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КАРАГАНДИНСКАЯ АКАДЕМИЯ  
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*Кафедра языковой подготовки*

*Н. П. Жданович*

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# **АНГЛИЙСКИЙ ЯЗЫК ДЛЯ ЮРИСТОВ**

*Учебно-методическое пособие*

**КАРАГАНДА  
2015**

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Учебно-методическое пособие «Английский язык для юристов» предназначено для студентов юридических вузов и рассчитано на широкую аудиторию специалистов, изучающих английский язык по юридической специальности.

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## Предисловие

Учебно-методическое пособие предназначено для слушателей и магистрантов вузов правоохранительных органов, а также рассчитано на широкую аудиторию специалистов, изучающих английский язык в связи с правовой специальностью на продолжающем этапе.

Пособие позволяет обучать слушателей с различным уровнем знаний и обеспечивает широкие возможности аудиторной и самостоятельной работы. Правовая лексика вводится тематически, закрепляется в разнообразных упражнениях и находит свое применение в дискуссиях. В пособии используются современные аутентичные материалы, обработанные и адаптированные для слушателей юридического профиля.

Каждый из 15 уроков предлагает работу с лексическим и грамматическим материалами, а также включает дополнительные тексты для чтения. Грамматический материал обеспечивает повторение и систематизацию основных грамматических правил английского языка, а также знакомство с некоторыми новыми правилами грамматики. Лексический раздел пособия предлагает работу с лексическим материалом.

Каждый урок представлен системой взаимосвязанных заданий и упражнений, направленных на активизацию всех основных видов речевой деятельности: говорение, чтение и письмо.

## Lesson № 1. The Federal Bureau of Investigation

1. *Грамматическая тема: The Present Perfect Tense*

2. *Лексическая тема «The Federal Bureau of Investigation»*

### ***The Present Perfect Tense***

<b>Today, this week, this month, this year, lately, just, since, ever, never, already, yet, recently</b>	
I have asked	We have asked
You have asked	You have asked
He (She, It) has asked	They have asked
Have I asked?	Have we asked?
Have you asked?	Have you asked?
Has he (she, it) asked?	Have they asked?
I have not asked.	We have not asked.
You have not asked.	You have not asked.
He (She, It) has not asked.	They have not asked

Время Present Perfect обозначает действие, которое завершилось к настоящему моменту или завершено в период настоящего времени. Хотя глаголы в Present Perfect обычно переводятся на русский язык в прошедшем времени, следует помнить, что в английском языке эти действия воспринимаются в настоящем времени, так как привязаны к настоящему результатом этого действия.

**I have done** my homework already.

Я уже сделал домашнее задание.

We have no classes today, our teacher **has fallen ill**.

У нас сегодня не будет уроков, наш учитель заболел.

**Ex. 1. Write the following sentences a) in the negative, b) in the interrogative**

1. I've met him before. 2. They've learned the new rule. 3. He's finished his work. 4. The boy has woken up. 5. She has made this mistake before. 6. They have had a long walk today.

**Ex. 2. Put the verb in brackets into the Present Perfect.**

1. I don't know this girl. I never (meet) her before. 2. «Where is Mother?» — «She just (go) out». 3. «Don't you know what the film is about?» — «No, I (not/see) it». 4. Don't worry about the letter. I already (post) it. 5. «Is he a good teacher?» — «Oh yes, he (help) me a lot». 6. I know London perfectly well. (Be) there several times. 7. I can't find my umbrella. I think, somebody (take) it by mistake. 8. «Do you speak Spanish?» — «No, I never (study) it». 9. «Do you know where they have gone?» — «No, they (sell) their house and (not/leave) their new address».

**Ex. 3. Answer the questions. Put the verb in brackets into the Present Perfect. Example: Is his article ready? (write)**

**Yes, he has written it.**

1. Are her rooms clean? (do)
2. Is our dinner ready, Mother? (cook)
3. Does she know the poet? (learn)
4. Do you know this sort of pencil? (use)
5. Does he know how nice the cake is? (eat)
6. Do you know that your gloves are on the table? (find)
7. Is Bobby's face clean? (wash)

**Ex. 4. Fill in the words:**

1. Begin — \_\_\_\_\_ — begun
2. Break — broke — \_\_\_\_\_
3. Built — built — \_\_\_\_\_
4. Choose — chose — \_\_\_\_\_
5. Come — \_\_\_\_\_ — come
6. Do — did — \_\_\_\_\_
7. Drive — \_\_\_\_\_ — driven
8. \_\_\_\_\_ — felt — felt
9. Forget — forgot — \_\_\_\_\_
10. \_\_\_\_\_ — gave — given
11. Go — went — \_\_\_\_\_
12. Know — \_\_\_\_\_ — known
13. Make — \_\_\_\_\_ — made
14. \_\_\_\_\_ — met — met
15. Say — said — \_\_\_\_\_
16. See — saw — \_\_\_\_\_
17. Sell — \_\_\_\_\_ — sold

18. \_\_\_\_\_ — slept — slept

**Ex. 5. Translate the following sentences into English:**

1. Я только что просмотрел эти документы. 2. Вы перевели все факсы и телексы? — Нет еще. 3. Сколько деловых писем вы написали сегодня? 4. Вы уже обсудили этот вопрос? — Нет еще. 5. Я еще не обедал. Пойдемте в столовую. С удовольствием. 6. Мы уже составили наш бизнес-план. 7. На этой неделе они купили новое оборудование. 8. Вы когда-нибудь были в Лондоне? — Нет, но я много читал о нем. 9. Кто видел этот фильм? — Я. 10. Я видел Джона очень редко за последнее время. 11. В этом месяце мы дважды ходили в театр. 12. С каких пор вы не встречались с Бесс? — Я не встречался с ней с тех пор, как окончил школу.

**Ex. 6. Open the brackets, put the verb into the Present Continuous or Present Perfect.**

1. What are you (to talk) about? 2. We have just (to talk) about it. 3. He has just (to say) something about it. 4. She is (to tell) them some interesting story. 5. He has (to tell) us nothing about it. 6. She has (to tell) them some stories about dogs. 7. We have (to have) two lessons today. 8. They are (to have) a meeting. 9. She has not (to speak) yet. 10. They have (to ask) me several questions. 11. He has already (to learn) the rule. 12. I am (to write) an exercise. 13. What is he (to do)? — He is (to read) a newspaper. 14. Have you (to read) any stories by Jack London? 15. What are you (to do) here? — I am (to write) a letter to my friends. 16. Who has (to write) this article? 17. What language are you (to study)? 18. We have already (to learn) a lot of English words. 19. What is she (to teach) them?

**Ex. 7. Open the brackets, put the verb into the Present Perfect or Past Simple.**

1. We (to travel) around Europe last year. 2. My father knows so much because he (to travel) a lot. 3. I (to see) Pete today. 4. She (to see) this film last Sunday. 5. Alex (to meet) his friend two hours ago. 6. I just (to meet) our teacher. 7. The children already (to decide) what to do with the books. 8. Yesterday they (to decide) to help their grandmother. 9. Helen speaks French so well because she (to live) in France. 10. She (to live) there last year. 11. The rain (to stop) and the sun is shining in the sky again. 12. The rain (to stop) half an hour ago. 13. Mary (to buy) a new hat. 14. I (to buy) a pair of gloves yesterday. 15. The wind (to blow) off the man's hat, and he cannot catch it. 16. The weather (to change), and we can go for a walk. 17. The wind (to change) in the morning.

**Ex. 8. Open the brackets put the verb into the Present Perfect, Present Continuous, Present Simple or Past Simple.**

1. Please give me a pencil, I (to lose) mine. 2. I (not to meet) Peter since Monday. 3. Nina just (to finish) work. 4. Where Sergey (to be)? — He (to go) home. He (to leave) the room a minute ago. 5. What you (to read) now? — I (to read) «Jane Eyre» by Charlotte Bronte. 6. They (to read) «Ivanhoe» by Walter Scott a month ago. What about you? You (to read) «Ivanhoe»? 7. My watch (to stop). There (to be) something wrong with it. 8. You (to see) Jack today? — Yes, I (to see) him at the institute. 9. You (to hear) the new symphony by M.? — Yes, I... — When you (to hear) it? — I (to hear) it last Sunday. 10. You (to change) so much. Anything (to happen)? 11. What you (to do) here at such a late hour? You (to write) your composition? — No, I (to write) it already. I (to work) at my report. — And when you (to write) your composition? — I (to finish) it two days ago.

**Ex. 9. Write short answers to the following in the grid below.**

1. Something useful you have done today or something haven't done but should have.
2. The number of hours you have worked today.
3. The number of years you have lived in your flat.
4. The best place you have ever been to on holiday.
5. A place you have never been to but would like to go to.
6. The number of years you have been married or going out with your boyfriend / girlfriend.
7. The number of countries you have visited.
8. The number of years you have been studying English.
9. A film you have seen recently or a book you have read recently.

**Ex. 10. Make up the dialogues:**

**Student A**

eat / dog or snake	visit / the Lantau Buddha
win / a prize or some money	meet / a famous person
go / Ocean Park	have / food poisoning
go / Beijing	lose / a wallet or passport
break / the law	go / for a drink in Lan Kwai Fong

**Student B**

get lost / in a foreign country	win / a prize in a competition
climb / Tai Mo Shan	make / a statement to the police
go / Taiwan	drink / too much in a pub or at a party
break / an arm or leg	see / the Great Wall of China
go / English-speaking country	go / scuba diving or snorkelling



***Ex. 11. Read the following international words after speaker and translate them:***

a) bureau, criminal, civil, interest, agents, to result, special, division, organized, narcotics, prostitution, to operate, justice, cooperation, local deserter;

b) identification, collection, arrest, police, agency, to identify, laboratory, criminological, technical, specialized, training, basis, material;

c) communications, control, teletype, contact, radio, commercial, personnel, information, to train, instruction, courses, periodically, theory, practical, techniques, physical, tactics, extreme, situation, police, nations;

d) administrative, operation, limits, function, competent, inspection, practice, jurisdiction, atomic, energy, espionage.

***Ex. 12. Read the text***

**Federal Bureau of Investigation,  
United States Department of Justice**

***a) General Investigation Division***

The FBI, formally called the Bureau of Investigation, was created primarily to handle criminal investigations for the Department of Justice.

The FBI responsibilities continue to grow each year.

The FBI handles over 180 different investigations including Federal criminal violations, internal security matters and civil inquiries in which the Government has an interest.

Since 1945, over 95 percent of the cases investigated by its agents which came before the courts have resulted in convictions.

***Special Investigation Division***

Organized crime is a lawless empire involved in gambling, narcotics, prostitution, extortion, etc. where easy money can be made. For years organized crime operated behind a nearly impenetrable wall built on fear, intimidation, bribery, and force.

Squads of highly trained FBI Agents are devoting their full efforts to bringing the crime lords to justice. The objective is to collect sufficient evidence to build a strong prosecutive case so gang leaders can be brought to justice swiftly. Cooperation is vital in the fight against organized crime. The FBI works closely with state and local enforcement agencies.

This Division also supervises investigations under the Security of Government Employees programme.

Fugitive investigations often involve a great deal of manpower.

In addition to FBI fugitives, this Division directs the efforts of FBI Agents to locate and apprehend escaped Federal prisoners, deserters from the Armed Forces.

### ***b) Identification Division***

The largest collection of fingerprints in the world is maintained in the identification Division of the FBI. A dangerous fugitive; wanted in one state, may be located through fingerprint identification after his arrest on a minor charge under a different name by a police agency in another state. Fingerprints often are the only means of identifying victims of various crimes.

### ***Laboratory Division***

The FBI Laboratory is the greatest criminological laboratory in the world. During the first 35 years of its existence, this laboratory made approximately 4,000,000 scientific examinations. Today, this laboratory is a large complex of scientific equipment, staffed with over 300 employees most of whom have technical training. Included in this group are over 100 Special Agents with specialized training in a wide range of scientific fields. Many crimes are solved and many defendants convicted on the basis of material evidence submitted to the laboratory for examination. Laboratory examinations on many occasions have proved the innocence of persons suspected of having committed crimes.

### ***Domestic Intelligence Division***

The FBI fights against all elements which pose a threat to the security of the people in the United States, to the Nation's security.

### ***c) Files and Communications Division***

Often some of the most valuable leads in all investigation result from information already contained in the files of law enforcement agencies.

A teletype network provides constant twenty-four-hour contact between FBI headquarters and all Field Divisions. In addition, the FBI has a network, completely independent of commercial facilities.

### ***Crime Records Division***

The personnel of the Crime Records Department has the task of carefully studying the information on crime poured into the Head-quarters from the FBI's field officer, local police agencies and other sources.

### ***Training Division***

All FBI Agents are trained at facilities in Washington, D.C., and at the FBI Academy in Quantico, Virginia. Today, the new Agents receive fourteen weeks

of instruction. Two week retraining courses are held periodically for all Agents. Although the theory of the various Law enforcement arts and sciences is taught, the greater emphasis is placed on those practical skills and techniques demanded by day-to-day investigations.

The courses range from the Constitution and Federal Criminal Procedure to Investigative Techniques and the Collection, Identification and Preservation of Physical Evidence. Thorough training is given in firearms and defensive tactics in order that an agent may defend himself in those extreme situations where life may be in danger. The Training Division also provides instructors for thousands police schools conducted by local enforcement agencies in communities across the Nation.

#### ***d) Administrative Division***

The administrative Division's major responsibilities are to see that the operations of the Bureau run smoothly and expenditures are kept within the limits of the annual appropriation granted by Congress. Another duty of this Division is to recruit and assign the personnel necessary to fulfil the various functions of the FBI.

#### ***Inspection Division***

The staff is composed of experienced, competent men who periodically review, inspect the total work performance of each field office and the headquarters staff. The inspections have as their goal the improvement of management and investigative practices.

#### ***Jurisdiction***

Following are the matters within the FBI jurisdiction:

Anti-Racketeering.

Atomic Energy Act.

Bank Robbery and Embezzlement Bankruptcy.

Bribery.

Espionage.

Extortion.

Fraud Against the Government Internal Security.

Theft of Government Property, etc.

***Ex. 13. Find the Russian equivalents from the left column:***

violation	иметь дело
responsibility	ответственность
to handle	непроницаемый
justice	незначительный

conviction	запугивание
division	отряд, взвод
extortion	через
impenetrable	беглец
intimidation	идентификация
bribery	устанавливать местонахождение
gambling	заключенный
squads	задержать, арестовать
vital	жизненный
employee	отпечатки пальцев
fugitive	служащий
to locate	взяточничество
to apprehend	азартные игры
prisoner	угроза
identification	приблизительно
fingerprints	анализ, осмотр
through	правосудие
minor	совершать
approximately	обвиняемый
examination	отдел
equipment	вымогательство
defendant	оборудование
to suspect	осуждение
to commit	подозревать
threat	нарушение

**Ex. 14. Find in the text the English equivalents for the following:**

а) Федеральное бюро расследований; имеет дело с; нарушение федеральных законов; вопросы внутренней безопасности; привести к осуждению; организованная преступность; основанная на страхе, запугивании, взяточничестве и силе; азартные игры, наркотики, проституция, вымогательство; отряды высококвалифицированных агентов; собрать достаточно улик; выстроить сильное обвинение; привлечь к суду; бороться против организованной преступности; местные правоприменительные органы; осуществлять надзор за расследованием; расследование дел о беглецах; обнаружить местонахождение и задержать убежавших из тюрьмы заключенных;

б) самая большая в мире коллекция отпечатков пальцев; разыскиваемый опасный беглец; посредством идентификации отпечатков пальцев; единственное средство опознания потерпевшего; научные экспертизы; специальные агенты с особой тренировкой; раскрыть преступления; осудить обвиня-

емого; на основе материальных улик, лабораторная экспертиза; доказать невиновность лица; подозревать в совершении преступления;

с) картотека; наиболее ценные версии; обеспечивать постоянную связь; уголовный архив; изучать информацию о преступлениях; Главное управление ФБР; курсы переподготовки; практические навыки и техника, следственная техника; сбор, идентификация и сохранение вещественных доказательств; тщательная подготовка; огнестрельное оружие; экстремальная ситуация; в опасности;

д) главные обязанности; набирать штат; выполнять различные функции ФБР; опытные компетентные люди; совершенствование управления и практики расследования; в пределах юрисдикции ФБР; ограбление банка; хищение; взяточничество; мошенничество против правительства; кража правительственного имущества; вымогательство; борьба против рэкета.

***Ex. 15. Translate the following word combinations:***

a) Federal Bureau of Investigation; to handle different investigations; internal security; federal criminal violations; civil inquiries; the FBI responsibilities; to result in conviction; organized crime; gambling, narcotics, prostitution, extortion; built on fear, intimidation, bribery and force; highly trained FBI agents; to bring to justice; to collect sufficient evidence; to build a strong prosecutive case; to fight against organized crime; local enforcement agencies; fugitive investigations; to locate and apprehend escaped prisoners;

b) Identification Division; the largest collection of fingerprints; a dangerous fugitive wanted; through fingerprint identification; the only means of identifying victims; the greatest criminological laboratory; to make a scientific examination; special agents with specialized training; to solve crimes; to convict defendants; on the basis of material evidence; to prove the innocence of persons; to suspect of having committed crimes; to pose a threat to;

c) valuable leads; the files of law enforcement agencies; to provide contact; Crime Record Division; to study the information on crime; retraining courses; practical skills and techniques; the collection, identification and preservation of physical evidence; to be in danger;

d) major responsibilities; to recruit and assign the personnel; to fulfill the various functions of the FBI; within the FBI jurisdiction; bank robbery and embezzlement; bribery and extortion; fraud against the government; internal security; theft government property.

***Ex. 16. Find in the text the answers to the following questions:***

1. What does the FBI handle?
2. What are the main divisions of the FBI you can name?

3. What are the matters within the FBI jurisdiction?
4. In what way are the FBI Agents devoting their full efforts to the fight against organized crime?
5. Who directs the efforts to locate and apprehend fugitives, escaped Federal prisoners, deserters from Armed Forces?
6. Where can valuable leads in an investigation be found very often?
7. Where is the largest collection of fingerprints in a number of crimes?
8. What is the value of fingerprints in a number of crimes?
9. On the basis of which evidence are many crimes solved and many defendants convicted?

***Ex. 17. Write out only the words which are the names of crimes:***

defendant; racketeering; embezzlement; extortion; deserter; victim; fugitive; fraud; prisoner; espionage; employee; theft; robbery; field officer; FBI agent; bribery, conviction; innocence.

***Ex. 18. Give all possible word combinations:***

**crime** (организованная, совершить, расследовать, подозревать, бороться против, раскрыть, доказать);

**to handle** (преступления, уголовные расследования, отпечатки пальцев, информация, внутренняя безопасность);

**fingerprints** (ценные, идентифицировать, обращаться с, сохранить);

**fugitive** (установить местонахождение, задержать, разыскиваемый, опасный, найти, арестовать);

**evidence** (материальные, вещественные, достаточные, обеспечить, идентификация, собрать, сохранение);

**to fight against** (рacket, организованная преступность, хищение, взяточничество, нарушение законности, азартные игры, мошенничество, вымогательство);

**investigation** (тщательный, иметь дело, уголовное, надлежащее).

***Ex. 19. Complete the sentences using the words in brackets:***

*(bribery, intimidation, fugitive, identify, convicted, leads, organized crime, responsibilities, fingerprint, robbery, the collection, identification, preservation).*

1. The fight against ... involves a great deal of efforts in the work of the FBI Special Investigation Division.

2. To fight against a threat to the Nation's security is one of the ... of the FBI.

3. In a number of crimes some of valuable ... in an investigation result from information contained in the files of law enforcement agencies.

4. Many crimes are solved through ... identification.

5. The dangerous ... was located and arrested on the basis of the information of the witnesses.

6. Laboratory examination proved the innocence of the defendant suspected of having committed ...

7. Laboratory examination of the fingerprints found on the murder victim helped ... the murderer.

8. The gang leaders were ... on the basis of sufficient evidence collected by the FBI Agents together with the officers of the local enforcement agency.

9. Practical skills and techniques are paid great attention to in the course of training and retraining FBI Agents. The courses involve ... and ... of physical evidence.

10. Organized crime is built on fear, ..., ..., and force.

***Ex. 20. Read and translate the following sentences without dictionary:***

1. The FBI headquarters is the largest in the world.

2. The FBI closely cooperates with state and local police agency.

3. The collection of fingerprints is the largest in the world.

4. They always rely on scientific training, selection of personnel and cooperation.

***Ex. 21. Read, translate and reproduce the following dialogue***

*Imagine that you are a journalist interviewing the FBI's Agent.*

**You:** Good morning, sir!

**Special Agent:** Good morning!

**You:** I'd like to ask you some questions about the FBI and its work if possible.

**S. A.:** Of course you can.

**You:** What was the purpose of creating the FBI?

**S. A.:** It was created primarily to handle criminal investigations for the Department of Justice.

**You:** And what matters does it deal with?

**S. A.:** The FBI handles over 180 different investigations including Federal criminal violations, internal security matters and civil inquiries in which the Government has an interest.

