and license number of the suspect's vehicle?
7. Who advised the nephew of the victim's condition at the hospital?
8. In which direction did the offender drive away?
9. What was the telephone number of the hospital?

**Ex. 17. Listen to the text «Criminal Case» again and write down the answers to the following points:**

1. When did the police receive information? \_\_\_\_\_



2. Time and type of incident. \_\_\_\_\_
3. Location. \_\_\_\_\_
4. Grid reference. \_\_\_\_\_
5. Victim. \_\_\_\_\_
6. Injuries. \_\_\_\_\_
7. Victim's occupation. \_\_\_\_\_
8. Weapon used. \_\_\_\_\_
9. Offender's vehicle. \_\_\_\_\_
10. Offender's description. \_\_\_\_\_
11. What was the offender dressed in? \_\_\_\_\_
12. Witness's address. \_\_\_\_\_
13. What happened at the garage? \_\_\_\_\_
14. Subject of argument. \_\_\_\_\_
15. Victim's relationship to the witness. \_\_\_\_\_
16. Where did the victim go to? \_\_\_\_\_
17. Where did the offender go away? \_\_\_\_\_
18. Who called the ambulance? \_\_\_\_\_
19. Where was the victim taken? \_\_\_\_\_
20. Hospital phone and victim's condition. \_\_\_\_\_

**Ex. 18. Imagine that you are an investigator. Use the information of the text «Criminal Case» and write a Flash / Crime / Incident report using the Report Forms from the Appendix.**

**Ex. 19. Read the story and write down an Incident report and Witness Interview Plan (use the Appendix).**

On Wednesday the 11th of June, at 02:15 o'clock, a mugging incident was reported to the Police Station. The caller stated that the incident had occurred in the street ... . Immediately a police patrol was dispatched to the scene of the incident.

On arrival at the scene of the incident at 02:20 o'clock the policeman observed two men fighting. One of them was about 18 and the other was about 45 years old.

The twenty one year female witness to the incident said that at 02:15 o'clock, while she was walking along the street, she observed the old Lady and the robber.

76-year-old Lady was walking down New York's East 66<sup>th</sup> Street. She looked like an easy prey – small, grey-haired and expensively dressed. A young man came up on his bicycle and gabbed her handbag. The Lady hit him on the head with her umbrella, knocking him off his bicycle, and started screaming.

The unfortunate mugger tried to get back on his bicycle and escape, but the Lady kept hitting him. A lorry driver, hearing her screams, came and joined in the fight. The eyewitness of the incident called the police. The robber and the

lorry driver went on fighting, until a policeman arrived and took the robber. The Lady refused medical help, saying that she felt fine.

### Ex. 20. Read the text.

#### Order Maintenance

Up to the late seventeenth century, the state's principal interest in policing had been in order maintenance. The policing functions of maintaining order on the streets, riot control and detection were still regarded as separate. The phrase 'public order policing' evokes an image of officers engaged in forceful confrontation with political dissidents, pickets and those engaged in 'community disorder'.

The policing of public disorder and civil strife is quite straightforward: police fight with their opponents. Police in most jurisdictions are trained in techniques and tactics, but everywhere the outcome is much the same: since no plan survives contact with the enemy. Quelling disorder is as chaotic as many battle. Police are often hurt and killed in such fracas.

Order maintenance policing – intensified policing of disorder or incivilities – is used on a number of transport systems. It is based on the «broken windows» theory, which suggests that signs of disorder such as graffiti or drug dealing are linked with more serious crimes.

Signs of disorder lead to increasing fear of crime among the community, which in turn leads to decreasing surveillance and informal social control. It is this decreased social control, which provides the opportunity for more serious crimes. Further, it is argued, the signs of disorder also signal to offenders that the police will be less likely to intervene in offences. The increased policing of low level disorder through order maintenance policing is said to work against this process and reduce serious crime by increasing the perceived risks for offenders.

#### Vocabulary List

among <i>prep.</i>	среди
argue <i>v</i>	утверждать
decrease <i>v</i>	уменьшать
enemy <i>n</i>	враг
evoke <i>n</i>	вызвать
fear <i>n</i>	страх
fracas <i>n</i>	скандал
turn <i>n</i>	очередь
in turn	в свою очередь
incivility <i>n</i>	невежливость
increase <i>v</i>	увеличивать
offender <i>n</i>	преступник

opportunity <i>n</i>	возможность
order maintenance <i>n</i>	поддержание общественного порядка
outcome <i>n</i>	результат
perceive <i>v</i>	воспринимать
provide <i>v</i>	обеспечить
quelling <i>n</i>	подавление
reduce <i>v</i>	уменьшать, сокращать
regard <i>v</i>	расценивать
riot <i>n</i>	бунт
straightforward <i>a</i>	прямой
strife <i>n</i>	борьба
surveillance <i>n</i>	наблюдение
survive <i>v</i>	выжить

**Ex. 21. Read and translate the international words.**

Detection, policing, public, dissidents, pickets, community, battle, jurisdiction, techniques, chaotic, social, serious, tactics, confrontation, functions.

**Ex. 22. Match the English and Russian equivalents.**

civil strife	охрана общественного порядка
order maintenance policing	гражданская борьба
quelling disorder	тяжкое преступление
drug dealing	следы беспорядка
increasing fear	торговля наркотиками
state's principal interests	основные интересы государства
signs of disorder	подавление беспорядка
contact with the enemy	сталкиваться с врагом
social control	возрастание страха
serious crime	общественный контроль

**Ex. 23. Combine the words from the two columns.**

evoke	the opportunity
intervene in	offences
engaged in	crime
provide	an image
reduce	forceful confrontation
be regarded as	opponents
fight with	separate activity
principal interest	in policing
be trained in	decreasing surveillance
lead to	techniques

**Ex. 24. Complete the sentences according to the text.**

1. The phrase 'public order policing' evokes ...
2. Police in most jurisdictions are trained in ...
3. Quelling disorder is as ...
4. Signs of disorder lead to ...
5. The signs of disorder also signal to offenders that ...

**Ex. 25. Make up your own sentences using the word combinations from exercises 2 and 3.****Ex. 26. Speak on order maintenance.****Ex. 27. Read and translate the following text.****The Work of Police**

The policemen are the part of the criminal justice system that is in direct contact both with crime and the public. The entire system of courts and corrections as well as police is charged with enforcing law and maintaining order.

The work of police is complex and dangerous. One of the main duties of police officers is to prevent crime. If the crime has been committed the policemen must detect the offender, it means to locate and apprehend him. The detective takes measures for search, discovery and seizure of the stolen property and instruments of the crime. Divisional inspectors are responsible for maintaining public order in their areas. In a word, the principle task of police is to fight crime, to protect life and property of citizens. And this work is necessary and important while crime exists in our country.

*The words and word combinations you may need.*

apprehend	задерживать, арестовывать
charge with	поручать
criminal justice system	система уголовного правосудия
enforcing law	проведение в жизнь закона
prevent crime	предотвращать преступление
protect	защищать
seizure	конфискация

**Ex. 28. Translate the following words and word combinations.**

Система судов и исправительных учреждений; опасный; основные обязанности полиции; задержать преступника; обыск; украденное имущество; быть ответственным; бороться с преступностью.

**Ex. 29. Answer the questions on the text.**

1. What is the criminal justice system charged with?

2. Why is this work necessary and important?
3. What is the principal task of police?
4. What is the main duty of police officers?
5. What must the policemen do if the crime has been committed?
6. What are divisional inspectors responsible for?
7. Why are you fond of this profession?

**Ex. 30. Speak on the work of police.**

**Ex. 31. Remember the following phrases.**

All right / OK	Хорошо
By no means!	Ни в коем случае!
Here you are	Вот, пожалуйста
I am so sorry, but I can't	Извините, но я не могу
I see	Понятно
May I have a look at it?	Можно взглянуть?
Please write it here	Напишите это здесь, пожалуйста
That's all right	Ничего
That's fine!	Прекрасно!
That's impossible	Это невозможно
That's out of the question	Об этом не может быть и речи
That's right	Правильно
We (I) don't mind	Мы (я) не возражаем(ю)
What does this mean?	Что это значит?
Will you do me a favor?	Сделайте одолжение
Will you help me with this problem?	Помогите мне с этой проблемой
You are quite right	Вы совершенно правы
This way, please	Сюда, пожалуйста

**Ex. 32. Read and act out the dialogues.**

*I. A conversation at the airport*

- A:** Good morning, sir! Can I see your passport, please?  
**B:** Yes, of course. Here you are. But what's the matter?  
**A:** It is only document checking. And your ticket, please.  
**B:** Yes, of course. Here you are.  
**A:** That's fine (*looking through the documents*).  
Have you got just one suitcase?  
**B:** Yes. This bag is hand luggage.  
**A:** All right. Thank you very much! Have a nice flight.

