

Министерство внутренних дел Российской Федерации  
Омская академия

**LAW. POLICE. SOCIETY**  
**(ПРАВО. ПОЛИЦИЯ. ОБЩЕСТВО)**

Учебник по английскому языку  
В 2 частях

Под редакцией М. Н. Малаховой

Часть 1

Допущено Министерством внутренних дел Российской Федерации  
в качестве учебника для курсантов и слушателей  
образовательных организаций высшего образования  
системы МВД России

Омск  
ОМА МВД России  
2022

УДК 811(075.8)  
ББК 81.2Англ  
П68

**Рецензенты:**

*Московский университет МВД России имени В. Я. Кикотя;  
Санкт-Петербургский университет МВД России;  
Орловский юридический институт МВД России имени В. В. Лукьянова;  
Белгородский юридический институт МВД России имени И. Д. Путилина;  
Сибирский юридический институт МВД России (г. Красноярск);  
Тюменский институт повышения квалификации сотрудников МВД России*

**Авторский коллектив:** М. Н. Малахова — канд. филол. наук, доцент;  
А. Е. Веретенникова — канд. пед. наук, доцент; Е. Ю. Смердина — канд. филол.  
наук, доцент; Ю. И. Алферова — канд. филол. наук

П68      **Law. Police. Society (Право. Полиция. Общество) :** учебник  
по английскому языку для курсантов и слушателей образова-  
тельных организаций МВД России : в 2 ч. / под ред. М. Н. Ма-  
лаховой. — Омск : Омская академия МВД России, 2022. — Ч. 1.  
220 с.

ISBN 978-5-88651-803-0

Учебник нацелен на развитие общекультурных и профессиональных компетенций, ориентированных на специфику деятельности сотрудника органов внутренних дел. Отличительной особенностью издания является широкий диапазон учебных тем, расширяющий лингвострановедческий, социокультурный, общеправовой кругозор, формирующий основы профессиональных знаний посредством аутентичных текстов и комплекса лексико-грамматических заданий, направленных на развитие всех видов речевой деятельности.

Предназначено для курсантов и слушателей, обучающихся в образовательных организациях МВД России по специальностям 40.05.02 Правоохранительная деятельность, 40.05.01 Правовое обеспечение национальной безопасности и по направлениям подготовки 40.03.01 Юриспруденция и 40.03.02 Обеспечение законности и правопорядка.

УДК 811(075.8)  
ББК 81.2Англ

ISBN 978-5-88651-803-0

© Омская академия МВД России, 2022

## ВВЕДЕНИЕ

Настоящий учебник представляет собой итоговое переработанное издание, в основу которого положены методические традиции кафедры иностранных языков Омской академии МВД России и комплекс апробированных учебных пособий лингвострановедческой, общеправовой и профессиональной направленности, нацеленных на формирование и развитие общекультурной компетенции и совершенствование иноязычной коммуникативной компетенции обучающихся. Предназначен для курсантов и слушателей образовательных организаций МВД России, изучающих английский язык по очной и заочной формам обучения.

Данное издание подготовлено профессорско-преподавательским коллективом кафедры в соответствии с примерной программой по дисциплине «Иностранный язык» и отвечает требованиям, предъявляемым ФГОС ВО к изучению учебной дисциплины по специальностям 40.05.02 Правоохранительная деятельность, 40.05.01 Правовое обеспечение национальной безопасности и направлениям подготовки 40.03.01 Юриспруденция и 40.03.02 Обеспечение законности и правопорядка. Учебник может быть использован для совершенствования универсальной, межкультурной и профессионально ориентированной иноязычной компетенции адъюнктов, проходящих подготовку научно-педагогических кадров.

Целью настоящего учебника является обучение курсантов и слушателей активному владению английским языком в сфере профессиональной деятельности специалиста в области охраны правопорядка. Достижению поставленной цели содействует формирование у обучающихся способности и готовности к межкультурной коммуникации, развитие инструментальной компетенции, в том числе языковых, речевых, социокультурных, учебно-познавательных навыков владения иностранным языком, создание страноведческого кругозора и профессиональной коммуникативной этики, становление основ профессиональной коммуникации в проецируемой и реальной иноязычной среде.

Учебник призван активизировать продуктивные языковые средства, передающие специфику общеюридического дискурса, расширить словарный запас за счет страноведческой лексики и юридической терминологии, сформировать профессиональный лексикон в сфере правоохранительной деятельности, заинтересовать обучающихся профессиональной информацией, стимулировать развитие мотивации к изучению широкого диапазона страноведческих, общеюридических и профессионально ориентированных учебных тем на английском языке.

Принцип комплексного и взаимного развития всех видов речевой деятельности — чтения, говорения, письма и аудирования — на страноведческом, общеюридическом и профессионально ориентированном аутентичном материале положен в основу данного издания. При отборе и обработке учебного материала авторы учитывали личностно ориентированный подход и принцип разноуровневого обучения иностранному языку, который является основополагающим в методике обучения английскому языку, принятой на кафедре.

Композиционно учебник включает три главы: Chapter I «Cross-Cultural Study», Chapter II «Police Cooperation Worldwide» и Chapter III «Law Enforcement Priorities». Первая глава унифицирована для всех специальностей, вторая и третья предназначены для курсантов, специализирующихся в области правоохранительной деятельности и правового обеспечения национальной безопасности. Всего в пособие включены 32 учебные темы (Unit), определенные рабочей программой и охватывающие основные направления деятельности сотрудников правоохранительных органов.

Учебные темы первой главы (Units 1–16), включенные в программу первого и второго семестров, ориентированы на совершенствование общекультурных, лингвострановедческих, общеюридических знаний о странах изучаемого языка и России. Две последующие главы (Units 17–32), изучаемые в третьем и четвертом семестрах, нацелены на совершенствование английского языка для специальных целей. Учебные темы второй и третьей глав отражают специфику и широкий диапазон профессиональных обязанностей сотрудников органов внутренних дел, лингвистический аспект в большей степени представлен профессионально ориентированными текстами для чтения, являющимися как средством ознакомления обучающихся с профессиональными реалиями, так и источником накопления профессионального лексикона для адекватного межкультурного общения.

Структура представления учебной темы однотипна, в нее входят два основных раздела: Starting Up и Language Activities. Раздел Starting

Up нацелен на введение в тему и использует методику мозгового штурма «brain storm». **Композиционно раздел Starting Up, разработанный в первой главе, отличается от структуры этого раздела в последующих главах.** Подобное отличие связано с дифференциацией двух направлений учебной тематики (страноведческого и профессионально ориентированного), представленных в рабочей программе, и изменением иноязычной сферы коммуникации с общекультурной на профессиональную. В первой главе используется методический прием «think and guess», предполагающий выбор варианта из данных, исходя из базовых социокультурных и страноведческих знаний обучающихся, контроль восприятия осуществляется в виде заданий на аудирование. Мозговой штурм во второй и третьей главах опирается на профессиональный лексикон, дефиниции терминов и задания, связанные с профессиональной деятельностью сотрудника органов внутренних дел.

Второй раздел Language Activities развивает все виды речевой деятельности и включает комплекс заданий по совершенствованию грамматических навыков Grammar Review, чтению и пониманию английских текстов Reading, по развитию навыков восприятия на слух аутентичной речи, представленной в подразделе Listening. На этапе чтения акцент делается на аутентичные и адаптированные тексты, ориентированные на особенности изучаемой профессии и на различные виды чтения (ознакомительное, изучающее, поисково-просмотровое), серию дотекстовых, текстовых и послетекстовых заданий, развивающих определенные языковые навыки.

Подразделы **Speaking и Writing способствуют формированию творческого потенциала обучающихся на основе страноведческих, социокультурных и профессионально ориентированных коммуникативных ситуаций, реализуемых в устной и письменной формах.**

Навыки говорения формируются на основе пересказа текста, моделирования монологических высказываний с опорой на текст в процессе дискуссий, обсуждений, ролевых игр, круглых столов, викторин, презентаций, докладов на итоговой языковой и научных конференциях.

Коммуникативные навыки письменной речи развиваются путем тренировочных заданий: написания аргументирующего эссе, аннотации к текстам и статьям, реферата, меморандума, резюме, полицейских рапортов и отчетов, статей и докладов на английском языке.

Большое внимание уделяется наполнению лексикографических секций **Glossary, содержащих лексические единицы конкретной темы, которые способствуют активизации работы над учебным материалом и снимают трудности чтения, перевода и понимания текстов и заданий.**

Для эффективного развития профессиональной коммуникации и повышения мотивационного компонента познавательной деятельности в учебнике представлены визуальные опоры, документация полицейских служб, таблицы, схемы, предусмотрено видеосопровождение. Тексты аудиозаписей по страноведческой тематике содержатся в приложении.

Интенсификация навыков восприятия аутентичной речи на слух осуществляется в полном объеме благодаря внедрению в практику обучения видеоматериалов из фондов видеотеки, имеющейся в распоряжении преподавателя, и представляет закономерный и целесообразный подход к ведению занятий, нацеленных на активизацию учебной деятельности и мотивацию обучающихся.

**CHAPTER I. CROSS-CULTURAL STUDY**  
**UNIT 1**  
**PERSONAL INFORMATION**

**STARTING UP**



**Task 1. Look at the photos. Which one shows an American, Russian, British policeman?**

**Model:** *The first (second, third) \* photo shows \_\_\_\_\_ policeman.*

**Task 2. Think and guess who:**

- is a Colonel;
- was born in Pittsburgh;
- is from the UK;
- was a cadet of the Omsk Academy of the Russian Ministry of Internal Affairs;
- has a rank of Police Lieutenant Colonel;
- is Craig;
- deals with Crime Detection teaching;

---

\* Note: one, two, three, four ... eleven, twelve, thirteen, ... twenty, twenty one, ... hundred, thousand; first, second, third, fourth ... eleventh, ... twentieth, twenty first, ... hundredth.

— is responsible for the police training at the regional law enforcement academy.

**Model:** *I think that the first policeman\_\_\_\_\_.*

**Task 3. Listen and match the photos with the speaker's name. Check your answers.**

**Task 4. Copy and complete the table. Look at your notes and talk about each person.**

Name	Origin	Nationality	Rank	Place of work	Contact information

## LANGUAGE ACTIVITIES

### I. Topical vocabulary

**Task 1. Listen and pronounce the following words and expressions after the speaker:**

personal information ['pɜ:s(ə)nəl'ɪnfə'meɪʃ(ə)n] (data ['deɪtə]) — личные данные

first/given name ['fɜ:st'gɪv(ə)n'neɪm] — имя

patronymic [ˌpætrə'nɪmɪk]/ middle name — отчество

surname ['sɜ:,neɪm] / family/last name — фамилия

*What is your name?* ['wɒt ɪz jɔ:'neɪm] — *Как Вас зовут?*

*How do you spell it?* ['hau du: ju:'spel ɪt] — *Произнесите это по буквам.*

origin ['ɔ:ɪdʒɪn] — происхождение

to be from — быть родом из

to come from — приехать из

*Where are you from?* ['weə'rɑ:'ju:'frɒm] — *Откуда Вы?*

*Where do you come from?* ['weə du: ju:'kʌm'frɒm] — *Откуда Вы приехали?*

birth['bɜ:θ] — рождение

to be born [tu:'bi:'bɔ:n] — родиться

*When and where were you born?* ['wen ənd'weə'wɜ: ju:'bɔ:n] — *Когда и где Вы родились?*

marital status['mæɪtəl'steɪtəs] — семейное положение

married ['mæɪɪd] — женат (замужем)

single ['sɪŋ(ə)l] — одинокий

divorced [dɪ'vɔ:(r)st] — разведен

to be married to — быть женатым на (замужем за)

sex [seks] — пол

male ['meɪl] — мужской  
female ['fi:meɪl] — женский  
age ['eɪdʒ] — возраст  
*How old are you?* ['hau'əʊld'a:'ju:] — *Сколько Вам лет?*  
occupation ['ɒkjʊ'reɪʃ(ə)n] — род занятий, профессия  
rank [ræŋk] — звание  
to rank — дать определенную оценку  
ranking ['ræŋkɪŋ] — рейтинг  
private, Pvt. ['praɪvɪt] — рядовой  
sergeant-major, Sgt.-Maj. ['sɑ:dʒənt 'meɪdʒə(r)] — старшина  
sergeant, Sgt. ['sɑ:dʒənt] — сержант  
junior lieutenant ['dʒu:njər leɪtənənt] — младший лейтенант  
senior lieutenant [ˌsi:njər leɪtənənt] — старший лейтенант  
captain, Capt. ['kæptən] — капитан  
major, Maj. ['meɪdʒə] — майор  
lieutenant colonel, Lt.-Col. [leɪtənənt'kɜ:nəl] — подполковник  
colonel, Col. ['kɜ:nəl] — полковник  
general, Gen. ['dʒen(ə)rəl] — генерал  
major-general, Maj.-Gen. ['meɪdʒə 'dʒen(ə)rəl] — генерал-майор  
*What is your rank?* ['wɒt ɪz jɜ:ræŋk] — *Какое Ваше звание?*  
*What is your nationality?* ['wɒt ɪz jɜ:næʃə'nælɪtɪ] — *Какой Вы национальности?*

## Task 2. Fill in the gaps with words from the list.

Swiss, Scottish, Washington D.C., British, Athens, London, Dutch, Danish, French, Egyptian, Berlin, Italy, Belfast, Madrid, Japanese, Beijing, the Norwegians, Welshman, Welshwoman, Israel, Mexican.

Country	Adjective	Nationality	Nation	Capital
1	2	3	4	5
The USA	American	American	the American	
Great Britain:	British		the British	London
England	English	Englishman Englishwoman	the English	
Scotland		Scotchman Scotchwoman	the Scots	Edinburgh
Wales	Welsh		the Welsh	Cardiff
Northern Ireland	Irish	Irishman Irishwoman	the Irish	
	Jewish	Jew	the Jews	Tel-Aviv
China	Chinese	Chinese	the Chinese	
Denmark		Dane	the Danes	Copenhagen

1	2	3	4	5
Egypt	Egyptian		the Egyptian	Cairo
France		Frenchman Frenchwoman	the French	Paris
Germany	German	German	the Germans	
Greece	Greek	Greek	the Greeks	
	Italian	Italian	the Italians	Rome
Japan	Japanese		the Japanese	Tokyo
Mexico		Mexican	the Mexicans	Mexico City
the Netherlands (Holland)		Dutchman Dutchwoman	the Dutch	Amsterdam
Norway	Norwegian	Norwegian		Oslo
Spain	Spanish	Spaniard	the Spanish	
Switzerland		Swiss	the Swiss	Bern

## II. Grammar Review

### Pronouns (Местоимения)

Личные		Притяжательные	Возвратные
Именительный п.	Объектный п.		
<i>Кто? Что?</i>	<i>Кого? Кому?</i>	<i>Чей?</i>	
I — я	Me — меня, мне	My/Mine — мой	Myself — я сам
You — ты	You — тебя, тебе	Your/Yours — твой	Yourself — ты сам
He — он	Him — его, ему	His/ His — его	Himself — он сам
She — она	Her — ее, ей	Her /Hers — ее	Herself — она сама
It — он, она, оно (неодуш.)	It — его, ее; ему, ей	Its/ Its — его, ее	Itself — он(а) сам(а)
We — мы	Us — нас, нам	Our /Ours — наш	Ourselves — мы сами
You — вы	You — вас, вам	Your /Yours — ваш	Yourselves — вы сами
They — они	Them — их, им	Their /Theirs — их	Themselves — они сами

### Task 1. Choose the appropriate pronouns for translation.

- Мне нравится профессия полицейского (*Me / I / Mine / Myself*).
- В академии я встречаю его и его брата каждый день (*He / Me / His / I / Him*).
- У нее есть твой адрес или номер моего телефона (*My / You / Her/ She/ Your*)?
- Твой учебник на нашем столе (*We / You / Ours / Yours / Our / Your*).
- Она сама может водить свою машину (*Her / Herself / Hers / She*).
- Им понравился их новый дом (*Them / Their / They / Themselves*)?
- Мы раскрыли это преступление сами (*Our / We / Ourselves / Us*).
- Они пригласили нас на концерт (*We / Them / Their / They / Us*).

**Task 2. Complete the sentences with the correct form of the pronouns.**

- My friend has got a rank. \_\_\_\_ is a Captain now.
- Olga is in Omsk. \_\_\_\_ studies law enforcement.
- I don't hear \_\_\_\_\_. They are far from me.
- Jane is \_\_\_\_ sister. \_\_\_\_ is older than \_\_\_\_ am.
- The cadets have \_\_\_\_ summer vacations in August.
- Andrey is a Russian policeman, but \_\_\_\_ fellow officer is an Italian one.
- This doesn't look like \_\_\_\_ book. \_\_\_\_ must be \_\_\_\_ .
- Show \_\_\_\_ \_\_\_\_ driving license, please!
- He gave \_\_\_\_ \_\_\_\_ photograph in which I could not recognize \_\_\_\_ .

**Task 3. Bill tells about his Police academy. Fill in the missing pronouns.**

\_\_\_\_ work at the Northern Virginia Criminal Justice Training Academy (NVCJA) in Ashburn, Virginia. \_\_\_\_ is a regional law enforcement academy for more than 2,700 police officers from the northern Virginia area and Washington, D.C. \_\_\_\_ want to make careers in law enforcement, corrections, civil process, and court security. In \_\_\_\_ almost 50-year training history, thousands of \_\_\_\_ graduates have gone on to successful law enforcement careers and have distinguished \_\_\_\_ by performing at the highest levels of \_\_\_\_ profession.

**Task 4. Listen and check your answers.**

**Present Simple Tense of the verb "to be"**  
**(Простое настоящее время глагола "to be")**

Positives Утвердительная форма	Negatives Отрицательная форма	Questions Вопросительная форма
Единственное число		
I                    am You                are He                } She                }                is It                    }	I                    am You                are He                } She                }                is It                    }	Am                I...? Are                You...? He...? Is                {                She...? It...?
Множественное число		
We                } You                }                are They               }	We                } You                }                are not They               }	Are               {                We...? You...? They...?

**Past Simple Tense of the verb “to be”**  
(Простое прошедшее время глагола “to be”)

Positives Утвердительная форма		Negatives Отрицательная форма		Questions Вопросительная форма	
Единственное число					
I	was	I	was	Was	I...?
You	were	You	were	Were	You...?
He	was	He	was	Was	He...?
She		She			She...?
It		It			It...?
Множественное число					
We	were	We	were not	Were	We...?
You		You			You...?
They		They			They...?

**Task 5. Fill in the blanks with the correct be-form.**

am; are; is; isn't; was; were; will be

- It \_\_\_ nice to meet you again. You \_\_\_ so kind to help me!
- Where \_\_\_ you from? \_\_\_ Omsk your home town?
- These cadets \_\_\_ interested in Crime Detection. They \_\_\_ good policemen.
- I \_\_\_ afraid my English is not very good. It \_\_\_ my native language.
- \_\_\_ you sure it \_\_\_ O.K.? \_\_\_ this \_\_\_ O.K.  
It \_\_\_ all right, I guess.
- When and where \_\_\_ you born?  
I \_\_\_ born in Irkutsk on the 14th of December, 2003.

**Task 6. Let your group mate answer your question as in the model.**

**Model:** Are you from Novosibirsk? — Yes, I am. (No, I am not).

- \_\_\_ you German?
- \_\_\_ she Russian?
- \_\_\_ they Chinese?
- \_\_\_ A. married?
- \_\_\_ your parents divorced?
- \_\_\_ you single?
- \_\_\_ your boyfriend a cadet?
- \_\_\_ you responsible for good service?

**Model:** Were you a high school student last year? — Yes, I was. (No, I was not).

- \_\_\_ you absent at the lecture?
- \_\_\_ your father a cadet of the Omsk Academy of the Russian Interior Ministry?

- c) \_\_\_ you good at English?  
 d) \_\_\_ she at the academy yesterday?  
 e) \_\_\_ winters always very cold in Omsk?  
 f) \_\_\_ these cadets on duty last week?  
 g) \_\_\_ he in St. Petersburg last summer?  
 h) \_\_\_ your friend on duty two days ago?

**Present Simple Tense of the verb “have”**  
**(Простое настоящее время глагола “have”)**

Positives Утвердительная форма	Negatives Отрицательная форма	Questions Вопросительная форма
I, we, you, they <b>have</b> He, she, it <b>has</b>	I, we, you, they <b>don't have</b> He, she, it <b>doesn't have</b>	<b>Do</b> I, we, you, they <b>have...?</b> <b>Does</b> he, she, it <b>have ...?</b>

**Past Simple Tense of the verb “have”**  
**(Простое прошедшее время глагола “have”)**

Positives Утвердительная форма	Negatives Отрицательная форма	Questions Вопросительная форма
I He She It We You They	I He She It We You They	Did I He She It We You They
<b>had</b>	<b>didn't have</b>	<b>have...?</b>

**Task 7. Read statements about Bill and say if you have the same.**

**Model:** *Bill has...*

*As for me, I don't have a...,*

*but I have a... .*

Bill has

- a Master's degree from the Johns Hopkins University;
- an office of his own;
- Police Lieutenant Colonel rank;
- many awards;
- a dark green police uniform;
- weapon;
- several community-policing publications;
- BMW 5-Series police car.

**Task 8. a) Make sentences about Craig possessions.**

**Model:** *Craig has a police cap. He does not have any...*

i-phone	1
camera	0
computer	2
fax machine	1
Mercedes	1
helicopter	0
mobile phone	0
bullet-proof vest	1
badge	0

**b) In pairs ask and answer questions as in the model.**

**Model:**

*A. Does Craig have a police cap?*

*B. Yes, he has. Does he have any camera?*

*A. No, he doesn't have any.*

### **III. Reading**

#### **Before reading**

#### **Task 1. Read and translate some international words:**

director, academy, recruit, deputy, Deputy Commander, sheriff, agency, position, career, patrol officer, narcotics, supervisor, Assistant Chief, media, division, bureau, police station, budget, technology, personnel, Police Corps, national, to promote.

**Task 2. Learn new words for reading the text. Look through the text below, find the sentences with these words and translate them into Russian:**

crime ['kraɪm] — преступление

criminal ['krɪmɪnəl] — (сущ.) преступник; (прил.) преступный, уголовный

Criminal Justice ['krɪmɪnəl'dʒʌstɪs] — уголовное судопроизводство

to train [treɪn] — тренировать, обучать

trainee [treɪ'ni:] — слушатель

training ['treɪnɪŋ] — тренировка, обучение

law ['lɔ:] — право, закон

law enforcement ['lɔ: ɪn'fɔ:(r)smənt] — правоприменение, правоохрана

lawyer ['lɔ:jə(r)] — юрист, адвокат

to serve ['sɜ:v] — служить

in-service [ɪn'sɜ:vɪs] — в процессе службы

to investigate [ɪn'vestɪˌɡeɪt] — расследовать  
investigator [ɪn'vestɪˌɡeɪtə] — следователь  
assignment [ə'saɪnmənt] — задание  
plain clothes ['pleɪn'kloʊðz] — штатская одежда  
undercover ['ʌndər'kʌvə] — негласная (работа)  
shift ['ʃɪft] — смена  
community [kə'mjuːnɪti] — сообщество, округ, микрорайон  
oversight ['oʊvəsɪt] — контроль, наблюдение  
record ['rekɔːd] — протокол  
resignation ['reɪzɪɡ'neɪʃən] — уход с должности, отставка  
capacity [kə'pæsəti] — звание

### Task 3. Match the synonyms.

team	plainclothes
assignment	cadet
drug	post
undercover	capacity
trainee	group
position	task
rank	supervision
oversight	narcotics

### Task 4. Complete the sentences with the words from the box.

community; police stations; investigator; trainee; crimes; record; undercover; shifts

- A \_\_\_\_\_ is a person who is taught or trained.
- This \_\_\_\_\_ solved many drug related \_\_\_\_\_.
- There are 3 \_\_\_\_\_ in our district.
- The task of \_\_\_\_\_ police is to protect law and order.
- \_\_\_\_\_ work of an operative is one of the most interesting aspects of crime detection.
- Patrol officers usually work in \_\_\_\_\_.
- It is necessary to make a \_\_\_\_\_ after a crime scene examination.

### Task 5. Think and answer:

- Do you know any policeman who has a high rank?
- Does he have rich professional experience?
- Is he a graduate of a law enforcement academy?
- What are the requirements for a policeman to become the Head of the Department or the Police academy?

**Task 6. Read the text. Try to understand as many details as possible.**

**Executive Director**

William C. O'Toole is the Executive Director of the Northern Virginia Criminal Justice Training Academy (NVCJA) in Ashburn, Virginia. The NVCJA is a regional law enforcement academy that provides in-service, and command-level training to more than 2,700 sworn police officers and deputy sheriffs from 17 law enforcement agencies. Bill was appointed to this position on July 3, 2006.

During his 26-year career at the Montgomery County (Maryland) Police Department he served in a variety of patrol, investigative, supervisory, and command assignments. He also was a patrol officer, a plainclothes street crimes officer, a criminal investigator, and an undercover narcotics investigator. As a supervisor, he was responsible for both traditional patrol shifts and community-based policing teams.

As an Assistant Chief O'Toole has held executive positions as the Deputy Commander of the Silver Spring District, the Director of the Training Academy, and the Director of the Media Services Division. In 2002, Bill was promoted to the rank of Assistant Chief. He led both the Field Services (Patrol) Bureau, which is comprised of more than 800 employees and includes oversight of six police district stations and the Special Operations Division and the Management Services Bureau, which includes the Training, Budget, Technology, Animal Services, Records, Personnel, and Planning Divisions. After the resignation of the former police chief, Bill was appointed as the Acting Chief of Police and served in that capacity during 2003 for almost one year.

A veteran of the United States Army Military Police Corps and a native of Pittsburgh, Pennsylvania, Mr. O'Toole holds a Bachelor's degree (BS) in Criminology from the University of Maryland and a Master's degree (MS) in Management from Johns Hopkins University. As part of his studies, Bill also earned a certificate of completion from the Police Executive Leadership Program at Johns Hopkins University and he is also a graduate of the 219<sup>th</sup> Session of the FBI's National Academy.

**After reading**

**Task 7. Are the following statements true or false? Correct the false ones.**

- a) William C. O'Toole is the Executive Director of FBI National Academy.
- b) He was born in Pittsburgh, Pennsylvania.
- c) He served in the US Navy.
- d) He has wide knowledge of police work.

- e) Bill graduated both from Johns Hopkins University and the FBI's National Academy.
- f) As an Assistant Chief of Police he supervised two police departments.
- g) At present William C. O'Toole is responsible for regional law enforcement training.

**Task 8. Complete the sentences.**

- a) This piece of writing is  
a resume  
a biography  
a story.
- b) The text describes  
US Army soldier life  
a supervisor's working history  
a policeman's career.
- c) 800 employees are mentioned  
to count the policemen of the Bureau  
to underline the level of responsibility  
to stress personnel resources.
- d) The information proves that  
any native of Pittsburgh may be Executive Director of the Northern Virginia Criminal Justice Training Academy in Ashburn  
any policeman may be Executive Director of the Northern Virginia Criminal Justice Training Academy in Ashburn  
a person with rich professional and life experience as well as deep education may become a Director of a law enforcement academy.
- e) The proverb which best reflects the text is the following one:  
There is nothing impossible for a willing heart.  
Habit is second nature.  
Fortune favors the brave.

**Task 9. Answer the questions.**

1. What kind of academy is the NVCJA?
2. Who is the Chief of the academy?
3. What was William C. O'Toole during 26 years of his police service?
4. Did he have any executive positions?
5. What was Bill's responsibility as an Assistant Chief of Police?
6. Is the NVCJA Executive Director a highly educated person?
7. Why was Mr. O'Toole appointed the Executive Director of the Northern Virginia Criminal Justice Training Academy in Ashburn, Virginia?

## IV. Writing

**Task 1. Do you know what a resumé is? Read the text and practice writing the resumé.**

### Resumé

Personal information may be presented as a biography, a form or a chart. Resumé or *curriculum vitae* (CV) is another way. The word *resumé* comes from French and means “to summarize”. Your resumé is a one/two-page document that summarizes your skills, experiences, and qualifications for a position. Most employers expect the following information in applicants’ resúmes:

- personal information: name, address, phone number, e-mail;
- educational information: degree, name of college, major, date of graduation;
- professional history: titles of jobs held, employing companies, dates of employment, duties, a career objective;
- achievements: awards and honors, special aptitudes and skills, achievements at work.

There are two types of resúmes: chronological (in reverse chronological order) or functional (stressing skills and expertise).

Traditionally, the information required on a resumé has usually been arranged in chronological order, emphasizing job duties. The chronological resumé has the following sections: personal data, career objective, summary (optional), educational history, work history.

The functional resumé stresses the applicant’s skills. The functional resumé has these sections: personal data, objective, summary (optional), skills, education, work.

**Task 2. Answer the questions.**

1. What is the idea of a resumé?
2. Are there different kinds of a resumé?
3. What information should be included into chronological and functional resúmes ?

### Task 3. Study the resumé.

#### Andrei Tambovtsev

##### **Date and place of birth**

18th of June, 1967, Novokuznetsk, Kemerovo region

##### **Address, Phone number, E-mail**

Saint-Petersburg, Kommendantsky avenue

Phone number. +7 911 761 6884, E-mail bestcop@mail.ru

##### **Marital status**

Married, son of 1995 year of birth

##### **Education**

**1988–1992** Omsk police (militia) higher school of the MIA of the USSR, specialty “jurisprudence”, qualification “lawyer” (legist), diploma with excellence.

##### **Experience:**

**2016 – till recent time:** Head of the crime detection chair (faculty) of the Saint-Petersburg University of the Interior of the Russian Federation.

##### **Duties:**

— Managing of the all (educative, scientific, methodical and tutorial) activities of the faculty staff according to the University Plan;

— Preparation and conducting the classes within such subjects as Crime Detection, Solution of Different Kinds of Crimes, Economical Crimes Solution.

**1999–2016** Lecturer (Instructor), Senior Lecturer, Associate Professor of the ORD Department of Internal Affairs of the Omsk Academy of the Ministry of Internal Affairs of Russia and St. Petersburg University of the Ministry of Internal Affairs of Russia.

##### **Duties:**

— Preparation and conducting the classes within such subjects as Crime Detection, Solution of Different Kinds of Crimes, Economical Crimes Solution.

**1998–1999** Head of the Criminal Investigation (Detective) Department.

##### **Duties:**

— Managing of the activities of 24 police officers (detectives);

— Operational conditions analyzing, strategic and operational planning;

— Managing of the violent, property, economical and corruption crimes prevention and solution.

**1992–1998** Detective (senior detective).

##### **Duties:**

— Managing of the unit activities;

— Operational conditions analyzing, strategic and operational planning;

— Managing of the violent, property, economical and corruption crimes

prevention and solution, VIP close protection, witness protection.

**Additional information:**

**01.2001–07.2002** UN Police advisor, Head of the Investigation unit of Lipjlana police station (Kosovo).

Duties:

- Managing of the activities of international and local police officers (detectives);
- Criminal cases investigations;
- Field training of Kosovo Police Service investigators.

**04.2009–05.2010** UN Police advisor, Officer of the RHQ strategic advisory team.

Duties:

- Managing of the UN and South Sudan police coactivity;
- Monitoring for the local police activity;
- Consulting of the local police leading staff for the crime prevention and solution;
- Local police training.

**PC skills**

MS Word, EXEL, Power Point.

**Foreign languages**

English — fluent speaker, Arabic — beginner.

**Driving license**

«B» category since 1989, driving period since 1999.

**Personal qualities**

Purposefulness, perseverance, responsibility.

**Acquired skills**

The ability to work in a tight timeframe, individually and as part of an international (multinational) team, taking into account ethnic, cultural, religious characteristics and differences.

**Task 4. Read the biography of a lawyer and write her resume.**

Diane Davis was widely known in Louisiana. She was the judge of Supreme Court of the state and has won respect from her countrymen for a number of just decisions she had taken for years of court service. Every postman in New Iberia knows the Davis' house at 1105 Sunshine Road because the family had always received a great variety of posts on legal issues.

Diane was born in Tenafly, New Jersey on the 3rd of July, 1951. Her father was a law lecturer at Princeton which influenced Diane's choice of her future profession. Since childhood she has been interested not only in crime stories,

but also in the legal aspects of life. That is why after high school graduation Cum Laude she entered Wellesley College and got her Bachelor's degree in law in 1973, Master's degree from Yale Law School in 1977 and Doctorate at Louisiana State University in 1980.

Shortly after receiving the Doctorate degree Diane started working at Mes-tayer & Simon Attorneys where she was an attorney from 1980 to 1984. In 1984 she was elected to the 16th Judicial District Court where she served for 17 years first as a District Judge and later as a Chief Judge. Later she worked in the Circuit Court of Appeals and the Supreme Court of Louisiana.

Diane Davis was busy with different projects for the Committee on Creation of New Judgeships; on the Committee on Admissions to the Louisiana State Bar and in some Courts of Appeals. She had plenty of assignments from such professional affiliations as: Marriage Committee and Guardianship Committee of Louisiana Law Institute as well as at the Louisiana Bar Foundation. Being a highly qualified lawyer Diane Davis shared her knowledge and experience on the pages of "The New Orleans Review" and "Louisiana Bar Journal".

## UNIT 2

### HIGHER EDUCATION IN GREAT BRITAIN. OXFORD

#### STARTING UP



**Task 1. Look at the pictures and say which one shows the University of Cambridge, Oxford University and the Scottish Police College?**

**Model:** *The first (second, third) picture shows \_\_\_\_\_.*

**Task 2. Think and guess which institution:**

- was founded by Oxford scholars;
- is situated at a castle (замок);
- is the second oldest university in the English-speaking world;
- is the second oldest surviving (сохранившийся) university in the world;
- has no limit on the admission age;
- educates to protect law and order;
- has the most Nobel Prize winners among universities in the world;
- admitted women only from 1881;
- started teaching in 1096;
- has experienced workers of police forces in the teaching staff.

**Model:** I think that the University of Cambridge (Oxford University, the Scottish Police College) \_\_\_\_\_.

**Task 3. Listen and match the pictures with the description of the education institution. Check your answers.**

**Task 4. Copy and complete the table. Look at your notes and talk about each institution of higher education.**

Official title	Foundation date	Location	Mission	Teaching staff	Students (trainees)

## LANGUAGE ACTIVITIES

### I. Topical vocabulary

**Task 1. Listen and pronounce the following words and expressions after the speaker:**

- education [ˈedjuˈkeɪʃən] — образование, воспитание
- learning [ˈlɜːnɪŋ] — изучение
- research [rɪˈsɜːtʃ] — исследование
- public [ˈpʌblɪk] — государственный
- private [ˈpraɪvɪt] — частный
- institution of higher education [ˈɪnstɪˈtjuːʃ(ə)n əv ˈhaɪə ˈedjuˈkeɪʃən] — вуз
- *What type of institution are you in?* [ˈwɒtˈtaɪp əvˈɪnstɪˈtjuːʃ(ə)nˈɑːˈjuːˈɪn]. — *В каком вузе ты учишься?*
- undergraduate [ˈʌndəˈgrædʒuɪt] — студент бакалавриата
- graduate [ˈgrædʒuɪt] — выпускник
- postgraduate [ˈpəʊstˈgrædʒuɪt] — студент магистратуры или докторантуры
- to graduate from [ˈgrædʒueɪt] — окончить университет, вуз
- to provide [prəˈvaɪd] — обеспечивать
- to enter [ˈentə(r)] — поступать в вуз
- to enroll [ɪnˈroʊl] — зачислять
- to admit [ədˈmɪt] — допускать, принимать
- admission [ədˈmɪʃən] — прием, поступление в вуз
- to apply to [əˈplaɪ] — подавать заявление, обращаться с просьбой
- to register [ˈredʒɪstə] — вносить в списки, отметить, записаться на что-либо

- to attend classes [ə'tend'kla:sɪz] — посещать занятия
- to deal with ['di:l wɪð] — иметь дело с чем-либо
- to handle ['hændl] — обращаться с чем-либо, рассматривать
- *What is the best way to register?* ['wɒt ɪz ðə'best'wei tu:redʒɪstə]. — Какой самый лучший способ зарегистрироваться?
- *How long does it take to apply?* ['haʊ'lɒŋ dɪz ɪt'teɪk tu: ə'plai]. — Сколько времени требуется, чтобы подать заявление?
- *It takes an hour to ...* [ɪt'teɪks ən 'aʊə tu:]. — Требуется час, чтобы ...
- teaching staff ['ti:ʃɪŋ'sta:f], faculty ['fækəlti] (амер.) — преподавательский состав
- tutor ['tu:tə] — преподаватель, обучающий одного или нескольких студентов
- tutorial [tu:'tɔ:riəl] — занятия с тьютором
- tuition [tju:'ɪʃən] — обучение
- *Could you give me some advice about ...?* ['kʊd ju:'gɪv mi: sʌm əd'vaɪs ə'baut] — Вы могли бы дать мне совет о ...?

## II. Grammar Review

### ACTIVE VOICE

	INDEFINITE	CONTINUOUS	PERFECT	PERFECT CONTINUOUS
PRESENT	V, V <sub>s</sub> I write. Я пишу (часто).	am is are } + Ving I am writing. Я пишу (сейчас)	have has } + Ved, V <sub>3</sub> I have written. Я написал (уже, только что).	have has } + been + Ving I have been writing. Я пишу (уже час, с двух часов).
PAST	Ved, V <sub>2</sub> I wrote. Я писал (вчера).	was were } + Ving I was writing. Я писал (вчера в 3 часа, когда он вошел).	had + Ved, V <sub>3</sub> I had written. Я написал (вчера к трем часам, до того, как...).	had + been + Ving I had been writing. Я писал (уже два часа, когда он пришел).
FUTURE	Will + V I'll write. Я напишу (завтра).	will + be + Ving I'll be writing. Я буду писать (завтра в три часа).	will + have + V <sub>3</sub> I'll have written. Я напишу (завтра к трем часам, до того, как он придет).	will + have + been + Ving I'll have been writing. Я буду писать (завтра к тому времени, когда он придет).

## PASSIVE VOICE

	INDEFINITE	CONTINUOUS	PERFECT
PRESENT	am } + V3 is } are } Usually houses are built in 8 months. Обычно дома строят 8 месяцев.	am } + being + V3 is } are } This house is being built now. Этот дом строится сейчас.	have } + been + V3 has } This house has already been built. Этот дом уже построен.
PAST	was } + V3 were } This house was built last year. Этот дом был построен в прошлом году.	was } + being + V3 were } When I came last year this house was being built. Этот дом строился, когда я в прошлом году приехал.	had + been + V3 This house had been built before I came. Этот дом был построен до того, как я приехал.
FUTURE	will + be + V3 This house will be built next year. Этот дом будет построен в следующем году.	X	will + have + been + V3 This house will already have been built by January. Этот дом будет построен уже к январю.

**Task 1. Think and choose the verb tense to translate the following sentences into English. Put the number of the sentence in the appropriate box.**

	Indefinite	Continuous	Perfect	Perfect Continuous
Present				
Past				
Future				

1. Я посещаю занятия каждый день.
2. Сейчас мы посещаем музей.
3. Я уже посетил занятия по уголовному процессу.
4. Я посещу библиотеку на следующей неделе.
5. Мой младший брат посещает школу только один год.
6. В прошлом году я посещал занятия по французскому языку.
7. Я посещал эти занятия уже 2 года, когда начал учить английский язык.
8. Я посещал музей, когда ты мне позвонил.
9. Я буду на занятии по уголовному праву, когда ты будешь мне звонить.
10. Я уже посещу занятия по английскому языку, когда ты придешь.

11. Я посетил уже 2 занятия по уголовному судопроизводству, когда ты присоединился к группе.

12. К лету мы будем посещать занятия по английскому языку в течение 2 лет.

13. I will have attended English classes when you come.

14. I will be at the library next week.

15. I was at the museum when you called me.

16. I attend classes every day.

17. We'll have been attending English classes for 2 years by the summer.

18. My younger brother has been attending school for only one year.

19. We are visiting the museum now.

20. Last year I attended French classes.

21. I will be attending a class in Criminal Law when you call me.

22. I had attended two classes in Criminal Justice when you joined the group.

23. I have attended classes in Criminal Procedure.

24. I had been attending the classes for 2 years when I began to study English.

### Task 2. Translate into English.

Я тренируюсь	сейчас. уже 3 года.
Я тренировался	когда ты пришел в зал. уже 2 часа, когда ты пришел.
Я тренировался	вчера.
Я потренировался	только что. вчера к 10 часам.
Я потренируюсь	завтра. завтра к 10 часам.
Я буду тренироваться	когда ты придешь в зал. завтра в 10 часов. уже 2 часа, когда ты придешь.

### Task 3. Choose the correct form of the verbs and translate the following sentences into English.

1. Студенты обычно поступают (are entering / enter / have entered) в университет в возрасте 18 лет.

2. Мой друг изучает (is studying / was studying / has been studying) английский язык с детства.

3. Я запишусь (will register / will have registered / register) в исследовательскую группу до 1 декабря.

4. Вчера мой друг подал заявление (**had applied to / applied to / was applying to**) о поступлении в вуз.

5. Его брат уже окончил (**graduated / had graduated / has graduated**) университет.

6. Он служил (**served / has served / had served**) 2 года в армии до поступления в полицейскую академию.

7. Британские студенты будут платить (**are paying / will have paid / will pay**) 9,000 фунтов за обучение.

8. Когда мы поступили (**were entering / entered / have entered**) в Академию, этот курсант уже год занимался исследованием (**was dealing with/ has been dealing with / had been dealing with**) по криминалистике.

9. К следующему году он будет посещать (**will attend/ will have been attending/ will be attending**) научный кружок уже 4 года.

10. Следователь составлял протокол (**has been making a record / made a record / was making a record**), когда ему позвонил (**calls/ called/ has called**) эксперт-криминалист.

**Task 4. Transform the Active Voice forms into the Passive Voice ones and translate them into Russian.**

**Model:** *I ask (я спрашиваю).*

*I am asked (меня спрашивают).*

ACTIVE VOICE

PASSIVE VOICE

I asked.

I will ask.

I am asking.

I was asking.

I have asked.

I had asked.

I will have asked.

**Task 5. Change the sentences from the Active Voice into the Passive Voice.**

**Model:**

(A.V.) *I will learn Criminal Law next term.*

(P.V.) *Criminal Law will be learnt by me next term.*

1. The state pays tuition for the poorest families.

2. The British universities will charge fees to £9,000.

3. They have interrogated a very dangerous criminal.

4. This group of students is listening to the tutor.

5. We had not finished the test yet when the bell rang.

6. After a crime scene search an investigator will make a record.

7. Yesterday I e-mailed my essay to the professor.
8. The students have been writing a research paper for two weeks.
9. I hope the entrance board will study my application and admit me.

#### **Task 6. Translate into English.**

- |                           |   |
|---------------------------|---|
| 1. Эссе (essay) обсуждают | сейчас.<br>на каждом занятии.<br>обычно при зачислении. |
| 2. Эссе обсуждали         | когда ты пришел.<br>вчера на занятии с тьютором.        |
| 3. Эссе обсудили          | вчера.<br>только что.<br>до того, как вы пришли.        |
| 4. Эссе обсудят           | завтра.<br>до того, как ты посетишь занятия.            |

#### **Task 7. Read the text choosing the correct form of the verbs.**

##### **The Russell Group Universities**

The Russell Group is a union of twenty UK universities that together (receive / are received) two-thirds of the research grant in the United Kingdom. The Russell Group (names / is named) so because the first informal meetings of the Group (had been taken place / took place) at the Russell Hotel in Russell Square, London. It (was established / established) in 1994 to represent their interests to the government, parliament and other bodies. The group (chairs / is chaired) by Professor Michael Arthur, Vice Chancellor of University of Leeds. The Russell Group (is contained / contains) many of the United Kingdom's leading universities. 16 members are from England, two from Scotland, one from Wales and one from Northern Ireland.

At present over 30% of British students (are being attended / are attending) classes at Russell Group universities. In total, 20 universities (take / are taken) in about 75,000 new students in the first year, every year. The Russell Group (is stated / states) that its objectives are to: lead the UK's research; maximize income for its member institutions; attract the best staff and students to those institutions.

##### **The Simple Sentence Structure**

##### **Структура простого предложения**

Subject (S) — подлежащее  
 Predicate (P) — сказуемое  
 Object (O) — дополнение

Adverbial modifier (AM) — обстоятельство

Question word (QW) — вопросительное слово

Auxiliary verb (AV) — вспомогательный глагол

QW	AV	S	P	O	AM
		+ The cadets	patrol	streets	every day
		+ He	didn't study	English	last year
	? Will	you	solve	this crime?	
?When	are	they	leaving	home?	

**Task 8. Answer the following questions about your education institution.**

**Model:** Q — *Is there a library at your education institution?*

— A-1 — *Yes, there is.*

— A-2 — *Yes, there is one big library at my education institution.*

— A-3 — *No, there isn't.*

— A-4 — *No, there is not any library at my education institution.*

Is there a/any (reading room / stadium / tuition fees / strong teaching staff / scholarship / variety of courses / Internet access / campus / museum / home comfort) at your higher school?

**Model:** Q — *Are there any admission tests at your Academy?*

— A-1 — *Yes, there are.*

— A-2 — *Yes, there are some admission tests at my Academy.*

— A-3 — *No, there aren't.*

— A-4 — *No, there are not any admission tests at my Academy.*

Are there any / many (graduates / tutors / girl-cadets / tutorials / innovations / graduation tests / different degree programs / postgraduate courses / student loans) at your Academy?

**Model:** Q — *How long does it take to get a bachelor's degree?*

A — *It takes 4 years(to get a bachelor's degree).*

How long does it take to (write an essay / become a Colonel of police / learn law enforcement English / get a Master's degree / read "War and Peace" / speak Chinese / study at the Academy / learn to drive a car / learn to use the weapon)?

**Task 9. Imagine that the best cadet of your group has just come back from educational trip to the Scottish Police College. He made a presentation about it. Ask him about the college. The text below will help you.**

The Scottish Police College at Tulliallan Castle celebrated its 56th anniversary as the home of police training in Scotland. The history of its building is very interesting. It was a medieval castle reconstructed by Admiral Keith. During the Second World War it served as the home of the Polish Free Forces.

The building was modernized and the first courses for inspectors and sergeants began in 1954.

