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Базовый курс английского языка для студентов-юристов I курса

Том I



TOMSK STATE UNIVERSITY
Law Institute

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**BASIC COURSE OF ENGLISH
FOR THE FIRST YEAR
LAW STUDENTS**

Volume 1



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Юридический институт

И.С. Савицкая, О.И. Милованова
**БАЗОВЫЙ КУРС АНГЛИЙСКОГО ЯЗЫКА
ДЛЯ СТУДЕНТОВ-ЮРИСТОВ
I КУРСА
Том 1**



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Учебное пособие содержит базовый курс английского языка для студентов юридических специальностей высших учебных заведений. В первой части представлен грамматический материал, который систематизирован в таблицах и упражнениях с опорой на специальную юридическую лексику. Вторая часть содержит тексты о государственно-правовых системах России, Великобритании, США, юридической профессии в Англии, судебном процессе, системе наказаний, институте присяжных.

Для студентов, аспирантов, магистрантов, преподавателей юридических специальностей вузов.

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Предисловие

Предлагаемое учебно-методическое пособие предназначено для студентов, аспирантов, магистрантов, преподавателей юридических высших учебных заведений. Данное пособие может быть использовано при обучении слушателей с различным уровнем знаний английского языка.

Целью данного курса английского языка является практическое овладение разговорно-бытовой, лексической и профессионально ориентированной терминологией для активного применения английского языка как в сфере повседневного общения, так и в профессиональной деятельности. Практическое владение языком специальности предполагает также умение самостоятельно работать с литературой на английском языке с целью получения профессиональной информации.

Учебное пособие состоит из двух частей. В первой части представлен грамматический материал, который систематизирован в таблицах и упражнениях с опорой на специальную юридическую лексику. Вторая часть содержит тексты на следующую тематику: государственно-правовые системы России, Великобритании, США; юридическая профессия в Англии; судебный процесс; система наказаний; институт присяжных.

После каждого текста предложены задания и упражнения, способствующие увеличению словарного запаса (работа с активной лексикой, упражнения на словообразование, синонимы и антонимы, задания на сочетаемость и выбор слов), а также задания для развития навыков подготовленной и спонтанной речи (вопросы для обсуждения).

Текстовый материал отобран из оригинальной английской и американской литературы и прессы последних лет, использованы справочники, печатные издания, учебные пособия, Интернет-источники, которые освещают современные тенденции в развитии правовых и политических институтов России, Англии и США. В силу своей актуальности данные материалы направлены на повышение мотивации студентов к изучению английского языка и стимулирование их речевой деятельности, активизируя ее в ходе практических занятий.

PART I. Grammar

Задание 1. Поставьте глаголы *to be*, *to have* в соответствующую форму. Переведите предложения.

1. My sister (to have got) two sons.
2. Our teacher (to be) in the English lab now.
3. The name of this street (to be) Volgin street.
4. I (to have got) a lot of English books at home.
5. A friend of mine (to be) a student of the Moscow Law Institute.
6. The houses in the street (to be) not big.
7. My wife (to have got) many relatives in Moscow.
8. I (to have) no free time today.
9. My friends (to have got) a good flat not far from the metro station.
10. My friend and I (to be) of the same age.
11. This young man (to have got) no parents.
12. I (to have got) no news today.
13. (to have got) you a large family?
14. (to have) your friend any English newspapers at home?
15. (to be) your sister and brother students?
16. These students (to have got) classes in English twice a week.
17. We (to be) very busy now.
18. My friend (to be) a first-year student.

Задание 2. Переведите следующие предложения на английский язык.

1. Мы находимся в доме моего друга. У него хорошая трёхкомнатная квартира.
2. Как зовут вашего друга? – Его зовут Николай.
3. Чем он занимается? – Он судья.
4. Сколько ему лет? – Ему 23.
5. У вашего друга большая семья? – Да, большая. Их четверо в семье.
6. У вашего друга мама учитель? – Нет, она доктор.
7. Ваш друг и его жена ровесники? – Да.
8. У ваших друзей есть родственники в Москве?
9. У нас четыре лаборатории (кабинета) для занятий по иностранному языку.

§ 1. Article Артикль

Задание 3. Выберите правильный вариант.

1. Catherine loves *cats/the cats*.
2. Look at *cats/the cats*! They are chasing a bird.
3. I don't like *coffee/the coffee*, but I like *tea/the tea*.
4. You cut *the cake/cake* and I'll pour *coffee/the coffee*.
5. *Life/The life* will be different in the future.
6. *Life/The life* of a mayfly is extremely short.
7. *Children/The children* usually like playing games.
8. *Children/The children* have gone to the park.
9. All *people/the people* in this room are my relatives.
10. All *people/the people* should have freedom of speech.
11. *Villages/The villages* in this part of the country are very beautiful.
12. *Breakfast/The breakfast* is the most important meal of *day/the day*.
13. Paul was *only/the only* person who remembered me.
14. In *Stone Age/the Stone Age*, people lived in caves.
15. I would like to travel to *Spain/the Spain*.
16. We traveled to London by *train/the train*.
17. He is learning to play *flute/the flute*.
18. *Historian/A historian* is a person who studies *history/the history*.
19. Sally's going to buy *the new car/a new car* next month.
20. *The supernatural/A supernatural* is a *product/product* of *people's/the peoples* imagination.

Задание 4. Вставьте артикль *a, an*, или *the*, где необходимо.

1. Shall we go to ___ cinema tonight?
2. Have you ever been to ___ Copenhagen?
3. ___ Eiffel Tower and ___ Louvre are my favourites in Paris.
4. ___ football team who has won ___ World Cup ___ most times is Brazil.
5. ___ tallest man in ___ world was born in ___ USA in 1918.
6. ___ David was waiting at ___ King's Cross station.

7. I take ___ bus to ___ school every day.
8. ___ Stuart has got ___ cold, so he has to stay in ___ bed.
9. ___ French are very friendly people, aren't they?
10. That's ___ beautiful dress. Where did you get it?
11. We've booked ___ holiday for three weeks in ___ Canary Islands.
12. ___ clothes I bought yesterday were very.

§ 2. Прогоп. Сводная таблица личных, притяжательных и возвратно-усилительных местоимений

Личные местоимения		Притяжательные местоимения		Возвратно-усилительные местоимения	
Именительный падеж Кто? Что? (подлежащее)	Объектный падеж Кого? Кому? (дополнение)	I форма (перед существительным)	II форма (без существительного)		
Я	me мне, меня	my мой, мои	mine мой, мои	myself	
you ты	you тебе, тебя	your твой, твои	yours твой, твои	yourself	
he он	him ему, его	his его	his его	himself	сам, сама
she она	her ей, её	her её	hers её	herself	само, сами
it он, она, оно	it ему, его, ей, её	its его, её	its его, её	itself	себя, -ся
we мы	us нам, нас	our наш, наши	ours наш, наши	ourselves	
you вы	you вам, вас	your ваш, ваши	yours ваш, ваши	yourselves	
they они	them им, их	their их	theirs их	themselves	

Задание 5. Заполните пропуски подходящими по смыслу местоимениями

1. I do not know where I put dictionary.
a) my b) mine c) me
2. Yesterday she told about trip to Moscow.
a) my, her b) me, her c) me, his
3. She likes to tell about her children.
a) us b) my c) they
4. This is my dictionary, and that is
a) mine b) yours c) my
5. I have lost pen.
a) you b) me c) my
6. They always do lessons at home.
a) your b) his c) their
7. Where did you spend holidays?
a) his b) your c) my
8. Her flat is on the ground floor, (моя) is on the second floor.
a) my b) me c) mine
9. Whose map is this? It's (его).
a) hi b) his c) hers
10. Ask (его) about his new flat.
a) him b) his c) he
11. (Его) daughter is seven year old.
a) his b) him c) her
12. (Её) parents are pensioners.
a) his b) her c) she
13. Tom is telling (нам) about his work.
a) them b) our c) us
14. Show (им) the plan of our work.
a) they b) them c) us
15. (Их) children are at home.
a) their b) they c) our
16. The room is large but (её) windows are not large.
a) their b) its c) her
17. She is helping (своему) brother with his lessons.
a) our b) his c) her

Задание 6. Переведите с английского на русский язык:

1. His case, her intent, our tutor, their activity.

2. Don't take his text, take mine.
3. Please write both names: yours and your friend's.
4. Let's go and see the new schedule: theirs and ours.
5. Will you show me both your work and his, please?
6. Write the titles yourselves.
7. I always learn new English words myself.
8. Tell us about yourself.
9. Let this jury listen to the judge's instructions themselves.
10. Let's return to the courtroom ourselves.
11. We are glad to help you.
12. Tell them this news.
13. Will you take us to your college, please?
14. Let's meet him here.
15. Let me read this English newspaper.

Задание 7. Заполните пропуски местоимениями *myself/yourself/ourselves* и т.д. или *me/you/us* и т.д.

1. Julia had a great holiday. She enjoyed *herself*.
2. It's not my fault. You can't blame _____.
3. What I did was very wrong. I'm ashamed of _____.
4. We've got a problem. I hope you can help _____.
5. 'Can I take another biscuit?' 'Of course. Help _____.
6. Take some money with _____ in case you need it.
7. Don't worry about Tom and me. We can look after _____.
8. I gave them a key to your house so that they could let _____ in.
9. When they come to visit us, they always bring their dog with _____.
10. Nobody helped Julie and Betty with the party. They organized it _____.

Задание 8. Поставьте прилагательные и наречия в сравнительную или превосходную степень, предварительно ознакомившись с содержанием §4.

1. He is (good) student in our group.
2. I think this exercise is (difficult).
3. This student's report was (interesting) than yours.
4. Can you tell me (short) way to the centre of Tomsk from here?
5. It is (good) to see once than to hear ten times.
6. She is (young) child in the family.

7. Today is (bad) day in my life.
8. Do you know (hot) news?
9. My group-mate is (tall) than me.
10. She is (popular) than her mother.

Задание 9. Поставьте прилагательные и наречия в сравнительную или превосходную степень, предварительно ознакомившись с содержанием §4.

1. He is (tall) boy in our class.
2. It was (exciting) film I've ever seen.
3. The black dress was (expensive) than the blue one.
4. Do you enjoy your job? – Yes. It's (good) job I've ever had.
5. It is (good) not to go to the party now.
6. I am (young) child in our family.
7. This day is (bad) in my life.
8. Was it a good party? – Yes. I left far (late) than I had intended to.
9. Your new car looks good. – It is. It's much (fast) than my old car.
10. Why are we going this way? – Because it's (short) route to the beach.

§ 3. The Degrees of Comparison of Adjectives and Adverbs Степени сравнения прилагательных и наречий

Положительная степень	Сравнительная степень Однословные и двусложные	Превосходная степень
	-er	-est
large	larger	the largest
thin	thinner	the thinnest
near	nearer	the nearest
late	later	the latest, last
early	earlier	the earliest
Некоторые двусложные и многосложные		
	More	the most
difficult	more difficult	the most difficult
slowly	more slowly	the most slowly
interesting	more interesting	the most interesting
easily	more easily	the most easily
Особые случаи		
good	better	the best
well		
bad	worse	the worst
badly		
Much	more	the most
many		
little	less	the least
interesting	less interesting	the least interesting

	лучший	наилучший		лучше всего	
}	лучше	лучше всего	}	лучше всего	}
}	худший	наихудший	}	худже всего	}
}	худже	худже всего	}	худже всего	}
}	больше	больше всего	}	больше всего	}
}	меньший	самый маленький	}	самый маленький	}
}	менее интересный	наименее интересный	}	наименее интересный	}

Задание 10. Установите, правильно ли указана форма прилагательного. Если форма неверна, предложите правильный вариант.

A. right B. wrong (connect the sentence, please)

1. I'm *busier than* my little sister.
2. London is *more old than* New York.
3. It's *the most sharp* pencil I have.
4. Do you know *the shortest* way to the station?
5. This exercise is *more difficult than* that one.
6. Be *activer* at your lessons, please.
7. She is *the most pretty* girl I've ever known.
8. The boy is *as taller as* his father.
9. He makes *more* mistakes *than* you do.
10. Baseball is *the populaarest* summer sport in America.
11. Yesterday he started to feel *more bad*.
12. Soon it began to get *more darker* and it was time to go back home.
13. He said that money was *the most important* to him.
14. I've got a headache. Be *quieter*, please.
15. Mary's answer is *corrector than* yours.
16. Can you come *more early* next time?
17. You should be *carefuler*.

Задание 11. Поставьте прилагательное или наречие в скобках в правильную форму, выбирая из предложенных вариантов.

1. I met my (good) friend yesterday.
A. goodest B. better C. best;
2. Dorothy is (young) in her family.
A. the younger B. the youngest C. young;
3. Henry is not (strong) his elder brother Bob.
A. so strong as B. strong as C. stronger;
4. – It isn't very warm today, is it?
– No, it was (warm) yesterday.
A. more warm B. warmer C. the warmest;
5. Your friend looked upset yesterday. I'm glad he looks (happy) today.
A. more happy B. happier C. happy as;
6. Where is (near) post-office, please?
A. the nearest B. the next C. nearer;

7. That's (good) film I've ever seen.
A. a good B. the goodest C. the best;
8. Public transport in London is (expensive) in Europe.
A. the expensivest B. the most expensive C. more expensive;
9. Do you think Americans are (nice) English people?
A. nicer than B. the nicest C. nice than;
10. The 22nd of December is (short) day in the year.
A. the short B. the shorter C. the shortest;
11. This is (old) theatre in London.
A. an older B. the oldest C. the eldest;
12. Pluto is (cold) of all the planets.
A. the coldest B. a coldest C. a colder;
13. My (old) sister doesn't live with us.
A. older B. elder C. more old;
14. This house is (old) of all the houses in the street.
A. as old as B. older C. the oldest;
15. Go to the library if you need (far) information.
A. father B. further C. farer;
16. Life is (easy) it used to be.
A. so easy as B. more easy than C. easier than;
17. I'm getting (fat) and (fat)
A. the fattest and the fattest B. fatter and fatter C. fat and fat;
18. The problem was (serious) we expected.
A. seriouser than B. more serious than C. the most serious;
19. Moscow is (large) city in Russia.
A. the largest B. largest C. Larger;
20. Let's go by train. It's much (cheap).
A. cheap B. cheaper C. the cheapest;
21. Is Alan (tall) than Jim?
A. taller B. tall C. as tall as;
22. I earn (little) money than he does.
A. little B. more little C. less;
23. He has ... time than me.
A. bigger B. much C. more;

24. Your cottage isn't (far) I thought.
A. father B. so far as C. as farther as;
25. (Old) I get, (happy) I am.
A. The oldest, the happiest B. Older, happier C.
The older, the happier;
26. The grass is always (green) on the other side.
A. greener B. green C. more greener;
27. Dad often says that Mom is his (good) half.
A. good B. better C. the better.

§ 4. Some, any, every, no

	-body, -one	-thing	-where
Some	somebody, someone кто-то, кто-нибудь, кто-либо	something что-то, что-нибудь, что-либо	somewhere где-то, где-нибудь, куда-то, куда-нибудь
any	anybody, anyone кто-то, кто-нибудь, кто-либо	anything что-то, что-нибудь, что-либо	anywhere где-то, где-нибудь, куда-то, куда-нибудь
every	everybody, everyone все, каждый	everything всё	everywhere везде, повсюду
no	nobody, no one, none никто	nothing ничего, ничто	nowhere нигде, никуда

Задание 12. Заполните пропуски *some-* или *any + -body/-thing/-where*

- I was too surprised to say *anything*.
- There's _____ at the door. Can you go and see who it is?
- Does _____ mind if I open the window?
- I wasn't feeling hungry, so I didn't eat _____.
- You must be hungry. Would you like _____ to eat?
- Quick, let's go! There's _____ coming and I don't want _____ to see us.
- Sally was upset about _____ and refused to talk to _____.
- This machine is very easy to use. _____ can learn to use it in a very short time.
- There was hardly _____ on the beach. It was almost deserted.

10. 'Do you live _____ near Jim?' 'No, he lives in another part of town.'
11. We slept in a park because we didn't have _____ to stay.

Задание 13. Переведите на русский язык:

1. Put the chair somewhere in the room.
2. He made some mistakes in his test.
3. Have you got any money with you?
4. He said something to her.
5. There was nobody in the room.
6. Did anyone phone me while I was out?
7. Anyone can learn a foreign language.
8. He went nowhere last night.
9. Did you tell anyone about it?
10. Nobody helped me to do this work.
11. I think he knows something about it.
12. Give me some coffee, please.

§ 5. Both... and, either... or, neither... nor

both... and... как... так и ..., не только, но и..., как ... так и, и ... и
either... or... либо... либо..., или... или...
neither... nor... ни... ни...

Например:

He is both a good lawyer and a clever man.

This judge is famous both for his experience and for his deep understanding of people.

Either one thing or the other.

Come to see me either on Saturday or on Sunday.

I am neither for nor against it.

Примечание: при употреблении парного союза neither... nor... не требуются другие средства выражения отрицания.

Задание 14. Закончите предложения, используя *both/neither/either of us/them*.

1. I asked two people the way to the station but _____ could help me.
2. I was invited to two parties last week but I didn't go to _____.

3. There were two windows in the room. It was very warm, so I opened _____.
4. Sarah and I play tennis together regularly but _____ can play very well.
5. I tried two bookshops for the book I wanted but _____ had it.

Задание 15. Переведите предложения, обращая внимание на двойные союзы.

1. Both Presidents Eisenhower and Kennedy enforced Supreme Court civil-rights decisions with the use of federal troops and marshals.
2. The term 'criminology' is used both in a general and special sense.
3. As to all of our police agencies, both state and municipal, we must sooner or later recognize the fact that diversion from their essential function is a dangerous expedient.
4. The scope of authority vested in each state organ and the order in which these are exercised are either laid down constitutionally, determined by current legislation or regulated by tradition.
5. In most cases a jury of twelve is required in either civil or criminal proceedings.
6. Demand for local government services continues to rise much faster than increases either in gross national product or a personal income.
7. The so-called labor lawyer may work either for private or for labor unions.
8. This judge is famous both for his experience and for his deep understanding of people.
9. The investigator could find the criminal neither at the scene of crime nor at the station, nor in the village.
10. He is both a good lawyer and a clever man.

§ 6. There + to be

Утвердительная форма	Вопросительная форма	Отрицательная форма
There is a TV-set in their room.	Is there a TV-set in their room?	There is no TV-set in their room.
There are flowers in the vase.	Are there flowers in the vase?	There are no flowers in the vase.

Примечания:

1. Перед числительными и перед словами *many, much, any* вместо *no* ставится отрицание *not*: *There are not many books on the table.*
2. В обороте со словом *there* могут употребляться другие глаголы, например: *to stand, to live*: *There stands a table in the centre of the room.*

Задание 16. Переведите предложения с английского на русский язык.

A

1. There is an interesting article about our Institute in today's newspaper.
2. There are millions of books in the Scientific Library of TSU.
3. There are limits to human endurance.
4. There are two unknown words in this sentence.
5. Tomorrow at 6 p.m. there will be a lecture on the state system of England at our club.

B

1. There are no students in the cafe at this hour of the day.
2. I know that in this Institute there is no big conference hall.
3. There was no need for you to come here yesterday.
4. There were not any new expressions in that text.
5. There being no grounds for reviewing the case, the Court of Appeal refused the appeal.

C

1. Is there a big conference hall in your Institute?
2. Are there many students in your group who are not Moscovites?
3. Were there many exams at your department last term?
4. Was there a student's conference at your Institute last month?
5. Will there be a meeting at your department tomorrow?

D

1. Is there a good laboratory in your Institute? – Yes, there is.
2. Are there many English books in your library? – Yes, there are.
3. Are there any industrial enterprises in the centre of Moscow? – No, there are not.
4. What is there near your house? – There is a large park.
5. How many students are there in your group? – There are twenty-six.
6. A few days ago there was a storm. There was a lot of damage.
7. The journey took a long time. There was a lot of traffic.

Задание 17. Заполните пропуски глаголами в форме *Present Simple* или *Past Simple*. Задайте вопросы к полученным предложениям.

1. There () three witnesses for the prosecution.
2. () there any definite charge against him?
3. () there any supreme judges in your country?
4. There () police all around the house.
5. His mother said: 'New-York? There () drug-dealers at every corner in that city! Don't go there!!'.
6. There () criminal's four sisters in the court, all crying.

Задание 18. Переведите предложения на русский язык.

1. When there is merely mens rea, there is no crime at all.
2. There is no law imposing upon them the strict duty to distribute economic aid to developing nations.
3. There may be a genuine uncertainty about the facts (about the law).
4. There is a breach of the peace whenever a person who is lawfully carrying out his work is unlawfully and physically prevented by another from doing it.
5. A warrant shows that there is reasonable cause to believe that an arrestable offence has been committed by the person named in the warrant.

§ 7. English verbs Английские глаголы

Формы английского глагола

	Основа глагола Base	Past simple	Причастие прошедшего времени Participle II	Причастие настоящего времени Participle I
Стандартные глаголы	V	Ved		Ving
	ask спрашивать	asked спросил спрашивал	asked спрошенный	asking спрашивающий
Нестандартные глаголы	write писать	wrote написал	written написанный	writing пишущий

Время глагола

Время действия показывает первый вспомогательный глагол	Настоящее	Прошедшее	Будущее
		am, is, are, have, has, do, does	was, were had, did

Вид глагола

be Ving	длящееся, незаконченное действие (процесс в настоящем, прошедшем и будущем)
have V3	завершенное действие (в настоящем, прошедшем и будущем)

§ 8. Simple Tenses

Present Simple	Past Simple	Future Simple
Возможные указатели времени		
<p>usually always sometimes often every time every day(daily) every week(weekly) every month(monthly) every year(annually)</p> <p>обычно всегда иногда часто каждый раз каждый день каждую неделю каждый месяц каждый год</p>	<p>yesterday the day before last week last month last year last time two days ago</p> <p>вчера позавчера на прошлой неделе в прошлом месяце в прошлом году в прошлый раз два дня назад</p>	<p>tomorrow the day after tomorrow next week next month next year next time in an hour</p> <p>завтра послезавтра на следующей неделе в следующем месяце в следующем году в следующий раз через час</p>
Образование Утвердительная форма Ved, V2		
<p>V, Vs</p> <p>I meet them at the University on Mondays. Я встречаю их в университете по понедельникам. He learns English words every day. Он учит английские слова каждый день.</p>	<p>We met at the station last week. Мы встретились на вокзале на прошлой неделе. She studied Civil law last year. Она изучала гражданское право в прошлом году.</p>	<p>shall, will + V</p> <p>We will meet the participants of the conference in 2 days. Мы встретимся с участниками конференции через 2 дня. They will study French next year. Они будут изучать французский язык в следующем году.</p>

Simple Tenses (продолжение)

Present Simple	Past Simple	Future Simple
Образование Вопросительная форма		
do, does + V	did + V	shall, will + V
<p><i>Do you meet</i> them at the University on Mondays? Встречаете ли вы их в университете по понедельникам? <i>Does he learn</i> English words every day? Учит ли он английские слова каждый день?</p>	<p><i>Did you meet</i> at the station last week? Вы встречались на вокзале на прошлой неделе, <i>Did she study</i> Civil law last year? Она изучала гражданское право в прошлом году?</p>	<p><i>Will you meet</i> the participants of the conference in 2 days? Мы встретимся с участниками конференции через 2 дня? <i>Will they study</i> French next year? Будут они изучать французский в следующем году?</p>
Отрицательная форма		
do not (don't) + V, does not (doesn't) + V	did not (didn't) + V	shall not (shan't) + V, will not (won't) + V
<p><i>I don't meet</i> them at the University on Mondays. Я не встречаю их в университете по понедельникам. <i>He doesn't learn</i> English words every day. Он не учит английские слова каждый день</p>	<p>We <i>didn't meet</i> at the station last week. Мы не встречались на станции на прошлой неделе. <i>She didn't study</i> Civil law last year. Она не изучала гражданское право в прошлом году</p>	<p>We <i>won't meet</i> the participants of the conference in 2 days. Мы не встретимся с участниками конференции через 2 дня They <i>won't study</i> French next year. Они не будут изучать французский в следующем году.</p>

Задание 19. Переведите следующие предложения:

A

1. My friend works far from his house.
2. Our teacher has a large flat in this new house.
3. I read English newspapers every day.
4. We see some people at that bus stop.
5. My friend's house is in a small green street not far from here.

