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**ANGLO-AMERICAN SYSTEM OF GOVERNMENT
АНГЛО-АМЕРИКАНСКАЯ СИСТЕМА
ГОСУДАРСТВЕННОГО УПРАВЛЕНИЯ**

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Учебно-практическое пособие ставит своей целью развить необходимые продуктивные навыки говорения путем выполнения условно-речевых и речевых упражнений при усвоении лингвострановедческого материала: географического расположения США и Великобритании, их государственной и полицейской системы управления. В пособии даны практические рекомендации по работе с дидактическим материалом, которые будут полезны для использования не только в дискуссиях и дебатах на практических занятиях, но и в профессиональной деятельности.

Предназначено для курсантов и слушателей первого курса дневной и заочной формы обучения специальностей 40.05.01 «Правовое обеспечение национальной безопасности», 40.05.03 «Судебная экспертиза», 40.03.02 «Обеспечение законности и правопорядка» и 40.02.02 «Правоохранительная деятельность».

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ПРЕДИСЛОВИЕ

Материал предлагаемого учебно-практического пособия сгруппирован следующим образом: весь курс состоит из трех основных разделов: «Государственное устройство США», «Государственное устройство Великобритании» и грамматический практикум по английскому языку «Грамматика вкратце» для курсантов и слушателей, обучающихся по специальностям Судебная экспертиза, Обеспечение законности и правопорядка

Цель изучения темы – формирование и развитие у обучающихся инструментальной компетенции (коммуникативной, лингвистической, социокультурной), позволяющей использовать иностранный язык практически как в профессиональной деятельности, так и в целях самообразования; формирование уважительного отношения к духовным и материальным ценностям других стран и народов; развитие познавательной активности, критического мышления, памяти, внимания, языковой догадки, умений и навыков самостоятельной работы, в том числе со справочными материалами.

В результате изучения тем курсанты и слушатели должны:

- иметь представление о государственной структуре правительства США и Великобритании, структуре Конгресса Соединенных Штатов Америки, Парламенте Великобритании и о взаимоотношении законодательной, исполнительной и судебной власти обоих государств; о грамматических явлениях английского языка;

- знать профессионально-ориентированную лексику по разделам «Государственное устройство США» и «Государственное устройство Великобритании»; структуру построения английских предложений, видовременные формы глаголов активного и пассивного залога, наклонения и эллиптические структуры английских предложений;

- уметь участвовать в речевых ситуациях делового общения по теме «Бинарная система власти США», «Двухпалатный Парламент», «Властный и ценностный свод законов Великобритании»; грамотно строить устную и письменную речь;

- владеть навыками употребления научного стиля; чтения оригинальных текстов по специальности; краткого изложения в письменной форме содержания прочитанного текста (резюме); письменного перевода.

Базовый курс состоит четырех тематических и одного грамматического разделов, включающие свои подразделы:

Раздел 1. «Chapter I. Geography of the USA and Great Britain»:

Unit 1. Around the USA.

Unit 2. Capital of the USA.

Unit 3. The Geographical Position of the United Kingdom of Great Britain and Northern Ireland.

Unit 4. London

Раздел 2. “Chapter II. Public Administration of the USA” состоит из 5 тематических подразделов (units) и ключей:

Unit 1. Political System of the USA.

Unit 2. US Constitution.

Unit 3. U.S President. Cabinet.

Unit 4. Congress of the United States.

Unit 5. The System of the courts of the United States.

Раздел 3. “Chapter III. Public Administration of Great Britain” состоит из 5 тематических подразделов (units) и ключей:

Unit 1. Political System of Great Britain.

Unit 2. Government of the United Kingdom. British Prime Minister.

Unit 3. Parliament.

Unit 4. Law Making Process.

Unit 5. Court System of England and Wales.

Раздел 4. “Chapter IV. Law Enforcement in the USA and Great Britain” состоит из 4 тематических подразделов (units) и ключей:

Unit 1. Police in the United States.

Unit 2. The Federal Bureau of Investigation (FBI).

Unit 3. The British Police Force.

Unit 4. Scotland Yard.

Каждый подраздел включает в себя следующие методические блоки:

Lead-in; Essential vocabulary; Reading and discussion; Sorting words; Practice.

Блок “Lead-in” направлен на развитие лингвистической догадки по выявлению межпредметных связей, знаний по изучаемой теме, ранее полученных в среднеобразовательных учреждениях.

Блок “Essential vocabulary” включает лексический минимум, представленный в том порядке, в каком он встречается в тексте, а также упражнения на изменение формы слова.





Блок “Reading and discussion” – это текст для изучающего чтения (text A, B), который носит страноведческий характер и знакомит курсантов с историей, традициями, обычаями и культурными ценностями, устройством государственной власти в США с послетекстовыми упражнениями на понимание содержания текста и упражнениями творческого характера, например «озаглавьте абзацы текста».


Блок “Sorting words” – раздел упражнений, направленных на закрепление лексики по изучаемой теме и включения ее в условно-речевые упражнения.

Блок “Practice» представляет материал, ориентированный на приобретение навыков говорения. Речевые упражнения носят в основном творческий характер и построены таким образом, чтобы в них обязательно присутствовала мыслительная задача, максимально стимулирующая развитие навыков говорения. Такие упражнения включают задания собственного речевого характера, например «дополнить предложения по

смыслу», «прокомментировать одну из бинарных систем правления США», «прокомментировать одну из судебных систем Англии и Уэльса», «прокомментировать структуру полиции США и Великобритании». Дополнительно в этом блоке может быть добавлен текст дискуссионного характера (text C).

Пособие содержит:

- упражнения, помеченные значком , – предназначены для письменного выполнения;
-  – упражнения с ответами;
- упражнения, направленные на обсуждение заданной ситуации с символом ();
- ключи к упражнениям, помеченные значком (.

Также имеются гиперссылки для аудирования ( **Listening**) после текста А (Text A) и ссылки на аутентичные сайты для получения дополнительной информации по теме.

Упражнения, как и тексты, можно использовать для разработки диалогов, интервью, ролевых игр и дискуссий.

Весь материал пособия основан на оригинальных источниках, частично адаптированных.

Раздел 5. “Chapter V. Grammar in brief” состоит из двух частей:

- 1) теоретического материала;
- 2) упражнений на понимание и закрепление материала.

Иллюстрированный путеводитель по английской грамматике с пояснениями поможет студентам овладеть основными навыками практической грамматики. В конце грамматического практикума прилагаются ключи, по которым студент сможет проверить, как он усвоил материал, и таблица неправильных глаголов.

Концепция теоретических основ обучения грамматике в разрабатываемом курсе представляет индуктивный метод по схеме: от простого к сложному материалу. Смысл данного подхода состоит в том, что первоначально грамматические структуры вводятся в виде речевых моделей (имитация). Затем предполагается обобщение грамматической информации в виде подстановочных и трансформационных упражнений, после чего осуществляется выполнение условно-речевых и собственно речевых упражнений.

В условиях эмоционального подъема и снятия напряжения материал в пособии структурируется в таблицах, картинках, схемах. Данная стратегия подачи материала предполагает активизацию резервных возможностей обучающегося с любым типом мышления и позволяет быстро сориентироваться в заданной грамматической ситуации.

В данном курсе обучения грамматика не выделяется в специальный аспект, а изучается в ходе работы над коммуникативными материалами, экзаменационными темами. Грамматический практикум представляет общие сведения теоретического материала по трем основным разделам: «Личные формы глагола», «Неличные формы глагола» и «Наклонения».

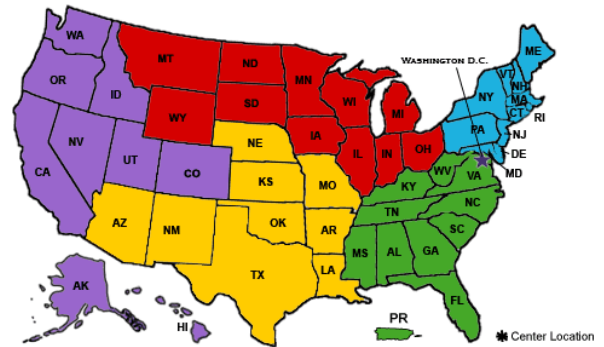
CHAPTER I. GEOGRAPHY OF THE USA AND GREAT BRITAIN

Unit 1. Around the USA

Lead-in

🗨️ Exercise 1. Choose the correct answer in “USA Geography Quiz”.

1. How many states are there in the United States of America?
a) 51, b) 45, c) 49, d) 50.



2. Which river forms a natural border between the US and Mexico?
a) The Rio Grande, b) The Gila River, c) The Mississippi River, d) The Red River.



3. Which is the highest mountain in North America?
a) Mount McKinley, b) Mount Pocono c) Mount Morris, d) Mount Angel.



4. Which is the largest city in the United States?
a) San Francisco, b) New York, c) Los Angeles, d) Chicago.



5. Which is the largest state in the USA?
a) California, b) Texas, c) Alaska, d) Montana.



6. On which mountain are the faces of four U.S. Presidents carved?
a) Mount McKinley b) Mount Pleasant c) Mount Rushmore d) Mount Vernon



Essential Vocabulary

Exercise 2. Check the pronunciation of these words and phrases.

Text A

to stretch (v.)	– простираться, протянуться
stretch (adj.)	– растягивающийся
enormous (adj.)	– огромный, громадный
diversity (n.)	– разнообразие
descendant (n.)	– потомок
independence (n)	– независимость
self-realization (n.)	– самореализация
to generalize (v.)	– обобщать
fertile (adj.)	– плодородный

valley (n.)	– долина
desert (n.)	– пустыня
copper (n.)	– медь
lead (n.)	– свинец
boundary (n.)	– граница
mighty (adj.)	– могучий
to rush (v.)	– стремительно двигаться
swiftly (adv.)	– быстро, скоро
steep (adj.)	– крутой
gorge (n.)	– ущелье
to plough (v.)	– пахать
restless (adj.)	– беспокойный, неугомонный
dignity (n.)	– благородство, достоинство
fabulous (adj.)	– сказочный, невероятный
to strike (v.)	– поражать, удивлять
phenomenon (n.)	– явление, феномен
to precipitate (v.)	– извергать(ся)
distinct (adj.)	– отличающийся
extreme (adj.)	– ярко выраженный, крайний
vitality (n.)	– жизнеспособность, жизненность
enterprise (n.)	– предприимчивость

Text B

wonder (n.)	– чудо
temple (n.)	– храм
tower (n.)	– башня; цитадель
castle (n.)	– замок
dazzling (adj.)	– яркий, ослепительный
gorge (n.)	– ущелье, падь
to fold (v.)	– образовывать складки, изгибать
to bury (v.)	– погружаться; зарывать в землю, заглублять
sandstone (n.)	– песчаник
limestone (n.)	– известняк
roar (n./ v.)	– рев, грохот
sunbeam (n.)	– солнечный луч
to seek (v.)	– искать
sea level (n.)	– уровень моря
average (adj.)	– среднеарифметическое
bighorn sheep	– снежный баран
gold rush	– золотая лихорадка
to commission (v.)	– поручить; давать заказ (особенно художнику)
to carve (v.)	– высекать, изваять

✎Exercise 2. Read and translate the derivatives.

Stretch – stretcher – stretchily – stretched – stretching; generalize – general – generally – generalization; descend–descended – descendant – descendance; precipitate – precipitation – precipitated – precipitating, wonder – wonderful–wonderfully –wondering; rock – rocky; bury – buried –burying; sand – sandy – sanded – sandstone.

Reading and discussion

Exercise 3. a) Read the text «The geography of the USA»; b) Find the answers to the 10 “What” and “How” questions below:

Text A

The geography of the USA

A. The United States of America is also called the USA, US, United



States or sometimes America. The USA is in the central part of North America. The USA is the 4th largest country in the world (after Russia, Canada and China) and 3rd by population. It is situated in central North America and stretches from the Pacific to the Atlantic Ocean. It borders on Canada in the north and Mexico in the south and has a sea-border with Russia. It is washed by the Atlantic

Ocean, by the Pacific Ocean and by the Gulf of Mexico. The Russian– United States maritime boundary was defined by an agreement made by the United States and the USSR in 1990 covering the Bering Sea, Bering Strait, and Arctic Ocean.

The US also has disputed land borders with six nations: Cuba, Haiti, Colombia, Jamaica, and Nicaragua. The territory of the USA consists of three separate parts: the USA proper; Alaska; the Hawaii.

The area of the country is about 9,400,000 km². Its population is about 324 million people. The enormous size of the country influences the diversity of landscape, climate and even people.



B. The USA is a federal republic, a union of 50 states. The capital of the country Washington is situated in a special federal area called the District of Columbia.

C. The population of the country is about 324 million people. They are the people of all races and nationalities, either descendants of immigrants or immigrants who have come to America from all the countries of the world in search of independence and self-realization. It's impossible to generalize about the weather, the landscape and the way of living because the nation occupies nearly half of a continent, which is divided into 4 time zones and has almost every type of climate. If you look at the map of the USA you'll see snow-topped mountains and flat prairies, fertile valleys and deserts, the areas of tropical heat and arctic cold.

D. The USA is a country of mountains, valleys and deserts. The highest mountains are the Appalachian Mountains, the Cordilleras, the Rocky Mountains and the Sierra Nevada Mountains in California. The highest peak is Mount Denali in Alaska (6,000 meters). Mount Denali was known as Mount McKinley in honor of the 25th President William McKinley until 2015. The Rocky Mountains are sharp and rugged, over 4,000 meters high, rich in gold, copper, lead, silver and other minerals.




The USA has many thousands of streams. Some of them are mighty rivers, which flow lazily across the valleys. Others rush swiftly down deep canyons and steep gorges. The longest are the Mississippi (6,400 kilometers), «the father of waters», the Missouri (1,600 kilometers) «too thin to plough and too thick to drink», the Colorado wild, restless and angry, the Columbia full of quiet dignity and the Rio Grande (3,200 kilometers), a national boundary between the USA and Mexico. The Colorado forms the Grand Canyon, which strikes one's imagination as a fabulous phenomenon of nature. Its perpendicular walls go up to 1,500 meters above the river level. The USA has thousands of lakes of all kinds and sizes. The Great Lakes make up the largest group; they are the greatest collection of fresh water lakes in the world with the total area equal to that of Great Britain. Here the famous Niagara Falls precipitate from the height of 50 meters. Among salty lakes the Great Salt Lake in Utah and the Salton Sea in California are the most famous. They are rich in salt (6,000 million tons).

E. The climate of the country varies greatly from arctic in Alaska, through continental in the central part to subtropical in the south. The climate along the Pacific coast is warmer than that of the Atlantic coast. The temperature changes little between winter and summer there. In the eastern part the difference between summer and winter is distinct, but not as extreme as in the north central part where the difference between winter and summer is 36 °C and even more.

F. Among the largest cities of the USA are New York, Los Angeles, Chicago, Philadelphia, Detroit, San Francisco and others. But a great proportion of the country consists of open land marked with farm-houses and small towns.

The USA is one of the greatest industrial and leading agricultural nations in the world. With only about 5% of the world's population and about 6% of its land area, the USA produces around 25% of the world's industrial products, agricultural goods and services. It's the world's leader in biochemical and genetic engineering, aerospace research and development, communications, computer and information services and similar high-technology fields. One of the reasons is America's vitality, its spirit of enterprise and initiative as well as its size and natural resources.

(URL: <http://catchenglish.ru/topiki/srednej-slozhnosti/the-geography-of-the-usa.html>)

 **Listening:** 120-5-minute-english-u-s-geography

1. What is the territory of the USA?
2. How many separate parts are there in the USA? What are they?
3. How many states are there in the USA?
4. What is the capital of the USA?
5. What are the highest mountain ranges?
6. Where are the Great Lakes situated in?
7. What are the largest rivers?
8. What is the most populated city in the US?
9. Where is the difference between summer and winter temperatures the most distinct?
10. In what fields of economy is the USA the world's leader?

↔ **Exercise 4. Choose from the list A-H the sentence which best summarizes each part (1-6) of the text. Look at the example highlighted (выделенный жирным шрифтом).**

1. The mountains, rivers and lakes.
2. The population.
3. The capital and states.
4. The largest cities and the economic development.
5. **The geographical position of the USA. – A**
6. The climate.

Exercise 5. Make a report about the geography of the USA.

Sorting words

 ↔ **Exercise 6. Match definitions with their descriptions.**

- | | |
|--------------|---|
| 1. landscape | a. an edge or limit of something |
| 2. climate | b. a large area of water that is not salty and is surrounded by land |
| 3. immigrant | c. the study of using scientific principles to design and build machines, structures, and other things, including bridges, roads, vehicles, and buildings |

- | | |
|----------------|---|
| 4. boundary | d. a person who has come into a foreign country in order to live there |
| 5. lake | e. a large area of countryside, usually one without many buildings or other things that are not natural |
| 6. engineering | f. the general weather conditions usually found in a particular place: |

✂️ Exercise 7. Odd out one word that is different from the others in a group.

- a) ocean, river, mountain, like;
- b) ring, gold, copper, lead;
- c) canyon, valley, desert, weather;
- d) arctic, fertile, subtropical, tropical.

Exercise 8. Find the English equivalents for the words and phrases from the list below in the text under the letter “A”.

Крупнейшая страна в мире, граничит с, общая территория, разнообразие природных ландшафтов, особый федеральный район, потомки иммигрантов, приблизительно половину континента, равнинные прерии, плодородные долины, глубокие каньоны, тысячи озер, температура изменяется, фермерские дома, лидирующая сельскохозяйственная страна, высокотехнологичные отрасли.

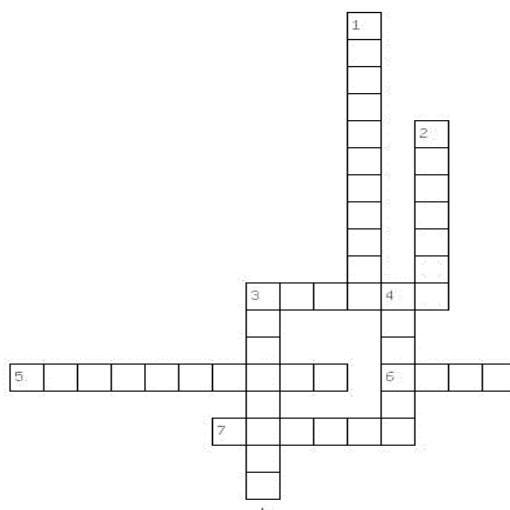
✂️ Exercise 9. Do a crossword.

DOWN

- 1. The longest river in the USA.
- 2. One of the largest city in the USA.
- 3. The USA borders on it in the South.
- 4. The USA borders on it in the North.

ACROSS

- 3. The highest mountain in the USA.
- 5. The _____ of the country is about 324 million people.
- 6. The _____ of the country is about 9,400,000 km².
- 7. The most northern state of the USA.



Practice

Exercise 10. Complete the sentences choosing the suitable answer.

1. The USA borders on Canada in the north and Mexico in the south and has a sea-border with (Russia / Germany).
2. The capital of the country Washington is situated (in the state of Washington / in a special federal area called the District of Columbia).
3. The West is a mountainous area of the Rocky Mountains, the Cordillera and ... (the Alps / the Sierra Nevada).
4. The climate along the Pacific coast ... (is warmer than that of the Atlantic coast / varies greatly from that of California).
5. Among the largest cities of the USA are ... (Seattle, Miami and Santa Barbara / New York, Los Angeles and Washington).

Exercise 11. Fill in the words from the list above, and then make sentences using the completed phrases.

Central, divided, copper, arctic, Grand Canyon, stretches, lead, generalize, subtropical, the nation, climate, industrial, sharp, gold, rugged, silver, phenomenon, continental, agricultural.
--

1. The USA is situated in ... North America and ... from the Pacific to the Atlantic Ocean.
2. It is impossible to ... about the weather, the landscape and the way of living because ... occupies nearly half of a continent, which is ... into four time zones and has almost every type of ...
3. As compared with the Appalachians in the east, the Rockies are ... and ..., over 4,000 meters high, rich in, and other minerals.
4. The Colorado forms the, which strikes one's imagination as a fabulous ... of nature.
5. The climate of the country varies greatly from ... in Alaska, through ... in the central part to ... in the south.
6. The USA is one of the greatest... and the leading ... nations in the world.

Exercise 12. Read and translate the text «Holidays in the USA».

Text B

Holidays in the USA

American holidays are days off from work just like ours. The main holidays in the USA are:

New Year's Day, January, 1st

People stay awake until after midnight on December 31st. They have parties, go to night clubs, meet their friends. Many people greet the New Year in.

Valentine's Day, February, 14th

Valentine's Day is not a national holiday. Banks and offices do not close, but many people celebrate Valentine's Day. They exchange cards and spend their time together with the loved ones.

Washington's Birthday, February, 22nd

George Washington's Birthday is not a national holiday. It's a great day for shoppers. Many shops have sales marked by unusual bargains. People usually go shopping on this day.

Easter, 22nd, 25th

People celebrate Easter on the first Sunday after the first full moon between March, 22, and April, 25. Pupils usually have spring vacation at this time. Easter is a church holiday, and many people go to churches on this day. People give each other eggs.

Memorial Day, May, 30th

Memorial Day is a national holiday. Schools, banks and offices close for the day. On that day, Americans honor the soldiers who gave their lives in past wars. Schools, clubs and churches decorate the cemeteries. They put up the flags on the graves of the army, navy and airmen.

Independence Day, July, 4th

Independence Day is a national public holiday. On this day, in 1776,



America signed the Declaration of Independence. On July 4, Americans have holiday from work. People have day-long picnics with favorite food like hot dogs, hamburgers, potato salad, baked beans. Lively music is heard everywhere. People play baseball or compete at three-legged races or pie-eating or watermelon-eating contests.

Some cities have parades with people dressed as the original founding fathers who march to the music of high school bands. In the evening people gather to watch firework displays. Wherever Americans are around the globe they will get together to celebrate Independence Day.

Halloween, October, 31st

On this day Americans just have a nice holiday. It is not a national holiday. Children dress up as ghosts and witches and go out into the streets to beg. They go from house to house and say: «Trick or treat!».

Thanksgiving Day, the fourth Thursday in November

In the USA Thanksgiving Day is a national holiday. All members of the family gather at the house of their parents. The family has a large traditional dinner, usually with turkey, cranberry sauce and pumpkin pie.

Christmas Day, December, 25th

It is usually a one-day official holiday. Christmas is a family holiday. Schools and colleges close between Christmas and New-Year's Day. People stay at home and spend the time with their families.

(URL: <http://grammar-tei.com/zadaniya-po-teme-ssha-dlya-5-6-klassov-usa-activities/?ysclid=lde18hp1yb122470598>)

Exercise 13. Read the passage and complete the table. The first is done for you.


<i>Holiday</i>	<i>Date</i>	<i>What do people do?</i>	<i>Is it a national holiday?</i>
New Year's Day	January, 1st	Have parties, go to clubs, meet their friends, greet the New Year in.	YES

Exercise 14. Write the summary. Do you think these statements are true or false? Correct the false statements.

1. The United States of America is also called the USA or the UK.
2. The capital of the USA is EDINBURG.
3. The Great Lakes are in the north-east of the country.
4. The USA consists of 13 big states and 50 small states.
5. The national flag of the USA is also called UNION JACK.
6. The national bird of the USA is the Bald Eagle.
7. Independence Day is a national public holiday.
8. Alaska was bought from Russia in 1867.
9. Most of the world's tornadoes occur in the USA.
10. English is the most commonly spoken language in the US, followed by Spanish.
11. The first man to walk on the moon was American George Washington.
12. The most popular sports in the US are American football, baseball and basketball.

Unit 2. Capital of the USA

Lead-in

 **Exercise 1. Choose the correct answer in “Washington, D.C. quiz” and fill in the blanks.**

1. Washington, D.C. is located on the bank of the ... River.

a) Mississippi, b) Potomac, c) Missouri.



2. Washington, D.C. is not contained in any ...

a) state, b) district, c) city.



3. George Washington chose the place for...

a) the state of Washington, b) Washington, D.C., c) the District of Columbia.



4. The White House is the home of the...

a) US government, b) US Department of Defense, c) US president.



5. Washington, D.C. has no...

a) museums, b) skyscrapers, c) parks.



6. The Capitol is the seat of...

- a) military administration, b)
Congress, c) the government.



7. The Mall is a ... in Washington, D.C.

- a) high hill, b) big park, c) large shopping center.



Essential Vocabulary

Exercise 1. Check the pronunciation of these words and phrases.

	Text A
district (n.)	– район, округ
to confuse (v.)	– путать с
to name (v.) in honor	– назвать в честь кого-либо/чего-либо
to found (v.)	– основать
to border (v.)	– граничить
suburb (n.)	– пригород
residence (n.)	– пребывание, проживание; дом, жилище, резиденция
Supreme Court	– Верховный Суд
citadel (n.)	– крепость, цитадель
temple (n.)	– храм
skyscraper (n.)	– небоскреб
domestic security	– внутренняя/национальная безопасность
pond (n.)	– пруд
to concern (v.)	– заниматься, интересоваться чем-либо
headquarters (n.)	– штаб-квартира
be free to visitors	– быть бесплатным для посетителей
Homelike (adj.)	– домашний, уютный, дружеский
	Text B
president's new term	– новый срок работы президента
Inauguration (n.)	– инаугурация
gala event	– торжественное мероприятие
take the oath	– принять присягу
make a speech	– произнести речь

set the tone	– задавать тон
inaugural ball	– инаугурационный бал
gown (n.)	– нарядное вечернее или бальное платье
bash (n.)	– тусовка
Highlight (n.)	– основной момент
citywide (adj.)	– охвативший весь город; общегородской
boom down	– быстро двигаться, быстро идти
campsite (n.)	– место разбивки лагеря; кемпинг

✎ Exercise 2. Read and translate the derivatives.

Confuse – confusing – confused – confusion – confusable; administrate – administration – administrative – administrable – administrated; found – foundation – foundability – founded – founding; build – building – built – builds; home – homelike – homeland – homeless, begin – beginning – beginner – begun; inaugurate – inauguration – inaugural – inaugurated – inaugurating; celebrate – celebration – celebrated – celebrating.

Reading and discussion

Exercise 3. Read the text under the letter “A”; Find the answers to the 11 “What”, “How” and “Why” questions below.

Text A

Washington, D.C.

The United States is a federal union which is made up of fifty states and one independent district – the District of Columbia. The District of Columbia is the territory of the national capital of the USA, Washington, with its own laws and regulations. Washington, D.C. is situated on both banks of the Potomac river, between the two states, Maryland and Virginia.

This place was chosen by the first American President George Washington. The plot of land of a hundred square miles was bought from private



owners by the state. In 1790 George Washington laid the corner-stone of the Capitol where the Congress sits. The place was called the District of Columbia in honour of Columbus, the discoverer of America. The capital got the name of Washington after the name of its founder. Washington has been the federal capital since 1800.

Washington is sometimes called the heart of America. It is the place where the federal government works and where each President of the United States lives. Washington is smaller in size than the largest cities of the USA, such as New York, Chicago, Detroit or Los Angeles. The population of

Washington is about 11 million people. There are no skyscrapers in the city. The buildings in Washington are not very tall because no building must be taller than the Capitol. The Capitol is the home of the United States government. The Capitol is located in the very center of Washington, D.C. not far from the Library of Congress. It is situated on the Capitol Hill.

The Federal Bureau of Investigation (FBI), the police department, is located in the capitol too. It was created in 1908. It concerns domestic security and federal crimes. There is an investigating museum inside.

But in political sense Washington is the center of the country and the most important city of the United States.

The most beautiful place in the city is the Mall, a big park with ponds where one can see the Washington Monument, the Lincoln Memorial and the Jefferson Memorial.

The Pentagon, the five-sided building, the headquarters of the US Department of Defense and the military leaders is near Washington, D.C.

Washington, D.C. is famous for its famous for its fine museums and art galleries. Most of them are free to visitors. The most impressive are the National Air and Space Museum and Gallery of Art.

Washington, D.C. is sometimes called the heart of America. It is the place where the federal government works and where each President of United States lives. The city is not so great as New York, Chicago, Detroit and Los Angeles, but it has homelike atmosphere.

(URL: <https://lingust.ru/english>)

📺 **Listening:** Washington D.C. - City Video Guide

1. How many parts is the USA made up of?
2. What is the District of Columbia?
3. When was Washington, D.C. founded? How?
4. What is Washington, D.C. famous for?
5. Why is Washington, D.C. considered to be the most important city in the USA?
6. What is the population of Washington, D.C.?
7. Why the buildings in Washington, D.C. are not very tall?
8. What government buildings are there in the city?
9. What is the Mall?
10. What memorials can you visit in Washington, D.C.?
11. What is the atmosphere of the city like?

Exercise 4. Match two columns, find English words and phrases in the text and translate the sentences.

- | | |
|--------------------------------------|---------------------------|
| 1. to be made up of smth. | a. участок земли |
| 2. independent | b. состоять из чего-либо |
| 3. the District of Columbia | c. со своими собственными |
| 4. with its own laws and regulations | законами и установлениями |
| | d. независимый |

- | | |
|--|---|
| 5. to be situated on both banks of the river | e. быть расположенным по обоим берегам реки |
| 6. a plot of land | f. независимый округ Колумбия |
| 7. the state | g. быть меньше по размеру, чем |
| 8. to lay the corner-stone | h. основатель |
| 9. the Capitol | i. федеральная столица |
| 10. the Congress | j. государство |
| 11. in honour of smb | k. заложить (о городе) |
| 12. a discoverer | l. Капитолий |
| 13. after the name of smb | m. конгресс |
| 14. a founder | n. в честь кого-либо |
| 15. the federal capital | o. первооткрыватель |
| 16. to be smaller in size than | p. в политическом смысле |
| 17. in political sense | q. по имени кого-либо |

Sorting words

✎ ➡ **Exercise 5. Match definitions with their descriptions.**

1. discoverer	A. the building in Washington, D.C. where the US Congress meets to make the laws
2. the White House	B. the building near Washington, D.C. that is the headquarters of the US Department of Defense
3. the Capitol	C. a park in Washington, D.C. which is surrounded by the Washington Monument and several famous museums
4. the Pentagon	D the first person who becomes aware that a particular place or thing exists
5. the Mall	E. the official residence of the President of the United States in Washington, D.C.

✎ ➡ **Exercise 6. Odd out one word that is different from the others in a group.**

- a) temple, skyscraper, building, home;
- b) residence, district, suburb, city;
- c) Washington, Pentagon, Columbia, Potomac;
- d) the White House, the Mall, the Capitol, the Pentagon.

✎ **Exercise 7. Find the English equivalents for the words and phrases from the list below in the text under the letter “A”.**

Округ Колумбия; северо-запад; первооткрыватель Америки; быть названным в честь первого президента Америки; находиться, быть расположенным; Капитолий; Капитолийский холм; небоскреб; самое высокое здание; национальная безопасность; Министерство Обороны США; в политическом смысле, дружественная атмосфера.

Practice

➡ Exercise 1. Complete the sentences choosing the suitable answer.

1. The name of the capital always goes with the abbreviation D.C. not to be confused with another ... (Washington/Columbia).
2. The district was named in honor of ..., the discoverer of America. (Amerigo /Columbus).
3. The Pentagon, the five-sided building, is the headquarters of (The Federal Bureau of Investigation /the US Department of Defense).
4. The most famous building is the White House, the official residence of ... (the President/ the Congress).
5. There are the Washington Monument, ... and the Jefferson Memorial (the Mount Rushmore Memorial/ the Lincoln Memorial).
6. The most impressive are the National Air and Space Museum and the... (the Gallery of Art/ the Arsenal Museum).

✎ Exercise 2. Translate sentences into English.

1. Вашингтон был основан в 1790 году.
2. Вашингтон является достоянием государства и не принадлежит ни одному из 50 штатов.
3. Капитолий находится в самом центре столицы.
4. Большинство музеев и художественных галерей являются бесплатными для посетителей.
5. В Вашингтоне запрещено строить здания выше, чем Капитолий.
6. Самое знаменитое здание Вашингтона – это Белый Дом, резиденция каждого президента США.
7. ФБР также находится на Капитолийском холме.
8. Вашингтон небольшой город, в нем нет промышленности, и его атмосфера очень дружелюбна.

Exercise 3. Read and translate the text «Several Capital's Festivals».

Text B

Several Capital's Festivals

Inauguration Day. Washington, D.C. is the most political town in the nation. Therefore the beginning of a president's new term is a cause for celebration, at least for the winning political party. A presidential inauguration takes place in late January once every four years. The series of gala events begin with the inaugural parade on Pennsylvania Avenue. As millions watch on television, the president stands on the Capitol steps to take the oath of office. Next, the president makes an inaugural speech, which may set the tone for the coming administration. Finally, the president and his wife attend several gala inaugural balls where they dance the night away. The National Museum of American History displays a stunning collection of gowns worn by first ladies at these inaugural balls.

Independence Day. The Independence Day bash is the highlight of the year for Washingtonians. The citywide party begins as the National Independence Day Parade booms down Constitution Avenue. The parade features floats, a beautiful queen, and high school marching bands from around the nation.

Volunteers in period uniforms set up a Revolutionary War campsite near the steps of the National Archives building. Men and women read the Declaration of Independence to the crowds. The evening ends with an outdoor concert and spectacular fireworks display.

(URL: R. Conrad Stein. Washington, D.C. Grolier Publishing Co., Inc., 1999. P.118-119)

Exercise 4. Make a report about celebrating the various holidays in Washington, D.C. and other cities in the USA.

✎ Exercise 5. Find the English equivalents for the words and phrases from the list below in the text under the letter “B”.

Самый политизированный город, начало нового президентского срока, повод для празднования, вступление в должность, каждые четыре года, инаугурационный парад, торжественное мероприятие, принять присягу, произнести речь, задавать тон, нарядное вечернее или бальное платье, основной момент, разбивают лагерь, концерт на открытом воздухе, День Независимости, Декларация о Независимости.

✎ Exercise 6. Translate sentences into English.

1. Вашингтон – это самый политизированный город.
2. Начало нового президентского срока – это повод для празднования для выигравшей на выборах политической партии.
3. Инаугурация президента проходит раз в четыре года в конце января.
4. Миллионы зрителей смотрят по телевидению, как у подножия Капитолия президент приносит присягу, вступая в должность.
5. Праздничная тусовка в честь дня Независимости – это основное событие года для жителей Вашингтона.
6. Общегородской праздник начинается с парада в честь Национального Дня Независимости.
7. Вечер заканчивается концертом и живописным салютом.

Unit 3. The Geographical Position of the United Kingdom of Great Britain and Northern Ireland

Lead-in

 **Exercise 1. Choose the correct answer and fill in the blanks.**

A.

_____ is the official name of the state.

a) Great Britain, b) England, c) British Isles, d) The United Kingdom of Great Britain and Northern Ireland.



B.

The UK is separated from the European continent by ...

a) The Irish Sea, b) The English Channel, c) The Strait of Dover, d) The St. George's Channel.



C.

_____ is Welshmen's national emblem. The Welshmen all over the world celebrate (on March 1) St. David's Day by wearing either leeks or daffodil. St. David is supposed to have lived for several years on bread and wild leeks, so the link between the leek and St. David is a strong one. The daffodil is also closely associated with St. David's Day due to the belief that it flowers on that very day. It became an alternative to the leek as a Welsh emblem in the present century, because some thought the leek vulgar. The Welsh national flag is called Welsh dragon. It bears the red dragon on the white and green background.

a) The red rose, b) The leek or daffodil, c) The thistle, d) The shamrock.



D.

_____ the national emblem of Scotland, was chosen as such because it saved the country from the enemy. This is what the legend says about it. In ancient times the Norsemen raided the east coast of Scotland intending to plunder it and settle in the country. The Scots took their stations



behind the river Tay, the largest in Scotland. The Norsemen saw that no guards protected the camp so they crossed the river intending to take the Scots by surprise. On coming quite near they took off their shoes not to make noise. But one of the Norsemen stepped on a thistle and shrieked with pain. The alarm was given in the Scots camp and the Norsemen were put to flight.

a) The red rose, b) The leek or daffodil, c) The thistle, d) The shamrock.

E.

_____ become the emblem of England after the Wars of the Roses (1455-1485) which was the war of the dynasties for the English throne. All rivalry between the Roses ended by the marriage of Henry VII Tudor (the Lancastrian whose emblem was the red rose) with Princess Elizabeth, the daughter of Edward IV (the Yorkist whose emblem was the white rose). The red rose has since become the national emblem of England.

Floral symbol of England



a) The red rose, b) The leek or daffodil, c) The thistle, d) The shamrock.

F.

_____ national emblem of the Irish, is proudly worn on St. Patrick's Day, March 17. It is worn in memory of Ireland's patron saint, who when preaching the doctrine of the Trinity to the pagan Irish used the shamrock (a small white clover with three leaves on one stem) as an illustration of the mystery.

a) The red rose, b) The leek or daffodil, c) The thistle, d) The shamrock.



Essential Vocabulary

Exercise 1. Check the pronunciation of these words and phrases.

to occupy (v.)	— занимать
island (n.)	— остров
Separate (adj.)	— отдельный
to separate (v.)	— отделять (ся), разделяться
be separated by	— отделяться чем-либо
the English Channel	— пролив Ла-Манш
the Strait of Dover	— Па-де-Кале (Дуврский канал)

mountain (n.)	– гора
highlands	– горная местность, горная страна
Highlands	– север и северо-запад Шотландии
plain (n.)	– равнина
to preserve (v.)	– сохранять, сберегать
machinery (n.)	– машинное оборудование, машины, детали машин
shipbuilding (n.)	– судостроение, кораблестроение
mouth (n.)	– устье (реки)
crossway (n.)	– перекресток
inhabitant (n.)	– житель

✎ Exercise 2. Read and translate the derivatives.

Occupy – occupied – occupancy – occupant; separate – separation – separated – separative – separator; preserve – preserved – preservation – preservative – preserving.

✎ Exercise 3. Read and give the equivalents of the following geographical names.

The United Kingdom of Great Britain and Northern Ireland, as Belgium, Holland, Denmark, Norway, the English Channel, the Strait of Dover, the North Sea, the Irish Sea, England, Scotland, Wales, London, Edinburgh, Cardiff and Belfast, the Grampians, the Pennine Chain, Cumbrian Mountains, Highlands, the Clyde, Glasgow, the Thames.

Reading and discussion

Exercise 1. a) Read the text under the letter “A”; b) Find the answers to the 10 “What” and “How” questions below.

Text A

Great Britain

The United Kingdom of Great Britain and Northern Ireland (the UK) occupies an area of some 244 thousand square miles. It is situated on the British Isles. Their total area is 3222 246 square kilometers. They are made up of two large islands – Great Britain and Ireland – and over 5000 smaller islands. The British Isles are separated from Europe by the Strait of Dover and the English Channel. The British Isles are washed by the North Sea in the east and the Atlantic Ocean in the west. The two main islands – Great Britain and Ireland – are separated by the Irish Sea.

The population of GB is over 57 million people. The English make up over 4/5 of the total population of the country. The Scotsmen, Welshmen and Irishmen are about 15 per cent. This group includes foreigners too. The

inhabitants of Wales, Scotland and Northern Ireland have preserved their culture, originality and their languages, but practically all speak English.

Geographical position of the United Kingdom is rather good as the



country lies on the crossways of the sea routes from Europe to other parts of the world. The sea connects Britain with most European countries such as Belgium, Holland, Denmark, Norway and some other countries. The main sea route from Europe to America also passes through the English Channel.

The UK consists of four countries, which are England, Scotland, Wales and Northern Ireland. Their capitals are London, Edinburgh, Cardiff and Belfast.

England is in the southern and central part of Great Britain. Scotland is in the north of the island. Wales is in the west. Northern Ireland is situated in the northeastern part of Ireland.

England is the richest, the most fertile and most populated part in the country. There are mountains in the north and in the west of England, but all the rest of the territory is a vast plain. In the northwestern part of England there are many beautiful lakes. This part of the country is called Lake District.

Scotland is a land of mountains. The Highlands of Scotland are among the oldest mountains in the world. The highest mountain of Great Britain is in Scotland too. The chain of mountains in Scotland is called the Grampians. Its highest peak is Ben Nevis. It is the highest peak not only in Scotland but in the whole Great Britain as well. In England there is the Pennine Chain. In Wales there are the Cumbrian Mountains.

There are no great forests on the British Isles today. Historically, the most famous forest is Sherwood Forest in the east of England, to the north of London. It was the home of Robin Hood, the famous hero of a number of legends.

The British Isles have many rivers but they are not very long. The longest of the English rivers is the Severn. It flows into the Irish Sea. The most important river of Scotland is the Clyde. Glasgow stands on it. Many of the English and Scottish rivers are joined by canals, so that it is possible to travel by water from one end of Great Britain to the other.

The Thames is over 200 miles long. It flows through the rich agricultural and industrial districts of the country. London, the capital of the United Kingdom, stands on it. The Thames has a wide mouth, that's why the big ocean liners can go up to the London port.

The UK is a highly developed industrial country. It produces and exports machinery, electronics and textile. One of the chief industries of the country is shipbuilding.

The United Kingdom of Great Britain and Northern Ireland has always played an important role in world politics.

📺 **Listening:** Geographical Position of Great Britain. Satybaldiyeva A.

1. How big an area does the UK cover?
2. What is the official title (name) of the UK?

3. Where is the UK situated in?
4. What is the population of the UK and its components?
5. What countries make up the UK?
6. What are people called in the UK?
7. What characteristics has England got?
8. What is the highest peak of the UK?
9. Which are the most important rivers in the UK?
10. What are the chief industries of the country?

Exercise 2. Complete the following sentences making the right choice.

- | | |
|--|--|
| <ol style="list-style-type: none"> 1. English is spoken ... <ul style="list-style-type: none"> • all over Britain • only in England 2. The UK is the official name of the country situated ... <ul style="list-style-type: none"> • on the island which is called Great Britain • on the British Isles 3. Edinburgh is the capital of ... <ul style="list-style-type: none"> • Wales • Scotland 4. The UK is washed by the Atlantic Ocean in ... <ul style="list-style-type: none"> • the north • the west | <ol style="list-style-type: none"> 5. The independent Irish Republic is situated ... <ul style="list-style-type: none"> • in Northern Ireland • on the smaller of the two biggest islands of the British Isles 6. Great Britain and Ireland are separated by ... <ul style="list-style-type: none"> the North Sea the Irish Sea 7. The nearest point to Europe is ... <ul style="list-style-type: none"> • the Strait of Dover • Dover |
|--|--|

Sorting words

✎ Exercise 1. Match definitions with their descriptions.

