

НОВОСИБИРСКИЙ ГОСУДАРСТВЕННЫЙ
АГРАРНЫЙ УНИВЕРСИТЕТ
ЮРИДИЧЕСКИЙ ФАКУЛЬТЕТ

ENGLISH FOR LAW STUDENTS

учебно-методическое пособие для студентов
юридического направления подготовки

Новосибирск 2017

УДК 803.0:34 (075)
ББК 81.43–21:67, я 73
Е 56

Кафедра иностранных языков

Составитель *Н. И. Трофимова-Коваленко*

Рецензенты: д-р. филол. наук, проф. *А. В. Кокова*;
канд. филол. наук *Е. Г. Коротких*

English for Law Students: учеб.-метод. пособие для студентов юридического направления подготовки / Новосиб. гос. аграр. ун-т, Юрид. фак.; сост. Н. И. Трофимова-Коваленко. – Новосибирск: ИЦ НГАУ «Золотой колос», 2017. – 131 с.

Учебно-методическое пособие содержит аутентичные тексты, раскрывающие предмет, понятийную область и актуальные вопросы современной теории права. Тексты помогут освоить специальную лексику профессиональной сферы, сформировать компетенцию владения английским языком на уровне профессионального общения.

Учебно-методическое пособие предназначено для студентов юридического факультета, обучающихся по направлению подготовки 40.03.01 – Юриспруденция по специальности 40.05.02 – Правоохранительная деятельность, 38.05.02 – Таможенное дело. Пособие может быть использовано в качестве основной или дополнительной литературы для курса «Деловой иностранный язык», курса повышения квалификации «Профессиональный иностранный язык» в сфере юриспруденции.

Учебно-методическое пособие утверждено и рекомендовано к изданию в электронном виде методическим советом юридического факультета (протокол № 8 от 15 сентября 2016 г.).

© Новосибирский государственный
аграрный университет, 2017

ВВЕДЕНИЕ

Данное учебно-методическое пособие предназначено для бакалавров направления подготовки в сфере юриспруденции, связанной с различными аспектами современной теории права, специальности: 40.05.02 – Правоохранительная деятельность, 38.05.02 – Таможенное дело.

Основные разделы пособия (**Texts for Comprehensive Reading and Discussion, Grammar Reference and Exercises**) рассчитаны на 60–80 часов аудиторных занятий и 100–120 часов самостоятельной работы.

Материал раздела **Texts for Comprehensive Reading and Discussion** организован в 4 учебно-тематических блока (UNITS). Каждый блок подразделяется на три подблока, которые охватывают три речевых навыка – чтение, письмо, говорение. Для обучения каждому навыку предлагается работа с опорой на текст, который сопровождается предтекстовым глоссарием и послетекстовыми заданиями на понимание и обсуждение. Данные блоки содержат объемный текстовый материал. Помимо заданий на понимание и обсуждение, блоки включают тренинг по говорению (**Communicative Skills**) и письменной практике (**Writing Skills**).

Раздел **Translation Theory. Text Bank** содержит методические указания по переводу профессиональных текстов с английского языка на русский, основные переводческие термины и техники, а также обширный текстовый банк по самым разным направлениям теории права.

Раздел **Grammar Reference and Exercises** включает в себя краткий грамматический справочник по английскому языку и грамматические упражнения.

Целью данного пособия является углубленное развитие коммуникативной компетенции в профессионально-ориентированных видах речевой деятельности; чтение и понимание оригинальных текстов; вторичная обработка текста про-

фессиональной направленности – пересказ, реферирование текста; монологическая и диалогическая речь, дискуссии; создание благоприятных условий для развития критического мышления. Содержательная сторона пособия связана с различными аспектами современной теории права. Особое внимание уделяется формированию ведущего коммуникативного умения – чтения литературы по специальности с разной глубиной осмысления содержания. Материалы и задания пособия развивают диалогическую и монологическую речь, навыки реферирования и комментирования, стимулируют интерес к иноязычной информации о научных открытиях и проблемах.

Таким образом, каждый раздел стимулирует интерес обучающихся к научной коммуникации на иностранном языке, повышает мотивацию к процессу обучения, способствует формированию основных и профессиональных компетенций:

- владение иностранным языком как средством коммуникации в рамках терминологии профессионального международного общения;
- способность применять иностранный язык в сфере профессиональной деятельности;
- способность к письменной и устной коммуникации на иностранном языке;
- способность использовать знание иностранного языка для получения профессиональной информации из иностранных источников.

Учебно-методическое пособие может быть использовано в разнообразных условиях учебного процесса для развития базовой коммуникативной компетенции как в качестве основной, так и дополнительной литературы.

TEXTS FOR COMPREHENSIVE READING AND DISCUSSION

UNIT 1. THE BASICS OF LAW

READING SKILLS. Text 1. What is Law

Exercise 1. Read and translate the text using the essential vocabulary.

Essential Vocabulary

a law	закон, право
various	различный
behavior	поведение
to behave	вести себя
descriptive	описывающий
to describe	описывать
simply	просто
natural phenomenon	природные явления
gravity	зд. гравитация
prescriptive	предписывающий
to prescribe	предписывать
ought = should	должен, следует
speed limit	ограничение скорости
a society	общество
a relation	отношение
informal	неформальный, неофициальный
to belong	принадлежать
to enforce laws	проводить, применять законы
a citizen	гражданин
a government	правительство, государство
to learn	учиться
advice	совет
to advise	советовать
to break a rule	нарушать правило
a penalty	наказание, взыскание, санкция

continually	постоянно
to refuse	отказывать
to have anything to do with	иметь общее с чем/кем-либо
a way	путь, способ
to guide	вести, направлять
to carry	выполнять, нести
detailed	подробный
punishment	наказание
to leave	оставлять, покидать, уезжать
however	однако, тем не менее
to use	использовать
instance	случай
such	такой
to commit a crime	совершить преступление
to escape justice	избежать правосудия
influence	влияние

The English word “**law**” means **various** forms of **behavior**. Some laws are **descriptive**: they **simply describe** how people or even **natural phenomena** usually **behave**. An example is the law of **gravity**; another is laws of economics. Other laws are **prescriptive** – they prescribe how people **ought** to behave. For example, the **speed limits** are laws that prescribe how fast we **should** drive.

In all **societies relations** between people are regulated by prescriptive laws. Some of them are **customs** – that is **informal** rules of social and moral behavior. Some are rules we **accept** if we **belong** to **particular** social and cultural groups. And some are laws made by nations and **enforced** against all **citizens**.

Customs need not be made by **governments** and they need not be written down. We **learn** how we should behave in society through the instruction of family and teachers, the **advice** of friends, etc. Sometimes we can **break** these rules without any **penalty**. But if we **continually** break the **rules**, other members

of society may **criticize** us or **refuse** to **have anything to do with** us. The **ways** in which people talk, eat and drink, work and relax together are usually **guided** by many such informal rules.

The rules of social instructions are more formal than customs, **carrying** penalties for those who break them. Sports clubs, for example, often have **detailed** rules for their members. But if a member breaks a rule and **refuses** to **accept** any **punishment**, the club may ask him or her to **leave** the club.

However, when governments make laws for their citizens, they **use** a system of courts and the police to enforce these laws. Of course, there may be **instances** where the law is not enforced against someone – **such** as when young children **commit crimes** or when certain people are able to **escape justice** by using their money or **influence**.

Exercise 2. Give Russian equivalents of the following words with the same root:

forms, gravity, economics, limit, regulate, social, cultural, nation, instruction, criticize, formal, sport, club, detailed, system, police.

Exercise 3. Read the statements and put a check (if true), cross (if false) and NS (if not stated).

1. Relations between people can be regulated by customs and traditions.
2. Everyday human behavior is guided only by informal rules.
3. Economic laws represent the examples of prescriptive laws.
4. Young children can not receive any penalty.
5. The system of courts and the police are used to enforce the laws made by the governments.

Exercise 4. Answer the questions to the text.

1. Which laws are prescriptive and which are descriptive?

2. What's the difference between a custom and a law?
3. How do we learn the rules of social behavior?
4. What are ways of law enforcement?

Exercise 5. Put the sentences in the correct order thus providing a short rendering of the text.

1. Prescriptive laws are those stating the way people must behave.
2. Governments use a system of courts and the police to enforce the laws.
3. There are descriptive and prescriptive laws.
4. The rules of social instructions are more formal than customs.
5. Descriptive laws state the way people or natural phenomenon usually behave.
6. Relations between people in all societies are regulated by the prescriptive laws – some of them are customs, others are rules.

WRITING SKILLS. Text 2. Classification of Law

Exercise 1. Read the text and understand the main idea using the essential vocabulary.

Essential Vocabulary

to understand	понимать
different	различный
helpful	полезный
statute	статут, законодательный акт
a court	суд
case	дело, случай
source	источник
to apply	применять
in order	чтобы
to decide	решать

lawsuit	судебный иск
substantive law	материальное право
on the one hand	с одной стороны
on the other hand	с другой стороны
to provide	предоставлять, предусматривать
to conduct	проводить, вести
to appeal	обращаться, апеллировать
judgment	судебное решение, приговор, оценка
to call	называть
procedural law	процессуальное право
a part	часть
to define	определять
to establish	устанавливать
whereby	посредством которого
to protect	защищать
to enter into an agreement	заключать договор
to claim	утверждать
to breach	нарушать
to bring into court	доводить до суда
mechanical	автоматический
to constitute	составлять
enforceable	осуществимый
to be entitled to	иметь право
damages	убытки
matters	вопрос, предмет, дело
to determine	определять, решать
on the basis	на основании
frequently	часто
public law	публичное (общественное) право
private law	частное право
to include	включать
bodies of law	совокупность правовых норм
effect	влияние, воздействие
to affect	влиять, воздействовать
to concern	рассматривать
to divide into	разделять(ся) на

duty	обязанность
multitude	множество
administrative agencies	административные ведомства
Interstate Commerce Commission	Внутригосударственная торговая комиссия
Federal Trade Commission	Федеральная торговая комиссия
National Labor Relations Board	Национальный совет по трудовым отношениям
general	общий, главный
to consist of	состоять из
maxim	максима, принцип
to forbid	запрещать
detrimental	пагубный, губительный, убыточный
welfare	благополучие
contract law	договорное (контрактное) право
tort law	деликтное право
property law	имущественное право
several	несколько
to subdivide into	подразделять(ся) на
sales	продажи
commercial paper	коммерческие векселя
agency	агентство
business organization	деловая организация
a party	сторона
an individual	лицо
primary	первичный
litigation	тяжба, судебное разбирательство
total	совокупный, суммарный
a wrong	правонарушение
against	против
premise	помещение, предпосылка
to injure	травмировать, причинять вред
loss	потеря
branch	ветвь
to contain	содержать
will	зд. завещание

trust	трастовый фонд
estate in land	недвижимость с участком
personal property	частная собственность
bailment	депонирование, депозит

In order to understand the many different aspects of law it is **helpful** to look at the **various** areas or classifications of law. There are many legal principles or rules of law that are found in **statutes**, **cases** decided by courts and other **sources** that are **applied** by the courts in order to decide **lawsuits**, and these rules or principles of law are classified as **substantive law**. **On the other hand**, the legal procedures that state the way a lawsuit is begun, the way a trial is **conducted**, the way **appeals** are taken, and the way a **judgment** is **enforced** are called **procedural law**. In other words, substantive law is that part of the law that **defines** rights, and procedural law **establishes** the procedures **whereby** rights are enforced and **protected**. For example, A and B have **entered into an agreement**, and A **claims** that B has **breached** the agreement. The rules that **provide** for **bringing B into court** and for the conduct of the trial are rather **mechanical** and they **constitute** procedural law. Whether the agreement was **enforceable** and whether A is **entitled to damages** are **matters** of substance and would be **determined on the basis** of the substantive law of contracts.

Law is also **frequently** classified into areas of **public** and **private**. Public law includes those **bodies** of law that affect the public generally; private law includes the areas of the law that are **concerned** with the **relationship** between individuals.

Public law may be **divided into** three **general** categories:

- (1) constitutional law which concerns itself with the rights, powers, and **duties** of federal and state governments under the U.S. Constitution and the constitutions of the various states;
- (2) administrative law, which is concerned with the **multitude** of **administrative agencies**, such as the **Interstate Commerce**

Commission, the **Federal Trade Commission**, and the **National Labor Relations Board**; and (3) criminal law, which consists of statutes and general **maxims** that **forbid** certain conduct as being **detrimental** to the **welfare** of the state or society generally and **provides punishment** for **violations** of these laws.

Private law is that body of law that **pertains** to the relationships between individuals in an organized society. Examples of private law include contract law, tort law and property law. Each of these subjects includes several bodies of law. For example, the law of contracts may be **subdivided into** the subjects of **sales, commercial paper, agency, and business organizations**. As the law of contract is a part of the civil (private) law, the parties to the action will be two (or more) individuals or bodies.

The law of torts is the **primary source** of **litigation** in the country and is also a part of the **total** body of law in such areas as agency and sales. A tort is a wrong committed by one person against another or his property. The law of torts is **predicated upon** the **premise** that in a civilized society people who **injure** other persons or their property should **compensate** them for their **loss**.

The law of property may be thought of as a **branch** of the law of contracts, but in many ways our concept of private property **contains** much more than the contract characteristics. Property is the basic **ingredient** in our economic system, and the subject matter may be subdivided into several areas such as **wills, trusts, estates in land, personal property, bailments, and many more**.

Exercise 2. Answer the following questions in writing, according to the text.

1. Where can one find many legal principles?
2. Which categories does public law fall into?
3. What are the examples of private law?
4. What is a tort?
5. Which are the basic areas of property law?

Exercise 3. Write sentences using the following phrases:

legal procedure; define rights; procedural law; relationship between individuals; parties to the action; the primary source; private law; to enter into agreement; to breach the agreement; administrative law.

Exercise 4. Fill in the gaps with the following words. There is one extra word.

rules	wrong	constitutional aw	private law	customs
-------	-------	-------------------	-------------	---------

1. Contract law, tort law and property law represent the examples of _____.

2. Procedural law includes _____ for the conduct of the trial.

3. _____ law provides the rights, powers and duties of federal and state government according to the US Constitution.

4. A tort is a _____ committed against a person or property.

Exercise 5. Write an essay on one of these topics:

- the major classification of law;
- the main categories of public law;
- the main categories of private law.

Tips for Writing an Essay

Part	Main Idea	Key phrases
Introduction	What you are talking about, asking a question	In this essay, I am going to speak about/examine the _____; _____ is a very topical problem nowadays; there are a lot of different classifications of _____

Main Body	Expressing your opinion	On the one hand; on the other hand; moreover; furthermore; for example; for instance; however; despite this; yet
Conclusion	Summing up your Thoughts	To sum up; in conclusion; above all; to conclude; in general

COMMUNICATIVE SKILLS. Text 3. Enforcing the Law

Exercise 1. Read the text and understand the main idea using the essential vocabulary.

Essential Vocabulary

to be sure	быть уверенным, убеждаться
to obey the law	подчиниться закону
to explain	объяснять
public	общество
to try	пытаться
to support	поддерживать
order	порядок
force	сила
to investigate	расследовать
to catch	ловить
a criminal	преступник
criminal	уголовный
to complete	завершать
civil	гражданский
an offense	правонарушение
to pass a sentence	выносить приговор
to punish	наказывать
guilty	виновный
to deter	устрашать
to re-educate	перевоспитывать
to reform	исправлять, улучшать
written records	письменные документы

case judgments	судебные решения, постановления
to find	находить
ignorance	незнание
a defense	оправдание
to defend	защищать
to expect	ожидать
to prohibit	запрещать
a theft	кража
an assault	нападение
dangerous driving	опасное вождение
to reflect	отражать
attitude	отношение
exactly	именно, точно
mainly	в основном, преимущественно
to gather	собирать
to be prosecuted	привлекаться к уголовной ответственности
wide powers	широкие полномочия
to search	искать
to question	допрашивать
to suspect	подозреваемый
an action	действие
during	в течение
an assembly	собрание
judicial	судебный
to make a decision = to decide	решать
driving offense	нарушение ПДД
to impose	налагать
a fine	штраф
Without	без
Involvement	вовлечение
Possession	владение, обладание, зд. хранение
an issue	вопрос, проблема
Mere	зд. само
Presence	присутствие

Governments have many ways **to be sure** that citizens **obey the law**. They **explain** to the **public** what the law is and **try** to provide social **support** for law and **order**. They use people **forces** to **investigate** crimes and **catch criminals**. They use courts to **complete** the investigation of **criminal** and **civil** offences and to **pass sentences** to **punish** the **guilty** and **deter** others. And they try to **re-educate** and **reform** people who have broken the law. Which of these is most effective in enforcing the law?

The laws of all countries are in **written records** – the legal codes of countries, the statutes and **case judgments** of common law countries, etc. Many people do not know where to **find** these records. But **ignorance** of the law is almost never a **defense** for breaking it. Governments usually **expect** their citizens to know the laws.

However, there are many laws such as those **prohibiting theft, assault** and **dangerous driving** which simply **reflect** social and moral **attitudes** to everyday **behavior**. In such cases a person knows he is breaking the law, even if he doesn't know **exactly** which law it is.

Role of Police Force

The police have many functions in the legal process. Though they are **mainly** concerned with criminal law, they may also be used to enforce judgments made in civil courts. As well as **gathering** information for offences **to be prosecuted** in the courts, the police have **wide powers** to arrest, **search** and **question** people **suspected** of crimes and to control the **actions** of the public **during** public demonstrations and **assemblies**. In some countries the police have **judicial** functions, for example, they may make a decision as to guilt in a **driving offence** and **impose** a **fine without** the **involvement** of a court. In Britain, when someone is found guilty in **possession** of marijuana, the police may confiscate it and **issue** a **formal warning** rather than refer the matter to a court. The **mere presence** of the police is a factor in deterring people from committing offences.

ROLE-PLAY 1. Work in pairs. You just received a fine for committing a driving offense. But you don't even have a driving license. So you call to the police department to find out what's going on. Your partner is on the line.

When making phone calls you have to be polite. Telephone conversations use a number of standard phrases that are specifically used only when telephoning in English.

Key phrases for *starting a conversation*: Good morning/afternoon/evening.

Key phrases for *helping the caller*: (How) Can I help you? Who would you like to speak to? Which department is she / he in?

Key phrases for *asking who is on the telephone*: Can I have your name, please? May I ask who is calling, please? Could you introduce yourself, please? Am I speaking to _____?

Key phrases for *asking about the reason of the call*: What's the reason of your call?

Key phrases for *asking the caller to wait*: Just a second/minute/moment, please. Hang on a second. / Hold on. / Hold the line, please. Can you hold on a moment? Sorry to keep you waiting.

Key phrases for *responding to thanks*: Not at all. Don't mention it. You're welcome. My pleasure.

Key phrases for *ending the call*: (Is there) anything else? Thanks for calling. Bye for now.

ROLE-PLAY 2. Work in pairs. Your partner has recently bought a car. Use the following tips to make up conversation, giving him/her advices on safe driving. Mind the proper use of modal verbs.

Drank driving

Speed limits

Fines

Dangerous driving

Driving license

Key phrases for *asking for advice*: What do you think I should do? What do you suggest? What would you do (in this situation)? What could you advise?

Key phrases for *giving the advice*: I think you should; Maybe you should; Why don't you? If I were you, I would _____.

Key phrase for *agreeing*: I agree with you; I share your view; I think so; I hold the same opinion; It is true; Yes, of course.