B

1. I do not go to my work by bus, I go there on foot.
2. My wife does not read newspapers.
3. We have no news.
4. My son is not here now, he is in Omsk.

C

1. Do you always meet your friend at that bus stop?
2. Is the bus stop far from your house?
3. Does your friend work as a judge, too?
4. Do you have any English books?

D

1. Do you go to your work by bus or do you go there on foot?
2. Does your friend's wife work at school or at the hospital?
3. Do you have a small or a large flat in this house?
4. Is your friend a teacher or a doctor?

E

1. Where do you work?
2. Where are you from?
3. When are you free?
4. How do you learn new English words?
5. Who do you meet at our club?
6. Who has any good news?

F

1. Do you live in Moscow? – Yes, I do.
1. Does your friend speak English? – No, he does not.
2. Is your friend a first-year student? – No, he is not.
3. Are you free now? – Yes, I am.
4. Have you any English newspapers? – No, I have not.
5. Who works as an English teacher at this school? – My friend's wife does.
6. Who is your friend? – Peter Ivanov is.
7. Who has any English books at home? – All our students have.

Задание 20. Переведите эти предложения, обращая внимание на формы глагола:

A

1. We visited Peter's family last night.
2. I spoke English with my friends a great deal last year.
3. Last week we already knew all the words from this text.
4. I saw all my friends at the club yesterday.
5. I had a lot of work at home last week.
6. Yesterday I was at home all day long.

B

1. I did not read any English books last year.
2. My father had no free time yesterday.
3. I did not talk about our plans with my parents last week.
4. The other day I wanted to see my friend in the club but he was not there.
5. My brother and sister were not students two years ago.

C

1. Did you learn all the words from these texts yesterday?
2. Did your family have this three-room flat last year?
3. Did you try to learn English yourself?
4. Were you in the hostel yesterday?
5. Was she at work two days ago?

D

1. Did you see a new film at our club yesterday?
2. Were you already a student last year?
3. Who gave you this book yesterday?
4. Who was your English teacher at school?
5. Who had English classes yesterday?

Задание 21. Поставьте сказуемое в соответствующую временную форму:

1. We (study) Criminalistics next year.
2. The students (to have) a meeting yesterday.
3. My friend (to go) to the Institute every day.
4. I (to work) as a militiaman 2 years ago.
5. _____ you (to see) him next Saturday?
6. We _____ (not to know) about it.
7. I (to take) a pencil from my friend 5 minutes ago.
8. _____ you (to study) English or German?
9. We (to translate) the text at the next lesson.

10. My father (to read) newspapers every day.
11. He (to come) home at 6 o'clock last night.
12. I (not to see) this film yesterday.
13. Jane (not to drink) tea very often.
14. It (take) me an hour to get to work. How long (it/take) you?
15. It was warm, so I (take) off my coat.
16. Don't worry about your exam. I'm sure you (pass) it.
17. We went to the Kate's house but she (not to be) at home.
18. What time (the banks/close) in Britain?
19. The bed was very uncomfortable. I (not to sleep) very well.
20. It's raining. Don't go out. You (get) wet.
21. I knew Sarah was very busy, so I (not to disturb) her.
22. I don't understand this sentence. What (this word mean)?
23. It was a funny situation but nobody (laugh).
24. 'Where (Martin/come) from?'. 'He's Scottish'.

Задание 22. Дополните данный текст предложениями о жизни студента первокурсника, употребляя такие наречия, как *always, sometimes, rarely, occasionally, hardly ever, never, usually, often, normally, frequently*.

We usually lead a very busy life. All the students normally have to be at the lectures at 9:00. Some students occasionally come late but most of them are never late. We rarely go out in the evenings because we are to do a lot of reading. We hardly ever read less than 60 pages a day and we often write about 40 pages each. We are never idle because we have tests once a month and tutorials every couple of weeks. Sometimes we feel overloaded with information but we never complain or regret taking up legal studies. Every day we follow the same routine.

Задание 23. Измените глаголы в *Present Simple* на *Past Simple*.

1. The term also *includes* members of the merchant marine and inhabitants of unoccupied territory who, on the approach of the enemy, spontaneously *take up* arms to resist the invading forces until the territory has been occupied.
2. A spy *is* in a unique position.
3. A mercenary *is* not protected at all; he *has* the right to be neither a combatant nor a prisoner of war.
4. Therefore, article 43 of the Protocol *requires* all combatants to distinguish themselves from the civilian population.

5. Article 23 of the same treaty, for instance, *prohibits* certain activities such as the employment of poison or poisoned weapons.
6. The use of nuclear weapons against enemy combatants is *not* subject to any express prohibitions.
7. Neither the civilian population as such nor civilian persons *shall be* the object of attack.
8. Military activities of any kind *cannot be* carried out on the Moon (the Moon Treaty of 1979), Antarctica (the Antarctic Treaty of 1959), or on the territory (including the airspace) or territorial waters of neutral states.
9. The ICRC *has*, in addition, a right to visit prisoner-of-war camps.
10. Also, a state that *occupies* territory does not thereby obtain good title to it.

§ 9. Types of questions Типы вопросов в английском языке

1. Общие вопросы General questions

		I	II	III
1	Does	My friend your friend	Lives Live	in Moscow in Moscow
2	Did	He he	Left Leave	school in 1988. school in 1987?
3	Will	I you	shall become become	a detective. a detective?
4	Is	My mother your mother	Is	a pensioner. a pensioner?

Задание 24. Задайте своему партнёру общие вопросы и выслушайте краткий ответ:

1. This book is interesting.
2. I like reading.
3. My sister goes to school.
4. My friend finished school two years ago.
5. They are students.
6. He will come tomorrow.
7. We study every day.

8. I was born in Moscow.
9. We like the film very much.
10. I saw my friend yesterday.
11. I shall tell you the news.
12. His mother works as a teacher.
13. This work is difficult.

Задание 25. Скажите, что вы не поняли и переспросите партнёра:

There is somebody in the hall.

Sorry, I didn't get you. Is there anybody in the room?

1. He told us some news.
2. There was someone at the door.
3. Somebody wants to speak to you.
4. He lives somewhere near Moscow.
5. There are some flowers in the vase.
6. We learned some new words at the last lesson.
7. I saw somebody in the hall.
8. I have brought you some books on Criminalistics.
9. Something is wrong with my telephone.
10. There are some good athletes in our group.

Задание 26. Выразите сожаление и опровергните своего партнёра:

Did you go anywhere last weekend?

Unfortunately, I went nowhere last weekend. (к сожалению).

1. Did you see anyone in the office?
2. Did you tell anyone about it?
3. Does John know anything about our plans?
4. Did they go anywhere after the film?
5. Did the teacher say anything about our course papers?
6. Did your friend tell you any news?
7. Will you go anywhere for your winter holidays?
8. Are you reading anything interesting now?

Задание 27. Заполните пропуски соответствующими местоимениями:

1. I haven't got _____ money with me.
2. I'm sorry but I didn't have _____ time to translate the text.
3. He never makes _____ mistakes.
4. Nick says he has _____ English magazines.

5. There was _____ in the street at that time.
6. Have you passed _____ exams?
7. Unfortunately, I have _____ friends in Kiev.
8. Did he tell you _____ about the meeting?
9. She went _____ last night.
10. Sorry, but I can do _____ for you.
11. There were _____ newspapers on the table.
12. Have you taken _____ books from the library?
13. I think you have _____ news.
14. I have never met him _____.
15. He told me _____ about it.
16. I know _____ phoned her yesterday.

Задание 28. Переведите на английский язык, используя парные союзы.

1. both ... and ...

как вчера, так и сегодня; как студенты, так и преподаватели; как Великобритания, так и другие европейские страны; как по радио, так и по телевизору; как газеты, так и журналы;

2. either ... or ...

либо завтра, либо сегодня; либо Ваш друг, либо Вы; или в театр, или в кино; или утром, или вечером; либо читать, либо смотреть телевизор;

3. neither ... nor ...

ни на лекции, ни на семинаре; ни мой друг, ни я; ни в этом месяце, ни в следующем; ни в библиотеке, ни в читальном зале; ни в учебнике ни в словаре.

2. Альтернативные вопросы Alternative questions

Do you live in Moscow *or* near Moscow?

Вы живёте в Москве *или* под Москвой?

Задание 29. Выясните у партнёра:

1. Ты учишься или работаешь?
2. Твоему другу 17 или 18 лет?
3. Вы ходили в кино или в театр вчера?
4. Вы будете играть в футбол или волейбол?
5. Вы родились в Москве или другом городе?

6. Ваш друг изучает английский или немецкий?
7. Вы любите кофе или чай?
8. Ты хочешь быть сыщиком или следователем?
9. Ваши друзья придут в субботу или в воскресенье?
10. Вы знаете его или его жену.

3. Специальные вопросы Special questions

He lives *in Moscow*. *Where* does he live?

I was born *in 1968*. *When* were you born?

Специальные вопросительные слова:

what		что, какой
what kind of		что за, какой
which		который
when		когда
where		где
why		почему
how		как
how	<div style="font-size: 2em; vertical-align: middle;">{</div>	<div style="display: inline-block; vertical-align: middle;"> many — сколько </div>
	<div style="font-size: 2em; vertical-align: middle;">}</div>	<div style="display: inline-block; vertical-align: middle;"> с исчисляемыми существительными с неисчисляемыми существительными </div>
how long		как долго
how often		как часто
whose		чей
whom		кого, кому
who		кто

Вопрос к подлежащему:

He works at a factory. Who works at the factory?

This work is difficult. What is difficult?

Задание 30. Расставьте слова в нужном порядке.

1. (when/ was/ built/ this house)
2. (how/ cheese/ is/ made)
3. (when/ invented/ the computer/ was)
4. (why/ Sue/ working/ isn't/ today)
5. (what time/ coming/ your friends/ are)
6. (why/ was/ cancelled/ the concert)
7. (where/ your mother/ was/ born)
8. (why/ you/ to the party/ didn't/ come)

9. (how/ the accident/ did/ happen)
10. (why/ this machine/ doesn't/ work)

Задание 31. Поставьте вопросы, начинающиеся с вопросительного слова, данного в скобках:

1. He speaks English very well. (How)
2. I studied history yesterday. (When)
3. My friend comes home late. (Why)
4. I will write you a letter. (What)
5. We play football at a stadium. (Where)
6. I read a very interesting book last week. (What book)
7. We worked in militia two years ago. (Where)
8. I will give you the book tomorrow. (What)
9. He asked me a lot of questions. (Whom)
10. The students go to school every day. (How often)
11. We will meet on Sunday. (When)
12. I was very busy on Wednesday. (Why)
13. He goes to school by bus. (How)
14. My friend makes a lot of mistakes. (How many)
15. I finished school last year. (When)
16. My friend served in the army in the Far East. (Where)
17. His parents work at the same factory. (Whose)
18. The teacher answered all our questions. (How many)
19. He is fond of folk music. (What kind of)

4. Разделительные вопросы. Disjunctive questions

You know this man, *don't you?*

Вы знаете этого человека, *не так ли?*

Задание 32. Переведите на русский язык:

1. He finished his work yesterday, didn't he?
2. Your sister doesn't speak French, does she?
3. This text isn't difficult, is it?
4. You like Italian films, don't you?
5. Your friend doesn't read English newspapers, does he?
6. He will go to the seaside next summer, won't he?
7. You usually watch TV in the evening, don't you?
8. The students asked the teacher many questions, didn't they?

§ 10. Progressive Tenses

Present Progressive	Past Progressive	Future Progressive
Возможные указатели времени		
<p>now at present at the moment</p> <p>– сейчас – в настоящее время – в данный момент</p>	<p>from 6 p.m. to(till) 8 p.m. yesterday – с 6 до 8 часов вечера вчера at 10 a.m. yesterday – в 10 утра вчера during the whole morning 2 days ago – всё утро 2 дня назад</p>	<p>from 6 p.m. to(till) 8 p.m. tomorrow – с 6 до 8 вечера завтра at 10 a.m. tomorrow – в 10 утра завтра during the whole evening the day after tomorrow – весь вечер послезавтра</p>
Образование		
Утвердительная форма		
<p>am N + { is } + Ving are</p> <p>I am listening to you now Я слушаю тебя сейчас</p>	<p>was N + { were } + Ving</p> <p>My brother was watching TV at that time В то время мой брат смотрел телевизор</p>	<p>shall be will be N + { } + Ving</p> <p>I'll be working at my report from 8 p.m. to(till) 11 p.m. tomorrow Я буду работать над докладом с 8 до 11 вечера завтра</p>
Вопросительная форма		
<p>am is are N + { is } + N + Ving</p> <p>Are you listening to me now? Ты слушаешь меня сейчас?</p>	<p>was were N + { } + N + Ving</p> <p>Was your brother watching TV at that time? Твой брат в то время смотрел телевизор?</p>	<p>will + N + be + Ving Will you be working at your report from 8 p.m. to (till) 11 p.m. tomorrow? Ты будешь работать над докладом с 8 до 11 вечера завтра?</p>
Отрицательная форма		
<p>am N + { is } + not + Ving are</p> <p>I'm not listening to you now. Я не слушаю тебя сейчас.</p>	<p>was were N + { } + not + Ving</p> <p>My brother wasn't watching TV at that time Мой брат не смотрел телевизор в то время.</p>	<p>shall not will not N + { } + be + Ving</p> <p>I'll not be working at my report from 8 p.m. to (till) 11 p.m. tomorrow. Я не буду работать над докладом с 8 до 11 вечера завтра.</p>

Задание 33. Переведите следующие предложения:

A

1. We are in the classroom. One of the students is answering the teacher's question.
2. These students are taking English classes this year.
3. I am translating a very interesting text.
4. We are walking home now.

B

1. He is not writing anything, he is reading an English newspaper.
2. This judge is not hearing cases this month, he is on leave.
3. They are not speaking English. They are speaking German.
4. I am not helping him with his translation, he is translating the text himself.

C

1. Are you reading an interesting book?
2. Is your brother working in his lab?
3. Are the students of group 7 taking their English exam now?
4. What are you doing now?

D

1. Are you writing an article? – No, I am not.
2. Is Nick learning new English words to the text now? – Yes, he is.
3. Who is talking with our English teacher there? – Peter is.
4. How many students are listening to the tape now? – Fifteen are.

Задание 34. Поставьте глаголы в нужную форму.

1. I'm tired. I (go) to bed now. Goodnight!
2. We can go out now. It (not to rain) any more.
3. I want to lose weight, so this week I (not to eat) lunch.
4. Angela has just started evening classes. She (learn) German.
5. I think Paul and Ann have had an argument. They (not to speak) to each other.
6. Catherine phoned me last night. She's on holidays in France. She (have) a great time and doesn't want to come back.
7. 'How is your new job?'. 'Not so good at the moment. I (not to enjoy) it very much'.

Задание 35. Переведите на английский язык:

1. Не разговаривайте! Я слушаю лекцию.
2. Интересно, что ты будешь делать завтра в 7 часов вечера?

3. Я не думаю, что он спит сейчас.
4. Ты делаешь упражнение? – Ничего подобного. Я уже сделал его.
5. Мой друг сейчас играет в хоккей.
6. Что ты смотрел по телевизору, когда я пришёл?
7. Извини, я занят сейчас. Я работаю.
8. Интересно, что вы читаете? – Журнал "Новый мир".
9. Завтра в это время студенты будут сдавать экзамен.
10. Я думаю, они говорят по-немецки.
11. Он работает? – Ничего подобного. Он отдыхает.
12. Интересно, с кем он разговаривал, когда мы его встретили?

Задание 36. Поставьте глаголы, данные в рамке в *Present Simple* или *Progressive* или в *Past Simple* или *Progressive*.

do	give	go	have	revise	see	shake	try
	not / go		not / use			not / work	

Fred is phoning his friend Jane.

FRED: Hello, Jane, it's Fred here.

JANE: Oh, hello Fred. What (1) are you doing?

FRED: Nothing much. I (2) was revising but I had to stop because my computer (3) isn't working.

JANE: Oh dear. Well, I (4) _____ mine. Would you like to come and borrow it?

FRED: Thanks, but I'd rather go out. Would you like to come to the cinema? They (5) _____ two tickets for the price of one this afternoon.

JANE: What's on?

FRED: I'm not sure.

JANE: Well, I (6) _____ if I don't know what film we'll see.

FRED: Wait a minute. I (7) _____ to find the right page in the newspaper. Oh, it's a horror film. How about it?

JANE: Definitely not. You know I (8) _____ nightmares when I (9) _____ horror films. We (10) _____ to see one last year and by the end I (11) _____ with terror.

FRED: Oh, all right. Well, see you on Monday I suppose.

JANE: Yes, OK. Bye.

FRED: Bye.

Задание 37. Используйте слова, приведенные в рамке, и составьте предложения, как показано на примере 1, 2 и 3. Используйте *Present Continuous*.

My boyfriend	I	My father	My sister	My classmates
My family	Our teacher	My boss	None of my friends	
My wife	Our children	Several of my colleagues		
Our next door neighbour		My best friend		

1. My boyfriend's *studying for his final exams* this term.
2. My sister *is working at home* this week.
3. My classmates *aren't talking much* right now.
4. _____ this year.
5. _____ at the moment.
6. _____ this year.
7. _____ this week.
8. _____ this term.
9. _____ right now.

§ 11. Perfect Tenses

Present Perfect	Past Perfect	Future Perfect
<p>today this week this month this year already just yet since</p> <p>сегодня на этой неделе в этом месяце в этом году уже только что ещё с (какого-либо времени)</p>	<p>by the end of last month к концу прошлого месяца</p>	<p>by 6 p.m. tomorrow до 6 вечера завтра</p>
Утвердительная форма		
<p>have N + { has</p> <p>have already <i>finished</i> the work. Мы уже закончили работу.</p>	<p>N + had + Ved, V3</p> <p>They <i>had translated</i> the article by the end of the lesson yesterday. Вчера они перевели эту статью к концу урока.</p>	<p>shall N + { will</p> <p>I <i>shall have written</i> this letter if you come at 7 p.m. Я напишу это письмо, если вы придёте в 7 часов вечера</p>
Вопросительная форма		
<p>have has</p> <p>Have you <i>finished</i> the work yet? Вы уже закончили работу?</p>	<p>had + N + Ved, V3</p> <p>Had they <i>translated</i> the article by the end of the lesson yesterday? Вчера они перевели статью к концу урока?</p>	<p>shall will</p> <p>Will you <i>have written</i> this letter if I come at 7 p.m? Вы уже напишите письмо, если я приду в 7 часов вечера?</p>
Отрицательная форма		
<p>have N + { has</p> <p>We haven't finished the work yet. Мы ещё не закончили работу.</p>	<p>N + had not + Ved, V3</p> <p>They <i>hadn't translated</i> the article by the end of the lesson yesterday. Вчера они не перевели статью к концу урока.</p>	<p>shall not N + { will not</p> <p>I <i>won't have written</i> this letter if you come at 7 p.m. Я не напишу письмо, если вы придёте в 7 часов вечера</p>

Задание 38. Переведите на русский язык

1. We have already done it.
2. I have seen this film.
3. Silence! The lesson has begun.
4. Look! The teacher has come.
5. We have translated this sentence. – Start translating this text.
6. Have you heard the news? My friend Mike has got married.
7. Have you read 'The Forsyte's Saga' by G. Galsworthy?
8. Who has won the game? – Of course, the Dynamo team has.
9. Have you seen this new film? – No, I haven't yet.
10. Why are you late? – I am sorry. I have been to the library.
11. I haven't seen you for a long time. Where have you been all this time? – In Kiev. I have just returned from there.
12. When you came I had already written my report.
13. By the end of the lesson we shall have translated the text.
14. By the end of that month we had already passed all the exams.

Задание 39. Переведите на английский язык

1. Я уже собрал все необходимые факты для доклада на конференции.
2. Мой друг только что завершил расследование этого уголовного дела.
3. На этой неделе декан нашего факультета совместно с преподавателями разработал план предстоящей научной конференции.
4. Мы не проводили никакой конференции в этом семестре.
5. Этот молодой ученый не проводил никаких исследований в нашей лаборатории.
6. Участники нашего семинара еще не обменивались мнениями по докладам.
7. Что вы записали по этому вопросу?
8. Откуда вы приехали?
9. Кто из известных ученых уже выступил с докладом?

Задание 40. Поставьте глагол в нужную форму:

1. I (to begin) my research on this subject two months ago.
2. Next time our Institute (to celebrate) its centenary.
3. I just (to speak) to the dean about our tutorials and plans for the vacation.

4. Where is your friend now? He (to enjoy) his holidays somewhere.
5. She (to collect) a lot of books on Law necessary for her work.
6. The first year students usually (to take) part in amateur activities.
7. We (to read) a lot of books about the capital of our country and its history by April.

Задание 41. Соедините вопросы, данные в левом столбике, с ответами, приведенными в правом.

- | | |
|---|----------------------------------|
| 1. Have you ever been to Moscow? | a) I studied there, actually. |
| 2. How long have you been at college? | b) I've studied a lot. |
| 3. What did you do in Oxford last year? | c) I've been there three weeks. |
| 4. How many weeks were you in Paris? | d) I've studied there, actually. |
| 5. What have you done at college? | e) I was there three weeks. |

Задание 42. Соедините части предложения.

- | | |
|--|---------------------------------|
| 1. My little brother started school | a. a all day. |
| 2. The Prime Minister hasn't been abroad | b. when he was six. |
| 3. I caught a cold | c. in the 19th century, |
| 4. My father has been asleep in bed | d. since January, |
| 5. The Red Cross started | e. several minutes ago. |
| 6. The dentist has asked us to wait | f. when we went out in the rain |
| 7. The last bus left | g. for a few minutes. |

Задание 43. Закончите предложения, употребляя глагол в *Past Perfect*.

to begin	to clean	to do	to go	to die	to lose	to make
	to meet	to return	to spend			

- 1.
2. d Jane, she just () from the south.