- | | |
|----------------------|--|
| 1. the Clyde | A. is situated in England |
| 2. the Pennine Chain | B. London stands on its banks. |
| 3. Lake District | C. make up over 4/5 of the total population of the country |
| 4. the Irish Sea | D. the northwestern part of England |
| 5. the Thames | E. the most important river of Scotland |
| 6. the English | F. Great Britain and Ireland are separated by |

✎ Exercise 2. Find the English equivalents for the words and phrases from the list below in the text under the letter "A".

Соединенное Королевство Великобритании и Северной Ирландии; Британские острова; состоит из; исторически; разделяются; омываются;

самая плодородная; густонаселенная часть страны; находится на западе; горная страна (2 варианта); соединены каналами; широкое устье; высокоразвитый; промышленный; судостроение; играет важную роль.

Practice

Exercise 1. Complete the sentences choosing the suitable answer.

1. ... occupies an area of some 244 thousand square miles. (The UK/Great Britain)
2. The British Isles are separated from Europe by ... (by the Irish Sea and the Severn/the Strait of Dover and the English Channel).
3. Northern Ireland is situated in ... (the northeastern part of Ireland/ the northwestern part of England).
- 4 Ben Nevis, the highest peak of the UK, is in... (Scotland/England).
5. The most important river of Scotland is ... (the Severn /the Clyde).
6. The main sea route from Europe to America also passes through ... (the English Channel/ Lake District).

Exercise 2. Read the text and complete the following sentences.

1. ... is the official name of the state which is situated on the British Isles.
2. The capital of Great Britain is ...
3. The capital of Scotland is ...
4. The capital of Northern Ireland is ...
5. The capital of Wales is ...
6. Ireland and Great Britain are separated by ...
7. The UK is separated from the continent by ...
8. The UK is washed by... in the west.
9. The UK is washed by ... in the east.

Unit 4. London

Lead-in

 **Exercise 1. Choose the correct answer.**

A.

_____ is the heart of London, its commercial and business part. Here you can find the Bank of London, the Stock Exchange and the Lloyds, the most famous insurance company in the world.

a) Westminster, b) The West End, c) The East End, d) The City.



B.

Downing Street is a small side street off Whitehall, the London residence of _____

a) the Prime Minister, b) Minister of Defense, c) the Speaker, d) the Home Secretary.



C.

The legend has it that John Flamsteed (1646 - 1719); the astronomical observator complained to King Charles II that the birds were interfering with his observations. The King therefore ordered their destruction only to be told that if the ravens left the Tower, the White Tower would fall and a great disaster befall the Kingdom. Sensibly the King changed his mind and decreed that at least six ravens should be kept at the Tower at all times to prevent disaster. To prevent _____ from leaving, their flight feathers are clipped so that they cannot fly.

a) Robin Redbreast, b) pheasant, c) the ravens, d) partridges



D.

Built in 1703, the Buckingham _____ was originally known as Buckingham House. It was then a large townhouse built for a Duke of Buckingham. In 1761, King George III bought this property for his wife, Queen Charlotte for use as family residence. It came to be known as “The Queen’s House”. In the 1820s, architects John Nash and Edward Blore refurbished this building at the behest of George IV and it became the Buckingham _____. Now the palace has been serving as the official residence of Britain’s sovereign in London.



a) Castle, b) palace, c) cathedral, d) church.

Essential Vocabulary

Exercise 1. Check the pronunciation of these words and phrases.

Text A

to abandon (v.)	— оставлять, покидать
palace (n.)	— дворец
abbey (n.)	— аббатство
church (n.)	— церковь
to destroy (v.)	— разрушать
to rebuild (v.)	— восстанавливать
wooden (adj.)	— деревянный
brick (n.)	— кирпич
medieval (adj.)	— средневековый
underground (adj./ n)	— подземный; метро
borough (n.)	— округ; район города
trust (n.)	— концерн; трастовая компания
insurance company	— страховая компания
to host (v.)	— вмещать, размещать на своей территории
wealth (n.)	— богатство
luxury (n.)	— роскошь
high quality	— высокое качество
mill (n.)	— фабрика, завод
workshop (n.)	— мастерская; фабрика
suburb (n.)	— пригород; <i>мн. ч.</i> окрестности

Text B

sacred place	— священное место
to construct (v.)	— строить; конструировать
to bury (v.)	— хоронить

tomb (n.)	– могила
pilgrimage (n.)	– паломничество
to crown (v.)	– короновать
royal (adj.)	– королевский
chamber (n.)	– палата
to chime (v.)	– звучать, звонить, бить (о часах)
to house (v.)	– вмещать
forecourt (n.)	– передний двор
masterpiece (n.)	– шедевр
dome (n.)	– купол, свод
citadel (n.)	– цитадель
prison (n.)	– тюрьма
mint (n.)	– монетный двор
menagerie (n.)	– зверинец, звериный цирк
executioner (n.)	– палач
to guard (v.)	– охранять
to clad (v.)	– одеть, одевать

✎ Exercise 2. Read and translate the derivatives.

A. Abandon – abandoned – abandonment – abandoner; destroy – destroyed – destroying; host – hosting – hostile – hostage; build – rebuild – building – rebuilding – built; house – housed – housing; develop – developed – developing – development – developer;

B. Decide – decided – deciding – decision – decidability – decidable; construct – constructed – constructing – construction – reconstruct – constructible; contain – contained – containing – container – containable.

✎ Exercise 3. Read and give the equivalents of the following names.

A. Edward the Confessor, Westminster, Paul's Cathedral, the Great Fire, Sir Christopher Wren, St. Pancras Station, the Stock Exchange, Knightsbridge, Oxford Street, Piccadilly Circus and Covent Garden, Whitehall, Downing Street;

B. Westminster Abbey, Houses of Parliament, Buckingham Palace, St. Paul Cathedral, London Bridge, the Tower of London, St. Stephen's Tower, Edward the Confessor, William the Conqueror, Charles Dickens, Rudyard Kipling, Chaucer, Shakespeare, Burns, Byron, Walter Scott, Thomas More, Yeoman Warders.

Reading and discussion

Exercise 1. a) Read the text under the letter “A”; b) Find the answers to the “Wh” questions below.

Text A

Background of London

London was founded in the first century AD by the Romans. They left London in the 5-th century and the city was largely abandoned. By the 8-th century London was again a busy trading city and in the 11-th it became the

capital of England. Edward the Confessor built a palace and an abbey at Westminster. The Norman period saw the construction of the Tower, old St. Paul's Cathedral and many churches and monasteries.

The Great Fire of 1666 destroyed three-quarters of the city. Sir Christopher Wren rebuilt St. Paul's and designed 51 churches. The rebuilding of London followed the medieval street plan, but the old wooden houses were replaced by buildings of brick to reduce the future fire risk.

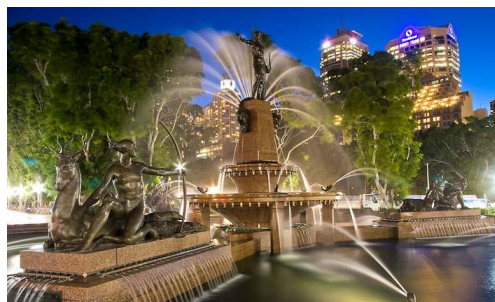
During the 19-th century London spread rapidly into suburbs. As a result



of it new form of transport was developed, including the underground railway system. Britain was then at the height of its Imperial Powers and it expressed in buildings such as the Houses of Parliament and St. Pancras Station.

Large areas of London were destroyed by bombs during World War II and the rebuilding that followed was of mixed quality.

Today London is the capital of England, the capital of Great Britain, and the capital of the United Kingdom, its economic, political, commercial and cultural center. London is situated on both banks of the river Thames. It is the largest town in Europe and one of the oldest towns in the world. Its population is about nine million people.




In its full extent London covers 625 square miles and consists of 33 separate boroughs, including the City, Westminster, the West End, the East End.

The City is the oldest part of the capital, it came from the Roman city of Londinium. It is commercial and business part of London. Numerous banks, offices, firms and trusts are concentrated here. There are the Bank of London, the Stock Exchange and the Lloyds, the most famous insurance company in the world.

All the historical places and famous parks are in the West End. The West End, spreading from the political center at Westminster includes the shopping area of Knightsbridge, Oxford Street, Piccadilly Circus and Covent Garden, it hosts museums and galleries, among them are the Tate Gallery, the National Gallery, Portrait Gallery and the British Museum. In the West End there are Houses of Parliament, Westminster Abbey, and Buckingham Palace. The best known streets are: Whitehall with important Governmental offices, Downing Street, N10 has been the Prime Minister's official residence since 18-th century.

The name of West End is associated with wealth, luxury and goods of high quality.

The port of London was until recently in the East End. It was an area of docks, unattractive in appearance, but very important in the country's commerce. All the factories, mills, workshops and docs are concentrated here.

 **Listening:** History of London From Romans to Modern days

1. When was London founded?
2. Who founded London?

3. What century did London become the capital of England/ Great Britain, and the United Kingdom?
4. When were the first constructions of tower and palace appeared in England?
5. Why are there few wooden houses in London?
6. What is the name of the most important architect of London?
7. What parts is London divided into? What are they?
8. Where is London situated in?
9. What is its population nowadays?
10. What is the territory of London?
11. What part of London can be called a rich man's world?
12. Where is the official residence of the Prime Minister?
13. Where is the industrial part of London?
14. What historical places is the West End famous for?
15. What do the British associate the West End with?
16. What part of London is called Londinium? Why?
17. What part of London are ports and docks?

✎ Exercise 2. Rearrange the given dates in the proper historical order.

1666, the 5-th century, during World War II, 11-th century, the 19-th century, the first century AD, 18-th century.

✎ Exercise 3. Write the sentences to describe the event connected with the dates of the exercise 2.

Sorting words

✎ Exercise 1. Match definitions with their descriptions.

- | | |
|------------------------|---|
| 1. The City | a. is associated with wealth, luxury and goods of high quality. |
| 2. Knightsbridge | b. symbolizes the British Imperial Powers |
| 3. The West End | c. place of important Governmental offices |
| 4. Downing Street, N10 | d. the shopping area |
| 5. Whitehall | e. the oldest part of the capital |
| 6. St. Pancras Station | f. the Prime Minister's official residence |

✎ Exercise 2. Find the English equivalents for the words and phrases from the list below in the text under the letter "A".

Был основан; был заброшен; стал столицей Англии; церковь святого Павла; торговый центр; Великий Лондонский пожар; перестроил; кирпичные здания; старые деревянные дома; система метро; старейшая часть Лондона; трастовая компания; страховая компания; территория доков; внешне непривлекательный.

Practice

Exercise 1. Complete the sentences choosing the suitable answer.

1. London was founded in the first century AD by ... (the Normans/ the Romans).
2. In (the 8-th century/the 11-th century) London became the capital of England.
3. (Edward the Confessor/William the Conqueror) built a palace and an abbey at Westminster.
4. Today London is the capital of England, the capital of (Ireland/ Great Britain), and the capital of the United Kingdom.
5. London consists of 33 separate ... (boroughs/ suburbs), including the City, Westminster, the West End, the East End.
6. ... (the West End/the East End) was an area of docks, unattractive in appearance, but very important in the country's commerce.

Exercise 2. Read and translate the text «London: Places of Interest».

London: Places of Interest

There are a lot of places of interest in London. Among them are: Westminster Abbey, Houses of Parliament, Buckingham Palace, St. Paul Cathedral, London Bridge, the Tower of London.



Westminster that is now the political center of London, was until the 11-th century a sacred place. King Edward the Confessor decided to build a great abbey church here. It was constructed in 1065, but a week later the King died and was buried in the abbey. His tomb became a popular place for pilgrimage. It still can be found at the heart of the present Westminster Abbey.

William the Conqueror was crowned in the Abbey and since then all Coronations have taken place here. The Abbey contains many royal tombs, memorials to eminent men and women. But the most popular ones are those to writers, actors and musicians in Poet's Corner. There are memorials to Charles Dickens, Rudyard Kipling, Chaucer, Shakespeare, Burns, Byron, Walter Scott, and others.

Alongside the Abbey Edward the Confessor had built a palace. The Palace of Westminster was the royal residence and also the country's court of law. Parliament has met here since the 16-th century until the 19-th century.

The present Houses of Parliament were built after the old palace burnt down in 1834. The building contains the House of Commons and the House of Lords, the two chambers where parliamentary business is debated. On the corner next to Westminster Bridge stands St. Stephen's Tower, which houses the famous bell, Big Ben, and chimes the hours. A light at the top of the tower at night indicates that parliament is sitting.

Buckingham Palace is the Queen's official London residence. Built in 1703 for the duke of Buckingham, it was sold in 1761 to George III. The Palace was little used by the royalty until Victoria's accession to the throne in 1837. London's most popular spectacle is changing the Guard. It takes place in the forecourt and lasts about 30 minutes.



St. Paul's Cathedral is Sir Christopher Wren's masterpiece. It stands at the top of Ludgate Hill on a site where a Christian church has stood since the 7-th century. The construction of the Cathedral started in 1675 and was not finished until 1709. The magnificent classical structure is crowned by the dome. Inside the Dome are scenes from the life of

St. Paul. Here too is the famous Whispering Gallery.

There are many memorials in the Cathedral including those to the heroes such as Wellington and Nelson.

The Tower of London has been closely associated with many important events in English history. It has served as citadel, palace, prison, mint and menagerie. The White Tower was built in 1078 by William the Conqueror to protect the city. The Tower is famous for its illustrious prisoners, such as Sir Thomas More and Guy Fawkes. Many notable people lost their heads on the executioner's block. The Tower is guarded by the Yeoman Warders popularly known as 'Beefeaters', clad in their traditional Tudor uniforms.

✎ Exercise 3. Read the text under the letter "B" and mark the statements as true (T) or false (F).

1. William the Conqueror was crowned in the Westminster Abbey.
2. Buckingham Palace is guarded by the Yeoman Warders popularly known as 'Beefeaters'.
3. The present Houses of Parliament were built after the old palace burnt down in the Great Fire of 1666.
4. The construction of the St. Paul's Cathedral lasted for 34 years.
5. St. Paul's Cathedral is William the Conqueror's masterpiece.
6. The White Tower houses the famous bell, Big Ben, which chimes the hours.

Exercise 4. Make a report about one of London's places of interest.

✎ Exercise 5. Find the English equivalents for the words and phrases from the list below in the text under the letter "B".

Вильгельм Завоеватель, священное место, место паломничества, королевская усыпальница, смена караула, Галерея Шепота, монетный двор, зверинец, страж Тауэра, дела парламента, вершина башни, великолепное классическое здание, известные заключенные.

✎ Exercise 6. Translate sentences into English.

1. Вестминстер сейчас является политическим центром Лондона.
2. Могила Эдуарда Исповедника стала популярным местом паломничества.
3. Букингемский Дворец – это официальная королевская резиденция в Лондоне.
4. Современные здания Парламента были построены на месте старого дворца, сгоревшего в 1834 году.
5. Великолепное классическое здание увенчано куполом.
6. Лондонский Тауэр служил цитаделью, дворцом, тюрьмой, монетным двором, зверинцем.

CHAPTER II. PUBLIC ADMINISTRATION OF THE USA

Unit 1. Political system of the USA

Lead-in



→ **Exercise 1. Choose the correct answer and fill in the blanks.**

Politics of the United States: Quiz

1. The United States is a presidential, federal republic, in which the _____ (the head of state and head of government), Congress, and judiciary share powers reserved to the national government, and the federal government shares sovereignty with the state governments.

a) Military history of the United States; b) President of the United States; c) United States Navy; d) United States Marine Corps.

2. The judiciary's function is to interpret the _____ as well as federal laws and regulations.

a) Continental Association; b) United States Constitution; c) United States Congress; d) Electoral College (United States).

3. Except for _____, which has unicameral legislature, all states have a bicameral legislature, with the upper house usually called the Senate and the lower house called the House of Representatives, the House of Delegates, Assembly or something similar.

a) Missouri, b) Wisconsin, c) Colorado, d) Nebraska

4. Prior to _____ the United States pursued a policy of non-interventionism in foreign affairs by not taking sides in conflicts between foreign powers.

a) Second Sino-Japanese War, b) Collaboration with the Axis Powers during World War II, c) Soviet occupations, d) World War II

5. The followers of _____, the Jeffersonians and then the "Anti-Federalists," took up the name "Democratic-Republicans"; they preferred a decentralized agrarian republic in which the federal government had limited power.

a) Thomas Jefferson, b) James Monroe, c) Benjamin Franklin, d) John Adams

(URL: http://quiz.thefullwiki.org/Politics_of_the_United_States)

Essential Vocabulary

Exercise 1. Check the pronunciation of these words and phrases.

to consist of (v.)	– состоять из
own (adj.)	– свой, собственный
to sign (v.)	– подписать, подписывать
original (adj.)	– 3д. первый
amendment (n.)	– поправка (к резолюции, законопроекту)
according to	– в соответствии с, согласно
officials (n.)	– должностные лица, чиновники
citizen (n.)	– гражданин
to violate (v.)	– нарушать, попира́ть, преступа́ть
to proclaim (v.)	– провозглаша́ть; объявля́ть
certain (adj.)	– точный, определенный
to issue money	– выпускать деньги
to regulate the trade	– регулировать торговлю
federal power	– федеральная власть
to locate (v.)	– находиться, размещаться
to vest (v.)	– наделять (правом), давать права, облагать правом
branch (n.)	– подразделение; ветвь (власти)
Congress (n.)	– Конгресс
house (n.)	– 3д. палата
Senate (n.)	– Сенат
House of Representatives	– нижняя палата конгресса США
to assist (v.)	– помогать, содействовать
Vice President	– вице-президент
to enforce (v.)	– принуждать, вынуждать (к чему-л.), заставля́ть; навязыва́ть (кому-л. оп)
commander-in-chief (n.)	– главнокомандующий
armed forces	– вооруженные силы
to veto (v.)	– налагать вето (на что-л.), запрещать
veto (n.)	– запрет
to overrule (v.)	– отклонять, отказывать отменять (чье-л. решение); отвергать
chairman (n.)	– председатель
to assume (v.)	– принимать, брать на себя ответственность, управление и т. п.; получать (должность)
Cabinet (n)	– кабинет (министров)
Department Secretaries	– министры
Secretary of State	– государственный секретарь, глава внешнеполитического ведомства США
Federal District Court	– федеральный окружной суд
Supreme Court	– Верховный Суд
federal judges	– федеральные судьи
to appoint (v.)	– назначить, аннулировать, отменять,
to abolish (v.)	– упраздня́ть, объявля́ть недействительным
slavery (n.)	– рабство
to allow (v.)	– позволять, разрешать

✎Exercise 2. Read and translate the derivatives.

Abolish – abolition; appoint – appointment; enforce – enforceable – enforcement; proclaim – proclamation; regular – regularity – regularly – regulate – regulation; secretary – secretarial – secretariat.

Reading and discussion

Exercise 1. a) Read the text under the letter “A”; b) Find the answers to the 12 “What” and “How” questions below.

Text A

Political System of the USA

The United States of America is a federal republic consisting of 50 states. Each state has its own government («state government»). In some ways the United States is like 50 small countries.

The government of the USA acts according to the Constitution which was signed by the first thirteen representatives of thirteen original American states in 1787. The document was written in 1787 and since that time twenty six Amendments have been added. The first ten Amendments were simply rights or the Bill of rights. According to the Constitution the USA is a republic. So, the officials of any rank are elected by US citizens. Every citizen has rights which cannot be violated.

The Constitution proclaims a federal system of government which keeps both the states and the federal power from getting too much power. It means that the federal government is given certain powers, for example, to make peace or war, to issue money and to regulate the trade and so on.

The federal power is located in Washington, D.C. It is based on legislative, executive and judicial branches of power.

The legislative power is vested in Congress, which consists of two houses: the Senate and the House of Representatives. There are 435 members in the House of Representatives and 100 senators in Congress. Each state elects two members for the Senate.

The executive branch is headed by the President who is assisted by the Vice President. The President enforces federal laws, serves as commander-in-chief of the Armed Forces. The President can veto a bill unless Congress by a two-thirds vote shall overrule him.

The Vice President, elected from the same political party as the President, acts as chairman of the Senate, and in the event of the death of the President, assumes the Presidency. The President of the USA is chosen in nationwide elections every 4 years together with the Vice-President. The President cannot be elected for more than two terms. The Cabinet is made up of Department Secretaries. The most important of them is the Secretary of State, who deals with foreign affairs. The judicial branch is made up of Federal District Courts, 11 Federal Courts and the Supreme Court. Federal judges are appointed by the



President for life. Federal courts decide cases involving federal law, conflicts between citizens of different states.

Constitution has been amended twenty six times. The Bill of Rights guarantees individual liberties: freedom of word, religion and so on. Later amendments abolished slavery, granted the vote to women and colour people and allowed citizens to vote

at the age of 18.

(URL: <http://engtime.ru/political-system-usa>)

📺 Listening: The political system of the USA (revision)

1. What is the main USA document?
2. When was the Constitution of the USA signed?
3. How many Amendments have been added to the Constitution since 1787?
4. What does the Constitution proclaim?
5. What powers is the federal government given?
6. Where is the federal government located?
7. What organ is the legislative power vested in?
8. How many members are there in the House of Representatives?
9. Who is the head of the executive power in the USA?
10. How often do the President's elections take place?
11. Who deals with foreign affairs in the USA?
12. What does the Bill of Rights guarantee?

Sorting words

✂️ ➡️ **Exercise 1. Match definitions with their descriptions.**

- | | |
|-----------------------------|--|
| 1. House of Representatives | a) Country's army, navy and air force |
| 2. the Supreme Court | b) An officer of the highest in rank in charge of a group of soldiers or a military operation |
| 3. chairman | c) Person in charge of a meeting, committee, etc. |
| 4. commander-in-chief | d) A group of people of a system of government in which a small of people make decisions for a large group |
| 5. armed forces | e) Head of the department that deals with foreign affairs |
| 6. Secretary of State | f) The Highest Court |

✂️ ➡️ **Exercise 2. Odd out one word that is different from the others in a group.**

- a) overrule, reject, abandon, abolish;
- b) the Senate, Secretary of State, the House of Representatives, Congress;
- c) slavery, freedom of word, freedom of religion;
- d) legislative, executive, suspension, juridical branches of power.

Practice

➡ Exercise 1. Complete the sentences choosing the suitable answer.

- a) ...acts as chairman of the Senate (The Vice President/ The President).
- b) ... deals with foreign affairs (The Vice President/ the Secretary of State)
- c) ... guarantees individual liberties. (Amendments/ Bill of Rights).
- d) ... is based on legislative, executive and juridical branches of power (The states/ The federal power).
- e) Federal judges are appointed by the President ... (for life/ for 5 years).

➡ Exercise 2. Fill in the table using the suitable information from the list below.

Leading the affairs of the state, Supreme Court (=highest judicial body), Pushing through the laws, **Enacting and discussing laws**, Congress, **Senate (100)**, **Vice president**, Cabinet, President, 15 ministers, House of representatives (435):

Separation of powers

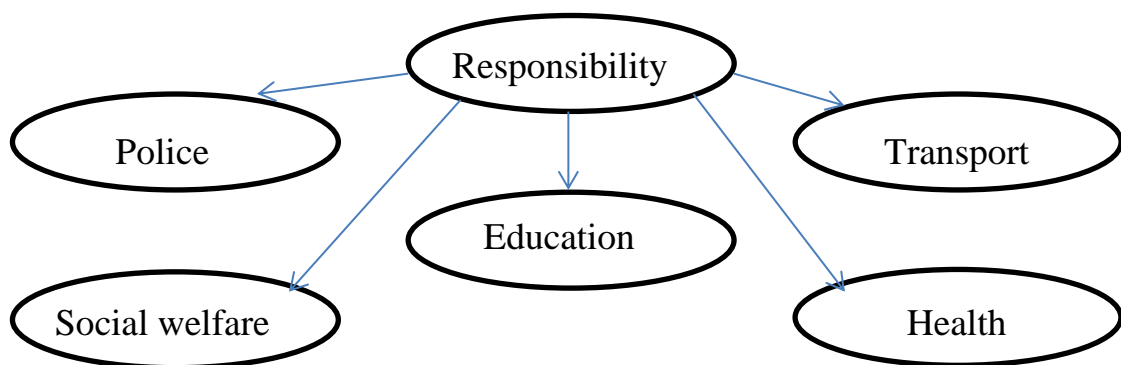
Executive	Legislative	Judicial
	Enacting and discussing laws	
composed of		
Vice president	Senate (100)	

Exercise 3. Comment on the scheme of the State Government.

State Government


Each State has its own separate government. 3 branches:

- State governor
- State legislative
- State court

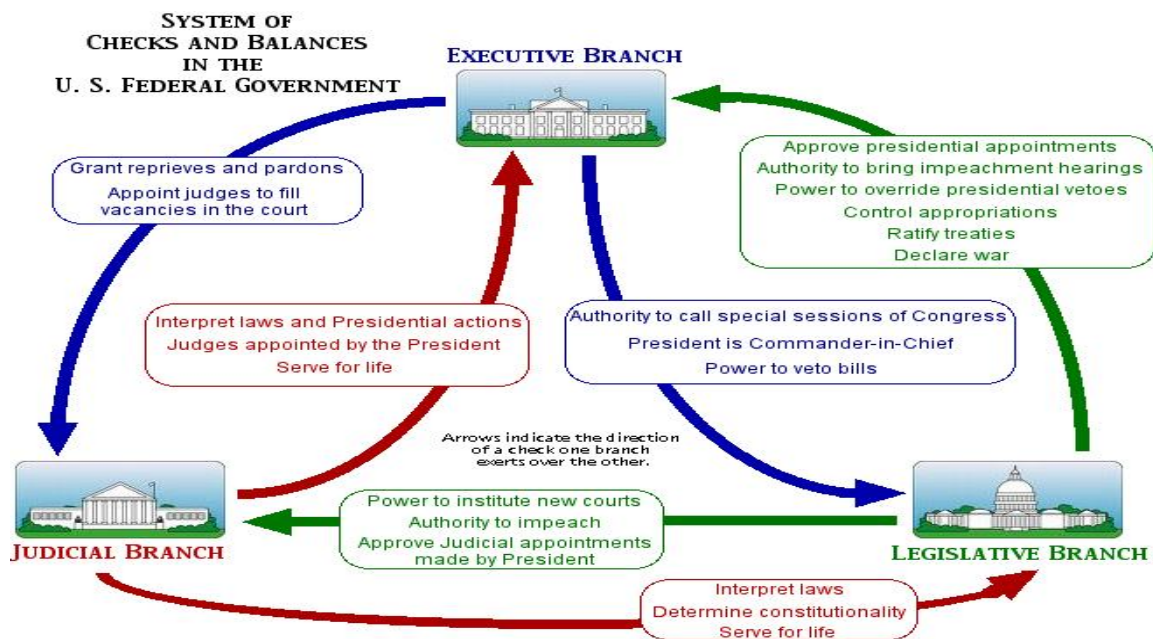


Unit 2. US Constitution

Lead-in

 **Exercise 1. Become familiar with “A System of Checks and Balances” and say “Do you have the same system of check and balances in your country?”**

The US Constitution has been the model for many countries' constitutions around the world. It is a great document that has withstood the test of time in creating a government that has functioned well for over 200 years while preserving individual liberty and justice.



The system of checks and balances is an important part of the Constitution. With checks and balance, each of the 3 branches of government (Judicial, Legislative, and Executive Branch) can limit the powers of the others. This way, no one branch becomes too powerful. Each branch “checks” the power of the other branches to make sure that power is balanced between them. Each branch is restricted by the other two in several ways. For example, the president may veto a law passed by Congress. Congress can override that veto with a vote of 2/3 of both houses. Another example is that the Supreme Court may check Congress by declaring a law unconstitutional. The power is balanced by the fact that members of the Supreme Court are appointed by the president. Those appointments have to be approved by Congress.

How the Checks and Balances System Works

1. First, the legislative branch can pass a law. The way the executive branch checks that is by either agreeing with it or vetoing it.
2. Second, the judicial branch apprehends the law. The executive branch checks that by choosing all the justices in the Court.
3. Third, the executive branch can veto a bill. The legislative branch checks that by looking at it again and possibly canceling the veto.

(URL: http://americanhistory.about.com/od/usconstitution/a/checks_balances.htm)

→ **Exercise 2. Odd out one statement.**

A.



1. The original US Constitution is housed in the National Archives in Philadelphia, Pennsylvania
2. The original US Constitution is housed in the National Archives

B.



The 55 men at the convention are called the "Founding Fathers" of the USA, and are also known as the "Framers of the Constitution."

1. Some of the more famous of the framers are George Washington, James Madison, Charles-Louis Montesquieu, and Alexander Hamilton.
2. Some of the more famous of the framers are George Washington, James Madison, Benjamin Franklin and Alexander Hamilton.

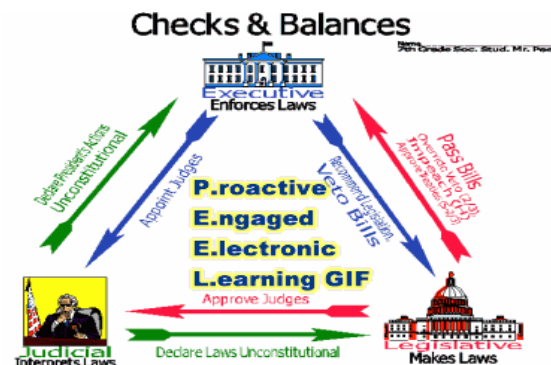
C.



We the People of the United States, in Order to form a more perfect Union, establish Justice, insure domestic Tranquility, provide for the common defense, promote the general Welfare, and secure the Blessings of Liberty to ourselves and our Posterity, do ordain and establish this Constitution for the United States of America.

1. Preamble: Statement of purpose.
2. Oath of the American people

D.



This division of the government into branches is an example of separation of power, the idea that the enormous power of a government should be split into independent groups.

1. It is called checks and balances.
2. It is called check (monitor) the behavior of each other.

Essential Vocabulary

Exercise 1. Check the pronunciation of these words and phrases.

independence (n.)	– независимость
set of customs, traditions, rules and laws	– свод законов, правил и традиций
to set forth (v.)	– излагать
definition	– определение
Basic freedoms, rights	– основные свободы, права
to violate (v.)	– нарушать
to outline (v.)	– описывать
the Preamble	– преамбула, предисловие
tranquility (adj.)	– устойчивый, непоколебимый, уравновешенный
liberty (adj.)	– свободный
to form a more perfect Union	– образовать более совершенный Союз
to establish Justice	– устанавливать правосудие,
to insure domestic Tranquility	– гарантировать внутреннее спокойствие
to split into (v.)	– разделять
to provide for the common defense	– обеспечивать совместную оборону
to promote the general Welfare	– содействовать всеобщему благоденствию
to secure the Blessings of Liberty to ourselves and our Posterity	– закреплять блага свободы за нами и потомством нашим
to do ordain	– провозглашать,
establish the Constitution for the USA	– устанавливать настоящую Конституцию для США
to coin (v.)	– придумывать, вводить
to specify (v.)	– определять
to enumerate (v.)	– перечислять
private domain	– личная жизнь
to interfere (v.)	– вмешиваться
the National Archives	– национальные архивы
to withstand the test	– выдерживать испытание

✎ Exercise 2. Read and translate the derivatives.

Constituency – constituent – constitute – constitution – constitutional – constitutionally; defense – defenseless – defend – defendant – defender – defensible – defensibly – defensive – defensively; define – definable – definite – definitely – definition; independent – independence – independently; insurance – insure; interfere – interference; promote – promoter – promotion.

Reading and discussion

➡ **Exercise 1. Read the text under the letter “A”; Choose from the list A-H the sentence which best summarizes each part (1-6) of the text. There is one extra heading which you do not need to use. Look at the example at the beginning (1).**

1. The Body of the US Constitution
2. The Preamble of the US Constitution
3. *The Foundation of the US Constitution*
4. Legacy
5. The Framers of the Constitution
6. The Amendments

Example: A – 3.

3) Comment on the “Proposal a Constitutional amendment” in the text.

Text A

The US Constitution: Introduction

A – 3.



The form of the US government is based on the Constitution of 1787 which was adopted after the War of Independence. A constitution is a set of customs, traditions, rules and laws that sets forth the basic way a government is organized and functions. According to this definition of the word, every nation has a constitution but in some countries constitutions are very easily violated because the basic rights of their citizens are violated.

B – ...

The Constitution of the United States is a document that outlines the basis of the federal (national) government of the USA. It was written in 1787 at the "Constitutional Convention," held in Philadelphia, Pennsylvania, in what we now call Independence Hall. The 55 men at the convention are called the "Founding Fathers" of the USA, and are also known as the "Framers of the Constitution." Some of the more famous of the framers are George Washington (the first President of the USA), James Madison (the fourth President of the USA), Benjamin Franklin, and Alexander Hamilton.

C – ...

The Preamble to the Constitution is the short, one-sentence introduction to the Constitution; it explains that the document proposes to establish a more perfect government complete with justice, tranquility, and liberty. It states, "We the People of the United States, in Order to form a more perfect Union, establish Justice, insure domestic Tranquility, provide for the common defense, promote the general Welfare, and secure the Blessings of Liberty to ourselves and our

Posterity, do ordain and establish this Constitution for the United States of America".

D – ...

The first three articles of the US Constitution sets up the US government as a republic with three separate branches of government:

- the Legislative Branch (which makes the national laws and consists of Congress – the House of Representatives and the Senate),
- the Executive Branch (headed by the President),
- the Judicial Branch (which administers justice by interpreting the Constitution and laws, and consists of judges in a system of courts).



This division of the government into branches is an example of separation of power, the idea that the enormous power of a government should be split into independent groups, so that any one group cannot have too much power. In this system, the separate groups check (monitor) the behavior of each other, having the effect of keeping an even balance of power; this is called checks and balances.

The phrase "checks and balances" was coined by Charles-Louis Montesquieu (a French political philosopher) in 1748; he also wrote about dividing the power of a government into a Legislative, Executive, and Judicial branch.

The framers of the US Constitution compromised, and instituted a bicameral Congress.

In addition, the US Constitution sets up a power balance between states and the federal government. It also specifies how to add new states to the USA, and how the Constitution could be ratified and amended.

E – ...

Many amendments to the Constitution have been made through the years. The first 10 amendments (additions to the Constitution), called the Bill of Rights, were added in 1791. The Bill of Rights preserves the rights of the people, including the freedom of speech and religion, the right to a speedy trial, and others.

Later, 17 additional amendments were added; so far, there have been 27 amendments to the US Constitution.

According to the Founders of the American state a constitution or higher law should have the following characteristics.

- It sets forth the basic rights of citizens to life, liberty, and property
- It establishes the responsibility of the government to protect those rights
- It establishes limitations on how those in government may use their powers with regard to citizens' rights and responsibilities, the distribution of resources, the control of conflict

– It establishes the principle of a private domain – which means that there are areas of citizens' lives that are no business of the government and in which the government cannot interfere.


– It can be changed with the consent of the most citizens. This is how the Constitution differs from the ordinary law that governments regularly create and enforce. The US Constitution has 27 amendments, the first 10 are called the Bill of Rights and it was adopted in 1791. The Bill enumerated basic freedoms and guaranteed them and declared what the government was not allowed to do.

F – ...

The US Constitution has been the model for many countries' constitutions around the world. It is a great document that has withstood the test of time in creating a government that has functioned well for over 200 years while preserving individual liberty and justice.

The U.S. Constitution is the oldest national constitution and the shortest. The original US Constitution is on display at the National Archives in Washington, D.C.

(URL: <http://www.enchantedlearning.com/history/us/documents/constitution/>)

 **Listening:** Principles of the United States Constitution

Sorting words

Exercise 1. Translate the international words.

Base, constitution, regulation, political, standards, to form, satisfaction, guarantee, to consolidate, revolution, to control, oligarchy.

Exercise 2. Find the English equivalents for the words and phrases from the list below in the text under the letter “A”.

Свод законов, правил, традиций; принять конституцию; двадцать шесть поправок к Конституции; нарушать Билль о правах; согласие большинства; перечислять; гарантировать; высший закон, который все должны исполнять.

Exercise 3. Odd out one or more words and phrases.

- a) Founding Fathers, authorities, framers, founders, settlers;
- b) include, be composed of, be split into, combine, divide into, separate, consist of;
- c) provide, secure, do ordain, establish, negotiate;
- d) basic freedoms, invent a bill, distribution of resources, pardon people convicted of crimes, freedom of speech and religion.

Exercise 4. Match definitions with their descriptions.

- | | |
|---------------------|---|
| 1. amendment | a. General, usually unspoken, agreement on how people should behave |
| 2. The Constitution | b. Area of activity or knowledge |
| 3. The Preamble | c. Separate part of an agreement or a contract |

- | | |
|---------------|--|
| 4. convention | d. Set of laws and principles according to which a country is governed |
| 5. domain | e. An alteration of or addition to emotion, bill, constitution, |
| 6. article | f. Introduction, especially to a formal document |

Practice

➔ ✎ Exercise 1. Complete the statement of the Preamble.

- | | |
|----------------|--|
| 1. establish | a. the general Welfare |
| 2. secure | b. Constitution for the USA |
| 3. provide for | c. Justice |
| 4. insure | d. the Blessings of Liberty to ourselves and our Posterity |
| 5. promote | e. the common defense |
| 6. establish | f. domestic Tranquility |

✎ Exercise 2. Express your agreement and disagreement using the following phrases: *I quite/ completely/agree, I can't agree, I think it is not so, it is wrong, on the contrary.*

1. The American Constitution was adopted after the War of Independence and it remains unchanged so far.
2. The US Constitution consists of 10 articles and 50 amendments.
3. The US Constitution guarantees freedom of enterprise.

✎ Exercise 3. A. Say in Russian and B. Say in English.

1. Freedoms proclaimed by the Constitution; constitution proclaiming freedoms.
2. The judicial practice violating the Bill of Rights; the Bill of Rights violated by the judicial practice.
1. Конституция, гарантирующая свободу предпринимательству; права, гарантируемые Конституцией.
2. Нормы, регулирующие работу правительства; работа правительства, регулируемая нормами.
3. Олигархи, контролирующие работу правительства; правительство, контролируемое олигархами.


✎ Exercise 4. Transform the sentences form Active into Passive Voice.

1. The USA adopted the Constitution in 1787.
2. The Constitution provides the set of rules, laws and regulations to regulate the work of the government.
3. Some historians regard the Constitution as a conservative document.
4. In some countries the oligarchy can control the government.

Unit 3. U.S President. Cabinet

Lead-in

 **Exercise 1. Choose the correct answer and fill in the blanks.**

 <p>1. The Great Seal of the United States: "On July 4, 1776, <u>...</u>, <u>...</u>, <u>...</u> were given the task of creating a seal for the 13 United States of America. The delegates of the Constitutional Convention believed an emblem and national coat of arms would be evidence of an independent nation and a free people with high aspirations and grand hopes for the future. The Great Seal was finalized and approved six years later on June 20, 1782. The symbols on the seal reflect the beliefs and values that the Founding Fathers wanted to pass on to their descendants.</p>	<p>A. Benjamin Franklin, John Adams, and Thomas Jefferson</p> <p>B. James Madison, James Monroe, and Thomas Jefferson</p> <p>C. George Washington, Benjamin Franklin, and John Adams</p>
<p>2. Symbol on Obverse of Great Seal¹</p> <p>Eagle: In the center of the seal is a bald eagle (national bird). The eagle holds a scroll in its beak inscribed with the Latin motto <i>E pluribus Unum</i>- which means <i>Out of Many, One</i> (one nation created from 13 colonies). The eagle grasps an olive branch in its right talon and a bundle of thirteen arrows in its left. The olive branch and arrows are symbols for the power of <u>...</u> and <u>...</u></p>	<p>A. peace and war;</p> <p>B. welfare and health of nation;</p> <p>C. abolition of slavery and freedom</p>
<p>3. Shield: A shield with thirteen red and white stripes covers the eagle's breast. The shield is supported solely by the American eagle as a symbol that Americans rely on their own virtue.</p> <p>The red and white stripes of the shield represent the states united under and supporting the blue, which represents <u>...</u> and <u>...</u> The color white is a symbol of purity and innocence; red represents hardiness and valor; and blue signifies vigilance, perseverance, and justice.</p> <p>Cloud: Above the eagle's head is a cloud surrounding a blue field containing thirteen stars which form a constellation. The constellation denotes that a new State is taking its place among other nations.</p>	<p>A. the President and his Cabinet;</p> <p>B. the President and Congress;</p> <p>C. the Senate and the House of Representatives</p>

¹ Пер. символ на лицевой стороне большой государственной печати.

Essential Vocabulary

Exercise 1. Check the pronunciation of these words and phrases.

to carry out (v.)	– выполнять
to nominate (v.)	– выдвигать, предлагать кандидата (на выборы)
to negotiate (treaties) (v.)	– вести переговоры
to conduct wars	– вести войны
to pardon (v.)	– миловать, оставлять без наказания
to convict (v.)	– осудить, признать виновным
ambassador (n.)	– посол, представитель страны
to override (v.)	– отвергать, не принимать во внимание
to share with (v.)	– делиться
to finish one's term	– закончить срок правления, занимаемой должности
to correspond to (v.)	– соответствовать, согласовывать
State (n.)	– государственный отдел
Treasury (n.)	– отдел казначейства
Defense (n.)	– отдел обороны
Justice (n.)	– отдел юстиции
Interior (n.)	– отдел внутренних дел
Agriculture (n.)	– отдел сельского хозяйства
Commerce (n.)	– отдел торговли
Labour (n.)	– отдел труда
Health and Human Services	– отдел здравоохранения и социальных служб
Housing and Urban Development	– отдел жилищного и городского развития
Transportation (n.)	– отдел транспорта
Energy and Education	– отдел энергетики и образования
to maintain (v.)	– поддерживать
to bring charges (v.)	– выдвигать обвинения
Impeachment (n.)	– импичмент
to accuse (v.)	– обвинять
accusation (n.)	– обвинение
treason (n.)	– измена
bribery (n.)	– взяточничество

✎ Exercise 2. Read and translate the derivatives.

Accusation – accuse – accused – accuser, convict – conviction, commerce – commercial – commercialized – commercially; maintain – maintenance, nominate – nomination – nominee, negotiate – negotiation – negotiator, override – overriding, transport – transportation – transporter – transpose.

Reading and discussion

Exercise 1. Read the text under the letter A “The President of the US” and explain the words in italics; Read the text “A Cabinet” and find the key information about the Cabinet and “the White-house office”.