Key phrases for *arguing*: I don't agree; I disagree; I don't think so; You are wrong; I don't think that's quite right; I don't agree with what you say; Not at all; Nonsense.

Key phrases for *expressing your opinion*: In my opinion; to my mind; as far as I am concerned; I would say that; I think / consider / find / feel / believe / suppose / presume / assume that.

UNIT 2. THE BASICS OF LAW

READING SKILLS. Text 1. Political Parties and Elections

Exercise 1. Read and translate the text using the essential vocabulary.

Essential Vocabulary

to talk	разговаривать
a term of office	срок полномочий
to become	становиться
people in need	нуждающиеся люди
poor	бедные
unemployed	безработные
elderly	пожилые
to believe	верить, считать
equal	равный
minority	меньшинство
nuclear weapon	ядерное оружие
military spending	траты на содержание армии и вооружение

a donkey	осел
slavery	рабство
anyone	кто-либо
to register	регистрировать(ся)
to vote	голосовать
a voter	избиратель
right	право
to determine	определять
a set	набор
each	каждый
locally	местно
county seat	зд. уровень округа
elections	выборы
separate	отдельный
nomination	выдвижение
national party convention	съезд национальной партии
to win	выигрывать, побеждать
stage	стадия
primaries	зд. предварительные выборы
a poll	избирательный участок

The U.S. Constitution does not **talk** about political parties, but they began during George Washington's **term of office**. The Democratic Party is the oldest party in the United States. In 1829 Andrew Jackson **became** the first Democratic President. Democrats often want the government **to establish** social programs for **people in need**, such as the **poor**, the **unemployed** and the **elderly**. They usually say they **believe** in **equal** rights for women and **minorities** and they **oppose nuclear weapon** and too much **military spending**. The symbol of Democratic Party is the **donkey**.

The Republican Party, sometimes called the G.O.P. (the Grand Old Party), began in 1854. Republicans oppose **slavery**. The first Republican candidate to become president was Abraham Lincoln. In general, Republicans want the government to support big business but not to control the lives of citizens. They

often oppose government spending for social programs but support military spending. The party symbol is the elephant.

Anyone who is an American citizen, at least 18 years of age, and is **registered** to **vote** may vote. **Each** state has the **right** to **determine** registration procedures.

There are 50 different registration laws in the US – one **set** for each state. In the South, **voters** often have to register not only **locally** but also at the **county seat**.

The National Presidential **elections** consist of two **separate** campaigns. One is for the **nomination** of candidates at **national party convention**; the other is to win the actual election. The first **stage** is called “**primaries**”. The party convention votes to select the party’s official candidate for the presidency. Then Presidential campaigns by the candidates start. In November of the election year the voters across the nation go to the **polls**.

Exercise 2. Mark the following statements T (true), F (false) or NS (Not Stated).

1. Democratic Party is the oldest political party in the US.
2. Republicans vote more conservatively than Democrats.
3. American citizens under 18 may vote.
4. Every state has its own set of registration laws.
5. American citizens must register in order to vote.

Exercise 3. Find Russian equivalents with the same root:
democratic, social, to control, political, federal, national, local, to register, procedure, actively, result, official, campaign, candidate, to start.

Exercise 4. Fill in the gaps with the words from the box (there is one extra word).

military spending, parties, exist, supporting, take place.

1. The Democratic Party opposes nuclear weapon and too much _____.

2. The Republican Party, on the contrary, favors government _____ military spending.

3. Many people believe two _____ don't differ much.

4. Voters must be registered before the actual elections _____.

Exercise 5. Make the adverbs from these adjectives adding the suffix – ly – and translate them:

conservative, democratic, general, liberal, social, national, local, strong, actual.

WRITING SKILLS. Text 2. US Constitution

Exercise 1. Read the text and understand the main idea using the essential vocabulary.

Essential Vocabulary

to form	формировать
perfect	идеальный
a union	союз
to ensure	гарантировать, удостовериться
domestic	местный, внутренний
tranquility	умиротворенность, успокоение
to promote	продвигать, способствовать, стимулировать
to secure	обеспечивать, защищать
blessing	благо
Liberty = freedom	свобода
Posterity	потомство
to ordain	предписывать, предопределять
a preamble	преамбула, предисловие
to adopt	принимать, утверждать
the War of Independence	Война за независимость
to set	устанавливать
according to	согласно, в соответствии с

a definition	определение
a word	слово
every = each	каждый
some	некоторый, несколько
easily	легко
to mean	означать, иметь в виду
to make smth possible	делать что-либо возможным
power	власть, сила
few	несколько
to limit	ограничивать
to mention	упоминать
high	высокий
must	должен
an article	статья
an amendment	поправка
a founder	основатель
following	следующий
to follow	следовать
responsibility	ответственность
with regard to	в отношении, с учетом
distribution	распределение
the principle of private domain	принцип частной жизни
an area	область
to be of no business	не касаться
cannot = can't	не уметь, не мочь
to interfere	вмешиваться
to change	менять
consent	согласие
most	большинство
to differ from	отличаться от
ordinary	обычный
to create	создавать
the Bill of Rights	Билль о правах
to enumerate	насчитывать
to declare	объявлять
to allow	позволять

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

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

It is very important to understand that having a constitution does not **mean** that a nation has a constitutional government. If a constitution **makes it possible** to concentrate **power** by one or **few**, it is not the basis of a constitutional government. If a constitution says that the government’s power should be **limited** but doesn’t **mention** the ways how to do it, it is not the basis for a constitutional government.

In a constitutional government the constitution is a form of **higher** law that **must** be obeyed by everyone including those in power.

The US Constitution consists of 7 **articles** and 26 **amendments**.

According to the **Founders** of the American states, a constitution or higher law should have the **following** characteristics:

- it sets the basic rights of citizens for life, **liberty** and property;
- it establishes the **responsibility** of the government to protect those rights;
- it establishes limitations on how people in government may use their powers **with regard to**: citizens’ rights and re-

sponsibilities; the **distribution** of resources; the control of conflict;

– it establishes **the principle of a private domain** – which means that there are **areas** of citizens' lives that **are of no business** of the government and with which the government **cannot interfere**;

– it can be **changed** with the **consent** of the **most** citizens. This is how the Constitution **differs from** the **ordinary** law that the governments regularly **create** and enforce. The US Constitution has 26 amendments, the first 10 are called **the Bill of Rights** and it was adopted in 1791. The bill **enumerated** basic freedoms and guaranteed them and **declared** what the government was not **allowed** to do.

Exercise 2. Answer the questions in writing according to the text.

1. What is the aim of the US Constitution?
2. What does it consist of?
3. What is the Bill of Rights?
4. Which are the peculiarities of the US Constitution?

Exercise 3. Write the terms to these definitions:

1. _____ is a set of customs, traditions, rules and laws that define the organization of the government and its functions.

2. _____ is the first ten amendments guaranteeing basic freedoms and declaring what the government isn't allowed to do.

3. _____ is the principle according to which there are areas of citizens lives that government can't supervise or control.

4. _____ is a government which declares the constitution a form of higher law which is obeyed by everyone including those in power.

Exercise 4. Write an essay on one of these topics:

- the “living” Constitution of the US;
- the Amendment process;
- basic characteristics of the US Constitution.

Tips for Writing an as Essay

Part	Main Idea	Key phrases
Introduction	what you are talking about, asking a question	In this essay, I am going to speak about/examine the ____; ____ is a very topical problem nowadays; there are a lot of different classifications of ____
Main Body	expressing your opinion	On the one hand; on the other hand; moreover; furthermore; for example; for instance; however; despite this; yet
Conclusion	summing up your thoughts	To sum up; in conclusion; above all; to conclude; in general

COMMUNICATIVE SKILLS. Text 3. US Political System

Exercise 1. Read the text and understand the main idea using the essential vocabulary.

Essential Vocabulary

legislative	Законодательный
to lie in	заключаться в
the Upper House	верхняя палата
the House of Representatives	Палата представителей
to be composed of = to consist of	состоять из
to depend on	зависеть от

no matter	вне зависимости, неважно
at least	по крайней мере
a chamber	палата
both	оба
a resident	житель
in addition	кроме того, в дополнение
the presiding officer	председатель
to prepare	приготавливать, готовить
to consider	рассматривать
a standing committee	постоянно действующий комитет
to assemble	собираться
executive	исполнительный
a branch	ветвь
same	такой же
a head	глава
to appoint	назначать
a member	участник
a department	отдел
the Secretary of State	государственный секретарь, министр
the Secretary of the Treasury	министр финансов
the Secretary of Defense	министр обороны
judicial	судебный
the Supreme Court	верховный суд
to settle disputes	урегулировать споры
to veto	наложить вето
to contradict	противоречить
to manage local affairs	решать проблемы на местном уровне
foreign police	иностранная полиция
treaties	договоры, соглашения
tax collection	сбор налогов
military advice	военный совет
Army	армия
Navy	морской флот
Air Force	военно-воздушные силы
financial aid	финансовая помощь
VA hospitals	больницы для ветеранов войн

legal advice	юридические консультации
American Indians	американские индейцы
food inspection	продовольственная инспекция
trade	торговля
job training	профессиональная подготовка
health services	медицинские услуги
social security	социальное обеспечение
housing	жилищный фонд
city planning	градостроительство
travel safety	безопасность путешествий
energy research	энергетические исследования
energy conservation	энергосбережение

The USA is a presidential republic. Supreme legislative power lies with Congress which consists of the Senate or The Upper House and the House of Representatives. The Senate **is composed of** 100 members, 2 from each state who are elected for a term of 6 years. One-third of the Senate is elected every 2 years. The House of Representatives has representatives from each state depending on population, but every state **no matter how** small it is, has at least one representative in the chamber.

Both Senators and Representatives must be residents of the state from which they were chosen. In addition, a Senator must be at least 30 years old and a citizen of the USA for at least 9 years. A representative accordingly – 25 years and 7 years.

The presiding officer of the Senate is the Vice-President of the USA. The presiding officer of the House of Representatives, the Speaker, is elected by the house. The work of preparing and considering laws is done by the committees of both Houses. There are 15 **standing committees** in the Senate and 19 in The House of Representatives.

The Congress assembles at least once a year.

The executive branch of the government consists of the President, Vice-President and the Cabinet. The President's term of office is four years, together with the Vice-President, chosen for the same term. The President is the head of the executive branch of the government. He appoints the members of the Cabinet. The Cabinet **advises** the President on many matters and is composed of the heads of ten executive departments: **Secretary of State, Secretary of the Treasury, Secretary of Defense** and other committees of both Houses.

The judicial branch of the government is headed by the Supreme Court which **settles disputes** between the states. The Supreme Court may veto any law passed by the Congress if it **contradicts** the Constitution of the USA.

The US is a federal Union, and the President is the head of the Federal government which deals with international problems and national matters. But every state has its own constitution and the state government headed by the Governor **managing** its **local affairs**. Their laws and decisions must not contradict the Constitution of the USA.

ROLE-PLAY 1. Work in pairs. Your partner wants to become a Senator/Representative. Tell your partner all the requirements for this position according to the text.

ROLE-PLAY 2. Look at the scheme of the Cabinet work. Each of you is one of the Secretaries. Ask and answer questions about your duties and responsibilities according to the scheme.

The Cabinet

STATE – foreign police – treaties	TREASURY – tax collection – money	DEFENSE – military advice – Army, Navy, Air Force
VETERAN AFFAIRS financial aid – VA hospitals	JUSTICE – legal advice	INTERIOR – National Parks – American Indians

AGRICULTURE – farming – food inspection	COMMERCE – business – trade	LABOR – rights for women – job training
HEALTH & HUMAN SERVICE – health services – social security		HOUSING & URBAN DEVELOPMENT – housing – city planning
TRANSPORTATION – travel safety – road, air, and train travel	EDUCATION – schools – financial aid	ENERGY – energy research – energy conservation

UNIT 3. TORT LAW

READING SKILLS. Text 1. The Law of Torts

Exercise 1. Read and translate the text using the essential vocabulary.

Essential Vocabulary

essentially	в сущности
remedy	средство, мера
assault	нападение, словесное оскорбление и угроза физической расправы
battery	побои, избиение
false imprisonment	незаконное лишение свободы, тюремное заключение
intentional infliction of emotional distress	намеренное нанесение моральной травмы
negligence	небрежность, халатность
invasion of property	посягательство на частную жизнь, вторжение в частную жизнь

defamation	диффамация, клевета
fraud	обман, подлог
misrepresentation	введение в заблуждение
wrongful conversion	незаконное обращение вверенного имущества в свою пользу, присвоение имущества, противоправный перевод денег
trespass	нарушение чужого правовладения
product liability	обязательство производителя компенсировать ущерб, нанесенный покупателю или пользователю дефективными товарами
in nature	по природе
to be sentenced to	быть приговоренным к
prison	тюрьма, тюремное заключение
to be ordered to do something	предписывать, давать распоряжение выполнить
restitution	восстановление первоначального правового положения, возмещение, реституция
as well	также
victim	потерпевший, жертва
plaintiff	истец
to sue	предъявлять иск, выступать в качестве истца по делу
to allege	ссылаться, утверждать, заявлять
successful	успешный
defendant	ответчик
compensatory	компенсаторный (фактический)
damages	убытки, ущерб
punitive	штрафной, карательный
to cause	вызывать
commonly	распространенно, обычно, повсеместно

to enter punitive damages	начинать процесс о возмещении штрафных убытков
amount	размер
roughly	приблизительно
times	несколько раз
size	размер
a lawyer	юрист
introduction	введение
a field	поле, область, сфера
to embrace	охватывать
advantage	выгода
punishable	наказуемый, карательный
criminal prosecution	уголовное преследование
actionable	применимый на практике, действенный
separate	отдельный
unrelated	несвязанный
essential	существенный, важный, необходимый
purpose	цель
though	хотя, несмотря на
occasionally	порой, изредка, периодически
to award	присуждать
distinct from	отличный от

The law of torts is **essentially** the law of injuries and **remedies** for those injuries. Torts can thus include **assault, battery, false imprisonment, intentional infliction of emotional distress, negligence, invasion of privacy, defamation, fraud or misrepresentation, wrongful conversion, trespass**, and other wrongs, such as **product liability**. Some of the wrongs can be both civil and criminal **in nature**. A battery, for example, may be prosecuted by the state as a violation of the criminal statutes. The offender may **be sentenced to prison** and be ordered to pay a fine to the state. In some cases, he may also **be ordered**

to pay **restitution** to the **victim**. However, the battery may also be a civil tort **as well**. The **victim (the plaintiff)** may **sue** in civil court for the tort of battery (and any other torts that may be **alleged**, such as intentional infliction of emotional distress). If the plaintiff is **successful**, the **defendant** will be ordered to pay **compensatory damages** (to “compensate” for the injury) and **punitive damages** (to “punish” the defendant for having **caused** the act). In the United States it is **commonly** believed that courts will **enter punitive damages** in an **amount** that is **roughly three times** the size of the compensatory damages (which are sometimes called the “special damages” by plaintiff lawyers).

In his book, *An Introduction to the Legal System of the United States*, Professor Allan Farmsworth **described** the **field** of torts **distinguished** from criminal law and contract law. He wrote:

“The field of torts **embraces** a group of civil wrongs, other than breach of contract, that interfere with person, property, reputation, commercial or social **advantage**. While such an act, such an assault may sometimes be both a crime **punishable** by the state in a criminal prosecution and also a tort **actionable** by the victim in a lawsuit for damages, the **criminal prosecution** and the damage action are quite **separate** and **unrelated** proceedings. The **essential purpose** of the law of torts in compensatory and, **though** punitive damages may **occasionally** be **awarded**, its function is **distinct from** that of criminal law. Criminal law is essentially punitive and an injured party is not awarded compensation in the criminal proceeding”.

Exercise 2. Answer the questions according to the text.

1. What can “torts” include?
2. Which torts can be both civil and criminal by nature?
3. In what cases will the defendant be ordered to pay compensatory damages and punitive damages?

4. What is commonly believed an amount of punitive damages (“special damages”)?
5. What is the essential purpose of the law of torts?
6. How is the function of tort law distinct from that of criminal law?

Exercise 3. Look through the text and say whether the following statements are true or false.

1. Sometimes battery can be classified as a civil tort.
2. The main purpose of tort law is punitive.
3. A civil wrong which interferes with person, property, reputation or commercial and social advantage refers to the field of torts.
4. Negligence and invasion are excluded from the field of torts.

Exercise 4. Match the phrases to their Russian equivalents.

1) to prosecute by the state	a. нападение, словесное оскорбление, угроза физической расправы
2) to sentence to prison	b. нарушение чужого правовладения
3) intentional infliction of emotional distress	c. намеренное нанесение моральной травмы
4) to enter damages	d. приговорить к тюремному заключению
5) to pay a fine	e. начинать процесс о возмещении убытков
6) trespass	f. преследовать в судебном порядке
7) assault	g. выплачивать штраф

Exercise 5. Match the words with their definitions.

1) distress	a. harm done to a person's reputation
2) negligence	b. willful deception and dishonesty
3) privacy	c. take another person's money, property, etc. and use it as if it were one's own

4) defamation	d. something personal, not for the public
5) fraud	e. carelessness; failure to take action or take proper care
6) conversion	f. great pain or sorrow
7) statute	g. punishment, injustice, injury
8) fine	h. the person against whom the accusation is brought in trial
9) plaintiff	i. hitting hard and often
10) battery	j. one who charges another in a court of law
11) defendant	k. a sum of money paid as a punishment for breaking a law
12) wrong	l. a law
13) punitive	m. deliberate deception to secure unfair or unlawful gain

WRITING SKILLS. Text 2. Kinds of Torts

Exercise 1. Read the text and understand the main idea using the essential vocabulary.

Essential Vocabulary

chief	главный, основной
intentional	умышленный, преднамеренный
to result from	приводить к
core	ядровой, главный
harm	вред, ущерб, повреждение
to desire	желать, сильно хотеть
consequences	последствия
substantially	существенно, значительно
to fall into	делиться, распадаться
to refer to	относиться к

failure	неспособность
to exercise	зд. проявлять
sufficient	достаточный
conduct	поведение
to fall below the reasonable expectation of society	зд. выходить за благоразумные рамки, накладываемые обществом
foreseeable	сознательный
the legal duty of care	юридическая обязанность соблюдать осторожность
reasonably prudent and careful person	разумно осмотрительный и осторожный человек
circumstances	обстоятельства
require	зд. предполагать

There are two **chief** categories of torts: **intentional** torts and torts **resulting from** negligence. The **core** element in an intentional tort is an intent or purpose to cause **harm** to another. The law provides that a person has intent if he or she **desires** to cause the **consequences** of his or her act, or believes that the consequences are **substantially** certain result from the act. Intentional torts **fall into** two categories: torts against a person and torts against property.

Negligence **refers to** the **failure** of a person **to exercise sufficient** care in his or her **conduct**. When a person's conduct **falls below the reasonable expectation of society** and causes **foreseeable** harm to another, the person has acted negligently. In torts based on negligence society is expected to be the **legal duty of care**, i.e. how a **reasonably prudent and careful person** would act in similar **circumstances**. A person can act negligently by doing something that a reasonable person would not do or by failing something that a reasonable person would do. The law does not **require** that the person has an intent to do harm.

Exercise 2. Answer the following questions in writing.

1. What is the core element in an intentional tort?
2. What are the main categories of torts?
3. What are two categories of intentional torts?
4. When does a person act negligently?