## ***II. A conversation between a police officer and a driver***

- A:** Good morning! Your license, please.  
**B:** I'm sorry, but what the matter?  
**A:** You were driving 70 km/h in a 40 zone.  
**B:** I see. But I didn't see any warning signs.  
**A:** In any case, I must give you a traffic ticket for speeding. That's 100 rubles altogether. Please write it here. You should be more attentive next time.  
**B:** Next time I'll be more careful.  
**A:** That's right.

## ***III. A conversation in the street between a policeman and an illegal immigrant***

- A:** Excuse me, your passport, please.  
**B:** I am very sorry, but I can't.  
**A:** May I have a look at your ticket?  
**B:** *That's impossible!*  
**A:** *What does this mean?*  
**B:** I have lost all my documents. Will you do me a favor? Please let me go.  
**A:** That's out of the question. Come this way, please.

## ***IV. A conversation in the street between a policeman and a passer-by***

- A:** *Excuse me. Is there a sport club near here?*  
**B:** Yes. It is in Church Street next to the bank.  
**A:** Is it far from here?  
**B:** Yes. It takes approximately 30 minutes to get there. So you should take a number 3 bus and go four stops  
**A:** Thanks a lot.

## ***V. A conversation at the railway station***

- A:** Your passport, please. Thank you  
**B:** Have you got a visa?  
**A:** Yes, certainly.  
**B:** You are from America, aren't you?  
**A:** *Yes, I'm. I live in Los-Angeles, California.*  
**B:** How long will you be staying here?  
**A:** Oh! I'm going to study Russian here at the university. So, it'll take not less than a year.  
**B:** Your visa, please. Good luck.  
**A:** Thanks.

**Ex. 33. Role-play.** Student A is a police officer, student B is an offender. Ask and answer questions. Use the phrases below, the model and develop the situation.

**Ex. 34. Choose the right item.**

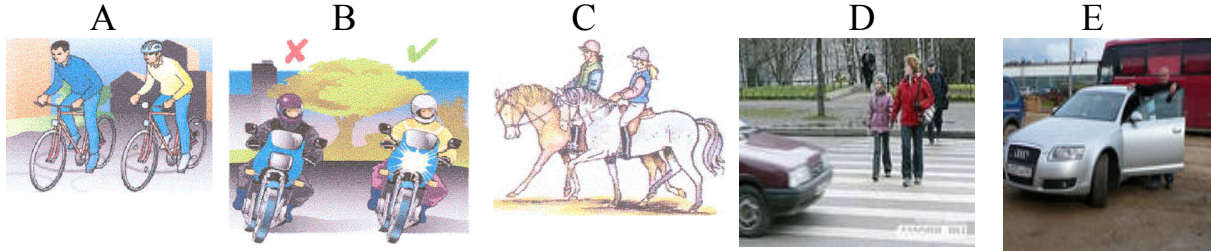
1. *The main duty of police-officers is ...*
  - a) to prevent crime
  - b) to apprehend witnesses
  - c) to fight crime
2. *The policemen are the part of...*
  - a) government
  - b) the criminal justice system
  - c) the legal system
3. *Divisional inspectors are responsible for ...*
  - a) investigating crimes
  - b) maintaining public order
  - c) apprehending
4. *Police work is necessary while crime ... in the country.*
  - a) is absent
  - b) is committed
  - c) exists
5. *Signs of disorder such as graffiti or drug dealing are linked with ...*
  - a) offenders
  - b) more serious crimes
  - c) evidence
6. *Officers are engaged ... with political dissidents, pickets.*
  - a) in forceful confrontation
  - b) in preventing crimes
  - c) in fighting crime
7. *Police in most jurisdictions ... in techniques and tactics.*
  - a) trained
  - b) are trained
  - c) have trained
8. *Signs of disorder ... to increasing fear of crime among the community.*
  - a) leads
  - b) lead
  - c) are led
9. *Police are often hurt and killed in ... disorder.*
  - a) public
  - b) community
  - c) society
10. *The work of police is ... and dangerous.*
  - a) serious

- b) useful  
c) complex

### TRAFFIC RULES

**Ex. 1. Match the road users with the pictures.**

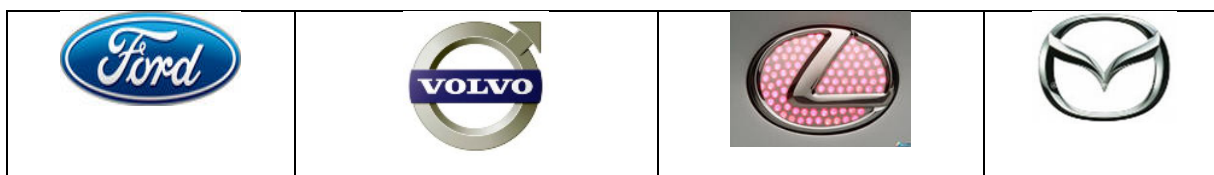
1. Pedestrian    2. Horse-rider    3. Cyclist    4. Motorcyclist    5. Driver



**Ex. 2. Match the pictures with the names of the cars.**



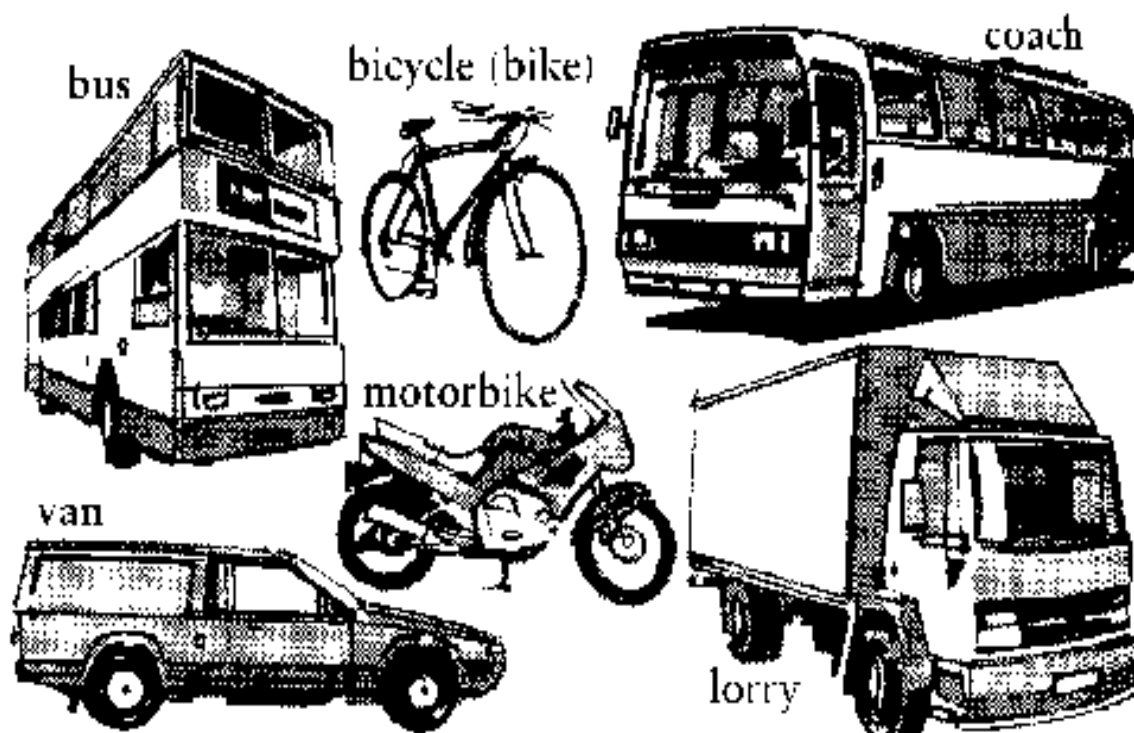




- |                  |               |             |                 |
|------------------|---------------|-------------|-----------------|
| 1. Porsche       | 8. RENAULT    | 15. PEUGEOT | 22. Volkswagen  |
| 2. Ford          | 9. DODGE      | 16. LADA    | 23. Lamborghini |
| 3. OPEL          | 10. Toyota    | 17. Jaguar  | 24. Maserati    |
| 4. Mercedes-Benz | 11. BMW       | 18. Volvo   | 25. Mazda       |
| 5. Nissan        | 12. Lexus     | 19. AUDI    | 26. Mitsubishi  |
| 6. Hyundai       | 13. Chevrolet | 20. ГАЗ     | 27. Bently      |
| 7. Citroen       | 14. Daewoo    | 21. KIA     | 28. Honda       |