Text A

The President of the USA

The executive branch. The executive power in the USA belongs to the President and his Administration. The Presidency in the USA is the highest governmental office. President in the USA is the head of the state and the government, and also the commander-in-chief of the US Armed Forces.

Vice-president and the Cabinet assist president. The President and Vice-president are elected for a term of four years and can be reelected. President must *be a natural-born citizen* of the USA and at least 35 years old, and for at least 14 years resident of the USA. The term of office of the President begins on the 2nd of January. Presidential elections are held in two stages - in November and December. Before the elections the candidates for Presidency *tour the country, meeting people and delivering speeches*.

The President is to carry out the programmes of the Government, to recommend much of the legislation to the Congress. The President is also responsible for

- carrying out and enforcing laws made by Congress;
- nominating people for federal offices;
- negotiating treaties with other nations;
- conducting wars.

In addition, the president is given the power

- to pardon people convicted of crimes;
- to send and receive ambassadors to and from other countries.

Veto. The president shares in the legislative power through the veto. Although the president can veto a bill passed by Congress, the bill can still become a law if two-thirds of both houses of Congress vote *to override the veto*.

Appointments. The power to appoint executive branch officials and federal judges is shared with Congress. The president has the power to nominate persons to fill those positions, but the Senate has the right to approve or disapprove of the persons nominated. To prevent corruption of Congress, members of Congress are not allowed *to hold another federal office*.

Under the Constitution, the president is primarily responsible for foreign relations with other nations. He often represents the United States abroad in consultations with other heads of state, and, through his officials, he negotiates treaties with other countries. Such treaties must be approved by a two-thirds vote of the Senate. Presidents also negotiate with other nations less formal "*executive agreements*" that are not subject to Senate approval.

Vice-president presides over the Senate, his other duties are indefinite. He takes the president's office, if the president is unable *to finish his term*. So Vice-president is “*a forgotten man of the American politics*”.

A Cabinet. The Cabinet of the United States is composed of the most senior appointed officers of the executive branch of the federal government of the United States, who are generally the heads of the federal executive departments. The existence of the Cabinet dates back to the first President of the United States, George Washington, who appointed a Cabinet of four persons: Secretary of State Thomas Jefferson; Secretary of the Treasury Alexander Hamilton; Secretary of War Henry Knox; and Attorney General Edmund Randolph to advise him and to assist him in carrying out his duties.

All Cabinet members are nominated by the President and then presented to the Senate for confirmation or rejection by a simple majority. If they are approved, they are sworn in and then begin their duties. Aside from the Attorney General, and the Postmaster General when it was a Cabinet office, they all receive the title of Secretary. Members of the Cabinet serve at the pleasure of the President, which means that the President may dismiss them or reappoint them (to other posts) at will.

(Resource: http://en.wikipedia.org/wiki/Cabinet_of_the_United_States)



A Cabinet of 12 members assists the US President. Cabinet secretaries correspond to European ministers. They are heads of different departments and are responsible to President. Today these 13 departments are State, Treasury, Defense, Justice, Interior, Agriculture, Commerce, Labour, Health and Human Services, Housing and Urban Development, Transportation, Energy and Education. The State Department ranks ahead of others. The political power of the Secretary of the State is the second only to that of the president. He must maintain peace and negotiates economic and political treaties.

Besides, President has an inner Cabinet, the so-called 'white-house office', i. e. immediate assistance and advises of the President.

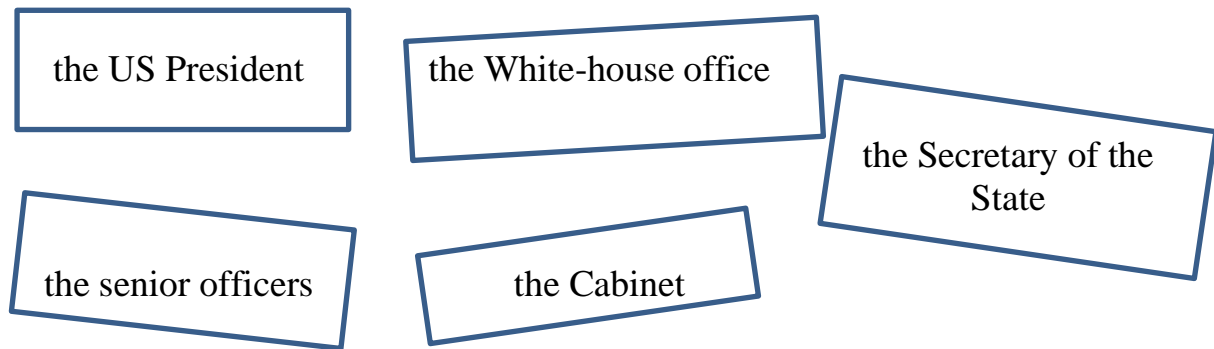
(URL: <http://begin-english.ru/topic/political-system-usa/>)

📺 **Listening:** What are the Roles of the US President?

➡ **Exercise 2. Read the both texts find answers to the questions given below.**

1. Who is Responsible for America's Security?
2. What member of the President's cabinet is responsible for foreign affairs?
3. What is the president's responsibility to the US military?
4. Who confirms Cabinet Members?
5. What do the Cabinet members do?

✎ Exercise 3. Use these words in the sentences given below.



1. ... must maintain peace and negotiates economic and political treaties.
2. ... can pardon people convicted of crimes.
3. ... are generally the heads of the federal executive departments.
4. ... is responsible for assisting and giving the consultation to the President.
5. ... secretaries are responsible to European ministers.
6. The secretaries of ... serves at the pleasure of ... in different departments.

Sorting words

✎ Exercise 1. Match definitions with their descriptions.

- | | |
|---------------------------------|---|
| 1. President | a. A person who is able to represent and act for a leader |
| 2. Vice-president | b. The upper house of the law-making assembly in the US |
| 3. Senate | c. Branch of government responsible for making and changing the laws |
| 4. The legislative | d. Leader of a republic |
| 5. The executive | e. The lower house of the U.S. Congress and of most state legislatures. It is also called the "people's body" |
| 6. The House of Representatives | f. Branch of government responsible for putting laws into effect |


✎ Exercise 2. Odd out one phrase that is different from the others in a group.

- a) to nominate treaties, to veto a bill, override the veto, to pardon people convicted of crimes;
- b) to negotiate economic and political treaties, to preside over the Senate, to pardon people convicted of crimes;
- c) representatives, senior appointed officers, Cabinet members, secretaries.

Practice

Exercise 1. Fill in the correct prepositions.

1. The President is to carry ... (*with/ out*) the programmers of the Government.
2. The power to appoint executive branch officials and federal judges is shared ... (*with/ in*) Congress.
3. In the frame of the Constitution, the president is primarily responsible ... (*for/ to*) foreign relations with other nations.
4. All Cabinet members are nominated ... (*by/ with*) the President.
5. The representatives may bring charges ... (*for/ against*) the President; it is called 'impeachment'
6. Cabinet secretaries correspond (*to/ with*) European ministers.

 **Exercise 2. Read the text again and make notes under the following headings: *body of government* – *responsibilities for* – *responsibilities to* as shown in the table. Then look at your notes and talk about the functions of the government.**

body of government	responsibilities for	responsibilities to
1. President	to carries out the programmers of the Government;	the best interest of the majority of the citizens even if his party is not in agreement
2. Vice-president		
3. Cabinet secretaries		

(URL: <http://www.answers.com/Q/>)

Unit 4. Congress of the United States

Lead-in



→ **Exercise 1. Choose the correct answer and fill in the blanks.**

Question 1: Each _____ is represented by two senators, regardless of population.

- a) Massachusetts
- b) U.S. state
- c) Colorado
- d) Connecticut

Question 2: Who of the following is/was the leader of United States Senate?

- a) Mitch McConnell
- b) Isabel Viudes
- c) Jahangir
- d) Tim Hector

Question 3: The United States Senate is the upper house of the bicameral _____, the lower house being the House of Representatives.

- a) United States Constitution
- b) 110th United States Congress
- c) United States Congress
- d) 111th United States Congress

Question 4: Officials whose appointments require the Senate's approval include members of the Cabinet, heads of most federal executive agencies, _____, Justices of the Supreme Court, and other federal judges.

- a) Diplomatic rank
- b) Diplomatic mission
- c) Consul (representative)
- d) Ambassador

Question 5: (One resigned before the Senate could complete the trial.). Only two presidents of the United States have ever been impeached: _____ in 1868 and Bill Clinton in 1998.

- a) Bill Brock
- b) Theodore Roosevelt
- c) Abraham Lincoln
- d) Andrew Johnson

Essential Vocabulary

Exercise 1. Check the pronunciation of these words and phrases.

to make federal laws
to levy federal taxes
to make rules for trade

to coin money

– создавать федеральные законы
– взимать федеральные налоги
– создавать правила ведения торговли
– зδ. обрабатывать деньги

to organize Armed forces	– формировать(организовывать) вооруженные силы
to declare war	– объявлять войну
to make amendments to the constitution	– вносить поправки в конституцию
put foreign treaties into effect	– заключать иностранные соглашения
to ratify (v.)	– ратифицировать (договор)
to invent a bill	– разрабатывать (изобретать, создавать) законопроект
to raise money	– зд. привлекать денежные средства
to conduct debates	– проводить дебаты

✎ Exercise 2. Read and translate the derivatives.

Arm – army – armed; debate – debatable; declare – declaration; conduct – conduction – conductor; federal – federation – federalism, invent – invention – inventor; ratify – ratification; raise – raising – fundraising.

Reading and discussion

Exercise 1. a) Read the text under the letter “A” and find answers to the questions given below; b) Explain the words in italics.

Text A

The U.S Congress

The legislative branch. Supreme legislative power in the American government lies with Congress: the Senate, the upper house; and the House of the Representatives - the lower house. Each state has its own government - State Assemblies or, Legislatures with two houses. According to the constitution of the USA, all citizens of both sexes over 18 years of age have a right of voting, but in reality *the number of voters is much smaller*. The main task of Congress is to make federal laws, to levy federal taxes, to make rules for trade, to coin money, to organize Armed forces, to declare war, to make amendments to the constitution or put foreign treaties into effect.




Under the constitution the US Senate has some special powers, not given to the House of Representatives. It approves or disapproves the main presidential appointments: Ambassadors. Cabinet Members and federal judges; also ratify by a 2/3 vote treatments between the USA and foreign countries. The House of Representatives has a special power of its own - to invent a bill to raise money.

The Senate is composed of 100 members - two from each of 50 states, who are elected for a term of 6 years. Although congressional elections take place every two years, only 1/3 of the Senate is reelected. A Senator must be at least 30 years old, a citizen of the USA for 9 years and a resident of the state from which he is elected. Democrats sit in the western part of the chamber - on Vice-president Right. Republicans sit on his left. Vice-president presides over the Senate and conducts debates. The Senate is stable and more conservative than the House of Representatives and many Senators are more *experienced politicians*.

The House of Representatives has 435 members. The number of Representatives depends on the population of each state. A Representative must be at least 25 years age, a US citizen for 7 years and live in the state from which he is elected. Democrats sit on the Speaker's right, Republicans - on his left. The Speaker presides over the House and conducts debates. The Speaker, like Vice-president, may vote. Most of the Congressmen are lawyers, businessmen and bankers. The American press as *an unrepresentative institution* sometimes criticizes the US Congress.

The House of Representatives may bring charges against the President; it is called 'impeachment' - *a formal accusation against a public official* by a legislative body, for treason, bribery and other high crimes.

(URL: <http://begin-english.ru/topic/political-system-usa/>)

 **Listening:** What is United States Congress, Explain United States Congress, Define United States Congress

 **Exercise 2. Read the text and find answers to the questions given below.**

1. What body is responsible for assuring that incumbents (должностное лицо) for their political party are reelected?
2. Who confirms Cabinet Members?
3. What does the Senate do?
4. Who holds federal impeachment trials?

 **Exercise 3. Read the text under the letter "A" and mark the statements as true (T) or false (F).**

1. Each U.S. state is represented in the House in proportion to its population as measured in the census, but every state is entitled to at least one representative.
2. The Speaker, committee chairs, and some other officials are generally from the minority party.
3. The total number of voting representatives is fixed by law at 435.
4. Representatives are generally more independent of party leaders than senators.
5. The Speaker of the House is one of the most influential officials in Washington, D.C., and is second in succession to the presidency, after the vice president.

Sorting words

Exercise 1. Odd out one or more words.

- a) conduct debates, to make amendments to the constitution, to make federal laws;
- b) raise money, launder money, to earn money, borrow money;
- c) lawyers, doctors, engineers, businessman, bankers.
- d) put foreign treaties into effect, preside over the Senate, vote, assist president.

Exercise 2. Match the synonyms.

- | | |
|---------------------------------|--------------------|
| 1. be composed of | a. negotiate |
| 2. to raise (money) | b. create |
| 3. to invent (a bill) | c. the lower house |
| 4. put foreign treaties | d. the upper house |
| 5. to make (laws) | e. happen |
| 6. the House of Representatives | f. consist of |
| 7. take place | g. donate |
| 8. the Senate | h. work out |

Practice

Exercise 1. Complete the sentences.



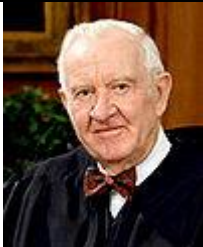

- 1. The main task of Congress is to make ...
- 2. The Senate is composed of ...
- 3. The special power of the lower house is to invent ...
- 4. The congressional elections take place ...
- 5. The Speaker presides over ...
- 6. It is only the House of Representatives who may bring ...

Unit 5. The system of courts in the United States

Lead-in

 Exercise 1. Odd out one statement.

Current membership

	<p>A. Sonia Sotomayor June 25, 1954 (age 55) in The Bronx, New</p>	<p>A. Appointed by Barack Oba B. Assistant U.S. Attorney for the District of New Jersey C. Assistant District Attorney, New York County, New York</p>
	<p>B. John G. Roberts January 27, 1955 (age 55) in Buffalo, New York</p>	<p>1. Chief Justice of the Supreme Court 2. Professor, Rutgers University School of Law (1963–1972) 3. Appointed by George W. Bush</p>
	<p>C. John Paul Stevens April 20, 1920 (age 89) in Chicago, Illinois</p>	<p>1. He is the 110th justice, the second Italian American and the eleventh Roman Catholic to serve on the court. 2. Appointed by Gerald Ford 3. Lecturer, University of Chicago Law School (1950–1954); Lecturer, Northwestern University School of Law (1954–1958)</p>
	<p>D. Stephen Breyer August 15, 1938 (age 71) in San Francisco, California</p>	<p>1. Professor, Harvard Law School (1967– 1980) 2. Appointed by Democratic President Bill Clinton in 1994 3. He is also the only current Justice to have served with three Chief Justices (Warren E. Burger, William Rehnquist, and John G. Roberts) and through seven presidents (Gerald Ford, Jimmy Carter, Ronald Reagan, George H. W. Bush, Bill Clinton, George W. Bush, and Barack Obama).</p>

Essential Vocabulary

Exercise 1. Check the pronunciation of these words and phrases.

circumstance (n.)	– обстоятельство
judicial (n.)	– судоустройство, судебная часть
bench (n.)	– судья, судейское место
to allege (v.)	– предполагать
maritime disputes	– морские споры
superior (adj.)	– превосходящий
respective district courts	– соответствующие районные суды
challenge (n.)	– вызов
Securities	– комиссия по ценным бумагам
Exchange Commission	– комиссия по биржам
Chief Justice	– главный судья
Associate Justices	– члены суда
to interpret (v.)	– толковать, интерпретировать
to enforce (v.)	– проводить в жизнь
to settle (v.)	– устанавливать, регулировать
to be at stake	– находиться в опасности
to overwhelm (v.)	– подавлять

✎ Exercise 2. Read and translate the derivatives.

Associate – Association; Circumstance – circumstantial; enforce – enforcement; interpret – interpretation – interpreter; judge – judgment – judicial – judiciary – judicious – judiciously; respect – respectable – respectability – respectably – respectful – respective – respectively; secure – securely – security – securities; settle – settlement; overwhelm – overwhelming.

Reading and discussion

Exercise 1. a) Read the text under the letter “A”, “B” and find answers to the questions given below; b) Explain the words in italics.

Text A

The Court System of the USA: The Federal Court System

In the United States, the judiciary (which is a collective term for courts and judges) is divided into the national (federal) and state judiciary. Each is independent of the other with the exception that the US Supreme Court may, *under special circumstances* involving federal questions, *review a state court decisions*.

Of the two systems, the federal is by far the less complicated. According to Article III of the Constitution, "The judicial Power of the United States shall be vested in one Supreme Court and in such inferior Courts as the Congress may

from time to time *ordain and establish*." In accordance with this directive, the federal judiciary is divided into three main levels.

At the bottom are the federal district courts, which have original jurisdiction in most cases of federal law. Made up of 92 districts, the federal district court system has at least one bench in each of the 50 states, as well as one each in the District of Columbia and Puerto Rico. There are from 1 to more than 20 judges in each district, and, as with most federal jurists, district court judges are appointed by the President and serve for life. Cases handled by the federal district courts include those relating *to alleged violations* of the Constitution or other federal laws, maritime disputes, cases directly involving a state or the federal government, and cases in which foreign governments, citizens of foreign countries, or citizens of two or more different states are involved.

Directly above the district courts are the United States courts of appeals, each superior to one or more district courts. Established by Congress in 1891, the court of appeals system is composed of 11 judicial circuits throughout the 50 states plus one in the District of Columbia. There are from 6 to 27 judges in each circuit. In addition to hearing appeals from their respective district courts, the courts of appeals have original jurisdiction in cases involving a challenge to an order of a federal regulatory agency, such as the Securities and Exchange Commission.

The highest court in the federal system is the Supreme Court of the United States.

The US Supreme Court is *the highest tribunal* in the United States. It includes a Chief Justice and eight Associate Justices. They are all appointed by the President and approved by the Senate.

The Supreme Court is in session from October to June. One of the most important duties of the justices is to decide whether laws passed by the Congress agree with the Constitution. *The justices do* this by interpreting the laws of Congress and the provisions of the Constitution. If the Supreme Court decides that the Constitution does not give Congress the power to pass a certain law, the court declares the law to be unconstitutional. Such a law can *no longer be enforced* by the President and his executive officers.

Besides the US Supreme Court there are various district courts and courts of appeals. They have somewhat less political importance, since their principal duty is *to settle cases* where no constitutional question is at stake. These courts handle both civil and criminal cases. Each state has at least one district court; a few have as many as four. Each court has from one to 24 federal judges, depending on the volume of business. All judges are appointed for life by the President, or until they choose to resign.

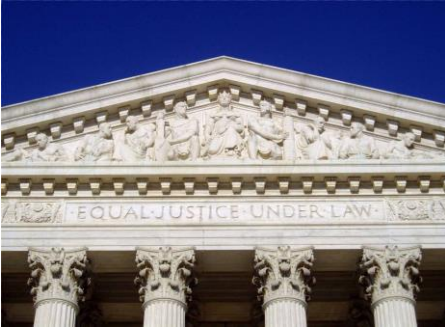
For the year 2010, an Associate Justice is paid \$213,900 and the Chief Justice \$223,500. Article III of the U.S. Constitution prohibits Congress from reducing the pay for Supreme Court justices.

(URL: <http://www.infoplease.com/encyclopedia/history/court-system-united-states-the-federal-court-system.html#ixzz3KQeB4o32>)

📺 **Listening:** What Is the Judicial Branch of the U.S. Government History

Text B

The State Courts



The State Courts are set up in a system that looks like the system of Federal courts, with the Supreme Court at the top, which *meets* in the Supreme Court Building in Washington, D.C. It is a beautiful building of white marble. The figures over the entrance represent the national ideas of law and liberty. Above the main entrance appear the words “Equal Justice under Law”.

The system of state courts is quite diverse; virtually no two states have *identical judiciaries*. In general, however, the states, like the federal government, have a hierarchically organized system of general courts along with a group of special courts. The lowest level of state courts, often known generically as the inferior courts, may include any of the following: magistrate court, municipal court, justice of the peace court, police court, traffic court, and county court.

Additionally, a state may have any of a wide variety of special tribunals, usually on the inferior court level, including juvenile court, divorce court, probate court, family court, housing court, and small-claims court. In all, there are more than 1,000 state courts of various types, and their judges, who may be either appointed or elected, *handle the overwhelming majority* of trials held in the United States each year.

(URL: <http://www.infoplease.com/encyclopedia/history/court-system-united-states-state-court-systems.html>)

1. What sort of court system is there in the United States?
2. Where does the Supreme Court of the United States meet?
3. When is the Supreme Court in session?
4. What is one of the most important duties of the Supreme Court?
5. How long can a federal judge hold office?
6. What sort of system is the state courts?
7. What questions are settled by state (district) courts?

Sorting words

Exercise 1. Odd out one or more words.

- a) review a state court decision, hears cases, be appealed to any other court;
- b) Magistrate Court, County Court, District Courts, Supreme Court, Courts of Appeal;
- c) judicial, interpret, enforce, settle, dispute.

✎ Exercise 2. Match definitions with their descriptions.

1. The Supreme Court	a. The senior most presiding judge of the court. He/she is normally the president of the Supreme court.
2. Chief Justice	b. Court that handles the vast majority of civil and criminal cases in the United States with federal court supervision varying in scope from the non-existent/minimal to overarching, depending on the area of law and the specific case facts.
3. Appeal	c. formal request to a court of law a formal request for a court of law or similar authority to change its decision.
4. Associate Justice	d. the highest court of a state or, in some states, a court of general jurisdiction subordinate to an appeals court.
5. State court	e. a group of persons sworn to render a verdict or true answer on a question or questions submitted to them, esp. such a group selected by law and sworn to examine the evidence in a case and render a verdict to a court.
6. jury	f. the members of US Supreme Court who are appointed by the President to assist the Chief Justice in execution of his duties.

(URL: <http://www.definitions.net/definition/appeal>)

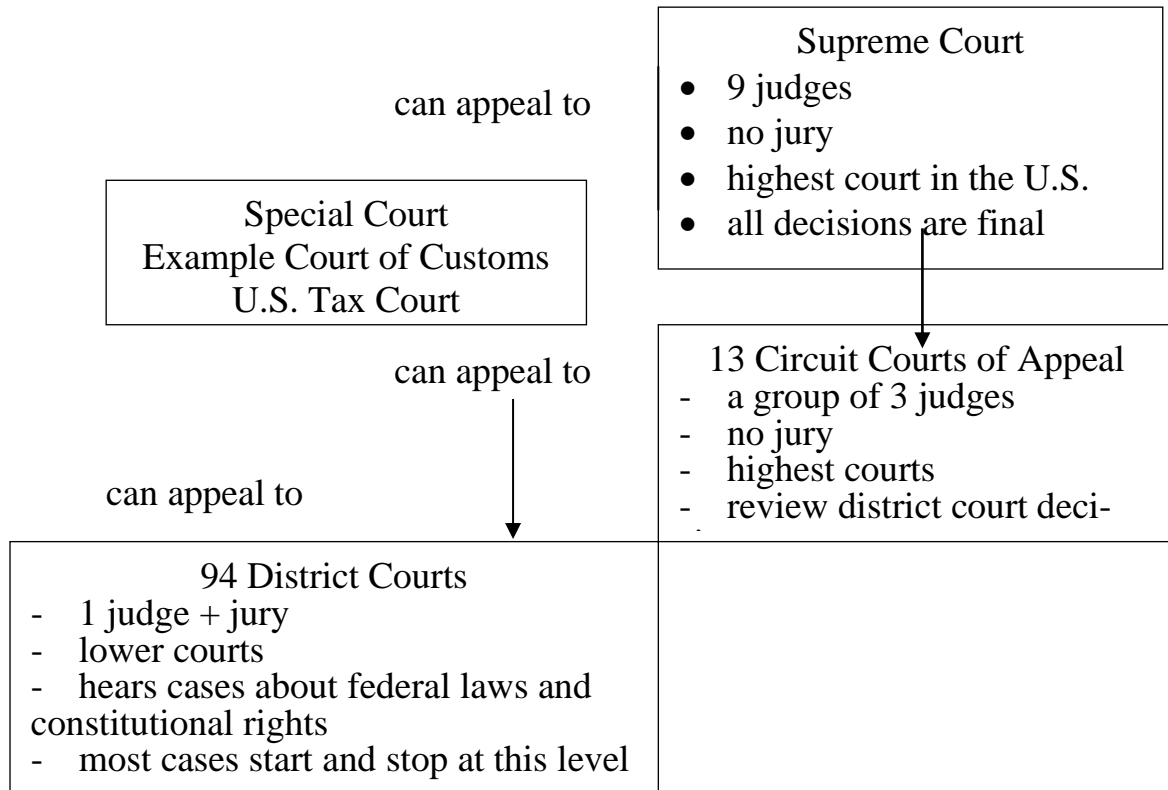
✎ Exercise 3. Match two columns.

- | | |
|--|-------------------------------------|
| 1. alleged violations | a. не может быть применен |
| 2. may from time to time ordain and establish. | b. подавляющее большинство |
| 3. Securities | c. комиссия по биржевым делам |
| 4. the overwhelming majority | d. комиссия по ценным бумагам |
| 5. no longer be enforced | e. предполагаемые нарушения |
| 6. Exchange Commission | f. может время от времени учреждать |

Practice

Exercise 1. Comment on the scheme.

The Federal Court System



Exercise 2. Fill in the table using the words from the list.



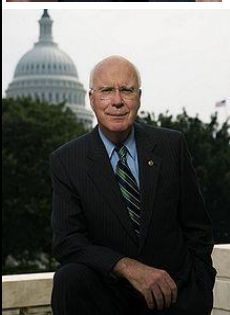

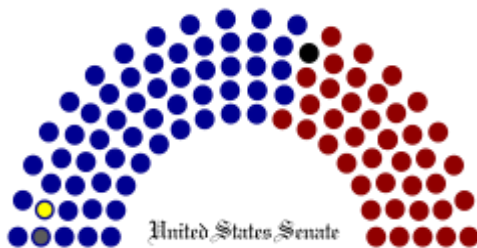
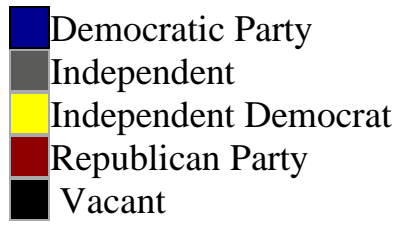
Separation of power

Cabinet: President, Vice President, 15 minister; pushing through the laws; enacting and discussing laws; Congress: House of Representatives (435), Senate (100)

Executive	Legislative	Judiciary
Leading the affairs of the state		
		Supreme Court

Exercise 3. Comment on the scheme of the Political System of the USA using the key phrases from the list.

Be composed of, be responsible to, be elected, be appointed by, consist of, be headed

Type	United States Congress
Type – Bicameral Houses – Senate; House of Representatives	 113h United States Congress, 1st Session
a) Leadership	b) Structure
 President of the Senate Joe Biden, (D) since January 20, 2009  The President pro tempore, is the second-highest-ranking official of the United States Senate Patrick J. Leahy, (D) 113th Congress (since Jan 3, 2013 – 2015)  Speaker of the House John Boehner, (D) since January 3, 2011	535 100 Senators 435 MCs plus 5 Delegates and 1 Resident Commissioner  

Exercise 4. Speak with your student mate the political system of the USA using the information from the text under the letter “C”.

Text C

Checks and Balances

Checks and Balances of the Legislative Branch. The Legislative Branch is given the powers to make the laws. It has the following checks over the Executive Branch:

- May override presidential vetoes with a two-thirds vote
- Has the power over the purse strings to actually fund any executive actions
- May remove the president through impeachment.
- Senate approves treaties.
- Senate approves presidential appointments.

The Legislative Branch has the following checks over the Judicial Branch:

- Create lower courts.
- May remove judges through impeachment.
- Senate approves appointments of judges.

Checks and Balances of the Executive Branch. The Executive Branch is given the power to carry out the laws. It has the following checks over the Legislative Branch:

- Veto power.
- Ability to call special sessions of Congress.
- Can recommend legislation.

Can appeal to the people concerning legislation and more.

The Executive Branch has the following checks over the Judicial Branch: president appoints Supreme Court and other federal judges.

Checks and Balances of the Judicial Branch. The Judicial Branch is given the power to interpret the laws. It has the following checks over the Executive Branch:

- Judges, once appointed for life, are free from controls from the executive branch.
- Courts can judge executive actions to be unconstitutional through the power of judicial review.

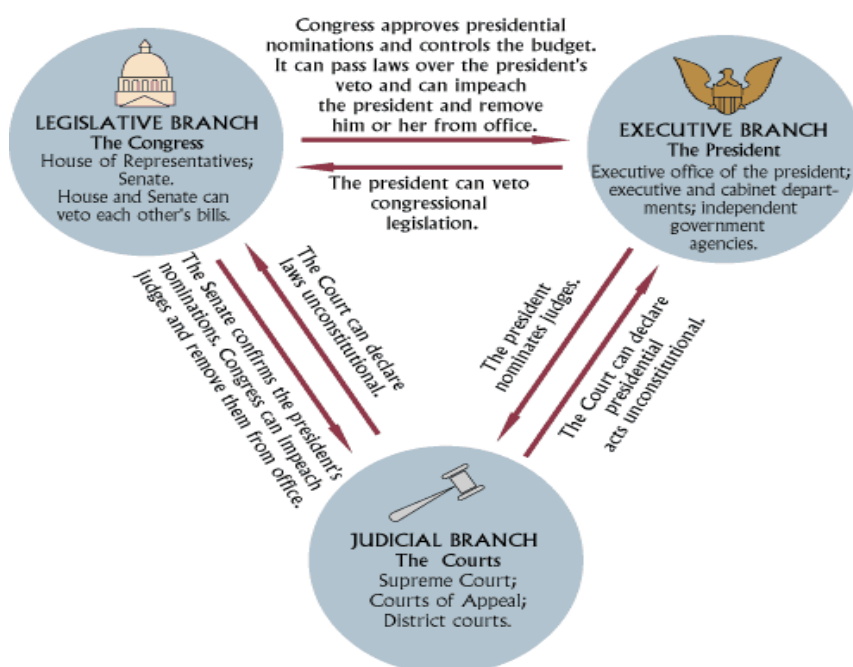
The Judicial Branch has the following checks over the Legislative Branch: courts can judge legislative acts to be unconstitutional.



The American system of checks and balances has worked well over the course of America's history. Even though some huge clashes have occurred when vetoes have been overridden or appointees have been rejected, these occasions are rare. The system was meant to keep the three branches in balance. Even though there have been times

when one branch has risen preeminent, overall the three branches have achieved a workable balance with no one branch holding all the governmental power.

(URL: http://americanhistory.about.com/od/usconstitution/a/checks_balances.htm)



CHAPTER III. PUBLIC ADMINISTRATION OF GREAT BRITAIN

Unit 1. Political system of Great Britain

Lead-in

 **Exercise 1. Choose the correct answer and fill in the blanks.**

1. Great Britain is a ...

a) federal state	b) constitutional monarchy
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2. Prime minister is a chief minister in ...

a) Congress	b) Government
-------------	---------------

3. There is no ... in Great Britain, only precedents and traditions.

a) written constitution	b) national anthem
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4. Government in Britain since 1945 has alternated between only two political parties, ...

a) the Conservatives (the Tories) and the Labour Party	b) the Conservatives (the Tories) and the Liberal Party
--	---

5. In the 2010 General Election, no party won an overall majority of seats. Rishi Sunak, the leader of the Conservative Party, formed a new government, in coalition with...

a) the Labour Party	b) the Liberal Democrats
---------------------	--------------------------

6. The Cabinet and other ministers ... the national policy.

a) are responsible for	b) reject
------------------------	-----------

7. Parliament is the most important law-making body of the British people consisting of ..., the House of Lords.

a) the House of Commons	b) Cabinet
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8. The British Government is elected for...

a) four years	b) five years
---------------	---------------

Exercise 2. Pictures show the work of the government. Which picture shows?

A.



B.





(Resource: <http://projectbritain.com/>)

1. Two days a week the Prime minister must answer MPsr questions.
2. The supreme law-making body in the country is Parliament.
3. The head of state is King but she can act only on the advice of her ministers.
4. Traditionally, the official residence of the Prime Minister is at Number 10 Downing Street.
5. Rishi Sunak, the Prime Minister (left) plans tough new law against illegal migration.
6. The Houses of Parliament is also called the Palace of Westminster and was a royal palace.

Essential Vocabulary

Exercise 1. Check the pronunciation of these words and phrases.

legislative power	– законодательная власть
dissolution of Parliament	– роспуск Парламента
to approve (v.)	– одобрять
to propose (v.)	– предлагать
to delay(v.)	– откладывать
to be vested (v.)	– осуществляться кем-л., чем-л.
the Houses of Parliament	– парламент
the House of Lords	– палата лордов
the House of Commons	– палата общин
to be composed of smth.	– состоять из чего-л.
hereditary and life peers	– наследственные и пожизненные лорды и пэры

peeress (n.)	– супруга пэра
member (n.)	– член (чего-л.)
to be elected by the people	– избираться народом
to be elected from a constituency	– избираться от избирательного округа
real governing body	– реальный правящий орган
Executive power	– исполнительная власть
Prime Minister	– премьер-министр
Cabinet (n.)	– кабинет
to be supported by the majority	– поддерживаться большинством
to be appointed by (v.)	– назначаться (кем-л.)
to be exercised (v.)	– осуществляться
to choose a team of ministers	– создавать команду министров
Shadow Cabinet	– теневой кабинет
judiciary branch of the government	– судебная власть
to appeal (v.)	– обращаться, апеллировать
to determine common law civil case	– определять гражданское право
criminal case	– гражданское дело
to be independent of smth.	– уголовное дело
fulfill (v.)	– не зависеть от чего-л.
to vote(v.)	– выполнять
to elect (v.)	– голосовать, баллотировать
election (n.)	– выбирать
to gain (v.)	– выборы
representative (n.)	– получать
	– представитель

✎ Exercise 2. Read and translate the derivatives.

Arbitrate – arbitration – arbitrator, constitute – constitution – constitutional, elect – elector – election – evectional, execute – executive – execution, govern – governor – government, judge – judgment – judicial – judiciary, lead – leader – leadership, legislate – legislator – legislative – legislation – legislature, represent – representation – representative.

Reading and discussion

**Exercise 1. a) Read the text and find answers to the questions given below;
b) Explain the words in italics.**

System of Government in Great Britain

Great Britain is a *constitutional monarchy* with the King as the head of state. Britain is divided into four parts: England (London capital), Wales (Cardiff), Scotland (Edinburgh) and Northern Ireland (Belfast). Locally Britain

is divided into counties. The capital of the whole Britain is London. Other big cities are e. g. Birmingham, Glasgow, Manchester and Bristol.

National symbols. British national flag symbolizes the Union of England, Scotland and Ireland. Each country has its cross in the flag.

The name of national anthem is “God Save the King!” British national flag is sometimes called *Union Jack*. The origin of the name is uncertain. Each county has its cross in the flag. England – St. George’s Cross, Scotland – St. Andrew’s Cross, Ireland – St. Patrick’s Cross. Each part has its own symbol, England has the red rose, Wales has the leek and daffodil, Scotland has the thistle and Ireland has the shamrock.



The King. At the moment Queen Elizabeth died, the throne passed immediately and without ceremony to the heir, Charles III. The 73-year-old is now called King Charles III. On September 9, Charles III made his national TV debut as king. He ascends to a new job at an age when most people are safely retired. However, with Queen's death, Charles is not just the King of the United Kingdom, but will also head of the state of Canada, Australia, and New Zealand. All three countries are part of the "Commonwealth realm", which is a group of 14 nations that recognize the British monarch as their head of state. This is because the position is mentioned in the constitution of these countries.

The head of state is King but he can act only on the advice of her ministers. King Charles III lives in Buckingham Palace in London. The King has two children: Prince William, 40, and Prince Harry, 38.

The King’s power is limited by Parliament but every week she meets the Prime Minister and receives copies of the all cabinet papers.

Charles III is the head of *the executive, of the judicial power and the commander-in-chief of the armed forces of the U.K.* He also has to fulfill his ceremonial functions such as opening of Parliament, for example.

Parliament. The Constitution of the United Kingdom is unwritten; it is based on custom, tradition and common law. *The supreme legislative power* is vested in Parliament, which sits for 5 years unless dissolved sooner. The Houses of Parliament are the center of British government. They were built in last century. British parliamentary system is one of the oldest in the world; it developed slowly during 13th century after King John’s signature of Magna Charta in 1215.



Parliament has two chambers: the House of Lords with about 830 hereditary peers, 26 spiritual peers, about 270 life peers and peeresses, and the House of Commons. The Lords cannot veto a bill, but they can delay it for a maximum of one year. *Financial bills* cannot be delayed by the House of Lords.

The Commons has 650 Members of Parliament (MPs) – 523 from England, 72 from Scotland, 38 from Wales and 17 from Northern Ireland. The House of Lords (The Lords) is made up of hereditary and life peers (*Lords Temporal*), 2 archbishops and 24 bishops of the Church of England (*Lords Spiritual*).

The executive power of the Crown is exercised by the Cabinet, headed by the Prime Minister. The Prime Minister, normally the head of the party commanding a majority in the House of Commons, is appointed by the Sovereign. The Prime Minister appoints the rest of the Cabinet. All ministers must be members of one or the other houses of the Parliament. They are individually and collectively responsible to the Crown and the Parliament. The Cabinet proposes bills and *arranges* the business of the Parliament.

(URL: <http://www.parliament.uk/about/living-heritage/>)

The judiciary branch of the government determines common law and its independent both the legislative and the executive branches.

For centuries the House of Lords was the supreme court of appeal on points of law for the whole of the UK in civil cases and for England, Wales and Northern Ireland in criminal cases.

This was an unusual role for a legislative body: in most other Parliaments the judiciary is separate from the legislature (another term for Parliament).

From 1 October 2009 the judicial powers of the House of Lords transferred to the new and separate Supreme Court of the United Kingdom.

From Monday to Thursday all ministers must answer MPs' questions for one hour. It is called *Questioning time*. Two days a week the Prime minister must answer MPs' questions. Another important parliamentary task is *law-making*. A proposal of some new law - a bill - must pass through both Houses and then is sent to the Queen for Royal Assent.



Elections. General elections to choose MPs are every five years. Voting is not *compulsory* and is from the age of 18. In the elections of June 1987, the Conservative Party gained an overall majority. In the election held in April 1992 the Conservative Party won for the third time. Hades by John Major *the Conservatives* gained 336 seats in the House of Commons. The Government is formed by the party which has the majority in Parliament and the King appoints its leader as the Prime Minister. The present Prime Minister, a representative Rishi Sunak born 12 May 1980 is a British politician who has served as Prime Minister of the United Kingdom and leader of the Conservative Party since October 2022. He previously held two cabinet positions under Boris Johnson, lastly as Chancellor of the Exchequer from 2020 to 2022. Sunak has been member of Parliament (MP).

The political party system. Government in Britain since 1945 has alternated between only two political parties, the Conservatives (the Tories) and the Labour Party. No other party has been in office at all since 1945 and there

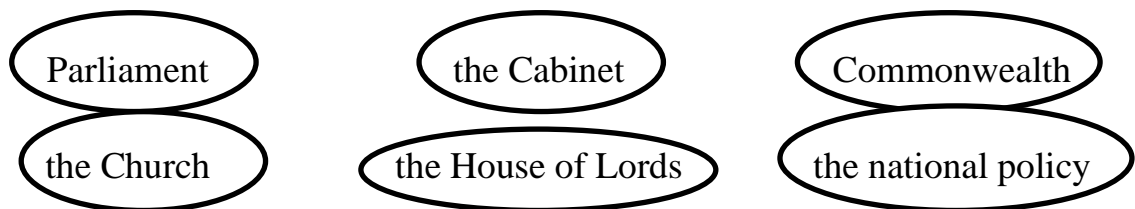
have been *no coalitions*. The third long-established party, the Liberals, enjoyed moments of success, but no member of the Liberal Party has held government office since 1945.

(URL: <http://www.odmaturuj.cz/anglictina/system-of-government-in-great-britain/>)

📺 **Listening:** Structure of the UK Government - Constitutional Law

1. What does the term “constitutional monarchy” mean?
2. What are the national symbols of Great Britain?
3. The head of which is the King of Great Britain?
4. What body exercises the legislative power in the country?
5. How are the chambers of Parliament composed of?
6. What body exercises the executive power?
7. How is the executive branch of the government formed?
8. What House cannot delay Financial bills?
9. What is the official opposition?
10. What does the judiciary branch of the government do?
11. Is there a written Constitution in Great Britain?
12. How long does Questioning time last?

✎ **Exercise 2. Read the following words. Mind the pronunciation and the stress and translate them into Russian. Use these words in the sentences given below:**



1. As Head of the ..., the King has more freedom from the government.
2. The Cabinet and other ministers are responsible for...
3. The highest judicial body in the UK is
4. The King is the Head of ... of England.
5. Each new Prime Minister may make changes in the size of
6. ... is the most important law-making body of the British people consisting of the House of Commons, the House of Lords and the Sovereign (i.e., king or queen).

Sorting words

✎Exercise 1. Sort words into groups that can help you remember them. Complete this table.

Verb	Noun	Noun (people)
govern	government	governor
	election	
represent		
	leadership	
		executer
judge		
legislate		
		arbitrator

✎Exercise 2. Match definitions with their descriptions.

- | | |
|----------------------------|--|
| A. Parliament | a. the British national flag |
| B. Legislative power | b. executes or enforces the law |
| C. Union Jack | c. a council of high-ranking members of government |
| D. Cabinet | d. group of people that make the laws of the country |
| E. The executive branch | e. a form of democratic government in which a monarch acts as a non-party political head of state within the boundaries of a constitution, whether written or unwritten. |
| F. Constitutional monarchy | f. a decision-making organization |

Practice

✎Exercise 1. Categorize the word combinations into four groups referring to: a) The legislative power; b) The executive power; c) the judicial power; d) the political party system.

Gain seat, determine common law, the supreme court of appeal, a leader of the Conservative Party, the head of the party commanding a majority, propose bills and arrange the business of the Parliament, separate from the legislature, be exercised by the Cabinet, replace the previous Prime Minister, be vested in, make laws.

✍ Exercise 2. Fill in the prepositions from the list above, and then make sentences using the completed phrases.