Exercise 3. Make up sentences using the following words and phrases:

resulting from; the core element; to cause harm; to believe; the consequences; certain result; to fall into; the failure; foreseeable; based on; prudent; to act negligently; to have an intent.

Exercise 4. Write an essay on one of these topics:

- the legal duty of care;
- torts against a person;
- torts against property.

Tips for Writing an Essay

Part	Main Idea	Key phrases
Introduction	What you are talking about, asking a question	In this essay, I am going to speak about/examine the _____; _____ is a very topical problem nowadays; there are a lot of different classifications of _____
Main Body	Expressing your opinion	On the one hand; on the other hand; moreover; furthermore; for example; for instance; however; despite this; yet
Conclusion	Summing up your thoughts	To sum up; in conclusion; above all; to conclude; in general

COMMUNICATIVE SKILLS. Text 3. Situations

Exercise 1. Study the essential vocabulary for communicative skills.

Essential Vocabulary

to testify	свидетельствовать, давать показания
to hit	ударять
a fist	кулак
to knock out	выбивать, вырубать, нокаутировать
dental bills	стоматологические расходы
a witness	свидетель
to strike	поражать, бить, ударять
to deny	отрицать
to turn	поворачивать(ся)
neighbor	сосед
to lose one's balance	терять равновесие
to fall	падать
to break	ломать
an ankle	лодыжка
recover	восстанавливаться, выздоравливать
lost wages	потеря заработной платы
suffering costs	моральная компенсация
to get drunk	напиваться
to celebrate	праздновать
a handgun	пистолет
a bullet	пуля
a shoulder	плечо
painful	болезненный, мучительный
emergency room	травм пункт, отделение скорой помощи
a pipe	труба
plumbing work	слесарные работы
to bump into	врезаться в
accidentally	случайно
to shove	сильно толкать, пихать
to get into trouble	оказаться в беде

fault	вина
fair	честный, справедливый
to remove	удалять
to point	зд. направлять
to suffer from	страдать, испытывать
heart disease	порок сердца
to die	умирать
a stroke	удар
instantly	мгновенное
to purchase	покупать
to claim	утверждать, требовать, заявлять
to be equipped with	быть оснащенным
windshield	лобовое стекло
shatterproof	противоударный
to shatter	разбиваться
severely	серьезно, сильно
to burn	гореть, сжигать
gasoline drum	бензиновая бочка
to distribute	распространять
to explode	взрываться
due to	вследствие, благодаря
a spark	искра
poor	зд. плохой, неудовлетворительный
condition	состояние
factory	завод, фабрика
weekday	будний день
to blare	реветь
loud	громкий
to awaken	будить
to throw	кидать, бросать
crowded	переполненный (людьми)
corner	угол
to miss	зд. промахиваться
ground	земля

ROLE-PLAY 1. Work in pairs. Read and translate the following situations and discuss them with your partner. Provide arguments according to the rules of tort law.

a. Frank **sues** Joe for the tort of battery. Frank **testifies** that Joe **hit** him with his **fist**, **knocked** him **out** two teeth which cost Frank \$4000 in **dental bills**. Witnesses agree to all that, but also testify that Frank hit Joe first and hit him again when Joe **struck**. Frank **denies** this.

Can Frank receive compensatory damages? Why/why not?

b. Jane is shopping in a supermarket. She **turns** suddenly to say hello to a **neighbor**, **loses** her **balance** and **falls** down, **breaking** her **ankle**.

Can Jane **recover** her medical bills, **lost wages**, pain and **suffering costs** from the supermarket?

c. Charlie **gets drunk celebrating** his release from jail. He gets a **handgun** and starts shooting through windows as he goes down the road. One of the **bullets** hits Claire in the **shoulder**. She testifies in court that this caused a **painful** injury, \$500 in **emergency room** bills and a week's lost wages. Another bullet hits the **pipe** in Harvey's kitchen, causing \$300 **plumbing work**.

How much can each plaintiff be awarded in a tort action against Charlie?

d. Steve is walking down the street and **bumps into** David **accidentally**. David **shoves** Steve without saying a word. Steve is surprised but not injured.

Can Steve recover damages from David for battery?

*ROLE-PLAY 2. Work in pairs. Student A is a lawyer. Student B has **gotten into trouble** and asks Student A for advice. Student B listens to Student A and decides: 1) whether a tort has been committed; 2) if yes, which category does the tort fall into? 3) whose **fault** was it? 4) what amount of damages is **fair**?*

Provide arguments according to the sources of law. Exchange roles. Use the following speech patterns.

Student A (the lawyer)	Student B (the client)
In my opinion, you should...	What would you advise me?
I think...	Can you give me your advice?
If I were you I'd ...	I really don't know what to do now...
According to the ...	Can I receive any damages?
On the one hand/ on the other hand	Must I pay anything?

Situation 1. As a joke, Student B **removes** the bullets from her/his father's revolver; takes the gun outside, and **points** it at the head of the neighbor, Mrs. Jones, who is just leaving her house. Mrs. Jones, who **suffers from** serious **heart disease**, has a **stroke** and **dies instantly**.

Situation 2. Student B **purchased** an automobile from Ford that they **claimed** was **equipped with** a **windshield** that was **shatterproof**. Student B was later injured when the windshield **shattered**.

Situation 3. Student B was **severely burned** when a **gasoline drum distributed** by Gulf Refining Co. **exploded due to** a **spark** produced by the **poor condition** of the cap.

Situation 4. Student B works from 11:00 pm to 7:00 am at the **factory** and then comes home to sleep. On his way to school, Tommy James walks by Student B's house every **weekday** at 8:30 am with his "boom box" **blaring**. The **loud** music **awakens** Student B.

Situation 5. Student B **throws** a snowball at a friend on a **crowded street corner**. The snowball **missed** the friend but hits an elderly man who falls to the **ground** and is injured.

UNIT 4. CRIME AND PUNISHMENT

READING SKILLS. Text 1. Criminal Law

Exercise 1. Read and translate the text using the essential vocabulary.

Essential Vocabulary

act	деяние
to act	вести
to smoke	курить
prescribed	предписанный
quite a lot	довольно-таки много
among	среди
which	который
a visitor	посетитель
foreign	иностранный
to steal	красть
to attack	нападать
to damage	повреждать, причинять ущерб
unlawful	незаконный
own	собственный
to own	владеть
elements of proof	состав преступления
legal system	правовая система
to prove	доказывать
to need	нуждаться
although = though	хотя, несмотря на
of course	разумеется
to help	помогать
to show	показывать
evidence	доказательство
innocence	невиновность
a codified system	правовая система
case law	прецедентное право
itself	само

state of mind	психическое состояние
a term	термин
Latin	латинский

Crime is a part of public law – the law regulating the relations between citizens and the state. Crimes are **acts** which the state considers to be wrong and which can be punished by the state. There are some acts which are crimes in one country but not in another. For example, it is a crime to drink alcohol in Saudi Arabia, but not in Egypt. It is a crime to **smoke** marijuana in England, but not (in prescribed places) in the Netherlands. It is a crime to have more than one wife at the same time in France. But not in Indonesia. In general, however, there is **quite a lot of** agreement **among** states as to **which** acts are criminal. A **visitor** to a **foreign** country can be sure that **stealing**, physically **attacking** someone or **damaging** their property will be **unlawful**. But the ways of dealing with people **suspected** of crime may be different from his **own** country.

Elements of proof.

In many **legal systems** it is an important principle that a person cannot be considered guilty of a crime until the state **proves** he committed it. The suspect himself **need** not prove anything, **although** he will **of course** help **himself** if he can **show evidence** of his **innocence**. The state must prove his guilt according to high standards and there are elements that must be proved. In **codified systems**, these elements are usually recorded in statutes. In common law systems, the elements of some crimes are detailed in statutes; others, known as “common law crimes”, are still described mostly in **case law**. There are usually two important elements to a crime: 1) the criminal act **itself**; and 2) the criminal **state of mind** of the person, when he committed the act. In Anglo-American law these are known by the **Latin** terms 1) Actus Reus and 2) Mens Rea.

Exercise 2. Match the phrases to their Russian equivalents.

1) to commit a crime	a. прецедентное право
2) damages	b. иметь дело с
3) evidence	c. общее право
4) legal	d. доказательства
5) robbery	e. отношения
6) to suspect	f. совершить преступление
7) to deal with	g. ущерб
8) common law	h. законный
9) relations	i. ограбление
10) case law	j. подозревать

Exercise 3. Finish the sentences according to the information from the text.

1. A person may be guilty of murder if he killed someone...
 - a. intentionally;
 - b. having intended to injure him slightly;
 - c. without caring about the danger of his action.
2. The court must prove a person's guilt according to...
 - a. common sense;
 - b. proof of crime elements recorded in statutes or codes;
 - c. the suspect's proof of his innocence.
3. Different countries consider different acts as crimes, however...
 - a. some acts are referred to as crimes in most countries;
 - b. stealing or physically attacking someone can't be considered as criminal acts;
 - c. the way of dealing with suspects is similar in most countries.
4. The suspect need not prove his innocence but...
 - a. he can help himself if he can provide the evidence of his innocence;
 - b. the state can still prove his guilt;
 - c. he can be considered guilty of a crime.

Exercise 4. Match the words with their definitions (there is one extra definition).

1) someone who steals a lot	a. the innocent
2) a document which is the source of elements of crime	b. a code
3) someone who is found not guilty	c. the suspect
4) someone who killed a person	d. a thief
5) a document which regulates legal behavior	e. a statute
6) someone who is suspected of a crime	f. a murderer
	g. the guilty

WRITING SKILLS. Text 2. Defenses

Exercise 1. Read the text and understand the main idea using the essential vocabulary.

Essential Vocabulary

to avoid	избегать
a reason	причина
to excuse	служить оправданием, оправдывать
to recognize	признавать, выделять
duress	принуждение
to force	заставлять
a threat	угроза
secondary party	соучастник
insanity	невменяемость
an opinion	мнение
because of	из-за
mental	психический
careful	тщательный, заботливый
a mental hospital	психиатрическая больница

to argue	спорить, возражать
responsible	ответственный
intoxicated	одурманенный, отравленный
drunk	пьяный
under the influence of drugs	под воздействием наркотических средств
purposely	умышленно, целенаправленно
consequently	следовательно, поэтому
nearly	почти
self-defense	самозащита
to convince	убеждать
to confuse	путать
mitigation	смягчение
harsh	суровый, жесткий
specific	особый

A defendant may **avoid** guilt if he can show he has a defense – a **reason** the court should **excuse** his act. Different systems of law **recognize** different and usually limited sets of defenses. For example, English law sometimes allows the defense of **duress** – being **forced** to commit a crime because of **threats**. Duress may be used as a defense for a **secondary party** (helping the murderer).

Another defense is that of **insanity**. In most countries a person cannot be found guilty of a crime if in a doctor's opinion he couldn't have been responsible for his actions **because of mental** illness. But this defense requires **careful** proof. If it is proven the defendant will not be sent to a prison, but to a **mental hospital** instead.

It might be **argued** that a person is not **responsible** for his actions if he is **intoxicated** – **drunk** or **under the influence of drugs**. In fact, an intoxicated person may not even know what he is doing. However, in Britain and many other countries, there is a general principle that people who **purposely** get themselves

intoxicated must be responsible for their acts. **Consequently**, intoxication is not a defense.

Nearly every system of law recognizes the defense of **self-defense**. In England law, a defendant can avoid guilt for **injuring** someone if he can **convince** the court that the force he used was to protect himself.

The concept of defense should not be **confused** with **mitigation** – reasons your punishment should not be **harsh**. When the person has a defense, the court finds him not guilty. It is only after being found guilty that a defendant may try to mitigate his crimes by explaining the **specific** circumstances at the time of the crime.

Exercise 2. Write an essay on one of these topics:

- the defense of insanity;
- self-defense;
- defense and mitigation.

Tips for Writing an Essay

Part	Main Idea	Key phrases
Introduction	What you are talking about, asking a question	In this essay, I am going to speak about/examine the _____; _____ is a very topical problem nowadays; there are a lot of different classifications of _____
Main Body	Expressing your opinion	On the one hand; on the other hand; moreover; furthermore; for example; for instance; however; despite this; yet
Conclusion	Summing up your thoughts	To sum up; in conclusion; above all; to conclude; in general

Exercise 3. Answer the following questions in writing.

1. What's the difference between a defense and mitigation?
2. Can intoxication be a proper excuse? Why/why not?
3. How can the defendant avoid guilt?
4. What happens with the defendant if he's proven insane?

Exercise 4. Guess the terms by the given definitions:

- ... the state of being forced to do something under the threats.
- ... inability to be responsible for one's action because of mental illness.
- ... being drunk or under the influence of drugs.
- ... the act of injuring someone to protect oneself.
- ... making punishment not so harsh.
- ... a court's reason to excuse a defendant's act.

Exercise 5. Write the opposites to these adjectives using the negative prefixes (ab, un, il, ir, im) and translate them:

responsible, different, legal, possible, normal, just, sane, limited, reasonable.

Exercise 6. Write out the odd word and give the written explanation of your choice:

- 1) insanity, self-defense, duress, mitigation;
- 2) plaintiff, defendant, guilty, convicted;
- 3) to force, to threat, to make somebody do something, to deceive;
- 4) influence, effect, impact, recognition.

COMMUNICATIVE SKILLS. Text 3. Criminal Punishment

Exercise 1. Read the text and understand the main idea using the essential vocabulary.

Essential Vocabulary

to fight	бороться
a restriction	ограничение
retribution	наказание, возмездие
appropriate	соответствующий, надлежащий
previous	предыдущий
to take into account	принимать во внимание
strict	неукоснительный, строгий
relevant	существенный, уместный
gravity	тяжесть
just	справедливый
possibility	возможность
reformation	улучшение, исправление
a speech	речь
on behalf	от имени
deprivation of liberty	лишение свободы
imprisonment	тюремное заключение
life imprisonment	пожизненное заключение
exile	ссылка
public censure	общественное порицание
capital punishment	высшая мера наказания
death penalty	смертная казнь
exceptional	исключительный
a measure	мера
a list	список
expensive	дорогой
a work of art	произведение искусства
to fool	обмануть, одурачить
in return	в обмен
to threaten	угрожать
to break into	ворваться, проникнуть
vacation	отпуск, каникулы
to discover	обнаружить
a body	тело, труп
a basement	подвал
abandoned	заброшенный

Criminal punishment of persons who have committed crimes is one of the forms of the state to **fight** against crime. Any criminal punishment is always a **restriction** of the rights of convicted persons. This restriction is a sort of **retribution** for the crime a person committed. If a person is convicted, the court decides on the most **appropriate** sentence.

The facts of the offence, the circumstances of the offender, his/her **previous** convictions are **taken into account**. The more serious the offence is the **stricter** a penalty should be. But in any case, the responsibility of the court is to impose an exact and just punishment **relevant** to the **gravity** of a crime. The more **just** the punishment is, the greater is the **possibility** of a person's **reformation**. The defense lawyer may make a **speech** in mitigation **on behalf** of the offender.

There are the following basic penalties: **deprivation of liberty**, **imprisonment** for a certain period of time or **life imprisonment**, **exile**, fines or **public censure**. **Capital punishment** is usually used only as an **exceptional measure** when an especially grave crime was committed. The **list** of such crimes is not long and it is strictly determined by law. There are quite a lot of countries where **death penalty** is prohibited.

ROLE-PLAY 1. Work in pairs. Student A (the defendant) has committed an offense. Student B is a defense lawyer. Student B has to explain to his client what punishment he/she can receive and what defenses can be applied to these cases. Change roles.

Situation 1. The defendant made a perfect copy of an **expensive work of art**. It was so good that it could even **fool** an expert.

Situation 2. The defendant gave the man 50\$ **in return** for a small packet of heroin.

Situation 3. The defendant **threatened** to send the love letters to the victim's husband unless she gave him money.

Situation 4. The defendant **broke into** the house while the family was away on **vacation**.

*ROLE-PLAY 2. Work in groups of four. Two of you are police officers. Others are witnesses who have **discovered bodies** in the **basement** of an **abandoned** house. Police officers have to prepare questions for the witnesses. Witnesses should make up a story so that the police officers won't suspect them of murder.*

Notes for police officers	Notes for the witnesses
– ask special questions (starting with who, when, where, what, why, which)	– use the words of uncertainty (possibly, perhaps, may/might be)
– don't push on witnesses	– stay calm
Suggested patterns: Start from the beginning, please. What happened next? What did you do? Did you take any measures?	Suggested patterns: At the beginning we... Then we saw/found/ discovered... We were frightened/terrified/ puzzled... Finally, we managed to...

МЕТОДИЧЕСКИЕ УКАЗАНИЯ ДЛЯ ПЕРЕВОДА АНГЛОЯЗЫЧНЫХ ТЕКСТОВ

Способы перевода

Перевод – это преобразование сообщения на исходном языке в сообщение на языке перевода. Точный перевод, по определению, невозможен уже в силу того, что разные языки отличаются как по грамматическому строю, так и по простому количеству слов, не говоря уже о различии культур, что тоже может иметь влияние на способ и результаты перевода.

Выполняя перевод, переводчик прежде всего определяет способ перевода, то есть меру информационной упорядоченности для переводного текста. Первая ступень в выборе способа перевода заключается в определении того, в каком виде должен быть представлен исходный текст в переводящей культуре: полностью или частично. В зависимости от коммуникативного задания на этом этапе выбирается либо **полный**, либо **сокращенный** перевод (в некоторых источниках именуемый также реферативным, хотя эти термины не вполне адекватны).

Полный перевод направлен на тщательное воспроизведение всех компонентов информационной упорядоченности исходного текста в единицах переводящего языка. Полный перевод может осуществляться различными способами, но наиболее распространенными можно считать следующие: *буквальный*, или *пословный* перевод, *семантический* перевод и *коммуникативный* перевод.

Буквальный перевод заключается в пословном воспроизведении исходного текста в единицах переводящего язы-

ка по возможности с сохранением даже порядка следования элементов. По существу, буквальный перевод сравнительно редко применяется для коммуникативных целей и обычно имеет исключительно научную область распространения. Так, в целях лингвистического анализа буквальный перевод является предпочтительнее других способов.

Семантический перевод заключается в возможно более полной передаче контекстуального значения элементов исходного текста в единицах переводящего языка. Процесс семантического перевода представляет собой естественное взаимодействие двух стратегий: стратегии, ориентированной на способ выражения, принятый в переводящем языке, и стратегии, ориентированной на сохранение особенностей исходной формы выражения.

Первая стратегия применяется к общеупотребительным лексико-грамматическим элементам исходного текста, таким как стандартные синтаксические структуры, пунктуация, длина предложений, типичные метафоры, союзы, синтаксические обороты, морфологические структуры, широко распространенные общекультурные и научно-популярные термины и выражения и т. п.

Вторая стратегия оказывается уместной при переводе нестандартных, авторских оборотов, оригинальных стилистических приемов, необычной лексики и т. п. – в таких случаях семантический перевод чаще всего ориентируется на специфику исходного знака и сохраняет в переводе как можно больше его особенностей, вплоть до буквального перевода.

Коммуникативный перевод заключается в выборе такого пути передачи исходной информации, при которой переводной текст обладает адекватным исходному тексту воздействием на получателя. Главным объектом при таком способе перевода оказывается не столько языковой состав исходного

текста, сколько его содержательное и эмоционально-эстетическое значение. Причем в отличие от функционального перевода, коммуникативный перевод не допускает ни сокращений, ни упрощений исходного материала. В сущности, то, что в обиходе часто называется литературным и, в частности, художественным переводом, на самом деле представляет собой именно коммуникативный перевод, учитывающий – или программирующий – прагматику получателя. Этот способ является оптимальным для большей части художественной литературы, публицистики, части научно-теоретических и научно-популярных текстов и т. п.