**You:** And what divisions does it consist?

**S. A.:** It is composed of many divisions: General Investigation Division, Special Investigation Division, Identification Division, Domestic Intelligence Division, Files and Communications Division, Training Division and others.

**You:** It's very curious to learn something about the FBI Agent's training. Where are they trained?

**S. A.:** All FBI Agents are trained at facilities in Washington, D.C., and at the FBI Academy in Quantico, Virginia.

**You:** How long does the training last?

**S. A.:** Today, the new Agents receive fourteen weeks of instruction. Two week retraining courses are held periodically for all Agents.

**You:** Thank you very much. This information will be of great interest for our readers.

**S. A.:** Not at all. Good-bye.

**You:** Good-bye.

**Ex. 22. Speak in a brief way on:**

1. FBI, its composition and the matters within its jurisdiction.
2. Special Investigation Division.
3. Identification Division.
4. Laboratory Division.

**Ex. 23. Change the verbs to the Past Simple or the Past Continuous. Then retell the story.**

### ***The unlucky burglar***

One evening Alf (watch) the television and (eat) his supper when the door suddenly (open) and a burglar (come) in. He (wear) a mask and (carry) a sack. Before doing anything else he (tie) Alf to the chair. Then he (go) upstairs to look for money. Although he (not find) any money he (find) a lot of jewellery, which he (put) into his sack. In his rush to get downstairs he (not see) the dog which (lie) at the bottom of the stairs and he (fall) over it, loosing his glasses. While the burglar (look for) them, Alf (try) to free himself. Finally, Alf (manage) to escape and he (phone) the police. As soon as the burglar (find) his glasses he (run) out of the house. However, unfortunately for him, the police (wait) for him at the end of the garden.

This is a story told by an American tourist who has recently been to Italy. Fill in the blanks the words from the bracket, and translate the sentences.

*(the jungle, robbed, kidnapped, customs, laws, protect, rely on, fear, prescribe, imperfect)*

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



## Lesson № 2. Interpol

1. Грамматическая тема: *The Past Perfect Tense*

2. Лексическая тема: «*Interpol*»

### *Past Perfect Tense*

Утвердительная форма	Вопросительная форма	Отрицательная форма
I had worked	Had I worked?	I had not worked
He (she, it) had worked	Had he (she, it) worked?	He (she, it) had not worked
We had worked	Had we worked?	We had not worked
You had worked	Had you worked?	You had not worked
They had worked	Had they worked?	They had not worked

Время **Past Perfect** обозначает действие, которое завершилось до некоего момента в прошлом:

I called Jim too late, he **had** already **left**. — Я позвонил Джиму слишком поздно, он уже ушел.

We **had lived** in Paris for 12 years before we moved to America. — До переезда в Америку мы прожили в Париже 12 лет.

С Past Perfect часто употребляется предлог **by**, который обозначает временные границы совершения действия и переводится предлогом **к**. Предлог **by** подчеркивает завершенность действия к определенному времени, указывает на употребление времени группы Perfect, если не является в предложении предлогом места.

He had finished his work by five o'clock and went home. — Он окончил работу к пяти часам и пошел домой.

При помощи союзных конструкций **Hardly... when\ scarcely ... when\ no sooner ... than** (*едва... как \ не успел (u) ... как*) и **Past Perfect** можно добиться и некоторого эмоционально-стилистического эффекта. Обратите внимание, что вспомогательный глагол HAD стоит перед подлежащим, хотя предложение не является вопросительным. Данный стилистический прием используется только в повествовательных предложениях.

Hardly had we entered the forest, when we saw a pack of wolves. — Едва мы вошли в лес, как мы увидели стаю волков.

No sooner had I noticed the man than he ran up to me. — Не успел я заметить этого человека, как он подбежал ко мне.

**Ex. 1. Complete the sentences using the verbs in brackets. You visited a friend and learned a lot of news about his family and other friends.**

Example: His father didn't work in the bank anymore. He had retired (retire)

1. His parents didn't live there any longer. They \_\_\_\_\_ (go) to live in the country.
2. His sister wasn't there either. She \_\_\_\_\_ (get) married.
3. His house was larger. He \_\_\_\_\_ (build) the third floor.
4. Your friends, Mike and Brenda, were away. They \_\_\_\_\_ (leave) for Sweden.

**Ex. 2. Make sentences using the words in brackets.**

Example: His hair was wet. (He / just / have / a shower). He had just had a shower.

1. There was nobody at the platform. (the train / just / leave) \_\_\_\_\_
2. We didn't find anybody at home. (Everybody / already / go out) \_\_\_\_\_
3. The children were playing in the garden. (they / just / come / from school)

4. Bob wasn't at home when I arrived. (he / arrange / to meet / some friends / at the club) \_\_\_\_\_

**Ex. 3. Use the Past Perfect Tense of the verbs given in brackets to complete the sentences.**

Example: When John and I got to the river, the boat race (start already).

When John and I got to the river, the boat race *had already started*.

1. When she went to bed, she remembered that she (not / switch off the light).
2. She felt tired because she (walk a lot / that day).
3. She went for a holiday after she (pass the exams).
4. I didn't know what to do when they (show / me / the picture).
5. I didn't look at the present until after she (go).
6. I was very sorry to hear that he (die).
7. He didn't start speaking until the children (leave / the room).
8. When I met Helen, I understood why Bill (marry her).
9. He understood the book only after he (read it / again).

**Ex. 4. Unite the following pairs-of sentences. Use the conjunctions after, as soon as, before, until, till, when.**

Example: a) They went to England. They left school. (after).

They went to England after they had left school.

b) The sun set. They finished their work. (before).

The sun had set before they finished their work.

1. The sun rose. He woke up (before).
2. He died. He was very ill (before).
3. I understood the problem. He explained (as soon as).
4. She wrote the letter. She went to the post office (after).
5. I drove to the airport. The plane took off (when).
6. She read the message carefully. She wrote the reply (before).
7. He left the room. I turned on the radio (as soon as).
8. He had dinner. He went to the cinema (after).
9. The man didn't leave. He didn't receive a definite answer (till).
10. We didn't say a word. He finished his story (until).
11. We reached the football ground. The game started (when).
12. John worked as a skilled builder. He began to study architecture (before).
13. Harold couldn't leave for home. He completed everything (till).
14. The snow was very deep. It snowed heavily (after).

**Ex. 5. Complete these sentences using the verbs in brackets. You went back to your home town after many years and you found that many things were different.**

Example: Most of my friends were no longer there. They **had left** (leave).

1. My best friend, Kevin, was no longer there. He \_\_\_\_\_ (go) away.
2. The local cinema was no longer open. It \_\_\_\_\_ (close) down.
3. Mr. Johnson was no longer alive. He \_\_\_\_\_ (die).
4. I didn't recognize Mrs. Johnson. She \_\_\_\_\_ (change) a lot.
5. Bill no longer had his car. He \_\_\_\_\_ (sell) it.

**Ex. 6. Read the information about Interpol and translate it:**

### *Interpol*

**International Criminal Police Organization — INTERPOL**

**Common name** — Interpol.

**Abbreviation** — ICPO.

**Logo of the International Criminal Police Organization**

— INTERPOL.

**Formed** — 7 September 1923.

**Annual budget** — € 59 million.

**Countries** — 188 member states.

**Governing body** — Interpol General Assembly.



**Constituting instrument** — ICPO-INTERPOL Constitution and General Regulations.

**Headquarters** — 200, quai Charles de Gaulle, Lyon, France.

**Agency executives** Khoo Boon Hui, President.

Ronald Noble, Secretary General.

Interpol, whose full name is the International Criminal Police Organization — INTERPOL, is an organization facilitating international police cooperation. It was established as the International Criminal Police Commission in 1923 and adopted its telegraphic address as its common name in 1956.

Its membership of 188 countries provides finance of around € 59 million through annual contributions. The organization's headquarters is in Lyon, France. It is the second largest intergovernmental organization after the United Nations, in terms of number of member states.

Its current Secretary-General is Ronald Noble, a former United States Under Secretary of the Treasury for Enforcement. Its current President is Singapore's Senior Deputy Secretary of the Ministry of Home Affairs and former Commissioner of Police Khoo Boon Hui; the President before that, Jackie Selebi, National Commissioner of the South African Police Service, held his term from 2004 till his resignation on 13 January 2008, after which he was charged in South Africa on three counts of corruption and one of defeating the course of justice, and replaced by Arturo Herrera Verdugo, current National Commissioner of Investigations Police of Chile and former vice president for the American Zone, who remained acting president until the organization meeting in October 2008.

In order to maintain as politically neutral a role as possible, Interpol's constitution forbids it to undertake any interventions or activities of a political, military, religious, or racial nature. Its work focuses primarily on public safety, terrorism, organized crime, crimes against humanity, environmental crime, genocide, war crimes, piracy, illicit drug production, drug trafficking, weapons smuggling, human trafficking, money laundering, child pornography, white-collar crime, computer crime, intellectual property crime and corruption.








In 2008, the Interpol General Secretariat employed a staff of 588, representing 84 member countries. The Interpol public website received an average of 2.2 million page visits every month. Interpol issued 3,126 red notices for the year 2008 which led to the arrest of 718 people.

### ***Finances***

In 2009 Interpol's income was € 59 million, of which 82 % comprised statutory contributions by member countries and 14 % income from projects,







private foundations and commercial enterprises. From 2004 to 2010 Interpol's external auditors have been the Cour des comptes.

***Secretaries-general since organization's inception in 1923:***

	Oskar Dressler	1923—1946
	Louis Ducloux	1946—1951
	Marcel Sicot	1951—1963
	Jean Népote	1963—1978
	André Bossard	1978—1985
	Raymond Kendall	1985—2000
	Ronald Noble	2000—present

***Presidents since organization's inception in 1923:***

	Johann Schober	1923—1932
	Franz Brandl	1932—1934
	Eugen Seydel	1934—1935
	Michael Skubl	1935—1938
	Otto Steinhäusl	1938—1940
	Reinhard Heydrich	1940—1942
	Arthur Nebe	1942—1943
	Ernst Kaltenbrunner	1943—1945
	Florent Louwage	1945—1956
	Agostinho Lourenço	1956—1960
	Richard Jackson	1960—1963
	Fjalar Jarva	1963—1964
	Firmin Franssen	1964—1968
	Paul Dickopf	1968—1972
	William Leonard Higgitt	1972—1976
	Carl Persson	1976—1980
	Jolly Bugarin	1980—1984
	John Simpson	1984—1988
	Ivan Barbot	1988—1992
	Norman Inkster	1992—1994

	Björn Eriksson	1994—1996
	Toshinori Kanemoto	1996—2000
	Jesús Espigares Mira	2000—2004
	Jackie Selebi	2004—2008
	Arturo Herrera Verdugo	acting president until the General Assembly in Saint Petersburg in October 2008, and candidate for the President on that General Assembly
	Khoo Boon Hui	Oct 2008—present

### Member states and sub-bureaus

	Afghanistan		Bosnia and Herzegovina		Côte d'Ivoire
	Albania		Botswana		Croatia
	Algeria		Brazil		Cuba
	American Samoa		British Virgin Islands		Cyprus
	Andorra		Bulgaria		Czech Republic
	Angola		Burkina Faso		Denmark
	Anguilla		Burundi		Djibouti
	Antigua and Barbuda		Cambodia		Dominica
	Argentina		Cameroon		Dominican Republic
	Armenia		Canada		East Timor
	Aruba		Cape Verde		Ecuador
	Australia		Cayman Islands		Egypt
	Austria		Central African Republic		El Salvador
	Azerbaijan		Chad		Equatorial Guinea
	Bahamas		Chile		Eritrea
	Bahrain		China		Estonia
	Bangladesh		Colombia		Ethiopia
	Barbados		Comoros		Fiji
	Belarus		Congo		Finland
	Belgium		Congo (Democratic Rep.)		France
	Belize		Costa Rica		Gabon
	Benin				Gambia
	Bermuda				Georgia
	Bhutan				Germany
	Bolivia				Ghana
					Gibraltar
					Greece





	Grenada		Mali		St. Vincent and the Grenadines
	Guatemala		Malta		Samoa
	Guinea		Marshall Islands		São Tomé and Príncipe
	Guinea-Bissau		Mauritania		Saudi Arabia
	Guyana		Mauritius		San Marino
	Haiti		Mexico		Senegal
	Honduras		Moldova		Serbia
	Hong Kong		Monaco		Seychelles
	Hungary		Mongolia		Sierra Leone
	Iceland		Montenegro		Singapore
	India		Montserrat		Slovakia
	Indonesia		Morocco		Slovenia
	Iran		Mozambique		Somalia
	Iraq		Myanmar		South Africa
	Ireland		Namibia		Spain
	Israel		Nauru		Sri Lanka
	Italy		Nepal		Sudan
	Jamaica		Netherlands		Suriname
	Japan		Netherlands Antilles		Swaziland
	Jordan		New Zealand		Sweden
	Kazakhstan		Nicaragua		Switzerland
	Kenya		Niger		Syria
	Republic of Korea		Nigeria		Tajikistan
	Kuwait		Norway		Tanzania
	Kyrgyzstan		Oman		Thailand
	Laos		Pakistan		Togo
	Latvia		Panama		Tonga
	Lebanon		Papua New Guinea		Trinidad and Tobago
	Lesotho		Paraguay		Tunisia
	Liberia		Peru		Turkey
	Libya		Philippines		Turks and Caicos
	Liechtenstein		Poland		Turkmenistan
	Lithuania		Portugal		Uganda
	Luxembourg		Puerto Rico		Ukraine
	Macau		Qatar		United Arab Emirates
	Macedonia		Romania		United Kingdom
	Madagascar		Russia		United States
	Malawi		Rwanda		
	Malaysia		St. Kitts and Nevis		
	Maldives		St. Lucia		




 Uruguay  
 Uzbekistan  
 Vatican City

 Venezuela  
 Vietnam  
 Yemen

 Zambia  
 Zimbabwe

***Non-member countries***

 Federated States of Micronesia  
 Kiribati  
 North Korea  
 Palau

 Solomon Islands  
 Tuvalu  
 Vanuatu

***Ex. 7. Read and translate the following word combinations using Topical Vocabulary.***

To combat international terrorism, high-tech crime, to support member countries, close cooperation, fugitive investigation support, information exchange, technical cooperation, access to international database, illegal immigration, to collect data illicit use of drugs, to represent interests, different divisions of police, important mission, alarming information, close associate, to threaten to kill people, to gain ransom money, to intimidate people, to use violence against other countries.

***Ex. 8. Match the columns; make as many word combinations as possible.***

reach	money
combat	a request for assistance
launder	an exchange
make	alarming proportions
get access to	foreign bank notes
counterfeit	violence
support	member states
facilitate	contribution
smuggle	database
use	explosives
	weapons
	terrorism
	crime

***Ex. 9. Read the definitions and name the corresponding word from the bracket: (Illicit, to cooperate, terrorism, hostage, to threaten, to intimidate, explosive, fugitive, border, associate, ransom)***

1. Against the law.
2. Someone who helps another person to do something illegal.
3. A substance or object that can cause an explosion.



4. To tell someone that you will cause them harm or problems, especially in order to make them do something.
5. The use of violence in order to achieve political or other aims.
6. An amount of money that someone asks for in exchange for a person who they are keeping as a prisoner.
7. A person who is the prisoner of someone who threatens to kill them if they do not get what they want.
8. To work with other people in order to achieve something.
9. To make someone feel frightened so that they will do what you want.
10. Someone who has done something that illegal and is trying to avoid being caught by the police.
11. The official line that separates two countries or regions.

**Ex. 10. Read and translate the text:**

***Useful vocabulary:***

assault	нападение
bank fraud	банковское мошенничество
bona fide	добросовестный, добропорядочный
burglary	кража со взломом
car theft	угон автомобиля
charter	хартия, устав
counterfeiter	фальшивомонетчик
customs	таможня
drug traffic	транспортировка наркотиков
embezzlement	хищение, растрата
fingerprints	отпечатки пальцев
forgery	подделка документов, подлог
identification	опознание, идентификация
intelligence	разведка
larceny	воровство, кража
missing person	пропавший без вести
murder	убийство
observer	наблюдатель
permanent staff	постоянный состав
sky-jacking	угон воздушного средства, воздушное пиратство
supervision	надзор, наблюдение
to assist	оказывать помощь, содействие
to disseminate	распространять
to establish	устанавливать

to hunt down	охотиться, выслеживать
to lead	лидировать, быть лидером
to safeguard	охранять
to subject	подчинять
treaty	договор, устав
wanted	разыскиваемый

***Ex. 11. Read and translate the text:***

***Interpol***

Interpol is an international corporation founded in 1923 as a service organization devoted to coordinating actions against international criminals. Its clients are 174 agencies throughout the world. This organization is not under the control or supervision of any government.

Interpol is a recognized intergovernmental police force whose task is to hunt down international criminal. A multinational force, much like the United Nations, Interpol is made up of police of the Free World and a bona fide law enforcement agency in its own right. The main task of Interpol is to fight international terrorism and sky-jacking, to assist a number of nations in the continuing search for wanted Nazi war criminals. One of the most highly respected groups in the world, Interpol, like any other police force is under governmental control to safeguard the basic rights of every citizens. It operates according to a strict code of behaviour and adheres to the highest ethical standards.

Interpol has never been recognized or established by any international charter or treaty and has no police powers. Because of Interpol's cooperation with UN particularly in the area of drugs, Interpol was recognized as an intergovernmental organization.

Interpol members are, for the most part, police and not governmental representatives, although certain governments have sent observers from their military, intelligence, customs, post office, and immigration departments.

Interpol does not have powers of arrest or any investigative rights. Its function is to disseminate information. Today 80 percent of the permanent staff is French. Interpol is much like any large corporation with bureaus in various countries and with representatives from these offices also stationed at the main office. Information is exchanged between the many national bureaus, but the police forces themselves are subject to the laws and policies of their respective nations.

Interpol is divided into four main bodies — the General Assembly, the Executive Committee, the General Secretariat and the National Central Bureaus.

The General Assembly is composed of the delegates from each member country. It is «the Supreme Authority». The General Assembly controls the policy of the organization.

The Executive Committee is a nine-member board made up of the president, two vice presidents, and six delegates chosen by the General Assembly.

The General Secretariat, the permanent body, located in Lion, is Interpol's business division. It contains «the permanent departments» four of which specialize in certain crimes: one handles murder, burglary, assault, larceny, car theft, and missing persons; another deals with bank frauds and other types of embezzlement; a third with drug traffic and moral offences; and a fourth deals with forgery and counterfeiting.

Other divisions are the general records department, where files are kept, and a special records department, where fingerprints and other methods of identification are used.

The National Central Bureaus are the Interpol offices in various countries. Each NCB is empowered to communicate directly with and exchange information with any other NCB.

***Ex. 12. Translate the word chains:***

- contribute — contribution — contributor — contributory
- cooperate — cooperation — cooperative — uncooperative
- counterfeit — counterfeiter — counterfeited
- represent — representation — representative — represented — representing
- support — supporter — supported — supporting
- threaten — threat — threatening — threatened

***Ex. 13. Find in the text above the English equivalents for the following words and expressions:***

- воздушное пиратство;
- выслеживать международных преступников;
- кража со взломом;
- международная корпорация;
- международная хартия;
- надзор;
- обмениваться информацией;
- оказывать содействие, помогать;
- отпечатки пальцев;
- охранять права граждан;
- постоянный состав;
- разведка;

- распространять информацию;
- транспортировка наркотиков;
- угон автомобиля.

**Ex. 14. Read and translate the following synonyms:**

- Agency — organ
- Charter — treaty
- Combat — fight — struggle
- Corporation — organization
- Drug — narcotics
- Illegal — illicit
- To cooperate — to work together

**Ex. 15. Translate the following word-combinations from English into Russian:**

Intergovernmental police force, a bona fide law enforcement police agency, to fight terrorism and sky-jacking, wanted Nazi war criminals, to have power of arrest, to control policy, permanent departments, missing persons, bank frauds, throughout the world, a special records department.

**Ex. 16. Name the criminal who:**

- attacks people in public places and steal their money, jewellery or other things;
- hides, especially from the police and tries to avoid being caught.
- kills people;
- seizes aero planes;
- steals from houses and offices;
- takes people hostage for a ransom;

**Ex. 17. Match the forms of terrorism with the relevant vocabulary**

- |                    |  |
|--------------------|--|
| 1) bombing         | a) hostages, seize control, ultimatum    |
| 2) assassination   | b) detonator, suicide, bomber, to defuse |
| 3) kidnapping      | c) disease, virus, epidemic              |
| 4) hijacking       | d) rifle, hit man, bodyguard             |
| 5) chemical attack | e) ransom, hide-out, abduct              |
| 6) biological      | f) poisonous gas, toxic fumes warfare.   |

**Ex. 18. True or false?**

1. Interpol is under the control or supervision of the government.
2. The main task of Interpol is to fight international criminals.
3. Interpol members are only police.
4. Interpol has powers of arrest or any investigative rights.