Through, by, with, on, for, from, between, of.
--

1. Great Britain is a constitutional monarchy ... the King as the head of state.
2. He can act only ... the advice of her ministers.
3. Ministers are responsible to Parliament ... their department and its actions.
4. Parliament consists ... the House of Commons, the House of Lords and the Sovereign (i.e., king or queen).
5. ... Monday to Thursday all ministers must answer MPs' questions for one hour.
6. A proposal of some new law - a bill - must pass ... both Houses and then is sent to the King for Royal Assent.
7. The executive power of the Crown is exercised ... the Cabinet, headed by the Prime Minister.
8. Government in Britain since 1945 has alternated ... only two political parties, the Conservatives and the Labour Party.

Unit 2. Government of the United Kingdom. British Prime Minister

Lead-in

Exercise 1. Look at the pictures under the letters “A”, “B”, “C”, “D”, then listen to “ENGLISH SPEECH RISHI SUNAK First Speech as U.K. Prime Minister (English Subtitles)” and tick (✓) the one place the speaker mention.

A.



Prime Minister Rishi Sunak holds his first cabinet meeting

B.



Rishi Sunak becomes Prime Minister after meeting the King.

C.



Rishi Sunak and wife Akshata in front of 10 Downing Street
What did he say?

D.



Rishi Sunak defends PM Narendra Modi

Essential Vocabulary

Exercise 1. Check the pronunciation of these words and phrases.

to leave office
no-confidence (n.)
to probe (v.)
chairmanship (n.)
issue (n.)

— уйти в отставку
— квота недоверия
— зондировать, исследовать
— обязанности председателя
— спорный вопрос, предмет спора

to force (v.)	– заставлять, принуждать
to carry (v.)	– зδ. выполнять
to oblige (v.)	– обязывать, заставлять, вынуждать
to advise (v.)	– советовать
to search questions	– зδ. решать вопросы
to be questioned	– зδ. выступать с отчетом с последующим разъяснением в процессе поступления вопросов от членов Парламента
to support (v.)	– поддерживать
to reject (v.)	– отказывать, отклонять
to put forward (v.)	– выдвигать

Reading and discussion

Exercise 1.

- Read the text under the letter “A” and circle answer for items 1 to 4:
- What is the main task of the Government? Which paragraphs include legal responsibilities of the Cabinet?

Text A

Parliament at work

Government. The UK is governed by the Government – a body of ministers who are responsible for the administration of national affairs. The ministers are the leading members of the political party which wins a majority of seats in Parliament. The party which wins the second largest number of seats in Parliament becomes the official Opposition.

The Prime Minister, the leader of the party with a majority, is appointed by the King. (The King appoints, but does not select the Prime Minister. He has no choice.) All other Ministers are appointed by the King on the recommendation of the Prime Minister. The majority of ministers are members of the Commons, although the Government is also fully represented by ministers in the Lords. The Lord Chancellor is always a member of the House of Lords.

The Cabinet. The most senior Ministers (usually about 20 in number) compose the Cabinet, which meets regularly (once or twice a week) under the chairmanship of the Prime Minister to decide government policy on major issues, exercise supreme control of government and co-ordinate government departments.

Ministers are responsible collectively to Parliament for all Cabinet decisions; individual ministers are responsible to Parliament for the work of their departments.



The Leader of the Opposition has been Sir Keir Starmer, leader of the Labour Party, since April 2020

The “Shadow Cabinet”. The Opposition party, which is not currently in power, under the direction of its leader forms a “Shadow Cabinet”. The ministers in the Shadow Cabinet deal with the same matters as the Cabinet of Ministers in the current government, debating with the actual Cabinet ministers from the Government side.

Parliamentary Control. Ministers are responsible to Parliament for their department and its actions. The Commons can force a government to leave office. This happened in 1979, when the official Opposition put forward a no-confidence motion which was carried by one vote. The Government was therefore obliged to advise the Queen to dissolve Parliament and a general election followed.

One of Parliament’s most prized occasions is Commons' Question Time. For roughly one hour a day, ministers are asked by MPs searching questions on major government policies. This is often the best way for MPs to probe ministers about government intentions. The Prime Minister is questioned twice a week.

The people elect MPs.

After an election a Government is formed.

Prime Minister is appointed by the Queen.

The Prime Minister selects his Ministers.

The Ministers form the Cabinet.

The Cabinet decides Government policies.

The Parliament agrees to support or reject Government policies and laws.

1. In Commonwealth English, a government more narrowly refers to the particular ... in control of a state at a given time.

- a. legislative
- b. executive
- c. judicial

2. The Government is led by ..., who selects all the remaining Ministers.

- a. the Queen
- b. the Lord Chancellor
- c. the Prime Minister

3. The monarch selects Prime Minister as the leader of the party most likely to command a majority in ...

- a. Parliament
- b. Cabinet
- c. Government

4. The Prime Minister and the other most senior Ministers belong to the supreme decision-making committee, known as ...

- a. the Cabinet
- b. the Parliament
- c. the Shadow Cabinet

📺 **Listening:** Structure of the UK Government – Constitutional Law

Exercise 2. Find in the text the same equivalents in English.

Быть ответственным; управление делами государства; партия большинства; под председательством; «теневой кабинет»; проблема; политика правительства; деятельность; распустить парламент; уйти в отставку.

Exercise 3. Match the following and make sentences.

the government	is appointed
the government policy	is formed
the laws	are supported
the ministers	are rejected
the "Shadow Cabinet"	are selected
	can be forced to leave the office

Sorting words

✎ **Exercise 1. Sort words into groups that can help you remember them. Complete this table.**

Verb	Noun	Adjective
decide		decisive
		debatable
		recommendatory
direct		
	coordination	

✎ **Exercise 2. Odd out one word that is different from the others in a group.**

- force, let, oblige, make;
- question Time, Parliamentary Control, Lord Chancellor, the Prime Minister;
- be asked, be obliged, be questioned;
- be responsible to, exercise supreme control of government, put forward a no-confidence motion, co-ordinate government departments.

Practice

✎ **Exercise 1. Fill in the correct prepositions.**

- Prime Minister's colleague s in the ministry are appointed (by/ on) his recommendation.
- The executive government is vested nominally in the Crown, but practically in the Cabinet, which is dependent on the support (in/ of) a majority in the House of Commons.

3. One of the main missions of MPs is to probe ministers (about/ in) government intentions.
4. The ministers in the Shadow Cabinet deal (with/ up) the same government policies as the Cabinet of Ministers in the current government.
5. The Opposition party in the government forms the Shadow Cabinet (with/ under) the direction of its leader.

✎ Exercise 2. Read the text again and make notes under the following headings: *body of ministers* – *responsibilities for* – *responsibilities to* as shown in the table. Then look at your notes and talk about the functions of the government.

body of ministers	responsibilities for	responsibilities to
1. Prime Minister	decides government policy on major issues	Parliament for all Cabinet decisions. He is questioned twice a week.
2.		
3.		

Exercise 3. Read the text and put the sentences in logical order.

Text B *Elections*

Britain is a democracy. Men and women over 18 years have a vote. They have the right to elect a representative to Parliament. Voting is not compulsory.

The simple majority system of voting is used in parliamentary elections in Britain. This means that the candidate with the largest number of votes in each constituency is elected, although he or she may not necessarily have received more than half the votes cast.

A candidate is elected if he or she has a majority of votes over the next candidate, British citizens may stand and be elected as MPs (members of Parliament) if they are aged 21 or over and are not subject to any disqualification.

Those disqualified include bankrupts; people sentenced to more than one year's imprisonment; clergy of the Church of England, Church of Scotland, Church of Ireland and Roman Catholic Church; peers; members of the regular armed forces, or the police service, and some others.

For electoral purposes Britain is divided into constituencies; citizens in all the various British constituencies vote for their local MP.

The British government is elected for 5 years and it is the Prime Minister who chooses the date of the next General Elections.



When the date is announced the Prime Minister usually asks the Queen to dissolve Parliament. So, the election campaign is launched all over the country and it usually lasts about three weeks.

Voting takes place on Polling Day. When the results are known and it becomes clear what party has a majority of seats in the House of Commons, its leader forms a government by Her Majesty's request.

1. For electoral purposes Britain is divided into constituencies.
2. When one of the parties wins, its leader is invited by the King to form a government.
3. It is the Prime Minister who chooses the date of the election.
4. The majority system of voting is used in parliamentary elections in Britain.
5. Men and women over 18 years old have the right to vote.
6. Voting takes place on Polling Day.
7. When the date of the election is known, the Prime Minister asks the Queen to dissolve Parliament.
8. The British Government is elected for five years.
9. The election campaign is launched.

Unit 3. Parliament

Lead-in

Exercise 1. Match the following terms associated with the UK government with the appropriate information.

UK Governmentt Quiz

Prime Minister	appoints the Prime Minister
House of Commons	can only revise and delay bills
House of Lords	formed by the party which get most votes in an election
Monarch	made up of the most important ministers
Cabinet	national political party in Scotland
Shadow Ministry	formed by the second largest party
Opposition	elected by the people
Government	represents one constituency
MP	appoints ministers
SNP	monitors of the governing ministers

Essential Vocabulary

Exercise 1. Check the pronunciation of these words and phrases.

i.e. = id est = that is
current issues
sitting (n.)

– т. е.
– текущие проблемы
– заседание

a quality (n.)	– качество
impartiality (n.)	– беспристрастность
to cope with (v.)	– справляться
to possess (v.)	– обладать
sound (sound knowledge) (adj.)	– зд. точный, глубокий (глубокие знания)
to handle debates	– вести дебаты
to scrutinize (v.)	– тщательно исследовать
to reject (v.)	– отвергать
to amend (v.), to make amendments	– вносить поправки
to review (v.)	– пересмотреть
the Second House	– вторая палата парламента (палата лордов)
King in Parliament	– законодательная власть
proposal (n.)	– предложение
hear (n.)	– слушание
compulsory (adj.)	– обязательный
Majority system	– мажоритарная система
constituency (n.)	– избирательный округ
to stand (v.)	– стать кандидатом
to sentence (v.)	– приговаривать к
General Election	– всеобщие выборы
to announce (v.)	– объявлять
to launch an election campaign	– начать избирательную кампанию

✎ Exercise 2. Read and translate the derivatives.

Amend – amendment, conduct – conductor - conduction, consider – consideration, hear – hearing, finance – financial, permit – permission, possess – possession, propose – proposition - proposal, reject – rejection, review – reviewer – reviewing, scrutinize – scrutiny - scrutinizing, suggest – suggestion.

Reading and discussion

Exercise 1. a) Read the text under the letter “A”; b) Find in the text words and phrases that are used to describe the operation of both houses of the British Parliament. Translate into Russian.

Text A

Parliament at work

Parliament is the most important law-making body of the British people consisting of the House of Commons, the House of Lords and the Sovereign (i.e., king or queen).

The House of Commons, the lower house of the British Parliament, consists of 650 elected MPs:

523 for England

72 for Scotland

38 for Wales

17 for Northern Ireland

The main purpose of the House Commons is to make laws of the land bypassing various Acts (of Parliament), as well as to discuss current political issues. The House sits for five days each week. Each “sitting” starts in the afternoon and may go on throughout the night. The House sits for about 175 days in the years, and has a maximum term of five years.

All speeches in the House of Commons are addressed to the Speaker who is elected at the beginning of each new Parliament to preside over the House and enforce the rules of order.

The Speaker must be a person with a rare mix of qualities: he has to be able to cope with the difficult task of conducting debates; be respected for impartiality; possess a sound knowledge of parliamentary procedure; have tact and judgment in handling debates; and have a firmness of command in controlling the House.

The debates take place in accordance with a programme previously arranged. It often concerns a broad issue of foreign or home policy, or it may be the examination of the contents of a bill.

So, the House of Commons is the main place where legislation and other decisions of government are criticized. Its work includes the following:

- a) legislation: The House spends nearly half its time making laws.
- b) controlling finance: before the Government can raise or spend money, it must have permission from the House of Commons.
- c) scrutinizing the Government by asking questions: by holding debates and by committee work.

The House of Lords. There are over 1,000 members of the House of Lords, They are an unelected group of people who have either inherited their seats or have been given them by the Government. The Lord Chancellor sits in the middle and supervises debates. He sits on “the wool sack”, a seat which contains wool from all the Commonwealth countries.



The House of Lords takes part in the making of laws, the examination of the Government’s work and in debating important matters of the day. This second chamber is not as powerful as the House of Commons. It can suggest changes in laws, but is restricted to laws that have nothing to do with the finances of the country (for example, it cannot suggest any

changes to the Budget). The House of Lords cannot reject laws that the House of Commons wants to pass, though it can amend them. Even then, the Commons can reject these amendments. The work of the House of Lords includes:

- 1. legislation: reviewing and giving further consideration to Bills.
- 2. examining the work of the Government by debate.
- 3. examining European proposals.
- 4. hearing legal appeals.

■ **Listening:** Structure of the UK Government - Constitutional Law

Sorting words

Exercise 1. Odd out one word that is different from the others in a group.

- a) legislation, controlling, examining, hearing;
- b) examining, scrutinizing, legislation, controlling;
- c) to cope with the difficult task of conducting debates; possess the ability to argue and to deliver a prepared speech, be respected for impartiality; have tact and judgment in handling debates; and have a firmness of command in controlling the House.

✎ Exercise 2. Fill in the synonyms from the list above.

The Houses of Parliament, the lower house, domestic policy, comprise, participate, the upper house, handle debates, be composed of smth., examine carefully, legislative power, pass a bill through Parliament, to be in charge of (the formal meeting)

- | | |
|------------------------------|------------------------------------|
| 1. The House of Commons | 7. Parliament.... |
| 2. consist of | 8. conduct debates.... |
| 3. home policy.... | 9. King in Parliament..... |
| 4. contain.... | 10. rush a bill through Parliament |
| 5. take part.... | 11. preside over.... |
| 6. The House of Lords.... | 12. scrutinize.... |

Practice

✎ Exercise 1. Complete the words and phrases in *italic* with the verbs from the list below, and then make sentences using the completed phrases.

Example. To examine European proposals. One of the functions of the House of Lords is to examine European proposals.

European proposals, consideration to Bills, current political issues, laws, five days, the difficult task of conducting debates, legal appeals the foreign and home policy, all speeches to the Speaker, amendments

- | | |
|----------------------|-----------------------|
| 1. to make | 6. to concern |
| 2. to discuss | 7. to reject |
| 3. to sit for 5 days | 8. to review and give |
| 4. to address | 9. to examine |
| 5. to cope with | 10. to hear |

Exercise 2. What traits of character has the Member of Parliament to possess? Make the sentences.

- 1. an ability to organize people
- 2. an ability to choose the right person for a right job
- 3. an ability to handle debates
- 4. an ability to control the meetings
- 5. a good knowledge of a parliamentary procedure
- 6. to be impartial

7. to be honest
8. to be responsible
9. high standards of personal behaviour
10. firmness of command

Exercise 3. Translate the text “B” using a dictionary.

Text B

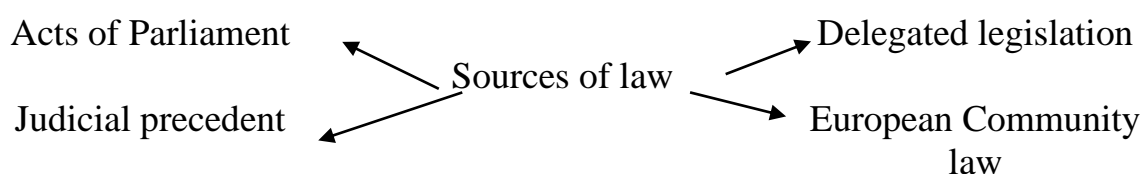
Parliamentary Debates. Parliament is a place where politicians can speak about public matters, express points of view, argue, and try to persuade, support and oppose other members. Indeed, the very word tells us this is its function (compare the French “parlor”, to speak). What is more, this free exchange of ideas is vital for a democratic form of government. People are bound to differ about political and economic priorities; and wise and just policies are more likely to result from widespread discussion than from decisions made by a few. Parliament debates require two kinds of skill: the ability to argue and to deliver a prepared speech. For argument the speaker needs a good memory stored with relevant information; speed of thought and fluency of speech quickly to express his reaction to the previous speaker. In addition, he needs the qualities which enable him to deliver a speech: audible and clear diction, and an interesting tone of voice. He must be able to judge the mood of the House and adapt his wit or style to match the occasion. He must never be dull and always have something of importance to say. One MP who met most nearly all these criteria in this century was Winston Churchill.

Law making. The House of Commons plays the major role in law making. The procedure is the following: a proposed law ("a bill") has to go through three stages in order to become an act of parliament; these are called "readings". The first reading is a formality and is simply the publication of the proposal. The second reading involves debate on the principles of the bill, it is examination by parliamentary committee. And the third reading is a report stage, when the work of the committee is reported on to the house. This is usually the most important stage in the process. When the bill passes through the House of Commons, it is sent to the House of Lords for discussion, when the Lords agree to it, the bill is taken to the



Queen for royal assent, when the Queen signs the bill, it becomes = an Act of the Parliament and the Law of the Land.

Acts of Parliament are seen as the dominant source:



Acts of Parliament: Law made by Parliament, i.e. the House of Commons, House of Lords, and Monarch;

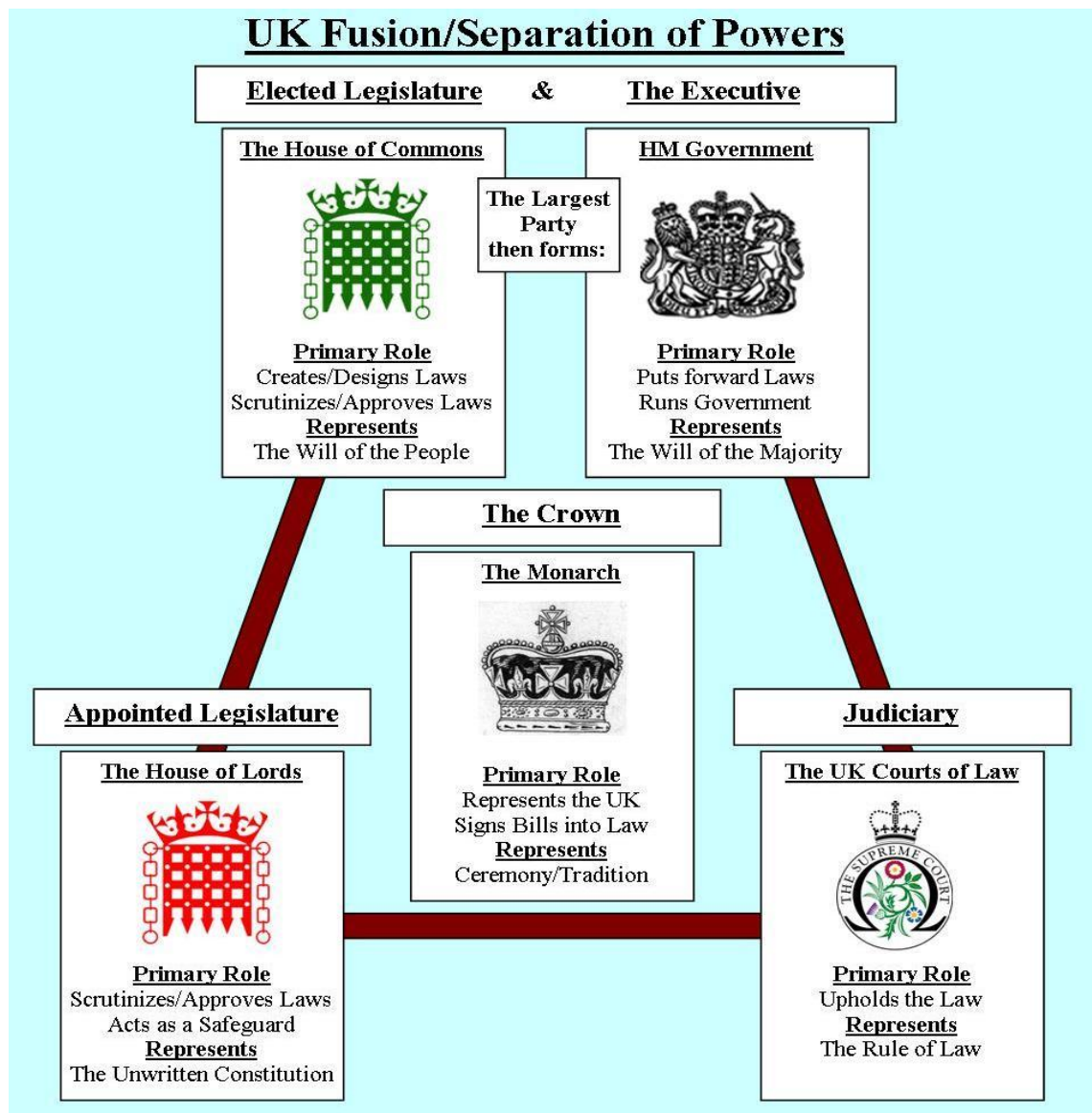
Delegated legislation: Law made under the authority of Parliament, e.g. government departments;

Judicial precedent: Case law, i.e. law developed by judges through applying rules laid down in previous cases;

European Community law: Law made by the institutions of the European Union and then applied in member States.

(URL: <http://cw.routledge.com/textbooks/9780415458528/chapterone.pdf>)

Exercise 4. Comment on the scheme using the suitable phrases from the box below.



To be composed of, to be governed by, be elected by, to be appointed by, to represent, to select, to be questioned, consist of.

Unit 4. Law making process

Lead-in

Exercise 1. Choose the correct answer:

1. A bicameral legislature is one that:

- A. Is made up of two houses
- B. Has the power to pass laws
- C. Contains at least 200 people
- D. Contains officials elected through an electoral college

2. Which two bodies form the British Parliament?

- A. The Senate and the House of Representatives
- B. The House of Lords and the House of Commons
- C. The Legislative and Executive branches
- D. The House of Commoners and the House of Knights
- E. The House of Burgesses and the King

3. The first Parliament was called together in:

- A. 1430
- B. 1365
- C. 1260
- D. 1265

4. Which of the two bodies is considered the “upper chamber”?

- A. The House of Lords
- B. The House of Knights
- C. The House of Commons
- D. The House of Burgesses
- E. The Senate

5. Who holds the power to dissolve the lower chamber?

- A. The upper chamber
- B. The monarch
- C. The tax payers of Britain
- D. No one, it cannot be dissolved

6. The main responsibility of the “lower chamber” is:

- A. To create bills
- B. To advise the King on which bills to pass
- C. To vote on legislation
- D. The lower chamber has no real power
- E. Holding the power to dissolve the government

7. The main responsibility of the upper chamber is:

- A. To create bills
- B. To vote on legislation
- C. The upper chamber has no real power except to suspend bills passed in the lower chamber
- D. To decide the fate of criminals

(URL: <http://www.propofs.com/quiz-school/story.php?title=british-parliament>)

Essential Vocabulary

Exercise 1. Check the pronunciation of these words and phrases.

Bill (n)	– законопроект
stage (n)	– 3д. этапы чтения
legislation (n)	– законодательство
to pass a law	– принять закон
to draft (v)	– представить проект (закона)
to and fro	– взад и вперед, туда – сюда

Reading and discussion

Exercise 1. a) Read the text under the letter “A”; b) Write out from the text the verbs and their word combinations that are used to describe law making process in the UK and sort them into groups: the first reading, the second reading, the third reading, the Royal Assent.

Text A

How laws are made in the UK

Once MPs take their seats in parliament their most important job is to make legislation. Every year, parliament passes about a hundred laws directly, by making Acts of Parliament.

New legislation in Britain usually starts in the House of Lords. Any new law can be passed only when it has completed a number of stages in the House of Commons and in the House of Lords. Before a Bill can go through all its stages in parliament it has to be written down, or drafted. The Bill has to be exact, so that no misunderstandings can occur and so it can be understood by as many people as possible.

First and second readings. In the days before printing, the only way MPs could find out what a Bill contained was by having the contents read out to them. Therefore, the next stages within parliament are known as “readings”, although now MPs do have a printed copy! The first reading lets MPs know that the Bill is coming up for discussion. There is no voting at this stage. The second reading explains the purpose of the Bill, and the House has to vote on it. If the House votes for the Bill, it proceeds to the Committee stage.

The Committee stage. This involves a small group – or committee – of about 18 MPs looking in detail at the Bill and suggesting amendments. This stage is present because of time limits in the House of Commons.

The Report stage. Now the House of Commons is told what the Committee decided.

Third reading. The Bill then goes to the third reading, which gives the House of Commons a chance to look again at the Bill as a whole.

Consideration by the House of Lords. Once it has passed its third reading, the Bill is carried to the House of Lords. This second chamber can be very useful; a different group of people can often see something in a different way. The House of Lords has the time to examine Bills and make amendments. They can suspend a Bill but cannot prevent its passing through the next stages.

As in the Commons, the Bill goes through a number of stages. The first reading introduces the Bill, the second reading explains it in more detail, and then it goes to the Committee stage. The Committee stage is different in that it is conducted in the chamber of the House itself, not in a committee room. Any Lord who is interested in the Bill can take part in the discussion. This stage is followed by the Report stage and then the third reading, where the Lords get their last chance to look at the Bill as a whole.

The Royal Assent. If the Bill passes this process, it is automatically given the Royal Assent. However, if the Lords have made any changes to the Bill, it is taken back to the House of Commons. If the House of Commons does not agree with the changes, they send a note to the Lords explaining the reasons. A Bill may go to and fro until an agreement can be reached. If the two Houses are unable to agree, the Commons can reintroduce the Bill the following year when the Lords have to accept it, so a compromise is usually reached quite early on. The whole process, from first reading to Royal Assent can take from a few days up to 11 months.

📺 **Listening:** Structure of the UK Government - Constitutional Law

Exercise 2. Answer the following questions.

1. At what stage isn't there voting on the Bills?
2. What stage completes the Bill suggesting amendments?
3. Who observes the Bill for the last time?
4. Who can suspend bill passed in the lower chamber for up to one year, but cannot prevent it from passing?
5. Who is at the head of law-making process?
6. What agreement is the Bill given at the end of the law-making process?

Sorting words

✂️ Exercise 1. Put the words and phrases in logical order according to the content of the text.

- a) Discussion the purpose of the Bill, suggesting amendments, the Royal Assent, voting, looking at the Bill in details; suspension power;
- b) To be voted, to be examined, to be printed as a copy, to be given the Royal Assent, to be drafted, to look at the Bill as a whole, to be discussed.

✎ Exercise 2. Match definitions with their descriptions and synonyms.

- | | |
|----------------------------------|---|
| 1. to look at | a) to suggest amendments, |
| 2. do not agree | b) one of three stages of debate before a |
| 3. to support for | bill become a law, |
| 4. to amend | c) to draft, |
| 5. to talk and write a copy | d) to examine, |
| 6. to write the first version of | e) to discuss, |
| Bill | f) to reject, |
| 7. agreement | g) to vote, |
| 8. reading | h) assent |

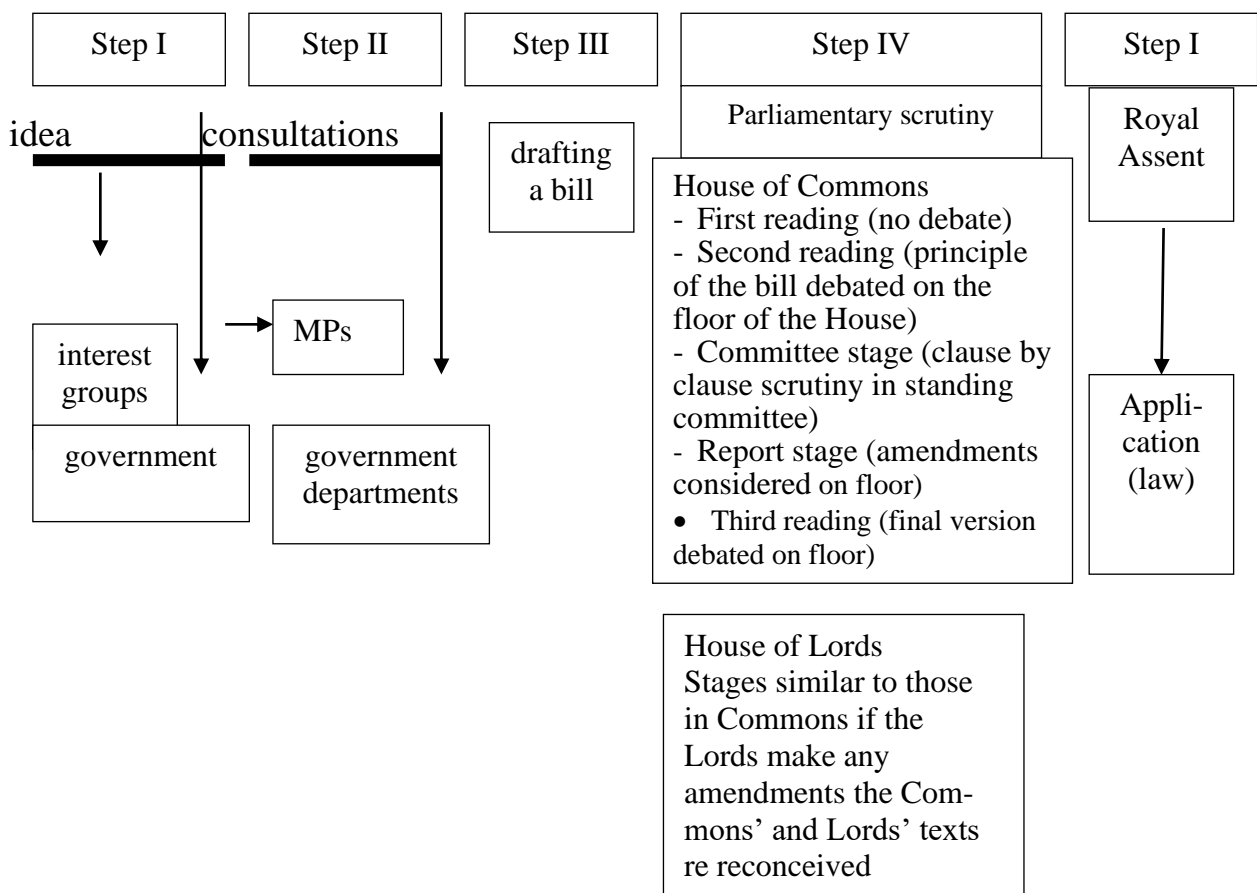
Practice

Exercise 3. Retell the law making process using the text and scheme below.

Bill and Law

In the British Parliament a bill is usually produced by the Government, and discussed in the House of Commons. Then it goes to the House of Lords. Finally, it receives the Royal Assent (it is signed by the Queen) and becomes law.

How a Government Bill is made



Unit 5. Court System of England and Wales

Lead-in

Exercise 1. What do you know about Court system of the England and Wales?

1. His Majesty's Courts of Justice of England and Wales are the civil and criminal courts responsible for the administration of justice in _____; they apply the law of England and Wales and are established under Acts of the Parliament of the United Kingdom

a) England and Wales, b) Cardiff, c) Scotland, d) English law.

2. Contrary to popular belief, there is no right to appeal at any stage in UK court proceedings to the _____ (ECJ).

a) European Court of Justice, b) European Parliament, c) Treaties of the European Union, d) European Union.

3. Prior to the Constitutional Reform Act 2005 this role was held by the _____.

a) Politics of the United Kingdom, b) Parliament of the United Kingdom, c) House of Commons of the United Kingdom, d) House of Lords.

4. Each Diocese (епархия) has a 'Chancellor' (either a _____ or solicitor) who acts as a judge in the consistory court of the diocese.

a) Advocate, b) Barrister, c) Prosecutor, d) Lawyer.

5. The Supreme Court is also the highest court of appeal for _____ matters, a role previously held by the Privy Council.

a) United Kingdom, b) Devolution, c) Northern Ireland d) Scottish independence.

Essential Vocabulary

Exercise 1. Check the pronunciation of these words and phrases.

law court	– суд
magistrates' court	– мировой суд
to impose a sentence	– выносить приговор
Imprisonment (n.)	– тюремное заключение
penalty (n.)	– наказание
to be presided over	– находиться под председательством
verdict (n.)	– приговор
case (n.)	– судебное дело
criminal case	– уголовное дело
Crown Court	– Суд Короны
to convict (v.)	– осуждать
convict (n.)	– осужденный
jury (n.)	– присяжные

overturn a decision	– отменить решение
to bind (v.)	– охватывать, связывать
to fine (v.)	– штрафовать
county court	– суд графства
court of appeal	– апелляционный суд
to refer (v.)	– передавать
to be referred to	– должен быть передан
European Court of Justice	– Европейский суд
juvenile court	– суд по делам несовершеннолетних
violent (adj.)	– насильственный
coroners' court	– суд, рассматривающий дела о насильственной смерти
offender (n.)	– правонарушитель
to make a decision	– принимать решение
fair (adj.)	– справедливый
tribunal (n.)	– суд, трибунал
taxation (n.)	– налогообложение

✎ Exercise 2. Read and translate the derivatives.

Decide – decision – decisive – decisively – decisiveness; Magister – magistrate; offence – offender – offensive – offensiveness; tax – taxable – taxation; violate – violation – violent – violence – violently.

Reading and discussion

Exercise 1. Read the text under the letter “A”; Find the answers to the 6 “What” questions above.

1. What are the two main types of court in England and Wales?
2. How many magistrates' courts are there in England and Wales?
3. Do the magistrates master the legal training and judicial practice?
4. Who presides over a Crown Court?
5. Where may a person convicted in a magistrates' court appeal against its decision?
6. What is the highest court of appeal?

Text A

The Court system of England and Wales

Prosecution in the United Kingdom is originated and conducted by the police. Each town has a magistrate court commonly known as a Police Court which hears less serious cases. There are about 700 magistrates' courts in England and Wales, served by approximately 28,000 unpaid magistrates or Justices of the Peace (JPs) who are ordinary citizens. A court normally consists of three to seven magistrates, who are advised on points of law by a legally qualified clerk. They may not impose a sentence of more than six months

imprisonment or a fine of more than 2000 pounds, and may refer cases requiring a heavier penalty to the Crown Court. A Crown Court is presided over by a professional judge, but the verdict is reached by a jury of twelve citizens, who are selected at random. There are some offences where the defendant is given the choice of having his case heard in the magistrates' court or the Crown Court.

Appeals are heard by higher courts. For example, appeals from magistrates' courts are heard in the Crown Court.

A person convicted in a magistrates' court may appeal against its decision to the local Crown Court, which will hear the appeal without a jury.



On points of law he may appeal directly to the Queen's Bench Division of the High Court. Appeals against a decision of the Crown Court go first to the High Court and, in special cases, to the Court of Appeal (Criminal Division). The highest court of appeal is the House of Lords. The decisions of law lords on both criminal and civil matters

bind all other courts. Only the government can overturn a decision of the House of Lords by passing an Act of Parliament.

Scotland has its own High Court in Edinburgh, which hears all appeals from Scottish courts. Certain cases may be referred to the European Court of Justice in Luxembourg.

The legal system also includes juvenile courts (which deal with offenders under seventeen) and coroners' courts (which investigate violent, sudden or unnatural deaths). There are administrative tribunals which make quick, cheap and fair decisions with much less formality. Tribunals deal with disputes between individuals, and disputes between individuals and government departments (for example, over taxation).

(URL: <http://study-english.info/economicsandlaw.php#ixzz3I0qc2gF9>)

📺 **Listening:** Structure of the UK Government - Constitutional Law

Exercise 2. Match two columns.

magistrates' court	– суд, рассматривающий дела о насильственной смерти
Crown Court	– суд по делам несовершеннолетних
case	– суд графства
County Court	– апелляционный суд
Court of Appeals	– насильственный
European Court of Justice	– судебное дело
juvenile court	– Суд Короны
violent	– Европейский суд
coroners' court	– мировой суд

Sorting words

✎ Exercise 1. Odd out one or more words.

- a) Police Court, magistrates' court, County Court, coroners' court;
- b) Justice of the peace, 2-7 magistrates, The Crown Court, to fine the people;
- c) The Supreme Court, Constitutional Court, Civil Court, Court of Appeals, Coroners' Court, Crown Court, Magistrates' Court, Juvenile Court.

Exercise 2. Match the synonyms.

- | | |
|--------------------------------|--------------------------|
| 1. to refer | a) to reject |
| 2. to impose a sentence | b) to try |
| 3. overturn | c) Police court |
| 4. penalty | d) to send |
| 5. to hear | e) to sentence a verdict |
| 6. the Highest Court of Appeal | f) punishment |
| 7. Magistrates' court | g) the House of Lords |

Practice

Exercise 1. Fill in the suitable phrases from the list above.

Higher courts, the highest court of appeal, the European Court of Justice, criminal cases, Crown Court, law court, magistrates' court, County courts.

The most common type of (1) ... in England and Wales is the (2) ... There are 700 magistrates' courts and about 30,000 magistrates. They are called Justice of Peace (JP's). They are not legally trained but advised by a Clerk of the Court, a trained lawyer.

More serious (3)... then go to the (4) ..., which has 90 branches in different towns and cities. Civil cases (for example, divorce or bankruptcy cases) are *dealt with* in (5)...



The members of the UK Supreme Court

Appeals *are heard* by (6) ... For example, appeals from magistrates' courts are heard in the Crown Court. (7) ... in England and Wales is the *House of Lords*. (Scotland has *its own* High Court in Edinburgh, which *hears* all appeals from Scottish courts.) Certain cases may *be referred to* (8)... in Luxembourg.

Exercise 2. Complete the phrases from the list below and make the sentences.

Example: *Prosecution in the Unites Kingdom is initiated and conducted by the police.*

Prosecution in the Unites Kingdom ...,

A Magistrate court (3) ...,

The magistrates ...,

Serious cases ...,

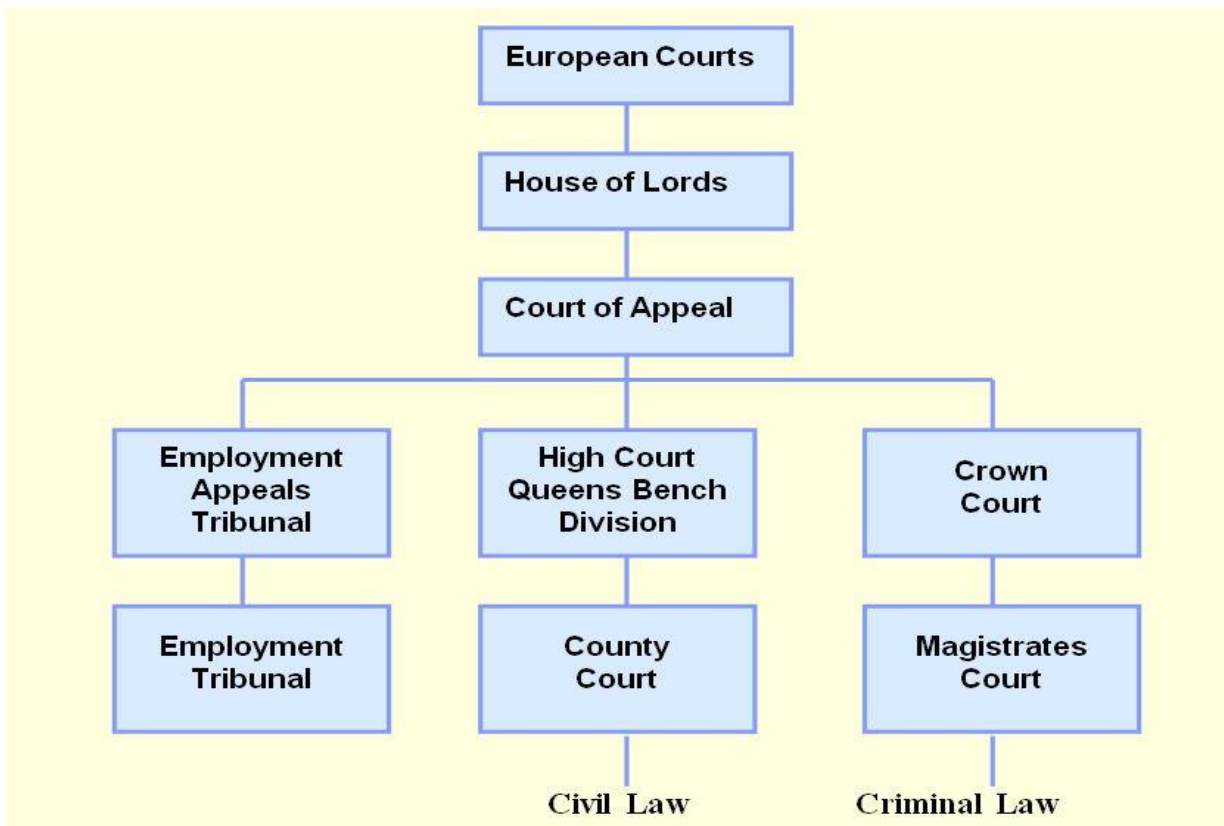
Crown Court ...,

Appeals against the sentences (приговор),

Appeals on cases which are of great public importance ...

to be sent to, be composed of, to be known as, to be heard, *to be initiated and conducted*, to try indictable offences (преступления, являющиеся основанием для уголовного преследования); be dealt with by, a Police Court, to hold on sessions.

Exercise 3. Comment on a scheme “The court system in England and Wales relevant to health and safety”.



CHAPTER IV. LAW ENFORCEMENT IN THE USA AND GREAT BRITAIN

Unit 1. Police in the United States

Lead-in



➔ Exercise 1. Choose the correct answer and fill in the blanks.

Police in the United States: Quiz

A.

The word 1. _____ has its origins in the Greek word 2. _____, which described all affairs that affected the survival and other of the state. By the eighteenth-century European states used “3. _____” (in France) and “4 _____” (in Germany) to refer to the internal administration safely, protection, and surveillance of a territory. The English eschewed the word “5. _____” because of its absolutist connotations but the term gained increasingly currency in France.

a) die Polizei, b) police, c) police, d) la police, e) politeia

B.

In most 1. _____ jurisdiction the 2. _____ is the main legal advisor to the 3. _____ and in some jurisdictions they may also have executive responsibility for 4. _____, prosecutions or even responsibility for affairs generally.

a) government, b) attorney general, c) law enforcement, d) common law.

C.

1. _____ describes the basic right of government to make laws and regulations for the benefit of their communities. Under the system of government in the US, only states have the right to make laws based on their police power. The law making power of the 2. _____ is limited to the specific grants of power found in the 3. _____. The right of 4. _____ to make law governing safety, health, welfare and moral is derived from the 5. _____.

a) Tenth Amendment, b) Constitution, c) police power, d) federal government, e) states.

D.