Сокращенному переводу могут подлежать практически все типы текстов: от простого делового письма до романа. Результатом применения сокращенного перевода являются такие тексты, как тезисы, конспекты, рефераты, аннотации, переложения, дайджесты и т. п.

В сущности, сокращенный перевод выполняется одним из двух фундаментальных способов перевода: *выборочным* или *функциональным*.

Выборочный перевод как способ сокращенного перевода состоит в выборе *ключевых*, с точки зрения переводчика, единиц исходного текста и их *полном* переводе. Все остальные компоненты исходного текста при таком способе отбрасываются как второстепенные с точки зрения достижения результата и не подлежат переводу вообще. Такой способ довольно часто применяется для пересказа в тезисно-реферативном виде деловых писем, газетных материалов, научных статей и сообщений, докладов и т. п. Достоверность такого перевода основывается на точности выбора ключевых единиц, чтобы в переводе не пропала какая-либо важная часть информации.

Функциональный перевод как способ сокращенной передачи исходного текста на другом языке заключается

в компоновке переводного текста из функционально преобразованных единиц исходного текста. Функциональное преобразование может основываться на лексико-семантических, грамматических и стилистических трансформациях исходного текста, примененных в целях его общего сокращения или упрощения. Типичным примером такого способа перевода является так называемый литературный пересказ, когда целое крупное произведение пересказывается в упрощенном варианте, например, Алиса в Стране Чудес в переводе-пересказе Б. Заходера. Помимо трансформации-упрощения исходного текста функциональный перевод допускает также обходы купюры наиболее сложных частей исходного текста, но это не обязательно, так как они могут быть также упрощены.

Рекомендуемые правила для выбора способа перевода

Частичный перевод применяется для передачи на переводящем языке исходных текстов в целях общего ознакомления с их содержанием, когда подробности не являются коммуникативно существенными.

Выборочный частичный перевод используется при переводе содержания докладов, деловых писем, стандартных сообщений, газетных материалов и других аналогичных текстов или высказываний, когда нужно получить представление о ключевых содержательных моментах исходного текста, но подробное ознакомление со всем контентом не является первоочередной задачей.

Функциональный частичный перевод применяется для сокращения или упрощения исходных текстов, когда они предназначены либо для массового читателя, либо для получателей менее высокого уровня готовности к восприятию такого типа исходных текстов. К таковым относятся различного рода *пересказы, адаптации, версии* и т. п.

Полный перевод применяется для передачи исходных текстов, содержание которых имеет настолько высокую значимость, что должно быть представлено получателю переводного текста в подробном виде.

Буквальный полный перевод применяется в сравнительно редких случаях, например: в учебных или научных целях, для академических изданий уникальных текстов, в частности эпоса, и т. п.

Семантический полный перевод выполняется для передачи исходных текстов, имеющих высокую научную или социально-культурную значимость, подробное содержание которых предназначено для широкого круга специалистов.

Коммуникативно-прагматический полный перевод используется для передачи исходных текстов, имеющих высокую социально-культурную значимость, подробное содержание которых предназначено для массового получателя.

Единицы перевода

Одно из основных умений переводчика заключается в свободном владении различными способами членения исходного текста.

Наиболее распространенной ошибкой начинающих переводчиков является стремление переводить *пословно*, то есть однообразно членить исходный текст или высказывание на отдельные слова, находить им соответствие на языке перевода и таким образом составлять переводной текст. Суть ошибки состоит в подмене представлений о характере переводимых знаков: вместо речевых единиц, которые собственно и подлежат переводу, переводчик механически подставляет языковые единицы, в то время как в *разных* языках языковой *состав* той или иной речевой единицы может не совпадать. Точное определение единиц перевода – одно из важнейших условий точности перевода вообще.

Основой единицы перевода может служить не только слово, но *любая* языковая единица: от фонемы до сверхфразового единства. Главным условием правильности определения исходной единицы, подлежащей переводу, является *выявление текстовой функции* той или иной исходной единицы.

Рекомендуемые правила сегментации текста для перевода

1. Устанавливая статус и параметры единицы перевода, мы членим текст на более или менее крупные отрезки, от отдельного слова до целого эпизода, а порой и до сегмента, равного самому тексту.

2. Если слово зависит главным образом от ближайшего контекста, то основанием для построения единицы перевода является словосочетание или простое предложение, в которое входит данное слово.

3. Если слово зависит от нескольких текстовых компонентов, в том числе и выходящих за пределы предложения, то построение единицы перевода основывается на сложном предложении или эпизоде.

4. Если слово зависит от множества текстовых компонентов, то в основе единицы перевода должен лежать весь исходный текст.

5. Если слово зависит от условий, выходящих за пределы текста, то переводчик должен предусмотреть возможность культурологического комментария или создания новой языковой единицы путем транслитерации или калькирования (в некоторых случаях возможно сочетание всех названных способов).

Роль словаря при переводе

Словарь, несомненно, является неоценимым пособием и помощником при овладении иностранным языком.

Переводчик, как бы он хорошо ни владел языком, вынужден постоянно обращаться к словарю, т.к. в процессе перевода перед ним раскрывается все богатство иностранного языка: его краски, явные и скрытые возможности слов, нетрадиционные словосочетания, фразеология, в значительной мере отражающая национальный характер, и многое другое. Зачастую словарь не дает готового перевода слова, лишь подсказывая его значение, а порой и просто указывает, в каком направлении нужно искать обусловленное контекстом значение. Поэтому глубоко заблуждается тот переводчик, который считает, что словарь отвечает на все вопросы, разрешает все недоумения и загадки. Умение правильно пользоваться словарем, извлекать максимум информации из лаконичной словарной статьи и правильно, творчески применять данные словаря в конкретных условиях контекста – неперенные качества переводчика.

Для начинающего переводчика наилучшим англо-русским словарем является словарь профессора В.К. Мюллера, бумажная или электронная версия (www.twirpx.com/file/1214745/).

Данный словарь достаточно удобен для переводческой работы. В нем тщательно продуман состав словарных единиц, он богат типичными моделями, словосочетаниями и конструкциями современного английского языка.

Содержание словарной статьи. Какую информацию получает переводчик в словарной статье? Словарная статья включает следующее:

- заглавное слово;
- транскрипцию;
- указание на принадлежность слова к определенной части речи;
- стилистические пометы;

- перечисление основных значений, присущих данному слову;
- переводы примеров-иллюстраций;
- толкования и пояснения заглавного слова и его значений (если в русском языке нет прямого соответствия, т.е. словарного эквивалента);
- сочетаемость слова;
- фразеологические единицы.

Существует определенная традиция в расположении информации внутри словарной статьи.

Многозначные слова представлены во всем многообразии их значений. Значения распределяются в зависимости от их употребительности. В конце словарной статьи даются термины, общеспециальные и узкоспециальные, характерные для отдельно взятой области.

Стилистические пометы. Начинаящий переводчик, который только вырабатывает навыки общения с англо-русским словарем, не вправе игнорировать такой важнейший элемент словарной статьи, каким является стилистическая помета – сокращение, стоящее перед определенным значением слова, не только дает стилистическую характеристику слова, но и указывает на ограниченные возможности словоупотребления. Кроме того, стилистическая помета более глубоко раскрывает смысловую структуру слова.

Стилистическая помета соотносит слово либо с литературно-книжной лексикой (термины науки и техники, архаизмы, поэтизмы, историзмы, библеизмы, редко употребляемые слова и т.д.), либо с разговорной лексикой (вульгаризмы, жаргонизмы, сленг, просторечие).

Типы словарных соответствий. Для того чтобы переводчик смог трезво оценить возможности англо-русского словаря и умело им пользоваться в своей практической работе, он должен представлять себе, какого рода смысловые

соотношения существуют между единицами словарного состава английского и русского языков.

Русское слово, более или менее близкое по значению определенному английскому слову, является его лексическим или словарным соответствием.

Сравнивая единицы словарного состава английского и русского языков, можно выявить два основных типа словарных соответствий – *эквиваленты и вариантные соответствия*.

Когда значению английского слова соответствует значение одного русского слова, мы имеем дело с эквивалентом.

Слов-эквивалентов сравнительно немного. Эквиваленты есть в основном у терминов, географических названий и имен собственных. Эти слова наиболее устойчивы и в наименьшей мере зависимы от контекста.

Второй тип соответствий, наиболее распространенный, – *вариантное соответствие*.

Когда одно английское слово имеет в русском языке несколько словарных соответствий, можно говорить о вариантном соответствии.

Переводчик имеет возможность выбирать из нескольких вариантов именно то соответствие, которое наилучшим образом вписывается в имеющийся контекст. При этом решающую роль играет контекст. *Следует помнить, что термин «вариантное соответствие» предполагает несколько словарных соответствий английскому слову внутри одного значения, но отнюдь не многозначность.* Например:

intention – намерение, стремление, цель, замысел

nice – хороший, приятный, милый, славный

retired – удалившийся от дел; отставной, в отставке; ушедший на пенсию

Контекстуальное значение. Далеко не всегда словарь может предложить переводчику то единственное

нужное слово, которое требуется по контексту. Как правило, семантическая структура слова, т.е. объем всех его значений, не исчерпывает всех смысловых возможностей, заложенных в слове. Иногда некоторые значения и оттенки значений реализуются только в определенном контексте. *Контекстуальное значение не входит в смысловую структуру слова и в словарях не фиксируется.* Так, среди словарных значений прилагательного **brave** – 1) храбрый, смелый; 2) превосходный, прекрасный; 3) *уст., книжн.* нарядный – нет ни одного, которым можно было бы воспользоваться при переводе сочетания **a coat of brave lipstick**. По всей вероятности, здесь речь идет об интенсивном цвете губной помады – слой ярко-красной губной помады.

Таким образом, особенности контекста могут заставить переводчика отказаться от словарных соответствий, искать и находить контекстуальные значения слов, что является наиболее творческим приемом в процессе перевода.

Контекст и виды контекста. *Под контекстом принято понимать языковое окружение, в котором употребляется та или иная языковая единица.*

Значение слова, особенно многозначного, реализуется в словосочетании, в грамматической конструкции, в совокупности слов. Попробуйте произнести вне контекста такие русские слова, как *класс, передача, сторона*, и вы поймете, что употребленные в изолированном виде они вряд ли несут какую-либо информацию и не могут вызвать у слушателя определенные ассоциации. Для того чтобы они обрели значение, им нужен «указательный минимум».

Принято различать несколько видов контекста – *узкий, широкий и экстралингвистический (внелингвистический).*

Под *узким контекстом* подразумевается контекст словосочетания или предложения.

В отличие от узкого контекста *широкий контекст* выходит за рамки предложения. Это может быть абзац, глава и все произведение в целом. Следующий пример взят из романа Энн Тайлер.

Первая глава романа повествует о том, как одну супружескую пару, прожившую вместе 20 лет, постигло горе – хулиганы убили их единственного, горячо любимого двенадцатилетнего сына. Главный герой, глядя на свою убитую горем жену, вспоминает, какой она была 20 лет назад, когда жизнь только начиналась и обещала одни радости:

Sarah, a **bubbly** girl with a tumble of copper-brown curls.

Сара, **жизнерадостная** девушка с копной медно-рыжих курчавых волос.

В словаре В. К. Мюллера прилагательное **bubbly** представлено двумя значениями: 1) пенящийся (о *вине*); 2) пузырчатый (о *стекле*).

Поскольку словарные эквиваленты русско-английского словаря неприемлемы для перевода **bubbly**, нам приходится искать единственно правильное определение (*жизнерадостная*) в контексте всей главы.

Ложные друзья переводчика

При сравнении английского и русского языков можно выявить значительное количество слов, имеющих сходное написание или звучание. В основном эти заимствования – либо из одного языка в другой, либо – что чаще – обоими языками из третьего, общего источника: как правило, латинского, греческого, французского (**parliament, diplomat, method, theory, organization**, etc.). Слова такого рода могут как помогать, так и мешать переводчику. Помощь они оказывают в тех случаях, когда за внешним сходством стоит совпадение значений.

Нельзя забывать о том, что у ряда слов в обоих языках сходство чисто формальное – у них нет ни одного общего,

пересекающегося значения. При этом контекст зачастую не подает сигналов о том, что напрашивающееся по аналогии «соответствие» – ложное. В основном это бывает следствием того, что разноязычные «аналоги» принадлежат к одному кругу понятий. К примеру, английское слово **decade** и русское **декада** означает определенный отрезок времени, но *первое – десятилетие*, а второе – *десять дней*. Английское **biscuit** и русское **бисквит** относятся к гастрономической сфере, но первое – это *сухое печенье, галета*, а второе – *выпечка из сладкого сдобного теста*. Вот еще несколько примеров:

She has a very fine **complexion**.

У нее чудесный цвет лица (а не «комплексия»).

The work is done **accurately**.

Эта работа выполнена точно (а не «аккуратно»).

Well, he must be a **lunatic**.

Он, должно быть, сумасшедший (а не «лунатик»).

Еще большую опасность несут в себе слова, которые при наличии общего значения с соотносимыми с ними русскими словами имеют и другие значения, неприсущие последним. Например, **fiction** – это не только *фикция*, но и *художественная литература, беллетристика*, **false** – это не только *фальшивый*, но и *ошибочный, искусственный (о волосах, зубах)*, **officer** – это не только *офицер*, но и *чиновник, полицейский, капитан на торговом судне* и т.д. Такая лексика составляет большую часть «ложных друзей переводчика» и поэтому требует особого внимания. Страховкой от ошибок может быть лишь очень внимательный анализ контекста и проверка всех значений слова по словарю.

В этой же группе «ложных друзей переводчика» есть немалое количество слов, у которых общее с русским сходным словом значение не является основным, ведущим, оно

менее частотно и находится на периферии словарной статьи: **novel** – это в первую очередь *роман* и гораздо реже *новелла*; **partisan** – это *сторонник, приверженец* и значительно реже *партизан*; **sympathetic** – это *сочувственный; полный сочувствия* и исключительно редко *симпатичный* и т.д. Фактор частотности надо принимать во внимание, нередко он играет не последнюю роль в выборе нужного соответствия в переводе.

Из всего сказанного нетрудно заключить, что данная группа лексики требует повышенного внимания со стороны переводчика. Тщательный анализ контекста – как узкого, так и широкого, – словари и энциклопедии могут обезопасить «ложных друзей переводчика» и даже превратить их в настоящих друзей.

TEXT BANK

Law and Society

It is obvious to everyone that, in a community such as the one in which we live, some kind of law is necessary to prevent people from committing crimes. There was no law in a very primitive world, and, if a person chose to kill anyone, that was their own business and no one interfered officially.

But for a very long time now, members of every community have made laws for themselves in self-protection. Otherwise, the stronger men could have done what they liked with the weaker ones.

If it were not for the law, you could not go out in broad daylight without the fear of being kidnapped, robbed or murdered. But law is not necessary just because there are bad people in the world. If we were all as good as we ought to be, laws would still be necessary. If we never told lies, never took anything that didn't belong to us, never omitted to do anything that we ought

to do and never did anything that we ought not to do, we should still require a set of rules of behavior to enable us to live in any kind of satisfactory state.

There must be laws, however good we may be. Therefore, every country tries to provide laws which will help its people to live safely and as comfortable as possible. This is not an easy thing to do, and no country has been successful in producing laws which are entirely satisfactory. But imperfect laws are better than no laws at all.

Cybercrime

“There has been a noticeable increase in account takeovers. This can be directly related to the continued rise of the Zeus Trojan and other malware variants created to capture login credentials to financial websites. These account takeovers result in fraudulent transfers from the victim’s account to an account under the control of the perpetrator”.

Verizon’s 2011 Data Breach Investigations Report

The Internet keeps growing. More people from around the world go online every day. People send e-mails, chat, use social media, play games, and have business with people on the other side of the world. And they also commit crimes.

In many ways, the Internet provides a perfect place to commit a crime. Criminal can remain anonymous and prey on victims far away. Police have no crime scene to search for clues and they may have to track criminals halfway around the world.

If police manages to find the criminal, problems may arise. Although many traditional crimes like fraud and theft occur on the Internet, new crimes, exclusive to the Internet, also take place. The United States has developed laws against these crimes, but many countries haven’t.

But an international treaty against cybercrime exist. In 2001, the Council of Europe, a group of European nations, created a

Convention on Cybercrime. The convention does not make specific act against international law. Instead, it defines types of computer misconduct. Countries that sign and ratify the treaty agree to create national laws criminalizing this misconduct and to investigate these crimes. The council has invited all nations in the world to join the treaty. So far, more than 30 European nations have signed and ratified it. The United States is the only country outside of Europe that has ratified it and its laws criminalize the misconduct suggested by the treaty.

Many nations have not yet signed the treaty and have not enacted criminal penalties for cybercrimes. Thus, a person could work at a computer in a faraway place, hurt many people around the world, and that country may not even outlaw what the person did.

Inchoate Crimes

Inchoate, from the Latin word “inchoate”, means incomplete, in the beginning stages.

The U. S. Code reads, “Whoever commits an offense against the United States or aids, abets, counsels, commands, induces or procures its commission, is punishable as a principal”.

An accomplice is someone who aids another in committing a crime. The person may help before the crime, for example, by planning the crime. Or the person may help during the crime, for example, by driving the get-away car. An accomplice is just as guilty of committing the crime as the principal, the person who actually carries out the crime.

Most states have adopted similar laws. The *inchoate crime* of accessory before the fact has disappeared in most states. But other inchoate crimes still exist. Accessory after the fact is someone who helps a felon after the crime has been committed. Several things must be proven for the crime of being an accessory after the fact. First, the defendant must help the criminal avoid getting caught or convicted. Second, the felony must have

already been committed. Third, the defendant must know about the crime and intentionally help the criminal.

An attempt is an inchoate crime consisting of three elements. First, a person must intend to commit a crime. Second, the person must take steps toward committing the crime. Third, the person must not actually commit the crime. The law of attempt rises many questions. One is how close the person must go toward committing the crime. The common law rule was that the person must have done everything he could to commit the crime. The reason the person did not commit the crime was out of control. Most courts today require quite less. Some ask: Would a reasonable person, seeing what the accused did, believe he was trying to commit a crime. Others require that the person took a “substantial step toward committing a crime”.

Courts often look to the purpose of attempt laws when deciding difficult cases. The major purpose of attempt laws is to prevent crime. People disposed to commit crime pose a danger. Letting the police act before a crime is committed can prevent much harm. Punishing those who try to fail to commit a crime recognizes that these people have tried once and may try again.

In addition to attempt laws, most states have passed specific laws aimed at people preparing to commit crimes. For example, most states outlaw the possession of explosive devices, burglary tools, and master keys to vehicles.

Victims of Violent Crimes

Violent crimes, such as murder, rape, robbery, and assault, are also known as crimes against the person. In these crimes, the criminal either uses force or threatens to use force against the victim.

The robbery victim. In a robbery, the criminal takes property by force or by threat of force. In this scary crime, victims can lose their property, suffer injuries, and even die. But statis-

tically, the chances of being killed are small – almost 99, 8 percent of all robbery victims survive. About one-third of all the victims suffer injuries, mostly minor. Only two percent receive wounds serious enough to sit overnight in a hospital. Strangely, victims are most likely to be hurt by unarmed robbers. Victims are most likely to be killed, however, by robbers armed with guns. Victims who resist are more likely to be injured or killed than those who don't.

