

Федеральное агентство по образованию
Уральская государственная юридическая академия

АНГЛИЙСКИЙ ЯЗЫК

Учебный материал
и контрольные работы

3

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ОБЩИЕ УКАЗАНИЯ

Студенты заочного факультета изучают английский язык в течение двух лет (четырёх семестров). Программой предусмотрены зачеты в 1, 2, 3-м семестрах и итоговой экзамен в 4-м семестре.

Материал каждого семестра включает: 1) изучение определенных разделов грамматики, 2) выполнение упражнений (устно и письменно), 3) чтение и перевод текстов (с обязательным составлением словаря к каждому тексту), 4) внеаудиторное чтение (2 и 4-й семестры), 5) выполнение контрольной работы (письменно), 6) рассказы по темам устной речи.

Изучение грамматического материала. Проработайте и конспектируйте (в рабочей тетради) по любому учебнику английского языка (полный курс) соответствующие разделы грамматики. Выполните устно и письменно все упражнения данного семестра. Рабочая тетрадь с конспектами и упражнениями предьявляется преподавателю в первый день практических занятий.

Работа над текстом. Прочитайте текст вслух в соответствии с правилами чтения. Выпишите незнакомые слова и найдите их значение в словаре. Для этого установите, какой частью речи слово является, исходя из его грамматической функции и общего содержания текста выберите в словаре наиболее подходящее значение. Пользуясь выписанными словами, переведите текст устно.

Примечание. Составление словаря к каждому тексту обязательно.

Внеаудиторное чтение. Для внеаудиторного чтения (2 и 4-й семестры) используется актуальный материал из последних номеров газет и журналов на английском языке. Рекомендуемая тематика: «Визиты», «Встречи», «Заключение контрактов», «Подписание документов», «Судебные процессы», «Правонарушения», «Совершение преступлений». Составление словаря к каждой статье обязательно. Внеаудиторное чтение сдается устно с использованием составленного словаря незнакомых слов.

Контрольная работа. Студенты, фамилии которых начинаются с букв от «А» до «О», должны выполнить 1-й вариант контрольной работы, от «П» до «Я» – 2-й вариант. Контрольная работа пишется

в отдельной тонкой тетради, на обложке которой указываются имя и фамилия студента, номер группы, номер и вариант контрольной работы. Контрольная работа сдается преподавателю в первый день практических занятий по английскому языку.

Работа над разговорной темой. На основе предложенных текстов по темам устной речи и любых других источников (учебников, пособий, справочников и т. д.) постройте свое сообщение на конкретную тему. Для этого: 1) прочитайте и переведите текст, 2) составьте план своего высказывания, 3) выберите из текста нужные для пересказа ключевые слова, 4) составьте рассказ по теме (20–25 предложений). Кроме того, умейте задать 10–15 вопросов по теме и будьте готовы ответить на предложенные вопросы.

Требования на зачетах и экзамене

К зачету допускаются студенты, активно работавшие на практических занятиях, изучившие и законспектировавшие грамматический материал данного семестра, выполнившие все устные и письменные упражнения, умеющие читать и переводить тексты данного семестра, сдавшие нормы внеаудиторного чтения в установленном объеме, предъявившие выполненную письменно контрольную работу. Для получения зачета необходимо: уметь прочитать, перевести любой раздел контрольной работы и объяснить грамматический материал, прочитать и перевести письменно со словарем предложенный незнакомый текст, рассказать темы данного семестра.

К экзамену допускаются студенты, не имеющие задолженности за предыдущие семестры.

Содержание экзамена

1. Чтение и письменный перевод со словарем юридического текста (1000–1200 знаков за 45 минут).

2. Чтение без словаря общественно-политического или общеправового текста и передача его содержания на русском (800–1000 знаков за 15 минут).

3. Беседа по одной из пройденных тем устной речи (10 тем).

Примечание: наличие англо-русского словаря на практических занятиях, зачетах и экзамене обязательно.

I СЕМЕСТР

1. Проработайте следующие разделы курса:

- правила чтения;
- артикли (определенный и неопределенный);
- порядок слов в предложении (утвердительном, вопросительном, отрицательном);
- типы вопросов (общий, специальный, альтернативный, разделительный);
- множественное число существительных;
- числительные (количественные и порядковые);
- местоимения: личные (в именительном и объектном падежах), указательные, притяжательные (в простой и абсолютной форме), возвратные;
- местоимения "some, any, no" и их производные;
- "much, many, few, little, a few, a little";
- предлоги места, времени, направления, предлог "of" и другие;
- притяжательный падеж существительных;
- степени сравнения прилагательных и наречий;
- конструкция "there is, there are, there was, there were, there will be";
- сложные предложения (соединительные союзы и союзные слова);
- глаголы "to be" и "to have", их формы в настоящем и прошедшем времени;

2. Проработайте и законспектируйте следующие разделы:

- формы глагола: инфинитив (I), прошедшее время (II), причастие прошедшего времени (III), причастие настоящего времени (IV);
- глаголы правильные и неправильные (стандартные и нестандартные) (см. табл. 3);
- времена группы Indefinite (Present, Past, Future) в активном (см. табл. 1) и пассивном залоге (см. табл. 2).

3. Выполните письменно упражнения V, VI, IX, остальные – устно.

4. Прочитайте и переведите устно тексты 1, 2, 3 (составление словаря к каждому тексту обязательно).

5. Используя материал текстов на с. 16–19, расскажите о себе, своей семье, Уральской государственной юридической академии.

6. В отдельной тонкой тетради выполните письменно свой вариант контрольной работы № 1.

Таблица 1

**Употребление настоящего, прошедшего и будущего
неопределенного времени в действительном (активном) залоге
(Present Indefinite Active, Past Indefinite Active,
Future Indefinite Active)**

<i>Настоящее Present Simple</i>	<i>Прошедшее Past Simple</i>	<i>Будущее Future Simple</i>
<p>I live in Serov. He lives in Kiev.</p> <p>Я живу в Серове. Он живет в Киеве</p>	<p>I lived in Serov last year. Я жил в Серове в про- шлом году.</p> <p>He wrote a letter yes- terday. Он написал письмо вчера</p>	<p>I will (I'll) live in Yeka- terinburg next year.</p> <p>Я буду жить в Екате- ринбурге в следующем году</p>
<p>Do you live in Serov? Yes, I do. – No, I don't.</p> <p>Does he live in Kiev? Yes, he does. No, he doesn't.</p> <p>Вы живете в Серове? Да. – Нет. Он живет в Киеве? Да. – Нет</p>	<p>Did you live in Serov last year? Yes, I did. – No, I didn't.</p> <p>Вы жили в Серове в прошлом году? Да. – Нет.</p> <p>Did he write a letter yesterday? Yes, he did. – No, he didn't.</p> <p>Он написал письмо вчера? Да. – Нет</p>	<p>Will you live in Yekater- inburg next year? Yes, I will (shall). No, I won't. (shan't)</p> <p>Вы будете жить в Екатеринбурге в следующем году? Да. – Нет</p>
<p>I don't live in Kiev. He doesn't live in Serov. Я не живу в Киеве. Он не живет в Серове</p>	<p>I didn't live in Omsk last year. Я не жил в Омске в прошлом году.</p> <p>He didn't write a letter Yesterday. Он не написал письмо вчера</p>	<p>I will not (won't) live in Moscow next year. Я не буду жить в Москве в следующем году</p>

Таблица 2

**Употребление настоящего, прошедшего и будущего
неопределенного времени в страдательном (пассивном) залоге
(Present Indefinite Passive, Past Indefinite Passive,
Future Indefinite Passive в утвердительных, вопросительных
и отрицательных предложениях)**

<i>Present Simple</i>	<i>Past Simple</i>	<i>Future Simple</i>
I am often asked about it. Меня часто спрашивают об этом	I was asked about it yesterday. Меня спросили об этом вчера	I will (I'll) be asked about it tomorrow. Меня спросят об этом завтра
Are you often asked about it? – Yes, I am. No, I am not	Were you asked about it yesterday? Yes, I was. – No, I wasn't	Will you be asked about it tomorrow? Yes, I will. No, I won't
I am not often asked about it	I wasn't asked about it yesterday	I will not (won't) be asked about it tomorrow
He is given much home work every day. Ему дают большое домашнее задание каждый день	He was given much home work yesterday. Ему дали вчера большое домашнее задание	He will be given much home work tomorrow. Ему дадут завтра большое домашнее задание
Is he given much home work every day? Yes, he is. – No, he isn't	Was he given much home work yesterday? Yes, he was. – No, he wasn't	Will he be given much home work tomorrow? Yes, he will. No, he won't
He is not given much home work every day	He wasn't given much home work yesterday	He will not (won't) be given much home work tomorrow

Основные формы нестандартных (неправильных) глаголов

<i>Инфинитив</i>	<i>Прошедшее время</i>	<i>Причастие II</i>	<i>Перевод</i>
to be	was, were	been	быть
to become	became	become	становиться
to begin	began	begun	начинать
to bring	brought	brought	приносить
to build	built	built	строить
to come	came	come	приходить
to do	did	done	делать
to fall	fell	fallen	падать
to feel	felt	felt	чувствовать
to fight	fought	fought	бороться
to find	found	found	находить
to forget	forgot	forgotten	забывать
to get	got	got	получать
to give	gave	given	давать
to go	went	gone	идти
to have	had	had	иметь
to hear	heard	heard	слышать
to know	knew	known	знать
to leave	left	left	покидать
to make	made	made	делать
to meet	met	met	встречать
to put	put	put	класть
to read	read	read	читать
to run	ran	run	бежать
to say	said	said	сказать
to see	saw	seen	видеть
to sell	sold	sold	продавать
to send	sent	sent	посылать
to show	showed	shown	показывать
to sit	sat	sat	сидеть
to speak	spoke	spoken	говорить
to stand	stood	stood	стоять
to take	took	taken	брать, взять
to teach	taught	taught	обучать
to tell	told	told	рассказывать
to think	thought	thought	думать
to understand	understood	understood	понимать
to win	won	won	выиграть

to write	wrote	written	писать
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Выполните следующие упражнения

I. Прочитайте и переведите следующие предложения, обращая внимание на подчеркнутые слова.

1. Ann's child usually rests in the country in summer. Let's have a rest it's 2 p.m. already. 2. We always help them with their English. I don't need his help. 3. Don't stop the car, there is no parking here. They often meet at the bus stop in the morning. 4. They plan to walk tonight. I like his plan to rest in Sochi. 5. He always answers his teachers' questions very well. Their answers in English are usually very good. 6. Let's speak about this play. They play chess very well. 7. They watch all the plays of this team. His watch is always slow. Nick plays tennis very well. 8. I like this writer's works. She works at school. 9. We don't know her name. Name the days of week, please. 10. Pavel studies at the Law Academy. Judges must know all laws. All studies here are very comfortable. She gives all the time to studies.

II. Прочитайте и переведите следующие предложения, обращая внимание на подчеркнутые слова.

1. The students trained at our Academy study jurisprudence. 2. Last month he trained in the club twice a week. 3. Ann taught English two years ago. 4. The subjects taught at the academy are very important for our future career. 5. They read a few new texts every week. 6. We read only two new texts last week. 7. All the read texts were very interesting. 8. The article read by us was about combating crime. 9. A very interesting report was read at the conference. 10. Read Text 2 at home and be ready to answer some questions on it.

III. Выполните упражнение по модели.

Model: He usually leaves home at 8 o' clock. (When...?).

When does he usually leave home?

1. The Blacks live in a small village near Liverpool. (Where ...?).
2. These men go to the pub every evening. (How often ...?). 3. They take exams in January and in June. (When ...?). 4. Mary usually does her room very quickly. (How ...?). 5. We want to catch the six-o'clock train. (What train ...?). 6. Mother wakes him up at a quarter to 7 a. m. (At what time ...?). 7. They want to buy a new dictionary for their son. (Who ...for?). 8. He likes home-produced foodstuffs best. (Which...?). 9. He studies at the Law Academy because of the family tradition. (Why ...?). 10. She often uses her father's computer. (Whose ...?).

IV. Выполните упражнение по модели.

Model 1: Jim speaks German, ... (Polish).

Jim speaks German, but he doesn't speak Polish.

Model 2: They speak English, ... (French).

They speak English, but they don't speak French.

1. Mr. Cook writes newspaper reports, ... (books). 2. My grandmother does all the cooking, ... (the shopping). 3. Brian drives a motor-cycle, ... (a car). 4. My sister plays table tennis, ... (lawn tennis). 5. I like serious music, ... (pop music). 6. These workers build blocks of flats, ... (factories). 7. I like tea, ... (coffee). 8. They take exams in January, ... (in December). 9. Her brother studies at school, ... (at the University). 10. We live in Russia, ... (in the USA).

V. Отнесите действие следующих предложений к прошедшему времени, используя слова в скобках.

Model: Every day she gets up at 7 p. m. (yesterday).

She got up at 7 a. m. Yesterday.

1. We always listen to the latest news (last night). 2. I often buy new records (yesterday). 3. Father takes my younger brother for a walk every Sunday (last Saturday). 4. She often gets presents from her parents (two days ago). 5. Jack brings Nelly flowers on every date (on her last birthday). 6. Ann wakes up late on Sunday (last Sunday). 7. Sometimes the Belovs have dinner at the restaurant (last week). 8. We always use dictionaries when we write a test (last Monday). 9. In summer he usually rests at his grandparents (two years ago). 10. They always translate such texts in writing (the day before yesterday).

VI. Прочитайте и переведите следующие предложения, затем отнесите их к Future Indefinite Active, используя слова в скобках.

1. She went to New York last year (London next year). 2. Nick visited Washington last month (Boston next month). 3. They left for Geneva two weeks ago (Paris soon). 4. Kate lived in Italy last summer (Spain next summer). 5. Ann started for France yesterday (England on Friday). 6. The Petrovs went on a tour of Russia two years ago (the Ukraine next summer). 7. He left Yekaterinburg the day before yesterday (Moscow the day after tomorrow). 8. They came from the USA a fortnight ago (the UK in a day) 9. She was in Iraq last year (Cuba soon). 10. Steve studied at school two years ago. (a higher school next year).

VII. Выберите правильный ответ.

1. There ... many higher schools in our city.
a) do b) does c) is d) has e) are
2. I ... nothing in my hand.
a) am b) do c) have d) does e) has
3. This girl ... to School No. 5.
a) to go b) go c) has d) goes e) is
4. Yekaterinburg ... one of the largest cities in Russia.
a) is b) does c) has d) are e) is not
5. The students of our group ... English.
a) to study b) studies c) study d) don't study e) teach
6. My family and I ... in the USA.
a) live b) lives c) don't live d) living e) doesn't live
7. ... there any pictures on the walls?
a) does b) do c) is d) has e) are
8. ... you sleep in the daytime?
a) does b) is c) do d) have e) are
9. Ann ... like to read detective stories.
a) do b) does c) is d) don't e) doesn't
10. На какой вопрос можно ответить "Yes, he does"?
a) Is Mike at home now?
b) Has Mike a sister?
c) Does Mike live in Yekaterinburg or in Omsk?
d) Does Mike live in Yekaterinburg ?
e) Where does Mike live?
11. Найдите «общие вопросы»:
f) Do you prefer tea or coffee in the morning?
g) Do you often go to the cinema?
h) What is there in your bag?
i) Is there a superstore near here?
j) You are a first-year student, aren't you?

VIII. Прочитайте и переведите следующие предложения.

1. English is a widespread language. It is spoken all over the world.
2. It's a very good dictionary. It was bought last week.
3. He will be sent on business next week.

4. The book is much spoken about.
5. The doctor was sent for at once.
6. Is she often invited to the cinema or to the theatre?
7. When he was a teenager, he was often laughed at.
8. Spanish is not taught at our Academy.
9. A new hostel will be built in a year.
10. All the exams were passed successfully in January.

IX. Поставьте правильную форму глагола.

1. The post ... (deliver) at about 7 o'clock every morning.
2. Dinner ... (serve) in the hotel at 6.30 p.m.
3. That building ... (not/use) any more.
4. The Olympic Games ... (hold) every 4 years.
5. How ... your name (spell)?
6. What texts ... (translate) with a dictionary?
7. Tickets for all shows ... (sell) at the Box office.
8. These video recorders ... (make) in Japan.
9. Many new houses ... (build) every year.
10. Tests and exams ... (take) at the end of each semester.

X. Раскройте скобки, выбирая нужную форму глагола.

1. The porter will (bring, be brought) your luggage to your room.
2. Your luggage will (bring, be brought) up in the lift.
3. Your hat and coat may (leave, be left) in the cloak room downstairs.
4. They can (leave, be left) the key with the room clerk downstairs.
5. From the station they will (take, be taken) straight to the hotel.
6. Tomorrow he will (take, be taken) them to the Russian Museum.
7. Nick will (send, be sent) on business next month.
8. Nick will (send, be sent) a telegramme to his parents.
9. His new book will (publish, be published) next month.
10. He will (publish, be published) his book next month.