Militia, 1. _____ of citizens with limited military training, which is available for emergency service, usually for local defense. In many countries the militia are of ancient origin; Macedonia under Philip II (d. 336 BC), for example, had a militia of clansmen in border regions who could be called to arms to repel invaders. In early medieval Europe, among Anglo-Saxon peoples, the militia was institutionalized in the fyrd, in which every able-bodied free male was required to give 2. _____.

a) military organization, b) military service.

Essential Vocabulary

Exercise 1. Check the pronunciation of these words and phrases.

to enforce (v.)	– применять, приводить в жизнь (закон)
law enforcement	– правоохранительные органы
to suspect (v.)	– подозревать
to administer (v.)	– управлять
to vest with (v.)	– наделять
to suspect (v.)	– подозревать
to administer (v.)	– управлять
to vest with (v.)	– наделять
to make legal determinations	– давать правовые распоряжения
referral (n.)	– передача на рассмотрение (в суд)
detention (n.)	– заключение под стражу, временное заключение
to pend (v.)	– рассматривать
to charge with (v.)	– зд. вменять
to deter (v.)	– удерживать от совершения чего-то
to commit (v.)	– совершать (преступление)
warrant (n.)	– ордер (на обыск, арест)
writs (n.)	– судебное предписание
response (n.)	– ответ, реакция
emergency (n.)	– чрезвычайная ситуация
threat (n.)	– угроза
public facilities	– общественные учреждения
maintenance (n.)	– поддержание, сохранение
protection (n.)	– защита, охрана
power (n.)	– полномочия, власть
to fund (v.)	– финансировать
funding (n.)	– финансирование
to possess (v.)	– владеть, обладать
authority (n.)	– власть
to endow (v.)	– наделять
explicitly (adv.)	– явно, очевидно
passage (n.)	– принятие, прохождение через законодательный проект (о законе)
The Department of Justice	– Министерство юстиции
The United States Marshals Service	– Федеральная службы исполнения наказаний и судебных приставов США
Federal Bureau of Prisons	– Федеральное бюро тюрем
mutual aid	– взаимопомощь
to remain (v.)	– оставаться
flexible (adj.)	– гибкий

Foreign affairs	– иностранные дела
fugitive (n.)	– беглец, лицо, скрывающееся от правосудия
interstate flight	– межгосударственное пересечение воздушного пространства
The Attorney General's office	– Министерство юстиции
Intelligence (n.)	– разведка
Ranger Division	– диверсионно-следственное управление
capitol police	– полиция Капитолия штата
campus police	– полиция, осуществляющая надзор на территории университета
Environmental police	– полиция – охотоведы
the Department of Revenue	– департамент государственных сборов
metropolitan counties	– городские округа
to handle (v.)	– осуществлять контроль
to fall into (v.)	– разделяться на типы
entire (n.)	– весь
entire county	– зд. весь район
incorporated areas	– некорпоративные (разобщенные) области
to perform (v.)	– выполнять
built and maintained roads	– строящиеся и эксплуатируемые дороги
coterminous (adj.)	– соседствующий
merger (n.)	– слияние
resolve (n.)	– решать, принимать решения
urban sprawl	– разрастание городов
to invade (v.)	– вторгаться
property (n.)	– собственность, имущество

✎ Exercise 1. Read and translate the derivatives.

Corporal – corporate – corporation – corporate – incorporated; enforce – enforceable – enforcement; federal – federalism- federalist – federate – federation; investigate – investigation – investigator; maintain – maintainable – maintenance; municipal - municipally – municipality; respect – respecter – respectable – respectably – respectful- respective – irrespective – respectively.

Reading and discussion

Exercise 1. a) Read the text under the letter “A” and find answers to the questions given below; b) Explain the words in italics.

Text A

Police in the United States

Law enforcement in the United States is one of three major components of the criminal justice system of the United States, along with courts and corrections. Although each component operates semi-independently, the three collectively form a chain leading from investigation of suspected criminal activity to administration of *criminal punishment*. Also, courts are vested with the power to *make legal determinations* regarding the conduct of the other two components.

There's no national police force in the US, where policing is organized on a state and local basis.



Law enforcement operates primarily through governmental police agencies. The law-enforcement purposes of these agencies are the investigation of suspected criminal activity, referral of the results of investigations to the courts, and the temporary detention of suspected criminals pending judicial action. Law enforcement agencies, to varying degrees at different levels of government and in different agencies, are also commonly charged with the responsibilities of deterring criminal activity and preventing the successful commission of crimes in progress. Other duties may include the service and enforcement of warrants, writs, and other orders of the courts.

Law enforcement agencies are also involved in providing first response to emergencies and other threats to public safety; the protection of certain public facilities and infrastructure; the maintenance of public order; the protection of public officials; and the operation of some correctional facilities (usually at the local level).

Types of policing. Policing in the United States is conducted by numerous types of agencies at many different levels. Every state has its own nomenclature for agencies, and their powers, responsibilities and funding vary from state to state.

Federal. At the federal level, there exist both federal police, who *possess full federal authority* as given to them under United States Code (U.S.C.), and federal law enforcement agencies, which are authorized to enforce various laws at the federal level. Both police and law enforcement agencies operate at the highest level and are endowed with police roles; each may maintain a small component of the other (for example, the FBI Police). The agencies have

nationwide jurisdiction for enforcement of federal law. All federal agencies are limited by the U.S. Code to investigating only matters that are explicitly within the power of the federal government. However, federal investigative powers have become very broad in practice, especially since the passage of the USA PATRIOT Act.

The Department of Justice (DOJ) is responsible for most law enforcement duties at the federal level. It includes the Federal Bureau of Investigation (FBI), the Drug Enforcement Administration (DEA), the Bureau of Alcohol, Tobacco, Firearms, and Explosives (ATF), the United States Marshals Service, the Federal Bureau of Prisons (BOP) and others.

At a crime or disaster scene affecting large numbers of people, multiple jurisdictions, or broad geographic areas, many police agencies may be involved by mutual aid agreements, for example the United States Federal Protective Service responded to the Hurricane Katrina natural disaster. Command in such situations remains a complex and flexible issue.



In accordance with the federal, as opposed to unitary or nonfederal, structure of the United States government, the national (federal) government is not authorized to *execute general police powers* by the Constitution of the United States of America. Each of the United States' 50

federated states (referred to simply as 'states' in the United States despite their lack of full sovereignty) retain their own police, military and domestic law-making powers. The US Constitution gives the federal government the power to deal with foreign affairs and interstate affairs (affairs between the states). For policing, this means that if a non-federal crime is committed in a US state and the fugitive does not *flee the state*, the federal government has no jurisdiction. However, once the fugitive crosses a state line, they violate the federal law of interstate flight and is subject to federal jurisdiction, at which time federal law enforcement agencies may become involved.

The main mission of the FBI is to protect the USA and its citizens, their rights and liberty, fight against domestic and international intelligence threat, the spread of narcotics and weapon threat, terrorism and cybercrimes.

State. The police forces and criminal investigation agencies are established by each of the 50 states. The mission of state police is to maintain law and order, to enforce the state law, *traffic and regulatory laws*, provide security and safety service. State police is headed by *the commissioner superintendent* who is appointed by the governor of the state.

Most states operate statewide government agencies that provide law enforcement duties, including investigations and state patrols. They may be called state police or highway patrol, and are normally part of the state Department of Public Safety. In addition, the Attorney General's office of each

state has its own state bureau of investigation. The Texas Ranger Division fulfills this role though they have their history in the period before Texas became a state.

Various departments of state governments may have their own enforcement divisions, such as capitol police, campus police, *state hospitals*, Departments of Correction, *water police*, environmental (fish and game/wildlife) game wardens or conservation officers (who have full police powers and statewide jurisdiction). In Colorado, for instance, the Department of Revenue has its own investigative branch, as do many of the state-funded universities.

County police. County police tend to exist only in metropolitan counties



and have countywide jurisdiction. In some areas, there is a sheriff's department which only handles minor issues such as service of papers and security for the local courthouse. In other areas, there are no county police and the local sheriff is the exclusive

law enforcement agency and acts as both sheriff and county police, which is more common than there being a separate county police force. Sheriff has special responsibilities for supervision of the custody of prisons and investigation of crime as well. County police tend to fall into three broad categories:

- Full-service – provide the full spectrum of police services to the entire county, *irrespective of local communities*, and may provide contractual security police services to special districts within the county.
- Limited service – provide services to unincorporated areas of the county (and may provide services to some incorporated areas by contract), and usually provide contractual security police services to special districts within the county.
- Restricted service – provide security police to county owned and operated facilities and parks. Some may also perform some road patrol duties on county built and maintained roads, and *provide support to municipal police* departments in the county. Some northeastern states maintain county detectives in their county attorneys' offices.

Municipal police. Municipal police range from one-officer agencies (sometimes still called the town marshal) to the 40,000 person-strong of the New York City Police Department. Most municipal agencies take the form (Municipality Name) Police Department. Many individual cities and towns will have their own police department, with larger communities typically having larger departments with greater budgets, resources, and responsibilities.

(URL: http://worldlibrary.net/articles/law_enforcement_in_the_united_states)

■ **Listening:** Why are there so many types of law enforcement (federal, state, and local police explained)

1. What agencies does the law enforcement operate in the USA through?
2. What are the main tasks of the law-enforcement agencies?
3. What general types of agencies do the US policing include?
4. What are the common purposes of the federal police?
5. What law enforcement duties is the Department of Justice responsible for?
6. What kind of law enforcement duties do the state police fulfill?
7. Who is at the head of the county police? What are his duties?
8. What categories do county police fall into? What are their main tasks?
9. What other agencies do you know in the USA?

Sorting words

✎ Exercise 1. Read and translate the international words, use a dictionary if necessary.

Activity, administration, component, operate, policing, the Department of Justice, the Federal Bureau of Investigation, Constitution, mission, subject, governor, patrol police, categories, commissioner superintendent, municipal police, limited service, sheriff, jurisdictional problem

✎ Exercise 2. Match the synonyms.

- | | |
|----------------------|----------------------------------|
| 1. neighboring | a. force – body - organ |
| 2. issue | b. perform |
| 3. fulfill | c. to endow |
| 4. power | d. case |
| 5. to vest with | e. violate |
| 6. matter | f. coterminous |
| 7. break | g. the Attorney General's office |
| 8. the Department of | h. authority |
| 9. maintain | i. support |
| 10. domestic | j. national |
| 11. agency | k. problem |

✎ Exercise 3. Find the English equivalents for the words and phrases from the list below in the text under the letter "A".

Действовать автономно, действовать через правительственные правоохранительные органы, ожидать судебное решение, работа некоторых исправительных учреждений, немедленное реагирование на чрезвычайные ситуации и другие угрозы общественной безопасности; защита определенных государственных объектов и инфраструктуры, охватывать большую часть населения, сохранить собственную полицию, военные и внутренние законодательные полномочия, транспортные и

нормативные законы, предоставлять услуги по контрактам полиции безопасности, оказывать поддержку (помощь) муниципальной полиции, обеспечивать большую эффективность за счет осуществления централизованного управления,

Practice

Exercise 1. Complete the sentences.

1. The American law enforcement is a part of...
2. Policing in the United States is provided by ...
3. Federal police consists of ...
4. ... is responsible for most law enforcement duties at the federal level.
5. ... gives the federal government the power to deal with foreign affairs and interstate affairs between the states.
6. The main mission of the FBI is ...
7. The police forces and criminal investigation agencies are ...
8. The main mission of the state police is ...
9. State police is headed by ...
10. County police operates in ...
11. Every county has its sheriff with responsibilities for...
12. County police falls into three broad categories ...
13. ... responsible for protecting government property.
14. ... is independent and integral part of USA police since July 1898.

Exercise 2. Express your agreement and disagreement using the following phrases: *I quite/ completely/agree, I can't agree, I think it is not so, it is wrong, on the contrary.*

1. The police structure of the USA is dependent.
2. The federal officials' power is limited.
3. The FBI investigates domestic crimes.
4. In the USA every state has its counties which are headed by sheriffs.
5. Sheriff is vested with unlimited services.
6. In all areas sheriff acts as both sheriff and county police.

Exercise 3. Translate the text "B" using a dictionary.

Text B

Militia, military organization of citizens with limited military training, which is available for emergency service, usually for local defense. In many countries the militia are of ancient origin; Macedonia under Philip II (d. 336 BC), for example, had a militia of clansmen in border regions who could be called to arms to repel invaders. In early medieval Europe, among Anglo-Saxon peoples, the militia was institutionalized in the fyrd, in which every able-bodied

free male was required to give military service. Similar arrangements evolved in other countries. In general, however, the emergence in the Middle Ages of a quasi-professional military aristocracy, which performed military service in return for the right to control land and servile labour, tended to cause the militia to decay, particularly as political power became increasingly centralized and life became more secure. The institution persisted, nevertheless, and, with the rise of national monarchies, served in some measure to provide a manpower pool for the expanding standing armies, particularly where manpower was scarce. In France in the 18th century, one-eighteenth part of the militia was required to enter the regular army each year.




In colonial America the militia, based on the tradition of the *fyrdr*, was the only defense against hostile Indians during the long periods when regular British forces were not available. During the American revolution, the militia, called minutemen, provided the bulk of the American forces as well as the pool for recruiting or drafting of regulars. The militia played a similar role in the War of 1812 and The American Civil War. After that conflict, however, the militia fell into disuse. State-controlled volunteer units of well-to-do men (those who could afford to buy their own uniforms) were formed in most states and came to serve a quasi-social function; many of these volunteers were veterans of the Civil War. In the 1870s and '80s such units, which came to be referred to as the National Guard, were called upon by state governors to break strikes. All that times these state units, which received an annual federal grant for firearms, constituted the nation's only trained reserve. In the 20th century, despite the parallel growth of designated reserve forces, The National Guard (still often referred to as militia) was called into federal service in both world wars and continued to be used in emergencies by both the state and the federal government.

In Great Britain the Territorial Force, a militia-like reserve organization for home defense, was created in 1908. It became the Territorial Army in 1921, and overseas service was required. During World War II the militia principle was followed in the establishment of the Home Guard. In 1942 enrollment in the force became compulsory for some segments of the civilian population. Militia forces-conscripts who undergo periodic military training until retired to an inactive reserve in middle age-constitute today the bulk of the armed forces available for emergency service in Switzerland, Israel, Sweden, and several other countries that maintain large standing forces and conscript reserves also support huge militia forces as territorial reserves for local defence.

Unit 2. The Federal Bureau of Investigation (FBI)


Lead-in



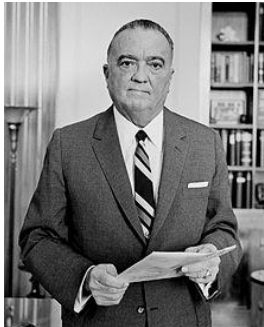
 **Exercise 1. Become familiar with the main mission of the FBI and say “Do we have the same organization in Russia?” What crime does the domestic intelligence combat with?**

The Federal Bureau of Investigation, or FBI, is the domestic intelligence and security service of the United States. Currently, the FBI top investigative priorities have been assigned to these areas:

1. Protect the United States from terrorist attack;
2. Protect the United States against foreign intelligence operations and espionage;
3. Protect the United States against cyber-based attacks and high-technology crimes (see Cyber-warfare);
4. Combat public corruption at all levels;
5. Protect civil rights;
6. Combat transnational/national criminal organizations;
7. Combat major white-collar crime;
8. Combat significant violent crime;
9. Support federal, state, local and international partners; and
10. Upgrade technology for successful performance of the FBI's mission.
- 11.

 **Exercise 2. Choose the correct answer in the opposite column.**

1. Fidelity, Integrity	Bravery,		A. J. Edgar Hoover Building Northwest, Washington D.C.
2. Wiretapping was popular in the 1920s during Prohibition to arrest bootleggers. In the 1927 case Olmstead v. United States in which a bootlegger was caught through telephone tapping, the United Supreme Court ruled that FBI wiretaps did not violate the Fourth Amendment as unlawful search and seizure, as long as the FBI did not break into a person's home to complete the tapping.			B. J. Edgar Hoover was a founder of ...

<p>3.</p> 	<p>C. Harlan Fiske Stone</p> 
<p>4. He became a controversial figure as evidence of his secretive abuses of power began to surface. He was found to have exceeded the jurisdiction of the FBI, and to have used the FBI to harass political dissenters and activists, to amass secret files on political leaders, and to collect evidence using illegal methods.</p>	<p>D. Motto</p>
<p>5. He was 12th Chief Justice of the United States, serving until his death in 1946 – one of the shortest term of any Chief Justice; in 1924 Attorney General appointed a first director and ordered the bureau be reorganized.</p>	<p>E. The first Director of the FBI</p> 

(URL: <https://en.wikipedia.org>)

Essential Vocabulary

Exercise 1. Check the pronunciation of these words and phrases.

wiretapping (n.)	– перехват телефонных сообщений
domestic (adj.)	– внутренний
security service	– служба безопасности
intelligence(n.)	– разведка
fidelity (n.)	– верность, преданность
bravery (n.)	– храбрость, смелость
integrity (n.)	– честность
tenure (n.)	– срок пребывания (на службе)
frequent(adj.)	– частый, постоянный
overzealousness (n.)	– зд. свехусерден, рвение
persecution (n.)	– преследование в судебном порядке

threat (n.)	– угроза
to uphold (v.)	– поддерживать
headquarters (n.)	– главное управление, штаб-квартира
Computer Analysis and Response	– компьютерный анализ и заключение
DNA Analysis	– молекулярно-генетическая экспертиза, анализ ДНК
Explosives	– экспертиза взрывчатых веществ
Firearms and Tool marks	– экспертиза по следам применения огнестрельного и холодного оружия
forensic (adj.)	– судебный, криминалистический
Hazardous Materials Response	– заключение по радиоактивным веществам
Investigative and Prospective Graphics	– объективная следственная экспертиза графического изображения
Latent Prints	– экспертиза по скрытым отпечаткам
free of charge	– бесплатный
countering (n.) –	– меры противодействия
cyber-crime(n.)	– кибер-преступление
white-collar crime	– должностное преступление

✎ Exercise 2. Read and translate the derivatives.

Lead – leader – leadership – leading, jurisdiction – jurisdictional – jurisprudence – jurisprudent – jurist, persecute – persecution – persecutor, success – successful – succession – successive, special – speciality – specialization – specialize – specially – specialty.

Reading and discussion

✎ Exercise 1. a) Read the text under the letter “A” and choose from the list A-E the sentences which best summarizes each part (1-5) of the text given below. There is an example at the beginning (1).

- A. The federal residential offices of the FBI.
- B. The main section of the FBI Laboratory.
- C. Investigative jurisdiction and intelligence agency of the FBI
- D. The background of the FBI.
- E. Re-engineering changes of FBI structure
- F. The main purposes of the FBI.

The Federal Bureau of Investigation (FBI)

1. – C

The Federal Bureau of Investigation (FBI) is a federal criminal investigative, intelligence agency, and the primary investigative arm of the United States Department of Justice (DOJ). At present, the FBI has investigative

jurisdiction over violations of more than 200 categories of federal crimes, making the FBI the de-facto lead law enforcement agency of the United States government. The motto of the bureau is “Fidelity, Bravery, Integrity.”

2. – ...



Starting in 1908 as the Bureau of Investigation (BOI), the FBI did not receive its current name until 1935. In 1924 Attorney General Harlan Fiske Stone (later to become chief justice of the United States) appointed J. Edgar Hoover (1895-1972) as its director and ordered the bureau be reorganized. J. Edgar Hoover, the first FBI Director (1924-1972), continuing his tenure from the BOI, was the longest-serving FBI

director to date. Reappointed to that post by successive general, Hoover was primarily responsible for the development of the bureau and its professional standards in law enforcement, though his frequent overzealousness and occasional persecutions have been criticized. The J. Edgar Hoover building, the FBI Academy, and the Criminal Justice Information Services Complex serve as the main support offices for each of the field offices that are located throughout the country.

3. – ...

The mission of the FBI is to protect and defend the United States against terrorist and foreign threats, to uphold and enforce the criminal laws of the United States, and to provide leadership and criminal justice services to federal, state, municipal, and international agencies and partners. Title 28 of the United States Code (U.S. Code), Section 533, authorizes the Attorney General to "appoint officials to detect crimes against the United States." Other federal statutes give the FBI the authority and responsibility to investigate specific crimes.

4. – ...

The FBI is headquartered at the J. Edgar Hoover Building in Washington D.C., with 56 field offices in major cities across the United States. The FBI also maintains over 400 resident agencies across the United States, as well as over 50 Legal Attachés at United States embassies and consulates. Many specialized FBI functions are located at facilities in Quantico, Virginia, as well as in Clarksburg, West Virginia.

5. – ...

J. Edgar Hoover was chiefly responsible for creating the Scientific Crime Detection Laboratory. The FBI Laboratory, established with the formation of the BOI, did not appear in the J. Edgar Hoover Building until its completion in 1974. The lab serves as the primary lab for most DNA, biological, and physical work. The services the lab conducts include Chemistry, Combined DNA Index System (CODIS), Computer Analysis and Response, DNA Analysis, Evidence Response, Explosives, Firearms and Tool marks, Forensic Audio, Forensic Video, Image Analysis, Forensic Science Research, Forensic Science Training,

Hazardous Materials Response, Investigative and Prospective Graphics, Latent Prints, Materials Analysis, Questioned Documents, Racketeering Records, Special Photographic Analysis, Structural Design, and Trace Evidence. The services of the FBI Laboratory are used by many state, local, and international agencies free of charge. The lab also maintains a second lab at the FBI Academy.

6. – ...

With months after the September 11, 2001 attacks, current FBI Director Robert Mueller, who was only sworn in three days before the attacks, called for a re-engineering of FBI structure and operations. In turn he made every federal crime a top priority, including prevention of terrorist attacks, countering foreign intelligence operations, addressing cyber-crime-based attacks, other high-technology crimes, protecting civil rights, combating public corruption, organized crime, white-collar crime, and major acts of violent crime all of which now fall under the top investigative priorities of the FBI mission.



Sorting words

Exercise 1. Match definitions with their descriptions.

- | | |
|------------------------------|---|
| 1. White-collar crime refers | a. to oppose, meet in attack (with a return attack). |
| 2. Intelligence is | b. the location where most of the important functions of an organization are coordinated. |
| 3. Persecution is | c. A government department that secretly collects information on enemies. |
| 4. To counter means | d. the application of science and civil laws, mainly on the criminal side during criminal investigation, as governed by the legal standards of admissible evidence and criminal procedure |
| 5. Forensic Science is | e. the systematic mistreatment of an individual or group by another individual or group. The most common forms are religious persecution, ethnic and political persecution. |
| 6. Headquarters (HQ) denotes | f. to financially motivated nonviolent crime committed by business and government professionals |

✎ Exercise 2. Odd out one word that is different from the others in a group.

- a. Harlan Fiske Stone, Robert Peel, J. Edgar Hoover, Robert Mueller;
- b. Washington D.C., Quantico, Virginia, Texas;
- c. Bravery, Fidelity, Courage, Integrity;
- d. DOJ, BOI, FBI, CIA;
- e. Murder, white-collar crime, organized crime, cyber-crime, high-technology crime, public corruption;
- f. to protect and defend the United States; prevent terrorist and foreign threats; conduct foreign intelligence; to uphold and enforce the US criminal laws; to provide leadership and criminal justice services.

Exercise 3. Find in the text “A” the same equivalents in English.

Спецслужба (разведывательная служба); министерство юстиции США, верность, храбрость, честность; срок пребывания (на службе); поддерживать и обеспечивать соблюдение уголовного законодательства; обеспечивать руководство и службы системы уголовного правосудия; выполнять задачи следственного федерального органа; подвергаться критике за чрезмерное усердие и профессиональное преследование; образована с момента основания; реакция на содержание опасных материалов; бесплатно; сотрудничать (поддерживать).

Practice

Exercise 1. Match the beginning of the sentences with their endings.

1. The United States Federal Bureau of Investigation (FBI)	a. is to uphold and enforce federal criminal laws, aid international, state, and local police, investigative services, and to protect the United States against terrorism and threats to national interests.
2. The Federal Bureau of Investigation	b. is considered to be a federal criminal investigative, intelligence agency, and the primary investigative arm of the United States Department of Justice
3. The mission of the FBI	c. is the nation's primary federal investigative service.
4. The first FBI director	d. started working with formation of BOI.
5. FBI headquarters	e. served for nearly 48 years.
6. The FBI Laboratory	f. is situated in Washington D.C.

Exercise 2. Answer the following questions.

1. When was the FBI established?
2. What kind of motto does the FBI have?
3. Who appointed the first FBI director?

4. Who was the first FBI director?
5. What was his tenure?
6. What are the main governmental offices of the FBI?
7. How many resident agencies are there across the United States?
8. What are the main missions of the FBI?
9. Where is the headquarters of the FBI?
10. When was the FBI Laboratory established?
11. What section does the FBI Lab include?
12. Is the FBI lab free of charge?
13. What laboratory does The FBI Lab support?

Exercise 3. Speak about the FBI according to the following plan.

1. The establishment and responsibilities of the FBI.
2. The hierarchy of ranks in Britain.
3. The residential territories and headquarters of the FBI.
4. The FBI Laboratory.
5. The first director of the FBI.
6. The crimes against which the FBI combats.

Unit 3. The British Police Force

Lead-in

 **Exercise 1. Choose the correct answer and fill in the blanks.**



A. The British police officer is a well-known figure to anyone who has visited Britain or who has seen British films. Policemen are to be seen in towns and cities keeping law and order, either walking in pairs down the streets (“_____”) or driving specially marked police cars.

a) walking the beat, b) walker-talker, c) walking up and down.



B. Once known as “_____” because of their distinctive markings. The term was first used to refer to British police cars painted with large panels of light blue and white.

a) zebra cars, b) koala bears cars, c) panda cars.



C. In the past, policemen were often known as “_____” after Sir Robert Peel, the founder of the police force.

a) The Teddies, b) The Peelers, c) The Bobbies



D. Nowadays, common nicknames include “the cops”, the “fuzz”, “_____”, and “the Old Bill” (particularly in London). Few people realize, however, that the police in Britain are organized very differently from many other countries.

a) the bears, b) the cocks, c) the pigs

Essential Vocabulary

Exercise 1. Check the pronunciation of these words and phrases.

Text A

constable (n.)	— констебль
to witness (v.)	— свидетельствовать
to suppose (v.)	— подозревать
to raise the alarm	— поднимать тревогу
hue and cry	— зд. погоня
to abolish (v.)	— отменять
watchman (n.)	— ночной караульный
cargo (n.)	— грузовое судно
suspicious (adj.)	— подозрительный, недоверчивый
to fear (v.)	— бояться, пугаться
to oppress (v.)	— угнетать, притеснять
to mushroom (v.)	— зд. разрастаться (как грибы)
obsolete (adj.)	— устаревший, отживший (система)
copper (n.)	— полицейский
truncheon (n.)	— дубинка полицейского
rattle (n.)	— зд. трещотка
whistle (n.)	— свисток
to hang (v.)	— повесить
fingerprint (n.)	— отпечаток пальца
branch (n.)	— отдел, раздел
the Metropolitan Police (The Met)	— Столичная полиция
murderer (n.)	— убийца
in disguise	— переодетый
to strike (v.)	— бастовать
the Flying Squad	— зд. выездная полицейская команда
the fuzz (n.)	— зд. легавые, полиция
Home Office	— министерство внутренних дел Великобритании
a committee of local county councilors	— комитет местных муниципальных советников
to undergo (v.)	— получить (образование)
the Chief Constable	— главный констебль
Assistant (n.)	— помощник
Superintendent (n.)	— суперинтендент
Special Constables-members	— добровольные помощники полиции
Criminal Investigation Department	— Отдел уголовного розыска

(CID)

traffic warden

to obey (v.)

the parking regulations

speeding (n.)

careless driving

to safeguard (v.)

property (n.)

to apprehend (v.)

police boxes

redundant (n.)

- инспектор дорожного движения
- соблюдать
- правила парковки
- превышение скорости
- неосторожное вождение
- охранять, защищать
- имущество
- задерживать
- полицейская будка
- не имеющий отношения к делу, ненужный

Text B

to refer (v.)

significant (adj.)

senior figure

to employ (v.)

to swear (v.)

to support (v.)

significant margin

to have a power

Commissioner (n.)

the Mayor's Office for Policing and Crime

the Ministry of Defense

enquiry (n.)

relevant (adj.)

to deem (v.)

- относиться, касаться
- существенный, важный
- старший по статусу
- наниматься
- клясться
- поддерживать
- отличающийся от всех
- обладать властью, полномочиями
- комиссар полиции, глава Столичной полиции (подчиняется министру внутренних дел, но назначается монархом)
- Приемная мэра по вопросам полицейской деятельности и преступности
- Министерство обороны
- расследование
- соответствующий
- считать

✎ Exercise 2. Read and translate the derivatives.

Assist– assistance– assistant– assisting, politic– political– politically– politician– politicize– politics; suspect–suspicion – suspicious; voluntary – voluntarily – voluntaries – voluntariness – voluntarism – voluntarist – voluntaristic – voluntariate.

Exercise 3. Learn police ranks in the UK. Name all ranks of the officers who have the prefix Detective, Chief. Work in pair.

The UK police ranks

Chief Constable	– главный констебль
Deputy Chief Constable	– заместитель главного констебля
Assistant Chief Constable and Commander	– помощник главного констебля и командер
Chief Superintendent	– главный суперинтендент
Detective Chief Superintendent	– детектив главный суперинтендент
Superintendent	– суперинтендент
Inspector	– инспектор
Detective Inspector	– детектив инспектор
Sergeant	– сержант
Detective Sergeant	– Детектив сержант
Police Sergeant	– полицейский сержант
Constable	– констебль
Detective Constable	– детектив констебль
Police Constable	– Полицейский констебль
Detective Superintendent	– детектив суперинтендент
Chief Inspector	– старший инспектор
Detective Chief Inspector	– детектив главный инспектор
Woman Police Constable	– женщина-констебль

The Metropolitan police ranks

Commissioner	– комиссар полиции
Deputy Commissioner	– заместитель комиссара
Deputy Assistant Commissioner	– заместитель помощника комиссара

Reading and discussion

Exercise 1. a) Read the text under the letter “A” and find answers to the questions given below; b) Explain the words in italics.

Text A

A brief history of the police in Britain

By Tim Lambert

Early Law Enforcement

From the Middle Ages there were local official in England called constables who were responsible for *keeping the peace*. Men took it in turns *to take the post* for one year and it was unpaid. Also, if somebody witnessed a crime, he was supposed to raise the alarm and all men were supposed to help catch the criminal. This was called hue and cry. It was abolished in 1827.

From 1663 there were paid night watchmen in London in the late 18th century many provincial towns also employed night watchmen *to patrol the streets*. Meanwhile in 1749 a London magistrate called Henry Fielding formed the Bow Street Runners *to catch criminals*. (They got their name because their

office was in Bow Street). In the 18th century London was Britain's busiest port. So, in 1798 the River Police were founded *to protect cargoes*.

Police in the 19th century

However, at the beginning of the 19th century many people in Britain were suspicious of *a full-time police force*. They feared the government might use to oppress them. Yet the Industrial revolution meant that life was changed rapidly. Cities mushroomed and the old system became obsolete.

The first modern police force in Britain was formed in London in 1829 by Sir Robert Peel. (Policemen were called Bobbies or peelers after him. Sometimes they were called coppers from the old English word cop, meaning to grab or seize, hold of). The first British police force was not armed with guns. Instead they carried truncheons and rattles. (Policemen carried whistles from the 1880s). Constable Joseph Grantham was the first policeman to be killed on duty in 1830.

The first police detectives were formed in London in 1842. In 1878 the detective force was reorganized and it was renamed the CID (the Criminal Investigation Department).

Police in the 20th Century

Law enforcement was helped by the invention of fingerprinting in the late 19th century. In 1901 *the fingerprint branch* of the Metropolitan Police was formed. The first British murderers to be convicted by *fingerprint evidence* were Albert and Alfred Stratton. Both were hanged in 1905.

The first murderer to be caught by radio was Dr. Crippen in 1910. He tried *to flee* by ship in disguise to Canada. However, the captain grew suspicious and sent a radio message to London. Detectives caught a faster ship and arrested Crippen when arrived in Canada. In the 1920s police cars *were equipped with* radios. Also, in the 1920s police boxes were introduced in Britain. Inside the "box" was a telephone so a policeman could call his station.

Meanwhile the British police *went on strike* in 1919. As a result, they *won higher pay* and the Police Federation was formed. Then in 1937 the 999-emergency *number was created*.

The first policewoman in the world began duty in Los Angeles in 1910. The first British policewomen were appointed in 1914. The same year, 1814 the first special constables were appointed. The Flying Squad was formed in 1919.

In the 1960s policemen were carrying personal radios and police boxes became redundant. In 1984 the Police and Criminal Evidence Act changed the way police make arrests and question suspects.

(URL: <http://www.localhistories.org/police.html>)

Nowadays

Nowadays, common nicknames include "the cops", "the fuzz", "the pigs", and "the Old Bill" (particularly in London). Few people realize, however, that the police in Britain are organized very differently from many other countries.

Most countries, for example, have a national police force which is controlled by central Government. Britain has no national police force, although police policy is governed by the central Government's Home Office. Instead, there is a separate police force for each of 52 areas into which the country is divided. Each has a police authority - a committee of local county councilors

and magistrates. The forces *co-operate with* each other, but it is unusual for members of one force to operate in another's area unless they are asked to give assistance. This sometimes happens when there has been a very serious crime. A Chief Constable (the most senior police officer of a force) may sometimes ask for the assistance of London's police force, based at New Scotland Yard - known simply as "the Yard".

In most countries the police carry guns. In Britain, however, this is extremely unusual. Policemen do not, as a rule, carry firearms in their day-to-day work, though certain specialist units are trained to do so and can be called upon to help the regular police force in situations where firearms are involved, e.g. terrorist incidents, *armed robberies*, etc. The only policemen who routinely carry weapons are those assigned to *guard politicians and diplomats, or special officers* who patrol airports.

In certain circumstances specially trained police officers can be armed, but only *with the signed permission of a magistrate*.

All members of the police must *have gained* a certain level of academic *qualifications* at school and undergone a period of intensive training. Like in the army, there are a number of ranks: after the Chief Constable *come the Assistant Chief Constable, Chief Superintendent, Chief Inspector, Inspector, Sergeant and Constable*. Women make up about 10 per cent of the police force. The police are helped by a number of Special Constables-members of the public who work for the police *voluntarily* for a few hours a week.

Each police force has its own Criminal Investigation Department: (CID). Members of CIDs are detectives, and they *do not wear uniforms*. The other uniformed people you see in British towns are traffic warden. Their job is to make sure that drivers obey the parking regulations. They have no other powers - it is the police who are responsible for controlling offences like speeding, careless driving and *drunken driving*. The duties of the police are varied, ranging from assisting at accidents to *safeguarding public order* and dealing with lost property. One of their main functions is, of course, apprehending criminals and would-be criminals.

(URL: <http://law29.ru/lib/lang/1766>)

📺 **Listening:** 27 - The London Police Force Briefly Explained

1. Were the police of the Middle Ages well paid?
2. What was the mission of the night watchmen?
3. When started a full-time police force working?
4. How were the law enforcement agencies equipped in 18ths/ 19ths century?
5. Do you know the nicknames of the police in 19ths century/ modern nicknames?
6. Why did the police go on strike in 1919?
7. Who was Robert Peel?
8. What did Robert Peel form?
9. Whom are the Metropolitan Police headed by?
10. What are other police forces which protect the security of areas and properties?
11. What is the hierarchy of ranks in the British police?

Sorting words

✎ Exercise 1. Find the English equivalents for the words and phrases from the list below in the text under the letter “A”.

Быть ответственным за сохранение мира; нанимать ночного дозорного; осуществлять сохранность судов; относиться с подозрением к; полный рабочий день; захватить; овладеть; носить дубинки и трещотки; изобретение дактилоскопии; номер службы экстренной помощи; осуществлять арест; вести опрос подозреваемых; министерство внутренних дел; районы, на которые делятся округа; комитет местных муниципальных советников и судей; носить оружие; каждодневная работа; вооруженное ограбление; при определенных обстоятельствах; с письменного разрешения магистрата (полицейского); работать добровольно; инспектор дорожного движения; соблюдать правила парковки; соблюдение общественного порядка; похищенное имущество; задержание преступника.

✎ ➡ Exercise 2. Odd out one or more word or phrase.

- a) copper, gold, fuzz pig, The Peelers, The Bobbies;
- b) The Flying Squad; PATRIOT, Bow Street Runners, the CID;
- c) safeguarding public order apprehend a criminal, to guard politicians and diplomats, to protect cargoes, supervise domestic intelligence;
- d) Inspector, Special Constables-members; Chief Constable; Sergeant; Superintendent.

✎ ➡ Exercise 3. Match the synonyms.


- | | |
|--------------------------------|-------------------------|
| 1. gun | a. right |
| 2. crime | b. to get, obtain |
| 3. to deal with | c. help |
| 4. to gain | d. illicit |
| 5. give assistance | e. act |
| 6. power | f. offence |
| 7. incident | g. investigation |
| 8. enquiry | h. equipped |
| 9. relevant | i. appropriate |
| 10. redundant | j. obsolete |
| 11. armed | k. to handle |
| 12. form | l. Special Constabulary |
| 13. illegal | m. create |
| 14. Special Constables-members | n. firearm |

Practice

 **Exercise 1. Complete the statements with suitable word or phrase from the box below.**

1. Britain has no ... police force.
2. Each the country is divided into 52
3. The forces each other.
4. In Britain policemen do not carry ... in their day-to-day work.
5. In certain circumstances specially officers can be armed.
6. All members of the police must *gain* level of academic ... and undergone a period of
7. The police are helped by a number of
8. Members of CIDs *do not*
9. The other uniformed people in British towns are
10. The duties of the police are varied, ranging from assisting *to safeguarding* and dealing with

at accidents ... public order ... lost property wear uniforms; police services; co-operate with; Special Constabulary; firearms; trained police; traffic warden; qualifications ... intensive training; national.

 **Exercise 2. Mark the sentences T (true) or F (false). Correct the false ones.**

1. The British police force hasn't got any common nicknames.
2. Policy is responsible to the central Government's Home Office.
3. The British police force is independent.
4. The forces can *co-operate with* each other if they are asked to give assistance.
5. The senior rank of the British police is Chief Constable.
6. Special Constables-members of the public are well employed and paid.
7. Only the City police force has its own Criminal Investigation Department.
8. The duties of the traffic warden vary from safeguarding the public order to arresting the criminals.

Exercise 3. Translate the text "B" using a dictionary.

Text B

Metropolitan Police Service (MPS)

Metropolitan Police Service (MPS), formerly and still commonly the *Metropolitan Police*, and informally referred to as *the Met Police*, is the territorial police force responsible for law enforcement in Greater London, excluding the "square mile" of the City of London, which is the responsibility of

the City of London Police. The MPS was established by act of Parliament in 1829 by the Home Secretary, Sir Robert Peel. Originally two Commissioners of Police for the metropolis were appointed, together with 895 constables, 88 sergeants, 20 inspectors and 8 superintendents.

The Met also has significant national responsibilities, such as coordinating and leading on counter-terrorism matters and protection of the British Royal Family and senior figures of Her Majesty's Government.



As of March 2016, the Met employed 48,661 full-time personnel. This included 32,125 sworn police officers, 9,521 police staff, and 1,626 non-sworn police community support officers. This number excludes the 3,271 Special Constables, who work part-time (a minimum of

16 hours a month) and who have the same powers and uniform as their regular colleagues. This makes the Metropolitan Police the largest police force in the United Kingdom by a significant margin, and one of the biggest in the world.

The Commissioner of Police of the Metropolis, commonly known simply as the Commissioner, is the overall operational leader of the force, responsible and accountable to the Mayor's Office for Policing and Crime.

Metropolitan Police officers have legal jurisdiction throughout all of England and Wales, including areas that have their own special police forces, such as the Ministry of Defense, as do all police officers of territorial police forces. Officers also have limited powers in Scotland and Northern Ireland. Within the MPD, the Met will take over the investigation of any serious crime from the British Transport Police and Ministry of Defense Police, if it is deemed appropriate. Terrorist incidents and complex murder enquiries will almost always be investigated by the Met, with the assistance of any relevant specialist force, even if they are committed on railway or Ministry of Defense property.

(URL: http://en.wikipedia.org/wiki/Metropolitan_Police_Service Updated: 2016-12-29).

Unit 4. Scotland Yard

Lead-in

 **Exercise 1. Choose the correct answer and fill in the blanks.**

A.
Scotland Yard has given nomenclature to a number of common terms, including “_____” for police van, which became popular in 1858.



a) Black wolves, b) Black Maria, c) gangsters.

B.
Scotland Yard protects _____ of England, and the commissioner reports directly to the home the Royal Family secretary.



a) the Royal Family of England, b) Home Secretary, c) Prime Minister.

C.
It also works closely with British _____ organizations to exchange information and personnel



a) international, b) the FBI, c) intelligence.

D.
It is said the location had been the site of a residence owned by the Kings of Scotland before the Union and used and occupied by them and/or their ambassadors when in London, and known as “_____” The courtyard was later used by Sir Christopher Wren and known as "Scotland Yard".



a) Scott, b) Scotland, c) Scottish

Essential Vocabulary

Exercise 1. Check the pronunciation of these words and phrases.

headquarters (n.)	—	штаб-квартира	
to headquarter (v.)	—	размещать штаб	
the Home Secretary	—	министр иностранных дел	
magistrate (n.)	—	судья	полицейского участка,
		магистрат	
to originate (v.)	—	происходить	
to house (v.)	—	размещать, располагаться	
predecessor (n.)	—	предшественник	
to encounter (v.)	—	сталкиваться, иметь дело	
to station (v.)	—	размещать	
outcry (n.)	—	гневный протест	
to win (v.)	—	выигрывать	
trust (n.)	—	вера	
to gather (v.)	—	собирать	
to constitute (v.)	—	устанавливать	
to complete (v.)	—	завершать, дополнять	
to overcrowd (v.)	—	зд. комплектовать	
subsequently (adv.)	—	впоследствии, затем, потом	
to move (v.)	—	переезжать, переселяться	
to preserve (v.)	—	сохранять	
supervision (n.)	—	надзор	
licensing (n.)	—	предоставление лицензии	
deputy (n.)	—	помощник	
to comprise (v.)	—	включать, заключать в себе	
the company fraud squad	—	отдел по борьбе с мошенничеством	
in ceremonial occasions	—	в церемониальных случаях	
extensive (adj.)	—	обширный, экстенсивный	
the Mounted Police	—	конная полиции	
to guard (v.)	—	охранять	
dignitary (n.)	—	высокое должностное лицо	
royalty (n.)	—	член королевской семьи	
statesman (n.)	—	государственный деятель	
to seek (sought sought)	—	зд. находить отклик, обращаться за	
(v.)		помощью	
regard (n)	—	соотношение	
the Commonwealth (n.)	—	страны Содружества	

✎ Exercise 2. Read and translate the derivatives.

