

Государственное бюджетное
профессиональное образовательное учреждение
«Кунгурский колледж агротехнологий и управления»



**МЕТОДИЧЕСКИЕ РЕКОМЕНДАЦИИ К ВЫПОЛНЕНИЮ
ПРАКТИЧЕСКИХ РАБОТ**

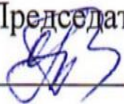
ПО ДИСЦИПЛИНЕ

ОГСЭ.03 ИНОСТРАННЫЙ ЯЗЫК

для студентов специальности
40.02.02 «Правоохранительная деятельность»

2023 г.

Рассмотрено и одобрено
на заседании методической комиссии
социально-гуманитарных дисциплин
Протокол № 1 от 30.08.2023 г.

Председатель МК

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1.ПОЯСНИТЕЛЬНАЯ ЗАПИСКА

Методические рекомендации к выполнению практических работ по дисциплине ОГСЭ.03 «Иностранный язык» предназначены для организации учебных занятий студентов очного отделения на уроке.

Согласно учебного плана на 1-3 курсах отводится 170 часов практических занятий.

В результате освоения дисциплины обучающийся должен

уметь:

читать и переводить (со словарем) иноязычную литературу по профилю подготовки; самостоятельно совершенствовать устную и письменную речь, пополнять словарный запас;

знать:

лексический (1200 - 1400 лексических единиц) и грамматический минимум, необходимый для чтения и перевода (со словарем) иностранных текстов профессиональной направленности.

В результате освоения дисциплины обучающийся осваивает элементы общих компетенций.

Перечень общих компетенций, элементы которых формируются в рамках учебной дисциплины:

ОК 01 Выбирать способы решения задач профессиональной деятельности применительно к различным контекстам

ОК 02 Использовать современные средства поиска, анализа и интерпретации информации, и информационные технологии для выполнения задач профессиональной деятельности

ОК 04 Эффективно взаимодействовать и работать в коллективе и команде

ОК 09 Пользоваться профессиональной документацией на государственном и иностранном языках

2. ПЕРЕЧЕНЬ ТЕМ ПРАКТИЧЕСКИХ ЗАНЯТИЙ

Название раздела, темы	Номер, название практического занятия
Раздел 1. Поездка за границу	
Тема 1.1 Выезд за границу	1. Входной контроль. Почему люди путешествуют.
	2. Состав выездных документов.
	3. Диалоги «Заказ билетов», «В турагенстве».
	4. Спряжение глаголов to be, to have (got). Личные и притяжательные местоимения.
Тема 1.2 В пути	5. В аэропорту. Паспортный контроль. Таможенный досмотр.
	6. На борту самолета.
	7. Прибытие в Лондон. Модальные глаголы и их эквиваленты.
	8. Простые времена
Тема 1.3 В гостинице	9. Современные гостиницы. Present Progressive? Past Progressive
	10. Регистрация в гостинице.
	11. Гостиничные услуги. Future Progressive
	12. Способы выражения будущего времени.
Тема 1.4 Британские СМИ	13. Британские газеты и журналы.
	14. Известные молодежные издания. Придаточные предложения времени и условия.
	15. Британское телевидение.
	16. Контрольная работа
Раздел 2. В Великобритании	
Тема 2.1 Достопримечательности Лондона	17. Достопримечательности Лондона.
	18. Королевский Лондон.
	19. Совершенные времена (Present Perfect, Past Perfect)
	20. Совершенные времена (Future Perfect)
Тема 2.2 Культурная программа	21. Что такое театр.
	22. Музеи и театры Лондона.
	23. Посещение театра.
	24. Известные театры мира. Страдательный залог.
Тема 2.3 Посещение доктора	25. Заболевания и их признаки.
	26. Вызов доктора на дом.
	27. Медицина в Великобритании.
	28. Сложное дополнение.
Тема 2.4 Молодежь в современном мире	29. Проблемы молодежи
	30. Молодежные субкультуры.
	31. Права и обязанности молодых людей
	32. Условные предложения 2 типа.
Тема 2.5 Образование в России и за рубежом.	33. Система образования в России.
	34. Система образования в Великобритании
	35. Оксфорд и Кембридж.
	36. Система образования в США.
	37. Условные предложения 3 типа
	38. Дифференцированный зачет
Раздел 3. История	

<i>государства</i>	
Тема 3.1 История возникновения законов	39. Законы в древней Греции и Риме. 40. «Великая Хартия Вольностей» 41. История Британского законодательства. 42. Римское право. 43. Инфинитив и инфинитивные обороты.
<i>Раздел 4. Конституционное право</i>	
Тема 4.1 Государственное устройство РФ	44. Конституция РФ. Законодательная власть. 45. Исполнительная власть РФ. Причастие I. 46. Судебная власть РФ.
Тема 4.2 Государственное устройство США	47. Конституция США. Законодательная власть США. 48. Исполнительная власть США. Причастие 2. 49. Судебная власть США.
Тема 4.3 Государственное устройство Великобритании	50. Законодательная власть Великобритании. 51. Исполнительная власть Великобритании. 52. Судебная власть Великобритании. Времена английского глагола (активный залог) 53. Монархи Соединенного Королевства. 54. Дифференцированный зачет
<i>Раздел 5. Уголовное право</i>	
Тема 5.1 Преступление и наказание.	55. Виды преступлений. Уголовные элементы. 56. Наказание. 57. Времена английского глагола (страдательный залог)
Тема 5.2 Полиция	58. Определение полиции. Происхождение полиции. 59. Полиция во всем мире. 60. Британская полиция. Скотлэнд Ярд. 61. Полиция США. 62. Полиция 20 века. 63. Полицейский транспорт. 64. Прямая и косвенная речь.
Тема 5.3 Суды и судебные заседания.	65. Прямая и косвенная речь. 66. Суды в Великобритании. Их функции. 67. Гражданские дела. Ход судебного заседания. 68. Уголовные дела. Ход судебного заседания. 69. Суд присяжных. Обязанности.
Тема 5.4 Исправительные учреждения	70. Цели исправительных учреждений. 71. Исправительные учреждения в России. 72. Исправительные учреждения в Великобритании. 73. Исправительные учреждения в США. 74. Дифференцированный зачет
<i>Раздел 6. Деловой английский</i>	
Тема 6.1. Беседа с клиентом	75. Деловая встреча юриста с клиентом. 76. Методика проведения собеседования.
Тема 6.2. Деловое письмо	77. Правила деловой переписки. 78. Примеры деловой переписки юриста 79. Написание делового письма на английском языке.
Тема 6.3. Юридические документы	80. Виды юридических документов. 81. Как подготовить юридический документ.

	82. Структура и содержание текста договора .
	83. Пример договора на оказание юридических услуг.
	84. Пример договора в сфере бизнеса
	85. Дифференцированный зачет.

3. КРИТЕРИИ ОЦЕНИВАНИЯ

Критерии оценки выполнения фонетических и грамматических упражнений

Отметка «5» Задания выполнены на 90-100%

Отметка «4» Задания выполнены на 75-89%

Отметка «3» Задания выполнены на 50-74%

Отметка «2» Задания выполнены менее чем на 50%

Критерии оценки письменных развернутых ответов

Отметка «5» Коммуникативная задача решена полностью, применение лексики адекватно коммуникативной задаче, грамматические ошибки либо отсутствуют, либо не препятствуют решению коммуникативной задачи

Отметка «4» Коммуникативная задача решена полностью, но понимание текста незначительно затруднено наличием грамматических и/или лексических ошибок.

Отметка «3» Коммуникативная задача решена, но понимание текста затруднено наличием грубых грамматических ошибок или неадекватным употреблением лексики.

Отметка «2» Коммуникативная задача не решена ввиду большого количества лексико-грамматических ошибок или недостаточного объема текста.

Критерии оценки техники чтения

«5» Речь воспринимается легко: необоснованные паузы отсутствуют; фразовое ударение и интонационные контуры, произношение слов практически без нарушений нормы; допускается не более 2-х фонетических ошибок;

«4» Речь воспринимается достаточно легко, однако присутствуют необоснованные паузы; фразовое ударение и интонационные контуры практически без нарушений нормы; допускается от 3 до 5 фонетических ошибок, в том числе 1-2 ошибки, искажающие смысл;

«3» Речь воспринимается достаточно легко, однако присутствуют необоснованные паузы; есть ошибки в фразовых ударениях и интонационных контурах; допускается от 5 до 7 фонетических ошибок, в том числе 3 ошибки, искажающие смысл;

«2» Речь не воспринимается из-за необоснованных пауз; неправильных фразовых ударений и искаженных интонационных контуров И\ИЛИ 8 и более фонетических ошибок.

Критерии оценки перевода текста

Оценка «отлично»

Перевод полный, без пропусков и произвольных сокращений текста оригинала, не содержит фактических ошибок. Терминология использована правильно.

Перевод отвечает системно-языковым нормам и стилю языка перевода.

Адекватно переданы культурные и функциональные параметры исходного текста.

Допускаются некоторые погрешности в форме предъявления перевода.

Оценка «хорошо»

Перевод полный, без пропусков и произвольных сокращений текста оригинала, допускается одна фактическая ошибка, при условии отсутствия потерь информации и стилистических погрешностей на других фрагментах текста.

Имеются несущественные погрешности в использовании терминологии.

Перевод в достаточной степени отвечает системно-языковым нормам и стилю языка перевода.

Культурные и функциональные параметры исходного текста в основном адекватно переданы.

Коммуникативное задание реализовано, но недостаточно оптимально.

Допускаются некоторые нарушения в форме предъявления перевода.

Оценка «удовлетворительно»

Перевод содержит фактические ошибки.

Низкая коммуникативность и плохая «читабельность» текста затрудняют его понимание рецептором.

При переводе терминологического аппарата не соблюден принцип единообразия.

В переводе нарушены системно-языковые нормы и стиль языка перевода.

Неадекватно решены проблемы реализации коммуникативного задания.

Имеются нарушения в форме предъявления перевода.

Оценка «неудовлетворительно»

Перевод содержит много фактических ошибок.

Нарушена полнота перевода, его эквивалентность и адекватность.

В переводе грубо нарушены системно-языковые нормы и стиль языка перевода.

Коммуникативное задание не выполнено.

Грубые нарушения в форме предъявления перевода.

Критерии оценки монологического и диалогического высказываний:

«5»

Соблюден объем высказывания. Высказывание соответствует теме, отражены все аспекты, указанные в задании, стилевое оформление речи соответствует типу задания, аргументация на уровне, нормы вежливости соблюдены.

Адекватная естественная реакция на реплики собеседника. Проявляется речевая инициатива для решения поставленных коммуникативных задач.

Лексика адекватна поставленной задаче и требованиям данного года обучения языку.

Использованы разные грамматические конструкции в соответствии с задачей и требованиям данного года обучения языку. Редкие грамматические ошибки не мешают коммуникации.

Речь звучит в естественном темпе, нет грубых фонетических ошибок.

«4»

Не полный объем высказывания. Высказывание соответствует теме; не отражены некоторые аспекты, указанные в задании, стилевое оформление речи соответствует типу задания, аргументация не всегда на соответствующем уровне, но нормы вежливости соблюдены.

Коммуникация немного затруднена.

Лексические ошибки незначительно влияют на восприятие речи учащегося.

Грамматические незначительно влияют на восприятие речи учащегося.

Речь иногда неоправданно паузирована. В отдельных словах допускаются фонетические ошибки (замена, английских фонем сходными русскими). Общая интонация обусловлена влиянием родного языка.

«3»

Незначительный объем высказывания, которое не в полной мере соответствует теме; не отражены некоторые аспекты, указанные в задании, стилевое оформление речи не в полной мере соответствует типу задания, аргументация не на соответствующем уровне, нормы вежливости не соблюдены.

Коммуникация существенно затруднена, учащийся не проявляет речевой инициативы.

Учащийся делает большое количество грубых лексических ошибок.

Учащийся делает большое количество грубых грамматических ошибок.

Речь воспринимается с трудом из-за большого количества фонетических ошибок. Интонация обусловлена влиянием родного языка.

«2»

Учащийся не понимает смысла задания. Аспекты указанные в задании не учтены.

Коммуникативная задача не решена.

Учащийся не может построить высказывание.

Учащийся не может грамматически верно построить высказывание.

Речь понять не возможно.

Практическая работа № 1

Тема: Входной контроль (см.КОС). Почему люди путешествуют.

Цель: Формирование лексических навыков чтения и говорения

Студент должен

Знать: Лексические единицы по теме

Уметь: Высказываться логично и связно

ХОД ЗАНЯТИЯ

1. Read the text and make a list of reasons for travelling.

Travelling huge distances is no longer the miracle it once was. Millions of people travel around the globe to see other countries and continents, modern cities and ruined ancient towns. They travel to enjoy picturesque places, to explore the world or just for a change of scene. They can cross half the globe only to hear the same song in the clubs that they hear back home, watch the same film in the cinemas, have the same hamburger in the fast-food restaurants and the same "free smile". Travelling has become easier, but there seems to be no less reason to travel.

Those who live in the country go to big cities and spend their time visiting museums and art galleries, or just going window shopping and dining at exotic restaurants. Those who live in the cities like holidays by the sea or in the mountains, with nothing to do but walk and bathe and laze in the sun.

Most travelers and holiday-makers have a camera with them and take pictures of everything that interests them - the sights of a city, old churches and castles, views of mountains, lakes, valleys, plains, waterfalls, forests and what not. Each journey brings cups, T-shirts and enough photographs to decorate a huge palace: you in New York, you in Trafalgar Square, in Scotland, etc. When they return from journeys they stick a drawing pin into the places they've visited on the map of the world in the bedroom. The best way to study geography is to travel, and the best way to get to know and understand the people is to meet them in their own homes.

When it comes to exciting journeys, there is a country that attracts lots of tourists. Yes, it's Russia! The great thing about Russia is that not many people want to go there, at least not beyond the Hermitage and the Golden Ring. It's too cold they say. But they are wrong! There are quite a lot of beautiful places around Russia. Some tourists like to travel further, to other famous Russian cities such as Kazan, Samara, Nizhniy Novgorod, Novosibirsk and others. They can enjoy the endless tundra and taiga, fish in crystal-clear lakes, breathe clean air, and warm themselves by a fire in the evening. Then they can live and not just visit museums and churches. There they discover the real nature of the Russians.

Every Russian believes that there is no place like home.

2. Find the words and the word combinations in the text which have a similar meaning to the following:

1 a person on holiday -

2 unusual -

3 looking at the goods in shop windows -

- 4 an event that can not be explained by the laws of nature -
 5 food that is quickly and easily prepared -

3. Work in groups.

a) **Think of an interesting place to visit in your area. Write a tourist poster about this place.**

Use the following guidelines:

- 1 Welcome to a beautifulwhere.....
- 2 There are lots to do for everyone. There are
- 3 There is a wide choice of.....
- 4 People there are
- 5 Welcome to.....where you' ll have a fantastic holiday!

b) **Introduce your poster to the class and choose the best place to go.**

4. Complete the story. Use the facts from your own experience.

It is always great to travel to other countries. My dream country is.....I'd like to go there because.....

To date, I have been tothe most memorable trip was to I liked it because There I saw, and we went toThe people were really nice, and the local food was delicious. I would recommend all of my friends to go there one day.

2) Who do you like going with?

- a) your best friend
- b) a group of friends
- c) on your own
- d) with your family

3) What do you hate doing on vacation?

- a) being alone all the time
- b) being in a crowd of people all the time
- c) meeting new people every day
- d) being just with your family

4) How do you like having your meals on vacation?

- a) cooking your own meals
- b) having all the meals in the same café every day
- c) eating in different places every day
- d) going without regular meals

5) What do you enjoy doing during the day?

- a) lying in the sun all day long
- b) swimming
- c) walking
- d) lying in bed reading

6) What do you enjoy doing in the evenings?

- a) going to a disco
- b) listening to music on the radio
- c) going to symphony concerts
- d) having parties

4. Add up the number of times you score 'a', 'b' 'c' or 'd'. Now work with your partner and find out what kind of person he is. If you get mainly²:

- 1) 'a' You are shy. You find it difficult to have a lot of friends. You enjoy the arts.
- 2) 'b' You are serious, master of your feelings. Your head rules⁴ your heart, but you have a friendly nature.
- 3) 'c' You are romantic and imaginative. You are kind, but you find it difficult to make a lot of friends.

4) 'd' You are a happy person. You are impatient, but you enjoy life and its pleasures. You like to be the center of attention.

5. Discuss the results of the test and say what kind of person you are.

Практическая работа № 2

Тема: Состав выездных документов.

Цель: Формирование лексических навыков чтения и письма

Студент должен

Знать: Названия документов на английском языке

Уметь: Письменно заполнять формуляр, читать с целью извлечения конкретной информации

ХОД ЗАНЯТИЯ

1. Read the text and find out what documents are necessary for any person, who wants to travel to any other country.

Traveling can be loads of fun. But organizing the trip and necessary documents can be stressful and time consuming and losing your sensitive documents while travelling abroad can be disastrous. Many things can happen when you are on the road. Somebody can steal your smartphone or wallet or you could lose your passport. You may even find yourself in a situation where you need an insurance document, but you realize that you don't have it. That's why we advise you to store electronic copies of important documents in a place where you can access them anytime, and from anywhere.

So, let's check out the documents you need while traveling abroad, and how to keep them safe and accessible.

Documents You Need

A Valid Passport: You will always need a valid passport while traveling abroad. Most countries require your passport to be valid for a minimum of 6 months. Check with the consulate of the country you are going to travel to.

A Valid Ticket: This could be a paper ticket or an eTicket. For eTickets, a printout is always good.

Photo IDs: Take your driver's license or other photo IDs. You will need them while boarding your flight, renting cars, checking in to hotels etc.

Travel/Work Visa: You may need a travel or work visa. Make sure you have the original with you.

Hotel and Car Rental Information: If you have booked any hotels and cars, make sure you have the relevant information.

Credit Cards, Debit Cards, Traveler's Checks: Keep them safe. You're going to use them to pay the bills.

THE APPLICATION FOR DELIVERY OF THE PASSPORT

1. name, patronimic, surname _____

If had others a surname, a name, a patronymic earlier, specify them

2. Day, month, year of a birth _____

3. Sex _____ (male, female)

4. The birthplace _____

Republic, territory, krai, region, area, settlement

5. A residence

Flat, house, street, index, town, Perm Region

6. Citizenship _____

other state, it is underlined, which

If simultaneously is present citizenship of

7. The basic document certifying the person (passport) of the citizen of the Russian Federation:

A series Number Is given (date)

To specify whom it is given

8. The purpose of reception of the passport

for time trips abroad, for residing abroad (in what country)

9. Reception of the passport: primary, instead of used, spoiled, lost (necessary to emphasize).

10. Whether was on you for the period of work (study, services) it is made out the admission to data special perfect to the classified information related to the state secret?

(if yes, by what organization and in what year)

Whether you have the contractual, contract obligations interfering trip abroad?

(if yes, with what organization and in what year are made out)

11. Whether you are called on military service or whether are directed on alternative civil service?

(for men 18 -27 years old)

12. Whether you are condemned for fulfilment of a crime or involved as accused?

13. Whether you evade from execution of the obligations imposed by court?

14. I ask to bring to the passport of data on my children, citizens of the Russian Federation, at the age of till 16 years old.

I ask to give out passports for travel abroad to my children (unnecessary to cross out)

Surname, name, patronymic	Day, month, year and the birthplace

15. An extract from a work-record card about labour activity for last 10 years (including study in educational institutions and military service):

Month and year		Post and place of work with the instruction The ministries (department), without reductions	Place a present address
Receipts	Leaving		The enterprises, establishments, the organizations

The data specified in the application, are verified with the basic document certifying the person of the citizen of the Russian Federation, the identity card and a work-record card.

« _____ » 2014

The signature, surname of the official the enterprises, establishments, the organizations phone

16. I have the passport (foreign) series _____, given

By whom it is given

I KNOW, THAT OBVIOUSLY FALSE DATA IN THE APPLICATION CAN ENTAIL REFUSAL
IN DELIVERY OF THE PASSPORT FOR TRAVEL ABROAD

« _____ » 2017 _____ (the signature of the applicant)

Date of reception of documents « _____ » 2017__

Registration number _____

The signature, surname of the employee who has accepted the application

The passport of a series number is given « _____ » 2017 (date of its delivery)

The passport has received (the signature of the applicant) _____

Fill in the application form in BLOCK LETTERS

VISA APPLICATION FORM FOR FOREIGNERS, WISHING TO ENTER THE COUNTRY

Country for which visa is required	the United Kingdom
Name of any sponsoring organization	Russian Bank Department
Surname (in capital letters)	_____
First name	_____
Patronymic	_____
Full maiden name (for women)	_____
Day, month, year and place of birth	_____
Present citizenship	_____
State sex, and whether married, single, widowed or divorced	_____
What is your profession?	_____
Where are you employed	_____
What type of work do you do?	_____
How long do you wish to stay in the country?	_____
What is the purpose of your visit?	_____
Do you intend to seek (a) employment,	_____

(b) permanent residence?
If a business or professional visit, give names and addresses
to be visited.

Maggie Taylor 118 Regent Street, London W1C
37D UK

If staying in a hotel give the name and address

Savoy, Strand, London WC2R OEU

Date of departure, route and date of arriving in
the country

How much money is available for your visit?
Have you ever visited the country?

If yes, give the dates of visits

If married, give the full name, date and place of
birth of: husband / wife

any children

give the full name, date and place of birth of
your father

your mother

What is their address?

State your present address.

Telephone number

Passport number

Place and date of issue

Date of expiry

Exit visa number

Date of issue

Period of validity

I declare the above to be a full and true statement

Практическая работа № 3

Тема: Диалоги «Заказ билетов», «В турагенстве».

Цель: Формирование лексических и грамматических навыков чтения, говорения, аудирования

Студент должен

Знать: Разговорные клеше по теме, правило образования множественного числа, исключения.

Уметь: Запрашивать и сообщать фактическую информацию (кто? что? как? куда? когда? с кем? и позиции спрашивающего на позицию отвечающего;

ХОД ЗАНЯТИЯ

Translate the dialogues

A VISITOR	AN OFFICE WORKER
Good morning. May I come in?	Good morning. Come in, please.
Thank you.	Take your seat.
I need a visa to enter your country	What can I do for you?
For twelve days	For what period?
My name is ...	What is your name?
I am Russian	Your nationality?
I am from Russian Federation	What country are you from?
Business	What is the purpose of your trip?
In thirty days	When are you going to leave?
Here you are	Your passport, please
OK	Leave your passport here.
OK. When will the visa be ready?	Fill in this form in two copies, please.
OK. Thank you. Good bye	Come for it in twenty-five days
	You are welcome. Good bye.

B) Travel agent: What can I do for you?

Diana: I'm going to reserve flight tickets for a group of schoolchildren to Manchester.

Travel agent: All right. When are you going to leave?

Diana: A day after tomorrow. And what about flight time?

Travel agent: It'll be a direct flight and it'll last two hours and ten minutes.

Diana: We would like to leave in the afternoon. Is it possible?

Travel agent: You can take a Swiss Air flight departing from Helsinki.

Diana: Fine. It's O.K.

Travel agent: I suppose you are going to travel economy? How many tickets do you need?

Diana: Yes, of course. We need twenty economy tickets.

Travel agent: Let me see. Unfortunately we have only eighteen seats left. The rest two seats you can book in

Diana: It's not a problem. I take two tickets in the first class. How much shall I pay for it?

Travel agent: Well, six thousand and sixty pounds.

Diana: Fine. Here is my credit card.

Travel agent: Could you give me your name and address?

Diana: Certainly, Diana Ross, 3 Park Street, Helsinki.

Travel agent: Could you give me your day-time phone, please?

Diana: +01112223334.

Travel agent: Thank you. Would you like to get the tickets now or to pick them before departure?

Diana: I would like to pick them up before departure.

Travel agent: You can pick them up at any time after eight o'clock a.m.

Diana: Thank you very much. It's very nice of you.

Travel agent: Not at all. You are welcome!

2. Make up your own dialogue.

3. Learn the dialogue and prepare for acting.

Практическая работа № 4

Тема: Спряжение глаголов to be, to have (got). Личные и притяжательные местоимения.

Цель: Формирование грамматических навыков чтения и письма

Студент должен

Знать: правила спряжения глаголов to be, to have (got); личные и притяжательные местоимения.

Уметь: спрягать глаголы to be, to have (got); применять личные и притяжательные местоимения в устной и письменной речи.

ХОД ЗАНЯТИЯ

Выполните конспект.

ЛИЧНЫЕ МЕСТОИМЕНИЯ (The Personal Pronouns)

именительный падеж	объектный падеж
I – я	me – мне, меня
you – ты, вы, Вы	you – тебе, вам
he – он (о человеке)	him – его, ему
she – она (о человеке)	her – её, ей
it – он, она, оно (не о человеке)	it – его, ему, ей
we – мы	us – нас, нам
they – они	them – их, им

ПРИТЯЖАТЕЛЬНЫЕ МЕСТОИМЕНИЯ (The Possessive Pronouns)

Относительная форма (только с существительными)	Абсолютная форма (без существительного)
my – мой	mine – мой
your – твой, ваш	yours – твой, ваш
his – его	his – его
her – её	hers – её
its – его, её	its – его, её
our – наш	ours – наш
their – их	theirs – их

	Present	Past	Future
ед. число	(настоящее)	(прошедшее)	(будущее)
1 л. I	have	had	shall have
2 л. You	have	had	will have
3 л. He	has	had	will have
She	has	had	will have
It	has	had	will have
мн. число			
1 л. We	have	had	shall have
2 л. You	have	had	will have
3 л. They	have	had	will have

Таблица глагола **to be**:

Вопрос		Утверждение		Отрицание		
WILL	I YOU WE THEY HE SHE BE ?	I YOU WE THEY HE SHE WILL BE	I YOU WE THEY HE SHE WILL NOT BE			Будущее
AM	I ?	I AM	I AM NOT			Настоящее
IS	HE, SHE, IT ?	HE, SHE, IT IS	HE, SHE, IT IS NOT			
ARE	YOU, WE, THEY ?	YOU, WE, THEY ARE	YOU, WE, THEY ARE NOT			
WAS	I, HE, SHE, IT ?	I, HE, SHE, IT WAS	I, HE, SHE, IT WAS NOT			Прошедшее
WERE	YOU, WE, THEY ?	YOU, WE, THEY WERE	YOU, WE, THEY WERE NOT			

1. Complete the sentences to have got Questions

1. She _____ long hair. 1. _____ Mark _____ a school bag?
2. We _____ short hair. 2. _____ he _____ a cat?
3. You _____ big eyes. 3. _____ Nina _____ a computer?
4. My dog _____ big ears. 4. _____ Linda _____ a book?
5. They _____ black hair. 5. _____ Peter and Lisa _____ pens?

2. Negative

1. She _____ long hair.
2. We _____ short hair.
3. You _____ big eyes.
4. My dog _____ big ears.
5. They _____ black hair.

3. Complete the sentences with "to be" Negative

1. I _____ a girl. 6. My pencil _____ red.
2. My father _____ at work. 7. The pencils _____ in my pencil case.
3. Alex and Dino _____ my cats. 8. My mother _____ in the living room.
4. Alex _____ in the garden. 9. Eli and Rafa _____ good friends
5. Dino _____ on the floor. 10. They _____ good at tennis.

4. Questions

11. _____ they in Amsterdam this week?
12. _____ The pupils at school today.
13. _____ It Monday.
14. _____ I at home.
15. _____ We friends.

5. Complete the sentences

A.

1. I _____ some apples.
2. I _____ (not) any shoes.
3. He _____ a new car.
4. They _____ (not) a new car.
5. How many children _____ he _____ ?
6. We _____ (not) a dog.
7. I _____ (not) any food.
8. They _____ some fruit.
9. She _____ (not) any friends.
10. I'm busy, I _____ (not) a lot of time.
11. This flat is great, it _____ a lot of space.
12. What _____ you _____ ?
13. _____ you _____ a pencil?
14. We _____ (not) any fruit.
15. They _____ (not) much money.
16. They _____ a lot of happiness.
17. We _____ (not) a new computer.
18. Málaga _____ a lot of nice hotels.
19. He _____ (not) any problems.
20. Madrid _____ many old buildings.
21. _____ you _____ an aspirin?
22. I _____ (not) any cigarettes.
23. _____ you _____ brothers and sisters?
24. Kim _____ a new watch.
25. _____ you _____ you plane ticket?

6. Вставьте подходящие по смыслу личные местоимения.

1. Ben is a little boy. ... is six.
2. Jane is a house-wife (домохозяйка). ... is lazy (ленивая).
3. Max is a soldier. ... is brave.
4. Lily is a young woman. ... is very beautiful.
5. Alice is late. ... is in a traffic jam (в дорожной пробке).

6. Nick and Ann are far from Moscow. ... are on a farm.
7. This is Ben's room. ... is nice.
8. These are new books. ... are interesting.
9. This is Elsa. ... is a student.
10. Nick and Max are students. ... are students of a Moscow university.
11. The rooms are small but ... are light and warm.
12. The new flat is comfortable but ... is far from the university.
13. Jack has many French books. ... likes to read French very much.
14. Hans is a new student. ... is German.
15. Alice and Jane are new secretaries. ... are not lazy.

7. Вставьте соответствующие личные местоимения в предлагаемых ответах на вопросы.

1. Is your house new? – Yes, ... is.
2. Are the students at the English lesson now? - Yes, ... are.
3. Is your university in Green Street? – Yes, ... is.
4. Are Helen and Bess your sisters? – Yes, ... are.
5. Is Ben's sister an engineer? – Yes, ... is.
6. Are the pencils red? – No, ... are not.
7. Is this room comfortable? - No, ... isn't.
8. Are the textbooks on the shelf? - Yes, ... are.
9. Does the girl often visit the museum? – No, ... doesn't.
10. Does this pen write well? – Yes, ... does.
11. Is Ben on holiday now? – No, ... isn't.
12. Is Helen nice? - Yes, ... is.
13. Are you an engineer? - Yes, ... am.

8. Замените выделенные слова личными местоимениями в объектном падеже.

1. I like **Nick**.
2. We like **Bess**.
3. He likes **ice-cream**.
4. Can you show **the pictures** to **Ben**?
5. You can tell **Helen** my e-mail address.
6. Are you interested in **football**?
7. I want to buy **two bottles of milk** for **Bess**.

8. Do you want to play tennis with **Ben**?
9. We must speak to **Nick**.
10. You should invite **Helen and Bess** to your house for dinner.
11. Do you know **Mary**?
12. Tell **Nick** about **your plan**.
13. I see **my friends** every day.

9. Вставьте подходящие по смыслу личные местоимения в объектном падеже.

1. Where is Nick? I want to play tennis with
2. Bess is here. Do you want to speak to ... ?
3. My sister speaks French. She learns ... at school.
4. Look at that man. Do you know ... ?
5. Do you want to read this newspaper? I can give ... to
6. If you see Ben and Bess, please, don't tell ... anything.
7. We want to phone Helen and invite ... to the party.

10. Замените выделенные слова личными местоимениями в именительном или объектном падеже.

1. **The vase** is on the table.
2. **Mother** often sends **Ben** to buy milk.
3. Are **Bess and Helen** ready to do **the work**?
4. **Nick and Ben** spend **their holidays** at the seaside.
5. **The man** is in the park.
6. **The managers** are not at work now.
7. **Helen and I** are good friends.
8. Is **Ben** at the lesson now?
9. Where is **the calculator**?
10. **The newspapers** are on the table.
11. **The child** is in the garden with **his mother**.
12. **Our parents** are always glad to see us.
13. **My brother and I** are good football players.
14. **Bess** knows **Ben**.
15. I see **the picture** very well.
16. **The students** have lectures every day.

Практическая работа № 5

Тема: В аэропорту. Паспортный контроль. Таможенный досмотр.

Цель: Развитие лексических навыков чтения.

Студент должен

Знать: Лексические единицы по теме.

Уметь: читать с целью извлечения детальной информации, говорить на основе прочитанного.

ХОД ЗАНЯТИЯ

1. Read and understand the text

BEFORE THE FLIGHT AT THE AIRPORT

If passengers want to fly by plane they should come to the airport 2 or 3 hours beforehand. Check-in on the international flights is closed 40 minutes before departure. Boarding on the international flights is closed 20 minutes before departure. Passengers can choose any plane of the British Airways or Airflot. They can be TU, IL, Airbus, Concord or Boeing. Passengers can fly by first class, business class, economic class. First of all passengers must go through the customs. All the passengers must fill in the customs form if they have something to declare. There is a list of goods to declare in front of the customs.

The customs officer checks the luggage and the Customs form. If everything is in order the customs officer signs the Customs form. The passengers should be calm and polite and show their luggage if they passengers should go to the clerk to register their tickets, to get a boarding pass where he points the seats. The clerk weighs the bags and suitcases and puts baggage claims on them. The clerk gives the passengers their baggage claim checks. Then the luggage moves into the luggage compartment. Passengers can carry luggage up to 25 kg for international flights, business class passengers can carry 30 kg. Luggage up to 5 kg can be transported as a hand luggage. Each passenger can take his hand luggage on board. A hand luggage includes a lady's handbag, a coat or a raincoat, an umbrella or a walking stick, business documentation. If passenger's luggage is some kilos over the permitted weight he has to pay extra. Then the passengers should go to the passport control officer. The officer checks the passport and visa and puts a special mark. Officers are usually very polite. Then the passengers go to the departure lounge. When the announcer declares the boarding the passengers go to the gates. The stewardesses meet the passengers at the plane's door.

Translate into Russian.

им следует прибыть в аэропорт _____

посадка заканчивается _____

регистрация на международные рейсы _____

пассажиры хотят лететь самолётом _____

пассажиры могут выбрать любой самолёт _____

за двадцать минут до отправления _____

лететь первым классом _____

лететь бизнес классом _____

лететь эконом классом _____

посадка на международные рейсы _____

заполнить бланк таможенной декларации _____

перечень товаров, которые подлежат декларированию _____

если всё в порядке _____

проверяет багаж _____

офицер таможни подписывает бланк таможенной декларации _____

если у них есть, что подлежит декларированию _____

показать багаж, если их попросят _____

где он указывает места _____

офицер таможни проверяет багаж _____

пассажиры могут провозить багаж _____

багаж движется в багажное отделение _____
пассажиры бизнес класса _____
ручная кладь включает _____
деловая документация _____
пассажирам следует идти к служащему _____
багаж пассажира _____
офицеры обычно очень вежливы _____
несколько килограммов сверх разрешённого веса _____
пассажиры идут в зал вылета _____
офицер проверяет паспорт и визу _____
диктор объявляет посадку _____
пассажирам следует идти к офицеру паспортного контроля _____
офицер ставит особую отметку _____
пассажиры идут к воротам _____
пассажирам следует быть спокойными и вежливыми _____
у дверей самолёта _____
багаж до пяти килограммов _____
пассажиры могут провезти _____
пальто или плащ _____
чтобы зарегистрировать свои билеты _____

3. Complete the sentences

1. Passengers should come to the airport 2 or 3 hours _____
2. Passengers can choose any _____
3. Boarding is closed 20 minutes before _____
4. There is a list of goods to declare in front of _____
5. Passengers get a boarding pass where the clerk points _____
6. The luggage moves to the _____
7. The customs officer signs the _____
8. Passengers must go through the _____
9. The clerk weighs the _____
10. Luggage up to 5 kg can be transported as a _____
11. The passport control officer checks _____
12. Officers are usually very _____
13. The stewardesses meet the passengers at _____
14. Each passenger can take his hand luggage _____
15. All the passengers must fill in _____
16. Passengers should go to the clerk to _____
17. The customs officer checks _____
18. A hand luggage includes _____
19. The announcer declares _____
20. The passengers go to the departure _____

4. Answer the questions

1. What types of planes can the passengers choose?
2. What is there in front of the customs?
3. When is check-in on the international flights closed?
4. How many kilogrammes can passengers carry for international flights?
5. What does a hand luggage include?
6. In what case does the passenger have to pay extra?
7. What does it mean to register the tickets?
8. Where do the passengers go when the formalities are over?
9. What do the passengers do before they go through the customs?
10. When do the passengers go to the gates?

11. Where does the luggage move to?
12. Where does the clerk point the seats?
13. What does the clerk weigh?
14. When do the passengers should come to the airport?
15. What class can the passengers fly by?
16. Where should the passengers go to have their passport checked?
17. What can each passenger take on board?
18. Are the officers usually polite?

At the customs

Dialogue 1

Should I go through the green or the red channel?

If you have nothing to declare go through the green channel.

What do I need to declare?

There's a list of goods to declare in front of the customs.

I've got some alcohol with me.

What alcohol and how much?

One bottle of whisky.

That's O.K. You don't need to declare it. Anything else?

I don't think so.

Anyway, let me check your luggage. Can you open it, please?

Here's my suitcase and my briefcase.

O.K. Let me have a look. Everything's all right. Go ahead.

Thank you.

Dialogue 2

Your passport and boarding pass, please.

Here you are

Please, put your handbag here. Take all the metal things out of your pockets.

It is still ringing. I don't know what it is.

Come here, sir. I'll check you. It's probably a lighter(зажигалка)

That's all right.

Thank you. Can I go?

Certainly. Don't forget to take your hand luggage.

I know, thank you

Dialogue 3

Добрый день, сэр. Это ваш чемодан?

Нет. Мой - чёрный

О, я вижу. Вы декларируете что-либо?

Нет. У меня только личные вещи в чемодане

Мне открыть его?

Нет, спасибо, сэр. Не нужно. Всё в порядке. Идите в зал вылетов.

Спасибо. До свидания

Here is the form of the customs declaration. Look at it, read, translate and fill it in.

CUSTOMS DECLARATION

- Full name _____
 Citizenship _____
 Arriving from _____
 Country of destination _____
 Purpose of visit _____
(business, tourism, private, etc.)

My luggage (including hand luggage) submitted for Customs inspection consists of _____ pieces.

With me and in my luggage I have:

- I. Weapons of all descriptions and ammunition _____
 II. Narcotics and appliances for the use thereof _____
 III. Antiques and objects of art (paintings, drawings, icons, sculptures, etc.) _____
 IV. U.S.S.R. rubles, U.S.S.R. State Loan bonds, Soviet lottery tickets _____

V. Currency other than U.S.S.R. rubles (bank notes, exchequer bills, coins), payment voucher (cheques, bills, letters of credit, etc.), securities (shares, bonds, etc.) in foreign currencies, precious metals (gold, silver, platinum, metals of platinum group) in any form or condition, crude and processed natural precious stones (diamonds, brilliants, rubies, emeralds, sapphires and pearls), jewelry and other articles made of precious metals and precious stones, and scrap thereof, as well as property papers:

Description	Amount / quantity		For official use
	in figures	in words	
U.S. Dollars			
Pounds Sterling			
French Francs			
Deutschemarks			

VI. U.S.S.R. rubles, other currency, payment vouchers, valuables and any objects belonging to other persons. _____

I am aware that, in addition to the objects listed in the Customs Declaration, I must submit for inspection: printed matter, manuscripts, films, video- and sound recordings, postage stamps, pictorial matter, etc., as well as items not for personal use.

I also declare that my luggage sent separately consists of _____ pieces.

(Date) _____ 19 _____

Owner of luggage _____
(signed)

Практическая работа № 6

Тема: На борту самолета.

Цель: Формирование лексических навыков чтения и говорения

Студент должен

Знать: Лексические единицы по теме, правила образования простых времен.

Уметь: Читать с целью извлечения конкретной информации и детального понимания содержания, говорить на основе прочитанного.

ХОД ЗАНЯТИЯ

- Learn the following words and statements

at last – наконец
a cabin – салон
to pass formalities – пройти формальности
to board – садиться
to permit – разрешать
personal belongings – личные принадлежности
to have meals – принимать пищу
to press the button – нажать на кнопку
to invite – пригласить
altitude – высота
individual means of saving – индивидуальные средства спасения
to fasten seat belts – пристегнуть ремни
get comfortable – удобно устроиться
to wish – желать
to divide into – делить, делиться на
to contain – содержать
a folding table – складной стол
to ask for – просить
medicine – лекарство
a blanket – одеяло
to take off – взлетать
speed – скорость
to go along the passage – идти по проходу
to bring hand-carts – везти ручные тележки
items – наименования
tax – пошлина

2. Read and translate the text

On board the plane

At last the passengers have passed all the formalities. They board the plane.

Passengers are permitted to take only some personal belongings with them into the cabin. These items include handbags, briefcases, umbrellas, coats and souvenirs bought at the tax free shops at the airport.

The stewardesses help the passengers get comfortable in the seats and wish them a pleasant trip.

The cabin of the plane is divided into three parts.

Each part contains three comfortable armchairs. Each passenger can make a folding table before him for reading and having meals. Besides, each passenger has a personal magazine about travelling by air. If a passenger needs something he can press the button to invite the stewardess for helping.

For example, a passenger can ask for some medicine, a blanket if it is cold.

Before the plane takes off, the stewardess gives all the information about the flight, the speed and the altitude. Then two stewardesses show how to use individual means of saving. Then all the passengers fasten seat belts and the plane begins to pick up speed. In half an hour two stewardesses go along the passage and bring hand-carts with some drinks as fresh water, pepsi or cola, juice, wine. In an hour the stewardesses bring dinner in special plastic boxes.

The menu can be ham, sausage, boiled meat, cheese, tomatoes, cabbage, a bun and greens for the beginning. Then it can be fried potatoes or mashed potatoes with boiled meat or fish with green peas and different spice. Then it goes hot tea or coffee with a cake and a Swiss roll. In some time the stewardesses take the boxes and glasses. Then the stewardesses bring some goods for the passengers, such as, perfume and cosmetics, gold things, a wide choice of souvenirs. On board the plane the passengers can read a magazine or a newspaper, listen to music using headphones

and watch TV. On board the plane passengers should watch the electric sign flashes and obey all the signals and listen to the announcements. At the end of the flight passengers are requested not to forget their personal belongings when leaving the plane

3. Make up the sentences, using the given words:

to pick up the plane speed begins
has magazine each personal passenger a
hand-carts drinks stewardesses some bring with
a folding each make passenger table can
divided parts of the plane into the cabin is three
fasten all belts the passengers seat
boxes bring plastic dinner in special the stewardesses
watch TV on board can the passengers the plane
part contain armchairs each of the cabin comfortable three
in the seats help the stewardesses comfortable the passengers get

4. Answer the questions

What can passengers ask a stewardess for?
Who shows how to use the individual means of saving?
What can the menu be on board the plane?
What goods can the stewardesses bring for the passengers?
What drinks can the stewardesses bring for the passengers?
What should the passengers watch on board the plane?
What do the stewardesses do before the plane takes off?
What should all the passengers do before the plane begins to pick up speed?
What can the passengers read on board the plane?

5. Complete the sentences

The passengers board the ...
The stewardesses help the passengers ...
The cabin of the plane is divided into ...
Two stewardesses show how to use ...
All the passengers fasten ...
A passenger can ask for ...
The stewardesses bring dinner in ...
On board the plane the passengers can read ...
Two stewardesses go along the ...
The stewardess gives all the information about ...

Практическая работа № 7

Тема: Прибытие в Лондон. Модальные глаголы и их эквиваленты.

Цель: Формирование лексических и грамматических навыков чтения и говорения, аудирования.

Студент должен

Знать: Лексические единицы по теме.

Уметь: Делать выписки из прочитанного, говорить на основе прочитанного, ставить глаголы в правильную временную форму.

ХОД ЗАНЯТИЯ

1. Read the text and translate it into Russian.

ARRIVING IN LONDON

At last the plane lands at the air terminal in Heathrow. London has four airports: Heathrow in the west, Gatwick in the south, Stansted in the north and City Airport in the City of London. Heathrow airport is the busiest international terminal in the world. More than 1000 planes take off and land every day at Heathrow airport.

The passengers take their belongings and leave the plane. Then the passengers go through the passport control one at a time and answer the officer's questions. The passengers go to the baggage claim and get their luggage. Then the passengers go to the sign **Way Out** and take a bus or a taxi. Our group is met by the representative of the company which is the organizer of the programme. The group comes up to the coach and the driver helps the guests put the luggage into the luggage compartment. Everybody takes the seats and the coach starts its way to London. In an hour the coach brings the group to the hotel. It is the Sherlock Holmes Hotel in the centre of London. The group gets off the coach, picks up the suitcases and goes into the hotel. The head of the group comes up to the Receptionist and informs him about the group's arrival. The receptionist asks all the guests to fill in the forms in English. The company made the reservations including single rooms and double rooms. The head of the group returns all filled in forms to the receptionist and gets the electronic keys to the rooms with the room number and the name of the guest written on the key. The guests get the keys and go to their rooms.

2. Complete the sentences

1. London has four _____
2. The passengers take their _____
3. At last the plane lands at the _____
4. The passengers go through the passport control _____
5. More than 1000 planes take off and _____
6. Heathrow airport is the _____
7. The passengers go to the sign _____
8. The passengers answer _____
9. Heathrow airport is the _____
10. Our group is met by the _____
11. Heathrow airport is the _____
12. The group comes up to the _____
13. The passengers take _____
14. The driver helps the passengers _____

3. Replace with a word.

1. a person who organizes the guests' staying at the hotel _____
2. light and small things which passengers take on board the plane _____
3. a place of ending a plane's flight _____
4. a kind of air transport _____
5. people who travel by any kind of transport _____
6. a special card for opening the door of the room at the hotel _____
7. paper where the guests write their data when they come to the hotel _____
8. the process when the plane leaves the airport _____
9. a tourist bus _____
10. a place where many travellers live for some time _____

4. Complete the sentences with the correct modal verb in italics:

1. You *couldn't / mustn't / shouldn't* eat so many hamburgers. They're not good for you.
2. You *can't have / don't have to / mustn't* study at the weekends, except when you have exams.
3. You *may not / might not / needn't* Everything will be OK.
4. You *don't have to / might not / mustn't* use your mobile phone in class.
5. Diana looks happy. *She can / can have / must have* heard some good news.

6. I *can't* /*may not* /*might not* have left my mobile phone at school on Friday afternoon – I had it on Friday night.
7. It *can* /*could* / *couldn't* rain tomorrow.

5. Вставьте подходящий модальный глагол (**must / can / should / may**)

1. I have some free time. I _____ help her now.
2. I _____ drive Susan's car when she is out of town.
3. _____ I have a glass of water?
4. Anyone _____ become rich and famous if they know the right people.
5. You _____ go to this party. It's very important.
6. Bird _____ be known by its song.
7. He is coming here so that they _____ discuss it without delay.
8. It's late. You _____ go to bed.
9. He _____ have told me about it himself.

Практическая работа № 8

Тема: Простые времена

Цель: Формирование грамматических навыков.

Студент должен

Знать: Правила образования простых времен.

Уметь: ставить глаголы в правильную временную форму.

ХОД ЗАНЯТИЯ

1. Выполните конспект

	Past Simple Tense	Present Simple Tense	Future Simple Tense
+	I You We They He She } played	I You We They } play He She } plays	I You We They He She } will play
-	I You We They He She } didn't play	I You We They } don't play He She } doesn't play	I You We They He She } will not play
?	Did { I You We They He She } play?	Do { I You We They } play? Does { He She }	Will { I You We They He She } play?