The task of the Scottish Police College was to train constables from different police forces centrally and to provide some form of higher training for senior officers. The recruits were to have two-stage training, initial training lasting 12 weeks and the second-stage training lasting 8 weeks. These two periods of training were separated by a period of practice in the force. The new recruit program now consists of a 16 week training course at the College, a 50 week period of operational patrol duties and a final 2 week period to check knowledge and skills of the trainees.

Traditionally the trainees of the Scottish Police College are junior officers of the Scottish police service. In the course of their training, the cadets are to get actual knowledge of the following: crime, evidence, general police duties, traffic policing and investigational techniques.

Besides classroom activities, young police officers handle Officer Safety Training, skills of self-defense, baton and handcuff techniques. They are also to have intensive physical training and pass the Scottish Police Fitness Test.

The instructors of the Scottish Police College are experienced workers of the Scottish police forces.

### III. Reading

#### Before reading

**Task 1. Read and translate some international words:** academic, typical, factor, location, home comfort, course, historically, normally, financed, maximum, international student, hierarchy, prestigious, technological, innovation, inspector, standard.

**Task 2. Learn new words for reading the text. Look through the text below, find the sentences with these words and translate them into Russian:**

variety [və'raɪəti] — разнообразие

various ['ve(ə)rɪəs] — различный, разный

to offer ['ɒfə] — предлагать

to go on ['gəʊən] — продолжать

to last for ['lɑ:st'fɔ:] — длиться, продолжаться

to complete [kəm'pli:t] — завершать

eligible ['elɪdʒəbəl] — иметь право

to undertake ['ʌndə'teɪk] — предпринимать, брать

access ['ækses] — доступ  
 worship ['wɜːʃɪp] — поклонение, культ  
 to charge ['tʃɑːdʒ] — установить цену  
 to entitle [ɪn'taɪtl] — давать право на  
 to maintain [meɪn'teɪn] — поддерживать, сохранять  
 student loan ['stjuːd(ə)nt'ləʊn] — кредит на учебу  
 scholarship ['skɒləʃɪp] — стипендия  
 hierarchy ['haɪərə:kɪ] — иерархия  
 to contain [kən'teɪn] — содержать в себе  
 to date from ['deɪt'frɒm] — восходить к; датироваться  
 innovation ['ɪnə'veɪʃ(ə)n] — новшество  
 syllabus ['sɪləbəs] — программа, учебный план  
 syllabi ['sɪləbaɪ] — программы  
 peculiarity [pɪkju:lɪ'ærtɪ] — особенность  
 collegiate [kə'li:dʒɪət] — коллегияльный; состоящий из колледжей

### Task 3. Match the synonyms.

tutorial	grant
access	to suggest
to deal with	different
scholarship	class
financed	supported
to offer	to finish
to go on	admission
various	new development
to complete	to continue
innovation	to handle

### Task 4. Complete the word-building table.

Verb	Noun	Noun (person)
to educate	1	educator
2	entrance	entrant
to graduate	graduation	3
to teach	4	teacher
5	application	applicant
to learn	learning	6
to research	7	researcher
to provide	provision	8
to innovate	9	innovator
10	maintenance	maintainer

**Task 5. Think and answer.**

1. How many universities are there in Great Britain?
2. What are the oldest English universities?
3. What degrees do English universities offer?
4. Is there any English university graduate among the people you know?

**Task 6. Listen to the text read by Virginia Martin from the University of Wisconsin (USA.) Try to understand as many details as possible. Read the text.**

**Higher Education in Great Britain**

The UK has a variety of higher education opportunities for students. There are over 100 universities which offer various degree programs. About one-third of all UK school graduates go on to some form of higher education. Students normally enter university from age 18, and study for an academic degree.

The typical first degree offered at English universities is the bachelor's degree. It usually requires three years. Many institutions now offer an undergraduate master's degree as a first degree, which typically lasts for four years. During a first degree students are known as undergraduates. Students who have completed a first degree are eligible to undertake a postgraduate degree, which might be a: Master's degree (typically taken in one year, though research-based master's degrees may last for two) and Doctorate (typically taken in three years).

Choosing the right school depends on a large number of factors such as: location of the school, tuition, size of the school, access to home comforts, place of worship, home food, courses available.

Historically, all undergraduate education outside the private University of Buckingham was largely state-financed. Most undergraduates paid tuition that was set at a maximum of £3,375 per year. At present fees of up to £9,000 per year are charged. These fees are repayable after graduation, at a certain level of income. The state pays all fees for students from the poorest families. UK students are generally entitled to student loans. The fees for international students can be up to £18,000 per year or more.

Postgraduate fees vary but are generally more than undergraduate fees, depending on the degree and university. However, full scholarships are available for postgraduates.

There is a distinct hierarchy among universities, with the Russell Group containing most of the country's more prestigious, research-based and re-

search-focused universities. The two oldest universities in England are Oxford and Cambridge. These date from the Middle Ages. England had no other universities until the 19th century. The universities which were founded between 1850 and 1930 are known as 'Red Brick universities'. They were called so because that was the favorable building material of the time. These universities were built to provide a liberal education for the poorer boys and to give technological training. The universities which were founded after the Second World War are called 'the new universities'. The most interesting innovation is Open University.

The state does not control university syllabi, but it does influence admission procedures. It still has control over teacher training courses, and uses its inspectors to maintain standards.

**Task 7. Find English equivalents to the following word-combinations:** степень бакалавра; учиться для получения академической степени; степень магистра; четкая иерархия; университеты; где проводятся и сосредоточены исследования; излюбленный строительный материал; курсы подготовки учителей; разнообразие возможностей; средние века; процедура приема; студентам дают право на получение ссуды.

### **After reading**

**Task 8. Are the following statements true or false? Correct the false ones.**

- a) Every high school graduate in the UK enters university.
- b) The state provides financial aid to students.
- c) All undergraduate education is state financed.
- d) The "new universities" were founded in the middle of the XX century.
- e) The admission procedure is under the state control.

**Task 9. Answer the questions.**

- 1. How many of UK school graduates enter universities?
- 2. What is the way of choosing a university to enter?
- 3. How long does the Bachelor's (Master's, Doctorate) degree take?
- 4. How much are the undergraduate tuition fees?
- 5. Does the state support the students?
- 6. How does the state control universities?
- 7. Is there any ranking among UK universities?
- 8. Which of the universities are "Red Brick" and new?
- 9. What new information about UK higher education have you learnt?

#### IV. Writing

**Task 1. Can you write letters in English? What is a letter of inquiry? What are the rules of writing it?**

**Read the text and answer the questions above.**

A **letter of inquiry** is a business letter. It requests information. Identify the information you need in a one- or two-paragraph letter. As a student, you may occasionally write a letter of inquiry requesting a company, person or institution to send you information for use in a class project or report. To write a letter of inquiry, use these guidelines:

State who you are and why you are writing.

Ask questions that the respondent can answer.

Tell the respondent how to reach you.

Thank the respondent for his or her time and effort.

**Task 2. Study the example of a letter of inquiry.**

1437 West Horwath Drive  
Oklahoma City, OK 73100

April 2, 2022

Mr. John O'Brien  
Chief Officer  
Defensive Means Corp.  
871 Cashew Boulevard  
Lewiston, ME 04240

Dear Mr. O'Brien,

For my research paper on terrorism I am investigating the forms, means and methods of fighting it. In the reading I have done, I found your article where you mention a new weapon 409 CR. Could you please take a few minutes to supply more information on the following questions:

What are the advantages of this weapon?

What divisions have it at their disposal?

Are there any known terrorist groups using this weapon?

Is there any possible way for any law-abiding citizen to use it?

Is it possible to arrange its demonstration for law-enforcement cadets?

You can write to me at the above address, or you can call (715) 253-2580 on Monday and Wednesday (9 a.m.-12 p.m.) or Friday after 10 a.m. My fax number is (715) 352-0001 and e-mail is bsmirnov@gmail.com. My deadline for

using this information is May 1. I hope to hear from you soon. Thank you for taking time to answer these questions.

Sincerely,

Boris Smirnov

**Task 3. Write a letter of inquiry to the Oxford Admission Office asking for general information about enrollment and peculiarities of the university. The text below will help you.**

The University of Oxford (informally Oxford University, or simply Oxford) is the second **oldest surviving university** in the world and the oldest in the **English-speaking world**. Although the exact date of its foundation remains unclear, there is evidence of teaching there as far back as 1096.

The University of Oxford is a “public university” in the sense that it receives a large amount of public money from the government and from local authorities, but it is a “private university” in the sense that it is entirely self-governing and could choose to become private by rejecting public funds.

The peculiarity of Oxford is that it is a **collegiate university**. It comprises over forty self-governing colleges and halls. Central administration is headed by the Vice-Chancellor. There is no upper or lower limit on the age of those who want to enter the university. Colleges have responsibility for admitting undergraduates and organizing their tuition. They provide social, cultural, and recreational activities for their members. As for graduates, this responsibility falls upon the departments.

The academic departments are not affiliated with any particular college. Departments provide facilities for teaching and research, determine the syllabi and guidelines for the teaching of students, perform research, and deliver lectures and seminars. Colleges arrange the **tutorial teaching** for their undergraduates. Graduate students are usually instructed through classes and seminars, though there is more focus upon individual research. The various academic faculties, departments, and institutes are organized into **four divisions**, each with its own Head.

## UNIT 3

### HIGHER EDUCATION IN THE USA. HARVARD

#### STARTING UP



**Task 1. Look at the pictures and say which one shows the University of Louisiana at Lafayette (ULL), Harvard and the Northern Virginia Criminal Justice Training Academy (NVCJA)?**

*Model: ULL is in the (left, right, middle) picture.*

**Task 2. Think and guess which institution:**

- boasts forty Nobel laureates;
- offers over 130 classes;
- is ranked as one of the nation's best institutions for undergraduate education;
- was established in 1636 to provide a literate ministry (духовенство);
- prepares individuals for careers in law enforcement;
- is a national model for other training academies;
- is the oldest higher education institution in the United States;
- is named after a young minister, who left his family library and half of his estate to the newly born college;
- is a private university;
- provides exceptional training to public-safety personnel;
- has a large campus with a lake that is home to several alligators;

— provides excellent education and attracts upper-class students and faculty.  
**Model:** *I suppose that Harvard \_\_\_\_\_.*

**Task 3. Listen and match the pictures with the description of the education institution. Check your answers.**

**Task 4. Copy and complete the table. Look at your notes and talk about each institution of higher education.**

Official title	Foundation date	Location	Mission	Teaching staff	Students (trainees)

## LANGUAGE ACTIVITIES

### I. Topical vocabulary

**Task 1. Listen and pronounce the following words and expressions after the speaker:**

major ['meɪdʒə] — специальность, профилирующий предмет  
 curriculum [kə'ɹɪkjʊləm] — учебный план  
 campus ['kæmpəs] — территория учебного заведения  
 nursing ['nɜːsɪŋ] — профессия среднего медицинского персонала  
 minister ['mɪnɪstə] — священник  
 estate [ɪ'steɪt] — усадьба  
 defensive tactics [də'fensɪv'tæktɪks] — оборонительная тактика  
 club [klʌb] — дубинка  
 handcuffs ['hændkʌfs] — наручники  
 simulated environment ['sɪmjuleɪtɪd ɪn'vaɪ(ə)rənmənt] — смоделиро-

ванная обстановка

communication [kəmjuːnɪ'keɪʃən] /firearms ['faɪəɑːmz] /driving skills ['draɪvɪŋ skɪlz] — навыки общения/стрельбы/вождения  
 to boast [bəʊst] — гордиться, отличаться, хвастаться  
 to suppose [sə'pəʊz] — предполагать  
 to believe [brɪ'liːv] — полагать, думать, верить  
 to consider [kən'sɪdə] — считать, рассматривать  
 to guess ['ges] — догадываться, предполагать  
 to do one's best ['duːwʌnz'best] — делать все возможное  
 to listen to a lecture on ['lɪs(ə)n tu ə'lektʃə ɒn] — слушать лекцию по  
 to take notes of ['teɪk'nəʊts əv] — делать записи, составлять конспект  
 to make a presentation — провести презентацию

to practice skills ['præktɪs'skɪlz] — применять навыки  
 to use a weapon ['ju:z ə 'wepən] — применять оружие  
 to drive a patrol police car ['draɪv ə pə'trəʊl pə'li:s'kɑ:] — водить патрульную полицейскую машину  
 to give first aid ['gɪv 'fɜ:st'eɪd] — оказать первую помощь  
 to direct traffic [dɪ'rekt 'træfɪk] — регулировать дорожное движение  
 to testify in court ['testɪfaɪ ɪn'kɔ:t] — свидетельствовать в суде  
 to process a crime scene ['prəʊses ə'kraɪm'si:n] — осматривать место преступления  
 to communicate with [kə'mju:nɪkeɪt wɪð] — общаться с  
 to conduct vehicle traffic stop [kən'dʌkt'vi:ɪkəl'træfɪk'stɒp] — проводить остановку транспортного средства  
 to conduct a building search [kən'dʌkt ə'bɪldɪŋ 'sɜ:tʃ] / a prisoner search ['prɪzənə 'sɜ:tʃ] — произвести осмотр помещения / личный досмотр арестованного  
 to threaten ['θretən] — угрожать

**Task 2. Match the following verbs with nouns:**

to conduct	notes
to listen to	traffic
to give	in court
to take	vehicle traffic stop
to direct	a patrol police car
to testify	a building search
to drive	a weapon
to practice	skills
to conduct	first aid
to use	a lecture

**Task 3. Look through the following expressions and think which of them would characterize the education process of a university student and a law enforcement trainee. Fill in the table with the expressions from the list.**

To communicate with the public; to make a presentation; to conduct a building search; to take notes; to give first aid; to listen to a lecture; to process a crime scene; to practice firearms skills; to direct traffic; to testify in court; to attend classes; to serve; to research; to use a weapon; to practice defensive tactics; to go to a library; to learn concepts and laws; to write an essay; to solve a problem.

University Student	Law Enforcement Trainee

**Task 4. Comment on your choice of the expressions characterizing the education process of a university student and a law enforcement trainee.**

**Model:** I suppose (believe, consider, think) that a university student learns to\_\_\_\_\_.

**Task 5. Watch the video about the training course at the NVCJA and say what skills policemen are trained for.**

**Task 6. Translate into English the words in brackets and read the NVCJA Executive Director William C. O'Toole comments to the video.**

In addition to (*стрельбе*) and driver's training, (*первой помощи*) and (*навыкам общения*) the trainees are also taught to:

(*проводить остановку транспортных средств*), (*регулировать дорожное движение*), testify in court, (*осматривать место преступления*), conduct building searches and (*личный досмотр арестованного*). We pay great attention to physical fitness training (running, push-ups, sit-ups, pull-ups, cross-fit training, obstacle course). The (*оборонительная тактика*) such as weapons defense (knife and club), handcuffing, ground-fighting (how to escape an attack) are also in our (*учебном плане*). A lot of time is spent to (*применять навыки*) in a (*смоделированной обстановке*) after the trainees have learned the (*навыки*), concepts, and (*законы*) in the classroom.

And, of course, the most dramatic method is when we spray the (*слушателей*) with pepper spray. Not to cause them pain, but to demonstrate that they can still successfully recover and deal with a life-threatening situation if they, themselves are sprayed or come in contact with a prisoner that another officer has sprayed.

## II. Grammar Review

### PRESENT INDEFINITE (SIMPLE) (Простое настоящее)

Действие как факт (often, seldom, always, usually...)

Active V/Vs	Passive Be + Ved/V3
I ask (я спрашиваю) He asks (он спрашивает)	I am asked (меня спрашивают) He is asked (его спрашивают)

#### Present Indefinite Active

+	?	-
I We You They He She It	I we you they he she it	I We You They He She It
+V	Do +	+do
+Vs	Does +	+does
	+V	(don't) +not V (doesn't)

### Present Indefinite Passive

+	?	-
<div style="display: flex; align-items: center;"> <div style="margin-right: 10px;"> I am He She It We You They </div> <div style="margin-right: 10px;"> } is    } are </div> <div> } + Ved/V3 </div> </div>	<div style="display: flex; align-items: center;"> <div style="margin-right: 10px;"> Am  Is   Are </div> <div style="margin-right: 10px;"> } I he she it we you they </div> <div> } + Ved/V3 </div> </div>	<div style="display: flex; align-items: center;"> <div style="margin-right: 10px;"> I He She It We You They </div> <div style="margin-right: 10px;"> } am  } is  } are </div> <div> } not Ved/V3 </div> </div>

**Task 1. You are reporting about the research on US universities. An American exchange student agrees with you.**

**Model:**

*Cadet: Colleges and universities provide higher education in the USA.*

*Student: I think (suppose, guess, believe, consider, am sure) you are right. Colleges and universities provide higher education in the USA.*

Cadet: Half of all secondary school graduates enter colleges and universities.

Student: \_\_\_\_\_.

Cadet: Each year three million students graduate from US high schools.

A big number of them apply to universities and colleges.

Only about one million of school graduates are admitted to universities.

80 percent of the college students attend public institutions.

The executive head of a college or a university is called the president.

Members of the faculty hold academic ranks.

Students study four or five major subjects per year.

If a student fails a course, he repeats only that course.

A college or university grants a bachelor's, master's or doctorate degree.

**Task 2. A university student does not have any idea about a law enforcement training Academy. Correct his statements.**

**Model:**

*Student: I think the Academy prepares trainees for careers in the court system.*

*Cadet: I believe (suppose, guess, think, consider, am sure) you are wrong. The Academy **doesn't prepare** trainees for careers in court system. It **prepares** trainees to serve in law enforcement, corrections, court security.*

Student: I think the course of training at the Academy lasts for three years.

Cadet: \_\_\_\_\_.

Student: I believe the Police Academy consists of many colleges.

I am sure each trainee attends foreign language classes.

I guess the curriculum provides liberal arts education.

I suppose the Academy grants a degree.

I believe each trainee discusses his essay with the tutor once a week.

**Model:**

*Student: I believe classes at the Academy start at 6 in the morning.*

*Cadet: I think you are wrong. Classes at the Academy **don't start** at 6. They start at 9 in the morning.*

Student:

I think that trainees of US regional academies live in dormitories.

I know the trainees learn only law enforcement skills.

I suppose they deal mainly with physical fitness training.

I consider they pay tuition.

I am sure that during course of their studies the trainees spend most of the time in the libraries.

**Model:**

*Student: I guess most of the time the trainees are taught in lecture halls.*

*Cadet: I suppose you are wrong. The trainees **are not taught** in lecture halls most of the time. They are also taught in a simulated environment.*

Student: I know that only male applicants are admitted to the Academy.

Cadet:\_\_\_\_\_.

Student:

I am sure the US police academies are headed by Presidents.

I believe the trainees are taught mainly by professors.

I think law enforcement education in the USA is provided by universities.

I guess the trainees are given scholarships.

I suppose the trainees are tested only at the end of the course.

I know that they are trained in firearms most of the time.

**Task 3. Place the words in the appropriate order to make sentences.**

a) 1,000 majors / colleges / offer /and / universities / American / more than;

b) educational / funding / The government / programs / federal /provides / for;

c) American / apply / When / the university? / high school /do / graduates / to;

d) Graduate school / consists / colleges / The ULL / of / nine / and;

e) schools / charge / American / not / tuition /public /do;

f) a "Flagship Academy"/ The Academy / named / is / and / reaccredited;

- g) languages / offered / the trainees / Foreign / not / are / to;
- h) energy / computing / The ULL / highly / environment / ranked in / is / nursing;
- i) have / system / The / not / national / a / school / United States / does;
- j) courses / In-Service / their / Veteran officers / law enforcement training / through / and / Command Staff / training / continue / their;
- k) year? / enforcement / many / are / How / each / offered / topics / law;
- l) courses / field / College / do / only / major / not / students / take / in;
- m) "Electives" / required / by / courses / are / not / chosen / the student / that / are / but;
- n) the Academy / eLearning / programs? / web-based / Does / provide / and / training.

**Task 4. Open the brackets putting the verbs in the appropriate tense-form.**

Harvard University (belong / belongs) to Ivy League Universities which are elite and most prestigious in the USA and (groups / are grouped / is grouped) according to certain characteristics. Some institutions (call / calls / are called) "Public Ivies". A "Public Ivy" is a state-assisted institution which (offer / is offered / offers) a superior education at a cost far below that of Ivy League schools.

The term "Ivy League" (associate / is associated / associate) with eight elite institutions of higher education, which ( is known / knows / are known / know) as the oldest in the nation (e.g. Columbia University, Princeton University, Yale University). All of the institutions ( locate / are located / locates) in the north-east of the United States.

They ( are provided / provide / provides) excellent education and (attracts / attract / are attracted) upper-class students and faculty. Moreover they constantly (place / are placed / places) at the top of all rankings by famous editions. Another characteristic of these universities is that they are privately owned.

**Task 5. Guess and fill in the missing questions.**

- a) \_\_\_\_\_  
Yes, all US states require young people to attend school.
- b) \_\_\_\_\_  
Yes, every state has its own university.
- c) \_\_\_\_\_  
A university typically comprises several colleges, graduate programs, one or more professional schools (e.g. a law school) and research facilities.
- d) \_\_\_\_\_  
Yes, Americans often use the word "college" for either a college or a university.

e) \_\_\_\_\_  
Students study four or five major subjects per year.

f) \_\_\_\_\_  
The University of Louisiana at Lafayette is situated in the city of Lafayette — the heart of Cajun Country.

g) \_\_\_\_\_  
Students are classified as freshmen, sophomores, juniors and seniors.

h) \_\_\_\_\_  
Besides classroom activities, young police officers deal with Officer Safety Training, skills of self-defense and intensive physical training.

i) \_\_\_\_\_  
Only a third year student begins an intensive study of his major.

j) \_\_\_\_\_  
Undergraduate teaching in Oxford is centered on the tutorial system.

**Task 6. Transform (where possible) the statements from active into passive.**

a) Making a decision takes a lot of time. When you choose your path after high school graduation, you ask many questions. You discuss the problem of a university choice with your friends, relatives and teachers. As a rule they consider many factors for example: tuition and quality of the faculty. As for the university, it also examines your papers such as: the results of the SAT, recommendations, personal qualities.

b) Since 1974, they divide the College of Liberal Arts into the College of Arts, Humanities and Behavioral Sciences and the College of Biological, Mathematical and Physical Sciences. At present the college provides 15 programs in communication, communicative disorders, criminal justice, English, history and geography, modern languages, philosophy, political science, psychology, sociology and anthropology. Bachelor's degrees are offered in these areas. The criminal justice department offers an associate of science degree. The departments of English, history, modern languages, communicative disorders and psychology offer master's degrees. The English department also awards doctoral degrees and the college grants one of only three doctorates in Francophone Studies in the world.

**Task 7. Find 9 mistakes in the text and correct them in written form.**

The Academy faculty consist of highly skilled and dedicated law enforcement trainers who is committed to providing the highest quality training to police personnel. The Academy provide training in both basic recruit classes and for ongoing career development for veteran officers, supervisors, and com-

manders. The recruit basic training program last for 20–24 weeks and are consist of a wide variety of training topics. These topics are include instruction in patrol topics, investigations, corrections, forensics, traffic, Constitutional and Criminal law, use of force, terrorism, defensive tactics, physical fitness, ethics, and leadership. 20 instructors assigned to the academy as instructional staff for 3-year intervals. A teaching position at the Academy are highly prestigious. Once assigned, each staff member provided additional training to improve the basis of his or her knowledge.

### III. Reading

#### Before reading

**Task 1. Read and translate some international words:** college, university, collection, specialize in, private, public, percent, student, institution, president, various, professor, faculty, academic, instructor, instruction, aspect, course, classify, bachelor, master, professional, agriculture, dentistry, engineering, medicine, focus on, specialized training.

**Task 2. Learn new words for reading the text. Look through the text below, find the sentences with these words and translate them into Russian:**

the latter ['lætə] — последний

to specialize ['speʃəlaɪz] in — специализироваться в чем-либо

to support [sə'pɔ:t] — содержать, поддерживать

to govern ['gʌvən] — управлять

board of regents ['bɔ:d əv 'ri:dʒənts] — регентский совет

board of trustees ['bɔ:d əv trə'sti:z] — опекунский совет

executive head [ɪg'zekjʊtɪv'hed] — исполнительный глава

to take up ['teɪk'ʌp] — принимать

to be headed by ['bi:'hedɪd baɪ] — быть возглавляемым

dean ['di:n] — декан

subject matter ['sʌbdʒɪkt'mætə] — предмет, тема

to designate ['deziɡneɪt] — назначать

instructor [ɪn'strʌktə] — преподаватель

assistant professor — старший преподаватель

associate [ə'souʃɪət] professor — доцент

major subjects ['meɪdʒə'sʌbdʒɪkts] — основные предметы

to work hard at ['wɜ:k'hɑ:d ət] — упорно работать над

to fail ['feɪl] — провалить (экзамен)

freshman ['freʃmən] — студент первого курса

sophomore ['sɒf(ə)mɔ:] — студент второго курса

junior ['dʒuːniə] — студент третьего курса  
senior ['siːniə] — студент выпускного курса  
to grant a degree ['graːnt ə dɪ'ɡriː] — присваивать степень  
to pursue [pə'sjuː] — заниматься, продолжать  
liberal arts ['libərəl'ɑːts] — гуманитарные науки  
to require [rɪ'kwaɪə] — требовать

**Task 3. Change the highlighted expressions for synonymous ones from the above word list.**

- a) Students who **do not pass** exams may repeat the course.
- b) The ULL is famous for its research in **humanities**.
- c) Students of all **specialties** consider English classes very important for their profession. That is why they **spend much time** at the assignments.
- d) Colleges are usually **managed** by a board of trustees.
- e) **First-year students** often live in dormitories.
- f) During the four-year higher education program, they study four or five **main subjects** per year.
- g) Professional law education **is conducted** in professional schools.
- h) The NVCJA boasts a number of experienced **lecturers**.

**Task 4. Find the word that should not be in the line.**

- a) third-year student, freshman, dean, sophomore, junior, senior;
- b) to make a presentation, to take notes, to listen to a lecture, to govern, to attend classes, to write an essay;
- c) instructor, assistant professor, associate professor, tutor, minister;
- d) to apply to, to admit, to enroll, to enter, to boast, to study, to graduate from;
- e) to study nursing, to use a weapon, to drive a patrol police car, to give first aid, to direct traffic, to testify in court, to process a crime scene.

**Task 5. Think and answer.**

- 1. What is the difference between a college and a university in the USA?
- 2. Whom is a university headed by?
- 3. What is the peculiarity of an American university education?

**Task 6. Listen to the text read by Virginia Martin from the University of Wisconsin. Try to understand as many details as possible.**

### **Higher Education in the USA**

Higher Education in the USA is provided by colleges and universities. The main difference between a college and a university is that the latter is a collection of colleges each of which specializes in a different field.

American colleges and universities are either private or public. Any year, about 12 million Americans are enrolled in over 3,000 colleges and universities. It is stated that half of all secondary school graduates enter colleges and universities. Close to 80 percent of the college students attend public institutions, while a little over 20 percent are enrolled in privately supported universities and colleges. Both colleges and universities are usually governed by a board of regents or a board of trustees.

The executive head of a college or a university is called the president. The various colleges or schools which make up a university are headed by deans. Within a school or college there may be departments according to subject matter fields, each of which may be headed by a professor who is designated as department head or chairman. Other members of the faculty hold academic ranks, such as instructor, assistant professor, associate professor, and professor.

During the four-year higher school program, students study four or five major subjects per year. In addition they usually have classes in Sports, Music and Art. The first and second year students work hard at different aspects of English. They also take courses of Logics, Critical Thinking, Computer Science, etc. Only a third year student begins an intensive study of his special field. If a student fails a course, he repeats only that course and not the work of the entire year.

Students are classified as freshmen, sophomores, juniors and seniors. All students who have graduated from the senior class and who continue studies at a university are called graduate students. At the conclusion of studies a college or university grants a bachelor's degree; after one or two additional years of study — a master's degree. The highest academic degree is the Doctor of Philosophy (PhD).

Professional education in fields such as agriculture, dentistry, law, engineering, medicine, teaching, etc. is pursued in professional schools, which focus their instruction on a single profession. As a rule two, three, or four years of pre-professional liberal arts education are required before admission to a professional school. Three to five years of specialized training lead to professional degrees such as Doctor of Medicine, Bachelor of Law, etc.

### **Task 7. Find English equivalents to the following word-combinations:**

собрание колледжей; или ... или; поступать в университет; немногим более чем; как ... так и ...; разнообразные колледжи; кафедры; заведующий кафедрой; штат (сотрудники); четырехлетняя программа обучения в высшей школе; в год; критическое мышление; дополнительные годы учебы; стоматология; предпрофессиональное обучение.

## After reading

### Task 8. Are the following statements true or false? Correct the false ones.

- a) A university is a collection of colleges each of which specializes in different field.
- b) Colleges and universities are usually governed by presidents.
- c) Usually freshmen work hard at their major subjects.
- d) There are over 3,000 colleges and universities in the USA.
- e) If a student fails a course, he studies another one which is not so difficult for him.

### Task 9. Answer the questions.

- 1. How many colleges and universities are there in the USA?
- 2. How many students are usually enrolled?
- 3. Do they attend only private institutions?
- 4. Who conducts classes at colleges and universities?
- 5. What subjects do the students work at?
- 6. How are the first (second, third, fourth) year students classified?
- 7. What degrees does a university grant?
- 8. What is required for admission to a professional school?

## IV. Writing

**Learn the rules of making presentations\*, go to <Prezi.com> and prepare one about any US institution of higher education.**

---

\* Варлакова Т. В., Веретенникова А. Е. Речевая коммуникация в деятельности сотрудника правоохранительных органов : учеб. пособие. Омск, 2010. С. 63.

## UNIT 4

### HIGHER EDUCATION IN RUSSIA

#### STARTING UP



**Task 1. Look at the pictures and say which one shows Moscow State University, Saint Petersburg University and the Omsk Academy of the Ministry of Internal Affairs.**

**Model:** *I (believe, consider, suppose, guess, am sure) Moscow State University is in the (left, right, middle) picture.*

**Task 2. Think and guess which institution:**

- is the oldest institution of higher education in Russia;
- was created according to the government decision;
- was founded in 1724;
- has 33 kilometers of corridors and 5,000 rooms in its central building;
- at the beginning of its history enrolled applicants only from workers and poor peasants;
- has the right of giving its own diplomas with the official RF symbols;
- was renamed in honor of its founder;
- was famous for the central building tower;
- on its campus has the only baseball stadium in Russia.

**Model:** *I think that the Omsk Academy of the Ministry of Internal Affairs\_\_\_\_\_.*

**Task 3. Listen and match the pictures with the description of the education institution. Check your answers.**

**Task 4. Copy and complete the table. Look at your notes and talk about each institution of higher education.**

Official title	Foundation date	Location	Mission	Teaching staff	Students (trainees)

## LANGUAGE ACTIVITIES

### I. Topical vocabulary

**Task 1. Listen and pronounce the following words and expressions after the speaker:**

homeland ['həumlənd] — отечество

prosperity [prɒ'sperəti] — преуспевание, процветание, благополучие

context ['kɒntekst] — контекст, ситуация, обстановка

facility [fə'sɪləti] — сооружение, объект

tower ['tauə] — башня

construction [kən'strʌkʃ(ə)n] — здание, строение

to establish [ɪ'stæblɪʃ] — основывать, учреждать, создавать

to follow ['fəluu] — следовать, придерживаться

to fit [fit] — размещать

to include [ɪn'klu:d] — включать

to play a role ['pleɪ ə'rəul] — играть роль

to employ [ɪm'plɔɪ] — предоставлять работу

to create [kri'eɪt] — создавать, творить

to protect [prə'tekt] — защищать, охранять

crime detection ['kraɪm də'tekʃ(ə)n] — уголовный розыск

Crime Detection ['kraɪm də'tekʃ(ə)n] — оперативно-розыскная деятельность

crime prevention ['kraɪm prɪ'venʃ(ə)n] — предупреждение преступлений

order ['ɔ:də(r)] — порядок

Alma Mater (Latin) ['ælmə'mɑ:tə ('meɪtə)] — альма-матер (о вузах)

All-Siberia militia commanders' courses ['ɔ:l saɪ'bɪəriə mɪ'lɪʃ kə'mɑ:ndəz 'kɔ:sɪz] — Общесибирские командные курсы милиции

to make one's way ['meɪk'wʌnz'weɪ] — пройти путь

classmate ['klɑ:s,meɪt] — товарищ по учебе

cadet [kə'det] — курсант

source of evidence ['sɔ:s əv 'eɪdəns] — источник доказательств

to interview witnesses ['ɪntəvju:'wɪtnəsɪz] — опрашивать свидетелей

to interrogate criminals [ɪn'terəgeɪt'krɪmɪnəlz] — допрашивать преступников

to be grateful ['bi:'ɡreɪtʃəl] to — быть благодарным кому-либо

public security police ['pʌblɪk sɪ'kjʊərətɪ pə'li:s] — полиция общественной безопасности

distance education ['dɪstəns'edʒu'keɪʃn] — заочное образование

advanced education [əd'v ɑ:nst'edʒu'keɪʃn] — повышение квалификации

to combat ['kɒmbæt] — бороться, сражаться, оказывать противодействие

drug trafficking ['drʌɡ'træfɪkɪŋ] — оборот наркотиков

assault [ə'sɔ:lt] — вооруженное нападение

robbery ['rɒbəri] — ограбление, грабёж, разбой

juvenile delinquency ['dʒu:vənaɪl də'liŋkwənsɪ] — правонарушение несовершеннолетних

to take an oath ['teɪk ən'əʊθ] — давать клятву

Unified State Examination (USE) — Единый государственный экзамен

competitive [kəm'petətɪv] — конкурсный, конкурентный

honorable ['ɒnərəbəl] — почетный

glorious ['ɡlɔ:riəs] — блистательный, прекрасный

worthy ['wɜ:ði] — достойный

promising ['prɒmɪsɪŋ] — многообещающий, перспективный

## Task 2. Read the definitions and name the corresponding word from the box.

Alma Mater; to establish; homeland; cadet; to combat; campus; to follow; prosperity; assault; robbery; glorious; context; to employ; order.
---

a) the grounds including buildings of a school, college or university;  
b) the words, phrases or sentences that surround a word or a sentence and make its meaning clear;

c) to set up permanently;

d) a country where a person was born or has his home;

e) success, wealth;

f) the school, college or university that a person has attended;

g) splendid;

h) to go or come after;

i) a violent attack;

j) the unlawful act of taking another's property;

k) a student in a military academy in training for service as an officer;

l) to give work to somebody for pay;

- m) to struggle against;
- n) a condition in which laws and rules are obeyed.

**Task 3. Try to explain the meaning of the following words and expressions:**

to protect	a witness
construction	distance education
tower	juvenile delinquency
Crime Detection	USE
to interview	classmate

**Task 4. Match the synonyms.**

to establish	teaching staff
cadet	humanities
construction	weapon
liberal arts	trainee
firearms	to found
past	at present
currently	theft
to combat	to fight
robbery	history
faculty	building

**Task 5. Listen to Colonel Tambovtzev and insert the missing words and expressions.**

The Omsk Academy of the Ministry of Internal Affairs is my \_\_\_\_\_.

As you know, it is an old institution of higher education in the Interior of Russia. During its \_\_\_\_-year history it has made its way from the All-Siberia militia commanders' courses in \_\_\_\_ to the present day Academy.

When I studied, it was known as the Omsk Higher Militia School. All of my classmates got enrolled just after the Army \_\_\_\_\_. They came from different parts of Russia. At that time, it was a four-year course of studies and only \_\_\_\_\_ were admitted to the school.

Since our major was "\_\_\_\_\_ " we worked hard at crime prevention, crime detection, sources of evidence, the Criminal Law. In addition, the \_\_\_\_\_ practiced professional skills: drove a patrol police car, used\_\_\_\_\_, interviewed and interrogated \_\_\_\_\_ and criminals, processed a crime scene, etc. The curriculum was not limited to special subjects only. We \_\_\_\_\_ lectures on social sciences and learned foreign languages. Though not numerous, all faculty members, including trainers and instructors were highly skilled \_\_\_\_\_ experts. The Academy's alumni, among whom are almost 100 police generals, are always grateful to them.

Today the Academy has \_\_\_\_\_, Public Security Police and Distance education faculties. It also provides advanced education for police officers who \_\_\_\_\_ drug trafficking, assaults and robberies, and deal with problems of juvenile delinquency. The admission is highly competitive. \_\_\_\_\_ are enrolled according to their Unified State Examination (USE) results, moral and physical standards. Freshmen, mostly former high school graduates, become policemen after they \_\_\_\_\_ to protect law and order.

I think it is difficult and honorable to be a cadet of Omsk Academy which has a glorious history, worthy present and \_\_\_\_\_ future.

Alumni — выпускники

## II. Grammar Review

### PAST INDEFINITE (SIMPLE)

(Простое прошедшее)

Действие как констатация факта в прошлом  
(yesterday, last year/ week, in 1996...)

Active	Passive
<b>Ved/ V2</b>	<b>Was/Were + Ved/ V3</b>
I asked (я спрашивал)	I was asked (меня спрашивали)
They taught (они обучали)	They were taught (их обучали)

### Past Indefinite Active

+	?	-
I He She It We You They } <b>Ved/ V2</b>	<b>Did</b> {           I He She It We You They } <b>+V?</b>	I He She It We You They } <b>+did not + V (didn't)</b>

### Past Indefinite Passive

+	?	-
I He She It } <b>was</b> } <b>Ved/V3</b> We You They } <b>were</b>	<b>Was</b> {           I He She It } <b>Ved/V3</b> <b>Were</b> {           We You They }	I He She It } <b>was not</b> } <b>Ved/V3</b> We You They } <b>were not</b>

**Task 1. Translate the following verbs into Russian and form Past Indefinite\* (V2) and Past Participle (V3):**

- a) become, begin, deal, drive, fight, find, get, give, go, know, learn, leave, lose, make, read, see, shoot, show, speak, spend, take, teach, tell, think, write;
- b) change, enter, fail, handle, inform, interview, listen, mention, remember, use;
- c) ask, develop, establish, introduce, practice, search, talk, thank, work;
- d) attend, award, combat, commit, communicate, conduct, consist, create, decide, direct, detect, interrogate, investigate, prevent, provide; support, want.

**Task 2. Your classmate explains why he is not ready with the home assignment. Confirm (подтвердите) his statements.**

**Model:**

*Cadet 1: I performed a special assignment yesterday.*

*Cadet 2: It is known that he performed a special assignment yesterday.*

Cadet 1: Yesterday I helped junior cadets at the Crime Detection class.

Cadet 2: \_\_\_\_\_

Cadet 1: They performed a role play.

I was asked to play the role of a criminal.

The cadets practiced investigative skills.

They processed a crime scene.

They interrogated criminals.

They interviewed witnesses.

They dealt with evidence.

They wrote a record.

The role play took much time.

When I came to the library to work on the home assignment, it was closed.

**Task 3. Cadet A thinks he knows everything about history of the Omsk Academy of the Ministry of Internal Affairs. Consult the text of Task 5 p. 51 and ex. 2.5 and correct him.**

**Model:**

*Cadet A: I think the applicants entered the Omsk Higher Militia School just after high school graduation.*

---

\* Note: – *ed* is pronounced as *d* after voiced consonants and vowels; as *t* after voiceless consonants; as *id* after *t, d*.

In the spelling final *y* is changed into *i* before *ed* after a consonant (carry — carried); *y* is not changed after a vowel (play — played); the final consonant is doubled if it is preceded by a short stressed vowel (stop — stopped).

*Cadet B: I believe (suppose, guess, think, consider, am sure) you are wrong. I think the applicants **did not enter** the Omsk Higher Militia School just after high school graduation. They **entered** the Omsk Higher Militia School just after the Army service.*

Cadet 1: High school graduates entered All-Siberia militia commanders' courses.

Cadet 2: \_\_\_\_\_.

Cadet 1: The Omsk Higher Militia School cadets came only from Omsk.

The cadets studied for 6 years at the Omsk Higher Militia School.

They worked hard at Literature and Foreign Languages.

They listened to lectures on Foreign Literature.

The trainees practiced listening skills.

In Russia the first militia schools and courses of crime detection were created in 1917.

The Omsk Higher Militia School was opened in 1920.

First instructors were invited from universities.

20 years ago the Omsk Academy of the Ministry of Internal Affairs was known as All-Siberia militia commanders' courses.

Both men and women were admitted to the school.

The curriculum was limited to reading and writing.

**Task 4. Think and guess Colonel Tambovtzev's answers to the following questions:**

a) When was the Omsk Academy of the Ministry of Internal Affairs founded?

b) Did you study at the Omsk Academy of the Ministry of Internal Affairs or at the Omsk Higher Militia School?

c) Did your classmates come from Omsk?

d) Were girls admitted to the school?

e) How many years did a course last?

f) What subjects did you study?

g) What professional skills did you practice?

h) Did you study only special subjects?

i) What foreign languages did you study?

**Task 5. The museum guide tells about the Omsk Academy of the Ministry of Internal Affairs history. Ask him for details.**

**Model:**

*Guide: The trainees **took** some exams.*

*Cadet: **What** exams **did** the trainees **take**?*

Guide: The first years of the Academy **were connected** with the All-Siberia militia commanders' courses.

Cadet: **Why were** the first years of the Academy **connected** with the All-Siberia militia commanders' courses?

Guide: The first trainees studied some general and special subjects.

The term of training lasted for a short time.

The All-Siberia militia commanders' courses in Omsk were opened at a difficult time for the country.

The graduates combated crime in Siberia and other regions.

The secondary militia school graduates got a rank and qualification.

The Great Patriotic War changed the school life.

On June 2, 1965 the secondary militia school was reorganized.

**Task 6. Place the words in the appropriate order to make sentences.**

- a) St. Petersburg / 1724 / founded / Peter the Great / University. / In;
- b) the development / It / the Russian society. / played / role / an / important / in / of;
- c) Throughout its history / 50,000 / the oldest / of Siberia / institution / law enforcement / trained / more than / specialists.
- d) Omsk Higher Militia School. / Twenty / was known / as / it / years / ago / the;
- e) service. / All of / got enrolled / the Army / my / after / just / class mates;
- f) parts / came / different / They / of Russia. / from;
- g) equivalent to / Military / education / was / a Specialist degree. / and militia / college / ranked as;
- h) Mikhail Lomonosov. / its founder / 1940 / the university / In / re-named / in honor of / was;
- i) fixed / programs / Study / were / term of study. / for the whole.

**Task 7. Open the brackets putting the verbs in the Past Indefinite tense-form. Pay attention to irregular verbs.**

Some days ago Colonel Tambovtzev (to lecture) on Crime Detection. He (to give) many examples from his own law enforcement experience. He (to stress) some details of crime prevention and (to mention) how he (to combat) crime when on a UN mission. Both he and his fellow-officers (to use) different weapons, (to drive) patrol police cars, (to conduct) building searches, (to process) crime scenes. They (to communicate) in English: (to interview) witnesses, (to interrogate) criminals, and (to write) reports.

We (to listen) to the lecturer with great attention and (to take) notes. Both my classmates and I (to realize) the necessity of hard work at lectures, seminars,

classes, in the firearms galleries, on the sport grounds, in forensic and foreign language laboratories.

**Task 8. Find 6 mistakes in the text and correct them in written form.**

I enter the Omsk Academy of the Ministry of Internal Affairs some months ago. I am a freshman but my father is a graduate of it. When he studied it named the Omsk Higher Militia School. Most of his classmates got enrolled just after the Army service. The cadets come only from Omsk. They came from different regions of this country and want to devote their professional life to crime prevention and crime solution. The instructors trains them to deal with assaults, robberies and other crimes. They were taught to handle juvenile delinquency. They take an oath to protect law and order and many of them served this country with honor. I want to follow my father and become a proud graduate of the Omsk Academy of the Ministry of Internal Affairs.

### III. Reading

#### Before reading

**Task 1. Read and translate some international words:** specialization; medical; region; institute; test; result; model; specialist; select; qualification; career; profession; military; militia; equivalent; program; report; process; migrate; traditional; modernize; structure; line; unique; trend; consolidation; federal; status.

**Task 2. Learn new words for reading the text. Look through the text below, find the sentences with these words and translate them into Russian:**

- to divide [dɪ'vaɪd] — делить
- division into [dɪ'vɪʒən] — деление на
- stage ['steɪdʒ] — этап
- to result in — заканчиваться чем-либо
- branch ['brɑːntʃ] — отрасль
- term of study ['tɜːm əv'stʌdɪ] — период обучения
- to attain [ə'teɪn] — достигать
- average ['ævərɪdʒ] — среднее число
- to enact a law [ɪ'nækt ə'lɔː] — утверждать закон
- to consist of [kən'sɪst əv] — состоять из
- previously ['priːviəsli] — раньше, до этого
- free [friː] — бесплатный
- to retain [rɪ'teɪn] — сохранять
- pattern ['pætən] — модель, образец

BS — Bachelor of Science ['bætʃələr əv 'saɪəns] — бакалавр естественных наук

BA — Bachelor of Arts ['bætʃələr əv 'ɑ:ts] — бакалавр гуманитарных наук

MS — Master of Science ['mɑ:stər əv 'saɪəns] — магистр естественных наук

MA — Master of Arts ['mɑ:stər əv 'ɑ:ts] — магистр гуманитарных наук

UNESCO [ju:'neskəʊ] — United Nations Educational, Scientific and Cultural Organization — Организация Объединенных Наций по вопросам образования, науки и культуры

### Task 3. Choose the appropriate definitions.

average	any part or division of a main body
stage	without cost or payment
branch	an example or model worthy of being followed or copied
pattern	to achieve something through work
to divide	a step or period in a process or development
to attain	to separate into parts or pieces
free	a number found by dividing the sum of quantities by the number of quantities

### Task 4. Complete the sentences with the words from the box.

Bachelor's degree; resulted in; pattern; free; were divided; stages; was enacted; consists of

- The students \_\_\_\_ \_\_\_\_ into the groups after the enrollment.
- The faculty \_\_\_\_ \_\_\_\_ instructors, assistant professors, associate professors and professors.
- The new “Law on Education” in Russia \_\_\_\_ \_\_\_\_ in 2012.
- The national education \_\_\_\_ contains some \_\_\_\_.
- When my parents studied at the University education was \_\_\_\_.
- It takes four years to get \_\_\_\_ \_\_\_\_.
- 10 years ago higher education in Russia \_\_\_\_ \_\_\_\_ a Specialist degree.