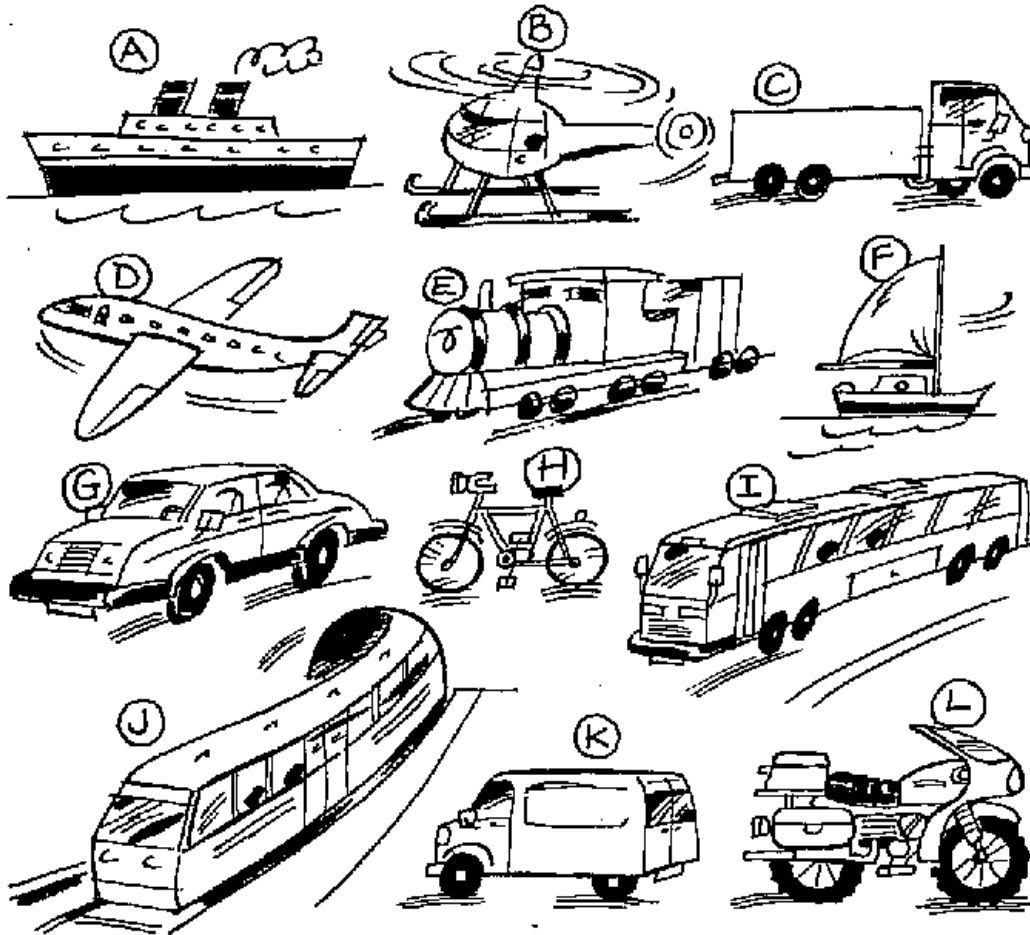
**Ex. 3. Study the picture. Guess the translation of the words.**

Vehicle is a general word for all types of road transport.



**Ex. 4. Match each of the following words with the correct letter in the picture below.**

Aero(plane)      car      ship      motor-bike (motor-cycle)  
 Lorry      bus      train      bike (bicycle)  
 Helicopter      van      boat      underground train

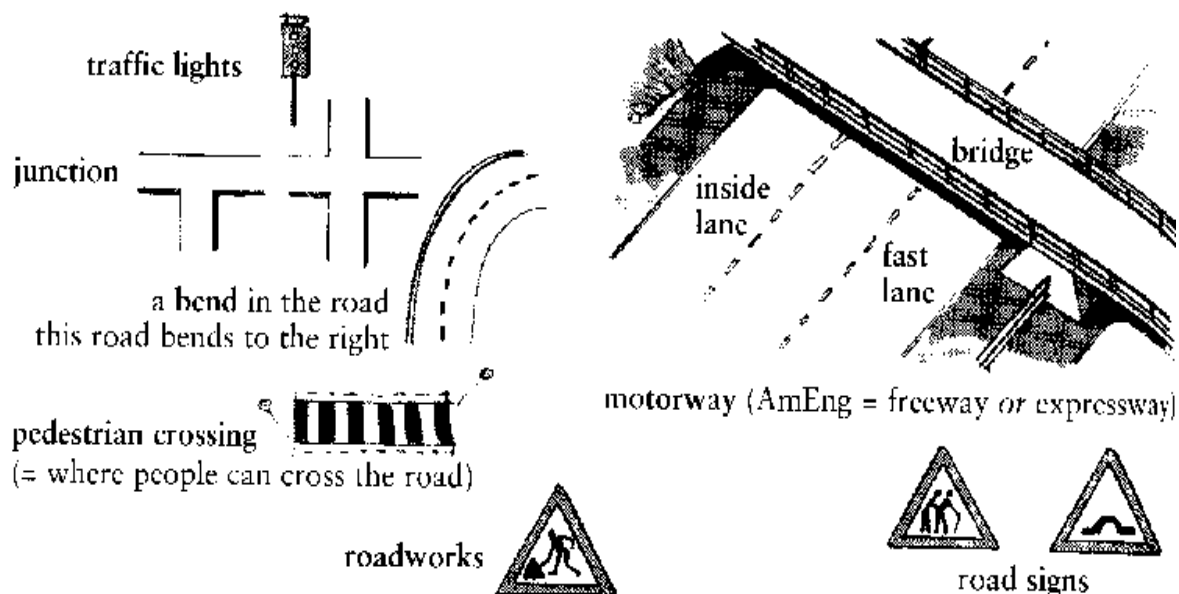


**Ex. 5. Study the words. Translate them. Make use of the dictionary.**

bus	train	plane	taxi	bicycle	Car
driver	driver	pilot	driver	cyclist	driver
drives	drives	flies	drives	rides	drives
fare	fare	air fare	fare	-	-
catch / take	catch / take	take	take	go on	go by
get on / off	get on / off	get on / off	get in / out	get on / off	get in / out
Bus station	Railway station	airport	Taxi rank	-	-

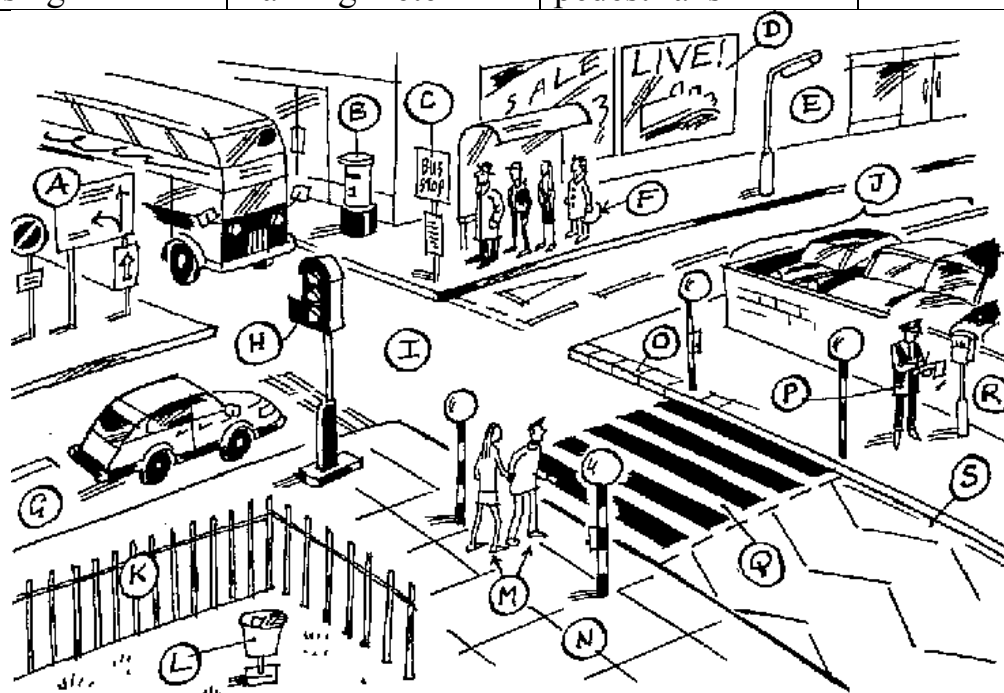
Ex. 6. Study the picture. Guess the translation of the words.