Headquarter – headquarters - headquartered, subsequent - subsequently, constituted – constituted - constituting, complete – completely – completeness - completion, supervise – supervision – supervisor, license – licensee – licentiate – licensing.

Reading and discussion

Exercise 1. a) Read the text under the letter “A” and find answers to the questions given below; b) Explain the words in italics.

Text A

Scotland Yard

Formally new Scotland Yard, the headquarters of the London Metropolitan Police and, by association a name often used to denote that force. It is responsible for safety, crime investigation, and emergency response. The name refers to the building in which the police station is headquartered, which was originally on Great Scotland Yard before moving to Broadway Street in 1967. The name stuck after the move, and it has become a symbol for police work and British law enforcement in general.

The London police force was created by an act introduced in Parliament in 1829 by the Home Secretary, Sir Robert Peel. This police force replaced the Bow Street, a small body of paid police in London who had been organized in the mid-18th century by the novelist and magistrate Henry Fielding. The original headquarters of the new London force were at 4 Whitehall Place, with an entrance in Great Scotland Yard, from which the name originates. (Scotland Yard was so named because it stood on the site of a medieval palace that had housed Scottish royalty when the latter were in London on visits.)

At first the new police force, like their Bow Street predecessors encountered little cooperation from the public, and when Scotland Yard stationed its first *plainclothes police agents* on duty in 1842, there was a public outcry against these “spies.” The police force had gradually *won the trust* of the London public by the time Scotland Yard set up its Criminal Investigation Department (CID) in 1878, however. The CID was a small force of plainclothes detectives who *gathered information* on criminal activities. The CID was subsequently built up into the efficient investigative force that it now *constitutes*. It presently employs more than 1,000 detectives.

By the late 19th century, the London police headquarters at Scotland Yard had grown increasingly overcrowded, and so in 1980 a new headquarters building was completed on the Thames Embankment and named New Scotland Yard. The headquarters were subsequently moved there to still another new building off Victoria Street (10 Broadway), also called New Scotland Yard, in 1967.

The area supervised by the London Metropolitan Police includes all of Greater London with the exception of the City of London, which has its own separate police force. The Metropolitan Police’ duties are *the detection and prevention of crime*, the *preservation of public order*, the *supervision of road traffic and the licensing of public vehicles*, and the organization of civil defense in case of emergency. The administrative head of Scotland Yard is the commissioner, who is *appointed by the crown* on the recommendation of the Home Secretary, beneath the commissioner are a *deputy commissioner* and four assistant commissioners, each of the latter being in charge of one of Scotland Yard’s four departments; administration, traffic and transport, criminal

investigation (the CID), and *police recruitment and training*. The CID deals with all aspects of criminal investigation and *comprises the criminal record office, fingerprint and photography sections, the company fraud squad, a highly mobile police unit known as the flying squad*, a criminal intelligence department, *the metropolitan police laboratory, and the detective-training school*.

Scotland Yard has the Mounted Branch and the Branch of Police Dogs. The 200 horses of *the Mounted Branch* take part in ceremonial occasions, and the dogs are especially useful in the detection of drugs.

Scotland Yard keeps *extensive files* on all known criminals in the United Kingdom. It also has a special branch of police who guard visiting dignitaries, royalty, and statesmen. Finally, Scotland Yard is responsible for maintaining links between British law-enforcement agencies and Interpol. Although Scotland Yard's responsibility is limited to Metropolitan London, its assistance is often sought by police in other parts of England, particularly *with regard to difficult cases*.

The Yard *also assists in the training of police personnel* in the countries of the Commonwealth.

(Resources: Peter B. Norton. The New Encyclopedia Britannica. Volume 10. Micropadia. Chicago. 1994. 562 c.)

1. Where was the first headquarters of the new London force housed at?
 2. Who created the London Police force?
 3. Who was against the police force and why?
 4. Is Scotland Yard a geographical position or association name of the London Police Force?
 5. Did the police officers wear the uniform in 19th century?
- Nowadays?
6. What area is supervised by the London Metropolitan Police?
 7. How many times did the metropolitan Police move?
 8. Who is at the head of the London Metropolitan Police?
 9. Whom is the commissioner appointed by?
 10. What aspects does the CID deal with?
 11. What branches does the Scotland Yard include?
 12. Does Scotland Yard cooperate with the Interpol?
 13. Whom does the Yard also assist to?

Sorting words

Exercise 1. Find the English equivalents for the words and phrases from the list below in the text under the letter "A".

По ассоциации название часто используется для обозначения силовой структуры, имя закрепилось после переезда, в основном, принятый акт, министр внутренних дел, получать незначительную помощь, получить общественный резонанс, заимствовать название, первые полицейские агенты в штатском, сформирован в эффективный следственный орган, штат был стремительно укомплектован, выявление и предупреждение преступности, сохранение общественного порядка,

надзор за дорожным движением и лицензирование транспортных средств общего пользования, организация гражданской обороны в случае возникновения чрезвычайной ситуации, высококомобильное полицейское подразделение, известное как отряд быстрого реагирования, школа подготовки следователя, поддерживать отношения.

✎ Exercise 2. Odd out one or more word or phrase.

- a) 4 Whitehall Place, Bow Street, Victoria Street (10 Broadway), the Thames Embankment;
- b) Foreign intelligence, fingerprint and photography sections, the company fraud squad, a highly mobile police unit known as the flying squad, the metropolitan police laboratory, and the detective-training school;
- c) Home Secretary, magistrate, commissioner, policeman;
- d) Supervision, investigation, commissioner, detection, preservation, prevention.

✎ Exercise 3. Match the synonyms (choose one or more variants).

- | | |
|-----------------------|---------------------|
| 1. be responsible for | a. change the place |
| 2. originate | b. help |
| 3. house | c. in charge of |
| 4. gather | d. collect |
| 5. complete | e. station |
| 6. move | f. overcrowd |
| 7. assistance | g. come from |
| | h. pick up |
| | i. be in charge of |
| | j. derive |
| | k. headquarter |
| | l. aid |


Practice

✎ Exercise 1. Complete the statements with suitable word or phrase from the box below.

- 1. The Metropolitan Police is situated on
- 2. Scotland Yard protects of England.
- 3. Scotland Yard is responsible to
- 4. The commissioner reports directly to
- 5. The Metropolitan Police works closely with organizations to exchange information and personnel.
- 6. Metropolitan Police Force has a well-earned ... for efficient, compassionate, effective service throughout London.
- 7. The administrative head of Scotland Yard is
- 8. Scotland Yard exchanges with the information with
- 9. The main mission of the Metropolitan Police is the detection and prevention of crime.

10. The CID is the efficient

the Royal Family, the home secretary, British intelligence, reputation, the Home Office, the commissioner, investigative force, the Interpol, the Thames Embankment, *the detection and prevention of crime*.

 **Exercise 2. Mark the sentences T (true) or F (false). Correct the false ones.**

1. Scotland Yard is the headquarters of the Metropolitan Police in London.
2. The name derives from the location of the original Metropolitan Police headquarters at Victoria Street (10 Broadway).
3. The head of the Scotland Yard is a commissioner.
4. Scotland Yard conducts the domestic intelligence.
5. The Flying squad means flight crews squad.
6. The commissioner is appointed by the Home secretary.
7. The City has its own separate police force.
8. The River Police joined the Scotland Yard.

CHAPTER V. GRAMMER IN BRIEF

PART I

Unit 1. The Verbs. Active Voice



ЧАСТЬ 1. Личные и неличные формы глаголов Active Voice (действительный залог)

<p>Личные глагольные формы в изъявительном наклонении:</p> <p>Simple tenses⇒ Группа простых времен (констатация фактов) - “to ask”;</p> <p>Continuous tenses⇒ Группа продолженных времен (процесс) – “to be asking”;</p> <p>Perfect tenses⇒ Группа совершенных времен (результат) – “to have asked”;</p> <p>Perfect Continuous tenses – Группа совершенных длительных времен (процесс, который до сих пор продолжается) – “to have been asking”.</p> <p>СУБЪЕКТ (a father) ⇒ ОБЪЕКТ (a son).</p> <p>Действие направлено на объект.</p>
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Личные глагольные формы

<p>Simple tenses⇒ Группа простых времен (констатация фактов) – “to verb”</p> <p>(обычное действие, констатирующее факты и происходящее с нами каждый день, месяц и т. д.).</p>	<p>Continuous tenses⇒ Группа продолженных времен (процесс) – “to be+ verb + ing”</p> <p>(продолжительное действие, констатирующее процесс в конкретный момент времени).</p>
	
<p>Everyday Roy meets Bob in the street. – Каждый день Рой встречается на улице с Бобом.</p>	<p>He is sleeping at the moment. – Он спит в настоящий момент.</p>
<p>Remember!</p> <p>Настоящее время: Verb (ask), Verb + s (asks) Прошедшее время: Verb +ed (II) (asked; took (II))</p> <p>Будущее время: will/ shall + verb (will/shall ask). I (we) + shall + ask.</p>	<p>Remember!</p> <p>Настоящее время: am/is/are + verb + ing (I am asking) Прошедшее время: was/were +verb + ing (I was + asking)</p> <p>Будущее время: will/ shall + be + verb + ing (I shall be asking)</p>

Личные глагольные формы

Perfect tenses⇒Группа Совершенных времен – “to have + verb +ed/ III”	Perfect Continuous tenses - Группа совершенных длительных времен (процесс, который до сих пор продолжается) – “to have been + verb +ing”.
	
Somebody has left the bag in the underground. – Кто-то оставил сумку в метро.	I have been riding a bicycle for two hours. – Я уже два часа еду на велосипеде.
Remember! Настоящее время: Have + verb ed/III (have asked; have caught), Has + verb ed/III (has asked; has caught) Прошедшее время: Had + verb ed/III (had asked; had caught) Будущее время: will/ shall + have verb ed/III (will have asked; will have caught)	Remember! Настоящее время: Have/ has + been + verb + ing (have been asking/ has been asking) Прошедшее время: Had + been verb + ing (had been asking) Будущее время: will/ shall + have been + ing (will have been asking/ shall have been asking)

А. Simple tense (Группа простых времен) Формы глагола в Present Simple (простое настоящее время)

Число	Утвердительная форма	Вопросительная форма	Отрицательная форма
Ед.	I (you) ask. He (she, it) asks	Do I (you) ask? Does (he (she, it) ask?	I (you) do not ask. He (she, it) does not ask.
Мн.	We (you, they) ask.	Do we (you, they) ask?	We (you, they) do not ask.

A. Simple tense (Группа простых времен)
Формы глагола в Present Simple
(простое настоящее время)



А. Если подлежащее стоит перед сказуемым в 3-м лице (he, she, it, Helen, Paris и др.), то к глагольной форме добавляется окончание (-es/ s).
Remember! Если глагол оканчивается на **ss; x; zz; ch; sh; o**, то к нему добавляется в настоящем времени окончание – **es**.

Example: buzz ⇒ buzzes; go ⇒ goes; watch ⇒ watches; cross ⇒ crosses.



- Does he often catch big fish? – Oh, yes, he **does**!
 - Он всегда ловит большую рыбу?
 - О, да!

В. Вопросительное предложение образуется при помощи вспомогательного глагола “**do (es)**.”

Remember! Если подлежащее стоит в 3-м лице (he, she, it), то к вспомогательному глаголу добавляется окончание – **es**, а смысловой глагол остается с нулевым окончанием. Основными индикаторами группы простых времен являются: **everyday; often; seldom (rarely); usually, always** и др. (каждый день; часто, редко; обычно; всегда и др.).



He **doesn't** live in the country. – Он не живет в деревне (**does not**).

С. В отрицательном предложении перед основным глаголом добавляется отрицательная форма вспомогательного глагола: **do not/ does not**.

Remember! Если в предложении основным глаголом выступает “**be**”, то в вопросительном и отрицательном предложениях не требуется вспомогательный глагол.

Example: They **are** students. ⇒ **Are** they students? – Yes, they **are**.

I.1. Добавьте недостающие окончания к глаголам, как основным, так и к вспомогательным, если это необходимо.

1. After elections the President of Russia swear on the Constitution of the Russian Federation.
2. Who know this question?
3. What do the executive branch do?
4. The President of the United States of America be Commander-in-Chief of the army and navy an Air force of the USA.
5. It have two-chamber structure – the House of Lords and the House of Commons.
6. The Criminal Investigation Department be to locate and arrest perpetrators.
7. Who provide payments to all these police services?
8. The police play an important role in protecting citizens from crime.

I.2. Изучите информацию и допишите пропущенные предложения с глаголом “like”.

Do you like?	Bill and Rose	Carol	You
Classical music	Yes Bill and Rose like classical music.	No Carol does not like classical music.	?
Boxing	No	Yes	?
Horror films	No Bill and Rose do not like horror films	Yes	?
Dogs		No	?



I.3. Образуйте вопросительные предложения.

1. The structure of a police force generally depends upon its type, Responsibilities and size.
2. He is an expert in civil law and criminal law.
3. My brother studies at the Correspondence Department.
4. He does not do much work on Saturday.
5. Each police force has responsibility for a particular geographical area.
6. The Federal Bureau of Investigation (FBI) is the primary investigative arm of the United States department of Justice.
7. The telegraph and telephone are means of communication.
8. The police devote a great part of work to finding missing and wanted persons.

Simple tense (Группа простых времен)
Формы глагола в Past Simple
(Простое прошедшее время)

Число	Утвердительная форма	Вопросительная форма	Отрицательная форма
Ед. и Мн.	I (you, he, she, it, we, they) asked	Did I (you, he, she, it, we, they) ask?	I (you, he, she, it, we, they) did not ask.

Признаки глагола в Past Simple
(Простое прошедшее время)

	<p>А. В утвердительном предложении к сказуемому добавляется окончание – ed, если это правильный глагол. Example: to study ⇒ he studied; To cross ⇒ he crossed. Неправильный глагол преобразуется во вторую временную форму: Example: to speak (1 форма) ⇒ he spoke (2 форма); T catch (1 форма) ⇒ he caught (2 форма).</p>
<p>One year ago we went to the kindergarten. – Год назад мы ходили в детский сад.</p>	<p>В. В образовании вопросительного и отрицательного предложений участвует вспомогательный глагол “do” в форме прошедшего времени “did”; смысловой глагол остается в форме настоящего времени. С. Если в предложении основным глаголом является “be”, то для образования вопросительного и отрицательного предложений вспомогательного глагола не требуется. Be ⇒ (was/ were; wasn’t, weren’t). Example: - Was he a student last year? - No, he was not (wasn’t).</p>
 <p>- Did she have a bath this morning? - No, she didn’t (have). – Она еще не принимала душ этим утром? – Нет, не принимала.</p>	

Remember! Индикаторами прошедшего времени являются слова: yesterday, two days ago, on Monday, last year, often (вчера, два дня назад, в понедельник, в прошлом году, часто).

I.4. Раскройте скобки и поставьте глагол в нужной форме.

1. Those crimes (be) of the same crime.
2. The investigator (have) a lot of evidence and (can) prove the case.
3. Police (find) a house where unlawful sale of stolen goods take place.
4. Police (trace) the criminal who was hiding and (apprehend) him.
5. A gang robber (drive) away a car and on his way wound a man.
6. He (escape) from the prison in a month.
7. He (not understand) the danger of his offence.
8. Why police (use) code during radio communication?

I.5. Образуйте вопросительные предложения.

A friend has just come back from holiday and you are asking him about it.

Example:	where/ go?	Where did you go?
	Food/ good?	Was the food good?

1. how long/ stay there?
2. stay in a hotel/
3. go along?
4. how travel?
5. the weather / fine?
6. what/ do in the afternoon (evening)?
7. meet any interesting people?
8. buy souvenirs?
9. send cards with the sightseeing to your relatives?
10. what places of interest/ visit?

I.6. Переведите предложения.

A. I **spoke** to the victim, Lora Baker. She **stated** that a tall man **approached** her in an alley and **mugged** her. The thief **came up** behind Baker and **held** her at knifepoint. The thief then **demande**d all of her valuable items, He **threatene**d to harm baker unless she **cooperated**.


Baker **dropped** her cash and wedding ring on the ground. The thief **stole** the items and then **ran** to the street.

B. I **answered** a burglary call at the SIMPSON Hotel at 9:00 PM on December 3. The hotel manager **reported** that someone had broken into several guest rooms. There **were** no signs of forced entry. The thief likely **had** room keys for each room. The hotel safe **appears** damaged. However, nothing is missing. The thief **robbed** staff members' lockers as well. No guests or employees **reported** seeing anything unusual. The hotel **does not have** a security camera, so there **is** no suspect at this time.


Simple tense (Группа простых времен)
 Формы глагола в Future Simple
 (Простое будущее время)

Число	Утвердительная форма	Вопросительная форма	Вопросительная форма
Ед.	I shall ask. You (he, she, it) will ask.	Shall I ask? Will you (he, she, it) ask?	I shall not ask. You (he, she, it) will not ask.
Мн.	We shall ask. You (they) will ask	Shall we ask? Will you (they) ask?	We shall not ask. You (they) will not ask.

Признаки глагола в Future Simple
 (Простое будущее время)

	<p>А. Утвердительное предложение в будущем времени в качестве вспомогательного глагола имеет форму “will”, иногда “shall”, если подлежащее выражено местоимением “I”, “we”. Но форма “shall” может быть заменена на “will”, если действие выражает «обещание», «уверенность» в выполнении действия.</p> <p>В. Отрицательное и вопросительное предложения сохраняют ту же форму, в том числе и для глагола “be”: will ⇒ will not (won’t).</p> <p>Example: He will be an engineer. ⇒ Will he be an engineer? – No, he won’t be.</p>
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Признаки глагола в Future Simple
 (Простое будущее время)

	<p style="text-align: center;">Remember!</p> <p>Основными индикаторами будущего времени являются слова: Tomorrow, on Monday, (on Tuesday), in summer, next day, (week, month, year), in a few days (завтра, в понедельник (во вторник), летом, на следующий день (неделе, месяце, году), через несколько дней).</p>
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I.7. Раскройте скобки и поставьте глагол в нужной форме.

1. They (have) a good choice of periodicals in English, French and German in future.
2. What kind of diploma you (get) after graduating from this university?
3. We (discuss) now the problems of arrest.
4. All officers (be issued) at least one standard issue firearm.
5. The detectives (receive) a 38-caliber revolver.
6. Each patrol car (have) one shotgun.

I.8. Дополните предложения подходящими по смыслу глаголами в будущем времени из таблицы.

Example: I'm too tired to walk home. I think ...*I'll get*... a taxi.

1. It's too late to telephone Tom now. ... him in the morning.
2. "It's a bit cold in this room". "Is it? ... on the heating then."
3. "We haven't got any fruits." "Oh, haven't we?" ... and get some."
4. "Did you write that letter to Jack?" "Oh, I forgot. Thanks for reminding me. ... it this evening?"
5. "Would you like tea or coffee?" "... coffee, please."

I'll do/ I'll write; I'll have/ I'll get; I'll turn/ I'll switch/ I'll put; I'll phone/ I'll telephone/ I'll ring/I'll call.

I.9. Ответьте на вопросы, используя слова в скобках.

Example: When do you think the train will arrive? (expect/ tonight). – **They expect it'll arrive tonight.**

1. What do you think she'll say? (probably/ nothing) – She
2. Where do you think the manager will go? (expect/ London) – I
3. When do you think he'll be back? (think/ quite soon) – I
4. Do you think you'll miss her? (I'm sure/ very much) Yes, ...
5. How do you think they go there? (expect/ by train) I

I.10. Контрольное задание. Переведите предложения.

Information for arrestees

- The officer will ask for personal information such as your name and date of birth.
- The officer will ask about the nature of the alleged crime.
- The officer will perform a record search for your criminal background.
- Personal items will be confiscated. You will receive them when you leave jail.
- You will be fingerprinted, photographed, and searched.
- You will receive a health screening.
- You will be released, placed in a holding cell, or sent to the local jail.

B. Continuous Tense
(Группа продолжительных времен (процесс))
Формы глагола в Present Continuous
(Настоящее продолженное время)

Число	Утвердительная форма	Вопросительная форма	Отрицательная форма
Ед.	I am asking. You are asking. He (she, it) is asking.	Am I asking? Are you asking? Is he (she, it) asking?	I am not asking. You are not asking. He (she, it) is not asking
Мн.	We (you, they) are asking	Are we (you, they) asking?	We (you, they) are not asking

Признаки глагола в Present Continuous
(Настоящее время)

	<p>Настоящее продолженное время образуется при помощи вспомогательного глагола to be в настоящем времени и четвертой основной формы смыслового глагола (verb + ing): am (is, are) + Verb + ing и выражает действие, длящееся в настоящий момент или период. Example: He is reading a book now (at this moment). – Он читает книгу сейчас (в данный момент).</p>
<p>We are having a good time, aren't we? - Мы хорошо проводим время, не так ли?</p>	

Remember!

А. В вопросительном предложении вспомогательный глагол **“be”** ставится перед подлежащим.

В. При образовании отрицательного предложения между глаголом **“be”** и смысловым глаголом ставится отрицание **not**.

В. В отрицательном предложении в разговорной форме вместо полных форм используются сокращенные: **isn't; aren't**.

С. Основными индикаторами настоящего продолженного времени являются: **(right) now, at the moment** – (как раз) сейчас, в настоящий момент, а также те, которые используются при группе простых времен (**Simple Tenses**): **now, today; this day (week/ month/ year)** – сейчас, сегодня, в этот день (неделю, месяц, год).

I.11. Раскройте скобки и поставьте глаголы в нужной временной форме: *Simple Present or Present Continuous Tense*.

1. Look! Somebody (climb up) that tree over there.
2. Can you hear those people? What ... they (talk) about?
3. ... you believe in God?
4. Look! That man (try) to open the door of your car.
5. The Moon (go) round the Earth.
6. I (think) it would be a good idea to leave early.
7. The government is worried because the number of people without jobs is increasing.
8. I usually (go) to work by car.

I.12. Переведите следующие предложения.

1. The number of people without jobs is falling now.
2. I want to lose weight. I am not eating anything today.
3. If the police stop you in the street and ask you to explain why you are there and what you are doing, are you under arrest?
4. Are they interrogating the suspect now?
5. We are working a lot to be good specialists in crime detection.

I.13. Что происходит в данный момент времени? Дополните предложение из левой колонки.

1. The political situation ...	a) are getting more violent
2. Prices ...	b) are destroying the world's forests.
3. Teenagers ...	c) are getting shorter.
4. People's holidays ...	d) is becoming very serious.
5. Trains ...	e) are going on
6. Cars ...	f) is becoming more difficult to provide medical care for everybody.
7. My English ...	g) is getting more better.
8. People ...	h) are getting busier.
9. Unemployment ...	i) is growing
10. It ...	j) is getting worse.
11. The world's population ...	k) are getting on
12. Roads ...	l) are getting dirtier.
13. The days ...	m) are getting longer.
	n) are getting faster and more comfortable.

B. Continuous Tense

(Группа продолжительных времен (процесс))

Формы глагола в past Continuous
(прошедшее продолженное время)

Число	Утвердительная форма	Вопросительная форма	Отрицательная форма
Ед.	I (he, she, it) was asking . You were asking .	Was I (he, she, it) asking? Were you asking?	I (he, she, it) was not asking . You were not asking .
Мн.	We (you, they) were asking	Were we (you, they) asking?	We (you, they) were not asking

Признаки глагола в Past Continuous
(прошедшее продолженное время)

	<p>Прошедшее продолженное время образуется при помощи вспомогательного глагола to be в прошедшем времени и четвертой основной формы смыслового глагола (verb + ing): was (were) + Verb+ ing.</p> <p>Past Continuous выражает конкретное действие, длившееся в точно указанный момент или период в прошлом.</p>
<p>What were you doing between 7 and 9 o'clock last night? – Что Вы делали между 7 и 9 часами прошлым вечером?</p>	

Remember!

A. В отрицательном предложении в разговорной форме вместо полных форм используются сокращенные: **wasn't; weren't**;

B. Past Continuous обычно сопровождается союзным словом **“when”** и наречиями **“always”; “constantly”**.

C. В сложноподчиненном предложении обе части предложения переводятся в прошедшем времени. В придаточной части предложения глагол употребляется в простом прошедшем времени: (**verb + ed /II**).

Example: When he came in I was looking a book of his early sketches. – Когда он вошел (2 форма – **came**), я просматривал книгу его ранних набросков.

D. Основными индикаторами прошедшего продолженного времени являются: yesterday at 7p.m., at that time yesterday, between 7 and 9 p.m. yesterday – вчера в 7 часов вечера; в это время, вчера; вчера между 7 и 9 часами вечера.

I.14. Прочтите текст и найдите в нем предложения в форме продолженного настоящего и прошедшего времени.

Not a robber

A young man was going from the railway station. It was a dark night and there was nobody in the street. It was dark night and there was nobody in the street. He was walking as fast as he could when suddenly he heard that somebody was following him. The man decided to turn into the street. After some time he looked back and saw that the other man was following him. "That man behind me wants to rob me", thought the first man and seeing a high wall around a garden jumped over it. The other man jumped over the wall, too. Now he was quite sure that this man was a robber, but he couldn't understand why the robber was not in a hurry to attack him.

The man didn't know what to do. Then he returned round and said "What do you want? "Why are you following me?"

Answer the questions:

1. Why did the young man consider the other man to be a robber?
2. Was the shadow a criminal?

I.15. Составьте предложения из предложенного перечня слов.

Example: (I/ fall/ asleep when I/ watch/ television) – I fell asleep when I was watching television.

1. (The phone/ ring/ when the investigator/fill in /the police report.)
2. (It/ begin/ to rain when I/ walk/ home.)
3. (We/ see/ an accident when we/ wait/ for the bus.)
4. I broke a plate last night. (I/ do/ the washing-up when it/ slip out of my hand.)
5. (What/ you/ do/ at this time/ yesterday?)

I.16. Контрольное задание. Раскройте скобки и поставьте глагол в нужной временной форме (Past Simple/ Past Continuous).

1. As I (walk) down the road I (see) Bill.
2. He (broke) his leg while he (play) football.
3. While I (talk) to Mr. Jacobs somebody (walk) into my office and (steal) the computer.
4. This time yesterday I (lie) on the beach.
5. At six o'clock this morning I (have) a wonderful dream, but then the alarm (go) off.
6. She (meet) her husband while she (travel) in India.
7. I saw Sid when I (come) to work this morning. He (shop).
8. I (wake) up to find that water (pour) through the bedroom ceiling (потолок).

B. Continuous Tense
(Группа продолжительных времен (процесс))
Формы глагола в Future Continuous
(будущее продолженное время)

Утвердительная форма	Вопросительная форма	Отрицательная форма
I shall be asking. You (he, she, it) will be asking.	Shall I be asking? Will you (he, she, it) be asking?	I shall not be asking. You (he, she, it) will not be asking.
We shall be asking You (they) will be asking	Shall we be (you, they) asking? Will you (they) be asking?	We shall not be asking You (they) will not be asking

Признаки глагола в Future Continuous
(будущее продолженное время)

	<p>Будущее продолженное время образуется при помощи вспомогательного глагола to be в будущем времени и четвертой основной формы смыслового глагола (verb + ing): shall (will) + be + Verb+ ing. ⇨ I shall be speaking/ He will be speaking.</p> <p>Future Continuous выражает конкретное действие, которое, как ожидается, будет длиться в точно указанный момент или период в будущем.</p>
<p>I shall be waiting for you at 5 o'clock sharp. – Я буду ждать тебя ровно в 5 часов.</p>	

Remember!

А. В отрицательном предложении в разговорной форме вместо полных форм используются сокращенные: **shan't; won't**.

В. Future Continuous обычно сопровождается союзным словом **“when”**.

С. В придаточных предложениях времени и условия для выражения будущих действий употребляется Present Continuous, а не Future Continuous.

Example: **When (if) you are packing** our things, **I'll be making** arrangements about the tickets over the telephone. – Когда (если) ты **будешь укладывать** наши вещи, я **закажу** билеты по телефону.

I.17. Образуйте вопросительные предложения в вежливой форме.

Example: – *What time they are planning to get up.* – *What time will they be getting up?*

1. how they intend to travel to work.
2. whether they plan to have lunch out.
3. how they intend to pay for their travelling.
4. what they plan to wear.
5. when they plan to go back home.
6. how soon they intend to leave.

I.18. Перефразируйте предложения, используя форму Future Continuous.

1. I am going to buy tickets for my brother at the bus station. – Soon I ...
2. On Monday afternoon I'm going to play golf from 2 o'clock until 3.30. So at 3 o'clock on Monday I ...
3. Kim is going to study from 7 o'clock until 9 o'clock this evening. So at 8.30 this evening he ...
4. We are going to repair the car tomorrow. It will take from 8 until 11 o'clock. So at 10 o'clock tomorrow morning ...

I.19. Составьте вопросительные предложения.

Example:	You want to borrow your friend's bicycle this evening.
(you/ use/your bicycle this evening?)	Will you be using your bicycle this evening?

1. You want your friend to give Mary a message this morning. (You/ see/ Mary this morning?)
2. You want to use your friend's typewriter tomorrow evening. (You/use/ your typewriter tomorrow evening?)
3. Your friend is going shopping. You want him to buy souvenir for your parents. (You/ pass/ the supermarket when you're in town?)

I.20. Контрольное задание. Переведите следующие предложения.


1. Professor Asher will be giving another lecture at the same time next week.
2. Good luck with the exam. We'll be thinking of you.
3. What will you be wearing?
4. How soon will you be leaving?
5. How will you be traveling to work?

C. Perfect Tense

Группа перфектных времен (результат)
Формы глагола в Present Perfect
(Настоящее совершенное время)

Число	Утвердительная форма	Вопросительная форма	Отрицательная форма
Ед.	I (you) have asked. He (she, it) has asked.	Have I (you) asked? Has he (she, it) asked?	I (you) have not asked. He (she, it) has not asked.
Мн.	We (you, they) have asked.	Have we (you, they) asked?	We (you, they) have not asked.

Признаки глагола в Present Perfect
(Настоящее совершенное время)

	<p>Настоящее совершенное время образуется при помощи вспомогательного глагола to have в настоящем времени (have/ has) и третьей основной формы смыслового глагола (verb +ed/ III): have (has) + asked. Неправильный глагол употребляется в III форме: have (has) + caught (catch – I форма).</p>
<p>I have just killed the bear. – Я только что убил медведя.</p>	

Remember!

А. Present Perfect выражает действие, происходившее до настоящего времени и уже завершённое к этому моменту. Действие связано с настоящей ситуацией, которая является своего рода продолжением этого действия, его результатом. В. В вопросительном предложении вспомогательный глагол ставится перед подлежащим. В отрицательном предложении после вспомогательного глагола ставится отрицание: **not (have not/ has not ⇒ havn't / hasn't)**. С. Связь действия, обозначаемого Present Perfect, с настоящей ситуацией иногда выражается указанием на период времени в настоящем, который ещё не закончен: **today** (сегодня), **this week** (на этой неделе); **this month, year** (в этом месяце, году). Основными индикаторами Present Perfect являются: **since** (с) для выражения начала действия; **for** (в течение) для указания периода действия; **already** (уже); **just** (только что) для выражения завершения действия; **ever** (когда-либо) употребляется в вопросительном и отрицательном предложениях; **yet** (ещё нет); **never** (никогда) употребляется в отрицательном предложении; и др.

I.21. Напишите предложения в Present Perfect, используя временные индикаторы: since; for.

Example: I know Bill. (for five years). ⇒ I **have known** Bill *for* five years.

1. Lora lives in Tarzan. (since she was born). ⇒ Lora ...
2. Kevin is unemployed. (since March). ⇒ Kevin ...
3. Ann has a bad cold. (for the last few days). ⇒ Ann ...
4. I want to move to Europe. (since I was a child). ⇒ I ...
5. My cousin is in the army. (since he was 17). ⇒ My cousin ...

I.22. Поставьте глагол в нужную форму (Present Perfect: *I have done*/ или Past Simple: *I did*).

Example: **Did you see ...** (you/ see) the match on telly last night?
I have lost ... (lose) my key. I can't find it anywhere.

1. His hair is very short. He ... (have) a haircut.
2. My computer isn't here anymore. Somebody ... (take) it.
3. When ... (you/ give) up smoking?
4. The car looks very clean. ... (you/ wash) it?
5. Last night I ... (arrive) home at half past twelve. I ... (you/ visit) many museums when you were in Paris?

I.23. Раскройте скобки и выберите подходящий индикатор для Present Perfect.

1. – Have you (yet/ ever) been to Brazil? – No, I have not (yet/ already). But I am planning to go there.
2. Grandmother has (even/ just) written a letter.
3. Somebody has (already/ just) crashed into our garden gate.
4. I haven't (never/ ever) bought this toy for my boy.
5. Lucy has (yet/ already) had a baby girl.

I.24. Контрольное задание. Переведите следующие предложения.

1. A witness has got a writ to come to the court but has failed to appear before the court.
2. A terrorist has thrown a bomb from his car.
3. The witness has sworn to speak the truth at the trial but he did not testify the facts of his knowledge.
4. He has gone to work for the FBI.
5. Police have found missing schoolgirl Karen Allen. She was a friend's house in Birmingham.
6. Two prisoners have escaped from Caernarvon high security prison. They stole dustmen's uniforms and walked out through the main gate.

C. Perfect Tense

Группа перфектных времен (результат)
 Формы глагола в Past Perfect
 (прошедшее совершенное время)

Число	Утвердительная форма	Вопросительная форма	Отрицательная форма
Ед. Мн.	I (you, he, she, it, we, they) had asked.	Had I (you, he, she, it, we, they) asked?	I (you, he, she, it, we, they) had not asked.

Признаки глагола в Past Perfect
 (прошедшее совершенное время)



When I came in Cathy **had finished** all her work. – Когда я вошел, Катя закончила всю работу.

Прошедшее совершенное время образуется при помощи вспомогательного глагола **to have** в прошедшем времени (**had**) и третьей основной формы смыслового глагола (**verb +ed/ III**): **had + asked**. Неправильный глагол употребляется в III форме: **have (had) + caught** (от catch – I форма).

Remember!

A. Past Perfect выражает действие, завершившееся до какого-либо момента или другого действия в прошлом.

Example: “**by 5 o’clock**” (до 5 часов); “**by the time I came**” (до того, как мне прийти); “**when I came**” (когда я пришел).

B. В вопросительном предложении вспомогательный глагол ставится перед подлежащим. В отрицательном предложении после вспомогательного глагола ставится отрицание not (had not⇒**hadn’t**).

C. Если действие завершилось до другого действия, длящегося в прошлом, то вторая часть предложения выражается формой глагола Past Continuous.
 Example: He had read (III) the book and **was watching** telly when I came.

I.25. Дополните предложения, используя глаголы в скобках.

Example: Most of my friends were no longer there. They **had left** ... (leave).

1. My best friend, Andrew, was no longer there. He ... (go) down.
2. The local cinema was no longer open. It ... (close) down.
3. Mrs. Gerald was no longer alive. She ... (die).
4. I didn't recognize Mr. Johnson. He ... (change) a lot.
5. Bill no longer had his car. He ... (sell) it.

I.26. Составьте предложения, используя слова в скобках.

Example: I wasn't hungry. (I/ just/ have/ lunch) ⇒ **I had just had lunch.**

1. I invited Jerry to dinner last night but he couldn't come. (he/ already/ arrange/ to do something else).
2. We arrived at the theatre late. (the play/ already/ begin).
3. I was very pleased to see Nora again after such a long time. (I/ not/ see/ her for five years).
4. They weren't eating when I went to see them. (they/ just/ finish/ their dinner).
5. Mary wasn't at home when I arrived. (she/ just/ go/ out).

I.27. Раскройте скобки и выберите подходящий по смыслу индикатор.

1. The house was very quiet when I got home. Everybody had (yet/ already) went to bed.
2. Mrs. Davis was in an airplane. She was very nervous as the plane took off because she had (ever/ never) flown before.
3. "Was Tom there when you arrived?" "No, he had (already/ just) gone home.
4. "I was late. The car had (already/ never) broken down on my way here." "Had it (never/ ever) broken before?"
5. There was a car by side of the road. It had (just/ never) broken down and the driver was trying to repair. So we stopped to see if we could help.

I.28. Контрольное задание. Переведите следующие предложения, обращая внимание на форму Present perfect / Past perfect.

1. In the commission of a robbery the robber had only entered a house and had been detained before he could steal any property.
2. The prisoner escaped from the prison but now he has been caught again.
3. When I got home, I found that someone had broken into my flat and had stolen my fur coat.
4. The police arrested the man but now they have released him.

C. Perfect Tense

Группа перфектных времен (результат)
Формы глагола в future Perfect
(будущее совершенное время)

Число	Утвердительная форма	Вопросительная форма	Отрицательная форма
Ед.	I shall have asked. You (he, she, it) will have asked.	Shall I have asked? Will you (he, she, it) have asked?	I shall not have asked. You (he, she, it) will not have asked.
Мн.	We shall have asked. You (they) will have asked.	Shall we have (you, they) asked? Will you (they) have asked?	We shall not have asked. You (they) will not have asked.

Признаки глагола в Future Perfect
(будущее совершенное время)

	<p>Будущее совершенное время образуется при помощи вспомогательного глагола to have в будущем времени (shall/ will have) и третьей основной формы смыслового глагола (verb +ed/ III): shall/ will have + asked. Неправильный глагол употребляется в III форме: shall/ will have + caught (catch – I форма).</p>
<p>I think we'll have finished all this before dark. – Я думаю, до темноты мы закончим дуэль.</p>	

Remember!

A. Future Perfect выражает действие, которое будет происходить до определенного момента или до другого действия в будущем и завершится или прекратится до него. Example: “**by 5 o'clock**” (до 5 часов); “**by the time I come**” (до того, как мне прийти); “**when I come**” (когда я приду).

B. В вопросительном предложении вспомогательный глагол **shall/ will** ставится перед подлежащим. В отрицательном предложении после вспомогательного глагола **shall/ will** ставится отрицание **not (shall/ will not⇒shan't/ won't)**. C. В придаточных предложениях времени и условия для выражения будущих действий будет употребляться Present Perfect: Example: I'll ring you up when (if) I **have done** my lessons.

I.29. При обработке данных полиция Лос-Анджелеса ежегодно сохраняет в бюджете 6 миллионов долларов за счет компьютеризированной системы. Сколько эта система сможет обработать информации, если в течение года она рассматривает 130 000 дел? Ответьте на следующие вопросы.

1. How many cases will the computerized PATRIC System have processed after one week? After a month? After 5 years?
2. If the PATRIC data base start today, how soon will it have finished all its work?
3. How many cases will it have processed a year from now?
4. The police earn 6 million a year for their work. How much money will they have made in two years?

I.30. Употребите форму Future Perfect, соединив начало предложения из правой колонки с его концом из левой колонки.

Beginnings	Ends
1. They (not finish) the installing the computers by Monday	and we'll be able to get a smaller house.
2. The engineer says	we (be) married for twenty-five years.
3. When I get home tonight	they (test) the device by Tuesday in a due time.
4. In a couple of years the children (leave) home	and it's needed for Monday morning.
5. On our next wedding anniversary	I will have written the letter to my Granny.

I.31. Контрольное задание. Переведите следующие предложения, обращая внимание на формы Present Perfect / Past Perfect / Future Perfect.


1. I'm afraid there has been the most dreadful murder.
2. I thought you had solved the crime already.
3. He will have done his lessons by seven o'clock.
4. The State Duma will have adopted the law by May.
5. Has the suspect killed the victim this Monday?
6. Kevin will have written the testimony before the witness comes.
7. I hope you will have repaired your car by that time.
8. Haven't you done the translation yet?
9. The traffic accident had happened before it started raining.
10. I'll have investigated this case by the end of the week.
11. Prior to his arrest, Dawson had spent two years in prison for theft.
12. We have built twenty new social objects lately.

D. Perfect Continuous Tense

Группа перфектно-продолжительных времен
Формы глагола в Present Perfect Continuous
(Настоящее перфектно-продолженное время)

Число	Утвердительная форма	Вопросительная форма	Отрицательная форма
Ед.	I (you) have been asking. He (she, it) has been asking.	Have I (you) been asking? Has he (she, it) been asking?	I (you) have not been asking. He (she, it) has not been asking.
Мн.	We (you, they) have been asking.	Have we (you, they) been asking?	We (you, they) have not been asking.

Признаки глагола в Present Perfect Continuous
(Настоящее перфектно-продолженное время)

	<p>Настоящее перфектно-продолженное время образуется при помощи вспомогательного глагола to be в форме Present Perfect (have been/ has been) и четвертой основной формы смыслового глагола (verb + ing) и выражает действие, которое началось до момента речи, т. е. до настоящего момента, и продолжается в настоящее время.</p>
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“One, two, three ...” – “How long **have you been learning** arithmetic, Bob?” – “I **have been learning** arithmetic for a year.” – «Один, два, три...» – «Боб, сколько времени ты изучаешь арифметику?» – «Уже год».

Remember!

A. Предложение, в котором содержится указание на момент начала действия, продолжается сейчас и сопровождается следующими индикаторами: **since 3 o'clock** (с трех часов); **since morning** (с утра); **since here turned** (с тех пор, как он вернулся). Если в предложении сказано, как долго это действие длится, употребляются следующие индикаторы: **for two hours** (два часа); **all day long** (весь день) и т. д. Действие, которое длилось вплоть до настоящего момента, но в настоящий момент речи не происходит, сопровождается индикатором: **just** (только что). Example: Show me the book you have (just) been reading.

B. В вопросительном предложении глагол ставится перед подлежащим. В отрицательном предложении после вспомогательного глагола ставится отрицание **not**.

I.32. Задайте вопрос к каждой ситуации.

1. Kimberly is out of breath. (she/ run) ...
2. Tom is very tired (he/ work/ hard) ...
3. Bob has a black eye and Kevin has a cut lip. (Bob and Kevin/ fight) ...
4. George has just come from the beach. He is very red. (he/ lie/ in the sun).
5. Janet is hot and tired. (she/ play/ tennis).
6. Andrew is sick and tired. (he/ repair/ his car)

I.33. Контрольное задание. Подтвердите длительность действия.