PRESENT SIMPLE

1. Choose the correct answer of the verb:

1. Jim and Jill (likes, like) to fly a kite.
2. The bear (eat, eats) meat.
3. His brother (answers, answer) phone calls.
4. My sister and I (goes, go) shopping every weekend.
5. They (wants, want) to buy a new T-shirt and shorts.
6. My grandparents (visits, visit) us every Sunday.
7. Our friend (is, am, are) a good boy: on Saturdays he (do, does) the washing up and on Sundays he

(cleans, clean) his room and (water, waters) the flowers. 8. His son (do, does) his homework first and only then he (goes, go) for a walk with friends. 9. Her mother (work, works) in a hospital and her father (am, is, are) a doctor, too. They (likes, like) their job. 10. My uncle (are, am, is) a baker. He (have, has) his own bakery.

2. Make these sentences negative:

1. I can speak English. 2. My friends are students. 3. She answers phone calls every day. 4. My father works on weekend. 5. His friend and I play computer games. 6. My sister watches TV in the evening. 7. Her cat is small and nice. 8. They visit their granny every Sunday. 9. My mother is a doctor. 10. I do my homework in the evening.

3. Ask questions:

1. Jim does his homework every day. 2. My friends visit us on Sundays. 3. She waters the flowers in the morning. 4. We like to play the guitar. 5. Jim and Jill go to the shop. They want to buy new clothes. 6. John's brother likes to watch horror films. 7. Her boyfriend helps her to cook dinner. 8. You go shopping and buy a lot of food for breakfast.

4. Answer the questions:

1. Does she speak German? 2. Do my friends go to school? 3. Is he a doctor? 4. Does his sister help him? 5. Are you a pupil? 6. Does he go to the country every month? 7. Is her daughter from Moscow? 8. Do they know my brother? 9. Am I a teacher? 10. Does he answer phone calls?

PAST SIMPLE

1. Use the verbs in the Past Simple Tense:

Visit, answer, go, do, talk, buy, have, make, fly, want, like, jump, say, phone, use, fall, give, love, cook, put.

2. Make the sentences negative:

1. I went to school yesterday. 2. My little brother had a birthday party two days ago. 3. We listened to music last evening. 4. An hour ago Jill answered the phone call. 5. We were in London last summer. 6. She did homework half an hour ago. 7. My parents cleaned the house three days ago.

3. Ask questions and answer them:

1. Jim was in Moscow four days ago. 2. My sister asked a lot of questions. 3. Her uncle bought new socks for a baby. 4. They did homework yesterday. 5. She took her bag from the table. 6. There was a red pen on the desk. 7. We translated English texts a week ago. 8. Pupils drew funny pictures in the lesson.

FUTURE SIMPLE

1. Use the verbs in Future Simple:

1. Jim and Jill like to fly a kite. 2. The bear eats meat. 3. His brother answers phone calls. 4. My sister and I go shopping every weekend. 5. They want to buy a new T-shirt and shorts. 6. My grandparents visit us every Sunday. 7. Our friend is a good boy: on Saturdays he does the washing up and on Sundays he cleans his room and waters the flowers. 8. His son does his homework first and only then he goes for a walk with friends. 9. Her mother works in a hospital and her father is a doctor, too. They like their job.

2. Make the sentences negative:

1. I will speak English in two years. 2. My friends will be students next year. 3. She will answer phone calls tomorrow. 4. My father will work on weekend. 5. His friend and I will play computer games the day after tomorrow. 6. My sister will watch TV in the evening. 7. Her cat will be small and nice. 8. They will visit their granny next Sunday. 9. I will do my homework in the evening.

3. Ask questions and answer them:

1. Jane will learn French next month. 2. She will spend a couple of days with her friends. 3. My mother will work in the hospital. 4. Jim's brother will translate this text from English into Russian tomorrow. 5. I will meet my friend in an hour. 6. His mother will answer phone call in the evening because he won't be in.

MIXED TASKS

a) Use the verb in the correct tense:

1. My grandpa (go) shopping every day.
2. Tomorrow I (visit) my grandparents.
3. I (buy) some milk yesterday.
4. Did you (do) your homework two days ago? – Yes, I (do).
5. Jim and Jill (like) to fly a kite every summer.
6. An hour ago we (watch) a very interesting film.
7. Usually I (get up) at 7 o'clock.
8. My friends (go) to the forest yesterday and (look at) big trees near the river.
9. Her son and daughter (fly) to the USA next year.
10. We (meet) our friends in the street yesterday and (ask) them about our teacher who (be) in a hospital now.

b) Make these sentences negative:

1. We cooked breakfast yesterday because our mother was ill. 2. Jill will go to the country tomorrow. 3. An hour ago my sister played computer games. 4. She does her homework and then she goes for a walk with her dog. 5. They will live in the city next year. 6. I'm a student and I am at the University now. 7. His aunt speaks English, German and French. 8. Roman knows the story well so he can answer all the questions about it. 9. You translate the dialogue very well. 10. His new clothes were nice and suited him well so he wanted to buy one more T-shirt and a couple of jeans.

Практическая работа № 9

Тема: Современные гостиницы. Present and Past Progressive

Цель: Развитие лексических навыков чтения, говорения, письма.

Студент должен

Знать: Лексические единицы по теме. Правило образования Present and Past Progressive

Уметь: Говорить на основе прочитанного, читать с целью извлечения конкретной информации и детального понимания содержания. Применять в речи Present and Past Progressive

ХОД ЗАНЯТИЯ

to reserve a room in advance to include standard facilities basic accommodation equipment resort a reception desk a receptionist a keyboard a lounge a news-stand to register a room maid private home depending on various levels of service dry cleaning a beautician's round-the-clock a twin-bedded room a suite to check out a doorkeeper a floor attendan	забронировать номер заранее включать обычные удобства основное жильё, помещение оборудование курорт регистрационный стол администратор щиток с ключами холл гостиницы газетный киоск регистрировать горничная частное жильё в зависимости от различные уровни обслуживания химчистка косметический кабинет круглосуточный номер с двуспальной кроватью номер «люкс» выписывать швейцар дежурный по этажу
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HOTELS

When travelling people prefer to stay at a hotel.

The best way is to reserve a room in advance.

There are several types of hotels:

- five star hotels include almost everything;
- four star hotels are very good;
- three star hotels have standard facilities;
- one or two star hotels are cheaper, have basic accommodation.

Accommodations are also classified as follows:

- motels are for motorists; they are situated on main roads;
- commercial hotels are in the town centre for business people;
- conference hotels include meeting and exhibition facilities, audio-visual equipment, banquet rooms;
- resort hotels are at tourist resorts for people on holiday;
- bed and breakfast (B&B) is accommodation in private homes.

Depending on the hotel, one can receive various levels of service: all meals, breakfast in bed, dry cleaning.

The hotel may have a hair saloon, a beautician's, various souvenir shops, a business centre, several restaurants and bars. Resort complexes may also have round-the-clock snack-bars, shops, cinemas, swimming pools.

Every hotel has different rooms:

- a single room is a bedroom for one person;
- a double room is a bedroom for two people;
- a twin-bedded room has twin beds;
- a suite is a set of rooms.

Many rooms have fridges and tea or coffee making facilities.

Every hotel has a reception desk and a receptionist, a keyboard at the reception desk, a lounge, a news-stand selling newspapers, magazines, best-sellers, postcards and telephones.

The receptionist registers arrivals and checks out those who are leaving.

Some hotels have doorkeepers and porters (usually 4-5 star hotels) who carry the luggage and take you to your room.

The better hotels also have floor attendants and room maids

II. Complete the following sentences:

1. Motels are for _____
2. One receives various levels of _____
3. Commercial hotels are for _____
4. Three star hotels have standard _____
5. Bed and breakfast is accommodation in _____
6. Five star hotels include almost _____
7. Resort complexes may also have round-the-clock _____
8. A suite is a set of _____
9. A twin-bedded room has _____
10. A single room is a bedroom for _____

III. Answer the questions:

1. Where are commercial hotels situated?
2. What kinds of rooms can hotels have?
3. Where are resort hotels situated?
4. What do conference hotels include?
5. How many beds do twin-bedded rooms have?
6. What should every hotel have for the guests?
7. What types of hotels are there?
8. What does a receptionist do?
9. What is Bed&Breakfast?
10. What is a single room?
11. What facilities do many rooms have?
12. What hotels have standard facilities?
13. What is the best way to reserve a room?
14. What is a suite?
15. What do porters do at the hotel?

4. Выполните конспект

PROGRESSIVE (CONTINUOUS) TENSES									
Present Progressive			Past Progressive			Future Progressive			
+	I	am/m not + V-ing	was/wasn't + V-ing	will (shall) be /won't (shan't) be + V-ing					
	he, she, it	is/isn't + V-ing	was/wasn't + V-ing						
-	we	are/aren't + V-ing	were/weren't + V-ing	will be/won't be + V-ing					
	you, they	are/aren't + V-ing	were/weren't + V-ing						
?	am	I	V-ing	was	I	V-ing	will (shall)	I, we	be + V-ing
	is	he, she, it	V-ing	was	he, she, it	V-ing		he, she, it,	
	are	we, you, they	V-ing	were	we, you, they	V-ing	will	you, they	be + V-ing
	(right) now, at the present moment, constantly, while			at that moment, at... o'clock yesterday, when, while			at this time tomorrow, soon, at... o'clock next Sunday		

5. Раскройте скобки, употребляя глаголы в Present Continuous или Past Continuous

- I (to write) an English exercise now.
- I (to write) an English exercise at this time yesterday.
- My little sister (to sleep) now.
- My little sister (to sleep) at this time yesterday.
- My friends (not to do) their homework now. They (to play) volley-ball.
- My friends (not to do) their homework at seven o'clock yesterday. They (to play) volley-ball.
- You (to eat) ice-cream now?
- You (to eat) ice-cream when I rang you up yesterday?
- What your father (to do) now?
- What your father (to do) from eight till nine yesterday?
- Why she (to cry) now?
- Why she (to cry) when I saw her yesterday?
- She (to read) the whole evening yesterday.
- She (not to read) now.
- Now she (to go) to school.
- What you (to do) now? — I (to drink) tea.
- You (to drink) tea at this time yesterday? — No, I (not to drink) tea at this time yesterday, I (to eat) a banana.
- My sister is fond of reading. She (to read) the whole evening yesterday, and now she (to read) again.
- Look! My cat (to play) with a ball.
- When I went out into the garden, the sun (to shine) and birds (to sing) in the trees.

Практическая работа № 10

Тема: Регистрация в гостинице.

Цель: Формирование лексических навыков говорения.

Студент должен

Знать: Разговорные клише по теме.

Уметь: Воспринимать на слух информацию в деталях, обратиться с просьбой и выразить готовность/ отказ ее выполнить.

ХОД ЗАНЯТИЯ

1. Read and translate the following dialogues

1)

- Good afternoon, my name's Johns. I've got a reservation.
- Sorry, sir. I can't find you in the computer.

- Here's the confirmation of my reservation.
- All right, sir. You've got a double room. May be you want a single room?
- No, I'll have a double. My wife's arriving tomorrow.
- O.K. Do you want a twin or a double room?
- A double bed and a smoking room, please.
- Fill out the registration form. What newspaper do you want in the morning?
- The Times, please.
- Your continental breakfast is included.
- English breakfast and buffet are extra.
- O.K.
- Take your key. Here's your guest card.
- Can I ask for another key for my wife?
- Certainly, sir.
- Can I ask the bellboy to take my luggage to my room?
- Certainly, sir. Your credit card, please.

2)

A: Good morning, Astoria Hotel. What can I do for you?

B: I'd like to book a double room.

A: What date?

B: For a week beginning next Monday.

A: In whose name shall I book it, please?

B: In Voronin's name. I'd like a room with a bath.

A: How will you pay?

B: By credit card.

2. Translate into English:

1. Добрый день.

2. Добрый день. Чем могу быть полезен?

1. Мне нужен номер, пожалуйста.

2. Вы хотели бы одноместный номер или двухместный?

1. Одноместный, пожалуйста.

2. С ванной или с душем?

1. С ванной, пожалуйста.

2. На сегодня? (tonight)

1. Да, на сегодня.

2. На сколько дней?

1. На три дня.

2. У Вас есть кредитная карточка?

1. Да, конечно.

2. Распишитесь здесь, пожалуйста. Хорошо.

1. Спасибо. Я бы хотел кофе в номер утром.

2. Замечательно. Вот Ваш ключ от номера.

4. Make up your own dialogue about getting a room at the hotel on the next situation: You did not book a room beforehand and you would like to get a single room with a bath for three days. You don't want to live on the top floor. you would like to know weather you can put your valuables and money anywhere while you are going on an excursion.

Практическая работа № 11

Тема: Гостиничные услуги.

Цель: Формирование лексических и грамматических навыков чтения и говорения, аудирования.

Студент должен

Знать: Разговорные клише по теме, правило образования длительных времен.

Уметь: Запрашивать и сообщать информацию (кто? что? как? куда? когда? с кем? и т. д.), переходя с позиции спрашивающего на позицию отвечающего

ХОД ЗАНЯТИЯ

1. Read the text, translate it. Answer the question: where can tourist have breakfast in England?

MEALS AT THE HOTELS

Hotels in Great Britain are rather expensive. The price of staying at the hotel often contains the price of breakfast. There are two kinds of breakfast: continental breakfast and English breakfast. Continental breakfast includes juices, toast, tea or coffee, milk, rolls, butter and marmalade, cornflakes. English breakfast includes juices, toast, tea or coffee, fried eggs, cereals, bacon, sausages, tomato, mushrooms. One can have a snack in cafes and Fast Food Shops. Cafes usually offer sausages and mashed potatoes. Fast Food Shops usually offer pizza and hot sausages and sandwiches.

Dinner at the restaurants is very expensive. Some dishes cost from 15-20 to 90-100 pounds. Pubs are very popular for evening spare time. Pubs work from 11a.m. till 11p.m. Pubs offer a wide choice of juices and sweet cocktails.

At the hotel guests can call room service and hand their breakfast order to the chambermaid if they want to have breakfast in the room. The guests should fill in a special form. In this form the guests should point their room number, required time, date, the number of persons and choose the needed meal. The guests can place the order on outside of door handle before 2 a.m. Extra 50 pence is charged for meals served in the room.

2. Read and translate the dialogues

ORDERING BREAKFAST IN THE ROOM

- Reception, how can I help you?
- Can I order breakfast in my room?
- Yes, sir. There are forms on your door.
- Yes, I've got them.
- Fill one out, ticking the items you want.
- Then put it outside your door before midnight.
- What about the time?
- You tick the time you need your breakfast.
- OK. Is it extra?
- The delivery charge is one pound fifty.
- Thank you very much.

AT THE HOTEL RESTAURANT

- Good morning, sir. Can I have your room number?
- Three hundred and thirty.
- Tea or coffee, sir?
- Coffee with milk and toast, please
- Do you want English breakfast?
- Yes, please, two boiled eggs.
- Sorry, sir, we have only fried or scrambled eggs.
- Two fried eggs, please.

- Sausages, bacon, mushrooms, fried tomatoes?
- Speak slower, please.
- I'm sorry, sir. Sausages, bacon, mushrooms, fried tomatoes?
- Two rashers of bacon and mushrooms.
- Anything else, sir?
- No, thank you.

3. While living at the hotel, you may have some problems in the room. Read and remember how to say in English about those problems.

The TV doesn't work.	Не работает телевизор.
The TV remote control doesn't work.	Не работает пульт телевизора.
The air conditioner doesn't work.	Не работает кондиционер.
The kettle doesn't work.	Не работает чайник.
The light doesn't switch on.	Не горит свет.
The bulb has burnt out.	Перегорела лампочка.
The wardrobe doesn't close.	Не закрывается шкаф.
The bed's broken.	Сломана кровать.
The window doesn't close.	Не закрывается окно.
The window doesn't open.	Не открывается окно.
The window pane's broken.	Разбито стекло в окне.
The shower doesn't work.	Не работает душ.
The bath tap doesn't work.	Не работает кран в ванне.
The sink tap doesn't work.	Не работает кран в раковине.
There's no hot water.	Нет горячей воды.
There's no cold water.	Нет холодной воды.
Change the bed linen, please.	Поменяйте постельное белье.
Change the towels, please.	Замените полотенца, пожалуйста.
There's no soap in my room.	В моем номере нет мыла.
Can I ask for some?	Можно попросить?
Bring another blanket, please.	Принесите еще одно одеяло, пожалуйста.
It's cold in my room.	В номере холодно.
Can you bring a heater?	Вы можете принести обогреватель?
My telephone doesn't work.	У меня не работает телефон.
My fridge doesn't work.	У меня не работает холодильник.
I've forgotten the code for the mini safe.	Я забыла код от мини сейфа.
I've lost the mini bar key.	Я потерял ключ от мини бара.
I can't open the door to my room.	Я не могу открыть дверь в номер.
Can I ask for an adapter for a continental plug?	Могу я попросить адаптер для континентальной вилки?
The door handle's broken.	Сломана ручка двери.
The socket's broken.	Сломана розетка

AN EARLY MORNING CALL

Peter: Hello.
 Receptionist: Reception desk. How can I help you?
 Peter: I'd like to arrange an early morning call for rooms number 321 and 352, please.
 Receptionist: Of course, Mr. Noble. What time do you want the calls for?
 Peter: Well, I think 7:45.
 Receptionist: OK, Mr. Noble. I'll ring you and Mr. Ford tomorrow morning at 7:45.
 Peter: Thanks. Bye.

SUIT PRESSING

Jason: Hi, is that the front ... em, reception desk?

Receptionist: Yes, sir. How can I help you?
 Jason: Well, I need a suit pressing.
 Receptionist: That can be arranged. When do you need your suit for, Mr ...?
 Jason: Oh yeah, sorry, it's Mr Ford here from room 352. Could you get it done for this evening?
 Receptionist: Consider it done, Mr Ford. I'll send somebody up for it now.
 Jason: Thanks.

Практическая работа № 12

Тема: Способы выражения будущего времени.

Цель: Развитие лексических и грамматических навыков чтения и говорения, аудирования.

Студент должен

Знать: Лексические единицы по теме.

Уметь: Обратиться с просьбой и выразить готовность / отказ ее выполнить, пригласить к действию / взаимодействию и согласиться / не согласиться принять в нем участие.

ХОД ЗАНЯТИЯ

THE FUTURE INDEFINITE (SIMPLE) TENSE

Будущее неопределенное (простое) время

УПОТРЕБЛЕНИЕ

Будущее неопределённое время (**Future Indefinite**) употребляется для обозначения:

- какого-либо факта в будущем.
The Mayor **will open** a new stadium **tomorrow**. Мэр откроет завтра новый стадион.
- какого-либо решения или намерения в будущем, принятого в момент речи.
I'll go to the theatre with you. Я пойду в театр с тобой.
- для выражения предложения о помощи.
I'll do the shopping. Я сделаю покупки.

ОБРАЗОВАНИЕ

Утвердительная форма		Отрицательная форма		Вопросительная форма
I, we	will go	I, we	will not go	will I (we) go ?
He, she, it, you, they		He, she, it, you, they		Will he (she, it, you, they) go ?

shall not = shan't

will not = won't

Примечание.

В современном английском языке существует устойчивая тенденция употреблять **will** для всех лиц, а в разговорной речи употребляется, как правило, только сокращённая форма вспомогательного глагола с личным местоимением.

I will come (I'll come) to see you tomorrow. Я навещу вас завтра.

СПОСОБЫ ПЕРЕДАЧИ БУДУЩИХ ДЕЙСТВИЙ.

1. **Present Continuous** может выражать действия, относящиеся к ближайшему будущему, которое обозначается обстоятельствами времени:

tonight – сегодня вечером;

next week – на следующей неделе;

in a day or two – через день-другой и др.

What **are** you **doing** tonight ? Что ты делаешь сегодня вечером ?

2. Сочетание **to be going** + инфинитив всегда передаёт будущее действие часто с оттенком намерения.

He **is going to take part** in the competition. Он собирается принять участие в соревновании.

1. Заполните пропуски, используя глаголы в скобках в правильной будущей форме.

Пример: This dress is wonderful! I ... (buy) it. – This dress is wonderful! I will buy it.

1. Don't come to me at 5 p.m. I ... (train) in the gym.
2. I think we ... (win) this game!
3. I ... (do my laundry) next Monday.
4. I don't understand this grammar rule. Don't worry, I ... (explain) it to you.

2. Заполните пропуски глаголом will или конструкцией be going to.

Пример: I'm too tired to walk home. I think I ... take a bus. – I'm too tired to walk home. I think I will take a bus.

1. We ... buy a cottage in two months.
2. I ... travel round the world in July.
3. - Did you visit Mary? 'Oh no, I forgot. I ... do it now.'
4. I think I ... stay at home and read tonight.
5. Look at the road! It ... be an accident.

3. Исправьте ошибки, где необходимо

Пример: You are cold. I will gave you my waistcoat. – You are cold. I will give you my waistcoat.

1. I am going to washed my bike.
2. Will you be use the computer at six o'clock?
3. Jessica will have finished the book until tommorow.
4. I promise I'll inform you as soon as I arrive.

4. Переведите предложения, используя будущее время.

Пример: Ты будешь моей женой? – Will you be my wife?

1. Сегодня вечером я не собираюсь идти в гости к Лене.
2. К тому времени как он вернётся, я уже несколько часов буду собирать вещи.
3. В следующий вторник в это время мы будем лежать на пляже.
4. Ты пойдешь туда?

5. Выберите правильный вариант ответа

1. I believe people ... elixir of youth in 2035.

- a) will invent
- b) invents
- c) is going to invent

2. Look! Kate ... in water.

- a) is going to jump
- b) will jump
- c) will be jumping

3. We ... the article by four o'clock.

- a) will translate
- b) will have translated
- c) are going to translate

4. 'I need a pen.' 'Don't worry. I ... lend you mine.'

- a) will
- b) will be
- c) will have been

Практическое занятие № 13

Тема: Британские газеты и журналы.

Цель: Формирование лексических и грамматических навыков чтения и говорения.

Студент должен

Знать: Лексические единицы по теме.

Уметь: Высказываться целостно как в смысловом, так и в структурном отношении, читать / понимать на слух с целью извлечения детальной информации.

ХОД ЗАНЯТИЯ

1. Read the text and translate it into Russian.

Traditional English food

Traditional English food has been greatly influenced by other national cuisines in recent years. Despite this fact, if you travel to Britain, you can still be served up traditional English dishes in a restaurant or at a hotel.

A typical English breakfast is usually quite big and substantial. It includes pork sausages, bacon and eggs, tomatoes, baked beans, mushrooms and a toast. Some people enjoy porridge, fruit and yogurt in the morning, followed by a toast and jam, or orange marmalade. A traditional breakfast drink is tea, which British people prefer having with cold milk. Another popular morning drink is orange juice.

For many Englishmen lunch is a fast meal. In big cities there are a lot of sandwich bars where office clerks can choose all sorts of sandwiches with meat, fish, chicken, ham, prawns, eggs, cheese, vegetables and lettuce. English pubs also serve good food for lunch, hot and cold. Quite a lot of workers go to famous "fish and chips shops" and buy their favourite deep fried cod or haddock with French fries.

A lot of Englishmen drink their 5 o'clock tea. It's a traditional light meal after work. People enjoy their favourite teas with cookies, cakes, freshly baked sweet buns, scones and other pastries.

British people eat their evening meal at about 7 o'clock, when all members of the family are at home together. As a rule, a typical dinner is meat and vegetables. It can be roast chicken or lamb with potatoes, or steamed vegetables with meat gravy. For dessert, English wives cook various puddings and serve them with ice-cream or jam.

On Sundays British families like to sit together at the table enjoying roast beef, lamb or chicken, served with Yorkshire pudding and dressed with English mustard, apple sauce, cranberry sauce or mint sauce.

English food is simple but very delicious. Today it continues to merge in national cuisines from all over the world.

Практическая работа № 14

Тема: Известные молодежные издания. Придаточные предложения времени и условия.

Цель: Формирование лексических навыков чтения и говорения, аудирования.

Студент должен

Знать: Лексический и фактический материал по теме.

Уметь: Говорить на основе прочитанного, выделять главное при прослушивании.

ХОД ЗАНЯТИЯ

1. Read the text and translate it into Russian.

Newspapers in Britain

If you get on a bus or catch a train in Britain, especially during the morning and evening «rush hour», you'll see a lot of people reading newspapers. The press tells us about various political views, interest and levels of education.

Papers are usually divided into «quality» papers which are serious with long, informative articles and «popular» which have smaller size. They are less serious and contain more human interest stories than news.

More daily newspapers, national and regional are sold in Great Britain than in most other developed countries.

There are about 135 daily papers and Sunday papers, 2000 weekly papers and about 100 papers produced by members of ethnic groups.

A lot of people buy a morning paper, an evening paper and a couple of Sunday papers. On an average day two out of three people over the age of 15 read a national morning paper, about three out of four read a Sunday paper. So it's not surprising to learn that national newspapers have a circulation of 15.8 million copies on weekdays and 19 million on Sundays.

Newspapers are almost always financially independent of any political party.

However, during general election campaigns many papers recommend their readers to vote for a particular political party.

Ownership of the national London and regional daily newspapers is concentrated in the hands of large press publishing groups.

2. Questions:

1. What does press tell us?
2. What kind of papers do you know?
3. «Popular» papers are usually smaller than «quality ones, aren't they?
4. What can be read in «quality» newspaper?
5. Who is the owner of newspapers in Britain?

Vocabulary:

rush hour — час пик

level of education — уровень образования

ethnic group — этническая группа

election — выборы

3. Выберите в скобках верный вариант союза времени.

1. Please, call me ... (while/as soon as/till) you arrive at the station.
2. ... (Until/After/Before) going to sleep, she likes reading a book for an hour or so.
3. Don't sit down ... (until/after/while) we ask you.
4. The house became empty ... (after/before/until) they left.

5. I won't start my journey ... (when/while/until) he pays all my expenses.
6. ... (As soon as/While/Before) he was making a fire, it started raining.
7. ... (While/Till/As soon as) we get married, we'll move to another place.
8. Turn off the light ... (before/when/while) the lesson is over.
9. You should read this paper ... (before/until/while) you express your opinion.
10. We won't start our dinner ... (after/until/as soon as) Richard arrives.

4. Соедините два простых предложения в одно сложное, используя предложенный союз в скобках. Например: Don't call your uncle. First I'll tell you. (till) – Don't call your uncle till I tell you. (Не звони своему дяде, пока я не скажу тебе.)

1. Tom will come in a minute. Then I will go to the chemist's. (as soon as)
2. I will come home soon. I want to have a foam bath. (when)
3. We are moving to Miami. Then we'll invite you to our house. (after)
4. You will need my car. But first let me know. (before)
5. Alice will be picking up the berries. Sam will be cutting the grass. (while)
6. She will have finished her homework in half an hour. Then she will go for a walk. (after)
7. Dad will have repaired the van by Saturday. Then we'll travel to the lakes. (as soon as)
8. You must clean your teeth. Then you may go to bed. (until)
9. I will get my salary next week. Then I will buy a new smart phone. (when)
10. First wait for the green light on. Then you can cross the street. (before)

5. Поставьте глаголы из скобок в необходимой видо-временной форме.

Например: He ... (help) us with the housework before the party ... (start). – He will help us with the housework before the party starts. (Он поможет нам с уборкой по дому до того, как начнется вечеринка.)

1. You need to buy a present before your wife ... (come).
2. I ... (drop) my keys as I was leaving the apartment.
3. As soon as you sign the contract we ... (send) the payment.
4. After the princess fell asleep, she ... (have) a scary dream.
5. Robert woke up while the sun ... (rise).
6. After he ... (break) his arm he never ... (play) volleyball again.
7. She was doing shopping while her sister ... (wash) the windows.
8. We'll go to the beach as soon as the film ... (be over).
9. Don't eat chocolate until your allergy ... (disappear).

Практическая работа № 15

Тема: Британское телевидение.

Цель: Развитие лексических навыков чтения, говорения, письма.

Студент должен

Знать: Лексический материал по пройденным темам.

Уметь: Говорить на основе прочитанного, читать с целью извлечения конкретной информации и детального понимания содержания.

ХОД ЗАНЯТИЯ

TELEVISION IN GREAT BRITAIN

Britain's first regular television service opened in 1932, when the British Broadcasting Corporation (BBC) began transmitting four short late-night programmes a week. The development of television was interrupted by the Second World War, but resumed after it,

making its first real impact in 1953 when the BBC televised the coronation of Queen Elizabeth II.

In 1955 Independent Television (ITV) began transmitting, at first only in the London area. Unlike the BBC, который финансировали большую its broadcasting with the revenue from radio and television licences, I TV derived its main income from its commercial advertising. This arrangement remains today.

In 1964 the BBC began transmitting on two channels, BBC 1 и BBC 2, the latter being mainly for drama, arts and sports programmes. BBC 2 first broadcast in colour in 1967, and BBC 1 and ITV followed suit two years later. A second commercial station, Channel 4, opened in 1982. Like BBC 2, it was intended as a mainly arts and 'cultural' service, but with the specific task of catering for minority interests.

ITV programmes are produced by a number of regional companies. A national company, TV-am, broadcasts news, current affairs and entertainment programmes every morning. National news programmes on ITV are produced by a separate company Independent Television News (ITN).

BBC 1 broadcasts a schedule of news, information programmes, documentaries, plays, films and light entertainment (such as comedies and quiz shows) from early morning to late at night. ITV's schedule is similar, but its presentation is generally slicker and more 'glossy'. Its programmes are cast round the clock.

Until the end of 1990, ITV's programmes and their schedules were under the supervision of the Independent Broadcasting Authority (IBA). The IBA ceased to exist in 1991, television when its responsibilities were taken over by a new body, the Independent Television Commission (ITC). Commercial radio services were taken over at the same time by the new Radio Authority. When this change took place, the former ITV channel was renamed Channel 3.

Both the BBC and ITV broadcast educational programmes, including broadcasts for schools. The BBC also transmits programmes for Open University students.

Despite the increasing popularity of satellite television, the non-satellite (also called 'terrestrial') channels form the main part of most

people's viewing. During last 10 years, Britain's most watched channel was ITV, with 27 per cent of all regular viewers. Next was BBC 1, с 21 per cent.

All viewers must hold an annual television licence. The income from it is used by the government to fund the BBC.

VOCABULARY

to *resume* [ri'zju:m] - восстанавливать; продолжать

impact ['ɪmpækt] - влияние, действие

revenue [reɪnju:] - прибыль

to *derive* [dɪ'raɪv] - получать, приобретать

transmitting [trænz'mɪtɪŋ] - передача, трансляция

to *broadcast* ['brɔ:dka:st] - транслировать по радио или телевидению

to *cater* ['keɪtə] - обслуживать (кого - for), угождать

schedule [ˌʃedju:l] - график, расписание, план

slicker ['slikə] - более развлекательный

to *cease* [si:s] - прекращать; положить конец (чему-то)

Open University [ju:nɪ'vɜ:sɪti] - «открытый университет» (в отличие от обычных университетов не имеет определенной программы и точного учебного плана)

satellite television ['sætələɪt] - спутниковое телевидение

QUESTIONS

1. When did Britain's first regular television service open?
2. Why was the development of television interrupted?
3. What is the difference between ITV and the BBC?
4. When did BBC 2 first broadcast in colour?
5. What companies produce ITV programmes?

6. *What company supervises ITV's programmes and their schedules?*
7. *What do the BBC and ITV broadcast?*
8. *What were Britain's most watched channels?*

Практическая работа № 16

Тема: Контрольная работа (см.КОС)

Цель: Контроль уровня развития речевых умений.

Практическая работа № 17

Тема: Достопримечательности Лондона.

Цель: Формирование лексических навыков чтения и говорения.

Студент должен

Знать: Лексический и фактический материал по теме

Уметь: Писать и читать с целью извлечения детальной информации, говорить на основе прочитанного.

ХОД ЗАНЯТИЯ

1. Read the text and translate it into Russian.

London

London is the capital of Great Britain, its political, economic and commercial centre. It's the main port of Great Britain. It is one of the greatest cities of the world. Its population is about 9 million people.

The city was founded by Romans in the 1st century AD and it was called Londinium. The English are very proud of the long history of their capital. The city became very rich in the 16th century. Then in 1665 and 1666 two catastrophes occurred: epidemic of plague which killed 100,000 citizens, and the Great Fire which destroyed the City.

London is a real museum of architecture. Traditionally London is divided into: the City, the West End, Westminster and the East End.

The City is the heart of London, its financial and business centre. Few people live in this part of London but over a million come here to work. There are a lot of famous ancient buildings in the City, for example **St.Paul's Cathedral**.

Westminster is one of the most famous historic areas in London as it contains both the seat of Government (**the Houses of Parliament**) and the crowning place of kings and queens (**Westminster Abbey**).

The West End is the centre of London. There are historical palaces, museums, **beautiful parks**, large department stores, hotels, restaurants, theatres and concert halls in this part of London. One of the most beautiful palaces is **Buckingham Palace**, the official residence of the Queen. The oldest of all the royal residences in London is **the Tower of London**. The broad Mall leads from Buckingham Palace to **Trafalgar Square**.

If you go to the east of the City, you'll find yourself in the East End. This is an industrial part of London. The Port of London is also in the East End.

Tasks

1. Translate into English

Коммерческий центр, главный порт, был основан, стал очень богатым, эпидемия чумы, разделен, сердце Лондона, мало людей, старинные здания, содержит, официальная резиденция королевы.

2. Your friend, who has never been to London, wants to learn more about it. Answer his/her questions.

1. What is the population of London?
2. Who founded London?
3. What was the first name of London?
4. What catastrophes occurred in the 17th century?
5. What parts is London divided into?
6. Where is St.Paul's Cathedral situated?
7. What is the official residence of the Queen?
8. What sights of interest is London famous for?
9. What is the oldest royal residence in London?

3. Finish the sentence...

1. London is the main port of ...
2. It was founded by ...
3. The Great Fire destroyed ...
4. London is divided into ...
5. There are a lot of ... in the City.

4. Ask questions to the given answers.

1. 9 million people
2. Londinium
3. in the 16th century
4. the seat of Government
5. Buckingham Palace

Практическая работа № 18

Тема: Королевский Лондон.

Цель: Формирование лексических навыков говорения.

Студент должен

Знать: названия достопримечательностей

Уметь: читать с целью извлечения конкретной информации, письменно излагать собственную точку зрения.

ХОД ЗАНЯТИЯ

LONDON SIGHTSEEING TOUR

Hello, ladies and gentlemen. We welcome you to London. London is one of the largest cities in the world. About seven million people live here. London is more than two thousand years old. London's most famous sights are Tower Bridge, Big Ben and the Houses of Parliament, Trafalgar Square and St. Paul's Cathedral. You'll see all these places and much more of London from our red double-decker.

We start from Trafalgar Square. On the column in the centre there is a statue of Admiral Nelson who defeated the French at the Battle of Trafalgar in 1806. To the left of us you can see the National Gallery. It has a fine collection of European paintings.

Now we are coming to Piccadilly Circus. It is the meeting point of six streets.

We've just passed Piccadilly Circus and now we are making our way to Buckingham Palace. Look right. We are passing Hyde Park. In the park anyone can stand up and say what they want. It is a very democratic park.

Now we are at Buckingham Palace. It is the London home of the Queen. When the flag is flying on the top she is at home. Look, they are changing the Guard. It happens every day at 11.30 a.m.

We have just turned left and you can see St. James's Park. It is one of the royal parks. Here you can see pelicans and ducks. There are a lot of parks and gardens in London. In Regent's Park there is the London Zoo. It is one of the biggest zoos in the world.

In front of you you can see the Houses of Parliament and Big Ben. The Houses of Parliament is the seat of the British government. Big Ben is one of the most famous clocks in the world.

In a moment you will see Westminster Abbey. It is a royal church. Here you can see the tombs of many British kings and queens and other famous people and the beautiful Henry VII Chapel. Now we are crossing Tower Bridge over the river Thames. From here you can see the Tower of London. It was a fortress, a royal palace and later a prison. It is a museum now.) There are a lot of interesting collections in the Tower of London. The ravens are another famous sight. The legend says that without them the Tower will fall. The Raven Master is the person who gives them food. Earlier in our tour we saw a famous royal church, Westminster Abbey. We are now making our way to the second famous church, St. Paul's Cathedral. It is the greatest work of the architect Sir Christopher Wren.

We are now going along Fleet Street to the Strand. On the right you'll see Covent Garden. It was a big fruit and vegetable market. It is now a tourist shopping centre with cafes and restaurants. We'll stop here so that you can go shopping. Our tour has finished. I hope very much that you have enjoyed this tour of London. Thank you and goodbye.

1. Translate into English

1. Лондон делится на четыре части.
2. Вестминстер – административный центр.
3. Сити – финансовый и деловой центр.
4. Уэст-Энд – символ богатства и роскоши.
5. Ист – Энд – промышленный район.
6. Лондон – огромный транспортный центр.
7. Площадь Сити 2,5 кв. км.
8. Национальная галерея имеет прекрасную коллекцию европейской живописи.
9. Тауэр Лондона – музей сейчас.
10. Букингемский дворец – лондонская резиденция королевы.
11. Площадь Пикадилли – место встречи шести улиц.
12. В Риджент парке находится лондонский зоопарк.
13. Гайд парк – очень демократичный парк.
14. Собор святого Павла – величайшая работа сэра Кристофера Рэна
15. Ковент Гаден – туристический торговый центр
16. В центре Трафальгарской площади стоит статуя адмирала Нельсона

3. Complete the sentences

1. Piccadilly Circus is the meeting point of
2. Buckingham Palace is
3. Westminster Abbey is
4. Hyde Park is
5. The National Gallery has
6. Tower Bridge is over the
7. The Tower of London was
8. The Tower of London is
9. The East End is
10. Westminster is

Практическая работа № 19-20

Тема: Совершенные времена (Present Perfect, Past Perfect, Future Perfect)

Цель: Развитие умения читать с целью извлечения конкретной информации и детального понимания содержания.

Студент должен

Знать: Лексический и фактический материал.

Уметь: Говорить на основе прочитанного.

ХОД ЗАНЯТИЯ

THE PRESENT PERFECT TENSE

Настоящее совершенное время

УПОТРЕБЛЕНИЕ

1. Для выражения действия, *завершившегося к моменту речи*. Время действия не указывается, *важен сам факт совершения действия к настоящему моменту или его результат*.

She has read this book. Она прочитала эту книгу. (Действие завершено к моменту речи.)

В этом значении **Present Perfect** часто употребляется с наречиями **just** – только что, **already** – уже, **yet** – ещё, **lately** – недавно, **of late** – в последнее время, **recently** – недавно

The mail has just come. Почта только что пришла.

He has seen many films lately. В последнее время он посмотрел много фильмов.

2. Для выражения действия, которое *завершилось, но тот период, в котором оно происходило, ещё продолжается* и может быть обозначен обстоятельствами времени

today – сегодня, **this week** – на этой неделе, **this month** – в этом месяце, **this century** – в нашем веке и др.

I have written a letter this morning. Я написал письмо сегодня утром.

3. Для выражения действия, которое *началось в прошлом и продолжается до настоящего времени*.

I have known him all my life. Я знаю его всю жизнь.

I have known him for 2 years. Я знаю его 2 года.

He has not seen his parents since January. Он не видел своих родителей с января.

Present Perfect может употребляться с наречиями

always – всегда, **often** – часто, **seldom** – редко, **ever** – когда-нибудь, **never** – никогда.

She has never been to London. Она никогда не была в Лондоне.

Have you ever been to Moscow? Вы когда-нибудь были в Москве?

ОБРАЗОВАНИЕ

Present Perfect образуется при помощи глагола **to have** в Present Indefinite и **Participle II** (Причастия II) смыслового глагола.

Утвердительная форма	Отрицательная форма	Вопросительная форма
I, we, have seen you, they	I, we, have not seen you, they	Have I (we, you, they) seen ?
He, she, it has seen	He, she, it has not seen	Has he (she, it) seen ?

I have = I've He has = He's I have not = I haven't He has not = He hasn't

THE PAST PERFECT TENSE

Прошедшее совершенное время

УПОТРЕБЛЕНИЕ

Past Perfect обозначает действие, *законченное до определённого момента в прошлом или до начала другого действия в прошлом*.

He had finished his work ... **when I came**.

... **by 3 o'clock yesterday**.

... **before she arrived home**.

Он закончил (уже закончил) свою работу ... когда я пришёл.

... вчера к 3-м часам.

... до того, как она приехала домой.

They went home after they had finished their work. Они пошли домой после того, как закончили работу.

ОБРАЗОВАНИЕ

Past Perfect образуется при помощи глагола **to have** в Past Indefinite и **Participle II** (Причастие II) смыслового глагола.

Утвердительная форма	Отрицательная форма	Вопросительная форма
I had worked	I had not worked	Had I worked ... ?

I had = I'd I had not = I hadn't

THE FUTURE PERFECT TENSE

Будущее совершенное время

УПОТРЕБЛЕНИЕ

Future Perfect обозначает действие, которое закончится к определённом моменту в будущем или до начала другого действия в будущем.

He will have finished his work ... **when I come.**

... **by 3 o'clock tomorrow.**

... **by the time you come back.**

Он закончит свою работу ... ко времени, когда я приду.

... завтра к 3-м часам.

... к тому времени, как ты вернёшься.

ОБРАЗОВАНИЕ

Future Perfect образуется при помощи глагола **to have** в Future Indefinite и **Participle II** (Причастие II) смыслового глагола.

Утвердительная форма	Отрицательная форма	Вопросительная форма
I, we will have worked He, she, it you, they	I, we will not have worked He, she, it you, they	Shall (will) I (we) have worked ? Will he (she, it, you, they) have worked ?

Примечание.

В современном английском языке существует устойчивая тенденция употреблять **will** для всех лиц, а в разговорной речи употребляется, как правило, только сокращённая форма вспомогательного глагола с личным местоимением. **I'll, he won't ...**

СВОДНАЯ ТАБЛИЦА ВРЕМЕН

	Время	Формы	Обстоятельство времени
Indefinite	Present	I, we you, they ask he, she, it asks	usually, sometimes, every day, often, seldom
	Past	+ed или asked II ф. неправ.глагол. wrote	Yesterday, last year, 3 years ago

	Future	I, we you, they he, she, it	<i>will ask</i>	Tomorrow, next year, in 3 years
Continuous	Present	<i>am is are</i>	asking	now, at present
	Past	<i>was were</i>	asking	yesterday from 5 till 6
	Future	<i>will be</i>	asking	tomorrow from 5 till 6
Perfect	Present	<i>have has</i>	asked	just, ever, never, yet, already, today, this year for, since
	Past	<i>had</i>	asked	by 3 o'clock yesterday
	Future	<i>will have</i>	asked	by 3 o'clock tomorrow
Perfect Continuous	Present	<i>have been has</i>	asking	for, since
	Past	<i>had been</i>	asking	for, since
	Future	<i>will have been</i>	asking	for

Выберите правильную временную форму глагола.

№1

1. We this film before.
a) had seen b) saw c) have seen
2. I it by that time.
a) will do b) will have done c) will be doing
3. She her lessons by the evening.
a) have done b) has done c) had done
4. We ... a new house by the end of next year.
a) will build b) will have built c) have built
5. Shethis music.
a) didn't hear b) has never heard c) had not heard
6. He ...his room by five o'clock.
a) had cleaned b) has cleaned c) cleaned
7. I a new book this month.
a) had written b) wrote c) have written.
8. Mother... dinner when we come home.
a) will cook b) will have cooked c) has cooked
9. We to him before the meeting.
a) had spoken b) have spoken c) spoke
10. They..... their work yet.
a) didn't finish b) have not finished c) had not finished

№2

1. He his parents.
a) have not met b) had not met c) has not met
2. Ithe text before the bell.
a) have translated b) had translated c) translated
3. He a letter by the time she comes.
a) has written b) will write c) will have written
4. Mother dinner by seven o'clock.
a) has cooked b) had cooked c) cooked
5. Alan ... his breakfast.
a) didn't have b) had not have c) has not have

6. She ... a dress before party.
a) has not made b) had not made c) didn't make
7. ... you... your homework by seven o'clock?
a) will...have done b) will...do c) have...done
8. Her son the home task by nine o'clock.
a) didn't do b) has not done c) had not done
9. Peter up yet.
a) have not got b) has not got c) had not got
10. Who..... the exercise before the bell?
a) has not written b) had not written c) have not written

№3

1. Why...you... the floor before your mother's coming?
a) had not... swept b) have not... swept c) didn't sweep
2. Martin up yet.
a) had not got b) has not got c) have not got
3. They by the evening.
a) will not arrive b) don't arrive c) will not have arrived
4. When the police arrived, the car
5. I by this time through all the magazines.
a) will not look b) would not look c) will not have looked
6. Georgedoing his homework before eight o'clock.
a) had finished b) has finished c) finished
7. Healready.... his examination.
a) had....taken b) has...taken c) have...taken.
8.Jane at the theatre this week?
a) Have...been b) Had...been c) Has...been
9. Hea letter by seven o'clock tomorrow.
a) will write b) will have written c) writes
10. Look! John his car.
a) have washed b) had washed c) has washed

№4

1. He by seven o'clock.
a) will come b) will have come c) comes
2. Janethe article yet.
a) has not translated b) had not translated c) translated
3. When I came, I saw that mother..... dinner.
a) have cooked b) had cooked c) has cooked
4. Shejust dinner.
a) had....had b) have.....had c) has...had
5. My friend English before he entered the institute.
a) had studied b) studied c) has studied
6. you everything by this evening?
a) Will...finish b) Will... have finished c) Do...finish
7. She is free now. She.....her final exam.
a) had passed b) has passed c) passed
8. The car when I looked into the street.
a) went b) had gone c) has gone
9. Look! Somebody.....my window.
a) broke b) had broken c) has broken
10. Wewashing up by the time mother comes.

- a) will have done b) will do c) do

№5

1. I where to go tonight.
a) didn't decide b) have not decided c) had not decided
2. Brian..... dinner by the time mother comes.
a) will have b) have c) will have had
3. He..... the decision before I came.
a) have taken b) had taken c) took
4. He..... translating by the evening.
a) will have finished b) finishes c) will finish
5. Nick..... from office by seven o'clock.
a) returned b) has returned c) had returned
6.John to London?
a) Did... be b) Has...ever been c) Have...ever been
7. We went to the stadium at four o'clock but the game
a) started b) has started c) had started
8. By the time we get to Chicago this evening, we..... more than four hundred miles.
a) drive b) will drive c) will have driven
9. He is sure that we..... him.
a) had not recognized b) have not recognized c) didn't recognize
10. He the text and now he can retell it.
a) read b) has read c) had read

№6

1. They.... us by the time they have to leave Ukraine.
a) will meet b) will have met c) meet
2. I all the new words. Now I can translate this text.
a) have learnt b) had learnt c) learnt
3. The ship in the open sea by the time the storm broke out.
a) have been b) had been c) was
4. Meg said that she..... in this city.
a) had been b) was c) has been
5. We..... home but our children came home an hour ago.
a) have just come b) had come c) has just come
6. Janeat the cinema this week.
a) had not been b) has not been c) have not been
7. Come over to my house around 9 o'clock. By then, I my history essay and we can go to see a movie.
a) complete b) will complete c) will have completed
8. The doctor arrived by the time we him.
a) had helped b) helped c) have helped
9. When did he see you? – He me this week.
a) had seen b) has seen c) saw
10. Jake.... the letter by five tomorrow.
a) will finished b) will have finished c) finishes

Практическая работа № 21

Тема: Что такое театр

Цель: Развитие лексических навыков чтения и говорения.