The domestic violence victim. Typically, when people use the phrase “domestic violence”, they refer to spousal abuse. But the term has a broader definition that includes family violence, child abuse, elder abuse, and abuse by residents of the same household.

Much violent crimes take place at home and are committed by family members or inmates. Half of all 911 calls are related to domestic violence. In most cases, however, nobody calls the police and the incident goes unreported. More than 1.3 million Americans suffer from intimate partner abuse each year; about 75 percent of those victims are women.

Helping victims. Legal codes provide compensation for crime victims. Cash payments aren't the only way victims can be assisted. Government agencies and private organizations offer many other services such as shelters for battered women, rape counseling, crisis intervention programs, child-abuse intervention, and medical counseling.

Criminology

Criminology is a social science dealing with the nature, extent, and causes of crime; the characteristics of criminals and their organizations; the problems convicting offenders; the operation of prisons and other correctional institutions; the rehabilitation of convicts in and out of prison; and the prevention of crime.

The science of criminology has two basic objectives: to determine the causes of criminal behavior and to evolve valid principles for the social control of crime. In pursuing these objectives, criminology draws on the findings of biology, psychology, psychiatry, sociology, anthropology, and related fields.

Criminology originated in the late 18th century when various movements began to question the humanity and efficiency of using punishment for retribution rather than deterrence and reform. There arose the classical school of criminology, which aimed to mitigate legal penalties and humanize penal institutions. During the 19th century the positivist school was established. They believed that criminals were shaped by their environments and emphasized rehabilitative measures. A later school, the “social defense” movement, stressed the importance of balance between the rights of criminals and the rights of society.

Criminologists commonly use several research techniques. The collection and interpretation of statistics is generally the initial step in research. The case study, often used by psychologists, concentrates on an individual or a group. The typological method involves classifying offences, criminals, or criminal areas according to various criteria. Sociological research, which may involve many different techniques, is used to study groups, subcultures, and gangs as well as rates and kinds of crime within geographic areas.

Criminology has many practical applications. Its findings can give lawyers, judges, and prison officials a better understanding of criminals, which may lead to more effective treatment. Criminological research can be used by legislators and in the reform of laws and of penal institutions.

The History of Punishment

For the most part of the history punishment has been both painful and public in order to act as deterrent to others. Physi-

cal punishments and public humiliations were social events and they were carried out in towns, often on market days when the greater part of the population was present.

One of the most bizarre methods of execution was established in ancient Rome on people found guilty of murdering their fathers. They were put in a sack with a rooster, a viper, and a dog, and then drowned along with the three animals. In ancient Greece the custom of allowing a condemned man to end his own life by poison was extended only to full citizens. The philosopher Socrates died in this way. Condemned slaves were beaten to death instead. Stoning was the ancient method of punishment for adultery among other crimes.

In Turkey if a butcher was found guilty of selling bad meat, he was tied to a post with a piece of stinking meat fixed under his nose, or a baker having sold short weight bread could be nailed to his door by his ear.

The most common punishment for petty offences was the pillory. The offender was locked by hands and head into the device and made to stand sometimes for days, while crowds jeered and pelted the offender with rotten vegetables or worse.

In medieval Europe some methods of execution were deliberately drawn out to inflict maximum suffering. Felons were tied to a heavy wheel and rolled around the streets until they were crushed to death. Others were strangled, very slowly. One of the most terrible punishments was hanging and quartering. It remained a legal method of punishment in Britain until 1814. Beheading was normally reserved for people of high rank.

Development of the Prison System

A prison is an institution for the persons convicted of major crimes or felonies. In the 19th and the 20th centuries, imprisonment replaced corporal punishment, execution, and banishment as the chief means of punishing serious offenders.

Historically, exile, execution, and various forms of corporal punishment were the most common penalties for criminal acts. Imprisonment gradually came to be accepted not only as a device for holding persons awaiting trial but also as a means of punishing convicted criminals.

Although reformation of offenders was intended in the houses of correction, the unsanitary conditions and lack of provisions for the welfare of the inmates soon produced widespread agitation for further changes in methods of handling criminals. Solitary confinement of criminals became an ideal among the rationalist reformers of the 18th century, who believed that solitude would help the offender to become penitent and that penitence would result in reformation.

Meanwhile, strenuous opposition to the prolonged isolation of prisoners developed very early, especially in the United States. A competing philosophy of prison management, known as the “silent system” was developed. The main distinguishing feature of the silent system was that prisoners were allowed to work together in the daytime. Silence was strictly enforced at all times, however, and at night the prisoners were confined in individual cells.

Further refinements were developed in Irish prisons in the mid-1800s. Irish inmates progressed through three stages of confinement before they were returned to civilian life. The first portion of the sentence was served in isolation. Then the prisoners were allowed to associate with other inmates in various kinds of work projects. Finally, for six months or more before release, the prisoners were transferred to “intermediate prisons”, where inmates were supervised by unarmed guards and given sufficient freedom and responsibility to permit them to demonstrate their fitness for release. Release was also conditional upon the continued good conduct of the offender, who could be returned to prison if necessary.

These were the steps made to fit the severity of the punishment to the severity of the crime. Since then, deterrence, rather than retribution, has become a leading principle of American and European penology.

The Role of Capital Punishment

The violent criminal has become a kind of hero-figure in our time. He is glorified on the screen; he is pursued by the press and paid vast sums of money for his “memoirs”. Newspapers which specialize in crime-reporting enjoy enormous circulations and the publishers of trashy cops and robbers stories or “murder mysteries” have never been so good. When you read about the achievements of the great train robbers, it makes you wonder whether you are reading about some glorious resistance movement. The hardened criminal is cuddled and cosseted by the sociologists on the one hand and adored as a hero by the masses on the other. It’s no wonder he is a privileged person who expects and receives VIP treatment wherever he goes.

Capital punishment used to be a major deterrent. It made the violent robber think twice before pulling the trigger. It gave the cold-blooded poisoner something to think about while he was shaking up or serving his arsenic cocktail. It prevented unarmed policemen from being mowed down while pursuing their duty by killers with automatic weapons. Above all, it protected the most vulnerable members of society, young children, from brutal sex-maniacs. It is horrifying to think that the criminal can literally get away with murder. We all know that “life sentence” does not mean what it says. After ten years or so of “good conduct”, the most desperate murderer is free to return to society where he will live very comfortably, thank you, or he will go on committing offences until he is caught again. People are always willing to hold liberal views at the expense of others. It’s always fashionable to pose as the defender of the underdog, so long as

you, personally, remain unaffected. Did the defenders of crime consult the victims before they suspended capital punishment? Hardly. You see, they couldn't. Because all the victims were dead.

Police Technology in the US

Requests for police services are generally transmitted to headquarters by telephone and then by radio to officers in the field. Fast response time results in more arrests and less risk or injury to victims. Calls are handled by priority, i. e. cases involving an injured party or cases having a reasonable chance to prevent a crime or make an arrest at the scene receive an emergency response. Modern computer-assisted systems permit automatic selection of the nearest officer in service. In some cities, officers can receive messages on computer terminals in their cars, without voice communication from headquarters. An officer, for example, can put in the license number of a suspect car and receive an immediate response from the computer about the status of the car and the owner's identity.

An increasing number of agencies are now using computers to link crime patterns with certain suspects. Fingerprints found at crime scenes can be electronically compared with fingerprint files.

In recent years technological advances have been made in such areas as voice identification, use of the scanning electron microscope, and blood testing which is an important tool because only 2 persons in 70,000 have identical blood characteristics. Some of the new laboratory techniques, although highly effective, are extremely expensive, so their use is limited to the most challenging cases.

The Peculiarities of Jury Service

The right to trial by a jury is one of the most important American rights which is guaranteed by the Constitution of the

United States. By serving on a Jury you are helping to guarantee one of our most important freedoms.

Your job as a juror is to listen to all the evidence presented at trial and to “decide the facts” – that is, to decide what really happened. The judge, on the other hand, “decides the law” – that is, makes decisions on legal issues during the trial. For example, the judge may have to decide whether you and the other jurors may hear certain evidence or whether one lawyer may ask a witness a certain question. You should not try to decide these legal issues, sometimes you will even be asked to leave the courtroom while they are being decided. In order to do your job you do not need any special knowledge or ability. It is enough that you keep an open mind, concentrate on the evidence being presented, use your common sense, and be fair and honest. Finally, you should not be influenced by sympathy or prejudice: it is vital that you be impartial with regard to all people and all ideas.

Many jurors find it exciting to learn about this important system “from the inside”, and challenging to deal fairly and thoroughly with the cases they hear. We hope that you find your experience as a juror to be interesting and satisfying.

How You Were Chosen

Your name was selected at random from voter registration records and placed on a list of potential jurors. Next, your answers to the Questionnaire for Jurors were evaluated to make sure that you were eligible for jury service and were not exempt from service. To be eligible, you must be over 18 years of age, a citizen of the United States, a resident of the county in which you are to serve as a juror, able to communicate in the English language and if you have been convicted of a felony, you must have had your civil rights restored. People who meet these requirements may be excused from jury service if they have illnesses that would interfere with their ability to do a good job, would suffer great hardship if required to serve, or are unable to serve for some other reason.

You are here because you were found to be eligible for jury duty and were able to serve. You are now part of the “jury pool”, the group of people from which trial juries are chosen.

Citizenship in the US

The fourteenth article of the amendments declares that “all persons born or naturalized in the United States, and subject to the jurisdiction thereof, are citizens of the United States and of the State wherein they reside”.

The fourteenth amendment indicates the two methods in which one may become a citizen: 1) by birth in the United States; 2) by naturalization therein. But a citizen by birth must not only be born within the United States, but he must also be subject to the jurisdiction thereof; and by this is meant that full and complete jurisdiction to which citizens generally are subject, and not any qualified and partial jurisdiction, such as may consist with allegiance to some other government.

The amendment therefore, affirms the citizenship of children born within the United States of all persons, of whatever race or color; but it does not affirm the citizenship “of children of foreign sovereigns or their ministers, or born on foreign public ships, or of enemies within and during a hostile occupation of part of our territory”.

Naturalization

Congress is empowered “to establish a uniform rule of naturalization”. Naturalization is the act by which the rights, privileges, and immunities of citizenship are conferred upon a person born as alien. There is no doubt that, when Congress has prescribed a rule, its power is exclusive, since any regulation by a State, not in force in every other State, would break the rule of uniformity. The States have, therefore, by their assent to this provision, made Congress the exclusive depository of the power to confer citizenship.

A citizen, in the full acceptation of that term, may be said to be a member of the civil state entitled to all its privileges.

The principal differences in privilege between an alien and a citizen consist in these: the former when he resides in the country is there by sufferance merely; he cannot own real estate therein, and he cannot exercise political rights. But these differences do not always exist: the States of the Union recognize fully the right of aliens to reside within their limits without hindrance, and in many States they are permitted freely to hold, convey, and transmit to their descendants' real estate.

One privilege, at least, the State could not confer upon an alien. Without the power of naturalization it could not give him as a citizen a title to all those privileges and immunities of citizens of the several States which the Federal Constitution guarantees and secures.

Separation of Church and State

Religious liberty. The constitution as originally adopted declared that "no religious test shall ever be required as a qualification to any office or public trust under the United States". By amendment it was further provided that "Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof". Both these provisions are limitations upon the powers of Congress only. Neither the original Constitution nor any early amendments undertook to protect the religious liberty of the people of the States against the action of their respective state governments. The fourteenth amendment is perhaps broad enough to give some securities if they should be needful.

Establishment of religion. By establishment of religion is meant the setting up or recognition of a state church, or at least the conferring upon one church of special favors and advantages which are denied to others. It was never intended by the Constitution that the government should be prohibited from recogniz-

ing religion, or that religious worship should never be provided for in cases where a proper recognition of Divine Providence in the working of government might seem to require it, and where it might be done without drawing any distinctions between different religious beliefs, organizations, or sects.

State guaranties may be summed up as follows:

1. All religions are equally respected by the law; one is not to be favored as the expense of others, or to be discriminated against.

2. They exempt all persons from compulsory support of religious worship, and from compulsory attendance upon the same.

3. They forbid restraints upon the free exercise of religion according to the dictates of conscience, or upon the free expression of religious opinion.

These are adopted as fundamental principles. But the courts of the Union and of the States, in administering the common law, find it necessary to take notice that the prevailing religion of the country is Christian and that because of the fact that certain conduct may constitute a breach of public decorum, and therefore be illegal, though it might not be where a different religion prevailed.

Freedom of Speech and of the Press

The First Amendment to the Constitution further provides that Congress shall make no law limiting the freedom, of speech or of the press.

The constitutional freedom of the press was intended to mean something more than exemption from censorship on advance of publication. Such censorship had never been general in the Colonies; it did not exist at all at the time of the revolution, and there was no apparent danger of its ever being restored. The press is a public convenience, which gathers up the intelligence of the day to lay before its readers, and in various ways con-

tributes to the happiness, comfort, safety, and protection of the people.

However, in a constitutional point of view its chief importance is that it enables the citizen to bring any person in authority any public corporation or agency, or even the government in all its departments, to the bar of public opinion, and to compel him or them to submit to an examination and criticism of conduct or measures. These advantages had been fully realized and enjoyed by the people during the revolutionary epoch.

The freedom of the press may therefore be defined to be the liberty to utter and publish whatever the citizen may choose, and to be protected against legal censure and punishment in so doing, provided the publication is to so far injurious to public morals or to private reputation as to be condemned by the common law standards. And freedom of speech corresponds to this in the protection it gives to oral publications.

Taxes, Loans and Debts

In the specific enumeration of national powers, it is first declared that “the Congress shall have powers to lay and collect taxes, duties, imposts, and excises, to pay the debts, and provide for the common defense and general welfare of the United States; but all duties, imposts, and excises shall be uniform throughout the United States”. Thus a power is conferred which is essential to the maintenance of independent government.

The word “taxes” in its most enlarged sense, embraces all the regulate imposition made by government upon the person, property, privileges, occupations, and enjoyment of the people for the purpose of raising public revenue. The terms “duties”, and “imposts” are nearly synonymous, and are usually applied to the levies made by government on the importation or exportation of commodities, while the term “excises” is applied to the taxes laid upon the manufacture, sale, or consumption of com-

modities within the country, and upon license to pursue certain occupations.

The power to tax is an incident of sovereignty, and is co-extensive with the subject to which the sovereignty extends. It is unlimited in its range, acknowledging in its very nature no limits, so that security against its abuse is to be found only in the responsibility of the legislature which imposes the tax to the constituency who are to pay it.

Regulation of Commerce

Constitution provides that Congress shall have the power “to regulate commerce with foreign nations, and among the several States, and with the Indian tribes”. The word “commerce” is not limited to traffic to buying and selling and the exchange of commodities; but it comprehends navigation also, and all that is included in commercial intercourse between nations and parts of nations in all its branches, and is regulated by prescribing rules for carrying on that intercourse.

Commerce with foreign nations. Congress provides that all railroad companies may carry passengers, mail, and property over one State to another, and receive compensation therefore, and may connect with other roads so as to form continuous lines for the transportation of the same to their places of destination. It also provides for the constructions of bridges over navigable rivers between States, and provides that the bridges when constructed shall be free for the crossing of all trains of railroads terminating on the sides of the rivers respectively.

Commerce between the states. To constitute commerce between States it is essential that it be not confined to one state exclusively, but concern more than one. The ordinary trade of a State, the local buying, selling, and exchange, the making of contracts and conveyances, the rules of the regulation of local travel and communication, and all the infinite variety of matters

which are of local interest exclusively, are left wholly to the regulation of state law.

Commerce with Indian tribes. It is immaterial to the power of Congress over commerce with an Indian tribe that the tribe resides within the limits of a State. The power of regulation may extend to the prohibition of all intercourse except that carried on under license, and at the discretion of Congress the prohibition may no doubt be made total.

The Currency

Among the most important of the powers conferred upon the Congress is that “to coin money and regulate the value thereof and of foreign coin”. This power would seem to be made exclusive by the further provision that no State shall “coin money”, or “make anything but gold and silver a tender in payment of debts”. To coin money is to stamp pieces of metal for use as a medium of exchange in commerce, according to fixed standards of value. When money is thus coined and valued by sovereign authority, and when by law no other standard exists, it would by force of these facts become a lawful tender.

In 1872 it was decided that Congress has power to make treasury notes a legal tender in the payments of debts previously as well as subsequently contracted.

Under the power to regulate, the legal value may be changed at discretion. As the relative values of the different metals change from time to time, it becomes necessary to comply this power with a view to uniformity in standards, since otherwise the coin of least intrinsic value in proportion of its legal rating would in time drive the other from circulation.

The States, in the exercise of their own sovereignty, will determine for themselves in what currency they will collect their taxes, and the act making treasury notes a legal tender can have no application as between a State and those upon whom the State imposes pecuniary burdens for its own necessary purposes.

Copyrights and Patents

Congress is empowered “to promote the progress of science and useful arts, by securing for limited times to authors and inventors the exclusive right to their respective writings and discoveries”. Under this power, exclusive copyrights are granted for a term of years to the authors, inventors, designers, or proprietors of books, maps, charts, pictures, prints, statues, models, etc., and exclusive right to make, use, and vend new inventions.

Act of Congress undertaking to secure exclusive rights in the use of registered trade-marks have recently been held void, as not being within this grant of power.

An author in the United States has no exclusive property in a published work except under the Federal laws. But the common law protects him against the unauthorized publication of his manuscripts and letters.

The power to legislate on the subject of patents is plenary. The States have no power to regulate or restrict the sale of patent rights, but they are not restrained from regulating the use of patented articles under the police power.

Pirates and Felonies on the High Seas

Congress is empowered “to define and punish piracies and felonies committed on the high seas and offence against the law of nations”. Piracy is universally understood in the law of nations as robbery or a forcible depredation on the high seas. It is the same offence at sea with robbery on land, and a statute for the punishment of piracy “as defined by law of nations”, is sufficient without further definition.

But the manifest purpose of this provision is to empower Congress to provide for the punishment as crimes of all such infamous acts committed on the high seas as constitute offences against the United States or against all nations. However, robbery committed on a ship belonging to subjects of a foreign

state, by one not a citizen of the United States, is a crime only against such foreign state, and not punishable in the courts of the United States.

Where an American citizen has discovered an unoccupied guano island, which the President under Congressional authority may ordain that crimes committed there shall be considered as though committed of a domestic vessel on the high seas.

War

Congress shall have the power “to declare war, to grant letters of marque and retriál and make rules concerning captures on land and water”.

War is said to be “that state in which a nation prosecutes its right by force”. It may exist without being declared, through the hostile acts of a foreign power, or through armed insurrection, and may then be recognized and repelled by the President as commander-in-chief of the army and navy.

Armies. Congress may also “raise and support armies; but no appropriation of money to that use shall be for a longer term than two years”. The purpose of this restriction is to put it out of the power of the executive to keep on for a standing army, when in the opinion of the legislature it is not needful.

Navy. Congress may also “provide and maintain a navy”. What has been said respecting armies applies equally here. The powers of enlistment and conscription are the same, but conscription must operate under prescribed and impartial rules: the impressment of seamen, formerly practiced in England, is not admissible in this country.

Military Law. Congress may also “make rules for the government and regulation of the land and naval forces”.