Прочитайте и переведите следующие тексты

Text 1. The Characteristics of the English Law

The United Kingdom does not have a single legal system. The law in Scotland was influenced by the Roman law and is different from the law of England, Wales and Northern Ireland.

The English legal system is centralised through a court structure which is common to the whole country.

Some important characteristics of the English law are:

English law is based on the **common law** tradition. By this we mean a system of 'judge made' law which is continuously developed through the decisions of judges in the cases brought before them. These judicial **precedents** are an important source of law in the English legal system.

Common law systems are different from the civil law systems of Western Europe and Latin America. In these countries the law is **codified** or systematically collected to form a consistent body of legal rules.

English judges have an important role in developing case law and stating the meaning of Acts of Parliament.

English judges are independent of the government and the people appearing before them. This allows them to make impartial decisions.

Court procedure in England is **accusatorial**. This means that judges do not investigate the cases before them but reach a decision based only on the evidence presented to them by the parties to the dispute. This is called the **adversarial** system of justice.

It can be compared to the **inquisitorial** procedure of some other European systems where the function of the judges is to investigate the case and to collect evidence.

Text 2. Who is Who in the Law?

If you are **prosecuted** for a **crime** in Britain, you may meet the following people during your process through the courts:

MAGISTRATES. Magistrates are unpaid judges, usually chosen from well-respected people in the local community. They are not **legally** qualified. They are guided **on points of law** by an official, **the Clerk**.

SOLICITORS. After **the suspect** was arrested, the first person he/she needs to see is a solicitor. Solicitors are qualified lawyers who **advise** the person and help prepare the **defence case**.

BARRISTERS. In more **serious cases**, or where there are special difficulties, it is usual for the solicitor **to hire a barrister** to defend **the**

accused. The barrister is **trained** in the law and in **the skills** required to **argue a case** in court.

JURORS. A **jury** consists of twelve men and women from the local community. They sit in the Crown Court, with a judge, and listen to **witnesses** for the defence and **prosecution** before **deciding** whether the accused is **guilty or innocent**.

JUDGES. Judges are trained **lawyers** nearly always ex-barristers, who sit in the Crown Court and Appeal Court. The judge rules on points of law, and makes sure that **the trial is conducted** properly. He/she does not decide on the **guilt** or **innocence** of the accused – that is the jury's job. However, if the jury **find** the accused **guilty**, then the judge will **pass sentence**.

Text 3. Solicitors and Barristers

England is unique in having two different kinds of lawyers. They are solicitors and barristers.

If a person has a legal problem, he goes to see a solicitor. Almost every town has at least one. In fact, there are about 60,000 solicitors in Britain.

Many problems are dealt with exclusively by a solicitor. For instance, the solicitor **deals with petty crimes** and some **matrimonial matters in magistrates' courts**. He prepares the case and the **evidence**. He may **represent his client in the lower courts**. In a **civil action**, he can speak in the **county court**, when the case is one of **divorce** or **recovering** some **debts**. Besides, a solicitor deals with other matters. He does the legal work involved in buying a house, he writes legal letters for you, he helps you to make **a will**, etc.

Barristers are different from solicitors. Barristers are **experts** in the **interpretation of the law**. They **advise** on really difficult points, and conduct legal proceedings in **the higher courts**. Barristers are rather remote figures. A barrister's client can come to him only via a solicitor. Barristers do not have public offices in any street. They work in **chambers**, often in London. There are about 6,000 barristers in England. Usually only barristers can become judges in English courts.

Выполните письменно свой вариант контрольной работы

**КОНТРОЛЬНАЯ РАБОТА № 1
Вариант 1**

Упражнение I. Перепишите следующие предложения, раскрывая скобки. Переведите предложения письменно.

1. Crimes committed by the juveniles (try / are tried) in juvenile courts.
2. The Lord Chancellor (appoints, is appointed) Justices of the Peace.
3. Some minor cases (hear / are heard) by 2 magistrates.
4. This case (will consider / will be considered) next week.
5. Justices of the Peace (choose / are chosen) from ordinary people
6. Magistrates (advise / are advised) on points of law by the clerk of the court.
7. A serious crime (committed / was committed) last week in this town.
8. Twelve men and women (will select / will be selected) from the local community to try this case.

Упражнение II. Заполните пропуски правильной видовременной формой глагола. Перепишите и переведите предложения.

- | | |
|---|---------------|
| 1. Magistrates ... minor cases. | will be tried |
| 2. They ... this case two days ago. | are tried |
| 3. A serious case ... in the Crown Court last month. | will try |
| 4. The County Court ... this case in 2 days. | tri |
| 5. As this case is connected with property rights it ... by the High Court. | tried |
| 6. If an offender is under seventeen, his case ... by the juvenile court. | was tried |

Упражнение III. Переведите текст письменно.

Judges in Great Britain

In Britain, the vast majority of judges (that is, the people who decide what should be done with people who commit crimes) are unpaid. They are called «Magistrates», or «Justices of the Peace» (JPs).

They are ordinary citizens who are selected not because they have any legal training but because they have «common sense» and understand their fellow human beings. They work voluntarily. They are appointed by the Lord Chancellor on the recommendation of local advisory committees.

A case is usually heard by a bench of three magistrates who are advised on the law by the clerk of the court. There are about 30,000 magistrates and they hear over 90 per cent of criminal cases.

Besides, there is a small proportion of district judges. These are full-time paid judges appointed by the Queen on the recommendation of the Lord Chancellor. There are about 100 district judges in England and Wales. They sit in the magistrates' courts in the larger cities, particularly in London. A case is usually heard by a single district judge. Barristers or solicitors of seven years' experience can be appointed district judges.

Вариант 2

Упражнение I. Перепишите следующие предложения, раскрывая скобки. Переведите предложения письменно.

1. All criminal cases (start / are started) in the magistrates' courts.
2. This serious case (referred / was referred) to the Crown Court.
3. The jury (will decide, will be decided) on guilt or innocence of this man.
4. English law (bases / is based) on the common law tradition.
5. Accusatorial procedure (means / is meant) that judges do not investigate the cases.
6. This case (will try / will be tried) by 2 magistrates.
7. This matrimonial matter (dealt with / was dealt with) the solicitor.
8. A solicitor (prepares, is prepared) the case and the evidence for the trial.

Упражнение II. Заполните пропуски правильной видовойременной формой глагола. Перепишите и переведите предложения.

- | | |
|---|-----------------|
| 1. Baristers ... really difficult matters. | |
| 2. Magistrates ... on points of law by a court clerk. | advised |
| 3. I ... to see a solicitor on this matter yesterday. | advise |
| 4. The solicitor ... you how to write a will. | are advised |
| 5. If you come to see a solicitor, you ... on all the | will be advised |

problems connected with your property.

6. The solicitor ... me to begin an action to recover the debt.

was advised
will advise

Упражнение III. Переведите текст письменно.

Judges in Great Britain

A distinctive feature of the British system in comparison with many continental systems is that it does not have law schools training judges.

Judges are chosen from lawyers who gained considerable experience as legal practitioners before they are appointed to the judiciary. In continental systems a law graduate can choose to be a judge at the beginning of his/her career. In Great Britain they cannot.

The vast majority of judges are magistrates. A small proportion of judges are not magistrates. They are called «High Court Judges» and they deal with the most serious crimes, such as those for which the criminal must be sent to prison for more than a year. High Court Judges are paid salaries by the state and have considerable legal training.

The work of judges is not easy. They even make mistakes sometimes. These mistakes are often overruled by appeal courts. People usually say that the judge has 'power over the lives and livelihood' of all litigants who enter the court. The judge's decision may frequently affect the interests of individuals and groups of people who are not present in court. That's why it's true to say that the judge has burdensome responsibilities to make decisions. That's why we say that the judge's work is not easy.

На основе следующих текстов составьте темы:

About

Myself and My Family, The Urals State Law Academy

My Biography

Let me introduce myself. My name is Vladimir Pavlov. I was born in a small settlement situated not far from Yekaterinburg. I am the only child in the family. My parents are doctors. They studied at the Sverdlovsk Medical Institute. They got married when they were fifth-year students. After graduation from the Institute they were sent to work at a rural hospital. They have been working there for more than twenty years since.

At the age of seven I entered secondary school. I liked to go to school and studied very well. I liked all subjects taught at school. But I was especially good at history, Russian, literature and English. Besides, I went in for different kinds of sports: running, jumping, playing football, skating, skiing, playing hockey. I participated in many competitions held in our settlement.

After leaving school on my parents' advice to follow the family tradition I tried to enter the Medical Academy. I passed all entrance exams, but I was not enrolled as I had one satisfactory mark. First I became greatly upset but then I calmed down as I knew that medicine was not my calling.

The same year I was called up for military service. I served in the Russian Army for two years. Almost all the time I served in the north of the country. By the time I was demobbed I had decided to become a lawyer. After demobilization I began to work as a driver at one of motor transport enterprises in Yekaterinburg, and in the evenings three times a week I attended preparatory courses to the Urals State Law Academy. I thought it would help me to revise all the materials and get ready for the entrance exams much better. And the courses really helped me very much. I passed all entrance exams successfully and became a first-year student of the correspondence department. My desire to become a lawyer is so great that I'll do my best to study well.

About Myself

My name is ... I was born on Now I am ... (years old). I am the ... child in the family of a lawyer and an economist. My father works as a jurisconsult. My mother is a chief accountant. They both work at the same plant.

At the age of ... I entered School No ... I studied well. My favourite subjects were ..., ... and I got only good and excellent marks in these subjects. Besides, I had a liking for music and learned to play the guitar. Sometimes I even took part in school concerts. At school I also went in for sports. I played football and went skiing.

I finished school in ... and decided to enter the Urals State Law Academy. In order to pass my entrance exams successfully I attended six-month preparatory courses. We had classes in Russian, literature and history. I worked hard and tried to do my best to revise all the materials necessary for the entrance examinations. Now I am a ...-year student of the ... department of the Academy.

Our (My) Family

Our family is not large. We are four. I have father, mother and, a younger sister. My father's name is Vladimir Petrovich. He is In 19... he graduated from the Sverdlovsk Institute of Law and since then he has been working as an investigator at the Prosecutor's Office. He has a sister. My aunt is a doctor. She lives and works in Omsk. My aunt's son, my cousin, is a second-year student of the University.

My mother's name is Anna Pavlovna. She works as an accountant at a bank. She has two brothers. One of my uncles graduated from the Institute of National Economy (now the Urals State Economic University) and now works at the Tax Inspection.

My sister's name is Vera. She is 13. She studies at school No.70. She is in the 7th form. Her favourite subject is English. She wants to become an interpreter.

Both my mother's and father's parents don't live with us. My grandparents live in other towns. They are pensioners.

The Urals State Law Academy

The Law Academy is one of the biggest higher educational institutions in our country. It was founded in April of 1931 on the basis of the Irkutsk University as a law faculty. Later, it was reorganised into the Siberian Institute of Soviet Law. In 1934 the Institute moved into Sverdlovsk, got the name of the Sverdlovsk Law Institute and bore this name till 1992. Now it is called the Urals State Law Academy.

The Academy has three forms of training: full-time (day), part-time (evening) and correspondence. There are seven institutes at the day-time department: of the Prosecutor's Office, of Justice, of Law and Business, of the Bar, of External Economic Relations, of Management and Law and of Agroecconomics, Ecology and Law Besides, there are also nine faculties: of Law and Psychology, of International Law, of Shortened Educational Programmes, of Training Bachelors, of Training Masters, of Secondary Professional Education (the former Law College) and also Part-time Faculty, Correspondence Faculty and Regional Faculty.

The Regional Faculty organizes training lawyers in several branches of the Academy: in Ufa, Kurgan, Noyabr'sk, Serov, Perm', Chelyabinsk, Kamensk-Ural'ckiy, Severoural'sk, Nizhniy Tagil, Belorechensk.

The teaching staff is about 500 people: over sixty professors, about 200 assistant professors and many experienced lecturers.

The student body of all forms of training numbers more than 12,000 people and several tens of postgraduates.

The Academy trains judges, prosecutors, advocates, juriconsults, investigators and other lawyers. After completing their education, our graduates can work at courts, prosecutor's offices, militia, the Bar, notary offices, other law enforcement organs, and also at state and government bodies of different levels, and in legal service of the national economy system.

All subjects taught at the Academy are divided into humane, theoretical and special. The students learn such special subjects as criminal law, civil law, criminal procedure, civil procedure, employment law, criminology, criminalistics, and others. Humane and theoretical subjects are: theory of state and law, history of state and law, philosophy, and others. These subjects form the students' world outlook and improve the quality of their general education.

The academic year is divided into two semesters. Tests and examinations are taken after each semester. At the end of the whole course of studies the students take degree examinations, finals, as they are often called.

The timetable of lectures, tutorials and seminars is regulated by a study schedule. The students must attend seminars and tutorials and not miss lectures. They must do their best in using all the opportunities to become good specialists.

Questions on the topics

I. About Myself:

1. What's your name? **2.** How old are you? **3.** When and where were you born? **4.** What family were you born in? **5.** What are (were) your parents by profession? **6.** When did you enter school? **7.** What school did you attend? **8.** What were your favourite subjects at school? **9.** When did you leave school? **10.** What did you do after leaving school? **11.** Why did you decide to enter the Law Academy? **12.** What did you do to pass your entrance exams successfully? **13.** What entrance exams did you take? **14.** Were you happy to become a first-year student of the correspondence department of the Academy? **15.** What are your plans for the future?

II. My (Our) Family:

1. Is your family large or small? **2.** How many are you in the family? **3.** What relatives do you have in the family? **4.** What's your father's (mother's) name? **5.** Where do your parents work? **6.** Have you any aunts and uncles? **7.** Where do they live and work? **8.** Have you got any

cousins? **9.** How old are they? **10.** What do they do? **11.** Have you a sister or a brother? **12.** How old is she (he)? **13.** Does she (he) study or work? **14.** Have you grandparents? **15.** Where do they live and what do they do?

III. The Urals State Law Academy:

1. What do you know about the foundation of the Law Academy? **2.** How many and what forms of training does the Academy offer? **3.** How many and what institutes and faculties does the Academy have? **4.** How many people does the teaching staff number? **5.** What is the number of students? **6.** What specialists does the Academy train? **7.** Where can they work after graduating from the Academy? **8.** What kinds of subjects do the students of the Academy learn? **9.** What special subject do they study? **10.** Why do they study theoretical and humane subjects? **11.** What exams do the students take and when do they take them? **12.** What are the students' duties?

Additional Texts

1. Trial by Jury

Trial by jury started in the twelfth century. But the jury was a very different body then. It was made up of the people who knew the accused – his friends and neighbours – not, as today, people who ought not to know a defendant.

One of the most significant changes to the jury system took place in 1973. In theory juries are chosen at random, as representatives of the community, but this has never been so in practice. Before 1973 there was an age qualification and a property qualification. A juror had to be between 21 and 60 and a house owner or ratepayer. It was discrimination against women, mainly because most married couples had their houses in the name of the husband rather than the wife's, and against the young, who were not householders. A pre-1973 jury was, therefore, predominantly male and middle-aged.

This has changed dramatically. Now jurors are chosen from the electoral register. They must be aged between 18 and 70 and must have been resident in the UK for a period of at least five years since the age of 13.

The following are ineligible for jury service: (1) past and present holders of any judicial office; (2) solicitors, barristers, members of a court staff, police officers, and others concerned with the administration of justice, if they have held the office within the preceding 10 years; (3) clergymen; and (4) the mentally ill.

2. The Court System of England and Wales

The most common type of law court in England and Wales is the magistrates' court. There are about 700 magistrates' courts and about 30,000 magistrates there. Simple matters are considered by magistrates. The punishment inflicted by them can seldom exceed six months imprisonment. But mostly, it is a fine.

More serious criminal cases go to the Crown Court, which has 90 branches in different towns and cities.

As for the civil cases, they are tried in the county courts or in the High Court (of Justice). These courts deal with the matters connected with property rights, family relations, business, etc.

The legal system also includes juvenile courts (which deal with offenders under seventeen) and coroners' courts (which investigate violent, sudden or unnatural deaths).

Besides, there are administrative tribunals which make quick, cheap and fair decisions with much less formality. They deal with professional standards, disputes between individuals, and disputes between individuals and government departments (for example, over taxation).

The intermediate appellate tribunal in England is the Court of Appeal. It hears appeals from the High Court and from specialised tribunals. The Criminal Division of the Court of Appeal hears appeals from criminal courts of inferior instances.

The highest court in England is the House of Lords.

3. Judicial System of the USA

The Supreme Court is the highest judicial organ of the United States and the head of the judicial branch.

The Supreme Court consists of the Chief Justice of the USA and such a number of Associate Justices as may be fixed by Congress. Power to nominate the Justices is vested in the President of the United States, and appointments are made by and with the advice and consent of the Senate. The appointments are made for life, that is, a Justice cannot be dismissed from his/her post. A Justice may if he/she so desires, retire at the age of 70 after serving 10 years as a Federal Judge, or at the age of 65 after 15 years of service. The Supreme Court has the right to declare unconstitutional any law passed by Congress, or any order issued by the President.