### Task 5. Think and answer:

- What is the difference between higher education in Russia, Great Britain and the USA?
- Which is better for an applicant: entrance exams or USE?
- How many state-owned and private institutions of higher education are there in modern Russia?

**Task 6. Listen to the text. Read it, try to understand as many details as possible.**

### **Past and Present of Russian Higher Education**

Historically, higher education in Russia was divided between wide curriculum universities and narrow specialization institutes. There were medical and teachers' institutes in every region of the country. Universities and institutes conducted their own admission tests. Since 2009 they have been admitting students according to the results of the Unified State Examination (USE). A few higher education establishments are still allowed to introduce their own entrance tests in addition to USE scoring.

Unlike the United States model, there was no division into undergraduate (BS/BA) and graduate (MS/MA) levels. Higher education usually resulted in a *specialist* degree. It took five or six years to complete. *Specialist* degrees of selected high-ranking institutions were equal to Western MS/MA qualification. A *specialist* graduate needed no further academic qualification for a career, with the exception of some branches of medical professions that required a post-graduate stage. Military and militia college education lasted for four years and was ranked as equivalent to a *specialist* degree.

Study programs were (and still are) fixed for the whole term of study. According to a 2005 UNESCO report, more than half of the Russian adult population has attained higher education, which is twice as high as the average in developed countries of the world.

At present Russia is in the process of migrating from its traditional higher education model to a modernized degree structure in line with the Bologna Process model. In October 2007 Russia enacted a law that replaces the traditional five-year model of higher education. It consists of a four-year Bachelor's degree followed by a two-year Master's degree. The five-year *specialist* training was previously free to all students, but the new MS/MA stage is not. The shift forces students to pay for tuition. Postgraduate education so far retains its unique pattern. There are two postgraduate *degrees*: *Candidate of science* and *Doctor of science*.

There is a trend for consolidation of the nation's higher educational establishments. It began in 2006 when state universities and colleges of Rostov-on-Don, Taganrog and other southern towns were united into one Southern Federal University. A similar university was formed in Krasnoyarsk as the Siberian Federal University. The third one was the Far Eastern Federal University. Moscow State University and Saint Petersburg State

University acquired the federal university status in 2007 without further organizational changes.

**Task 7. Translate the following word combinations from the text. Pay attention to — ed forms in Past Indefinite Active, Past Indefinite Passive, Past Participle as an attribute:**

a) conducted admission tests; usually resulted in; needed no further academic qualification; acquired the federal university status; Russia enacted a law; resulted in specialist degree; that required a post-graduate stage;

b) was divided; were united; was formed;

c) modernized degree structure; Bachelor's degree followed by Master's degree.

### **After reading**

**Task 8. Are the following statements true or false? Correct the false ones.**

a) Historically Russian universities and institutes admitted students according to the results of the USE.

b) The university graduates were granted Bachelor's and Master's degrees.

c) University curriculum was fixed.

d) State-owned and private institutions admitted students.

e) The present model of higher education consists of two stages.

f) Education is free for most Russian students.

**Task 9. Answer the questions.**

1. How did Russian universities and institutes admit students?

2. What degree did the university students usually receive?

3. How long did it take to study for it?

4. What is the peculiarity of modern higher education in Russia?

5. What is the higher education model according to Bologna Process?

6. Do students pay tuition fees?

7. Do many Russians take up higher education?

8. What is the latest trend in Russian higher education?

### **IV. Writing**

A **cover letter** is often sent to the employer with a resumé or curriculum vitae. It either explains points that might not be clear, or gives further information to emphasize one's suitability for the post, telling how your background is suited to a particular job.

**Task 1. Study the example of a cover letter.**

Mr. Benjamin Dryden  
44 Randolph Square  
London EC1 4BE

24 September, 2020

Dear Mr. Dryden,

I would like to apply for the post of the Head of UN Mission Recruitment Department. As you can see from my resumé, I have some years of mission as well as police experience. At present I am particularly interested in utilizing my skills and knowledge to contribute to the effective operation of the Department.

I appreciate your considering my application and would welcome the opportunity for an interview to further discuss my qualifications. Please find my resumé enclosed.

Best regards,  
Nickolai Ivanov

6 Komarov Street, apt. 67  
Omsk, Russia, 644092  
mobile: 8 913 812 7436  
e-mail: inick@gmail.com

**Task 2. Write a cover letter on the basis of resumé's given in the attachment.**

## UNIT 5

### GREAT BRITAIN

#### STARTING UP



**Task 1. Look at the pictures and say which one shows Cornwall, Windsor Castle, Stonehenge ?**

**Model:** *In my opinion (To my mind) Cornwall is in the (left, right, middle) picture.*

**Task 2. Think and guess which sight:**

- rises on a chalk hill above the Thames to the west of London;
- was created before our era;
- according to the legend was King Arthur's home;
- was a ritual place;
- is the largest inhabited castle in the world;
- was built by William the Conqueror to protect his kingdom;
- consists of two stone circles and two horseshoes;
- is situated not far from Eton.

**Model:** *In my opinion (To my mind) Windsor Castle \_\_\_\_.*

**Task 3. Listen and match the pictures with the description of the sights. Check your answers.**

**Task 4. Will these places of interest attract visitors in future? Listen to their description and complete the sentences below. Be ready to describe each attraction.**

a) *Windsor Castle* rises on a chalk hill above \_ \_ \_ to the west of London. It is the largest inhabited castle \_ \_ \_ . William the Conqueror built the original

castle in the \_\_\_\_ to protect his kingdom. But nothing of this castle \_\_\_\_ because it was made of wood. The successive kings \_\_\_\_ the castle of stone and during the centuries they turned it into a more \_\_\_\_ residence. Eton \_\_\_\_ which prepares students for college or university is not far from Windsor. Probably it is the most prestigious \_\_\_\_ \_\_\_\_ \_\_\_\_\_. Prince William and Prince Harry studied there.

b) You will find *Stonehenge*, a megalithic \_\_\_\_ dating from about 2,800 B.C. on Salisbury plain. The ruins consist of two \_\_\_\_ circles and two horse-shoes. The origin and purpose of these is still \_\_\_\_ but it may have been a ritual place.

c) Visiting *Cornwall* everyone feels the \_\_\_\_ atmosphere created by its beautiful landscape and the remains of rich historical past. The most \_\_\_\_ one is a legend of King Arthur and the Knights of \_\_\_\_.

## LANGUAGE ACTIVITIES

### I. Topical vocabulary

**Task 1. Listen and pronounce the following words and expressions after the speaker:**

- to travel ['træv(ə)l] — путешествовать
- by train/ sea/ air/plane/ car [baɪ'trein'si:'eə'pleɪn'kɑ:] — на поезде / по морю / по воздуху/ на самолете/в машине
- on foot [ɒn'fʊt] — пешком
- to board a plane ['bɔ:d ə'pleɪn] — садиться на самолет
- boarding ['bɔ:dɪŋ] — посадка
- departure [dɪ'pɑ:tʃə] — отправление
- arrival [ə'raɪvəl] — прибытие
- to delay [dɪ'leɪ] — откладывать
- to cancel ['kænsəl] — отменять
- to go travelling ['gəʊ'træv(ə)lɪŋ] — путешествовать
- to go/do sightseeing ['gəʊ'du:'saɪt'si:ɪŋ] — осматривать достопримечательности
- place of interest /attraction ['pleɪs əv'ɪntrɪst ə'trækʃən] — достопримечательность
- travel (visitor's) guide ['træv(ə)l 'vɪzɪtəz 'gaɪd] — путеводитель
- guided tour ['gaɪdɪd 'tuə] — экскурсия с гидом
- tour guide ['tuə'gaɪd] — экскурсовод
- journey ['dʒɜ:nɪ] — поездка
- to prefer [prɪ'fɜ:] — предпочитать
- to enjoy [ɪn'dʒɔɪ] — хорошо проводить время, наслаждаться

to lend [lend] — одалживать, давать на время  
 to get away ['get ə'wei] — уезжать, быть в отпуске  
 to manage ['mænɪdʒ] — удаваться  
 to book (to reserve) a flight ['buk rɪ'z:v ə 'flaɪt] — забронировать билет

на самолет

to check [tʃek] in — зарегистрироваться

holiday package ['hɒlɪdɪ 'pækɪdʒ] — комплекс услуг (проезд, проживание, страховка)

youth hostel ['juθ 'hɒstl] — отель для молодежи

B&B (bed and breakfast ['brekfəst]) — гостиница, где предоставляется проживание и завтрак

luggage ['lʌɡɪdʒ] — багаж

timetable/ schedule ['taɪm'teɪb(ə)l 'skedʒu:l] — расписание

flight information board ['flaɪt'ɪnfə'meɪʃ(ə)n'bɔ:d] — доска информации (о полетах)

e-ticket [i:'tɪkɪt] — электронный билет

return ticket [rɪ'tɜ:n 'tɪkət] — билет в оба конца

one-way trip ['wʌn'weɪ'trɪp] — проезд в один конец

convenient [kən'vi:njənt] — удобный

scenery ['si:nəri] — ландшафт, пейзаж

window/ aisle seat ['wɪndəu 'aɪl'si:t] — место у иллюминатора / у прохода

to change trains /planes ['tʃeɪndʒ'treɪnz'pleɪnz] — делать пересадку

flight attendant ['flaɪt ə'tendənt] — стюардесса, стюард

## Task 2. Match the words to make word partnerships:

- |            |                  |
|------------|------------------|
| 1) holiday | a) ticket        |
| 2) bed     | b) seat          |
| 3) return  | c) guide         |
| 4) window  | d) package       |
| 5) flight  | e) attendant     |
| 6) tour    | f) and breakfast |
| 7) youth   | g) trip          |
| 8) place   | h) of interest   |
| 9) one-way | i) hostel        |

## Task 3. Complete these questions with the appropriate words from the box.

departure; aisle; schedule; luggage; check-in; flight; planes; window; train

- Where is the \_\_\_\_\_ desk?
- How much \_\_\_\_\_ is allowed free of charge?
- How long is the \_\_\_\_\_?
- When does the \_\_\_\_\_ to Oxford leave?
- Where shall I change \_\_\_\_\_?

6. Will we arrive on \_\_\_\_\_?
7. I'd like to book a \_\_\_\_\_.
8. What's the \_\_\_\_\_ time for flight UA 134?
9. Will you prefer a \_\_\_\_\_ or an \_\_\_\_\_ seat?

**Task 4. Suppose you do not remember some English words. Try to explain their meaning to your classmates. They will guess and name the word.**

**Model:**

A: *To travel by getting rides from passing vehicles without paying.*

B: *It means "hitchhike".*

- A:
1. To get into a train, a ship or an aircraft to travel somewhere.
  2. Someone whose job is to help people who are on holiday or to show them round a place.
  3. A list of the times when trains, buses or planes arrive and depart.
  4. A ticket for a flight or train journey that is in electronic form.
  5. The bags that you take with you when you travel.
  6. A small hotel in which you get a room for the night and a meal in the morning.
  7. A ticket for a journey to a place and back again.
  8. To tell the person at the desk of an airport or a hotel that you have arrived.
  9. An occasion when you travel from one place to another.

**Task 5. Listen to these statements. Where do they take place?**

a) at a hotel; b) at an airport; c) on a plane; d) at a railway station; e) in a taxi.

1 \_\_\_\_; 2 \_\_\_\_; 3 \_\_\_\_; 4 \_\_\_\_; 5 \_\_\_\_; 6 \_\_\_\_; 7 \_\_\_\_; 8 \_\_\_\_; 9 \_\_\_\_; 10 \_\_\_\_.

## II. Grammar Review

### FUTURE INDEFINITE (SIMPLE)

(Простое будущее)

(tomorrow, soon, next week/year, in an hour ...)

Active (решение, принятое во время разговора) *	Passive (предсказание)
Will + V I will ('ll) write (Я напишу)	Will + be + V3 The book will be published next year (Книга будет опубликована в следующем году)

\* Чтобы передать запланированное решение, принятое до разговора, используется Present Simple конструкции "to be going to".

### Future Indefinite Active

+	?	-
I He She It We You They <div style="position: absolute; right: -20px; top: 50%; transform: translateY(-50%); font-size: 2em;">}</div> <b>will+V</b>	I he she it we you they <div style="position: absolute; right: -20px; top: 50%; transform: translateY(-50%); font-size: 2em;">}</div> <b>Will</b> <b>+V?</b>	I He She It We You They <div style="position: absolute; right: -20px; top: 50%; transform: translateY(-50%); font-size: 2em;">}</div> <b>+will not + V</b> (won' t)

### Future Indefinite Passive

+	?	-
I He She It We You They <div style="position: absolute; right: -20px; top: 50%; transform: translateY(-50%); font-size: 2em;">}</div> <b>will be + V3</b>	I he she it we you they <div style="position: absolute; right: -20px; top: 50%; transform: translateY(-50%); font-size: 2em;">}</div> <b>Will</b> <b>+be+V3</b>	I He She It We You They <div style="position: absolute; right: -20px; top: 50%; transform: translateY(-50%); font-size: 2em;">}</div> <b>will not+be+V3</b>

**Task 1. Your friend shares his ideas about an upcoming trip. Listen to him and tell your classmates about it. Do not forget to substitute the pronoun he with I.**

I've heard so much about Britain. But soon I'll see everything myself. The trip is rather expensive, that is why my parents will lend me some money and I will book a flight and a room in a youth hostel. I will not buy a holiday package because I do not want to deal with a travel agency as they will charge more. I'll buy an e-ticket and will choose my favorite window seat. I won't take a direct flight to London. I think I'll change planes in Europe. The journey will last longer, but it will be cheaper.

**Task 2. Complete the following situations with Will + V or "to be going to" using the words in parentheses.**

1. Helen (go sightseeing) tomorrow. Alex (be) there as well.
2. We are so excited about our trip next month to Great Britain. We (visit) London, Birmingham and Glasgow.
3. — Excuse me, how do I order a taxi?  
— That man at the service counter (help) you.
4. — It is so hot in our tour bus!  
— I (turn) the air conditioning on.
5. — I heard you're taking extra English classes.  
— Yeah, I (go) to Great Britain next spring and knowing a little English would make the trip easier.

6. — Ann and I (visit) Scotland next summer. Have you ever been there?  
 — Oh! My friend lives in Edinburgh. I (give) you his phone number.  
 Call him and he (give) you a little tour of the town. He (show) you some of the attractions that most tourists never see.

**NB! The Future Indefinite is not used in clauses beginning with time expressions such as: when, before, after, until, as soon as, unless, provided, if etc. Instead Present Indefinite is used.**

**Task 3. Substitute the elements in bold and translate the sentences:**

- If you go to **Sochi by train** it will take **three days**.
- When you **enter the airport** you will see the **flight information board**.
- As soon as you **arrive** you'll get your **luggage**.
- Before you **board a plane** you will **check in**.
- After you **book a flight**, you will **buy** it.

**Task 4. Complete the sentences.**

- When I go travelling I will... .
- Unless I get away before New Year I will ... .
- Provided I get visa I will... .

**Task 5. Compose sentences.**

	London		The Winter Palace
			The White House
			Hampton Court
			Coliseum
	Rome		State Tretyakov Gallery
			The Smithsonian
			Vatican
			Tower Bridge
If I go to	Moscow	I'll see	The Hermitage
			St. Paul's Cathedral
			Peter and Paul Fortress
			Potomac River
	Washington, D.C.		Pantheon
			The Armory
			Peterhof
			Lincoln Memorial
	Saint Petersburg		Buckingham Palace

**NB! Future Indefinite Passive (will+be+V3) is used to make predictions about what will happen to someone or something in the future.**

**Task 6. Make the answers Passive.**

What will airport officers do when you arrive there?

They will      check me in. (*P.V.*) *I will be checked in.*  
                  check through my luggage.  
                  inform me about boarding time.  
                  warn me not to smoke inside the airport.  
                  ask me about my seat preference.  
                  show me the gate.

What will a flight attendant do as soon as you are on board?

She will      meet me at the entrance door.  
                  show me the seat.  
                  inform the passengers about the flight.  
                  ask the passengers not to smoke.  
                  serve refreshment and lunch.  
                  give you a warm blanket.

**Task 7. Guess and fill in the missing questions.**

a) \_\_\_\_\_

Yes, we'll arrive on schedule.

b) \_\_\_\_\_

I'll take an aisle seat.

c) \_\_\_\_\_

We'll get out at St. Paul's Cathedral.

d) \_\_\_\_\_

You will find your baggage claim checks with your ticket.

e) \_\_\_\_\_

We are going to spend our honeymoon in Scotland.

f) \_\_\_\_\_

No, we are going by car.

g) \_\_\_\_\_

Yes, breakfast will be included in B&B service.

h) \_\_\_\_\_

When I retire, I will travel round Europe by sea.

i) \_\_\_\_\_

No, M'am, you won't catch the 10 o'clock train. It is cancelled.

**Task 8. Correct if necessary the bold parts of the sentences.**

A: **Are you going to** (1) get away this summer?

B: I hope I will. Kate invites me to visit her in Saint Petersburg.

A: Saint Petersburg! Sounds great! You **are going to** (2) have a great time.

B: How about you?

A: Well, I think **I shall (3)** go away, but the department head **shall not be (4)** very happy if **I'll take (5)** more than a few days. I suppose my parents **shall go (6)** to London to see their friends, but I don't think **I am going (7)** with them.

B: What about their English? Are they fluent speakers?

A: Not at all. As far as I know **they'll (8)** take English classes before the journey.

B: **Are** you also **going to (9)** take some English classes if you **will go (10)** to London?

A: I guess I will. Oh! The boss is coming! **I am going to (11)** call you later.

### III. Reading

#### Before reading

**Task 1. Read and translate some international words:** state; population; million; interesting; territories; continent; tunnel; nationalities; immigrants; transform; region; peak; cultivate; isolate; climate; deposits; gas; energy; mineral resources; industrial; base on production; trade; manufacturing; service industries; financial; agriculture; farming.

**Task 2. Learn new words for reading the text. Look through the text below, find the sentences with these words and translate them into Russian:**

sovereign ['sɒvrɪn] — суверенный  
to surround [sə'raʊnd] — окружать  
legislative ['ledʒɪslətɪv] — законодатель-  
ный

taxation [tæk'seɪʃən] — налогообложе-  
ние

to wash [wɒʃ] — омывать

to connect with [kə'nekt wɪð] — связывать с



to complete [kəm'pli:t] — завершить

refugee [ˌrefʊ'dʒi:] — беженец

bilingual [baɪ'lɪŋɡwəl] — двуязычный

equal ['i:kwəl] — равный

court ['kɔ:t] — суд  
 relief [rɪ'li:f] — рельеф  
 to comprise [kəm'praɪz] — включать в себя  
 rich [rɪʃ] — плодородный  
 owing ['əʊɪŋ] to — из-за, благодаря чему-либо  
 frequent ['fri:kwənt] — частый  
 numerous ['nju:mərəs] — многочисленный  
 hedge ['hedʒ] — живая изгородь  
 mild [maɪld] — мягкий  
 temperate ['tempərət] — умеренный  
 to benefit from ['benɪfɪt frəm] — извлекать пользу, выгоду  
 raw materials ['rɔ: mə'tɪ(ə)rɪəlz] — сырье  
 wealth ['welθ] — богатство, состояние  
 significantly [sɪg'nɪfɪkəntli] — значительно, существенно  
 livestock ['laɪv ,stɔk] — домашний скот

**Task 3. Look through the text “Geographical Outline” and write out all geographical names. Find their translation and transcription in the dictionary. Study the UK map and identify these places. Be ready to pronounce and translate them properly while reading the text.**

**Task 4. a) Choose the appropriate definitions.**

**b) Try to give your own definitions.**

A	
sovereign	taking place again and again
equal	forming a large number, many
legislative	not controlled by others, independent
frequent	free from extremes of temperature
numerous	having the power to make or pass laws
temperate	the same, as in amount, number, rank, or size
B	
bilingual	
livestock	
wealth	
court	
refugee	

**Task 5. Think and answer.**

1. May Englishmen be also called British? Why?
2. What do the words “England” and “Scotland” mean?
3. How can one travel from London to Paris?

**Task 6. Listen to the text and read it following English phonetic rules. Try to understand as many details as possible.**

### **Geographical Outline**

The sovereign state of the United Kingdom of Great Britain and Northern Ireland consists of England, Scotland, Wales and Northern Ireland. Their capital cities are: London, Edinburgh, Cardiff, Belfast. Its total area is 244,000 square km. Great Britain, or Britain, is an island situated to the northwest of Continental Europe. With a population of about 62.0 million people (in 2011) it is the third most populous island in the world. Great Britain is surrounded by over 1,000 smaller islands. It is interesting to note, that the Isle of Man and the Channel Islands are not part of the United Kingdom. They are self-governing dependent territories of that state with their own legislative and taxation systems. Great Britain is separated from the continent by the North Sea and by the English Channel. It is also washed by the North Channel, Irish Sea, St George's Channel and the Celtic Sea. The island is connected with Continental Europe via the Channel Tunnel, the longest undersea rail tunnel in the world, which was completed in 1993.

There are four main nationalities living in Britain: the English, the Scots, the Welsh and the Irish. Besides, the immigrants and refugees for centuries have been coming here. Most people speak English, a Germanic language of old Angles and Saxons with some Latin vocabulary which was transformed under the influence of Norman French. Some people speak old Celtic languages: Welsh, Scottish, Gaelic and Irish. In Wales 20-30% of the population is bilingual and Welsh is equal to English at courts and in education. About 100,000 people speak Gaelic in Scotland and in Ireland.

According to the relief Great Britain can be divided into two main regions: Lowland Britain and Highland Britain. Highland Britain comprises all mountainous parts of Great Britain. The highest mountains are in the highlands of Scotland which occupy the north of the country. The highest peak is Ben Nevis in the Grampians. Lowland Britain is a rich plain. British rivers are not very long but quite deep owing to frequent rains. The longest English rivers are the Severn and the Thames. There are two areas with lakes. The Lake District is in England with the largest lake — Windermere. The second is in Scotland where the biggest lake, Loch Lomond, is situated. But the most famous is Loch Ness because of the Lochness Monster. In the past a greater part of the Lowland Britain was covered with the oak forests, but later most of the area was cultivated. At present the English countryside is completed by numerous hedges and isolated trees. The climate is mild and temperate with warm winters and not very hot summers.

Britain has big deposits of high quality coal. Nevertheless, most mines are closed now. Since the 1970s the country has benefitted from gas and oil found in the North Sea, and is self-sufficient in energy. Other mineral resources are far less important and many raw materials must be imported. Britain became the first industrial country in the 18th and 19th centuries when its wealth was based on the production of iron, steel, heavy machinery, textiles, coalmining, shipbuilding and trade. Manufacturing and high technology industries still play an important role, but service industries have become much more important. The financial branch of the economy has been significantly growing. British agriculture employs about 2% of the workforce. It has concentrated on livestock production, especially dairy farming.

**Task 7. Find English equivalents to the following word-combinations:** суверенное государство; общая площадь; наиболее населенный; интересно отметить, что; самоуправляемые территории; на протяжении столетий; под влиянием; в соответствии с; можно разделить на; горные районы; дубовые леса; сельская местность; уголь высокого качества; молочное фермерство.

### **After reading**

**Task 8. Test yourself and choose the correct answers.**

- 1) What is the capital of the Northern Ireland?  
Cardiff  
Dublin  
London  
Belfast
- 2) Where in Britain can you find Loch Ness?  
England  
Wales  
Scotland  
Northern Ireland
- 3) What is the capital of Scotland?  
Glasgow  
Aberdeen  
Edinburgh  
Inverness
- 4) What is the highest mountain in Britain?  
Snowdon  
Ben Nevis  
Scafell Pike

- 5) Which island lies between England and Ireland?  
The Isle of Man  
The Isle of Skye  
Shetland Islands  
Jersey
- 6) What language did not influence modern English in the UK?  
Latin  
Norman French  
Gaelic
- 7) What is the flag of the UK called?  
Tricolor  
Union Jack  
Stars and Stripes  
United Kingdom
- 8) What deposits is Britain rich in?  
gas  
oil  
coal  
energy
- 9) In which part of the UK is the Lake District situated?  
England  
Wales  
Scotland  
Northern Ireland
- 10) Who built Windsor Castle ?  
William the Conqueror  
William Shakespeare  
Julius Caesar  
Oliver Cromwell

**Task 9. Answer the following questions.**

1. What does UK consist of?
2. What are the capital cities?
3. How large is the state?
4. What seas and channels is it washed by?
5. What is it surrounded by?
6. What is the peculiarity of the Isle of Man and the Channel Islands?
7. What nationalities inhabit the country?
8. What languages do they speak?

9. What languages influenced modern English?
10. How do they divide the country according to the relief?
11. What is the highest mountain peak?
12. What influences the British rivers? How?
13. Where are the largest lakes located?
14. How has the English countryside changed?
15. What mineral resources is the country rich in?
16. How has the state managed to be a highly developed industrial country for centuries?

#### **IV. Writing**

Match the sentences from the text and photos from Internet. Go to <Prezi.com> and make presentation.

## UNIT 6

### THE UNITED STATES OF AMERICA

#### STARTING UP



#### Task 1. Do you know the USA attractions? Continue the line:

Lincoln Memorial; Times Square; The Golden Gate Bridge; Universal Studios in Hollywood; Niagara Falls; Art Institute of Chicago; Walk of Fame ...

#### Task 2. Look at the above pictures and say what attractions you can see.

*Model: I can see.... in the (left, right, middle) picture.*

#### Task 3. Listen about the USA attractions and say if the following statements are true or false. Correct the false ones.

- a) The USA climate attracts people from all over the world.
- b) The country cannot boast of tourist attractions.
- c) Broadway theatres and many other popular cinema halls are on Times Square.
- d) Times Square is situated in Washington D.C.
- e) In New Orleans you can hear jazz only during the Jazz Festival.
- f) Mardi Gras celebration means fun for people.
- g) The largest Chinese community outside Asia is in Los Angeles.
- h) The tourists like to take cable cars in San Francisco.
- i) There are many museums in Chicago.
- j) Niagara Falls is not very popular in the USA.

**Task 4. Listen to the information about the USA attractions one more time and complete the table. Look at your notes and talk about three attractions shown in the pictures.**

Attraction	Is located in...	Tourists want to see it because ...

## LANGUAGE ACTIVITIES

### I. Topical vocabulary

**Task 1. Listen and pronounce the following words and expressions after the speaker:**

- aquarium [ə'kweəriəm] — океанариум
- exhibition [,eksɪ'bɪʃ(ə)n] (expo) — выставка
- exhibit [ɪg'zɪbɪt] — экспонат
- botanic garden [bə'tænik'gɑ:dn] — ботанический сад
- cable ['keɪbl] car — вагон канатной дороги, фуникулера
- gallery ['gæləri] — галерея
- audio guide ['ɔ:diou'gaɪd] — аудиогид
- street map ['stri:t'mæp] — карта улиц
- brochure ['brɔʊʃə] (booklet ['buklɪt]) — брошюра
- ruins ['ru:ɪnz] — развалины
- carnival ['kɑ:nɪvl] — карнавал
- ancient ['eɪntʃənt] — древний
- to fancy ['fænsɪ] — представить себе, хотеть, желать
- to see an exhibition ['si: ən ,eksɪ'bɪʃ(ə)n] — сходить на выставку, посмотреть экспозицию
- to take pictures ['teɪk'pɪktʃəz] (Br. Photos) — фотографировать
- I'd like to go to ... — Я бы хотел пойти в ...
- I'm going to ... — Я собираюсь (что-то сделать)
- I'm planning to go to ... — Я планирую пойти в ...
- I'd rather go to ... than to... — Я бы предпочел пойти в ... , а не в ...
- Why don't we go ... — Почему бы нам не пойти ...
- How about (going to) ... — Как насчет (того, чтобы пойти в ...)

**Task 2. What do the following definitions stand for?**

- a) the parts of a building that remain after something destroys the rest;
- b) a thin magazine with pictures that gives you information about a place, a product or a service;
- c) a public event where art or interesting objects are shown;

- d) a piece of equipment that gives you spoken information about a place;
- e) a place with interesting plants, trees and grass that people can visit;
- f) a celebration in the street, with music and dancing;
- g) a building where fish and sea animals are kept;
- h) very old;
- i) an object such as painting that is shown to the public;
- j) a place where people go to look at art.

**Task 3. Choose the words from the box and inform us about your plans.**

carnival; gallery; botanic garden; aquarium; expo; museum; city park; library; mall

I'd like to go to ...

I'm going to ...

I'm planning to go to ...

I'd rather go to ... than to ...

Why don't we go to ...

**Task 4. What do you think about the following USA places of tourist attraction?**

I think that	The Lincoln Memorial	is a (an)	interesting	
	Niagara Falls		dull	
	the White House		famous	
	the Golden Gate Bridge		popular	
	The National Wax Museum		old	attraction.
	Ground Zero		new	sight.
	The Aquarium of the Americas		dangerous	place of interest.
	Times Square		safe	
	The Chinese Theatre		beautiful	
	The Guggenheim Museum		terrible	
	The Walk of Fame		terrific	
	Broadway		informative	
	The Smithsonian Castle		thrilling	
	The Art Institute of Chicago		frightening	

**Task 5. Fill in the blanks with the appropriate words:**

museums, galleries and centers; street map; travelling; a guided tour; to enjoy; tour; ancient exhibits; prefer to go sightseeing; places of interest; to enjoy the attractions; an audio guide than a tour guide; garden; tour; sights.

If you like \_\_\_\_, one day you should visit Washington, D.C. Built on the Potomac River, it has a special splendor, beauty, and charm. \_ \_\_\_\_ it, you can take \_\_\_\_ or walk along the city avenues, streets, and squares, consulting a \_ \_ as you go. Probably you would \_\_\_\_ \_ \_ \_ \_ and listen to \_\_\_\_ \_ \_ \_ \_ \_ \_ \_ \_ .

Anyway, you can't miss the National Mall with \_\_\_ \_ \_ which are full of modern and \_\_\_\_\_. You will also find a small \_\_\_ at the Smithsonian Castle. A \_\_\_ of the White House is a "must" for most visitors because they can go through a series of grand rooms on the ground floor. The East Room, the Green Room, the President's Chamber (also called the Red Room) and the impressive State Dining Room are seen on a typical \_\_\_\_\_.

Even though Washington is fairly compact, the distances between \_\_\_ \_ \_\_\_ can soon clock up the miles. These few \_\_\_ may take several days to see. Washington has taken time to develop, and the visitor should take time \_\_\_\_\_.

## II. Grammar Review

### MODAL VERBS (Модальные глаголы)

Ability	Permission	Obligation
can = to be able (to)	may = to be allowed (to)	must = to have (to); to be (to)
Present	Past	Future
<b>can/ cannot/can I?</b> I can speak English (Я могу говорить по-английски)	<b>could/couldn't/could I?</b>	<b>will be able (to)</b> <b>won't be able (to)</b> <b>will you be able (to)?</b>
<b>may/may not/may I?</b> May I go home? (Можно я пойду домой?)	<b>might/ might not</b>	<b>will be allowed (to)</b> <b>won't be allowed (to)</b> <b>will you be allowed (to)?</b>
<b>must/ must not/ must I?</b> I must pass this test (Я должен пройти этот тест)		

**Task 1. Study the table above and change the following sentences into Past and Future. Add appropriate adverbial modifiers of time (обстоятельство времени).**

**Model:** *I can speak English.*

*(Past) I could not speak English in my childhood.*

*(Future) I will be able to speak English when we take a trip to UK.*

- I can take pictures.
- My brother can read street maps.
- I can book a holiday package to Los Angeles.
- You may visit Mardi Gras celebration in New Orleans.
- From Chicago to Washington, D.C. you may travel either by plane or by train.
- Tourists may visit Aquarium of the Americas in New Orleans.

**Task 2. Give short answers (Yes, I can. No, I can't) to the following questions.**

**Count "Yes" and "No" answers:**

- Can you plan your travelling?
- Can you reserve a hotel room?
- Can you book a flight?
- Can you buy an e-ticket?
- Can you check in at the airport?
- Can you change planes or trains?
- Can you speak any foreign language?
- Can you go sightseeing without a guide?

*If your score is between 8 and 5 you are ready for travelling! If it is between 5 and 3, **you can** travel on your own. In case your score is less than 3, you **cannot** travel on your own. Ask your classmates for help.*

**Model:** Can you help me? How can I book a hotel room?

NB!	Can I...?	могу я		Yes, you can(may)
Permission is expressed by:	Could I...?	мог бы я	ask you?	
	May I...?	могу я		I'm afraid you can't

**Task 3. Ask permission in the following situations.**

**At the airport**

- You want to take a window seat.
- You want to travel in business class.
- You want to take a bag on board as a hand luggage.

**At the hotel**

- You want to check in.
- You want to pay the bill.
- You want to be woken at six in the morning.

**At the museum**

- You want to take an audio guide.
- You want to take pictures.
- You want to buy the booklet about US Presidents.

NB! Request is expressed by:	Can I have...	можно мне?		Yes, here you are.
	Could I have...	мог бы я	a ticket, please?	I'm sorry I don't
	May I have...	можно мне?		have any.

**Task 4. Ask a flight attendant for:**

some water/ a blanket/ some sweets/a fresh newspaper/breakfast.

*Ask a tour guide for:*

a tour booklet/a street map/ an audio guide/ Russian version of the brochure.

Ask a travel agent for:

a room in B&B/ the return ticket / an interesting tour.

<b>NB!</b>	must	должен (обязательно)
<b>Obligation is</b>	have to	вынужден, приходится
<b>expressed by:</b>	be to	должен (по расписанию)
	should	следует (рекомендация)
	ought to	должен (моральный долг)
	needn't	нет необходимости

**Task 5. Choose an appropriate verb to express obligation** (had to; ought to; is to; must; should; must; needn't; have to; are to; should).

- You really \_\_ reserve a flight if you want to get away for Christmas vacations.
- Yesterday we saw the world's largest shark collection at the Aquarium of the Americas. It's a shame Bill \_\_ stay at home as he had a high temperature. We \_\_ call him.
- The Plymouth National Wax Museum tour \_\_ take place next Wednesday.
- That's good news indeed. I \_\_ tell it to my classmates.
- You \_\_ buy this brochure about Manhattan.
- There is no direct flight from Lafayette to Chicago. You \_\_ change planes in Dallas.
- Jane is waiting for me. We \_\_ meet at the Chinese Theatre.
- When in Hollywood you \_\_ visit not only Walk of Fame and Hollywood Bowl, but Griffith Observatory as well.
- To understand the Cajun culture you \_\_ go to the heart of Acadiana — Lafayette.

**Task 6. Read the text and insert the missing modals (can; could; can't; may; must; should; have to; are to). The following words will help you to catch the meaning.**

*slogan* — лозунг; *purple* — (Am.) фиолетовый; *float* — платформа на колесах; *to toss* — бросать; *beads* — бусы; *trinkets* — безделушки; *out of reach* — вне досягаемости. *Mind the American spelling of the words "honor" and "colors".*

The most interesting events have been taking place in New Orleans since 1703 when French settlers began the Mardi Gras celebration tradition in Louisiana under the slogan "Let the good times roll." You \_\_ also join the celebration. In this case you \_\_ wear a mask and a costume which \_\_ be of the holiday's colors: purple, green and gold. One \_\_ fancy the Carnival season without its famous parades rolling through the streets of New Orleans. Prior to Hurricane Katrina, citizens \_\_ watch about 60 parades during two weeks. They \_\_ be organized by a group of people known as "Krewe." Typically a person \_\_ be invited to join a Krewe. Every parade \_\_ elect a King or a Queen. Each parade \_\_ have

floats. They are designed around particular theme for the year and often make fun of certain cultural events. The Krewe members get the honor of riding the floats. They \_\_ \_ toss beads and trinkets over the course of the parade's route. Local high schools usually provide a musical soundtrack, which makes parade watching in New Orleans a fun activity.

You \_\_ say that Mardi Gras means a few crazy days. The citizens of New Orleans think that Mardi Gras \_\_ give them a chance to forget about troubles. It gives the pleasure of standing shoulder to shoulder with fellow citizens, trying to catch that necklace of beads that is just out of reach. It allows them to come together as a community to celebrate and discuss all that is good and bad in today's world.

### III. Reading

#### Before reading

**Task 1. Read and translate some international words:** state; federal; constitutional; republic; locate; territory; region; chief; type; climate; continental; sub-tropical; alley; minerals; zinc; natural gas; exporter; steel; chemicals; electronic; textiles; industry; tourism.

**Task 2. Learn new words for reading the text. Look through the text below, find the sentences with these words and translate them into Russian:**

conterminous [kən'tɜːmɪnəs] — имеющий общую границу

to stretch [streɪʃ] — тянуть(ся)

to locate [ləu'keɪt] — размещать

archipelago [ˌɑːkɪ'peləɡoʊ] — архипелаг, группа островов

to divide into [dɪ'vaɪd 'ɪntuː] — разделять на

to encompass [ɪn'kʌmpəs] — окружать

desert ['dezət] — пустыня

point [pɔɪnt] — точка

to be prone ['prəʊn] to — быть подверженным чему-либо

hurricane ['hʌrəkən] — ураган

tornado [tɔː'neɪ,dou] — смерч, торнадо

to occur [ə'kɜː] — происходить, случаться

range ['reɪndʒ] — ряд, цепь, ранчо

to range — простира́ться, тяну́ться

copper ['kɒpər] — медь

petroleum [pɪ'troʊlɪəm] — нефть

lumbering ['lʌmbərɪŋ] — продажа леса

majority [mə'dʒɔrəti] — большинство

minority [maɪ'nɒrəti] — меньшинство  
 inhabitant [ɪn'hæbɪtənt] — житель, обитатель  
 descent [di'sent] — происхождение  
 census ['sensəs] — перепись

**Task 3. (A) Choose the appropriate definitions.**

**(B) Try to give your own definitions.**

A	
to stretch	to establish in a particular place; settle
to be prone to	to form a circle around
to locate	to separate into parts or pieces
to encompass	to extend from one place to another or across a given area
to divide into	to stretch out in a line; extend
to range	to be inclined; disposed
B	
hurricane	
census	
range	
desert	
petroleum	

**Task 4. Look through the text “Geographical Outline of the USA” and write out all geographical names. Find their translation and transcription in the dictionary. Study the US map and identify these places. Be ready to pronounce and translate them properly while reading the text.**



**Task 5. Think and answer:**

— What are the USA states' symbols, mottoes and nicknames?

The following words are taken from a song.

“Home, home on the range,

Where the deer and antelope play,

Where seldom is heard a discouraging word,

And the skies are not cloudy all day”.

— Which US state has it as a “state song”?

**Task 6. Listen to the text and read it following English phonetic rules. Try to understand as many details as possible.****Geographical Outline of the USA**

The United States of America (may also be called the United States, the U.S., the USA, America, and the States) is a federal constitutional republic. The country is situated mostly in central North America. At 9.83 million square km and with over 312 million people, the United States is the world's third largest country in area and in population. It consists of 50 states and a federal district. The United States stretches across central North America from the Atlantic Ocean in the east to the Pacific Ocean in the west, and from Canada in the north to Mexico and the Gulf of Mexico in the south. The state of Alaska is located in extreme North America between the Arctic and Pacific Oceans and shares borders with Canada on the eastern side and Russia on the western side, across the Bering Strait. The state of Hawaii is an archipelago in the mid-Pacific. The country also possesses several territories in the Pacific and Caribbean. The conterminous United States may be divided into several regions: New England<sup>1</sup>, the Middle Atlantic<sup>2</sup>, the Southeast<sup>3</sup>, the Midwest<sup>4</sup>, the Great Plains<sup>5</sup>, the Mountain States<sup>6</sup>, the Southwest<sup>7</sup>, and the Far West<sup>8</sup>.

Alaska is the largest state in area and Rhode Island is the smallest. California has the largest population, while Wyoming has the fewest people. The larg-

---

<sup>1</sup> States: Maine, New Hampshire, Vermont, Massachusetts, Rhode Island, Connecticut.

<sup>2</sup> States: New York, New Jersey, Pennsylvania, Delaware, Maryland, Virginia, West Virginia.

<sup>3</sup> States: North Carolina, South Carolina, Georgia, Florida, Alabama, Mississippi, Louisiana, Arkansas, Tennessee, Kentucky.

<sup>4</sup> States: Ohio, Indiana, Illinois, Michigan, Wisconsin, Minnesota, Iowa, Missouri.

<sup>5</sup> States: North Dakota, South Dakota, Nebraska, Kansas.

<sup>6</sup> States: Montana, Idaho, Wyoming, Colorado, Utah.

<sup>7</sup> States: Oklahoma, Texas, New Mexico, Arizona.

<sup>8</sup> States: Washington, Oregon, California, Nevada.

est U.S. cities are New York, Los Angeles, Chicago, Houston, and Philadelphia. Among the other major cities are Boston, Pittsburgh, Baltimore, Washington, D.C. (the capital), Charlotte, Atlanta, Jacksonville, Detroit, Milwaukee, Memphis, New Orleans, and Austin. The country encompasses mountains, plains, lowlands, and deserts. Mountain ranges include the Appalachians, Rockies, Cascades, Sierra Nevada. The lowest point is Death Valley in California. The highest point is Alaska's Mount McKinley. Chief rivers are the Mississippi, the Colorado, the Columbia, and the Rio Grande. The Great Lakes and the Great Salt Lake are the largest lakes.

The United States includes most climate types. The climate ranges from humid continental in the north to humid subtropical in the south. Extreme weather is not uncommon as the states bordering the Gulf of Mexico are prone to hurricanes, and most of the world's tornadoes occur within the country, mainly in the Midwest's Tornado Alley.

It is well known that the U.S. is among the world's leading producers of several minerals, including copper, silver, zinc, gold, coal, petroleum, and natural gas. It is the chief exporter of food. Its manufactures include iron and steel, chemicals, electronic equipment, and textiles. Other important industries are tourism, dairy, livestock raising, fishing, and lumbering. More than 79% of the United States population is urban, and the great majority of the inhabitants are of European descent. According to the U.S. census, in 2000 the largest minority were Hispanics (12,5% of the population); African-American (12,3%); and Asian (3,6%). About 82% of the people can speak English and about 11% speak Spanish as their first language.

**Task 7. What are the English equivalents to the following word-combinations:**

хорошо известно, что; на западе; с западной стороны; континентальный; простирается через; главные реки; ведущие производители; граничит с; возникают внутри страны; важнейший экспортер; европейское происхождение.

**After reading**

**Task 8. Test yourself and choose the correct answers.**

1. What is the national symbol of the USA?  
the rose  
the Cherokee rose  
the Statue of Liberty  
the bald eagle

2. The Mayflower was the ship on which British settlers arrived in North America in 1620. They were

the Puritans

the Pilgrims

the Mormons

the settlers of the Virginia company

3. What is Washington, D.C.?

a country

a district

a city

a state

4. What is the largest state in the USA?

Colorado

California

Michigan

Alaska

5. This city was built on the banks of the Potomac River.

New York

Los Angeles

Washington, D.C.

Salt Lake City

6. What do people call New York?

a melting pot

a big pot

a big apple

a big mug

7. When was America discovered?

1492

1468

1620

1640

8. The Statue of Liberty in the harbor of New York was presented to the USA by

Great Britain

France

Germany

Denmark

**Task 9. Answer the following questions.**

1. What is the official name of the country?
2. Why is it considered to be the third largest country in the world?
3. What oceans is it bordered by?
4. What countries does the USA border on?
5. Is there any maritime border in the USA?
6. What regions may be the country divided into?
7. What can you say about the country's climate?
8. What minerals is the USA rich in?
9. What branches of industry are highly developed?
10. What are the peculiarities of the United States population?

**IV. Writing**

**In small groups choose one of the places mentioned in the unit to visit. Make a list of advantages and disadvantages of each place or attraction. Explain in written form why you prefer a particular place. Try to convince the rest of your group to agree with you. Come to the agreement and give reasons for the choice.**

## UNIT 7 CAPITALS OF THE WORLD

### STARTING UP



**Task 1. Look at the pictures of three world capitals. What would be the first one for you to visit? Explain your choice.**

*Model: The first capital for me to visit would be ... because....*

**Task 2. Think and guess which city:**

- is named after the river;
- was founded by the Romans;
- came under attack during the War of 1812;
- is the most populous city in Europe;
- has never been officially granted the capital 's status;
- is situated in the place selected by the country's President;
- is the 25th largest city in the world;
- has the downtown area reconstructed according to the McMillan Plan;
- turned into a wealthy city from a small frontier settlement.

*Model: In my opinion (To my mind) London \_\_\_\_.*

**Task 3. Match the description of the capitals' sights.**

Westminster Abbey	was erected by architects Postnik and Barma to commemorate Russia's conquest of the Kazan Kingdom in 1552.
Buckingham Palace	is a monument to all victims of the Nazis.
Tower of London	is a place where British monarchs are crowned.

St. Basil's Cathedral	was dedicated in 1943 by President Roosevelt to mark the 200 <sup>th</sup> anniversary of Jefferson's birth.
The Tretyakov Gallery	is the residence of the British monarchs.
Pushkin Museum of Fine Arts	was founded by a wealthy patron of the arts who donated a large private collection to the country.
The Holocaust Memorial Museum	was a fortress, a palace and a prison and now it is a museum.
Jefferson Memorial	is the highest building in Washington.
The Capitol	is similar to the British Museum: many plaster casts of ancient sculptures are exhibited there.