Задание 44. Выберите правильную форму:

1. I know Nora Norman. I ... her at a party a couple of weeks ago.
a) met b) have met c) had met d) was met
2. Who ... to take part in our concert?
a) does want b) do want c) want d) wants
3. Which of you ... to go to the Tretyakov Gallery on Saturday?
a) does want b) do want c) want d) wants
4. There aren't ... easy ways of learning a foreign language.
a) some b) no c) any d) the
5. A secretary is a person who ... letters.
a) is typing b) types c) typed d) will type
6. ... Jane look beautiful today?
a) Aren't b) Isn't c) Doesn't d) Hasn't
7. Neither Alex nor Nick ... German.
a) know b) are knowing c) don't know d) knows
8. They ... to the party last night.
a) have gone b) went c) had gone d) will go
9. Nick bought a new tie. It ... 10 dollars
a) costed b) had costed c) cost d) was cost
10. The weather was fine and we ...
a) decided to go to the park
b) decided going to the park
c) have decided to go to the park
d) decided that we go to the park
11. John came to see me... It was last Monday, I think.
a) another day b) the other day
c) other day d) the day before other
12. Chopin began to take piano lessons
a) in the age of 6 b) at 6 ages old
c) at 6 years old d) at the age of 6
13. John Major ... Prime Minister in November, 1990.
a) become b) became c) has become d) had become
14. The Hermitage ... a priceless collection of pictures.
a) contains b) is contained
c) containing d) is containing

§ 12. Perfect Progressive Tenses

Present Perfect Progressive	Past Perfect Progressive	Future Perfect Progressive
Возможные указатели времени		
<p>for since how long lately recently</p> <p>в течение (времени) с (какого-либо времени) сколько времени в последнее время недавно</p>	<p>for since how long</p> <p>в течение (времени) с (какого-либо времени) сколько времени</p>	<p>by ... for</p> <p>к какому-то времени ... столько времени</p>
Утвердительная форма		
<p>have N + { has</p> <p><i>We have been translating</i> the article <i>for two hours</i>. Мы переводим эту статью уже 2 часа.</p>	<p>N + had been + Ving</p> <p><i>They had been translating</i> the article for two hours yesterday when he came. Они переводили эту статью 2 часа, когда он пришел.</p>	<p>shall N + { will</p> <p><i>By midday I shall have been translating</i> this article for two hours tomorrow К середине дня завтра я буду переводить эту статью уже 2 часа.</p>
Вопросительная форма		
<p>have has</p> <p><i>Have you been translating</i> the article <i>for two hours</i>? Вы переводите эту статью уже 2 часа?</p>	<p>had + N + been Ving</p> <p><i>Had they been translating</i> the article for two hours yesterday when he came? Они переводили эту статью уже 2 часа, когда он пришел?</p>	<p>shall will</p> <p><i>Will you have been translating</i> this article for two hours tomorrow by midday? Вы будете переводить эту статью уже 2 часа к середине дня завтра?</p>
Отрицательная форма		
<p>have N + { has</p> <p><i>We haven't been translating</i> the article <i>for two hours</i>. Мы не переводим эту статью уже 2 часа.</p>	<p>N + had not + been + Ving</p> <p><i>They hadn't been translating</i> the article for two hours yesterday when he came. Они не переводили эту статью в течение 2 часов, когда он пришел.</p>	<p>shall not will not</p> <p><i>I won't have been translating</i> this article for two hours tomorrow by midday. Я не буду переводить эту статью уже 2 часа к середине дня завтра.</p>

Задание 45. Переведите на русский язык

1. Sam has been talking on the phone for half an hour.
2. My shoes are wet. I have been washing the car.
3. Kim looked tired. She had been studying all night long.
4. They had been walking for hours when they stopped for a rest.
5. By the time they reach York, they will have been traveling for four hours.
6. By the time she gets her degree she will have been studying medicine for five years.
7. We had been living in the house for a year before we decorated the kitchen.
8. They had been studying hard all morning, so they were tired.
9. Lisa has been cleaning the house all morning.
10. By the time Jack finishes the race, he will have been running for 2 hours.

Задание 46. Используйте данные в скобках слова для того, чтобы закончить предложение. Поставьте глаголы в *Present Perfect Simple* или *Present Perfect Progressive*.

Example:

John's terribly upset. He's broken (he / break) off his engagement to Megan. Apparently she's been seeing (she / see) someone else while he's been (he / be) in Africa.

1. Can you translate this note from Stockholm? I understood Swedish when I was a child, but _____ (I / forget) it all.
2. What's that dent in the side of the car? _____ (you / have) an accident?
3. I'm sorry, John's not here _____ (he / to) the dentist, (he / have) trouble with a tooth.
4. This cassette recorder is broken _____ (you / play about) with it?
5. Your Italian is very good _____ (you / study) it long?
6. Do you mind if I clear the table? _____ (he / have) enough to eat?
7. I'm not surprised _____ (he / fail) that exam.
8. Oh no! _____ (the children / cook). Look at the state of this kitchen!

9. How many times _____ (Wendy / be) late for work this week?
10. I'm going to give that cat some food _____ (it / sit) on the doorstep for hours. I'm sure it's starving.
11. _____ (I / do) grammar exercises all morning. I deserve a treat for lunch.
12. _____ (you / not / buy) your mother a present? That's really mean of you!
13. I saw Katie yesterday. _____ (she / work) in Australia for the past year. Did you know?
14. Now where are my keys? This is the third time _____ (I / lose) them today!
15. _____ (you / ever / play) chess? You should try it. I'm sure it's the sort of game you'd like.
16. Oh do be quiet _____ (you / grumble) all day!
17. _____ (your tennis / really / improve)!
_____ (you / practice) in secret?

§ 13. Modal verbs Модальные глаголы

Must	должен, нужно, следует (необходимость совершения действия), должно быть.
need not needn't	не нужно (отсутствие необходимости, нецелесообразность совершения действия)
Can (could)	мочь, уметь (физическая возможность)
May (might)	можно (разрешение на совершение действия)
Will	упорное желание или нежелание совершить действие, относящееся к настоящему времени
Would	упорное желание или нежелание совершить действие, относящееся к прошедшему времени

Задание 47. Прочтите и переведите предложения:

1. You must learn all these new words.
2. I can't translate the text myself. I need your help.
3. You needn't translate the sentences.
4. May I ask you to wait a little? I am not ready yet.
5. You needn't go there today.

6. Can you speak English well? – No, I am afraid, I can't. I must work hard at it.
7. May I smoke here? – Excuse me, but you mustn't.
8. I cannot translate this text without dictionary. Can you help me? – Excuse me, but I am busy now. I must see Professor N. and speak to him. We can stay after classes and work in the lab together.
9. We can't investigate criminal cases now.
10. The car won't start.
11. The prisoner wouldn't eat and speak.

Задание 48. Переведите на английский язык.

1. Вы должны прийти после занятия в лингафонный кабинет и поработать с этим текстом.
2. Простите, можно войти?
3. Вы не должны опаздывать.
4. Вы можете мне помочь.
5. Я не могу перевести это слово.
6. Вам не надо брать книгу.
7. Простите, здесь можно курить?

Задание 49. Заполните пропуски, используя *can* или *could*, *must* или *can't*.

1. I'm really hungry. I _____ eat a horse.
2. You've been traveling all day. You _____ be very tired.
3. If you're very hungry, we _____ have dinner now.
4. Congratulations on passing your exam. You _____ be very pleased.
5. The restaurant _____ be very good. It's always empty.
6. The weather is nice now but it _____ change later.
7. Bill and Sue go away on holiday very often, so they _____ be short of money.
8. When I was young, I _____ stand on my head.
9. You _____ listen to your teacher.
10. When I entered the house, I _____ smell fresh bread baking.
11. You _____ study hard to pass the exams.
12. Tony is clever. He _____ speak three languages.
13. I _____ afford to buy that bag. It's too expensive.
14. I _____ remember to buy Sally a present.

15. I haven't got any money now, but I _____ pay you tomorrow.

§ 14. The equivalents of modal verbs Эквиваленты модальных глаголов

Can	to be able to	может, способен, в состоянии что-либо сделать
Must	to have to	необходимость выполнения действия вследствие сложившихся обстоятельств, т.е. вынужденная необходимость (приходится, вынужден)
	to be to	необходимость кем-то или чем-то предусмотренная, вытекающая из договорённости, приказа, плана и т.п.
	should	необходимость как чьё-то субъективное мнение, совет(следует)
	ought to	необходимость того, что по логике вещей следует ожидать при данных условиях
	shall	уверенность, гарантия, торжественное заверение
May	to be allowed to	может, разрешается сделать что-либо

Задание 50. Вставьте пропущенные модальные глаголы или их эквиваленты:

1. When I was young, I _____ stand on my head.
2. The Queen _____ to open the new sports centre next week.
3. Be quiet or I _____ punish you!
4. Although it was dark, he _____ finish all the paperwork.
5. _____ we visit Grandma this weekend?
6. Mike's car broke down but fortunately he _____ to repair it.
7. You _____ to stay here until I return.
8. I _____ to go to John's party last night.
9. It's 10 o'clock. He _____ to be at work.
10. _____ we _____ to use the office phone?
11. When I entered the house, I _____ smell fresh bread baking.
12. You _____ follow a healthy diet.

Задание 51. Переведите предложения.

1. Can I borrow your pen? Mine doesn't work.
2. I must go to the bank. I haven't got any money.
3. Lizzie could spell her name before she was three.

4. You needn't go to the post office. I'll go there later.
5. You need to study hard for your exams.
6. You are to be at work by nine o'clock.
7. No reporters were allowed to approach the scene of the accident.
8. We ought to phone Mary. It's her birthday today.
9. What time shall I pick you up from work?
10. 'Ben had a hard time trying to find the leak in the pipe'. 'But he was able to stop it, wasn't he?'
11. 'Where's Colin?'. 'I'm not sure. He might be in the study.'
12. 'Did you phone Alan yesterday?'. 'No, I didn't need to. He came round to see me.'
13. 'You mustn't put that shirt in the washing machine'. 'I know. It has to be dry-cleaned.'

Задание 52. Закончите предложения, используя *to be able to, to have to, should*.

1. I haven't _____ sleep very well recently.
2. Although the fire spread quickly, everybody _____ escape.
3. They didn't want to come with us at first but we _____ persuade them.
4. It's later than I thought. I _____ go now.
5. Jack left before the end of the meeting. He _____ come home early.
6. We couldn't repair the car ourselves. We _____ take it to a garage.
7. Margaret _____ pass the exam. She's been studying very hard.
8. That man on the motorbike isn't wearing a helmet. That's dangerous. He _____ wear a helmet.
9. I am in a difficult position. What do you think I _____ do?

Задание 53. Вставьте пропущенные модальные глаголы или их эквиваленты:

1. The militia officers _____ be broad-educated persons.
2. At the crime scene the investigating officers _____ to examine the crime scene very carefully in order to discover evidence.
3. We _____ to interview witnesses and interrogate criminals properly by the end of the final year.

4. The detective _____ to go to the crime scene once again yesterday.
5. Incompetent people _____ enter the crime scene.
6. The criminal _____ be traced and located as soon as possible.
7. As there was much evidence to prove his guilt, the accused _____ to confess.
8. _____ you interview witness properly now being a second-year student?
9. As a perpetrator was identified and now he is in custody the investigator _____ gather the facts necessary in the trial to prove the guilt of the accused.
10. The physical evidence discovered in the crime scene _____ establishes the identity of the criminal.

Задание 54. Переведите предложения.

1. A defendant (in Scotland, called an accused) has the right to employ a legal adviser and may be granted legal aid from public funds.
2. If remanded in custody, the person may be visited by a legal adviser to ensure properly prepared evidence.
3. The prosecution should also inform the defense of witnesses whose evidence may help the accused.
4. If evidence is improperly admitted, a conviction can be quashed on appeal.
5. In England and Wales (and exceptionally in Scotland) a private person may institute criminal proceedings.
6. The public needs to be protected from a dangerous offender.
7. A person can only be detained beyond 36 hours if a warrant is obtained from a magistrates' court.
8. If the criteria for detention are not satisfied, the person must be released immediately.
9. The Court of Appeal has stated that sentences in England and Wales should examine each case in which custody is necessary.
10. The defendant cannot be tried again for the same offence.
11. A magistrates' court in England and Wales cannot impose a term of more than six months' imprisonment for each sentence tried summarily, but may impose consecutive sentences subject to an overall maximum of 12 months' imprisonment.

Задание 55. Переведите на русский язык, обращая внимание на модальные глаголы с инфинитивом в страдательном залоге.

1. When any business is about to be taken – special steps are taken to secure the members presence.
2. Here can be seen the hierarchical attitude of the Conservatives.
3. The existence of customary rules can be adduced from the practice and behavior of states and this is where the problems begin.
4. The simple competitive model of the labour needs to be amended if it is to be of any use in examining real world problems.
5. Generally speaking, the Conservative Party could be identified with the Established Church.
6. Whether a law ought to be passed or not depends on public opinion.
7. The court will have to determine which law is to be applied: English, Italian, French or Spanish.
8. The rules of private international law will have to be consulted. The bare fact that such things are done does not mean that they have to be done.
9. Because the state police are widely distributed throughout the entire state and its members are in close and daily touch with local conditions, it is but natural that other administrative departments should turn to them for assistance.
10. The bare fact that such things are done does not mean that they have to be done.
11. It might be added that the parliamentary building itself is still, in theory, a royal residence, the Palace of Westminster.
12. Moreover, it must be remembered that the English language is not static, but dynamic, and changing situation in the everyday world will necessarily cause disputes to arise as to the ambit of legal terminology.
13. Not every decision or order of a court may be appealed.
14. The commencement time of an action is very often important because most legal actions have to be brought within time limits.
15. The ultimate verdict of the jury must be based on the evidence.
16. Lawyers serving the government directly may be employed on the federal, state, or local level.

17. It should be born in mind, however, that the President's powers to commute, reprieve, and pardon are very sparingly used.
18. Montesquieu, the French philosopher, argued that the powers of government must be separated into legislative, executive and judicial divisions if the liberties of people are to be preserved.
19. Everyone should familiarize himself with the laws regulating his daily life. Obviously, he cannot know all the law, but he should know the fundamentals for his own protection.

Модальные глаголы с перфектным инфинитивом Modal verbs with Perfect Infinitive

must have + Ved, V3	They must have forgotten their promise. Они, должно быть, забыли своё обещание.
may have + Ved, V3 might have + Ved, V3	The agreement may have been signed . Возможно, соглашение было подписано. He may have left from Moscow. Может быть (возможно) он уехал из Москвы.
ought to have + Ved, V3	He ought not to have sent that telegram. Он не должен был (ему не следовало) посылать эту телеграмму.
should have + Ved, V3	He should have helped them. Он должен был (ему следовало) помочь им.
can have + Ved, V3? could have + Ved, V3?	Can he have left? Неужели он уехал? He could have asked me about it. Он мог бы попросить меня об этом
can not have + Ved, V3? could not have + Ved, V3?	He cannot have said it. He может быть, чтобы он это сказал.
need not have + Ved, V3?	You need not have booked the tickets. Тебе не нужно было заказывать билеты.

Задание 56. Переведите предложения, обращая внимание на формы модальных глаголов с перфектным инфинитивом:

1. You needn't have done that, but it was very kind.
2. You shouldn't have washed your blue trousers in the washing machine.
3. Yesterday, I left the car unlocked. It could have been stolen, but luckily it wasn't.
4. Marie must have sent you a birthday card.
5. She may have forgotten about the meeting.
6. They can't have received our message.

7. Susan can't have paid the phone bill.
8. You should have come to me for help.
9. The roads might get very busy tomorrow because there is a demonstration.
10. You needn't have bought any bread. I'd already bought some.
11. They can't have got lost because I gave them a map.
12. You shouldn't have stayed up so late last night. You look very tired today.
13. He might have been injured in the accident, but he wasn't.
14. He couldn't have driven to the airport because his car had been stolen.
15. We could have gone away if we'd had enough money.
16. You did very well to pass the exam. I'm sure you couldn't have failed it.
17. I was so tired I could have slept for a week.
18. I wonder why she didn't say hello. She might not have seen me.
19. He took an umbrella because he thought it was going to rain. But it didn't rain He needn't have taken an umbrella.
20. I needn't have got up so early. I could have stayed in bed longer.
21. I'm feeling sick. I ate too much. I should not have eaten so much.
22. I wonder why they are so late. They should have been here an hour ago.
23. The situation was bad but it could have been worse.
24. You got here very quickly. You must have walked very fast.
25. You missed a great party last night. You should have come.
26. The accused must have caused the criminal act which the law seeks to prevent.
27. The Liberals might conceivably have adapted themselves to the democratic stirrings among the masses.
28. Perhaps, most of the results might have been predicted and expected from the previous observations.
29. I'm sorry I ought to have asked you to phone.
30. I don't think it could have been the man you know.

§ 15. Participle I, II Причастие I, II

	Active	Passive
Participle I	<p style="text-align: center;">Ving</p> <p>The investigating officer must be very careful in the crime scene. Следователь должен быть очень внимательным на месте преступления. I don't know the officer investigating this case. Я не знаю офицера, расследующего это дело. Investigating this serious crime the officer discovered a lot of important evidence against that young man. Расследуя это серьезное преступление, офицер обнаружил много важных улик против этого молодого человека.</p>	<p style="text-align: center;">being + Ved, V3</p> <p>The problem being discussed at the conference must be solved. Проблема, обсуждаемая (которая обсуждалась) на конференции, должна быть решена. Being invited to discuss the problem he agreed. Когда его пригласили обсудить проблему, он согласился.</p>
Participle II		<p style="text-align: center;">Ved, V3</p> <p>The described method is very effective. Описанный метод очень эффективен. All the methods described by this author are very effective. Все методы, описанные этим автором, очень эффективны. When invited to describe his new method the scientist agreed. Когда учёного пригласили описать свой новый метод, он согласился.</p>
Perfect Participle	<p style="text-align: center;">having + Ved, V3</p> <p>Having done all the exercises to the text, he began to work at the text itself. Выполнив все упражнения к тексту, он начал работать над самим текстом.</p>	<p style="text-align: center;">having + Ved, V3</p> <p>Having been translated by the students before the texts didn't seem difficult for them. Так как тексты были переведены студентами раньше, они не казались им трудными.</p>

Задание 57. Прочитайте и переведите следующие предложения:

1. Not having been arrested, they were able to leave the police station.
2. She fell asleep while sitting in the armchair.
3. My brother having split up with his wife wants to move in with me.
4. So far nobody has claimed the money discovered under the floor boards.
5. Having moved out Danny found it difficult to find a nice place to stay.
6. Left for too long, oil paint will form a skin.
7. The sea was very rough, making me feel sick.
8. Not being very good with figures I'll let you do the accounts.
9. This is a house built to last forever.
10. Washed at a cool temperature, this garment will not shrink.
11. People playing loud music late at night can be a real nuisance.
12. Having been unemployed for so long Jack despaired of ever finding a job.
13. Given enough time the engineers will be able to find the fault.
14. People who lived closest to the river bank were the worst affected.
15. Not having registered I was unable to vote in the last week's election.
16. Walking towards the door, he noticed a piece of paper left on the doorstep.

Задание 58. Замените придаточные с относительными местоимениями на *Participle I* или *II*.

1. Is a man who is called Tim here?
2. The woman, who was standing near the door, was a plaintiff.
3. People, who are caught shoplifting, will be sent to prison.
4. The judge, who was reading the verdict, was in a silk gown.
5. I heard the neighbors who were quarrelling.
6. Peter's daughter is a lawyer who is setting up her legal practice in London.
7. The man, who makes an application in a civil case, is a plaintiff.

Задание 59. Замените глаголы, данные в скобках на *Participle I* или *Participle II*.

1. People (bring) to Court are not allowed to take pictures.
2. Jurors (be present) at trials work part-time.

3. Students (cheat) at the exams will be expelled from the University.
4. Photographs (take) within the court area were concealed by the guards.
5. Anyone (steal) company property will be prosecuted.
6. Having (install) the burglar alarm she felt safe.
7. Having (finish) deliberations about the case they came to the verdict.

Задание 60. Прочитайте и переведите следующие предложения:

1. The case being heard by the district people's court is of great interest for our students.
2. Being divided in 11 judicial circuits the USA has a Federal Court of Appeal in each circuit.
3. Having passed by both Houses the bill became a law.
4. Being divided into executive, legislative and judicial branches, all power in each state is similar to that of the entire nation.
5. Having tried this uneasy case the court passed a sentence.
6. Having arrived at the crime scene among the first, the investigator was able to question all persons present at the scene.
7. Being elected for a term of 4 years the President is to carry out the program of the government.
8. Having been signed by the President the resolution came into force all over the country.
9. A 'constitution' meaning in American political language the set of rules, laws, regulations and customs provides the practical norms and standards regulating the work of the government.
10. The US Constitution consisting of preamble, seven articles and twenty seven amendments was adopted in 1787.
11. Being made up by the privileged class the US Constitution of 1787 didn't contain bourgeois-democratic freedoms.
12. Having been proposed first in 1787 the Constitution faced widespread dissatisfaction because it did not contain guaranties of certain basic freedoms and individual rights.
13. Having no guaranteed labor, guaranteed income and health care the working man is guaranteed inequality.
14. Being aimed at preserving the advantageous position of the ruling class the US Constitution of 1787 said nothing about the elementary democratic freedoms when it was first proposed.
15. Having heard of all the details of that situation I decided to help my friend.

§ 16. The Functions of Participle Функции причастия

Функция Attribute before the defined word (определение <i>перед</i> определяе- мым словом)	Примеры 1. In Scotland the main common services cover <i>centralized</i> police training. 2. Police <i>training</i> centers are exercised in Scotland.	Перевод 1. В Шотландии основные общественные службы охватывают централизованное обучение (подготовку) полиции. 2. В Шотландии для полицейских функционируют обучающие центры (центры обучения).
Attribute after the defined word (определение <i>после</i> определяемого слова)	1. The police may arrest a person without a warrant under the arrest scheme <i>established</i> by the Police and Criminal Evidence Act 1984. 2. <i>Being arrested</i> a person has a statutory right to consult a solicitor.	1. Полиция может арестовать человека без ордера на арест согласно специальной схеме по арестам, установленной Полицией и Уголовным актом о доказательствах 1984 г. 2. При аресте человек имеет установленное законом право консультироваться у solicitor.
Adverbial modifier (обстоятельство)	1. (When, while) <i>arresting</i> a person without a warrant under the arrest scheme established by the Police and Criminal Evidence Act 1984 the police do it to protect the public. 2. When <i>brought</i> before a court, the offender was released on bail. 3. <i>Having been issued</i> by the Home Secretary, under the 1984 Act a code on practice on detention, treatment and questioning began to be strictly observed by the police service.	1. Когда человека арестовывают без ордера согласно схеме ареста, установленной Полицией и Уголовным актом о доказательствах 1984г., то полиция делает это, чтобы защитить общество. 2. Когда преступник предстал перед судом, он был освобожден на поруки (под залог). 3. После издания Министром внутренних дел Англии Кодекса практического режима задержания и допроса по акту 1984 г. Кодекс стал строго соблюдаться полицейской службой.

Задание 61. Упростите предложения, используя причастия:

1. Because she was tired, Katie went to bed.
2. He was sitting in the garden and he was drinking his tea.
3. After Janet had made dinner, she called the children.
4. The boy who is standing by the door is my brother.
5. Simon cut his hand while he was chopping some wood.
6. Donna had a shower before she went to bed.
7. Because we were late, we took a taxi.
8. Gary opened the window and breathed the fresh air.
9. She was lying on her bed and she was reading a book.
10. The jewels which were taken by the thieves were very valuable.
11. Amy picked up her pen and started to write the letter.
12. The man who is walking towards us is a relative of mine.
13. After the teacher had explained the exercise, he asked the students to do it.
14. Because she had forgotten to take her purse, she had to borrow some money from a colleague.

Задание 62. Переведите следующие предложения, обращая внимание на формы и функции причастия I, II:

1. When charged with murder, he was arrested.
2. Releasing the offender the officer cautioned him not to drive too fast.
3. Being suspected of an offence he was detained.
4. When initially detained he was released on bail.
5. Having been questioned, he was released on bail in the interests of the investigation.
6. Outside London the police are all local forces, employed and paid by counties or county boroughs.
7. Having been rendered scientific aids, he made a great discovery soon.
8. Offence relating questions may normally not be put to a person after he or she has been charged with that offence.
9. Having been cautioned beforehand, he didn't commit a crime.
10. Having grounds to suspect of an offence, the police must caution a person.

§ 17. Absolute Participle Construction Независимый причастный оборот

Subject + Participle Подлежащее + причастие	Subject + Predicate Подлежащее + сказуемое
<p><i>This duty completed, he had three months' leave.</i> Когда эта работа была закончена, он получил трёхмесячный отпуск.</p> <p><i>Crimes prepared and tried</i> before the sheriff and district courts, procurators fiscal prosecute them. До того как преступления рассматриваются в шерифских и районных судах, они (дела по преступлениям) подготавливаются и ведутся судебным исполнителем.</p>	
Subject + Predicate Подлежащее + сказуемое	Subject + Participle Подлежащее + причастие
<p>The girl sat silent and still, with her eyes fixed on the ground. Девушка сидела молча и неподвижно, опустив глаза в землю.</p> <p>The Service is divided into 31 areas, with a locally based <i>Chief Crown Prosecutor heading</i> each. Служба разделена на 31 округ, причём каждый возглавляется местным главным королевским обвинителем.</p>	

Задание 63. Переведите следующие предложения, обращая внимание на абсолютную причастную конструкцию:

1. The weather being fine, we went for a walk.
2. The work done, they went home.
3. We investigated the case, with the data being collected.
4. The play being boring, the audience left the house.
5. The scene being horrifying, we left the place at once.
6. The day being fine, we decided to go swimming.
7. The door of the room being open, we looked in.
8. With her heart beating fast, she rang the bell.
9. This being understood, the conference was over.
10. He turned and went, we following him.
11. The breakfast being over, he went to the office.
12. The lamp having been lit, he took his book and began to read it.
13. They were walking on again, with the girl crying.
14. The lecture being over, everybody left the room.
15. The number of paid lobbyists being three times greater than that of the members of the Congress, an important role in American legislature is played by these lobbyists.
16. The political platform of the Republican and Democratic parties in the USA being alike, the Democrats and Republicans essentially conduct the similar policy.