GRAMMAR REFERENCE AND EXERCISES

Множественное число существительных

1. В большинстве случаев добавляется окончание -s (a dog – dogs).

2. Если существительное заканчивается на согласный + y, то y меняется на i и добавляется es (a baby – babies).

3. Если существительное заканчивается на s, ss, tch, ch, sh, o, x, то добавляется es (a box – boxes, a class – classes, a match – matches).

4. Если существительное заканчивается на f/fe, то f/fe меняется на v/ve и добавляется s/es (a wolf – wolves, a wife – wives).

5. Исключения:

a sheep – sheep (овцы)

a fish – fish (рыбы)

a fruit – fruit (фрукты)

foot – feet (ноги)

tooth – teeth (зубы)

goose – geese (гуси)

a man – men (мужчины)

a woman – women (женщины)

Degrees of Comparisons

(Степени сравнения прилагательных)

Односложные прилагательные		
Начальная	Сравнительная	Превосходная
hot	hotter	the hottest

Согласный, стоящий после краткого гласного, удваивается в сравнительной и превосходной степенях.

Трёх и более сложные прилагательные		
Начальная	Сравнительная	Превосходная
beautiful	more beautiful	the most beautiful

Двухсложные прилагательные, заканчивающиеся на -у, могут изменяться и как односложные, и как трехсложные. При изменении по типу односложных, гласная у меняется на i в сравнительной и превосходной степенях.

Начальная	Сравнительная	Превосходная
friendly	friendlier	the friendliest
friendly	more friendly	the most friendly

Глагол To be в Present Simple

1. Используется с существительными, числительными, прилагательными, именами собственными, наречиями.

2. Не требует вспомогательного глагола в отрицании и вопросе.

3. В ед. числе с исчисляемыми существительными используется артикль a/an.

4. Во мн. числе с исчисляемыми существительными добавляется окончание -s.

5. Во мн. числе с исчисляемыми существительными артикль не используется.

Утверждение				
I	I	am	a	student
Мн. ч.	They	are		students
Ед. ч.	He	is	a	student
Отрицание				
I	I	am not	a	student
Мн. ч.	They	aren't		students
Ед. ч.	He	isn't	a	student

Общий вопрос				
I	Am	I	a student?	Yes, I am. No, I'm not
Мн. ч.	Are	they	students?	Yes, they are. No, they aren't
Ед. ч.	Is	he	a student?	Yes, he is. No, he isn't
Специальный вопрос				
	Вопросительное слово	Глагол to be	Подлежащее (местоимение или существительное)	
I	Where	am	I?	
Мн. ч.	How old	are	you?	
Ед. ч.	Who	is	he?	

Глагол To be в Past Simple

1. Используется с существительными, числительными, прилагательными, именами собственными, наречиями.

2. Не требует вспомогательного глагола в отрицании и вопросе.

3. В ед. числе с исчисляемыми существительными используется артикль a/an.

4. Во мн. числе с исчисляемыми существительными добавляется окончание -s.

5. Во мн. числе с исчисляемыми существительными артикль не используется.

Утверждение				
Мн. ч.	They	were		students
Ед. ч.+I	I	was	a	student
Отрицание				
Мн. ч.	They	weren't		students
Ед. ч.+I	I	wasn't	a	student
Общий вопрос				
Мн. ч.	Were	they	students?	Yes, they were. No, they weren't

Ед. ч.+I	Was	I	a student?	Yes, I was. No, I wasn't
Специальный вопрос				
	Вопросительное слово	Глагол to be	Подлежащее (местоимение или существительное)	
Мн. ч.	How old	were	you?	
Ед. ч.	Where	was	he?	

Конструкция There is/There are

1. Не переводится.
2. Перевод предложения начинается с конца.
3. В ед. числе с исчисляемыми существительными используется артикль a/an.
4. В ед. числе с неисчисляемыми существительными и существительными во мн. числе используются местоимения some (только для утверждения) и any (только для отрицания и вопроса).

Утверждение				
Мн. ч.	There	are	some apples	on the table
Ед. ч.	There	is	an apple	on the table
Отрицание				
Мн. ч.	There	aren't	any apples	on the table
Ед. ч.	There	isn't	an apple	on the table
Общий вопрос				
Мн. ч.	Are	there	any apples on the table?	Yes, there are. No, there aren't
Ед. ч.	Is	there	an apple on the table?	Yes, there is. No, there isn't

Конструкция There was/There were

1. Не переводится.
2. Перевод предложения начинается с конца.

3. В ед. числе с исчисляемыми существительными используется артикль a/an.

4. В ед. числе с неисчисляемыми существительными и существительными во мн. числе используются местоимения some (только для утверждения) и any (только для отрицания и вопроса).

5. Во мн. числе с исчисляемыми существительными артикль не используется.

Утверждение				
Мн. ч.	There	were	some apples	on the table
Ед. ч.	There	was	an apple	on the table
Отрицание				
Мн. ч.	There	weren't	any apples	on the table
Ед. ч.	There	wasn't	an apple	on the table
Общий вопрос				
Мн. ч.	Were	there	any apples on the table?	Yes, there were. No, there weren't
Ед. ч.	Was	there	an apple on the table?	Yes, there was. No, there wasn't

Present Simple

1. Настоящее простое.

2. Действие происходит регулярно.

3. Формула V мн. ч + I (V+s для ед. ч).

Временные маркеры:

everyday/week/month – каждый день/неделю/месяц

always – всегда

usually – обычно

seldom – редко

often – часто

once/twice a week/month – один/два раза в неделю/месяц

on + день недели с окончанием s (on Mondays)
 in the + время суток (in the morning)

Утверждение				
Мн. ч. + I	I	play	football	every day
Ед. ч.	He	plays	football	every day
Отрицание				
Мн. ч. + I	I	don't play	football	every day
Ед. ч.	He	doesn't play	football	every day
Общий вопрос				
Мн. ч. + I	Do	I	play football?	Yes, I do. No, I don't
Ед. ч.	Does	he	play football	Yes, he does. No, he doesn't
Специальный вопрос				
	Вопроси- тельное слово	Вспо- мога- тельный глагол	Подлежащее (местоимение или существительное)	Смысловый глагол
Мн. ч. + I	Where	do	you	live?
Ед. ч.	When	does	he	play?

Правила добавления окончания S

1. В большинстве случаев добавляется -s (I play – he plays).

2. Если глагол заканчивается на согласный + y, то y меняется на i и добавляется es (I study – he studies).

3. Если глагол заканчивается на s, ss, tch, ch, sh, o, x, то добавляется es (I match – he matches).

Past Simple

1. Прошедшее простое.
2. Действие произошло в прошлом в определенный момент времени.
3. Формула V_2 (для неправильных глаголов) или V_{ed} (для правильных глаголов).

Временные маркеры:

last week/month – на прошлой неделе/в прошлом месяце

ago – назад

in + год в прошлом (in 1 1776)

then – тогда

yesterday – вчера

Утверждение (правильные глаголы)				
Для всех чисел	I	played	football	yesterday
Утверждение (неправильные глаголы)				
Для всех чисел	I	went	to the University	yesterday
Отрицание (правильные глаголы)				
Для всех чисел	I	didn't play	football	yesterday
Отрицание (неправильные глаголы)				
Для всех чисел	I	didn't go	to the University	yesterday
Общий вопрос (правильные глаголы)				
Для всех чисел	Did	I	play football?	Yes, I did. No, I didn't
Общий вопрос (неправильные глаголы)				
Для всех чисел	Did	I	go to the University?	Yes, I did. No, I didn't
Специальный вопрос				
	Вопросительное слово	Вспомогательный глагол	Подлежащее (местоимение или существительное)	Смысловый глагол
Для всех чисел	Where	did	you	live?

Future Simple

1. Будущее простое.
 2. Действие произойдет в будущем в конкретный момент времени.
 3. Формула will + V.
- Временные маркеры:
- soon – вскоре
- next week/month – на следующей неделе/в следующем
- прошлом месяце
- tomorrow – завтра
- in + год в будущем (in 2776)

Утверждение				
Для всех чисел	I	will play	football	tomorrow
Отрицание				
Для всех чисел	I	won't play	football	tomorrow
Общий вопрос				
Для всех чисел	Will	I play	football tomorrow?	Yes. I will. No, I won't
Специальный вопрос				
	Вопросительное слово	Вспомогательный глагол	Подлежащее (местоимение или существительное)	Смысловой глагол
Для всех чисел	Where	will	you	live?

Present Continuous

1. Настоящее длительное.
 2. Действие происходит в данный момент времени.
 3. Формула am/is/are + ing.
- Временные маркеры:
- at the moment – в данный момент
- now – сейчас

Утверждение				
I	I	am playing	football	now
	They	are playing	football	now
Ед. ч.	He	is playing	football	now
Отрицание				
I	I	am not play- ing	football	now
Мн. ч.	They	are not play- ing	football	now
Ед. ч.	He	is not playing	football	now
Общий вопрос				
I	Am	I playing	football now?	Yes, I am. No, I'm not
Мн. ч.	Are	they playing	football now?	Yes, they are. No, they aren't
Ед. ч.	Is	he playing	football now?	Yes, he is. No, he isn't
Специальный вопрос				
Мн. ч.	Вопроси- тельное слово	Вспомо- гательный глагол	Подлежащее (местоимение или суще- ствительное)	Смысловой глагол
I	Where	am	I	living?
Мн. ч.	Where	are	you	going?
Ед. ч.	What	is	he	playing?

Past Continuous

1. Прошедшее длительное.
 2. Действие происходило в определенный момент времени в прошлом.
 3. Формула was/were + ing.
- Временные маркеры:
 at that moment – в тот момент
 while – пока

Утверждение				
Мн. ч.	They	were play- ing	football	at that moment
Ед. ч. +I	He	was play- ing	football	at that moment
Отрицание				
Мн. ч.	They	weren't playing	football	at that moment
Ед. ч. +I	He	wasn't playing	football	at that moment
Общий вопрос				
Мн. ч.	Were	they play- ing	football at that moment?	Yes, they were. No, they weren't
Ед. ч. +I	Was	he playing	football at that moment?	Yes, he was. No, he wasn't
Специальный вопрос				
	Вопроси- тельное слово	Вспомо- гательный глагол	Подлежащее (местоимение или существи- тельное)	Смысловой глагол
Мн. ч.	Where	were	you	going?
Ед. ч.+I	What	was	he	playing?

Future Continuous

1. Будущее длительное.
 2. Действие будет происходить в определенный момент времени в будущем.
 3. Формула will be + ing.
- Временные маркеры (такие же, как в Future Simple):
 next week/month – на следующей неделе/в следующем
 прошлом месяце
 tomorrow – завтра
 in + год в будущем (in 2776)

Утверждение				
Для всех чисел	I	will be	playing football	tomorrow
Отрицание				
Для всех чисел	I	will be	playing football	tomorrow
Общий вопрос				
Для всех чисел	Will	I be playing	football tomorrow?	Yes. I will. No, I won't
Специальный вопрос				
	Вопросительное слово	Вспомогательный глагол	Подлежащее (местоимение или существительное)	Смысловый глагол
Для всех чисел	Where	will	you	be living?

Present Perfect

1. Настоящее завершённое.
 2. Действие закончилось к данному моменту.
 3. Формула have/has + V₃/V_{ed}.
- Временные маркеры:
- since – с, с тех пор
 - for – в течение
 - never – никогда (только для утверждения)
 - ever – когда-либо (только для отрицания и вопроса)
 - already – уже (только для утверждения)
 - yet – уже, еще не (только для отрицания и вопроса)
 - just – только что
 - by now – к настоящему моменту
 - so far – пока, на данный момент

Утверждение				
Мн. ч. + I	I	have	already	played football
Ед. ч.	He	has	already	played football
Отрицание				
Мн. ч.+ I	I	haven't	played football	yet
Ед. ч.	He	hasn't	played football	yet

Общий вопрос				
Мн. ч. + I	Have	I	played football yet?	Yes, I have. No, I haven't
Ед. ч.	Has	he	played football yet?	Yes, he has. No, he hasn't
Специальный вопрос				
	Вопросительное слово	Вспомогательный глагол	Подлежащее (местоимение или существительное)	Смысловый глагол
Мн. ч. + I	Where	have	you	lived?
Ед. ч.	What	has	he	played?

Past Perfect

1. Прошедшее завершённое.
2. Действие закончилось к определенному моменту в прошлом.
3. Формула $had + V_3/V_{ed}$.
Временные маркеры:
before – перед тем, как
after – после того, как
by the time – к тому моменту, как

Утверждение				
Для всех чисел	I	had	played football	by the time he came
Отрицание				
Для всех чисел	I	hadn't	played football	by the time he came
Общий вопрос				
Для всех чисел	Had	I played football	by the time he came?	Yes, I had. No, I hadn't
Специальный вопрос				
	Вопросительное слово	Вспомогательный глагол	Подлежащее (местоимение или существительное)	Смысловый глагол
Для всех чисел	What	had	I	played?

Future Perfect

1. Будущее завершённое.
2. Действие закончится к определённому моменту в будущем.
3. Формула $\text{will have} + V_3/V_{\text{ed}}$.
Временные маркеры:
 next week/month – на следующей неделе/в следующем
 прошлом месяце
 tomorrow – завтра
 in + год в будущем (in 2776)
 by the time – к тому моменту, как

Утверждение				
Для всех чисел	I	will have	played football	tomorrow by 3 o'clock
Отрицание				
Для всех чисел	I	won't have	played football	tomorrow by 3 o'clock
Общий вопрос				
Для всех чисел	Will	I have played football	tomorrow by 3 o'clock?	Yes, I will. No, I won't
Специальный вопрос				
	Вопросительное слово	Вспомогательный глагол	Подлежащее (местоимение или существительное)	Смысловый глагол
Для всех чисел	What	will	I	have played?

Конструкция Be going to в Present Simple

1. Чаще всего переводится как «собираться».
2. Запланированное действие, предсказание, основанное на фактах.
3. Формула $\text{am/is/are} + \text{going to} + V$.

Временные маркеры:

this (next) day/week/month/year – на этой неделе/в этом месяце/году

tonight – сегодня вечером

tomorrow – завтра

in + год в будущем (in 2776)

Утверждение				
I	I	am going	to play football	tonight
Мн. ч.	They	are going	to play football	tonight
Ед. ч.	He	is going	to play football	tonight
Отрицание				
I	I	are not going	to play football	tonight
Мн. ч.	They	is not going	to play football	tonight
Ед. ч.	He	are not going	to play football	tonight
Общий вопрос				
I	Am	I going	to play football tonight?	Yes, I am. No, I'm not
Мн. ч.	Are	they going	to play football tonight?	Yes, they are. No, they aren't
Ед. ч.	Is	he going	to play football tonight?	Yes, he is. No, he isn't
Специальный вопрос				
	Вопросительное слово	Вспомогательный глагол	Подлежащее (местоимение или существительное)	Смысловой глагол
I	What	am	I	going to play?

Мн. ч.	Where	are	you	going to play football?
Ед. ч.	When	is	he	going to play football?

Конструкция Be going to в Past Simple

1. Переводится как «собиралась (лся, лись)».
2. Действие произошло в определенный момент времени в прошлом.

3. Формула was/were + going to + V.

Временные маркеры:

last week/month – на прошлой неделе/в прошлом месяце
ago – назад

in + год в прошлом (in 1776)

then – тогда

yesterday – вчера

Утверждение				
Мн. ч.	They	were going	to play football	yesterday
Ед. ч. + I	I	was going	to play football	yesterday
Отрицание				
Мн. ч.	They	were not going	to play football	yesterday
Ед. ч. + I	He	was not going	to play football	yesterday
Общий вопрос				
Мн. ч.	Were	they going	to play football yesterday?	Yes, they were. No, they weren't
Ед. ч. + I	Was	I going	to play football yesterday?	Yes, I was. No, I wasn't

Специальный вопрос				
	Вопросительное слово	Вспомогательный глагол	Подлежащее (местоимение или существительное)	Смысловой глагол
Мн. ч.	Where	were	you	going to play football?
Ед. ч. + I	When	was	he	going to play football?

Разница между Present Simple и Present Continuous

Present Simple	Present Continuous
Настоящее простое	Настоящее длительное
Действие происходит регулярно	Действие происходит в данный момент
Формула V мн. ч + I (V+s для ед. ч)	Формула am/is/are + ing
Временные маркеры: everyday/week/month – каждый день/неделю/месяц always – всегда usually – обычно seldom – редко often – часто once/twice a week/month – один/два раза в неделю/месяц on + день недели с окончанием -s (on Mondays) in the + время суток (in the evening)	Временные маркеры: at the moment – в данный момент now – сейчас
I play football every day	I'm playing football now
Глаголы, которые не употребляются в Present Continuous	
1) глаголы мыслительной деятельности	believe (верить, считать), suppose (полагать), guess (считать), reckon (думать), understand (понимать)
2) глаголы чувственного восприятия	taste (пробовать, быть на вкус), sound (звучать), hear (слышать)

3) глаголы эмоций	hate (ненавидеть), adore (обожать), like (нравиться), dislike (не нравиться) admire (восхищаться). Примечание: глагол love может использоваться в Present Continuous для усиления эмоционального воздействия
-------------------	---

Разница между Present Simple и Past Simple

Present Simple	Past Simple
Настоящее простое	Прошедшее простое
Действие происходит регулярно	Действие произошло в прошлом в определенный момент времени
Формула V мн. ч + I (V+s для ед. ч)	Формула V ₂ (для неправильных глаголов) или V _{ed} (для правильных глаголов)
Временные маркеры: everyday/week/month – каждый день/неделю/месяц always – всегда usually – обычно seldom – редко often – часто once/twice a week/month – один/два раза в неделю/месяц on + день недели с окончанием -s (on Mondays) in the + время суток (in the evening)	Временные маркеры: last week/month – на прошлой неделе/ в прошлом месяце ago – назад in + год в прошлом (in 1776) then – тогда yesterday – вчера
I play football every day	I played football yesterday

Разница между Present Perfect и Past Simple

Past Simple	Present Perfect
Прошедшее простое	Настоящее завершённое
Действие произошло в прошлом в определенный момент времени	Действие закончилось к данному моменту

Формула V_2 (для неправильных глаголов) или V_{ed} (для правильных глаголов)	Формула have/has + V_3/V_{ed}
Временные маркеры: last week/month – на прошлой неделе / в прошлом месяце ago – назад in + год в прошлом (in 1776) then – тогда yesterday – вчера	Временные маркеры: since – с, с тех пор for – в течение never – никогда (только для утверждения) ever – когда-либо (только для отрицания и вопроса) already – уже (только для утверждения) yet – уже, еще не (только для отрицания и вопроса) just – только что by now – к настоящему моменту so far – пока, на данный момент
I played football yesterday	I have already played football

Разница между Past Simple и Past Continuous

Past Simple	Past Continuous
Прошедшее простое	Прошедшее длительное
Действие произошло в прошлом в определенный момент времени	Действие происходило в определенный момент времени в прошлом
Формула V_2 (для неправильных глаголов) или V_{ed} (для правильных глаголов)	Формула was/were + ing
Временные маркеры: last week/month – на прошлой неделе/в прошлом месяце ago – назад in + год в прошлом (in 1776) then – тогда yesterday – вчера	Временные маркеры: at that moment – в тот момент while – пока
My mom cooked dinner while I was playing football	

Разница между Past Simple и Past Perfect

Past Simple	Past Perfect
Прошедшее простое	Прошедшее завершённое
Действие произошло в прошлом в определённый момент времени	Действие закончилось к определённому моменту в прошлом
Формула V_2 (для неправильных глаголов) или V_{ed} (для правильных глаголов)	Формула $had + V_3/V_{ed}$
Временные маркеры: last week/month – на прошлой неделе/в прошлом месяце ago – назад in + год в прошлом (in 1776) then – тогда yesterday – вчера	Временные маркеры: before – перед тем, как after – после того, как by the time – к тому моменту, как
By the time I came home, my mom had cooked dinner	

Разница между Future Simple и Be going to

Future Simple	Be going to
Для обещаний, клятв, спонтанных решений	Для запланированных действий, предсказаний, основанных на фактах
Формула $will + V$	Формула $am/is/are + going to$
I promise I'll clean the room. The phone's ringing. I'll answer	I'm going to cook dinner tonight. Wear warm clothes or you're going to fall ill

GRAMMAR EXERCISES

The Plural of Nouns

(Множественное число имен существительных)

Exercise 1. Write the plural forms of these nouns.