The USA is divided into 13 federal judicial circuits, each one being served with a court of appeals known as the United States Court of Appeals for the circuit. Included in these 13 judicial circuits is the Court

of Appeals for the District of Columbia and the Court of Appeals for the Federal Circuit.

There are about 90 district courts in the USA. Each state is comprised of one or more federal judicial districts, and in each district there is a district court. The United States district courts are the trial courts with general Federal jurisdiction over cases involving federal laws or offenses and actions between citizens of different states. Each state has at least one district court. There is also a United States district court in the District of Columbia. Only one judge is usually required to hear and decide a case in a district court, but in some kinds of cases it is required that three judges be called together to comprise the court. In districts with more than one judge, the judge senior in commission who has not reached his seventieth birthday acts as the chief judge.

II СЕМЕСТР

1. Проработайте и законспектируйте следующие разделы грамматики:

модальные глаголы и их эквиваленты;
времена группы Continuous (Present, Past, Future) в активном залоге;
времена группы Perfect (Present, Past, Future) в активном и пассивном залоге.

2. Выполните письменно упражнения I, III, IX, остальные – устно.

3. Прочитайте и переведите устно тексты 1, 2, 3 (составление словаря к каждому тексту обязательно).

4. Выполните письменно в отдельной тонкой тетради свой вариант контрольной работы № 2.

5. Используя материал текстов на с. 35–37, расскажите о городе, в котором живете, и о Лондоне.

6. Подготовьте чтение и перевод текста (текстов) общеправового или общественно-политического содержания из свежих номеров газет или журналов, издаваемых на английском языке, объемом 2000 печатных знаков (букв). При переводе на зачете разрешается пользоваться постатейным словарем, составленным во время подготовки материала.

Внимательно изучите следующие таблицы

Таблица 1

Present Continuous, Past Continuous, Future Continuous (Active Voice)

<i>Настоящее</i>	<i>Прошедшее</i>	<i>Будущее</i>
I am reading a new text now.	I was reading a new text at that time.	I'll be reading a new text at that time.
Я читаю новый текст сейчас.	Я читал новый текст в это время.	Я буду читать новый текст в это время.
Are you reading a new text now?	Were you reading a new text at that time?	Will you be reading a new text at that time?
Yes, I am.	Yes, I was.	Yes, I shall (will).
No, I am not.	No, I was not.	No, I shan't (won't).
What is she doing now?	What was she doing at that time?	What will she be doing at that time?
She is watching TV.	She was watching TV.	She'll be watching TV.
She is just typing the letter, isn't she?	She was still writing the article on crime, wasn't she?	She'll be translating the text from 10 till 12, won't she?
Она как раз печатает это письмо, не так ли?	Она все еще писала статью о преступности, не так ли?	Она будет переводить текст с 10 до 12, не так ли?
Yes, she is.	Yes, she was.	Yes, she will.
Are they taking a test or an exam now?	Were they reading an English or a French book when you came?	Will they be watching TV or doing their homework when you come?
They are taking a test.	They were reading an English book.	They'll be watching TV.

Таблица 2

Present Perfect, Past Perfect, Future Perfect

<i>Настоящее</i>	<i>Прошедшее</i>	<i>Будущее</i>
I have already done my homework.	I had translated the text by 5 p.m.	I'll have translated the article by Friday.
Я уже выполнил домашнее задание.	Я перевел текст к 5 вечера.	Я переведу статью к пятнице.

Have you done your homework?	Had you translated the text by 5 p.m.?	Will you have translated the article by Friday?
Yes, I have.	Yes, I had.	Yes, I will (shall).
No, I haven't.	No, I hadn't.	No, I won't (shan't).
He hasn't done his homework yet.	She hadn't done her room by 7 p.m.	They won't have done their work by Tuesday

Present Perfect, Past Perfect, Future Perfect (Passive Voice)

<i>Настоящее</i>	<i>Прошедшее</i>	<i>Будущее</i>
The exhibition has been visited by 7 thousand people.	The book had been translated by the end of May.	The house will have been built by the New Year.
На выставке уже побывало 7 тысяч человек.	Книгу перевели к концу мая.	Дом построят к Новому году.
How many people has the exhibition been visited by?	Had the book been translated by the end of May?	What time will the house have been built by?
It's been visited by 7 thousand people	Yes, it had.	It'll have been built by the New Year.
The text hasn't been translated yet.	The letter hadn't been written by that time.	The contract won't have been signed by next week.
Текст еще не переведен.	Письмо не было написано к тому времени.	Контракт еще не подпишут к началу будущей недели.
Has the text been translated yet?	Had the letter been written by that time?	Will the contract have been signed by next week?
No, it hasn't.	No, it hadn't.	No, it won't.
Have all exercises been done orally or in writing?	Had the exam been passed by 4 or by 6 o'clock?	Will the problem have been discussed by Friday or Monday?
They have been done orally	It had been passed by 4 o'clock.	It'll have been discussed by Friday.
She has been invited there, hasn't she?	The paper had been typed by that time, hadn't it?	The article will have been written by May, won't it?
Yes, she has.	Yes, it had.	Yes, it will.
No, she hasn't.	No, it hadn't.	No, it won't.

Модальные глаголы и их эквиваленты

Can = be able to may = be allowed to must = have to, be to, should, ought to

<i>Настоящее</i>		
I can help you. = I'm able to help you	I may help you. = I'm allowed to help you	I must help you. Я должен (обязан) помочь тебе
Я могу (в состоянии) помочь тебе.	Я могу (мне разре- шают) помочь тебе	I have to help you. Мне приходится по- мочь тебе. (Мне надо помочь тебе)
They may help you. = He is able to help you	They are allowed to help you	
We can help you. = We are able to help you	She may help you. = She is allowed to help you	I am to help you. Мне предстоит по-мочь тебе
		I ought to help you. Мне следует помочь тебе. You should help her. Вам следует помочь ей
Can you help me?	May I help you?	Must he help you?
Yes, I can	Yes, you may	Yes, he must
Is she able to help you? – Yes, she is. No, she is not	Are they allowed to help us? Yes, they are	Do you have to help him? – Yes, I do. No, I don't
He cannot (can't) help me. Он не может помочь мне	You may not help her. Не смей помогать ей	She doesn't have to help me. Ей не надо помогать мне
He isn't able to help me. = He is unable to help me	You mustn't help her. Вам нельзя помогать ей	She shouldn't go there. Ей не следует идти туда

<i>Прошедшее</i>		
I could help you. = I was able to help you	I might help you. Я мог бы помочь тебе	I had to help you. – Мне пришлось помочь тебе
Я мог (был в состоянии) помочь тебе	I was allowed to help you. – Я мог (мне разрешили) помочь тебе. She said (that) we might go home. – Она сказала, что мы можем идти домой	I was to help you. – Мне предстояло помочь тебе
Could you help me?	Were you allowed to go for a walk?	Did you have to read the text?
Yes, I could	Yes, I was	Yes, I did
She couldn't go there	She wasn't allowed to go there	She didn't have to go there
Она не могла пойти туда	Ей не разрешили пойти туда	Ей не пришлось идти туда
<i>Будущее</i>		
I'll be able to help you	I'll be allowed to help you	I'll have to help you.
Я смогу помочь тебе	Мне разрешат помочь тебе. = Я смогу помочь тебе	Мне придется помочь тебе. = Я должен буду помочь тебе
Will you be able to help them?	Will they be allowed to do it?	Will he have to help us?
Yes, I shall	Yes, they will	Yes, he will
No, I shan't	No, they won't	No, he won't.

Выполните следующие упражнения

I. Переведите следующие предложения, обращая внимание на видовременную форму глагола.

1. Why are you leaving so soon? – I'm hurrying to the University. I attend the meetings of the English Club on Fridays. 2. I've already done my shopping and now I'm cooking dinner. 3. She takes her little daughter to the kindergarten every day. 4. Somebody left the light on all night. 5. They are going to get married. 6. He is often seen in the library of the University. 7. They had packed their suitcases before I came. 8. I'm afraid we'll be late if we don't hurry. 9. The letter has just been typed. 10. He never misses his English classes as he is going to London soon and wants to

11. Will you be through with your exam in an hour? 12. These houses were built more than 25 years ago. 13. Were you getting ready for your exam all day long yesterday? 14. The translation will have been done by Monday. 15. English is spoken in many countries of the world. 16. I've already passed all the exams and I'm leaving for my native town tonight. 17. The articles had been translated and typed by last Tuesday.

II. Прочитайте и переведите следующие предложения.

1. You can and you must do this work. 2. There will be no meeting after classes. You may go home. 3. May I take this book home? – I'm afraid not. 4. You needn't take a bus. You can walk there. It's not far from here. 5. There are little children in the room. You mustn't smoke here. 6. Did you have to translate the text in writing? - No, I didn't. 7. He has to get up rather early as he lives far from the University. 8. She had to stay at home yesterday because she was ill. 9. He is to make a report at the conference. 10. He needn't go to the library, I can give him the book he needs. 11. You should be more attentive in class. 12. Kate is in hospital. You ought to go to see her. 13. I hope they will be able to speak English fluently soon. 14. Ann is still very weak. She won't be allowed to leave home. 15. He'll have to work hard to be able to pass all exams successfully. 16. Mr. Smith is to meet the delegation at the airport. 17. I couldn't go for a walk yesterday as I had to do much work about the house. 18. We are to take five tests and four exams in January. 19. Must she water the garden? – No, she needn't, it looks like rain. 20. May I smoke here? – No, you mustn't.

III. Дополните предложения, выражая невозможность или необходимость выполнения действий.

Model 1: Don't ask George to do it. – He won't be able to do it.

Model 2: I needn't do it now (tomorrow) – I'll have to do it tomorrow.

1. Don't ask Nelly to meet you. 2. Don't ask Roger to read a book to the child. 3. Don't ask Tom to join us. 4. Don't ask Bob to help Mary. 5. Don't ask me to speak to her. 6. He needn't attend classes today. (the day after tomorrow) 7. Nelly needn't go to the market today (on Sunday) 8. She needn't buy a new fur coat this winter. (next winter). 9. They needn't translate the text in class. (at home) 10. We needn't turn on the light now. (in half an hour).

IV. Прочитайте и переведите следующие предложения.

1. I can't tell you the time. I've left my watch somewhere. 2. There is no point in asking him to help us. He's sold his car and hasn't yet bought a new one. 3. Have you ever been to the USA? – Not yet. 4. She's done the translation, and now she's going home. 5. We haven't met him since we finished school. 6. They've lived in Serov since they graduated from the University. 7. Have you seen them lately? – Unfortunately not. 8. Has she already passed all the exams? – Yes, she has. She has passed them with good and excellent marks. 9. Who has written out the new words from the text? - Everybody has. 10. I'm glad to meet you. – So am I. I haven't seen you for ages.

V. Ответьте на следующие приказания по модели.

Model: Open the window! – But I've already opened it.

1. Water the flowers! 2. Cut the bread! 3. Dust the furniture! 4. Take the books to the library! 5. Translate Text 2 on Page 54! 6. Write out new words from the text! 7. Learn the poem by heart! 8. Buy a good dictionary! 9. Wash your hands! 10. Send her photo to him! 11. Read the article! 12. Listen to the latest news!

VI. Скажите, куда ушел каждый из ваших родственников.

Model: Where is your mother? – She's gone shopping.

Father – to work, brother – to the University, sister – to school, grandmother – to see a doctor, grandfather – to consult an advocate, aunt – to the new exhibition, uncle – to the football match, cousin – to the cinema, niece – to the kindergarten, nephew – for a walk, etc.

VII. Найдите правильный ответ.

1. Participle II правильных глаголов образуется при помощи:
a) -ing b) -ed c) -es d) -s e) -en
2. Participle II неправильных глаголов образуется при помощи:
a) -ing b) -ed c) -es
d) по разному (вторая форма глагола)
e) по разному (третья форма глагола)
3. Какие глаголы образуют Participle II с помощью "-ed"?
a) to do b) to work c) to be d) to see e) to study
4. Какие глаголы образуют Participle II по разному?
a) to meet b) to ask c) to begin d) to know e) to translate
5. Present Perfect используется:

- a) когда есть результат законченного действия, но время действия не указано;
- b) со словами "already, yet, just, ever, never"
- c) со словами "yesterday, last year, last month, last week, ... days (weeks, months, years) ago";
- d) со словами "today, this week, this month, this year";
- e) если мы спрашиваем, когда действие произошло.
6. При образовании Perfect смысловый глагол должен быть в форме:
- a) Participle I (writing, opening);
- b) Infinitive with "to" (to write, to open);
- c) Participle II (written, opened);
- d) Infinitive without "to" (write, open);
- e) Past Indefinite (wrote, opened).
7. Вспомогательным глаголом для образования времен Perfect служит:
- a) to do b) to be c) to have d) to get e) to become
8. Найдите инфинитив в Perfect Active:
- a) to be elected b) to have elected
- c) to have been elected d) to have been electing
- e) to be being elected
9. Найдите глаголы в Present Perfect Active:
- a) is written
- b) has written
- c) have written
- d) has been written
- e) have been written
10. Найдите предложения в Present Perfect Active:
- a) I haven't heard the news yet.
- b) Pete has just bought a new dictionary.
- c) Ann bought a new dress yesterday.
- d) Who has taken my pen?
- e) Helen has been bought a new dress.
11. Какой вспомогательный глагол нужен для следующего предложения: "We ... never been to Moscow":
- a) shall b) were c) have d) has e) did
12. Найдите правильную форму глагола для следующего предложения: "He ... Ann this week":
- a) didn't meet b) haven't met

- c) hasn't met d) doesn't meet
e) hasn't been met
13. Найдите правильный вопрос к подчеркнутому члену предложения: "He has bought a few English books this week":
a) Who has bought a few English books?
b) What books has he bought?
c) When did he buy a few English books?
d) How many English books has he bought?
e) What has he bought this week?
14. Найдите правильную форму глагола для следующего предложения: "She ... to her native town since 1995":
a) was not b) haven't been c) had not been
d) hasn't been e) were not
15. Найдите правильный ответ к следующему вопросу: "Has your brother helped you?":
a) Yes, he did b) Yes, he is c) Yes, he was
d) Yes, he does e) Yes, he has
16. В каком времени стоит глагол следующего предложения: "He's come in time"?
a) Present Indefinite b) Present Continuous c) Present Perfect
d) Past Indefinite e) Past Perfect
17. Найдите правильный перевод следующего предложения: "They have entered the Institute this year."
a) Они поступают в институт в этом году.
b) Они поступят в институт в этом году.
c) Они поступили в институт в этом году.
d) Они поступали в институт в этом году.
e) Они не поступили в институт в этом году.
18. Найдите правильный перевод следующего предложения: "Я только что закончил свою работу".
a) I finished my work.
b) I have already finished my work.
c) I haven't finished my work yet.
d) I have just finished my work.
e) I have finished my work.
19. Глагол в Present Perfect переводится на русский язык глаголом:
a) прошедшего времени несовершенного вида (что делал?);

- b) прошедшего времени совершенного вида (что сделал?);
- c) настоящего времени (что делает?);
- d) будущего времени несовершенного вида (что будет делать?);
- e) будущего времени совершенного вида (что сделает?).

VIII. Прочитайте и переведите следующие предложения.

1. I had studied English before I entered the University. 2. They had arrived at the station by 5 o'clock. 3. Bob had written the report by Sunday. 4. The teacher had given the pupils their home task before the bell rang. 5. I had heard it was a good film so we decided to go and see it. 6. He felt much happier once he had found a new job. 7. Mother had cooked dinner by the time we got hungry. 8. Ann had had dinner by that time. 9. They had sent all the invitation cards long before the wedding party. 10. The children had already fallen asleep when their parents returned home after the concert.

IX. Закончите следующие предложения.

1. When she went to bed, she remembered that ... (забыла запереть дверь). 2. He felt tired because ... (слишком много работал). 3. Ann went to her native town after ... (сдала сессию). 4. When I met Helen, I understood why Bill... (женился на ней). 5. They went home only ... (после того как закончили отчет). 6. Tom understood the joke only after he ... (прочел ее снова). 7. Nick went to the cinema after ... (написал письмо другу) 8. Kate looked at the presents only when ... (гости разошлись). 9. He started on a journey as soon as ... (подал в отставку). 10. When she left home, she recalled that ... (забыла ключи дома).

X. Прочитайте и переведите следующие предложения.

1. The problem has already been discussed. 2. He will be sent to London on business next month. 3. They didn't know whom the book had been written by. 4. He has been listened to attentively. 5. I knew that he had been helped that time. 6. The issue will have been settled by tomorrow. 7. Why hasn't the agreement been signed yet? 8. The conference had already begun when we came. 9. The report will have been prepared by Monday. 10. All exams had been passed by February.

Прочитайте и переведите следующие тексты

Text 1. Types of Criminal Offences

There are three types of criminal offences: **summary, indictable** and triable either way. The nature of the offence determines the mode of **trial**.