17. Each court of appeal in the circuit consists of between 3 and 15 judges depending upon the amount of work in the circuit, the judge with a largest service, who has reached his 70th birthday, being the chief judge.
18. The decisions to prosecute being generally delegated to the Chief Crown Prosecutors, some cases are dealt with the headquarters of the Service.
19. The police and other law enforcement agencies investigate crimes and offences, with the procurator fiscal deciding whether or not to prosecute subject to the directions of Crown Counsel.

Задание 64. Переведите предложения с абсолютной причастной конструкцией:

1. Big monopolies in the state having real power in the country, the rulers take all measures against any representative of the people attempting to find his way into Congress.
2. The Senate consists of 2 members from each state, chosen for 6 years, one third being reelected every 2 years.
3. The Supreme Court of the USA consists of 9 justices, one justice being appointed as the Chief Justice.
4. The district courts being the primary link of the judiciary, most of the criminal and civil cases are tried by these courts.
5. The exercise being difficult for the students, the teacher explained them how to do it.
6. The student knowing English well, the examination didn't last long.
7. The Constitution proclaiming the peaceful nature of the state, there is a special chapter in it formulating the principles of the foreign policy.
8. The Commons elects its own Speaker, the usual practice being the Government, after consultation with the opposition, to put forward the name of a member acceptable to the entire House.
9. The parties and their children living under the same roof, joint custody was to be awarded to them with extensive access to the father and the parties would thus continue to see much of each other.
10. In *Barnett v. Hassett* a husband registered a land charge against his wife's house, she having contracted to sell the house after he had moved out.
11. Police staff normally consists of a number of senior officers, each being responsible for one or more aspects of the work of the force.

§ 18. Passive voice Страдательный залог

	Simple am, is, are + Ved, V3	Progressive am, is, are + being + Ved, V3	Perfect have, has + been + Ved, V3
P r e s e n t	<p>English is spoken in many countries. Во многих странах говорят на английском языке.</p> <p>English is not spoken in many countries. Во многих странах не говорят на английскомском.</p> <p>Is English spoken in many countries? На английском говорят во многих странах?</p>	<p>These problems are being discussed in the press now. Эти проблемы обсуждаются сейчас в прессе.</p> <p>These problems are not being discussed in the press now. Эти проблемы не обсуждаются сейчас в прессе.</p> <p>Are these problems being discussed in the press now? Эти проблемы обсуждаются сейчас в прессе?</p>	<p>The witness has been interrogated already. Свидетеля уже допросили.</p> <p>The witness hasn't been interrogated yet. Свидетеля ещё не допросили.</p> <p>Has the witness been asked yet? Свидетеля уже допросили?</p>
P a s t	<p>He was asked at the English lesson. Его спрашивали на уроке английского языка.</p> <p>He wasn't asked at the English lesson. Его не спрашивали на уроке английского языка.</p> <p>Was he asked at the English lessons? Его спрашивали на уроке английского языка?</p>	<p>The case was being heard for several hours. Слушание дела длилось несколько часов.</p> <p>The case wasn't being heard for several hours. Дело не рассматривалось несколько часов.</p> <p>Was the case being heard for several hours? Дело рассматривалось в течении нескольких часов</p>	<p>When all important issues had been debated the conference adopted a number of resolutions. Когда все важные вопросы были обсуждены, конференция приняла ряд резолюций.</p> <p>When all important issues hadn't been debated the conference couldn't adopt a resolution. Конференция не смогла принять резолюцию, пока все важные вопросы не были обсуждены.</p>

Passive voice (продолжение)

	Simple	Progressive	Perfect
F u t u r e	<p>shall be, will be + Ved, V3</p> <p>The exhibition will be opened next Sunday. Выставка откроется в следующее воскресенье.</p> <p>The exhibition won't be opened next Sunday. Выставка не будет открыта в следующее воскресенье.</p> <p>Will the exhibition be opened next Sunday? Выставка будет открыта в следующее воскресенье?</p>		<p>shall have, will have + been + Ved, V3</p> <p>The plan of research will have been carried out by the end of the term. План исследовательской работы будет выполнен к концу семестра.</p> <p>The plan of research won't have been carried out by the end of the term. План исследовательской работы не будет выполнен к концу семестра.</p> <p>Will the plan of research have been carried out by the end of the term. План исследовательской работы будет выполнен к концу семестра?</p>

Задание 65. Измените форму глагола действительного залога на страдательный:

Example:

Do they sell clothes in this shop?

Are clothes sold in this shop?

1. They publish the news journal every month.
2. Clare faxed me the report this morning.
3. People must protect the environment at all costs.
4. The police will have questioned all the suspects by tomorrow.
5. Someone has turned the heating off.
6. Who broke the window?
7. I insist on David writing the report.
8. Picasso painted Guernica.
9. Has Mr. Hunter approved the application yet?
10. She made me tell her the news.
11. Someone is cleaning the windows.
12. She tapped him on the hand with her pen.
13. I don't like people laughing at me.
14. People spend a lot of money on food.
15. Is Sue washing the car?
16. Who made this mess?
17. Grandfather is going to tell the children a story.
18. They will open the new sports centre soon.
19. They made him confess to the robbery.
20. Liz showed me some holiday pictures.
21. Sam remembers his friend telling him about the party.
22. They heard him calling for help.
23. Who broke this mug?
24. The jury will have reached a verdict by the morning.

Задание 66. Выберите правильную форму глагола в действительном или страдательном залоге.

1. Russia (washes; is washed) by seas and oceans in the North and in the South.
2. The case (has investigated; has been investigated) successfully.
3. At our Institute the students (teach; are taught) English, German or French.
4. The University (founded; was founded) in 1755.

5. My friend (has finished; has been finished) the translation of his exercise.
6. I am sure the exams (will pass; will be passed) successfully.
7. This event (is reported; is being reported) about in all newspapers.
8. Our English lab (equips; is equipped) well. It's interesting to work here.
9. (Did write; was written) his test without mistakes?
10. English (speaks; is spoken) at our English tutorials.
11. A very interesting competition (has organized, has been organized) by the chair of foreign languages.
12. Specialists of high qualification (train; are trained) at the Moscow Law Institute.

Задание 67. Установите временную форму глагола:

1. The offenders *are subjected* to cross-examination.
2. The suspect *is being caught*.
3. The plaintiff *was struck*.
4. The shoplifters *were being seen*.
5. The final decision *will be made* in a month.
6. A pay increase *has not been awarded* in all the judges.
7. The woman *had been kidnapped* before the police arrived.
8. The sentence *will be passed* after deliberations.
9. The evidence *will have been reported* to the police by next week.
10. He hopes *to be released* from prison.
11. He hopes *not to be sent* to prison.

Задание 68. Измените форму глагола в действительном залоге на страдательный. Ваше предложение должно начинаться с подчеркнутого слова.

1. They tried *the accused* in the Crown Court.
2. We shall notify the police about *this incident*.
3. They kidnapped *the boy aged 3*.
4. No one knows why some adults abuse *children*.
5. Strangers often abuse *young persons*.
6. They questioned *children who were shoplifter*.
7. They found *a man* not guilty.

Задание 69. Поставьте глагол в скобках в соответствующую временную форму, указанную после предложения.

1. People (offer) a reward for catching a criminal (Past Simple).
2. Have you ever (kidnap) (Present Perfect)?
3. The house (inspect) by the police (Present Continuous).
4. The evidence (submit) on time (Future Simple).
5. The accused (release) (Present Simple).
6. The man (rob) at 10 p.m. yesterday (Past Continuous).
7. The jurors asked for another offence to (take) into account (Infinitive).

Задание 70. Измените форму глагола в страдательном залоге на действительный.

1. Later, in 1871, a contract of building of the Law Court was signed.
2. A competition was announced for the best design for the Palais de Justice as it was already popularly being called.
3. Eleven years later, a special committee of the House of Commons was appointed.
4. The meeting was chaired by the Attorney-General, Sir Michael Havers, QC.
5. Both architects were asked to prepare their designs of the building of the Court.
6. The preventive measures were much talked about.

Задание 71. Измените форму глагола действительного залога на страдательный.

Example:

A Federal Court of Appeals serves each judicial circuit.

Each judicial circuit is served by a Federal Court of Appeals.

1. The executive, legislative and judicial branches of power compose the government of the USA.
2. Two members from each state elected for a term of six years compose the Senate.
3. The so-called 'Lobbyists' play an important role in the American legislation.
4. The district courts try most of the criminal and civil cases.

5. Electors from each state elect the President of the US for a term of 4 years.
6. The President recommends much of the legislation to the Congress.
7. The President appoints Federal Judges, ambassadors to other countries.
8. During the election campaign Reagan and his party spent much money in order to become the President of the USA.
9. They said nothing about the elementary bourgeois-democratic freedoms in the Constitution of 1787.
10. The Constitution of 1787 bases the form of the US government.
11. The judicial and law-enforcement practices sometimes violate the bill of rights.
12. They proposed the Constitution first in 1787.
13. Most historians regard the US Constitution as an essentially conservative document.
14. The privileged class made the Constitution for themselves.
15. The ruling class aimed their constitution at preserving their interests.
16. The lawyers do not separate in time the three phases of investigation.
17. The witnesses have identified the criminal as the perpetrator of the criminal acts.
18. Some circumstantial evidence and the eyewitness testimony discovered the identity of the criminal.
19. By the beginning of the trial the investigating officers have gathered sufficient evidence for court.
20. The investigation obtained some additional evidence which helped to locate and identify the perpetrator.
21. The police traced the fugitive who was hiding and apprehended him.
22. The court established the fact of the existence of the crime.
23. The witnesses were competent. They presented sufficient physical evidence which showed the connection of the criminal with the offence.

Задание 72. Переведите предложения на русский язык.

1. The jury is selected and then sworn in by the court clerk to try the case.

2. It has been stated that no really satisfactory definition of a 'crime' has yet been evolved.
3. The chief reason why the prevention of a crime takes first place is that where crimes are actually committed damage has been done.
4. Like the national government the political sub-divisions can only exercise such powers as have been delegated to them.
5. Effective disciplinary action (against a lawyer) is difficult because most violations are accomplished in secret, making evidence hard to obtain.
6. Each of these police forces is a separate body, independent of the others, and each operates only within its own area, under the command of its chief constable, and is administered by its own local police authority.
7. The activities of the state police fall into three main categories. Chief of these is the work of crime repression, which is accomplished by a system of regular rural patrols.
8. Each witness is first examined by the lawyer who called him.
9. In some states appeals are permitted only in certain types of cases or certain types of decisions.
10. Even today it is possible to find many persons who believe that lawyers do not tell the truth and that they are paid to lie.
11. The right of a foreign power to demand extradition exists only when that right is given by a treaty.
12. The administrative agencies have usually been given very broad loosely defined powers.
13. A lawyer may be suspended from practice or disbarred if his conduct indicates that he cannot be trusted to advise and act for clients.
14. New drugs are occasionally promoted by inviting doctors to attend medical conferences overseas where they are wined and dined and given gifts.
15. The police forces in Massachusetts and in Connecticut were established primarily to combat organized vice, but they were given general police powers throughout the states.

§ 19. Sequence of Tenses

Согласование времён. Косвенная речь

He said that Он сказал, что	the jurors conducted their deliberations in that room. присяжные совещаются в той комнате.
	the jurors were conducting their deliberation then. присяжные совещаются в той комнате сейчас.
	the jurors had conducted their deliberation in that room. присяжные уже провели совещание в той комнате.
	the jurors would conduct their deliberations in that room. присяжные проведут совещание в той комнате.

Задание 73. Переведите предложения из прямой речи в косвенную.

Example:

'I'm starting a new job next week', she said.

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

1. 'I got my exam results last week', he told them.
2. 'I can't afford to buy this dress,' said Sally.
3. 'I would buy a car if I had enough money', he said to her.
4. Frank said, 'That's the house where I was born'.
5. 'If I finish work early, I'll call you,' she said.
6. 'Where are your parents?'. Uncle Bill asked us.
7. 'Will you help me carry the box, please?' Dad asked.
8. 'What time will you be home?'. Mum asked me.
9. 'Can you play the guitar?'. He asked her.
10. 'Who was at the door?' David asked Janet.
11. He said, 'Shall we go out for dinner?'.
12. He said to her, 'Close the door, please'.
13. The policeman said to the thieves, 'Put your hands up!'.
14. Jason said to his father, 'Please, please let me go to the party'.
15. The librarian said to the boys, 'Don't make so much noise'.

Задание 74. Сообщите о том, что произошло, используя глаголы, приведенные в рамке.

admit	announce	promise	complain	swear
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1. 'He did not lift a finger to help the police!'. The woman _____.
2. 'I'll give you a hand with your case'. The lawyer _____.
3. 'I'm afraid I've had an accident with your car'. My friend _____.
4. 'I support a ban on alcoholic drinks for teenagers.' The school liaison officer _____.
5. 'I'll testify against the suspect tomorrow'. The witness _____.

Задание 75. Измените предложения с прямой речью на предложения с косвенной речью.

Example:

She said to me She told me

1. 'Police work is very traumatic', they complained.
2. 'We couldn't stop him from shoplifting' exclaimed his friends.
3. 'I'll make sure that the children are safe', the officer told me.
4. 'I will do everything possible to help the investigation of this case', the witness promised.
5. 'I will not make a statement to the police', said Fiona.
6. 'It was me who set fire to the house', said Harry.
7. 'I stole the camera', confessed John.

Задание 76. Измените предложения с косвенной речью на прямую речь.

Example:

Jill said it was the first time she had visited a court trial.

(Indirect Speech)

'It is the first time I have visited a court trial,' said Jill.

(Direct Speech)

1. The reporter asked the convict what crime he had committed.
2. The detective asked Mr. Jones how he knew what had happened.
3. Sarah claimed that she had seen a burglary in her neighborhood.
4. Oliver asked Paul why he hadn't taken part in the anti-criminal demonstration the previous day.

5. Angelina said that she would not make a statement to the police.
6. Tom said that Bill had stolen his new CD-Rom player.
7. Robert said that he was going to leave the Police Forces.
8. The policeman asked Tony how he managed to remember the names of all the offenders in his area.
9. The convict said that he was going straight.
10. He said that he could not remember what the shoplifter wore.
11. The Constable said that I should call the police.
12. He told the criminal to drop his gun.
13. The traffic warden told the driver not to exceed the speed limit.
14. The leader of the gang warned the policemen not to touch the alarm.

Задание 77. Переведите на русский язык.

1. My friend said that he had finished his scientific research the day before.
2. The teacher asked us when Byron was born. We said that Byron was born on January 22, 1788.
3. They said that they were going to take their exam in history the next week.
4. I was asked if I knew about our meeting. I answered that I should be there at 10 o'clock.
5. His sister told me that she would study medicine at the Institute.
6. The students said that the story for home reading was very interesting. They also said that they liked detective stories.
7. He said that he had served in the Far East two years before.
8. We were told that we could go in for different sports at our school.
9. They asked when the seminar in Administrative Law would take place.
10. My friend said that he was very busy that week with his report.
11. She said that she would speak to them if she saw them the next day.
12. They asked me when I was leaving for Omsk.
13. They told us to take part in the sport competitions on Saturday.
14. We didn't know if our friend was married.
15. The students said that they would study many new subjects the next year.

PART II. Texts

Tomsk State University

In a beautiful old park in the centre of Tomsk one can see a three-storey impressive building. It is the main building of Tomsk University. It was founded under the pressure of progressive public opinion in 1878 and opened in 1888. That is why you can see the two dates on the facade of the building. The newly-born University was the ninth in Russia and the first in Siberia.

Originally, it had only one faculty – that of medicine. The second faculty – law – was opened ten years later and two more: the faculty of physics and mathematics and the faculty of history, philology and philosophy were opened only in 1917, the year of October Revolution.

In 1934 the University was named after V.V. Kuybishev, an outstanding revolutionary who became a law student of this University in 1909, and was one of the most active leaders of the students' revolutionary life in Tomsk in 1909–1910.

At present TSU is the largest classic university in the East of Russia. There are 23 departments, 5 branches, educating more than 23,000 students in 85 specializations and programs. The University's faculties are physics, chemistry, mathematics and mechanics, applied mathematics and cybernetics, radio physics, technical physics, geology and geography, biology and soil, computer science, history and international relations, psychology, foreign languages, philosophy, culture studies, military training, international department of agriculture and ecology, international management department, High school of business, law, economics, philology and journalism. TSU was the first to carry out multilevel and continuing education. This includes pre-admission (pre-college) education, preparing specialists, bachelors and masters, (graduate programs), post-graduate education, retraining and refresher courses. The university has established 45 centers of pre-admission training on campuses of secondary schools in different regions of Siberia and Kazakhstan which annually enable 2,000 people to study there.

TSU offers a program 'Training Managers and Executives for the Enterprises of the National Economy' (Presidential Management Training Initiative). Its alumni are in great demand as top and senior managers at numerous enterprises.

The University has been very active in developing distance-learning programs, multi-media courses, electronic textbooks, etc. Many of them have been highly graded at international exhibitions.

Tomsk University is both the academic and research centre of Siberia. It comprises three research institutes, a lot of research laboratories, the Botanical garden founded by professor P.M. Krylov, the Herbarium and museums of paleontology, mineralogy, zoology, archeology and ethnography which are rich in various exhibits.

The University library deserves special attention because it is well known not only in Siberia but in other parts of the country as well. Its book depository numbers over 4 million volumes and the new building of the library offers fine reading-halls to the students, teachers and researchers of the University.

The University is actively involved in international programs, has signed agreements of cooperation with a number of foreign universities, conducts student and scholar exchange, and collaborates in joint educational programs.

In 2008 the University will celebrate its 130th anniversary, which will be the great date both for the teaching staff and the students.

I. Answer the questions:

1. When was TSU founded and opened?
2. What were the first faculties of TSU?
3. What role does TSU play in academic and research spheres?
4. Why does the University library deserve special attention?
5. How does TSU establish relations with other countries?
6. What programs and courses is TSU actively involved?

II. Find words in the text according to the following definitions.

- Available for use;
- A person with a first degree and who is doing advanced study;
- Study of a subject in order to discover new facts;
- Giving smth to smb and receiving smth in return;
- To work together in order to achieve smth;
- The scientific description of different races and cultures;

III. Say if the statements are true or false.

1. The foundation of the University was initiated by prominent and progressive people.

2. The University was opened with the law faculty.
3. Today TSU hosts more than 15500 students.
4. TSU is considered to be the first in Siberia and the ninth in Russia.
5. Teaching staff and students can work in 30 reading-halls of the library.

IV. Give a summary of the text.

The Siberian Botanical Gardens

The Siberian Botanical Gardens were founded in 1880. Tropical palms, which had been brought from Kazan University by the first Director of the Botanical Gardens P.N. Krylov, are still growing in greenhouse. The Siberian Botanical Gardens are located on the area of 128 hectares.

In 1885 the Herbarium of Tomsk University was opened. Nowadays it is a collection of over 500 thousands plants, 12 departments conducting wide range of researches, scientific books collection of 13 thousand volumes. One of the main functions of the Herbarium is systematic exchange of collections with foreign countries in purposes of cognition of world flora. Famous Tomsk botanical school continues integrated investigations of the vegetable world of Siberia.

Scientific library

The Scientific Library of TSU is the biggest University library in West-Siberian Region, one of the biggest libraries of Russia. It was founded in 1880. Its book collection reaches the amount of 4 million items: over 2 million volumes of books in different languages, 900 thousand copies of journals and magazines (3,5 thousand titles in Russian and 700 in foreign languages), 100 thousand titles in the department of Rare Books and Manuscripts, where the most valuable part of the collection's concentrated. The number of the Library visitors exceeds 500 thousand per year.

In 1993 the German Reading Hall was opened under the Agreement of the Scientific Library with Goethe Library Institute.

In 1994 the American information Resource Centre was created in the Library under the initiative of US information Agency.

Museums

Numerous guests of Tomsk University are certainly invited for a tour to the 'Gold Ring' of the University: Department of Rare Books of Scientific Library, Botanical Gardens, Herbarium, and Museums. The Museum Complex of TSU is a vault of treasures accumulated for more than centennial history of the university. The students training is arranged and scientific researches are organized at the University Museums.

- Museum of Archaeology and Ethnography founded in 1882.
- Zoological museum founded in 1885.
- Mineralogy museum founded in 1888.
- Paleontology founded in 1888.
- Museum of Physics History.
- Museum of the University History.

I. Answer the questions.

1. What is the Herbarium famous for?
2. How many items are there in the scientific library?
3. What is organized at the University Museums?

II. Continue the sentences.

1. Tropical palms were brought from
2. One of the main functions of the Herbarium
3. The scientific library was
4. The American Information Resource Centre was
5. The Museum Complex of TSU is

The Law Institute of Tomsk State University

The Law Faculty is the oldest one in Tomsk State University – it was formed in 1898. It's considered to be the first law faculty on the territory from the Urals to the Pacific Ocean and the ninth in the Russian Empire. In June 1994 it received the status of the institute.

Today the Law Institute of TSU is a leading educational and legal institution in Western Siberia. Since its formation more than 15000 specialists have been trained in it. Nowadays the Law Institute has over 1300 students studying full time, more than 200 studying part-time and about 800 students taking correspondence courses. The Institute has a department of multilevel education (for bachelors and masters of laws), department of secondary higher education and a special division for the

employees of the Administration of Internal Affairs of Tomsk Region and the Administration of Penalties' Enforcement.

The Law Institute has 11 chairs in different fields: criminal law, civil law, administrative law, legal theory and history, ecological and natural resources -law, financial law, labor law, civil procedure, penalty enforcement law and criminology, criminalistics, constitutional and international law, criminal procedure and law offices. There are 72 associate professors and 14 full professors working in the staff of those chairs. Such famous scientists and highly qualified specialists as judges of the Constitutional Court of the Russian Federation N.V. Vitruk, N.T. Vedernikov, the Representative of the President of Russia in the Constitutional Court of the Russian Federation M.A. Mitukov are among them.

Within the specialty 'jurisprudence' students can choose one of three majors: civil law, criminal law or public law. According to the chosen specialization they take particular courses and a write final dissertation on specified topics. The graduates of TSU practice in state organs, banks, financial institutions, private companies, militia, prosecutor's offices, the bar and notary offices. Some of them continue their education taking post-graduate courses within the Law Institute. More than 60 post-graduates are specializing in 6 academic spheres nowadays.

The Law Institute is involved in a number of international projects (TEMPUS, DSG and others), which give students and professors the opportunity to learn the legal systems of other countries. In the faculty newspaper 'Verdict' students write about the vital problems of the institute, such as the life in the students' dormitory, participation in conferences and other events and display their creative abilities in drawing, versification, photography, etc. There is a Legal Clinic attached to the Institute, where students get the opportunity to advise people on legal issues and get necessary practical skills.