5. Interpol is divided into five main bodies — the General Assembly, the Executive Committee, the General Secretariat, the National Central Bureaus and the Supreme Court.

6. Today 80 percent of the permanent staff is English.

7. The General Assembly controls the policy of the organization.

8. The organization's headquarters is situated in Washington, USA.

**Ex. 19. Find in the text and comment on the following points:**

- about members of Interpol;
- the main tasks of Interpol;
- the work of each four bodies.
- types of crimes Interpol deals with;

**Ex. 20. Look through the text again and complete the sentences with a suitable word from the bracket:**

*(International terrorism, sky-jacking, control, charter, to disseminate, permanent staff, policy, to exchange, treaty)*

1. Interpol is not under the ... of any government.

2. Among the first tasks is to fight ... .. and .....

3. Interpol has never been recognized by any international .... or ... and has no police powers.

4. The function of Interpol is ... information.

5. Today 80 percent of the ... .. is French.

6. The General Assembly controls the ... of the organization.

7. Each NCB is empowered to communicate directly with and ... information with any other NCB.

**Ex. 21. Read, translate and reproduce the following dialogue:**

**A:** What is Interpol?

**B:** Interpol is an international police organization for helping national police forces to catch criminals.

**A:** When was it formed?

**B:** Interpol was founded in 1923 in Vienna.

**A:** Where is Interpol's headquarters located?

**B:** It is located in Lyon, France.

**A:** What are Interpol's aims?

**B:** Interpol fights drug trafficking, smuggling, terrorism, sky-jackings and other international crimes.

**A:** Does Interpol have powers of arrest?

**B:** No, its function is to disseminate information.

**A:** Is Russia a member of Interpol?

**B:** Yes, Russia was admitted in Interpol as its 151<sup>st</sup> member in September 1990.

**Ex. 22. Read and translate the text:**

*Useful vocabulary*

despite	несмотря на
enquiry	запрос
likely	вероятный, вероятно
mutual	взаимный
spirit	дух
suppression	подавление
to forbid (forbade, forbidden)	запрещать
to make an enquiry	сделать запрос
to undertake	проводить
undertaking	обязательство
view	вид

*The aims of Interpol*

These are set in Article 2 of its Constitution:

- To ensure and promote the widest possible mutual assistance between all criminal police authorities within the limits of the laws existing in different countries and in the spirit of the Universal Declaration of Human Rights.

- To establish and develop all institutions likely to contribute effectively to the prevention and suppression of ordinary law crimes.

To meet these aims, Interpol undertakes a number of activities. Its central function remains that of handling enquiries. Despite the popular view, Interpol is not an executive agency with international detectives who can be «called in» to investigate some international crimes, but rather it is an international communications system between different police forces.

Article 3 of the Constitution of Interpol forbids it to undertake any activities «of a political, military, religious or racial character».

**Ex. 23. Translate these sentences into Russian paying attention to the construction to be likely to do smth:**

1. These countries **are likely** to contribute to the prevention of crimes.
2. That country **was likely** to take part in the work of the organization.
3. He **was likely** to participate in this conference.
4. He **is likely** to be awarded.
5. They **are unlikely** to react positively.
6. He **is likely** to be appointed Secretary General.

**Ex. 24. Write out the pairs of synonyms from these two groups of words and translate them:**

to ensure	to develop	to remain	to handle
to promote	to provide	to forbid	to combat
to assist	to be	to deal with	to found
to establish	to prohibit	to exist	to stay
to prevent	to help		
to suppress	to keep away		

**Ex. 25. Insert correct articles:**

1. To meet these aims ... Interpol has undertaken ... number of ... functions.
2. ... central activity of ... Interpol remains the function of handling ... enquiries it gets from ... participating countries.
3. Despite ... popular opinion, ... Interpol is not ... executive agency.
4. Rather it is ... international communications system.
5. ... article 3 of ... Constitution of ... Interpol forbids it to undertake ... political activities.
6. I don't know what exactly ... Article says.
7. I don't know how many ... Articles there are in ... Constitution of ... Organization.

**Ex. 26. Write a short summary of the main aims of Interpol.**

***Useful vocabulary:***

bilateral	двусторонний
to some extent	в некоторой степени
to what extent	до какой степени
to disapprove of smth	не одобрять что-либо
expertise	знания, умения
error	ошибка
expressly	специально, особенно
for instance	например
to respond	реагировать
to depend on smb/smith	зависеть от кого/чего-либо
to take steps to do smth	предпринимать шаги для того, чтобы сделать что-либо

***Interpol and bilateral cooperation***

To some extent, Interpol disapproves of direct bilateral contacts between investigating police officers which take place outside the Interpol system. Interpol says that it possesses considerable expertise and experience in

international enquiries. Interpol stresses that officers using direct bilateral contacts run the danger of duplicating other investigations. They may deprive other police of information and possibly make errors by failing to understand other criminal justice systems.

A number of countries expressly forbid direct bilateral contacts and insist that all the information should be channeled through Interpol. For instance, in Germany it is an offence for an officer in a local force to make an inquiry abroad or to respond to such an inquiry from another country.

On the other hand, Interpol has taken some steps to promote bilateral contacts. There is, for example, a special agreement between Interpol, the German BKA and the British Metropolitan Police which was signed in 1961.

And Interpol does not deny the fact that the successful investigation of difficult cases, whether in one country or two, often depends upon the ability of detectives to develop personal contacts and work cooperatively outside formal structures.

***Ex. 27. Write short sentences with these expressions:***

To some extent \_\_\_\_\_

On the one hand \_\_\_\_\_

On the other hand \_\_\_\_\_

As far as I know \_\_\_\_\_

Most probably \_\_\_\_\_

***Ex. 28. Translate into English using the following verbs:***

***To disapprove of smth***

Мы не одобряем этого решения.

Они не одобрили этот план.

Почему они не одобрили решения дочери поступить в этот институт?

***To depend on smth***

Все зависело от самого молодого человека.

От меня ничего не зависит.

Все зависит от обстоятельств.

***To take steps to do smth***

Мы предпринимаем определенные шаги, чтобы помочь им.

Они предпринимают меры, чтобы исправить ситуацию.

Мы не можем предпринять никаких других действий.



***Ex. 29. Find the answers in the text:***

1. Does Interpol approve or disapprove of bilateral contacts between police officers outside Interpol?
2. What does it say about its own experience and expertise?
3. Against what danger and errors is it warning the police officers in case of direct bilateral contacts?
4. Do any countries forbid direct bilateral contacts?
5. What did the special agreement between Interpol, the German police and the British police testify to?

***Ex. 30. Agree or disagree:***

1. Sometimes the time factor makes officers use direct contacts.
2. Direct contacts may sometimes result in errors.
3. Interpol can make errors as well.

## Lesson № 3. The Court System of England and Wales

1. *Грамматическая тема: The Future Perfect Tense*

2. *Лексическая тема: «The Court System of England and Wales»*

### *The Future Perfect Tense*

Утвердительная форма	Отрицательная форма	Вопросительная форма
I shall (will) have written	I shall (will) have not written	shall (will) have I written?
you will have written	you will have not written	will have you written?
he will have written	he will have not written	will have he written?
she will have written	she will have not written	will have she written?
It will have written	it will have not written	will have it written ?
we shall (will) have written	we shall (will) have not written	Shall have we written?
you will have written	you will have not written	will have you written?
they will have written	they will have not written	will have they written?

Будущее совершенное время образуется с помощью вспомогательного глагола «*to have*» в форме Future Indefinite и причастия II смыслового глагола. **I'll have looked** through the article by 12 o'clock.

**Future Perfect** употребляется:

1) для выражения будущего действия, которое совершится ранее другого будущего времени: Before you come I **shall have done** all the work. — До того, как ты придешь, я уже сделаю всю работу.

2) для выражения будущего действия, которое совершится к данному моменту в будущем с такими словами, как *by that time, by the end of the month* и т. д. By the end of the week I **shall have finished** the translation.

На русский язык **Future Perfect** переводится глаголом в будущем времени совершенного вида, часто со словом «уже». By 8 o'clock I'll **have had** dinner. — К 8 часам я уже пообедаю.

**Ex. 1. Make the Future Perfect negative:**

- 1) I'm sorry, by next week, I ... (not/finish) the report.
- 2) I'm sorry, by next week, Julia ... (not/send) the emails.
- 3) I'm sorry, by next week, John ... (not/clean) the office.
- 4) I'm sorry, by next week, we ... (not/order) new stock.
- 5) I'm sorry, by next week, they ... (not/write) the article.
- 6) I'm sorry, by next week, I ... (not/meet) the customers.
- 7) I'm sorry, by next week, she ... (not/organise) the meeting.
- 8) I'm sorry, by next week, he ... (not/call) Mr Smith.
- 9) I'm sorry, by next week, we ... (not/read) the documents.
- 10) I'm sorry, by next week, you ... (not/receive) the prices.

**Ex. 2. Make the Future Perfect**

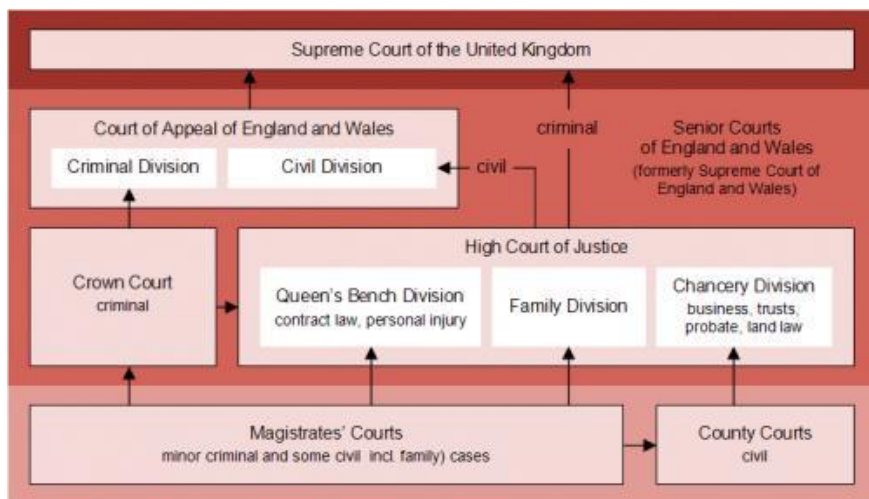
1. I ... (leave) by six. 2. ... (you/finish) the report by the deadline? 3. When ... (we/do) everything? 4. She ... (finish) her exams by then, so we can go out for dinner. 5. You ... (read) the book before the next class. 6. She ... (not/finish) work by seven. 7. When ... (you/complete) the work? 8. They ... (arrive) by dinner time. 9. We ... (be) in London for three years next week. 10. ... (she/get) home by lunch time? 11. ... (you/do) everything by seven? 12. We ... (not/eat) before we come, so we'll be hungry. 13. ... (he/finish) his exams when we go on holiday? 14. ... (we/arrive) by the time it gets dark? 15. How long ... (you/know) your boyfriend when you get married? 16. He ... (not/complete) the project by July. 17. I ... (not/finish) the essay by the weekend. 18. Why ... (she/finish) the cleaning by six? 19. How long ... (you/be) in this company when you retire? 20. They ... (not/go) at six.

**Ex. 3. Translate into English using the proper forms of the verbs.**

Завтра миссис Коллинз посетит школу своего сына Ника. Когда она придет туда в два часа дня, он будет играть в игры, но это неважно, потому что сначала она пойдет к его учителю. К тому времени, когда они закончат разговор, урок закончится, Ник примет душ и будет готов идти с мамой домой. Через два часа Ник сделает уроки и будет свободен. Когда я приеду к ним, Ник с родителями будет обедать. После обеда мы будем играть в компьютерные игры. К тому времени, когда мы перестанем играть, миссис Коллинз приготовит кофе. Мы будем сидеть в гостиной и пить горячий кофе. Потом я отправлюсь домой.

Брат моего друга закончит занятия в институте к лету, и ему не терпится приступить к преподаванию. После того как он закончит институт, он начнет преподавать в школе. Я думаю, он станет хорошим учителем, и дети будут его любить. Сейчас он упорно работает, потому что знает, что время летит быстро и может случиться, что у него не будет времени повторить все основательно. Вчера мы занимались вместе, и я помогал ему с его дипломной работой. Завтра он будет работать весь день, а вечером мы пойдем в бассейн, потому что я думаю, что к тому времени он закончит всю свою работу.

**Ex. 4. Read and translate text:**



***The Court System of England and Wales.***

The most common type of law court in England and Wales is the Magistrates' court. There are 700 magistrates' courts and about 30,000 magistrates. More serious criminal cases then go to the Crown Court, which has 90 branches in different towns and cities. Civil cases are dealt with in County courts.

Appeals are heard by higher courts. For example, appeals from magistrates' courts are heard in the Crown Court, unless they are appeals on points of law. The highest court of appeal in England and Wales is the House of Lords. Certain cases may be referred to the European Court of Justice in Luxembourg. In addition, individuals have made the British Government change its practices in a number of areas as a result of petitions to the European Court of Human rights.

The legal system also includes juvenile courts and coroner's courts. There are administrative tribunals which make quick, cheap and fair decisions with much less formality. Tribunals deal with professional standards, disputes between individuals, and disputes between individuals and government departments.

***Ex. 5. Find in the text the English equivalents for the words below:***

- Гражданский кодекс;
- гражданское дело;
- Европейский суд по правам человека;
- мировой судья;
- насильственная смерть;
- Общее право;
- правовая система;
- правонарушитель;
- решение суда;
- Суд Короны;
- суд по делам несовершеннолетних;
- суды графств;
- уголовное дело;
- Уголовный кодекс.

***Ex. 6. Answer the questions to the text:***

1. What is the most common type of law court in England and Wales?
2. What types of law courts are appeals heard by?
3. Where may certain cases be referred to?
4. What kinds of cases are dealt with in County courts?
5. There are administrative tribunals in England and Wales, aren't there?
6. Who is responsible for making laws in Britain?
7. In the United Kingdom, what is the difference between criminal and civil law?
8. Name three other types of British courts.

***Ex. 7. Work in pairs and discuss the following.***

Which courts do you think would deal with:

- a) A bank robbery?
- b) A divorce case?
- c) A burglarly committed by a fifteen-year-old?
- d) A drowning?
- e) A case of driving too fast?

**Ex. 8. Make all types of questions to each sentence (general, special, disjunctive, alternative).**

1. The Prime Minister chooses the date of the next General Election.
2. The British government is elected for up to five years.

**Ex. 9. Complete the following sentences with the words and phrases from the box**

arrested	solicitor	verdict
fine	juvenile delinquent	ball
probation	commit	shop lifting
in custody	evidence	proof
charged	sentenced	Magistrates' court
imprisonment	embezzlement	Crown court
defense	barrister	witness
testimony	arson	burglary
prosecution		

1. The number of young people who \_\_\_\_\_ crimes has risen sharply in recent years.
2. Another house was broken into last week. This is the third \_\_\_\_\_ in the area in the past month.
3. The judge \_\_\_\_\_ him to seven years' \_\_\_\_\_ for armed robbery.
4. After twelve hours, the Jury finally reached its \_\_\_\_\_: the prisoner was guilty.
5. Although the police suspected that he had been involved in the robbery, since they had no definite \_\_\_\_\_ there was nothing they could do about it.
6. He parked his car in the wrong place and had to pay 10 \$ parking \_\_\_\_\_.
7. This is the fourth fire in the area recently. The police suspect \_\_\_\_\_.
8. The shop decided to install closed-circuit television in an effort to combat the problem of \_\_\_\_\_.
9. He was \_\_\_\_\_ by the police outside a pub in Soho and \_\_\_\_\_ with murder.
10. There are two criminal courts in Britain — the \_\_\_\_\_ for minor offences and the \_\_\_\_\_ for more serious ones.
11. A \_\_\_\_\_ is a young person who breaks the law.
12. A \_\_\_\_\_ is someone who sees a crime being committed.
13. The lawyer who prepares the case for his or her client prior to appearing in court is called a \_\_\_\_\_. The lawyer who actually presents the case in court is called a \_\_\_\_\_.
14. The sum of money left with a court of law so that a prisoner may be set free until his or her trial comes up is called \_\_\_\_\_.

15. The bank manager admitted taking \$ 250 000 of the bank's money during the previous five years. He was found guilty of \_\_\_\_\_.

16. The witness held the Bible in her right hand and said, «I swear by Almighty God that the \_\_\_\_\_ I shall give shall be the truth, the whole truth, and nothing but the truth».

17. The formal statement made by a witness in court is called a \_\_\_\_\_.

18. If a person is \_\_\_\_\_ this means that he or she is put in person before his or her trial comes up.

19. Since it was his first offence, he was not sent to prison but put on \_\_\_\_\_ for six month.

20. At a trial the barrister who speaks for the accused is called the Counsel for the \_\_\_\_\_, while the barrister who speaks against him is called the Counsel for the \_\_\_\_\_.

## Lesson № 4. The Court System of the USA

**1. Грамматическая тема: *The Present Perfect, the Past Perfect and the Future Perfect Tenses***

**2. Лексическая тема: «*The Court System of the USA*»**

**Ex. 1. Complete the sentences, put the verbs into the Present Perfect.**

1. He is reading a magazine but I \_\_\_\_\_.
2. They are watching the second film of a new American serial on TV now but I \_\_\_\_\_.
3. She is doing her homework but he \_\_\_\_\_.
4. We are learning new English words now but they \_\_\_\_\_.
5. They are reciting poems now but we \_\_\_\_\_.
6. My brother is having dinner now but I \_\_\_\_\_.
7. My friends are sending a message via e-mail now but I \_\_\_\_\_.

**Ex. 2. Complete the sentences, saying that you have already done it.**

**Example: Open your book, please. — I have already opened it**

1. Write down these new English words into your notebooks. \_\_\_\_\_
2. Recite the poem «Autumn» by Pushkin, please. \_\_\_\_\_
3. Read «The Adventures of Tom Sawyer» by M.Twain. It's very interesting.  
\_\_\_\_\_
4. It's an interesting educational program on TV today. I think you'd better watch it. \_\_\_\_\_
5. Help your sister about the house. \_\_\_\_\_
6. Write a letter to your granny. \_\_\_\_\_

**Ex. 3. Complete the sentences, using the words in brackets in the Past Perfect:**

1. You went to Jill's house but she wasn't there. (she / go / out).
2. You went back to your home town after many years. It wasn't the same as before. (it / change / a lot).
3. I invited Rachel to the party but she couldn't come. (she / arrange / to do something else).
4. I was very pleased to see Tim again after such a long time. (I / not / see / him for five years).
5. I offered Sue something to eat but she wasn't hungry. (she / just / have / breakfast)



**Ex. 4. Use Past Perfect or Past Simple:**

1. «Was Tom at the party when you arrived?» «No, he (go) home»
2. I felt very tired when I got home, so I (go) straight to bed.
3. The house was very quiet when I got home. Everybody (go) to bed.
4. Sorry, I'm late. The car (break) down on my way here.
5. We were driving the road when we (see) a car which (break) down, so we stopped to see if we could help.

**Ex. 5. Translate into English.**

(A) 1. Они начнут строительство клуба в ближайшие дни и закончат его к концу года. 2. Не звоните ей в одиннадцать часов. Она уже будет спать. 3. Позвоните в семь часов. Я думаю, что к этому времени машинистка уже напечатает ваши документы. 4. Я еще буду работать, когда вы вернетесь.

(B) 1. Я тебе вечером позвоню, часов в восемь. 2. В субботу вечером я вас жду. 3. На днях я буду у вас. 4. Надеюсь, вы поймете меня. 5. Доктор, я жду вас завтра в четыре часа. 6. Я тоже еду в Мильенский завод. 7. В котором часу ты будешь дома? 8. Приходите завтра на турнир часа в два... Я буду вас ждать. 9. Запомни: завтра в пять. К этому времени, надеюсь, у тебя настроение изменится. 10. Зина и Настасья Ильинична уезжают? Куда они уезжают? 11. Вы завтра идете в цирк? 12. Что ты собираешься делать? — Не знаю.