Summary offences are the less **serious offences**. These offences are tried in the magistrates' court, without a jury, before a bench of two or three lay magistrates or by one district judge. The sentences of the magistrates' courts are limited to **imposing a fine** of up to 5,000 pounds or a prison sentence of six months.

Indictable offences are the most serious offences. Examples are murder, **manslaughter, rape and arson**. The procedure for trying these offences begins in the magistrates' court. This court has the duty to assess whether there is **evidence** or not to send the accused for trial by jury. If there is enough evidence, a trial will take place in the Crown court before a judge and a jury. This procedure is called "**the committal**", that is the referring of a case from a magistrates' court for trial at the Crown court following a **preliminary investigation** by the magistrates.

Certain types of offences are triable either way: either as an 'indictable offence' or as a 'summary offence'. When an offence is triable either way, the magistrates' court must decide, if the case should be tried **on indictment** or summarily. Even if they decide that they can hear the case themselves, they must give the defendant the choice of opting for trial upon indictment before a jury. These include offences of **deception, theft, dangerous driving** and some others.

Text 2. Kinds of Crimes in the USA

The word 'crime' is generally associated with the **wrongdoing** but not every type of **wrong** is a crime. For instance, failing to fulfil a term of a contract is a wrong, but it is purely a dispute between individuals.

However, **stealing** from another person is also a wrong but it falls under the criminal law because such actions are offences which can result in **prosecution**.

Thus, we may say a crime is an act that **violates** the criminal law of a community. Every crime is a crime against the state.

In general, there are two kinds of crime. **Felonies**, which include murder, **robbery** and arson, are the most serious. Anyone who **commits** a felony can be sent to a state prison. In some states certain felonies carry the **death penalty**.

Misdemeanors are less serious. The penalty is a fine or **imprisonment** of up to a year in **jail**. **Shoplifting** and driving while drunk are examples of misdemeanors.

In cases where it is not clear whether the crime is a felony or misdemeanor, **it is a judge who** makes the final decision.

Crimes may also be classified as being against persons or against **property**. Crimes against person include **assault**, murder and **kidnapping**. Property crimes include **burglary**, robbery and **auto theft**.

Crime in the USA is often big business. Criminal organizations such as the Mafia and the Cosa Nostra are highly organized groups who control criminal activities in a community. Many criminals today hide behind respectable businesses and use them as cover-ups for their profitable criminal activities.

Text 3. Crimes in the USA

In the United States the **causes** of serious crimes are hotly debated, as elsewhere. Among them are **unemployment, drug-abuse, poverty, inadequate police enforcement**, ineffective courts, racial discrimination, television and “a general decline in middle-class values”.

Many communities have started their own campaigns against crime. They encourage their citizens to participate in **crime prevention** programs and **to report crimes**. Several civil rights groups actively support such “self-help” campaigns. In some neighborhoods, citizens participate in “**neighborhood watch**” programs and organize groups to patrol the streets.

Public opinion polls show that most Americans feel **handguns** are responsible for the high murder **rate**. A majority of Americans, some 70 percent, favor laws **banning** the private ownership of all handguns. At present, there are about 23,000 state and local gun laws and **ordinances** throughout the US. Some states only **prohibit** carrying handguns. In others owners must register all handguns and have a license to carry them. In some communities people **are not allowed** to own any handguns.

Many Americans cite the Second Amendment to the Constitution: “...the right of the people to keep and bear arms shall not **be infringed**”. They say “Guns don’t kill, people do”.

КОНТРОЛЬНАЯ РАБОТА № 2

Вариант 1

Упражнение I. Перепишите следующие предложения, раскрывая скобки. Переведите предложения письменно.

1. The suspect ... just (has questioned / has been questioned) ... by the police.

2. The magistrate ... already (has committed / has been committed) ... the case to the Crown court.

3. All the evidence (had collected / had been collected) against the accused by the beginning of the trial.

4. The accused (has appealed / has been appealed) against the conviction and the severity of the sentence.

5. The defendant (has been presented / has presented) by a famous barrister.

6. The court ... just (has been released / has released) ... the accused.

7. The magistrate ... just (has decided / has been decided) there is enough evidence to answer a case.

8. The jury ... just (has been found / has found) the accused guilty.

Упражнение II. Заполните пропуски правильной видовременной формой глагола. Перепишите и переведите предложения.

1. Dangerous driving ... in the magistrates' court this week.

1. had tried

2. The court ... this offence on indictment because it's serious.

2. will have been tried

3. By Friday this case ...

3. has been tried

4. When we came, the case of arson ...

4. has tried

5. The court ... the case by last May.

5. had been tried

6. The magistrate ... these minor offences summarily.

6. will have tried

Упражнение III. Составьте предложения по модели и переведите их.

Model 1: I had to work very hard last week.

To meet a relative at the station yesterday, to make a report at the last seminar, to take three exams last week.

Model 2: I am to come at the examination at 10 a.m.

To have an English class on Tuesday, to go to the library before classes, to translate two texts at home.

Model 3: You should be more attentive in class.

To help mother about the house, to work better, to sleep at least seven hours.

Упражнение IV. Переведите текст письменно.

What is a Crime

Crime is a term that refers to misconduct forbidden by law. Murder – also called homicide – is a crime in all countries. Other crimes include: stealing a car, resisting arrest, possessing or selling illegal drugs, appearing nude on a public street, driving while under the influence of alcohol, and robbing a bank.

The list of acts considered crimes is constantly changing. Today, it is becoming a serious crime to pollute the air and water. Pollution caused few problems and received little attention in preindustrial times.

From a legal standpoint, a crime is a violation of the criminal law. Such law deals with actions considered harmful to society. On the other hand, most harmful acts causing injury to another person are violation a crime is regarded as an offence against the state.

An act is viewed as a crime if enough evidence exists to make a police officer, a prosecutor, or a judge believe that a violation of criminal law has taken place.

Вариант 2

Упражнение I. Перепишите следующие предложения, раскрывая скобки. Переведите предложения письменно.

1. Many organizations ... (have been started / have started) the campaigns against smoking.

2. Crime prevention programs ... (have launched / have been launched) by the law enforcement bodies this year.

3. By the end of this year smoking ... (will have prohibited / will have been prohibited) in all offices and institutions.

4. He registered his handgun as soon as he ... (had bought / had been bought) it.

5. The program 'neighborhood watch' ... (will have been begun / will have begun) by the beginning of the next month.

6. Public ... (has supported / has been supported) the program of crime prevention.

7. The sentence ... (has been limited / has limited) to imposing a fine of 3,000 pounds.

8. As there ... (had been collected / had collected) enough evidence, the court sent the accused for trial by jury.

Упражнение II. Заполните пропуски правильной видовременной формой глагола. Перепишите и переведите предложения.

1. The sentence ... just ...

1. will have passed

2. The sentence ... by next

2. has been passed

Friday.

3. The judge ... the sentence of 2-year imprisonment.

3. had been passed

4. The sentence ... when we came.

4. has passed

5. The court ... the judgement on Probation by last Thursday.

5. had passed

6. The court ... the sentence by next Tuesday.

6. will have been passed

Упражнение III. Составьте предложения по модели и переведите их.

Model 1: I had to work very hard last week.

To stay after classes on Monday, to translate the text in writing, to read up for the seminar in the library.

Model 2: I am to come at the examination at 10 a.m.

To take five tests and four exams in January, to visit grandparents next week end, to get up early on Sunday

Model 3: You should be more attentive in class.

To use a dictionary when reading a new text, to pay more attention to studies, to attend all lectures and tutorials

Упражнение IV. Переведите текст письменно.

The Rate of Crime

Crime is one of the world's oldest social problems. Almost every generation is threatened by increasing crime and violence. However, no

country has yet developed reliable methods for measuring the volume and trend of crime.

Countries vary greatly in their definition of crime and in the reliability of their crime statistics. Conditions that effect the amount of crime also vary from one country to another. Such conditions include the proportion of people living in cities, the proportion of young and old people in the population, and the degree of conflict among various cultural, economic, and racial groups.

Statistics show that crime rates for both violent crimes and property crimes are rising in most countries. Comparison of the crime rates of various nations indicate that increases in crime accompany increases in the rate of social change. The crime rate stays relatively stable in traditional societies.

Statistics about crime are based on complaints to the police, offences observed by the police, and arrests of suspects. Unfortunately, much crime goes unreported, including offences against businesses, organizations, and public agencies and against public order and morality.

***На основе следующих текстов составьте темы
"My Native Town (City)" и "London"***

My Native City

My native city is Yekaterinburg, a big industrial, educational and cultural centre of the Middle Urals. It is one of the largest cities in our country.

It stands on the Iset' river, almost at the point where Asia and Europe meet.

The city was founded in the time of Peter the Great by V. Tatishchev, manager of state factories, and W. Guennin, chief of the Urals mining works. In 1723 the newly-built settlement was called Yekaterinburg, in honour of Yekaterina, Peter's wife.

By the end of the 18th century Yekaterinburg grew into an important administrative, industrial and commercial centre due to its favorable location at the junction of roads.

In 1924 the city was renamed after Ya. Sverdlov, and bore this name till 1991.

The population of the city now is about a million and a half.

A lot of plants make our city one of the leading industrial centres of the country. Their production can be found in many places of our

country and in some foreign states. Yekaterinburg specialises in the manufacture of heavy machinery and industrial equipment. Its principal plants produce equipment for the iron and steel industry, turbine generators for power stations, equipment for the chemical industry.

Yekaterinburg is a big centre of education and science. There are about 20 state higher schools in it, such as the Urals State University, the Urals Technical University, the Urals Law Academy, and others. One can also find here a great deal of non-state higher schools, such as the Urals Institute of Economics, Management and Law, the Urals Institute of Finance and Law, the Urals Humanities Institute and others. The city has a lot of secondary, technical and vocational schools, as well as different gymnasiums, lycees and colleges. There is also the Urals Branch of the Academy of Sciences and many research institutes here. Yekaterinburg is a big centre of culture. We can see here many cinemas, clubs, libraries, the Philharmonic Society, the Mussorgskiy Conservatoire, and several theatres, such as the Opera House, the Play House, Operetta House, Theatre for Young Audience, Puppet Theatre.

We can visit such museums as the regional studies museum, the geological museum, the museum of fine arts, the museum of the history of architecture and industrial machinery, the museum of the history of Yekaterinburg, the museum of the history of stone-cutter's and jeweller's art, the museum of the youth, memorial house-museums of P.Bazhov, D. Mamin-Sibiriyak, F. Reshetnikov, the museum of photography, the museum of radio named after A. Popov, etc.

There are also some places of historic and modern interest in the city, such as the Historical Square on the banks of the Iset', many old buildings of the 18th and 19th centuries, monuments to Popov, Bazhov, Zhukov, to the heroes of the Great Patriotic War, to the warriors of the Urals voluntary armoured corps, to the warrior-internationalists ("Chernyy Tyulpan" – "Black Tulip"), the memorial at the Shirokorechenskoye cemetery, the memorial to the victims of the political repression of the 1930-1950s, the memorial at the scene of the execution of the last tsar's family, etc.

London

London is the capital city of England and of the United Kingdom. With a population of about 7 million it is the largest city in Britain and one of the largest cities in the world. Its history begins in about 43 A.D. when the Romans founded a military station on the present site of London.

It is situated upon both banks of the River Thames. It is the chief port of the country and the most important commercial, manufacturing and cultural centre.

The most characteristic parts of London are: the City, the West End, the East End and Westminster.

The City is the oldest part of London. It is the financial centre of the UK with many banks, different offices and Stock Exchange. The City, the "square mile" as it is often called, stretches along the north bank of the Thames. Traditionally, it is governed by the Lord Mayor and his Court of Aldermen. The City has its own police force and courts of law. During the working day almost half a million people earn their living there in the commercial heart of the capital. But by the weekend the City is populated by just 5,000 residents. Its street names indicate the trades and markets that used to flourish there - Bread Street, Wood Street, etc.

The West End is the most fashionable part of London. The name "West End" came to be associated with wealth, luxury and goods of high quality. It is the area of the largest department stores, hotels, cinemas, theatres, concert halls, museums, the best art galleries, historical places (including Buckingham Palace, the Queen's London residence), and famous parks, such as Hyde Park with its Speaker's Corner and Kensington Gardens. The main shopping streets are Piccadilly, Regent Street and Oxford Street. Visitors with plenty of money to spend and who come chiefly for enjoyment are likely to pass most of their time in the West End.

The East End of London seems to be unattractive in appearance, but it is very important to the country's commerce. It is situated to the east of the City. Here, today we can see kilometres and kilometres of docks of the port of London, and the great industrial areas that depend upon shipping. London Docklands nowadays is transformed into the most exciting new water city of the 21st century. The area attracts not only top name commercial, banking and business interest, but also thousands of new residents.

Westminster is the political centre. The best known streets here are Whitehall with important government offices, and Downing Street with the London residence of Prime Minister and the place where the Cabinet meets. And here, on the embankment of the Thames, you can see Houses of Parliament. Most of what can now be seen is no older than 140 years. When Parliament is sitting, the fact is confirmed by the Union Jack flying

on the Victoria Tower during the day and at night by the light in the clock tower of Big Ben, which stands as a symbol of London.

Questions on the topics

I. My Native City (Town)

1. What is your native city (town)? 2. Where is it situated? 3. When was it founded? 4. What do you know about its history? 5. What is its population now? 6. What can you say about your city (town) as an industrial centre? 7. Is it possible to call your city (town) a centre of education and science? Why? 8. Can you call your city (town) a centre of culture? Why? 9. What museums can one visit in your city (town)? 10. What monuments and places of interest can you show to the guests of your city (town)? 11. Do you like your city (town)? Why?

II. London

1. What city is the capital of the UK? 2. What is its population? 3. When was London founded? 4. Where is it situated? 5. What are its main parts? 6. Why is the City called the financial centre of the UK? 7. How many people work and live in the City? 8. What is the West End associated with? 9. Why is the East End considered important to the country's commerce? 10. Why is Westminster called the political centre?

Additional texts

1. Causes of Crime

People commit crimes for various reasons. The motives also vary in crimes of violence. Many scientists try to explain crime.

For example, researchers in the biological sciences have focused on physical differences. Such studies involve differences in body type, the pattern of brain waves, and the formation of genes. None of these studies has proved that criminals have any physical traits that make them different from other people.

Sociologists have focused on the community, not on an individual.

The highest crime rates occur in the most deprived sections of large cities. These are the areas where it is most difficult to train children to become law-abiding citizens. Such areas have the highest rate of broken homes. Even in many homes where both parents are present, emotional conflicts and health and financial problems affect family life. Slum areas usually have the poorest schools and the highest unemployment rates.

For many young city-dwellers, the excitement of the streets provides the principal escape from boredom and unsolvable problems. These

streets are also the scene of much vice and crime – drugs use and sale, gambling, prostitution, public drunkenness, and acts of violence.

Thus, law enforcement in the cities is difficult.

2. Types of Crimes

Crimes may be classified in various ways. For statistical purposes, many governments divide crimes into offences against people, against property, and against public order or public morality. Some scientists classify crimes according to the motives of the offenders. Other important kinds of crime include organized crime and white-collar crime.

Crimes against people include assault, kidnapping, murder, and sexual attacks. Such crimes usually bring severe punishment.

Crimes against property include arson, burglary, embezzlement, forgery, fraud, theft, and vandalism. In most cases, these crimes carry lighter penalties than do crimes against people.

Crimes against public order or morality include disorderly conduct, illegal gambling, prostitution, public drunkenness, and vagrancy.

Organized crime consists of large-scale activities by groups of gangsters or racketeers. Its activity include gambling, prostitution, the illegal sale of drugs, and loan-sharking.

White-collar crime includes criminal acts committed by business and professional people, such as cheating in the payment of taxes, petty theft by employees, stock market swindling.

3. Crime Prevention

For hundreds of years, the criminal law has been built around the idea that wrongdoers must be punished for their crimes. The most basic argument for punishment is that it preserves law and order and respect for authority. From this point of view, punishment does two things. It upholds the law, and it prevents others from thinking they can do the same thing without punishment.

Many criminologists stress the need for improving the work of criminal justice agencies – the police, the court, and the prison. For example, criminologists point out that better educated, equipped, and coordinated police forces are more effective in controlling crime.

One way to reduce crime is to reform or rehabilitate habitual criminals. The fundamental problem is not the first offender or the petty thief but the repeated offender who commits serious crimes. According to criminologists, crime would decrease greatly if all such offenders could be turned away from wrongdoing.

The second way to reduce crime is to punish offenders.

Nevertheless, crime prevention should aim to prevent people from becoming criminals in the first place.

There are many other ways to reduce crime.

III СЕМЕСТР

1. Проработайте и законспектируйте следующие разделы грамматики:

причастие настоящего времени (простые и сложные формы) (см. табл. 1);

герундий (простые и сложные формы (см. табл. 2);

отглагольное существительное.

2. Выполните письменно упражнения I, VIII, IX, остальные – устно.

3. Прочитайте и переведите устно тексты 1, 2, 3 (составление словаря к каждому тексту обязательно).