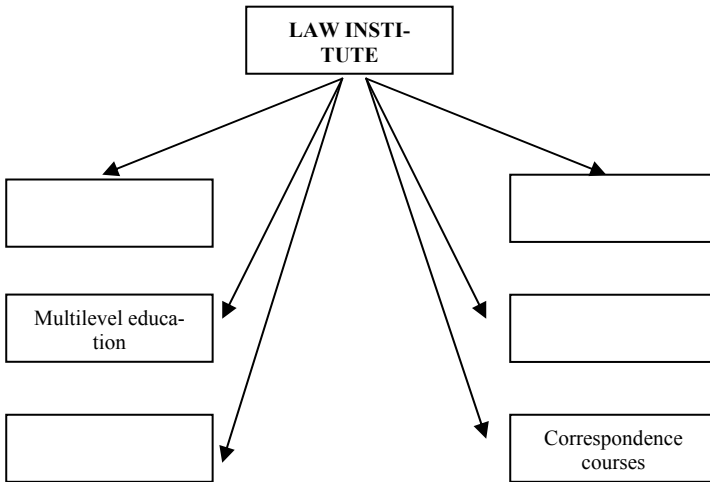
I. Answer the questions

1. When did the Law Faculty get the status of the institute?
2. How many students are trained full time and part time?
3. What law fields is the Law Institute concerned with?
4. What people work in the staff of the Law Faculty?
5. Where can graduates practise?
6. What opportunity do students and teachers have within international projects?

II. Find the words from the text corresponding to the definitions:

1. an office that deals with certifying documents;
2. a room for several people to sleep;
3. a teacher who has a rank below the rank of a professor;
4. someone who has finished a university study;
5. the position of being in charge of a department in a university;
6. a course of study with help of exercises sent by mail;

III. Complete the table



IV. Put the necessary information about the Law Institute according to the following:

- Places for practice:
- Legal Clinic:
- International Projects:

V. Use the information above and retell the text The Law Institute

VI. Discussion

1. What are the requirements for those who want to enter the Law Institute?
2. Is it prestigious to study at the Law Institute?
3. How do qualified lawyers find their job?
4. Do most law students become lawyers? What legal activities do they carry out?

Oxford University

Oxford is a beautiful town on the River Thames about fifty miles from London. Some people say it is more beautiful than any other city in England.

Oxford University was founded in the 12th century as an aristocratic university and has remained so to the present day. The University consists of 32 colleges – 27 colleges for men and 5 colleges for women. There are 16 faculties there. Each college is a completely autonomous body, governed by its own laws. A large college has about 500 students, a small one – about a hundred. Several colleges say they are the oldest, but no other college is as old as Merton, which began in 1264.

The term of studies lasts for 10 weeks. There are 3 terms in the Oxford academic year.

Within the first week the freshman meets his tutor who tells the student about his plans, the lectures which he must take, about the requirements for the examination which he will take, about the course of reading for him. Attendance at lectures is not compulsory. Once every week each undergraduate goes to his tutor's room to read out an essay which he has written and discuss this essay with the tutor.

At the beginning or end of each term the progress of the students is tested by the college examinations.

They pay great attention to athletics at the University. The students are engaged in different kinds of sports, take part in competitions between Oxford and Cambridge Universities.

This is how a student spends his day. His working hours are from 9 to 1. At 9 o'clock he sees his tutor or goes to the library, or attends lectures. From 2 to 5 he is engaged in sports and all kinds of exercise. From 5 to 7 he works in the library or laboratory. At 7 o'clock they have dinner-time. After dinner the students have club activities, debating societies, etc.

By 10 o'clock the students must be in the college, as most of students live in the colleges, only some of them live in lodgings in the town.

The doors of Oxford University are not open to all. The majority of the students are graduates of private schools, so Oxford University remains an aristocratic university to the present day

I. Answer the questions:

1. When was Oxford University founded?
2. How many colleges does it consist of?

3. What is the term of studies?
4. What questions do the freshman and his tutor discuss during their first meeting?
5. How does the student spend his working day?
6. Does everybody enter Oxford University?

II. Say if the sentences are true or false:

1. The University consists of 27 colleges.
2. Oxford University was founded in the 12th century.
3. Twice a term the students take examinations.
4. At the end of the term a student discusses his essay with the tutor.
5. From 9 to 2 p.m. a student has club activities.
6. The majority of the students are children of the working class.

III. Speak on Oxford University. Point out the following:

1. The foundation of Oxford University
2. Its colleges and faculties
3. The tutor and the freshman
4. The working day of the students

University of Cambridge Faculty of Law

A. The Law course at Cambridge is intended to give a thorough grounding in principles of law viewed from an academic rather than a vocational perspective. There are opportunities to study the history of law and to consider the subject in its wider social context. The emphasis is on principle and technique. Skills of interpretation and logical reasoning are developed, and students are encouraged to consider broader questions such as ethical judgment, political liberty and social control.

B. Although many undergraduates who read law do so with the intention of practicing, many do not, preferring instead to go into administration, industrial management or accountancy. Candidates intending to read law need not have studied any particular subject at school. It is common for undergraduates to have a scientific or mathematical background at A-level as it is for them to have studied history or languages.

C. Undergraduates reading law for three years take Part I A of the Tripos at the end of the first year. This comprises four papers: Criminal Law, Constitutional Law, the Law of Tort and Roman Law. In the second

year five subjects are studied for Part I B of the Law Tripos which is taken at the end of the year. The range of subjects on offer is wide – from Family Law to International Law – though in practice most undergraduates take Contract and Land Law as two of their papers. In the third year, five subjects are studied for Part II of the Tripos. The range of options is even wider than the Part IB. According to preference an undergraduate may develop his or her interest in property law (including trusts and conveyancing law), commercial law, public law (including Administrative Law and EEC Law), or in more academic and sociological aspects of law, such as Jurisprudence, Legal History, Labour Law and Criminology. Candidates may also participate in the seminar course, submitting a dissertation in place of one paper.

D. Candidates for the postgraduate LLM take any four papers selected from a wide range of options in English Law, Legal History, Civil Law, Public Law, International Law, and Comparative Law and Legal Philosophy.

- I.** The text has four paragraphs marked A, B, C and D. Read the text and decide which paragraph:
1. gives information about the subjects students can study on a first degree course
 2. explains the general purpose and method of the course
 3. gives information about Master's degree course
 4. says what most law students do before and after they go into university

II. Find words or phrases in the text which mean the following:

1. In paragraph A

Example 1: basic education – grounding

Example 2: relating to a profession or occupation – vocational

- a. abilities
- b. the process of logical thinking
- c. relating to moral principles

2. In paragraph B

- a. follow a course (such as Law or Medicine) at university
- b. working in a profession
- c. to work in

3. In paragraph C
 - a. examinations
 - b. things you can choose
 - c. a long piece of academic written work

III. Reading for detail.

First check that you understand the questions below, then read the text carefully to find the answers.

1. Does the course (1) give an academic legal education or (2) teach students to become lawyers?
2. What intellectual abilities does the course develop?
3. Does the course only include strict (pure) law?
4. Do most Cambridge Law graduates become lawyers?
5. Should people who want to read law study (1) science subjects or (2) humanities (history, languages, etc.) at school?
6. Can students choose the subjects they study in the first and second years of the law course?
7. Do students have the same options in the second year and in the third year?
8. Must students take an exam in all the subjects they study?
9. How many exams do postgraduates take?

What is LAW?

Answer the questions:

1. Are laws for ordinary people or for lawyers?
2. Do you always observe the law?
3. Do you think laws change in the course of time?

The English word 'law' refers to limits upon various forms of behavior. Some laws are descriptive: they simply describe how people, or even natural phenomena, usually behave. An example is the rather consistent law of gravity; another is the less consistent laws of economics. Other laws are prescriptive – they prescribe how people ought to behave. For example, the speed limits imposed upon drivers that prescribe how fast we should drive. They rarely describe how fast we actually do drive, of course.

In all societies, relations between people are regulated by prescriptive laws. Some of them are customs – that is, informal rules of social and

moral behavior. Some are rules we accept if we belong to particular social institutions, such as religious, educational and cultural groups. And some are precise laws made by nations and enforced against all citizens within their power.

Customs need not to be made by governments, and they need not be written down. We learn how we are expected to behave in society through the instruction of family and teachers, the advice of friends, and our experiences in dealing with strangers. Sometimes, we can break these rules without suffering any penalty. But if we continually break the rules, or break a very important one, other members of society may ridicule us, act violently toward us or refuse to have anything to do with us. The ways in which people talk, eat and drink, work, and relax together are usually called customs.

'Order' is rich with meaning. Let's start with 'law and order'. Maintaining order in this sense means establishing the rule of law to preserve life and to protect property. To the seventeenth-century philosopher Thomas Hobbes (1588–1679), preserving life was the most important function of law. He described life without law as life in a 'state of nature'. Without rules, people would live like predators, stealing and killing for personal benefit.

Members of every community have made laws for themselves in self-protection. If it were not for the law, you could not go out in daylight without the fear of being kidnapped, robbed or murdered. There are far more good people in the world than bad, but there are enough of the bad to make law necessary in the interests of everyone. Even if we were all as good as we ought to be, laws would still be necessary. How is one good man in a motorcar to pass another good man also in a motorcar coming in an opposite direction, unless there is some rule of the road?

Suppose you went to a greengrocery – and bought some potatoes and found on your return home that they were mouldy or even that some of them were stones, what could you do if there were no laws on the subject? In the absence of law you could only rely upon the law of the jungle.

Every country tries, therefore, to provide laws, which will help its people to live safely and comfortably. This is not at all an easy thing to do. No country has been successful in producing laws, which are entirely satisfactory. But the imperfect laws are better than none.

- I. Read the text again to decide whether these statements are true or false. Give reasons.

1. Government usually establishes customs.
2. Some laws prescribe how people ought to talk, eat, work and relax.
3. No matter how generous and kind people may be they need laws.
4. There cannot be perfect laws.
5. The law enables us to go out in daylight without fear of being robbed, kidnapped or murdered.

II. Circle *a*, *b* or *c* to answer the questions.

1. What is the main function of law?
 - a. to protect our life;
 - b. to protect our property;
 - c. to protect our reputation
2. What restricts speed limits?
 - a. police instructions;
 - b. prescriptive laws;
 - c. driver's conscience
3. What threatens a person who continually breaks the rules?
 - a. a strict penalty;
 - b. severe criticism and isolation;
 - c. indifference
4. What should we do in the absence of law?
 - a. we should be happy;
 - b. we should rely on our friends;
 - c. we should rely on the law of the jungle
5. What law can be characterized as a perfect one?
 - a. there can't be perfect laws;
 - b. the law which protects private property;
 - c. the law which preserves life

III. Match the definitions on the right with the words on the left.

1. *law* a) an official rule that all the citizens of the country must obey
2. *benefit* b) to take something that doesn't belong to you
3. *protection* c) the crime of taking money or other things from a bank, shop, especially by using threats or violence
4. *murderer* d) advantage, profit, help
5. *jungle* e) generally accepted behavior in a social group

6. *imperfect* f) keeping safe from harm, illness or danger
 7. *custom* g) land covered thickly with growing underwood,
 tangled vegetation
 8. *robbery* h) someone who has deliberately killed another person
 9. *steal* i) not complete
 10. *rely on* j) depend on with confidence

IV. This is a story told by an American tourist who has recently been to Italy. Fill in the blanks, using the words given below, and translate the sentences into Russian.

Every country has its ... That's perfectly true. When I first came to a tiny Italian village I was shocked: everyone was smiling and waving at me. The ... of hospitality... local people to ... the foreigners from any trouble. In daylight and even at night you can go out without ... of being ... or ... Though the Italian laws are ... like all the laws, in the country you canopen-heartedness and every possible support of the natives. The law of ... is for huge industrial cities.

The jungle, robbed, kidnapped, customs, laws, to
 protect, rely on, fear, prescribe, imperfect

Other Times – Other Manners

In order to understand why a particular country has a particular legal system, it is necessary to look at its history, political structure and social values. When there is political and social upheaval, one of the main concerns of a new government is to revise the legal system. Britain has had an unusual degree of political continuity. Despite civil wars in the fifteenth and seventeenth centuries and enormous social changes associated with industrialization, England and Wales have retained many laws and legal principles that originated eight centuries ago. On the other hand, most of the law of Japan, which experienced the rapid upheaval of the Meiji Restoration and foreign occupation after the Second World War, was developed within the last century.

Each country in the world, even each state of the United States, has its own system of law. However it is generally true to say that there are two main traditions of law in the world. One is based on English Common law, and has been adopted by many Commonwealth countries and most of the United States.

The other tradition, sometimes known as Continental, or Roman law, has developed in most of continental Europe, Latin America and many countries in Asia and Africa, which have been strongly influenced by Europe. Continental law has also influenced Japan and several other countries.

I. Which is true?

1. A particular legal system is closely connected with the history; political structure, and social values of the country.
2. The legal system is fixed once and forever.
3. The law system is a universal thing.
4. Roman law has developed in the United States.

II. Choose the best alternative to fill in the blank in each of the following sentences.

1. ... are not made by governments or written down.
a. customs b. laws c. rules d. constitutions
2. Tom is a person you can ... on.
a. depend b. put c. go d. rely
3. The city bank was ... by teenage computer-hackers.
a. stolen b. gone c. robbed d. kidnapped
4. You're so selfish and do everything for your personal ...
a. pleasure b. benefit c. luck d. body
5. The young teacher failed to ... order in the class.
a. restore b. maintain c. organize d. bring
6. He mustn't be blamed: it was ...
a. self-protection b. self-control c. self-respect d. self-confidence
7. What a shame! You've ... money.
a. stolen b. taken c. given d. lost
8. ... is a serious crime.
a. murder b. murderer c. drinking d. kidnaper
9. They have no ... in the United States.
a. flat b. property c. money d. cash
10. Could you ... how it looks like?
a. describe b. say c. prescribe d. speak

THE RUSSIAN FEDERATION

The Russian Federation is the biggest country in the world. It occupies about one-seventh of the earth's surface. The vast territory of Russia lies in the eastern part of Europe and the northern part of Asia. The total area is about 17 million square kilometres. Russia is washed by 12 seas of 3 oceans: the Pacific, the Arctic and the Atlantic. In the south Russia borders on China, Mongolia, Korea, Kazakhstan, Georgia and Azerbaijan. In the west it borders on Norway, Finland, the Baltic States, Belarus and the Ukraine. It also has a sea-border with the USA.

Russia is the country where a variety of scenery and vegetation can be found. There are steppes in the south, plains and forests in the midland, tundra and taiga in the north, highlands and deserts in the east. The Great Russian Plain and the West Siberian lowland, the main mountain chains such as the Urals, the Caucasus and the Altai are situated on its territory. The longest rivers are the Volga in Europe and the Ob, the Yenisey and the Lena in Asia. The largest lakes are Ladoga and Baikal. The latter is the deepest in the world and its water is the purest on the earth.

On the vast territory of the country there are various types of climate from arctic in the north to subtropical in the south. In the middle of the country the climate is temperate and continental.

The Russian Federation is rich in natural and mineral resources. It has deposits of oil, coal, iron, ore, natural gas, gold, copper, nickel and many others.

The current population of the country is more than 150 million people. The European part of Russia is densely peopled, and most population lines in cities and towns and their outskirts.

Russia is a parliamentary republic. The Head of State is the President. All legislative power is vested in the Federal Assembly which consists of two chambers (the upper chamber – the Council of Federation, the lower chamber – the State Duma). The executive power belongs to the Cabinet of Ministers. The judicial bodies of the Russian Federation are the Supreme Court, the Constitutional Court and the Highest Court of Arbitrage.

I. Answer the questions:

1. Where is the Russian Federation situated?
2. What is the territory of the Russian Federation?
3. What countries does Russia border on?

4. What scenery can be found in Russia?
5. What is the climate like on the territory of Russia?
6. What mineral resources is Russia rich in?
7. What is the population of Russia?
8. What is the form of government in Russia?

II. Give a summary of the text.

III. Compare Russia with any country of the world according to the plan:

- a. location, borders;
- b. scenery and vegetation;
- c. rivers and lakes;
- d. climate;
- e. natural resources;
- f. form of government.

Constitution and Government Structure

During 1992–1993 Yeltsin had argued that the existing, heavily amended 1978 constitution of Russia was obsolete and self-contradictory and that Russia required a new constitution granting the president greater power. Yeltsin then used his presidential powers to form a sympathetic constitutional assembly, which quickly produced a draft constitution providing for a strong executive, and to shape the outcome of the December 1993 referendum on Russia's new basic law. The referendum vote resulted in approval by 58.4 percent of Russia's registered voters.

The 1993 constitution declares Russia a democratic federative, law-based state with a republican form of government. State power is divided among the legislative executive and judicial branches. Diversity of ideologies and religions is sanctioned, and a state or compulsory ideology may not be adopted. The right to a multiparty political system is upheld. The content of laws must be made public before they take effect, and they must be formulated in accordance with international law and principles. Russian is proclaimed the state language, although the republics of the federation are allowed to establish their own state languages for use alongside Russian.

The 1993 constitution created a dual executive consisting of a president and a prime minister, but the president is the dominant figure.

Presidential Powers

Russia's president determines the basic direction of Russia's domestic and foreign policy and represents the Russian state within the country and in foreign affairs. The president appoints and recalls Russia's ambassadors upon consultation with the legislature, accepts the credentials and letters of recall of foreign representatives, conducts international talks, and signs international treaties.

In the 1996 presidential election campaign, some candidates called for reducing or eliminating the presidency, criticizing its powers as dictatorial. Yeltsin defended his presidential powers, claiming that Russians desire 'a vertical power structure and a strong hand' and that a parliamentary government would result in indecisive talk rather than action.

The president has broad authority to issue decrees and directives that have the force of law without legislative review, although the constitution notes that they must not contravene that document or other laws. Under certain conditions, the president may dissolve the State Duma, the lower house of parliament (as a whole, now called the Federal Assembly). The president has the prerogatives of scheduling referendums (a power previously reserved to the parliament), submitting draft laws to the State Duma, and promulgating federal laws.

Under the 1993 constitution, if the president commits 'grave crimes' or treason, the State Duma may file impeachment charges with the parliament's upper house, the Federation Council. These charges must be confirmed by a ruling of the Supreme Court that the president's actions constitute a crime and by a ruling of the Constitutional Court that proper procedures in filing charges have been followed. The charges then must be adopted by a special commission of the State Duma and confirmed by a ruling of the Constitutional Court that proper procedures in filing charges have been followed. The charges then must be adopted by a special commission of the State Duma and confirmed by at least two-thirds of State Duma deputies. A two-thirds vote of the Federation Council is required for removal of the president. If the Federation Council does not act within three months, the charges are dropped. If the president is removed from office or becomes unable to exercise power because of serious illness, the prime minister is to temporarily assume the president's duties; a presidential election then must be held within three months.

The president is empowered to appoint the prime minister to chair the Government, with the consent of the State Duma. The president chairs meetings of the Government, which he also may dismiss in its entirety.

Upon the advice of the prime minister, the president can appoint or remove Government members, including the deputy prime ministers. The president submits candidates to the State Duma for the post of chairman of the Central Bank of the Russian Federation (RCB) and may propose that the State Duma dismiss the chairman. In addition, the president submits candidates to the Federation Council for appointment as justices of the Constitutional Court, the Supreme Court, and the Superior Court of Arbitration, as well as candidates for the office of procurator general, Russia's chief law enforcement officer. The president also appoints justices of federal district courts.

I. Translate the table from Russian into English:



Informal Powers and Power Centres

Another centre of power in the presidential administration is the Security Council, which was created by statute in mid-1992. The 1993 constitution describes the council as formed and headed by the president and governed by statute. Since its formation, it apparently has gradually lost influence in competition with other power centres in the presidential administration. However, the June 1996 appointment of former army general and presidential candidate Alexander Lebed to head the Security Council improved prospects for the organization's standing. In July 1996, a presidential decree assigned the Security Council a wide variety of new missions. The decree's description of the Security Council's consultative functions was especially vague and wide-ranging, although it positioned the head of the Security Council directly subordinate to the president. As had been the case previously, the Security Council was required to hold meetings at least once a month.

Other presidential support services include the Control Directorate (in charge of investigating official corruption), the Administrative Affairs Directorate, the Presidential Press Service, and the Protocol Directorate. The Administrative Affairs Directorate controls state dachas, sanatoriums, automobiles, office buildings, and other perquisites of high office for the executive, legislative, and judicial branches of government, a function that includes management of more than 200 state industries with about 50,000 employees.

The president also has extensive powers over military policy. As the commander in chief of the armed forces, the president approves defence doctrine, appoints and removes the high command of the armed forces, and confers higher military ranks and awards. The president is empowered to declare national or regional states of martial law, as well as states of emergency. In both cases, both chambers of the parliament must be notified immediately. The Federation Council, the upper chamber, has the power to confirm or reject such a decree. The regime of martial law is defined by federal law. The circumstances and procedures for the president to declare a state of emergency are more specifically outlined in federal law than in the constitution. In practice, the Constitutional Court ruled in 1995 that the president has wide leeway in responding to crises within Russia, such as lawlessness in the separatist Republic of Chechnya, and that Yeltsin's action in Chechnya did not require a formal declaration of a state of emergency. In 1994 Yeltsin declared a state of emer-

gency in Ingushetia and North Ossetia, two republics beset by intermittent ethnic conflict.

I. Answer the following questions.

1. Why did Russia need a new constitution during 1992 – 1993?
2. What type of state is Russia?
3. What party system is accepted?
4. Who determines the basic objectives of internal and external policy?
5. In what cases may the State Duma file impeachment charges?
6. Who assumes the president's duties, if he cannot carry out his duties due to poor health?
7. What officials can the president appoint or remove?
8. When was the Security Council created and who heads it?
9. What are other presidential support services?
10. What is the role of the president in military policy?

II. Match the words with their definitions:

- | | | |
|-----------------------|----|--|
| 1. obsolete | a) | a sudden and serious event which needs immediate action |
| 2. referendum | b) | prerogatives, advantages of smb because of social position |
| 3. uphold | c) | an occasion when people can vote on an important issue |
| 4. credentials | d) | out of date |
| 5. contravene | e) | documents that prove who the person is |
| 6. dismiss | f) | remove smb from job |
| 7. perquisites | g) | support |
| 8. state of emergency | h) | infringe, doing smth. that is not allowed by law |

III. Use the above words from the left column and fill in gaps with them.

1. The president heads the meetings of the Government, which he may ... in its entirety.
2. After examining his ..., he was allowed to enter.
3. With technological changes many traditional skills have become
4. As he held high office, he had all ... of power.
5. The company was found guilty of ... contract.

6. The changes were approved by
 7. We have the duty ... the law.
- IV. Match the verbs and nouns to get phrases used in the text, make up your own sentences with them.
- | | |
|------------|-------------------------|
| grant | decrees |
| sanction | federal laws |
| issue | draft laws |
| dissolve | greater power |
| submit | diversity of ideologies |
| hold | meetings |
| promulgate | the State Duma |
| assume | awards |
| confer | the president's duties |
- V. Arrange a discussion of the following:
Do Russians desire 'a vertical power structure and a strong hand'?
- VI. Speak on 'The President's powers and duties'

Presidential elections

The constitution sets few requirements for presidential elections. The presidential term is set at four years, and the president may serve only two terms. A candidate for president must be a citizen of Russia, at least thirty-five years of age, and a resident of the country for at least ten years. If a president becomes unable to continue in office because of health problems, resignation, impeachment, or death, a presidential election is to be held not more than three months later. In such a situation, the Federation Council is empowered to set the election date.

The Law on Presidential Elections, ratified in May 1995, establishes the legal basis for presidential elections. Under the law, parties, blocs, and voters' groups register with the Central Electoral Commission (CEC) and designate their candidates. These organizations then are permitted to begin seeking the 1 million signatures needed to register their candidates; no more than 7 percent of the signatures may come from a single federal jurisdiction. The purpose of the 7 percent requirement is to promote candidacies with broad territorial bases and eliminate those supported by only one city or ethnic enclave.

The law requires that at least 50 percent of eligible voters participate in order for a presidential election to be valid. In State Duma debate over

the legislation, some deputies had advocated a minimum of 25 percent (which was later incorporated into the electoral law covering the State Duma), warning that many Russians were disillusioned with voting and would not turn out. To make voter participation easier, the law required one voting precinct for approximately every 3,000 voters, with voting allowed until late at night.