Студент должен

Знать: Фактический (названия музеев и картинных галерей) и лексический материал по теме.

Уметь: читать с целью извлечения конкретной информации, говорить на основе прочитанного.

ХОД ЗАНЯТИЯ

1. Read the text and translate it into Russian.

THE GLOBE THEATRE

In 1949 an American actor Sam Wanamaker came to London and decided to visit the site of the famous Globe Theatre where Shakespeare had staged his plays. All he found, however, was a plaque on the wall of a brewery: «Here stood the Globe Playhouse of Shakespeare». Wanamaker was so shocked that he decided to rebuild the Globe.

It took many years to raise the money, get permission and find out exactly what the place looked like in the old days.

On June 12, 1997, Her Majesty the Queen opened the International Shakespeare Globe Centre, the recreation of Shakespeare's theatre. Unfortunately, Sam Wanamaker died in 1993 and wasn't in the audience to see his dream finally come true.

Today you can visit the beautiful new Globe, and in summer you can even see a play performed as it would have been in Shakespeare's days.

Shows at the new Globe are staged in much the same way as they were then - with no scenery, spotlights or microphones. And as in Shakespeare's time, the crowd is free to join in, calling out to the actors and getting involved in the story.

Women now play on the stage of the Globe, but on special occasions you can experience Shakespeare's plays the way his audience would have: an all-male performance in original clothing and without interval. If it rains you'll be given a rain hat so that you wouldn't get wet to the skin.

The theatre's artistic director Mark Rylance, says that his dream is «to reawaken a love of words - a theatre for the heart, not just the intellect».

2. QUESTIONS

1. When was the Globe event log?
2. Whose idea was to recreate the theatre?
3. Is new. Globe today different from what it was many years ago?
4. Do women play On the stage?

3. Retell the text.

Практическая работа № 22

Тема: Музеи и театры Лондона.

Цель: Развитие лексических чтения и говорения.

Студент должен

Знать: Фактический (названия музеев и картинных галерей) и лексический материал по теме.

Уметь: читать с целью извлечения конкретной информации, говорить на основе прочитанного.

ХОД ЗАНЯТИЯ

1. Read the text and translate it into Russian.

London Museums and Art Galleries

London is visited by millions of tourists every year. They come there to **see the sights** of London and to visit London's museums. There is quite a number of museums and **art galleries** in London which **are world-famous**.

The National Gallery is situated in Trafalgar Square and is **one of the best-known art galleries** in the world. It **was founded** in 1824 and **houses** one of the most **important collections** of Italian **paintings** outside Italy. It is also famous for its Dutch collection, particularly for paintings by Rembrandt. The National Portrait Gallery is situated near the National Gallery. It is **Britain's leading art gallery** of **portraits** of famous people in British history. The National Portrait Gallery **is noted for representing various kinds of portraits** - from **traditional oil paintings** to photographs. Founded in 1856, in 1984 it contained over 800 **original portraits** and more than 500 000 photographs.

The famous Tate Gallery was opened in 1897 **with the financial support of** Sir Henry Tate. He also gave a collection of 65 paintings. The Gallery **contains a unique collection** of British painting from the 16th century to the present day. Turner and Blake are **particularly well represented** in the collections. The Gallery also has many drawings and **modern sculpture**.

Victoria and Albert Museum is a collection of **fine and applied arts**. It contains a great collection of **miniature**, too. It was opened in 1857 and **was named after** Queen Victoria and her husband, Prince Albert.

The British Museum was founded in 1753. It contains one of **the world's richest collections of antiquities**. It also houses the main collection **covering the history of** plants, minerals and the animal world. There is also the Reading room of the British Library in the museum.

There is a number of museums in London which are neither art museums or galleries. Nevertheless, they **attract tourists** from different parts of Great Britain and of the world. You are sure to know about Madame Tussaud's Museum. It contains hundreds of **wax figures** which are **sculpture portraits of famous personalities - political figures**, painters, musicians, sportsmen and even **criminals**. The Museum of London represents the history of the city **from its foundation to its present day**. The Museum of Moving Image illustrates the history of cinema.

In other words, any visitor can find a museum **to his taste** in London.

Topical Vocabulary:

- to see the sights- осматривать достопримечательности
- an art gallery- художественная галерея
- to be world-famous- быть известным во всем мире
- one of the best-known art galleries - одна из известнейших художественных галерей
- to be founded- быть основанным
- to house smth.- вмещать, содержать что-либо
- Britain's leading art gallery- известнейшая галерея Великобритании
- to be noted for smth.- быть известным чем-либо
- to represent smth.- представлять что-либо
- with the financial support of smb.- при финансовой поддержке кого-либо
- to be particularly well represented- быть особенно полно представленным
- fine and applied arts- изобразительное и прикладное искусство
- an antiquity- древность
- to cover the history of smth.- иллюстрировать историю чего-либо
- from its foundation to its present day- от основания до наших дней

2. Answer the questions:

1. What collections does the National Gallery house?
2. What is the National Portrait Gallery noted for?
3. What painters are particularly well represented in the Tate Gallery?
4. What painters are particularly well represented in the Tate Gallery?
5. What kind of museum is Victoria and Albert Museum? Why is it named so?
6. What are the two departments of the British Museum?
7. What museums besides art museums and galleries can you find in London?

Практическая работа № 23

Тема: Посещение театра.

Цель: Развитие речевых навыков

Студент должен

Знать: Лексический материал по теме.

Уметь: Вести диалог с обменом мнениями

ХОД ЗАНЯТИЯ

1. Translate the dialogues:

1. "I want two" seats for Saturday to the Opera House."
"Let me see, I have one seat in the boxes."
"What about the stalls, please ?"
"All sold, I'm sorry."
2. "Have you got two seats for tomorrow's performance ?"
"The first or the second performance? "
"I prefer the second."
"I've got a few stalls two circle seats."
"How much are the seats in the circle?"
"Two a half pounds each. They are in the middle of the second row."
"I'll take those. What time does the second performance begin?"
"Eight– fifteen, sir."
3. "Well, how did you enjoy the play, Kate?"
"Oh, enormously! I think the production was really brilliant and so was the acting. And what do you think?"
" I think just the same. If Jackson hadn't been ill, it would have been even better. They say he's wonderful in the part of the inspector."
"But his understudy was very good, too, especially in the last act. Of course, the plot was rather absurd..."
"Well, it's usual detective story."

2. Complete the dialogues:

1. "Have you got two seats for the evening performance ?"
""
"In what row are the stalls ?"
""
"How much are they ?"
""
"All right, I'll take them?"
""
2. "Did you see "The Echelon" at the Art Theatre?"
""
"How do you like the performance?"
""
"Do you know that the play was staged in the USA?"
""

3. Translate into English:

- " Есть ли у вас места в партере на завтрашний вечерний спектакль"
"Есть только два места в десятом ряду"
"Сколько они стоят?"
"По пять тысяч рублей каждый"
"Я возьму их. Вот деньги".
"Вот билеты и сдача"

1. Read and translate the following dialogues

An evening at the theatre.

John: What sort of a snow do you prefer, Edward, a musical like “Blood Brother”, perhaps?

Edward: No, nothing like that. I find musical and variety shows hard to follow.

John: Well, that cuts out quite a lot of shows. Let me see, there's “The Royal Baccarat Scandal” at the Royal Theatre. It's a gripping performance and the critics have given it a good write-up.

Edward: Is there any Shakespeare running at moment? I think I'd prefer that.

John: Yes, at the Barbican Theatre. They're playing “Henry Vi”. We'll have to book in advance, though, or we'll never get a seat.

Edward: What seats would you like to have?

John: In the stalls, I think. We'll have a good view of the stage from there.

Edward: Yes, you're right. Let's hurry to the box-office then

In the interval.

Peter: Well, how do you like the play?

Ann: The play is interesting but I don't like the production.

Peter: What's wrong with it?

Ann: I don't like when there's no or little scenery on the stage.

Peter: Why, I like it. It helps the audience to concentrate on the acting. I believe it's more difficult for the actors to play as their acting is the most important thing then. You can't have a lot of scenery in Brecht's play, can you?

Ann: I don't quite understand Brecht.

Peter: I'm sorry to hear it. I'm fond of him. I've seen all his plays that are running at Moscow theatres.

Ann: Yes, you have, haven't you?

Peter: And what about the actor who plays the leading part? How do you find him?

Ann: Oh, he's marvelous. His acting is wonderful. You believe every word he says.

Peter: That's just what I was going to say. He's my favourite actor. By the way, I don't quite like the actress who plays the leading part. You can't be carried away by her actid can you? She's too melodramatic, I think.

Ann: You are quite right. I wonder why the producer has given her part. I heard some people say they were also displeased with her acting. There's the bell. We must hurry.

After the performance

Ann: Well, how did you find the performance?

Jane: Fantastic! The cast was excellent!

Ann: No wonder, with so many stars in it. You can call it an all-star cast.

Jane: I'm fascinated by N's acting. He is always very good, to my mind, but today he was at his best. Don't you think so?

Ann: I am with you here. I greatly enjoyed the last scene of the second act where he finds out the truth about his brother. From my point of view his acting was very convincing.

Jane: It seems to me that the actress who played his wife was not bad either, was she.

Ann: I believe, she might have been a bit more natural. There was something stilted about her acting.

Jane: Was there? I'm afraid, I can't agree with you. And did you like the scenery?

Ann: It was splendid. It contributed much to the success of the play.

Jane: I'm very thankful to you for this lovely evening. After all, it was your idea to see this play.

Ann: Nothing to speak of.

2. Read the sentences and divide them into two groups – the ones, that you will say about the performance that you liked and those, which you will use to express your negative opinion about the performance.

1. In my opinion the play was a complete failure. 2. I should say that the singers were at their best today. 3. Well, I must say that the problems touched upon in the play are not worth

discussing. 4. I believe, the performance was first-rate from beginning to end. 5. To my mind, the dancing left much to be a bore. 7. The way I see it, the play is full of humour. 8. From my point of view the orchestral passages were superb. 9. In my view, this horror film is a sheer waste of time. 10. I think the actor playing the title role was stilted.

Практическая работа № 24

Тема: Страдательный залог.

Цель: Формирование лексических навыков чтения и говорения.

Студент должен

Знать: Фактический и лексический материал по теме.

Уметь: читать с целью извлечения конкретной информации, говорить на основе прочитанного.

ХОД ЗАНЯТИЯ

1. Read the text and translate. Ask 5 questions.

The Sydney Opera House

The Sydney Opera House is one of Australia's most famous and iconic landmarks. It is located in Sydney, the largest city in Australia, and stands proudly on the edge of Sydney Harbour. Designed by Danish architect Jørn Utzon, this magnificent building was opened in 1973.

The Opera House has a unique and striking design that resembles sails of a ship or seashells. It is made up of several white shells, and its beauty attracts millions of visitors every year. The building is home to multiple performance venues, including concert halls, theaters, and exhibition spaces.

Visiting the Sydney Opera House is a remarkable experience. Tourists can take guided tours to explore its fascinating architecture and history. Moreover, the Opera House hosts a wide variety of events such as music concerts, theater performances, and even opera shows.

The Sydney Opera House is an essential symbol of Australia's culture and heritage. Its breathtaking architecture and vibrant cultural events make it a must-visit destination for anyone coming to Australia. So, if you ever get a chance to visit Sydney, don't forget to include the magnificent Opera House in your itinerary!

2. THE PASSIVE VOICE

Страдательный залог

Действительный и страдательный залоги в английском языке совпадают со значением соответствующих залогов в русском языке.

Глагол в действительном залоге (**Active Voice**) показывает, что *действие совершает лицо или предмет, выраженный подлежащим*.

He often asks questions. Он часто задаёт вопросы.

Глагол в страдательном залоге (**Passive Voice**) означает, что *действие направлено на предмет или лицо, выраженное подлежащим*.

He is often asked questions. Ему часто задают вопросы.

Формы страдательного залога образуются при помощи глагола **to be** в соответствующей форме и **Participle II** (Причастие II) смыслового глагола.

to be + Participle II

<i>Действительный залог</i>	<i>Страдательный залог</i>
He often writes letters.	Letters are often written by him.

He wrote the letter yesterday.	The letter was written by him yesterday.
He will write the letter.	The letter will be written by him.
He has written the letter.	The letter has been written by him.
He is writing the letter.	The letter is being written by him.

Страдательный залог после модальных глаголов

Образование мод. глагол + <i>be</i> + V_3	Примеры
can	The work can be done easily.
may/might	The letter might be written later.
must	The room must be cleaned at once.
should	Teeth should be cured on time.
have/has/had to	The test had to be written yesterday.
ought to be	Adults ought to be respected .

Сказуемое в страдательном залоге может переводиться на русский язык:

- а) кратким страдательным причастием;
- б) глаголом на –ся;
- в) неопределённо-личным глаголом.

The house is built. а) Дом построен. б) Дом строится. в) Дом строят.

Следует обратить особое внимание на перевод глаголов с предлогом в страдательном залоге.

Наиболее распространённые из этих глаголов:

- | | |
|--|-------------------------------|
| hear of – слышать о | laugh at – смеяться над |
| look after – присматривать за (кем-либо) | |
| look at – смотреть на | rely on – полагаться на |
| send for – посылать за | speak of (about) – говорить о |
| pay attention to – обращать внимание на | |
| take care of – заботиться о | |

The book **is much spoken about**. Об этой книге много говорят.

He **can't be relied on**. На него нельзя положиться.

В русском переводе не все глаголы сохраняют предлог:

- | | |
|---|-------------------------------|
| to listen to – слушать что-либо, кого-либо | to look for – искать что-либо |
| to provide for – обеспечить кого-либо, чем-либо | |
| to explain to – объяснять кому-либо | |

He **was listened to** with great attention. Его слушали с большим вниманием

СВОДНАЯ ТАБЛИЦА

	Present	Past	Future
	am/is/are + v ₃ Letters <i>are written</i> every week.	was/were + v ₃ The letters <i>were written</i> last week.	will be + v ₃ The letter <i>will be written</i> next week.
Continuous	am/is/are being + v ₃ The letters <i>are being written</i> at this moment.	was/were being + v ₃ The letters <i>were being written</i> at 5 o'clock yesterday.	-
Perfect	have/has been + v ₃ The letters <i>have already been written</i> .	had been + v ₃ The letters <i>had been written</i> by 5 o'clock.	will have been + v ₃ The letters <i>will have been written</i> by noon.

1. Раскройте скобки, употребляя глаголы в *Present, Past* или *Future Simple Passive*.

1. Bread (to eat) every day. 2. The letter (to receive) yesterday. 3. Nick (to send) to Moscow next week. 4. I (to ask) at the lesson yesterday. 5. I (to give) a very interesting book at the library last Friday. 6. Many houses (to build) in our town every year. 7. This work (to do) tomorrow. 8. This text (to translate) at the last lesson. 9. These trees (to plant) last autumn. 10. Many interesting games always (to play) at our PT lessons. 11. This bone (to give) to my dog tomorrow. 12. We (to invite) to a concert last Saturday. 13. My question (to answer) yesterday. 14. Hockey (to play) in winter. 15. Mushrooms (to gather) in autumn. 16. Many houses (to burn) during the Great Fire of London. 17. His new book (to finish) next year. 18. Flowers (to sell) in shops and in the streets. 19. St. Petersburg (to found) in 1703.

2. Передайте следующие предложения в *Passive Voice*, обращая внимание на место предлога.

E.g. We often speak *about* her. — She is often spoken *about*.

1. We thought about our friend all the time. 2. The doctor will operate on him in a week. 3. The teacher sent for the pupil's parents. 4. They looked for the newspaper everywhere. 5. Nobody slept in the bed. 6. The neighbour asked for the telegram. 7. Everybody listened to the lecturer with great attention. 8. The senior students laughed at the freshman. 9. The group spoke to the headmistress yesterday. 10. The young mothers looked after their babies with great care. 11. Nobody lived in that old house. 12. They sent for Jim and told him to prepare a report on that subject.

3. Раскройте скобки, употребляя глаголы в *Active* или *Passive Voice*.

1. Nobody (to see) him yesterday. 2. The telegram (to receive) tomorrow. 3. He (to give) me this book next week. 4. The answer to this question can (to find) in the encyclopedia. 5. We (to show) the historical monuments of the capital to the delegation. 6. You can (to find) interesting information about the life in the USA in this book. 7. Budapest (to divide) into two parts: Buda and Pest. 8. Yuri Dolgoruki (to found) Moscow in 1147. 9. Moscow University (to found) by Lomonosov. 10. We (to call) Zhukovski the father of Russian aviation.

4. Передайте следующие предложения в *Passive Voice*.

1. I bought potatoes yesterday. 2. We shall bring the books tomorrow. 3. They are repairing the clock now. 4. They sell milk in this shop. 5. I have translated the whole text. 6. They broke the window last week. 7. When I came home, they had eaten the sweets. 8. We shall do the work in the evening. 9. He wrote this book in the 19th century. 10. They were playing tennis from four till five. 11. He stole a lot of money from the shop. 12. By six o'clock they had finished the work. 13. At twelve o'clock the workers were loading the trucks. 14. By three o'clock the workers had loaded the trucks. 15. We send our daughter to rest in the south every year. 16. They will show this film on TV. 17. They are building a new concert-hall in our street. 18. They have made a

number of important experiments in this laboratory. 19. Livingstone explored Central Africa in the 19th century. 20. By the middle of autumn we had planted all the trees. 21. They will stage this play at the beginning of next season. 22. They have forgotten the story. 23. Has anybody explained the rules of the game to you? 24. They haven't brought back my skates.

Практическая работа № 25

Тема: Заболевания и их признаки.

Цель: Формирование лексических навыков чтения и говорения.

Студент должен

Знать: новые лексические единицы по теме

Уметь: применять слова в устной и письменной речи, правильно переводить на русский язык

ХОД ЗАНЯТИЯ

1. Read the text and translate it into Russian.

Illnesses and their treatment

Nobody likes visiting a doctor. However, when people feel sick they make an appointment with a doctor, send for a doctor or, in most serious cases, call an ambulance. For such illnesses as flu, cold, hay fever, food poisoning, you can buy either some medicine from the chemist, or have a prescription made up. Undoubtedly, all of the illnesses have different symptoms. For instance, if you have a sore throat, sneezing and cough, it is obvious that you have caught a cold. But when you are running a high temperature and have symptoms for cold, you've got flu. Let us try to make another diagnosis. If you feel sick, want to vomit and have a stomachache, you must have got a food poisoning.

Many people are afraid of dentists. However, it is essential to see your dentist for a regular checkups and cleaning. It will help to prevent dental caries. Besides, doctors recommend that people should brush their teeth each time after meals. Anyway, when people have a toothache they should make an appointment with a doctor as soon as it is possible. The doctor will use a local anesthetic to the area around the tooth and fill the cleaned out cavity or pull it out. Sometimes after the treatment you will have to take some anti-inflammatory drugs or pain-killers. So, if you follow all of your doctor's recommendations, you'll recover very soon.

The most common childhood diseases are measles, pneumonia, flu, scarlet fever and sore throat. If the disease is catching, the sick child is usually isolated and should keep the bed. Doctors usually recommend that the patients should drink a lot of hot tea with lemon and honey as well as taking some pills for curing.

The most serious diseases include heart attacks, asthma, multiple sclerosis, sepsis and many others. In case of unbeatable illness most people need special medical attention and are under care of a doctor in hospital. Anyway, any hospital stay, any treatment or any surgical operation is stressful. That is why visitors may see the patients. Moreover, experts say that visitors can be good medicine for patients because they can help, support and distract them from disturbing problems.

Taking into consideration all mentioned above, I think that all people should take care of their health and go for regular checkups. Undoubtedly, sooner or later all people are sick and have health problems. So, for speedy recovery it is essential to follow the doctor's advice.

2. Ask 10 questions.

Vocabulary:

- 1) illness / sickness — болезнь, нездоровье
- 2) disease [di'zi:] — болезнь, заболевание
- 3) catching disease — заразная, инфекционная болезнь
- 4) untreatable disease — неизлечимая болезнь
- 5) to be ill / to be sick — болеть

- 6) to fall ill / sick — заболеть
- 7) to feel sick — чувствовать тошноту
- 8) to vomit [Vomit] — страдать рвотой
- 9) to make an appointment [a'pointmant] with a doctor — записываться на прием к врачу
- 10) to catch a cold — простудиться
- 11) cold — простуда
- 12) flu — грипп
- 13) hay fever — сенная лихорадка (аллергический насморк)
- 14) pneumonia [ш'ш'тэшпэ] — воспаление легких, пневмония
- 15) bronchial ['brɔ:jkjal] pneumonia — бронхиальная пневмония
- 16) bronchitis [brɔ:ʃ'kaitis] — бронхит
- 17) food poisoning [fpDiz(9)ni:ʃ] — пищевое отравление
- 18) measles [fmi:zlz] — корь
- 19) sore throat — боль в горле
- 20) quinsy ['kwɪnzi] — ангина
- 21) asthma — астма
- 22) sepsis ['sepsis] — сепсис
- 23) multiple sclerosis [skta'raʊsɪs] — рассеянный склероз
- 24) heart attack — сердечный приступ; инфаркт (разг.)
- 25) infarction — инфаркт
- 26) cough [kof] — кашель
- 27) sneezing — чихание
- 28) runny nose — насморк
- 29) to have / suffer from a headache ['hedeɪk] — иметь / страдать от головной боли
- 30) stomachache ['sʊmskeɪk] — боль в желудке
- 31) toothache — зубная боль
- 32) to hurt — болеть (e.g. My leg terribly hurts. — У меня болит нога.)
- 33) injury [ɪn'fɜ:(3)n] — рана, ушиб
- 34) wound [wu:nd] — рана, ранение
- 35) painful — болезненный
- 36) to take blood pressure — измерять артериальное давление
- 37) to faint [feɪnt] — терять сознание
- 38) to make an appointment with a doctor — записываться на прием к врачу
- 39) to send for a doctor — вызывать врача на дом
- 40) to call an ambulance ['æsmbjəldn(t)s] — вызывать скорую помощь
- 41) chemist's / drugstore — аптека
- 42) to prescribe (a) medicine ['medɪsɪn] — прописывать лекарство
- 43) to take a medicine (for cold, flu, etc.) — принимать лекарство (от простуды, гриппа и т.д.)
- 44) to make diagnosis [.daɪəg'nauzɪs] — поставить диагноз
- 45) to keep the bed — соблюдать постельный режим
- 46) to go for regular checkups — ходить на регулярный медосмотр
- 47) (hygienist) cleaning — гигиеническая чистка зубов
- 48) dental caries ['keəri:z] — кариес
- 49) to fill a tooth — пломбировать зуб
- 50) to pull a tooth out — удалять зуб
- 51) (medical) treatment ['tri:tmt] — лечение
- 52) cure [kjua] — лечение, курс лечения; средство излечения
- 53) anti-inflammatory drug — противовоспалительное средство
- 54) pain-killer — болеутоляющее средство
- 55) drug — таблетка; наркотик
- 56) medicine ['medɪsɪn] — лекарство, медикамент

- 57) to follow a doctor's advice / recommendations — следовать советам / рекомендациям
врача
58) to recover [n'kʌvə] — выздоравливать
59) to be under (the) care of a doctor — находиться под наблюдением врача
60) hospital stay — пребывание в больнице
61) patient — пациент
62) visitor — посетитель
63) ward [wo:d] — больничная палата
64) surgeon ['sɜ:dʒ(ə)n] — хирург
65) (hospital) nurse — медсестра

Практическая работа № 26

Тема: Вызов доктора на дом.

Цель: Развитие лексических навыков чтения и говорения.

Студент должен

Знать: новые лексические единицы по теме.

Уметь: читать с целью извлечения конкретной информации, говорить на основе прочитанного.

ХОД ЗАНЯТИЯ

1. Read and translate the text into Russian.

Фраза	Перевод
I would like to make an appointment with Dr. House, please.	Я бы хотел назначить встречу с доктором Хаусом.
When will the doctor be free?	Когда врач будет свободен?
I'd like to see Dr. House on Monday.	Я бы хотел назначить встречу с доктором Хаусом в понедельник.
A: Hello! I would like to make an appointment with a doctor, please.	A: Здравствуйте! Я бы хотел назначить встречу с доктором.
B: Hello! Do you need urgent care? What seems to be the problem?	B: Здравствуйте! Вам нужна срочная помощь? Что случилось?
A: Yes, I do. I have a terrible pain in my left arm and my wrist is swollen.	A: Да, это срочно. У меня ужасно болит левая рука и запястье отекло.
B: Do you have private medical insurance?	B: У вас есть медицинская страховка?
A: Yes, I do.	A: Да, есть.
B: Ok, I can fit you in today at 3 p. m. Does that suit you?	B: Я могу Вам назначить встречу с врачом на 3 часа дня сегодня. Вам подходит?

A: That's great, thank you.	A: Отлично, спасибо.
B: Ok, I will write you in for today at 3 p. m.	B: Хорошо, я запишу вас на сегодня на 3 часа дня.
A: Thank you for your help!	A: Спасибо за вашу помощь!
Can I have a look?	Могу я взглянуть?
Does it hurt when I press here?	Вам больно, когда я сюда нажимаю?
Could you roll up your sleeve?	Не могли бы вы закатать рукав?
I'm going to take your blood pressure/temperature/pulse.	Я собираюсь померить вам давление/температуру/пульс.
Your blood pressure is low / normal / rather high / very high.	Ваше давление низкое / нормальное / довольно высокое / очень высокое.
Your temperature is normal / a little high / very high.	Ваша температура нормальная / повышенная / очень высокая.
Open your mouth, please.	Откройте рот, пожалуйста.
Cough, please.	Покашляйте, пожалуйста.
Take a deep breath, please.	Сделайте глубокий вдох, пожалуйста.
Breathe out.	Выдохните.
Don't breathe.	Не дышите.
Take your clothes off.	Раздевайтесь.
Lay down over here.	Ложитесь сюда, пожалуйста.
a carrier	носитель
a case	случай
a spreader	распространитель
a patient zero	нулевой пациент
a spike	резкий скачок
a face mask	маска для лица
an incubation period	инкубационный период

an outbreak	вспышка (начало распространения)
the death toll	жертвы
the mortality rate	уровень смертности
respiratory difficulty	проблемы с дыханием
extremely infectious highly contagious	острозаразный
to confirmed	подтверждать
to test positive	проходить тест с положительным результатом
to peak	достигать пика/максимума
to put/place in quarantine	помещать на карантин
to put/place on/in lockdown	закрывать (о поселках и городах)
to close borders	закрыть границы
to contract a virus	заразиться вирусом
to control/contain the spread of	контролировать распространение
to develop a vaccine	разрабатывать вакцину
to diagnose	диагностировать
to self-quarantine	домашний карантин (самоизолироваться)
to show/display symptoms	обнаруживать симптомы
to suspend flights	прекращать авиасообщение

Пример диалога

A: Hello! What seems to be the problem?

B: Hello! I have a nagging pain in my left arm and my wrist is swollen.

A: When did the symptoms start?

B: About two hours ago and it still hurts.

A: Can I have a look? Please, roll up your sleeve. Does it hurt when I press here?

B: Yes, it hurts.

A: Well, I want to send you for an X-ray.

B: OK.

A: Well, it's not a fracture. You have only sprained your wrist.

B: Ok, what are your recommendations? Could you prescribe something?

A: I'm going to apply a bandage and prescribe you some anti-inflammatory ointment. Do you have any allergies?

B: No, I don't.

A: OK, here is your prescription. You should apply your ointment three times a day.

B: Thank you very much!

A: Not at all!

Практическая работа № 27

Тема: Медицина в Великобритании.

Цель: Развитие лексических и грамматических навыков чтения и говорения.

Студент должен

Знать: Значения новых лексических единиц, связанных с тематикой данного урока, предлоги сложносочиненных предложений.

Уметь: читать текст с целью детального изучения, переводить сложноподчиненные предложения.

ХОД ЗАНЯТИЯ

1. Read the text and check your comprehension:

The National Health Service provides free treatment for people living in Britain and gives emergency treatment for visitors.

The greater part of the cost is met from taxes taken from people's wages.

People also pay some money every month as a sort of insurance.

The National Health Service consists of three main parts: the general practitioners, the specialist hospital and services, and local health services authority.

Local health authorities are responsible for medical education, hospital building environmental health vaccination and service so on.

The centre of National Health Service is the general practitioner (GP).

Each person is registered with a certain doctor in his or her area.

The GP diagnoses, gives medical certificates, prescribes medicines.

Dentists and opticians usually have separate clinics.

They are not parts of health centers.

There is also a medium-level hospital staff.

District nurses give injections, physiotherapy exercises at people's homes.
 Ward nurses take care of the ill in the hospital.
 Regular medical inspections are held at schools.
 Children receive various vaccinations and are examined by different specialists.
 There also exists a school dental service in every school.
 Much attention is paid to the educational programs.
 The Department of Health provides anti-smoking education programs, alcohol education programs, cancer prevention programs and so on.
 Much attention is paid to the AIDS and drug programs.
 Great Britain pays much attention to the qualification of doctors.
 They are trained at 16 universities.
 Besides, they get practice during their work at teaching hospitals.

Questions:

1. What does the National Health Service provide?
2. What do people pay every month?
3. What does the National Health Service consist of?
4. What are local health authorities responsible for?
5. What is in the centre of National Health Service?

Практическая работа № 28

Тема: Сложное дополнение

Цель: Развитие грамматических навыков чтения и говорения.

Студент должен

Знать: Случаи использования и образования сложного дополнения

Уметь: использовать в устной и письменной речи

ХОД ЗАНЯТИЯ

Подлежащее + глагол (в активном залоге) + объект действия + инфинитив + остальная часть предложения.

Например:

I want you to read this part aloud. – Я хочу, чтобы вы прочли эту часть вслух.

I need you to help my son. – Мне нужно, чтобы вы помогли моему сыну.

Собственно, оборот называется сложным дополнением (Complex Object), потому что дополнение в нем состоит из двух элементов: объекта действия (местоимение или существительное) и инфинитива.

- Глагол используется только в активном залоге.
- Объект действия может быть выражен местоимением в объектном падеже (her вместо she, him вместо he, us вместо we, them вместо they) или существительным.
- Инфинитив может быть с частицей to или без нее.
- Инфинитив может быть в форме Simple Infinitive Active или Passive, то есть простой инфинитив в активном или пассивном залоге.

Таблица: варианты оборота Complex Object

Основные варианты оборота “объектный падеж с инфинитивом” представлены в этой таблице:

Подлежащее	Глагол	Объект	Инфинитив	Ост. часть
1. I	want	you	to help	me

2. Jim	saw	her	enter	the train
3. You	made	me	regret	my decision
4. We	believe	them	to be	right
5. Tomas	ordered	the car	to be washed	
6. She	waited for	us	to calm down	

Основная разница между ними в том, какого типа используется глагол. Рассмотрим каждый случай подробнее.

1. Глаголы, выражающие желание:

“I want you to help me. – Я хочу, чтобы вы помогли мне.”

Оборот употребляется с рядом глаголов, выражающих желание и симпатию\неприязнь:

- **Want** – хотеть,
- **Need** – нуждаться,
- **Wish** – желать,
- **Desire** – страстно желать,
- **Would like (d’like)** – хотел бы,
- **Like** – любить, нравиться,
- **Hate** – ненавидеть.

I’d like them to come with us. – Я бы хотел, чтобы они пошли с нами.

2. Глаголы восприятия

“Jim saw her enter the train. – Джим видел, как она вошла в поезд.”

Оборот “объектный падеж с инфинитивом” может использоваться с глаголами восприятия, например:

- **See** – видеть,
- **Watch, observe** – наблюдать,
- **Hear** – слышать,
- **Feel** – чувствовать.

3. Глаголы Make, Let

“You made me regret my decision. – Ты заставил меня пожалеть о моем решении.”

Сложное дополнение может использоваться после глагола **let** – позволять, а также глаголов, выражающих принуждение:

- **Make** – заставлять,
- **Have** – заставлять, просить, добиваться чего-то (см. примеры).

Важно: в обороте с этими глаголами частица **to** перед инфинитивом опускается.

Never let her go. – Никогда ее не отпускай.

She let her dog play with a ball. – Она позволила своей собаке поиграть с мячом.

4. Глаголы предположения

“We believe them to be right. – Мы полагаем, что они правы.”

Объектный падеж с инфинитивом употребляется после глаголов, выражающих предположение, например:

- **Think** – думать,
- **Believe** – полагать, верить,
- **Suppose** – полагать,
- **Know** – знать,
- **Consider** – считать,
- **Find** – находить (напр. “нахожу это интересным”),
- **Expect** – ожидать.

5. Глаголы приказа, просьбы, разрешения

“Tomas ordered the car to be washed. – Томас приказал, чтобы машина была помыта.”

Еще один формальный вариант оборота.

Объектный падеж с инфинитивом используется после глаголов, которые выражают приказание, просьбу, разрешения, например:

- **Order** – приказывать,
- **Tell** – в значении “велеть, говорить сделать что-то” (у глагола tell есть более известное значение – “говорить”),
- **Command** – командовать, приказывать,
- **Ask for** – просить (не “спрашивать”),
- **Allow** – разрешать, позволять.

6. Глаголы **wait for, rely on, count upon**

“She waited for us to calm down. – Она ждала, когда мы успокоимся.”

Эти глаголы объединяет то, что они используются обязательно с предлогом.

- **Rely on** – полагаться на кого-то, что-то,
- **Wait for** – ждать кого-то, чего-то,
- **Count upon** – рассчитывать на кого-то, что-то.

Maria counts upon you **to keep** your promise. – Мария рассчитывает на то, что вы выполните свое обещание.

1.Fill in the gaps with to where necessary. Translate the sentences into Russian.

1. I want you ___ understand that you are in trouble.
2. The boy watched his mother ___ his favourite pie.
3. The policeman saw a strange looking woman ___ cross the street and followed her.
4. My knowledge lets me ___ cope with this task quickly.
5. The old lady felt the doors ___ close behind her.
6. I would like you ___ talk quietly – the baby is asleep.
7. He was made ___ put on his old coat.

2.Put the pronouns in the brackets into the right form to complete the sentences.

1. Jane didn't want (they) to see her boyfriend.
2. My parents made (I) drink hot milk every evening.
3. I felt (she) touch my hand tenderly.
4. The director expected (he) to come as soon as possible.
5. I heard (you) quarrel.
6. The designer didn't let (we) change the colour of the walls.

3.Write sentences with the words below. Use the Complex Object.

1. I, to write a letter, them, expect.
2. He, want, a teacher, me, to become, doesn't.
3. Joan, make, this dress, did, buy, you?
4. Let, me, fall down, don't.
5. My parents, I, leave, saw, the house.

4.Translate the sentences into English.

1. Кто заставил её сказать правду?
2. Она хотела, чтобы Чарли потанцевал с ней.
3. Мама не разрешила Лене надеть новое платье на вечеринку.
4. Джонни видел, как ребёнок разбил чашку.
5. Погода была плохая, и её заставили остаться дома.

6. Я бы хотел, чтобы вы пришли ко мне на ужин.
7. Я не ожидал, что работа будет такой трудной.

Практическая работа № 29

Тема: Проблемы молодежи

Цель: Развитие грамматических навыков чтения и говорения.

Студент должен

Знать: Значения новых лексических единиц, связанных с тематикой данного урока

Уметь: читать текст с целью детального изучения

ХОД ЗАНЯТИЯ

Young People's Problems

Everybody says your youth is probably the best time of your life, that being young means romance, love, new discoveries and so on. But it is also the most difficult time because you have to make some very important decisions which will influence all your future life. Things are not easy nowadays even for adults, but for teenagers who have to find their own place in society, it's very difficult. It is necessary not only to adapt to your society, but also to feel confident about your position in five, ten or twenty years' time. For your future it is essential to have a good job. And in order to get a really good one you have to be well educated. Every girl or boy leaving secondary school should choose an institution of higher education or, if he or she doesn't want to study any more, choose a job straight away. Planning your future, you have to think about the possibility of finding a job after finishing your education.

But even if you are studying, you need some money of your own. Your parents probably will surely provide you with home, food and necessary clothes, but you will have your own tastes, and your parents are unlikely to pay for them. To pay for fashionable clothes, books, things necessary for your hobbies, you have to work, and in our country it is very difficult for a teenager to find a job without any qualification. You're lucky if you can do something that others can't; for example, if you're good at Maths or English, you can give lessons. Emotional problems for young people can be far more difficult than financial ones. The typical teenager problem is that «nobody understands him». The parents often continue to treat their teenage children as if they were infants, when the children probably consider themselves to be grown-ups.

Youth is also the time to meet your first love. It is, of course, wonderful, but, as it is widely known that first love often has an unhappy end, this also increases young people's problems. Even friends cannot always stay friends. When young people begin to understand themselves a little bit better, old friends sometimes just grow apart. So, as you see, it is very difficult to be young nowadays, as, indeed, it has always been. But you can only be young once, and some wonderful things can happen only when you're young, so it is better to enjoy youth while it lasts.

Vocabulary:

to adapt - адаптироваться

adult, grown-up - взрослый

essential - необходимый

to grow apart - начать расходиться (в интересах)

infant - младенец, ребенок

influence - влиять

to last - длиться

to make a decision - принимать решение

qualification - зд. диплом

to provide with - обеспечивать чем-либо

secondary school - средняя школа
to treat - обращаться с кем-либо
well-educated - хорошо образованный
youth - молодежь, молодость

Answer the questions

1. Would you like to get a good education? Why? Where?
2. Is it easy for a teenager to earn some money?
3. Have you ever tried to get a job?
4. Would you like to have more money? How could you earn it? What do you need money for?
5. Do you always understand your parents?
6. What are the possible reasons for misunderstanding between teenagers and their parents?
7. Are your friends the same as five years ago?
8. Do you spend much time with your friends? How do you spend your time together?
9. How do you choose your friends?
10. Are you thinking about planning your career?
11. Translate the underlined words and use them in your own sentences.

Практическая работа № 30

Тема: Молодежные субкультуры.

Цель: Развитие лексических навыков чтения и говорения.

Студент должен

Знать: Значения новых лексических единиц, связанных с тематикой данного урока

Уметь: читать текст с целью детального изучения

ХОД ЗАНЯТИЯ

1. Read the text and translate.

Some people think that only teenagers choose subcultures as a life way. But some grown-ups become the members of subcultures, too. Why does it happen?

Brains of people work in different ways. While we live – we choose a number of values for ourselves. Very often the main things for people are love, family, salary and health. When everything is good in these spheres, we needn't anything other to feel happy. But sometimes we want more things to make life more interesting. Subculture is one of such ways.

The main reasons why people choose subcultures are:

- to show themselves as individuals (firstly, it's a wish of people who are unhappy or have some problems in communication. Demonstration of their own style, philosophy is one of possibilities not to be "grey" in the life) ;

- it's a way to create (some subcultures like to create new things, for example write poems, songs, make definite styles of music, and members of the group are like a big family which can appreciate and understand your creations. It's often the reason for grown-ups to join different groups) ;

- when it's nothing to do else (it's not so difficult to understand the ideology of punks. There is no future – it's their answer for all questions. If the world is so bad and there is no wish to make something for own life – shocking style and aggressive behaviour it's the only chance not to die from boredom) ;

- when you want to find companions for some actions (actions may be as good as bad. It's good when you bring benefit to the world protecting plants, animals, helping orphans and elders, but some groups gather to fight using elements of their style for comfort – skinheads have no hair and wear heavy boots just for this aim) ;

- to copy somebody (for example, stars of TV-screens, or friends who do the same. Psychologists name it “emotional addiction” – it’s special behaviour when a person become to live by the life of another person, taking from him or her all the habits and traits).

2. Questions.

What are the main values of people?

What are the main reasons why people choose **subcultures**?

Why do some people want to show themselves as individuals?

Can **subculture** be a possibility to create? Why?

Do you agree that some people choose subculture not to die from boredom? Why?

What subcultures and movements have the aim to do some actions?

Why do the skinheads have their hair cut and wear heavy boots?

What is “emotional addiction”?

Vocabulary.

in different ways – по-разному

appreciate – ценить

to die from boredom – умереть от скуки

benefit – польза

orphans – сироты

aim – цель

emotional addiction – эмоциональная зависимость

habits and traits – привычки и черты.

3. Read the text and translate.

About Subcultures.

Some people think that only teenagers choose subculters as a life way. But some grown-ups become the members of subcultures, too. Why does it happen?

Brains of people work in different ways. While we live – we choose a number of values for ourselves. Very often the main things for people are love, family, salary and health. When everything is good in these spheres, we needn’t anything other to feel happy. But sometimes we want more things to make life more interesting. Subculture is one of such ways.

The main reasons why

- - **to show themselves as individuals** (firstly, it’s a wish of people who are unhappy or have some problems in communication. Demonstration of their own style, phylosophy is one of possibilities not to be “grey” in the life);
- - **it’s a way to create** (some subcultures like to create new things, for example write poems, songs, make definite styles of music, and members of the group are like a big family which can appreciate and understand your creations. It’s often the reason for grown-ups to join different groups);



like a big family which can appreciate and understand your creations. It’s often the reason for grown-ups to join different groups);

- **when it’s nothing to do else** (it’s not so difficult to understand the ideology of punks. There is no future – it’s their answer for all questions. If the world is so bad and there is no wish to make something for own life – shoking style and agresive behaviour it’s the only chance not to die from boredom);

- **when you want to find companions for some actions** (actions may be as good as bad. It's good when you bring benefit to the world protecting plants, animals, helping orphans and elders, but some groups gather to fight using elements of their style for comfort – skinheads have no hair and wear heavy boots just for this aim);
- **to copy somebody** (for example, stars of TV-screens, or friends who do the same. Psychologists name it “emotional addiction” – it's special behaviour when a person become to live by the life of another person, taking from him or her all the habits and traits).

4. Questions.

1. What are the main values of people?
2. What are the main reasons why people choose subcultures?
3. Why do some people want to show themselves as individuals?
4. Can subculture be a possibility to create? Why?
5. Do you agree that some people choose subculture not to die from boredom? Why?
6. What subcultures and movements have the aim to do some actions?
7. Why do the skinheads have their hair cut and wear heavy boots?
8. What is “emotional addiction”?

Практическая работа № 31

Тема: Права и обязанности молодых людей

Цель: Развитие лексических навыков чтения и говорения.

Студент должен

Знать: Значения новых лексических единиц, связанных с тематикой данного урока

Уметь: читать текст с целью детального изучения

ХОД ЗАНЯТИЯ

1. Read the texts and check your comprehension:

Legislation and the mentality of the people of the country are closely linked. The social laws of the Great Britain can be perceived negatively by Russians, and some ordinary traditions of upbringing for the Russian family may seem barbaric for the English nation. Let study the rights of the child in the Russian Federation and the United Kingdom.

The legal status of children in these two countries is strikingly different. In Britain, the observance of the rights of the child is more stringent than in Russia. There is no country where the child has more rights than in the United Kingdom. Because of the trembling attitude towards children, according to the law, you cannot leave a child under 12 years old for more than 30 minutes. The country's social services have the power to deprive parents of their rights in violation of this law. Every child has the right to call a social worker and report a bad treatment by his parents. A few calls can cause a call to court and deprivation of parental rights. Having reached the age of 16, a teenager can live separately from his parents, work full-time, get married. The state provides financial support to ensure proper education.

In Russia, children can work from the age of 14 with the consent of their parents, but the working day when combined with studies should not last more than 2.5 hours a day. From the age of 16, a teenager can take a seven-hour working day. Drivers and the right to vote teenagers receive in 18 years. To protect their lives and health, children can apply to the state social service hotline.

To reduce the number of crimes committed against children, governments around the world, especially in Europe and America, are trying to expand the rights of the child as far as possible. It is believed that a child with rights can protect himself from the criminal behavior of adults, threatening their lives, health or normal mental state. If we consider the issue on a global scale,

children in European countries have far more rights than children from Asia and Africa. Toughening punishments for child abuse has reduced the percentage of crimes against children.

2. Ask 10 questions.

Практическая работа № 32

Тема: Условные предложения 2 типа.

Цель: Развитие грамматических навыков чтения и говорения.

Студент должен

Знать: правило образования условных предложений.

Уметь: переводить условные предложения 2 типа.

ХОД ЗАНЯТИЯ

1. Выполните конспект.

Условия *второго типа (Conditional 2)* – нереальные. Условные предложения второго типа служат для выражения воображаемых ситуаций в настоящем и будущем; ситуаций, которые противоречат фактам. Действия, которые передают условные предложения второго типа, **нереальны** либо **маловероятны**.

Условные предложения всегда имеют две части: **условную (if-clause)** и **основную (main clause)**. Образуются условные предложения второго типа очень просто:

IF Past Simple,

WOULD V1

В **условной части** (после IF) используется только **прошедшее время**, а в **основной**: would с инфинитивом без частицы to (первая форма глагола, V1).

Если условная часть стоит перед основной, она отделяется запятой. Если условная часть стоит после основной, она не отделяется запятой.

Чтобы правильно понять суть использования условных предложений второго типа, давайте представим себе:

1. *Если бы я жил у моря, я бы загорал каждый день.*
2. *Если бы у нас был миллион, мы бы помогли бедным.*
3. *Если бы он знал английский, он бы нашел хорошую работу.*

Все эти ситуации являются нереальными, потому что:

1. *Я не живу у моря и маловероятно, что буду жить.*
2. *У нас нет миллиона и в ближайшее время не будет.*
3. *Он пока не знает английский, но работает над этим.*

Чтобы перевести эти предложения на английский, используем схему предложения:

IF Past Simple,	WOULD	V1
If I lived near the sea,	I would	sunbathe every day.
If we had a million,	we would	help the poor.
If he knew English,	he would	find a good job.

1. Поставьте глаголы из скобок в необходимую форму.

1. If he ... (be) my friend, I ... (invite) him to the party.

2. If I ... (be) taller, I ... (become) a basketball player.
3. If an asteroid ... (hit) our planet, it ... (cause) an ice age.
4. John ... (travel) around the world if he ... (win) a lottery prize.
5. We ... (go) to Spain this winter if we ... (have) enough money.
6. She ... (not mind) if you ... (borrow) her car.
7. If you ... (move) to another city, I ... (phone) you every day.
8. They ... (laugh) at me if I ... (sing) this song.
9. If we ... (have) free time, we ... (start) a new hobby.
10. If I ... (know) her secret, I ... (not tell) it to anyone.

2. Составьте условные предложения II типа, используя данные слова в необходимой форме. Переведите.

Н-р: the questions be so easy/ all of us pass the test. – If the questions were so easy, all of us would pass the test. (Если бы вопросы были такими легкими, мы все сдали бы тест.)

1. he be slim/ he be more attractive.
2. I pick the children up/ I am not busy.
3. you drink much wine/ you feel sleepy.
4. I am married/ I have lunch at home.
5. Peter live in a house/ he have a dog.

3. Замените условные предложения I типа (реальное условие) на условные предложения II типа (нереальное условие).

Н-р: If we **make** a fire, we **will frighten** away the wolves. (Если мы разожжем костер, мы спугнем волков.) – If we **made** a fire, we **would frighten** away the wolves. (Если бы мы разожгли костер, мы бы спугнули волков.)

1. If you leave the child alone, he will hurt himself.
2. We'll make nice pictures if Paola brings a camera.
3. If it snows, the kids will make a snowman.
4. I'll buy this laptop if I have enough money.
5. If our granny puts on her glasses, she will see the flowers.
6. If you are too busy, we'll leave you alone.
7. I will plant the tomatoes tomorrow if it rains.
8. If Bob finds his relatives, he will live with them.