## LANGUAGE ACTIVITIES

### I. Topical vocabulary

#### Task 1. Listen and pronounce the following words and expressions after the speaker:

to show the way ['ʃəʊ ʃə'weɪ] to... — показать дорогу к...

to tell [tel] the way to ... — объяснить путь к...

to go straight on ['gəʊ'streɪt'ɒn] / to go straight ahead [ə'hed] — идти прямо

to the right [raɪt]/left [left] — направо/ налево

back[bæk]/ round the corner ['raʊnd ðə'kɔ:nə] — назад/ за угол

to turn ['tɜ:n] to the right/ left — повернуть направо/ налево

to cross the street ['krɒs ðə'stri:t] / square [skweə] — пересечь улицу/ площадь

площадь

to take bus No. ...['teɪk'blas'nʌmbə] — сесть в автобус номер...

to take a taxi ['tæksɪ] — сесть в такси

to change [tʃeɪndʒ] for... — пересест на ...

to be lost ['bi:lɒst] — потеряться

to miss [mɪs] — пропустить, не заметить

entertainment [,entə'teɪnmənt] — развлечение

residential area [,rezɪ'dentʃəl'eəriə] — жилой район

specialty ['speʃəltɪ'ʃɒps] shops — специализированные магазины

transportation network ['træns'pɔ:t(ə)n'netwɜ:k] — транспортная сеть

deep [di:p] — глубокий

heritage ['herɪtɪdʒ] — наследие

magnificent [mæg'nɪfɪsənt] — великолепный

cathedral [kə'θɪ:drəl] — собор

palace ['pælɪs] — дворец

fortress ['fɔ:trɪs] — крепость

tower ['taʊə] — башня

monument to ['mɒnjumənt] — памятник кому-либо, чему-либо  
 invader [ˌɪn'veɪdə] — захватчик  
 landmark ['lændmɑ:k] — заметный объект, достопримечательность  
 significant [sɪg'nɪfɪkənt] — важный, значительный  
 suburban housing [sə'bʌ:bən 'haʊzɪŋ] — жилой район вне центра города  
 notable ['nəʊtəbl] — примечательный, видный  
 neighborhood ['neɪbəhʊd] — микрорайон, квартал  
 downtown ['dauntaʊn] — центр города

### Task 2. Complete the word-building table:

Verb	Noun	Adjective
originate	origin	1
2	movement	moving
entertain	3	entertaining
impress	impression	4
reside	5	residential
6	miss	missed
invade	7	invading
signify	significance	8

### Task 3. How do you call:

- a) the official residence of a king?
- b) a fortified place?
- c) something that is handed down from previous generations?
- d) a small area or district in a town or city where people live?
- e) any large or important church?
- f) an object in a landscape that is familiar and serves as a guide?

### Task 4. Describe the following words and expressions:

- a) significant;
- b) notable;
- c) tower;
- d) transportation network;
- e) to be lost;
- f) residential area;
- g) specialty.

### Task 5. What are the differences between the following words and expressions?

**Model:** A bookshop is a place where people buy books, but a library is a place where people read books.

- a) a bookshop/ a library;
- b) a park/ a garden;

- c) a museum/ an art gallery;
- d) a pub/a café;
- e) a palace/a fortress;
- f) a guide/an audio guide;
- g) downtown / suburban

**Task 6. Use the words from the box to complete the sentences. Choose the words / phrases similar to those in brackets:**

entertainment; show; miss; cross; monument to; a significant landmark; located
--

1. Can you \_\_\_\_ me how to get from White House to the US Capitol? (tell)
2. Excuse me sir, which is the shortest way to Pushkin Museum of Fine Arts? But it's in front of you! \_\_\_\_ the square and you'll see the museum. (go across)
3. When we entered the Lincoln Memorial, we saw a huge \_\_\_\_ Abraham Lincoln, the 16<sup>th</sup> President of the US. (statue of)
4. Is the West End London's main \_\_\_\_ and shopping district? (fun)
5. Visiting Washington, D.C. you can't \_\_\_\_ the National Mall, the area between the Capitol and the Washington Monument. (pass) Nine of the Smithsonian museums are \_\_\_\_ here. (situated)
6. It goes without saying that St. Basil's cathedral is \_\_\_\_ in Moscow. (an important sight)

## II. Grammar Review

### DEGREES OF COMPARISON OF ADJECTIVES AND ADVERBS

(Степени сравнения прилагательных и наречий)

<i>One (two)-syllable</i>	<i>Comparative</i>	<i>Superlative</i>
–	- er	- est
young big heavy fast few	younger bigger heavier faster fewer	(the) youngest (of) (the) biggest (of) (the) heaviest (of) (the) fastest (the) fewest
<i>Multi-syllable</i>	<i>more...</i>	<i>(the) most...</i>
crowded interesting	more crowded more interesting	(the) most crowded (the) most interesting

#### Irregular forms

good — хороший well — хорошо	better — лучше	(the) best — лучший
bad — плохой badly — плохо	worse — хуже	(the) worst — худший

many (books) — много much (money) — много	more — больше	(the) most — больше всех
little — мало	less — меньше	(the) least — меньше всего
old — старый	older — старше elder — старше	(the) oldest — старейший (the) eldest — старший

**Task 1. Are you good at geography? Answer the following questions (Give full answers stressing degrees of comparison).**

1. Which is the largest country in the world (in area) — China or Russia?
2. Which has a bigger population — China or Russia?
3. Which are the five most populated cities in the world?
4. Which is longer — the Amazon River or the Nile?
5. Which is the biggest state in the USA?
6. Which of these US cities is the furthest north — Chicago, San Francisco, New York or Los Angeles?
7. Which is the largest US city?
8. Where is the busiest airport in the world located?
9. Which is older, London or Moscow?
10. Who drinks the most cups of tea per person in the world — the Chinese, the English, the Irish or the Russians?

**Task 2. Choose the correct version.**

1. This cathedral is \_\_\_\_ than that one.
  - a) the most beautiful
  - b) beautifuller
  - c) more beautiful
2. Our neighborhood is \_\_\_\_ in the town.
  - a) the most safe
  - b) the safest
  - c) safe
3. Buckingham Palace is \_\_\_\_ magnificent as Windsor Castle.
  - a) as
  - b) so
4. It is \_\_\_\_ for me to go to Moscow than to Washington, D.C.
  - a) more easy
  - b) easier
  - c) easier
5. Our tour to Hampton Court was as \_\_\_\_ as to the Tower of London.
  - a) more interesting
  - b) interesting
  - c) the most interesting

6. It is \_\_\_\_ to take a taxi than to walk six miles.
  - a) good
  - b) better
  - c) the best
7. The flight from Moscow to London is \_\_\_\_ expensive than I expected.
  - a) far much
  - b) far more
  - c) far a lot
8. Spasskaya Tower is \_\_\_\_ of the towers in the Kremlin ensemble.
  - a) famous
  - b) more famous
  - c) the most famous
9. Izmaylovsky Park in Moscow is six times \_\_\_\_ than Central Park in New York.
  - a) large
  - b) larger
  - c) more large
10. The Moscow Metro is one of \_\_\_\_ underground tubes in the world.
  - a) deeper
  - b) the deepest
  - c) the most deepest

**Task 3. Complete the sentences with a comparative or superlative form of the words in brackets.**

1. London is a busy city, while the life in its suburbs is \_\_\_\_ (relaxed).
2. The buildings in the centre of Washington, D.C. are \_\_\_\_ than in the centre of New York (low).
3. Moscow is one of \_\_\_\_ cities in Europe (expensive).
4. People in St. Petersburg seem \_\_\_\_ than in Moscow (friendly).
5. Hampton Wick, a London suburb, seems \_\_\_\_ polluted than the City of London (little).
6. Moscow is crowded, but St. Petersburg is (peaceful).
7. I think that the Thames in London is \_\_\_\_ than the Irtysh in Omsk (deep).
8. They say that Washington, D.C is \_\_\_\_ in spring than in winter (magnificent).

**Task 4. Complete the text with a comparative or superlative form of the words in brackets.**

a) London is a leading global city, with strengths in the arts, commerce, education, entertainment, fashion, finance, healthcare, media, research, tourism

and transport. It is stated, that London's 43 universities form (крупнейший) center of higher education in Europe. London Heathrow is (самый загруженный аэропорт в мире) by the number of international passengers. The London Underground or the Tube is (старейшее) and the second (длиннейшее) metro system in the world, dating from 1863. It is the first city to host the modern Summer Olympic Games three times.

b) Moscow's architecture is world-renowned. On the one hand, some skyscrapers decorate Moscow. (самые значительные) are the so called Seven Sisters. These are seven massive skyscrapers, including Moscow University, situated at about an equal distance from the Kremlin. All seven towers can be seen from (самых высоких) points in the city. They are among (самых великолепных) constructions in downtown Moscow. On the other hand, the Old Arbat Street, a popular tourist route that was once the heart of a bohemian area, preserves (гораздо более низкие) buildings some of which are gorgeous, old and mysterious.

c) The Capitol is in the very center of Washington. It is (самое высокое) building in US capital and while there is a law not to build anything (выше) than the Capitol). (самая большая) room in White House is the East Room, which is also the scene of many state receptions, balls and musicals. Other famous rooms are: the Green Room, the Blue Room, the Red Room, which are used for afternoon teas and for receptions held before state dinners. But the Blue Room or "an oval-room" is (наиболее известная) one.

### NB!

... as + A + as ...	такой же ... как и ...
... not as/ so + A + as	не такой ... как ...
the A + er..., the A + er...;	чем ... тем
either... or...	или ... или ...
neither ... nor...	ни ... ни ...
both... and...	как ... так и
by far the A-est/ the most A	явно, вне всяких сомнений, самый
a lot / much/ far more	гораздо, более
much A + er	значительно
twice as long as	в два раза длиннее, чем

**Task 5. Mr. X has not been to Moscow since 1990s. His friend Mr. Y has just come back from the trip to Moscow. Translate the missing words in their conversation.**

Mr. X: So, how is Moscow? Is it (такая же грязная) it used to be?

Mr. Y: Oh, no! I think it has changed a lot.

Mr. X: Really? Are the streets (чистые) indeed?

Mr. Y: Yes, they are (значительно чище) now. (Как) historical buildings (так и) monuments have been repaired and cleaned.

Mr. X: And what about churches?

Mr. Y: To my mind, St. Basil's Cathedral (самый значительный) one, has always attracted the tourists. But now there are (гораздо больше) churches and cathedrals with (гораздо большим количеством) people inside.

Mr. X: Are there long waiting lines in the stores?

Mr. Y: In fact I did not see any. The stores and markets are full of all kind of food and goods. The problem is they are (явно не самые дешевые) ones.

Mr. X: Who buys all that ?

Mr. Y: The citizens, of course. But they take (меньше) food because can buy (самую свежую) groceries every day.

Mr. X: As far as I remember, the Metro was very popular among the citizens as (самая быстрая и самая дешевая) transportation network.

Mr. Y: I'm not sure it's (самое дешевое) today but I believe it is still one of (самых красивых) in the world.

Mr. X: Oh! How interesting!

### III. Reading

#### Before reading

**Task 1. Read and translate some international words:** political; economic; cultural; religious; financial; bar; club; restaurant; mile; international airports; popular; official residence; population.

**Task 2. Learn new words for reading the text. Look through the text below, find the sentences with these words and translate them into Russian:**

It goes without saying [ɪt'gəʊz wɪ'dəʊt'seɪɪŋ] — бесспорно, что ...

It's worth mentioning [ɪ'wɜːθ'menʃ(ə)nɪŋ] — заслуживает внимания  
true ['truː] — правда

diverse [daɪ'vɜːs] — разнообразный

boundary ['baʊndəri] — граница

borough ['bʌrə] — городской район, имеющий самоуправление

to include [ɪn'kluːd] — включать

original [ə'ɹɪdʒɪn(ə)l] — подлинный

railroad terminal ['reɪlɹəʊd'tɜːmɪnəl] — железнодорожный вокзал

Church ['tʃɜːtʃ] of the Ascension [ə'senʃən] — Храм Вознесения

to erect [ɪ'rekt] — строить, возводить

to commemorate [kə'meməreɪt] — увековечивать память

conquest ['kɒŋkwɛst] — завоевание, покорение  
 in memory ['mem(ə)rɪ] of — в память о  
 opportunity [ˌɒpə'tju:nɪtɪ] — возможность  
 to experience [ɪk'spiəriəns] — чувствовать, пережить, ощутить  
 urban ['ɜ:bən] — городской  
 to be filled ['bi:'fild wɪð] with — быть наполненным чем-то  
 impressive [ɪm'presɪv] — впечатляющий, выразительный  
 corner stone ['kɔ:nə'stoʊn] — угловой камень здания  
 middle-income ['mɪdl'ɪŋkʌm] — средний уровень доходов  
 to move out [mu:v aʊt] — переезжать  
 affluent ['æflu:ənt] — зажиточный, обеспеченный, богатый

**Task 3. From the box choose the words which can go with the following:**

cathedral;  
 neighborhood;  
 to go.

back; original; notable; to the left; urban; significant; diverse; sightseeing; middle-income;  
 straight on; ancient; round the corner; to see an expo; impressive; to the right; boundary;  
 magnificent.

**Task 4. From the box choose the words which describe:**

residential areas;  
 tourist activities;  
 a country heritage.

ancient; neighborhood; to go sightseeing; borough; to take pictures; urban;  
 to be filled with; suburban housing; church; ruins; to miss; fortress; to be lost; affluent;  
 monument; to experience; art gallery exhibit; palace; see an expo; to show the way to;  
 cathedral; museum.

**Task 5. Listen to short dialogues. Where do they take place?**

a) in London; b) in Moscow; c) in Washington, D.C.

**Task 6. Listen to the text and read it following English phonetic rules. Try to understand as many details as possible.**

**Three Capitals**

It goes without saying that capitals are major political, economic, cultural, scientific, religious, financial and educational centers of their countries. That is true about London, Moscow and Washington too.

*London* has a diverse range of peoples, cultures and religions. More than 300 languages are spoken within its boundaries. Since 1965 Greater London has been divided into 32 London boroughs in addition to the ancient City of London, which is the main financial district.

The West End is London's main entertainment and shopping district. It also includes expensive residential areas. London's theatre district is here, as are many cinemas, bars, clubs and restaurants, including the city's Chinatown district (in Soho), and just to the east is Covent Garden, an area housing specialty shops. 1 mile (1.6 km) long Upper Street, has more bars and restaurants than any other street in the United Kingdom. Oxford Street is a home to many department stores, including the world-famous Selfridges, Knightsbridge, Harrods.

The East End is the area closest to the original Port of London. At present, East London has been redeveloped with the Olympic Park for the 2012 Olympics and Paralympics. The largest parks in the central area of London are the Royal Parks of Hyde Park, Kensington Gardens and Regent's Park which contains the London Zoo, the world's oldest scientific zoo. It is located near the tourist attraction of Madame Tussaud's Wax Museum.

*Moscow* has always been a popular place of interest for tourists. Its transportation network includes four international airports, nine railroad terminals, and one of the deepest underground tubes in the world, the Moscow Metro. Some of the better known attractions include such World Heritage Sites as Moscow Kremlin, Red Square and Church of the Ascension at Kolomenskoye. The Kremlin ensemble consists of 3 magnificent cathedrals, palaces, fortress walls, 20 towers and the Bell Tower of Ivan the Great. The most famous of the towers is the Spasskaya Tower with a big clock.

Red Square is the place of parades, meetings and demonstrations. Here one can see St. Basil's cathedral, erected by architects Postnik and Barma to commemorate Russia's conquest of the Kazan Kingdom in 1552 and the monument to Minin and Pozharsky designed in memory of the Russian victory over the Polish invaders.

Moscow can also boast of many museums. One of them is the Borodino Panorama, which provides an opportunity for visitors to experience being on a battlefield with a 360° diorama. It is a part of the large historical memorial commemorating the victory in the Patriotic War of 1812 over Napoleon's army.

It's worth mentioning that Moscow is a very green city. Izmaylovsky Park created in 1931 is one of the largest urban parks in the world along with Richmond Park in London. Its area is six times greater than that of Central Park in New York.

Many people consider *Washington, D.C.* to be one of the most beautiful cities in the world. It is filled with many parks, wide streets and impressive buildings. The Capitol, the highest building in Washington, is in the very center of

the city. It is home for the government of the United States of America. It is known that the corner stone of the Capitol was laid by George Washington on September 18th, 1793.

The White House, the official residence of the President is situated at 1600 Pennsylvania Avenue. Other landmarks in Washington, DC include memorials to three Presidents: The Washington Memorial, The Lincoln Memorial and The Jefferson Memorial; The Library of Congress, The National Gallery of Art, The John F. Kennedy center for the Performing Arts.

Unique among cities with high percentage of African Americans, Washington has had a significant black population since the city's creation. Following World War II, many middle-income whites moved out of the city's central and eastern sections to newer suburban housing. Today, DC is marked by contrasts. There are lower-income neighborhoods in the eastern part of the central city. By contrast, areas between the Georgetown and Chevy Chase contain some of the nation's most affluent neighborhoods.

**Task 7. What are the English equivalents to the following word-combinations:**

внутри границ; любая другая улица; где размещаются специализированные магазины; район, самый близкий к; Колокольня Ивана Великого; покорение Россией Казанского Ханства; Храм Вознесения в Коломенском; всемирное наследие; в самом центре города; основание Капитолия было заложено; переехали из центральных районов города; наиболее зажиточные кварталы.

**After reading**

**Task 8. Answer the following questions.**

1. Why are all aspects of life accumulated in the world's capitals?
2. Do only English people live in London?
3. What is the administrative division of London?
4. Why is the West End very popular among tourists?
5. Has the East End changed its notorious image?
6. Where is the world's oldest scientific zoo located?
7. Where can you travel by the deepest underground tubes in the world?
8. What is the most famous tower in Moscow?
9. Which is the youngest capital?
10. What is the origin of the capitals' names: London, Moscow, Washington?

11. What is the common feature of these three world capitals?
12. What is the characteristic of their population?
13. What makes each capital peculiar?

**Task 9. Assignment for a curious student.**

- a) Watch the film “London City Guide” and make a list of the visited places;
- b) Match the sentences from the text and photos from Internet. Use them to make a presentation;
- c) Compose a short guided tour around your home town.

**IV. Writing**

**You are on your summer vacation, visiting some places of interest. Write a personal letter or a postcard to your family or friends back home with the impressions about your journey. Remember letter writing rules.**

1. Envelope.

Place your return address in the upper left-hand corner. Place the mailing address in the middle or in the lower right-hand corner of the envelope. The Postal Service recommends the following descending order:

the sender's or the company name;

street address; (St., Ave., Rd.), and sub location (Apt., STE (suite), RM (room));

city and state;

zip code to the right of the state;

country.

sender's (return) address

mailing address (addressee)

Olga Shultz  
Ritz Hotel  
20 Peace Square  
Paris, P3571  
France

Mark Dimov  
101 Gould Street Apt. 69  
Wakefield, MA, 01880  
USA

2. Elements of a personal letter.

**Salutation:** Dear Mark,

**Thanking for the letter and apologizing for a delayed reply:**

Thanks a lot for your letter.

I was glad to get your letter.

Sorry I haven't written for so long but ... .

I'm sorry I didn't reply earlier but ... .

**Information you want to share:**

It's my second week in France, so I'd like to share my impressions.  
Guess what?

**Closing sentence:**

Write back soon!

Take care and keep in touch!

Drop me a letter when you can.

Hope to hear from you soon.

Love,

Lots of love,

Yours,

Olga

## UNIT 8

### THE RUSSIAN FEDERATION GOVERNMENT

#### STARTING UP

**Task 1. What symbols of the state power do you know? From the box choose the words characterizing modern Russian state symbols.**

scepter; national flag; crown; national emblem; ball; national anthem; ring; constitution; two-headed eagle; state seal



**Task 2. Think and guess which Russian state symbol:**

- is the most ancient symbol of Russia;
- is a symbol of state sovereignty;
- testifies the continuity of Russian history;
- is a rectangular (прямоугольный) cloth of three equal horizontal stripes;
- is a rectangular red heraldic shield;
- originates from the heraldic emblem of the Rurik dynasty;
- creates a composition that signifies state unity;
- reflects feelings of patriotism;
- was approved by the Federal Assembly.

**Task 3. Listen to the description of the Russian state symbols and check your answers.**

**Task 4. Are the following statements about Russian state symbols true or false?**

- a) There are three horizontal stripes on the Russian Federation National Flag: the uppermost is blue, the middle is white and the bottom is red.
- b) The National Emblem of the Russian Federation is a red heraldic shield with a golden double-headed eagle.
- c) The eagle wears a large crown.
- d) The two-headed eagle originates from the heraldic emblem of the Russian House of Romanov.
- e) The National Anthem was composed as a symbol of state unity.
- f) When the National Anthem is performed, the audience is expected to stand and men must remove their hats.

**Task 5. Complete the table and talk about Russian state symbols.**

The National ...		...
The National ...	symbolizes	...
The National ...		...

**LANGUAGE ACTIVITIES****I. Topical vocabulary****Task 1. Listen and pronounce the following words and expressions after the speaker:**

- government ['glʌvəmənt] — правительство, система власти
- constituent entity [kən'stitjuənt 'entɪtɪ] — территориально-государственное образование, субъект
- power ['paʊə] — держава, государственная власть
- branch ['brɑːntʃ] — ветвь, подразделение
- popular vote ['pɒpjələ(r)'vəʊt] — всеобщее голосование
- to determine [də'tɜːmɪn] — определять, решать
- domestic [də'mestɪk] — внутренний
- foreign policy ['fɔːrɪn'pəlɪsɪ] — внешняя политика
- bill [bɪl] — законопроект
- to give state awards ['gɪv'steɪt ə'wɔːdz] — присуждать государственные награды
- to grant pardons ['grɑːnt 'pɑːdəns] — помиловать
- legislative ['ledʒɪslətɪv] — законодательная
- executive [ɪg'zekjʊtɪv] — исполнительная
- judicial [dʒuː'dɪʃəl] — судебная
- to represent [ˌreprɪ'zent] — представлять
- to resolve issues [rɪ'zɒlv 'ɪʃuːz] — решать вопросы

chamber ['tʃeɪmbə(r)] — палата

to vest [vest] in — возлагать на ..., наделять правом

to make law ['meɪk'lə:] — устанавливать правовые нормы, издавать законы

to approve treaty [ə'pru:v'tri:tɪ] — одобрять/ утверждать договор

to declare [dɪ'kleə] — провозглашать

to declare war [dɪ'kleə'wɔ:] — объявлять войну

### Task 2. Match the words to make word partnerships.

to declare	treaty
to consist	law
to resolve	pardons
to approve	in
to vest	issues
to grant	state decorations
to award	of
to make	war

### Task 3. Read the definitions and name the corresponding word from the box:

judicial; branch; to approve; power; legislative; chamber; bill; executive; to declare

- a) the political or military strength of a nation, government or similar organization;
- b) a legislative or judicial body or assembly;
- c) the draft of a proposed law;
- d) any part or division of the main body;
- e) having the power to make or pass laws;
- f) the branch of government responsible for administering laws and for managing the affairs of a nation;
- g) relating to courts of law and the administration of justice;
- h) to announce;
- i) to have or give favorable opinion.

### Task 4. Complete the word-building table.

Verb	Noun	Adjective
1	approval	approved
to judge	judge	2
3	representative	representational
to legislate	legislator	4
to decorate	5	decorative
6	declaration	declarative
to execute	executor	7
8	determination	determined

### Task 5. Translate into English the words in brackets.

1. According to the Constitution the President is the head of state and is elected by (всеобщим голосованием) every six years. He must submit (законопроекты) to the State Duma, sign and (устанавливать федеральные правовые нормы) as well as (присуждать государственные награды и выносить решение о помиловании).

2. The President determines guidelines for (внутренней и внешней политики).

3. The (законодательная ветвь) may check presidential power through giving approval to the decree of the President on the introduction of martial law.

4. The Constitution charges the Federal government and its (субъекты) to establish the general principles of state administration and local government organization.

5. Article 131 of the Constitution (определяет) the structure of local government.

6. The Government of the Russian Federation exercises (исполнительную) power.

7. The Council of the Federation is the upper (палата) of the Federal Assembly — the Parliament of the Russian Federation. One of its functions is (объявлять) Presidential elections.

8. Until August 8, 2000 the chamber (состояла из) 178 representatives of the (субъектов) of the Federation who were heads of (законодательных и исполнительных) state authority bodies.

## II. Grammar Review

### PROGRESSIVE TENSES (Продолженные времена)

(Действие как процесс, происходящий в определенный момент)

Active	Passive
<b>be + Ving (V4)</b> We <b>are discussing</b> a new law now (Мы обсуждаем сейчас новый закон)	<b>be+ being+ V3</b> A new law <b>is being discussed</b> now by us (Новый закон сейчас обсуждается нами)

### Active Voice

	+	?	-
<b>Present</b>	I <b>am</b>	Am + I	I <b>am</b>
	He } <b>is</b>	Is { he	He } <b>is</b>
<i>now, right now,</i>	She } <b>+ Ving</b>	Is { she	She } <b>is</b>
<i>at the moment,</i>	It } <b>(V4)</b>	Is { it	It } <b>+ not Ving</b>
<i>still, at present</i>	We } <b>are</b>	Is { we	We } <b>(V4)</b>
	You } <b>are</b>	Are { you	You } <b>are</b>
	They } <b>are</b>	Are { they	They } <b>are</b>

<b>Past</b> yesterday at 7 a.m., when you came., while..., from 6 till 8, all day/ night...	I He She It We You They	was    + Ving (V4)  were	Was  I he she it we you they	+ Ving? (V4)	I He She It We You They	was    + not Ving (V4)  were
<b>Future</b> tomorrow at 7 a.m., when you come, ...	I He She It We You They	+ will be Ving (V4)	I he she it We you they	+ be Ving? (V4)	I He She It We You They	+ will not be Ving (V4)

**Task 1. Look around and say what your classmates are doing at the moment.**

**Model:** Cadet Ivanov is reading the text.

Cadets Petrov and Smirnov are listening to the instructor.

**Task 2. Read the dialogue. Compose your own dialogues choosing the words from the noun and verb lines.**

A: What do you do?

B: I am a **trainee**. I study at the Police Academy.

A: What are you doing now?

B: I'm **practicing self-defense**.

**Nouns:** cadet, detective, investigator, student, instructor, tour guide, traveler.

**Verbs:** to check in, to go sightseeing, to work on the project, to conduct classes, to take pictures, to interrogate a criminal, to process the crime scene, to speak English.

**Task 3. Look at your classmate's arrangements. Ask and answer as in the model.**

<b>Sunday, January 25</b>	–
9 am	to call mom
10 am — 11 am	to study for the English test
2 pm	to have lunch with O.
7pm	to enjoy the student's party
8:30 pm	to come back to the Academy

**Model:** A: What are (were / will you be) you doing at 9 o'clock in the morning?

B: I'm (was / will be) calling my mom.

**Task 4. Speak about your definite future plans. Use the Future Progressive or the Present Progressive Tense.**

**Model:** *I'll be listening* to the lecture on the Russian government from 12:30 to 14:05.

*I'm listening* to the lecture on the Russian government from 12:30 to 14:05.

**Task 5. What were your classmates doing when the bell rang?**

- a) Andrei /speak / to his girl-friend;
- b) Leo /read / home assignment;
- c) Mike and Boris / run / along the corridor;
- d) Alex / eat / a hamburger;
- e) Nick / look through / the window;
- f) Kate and Helen / discuss / the latest news;
- g) Mary / clean / the blackboard.

**Task 6. Put the verb into the correct form of the Past Progressive or the Past Simple Tense.**

- a) When I (arrive) at the crime scene, the investigator (take pictures) of it.
- b) While we (go sightseeing) in London, we (see) Elisabeth II.
- c) The passengers (board the plane) when they (hear) shooting.
- d) I (listen to) the audio guide while going round Tower of London.
- e) Phil (not drive) very fast, when the accident (happen).
- f) (you/ learn) new words, when I (call) you?
- g) The detective (notice) the offender, when he (take a taxi).
- h) While Colonel Tambovtzev (lecture), the cadets (make notes).
- i) What (you/ do) when you (see) the accident?
- j) Yesterday from 4pm till 6pm I (practice) self defense, while my friend (read) for the English test.

**Task 7. Study the Russian President site <eng.kremlin.ru> and say what the President was doing yesterday in the afternoon.**

**III. Reading**

**Before reading**

**Task 1. Read and translate some international words and proper nouns:**

- a) republic, to elect, federation, political party, personally, residence, basic, to veto, dominant figure, special, presidential election, to impeach, majority, commission, compromise, budget, financial and monetary policy;
- b) Federal Assembly, the Upper Chamber, the Lower Chamber, Chairman of the Government, Deputy Chairman of the Government, the Prime Minister, Constitutional Court, the Supreme Court.

**Task 2. Learn new words for reading the text. Look through the text “Russian Federation Government”, find the sentences with these words and translate them into Russian:**

to comprise [kəm'praɪz] — включать, насчитывать

consecutive [kən'sekjʊtɪv] — последующий

to nominate ['nɒmɪneɪt] — выдвигать кандидата

system of checks and balances ['sɪstɪm əv'tʃeks ənd'bælənsɪz] — система

сдержек и противовесов

to split ['splɪt] — распределять

to administer [əd'mɪnɪstə] — обеспечивать

bicameral [ˌbaɪ'kæmərəl] — двухпалатный

to vote [vəʊt] — голосовать

to reject [rɪ'dʒekt] — отклонять

draft ['dra:ft] — проект закона

the power of the purse ['paʊər əv ðə 'pɜ:s] — право внесения финансовых законопроектов

to appoint [ə'pɔɪnt] — назначать

a number of [ə'nʌmbər əv] — ряд, много, некоторое количество

to confirm [kən'fɜ:m] — подтвердить

implementation [ˌɪmplə'men'teɪʃən] — внедрение, воплощение, выполнение

to oversee [ˌoʊvə'si:] — осуществлять надзор

to ensure [ɪn'ʃʊə] — обеспечивать

so-called — так называемый

to detain [dɪ'teɪn] — задерживать

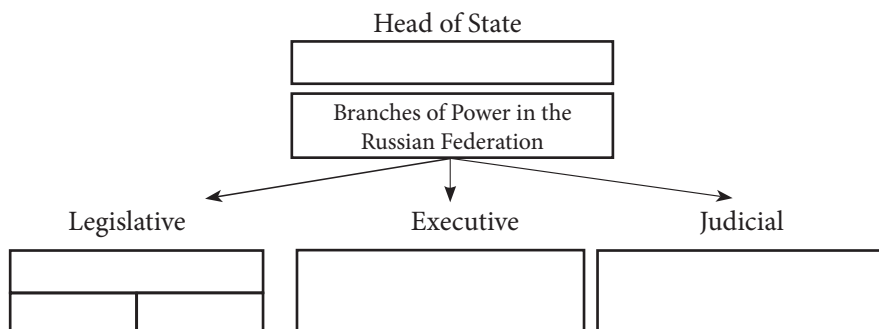
to commit a crime [kə'mɪt ə'kraɪm] — совершить преступление

to work out ['wɜ:k ə'ʊt] — разрабатывать, вырабатывать

to pass a bill ['pɑ:s ə'bɪl] — одобрить законопроект

to adopt a law [ə'dɒpt ə'lɔ:] — принять закон

**Task 3. Listen and complete the chart “The Russian Federation Government”.**



#### Task 4. Think and answer:

- What do Russian people celebrate on June the 12th?
- When was the first Russian Constitution adopted?
- Who is the head of the local government in Omsk region?

#### Task 5. Listen to the text and read it. Try to understand as many details as possible.

##### The Russian Federation Government

According to the Constitution the Russian Federation is a federal semi-presidential republic, comprising 89 federal entities. **The President** is the head of state and is elected by popular vote every six years for a maximum of two consecutive terms. A candidate for the President of the Russian Federation can be nominated by a political party or by the candidate personally. The President's working residence is in the Moscow Kremlin. The President determines the basic domestic and foreign policy, is the commander-in-chief of the armed forces, can veto legislative bills, resolves issues of citizenship of the Russian Federation, gives state awards and grants pardons.

The federal government consists of three branches: legislative, executive and judicial. Each of them is checked and balanced by the President. The legislature is represented by the Federal Assembly of Russia. It has two chambers: the State Duma is the Lower chamber and the Federation Council is the Upper chamber. The executive power is split between the President and the Prime Minister, but the President is the dominant figure. The judicial power is vested in courts and administered by the Ministry of Justice.

The bicameral **Federal Assembly** makes federal laws, approves treaties, declares war and has the power of the purse. Both of its chambers are located in Moscow. **The Federation Council of Russia** is the Upper chamber of the Russian Parliament. It consists of two representatives from each entity of the federation. The Council works with the lower chamber to complete and vote on draft laws. But the Federation Council also has special powers of its own, including the power to declare the results of a presidential election, to impeach the President, and to decide on the use of the armed forces outside Russia's territory.

**The State Duma**\* is the Lower chamber of the Russian Parliament. The 450 deputies are elected for five-year term. All bills must first be considered by the State Duma. Once a bill is passed by a majority in the Duma, it is sent to the Federation Council. If the Council rejects it, two chambers may form a commission to work out a compromise. A bill becomes a law after it is approved by the chambers and signed by the President.

---

\* The term *Duma* comes from the Russian to think “думать”.

The executive power belongs to **the Government** with the Prime Minister at the head. He is appointed by the president and confirmed by the State Duma. The government's duties are split between a number of ministries. They ensure the implementation of domestic and foreign policy, work out the federal budget, oversee the implementation of financial and monetary policy and ensure the rule of law, human rights and freedoms. The government is housed in the so-called White House in Moscow. The judicial branch is represented by **the Supreme Court, the Constitutional Court and the regional courts**.

**Task 6. What are the English equivalents to the following word-combinations:**

избирается всеобщим голосованием; два последующих срока; внутренняя и внешняя политика; присуждает государственные награды; предоставляет помилование; осуществляет надзор за выполнением; вопросы гражданства РФ; субъект Федерации; за пределами территории России; чтобы выработать компромисс; ряд министров; права человека; так называемый; правительство размещается; денежная политика; во главе; обеспечить выполнение; обязанности распределяются между.

**After reading**

**Task 7. Are the following statements true or false? Correct the false ones.**

- a) The Russian Federation is a presidential republic.
- b) The President is elected for a four-year term.
- c) The State Duma is the Upper chamber and the Federation Council is the Lower chamber.
- d) The judicial power is vested in Criminal Investigation Departments and administered by the Ministry of Internal Affairs.
- e) The Federal Assembly consists of the State Duma and the Federation Council of Russia.
- f) The chambers may form a commission to elect a President.

**Task 8. Answer the following questions.**

- 1. What kind of state is the Russian Federation?
- 2. Who is the head of the state?
- 3. How often is the President elected?
- 4. What is the main function of the President?
- 5. What branches does the federal government consist of?
- 6. Which state bodies is each branch represented by?

7. What does the Federal Assembly consist of?
8. What are the powers of the Federation Council of Russia?
9. How does a bill become a law?
10. What does the Government do?

**Task 9. Read the text and reproduce it in Russian.**

Legislative work of the Council of the Federation is carried out in two ways: first — the Council of the Federation, in cooperation with the State Duma participates in completing draft laws, considering laws and taking decisions regarding these laws; second — implementing the right of legislative initiative, the Council of the Federation independently drafts federal laws and federal constitutional laws.

Federal laws on the following issues should be considered by the Council of the Federation after they have been adopted by the State Duma: federal budget; federal taxes and duties; financial, currency, credit and customs regulation; money emission; ratification and denunciation of international treaties of the Russian Federation; the status and defense of the state border of the Russian Federation; war and peace issues.

Federal law is regarded as being adopted by the Council of the Federation, if more than half of members of the chamber voted for the law. For adoption of a federal constitutional law a majority of not less than 3 votes is needed. When a federal law has been rejected by the Council of the Federation, the two chambers form the Conciliation Committee in order to negotiate a resolution to the disagreement. The federal law is due to be reconsidered by the State Duma and the Council of the Federation afterwards.

## **IV. Speaking**

**Task 1. Read the sentences and complete them.**

- a) The President is elected by... .
- b) A candidate for the President can be nominated by... .
- c) The federal government consists of... .
- d) The Federal Assembly makes federal laws... .
- e) The Federation Council consists of two representatives from... .  
It has special powers including... .
- f) All bills must first be considered by... .
- g) A bill becomes a law after... .
- h) The government's duties are split between... .
- i) Ministries ensure..., work out..., oversee..., ensure... .

**Task 2. Complete the Constitution provisions (положения).**

According to the Constitution of 1993:

- the Russian Federation is ... .
- the President is ... .
- the President determines ... .
- the legislative branch is represented by ... .
- the executive power is split between ... .
- the judicial power is vested in ... and administered by ... .
- the Federal Assembly is divided into ... .
- the executive power belongs to ... .
- the Prime Minister is appointed by ... .
- the judicial branch is represented by ... .

**Task 3. There is a hierarchy of the RF Government. Go to <government.ru/gov>, write out the names of the officials and say what they deal with.**

**Model:** *Russian Minister of Foreign Affairs Sergei Lavrov deals with foreign policy.*

**PRIME MINISTER**

**DEPUTY PRIME MINISTERS**

1. First Deputy Prime Minister \_\_\_\_.
2. Deputy Prime Minister \_\_\_\_.
3. \_\_\_\_.
4. \_\_\_\_.
5. \_\_\_\_.
6. \_\_\_\_.
7. \_\_\_\_.
8. \_\_\_\_.

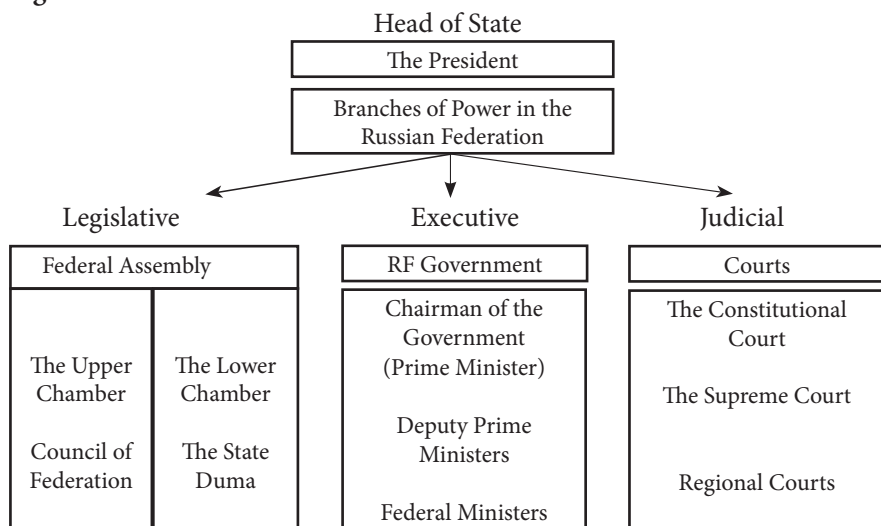
**FEDERAL MINISTERS**

1. Minister of Economic Development \_\_\_\_ deals with \_\_\_\_ .
2. Minister of Healthcare \_\_\_\_ deals with \_\_\_\_.
3. Minister of Finance \_\_\_\_ deals with \_\_\_\_.
4. Defense Minister \_\_\_\_ deals with \_\_\_\_.
5. Minister of Civil Defense, Emergencies and Disaster Relief \_\_\_\_ deals with \_\_\_\_.
6. Minister of Education \_\_\_\_ deals with \_\_\_\_.
7. Minister of Justice \_\_\_\_ deals with \_\_\_\_.
8. Minister of the Interior \_\_\_\_ deals with \_\_\_\_.
9. Minister of Justice \_\_\_\_ deals with \_\_\_\_.

**Task 4. Complete the sentences and repeat the previous one like in “Snowball”.**

A		C	
___	is the head of	___	is vested in
___	is elected by	___	is administered by
___	works in	___	is represented by
___	determines	___	
___	can veto	D	
___	resolves	___	belongs to
___	awards	___	is split between
B		E	
___	is the Upper	___	is the Lower
___	Chamber of	___	Chamber
___	consists of	___	consists of
___	works with	___	considers
___	has special powers	___	confirms

**Task 5. Speak about the Russian Federation Government using the following chart.**



**Task 6. Explain the Russian Federation Government to your foreign friend.**

**Task 7. Make a presentation on the Russian Federation Government at the conference.**

## V. Writing

**Task 1. Do you know what a memo is? Read the text and practice writing a memo.**

*Memorandums* or *memos* are written internal communications which advise or inform employees of policies and procedures that the agency or a

company has decided to adopt. The memo may be put on a bulletin board for everyone to see, or circulated in internal mail to the persons and departments it concerns.

The memo format consists of specific lines placed at the top of a page: *To*, *From*, *Subject*, *Date*. What follows below those lines is a *memo report*. There is no limit to a memo's length. It may be from one or two sentences to some pages.

Follow these guidelines to set up a memo.

1. Place the *To*, *From* and *Subject* lines at the left-hand margin.
2. Place the *Date* either to the right or at the top of the list in bold.
3. Follow each item with a colon (двоеточие) and the appropriate information.
4. Name the contents or main point in the subject line.
5. Place the names of those people who are to receive copies below the name of the main recipient (usually with the abbreviation cc:).
6. Sign to the right of your typed name.
7. Choose a method of capitalization and placement of colons.

**Task 2. Answer the questions.**

1. What is a memo?
2. What does the memo format consist of?
3. What are the stages of a memo writing process?

**Task 3. Study the example of a memo.**

MITROVICA DETENTION CENTER	
INTEROFFICE MEMORANDUM	MEMORANDUM INTERIEUR
<b>TO:</b>	All Team Captains. Officers
<b>FROM:</b>	Patrick Martin CP 10678
<b>SUBJECT:</b>	Security Precautions
Be advised that preliminary information received on the detainee Sejdge Luber revealed that he stabbed to death three different persons in three separate incidents. The modus operandi is yet unknown.	
It is in the interest of the safety of all officers and his fellow prisoners to handle him with utmost caution and a high degree of tact. He must be searched when leaving his cell and before returning into the cell. Note for strict compliance.	

**Task 4. Write memos for the following situations:**

1. Assume that you work for the UNMIS (United Nations Mission In Sudan) as an investigator. The head of the investigation department is Jack S. Smith. You are out of forensic equipment. Write a memo to remind the boss to order the equipment and give reasons why you are out of it.

2. Write a memorandum to your fellow officer, James T. Fisher. He is at patrol division and you are on the Duty Team. Tell him that Ms. A. J. Jones, whom he transported to the hospital, is having no trouble and has donated \$1847 to the division.

3. Write a short memo. Ask Doug Kisworth from Investigation Department to give you the date when Case No. 4651 will be completed. Explain that you need an immediate answer because the head of your department wants it “now”! You are in the Crime Procedure Department.

## UNIT 9

### RUSSIAN FEDERATION COURT SYSTEM

#### STARTING UP



**Task 1. Look at the photos. Which one shows judges of the Supreme Court of the Russian Federation, judges of the Constitutional Court of the Russian Federation and judges of a district court?**

**Model:** *I think (guess, believe, am sure) that the first (second, third) photo shows*

---

**Task 2. Think and decide which judges:**

- are appointed by the President of the Russian Federation according to the rules set by federal law;
- may be citizens of the Russian Federation over 25 years of age with a higher education in law;
- are appointed by the Council of the Federation upon proposal by the President of the Russian Federation;
- possess immunity;
- number 19 in the Court;
- do not face criminal responsibility otherwise than according to the rules set by federal law.

**Task 3. Read and state which type of court judge — Supreme, Constitutional or district — will deal with the following cases. Explain your answer.**

a) A company suspected its Chief Financial Officer of passing trade secrets and confidential information to one of the company's biggest competitors. Computer forensic engineers recovered e-mails confirming the CFO's illicit

acts, even though the CFO's e-mail was deleted and the hard drive was defragmented shortly before the engineers were permitted to examine the machine.

b) Mr. Ivanov, a former Navy captain and military journalist, has been convicted of treason because he violated a secret order by helping foreign journalists document the Russian Navy's mishandling of nuclear waste.

## LANGUAGE ACTIVITIES

### I. Topical vocabulary

**Task 1. Listen and pronounce the following words and expressions after the speaker:**

- judge ['dʒʌdʒ] — судья
- justice of the peace ['dʒʌstɪs əv ðə 'pi:s] — мировой судья
- requirement [rɪ'kwaɪəmənt] — требование
- irremovable [ɪrɪ'mu:vəbl] — постоянный, несменяемый
- to cease ['si:s] — прекращать
- to suspend [sə'spend] — приостанавливать, временно отстранять
- to face [feɪs] — зд. грозить (о штрафе, ответственности)
- criminal responsibility ['krɪmɪn(ə)l rɪ'spɒnsə'bɪlɪtɪ] — уголовная ответственность
- to state [steɪt] — определять, формулировать
- proposal [prə'pəʊzəl] — предложение, представление
- to set [set] — устанавливать, определять
- to possess [pə'zes] — обладать
- to come into force ['kʌm'ɪntə'fɔ:s] — вступить в силу
- sentence ['sentens] — приговор
- to consider a case [kən'sɪdə ə'keɪs] — рассматривать дело
- to run a red light ['rʌn ə'red'laɪt] / a stop sign [ə'stɒp'saɪn] — проехать на красный свет/ сигнал остановки
- to exceed the speed limit [ɪk'si:d ðə'spi:d'limit] — превысить скорость
- to disregard signal [dɪsɪ'gɑ:d'sɪgn(ə)l] — не принять во внимание сигнал
- to fine [faɪn] — оштрафовать
- driver's license ['draɪvəz'laisəns] — водительское удостоверение
- license plate number ['laɪsəns'pleɪt'nʌmbə] — знак государственной регистрации
- traffic sign ['træfɪk'saɪn] — дорожный знак
- to violate (break) law/rule ['vaɪələɪt 'breɪk 'lɔ: 'ru:l] — нарушать закон/ правило
- to tow away a car ['tu ə'wei ə'kɑ:] — эвакуировать машину (на штрафную стоянку)

**Task 2. Complete the word-building table:**

Verb	Noun	Adjective
to justify		just
	violation	violated
	judge	judicial
to commit a crime	crime	
to consider		considerable
	driver	driving
to require		required
respond		responsible

**Task 3. What do you call:**

- a) an appointed official who has authority to hear and decide cases in a law court;  
 b) a judgment by a court;  
 c) something that is needed;  
 d) a sum of money to be paid as punishment for an offense;  
 e) a matter under investigation;  
 f) something that serves to warn, direct, inform or instruct;  
 g) a document that shows that the holder has official permission for driving a car.