**Ex. 6. Insert one of the tenses expressing future actions or states (Future Indefinite, Future Continuous, Future Perfect, Present Indefinite, Present Continuous or to be going+ infinitive).**

(A) 1. I have not visited the place yet. I \_\_\_\_\_ there to-morrow. (to go) 2. Our train \_\_\_\_\_ at 8 p. m. to-morrow, so if you \_\_\_\_\_ at 5 o'clock we \_\_\_\_\_ still \_\_\_\_\_ (to start, to come, to pack) 3. At 4 o'clock tomorrow we \_\_\_\_\_ packing and by 6 we \_\_\_\_\_ with ease, (to begin, to finish) 4. \_\_\_\_\_ you \_\_\_\_\_ dinner by the time I come back? (to have) 5. Ring me up at 11, I \_\_\_\_\_ yet. (to sleep — negative)

(B) 1. I \_\_\_\_\_ on my round by the time you go, so I'll say good-bye to you now. (to start out) (Maugham) 2. «I think you \_\_\_\_\_ him», said Elinor, «when you know more of him». (to like) (Austen) 3. «Shall we go downstairs and meet the man?» «Let us stay here; he \_\_\_\_\_ at our door in a moment, you will see», said Sylviane. (to knock) (Bennett) 4. As a number of episodes from this novel \_\_\_\_\_ the public through their wireless sets before it is published, a few words of explanation are necessary, (to reach) (Priestley) 5. I suppose everyone \_\_\_\_\_ me questions and it's so awkward. (to ask) (Christie) 6. But you \_\_\_\_\_ I won't let you. (to go — negative) (Murdoch and Priestley) 7. «When \_\_\_\_\_ I \_\_\_\_\_ your

brother?» said Georgie. (to meet) (Murdoch) 8. What \_\_\_\_ you \_\_\_\_ this afternoon? (to do) (Galsworthy)

**Ex. 7. Read and give the brief summary of the text:**

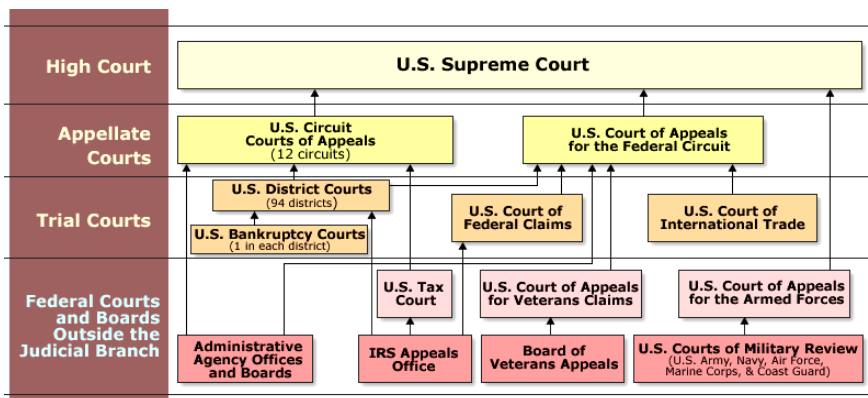
***The organization of the Federal Courts today***

The American court system is complex. It functions as part of the federal system of government. Each state runs its own court system, and no two are identical. In addition, we have a system of courts for the national government. These federal courts coexist with the state courts.

Individuals fall under the jurisdiction of two different court systems, their state courts and federal courts. They can sue or be sued in either system, depending mostly on what their case is about. The vast majority of cases are resolved in the state courts.

The federal courts are organized in three tiers, like a pyramid. At the bottom of the pyramid are the US district courts, where litigation begins. In the middle are the US courts of appeals. At the top is the US Supreme Court. To appeal means to take a case to a higher court. The courts of appeals and the Supreme Court are appellate courts, with few exceptions; they review cases that have been decided in lower courts. Most federal courts hear and decide a wide array of cases; the judges in these courts are known as generalists.

***The Court System of the USA***



The United States federal courts make up the judiciary branch of federal government of the United States organized under the United States Constitution and laws of the federal government.

**Ex. 8. Find in the text the English equivalents for the words below:**

- апелляционные суды;
- Верховный суд;
- высшие суды;
- исключение;
- низшие суды;
- окружные суды;
- подавляющее большинство;
- подать иск;
- подпадать под юрисдикцию;
- разрешить дело в судебном порядке;
- рассматривать дело;
- сосуществовать;
- суд последней инстанции;
- судебное разбирательство, тяжба;
- суды штатов;
- федеральные суды;
- частные лица;
- ярус.

**Ex. 9. Answer the questions:**

1. Who is responsible for making laws in the US?
2. Name American courts in the descending order.
3. In what way are the federal courts organized?
4. Where does litigation begin?
5. What does the word «to appeal» mean?

**Ex. 10. Fill in the blanks.**

The federal courts have three tiers: (a) \_\_\_\_\_ courts, courts of (b) \_\_\_\_\_ and the (c) \_\_\_\_\_ Court. The (d) \_\_\_\_\_ Court was created by the Constituon; all other (e) \_\_\_\_\_ courts were created by Congress. Most litigation occurs in (f) \_\_\_\_\_ courts. The structure of (g) \_\_\_\_\_ courts varies from state to state; usually there are (h) \_\_\_\_\_ for less serious cases, (i) \_\_\_\_\_ for mare serious cases, intermediate (j) \_\_\_\_\_ courts, and courts of last (k) \_\_\_\_\_. State courts were created by state constitutions.

**Ex. 11. Give the translation of the text:**

***Судебная система США***

Основное отличие судебной системы США от многих других — разделение между уровнем штатов и федеральным уровнем. Эти уровни практи-

чески полностью независимы друг от друга. Таким образом, в США существует 55 судебных систем — федеральная судебная система и судебные системы каждого из штатов, федерального округа Колумбия, Пуэрто-Рико и зависимых территорий. Есть еще и племенные суды, решающие споры в индейских резервациях.

Федеральные суды (Federal courts) несут исключительную ответственность за решение споров по морским делам, патентам и авторским правам, по делам о банкротстве, вопросам, связанным с международными договорами и торговлей, а также за решение споров между штатами. Они уполномочены также решать дела, относящиеся к федеральным законам и нарушениям Конституции США.

Суды штатов (State courts) наделены полномочиями решать дела, связанные с законодательством штатов и нарушениями конституции штата, нарушениями большинства федеральных законов и Конституции США, а также иски по традиционному «общему праву» судебных прецедентов. Хотя федеральные суды США, возможно, более известны, именно в суды штатов американские граждане и предприятия чаще всего обращаются за правосудием.

## Lesson № 5. Appeals

**1. Грамматическая тема: Revision of grammar material. Tenses**

**2. Лексическая тема: «Appeals»**

**Ex. 1. Insert the Past Indefinite or Past Continuous.**

1. She heard him sigh while he \_\_\_\_\_ (to read) (Collins) 2. While the water \_\_\_\_\_, Ma Parker began sweeping the floor, (to heat) (Mansfield) 3. While he \_\_\_\_\_ the tea she \_\_\_\_\_ him. (to make, to watch) (Abrahams) 4. Mrs. Presty \_\_\_\_\_ at him with some anxiety on her daughter's account, while he \_\_\_\_\_ the message on Randal's card, (to look, to read) (Collins) 5. It was quite late at night, and the brother \_\_\_\_\_ aloud while the sister \_\_\_\_\_, her needle, when they were interrupted by a knocking at the door, (to read, to ply) (Dickens) 6. While Mrs. Calligan \_\_\_\_\_ the table Mamie went to her room and Aileen followed her. (to set) (Dreiser) 7. While the doctor \_\_\_\_\_, Mrs. Presty \_\_\_\_\_ her own conclusions from a close scrutiny of Mr. Sarrazin's face, (to speak, to draw) (Collins) 8. While he \_\_\_\_\_ he \_\_\_\_\_ the doorbell, then voices, (to wash, to hear) (Abrahams) 9. While the gendarmes \_\_\_\_\_ the room, Arthur \_\_\_\_\_ waiting on the edge of the bed. (to ransack, to sit) (Voynich).

**Ex. 2. Insert the Present Indefinite or Present Continuous.**

1. «Where is Kitty?» «Susan \_\_\_\_\_ her to bed». (to put) (Collins) 2. Light \_\_\_\_\_ more quickly than sound, (to travel) 3. I should like to know why you \_\_\_\_\_ always \_\_\_\_\_ (to read) (Maugham) 4. «Sorry, Ted. I must go. I'm late». «Where \_\_\_\_\_ you \_\_\_\_\_?» «I \_\_\_\_\_ to have tea with Nurse Hopkins». (to go, to go) (Christie) 5. He \_\_\_\_\_ best, who \_\_\_\_\_ last, (to laugh, to laugh) 6. I don't interrupt people when they \_\_\_\_\_ (to read) (Collins) 7. I never \_\_\_\_\_ him doing any work there, whenever I \_\_\_\_\_ He \_\_\_\_\_ behind a bit of glass all day. (to see, to go in, to sit) (Jerome K. Jerome) 8. Actions \_\_\_\_\_ louder than words, (to speak) 9. Robert \_\_\_\_\_ just now \_\_\_\_\_ to my uncle, and they \_\_\_\_\_ hands, (to speak, to shake) (Ch. Bronte) 10. And now my written story ends. I look back, once more — for the last) time — before I close these leaves. I \_\_\_\_\_ myself, with Agnes at my side, journeying along the road of life. I \_\_\_\_\_ our children and our friends around us; and I \_\_\_\_\_ the roar of many voices, not indifferent to me as I travel on. (to see, to see, to hear) (Dickens) 11. «Why \_\_\_\_\_ you

\_\_\_\_\_?» she cried. «Because you \_\_\_\_\_ nonsense». (to answer — negative, to talk) (Maugham)

**Ex. 3. Translate into English.**

(A) 1. Не говорите так громко. Я вас хорошо слышу. 2. Становится темно. 3. Я уезжаю в Москву на будущей неделе. 4. Когда бы я ни пришла к вам, вы всегда работаете. 5. Где ваш брат? — Он провожает приятеля. 6. Пароход уходит завтра. 7. Я слышу шаги. Кто-то идет сюда. 8. Не беспокойте его, когда он работает. 9. Мой брат завтра уезжает в Москву. 10. Вы чувствуете себя лучше сегодня?

(B) 1. Где же новый твой приятель? — Его нет дома; он обыкновенно встает рано и отправляется куда-нибудь. 2. Ее глаза сияют, когда она говорит с Пламеневым. 3. Знаешь ли ты, о чем я думаю? 4. Вы едете в Ставрополь? 5. Тебе нравится моя сестра? 6. Поднимитесь наверх. Вас ждет Валентина Павловна. 7. Баклажанов! Почему ты не ешь? 8. Здравствуй... Как себя чувствуешь? 9. В школе занятия начинаются в девять часов утра. 10. Нет! Я не всегда смеюсь! Я вовсе не веселый человек. 11. Ты влюблен, Андрей Петрович?.. Ты не отвечаешь мне... Отчего ты не отвечаешь? 12. Мама, кто это свистит? 13. Ее голос недурен, но поет она плохо. 14. Виктор, ты меня слышишь? — настойчиво спросил Завьялов.

**Ex. 4. Put the verbs in brackets into the Future Indefinite, Future Continuous or Future Perfect:**

1. I (to wait) for you at five o'clock to-morrow. 2. I am sure that they (to complete) their work by May. 3. At 2 o'clock to-morrow I (to have) an English lesson. 4. Tomorrow at this time you (to sail) down the Moskva River. 5. I hope it (to stop) raining by five o'clock. 6. I hope the next mail (to bring) news from home. 7. She (to return) from the library at six o'clock. 8. I not (to work) at eight o'clock. I (to finish) my home work by that time. 9. At what time you (to be) here? 10. What you (to do) at eight o'clock? I (to work) on my report.

**Ex. 5. Put the verb in brackets into the Present, Past, Future Simple; Present, Past Continuous.**

1. Look at these children: they (to skate) very well. 2. You (to skate) last Sunday? — Yes, we (to skate) the whole day last Sunday. We (to skate) again next Sunday. 3. My brother can skate very well. He (to skate) every Sunday. 4. What you (to do) at three o'clock yesterday? — I (to have) dinner. 5. Where your brother (to work)? — He (to work) at an institute. 6. Your grandmother (to sleep) when you (to come) home yesterday? 7. What your brother (to do) tomorrow? 8. I (not to go) to the shop yesterday. I (to go) to the shop tomorrow.

9. Where Kate (to go) when you (to meet) her yesterday? 10. Every day the boss (to enter) the office at nine o'clock. 11. Yesterday the boss (to enter) the office at half past nine. 12. When the secretary (to come) tomorrow? 13. At six o'clock yesterday we (to listen) to a very interesting lecture. 14. When I (to enter) the office, the secretary (to type) some letters. 15. My friend (to ring) me up at eight o'clock yesterday.

***Ex. 6. Read the text «Appeals» for 6 minutes and think over its contents. Give the annotation of it in Russian:***

### *Appeals*

In law, an appeal is a process for requesting a formal change to an official decision. The decision maker to whom the appeal is made may be a court, a board, a tribunal or even a single official.

Very broadly speaking there are appeals on the record and de novo appeals. In de novo appeals, the new decision maker re-hears the case without any reference to the rulings of the prior decision maker, or limits on the evidence presented. In appeals on the record, the decision of the prior decision maker is challenged by arguing that he, she or they misapplied the law, came to an incorrect factual finding, acted in excess of his jurisdiction, abused discretionary powers, was biased, considered evidence which should not have been considered, or failed to consider evidence that should have been considered.

The result of an appeal can be:

**Affirmed:** Where the reviewing court basically agrees with the result of the lower courts ruling(s).

**Reversed:** Where the reviewing court basically disagrees with the result of the lower courts ruling(s), and overturns their decision.

**Remanded:** Where the reviewing court sends the case back to the lower court.

There can be multiple outcomes, so that the reviewing court can affirm some rulings, reverse others and remand the case all at the same time. Remand is not required where there is nothing left to do in the case.

Some reviewing courts who have discretionary review may send a case back without comment other than review improvidently granted. In other words, after looking at the case, they chose not to say anything. The result for the case of review improvidently granted is effectively the same as affirmed, but without that extra higher court stamp of approval.

***Ex. 7. Write the letter of appeal according to the model:***

***Appeal Letter Writing***

The first paragraph should introduce yourself and explain why you are writing the letter. Although it may be difficult, be sure to keep your tone and emotions in check to show that you can present an objective viewpoint. Keep the first paragraph as concise and clear as possible so that the reader can immediately understand its urgency.

The next paragraph(s) should narrate the account of what happened, and why your appeal should be granted. Include all the necessary facts in order to legitimize your case. You can start by referring to your handbook or guidelines as member of that particular group or institution. Also, provide specific times and date when particular events occurred. To make your letter more reader-friendly, use bullet-points every time you need to enumerate. After doing this, refer to testimonials from people related to your work, transcript of records, and medical certificate, if necessary.

The last part should summarize everything you have stated above. Repeat the necessary points that need to be elucidated. Also include the contact details and where you can be reached. Close out the letter by thanking the reader for their time.

***Sample Letter of Appeal***

4682 Farrow Parkway  
Chicago, IL 60621  
June 20, 2007  
Jack Copeland  
Dean, Academic Division  
Chicago College University  
1323 E. 84th St., 5th floor  
Chicago, IL 60621

Dear Mr. Copeland!

I am a senior Philosophy major who took PH401 Advanced Metaphysics class under Prof. Vanleer, and I am writing to you to appeal a retake for the final comprehensive oral exam that was given on June 18, 2007.

I feel that Mr. Vanleer did not give my situation the proper respect and understanding that it truly deserved. On June 8, 2007 at 10:37 A. M., I was struck by a sedan going 65 mph on my way to the university. I survived the accident but fractured the bones in my legs and hips. I have enclosed the medical documents detailing my stay at St. Francis Hospital along with this letter.



Because of this setback, I had to reschedule all my exams for the following week (June 18—22, 2007) to the week after that (June 25—29) to allow for me to recover. I had my classmate Tom Saunders send the necessary letters to all of my professors requesting to postpone the date of my final exams by a week. All of them agreed except for Prof. Vanleer, who did not send any reply at all. The doctors said that it would take me at least two weeks to properly recover, and even if I did prepare for my exams for Prof. Vanleer, I would not be able to produce the expected output considering my debilitated condition.

I feel that the situation is not warranted because I never got a grade lower than a B or (80—85) on his exams. Therefore, the risk of me failing the course and being prevented from graduating because of not being able to take his final exams due to an unavoidable circumstance is unacceptable. The handbook states in Article III, Section II that «Students who have medical emergencies prior to a particular exam will be given the option to reschedule that exam».

The medical situation which prevented me from taking the final at the scheduled time was beyond my control. I would ask you to grant me another opportunity to take the final exam. I look forward to meeting with you to discuss this matter. Feel free to call me with any questions at 555-555-5555. I appreciate the time that you have taken to read my appeal.

Sincerely,  
Signature  
Jordan Summer  
Enclosure

## Lesson № 6. Prisons

1. *Грамматическая тема: The Present Perfect Continuous Tense*

2. *Лексическая тема: «Prisons»*

### ***The Present Perfect Continuous Tense. Настоящее совершенное продолженное время***

<b>Утвердительная форма</b>	<b>Вопросительная форма</b>	<b>Отрицательная форма</b>
I have been finishing. You have been finishing. He (she, it).has been finishing.	Have I been finishing? Have you been finishing? Has he (she, it) been finishing?	I have not been finishing. You have not been finishing. He (she, it).has not been finishing.
We have been finishing. You have been finishing. They have been finishing.	Have we been finishing? Have you been finishing? Have they been finishing?	We have not been finishing. You have not been finishing. They have not been finishing.

We use the **Present Perfect Continuous** for an activity that has recently stopped or just stopped. There is a connection with now:

You are out of breath. Have you been running?

Paul is very tired. He has been working very hard.

Why are your clothes so dirty? What have you been doing?

I have been talking to Carol about the problem and she thinks that...

It has been raining for two hours.

It is raining now. It began raining two hours ago and it is still raining.

How long has it been raining?

It has been raining for two hours.

We often use the Present Perfect Continuous in this way, especially with **how long, for...** and **since...** The activity is still happening (as in this example) or has just stopped.

How long have you been learning English?

Tim is still watching television. He's been watching television all day.

Where have you been? I have been looking for you for the last half hour.

George hasn't been feeling well recently.

**Note:** The verbs not used in the Continuous form cannot be used in the Perfect Continuous form either. In this case we use the Perfect form: I have known him since last year.

Verbs not used in the continuous forms:

Verbs denoting sense perception: to see, to hear.

Verbs denoting mental activity: to know, to believe, to think (have an opinion), to doubt, to feel (have an opinion), to guess, to imagine, to mean, to realise, to recognize, to remember, to understand, to suppose.

Verbs denoting feeling: to like, to love, to dislike, to prefer, to hate.

Verbs denoting wish: to wish, to want.

Verbs denoting affect or influence: to astonish, to please, to surprise, to satisfy, to impress.

Verbs denoting abstract relations: to have, to be, to contain, to depend, to belong, to consist of, to deserve, to lack, to involve, to fit, to include, etc.

***Ex. 1. Choose the correct form.***

1. I am writing / have been writing/wrote letters for the last two hours. 2. I am going / go / have been going out with some friends tonight. 3. «How long are you learning / have you been learning English?» 4. When I was a child, we have been living / have lived / lived in a house by the river. 5. I have had / have this watch since my 18th birthday. 6. How long have you known / do you know Jessica? 7. I am / have been ill for three days now. I think I'd better call the doctor.

***Ex. 2. Write sentences using the Present Perfect Continuous. Model: The sun came out three hours ago. It's still shining. The sun has been shining for three hours.***

1. He started work in 2008. He's still working for the same company. 2. She started to live with him in 2009. She still lives with him. 3. We had our first holiday in Spain ten years ago. We still go there. 4. I started learning French in 2007. I'm still learning it. 5. Prices started rising two months ago. They are still rising.

**Ex. 3. Write a sentence with for or since, using the Present Perfect Simple or the Present Perfect Continuous. In many cases you will need to change the verb. Model: I became a member of this club in 2000. It's now 2010. I've been a member of this club since 2000 (for 10 years).**

1. We moved to Spain ten years ago. 2. The children turned on the TV at 6 p. m. It's 9 p. m. now. 3. Francis bought this bicycle last year. 4. Joanne started her homework when she got home. She's still doing it and it's bed time. 5. She had a holiday two years ago. That was the last time she had a holiday.

**Ex. 4. Put the verb into the Present Perfect Simple or the Present Perfect Continuous.**

1. Where have you been? Have you been playing (you / play) tennis? 2. Look! Somebody \_\_\_\_\_ (break) that window. 3. You look tired \_\_\_\_\_ (you / work) hard? 4. «\_\_\_\_\_ (you / ever / work) in a factory?» «No, never». 5. «Jane is away on holiday». «Oh, is she? Where \_\_\_\_\_ (she / go)?» 6. My brother is an actor. He \_\_\_\_\_ (appear) in several films. 7. «Sorry I'm late». «That's all right. I \_\_\_\_\_ (not / wait) long». 8. «Is it still raining?» «No, it \_\_\_\_\_» (stop). 9. I \_\_\_\_\_ (lose) my address book \_\_\_\_\_ (you / see) it anywhere? 10. I \_\_\_\_\_ (read) the book you lent me but I \_\_\_\_\_ (not / finish) it yet. 11. I \_\_\_\_\_ (read) the book you lent me, so you can have it back now.