Практическая работа № 33

Тема: Система образования в России.

Цель: Развитие лексических навыков чтения и говорения.

Студент должен

Знать: Значения новых лексических единиц, связанных с тематикой данного урока

Уметь: читать текст с целью детального изучения

ХОД ЗАНЯТИЯ

The System of Education in Russia

The system of education in Russia is very much the same as in other highly developed countries. It is based on the Soviet education, but it has been gradually changing since the creation of the new Russian state.

There are nurseries and kindergartens for little children aged from 2 to 6. The level of kindergartens has become considerably higher in recent years. Children play games, go for walks, have regular meals there. But the lessons of reading, arithmetic, drawing and other subjects have become more complicated than they were in the kindergartens ten years ago. There are the kindergartens where children learn foreign languages. At the age of 6 or 7 Russian children go to secondary schools. Our children are also streamed into different forms according to their abilities. There are forms A, B and so on. The forms under the first two letters of the alphabet are for the cleverest pupils. The level of education in Russian secondary schools is rather high. Children receive primary education during the first three or four years. Then they enter the middle school, usually without any examinations. The pupils of the middle schools study Russian and foreign languages, Russian literature, algebra, geometry, physics, chemistry and biology. They have their final examinations in the ninth form. Then the pupils may leave school and enter some professional college or receive full-time secondary education in the tenth and eleventh forms. The program of the last two years is the most complicated one. Besides the subjects mentioned above, it often includes trigonometry, organic chemistry and astronomy. Pupils get the necessary knowledge for entering the universities and institutes. There are some special schools where pupils have advanced programs in physics, mathematics or foreign languages. Every city in Russia has at least one university and several institutes. The oldest Russian universities are the Moscow State University, the University of St. Petersburg and some others.

Questions:

1. Is the system of education in Russia highly developed?
2. What establishments are organized for children from 2 to 6?
3. What do children do in the kindergartens?
4. What subjects do they study?
5. Did you learn any foreign language in the kindergarten?
6. What age is the compulsory school age in Russia?
7. Are Russian children streamed into different forms as in British schools?
8. How many years does the primary school include?
9. Should children pass any examinations entering the middle school?
10. What subjects do pupils of the middle school study?
11. When do they pass examinations?
12. Can pupils leave school after the ninth form?
13. How many years do they attend school to receive full-time secondary education?
14. What subjects do they study during the final two years?
15. Are there any special schools with advanced programs in your native city?
16. Are there many higher educational establishments in Russia?
17. Is there a university in your native city?

Vocabulary:

gradually постепенно

creation создание

nursery ясли

considerably значительно

full-time secondary education полное среднее образование

besides кроме

mentioned упомянутый

trigonometry тригонометрия
organic chemistry органическая химия
entry поступление
advanced продвинутый, углубленный
at least по меньшей мере

Практическая работа № 34

Тема: Система образования в Великобритании

Цель: Развитие лексических навыков чтения и говорения.

Студент должен

Знать: Значения новых лексических единиц, связанных с тематикой данного урока

Уметь: читать текст с целью детального изучения

ХОД ЗАНЯТИЯ

1. Read the texts and check your comprehension:

A) British Schools.

Pre-school education in Britain begins at the age of 3 or 4. About half of the children at this age attend nursery schools or playgrounds mostly organized by parents. Little children need care as well as education. That's why kids play a lot, learn to listen attentively and to behave.

Compulsory primary education begins at the age of 5. Children start their school career in an infant school. They are taught «3 Rs»: reading, writing, arithmetics. Pupils have a lot of fun at school, drawing, reading, dancing or singing.

When they are 7 pupils move to a junior school, which lasts four years till they are 11.

They study a lot of subjects: English, Maths, Science, History, Geography along with Technology, Music, Art and Physical education. All the children are streamed into A, B, C, D classes. The most gifted attend A stream, the least talented are in D classes.

Most children (over 90 per cent) go to state schools where education is free. Only a small proportion of them attend private (Public) or independent schools where the fees are very high. The most notable private schools are Eton, Harrow, Winchester, Rugby. Such schools are for the representatives of the ruling class.

Secondary education begins at 11. The majority of secondary schools are Comprehensive schools where boys and girls study together. Besides, parents can take their children to Secondary Modern schools or to Grammar schools. Many children of working class families go to Modern schools, which give a very limited education but children get instructions in woodwork, metalwork, sewing, shorthand, typing and cooking there. Grammar schools provide an academic course from 11 to 18. They prepare pupils for colleges and universities. The Comprehensive schools have their own «Grammar schools» classes and «Modern classes».

At about 16 years old teenagers take some exams and course-work to get General Certificate of Education. Those who choose to stay on at school usually study for two more years to pass A level (Advanced level) exams. These exams will give them chance to enter the university.

B) Higher Education in Great Britain.

Young people get higher education at the universities. Not everybody can afford it because it is not free. There are about 50 universities and 350 colleges and institutes of higher education in Great Britain. The oldest and the most famous are Oxford and Cambridge Universities which were founded in the 12th and 13th centuries. They consist of a number of colleges. In Oxford, for example, there are 24 colleges for men, 5 for women and 5 more which have both men and women members. There are more than 30 colleges in Cambridge. Students spend the major part of their university life doing research.

The Tutorial system is one of the ways in which Oxford and Cambridge differ from all other universities. It is the system of individual tuition organized by the college. Each Don in a college is a tutor in his own subject; he has five or six undergraduates and plans the work for them. Besides attending lectures, the student has chosen, once a week he comes to see his Don, who helps him in his study.

After three years of study a university graduate will leave with the Degree of Bachelor of Arts, Science, Engineering, Medicine, etc. After post-graduate courses(two more years) they get the Master's Degree and then a Doctor's Degree.

At present students may receive a grant from their local authority, which covers the cost and some living expenses. Most students live away from home, in flats or halls of residence. For a break of discipline a student can be fined a sum of money, for serious offence he may be expelled. The universities have over a hundred societies and clubs, enough for every interest one could imagine. Sport is a part of students' life at Oxford. The most popular sport is rowing. Many great men studied at Oxford.

2. Answer the questions.

1. What are the main types of schooling in Britain?
2. At what ages do British children begin studying?
3. What privileges do Grammar schools give to pupils?
4. What Certificates of Education are children offered after graduation a secondary school?
5. Where can the British get higher education?
6. What are the most famous universities in Britain?
7. What are the Tutorial System?
8. How can students be fined and what for?
9. How do British students spend their free time?
10. What degrees are university graduated offered?

Практическая работа № 35

Тема: Оксфорд и Кембридж.

Цель: Развитие лексических навыков чтения и говорения

Студент должен

Знать: Значения новых лексических единиц, связанных с тематикой данного урока.

Уметь: Читать текст с целью детального изучения.

ХОД ЗАНЯТИЯ

1. Read the texts and translate it into Russian:

Oxford and Cambridge Compared

Oxford and Cambridge are the most prestigious universities in the English-speaking world. You never say Cambridge and Oxford; Oxford always comes first. They are often called Oxbridge.

To get the Degree of Bachelor of Arts (B.A.) students have to study for three years. The students wear a special uniform daily, and full academic dress at the examinations. According to the long established tradition Latin is used at public degree ceremony.

Oxford and Cambridge universities consist of a number of colleges. **Each college has its own name and its coats of arms.** On the territory there is usually a chapel, a dining hall, a library, rooms for undergraduates, fellows and the master, and also rooms for teaching.

Oxford is one of the oldest universities in Europe. It is situated at a distance of 100 km from London. It is the second largest one in Britain after London University. It dates in chronicles from 911 AD. Most colleges are made of grey stone. They have stood there for many centuries. Oxford is an aristocratic university. Now there are 27 colleges for men, 5 for women and another five which have both ones. All the students at Oxford talk in a very superior way known as the Oxford accent, which is a bit like the BBC accent.

Cambridge is situated at a distance of seventy miles from London. It is one of the most beautiful towns in England and looks more like a country town. The Cambridge University started during the 13th century (1284). It has more than twenty nine colleges. A college is a group of buildings which form a square with a lawn in the centre. The colleges line the bank of the river Cam. They have beautiful college gardens with green lawns and lines of tall trees.

The oldest college in Cambridge is Peterhouse, which was founded in 1284. The most famous is probably King's college (founded in 1441) because of its magnificent chapel and English fifteen-century architecture.

Since the year of 1970 most colleges of Cambridge are mixed. **A lot of famous people studied at Cambridge.** They are Sir Isaac Newton, Oliver Cromwell, John Milton and Sir Charles Darwin. In Trinity College, which is a very famous, there is a statue of Sir Isaac Newton, the greatest scientist in the world.

Sport is a part of students life at both universities. There is a great rivalry between the universities and they play all sorts of games between each other like cricket and rigger (rugby football). Also they compete at punting and rowing, which are the most popular sports. The Oxford team wear dark blue uniform and the Cambridge team wear light blue one.

Практическая работа № 36

Тема: Система образования в США.

Цель: Развитие лексических навыков чтения и говорения

Студент должен

Знать: Значения новых лексических единиц, связанных с тематикой данного урока.

Уметь: Читать текст с целью детального изучения.

ХОД ЗАНЯТИЯ

1. Read the texts and translate it into Russian:

Schooling in the United States of America

There are two kinds of schools in the United States of America: public schools and private schools. The money for public schools is given by each state, so education in these schools is free. The system of private schools is very popular, though the cost of education in them various and not each family can afford it..

Education in the U.S.A. Is compulsory for children from 6 to 16-18, depending on the state. The

general pattern of education is an 8-year elementary school, followed by a 4-year high school. This has been called 8-4 plan organization. There are, however, some variations of this educational pattern. High school is followed by a 4-year college and professional schools. Pre-schooling is optional. There is a network of nursery schools and day-care centers where children are looked after while their parents are at work.

Elementary schools give the basic knowledge about the world around us and people who live in it. Pupils are taught to count, read and write, to draw, sing and dance.

Secondary schools are usually named high schools and their pupils are called students. Marks given to students for their work are called grades. Pupils get A, B, C, D marks. A- for excellent work, D- for poor work. Students study a wide range of subjects which cover exact, natural sciences and humanities. In some schools students can choose between woodwork, metalwork, sewing, typing, shorthand and others. They join various school bands, chorus, sport clubs and so on.

B.) Higher Education in the U.S.A.

After high school young people either start working or continue in higher education. There are several ways to do it: universities, colleges and technical or vocational schools. The cherished desire of any U.S. School leaver is to enter one of the most prestigious educational establishments in the U.S.A., such as Harvard, Princeton, Yale or Columbia Universities.

A university in the United States usually has several different colleges in it. Each has a special subject area. There may be a college of liberal arts where humanities, social sciences, natural sciences and mathematics are taught. There may be a college of education and a college of business. A programme for undergraduates usually takes four years. University students get an undergraduate degree in the arts or science. If they complete a course of study they get Bachelor of Arts or Science degree. Students may leave the university at this time. They may also go on for a graduate or professional degree.

College students usually spend four years in school too. But a college does not have graduate or professional programmes. The technical or vocational school has only job training. It has no academic programme. A course of study may take from six months to two years and more. The technical or vocational school gives training for work in areas such as electronics, carpentry and others.

2. Practise the following words from the text:

to require - требовать

quality - качество

ability - способность

to possess - обладать

creative - творческий

challenge - трудность

responsible - ответственный

skills - навыки

essential - неотъемлемый

logical reasoning - логическое мышление

to cause - вызывать, быть причиной

to deal with – иметь дело с

hard-working - трудолюбивый

3. Answer the following questions:

1. Which are the most prestigious professions today?

2. What professional field can you work in?

3. What are you good at?

4. Which of your personal qualities will help you in your future profession?

5. Would you choose your parents' professions?
6. What do you know about your future profession?
7. What are the pros and cons of your future profession?
8. Why do you think your future profession is important today?

Практическая работа № 37

Тема: Условные предложения 3 типа

Цель: Развитие грамматических навыков чтения и говорения

Студент должен

Знать: правила образования условных предложений

Уметь: переводить на русский язык, использовать в устной и письменной речи.

ХОД ЗАНЯТИЯ

1. Выполните конспект

Схема условного предложения третьего типа обычно выглядит так:

IF Past Perfect,	would	have V3.
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В условной части (после if) используется Past Perfect, а в основной части would have с глаголом в третьей форме (V3):

If we had left earlier, we would have caught a train. – Если бы мы вышли раньше, мы бы успели на поезд.

1. Воображаемая ситуация в прошлом; ситуация, альтернативная реальности:

If I had bought that watch yesterday, I would have spent all my money. – Если бы я купил те часы вчера, я бы потратил все свои деньги. (Но я их не купил, поэтому деньги при мне)

2. Сожаление о действии в прошлом, желание изменить прошлое:

If I hadn't been so rude to him, we wouldn't have argued. – Если бы я не был груб с ним, мы бы не поругались. (Но я нагрубил ему, и мы поссорились, поэтому я сожалею.)

3. Критика совершенного действия. Когда говорящий как бы говорит: "Я знаю, как надо было поступить":

If you had set up an alarm clock, you wouldn't have been late. – Если бы ты завел будильник, ты бы не опоздал. (Но ты такой-сякой, не завел будильник, и опоздал.)

Давайте сравним:

Conditional 2	Conditional 3
<p><i>I am not cold now. If I were cold, I would wear a coat.</i> – Мне сейчас не холодно. Если бы мне было холодно, я бы одел пальто.</p>	<p><i>I wasn't cold yesterday. If I had been cold, I would have worn a coat.</i> – Мне не было холодно вчера. Если бы мне было бы холодно, я бы надел пальто.</p>
<p><i>He doesn't know Mary. If he knew her, he would ask her out.</i> – Он не знает Мери. Если бы он знал</p>	<p><i>He didn't know Mary. If he had known her, he would have asked her out.</i> – Он не знал Мери. Если бы он знал ее, он</p>

ее, он бы пригласил ее на свидание.

бы пригласил ее не свидание.

В разговорной речи обычно используются сокращения, поэтому будьте внимательны. Вместо *would* может использоваться другие модальные глаголы: *could*, *might* или *should*. Выбор глагола зависит от того, что вы хотите выразить.

Could – возможность в прошлом:

If he hadn't been drunk, he could have driven a car. – Если бы он не был пьян, он смог бы вести машину.

Для **выражения критики** в английском существует отдельная конструкция *should have done*, в условной части используют *If I had been you* или *If I had been in your position*:

If I had been you, I would have told the truth. – Если бы я был тобой, я бы рассказал правду.

Сравните с конструкцией *If I were you*, которая выражает настоящее действие

Вместо Past Perfect может использоваться **Past Perfect Continuous**, когда нужно передать длительное действие:

If I hadn't been wearing a hat, I would have got a sunstroke. – Если бы на мне не было шляпы, я бы получил солнечный удар.

Итак, **Conditional 3** обозначает воображаемое действие в прошлом, невозможное действие в прошлом, сожаление о прошлом или критику по поводу выполненного действия. Образуется **Conditional 3** следующим образом:

IF Past Perfect,	<u>would</u> could might	have V3.
IF Past Perfect Continuous,	should	

Условные предложения II и III типа

1 определите тип условных предложений: II или III

1. The car would start if I turned the key. 2. If the boy had been attentive, he would never have made mistakes in his dictation. 3. If you were ill, you would stay at home. 4. If you had looked everywhere for your passport, you would have found it. 5. If Harry had come to visit us for a weekend, we would have been very glad. 6. If I were a millionaire, I would buy my wife a palace. 7. If we had a car, we would go for a drive in the country. 8. You would have passed the test if you had studied more. 9. If he had saved money, he would have been able to go on holiday. 10. We would paint the house if we had the time.

2 образуйте условные предложения II типа

1. If my mother came at seven, we (have) supper together. 2. They would stay indoors if the weather (be) sunny. 3. Where you would go if your mother (ask) you to buy some sugar and bread? 4. If my friend asked me, I (help) him. 5. He (write) a letter today if he had free time. 6. If they (take) a taxi, they would not miss the train.

3 образуйте условные предложения II типа

1. If I (get) money, I (buy) this watch. 2. I (start) crying if you (leave) me alone. 3. You (call) me up if you (come) back early. 4. I (finish) the work in time if you (stop) interrupting me. 5. If it (rain), we (stay) at home. 6. I (go) to Spain for two weeks if I (have) holidays.

4 образуйте условные предложения III типа

1. If you had had toothache, you (go) to the dentist. 2. Tom would have seen the Bolshoi Theatre if he (go) to Moscow. 3. If my sister had cleaned her room, I (take) her to the party. 4. Kate would have met you at the station if she (have) free time. 5. If James had washed the floor, he (play) computer games all evening. 6. My granny (visit) us if she had not been ill.

5 образуйте условные предложения III типа

1. Harry (take) part in the concert if he (sing) well. 2. Children (play) football if they (do) their homework early. 3. If the weather (be) fine, we (go) camping. 4. If John (come) here, he (work) with us in the garden. 5. Susan (enjoy) music if she (go) to the concert. 6. I (buy) a new car, if I (earn) a lot of money

Практическая работа №38

Тема: Дифференцированный зачет (см.КОС)

Практическая работа № 39

Тема: Законы в древней Греции и Риме.

Цель: формирование лексических навыков чтения и говорения.

Студент должен

Знать: значение и написание слов профессиональной направленности

Уметь: говорить на основе прочитанного.

ХОД ЗАНЯТИЯ

1. Read the text and translate.

LAW IN ANCIENT GREECE AND ROME

power - власть, сила	sophisticated - опытный, сложный
to represent - представлять	to believe - верить, считать
instead of - вместо	to emphasize - подчеркивать
peace - мир	to serve - служить, обслуживать
to create - создавать	prosperity - процветание
to repeal - отменять закон	trivial - обычный, незначительный
homicide - убийство	to retain - сохранять
to revise - изменять, исправлять	a statute - закон, законодательный акт
to enslave - делать рабом	trial by jury - суд присяжных
to prohibit - запрещать	a debtor - должник
the assembly - законодат. орган	to elect - выбирать
to appeal - обращаться	a court - суд
a decision - решение	government - правительство
to contribute - вносить вклад	to carry over - переносить
certain - определенный	natural law - естественный закон
to arise from - возникать из	above - выше, над
to call - звать, называть	a set - набор, свод
to codify - приводить в систему	to handle - справляться с чем-либо

Before the Greeks people believed that their laws were given to them by gods, represented by their kings. The Greek system emphasized that law was made by man, for man, and could be changed by man. Instead of being an instrument of total social control of the whole population by a monarch, the law was to serve peace and prosperity of the people.

In the year of 621 B.C., **Draco**, Athenian lawgiver, created Greece's first written code of laws. This harsh legal code punished both trivial and serious crimes in Athens with death. The word *draconian* (безжалостней) is still used to describe repressive legal measures.

In 594 B.C. **Solon**, Athens' lawgiver, repealed Draco's code and published new laws, retaining only Draco's homicide statutes. He revised every statute except that on homicide and made Athenian law more humane. He also retained an ancient Greek tradition - trial by jury. Enslaving debtors was prohibited, along with most of the harsh punishments of Draco's code. Under Solon's law citizens of Athens could be elected to the assembly, and courts were established in which citizens could appeal against government decisions.

The Greek ideals were carried over into the Roman system of laws. The Greeks contributed to the Roman system of laws the concept of "natural law". Natural law was based on the idea that certain basic principles are above the laws of a nation. These principles arise from the nature of people.

In the Roman Empire a set of laws was codified to handle the more sophisticated legal questions of the day. This collection of laws and legal interpretations was called *Corpus Juris Civilis* ("*Body of Civil Law*") and also the *Justinian Code*.

French Emperor *Napoleon* made some modification of the Justinian Code at the beginning of the nineteenth century. Napoleon Code is still the model for the legal codes in most of the modern European states today.

corpus - свод законов, кодекс (лат.) Justinian Code - Кодекс Юстиниана Roman Empire — Римская империя Emperor Napoleon - император

2. Find in the text the English equivalents:

закон, король, человек, меняться, всеобщий, общественный, население, законодатель, написанный, суровый, наказывать, преступление, смерть, каждый, кроме, человечный (гуманистический), древний, наряду с, большинство, в соответствии с, граждане, законодательная система, основывался, законы природы, правовые вопросы, сборник, трактовки, изменение, до сих пор, образец, современный, век, государство.

3. Are these statements TRUE or FALSE?

1. Before the Greeks the legal systems were based on the absolute power of monarch.
2. The Greek system of law was made for man and could be changed by man.
3. The Greek legal system was an instrument of total control of the population by the state. 17
4. The aim (цель) of the law in Greece was prosperity of people.
5. Under Draco's Code the only punishment was death.
6. Solon repealed every statute of Draco's Code.
7. Trial by jury was an ancient Roman tradition.
8. Courts of Appeal first appeared in Athens.
9. The Roman system of laws was based on the Greek one.
10. The Greeks believed that no law is above the laws of a nation.
11. The Justinian Code was a collection of the most important laws and their interpretations.
12. It is still the model for the legal codes of the majority of modern European states.

4. Answer the following questions:

1. What did the ancient Greek system of law emphasize?
2. What was typical of legal systems until the time of the Greeks?
3. What does the word "*draconian* " mean and what is the origin of the word?
4. What have the Greeks contributed to the Roman system of laws?
5. What is the concept of "*natural law* "? What is its basic idea?
6. What was Solon? What contribution to ancient law did he make?

Практическая работа № 40

Тема: «Великая Хартия Вольностей».

Цель: формирование лексических навыков чтения и говорения.

Студент должен

Знать: значение и написание слов профессиональной направленности

Уметь: детально воспринимать информацию на слух.

ХОД ЗАНЯТИЯ

- 1. Read the text and translate.**

The Magna Carta (Великая Хартия Вольностей)

In 1215, the English barons forced the English King John I to sign and adopt the *Magna Carta*, which provided for them certain guarantees and protection against unreasonable acts of the king. Later, the Magna Carta was revised, and other documents, such as the English *Bill of Rights* (1689), were adopted.

When the thirteen American colonies became independent from Great Britain after the Revolutionary War (1775-1783), the colonists adopted the principles of the Magna Carta and the common law. These principles became the foundation of the legal system of US federal government and all the states.

Today, the two great systems of law in the Western world are the **Common law** of the English-speaking world and the **Roman civil law** in the European continental countries. Both systems have the same objectives, but they differ in origins and methods. The Roman civil law originated in *codes* (systematic collections of written rules of law) imposed on the people by the emperors of ancient Rome. In contrast, the English common law originated in decisions of judges based on widely used customs of the people. Also, English common law uniquely provides for trial by a jury of one's *peers* (equals).

The English colonies in America used the English common law until July 4, 1776. After that date, existing rules were retained, but further changes in the law were made in the courts of the newly formed American country. The Common Law, with its emphasis on judges making rules of law, continues to serve well till now.

2. Find in the text the English equivalents:

определенный, позднее, стали независимым, война, основание, правительство, мир, обе системы, одинаковый, источники, кодексы, собрание написанных правил, древний, в противоположность., решения судей, основанный, традиции, суд присяжных, признали, до, после, существующие правила, изменения, вновь образованный, страна, продолжает служить, до наших дней.

3. Are these statements TRUE or FALSE?

1. The Magna Carta was adopted in 1215.
2. It gave equal rights to the King and the English barons.
3. The main principles of the Magna Carta were used in the English Bill of Rights.
4. The American colonies used only the common law.
5. The US legal system is based on the Magna Carta and the English common law.
6. There are three legal systems which are widely used in the world.
7. These systems are very much the same.
8. The Roman civil law is based on written rules of law.
9. The English common law is based on decisions of judges.
10. The USA has developed quite a new legal system.

4. Answer the following questions:

1. When was the Magna Carta adopted?
2. What did the Magna Carta provide?
3. What principles of law did the first American states adopt after they became independent?
4. How do the two great systems of law, Common law and the Roman civil law, differ?

5. Match the following:

- | | |
|---|--------------------|
| 1. Common law | 2. equity |
| 3. Magna Carta | 4. Roman civil law |
| 5. specific performance | |
| a) fulfillment of an agreement as promised; | |
| b) collection of regulations imposed by emperors of ancient Rome; | |
| c) great charter of liberties for English people; | |

- d) form of justice administered when there is no suitable remedy in common law courts;
e) case law, reflecting customs of the people.

1

6. Translate into English:

1. Сегодня в мире существуют две большие законодательные системы - Общий закон в англоязычных странах и Римское гражданское право в Европе и ряде других стран,
2. Обе системы имеют одинаковые цели, но они отличаются по происхождению и методам.
3. Римское гражданское право основано на кодексах, принятых императорами древнего Рима.
4. Английский общий закон основан на предыдущих решениях судей.

Практическая работа № 41

Тема: История Британского законодательства.

Цель: формирование лексических навыков чтения и говорения.

Студент должен

Знать: значение и написание слов профессиональной направленности

Уметь: детально воспринимать информацию на слух.

ХОД ЗАНЯТИЯ

I. Read and understand the text:

medieval – средневековый, similarity – сходство, to settle a dispute - разрешать спор, judgement - приговор, решение, to establish – учреждать, to state – устанавливать, to record – записывать, particular – особенный, trade – торговля, monetary damage – денежный ущерб, a chancellor - судья в суде лорд-канцлера, appropriate – подходящий, Court of Equity - суд справедливости, to administer justice — осуществлять, обеспечивать правосудие, a custom - традиция, привычка to be able - быть способным, мочь, to enforce – осуществлять, to hear a case - слушать дело (в суде), to announce – провозглашать, to fix – устанавливать, to keep order - поддерживать порядок, remedy - средство судебной защиты, a wrong – правонарушение, a kind of relief - вид помощи, to refer - направлять, отсылать, good conscience - чистая совесть, fairness - честность, справедливость, separate – отдельный, to arise (arose) – возникать

History of the British Law

In early medieval England there was no written law. Each feudal lord or baron administered justice personally. Although these baronial courts had similarities, the laws were different in different places. Disputes were settled on the basis of local customs and the baron's judgement. Later the king was able to establish a system of courts, which enforced a common law throughout England. The rules of law, which were stated in these early cases, became *precedents* (examples) for settling future, similar cases. In the beginning, few decisions were recorded, and so the early common law was sometimes known as "unwritten law". Later, the principles and rules announced by the courts were recorded. Thus, particular rules became fixed, and people knew what to expect of similar problems arose in the future. This resulted in the *Common Law* - judge-made case law that has its origin in the traditions, customs, and trade practice of the people.

The English common law began to develop after the conquest of England by William the Conqueror in 1066. To keep order and peace, the Kings of England tried to create a uniform or "common" law to govern the different regions of the British Isles. Circuit-riding judges (выездные сессии суда) and the use of the jury helped the Norman Kings in the consolidation of their kingdom.

Sometimes there were no remedy from a common law court to enforce certain rights or to correct certain wrongs. This was because in civil cases the court could give only monetary damages. A person who wanted other kinds of relief appealed directly to the King. The King referred the person to his chancellor, who was usually a clergyman of good conscience and fairness. The chancellor heard the case without a jury and gave appropriate relief. Such hearings developed into a separate system of *Courts of Equity*.

2. Find in the text the English equivalents:

писанный закон, «неписанный закон», феодал, лично, хотя, разный, на основе, местный, позднее, король, общее право, по всей Англии, стали примерами, будущий, отдельные (немногие), известен как, правила, таким образом, что ожидать, происхождение, завоевание, мир, создавать, единый, управлять, Британские острова, суд присяжных, объединение, королевство, исправлять, определенный, только, прямо, человек, священник, без присяжных, слушания, превратились.

3. Complete the sentences using the text:

1. In early medieval England there was
2. The laws were ... in ... places.
3. ... were settled on the basis of... and
4. In time, the King established ... which enforced ... in England.
5. The rules of law became ... for settling similar cases.
6. The early common law was called
7. ... is judge-made case law that has its origin in and ..!* of the people.
8. ..., the Kings of England tried to create a ... or ... to govern the country.
9. In civil cases the court gave only
10. The Chancellor was a ... of... and
11. Such ... developed into a separate system of. i. .

4. Answer the following questions:

1. Was there any written law in medieval England?
2. How was justice administered in early medieval England?
3. What are precedents?
4. What is Common Law based on?
5. Who examines cases and pronounces judgement in the Courts of Equity?

Практическая работа № 42

Тема: Римское право.

Цель: формирование лексических навыков чтения и говорения.

Студент должен

Знать: значение и написание слов профессиональной направленности

Уметь: детально воспринимать информацию на слух.

ХОД ЗАНЯТИЯ

1. Read the text and translate.

Roman law, the law of ancient Rome from the time of the founding of the city in 753 BCE until the fall of the Western Empire in the 5th century CE. It remained in use in the Eastern, or Byzantine, Empire until 1453. As a legal system, Roman law has affected the development of law in most of Western civilization as well as in parts of the East. It forms the basis for the law codes of most countries of continental Europe (*see civil law*) and derivative systems elsewhere. The term Roman law today often refers to more than the laws of Roman society. The legal institutions evolved by the Romans had influence on the laws of other peoples in times long after

the disappearance of the Roman Empire and in countries that were never subject to Roman rule. To take the most striking example, in a large part of Germany, until the adoption of a common code for the whole empire in 1900, the Roman law was in force as “subsidiary law”; that is, it was applied unless excluded by contrary local provisions. This law, however, which was in force in parts of Europe long after the fall of the Roman Empire, was not the Roman law in its original form. Although its basis was indeed the Corpus Juris Civilis—the codifying legislation of the emperor Justinian I—this legislation had been interpreted, developed, and adapted to later conditions by generations of jurists from the 11th century onward and had received additions from non-Roman sources.

Roman law is the legal system of ancient Rome, and the legal developments which occurred before the 7th century AD – when the Roman-Byzantine state adopted Greek as the language of government. The development of Roman law comprises more than a thousand years of jurisprudence.

Historically, "Roman law" also denotes the legal system applied in most of Western Europe, until the end of the 18th century. In Germany, Roman law practice remained longer, having been the Holy Roman Empire (963-1806); thus the great influence upon the civil law systems in Europe. Moreover, the English and North American Common law also were influenced by Roman law, notably in the Latinate legal glossary.

The first legal text is the Law of the Twelve Tables, dating from mid-5th century BC. It was proposed in it that the law should be written, in order to prevent magistrates from applying the law arbitrarily.

The first 250 years of the current era are the period during which Roman law and Roman legal science reached the highest degree of perfection. The law of this period is often referred to as classical period of Roman law. The literary and practical achievements of the jurists of this period gave Roman law its unique shape.

There have been several reasons why Roman law was favoured in the Middle Ages. It was because Roman law regulated the legal protection of property and the equality of legal subjects and their wills, and because it prescribed the possibility that the legal subjects could dispose their property through testament.

Today, Roman law is no longer applied in legal practice. However, even where the legal practice is based on a code, many rules deriving from Roman law apply: No code completely broke with the Roman tradition. Rather, the provisions of Roman law were fitted into a more coherent system and expressed in the national language. For this reason, knowledge of Roman law is indispensable to understand the legal systems of today. Thus, Roman law is often still a mandatory subject for law students in civil law jurisdictions.

As steps towards a unification of the private law in the member states of the European Union are being taken, the old Commune, which was the common basis of legal practice everywhere, but allowed for many local variants, is seen by many as a model.

2. Fill in the gaps and translate in a written form:

Roman law is the **1** ... of ancient Rome, and the legal developments which occurred before the 7th century AD – when the Roman-Byzantine state adopted Greek as **2** ... The development of Roman law comprises more than a thousand years of **3**

Historically, "Roman law" also denotes the legal system applied in most of **4** ..., until the end of the 18th century. In Germany, **5** ... remained longer, having been the Holy Roman Empire (963-1806); thus the great influence upon the **6** ... in Europe.

3. Match the following terms with their definitions:

1) code	a) the study of law and the principles on which laws are based
2) jurisprudence	b) a nation or territory considered as an organized political community under one government
3) tradition	c) a set of rules about how people should behave or about how something must

	be done
4) state	d) a custom or belief that has existed for a long time
5) law	e) the system of rules which a particular country or community recognizes as regulating the actions of its members and which it may enforce by the imposition of penalties

Практическая работа № 43

Тема: Инфинитив и инфинитивные обороты

Цель: формирование грамматических навыков чтения и говорения.

Студент должен

Знать: правила использования инфинитива в речи.

Уметь: применять инфинитив в устной и письменной речи, инфинитив в устной и письменной речи.

ХОД ЗАНЯТИЯ

Запишите образование форм инфинитива

Формы инфинитива

Infinitive	Active	Passive
Indefinite	to ask to write	to be asked to be written
Continuous	to be asking to be writing	-
Perfect	to have asked to have written	to have been asked to have been written
Perfect Continuous	to have been asking to have been writing	-

1. Поставьте глагол из скобок с частицей to или без нее.

1. I've decided ... (start) a new project. (Я принял решение начать новый проект.)
2. She is trying ... (learn) Italian. (Она пытается изучить итальянский язык.)
3. Can you ... (lend) me your dictionary, please? (Ты можешь одолжить мне свой словарь?)
4. Mother forgot ... (book) the tickets. (Мама забыла забронировать билеты.)
5. You shouldn't ... (argue) with your father. (Тебе не следует спорить со своим отцом.)
6. Henry promised ... (help) her. (Генри обещал помочь ей.)
7. This old photograph made me ... (cry). (Эта старая фотография заставила меня заплакать.)
8. I really hope ... (get) an interesting job soon. (Я очень надеюсь на то, что получу вскоре интересную работу.)
9. You must ... (pay) for the service. (Ты обязан заплатить за обслуживание.)
10. Let me ... (introduce) myself. (Разрешите мне представиться.)

2. Составьте из данных слов предложения, расставив их по порядку. Переведите.

1. pianist - my – to – wants – a – great – son – become
2. let – car – doesn't – drive – his – Robin - me
3. to – early – I – up - need -wake –tomorrow
4. the – turn – iron - Sam - forgot – off - to
5. that – sleep – me – boring – made - film

3. Найдите в предложениях ошибки, если они имеются.

1. The teacher made John to apologize. (Учитель заставил Джона извиниться.)
2. What are you planning to eat for lunch? (Что ты планируешь съесть на обед?)
3. That old car may not to cost much. (Та старая машина не может стоить много.)
4. I don't want wait any longer. (Я не хочу больше ждать.)
5. My father promised buy new shoes for me. (Мой папа пообещал купить мне новые туфли.)
6. I would like to try this shirt on. (Я бы хотел примерить эту рубашку.)
7. We must to hurry up. (Мы должны поторопиться.)
8. Mark was unable to do anything else. (Марк был не в состоянии делать что-либо еще.)
9. They couldn't to fall asleep till midnight. (Они не могли заснуть до полуночи.)
10. Sheila refused delete files and folders about cooking. (Шейла отказалась удалять файлы и папки о кулинарии.)

4. Выберите в скобках подходящий глагол, обращая внимание на следующий за ним инфинитив. Переведите предложения.

1. You ... (can/have) to sing this song.
2. Don't ... (allow/make) her to marry Mike.
3. Mother ... (asked/let) him to explain his words.
4. Jill ... (persuaded/made) me to play a joke on Tom.
5. We ... (saw/offered) him steal the wallet.
6. Did you ... (agree/hear) her shout at me?
7. I couldn't ... (see/convince) her to leave early.
8. Stormy weather ... (caused/must) the airline to cancel out flight.
9. Tony ... (should/seems) to know a lot about global warming.
10. The nurse ... (saw/asked) the children to roll up their sleeves.

Практическая работа № 44

Тема: Конституция РФ. Законодательная власть РФ.

Цель: формирование лексических навыков чтения и говорения.

Студент должен

Знать: значение и написание слов профессиональной направленности

Уметь: применять новые слова в устной и письменной речи, читать технические тексты, используя чтение с детальным пониманием, говорить на основе прочитанного.

ХОД ЗАНЯТИЯ LEGISLATION IN RUSSIA

1. Ответьте на вопросы.

1. What do you know about legislation? What is the aim of legislation?
2. What bodies in your country are responsible for making laws?
3. What would our country be like if there were no laws or rules to follow?

Vocabulary

1. under the doctrine of the separation of powers – согласно принципу разделения властей
2. to create legislation – заниматься законотворческой деятельностью
3. the lower house – нижняя палата
4. the upper house – верхняя палата
5. to have special powers – обладать особыми полномочиями
6. to hear annual reports – заслушивать ежегодные отчеты
7. to decide the issue of confidence in the government – решать вопрос о доверии правительству
8. announcement of amnesty – объявление амнистии
9. to adopt a decree – принять постановление
10. to charge smb with smth – возложить на кого-либо что-либо
11. the introduction of martial law – введение военного положения
12. a state of emergency – чрезвычайное положение
13. the Higher Arbitration Court – Высший Арбитражный Суд
14. the Accounting Chamber – Счетная Палата
15. to approve/reject amendments – одобрять/отвергать поправки
16. to form a conciliation commission – сформировать согласительную комиссию
17. to reach a compromise – достигнуть компромисса
18. to insist on passing the bill – настаивать на принятии законопроекта
19. to override a veto – преодолеть вето
20. to deliver an annual address – выступить с ежегодным обращением

2. Прочитайте и переведите текст.

Under the doctrine of the separation of powers legislation is regarded as one of the three main functions of government. Those who have the formal power to create legislation are known as legislators. Legislation can have many purposes: to regulate, to authorize, to proscribe, to provide funds, to sanction, to grant, to declare or to restrict.

The **Federal Assembly of the Russian Federation** is the lawmaking body of the Russian Federation, according to the Constitution of the Russian Federation, 1993. It consists of **the State Duma**, which is the lower house, and **the Federation Council**, which is the upper house. Both houses are located in Moscow.

The State Duma has special powers enumerated by the Constitution of Russia. They are:

- consent to the appointment of the Prime Minister of Russia;
- hearing annual reports from the Government of the Russian Federation on the results of its work, including issues raised by the State Duma;
- deciding the issue of confidence in the Government of the Russian Federation;
- appointment and dismissal of the Chairman of the Central Bank of Russia;

appointment and dismissal of the Chairman and half of the auditors of the Accounting Chamber;

appointment and dismissal of the Commissioner for Human Rights, who shall act according to federal constitutional law;

announcement of amnesty;

bringing charges against the President of the Russian Federation for his impeachment (requires a two thirds majority);

The State Duma adopts decrees on issues referred to its authority by the Constitution of the Russian Federation. Decrees of the State Duma are adopted by a majority of the total number of deputies of the State Duma.

The Federation Council together with the State Duma are charged with drafting and voting on laws. Special powers of the Federation Council are:

Approval of changes in borders between subjects of the Russian Federation;

Approval of a decree of the President of the Russian Federation on the introduction of martial law;

Approval of a decree of the President of the Russian Federation on the introduction of a state of emergency;

Deciding on the possibility of using the Armed Forces of the Russian Federation outside the territory of the Russian Federation;

Declaring elections of the President of the Russian Federation;

Impeachment of the President of the Russian Federation;

Approving the President's nomination of judges of the Constitutional Court of the Russian Federation, the Supreme Court of the Russian Federation, the Higher Arbitration Court of the Russian Federation;

Approving the President's nomination of the Attorney General of the Russian Federation;

Appointment of Deputy Chairman and half of the auditors of the Accounting Chamber.

To pass the law more than half of senators of the Federation Council must vote for it. When considering federal constitutional laws, three-fourths of the Council's votes are required for passage.

All bills must first be considered by the State Duma. Upon adoption by a majority of the full State Duma membership, a draft law is considered by the Federation Council, which has fourteen days to place the bill on its calendar. The Federation Council cannot make amendments to bills passed by the Duma and can either approve or reject them. If the Federation Council rejects a bill passed by the State Duma, the two chambers may form a conciliation commission to work out a compromise version of the legislation. If the two chambers cannot reach a compromise, or the Duma insists on passing the bill as it is, the veto of the Federation Council can be overridden if two thirds of the Duma's constitutional composition vote in favour of the bill. The State Duma and the Federation Council usually meet separately. Joint sessions are organized when the

President of the Russian Federation delivers his annual address to the Federal Assembly and on some other very rare occasions.

3. Переведите следующие слова и словосочетания из текста.

- 1) to create legislation
- 2) a lawmaking body
- 3) to have special powers
- 4) a dismissal of the Chairman of the Central Bank of Russia
- 5) to bring a charge against the President
- 6) to adopt decrees on issues
- 7) introduction of the martial law
- 8) approval of changes
- 9) special powers of the Federation Council
- 10) to reject a bill
- 11) the possibility of using the Armed Forces
- 12) to make amendments to bills
- 13) the Accounting Chamber
- 14) to override the veto
- 15) to form a conciliation commission

4. Найдите в тексте английские эквиваленты русским словам и словосочетаниям.

- 1) законодательная деятельность
- 2) законодательный орган
- 3) нижняя палата
- 4) верхняя палата
- 5) перечислять полномочия
- 6) заслушивать ежегодные отчеты
- 7) уполномоченный по правам человека
- 8) принимать закон
- 9) чрезвычайное положение
- 10) одобрение указа Президента
- 11) прийти к компромиссу
- 12) отвергнуть поправки к законопроекту
- 13) назначение на должность
- 14) проголосовать за законопроект
- 15) принцип разделения властей

5. Ответьте на вопросы по тексту.

1. What is the main legislative body in the Russian Federation? What does it consist of?
2. What powers of the State Duma are enumerated in the Constitution?
3. What are the main special powers of the State Duma?
4. What are the most important special powers of the Federation Council?
5. What route must a bill pass to become a law?

5. Ответьте на вопросы по тексту.

1. What is the main legislative body in the Russian Federation? What does it consist of?
2. What powers of the State Duma are enumerated in the Constitution?
3. What are the main special powers of the State Duma?
4. What are the most important special powers of the Federation Council?
5. What route must a bill pass to become a law?

Практическая работа № 45

Тема: Исполнительная власть РФ Причастие1

Цель: формирование лексических и грамматических навыков чтения и говорения.

Студент должен

Знать: значение и написание слов профессиональной направленности, правило образования Причастия 2.

Уметь: применять причастие 2, новые слова в устной и письменной речи, читать технические тексты, используя чтение с детальным пониманием, говорить на основе прочитанного.

ХОД ЗАНЯТИЯ

The System of State and Government of the Russian Federation

Vocabulary

1. a constituent entity – субъект федерации
2. to contradict federal laws – противоречить федеральным законам
3. to sign a treaty – подписывать договор
4. to enforce the law – обеспечить исполнение закона
5. to be subject to approval by smb – подлежать утверждению кем-то
6. to announce pre-term election – объявлять досрочные выборы
7. to introduce the state of emergency – вводить чрезвычайное положение
8. to suspend the acts – приостанавливать действие
9. to vest power in smb – возлагать власть на кого-либо
10. to combat crimes – бороться с преступлениями
11. state security – государственная безопасность
12. to be subject to the constitution – подчиняться конституции

2. Прочитайте и переведите текст. The Russian Federation was established by the Constitution of 1993. Under the Constitution Russia is a democratic federative law-governed state with a republican form of government. The Russian Federation consists of 83 constituent entities (republics, regions, and territories, cities of federal significance, the autonomous regions and one autonomous area, which have equal rights). The authorities of the constituent entities have the right to pass laws independently of the federal government. The laws of the subjects of the Russian Federation may not contradict federal laws. In case of conflicts between federal and local authorities, the President uses consensual procedures to resolve the problem. In the event a consensus is not reached, the dispute is transferred to the appropriate court for its resolution.

The President of the Russian Federation is the head of state. He is the Supreme Commander-in-Chief of the Armed Forces of the Russian Federation. The President organizes and heads the Security Council of Russia, signs treaties, enforces the law. The President appoints ministers, who are subject to approval by the Federal Assembly. He nominates judges to the Constitutional Court, the Supreme Court and the Higher Arbitration Court of the Russian Federation, and the Procurator-General of the Russian Federation. The President has the right to introduce the state of emergency within the Russian Federation. He announces pre-term elections. He has the right to suspend the acts of executive bodies of the Russian Federation members, if they contradict the Constitution of the Russian Federation, federal laws or the international obligations of the Russian Federation.

State power in the Russian Federation is exercised on the basis of its separation into legislative, executive and judicial branches. Each of them is balanced by the President.

The legislative power is vested in the Federal Assembly (the Parliament). It consists of two chambers: the Federation Council (the upper chamber) and the State Duma (the lower chamber). The two chambers of the Federal Assembly possess different powers and responsibilities, the State Duma being the more powerful. The Federation Council includes two representatives from

each constituent entity of the Russian Federation, one from the representative and one from the executive bodies of the subject of the Federation.

The State Duma consists of 450 deputies and is elected for a term of 4 years. In December 2008 the term was extended to 5 years. Each chamber elects a chairman (the Speaker) to control the internal procedures of the chamber. The Federal Assembly is a permanently functioning body. The Federation Council and the State Duma sit separately. Their sessions are open (public). Each of the Houses forms committees and commissions and holds hearings on the appropriate issues. Bills may be initiated by each chamber. But to become a law a bill must be approved by both chambers and signed by the President. The President may veto the bill.

The executive power is exercised by the Government which consists of the Chairman of the Government (the Prime Minister), deputy chairmen and federal ministers. The Prime Minister is appointed by the President with the consent of the State Duma. Should the selected candidate be rejected three times, the President appoints the Prime Minister himself, dissolves the State Duma and announces new elections. The Prime Minister proposes to the President his candidates for the offices of federal ministers. The Government presents a draft budget to be discussed by the State Duma and provides its implementation as well as realization of financial, credit and monetary policies. It carries out measures to ensure legality, rights and freedoms of citizens, protects property, public order and combats crimes. The Government ensures state security and the realization of foreign policy. It pursues a uniform state policy in the sphere of culture, science, education, social security, health and ecology.

Justice in the Russian Federation is treated as a special type of state activity. It is administered by courts of law unified within a single judicial system which is independent of other state systems. The aim of justice in Russia is to safeguard both the citizens' rights and interests as well as those of the state and individual institutions, enterprises and organizations. Judicial power is effected by means of constitutional, civil, administrative and criminal judicial proceedings. Judges are independent and subject only to the Constitution of the Russian Federation and federal law.

Подберите русские эквиваленты к следующим словам и выражениям из текста.

- 1) to be established by the Constitution
- 2) a law-governed state
- 3) a constituent entity
- 4) consensual procedures
- 5) a branch of power
- 6) to exercise power
- 7) to vest power in smb
- 8) to introduce a state of emergency
- 9) a draft budget
- 10) to dissolve Parliament
- 11) public order
- 12) to administer justice
- 13) to ensure legality
- 14) powers and responsibilities
- 15) to pursue a uniform state policy

4. Найдите в тексте английские эквиваленты.

- 1) республиканская форма правления
- 2) противоречить федеральным законам
- 3) подписывать договоры
- 4) постоянно действующий орган
- 5) представительный орган
- 6) кандидат на должность
- 7) быть избранным на срок
- 8) объявить новые выборы
- 9) проводить слушания

- 10) независимая государственная деятельность
- 11) судебная власть
- 12) государственная безопасность
- 13) исполнительная ветвь власти
- 14) внешняя политика
- 15) уголовное судопроизводство
- 16) обеспечивать права граждан

5. Прочитайте текст еще раз и определите, справедливы ли данные утверждения. Исправьте неверные утверждения.