The Law on Presidential Elections requires that the winner receive more than 50 percent of the voters cast. Another provision of the election law empowers the CEC to request that the Supreme Court ban a candidate from the election if that candidate advocates a violent transformation of the constitutional order or the integrity of the Russian Federation.

Government (Cabinet)

The constitution prescribes that the Government of Russia, which corresponds to the Western cabinet structure; consists of a prime minister (chairman of the Government), deputy prime ministers, and federal ministers and their ministries and departments. Within one week of appointment by the president and approval by the State Duma, the prime minister must submit to the president nominations for all subordinate Government positions, including deputy prime ministers and federal ministers. The prime minister carries out administration in line with the constitution and laws and presidential decrees. The ministries of the Government, which numbered 24 in mid-1996, execute credit and monetary policies and defence, foreign policy, and state security functions; ensure the rule of law and respect for human and civil rights; protect property; and take measures against crime. If the Government issues implementing decrees and directives that are at odds with legislation or presidential decrees, the president may rescind them.

The Government formulates the state budget, submits it to the State Duma, and issues a report on its implementation. If the State Duma rejects a draft budget from the Government, the budget is submitted to a conciliation commission including members from both branches.

- I.** Answer the questions.
 1. What are necessary requirements for a president?
 2. What is the procedure for presidential elections?
 3. What is the percentage of eligible voters for a presidential election to be valid?

4. How many votes should a candidate for presidency take to be a winner?
5. What candidates does the Supreme Court ban?
6. Who does the Government of Russia consist of?
7. What functions do ministries of the Government carry out?
8. When may the president rescind Government's decrees?
9. Where is a draft budget submitted to if the State Duma rejects it?

II. Find proper words to the given definitions:

1. giving up smb's job or position;
2. to choose smb. for a particular job or position;
3. legally or officially acceptable;
4. to support;
5. disappointed;
6. to prohibit.

III. Fill in gaps with words from the text.

1. The presidential term is set at _____.
2. If a president is unable to act because of _____ problems, the _____ is to be held.
3. Parties, voters' groups register with the Central _____.
4. At least 50 percent of _____ voters are required for a presidential election.
5. The law requires one voting _____ for every 3,000 voters.
6. The Supreme Court bans a candidate who _____ a violent transformation of the constitutional order.
7. The prime minister carries out administration with the _____ and _____.

IV. Speak on Presidential elections. Start with the following.

1. The presidential term is _____.
2. A candidate for president must be _____.
3. Parties, blocs register with _____.
4. 50 percent of voters may participate _____.
5. To make voter participation easier, _____.

Legislative Branch Parliament

The Russian Duma. The 628-member parliament, termed the Federal Assembly, consists of two chambers, the 450-member State Duma (the lower house) and the 178-member Federation Council (the upper house). Russia legislative body was established by the constitution approved in the December 1993 referendum.

The Federal Assembly is prescribed as a permanently functioning body, meaning that it is in continuous session except for a regular break between the spring and fall sessions. This working schedule distinguishes the new parliament from Soviet-era legislative bodies, which met only a few days each year. The new constitution also directs that the two chambers meet separately in sessions open to the public, although joint meetings are held for important speeches by the president or foreign leaders.

Deputies of the State Duma work full-time on their legislative duties; they are not allowed to serve simultaneously in local legislatures or hold Government positions.

Each legislative chamber elects a chairman to control the internal procedures of the chamber. The chambers also form committees and commissions to deal with particular types of issues. Unlike committees and commissions in previous Russian and Soviet parliaments, those operating under the 1993 constitution have significant responsibilities in devising legislation and conducting oversight. They prepare and evaluate draft laws, report on draft laws to their chambers, conduct hearings, and oversee implementation of the laws.

The two chambers of the Federal Assembly possess different powers and responsibilities, with the State Duma the more powerful. The Federation Council, as its name and composition implies, deals primarily with issues of concern to the sub national jurisdictions, such as adjustments to internal borders and decrees of the president establishing martial law or states of emergency. As the upper chamber, it also has responsibilities in confirming and removing the procurator general and confirming justices of the Constitutional Court, the Supreme Court, and the Superior Court of Arbitration, upon the recommendation of the president. The Federation Council also is entrusted with the final decision if the State Duma recommends removing the president from office. The constitution also directs that the Federation Council examine bills passed by the lower chamber dealing with budgetary, tax, and other fiscal measures, as well as issues dealing with war and peace and with treaty ratification.

However, the Federation Council has less power than the State Duma. All bills, even those proposed by the Federation Council, must first be considered by the State Duma. If the Federation Council rejects a bill passed by the State Duma, the two chambers may form a conciliation commission to work out a compromise version of the legislation. The State Duma then votes on the compromise bill. If the State Duma objects to the proposals of the upper chamber in the conciliation process, it may vote by a two-thirds majority to send its version to the president for signature.

The State Duma confirms the appointment of the prime minister, although it does not have the power to confirm Government ministers. The power to confirm or reject the prime minister is severely limited. According to the 1993 constitution, the State Duma must decide within one week to confirm or reject a candidate once the president has placed that person's name in nomination. If it rejects three candidates, the president is empowered to appoint a prime minister, dissolve the parliament, and schedule new legislative elections.

The State Duma's power to force the resignation of the Government also is severely limited. It may express a vote of no-confidence in the Government by a majority vote of all members of the State Duma, but the president is allowed to disregard this vote. If, however, the State Duma repeats the no-confidence vote within three months, the president may dismiss the Government. But the likelihood of a second no-confidence vote is virtually precluded by the constitutional provision allowing the president to dissolve the State Duma rather than the Government in such a situation. The Government's position is further buttressed by another constitutional provision that allows the Government at any time to demand a vote of confidence from the State Duma; refusal is grounds for the president to dissolve the Duma.

Draft laws may originate in either legislative chamber, or they may be submitted by the president, the Government, local legislatures, the Supreme Court, the Constitutional Court, or the Superior Court of Arbitration. Draft laws are first considered in the State Duma. Upon adoption by a majority of the full State Duma membership, a draft law is considered by the Federation Council, which has fourteen days to place the bill on its calendar. Conciliation commissions are the prescribed procedure to work out differences in bills considered by both chambers.

I. Answer the questions.

1. What chambers does the Federal Assembly consist of?

- | | |
|--------------|--------------------------------|
| 2. work | b) particular issues; |
| 3. form | c) implementation of the laws; |
| 4. oversee | d) a bill |
| 5. reject | e) joint meetings; |
| 6. deal with | f) full-time on duties |
| 7. dissolve | g) the State Duma |

V. Discuss the following questions.

1. Are the government and the State Duma equally important? Why?
2. Can a state be properly ruled without legislative and executive bodies?

VI. Speak on the differences between the responsibilities of the two Houses of Parliament in Russia.

VII. Describe the system of government in Russia. Include the following points.

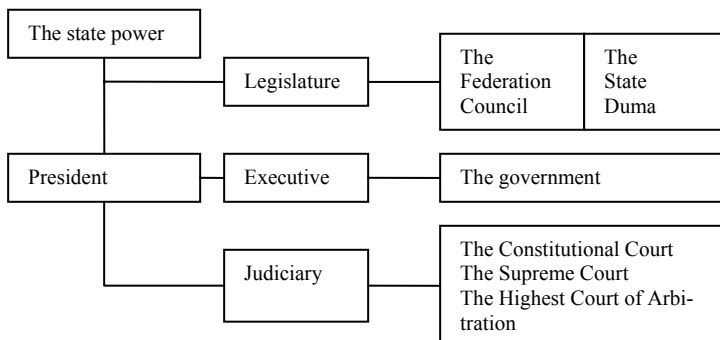
The Head of State: appointment, functions and powers, relationship with other state bodies.

The Legislature. The Executive: composition, functions and powers, relationship with other state bodies

VIII. Discussion.

1. Suggest any improvements to the state body structure which could lead to better execution of laws
2. Criticize or approve the role of the Federal Assembly

IX. Use the diagram to describe the system of the state power in Russia.



Judicial branch

The Ministry of Justice administers Russia's judicial system. The ministry's responsibilities include the establishment of courts and the appointment of judges at levels below the federal district courts. The ministry also gathers forensic statistics and conducts sociological research and educational programs applicable to crime prevention.

For court infrastructure and financial support, judges must depend on the Ministry of Justice, and for housing they must depend on local authorities in the jurisdiction where they sit. In 1995 the average salary for a judge was US\$160 per month, substantially less than the earnings associated with more menial positions in Russian society. These circumstances combined with irregularities in the appointment process and the continued strong position of the procurators, deprived judges in the lower jurisdictions of independent authority.

The Russian Federation Constitutional Court was reconvened in March 1995 following its suspension by President Yeltsin during the October 1993 constitutional crisis. The 1993 constitution empowers the court to arbitrate disputes between the executive and legislative branches and between Moscow and the regional and local governments. The court is also authorized to rule on violations of constitutional rights, to examine appeals from various bodies, and to participate in impeachment proceedings against the president. The July 1994 Law on the Constitutional Court prohibits the court from examining cases on its own initiative and limits the scope of issues the court can hear.

In the past few years, the Russian Government has begun to reform the criminal justice system and judicial institutions, including the reintroduction of jury trials in certain criminal cases.

The Duma passed a Criminal Procedure Code and other judicial reforms during its 2001 session. These reforms help make the Russian judicial system more compatible with its Western counterparts and are seen by most as an accomplishment in human rights.

I. Answer the following questions

1. What are the ministry's responsibilities?
2. What do judges depend on?
3. Are judges well-paid?
4. What is the Constitutional Court authorized to do?

5. What efforts have been made by the government to reform the criminal justice system? How can the reforms help the Russian judicial system?

II. Give proper words to the following definitions:

1. not skilled or important or badly paid;
2. scientific tests which help to solve a crime;
3. going against or refusing to obey a law;
4. able to have a good relationship which is based on similar ideas, interests;
5. a person or thing that has the same position or function.

III. Discussion.

1. Suggest some reforms which could change the existing justice system in Russia.
2. Has judges' position changed since 1995?

Court System

The structure of the judicial system of the Russian Federation and the spheres of activities of its various parts are determined by the Constitution and federal constitutional laws. The judicial system of the Russian Federation consists of:

- The Constitutional Court of the Russian Federation and constitutional courts of the republics and other subjects of the Russian Federation. The Constitutional Court considers cases relating to the compliance of the federal laws, normative acts of the President of the Russian Federation, the Council of the Federation, the State Duma, the Government of the Russian Federation, constitutions of republics.
- Four-tiered system of courts of general jurisdiction. Three-tiered system of the military courts is an integral part of it.
- Four-level system of arbitration courts with the Higher Arbitration Court of the Russian Federation as a supreme judicial body competent to settle economic disputes. The system of the arbitration courts comprises: arbitration courts of the subjects of the Russian Federation; courts of arbitration districts, Appellate Arbitration Court and the Higher Arbitration Court.

The system of general jurisdiction has the following structure:

- The first tier comprises all general jurisdiction rayon (district) courts- city, intermunicipal and equal to them- acting on the territory of Russia.
- Middle tier of general jurisdiction courts includes the supreme courts of the republics, kray (regional), oblast (provincial) courts, city courts of Moscow and St.-Petersburg, courts of autonomous provinces and autonomous districts.
- The main types of military courts are the military courts of armies, fleets, military formations.

The Supreme Court of the Russian Federation is the supreme judicial body for all courts of general jurisdiction both civil and military.

The law attributes to the jurisdiction of rayon courts all civil cases, overwhelming majority of criminal cases and cases relating to administrative offences.

Justices of the Peace are judges of the subjects of the Russian Federation and form an integral part of the system of courts of general jurisdiction. Justices of the Peace have functions and duties equal for all the judges of Russia: to exercise justice observing precisely and the requirements of the Constitution of the Russian Federation, generally recognized rules, norms and principles of the international law international agreements concluded joined by the Russian Federation.

Courts of general jurisdiction: of kray, oblast, city, of autonomous oblast and autonomous districts act as higher instance courts for rayon courts. The courts of this tier are empowered to carry out all the powers of a judicial instance, namely to examine cases as a first instance court by way of supervision and upon newly discovered evidence. They work in the following composition: presidium of the court, judicial panel for civil cases and judicial panel for criminal cases.

The Supreme Court of the Russian Federation acts as a court of first instance for cases of special importance or special public interest when it accepts them for consideration according to the legislation. The Supreme Court is a cassation instance in relation to the federal courts of general jurisdiction of republics or oblast. It also supervises legality, validity and substantiality of sentences and other decisions of courts of lower level. The Supreme Court is composed of its Chairman, first deputy and deputies of the Chairman, the justices of the Court and People's assessors.

There are three chambers in the structure of the Supreme Court: Judicial Chamber on civil cases; Judicial Chamber on criminal cases; and Military Chamber. Within the limits of their powers they consider cases as courts of first instances; in the order of cassation; by way of supervi-

sion and on newly discovered evidence, study and generalise judicial practice, analyse judicial statistics.

I. Answer the questions:

1. What is the organisation of courts in the Russian Federation?
2. What is the structure of the system of general jurisdiction?
3. Do rayon courts deal with criminal cases only?
4. Are the functions of Justices of the Peace similar to all the judges of Russia?
5. What powers do courts of general jurisdiction carry out?
6. What are the functions and the composition of the Supreme Court?
7. What is the role of the Supreme Court's Chambers in the judicial process?

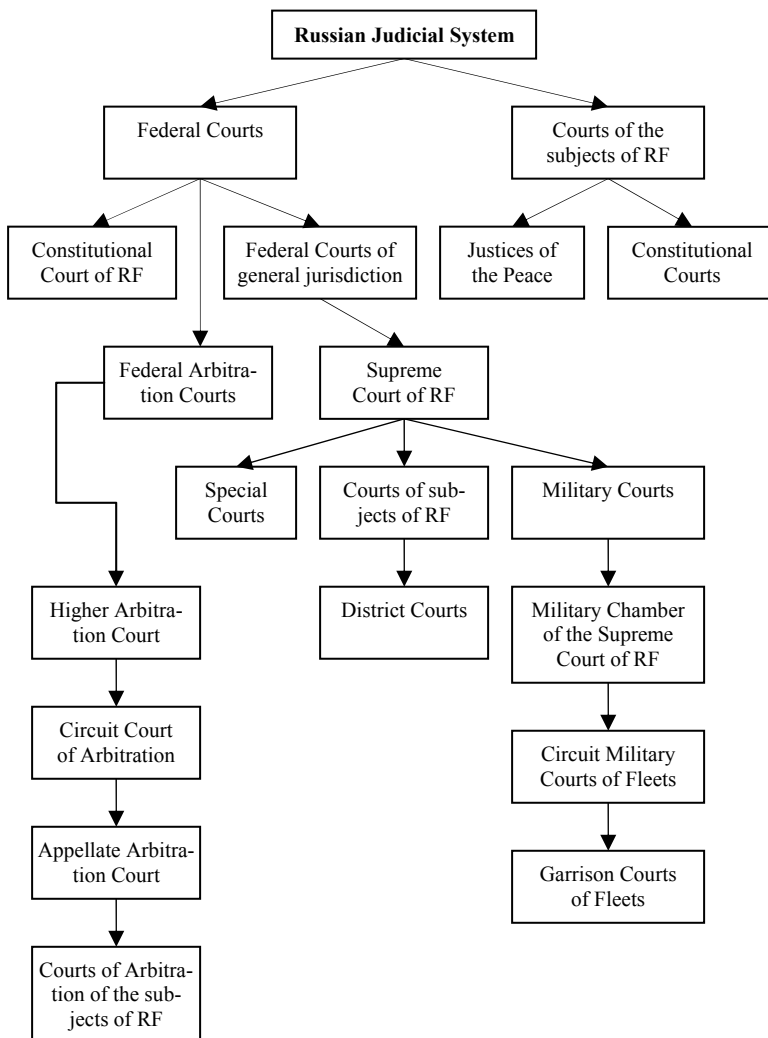
II. Finish the following sentences:

1. The Constitutional Court considers
2. The Higher Arbitration Court has the power to
3. The main tier of military courts are
4. Justices of the Peace form the
5. The courts of general jurisdiction examine cases as
6. The Supreme Court acts as a court of first instance for....
7. The Supreme Court is composed of

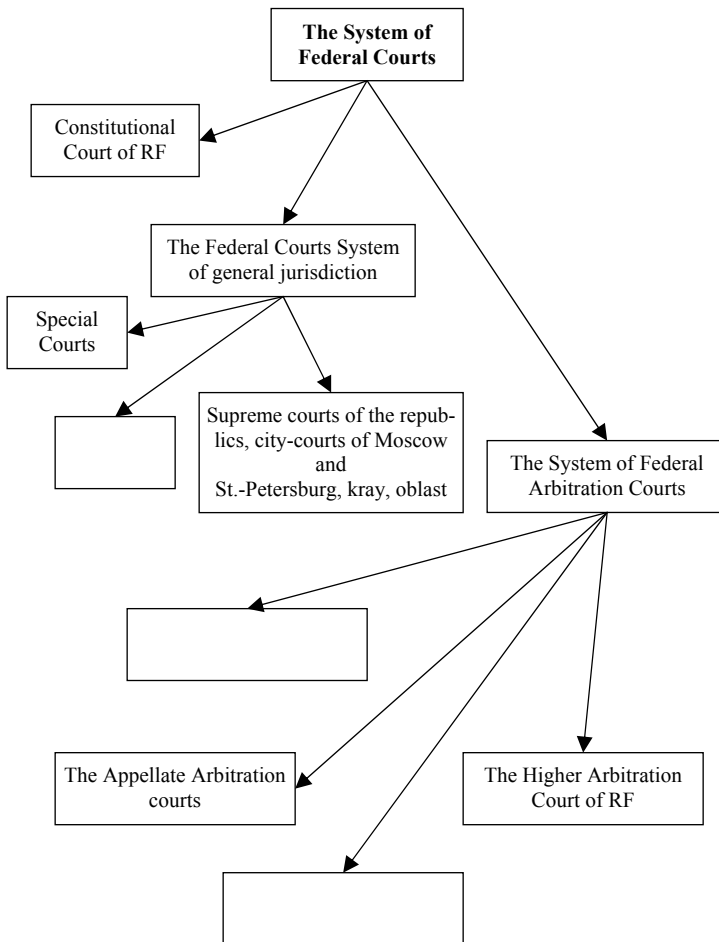
III. Discussion

1. Read the articles from the Constitution of the Russian Federation and find answers to the questions:
 - Who can be a judge in the Russian Federation?
 - What is the position of judges?
2. Which courts do you think would deal with:
 - Murder
 - Traffic offence
 - Stealing
 - Bank robbery

IV. Speak on the Russian judicial system using the following diagram:



V. Complete the following chart and describe the system of federal courts



THE UNITED KINGDOM OF GREAT BRITAIN AND NORTHERN IRELAND

Physical Geography. Climate. Population

The United Kingdom (UK) constitutes the greater part of the British Isles. The largest of the islands is Great Britain, which comprises England, Scotland and Wales. The next largest is Ireland, comprising Northern Ireland, which is part of the UK, and the Irish Republic. The Isle of Man in the Irish Sea and the Channel Islands between Great Britain and France are largely self-governing, and are not part of the UK. The UK is one of the 15 Member States of the European Union (EU). With an area of about 243,000 sq km (93,000 sq miles), excluding inland water, the UK is just less than 1,000 km (about 600 miles) from the south coast to the extreme north of the Scottish mainland and just under 500 km (around 300 miles) across at the widest point. The most mountainous region is Scotland (with Britain's highest peak, Ben Nevis – 1,343 m). Rivers in Great Britain are quite short – the longest rivers are the Severn and the Thames.

Britain has a generally mild, temperate climate. The weather, however, tends to be very changeable (though not necessarily unpredictable) as a result of the constant influence of different air masses. The prevailing winds are south-westerly, which bring warm air in from across the Atlantic. There are few extremes in temperature, which rarely goes above 32°C (90°F) or below – 10°C (14°F).

With 59.8 million people, the United Kingdom ranks about fifteenth in the world in terms of population, with England (48 million) by far the most populous part (followed by Scotland 5 million, Wales 2.8 million and Northern Ireland 1.5 million). Although there are about 6% more male than female births, the higher mortality of men at all ages means that there are more females than males (29 million as against 27.6 million). Official projections forecast that the population will reach nearly 61.8 million by 2011.

I. Answer the questions

1. What islands does Great Britain comprise?
2. What states are self-governing and not part of the UK?
3. What is the area of the UK?
4. What is the most mountainous region?
5. The climate of the country is rather mild, isn't it?

6. What place in terms of population does the UK take?
 7. Can you say that the most populous part is England?
- II.** Compare Britain with your country. Which are the most obvious geographical differences?

The Constitution

The British Constitution is an unwritten constitution, not being contained in a single legal document. It is based on status and important documents (such as the Magna Carta), case law (decisions taken by courts of law on constitutional matters), customs and conventions, and can be modified by a simple Act of Parliament like any other law. It contains two main principles – the rule of law (i.e. that everyone, whatever his or her station, is subject to the law) and the supremacy of Parliament, which implies that there is no body that can declare the activities of Parliament unconstitutional. The constitutional safeguard of the separation of powers between the Legislature (the two Houses of Parliament), which makes law, the Executive (the Government), which puts laws into effect and plans policy, and the Judiciary, which interprets laws and decides on cases arising out of the laws, is only theoretical.

I. Complete the following.

Constitution of the UK

- Main characteristic:
- Based on:
- Main principles:

II. Match the following terms with their correct definitions.

1. rule of law
2. separation of powers
3. supremacy of Parliament

- a. There is no legal opposition to Parliament.
- b. Everyone is equal before the law.
- c. Laws are made, put into effect and interpreted by different bodies.

III. Discussion.

Study the following quotations on constitution. Which statement do you find the most thought-provoking? Justify your point of view.

1. We the people are the rightful masters of both Parliament and the courts, not to overthrow the Constitution but to overthrow the men who pervert the Constitution. *Winston Churchill*
2. The principles of a free constitution are irrevocably lost when the legislative power is nominated by the executive.
Edward Gibbon

IV. Do you agree that...

The Constitution only gives people the right to pursue happiness. You have to catch it yourself. *Benjamin Franklin*

The Monarchy

The United Kingdom is one of six constitutional monarchies within the European Community and this institution dates back in Britain to the Saxon king Egbert. Since the age of absolute monarchy there has been a gradual decline in the Sovereign's power and, while formally still the head of the executive and the judiciary, commander-in-chief of all armed forces, and temporal governor of the Church of England, nowadays monarchs reign but they do not rule.

Although many people consider the monarchy to be somewhat anachronistic and undemocratic institution, the Queen continues to enjoy the support of the vast majority of Britons and she does have certain undeniably useful functions. Besides carrying out important ceremonial duties, she also acts as a 'unifying force' in both the Constitution and the nation, lying outside of the political debate. Moreover, her regular meetings with successive Prime Ministers and personal contacts with numerous foreign leaders mean that she is better informed than most ministers.

I. Answer the following questions:

1. Which of the Queen's functions are formal? Which are real?
2. Which sentence in the passage summarizes the difference between her formal and real powers?

II. List and discuss the advantages of monarchies and republics.

III. Discussion.

1. Do British people tend to favour the Queen and the royal family?
2. Would you exchange lives with a member of the royal family? Why? Why not?

The Changing Tendencies of the Monarchy

The monarchy has not always been popular in Britain. For many years there were growing republican sentiments. During the reign of Elizabeth II the royal family has undergone considerable changes. The public has become much more informed about the lives of the royal family due to in-depth press coverage. Two of the Queen's sons, Prince Charles and Prince Andrew, separated from their wives. These separations were surrounded by accusations of infidelity and along with the subsequent death of princess Diana damaged the reputation of the royal family. But the Queen seems to have succeeded in making up for all these bad moments.

In 1992 the Queen and Prince Charles decided to pay taxes on their personal income, the first time the monarchy has done so.