4. Выполните письменно в отдельной тетради свой вариант контрольной работы № 3.

5. Используя материал текстов на с. 49–53, расскажите о Великобритании и о России.

Таблица 1

Формы причастия

	<i>Participle I</i>	<i>Participle II</i>	<i>Perfect Participle</i>
<i>Active</i>	writing		having written
<i>Passive</i>	being written	written	having been written

Таблица 2

Формы герундия

	<i>Indefinite</i>	<i>Perfect</i>
<i>Active</i>	asking	having asked
	going	having gone
<i>Passive</i>	being asked	having been asked
	–	–

- | | |
|--|--------------------------------|
| 1. I am fond of reading. | Я люблю читать. |
| 2. I am fond of being read to. | Я люблю, когда мне читают. |
| 3. I remember having read the book. | Я помню, читал эту книгу. |
| 4. I remember having been read the book. | Я помню, мне читали эту книгу. |

Выполните следующие упражнения

I. Прочитайте и переведите следующие предложения, обращая внимание на формы Participle I и функции Participle I и Participle II в предложении.

1. Leaving the cinema the people were talking about the film. 2. There were many people standing at the bus stop. 3. Being tired I could hardly walk. 4. Having looked through a lot of books, she chose only one. 5. Two smiling girls were sitting on the bank talking loudly. 6. Writing a letter he seemed to forget everything. 7. She wants the letter sent at once. 8. Having been given all the instructions, we began our work. 9. Not knowing grammar one cannot speak correctly. 10. The building of the new cinema being built in our street now is of modern design.

II. Выберите правильную форму причастия.

1. ... this text I found much useful information.
a) reading b) having read c) read
2. She saw the boys ... in the yard.
a) playing b) having played c) played
3. ... the magazine he put it aside.
a) reading b) having read c) read
4. The impressive house ... in our street is a new trade centre.
a) building b) being built c) having built
5. ... to the wrong address the letter didn't reach him.
a) having sent b) having been sent c) being sent
6. ... the rule to the students, the teacher asked them to do a few exercises on it.
a) explaining b) being explained c) having explained
7. Not ... the rule he asked the teacher to explain it again.
a) having understood b) being understood c) understanding
8. The manager wishes the work ... well.
a) doing b) done c) having done

III. Выберите правильную форму причастия, не переводя предложения на английский.

1. Окончив университет, он решил поехать на Дальний Восток.
a) graduating b) graduated c) having graduated
2. Переводя текст, он выписывал новые слова.
a) translating b) having translated c) being translated
3. Покажите мне, пожалуйста, список студентов, изучающих английский язык.

- a) having studied b) being studied c) studying
4. Потеряв ключ, мальчик не мог попасть в дом.
a) being lost b) losing c) having lost
5. Мы слышали, как кто-то поет в соседней комнате.
a) singing b) being sung c) having sung
6. Он хотел, чтобы документ был напечатан немедленно.
a) typing b) typed c) having typed
7. Железная дорога, соединяющая эти два городка, построена лишь в прошлом году.
a) having connected b) connected c) connecting
8. Переведя статью, он сдал ее заказчику.
a) translating b) translated c) having translated

IV. Прочитайте и переведите следующие предложения, обращая внимание на форму герундия.

1. He likes telling such stories. 2. He likes being told such stories. 3. I am surprised at his being invited there very often. 4. I am surprised at his having been invited to her birthday party. 5. Her taking part in the conference is surprising. 6. Their having taken part in the conference is strange. 7. I was against helping him. 8. I was against being helped. I could do it myself. 9. She was punished for having gone there without her father's permission. 10. I've heard of Ann's son having been decorated with a medal. 11. Learning English is his hobby. 12. His favourite pastime is reading dictionaries and reference books. 13. He insisted on going there at once. 14. She never misses an opportunity of listening to this singer. 15. It's impossible to know English well without working at it hard. 16. We object to her being given so much work. 17. We heard of her having been given too much work. 18. Her not getting ready for classes was discussed at the meeting of the group. 19. Your having arrived at such an early hour was unexpected. 20. Kate's coming home late is undesirable.

V. Прочитайте предложения и скажите, кто выполняет действия, выраженные герундием.

1. I remember leaving a message for Nick. 2. I remember her leaving a message for Nick. 3. The woman apologised for having caused them trouble. 4. The woman apologised for her children's having caused them trouble. 5. John doesn't like being spoken about. 6. Everybody congratulated him on having carried out the experiment successfully. 7. She was sorry for their having discussed the issue in my absence. 8. They were

Mr. Miller doesn't like ... waiting.

1. They went to the party without

2. Most people like ... presents.

3. It is a dangerous city. People won't go after dark because they are afraid of

4. I don't like

5. Few people are prepared to work without

Х. Закончите предложения, употребляя герундий.

1. He left the room without 2. They stopped 3. Kate is very fond of 4. Do you mind ... ? 5. The man was accused of 6. There is no chance of 7. We were surprised at 8. I don't mind 9. She succeeded in 10. When will you finish ... ?

Прочитайте и переведите следующие тексты

Text 1. Problem of Punishment

The **abolition** of **capital punishment** in England in 1965 was welcomed by most people with humane and progressive ideas. To them it seemed a departure from feudalism, from the cruel pre-Christian spirit of revenge: an eye for an eye and a tooth for a tooth.

Many of these people think differently now. When three unarmed policemen were killed in London by bandits, this crime drew attention to the fact that since the abolition of capital punishment crime increased throughout Britain. Today, therefore, public opinion in Britain has changed. People who before stated that capital punishment was not **a deterrent** to murder now feel that killing **the assassin** is the lesser of two evils. Capital punishment, they think, may not be the ideal answer, but it is better than nothing, especially when, as in England, a sentence of "lifelong" imprisonment (a "**life sentence**", as it is called) lasts only eight or nine years.

All this is very controversial. And all the **arguments for** and **against** can be refuted in practice. The problem remains - the problem of how to prevent murders. Some murders are committed by criminals **evading** arrest, by **insane** or **mentally disturbed** people, by cold-blooded sadists completely **devoid of** all human feelings. The important thing in the prevention of murder is **to eliminate** the weapons and instruments, the guns and knives, with which these crimes are committed, and furthermore to stop the **dangerous influence of violence** in books,

films, television and other **mass media**, from which so many criminals derive their "inspiration".

Text 2. Main Types of Sentences

Absolute discharge. The defendant is not punished for the offence at all.

Conditional discharge. The defendant is **released** without punishment, provided that he is not **convicted** of any other offence within

a specified period (usually three years). If he is convicted within that time, the court may sentence him for the original offence as well.

Fine. A sum of money that an offender is ordered to pay on conviction. Up to 5,000 pounds at magistrates' courts, unlimited in the Crown Court.

Probation order. A court order placing an offender **under the supervision** of a probation officer for a period of between six months and three years, imposed (only with the consent of the offender) instead of

a sentence of imprisonment. They are most commonly imposed on first offenders, young offenders, and offenders whose crimes are not serious.

Suspended sentence. A prison sentence that does not take effect immediately. When a person is sentenced to imprisonment for less than two years, the court may, in exceptional circumstances, order that he should not actually be imprisoned unless he commits another offence within a specified period of between one and two years.

Imprisonment. This punishment consists in the **detention** of an offender in prison and subjecting him to discipline for the term of his sentence. A prisoner, in many cases, may become **eligible** to be released **on parole** after **servng** one-half of his sentence.

Text 3. No More Execution in Russia

In 1995 Russia became one of the 28 countries where **death sentences** are not **carried out**. There are about 80 countries which abolished this punishment **in legislation** and in practice, and about 100 countries that still practise capital punishment, among them the USA and Japan.

The **opponents** of capital punishment regard it as **a violation of human rights** because no one, not even the state, has the right **to deny** a person his life. The main argument is that no country can provide any evidence that death penalty **brings down** the crime rate.

The **supporters** of capital punishment **appeal** more **to** the emotions, maintaining this is the only way to prevent crimes. In their opinion, the death sentence is a **just punishment** for murderers.

The advocates of capital punishment are supported by public opinion. **Research polls** show that 70 per cent of the citizens support this punishment.

Nevertheless, more and more countries are **renouncing** capital punishment. Usually, their legislative abolition is gradual. First, they **restrict** the sphere of its **application** by cutting down the number of persons to whom it can **be applied**. Then they **introduce** alternative punishments and cease to carry out the sentences.

Russia seems to follow the same path.

Выполните письменно свой вариант контрольной работы

КОНТРОЛЬНАЯ РАБОТА № 3

Вариант 1

Упражнение I. Переведите предложения письменно.

1. Not knowing all circumstances of the offence it is impossible to understand the motive of the criminal act.
2. The narrowing of the sphere of applying capital punishment is one more step to its complete abolition.
3. Killing a policeman is a serious crime.
4. The problem of capital punishment being widely discussed now attracts attention of all sections of the population.
5. I support the idea of reeducating convicts and preventing new crimes.
6. The investigator succeeded in solving the crime.
7. Everybody was sure of his being given a lenient punishment.
8. They were surprised at his having been released on bail.

Упражнение II. Выберите правильную форму герундия.

1. The secretary was sure of ... a summons.
 - a) sending
 - b) having sent
 - c) being sent
 - d) having been sent
2. He was punished for ... goods worth of 2,000 pounds.
 - a) sending
 - b) having stolen
 - c) being stolen
 - d) having been stolen

3. Do you mind my ... him about this traffic accident?
 - a) questioning
 - b) having questioned
 - c) being questioned
 - d) having been questioned
4. He entered the court room without ... noise.
 - a) making
 - b) having made
 - c) being made
 - d) having been made
5. He insisted on ... his witness.
 - a) inviting
 - b) having invited
 - c) being invited
 - d) having been invited
6. We heard of his ... to imprisonment.
 - a) sentencing
 - b) having sentenced
 - c) being sentenced
 - d) having been sentenced

Упражнение III. Выберите правильную форму причастия.

1. Окончив институт, он начал работать в прокуратуре.
 - a) graduating
 - b) having graduated
 - c) graduated
2. Слушая речь адвоката, я был поражен его глубокими знаниями дела.
 - a) listening
 - b) having listened
 - c) listened
3. Заслушав всех свидетелей, судья объявил перерыв.
 - a) hearing
 - b) having heard
 - c) heard
4. Понимая, что все улики против него, подозреваемый признался в совершении преступления.
 - a) understanding
 - b) having understood
 - c) understood
5. Человек, совершивший преступление, был опознан свидетелем.
 - a) committing
 - b) having committed
 - c) committed
6. Публика, сидящая в зале, внимательно слушала речь обвинителя.
 - a) sitting
 - b) having sat
 - c) sat

Упражнение IV. Переведите текст письменно.

Capital Punishment

Capital punishment was an obligatory element in the life of society throughout humankind's history.

The application of capital punishment started to shrink rapidly only in the last century and, especially, in this century, in the majority of states. Today, capital punishment has been abolished completely or partially. Partial abolishment means that capital punishment has been left for especially dangerous crimes and for wartime. Usually, it is high treason and killing of policemen in performance of their duty. Quite often, these exclusions are not applied in practice: for example, Britain has

tion of the society to the threat of crime may be: setting up counter-threat of punishment, trying to make offenders harmless through constructive treatment, or through preventive program eliminating the causes of crime, but not making punishment more severe.

***На основе следующих текстов составьте темы
"Our Country" и "Great Britain"***

Our Country

The country where I live is now called the Russian Federation, or Russia. It was one of the fifteen republics of the former Soviet Union, or the USSR. The Russian Federation is a member of what is called Commonwealth of Independent States (CIS). The Commonwealth consists of several states - former Union Republics of the USSR.

Our country is situated in Eastern Europe and Northern Asia. Its territory covers about 17 million square kilometres. It borders Norway, Finland, Poland, Estonia, Lithuania, Latvia, Byelorussia, the Ukraine, Georgia, Azerbaijan, Kazakhstan, China, Mongolia, and Korea. The Russian Federation is washed by 14 seas of the three oceans – the Atlantic, the Arctic and the Pacific.

There are very many rivers and lakes in our country. The largest rivers are the Volga, the Ob', the Lena and others. Lake Baikal is the deepest lake in the world.

The climate varies in different parts of the country.

The Russian Federation is rich in such minerals as coal, oil, iron, gold, silver, copper and many others.

The country is a multinational state. Over one hundred peoples inhabit it. The population is about 140 million people.

Under the Constitution Russia is a presidential republic. The federal government consists of three branches: legislative, executive, and judicial. Each of them is checked and balanced by President.

The highest legislative and representative organ of the Russian Federation is the Federal Assembly (Parliament). It consists of two chambers: the Council of the Federation and the State Duma.

The Council of the Federation is composed of representatives of each subject of the Russian Federation (two persons of every subject). The State Duma includes 450 deputies. They are elected for four years.

The main function of the chambers is to make federal laws. At first bills are introduced in the State Duma. If they are passed by the majority vote, the laws are submitted for consideration to the Council of the

Federation within five days. Having been approved by this chamber the law, within five days, is sent to President of the Russian Federation for signing and publication.

The executive power is exercised by the Government of the Russian Federation. The Government consists of the Chairman of the Government of the Russian Federation, vice-chairmen and federal ministers.

The Government ensures the budget implementation and the pursuance of the single financial and monetary policy. It ensures pursuing the single national policy in the sphere of culture, science, education, public health, social security and ecology. The Government manages the federal property. It ensures defence of the country, national security, realisation of the foreign policy of the Russian Federation. It takes measures to guarantee legality and rights and freedoms of the citizens of the country.

The judicial branch is represented by different kinds of courts.

The state symbols of Russia are: a three-coloured banner with white, blue and red horizontal stripes; a national anthem and a national emblem (a two-headed eagle).

The capital of the Russian Federation is Moscow.

Great Britain

The official name for the country whose language we study is the United Kingdom of Great Britain and Northern Ireland.

The country populated by 57 million people comprises England, Scotland, Wales and Northern Ireland, and is situated on the British Isles. The British Isles consist of two large islands (Great Britain and Ireland) and a great number of small ones. Their total area is over 244,000 square kilometres. The British Isles are separated from the European continent by the North Sea and the English Channel. The western coast of Great Britain is washed by the Atlantic Ocean and the Irish Sea. Northern Ireland occupies one third of the island of Ireland. It borders the Irish Republic in the south.

The surface of England and Ireland is flat, but the surface of Scotland and Wales is mountainous. But the mountains are not very high. There are many rivers in the country but they are not very long. The Thames, the Severn and the Clyde are the most important rivers. There are many beautiful lakes in Great Britain, the largest part of them is in the Lake District in northwestern England.

The climate of Great Britain is typically maritime with rains and winds. The Gulf Stream makes the climate mild and damp.

The most important natural resources are coal, oil, gas, iron ore.

Britain is a highly developed industrial country. Its main industries are coal-mining, energy production, mechanical engineering, ferrous and non-ferrous metallurgy, electronics, chemical engineering, textile industry, etc.

The largest cities of the UK are: London, Birmingham, Manchester, Leeds, Glasgow, Liverpool, Edinburgh, Cardiff, Bristol.

The UK is a parliamentary monarchy. This means that it has a monarch (a king or a queen) as its Head of State. The UK is a monarchy in form and a parliamentary democracy in substance. The powers of the monarch are limited by Parliament. Parliament is the supreme legislative body. The British Parliament is one of the oldest parliaments in the world. It was founded in 1265. It consists of two chambers known as the House of Commons and the House of Lords. The main function of Parliament is to make laws regulating the life of the community and relating to any aspect of the political, economic, legal, social, and cultural life of the United Kingdom as a whole, or to any of its constituent parts.

The House of Lords now consists of about 500 members.

The elective House of Commons consists of 650 Members of Parliament (MPs). Parliamentary elections are held every five years on the basis of universal suffrage and secret ballot. All citizens of the UK over the age of 18 have the right to vote.

The British parliamentary system depends on political parties. It is the political parties that choose candidates in elections. There are, currently, two main parties – the Labour Party and the Conservative Party. The party which wins the majority of seats forms the Government and its leader usually becomes Prime Minister. The Prime Minister chooses about twenty MPs from his/her party to become the Cabinet. The second largest party becomes the official Opposition with its own leader and Shadow cabinet.

So, executive power in the UK belongs to the Government which consists of the Cabinet and other ministers. The Government includes about a hundred politicians under the Prime Minister, appointed to their offices, as ministers, by the Queen (King) on her/his advice. The Cabinet consists of about twenty senior ministers and deals with the main lines of policy, exercises control of the executive and coordinates the work and policies of various ministers. The meetings of the Cabinet are usually held at No.10 Downing Street, the residence of the Prime Minister.

The UK heads what is called the Commonwealth (the "British Commonwealth of Nations" till 1953) comprising about 50 independent states which were formerly parts of the British Empire. The Commonwealth was established to encourage trade and friendly relations among its members, such as Canada, Australia, New Zealand, Kenya, Jamaica and other countries.

The capital of the United Kingdom is London.