1. The Russian Federation was established by the Constitution of 1995.
2. The Government consists of the federal ministers only.
3. The authorities of the constituent entities don't have the right to pass laws independently of the Federal Government.
4. Should the selected candidate be rejected three times, the President appoints the Prime Minister himself.
5. A draft budget is to be discussed by the State Duma.
6. To become a law a bill must be signed by the President.
7. Judges are subject to the President only.
8. The Prime Minister heads the Security Council of the Russian Federation.
9. In case of a conflict between federal and local authorities, the President uses consensual procedures to resolve the problem.

6. Ответьте на вопросы по тексту.

1. What type of state is Russia?
2. Who is the head of the Russian Federation?
3. What are the three independent branches of state power in Russia?
4. What kind of a working body is the Federal Assembly?
5. Which chamber is more powerful?
6. Why are legislative and executive functions performed by different institutions?
7. Are these two establishments (the Government and the State Duma) equally important? Why?
8. Who does the Government consist of?
9. What is the aim of justice in Russia?
10. How does the judicial system function?
11. What are the functions of: a) the President; b) the Federal Assembly; c) the Government?

Практическая работа № 46

Тема: Судебная власть РФ

Цель: формирование лексических навыков чтения и говорения.

Студент должен

Знать: значение и написание слов профессиональной направленности.

Уметь: применять причастие и новые слова в устной и письменной речи, читать с целью извлечения конкретной информации и детального понимания содержания.

ХОД ЗАНЯТИЯ

Judiciary of the Russian Federation

Vocabulary

1. judiciary – судебная власть, судоустройство, судейский корпус
2. judicial system – судебная система
3. rule of law (syn. supremacy of law) – принцип верховенства права
4. access to justice – свободный доступ к правосудию

5. right to fair trial – право на справедливое судебное разбирательство
6. to enforce justice – обеспечивать осуществление правосудия
7. the qualifying judicial board – квалификационная коллегия судей
8. to suspend from the exercise of duties – временно отстранить от должности
9. government – государственная власть, государственное устройство, форма государственного правления, правительство.

1. Подумайте и ответьте на вопросы, используя следующие выражения.

I really think (that) ... Я действительно думаю, что ...

I strongly believe (that) ... Я твердо убежден, что ...

In my opinion ... По моему мнению ...

What I think is (that) ... Я думаю, что ...

I feel (that) ... Я полагаю (считаю), что ...

Hmm, I'm not sure, but ... Я не уверен, но ...

I'm keeping an open mind for the moment. Пока у меня нет никакого мнения на этот счет.

1. What is the core of the separation of powers and the system of the checks and balances? What is the role of judiciary?
2. Does the society really need judiciary? Can we live without this branch?
3. What rights do the citizens have in this sphere?
4. Do you feel that courts can protect your rights?

2. Прочитайте и переведите текст.

The existing judicial system of the Russian Federation was formed and is being developed as a result of a judicial reform carried out in Russia from the beginning of the 90s with the purpose to create and maintain the judicial power in the state mechanism as an independent branch of power, free from political and ideological bias, independent in its activities from the executive and legislative branches of power. Independent, competent law court is an important component of a democratic state. In the area of justice, special attention is given to implementation of the principle of rule of law, in particular, independence of judges, access to justice and right to fair trial.

The Constitution of the Russian Federation of 1993 became the main legal basis for the introduction of the judicial reform. For the first time the Constitution contained a Chapter "Judicial Power" according to which the state power in the Russian Federation should be exercised on the basis of its division into legislative, executive and judicial powers, and all these branches of power should be independent. The structure of the judicial system of the Russian Federation and the sphere of activities of its various parts are determined by the Constitution and federal constitutional laws.

According to the Constitution of the Russian Federation only the courts can enforce justice in the Russian Federation. Judicial power enforces justice by means of constitutional, civil, administrative and criminal proceedings. It is forbidden to establish extraordinary courts.

The Federal Constitutional Law on Judicial System of the Russian Federation was adopted in late 1996 and enacted on the 1st of January 1997. Along with the Constitution of Russia, the Law is the basis of legal regulation, organization and activity of all judicial bodies in the country. All other federal constitutional and federal laws in the area of judicial organization comply with this Federal Constitutional Law. Judicial system in Russia is a combination of judicial bodies that exercise functions of the judiciary and share the same tasks and methods of work.

The judicial power in Russia is exercised by the Constitutional Court of the RF, general jurisdiction courts and arbitration courts by means of constitutional, civil, administrative and criminal judicial proceedings. Courts, in turn, are divided into federal courts and courts of the constituent entities of Russia.

Under the constitution all trials in all law courts are open (the hearing of a case can be in camera in cases provided by the federal law) and conducted on an adversarial and equal basis.

The judiciary of the Russian Federation is formed according to the following principles:

- Judges are appointed (federal court judges are appointed by presidential order);
- Candidates for positions of a judge in the Russian Federation's Constitutional Court, Supreme Court and the Higher Arbitration Court are approved by the Parliament's upper chamber on the President's recommendation;
- There is a system of reappointment (a federal court judge is appointed for the first time for a three year term, at the end of which he can be reappointed to that position for an unlimited period until he reaches retirement age);
- There is an enforced retirement age for judges (70 years);

The qualifying judicial board is a key body for preparing and making decisions on appointing, reappointing and ending the terms of judges, as well as for rating their performance. The judicial board mainly consists of representatives of the judiciary; it is also mandatory that a representative of the president of the Russian Federation should be on the board. Apart from the functions of selecting the membership of the community of judges, the qualifying judicial board has to supervise the judges' activities. If a judicial board receives complaints about a judge's activity, the judge could be subject to a disciplinary penalty or suspended from his duties.

3. Переведите следующие словосочетания на русский язык.

- 1) the judicial system
- 2) competent law court
- 3) constitutional/civil/administrative/criminal proceeding
- 4) arbitration courts
- 5) the qualifying judicial board
- 6) to be suspended from the duties
- 7) to maintain the judicial power
- 8) to enforce justice
- 9) to comply with
- 10) courts of the constituent entities of Russia
- 11) mandatory
- 12) to be subject to disciplinary penalty
- 13) access to justice

4. Найдите в тексте английские эквиваленты следующим словам и словосочетаниям.

- 1) проводить реформу
- 2) политические и идеологические предубеждения
- 3) исполнение принципа верховенства права
- 4) осуществлять государственную власть
- 5) посредством чего-либо
- 6) судебные органы
- 7) суды общей юрисдикции
- 8) Конституционный суд России
- 9) федеральные суды
- 10) проводить судебное заседание на основе принципа состязательности и равенства
- 11) оценивать исполнение служебных обязанностей
- 12) осуществлять надзор над деятельностью судей
- 13) право на справедливое судебное разбирательство

5. Ответьте на вопросы по тексту.

1. What is the purpose of the judicial reform carried out in Russia from the beginning of the 90s?
2. What are the basic legal documents determining the structure of the judicial system and the sphere of its activities?
3. What is the main task of judiciary according to the Constitution?
4. In what way is the judicial power in Russia exercised?
5. How is the judiciary of the Russian Federation formed?
6. What is the qualifying judicial board? Who does it consist of?
7. Can you enumerate the functions of the qualifying judicial board?
8. What happens if a judicial board receives complaints about a judge's activity?

Практическая работа № 47

Тема: Конституция США. Законодательная власть США.

Цель: формирование лексических навыков чтения и говорения.

Студент должен

Знать: значение и написание слов профессиональной направленности.

Уметь: читать с целью извлечения конкретной информации и детального понимания содержания, говорить на основе прочитанного.

ХОД ЗАНЯТИЯ

Lawmaking Procedure in the USA

Vocabulary

1. the House of Representatives – Палата Представителей
2. the introduction of a bill to the Congress – внесение законопроекта на рассмотрение Конгресса
3. a constituent – избирательный округ
4. an appropriate committee – соответствующий комитет
5. a subcommittee – подкомитет
6. to move a bill forward – продвигать законопроект
7. consideration – рассмотрение, обсуждение
8. to introduce an amendment – внести поправку
9. to pass both houses of the Congress – пройти обсуждение в обеих палатах Конгресса
10. to sign a bill into law – поставить подпись на законопроекте, сделав его тем самым законом

1. Прочитайте текст и ответьте на вопросы.

1. What is the legislative body in the USA? What does it consist of?
2. What are the steps in the legislative process?
3. What are the sources of bills?
4. Who can introduce the legislation?
5. What options has the President upon receiving a bill?

The Congress of the United States is the highest lawmaking body in the United States and one of the oldest national legislatures in the world. The U.S. Congress consists of two houses - the Senate and the House of Representatives. A member of the Senate is referred to as a senator, and a member of the House of Representatives is called a representative or congressman or congresswoman.

The general process for making a bill into a law is described in the Constitution.

The first step in the legislative process is the introduction of a bill to the Congress. Bills originate from several different sources: from individual members of the Congress, from a member of a constituent or a group of constituents, from one or more state legislatures, or the President or his administration, but only members of the Congress can introduce legislation.

After being introduced, a bill is referred to the appropriate committee for review. There are 17 Senate committees, with 70 subcommittees, and 23 House committees, with 104 subcommittees. A bill is first considered in a subcommittee, where it may be accepted, amended, or rejected. If the members of the subcommittee agree to move a bill forward, it is reported to the full committee, where the process is repeated again. If the full committee votes to approve the bill, it is reported to the House or the Senate.

When the bill comes up for consideration, the House has a very structured debate process. Each member who wishes to speak has only a few minutes, and the number and kind of amendments are usually limited. In the Senate, debate on most bills is unlimited - Senators may speak to issues other than the bill under consideration during their speeches, and any amendment can be introduced. A bill must pass both houses of the Congress before it goes to the President for consideration. Once debate has ended and any amendments to the bill have been approved, the full membership will vote for or against the bill. The bill is then sent to the President. When receiving a bill from the Congress, the President has several options. If the President agrees with the bill, he or she may sign it into law. If the President disagrees with the bill, he may veto it and send it back to the Congress. The Congress may override the veto with a two-thirds vote of each chamber, at which point the bill becomes law and is printed.

2. Выразите согласие/несогласие со следующими утверждениями, используя следующие речевые модели.

Model: a) I fully agree with the statement.

b) I am afraid, I can't agree with it.

1. The Senate is the main legislative body of the USA.
2. The Constitution of the USA sets forth the general process for making a bill into law.
3. The first step in the legislative process is voting.
4. In the House of Representatives, debate on most bills is unlimited.
5. All bills must pass both houses of the Congress before it goes to the President.
6. Upon receiving a bill from the Congress, the President has to sign it.
7. The Congress has no right to override the presidential veto.

Практическая работа № 48

Тема: Исполнительная власть США. Причастие 2

Цель: формирование лексических и грамматических навыков чтения и говорения.

Студент должен

Знать: значение и написание слов профессиональной направленности, правило образования Причастия 2.

Уметь: применять новые слова в устной и письменной речи, читать с целью извлечения конкретной информации и детального понимания содержания, применять причастие 2 в речи.

ХОД ЗАНЯТИЯ

Overview of the United States Government and Policies

Vocabulary

1. the system of checks and balances – система сдержек и противовесов
2. to be vested in the Supreme Court – быть возложенным на Верховный Суд
3. the electoral college – коллегия выборщиков
4. judicial review – судебный пересмотр, судебный контроль
5. a major political party – главная политическая партия
6. voter-turn-out – явка избирателей

7. “winner-take-all” principle – принцип «победителю достаётся всё»

8. to reign supreme – царствовать

1. Прочитайте текст и найдите подтверждение следующим предложениям.

1. Конституция США – это живой документ.

2. Конгресс является законодательной властью в США.

3. Исполнительная власть обеспечивает организацию исполнения законов и президент должен выполнять правительственные программы.

4. Верховный суд является высшей судебной инстанцией в стране.

5. В США есть две наиболее крупные политические партии.

6. В различных штатах США выборы проводят по-разному.

Government of the United States is based on a written constitution. This constitution consists of a Preamble, seven Articles, and 27 Amendments. From this document, the entire federal government was created. It is a living document whose interpretation has changed over time. The amendment process is such that while not easily amended, US citizens are able to make necessary changes over time.

Three Branches of Government. The USA is a presidential republic. The US Constitution was adopted by Congress in 1787. The Constitution created three separate branches of government. Each branch has its own powers and areas of influence. At the same time, the Constitution created a system of checks and balances that ensured no one branch would reign supreme. The three branches are:

Legislative Branch. This branch consists of the Congress (the Senate and the House of Representatives) which is responsible for making the federal laws. The Congress can pass the law anyway if it gets a two-thirds majority votes. The President can veto (reject) it. Congress also plays an informative role. It informs the public about different and important subjects.

Executive Branch. The executive power lies with the President of the United States who is given the job of executing, enforcing, and administering the laws and government. The president is to carry out the programmes of the Government, to recommend much of the legislation to the Congress.

Judicial Branch. The judicial power of the United States is vested in the Supreme Court – the highest judicial organ of the state and the federal courts. Their job is to interpret and apply US laws through cases brought before them. Another important power of the Supreme Court is that of Judicial Review whereby they can rule laws unconstitutional.

The Constitution is built on six basic principles: Popular Sovereignty; Limited Government; Separation of Powers; Checks and Balances; Judicial Review; Federalism.

Political Process. While the Constitution sets up the system of government, the actual way in which the offices of Congress and the Presidency are filled is based upon the American political system. The US exists under a two-party system. The two major parties in America are the Democratic and Republican parties. Sometimes, a special issue produces a third party, but the third party often loses strength. Parties perform a wide variety of functions. They act as coalitions and attempt to win elections.

Elections. In the United States elections are held at all levels including local, state, and federal. There are numerous differences from locality to locality and state to state. Even when determining the presidency, there is some variation with how the electoral college (a body of people representing the states of the USA, the system that is used in presidential elections) is determined from state to state. While voter-turn-out is barely over 50% during Presidential election years and much lower than that during midterm elections, elections can be hugely important.

2. Закончите предложения в соответствии с содержанием текста.

1. The Constitution of the USA consists of ...

2. The Constitution created ...

3. The President of the USA is given the job of ...

4. The judicial branch of the government is the system of courts in the USA. Its job is ...

5. The USA exists under a two-party system. Sometimes, a special issue produces a third party, but ...
6. Elections are held in the United States at all levels ...

3. Выразите согласие/несогласие со следующими утверждениями, используя известные вам речевые модели.

1. The Constitution of the USA consists of 27 Amendments.
2. A written constitution is a living document. It can be altered with ease.
3. The Constitution created three separate branches of government.
4. Congress, the legislative branch of the federal government, is made up of an upper house, called the Federation Council, and a lower house, the State Duma.
5. Power is concentrated in the executive branch, which is headed by the President who is given the job of executing, enforcing and administering the laws and the government.
6. The judicial power of the United States is vested in the US District Courts.
7. The two major parties in America are the Democrats and the Republicans. They perform a wide variety of functions.
8. Elections are held at all levels and there are numerous differences in registration laws from locality to locality and state to state.

4. Укажите, какие предложения содержат информацию из текста.

1. The Constitution and the Bill of Rights illustrated two different sides of American political life.
2. The Constitution was adopted by Congress in 1789.
3. In 1791 two amendments were made to the Constitution.
4. The USA is a presidential republic.
5. There are 100 Senators, two from each state in the Senate and 435 members in the House of Representatives.
6. The President of the United States is elected for a term of four years by electors of each state, must be a native born citizen, resident in the country for 14 years and at least 35 years old.
7. The Supreme Court - the highest judicial organ of the state has the power of Judicial Review.
8. The two political parties in America act as coalitions and attempt to win elections.
9. Almost all elections in the United States follow the "winner-take-all" principle: the candidate who wins the largest number of votes in a Congressional district is the winner.

5. Выберите правильный вариант ответа.

1. What is the United States of America?
 - a) an absolute monarchy
 - b) a federation of states
 - c) a presidential republic
2. What does the Constitution of the USA consist of?
 - a) a Preamble, ten Articles, thirty Amendments
 - b) a Preamble, seven Articles, twenty seven Amendments
 - c) statutes, customs, constitutional conventions
3. How many branches is the Government in the United States divided into?
 - a) two
 - b) three
 - c) four
4. How is the legislative branch of the Government called?
 - a) Parliament
 - b) Congress
 - c) the Supreme Court
5. What branch of the Government has the responsibility to carry out the law?
 - a) the executive branch
 - b) the legislative branch
 - c) the judicial branch

6. What branch of the Government is the most powerful?
 a) legislative
 b) executive
 c) judicial
7. What is the highest executive power in the United States?
 a) the President
 b) the House of Representatives
 c) the Senate
- What does the judicial branch do?
 a) makes and passes laws
 b) interprets and applies US laws
 c) executes, enforces and administers laws
9. What party system does the United States have?
 a) a one-party system
 b) a multi-party system
 c) a two-party system

Практическая работа № 49

Тема: Судебная власть США

Цель: формирование лексических навыков чтения и говорения.

Студент должен

Знать: значение и написание слов профессиональной направленности.

Уметь: применять новые слова в устной и письменной речи, читать с целью извлечения конкретной информации и детального понимания содержания.

ХОД ЗАНЯТИЯ

1. Translate the text into Russian.

The judicial system of the USA

The head of the judicial power is the Supreme Court. It consists of the Chief Justice and eight Associate Justices appointed for life by the President with the approval by the Senate. One of the most important duties of Justices is to decide whether laws passed by Congress agree with the Constitution. If the Supreme Court decides that the Constitution does not give Congress the power to pass a certain law, the Court declares the law unconstitutional. Such a law cannot be enforced by the President and his executive officers.

The Court of Appeals has only appellate jurisdiction. It works in the District of Columbia and ten circuits into which the country has been divided.

The marshals are the oldest law enforcement agency in the United States. Each marshal is appointed by the President of the USA with advice and consent of the US Senate. The appointment is for a period of four years. Marshals do not wear uniform. There are about seven hundred US marshals in the United States. The marshals work in federal courts, serve federal processes, transport federal prisoners and have powers to arrest in federal cases. The activities of marshals are supervised and directed by the Attorney-General.

The office of the United States Attorney-General was established in 1789. The purpose of the office was to enforce federal laws. The Attorney-General is the head of the US Department of Justice.

2. Use these words in the following sentences

unconstitutional

appellate

Supreme

executive Associate

Chief

1. The head of the judicial power of the USA is the ... Court.
2. The Court is made up of the ... Justice and eight... Justices.
3. If the Constitution does not give Congress the power to pass a certain law, the Court declares the law ...
4. Unconstitutional laws cannot be enforced by the President and his ... officers.
5. The Court of Appeals has only ... jurisdiction.

3. Say in what meanings these two words are used in the text:

enforcement

- 1) принудительное применение (права, закона); правоприменение; полицейское правоприменение; патрульная полиция
- 2) принудительное осуществление или взыскание по суду
- 3) принудительное обеспечение соблюдения, исполнения; принуждение к исполнению; принудительное проведение в жизнь; обеспечение правовой санкцией
- 4) принуждение к выполнению требований гангстерской банды

executive

- 1) исполнительная власть, правительство
- 2) глава исполнительной власти; президент; губернатор штата
- 3) управляющий, член правления/совета управляющих корпорации
- 4) исполнительный, административный

4. Answer the following questions:

1. Did you know what the word marshal meant?
2. What are the main responsibilities of marshals in the USA?
3. Do they wear uniform?
4. Who appoints them?
5. For what period are they appointed?
6. Who supervises their work?

5. Agree or disagree:

1. Marshal is a police rank in the USA.
2. The Attorney General heads the federal police in the USA.

Практическая работа №50

Тема: Законодательная власть Великобритании.

Цель: формирование лексических навыков чтения и говорения.

Студент должен

Знать: значение и написание слов профессиональной направленности

Уметь: новые слова в устной и письменной речи, читать с целью извлечения конкретной информации и говорить на основе прочитанного.

ХОД ЗАНЯТИЯ

Legislation in the United Kingdom

Vocabulary

1. the House of Lords – Палата Лордов
2. the House of Commons – Палата Общин
3. similar – подобный, схожий
4. scrutiny – тщательная проверка
5. a life peer – пожизненный пэр (титул и привилегии не передаются по наследству)

6. a hereditary peer – потомственный пэр (титул и привилегии передаются по наследству)
7. to proceed to committee stage – перейти на стадию обсуждения в комитете
8. to propose further amendments – предлагать дальнейшее внесение поправок
9. to reach agreement – достигнуть соглашения
10. the Royal Assent – королевская санкция

1. Прочитайте текст и ответьте на вопросы.

1. What is the legislative body in the UK? What does it consist of?
2. What are the steps in the legislative process?
3. What are the sources of bills? Who can introduce the legislation?

In Great Britain laws are made in Parliament at Westminster. The British Parliament consists of the monarch, the House of Lords, and the House of Commons. Their work is similar: making laws (legislation), checking the work of the government (scrutiny), and debating current issues. The House of Lords is composed of life peers and hereditary peers. The House of Commons is composed of Members of Parliament (MPs).

The idea for a new law can come from a variety of sources: bills may be introduced by any member of either House (a "Private Member's Bill"), a Minister of the Crown (a "Government Bill"), by the general public ("Public Bills"), by an individual or small group of individuals (a "Private Bill").

First reading is the first stage of a Bill's passage through the House of Commons - usually a formality, it takes place without debate. The short title of the Bill is read out and then the Bill is printed. The Bill is published as a House of Commons paper for the first time.

The next stage is second reading, the first opportunity for MPs to debate the general principles and themes of the Bill.

Once second reading is completed the Bill proceeds to committee stage. Committee stage is where detailed examination of the Bill takes place, clause by clause, determining the intent and impact of the Bill's language. This is therefore often considered the most important step in the parliamentary process for researchers aiming to determine legislative intent. It is at this stage that amendments are made. If the Bill has been amended the Bill is reprinted before its next stage.

Once committee stage is finished, the Bill returns to the floor of the House of Commons for its report stage, where the amended Bill can be debated and further amendments proposed. All MPs can suggest amendments to the Bill or new clauses (parts) they think should be added.

Report stage is normally followed immediately by debate on the Bill's third reading. Amendments (proposals for change) cannot be made to a Bill at the third reading in the Commons.

The process in the House of Lords is very similar to the process in the House of Commons. The Bill will have the pro forma first reading, then the second reading. After the second reading the Bill will normally be referred to a Committee of the Whole House. The Bill then passes through a consideration stage and the third reading. In the House of Lords amendments may be made in the Committee of the Whole House, the consideration stage, and the third reading (this is different from the House of Commons where no amendments can be made in the third reading).

If the Bill is started in the Commons it goes to the House of Lords for its first reading. If the Bill is started in the Lords it returns to the House of Lords for consideration of any amendments the Commons has made. Both Houses must agree on the exact wording of the Bill. A Bill may go back and forth between each House until both Houses reach agreement.

When a Bill has completed all its parliamentary stages in both Houses, it must have the Royal Assent before it can become an Act of Parliament. The Royal Assent is the monarch's agreement to make the Bill into an Act and is a formality. When Royal Assent has been given to a Bill, the announcement is usually made in both Houses by the Lord Speaker in the Lords and the Speaker in the Commons.

2. Закончите предложения согласно содержанию текста и переведите их на русский язык.

1. The British Parliament consists of

2. During the first reading the short title of the Bill
3. The second reading is the first opportunity
4. The committee stage is
5. Once the committee stage is finished, the Bill returns to the floor of the House of Commons for its report stage, where
6. The report stage is followed by
7. The process in the House of Lords is
8. The Royal Assent is... .
9. When the Royal Assent has been given to a Bill,

Практическая работа № 51

Тема: Исполнительная власть Великобритании.

Цель: формирование лексических навыков чтения и говорения.

Студент должен

Знать: значение и написание слов профессиональной направленности

Уметь: новые слова в устной и письменной речи, читать с целью извлечения конкретной информации и говорить на основе прочитанного.

ХОД ЗАНЯТИЯ

The System of Government of the United Kingdom

Vocabulary

1. to run a country – управлять страной
2. to raise finance – обеспечивать финансирование, привлекать средства
3. statutory law – право, выраженное в законах, статутное право, писанный закон
4. common law – общее право, неписанный закон, обязательность которого основывается на всеобщем признании
5. universal suffrage – всеобщее избирательное право
6. parliamentary constituency – избирательный округ по выборам в парламент
7. the Royal Proclamation – официальное сообщение по общему вопросу
8. to alter the constitution – изменить конституцию
9. an absolute monarchy – абсолютная/неограниченная монархия
10. revision – пересмотр
11. to remain responsible to smb – оставаться ответственным перед кем-то

1. Прочитайте текст и озаглавьте каждый абзац, используя следующие заголовки.

The United Kingdom is a unitary state and a democratic constitutional monarchy.

The constitution is uncodified, being made up of constitutional conventions and various elements of statutory law. The Monarch is Head of State and the Prime Minister is the head of Government.

The Sovereign formally appoints the Prime Minister, who, by convention, is the leader of the majority party in the House of Commons. Other ministers are appointed by the Sovereign on the advice of the Prime Minister. They make up the Government and act as political heads of the various Government Departments.

The UK has a cabinet Government. They meet weekly to run the country, while the British Parliament is in session. The UK Cabinet has collective responsibility for decision-making. no Cabinet minister can oppose it. Although the executive power is exercised by Her Majesty's Government, all the ministers remain responsible to the UK Parliament. 75

The UK Parliament is the United Kingdom's supreme legislative body. The main function of Parliament is to pass laws and raise finance through taxation. It consists of the Queen and the two chambers of Parliament, the House of Commons and the House of Lords. The House of Commons is a representative body consisting of 650 Members of Parliament (MPs) elected by a system of universal suffrage. The House of Lords is not elected. It is not allowed to amend in any way certain bills passed by the House of Commons and has limited powers of revision or delay over others.

Great Britain has a long judicial history. The judiciary is an independent body. The United Kingdom doesn't have a single unified judicial system. Today the UK has three distinct systems of law: English law, Northern Ireland law and Law of Scotland. Both English law, which applies in England and Wales, and Northern Ireland law are based on common-law principles. The essence of common law is that law is made by judges sitting in courts, applying their common sense and knowledge of legal precedent to the facts before them. Law of Scotland, a hybrid system based on both common-law and civil-law principles, is applied in Scotland.

For electoral purposes Britain is divided into parliamentary constituencies. General elections must be called within five years. They are held following a dissolution of Parliament. The Prime Minister asks the Monarch to dissolve Parliament by Royal Proclamation. Traditionally the date of general elections is not fixed in advance, and the time is chosen by the governing party to maximize political advantages. Voting is by secret ballot and takes place on Polling Day. Since 1935 every general election has been held on a Thursday by universal suffrage.

The voters in the United Kingdom also elect members of the European Parliament on a broadly proportional system of voting.

The UK is sometimes called a "two-and-a-half" party system, because parliamentary politics is dominated by the Labour Party and Conservative Party, with the Liberal Democrats holding a significant number of seats (but still less than Labour and the Conservatives) and several small parties. The party in power requires the support of the people it governs. Without this most basic requirement, a government will find it hard to function effectively. If a party loses an election, it will confirm the right of the victorious party to exercise power. It will not deny its right to govern.

2. Прочитайте текст и закончите предложения в соответствии с содержанием текста.

1. The constitution of the United Kingdom is made up of
2. The Executive power is exercised by
3. The United Kingdom's supreme legislative body is
4. The United Kingdom doesn't have a single unified judicial system
5. The essence of common law is
6. For electoral purposes Britain is divided into
7. General elections take place on
8. The UK is a multi-party system and it is sometimes called a two-and-a-half party system

3. Выразите согласие/несогласие, используя следующие речевые модели.

Model: a) I quite/completely/fully/entirely agree, that's right.

b) I disagree, I can't agree, I don't think so, it's wrong/false, on the contrary.

1. The United Kingdom is both a constitutional monarchy and a democracy.
2. The British Constitution is written. It is set out in an official handbook which anyone can buy and study.
3. Though the Monarch is Head of State but in practice the Queen reigns, she doesn't rule.
4. The Queen, the Lords and the Commons form the Parliament. It means that they all act together.
5. The House of Lords is a very powerful body.
6. The House of Commons is directly elected by the people of Britain and general elections must take place at least every five years. 76

7. The UK exists under a “one-party system” because parliamentary politics is dominated by the Conservative Party only.

4. Укажите, какие предложения содержат информацию из текста.

1. The United Kingdom of Great Britain and Northern Ireland is a constitutional monarchy.
2. The Queen stands outside the Government as a symbol of country’s unity.
3. The executive power is exercised by the Prime Minister who is the leader of the majority party in the House of Commons.
4. The Prime Minister is the Queen’s chief adviser and his opinions shape the whole of Government policy.
5. Although the executive power is exercised by Her Majesty’s Government, all the ministers remain responsible to the UK Parliament.
6. The UK doesn’t have a single unified system. Today the UK has three distinct systems of law.
7. According to the Constitutional Reform Act 2005 the House of Lords was replaced as the final court of appeal on civil cases within the United Kingdom on October 1, 2009, by the Supreme Court of the United Kingdom.
8. General elections are held following a dissolution of Parliament. The Prime Minister asks the Monarch to dissolve Parliament by Royal Proclamation.
9. Britain has a two-party system. Each of the parties represented in the House of Commons maintains its own organization within Parliament in order to keep its members informed about parliamentary business and to maintain its parliamentary voting strength.
10. If a party loses an election, it will confirm the right of the victorious party to exercise power.

5. Ответьте на одиннадцать “What” вопросов по содержанию текста .

1. What is the United Kingdom?
2. In what way is the British Constitution different from the constitutions of many other countries?
3. What makes up the Government?
4. What is the role of the UK Cabinet Government?
5. What kind of body is the UK Parliament?
6. What two main duties does the Parliament perform?
7. What does the UK Parliament consist of?
8. What is the judiciary?
9. What systems of law does the UK have?
10. What is Britain divided into for electoral purposes?
11. What parties is parliamentary policies dominated by?

Практическая работа №52

Тема: Судебная власть Великобритании. Времена английского глагола (активный залог)

Цель: формирование лексических и грамматических навыков чтения и говорения.

Студент должен

Знать: значение и написание слов профессиональной направленности.

Уметь: применять новые слова в устной и письменной речи, читать с целью извлечения конкретной информации, говорить на основе прочитанного, определять форму глагола.

ХОД ЗАНЯТИЯ

JUDICIAL BRANCH OF THE UNUTED KINGDOM

1. Прочитайте текст и озаглавьте его. Найдите в тексте английские эквиваленты русским предложениям.

1. В Соединенном королевстве нет единого свода законов, который применялся бы во всем государстве.

2. Каждая из отдельных правовых систем в Англии и Уэльсе, Северной Ирландии и Шотландии имеет свою судебную власть.
3. Лорд-главный судья выполняет около 400 функций, учрежденных законом ...
4. Лорд-главный судья в настоящее время решает, где судьи заседают и какие дела они рассматривают ...
5. Лорд-главный судья организовал Исполнительный комитет судебной власти, чтобы помочь в обеспечении руководства судебной властью ...
6. Судьи разных уровней судебной системы могут иметь свои представительские организации ...

2. Ответьте на вопросы по тексту.

1. What is the distinctive feature of the UK Judiciary?
2. Who has the responsibility over the UK Judiciary? Who had it previously?
3. What issues can the Lord Chief Justice decide? Whose support does he have?
4. What is the role of the Judicial Executive Board and Judges' Council?
5. What is the role of judges' representative organizations?

The United Kingdom does not have a single body of law applicable throughout the realm. Scotland has its own distinctive system and courts; in Northern Ireland, certain spheres of law differ in substance from those operating in England and Wales.

The Judiciary of the United Kingdom is not a single body either. Each of the separate legal systems in England and Wales, Northern Ireland and Scotland have their own judiciary.

There are various levels of judiciary in England and Wales — different types of courts have different styles of judges.

As a part of the constitutional changes of April 2006, the Lord Chief Justice is responsible for some 400 statutory functions, which were previously the responsibility of the Lord Chancellor. For example, the Lord Chief Justice now decides where judges sit, and the type of cases they hear. To do this, the Lord Chief Justice has support from his judicial colleagues, as well as from a small administrative staff. An outline structure for the organisation of the judiciary has been created. This document provides greater detail about the way in which the changes set out in the Constitutional Reform Act impact on the judiciary.

The Lord Chief Justice has created a Judicial Executive Board to help provide judicial direction and he has also strengthened the existing Judges' Council, which is representative of all levels of the judiciary.

Sometimes different levels of judges have their own representative organisations, for example the Association of Her Majesty's District Judges, or Council of Her Majesty's Circuit Judges. These groups represent the interests of judges from a particular level or jurisdiction.

Finally, judges also have access to administrative support within the court environment, whether this is their own allocated clerk, court staff, or legal advisers for magistrates.

3. Прочитайте текст и ответьте на вопросы.

1. What levels does the court system in England and Wales consist of?
2. What is the task of the Judicial Committee of the Privy Council?
3. What is the jurisdiction of the Supreme Court?
4. What does the High Court consist of?
5. What cases does the Chancery Division deal with?
6. What cases does the Family Division resolve?
7. What cases does the Queen's Bench Division examine?
8. What is the jurisdiction of the Crown Court?
9. What do Magistrates' Courts deal with?
10. How are judges appointed?

4. Раскройте скобки, употребляя глаголы в требуемом времени.

1. Where is your luggage? — I (to leave) it at the station. I (to take) it tomorrow when Nick (to come) to help me.
- 2.1 (to read) about an hour when he (to come).
3. The play (not yet to begin)

and the people (to talk) in the hall. 4. Yesterday I (to buy) a new pair of gloves, as I (to lose) the old ones. 5. We (to walk) in silence. He already (to tell) me all that (to be) interesting about himself, and I (to have) nothing to tell him. 6. The moon (not to rise) yet, and only two stars, like two distant lighthouses, (to shine) in the dark blue sky. 7. One night a little swallow (to fly) over the city. His friends (to fly) away to Egypt six weeks before, but he (to stay) behind. 8. What you (to do) these three months? 9. Our train starts late in the evening, so if you (to come) at seven o'clock, we still (to pack) our luggage. 10. When you (to see) him last? 11. I (to meet) him when he (to walk) across the park. 12. You ever (to act) on the stage? — Why, yes, that's what I (to do) for the last six years. 13. Don't enter the bedroom! The child (to sleep) there, and he always (to wake) up when somebody (to open) the door.

5. Раскройте скобки, употребляя глаголы в требуемом времени.

1. What you (to do) when I (to come) in? 2. When I (to come) to his house, they (to tell) me that he (to leave) an hour before. 3. On checking up his answers he (to find) out that he (to make) several mistakes. 4. When I (to leave) home, the snow already (to stop), but a strong wind (to blow). 5. You (to read) this book? — Yes, I (to read) it. I (to think) it (to be) very interesting. 6. What the children (to do) now? — Oh, they (to play) the new table game which I (to buy) for them the day before yesterday. 7. They (to reach) the corner of the street by now and (to stand) at the bus stop. 8. After we (to walk) about two hours, we arrived at a picturesque glade covered with fresh grass.

9. We could not go out because it (to rain) hard since early morning. 10. She (to teach) at our school for twenty years now. 11. Ring me up as soon as you (to come) home. 12. He (to begin) to write his composition at three o'clock. It is already eleven, and he still (to write) it. He says he (to finish) it by twelve. 13. We (to help) our librarian to put the books in the right order for already three days, but we (to arrange) only half the books.

Практическая работа №53

Тема: Монархи Соединенного Королевства

Цель: формирование лексических навыков чтения и говорения.

Студент должен

Знать: значение и написание слов профессиональной направленности.

Уметь: применять новые слова в устной и письменной речи, читать с целью извлечения конкретной информации.

ХОД ЗАНЯТИЯ

1. Read the text and translate. Ask 10 questions.

The British Monarchy.

The Monarch is really a figurehead representing the country. For thousands of years England (and later whole of the United Kingdom) has been united under one sovereign. The hereditary principle still operates and the Crown is passed to the sovereign's eldest son or daughter if there are no sons. Upon the death of the Sovereign, his or her heir immediately and automatically succeeds (hence the phrase "The King is dead. Long live the King!"), and the accession of the sovereign is publicly proclaimed by an Accession Council that meets at St. James's Palace. The monarch is crowned in Westminster Abbey, normally by the Archbishop of Canterbury. A coronation is not necessary for a sovereign to reign; indeed, the ceremony usually takes place many months after accession to allow sufficient time for its preparation and for a period of mourning. On the one hand the Queen is one of the richest women in the world. The Crown Estate is one of the largest property owners in the United Kingdom, with holdings of £7.3 billion in 2011. But on the other hand her power is limited by the fact that many of her expenses are paid for by government money. The Civil List covers most expenses, including those for staffing, state visits, public engagements, and official entertainment. Its size is fixed by

Parliament every 10 years; any money saved may be carried forward to the next 10-year period. In accordance with unwritten constitutional conventions, the Sovereign must appoint an individual who commands the support of the House of Commons, usually the leader of the party or coalition that has a majority in that House. The Prime Minister takes office by attending the Monarch in private audience, and after Kissing Hands that appointment is immediately effective without any other formality or instrument. In a "hung parliament", in which no party or coalition holds a majority, the monarch has an increased degree of latitude in choosing the individual likely to command most support, but it would usually be the leader of the largest party. Since 1945, there have only been two hung parliaments. The monarch could in theory unilaterally dismiss a Prime Minister, but a Prime Minister's term now comes to an end only by electoral defeat, death, or resignation. But the Queen has the power to prevent any politician from establishing a dictatorship. Some of the government's executive authority is theoretically and nominally vested in the Sovereign and is known as the Royal Prerogative. The monarch acts within the constraints of convention and precedent, only exercising prerogative on the advice of ministers responsible to Parliament, often through the Prime Minister or Privy Council. In practice, prerogative powers are only exercised on the Prime Minister's advice—the Prime Minister, and not the Sovereign, has control. The monarch holds a weekly audience with the Prime Minister. The monarch may express his or her views, but, as a constitutional ruler, must ultimately accept the decisions of the Prime Minister and the Cabinet. The Royal Prerogative includes the powers to appoint and dismiss ministers, regulate the civil service, issue passports, declare war, make peace, direct the actions of the military, and negotiate and ratify treaties, alliances, and international agreements. It is the prerogative of the monarch to summon and prorogue Parliament. Each parliamentary session begins with the monarch's summons. The new parliamentary session is marked by the State Opening of Parliament, during which the Sovereign reads the Speech from the Throne in the Chamber of the House of Lords, outlining the Government's legislative agenda. The Monarch takes little direct part in Government. The decisions to exercise sovereign powers are delegated from the Monarch, either by statute or by convention, to Ministers or officers of the Crown, or other public bodies, exclusive of the Monarch personally. Thus the acts of state done in the name of the Crown, such as Crown Appointments,] even if personally performed by the Monarch, such as the Queen's Speech and the State Opening of Parliament, depend upon decisions made by others. The Sovereign's role as a constitutional monarch is largely limited to non-partisan functions, such as granting honours.

2. Найдите в 1,2,10 абзаце текста предложения, в которых употребляется Participle I, Participle
3. Выпишите и переведите их на русский язык.
4. Найдите в 4,5,6 абзаце текста предложения, в которых употребляется Gerund, выпишите и переведите их на русский язык.
5. Найдите в 8,9 абзаце текста предложения, в которых употребляется Infinitive, выпишите и переведите их на русский язык.

Практическая работа №54

Тема: Дифференцированный зачет (см.КОС)

Цель: контроль уровня развития речевых умений и навыков

Практическая работа №55

Тема: Виды преступлений. Уголовные элементы

Цель: формирование лексических навыков чтения и говорения.

Студент должен

Знать: значение и написание слов профессиональной направленности.

Уметь: применять новые слова в устной и письменной речи, читать с детальным пониманием, аудировать с извлечением конкретной информации.

ХОД ЗАНЯТИЯ

1. Прочитайте и переведите текст. Ответьте на вопросы.

1. How many stages does a criminal case pass?
2. Why is the arrest warrant necessary?
3. What do criminal charges depend on?
4. Can a case be resolved without a trial?
5. How does the prosecuting counsel manage to produce the appropriate evidence in court?
6. What kind of evidence can be excluded?
7. What is the purpose of appeals?

PRETRIALSTAGE. A criminal case passes through several phases before trial. At the first stage the crime is reported and investigated. Then, if there is “probable cause”, i.e. reasonable grounds (something more than mere suspicion to believe that a particular person committed the crime) the person can be arrested. An arrest warrant is necessary unless the pressure of time requires immediate action (e.g. before the suspect flees). Finally, criminal charges must be lodged against the defendant. Depending on the state, the charges are called either an indictment (by a grand jury) or information (by a magistrate or police officer). They must be based on probable cause, preponderance of evidence, or prosecutor’s evidence that supports a belief in the defendant’s guilt.

In the USA most cases are resolved without a trial. Attorneys for the defence and prosecution usually reach a plea bargain. The judge must decide whether the guilty plea was freely given and whether there was some factual basis for the plea, but judicial disapproval of an agreed upon plea is rare.

BURDEN OF PROOF. At the trial there is crucial difference between criminal and civil cases in the level of proof required. A civil plaintiff merely needs a preponderance of the evidence; the judge only needs to find that the evidence favours the plaintiff over the defendant. A successful criminal prosecution requires proof of guilt beyond a reasonable doubt.

The prosecuting counsel opens the case with a short description of the events of the crime and calls his witnesses. After taking an oath by the witness the prosecuting counsel begins his examination by asking the witness his/her name, profession, place of domicile. In English law, witnesses are not allowed to make lengthy statements to the court. It is the duty of the attorneys for both parties to examine and cross-examine witnesses.

THE ORDER OF PROCEEDINGS. The session is opened by the court called to order by the Clerk of the Court. The judge enters. The clerk says: “All rise”. Everyone stands up and waits for the judge to take his seat. The accused is brought into the dock and the clerk asks for his or her name. The accused answers with the appropriate plea.

In English law a person is innocent until proven guilty. This means that in a trial the burden of proof is on the prosecution and if the prosecution cannot establish a reasonable cause for conviction the court must acquit the accused.

Both the defence and prosecution give their closing arguments, the prosecution going first. The judge sums up the evidence and instructs the jury on their duties. He reminds the jury that if there is any doubt at all in their minds they must acquit the defendant. The jury retires to the jury room to consider the verdict. The verdict “not guilty” does not necessarily mean that the judge or

jury believe the defendant to be innocent. It is simply a finding that there was insufficient evidence to prove guilt beyond a reasonable doubt.

EVIDENCE. Criminal trial courts have numerous, complex rules about what evidence is admissible, and how it may be introduced. The rules are supposed to exclude irrelevant, unreliable, or unfairly prejudicial matters, especially in jury cases (the system presupposes that a judge is less likely to be swayed by improper evidence). The jury's verdict is to be based solely on the evidence properly brought out at the trial. Otherwise proper, highly relevant evidence may be excluded because it was obtained in violation of a defendant's constitutional rights. Criminal appeals are often decided on such so-called technical issues.

APPEALS. The appeal is a petition for review of a case that has been decided by a court of law. The petition made to a higher court for the purpose of overturning the lower court's decision. The specific procedures for appealing can vary greatly depending on the type of case and jurisdiction where the case was prosecuted. The appeal system is mostly for the benefit of the defendant, but it is possible for the prosecution to appeal for a retrial.

Appellate courts cannot overturn a verdict simply because they disagree with it – e.g., with how the jury weighed the evidence and decided to believe one witness more than another witness. Appeals tend to focus on problems in the trial, judge's legal ruling, the instructions to the jury, and the trial procedures, not simply in the judge's factual interpretations.

2. Соотнесите английские слова и словосочетания с их определениями на русском языке. Обратите внимание на их перевод.

- | | |
|------------------------------|--|
| 1) guilty plea | a) заявление о признании вины |
| 2) probable cause | b) сделка о признании вины |
| 3) preponderance of evidence | c) разумное, обоснованное сомнение |
| 4) burden of proof | d) обвинительный акт |
| 5) plea bargain | e) перевес доказательств |
| 6) reasonable doubt | f) заявление об обвинении по делу |
| 7) information | g) бремя доказывания |
| 8) indictment | h) вероятная причина, правдоподобное основание |

5. Выразите согласие/несогласие со следующими утверждениями.

1. When opening the session the Clerk of the Court is called.
2. One of the main principles of the English law is that a person is innocent until proven guilty.
3. Only the prosecution attorneys give their closing arguments.
4. There are no special rules about what evidence is admissible in criminal proceedings.
5. In jury cases the judge is responsible for the legal ruling of trial procedures.
6. The procedures for appealing are the same in every court of law.

6. Соотнесите слова из левой колонки с их определениями из правой колонки.

- | | |
|----------------|---|
| 1) defendant | a) a person who suffers injury, loss, or death as a result of criminal activity or other circumstances. |
| 2) victim | b) the person who leads a trial and decides on the sentence. |
| 3) jury | c) someone who appears in a court of law to say what they know about a crime or other event. |
| 4) prosecution | d) the party against which a legal action or suit is brought in a court of law. |
| 5) judge | e) a specific number of lay people, selected as prescribed by law to render a verdict in a trial. |
| 6) witness | f) the party that initiates a criminal case. |

Практическая работа №56

Тема: Наказание.

Цель: формирование лексических навыков чтения и говорения.

Студент должен

Знать: значение и написание слов профессиональной направленности

Уметь: применять новые слова в устной и письменной речи, читать с извлечением конкретной информации

ХОД ЗАНЯТИЯ

Punishment

Penalties

1. The earliest known form of punishment for crime was **corporal punishment**. The examples of common methods of corporal punishment were *stocks*, *pillory*, *ducking stool*, *whipping* and capital punishment.

2. Stocks were *wooden boards* with holes in which a person's *ankles* were *made fast*. The pillory was a larger *frame* of wood on a *wooden post*. In this frame there were holes through which a person's head and arms were put. Stocks and pillories were set up in public Pillory and stocks places, often in a market place. The purpose of this form of punishment was not only to make the criminal *suffer* physical discomfort, but also to *put him to shame*, and to allow the neighbours to *make fun* of him for hours.

3. Another popular method of punishment was "the ducking stool" when the offender had to sit in a special "chair" at the end of a wooden pole, which was *wheeled* through town and then *dipped into the water*, hence the name "ducking stool".

4. Whipping or *caning* on various body parts was *inflicted* for serious offences such as robbery with violence.

5. Important forms of punishment were imprisonment, penal servitude and the confinement of criminals in geographically isolated *penal colonies*, such as Devils Island.

6. The **death penalty** or capital punishment was the most *drastic* form of corporal punishment as it required law enforcement officers to kill the offender. Forms of the death penalty included hanging, *crucifixion*, the *firing squad*, burning at the stake, *lethal injection*, *gas chambers*, *beheading*, and *starvation*, among others.

7. Fortunately for present-day wrong-doers many of these methods of punishment have been abolished in most countries. All types of penalties applied to criminals nowadays may be divided into several groups: capital punishment, custodial sentences, and non-custodial sentences.

8. Custodial sentences include **imprisonment** and other forms of forced detention (e.g., *involuntary institutional psychiatry*). Imprisonment means putting a *convicted* into a special building (prison) where he is forced to live as a punishment for a fixed period of time. Prison nowadays is not considered to be corporal punishment, although the body is confined, no punishment is inflicted upon the body.

9. Non-custodial sentences include: **Suspended sentences**: the offender does not go to prison unless he or she commits another offence.