### Road features



Ex. 7. Match each word in the following list with the correct letter in the picture below.

kerb	Car park	queue	Litter-bin
signs	Post-box	poster	Parking warden
road	Lamp-post	pavement	Traffic-lights
Bus-stop	gutter	crossroads	Railings
crossing	Parking meter	pedestrians	



**Ex. 8. A. Complete the following sentences with the correct words from the previous exercise.**

1. We stand in a ... to wait for a bus at a ....
2. The cars wait until the ... turn to green.
3. You can cross the road at a ....
4. Big advertisements are called ...s.
5. We should put waste paper in a ....
6. A ... has to make sure that motorists use ...s correctly.

**B. Put the correct words from the following list in the sentences below.**

*on                      at                      in                      to*

1. You can leave your car ... a car park or ... a parking meter.
2. They stood ... a queue ... the bus stop.
3. Put that ... a litter-bin.
4. The traffic lights have turned ... red.
5. The pedestrian was just standing ... the pavement.

**Ex. 9. Fill the gaps with the correct words.**






1. Don't forget to ... your belt when you ... the car.
2. There was a bad accident this morning. One driver died, the other driver was badly ..., and both cars were badly ....
3. In the morning, the ... starts at about 7 o'clock and goes on until at least 9.30. Then it starts again about 4.30 in the afternoon.
4. It was raining, so when I ... the car didn't stop quickly enough, and I ... into the back of the car in front.
5. The bicycle hit me just as I stepped of the ... to cross the road.
6. The car ....., so I phoned the garage and they sent someone to repair it.
7. There was a terrible ..., and that's why it took me two hours to get home in the car.
8. I was doing about 65 mph on the inside ... of the motorway, and suddenly a car ... me doing 90 mph.

**Ex. 10. What kind of transport is it? Write down the words.**



1 ..... 2 ..... 3 ..... 4 ..... 5 .....

**Ex. 11. Many road signs are international. Do you know or can you guess what they mean?**









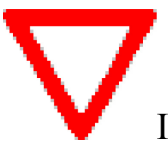







 1. You can't ....	 4. You can't ...	 7. Traffic ...
 2. 50 miles per hour is the ...	 5. The end of ...	 8. You can't ...
 3. You can't ...	 6. A car ...	 9. ...

- a) overtake
- b) parking
- c) highway
- d) speed limit
- e) turn to the right
- f) road works
- g) stop
- h) park









**Ex. 12. Match the two columns.**

1. <b>Warning Signs</b>	A. set priority intersections, cross the roadway or narrow sections of road.
2. <b>Signs of priority</b>	B. inform about the location of settlements and other objects, as well as established or recommended modes of traffic.
3. <b>Prohibitory</b>	C. inform drivers of approaching a dangerous section of road traffic which requires action, the relevant circumstances.
4. <b>Special regulation</b>	D. impose or cancel certain modes of motion.
5. <b>Information signs</b>	E. introduce or repeal certain restrictions of movement.

**Ex. 13. Study the traffic signs of the Russian Federation (Appendix "Presentation of Traffic Rules"). You already know that all signs are divided into Warning Signs, Signs of Priority, Prohibitory, Special regulation, Signs Service. Distribute the following signs into five groups accordingly.**

 A	 B	 C	 D
 E	 F	 G	 H
 I	 J	 K	 L
 M	 N	 O	 P

**Ex. 14. Denote what the following signs mean.**

1. 	A. "Crosswalk". Pedestrian crossing
2. 	B. "Road Work"
3. 	C. "Traffic lights regulate" Crossroads, crosswalk or a section of road movement which regulated by traffic lights.
4. 	D. "Adjacency secondary roads"
5. 	E. "Movement without stopping is prohibited"
6. 	F. "Dangerous bend"
7. 	G. "Two-way traffic". The beginning of the road (carriageway parts) with oncoming traffic.
8. 	H. "The end of the main road"

**Ex. 15. Cross out the incorrect word in these sentences.**

1. You mustn't ride / drive a motorbike without a crash helmet.

2. She told him to get in / on the car and fasten his belt.
3. Bus fares / tickets are getting more expensive.
4. Trains to the airport travel / run every half hour.
5. The pilot couldn't drive / fly the plane in such a bad weather.
6. I'll have a look at the train schedule / timetable to find out when the next one arrives.
7. We were late, so we had to take / catch a taxi.
8. I left my house a bit late and I lost / missed the bus.

**Ex. 16. Match the words and their combinations with the translation.**

**A)**

1) traffic rules	a) светофор
2) highway code	b) ответственность
3) to share responsibility	c) совершить преступление
4) traffic lights	d) правила дорожного движения
5) law and order	e) штрафовать
6) responsibility	f) соблюдать правила
7) to commit an offence	g) дорожный кодекс
8) to obey the rule	h) сократить количество ДТП
9) to reduce road accidents	i) нести (разделять со всеми) ответственность
10) to fine	j) закон и порядок

**B)**

traffic	Движение
Safety	Безопасность
Dangerous	Опасный
Rule	Правило
Violator	Нарушитель
Inspector	Инспектор
Accident	происшествие
Penalty	Наказание
To involve	Вовлекать
To obey	Подчиняться
To disregard	Игнорировать
To regulate	Регулировать
Road	Дорога
Necessary	Необходимо
Careful	Осторожный
To prohibit	Запрещать
To drive	Управлять автомобилем
To deliver	доставлять

**Ex. 17. Make up word combinations.**

traffic	safety
	Rules
	Accident
	Violator
	Lights
	inspector

**Ex. 18. Read and translate the proverb. Give possible Russian variants.**

It's better to be safe than sorry.	Тише едешь, дальше будешь. Семь раз отмерь, один раз отрежь.
------------------------------------	---

**Ex. 19. Complete the sentences:**

It's prohibited to	Cross the road in the wrong place
It's impossible to	Obey the traffic rules
It's dangerous to	Eliminate accidents
It's easier to	Observe traffic rules
It's important to	Cross the street on the red light
It's necessary to	Cross at the zebra crossing
It's possible to	Be careful

**Ex. 20. Find odd word out.**

- A driver, a bicyclist, a pedestrian;
- To observe, to disregard, to pay;
- A violator, a bus, an offender
- Red, Blue, green, yellow
- Identity papers, driver's license, passport

**Ex. 21. Agree or disagree.**

1. It's possible to eliminate traffic accidents.
2. Traffic inspectors regulate traffic.
3. Pedestrians should observe traffic rules.
4. Traffic inspectors deliver first aid.
5. Cross the street on the red light.
6. It's possible to park your car wherever you want.
7. It's dangerous to cross the street in the wrong place.
8. It's important to be careful.
9. It's necessary to disregard inspector's signals.
10. Traffic is very heavy nowadays.



11. Traffic rules are simple.
12. Drivers don't care about pedestrians.

**Ex. 22. Read and translate into Russian. Use a dictionary.**

- A.** The driver of a vehicle must stop and stay stopped for a pedestrian crossing the roadway within any marked crosswalk, but shall yield the right-of-way to a pedestrian crossing the roadway within an unmarked crosswalk at an intersection, except at crosswalks when the movement of traffic is being regulated by police officers or traffic control signals, or where otherwise prohibited by municipal, county, or State regulation, and except where a pedestrian tunnel or overhead pedestrian crossing has been provided, but no pedestrian shall suddenly leave a curb or other place of safety and walk or run into the path of a vehicle which is so close that it is impossible for the driver to yield.
- B.** Whenever any vehicle is stopped to permit a pedestrian to cross the roadway, the driver of any other vehicle approaching from the rear shall not overtake and pass such stopped vehicle.
- C.** Every pedestrian upon a roadway at any point other than within a marked crosswalk or within an unmarked crosswalk at an intersection shall yield the right-of-way to all vehicles upon the roadway.

### **Traffic Rules Violation**

**Ex. 23. Read the text “Types of Violations”.**

#### **Types of Violations**

The primary purpose of traffic-violation regulations is to deter unsafe driving and to educate and reform bad drivers. Studies have shown that traffic offenders generally keep many traffic violations, but most people obey the laws. Compliance with the laws increases when drivers believe they will be caught and decreases when they perceive they can get away.

A moving violation occurs whenever a traffic law is violated by a vehicle in motion. Some examples of moving violations are speeding, seat-belt usage, running a stop sign or red light, and drunk driving. A non-moving violation, by contrast, is usually related to parking or faulty equipment. Examples include parking in front of a fire hydrant, parking in a no-parking zone.

Most traffic offenses are minor offenses, not crimes. They are not punishable by imprisonment.

The more serious traffic offenses are punishable by a fine or even imprisonment. Such traffic offenses are: operating a motor vehicle while under the influence of alcohol, leaving the scene of accident, engaging in a speed contest, driving while your license is suspended are misdemeanors. Driving a vehicle which is not insured is a misdemeanor.