**Task 4. Complete the expressions and translate them into Russian:**

- |                     |                        |
|---------------------|------------------------|
| a) to violate ...   | g) ... sign            |
| b) to run ...       | h) ... peace           |
| c) to come into ... | i) ... responsibility  |
| d) to tow away ...  | j) ... license         |
| e) to consider ...  | k) ... the speed limit |
| f) to disregard ... | l) ... number          |

**Task 5. Match the following words with their synonyms from the box:**

- |                 |            |
|-----------------|------------|
| a) to stop      | f) to pull |
| b) to ignore    | g) demand  |
| c) to establish | h) symbol  |
| d) to violate   | i) matter  |
| e) to own       |            |

to set; case; sign; to break; to disregard; to possess; to cease; requirement; to tow

**Task 6. Choose the appropriate word or phrase.**

1. Chapter 7 of the Constitution of the Russian Federation determines rights and duties of \_\_\_\_ .

- a) RF citizens                      b) judges                      c) justices of the peace

2. Federal law may introduce additional \_\_\_\_ for judges of the courts of the Russian Federation.

- a) grants                      b) fines                      c) requirements

3. Judges shall be irremovable and shall possess \_\_\_\_.

- a) a driver's license      b) immunity      c) mobility

4. A judge will not \_\_\_\_ criminal responsibility otherwise than according to the rules set by federal law.

- a) violate      b) face      c) disregard

5. Article 128 of the Constitution \_\_\_\_ that the judges of the Constitution Court of the Russian Federation and the Supreme Court of the Russian Federation shall be appointed by the Council of the Federation upon \_\_\_\_ by the President of the Russian Federation.

- a) requires      b) considers      c) states  
a) introduction      b) proposal      c) requirement

## II. Grammar Review

### PRESENT PERFECT

(Настоящее совершенное)

Действие как результат к настоящему моменту

(ever, never, just, already, yet)

Active	Passive
<b>have/has+ V3</b>	<b>have/has +been + V3</b>
I have just written the test (Я только что написал тест)	The test has just been written by me (Тест только что написан мной)

### Present Perfect Active

+	?	-
I } We } <b>+have</b> } You } } <b>+V3</b> They } He } <b>+has</b> } She } } It }	I } we } <b>Have +</b> } you } } <b>+V3?</b> they } he } <b>Has +</b> } she } } it }	I } We } <b>+have</b> } (haven't) You } } <b>+not V3</b> They } He } <b>+has</b> } (hasn't) She } } It }

### Present Perfect Passive

+	?	-
I } We } <b>have</b> } You } } <b>been V3</b> They } He } <b>has</b> } She } } It }	I } we } <b>Have</b> } you } } <b>been V3?</b> they } he } <b>Has</b> } she } } it }	I } We } <b>have</b> } <b>not</b> You } } <b>been V3</b> They } He } <b>has</b> } She } } It }

**Task 1. A traffic officer has stopped the driver who doesn't want to confess his guilt. Play out the situation.**

**Model:**

*Traffic officer: Lieutenant of police Ivanov. Your driver's license, please. You **have broken** traffic rules.*

*Driver: **Have I broken** traffic rules?*

*T. o.: **Yes, you have. You've run** a red light.*

*D.: **No, I haven't run** a red light.*

*T. o.: **Follow me to the police station to clear it up.***

Traffic officer: You have disregarded signals.

You have exceeded the speed limit.

You have run a stop sign.

You've parked in the wrong place.

You've disregarded traffic sign.

You've driven on centre line.

You've parked too close to a bus stop.

You haven't fastened your seat belt.

You haven't kept a safe distance.

You haven't given a turn signal before making a turn.

**Task 2. Think and write down what you have already done (or haven't done yet) at the present moment in your life. You may use the following words and expressions in your Present Perfect statements in Active Voice:**

to pass USE; to graduate from high school; to visit; to create; to plant; to build; to see; to travel; to enter the Omsk Academy of the Russian Ministry of Internal Affairs; to become a cadet; to take an oath; to use a weapon; to drive a patrol police car; to give first aid; to direct traffic; to process a crime scene; to conduct vehicle traffic stop; to conduct a building search/ a prisoner search; to interview witnesses; to interrogate criminals; to get state award; to win.

**Task 3. Think and write down what has been already done (or hasn't been done yet) at the present moment in your life. In your Present Perfect statements in Passive Voice you may use the words and expressions from the task 2.**

**Model:** *The USE has been successfully passed by me.*

*The driver's test has not been passed yet.*

**Task 4. What would you answer if your parents ask you the following:**

Have you passed all tests?

passed all exams?

passed your driver's tests?

adapted to the service?  
 made friends with anybody?  
 got a scholarship?  
 bought a new mobile phone?  
 called your grandparents?

**Task 5. Ask your classmate about the missed seminar. Work in pairs.**

Has the instructor

checked the attendance?  
 tested on the material?  
 explained a new topic?  
 stated the course paper deadline?  
 defined the conference date?  
 used video?  
 introduced some new definitions?  
 conducted a role play?  
 divided the group for project work?

**Task 6. Pay attention to the difference of Past Indefinite(что делал?) and Present Perfect (что сделал?) and translate into English the following:**

1. Они задержали преступника 2 недели назад.
2. Они только что задержали преступника.
3. Преступник был задержан 2 недели назад.
4. Преступника только что задержали.
5. Дума рассматривала этот законопроект в прошлом году.
6. Дума уже рассмотрела этот законопроект.
7. Законопроект уже рассмотрен.
8. Законопроект рассматривали в Думе в прошлом году.
9. Президент уже назначил областных судей?
10. Президент назначал областных судей?
11. Областные судьи уже назначены?
12. Областные судьи всегда назначались Президентом?

**Task 7. Match the parts of the following sentences.**

1. The government adopted a law "On Education"	after the Olympiad.
2. The Prime Minister hasn't been in public	twice.
3. This traffic officer has just fined the driver as	to 3 years of imprisonment.
4. The draft has been rejected	before elections.
5. The President gave state awards	in 2003.
6. The offender has been already sentenced	he ran a red light.
7. A number of candidates were nominated	since October.

**Task 8. Put the verb into the correct form of Present Perfect or Past Indefinite:**

- Jane, can you lend me your car, please?
- Why?
- They (tow) away mine.
- Oh, no! What (happen)?
- Yesterday we (invite) to the party and Kate (ask) me to pick her up. I (leave) home early, but (get) into a traffic jam.
- I see. ( ) you (wait) long?
- Yes, I (wait) for an hour before I (pick up) Kate and we (hurry) to the party.
- ( ) you (exceed) the speed limit?
- Unfortunately, yes. The traffic officer (register) it.
- ( ) he (fine) you?
- Of course he has, moreover they (tow) away the car.

### **III. Reading**

#### **Before reading**

**Task 1. Read and translate some international words:** federal; republic; province; region; federal status; autonomous region; autonomous circuit; military; specialized; constitutional; legal act; criminal; civil; administrative; nomination; first instance; complex; serious; primary; disputes.

**Task 2. Learn new words for reading the text. Look through the text below, find the sentences with these words and translate them into Russian:**

- to adopt [ə'dɒpt] — принимать
- province ['prɒvɪns] — край
- region ['ri:dʒən] — область
- district ['dɪstrɪkt] — район
- statute ['stætju:t] — устав
- to comply [kəm'plaɪ] with — соответствовать
- to appeal [ə'pi:l] — обжаловать
- appellate [ə'pelɪt] — апелляционный
- to review a case [ˌrɪ'vju: ə'keɪs] — рассматривать дело повторно
- for life [fɔ:'laɪf] — бессрочно
- to arbitrate ['ɑ:bɪ'treɪt] — выносить арбитражное решение
- higher/superior court ['haɪə sju:'pɪəriə'kɔ:t] — суд **вышестоящей инстанции**
- lower court ['ləʊə'kɔ:t] — суд **нижестоящей инстанции**

to constitute ['kɒnstɪˌtjuːt] — составлять, образовывать

constituent [kən'stɪtjuənt] — составная часть

jury ['dʒʊ(ə)rɪ] — суд присяжных

case ['keɪs] — дело

trial ['traɪəl] — судебный процесс

magistrate [mædʒɪstr(e)ɪt] — мировой судья

to abolish [ə'bɒlɪʃ] — отменять, прекращать

to reintroduce [rɪˌɪntrə'djuːs] — вводить вновь

imprisonment [ˌɪm'prɪzənmənt] — лишение свободы, тюремное заключение

property ['prɒpəti] — имущество

**Task 3. Form a meaningful word-group from the following and translate into English.**

**Model:** *to hear* — *to hear civil cases* — *слушать гражданские дела;*

*bill* — *to pass a bill* — *одобрить законопроект.*

- a) to appeal, to constitute, to create, to comply with, to adopt, to suspend, to appoint, to violate, to face, to state, to consider, to cease, to review,
- b) court, case, property, trial, judge, license, law, draft, awards, issues.

**Task 4. Translate into English the words in the parentheses.**

1. (Конституционный Суд России) practices judicial review and decides whether laws, decrees, statutes (соответствует) the federal constitution.

2. (Судьи) of the Constitutional Court (предлагаются) by the President and (назначаются) by the Federation Council.

3. The Supreme Court of the Russian Federation (повторно рассматривает) decisions of lower level courts.

4. The Presidium of the Russian Supreme Court represents Russia's final (апелляционный суд)

5. (Районные суды) are the primary (уголовные) trial courts, and (областные суды) are the primary (апелляционные суды).

6. (Судья и присяжные) or 3 judges, hear cases at regional courts.

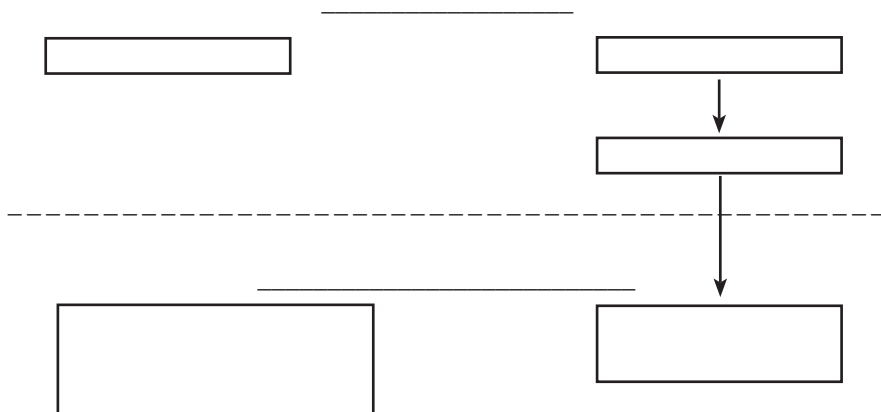
7. District Courts are primary criminal trial courts of the first instance but sometimes hear appeals from (мировых судов).

8. (Мировые судьи слушают) criminal cases where imprisonment is for less than three years.

9. The powers of a judge (могут быть прекращены или приостановлены) only on the basis of and (в соответствии с) the rules (установленными) by federal law.

**Task 5. Listen to the text and complete the chart “The Judicial System of the Russian Federation”.**

### The Judicial System of the Russian Federation



**Task 6. Read the text following English phonetic rules. Try to understand as many details as possible.**

### The Judicial System of the Russian Federation

According to the Federal Law “On the Judicial System of the Russian Federation” adopted in 1997, in Russia the judicial branch is composed **of federal courts and courts of constituent entities of the Russian Federation. Federal courts** include the Constitutional Court of the Russian Federation, the Supreme Court of the Russian Federation, supreme courts of republics, provincial and regional courts, courts of the cities of federal status, courts of the autonomous regions and autonomous circuits, district courts, and military and specialized courts. The Supreme Court with the lower courts constitute the system of federal courts of general jurisdiction. **Courts of constituent entities of the Russian Federation** include Constitutional (Statute) courts of the constituent entities of the Russian Federation and Justices of the Peace Courts.

**The Constitutional Court** of the Russian Federation, which consists of 19 judges, decides whether federal laws and other legal acts comply with the Constitution of the Russian Federation. **The Supreme Court** of the Russian Federation is Russia’s highest court of appeals for consideration of criminal, civil, and administrative cases. It reviews decisions of lower level courts. There are more than 100 judges of the court with the Chairman at the head. Under the constitution, judges of the highest courts are appointed by the Federation Council after nomination by the president and serve up to 70 years old. The president appoints judges of the federal, regional and district courts.

The judicial system in Russia is based on the following basic principle: decisions and sentences that have not come into force can be appealed only once and only at the superior court. In civil and criminal cases there are courts of the first instance, courts of appeal and higher courts, which arbitrate lower court sentences and decisions that have already come into force.

**Regional Courts** exist as both courts of the first instance and appellate courts. As courts of the first instance, they hear complex civil cases and serious criminal cases. A judge and a jury, or 3 judges, hear these cases. As appellate courts, consisting of 3 judges they hear decisions of district courts that have not yet come into force.

**District Courts** are primary criminal trial courts of the first instance but sometimes hear appeals from magistrate courts. They are formed in areas, urban areas and cities. Decisions of district courts are appealed to the regional court.

**Justices of the Peace Courts** (magistrate courts) were first created in Russia in 1864 and abolished in 1917. At present they have been reintroduced and hear criminal cases where imprisonment is for less than three years. For example: public drunkenness, traffic violations of a non-criminal nature, some property cases, disputes over land, etc. It consists of one justice of the peace (magistrate).

#### **Task 7. What are the English equivalents to the following word-combinations:**

Федеральный закон «О судебной системе Российской Федерации»; краевые и областные суды; составляют систему; суды субъектов Федерации; судьи областных и районных судов; автономные округа; в соответствии с; федеральные суды общей юрисдикции; могут быть обжалованы; конституционные уставные суды; правовые акты; мировые судьи; в суде вышестоящей инстанции; суды первичной юрисдикции; гражданские дела; серьезные уголовные дела; не вступили в силу; введены вновь; менее чем; споры о земле.

#### **After reading**

#### **Task 8. Answer the following questions.**

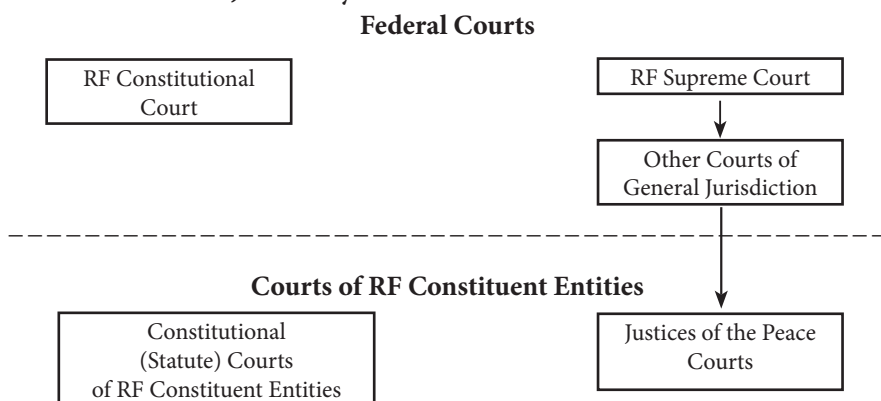
1. What is judicial system the Russian Federation composed of?
2. What is the legislative basis of Russia's judicial branch?
3. What do federal courts include?
4. What do courts of constituent entities of the Russian Federation include?
5. How many judges are there in the Constitutional Court of the Russian Federation?

6. What is the function of the Constitutional Court?
7. How many judges are there in the Supreme Court of the Russian Federation?
8. What is the function of the Supreme Court of the Russian Federation?
9. What is the basic principle of the judicial system of the Russian Federation?
10. What cases do District Courts hear?
11. What cases do Justices of the Peace Courts hear?

#### IV. Speaking

**Explain the Judicial system of the Russian Federation to a foreign law student. Use the key phrases and the chart below.**

#### The Judicial System of the Russian Federation



- \_\_\_\_ is composed of \_\_\_\_  
 \_\_\_\_ include \_\_\_\_  
 \_\_\_\_ decides \_\_\_\_  
 \_\_\_\_ comply with \_\_\_\_  
 \_\_\_\_ reviews \_\_\_\_  
 \_\_\_\_ are appointed \_\_\_\_  
 \_\_\_\_ appoints \_\_\_\_  
 \_\_\_\_ is based on \_\_\_\_  
 \_\_\_\_ have not come into force \_\_\_\_  
 \_\_\_\_ courts of first instance \_\_\_\_  
 \_\_\_\_ appellate courts \_\_\_\_  
 \_\_\_\_ hear complex civil cases and serious criminal cases \_\_\_\_  
 \_\_\_\_ hear decisions of district courts that \_\_\_\_  
 \_\_\_\_ hear criminal cases and appeals from magistrate courts \_\_\_\_  
 \_\_\_\_ hear \_\_\_\_  
 \_\_\_\_ consists of \_\_\_\_

## UNIT 10

### UNITED KINGDOM GOVERNMENT

#### STARTING UP

**Task 1. Identify several symbols of the United Kingdom state power? Do they differ from the Russian state symbols? What is the UK national flag (anthem) called?**

*Model: The UK national ... is called ... .*

GOD SAVE THE QUEEN (KING)  
Great Britain National Anthem

God save our gracious Queen,  
Long live our noble Queen ...



#### Task 2. Think and decide:

**a) which British state symbol(s)**

- reflects the country's protection by the Saints;
- has been in existence since 1606;
- gets its name from a small ship flag;
- are used in national events, inspiring patriotism;
- refers to a sovereign;
- symbolizes Wales;

**b) which detail(s) of the United Kingdom Royal Coat of Arms**

- symbolize England;
- symbolizes Scotland;
- symbolizes Northern Ireland;
- represents national strength and the British monarchy;
- stands for purity (чистота).

**Task 3. Listen to the description of the United Kingdom state symbols and check your answers** (shield — щит; merge — соединить; rampant — стоящий на задних лапах; harp — арфа; unicorn — единорог).

#### Task 4. Are the following statements true or false?

- a) The unity of the British people is reflected in the national symbols.
- b) The Union Jack flag is the most common name for the flag of the UK.
- c) The flags of England, Scotland, Wales and Northern Ireland are merged in the Union Jack flag.
- d) The term “Union Jack” comes from the union of the three flags into one and a small flag flown from a boat or a ship.
- e) The UK Royal Coat of Arms consists of a shield divided into two parts.
- f) The crowned lion represents England and the unicorn represents Scotland.
- g) When a male monarch is on the throne of England, the national anthem is referred to as “God Save the King.”

### LANGUAGE ACTIVITIES

#### I. Topical vocabulary

#### Task 1. Listen and pronounce the following words and expressions after the speaker:

to owe to somebody ['ou tu 'sɒmbədi] — быть обязанным (кому-то)

to interrupt [ɪntə'rʌpt] — прерывать, нарушать

integral ['ɪntɪgrəl] — неотъемлемый, существенный

to be responsible [rɪ'spɒnsəb(ə)l] for — быть ответственным за

to challenge [tʃælɪndʒ] — оспаривать

royal ['rɔɪəl] — королевский

to establish [ɪ'stæblɪʃ] — устанавливать

to reduce [rɪ'dju:s] — сокращать

to involve [ɪn'vɒlv] — включать, содержать

to act on the advice [ækt ɒn əd'vaɪs] of — действовать по чьему-либо совету

to take part [tɪk'pɑ:t] in — принимать участие

charity [tʃærɪti] — благотворительность, милосердие, благотворительная организация

#### Task 2. Build nouns from the verbs with the help of *-tion* and *-ment* suffixes. Translate the nouns into Russian.

to act — action

to interrupt —

to reduce —

to declare —

to resolve —

to execute —

to judge — judgment

to establish —

to involve —

to appoint —

to require —

to imprison —

to determine —  
to decorate —  
to nominate —  
to reject —  
to violate —  
to create —

to govern —  
to enroll —  
to enforce —  
to entertain —  
to move —  
to place —

**Task 3. Suppose you do not remember some English words. Try to explain their meaning to your classmates. They will guess and name the word.**

**Model:** A: *To stop someone in the course of an action or speech.*

B: *It means "to interrupt".*

- A: 1. To make less or smaller.  
2. To include as a necessary part.  
3. To set up permanently.  
4. To be obliged for something.  
5. Relating to a king or queen.  
6. Necessary to the completeness of a whole.  
7. The giving of help to the poor or needy.

**Task 4. What is your understanding of the meaning of the expression "Charity begins at home" — Кто думает о родных, не забудет и чужих?**

## II. Grammar Review

### PAST PERFECT

(Прошедшее совершенное)

Действие как результат к прошлому моменту  
(yesterday by 5; hardly ... when ...)

Active	Passive
<b>had+ V3</b> I had written the test <b>yesterday by 5 p.m.</b> (Я написал тест вчера к 5 часам)	<b>had+been + V3</b> The test had been written by me <b>yesterday by 5 p.m.</b> (Тест был написан мной вчера к 5 часам)

### Past Perfect Active

+	?	-
I We You They He She It } + <b>had + V3</b>	Had { I we you they he she it } + <b>V3?</b>	I We You They He She It } + <b>had + not V3</b>

## Past Perfect Passive

+	?	-
<div style="display: flex; align-items: center;"> <div style="margin-right: 10px;"> I We You They He She It </div> <div style="font-size: 3em; margin-right: 10px;">}</div> <div> + had been + V3 </div> </div>	<div style="display: flex; align-items: center;"> <div style="margin-right: 10px;"> I we you they he she it </div> <div style="font-size: 3em; margin-right: 10px;">}</div> <div> Had + been + V3? </div> </div>	<div style="display: flex; align-items: center;"> <div style="margin-right: 10px;"> I We You They He She It </div> <div style="font-size: 3em; margin-right: 10px;">}</div> <div> + had not been + V3 </div> </div>

**Task 1. Both your friend and you are interested in the British Royal Family. Reply to your friend according to the model.**

**Model:** A: *At the time they got married William and Kate had known each other for ten years.*

B: *Yes, I know that at the time they got married William and Kate had known each other for ten years.*

A: 1. After William had passed three A-levels at Eton he was accepted at St Andrews University in Scotland to read History of Art.

2. By the beginning of the academic year the number of female students had increased.

3. Before starting his degree William took a gap year (академический отпуск) and began his first year at the University having had some interesting experiences.

4. He had been a teacher in the town of Tortel in southern Chile.

5. He had taken part in armed forces training exercises in Belize.

6. He had done some charity work.

7. When William came back to the University, Kate had already been a second year student.

8. Hardly William had seen Kate at the party, when he fell in love.

9. Hardly William had got a degree, when he became a flight lieutenant.

10. He had been transferred to the Royal Air Force by 2008.

**Task 2. Ask the following questions: a) general; b) alternative; c) special.**

1. Prince William had taken part in armed forces training exercises in Belize by his first year at the University.

a) yes / no; b) or; c) what; d) where.

2. Kate had already been a second year student when William came back to the University.

a) yes / no; b) or; c) who.

3. By the beginning of the academic year the number of female students at St Andrews University had increased.

a) yes / no; b) or; c) what; d) where; e) why.

4. By the time they got married William and Kate had known each other for ten years.

- a) yes/no; b) or; c) who; d) how long.

**Task 3. Read the text and say what Queen Elizabeth II had done by her “diamond jubilee”.**

These words will help you: diamond — бриллиант; Commonwealth realms — Содружество государств, доминионов и бывших колоний Великобритании; reigning — правление; high-profile — широко известный; Trooping the Color — вынос знамени перед строем; assault — нападать.

The “diamond jubilee” was widely celebrated in 2012 not only in Great Britain, but throughout the Commonwealth. It marked the sixtieth anniversary of Queen Elizabeth II reign. Being the most prominent member of the House of Windsor and its head the Queen had achieved a great deal by the jubilee.

In public she had taken part in countless high-profile ceremonial occasions, such as the State Opening of Parliament, Trooping the Color, Opening of the Summer Olympics, etc. The Queen and Prince Philip had taken royal tours, which are a form of public relations allowing the monarchy to stay connected with countries where the Queen is head of state. She had read through and signed numerous government documents which are delivered to her each day in “red boxes”. Twelve times she had appointed Prime Ministers.

**Task 4. Watch the documentary “Queen Elizabeth II. The diamond celebration” and identify more of the Queen’s accomplishments by the jubilee of her reign.**

**Task 5. Complete the sentences using the verbs in brackets.**

In November 1992 Windsor Castle suffered severe fire damage. When Queen Elizabeth II visited it she found that :

- a) she didn’t recognize the Grand Hall. It (change) a lot;
- b) she couldn’t enter some halls. There (be) plenty of broken furniture;
- c) the pictures on the walls no longer (больше не) decorated the palace. They (destroy);
- d) there was no telecommunication. It (damage);
- e) she didn’t find her favorite things. They (burn away);
- f) her pets were no longer there. They (run away) from the fire.

**Task 6. Make sentences using the words in brackets.**

One autumn day of 2013 Queen Elizabeth II was on her way from Balmoral, where she (to spend) her summer holiday. By her return to London all preparations for christening her great-grandson (to complete) and the water

(to bring) from the River Jordan. Some companies (to issue) many souvenirs to mark the royal christening.

William and Kate (to give) him the name: George — Alexander — Louis. Both the British royal family and the public (to accept) it with delight (восторг) and respect. That royal baby (to become) the Queen's third great grandchild and (change) the line of succession to the throne (порядок престолонаследия) and (moved down) Prince Harry from the third to fourth place. The baby (to take his place) in line behind his father — Prince William and his grandfather Prince Charles.

**Task 7. NB! Past Perfect is used with Past Indefinite to show which of two past actions or events happened first.**

**Put the verb into the correct form, Past Perfect — had + V3 / had been + V3 or Past Indefinite — V2 / was / were + V3**

1. When World War I (to start) the British royal family (to decide) to eliminate (отказаться) its German name Saxe-Coburg-Gotha.

2. When the original name of the current Windsor dynasty (to eliminate) Queen Victoria grandchildren (to find) themselves on opposing sides.

3. After the royal proclamation (to issue) the family name (to change) to the more friendly Windsor, after their castle in Berkshire.

4. No sooner had the Titles Deprivation (лишение) Act of Parliament (to pass) when four relatives of Queen Victoria (to strip) of their titles.

5. King George V (to become) the first monarch of the House of Windsor after the royal family (to change) its name.

6. When Revolution (to end) in Russia the British royal family (dispatch) a ship to Yalta to pick up their relatives, the Romanov family members.

### III. Reading

#### Before reading

**Task 1. Read and translate some international words:** unique; stability; monarchy; policy; collectively; individually; alternative; cabinet; opposition; traditional.

**Task 2. Learn new words for reading the text. Look through the text “The United Kingdom Government” below, find the sentences with these words and translate them into Russian:**

sovereign [ˈsɒvrɪn] — монарх, правитель, суверен

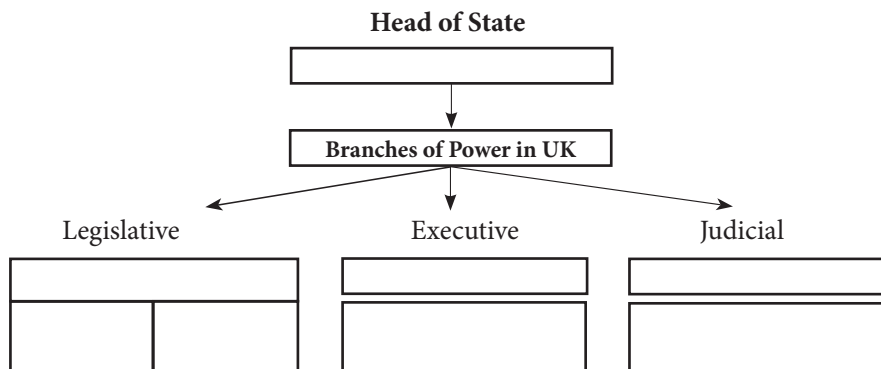
continuity [ˈkɒntɪˈnju:ɪti] — постоянство, преемственность

to limit [ˈlɪmɪt] — ограничивать

majority [məˈdʒɔrəti] — большинство

closely ['kloʊslɪ] — плотно, всесторонне  
 support [sə'pɔ:t] — поддержка  
 to make up — составлять  
 the House of Lords [lɔ:dz] — Палата Лордов  
 the House of Commons ['kɒmənz] — Палата Общин  
 “shadow cabinet” ['ʃædɒu 'kæb(ɪ)nɪt] — теневой кабинет  
 Her Majesty's ['mædʒɪstɪ] Government — Правительство Ее Величества  
 Grace of God ['greɪs əv'gɒd] — милость Бога  
 Defender of the Faith [dɪ'fendər əv ðə'feɪθ] — защитник веры  
 Her Royal Highness [h ɜ:'rɔɪəl'hainɪs] — Ее Королевское Высочество  
 Church of England ['tʃɜ:tʃ əv'ɪŋglənd] — Церковь Англии

### Task 3. Listen and complete the chart “The United Kingdom Government”.



### Task 4. Think and answer:

- Is it possible for court proceedings to be taken against the British monarch?
- How is a king or a queen chosen in the United Kingdom?

### Task 5. Listen to the text and read it. Try to understand as many details as possible.

#### The United Kingdom Government

The United Kingdom government is unique and its stability owes much to the monarchy. Its continuity has been interrupted only once (by the republic of 1649–1660) in over a thousand years. At the present time Britain is a parliamentary democracy with a constitutional monarch, Queen Elizabeth II, as the head of state. According to the law the Sovereign is the head of the executive branch of the government, which is an integral part of the legislature, as well as the head of the judiciary: in practice the monarch's powers are limited by Parliament.

The legislative branch is in the hands of the Queen and Parliament, which is divided into the House of Lords and the House of Commons. The executive branch is represented by the Government — the Cabinet which is headed by the Prime Minister. The Government is formed by the party with majority support in the Commons. The Queen appoints its leader as Prime Minister. As the head of the Government the Prime Minister appoints about 100 ministers. About 20 ministers make up the Cabinet: the senior group making the major policy decisions. Ministers are collectively responsible for government decisions and individually responsible for their own departments. The majority party has the real power in the country.

The second largest party forms the official Opposition, with its own leader and 'shadow cabinet'. The Opposition has a duty to challenge government policies and to present an alternative program. Her Majesty's Government governs in the name of the Queen. The judicial system is represented by courts.

Today the Queen is not only the head of State, but also an important symbol of national unity. Her complete official royal title is 'Elizabeth the Second, by the Grace of God of the United Kingdom of Great Britain and Northern Ireland and of Her other Realms and Territories Queen, Head of the Commonwealth, Defender of the Faith', but she is usually referred to as Her Royal Highness or Queen Elizabeth.

She is also the commander-in-chief of all the armed forces of the Crown and the 'supreme governor' of the established Church of England. In actuality the real power of the monarchy has been reduced over the years. The Queen is uninvolved in the day-to-day operation of the government and acts only on the advice of her ministers.

The Queen, Prince Charles and the other members of the royal family take part in traditional ceremonies, visit different parts of Britain and many other countries and are closely involved in charity work.

**Task 6. What are the English equivalents to the following word-combinations:**

государственная система сложная; во многом обязана; неотъемлемая часть; при поддержке большинства; основные политические решения; теневой кабинет; оспаривать политические меры; альтернативная программа; правит от имени; не только... но и; за годы; ежедневные; по совету.

**After reading**

**Task 7. Complete the following sentences:**

1. The United Kingdom is a(an)
  - a) democracy
  - b) absolute monarchy
  - c) parliamentary democracy

2. The stability of the state owes to
  - a) Windsor House      b) monarchy      c) the British government
3. All branches of power in Britain are headed by
  - a) Prime Minister      b) sovereign      c) Parliament
4. The real power in Britain belongs to
  - a) Queen      b) Prime Minister      c) Cabinet
5. The aim of the shadow cabinet is
  - a) to support the queen      b) to struggle for power      c) to oppose the government
6. The government acts in the name of
  - a) House of Commons      b) sovereign      c) Windsor House
7. Her Royal Highness is busy with
  - a) government policies      b) traditional ceremonies      c) day-to-day charity

**Task 8. Answer the following questions.**

1. What kind of government does the United Kingdom have ?
2. Have the British abolished the monarchy? Why or why not?
3. Is the power of the British sovereign absolute?
4. Why is the British monarch considered “The head of the Nation”?
5. What does the British legislative branch consist of?
6. Who is the executive branch represented by?
7. Who has the real power in Britain?
8. What are the functions of the opposition?
9. What is the official royal title of the present monarch?
10. What is Queen Elizabeth II busy with?

**Task 9. Read the text from “The Rough Guide to the Royals” by Alice Hunt and her co writers and reproduce it in Russian.**

As head of state, the Queen carries out many of the same duties that a president would, such as hosting official visits and entertaining leaders of other countries. In 2006, her eightieth year, she undertook 380 engagements in Britain as well as visits to Australia, Singapore and the Baltic states. But as a constitutional monarch within a parliamentary democracy, she has no political power. And although all legislation is signed and often investigated by the monarch, it is made and passed by an elected parliament. She is also head of the armed services and “Defender of the Faith and Supreme Governor of the Church of England” but, again these are largely symbolic roles.

In the eyes of the palace, the Queen is also “Head of Nation”, providing in the words of her website, “a focus for national identity, unity and pride; giving a sense of stability and continuity; recognizing success, achievement, and excellence; and supporting service to others, particularly through public service and the voluntary sector”.

## IV. Speaking

### Task 1. Read and complete the sentences about:

#### **the United Kingdom Government**

- a) The United Kingdom Government is ... .
- b) At the present time Britain is ... .
- c) The head of the state is ... .
- d) All branches of power are headed by ... .
- e) The legislative branch is represented by ... .
- f) It is divided into ... .
- g) The executive branch is ... .
- h) The Government is formed by ... .
- i) The Queen appoints ... .
- j) The Prime Minister appoints ... .
- k) The second largest party forms ... .
- l) The Opposition has a duty to ... .
- m) The judicial system is represented by ... .

#### **British monarch**

- a) The stability of the British government ... .
- b) According to the law ... .
- c) In practice ... .
- d) Today the Queen is not only ... .
- e) Her complete official royal title is ... .
- f) She is usually referred to as ... .
- g) She is also ... .
- h) The Queen and her royal family ... .

### Task 2. Look through the text above and compose as many sentences as possible starting with “The Queen”.

**Model:** *The Queen* \_\_\_ *is the head of the state.*

### Task 3. Compose your own short text about UK Government.

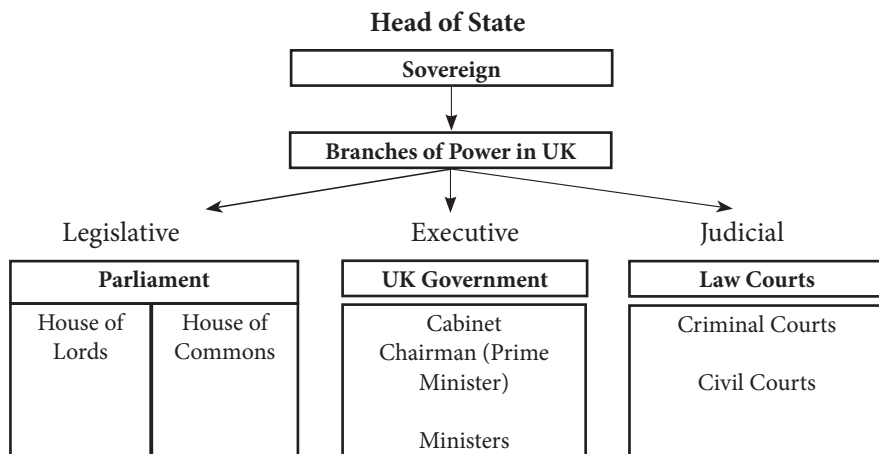
#### **a) Go to <[http: projectbritan.com/government](http://projectbritan.com/government)> and write out the answers to the following questions:**

- Who runs the United Kingdom?
- What is the difference between UK Parliament and the Government?
- What is Parliament?
- What is the job of Parliament?
- What is the composition of the UK Parliament?

b) Look through the official website of the British Monarchy [www.royal.gov.uk](http://www.royal.gov.uk), choose *Latest News and Diary*, *Visits and Events* and write out the answers to the following questions:

- What parts of the UK did Queen Elizabeth II visit last year?
- What countries outside of the UK did she visit last year?
- What events did she take part in?

**Task 4. Speak about the United Kingdom Government using the following chart.**



**Task 5. Compare the United Kingdom Government and the Russian Federation Government. Stress common and different aspects of the two systems.**

## V. Writing

**Task 1. Make a presentation on one of the following topics.**

1. The United Kingdom Government.
2. Queen Elizabeth II.
3. The Royal Family.
4. House of Windsor.
5. Kings and Queens of Britain.

**Task 2. Write a class composition on the above topics.**

## UNIT 11

### BRITISH PARLIAMENT

#### STARTING UP



**Task 1. What can you see in the pictures? How often does the Queen visit the Parliament?**

*Model: In my opinion (To my mind) the (left, right, middle) picture shows \_\_\_\_ .*

**Task 2. Think and guess which of them:**

- goes to the House of Lords;
- stands on a historic riverside site;
- enters the Palace of Westminster only on the day of the State Opening of Parliament;
- is allowed to enter the House of Commons;
- is a unique combination of masterpieces (шедевров);
- has many of the finest crown jewels on;
- wears a wig and a gown;
- makes a Speech from the Throne;
- listens to the speech sitting on a red leather bench;
- leaves the Palace of Westminster before debate;
- discusses the “Address in Reply to Her Majesty’s Gracious Speech”.

**Task 3. Listen and match the pictures with the description. Check your answers.**

**Task 4. Match the following parts to make sentences.**

Houses of Parliament	tells what laws the Government is going to make.
Queen	welcomes the monarch.
House of Lords	is situated at the place of the palace of the ancient Norman kings.
	is called the new Palace of Westminster.
	attends the Palace of Westminster once a year.
	discusses the Speech from the Throne in the way of "Address in Reply to Her Majesty's Gracious Speech".
	wears a crown and many of the finest crown jewels.
	was created by Sir Charles Barry.
	considers a bill pro forma to symbolize the right to deliberate independently of the monarch.

**Task 5. What have you learned about the State Opening of Parliament?****LANGUAGE ACTIVITIES****I. Topical vocabulary****Task 1. Listen and pronounce the following words and expressions after the speaker:**

- origin ['ɔ:ridʒɪn] — корень, источник  
 to perform [pə'fɔ:m] — исполнять, делать  
 picturesque [ˌpɪktʃə'resk] — живописный, колоритный  
 jewel ['dʒu:əl] — драгоценность  
 to make a speech [spi:tʃ] — выступать, произносить речь  
 to wear ['weə] — быть одетым во что-либо, носить  
 wig ['wɪɡ] — парик  
 gown ['gaʊn] — мантия  
 leather ['leðə] — кожа  
 bench [benʃ] — скамья  
 to arrange [ə'reɪndʒ] — расставлять, устроить  
 row ['rou] — ряд  
 to reflect [rɪ'flekt] — отражать  
 agenda [ə'dʒendə] — программа действий, повестка дня  
 gracious ['ɡreɪʃəs] — милостивый, любезный  
 reply [rɪ'plaɪ] — ответ  
 pro forma [ˌproʊ'fɔ:mə] — ради формы, формально  
 independently ['ɪndɪ'pendəntli] of — независимо от, самостоятельно  
 for the sake [seɪk] of — из-за, ради чего-либо  
 to preside over [prɪ'zɑɪd 'əʊvə] — председательствовать  
 to conduct [kən'dʌkt] — проводить

to check ['tʃek] — проверять, контролировать  
 to look at smth./smb. ['luk ət 'sʌmθɪŋ 'sʌmbədɪ] — рассматривать что-либо/кого-либо

**Task 2. Read the definitions and name the corresponding word from the box.**

origin; picturesque; gracious; jewel; gown; to arrange; to wear; to reflect
---

- a) an article of personal adornment: a ring, bracelet etc. made of polished gems;
- b) having pleasing qualities suitable for a picture;
- c) to put in proper order;
- d) having or showing kindness;
- e) the source from which something begins or comes;
- f) to carry or to have something on the body;
- j) a long, loose outwear showing a person's status or profession;
- h) to give back an image of; to express.

**Task 3. Describe the following words and expressions:** a) royal; b) wig;  
 c) bench; d) row; e) reply; f) to check; g) to make a speech.

**Task 4. Complete each sentence with the correct form of the words in brackets.**

**Model:** Both houses of the British Parliament are \_\_\_\_ by a speaker. (to preside over)  
 Both houses of the British Parliament are **presided over** by a speaker.

The work of the houses is similar: making laws, \_\_\_\_ the work of the government and debating current issues. (to check)

The Queen reads the “\_\_\_\_ Speech”, which is handed to Her Majesty by the Lord Chancellor. (grace)

You can see peers \_\_\_\_ special costume at the State Opening or when taking part in the introduction of newly created peers. (wear)

The Robing Room has been used for its \_\_\_\_ purpose, as the apartment where the Sovereign puts on the Imperial State Crown and parliamentary robes. (origin).

After the monarch leaves, each house considers a bill to symbolize their right to discuss \_\_\_\_ of the monarch. (independent)

**Task 5. Read the text and insert suitable words and listen to the text and check your work.**

The new Palace of Westminster is the correct name of the Houses of Parliament. It stands on a historic riverside site which links it with the \_\_\_\_ of Parliament and the ancient palace of the Norman kings.

This wonderful building combines the historic site of the old \_\_\_\_ palace, established by Edward the Confessor and changed by Sir Christopher Wren in 1707, with the good planning and fine decoration of the mid-19<sup>th</sup> century, \_\_\_\_ by Sir Charles Barry.

The Queen enters the Palace of Westminster only on the day of the State Opening of Parliament. It is a very \_\_\_\_ ceremony. Crowned and having many of the finest crown \_\_\_\_ on, the Queen goes to the House of Lords (according to an old tradition no King or Queen is allowed to enter the House of Commons) and \_\_\_\_ from the Throne, which tells what laws the Government is going to make. The members of the House of Commons listen to the Queen standing at the entrance to the House of Lords while its members wearing \_\_\_\_ and \_\_\_\_ sit on red \_\_\_\_ benches, arranged in five \_\_\_\_ on either side of the House. The speech is not written by the monarch, but rather by the Cabinet, and \_\_\_\_ the Government's legislative \_\_\_\_ for the coming year.

After the monarch leaves, each Chamber proceeds to the consideration of an "Address in \_\_\_\_ to Her Majesty's Gracious Speech." But first, each House considers a bill \_\_\_\_ to symbolize their right to discuss independently of the monarch. The Bills are considered \_\_\_\_ form only, and do not make any actual progress.

## II. Grammar Review

### FUTURE PERFECT (Будущее совершенное)

Действие как результат к моменту в будущем (tomorrow by 5 p. m.)

Active	Passive
<b>will have+ V3</b> I will have already written the test <b>tomorrow by 5 p.m.</b> (Я уже напишу тест завтра к 5 часам)	<b>will have+been + V3</b> The test will have been written by me <b>tomorrow by 5 p.m.</b> (Тест будет написан мной завтра к 5 часам)

#### Future Perfect Active

+	?	-
I We You They He She It } <b>will have + V3</b>	<b>Will</b> { I we you they he she it           } <b>have + V3?</b>	I We You They He She It } <b>will not have+V3</b>

#### Future Perfect Passive

+	?	-
I We You They He She It } <b>will have been + V3</b>	<b>Will</b> { I we you they he she it           } <b>have been + V3?</b>	I We You They He She It } <b>will not have been +V3</b>

**Task 1. Mr. and Mrs. Stepanov are visiting London. They want to watch Changing the Guard at Buckingham Palace, but may be late.**

*Mrs. S. Oh, Viktor, we should hurry up or we'll have missed the ceremony when we arrive.*

*Mr. S. Oh, no! We won't have missed the ceremony when we arrive.*

**Substitute underlined parts for the following expressions:**

— The New Guard will have already marched from Wellington Palace to Buckingham Palace.

— The Guard band will have played the old marches.

— Our favorite pop songs will have been played.

— The New Guard will have already exchanged duty with the Old Guard.

— The Guard will have left Buckingham Palace.

— They will have come back to St James' Palace.

— The Horse Guards will have gone.

— The ceremony will have been finished.

**Task 2. Note the difference in the meaning of the Future Indefinite and Future Perfect tenses and translate the following expressions into English:**

<i>Future Indefinite (Что будет делать?)</i>	<i>Future Perfect (Что сделаем?)</i>
Будет читать — will read	Прочитает — will have read
Будет исполнять —	Уже исполнит —
Будет произносить речь —	Уже произнесет речь —
Устроит —	Уже устроит —
Отразит —	Уже отразит —
Будет проверять —	Проверит —
Будет рассматривать —	Уже рассмотрит —
Будет происходить —	Уже произойдет —
Будет представлять —	Уже представит —
Будет провозглашать —	Провозгласит —

**Task 3. Imagine yourself in 2030s and write down what you will have achieved (or won't have achieved) by that moment in your life. You may use the following expressions in your Future Perfect statements in Active Voice according to the Model: *I'll have solved many crimes. I won't have achieved the general rank.* (to graduate from; to defend a dissertation; to serve; to visit; to create; to plant; to build; to see; to travel; to get state award; to win; to make a speech; to preside over; to read; to jump; to climb; to get married; etc.).**

**Task 4. Think and write down what will have been achieved (or won't have been achieved) by 2030s. In your Future Perfect statements in Passive Voice you may use the words and expressions from the task 3.**

**Model:** *Many crimes will have been successfully solved by me.  
The general rank won't have been achieved yet.*

**Task 5. The tourists ask for details of the Queen's annual visit to the Parliament.**

- The Lords will have worn wigs and gowns by the Queen's arrival.  
(Will ... ?/ Who will ... ?/What will ... ?/By what time will ... ?)
- The speech will have been written by the Cabinet. (Will ... ?/What will ... ?/Whom will ... by?/ Why will ... ?/What kind of speech will ... ?)
- The Queen will have had a crown and many of the finest crown jewels on.  
(Will ... ?/ What will ... on?/ What kind of jewels will ... on? )

### III. Reading

#### Before reading

**Task 1. Read and translate:**

a) **some international words:** locate; component; speaker; senior; public; party; debate; maximum; policy; business; identical form; parliamentary committees; national; international;

b) **the words, learned in previous units:**  
capacity; to enact; majority; bill; to pass a bill; legislative; legislature; executive; judicial; shadow cabinet; to make up; to make laws; sovereign; bicameral; to vote; to reject; a number of; to appoint; checks and balances; upper house (chamber); lower house (chamber); subject; to approve; to elect; term.