Example: Kevin is studying. He began studying three hours ago.
He **has been studying** for three hours.

1. It is raining now. It began raining two hours ago. ... for two hours.
2. Mary is working in London. She started working six months ago. ... for six months.
3. I am learning German. I started learning German in January. ... since January.
4. Tom is looking for a job. He began looking six months ago. ... for six months ago.
5. George works as an investigator. He began working five years ago. ... for five years.
6. Roland smokes. He started smoking two years ago. ... for two years.

I.34. Образуйте вопросительное предложение, начиная с "how long".

Example: It is raining. ... **How long has it been raining?**

1. My dog is limping. How long ...
2. Mike plays chess. How ...
3. My watch is going slowly.
4. Jim sells washing machines.
5. Ann is living in Low Street.
6. My tooth is aching.

I.35. Контрольное задание. Раскройте скобки и поставьте глагол в нужной форме: (*I have done* / *I have been doing*).

- | |
|---|
| 1. Jimmy is reading a magazine. He started one hour ago and he is on page 27. (he/ read/ for one hour). ... (he/ read/ 27 pages so far) ... |
| 2. Linda is from South America. Now she is travelling round Europe. She began her tour three months ago. (she/ travel/ around Europe for three months) ... (she/ visit/ six countries so far) ... |
| 3. Sam and Andy make films about Gliding Railway. They started films together when they left college. (they/ make/ films since they left college) ... (they/ make/ ten films since they left college) ... |

D. Perfect Continuous Tense

Группа перфектно-продолжительных времен
Формы глагола в Past Perfect Continuous
(Прошедшее перфектно-продолженное время)

Число	Утвердительная форма	Вопросительная форма	Отрицательная форма
Ед. Мн.	I (you, he, she, it, we, they) had been asking.	Had I (you, he, she, it, we, they) been asking?	I (you, he, she, it, we, they) had not been asking.

Признаки глагола в Past Perfect Continuous
(Прошедшее перфектно-продолженное время)



We were very tired when we met the reporters because we **had been riding** a bicycle for two hours. – Мы устали к тому моменту, когда встретили репортеров, так как уже два часа, как мы ехали на велосипедах.

Прошедшее перфектно-продолжительное время образуется при помощи вспомогательного глагола **to be** в форме Past Perfect (**had been**) и четвертой основной формы смыслового глагола (**verb + ing**) и выражает:

a) действие, которое началось до определенного момента в прошлом и продолжается в этот момент (или одновременно с другим действием). Такие предложения содержат указания на время: **for two hours** (два часа); **since 5 o'clock** (с пяти часов); **since I came** (с тех пор как я пришел);

b) действие, которое началось и длилось вплоть до другого действия в прошлом, но одновременно с ним уже не происходило:
Example: I took the book which he **had been reading**.

Remember!

А. В вопросительном предложении глагол ставится перед подлежащим.

В. В отрицательном предложении после вспомогательного глагола ставится отрицание **not**.

I.36. Раскройте скобки и продолжите ситуацию.

Example: The two boys came into the supermarket. One had a black eye and the other had a cut lip.

(they/ fight) ⇒ **They had been fighting.**

1. When I walked into the room, it was empty. But there was a smell of cigarettes. (somebody/ smoke/ in the room) Somebody
2. Mary woke up in the middle of the night. She was frightened and she didn't know where she was. (she/ dream)
3. The two boys came into the house. They had a football and they were both very tired. (they/ play/ football)
4. Tim was watching a football match on telly. He was feeling very tired. (he/ study/ hard all day) He

I.37. Раскройте скобки и поставьте глагол в нужную форму: Past Perfect Continuous (I had been doing) or Past Continuous (I was doing).

Example: Tom was leaning against the wall, out of breath. **He had been running** (run).

I tried to catch Tom but I couldn't. He **was running** (run) very fast.

1. Jimmy was on his hands and knees on the floor. He (look) for his key.
2. When I arrived, everyone was sitting round the table with their mouths full. They (eat).
3. When I arrived, everyone was sitting round the table and talking. Their mouths were empty but their stomachs were full. They ... (eat).
4. When I arrived, Daniel (wait) for. He was rather annoyed with me because I was late and he (wait) for a very long time.

I.38. Контрольное задание. Переведите следующие предложения, обращая внимание на формы глагола Past Perfect Continuous (I had been doing) or Present Perfect Continuous (I have been doing).

1. He has been trying to find a permanent job in police for a considerable time.
2. When I looked out of the carriage, the workers had been welding the track. (they stopped working)
3. How long had you been waiting when the train finally came?
4. He's out of breath. He has been running.
5. The police have been searching the crime scene since 6 p.m.
6. John has been living in London since January.
7. How long has he been learning Chinese?
8. Richard has been waiting for a reply for several weeks and still haven't received any answer.

D. Perfect Continuous Tense

Группа перфектно-продолжительных времен
Формы глагола в Future Perfect Continuous
(Будущее перфектно-продолженное время)

Число	Утвердительная форма	Вопросительная форма	Отрицательная форма
Ед.	I shall have been asking . You (he, she, it) will have been asking .	Shall I have been asking? Will you (he, she, it) have been asking?	I shall not have been asking . You (he, she, it) will not have been asking .
Мн.	We shall have been asking . You (they) will have been asking .	Shall we have (you, they) been asking? Will you (they) have been asking?	We shall not have been asking . You (they) will not have been asking .

Признаки глагола в Future Perfect Continuous
(Будущее перфектно-продолженное время)

	<p>Будущее перфектно-продолженное время образуется при помощи вспомогательного глагола to be в форме Future Perfect (will/ shall have been) и четвертой основной формы смыслового глагола (verb + ing) и выражает действие, которое начнется в определенный момент, раньше другого будущего действия и будет продолжаться в момент его наступления. Такие предложения содержат указания на время: for two hours (два часа). Example: He will have been reading a book for two hours when I come. – Когда я приду, будет уже два часа, как он читает книгу.</p>
--	---

Remember!

- А. В вопросительном предложении глагол ставится перед подлежащим.
В. В отрицательном предложении после вспомогательного глагола ставится отрицание **not**.

I.39. Ответьте на следующие вопросы.

How long will you have been learning English/ living in your present house by next summer/ studying/ going in for sport?

Напишите предложения, используя форму глагола в Future Perfect Continuous.

I.40. Употребите форму Future Perfect Continuous, соединив начало предложения из правой колонки с его концом из левой колонки.

Beginnings	Ends
When I get home tonight	I (teach) for twenty years.
Next Christmas	for two hours when I come.
When I retire	I (drive) for fourteen hours non-stop.
He (look) for his key	I (work) for forty years.

I.41. Определите, к какой группе времен относятся глагольные формы в следующих примерах.

1. the train has reached the maximum speed	7. Few people know G. Stephenson was the builder of the first public railway in England
2. a fault occurred	8. When he came in, they were eating
3. they will design a new type of turbine	9. nobody knew what had caused the tragic explosion
4. the engineers are regulating the new equipment	10. he will have been learning English for two years
5. the builder says he'll have finished the roof by Monday.	11. The computer processes the data and puts out the needed results.
6. Ken had been smoking for 30 years when he finally gave it up	12. How many pages of that book have you read?

Unit 2. The Verbs. Passive Voice

ЧАСТЬ 1. Личные глагольные формы. Passive Voice (Пассивный залог)

	<p>Личные глагольные формы изъявительного наклонения:</p> <p>Simple tenses ⇒ Группа простых времен (констатация фактов) – “to be asked”;</p> <p>Continuous tenses ⇒ Группа продолжительных времен (процесс) – “to be being asked”;</p> <p>Perfect tenses ⇒ Группа совершенных времен – “to have been asked”;</p> <p>Perfect Continuous tenses – Группа совершенных длительных времен (процесс, который до сих пор продолжается) – “to have been asked”.</p>
<p>The car is attacked by hooligan. – На машину напал хулиган (машина подверглась нападению хулигана). Объект (a hooligan) ⇒ Субъект (a car). Действие направлено на субъект.</p>	

Личные глагольные формы

<p>Simple tenses ⇒ Группа простых времен (констатация фактов) – “to be + verb + ed (3)”;</p>	
	<p>Настоящее время: am / is / are + verb + ed (3) (asked; caught (3));</p> <p>Прошедшее время: was / were + verb + ed (3) (asked; taken (3))</p> <p>Будущее время: will / shall + be verb + ed (3) (asked; taken (3))</p> <p>Remember!</p> <p>Вопросительное предложение образуется при вынесении глагола to be (в настоящем и прошедшем временах) и will / shall (в будущем времени) перед подлежащим. При образовании <i>отрицательного предложения</i> между глаголом to be / will / shall и смысловым глаголом ставится отрицание not.</p>
<p>This book was very much talked about. – Об этой книге много говорили.</p>	

Личные глагольные формы

Perfect tenses ⇒ Группа совершенных времен (результат) – “to have been + verb + ed (III)”	
 <p>I have been promised a bicycle if I pass my examination on music. – Мне обещали купить велосипед, если я сдам экзамен по музыке.</p>	<p style="text-align: center;">Remember!</p> <p>Настоящее время: have/has + been verb + ed (III) (asked; caught (III));</p> <p>Прошедшее время: had + been verb + ed (III) (asked; caught (III));</p> <p>Будущее время: will / shall + been verb + ed (III) (asked; caught (III));</p> <p style="text-align: center;">Remember!</p> <p>Вопросительное предложение образуется при вынесении глагола to have (в настоящем и прошедшем временах) и will / shall (в будущем времени) перед подлежащим. При образовании отрицательного предложения между глаголом will / shall и смысловым глаголом ставится отрицание not.</p>
Continuous tenses ⇒ Группа продолжительных времен (процесс) – “to be + being + verb + ed (III)”	
 <p>Are you being served, Madam? (shop assistant to customer) – Вас кто-нибудь обслуживает, мадам? (продавец покупателю).</p>	<p style="text-align: center;">Remember!</p> <p>Настоящее время: am / is / are + being + verb + ed (III) (asked; caught (III));</p> <p>Прошедшее время: was / were + being + verb + ed (III) (asked; caught (III));</p> <p>Будущего времени нет!</p> <p style="text-align: center;">Remember!</p> <p>Вопросительное предложение образуется при вынесении глагола to be (в настоящем и прошедшем временах) и will / shall (в будущем времени) перед подлежащим. При образовании отрицательного предложения между глаголом to be / will / shall и смысловым глаголом ставится отрицание not.</p>

Формы глагола в страдательном залоге

A. Simple Passive

время	число	утвердительная форма	вопросительная форма	отрицательная форма
Present Simple Passive	Ед.	I am asked. You are asked. He (she, it) is asked.	Am I asked? Are you asked? Is he (she, it) asked?	I am not asked. You are not asked. He (she, it) is not asked.
	Мн.	We (you, they) are asked.	Are we (you, they) asked?	We (you, they) are not asked.
Past Simple Passive	Ед.	I (he, she, it) was asked. You (ты) were asked.	Was I (he, she, it) asked? Were you (ты) asked?	I (he, she, it) was not asked. You (ты) were not asked.
	Мн.	We (you, they) were asked.	Were we (you, they) asked?	We (you, they) were not asked.
Future Simple Passive	Ед.	I shall be asked. You (he, she, it) will be asked	Shall I be asked? Will you (he, she, it) be asked?	I shall not be asked. You (he, she, it) will not be asked.
	Мн.	We shall be asked. You (they) will be asked.	Shall we be asked? Will you (they) be asked?	We shall not be asked. You (they) will not be asked.

Remember!

Пассивный (страдательный) залог в английском языке встречается чаще, чем в русском. В английском языке различают 3 типа предложений с глаголом-сказуемым в пассивном залоге:

1. *Прямой пассив* – это конструкция, в которой подлежащее соответствует прямому дополнению.

Example: I informed him **a timetable** of the east-ward train. – Я сообщил ему расписание поезда, идущего на восток (**a timetable** – прямое дополнение в активном залоге). Прямой пассив образуется от большинства переходных глаголов.

Example: **A time able** was informed to him. – Ему сообщили расписание поезда на восток (**a timetable** – подлежащее с глаголом в пассивном залоге).

2. *Косвенный пассив* – это конструкция, в которой подлежащее соответствует косвенному дополнению с глаголом в активном залоге.

Example: I showed **him** away. – Я показал ему дорогу (**him** – косвенное дополнение в активном залоге). **He** was shown the way. – Ему показали дорогу (**he** – в пассивном залоге стало подлежащим).

3. *Предложный пассив* – это конструкция, в которой подлежащее соответствует предложному дополнению с глаголом в активном залоге.

Example: She looked **at Peter**. – Она посмотрела на Петра (**at Peter** – предложное дополнение к глаголу в активном залоге).

Peter was looked **at**. – На Петра посмотрели (**Peter** – подлежащее предложения с глаголом в пассивном залоге).

B. Continuous Passive

время	число	утвердительная форма	вопросительная форма	отрицательная форма
Present Continuous Passive	Ед.	I am being asked. You are being asked. He (she, it) is being asked.	Am I being asked? Are you being asked? Is he being (she, it) asked?	I am not being asked. You are not being asked. He (she, it) is not being asked.
	Мн.	We (you, they) are being asked.	Are we (you, they) being asked?	We (you, they) are not being asked.
Past Continuous Passive	Ед.	I (he, she, it) was being asked. You (ты) were being asked.	Was I (he, she, it) being asked? Were you being (ты) asked?	I (he, she, it) was not being asked. You (ты) were not being asked.
	Мн.	We (you, they) were being asked.	Were we (you, they) being asked?	We (you, they) were not being asked.

Remember! Future Continuous Passive не существует

C. Perfect Passive

время	число	утвердительная форма	вопросительная форма	отрицательная форма
Present Perfect Passive	Ед.	I (you) have been asked. He (she, it) has been asked.	Have I (you) been asked? Has he (she, it) been asked?	I (you) have not been asked. He (she, it) has not been asked.
	Мн.	We (you, they) have been asked.	Have we been (you, they) asked?	We (you, they) have not been asked.
Past Perfect Passive	Ед. и Мн.	I (you, he, she, it we, they) had been asked.	Had I (you, he, she, it we, they) been asked?	I (you, he, she, it we, they) had not been asked.
Future Perfect Passive	Ед.	I shall have been asked. You (he, she, it) will have been asked.	Shall I have been asked? Will you (he, she, it) have been asked?	I shall not have been asked. You (he, she, it) will not have been asked.
	Мн.	We shall have been	Shall we have	We shall not

		asked. You (they) will have been asked.	been asked? Will you (they) have been asked?	have been asked. You (they) will not have been asked.
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I.42. а) Определите, к какой группе времен (Simple, Continuous, Perfect) относятся следующие формы глаголов.

1. had been used	6. was totally equipped
2. will have been doubled	7. will be taken place
3. have been built	8. have been electrified
4. were introduced	9. were achieved
5. is known	10. are being restored

б) образуйте отрицательную форму представленных моделей.

I.43. Какой форме глаголов соответствуют модели переводов?

1. (building) is being restored	отреставрирован (уже)
2. has been restored	реставрировалось (в прошлом, в определенный момент времени)
3. will be restored	отреставрировали (в прошлом, до определенного момента)
4. is restored	будет отреставрировано (в будущем, к определенному моменту времени)
5. was restored	реставрируют (сейчас, в эти дни)
1. had been restored	будут(ет) реставрировать(ся)
7. was being restored	реставрировали (тогда, в прошлом)
8. will have been restored	реставрируется (на данный момент)

I.44. Контрольное задание. Перефразируйте предложения из активного залога в пассивный.

Example: We can solve the problem. **The problem can be solved by us.**

- They will open the new supermarket next week. The supermarket ...
- Danny has already invited Jim to the party. Jim ...
- At this moment the student is showing au his project. The project ...
- The kidnappers have already left the country. The country ...
- He is investigating a serious crime now. A serious crime ...
- The judicial and law-enforcement practice violates the Bill of rights daily. the Bill of rights ...
- The police are searching for the owner of the box because they have found a bomb in it. The box ...
- She will send you a fax. The fax ...
- At 5 o'clock on Sunday a strange noise woke Jim up. Jim ...
- The police arrested him and took him to the police station. The suspect ...

I.45. Контрольное задание. Прочитайте статью и переведите ее, обращая внимание на формы страдательного залога.

Paralyzed by Gunfire, but Denied Care

By Roni Caryn Rabin

July 20, 2015 10:31 am

There's no video of the altercation between Monroe Bird III, a 21-year-old sitting in a car with a friend, and Ricky Leroy Stone, 56, a security guard who found them one night in the parking lot of an apartment complex in Tulsa, Okla.

But the tragic culmination of their encounter **is not disputed**: Mr. Stone drew his gun and shot Mr. Bird, leaving him paralyzed from the neck down.

Three months later, as he lay in the hospital hooked to a ventilator, Mr. Bird's insurance company declined to cover his medical bills. The reason? His injuries resulted from "illegal activity".

Yet Mr. Bird **was not convicted** of any crime in connection with the incident. He **was not even charged**.

Without insurance, Mr. Bird's family could not move him to a rehabilitation center specializing in spinal cord injuries. He **was discharged from** the hospital and died at home last month from a preventable complication often **seen** in paralyzed patients.

The incident joins a disturbing litany of cases in which black men **have been shot** by white men in law-enforcement capacities. Mr. Bird's family and their supporters believe racial bias motivated the shooting, at least in part, and protected the guard from criminal prosecution.

(Resources: <http://well.blogs.nytimes.com/2015/07/20/illegal-activity-fine-print-leaves-some-insured-but-uncovered/?ref=topics>)

I.46. Раскройте скобки и поставьте глагол в нужной временной форме.

1. The weather was awful. The football match ought to (cancel)
2. She wouldn't (injure) if she had been wearing a seat-bell.
3. The train has already run. I must (be late) for it.
4. This room is empty. It is going to (paint) next week.
5. George speaks Spanish fluently. He might (send) to Spain by his company in August.
6. My bicycle had been disappeared before my party. It must (steal) by someone.

I.47. Раскройте скобки и выберите подходящую глагольную форму.

1. The car might (have been stolen/ be stolen) if you had left the keys in it.
2. But nobody (is injured/ was injured) so it wasn't needed.
3. Irkutsk (is still being restored/ has been restored).
4. She phoned her parents in case they (are worried/ were worried) about her.
5. All flights (had been cancelled/ were cancelled) because of fog.

Unit 3. The Verbs. Moods

The Indicative Mood (Изъявительное наклонение)

Remember! Наклонение – форма глагола, которая показывает отношение действия к действительности. Основное наклонение – изъявительное (Indicative Mood).



This shoe **is** just your size. – Эта туфелька Вашего размера.

Глагол в форме indicative говорит о действиях, происходящих в реальной действительности.

Example: “What a nice child he **is**!” – «Какой хороший мальчик!»

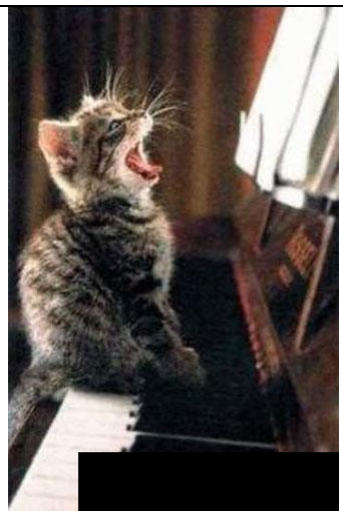
“Father won’t **like** it.” – «Папе это не понравится».

Emily **ran** down the stairs. – Эмили сбегала вниз по лестнице.

“I’ll **come** later in the day”. – «Я зайду попозже днем».

She **was awakened** by the telephone. – Ее разбудил телефон.

The Imperative Mood (Повелительное наклонение)



Let him do it himself.
– Пусть он сам это сделает.

Глагол в повелительном наклонении выражает побуждение к действию, просьбу, наставления, приказ, совет.

Remember!

A. Утвердительная форма повелительного наклонения образуется от первой основной формы глагола – инфинитива без частицы **to**.

B. При образовании *отрицательной формы* перед основным глаголом ставится вспомогательный глагол **do** и отрицание **not**.

C. Повелительное наклонение в английском языке имеет только одну форму для единственного и множественного числа.

Example: **Give** me your pen. – Дай (дайте) мне твою (Вашу) ручку.

D. Повелительное наклонение обычно обращено ко второму лицу. Если побуждение обращено к первому или третьему, употребляется сочетание **let** с инфинитивом смыслового глагола без частицы **to**.

I.50. Определите, какое из предложений стоит в изъявительном, а какое – в повелительном наклонении.

1. How many bridges, supporting the walls!
2. If you want to see dove-coloured mountains and sparkling (зд. сверкающее) lake take the trains going eastwards.
3. The waves from the lake “lick” (зд. омывать) the car-wheels.
4. Let’s imagine the period of the construction of the Circum Baikal Railway.
5. The construction of the Circum Baikal Railway as part of Trans-Siberian Railway took 4 years.
6. We are deeply convinced (зд. убеждать) of the fact that the Siberian Railway is an indestructible (зд. нерушимый) monument of culture of the XIX-th century.

I.51. Контрольное задание. Определите, в каком наклонении составлен текст, и переведите его.

Police Academy Requirements Regarding Age

Initially, candidates for the police academy were required to be at least 21 years of age before enrolling. The age police academy requirements were related to education, as the common candidate would have graduated from high-school at the age of 18, which gave him an extra two or three years to complete an associate’s degree as well.

However, the age at which most police academies allow recruits to join has been downgraded twice in recent times; first to 20 and then to 18.

It is worth noting that while certain learning institutions will only require the high school diploma or GED, others will still select only candidates with an associate’s degree.

Furthermore, highly acclaimed academies favor students who have completed the bachelor’s degree. In essence, although the age may not constitute an issue for enrollment, the level of education will.

Police Academy Requirements Regarding the Driver’s License

The potential recruit will not only need to present a driver’s license or proof of its possession, but the license will need to be valid within the limits of the state in which the police academy is located.

Given that the courses will also include knowledge regarding various driving styles, such as, defensive driving, high-speed chases and so on, recruits are required to familiarize themselves with the basic legislation regarding the means of handling an automobile and integrating it in the state’s legislation.

The Subjunctive Mood. The Conditional Mood,
The Suppositional Mood
(сослагательное, условное и предположительное наклонения)

	<p>Глагол в форме Subjunctive, Conditional, Suppositional Moods представляет действие как нереальное, воображаемое и переводится на русский язык глаголом в одном и том же наклонении – сослагательном. Однако Subjunctive, Conditional, Suppositional Moods не взаимосвязаны. Чтобы научиться правильно их употреблять в английском языке, нужно запомнить, в каких типах предложений, после каких союзов или каких слов в предложении они употребляются.</p>
<p>“It’s important that you should learn how to do it” – Важно, чтобы ты научилась, как это делать (Воображаемое действие).</p>	

The Subjunctive Mood (Сослагательное наклонение)

	<p>Subjunctive Mood обозначает воображаемое действие, которое невозможно вообще или в данной ситуации. Форма Subjunctive образуется, как форма прошедшего времени (Past или perfect). Однако глагол to be Subjunctive образуется особо (were). Форма were употребляется как в единственном, так и во множественном числе.</p> <p style="text-align: center;">Remember!</p> <p>Характерными условиями образования предложения в Subjunctive является форма: перфектная (perfect subjunctive), неперфектная (non-perfect subjunctive); слово (wish); специальные союзные слов (as if/ as though) и фразовые единства: It’s time/ It’s high time.</p>
<p>“I wish you could speak to me”. – «Как бы мне хотелось, чтобы ты поговорил со мной».</p> <p>A. “I wished your kitten were with us hen”. – «Как бы мне хотелось тогда, чтобы твой котенок был с нами».</p> <p>B. “You look as if you were tired.” – «Ты выглядишь так, как будто ты устал».</p> <p>C. It’s time I thought it out from the beginning. – Мне пора обдумать все с самого начала.</p>	

Формы глагола в Subjunctive Mood

Число	Утвердительная форма	Отрицательная форма
Неперфектная форма сослагательного наклонения (non-perfect subjunctive)		
Ед. и Мн.	I (you, he, she, it, we, they) asked. I (you, he, she, it, we, they) were.	I (you, he, she, it, we, they) did not ask. I (you, he, she, it, we, they) were not.
Перфектная форма сослагательного наклонения (perfect subjunctive)		
Ед. и Мн.	I (you, he, she, it, we, they) had asked. I (you, he, she, it, we, they) had been.	I (you, he, she, it, we, they) had not ask. I (you, he, she, it, we, they) had not been.

Remember!

Форма Subjunctive может быть как перфектной (perfect subjunctive), так и неперфектной (non-perfect subjunctive).

Неперфектная форма употребляется тогда, когда действие, выраженное Subjunctive, происходит одновременно с другим действием и является будущим по отношению к нему. Глагол в Subjunctive после **It's time/ It's high time** всегда стоит в неперфектной форме.

Example: "I wish I were younger". – «Как бы мне хотелось (сейчас) быть моложе». "It's time (It's high time) you **visited** your sick friend" – «Тебе давно пора навестить своего больного друга».

Перфектная форма Subjunctive употребляется тогда, когда действие, которое она выражает, предшествует другому действию или ситуации, т. е. было прошлым по отношению к нему.

Example: I **wish** you **had come** to me more often. – Я сожалею (сейчас), что ты приходил ко мне так редко (прежде).



"If I **were** in your place I **should try** harder" – «Если бы я был на твоём месте, я бы действовал решительнее».

Subjunctive Mood употребляется в основном в придаточном условном предложении после союзов **if** (если), **incase** (в случае если), **unless** (если не) и обозначает нереальное условие, необходимое для совершения действия, выраженного глаголом главного предложения.

The Conditional Mood (условное наклонение)

 <p>If I had known I was going to meet you I would have dressed differently. – Если бы я знал, что встречу вас, я бы оделся по-другому.</p>	<p>Conditional Mood (условное наклонение) употребляется для того, чтобы назвать действие, которое не происходит или не произошло, так как для этого не было или нет соответствующих условий, эти условия в данной ситуации неосуществимы, т. е. нереальны.</p> <p>Conditional Mood образуется при помощи вспомогательного глагола should (would) для первого лица и would для второго и третьего лица и первой формы глагола – инфинитива без частицы to. Форма conditional бывает как перфектной (perfect conditional), так и неперфектной (non-perfect conditional).</p>
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Формы глагола в Conditional Mood

Число	Утвердительная форма	Отрицательная форма
Неперфектная форма условного наклонения (non-perfect subjunctive)		
Ед. и Мн.	I (you, he, she, it, we, they) would ask. I (we) should ask.	I (you, he, she, it, we, they) would not ask. I (we) should not ask.
Перфектная форма условного наклонения (perfect subjunctive)		
Ед. и Мн.	I (you, he, she, it, we, they) would have asked. I (we) should have asked.	I (you, he, she, it, we, they) would not have asked. I (we) should not have asked.

Remember!

А. Неперфектная форма употребляется тогда, когда действие, выраженное conditional, происходит в момент речи и одновременно с другим действием и является будущим по отношению к нему; перфектная форма – если действие, выраженное conditional, предшествовало моменту речи или другому действию.

В. Conditional Mood употребляется в основном в следующих случаях:

а) в главной части сложноподчиненного предложения, если глагол в придаточном предложении стоит в форме subjunctive. **Example:** If I were here now I **should (would)** be very glad. – Если бы я сейчас был здесь, я был бы очень рад. If anything **had happened** to him there **would be** something in the Press. – Если бы с ним что-нибудь случилось (тогда), об этом было бы сообщение в печати; б) В сложносочиненном или простом предложении, если в нем выражено действие, обозначенное глаголом в Conditional Mood. **Example:** I have no time or I **would go** for a walk with you. – У меня нет времени, а то я пошла бы с тобой гулять.

The Suppositional Mood (предположительное наклонение)

	<p style="text-align: center;">Suppositional Mood</p> <p>употребляется для выражения действия, которое, возможно, произойдет в будущем, однако уверенности в реальности этого действия нет.</p> <p>Форма Suppositional образуется при помощи вспомогательного глагола should для всех лиц и инфинитива смыслового глагола без частицы to.</p>
<p>“It is necessary that you should obey the advice of the dentist”. – Необходимо, чтобы ты прислушалась к совету врача.</p>	

Формы глагола в Suppositional Mood

Число	Утвердительная форма	Отрицательная форма
Неперфектная форма (non-perfect subjunctive)		
Ед. и Мн.	I (you, he, she, it, we, they) should ask.	I (you, he, she, it, we, they) should not ask.

Remember!

Suppositional Mood употребляется только в придаточной части сложноподчиненного предложения:

а) обычно после слов, выражающих необходимость совершения действия, названного глаголом в Suppositional Mood, таких как:

It is important (важно)	It is demanded (требуется)
It is desirable (желательно)	It is ordered (приказано)
It is recommended (рекомендуется)	It is unbelievable (невозможно поверит)
It is suggested (предложено)	It is impossible (не может быть)

Example: It’s necessary that he **should go** there tomorrow. – Необходимо, что бы он пошел туда завтра (Возможно, он пойдет туда завтра, но полной уверенности в этом нет).

б) после слова **lest** (как бы не), если в главном предложении выражено опасение, тревога, волнение: I **fear lest** (боюсь, как бы не); I am anxious lest (волнуюсь, беспокоюсь, как бы не).

Example: I *fear lest* he **should be late**. – Боюсь, как бы он не опоздал.

с) в придаточном условном предложении для выражения будущего действия, которое хотя и может произойти, но маловероятно. В главной части употребляется как изъявительное, так и условное наклонение.

I.52. а) Задайте вопрос согласно заданной ситуации.

Example: Perhaps one day someone will give you a lot of money.

What would you do if someone gave you a lot of money?

1. Perhaps one day a millionaire will ask you to marry him/ her? What would you do if ...
2. Perhaps one day you will lose passport in a foreign country. What ...
3. Perhaps one day somebody will throw a tomato at you. What ...
4. Perhaps one day your car will be stolen. What ...
5. Perhaps one day somebody will park his car on your foot. What ...

б) Ответьте на вопросы.

I.53. Ответьте на вопросы, следуя образцу.

Example: Are you going to catch the 10.30 train? (we/ arrive too early)

If we caught the train 10.30 train, we would arrive too early.

1. Is he going to take the examination? (he/ fail it) No. If he ...
2. Are you going to invite Bill to the party? (I/ have to invite Linda too) No. If I ...
3. Are you going to bed now? (I/ not/ sleep) No. ...
4. Is she going to apply for the job? (she/ not/ get it) No. ...

I.54. Выразите свое желание, надеясь на реальный исход событий.

Example: I don't know many people (and I'm lonely).

I wish I knew more people.

1. I don't know anything about cars (and my car has just broken now). I wish ...
2. It's cold (and I hate cold weather). I wish ...
3. I have to work tomorrow (but I'd like to stay in bed). I wish ...
4. Diana can't come to the party (she's your best friend). I ...
5. I can't give up smoking (but I'd like to). I wish ...

I.55. Раскройте скобки и поставьте глагол в нужной временной форме.

Example: She didn't eat anything because she wasn't hungry.

If she had been hungry, she would have eaten something.

1. She wasn't injured in the crash because she was wearing a seat-belt. If ...
2. The accident happened because the driver in front stopped so suddenly. If ...
3. The keys were left in the ignition then the car was stolen. If ...
4. There were no signs of forced entry but someone had broken into several guest rooms. If ...

5. I was able to buy the car because Jin lent me the money. If ...

I.56. Дополните предложения из второй колонки.

1. I wouldn't wear that hat	a) if I were you
2. If you did more exercise,	b) I'm sure she'd understand you.
3. If it wasn't so expensive,	c) if she practiced more.
4. I'd get married tomorrow	d) you'd feel much better.
5. She' play better	e) I'd buy it.
6. If you talked to her,	f) if I could find the right person.

I.57. Задайте вопрос своему партнеру. Раскройте скобки и поставьте глагол в Past Simple: What would you do if ...?

1. (have) an exam the next day and somebody offered to sell you the answers.
2. (be) offered a job in Australia.
3. (wake up) and (see) a snake in your bedroom.
6. (see) somebody stealing something in a shop.
7. (borrow) a friend's car and broke one of the lights.





I.58. Контрольное задание. Переведите следующие предложения.

1. What would you do if a millionaire asked you to marry him/ her?
2. What would you do if you lost your passport in a foreign country?
3. What would you do if someone threw a tomato at you?
4. What would you do if your car was/ were stolen?
5. What would you do if someone parked his car on your foot?
6. You look as if you were having a toothache.
7. I wish you got on (заниматься) with your work.
8. I wished you were more attentive in class.
9. But for the lessons he would go to his friend.
10. She would watch TV but it is out of order (не работает).
11. If he had studied better, he would write his test better.
12. If he had missed the train, he would have cabled me (дал телеграмму).
13. If I were not so busy now, I would go the skating-ring with you.
14. He feared lest they should reach for him.
15. It's necessary that she should pay us a visit.
16. The order was that the children should stay away from the house until they were invited there.
17. It would be worse that before if I should lose you now.
18. It is impossible that he should tell a lie. He is very honest.
19. If the vehicle is recovered, Sunset Rental cars should be notified immediately.
20. If you should become the witness or victim of a crime notify the police immediately.


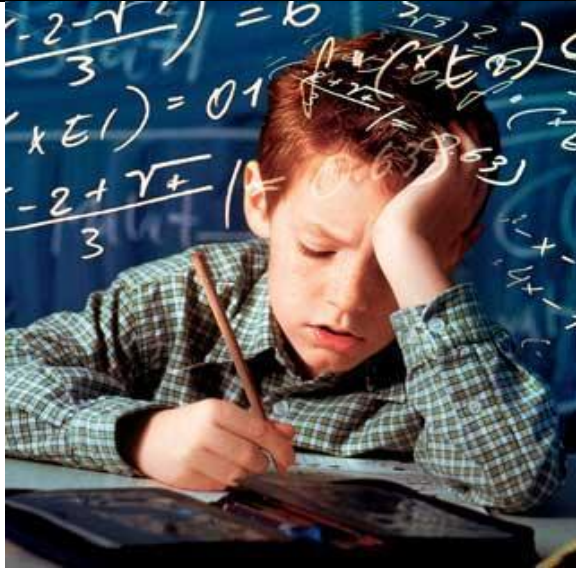
PART. II.

Unit 1. The Verbals. Participle I (V-ing). /P.I./

Present Participle I (причастие настоящего времени)

Active Voice (Действительный залог)	Passive Voice (Страдательный залог)
 <p>The boy throwing stones into the pond is my brother. Мальчик, который кидает камни в пруд, мой брат (мальчик, кидающий ...).</p>	 <p>The stones being thrown into pond are making a great disturbance in the water. (to throw/ threw/ thrown – бросать) Камни, брошенные в пруд, потревожили воду.</p>
 <p>Leaving her son alone the mother told him to behave himself. Оставляя своего сына одного, мать наказала ему хорошо себя вести.</p>	 <p>Being left alone he went on with his work. (to leave/ left/ left – оставлять, покидать) Оставшись дома один, он продолжил свое занятие.</p>
V + ing	Be + ing + verb (ed/ III)

Present Participle I (причастие настоящего времени)

Active Voice (Действительный залог)	Passive Voice (Страдательный залог)
 <p>Having asked the questions, the teacher was waiting for an answer. (to ask/ asked/ asked) Задав вопросы, учитель ждал ответ.</p> <p style="text-align: center;">Have + ing + verb (ed/ III)</p>	 <p>Having been asked the question the pupil was thinking for an answer. (to be/ was=were/ been – быть, находиться, есть). Ученик задумался над ответом после того, как ему задали вопрос.</p> <p style="text-align: center;">Have + ing +been + verb (ed/ III)</p>

Remember!

В причастиях I (Participle I) различают 4 формы:

Действительный залог	Страдательный залог
Verb + ing (drawing – тянувший, волокущий)	Being + verb (ed/III) (Being drawn – будучи утянутая повозка)
Having + verb (ed/ III) (having drawn – протянув, (ши) уже, до чего-то)	Having + been + verb (ed/III) (having been drawn – будучи уже утянутая повозка)

Основные функции причастия I (P.I.)

А) Левое определение	Пример
The + verb + ing + noun	The + working + crew Работающая ремонтная бригада.
It was interesting to look at the working crew . – Было интересно наблюдать, как работает бригада (за работающей бригадой).	
В) Правое определение	Пример
The + noun + verb + ing	The + train + running the service on... Поезд, обслуживающий ...
Most of the trains running the service on the suburban lines operate on electricity. – Поезд, обслуживающий пригородные линии, работает на электричестве.	

Remember! Причастие в функции правого и левого определения переводится на русский язык причастием, оканчивающимся на **-щий(ся), -вший(ся)**.

С) Обстоятельственный причастный оборот	Пример
While + verb + ing + Sentence	While + reaching + ... (Когда достигает) достигая...
When + verb + ing + Sentence	When + clearing away wreckage and making repairs to the track + Расчищая от обломков крушения и восстанавливая путь, ...
<p>1. While reaching the station the car is automatically disconnected from the cable and decelerated. Достигнув станции, вагон автоматически отсоединяется от кабеля и замедляет свой ход.</p> <p>2. When clearing away wreckage and making repairs to the track the wrecking crew can also give the first aid to the injured passengers. Расчищая от обломков крушения и восстанавливая путь, рабочие также могут оказать первую помощь пострадавшим пассажирам.</p>	

Remember!

- Обстоятельственный причастный оборот может следовать как в начале предложения, так и в конце и оформляться союзами when, while и другими.
- Союзы when, while в предложении с обстоятельственным придаточным оборотом при переводе на русский язык могут опускаться.
- Обстоятельственный причастный оборот переводится на русский язык деепричастием, оканчивающимся на -а, -я, -в (ши).

II.1. Образуйте фразовые единства с формой “-ing” как правые и левые определения и переведите их.

Example: the man; to drive a car.

The man **driving a car** ... OR The **driving a car** man ...

1. An interrogator; to interview the witnesses and victim
2. The person; to act at the crime scene
3. The man; to run away from the crime scene
4. A man; to commit a crime
5. The inspector; to follow the criminal
6. A thief; to shoplift the supermarket
7. The terrorist; to threaten the hostage
8. The officer; to apprehend the criminal
9. The judge; to sentence a verdict
10. The inspector Jacobs; to conduct the investigation

II. 2. а) Образуйте одно предложение из двух, используя форму “-ing”.

Example: The fireman was overcome by smoke. He was trying to put out the fire in the baggage train.

The fireman was overcome by smoke **trying** to put out the fire in the baggage train. OR **Trying** to put out the fire in the baggage train, the fireman was overcome by smoke.

1. He asked her to go on with her story. He promised not to interrupt her again.
2. The seller sent their order. He received the information required.
3. The suspect was accused. He was informed in giving perjury.
4. The thief demanded all her valuable items. He threatened to harm Hernandez unless she cooperated.
5. The witness has reported the officer. He saw a thief in a similar mask break in to cars and houses with a crowbar (лом).

б) Объясните употребление глагола в соответствующей форме “-ing” после “while” и “when”.

While passing their house, I noticed that all the windows were dark.

1. While (go) to the University I met one of my old friends.
2. While (learn) the spelling of the words, we learn their pronunciation.
3. When (write) a telegram we must use few words as possible.
4. When (ask) the questions, the teacher was standing up.
5. While (cross) the bridge, we saw Nick, who was talking with his girlfriend.

Основные функции причастия I (P.I.)

D) Деепричастие или деепричастный оборот	Пример
Sentence + (when/ while) + verb + ing + Sentence	1. We were walking down by the river side singing a song. Мы шли по берегу реки, напевая песни.
	2. He came across the expression when reading a newspaper. (Когда он читал) Читая газету, он встретил это выражение.

Remember!

1. Деепричастие или деепричастный оборот стоит в конце предложения.
2. Союзы “when/ while” при переводе на русский язык могут опускаться.
3. Participle I в функции обстоятельства на русский язык переводится с окончанием -а, -я, -в(ши).

E) Самостоятельный (независимый) причастный оборот (СПО)	Пример
1. The + noun + verb + ing + Sentence (Главное предложение в сложноподчиненном предложении) СПО находится до главного предложения и оформляется запятой.	The workers constructing the Moscow Underground, many engineering difficulties were encountered . Когда рабочие <u>строили</u> Московское метро, то они столкнулись с многими инженерными трудностями (связанными с этим строительством).
2. Sentence + the + noun + verb + ing + (Главное предложение в сложносочиненном предложении) СПО находится после главного предложения и оформляется запятой.	The experiment with the computer was in full swing , the scientists finding its disadvantages. Шел активно эксперимент с применением компьютера, однако ученые обнаружили недостатки этого исследования.

Remember!

1. Характерными признаками СПО являются: запятая, которая отделяет главное от придаточного предложения; отсутствие личной формы глагола.
2. В предложении с СПО форма “V + ing” переводится глаголом в той же временной форме, что и основной глагол, находящийся в главном предложении.
3. СПО, расположенный перед запятой, переводится на русский язык придаточным предложением, которое вводится союзами «так как», «потому что», «хотя», «если», «поскольку».

4. СПО, расположенный после запятой, переводится на русский язык сложносочиненным предложением, которое вводится союзами «а», «причем», «и», «но».

II.3. Определите, какую функцию выполняет форма “V + ing”, и переведите.

1. Establishing the crime scene is the first and most important stage of any investigation.
2. The duties of the police are varied, ranging from assisting at accidents to safeguarding public order.
3. Serving their sentences in Laboure formators juveniles may receive general education.
4. With a new administration taking power, restraining (to restore – сдерживать) Bush Administration officials personally from committing any further crimes (prevention) and encouraging (to encourage – поощрять) their personal rehabilitation is not so applicable.
5. Ferreting out (ferret – разведывать) the truth about torture (пытки) and other war crimes would be best accomplished by non-biased, experienced criminal prosecutors like Patrick Fitzgerald, Vincent Bugliosi.

II.4. Контрольное задание. Определите, какие примеры будут переводиться на русский язык как сложносочиненные, а какие как сложноподчиненные предложения. Переведите, используя союзы и союзные слова.

1. Weather permitting (If the weather permits), the ship will leave port tomorrow.
2. Crime prevention is to be in the focus of police activity, prevention of the origin if criminal motives being the aim of the moral approach to the problem.
3. The professor being ill (= As the professor was ill), the lecture was put off.
4. Special crime prevention division of Police are functioning now in close cooperation with the public, the Public-Police crime prevention centers being one of the forms of our prevention programme.
5. A man acting at the crime scene, some traces of the criminal act are usually at the disposal of the detectives.
6. Prints from the palms being highly individual, all investigators regard (рассматривать, считать) them as an important means of identification.
7. The Senate consists of two members from each state chosen for six years, one third being reelected every two years.
8. The rules being simple, one can learn to play well enough to have fun in a very short time.
9. With America and Britain spending large sums on rearmament (переворужение), it is hard to believe that there can be any serious decline in the demand for (снижение спроса на) metals.