Questions on the Topics

I. Our Country

1. What country do you live in? 2. Where is it situated? 3. What is its territory? 4. What countries does it border? 5. What seas and oceans is it washed by? 6. What can you say about rivers and lakes? 7. What minerals is the country rich in? 8. What is the population of the country?

9. What are the federal branches of power? 10. What can you say about the highest legislative organ? 11. What is the main function of the Federal Assembly? 12. How do bills become laws? 13. What do you know about the executive power? 14. What does the Government ensure?

15. What can you say about the judicial branch? 16. What are the state symbols of the Russian Federation? 17. What can you say about the capital of Russia?

II. Great Britain

1. What is the official name of the country? 2. What parts does the country consist of? 3. Where is it situated? 4. What is the territory of the country? 5. What seas and oceans wash Britain? 6. What can you say about the surface of the country? 7. What do you know about its rivers? 8. What natural resources is the country rich in? 9. What branches of industry are developed in the UK? 10. What are the largest cities? 11. What can you say about the state system of the country? 12. What is its highest legislative body? 13. When was it founded? 14. What do you know about the Houses of Parliament? 15. What is its function? 16. How are Parliamentary elections held? 17. What political parties do you know in Britain? 18. What is the highest executive body of the country? 19. Who heads the Government of the UK? 20. What do you know about the Commonwealth?

Additional Texts

1. The Decision to Protect

Who can start criminal proceedings? The general rule is that any individual can bring a prosecution. This is usually referred to as a 'private prosecution'. A study done for the Royal Commission showed that private prosecution comprised 2.4 per cent of the overall number. Most of these were for domestic assaults and shoplifting.

The greatest number of prosecution, however, are brought as a result of action instigated by the police. Until recently the police made the final decision to prosecute. Moreover, the police effectively controlled the prosecution. But the system was criticised for its lack of independence. The police had a strong interest to be successful in court.

The pressure group 'Justice' published a report calling for an independent prosecution service which could separate the investigation of crime from its prosecution. The matter was considered by the Royal Commission on Criminal Procedure. It concluded that existing procedure was unsatisfactory. That's why 'The Crown Prosecution Service' was created by the Prosecution of Offences Act 1985 and it came into effect nationally on October 1, 1986. The police still investigate criminal offences but from then charges are handed to the Crown Prosecution Service. It may decide to amend or drop any or all of the charges.

The Crown Prosecution Service is under the control of the Director of Public Prosecutions.

2. Coroner's Court

Coroners investigate violent and unnatural deaths or sudden deaths where the cause is unknown. Deaths may be reported to the local coroner (who is either medically or legally qualified, or both) by doctors, the police, various public authorities, or members of the public. The coroner need not hold an inquest if, after a post-mortem examination has been made, he or she is satisfied that the death was due to natural causes.

Where there is a reason to believe that the deceased died a violent or unnatural death or died in prison or in other specified circumstances, the coroner must hold an inquest. It is the duty of the coroner's court to establish how, when and where the deceased died. A coroner may sit alone or sometimes with a jury.

In Scotland the local prosecutor fiscal inquires privately into all sudden and suspicious deaths and may report the results to the Crown (Court) Office. In a minority of cases a fatal accident inquiry may be

held before the sheriff. For certain categories (such as death in custody) a fatal accident inquiry is mandatory. In addition, the Lord Advocate has discretion to instruct an inquiry in the public interest in cases where the circumstances give rise to public concern.

Coroners are usually appointed from senior lawyers or medical practitioners. The office of coroner originated in England and France. Early coroners guarded the fines collected by the King, or Crown, and were called 'crowners'. The word 'coroner' comes from that title.

3. Juvenile Courts

The purpose of juvenile courts is to establish and supervise a plan of control and rehabilitation for youths who have broken the law. The largest number of juvenile court cases involves juvenile delinquency.

Experience has shown that the best results are achieved when the courts operate without a trial atmosphere. The staff of the court include psychologists, psychiatrists, social workers, and other specially trained workers. They investigate the situation and the offender. Then they carry out a plan of rehabilitation. This plan may involve a period of residence in a corrective institution, medical treatment, a foster home for the youth, probation or any other corrective plan. Alternative sentences include community service, making amends to victims, and short-term imprisonment in special sections of state prisons.

Parental liability of parents allowing a child to participate in a gang, to use drugs, or to have access to a gun has increased. Punishment for the parents range from fines to imprisonment.

Another tendency is to try as adults those youths who have committed serious crimes. In 1989, the United States Supreme Court ruled that the Constitution does not forbid the death penalty for those who commit murder at the age of 16 or 17.

Juvenile courts now exist in most of the United States, Europe, and Latin America, as well as Israel, Japan, and other countries, though structure and procedure vary. But the main task of all the countries is to prevent criminal behavior of youngsters and children.

4. Tribunals and Arbitration

The formal courts are not the only means of solving disputes. Adjudication often take place outside the court system. The two main forms of outside-court adjudication are tribunals and arbitration.

There are over 50 different types of tribunals in the UK. Both the tribunals and the claims they consider are the product of legislation. Tribunals regulate relations between social groups such as employers

and employees or between the state and its citizens. An employee may claim that his/her dismissal was not legally justified under the terms of the employment legislation. A claimant may claim that the reduction in his/her benefit was not legally justified. Such disputes should be settled by ordinary courts. And this has been done in some cases. But in many situations ordinary courts lack the necessary expertise or are formal, slow and costly to hear claims. And the legislation has established a tribunal to do the job. Tribunals vary greatly. Most tribunals are called 'tribunals' but some are called 'commissions', others are called 'committees', others still are called 'courts'. Their legal functions also vary. One common feature of almost all tribunals is that they are subject to judicial review by the High Court. There is also a Council on Tribunals which checks that their procedures are open, fair and impartial.

Arbitration is a private means of adjudication. It is used in many different situations from the resolution of complex commercial disputes to minor disagreements between the suppliers of goods and services and the consumers. The parties involved agree to place their dispute in the hands of an independent third party and invest it with the power to decide the issue. The judgement of an arbitrator is known as an 'award'. The arbitrator decides on the basis of written documents, oral hearings are rare. The advantages of arbitration are similar to tribunals: speed, lower costs, flexibility, informality and adjudication by an expert.

5. Reforming the Law

While it is the function of the civil court system to adjudicate on disputes, its aim is to do it efficiently and fairly. An efficient system must be quick and cheap. Delay and expense can lead to injustice. There was criticism that existing civil procedure was neither efficient nor fair. Statistics supported the criticism. In personal injury cases the average period of time from accident to settlement was five years. In 40 per cent of cases the costs involved were higher than the amount of damages awarded. The government responded to this criticism by undertaking a review of the civil justice system. The purpose of the review was to improve the machinery of civil justice by means of reforms in jurisdiction, procedure and court administration. The main task was to reduce delay, cost and complexity.

Each of the five main classes of civil business, personal injury, small claims, housing, commercial and debt are to be examined in three stages. Firstly, research, secondly, a consultation paper and thirdly, implementation by legislation.

It was proposed to permit solicitors as well as barristers to act as counsel in higher courts; to allow people wishing to take legal action to enter into a 'no win, no fee' agreement with lawyers; and to allow Building Societies and banks to provide conveyancing services (purchase and sale of property service). All these measures are designed to make access to the law easier.

All the proposals were welcomed by the public.

One can see that there are many ways in which the review of civil justice system may benefit the people. Nevertheless, there are many critics and some doubts over the efficacy of the system.

IV СЕМЕСТР

1. Проработайте и законспектируйте следующие разделы грамматики:

согласование времен (см. табл. 1);
условные предложения (см. табл. 2).

2. Выполните письменно упражнения I, IV, X, остальные – устно.

3. Прочитайте и переведите устно тексты 1, 2, 3 (составление словаря к каждому тексту обязательно).

4. Выполните письменно в отдельной тонкой тетради свой вариант контрольной работы № 4.

5. Используя материал текстов на с. 69–73, расскажите о судебной системе Великобритании и о профессии юриста.

6. Подготовьте чтение и перевод текста (текстов) общеюридического или общественно-политического содержания из свежих номеров газет или журналов, издаваемых на английском языке, объемом 2000 печатных знаков (букв). При переводе на зачете разрешается пользоваться постатейным словарем, составленным во время подготовки материала.

Внимательно изучите следующие таблицы

Таблица 1

Согласование времен. Sequence of Tenses

В английском языке время глагола в дополнительном предложении зависит от времени глагола главного предложения.

Если сказуемое главного предложения стоит в прошедшем времени, то и глагол придаточного предложения стоит в одном из прошедших времен.

I. Если действие придаточного предложения происходит одновременно с действием главного, то сказуемое придаточного предложения стоит в Past Indefinite или Past Continuous, и при этом переводится на русский язык глаголом в настоящем времени.

1. He **said** he **lived** in Moscow. Он **сказал**, что **живет** в Москве.
2. She **said** the child **was sleeping**. Она **сказала**, что ребенок **спит**.

II. Если действие придаточного предложения предшествовало действию главного, то сказуемое придаточного предложения стоит в Past Perfect или Past Perfect Continuous и переводится на русский язык глаголом в прошедшем времени.

1. He said he **had lived** in Moscow. Он сказал, что **жил** в Москве.

III. Если действие придаточного предложения последует за действием главного, т.е. совершится в будущем, то сказуемое этого предложения стоит в одном из времен Future-in-the-Past со вспомогательным глаголом "would" или "should", на русский язык переводится глаголом в будущем времени.

1. He said he **would live** in Moscow. Он сказал, что **будет жить** в Москве.

Таблица 2

Условные предложения

Условные предложения состоят из двух частей: главного предложения и придаточного предложения, выражающего идею "если", "при условии", которые вводятся следующими союзами и союзными словами:

if – если; **in case** – в случае если, на тот случай если;
suppose (that) – предположим, что; **on condition (that)** – при условии что; **provided (that)** – при условии что; **unless** – если ... не; **providing (that)** – при условии что, раз; **even if** – даже если, хотя бы и; **if only** – если бы, хотя бы, если только.

В зависимости от реальности условия и от его отношения ко времени выделяются **три типа условных предложений**.

I. Предложение **реального условия** (вероятное условие – *изъявительное наклонение*)

Он сделает работу, если у него будет время. He **will do** the work if he **has** time.

Если завтра не будет дождя, мы поедем за город. If it **does not rain** tomorrow, we **shall go** to the country.

II. Предложения **нереального условия в настоящем и будущем** (маловероятное условие – *сослагательное наклонение*)

Он сделал бы работу, если бы у него было время. He **would do** the work if he **had** time.

Если бы сегодня не было дождя, мы бы поехали за город. If it **did not rain** today, we **should go** to the country.

III. Предложения **нереального условия**, относящиеся к **прошлому** (нереальное, невероятное условие – *сослагательное наклонение*)

Он сделал бы работу вчера, если бы у него было время. He **would have done** the work yesterday if he **had had** time.

Если бы вчера не было дождя, мы бы поехали за город. If it **had not rained** yesterday, we **should have gone** to the country.

Во всех типах условных предложений возможна бессоюзная связь главного предложения с придаточным, т.е. союзы могут быть опущены. В этом случае вспомогательный или модальный глагол выносится на место перед подлежащим. Такой порядок слов называется *инверсией*. Инверсия возможна, если в состав сказуемого входят глаголы *had, were, should, could, might*.

Were I in your place, I could accept your invitation. Будь я на вашем месте (если бы я был на вашем месте), я мог бы принять ваше предложение.

Had he come earlier, he would have met her. Если бы он пришел раньше (приди он раньше), он бы застал ее.

Выполните следующие упражнения

I. Прочитайте и переведите следующие предложения.

1. She said that she would leave for London the next day. 2. I knew they were taking an exam. 3. We didn't know who had translated the text. 4. He said that both he and his sister liked sport. 5. She replied that she could read English books in the original. 6. We were not sure that they would meet soon. 7. Ann asked Nick whom he was waiting for. 8. Nobody could understand what he was going to do. 9. He wondered if Kate liked to read detective stories. 10. They wanted to know where she would go for holidays. 11. The teacher asked Nick why he hadn't come to the meeting. 12. She asked us to be quiet as the children were sleeping. 13. They informed us that they had English classes twice a week. 14. We hoped that the results of the exams would be better. 15. The librarian asked her what books she preferred to read.

II. Выберите правильную форму глагола для следующих предложений.

1. She said she usually (проводит) her holidays at the seaside.
a) is spending b) spent c) spends
2. I wanted to know if I (буду иметь) an opportunity to do it.
a) shall have b) have c) should have
3. We didn't know who (перевел) the book into Russian.
a) had translated b) translated c) was translating
4. It appeared they (переводят) the article still.
a) are translating b) translated c) were translating
5. He asked me if I (переведу) the article by Monday.
a) would translate b) would have translated
c) will have translated
6. They wondered who (помогает) Kate with her English.
a) helps b) has helped c) helped

III. Выберите английские эквиваленты для следующих русских предложений.

1. Она сказала, что учится на втором курсе.
a) She said she had been a second-year student.
b) She says she is a second-year student.
c) She said she was a second-year student.
2. Я знаю, что они сдают экзамен в это время.
a) I know they were taking an exam at that time.
b) I knew they were taking an exam at that time.
c) I know they are taking an exam at this time.

3. Мы думали, что результаты экзаменов будут лучше.
 - a) We think the results of the exams will be better.
 - b) We thought the results of the exams would be better.
 - c) We thought the results of the exams were better.
4. Он сказал, что еще не перевел статью.
 - a) He says he hasn't translated the article yet.
 - b) He said he hadn't translated the article yet.
 - c) He said he had translated the article.
5. Он сказал, что переведет статью к пятнице.
 - a) He said he would translate the article on Friday.
 - b) He says he will have translated the article by Friday.
 - c) He said he would have translated the article by Friday.
6. Она спросила, говорит ли он по-английски.
 - a) She asks if he speaks English.
 - b) She asked if he spoke English.
 - c) She asks if he spoke English.

IV. Образуйте правильную видовременную форму сказуемого вместо инфинитива, данного в скобках, прочитайте и переведите следующие предложения.

1. He asked her if she (to cook) dinner already. 2. They wondered whom he (to wait for). 3. Boris wanted to know where Kate (to go) for her holiday. 4. My friend asked me if I (to read) the book before. 5. The teacher asked her pupils (not to forget) to translate the text in writing. 6. He asked them (to speak) Russian. 7. He said he (not to like) ice-cream. 8. I knew it (to be) impossible to do it in two days. 9. They asked him if it (to take) him long to get ready for exams. 10. She said she (to translate) the article by the next week.

V. Прочитайте и переведите следующие предложения.

1. If he knew all the rules, he would spell better. 2. If I were more attentive, I should not make so many mistakes. 3. If I had told her the whole story, she would have believed me. 4. I wish she were here. 5. I wish I knew it. 6. I wish I had never met her. 7. The girl looked as if she were surprised. 8. It looks as if he had known about it long ago. 9. It is time you went to bed. 10. I suggest that he should be invited to the meeting. 11. Take an umbrella in case it rains. 12. He will catch a cold unless he puts on the warm coat. 13. If I had had any free time yesterday, I should have done it myself. 14. Provided he went there alone, he might not find the place. 15. I wished he had come earlier.

VI. Выберите правильный перевод.

1. If I had got your telegram, I should have met you at the airport.
 - a) Если я получаю от тебя телеграмму, я встречаю тебя в аэропорту.
 - b) Если бы я получил от тебя телеграмму, я бы встретил тебя в аэропорту.
 - c) Если я получу от тебя телеграмму, я встречу тебя в аэропорту.
 - d) Если я получал от тебя телеграмму, я встречал тебя в аэропорту.
2. Were he in Moscow now, he would take part in the discussion.
 - a) Если он будет в Москве, он примет участие в дискуссии.
 - b) Бывая в Москве, он принимает участие в дискуссии.
 - c) Если он бывал в Москве, он принимал участие в дискуссии.
 - d) Если бы он был сейчас в Москве, он бы принял участие в дискуссии.
3. I wish it were summer now.
 - a) Жаль, что сейчас лето.
 - b) Жаль, что было лето.
 - c) Жаль, что сейчас не лето.
 - d) Жаль, что будет лето.
4. If she studies much, she will pass her exams successfully.
 - a) Если она много занимается, она сдает сессию успешно.
 - b) Если она будет много заниматься, она сдаст сессию успешно.
 - c) Если бы она много занималась, она бы сдала сессию успешно.
 - d) Если она много занималась, она сдавала сессию успешно.
5. I wish I had had more time to read.
 - a) Жаль, что у меня не было больше времени для чтения.
 - b) Жаль, что у меня не бывает больше времени для чтения.
 - c) Жаль, что у меня не будет больше времени для чтения.
 - d) Жаль, что у меня нет больше времени для чтения.
6. Had he enough money, he would buy the car.
 - a) Если у него будет достаточно денег, он купит машину.
 - b) Если у него бывает достаточно денег, он покупает машину.
 - c) Если бы у него было достаточно денег, он бы купил машину.
 - d) Если у него было достаточно денег, он покупал машину.
7. I might have answered the letter if I had known her address.
 - a) Я смогу ответить на письмо, если буду знать ее адрес.
 - b) Я мог отвечать на письмо, если знал ее адрес.
 - c) Я могу ответить на письмо, если знаю ее адрес.
 - d) Я мог бы ответить на письмо, если бы знал ее адрес.