Common moving violations are:

- . exceeding the speed limit (speeding)
- . driving too slowly for road conditions, particularly in a left-hand lane
- . running a stop sign or red traffic light
- . failure to yield to another vehicle with the right-of-way
- . failure to signal for turns or lane changes
- . failing to maintain a single lane
- . crossing over a center divider
- . failure to use a seat belt
- . failure to stop for a pedestrian in a crosswalk
- . failure to stop for a school bus when children are boarding or exiting.

More serious violations include:

drunk driving  
reckless driving  
street racing  
vehicular homicide.

**Ex. 24. Read the following opinions on the problem “Traffic Violations: What Should Be the Penalty?”**



In principle, traffic laws are in place to protect the public, both drivers and pedestrians; however, in my travels around the world, I notice that traffic laws are not always enforced. In looking at traffic laws in your country, are these laws obeyed by the majority of people? Which ones are the most difficult to be enforced? What are the penalties for violating the law in these cases: running a red light, illegal parking, drunk driving, and driving without a license?

**Please share your thoughts on this topic.**

1. "Traffic laws are in place to protect the public, both drivers and pedestrians." This would be great if it really worked in practice. In Brazil, not all citizens seem to respect the current laws, and it appears that the more money one has, the more difficult it is to enforce the law on them. The rich think they're above the law. However, these people quite often end up being involved in serious accidents. Too bad most of the penalties here involve paying fines – and the amount of money may vary according to how serious the violation was. Reckless drivers should be educated. I think they should do some sort of volunteer work for their local communities for a given period of time – depending on the violation. Paying fines won't help these people to raise awareness of how dangerous it is not to obey the traffic laws already in place for their own safety.
2. We often can watch and hear more people died by traffic accidents from report of TV and newspaper, but these couldn't catch some people eyes. They sill keep running a red light, illegal parking, drunk driving, and driving without a license. Main young adult are violation in Traffic laws. I don't know why they like running so fast, why don't think the aftereffect. Except paying fine for vio-

lation of traffic regulation, they also need to be punished doing something like as managing pedestrian crossing. We should teach and awake our kids complying with traffic laws; it is every citizen society-duty.

3. Traffic rules should be observed by the community in order to ensure people's security. It is the fact that numerous traffic accidents are reports on the media as a result of laws violation. Running red light, drunk when driving, driving without license are most common causes. In order to enforce the traffic laws, the government has imposed a number of severe penalties involving heavy fine and vehicle temporary hold.

**Ex. 25. A. What are common traffic violations and how do they threaten public safety (for example, following cars too closely, can result in rear end collisions if the car in front of you stops suddenly)?**

**B. Listen to the conversation "Traffic Ticket" and answer the questions.**

1. What law did the driver break in the school zone?

- A. *He didn't yield to children crossing the road.*
- B. *He parked illegally near the school.*
- C. *He exceeded the speed limit.*

2. What happened at the intersection?

- A. *The driver didn't use his turn signals.*
- B. *The driver didn't come to a complete stop.*

3. *The driver failed to yield to other drivers.*

What does the police officer tell the man about his driver's license?

- A. *The license is no longer valid.*
- B. *The driver is using someone else's license.*
- C. *The license is only good for 6 more months.*

4. What can be implied from the driver's conversation about the officer's name?

- A. *The driver plans to report the officer to his superiors.*
- B. *The driver tells the officer that they have met before.*
- C. *The driver hints that the officer could let him off.*

5. What happens at the end of the conversation?

- A. *The driver gets a ticket.*
- B. *The officer arrests the driver.*
- C. *The driver is taken to court.*

**Ex. 26. Match the items on the right to the items on the left. Use the words and word combinations from the text "Traffic Ticket".**

1. You should reduce your speed in a school _____.	A. fine
2. I couldn't tell how fast I was driving because my _____ was broken.	B. odometer

3. Slow down and turn right at the next _____.	C. intersection
4. The police _____ his car because he parked it illegally.	D. zone
5. My sister had to pay a large _____ for running a red light.	E. impounded

**Ex. 27. Part I: Listen and read the text “Road Maps and Traffic Safety”. Read along with the audio recording.**

I sometimes drive to work in the morning. I get on the highway near my house at Exit 219, heading southbound toward downtown. The three-lane highway is often congested that time of morning, but I use the carpool lane that's reserved for cars with two or more passengers. I usually travel with a colleague to work. If I'm traveling to work by myself, then I usually stay in the right lane unless I'm passing another vehicle. I always drive the speed limit because I don't want to get pulled over for speeding. Furthermore, it's much safer to drive the speed limit than to speed and cause an accident. I also make sure I use my turn signals as I change lanes, and I maintain a safe distance behind the car in front of me. Once you reach the city, the traffic slows, and you often have to drive bumper-to-bumper for a few miles. I get off the highway downtown. If you haven't driven this stretch of highway before, I suggest you buy a road map to help you navigate yourself around town.

**Part II: Discussion**

What are the traffic conditions like in your city? Does it take longer to drive somewhere than to take public transportation? Are traffic laws carefully enforced by police officers?

**Part III: Online Investigation**

There are many online tools to allow you to create a map and driving directions from one point to another. Find one such service and plot directions from your house to a famous landmark in your city. If such maps are not available for your area, then create a map from a hotel to a famous site in the city of your choosing where such online maps can be used. Finally, explain the directions to a partner.

**Ex. 28. Read dialogues between a police officer and a traffic violator. Act them out.**

1.

- Please, stop.
- What's the matter?
- Your driver's licence, please.
- Here you are.
- You have to pay a fine.
- What for?

- You have violated traffic rules. You have failed to give a turn signal before making a turn.
- You are right. Excuse me.
- Come with me to my car to clear up the question and sing the record.

**2.**

- Good morning. Sergeant Ivanov. Show me your driving licence, please.
- Here you are.
- You must pay a fine.
- Why?
- You've broken road traffic rules.
- Well, I didn't notice.
- You've parked your car in the wrong place, there is no parking here at all.
- Excuse me, please. I didn't know that parking is prohibited here.

**3.**

- Your driving license, please.
- Here you are.
- You've violated the traffic rule.
- Which one?
- You've exceeded the speed limit. Do you know that there is a speed limit here?
- No, I don't.
- You must pay a fine.
- Yes, sure.

**4.**

- Show me your driving licence, please.
- Here you are.
- You must pay a fine.
- Why?
- You've violated road traffic rules.
- What's the matter?
- You have disregarded signals.
- Excuse me, I just didn't notice.

**5.**

- Your driving license, please.
- What's the matter?
- You're driving under the influence of alcohol. You've broken road traffic rules. You are driving with the speed not less than a hundred km. I'm removing you from driving.
- I don't agree.
- Come with me to the police station to clear up the question.

**Ex. 29. P.O.:** Let me introduce myself. ... You've broken road traffic rules. You've parked the car in the wrong place.

F.: Sorry, I didn't know about it.

P.O.: Your driver's licence, please.

F.: Here it is.

P.O.: You must pay a fine.

F.: All right.

## 6.

P.O.: Let me introduce myself. ... You've broken road traffic rules. There is a speed limit here. You've exceeded the speed limit by 20 kilometres.

F.: I'm sorry. I was in a hurry and didn't pay attention to it.

P.O.: Your driver's licence, please.

F.: Here it is.

P.O.: You have to pay a fine.

F.: OK.

## 7.

P.O.: Let me introduce myself. ... You've violated road traffic rules. You've gone through a red light.

F.: I'm sorry. I was in a hurry and didn't notice it.

P.O.: Your driver's licence, please.

F.: Here it is.

P.O.: You must pay a fine.

F.: All right.

## 8.

P.O.: Excuse me, sir.

F.: Yes?

P.O.: Is this your car?

F.: Yes, it's mine. What's the matter?

P.O.: You have ignored the traffic sign. Parking is prohibited here.

F.: Really? I'm sorry. I didn't know that parking is prohibited here. I didn't see the sign.

P.O.: Your driver's licence, please.

F.: Here you are. Where can I park the car?

P.O.: The parking is round the corner. I'm sorry, sir, but I have to fine you.

F.: What for?

P.O.: You must pay a fine for parking the car in the wrong place.

## 9.

P.O.: Let me introduce myself. ... You've broken road traffic rules. You haven't fastened your seat belt.

F.: I agree. Sorry, I have forgotten about it.

P.O.: Your driver's licence, please.

F.: Here it is.

P.O.: You must pay a fine for unfastened seat belt.

F.: All right.