Unit 2. The Verbals. Participle II (V-ed/ III). /Р.П./

Past Participle II – РП (Причастие прошедшего времени)

Remember!

Past Participle (РП) употребляется в страдательном залоге (Passive Voice) или для образования совершенного действия (Perfect tenses).

Active Voice (Действительный залог)	Passive Voice (Страдательный залог)
 <p>Has he already gone? (to go/ went/ gone – уходить) – Он уже ушел.</p>	 <p>John is often laughed at. (to laugh, laughed/ laughed – смеяться) – Над Джоном часто смеются.</p>
Have + verb (ed/ III)	Be + verb (ed/ III)
Attribute (РП в роли определения)	Adverbial modifier (РП в роли обстоятельства)
 <p>A broken vase lay on the floor. Разбитая ваза лежала на полу.</p>	 <p>When questioned what he believed in, he answered that he believed in the republic. Когда его спросили, во что он верит, он ответил: «в республику».</p>
The (A) + verb (ed/ III) + noun + Sentence	When (while) + verb (ed/ III) + Sentence

Причастие прошедшего времени (PAST PARTICIPLE - PII)

Verb + ed/III	
REGULAR VERBS (ПРАВИЛЬНЫЕ ГЛАГОЛЫ) Verb + ed	IRREGULAR VERBS (НЕПРАВИЛЬНЫЕ ГЛАГОЛЫ) Verb (III)
<p>To open – opened (открывать – открытый)</p> <p>To install – installed (устанавливать – установленный)</p> <p>To clarify – clarified (выяснять – выясненный)</p> <p>Remember! конечная “y” меняется на “i”.</p> <p>to commit – committed (совершать – совершенный)</p> <p>Remember! Если ударение падает на последний слог, то конечная согласная удваивается:</p> <p>Example: to stop – stopped; to plan – planned; to prefer – preferred.</p>	<p>To be; was/ were (II); been (III) – (быть, находиться, есть – имеющийся, находящийся)</p> <p>to build; built (II); built (III) – (строить- построенный)</p> <p>to begin; began (II), begun (III) – (начинать – начатый)</p> <p>to forget; forgot (II); forgotten (III) – (забывать – забытый)</p> <p>Remember! Смотрите таблицу неправильных глаголов.</p>

Основные функции причастия прошедшего времени (Past Participle – PII)

А) Левое определение	Пример
The verb + ed/III + noun + Sentence	L.N. Frolov, a trained officer (мастер) was engaged in the underworld. – Л. Н. Фролов, подготовленный офицер , был внедрен в преступный мир.

Remember!

(PII) переходного глагола имеет страдательное значение, в русском языке ему соответствует причастие, оканчивающееся на -имый (-емый); -анный (-енный).

В) Правое определение	Пример
The + noun + verb + ed/III + Sentence	The stationary steam engine invented by I.I. Polsunov in 1763 was installed at some plants. Стационарный паровой двигатель, изобретенный И. И. Ползуновым , был установлен на некоторых заводах.

Remember!

За (РІІ), исполняющим роль правого определения, может следовать предложное дополнение, вводимое обычно предлогом “by”.

С) Обстоятельственный причастный оборот	Пример
When + noun + verb + ed/III + Sentence	When improved , the track will be used for high-speed running. Пути будут использоваться для высокоскоростных поездов, когда их усовершенствуют.

Remember!

Когда (РІІ) находится в роли обстоятельства, то при переводе на русский язык союзные слова (when/ while), встречающиеся в тексте, не опускаются, а переводятся.

Д) Самостоятельный (независимый) причастный оборот (СПО)	Пример
1. The + noun + verb + ed/III + Sentence (Главное предложение в сложноподчиненном предложении) / СПО находится слева от главного предложения и оформляется запятой.	When the train equipped with , the scientists made a careful study of the computer operation. Когда поезд был снабжен компьютерной технологией , то ученые проявили осторожность в изучении работы компьютера.
2. Sentence + the + noun + verb + ed/III + (Главное предложение в сложносочиненном предложении). СПО находится справа от главного предложения и оформляется запятой.	The line was called the Metropolitan, put into operation in 1955. Линия была названа Метрополитеном и была запущена в 1955 году.

Remember!

1. СПО всегда обособляется запятой.
2. Если СПО находится в начале предложения, до главного предложения, то при переводе на русский язык используются союзные слова «так как», «поскольку», «хотя» и другие.
3. Если СПО находится в конце предложения, после главного предложения, то при переводе на русский язык используются союзные слова «а», «и», «но» и другие.

II.5. Образуйте причастие прошедшего времени (РІІ), обращая внимание на правильные и неправильные глаголы.

Example: clean – cleaned; have – **had** (III)

to apply, to be, to catch, to construct, to create, to do, to dress, to equip, to fall, to invent, to repeat, to send, to spend, to stop, to travel, to turn, to win, to understand.

II.6. Расспросите друга, что он сделал в своей жизни? Используйте слова в скобках. Определите, какую функцию в предложении выполняет причастие в прошедшем времени (РП).

1. (You ever/ to be/ to Italy?)
2. (You/ to read/ any English books?)
3. (You/ to live/ in this town all your life?)
4. (How many times/ you/ to be in live?)
5. (What's the most beautiful country you/ ever/ to visit?)
6. (You ever/ to speak to/ a famous person?)

II. 7. Раскройте скобки и образуйте страдательную форму залога глагола в указанном времени. Переведите предложения.

Example: American Police (to be / to organize - **Past Indefinite Tense**) in a quasi-military command structure. American Police **was organized** in a quasi-military command structure.

1. The legislative power (to be/ to vest – **Present Indefinite Tense**) by the Constitution in a Congress.
2. Interviewing (to be/ to define – **Present Perfect Tense**) as a process of obtaining information from people who possess knowledge about a particular offence, as a part of the process of investigation.
3. The felony murder (to be/ to commit - **Present Indefinite Tense**), during the commission of another crime, such as robbery or burglary.
4. A terrorist (to be/ to find - **Past Indefinite Tense**) guilty of planting a bomb in the railway station.

II. 8. Контрольное задание. Переведите предложения, особенно обращая внимание на формы образования РІ / РП там, где встречаются предложения с самостоятельным причастным оборотом.





1. Travelers at the Davis train station reported missing items over the weekend. The thieves targeted people waiting for the northbound train on Saturday. Stolen items include bracelet, and a cell phone. One traveler reported, "I was sitting on this bench. I looked down and my briefcase was gone. My wallet was in there, my check book, credit cards, everything". Davis police suggest keeping belongings close at hand. "I even recommend tightening (tighten – затягивать) your wrist watch, and removing loose fitting jewelry," the police commissioner said. "And we will be adding patrols to the station."

Unit 3. The Verbals. Gerund (*Verb + ing*)

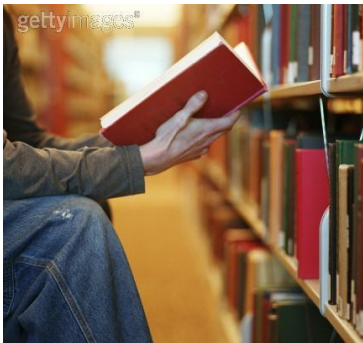


Gerund (Герундий. Неличная форма глагола)

Remember!

У герундия (Gerund) существует 4 неличные формы глагола.

Active Voice (Действительный залог. Неперфектная форма герундия)	Passive Voice (Страдательный залог. Неperфектная форма герундия)
 <p>Bob likes asking questions. - Бобу нравится задавать вопросы.</p>	 <p>The teacher does not like being asked silly questions. – Учитель не любит, <u>когда ему задают</u> глупые вопросы.</p>
Verb + ing	Be + ing + verb (ed/III)
Active Voice (Действительный залог. Перфектная форма герундия)	Passive Voice (Страдательный залог. Перфектная форма герундия)
 <p>“I am sorry for having done it”. – Я сожалею, что сделал это.</p>	 <p>After having been informed of the enemy’s plan the parrot was not surprised when he saw a cat. – После того, как попугай узнал о плане врага, он не был удивлен, когда увидел кота.</p>
Have + ing + verb (ed/III)	Have + ing + be (III)+ verb (ed/III)

Основные функции и признаки герундия (gerund)

	<p>Reading helps us to learn the language. Чтение помогает нам изучать язык. Герундий выступает в функции подлежащего. Переводится инф., сущ.</p> <p>Remember! У герундия не может быть артиклей или каких-либо других определителей.</p>
	<p>1. His aim is improving driving test. – Его цель – улучшить тест по вождению машины. Герундий выступает в функции части сказуемого. Переводится инф., сущ.</p> <p>2. He likes driving a car. – Ему нравится водить (вождение) машину. Герундий выступает в функции дополнения. Переводится сущ., инф.</p> <p style="text-align: center;">Remember!</p> <p>За герундием может следовать относящееся к нему прямое дополнение.</p>
<p style="text-align: center;">Remember!</p> <p>После глаголов: like, stop, finish, delay, enjoy, mind, suggest, fancy, imagine, regret, admit, deny, avoid, consider, involve, practice, miss, postpone, risk всегда следует герундиальная форма.</p> <p>Example: 1. Stop talking! 2. I can't imagine George driving a locomotive.</p>	
	<p>1. There are many ways for solving your problem” – «Существует много способов решить твою проблему». Герундий выступает в функции определения. Переводится инф., сущ. или прил.</p> <p>2. “Do you mind his staying with us?” «Ты не возражаешь, если он останется с нами?»</p> <p>Remember! Герундий следует после:</p> <p>1. Притяжательных местоимений (my, his, her, your, our, their). 2. Существительных в притяжательном падеже (Peter's coming) – приезд Петра).</p>

Основные функции и признаки герундия (gerund)

	<p>“Can you do it without hurting me?” – Вы сможете сделать это без боли? » (не причинив боли).</p> <p>Герундий выступает в функции обстоятельства. Переводится дееприч., сущ., инф.</p> <p>Remember! Герундий следует после предлогов “after”, “for”, “without”, “instead of”, “about” и других.</p> <p>She saw a dentist for being consulted. – Она посетила стоматолога для консультации.</p>
	<p>“I insisted on going home at once. – «Я настаиваю на немедленном возвращении домой».</p> <p style="text-align: center;">Remember</p> <p>Герундий может следовать после глаголов с предлогами (фразовых глаголов):</p> <p>To insist on, to depend on, to begin by, to finish by, to go in for, to look forward to, to object to, to thank smb, for, to keep smb, from, to suspect smb, of и других; после фразовых глагольных единств: to be good at, to be fond of, to be sorry for, to be busy in, to be ready for, to be afraid of, to be bad at, to be surprised at и других.</p>
	<p>They have a good habit of lapping from one plate. – У них выработалась (есть) хорошая привычка лакать из одной тарелки.</p> <p>Remember! Герундий употребляется после существительных: “an opportunity of”, “a bad (good) habit of”, “a bad (good) idea of”, a hope of и других; фразовых единств: “It’s no use”, “It’s no good”, “How about?”, “What about?” и других отрицаний: “No smoking”. Ряд глаголов может иметь как герундиальную форму (V + ing), так и инфинитивную форму (to + V), при этом их значение остается прежним: to begin, to continue, to prefer, to start.</p>

II.10. Назовите характерные признаки герундия и переведите предложения.

1. Catching, arresting and brining the criminal to justice is the objective of every investigation. 2. On arriving at a crime scene the investigating officer should first protect the scene. 3. The primary objective of giving testimony in court is to protect the facts as the investigator found them. 4. The guilt of a suspect can be proved by comparing his fingerprints with those found at the crime scene. 5. Voting takes place on Polling Day.

II.11. Перефразируйте предложения, используя герундиальную форму.

Infinitive (to + Verb)	Gerund (Verb + ing)
Try to + Verb (make an effort to do smth.)	Try + verb + ing (do it to see if you like)
Remember to + Verb (don't forget or things people have/ had to do)	Remember + verb + ing (to have a good memory of smth.)
Stop to + Verb (reason for stopping)	Stop + verb + ing (activity stops)
Forget to + Verb (things which are/were supposed to do)	Forget + verb + ing (remember things have been already done)

Model: He **stopped to weld** for a few minutes in order to rest. – He has **stopped welding**.

1. I **would like to travel** to Baikal. – I like ...
2. The specialist must **continue to look for** a more efficient public service on our Metro. – The specialist must **continue** ...
3. I **began to study** at the Law enforcement faculty when I was 18. – I **began**....
4. I **remember to take** a train going to the eastwards, then **to change** the Green line. – I **remember** ... going to the westwards a month ago.
5. He lighted the spirit lamp and soon the water **began to boil**. – The water began ... as soon as he lighted the spirit lamp.

II.12. Контрольное задание. Заполните анкету “The right job for you”. Подберите подходящий глагол из предложенных в правой колонке и употребите его в герундиальной форме (Verb + ing).

I am interested in ...	travel, working in the separate room.
I am tired of ...	work as a part of a team, do the boring things
I am good at ...	listen to people, do a temporary job
I am afraid of ...	do the same things, to take risks,
I don't mind ...	move to another city, have a good salary
I enjoy ...	meet new people, speak foreign languages

Unit 4. The Verbals. Infinitive (to Verb)

Active Voice

A) The Indefinite Tense (Неопределенный вид инфинитива)	C) The Continuous Infinitive (Продолжительный вид инфинитива)
	
It's never too late to learn . - Никогда не поздно учиться	"The weather seems to be changing ." - «Кажется, погода меняется ».
To + Verb	To be + verb + ing
B) The Perfect Infinitive (Совершенный вид инфинитива)	D) The Perfect continuous Infinitive (перфектно-продолжительный вид инфинитива)
	
It's very nice of you to have come here. – Очень мило, что вы приехали .	For almost ten years he seemed to have been living on nothing else but hope. – Казалось, что он жил почти 10 лет одной надеждой.
To + have + verb (ed/III)	To + have + be (III) + verb + ing


Remember!

В активном залоге инфинитив имеет четыре формы, в пассивном залоге – две.

Passive Voice

E) The Indefinite Tense (Неопределенный вид инфинитива)	F) The Perfect Infinitive (Совершенный вид инфинитива)
	
It's good to love and to be loved . – Хорошо любить и быть любимым (быть любимым).	"I am happy to have been invited to your yacht." – «Я счастлив, что меня пригласили к тебе на яхту».
To + be + verb (ed/III)	To + have + be (III) + verb (ed/III)

Основные функции инфинитива Инфинитив. Неличная форма глагола (to + verb)

to + verb	неопределенная форма глагола, выражающая название глагола	to construct – строить to invent – изобретать
<p>"I want to sing a song". – «Я хочу спеть песню»</p>  <p>Remember! После модальных глаголов "must", "should", "can", "may", "will", "shall" и глаголов "to let", "to make" инфинитив употребляется без частицы "to". Example: Let me know! – Позвольте мне узнать!</p>	<p>Remember! Следует отличать связку "to be" с последующим инфинитивом от сочетания модального глагола "to be to + verb" выражает долженствование по договору, по плану, по инструкции: "He is to work hard to be a good musician." – «Он должен усердно работать, чтобы стать хорошим музыкантом» (наставления учителя). Compare! "His task is to work hard". – «Его задача – усердно работать».</p> <p>Сочетание "to have" + "to verb" выражает необходимость выполнять действия в силу вынужденных обстоятельств: "He has to tune up the piano to sing a song." – «Ему придется настроить пианино, чтобы спеть песню».</p>	

Основные функции инфинитива

Инфинитив в функции подлежащего	Инфинитив в функции части сказуемого
 <p>To have a rest is pleasant. – Отдых – это удовольствие.</p>	 <p>To live <u>is</u> to struggle. – Жить значит бороться. (Жизнь – это борьба.)</p>
<p>Remember! Инфинитив, занимающий первое место в предложении, может переводиться либо глаголом в неопределенной форме, либо существительным.</p>	<p>Инфинитив, являющийся частью сказуемого в предложении, может переводиться либо глаголом в неопределенной форме, либо существительным.</p>
Инфинитив в функции дополнения	Инфинитив в функции определения
 <p>He likes to dance. – Ему нравится танцевать.</p>	 <p>It will be done in the years to come. – Это будет сделано через несколько лет.</p>
<p>Remember! Инфинитив, выполняющий функцию дополнения в предложении, может переводиться глаголом в неопределенной форме.</p>	<p>Remember! Инфинитив, выполняющий функцию определения в предложении, может переводиться инф., сущ., прилаг., опр. прид. предл. со словами: <i>будет, должен</i>.</p>

Основные функции инфинитива

<p>Инфинитив в функции обстоятельства в предложении занимает последнюю позицию. (Subject + Predicate + to verb + word(s) + ...)</p>	<p>Инфинитив в функции обстоятельства занимает нулевое место в предложении. (In order+ to verb + word(s) + Subject + Predicate + ...)</p>
 <p>Hydrogen reacts with oxygen to form water. – Водород вступает в реакцию с кислородом для образования воды (чтобы образовать воду.)</p>	 <p>To arrive at the station in time he caught a taxi. – Чтобы успеть вовремя на станцию, он взял такси.</p>
<p>Remember! Инфинитив, выполняющий функцию обстоятельства в предложении, может переводиться существительным, инфинитивом или деепричастием.</p>	<p>Remember! Инфинитив в функции обстоятельства сопровождается вводной союзной группой “in order”, иногда автор опускает в тексте эту группу. При переводе на русский язык такой инфинитив соответствует придаточному предложению и обособляется союзным(и) словом (словами) «чтобы» или «для того чтобы»</p>
<p>Инфинитив со связкой “for + noun”/ “for + pronoun”</p>	
	<p>Remember! Если перед инфинитивом идет связка “for + noun” (предлог + существительное) или “for + pronoun” (предлог + местоимение), то на русский язык такой инфинитив переводится придаточным предложением с союзным словом «чтобы» (для того чтобы).</p>
<p>It is necessary for them to do the work today. – Необходимо, чтобы они сделали эту работу сегодня.</p>	

II.13. Определите, в каком предложении инфинитив переводится обстоятельственным оборотом.

1. **To solve** a crime an investigator is to reconstruct the happening.

To solve a crime quickly and accurately we are to master special means and methods of crime solution.

2. **To establish** corpus delicti and the elements of an offence an investigator must examine the case thoroughly and accurately.

To establish corpus delicti is very difficult.

3. **To detect** the person suspected of housebreaking the inspector interviewed many people.

To detect the suspect of burglary the investigator interviewed many people.

4. **To know** the elements of criminal offences an investigator must study Criminal Law.

To know some elements of criminal offences is the main task in the profession of an investigator.

5. Our aim is **to master** English.

To master the profession of investigator we must study different branches of law.

II.14. Контрольное задание. Определите функции инфинитива и переведите предложения.

1. In one day in 1870, New York officials were invited **to visit** a new subway system intended for public transportation.

2. The witness can **help to conduct** investigation and will present evidence of crime court.

3. The device is **to perform** two functions.

4. There is no need for us **to tell** you about the importance of installing the signal appliances at railroads.

5. Its aim is **to improve** the effectiveness and co-operation between the competent authorities of the member States in preventing and combating serious international organized crime and terrorism.

6. **To live** is to struggle.

7. He is **to combine** theory and practice.

8. I'm glad **to have spoken** to him.

9. **To conduct** investigation successfully and **solve** a crime quickly and accurately an investigator must **do his best** in performing his job.

10. **To perform** competently their job future inspectors of CID study many special and general subjects.

Инфинитивные обороты

<p>Именительный падеж с инфинитивом (инфинитив «Сплетня»).</p> <p>Sentence + Element (вводный элемент) + Infinitive</p>	<p>Объектный падеж с инфинитивом</p> <p>Subject + Predicate + Object + Infinitive</p>
 <p>The teacher <u>is seen</u> to test the device in the laboratory by students. – За учителем, который проводит испытание устройства в лаборатории, наблюдают студенты.</p>	 <p>The students in the laboratory <u>see</u> the teacher test the device. – Студенты наблюдают, как учитель испытывает устройство в лаборатории.</p>
<p style="text-align: center;">Remember!</p> <p>В русском языке инфинитиву «сплетня» соответствует предложение, в котором вводный элемент переводится вводными словами «как известно», «по-видимому». Вводный элемент выражен глаголом (словосочетанием) в пассивной форме.</p> <p>A) to see, to know, to expect, to consider, to assume и др.</p> <p>B) to seem, to happen, to prove, to appear, turn out используются в активном залоге</p> <p>1. is said / was said – говорят; как говорится / говорили. The car <u>is expected</u> to arrive in a few minutes. – <u>Ожидается</u>, что машина приедет через несколько минут.</p> <p>C) to be certain, to be sure, to be (un)likely и др.</p> <p>1. is sure / was sure – безусловно / безусловно, был. This man <u>is sure</u> to be scientist. – <u>Безусловно</u>, этот человек ученый.</p>	<p style="text-align: center;">Remember!</p> <p>После глаголов, выражающих чувства восприятия, инфинитив следует без частицы ‘to’ и перфектной формы ‘have + Ved/III’:</p> <p>A) To see, to hear to feel, to watch, to observe, to notice (глаголы, выражающие чувства восприятия);</p> <p>B) to assume, to allow, to permit, to cause, to make, to let.</p> <p>Example: The scientist <u>considers</u> this project to be complicated. – Ученый считает (полагает), что этот проект будет сложным.</p>

II.17. Согласно заданной ситуации напишите предложения о цели посещения людьми следующих общественных мест, начиная словами “You go to ...”.

1. a driving school

You go to a driving school to learn to drive.

2. a station

3. a bank

4. a swimming pool

5. a garage

6. a supermarket

7. a bookshop

8. a newsagent

9. a theatre

10. a football stadium

11. a post office

12. a restaurant

To buy books, to see a play, to swim, to catch a train, to watch a football match, to get money, to buy stamps, to have a meal, to buy food, to get petrol, to buy newspaper.

II.18. Перефразируйте предложения, используя инфинитивный оборот в именительном падеже. Обратите внимание на залог и временную форму глагола. Помните, что инфинитив имеет только 2 формы в пассивном залоге!

Example: Is he waiting for someone? He appears to be waiting for someone.

Be + verb + ing

To be + verb + ing

1. Is Tom worried about something?

He **seems ...**

2. One day a thief broke in to the house but suddenly he ran away.

One day a thief **happened...**

3. Our neighbour was threatening to call the police if we didn't stop the noise.

Our neighbor **pretended ...**

4. Has that car stolen?

It **seems...**

5. The policeman investigating the robbery is looking for three men.

The policeman **is noticed ...**

II.19. Контрольное задание. Прочитайте, выберите правильный вариант перевода.

1. He is to come in time:

a) должен прийти;

b) придет;

c) может прийти.

2. The investigator was to have solved the crime:

- a) должен раскрыть;
 - b) раскрывает;
 - c) раскроет.
3. The case must have been considered by now:
- a) рассматривает;
 - b) должно быть рассмотрено;
 - c) будет рассмотрено.
4. All judicial trials are held in open court:
- a) рассматриваются;
 - b) должны рассматриваться.
5. A criminal trial can take place only in the presence of the accused:
- a) может состояться;
 - b) должен состояться;
 - c) состоится.

II.20. Контрольное задание. Раскройте скобки и поставьте глагол либо в инфинитивной (Verb + infinitive), либо герундиальной форме (Verb + -ing form).

- 1. I want (see) the manager of your office.
- 2. I managed (catch) a taxi.
- 3. Stop (smoke)!
- 4. Ann expected Kevin (be late).
- 5. Would you mind (have a meal) in this restaurant?
- 6. We decided (stay) at home.
- 7. Do you enjoy (watch) this football match?
- 8. We believe the tests with the fingerprints (have been completed) with satisfactory results.
- 9. I cannot help (admire) these steep rocky shores (крутые скалистые берега) passing before my eyes.
- 10. I would prefer (have dinner) later.

KEYS

Keys to the Chapter I.

Unit 1. Around the USA

Lead-in

1. Exercise. 1-a, 2-a, 3-a, 4-b, 5-c, 6-c.

Reading and discussion

1. Exercise. 1-D, 2-C, 3-B, 4-F, 5-A, 6-E.

Sorting words

1. Exercise. 1-e, 2-f, 3-d, 4-a, 5-b, 6-c.

2. Exercise. a – Mountain; b. – ring; c. – weather; d. – fertile.

9. Exercise. Down: 1 – The Mississippi, 2 – New York, 3 – Colombia, 4 – Russia; Across: 3 – Denali, 2 – poplulation, 6 – area, 7 – Alaska.

Practice

1. Exercise. 1 – Russia, 2 – in a special federal area called the District of Columbia,

3 – the Sierra Nevada, 4 – is warmer than that of the Atlantic coast, 5 – New York, Los Angeles and Washington.

2. Exercise. 1-F, 2-T, 3-F, 4-T, 5-T, 6-F, 7-F, 8-F.

Unit 2. Capital of the USA

Lead-in

1. Exercise. 1-b, 2-a, 3-b, 4-c ,5-b, 6-b, 7-b.

Sorting words

1. Exercise. 1-D, 2-F, 3-A, 4-B, 5-C.

2. Exercise. a) home, b) residence, c) Pentagon, d) the Mall.

Practice

1. Exercise. 1 – Washington, 2 – Columbus, 3 – the US Department of Defense, 4 – the President, 5 – the Mount Rushmore Memorial, 6 – the Arsenal Museum.

Unit 3. The Geographical Position of the United Kingdom of Great Britain and Northern Ireland

Lead-in

1. Exercise. A – d) The United Kingdom of Great Britain and Northern Ireland, B – b) The English Channel, c) The Strait of Dover, C – b) The leek or daffodil, D – c) The thistle, E – a) The red rose, F – d) The shamrock.

Sorting words

1. Exercise. 1E 2 A 3D 4F 5B 6C

Practice

1. Exercise. 1 – The UK, 2 – the Strait of Dover and the English Channel, 3 – the northeastern part of Ireland, 4 – Scotland, 5 – the Clyde, 6 – the English Channel.

Unit 4. London

Lead-in

1. Exercise. A – d) The City, B – a) the Prime Minister, C – c) the ravens, D – b) palace.

Sorting words

1. Exercise. 1-e, 2-d, 3-a, 4-f, 5-c, 6-b.

Practice

1. Exercise. 1 – the Romans, 2 – the 11-th century, 3 – Edward the Confessor, 4 – Great Britain, 5 – boroughs, 6 – the East End.

3. Exercise. 1-T, 2-F, 3-F, 4-T, 5-F, 6-F.

Keys to the Chapter II

Unit 1. Political System of the USA

Lead-in

1. Exercise. 1b, 2b, 3d, 4d, 5a.

Sorting words

1. Exercise. 1d, 2f, 3c, 4b, 5a, 6e.

2. Exercise. a) abandon, b) Secretary of State, c) slavery, d) suspension.

Practice

1. Exercise. a) The Vice President, b) The Secretary of State, c) Bill of Rights, d) The federal power, e) for life.

2. Exercise.

Executive	Legislative	Judicial
Leading the affairs of the state	Enacting and discussing laws	Pushing through the laws
Cabinet President Vice president 15 ministers	Congress House of representatives (435) Senate (100)	Supreme Court (=highest judicial body)

Unit 2. US Constitution

Lead-in

2. Exercise. A2, B2, C1, D1.

Reading and discussion

1. Exercise. 2) A3, B5, C2, D1, E6, F4.

Sorting words

3. Exercise. a) authorities, settlers; b), include, combine; c) negotiate; d) invent a bill, pardon people convicted of crimes.
4. Exercise. 1e, 2d, 3f, 4a, 5b, 6c.

Practice

1. Exercise. 1c, 2d, 3e, 4f, 5a, 6b.

Unit 3. US President. Cabinet

Lead-in

1. Exercise. 1A, 2A, 3B.

Reading and discussion

2. Exercise. 1. The President; 2. the Secretary of State; 3. Lead the armed forces;
4. selected by the President and then confirmed by the U.S. Senate.
3. Exercise. 1. the Secretary of the State; 2. the US President; 3. the senior officers;
4. the White-house office; 5. the Cabinet; 6. the Cabinet ... the US President.

Sorting words

1. Exercise. 1d, 2a, 3b, 4c, 5f, 6e.
2. Exercise. a) override the veto; b) to negotiate economic and political treaties; c) representatives.

Practice

1. Exercise. 1. out; 2. with; 3. for; 4. by; 5. against; 6. to.

Unit 4. Congress of the United States

Lead-in

1. Exercise. 1b, 2a, 3c, 4d, 5d (Andrew Johnson in 1868).

Reading and discussion

2. Exercise.

1. The Congressional Campaign Committee. 2. Selected by the President and then confirmed by the U.S. Senate. 3. The Senate's main duty is to pass laws. If a federal official is impeached, they conduct the trial. They also give their advice and consent to treaties and Presidential appointments. 4. Impeachment trials of the President and other federal officials are held by the **US Senate**. The senators served as the jury with a 2/3 majority required for conviction of removal from office. The House of Representatives draws up the Articles of Impeachment, while the Senate tries the impeached official.

3. Exercise. 1T, 2F, 3T, 4F, 5T

Sorting words

1. Exercise. a) conduct debates; b) launder money, borrow money; c) doctors, engineers; d) put foreign treaties into effect.
2. Exercise. 1f, 2g, 3b, 4a, 5h, 6c, 7e, 8d.

Unit 5. The system of Courts in the United States

Lead-in

1. Exercise.

A2. (Samuel Alito is an assistant U.S. Attorney for the District of New Jersey (1977–1981);

B2. (Ruth Bader Ginsburg is a professor, Rutgers University School of Law (1963–1972);

C1. (Samuel Alito is the 110th justice, the second Italian American and the eleventh Roman Catholic to serve on the court);

D3. (John Paul Stevens is the only current Justice to have served with three Chief Justices and through seven presidents);

Sorting words

1. Exercise. a) be appealed to any other court; b) Magistrate Court, County Court;

c) judicial, dispute.

2. Exercise. 1d, 2a, 3c, 4f, 5b, 6e.

3. Exercise. 1e, 2f, 3d, 4b, 5a, 6c.

Practice

3. Exercise.

Executive	Legislative	Judiciary
Leading the affairs of the state	Enacting and discussing laws	Pushing through the laws
Cabinet: President, Vice President	Congress: House of Representatives (435), Senate (100)	Supreme Court

Keys to the Chapter III

Unit 1. Political System of Great Britain

Lead-in

1. Exercise. 1b, 2b, 3a, 4a, 5b, 6a, 7a, 8b.

2. Exercise. A4, B1, C2, D5, E6, F3.

Reading and discussion

2. Exercise.

1. As Head of the Commonwealth, the Queen has more freedom from the government.

2. The Cabinet and other ministers are responsible for the national policy.

3. The highest judicial body in the UK is the House of Lords.

4. The Queen is the Head of the Church of England.

5. Each new Prime Minister may make changes in the size of the Cabinet.

Sorting words

2. Exercise. 1d, 2f, 3a, 4c, 5d, 6e.

Practice

1. Exercise.

- a) the legislative power: be vested in, make laws;
- b) the executive power: be exercised by the Cabinet, the head of the party commanding a majority, propose bills and arrange the business of the Parliament;
- c) the judicial power: determine common law, the supreme court of appeal, separate from the legislature;
- d) the political party system: Gain seat, a leader of the Conservative Party, replace the previous Prime Minister.

2. Exercise. 1 – with; 2 – on; 3 – for; 4 – of; 5 – from; 6 – through; 7 – by; 8 – between.

Unit 2. Government of the United Kingdom. British Prime Minister

Reading and discussion

1. Exercise. 1b, 2c, 3a, 4a.

Sorting words

2. Exercise. a) let, b) Lord Chancellor, c) be obliged, d) put forward a no-confidence motion

Practice

1. Exercise. 1 – on; 2 – of; 3 – about; 4 – with; 5 – under.

Unit 3. Parliament

Lead-in

1. Exercise.

- 1. Prime Minister appoints ministers
- 2. House of Commons elected by the people
- 3. House of Lords can only revise and delay bills
- 4. Monarch appoints the Prime Minister
- 5. Cabinet made up of the most important ministers
- 6. Shadow Ministry monitors of the governing ministers
- 7. Opposition formed by the second largest party
- 8. Government formed by the party which get most votes in an elections
- 9. MP represents one constituency
- 10. SNP national political party in Scotland

Sorting words

1. Exercise. a) controlling; b) examining; c) possess the ability to argue and to deliver a prepared speech.

2. Exercise.

1. The House of Commons = the lower house; 2. consist of = be composed of smth.; 3. home policy = domestic policy; 4. contain = comprise; 5. take part = participate;

6. The House of Lords = the upper house; 7. Parliament = the Houses of Parliament; 8. conduct debates = handle debates; 9. King in Parliament = legislative power; 10. rush a bill through Parliament = pass a bill through Parliament; 11. preside over = to be in charge of (the formal meeting); 12. scrutinize = examine carefully.

Practice

1. Exercise.

1. to make laws; 2. to discuss current political issues; 3. to sit for five days; 4. to address all speeches to the Speaker; 5. to cope with the difficult task of conducting debates; 6. to concern the foreign and home policy; 7. to reject amendments; 8. to review and give consideration to Bills; 9. to examine European proposals; 10. to hear legal appeals.

Unit 4. Law Making Process

Lead-in

1. Exercise. 1.A, 2.B, 3.D, 4.A, 5.B, 6.C, 7.C.

Sorting words

1. Exercise.

a). Discussion, the purpose of the Bill, voting, suggesting amendments, suspension power, the Royal Assent.

b) to be printed as a copy, to be discussed, to be voted, to be drafted, to be examined, to be given the Royal Assent.

2. Exercise.

1. to examine = d) looked at; 2. do not agree = f) to reject; 3. support for = g) to vote; 4. to amend = a) to suggest amendments; 5. talk and write a copy = e) to discuss;

6. write the first version of Bill = c) to draft; 7. agreement = h) assent; 8. reading = b) one of three stages of debate before a bill become a law.

Unit 5. Court System of England and Wales

Lead-in

1. Exercise. 1a, 2a, 3d, 4b, 5a.

Sorting words

1. Exercise. a) coroners' court; b) The Crown Court;

c) Constitutional Court, Civil Court.

2. Exercise. 1d, 2e, 3a, 4f, 5b, 6g, 7c.

Practice

1. Exercise. 1. Law court; 2. Magistrates' court; 3. criminal cases; 4. Crown Court;

5. County Courts; 6. higher courts; 7. the highest court of appeal; 8. the European Court of Justice.

Keys to the Chapter IV

Unit 1. Police in the United States

Lead-in

1. Exercise. A. 1b, 2e, 3d, 4a, 5c.
 B. 1d, 2b, 3a, 4c.
 C. 1c, 2d, 3b, 4e, 5a.
 D. 1a, 2b.

Sorting words

2. Exercise.

- | | |
|--------------------------------|----------------------------------|
| 1. neighboring – | f. coterminous |
| 2. issue – | k. problem |
| 3. to fulfill – | b. to perform |
| 4. power – | h. authority |
| 5. to vest with – | c. to endow |
| 6. matter – | d. case |
| 7. to break – | e. to violate |
| 8. the Department of Justice – | g. the Attorney General's office |
| 9. to maintain – | i. to support |
| 10. domestic – | j. national |
| 11. agency – | a. force – body – organ |

Unit 2. The Federal Bureau of Investigation (FBI)

Lead-in

2. Exercise. 1D, 2B, 3A, 4E, 5C.

Sorting words

1. Exercise. 1f, 2c, 3e, 4a, 5d, 6b
2. Exercise. a – Robert Peel; b – Washington D.C.; c – Courage; d – CIA; e – murder; f – conduct foreign intelligence.

Practice

1. Exercise. 1C, 2D, 3F, 4A, 5B, 6E.

Unit 3. The British Police Force

Lead-in

1. Exercise. A – a) walking the beat; B – c) panda cars; C – b) The Peelers;
 c) The Bobbies; D – c) the pigs.

Sorting words

2. Exercise. a) gold; b) PATRIOT; c) supervise domestic intelligence;

d) Special Constables-members.

3. Exercise. 1n, 2f, 3k, 4b, 5c, 6a, 7e, 8g, 9i, 10j, 11h, 12m, 13d, 14l.

Practice

1. Exercise. 1. – national; 2. – police services; 3. – co-operate with; 4. – firearms;

5. – trained police; 6. – qualifications ... intensive training; 7. – Special Constabulary; 8. – wear uniforms; 9. – traffic warden; 10. – at accidents ... public order ... lost property.

2. Exercise. 1F, 2T, 3T, 4T, 5T, 6F, 7F, 8F.

Unit 4. Scotland Yard

Lead-in

1. Exercise. A. – b) Black Maria; B. – the Royal Family of England; C. – c) intelligence; D. – b) Scotland.

Sorting words

2. Exercise. a – Bow Street; b – foreign intelligence; c – magistrate; d – commissioner.

3. Exercise. 1 – i; 2 – g, j; 3 – e, k; 4 – d, h; 5 – f, 6 – a, 7 – b, l.

Practice

1. Exercise. 1 – the Thames Embankment; 2 – the Royal Family; 3 – the Home Office; 4 – the home secretary; 5 – British intelligence; 6 – reputation; 7 – the commissioner; 8 – the Interpol; 9 – the detection and prevention of crime;

10 – investigative force.

2. Exercise. 1T, 2F, 3T, 4T, 5F, 6F, 7T, 8F.

Keys to the Chapter V

Part I. Unit 1. The Verbals. Active Voice

I.7. 1. will have; 2. will get; 3. will be issued; 4. receive; 5. will have.

I.8. 1. I'll phone/ I'll telephone/ I'll ring/I'll call; 2. I'll turn/ I'll switch/ I'll put; 3. I'll go; 4. I'll do/ I'll write; 5. I'll have.

I.12. 1. is climbing; 2. are they talking; 3. Do they believe; 4. is trying; 5. goes; 6. I think; 7. is increasing; 8. I usually go.

I.13. 1. The political situation is getting worse. 2. Prices are getting on. 3. Teenagers are getting more violent. 4. People's holidays are getting more longer.

5. Trains are getting dirtier. 6. Cars are getting faster and more comfortable. 7. My English is getting more better. 8. People are destroying the world's forests.

9. Unemployment is becoming very serious. 10. It is becoming more difficult to provide medical care for everybody. 11. The world's population is growing. 12. Roads are getting busier. 13. The days are getting shorter.

I.16. 1. was walking; saw; 2. broke; was playing; 3. was talking; walked; stole; 4. was lying; 5. was having; went. 6. met; was travelling; 7. was coming; was shopping; 8. woke; was pouring.

I.17. 1. How will they (you) be travelling to work? 2. Where will they (you) be sleeping? 3. Will they (you) be having lunch out? 4. How will they (you) be paying for their travelling? 5. What will they (you) be wearing? 6. What time will they (you) be going back home? 7. How soon will they (you) be leaving? 8. Will they (you) be staying in this evening?

I.21. 1. has lived; 2. has been unemployed; 3. has had; 4. have wanted; 5. has been.

I.22. 1. has had; 2. has taken; 3. did you give; 4. Have you washed; 5. arrived ... had ... went.

I.29. 1. After one week the computerized PATRIC System will have processed about 2500 cases. After a month it will have processed about 10684cases. After 5-year sit will have processed 650000 cases. 2. In a year. 3. 130 000 cases from now.

4. It will have made 120 million roubles a year.

I.30. 1. They won't have finished the installing the computers by Monday and it's needed for Monday morning. 2. The engineer says they will have tested the device by Tuesday in a due time. 3. When I get home tonight, I will have written the letter to my Granny. 4. In a couple of years the children will have left home and we'll be able to get a smaller house. 5. On our next wedding anniversary we shall/ will have been married for twenty-five years.

I.32. 1. She has been running. 2. He has been working hard. 3. Bob and Kevin have been fighting. 4. He has been lying in the sun. 5. She has been playing tennis.

6. He has been repairing his car.

I.35. 1. He has been reading for one hour. He has read 27 pages so far. 2. She has been travelling around Europe for three months. She has visited six countries so far. 3. They have been making films since they left college. They have made ten films since they left college.

I.37. 1. was looking; 2. were eating; 3. had been eating; 4. was waiting ... had been waiting.

I.40. 1. When I get home tonight, I will have been driving for fourteen hours non-stop. 2. Next Christmas I'll have been teaching for twenty years. 3. When I retire, I will have been working for forty years. 4. He will have been.

Part I. Unit 2. The Verbals. Passive Voice

I.46. 1. have been cancelled; 2. have been injured; 3. have been late; 4. to be painted; 5. be sent; 6. had been stolen.

I.47. 1. have been stolen; 2. was injured; 3. is still being restored; 4. were worried;

5. were cancelled.

Part I. Unit 3. The Verbals. MOODS

I.52. 1. What would you do if a millionaire asked you to marry him / her? 2. What would you do if you lost your passport in a foreign country? 3. What would you do if someone threw a tomato at you? 4. What would you do if your car was/ were stolen? 5. What would you do if someone parked his car on your foot?

I.53. 1. If he took the examination, he would fail it. 2. If I invited Bill to the party, I would have to invite Linda too. 3. If I went to bed now, I would sleep. 4. If she applied for the job, she wouldn't get it.

I.54. 1. I wish I knew something about cars. 2. I wish it weren't/ wasn't so cold. 3. I wish I didn't work tomorrow. 4. I wish Diana could come to the party. 5. I wish I could give up smoking.

I.55. 1. If she hadn't been wearing (hadn't worn) a seat-belt, she would have been injured in the crash. 2. If the driver in front hadn't stopped (so) suddenly, the accident wouldn't have happened. 3. If the keys hadn't been left in the ignition then the car wouldn't have been stolen. 4. If there were any signs of forced entry nobody had (anybody hadn't) broken into several guest rooms. 5. If Jim hadn't lent me the money, I wouldn't have been able to buy the car.

I.56. 1f, 2d, 3e, 4a, 5c, 6b.

Part II. Unit 4. The Verbals. Infinitive (to VERB)

II.18. 1. to be worried; 2. to run away / not to steal anything; 3. to call; 4. have stolen; 5. to be looking for.

II.19. 1a, 2a, 3b, 4a, 5a.

II.20. Verb + infinitive: 1. to see; 2. to catch; 4. to be late; 6. to stay; 8. have been completed; 10. to have dinner.

Verb + ing form: 3. smoking; 5. having a meal; 7. Watching; 9. admiring.

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