VII. Выберите английский эквивалент.

1. Если бы он был свободен (вчера), я бы попросил его сделать это.
 - a) If he was free, I asked him to do it.
 - b) If he is free, I ask him to do it.
 - c) If he had been free, I'd have asked him to do it.
 - d) If he were free, I'd ask him to do it.
 - e) If he is free, I'll ask him to do it.
2. Жаль, что я не знаю, где они живут.
 - a) I wished I knew where they lived.
 - b) I wished I knew where they had lived.
 - c) I wish I knew where they had lived.
 - d) I wished I had known where they had lived.
 - e) I wish I knew where they lived.
3. Если бы он попросил меня, я бы ему помог (завтра).
 - a) If he asks me, I help him.
 - b) If he asked me, I helped him.
 - c) If he had asked me, I'd have helped him.
 - d) If he asked me, I'd help him.
 - e) If he asks me, I'll help him.
4. Мы приедем туда в 10 вечера, если поезд не опоздает.
 - a) We'd come there at 10p.m. if the train were not late.
 - b) We'll come there at 10p.m. if the train is not late.
 - c) We'd have come there at 10p.m. if the train had not been late.
 - d) We came there at 10p.m. if the train was not late.
 - e) We come there at 10p.m. if the train is not late.
5. Похоже, что все знают это.
 - a) It seems as if everybody had known it.
 - b) It seems as if everybody knew it.
 - c) It seemed as if everybody knew it.
 - d) It seemed as if everybody had known it.
 - e) It seems as if nobody knew it.
6. Если бы он знал грамматику лучше, он бы не сделал столько ошибок (вчера).
 - a) If he knew grammar better, he would not make so many mistakes.
 - b) If he had known grammar better, he would not have made so many mistakes.
 - c) If he knows grammar better, he won't make so many mistakes.
 - d) If he knows grammar better, he doesn't make so many mistakes.

e) If he knew grammar better, he didn't make so many mistakes.

7. Если бы они умели хорошо говорить по-английски, они бы не приглашали переводчика.

- a) If they can speak English well, they don't invite an interpreter.
- b) Could they speak English well, they would not invite an interpreter.
- c) If they could speak English well, they didn't invite an interpreter.
- d) If they can speak English well, they won't invite an interpreter.
- e) If they could speak English well, they would not invite an interpreter.

VIII. Заполните пропуски правильной формой глагола.

1. What would your sister do if she ... free tonight?
a) was b) were c) had been
2. You ... all your exams well if you had not missed classes very often.
a) would pass b) would have passed c) had passed
3. He wouldn't know much if he ... so many books.
a) hadn't read b) didn't read c) wouldn't read
4. If I ... it with my own eyes, I shouldn't have believed it.
a) didn't see b) shouldn't see c) hadn't seen
5. If it hadn't rained yesterday, they ... to the country.
a) would have gone b) would go c) went
6. If she ... , he'll be very glad.
a) come b) will come c) comes
7. If they ... enough money, they would travel around the world.
a) had had b) had c) would have

IX. Закончите следующие предложения.

1. If he asked me for help, I 2. If she were a doctor, 3. Had I much money, 4. If they had told me about it yesterday, 5. You would know English better if 6. If I were you, 7. If she had had a good dictionary at the test, 8. They'll pass their exams successfully if 9. The contract would have been signed last Friday if 10. If the contract had been signed yesterday,

X. Дайте полные ответы на следующие вопросы.

1. What would you buy if you had much money? 2. What language would you study if you had a choice? 3. Where would you like to work if you knew English very well? 4. What would you have done if you had not entered the Law Academy? 5. What language would you have begun studying if you had been ten years old? 6. Where would you spend your

vacation if it were summer now? **7.** Who would comfort you if you failed your exams? **8.** When would you marry if you wanted to do it? **9.** Where would you live if you were an American? **10.** What would you have done if you had had free time yesterday?

Прочитайте и переведите следующие тексты

Text 1. The Legal Profession and the Judiciary

The careers of judge and lawyer are not separated from one another, judges being chosen from among the most successful lawyers. There are two classes of lawyers – barristers and solicitors. Barristers, known collectively as “**the Bar**”, have the monopoly of presenting cases in the higher courts. Solicitors are only allowed to do so in lower courts. Their job is to do the preliminary work for **lawsuits** and to deal with **non-controversial** matters like the **drawing-up of wills** or the **conveyancing of estate**.

Barristers of long experience who have proved their worth to the **Establishment** can apply to the Lord Chancellor for a patent as **Queen’s Counsel (QC)**. This is known as “**taking silk**” since a QC wears a robe of silk in court.

Since all courts are Queen’s courts, all judges are appointed by the Crown. In England and Wales appointments to the highest positions are made on the recommendation of the Prime Minister, while the Lord Chancellor recommends the appointment of High Court judges, Crown courts judges and **stipendiary magistrates** (since 2002 – **district judges**).

The key figure in British justice is the Lord Chancellor. He is the highest judge in the land. He is also one of the ‘ministers in the cabinet’. He is responsible for the **administration of justice** and of the courts.

Text 2. Entering Legal Profession in the UK

Almost all English universities have a faculty of English law. University professors, readers and lecturers teach students. In most cases students are granted the first degree in law on graduation from the university: LLB degree - Bachelor of Laws. As for the higher degrees (LLM degree – Master of Laws and LLD degree – Doctor of Laws), they require further studies, specialised examinations and dissertations.

However, in Britain, unlike many other countries, it is not in fact necessary to have a degree to become a lawyer. Although nowadays most people entering the profession do. The main requirement is to have

passed the **Bar Final examinations** (for barristers) or the **Law Society Final examinations** (for solicitors). Someone with a university degree in a subject other than law needs first to take a preparatory course. And even someone without a degree at all may also prepare for the final examination, but this will take several years.

Though, even after passing the examination, a lawyer is not necessarily qualified. A solicitor must then spend two years as an **articled clerk** (клерк-стажер – служащий конторы солиситора, выполняющий свою работу в порядке платы за обучение профессии солиситора) or **trainee-solicitor** (стажер, практикант), during which time his/her work is supervised by an experienced lawyer, and he/she must take further courses.

A barrister must spend a similar year as a pupil (помощник адвоката).

Text 3. Entering Legal Profession in the USA

More than 100,000 students of full-time departments and 20,000 students of part-time and correspondence departments study at present at 177 law schools in the USA.

After completing the formal education at the university (the course of studies usually lasts 4 years) and having already earned a bachelor's degree, the student is trained at the university law school. He/she studies there for three years. Thus, you need seven years to enter a legal profession. After the law school a graduate has to pass some examinations to be admitted to the legal practice in any state of the country.

The curriculum of the law school usually includes many compulsory and optional subjects. Thus, first-year students study such subjects as **property law**, civil procedure, criminal procedure, theory of law enforcement bodies, **drafting legal documents**, and others. The second- and third-year students have an option of courses. Some subjects are obligatory, but others are optional. For example, **the syllabus** of one of law schools offers 125 subjects for studying: commercial law, constitutional law, family law, philosophy, ethics, etc.

Usually a student chooses one direction for studies. For example, subjects included in "**commercial and corporate law**" are the following: fundamentals of **book-keeping**, **accounting**, banking, business planning, property law (which is divided into **real property** - land and houses, and personal property), **copyright law** (dealing with intellectual property) and some others.

Выполните свой вариант контрольной работы

КОНТРОЛЬНАЯ РАБОТА № 4

Вариант 1

Упражнение I. Переведите предложения письменно.

1. He said he worked as an investigator
2. I knew judges in Great Britain were chosen from the most experienced lawyers.
3. I asked the solicitor if he would help me to draw up a will.
4. He informed us that all the judges had been appointed by the Crown.
5. They didn't know the highest court in the UK was the House of Lords.
6. He added the Lord Chancellor was responsible for the administration of justice in the country.
7. She said the court was just trying this case.
8. We wondered if that juror would be challenged.

Упражнение II. Переведите предложения письменно.

1. If somebody sells you a faked work of art, he will be prosecuted for fraud.
2. If I were a judge, I would pass the sane sentence.
3. If somebody drives in excess of the speed limit, he will be fined.
4. Were he a judge, he would choose a lighter sentence.
5. How would you have felt if you had been the victim of this crime?
6. When this case is tried at the court, it will take weeks or even months because it is very controversial.
7. If he were an investigator, he would want to know other facts and circumstances of the accident.
8. If the trial begins tomorrow, I'll be able to attend it.

Упражнение III. Выберите английские эквиваленты для следующих русских предложений.

1. Она сказала, что учится в юридической академии.
 - a) She said she studied at the Law Academy.
 - b) She said she would study at the Law Academy.
 - c) She said she had studied at the Law Academy.
2. Он сказал, что суд начнется на следующей неделе.
 - a) He said the trial would begin the next week.
 - b) He says the trial will begin next week.

- c) He said the trial would have begun by the next week.
3. Я знал, что полиция сейчас собирает улики против него.
- a) I knew the police had collected evidence against him.
 b) I knew the police collected evidence against him.
 c) I knew the police were collecting evidence against him.
4. Если бы я был судьей, я бы отправил дело на дополнительное расследование.
- a) If I had been a judge, I would have sent the case for the additional investigation.
 b) If I were a judge, I would send the case for the additional investigation.
 c) If I am a judge, I'll send the case for the additional investigation.
5. Если защита будет знать мотивы преступления, ей будет легче вести дело.
- a) If the defence know the motives of the crime, it will be easier for it to handle the case.
 b) If the defence knew the motives of the crime, it would be easier for it to handle the case.
 c) If the defence had known the motives of the crime, it would have been easier for it to handle the case.
6. Если бы я раньше знал дату слушания дела, я бы пришел.
- a) If I knew the date of the trial, I would come.
 b) If I had known the date of the trial, I would have come.
 c) If I know the date of the trial, I will come.

Упражнение IV. Переведите текст письменно.

Lawyer

Lawyer is a person who is allowed to represent members of the public in a court of law or to advise them on matters of law. A person who seeks a lawyer's services is called a 'client'. Until 1993, a lawyer in the United Kingdom who had the right to argue cases in the higher courts was called a 'barrister'. One who did not was called a 'solicitor'. Since December 1993, some solicitors have the right to argue cases in the higher courts. In Scotland, a high-court lawyer is called an 'advocate'.

The system of barristers and solicitors was used in Australia, India, Ireland, New Zealand, South Africa, and other Commonwealth countries. In recent years, many countries have formally abolished this

system. In those countries, most lawyers either specialize in ‘advocacy’ (appearing in court) or choose more general advisory work.

A lawyer’s duties may cover many legal matters, including contracts, wills, conveyances, claims for damages for personal injury, and company work. Lawyers also deal with family matters, such as divorce. A lawyer tries to avoid litigation by giving legal advice that will keep the client out of trouble, and by trying to settle such cases amicably.

Many solicitors have wide-ranging practices which include both civil and criminal law. Others work in large, specialized practices concerned with only one or two aspects of law.

Вариант 2

Упражнение I. Переведите предложения письменно.

1. He said that case would be heard by a judge and a jury.
2. The clerk said the jury consisted of a group of twelve ordinary citizens.
3. I was sure all justices of the peace were not paid.
4. Everybody knew he had pleaded guilty.
5. We were told magistrates' courts had powers limited to small fines, probation and a short period of imprisonment.
6. He said civil cases concerned disputes between individuals.
7. He wondered if the main function of the police was to maintain law and order.
8. She stressed the jury decided on the verdict and the judge decided on the sentence.

Упражнение II. Переведите предложения письменно.

1. If the defence is successful, the accused will be only fined.
2. If I were a judge, I would give a more severe sentence.
3. How would you have behaved if you had been attacked in the street yesterday?
4. When all the evidence is collected, the case will be sent to the court.
5. As soon as the jury return a verdict, the judge will pass a sentence.
6. If the advocate had been more experienced, the accused would have been acquitted.
7. Had he enough money, he would hire a better barrister.
8. If he registered his gun, he wouldn't be fined.

Упражнение III. Выберите английские эквиваленты для следующих русских предложений.

1. Она сказала, что ей нравится изучать уголовное право.
 - a) She said she had liked to study criminal law.
 - b) She said she liked to study criminal law.
 - c) She says she likes to study criminal law,
2. Я знала, что присяжные сейчас обсуждают вердикт.
 - a) I knew the jurors had deliberated the verdict.
 - b) I knew the jurors were deliberating the verdict.
 - c) I knew the jurors deliberated the verdict.
3. Он сказал, что вердикт будет скоро вынесен.

- a) He said the verdict would be reached soon.
 - b) He says the verdict will be reached soon.
 - c) He said the verdict had been reached.
4. Если бы я был адвокатом, я бы не взялся за такое дело.
- a) If I were an advocate, I would not handle such a case.
 - b) If I had been an advocate, I would not have handled such a case.
 - c) If I am an advocate, I will not handle such a case.
5. Если он успешно защитит диссертацию, он получит степень магистра.
- a) If he defended the dissertation successfully, he would get Master of Laws degree.
 - b) If he defends the dissertation successfully, he will get Master of Laws degree.
 - c) If he had defended the dissertation successfully, he would have got Master of Laws degree.
6. Если бы у меня был достаточный опыт работы, меня бы назначили судьей.
- a) If I had had large practice, I would have been appointed judge.
 - b) If I had large practice, I would be appointed judge.
 - c) If I have large practice, I will be appointed judge.

Упражнение I. Переведите текст письменно.

The Legal Profession

The legal profession in all parts of the United Kingdom is traditionally divided into barristers (advocates in Scotland) and solicitors. Barristers or advocates have the right to appear in all the superior courts of law. Solicitors spend most of their time advising clients and preparing legal documents, such as wills, conveyances, leases, and contracts. Barristers, however, prepare documents called 'pleadings'. Normally, a barrister deals with his client through a solicitor. Barristers wear wigs and gowns when they appear in court. Senior barristers with busy practices may be appointed Queen's counsel (QC). A Queen's counsel usually specializes in a certain type of law and normally appears with a junior barrister. The QC is known as the 'leader'. A QC no longer prepares pleadings and so can spend more time on advocacy and specialized advice.

Barristers in England and Wales are all members of one of the Inns of Court. The Inns are situated in a small area of central London near the Law Courts. Each inn has its own hall, library, and other buildings. Many

barristers' chambers are located in the inns. Before graduates from law schools can become barristers they must take examinations. In order to practice at the bar, a barrister must work for one year as a 'pupil'.

Solicitors are all members of the Law Society, and must pass examinations as well as work for about two years for a qualified solicitor.

***На основе следующих текстов составьте темы
"Судебная система Великобритании" и "Профессия юриста"***

The Judicial System of the UK

The structure of the court system in Britain is many-layered and almost incomprehensible. There is no comprehensive law regulating the organization and competence of the courts. The legal system for England and Wales (there are separate ones for Scotland and Northern Ireland) does not have a criminal or civil code. It is founded upon two basic elements: Acts of Parliament or statute law, and common law which is the outcome of past decisions and practices based upon custom and reason.

The courts of Britain are divided into two large groups: criminal courts and civil courts. Besides, there are many special tribunals, for example, industrial tribunals dealing with labour disputes and industrial injury compensation.

CRIMINAL COURTS are magistrates' courts and Crown courts. Magistrates' courts are courts of first instance. They deal with about 95 per cent of criminal cases. There are about 700 magistrates' courts in England and Wales. They are served by approximately 28,000 unpaid or 'lay' magistrates or Justices of the Peace (JPs), who have been dealing with minor crimes for over 600 years. JPs are ordinary citizens chosen from the community. A court normally consists of three lay magistrates who are advised on points of law by a legally qualified clerk. They may not impose a sentence of more than twelve months imprisonment or a fine of more than 5,000 pounds, and may refer cases requiring a heavier penalty to the Crown court. A Crown court is presided over by a judge, but the verdict is reached by a jury of twelve citizens, randomly selected from the local electoral rolls. Crown courts try serious cases such as murder, rape, armed robbery, fraud and so on. A person

convicted in a magistrates' court may appeal against its decision to the Crown court.

CIVIL COURTS include county courts as courts of first instance and the High Court as a higher court. Briefly, the High Court has: the Chancery Division, dealing with company law, bankruptcy and the administration of estates of those who have died; the Family Division, concerned with family law, divorce, custody of children, etc.; and the Queen's Bench Division, considering appeals from lower criminal courts, as well as civil matters.

Appeals against decisions of the High Court and the Crown court may be taken to the Court of Appeal with its Criminal and Civil Divisions.

The highest court of the country is the House of Lords, which will consider a case referred from the Court of Appeal where a point of general public importance seems to be at stake. In practice, the Lords are represented by five or more of the thirteen Law Lords. Their decisions on both criminal and civil matters bind all other courts.