**10.**

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

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

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

**F.:** Here it is.

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

**F.:** OK.

**11.**

**P.O.:** Let me introduce myself. ... You've broken road traffic rules. You've violated the rules of overtaking.

**F.:** I was in a hurry.

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

**F.:** Here it is.

**P.O.:** I have to take your driver's licence until the court decision. I'll draw up the report. You can be disqualified from driving for violating the rules of overtaking.

**F.:** OK.

**12.**

**P.O.:** Let me introduce myself. ... You've broken road traffic rules. You've parked the car in the wrong place.

**F.:** Sorry, I didn't know about it.

**P.O.:** Your driver's licence, please.

**F.:** I have no papers.

**P.O.:** You must follow me to the police station.

**F.:** All right.

**Ex. 30. Make up your own dialogues. Make use of the following violations:**

- to commit a traffic offence
- to drive while under the influence of alcohol
- to exceed the speed limit
- to follow another vehicle too closely
- to make improper turning movements
- to drive on centre lines
- to disregard signals
- to violate the safety of pedestrians
- not to give a turn signal before making a turn
- not to get into the proper lane
- not to comply with traffic signals
- to park the car in the wrong place
- to run a stop sign

- to run a red light
- to overstep the speed limit
- not to keep a safe distance behind the car

### **Types of punishment:**

- to pay a fine
- to give a warning
- to detain a car
- to remove from driving
- to have a medical examination
- to suspend the driver's license

### **Ex. 31. Read and translate the text “Traffic Accidents”.**

#### **Traffic Accidents**

Roads are part of everyday life. Near everyone uses them every day, as a driver, vehicle passenger, cyclist or pedestrian. Roads are the arteries of our communities – linking homes, business, the shops, the library, the bus stop, schools.

Roads and vehicles need to be used with respect for other people and road users. Every year, many people are killed and seriously injured in road collisions. 95 per cent are due to drivers' behaviour; unlawful or antisocial driving is a factor in high proportion.

A traffic collision (motor vehicle collision, motor vehicle accident, car accident, or car crash) is when a vehicle collides with another vehicle, pedestrian, animal, road debris, or other geographical or architectural obstacle. Traffic collisions can result in injury, property damage, and death.

A number of factors contribute to the risk of collision including: vehicle design, speed of operation, road design, and driver impairment. Worldwide motor vehicle collisions lead to significant death and disability as well as significant financial costs to both society and the individual.

Motor vehicle collisions can be classified by mechanism. Common mechanisms include head-on collisions, run-off-road collisions, rear-end collisions, side collision, and rollovers.

The top ten causes of accidents are:

Driver's behaviour

motor vehicle speed

driver impairment (alcohol, physical impairment (poor eyesight), sleep deprivation, drug use, road design, vehicle design and maintenance)

excessive speed,

unsafe turns,

driving under the influence of alcohol or drugs,

red light violations,



improper turning movement,  
 stop sign violations, improper starting/backing,  
 failure to yield right of way when entering roadway,  
 pedestrian outside of crosswalk,  
 other improper driving.

**Ex. 32. Match the two columns.**

- |                             |   |
|-----------------------------|---|
| 1. Head-on collision        | A. ДТП на железнодорожном переезде            |
| 2. Rear-end collision       | B. ДТП с участием нескольких машин            |
| 3. Side collision           | C. Удар в заднюю часть транспортного средства |
| 4. Rollovers                | D. Лобовое столкновение                       |
| 5. Single-vehicle collision | E. ДТП с участием 1 транспортного средства    |
| 6. Multi-vehicle collision  | F. переворот транспортного средства           |
| 7. Level crossing accidents | G. Боковое столкновение                       |

**Ex. 33. Find the translation of the following words and word combinations.**

A. zebra crossing, crosswalk	1) пересечение дорог
B. road junction	2) перейти дорогу;
C. to cross the road	3) пешеходный переход
D. to go through stop sign	4) столкновение
E. to damage	5) столкнуться
F. to be injured	6) проехать на знак «стоп»
G. fatal accident/ fatal crash	7) быть раненым
H. hit-and-run accident	8) ДТП с участием пешехода
I. drug-related accident	9) уважение к другим людям и участникам дорожного движения
J. alcohol-related accident	10) нанести ущерб (повредить)
K. pedestrian accident	11) занос
L. to collide	12) ДТП со смертельным исходом, авария (крушение)
M. collision	13) ДТП, связанное с употреблением наркотиков
N. skid	14) ДТП, связанное с употреблением алкоголя
O. skid off the road	15) тормозной след
P. skid mark	16) поведение водителей
Q. drivers' behaviour	17) вылететь с дороги
R. respect for other people and road user	18) ДТП, в котором виновный скрылся с места происшествия

**Ex. 34. Define the type of collision.**

A.



B.



C.



D.



E.



F.

**Ex. 35. Find the odd word out.**

- 1) pedestrian – driver – Volkswagen – cyclist – traffic lights
- 2) truck – car – lorry – motorcycle – bike – minivan – auto – road
- 3) highway – road – zebra crossing – pedestrian accident – road junction – motorway
- 4) damaged – injured – killed – skid
- 5) drug-related accident – hit-and-run accident – accident report – alcohol-related accident – fatal accident – pedestrian accident – crash – collision
- 6) alcohol – drug – speeding – cell phone – seatbelt – crash
- 7) to cross the road – to approach the junction – to collide – to drive – to hit – to go through stop sign – to crash – to make statements

**How can you classify these words? Give a general definition to these groups and say whether they belong to places, types of vehicles, types of accidents, people, results of actions or causes of accidents.**

**Ex. 36. Here is a list of rules of what you should do in the USA in case of an accident on the road. Read and say what a person should do in Russia in the same situation.**

### **What to do in case of an accident**

1. Stop your vehicle if it has not already been stopped by the accident. If your vehicle is obstructing traffic, move it to a safer place.
2. Aid the injured.
3. Protect the accident scene.
4. Call the police agency (city, county or Highway Patrol) which has jurisdiction.
5. Identify yourself to the other driver, giving your name, address, driver's license number and vehicle license number. It is also good to exchange your insurance company names and policy numbers.
6. The investigating officer will issue a form (insurance verification) to be completed by your liability insurance company, verifying that insurance coverage was on the vehicle at the time of the accident.
7. Submit to the South Carolina Department of Highways and Public Transportation appropriate verification of liability insurance coverage at the time of the accident.
8. Report the accident to your insurance company.

Drive defensively and your chances of being involved in an accident will be greatly reduced. Always be on the lookout for the other driver's errors and don't let his mistakes cause you to have an accident.

If you need help, call the Highway Patrol's toll free number 1-800-768-1501 Columbia area 1-800-768-1502 Greenwood area 1-800-768-1503 Greenville area 1-800-768-1504 Chester area 1-800-768-1505 Florence area 1-800-768-1506 Charleston area 1-800-768-1507 Orangeburg area Mobile Telephone Users - You can reach the nearest Highway Patrol office by dialing ... (this is a free call).

**Ex. 37. Read the text and answer the questions.**

### **TRAFFIC**

Since the population of any large town has become large and the traffic has become heavy you must be careful when you are crossing the street. Special institutions do their best to protect our people from accidents. They improve the traffic control, and mark the streets to show the drivers what way they are to go. The roads are being made wider and better, and new lines of the Metro are being built.

Here are four simple rules that will help to prevent accidents:

1. Never step off the pavement without making sure that the road is clear.

2. When you are crossing the road look to your left for the first half and to your right for the second half of your crossing. You will thus be looking towards the advancing transport. When one-way traffic is in force, look only in the direction from which vehicles are advancing.

3. Cross busy streets at the points where there are special signs on the road.

4. When you are getting off trams or buses go along the pavement which is to the right of a bus or a tram. If you cross the street you should walk round a bus from behind and round the front of a tram.

**Ex. 38. Answer the question on the text:**

1. What do special institutions do to protect our people from accidents?
2. Is traffic heavy in your street?
3. What rules must you remember when you cross the street?
4. What rules must you remember when you get off a tram or a bus?
5. Is one-way traffic in force in your street?
6. Where must we cross busy streets?
7. Why must we cross streets at the points where there are special signs on the road?
8. What is the busiest street in your town?

**Ex. 39. Listen to the conversation “Driver’s License“. Say what rules the father gives to his daughter for driving a car. Are they really important? Give your opinion.**

**Ex. 40. Read the following opinions on the problem “Car Accidents: Will Raising the Driving Age Help?”**

*A great deal of discussion always focuses on whether raising the legal driving age really helps in reducing the number of car accidents. But, do teenagers really cause more accidents due to poor judgement? Would limiting the hours in which they can drive and the people with whom they can drive improve the situation? In other words, are teenagers more likely to have car accidents when they are with their friends? What is the legal driving age in your country or area? Please share your ideas on this topic. I'm interested to hear how different cultures view young drivers.*

1. The legal driving age is 18 in Taiwan, but it's not a big help to reduce the car accidents. The keys are the road planning and self-control of driver. The top 1 reason of car accident is drunk-driving here and top 2 is improper planning of road here. And.....Too crowding here.