**Ex. 5. Use the Present Perfect or the Present Perfect Continuous Tense.**

1. Я жду здесь с десяти часов. Сюда никто не заходил. 2. Мы читаем эту книгу с сентября и прочли уже больше половины. 3. Она себя неважно чувствует в последнее время и пропустила несколько занятий в этом семестре. 4. Ты нас здесь держишь уже полчаса. Ты решил подшутить над нами? 5. Я сегодня делала покупки и наконец нашла тебе подарок. 6. Он тренирует эту команду всего полгода, но они сделали большие успехи. 7. Что вы там так долго обсуждали? Только первый вопрос? А мы уже обсудили все остальные. 8. Я работаю над этой статьей целую неделю. Ваша помощь всегда много значила для меня.

**Ex. 6. Use the Present Perfect or the Present Perfect Continuous instead of the infinitives in brackets:**

1. «How long you (to be) here?» she demanded angrily. 2. This pair of shoes is just what I (to look for) to match my new frock. 3. I want you to remember that I never (to ask) you for anything before. 4. What's that noise? — Mary (to break) a tea-cup. 5. I (to think) about it the last three days, it's such a bother to me. So it really is a relief to talk it over with you. 6. Listen to me, all of you! I (to come) with the most tremendous news. 7. I see you (not to do) much. What you

(to do) all the morning? 8. It's hard to believe that it (to be) only two years and a half since I met him. 9. We (not to see) Edward for a long time. He (to change) very much? — No, he is just the same. 10. Of course, we trust her. After all, Margaret and I (to know) Lucy all our lives. 11. I (not to wear) this dress for two years. 12. My watch (to go) for three days and it (not to stop) yet. 13. Jack (to go) to Bulgaria for a holiday, I hear. I myself never (to be) there.

### ***Brainstorm***

***Ex. 7. Which of the following words refer to:***

***a) goals of punishment***

***b) correctional institutions:***

- cell;
- custody;
- deterrent;
- imprisonment;
- incarceration;
- isolation;
- jail / goal;
- penitence;
- penitentiary;
- penology;
- prison;
- reformation;
- reformatory;
- rehabilitation;
- retribution;
- solitary confinement.

### ***Prison Population***

***Ex. 8. Read the text below and answer the following questions:***

- a) What are the main categories of inmates?
- b) Where are long-term prisoners usually held?
- c) What are the purpose of reformatories?
- d) What are open prisons?

Nowadays prisoners are kept in separate institutions according to the severity of crime committed, as well as to the age, sex and other conditions. Consequently, the inmates include unconvinced prisoners, juvenile delinquents, women prisoners, recidivists and life sentence prisoners.

Most prisoners serving longer sentences are held in correctional institutions which are usually large maximum — security buildings holding offenders in conditions of strict security. Young offenders are usually detained in reformatories, often designated under names that imply that their purpose is a treatment or correction rather than punishment. Women are normally held in separate prisons. Prisoners who are not considered a danger to the community may be confined in low-security or open prisons.

*Ex. 9. Explain the meaning of the following words and expressions:*

- unconvicted prisoner;
- juvenile delinquent;
- recidivist;
- life-sentence prisoner.

*Ex. 10. Match the following English expressions with their Russian equivalents:*

- |  |   |
|--|---|
| 1) close prisoners;                    | 1) «узник совести»; политический заключенный;               |
| 2) life-sentence prisoner;             | 2) версия, выдвинутая обвиняемым;                           |
| 3) long-sentence / long-term prisoner; | 3) военнопленный;   |
| 4) prisoner of conscience;             | 4) лицо, содержащееся в одиночном заключении;               |
| 5) prisoner of war;                    | 5) обвиняемый, отпущенный (из-под стражи) на поруки;        |
| 6) prisoner on bail;                   | 6) осужденный, отбывающий долгосрочное тюремное заключение; |
| 7) prisoner on trial;                  | 7) подсудимый;  |
| 8) prisoner's box;                     | 8) приговоренный к пожизненному тюремному заключению;       |
| 9) prisoner's story.                   | 9) скамья подсудимых.                                       |

*Ex. 11. Read the following text and write down Russian equivalents for sentences given in bold type:*

### *Prison Inmates*

#### **Unconvicted Prisoners**

Some of the prison population consists of unconvicted prisoners held in custody and awaiting trial. These prisoners are presumed to be innocent and are treated accordingly. **They are allowed all reasonable facilities to seek release on bail, prepare for trial, maintain contact with relatives and friends, and pursue legitimate business and social interests.** They also have the right to wear their own clothes and can write and receive unlimited number of letters.

### **Young Offenders**

In Britain, young offenders are held in reformatories, which are designed for the treatment, training and social rehabilitation of use. **School-age delinquents are kept in residential training schools, and young offenders between the ages of 16 and 25 who have been convicted of a criminal act serve in special facilities.** The most famous of these is the Borstal Institution.

### **Women Prisoners**

**Women are usually held in smaller prisons with a special programmes and recreational opportunities offered to reflect stereotyped female roles, with emphasis on housekeeping, sewing and typing skills.** Women prisoners do not wear prison uniform and there is a closing allowance to help pay for clothes while in prison. Some prisons provide mother and baby units, which enable babies to remain with their mothers where that is found to be in the best interests of the child. **In addition to the usual visiting arrangement, several prisons allow extended visits to enable women to spend the whole day with their children in an informal atmosphere.**

### **Life-sentence prisoners**

Since capital punishment has been abolished in Britain, the severest penalty for the most atrocious crimes, such as murder is life-imprisonment. Those serving life sentences for the murder of police and prison officers, terrorist murders, murder by fire arms in the cause of robbery and the sexual or a sadistic murder of children are normally detained for at least twenty years. Life-sentences for offences other than murder can be reduced up to 9 years.

**On release, all life-sentence prisoners remain on license for the rest of their lives and are subject to recall should their behavior suggest that they might again be a danger to the public.**

*Ex. 12. Find in the text above the English equivalents for the following words and expressions:*

- a) исправительное заведение для малолетних правонарушителей;
- b) исправление и перевоспитание заключенных;
- c) рецидивист;
- d) бродяжничество;
- e) нарушение общественного порядка;
- f) сотрудник исправительного учреждения;
- g) отбывать наказание (в тюрьме).

*Ex. 13. Answer the following questions:*

1. What is the status of «unconvicted prisoners»? What are their privileges?

2. What are the purposes of reformatories?
3. What is the most famous facility for young offenders?
4. What special problems are established for women prisoners?
5. What additional rights do women prisoners have?
6. What is the severest penalty for the most atrocious crimes?
7. What kinds of «lifers» are sentenced to the longest term of imprisonment?
8. How is life-sentence typically reduced in Britain?
9. How are «lifers» supervised when released?

**Ex. 14. The word BAIL has the following meanings in legal Russian:**

1) **поручительство**

civil bail — поручительство в гражданском процессе;

2) **передача на поруки; брать на поруки; передавать на поруки**

to free on bail — освободить на поруки;

3) **поручитель; поручители**

to be / to go bail — стать поручителем;

4) **залог при передаче на поруки**

excessive bail — чрезмерная сумма залога.

**Ex. 15. Match the following English expressions with their Russian equivalents:**

- |  |   |
|--|---|
| 1) to stand bail for smb.;                               | 1) явиться в суд (о выпущенном под залог);        |
| 2) to accept / to allow / to take bail for the prisoner; | 2) быть отпущенным на поруки;                     |
| 3) to forfeit / to jump one's bail;                      | 3) внести залог / поручиться за кого-либо;        |
| 4) to find bail;   | 4) найти себе поручителя;                         |
| 5) release on bail;                                      | 5) не явиться в суд (об отпущенном под залог);    |
| 6) straw bail;   | 6) ненадежное («липовое») поручительство;         |
| 7) to surrender to one's bail;                           | 7) освобождение под залог;                        |
| 8) to be out on bail;                                    | 8) отказать в поручительстве;                     |
| 9) to deny bail.   | 9) отпустить арестованного на поруки (под залог). |

***Creative writing***

*Write down a list of measures necessary to improve the present prison system. Consider the information from the texts above.*

**Ex. 16. Read the ex-convict's letter. What message does he want to get across?**

***An Ex-Prisoner's Testimony***

My reason for testifying publicly about areas of my life where the scars have still not healed is that I would like to help in the search for more satisfactory and more caring responses to the problems of delinquency.



In January 1993 I was arrested, with some of my childhood buddies, for a hold-up committed with a dummy weapon.

Prison came as a brutal shock. The appalling physical conditions made me feel I had stepped back into an age of barbarity. I felt utterly isolated from the prison officers and my fellow-inmates. I also felt cut off from myself, and this was not the list of the dangers I was up against. I soon learned what life in the jungle is all about. If you want to survive you can't afford to trust another living soul.

The pressure was so intense that whatever vague feelings of remorse I might have had gave way to a strong sense of injustice. When you're always on your guard you suffer physical and psychological harm that is impossible to measure. After serving four-and-a-half years of a six year sentence, I came out broken and bent on revenge.

I wondered for a long time whether life was worth living but loving support from my relatives helped me get back on my feet.

Whatever some people may think, it's never too late to start again. But what a waste! Looking back, I can't help thinking it could have been avoided.

## Lesson № 7. Drug wars and law

1. *Грамматическая тема: The Past Perfect Continuous*

2. *Лексическая тема: «Drug wars and law»*

### ***The Past Perfect Continuous. Прошедшее совершенное длительное время***

Время **Past Perfect Continuous** указывает на действие, которое началось в прошлом, продолжалось в течение некоторого времени и либо закончилось непосредственно перед неким моментом в прошлом или все еще не закончилось к некоему моменту в прошлом.

**I had been typing** this text for 2 hours and then found it on the Internet. — Я набирал этот текст два часа, а потом нашел его в Интернете.

**I had been waiting** for his airplane for 2 hours when it was announced about delay. — Я ждал его самолет уже два часа, когда объявили о его задержке.

### ***Образование Past Perfect Continuous***

#### ***Утвердительные предложения:***

I had been playing

We had been playing

You had been playing

You had been playing

He / she / it had been playing

They had been playing

#### ***Вопросительные предложения:***

Had I been playing?

Had we been playing?

Had you been playing?

Had you been playing?

Had he / she / been playing?

Had they been playing?

#### ***Отрицательные предложения:***

I had not been playing

We had not been playing

You had not been playing

You had not been playing

He / she / it had not been playing

They had not been playing

**Ex. 1. Complete the text with the Past Perfect Continuous: chose the verb: drive, lie, repair, work.**

John Latton, 39, an engineer at Felton Plastics in Upton, had a lucky escape after the accident on the A34 in the early hours of the morning. Mr. Latton fell asleep while driving and crashed into a pile of sand left by the workers who \_\_\_\_\_ the road. When he left Felton Plastics at 3.00 this morning, Mr. Latton \_\_\_\_\_ for 72 hours without any sleep. A passing motorist discovered the accident after the engineer \_\_\_\_\_ in his car with a broken leg for half an hour. Ambulance workers said that if Mr Latton \_\_\_\_\_ any faster his injuries might have been much worse.

**Ex. 2. Practise the Past Perfect Continuous Tense according the model. Model 1. He was short of breath because (run all the way). He was short of breath because he had been running all the way.**

1. His hands were dirty (work in the garden). 2. She passed all her examinations very well (study hard throughout the term). 3. He was behind the class (not study properly). 4. Her eyes were red (cry). 5. She got used to his strange ways (live together for a long time). 6. She looked half asleep (rest).

**Model 2. They drove for three hours. Then they stopped for lunch. After they had been driving for three hours, they stopped for lunch.**

1. We walked for an hour. Then we understood that we had taken the wrong way. 2. He waited for her for half an hour. Then he went away. 3. He worked at the laboratory for five years. Then he changed his job. 4. I thought the matter over for quite some time. Then I took a decision. 5. He looked through the latest newspapers and magazines for some time. Then he sat down to his report. 6. She watched the television late into the night. Then she couldn't sleep.

**Ex. 3. Read the story.**

On Tuesday afternoon, everyone in my family was very busy — except me. During the afternoon Helen repaired her car; John practised his karate; Kate did some gardening; Stephanie played tennis; Roger swam for half an hour; Pam went horse-riding; Philip painted the ceiling in his room blue. I spent the afternoon sitting reading.

Now answer the questions:

Model: Who had black grease on her hands?

Helen, because she had been repairing her car.

Who had dirt on her hands and knees?

Who was wearing a short white skirt? Why?

Who was wearing a white jacket and trousers and a black belt? Why?

Who was wearing high boots and a hard hat? Why?

Whose hair had light blue streaks in it? Why?

Whose hair was all wet? Why?

**Ex. 4. Put the verbs into the correct form.**

Julia and Kevin are old friends. They meet by chance at a station.

**Julia:** Hello, Kevin \_\_\_\_\_ (I / not / see) you for ages. How are you?

**Kevin:** I'm fine. How about you? \_\_\_\_\_ (you / look) well.

**Julia:** Yes, I'm very well thanks. So, \_\_\_\_\_ (you / go) somewhere or \_\_\_\_\_ (you / meet) somebody off a train?

**Kevin:** \_\_\_\_\_ (I / go) to London for a business meeting.

**Julia:** Oh, \_\_\_\_\_ (you / often / go) away on business?

**Kevin:** Quite often, yes. And you? Where \_\_\_\_\_ (you / go)?

**Julia:** Nowhere \_\_\_\_\_ (I / meet) a friend. Unfortunately, her train (be) \_\_\_\_\_ delayed — \_\_\_\_\_ (I / wait) here for nearly half an hour.

**Kevin:** How are the children?

**Julia:** They're all fine, thanks. The youngest \_\_\_\_\_ (just / start) school.

**Kevin:** How \_\_\_\_\_ (she / get) on? \_\_\_\_\_ (she / like) it?

**Julia:** Yes, \_\_\_\_\_ (she / think) it's great.

**Kevin:** \_\_\_\_\_ (you / work) at the moment? When I last \_\_\_\_\_ (speak) to you, \_\_\_\_\_ (you / work) in a travel agency.

**Julia:** That's right. Unfortunately, the firm \_\_\_\_\_ (go) out of business a couple of months after \_\_\_\_\_ (I / start) work there, so \_\_\_\_\_ (I / lose/) my job.

**Kevin:** And \_\_\_\_\_ (you / not / have) a job since then?

**Julia:** Not a permanent job \_\_\_\_\_ (I / have) a few temporary jobs. By the way, \_\_\_\_\_ (you / see) Joe recently?

**Kevin:** Joe? He's in Canada.

**Julia:** Really? How long \_\_\_\_\_ (he / be) in Canada?

**Kevin:** About a year now \_\_\_\_\_ (I / see) him a few days before \_\_\_\_\_ (he / go) \_\_\_\_\_ (he / be) unemployed for months, so \_\_\_\_\_ (he / decide) to try his luck somewhere else \_\_\_\_\_ (he / really / look forward) to going.

**Julia:** So, what \_\_\_\_\_ (he / do) there?

**Kevin:** I've no idea \_\_\_\_\_ (I / not/ hear) from him since \_\_\_\_\_ (he / leave). Anyway, I must go and catch my train. It was really nice to see you again.

**Julia:** You too. Bye. Have a good journey.

**Kevin:** Thanks. Bye.

**Ex. 5. Translate the following sentences into English, using the Perfect Continuous tense forms.**

1. Мы пользовались этим кухонным комбайном (kitchen machine) в течение трех лет, он действовал безотказно (прекрасно). 2. Я весь день сегодня

думаю о том, что я скажу, когда мы придем к ним. 3. Почему вы так взволнованы? — У нас был спор. 4. Этот человек идет за нами всю дорогу от станции. Он, наверное, не знает дороги. 5. Что здесь происходило? Почему все такие взволнованные? 6. Этот шум беспокоит меня с самого утра, и я не могу понять, откуда он идет. 7. Ты слишком много кофе пьешь последнее время. 8. Он был уверен, что она живет в Москве с 2002 года. 9. Ты опять курил в комнате? 10. Ты плакала? Что случилось? 11. У него было такое чувство, что он живет здесь уже давно. 12. Когда она последний раз вышла из школы, где училась десять лет, она не думала, что снова вернется в нее, но уже учительницей. 13. Он носит очки с детства.

*Ex. 6. Read and translate the following text:*

### *Drugs*

More people are abusing drugs today than in any other time in history of mankind, and many of those people are youth.

Understanding what drugs are is fundamental for understanding their potential abuse. Drugs are a psychoactive substance.

A psychoactive substance is something that people take to change the way they feel, think or behave. Some of these substances are called drugs and others, like alcohol and tobacco, are considered dangerous, but are not called drugs. The term drug also covers a number of substances that must be used under medical supervision to treat illnesses.

I am going to talk about drugs as those man-made or naturally occurring substances used without medical supervision, basically to change the way a person feels, thinks or behaves.

In the past, most drugs were made from plants. That is, plants were grown and then converted into drugs such as coca paste, opium and marijuana. Over the years, these crude products were further processed to drugs like cocaine and heroin and finally, in the 20th century, people found out how to make drugs from chemicals.

These are called man-made or synthetic drugs and include ecstasy, LSD, etc. These were initially manufactured for largely experimental reasons and only later were used for recreational purposes. Now, however, with the increased size and scope of the drug trade, people set out to invent drugs especially for human consumption.

For the first time in human history, a whole industrial complex creates and produces drugs that are meant to be used for the sole purpose of «having fun». People use drugs just to escape the reality, to have fun. The majority of them are

young, even very young, who do not understand what might happen to them because of drugs.

**Ex. 7. Answer the following questions according to the text:**

1. What is fundamental to understand the essence of drugs?
2. What are drugs?
3. What is a psychoactive substance?
4. What kind of drugs do you know?
5. What naturally occurring drugs do you know?
6. What synthetic drugs do you know?
7. Why do people use drugs?

**Vocabulary:**

consumption — потребление;  
crude — сырой;  
dangerous — опасный;  
drugs — наркотики;  
ecstasy — экстази (наркотик, вызывающий чувство эйфории, широко употребляемый на дискотеках);  
illness — болезнь;  
initially — в начальной стадии, вначале;  
LSD — сокр. от lysergic acid diethylamide ЛСД (наркотик, вызывающий галлюцинации);  
majority — большинство;  
mankind — человечество;  
plants — растения;  
purpose — назначение, намерение, цель;  
recreational — развлекательный, относящийся к сфере развлечений, отдыху;  
substance — вещество;  
supervision — (здесь) лечение, предписание;  
to abuse — злоупотреблять;  
to behave — вести себя, поступать, держаться;  
to consider — думать, полагать, считать;  
to cover — включать, содержать;  
to escape — уходить от реальности, отключаться;  
to find (past found, p. p. found) out — найти, изобрести;  
to invent — изобрести;  
to treat — лечить;  
youth — молодежь.

## Words and Grammar

**Ex. 8. Write down the words from which the following ones are formed: robbery — to rob:**

embezzlement, ignorance, dealing, unmeasured, to endanger, inaccuracy, meaning, multibillion

**Ex. 9. Encircle attributes, write down by what parts of speech they are expressed and translate the following into Russian: armed robbery — вооруженное ограбление.**

America's economic base \_\_\_\_;  
balances of power \_\_\_\_;  
bank embezzlement \_\_\_\_;  
drug dealing \_\_\_\_;  
drug related currency \_\_\_\_;  
foreign-base agents \_\_\_\_;  
narcotics industry \_\_\_\_;  
on-going project \_\_\_\_;  
power centers \_\_\_\_.

**Ex. 10. Match the English and Russian equivalents and write down sentences with them, on the bases of the text:**

to embarrass	вовлекать
to alter	затруднять, запутывать
to lift	оценивать
to convene	поднимать
to involve	собирать
to estimate	измерять
to measure	обеспечивать
to provide	изменять

**Ex. 11. Write down a few sentences with the following words on the basis of the text:**

money, youth, illness, drugs

**Ex. 12. Read the following text in written form.**

### Drugs and driving

Many psychoactive drugs, including alcohol, have effects on the brain that make operating machinery, and particularly driving a vehicle, more dangerous.

It is against the law to drive under the influence of alcohol or any illicit drug.

Police can administer an oral drug test to any driver. Cannabis, ecstasy and methamphetamines can be detected through roadside testing. A person who tests positive is prohibited from driving for 24 hours. The sample is sent to a laboratory for more precise analysis, and if the presence of an illegal drug is confirmed the driver may be charged. A person can also be arrested and taken to a hospital for a blood and urine test if a police officer has a reasonable suspicion that they are driving under the influence of drugs. The samples will be sent to a laboratory and if they test positive for any drug (including prescribed drugs) Police will decide whether the person's driving would have been impaired by their drug use. The person will then be charged accordingly.