10. **Probation** is a kind of punishment when, instead of *jailing* a person convicted of a crime, a judge will order that the person reports to a *probation officer* regularly and according to a *set schedule*. An offender may have to report weekly for the first three months, then fortnightly and, if all is going well, every three or four weeks. A court probation order can last from six months to three years. It is a criminal offence not to *obey* a probation order.

11. **Community service.** Sometimes *petty criminals* instead of going to jail may, with their consent, be given community service orders. The court may order from 40 to 240 hours' unpaid service to be completed within 12 months. Examples of community service orders include repairing the houses of elderly or *disabled* people and building *adventure playgrounds*. By this penalty the court punishes offenders by making them give something back to the community.

12. An **injunction** is a court order that prohibits a party from doing something (*restrictive injunction*) or compels them to do something (*mandatory injunction*).

13. **Fines.** About 80 per cent of offenders are punished with a fine. There is no limit to the fine, unless set by statute. When fixing the amount of a fine, courts are required to reflect the seriousness of the offence and to take into account the *financial circumstances* of the offender.

14. **Compensation.** The courts may order an offender to pay compensation for personal injury, loss or damage resulting from an offence. In England and Wales courts are required to give reasons for not *awarding* compensation to a victim. Compensation *takes precedence* over fines.

15. **Cautioning.** The police have discretion whether to charge an offender or formally to caution him or her. Cautioning is a form of warning and no court action is taken. Properly used, it is an effective deterrent to those who have committed minor offences or who have offended for the first time. However, it is an inappropriate response to serious offences.

16. **Socio-economic punishment** has become rather common nowadays and takes the form of such penalties as *loss of income*; confiscation; *demotion*, *suspension* or *expulsion* (especially in a strict hierarchy, such as military service); restriction or loss of *civic* and other rights.

New words

stocks – колодки, тяжелые деревянные оковы

pillory - позорный столб

ducking stool - позорный стул

whipping - битье, побои, порка

wooden boards – деревянные бруски, деревянные доски

ankle - голеностопный сустав, лодыжка

make fast - закреплять

frame – рама, коробка

wooden post – деревянный столб, деревянная опора

suffer – подвергнуться, страдать, претерпевать

put to shame – срамить, пристыдить

make fun - высмеивать

wheel - катить, везти, толкать

dip into the water - погружать в воду

caning - избивание палкой

inflict - налагать (наказание), наносить (удар, рану и т. п.)

penal colony - колония для уголовных преступников

drastic - решительный; радикальный

crucifixion - распятие на кресте (казнь)

firing squad - команда, назначенная для произведения расстрела

lethal injection - смертельная инъекция

gas chamber - газовая камера

beheading - отсечение головы, обезглавливание

starvation - голодная смерть

involuntary institutional psychiatry - принудительное помещение в психиатрическую больницу

convicted - осуждённый, признанный по суду виновным

jailing - заключение в тюрьму

probation officer - чиновник, надзирающий за лицами, направленными судом на probation

set schedule - предписанный режим, установленный график
 obey - выполнять, подчиняться, удовлетворять условиями
 petty criminal - мелкий преступник
 disabled - нетрудоспособный, с ограниченными возможностями
 adventure playground - детская игровая площадка, детский городок
 restrictive injunction - ограничительное предписание
 mandatory injunction - обязывающее решение суда
 financial circumstances - финансовое состояние
 awarding - присуждение
 take precedence - иметь преимущественное значение, превосходить по важности
 cautioning - предостережение, предупреждение о возможных правовых последствиях
 loss of income - снижение дохода, понижение оплаты труда
 demotion - понижение в должности [звании, ранге], перевод на менее квалифицированную работу
 suspension - временное отстранение от должности, отстранение от работы; дисквалификация
 expulsion - увольнение (с работы); исключение
 civic - гражданский

3. QUESTIONS

1. What types of punishment are described in the text above?
2. Which was the earliest known form of punishment?
3. What is meant by “capital punishment”? What forms does this punishment include?
4. Where were stocks and pillories usually set up?
5. What do we refer to as custodial sentences? Can you characterize some of them?
6. What is meant by non-custodial sentences? Can you distinguish some of them?
7. What are socio-economic forms of punishment?

4. AGREE OR DISAGREE

1. Prison nowadays is considered to be corporal punishment.
2. A court probation order can last from six months to thirteen years.
3. All offenders may, with their consent, be given community service orders.
4. In England and Wales compensation takes precedence over fines.
5. About 30 per cent of offenders are punished with a fine.
6. The ducking stool was a method of capital punishment.

5. GIVE ENGLISH EQUIVALENTS for:

- a) устанавливать в общественных местах;
- b) отменить варварские виды наказания;
- c) помещать осужденного в тюрьму;
- d) являться с отчетом к чиновнику службы пробации;
- e) длиться в течение трёх лет;
- f) соблюдать условия пробации, определенные судом;
- g) отражать тяжесть проступка;
- h) учитывать финансовое положение;
- i) сочетать разные виды наказания.

Практическая работа №57

Тема: Времена английского глагола (страдательный залог)

Цель: формирование грамматических навыков

Студент должен

Знать: правило образования времен английского глагола (страдательный залог)

Уметь: переводить предложения в страдательном залоге, применять в речи

ХОД ЗАНЯТИЯ

1. Выполните конспект

Passive - страдательный залог

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

2. Раскройте скобки, употребляя глаголы в *Present*, *Past* или *Future Simple Passive*.

1. Bread (to eat) every day. 2. The letter (to receive) yesterday. 3. Nick (to send) to Moscow next week. 4. I (to ask) at the lesson yesterday. 5. I (to give) a very interesting book at the library last Friday. 6. Many houses (to build) in our town every year. 7. This work (to do) tomorrow. 8. This text (to translate) at the last lesson. 9. These trees (to plant) last autumn. 10. Many interesting games always (to play) at our PT lessons. 11. This bone (to give) to my dog tomorrow. 12. We (to invite) to a concert last Saturday. 13. My question (to answer) yesterday. 14. Hockey (to play) in winter. 15. Mushrooms (to gather) in autumn. 16. Many houses (to burn) during the Great Fire of London. 17. His new book (to finish) next year. 18. Flowers (to sell) in shops and in the streets. 19. St. Petersburg (to found) in 1703.

3. Передайте следующие предложения в *Passive Voice*, обращая внимание на место предлога.

E.g. We often speak *about* her. — She is often spoken *about*.

1. We thought about our friend all the time. 2. The doctor will operate on him in a week. 3. The teacher sent for the pupil's parents. 4. They looked for the newspaper everywhere. 5. Nobody slept in the bed. 6. The neighbour asked for the telegram. 7. Everybody listened to the lecturer with great attention. 8. The senior students laughed at the freshman. 9. The group spoke to the headmistress yesterday. 10. The young mothers looked after their babies with great care. 11. Nobody lived in that old house. 12. They sent for Jim and told him to prepare a report on that subject.

4. Раскройте скобки, употребляя глаголы в *Active* или *Passive Voice*.

1. Nobody (to see) him yesterday. 2. The telegram (to receive) tomorrow. 3. He (to give) me this book next week. 4. The answer to this question can (to find) in the encyclopedia. 5. We (to show) the historical monuments of the capital to the delegation. 6. You can (to find) interesting information about the life in the USA in this book. 7. Budapest (to divide) into two parts: Buda and Pest. 8. Yuri Dolgoruki (to found) Moscow in 1147. 9. Moscow University (to found) by Lomonosov. 10. We (to call) Zhukovski the father of Russian aviation.

5. Передайте следующие предложения в *Passive Voice*.

1. I bought potatoes yesterday. 2. We shall bring the books tomorrow. 3. They are repairing the clock now. 4. They sell milk in this shop. 5. I have translated the whole text. 6. They broke the window last week. 7. When I came home, they had eaten the sweets. 8. We shall do the work in the evening. 9. He wrote this book in the 19th century. 10. They were playing tennis from four till five. 11. He stole a lot of money from the shop. 12. By six o'clock they had finished the work. 13. At twelve o'clock the workers were loading the trucks. 14. By three o'clock the workers had loaded the trucks. 15. We send our daughter to rest in the south every year. 16. They will show this film on TV. 17. They are building a new concert-hall in our street. 18. They have made a number of important experiments in this laboratory. 19. Livingstone explored Central Africa in the 19th century. 20. By the middle of autumn we had planted all the trees. 21. They will stage this play at the beginning of next season. 22. They have forgotten the story. 23. Has anybody explained the rules of the game to you? 24. They haven't brought back my skates.

6. Раскройте скобки, употребляя глаголы в *Passive Voice*.

1. I am sure I (to ask) at the lesson tomorrow. 2. They told me that the new student (to speak) much about. 3. The hostess said that one more guest (to expect). 4. The newspaper said that an interesting exhibition (to open) in the Hermitage the next week. 5. This new dictionary (to sell) everywhere now. 6. All the texts (to look) through yesterday and not a single mistake (to find). 7. Two reports on Hemingway's stories (to make) in our group last month. Both of them were very interesting. 8. He said that Grandmother's letter (to receive) the day before. 9. Two new engineers just (to introduce) to the head of the department. 10. Don't worry, everything will be all right: the children (to take) to the theatre by the teacher and they (to bring) back to school in the evening.

7. Переведите на английский язык, употребляя глаголы в *Passive Voice*.

1. Ее отправили в больницу два дня назад. 2. Вчера нас послали в лабораторию. 3. Это сочинение было написано на прошлой неделе. 4. Эту книгу взяли из библиотеки только вчера. 5. Этим трем студентам спросили два дня тому назад. 6. Вас экзаменовали утром? 7. Эта мышь была поймана ночью. 8. Телеграмму послали поздно вечером, и он получит ее только утром. 9. Эту статью должна прочитать вся группа. 10. Это упражнение можно написать карандашом. 11. Все ваши сочинения будут возвращены на будущей неделе. 12. Это письмо можно написать на одном листе. 13. На этой фабрике делают очень красивые сумки. 14. Письма туда можно посылать только летом, а телеграммы круглый год. 15. Мою подругу каждый год посылают за границу.

Практическая работа №58

Тема: Определение полиции. Происхождение полиции.

Цель: развитие лексических навыков чтения и говорения.

Студент должен

Знать: значение и написание слов профессиональной направленности.

Уметь: применять новые слова в устной и письменной речи, читать с целью извлечения конкретной информации, говорить на основе прочитанного.

ХОД ЗАНЯТИЯ

Some Historical Facts

Vocabulary

1. to keep public order – поддерживать общественный порядок
2. to prevent a crime – предотвратить преступление
3. a sense of insecurity – чувство незащищенности
4. notorious – пользующийся дурной славой
5. to pay rewards – давать денежное вознаграждение
6. to pass an act – принять законодательный акт

1. Прочитайте и переведите текст об истории возникновения полиции в Великобритании. Ответьте на вопросы.

1. Why did Justices of the Peace have to employ thief-takers?
2. What did Jonathan Wild specialize in?
3. What did the Second Transportation Act lay down?
4. Why did the British police system become the model for police forces in other countries?

The police play the most important part in keeping public order and protecting persons and property. To do their work properly the police need necessary powers. They have the power to intervene to prevent a crime. If their orders are not obeyed, they may arrest the people who have broken the law and bring them before the courts.

Centuries before the formation of any official police force passed when attempts were made to provide some means of 'community policing'. In England keeping law and order was the special responsibility of Justices of the Peace (JPs).

Despite the cruel penalties inflicted upon criminals the state of lawlessness in the seventeenth and eighteenth centuries was appalling. By the second half of the eighteenth century the general population lived with a terrifying sense of insecurity. Gangs of criminals roamed the towns. Any form of transport was risky.

Justices of the Peace had to employ thief-takers to catch criminals. Thief-takers were often no better than the criminals themselves. Sometimes they were criminals who knew the criminal underworld well.

The most notorious thief-taker of all was Jonathan Wild who operated in the early part of the eighteenth century. He began his career in a small way informing on criminals who were suspected of crime. Eventually he built up a criminal empire of his own. His speciality was the organization of robberies and burglaries. He was then paid rewards by the victims for securing the return of their property.

In 1719 as a direct result of activities of this kind Parliament passed the Second Transportation Act which laid down that anyone taking a reward for receiving stolen goods, who did not also help to arrest the thief and give evidence against him, was guilty of a 'felony' (serious crime which could result in sentence of death). Eventually, Wild was himself caught and prosecuted.

The first police force to become an organized body of men wearing uniforms and given special powers was named the Metropolitan Police Force ('The Met'), because it policed the metropolis of London. This force was created by the Metropolitan Police Act 1829. At that time Sir Robert Peel was the Home Secretary, and policemen were therefore known as 'Peelers' or 'Bobbies'. The new police force first went out on duty on 29 September 1829. The force made a poor start. By the end of the year the most of men had been dismissed because of being drunk on duty.

It is hardly surprising that in the early days of the force public opinion was very much against it. Newspapers complained bitterly that the police behaved with brutality in their enthusiasm to make arrests. At the same time the police were blamed for failing to clear up crime.

Nevertheless, the value of an organized police force soon became apparent. The first plain-clothes detectives were used to gather information on the activities of gangs of criminals.

The Metropolitan Police force was well organized and disciplined and after the initial period of public skepticism became the model for other police forces in Great Britain and this police system had been adopted throughout the world.

2. Соотнесите английские словосочетания с их русскими эквивалентами. Обратите внимание на их перевод.

- | | |
|---|--|
| 1) to obey the law | a) совершить преступление |
| 2) to enforce the law | b) предстать перед судом |
| 3) to maintain law and order | c) судебное преследование правонарушителей |
| 4) to commit offences | d) соблюдать закон |
| 5) legal process | e) предотвратить преступление |
| 6) to prosecute offenders before courts | f) смертный приговор |
| 7) to apprehend criminals | g) выплачивать вознаграждение |
| 8) to impose a fine | h) налагать суровые наказания |
| 9) to abuse powers | i) давать показания |
| 10) to mistreat | j) нанять сыщиков |
| 11) to be suspected of a crime | k) находиться в прямом подчинении |
| 12) to inflict cruel penalties upon | l) поддерживать правопорядок |
| 13) to come under direct supervision | m) проявлять жестокость |
| 14) to employ thief-takers | n) подозревать в совершении преступления |
| 15) failing to clear up crime | o) контроль за общественным порядком |
| 16) to pay rewards | p) налагать штраф |
| 17) to prevent a crime | q) превышать полномочия |
| 18) to give evidence | r) судебный процесс |
| 19) community policing | s) применять закон |

3. Выразите согласие/несогласие со следующими утверждениями.

1. There is no difference between thieves and thief-takers.
2. Jonathan Wild investigated burglaries and robberies.
3. People had to pay Jonathan Wild for securing the return of their stolen property.
4. Parliament passed the Second Transportation Act to reduce crime.
5. The Metropolitan police was organized by Sir Robert Peel.

POLICE OF THE RUSSIAN FEDERATION

1. Согласны ли вы со следующими утверждениями, характеризующими работу полиции в России?

1. The police enjoy trust and respect of citizens.
2. People seldom turn to the police for help.
3. Policemen always behave properly and never break laws themselves.
4. Policemen are always ready to help people in case of emergency.

TEXT 1

Police of the Russian Federation

2. Прочитайте текст и выразите согласие/несогласие со следующими утверждениями.

1. The function and organization of the police in Russia and other countries is the same.
2. Police personnel are not permitted to carry their weapons when they are off duty
3. Conscripted soldiers are never assigned to carry out simple public security tasks.
4. The aim of the reform was only to improve the image of the police.

The organizational structure, methods and traditions of the police of the Russian Federation as well as the functions and organization of Ministry of Internal Affairs differ from the police of western countries. The departments in western countries are usually civil executive bodies headed by politicians and responsible for many other tasks as well as the supervision of law enforcement.

One unique feature of policing approach in Russia is the system of territorial patronage over citizens. Cities as well as rural settlements are divided into districts and the policeman is the main and actually the real police force in these areas.

The duty of a policeman is to maintain close relations with the residents of his district. He is also responsible for tackling minor offences like family violence, loud noise, residential area parking etc.

Police personnel carry firearms, but are not permitted to carry their weapons when they are off duty. Although women constitute a significant proportion of police staff, they are usually not permitted to fill positions that carry risks but they are allowed to carry firearms in self-defence. Instead, they are widely represented among investigators, juvenile crime inspectors, clerks etc. However, limited attempts are being made to appoint women as traffic officers.

Another unique feature is the use of conscripted soldiers from the Internal Troops for regular urban policing. The Internal Troops are the military force who can be assigned to carry out simple public security tasks like patrolling while being accompanied by professional policemen, or cordoning large crowds at sport events, concerts and protests.

On 1 March 2011 Russian law enforcers were renamed from militia to police. Russian police reform is an ongoing effort to improve the efficiency of Russia's police forces and improve the public image of law enforcement.

3. Соотнесите английские словосочетания с их русскими вариантами перевода.

- | | |
|--|---|
| 1) to be assigned permanent partners | a) получить административное взыскание |
| 2) a territorial patronage over somebody | b) быть связанным с |
| 3) to forward a case to the court for trial. | c) повышать эффективность |
| 4) conscripted soldiers | d) иметь постоянного напарника по работе |
| 5) to improve efficiency | e) передавать дело на рассмотрение |
| 6) to have links to | f) призывники, новобранцы |
| 7) to receive administrative penalties | g) осуществлять надзор за жителями данного района |

The Criminal Investigation in Russia

The criminal investigation in serious cases is divided into two stages: an informal inquest performed by the police and a formal preliminary investigation usually conducted by a legally trained investigator who works for the Ministry of Internal Affairs but is subordinate to the

procuracy. Less serious cases are investigated by the police and their reports are submitted in writing directly to the courts, by passing the formal preliminary investigation.

The activity of the police during the inquest is supposed to be limited to arresting suspects, securing the crime scene, and taking initial evidence from available suspects and witnesses. The police should inform the procuracy within twenty four hours of the arrest of a suspect and the case should then be turned over to the investigator who decides whether to initiate a formal criminal investigation. All investigative acts are documented in writing and collected in an investigative dossier that follows the case into the courts and serves as a repository for vital evidence during trial and appeal. The procurator has forty-eight hours after notification to either issue an order of preventive detention or release the suspect. Detention is authorized if there is fear the defendant will not appear for trial, destroy evidence, commit more crimes or just because of the seriousness of the offence.

When the investigator determines that there is sufficient evidence to bring the accused before trial he prepares an accusatory pleading and forwards it to the procurator for review. The accused and his counsel have, at this point, the right to full discovery of the entire contents of the investigative dossier. The procurator may dismiss the case, amend the pleading or forward the case to the court for trial.

5. Заполните таблицу. Обсудите полученные данные, используя следующие речевые модели.

Speaking of ...	Говоря о ...
To begin with, ...	Прежде всего ...
Our top priority is ...	Наиважнейшим является ...
Above all, ...	Главным образом, в основном, ...
Another consideration is ...	Следующее, что следует принять во внимание, это – ...
In short ...	Короче говоря ...
To sum up ...	Подводя итог сказанному ... (В итоге ...)

Практическая работа № 59

Тема: Полиция в мире.

Цель: развитие лексических навыков чтения и говорения.

Студент должен

Знать: значение и написание слов профессиональной направленности.

Уметь: применять новые слова в устной и письменной речи, читать с детальным пониманием, говорить на основе прочитанного

ХОД ЗАНЯТИЯ

1. Read the text and translate

POLICE AROUND THE WORLD

In many countries, particularly those with a federal system of government, there may be several police organizations, each serving different levels of government and enforcing different parts of the applicable law. The United States has a highly decentralized and fragmented system of law enforcement, with over 17,000 state and local law enforcement agencies. Other countries, such as Chile, Israel, and Austria, use a centralized system of policing. Interpol is the world's largest international police organization, with 186 member countries. Created in 1923, it facilitates cross-border police co-operation, and supports and assists all organizations, authorities and services whose mission is to prevent or combat international crime. Interpol aims to facilitate international police co-operation even where diplomatic relations do not exist between particular countries. Action is taken within the limits of existing laws in different countries and in the spirit of the Universal Declaration of Human Rights. Interpol's constitution prohibits 'any intervention

or activities of a political, military, religious or racial character.' Interpol has signed co-operation agreements with the United Nations. Interpol seeks to forge ties with all international bodies, governmental authorities and non-governmental organizations whose mission to fight crime and protect the public's safety. These collaborations occur formally, through the signing of co-operation agreements and adoption of international conventions, and more informally, through Interpol's participation in international symposia, conferences and working groups, and vice versa. Most countries are members of the International Criminal Police Organization (Interpol), established to detect and fight trans-national crime and provide for international co-operation and co-ordination of other police activities. Interpol does not conduct investigations nor arrests by itself, but only serves as a central point for information on crime, suspects and criminals

A police officer has one of the most important jobs in the world: to serve and protect the people. While they are fighting crime and handling emergencies they probably come across many English speakers. Some may commit crimes, while others may be victims of crime. In both cases, they need to ask and answer questions in English. Their job may also require them to speak to English witnesses. Time can be a key factor in solving a crime or saving a life. They cannot always wait for an interpreter. They should learn vocabulary and phrases that will be useful when they encounter English speakers.

1. Read the text and answer the questions:

1. What is meant by decentralized and fragmented system of law enforcement?
2. What does Interpol stand for?
3. What are its functions?
4. Why do policemen need English?
5. Combine the following words with the word "police" and translate collocations into Russian: constable, dog, force, officer, state, station, duty, action, authority, custody, evidence, inquiry

Практическая работа №60

Тема: Британская полиция. Скотленд Ярд.

Цель: развитие лексических и грамматических навыков чтения и говорения.

Студент должен

Знать: значение и написание слов профессиональной направленности.

Уметь: применять новые слова в устной и письменной речи, читать с детальным пониманием, говорить на основе прочитанного, осуществлять перевод предложений из прямой речи в косвенную, соблюдая согласование времен.

ХОД ЗАНЯТИЯ

1. Read the text and translate

POLICE IN THE UK

Police are the people who work for the governmental department established to enforce the law, prevent and detect crimes, catch criminals and check that people obey the law, to maintain peace, safety, and order of the community.

The police have many functions. Though they mainly deal with criminal law, they may also enforce judgments made in civil courts. As well as gathering evidence, the police have wide powers to arrest, search and question people suspected of crimes and to control the actions of members of the public during demonstrations and meetings. The mere presence of the police deters people from committing crimes.

There is no national police force in Britain. All police employees work for one of the fifty two separate forces which each have responsibility for a particular geographical area. Originally,

these were set up locally. The central government inspects them and influence senior appointments within them. In return, it provides about half of the money to run them. The other half comes from local government.

The exception to this system is the Metropolitan Police Force which polices Greater London. The “Met” is under the direct control of central government. It also performs certain national police functions such as the registration of all crimes and criminals in England and Wales and of the missing persons register. New Scotland Yard is the famous building which is the headquarters of its Criminal Investigation Department (CID).

British police still do not carry guns (although all police stations have a store of weapons).

The police are not, of course, above the law. When they arrest a suspect, they have to follow certain procedures. For example, unless they obtain special permission, they are not allowed to detain a person for more than twenty-four hours without formally charging that person with having committed a crime.

1. Read the text and answer the following questions:

1. What are police?
2. What was police established for?
3. What functions do the police have?
4. What does the mere presence of the police deter people from?
5. Is there the national police force in Britain?
6. How many police forces are there in the UK?
7. What institution inspects the police forces?
8. How are the police forces financed?
9. What did you learn about the Metropolitan Police Force?
10. What functions does the Metropolitan Police Force perform?
11. What is New Scotland Yard?
12. What weapon do British police carry?
13. How should the police behave when they arrest a suspect?

2. Read the text and decide if the following statements are True, False or No information.

1. Police are the people who work for the governmental department.
2. Police was established to enforce the law, prevent and detect crimes, catch criminals and check that people obey the law, to maintain peace, safety, and order of the community.
3. The police are mainly concerned with criminal law, and they may not enforce judgments made in civil courts.
4. All police employees work for one of the fifty seven separate forces which each have responsibility for a particular geographical area.
5. The central government inspects them and has influence senior appointments within them.
6. If you carry a knife to protect yourself or make yourself feel safer but don't intend to use it then you are committing a crime, the police may arrest you.
7. The “Met” is under the direct control of the local government.
8. The Metropolitan Police Force doesn't perform any national police functions.
9. The expanding Metropolitan Police were given new headquarters at Great Scotland Yard in 1875.
10. British police still do not carry guns (although all police stations have a store of weapons).
11. The police are above the law, when they arrest a suspect, they don't have to follow certain procedures.
12. Unless the police obtain special permission, they are not allowed to detain a person for more than twenty-four hours without formally charging that person with having committed a crime.

3. Find the English equivalents for the words and word-combinations. Use them in the sentences of your own.

1. Предотвращать преступления
2. Раскрывать преступления

3. Совершать преступления
4. Поддерживать всеобщий мир, безопасность и порядок в обществе
5. Приводить в исполнение судебное решение
6. Собирать доказательства
7. Разыскивать преступников
8. Опрашивать людей
9. Люди, подозреваемые в совершении преступления
10. Подозреваемый
11. Удерживать людей от совершения преступлений
12. Подразделение Лондонской полиции
13. Охранять порядок в Большом Лондоне
14. Штаб-квартира Отдела Уголовных Расследований
15. Удерживать под стражей в течение 24 часов
16. Обвинять в совершении преступления

4. Find English equivalents in the text.

1. Полиция была учреждена, чтобы проводить закон в жизнь, предотвращать и раскрывать преступления, следить за тем, чтобы люди повиновались закону, а также поддерживать всеобщий мир, безопасность и порядок в обществе.
2. Полиция в основном имеет дело с уголовным правом, она может также приводить в исполнение решения, принятые в гражданских судах.
3. Одно только присутствие полицейских удерживает людей от совершения преступлений
4. 52 отдельных подразделений полиции отвечают за определенные участки территории.
5. The exception to this system is the Metropolitan Police Force which polices Greater London. Исключением является подразделение Лондонской полиции, которое охраняет порядок в Большом Лондоне.
6. Подразделение Лондонской полиции регистрирует все преступления и всех преступников в Англии и Уэльсе, а также ведут книгу учета всех пропавших людей.
7. Полицейские в Британии все еще не носят оружия, хотя в каждом отделении полиции есть склад оружия.
8. Новый Скотланд-Ярд – известное здание, которое является штаб-квартирой Отдела Уголовных Расследований.
9. Когда полицейские арестовывают подозреваемого, они должны придерживаться определенной процедуры ареста.

5. Mind the English words and phrases with their Russian equivalents.

1. to catch criminals	1. поддерживать порядок
2. to check	2. приводить в исполнение судебное решение
3. to obey the law	3. контролировать действия людей
4. to maintain order	4. вести книгу учета пропавших людей
5. to enforce judgments	5. исключение
6. a civil court	6. придерживаться определенной процедуры
7. wide powers	7. влиять на назначения на высокий пост
8. the people suspected of crimes	8. 52 отдельных подразделений полиции
9. to control the actions of people	9. подчиняться закону
10. the mere presence of the police	10. широкие полномочия
11. police employees	11. местное правительство
12. to influence senior appointments	12. только одно присутствие полиции

13. 52 separate forces	13. люди, подозреваемые в преступлении
14. local government	14. служащие полиции
15. the missing persons register	15. носить оружие
16. the registration of crimes and criminals	16. ловить преступников
17. to follow certain procedures	17. проверять
18. exception	18. гражданский суд
19. to carry a gun	19. регистрировать преступления и преступников

6. Complete the following sentences.

1. Police are the people who ...
2. Police was established to ...
3. The police mainly deal with ...
4. The police have wide powers ...
5. The mere presence of the ...
6. All police employees work for ...
7. The exception to this system is the Metropolitan Police Force which ...
8. The Metropolitan Police Force performs certain national police functions such as ... the registration of all crimes and criminals in England and Wales and of the missing persons register.
9. New Scotland Yard is ...
10. Unless the police obtain special permission, they are not allowed ...

Практическая работа №61

Тема: Полиция США.

Цель: формирование лексических навыков чтения и говорения.

Студент должен

Знать: значение и написание слов профессиональной направленности.

Уметь: применять новые слова в устной и письменной речи, читать с целью извлечения конкретной информации, говорить на основе прочитанного.

ХОД ЗАНЯТИЯ

The USA police ranks

Commissioner – комиссар

Chief – начальник (полиции)

Assistant-Chief / Deputy Chief / Commander – заместитель начальника

Master Police Officer старший

Senior Police Officer офицер

Trooper detective – (моторизованный) полицейский детектив

Major / Inspector – майор / инспектор

Inspector / Detective – инспектор / детектив

Captain / Precinct Commander – капитан, начальник отдела

Lieutenant – лейтенант

Colonel – полковник

Sergeant / Detective Sergeant – сержант / детектив / сержант

Corporal / Detective (Investigator) – капрал / детектив / следователь

Police Officer – офицер полиции
Patrol Officer – патрульный
Peace Officer – офицер охраны порядка
Beat Officer – участковый инспектор
Traffic Officer – инспектор дорожного движения
Training Officer – инструктор
Officer of Special Assignment – офицер специального назначения
Sheriff – шериф, профессиональный работник полиции; начальник правоприменительного органа округа (часто – выборная должность)

1. Some word for the text:

Agency – агентство, организация, орган
sheriff - шериф
bridge – мост
tunnel – тоннель
all in all – всего
separate – отдельный
to finance – финансировать
finance - финансы
respective - соответствующий
weapon - оружие
club - дубинка

2. Read the text and answer the following questions:

1. What five main types of police agencies are operating in the USA?
2. What other police forces are functioning there too?
3. Who finances the federal police agencies?
4. Who finances special police forces?
5. Are all policemen usually armed?

The Police of the USA

The modern police departments in the USA came into existence in the years following World War I. Since 1920 municipal police agencies have increasingly grown in personnel and responsibilities. Special training and more selective recruitment practices have been developed to go hand in hand with the use of such technological developments as the automobile, the individual police radio, and the computer. The great part of police work does not involve crime-fighting situations but rather consists of both service and peace-keeping activities.

Service functions include directing traffic and enforcing traffic regulations, answering accident calls, aiding the sick, helping find a lost child or rescue a lost pet, recovering stolen property, and reporting fires. These are all services performed to assist the public.

There are five main types of police agencies operating in the USA:

- police agencies of the Federal government (*Federal Bureau of Investigation, National Park Service, Border Patrol, US Postal Inspector and so on*);
- state police forces (*highway patrol, drug control agency, investigative bureaux and so on*);
- sheriffs in counties (*county sheriffs' offices*);
- the police forces of cities and towns (*municipal or city police*);
- the police of villages (*constables and village police departments*).

Municipal police departments are the heart of the entire police system. They have their own

organization with several different divisions, each with specific functions. In most departments there are four major divisions:

- field operations (patrol, investigation, traffic, youth divisions, special operations etc.);
- administrative services (community relations, planning);
- technical services (communications, records, etc.) and
- inspectional services (internal affairs, intelligence, etc.).

Besides there are such special police forces as parks police, bridge and tunnel administration police forces, and police organizations for special tasks. All in all, there are about 40,000 separate police agencies in the United States of America.

The federal police agencies are financed from the Federal Fund. Other police forces are financed from the respective authorities' funds.

Policemen have weapons, such as revolvers, clubs and gas pistols.

3. Translate the following word-combinations using the text above:

- peace-keeping activities;
- to enforce the law;
- municipal police agency;
- to go hand in hand;
- to rescue a lost pet;
- stolen property;
- drug control agency;
- traffic regulations.

4. Translate the following into Russian paying attention to the word *state*

State *государство умам*

- state police forces (in the USA) -----
- the United State of America -----
- state financing (in the USA) -----
- state financing (in other countries) -----
- the state of Belgium -----
- the European states -----

5. Find the Russian equivalents

- | | |
|-------------------------------|------------------------------------|
| 1. to direct traffic | 1. возвращать похищенное имущество |
| 2. to assist the public | 2. находить пропавших детей |
| 3. to recover stolen property | 3. носить оружие |
| 4. to find lost children | 4. регулировать дорожное движение |
| 5. to have weapons | 5. оказывать помощь людям |

6. Mark the sentences *T (true)* or *F (false)*; correct the false ones:

1. There are four main types of police agencies operating in the USA.
2. The great part of police work involves crime-fighting situations.
3. The modern police departments in the USA came into existence in the years following World War II.
4. Municipal police departments are the heart of the entire police system.
5. The field operations division is responsible for patrolling streets, crime investigations, traffic and nothing else.
6. The federal police agencies are financed from the Federal Fund.
7. American policemen do not carry weapons.

7. Insert these words into the sentences:

Rehabilitate, sentence, patrol, conduct, prevent, punish, arrest

1. The police _____ the streets of cities and towns on a regular basis.
2. Police officers are doing their best to _____ crimes.
3. Sometimes the police _____ criminals with the help of ordinary people on the scene of crime.
4. Courts _____ trials of the accused and _____ criminals to different terms.
5. The society has created a correctional process to _____ convicted persons and implement programs to _____ those persons.

Note: to implement – применять, внедрять.

Практическая работа №62

Тема: Полиция 20 века.

Цель: формирование лексических навыков чтения и говорения.

Студент должен

Знать: значение и написание слов профессиональной направленности.

Уметь: применять новые слова в устной и письменной речи, читать с целью извлечения конкретной информации, говорить на основе прочитанного.

ХОД ЗАНЯТИЯ

Some new words to the text:

Growth рост, увеличение

Increasingly все более, все больше и больше

Sophisticated сложный, изощренный

Rapid быстрый, скорый

Opportunity возможность

To expand расширять(ся), увеличивать (ся)

Enormous огромный, громадный

Alarm тревога

Violate нарушать

Pressure давление

Widespread широко распространенный

Offence правонарушение, преступление

Money laundering отмывание денег

Theft воровство, кража

Illicit незаконный

Arms trade торговля оружием

Hi-jacking похищение, угон (транспортного средства)

Fraud обман, мошенничество

Insurance страхование, страховка

Trade торговля

Drug trafficking торговля наркотиками

Sham теневой, поддельный

Penetrate внедряться, проникать

Currency валюта, деньги

Gain прибыль, нажива, выгода

To conceal скрывать, утаивать

To escape бежать, уходить

Trace выслеживать, следить
Subsequent последующий, следующий

2. Read and translate the following text:

International police cooperation in combating cross-border crime

The growth in cross-border crime is going on in many countries today. The development of increasingly sophisticated facilities for rapid travel has made it easier for criminals to move around the world. At the same time, the complex structures of modern societies and the constant growth of international exchanges provide more and more opportunities for international criminal activity, which has expanded enormously now and reached alarming proportions. Individuals and companies are being subjected to increasing pressure from criminals, leading to widespread feelings of insecurity.

The term «international crime», although in common use, does not necessarily refer to specific types of offence defined in law. When criminal acts, deals and schemes violate the laws of more than one country, they are said to be cross-border, transnational or international crimes.

The UN has classified all transnational crimes into 17 groups: money laundering terrorism; theft of art works and cultural objects; theft of intellectual property; illicit arms trade; hijacking of planes; piracy; hijacking on highways; fraud in insurance; computer-related crime; ecological crime; trade in humans; trade in human organs; drug trafficking; sham bankruptcy; penetrating legal business; corruption and bribing public figures, party leaders and elected officials.

Some offences are covered by international conventions, for instance, currency counterfeiting (1929 Convention), traffic in human beings and the exploitation of prostitution (1949 Convention), and drug trafficking (1988 Convention).

Other offences, however, can be classified as «international» because of the behaviour of the offenders. For instance, preparations for committing an offence may be made in one country while the actual offence is committed in one or more countries. To make another example, similar offences may be committed one after the other in several different countries. Finally, an offender may escape across a border after committing his offence, he may transfer his illicit gains abroad or he may conceal objects or documents used to commit the offence in another country.

Tracing and arresting such offenders may prove extremely difficult; problems can arise in connection with exchanging information, identification, international investigations and subsequent extradition. Because of these problems, police services in different countries must work together if they are to combat international crime successfully.

3. Translate the following words and word-combinations:

- cross-border crime
- modern society
- sophisticated facilities
- international criminal activity
- in common use
- specific type of offence
- illicit gain
- feeling of insecurity
- currency counterfeiting
- tracing
- fraud in insurance
- identification
- subsequent extradition.

4. Find in the text above the names of following crimes:

- кража интеллектуальной собственности
- отмывание денег
- экологические преступления
- торговля людьми
- теневое банкротство
- торговля человеческими органами
- страховые мошенничества
- подделка денег (фальшивомонетчество)
- незаконная торговля оружием
- компьютерная преступность
- коррупция
- угон воздушного средства
- подкуп.

5 Make up word combinations:

- 1) cross-border a) exchanges
- 2) sophisticated b) extradition
- 3) international c) proportion
- 4) criminal d) crime
- 5) alarming e) laundering
- 6) money f) activity
- 7) currency g) facilities
- 8) subsequent h) counterfeiting

6. Complete the following sentences according to the text:

1. The growth in cross-border crime ...
2. The constant growth of international ...
3. The term international crime does not ...
4. The UN has classified ...
5. Other offences, however, can be classified ...
6. Police services in different countries must work ...
9. Answer the following questions, then retell the text.
 1. What developments made it easier for criminals to move around the world?
 2. Who are being subjected to increasing pressure from criminals?
 3. Does the term «international crime» refer only to specific types of offence defined in law?
 4. What does the term «transnational crime» mean?
 5. How many groups of transnational crimes can you name according to UN's classification?
 6. What offences are covered by international conventions?
 7. Is tracing and arresting international criminals an easy task?
 8. Why must police services in different countries work together?

Практическая работа №63

Тема: Полицейский транспорт.

Цель: формирование лексических навыков чтения и говорения.

Студент должен

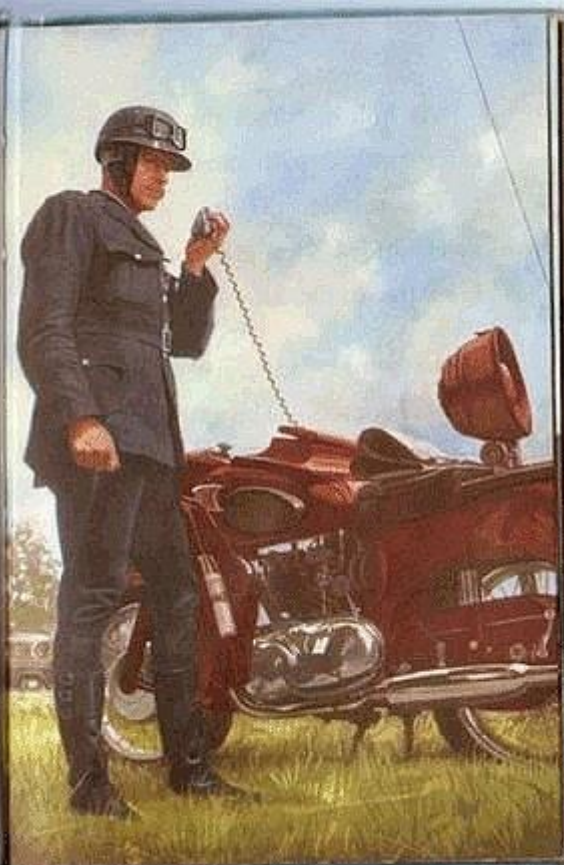
Знать: значение и написание слов профессиональной направленности.

Уметь: применять новые слова в устной и письменной речи, читать с целью извлечения конкретной информации, говорить на основе прочитанного.

This is a motor-cycle policeman.
He can ride around quicker than a
police car. He can also go into
fields and onto grass. His bike also
has a radio fitted for calling the
station.

This police officer has spotted
some people dogging in a park.
One is a young blonde lady with
red lips and very small clothes. He
is calling another officer to come
to help because he doesn't think he
can get the young lady to come
with him all by himself.

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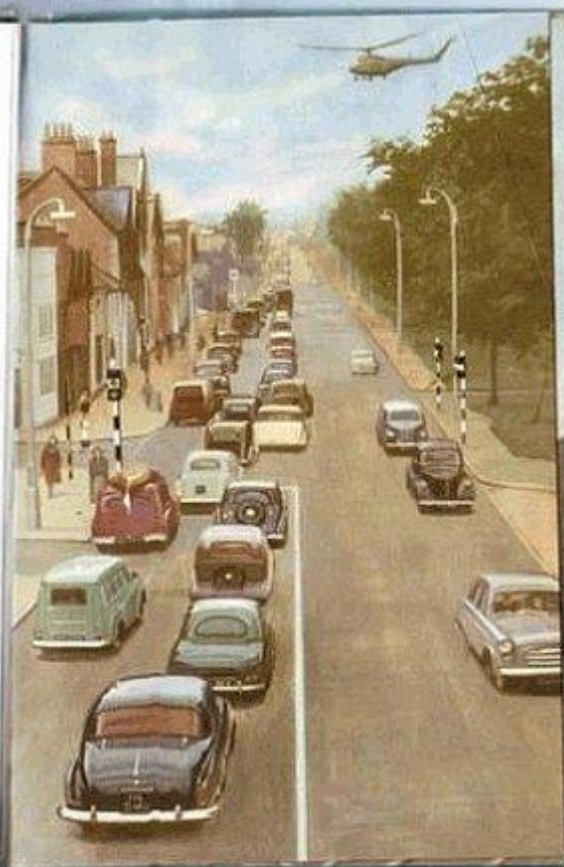


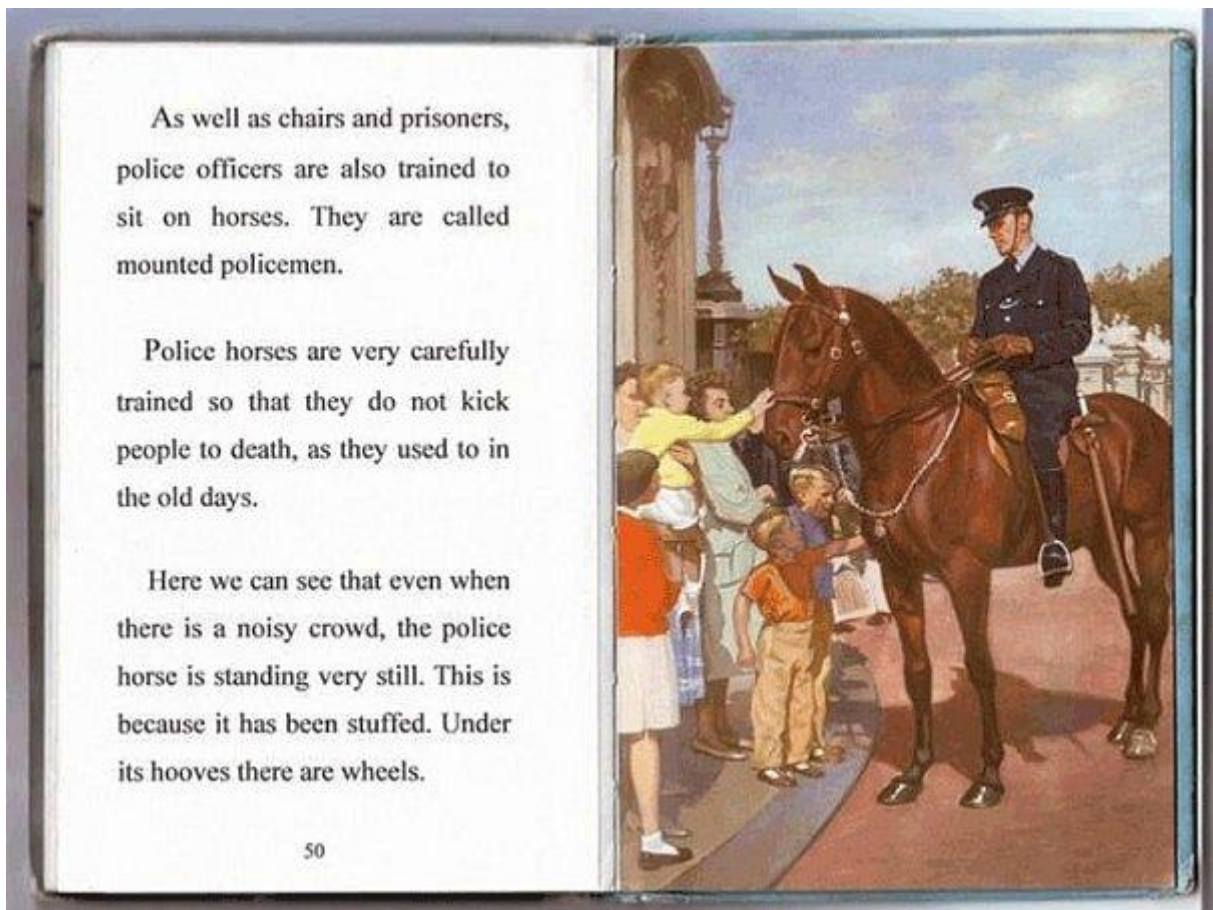
Policemen don't just used cars
and motorbikes. Sometime they
use helicopters. The policemen in
helicopters can see things below.

Here they have spotted a car
with a boat on its roof, and
hanging from the boat is the bra of
a lady. It is causing a traffic jam.

The police will fly over the car
and shout through a loudspeaker at
the man to tell him about the
ladies underwear. And to ask his
wife to put back on her blouse.

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Практическая работа № 64-65

Тема: Прямая и косвенная речь

Цель: формирование грамматических навыков чтения и говорения.

Студент должен

Знать:

Уметь: осуществлять перевод предложений из прямой речи в косвенную, соблюдая согласование времен.

ХОД ЗАНЯТИЯ

Запомни!

Из прямой речи в косвенную произведи следующие изменения:

- косвенная речь вводится глаголом **to say** и союзом (**that**)

- кавычки опускаются;

-личные и притяжательные местоимения прямой речи заменяются по смыслу, как и в русском языке.

Robert:” Reading plays an important role in **my** life.”

Robert **says that** reading plays an important role in **his** life.

Sequence of tenses (Согласование времен)

Direct speech	Reported speech
Present Simple	Past Simple V2/Ved; was, were

<p>_____ V/Vs; am, is, are</p> <p>Molly said: "I like coffee"</p> <p>Peter: "I work in the garden."</p>	<p>Molly said that she liked coffee.</p> <p>Peter said that he worked in the garden.</p>
<p>_____ Present Continuous</p> <p>Am / is are + Ving</p> <p>He said : "I am playing football"</p>	<p>Past Continuous</p> <p>was / were + Ving</p> <p>He said that he was playing football.</p>
<p>_____ Present Perfect</p> <p>Have / has + V3</p> <p>I've bought you a car, he said.</p>	<p>Past Perfect</p> <p>had + V3</p> <p>He said that he had bought me a car.</p>
<p>Past Simple</p> <p>_____ V2/ed</p> <p>She said: "I watched the film"</p>	<p>Past Perfect</p> <p>had + V3</p> <p>She said that she had watched the film.</p>
<p>_____ Past Perfect</p> <p>had + V3</p> <p>Peter: "I had worked in the garden."</p>	<p>Past Perfect</p> <p>had + V3</p> <p>Peter said that he had worked in the garden.</p>
<p>_____ Present Perfect Continuous</p> <p>Has, have + been + Ving</p> <p>Brian said: "I've been working here for 2 years"</p>	<p>Past Perfect Continuous</p> <p>Had + been + Ving</p> <p>Brian said that he had been working there for 2 years.</p>
<p>_____ Future Simple</p> <p>Will + V</p> <p>Molly said: "I will have a coffee".</p>	<p>Future Simple in the Past</p> <p>Would + V</p> <p>Molly said she would have a coffee</p>

→ → → → → **Измени следующие модальные глаголы** → → → → →

can could

I can't take part in this reality show next week. He said that he could not take part in that reality show the following week.

may might

You may watch this show. She said I might watch that show.

have to / has to had to

I have to switch to another channel. She said that she had to switch to another channel.