2. In my opinion, the problem is how we get the permission to drive. Different countries have different rules for it, but it's very important the development of a hard knowledge control about driving.

3. In my country, Japan, people of 18 and over can get driver's licenses. At times I hear about terrible car accidents caused by young people with their friends. I think the rule should limit the age that can give someone a ride. Because sometimes they become so excited about driving because of the new experience even if they don't have enough skill.

The accidents caused by drunk-drivers had been increasing, so that the new rule says if you do drunk-driving, because the police do the spot checks on the road, you get fined a lot of money for it. I feel it was effective. People are careful about it much more than before.

4. The legal driving age is 18 in Russia, but I think it's rather low. I consider that it should be put up to 21, because at the age of 18 people still can't realize the danger they undergo when they are breaking road laws. As for limiting the hours in which they can drive, it's not a bad idea, but restricting the people with whom they can drive is ridiculous from my point of view.

5. Nowadays we have more car accidents than a few years ago and this situation get me worried when I am driving my car in the street. First of all there is a discussion about the best age to drive and get a license. In my country the determined age to drive is eighteen and I agree with this. I think that a person with eighteen years old has maturity enough to drive. In addition, I think that raise the driving age will not decrease the numbers of accidents, because the problem is the education and the absence of punishments instead the right age to drive.

Furthermore, in most cases the accidents are caused by drunk people, younger and older. In fact, I believe that this occurs because the punishments are low for drunk people who drive.

To sum up the problem is not raise the driving age. Firstly we have to educate better our people and secondly the punishments must to be more effective, because with hard punishments the people will think twice before driving in inadequate conditions.

**Ex. 41. A. What are some of the major factors that lead to car accidents and what can be done to deal with these causes?**

**B. Listen to the conversation "A Car Accident" and choose the right answers.**

1. Where did the car accident take place?

*A. in front of the house.*

*B. in the parking lot at the store*

*C. at the post office*

2. Which factor did NOT contribute to the accident?

*A. excessive speed*

*B. a faulty car mechanism*

*C. some obstructions in the car*

3. Why is the girl really upset?

- A. She wrecked her friend's car.*
- B. She doesn't have money to repair the car.*
- C. She won't have a car to drive over the weekend.*

4. What is her dad's original solution to her predicament?

- A. He offers to help pay for the repairs.*
- B. Her dad volunteers to drive her where she needs to go.*
- C. He suggests she invite friends over to eat.*

5. How is the situation finally resolved?

- A. The girl decides to go camping the following week instead.*
- B. The girl invites friends over instead for a pizza party.*
- C. The father reluctantly loans his car.*

**C. Listen to the conversation again as you read the Script.**

**D. What are some factors or situations that lead to car accidents (for example, texting and driving)? Are there laws in your country that prohibit certain driving behaviors? What are the penalties for violating these laws?**

**E. Car accidents are often a part of life, and getting the right car insurance should be part of owning a vehicle. Choose a type of car in which you are interested. Then, select two car insurance companies and compare insurance rates for each. Which company seems to provide the best coverage and the best price? Do the companies provide cheaper rates for good students? Do the rates go up for younger drivers?**

**Ex. 42. Answer the questions based on the vocabulary you learned from the text "A Car Accident".**

1. My brother \_\_\_\_\_ the car yesterday. He was driving too fast, hit a patch of ice, and ran into another car. Fortunately, he's okay, but his car isn't.

- A. blabbed about*
- B. wrecked*
- C. toughed*

2. You'll \_\_\_\_\_ your car if you don't take care of it and change the oil on a regular basis.

- A. count on*
- B. ruin*
- C. check*

3. Your dad is \_\_\_\_\_. I mean, my dad wouldn't let me take his new sports car on a drive with my friends. He'd be worried I'd crash it. You're lucky.

- A. tough*
- B. cautious*
- C. awesome*

4. I'm in a real \_\_\_\_\_. My car was in an accident yesterday, and it's in the shop right now, but I have to drive to work this week. Could I get a ride with you the rest of the week?

A. *tiger*

B. *pickle*

C. *jam*

5. Well, don't \_\_\_\_\_ to conclusions and say that she was talking on her cell phone when she wrecked the car. It might not have been her fault.

A. *run*

B. *jump*

C. *Walk*

**Ex. 43. Match the items on the right to the items on the left. Use the vocabulary from the text "A Car Accident"**

- |   |                        |
|---|------------------------|
| 1. My father was waiting for me when I _____ the driveway.  | A. ruin                |
| 2. Don't _____ on your phone while you are driving.   | B. count on            |
| 3. You'll _____ your engine if you don't change your oil on a regular basis.  | C. pulled into         |
| 4. Be careful not to _____ because we really don't know the cause of the crash.                                     | D. blab                |
| 5. I wish I could _____ your car to get me home, but it is in such poor condition, I'm not sure it will even start. | E. jump to conclusions |

**Ex. 44. Going to a driving school and getting a driver's license are only the first steps to handling a motor vehicle responsibly. Here are some words that can help you learn about cars and licenses. Listen to the words below and consult a dictionary if you need a definition. Write a sample sentence for each word to learn how it is used in context. You can use the Internet to find such sentences.**

*accident, car, car insurance, car payment, cruise, drive, driver's education/driving school, driver's license, driving test, gas, insurance premium, international driver's license, maintenance, mileage, motorcycle, motorist, rules of the road, ticket.*

**Ex. 45. Now, complete the sentences below with the best answer:**

1. If you have teenagers who drive, your \_\_\_\_\_ will most likely increase because this age group is at a higher risk for accidents.

A. *car insurance premiums*   B. *car payments*   C. *gas*

2. If you do routine \_\_\_\_\_ to your car, like changing the oil, you are less likely to have mechanical problems later on.

*A. mileage    B. maintenance    C. motorist*

3. Some young people tend to \_\_\_\_\_ around town aimlessly with no specific purpose or destination in mind.

*A. drive    B. cruise    C. stroll*



**Ex. 46. What are the requirements for getting a driver's license in your area (e.g., age, length or residency, number of hours of on-the-road training, insurance, etc.). Then, check the Internet to see what schools offer such lessons in your city.**

### Driver's Licenses

Russia was one of the first countries to ever adopt driver's licenses, with first ones issued in 1900 by Saint-Petersburg authorities, and joined international convention in 1909, but due to relatively small number of automobiles these attempts were rather limited to major centers only. No comprehensive system of drivers' licensing were present until 1936, when Soviet government finally organized and standardized traffic and driving regulations, with this state-wide system to be regulated by specialized police authorities.

In the Russian Federation, there are only 5 categories of motorized vehicles which require a driving license:

A-category: any type of motorbike

B-category: motorized vehicle under 3.5 tons

C-category: motorized vehicle over 3.5 tons

D-category: Bus (has more than 8 passenger seats)

E-category: non-motorized vehicle with special connection gear to the rear of the A, B, C, D category vehicles.

The current license style, introduced in 1999, is a laminated plastic card similar to the EU license card in dimensions and outward appearance, with the bearer's photo and name (in Latin and Cyrillic scripts) to the left, place/date of issue, allowed categories and signature to the right. The Russian driving license is also sometimes supplemented by a special card called temporal permission, which serves for registering offense points and as a temporary license if the primary license is seized by authorities for serious traffic offenses.

The legal driving age within the Russian Federation is 18 years and to obtain a license one must be physically fit to drive (including a certificates of mental fitness and no record as a substance abuser). One must also pass a test administered at a local traffic police authority as well as pay a fee. Tests are divided into theory and practice. The theory test is usually a computerized multiple-choice test on various traffic rules. 20 multiple-choice questions are asked, with two incorrect answers allowed for a passing grade. A road test is then administered which includes a demonstration of basic driving skills (steering, slope starting for manual transmission vehicles and backing-up) on an obstacle course



as well as a skills examination for road driving. Five errors are allowed for obstacle course and the road driving examination is a pass-fail system. The number of retries is unlimited.

**Ex. 47. Train your accent. Listen to the text “Driver’s Education”. Repeat after the speaker. You may use the actual transcription.**

### **Driver's Education**

On Saturdays, I am going to driving school because I want to get my license as soon as possible. During the class, we learn about the rules of the road, watch videos on traffic safety and defensive driving, and learn how to drive in different weather conditions. We also go out on the roads with the instructor and practice our driving skills. I am a little nervous because I do not want to get in an accident, and I do not want to get a ticket for not following the rules. I have to take the driving test next week, and I hope I can pass the first time.