A driver under the influence of an illegal drug who causes the death or injury of another road user can face criminal charges, with the possibility of a prison term if convicted.



## Lesson № 8. Terrorism

1. *Грамматическая тема: The Future Perfect Continuous*

2. *Лексическая тема: «Terrorism»*

### **Future Perfect Continuous.**

#### **Будущее совершенное длительное время**

Время **Future Perfect Continuous** указывает на действие, которое началось и продолжалось в течение некоторого времени до определенного момента в будущем. Это время используется очень редко, а в устной речи — практически никогда.

Next month we **shall have been living** together for 25 years. — В следующем месяце исполнится 25 лет, как мы живем вместе.

#### **Образование Future Perfect Continuous**

##### **Утвердительные предложения:**

I shall have been playing	We shall have been playing
You will have been playing	You will have been playing
He / she / it will have been playing	They will have been playing

##### **Вопросительные предложения:**

Shall I have been playing?	Shall we have been playing?
Will you have been playing?	Will you have been playing?
Will he / she / it has been playing?	Will they have been playing?

##### **Отрицательные предложения:**

I shall not have been playing	We shall not have been playing
You will not have been playing	You will not have been playing
He / she / it will not have been playing	They will not have been playing

**Ex. 1. Open the brackets using the Future Perfect Continuous and translate the sentences into Russian. Model: By next August she (teach) English for 30 years. — By next August she will have been teaching English for 30 years. — К августу следующего года будет уже 30 лет, как она преподает английский язык.**

1. I'm so worried about John! In 15 minutes they (operate) on him for 3 hours. 2. Next April we (live) in this city for 10 years. 3. By the end of the week I (take) this medicine for a month. To no effect unfortunately! 4. I was impatient. In 5 minutes they (examine) my brother for an hour. I wondered what was wrong. 5. Next month we (complain) about the poor water supply for half a year. Are they going to do anything about it? 6. Tomorrow she (work) in this hospital for a year. We should buy her some flowers. 7. At 12 o'clock I (wait) for him for half an hour. How nasty of him!

**Ex. 2. Translate into English.**

1. К тому времени, как он окончит университет, будет уже 2 года, как его родители работают в Южной Африке. 2. Мы будем рекламировать эти товары несколько месяцев к тому времени, как они появятся на рынке. 3. На будущий год к этому времени она будет изучать французский уже два года. 4. К тому времени, когда она приедет, я уже буду жить здесь в течение двух лет. 5. Сколько времени они проживут в гостинице, пока не переедут в свой новый дом?

**Ex. 3. Match a sentence from A with a sentence from B, according to the tense used. Say which tenses it is. (Some sentences are in the negative or question form.)**

He works in a bank.

She doesn't smoke. (they are both Present Simple Active.)

**A**

- |                                    |          |
|------------------------------------|----------|
| 1. I don't believe you.            | 1. _____ |
| 2. Have you been waiting long?     | 2. _____ |
| 3. He hasn't arrived yet.          | 3. _____ |
| 4. How are you feeling today?      | 4. _____ |
| 5. We got lost.                    | 5. _____ |
| 6. What were you doing last night? | 6. _____ |

**B**

1. It is raining.
2. Did you have a good time?
3. They were looking for something.
4. Have you seen Henry?

5. Where do you work?
6. I've been thinking about moving house.

**Ex. 4. Read and translate:**

### ***International Terrorism***

Nowadays the problem of terrorism is growing worse. It concerns not only one country but all developed and developing countries in the world. Moreover, people living on our planet suffer from cruelty and violence of terrorism.

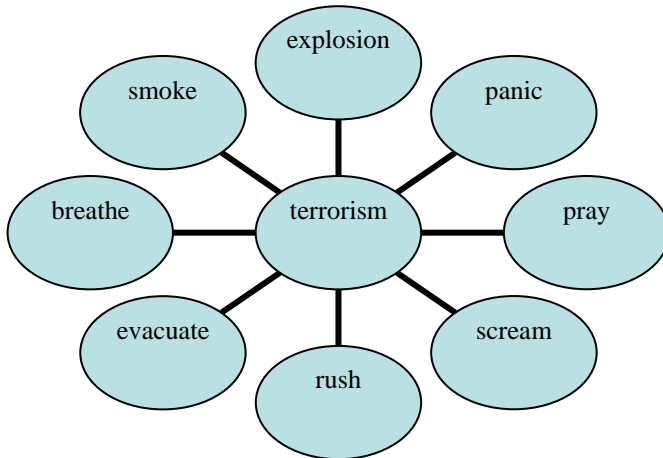
The aim of the lesson is to promote feelings of tolerance and respect towards other countries and people of different nationalities and races.

Taking into account the global threat of terrorism facing humanity, it is important to explain to students the main rules of behavior in these situations and teach them how to protect themselves from being hurt or injured.

**Ex. 5. Give the dictionary definition of terrorism**

Terrorism — the use of violence such as bombing, shooting or kidnapping to obtain political demands such as making a government do something

**Ex. 6. Which words are associated with the word «terrorism»?**



**Ex. 7. Recall what happened on 11 September, 2001.**

On September 11, the nation and the world will take time to remember those who died in the terrorist attacks nine years ago. Here is a look back at the unfolding of events of September 11, 2001, one of America's bleakest days.

*Ex. 8. Read some horrible facts of that day. Discuss what the main reason for terrorism is.*

### **The World Trade Center**

7:59 a. m. American Airlines Flight 11 departs Boston Logan International Airport bound for Los Angeles.

8:14 a. m. United Airlines Flight 175 also departs from Logan, bound for Los Angeles.

8:40 a. m. The Federal Aviation Administration (FAA) notifies the North American Aerospace Defense Command (NORAD) that Flight 11 has been hijacked.

8:43 a. m. The FAA tells NORAD that Flight 175 has been hijacked.

8:46 a. m. American Airlines Flight 11 crashes into the north tower of the World Trade Center.

9:03 a. m. United Airlines Flight 175 crashes into the south tower of the World Trade Center.

10:05 a. m. The south tower of the World Trade Center collapses into the plaza and streets below.

10:28 a. m. The World Trade Center's north tower collapses.

4:10 p. m. Building 7 of the World Trade Center complex is reported on fire.

5:20 p. m. Building 7 collapses. Across the street from the towers, it was weakened by debris from the twin towers and the fires of diesel fuel inside the building.

### **The Pentagon**

8:20 a. m. American Airlines Flight 77 departs Washington Dulles Airport bound for Los Angeles.

9:24 a. m. FAA tells NORAD that Flight 77 has been hijacked.

9:40 a. m. Flight 77 crashes into the west face of the Pentagon.

10:10 a. m. A portion of the Pentagon collapses.

### **Pennsylvania Crash**

8:42 a. m. United Airlines Flight 93 departs from Newark International Airport bound for San Francisco.

9:45 a. m. A passenger calls 911 from a cellular telephone and reports the plane has been hijacked.

10:37 a. m. Flight 93 crashes into a field in Somerset Country, Pennsylvania, about 85 miles southeast of Pittsburgh. The crash is believed to be due in part to the passengers' move to attach the hijackers.

**Useful Vocabulary:**

missile	—	ракета
to crash into	—	рушиться с треском, с грохотом
to get scared	—	испугаться
to rush	—	атаковать, взять штурмом
survivor	—	уцелевший
explosion	—	взрыв
to escape	—	избежать, спастись бегством
debris	—	осколки, обломки
to evacuate	—	эвакуировать
to crack	—	раскалываться, ломаться
to scream	—	кричать
to pray	—	молиться
to breathe	—	дышать
to wrap around	—	завязать, обертывать
to collapse	—	разрушать
reams	—	масса, куча
to rip	—	разрезать, рвать
cell phone	—	телефонная будка
rumbling	—	грохотать, греметь
soot	—	сажа
to instruct	—	инструктировать
to engulf	—	поглощать, охватывать
to hijack	—	угнать (самолет)
hostage	—	заложник

**Ex. 9. Match the words from the box with the correct definitions.**

<i>collapse</i>	<i>rumble</i>	<i>hijack</i>	<i>courtyard</i>	<i>dust</i>	<i>soot</i>
<i>spark</i>	<i>stairwell</i>	<i>soak</i>	<i>reams</i>	<i>rip</i>	<i>filter</i>
<i>engulf</i>	<i>twisted</i>	<i>wire</i>	<i>lame</i>		

- 1) An open space that is completely or partly surrounded by buildings.
- 2) A thread of thin metal.
- 3) To use violence or threats to take control of a plane, vehicle, or ship.
- 4) To fall down suddenly, usually because of weakness or damage.
- 5) A large amount of paper.
- 6) To tear something or be torn quickly and violently.
- 7) Being bent in many directions or turned many times.
- 8) To completely surround or cover something.
- 9) This is a series of long low sounds.

- 10) A black powder that is produced when something is burnt.
- 11) A very small piece of fire or electrical flash.
- 12) Something that you pass water, air, etc through in order to remove unwanted substances.
- 13) The stair area going up through all the floors of a building.
- 14) A hot bright burning gas that you see from a fire.
- 15) To make something completely wet.
- 16) This is dry powder consisting of extremely small bits of dirt.

**Ex. 10. Explain the situation: There is a bomb in the institute**

What are the main rules of behavior in this situation?  
 What ways of evacuation can you name?  
 How can people protect themselves?

**Ex. 11. Questions for discussion:**

Why do people commit these cruel actions?  
 How should people behave in extreme situations?  
 What ways of evacuation do you know?  
 What would you do if you were in one of these extreme situations?  
 How to prevent people all over the world from becoming victims of terrorism?

**Ex. 12. Read the text and give your own translation of the text:**

<b>Terrorism</b>	<b>Терроризм (Перевод Т. Синицыной)</b>
<p>The word «terrorism» is controversial. Definitions of «terrorism» generally involve some or all of the following:</p> <ol style="list-style-type: none"> <li>1) a terrorist act is generally unlawful;</li> <li>2) it is violent and may be life threatening;</li> <li>3) the violence is politically motivated;</li> <li>4) the direct targets are civilians;</li> <li>5) the direct targets may not be the main targets;</li> <li>6) the main targets may be one or more nation-states, governments, or societies; or a political, ethnic, or religious group, or an industry or commercial operation, within those societies;</li> <li>7) the objective is usually to frighten the main targets;</li> <li>8) there may or may not be a claim of responsibility.</li> </ol>	<p>Слово «терроризм» является спорным. Определения слова «терроризм» обычно включают в себя некоторые или все из следующих: 1) террористический акт, как правило, является незаконным; 2) он насильственный и может быть опасным для жизни, 3) насилие является политически мотивированным, 4) прямыми целями являются гражданские лица; 5) прямые цели могут не быть основными целями; 6) основными целями могут быть одно или несколько государств, правительств и обществ; либо политическая, этническая или религиозная группа или отрасль или коммерческая операция, в рамках</p>

<b>Terrorism</b>	<b>Терроризм</b> (Перевод Т. Синуицной)
	этих обществ; 7) смысл — напугать основные цели; 8) ответственность за акт на себя могут взять, могут не взять.
<p>Terrorism expert A. P. Schmid of the United Nations Office for Drug Control and Crime Prevention has proposed a short legal definition for use by the UN, namely that an act of terrorism is «the peacetime equivalent of a war crime». The words «terrorism» and «terror» originally referred to methods employed by regimes to control their own populations through fear, a tactic seen in totalitarian regimes such as Nazi Germany and Soviet Russia. The current use of the term relies more on the example of the 19th-century revolutionaries who used the technique of assassination, particularly the anarchists and Narodniks (populists) in Tsarist Russia, whose most notable action was the assassination of Alexander II.</p>	<p>А. П. Шмид, эксперт по терроризму Управления Организации Объединенных Наций по контролю за наркотиками и предупреждению преступности, предложил краткое юридическое определение для использования в ООН, а именно, что теракт является «эквивалентом военного преступления в мирное время».</p> <p>Слова «терроризм» и «террор» первоначально относились к методам, используемым властью для контроля своего собственного населения через страх, тактику видели в тоталитарных режимах, таких как нацистская Германия и советская Россия.</p> <p>В настоящее время использование термина в большей степени относится к примерам революционеров 19-го века, которые использовали технику убийства, в частности, анархистов и народников в царской России, самым громким делом которых было убийство Александра II.</p>
<p>In response to the September 11, 2001 attacks, political leaders from Europe, North America, Asia, and the Middle East have placed the phenomenon of terrorism within the context of a global struggle against systems of government perceived by those accused of using terrorist tactics as harmful to their interests. Acts of terrorism can be carried out by</p>	<p>В отношении нападения, которое произошло 11 сентября 2001 г., политические лидеры из Европы, Северной Америки, Азии и Ближнего Востока подняли вопрос о явлении терроризма в контексте глобальной борьбы против систем правления, считая их виновными в использовании тактики террора, которая угрожает их интересам. Террористиче-</p>

<b>Terrorism</b>	<b>Терроризм</b> (Перевод Т. Синицыной)
<p>individuals or groups. The most common image of terrorism is that it is carried out by small and secretive cells, highly motivated to serve a particular cause. Terrorists often seek to demoralize and paralyze their enemy with fear, using their acts as a form of blackmail to apply pressure on governments to achieve goals the terrorists could not achieve by other means.</p>	<p>ские акты могут осуществляться отдельными лицами или группами лиц. Наиболее общим в исполнении террористических актов является то, что они осуществляются малыми секретными группами, которые сильно мотивированы служить конкретным делам. Террористы часто пытаются деморализовать и парализовать врага страхом, используя свои действия как форму шантажа, чтобы оказать давление на правительства для достижения тех целей, которых не могут добиться другими средствами.</p>
<p>Recent developments have seen a divergence in social and political responses to terrorism between the United States and Western Europe. The September 11, 2001 attacks were carried out by foreigners who entered the country for that purpose, on behalf of a foreign organization, operating from bases in a remote country. Western European countries, on the other hand, are now confronted with a domestic terrorism based within a domestic religious minority, some recent immigrants, but many native-born citizens.</p>	<p>Последние разработки обнаружили различия в социальном и политическом ответах на террористические акты между Соединенными Штатами и Западной Европой. 11 сентября 2001 г. нападения были осуществлены иностранцами, которые въехали в страну для этой цели, от имени иностранной организации, действующей с базы в удаленной стране. С другой стороны, страны Западной Европы в настоящее время сталкиваются с внутренним терроризмом, который базируется на местных религиозных меньшинствах, на некоторых недавних иммигрантах, но также и на многих коренных гражданах.</p>

**Ex. 13. Answer the questions:**

1. What do we consider terrorism?
2. Who can be called the first «terrorists»?
3. Who are usually the main victims of terrorist attacks?



## Lesson № 9. Corruption

1. Грамматическая тема: *Passive Voice*

2. Лексическая тема: «Corruption»

### The Passive Voice

<i>to be + Participle II</i>
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Tense		Active	Passive	Note
<b>Indefinite</b>	<i>Present</i>	ask(s)	am is asked are	He asks / He <b>is asked</b> Он спрашивает / Его спрашивают
	<i>Past</i>	asked	was asked were	
	<i>Future</i>	will ask	will be asked	
<b>Continuous</b>	<i>Present</i>	am is asking are	am is being asked are	He is asking / He <b>is being asked</b> Он сейчас спрашивает / Его сейчас спрашивают
	<i>Past</i>	was asking were	was being asked were	
	<i>Future</i>	will be asking	-	
<b>Perfect</b>	<i>Present</i>	have asked has	have has been asked	He has asked / He has been asked Он уже спросил / Его уже спросили
	<i>Past</i>	had asked	had been asked	
	<i>Future</i>	will have asked	will have been asked	

### **Modal verbs**

can	/	could
may	/	might
must	/	have to
should	/	would
needn't		

#### ***Ex. 1. Choose a proper form (active or passive).***

1. Russia (washes, is washed) by seas and oceans in the North and in the East.  
2. The case (has investigated, has been investigated) successfully. (Дело было расследовано успешно).  
3. At our Institute the students (teach, are taught) English, German and Russian.  
4. The University (founded, was founded) in 1755.  
5. My friend (has finished, has been finished) the translation of this exercise.  
6. I am sure the exams (will pass, will be passed) successfully.  
7. This event (is reporting, is being reported) in all newspapers.  
8. English (speaks, is spoken) at our English lessons.  
9. A very interesting competition (has organized, has been organized) by the chair of foreign languages. (Очень интересное соревнование было организовано кафедрой иностранных языков).  
10. Specialists of high qualification (train, are trained) at the Karaganda Law Institute.  
11. Books by Jack London (read, are read) by many readers with interest.  
12. Some new phrases must (use, be used) in your story.

#### ***Ex. 2. Make up sentences using the given verbs in the Passive Voice.***

**Model:** *the vase (to break) — The vase has been broken.*

the flowers (to water) \_\_\_\_\_  
the basket (to empty) \_\_\_\_\_  
the dishes (to wash) \_\_\_\_\_  
the supper (to cook) \_\_\_\_\_  
the article (to write) \_\_\_\_\_

#### ***Ex. 3. Put the following words into the Passive Voice.***

1. They often invite me to their parties.  
2. People speak English in different parts of the world.  
3. One uses milk for making butter.  
4. We form the Passive Voice with the help of the auxiliary verb «to be».  
5. They build a lot of new houses in this district every year.  
6. They built this house in 1950.  
7. Somebody locked the front door.  
8. Someone broke my pen last night.  
9. People will forget it very soon.  
10. They will translate this book next year.

**Ex. 4. Complete the sentences with one of the following verbs (in the correct form): arrest, wake, knock, check, translate, find, drive, make, spend, hear, carry. Model: The music at the party was very loud and could be heard from far away.**

1. A decision will not \_\_\_\_\_ until the next meeting. 2. That building is dangerous. It ought to \_\_\_\_\_ down before I falls down. 3. When you go through Customs, your luggage may \_\_\_\_\_ by a customs officer. 4. I told the hotel receptionist that I wanted to \_\_\_\_\_ up at 6.30. 5. Her new book will probably \_\_\_\_\_ into a number of foreign languages. 6. If you kicked a policeman, you'd \_\_\_\_\_. 7. Police are looking for the missing boy. He can't \_\_\_\_\_ anywhere. 8. Do you think that less money should \_\_\_\_\_ on arms? 9. The injured man couldn't walk and had to \_\_\_\_\_. 10. I don't mind driving but I prefer to \_\_\_\_\_ by other people.

**Ex. 5. Read and translate the text:**

### ***Corruption in Kazakhstan. Receiving a bribe***

Law of the Republic of Kazakhstan «On corruption» gives the following definition of the word corruption:

«... directly or indirectly reception of property benefits and advantages of persons who are performing public functions, and persons who are equal to this position use their official powers and related capabilities, or any other use of their authority to have property benefits as well as bribery of such persons by providing them with illegal way the benefits and advantages by legal and individual persons».

Receiving a bribe (Article 311, the CC of RK)

Typical motives and situations for bribery. In order to combat effectively against bribery, one of the most dangerous forms of corruption, it is necessary to start with its roots, to understand the motives that drive people to pay bribes, and the consequences that corruption entails on other people. There are four main types of situations:

**Category 1.** Bribes are offered in order to (a) gain access to scarce benefits or privileges or (b) reduce their own costs.

**Category 2.** Bribes are offered in order to receive benefits and privileges that are not scarce, but are administered by individual government officials who dispose of them (also belongs to situations where cost reduction is also dependent on the will of officials).

**Category 3.** Bribes are given not for proper provision for a specific privileges, but for additional services related to its receipt (or related with reduced costs), for example, for the urgency or confidential information.

**Category 4.** Bribes are offered in order that (a) the others could not obtain any benefit or privilege or (b) the cost of competitors would increase to receive it.

Category 1 includes situations when the corrupter because of the solution of the official takes at an advantage over competitors. Those situations include obtaining licenses for the export-import operations with foreign currency transactions; granting government contracts or all sorts of benefits, a concession to develop oil and other minerals, the allocation of public land purchase; purchase of privatized firms, access to scarce funds which are under the hands of the state, obtain licenses to businesses at a time when the number of licenses is limited, access to public goods, such as housing, subsidies, enhanced protection of enterprise by the police forces. In all these cases there may be competition between the corrupters that are often provoked or even purposely created by officials and politicians. If the development of public programs is run by officials they can either create an artificial shortage for personal gain or to lay into the project over-expenditure of public funds (the phenomenon is known as «stretching resources»).