**Task 2. Learn new words for reading the text. Look through the "British Parliament" text below, find the sentences with these words and translate them into Russian:**

- prior to ['praɪə] — до, раньше
- bishop ['bɪʃəp] — епископ
- through [θru:] — через, посредством
- single ['sɪŋ(ə)l] — отдельный
- constituency [kən'stɪtju:ənsɪ] — избирательный округ
- to take place ['teɪk'pleɪs] — происходить
- similar ['sɪmɪlə] — одинаковый, похожий
- current ['kʌrənt] — текущий, актуальный
- to present [prɪ'zent] — представить, передать на рассмотрение
- to force ['fɔ:s] — принуждать, заставлять
- either ... or ['i:ðə 'ɔ:](амер.) — или ... или
- whether ['weðə] — ли

proposal [prə'pouzəl] — предложение  
 to set aside for something ['set ə'saɪd fɔ:'sʌmθɪŋ] — (здесь) предназначать для чего-либо  
 separation [ˌsepə'reɪʃən] — разделение  
 goal [gəʊl] — цель  
 to dismiss [dɪs'mɪs] — увольнять, освобождать

**Task 3. Note that the following expressions describe the peculiarity of British Parliament:**

the Lords Spiritual ['lɔ:dz'sprɪtʃuəl] — духовные лорды (архиепископы и епископы)

the Lords Temporal ['tempərəl] — светские лорды

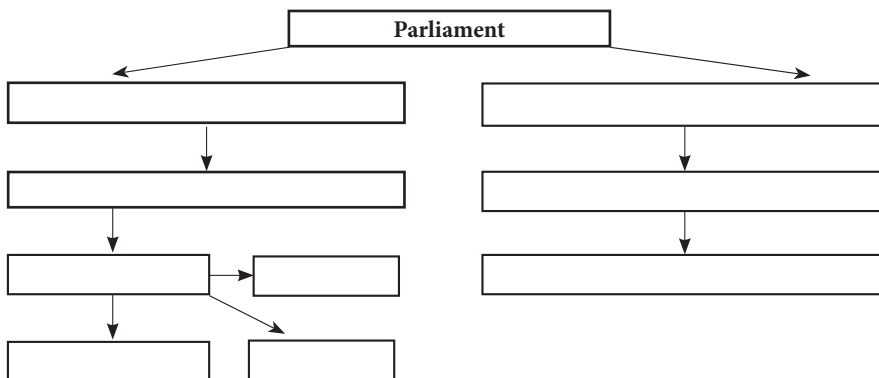
the Peerage ['pɪərɪdʒ] — сословие пэров (наследственное; высшее титулованное дворянство Великобритании)

Law Lords ['lɔ:'lɔ:dz] — лорды-судьи (участвовавшие в рассмотрении апелляций в Палате лордов как суде последней инстанции до 2006 г.)

Sovereign's Assent ['sɔvrɪnz ə'sent] — королевское утверждение

Question Time ['kwesʃ(ə)n'taɪm] — час вопросов (заседание английского Парламента, на котором его члены получают ответы на свои вопросы)

**Task 4. Listen and complete the chart “The Parliament of the United Kingdom”.**



**Task 5. Think and answer:**

- How can Londoners understand that Parliament is sitting?
- How can Londoners understand that the Queen is in Parliament?
- What does the expression “The Queen in the Parliament” mean?

**Task 6. Listen to the text and read it. Try to understand as many details as possible.**

### **British Parliament**

The supreme legislative body of the United Kingdom is the Parliament. It was formed in 1707 and is located in Westminster, London. At its head is the Sovereign. The parliament is bicameral: an upper house is the House of Lords, and a lower house is the House of Commons. The monarch is the third component of the legislature. The houses are presided over by the Speaker of the House for the Commons and the Lord Speaker in the House of Lords. Prior to July 2006, the House of Lords was presided over by a Lord Chancellor.

The House of Lords includes two different types of members: the Lords Spiritual and the Lords Temporal (members of the Peerage). They are not elected, but are appointed by the Sovereign on the Prime Minister's advice. Prior to the opening of the Supreme Court in 2009 the house also performed a judicial role through the Law Lords.

The Commons is publicly elected and currently consists of 650 members, chosen by a single constituency for a maximum term of five years. The party with the largest number of members in the Commons forms the government with the Prime Minister responsible for the policy conducted by Parliament.

The business of Parliament takes place in the Houses. Their work is similar: to make laws, to check the work of the government, and to debate current issues. The decisions made in one House have to be approved by the other. In this way the two-chamber system acts as a check and balance for both Houses. Each bill goes through three readings in each House. The Lords can only delay the passage of a bill. If passed in identical form by both Houses, it may be presented for the Sovereign's Assent. After it the bill becomes an Act of Parliament.

Parliament controls the executive branch by passing or rejecting its bills and by forcing Ministers of the Crown to answer for their actions, either at "Question Time" or during meetings of the parliamentary committees.

Debates in the Commons look at national and international issues and can be on any subject. Votes are often taken to see whether a majority of members either support or reject any discussed proposals. In the Lords, one day a week is set aside for general debates and short debates which last an hour and a half take place on most days. There are no votes on such debates.

Under the British system there is a unity of powers rather than separation. In the House of Commons, the Prime Minister guides the law-making process with the goal of enacting the legislative agenda of their political party. In an executive capacity the Prime Minister appoints (and may dismiss) all other cabinet members and ministers, and co-ordinates the policies and activities of all government departments. The Prime

Minister also acts as the public “face” and “voice” of Her Majesty’s Government, both at home and abroad. The modern Prime Minister is also the leader of the Cabinet.

**Task 7. What are the English equivalents of the following word-combinations:**

высший законодательный орган; компонент законодательной власти; до открытия; публично избираются; отдельный избирательный округ; политика, проводимая парламентом; работа парламента; актуальные вопросы; должны быть одобрены; двухпалатная система; отвечать за свои действия; рассматривать вопросы; единство ветвей власти; исполнительная должность.

**After reading**

**Task 8. Answer the following questions.**

1. What is the UK legislative power represented by?
2. What is the Parliament structure?
3. Who are the members of the upper house?
4. Whom does the lower house consist of?
5. What is similar in the work of both houses?
6. When does a bill become an Act of Parliament?
7. How does the principle of a check and balance work in the Parliament?
8. How does the Parliament control the executive branch?
9. What is the difference between debating in the Commons and the Lords?
10. What is the proof of the British unity of powers?
11. What are the Prime Minister’s duties?

**Task 9. Read the text from “Britain’s Prime Ministers” by Brain Williams and reproduce it in Russian.**

The office of the Prime Minister has changed greatly since Sir Robert Walpole first presided over Cabinet meetings in the 1720s. As head of Her Majesty’s government, the Prime Minister is the political leader of the United Kingdom, selecting all other members of government. Scotland, Wales and Northern Ireland have their own first ministers with limited powers. The Prime Minister’s power in the UK is limited by the growing number of laws of the European Union.

Traditionally, most prime ministers made their name in the House of Commons. Lord Salisbury in the early 1900s was the last Prime Minister to govern from the House of Lords. Great Commons speeches are now a rare event, though we can watch debates on television and observe the weekly Question Time. The government leader, however, now spends less time in the Commons than did prime ministers in the past; they travel far more, not only around the UK but to international meetings. To win elections they spend more time in the television studio than speaking in town halls or on street corners.

In a multimedia world the Prime Minister uses television and the Internet to reflect policy and criticism. Downing Street has its own website and a media machine to present government policy. Freedom of information is a fact of modern life, but so are security concerns. Children can no longer wander into Downing Street to be photographed on the steps of Number 10 — there are security gates. Instead TV news show us the famous door and the Prime Minister coming and going, or shaking hands, thinking of coming meetings. Anyway, despite its pressure, being UK Prime Minister is the job to which ambitious politicians aspire.

#### IV. Speaking

##### **Task 1. Read and complete the sentences about Parliament of the United Kingdom:**

- a) The Parliament of the United Kingdom is ... .
- b) It is located ... .
- c) The head of the Parliament is ... .
- d) The houses are presided over ... .
- e) The Lords are appointed by ... .
- f) The party with the largest number of members in the Commons ... .
- g) Parliament controls ... .
- h) The Lords can only ... .
- i) In the Lords, one day a week ... .
- j) the Prime Minister guides ... .
- k) In an executive capacity the Prime Minister ... .

##### **Task 2. Ministers are chosen by the Prime Minister from the members of the House of Commons and House of Lords. They are responsible for the actions, successes and failures of their departments. Go to:**

<<https://www.gov.uk/government/ministers>>;

<<https://www.gov.uk/government/how-government-works>>;

<[www.gov.uk/government/policies](https://www.gov.uk/government/policies)> and find out:

- How many ministers are there in the UK government?
- What kinds of departments is the government represented by?
- What are policies of the UK government?

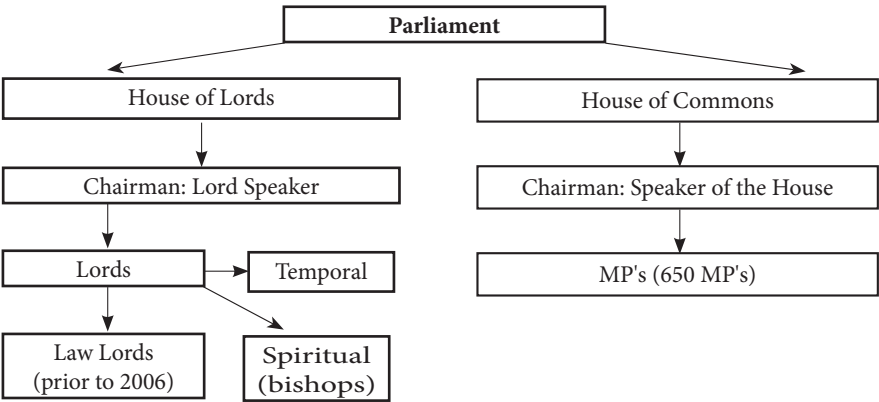
**The Cabinet is made up of the senior members of government. Every Tuesday during Parliament, members of the Cabinet (Secretaries of State from all departments and some other ministers) meet to discuss the most important issues for the government. Name not less than five Cabinet members and say what they are responsible for.**

*Model: Secretary of State for Defense A ... is responsible for the UK defense.*

**Task 3. Complete the sentences and repeat the previous one like in “Snowball”.**

A		C	
___	is located in	___	takes place
___	heads	___	is similar
___	consists of	___	acts as
___	is	___	may be presented
___	are presided over	___	look at
		___	is set aside
B		D	
___	includes	___	there is a unity
___	are appointed by	___	guides
___	are not elected	___	appoints
___	is elected	___	coordinates
___	forms	___	acts
___	is responsible for	___	

**Task 4. Speak about the Parliament of the United Kingdom using the following chart**



**Task 5. Compare the structure of legislative and executive branches of power in the United Kingdom and Russia.**

**V. Writing**

**Make a presentation on one of the following topics.**

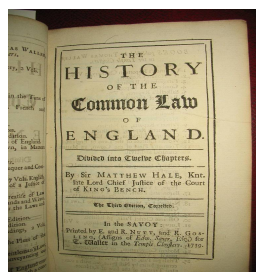
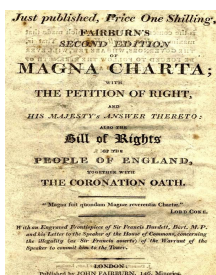
1. House of Lords at work.
2. House of Commons at work.
3. The State Opening of Parliament.
4. Britain's Prime Ministers.

## UNIT 12

### BRITISH LAW CODE

#### STARTING UP

**Task 1. Have you heard or read about these key documents of the British constitution?**



**Task 2. Complete the following text with the words and expressions from the box.**

The Magna Carta; King James II; Alfred the Great; King John; England; U.S.; Common Law; William of Orange; The Bill of Rights; the Ten Commandments; The English Bill of Rights; Mary; Parliament; Roman Catholics

\_\_\_ has never had a written constitution. Instead, the English constitutional tradition is based on the substance and procedures of common law, along with key documents, such as The Magna Carta and the English Bill of Rights.

\_\_\_ was established by \_\_\_ \_\_\_, who reigned from 871 to 899A.D. He compiled the laws and customs of the nation into the "Liber Judicialis," based on \_\_\_ \_\_\_ and the Golden Rule. Common Law is unwritten and can be learnt by the study of past court decisions and ancient customs.

\_\_\_ \_\_\_ is widely considered to be the foundation of the English and \_\_\_ constitutional systems, because for the first time the power of the monarchy was limited by law. \_\_\_ \_\_\_ adopted a document known today as the Magna Carta on June 15, 1215 when he was surrounded on the battlefield by England's most powerful bar-

ons, who demanded royal recognition for certain liberties and legal procedures. The Magna Carta began as a peace treaty between the baronial class and the king, but later symbolized a written contract between the governed and the government, that included the right of rebellion when the government grew despotic or ruled without popular consent. The Magna Carta stressed that no government official, not even a monarch having absolute power, is above the law. It symbolizes equality under the law. It means that all persons, rich and poor, must be treated the same under the law.

— — — — — grew out of the Glorious Revolution of 1688. During the revolution — — — — — abdicated and fled from England. He was succeeded by his daughter, — — — — —, and her husband, — — — — —. Parliament proposed a Declaration of Rights and presented it to William and Mary on February 13, 1689. Only after they accepted the declaration did Parliament proclaim them king and queen of England. — — — — — then added several clauses to the declaration and formally enacted the amended bill as the Bill of Rights on December 16, 1689. — — — — — became one of the keystones of the unwritten English constitution. It proclaimed fundamental liberties, including freedom of elections, freedom of debate in Parliament, and freedom from cruel and unusual punishments. The Bill of Rights also barred — — — — — from the throne.

**Task 3. Listen to the recording and check the previous assignment.**

**Task 4. Look through the text and answer:**

*Why do Englishmen consider Common Law, The Magna Carta and the English Bill of Rights to be the keystones of the unwritten English constitution?*

## LANGUAGE ACTIVITIES

### I. Topical vocabulary

**Task 1. Note the meaning of the following expressions:**

Common ['kɒmən] Law — общее право

The Magna Carta ['mæɡnə' kɑ:tə] — Великая хартия вольностей

The English Bill of Rights ['bɪl əv' raɪts] — Английский билль о правах

A.D. Anno Domini (лат.) ['ænu' dɒmɪnaɪ] — нашей эры

The Ten Commandments [kə'mɑ:ndmənts] — Десять заповедей

**Task 2. Listen and pronounce the following words and expressions after the speaker:**

substance ['sʌbstəns] — сущность

procedure [prə'si:dʒə] — процедура, производство дел

to compile [kəm'paɪl] — собирать, составлять

custom ['kʌstəm] — обычай

to demand [dɪ'mɑ:nd] — требовать  
 certain liberties ['sɜ:tən 'lɪbətɪz] — некоторые свободы  
 rebellion [rɪ'beljən] — протест, неповиновение  
 consent [kən'sent] — согласие  
 equality [ɪ'kwɒlɪtɪ] — равенство  
 to treat ['tri:t] — обращаться  
 the same ['seɪm] — одинаковый, аналогичный  
 to grow (grew, grown) [grəʊ][gru: grəʊn] — становиться, вырастать  
 to abdicate [ˈæbdɪˌkeɪt] — отречься (от престола), отказываться  
 to flee [ˈfli:] (fled, fled) — убежать, спастись бегством  
 to succeed [sək'si:d] — (здесь) сменять  
 to accept [ək'sept] — принимать  
 to proclaim [prə'kleɪm] — провозглашать, объявлять  
 clause ['klɔ:z] — пункт, условие  
 to amend a bill [ə'mend ə'bil] — изменить(внести поправки в) законопроект  
 keystone ['ki:stəʊn] — основа  
 cruel [ˈkru:əl] and unusual [ʌn'ju:ʒuəl] punishment [ˈpʌnɪʃmənt] — жестокое и необычное наказание  
 to bar [ˈbɑ:] from — отстранять от, препятствовать (чему-л.), исключать

### Task 3. Match the definitions with the corresponding words from the box:

to succeed; consent; substance; keystone; rebellion; to treat; to abdicate; to bar
--

- the main or basic element;
- an armed uprising against a legal government;
- that which a thing consists of;
- permission or agreement;
- to deal with in a particular way;
- to give up power, rights, or responsibility;
- to exclude;
- to come next.

### Task 4. From the box choose the words which can go with the following:

- law;
- power;
- bill.

executive; under the; of Rights; to adopt; Common; unwritten; to limit; absolute; above the; to amend; legislative; Statute; code; to pass; of the purse; to make; to propose; to introduce a financial; to approve; subject to; to draft; to veto; judicial
--

### Task 5. From the box choose the words which describe:

- The Magna Carta;
- Common Law;
- The English Bill of Rights.

### Compose sentences with these expressions (consult Task 2).

King John; Alfred the Great; William and Mary; the foundation of the English constitutional system; substance and procedures; grew out of; included the right of rebellion; the laws and customs of the nation; the Parliament proclaimed; symbolizes; based on the Ten Commandments; enacted the amended bill; must be treated the same; is unwritten; became one of the keystones; barred from the throne

### Task 6. Find the word that should not be in the line:

- to make a speech, to flee, to declare, to proclaim;
- to comprise, to include, to constitute, to accept;
- to fail, to abolish, to cancel, to abdicate;
- to treat, to handle, to grow, to deal with;
- to keep out, to exclude, to amend, to bar;
- king, queen, sovereign, monarch, president;
- keystone, keyboard, cornerstone, fundamentals.

## II. Grammar Review

### PERFECT PROGRESSIVE TENSES

#### (Совершенные продолженные времена)

(Действие как процесс, начавшийся до определенного момента в прошлом, настоящем или будущем и еще продолжающийся в этот момент)

To have + been + V4			
They have been discussing the draft of a new law since October (Они обсуждают проект нового закона с октября)			
Active Voice			
Present	+	?	-
<b>Since what time?</b> <b>How long?</b> <i>for a long time, since 7a.m.</i>	I } We } <b>have</b> You } They } He } She } <b>has</b> It }	<b>Have</b> { I { we { you { they <b>Has</b> { he { she { it	I } We } <b>have</b> You } They } He } She } <b>has</b> It }
	<b>been V4</b>	<b>been V4?</b>	<b>not been V4</b>
Past			
<i>yesterday since 7a.m., for some time in the past</i>	I } We } You } They } <b>had been V4</b> He } She } It }	<b>Had</b> { I { we { you { they { he { she { it	I } We } You } They } <b>had not been V4</b> He } She } It }

Future tomorrow since 7a.m., for some time in the future	I We You They He She It	} will have been V4	Will	I we you they He she it	} have been V4?	I We You They He She It	} (won't) will not have been V4
--	---	------------------------	------	---	--------------------	---	---------------------------------------

**Task 1. Alex tells about himself and his family. Speak about him.**

**Model:**

Alex: **I am** from Tomsk. Before I was enrolled at the Omsk Academy of the Russian Ministry of Internal Affairs **I had been living** there for 16 years.

B: **Alex is** from Tomsk. Before **he was** enrolled at the Omsk Academy of the Russian Ministry of Internal Affairs **he had been living** there for 16 years.

A: 1. At the age of six I started playing football. I have been playing football since that time.

2. I went to school and began to study English there. I have been studying English since childhood. I will have been studying English for 13 years by our exam and hope to demonstrate good skills.

3. I am in Omsk now and have been living here for a year because last summer I was enrolled at the Omsk Academy of the Russian Ministry of Internal Affairs.

4. Last year I learnt to drive a car. I have been driving a car since then.

5. I got interested in law in high school, but have been studying it since my first year at the Academy.

6. My classmate is good at self defense. He has been practicing it since childhood. As I have not been practicing it since childhood I am not very good at self defense.

**Task 2. Ask your classmate any of the following questions and let him answer according to the model: I have been ... for (в течение, вот уже)/since (с).**

	studying English?
	studying Law?
	driving a car?
How long have you been	practicing self defense?
Since when have you been	writing a yearly paper?(курсовую работу)
	dreaming of attending a hockey match?
	studying at the Omsk Academy of the Russian Ministry of Internal Affairs?
	living in Omsk?

**Task 3. Make the statements that are true.**

**Model:** Queen Elizabeth II has been opening each session of Parliament for some past years (60 years).

You are wrong. Queen Elizabeth II has **not** been opening each session of Parliament for some past years. **She has been opening each session of Parliament for 60 years.**

1. The House of Tudor has been reigning since 1917. (The House of Windsor).

2. By her Diamond Jubilee Queen Victoria had been reigning for 60 years. (50).

3. Diana, Princess of Wales, had been dealing with charity since her childhood. (she became a member of the royal family).

4. Prince William has been serving in The Royal Air Force since he graduated from Eton. (St. Andrew's University).

5. For centuries scholars have been considering The Magna Carta as the foundation of the Scottish constitutional system. (English).

6. Common Law has been symbolizing equality under the law. (The Magna Carta).

7. Lawyers have been studying past court decisions and ancient customs since Alfred the Great compiled the Golden Rule. (Liber Judicialis).

#### Task 4. Make up sentences from the following parts:

Subject (подлежащее)	Predicate (сказуемое)	Attribute (определение)	Object (дополнение)	Adverbial Modifier (обстоятельство)
Parliament	have been thinking of amending		equality under the law	for the last two months.
Prime Minister	has been discussing	the English constitutional	the Immigration Act	
They	have been discussing	this	bill	since 2010.
British lawyers	have been coming to		decisions	
Scholars	have been teaching	UK	tradition	for many years.
Immigrants	have been studying		the Conservatives	for more than 60 years.
She	has been symbolizing		the nation	since 1952.
Queen Elizabeth II	has been leading	past court		for centuries.
The Magna Carta	has been serving			since slavery was abolished.

### Task 5. Translate Russian sentences into English.

1. My friend Nick is a singer. He practices singing every day. He is singing now. — Он поет уже час.

2. I want to invite Nick to my birthday party. I am waiting for him. — Я жду его с 12 часов.

3. This investigator always makes a record after processing a crime scene. He has just processed a crime scene and is making a record. — Он пишет в течение последнего часа.

4. Victor is good at volleyball. — Он играл в волейбол в течение 5 лет, перед тем, как поступил в Омскую академию МВД России.

5. This term we are reading detective stories by Agatha Christie. But Victor is at a volleyball tournament. — Когда он вернется, мы будем читать детективы уже месяц.

## III. Reading

### Before reading

**Task 1. Read and translate some international words:** type; system; systematic; legal; majority; financial; intensive; liberty; synod; petition; interpretation.

**Task 2. Learn new words for reading the text. Look through the text below, find the sentences with these words and translate them into Russian:**

code [koud] — кодекс, свод законов

to cover ['kʌvə] — охватывать

complete (adj.) [kəm'pli:t] — полный

to exist [ɪg'zɪst] — существовать

comprehensive [ˌkɒmprɪ'hensɪv] — всесторонний

statement ['steɪtmənt] — изложение

Statute ['stætju:t'lə:] Law — статутное право, писанный закон

Case ['keɪs] Law — прецедентное право

to draft ['dra:ft] — составлять (законопроект)

to confirm [kən'fɜ:m] — подтверждать, утвердить

conduct [ˈkʌndʌkt] — поведение, образ действий

to recognize ['rekəg.naɪz] — признавать

to make smb do smth — заставить кого-либо делать что-либо

to subject [sʌb'dʒekt] to — подвергать чему-либо

slavery [s'leɪvəri] — рабство

fear ['fiə] — страх

to remain [rɪ'meɪn] — оставаться, сохраняться

### Task 3. Think and answer:

- Is there a document “The British Constitution”?
- What is the peculiarity of the British Constitution?
- What does the British Constitution consist of?

### Task 4. Listen to the text and read it. Try to understand as many details as possible.

#### British Code of Law

A code is a type of legislation that covers a complete system of laws as it existed at the time the code was enacted. The Code of Law, also called the Legal Code, is a systematic and comprehensive written statement of laws. The British Code of Law can be divided into Statute Law, Common Law and Case Law.

**Statute Law** consists of all laws passed by Parliament. The majority of laws are proposed and drafted by the government in power. Any member of the House of Commons or House of Lords can also propose a law. But only a member of the House of Commons may introduce a financial Bill. The laws must be passed by the House of Commons, approved by the House of Lords, and confirmed by the Sovereign.

**Common Law** consists of principles and rules of conduct based on the ancient customs of the country and recognized by the courts as law. Common Law is unwritten, and its principles can be learnt only by intensive study of past court decisions and ancient custom. It can be changed or developed by statute. Common Law includes the Charter of Liberties, which makes the Monarch subject to the law, the year 1102 Synod of Westminster, which abolished slavery in England, the 1627 Petition of Right, which granted the right to criticize the government without fear of arrest, as well as The Magna Carta and the Declaration of Rights. Common Law defends property rights and the rights to self defence.

However, more important than Statute Law or even Common Law are decisions of the courts because they form English **Case Law**. Once Parliament has passed a law, the courts must decide what the words of that law mean. The interpretation of the courts remains till either a higher court decides that this interpretation was wrong, or Parliament passes another law and changes it.

### Task 5. What are the English equivalents of the following word-combinations:

когда кодекс вступил в силу; также называемый; письменное изложение законов; законы, принятые парламентом; правила поведения; прошлые решения судов; предоставила право; без страха; как только; или ... или.

## After reading

### Task 6. Test yourself and choose the correct answers.

1. What is the Legal Code ?
  - a) a system of laws as it existed at the time the code was enacted;
  - b) the British code of law;
  - c) a systematic and comprehensive written statement of laws.
2. Who has the right to introduce a financial Bill?
  - a) the Sovereign;
  - b) the House of Commons;
  - c) the House of Lords.
3. Why should a lawyer study past court decisions and ancient customs?
  - a) to pass exams;
  - b) to learn Common Law;
  - c) to learn the principles and rules of conduct.
4. What rights does Common Law defend?
  - a) property rights;
  - b) rights to self defense;
  - c) property rights and rights to self defense.
5. Why are the court decisions very important for the British code of law?
  - a) because the courts must decide the interpretation of the law;
  - b) because they can pass another law;
  - c) because they decide if the interpretation of a law is wrong.

### Task 7. Answer the following questions.

1. What is a code?
2. What is a law code?
3. How can the British code of law be divided?
4. What does Statute Law consist of?
5. How does a bill become a law?
6. What does Common Law consist of?
7. How can one learn Common Law?
8. What legal documents does Common Law include?
9. What rights does Common Law focus on?
10. What does Case Law consist of?

### Task 8. Read the text about the Magna Carta and reproduce it in Russian.

To understand the symbolic importance of the Magna Carta, one must understand that it is the product of three competing legal jurisdictions: royal, ecclesiastical and baronial.

The royal system of justice maintained jurisdiction over all matters that affected the monarch's peace, directly or indirectly. Royal courts heard disputes at a central location in Westminster, and royal judges traveled to administer the monarch's justice to communities across England. The Catholic Church, with the Pope presiding as the spiritual head in Rome, ran the ecclesiastical courts. These courts maintained jurisdiction over the discipline of the church's clergy and religious offenses. Baronial courts were governed by barons, powerful men who were given titles by the Crown and who held large pieces of land from the monarch. Each baron was invested with the authority to hear disputes involving his tenants, men and women who agreed to work the land in exchange for shelter and security.

On June 15, 1215, King John (1199–1216) was surrounded on the battlefield at Runnymede by a cordon of England's most powerful barons, who demanded royal recognition for certain liberties and legal procedures they enumerated in a written document known today as the Magna Carta. Contained in the Magna Carta's 63 chapters are the seeds of trial by jury, due process, and equality under the law. The Magna Carta was reissued three times during the reign of Henry III (1216–72) and confirmed by the Crown more than 30 times thereafter.

#### **IV. Speaking**

##### **Task 1. Read the sentence and complete it.**

- a) A code is a type of legislation that ... .
- b) Law code is ... .
- c) The British code of law can be divided into ... .
- d) Statute Law consists of ... .
- e) Laws must be passed by ... , approved by ... , and confirmed by ... .
- f) Common Law consists of ... .
- g) Common Law includes ... .
- h) ... by statute.
- i) Common Law defends ... .
- j) ... decisions of the courts because ... .
- k) Once Parliament has passed a law, the courts must decide ... .

##### **Task 2. Speak about British Law Code using the following key words and expressions:**

\_\_\_ is a type of legislation that \_\_\_  
\_\_\_ is a systematic and comprehensive \_\_\_  
\_\_\_ can be divided into \_\_\_

\_\_\_ consists of all laws \_\_\_  
\_\_\_ are proposed and drafted by \_\_\_  
\_\_\_ must be \_\_\_  
\_\_\_ consists of principles and rules of conduct \_\_\_  
\_\_\_ can be learnt only by \_\_\_  
\_\_\_ can be changed by \_\_\_  
\_\_\_ defends \_\_\_  
\_\_\_ form \_\_\_  
\_\_\_ must decide \_\_\_  
\_\_\_ remains \_\_\_

**Task 3. Assignment for small groups (5–6 members).**

1. Each member of a group reads only one part of the text.
2. Let each member of a group exchange the information with the others.
3. In groups discuss the chain of events putting them in the right order.
4. The group leader reproduces the chain of events described in the text.
5. Compare the text versions of each group and choose the best one.

**William III and Mary II (1650–1702 and 1662–1694)**

1. Charles II died in 1685 and James of York became the King of Britain James II. James rapidly made himself unpopular and in June 1688 a group of leading politicians sent an invitation to William asking him to come to England. William landed at Brixham, far from James in London. James's army changed sides and leading figures rushed to declare their support for William. James fled to France and William summoned parliament to discuss what should happen next.

2. Mary was born on April 30, 1662, the elder daughter of James, Duke of York, younger brother of Charles II. In 1669 James converted to Catholicism, but Charles ordered that Mary and her sister Anne be brought up as Protestants. When she was fifteen, Mary was told she had to marry William of Orange, ruler of the Netherlands. She burst into tears on hearing the news.

3. It is often said that it was religion that brought William III and Mary II to the throne of Britain. But there was a lot more to it than that. Their reign was to establish many of the precedents and conventions that make up Britain's unwritten constitution to this day.

4. The political disputes lasted for months. In the end the throne was offered both to William and Mary, but on condition that they agreed to the Bill of Rights. This key constitutional document stated that laws and taxes had to be agreed both by parliament and the monarch, that all citizens could petition parliament, that election had to be free and fair, that MPs could not be punished

for what they said or how they voted in parliament, and generally restricted the freedom of the monarch to act without parliamentary approval. The constitutional settlement has become known as the Glorious Revolution.

5. In December 1694 Mary died after a short illness. William was devastated, went into deep mourning and refused to remarry.

William was only 52 when in February 1702 his horse stumbled on a molehill and threw the king to the ground. He broke his collarbone and then pneumonia led to his death two months later.

6. At 27, William was twelve years older than his bride. He was Prince of Orange, a small Protestant state entirely surrounded by Catholic France. William's family had extensive lands in the Netherlands and often held the position of Stadtholder there, a sort of elected prince. William's mother had been Mary, sister of Charles II of Britain. The marriage thus linked the two most senior branches of the British royal family in a Protestant union.

## UNIT 13

### UK COURT SYSTEM

#### STARTING UP

**Task 1. There are two different kinds of lawyers in the UK: solicitors and barristers. Is a judge a separate profession in the UK?**



**Task 2. Think and decide which of English lawyers (a solicitor/ a barrister/ a judge):**

- works mainly in the office;
- always works in a court-room;
- spends much of his time in a court-room;
- is the presiding officer of the court;
- is the legal adviser of the public;
- can only be consulted indirectly through a solicitor;
- deals with the most serious crimes.

**Task 3. Listen to the text about English lawyers and: a) check your answers; b) insert missing words.**

England is almost unique in having two different kinds of lawyers: solicitors and barristers. The \_\_\_\_ is the general practitioner, working mainly in the office. The \_\_\_\_ is the legal adviser of the public. Members of the public are able to call at a solicitor's office and seek his advice in a personal interview. The \_\_\_\_ is the specialist adviser who spends much of his time in a court-room. A \_\_\_\_ can only be consulted indirectly through a \_\_\_\_.

There is approximately one \_\_\_\_ to every 1,300 of the population, with regional and local variations. There is a heavy concentration in commercial centers. The ratio for \_\_\_\_ is about one per every 10,000. Taking the legal profession as a whole there is one practicing lawyer per 1,200 people.

The \_\_\_\_ is the presiding officer of the court. \_\_\_\_ are not themselves a separate profession: they are \_\_\_\_ who have been elevated to the bench. The professional \_\_\_\_ “High Court Judges” deal with the most serious crimes. They are paid salaries by the state.

Alongside with professional \_\_\_\_ there are unpaid \_\_\_\_ who work voluntarily. They are called “Magistrates” or “Justices of the Peace” (JPs). They are citizens who are selected not because they have any legal training but because they have common sense and understanding of their fellow citizens.

#### **Task 4. What have you learnt about lawyers in the United Kingdom?**

### **LANGUAGE ACTIVITIES**

#### **I. Topical vocabulary**

##### **Task 1. Listen and pronounce the following words and expressions after the speaker:**

solicitor [sə'lisitə(r)] — солиситор, стряпчий (юрист, консультирующий клиентов и подготавливающий дела для барристеров)

barrister ['bærɪstə] — барристер (адвокат, имеющий право выступать в суде)

legal adviser ['li:gəl æd'vaɪzə] — юрисконсульт

to elevate ['elɪveɪt] to the bench — возвыситься до положения судьи

salary ['sæləri] — заработная плата

common sense ['kɒmən'sens] — здравый смысл

fellow citizens ['feloo'sɪtɪzənz] — сограждане

jurisdiction [ˌdʒʊ(ə)rɪs'dɪkʃ(ə)n] — юрисдикция (компетенция), сфера действия

appellate jurisdiction [ə'pelɪtˌdʒʊ(ə)rɪs'dɪkʃ(ə)n] — апелляционная юрисдикция (право вышестоящего суда пересмотреть решение нижестоящего суда)

original jurisdiction [ə'rɪdʒɪnəlˌdʒʊ(ə)rɪs'dɪkʃ(ə)n] — рассмотрение дел по первой инстанции

division [dɪ'vɪʒən] — деление

defendant [də'fendənt] — обвиняемый, ответчик

to plead guilty ['pli:d'gɪltɪ] — признать себя виновным

to plead not guilty — заявлять о своей невиновности

trier of fact ['traɪə əv'fækt] — лицо, решающее вопрос факта (присяжный заседатель)  
 trier of law ['traɪə əv'lɔ:] — лицо, решающее вопрос права (судья)  
 to exercise ['eksə,saɪz] — осуществлять, выполнять  
 offender [ə'fendə] — правонарушитель  
 observation [ˌɒbzə'veɪʃən] — наблюдение  
 party ['pɑ:ti] — сторона по делу

## Task 2. Match the words to make word partnerships.

trier of	adviser
original	guilty
fellow	the bench
legal	sense
to plead	jurisdiction
to elevate to	citizens
common	law

## Task 3. How do you call:

- a person who violates the law or a rule;
- a person against whom a civil or criminal action is brought in a court of law;
- a person or organization involved in a legal matter;
- a British lawyer who introduces cases to a barrister;
- a group of people joined by common society;
- sound practical judgment;
- separation into parts.

## Task 4. Translate the following words into Russian and name the words they are derived (originated) from.

justice	judgment	juristic
justice of the peace	judicial	jurisprudence
to justify	judiciary	jurisdiction
justification	to judge	jury
Justice of the Supreme Court		juror
?	?	?

## Task 5. Identify the word building suffixes and prefixes, translate the following words into Russian and name the words they are derived from.

to supervise	to replace	barrister
superior	united	offender
supreme	inclusive	trier
addition	indirectly	defendant
additional	mostly	Criminal

**Task 6. Translate the following words from Russian into English in writing:**

Верховный Суд; судебная власть; судьи; здание парламента; апелляционный суд; Палата лордов; компетенция (юрисдикция); судья Верховного Суда; судейский комитет; апелляционный комитет; Суд Короны; члены суда; судебный.

**Task 7. Read the text and translate Russian words and expressions into English.****Listen to the text and check your work.**

The (Верховный Суд), is a wholly independent court of appeal which further separates the powers exercised by the (судебной властью) and the upper house of Parliament in the UK. It replaced (Палату лордов) as the highest (апелляционный суд) in the United Kingdom in October 2009. It also assumed the devolution (передачу юрисдикции Судейского комитета) of the Privy Council (Тайного Совета).

The new Supreme Court sits in a separate building from (здания парламента) where (Судейский комитет) (of the House of Lords) formerly acted as the UK's final court of appeal. A former (Суд Короны) building in Parliament Square was reopened as (Верховный Суд) on 1 October, 2009. The Supreme Court is composed of 12 (судей) who are appointed for life.

Although (Апелляционный комитет) of the House of Lords is abolished, the 2005-2006 serving Law Lords kept their (судебный) office in the new Supreme Court. Newly appointed (члены суда) take no peerage, instead bearing the formal title (судья Верховного Суда). Under the act such judges also have a title of Lord or Lady, for the purpose of ensuring there is no hierarchy among the JSCs. The Lord Chief Justice replaces the Lord Chancellor as head of the English (судебной власти).

**II. Grammar Review**

**Direct speech (прямая речь)** quotes the exact words or thoughts of a speaker.

**Indirect speech (косвенная речь)** (or reported speech) reports the words or thoughts of a speaker and contains most but not all of that speaker's exact words or thoughts.

**Task 1. Study the table below and note the difference in the word order.**

Direct Speech	Reported Speech
1. Statements <b>I am</b> a cadet. <b>We did not visit</b> the museum <b>yesterday</b> .	<u>He says (that)</u> <b>he is</b> a cadet. <u>They say (that)</u> <b>they did not visit</b> the museum <b>the day before</b> .
2. General Questions <b>Do you</b> study at the Academy? <b>Will you</b> go on holiday?	<u>He asks me if (whether)</u> <b>I study</b> at the Academy. <u>He asks me if</u> <b>I will go</b> on holiday.

3. Special Questions <b>Where do you come from?</b>	<b>where I come from.</b>
<b>When did you pass the test?</b>	<u>He asks me</u> <b>when I passed the test.</b>
4. Orders, commands, requests  Take this text book in the library. Don't call me when I am at the lecture.	<b>He asks me to take</b> this text book in the library. <b>I ask my friend not to call me</b> when I am at the lecture.

### NB! Note the word substitution

now	сейчас	then	тогда
here	здесь	there	там
this/these	это, этот/ эти	that/ those	то, тот/ те
today	сегодня	that day	в тот день
tomorrow	завтра	the next day	на следующий день
yesterday	вчера	the day before	накануне
next week	на следующей неделе	the next week	на следующей неделе
last week	на прошлой неделе	the previous week	за неделю до
last year	в прошлом году	the year before	за год до

**Task 2. You are discussing the book about British Court System with your friend. Reply to your friend according to the model using the words which are used in reported speech:**

**to say — сказать (to say that; to say to smb);**

**to tell — сообщать, рассказывать, велеть (to tell smb about smth; to tell smb to do smth);**

**to talk — разговаривать, беседовать (to talk to/ with smb; to talk about smth);**

**to speak — говорить, разговаривать (to speak to/ with smb).**

**Model:** A: *I've just read an interesting book about British Court System. **The author says that** the Courts of England and Wales are subordinate to the Parliament of the United Kingdom.*

B: *Yes, I know that. **He also says that** the Courts of England and Wales are constituted and governed by the Law of England and Wales.*

1. A: ... the United Kingdom does not have a single unified judicial system.

B: ... England and Wales have one system, Scotland another, and Northern Ireland a third one.

2. A: ... there are exceptions to this rule.

B: ... immigration law covers the whole of the United Kingdom.

3. A: **The author tells us about** the House of Lords which was the highest appeal court in almost all cases in England and Wales.

B: ... Supreme Court of Judicature Act of 1873, which attempted to abolish this practice.

4. A: ... the election held before the act came into force.

B: ... the Supreme Court of Judicature Act of 1875.

5. A: ... **says that** the Supreme Court of Judicature Act of 1875 amended the Act of 1873.

B: ...this Act preserved the House of Lords' judicial function.

**Task 3. Professor A. is lecturing on British Court System. Reproduce his statements, questions and requests to your friend. Change direct speech into indirect speech.**

1. A jury is normally composed of twelve persons.
2. The jurors' names have been selected at random (случайно).
3. The jury determined the facts and returned the verdict "guilty".
4. The defendant has the right to object to jurors but he did not.
5. He will appeal to the Supreme Court.
6. Will anybody write a yearly paper on British Court System?
7. Would you like to be a juror?
8. Is there any difference between a British and Russian jury?
9. Have you served as a juror?
10. Do you know any jurors?
11. How can a person be qualified for jury service in the UK?
12. What is the function of the jury?
13. Which role is more prestigious and better-paid — that of a solicitor or a barrister?
14. Which aspects of a lawyer's profession do you like?
15. What is your opinion about the practice of wearing wigs in English courtrooms?
16. Read about British Court System in your textbooks.
17. Look for some additional information in a Law Review.
18. Be ready to discuss the British Court System at your seminar.
19. Do not plagiarize!
20. Do not submit plagiarized papers!

### **III. Reading**

#### **Before reading**

**Task 1. Read and translate some international words:**

to separate, separate, civil, tribunal, instance, Magistrate, inclusive, public, serious, special, administrative, admiralty.

**Task 2. Learn new words for reading the text. Look through the text “Court System of the United Kingdom”, find the sentences with these words and translate them into Russian.**

single ['sɪŋ(ə)l] — единый

superior [sjuːˈpiəriə] — вышестоящий

indictment [ˌɪnˈdaɪtmənt] — официальное обвинение, привлечение к уголовной ответственности

subordinate [səˈbɔːdɪnət] — нижестоящий

the Chancery court [ˈtʃɑːnsəri ˈkɔːt] — Канцлерский суд (суд совести)

in addition [əˈdɪf(ə)n] — кроме того; помимо этого

amount [əˈmaʊnt] — количество

in connection [kəˈnekʃ(ə)n] with — в связи с

in the sense that [ˈsensˈðæt] — в том смысле, что

Circuit Judge [ˈsɜːkɪtˈdʒʌdʒ] — судья окружного суда

certain [ˈsɜːtən] — определенный

concerning [kənˈsɜːnɪŋ] — в отношении; по поводу

lay magistrate [ˈleɪˈmædʒɪstr(e)ɪt] — непрофессиональный судья

adult [ˈædʌlt] — взрослый

coroner's court [ˈkɔːrənɪz ˈkɔːt] — суд коронера

ecclesiastical court [ɪˌkleɪzɪˈæstɪkəlˈkɔːt] — церковный суд

employment [ɪmˈplɔɪmənt] — трудовая деятельность

**Task 3. Think and answer:**

— Do they have the same judicial system all over the United Kingdom?

— Is the House of Lords the highest appeal court?

— Is there difference between the word «a court» and word combination «a law court»?

**Task 4. Listen to the text and read it. Try to understand as many details as possible. Draw a chart about Court System of the United Kingdom.**

### **Court System of the United Kingdom**

The United Kingdom does not have a single unified judicial system. The Courts of the United Kingdom are divided into three separate jurisdictions: the Courts of England and Wales, Courts of Scotland and the Courts of Northern Ireland. The Constitutional Reform Act 2005 created a new Supreme Court of the United Kingdom. It has been working since 2009, and serves as the highest court of appeal in England, Wales, Northern Ireland, and for civil cases in Scotland. It replaced the House of Lords as the highest appellate court and is composed of 12 judges.

The Supreme Court is the most important superior court. Court of Appeal, High Court of Justice and Crown Court are Higher Courts. The Court of Appeal consists of two divisions: the Civil Division hears appeals from the High Court and County Court and certain superior tribunals, while the Criminal Division may only hear appeals from the Crown Court connected with a trial on indictment (i.e. trial by judge and jury, presented only if the defendant pleads “not guilty”).

The High Court of Justice functions both as a civil court of first instance and a civil and criminal appellate court for cases from the subordinate courts. It consists of three divisions: the Queen’s Bench, the Chancery and the Family divisions.

The Crown Court is a criminal court of both original and appellate jurisdiction which in addition handles a limited amount of civil business both at first instance and on appeal. It was established by the Courts Act of 1971. The Crown Court is only a superior court in connection with its jurisdiction to hear trials on indictment.

The most common subordinate courts in England and Wales are County Courts, the Magistrates’ Courts and Youth Courts. County Courts are courts with a civil jurisdiction. They are presided over by either a District or Circuit Judge and, except in a small minority of cases such as civil actions against the Police, the judge sits alone as trier of fact and law without assistance from a jury. County Courts are local courts in the sense that each one has an area over which certain kinds of jurisdiction — mostly actions concerning land — are exercised.

Magistrates’ Courts are presided over by lay magistrates (or justices of the peace), or a legally-trained district judge. There are no juries. They hear minor criminal cases, as well as certain licensing applications. Youth courts are run on similar lines to adult magistrates’ courts but deal with offenders aged between 10 and 17 years old inclusive. Youth Magistrates deal with young offenders and often hear serious cases against youths. These courts are not open to the public for observation, only the parties involved in a case being admitted.

In addition, there are many other special courts and tribunals for example, the Administrative Court, coroner’s courts, the ecclesiastical courts, Admiralty court, an Employment Tribunal.

**Task 5. What are the English equivalents to the following word-combinations:**

единая судебная система; высший апелляционный суд; вышестоящий суд; слушать апелляции; из нижестоящих судов; рассматривает ограниченное количество; без помощи присяжных; незначительные уголовные дела.

## After reading

### Task 6. Are the following statements true or false? Correct the false ones.

- a) The only court system is adopted in all parts of the United Kingdom.
- b) The UK highest court of appeal is the House of Lords.
- c) There are two divisions in the Court of Appeal.
- d) The Crown Court deals only with criminal cases.
- e) The High Court of Justice functions both as a civil and criminal court.
- f) County Courts are usually presided over only by a judge.
- g) Youth courts deal with offenders aged between 10 and 17 years old.

### Task 7. Find the sentences which parts are written in the text “Court System of the United Kingdom” and read them:

- a) ... the Courts of England and Wales, Courts of Scotland and the Courts of Northern Ireland.
- b) The Constitutional Reform Act 2005....
- c) ... is composed of 12 judges.
- d) ... the most important superior court.
- e) ... hears appeals from the High Court and County Court.
- f) ... the Queen's Bench, the Chancery and the Family divisions.
- g) ... to hear trials on indictment.
- h) ... a legally-trained district judge.
- i) ... often hear serious cases against youths.

### Task 8. Answer the following questions.

- 1. What is the court division in the United Kingdom?
- 2. What changes took place in the UK court system this century?
- 3. What is the highest UK court?
- 4. What are the UK Higher Courts?
- 5. What cases does the Court of Appeal hear?
- 6. How does the High Court of Justice function?
- 7. What is the Crown Court jurisdiction?
- 8. What are the most common subordinate courts in England and Wales?
- 9. What is the County Court jurisdiction?
- 10. Who presides over the Magistrates' and Youth Courts?
- 11. Which courts include the work of a jury?
- 12. Are all UK courts open to the public?