#### **Discussion:**

**How old do you have to be to get a driver's license in your country? Do you think raising or lowering the required age for getting a driver's license would have an effect on traffic safety?**

**The Internet: Decide on a country you'd like to visit and find out the process for obtaining a driver's license in that country.**

**Ex. 48. What are some basic rules of the road you need to know when taking a road test to obtain a driver's license in your country? How about where you live now? Think about topics such as parking, speeding, passing, yielding the right of way, and obeying traffic signs and signals.**

**Listen to the conversation “Driving Road Test”. Choose the correct answer.**

1. Where has the man been practicing for his road test this past week?
  - A. *at a driving school*
  - B. *on streets around town*
  - C. *at home*
2. In what part of town do they begin the road test?
  - A. *in a commercial area*
  - B. *in a residential district*
  - C. *in a school zone*
3. What was the situation with the vehicle in front of them?
  - A. *Mr. Smith is following too closely.*
  - B. *The driver of the other car is tailgating them.*
  - C. *The car ahead of them is driving below the speed limit.*
4. What did Mr. Smith almost hit in the road?
  - A. *another vehicle*
  - B. *a person*
  - C. *a street sign*

5. What does the driving officer suggest Mr. Smith do at the end of the conversation?
- A. He should come back on Friday to take the test.*
- B. He had better take more driving lessons before trying the test again.*
- C. He ought to take the test with another driving officer.*

**Ex. 49. Read the article. Make a summary of the article in English.**

*1 апреля 2010 года*

Сегодня на 334 километре трассы М-4 "Дон" произошло столкновение фуры МАЗ и рейсового автобуса...

Благодаря оперативным и грамотным действиям сотрудников ГИБДД Липецкой области удалось быстро и эффективно ликвидировать последствия крупного ДТП на трассе М-4 "Дон" и восстановить движение.



В 8.30 утра на 334 километре произошло столкновение фуры МАЗ и рейсового автобуса, перевозившего рабочих из города Ельца. Водитель фуры, не рассчитав маневра, пошел на обгон впереди идущего автомобиля, в результате чего произошло лобовое столкновение с автобусом на встречной полосе. В результате аварии водитель фуры погиб, а водитель и все пассажиры автобуса, по предварительным данным 21 человек, получили травмы различной степени тяжести.



Следует отметить, что действия сотрудников ГИБДД Липецкой области и подчиненных подразделений были выполнены в кратчайшие сроки, в полном объеме и полностью соответствовали возложенным на них задачам и складывающейся обстановке на трассе.

Последствия аварии могли бы быть значительно более тяжкими, но автобус с пассажирами был оснащен ремнями безопасности, а все пассажиры были пристегнуты. Безусловно, это яркий пример эффективности целенаправленной работы по пропаганде использования ремней безопасности.

Департамент ОБДД МВД России

**Ex. 50. Read the news about the traffic situation in Russia. Define the problem in each of them. Give a short summary.**

***Krasnoyarsk students carried out  
campaign for propagation of traffic safety***

Krasnoyarsk is the second city in Russia in terms of the number of motor transport vehicles per person. The problem of accident-free traffic concerns each townsman, nobody can stand aside.

One of the devices considerably reducing a death rate at traffic accidents, the automobile pillow of safety is. On April, 1st 70 years from the date of active use of this device in various vehicles were executed.

In this occasion the initiative group of students of the Siberian federal university spent to established time flesh-mob. Children, armed with usual pillows, chaotically moved on a hall "Trading quarter on Free", simulating collisions of cars and showing action of pillows to realities. The youth quickly got used to a role, and already after some minutes actively got to take part in the campaign come for purchases krasnojartsev.

Such format of carrying out of this action is chosen not casually. For modern youth it is a new and fashionable way of expression of the relation to actual for today to a safety problem.

Carrying out of similar campaigns allows to draw attention of the population to actual problems of traffic safety. The State Traffic Safety Inspectorate it is convinced, that exactly such initiatives of active youth are necessary for maintenance of the safe future.

**Confectionery factory and State Traffic Patrol Department  
of Chuvashiya protect safety of children on roads**

To small pedestrians the special approach is necessary. And, apparently, it quite was possible to employees of the State Traffic Safety Inspectorate. On counters of shops there were chocolates "the Cheerful pedestrian". With them to study Traffic safety rules, certainly, is much more sweet.

These chocolates appeared on counters of shops not so long ago, but already were very much grew fond to small pedestrians and their parents. Still, under their bright wrapper waits not only sweet, but also cheerful educational quatrains on a theme of traffic safety rules.

The local confectionery factory with pleasure supported the GAI initiative. The majority of children are a sweet tooth. Therefore employees of the State Traffic Patrol Department are assured that such approach to studying of Traffic safety rules soon brings positive results. But to go too far in "cramming" nevertheless it is not necessary not to get caries.

**Ex. 51. Read the text and retell it.****Road Traffic Safety**

Road traffic safety aims to reduce the harm (deaths, injuries, and property damage) on the highway system from traffic collisions and includes the design, construction and regulation of the roads, the vehicles that use them and also the training of drivers and other road-users. Improvement of road safety needs to be balanced with the provision of an effective efficient transport system.

We may speak much about the traffic rules, traffic rules violations, traffic accidents. But to reduce the rate of death on the road all road users should be very careful while driving a vehicle. To control the situation on the road a special department was organized in Russia. It's State Traffic Patrol Department. Its officers complete their work day and night to maintain traffic safety. They perform various functions. They patrol streets and highways. They control and direct traffic in the streets.

To reduce road accidents the officers of State Traffic Patrol Department use

- ✓ restrictions on driving while drunk or impaired by drugs.
- ✓ restrictions on mobile phone use while on the move.
- ✓ compulsory insurance to compensate victims.
- ✓ speed cameras
- ✓ seat belts
- ✓ various punishments (from fines to imprisonment)

What else is done in Russia and all over the world to maintain traffic safety?

## ЗАКЛЮЧЕНИЕ

В современном обществе для профессионального успеха выпускнику, а особенно будущему офицеру полиции, необходимо быть готовым к профессиональной деятельности. Это подразумевает, что он должен быть компетентным в профессиональной сфере, конкурентоспособным специалистом с развитыми языковыми способностями в межкультурной коммуникации, владеть профессиональной речью как составной частью коммуникативной компетенции и как инструментом не только профессионального воздействия, но и взаимодействия в процессе решения важных профессиональных задач. Из этого следует, что будущий офицер полиции должен обладать «основными профессиональными знаниями, умениями, навыками и компетенциями, необходимыми для выполнения служебных обязанностей, в том числе в условиях, связанных с применением физической силы, специальных средств и огнестрельного оружия».

Высокий уровень профессионального общения, эффективное речевое взаимодействие сотрудника ОВД подразумевают знание профессиональной лексики, как правило, способствуют успешному исполнению возложенной на него государственной функции по обеспечению безопасности и порядка. В служебной деятельности специалиста, имеющего высокоразвитую лингвистическую компетентность, значительно снижается возможность возникновения критических ситуаций, что ведёт к повышению уровня доверия полиции со стороны граждан.

Формирование всех видов речевой деятельности – неотъемлемый этап совершенствования сотрудника ОВД. Каждый сотрудник несёт личную ответственность за свою языковую подготовленность и обязан совершенствоваться в этом направлении. То есть, являясь «профессиональным коммуникатором», сотрудник ОВД должен систематически заниматься работой над совершенствованием своей устной и письменной речи.

Иноязычная коммуникативная деятельность способствует формированию у обучаемых профессиональной коммуникативной компетентности и обеспечивает в дальнейшем их успешную профессиональную деятельность, обогащаясь за счет соответствующих знаний, умений и навыков в процессе учебно-профессиональной деятельности.

Иноязычную профессиональную коммуникативную компетенцию следует рассматривать как ресурсное качество, которое выступает основой для формирования профессионально-компетентного специалиста и, следовательно, должно учитываться при конструировании образовательных программ нового поколения.

## *Учебное пособие*

### **Авторы:**

кандидат филологических наук, доцент

**Мартынова** Наталия Анатольевна;

кандидат филологических наук, доцент

**Анохина** Любовь Ивановна;

**Семененко** Людмила Николаевна;

**Щербенко** Людмила Ростиславовна

## **АНГЛИЙСКИЙ ЯЗЫК**

---

Свидетельство о государственной аккредитации

Рег. № 2660 от 02.08.2017.

Подписано в печать 21.04.2022. Формат 60х90<sup>1</sup>/<sub>16</sub>.

Усл. печ. л. – 15,31. Тираж 217 экз. Заказ № 247.

Орловский юридический институт МВД России имени В.В. Лукьянова.

302027, Орёл, ул. Игнатова, 2.