Examples of category 2 are the reduction of tax base or the removal of higher profits in the absence of a clearly defined tax rates, the opportunity to circumvent customs regulations and do not pay duty, to avoid price controls; granting licenses to do in any activity only for those who knowingly corresponds « qualifications », providing privileges in the use of public services (as well as the right to implement such services); receive posts in government or municipal service; evade criminal and administrative responsibility (especially for official crime and a crime without causing harm to individuals); permission of local authorities for construction projects, lowering the requirements for compliance with safety regulations and measures to protect the environment. Arbitrary behaviour of officials often leads to take bribe. The police can pay for the gangsters to fear entrepreneurs and at the same time they can take bribes from the same businessmen for their protection. Similarly, politicians may state that they will support laws that increase business costs, or, conversely, promise them the granting of special privileges, of course, it is not without a motive.

Category 3 is linked to the previous two, and the essence of it is, rather, not getting benefits and privileges, but some other additional services, such as: confidential information about the specific details of contracts; accelerated service, reduce red tape paper; advance notice of police actions; reduce uncertainty or obtain a favourable audit opinion to cut taxes. Often officials-bureaucrats create the conditions that give rise to this kind of bribery. For example, officials may delay the proceedings or to set too strict formal requirements for applications for the implementation of a project.

Category 4 as category 1, also assumes that if someone wins another loses. Examples include cases when the owner of an illegal enterprise pays law enforcement agencies to ensure that they will create problems of his / her competitors. The owners of legal businesses through giving bribes to officials can get their own way that competitors will have been created problems, or even that they will have revoked their license.

An example of the real situation is when the head of the Tax Committee extorted from businessmen who runs a shop selling construction materials. He extorted construction materials worth over 50 thousand tenge for the repair of his apartments. In addition, the official demanded from the leaders of commercial structures of the city to provide financial assistance grants totalling more than 4 million tinge. The former Chairman of the Tax Committee convicted of bribery and for abuse of power.

**Ex. 6. Fill in the table:**

What do we know about corruption?	What do we want to know about corruption?	What did we learn about corruption (from the author's point of view)?
<p><b>Примеры:</b>            - corruption is dishonest or fraudulent conduct by those in power, typically involving bribery;            - corruption is typical for Kazakhstan;            - the most corrupted institution is ...</p>	<p><b>Примеры:</b>            - Is it possible to live in Kazakhstan without corruption?            - What should we do to tackle corruption successfully?            - What are the reasons for corruption?            - Is the corruption the way of life for Kazakhstan people?            - What organizations combat corruption in Kazakhstan?</p>	

**Ex. 7. Write the essay «Corruption in Kazakhstan. How to stop and what can you do for it».**

## Lesson № 10. Problems of Juvenile Delinquency

### *1. Грамматическая тема: Active and Passive Voice*

### *2. Лексическая тема: «Problems of Juvenile Delinquency»*

#### *Ex. 1. Turn from active into passive.*

1. Two reports on Hemingway's stories (to make) in our group last month. Both of them were very interesting.
2. He said that grandmother's letter (to receive) the day before.
3. Two new engineers just (to introduce) to the head of the department.
4. Don't worry, everything will be all right: the children (to take) to the theatre by the teacher and they (to bring) back to school in the evening.
5. I am sure I (to ask) at the lesson tomorrow.
6. They told me that the new student (to speak) much about.
7. The hostess said that one more guest (to expect).
8. The newspaper said that an interesting exhibition (to open) in the Hermitage the next week.
9. This new dictionary (to sell) everywhere now.
10. All the texts (to look) through yesterday and not a single mistake (to find).

#### *Ex. 2. Turn from passive into active.*

1. The room was cleaned and aired.
2. Have all these books been read?
3. Whom were these letters written by?
4. The letter has just been typed.
5. She showed me the picture which had been painted by her husband.
6. I shall not be allowed to go there.
7. He has been told everything.
8. All the questions must be answered.
9. The door has been left open.
10. Betty was met at the station.
11. The girl was not allowed to go to the concert.

#### *Ex. 3. Rewrite the following passage in the Passive.*

a) Some people saw a UFO in the sky above London last night. They reported it to the police. The army sent a helicopter to look at it more closely. The UFO shot the helicopter down and killed both men in it. People have given photographs of the UFO to the police. Experts are looking at them now.

b) Someone broke into a local jeweler shop yesterday. The owner had just locked up the shop when a robber with a gun threatened him. The robber told him to unlock the shop and give him all the diamonds in the safe. Then the robber tied him up. The police have organized a search for the robber. They hope they will find him in a few days. Doctors are treating the owner of the shop for shock.

c) My uncle painted this picture. Someone has offered him a lot of money for it. He will deliver the painting tomorrow. When they give him money he will tell them the truth. He painted it one night while he was sleepwalking.

**Ex. 4. Read the text without dictionary and try to understand what it is about:**

***Problems of juvenile delinquency. What causes crime?***

**I.** What causes crime? When I started to investigate juvenile crime I started from the premise that most children are born thieves. The more I have discussed the problem with those involved: police, teachers, parents, social workers, children and many others — the more have I been satisfied that my premise is correct.

But this wide contact has satisfied me about something else. Because they are born thieves, it does not mean that most children are born criminals. That is something they may become. They do so because of behavior and the attitudes of adults, often parents, and very frequently teachers. And that is the tragedy.

**II.** We expect criminal parents to tend to bring up criminal children. But, conversely, we expect honest and law abiding parents to bring up honest and law abiding children. But do they? The appalling figures of juvenile delinquency are more than disturbing.

Many parents have told me of their despair in finding that their children steal from mum's purse or handbag or the family moneybox, tell lies on being detected and then do the same again.

Nevertheless, firm action in the home can ensure that this behavior is eradicated and what I regard as the natural propensity of the child to take what he or she wants need never become ingrained as deliberate criminal behavior.

At the annual conference of the National Association of Schoolmasters and Union of Women Teachers at Harrogate last April, one speaker, Doncaster Headmaster John Atherfold said:... «Girls are worse than boys. They are subject to little or no control from their parents and grow up in homes where assaults are the order of the day».

**III.** But what about crime among pupils in school? The original intention of my survey was to deal with this problem in isolation — but I found such an approach to be impossible.

«What goes on in schools is a reflection of what goes on in society», was told by Mr. R. F. Glover, the Deputy Secretary of the Head-masters' Conference.

Only a few months ago, speaking at a dinner of Scottish Association for the Study of Delinquency at Peebles, Sir David McNea, London's Commissioner of Police, declared that a lowering of moral standards, a decline in religious beliefs and a lack of parental and family influence were the main reasons for the increasing crime rate.

#### **IV. The results of my talks with children:**

**PARENTS:** There was an overwhelming criticism by the children of the lack of concern and discipline shown by their parents;

**PUNISHMENT:** A very large majority recognized the need for an effective punishment, called for the return of corporal punishment and asked for firmer discipline in schools.

One other important point is that they asked for more, and in particular, less expensive, recreational facilities.

**V.** Every approach made at Government level seems to be that of the treatment of young offenders after they have been allowed to become criminals and have committed offences. But custodial sentences have not proved a success. The number of juveniles convicted to borstal rose from 818 in 1969 to 2,117 in 1978, and the number sent to detention centers increased from 2,228 in 1969 to 6,303 in 1978. But 75 % of the juveniles leaving borstals were convicted of further offences within the next two years. Very far from a success story.

**VI.** So let us go back to the beginning and see if there is anything new which should be tackled at the stage where the young born thief may be so influenced that he doesn't become a criminal and the useless borstals and detention centres will be empty.

It is an interesting point, confirming the views of the working schoolchildren, that in an earlier study in 1978 by Harriett Wilson and G. W. Herbert called «Parents and Children in the Inner City» they had already found that parents who use strict methods of supervision had few, if any, delinquent children, while the children from lax parents frequently had a string of conviction;

What is more, and probably just as important, I am satisfied that a survey on similar lines to test the association between school discipline and juvenile delinquency in all areas would show beyond doubt that this is the second important factor in the equation.

As delegates have described at teacher's conferences over and over again some schools are undisciplined so real teaching is impossible.

Which brings me finally to the net result of all this: a 1979 total of 16,000 boys and 2,000 girls aged between 10 and 14 years sentenced for similar serious crimes. In 1978, the number of youngsters under the age of 14 years involved in



all the indictable offences cleared up by the police represented 14 per cent. One of the most persistent types of crime which bring youngsters before the courts every day is shoplifting.

One legal adviser who deals with West End shoplifting by youngsters told me that in this view magistrates often impose soft sentences and means that the seriousness of the offence is not sufficiently impressed on the children.

The fact that a caution is usually given for a first offence, he believes is not a good thing. For here the child thinks it has got away with it or this can only encourage him to commit a further offence.

There is considerable evidence now to show that where the work of police, school, and community is carried in there has been a marked effect on juvenile crime.

But it remains a fact that it is in the home and in the school that criminals are made and it is here that a change of heart is needed. Evidence shows that truancy is widespread and this plays a large part of the growth of juvenile crime. Both parents and schools staff who accept the absenteeism of their children, or are so lax that they do not even know youngsters are not regularly attending school- are encouraging the tragedy of juvenile delinquency.

(by Robert Traini, «Security Gazette», March, 1981)

***Ex. 5. Do the following tasks:***

- I.** Просмотрите абзацы **II**, **III** и озаглавьте их.
- II.** Составьте план статьи в форме ключевых предложений.
- III.** В каждом абзаце найдите предложение, передающее основную мысль.
- IV.** Изложите по-русски письменно краткое содержание статьи.
- V.** Скажите, что нового Вы узнали из статьи?

***Ex. 6. Read the extracts given below which present information on the gravity of the problem:***

a) Youth gangs have been a part of Los Angeles since the fifties. Back then their activities were largely confined to petty crimes and small-scale marijuana dealing. But lately the numbers of gangs have become staggering totalling from about 5,000 members to 10,000. Almost all the gangs are involved in the cocaine trade. «A typical gang might have 200 kids from 13 to 26 years of age», says Steven Strong, the L. A. Police department's detective. «Two weeks ago 30-year-old David Thompson and his wife were stopped by three armed teenagers, who rushed the couple, robbed them and then casually shot Thompson in the head. The gang members pushed the dying man's wife out of the car, got in and drove away».

b) Every night — and in many areas day and night, thousands of police cars patrol the streets of American towns. The list of crimes starts with petty crimes, goes through house-breaking, shoplifting, mugging to be topped by homicide. Entire neighbourhoods are terrorized by mobsters and thugs, many of them are quite young.

**Ex. 7.** Just think about how teenagers run away from homes, their own, from caring as it seems mothers, fathers, grandmothers. Why do they choose to look and act aggressive and tough? Take rockers who startle passers-by by the flashing lights of their roaring night motorbikes. Why do they, with their high-school background, have such a lack of thoughtfulness? Self-assertion? Then why at other people's expense?

**Ex. 8. Pair work. Team up with another student, work out the reasons for Juvenile delinquency as they are presented to the extract and discuss the extracts in pairs.**

**Ex. 9. Speak about the social background of juvenile delinquency and its role in contributing to the crime rate. Consider the following:**

1. Are juvenile offenders usually found among children from broken homes or large unhappy poor families? 2. Is being unemployed an important enough reason to push somebody onto the path of crime? 3. What would you say about disillusionment, loss of faith in the surrounding grown-up world as a possible reason for juvenile delinquency? 4. Speak on the vital role of drug addiction and alcohol consumption in the growing crime rate in general and in juvenile delinquency in particular.

## Lesson № 11. Young adult offenders

1. Грамматическая тема: *Conditional sentences*

2. Лексическая тема: «*Young adult offenders*»

### **Conditional sentences. Типы условных предложений**

Тип	Придаточное предложение	Главное предложение	Перевод на русский язык
I <b>Реальное условие.</b> Относится к будущему времени	If the weather is clear,  <b>Present Indefinite</b>	we <b>will go</b> for a walk.  <b>Will + глагол</b>	Если погода улучшится, мы пойдем на прогулку.
II <b>Маловероятное условие.</b> Относится к настоящему и будущему времени	If you <b>moved</b> to the country,  <b>Past Indefinite</b>	you <b>would (could) buy</b> a bigger house.  <b>would could + глагол might</b>	Бы Если <b>бы</b> вы переехали за город, вы бы могли купить большой дом.
III <b>Нереальное условие.</b> Относится к прошедшему времени	If he <b>had known</b> the facts,  <b>Past Perfect</b>	He <b>would have told</b> us what to do.  <b>would could+have+III ф. might</b>	Бы Если <b>бы</b> он знал эти факты, он бы сказал нам что делать.

*Ex. 1. Translate the words in brackets.*

Two tramps, Eugen and Sergio, were lying in the sun.

**Eugen:** What we (делали бы), if the sun (не светило бы)?

**Sergio:** Well, we (не лежали бы) here for a start. But it's not the important question. The important question is: what we (делали бы) if we (были) rich?

**Eugen:** If we (были бы) rich, we (смогли бы путешествовать) everywhere.

**Sergio:** True, but we (путешествуем) everywhere already.

**Eugen:** Yes, but it is not in style. If we (имели бы) money, our shaffeur, James, (мог бы возить) us round in our Rolls. Imagine, if we (были бы) in that position, we (вернулись бы) to our fine mansion in the country.

**Sergio:** Yes, the butler (подал бы) fresh clothes for us, the cook (приготовил бы) a fine meal for us. We (не ели бы) just carrots all the time.

**Eugen:** Yes. If we (имели бы) a house like that, we also (имели бы) a fine swimming pool.

**Sergio:** Yes! Yes! If we (имели бы) a fine swimming pool, we (могли бы плавать) in it as much as we liked.

**Eugen:** If we (были бы) really rich, we (могли бы загорать)!

**Sergio:** But we are lying in the sun!

**Ex. 2. Match two parts of the conditional sentences.**

- |   |                                       |
|---|---------------------------------------|
| 1) You can borrow the money                             | 1) I would have invited you to lunch. |
| 2) He'll get lost                                       | 2) you would ask him to call later.   |
| 3) If I had known you were coming                       | 3) if he was recovered from his cold. |
| 4) George says he will come                             | 4) unless you are staff member.       |
| 5) You're not allowed to park here                      | 5) if it was black.                   |
| 6) If he telephones while I am out                      | 6) if you can stay overnight.         |
| 7) Henry Ford said you could have any colour you wanted | 7) if you promise to pay back.        |
| 8) Fred will be at school next week.                    | 8) unless someone shows him the way.  |

1	2	3	4	5	6	7	8

**Ex. 3. Translate into Russian.**

1. I'll ask Tom if I see him today. 2. We would go to the party if we had time tomorrow. 3. She would pass her exam next month if she worked harder. 4. She wouldn't be happy if she met him at the party next Sunday. 5. We'll go nowhere tomorrow if it rains. 6. If she knew his phone number, she would call him next week.

**Ex. 4. Open the brackets, using the necessary form of conditional sentence:**

1. The trains all (stop) \_\_\_\_\_ if it snowed heavily. 2. If you (go out) \_\_\_\_\_ in cold weather without a coat, you would catch a cold. 3. If I saw a cheap second-hand car, I (buy) \_\_\_\_\_ it. 4. If you ate well and exercised regularly, you (live) ... 100 years. 5. You would have had stomach ache if you (eat) \_\_\_\_\_ too much of that cake. 6. If it (rain) \_\_\_\_\_ this afternoon, I (take) \_\_\_\_\_ my umbrella. 7. If

you did not drive carefully, you (have) \_\_\_\_\_ an accident. 8. If you (study) \_\_\_\_\_ for a higher qualification, you (get) \_\_\_\_\_ a better job next year. 9. If you sent the letter by first class mail, it (get) \_\_\_\_\_ there the following day. 10. If the weather is fine, we (go) for a picnic.

**Ex. 5. Complete the following sentences:**

1. I'll ask him to lend me the money (если я вижу его) \_\_\_\_\_. 2. You'll be late (если не поедете на автобусе) \_\_\_\_\_. 3. Will you help me (если мне нужна будет ваша помощь) \_\_\_\_\_? 4. I'd lend you the money (если бы у меня были деньги) \_\_\_\_\_. 5. If I had her address (я бы дал вам его) \_\_\_\_\_.

**Ex. 6. Open the brackets:**

1. If I (to have) this rare book, I should gladly lend it to you. 2. The dish would have been much more tasty if she (to be) a better cook. 3. He never (to phone) you if I hadn't reminded him to do that. 4. Your brother (to become) much stronger if he took cold baths regularly. 5. If he (to be) more courageous, he would not be afraid. 6. If the fisherman had been less patient, he (not to catch) so much fish. 7. If you (to put) the ice cream into the refrigerator, it would not have melted. 8. If I (to know) the result now, I would phone her immediately. 9. If you had let me know yesterday, I (to bring) you my book. 10. If it (to snow), the children will play snowballs.

**Ex. 7. Make the conditional sentences: Model: «The weather is not fine and we won't go for a walk. — If the weather is fine, we will go for a walk».**

1. He is busy and does not come. If \_\_\_\_\_ 2. The girl did not study well last year and received bad marks. If \_\_\_\_\_ 3. He broke his bicycle and so he did not go to the country. If \_\_\_\_\_ 4. He speaks English badly: he has no practice. If \_\_\_\_\_ 5. I had a bad headache yesterday, that's why I did not come to see you. If \_\_\_\_\_ 6. The ship was sailing near the coast, that's why it struck a rock. If \_\_\_\_\_ 7. He was not in town, therefore he was not present at our meeting. If \_\_\_\_\_ 8. The pavement was so slippery that I fell and hurt my leg. If \_\_\_\_\_ 9. The sea is rough, and we cannot sail to the island. If \_\_\_\_\_ 10. They made a fire, and the frightened wolves ran away. If \_\_\_\_\_

**Ex. 8. Translate into English:**

1. Если бы он не был так близорук (short-sighted), он бы узнал меня вчера в театре. 2. Она здорова. Если бы она была больна, ее брат сказал бы мне об этом вчера. 3. Вы бы много знали, если бы регулярно читали этот Журнал. 4. Если бы я узнала об этом раньше, то не сидела бы сейчас дома. 5. Если бы мои родители были богаты, они бы уже давно купили мне машину. 6. Она очень талантлива. Хорошо бы родители купили ей пианино. Если

она начнет играть сейчас, она будет выдающимся (distinguished) музыкантом. 7. Если бы я знал французский, я бы уже давно поговорил с ней. 8. Если бы я знал немецкий язык, я бы читал Гете в оригинале (in the original). 9. Если бы я жил близко, я бы чаще (more often) заходил к вам. 10. Если бы вы не прервали (to interrupt) нас вчера, мы бы закончили работу в срок.

**Ex. 9. Complete the sentences:**

1. You would know English better if \_\_\_\_\_ 2. I should have left Moscow yesterday if \_\_\_\_\_ 3. If I were you, \_\_\_\_\_ 4. If I had known that it was going to rain, \_\_\_\_\_ 5. I shall go for a walk, if \_\_\_\_\_ 6. I should lend you my textbook if \_\_\_\_\_ 7. If we had bought the tickets, \_\_\_\_\_ 8. If they were here, \_\_\_\_\_ 9. We should be glad if \_\_\_\_\_ 10. If he were younger, \_\_\_\_\_

**Ex. 10. Read and translate the text:**

***Juvenile delinquency***

All the present historical juncture it would seem that in many countries and for a variety of reasons, juvenile delinquency may be regarded as a social problem of serious proportions. The increase in juvenile delinquency has been explained according to a variety of reasons. According to a widely accepted point of view, juvenile delinquency is mostly the result of poor living conditions. Therefore, the improvement of these conditions (usually understood in a rather materialistic sense) is recommended as a way of preventing juvenile delinquency. Another reason is non-satisfaction of emotional needs. According to this theory tension, lack of affection, aggressiveness are, if not the only sources of juvenile delinquency, at least the main ones. It may be concluded that non-satisfaction of some important emotional needs may, in association with other circumstances lead to delinquency, among certain minors. The disintegration of the family and the decline of moral values have been pointed out, especially during recent years, as among the main contributory causes of the present increase in juvenile delinquency. Moreover in some highly developed countries juvenile delinquency is becoming more and more a problem of attitudes, while in the less developed countries it can still be clearly linked with factors such as poverty, lack of education, poor health and urbanization.

**Ex. 11. Make up 7 sentences of your own using the list of words given below:**

juncture	—	положение дел
juvenile delinquency	—	правонарушения несовершеннолетних
to increase	—	возрастать, увеличиваться
to prevent	—	предотвращать
circumstances	—	обстоятельства

tension	—	напряженное состояние
lack of affection	—	недостаток любви
decline of moral values	—	упадок моральных ценностей
disintegration of the family	—	распад семьи
contributory causes	—	дополнительные причины

**Ex. 12. Answer the following questions:**

1. What is regarded as a serious problem at the present historical juncture?
2. How has the increase in juvenile delinquency been explained?
3. What is recommended as a way of preventing juvenile delinquency?
4. What are the main sources of juvenile delinquency?
5. What are the main contributory causes of the present increase in juvenile delinquency?
6. Is juvenile delinquency becoming a problem of attitudes in highly or less developed countries?
7. What is juvenile delinquency linked with in the less developed countries?