### Task 9. Read the text and reproduce it in Russian.

Special courts and tribunals are often described as “Tribunals” rather than courts, but the difference in name is not of any great importance. In many cases

there is a statutory right of appeal from a tribunal to a particular court or specially constituted appellate tribunal. In the absence of a specific appeals court, the only way to escape a decision of a Tribunal may be a judicial review to the High Court, which will often be more limited than an appeal.

The Administrative Court, formerly known as the Crown Office List, is a specialist court within the Queen's Bench Division of the High Court and concerns itself with the administrative law of England and Wales. It oversees lower courts and tribunals. Its largest function is the consideration of judicial review cases.

Coroners' courts. The post of a coroner is ancient, dating from the 11th century, and coroners still sit today to determine the cause of death in situations where people have died in potentially suspicious circumstances or abroad.

Ecclesiastical courts. The Church of England is an established church (i.e. it is the official state church) and formerly had power over matters such as marriage and divorce law, wills, etc. Now the ecclesiastical courts deal with church property and errant clergy (заблудшие священники). Each Diocese (епархия) has a "Chancellor" (either a barrister or solicitor) who acts as a judge. The Bishop no longer has the right to preside personally, as he formerly did. Appeals lie to provincial courts, and to the Court of Ecclesiastical Causes Reserved and to the Judicial Committee of the Privy Council (Тайный Совет).

#### IV. Speaking

##### **Task 1. Read and complete the sentences from the text "Court System of the United Kingdom":**

- a) The Courts of the United Kingdom are divided into ... .
- b) The Constitutional Reform Act 2005 created ... .
- c) Supreme Court of the United Kingdom serves ... .
- d) The Court of Appeal consists of ... .
- e) The High Court of Justice consists of ... .
- f) County Courts are presided over by ... .
- g) Magistrates' Courts are presided over by ... .
- h) The judge sits alone as ... .
- i) Each County Court has ... .
- j) There are many other special courts and tribunals for example ... .

##### **Task 2. Look through the text "Court System of the United Kingdom" and compose as many sentences as possible with the following words:**

a) The Courts of the United Kingdom; the Supreme Court; Court of Appeal, High Court of Justice; Crown Court; Magistrates' Court; Youth Court; County Court;

b) is divided into; consists of; handles; deals with; hears trials; is presided over by;

c) civil cases; criminal cases; appeals; trial on indictment; civil business; actions concerning land; certain licensing applications; offenders aged between 10 and 17 years old; serious cases against youths.

**Task 3. Compose your own short text about the UK Supreme Court.**

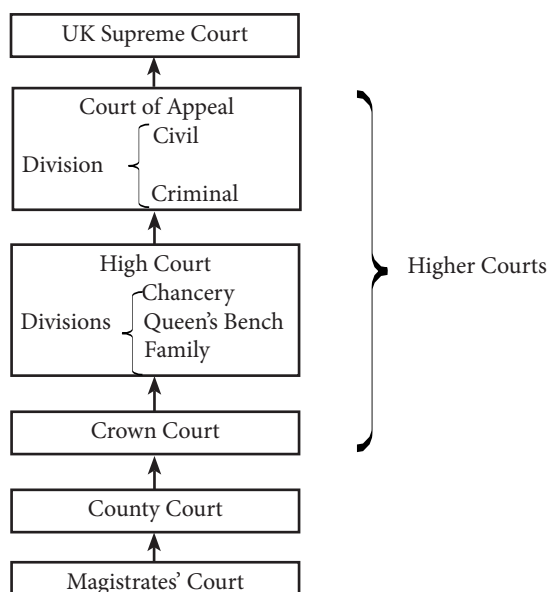
a) Study the UK Supreme Court on Twitter at <<https://twitter.com/UKSupremeCourt>> and find out cases they deal with (have dealt with this month).

b) Watch the video “UK Supreme Court Judgments” at <[www.youtube.com](http://www.youtube.com)> and explain how the Supreme Court works.

c) Watch the video “What is the Supreme Court?” at <[www.youtube.com](http://www.youtube.com)> and answer the following questions:

- Where is the Supreme Court situated?
- Why was it separated from the Parliament?
- When was it opened?
- Who opened the Supreme Court?
- Is it accessible to the public?
- Is it a tourist attraction?

**Task 4. Speak about the United Kingdom Court System using the following chart “Court System of the United Kingdom”**



## UNIT 14

### THE UNITED STATES GOVERNMENT

#### STARTING UP



**Task 1. Do you know these places? Who works there? Which branch of US government (legislative, executive, judicial) are they associated with?**

**Model:** \_\_\_\_ is associated with \_\_\_\_ branch of US government.

**Task 2. Think and answer who (US President, the Supreme Court Justices, congressmen):**

- makes nation's laws;
- proposes amendments to the Constitution;
- meets in private to discuss and vote on the cases they have heard;
- plays a large role in shaping the laws of the United States by recommending;
- decides how high federal taxes should be;
- delivers several verbal or written messages to Congress each year;
- holds “the power of the purse”;
- sends Congress a budget message;
- reviews the nation's economic condition and recommends various laws to help the economy;
- often questions the lawyers about the case;
- may declare war;

- considers carefully before passing a bill;
- influences legislation by the power to veto, or reject, laws.

**NB! Use -s ending only with the 3-d person singular!**

**Task 3. Listen and check your answers.**

**Task 4. Summarize information about representatives of US government in writing. Look at your notes and talk about each of the points.**

## LANGUAGE ACTIVITIES

### I. Topical vocabulary

**Task 1. Listen and pronounce the following words and expressions after the speaker:**

- to carry out ['kæri'aʊt] — исполнять
- to put into effect — осуществлять, приводить в исполнение
- to raise money ['reɪzmʌni] — зарабатывать деньги
- electoral college [ə'lektərəl'kɒlɪdʒ] — коллегия выборщиков
- to influence ['ɪnfluəns] — влиять
- to reject [rɪ'dʒekt] — отклонять
- amendment [ə'mendmənt] — поправка
- to hear the case ['hiə ðə 'keɪs] — слушать дело
- to outline ['aʊtlaɪn] — наметить в общих чертах
- to enforce [ɪn'fɔ:s] — исполнять, приводить в жизнь
- to review [rɪ'vju:] — повторно рассматривать
- to propose [prə'pəʊz] — предлагать
- to be in charge ['tʃɑ:dʒ] of — отвечать за
- to conform [kən'fɔ:m] to — соответствовать чему-то
- tax ['tæks] — налог
- treason ['tri:zən] — измена
- destruction (damage) [dɪ'strʌkʃən ([dæmɪdʒ])] of governmental property — разрушение (порча) государственной собственности
- counterfeiting ['kaʊntə'fɪtɪŋ] — подлог, фальшивомонетничество
- hijacking ['haɪdʒækɪŋ] — захват (угон) транспортного средства

**Task 2. Listen to the definitions and name the word.**

**Task 3. Define the following words and expressions:**

hijacking / counterfeiting / destruction of governmental property / treason

**Task 4. Find the synonyms to the following words:**

- |                    |                |
|--------------------|----------------|
| to carry out       | to raise money |
| to put into effect | to propose     |
| to be in charge of | to outline     |

**Task 5. Add some words to make expressions:**

Law — to make law;

Case —

Bill —

Court —

**Task 6. Listen to the speakers and help them translate the words.****II. Grammar Review****SEQUENCE OF TENSES****(Согласование времен)**

Если сказуемое главного предложения выражено глаголом в **Past Simple**, то сказуемое придаточного дополнительного должно быть выражено глаголом в одном из прошедших времен. Будущие времена заменяются соответственно формами **Future in the Past**. Придаточные предложения в **Past Progressive**, **Past Perfect**, **Past Perfect Progressive** не изменяются.

**Task 1. Study the table below and note the tenses shift.**

	<b>Direct Speech</b>		<b>Reported Speech</b>	
	Present Simple <b>votes</b>	голосует всегда	Past Simple <b>voted</b>	голосует
He <b>said</b> that he	Past Simple <b>voted</b>	голосовал	Past Perfect <b>had voted</b>	проголосовал
Он сказал, что	Future Simple <b>will vote</b>	проголосует	Future Simple in the Past <b>would vote</b>	проголосует
	Present Progressive <b>is voting now</b>	голосует сейчас	Past Progressive <b>was voting then</b>	голосовал тогда
	Future Progressive <b>will be voting</b>	будет голосо- вать	Future Progressive in the Past <b>would be voting</b>	будет голосо- вать
	Present Perfect <b>has voted</b>	проголосовал уже	Past Perfect <b>had voted</b>	проголосовал
	Future Perfect <b>will have voted</b>	проголосует	Future Perfect in the Past <b>would have voted</b>	проголосует
	Present Perfect Progressive <b>has been voting</b>	голосует в течение	Past Perfect Pro- gressive <b>had been voting</b>	голосовал в те- чение
	Future Perfect Progressive <b>will have been voting</b>	будет голосо- вать	Future Perfect Pro- gressive in the Past <b>would have been voting</b>	будет голосо- вать

## Before reading

federal republic; basis; vice president; cabinet; Democratic; Republican; personally; residence; national policies; veto; ambassador; secretary; specific; senator; interpret; authority.

**The United States Government**

```

graph TD
    A[ ] --> B[Branches of government]
    B --> C[Legislative]
    B --> D[Executive]
    B --> E[Judicial]
    C --> F[members]
    C --> G[members]
    D --> H[Departments]
    E --> I[ ]
  
```

The diagram illustrates the structure of the government. At the top is a box. An arrow points down to a box labeled "Branches of government". From this box, three arrows point down to "Legislative", "Executive", and "Judicial". Below "Legislative" is a box divided into two sections, each labeled "members". Below "Executive" is a box labeled "Departments". Below "Judicial" is an empty box.

- How are the first ten amendments to the US Constitution called?
- What stops one branch of government from becoming too powerful?
- What is the rule of law?

**Task 4. Listen to the text and read it. Try to understand as many details as possible.**

**The United States Government**

The United States of America is a federal republic. The Constitution established the country's political system and is the basis for its laws. It was written in 1787, when delegates from all the states, including George Washington, Benjamin Franklin, and James Madison met in Philadelphia and outlined the American government as consisting of three branches: legislative, executive and judicial.

**The executive branch** carries out federal laws and enforces laws passed by Congress. It consists of the president, vice president, and cabinet departments. **The president** is both head of state and the head of government. He is elected according to indirect vote through the U.S. electoral college every four years

for a maximum of two consecutive terms. A candidate can be nominated by a political party — Democratic Party, Republican Party, or another party. The President works and lives in the White House. He sets national policies and proposes laws to Congress, and may sign laws or veto bills passed by Congress. He also nominates the top leaders of the cabinet departments. These department leaders or “secretaries” make up the cabinet. At present there are 15 executive departments.

The President nominates members of the Supreme Court, signs treaties, and selects ambassadors to other countries. As commander-in-chief, he is in charge of the military.

Congress consists of the Senate and the House of Representatives. It is **the legislative branch**, which makes laws. Though the system of checks and balances works in Congress, each of the chambers has specific powers. The Senate has the right to reject a treaty signed by the president or a person he chooses to serve on the Supreme Court. Only the House of Representatives has the power to introduce a tax bill. There are 100 senators in Congress, two from each of the 50 states, and 435 members in the House of Representatives. The number of representatives depends on the population of each state.

**The judicial branch** consists of District Courts, Courts of Appeals, and the Supreme Court, which is composed of nine justices. They interpret and review laws to determine whether they conform to the U.S. Constitution. This process is called “judicial review.” As the highest court of the land, the Supreme Court also hears appeals from the lower courts. The Supreme Court has complete authority over federal courts, and its decisions are final. Federal District Courts hear both criminal and civil cases. Criminal action under federal jurisdiction includes treason, destruction of governmental property, counterfeiting, hijacking, and narcotics violations. Civil cases include violations of other people’s rights, such as damaging property or violating a contract. A federal District Court can also accept an appeal from a lower state court. District Court decisions can be appealed to one of the 13 Appeals Courts. Court of Appeals decision can be appealed directly to the U.S. Supreme Court, which might or might not accept the case. Judges and Justices for all three levels of court are appointed by the President and serve “during good behavior”.

## **After reading**

### **Task 5. Answer the following questions.**

1. What kind of political system is there in the United States of America?
2. Who outlined the American government?

3. What does the executive branch consist of?
4. What does the executive branch deal with?
5. How is the president elected?
6. What are the president's functions?
7. What do the Senate and the House of Representatives do?
8. What is the judicial branch hierarchy?
9. What does a "judicial review" mean?
10. What is the Supreme Court jurisdiction?
11. What cases do Federal District Courts hear?

#### IV. Speaking

**Task 1. Complete the sentences and repeat the previous one like in "Snowball".**

A	_____	_____	_____	may sign_ or veto	_____
_____	is the basis for	_____	_____	nominates	_____
_____	established	_____	D		
_____	consisting of	_____	_____	consists of	_____
B				makes	_____
_____	carries out	_____	_____	has specific	_____
_____	enforces laws	_____	_____	the right to reject	_____
_____	consists of	_____	_____	has the power	_____
_____	there are 15	_____	E		
C				interpret and review	_____
_____	is both	_____	_____		
_____	is elected	_____	_____	complete authority	_____
_____	can be nominated	_____	_____	action under federal	_____
_____	works and lives	_____	_____	cases include	_____
_____	sets_ and proposes	_____	_____	can be appealed to	_____

**Task 2. Find the information about the latest events of the US Department of State at <[www.state.gov](http://www.state.gov)> and reproduce it in Russian.**

**Task 3. Compare the information about:**

- USA and RF presidents;
- the presidents and the UK Sovereign.

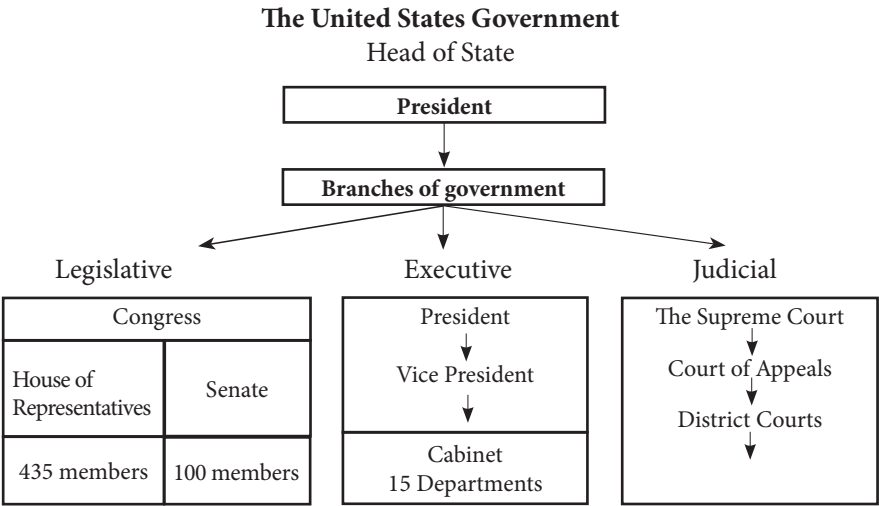
**Make a presentation demonstrating your comparative analysis.**

**Task 4. Study the website of the US Supreme Court at <<http://www.supremecourt.gov>> and speak on:**

- The procedure of verbal arguments.
- The participants in the courtroom.

- Arrangement of public courtroom seating.
- The cases heard last month.

**Task 5. Speak about the United States Government using the following chart.**



## UNIT 15

### THE AMERICAN CONSTITUTION. LEGISLATIVE BRANCH

#### STARTING UP



#### Task 1. Do you know these pieces of writing?

**Model:** The first (second, third) picture shows \_\_\_\_\_.

#### Task 2. Think and answer which (the American Constitution, the Bill of Rights, the Preamble):

- explains why it was written;
- originates from the pilgrims' Mayflower Compact;
- limits the powers of the federal government and protects the rights of the people;
- was written in 1787 and went into effect in 1789;
- begins with the words “We the people”;
- can adapt to the changing needs and conditions of the nation;
- emphasizes that the government was established by the people;
- is composed of the first ten amendments to the Constitution;
- lists six goals for the government;
- may be interpreted in a new way;
- was adopted in 1791;
- covers the right to keep arms, the rights of persons accused of crimes and the right to speedy trial; can be changed by amendment, interpretation, and custom.

### Task 3. Listen and check your answers.

**Task 4. Summarize information about the US Constitution, the Preamble, and the US Bill of Rights in writing. Look at your notes and talk about each of them.**

## LANGUAGE ACTIVITIES

### I. Topical vocabulary

**Task 1. Listen and pronounce the following words and expressions after the speaker:**

provision [prə'vɪzən] — положение (договора или закона)

to originate from [ə'ɹɪdʒɪneɪt] — возникать (происходить) из

to draw up — составлять (документ)

pilgrim ['pɪlgrɪm] — странник, скиталец, первый поселенец

to reach ['ri:tʃ] — достигать

consent [kən'sent] — согласие, разрешение

preamble [pri:'æmbl] — преамбула, вводная часть

to emphasize ['emfə'saɪz] — подчеркивать, придавать особое значение

to list — перечислять, приводить

goal [gəʊl] — задача

to insure domestic tranquility [ɪn'ʃʊə də'mestɪk træŋ'kwɪləti] — гаран-  
тировать внутренний порядок

to promote the general welfare [prə'məʊt ðə'dʒenrəl'wel,feə] — обеспе-  
чить всеобщее благосостояние

to secure the blessings of liberty [sɪ'kjʊə ðə'blesɪŋz əv'libəti] — обеспе-  
чить защиту благ свободы

need ['ni:d] — потребность, запросы

condition [kən'dɪʃən] — положение, состояние

to call a convention ['kɔ:l ə kən'venʃən] — созывать съезд

to cover ['klʌvə] — охватывать

to keep arms ['ki:p'ɑ:mz] — хранить оружие

search and seizure ['sɜ:tʃ ənd'si:ʒə] — право производить обыск  
и выемку

to accuse [ə'kju:z] of crime — обвинять в преступлении

excessive bail or punishment [ɪk'sesɪv'beɪl ə:'pʌnɪʃmənt] — чрезмерный  
залог или наказание

to reserve to [rə'zɜ:v] — закреплять что-либо за кем-либо

certain clause ['sɜ:tn'klɔ:z] — конкретный пункт (статья)

to carry out ['kæri'aut] — исполнять

**Task 2. Read the definitions and name the corresponding word from the box.**

Pilgrim; to list; goal; to carry out; need; excessive; preamble; condition; to cover; search

- a) a preliminary statement explaining reasons or purposes;
- b) the lack of something necessary or useful;
- c) an end to which effort is directed;
- d) one of the group of English Puritans who founded Plymouth Colony in 1620;
- e) ) the way that a person or thing is or exists;
- f) to bring to completion;
- g) to enter or include in a list;
- h) to spread or extend over;
- i) the act of looking through carefully in order to find something;
- j) beyond what is necessary, usual.

**Task 3. Match the synonyms:**

goal	permission/ agreement
pilgrim	introduction
tranquility	aim
consent	traveler
preamble	order
to carry out	home
domestic	secure
to emphasize	weapon
arms	to accomplish
promote	to stress

**Task 4. Match the words to make word partnerships:**

- |               |                             |
|---------------|-----------------------------|
| 1) to call    | a) the general welfare      |
| 2) to keep    | b) clause                   |
| 3) excessive  | c) domestic tranquility     |
| 4) certain    | d) the blessings of liberty |
| 5) to insure  | e) a convention             |
| 6) to secure  | f) arms                     |
| 7) to promote | g) bail or punishment       |

**Task 5. Complete the word-building table and translate the words.**

Verb	Noun	Adjective
	suggestion	suggested
to select	selection	
to govern	government	
to amend		amended
	provision	provided

to sign		signed
	rejection	rejected
to propose	proposal	

**Task 6. Complete these sentences with the appropriate preposition from the box and translate them into Russian.**

to; by; of; up; to; on; from; in; to; of; to; by

1. A constitutional form of government means that the country is governed according    the provisions of the American Constitution.

2. The American Constitution originates    the Mayflower Compact drawn    on November 11, 1620 when the pilgrims on the *Mayflower* reached the New World.

3. The pilgrims' leaders wrote the Compact to create a new government, one based    cooperation and the consent of the people.

4. The words "We the people" emphasize that the government was established    the people.

5. There are three ways in which the Constitution and the government can adapt    the changing needs and conditions of the nation.

6. After an amendment has been proposed, it then must be approved    three fourths, or 38, of the states and only after it becomes part of the written Constitution.

7. The Constitution may also be interpreted    a new way.

8. Rights of persons accused    crime.

9. Powers reserved    the people and powers reserved    the states.

10. A number    changes in the nation's federal government have come about through custom and tradition.

## II. Grammar Review

**Revise the formation and use of Present/ Past Indefinite; Present Perfect Tenses in the Active and Passive Voice and put the verbs in the correct form.**

The United States has a constitutional form of government. It 1 (mean) that the country 2 (govern) according to the provisions of the American Constitution. They 3 (say) it 4 (originate) from the Mayflower Compact drawn up on November 11, 1620 when the pilgrims on the *Mayflower* 5 (reach) the New World. The pilgrims' leaders 6 (write) the Compact to create a new government, one based on cooperation and the consent of the people. The opening sentence of the American Constitution, which is known as the Preamble 7 (explain) its purpose. The words "We the people" emphasize that the government 8 (establish) by the people.

The Preamble 9 (list) six goals for the government. Since the Constitution 10 (go) into effect in 1789, 27 amendments 11 (add) to it. An amendment may

be proposed in two ways. The first is to have Congress propose an amendment by a two-thirds vote in both houses. The second 12 (begin) with the states when the legislatures of two-thirds of the states — 34 out of 50 — can ask Congress to call a national convention to propose an amendment. After an amendment 13 (propose), it then must be approved by three fourths, or 38, of the states and only then does it 14 (become) part of the written Constitution.

The first ten amendments to the Constitution 15 (call) the Bill of Rights. It 16 (limit) the powers of the federal government and 17 (protect) the rights of the people. These amendments 18 (adopt) in 1791 and they 19 (cover) 1) freedom of religion, speech, press, assembly, and petition; 2) right to keep arms; 3) quartering of soldiers; 4) search and seizure; 5) rights of persons accused of crime; 6) right to speedy trial; 7) jury trial in civil cases; 8) excessive bail or punishment; 9) powers reserved to the people; 10) powers reserved to the states.

A number of changes in the nation's federal government 20 (come) about through custom and tradition. They sometimes 21 (call) an unwritten Constitution.

### III. Reading

#### Before reading

**Task 1. Look up the meaning of the following words in the dictionary. Read and translate some polysemantic words depending on the context:**

- body, lawmaking body;
- nation, nation's laws, national government;
- house, two houses — the Senate and the House of Representatives;
- to settle, settlement, to settle a dispute;
- to state, state, United States, large and small states;
- bill, to pay a bill, to introduce a bill;
- to report, the committee reports its recommendations, report, crime report, they usually follow the committee report;
- floor, the floor of a new house, to debate on the floor of each house;
- to die, a victim died, the bill dies;
- to identify, identity, identical, identical form, identification.

**Task 2. Learn new words and expressions for reading the text. Look through the text “Legislative Branch”, find the sentences with these words and expressions, translate them into Russian:**

- to be composed of [kəm'pəʊzd əv] — состоять из; быть образованным из
- to share ['ʃeə] — делить, разделять с кем-либо что-либо
- to settle a dispute ['setl ə, dɪ'spju:t] — урегулировать спорный вопрос

to debate on the floor of the house [dɪ'beɪt ə:n ðə 'flɔ: əv ðə 'haʊs] — рассматривать на обсуждении в Палате

to adjust the differences [ə'dʒʌst ðə'dɪfərənsɪz] — урегулировать разногласия

to override the veto [ˌoʊvə'reɪd ðə 'vɪ:tʊ] — отвергать (отклонить) вето

either [aɪðə], [i:ðə] (*Amer.*) — любой

particular [pə'tɪkjʊlə] — конкретный, определенный

to hold hearings ['hoʊld'hɪərɪŋz] — проводить слушание

to appear [ə'pɪə] — выступать публично, появляться

to suggest [sə'dʒest] — предлагать, вносить предложение

suggestion [sə'dʒestʃən] — предложение, рекомендация

session ['seʃn] — сессия Парламента

they say that ['ðeɪ'seɪ'dæt] — говорят, что

### Task 3. Note the abbreviations: etc.; i.e.; e.g.

Latin	English	Russian
etc. = et cetera	and so forth	и так далее, и т.д.
e.g. = exempli gratia	for example	например
i.e. = id est	that is, in other words	то есть, т.е.

### Task 4. Think and answer:

- What is the reason for bicameral legislation?
- Is there an alternative to the system of “checks and balances”?
- What may the President’s actions on a bill be?

### Task 5. Listen to the text and read it. Try to understand as many details as possible. Draw a chart explaining how a bill becomes a law.

#### Legislative Branch

The Constitution of the United States determines that the work of the legislative branch is to be carried out by Congress. It is the lawmaking body of the national government and is composed of two houses — the Senate and the House of Representatives. There are two reasons for bicameral legislation. Firstly, it helps to “check and balance” the work of this branch of the government. Having two houses to share the responsibility of making the nation’s laws allows each to check the actions of the other. Secondly, a bicameral Congress can settle a dispute between the large and the small states. The Constitution provides that the states should be represented equally in the Senate and according to the size of their population in the House of Representatives.

Either house — the Senate or the House of Representatives may introduce a bill. All bills are sent to committees organized by special areas (education,

agriculture, foreign affairs, etc.). The committee responsible for a particular bill holds hearings on it. Experts appear before the committee and offer suggestions and opinions about the bill. After the hearings, the committee reports its recommendations to the House. These recommendations may include suggested changes in the bill, or the committee may propose an entirely new one. Committee recommendations are of great importance because, when legislators vote on a bill, they usually follow the committee report. If a committee chooses not to consider the bill, the bill dies. Following the committee action the bill is debated on the floor of each house. Then a vote is taken. If both houses approve similar bills with some different provisions, both bills go to a Conference Committee, in which selected legislators work to adjust the differences. When a bill passes the Senate and the House in identical form, it is ready to be sent to the President.

The President may take one of the following actions on a bill: to sign the bill and declare it to be law; to refuse to sign the bill and send it back to Congress with a message giving the reasons for rejecting it (i.e. to veto a bill); to keep the bill for ten days without signing it. If Congress is in session during this period, the bill becomes a law without the President's signature. If Congress is not in session and the President does not sign the bill within ten days, the bill does not become law. They say that the bill has been killed by a *pocket veto*. However, the proposal may still become a law if two thirds of each house of Congress then vote for it, thus overriding the President's veto.

**Task 6. What are the English equivalents of the following word combinations:**

любая палата; двухпалатный законодательный орган; предложенные изменения; в течение десяти дней; одинаковый; должна исполняться; небольшие штаты; руководствоваться докладом комитета; причины для отклонения; сдерживать и уравнивать; законопроект прекращает существование; ответственность за издание государственных законов; отказаться подписывать; определенные направления; законотворческий орган; вносить предложения и высказывать мнения; совершенно новый; не рассматривать законопроект; должен быть представлен в равной степени; Согласительный комитет.

**After reading**

**Task 7. Are the following statements true or false? Correct the false ones.**

- a) The Constitution of the United States determines that the work of the executive branch is to be carried out by Congress.
- b) Congress is composed of two houses — the House of Lords and the House of Commons.

c) The Constitution provides that the states should be represented according to the size of their population in the House of Representatives.

d) Only the President may introduce a bill.

e) The committee organized by special area holds hearings on it.

f) After the hearings, the committee reports its recommendations to the President.

g) If both houses approve similar bills with some different provisions, both bills are considered by selected legislators of a Conference Committee which adjusts the differences.

h) If Congress is in session, the bill becomes a law without the President's signature.

**Task 8. Answer the following questions.**

1. What is the US national government lawmaking body?
2. Is it reasonable to have bicameral legislation?
3. How are the states represented in the Senate?
4. Which body may introduce a bill?
5. Are Committee recommendations important for lawmaking? Why?
6. What follows the bill debates on the floor of each house?
7. What is the role of a Conference Committee?
8. What actions on a bill may the President take?
9. What does "a pocket veto" mean?
10. How can Congress override the President's veto?

**Task 9. Read the text and reproduce it in Russian.**

**The Constitution of the United States**

***Article 1. Legislative Branch. Section 8. Powers Granted to Congress***

***The Congress shall have the power***

1. To lay and collect taxes, duties, imposts, and excises, to pay the debts and provide for the common defense and general welfare of the United States.

2. To borrow money on the credit of the United States.

3. To regulate commerce with foreign nations, and among the several states, and with the Indian tribes.

4. To establish a uniform rule of naturalization, and uniform laws on the subject of bankruptcies throughout the United States.

5. To coin money... and fix the standard of weights and measures.

6. To provide for the punishment of counterfeiting the securities and current coin of the United States.

7. To establish post offices and post roads.

8. To promote the progress of science and useful arts, by securing for limited times to authors and inventors the exclusive right to their respective writings and discoveries.

9. To constitute tribunals inferior to the Supreme Court.

10. To define and punish piracies and felonies committed on the high seas, and offenses against the law of nations.

(The Declaration of Independence and the Constitution of the United States of America — The Cato Institute, Washington, D.C. P. 23)

*Note:* duties, imposts, and excises — сборы, пошлины и акцизы  
tribunals inferior to — суды, нижестоящие по отношению к ... .

#### IV. Speaking

##### Task 1. Complete the sentences about the legislative branch of the United States:

- According to the US Constitution the legislative branch is ... .
- Congress is composed of ... .
- The first reason for bicameral legislation is that ... .
- The second reason is that ... .
- The Constitution provides that the states should be represented ... .
- Either house ... may introduce a bill.
- All bills are sent to ... .
- Committee recommendations are of great importance because ... .
- Following the committee action ... .
- If both houses approve similar bills with some different provisions ... .
- When a bill passes the Senate and the House in identical form ... .
- The President may take one of the following actions on a bill: ... .

##### Task 2. Study the chart and speak about the makeup of the US Congress.

	House of Representatives	Senate
Total membership	435	100
Number of members for each state	According to population	2
Elected by	Voters of Congressional District; For Representatives at Large Voters of the entire state	Voters of the entire state
Term of office	2 years	6 years
Vacancy	Filled by special election or at next general election	Special election or temporary appointment by State Governor until special or regular election

Presiding Officer	Speaker	Vice President of the US
Exclusive powers of each house	Originates revenue bills Impeaches civil officers Elects a President if no candidate has a majority of the electoral vote	Approves or rejects treaties Tries impeached officers Confirms or rejects appointments made by the President Elects a Vice President if no candidate has a majority of the electoral vote

**Task 3. Speak about lawmaking by the US Congress using the following key words and expressions:**

\_\_\_\_ may introduce \_\_\_\_  
 \_\_\_\_ are sent to \_\_\_\_  
 \_\_\_\_ holds hearings on \_\_\_\_  
 \_\_\_\_ offer suggestions and opinions about \_\_\_\_  
 \_\_\_\_ the committee reports \_\_\_\_  
 \_\_\_\_ may include suggested changes in \_\_\_\_  
 \_\_\_\_ may propose \_\_\_\_  
 \_\_\_\_ usually follow \_\_\_\_  
 \_\_\_\_ chooses not to consider the bill \_\_\_\_  
 \_\_\_\_ the bill is debated on \_\_\_\_  
 \_\_\_\_ the vote is \_\_\_\_  
 \_\_\_\_ approve similar bills with \_\_\_\_  
 \_\_\_\_ legislators work to \_\_\_\_  
 \_\_\_\_ is ready to be sent to \_\_\_\_  
 \_\_\_\_ may take one of the following actions on a bill: \_\_\_\_

**Task 4. Explain what Congress can do if the President does not approve a bill.**

If Congress is in session during this period \_\_\_\_\_.

If Congress is not in session \_\_\_\_\_.

If two thirds of each house of Congress vote for it \_\_\_\_\_.

**Task 5. Using your chart explain how a bill becomes a law.**

**Task 6. Speak about each of the common legislative stages (go to <https://www.congress.gov/legislative-process/committee-consideration>)**

## V. Writing

**Make a presentation on one of the following topics.**

1. US Constitution.
2. US Bill of Rights.
3. The Mayflower Compact.

4. Legislative Process.
5. Library of Congress.

**Task 1. Study the US Congress site (<https://www.congress.gov/>) and answer the following questions.**

1. What is the number of the present Congress?
2. How many committees are there in the US House of Representatives?  
Name some of them.
3. What are the subcommittees of the House Committee on Foreign Affairs?
4. What issues have been recently discussed in the House Foreign Affairs Committee?
5. What is the Subcommittee on Europe, Eurasia, and Emerging Threats' jurisdiction?
6. What is taking place on the Senate floor today?

**Task 2. Watch the Student Orientation Video “Welcome US Capitol Visitor Center” ([www.visitthecapitol.gov](http://www.visitthecapitol.gov)) and:  
report about the rules of visiting the US Capitol;  
answer what a visitor can see on the US Capitol tour.**

**Task 3. Study the site of the Law Library of Congress ([www.loc.gov/law](http://www.loc.gov/law)) and find some information on the topic of your yearly-paper (research-paper).**

**Task 4. Debate on the topic “Gun Control”.**

1. Choose 2 groups including 2-3 Experts and a Speaker.
2. Experts of the first group support gun control laws.
3. Experts of the second group oppose gun control laws.
4. Experts of both groups as well (as the student audience) read the texts below and report their view points to the Speakers.
5. The Speakers summarize the experts' opinions and make a speech supporting or opposing gun control.
6. The student audience listens to both Speakers and votes for or against gun control.

**Text 1.** Guns have played an important role in American history. Colonists used muskets to hunt for food for their families. As the country expanded westward, rifles and pistols were used for settling disputes and defending against cattle rustlers (конокрады).

Guns are still an important part of American life. Over 70 million Americans own firearms and use their guns primarily for recreation (развлечение) — hunting, target shooting, and collecting. Many people keep guns in their homes for self-protection.

Unfortunately, firearms have a darker side. About 30,000 Americans are killed by firearms each year. Most of these deaths involve crimes. But gun accidents kill about 1,400 Americans annually. And firearms kept for self-protection often end up injuring or killing friends or family members instead of warding off intruders.

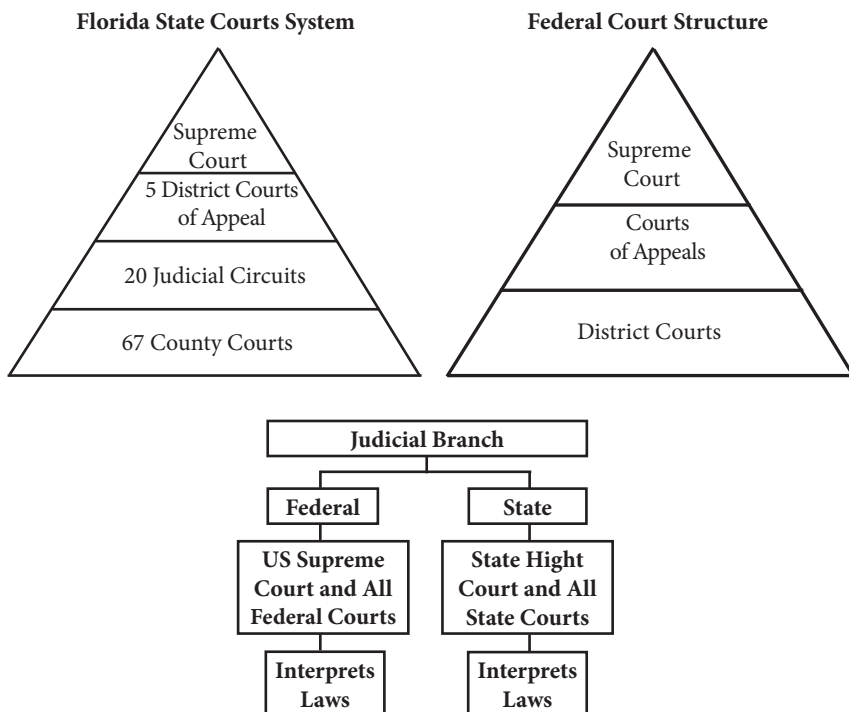
**Text 2.** Because so many Americans are hurt and killed by firearms, many citizens want the government to restrict (ограничивать) gun ownership. Other people argue that gun ownership is a basic right guaranteed to all Americans. At the center of this debated issue is the Second Amendment to the Constitution which states that “A well regulated militia being necessary to the security of a free state, the right of the people to keep and to bear arms shall not be infringed” (нарушать). This amendment allows each state to form and arm its own “well regulated militia” which is known today as the National Guard. National Guard units maintain the internal security of each state during emergencies. The amendment also gives local, state, and federal governments the right to establish and arm security forces, such as police departments. Few people would argue against giving police and military officials the right to use weapons to maintain the peace and security. But what about average citizens? Does the Second Amendment give everyone the right to own and use guns?

(Hartley W. H., Vincent W. S. *American Civics*. — Holt, Rinehart and Winston, Inc. — 2010. P. 128).

## UNIT 16

### THE UNITED STATES COURT SYSTEM

#### STARTING UP



#### Task 1. Think and answer.

- What type of court system does the U.S. have?
- What is unique to the U.S. court system?
- How many levels of courts are there?
- What is the highest court in the United States?
- What is the difference between federal court and state court?

**Task 2. Listen and check your answers.**

**Task 3. Summarize the information about US court system in writing. Look at your notes and talk about each of the points.**

## LANGUAGE ACTIVITIES

### I. Topical vocabulary

**Task 1. Listen and pronounce the following words and expressions after the speaker:**

case ['keɪs] — дело, подлежащее судебному рассмотрению

in case — в случае если

to harm ['hɑ:m] — причинять вред, повреждать

as a whole [hoʊl] — в целом

offense [ə'fens] — правонарушение, проступок

evidence ['eɪdəns] — доказательства, улика

accused [ə'kju:zd] — обвиняемый, подсудимый

burglary ['bɜ:gləri] — кража со взломом

kidnapping ['kɪd,næpɪŋ] — похищение людей

murder ['mɜ:də] — убийство

felony ['feləni] — особо тяжкое преступление (амер.)

misdemeanor [,mɪsdrɪ'mi:nə] — малозначительное преступление

disorderly conduct [,dɪ'sɔ:dəli'kɒndʌkt] — нарушение общественного порядка

violation [vaɪə'leɪʃən] — нарушение

to award damages [ə'wɔ:d 'dæmɪdʒɪz] — присудить компенсацию за убытки

**Task 2. Read the definitions and name the corresponding word from the box:**

offense; case; misdemeanor; disorderly conduct; evidence; to harm; felony
---

- a) an action or suit brought before a court of law for decision;
- b) the act of breaking or violating the law;
- c) a crime usually punishable by a fine or a short term of imprisonment;
- d) something that serves to prove or disprove a belief or conclusion;
- e) any of various crimes such as murder, rape or burglary;
- f) to do damage;
- g) any behavior that is considered to be a minor violation of public peace.

**Task 3. Describe the following words and expressions:** a) kidnapping; b) disorderly conduct; c) offense; d) murder; e) burglary.

**Task 4. Fill in the synonyms.**

deal with	
include	
persons	
society	
breaking	
crime	
wrongful behavior	
charged with a crime	
coins and paper currency	
a piece of real estate	

**Task 5. Read the text and insert suitable words from task 4. Listen to the speaker and check.****The Work of US Courts**

US federal and state courts \_\_\_ both criminal and civil cases. Criminal cases deal with \_\_\_ of the law. They involve acts that harm individuals or \_\_\_ as a whole. A criminal act is considered an \_\_\_ against society. In such a case, a lawyer presents the evidence against the \_\_\_. Serious crimes such as burglary, kidnapping, or murder are classified as felonies. Less serious offenses, such as traffic violation, \_\_\_, or violation of health laws are known as misdemeanors.

Civil cases deal with disputes between \_\_\_ or businesses. They may also \_\_\_ disputes between a business and the government. These disputes are usually over \_\_\_ or \_\_\_. In a civil case, the state court must judge who is right and must award damages in the case.

**II. Grammar Review****Revise the formation and use of Present / Past Indefinite in the Active and Passive Voice and put the verbs in the correct form.**

United States courts of appeal 1 (review) cases that 2 (appeal) from the district courts. Courts of appeal also 3 (hear) appeals from decisions of federal regulatory agencies. There are 13 courts of appeal in the United States. Each 4 (cover) a large judicial district known as a circuit. The 50 states 5 (divide) into circuits. The twelfth circuit is the District of Columbia. Each court of appeal 6 (have) 6 to 28 judges. The senior judge 7 (serve) as the chief judge. The judges of the courts of appeal 8 (appoint) for life.

Jury trials 9 (not take place) in the courts of appeal. Instead, a panel of at least three judges 10 (review) the evidence and 11 (make the decision). The judges 12 (examine) the records of the district court trial and 13 (hear) arguments by the lawyers for both sides. The judges 14 (not determine) whether the

accused person is guilty or innocent. Their job is to determine if the person who 15 (appeal) the case 16 (grant) full legal rights during the trial.

The judges 17 (reach) their decision by majority vote. If the court of appeal 18 (find) that justice 19 (not do), it 20 (send) the case back to the district court for a new trial. If the court of appeals 21 (find) that justice 22 (do), it 23 (uphold), or 24 (accept), the decisions of the district court. In most cases the decision of the court of appeal is final. Sometimes, however, another, final appeal 25 (make) to the US Supreme Court.

### III. Reading

#### Before reading

**Task 1. Read and translate some international words:** federal; original jurisdiction; special jurisdiction; type; system; diplomatic; nation; dispute; state; final; appeal; structure; organize; classify; base; jury; person; interpret; municipal; preside; satisfy.

**Task 2. Learn new words and expressions for reading the text. Look through the text “The United States Court System”, find the sentences with these words and expressions, translate them into Russian:**

chiefly ['tʃi:flɪ] — главным образом, в основном

to try a case ['traɪ ə'keɪs] — рассматривать (слушать) дело

trial court ['traɪəl 'kɔ:t] — суд первой инстанции (амер.)

to mean ['mi:n] — означать

means ['mi:nz] — средства

by means of — посредством, с помощью

the only [ði 'əʊnli] — единственный

only ['əʊnli] — только, лишь

panel ['pænl] — комиссия, группа специалистов

to determine [dɪ'tɜ:mi:n] — определять, устанавливать

to grant rights ['gra:nt'reɪts] — предоставлять права

to accept [ək'sept] — принимать, соглашаться

lawbreaker ['lɔ:,breɪkə] — правонарушитель, злоумышленник

minor (adj.) ['maɪnə] — мелкий, небольшой

major (adj.) ['meɪdʒə] — основной

amount of [ə'maʊnt əv] — количество

to set up — устанавливать, основывать

Juvenile court ['dʒu:vənəl 'kɔ:t] — суд по делам несовершеннолетних

matter ['mætə] — вопрос, ситуация

circuit court ['sɜ:kit 'kɔ:t] — выездная сессия суда

to hold court ['həʊld 'kɔ:t] — отправлять правосудие, вершить суд  
court of common pleas ['kɔ:t əv 'kɒmən 'pli:z] — суд по гражданским  
делам в США

**Task 3. Continue the line with synonyms.**

- Lawbreaker ...
- Major ...
- Panel ...
- Offense ...
- To accept ...
- To deal with ...
- To hear a case ...
- To set up ...

**Task 4. Match the words to make word partnerships and translate them.**

- 1) district
- 2) trial
- 3) state supreme
- 4) lower
- 5) general trial
- 6) circuit
- 7) municipal
- 8) superior
- 9) appeals
- 10) county
- 11) Supreme

COURT

**Task 5. Think and answer:**

— *What words are carved over the entrance of the Supreme Court Building in Washington, D.C.?*

— *What does the right to a fair trial mean?*

**Task 6. Listen to the text and read it. Try to understand as many details as possible. Draw a chart explaining the US court system.**

**The United States Court System**

Under the federal system of government, the United States has two court systems. One is the federal court system. The other is the system of state courts.

The highest court is the Supreme Court of the United States which works chiefly as a court of appeal. It reviews cases that have been tried in lower federal courts and state courts. In addition, the Constitution gives the Supreme Court original jurisdiction in the following three types of cases.

1. Cases involving diplomatic representatives of other nations.
2. Cases involving disputes between states.
3. Cases involving a state and the federal government.

Decisions of the Supreme Court are final and cannot be appealed.

The present structure of the federal court system includes the Supreme Court, 13 courts of appeal, 94 district courts and two courts of special jurisdiction.

**Federal courts** are organized into several levels. They are classified according to their jurisdiction. The lowest courts are **trial courts**, which have **original jurisdiction**. This means they are the first courts in which most federal cases are heard. Above these trial courts are courts that have **appellate jurisdiction**. They review decisions made by lower courts.

At the base of the federal court system are **district courts**. They are the only federal courts in which jury trials are held. The next level consists of **courts of appeal**. Each covers a large judicial district known as a circuit. These courts review cases that are appealed from the district courts. A panel of at least three judges reviews the evidence and determines if the person who appealed the case was granted full legal rights during the trial. In case the court finds that justice was not done, it sends the case back to the district court for a new trial. If it finds that justice was done, it accepts the decision of the district court. In most cases the decisions of the court of appeal are final.

Each state has its own system of courts to interpret the state laws and punish lawbreakers. There are four types of courts in most states: **lower courts, general trial courts, courts of appeal and a state supreme court**. The lower courts generally hear minor cases including misdemeanors and civil cases involving small amounts of money. In small towns these cases are heard by a justice of the peace. In larger towns such cases are handled by a magistrates' court or police court and heard by a judge. Many large cities have set up **municipal courts** which are often divided into smaller courts (e.g. Traffic courts, Domestic relations courts, Juvenile courts) that handle special matters.

Major criminal and civil cases are handled in general trial courts. Most cases are heard by a jury and a judge presiding. One third of trial courts are called **county courts**. Another third — **district courts**. There are also **circuit courts**, in which the judge travels from one county to another to hold court. Other names for trial courts in some states are **superior courts** or **courts of common pleas**.

**Courts of appeal** deal with cases when the trial judge violated one of the rights to fair trial guaranteed by the Constitution. If the person is not satisfied with the court decision, he can appeal to the **state supreme court** which is the

highest court in most states. The decisions of this court are final unless a federal law or a question about US Constitution is involved. Then the case may be appealed to the Supreme Court of the United States.