НЕ меняются следующие модальные глаголы :

should/could/might/had to/ought/must/need/needn't.

Измени указательные местоимения и наречия времени и места:

Direct speech (Прямая речь)	Indirect speech (Косвенная речь)
this (этот)	that (тот, этот)
these (эти)	those (те, эти)

now (сейчас)	then (тогда)
today (сегодня)	that day (в тот день)
tomorrow (завтра)	the next day (на следующий день)
the day after tomorrow (послезавтра)	two days later (через два дня, два дня спустя)
yesterday (вчера)	the day before (накануне)
the day before yesterday (позавчера)	two days before (за два дня до этого, двумя днями раньше)
ago (тому назад)	before (раньше)
next year (в следующем году)	the next year, the following year (в следующем году)
here (здесь)	there (там)

Тренировочные упражнения.

1. Переведите предложения на русский язык, обращая внимание на употребление времен в русском и английском языках.

1. We did not know where our friends went every evening.
2. We did not know where our friends had gone.
3. She said that her best friend was a doctor.
4. She said that her best friend had been a doctor.
5. I didn't know that you worked at the Hermitage.
6. I didn't know that you had worked at the Hermitage.
7. I knew that you were ill.
8. I knew that you had been ill.
9. We found out that she left home at 8 o'clock every morning.
10. We found out that she had left home at 8 o'clock that morning.

2. Change the direct speech into reported speech. Переведите в косвенную речь.

Example "I work hard," Jillian said.

— Jillian said that he worked hard.

1. "I am planning to go to Kenya," Sally said.
2. "I take my little sister to school every day," little Anthony said.

3. "You may take my textbook," Nonna said.
4. "They are playing in the gym now," Nick said.
5. "I don't like chocolate," Mary said.
6. "My sister is ready to go" Helen said.
7. "My mother usually goes shopping on Saturday," the girl said.
8. "The birds build their nests among the trees," the teacher said.
9. "I am not married," Jimmy said.
10. "I can't read these books. I don't like them," Petra said.

3. Put these statements into Reported Speech.

1. 'I can't swim very well', I said.
2. Andrew said: 'I don't want to go swimming'.
3. 'I'll phone you later', Sarah said.
4. Annie said: 'I'm hungry'.
5. I told him: 'I don't like tea'.
6. Olaf said: 'My father does a lot of business with England'.
7. The woman said: 'I will pay you two pounds'.
8. She said to Lilian: 'You can come with me'
9. He said: 'I don't think it will be interesting'.
10. My friend told me: 'You can go there for a year'.
11. She said: 'Nothing will make me do it'
12. Mike said: 'My friend is a painter'.
13. She said: 'I am good at painting'.

4. Change the direct speech into reported speech. Переведите в косвенную речь.

A. Example 1: I have already finished the test. - He said he had already finished the test.

1. We have gone on holiday.
2. Nelly can't write; she has cut her finger.
3. The Ivanovs have travelled to many places.
4. Sam has already learnt the poem.
5. My sister has broken my pencil.
6. My dad has never travelled by plane.
7. Andrew has lost his keys.
8. Jill has never slept in a tent.

B. Example 2: The party finished late. — He said (that) the party had finished late.

1. They lived in a camp when they were on holiday.
2. My brother got up early this morning.
3. Li was a famous sportsman.
4. The couple agreed to meet at six.
5. Yesterday, I saw Mary in the street.
6. Sammy arrived by train.
7. Nicky went home early yesterday.
8. The kids played tennis in the yard.

C. Example 3: I'll meet them at school. — He said he would meet them at school.

1. The match will take place next week.
2. This work will take little time.
3. My parents will come at 3.
4. Mike will do this exercise later.
5. My friend won't be able to come.

5. Imagine that you saw your doctor yesterday because you had a bad headache. Tell your partner what questions the doctor asked.

Example: Do you sleep well?

— The doctor asked me if I slept well.

1. Is anything wrong with you?
2. Do you sometimes have headaches?
3. Are you taking any medicine now?
4. Do you spend much time out- of-doors?
5. Do you do sports?
6. Have you a good appetite?
7. Do you usually go to bed late?
8. Will you follow my advice?

6. Imagine that a reporter from the local newspaper came to your school yesterday. Report his questions.

Example: How long have you studied at this school?

— He asked me how long I had studied at that school.

1. What do you like about your school?
2. What school activity did you have last?
3. What good habits have you formed at school?

4. What is your favorite subject?
5. What is more important for you at school?
6. How often do you go on school trips?
7. What is your school record?

7. Report the questions.

Example: Are you glad to be back?

— He asked me if I was glad to be back.

1. How are you?
2. How long have you been away?
3. Are you going away again?
4. What will you do in future?
5. Why did you come back?
6. What are you doing now?
7. Have you made new friends?
8. Where are you living now?

Практическая работа № 66

Тема: Суды в Великобритании. Их функции.

Цель: развитие лексических навыков чтения и говорения.

Студент должен

Знать: значение и написание слов профессиональной направленности.

Уметь: применять новые слова в устной и письменной речи, читать с детальным пониманием, говорить на основе прочитанного

ХОД ЗАНЯТИЯ

The Structure of the RF Courts (Part I)

Vocabulary

1. to reflect – отображать, отражать
2. to interpret – интерпретировать, истолковывать, трактовать
3. to be consistent with – согласовываться с чем-либо, не противоречить
4. to adjudicate – судить; решать, выносить решение
5. the court of cassation – кассационный суд
6. the highest court of appeal – высший апелляционный суд
7. the court of supervisory instance – суд надзорной инстанции
8. a tier – ярус
9. a district court – районный суд, окружной суд (в США)
10. the implementation of domestic law – исполнение закона, действующего внутри страны
11. legally binding – юридически обязывающий
12. a provision of the law – положение закона
13. fleet – флот
14. garrison – гарнизон
15. military formation – военное формирование
16. anti-aircraft defence – противовоздушная оборона
17. an integral part – неотъемлемая часть
18. economic dispute – экономический спор

1. Прочитайте текст и ответьте на вопросы.

1. How are judges appointed to all federal courts?
2. What is the jurisdiction of the Constitutional Court?

3. What is the jurisdiction of the Supreme Court?
4. What is the jurisdiction of Military Courts?
5. What is the jurisdiction of the Higher Arbitration Court?
6. What is the extra duty of the Supreme Court and the Higher Arbitration Court? The judicial system of the Russian Federation consists of courts at the federal level and regional courts:

COURTS AT THE FEDERAL LEVEL

1.1 The Constitutional Court. This is the highest judicial body in the Russian Federation. It is made up of 19 judges, proposed by the President of the Russian Federation and approved by the Federation Council. Since June 2008 the Constitutional Court has been located in St Petersburg. The Constitutional Court has jurisdiction to interpret the RF Constitution; to decide whether a federal law is consistent with the country's Constitution; and to adjudicate whether or not laws, regulations and normative acts passed by the President of the Russian Federation, the Council of the Federation, the State Duma, the Government of the Russian Federation, constitutions of republics, charters and other normative acts of the subjects of Russian Federation are consistent with the Constitution of the Russian Federation; Courts of General Jurisdiction.

1.2 The Supreme Court of the Russian Federation. This is the supreme judicial body for all courts of general jurisdiction on civil, criminal and administrative matters. As of today the Supreme Court consists of 123 judges. Judges for the Supreme Court are proposed by the President of the Russian Federation and approved by the upper house of the legislature, the Federation Council. The Supreme Court is located in Moscow. It has jurisdiction as a court of cassation, i.e. it is the highest court of appeal in the land. It is a court of supervisory instance over the courts of the subjects of the Russian Federation and over the tier of district courts below that level. There are three chambers in the structure of the Supreme Court of the Russian Federation: Judicial Chamber on Civil Cases; Judicial Chamber on Criminal Cases; and Military Chamber. The Plenary Session of the Supreme Court can issue regulations. Regulations are a unique element of the machinery for the implementation of domestic law in the Russian legal system. Enacted by the Plenary Session, they are "explanations on issues of judicial practice", based on the overview and generalization of the jurisprudence of the lower courts and Supreme Courts of subjects of the Federation. Regulations are abstract opinions but legally binding on all lower courts. They summarize the judicial practice of lower courts and explain how a particular provision of the law shall be applied. These regulations are employed to ensure the consistent application of Russian law by explaining how the law shall be interpreted. Regulations have their legal basis in Article 126 of the RF Constitution.

1.3 Military Courts. The basic tier of military courts is the military courts of the armed forces, fleets, garrisons and separate military forces. The middle tier of military courts consists of military courts of the branches of the armed forces, the seven Military Districts into which the country is divided, and the districts of anti-aircraft defense, navy and individual armies. They consider disputes involving military personnel. Three-tiered system of the military courts is an integral part of Courts of General Jurisdiction Arbitration Courts

Arbitration courts form a system with jurisdiction over economic disputes that, as a rule, arise between companies and individual entrepreneurs, both Russian and foreign. 1.4. The Higher Arbitration Court of the Russian Federation. Judges for the Higher Arbitration Court are proposed by the President of the Russian Federation (Article 127 of the Constitution) and approved by the Federation Council. It exercises original jurisdiction over disputes between the Russian government and commercial parties, the government and subjects of the Russian Federation, or between subjects of the Russian Federation. The Plenary Session of the Higher Arbitration Court can also issue Regulations

2. Прочитайте утверждения и скажите, соответствуют ли они содержанию текста. Исправьте неверные утверждения.

1. The present Russian judicial system follows the structure of courts of the USA.

2. The Higher Arbitration Court acts only as a court of original jurisdiction.
3. The Supreme Court is the supreme judicial body for all courts of general jurisdiction on civil, criminal and administrative matters.
4. The Constitutional Court has jurisdiction to interpret the RF Constitution; to decide whether a federal law is consistent with the country's Constitution; and to adjudicate whether or not laws and regulations passed by the Republics and Regions of the Russian Federation are consistent with the RF Constitution.
5. The Plenary Session of the Supreme Court can issue laws.
6. Military Courts consider disputes involving military personnel.
7. There are two chambers in the structure of the Supreme Court of the Russian Federation: Judicial Chamber on Civil Cases and Judicial Chamber on Criminal Cases.
8. Regulations are abstract opinions (not decisions in exact disputes) but legally binding on all lower courts.

Практическая работа № 67

Тема: Гражданские дела. Ход судебного заседания.

Цель: развитие лексических навыков чтения и говорения.

Студент должен

Знать: значение и написание слов профессиональной направленности.

Уметь: применять новые слова в устной и письменной речи, читать с детальным пониманием, говорить на основе прочитанного

ХОД ЗАНЯТИЯ

CIVIL PROCEDURE IN THE UK

1. Ответьте на вопросы.

1. What brunch of law would you like to choose as your future profession – civil law or criminal law?
2. What do you know about civil procedure?
3. What is procedural law? How is it distinguished from substantive law?
4. Are there any stages of judicial proceedings that are common to all kinds of hearings?

2. Переведите определение понятия «Гражданский процесс».

Civil procedure is the body of law that sets out the rules and standards that courts follow when adjudicating civil lawsuits (as opposed to procedures in criminal law matters). These rules govern how a lawsuit or case may be commenced, what kind of service of process (if any) is required, the types of pleadings or statements of case, motions or applications, and orders allowed in civil cases, the timing and manner of depositions and discovery or disclosure, the conduct of trials, the process for judgment, various available remedies, and how the courts and clerks must function.

Differences between Civil and Criminal Procedure

Vocabulary

1. proceeding – судебное разбирательство, судебный процесс
2. to commence – начинать
3. conduct (n.) – поведение, управление
4. a lawsuit – судебное дело, иск, тяжба
5. to overhaul – пересмотреть полностью
6. adversarial – состязательный
7. expert witness – свидетель-эксперт
8. to reserve for – предназначать
9. tribunal – третейский суд
10. tier – уровень иерархии
11. to reverse – отменять судебное решение
12. to uphold – оставить в силе решение суда первой инстанции
13. judicial review – судебный пересмотр
14. to leapfrog – обходить
15. appellant – податель апелляции
16. to encourage – поощрять, стимулировать
17. alternative dispute resolution – альтернативное разрешение споров
18. prematurely – преждевременно, поспешно
19. arbitration – третейское разбирательство
20. mediation – медиация
21. conciliation – примирительная процедура
22. adjudication – вынесение судебного или арбитражного решения
23. expert determination – постановление эксперта
24. injunction – судебный запрет
25. a leave – разрешение
26. to bypass – обходить закон
27. estoppel – лишение права возражения, лишение права ссылаться на какие-либо факты
28. to estop – лишать сторону права ссылаться на какие-либо факты

3. Прочитайте и переведите текст.

Criminal and civil procedures are different. Although some systems, including the English and French, allow private persons to bring a criminal prosecution against another person, prosecutions are nearly always started by the state, in order to punish the defendant. Civil actions, on the other hand, are started by private individuals, companies or organizations, for their own benefit. In addition, governments (or their subdivisions or agencies) may also be parties to civil actions. The cases are usually heard in different courts, and juries are not so often used in civil cases.

In Anglo-American law, the party bringing a criminal charge (that is, in most cases, the state) is called the "prosecution", but the party bringing most forms of civil action is the "plaintiff" or "claimant". In both kinds of action the other party is known as the "defendant". A criminal case against a person called Ms. Sanchez would be described as "The People v. (= "versus", "against" or "and") Sanchez," "The State (or Commonwealth) v. Sanchez" or "[The name of the State] v. Sanchez" in the United States and "R. (Regina, that is, the Queen) v. Sanchez" in England. But a civil action between Ms. Sanchez and Mr. Smith would be "Sanchez v. Smith" if it was started by Sanchez, and "Smith v. Sanchez" if it was started by Mr. Smith.

Most countries make a clear distinction between civil and criminal procedure. For example, a criminal court may force a convicted defendant to pay a fine as punishment for his crime, and the legal costs of both the prosecution and defence. But the victim of the crime generally pursues his claim for compensation in a civil, not a criminal, action. In France and England, however, a victim of a crime may incidentally be awarded compensation by a criminal court judge.

Evidence from a criminal trial is generally admissible as evidence in a civil action about the same matter. For example, the victim of a road accident does not directly benefit if the driver who injured him is found guilty of the crime of careless driving. He still has to prove his case in

a civil action, unless the doctrine of collateral estoppel applies, as it does in most American jurisdictions. In fact he may be able to prove his civil case even when the driver is found not guilty in the criminal trial, because the standard to determine guilt is higher than the standard to determine fault. However, if a driver is found by a civil jury not to have been negligent, a prosecutor may be estopped from charging him criminally.

If the plaintiff has shown that the defendant is liable, the main remedy in a civil court is the amount of money, or "damages", which the defendant should pay to the plaintiff. Alternative civil remedies include restitution or transfer of property, or an injunction to restrain or order certain actions.

The standards of proof are higher in a criminal case than in a civil one, since the state does not wish to risk punishing an innocent person. In English law the prosecution must prove the guilt of a criminal "beyond reasonable doubt"; but the plaintiff in a civil action is required to prove his case "on the balance of probabilities". Thus, in a criminal case a crime cannot be proven if the person or persons judging it doubt the guilt of the suspect and have a reason (not just a feeling or intuition) for this doubt. But in a civil case, the court will weigh all the evidence and decide what is most probable.

4. Переведите на русский язык следующие слова и словосочетания из текста.

- 1) civil action
- 2) criminal prosecution
- 3) service of process
- 4) pleading
- 5) motion
- 6) application
- 7) deposition
- 8) disclosure
- 9) remedy

5. Найдите в тексте английские эквиваленты русским словам и словосочетаниям и используйте их в своих предложениях.

- 1) судебные издержки
- 2) компенсация
- 3) уголовное преследование
- 4) гражданский иск
- 5) сомнение
- 6) признать виновным
- 7) небрежность (повинность)
- 8) возмещение убытка
- 9) восстановление собственности
- 10) причина

6. Ответьте на вопросы.

1. What is the main difference between civil and criminal procedure?
2. May governments be parties to a civil action?
3. Are the standards of proof higher in a civil or a criminal case? Why?

Практическая работа № 68

Тема: Уголовные дела. Ход судебного заседания.

Цель: формирование лексических навыков чтения и говорения.

Студент должен

Знать: значение и написание слов профессиональной направленности.

Уметь: применять новые слова в устной и письменной речи, читать с целью извлечения конкретной информации, говорить на основе прочитанного.

ХОД ЗАНЯТИЯ Criminal Procedure

Vocabulary

1. reasonable grounds – достаточные основания
2. preponderance of evidence – наличие более веских доказательств
3. to plead innocent – заявить о своей невинности
4. to take an oath – принять присягу
5. to overturn a court decision – отменить решение суда

1. Прочитайте и переведите текст. Ответьте на вопросы.

1. How many stages does a criminal case pass?
2. Why is the arrest warrant necessary?
3. What do criminal charges depend on?
4. Can a case be resolved without a trial?
5. How does the prosecuting counsel manage to produce the appropriate evidence in court?
6. What kind of evidence can be excluded?
7. What is the purpose of appeals?

PRETRIALSTAGE. A criminal case passes through several phases before trial. At the first stage the crime is reported and investigated. Then, if there is “probable cause”, i.e. reasonable grounds (something more than mere suspicion to believe that a particular person committed the crime) the person can be arrested. An arrest warrant is necessary unless the pressure of time requires immediate action (e.g. before the suspect flees). Finally, criminal charges must be lodged against the defendant. Depending on the state, the charges are called either an indictment (by a grand jury) or information (by a magistrate or police officer). They must be based on probable cause, preponderance of evidence, or prosecutor’s evidence that supports a belief in the defendant’s guilt.

In the USA most cases are resolved without a trial. Attorneys for the defence and prosecution usually reach a plea bargain. The judge must decide whether the guilty plea was freely given and whether there was some factual basis for the plea, but judicial disapproval of an agreed upon plea is rare.

BURDEN OF PROOF. At the trial there is crucial difference between criminal and civil cases in the level of proof required. A civil plaintiff merely needs a preponderance of the evidence; the judge only needs to find that the evidence favours the plaintiff over the defendant. A successful criminal prosecution requires proof of guilt beyond a reasonable doubt.

The prosecuting counsel opens the case with a short description of the events of the crime and calls his witnesses. After taking an oath by the witness the prosecuting counsel begins his examination by asking the witness his/her name, profession, place of domicile. In English law, witnesses are not allowed to make lengthy statements to the court. It is the duty of the attorneys for both parties to examine and cross-examine witnesses.

THE ORDER OF PROCEEDINGS. The session is opened by the court called to order by the Clerk of the Court. The judge enters. The clerk says: “All rise”. Everyone stands up and waits for the judge to take his seat. The accused is brought into the dock and the clerk asks for his or her name. The accused answers with the appropriate plea.

In English law a person is innocent until proven guilty. This means that in a trial the burden of proof is on the prosecution and if the prosecution cannot establish a reasonable cause for conviction the court must acquit the accused.

Both the defence and prosecution give their closing arguments, the prosecution going first. The judge sums up the evidence and instructs the jury on their duties. He reminds the jury that if there is any doubt at all in their minds they must acquit the defendant. The jury retires to the jury room to consider the verdict. The verdict “not guilty” does not necessarily mean that the judge or

jury believe the defendant to be innocent. It is simply a finding that there was insufficient evidence to prove guilt beyond a reasonable doubt.

EVIDENCE. Criminal trial courts have numerous, complex rules about what evidence is admissible, and how it may be introduced. The rules are supposed to exclude irrelevant, unreliable, or unfairly prejudicial matters, especially in jury cases (the system presupposes that a judge is less likely to be swayed by improper evidence). The jury's verdict is to be based solely on the evidence properly brought out at the trial. Otherwise proper, highly relevant evidence may be excluded because it was obtained in violation of a defendant's constitutional rights. Criminal appeals are often decided on such so-called technical issues.

APPEALS. The appeal is a petition for review of a case that has been decided by a court of law. The petition made to a higher court for the purpose of overturning the lower court's decision. The specific procedures for appealing can vary greatly depending on the type of case and jurisdiction where the case was prosecuted. The appeal system is mostly for the benefit of the defendant, but it is possible for the prosecution to appeal for a retrial.

Appellate courts cannot overturn a verdict simply because they disagree with it – e.g., with how the jury weighed the evidence and decided to believe one witness more than another witness. Appeals tend to focus on problems in the trial, judge's legal ruling, the instructions to the jury, and the trial procedures, not simply in the judge's factual interpretations.

2. Соотнесите английские слова и словосочетания с их определениями на русском языке. Обратите внимание на их перевод.

- | | |
|------------------------------|--|
| 1) guilty plea | a) заявление о признании вины |
| 2) probable cause | b) сделка о признании вины |
| 3) preponderance of evidence | c) разумное, обоснованное сомнение |
| 4) burden of proof | d) обвинительный акт |
| 5) plea bargain | e) перевес доказательств |
| 6) reasonable doubt | f) заявление об обвинении по делу |
| 7) information | g) бремя доказывания |
| 8) indictment | h) вероятная причина, правдоподобное основание |

evidence

4. Выберите правильный вариант ответа в соответствии с содержанием текста.

- At the first stage of a criminal case before trial ...
 - the police collect evidence.
 - the crime is reported and investigated.
 - the suspected person must be interviewed by the police.
- A person may be arrested if there ...
 - is a suspicion of the police officer.
 - is testimony of witnesses.
 - are reasonable grounds.
- At the final stage ...
 - the suspected person must be arrested by the police.
 - criminal charges must be brought against somebody.
 - the suspected person must be taken into custody.
- A successful criminal prosecution requires ...
 - a preponderance of evidence.
 - proof of guilt beyond a reasonable doubt.
 - that evidence favours the prosecution over the defendant.
- There is a special order of proceedings and the session starts with ...
 - the prosecutor's statement.
 - the defence opening speech.
 - the appropriate plea of the accused.

6. The verdict “not guilty” means that

- a) the defendant is acquitted.
- b) there was insufficient evidence to prove the guilt beyond reasonable doubt.
- c) the jury considers the defendant to be innocent.

7. Appellate courts exist to ...

- a) find the defendant guilty.
- b) impose a more severe punishment.
- c) correct errors in the application of the law.

5. Выразите согласие/несогласие со следующими утверждениями.

1. When opening the session the Clerk of the Court is called.
2. One of the main principles of the English law is that a person is innocent until proven guilty.
3. Only the prosecution attorneys give their closing arguments.
4. There are no special rules about what evidence is admissible in criminal proceedings.
5. In jury cases the judge is responsible for the legal ruling of trial procedures.
6. The procedures for appealing are the same in every court of law.

6. Соотнесите слова из левой колонки с их определениями из правой колонки.

- | | |
|----------------|---|
| 1) defendant | a) a person who suffers injury, loss, or death as a result of criminal activity or other circumstances. |
| 2) victim | b) the person who leads a trial and decides on the sentence. |
| 3) jury | c) someone who appears in a court of law to say what they know about a crime or other event. |
| 4) prosecution | d) the party against which a legal action or suit is brought in a court of law. |
| 5) judge | e) a specific number of lay people, selected as prescribed by law to render a verdict in a trial. |
| 6) witness | f) the party that initiates a criminal case. |

Практическая работа №69

Тема: Суд присяжных. Обязанности.

Цель: формирование лексических навыков чтения и говорения.

Студент должен

Знать: значение и написание слов профессиональной направленности.

Уметь: применять новые слова в устной и письменной речи, читать с целью извлечения конкретной информации, говорить на основе прочитанного.

ХОД ЗАНЯТИЯ

Jury and witnesses A jury hears the evidence in serious criminal cases and some civil hearings. In criminal cases, the jury is made up of 15 members of the public chosen at random from the electoral register. In civil cases, there are 12 jurors. They sit in the jury box, which is usually at one side of the courtroom, near the judge. The names of the public who attend as potential jurors are placed in a glass bowl and picked at random in open court. Once selected jurors are sworn in and take an oath or affirmation. Juror Oath. The jurors raise their right hand and the clerk of court asks them «Do you swear by Almighty God that you will well and truly try the accused and give a true verdict according to the evidence». The jurors reply: «I do». Juror Affirmation. The juror is asked to repeat after the clerk of court "I [name] do solemnly, sincerely and truly declare and affirm that I will well and truly try the accused and give a true verdict according to the evidence". The witnesses. Witnesses give the evidence in a case. They stand in the witness box, which is usually at the opposite side of the court to the jury box. Witnesses take an oath or affirmation that they will tell the truth. They can be asked questions by the lawyers or directly by

persons who are not represented by lawyers. Witness Oath. The witness raises his/her hand and repeats after the judge «I swear by Almighty God that I will tell the truth, the whole truth and nothing but the truth». Witness Affirmation. The witness is asked to repeat after the judge «I solemnly, sincerely and truly declare that I will tell the truth, the whole truth and nothing but the truth».

I. Complete the following.

1. A group of ordinary people who hear the evidence in serious criminal cases and some civil hearings is _____.
2. If the criminal case is heard the jury should be made up of _____.
3. In civil cases the jury consists of _____.
4. All the selected jurors should take _____.
5. When taking an oath the jurors swear to say _____.
6. The place where witnesses stand for giving evidence is a _____.

II. Define whether the following sentences true or false.

1. Jurors decide the legal guilt or innocence of a person accused of the crime.
2. Jury sits in a witness box.
3. The names of people who will be chosen jurors are written on a sheet of paper and are given to the judge.
4. All the jurors are selected at random from the group of ordinary people.
5. After being selected all the jurors should read the Bible.
6. When taking oath jurors should raise their both hands and repeat after the barrister the definite words.
7. When taking oath the jurors promise not to lie.
8. Before giving evidence in a court of trial a witness should promise to tell the truth.

III. Dramatize the procedure of taking an oath or affirmation. a) by the jurors b) by a witness

Практическая работа №70

Тема: Исправительные учреждения.

Цель: формирование лексических навыков чтения и говорения.

Студент должен

Знать: значение и написание слов профессиональной направленности.

Уметь: применять новые слова в устной и письменной речи, читать с целью извлечения конкретной информации, говорить на основе прочитанного.

ХОД ЗАНЯТИЯ

The Correctional system

The correctional system, often called simply corrections, carries out sentences given by the court to convicted offenders. This system includes probation, imprisonment and parole. Probation is the system of allowing a law-breaker to go free and unpunished if he/she will promise to behave well. Parole is the letting out of a person from prison, conditional upon good behavior, before the end of the official period of imprisonment. An act of putting a convicted offender into prison is called an imprisonment or incarceration. Imprisonment can be short-term or long-term. If the criminal has committed not very serious crime he or she can be put into prison for a short term. In case of committing a more serious crime the criminal can get a penalty of a long term imprisonment. For committing such felonies as murder, homicide, treason, robbery, kidnapping resulting in hostage's death, hijacking and terrorism, criminals get a capital punishment. In countries where there is no death sentence a convicted offender will be sent to prison for all his life. That type of punishment is called life imprisonment. Criminologists - and people in general

- disagree about the role of the correctional system. Some people believe the purpose of imprisoning offenders is to prevent them from committing more crimes. But this prevention may be only a temporary solution unless a criminal is imprisoned for life. Other individuals think the correctional system should punish convicted offenders so that a sense of justice in society can be maintained. So the corrections policy goals can be treated as the following.

Retribution. The belief that a person who harms another or commits a crime should be punished. In recent years, it has been called just deserts. Punishment is the main goal of retribution policies.

Deterrence. Two meanings exist for this term. Specific deterrence is the belief that if a person is punished for committing a crime, he or she is less likely to commit another crime (analogous to a child's learning not to touch a stove after burning his or her hand on it). General deterrence is the notion that the person who is punished can serve as an example to others, who will then be unlikely to commit a crime for fear of being caught and punished.

Rehabilitation. Based on the idea that a person who commits a crime can be treated and once again become a law-abiding citizen. Many criminologists believe the correctional system should help criminals become such law-abiding people. This goal is called rehabilitation. Prison programs rehabilitate inmates through vocational training and psychological counseling. These programs also help find jobs for men and women on probation or parole.

Incapacitation. Means that a person who commits a crime will be placed in a restricted or isolated environment, such as a jail or prison, during which time he or she will not be able to commit another crime.

Exercises:

I. Fill in appropriate words and word-combinations:

1. The correctional system includes probation, imprisonment, and _____.
2. Probation allows a law-breaker to go ____ and ____ if he/she will promise to __ well.
3. The letting out of a person from prison, conditional upon good behavior, before the end of the official period of imprisonment is _____.
4. One of the purposes of imprisoning offenders is to ___ them from ___ more crimes.
5. The correctional system should _____ convicted offenders.
6. The corrections should help criminals become _____ citizens.
7. The process of helping criminals become ___ citizens is called _____.
8. Prison programs rehabilitate inmates through vocational __ and psychological __.
9. Vocational training and psychological counseling help find jobs for men and women on ___ or ____.
10. The belief that a person who harms another or commits a crime should be punished is _____.
11. The belief that if a person is punished for committing a crime, he or she is less likely to commit another crime is _____.
12. If person who commits a crime will be placed in a restricted or isolated environment that is _____.

II. Answer the following questions:

1. What does the correctional system include?
2. What is probation?
3. What must a convicted person promise to go free and unpunished?
4. What is parole?
5. What is the main difference between probation and parole?
6. What are the goals (purposes) of imprisoning?
7. What is rehabilitation?
8. What are the programs which help inmates find job after serving the sentence?

Практическая работа № 71

Тема: Исправительные учреждения в России

Цель: формирование лексических навыков чтения и говорения.

Студент должен

Знать: значение и написание слов профессиональной направленности.

Уметь: применять новые слова в устной и письменной речи, читать с целью извлечения конкретной информации, говорить на основе прочитанного.

ХОД ЗАНЯТИЯ

Prison. Types of prisons

1. Прочитайте и переведите текст.

2 Ответьте на вопросы:

1) Why are some people kept in prisons?

2) Which penalty is more effective – an imprisonment or a fine?

3) Who should be sentenced to a life imprisonment?

A prison is a place in which people are physically confined and deprived of a range of personal freedoms. Prisons are conventional institutions which form part of the criminal justice system of a country, such that imprisonment or incarceration is a legal penalty that may be imposed by the state for the commission of a crime.

A criminal suspect who has been charged with or is likely to be charged with criminal offense may be held on remand in prison if he is denied or unable to meet conditions of bail, or is unable or unwilling to post bail. A criminal defendant may also be held in prison while awaiting trial or a trial verdict. If found guilty, a defendant will be convicted and may receive a custodial sentence requiring imprisonment.

As well as convicted or suspected criminals, prisons may be used for internment of those not charged with a crime. Prisons may also be used as a tool of political repression to detain political prisoners, prisoners of conscience, and “enemies of the state”, particularly by authoritarian regimes. In times of war or conflict, prisoners of war may also be detained in prisons.

A prison system is the organizational arrangement of the provision and operation of prisons, and depending on their nature, may invoke a corrections system. Although people have been imprisoned throughout history, they have also regularly been able to perform prison escapes.

Male and female prisoners are typically kept in separate locations or separate prisons altogether. Prison accommodation, especially modern prisons in the developed world, are often divided into wings. A building holding more than one wing is known as a “hall”. Many prisons are divided into two sections, one containing prisoners before trial and the other containing convicted prisoners. Amongst the facilities that prisons may have are:

- A main entrance, which may be known as the “gatelodge” or “sally port.”

- A religious facility, which will often house chaplaincy offices and facilities for counselling of individuals or groups.
- An “education facility”, often including a library, providing adult education or continuing education opportunities.
- A gym or an exercise yard, a fenced, usually open-air-area which prisoners may use for recreational and exercise purposes.
- A healthcare facility or hospital.
- A segregation unit (also called a 'block' or “isolation cell”), used to separate unruly, dangerous, or vulnerable prisoners from the general population, also sometimes used as punishment (see solitary confinement).
- A section of vulnerable prisoners (VPs), or protective custody (PC) units, used to accommodate prisoners classified as vulnerable, such as sex offenders, former police officers, informants, and those that have gotten into debt or trouble with other prisoners.
- A section of safe cells, used to keep prisoners under constant visual observation, for example when considered at risk of suicide.
- A visiting area, where prisoners may be allowed restricted contact with relatives, friends, lawyers, or other people.
- A death row in some prisons, a section for criminals awaiting execution.
- A staff accommodation area, where staff and corrections officers live in the prison, typical of historical prisons.
- A service/facilities area housing support facilities like kitchens.
- Industrial or agricultural plants operated with convict labor.
- A recreational area containing a TV and pool table.

Prisons are normally surrounded by fencing, walls, earthworks, geographical features, or other barriers to prevent escape. Multiple barriers, concertina wire, electrified fencing, secured and defensible main gates, armed guard towers, lighting, motion sensors, dogs, and roving patrols may all also be present depending on the level of security. Remotely controlled doors, CCTV monitoring, alarms, cages, restraints, nonlethal and lethal weapons, riot-control gear and physical segregation of units and prisoners may all also be present within a prison to monitor and control the movement and activity of prisoners within the facility.

Juvenile prisons: prisons for juveniles (people under 17 or 18, depending on the jurisdiction) are known as young offender institutes or similar designation and hold minors who have been remanded into custody or serving sentence. Many countries have their own age of criminal responsibility in which children are deemed legally responsible for their actions for a crime.

Military prisons: these prisons form part of military systems, and are used variously to house prisoners of war, unlawful combatants, those whose freedom is deemed a national security risk by military or civilian authorities, and members of the military found guilty of a serious crime.

Political prisons: certain countries maintain or have in the past had a system of political prisons; arguably the *gulags* associated with Stalinism are best known. The definition of what is and is not a political crime and a political prison is, of course, highly controversial.

Psychiatric prisons: some psychiatric facilities have characteristics of prisons, especially when confining patients who have committed a crime and are considered dangerous. In addition, many prisons have psychiatric units dedicated to housing offenders diagnosed with a wide variety of mental disorders.

3 Переведите следующие слова и выражения на русский язык:

bail	custodial sentence	legal penalty
CCTV (closed circuit television)	deprive	meet conditions
chaplaincy	designation	mental disorder
charge with	gatelodge	minor
combatant	impose	personal freedom
commission of a crime	imprisonment	prisoners of conscience
concertina wire	internment	protective custody
confine	invoke	remand
controversial	juvenile prison	segregation unit

4 Прочитайте следующие утверждения и укажите, являются ли они верными:

- 1) Prisons are conventional institutions which form part of the administrative justice system of a country.
- 2) A criminal defendant may not be held in prison while awaiting a trial verdict.
- 3) Prisons may not be used for internment of those not charged with a crime.
- 4) Male and female prisoners are typically kept in separate prisons.
- 5) Prison accommodation is often divided into wings.
- 6) All prisons have a remotely controlled doors, CCTV monitoring, alarms, cages, restraints, nonlethal and lethal weapons.
- 7) Minor offenders' prisons hold minors who have been remanded into custody or serving sentence.
- 8) Military prisons form part of criminal system, and are used variously to house prisoners of war.
- 9) Some psychiatric facilities have characteristics of prisons, confining patients who have committed a crime and are considered dangerous.
- 10) All prisons have psychiatric units dedicated to housing offenders diagnosed with a wide variety of mental disorders.

6 Составьте 10 вопросов к тексту

Практическая работа № 72

Тема: Исправительные учреждения в Великобритании

Цель: формирование лексических навыков чтения и говорения.

Студент должен

Знать: значение и написание слов профессиональной направленности.

Уметь: применять новые слова в устной и письменной речи, читать с целью извлечения конкретной информации, говорить на основе прочитанного.

ХОД ЗАНЯТИЯ

Types of correctional institutions Maximum security prisons generally hold prisoners serving long sentences. These prisoners have committed murder, robbery, kidnapping, treason, or other felonies (serious crimes). Maximum security prisons hold about 35 per cent of US inmates. High stone walls or strong chain fences surround most maximum security prisons. Many of these barriers have electronic detection devices and powerful spotlights. Prisoners live in cells with steel bars or heavy gratings on one side. Many cells do not have windows. Inmates eat in their cells or in a dining hall. Prison officials limit the length and number of visits by family and friends. During such visits, thick glass or wire screens separate some prisoners and visitors to prevent the exchange of such prohibited items as drugs and weapons. Other prisoners and visitors are allowed to be together. Some prison use X-ray devices to check visitors for hidden weapon.

Medium security prisons hold inmates who have committed either felonies or misdemeanors (crimes less serious than felonies). Common misdemeanors include assaults and small thefts. The inmates in medium security prisons are generally less dangerous than inmates of maximum security prisons. Medium security prisons hold about 45 per cent of US inmates. Some medium security prisons resemble campuses though they may be surrounded by fences with guard towers. Inmates may live in dormitories or in private rooms. Many of these prisons have educational and athletic facilities similar to those at some schools

Minimum security prisons are the most open and least restrictive prisons. They hold about 20 per cent of the US prison population. Inmates of minimum security prisons are not considered dangerous and are unlikely to flee prison. Many of these inmates were convicted of such nonviolent crimes as forgery, cheating on taxes, business theft, perjury, and obstruction of justice. They live in comfortable rooms and usually may move about within the prison as they please. Minimum security prisons range from large institutions to small farm or forestry camps. Some of these prisons have tennis courts, swimming pools, and golf courses

Juvenile correctional institutions generally hold offenders under the age of 18. The institutions keep young prisoners from the bad influence of dangerous adult criminals. Juvenile detention centers hold young people who have been accused of committing crimes and are waiting trial. Training schools offer counseling, education, job training, and recreation. The inmates live and eat together in cottages or dormitories that hold fewer than 20 prisoners

le convicted of the least serious crimes as well as such offenders as disorderly intoxicated persons. Prisoners may stay in jail for only a few hours or for more than a year. Conditions in most jails are worse than those in other types of correctional institutions. Jails frequently overcrowded, and the same facility often holds men and women, and adults as well as juveniles. Some prisoners are kept in small cells, and others are crowded together in large cells. Many jails do not meet minimum health and safety standards, and some cells lack a sink or a toilet. Most jails have few professionally trained staff members.

I. Complete the following sentences:

1. In the USA the prisoners serving long sentences are kept in _____.
2. Such serious crimes as murder, robbery, kidnapping, and treason are called _____.
3. About 35 per cent of all US inmates are held in _____.
4. Most maximum security prisons are surrounded by _____.
5. In maximum security prisons prisoners live in _____.
6. In most of maximum security prison

cells there are no _____. 7. In maximum security prisons convicted offenders have meals in _____. 8. Inmates of maximum security prisons are limited in _____. 9. Crimes less serious than felonies are called _____. 10. Inmates who have committed either felonies or misdemeanors are kept in _____. 11. Common misdemeanors include _____. 12. Some medium security prisons may be surrounded by _____. 13. In medium security prisons inmates live in _____. 14. Minimum security prisons are called _____. 15. In minimum security prisons there are inmates who _____. 16. Those who are kept in minimum security have committed such crimes as _____. 17. Inmates of minimum security prisons live in _____. 18. Young prisoners are kept in _____. 19. The main goal of keeping juvenile offenders in separate correctional institutions is _____. 20. Young people who have been accused of committing crimes and are waiting trial are held in _____. 21. Counseling, education, job training, and recreation are offered to juvenile offenders in _____. 22. People, accused of crimes and those, who are awaiting trial are kept in _____.

Практическая работа № 73

Тема: Исправительные учреждения в США

Цель: формирование лексических навыков чтения и говорения.

Студент должен

Знать: значение и написание слов профессиональной направленности.

Уметь: применять новые слова в устной и письменной речи, читать с целью извлечения конкретной информации, говорить на основе прочитанного.

ХОД ЗАНЯТИЯ

Prison is an institution for confining and punishing people who have been convicted of a crime. A prison warden, also chief warden is the chief administrative official of a prison. The warden supervises all the operations in the prison, dealing with the 68 personnel staff. The prison personnel staff includes prison officers, prison doctors, janitors, cooks, and other officials. Every prison warden has been trained as both corrections officers and as administrators to the prison that they work at. Prison wardens need to house, feed, and clothe prisoners, and they are also expected to provide services like health care, access to education, psychiatric care, and opportunities to engage in rehabilitation and reentry programs. Prison wardens would need to know how to handle emergency situations like prison gang violence or dealing with newly arrived prisoners with controversial backgrounds that would cause a problem. A prison officer (also correctional officer, corrections officer, detention officer or penal officer) is a person responsible for the supervision, safety, and security of prisoners in a prison, jail, or similar form of secure custody. A prisoner, also known as an inmate or detainee, is a person who is deprived of liberty against his or her will. Prisons punish criminals by severely restricting their freedom. For example, prisons limit where inmates (prisoners) may go, what they do, and with whom they may associate. Inmates serve sentences ranging from a year to rest of their lives. Prisons are important because they help protect society from dangerous criminals. In the United States, the Federal Bureau of Prisons operates about 90 federal prisons. The individual states run a total of about 750 state prisons. Today, federal and state prisons hold more than 700,000 inmates, and the number of prisoners is rising

The Correctional Service of Canada operates about 40 federal prisons, which have about 14,000 convicts. In addition, prisons run the provincial governments of Canada hold more than 17,000 inmates. Various names have been used for prisons and other institutions that confine convicted lawbreakers or people awaiting trial. The most common terms include penitentiaries, correctional centers, correctional facilities, and reformatories. Many people consider prisons to be only those institutions that confine adults convicted of major crimes. Institutions for youthful offenders include training schools and juvenile detention centers. In addition, such facilities as city and

county jails, federal detention centers hold people who are awaiting trial or serving sentences for minor offences. Women form about 5 per cent of all inmates in the United States. Most of them are held in prisons that house only women. Experts classify prisons by the degree of security or control they provide. The main types are (1) maximum security prisons, (2) medium security prisons, and (3) minimum security prisons.

1 to await trial - быть подследственным

2 convict, convicted offender, inmate, prisoner, detainee - заключенный, преступник, отбывающий наказание, связанное с тюремным заключением

3 detention center - арестный дом

4 to house – размещать

5 jail, gaol, prison-тюрьма

6 low security prison - тюрьма низкой степени безопасности

7 maximum security prison - тюрьма максимальной степени безопасности

8 medium security prison - тюрьма средней степени безопасности

9 minimum security prison - тюрьма минимальной степени безопасности

10 prison population - тюремное население

11 prison warden syn. Chief warden - начальник тюрьмы

12 prison officer syn. correctional officer, corrections officer, detention officer, penal officer - сотрудник тюрьмы, сотрудник исправительного учреждения

13 remand prison - следственный изолятор

14 training school - училище исправительная школа, училище

15 open prison - открытая тюрьма

2. Complete the following sentences: 1. An institution for confining and punishing people who have been convicted of a crime is a _____. 2. The chief administrative official of a prison is a _____. 3. The prison warden is responsible for _____. 4. A person responsible for the supervision, safety, and security of prisoners in a prison is a _____. 5. Prisoner is a _____. 6. Prisons punish criminals by _____. 7. Prison sentences can be from _____. 8. Prisons help protect society from _____. 9. Prisons hold not only adult prisoners and convicted offenders but also _____. 10. In the United States all the prisons are headed by _____. 11. There are about ninety _____. 12. The number of state prison is _____.

3. Answer the following questions:

1. What is prison?

2. Who is kept in prison?

3. What may prisoners do and what they mustn't do in prison?

4. What term of imprisonment can a prisoner get?

5. What does the term of inmate's imprisonment depend upon?

6. Why are prisons important?

7. What is the main body in the USA which governs the work of prisons?

8. What prisons are there in the USA?

9. What is number of prison population in the USA and in Canada?

10. What correctional institutions are juvenile offenders kept?

11. Are women and men prisoners kept in one and same prison?

12. What prison are for women offenders?

13. How are the US prisons classified according to the degree of security?

14. What do you think what type of prison dangerous criminals are kept?

15. Who can be sent to minimum security prison? What is your point of view?

Практическая работа № 74

Тема: Дифференцированный зачет (см.КОС)

Цель: контроль уровня знаний лексического и грамматического материалов

Практическая работа № 75

Тема: Деловая встреча юриста с клиентом.

Цель: формирование лексических навыков чтения и говорения.

Студент должен

Знать: значение и написание слов профессиональной направленности

Уметь: применять новые слова в устной и письменной речи, читать с целью извлечения конкретной информации, говорить на основе прочитанного.

ХОД ЗАНЯТИЯ

Business Communication: Client Interviewing

1. **ВЫУЧИТЕ** слова и выражения

body language /'bodi 'laer)gwid3/ - жестикуляция и мимика, язык жестов; язык тела (невербальные средства коммуникации, включающие жесты, позы и мимику) **checklist of questions** АJekJist av 'kwestj(8)nz/ - перечень контрольных вопросов, опросник, памятка

fact /faekt/ - обстоятельство; факт; событие, случаи; аргументы **feedback** /'fi:dbaek/ - ответная реакция, обратная связь **interlocutor** /,inta(r)'lDkjuta(r)/ - собеседник, контактное лицо **interview** /'inta(r),vju:/ - беседа, собеседование, встреча, интервью **issue** /'iju:/ - спорный вопрос, предмет спора, разногласие; проблема; вопрос фактического или юридического характера **opinion** /a'pinjan/ - мнение, заключение, оценка (специалиста), взгляд, убеждение **to determine** /di't3:(r)min/ - определять, решать, устанавливать (с помощью расчетов, рассуждений, проведения расследования и т. п.)

to encourage /in'kArid3/ - ободрять, содействовать, способствовать; поощрять, стимулировать, поддерживать (в чем-л.) **to identify** /ai'dentifai/ - идентифицировать, обозначать; опознавать, устанавливать подлинность, распознавать **to inform** /in'fo:(r)m/ - сообщать, информировать, передавать данные, уведомлять, осведомлять **to interview** /'int9(r),vju:/ - проводить беседу, беседовать, интервьюировать; опрашивать; проводить опрос **to listen to** /lis(8)n tu/ - слушать; выслушивать, внимательно воспринимать; прослушивать **to pay attention to** /pei 8'tenJ(8)n tu/ - обращать внимание (на кого- л./что-л.)

to reach a decision /ri:tj э di'si3(a)n/ - принять решение, прийти к решению, добиться решения

Lawyer-Client Interview

The **purpose** of lawyer-client interviews is to get and give information and to decide on the best course of action for your client. It is also a good opportunity to establish a good, professional relationship with your client. Interviews typically are conducted either in person or by telephone.

Depending on an individual purpose there may be two main kinds of lawyer-client interview:

- the initial interview: the lawyer-client relationship is established and legal problems are identified as the fact collection process begins;

- the follow-up interview: it occurs after the initial interview; the client is asked about additional facts and is consulted on a variety of matters that require his or her attention, consent, and participation.

The main **aims** of any good lawyer-client interview are the following:

- to help your client identify exactly what he wants;
- to gather information to identify how your client's aims can be achieved;
- to help your client reach decisions about the best course of action;
- to create a feeling of confidence in your client as to your professionalism, competence and commitment to their case.