Flower, man, foot, baby, car, monkey, church, mouse, sheep, thief, shelf, family, wife, hero, knife, toy, story, hobby, radio,

man, goose, foot, tooth, woman, piece, life, dictionary, country, day, thief, shelf, family, wife, hero, ox, child.

Comparison of Adjectives **(Сравнение имен прилагательных)**

Exercise 2. Put the adjective in the comparative or superlative degree.

1. Who is (talkative) person in class?
2. The weather yesterday was a lot (warm) than today.
3. I've got two brothers, one older than me and one (young).
4. London is the (exciting) city that I know.
5. You have to be (intelligent) to go that university.
6. All the teachers here are (good). I've learned a lot from them.
7. Bristol is quite a big city. It's (big) than the city where I live.
8. Can you tell me where (near) bank is?
9. I think you must tell me (good) way to do it, or it will take me ages to finish.
10. Chinese is (difficult) language in the world.
11. London is (busy) than Glasgow.
12. Julie is (quiet) than her sister.
13. My garden is a lot (colorful) than this park.
14. Germany is (far) from home than France.
15. My health is (good) now than 5 years ago.
16. Lucy is (old) than Ellie.
17. England has (changeable) weather in the world.
18. Mr. Brown is (experienced) tutor in our university.
19. Dogs are (intelligent) than rabbits.
20. It's (ugly) town I've ever seen.

Глагол To Be в Present Simple

Exercise 3. Fill in the gaps with the proper form of the verb "to be" in Present Simple.

1. The old men (to be) wise.
2. The math test (to be) difficult. That's why I (be) worried about it.
3. The workers (to be) tired. They have been working for six hours.
4. I (to be) happy.
5. The racecar (to be) fast.
6. My friend (to be) excited. He is buying a new car.
7. I (to be) at the beach with my family. It (to be) hot and sunny outside. The ocean water (to be) warm.
8. Jane and James (to be) very smart. Jane (to be) a scientist and James (to be) an engineer.
9. The library (to be) open until 9:00 p.m.
10. This school (to be) small.

Exercise 4. Make questions using the proper form of the verb "to be" in Present Simple. Provide the short answers.

1. Jaime and I (to be) best friends?
2. Tommy, Steven, and Teddy (to be) in the school play?
3. Beatrice (to be) at her house?
4. It (to be) hot outside?
5. You (to be) ready with the quiz?
6. You (to be) in my class?
7. It (to be) five o'clock yet?
8. The dog (to be) black?
9. Jim (to be) busy now.
10. I (to be) very well today.

Exercise 5. Make negative sentences using the proper form of the verb "to be" in Present Simple.

1. She (to be) on time for class.
2. The exercises for homework (to be) difficult.
3. We (to be) very good friends.
4. I (to be) in the same class as you.
5. This (to be) our new mail carrier.

6. It (to be) too hot.
7. She (to be) Sunny.
8. They (to be) sixteen.
9. The train (to be) at the station.
10. His father (to be) an accountant.

Глагол To Be в Past Simple

Exercise 6. Fill in the gaps with the proper form of the verb “to be” in Past Simple.

1. I (to be) happy.
2. You (to be) angry.
3. She (to be) in London last week.
4. He (to be) on holiday.
5. It (to be) cold.
6. We (to be) at school.
7. You (to be) at the cinema.
8. They (to be) at home.
9. The cat (to be) on the roof.
10. The children (to be) in the garden.

Exercise 7. Make questions using the proper form of the verb “to be” in Past Simple. Provide the short answers.

1. Tom (to be) in Spain last weekend?
2. Frank and Jim (to be) at the party last night?
3. He (to be) at the movies last Monday?
4. The children (to be) quiet when their parents came home?
5. She (to be) a nice person?
6. He (to be) usually not at home at the weekend?
7. They (to be) good at English?
8. We (to be) in Lower Austria last summer?
9. My brother (to be) in China some weeks ago?
10. I (to be) in Copenhagen when my friends went there?

Exercise 8. Make negative sentences using the proper form of the verb “to be” in Past Simple.

1. Lisa and Carol (to be) in Mexico last year.
2. My parents (to be) abroad last night.
3. They (to be) at the party that Friday.
4. Tracy and Jill (to be) friends.
5. He (to be) a primary teacher.
6. She (to be) abroad.
7. George (to be) a good surfer.
8. You (to be) twenty last year.
9. My sister (to be) married when she was 18.
10. I (to be) born in Kassel.

Конструкция There is/There are

Exercise 9. Fill in the gaps with the proper form of “There is/There are”. Don’t forget to put some/any when necessary.

1. (There is/are) five pens in the box.
2. (There is/are) a car in the garage.
3. (There is/are) some books on the table.
4. (There is/are) a telephone in the bedroom.
5. (There is/are) two tables in the kitchen.
6. (There is/are) many birds in that tree.
7. (There is/are) a magazine on the floor.
8. (There is/are) four chairs in the room.
9. (There is/are) seven days in a week.
10. (There is/are) a drink in the fridge.

Exercise 10. Make questions using the proper form of “There is/There are”. Don’t forget to put some/any when necessary. Provide the short answers.

1. (There is/are) a pencil on the kitchen table?
2. (There is/are) pullovers in the suitcase?
3. (There is/are) a football match on Saturday?
4. (There is/are) pets on the farm?

5. (There is/are) computers in your room?
6. (There is/are) a museum in your hometown?
7. (There is/are) many trees in that park over there?
8. (There is/are) a blue car in the garage?
9. (There is/are) berries in this forest?
10. (There is/are) 29 days in February this year?

Exercise 11. Make negative sentences using the proper form of "There is/There are". Don't forget to put some/any when necessary.

1. (There is/are) a key in the door.
2. (There is/are) three trees in the garden.
3. I love all kinds of music. (There is/are) a song that I hate.
4. (There is/are) great books which I want for Christmas.
5. (There is/are) three floors in the house.
6. (There is/are) food in the fridge. We need to go shopping.
7. (There is/are) enough minutes in the day!
8. (There is/are) so many stars in the sky tonight.
9. (There is/are) a new restaurant opening across the street.
10. (There is/are) four cups of coffee on the table.

Конструкция There was/There were

Exercise 12. Fill in the gaps with the proper form of "There was/There were". Don't forget to put some/any when necessary.

1. (There was/were) about fifty people at the party last week.
2. (There was/were) an answer from her.
3. (There was/were) two girls and a dog in my garden, they were playing together.
4. (There was/were) a dog, and two girls, in my garden.
5. (There was/were) a woman at the door yesterday when I came back home.
6. (There was/were) a meeting that day.
7. (There was/were) a man looking at me, it was very strange.

8. (There was/were) an alert that the storm got stronger, be careful.

9. (There was/were) many birds in the nest two days ago.

10. (There was/were) several books in that library.

Exercise 13. Make questions using the proper form of “There was/There were”. Don’t forget to put some/any when necessary. Provide the short answers.

1. (There was/were) there a lot of snow in Switzerland?

2. (There was/were) a lot of people at yesterday’s concert?

3. (There was/were) coins on the table yesterday?

4. (There was/were) a lot of animals in that zoo?

5. (There was/were) a great sale at that store a week ago?

6. (There was/were) an actor in the restaurant?

7. (There was/were) famous people at that party?

8. (There was/were) a plastic cup on the table?

9. (There was/were) children in the classroom?

10. (There was/were) a girl playing the piano?

Exercise 14. Make negative sentences using the proper form of “There was/There were”. Don’t forget to put some/any when necessary.

1. Last year (There was/were) a circus in my town.

2. (There was/were) four cinemas in LA in 2004.

3. (There was/were) many fountains in this park 20 years ago.

4. (There was/were) a disco at the club yesterday.

5. (There was/were) five bananas in the fridge 2 days ago.

6. (There was/were) a Chinese restaurant in NY in 2001.

7. (There was/were) one tailor in my village 10 years ago.

8. (There was/were) many children in the park yesterday.

9. (There was/were) an alien in your garden last night.

10. (There was/were) five elephants in the zoo in Belgrade five months ago.

Present Simple

Exercise 15. Put the verbs in the correct form in Present Simple.

1. I (to go) to school every day.
2. You (to read) a lot of books.
3. He (to drink) milk in the morning.
4. We (to listen) to music every evening.
5. They (to speak) about their day in the evening.
6. She (to sing) at her music lesson every Wednesday.
7. The dog usually (to sleep) at the door.
8. A cat and a dog (to play) together.
9. He (to buy) a cup of coffee every morning.
10. Julie (to study) French at school.

Exercise 16. Make questions using the proper form of the verbs in Present Simple. Provide the short answers.

1. Our daughter often (to go) to the cinema?
2. Robert (to like) classical music?
3. Will and Richard usually (to work) at night?
4. Norman (to have) two grandsons?
5. Students always (to complain) about school?
6. I often (to drink) three cups of coffee in the morning?
7. My friend always (to worry) about her daughter?
8. Men usually (to give) flowers to women?
9. Our car often (to break down)?
10. Ed usually (to smoke) at home?

Exercise 17. Make special questions to the underlined words. Use the proper form of the verbs in Present Simple.

1. I usually (to read) books in the evening.
2. She often (to play) chess.
3. Frank sometimes (to play) the piano.
4. Women often (to get) flowers from men.
5. My brother sometimes (to work) in Chicago.

6. Tommy and Nancy (to watch) TV twice a day.
7. Susan always (to bake) delicious bread.
8. Alice and I usually (to walk) to work.
9. Boris (to speak) French and Russian.
10. My son usually (to get) up at 6:00.

Exercise 18. Make negative sentences using the proper form of the verbs in Present Simple.

1. Julie (to listen) to much music.
2. They (to live) close to our house.
3. She (to work) abroad.
4. You (to own) a bicycle.
5. I (to get) up early.
6. They (to have) a car.
7. He (to come) home late.
8. I (to like) traveling by plane.
9. You (to come) from Africa.
10. She (to have) any brothers or sisters.

Past Simple

Exercise 19. Put the verbs in the correct form in Past Simple.

1. I (to buy) some carrots at the store.
2. Kim (to come) to class everyday.
3. I (to do) my work an hour ago.
4. Sam always (to drink) water when he went home.
5. Because I (to need) exercise, I (to run) to the park and back home.
6. I (to eat) lunch at 12 o'clock.
7. I (to get) home around 6:00 PM.
8. I (to have) ten dollars in my wallet.
9. For a hobby, I (to make) wooden racing cars.
10. I (to pay) the utility bill that month.

Exercise 20. Make questions using the proper form of the verbs in Past Simple. Provide the short answers.

1. I (to come) to England in 1993?
2. She (to stand) under a tree to shelter from the rain?
3. They (to do) their homework yesterday?
4. We (to sing) too much last night?
5. He already (to eat) all the cake?
6. The child (to fall) off his bicycle?
7. It (to take) three hours to drive to Paris?
8. I (to find) your keys under the table?
9. She (to get) a new bike for her birthday?
10. She (to sell) her house last year?

Exercise 21. Make special questions to the underlined words. Use the proper form of the verbs in Past Simple.

1. They (to play) tennis yesterday?
2. You (to come) to the party?
3. She (to love) chocolate as a child?
4. They (to cook) roast beef at the weekend?
5. Lucy (to meet) her friends last week?
6. I (to stay) at home?
7. John (to work) in the bank?
8. We (to go) on holiday last year?
9. Julia and Anne (to clean) the house a week ago?
10. David and I (to dance) at the prom?

Exercise 22. Make negative sentences using the proper form of the verbs in Past Simple.

1. I (to walk) to work last week.
2. He (to study) computers five years ago.
3. They (to arrive) late for the party.
4. We (to marry) in a church.
5. It (to end) at 6 pm.
6. Stan (to wait) for Shady in the blistering cold, but he just (to say) no.

7. You (to like) the movie but I did.
8. Bob (to need) that book yesterday.
9. They (to use) my new pen.
10. The teacher (to help) the students after class.

Future Simple

Exercise 23. Put the verbs in the correct form in Future Simple.

1. The meeting (to close) at 4:30 pm.
2. The prices (to increase) soon.
3. Phillip (to forget) to come to the prom.
4. I (to lend) you this book.
5. She (to drive) you to school.
6. I (to visit) Emily again tomorrow.
7. Henry (to tell) his father about the accident this evening.
8. I (to try) to answer your questions as soon as possible.
9. The guests (to arrive) soon.
10. The child (to play) with the panda next week.

Exercise 24. Make questions using the proper form of the verbs in Future Simple. Provide the short answers.

1. Tim (to ask) the teacher?
2. I (to miss) the train to Manchester?
3. She (to dye) her hair green?
4. He (to prepare) breakfast tomorrow morning?
5. The manager (to plant) trees in front of the office building?
6. Melissa (to wear) jeans at her party the next day?
7. My friends (to live) in a city?
8. We (to worry) about the bad weather?
9. I (to swim) in this lake soon?
10. You (touch) the vase on the shelf?

Exercise 25. Make special questions to the underlined words. Use the proper form of the verbs in Future Simple.

1. They (to come) back by 6:30 pm.
2. She (to help) me in the garden.
3. I (to see) you again tomorrow.
4. He (to come back) late.
5. They (to sign) the contract tonight.
6. It (to take) us three hours to get there.
7. This concert (to rise) money for our school club.
8. This van (to contain) 8 people.
9. The meeting (to close) tomorrow morning.
10. She (to send) me a copy of her essay.

Exercise 26. Make negative sentences using the proper form of the verbs in Future Simple.

1. I'm afraid I (to be) able to come tomorrow.
2. Because of the train strike, the meeting (to take) place at 9 o'clock.
3. A: Go and tidy your room! B: I (to do) it.
4. If it rains, we (to go) to the beach.
5. In my opinion, she (to pass) the exam.
6. A: I'm driving to the party, would you like a lift? B: Okay, I (to take) the bus, I'll come with you.
7. He (to buy) the car if he can't afford it.
8. I've tried everything but he (to eat).
9. According to the weather forecast, it (to snow) tomorrow.
10. A: I'm really hungry B: In that case we (to wait) for John.

Present Continuous

Exercise 27. Put the verbs in the correct form in Present Continuous.

1. We (to decorate) our house this week.

2. She (to paint) her room today.
3. I (to write) a book these days.
4. They (to try) to sell their car.
5. You (to look) good today.
6. He (to study) to be a lawyer.
7. This table (to break) apart.
8. Oliver (to help) me with my homework these days.
9. Luke (to become) more and more handsome.
10. I (to work) on my accent.

Exercise 28. Make questions using the proper form of the verbs in Present Continuous. Provide the short answers.

1. You (to eat) your lunch?
2. Michael (to read) a book?
3. Peter (to play) football with his friends?
4. The girls (to watch) television at the moment?
5. Your mother and father (to cook) lunch?
6. Dad (to work) in the garden now?
7. Sandy (to do) her homework?
8. John and Jenny (to listen) to the radio?
9. It (to rain) at the moment?
10. The children (to play) in the park now?

Exercise 29. Make special questions to the underlined words. Use the proper form of the verbs in Present Continuous.

1. Anne (to write) a letter.
2. Bob (to read) a book.
3. We (to walk) to work.
4. You (to eat) an apple.
5. They (to run) around the park.
6. I (to wait for) the bus.
7. You (to change) your work place.
8. They (to study) Spanish this summer.
9. This month we (to stay) with my sister.
10. Eva (to look for) a roommate.

Exercise 30. Make negative sentences using the proper form of the verbs in Present Continuous.

1. I (to study).
2. People (to wait for) a train.
3. My sister (to wear) earrings.
4. It (to rain) today.
5. We (to plan) our work now.
6. The train (to come).
7. The girls (to talk) at the moment.
8. We (to walk) to school.
9. I (to sit) on a chair now.
10. He (to smoke) a cigar at the moment.

Past Continuous

Exercise 31. Put the verbs in the correct form in Past Continuous.

1. They (to take) the exam then.
2. He (to work) at that moment.
3. She (to make) dinner when he called.
4. They (to drink) coffee when you arrived.
5. We (to sleep) at that time.
6. They (to study) last night.
7. We (to talk) when the accident happened.
8. He (to exercise) enough.
9. I (to talk) too much.
10. It (to snow) then.

Exercise 32. Make questions using the proper form of the verbs in Past Continuous. Provide the short answers.

1. They (to play) when you came?
2. We (to talk)?
3. I (to stay) at my mum's?
4. He (to study) that night?
5. I (to go) to school when you saw me?

6. You (to sleep) at 6 a.m.?
7. She (to work) when I called?
8. You (to leave) when you heard the news?
9. I (to stay) in a hotel?
10. We (to make) too much noise?

Exercise 33. Make special questions to the underlined words. Use the proper form of the verbs in Past Continuous.

1. She (play) cards.
2. I (to go) home.
3. She (to work) that day.
4. It (to rain) at lunchtime.
5. They (to have) breakfast.
6. She (to run) because she was in a hurry.
7. We (to read) an interesting book.
8. My parents (to live) in Tokyo at that time.
9. His sister (to wear) a nice dress at that party.
10. He (to play) chess.

Exercise 34. Make negative sentences using the proper form of the verbs in Past Continuous.

1. Alan (to dance) then.
2. Susie (to drink) gin.
3. John and Ann (to sing) at that moment.
4. Luke (to talk) to the girls.
5. Jodie (to put) on make-up.
6. We (to cook) dinner when somebody shouted.
7. Jane (to play) the guitar.
8. David (to read) a book when he heard you singing.
9. Francis (to sit) in the corner.
10. Everybody (to have) fun when you came back.

Future Continuous

Exercise 35. Put the verbs in the correct form in Future Continuous.

1. At three o'clock tomorrow, I (to work) in my office.
2. At three o'clock tomorrow, you (to lie) on the beach.
3. At three o'clock tomorrow, he (to wait) for the train.
4. At three o'clock tomorrow, she (to shop) in New York.
5. At three o'clock tomorrow, it (to rain).
6. At three o'clock tomorrow, we (to get) ready to go out.
7. At three o'clock tomorrow, they (to meet) their parents.
8. At three o'clock tomorrow, he (to study) in the library.
9. At three o'clock tomorrow, she (to exercise) at the gym.
10. At three o'clock tomorrow, I (to sleep).

Exercise 36. Make questions using the proper form of the verbs in Future Continuous. Provide the short answers.

1. I (to sit) here?
2. John (to use) the computer?
3. Jane and Luke (discuss) the new project?
4. We (work) hard?
5. You (to talk) on the telephone?
6. She (to send) an email?
7. They (to have) a meeting?
8. He (to eat) lunch?
9. You (to type)?
10. He (to make) coffee?