The Queen has always been a roving ambassador for Britain, and if we calculate the increase in trade after a royal visit abroad, the nation probably makes a profit from her activities, and that does not take into account the income from tourism in Britain generated by the monarchy and great state events such as royal weddings.

In the spring of 1997, Her Majesty Elizabeth II launched the first official royal Web site, with 150 pages of history, information and trivia. There is a 'visitor's page' where both fans and critics of the Crown can voice their opinions about the Web site, comment on matters such as Prince Charles's relationship with Camilla Parker Bowles, and express their grief over Diana's tragic death. The site includes colour pictures of royal residences, historical tidbits, and even details about royal finances. Buckingham Palace claims it's the royal family's way of 'making the monarchy more accessible'.

I. Answer the questions:

1. Did people know much about the royal family before the reign of Elizabeth II?
2. What is the royal family doing to win its good reputation?
3. Why did Buckingham Palace launch the royal Web site?

II. Explain the meaning of the following phrases:

1. For many years there were growing republican sentiments.
2. The public has become more informed about the lives of the royal family due to in-depth press coverage.
3. The Queen seems to have succeeded in making up for all the bad moments.
4. The Queen has always been a roving ambassador for Britain.

III. Render the following article into English:

В наше время есть точка зрения, которая заключается в том, что институт монархии – анахронизм и более того, даже многие убежденные монархисты считают, что явно настало время перемен.

Что же необходимо изменить в королевской власти Британии? Некоторые говорят, что пора отделить английскую церковь, главой которой является королева, от государства. Есть люди, которые возмущаются тем, что королева платит только часть налогов. Они требуют, чтобы Елизавета II, как обычный гражданин страны, заплатила налог на наследство, причитающееся ей после смерти матери.

На протяжении пяти десятков лет Елизавете II удавалось сохранять любовь и уважение подданных, какая бы партия ни находилась у власти, и какой бы премьер ни возглавлял Кабинет Министров.

Британская монархия выжила потому, что старалась идти в ногу со временем. Скорее всего, семья Виндзоров и в будущем сохранит за собой британский трон, который ее представители занимают с 1714 года.

IV. Now you are going to read the results of the BBC opinion poll on the subject of Monarchy. Say which point of view you side with or reject. Give your reasons for that.

1. Monarchy should be abolished totally, except in a museum. It is an insult to human collective intelligence. The idea of a chosen human being to be king or queen is absurd and demeaning. Its time has passed...let's bury it once for all time.
2. Monarchy represents history, it is just like a time tunnel which takes you into the past. Although it does not have any political significance in this century but it has a historical importance.

3. There is nothing unmodern about a monarchy. Presidents live in palaces too. And they no more scandal-free than monarchs- just more political.
4. Prime ministers come and go while the monarchy is supposed to hold its apolitical head high above the fry.

The Commonwealth

There are 54 members of the Commonwealth, including the UK. It is a voluntary association of independent states, nearly all of which were once British territories, and includes almost one in three people in the world. The members are Antigua and Barbuda, Australia, the Bahamas, Bangladesh, Barbados, Belize, Botswana, Brunei Darussalam, Cameroon, Canada, Cyprus, Dominica, Fiji, The Gambia, Ghana, Grenada, Guyana, India, Jamaica, Kenya, Kiribati, Lesotho, Malawi, Malaysia, Maldives, Malta, Mauritius, Mozambique, Namibia, Nauru, New Zealand, Nigeria, Pakistan, Papua New Guinea, St Kitts and Nevis, St Lucia, St Vincent and the Grenadines, Samoa, Seychelles, Sierra Leone, Singapore, Solomon Islands, South Africa, Sri Lanka, Swaziland, Tanzania, Tonga, Trinidad and Tobago, Tuvalu, Uganda, United Kingdom, Vanuatu, Zambia and Zimbabwe. The Queen is head of the Commonwealth and is head of state in the UK and 15 other member countries. The Commonwealth Secretariat, based in London, is the main agency for multilateral communication between member governments on matters relevant to the Commonwealth as a whole. The Secretariat promotes consultation and cooperation, disseminates information, and helps host governments to organize Heads of Government Meetings (normally held biennially), ministerial meetings and other conferences. It administers assistance programs agreed at these meetings, including the Commonwealth Fund for Technical Cooperation, which provides advisory services and training to Commonwealth developing countries.

Parliament

The three parts of Parliament – the Sovereign, the appointed House of Lords and the elected House of Commons – are based on different occasions of symbolic significance such as the State Opening of Parliament, when the Commons is summoned by the Sovereign to the House of Lords. The agreement of all three is normally needed to pass laws, but that of the Sovereign is given as a matter of course.

Despite devolution, Parliament at Westminster can legislate for the UK as a whole and keeps powers to legislate for any parts of it separately. However, by convention it will not normally legislate on devolved matters without the agreement of the Scottish Parliament and the Welsh and Northern Irish Assemblies. It still has responsibility for certain matters under the Acts of Parliament which set up these administrations. In the Channel Islands and the Isle of Man, which are Crown dependencies and not part of the UK, legislation on domestic matters normally takes the form of laws enacted by Island legislatures. However, UK laws are sometimes extended to the Islands, with their immigration and broadcasting.

As there are no legal restraints imposed by a written constitution, Parliament may legislate as it pleases, as long as the UK meets its obligations as a member of the European Union. It can make or change law, and overturn established conventions or turn them into law. It can even legislate to prolong its own life beyond the normal period without consulting the electorate.

In practice, however, Parliament does not assert itself in this way. Its members work within the common law and normally act according to precedent. The House of Commons is directly responsible to the electorate, and, increasingly during the 20th century, the House of Lords recognized the supremacy of the elected chamber.

I. Make adjectives from the following nouns.

Significance, legislation, power, parliament, law, responsibility, obligation, period, practice, supremacy.

II. Match the words on the left with their synonyms on the right.

Agreement	duty
Common	alter
Obligation	extend
Change	consent
Prolong	whole

III. Complete the following statements according to the text.

1. The three parts of Parliament are _____.
2. By convention Parliament will not _____.
3. In the Channel Islands and the Isle of Man, legislation _____.

4. Parliament is able to _____.
5. Members of Parliament work within _____.
6. The House of Commons is recognized as _____.

IV. Give a summary of the text Parliament.

V. Compare British Parliament with any other country.

The Functions of Parliament

The main functions of Parliament are:

- to pass laws;
- to provide (by voting for taxation) the means of carrying on the work of government;
- to scrutinize government policy and administration, including proposals for expenditure; and
- to debate the major issues of the day.

In carrying these out, Parliament helps to bring the relevant facts and issues to the attention of the electorate. By custom, Parliament is also informed before important international treaties and agreements are ratified. The making of treaties is, however, a royal prerogative carried out on the advice of the Government and does not need parliamentary approval.

The House of Lords

Reform

The Government has begun a step-by-step reform of the House of Lords aimed at making the second chamber more representative of British society at the start of the 21st century. As part of this process, in November 1999 the Government passed legislation to reduce the number of hereditary peers who had the right to sit and vote in the second chamber from over 750 to 92.

In May 2000 the Government set up the House of Lords Appointments Commission to make recommendations on the appointment of non-political peers. It has taken over the role previously played by the Political Honours Scrutiny Committee. The Commission is an independent body responsible for vetting all nominations to the Sovereign for membership of the House of Lords to ensure they meet the highest standards of propriety. (Party-nominated peerages are usually given in recog-

nition of service in politics or other walks of public life or because one of the political parties wants to have that particular person to speak in support of its policies in the House of Lords.)

After winning its second consecutive term of office in June 2001, the Government announced its intention to consult and then introduce legislation to implement the next phase of House of Lords reform which would remove the remaining hereditary peers and create a partly elected upper house.

Current Composition

The House of Lords consists of the Lords Spiritual and the Lords Temporal. The Lords Spiritual are the Archbishops of Canterbury and York, the Bishops of London, Durham and Winchester, and the 21 next most senior bishops of the Church of England, The present Lords Temporal consist of:

- life peers created to help carry out the judicial duties of the House (Lords of Appeal in Ordinary or 'law lords'); and
- all other life peers, including 15 'people's peers' created in April 2001.
- In July 2001 there were 114 women peers, and 28 'law lords' (created under the Appellate Jurisdiction Act 1876).

The three main political parties are represented in the House of Lords.

Members of the House of Lords receive no salary for their parliamentary work, but can claim for expenses incurred in attending the House (for which there are maximum daily rates) and certain traveling expenses. Average daily attendance is about 352 Members.

The House of Commons

The House of Commons consists of 659 elected Members of Parliament (MPs). In July 2001 there were 118 women MPs and 12 MPs who had declared that they were of ethnic minority origin. Of the 659 seats, 529 represent constituencies in England, 40 in Wales, 72 in Scotland, and 18 in Northern Ireland. The Scotland Act 1998, which set up the Scottish Parliament, abolishes the statutory minimum of 71 Scottish seats, and provides that, at the next review of boundaries in Scotland, the electoral quota for England will be applied. This is expected to reduce the number of Scottish seats to around 57 to 60. The Boundary Commission for Scotland is next due to report between 2002 and 2006. It began its work on this review in June 2001.

General Elections are held after a Parliament has been dissolved and a new one summoned by the Sovereign. When an MP dies, resigns or is a peerage, a by-election takes place. Members are paid an annual salary of £51,822 (from July 2001) and, under a new system that took effect from July 2001, provision for up to £70,000 for staff salaries and £18,000 for incidental expenses. All MPs are entitled to travel allowances and London members may claim a supplement for the higher cost of living in the capital. MPs from other parts of the UK may receive allowances for subsistence and for second homes nearer to the Palace of Westminster.

Officers of the House of Commons

The chief officer of the House of Commons is the Speaker, elected by MPs to preside over the House. Other officers include the Chairman of Ways and Means and two deputy chairmen, who may all act as Deputy Speakers. They are elected by the House as nominees of the Government, but may come from the Opposition as well as the government party. They, like the Speaker, neither speak nor vote except in their official capacity (that is, when deputizing for the Speaker). The House of Commons Commission, a statutory body chaired by the Speaker, is responsible for the administration of the House.

I. Answer the following questions.

1. Why did the Government pass a law to reduce hereditary peer membership?
2. What is the aim of establishing Appointment Commission?
3. What lords comprise the House of Lords?
4. Do members of the House of Lords get salary?
5. Who is the head of the House of Lords?
6. When are General Elections held?
7. What things are members of the House of Commons entitled to?
8. Who presides over the Commons?

II. Complete the following text with the words and expressions from the box

the upper house	bishops	limited
replacement	ex-politicians	measure
life peers	hereditary peers	unelected

The House of Lords remains _____ of Parliament. Its membership is wholly _____.

It consists of _____, who have inherited their right to sit there, _____, who are appointed by the government from the ranks of whose titles are not passed on to their children, a small number of _____ and senior judges, who sit in the Lords by virtue of their position. The Labour Party is committed to the abolition of the Lords and its _____ by an elected chamber. The formal powers of the House of Lords are now rather _____. If the Commons chooses to pass the _____, the Lords have no power to stop it.

III. Continue the following sentences.

1. The Lord Temporal consist of _____.
2. The House of Lords appointments Commission makes recommendations on _____.
3. The reform of the House of Lords is aimed at _____.
4. The Clerk of the House of Lords is in charge of _____.
5. By-election is held when _____.
6. Deputy Speakers are elected by...and they come from _____.

IV. Topics for discussion.

1. Speak on the composition of the House of Lords.
2. Explain the difference between hereditary peers and life peers, Lords Temporal and Lords Spiritual.
3. Describe the House of Commons.
4. Speak on reforms of the House of Lords.

Parliamentary Electoral System

For electoral purposes the UK is divided into 659 constituencies, each of which returns one member to the House of Commons. To ensure that constituency electorates are kept roughly equal, four permanent Parliamentary Boundary Commissions, one each for England, Wales, Scotland and Northern Ireland, keep constituencies under review. They recommend any adjustment of seats that may seem necessary in the light of population movements or other changes. Reviews are conducted every 8 to 12 years. The recommendations in the Commissions' last general reviews were approved by-Parliament in 1995.

The Political Party System

The party system, which has existed in one form or another since the 18th century, is integral to the working of the constitution. The present system depends upon there being organized political parties, each of which presents its policies to the electorate for approval; in practice most candidates in elections, and almost all winning candidates, belong to one of the main parties. A system of voluntary registration for political parties in the UK was introduced in 1998. Registered parties contest elections to the Scottish Parliament, the National Assembly for Wales and the European Parliament in their own right using 'lists' of candidates. Registration helps prevent the use of misleading descriptions on ballot papers, since only candidates representing a registered political party are permitted to have the name and emblem of the party printed alongside their names.

For the last 150 years Britain has had a predominantly two-party system. Since 1945 either the Conservative Party, whose origins go back to the 18th century, or the Labour Party, which emerged in the last decade of the 19th century, has held power. The Liberal Democrats were formed in 1988 when the Liberal Party, which also traced its origins to the 18th century, merged with the Social Democratic Party, formed in 1981. The party which wins most seats (although not necessarily the most votes) at a General Election, or which has the support of a majority of members in the House of Commons, usually becomes the Government. By tradition, the Sovereign asks the leader of the party with the majority to form a government, about 100 of whose members in the House of Commons and the House of Lords receive ministerial appointments including appointment to the Cabinet – on the advice of the Prime Minister. The largest minority party becomes the official Opposition, with its own leader and 'shadow cabinet'.

The Party System in Parliament

Leaders of the Government and Opposition sit on the front benches in the debating chamber of the House of Commons with their supporters ('the backbenchers') sitting behind them. There are similar seating arrangements for the parties in the House of Lords, but many peers do not wish to be associated with any political party, and therefore choose to sit on the 'cross-benches'.

The effectiveness of the party system in Parliament relies to a large extent on the relationship between the Government and the opposition parties. Depending on the relative strengths of the parties in the House of Commons, the Opposition may try to overthrow the Government by defeating it on a 'matter of confidence' vote. In general, however, the Opposition aims to contribute to the formulation of policy and legislation by constructive criticism; to oppose government proposals, with which it disagrees; to table amendments to Government Bills; and to put chances of winning the next General Election.

The Leaders of the two Houses control the running of business in their respective parts of the Palace of Westminster.

I. Answer the following questions.

1. What party system exists in Great Britain?
2. What are the major parties?
3. When does the party become the government?
4. What is 'Shadow Cabinet'?
5. What role does the Opposition play in Parliament?

II. Complete the table.

Verb	Adjective	Noun
Elect		
Register		
Adjust		
Represent		
Dominate		
Support		
Respect		

III. Insert the prepositions into the gapped sentences.

1. The party system is integral _____ the working of the constitution.
2. Each political party presents its policy to people _____ approval.
3. The Liberal Democrats merged _____ the Social Democratic Party.
4. _____ tradition, the Sovereign asks the leader of the party _____ the majority to form a government.
5. The work of the party system relies _____ the relationship _____ the Government and the opposition parties.

IV. Translate the following terms into Russian:

- The Speaker
- The Prime Minister
- The Cabinet
- The Opposition
- The Shadow Cabinet
- Backbenchers
- Lords Spiritual
- Lords Temporal
- Life Peers
- Hereditary Peers
- Law Lords

The main parties in Britain have the following political priorities:

The Labour Party

- an open democracy, in which government is held to account by the people;
- a dynamic economy serving the public interest;
- a healthy environment which has to be protected, held in trust for future generation.

The Conservative Party

- individuals have an absolute right to liberty;
- ownership is the strongest foundation of individual freedom;
- the government should establish a climate in which enterprise can flourish.

The Liberal Democrats

- to enable men and women to develop their talents to the full, free from arbitrary interference of government;
- competitive market-based economy.

- I. Analyze the information above. Outline each party's ideology.
- II. Use additional sources and prepare a report about one of the major political parties in Britain or in your country.

Parliamentary Procedure

Parliamentary procedure is largely based on the way things have been done in the past, partly; set down by each House in a code of practice known as its 'Standing Orders'. The debating system is similar in both Houses. Every subject starts off as a proposal or 'motion by a member. After debate, in which each member (except the person putting forward the motion) may speak only once, the motion may be withdrawn; if it is not, the Speaker or Chairman 'puts the question' whether to agree to the motion or not. The question may be decided without voting, or by a simple majority vote. The main difference between the two Houses is that in the I louse of Lords the Lord Chancellor, in his role as Speaker, or a deputizing Chairman, does not control procedure; instead such matters are decided by the general feeling of the I louse, which is sometimes interpreted by its Leader.

In the Commons the Speaker has full authority to enforce the rules of the House and must uphold procedure and protect minority rights. The Speaker may or may be put to the vote, and has powers to stop irrelevant and repetitious contributions in debate. In cases of serious disorder the Speaker can adjourn or suspend the sitting.

The Speaker may order members who have broken the rules of behaviour of the House to leave the Chamber or can suspend them for a number of days.

The Speaker supervises voting in the Commons and announces the Final result. If there is a tie, the Speaker gives a casting vote (usually to keep the situation as it is), without expressing an opinion on the merits of the question. Voting procedure in the House of Lords is broadly similar, although the Lord Chancellor may vote but does not have a casting vote.

I. Define the following expressions and use them in the sentences.

Standing Orders,	withdraw a motion,	enforce the rules,
adjourn the sitting,	give a casting vote,	a tie vote.

II. Answer the questions.

1. Is the debating system similar in both Houses?
2. Does the Lord Chancellor have a decisive role in debates?
3. What powers does the Speaker exercise?
4. What can the Speaker do if there is the breach of rules of behaviour?

The Law-making Process

Statute law consists of Acts of Parliament and delegated legislation (commonly known as statutory instruments) made by ministers under powers given to them by Act. While the interpretation of the law is refined constantly in the courts, changes to statute law can only be made by Parliament-

Draft laws take the form of parliamentary Bills. Proposals for legislation affecting the powers of particular bodies (such as individual local authorities) or the rights of individuals (such as certain plans relating to railways, roads and harbors) are known as Private Bills, and are subject to a special form of parliamentary procedure. Bills which change the general law and make up the more significant part of the parliamentary legislative process are called Public Bills.

Public Bills can be introduced into either House, by a government minister or by any member or peer. Most Public Bills which become Acts of Parliament are introduced by a government minister and are known as 'Government Bills'. Bills introduced by other MPs or Lords are known as 'Private Members' Bills. Government Bills are generally accompanied by Explanatory Notes, written by the Department which is promoting the Bill and updated when it is enacted. The notes are designed to help the reader understand more easily what the Bill seeks to achieve and how it goes about it. They also provide other background information about the legislation, but are not passed or endorsed by Parliament.

The main Bills forming the Government's legislative program are announced in the Queen's Speech at the State Opening of Parliament, which usually takes place in November or shortly after a General Election, and the Bills themselves are introduced into one or other Houses over the following weeks.

Before a Government Bill is drafted, there may be consultation with professional bodies, voluntary organizations and others with an interest, including pressure groups looking to promote specific causes. 'White Papers', which are government statements of policy, often contain proposals for changes in the law; these are debated in Parliament before a Bill is introduced. As part of the process of modernizing procedures, some Bills are now published in draft for pre-legislative scrutiny before beginning their passage through Parliament. The aim is to allow more input from backbenchers and other interested parties at an early stage, helping to save time and reducing the number of amendments which are

made during the legislative process. The Government may also publish consultation papers, sometimes called 'Green Papers', setting out proposals which are still taking shape and inviting comments from the public.

I. Find the words in the text which suit the following definitions.

1. all the written laws of a parliament;
2. explanation, description;
3. written version is not yet in its final form;
4. to support a person or course of action;
5. a group of people who try to influence the government for changes in a law;
6. a member who sits at the back and doesn't have an important position in the government.

II. Complete the sentences.

1. Statute law is composed of _____.
2. Courts deal with _____ and Parliament can make _____.
3. Legislative drafts affecting the powers of certain bodies are called _____ and drafts which change the general law are known as _____.
4. A House or a government can introduce _____.
5. The State Opening of Parliament is held _____.
6. Before a bill is introduced _____.

Passage of Public Bills

Public Bills must normally be passed by both Houses. Bills relating mainly to financial matters are almost always introduced in the Commons. Under the provisions of other Parliament Acts 1911 and 1949, the powers of the Lords in relation to 'money Bills' are very restricted. The Parliament Acts also make it possible for a Bill to be passed by the Commons without the consent of the Lords in certain (very rare) circumstances.

The process of passing a Public Bill is similar in each House. On presentation the Bill is considered, without debate, to have been read for a first time and is printed. After an interval, which may be between one day and several weeks, a Government Bill will receive its second reading debate, during which the general principles of the Bill are discussed.

If it gets a second reading in the Commons, a Bill will normally be passed to a standing committee for detailed examination and amendment. In the Lords, the committee stage usually takes place on the floor of the House, and this procedure may also be followed in the Commons if MPs decide to do so (usually in cases where there is a need to pass the Bill quickly or where it raises matters of constitutional importance).

The committee stage is followed by the report stage ('consideration') on the floor of the House, during which further amendments may be made. In the Commons, the report stage is usually followed immediately by the third reading debate, when the Bill is reviewed in its final form; in the Lords, the third reading debate usually takes place on a different day. Substantive amendments to a Bill cannot be made at third reading.

After completing its third reading in one House, a Bill is sent to the other House, where it passes through all its stages once more and where it is, more often than not, further amended. Amendments, made by the second House must be agreed by the first, or a compromise reached, before a Bill can go for Royal Assent,

In the Commons the House may vote to limit the time available for consideration of a Bill. This is done by passing a 'timetable' motion proposed by the Government, commonly known as a 'guillotine'. There are special procedures for Public Bills which bring together pieces of existing legislation.

Royal Assent

When a Bill has passed through all its parliamentary stages, it is sent to the Queen for Royal Assent, after which it becomes an Act of Parliament and is part of the law of the land. The Royal Assent has not been refused since 1707. In the 1999-2000 sessions 45 Public Bills were enacted.

- I.** Say if the statements are true or false.
 1. The House of Lords is entitled to introduce money bills first.
 2. It is not acceptable for bills to be adopted without the agreement of the Lords.
 3. It is available for a bill to have one month interval before its second reading.
 4. The standing committee usually makes amendments to a second reading of a bill.

5. Important amendments are likely to be made at third reading in the Lords.
6. Both Houses should come to the joint decision about a bill before it is passed to the Queen.
7. Since 1707 no bill has been refused by the Queen.

II. Translate the following terms into Russian:

- Government Bill;
- Public Bill;
- Private Bill;
- 'White Papers';
- 'Green Papers'.

III. Get into two teams. Using the information from the texts, prepare a multiple-choice quiz for your rival team.

Example: No new law can be made by Parliament unless it

1. has been approved by the Prime Minister.
2. has passed through Parliament and received the Royal Assent. (true)
3. is popular with the public.

IV. Think of some ideas for new legislation. Define kinds of Bills, form teams, representing the House of Commons and the House of Lords and debate on the bill, passing it through Parliament.

Limitations on the Power of the Lords

The main legislative function of the non-elected House of Lords is to act as a revising chamber, complementing but not rivaling the elected House of Commons. As a result, it has some limitations on its powers.

Most Government Bills are introduced and passed in the Lords through the Commons without difficulty, but a Lords Bill unacceptable to the Commons would normally be amended before it became law. The Lords, on the other hand, do not usually prevent Bills from being enacted which the Commons are keen to pass, although they will often amend and return them to the Commons for further consideration.

The Lords pass Bills authorizing taxation or national expenditure without amendment as a formality. A Bill which deals only with taxation or expenditure must become law within one month of being sent to the

Lords, whether or not the Lords agrees to it, unless the Commons directs otherwise. If no agreement is reached between the two Houses on a non-financial Commons Bill, the Lords can delay the Bill for a period which, in practice, amounts to at least 13 months. Following this the Bill may be presented to the Queen for Royal Assent, provided it has been passed in the current session and previous session by the Commons. There is one important exception: any Bill to lengthen the life of a Parliament needs the full assent of both Houses.