The essence of an interview between a lawyer and a client is an exchange of information and views. The lawyer requires certain information from the client in order to advise the client. The client wants advice from the lawyer. The lawyer and the client must then jointly decide what should be done to progress the case, and what each of them must do to contribute to this process. In addition, the lawyer must ensure that the client has been informed of and understands certain **vital points**, such as:

- how much the client will have to pay for the lawyer's services;
 - what the lawyer can and cannot do for the client;
 - what further information the lawyer needs from the client and why this information is needed;
- what steps the lawyer will take on the client's behalf;
 the time-frame within which these steps will be taken;
 the prospects of success in the client's case and the strengths and weaknesses of the client's case.

The lawyer should know the topic of the interview in advance. This will allow him or her to determine what is relevant and to structure the interview so that all the relevant information is obtained. Thus, it is crucial to prepare thoroughly for all interviews with clients. Here are some useful tips how to do it:

- determine the purpose of the meeting;
- consider the most appropriate structure for the meeting;
- plan an agenda;
- if dealing with a corporate client, carry out some research into the client's company;
- if dealing with an old client of the firm, retrieve the old files for the client and refresh your memory about the cases that the firm has handled for the client;
- prepare the physical setting - a setting that is informal, friendly and private will help make the client feel relaxed and comfortable;
- avoid interruptions - particularly avoid taking phone calls;
- be prepared to offer the client refreshments - coffee, tea, water, etc.;
- if the client has special needs (e.g. is disabled, blind, requires an interpreter), ensure that the appropriate arrangements are made beforehand;
- be ready to use checklists and factsheets as far as it may help you obtain the most important facts in respect of the client's case during the first interview; they can be completed in the client's presence during the course of the interview.

2. УСТАНОВИТЕ, соответствуют ли данные утверждения содержанию прочитанного текста; если утверждение неверно, исправьте его:

1. In the interview, the lawyer wants advice from the client.
2. It is a good idea to take phone calls during the interview in order to create a feeling of confidence in your client as to your professionalism and competence.
3. It is not necessary for the lawyer to prepare for interviews with clients.
4. Lawyer-client interviews are always conducted in person.
5. The client must inform the lawyer of how much the client will have to pay for the lawyer's services.
6. The lawyer should know the issues of the interview with the client in advance.

3. ОТВЕТЬТЕ на вопросы к прочитанному тексту и будьте готовы перевести ответы других студентов на эти же вопросы:

1. How are lawyer-client interviews typically conducted?
2. How can checklists and factsheets help the lawyer in his interviews with clients?
3. What is the difference between two main kinds of lawyer-client interview?
 - . What is the essence of a lawyer-client interview?
 - . What is the purpose of a lawyer-client interview?
 - . What should the lawyer do in interviewing an old client of the firm?
 - . Why is it important for the lawyer to prepare thoroughly for all interviews with clients?

Практическая работа № 76

Тема: Методика проведения собеседования.

Цель: формирование лексических навыков чтения и говорения.

Студент должен

Знать: значение и написание слов профессиональной направленности.

Уметь: применять новые слова в устной и письменной речи, читать с целью извлечения конкретной информации, говорить на основе прочитанного.

ХОД ЗАНЯТИЯ

Strategies for Effective Interviews Text 1

Paralegals are frequently called upon to investigate various aspects of the cases in which they are involved. Many times this investigation requires that they interview a great number of people, from clients and witnesses to experts in their field. These strategies will help your interviews be more efficient and effective:

1. Always **explain the purpose** of your interview.
2. **Keep an open mind.** In legal practice, as well as in most areas of life, remember that there are two sides to every story. With this in mind, take your time and don't jump to conclusions or determine who is in fault and what must be done until you have all the facts.
3. **Identify the client's aims.** What does the client really want? What would he regard as a satisfactory result? Most lawyers assume that clients will voluntarily tell them everything they need to know. This is a very dangerous assumption if you fail to take into account certain client characteristics that usually lead to receiving inadequate information. Some of these characteristics are:
 - the client may be unwilling to disclose all concerns immediately;
 - the client's description of the problem may be inaccurate or incomplete at the beginning of the interview;
 - the client may have little understanding of what the problem actually involves, and thus fail to reveal pertinent information

By asking your clients specific questions, you will help them bypass these barriers and give you the information you need.

1. **Focus on the facts.** Let the client or witness tell you the facts in their own words. Focus on information that can *be verified* and be ready to *sort out* facts from opinions.
2. **Be active in listening.** Listening is different from hearing and is actually quite difficult. Hearing is the process of receiving information. Listening is the *mental processing* of what you have heard. You need to pay attention not only to what is said by the interlocutor, but also to what is left unsaid, and to the body language that accompanies what is said. Listening well is just as important as questioning well. First, by listening to the client or witness, you establish *mutual understanding* and confidential relations. Everyone likes to talk, and client or witness will probably be eager to talk about the problem.

It may be useful to *repeat back* what the other person said. This may seem *awkward* at first but it is an *effective tool*. As you repeat it back, the other person knows you have heard the communication and is empowered to move on to the next issue.

Provide feedback. Feedback may be used to encourage the client to communicate with the lawyer. Giving positive feedback ('Please tell me what's *on your mind*. I'm here to listen and help as much as I can/) enables the lawyer to obtain fuller information from the client than might otherwise be possible. It is also important to give continuous feedback to the client in the form of short phrases, which tell the client that you are listening carefully. You should encourage the client to speak by using phrases and words like 'I see', 'That's interesting', '*Go on*', 'Right', 'Yes', etc. Even *meaningless* encouraging noises ('mmm', 'huh-huh', etc.) can be helpful in this context. They signal to the client that you are still actively listening to what he is saying.

СЛОВА:

experts - эксперты, сведущие лица strategy - стратегия, подход, метод, образ действия

efficient - продуктивный, полезный, рациональный

keep an open mind - сохранять объективность, быть непредубеждённым

take your time - не спешите!

jump to conclusions - делать поспешные выводы

who is in fault - кто виноват regard as - рассматривать в качестве

voluntarily - добровольно

assumption - предположение, самонадеянность

fail - не суметь, оказаться не в состоянии

unwilling - несклонный, нежелающий concerns - дела, тревоги, опасения

description - описание inaccurate - неточный, ошибочный

incomplete - неполный, частичный

pertinent information - существенная информация; информация, имеющая отношение к делу

specific question - конкретный вопрос

bypass - обойти, пренебрегать be verified - проверяться, подтверждаться

sort out - отделять, отфильтровывать

mental processing - интеллектуальная обработка данных, интеллектуальная работа mutual

understanding - взаимопонимание repeat back - повторять (уже сказанное)

awkward - неудобный, нелепый

effective tool - эффективный способ, полезный приём

on mind - в мыслях, на уме

go on - продолжайте! meaningless - не имеющий смысла

2. УСТАНОВИТЕ/ соответствуют ли данные утверждения содержанию прочитанного текста; если утверждение неверно, исправьте его:

1. Facts are different from opinions.

2. In the interview all clients are always ready to disclose all concerns immediately.

3. It is a good practice to let the client describe the facts in his own words.

4. Listening in the interview is the same as hearing and is actually quite difficult.

5. Paralegals have to interview a great number of people.

6. Positive feedback may encourage the interlocutor to go on talking.

7. The client may be unaware of what the problem actually involves.

8. The paralegal may obtain the information he needs by asking his clients specific questions.

9. The paralegal should make a conclusion and determine what must be done at the very beginning of his interview with the client.

There are no strategies that may help the paralegal conduct his interviews more effectively.

3. ОТВЕТИТЕ на вопросы к прочитанному тексту

1. What does feedback signal to the interlocutor?

2. What information should the paralegal focus on?
3. What is 'hearing'?
4. What is listening'?
5. What may lead the paralegal to receiving inadequate information from clients?
6. What phrases may be used as positive feedback in the interview?
7. What will the paralegal help the clients do by asking them specific questions?
8. Whom do paralegals have to interview?
9. Why is it useful for the paralegal to repeat back what the interlocutor said?

Strategies for Effective Interviews

The other useful strategies, which will help your interviews be more effective, are as follows:

1. Have a checklist of questions, but don't be bound by it. It's a great idea to create *sample* checklists of information needed for clients in a variety of legal situations. It's also a great idea to make a list of specific questions you want to ask witnesses, experts, etc. Meanwhile, listen carefully. Take into account that your questions should show that you are listening, encourage the interlocutor and develop your conversation farther.

2. Obtain all necessary documents and other *tangible evidence* the client or witness has *in his possession*.

3. Inform and educate without giving legal advice. One of the most important roles that paralegals serve is to help a client understand and *predict* the complex process of litigation. Clients and witnesses will *feel less anxious* if they know what to expect.

4. Be hospitable. Be a good *host* when interviewing people in your office and a good *guest* when interviewing people at their home or *at work*. Offering a refreshment drink helps relax people.

5. Control your body language. It is important to demonstrate interest in the client and in what the client is telling you. Pay attention to your body language: *facial expressions*, behaviour and *posture*. Make eye contact with the person you are talking to, since it *conveys* honesty and interest.

6. Do not become emotional: try to be *objective* and calm when communicating, without being cold and distant.

7. Demonstrate compassion with professional *boundaries*. You will often feel *empathy*, especially for clients who are in a difficult situation. Remember that your role is to help them with their legal troubles. You can't help with financial, emotional, or *psychological* troubles.

8. Sum up the interview and *outline* steps going forward. The overall purpose of a legal interview is to enable your client to reach a decision as to which course of action they wish to *pursue*. By combining the results of listening and questioning, you should be able to identify what the client's problem is and what potential solutions are available. Remember, though, that your role is advisory, that is, to put those potential solutions before the client, but leave it to them to ultimately decide what to do next.

9. Keep confidences. This is the most important rule of all. Remember that not only the information you gather is to be kept confidential, but also the *very identity* of the client is confidential. If you work for a lawyer who does only criminal law or bankruptcy law and you mention that a person, who lives in the community, came to the office, you are revealing a client confidence.

СЛОВА из текста:

sample - типовой, примерный

tangible evidence - реальные факты, ясные свидетельства in possession - в (чьём-либо) владении educate - просвещать, давать образование predict - прогнозировать

feel less anxious - меньше беспокоится, меньше переживать hospitable - гостеприимный, восприимчивый, открытый host - хозяин guest - гость

at work - за работой, на работе

facial expression - мимика, выражение лица

posture - положение тела
convey - выражать, передавать (чувства)
objective - беспристрастный, непредвзятый, объективный
compassion - сочувствие, сострадание
boundary - предел, граница
empathy - сопереживание, умение поставить себя на место другого
psychological - психологический
outline - наметить в общих чертах, очерчивать
pursue - неотступно следовать, придерживаться намеченного плана
very - даже
identity - идентификация, обозначение, идентификационная информация

3. УСТАНОВИТЕ, соответствуют ли данные утверждения содержанию прочитанного текста; если утверждение неверно, исправьте его:

1. You should be subjective and emotional in your communications with clients in order to demonstrate your professionalism.
2. In the interview the paralegal should confine himself strictly to the checklist of questions.
3. It is desirable to get all relevant documents and physical evidence the client has in his possession.
4. Offering a refreshment drink helps to establish a good, professional relationship between the paralegal and the client.
5. The paralegal should help his clients understand and predict the complex process of litigation.
6. Paralegals must help their clients with financial and psychological troubles.
7. The client's role in the legal interview is advisory.

4. ОТВЕТЬТЕ на вопросы к прочитанному тексту

1. How can the paralegal demonstrate interest in the client and in what the client is telling him?
2. What does "body language" include?
3. What does eye contact with an interlocutor convey?
4. What does it mean to be hospitable?
5. What makes clients will feel less anxious during the legal interview?
6. What should the paralegal be able to do by combining the results of his interview with the client?
7. What technique may be used by the paralegal in order to encourage the interlocutor and develop the conversation further?

Практическая работа № 77

Тема: Правила деловой переписки.

Цель: формирование лексических навыков чтения и говорения.

Студент должен

Знать: значение и написание слов профессиональной направленности

Уметь: применять новые слова в устной и письменной речи, читать с целью извлечения конкретной информации, говорить на основе прочитанного.

ХОД ЗАНЯТИЯ

1. Give your letter a heading if it helps the reader to see at a glance what you are writing about.
2. Decide what you are going to say before you start to write.

3. Use short sentences.
4. Put each separate idea in a separate paragraph.
5. Use short words that everyone can understand.
6. Think about your reader. Your reader...
 - ... must be able to see exactly what you mean: your letters should be CLEAR;
 - ... must be given all necessary information: your letters should be COMPLETE;
 - ... is a busy person with no time to waste: your letters should be CONCISE;
 - ... must be addressed to in a polite tone: your letters should be COURTEOUS;
 - ... may get a bad impression if there are mistakes in grammar: your letters should be CORRECT.

Seven Steps in Planning a Business Letter

1. Write down your aim: Why are you writing this letter?
2. Assemble all the relevant information and documents.
3. Arrange the points in order of importance. Make rough notes.
4. Write an outline and check it through, considering these questions:
 - Have you left any important points out?
 - Can the order of presentation be made clear?
 - Have you included anything that is not relevant?
5. Write a first draft, leaving space for additions and changes.
6. Revise your first draft by considering these questions:

Information:

- Does it cover all the essential points?
- Is it correct, relevant and complete?

English:

- Are the grammar, spelling and punctuation correct?

Style:

- Does it look attractive?
- Does it sound natural and sincere?
- Is it the kind of letter you would like to receive yourself?
- Is it clear, concise and courteous?
- Will it give the right impression?

7. Write, type or dictate your final version.

2. Look through the structure of a business letter

Structure of the Letter

1. Sender's address / Date.
2. Inside address (receiver's address).
3. Attention line.
4. Salutation.
5. Body of the letter.
6. Complimentary close.
7. Signature.

3. Analyze the following letter according to its structural points.

GIMBEL & CO Ltd 21 High Street, Blackheath, London
SE3B 5HY Tel: 01-564-8843 7th May 2002

M. Lawson Esq, Manager, Filbury & Johns, 20

The address of the firm sending the letter (the letterhead) is often printed on the paper The date

The name, position, firm and address

Shaftsbury Avenue, London W1A 4WW

Ourref: DM/SK Dear Mr Lawson,

Thank you for your letter of 4th May enquiring about our range of office equipment.

I enclose an up-to-date price list and our latest catalogue which I hope includes something of interest to you. You will notice that we offer very favourable terms of payment.

I look forward to hearing from you again.

Yours sincerely

David Eipley Sales Manager

Encs

of the addressee

The reference (the initials of the person writing the letter and the person who types it)

The first paragraph says why you are writing

The second paragraph says what you want or what you are doing (the real reason for writing the letter)

*The final paragraph is a polite ending
You write 'Yours sincerely', if you know the name of the addressee and 'Yours faithfully' if you don't*

The signature The person writing the letter His position in the firm

Here the enclosures are the catalogue and price list

4. Use the given phrases in the business letter of your own.

Opening Phrases:

- Dear Madam
- Dear Sir
- Dear Mister Malform
- Dear Sirs
- We have received your letter of...
- We thank you for your letter of...
- We have the pleasure to inform you
- In reply to your letter of...
- To inform you... -
- We apologize for the delay in answering your letter.

Linking Phrases:

- There is no doubt that...
- It is necessary to note...
- We'd like to draw your attention to the fact
- Considering the above said...
- In this connection... -
- In connection with your request...
- Otherwise we shall have... змушені...
- As regards your request...
- Up till now we have received no reply
- In case of delay...
- In case of your refusal...

- In case you fail to make payments...

Closing Phrases:

- We are looking forward to receiving your consent/approval/confirmation.
- Your prompt execution of our order would be appreciated
- We wish to maintain cooperation with you.
- Your early reply will be appreciated.
- We are looking forward to hearing from you.
- If we can be of any assistance, please do not hesitate to contact us.
- Yours faithfully/ sincerely

5. Read and discuss the structure of the following letter according to the given statements and rules.

D. Clark, Sales Manager, Priston & Co Ltd, 28 Kolas Court, North Middletown, NJ 07734 USA
 5th March 2001 Our ref: MP/NK Dear Mr. Clark, Thank you for your offer of 3rd March. We are favourably impressed by the quality of your commodity, but feel that the price is rather high. The prices quoted by other suppliers are, on the average, 10% lower. However, in view of the high quality of your commodity, we are ready to make a deal with you if you re-examine your prices. If you reduce your price by 5% we will place an order for some 10.000 items. We trust that in view of the size of the order you will see your way of making this concession. Your early reply will be appreciated. Yours sincerely, Mike Parson Sales Manager

6. Answer the questions.

1. Who is sending the letter?
2. Who is receiving it?
3. What is the opening phrase?
4. The company is ready to purchase the commodity, isn't it?
5. What is its requirement?
6. What quantity is it ready to buy?
7. Do you think it is worth to make this concession?
8. What is the closing phrase?

Практическая работа №78

Тема: Примеры деловой переписки юриста.

Цель: формирование лексических навыков чтения и говорения.

Студент должен

Знать: значение и написание слов профессиональной направленности.

Уметь: применять новые слова в устной и письменной речи, читать с целью извлечения конкретной информации, говорить на основе прочитанного.

ХОД ЗАНЯТИЯ

1. Прочитайте и переведите текст делового письма; определите все его основные структурные части.

OK Company
 1234 Writing Lab Lane
 Write City, IN 12345
 September 4, 2014
 A. Reader

123 Winner's Road
New Employee Town, PA 12345

Ref: faxes, memos and e-mail.

Dear Mr. Reader,

As we agreed, I send you the information about some other types of business correspondence.

Fax is a *facsimile copy* of a document which is transmitted electronically through phone lines to another fax machine. Most organizations have a separate telephone line for receiving and sending faxes, which can be used 24 hours a day. A fax is not

usually a *legally binding* document. It may have the same parts as the letter does, but often it is in shorter and less official form. It's important to put down the number of pages in the fax for the reader to know if all the pages were received.

Memo as short for memorandum is a type of correspondence written from one person in the company to another, or an informal letter to someone outside the company. The style that is used depends on the practice within the company and on the relationship between the *people involved*. As a rule, it doesn't include an address or a title as Mr. or Dr. Instead of signature the sender puts his initials or his name. The other parts may be the same as in the letter.

E-mail - electronic mail is a fast and *inexpensive* way to communicate through the computer and a less formal method of correspondence. You can add to your message the *existing file*, such as a *word-processing document* or a *spreadsheet*. Its parts are:

To: *e-mail address*

From: *e-mail address*

Subject: *about what you are writing*

Date: *placed automatically*

Body: *the essence of the message*

Complementary close: *Yours sincerely,*

Signature: *your name.*

To make e-mail more 'personal' some people use punctuation to add happy © or unhappy © faces to their messages.

Be so kind as to feed all your firm staff with this information on different types of business correspondence.

I hope this information will be of some use for all of you. I look forward to keeping in touch with you.

Sincerely yours,

Mr. Know-All,

the OK Company Manager

Практическая работа №79

Тема: Написание делового письма

Цель: формирование лексических навыков чтения и говорения.

Студент должен

Знать: значение и написание слов профессиональной направленности.

Уметь: применять новые слова в устной и письменной речи, читать с целью извлечения конкретной информации, говорить на основе прочитанного.

ХОД ЗАНЯТИЯ

Writing a Business Letter in English

A business letter has its unified structure containing the following parts:

Return address (or sender's/addresser's location) is the name and the address of the sender, beginning from the smallest division: addresser's name, the name of the organization, house number, street, city, state or province and ZIP code, country. Business letters usually have a printed letterhead. It usually has all of the company's information, including address, phone number, fax number, company Web site and personal e-mail address. It may be written on the right side or at the *top of the page*.

Date - it's the date when the letter was written and signed. It is below the return address. It may be written in American style (month, day, and year) or in non-American (day, month, year). But it is better to spell month not to make confuse: *9 January 2015*, not *09.01.15*.

Destination address (or receiver's/addressee's location) - the address and the person to whom you are writing. The information should be given in the same order as the return address. Usually it is written close to the left margin.

Reference - here you *name* the main topic of the letter. For example: *Re: Doe v. Local Service Corner Ltd., Case No. JFD-97-9990* or *Re: Your letter of 11^A March*.

Salutation - when you name the person to whom you address. Example: *Dear Dr. Brown* or *Dear Mr. White*. When you don't

know whom to address in company, you should use the formula: *Dear' Sir* (or *Dear Madam, Dear Ms*), or *To Whom It May Concern*.

Body - the body of a letter tells about the subject of the letter. Usually it has four parts:

- opening - where you give the reason of writing or involve the reader in the theme of your topic;
- focus - where you provide details and explain what exactly the problem is;
- action - where you say what will happen next or what actions you are going to undertake;
- closing - be positive; here you thank the reader or demonstrate your hope for the positive result of your addressing, something like: We look forward to hearing from you soon.

Complementary close is the phrase you use after you end the body of the letter and before you sign your name. It may be:

Vent bzdy i/ours.

Very cordially yours.

Very sincerely yours.

Faithfully yours.

Sincerely yours.

Signature and typed name and title of sender - the writer's name and job title (or department) are typed at the bottom of the letter. He or she then signs the letter directly above the typed name.

Postscript is a brief sentence or paragraph introduced by the initials, "P.S." ("post *scriptus*" Latin for "after having been written"). It implies that the writer, having completed and signed the letter, had an after-thought. Although this is still commonly used in informal letters, it is not widely accepted for use in formal or business letters.

Notation regarding **copies** and **enclosures**, if any - you add it in the left bottom corner of the page if you are sending something with the letter (Encl.) or have sent copies of the same message to somebody else (CC - Carbon Copy).

СЛЮБА из текста:

top of the page - верхняя часть страницы name - называть, указывать to whom it may concern - всем, кого это может касаться; по месту

requirements body - главная часть, основная часть (письма) opening - начало; вступление; вступительная часть

closing - концовка, заключительный пассаж (письма) we look forward to hearing from you soon - мы ожидаем получение известий от вас very truly yours - с глубоким уважением sincerely yours - искренно преданный Вам typed name and title - машинописный вариант имени и должности after-thought - запоздалое соображение, поздно пришедшая мысль left bottom corner - слева в нижнем углу (листа)

2. ЗАВЕРШИТЕ каждое из начатых предложений, опираясь на содержание прочитанного текста, и переведите получившиеся предложения.

1. Business letters usually have ...
2. "Return address" is ...
3. Date in a business letter may ...
4. "Destination address" is ...
5. The body of a standard business letter has ...
6. After you end the body of the letter ...

3. УСТАНОВИТЕ, соответствуют ли данные утверждения содержанию прочитанного текста; если утверждение неверно, исправьте его:

- Address may be written in American or non-American style.
- Business letters usually have a handwritten letterhead.
- Destination address is written at the top of the page.
- "Enclosure" is a brief statement of the subject matter to be addressed in the letter.
- If you put down "P.S." in the corner of the page it means that you are sending something else with the letter.
- In "closing" you may demonstrate your hope for the positive result of your addressing.
- "Letterhead" is the name and contact information for the sender.
- "Reference" is usually the name of the person to whom you are writing.
- The part of a letter explaining its subject matter is called an "action".

Практическая работа №80

Тема: Виды юридических документов.

Цель: формирование лексических навыков чтения и говорения.

Студент должен

Знать: значение и написание слов профессиональной направленности, названия юридических документов

Уметь: применять новые слова в устной и письменной речи, читать с целью извлечения конкретной информации, говорить на основе прочитанного.

ХОД ЗАНЯТИЯ

1. ВЫУЧИТЕ слова и выражения

addressee /'adre'si:/ = **recipient** /n'sipiənt/ - получатель, адресат **business letter** /'biznəs 'letə(r)/ - деловое письмо, коммерческое письмо

complementary close /.kɒmpli'ment^ri kləuz/ - прощальная вежливая фраза

confirmation letter /.kɒnfe'mei^ʃn 'letə(r)/ - письмо-подтверждение **correspondence** /.kɒri'spɒndəns/ - переписка (как процесс), письма, корреспонденция **demand letter** /di'ma:nd 'letə(r)/ - письмо-требование урегулирования спора

destination address /ˌdestrɪ'neɪʃn ə'dres/ - адрес назначения, адрес получателя

enclosure /'ɪŋkloʊə(r)/ = enclosed /ɪn'kloʊzɪd/ = attachment /ə'tætʃmənt/ = attached /ə'tætʃt/ - вложение, приложение; "прилагается" **layout** /'leɪaʊt/ - внешний вид, облик, схема

расположения **letter of abandonment** /'letə(r) əv ə'bændən/ - заявление об отказе **letter of complaint** /*letə(r) əv kəm'pleɪnt/ = complaint letter /kəm'pleɪnt 'letə(r)/ = claim letter /kleɪm

'leta(r)/ - претензионное письмо, рекламация, письменная жалоба **letter of confirmation** /'leta(r) av .kDnfeŋO'meiJielrV - письмо- подтверждение
letter of congratulations /'leta(r) av kangraetju'lei^ajnz/ - поздравительное письмо
letter of demand /'leta(r) av di'ma:nd/ - письмо-требование (любое письмо, содержащее формальное требование чего-л. от другого лица)
letter of guarantee /'leta(r) av .gaeran'ti:/ = letter of commitment /'leta(r) av
letter of intent /'leta(r) av in'tent/ - письмо о намерении (письмо, в котором лицо сообщает о своем намерении предпринять какие- либо действия при наступлении определенных условий)
letter of offer /'leta(r) av in'tent/ - письмо с предложениями **letter of request** /'leta(r) av ri'kwest/ - письменное ходатайство, заявка **margin** /'ma:(r)dʒin/ - поле (страницы), край, граница **opinion letter** /a'pinjan 'leta(r)/ - письмо, содержащее юридическое заключение; письмо с выражением мнения юриста **order letter** /'o:(r)da(r) 'leta(r)/ - письмо-заказ **postscript** /'paus(t),skapt/ = P.S. /,pi: 'es/ - приписка в письме
printed letterhead /'printed 'leta(r),hed/ - отпечатанный штамп фирмы на бланке письма, печатный фирменный бланк **reference** /'ref(8)r8ns/ - ссылка, упоминание темы, отсылка (к предыдущему письму ит. п.) **reminder letter** /n'mamda(r) 'leta(r)/ - письмо-напоминание **reply letter** /rɛ'plai 'leta(r)/ - ответ на письмо-рекламацию или на напоминание о невыполненных обязательствах **return address** /n'tʒ:(r)n a'dres/ - обратный адрес **salutation** /,saelju'tei/(a)n/ - приветствие
sender /'sendʒ(r)/ = addresser /a'dresʒ(r)/ = addressant /a'dresant/ - отправитель, адресант **signature** /'signatʃa(r)/ - подпись, собственноручная подпись, автограф
spelling /'spelirj/ - орфография, правописание **thank-you letter** /Gaerjk ju: 'leta(r)/ - благодарственное письмо **to put down** /put daun/ - записывать, вписывать **to type** /taip/ - печатать, набирать на клавиатуре **transmittal letter** /traenz'mital 'leta(r)/ - препроводительное письмо, сопроводительное письмо, препроводительная записка **ZIP code** /zip kaud/ (Zone Improvement Plan code) - почтовый индекс

Golden Rules of Business Correspondence

1. Letter-writing is the basic element in business and legal correspondence nowadays, although we have such achievements of modern telecommunication as fax, e-mail, memo, which are widely spread in *legal environment*. Nevertheless different elements of the letter are presented in all *newly invented* means of communication and the letter itself still remains the most *reliable* and recognized way of *transmitting* information.

2. If you are a lawyer or paralegal, you should know the basics of business letter writing as far as you will have to write a great amount of different documents in the basis of which there is a letter. The first thing to consider is the purpose of a business letter. In a legal environment, a business letter may be used for any of the following purposes:

- communicate *factual information*;
- send documents to the client, *opposing counsel* or the court;
- *confirm* important dates and *appointments*;
- *request* information from the client or opposing counsel;
- confirm information provided to the client, *seiiAce provider* or opposing counsel;
- summarize a legal opinion regarding a client's rights and obligations;
- *initiate* settlement.

3. In preparing any letter, it is recommended to follow some common rules of making a business letter which are called the 'Golden Rules':

- it must be written in a good language without errors in spelling, grammar, *punctuation*, sentence structure or *word use*;
- it should contain simple, rather than long, sentences and easy to understand phrases;
- it must be typed, only the signature is to be written down;

- it mustn't have any words *crossed out* or any obvious *erasures*;
- 4.- its appearance should be attractive to an eye, its margins must be straight and wide enough (the upper, the left and the bottom margins - about 3-4 cm, the right - not less than 1 cm).
- it should never be continued on the back of the sheet;
- it should be written in polite, friendly or neutral tone and by no means sound aggressive or *disgusting*;

2. УСТАНОВИТЕ, соответствуют ли данные утверждения содержанию прочитанного текста; если утверждение неверно, исправьте его:

1. A business letter may be used for different purposes.
2. A business letter should be «inviting to an eye», well shaped and well-balanced.
3. As far as there are so many types of a business letter it's impossible to define any general rules of letter-writing.
4. Different elements of letter-writing are presented in all newly invented means of communication.
5. Each letter should deal with no more than three subjects.
6. In order to be on the safe side you should make a copy of every letter you receive.
7. Lawyers have to write a great amount of business letters.
8. The whole text of a business letter must be typed.
9. When you translate a letter from a foreign language, do it word by word without any variations.

3. ОТВЕЬТЕ на вопросы к прочитанному тексту

What are the purposes of letter-writing in a legal environment?

- What are the ways to make a letter more understandable and clear?
- What does a layout and content of business letters reflect?
- What does a signature on the letter mean?
- What margins should there be in a business letter?
- What means of communication are used in legal environment alongside with business letters?
- Why is it necessary to have a copy of every letter sent by lawyers?

Практическая работа № 81

Тема: Как подготовить юридический документ

Цель: формирование лексических навыков чтения и говорения.

Студент должен

Знать: значение и написание слов профессиональной направленности.

Уметь: применять новые слова в устной и письменной речи, читать с целью извлечения конкретной информации, говорить на основе прочитанного.

ХОД ЗАНЯТИЯ

How to Prepare a Legal Document

- Paralegals often draft routine legal documents either for clients or for the law firms. Because these documents tend to follow standard forms and templates, they are relatively easy for paralegals to create. But like all legal documents, the content must be *precise and accurate*. Something as simple as a *misspelled word* or *missing comma* can change a document's meaning or *render it invalid*.

- If you are a paralegal and you have to prepare a legal document, but you are not sure where to begin, you may just follow the steps indicated below:

- **Create a heading.** The heading of a legal document may be a letterhead, *case caption*, or simply the *title* of the document, depending upon the type of legal document you are drafting.

- Letterhead. Letterhead goes at the top of the first page of a letter, contains the letter writer's name, address, and telephone number, and may contain an e-mail address, fax number, or *company logo*, as long as it identifies you as the letter's author and provides a way for the reader to contact you.

- Case caption. If you are drafting a pleading, you will need to put the case caption at the top of the first page of the pleading. A case caption contains the name of the state, county, and court, the parties names, and a case number.

- Document title. Directives and agreements generally have headings, which contain the name of the document in *large or bold font*. A document title for an agreement or directive may be something like, "Last Will and Testament of Bill Smith" or "Paralegal Services Agreement".

- **Find some good forms or examples.** There is no need to *reinvent the wheel*. Whatever letter, pleading, agreement, or legal document you need to prepare, someone has done it before, and so there is no reason to not learn from his or her *experience*. Find a few forms or examples for the legal document you want to prepare, and use them to create your own version. Some good places to find forms include:

- *Handbooks*, *reference books* and books of forms. Many legal *publishers* publish for lawyers different handbooks and books of forms that you may use as *guidelines*.

- *Free form sites*. Many free form sites offer valid forms for different kinds of legal instruments. Free forms in English can be found at LexisNexis, Forms Workflow, All About Forms, and Law Smart.

- **Create the body of the document.** Using the forms you found, write the main part of the document. When writing, you should use clear, *concise language* to ensure that there is only one way of interpreting the words. You want every person who reads the document to understand it to mean the same thing. Some tips for making the document clear, include:

- be specific;

- remain *brief* say only what you need to say and nothing more;

- use *formatting*: numbered paragraphs, bold headings and subheadings, and *white space* can all be used to make your document more *readable*

- include a *definitions section*:

- *date* the document;

- avoid *legalese* when you can.

- **Make a signature block.** A signature block provides a line for each person who will sign the document to sign, with his or her name typed or printed beneath the line. It may also include a space for the signatory to date the document.

Proofread and spell check. Examine your text carefully to find and correct *typographical errors*, *misused words*, mistakes in grammar, style, and spelling.

СЛОВА из текста: fcvj/ precise and accurate - точный и безошибочный misspelled word - неправильно написанное слово missing comma - пропущенная запятая render it invalid - превратить (документ) в не имеющий законную силу (текст)

case caption - заголовок (название) судебного дело

title - заглавие, заголовок

company logo - логотип фирмы

large or bold font - крупный или жирный шрифт

reinvent the wheel - заново изобретать колесо

experience - опыт, практика

handbook - настольная книга, справочник
reference book - справочная книга, пособие
publisher - издательство
guidelines - руководство, инструкция
free form site - бесплатный сайт типовых бланков
concise language - немногословный стиль, лаконичный язык
brief - лаконичный, краткий
formatting - форматирование, разметка текста
white space - пробел, свободное место
readable - пригодный для чтения

definitions section - раздел с дефинициями (толкованием) используемых в тексте слов
date - датировать, ставить число
legalese - юридический жаргон
signatory - лицо, подписавшее документ
typographical error - опечатка
misused word - неправильно употребленное слово

2. ЗАВЕРШИТЕ каждое из начатых предложений, опираясь на содержание прочитанного текста, и переведите получившиеся предложения.

1. The content of legal documents should ...
1. If you have to prepare a legal document...
 2. The heading of a legal instrument...
 3. The sources, where you can find the forms of legal documents, include ...
 4. The tips for writing a legal instrument include ...
 5. A signature block contains ...

3. ОТВЕТИТЕ на вопросы

- In what part of a sheet does a letterhead go?
- What document goes with a case caption?
- What does formatting of a text mean?
- Where can a paralegal find forms if he creates a legal document in English?
- Why is it relatively easy nowadays for paralegals to create routine legal documents?
- Why should a paralegal proofread every draft of a legal document?
- Why should a paralegal use clear and concise language when he drafts a legal document?

Практическая работа № 82

Тема: Структура и содержание текста договора .

Цель: формирование лексических навыков чтения и говорения.

Студент должен

Знать: значение и написание слов профессиональной направленности.

Уметь: применять новые слова в устной и письменной речи, читать с целью извлечения конкретной информации, говорить на основе прочитанного.

ХОД ЗАНЯТИЯ

Structure and Content of a Business Contract

Legislation lays down **fundamental norms** about the structure and content which all business contracts must comply with. For sales contracts, *supply agreements* and contracts of service these norms are as follows:

- goods/services must be of *merchantable quality*
- the seller/contracting party must have *title*;
- goods/services must *be fit for* a particular purpose;
- goods/services must be as described;
- there must be no *misrepresentations*.

In a more detailed way the **uniform terms and conditions** of a contract for sale of goods are as follows:

identification of the parties; these can be the name of a person or a separate business entity;

description of the goods (certain quantity and quality);

consideration (it normally consists of the *mutual promises* that are made by the parties to the contract; each party must make a *binding promise* to the other party in order to the agreement between them to be a true and enforceable contract);

- seller's obligation to *tender deliver* of the goods (time, place and manner of delivery);
- buyer's obligation to pay for goods (price; *medium of payment* time of payment);
- *warranties*;
- *insurance*;
- *remedies* of the parties;
- signature of the parties;

j) *miscellaneous provisions* (duration and termination of contract terms; delegation of *performance*; *assignment of rights*; *force majeure*; *liquidated damages*; *acceleration clauses*; *choice of law clause*).

The contract should *stipulate* all these different things *in good time*. This is very important, as otherwise large sums can be spent on litigation.

СЛОВА из текста:

legislation - законодательство

supply agreement - договор на поставку

merchantable quality - (хорошее) рыночное качество; коммерческое качество (оговорка в договорах купли-продажи, означающая, что товар должен отвечать всем целям, для которых он обычно употребляется, и соответствовать контрактному описанию)

title - право собственности; право на имущество; основание права на имущество

be fit for - соответствовать, быть пригодным для (чего-либо) misrepresentation - введение в заблуждение; искажение фактов

terms - условия соглашения, договора

consideration - материальное основание договора, встречное удовлетворение

mutual promises - взаимные обещания

binding promise - обязывающее обещание

tender delivery - выполнить условия поставки, осуществить доставку

medium of payment - средство платежа, платежное средство

warranty - гарантийное обязательство

insurance - страховка

remedies - средства судебной защиты

miscellaneous provisions - прочие положения

performance - исполнение договора

assignment of rights - переуступка прав

force majeure - форс-мажор, форс-мажорные обстоятельства, непреодолимая сила

liquidated damages - ликвидные (заранее оцененные) убытки, оценочная неустойка

acceleration clause - оговорка об ускорении, условие о сокращении срока исполнения обязательства, choice of law clause - условие контракта о выборе применяемого права

stipulate - обуславливать, оговаривать в качестве особого условия in good time - заранее, вперед; заблаговременно

2. ЗАВЕРШИТЕ каждое из начатых предложений, опираясь на содержание прочитанного текста, и переведите получившиеся предложения.

1. A business contract usually contains ...
2. Each contracting party must...
3. In a business contract, goods/services must...
4. The contract should ...
5. The fundamental norms of a contract of service are ...

3. ОТВЕТЬТЕ на вопросы

1. Give the examples of miscellaneous provisions included into business contracts.
 1. What are fundamental terms and conditions of contracts for services or sale of goods?
 2. What does consideration usually consist of?
 3. What regulates the structure and content, which all business contracts must comply with?
 4. What seller's and buyer's obligations should be defined in the contract for sale of goods?
 5. What should be written in description of the goods?
 6. Why should a lawyer stipulate all probable consequences of the arrangement in advance when drafting a business contract?

Практическая работа №83

Тема: Пример договора на оказание юридических услуг.

Цель: формирование лексических навыков чтения и говорения.

Студент должен

Знать: значение и написание слов профессиональной направленности.

Уметь: применять новые слова в устной и письменной речи, читать с целью извлечения конкретной информации, говорить на основе прочитанного.

ХОД ЗАНЯТИЯ

1. **Прочитайте, переведите договор на русский язык.**

Agreement to Provide Legal Services

_____, represented by _____, acting on the basis of _____ (the «Client»), and _____ (licensed by _____), represented by _____, acting on the basis of a power of attorney (the «Consultant») hereby agree as follows:

1. Subject Matter

The Consultant shall provide to the Client legal services and the Client shall pay the Consultant for the provision of those services and reimburse all expenses incurred by the Consultant in the course of providing those services.

2. Obligations of the Consultant

- 2.1. The Consultant shall advise the Client with written advice on:
- 2.2. The Consultant, to provide oral and written advice, may engage on a subcontract basis other law firms located in jurisdictions where the Consultant does not have a representative office or an affiliate.
- 2.3. The Consultant shall take all reasonable measures to fulfil its obligations properly, exercising care and attention to the extent prescribed by the nature of the obligations and local business practice.

3. Obligations of the Client

- 3.1. The Client shall provide the Consultant on a regular basis with such information as the Consultant may request, to assist the Consultant to provide the legal services in accordance with its obligations under Clause 2 of this Agreement.
- 3.2. The Client shall pay the Consultant for the legal services in accordance with provisions of Clause 4.
- 3.3. The Client shall reimburse all expenses incurred by the Consultant in providing the legal services.

4. Terms of payment

- 4.1. The Client undertakes to pay for the Consultant's services on the basis of invoices issued by the Consultant after the services under this Agreement are performed.
- 4.2. The Consultant's charge for its services will depend on the number of hours spent by the Consultant's employees on the Client's matter and shall be calculated in accordance with the hourly rates set out in Schedule 1 to this Agreement.
- 4.3. The Consultant shall in addition invoice and charge the Client for all disbursements and expenses incurred in providing the legal services, including state duties, fees, international telephone and fax calls, interpreters and translators, secretarial overtime and notary fees. All charges will be calculated excluding Value Added Tax which to the extent that it is payable, shall be paid by the Client
- 4.4. In the event that the Client fails to pay an invoice posted in accordance with Clause 4.3. of this Agreement within _____ calendar days from the date of its posting, the Client shall pay a penalty of 1 (one) per cent of the total amount due for each day of default.

5. Confidentiality and Non-disclosure

Neither the Client, nor the Consultant shall disclose the terms of this Agreement without the consent of the other except to the extent that such disclosure may be required by the laws of the Russian Federation.

6. Liability of the Consultant

In case of any breach by the Consultant of its obligations under this Agreement the Consultant shall reimburse the Client for the immediate and direct losses the Client suffered as a result of the breach except for lost profit, such reimbursement to be limited to reasonable expenses of the Client.

7. Dispute Resolution

7.1. The Consultant and the Client will make all reasonable efforts to settle amicably all disputes arising from and in connection with this Agreement.

7.2. Should parties fail to reach amicable settlement of a dispute connected with this Agreement, they may submit the dispute for consideration to the International Commercial Arbitration Court at the Chamber of Commerce and Industry of the Russian Federation («ICAC») in accordance with the Procedure of such arbitration. The ICAC shall have exclusive jurisdiction to hear such disputes.

7.3. The law applicable to this Agreement shall be the law of the Russian Federation.

2. Выпишите основные пункты договора.

Практическая работа №84

Тема: Пример договора в сфере бизнеса.

Цель: формирование лексических навыков чтения и говорения.

Студент должен

Знать: значение и написание слов профессиональной направленности.

Уметь: применять новые слова в устной и письменной речи, читать с целью извлечения конкретной информации, говорить на основе прочитанного.

ХОД ЗАНЯТИЯ

1. Прочитайте и переведите представленные ниже образцы юридических документов.

1) Sales Contract

This agreement is made *as of* _____ [date] between _____
(hereinafter referred as Seller), and (hereinafter referred as Buyer).

1. *In consideration of* mutual agreements of Seller and Buyer to *be set forth*. Seller agrees to sell and Buyer agrees to buy _____ (hereinafter referred as Goods).

2. Buyer agrees to pay Seller for Goods \$ _____. Terms of payment: _____

3. Seller agrees to deliver Goods to Buyer on [date], at _____ (place).
[date], at

4. *Title to* Goods shall pass to Buyer _____ (e.g., on execution of this contract).

5. Risk of *loss, destruction or damages* of or to Goods shall be on Seller until _____ [e.g., until delivery of Goods to carrier at _____].

Date, Signatures, *Acknowledgment*.

СЛОВА из текста:

as of - начиная с, по состоянию на
in consideration of - учитывая, принимая во внимание
be set forth - быть установленным, оговоренным, закрепленным
title to - правовой титул, основание права на имущество
on execution - по исполнению, на момент выполнения (обязательств)
loss, destruction or damages - пропая, уничтожение, либо повреждение/порча
acknowledgment - засвидетельствование, подтверждение, удостоверение

2. Deed

This Deed, made as of the 1st day of August, 201__, between_____, party of the first part, and_____, party of the second part. Witnesseth, that the said party of the first part for and in consideration of the sum of \$____(____ &____/100 dollars), the receipt whereof is hereby acknowledged, hereby grants and conveys unto the said party of the second part, all those certain lands: _____

In witness whereof, the said party of the first part has hereunto set his hand and seal.

Sealed and Delivered in the presence of:

This instrument was acknowledged before me by_____ on this _____

Notary

My Commission Expires on:

СЛОВА из текста:

said - вышеупомянутый, вышеуказанный whereof - о котором, о чём convey unto - передавать

3. Termination of Contract of Sale

WHEREAS, the Undersigned have entered into a contract of sale dated_____ regarding Premises known as_____ (the "Contract of Sale"), a copy of which is annexed hereto,

NOW THEREFORE, in consideration of the sum of (dollars) ____ and other good and valuable consideration, the adequacy and receipt of which is hereby acknowledged, it is

AGREED, that the Contract of Sale is hereby cancelled, terminated and is null and void and of no force and effect, that the parties hereto hereby release and discharge the other, their agents and assigns from any and all obligations and liabilities under said Contract of Sale and that the Seller's attorney, _____, shall, upon the execution of this Agreement, return the contract deposit in the sum of \$_____ to_____

Dated:

Purchaser

Seller

Purchaser's Attorney

Seller's Attorney

СЛОВА из текста:

be annexed - прилагаться; идти в виде приложения

good and valuable consideration - юридически действительное ценное встречное удовлетворение

4) Power of Attorney, Revocation

I, (“Declarant”). o f ____ (Address), through my Power of Attorney dated ____ (“Power of Attorney”) made and appointed____, my true and lawful attorney in fact for the purposes, and with the powers set forth in the document.

I hereby give notice that I have revoked and canceled, and hereby do revoke and cancel the Power of Attorney, and all powers and authority given, provided or implied therein to in that Power of Attorney.

In witness of this act, I have signed this Notice of Revocation of Power of Attorney on____ [date].

Revoker of Power of Attorney

On this____[date], before me, personally appeared known to be the person described in and who executed the foregoing instrument and acknowledged to me that they executed the same as their free act and deed.

Notary Public

Commission Expires on:

СЛОВА из текста:

declarant - заявитель

give notice - извещать, уведомить, делать предупреждение

revoke and cancel - отменять (полномочия)

notice of revocation - объявление об отзыве полномочий

foregoing instrument - упомянутый выше документ

5) |Proxy

I, _____, a stockholder of record of____("Corporation") do hereby constitute and appoint as my lawful attorney, and agent, _____for a period expiring on____to represent me at any and all stockholder meetings of the corporation and at any adjournment thereof, to act for and in the name, place and stead of the undersigned on all matters and things which may be presented for action or consideration at such meetings, giving and granting unto said attorney full power in all respects that I could exercise if present in person.

Date: _____

Shareholder:_____

Witness Signature:_____

Notary's Acknowledgment

On this____ [date], before me personally appeared _____[name of shareholder], known to me as the person described in and who executed the foregoing instrument and acknowledged to me that he/she executed the same as said person's free act and deed.

Notary Public

СЛОВА из текста:

adjournment - перерыв между заседаниями

undersigned - нижеподписавшийся action or consideration - решение или обсуждение

6) Promissory Note

\$_____

FOR VALUE RECEIVED, _____, the MAKER, promises to pay to the order of _____, the HOLDER, the sum of \$____ payable at____, ____ with interest at the rate of _____ percent per annum.

This note is №____ in a certain series of____ notes.

Should there be a default in the payment of any of the notes, then, at the option of the holder hereof, the remaining notes within the series shall immediately become due and payable.

Upon default the MAKER shall pay all reasonable costs of collection including attorney's fees.

MAKER

СЛОВА из текста:

for value received - за встречное удовлетворение

pay to the order of - платить приказу

with interest at the rate of - включая проценты по ставке в

upon default - в случае невыполнения обязательств

КЛЮЧЕВЫЕ СЛОВА по изучаемой теме:

articles of association

motion

case caption

permit

certified copy

power of attorney

complaint

promissory note

deed

signature block

document form

spelling

heading

subpoena

interrogatory

summons

lease agreement

template

legal brief

terms and conditions

legal instrument

title

legalese

to authorize

legally enforceable

to include

litigation documents

to proofread

letterhead

to spell check

misrepresentation

valid

ПОДГОТОВЬТЕ на английском языке сообщение на тему «Legal instruments», учитывая следующие пункты плана:

- понятие юридического документа;
- виды юридических документов;
- правила по составлению юридических документов;
- коммерческий договор как пример юридического документа: его содержание и структура.

Практическая работа №85

Тема: Дифференцированный зачет (см.КОС)

Цель: Контроль знаний, умений.