Exercise 37. Make special questions to the underlined words. Use the proper form of the verbs in Future Continuous.

1. I (to wait) at the bar.
2. You (to study) criminal law.
3. He (to learn) German for his job.
4. She (to travel) by plane.
5. They (to meet) their relatives from Utah.

6. We (to eat) at KFC.
7. You (to watch) a drama.
8. He (to drive) to Amityville.
9. She (to prepare) a Mojito.
10. They (to go) shopping at 7/11.

Exercise 38. Make negative sentences using the proper form of the verbs in Future Continuous.

1. I (to read) a fantasy book.
2. You (to sleep) tomorrow at 3.
3. We (to work) in the garden.
4. Julie (to watch) an action movie.
5. It (to snow) the next day.
6. Ann and Tom (to cook) sandwiches.
7. He (to play) computer games.
8. I (to study) international law.
9. You (to cry) suddenly.
10. David (to use) the Internet.

Present Perfect

Exercise 39. Put the verbs in the correct form in Present Perfect.

1. During the five years, John (to have) fifteen different jobs.
2. He (to work) in banking sector for two years.
3. Teddy (to be) a teacher since 2004.
4. I (to be) on holiday for six days.
5. I and Kate (to start) our own company this year.
6. Your mother (to learn) how to drive.
7. They never (to be) to Madrid.
8. You (to meet) a lot of famous people.
9. They (to be) married for two years.
10. Jude (to see) my new dress.

Exercise 40. Make questions using the proper form of the verbs in Present Perfect. Provide the short answers.

1. They (to be) to the USA?
2. You (to read) "Crime and Punishment"?
3. She ever (to be) late for a meeting?
4. He (to meet) your family yet?
5. They (to live) here as long as we have?
6. You (to go) to Australia?
7. She (to miss) the bus yet?
8. I (to meet) you before?
9. They (to take) the exam?
10. She (to work) in this company for fifteen years?

Exercise 41. Make special questions to the underlined words. Use the proper form of the verbs in Present Perfect.

1. She (to live) in London for three years.
2. I (to be) at the library since 3 A.M. in the morning.
3. I (to drink) 2 cups of coffee today.
4. Mother (to clean) in the kitchen.
5. He (to work) here for a year.
6. I (to not do) my homework today because I'm too tired.
7. I (to visit) Scotland four times.
8. I (to read) 3 books this week.
9. Today I (to learn) a lot of Serbian words.
10. I (to buy) a lot of food for today's party.

Exercise 42. Make negative sentences using the proper form of the verbs in Present Perfect.

1. We (to go) to Paris.
2. She (to see) "The Lord of the Rings".
3. He (to meet) my mother yet.
4. They (to visit) St. Paul's ever.
5. I (to see) him for three months.
6. You (to study) French for ten years.
7. They (to be) in London for six months.

8. He (to hurt) his leg recently.
9. She (to leave) her phone in a taxi.
10. We (to lose) our tickets.

Past Perfect

Exercise 43. Put the verbs in the correct form in Past Perfect.

1. When I arrived at the cinema, the movie (to start).
2. She (to live) in Connecticut before she went to North Carolina.
3. After they (to eat) the shellfish, they began to feel sick.
4. If you (to listen) to me, you would have got the job.
5. Julie (to arrive) before I came.
6. After we (to finish) dinner, we went out.
7. The garden was dead because nobody (to water) it the whole summer.
8. He (to meet) her somewhere before.
9. We were late for the plane because we (to forget) our passports.
10. She told me she (to study) a lot before the exam.

Exercise 44. Make questions using the proper form of the verbs in Past Perfect. Provide the short answers.

1. You (to go) there before we went together.
2. She (to see) the movie yet?
3. He (to forget) about the meeting?
4. It (to rain) cold all week?
5. I (to read) the book before the class?
6. She he arrived we (to eat) already?
7. She ever (to work) at home?
8. They (to travel) by train before?
9. John (to meet) Lucy before they worked together?
10. You (to do) your homework before I saw you?

Exercise 45. Make special questions to the underlined words. Use the proper form of the verbs in Past Perfect.

1. Me and my friend (to see) for ages.
2. I (to pay) the bill before we left.
3. We (to visit) my parents that winter.
4. They (to eat) dinner when you called.
5. He (to manage) to fix the oven before the breakfast.
6. My sister (to be) sick for a long time.
7. She (to study) three weeks before the exam.
8. You (to cook) pasta for dinner.
9. They (to arrive) the day before.
10. She (to drink) four coffees before the interview.

Exercise 46. Make negative sentences using the proper form of the verbs in Past Perfect.

1. The grass was yellow because it (to rain) all summer.
2. The lights went off because we (to pay) the electricity bill.
3. The children (to do) their homework, so they were in trouble.
4. They (to eat) all day so we went to a restaurant.
5. We couldn't go into the concert because we (to bring) our tickets.
6. She said that she (to visit) the US before.
7. Julie and Anne (to meet) before the party.
8. I (to have) breakfast when he arrived.
9. He (to use) email before, so I showed him how to use it.
10. You (to study) for the test, so you were very nervous.

Future Perfect

Exercise 47. Put the verbs in the correct form in Future Perfect.

1. When you arrive I probably (to start) the job.
2. They (to have) dinner by the time we get there.

3. A few centuries (to come) from now.
4. In a year's time he (to take) some more serious sort of job.
5. You (to do) a lot of your work by the end of this month.
6. By November all the leaves (to fall).
7. They (to leave) before he comes.
8. I am sure that tomorrow you (to forget) all these rules.
9. Be quick! The child (to die) before you rescue him.
10. She (to grow) old before she learns the use of prepositions.

Exercise 48. Make questions using the proper form of the verbs in Future Perfect. Provide the short answers.

1. She (to arrive) by 10 o'clock?
2. You (to eat) by six?
3. It (to stop) raining by tomorrow morning?
4. We (to watch) the movie by 7?
5. She (to arrive) by Friday?
6. You (to finish) by 6?
7. You (to learn) by the end of the day?
8. She (to leave) by Tuesday?
9. You (to read) my book?
10. He (to be) here for six months?

Exercise 49. Make special questions to the underlined words. Use the proper form of the verbs in Future Perfect.

1. The pilot (to fly) more than a thousand miles by the end of this month.
2. We (to travel) twenty miles before we cross the frontier.
3. Next year we (to be) together for ten years.
4. They (to complete) the new road before April.
5. You (to do) twelve questions by the time you finish this exercise.
6. In two months' time he (to live) in a new house.
7. The world (to run) out of oil fifty years from now.
8. We (to learn) to dance by this time next month.

9. They (to finish) studying by 8 tomorrow.
10. Parents (to come) back home by 7.

Exercise 50. Make negative sentences using the proper form of the verbs in Future Perfect.

1. By 10 pm tonight, I (to finish) this report.
2. By 10 pm tonight, we (to have) dinner.
3. By 10 pm tonight, she (to leave) Paris.
4. By 10 pm tonight, John (to meet) Lucy.
5. By 10 pm tonight, they (to take) the exam.
6. By 10 pm tonight, it (to stop) snowing.
7. By 10 pm tonight, I (to read) the entire book.
8. By 10 pm tonight, you (to fall) asleep.
9. By 10 pm tonight, she (to watch) the film.
10. By 10 pm tonight, he (arrive).

Be going to

Exercise 51. Fill in the gaps using the proper form of "be going to".

1. The girls (to give) Simon a book for his birthday.
2. Peter (to learn) his English vocabulary tonight.
3. Jayne (to throw) the ball to Mary.
4. We (to swim) across the Channel next year.
5. Mary (to phone) her mum, because she's late.
6. Jonathan (to hit) his sister right now.
7. I (to make) lunch early today.
8. We (to do) our homework later.
9. They (to take) the dogs out for a walk.
10. Mr. Pearson (to stay) at home tomorrow.

Exercise 52. Make questions using the proper form of "be going to". Provide the short answers.

1. Ellen and Harry (to watch) TV tonight?
2. We (to go) to the dentist's next week?

3. She (to have) a party for her birthday?
4. I (to eat) that cake?
5. Bill (to wear) a suit to the wedding?
6. Ann (to make) a sandwich for dinner?
7. It (to rain) soon?
8. You (to phone) Phil tomorrow?
9. We (to take) an umbrella?
10. I (to stay) at home tonight?

Exercise 53. Make special questions to the underlined words. Use the proper form of "be going to".

1. He (to phone) his friend.
2. We (to play) a new computer game.
3. My sister (to watch) TV.
4. You (to have) a picnic next Tuesday.
5. Jane (to drive) to the office.
6. They (to walk) to the bus stop this afternoon.
7. His brother (to write) a letter to his uncle.
8. She (to visit) her aunt.
9. I (to do) my homework after school.
10. Sophie and Nick (to meet) their friends.

Exercise 54. Make negative sentences using the proper form of "be going to".

1. Kyle (to write) a letter at the weekend.
2. They (to walk) the dog later.
3. We (to be) at the party on Saturday night.
4. Rachel (to live) in my house this week.
5. I (to have) a holiday this year.
6. You (to see) the new movie I saw last night.
7. Yan (to go) to class tomorrow.
8. Sheila (to buy) a new car next week.
9. We (to visit) George in hospital tonight.
10. They (not to drive) to work anymore.

Present Simple/Present Continuous

Exercise 55. Fill in the gaps with the verbs in Present Simple or Present Continuous.

1. You (to come) tonight?
2. He (to eat) rice every day.
3. I (to work) at the moment.
4. He (to come) to London often.
5. He (to play) tennis now.
6. You (to come) to the movies today?
7. They (to come) to the party tomorrow.
8. He (not to play) golf now.
9. You (to play) tennis this Sunday?
10. They (to go) to a restaurant every Saturday.
11. She (not to go) to the movies very often.
12. You usually (to arrive) late.
13. He normally (to eat) dinner at home.
14. You (to study) every night?
15. They (to work) late usually?
16. You (not to go) out tonight.
17. I (not to work) tonight.
18. She (to work) at the moment?
19. I (to drink) coffee very often.
20. Julie (to sleep) now.

Present Simple/Past Simple

Exercise 56. Fill in the gaps with the verbs in Present Simple or Past Simple.

1. She (to go) to Australia in 1994 and she liked it very much.
2. My father usually (to like) his steak well-done.
3. The dog (to eat) its toy last night.
4. The policeman (to talk) to the burglar yesterday.
5. You (to have) a test last week?
6. I often (to see) her mother but she never (to speak) to me.

7. The gentleman (to speak) to his servant 2 hours ago.
8. The kangaroo always (to carry) its baby.
9. My friend (to talk) a lot every day.
10. The man (to drive) to the supermarket last weekend.
11. My brothers (to leave) for England last week.
12. My sisters (to leave) for England every year in June.
13. I don't like that man because he often (to laugh) at me.
14. Her sister never (to smoke).
15. The cat usually (to leave) its basket when it is hungry.
16. I (to go) to the movies last night.
17. What book you (to read) yesterday?
18. I (not to go) camping, I (to prefer) traveling.
19. They (to see) the opera last weekend and (to like) it very much.
20. I never (to see) operas.

Present Perfect/Past Simple

Exercise 57. Fill in the gaps with the verbs in Present Perfect or Past Simple.

1. I (to see) three police cars this morning.
2. When he (to arrive) home, he (to unpack) and (to go) to bed early.
3. A: What's wrong? B: I (to break) a glass.
4. My grandparents (to know) each other for fifty years.
5. I (to be) in London for three years. I love it here.
6. We (to see) Julie last night.
7. He (to be) a teacher for three years. Then he (to become) a musician.
8. He (to fire) Jessy yesterday.
9. The children (to break) a window at school last week.
10. He (to see) that film last year.
11. Lucy (to break) her leg, so she can't come skiing.
12. Julie (to arrive) – come and say hello.

13. They (not to come) back home.
14. Jack (to break) his arm when he (to fall) off a horse in 1995.
15. I (to know) about the problem for months, but I (not to find) a solution yet.
16. A: When you (to arrive)? B: At 10 pm last night.
17. She (to be) a teacher for ten years, and she still enjoys it.
18. I (not to see) the sea before.
19. How long you (to know) Jill? I know you see her often.
20. A: Hello. B: Hi Mum, it's me. I just want to say I (to arrive) safely and everything is fine.

Past Simple/Past Continuous

Exercise 58. Fill in the gaps with the verbs in Past Simple or Past Continuous.

1. What you (to do) when I (to call) you last night?
2. I (to sit) in a cafe when you (to call).
3. When you (to arrive) at the party, you (to see) James?
4. Susie (to watch) a comedy when she (to hear) the noise.
5. Yesterday I (to go) to the library, then I (to have) a swim and later I (to meet) Julie for coffee.
6. We (to play) tennis when John (to hurt) his ankle.
7. What they (to do) at 10 pm last night? It was really noisy.
8. He (to take) a shower when the telephone (to ring).
9. They (to go) at the same school when they were kids.
10. When I (to walk) into the room, everyone (to work).
11. The sun (to shine) and the birds (to sing).
12. He (to live) in Russia when the Revolution (to start).
13. When her train (to get) to the station, we (to wait) on the platform.
14. I (to walk) along the street when I (to meet) an old friend.
15. On holiday we (to visit) Rome, (to see) the Vatican, and (to spend) a few days at the beach.

16. Why you (to stand) on a chair when I (to come) into the room?
17. They (to live) in Germany when the war (to start).
18. At 7 pm yesterday, we (to listen) to music.
19. When I (to leave) the house, it (to snow).
20. He (to work) in a bank when he (to see) his future spouse.

Past Simple/Past Perfect

Exercise 59. Fill in the gaps with the verbs in Past Simple or Past Perfect.

1. We (to eat) already eaten when John (to come) home.
2. Last year Juan (to pass) all his exams.
3. When I (to get) to the airport I (to discover) I (to forget) my passport.
4. I (to go) to the library, then I (to buy) some milk and (to come) back home.
5. I (to open) my wallet and (to find) out that I (to forget) my credit card.
6. When we (to arrive) at the station, the train (to leave) already.
7. We (to get) home and (to realize) that someone (to break) into the house.
8. I (to open) the fridge and (to see) that someone (to eat) all my chocolate.
9. I (to know) my husband for six years when we (to get) married.
10. Julie (to like) that John (to clean) the kitchen.
11. It (to rain) all summer, so the grass (to die).
12. When he (to arrive) at the party, Julie (to come) back home.
13. After arriving home, I (to realize) I (not to buy) any milk.
14. The house was empty – everybody (to leave).

15. Chandler (to feel) ill last night because he (to eat) too much ice cream.

16. Phoebe (to meet) Joe last September.

17. First I (to clean) the apartment, then I (to sit) down and (to have) a cup of coffee.

18. John (to play) the piano in his childhood but he doesn't play it now.

19. When I (to open) the curtains the sun was shining and the ground was white. It (to snow) during the night.

20. When Julie (to get) home from her holiday, the apartment was a mess. John (to have) a party.

Future Simple/Be going to

Exercise 60. Fill in the gaps with the verbs in Future Simple or Be going to.

1. What are your plans for the weekend? I (to wader) in the woods.

2. I'm sure she (to come) back soon.

3. Would you like tea or coffee? I (to have) coffee.

4. Watch out! You (to hurt) yourself.

5. The friends (to stay in) tonight.

6. It's starting to rain. I (to put up) the umbrella.

7. Look! They (to wash) the car.

8. I don't think they (to spend) their holidays by the sea again.

9. If you don't stop bullying her, I (to tell) the teacher.

10. It's 5 o'clock already. We (to miss) the bus.

11. Sara (to graduate) this year.

12. I (to work) this coming holiday.

13. My mother and I (to take) a long vacation.

14. It (to rain). Take your umbrella.

15. We (to get) married this year. I made a proposal.

16. My family lives in Santa Fe! I (to give) you my parents' phone number.

17. I (to buy) a new car this weekend, but I'm a little worried because I don't really know much about cars.

18. We (to go) camping this weekend. Would you like to come along?

19. A: I don't have any money. B: I (to lend) you some.

20. I think the Republicans (to win) the next election.

БИБЛИОГРАФИЧЕСКИЙ СПИСОК

1. *Грамматические аспекты перевода: учеб. пособие для вузов* / О. А. Сулейманова и др. – М.: Академия, 2010. – 240 с.
2. *Казакова Т. А.* Практические основы перевода: учеб. пособие / Т. А. Казакова – СПб.: Союз, 2008. – 320 с.
3. *Михельсон Т. Н.* Практический курс грамматики английского языка / Т. Н. Михельсон, Н. В. Успенская. – 11-е изд. – М.: Альянс. 2015. – 340 с.
4. *Романова С. П.* Пособие по переводу с английского на русский / С. П. Романова, А. Л. Коралова. – М.: Университет, 2008. – 176 с.
6. *Cooley Th.* The General Principles of Constitutional Law in the United States of America / Th. Cooley. – 3rd ed. University Press, 1998. – 424 p.
7. *Croddy M.* Criminal Justice in America / M. Croddy, B. Hayes. – 5th ed. Constitutional Rights Foundation, 2012. – 75 p.
8. *Hamilton V.* Principles of U.S. Family Law / V. Hamilton. – Faculty Publications. Paper 184. College of William & Mary Kaw School, 2006. – 73 p.
9. *Kustron K.* Internet and Technology Law: A U.S. Perspective / K. Kustron. – 1st ed. Eastern Michigan University, 2015. – 150 p.
10. *Kustron K.* Introduction to the American Legal System / K. Kustron. – 1st ed. Eastern Michigan University, 2015. – 200 p.
11. *Riley A.* English for Law / A. Riley. – Macmillan Publishers Limited, 1991.

СОДЕРЖАНИЕ

ВВЕДЕНИЕ	3
TEXTS FOR COMPREHENSIVE READING AND DISCUSSION	5
UNIT 1. The Basics Of Law	5
Reading Skills. Text 1. What Is Law	5
Writing Skills. Text 2. Classification Of Law	8
Communicative Skills. Text 3. Enforcing The Law	14
UNIT 2. The Basics Of Law	18
Reading Skills. Text 1. Political Parties And Elections	18
Writing Skills. Text 2. Us Constitution.....	21
Communicative Skills. Text 3. Us Political System	25
UNIT 3. Tort Law	29
Reading Skills. Text 1. The Law Of Torts	29
Writing Skills. Text 2. Kinds Of Torts	34
Communicative Skills. Text 3. Situations.....	37
UNIT 4. Crime And Punishment	41
Reading Skills. Text 1. Criminal Law.....	41
Writing Skills. Text 2. Defenses	44
Communicative Skills. Text 3. Criminal Punishment.....	47
TRANSLATION THEORY. TEXT BANK	51
GRAMMAR REFERENCE AND EXERCISES.....	82
БИБЛИОГРАФИЧЕСКИЙ СПИСОК	129

Составитель
Трофимова-Коваленко Наталья Игоревна

ENGLISH FOR LAW STUDENTS

учебно-методическое пособие для студентов
юридического направления подготовки

Редактор *М. Г. Девищенко*
Компьютерная верстка *В. Н. Зенина*

Подписано в печать 24 апреля 2017 г. Формат 60 × 84^{1/16}.

Объем 6,2 уч.-изд. л., 8,2 усл. печ. л. Тираж 100 экз.

Изд. № 70. Заказ № 1788.

Отпечатано в Издательском центре НГАУ «Золотой колос»
630039, Новосибирск, ул. Добролюбова, 160, каб. 106.
Тел. (383) 267-09-10. E-mail: 2134539@mail.ru