The Profession of a Lawyer

One of the most popular professions among the young people of our country is the profession of a lawyer. The profession of a lawyer is very interesting and diverse. Our country is building a rule-of-law state, and a lawyer should play a very important role in this process. The profession of a lawyer is quite necessary for regulating social relations in the state.

In Yekaterinburg, training lawyers is the task of the Urals State Law Academy, the Urals Law Institute, and of the law faculties of several higher schools, for example, of the Urals Institute of Economics, Management and Law, of the University of Humanities (the Liberal Arts University), the School of Private Law, and others.

Graduates of different law schools can work at the Bar, in the organs of the Prosecutor's Office, in different courts, in notary offices, in legal advice offices, in organs of tax inspection, in organs of militia, as well as in different firms, companies, banks, enterprises, etc. They can work as advocates, judges, notaries, investigators, prosecutors, juriconsults, inspectors, customs officers, traffic officers, and other workers of law enforcement agencies.

To be a good specialist a lawyer should know many laws and their proper application. So, would-be lawyers study many subjects important for their future work. They study theory of state and law, civil law, civil procedure, criminal law, criminal procedure, labour law, criminalistics,

criminology, and many others. Besides, any lawyer is expected to know human psychology as throughout his/her career a lawyer will meet different people: children and adults; the sick and the healthy; the poor and the rich; educated and uneducated persons; people of different nationalities, languages and religions; victims, witnesses, suspects; first offenders and recidivists; prisoners and general public. A lawyer has to deal with a variety of people and situations. That's why the profession of a lawyer may be considered to be very difficult and noble at the same time.

As for me, I decided to become a lawyer because of the family tradition. My father graduated from the Sverdlovsk Institute of Law many years ago and he has been working as a prosecutor since. He told me much about the profession of a lawyer, about his work, about all the pros and cons of being a lawyer. I am sure in my choice. And I want to become a judge and work in a court. I know that under the Constitution of Russia I'll be able to work as a judge only after graduation from a law higher school, at the age of over 25, having five-year experience in law, and after passing the qualification exam. In this case I can be appointed judge of a district court. In performing my duties I'll have to be guided by law. In deciding a case I'll have to examine all the case evidence, interrogate the defendants, interview victims and witnesses, hear the experts' findings, examine the physical evidence and do many other things. And I'll have to pass sentence which must be lawful, grounded and just.

Additional texts on the topic "The Profession of a Lawyer"

1. The Bar

In accordance with the Constitution, the main task of the Bar is rendering legal assistance to citizens and organizations. The Bar promotes the protection of the lawful rights and interests of citizens and organizations, the administration of justice, the observance of laws.

Advocates are united into professional organizations – colleges of advocates (the Bar). A college is built on the principle of selfgovernment, which means its right to decide its internal affairs independently.

Members of the Bar give advice on juridical matters, oral and written information on legislation, draw petitions, complaints and other legal documents; act as their clients' representatives in court, arbitration and other state organs for civil and administrative cases; participate in the

preliminary investigation and in court in criminal cases as counsels for the defence; represent victims, plaintiffs, defendants.

As a rule, colleges have their own legal advice offices.

2. Notary Service

There are many notary offices in our country. Their task is to check the legality of all transactions or documents they witness and to give legal advice and to render assistance to institutions, enterprises, organizations and individuals in protecting their legitimate interests. In doing so, notary offices establish identity, legal capacity and legal ability of the parties concerned, and the authenticity of their documents.

The notaries and the entire staff of the notary offices are bound to keep all the matters they handle or come across in performing their duties, professional secret.

Their duty also consists in helping applicants to make wills, in drawing deeds of gift, conveyance, purchase and sale. They attest wills, deeds and writings; verify copies of documents; certify translations of documents into foreign and native languages.

Besides, they make measures to guarantee the safety of the property left by deceased persons, and they issue certificates granting the right to inherit this property.

3. The Prosecutor's Office

The Prosecutor's Office in the tsarist Russia was established in 1722. The Russian Prosecutor's Office was founded in 1922. It exercises general supervision over observance of laws. Its main function is to see that all laws are correctly and uniformly applied throughout the country.

Any citizen of the Russian Federation can complain to the Prosecutor's Office against violation of his/her rights. A prosecutor also has the right to appeal against all unlawful decisions and actions of state organs and officials.

The Prosecutor's Office institutes criminal proceedings and investigates criminal cases. Investigators ascertain the circumstances under which crimes were committed, collect evidence against the perpetrators of crimes and their accomplices. Then courts try the cases submitting to them by the Prosecutor's Office, and the prosecutor brings a charge before the court in the name of the state. After the trial the prosecutor checks the sentences and judgements handed down by the court as to their legality. He has the right to enter any appeal if in his opinion the sentence or judgement is erroneous.

4. Militia

Militia is the organization which is responsible for the safety of the public. It must provide full degree of security for the society and its citizens.

The Russian Militia was founded on the 10th of November, 1917. Its tasks are: to maintain public order; to combat, investigate and prevent crime; to protect personal safety of citizens; to protect state, public, municipal, private and other forms of property; to regulate traffic, etc.

The Militia is now divided into the Criminal Militia and the Service of Public Security.

When information about a committed crime is got, an investigative-operative group goes out to the crime scene. The group usually consists of an inspector on duty, an investigator, a field-criminalist, a medical expert. If necessary, some other experts join them.

At the crime scene members of the group find, collect and protect evidence (fingerprints, footprints and other traces of the criminal act) by means of investigative technique. They take pictures of the crime scene, make diagrams, etc. In short, they try to reconstruct the happening as to "what, when, how, why and who". The crime scene examination is usually ended with drawing up a record.

Questions on the Topics

1. The Judicial System of the UK

1. How can one describe the court system of the UK? 2. What is the court system based on? 3. What groups are the courts divided? 4. What courts belong to the group of criminal ones? 5. What courts are courts of first instance? 6. How many cases do they try? 7. How many magistrates' courts are there in England and Wales? 8. How many Justices of the Peace work in them? 9. What sentences may magistrates impose? 10. How is the verdict reached in the Crown court? 11. Who may work as a juror? 12. What cases are tried by a Crown court? 13. What courts are called civil? 14. What divisions does the High Court consist of? 15. What cases does each of the divisions examine? 16. What can you say about the Court of Appeal? 17. What is the highest court of the country?

II. The Profession of a Lawyer

1. What is one of the most popular professions nowadays? 2. How can you explain it? 3. What higher schools train lawyers? 4. Where can graduates of law schools work? 5. What professions of lawyers do you

know? **6.** What is necessary to become a good lawyer? **7.** Why is it very important to know human psychology? **8.** What profession of a lawyer have you chosen and why? **9.** Where do you want to work after graduation from the Academy? **10.** What will be your duties?

Additional Texts

1. Law

Law is the set of enforced rules under which a society is governed. Law is one of the most basic social institutions – and one of the most necessary. No society can exist if all people did just as they pleased, without regard for the rights of others. Nor could a society exist if its members did not recognize that they also have certain obligations toward one another. The law thus establishes the rules that define a person's rights and obligations. The law also sets penalties for people who violate these rules.

In most societies, various government bodies, especially police agencies and courts, see that the laws are obeyed . Because a person can be penalized for disobeying the law, most people agree that laws should be just. Justice is a moral standard that applies to all human conduct. The laws enforced by government have usually had a strong moral element, and so justice has generally been one of the lawyer's guiding principles. But governments can, and sometimes do, enforce laws that many people believe to be unjust. If this belief becomes wide-spread, people may lose respect for the law and may even disobey it. But in democratic societies, the law itself provides ways to amend or abolish unjust laws.

2. Branches of Law

Law can be divided into two main branches: (1) private law and (2) public law. Private law deals with the rights and obligations people have in their relations with one another. Public law concerns the rights and obligations people have as members of society and as citizens. Both private law and public law can be subdivided into several branches.

Private law determines a person's legal rights and obligations in many kinds of activities that involve other people. Such activities include everything from borrowing or lending money to buying a home or signing a job contract. Private law can be divided into six major branches according to the kinds of legal rights and obligations. These branches are: (1) contract and commercial law, (2) tort, (3) property law, (4) inheritance law, (5) family law, and (6) company law.

Contract and commercial law deals with the rights and obligations of people who make contracts. A contract is an agreement between two or more persons that can be enforced by law. A wide variety of business activities depend on the use of contracts. A business firm makes contracts both with other firms, such as suppliers and transporters, and with private persons, such as customers and employees.

A tort is a wrong or injury that a person suffers because of someone else's action. The action may cause bodily harm; damage a person's property, business, or reputation; or make unauthorized use of a person's property.

Property law governs the ownership and use of property. Property may be real, such as land and buildings, or personal, such as a car and clothing. The law ensures a person's right to own property.

Inheritance law, or succession law, concerns the transfer of property upon the death of the owner. Nearly every country has basic inheritance laws which list the relatives or other persons who have first rights of inheritance.

Family law determines the legal rights and obligations of husbands and wives and of parents and children. It covers such matters as marriage, divorce, adoption, and child support.

Company law governs the formation and operation of business corporations or companies. It deals mainly with the powers and obligations of management and the rights of shareholders.

3. Public Law

Public law involves government directly. It defines a person's rights and obligations in relation to government.

Public law can be divided into four branches: (1) criminal law, (2) constitutional law, (3) administrative law, and (4) international law.

Criminal law deals with crimes – that is, actions considered harmful to society. Criminal law defines these offences and sets the rules for the arrest, the possible trial, and the punishment of offenders. The criminal laws of each state must protect the rights and freedoms guaranteed by federal constitutional law.

Constitutional law. A constitution is a set of rules and principles that define the powers of a government and the rights of the people. The principles outlined in a constitution form the basis of constitutional law. The law also includes official rulings on how a constitution's principles are to be interpreted and carried out. Conflicts between a constitution and other laws are settled by constitutional law.

Administrative law centres on the operations of government departments. Administrative law is one of the most complicated branches of law. Governments set up many administrative departments to do the work of government. They deal with such matters as education, public health, and taxation. Other departments administer social welfare provisions, such as pensions and social security.

International law deals with the relationship among nations both in war and in peace. It concerns trade, communications, boundary disputes, methods of warfare, the uses of the ocean, and many other matters.

4. Business Law

Business law, also called ‘commercial law’, is the body of legal rules that applies to everyday business transactions. In developing these rules, courts and legislatures have drawn upon the customs of merchants and traders. For this reason, the rules of business law are similar in many parts of the world. Modern trade requires highly specialized services, including the transport of goods by carriers, the transfer of credits by banks, and the spreading of risks by insurers. The powers and responsibilities of the parties involved in such commercial activities are detailed in the various branches of business law. Common topics of business law include the laws of contracts, agency, negotiable instruments, partnerships, companies, and insurance.

Business law helps assure that business agreements will be enforced in predictable ways. Most business disputes that cannot be resolved by the ties involved are settled by litigation (court proceedings) or arbitration (out-of-court settlement by an impartial third party) .

Arbitration is usually faster and less expensive than a court case. The courts frequently enforce informal unwritten agreements. But written documents in standardized business form are essential for the quick handling of many types of transactions. The law makes special provision for such common business papers as cheques, sale contracts, and insurance policies.

5. Business Crimes

The economic costs of business crimes are often difficult to assess. Some business crime may even be ‘victimless’ because no apparent harm is suffered by either party to the crime and because neither party wishes to make a formal complaint about the violation. When a corporation makes an illegal contribution to a political candidate, neither considers itself a victim and neither makes a formal complaint.

Most business crimes involve an obvious victim: a defrauded stockholder, a deceived customer, or a company which has lost money through employee theft. The direct cost of business crime surpasses the cost of such crimes as larceny, robbery, burglary, and auto theft. The estimated loss from these four crimes is about \$ 4 billion per year. This figure pales in significance when compared with an annual loss of \$ 40 billion from various white-collar crimes.

The large losses from such business crimes as stock fraud may increase in the future with the acceleration in the use of computer technology. Although the introduction of computers may reduce certain types of theft, because many people lack the skill to operate computers, it will also increase the opportunity for very costly crimes. The total annual loss from computer crimes averages \$ 10 or \$ 15 million.

6. Tort

Tort is a harmful act against a person that gives the person the right to collect money to pay for damage he/she has suffered. The law of tort is concerned mainly with injuries to your person, your reputation, and your property or business. For example, if someone harms your reputation by making false statement about you, you have a right to be paid for damages caused you.

Other torts include someone's trespassing on your land or using your idea for a film script. Most damages that result from failure to keep a promise or perform a contract are covered under contract law.

A tort may take place even though one person does not intend to harm another person. Many tort cases today result from injuries and damage in car accidents. The careful use of dynamite may be a tort if someone is injured by the explosion. Also, a tort may be committed by a corporation as well as by a person.

A tort may also be a crime. If someone punches you in the nose, you can be paid for the injury. The state may also punish the person for breaking a criminal law. In tort law, the injured party normally is an individual who sues to recover damages for the harm done. In criminal law, the injured party is the government, which takes legal action to punish the wrongdoer for a crime against the public.

7. Law Officers

Law officers are the chief legal advisers to the government of the United Kingdom. The law officers are the attorney general and the

solicitor general for England, Wales, and Northern Ireland, and the lord advocate and solicitor general for Scotland.

The attorney general is the senior law officer. He/she is also the head of the English Bar. The Prime Minister nominates the attorney general, choosing a person from those members of the Bar who support the government. The Crown then makes the appointment. The attorney general is the government's chief spokesperson on legal affairs in the House of Commons. The attorney general holds office only so long as the government that chose him/her remains in power.

The attorney general or the solicitor general represents the Crown in important legal proceedings. The attorney general also supervises the work of the director of public prosecutions.

The solicitor general is appointed in the same way as the attorney general, and is subordinate to the attorney general. Like the attorney general, the solicitor general is a member of Parliament and normally a barrister. The solicitor general acts for the attorney general when he/she is not available or when authorized to do so. The government employs many lawyers in addition to the attorney general and the solicitor general. All principal government departments have their own legal advisers. Government departments that do not have their own legal advisers are able to obtain advice from the Treasury solicitor.

8. Barristers in the UK

Barrister is a legal practitioner admitted to plead at the Bar. A barrister must be a member of one of the four Inns of Court, by whom he is called to the Bar when admitted to the profession.

Inns of court was the name given during the early Middle Ages to four groups of buildings in London where lawyers lived, studied, taught, and held court. They stand near the Royal Courts of Justice,

In the Middle Ages, young people wishing to study law gathered around famous masters to learn from them. Inns of Court came to mean not only the buildings, but also the legal societies that owned and used them.

The four legal societies have great importance today. By long custom, only they can admit barristers to practice their profession before the highest courts of England. The phrase 'admitted to the bar' had its origin in the Inns of Court. Students became fully fledged barristers when they were finally allowed to leave their seat in the outer court and present

a case at the wooden rail (bar). The judges and qualified lawyers sat on the other side of the bar.

Barristers normally take a three-year law degree at university, followed by a one-year course at Bar school after which they are called to the Bar. Thereafter they take a pupillage in chambers and then seek a permanent place as a 'tenant' . The primary function of barristers is to act as 'advocates' for parties in courts or tribunals, but they also undertake the writing of opinions and some of the work preparatory to a trial.

Barristers have the right of audience in all courts: they are either Queen's Counsel (often referred to as 'leaders' or 'leading counsel') or junior barristers.

9. Crime Scene Investigation (I)

To a great extent, the very success of the investigation and, perhaps, the chance for a successful prosecution depend on the actions and steps taken by the first officer to arrive at the crime scene.

The crime scene is the place from which much physical evidence is obtained. It provides the investigating officer with a starting point, a beginning of the investigation to determine the identities of the suspect and victim and to piece together the circumstances of what happened during the crime. Physical evidence found at the crime scene can be the key to the solution of a crime.

No matter what the rank of the first officer to arrive at the crime scene, the duties are always the same. The duties remain the same regardless of the seriousness of the crime. The first officer upon arrival at the scene, must assume that the criminal has left physical evidence at the scene. It is the first officer's duty not to destroy or change anything that may serve to reconstruct the crime or in some way prove the identity of the suspect.

Errors committed during the interrogation and other aspects of the preliminary investigation can perhaps be corrected, but errors committed in the protection and examination of the crime scene can never be rectified. The eventual success of the investigation can thus be completely dependent upon the measures taken by the officer who first arrives at the crime scene.

10. Crime Scene Investigation (II)

The purpose of a crime scene investigation is partly to effect a complete reconstruction of events with respect to the sequence of events, method of operation, motive, property stolen, and whatever else the criminal may have done, and partly to recover the clues that will serve as evidence against the criminal. In fortunate cases, the investigation yields results that point directly to the offender and provide convincing evidence against the offender. Generally, this happens when the criminal's fingerprints are found at the scene and they are already on file. The task of crime scene investigators is thought to be thankless. They are supposed to be magically able to produce complete information as to the identity of the criminal. If they do not succeed in doing that, they are considered to have failed. This attitude is, of course, erroneous. It is the duty of investigators and detectives to track and apprehend the criminal. The duty of the crime scene investigator is to gather all evidence available at the scene. But both must give each other the utmost cooperation.

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