**Task 7. What are the English equivalents of the following word combinations:**

федеральная судебная система; работает в основном как апелляционный суд; в соответствии с юрисдикцией; решения окончательные и не могут быть обжалованы; единственные суды; несколько уровней; крупный юридический округ; по крайней мере; правосудие; наказывать правонарушителей; малозначительное преступление; заслушивается судом присяжных; если не.

**After reading**

**Task 8. Answer the following questions.**

1. What kinds of court systems are there in the US?
2. What is the US Supreme Court jurisdiction?
3. What is the status of the US Supreme Court decisions?
4. What is the structure of the federal court system?
5. What is the federal court classification based on?
6. What is district court and courts of appeal jurisdiction?
7. What is the peculiarity of the US state courts system?
8. What cases do the US lower courts hear?
9. Where are major criminal and civil cases tried?
10. When may a case be appealed to the US Supreme Court?

**Task 9. Read the text by William H. Hartley and reproduce it in Russian.**

*Federal courts.* Congress has also set up a number of special courts to handle specific types of cases. *The US Claims Court* hears cases involving money claims against the federal government. If the court rules against the government, the person bringing the suit is usually granted a sum of money. *The US Court of International Trade* hears cases involving import taxes, or tariffs. An individual or a business importing certain goods into the United States from another country must pay taxes on those goods. People who think that the tax is too high may take their cases to the US Court of International Trade. This court is in New York City, but it also hears cases in other port cities. *Territorial courts* were established by Congress to bring justice to the people living in territorial possessions of The United States. There is one each in the Northern Mariana Islands, Guam, the Virgin Islands, and Puerto Rico. These courts handle the same types of cases as district courts. In addition, these courts hear the types of cases that would go to a state court. *The US Tax Court* hears appeals from those tax-

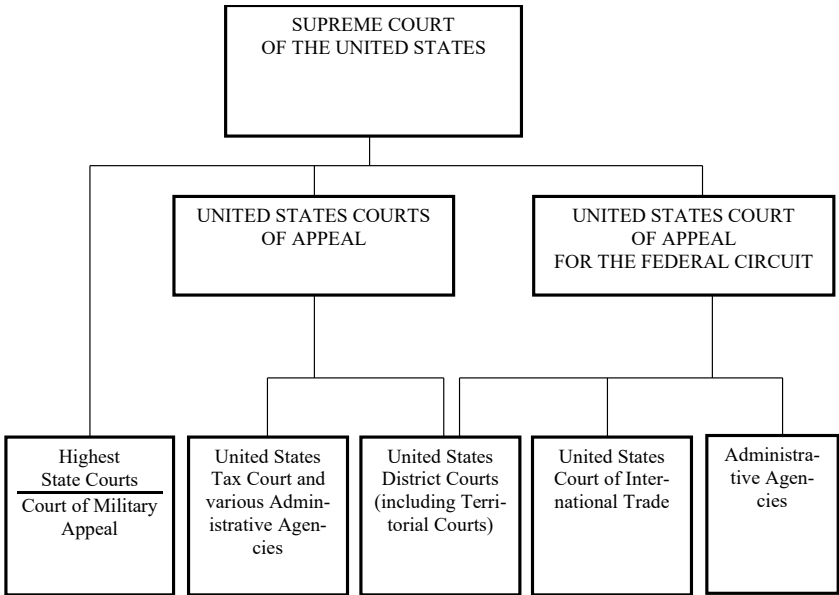
payers who disagree with rulings of the Internal Revenue Services concerning their payment of federal taxes. *The Court of Military Appeals* is the appeals court for the nation's armed services. People in the armed services who are accused of breaking a military law are tried at a court martial. This is a trial conducted by military officers. The Court of Military Appeals consists of three civilian judges. Its decisions usually cannot be appealed.

IV. Speaking

Task 1. Complete the sentences about the United States court system:

- a) Under the federal system of government, the United States ...
- b) The highest court is the Supreme Court of the United States which ...
- c) The Constitution gives the Supreme Court original jurisdiction in ...
- d) The present structure of the federal court system includes ...
- e) At the base of the federal court system ...
- f) In case the court finds that justice was not done ...
- g) If justice was done ...
- h) Each state has its own system of courts to interpret ...
- i) The lower courts generally hear ...
- j) Major criminal and civil cases are handled ...
- k) Appeals courts deal with cases ...

Task 2. Study the chart and speak about the United States court system



**Task 3. Speak about the United States court system using the following key words and expressions:**

\_\_\_\_ has two \_\_\_\_  
\_\_\_\_ works chiefly as \_\_\_\_  
\_\_\_\_ gives the Supreme Court \_\_\_\_  
\_\_\_\_ the federal court system includes \_\_\_\_  
\_\_\_\_ are organized into \_\_\_\_  
\_\_\_\_ are classified according \_\_\_\_  
\_\_\_\_ next level consists of \_\_\_\_  
\_\_\_\_ review cases that are appealed \_\_\_\_  
\_\_\_\_ has its own system of courts \_\_\_\_  
\_\_\_\_ these cases are heard by \_\_\_\_  
\_\_\_\_ hear minor cases \_\_\_\_  
\_\_\_\_ criminal and civil cases are handled in \_\_\_\_  
\_\_\_\_ are heard by a jury and \_\_\_\_  
\_\_\_\_ in which the judge travels \_\_\_\_  
\_\_\_\_ he can appeal to the state supreme court \_\_\_\_.

**Task 4. Explain the courts of appeal and complainant actions in the following cases:**

If the court finds that justice was not done \_\_\_\_\_.  
If the court finds that justice was done \_\_\_\_\_.  
If the person is not satisfied with the appeals court decision \_\_\_\_\_.

**Task 5. Explain the peculiarity of the following US courts:**

trial courts; district courts; courts of appeal; lower courts; general trial courts; state supreme courts; municipal courts; county courts; circuit courts; courts of common pleas; state supreme court; the Supreme Court of the United States.

**Task 6. Study the US Supreme Court website [www.supremecourt.gov](http://www.supremecourt.gov) and answer the following questions:**

1. Who helps to introduce visitors to the judicial functions of the Supreme Court?
2. Are Court sessions open to the public?
3. What is the Court schedule for the coming month?
4. What recent arguments were heard by the Court?

**Task 7. Listen to the audio or read the transcript of any arguments at [www.supremecourt.gov](http://www.supremecourt.gov) and report to the group about it.**

## **V. Writing**

*Make a presentation on one of the following topics.*

1. Brief Overview of the Supreme Court.
2. Court Rules.
3. The Supreme Court Building.
4. Current Justices of the US Supreme Court.
5. The Supreme Court Exhibitions.

## ATTACHMENT

### SCRIPTS

#### UNIT 1

##### **Starting Up. Task 3.**

Good morning! My name is William C. O'Toole. I was born in Pittsburgh, Pennsylvania, but now I am in Ashburn, Virginia. I am responsible for the police training at the regional law enforcement academy. My rank is Police Lieutenant Colonel. You can call me at 703-554-6251.

Hello! I am Andrey Tambovtzev. I am from Russia. Some years ago I was a cadet of the Omsk Academy of the Russian Interior Ministry. At present I work for it. I deal with Crime Detection teaching. My rank is Colonel. My email address is andrey\_t@gmail.com (A-N-D-R-E-Y, underscore,T, at, gmail, dot, com)

Hi! How are you? My first name is Craig, middle name is Irvin and my last name is Duar. I am from Scotland and my home town is Glasgow. I was born there on the 30<sup>th</sup> of January 1971. At present I am at the Scottish Police College. My rank is Lieutenant Colonel of police. I work at the Educational Department and my responsibility is crime detection training. My telephone is 447-780-4537

##### **Grammar Review. Task 3.**

I work at the Northern Virginia Criminal Justice Training Academy (NVC-JA) in Ashburn, Virginia. It is a regional law enforcement academy for more than 2,700 police officers from the northern Virginia area and Washington, D.C.. They want to make careers in law enforcement, corrections, civil process, and court security. In its almost 50-year training history, thousands of our graduates have gone on to successful law enforcement careers and have distinguished themselves by performing at the highest levels of our profession.

#### UNIT 2

##### **Starting Up. Task 3.**

**The University of Cambridge** is a public research university. Being the second-oldest university in the English-speaking world (after the University of Oxford) and one of the most prestigious institutions of higher education in the United Kingdom and the world, it occupies a central location within the

city of Cambridge. The mission of the University of Cambridge is to contribute to society through education, learning, and research at the highest international levels. Graduates of the university have won a total of 65 Nobel Prizes, the most of any university in the world. In the year of 1209 the university grew out of an association of scholars who left Oxford after a dispute with townsfolk. Initially, only male students were enrolled into the university. Women were allowed to study there from 1881.

**The Scottish Police College** is situated at Tulliallan Castle in Scotland. It is the only Police College in the UK which provides all the training elements. The history of its building is very interesting. It was a medieval castle which was reconstructed. The first courses for inspectors and sergeants began there in 1954.

At present the trainees of the Scottish Police College are junior officers of the Scottish police service. They study to deal with crime and criminals, to protect law and order. Besides classroom activities, young police officers handle Officer Safety Training, skills of self-defense and intensive physical training. The instructors of the Scottish Police College are experienced workers of the Scottish police forces. They do their best to fulfill the college aim: to offer training, qualifications and professional development opportunities to enable trainees to develop their professional competence throughout their career.

**The University of Oxford** is the second oldest surviving university in the world. There is evidence of teaching there as far back as 1096. Oxford has no limit on the admission age. Historically, it was common for boys to become members of the university between the ages of fourteen and nineteen. The majority of today's students are eighteen or nineteen.

Undergraduate teaching is centered on the tutorial, where 1–4 students spend an hour with a tutor discussing their week's work, usually an essay or problem sheet. Students usually have one or two tutorials a week. These tutorials are complemented by lectures, classes and seminars. Most members of academic departments are professors whose aim is to be at the forefront of learning, teaching and research. Forty-seven Nobel laureates have studied or taught at Oxford.

### UNIT 3

#### Starting Up. Task 3.

**Harvard University** is the oldest higher education institution in the United States. Harvard College was established in 1636 to provide a literate ministry for colonial churches. It is named after John Harvard, a young minister who left his family library and half of his estate to the newly born college. The university has grown from a relatively small provincial institution to a modern university, which is often placed at the top of educational rank-

ings. This private university provides excellent education and attracts upper-class students and faculty. More than 12,000 students study there now and it boasts forty Nobel laureates.

**The Northern Virginia Criminal Justice Training Academy** prepares individuals for careers in law enforcement, corrections, civil process, and court security. It continues to be a leader in providing exceptional training to public-safety personnel. The Commission on Accreditation for Law Enforcement Agencies considers it to be a national model for other training academies. Each year since 1965 it has offered over 130 classes in a wide variety of law enforcement topics. Instructors certified by the State of Virginia or federal government teach these courses.

With over 80 majors and more than 30 graduate programs **the University of Louisiana at Lafayette** is an impressive public university of 17,000 students. It opened its doors in 1900 in the city of Lafayette — the heart of Cajun Country where French, Spanish and Caribbean cultures come together. The University's mission is to learn beyond the classroom, to bring people together, to help others.

According to the Princeton Review of 2013 it is ranked as one of the nation's best institutions for undergraduate education with high research activity in computing, nursing, environment, energy, French and English. Among its peculiarities is a large campus of handsome red brick buildings and the natural beauty of a Cypress Lake that is home to several alligators.

#### **UNIT 4**

##### **Starting Up. Task 3.**

**Lomonosov Moscow State University** or **MSU** was established in 1755 by Elizabeth the First who stated its mission as public education for people's life and homeland prosperity. Today the university follows it in the XXI century context. About 5,000 researchers, 6,000 professors and lecturers work for the faculties and research institutes. More than 40,000 students are currently enrolled in the university. In 1940 the university was renamed in honor of its founder, Mikhail Lomonosov. Since 1953 most of the facilities have been situated on Sparrow Hills. The university has 39 schools and 15 research centers. Its main building was the tallest in Europe until 1990. The central tower fits a total of 33-kilometers of corridors and 5,000 rooms. There are several other constructions and sports centers on the university campus including the only baseball stadium in Russia.

In 1724 Peter the Great founded St. Petersburg University which became the oldest institution of higher education in Russia. It played an important role in the development of the Russian society and always considered personality development as its mission. At present **St. Petersburg State University** is home

for more than 32 000 students who can choose from 20 university schools and over 323 majors. The university employs almost 14,000 staff members including nearly 6,000 lecturers, over 3,000 Ph.Ds and 42 Academicians. In November 2009 the right of giving its own diplomas with the Russian Federation official symbols was granted to the University.

The Omsk Academy of the Ministry of Internal Affairs is a police training institution. The Academy is situated in Western Siberia in the city of Omsk, a megapolis with the population of over 1,200,000 inhabitants.

It is one of the oldest law enforcement training institutions in Russia. Its history dates back to 1920 when the government decided to create militia schools and courses of crime detection in the country. While first instructors were militia or Criminal Investigation Department professionals, applicants were only from workers and poor peasants.

At present the Academy provides both undergraduate, graduate and post graduate education of operatives and investigators. The teaching staff does its best to prepare trainees for the law enforcement mission — to protect law and order.

#### **Language Activities. Task 5.**

The Omsk Academy of the Ministry of Internal Affairs is my Alma Mater. As you know, it is an old institution of higher education in Russia Interior. During its almost 100-year history it has made its way from the All-Siberia militia commanders' courses in 1920 to the present day Academy.

When I studied, it was known as the Omsk Militia Higher School. All of my classmates got enrolled just after the Army service. They came from different parts of Russia. At that time, it was a four-year course of studies and only men were admitted to the school.

Since our major was "Crime Detection," we worked hard at crime prevention, crime detection, sources of evidence, and the Criminal Law. In addition, the trainees practiced professional skills: drove a patrol police car, used fire-arms, interviewed and interrogated witnesses and criminals, processed a crime scene, etc. The curriculum was not limited to special subjects only. We listened to lectures on social sciences and learned foreign languages. Though not numerous, all faculty members, including trainers and instructors, were highly skilled law enforcement experts. Academy's alumni, among whom are almost 100 generals of police, are always grateful to them.

Today the Academy has Investigative, Public Security Police, Professional Training and Distant education faculties. It also provides advanced education for police officers who combat drug trafficking, assaults and robberies, and deal with problems of juvenile delinquency. The admission is highly competitive.

Applicants are enrolled according to their Unified State Examination (USE) results and moral and physical standards. Freshmen, mostly former high school graduates, become policemen after they take an oath to protect law and order.

I think it is difficult and honorable to be a cadet of Omsk Academy which has glorious history, worthy present and promising future.

## **UNIT 5**

### **Starting Up. Task 3; Task 4.**

They say that the most interesting sightseeing is in London. But you can also find it outside of the capital. Windsor Castle rises on a chalk hill above the Thames to the west of London. It is the largest inhabited castle in the world. William the Conqueror built the original castle in the 11th century to protect his kingdom. But nothing of this castle was left because it was made of wood. Successive kings built the castle of stone and during the centuries they turned it into a more comfortable residence. Eton a school which prepares students for college or university is not far from Windsor. Probably it is the most prestigious English Public School.

You will find Stonehenge, a megalithic monument dating from about 2,800 B.C. on Salisbury plain. The ruins consist of two stone circles and two horseshoes. The origin and purpose of these is still unknown but it may have been a ritual place.

Visiting Cornwall everyone can feel the special atmosphere created by its beautiful landscape and the remains of its rich historical past. The most famous one is the legend of King Arthur and the Knights of the Round Table.

### **Language Activities. Task 5.**

1. Which direction is gate number 9?
2. Are there trains leaving from this station to Hampton Wick at about 10?
3. I am at the London Eye and want a taxi to go to Windsor Castle.
4. What's the arrival time in Heathrow?
5. I telephoned to reserve a room. I have a confirmation number.
6. Take me to the airport, please.
7. Where can I leave my carry-on luggage?
8. I've missed the 9:15 train to Waterloo.
9. I'm leaving tomorrow at ten. I'd like to pay the bill now.
10. Is this a direct flight?

## **UNIT 6**

### **Starting Up. Task 3.**

The magical charm and glory of the USA attract people from all over the world. It is a land of ancient and modern cities, lakes, beautiful beaches and vast stretches of desert. There are many museums, art galleries and cathedrals, which speak about the history and culture of the country. The country of the

USA boasts of many places of tourist attraction. The main and most popular ones are:

*New York.* With its skyscrapers, this city stands high in style and sophistication. Times Square, which is one of the most famous places for sightseeing in the USA, is located there. The place is always crowded with tourists and is known for cinema halls, Broadway theaters and various other means of entertainment.

*Los Angeles.* The glamour and rich beauty of this place is highly appealing. The most visited places are: Universal Studios in Hollywood, the California Science Center, the Pacific Aquarium, and the Wild Rivers Water Park and many more.

*It is New Orleans* where jazz comes from. That is why you can hear it not only in the French Quarter but everywhere especially in spring during the Jazz Festival. The most interesting event taking place in the city is known as the Mardi Gras celebration. At that time people wear masks and costumes, elect a King or a Queen, attend promenades or balls and watch parades trying to catch a necklace of beads.

*San Francisco.* This city has original beauty with a very modern outlook.

The most visited landmarks are: the cable cars, the charming Victorian houses, and the Golden Gate Bridge, as well as the Transamerica Corporation building and Chinatown — the world's largest community outside Asia.

*Chicago* sometimes called “the windy city”, is famous for its huge range of museums like the Field Museum, the Art Institute of Chicago, the Children's Museum, the Swedish American Museum, and many more.

*Niagara Falls* needs no special mentioning. It is one of the most famous and popular sightseeing places in the USA. It is located on the border between the US and Canada. If you love adventure and want to have a real feel of the waterfalls, then you can enjoy the boat ride, which is full of fun and is thrilling.

## UNIT 7

### Starting Up. Task 3.

London's status as the capital of England, and later the United Kingdom, has never been granted or confirmed officially — by statute or in written form. Its position was formed through constitutional convention, making its status *de facto*. Located on the River Thames, London has been a major settlement for two millennia. Its history goes back to the Romans, who founded and called it *Londinium*. London's ancient core, the City of London, largely retains its square-mile medieval boundaries. According to Eurostat, it is the most populous city and metropolitan area of the European Union. With a population of 7,8 million (in 2010) it is the 25th largest city in the world.

The history of Moscow began in the year 1147, and since then Moscow, founded by Yuri Dolgoruky, has always had a leading position in the life of the

whole country. The city is situated on the Moskva River and is named after it. From a small frontier settlement, Moscow has turned into a wealthy city. Its total area is about 900 thousand square kilometers. The population of Moscow according to the results of the 2010 Census, is 11,5 million people. That is why it is the most populous city in Europe, and the sixth largest city in the world.

The city of Washington, the capital of the United States of America, is located in the District of Columbia (DC) on the Potomac River. This place was originally selected by President George Washington. The city came under attack during the War of 1812. That is why later numerous public buildings, including the White House and United States Capitol were reconstructed according to the McMillan Plan. It helped to restore and beautify the downtown area, as well as establish the National Mall with numerous monuments and museums.

**Reading. Task 5.**

- a) — Where is the nearest taxi-rank? ... Are you free?  
— Yes, I'm. Get in, please. I'll take care of the luggage.  
— The Central Terminal, please. I've to be there by 9:30. Drive as fast as you can.  
— I can't promise, the traffic is heavy. We'll be all right if the lights are with us.  
— How much may it cost?  
— I think about thirty dollars. The meter will indicate the exact fare to be paid.  
— Thank you. Here's the fare and you may keep the change.
- b)  
— Hi, Jane! How've you been?  
— Just fine, but I've got lost this morning.  
— How?  
— When I came to the Metro station as usual in the morning the station was closed and I decided to take a taxi. I waited and waited and as there were no taxis I started to walk but got lost.  
— Oh! What did you do?  
— Well, I tried to ask the way but everyone I met was either a tourist or a foreigner. Nobody could tell me the right way.
- c)  
— Full up, sorry.  
— Oh, my God and I'm very late in fact.  
— Cheer up, miss, the next one's round the corner.  
— Good, I hope it takes us.  
— Full up inside, five seats on top.  
— You see, miss, hop in.  
— Standing room only ... no more, sorry.

## UNIT 8

### Starting Up. Task 3.

The National Flag of the Russian Federation is an official state symbol, whose description is established by law. It is a symbol of the state sovereignty. The National Flag of the Russian Federation is a rectangular cloth of three equal horizontal stripes: the uppermost is white, the middle is blue and the bottom is red. The white stripe symbolizes the earth, the blue one stands for the sky, and the red one symbolizes liberty.

The National Emblem of the Russian Federation is another official state symbol of the country. The double-headed eagle has regained its status as the centerpiece of Russia's state seal, testifying to the continuity of Russian history. The National Emblem of the Russian Federation is a rectangular red heraldic shield. At the bottom, it has rounded corners and a pointed middle. The shield is decorated with a golden double-headed eagle spreading its wings upward. The eagle wears two small crowns and above them a large crown, all three joined together by a ribbon. A two-headed eagle is the most ancient symbol of Russia. It originates from the heraldic emblem of the Rurikoviches dynasty.

The National Anthem is one of the official state symbols of the Russian Federation. The lyrics and music of the national anthem create a ceremonial composition intended as a symbol of state unity. The Anthem's words reflect feelings of patriotism and respect for the country's history and its government.

The National Anthem must be performed in strict accordance with the approved music and text. When the National Anthem is performed at official occasions, the audience is expected to stand and men must remove their hats. If the National Anthem is played while the State Flag is being raised, the audience faces the flag. Since 1993 the anthem of Russia was «The Patriotic Song» by M. Glinka. But in 2000 it was changed. Now we have the anthem, that has the melody of the former USSR anthem composed by Alexandrov, but the verses to it were written a new by S. Michalkov.

All these symbols are official. They have been approved by the Federal Assembly.

### Reading. Task 3.

#### Branches of Power in the Russian Federation

The Russian Federation is set up by the Constitution of 1993. It is a federal semi-presidential republic, comprising 85 entities. The federal government consists of three branches: legislative, executive and judicial. Each of them is checked and balanced by the President who is the head of the state.

The President is elected for a term of six years by the citizens of the Russian Federation on the basis of general, equal and direct vote by secret ballot.

The legislative power is vested in the Federal Assembly, the Parliament of the Russian Federation. It consists of two chambers. The Upper Chamber is the Federation Council, which consists of two representatives from each entity of the Federation. The Lower Chamber is the State Duma. It consists of 450 deputies. Each chamber is headed by the Speaker. Legislation may be initiated in either of the Chambers. But to become a law a bill must be approved by both Chambers and signed by the President. The President may veto the bill.

The members of the Federal Assembly are elected by popular vote for a five-year term. They possess immunity throughout their term in office and may not be detained, arrested or searched except when detained in act of committing a crime.

The executive power belongs to the Government which consists of the Chairman of the Government (the Prime Minister), Deputy Chairman of the Government and federal ministers. The Chairman is appointed by the President with the consent of the State Duma.

The judicial branch is represented by the Constitutional Court, the Supreme Court and the regional courts.

## **UNIT 9**

### **Starting Up. Task 2.**

Chapter 7 of the Constitution of the Russian Federation is devoted to Judicial Power. It also determines rights and duties of judges. It is stated that judges may be citizens of the Russian Federation over 25 years of age with a higher education in law and a law service record of not less than five years. The federal law may introduce additional requirements for judges of the courts of the Russian Federation. Judges shall be irremovable and shall possess immunity. The powers of a judge may be ceased or suspended only on the basis of and according to the rules set by federal law. A judge may not face criminal responsibility otherwise than according to the rules set by federal law.

Article 128 of the Constitution states that the judges of the Constitutional Court of the Russian Federation and the Supreme Court of the Russian Federation shall be appointed by the Council of the Federation upon the proposals by the President of the Russian Federation. As for the judges of other federal courts they shall be appointed by the President of the Russian Federation according to the rules set by federal law. It is mentioned that the Constitutional Court of the Russian Federation consists of 19 judges.

## **UNIT 10**

### **Starting Up. Task 3.**

National symbols are the symbols of a national community. They are used in national events and celebrations, inspiring patriotism. The unity of the British people is reflected in the national symbols of the United Kingdom.

The Union Jack flag is the most common name for the flag of the United Kingdom. It has been in existence since 1606 when the English flag (the red cross of Saint George) merged with the Scottish flag (the diagonal white cross of Saint Andrew on a blue background). Then, in 1801, the addition of Ireland to the United Kingdom added the Irish flag (the red Saint Patrick's cross). The term "Union Jack" is attributed to various origins. The "union" is thought to come from the union of the three flags into one and "jack" has for many centuries referred to a small flag flown from a boat or ship.

The United Kingdom Royal **Coat of Arms** consists of a shield divided into four parts. Three lions symbolize England, a lion rampant — Scotland, a harp — Northern Ireland. A crowned lion — a symbol of national strength and of the British monarchy, and a unicorn — a symbol of purity, support the shield. The crowned lion represents England and the unicorn represents Scotland. The crowned lion is at the top of the Coat of Arms.

**The National Anthem**, "God Save the Queen," was written in 1619. When a male monarch is on the throne of England, it is referred to as "God Save the King."

### **Reading. Task 3.**

The United Kingdom of Great Britain and Northern Ireland is a parliamentary democracy with a constitutional monarch, Queen Elizabeth II, as the head of state. According to the law the Sovereign is the head of the executive branch of the government, which is an integral part of the legislature, as well as the head of the judiciary.

The legislative branch is represented by Parliament, which is divided into the House of Lords and the House of Commons. The executive branch is represented by the Government — the Cabinet which is headed by the Prime Minister.

The judicial system consists of a law court hierarchy: civil courts and criminal courts.

## **UNIT 11**

### **Starting Up. Task 3. = Language Activities. Task 5.**

The new Palace of Westminster is the correct name of the Houses of Parliament. It stands on a historic riverside site which links it with the origins of Parliament and the ancient palace of the Norman kings.

This wonderful building combines the historic site of the old royal palace, established by Edward the Confessor and changed by Sir Christopher Wren in 1707, with the good planning and fine decoration of the mid-19<sup>th</sup> century, performed by Sir Charles Barry.

The Queen enters the Palace of Westminster only on the day of the State Opening of Parliament. It is a very picturesque ceremony. Crowned and having many of the finest crown jewels on, the Queen goes to the House of Lords (according to an old tradition no King or Queen is allowed to enter the House of Commons) and makes the Speech from the Throne, which tells what laws the Government is going to make. The members of the House of Commons listen to the Queen standing at the entrance to the House of Lords while its members wearing wigs and gowns sit on red leather benches, arranged in five rows on either side of the House. The speech is not written by the monarch, but rather by the Cabinet, and reflects the Government's legislative agenda for the coming year.

After the monarch leaves, each Chamber proceeds to the consideration of an "Address in Reply to Her Majesty's Gracious Speech." But first, each House considers a bill *pro forma* to symbolize their right to discuss independently of the monarch. The Bills are considered for the sake of form only, and do not make any actual progress.

## UNIT 12

### Starting Up. Task 3.

England has never had a written constitution. Instead, the English constitutional tradition is based on the substance and procedures of common law, along with key documents, such as the Magna Carta and the English Bill of Rights.

**Common Law** was established by Alfred the Great, who reigned from 871 to 899 A.D. He compiled the laws and customs of the nation into the "Liber Iudicialis," based on the Ten Commandments and the Golden Rule. Common Law is unwritten and can be learnt by the study of past court decisions and ancient custom.

**The Magna Carta** is widely considered to be the foundation of the English and U.S. constitutional systems, because for the first time the power of the monarchy was limited by law. King John adopted a document known today as the Magna Carta on June 15, 1215 when he was surrounded on the battlefield by England's most powerful barons, who demanded royal recognition for certain liberties and legal procedures. The Magna Carta began as a peace treaty between the baronial class and the king, but later symbolized a written contract between the governed and the government, that included the right of rebellion when the government grew despotic or ruled without popular consent. The Magna Carta stressed that no government official, not even a monarch having absolute power, is above the law. It symbolizes equality under the law. It means that all persons, rich and poor, must be treated the same under the law.

**The English Bill of Rights** grew out of the Glorious Revolution of 1688. During the revolution King James II abdicated and fled from England. He was succeeded by his daughter, Mary, and her husband, William of Orange. Parliament proposed a Declaration of Rights and presented it to William and Mary on February 13, 1689. Only after they accepted the declaration did Parliament proclaim them king and queen of England. Parliament then added several clauses to the declaration and formally enacted the amended bill as the Bill of Rights on December 16, 1689. The Bill of Rights became one of the keystones of the unwritten English constitution. It proclaimed fundamental liberties, including freedom of elections, freedom of debate in Parliament, and freedom from cruel and unusual punishments. The Bill of Rights also barred Roman Catholics from the throne.

### **UNIT 13**

#### **Starting Up. Task 3.**

England is almost unique in having two different kinds of lawyers: solicitors and barristers. The solicitor is the general practitioner, working mainly in the office. The solicitor is the legal adviser of the public. Members of the public are able to call at a solicitor's office and seek his advice in a personal interview. The barrister is the specialist adviser who spends much of his time in a courtroom. A barrister can only be consulted indirectly through a solicitor.

There is approximately one solicitor to every 1,300 of the population, with considerable regional and local variations. There is a heavy concentration in commercial centers. The ratio for barristers is about one per every 10,000. Taking the legal profession as a whole there is one practicing lawyer per 1,200 people.

The judge is the presiding officer of the court. Judges are not themselves a separate profession: they are barristers who have been elevated to the bench. The professional judges "High Court Judges" deal with the most serious crimes. They are paid salaries by the state.

Alongside professional judges there are unpaid judges who work voluntarily. They are called "Magistrates" or "Justices of the Peace" (JPs). They are ordinary citizens who are selected not because they have any legal training but because they have "sound common sense" and understanding of their fellow human beings.

#### **Language Activities. Task 7.**

The Supreme Court is a wholly independent court of appeal which further separates the powers exercised by the judiciary and the upper house of parliament in the UK. It replaced the House of Lords as the highest appellate court in the United Kingdom in October 2009. It also assumed the devolu-

tion (передачу) jurisdiction of the Judicial Committee of the Privy Council (Тайного Совета).

The new Supreme Court sits in a separate building from the Houses of Parliament where the judicial committee (of the House of Lords) formerly acted as the UK's final court of appeal. A former Crown Court building in Parliament Square was reopened as the Supreme Court on 1 October, 2009.

The Supreme Court is composed of 12 judges who are appointed for life.

Although the Appellate Committee of the House of Lords is abolished, the 2005-06 serving Law Lords kept their judicial office in the new Supreme Court. Newly appointed members of the Court take no peerage, instead bearing the formal title Justice of the Supreme Court. Under the act such judges also have a title of Lord or Lady, for the purpose of ensuring there is no hierarchy among the JSCs. The Lord Chief Justice replaces the Lord Chancellor as head of the English judiciary.

## **UNIT 14**

### **Starting Up. Task 3.**

The President plays a large role in shaping the laws of the United States by recommending or suggesting, needed laws to Congress. To carry out this constitutional provision, he delivers several oral or written messages to Congress each year. Usually in late January the President addresses Congress in a State of the Union Address where he sets forth the programs and policies that he wants Congress to put into effect as laws. The President also sends Congress a budget message, recommending how the federal government should raise and spend its money. In an economic message to Congress the President reviews the nation's economic condition and recommends various laws to help the economy. The President also influences legislation by the power to veto, or reject, laws. For this reason Congress considers carefully before passing a bill it knows the President does not approve.

According to the Constitution the Congressmen's job is to make nation's laws. They may have to decide how large armed forces should be or how high federal taxes should be. Only Congress holds "the power of the purse". Members of Congress may declare war and propose amendments to the Constitution.

The Supreme Court begins its sessions each year on the first Monday in October. The Justices spend much of their time reading written arguments, hearing oral arguments and holding private meetings. After the Supreme Court has agreed to hear the case, the lawyers for each party prepare a brief (a written statement explaining the main points of one party's arguments). Each Justice then studies the brief. The next step takes place in a public session. The lawyers for each party appear before the Court to present an oral argument. The Justices

often question the lawyers about the case. On most Fridays, the Justices meet in private to discuss and vote on the cases they have heard.

**Language Activities. Task 2.**

1. To have or produce an effect on smb; to modify.
2. To consider or examine a court action again.
3. A formal change made by parliamentary or constitutional procedure.
4. To behave or think in agreement with a rule or standard; to correspond.
5. To refuse to accept, believe or approve.
6. To make certain that a law or rule is observed.

**Language Activities. Task 6.**

At the Library of Congress

Student: Excuse, me!

Librarian: Yes, can I help you?

S.: I'm an exchange student studying US government. Where can I find information for my paper.

L.: Could you **наметить в общих чертах** the topic of your research?

S.: Well, I want to stress **исполнительную ветвь** of the government.

L.: OK. You should keep in mind that American **правительство** is a government "of the people, by the people and for the people". Its main purpose is to serve the people. The executive branch is to **исполнять** the nation's laws. It is headed by **президентом** who is the nation's Chief Executor.

S.: Oh, yes. I've read that he may both **предложить** and **отклонить закон**.

L.: I see you have an idea about our government and you can find all information on this topic in Section G-5.

S.: Thank you for helping me. I really appreciate it.

**UNIT 15.**

**Starting Up. Task 3.**

The United States has a constitutional form of government. It means that the country is governed according to the provisions of the American Constitution. They say that the origin of the US constitution is in the Mayflower Compact drawn up on November 11, 1620 when the pilgrims on the *Mayflower* reached the New World. The pilgrims' leaders wrote the Compact to create a new government, one based on cooperation and the consent of the people. The opening sentence of the American Constitution, which is known as the Preamble explains why it was written. The words "We the people" emphasize that the government was established by the people.

The Preamble lists six goals for the government such as: to form a more perfect union; to establish justice; to insure domestic tranquility; to provide for the common defense; to promote the general welfare; to secure the blessings of liberty.

There are three ways in which the Constitution and the government can adapt to the changing needs and conditions of the nation. These ways are: *amendment, interpretation, and custom*. An amendment is a written change in the Constitution. Since the Constitution went into effect in 1789, 27 amendments have been added to it. An amendment may be proposed in two ways. The first way is to have Congress propose an amendment by a two-thirds vote in both houses. The second way begins with the states when the legislatures of two-thirds of the states — 34 out of 50 — can ask Congress to call a national convention to propose an amendment. After an amendment has been proposed, it then must be approved by three fourths, or 38, of the states and only after it becomes part of the written Constitution.

The first ten amendments to the Constitution are called the Bill of Rights. It limits the powers of the federal government and protects the rights of the people. These amendments were adopted in 1791 and they cover (1) freedom of religion, speech, press, assembly, and petition; (2) right to keep arms; (3) quartering of soldiers; (4) search and seizure; (5) rights of persons accused of crime; (6) right to speedy trial; (7) jury trial in civil cases; (8) excessive bail or punishment; (9) powers reserved to the people; (10) powers reserved to the states.

The Constitution may also be interpreted in a new way. In this case Congress may interpret a certain clause in the Constitution as giving it the right to pass a particular law. A number of changes in the nation's federal government have come about through custom and tradition. They are sometimes called an unwritten Constitution.

## UNIT 16

### Starting Up. Task 2.

What type of court system does the U.S. have?

The United States is a **dual court system** where state and federal matters are handled separately. There are two types of courts in the United States –state and federal. You can think about them as parallel tracks that can (though rarely) end up in the U.S. Supreme Court.

What is unique to the U.S. court system?

The United States has a unique court system in that **it is divided between a federal system covering the whole country and independent systems in each state and US territory**. The systems can cover the same grounds in criminal, civil and administrative law.

How many levels of courts are there?

The hierarchy of courts are as follows: **1) Supreme Court; 2) High Courts; & 3) District Courts** (other courts are mostly considered as subsidiaries of these courts).

What is the highest court in the United States?

**The Supreme Court of the United States** is the highest court in the land and the only part of the federal judiciary specifically required by the Constitution. The Constitution does not stipulate the number of Supreme Court Justices; the number is set instead by Congress.

What is the difference between federal court and state court?

Generally speaking, **state courts hear cases involving state law and federal courts handle cases involving federal law.**

## LIST OF SOURCES

*Алферова Ю. И.* Практикум «News in Use. Английский язык: развитие устной и письменной речи». — Омск, 2012. — 60 с.

*Алферова Ю. И.* Brush up Your Grammar for Law! (Грамматика английского юридического дискурса) : учеб. пособие по английскому языку / Ю. И. Алферова. — Омск, 2020. — 74 с.

*Английский для юристов* : учебник для студентов вузов, обучающихся по специальности «Юриспруденция» / ред. И. А. Горшенева. — М., 2014. — 423 с.

*Английский язык в схемах и таблицах* / авт.-сост. Е. В. Карпенко. — М., 2013. — 192 с.

*Английский язык. Весь школьный курс в таблицах* / сост. Т. А. Лабода. — Минск, 2015. — 256 с.

*Веретенникова А. Е.* Law, Police, Society (Право, полиция, общество) : учеб. пособие по английскому языку : в 3 ч. Ч. I. — Омск, 2014. — 216 с.

*Веретенникова А. Е.* US Legal and Court Systems : практикум для развития навыков монологической речи обучающихся по программе высшего образования. — Омск, 2016. — 76 с.

*Веретенникова А. Е.* Writing English (Развитие навыков письменной речи на английском языке) : учеб. пособие. — Омск, 2018. — 60 с.

*Головина Н. М.* Английский язык для юристов : в 2 ч. Ч. II. — М., 2014. — 207 с.

*Ильина Н. Ю., Аганина Н. Ю.* Английский язык для юристов : учебник. — М., 2014. — 384 с.

*Иностранный язык (английский)* : лексико-грамматич. практикум : доп. материалы к учеб. пособию «Law. Police. Society. (Право, полиция, общество)» / сост. Ю. И. Алферова, М. Н. Малахова, Е. Ю. Смердина. — Омск, 2015. — 60 с.

*Качалова К. Н., Израилевич Е. Е.* Практическая грамматика английского языка с упражнениями и ключами. — СПб., 2006. — 718 с.

Куприянчик Т. В., Поварисова Е. Б., Четверухина Н. А. English for Law Students (английский для юристов) : учебник / под общ. ред. С. В. Пятчиной. — М., 2009. — 304 с.

Малахова М. Н., Смердина Е. Ю. Практикум «Scope of Policing (Сфера деятельности полиции)». — Омск, 2012. — 100 с.

Малахова М. Н., Смердина Е. Ю. Учебно-методическая разработка «Основы английской грамматики в таблицах». — Омск, 2012. — 34 с.

Малахова М. Н., Смердина Е. Ю., Алферова Ю. И. Law, Police, Society (Право, полиция, общество) : учеб. пособие по английскому языку : в 3 ч. Ч. II. — Омск, 2014. — 267 с.

Малахова М. Н., Смердина Е. Ю., Алферова Ю. И. Essential English for Police (Основы английского языка для полиции) : учеб. пособие. — Омск, 2016. — 103 с.

Малахова М. Н., Смердина Е. Ю., Алферова Ю. И. English for International Police Cooperation (Английский язык для международного сотрудничества полицейских) : учеб. пособие по английскому языку. — Омск, 2019. — 188 с.

Мартынова Л. И. Grammar Way to Translation : учеб. пособие по английскому языку. — Н. Новгород, 2009. — 273 с.

Первухина С. В. Карманный справочник по английскому языку. — М. ; Ростов-н/Д, 2015. — 220 с.

Русско-английский словарь-справочник профессиональной коммуникации сотрудника органов внутренних дел по охране общественного порядка / сост. М. Н. Малахова, Е. Ю. Смердина, Ю. И. Алферова. — Омск, 2017. — URL: <https://ома.мвд.рф/Nauka/rio/> электронные-издания-академии.

English for Law Enforcement Professionals : учебник английского языка для профессионалов правоприменительной деятельности / С. С. Соловей, Ж. Ф. Седельникова, Р. М. Ляшенко, О. А. Лузгина ; под ред. проф. С. С. Соловей. — 3-е изд., стер. — М., 2004. — 616 с.

Угарова Е. В. Английская грамматика в таблицах. — М., 2011. — 128 с.

Устремленные в будущее... О системе подготовки кадров МВД России / под общ. ред. В. Л. Кубышко. — М., 2018. — 544 с.

Цветкова Т. К. English Grammar Guide : учеб. пособие. — М., 2020. — 164 с.

Law Enforcement (правоохранительная деятельность) : лексикографический справочник по английскому языку / сост. М. Н. Малахова, Е. Ю. Смердина, Ю. И. Алферова. — Омск, 2020. — 148 с.

Black's Law Dictionary. — 7th Edition. — 1999. — 1606 p.

*Boyle Ch., Il. Chersan.* English for law Enforcement — London, 2009. — 127 p.

*Greene J. R.* The Encyclopedia of Police Science / ed. by J. K. Greene. — New York ; London, 2007. — 1534 p.

*Hewings M.* Advanced Grammar in Use (a self-study reference and practice book for advanced learners of English with answers). — Cambridge University Press, 2013. — 350 p.

*Hunt A., McConnachie J.* The Rough Guide to the Royals. — Rough Guides, 2012. — 272 p.

*Murphy R.* English Grammar in Use. A self-study reference and practice book for intermediate students. With answers. — Cambridge University Press, 2012. — 350 p.

*Walter E., Woodford K.* Easy Learning English Conversation. Book 2. — Harper Collins Publishers, 2015. — 256 p.

*Webster's* New World Law Dictionary. — Hoboken, 2010. — 332 p.

*Williams B.* Britain's Prime Ministers. — Pitkin Guides, 2012. — 30 p.

*Wilson R.* Houses of Parliament. — Pitkin Guides, 2011. — 36 p.

*Woodward J. D., N. M. Orlans Jr., Higgins P. T.* Biometrics. — New York, 2003. — 10 p.

URL: <http://projectbritan.com/government>.

URL: <https://www.gov.uk/government/ministers>.

URL: <https://www.gov.uk/government/how-government-works>.

URL: <https://www.gov.uk/government/policies>.

URL: <https://twitter.com/UKSupremeCourt>.

URL: <http://www.supremecourt.gov>.

URL: <http://www.youtube.com>.

URL: <http://www.state.gov>.

URL: <http://government.ru/gov>.

URL: <http://eng.kremlin.ru>.

URL: <http://www.agendaweb.org>

URL: <http://wiki.answers.com>

URL: <http://www.answers.com>

URL: <http://www.authorstream.com>

URL: <http://www.brainyquote.com>

URL: <http://www.buzzle.com>

URL: <https://www.cia.gov>

URL: <http://www.collinsdictionary.com>

URL: <http://crimeandclues.com>

URL: <http://www.crimescenejournal.com>

URL: <http://dictionary.reference.com>  
 URL: <http://www.ehow.com>  
 URL: <http://en.academic.ru>  
 URL: <http://en.wikipedia.org>  
 URL: <http://www.englishclub.com>  
 URL: <http://www.fbi.gov>  
 URL: <http://www.fingerprintamerica.com>  
 URL: <http://www.forensicmag.com>  
 URL: <http://grammar.about.com>  
 URL: <http://highered.mcgraw-hill.com>  
 URL: <http://www.interpol>  
 URL: <http://jimfisher.edinboro.edu>  
 URL: <http://www.justlanded.com>  
 URL: <http://www.k-state.edu>  
 URL: <http://www.legalmatch.com>  
 URL: <http://www.linguee.ru>  
 URL: <http://www.met.police.uk/>  
 URL: <http://www.mondaq.com>  
 URL: <http://www.mymcpnews.com>  
 URL: <http://www.nolo.com/dictionary>  
 URL: <http://www.nyc.gov/>  
 URL: <http://www.oxforddictionaries.com>  
 URL: <https://pressbooks.bccampus.ca/criminalinvestigation/chapter/chapter-9-interviewing-questioning-and-interrogation/>  
 URL: <https://portal.chicagopolice.org/>  
 URL: <http://www.questia.com>  
 URL: <http://www.scotusblog.com>  
 URL: <http://store.britannica.com>  
 URL: <http://www.successdegrees.com>  
 URL: <http://www.thefreedictionary.com>  
 URL: <http://www.theguardian.com>  
 URL: <http://thelawdictionary.org>  
 URL: <http://www.thompsons.law.co.uk>  
 URL: <http://www.usingenglish.com>  
 URL: <http://www.wikihow.com>  
 URL: <http://www.worldwidelawenforcement.com>

## CONTENTS

<b>ВВЕДЕНИЕ</b> .....	3
<b>CHAPTER I. CROSS-CULTURAL STUDY</b>	
UNIT 1. PERSONAL INFORMATION .....	7
UNIT 2. HIGHER EDUCATION IN GREAT BRITAIN. OXFORD.....	22
UNIT 3. HIGHER EDUCATION IN THE USA. HARVARD .....	36
UNIT 4. HIGHER EDUCATION IN RUSSIA .....	48
UNIT 5. GREAT BRITAIN .....	61
UNIT 6. THE UNITED STATES OF AMERICA.....	74
UNIT 7. CAPITALS OF THE WORLD.....	86
UNIT 8. THE RUSSIAN FEDERATION GOVERNMENT .....	99
UNIT 9. RUSSIAN FEDERATION COURT SYSTEM .....	113
UNIT 10. UNITED KINGDOM GOVERNMENT .....	124
UNIT 11. BRITISH PARLIAMENT.....	135
UNIT 12. BRITISH LAW CODE .....	146
UNIT 13. UK COURT SYSTEM.....	158
UNIT 14. THE UNITED STATES GOVERNMENT.....	169
UNIT 15. THE AMERICAN CONSTITUTION. LEGISLATIVE BRANCH.....	176
UNIT 16. THE UNITED STATES COURT SYSTEM .....	188
<b>ATTACHMENT</b> .....	198
<b>LIST OF SOURCES</b> .....	214

Учебное издание

LAW. POLICE. SOCIETY  
(ПРАВО. ПОЛИЦИЯ. ОБЩЕСТВО)

Часть 1

---

Редактор А. Н. Великих

Корректор Л. И. Замулло

Технический редактор П. В. Ярославцева

ИД № 03160 от 02 ноября 2000 г.

Подписано в печать 17.10.2021. Формат 60×84/16. Бумага офсетная № 1.

Усл. печ. л. 9,6. Уч.-изд. л. 15,1. Тираж 200 экз. Заказ № 268.

---

Редакционно-издательский отдел  
Отделение полиграфической и оперативной печати  
644092, г. Омск, пр-т Комарова, д. 7