- I. Match the words with their definitions .Make up sentences with them.

Revise, amend, enact, delay, rival, expenditure

1. make smth happen at a later time;
2. compete with;
3. spending money;
4. review, reconsider;
5. pass a law;
6. change, correct, improve.

- II. What is the main function of the House of Lords?
Do the Lords have powers to delay and amend bills?

Prime Minister

The Prime Minister is also, by tradition, First Lord of the Treasury and Minister for the Civil Service. The Prime Minister's unique position of authority comes from majority support in the House of Commons and from the power to appoint and dismiss ministers, by modern convention, the Prime Minister always sits in the Commons,

The Prime Minister presides over the Cabinet, is responsible for allocating functions among ministers and, at regular meetings with the Queen, informs her of the general business of the Government.

The Prime Minister's other responsibilities include recommending a number of appointments to the Queen. The Prime Minister's Office supports him in his role as head of government. This includes providing, policy advice, tracking the delivery of government commitments and initiatives, and ensuring effective communications to Parliament, the media and the public. Following the 2001 General Election, several new units, including the Delivery Unit, the Forward Strategy Unit and the

Office of Public Services Reform, have been set up within the Cabinet Office to assist the Prime Minister in these tasks.

- I. Answer the questions.
 1. What support does the Prime Minister get?
 2. What's the role of the Prime Minister's Office?
 3. Name the functions of the Prime Minister.

Just for fun

Politicians in Britain do not have a good reputation. To describe someone who is not a professional politician as 'a politician' means to criticize him or her suggesting a lack of trustworthiness. It is not that people hate their politicians. They regard them with a high degree of suspicion. Here is a satirical description of a 'model' top-rank politician: 'A candidate for a Prime Minister must have the following qualities: he must be malleable, flexible, likeable, have no firm opinions, no bright ideas, not be intellectually committed, and be without the strength of purpose to change anything. Moreover, he must be someone who can be professionally guided, and who is willing to leave the business of government in the hands of experts.

- II. Think and make your own list of qualities for a 'model' prime minister.
- III. Discussion.
 1. Should Great Britain have a Prime Minister or a president to run the country?
 2. What are the main governmental institutions in your country? How do they operate?

Lord Chancellor and Law Officers

The Lord Chancellor holds a special position, as both a minister with departmental function and the head of the judiciary. The three Law Officers of the Crown advising the UK Government are the Attorney-General and the Solicitor-General (for England and Wales) and the Advocate-General for Scotland.

The Cabinet

About 20 ministers (the number can vary) chosen by the Prime Minister sit in the Cabinet; these may include both departmental and non-departmental ministers. The Cabinet balances ministers' individual duties

with their collective responsibility as members of the Government and takes the final decisions on all government policy.

Cabinet Meetings

The Cabinet meets in private and its business is confidential. Normally the Cabinet meets weekly when Parliament is sitting, and less often when it is not. Cabinet Committees take some of the pressure off the full Cabinet by settling issues among smaller groups of people or at a lower level, or at least by clarifying them and defining points of disagreement. Committees let those ministers most closely concerned the Government as a whole can accept full responsibility for them. This delegated responsibility means that Cabinet Committee decisions have the same formal status as those taken by the full Cabinet.

Cabinet Committees include those dealing with defence and overseas policy, economic policy, home and social affairs, the environment, and local government. The membership and terms of reference of all ministerial Cabinet Committees are published. Where appropriate, the Secretary of the Cabinet and other senior Cabinet Office officials go to meetings of the Cabinet and its Committees.

I. Complete the sentences.

1. The Cabinet is made up of _____.
2. The Cabinet usually meets _____.
3. The Cabinet Committee helps _____.
4. They deal with _____.

II. Answer the questions.

1. Do Cabinet proceedings confidential?
2. When does Cabinet meet?
3. How does committee system ease the workload of the Cabinet?

III. Think of a story that might combine the following phrases and tell it to your partner.

Hold a position; advise the government; guarantee confidentiality; to carry on work through; ultimate power; take the final decision.

The European Union

Members of the European Union are bound by European legislation and wider policies. Almost all government departments are involved in EU-wide business, and European legislation is an increasingly important element of government.

The Council of the European Union is the main decision-making body. Member states are represented by the ministers appropriate to the subject under discussion. When, for instance, education matters are being discussed, the Secretary of State for Education and Skills attends with his or her European counterparts. The Presidency of the Council changes at six-monthly intervals and rotates in turn among the 15 member states of the Union.

In some cases Council decisions must be unanimous; in others taken by qualified majority voting (a qualified majority being the number of votes required for a decision to be adopted) with votes weighted according to a country's population – currently ten each for Germany, France, the United Kingdom and Italy; eight for Spain; five each for Belgium, Greece, the Netherlands and Portugal; four each for Austria and Sweden; three each for Denmark, Finland and the Irish Republic; and two for Luxembourg. The threshold for the qualified majority is set at 62 votes out of 87.

The European Council, which is not a legislative body and usually meets twice a year, comprises the heads of State or Government accompanied by their foreign ministers and the President of the European Commission and one other Commissioner. The Council defines general political guidelines.

The European Commission is the executive body. It implements the Council's decisions, initiates legislation and ensures that member states put it into effect. Each of the 20 Commissioners, who are drawn from all member states, is responsible for a specific policy area, for example, education, transport or agriculture. The Commissioners are entirely independent of their countries, and serve the EU as a whole.

The European Parliament, which plays an increasingly important role in the legislative process, has 626 directly elected members (MEPs). The Parliament is consulted about major decisions and has substantial shared power with the Council of the European Union over the EC budget. In areas of legislation, its role varies between consultation, where it can influence but does not have the final say in the content of legislation; the cooperation and assent procedures, where its influence is greater; and co-decision, where a proposal requires the agreement of both the Council and the European Parliament.

Elections to the Parliament take place every five years, most recently in June 1999.

- I. Match the verbs and nouns to get the phrases used in the text, make up your sentences with them.

To be bound by	EU-wide business
To take	into effect
To be involved in	decisions
To implement	legislation
To define	place
To put	political guidelines

- II. Answer the questions.

1. What are member states bound by?
2. When does the Presidency of the Council change?
3. How are Council's decisions taken?
4. What officers does the European Council comprise?
5. What is the role of the European Parliament in legislation?
6. What body follows the Council's decision and puts it into effect?
7. When do elections to Parliament take place?

- III. Think of any situation or a story. Use the following expressions.

To be bound to; increasingly important; close cooperation; appropriate to; majority vote; unanimous decision; put smth into effect.

- IV. Give a summary of the text.

Ministerial Responsibility

Ministerial responsibility refers both to the collective responsibility for government policy and actions which ministers share, and to ministers' individual responsibility for the work of their own departments.

'Collective responsibility' means that all ministers unanimously support government policy once it has been settled. The policy of departmental ministers must agree with the policy of the Government as a whole. Once the Government has decided its policy on a particular matter, each minister is expected to support it or resign. On rare occasions, ministers are allowed free votes in Parliament on important issues of principle or conscience.

Ministers are individually accountable for the work of their departments and agencies, and have a duty to Parliament to answer for their policies, decisions and actions.

Departmental ministers normally decide all matters within their responsibility. However, many issues cut across departmental boundaries and need the agreement of more than one minister. The full Cabinet or a Cabinet Committee considers proposals where the issue is one which raises major policy concerns, is likely to lead to significant public comment or criticism, or where the departmental ministers concerned have been unable to agree.

On taking up office ministers resign directorships in private and private companies, and must ensure that there is no conflict between their public duties and private interests. Detailed guidance on handling ministers' financial interests is set out in the Ministerial Code.

I. Make up sentences which would start with the following.

1. 'Collective responsibility' _____.
2. Ministers are permitted to _____.
3. Departmental ministers _____.
4. The full Cabinet _____.
5. Ministers' financial interests _____.

II. Speak on the role of ministerial responsibility.

English common law

Many centuries ago, there was no written law in England. Each feudal lord administered justice personally. Disputes were settled on the basis of local customs and the feudal lord's judgment. Then, the king was able to establish a system of courts. The rules of law, which were stated in these early cases, became precedents for settling future, similar cases. Thus, particular rules became fixed, and people knew what to expect if similar problems arose in the future. This resulted in what has come to be known as the Common Law-judge-made case law that has its origin in the traditions, customs, and trade practices of the people. During several hundred years, English judges have been able to refer to law reports – reports of old decisions to help them decide new cases. Nowadays, the common law made by the judges has often been changed – sometimes completely remodelled by Acts of Parliament, and it is also being changed by European Community laws, as well.

In the common law world, the judges have a high status, they are appointed exclusively for high professional competence from among the barristers who practise before the superior courts. One other feature of the English common law has been borrowed by many modern states is the use of the jury. The jury has often been thought to be a major obstacle in the

way of any government bent on tyranny or oppression, because it stands between prosecutors and the accused person.

Another outstanding characteristic of the common law is that a trial in the common law world is not a general inquiry into what has happened. The job of a judge is to listen, to observe and finally to decide between the assertions and claims of the parties. Common lawyers believe that judges who question the parties or their witnesses too much are descending into the battle themselves, whereas they should stand aloof from the questioning.

This concept of the trial as a contest, between two parties is deeply ingrained in the common lawyer's practice and has great strengths. These trials depend much on the presence of competent barristers to present the case and make the arguments.

I. Answer the following questions.

1. How was justice administered in the past?
2. What is the precedent?
3. What is the common law based?
4. Has often the common law been changed?
5. What status do judges have within the common law?
6. What is the judge's function during a trial according to the common law system?

II. Find proper words in the text using the following definitions:

1. the body of law based on custom which is administered and developed by the courts in judicial decisions;
2. a lawyer who has the right to speak as an advocate in higher law courts;
3. earlier happening, decision as an example or rule for what comes later;
4. body of persons who decide the facts of a case;
5. a person with power to hear and decide disputes between parties.

III. Cover the main points of the text using the plan.

1. Justice in the past;
2. The development of judge-made case law;
3. How the common law is being changed in modern times;
4. Chief characteristics of the common law.

IV. Using the words and phrases, compose a story of your own.

administer justice;	argue before higher courts;	to settle disputes;
be ingrained in;	refer to law reports;	have great strength;
have professional competence;		make the arguments.

The Judiciary

English law is divided into two parts – civil and criminal. There are also two types of courts dealing with civil and criminal jurisdictions.

Civil Courts

Civil actions involve two or more individuals in dispute. It is the function of the civil courts to adjudicate these disputes. Different types of disputes will require different forms of adjudication; some disputes will be more serious and complex than others. These differences are reflected in the court system; the jurisdiction of the courts is limited by the type of case and with the lower courts, by the amount of the claim.

1. Lower courts: County Courts

The lowest court in a civil action is a County Court. The jurisdiction of County Courts covers actions founded upon contract and tort (a civil wrong including negligence and personal injury claims); mortgage cases and actions for the recovery of land. The general limit in such cases heard before the county court is 25,000 pounds. Cases involving claims exceeding set limits are heard by one of the divisions of the High Court. Judges from the Crown Court, the High Court and all circuit judges have power to sit in the County Courts, but each court has one or more circuit judges assigned to it by the Lord Chancellor.

2. The High Court

The High Court deals with all the civil litigation which involves claims of more than a set figure (50,000 pounds), and some criminal cases. This court is divided into the Chancery Division, the Queen's Bench Division and the Family Division. The largest division is the Queen's Bench Division which deals with the great bulk of ordinary civil cases, for example, claims for damages for serious personal injuries, commercial claims, contracts between businessmen, shipping claims aris-

ing out of collisions at sea; claims against governmental and other public authorities who have acted beyond their powers in some unauthorized or illegal manner. This court is presided over by the Lord Chief Justice.

The Chancery Division covers such matters as the administration of estates of deceased persons, the sale of property, trusts, company law, bankruptcy, partnership and patents.

The Family Division is concerned with domestic and matrimonial cases relating to child custody, guardianship, adoption, maintenance and divorce. The head of the Family Division is the President.

All the work in this court is done by single high court judges, sitting alone, who are attached to one division but may be transferred to any other division.

I. Find the answers to the following questions.

1. What is a civil action?
2. What is the lowest court in a civil action?
3. What does tort mean?
4. What matters are dealt with by the County Courts?
5. Do all judges have power to sit the County Courts?
6. What is the function of the High Court and its three divisions?
7. How many judges sit in the High Court?

II. Match the words on the left with the definitions on the right.

- | | |
|------------------------|--|
| 1. adjudicate | a) the legal right or duty to take care of smb.; |
| 2. matrimonial matters | b) physical harm to a living being; |
| 3. adoption | c) legal responsibility for the care of a child whose parents have died; |
| 4. wrong | d) to make an official decision about who is right in a disagreement; |
| 5. claim(s) | e) the proceeding against someone in a court action; |
| 6. custody | f) the act that is not legal, honest; |
| 7. injury | g) property which is transferred to one or more owners; |
| 8. litigation | h) demand for a sum of money, compensation; |
| 9. trust(s) | i) the act when a child has legally become part of a family which is not the one in which he was born; |
| 10. guardianship | j) cases connected with marriage. |

III. Choose proper words from the list and complete the following sentences.

wrong, injury, claim, litigation, adjudicate, custody, matrimonial cases

1. Their purpose is to _____ disputes between employers and employees.
2. You can make a _____ on your insurance policy.
3. _____ are a significant area of work of the Family Division.
4. Who will have _____ of the children?
5. The company has been in _____ with its previous auditors for a full year.
6. It is time to forgive past _____ if progress is to be made.
7. In the crash he suffered severe _____ to the head and arms.

Criminal Courts

In England and Wales the initial decision to begin criminal proceedings normally lies with the police. Once the police have brought a criminal charge, the papers are passed to the Crown Prosecution Service which decides whether the case should be accepted for prosecution in the courts or whether the proceedings should be discontinued.

Magistrates' Courts

Magistrates' Courts play an important role in the criminal justice system. Every person charged with an offence is summoned to appear before this court, which may impose a fine up to a general limit of £ 2,000 or twelve months' imprisonment, though for some offences the laws prescribe maximum penalties below these limits. With 98 per cent of cases the magistrates decide on guilt or innocence, and if necessary what penalty to impose. With more serious cases the magistrates can decide to send them for trial in the Crown Court.

A magistrates' court consists of three unpaid, lay magistrates known as Justices of the Peace (JPs). They are ordinary but worthy citizens who have been appointed to their positions by the Lord Chancellor on the advice of local appointing committees. Lay magistrates have no legal qualification but receive some basic training in court procedures. Apply-

ing the law to certain facts, JPs rely on the clerk of the court who is either a qualified solicitor or a barrister. There are 28,000 JPs in England; each of them works in the court on about 30–50 days a year.

Types of criminal offences in Magistrates' Courts

Criminal offences may be grouped into three categories offences triable on indictment – the very serious offences such as murder, manslaughter, rape and arson. The procedure begins in the magistrates' court, which conducts a preliminary enquiry into the prosecution's evidence and decides whether it forms serious evidence against the accused. If that fact is established, a full trial will take place in the Crown Court presided over by a judge sitting with a jury.

Summary offences – the least serious offences such as minor motoring offences, which are tried by lay magistrates sitting without a jury. The magistrates will hear the evidence and reach a verdict. If the verdict is 'not guilty' the defendant will be acquitted; if 'guilty' the magistrates will pass sentence. A case requiring a heavier punishment must be referred to the Crown Court for sentencing.

The third category of offences such as theft and burglary are known as 'either way' offences and can be tried summarily either by magistrates or on indictment by the Crown Court depending on the circumstances of each case and the wishes of the defendant.

- I.** Study the following words and phrases or look them up in a dictionary and decide what each one means.

criminal charge, to summon, a fine, imprisonment, penalty, guilt/innocence, lay magistrates, clerk of the court, offences triable on indictment, summary offences, either way offences, to acquit, evidence, verdict, manslaughter, arson, defendant, enquiry, burglary, sentence.

II. Answer the questions.

1. Who is responsible for beginning criminal proceedings in England and Wales?
2. Where do the police pass the papers after they have brought a criminal charge?
3. What's the punishment in the Magistrates' Courts?
4. In what cases do the Magistrates' Courts pass the cases to the Crown Court?

5. Why are JPs appointed to the Magistrates' Courts?
6. Who do they rely on to decide certain cases?
7. What are the 3 types of the criminal offences?
8. Which are the most serious and least serious criminal offences?

III. Complete the following table with word-families.

Verb	Noun (concept, thing)	Noun (person)	Adjective
to murder		murderer	
	evidence		
to apply			
	imprisonment		
			punishable
		prosecutor	
	adjudication		
to defend			
			governmental
to guard			
	offence		
		enquirer	

The Crown Court

The Crown Court deals with trials of the more serious cases, the sentencing of offenders committed for sentence by magistrates' courts, and appeals from magistrates' courts. It sits at about 90 centres and is presided over by High Court judges, full-time circuit judges and part-time recorders. High Court judges hear only the most serious cases. They are dressed in scarlet robes and addressed as 'My Lord' or 'My Lady' in court. Circuit judges generally hear the fairly serious offences. They are addressed as 'Your Honour' and wear dark robes. The less serious offences are tried by recorders, who are also addressed as 'Your Honour'.

The Court of Appeal

From decisions of the High Court and County Court it is possible to appeal to the Court of Appeal. Usually three judges preside over each case. During the hearing, the main participants are the judges and the barristers representing each party – the appellant (the person appealing) and the respondent (who opposes the appeal). Appeals are based either on a disputed verdict or the award of damages.

The House of Lords

Appeals from the Court of Appeals are carried to the House of Lords which is the apex of the judicial system. Only senior judges, known as Lords of Appeal, sit when the House of Lords deals with legal appeals, though they are also sometimes joined by other senior judges. Their decisions on both criminal and civil matters bind all other courts.

I. Match each of the following types of court with the explanation.

- | | |
|---------------------------------------|---|
| 1. appellate court (court of appeals) | a) This is where a person under the age of 18 would be tried. |
| 2. crown court | b) This is the court of primary jurisdiction, where a case is heard for the first time. |
| 3. high court | c) This is where small crimes are tried. |
| 4. juvenile courts | d) This is where a case is reviewed which has already been heard in a lower court. |
| 5. lower court | e) This is where law students argue hypothetical cases. |
| 6. magistrates' court | f) This is where cases involving a limited amount of money are handled. |
| 7. moot court | g) This is where serious criminal cases are heard by a judge and a jury. |
| 8. small claims court | h) This is where a group of specially chosen people examine legal problems of a particular type, such as employment disputes. |
| 9. tribunal | i) This is usually the highest court in a jurisdiction, the court of last resort. |

II. Answer the questions.

1. What is the function of the Crown Court?
2. What judges sit in the Crown Court? How are they addressed?
3. What courts do appeals go to the Court of Appeal from?

4. How are judges in the House of Lords called?
5. Are the decisions of the House of Lords obligatory for both civil and criminal courts?

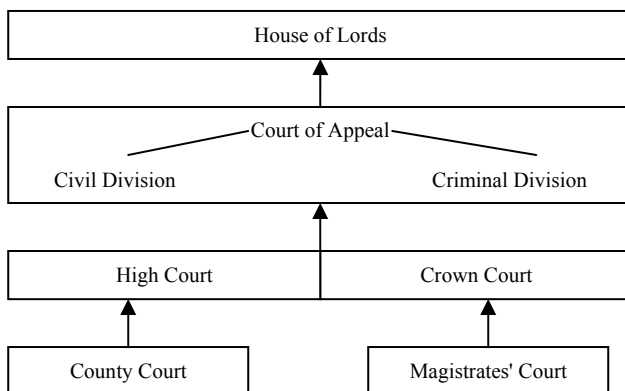
III. Select the relevant information from the texts 'Civil Courts' and 'Criminal Courts' and transfer it to the chart.

Courts: Judicial organization

Court	Jurisdiction	Judges	Penalty
1. Magistrates' Court 2. Crown Court 3. County Court 4. The Chancery Division of High Court 5. The Queen's Bench Division of High Court 6. The Family Division of High Court 7. Court of Appeal 8. The House of Lords			

IV. Use this chart to describe the organisation of the courts in England and Wales. Point out:

- Courts of civil and criminal jurisdiction
- The hierarchy of courts
- The role and function of each court



V. Translate into English.

К низшим в Англии и Уэльсе относятся суды графств и магистратские суды. Суды графств – основные органы гражданского пра-

восудия, в которых по первой инстанции рассматривается около 90 процентов гражданских дел. Дела в судах графств слушаются окружными судьями или рикордерами в большинстве случаев единолично либо с присяжными.

Магистратские суды рассматривают основную массу уголовных дел. Они могут приговорить осужденных к штрафу либо лишению свободы на срок до шести месяцев. Если магистраты приходят к выводу, что обвиняемый заслуживает более сурового наказания, они передают дело на рассмотрение Суда короны. Магистраты не являются профессиональными юристами и не обязательно имеют юридическое образование.

VI. Arrange a discussion on the following.

1. Do you think that legal cases are best decided by professional judges, not by ordinary members of the public? Do you expect lay judges to be able to deal with serious cases and difficult legal concepts?
2. What is an advantage or disadvantage of the hierarchy of the courts in England and Wales?
3. What's the system of courts in Russia?
4. Which court system seems to you more efficient? The one in England or in Russia? What's the main difference?

Irregular Verbs Неправильные глаголы

Infinitive	Past Simple	Participle II	Основные значения
Arise	Arose	Arisen	возникнуть
Be	Was, were	Been	быть
Bear	Bore	Born	нести; родить
Become	Became	Become	стать, сделаться
Begin	Began	Begun	начать
Bind	Bound	Bound	связать
Break	Broke	Broken	(с)ломать
Bring	Brought	Brought	принести
Build	Built	Built	строить
Buy	Bought	Bought	купить
Cast	Cast	Cast	бросать
Choose	Chose	Chosen	выбрать
Come	Came	Come	прийти
Cut	Cut	Cut	резать
Deal	Dealt	Dealt	иметь дело
Do	Did	Done	делать
Drink	Drank	Drunk	пить, выпить
Feel	Felt	Felt	чувствовать
Fight	Fought	Fought	сражаться
Find	Found	Found	находить
Fly	Flew	Flown	летать
Forget	Forgot	Forgotten	забыть
Get	Got	Got	получить
give	Gave	Given	дать
Go	Went	Gone	идти, уходить
Grow	Grew	Grown	расти
Have	Had	Had	иметь
Hear	Heard	Heard	слышать
Hold	Held	Held	держать
Keep	Kept	Kept	хранить
Know	Knew	Known	знать
Lay	Laid	Laid	класть, положить
Lead	Led	Led	вести
Learn	Leant, learned	Learnt, learned	учить
Leave	Left	Left	оставить
Let	Let	Let	позволять
Lose	Lost	Lost	терять
Make	Made	Made	делать
Mean	Meant	Meant	подразумевать
Mislead	Misled	Misled	вести в заблуждение
Pay	Paid	Paid	платить
Put	Put	Put	класть
Read	Read	Read	читать
Rise	Rose	Risen	подняться

Irregular Verbs (продолжение)

Infinitive	Past Simple	Participle II	Основные значения
Run	Ran	Run	бежать, течь
Say	Said	Said	говорить, сказать
See	Saw	Seen	видеть
Send	Sent	Sent	послать
Set	Set	Set	устанавливать
Show	Showed	Shown	показывать
Sit	Sat	Sat	сидеть
Speak	Spoke	Spoken	говорить
Spend	Spent	Spent	тратить
Split	Split	Split	расщепить(ся)
Spread	Spread	Spread	распространяться
Stand	Stood	Stood	стоять
Steal	Stole	Stolen	украсть
Take	Took	Taken	взять, брать
Teach	Taught	Taught	учить
Tell	Told	Told	рассказать, сказать
Think	Thought	Thought	думать
Understand	Understood	Understood	понимать
Win	Won	Won	выиграть
Withdraw	Withdrew	Withdrawn	взять назад, отозвать
Write	Wrote	Written	писать

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ДЛЯ СТУДЕНТОВ-ЮРИСТОВ
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