**Ex. 13. Fill in the following words:**

emotional needs	disintegration of the family
poor health	lack of education
juvenile delinquency	decline of moral values
poverty	

1. According to a widely accepted point of view juvenile delinquency is mostly the result of \_\_\_\_\_ and \_\_\_\_\_.
2. \_\_\_\_\_ influences upon the increase of juvenile delinquency.
3. Non-satisfaction of important \_\_\_\_\_ lead to delinquency.
4. \_\_\_\_\_ may be regarded as a social problem of serious proportions.
5. In the less developed countries juvenile delinquency can still be clearly linked with factors such as \_\_\_\_\_ and \_\_\_\_\_.

**Ex. 14. Transform the sentences according to the model. Model: The Police will do their best to stop juvenile delinquency. The police is going to do their best to stop juvenile delinquency.**

1. The government will discuss the problem of juvenile delinquency.
2. Teachers will study the causes of juvenile delinquency.
3. Lawyers will prevent juvenile criminals instead of punishing them.
4. The improvement of living conditions will help to stop juvenile criminals.

## Lesson № 12. Traffic

1. *Грамматическая тема: Sequence of tenses. Direct and Indirect Speech*

2. *Лексическая тема: «Traffic»*

### **Sequence of tenses. Правило согласования времен**

Сдвиг времен в придаточном дополнительном при главном предложении в прошедшем времени.

Форма сказуемого до согласования	Форма сказуемого после согласования	Выражаемое действие
Present Simple →	Past Simple	Действие придаточного предложения происходит одновременно с действием главного
Present Continuous →	Past Continuous	
Present Perfect → Past Simple →	Past Perfect	Действие придаточного предложения предшествует действию главного
Future Simple →	Future-in-the-Past	Действие придаточного предложения совершается позже действия главного

*Например:*

I know	Я знаю,	I knew he
he <b>works</b> at this court	что он работает в этом суде	Я знал, что он <b>worked</b> at the court
<b>worked</b> at this court	работал в этом суде	<b>had worked</b> at the court
<b>will work</b> at this court	будет работать в этом суде	<b>would work</b> at the court



Обратите внимание, что на русский язык придаточное предложение переводится одинаково в обоих случаях.

**Ex. 1. Write the sentences in the past.**

1. He says he has spent a fortnight in the Caucasus. 2. He says it did him a lot of good. 3. He says he feels better now. 4. He says his wife and he spent most of their time on the beach. 5. He says they did a lot of sightseeing. 6. He says he has a good camera.

**Ex. 2. Open the brackets:**

a) 1. My friend asked me who (is playing, was playing) the piano in the sitting room. 2. He said he (will come, would come) to the station to see me off. 3. I was sure he (posted, had posted) the letter. 4. I knew that he (is, was) a very clever man. 5. I want to know what he (has bought, had bought) for her birthday. 6. He said he (is staying, was staying) at the «Ritz» Hotel. 7. They realized that they (lost, had lost) their way in the dark. 8. He asked me where I (study, studied). 9. I thought that I (shall finish, should finish) my work at that time. 10. Victor said he (is, was) very busy.

b) 1. I knew they (to wait) for me at the metro station and I decided to hurry. 2. He says that he (to know) the laws of the country. 3. Sarie understood why Lanny (not to come) the previous evening. 4. She asked me whether I (to remember) the legend about a faithful lion. 5. I suppose they (to send) a dog after a burglar immediately. 6. He said he (to leave) tomorrow morning. 7. She says she already (to find) the book. 8. He stopped and listened: the clock (to strike) five. 9. I asked my neighbor if he ever (to travel) by air before. 10. The policeman asked George where he (to run) so early.

**Indirect Speech. Косвенная речь**

При переводе предложений в косвенную речь обстоятельства времени меняются.

<b>Direct Speech</b>	<b>Indirect Speech</b>
----------------------	------------------------

today	that day
yesterday	the day before
tomorrow	the next day
...ago	...before
this...	that...
these	those...
here	there

## Direct Speech    Indirect Speech

last year	the year before
last month	the month before
last...	the ... before
next...	the following...

### **Indirect Commands**

Keep quite! Don't make such noise!

He **told** me

He **asked** me    to keep quite and not to make noise.

*Ex. 3. Change the following sentences into Indirect Speech. Model: The teacher said to me: «Hand this note to your parents, please». — The teacher asked me to hand that note to my parents.*

1. «Please help me with this work, Henry», said Robert. 2. «Please bring me some fish soup», he said to the waitress. 3. «Please don't mention it to anybody», Mary said to her friend. 4. He said to us: «Come here tomorrow». 5. I said to Mike: «Send me a telegram as soon as you arrive». 6. Father said to me: «Don't stay here long». 7. «Explain to me how to solve this problem», said my friend to me. 8. The doctor said to Nick: «Open your mouth and show me your tongue». 9. «Don't be afraid of my dog», said the man to Kate. 10. The doctor said to Pete: «Don't go for a walk today».

### **Indirect Statement**

«I **am** an engineer. I **work** at a plant».

«In the evening I **study** English».

He said

he **was** an engineer and **worked** at a plant.

He told me

that

he **studied** English in the Evening.

He added

«I **saw** my friend yesterday».

He said

He told me

that

he **had seen** his friend the day before.

«We **lived** in Rome two years ago. My father **worked** there».

He said

that

they **had lived** in Rome two years before and

He told me

explained that his father **had worked** there.

«I *shall tell* you about it tomorrow».

He said that he *would tell* me about it the next day.

He told me

**Ex. 4. Change the following sentences into Indirect Speech. Model: He said «I have just received a letter from my uncle». — He said he had just received a letter from his uncle**

1. «I am going to the theatre tonight», he said to me. 2. I said to them: «I can give you my uncle's address». 3. Oleg said: «My room is on the second floor». 4. Misha said: «I saw them at my parents' house last year». 5. «I don't go to this shop very often», she said. 6. «This man spoke to me on the road», said the woman. 7. The teacher said to the class: «We shall discuss this subject tomorrow». 8. Mike said: «We have bought these books today». 9. She said: «You will read this book in the 9th form». 10. «You have not done your work well», said the teacher to me.

**Ex. 5. Change the following sentences into direct Speech. Model: Tom said he would go to see the doctor the next day. — Tom said: «I shall go and see the doctor tomorrow».**

1. He told me he was ill. 2. He told me he had fallen ill. 3. They told me that Tom had not come to school the day before. 4. I told my sister that she might catch cold. 5. She told me she had caught cold. 6. She said she was feeling bad that day. 7. The old man told the doctor that he had pain in his right side. 8. He said he had just been examined by a good doctor. 9. He said he would not come to school until Monday. 10. The man said he had spent a month at a health resort.

### **Indirect Questions. Special Questions**

«What are you doing?»	... what I was doing.
«Where do you live?»	... where I lived.
«Where does he work?»	... where he worked.
«What is Nick doing?»	... what Nick was doing.
«What have you prepared for today?»	... what I had prepared for that day.
«When did you come home yesterday?»	... when I had come home the day before.
«When will your mother come home?»	... when my mother would come home.

### **General Questions**

He asked (me)...

He wanted to know...

He wondered...

«Are you watching TV?»		...I was watching TV.
«Do you play chess?»		...I played chess.
«Does she go to school?»		...she went to school.
«Are you listening to me?»	if,	...I was listening to him.
«Have you done your homework?»	when	...I had done my homework.
«Did you skate last winter?»	there	...I had skated the winter before.
«Will you see your friend tomorrow?»		...I should see my friend the next day.

**Ex. 6. Make special questions indirect: Model: Mother said to me: «Who has brought this parcel?» — Mother asked me who had brought that parcel.**

1. He said to her: «Where do you usually spend your summer holidays?»
2. Ann said to Mike: «When did you leave London?»
3. She said to Boris: «When will you be back home?»
4. Boris said to them: «How can I get to the railway station?»
5. Mary asked Tom: «What time will you come here tomorrow?»
6. She asked me: «Why didn't you come here yesterday?»
7. I said to Nick: «Where are you going?»
8. I said to him: «How long are you going to stay here?»
9. Pete said to his friends: «When are you leaving St. Petersburg?»
10. He said to them: «Who will you see before you leave here?»

**Ex. 7. Make the general questions indirect, beginning from the words in brackets: Model: Where did I put the book? (I forgot ...) — I forgot where I had put the book.**

1. Who has given you this nice kitten? (She wanted to know ...)
2. Where can I buy an English-Russian dictionary? (He asked me ...)
3. How long will it take your brother to get to Madrid? (He wondered ...)
4. Where is he going? (He didn't tell anybody ...)
5. Where has he gone? (Did you know ...)
6. Where is he? (Did you know ...)
7. When will he come back? (She asked them ...)
8. Where does he live? (Nobody knew ...)
9. When will he come back? (She asked them ...)
10. Where did she buy this hat? (He wanted to know ...)

**Ex. 8. Change the following sentences into Indirect Speech: Model: I said to Mike: «Have you packed your suitcase?» — I asked Mike if he had packed his suitcase.**

1. I said to Kate: «Did anybody meet you at the station?»
2. I said to her: «Can you give me their address?»
3. I asked Tom: «Have you had breakfast?»
4. I asked my sister: «Will you stay at home or go for a walk after dinner?»
5. She said to the young man: «Can you call a taxi for me?»
6. Mary said to Peter: «Have you shown your photo to Dick?»
7. He said to us: «Did you go to the museum this morning?»
8. I said to Boris: «Does your friend live in

London?» 9. I said to the man: «Are you living in a hotel?» 10. He said to me: «Do you often go to see your friends?»

**Ex. 9. Change the following sentences into direct Speech: Model: I asked him if he was going to a health resort. — I said to him: «Are you going to a health resort?»**

1. I asked him if the doctor had given him some medicine. I asked him if he was feeling better now. 2. I asked the man how long he had been in St. Petersburg. 3. We asked the girl if her father was still in Moscow. 4. I asked the girl what sort of work her father did. 5. I asked if they had taken the sick man to hospital. 6. I asked my friend if he had a headache. 7. I wanted to know when he had fallen ill. 8. I wondered if he had taken his temperature.

**Ex. 10. Change the following sentences into Indirect Speech.**

1. Jack told his father, «I hope to pass the examination». 2. Henry said to me, «The teacher is listening to us». 3. Bob said to Tom, «I made no mistakes in the last dictation». 4. I told the policeman, «I saw the thief in the garden». 5. He said, «I haven't read many English books». 6. Jack's father said to him, «You haven't cleaned your shoes». 7. My mother said to me, «I feel very tired, and I have a headache». 8. My friend told me, «We have plenty of time to do our work». 9. I said to my sister, «I haven't seen my uncle for a long time».

**Ex. 11. Change the following sentences into Direct Speech.**

1. My sister said that she hadn't got a watch. 2. The teacher told his students that he was pleased with their work. 3. I told him that I hadn't seen his brother for a long time. 4. I told my mother that Henry was studying medicine at the university. 5. She told the sales-man that she didn't want any sugar. 6. We told the teacher that we didn't understand his question. 7. I told the taxi-driver that he was driving too fast. 8. She said that her children were playing in the garden.

**Ex. 12. Choose the correct word from those in brackets.**

1. My grandmother always \_\_\_\_\_ me about her childhood. (*says / tells*)
2. «Don't do that!» she \_\_\_\_\_ them. (*said / told*)
3. Did she \_\_\_\_\_ you where she had put my books? (*say / tell*)
4. When I was introduced to the actor he \_\_\_\_\_ a few words to me. (*said / told*).
5. That little boy is very bad. He \_\_\_\_\_ a lot of lies. (*says / tells*)
6. She \_\_\_\_\_ to me she didn't know what to do. (*said / told*)
7. He often \_\_\_\_\_ things like that. (*says / tells*)

**Ex. 13.** *You have to write what you would say in these situations. Example: Ann says «I'm tired». Five minutes later she says «Let's play tennis». What do you say? You said you were tired.*

1. Your friend says «I'm hungry» so you go to a restaurant. When you get there he says «I don't want to eat», What do you say? You said \_\_\_\_\_.

2. Tom tells you «Ann has gone away». Later that day you meet her. What do you say? Tom told \_\_\_\_\_.

3. George said «I don't smoke». A few days later you see him smoking a cigarette. What do you say to him? You said \_\_\_\_\_.

4. You arranged to meet Jack. He said «I won't be late». At last he arrives — 20 minutes late. What do you say? You \_\_\_\_\_.

5. Sue said «I can't come to the party tonight». That night you see her at the party. What do you say to her? \_\_\_\_\_.

6. Ann says «I'm working tomorrow evening». Later that day she says «Let's go out tomorrow evening». What do you say? \_\_\_\_\_.

**Ex. 14. (A, B)** *Change the following sentences into Indirect Speech. Decide whether to use «told» or «asked», or whether either of these two verbs is suitable.*

1. Mary said to her brother, «Take the letter to the Post Office, please».

2. The teacher said to Tom, «Collect the exercise-books and put them on my table».

3. The old man said to the little girl «Don't run across the street».

4. The teacher said to the pupils, «Learn the poet by heart».

5. I said to my friend, «Meet me outside the cinema at six o'clock».

6. Mary's mother said to: her, «Don't go out without your coat».

7. The teacher said to the students, «Open your books at page 60».

8. The doctor said to the sick man, «Don't go back to work for a fortnight».

9. Jack said to the policeman, «Tell me the time, please».

**Ex. 15. (A, B)** *Translate the sentences from Russian to English.*

1. Я попросил Джека дать мне его словарь. 2. Кондуктор сказал пассажирам не высказивать (get off) из автобуса на ходу (while / go).

3. Учитель попросил студента стереть с доски. 4. Мама попросила меня закрыть окно.

5. Он напомнил мне отправить письмо. 6. Отец запретил детям входить в его кабинет.

7. Инспектор предупредил (warn) нас, что здесь стоянка запрещена (to park).

8. Гид посоветовал нам заглянуть и в этот небольшой музей.

**Ex. 16. (A, B)** *Change the following sentences into Indirect Speech.*

1. The teacher asked Tom, «Do you come to school by bus or on foot?»

2. A man stopped me in the street and asked, «Have you got a match?»

3. The teacher asked us, «Do you understand the question?»

4. Henry's father asked his son,

«Do you want to be an engineer or a doctor?» 5. I asked Peter, «Are you going to play football on Friday?» 6. He asked his secretary, «Has the postman been yet?»

**Ex. 17. (A, B) Translate the sentences.**

1. Гид спросил туристов, не устали ли они. 2. Я спросила своих гостей, хорошо ли они спали. 3. Он поинтересовался, часто ли мы ходим в театр. 4. Он хотел узнать, долго ли работает у нас мистер Долби. 5. Она спросила меня, будет ли на вечеринке Элис. 6. Она спросила меня, видел ли я Джона в последнее время. 7. Хозяин отеля поинтересовался, понравился ли мне мой номер. 8. Она спросила, работаем ли мы сейчас.

**Ex. 18. Translate into English.**

1. Они спросили меня, когда начинается мой рабочий день. 2. Он спросил, какую музыку любят мои друзья. 3. Мы спросили его, кто из его друзей знает два иностранных языка. 4. Журналисты спросили писателя, над какой книгой он работает. 5. Она спросила меня, где я был вчера. 6. Они спросили моего друга, как он провел летние каникулы. 7. Я спросила у нее, где ей сшили пальто. 8. Я спросила у него, какие еще французские книги он прочитал за последнее время. 9. Друзья спросили его, куда он ездил в прошлое воскресенье. 10. Родители спросили нас, что мы собираемся делать летом. 11. Жена спросила, почему он не купил хлеб. 12. Мы спросили преподавателя, как мы сдали экзамен. 13. Она спросила его, когда он видел Лену в последний раз. 14. Они спросили меня, когда я позвоню своим родителям. 15. Я спросил его, когда он собирается закончить эту работу.

**Ex. 19. Put the following into Indirect Speech.**

1. «He always has dinner there», she said. 2. «He has a great desire of self-control», she said. 3. «I'm quite prepared to stay up until Mrs. Maurice comes in», said Stella. 4. «I'm sorry to disturb you», Tom said to Eliza. 5. «I'm her guest at the moment», the said. 6. «You are the very person we want, Thornton», said Pearl. 7. «John always comes home to Luncheon», said Martha. 8. «I don't think anyone can accuse me of not being frank», said Martha. 9. «I'm learning French», said Florrie. 10. «The taxi is waiting», Bentley said to Constance. 11. «Florrie, you'll be all right in a minute», said Bessie. 12. «I'll go in and see him before I go to bed», said Stella. 13. «You won't be able to see me on Tuesday», she said to Jack.

**Ex. 20. Замените прямую речь косвенной.**

1. He has just said, «I want to speak to you». 2. He has said, «We have finished our work». 3. He will say «I will do it at once». 4. He said, «This exercise is very easy». 5. He said to her, «I met him last year». 6. He said, «He is going to Leningrad tomorrow». 7. He said to me, «I have never been here

before». 8. I said, «I was ill yesterday». 9. He said to them, «She will be here in half an hour». 10. I said to him, «I have been waiting for you since two o'clock». 11. He said, «I was working hard all the time». 12. He said to me, «I'll come as soon as I can». 13. He said, «I sent them a telegram two days ago». 14. He said, «I'm afraid I can't go there now but I should probably be able to go tomorrow». 15. She said, «I have been very ill, but I'm feeling much better». 16. He said, «I met him in 1950». 17. He said, «The price does not include the cost of packing». 18. He has just asked me, «Who will come to the cinema with me?» 19. He has asked me, «Will you be at home tonight?» 20. He has just asked me, «Is it time to go?» 21. He asked me, «Where are you going?» 22. She asked me, «Does he always come so late?» 23. He asked her, «How did you do that?» 24. He asked me, «Is it raining?» 25. He asked me, «How old are you?»

**Ex. 21. Read and translate the text:**

### ***The fight Against Drug Traffic***

1. The most serious crime against society today is the trafficking and abuse of drugs.

2. The fight against drug traffic is the subject of real anti-crime policies at national levels. It is now clear that, since the 1970s, drugs trafficking has become the most organized, most professional and most profitable of all illegal activities. The trafficker of today has nothing in common\* with typical street-corner pusher\*\*; he is ruthless, highly- organized and mobile. It is well known that law enforcement services throughout the world have increased the efforts and manpower in an attempt to contain this growing threat. Nevertheless, drug trafficking continues to gain momentum.\*\*\*

3. Interpol is adopting its structures and working methods to the new situation by setting up a special group at the General Secretariat.

4. Nowadays, most of the large international trafficking gangs engage the operations involving heroin and cocaine as well as cannabis. The results of international police cooperation induced national governments to revise their policies and to devote more resources to combating international drug trafficking.

5. The Drugs Sub-Division of Interpol handles these problems. Its staff consists of 26 police officers and analysts from 18 different countries around the world.

\*nothing in common — ничего общего

\*\*pusher — торговец, «толкач»

\*\*\*to gain momentum — развиваться по инерции



## Lesson № 13. Human rights

1. *Грамматическая тема: Infinitive. Gerund*

2. *Лексическая тема: «Human rights»*

### **Non-finite forms of the verbs**

**The Infinitive.** Morphological categories and syntactical functions. Infinitive constructions.

**The Gerund.** Morphological categories and syntactical functions. Gerundial complex. Gerund versus Infinitive.

**Participle I.** Morphological categories and syntactical functions. Predicative constructions with Participle I.

**Participle II:** its verbal and adjectival features. Predicative constructions with Participle II.

**The Infinitive.** Nominative with the infinitive (the infinitive as a secondary predicate).

### **Infinitive**

1. Инфинитив — это неличная форма глагола, которая выражает действие, но без указания на число, лицо, наклонение.

В русском языке инфинитиву соответствует неопределенная форма глагола. Инфинитив имеет признаки существительного и глагола.

Как и существительное, инфинитив может выполнять в предложениях те же функции, что и существительное, т.е. функцию подлежащего, дополнения, обстоятельства, именной части составного именного сказуемого:

Nellie closed her eyes and tried **not to think**. — Нелли закрыла глаза и пыталась не думать.

Quickly she dressed, and went into the other room **to prepare** their breakfast. — Она быстро оделась и вышла в другую комнату, чтобы приготовить завтрак.

Как и глагол, инфинитив имеет формы времени и залога и может определяться наречием, а в предложении инфинитив может входить в состав сказуемого (простого, составного глагольного или составного именного, являясь его смысловой частью).

Our observatory could still be used for training purposes, but the research had **to move** into the space. — Нашу обсерваторию (все) еще можно было использовать для тренировочных целей, но исследование нужно было выносить в открытое пространство.

He wanted **to get** there early, but he failed. — Он хотел рано попасть туда, но это ему не удалось.

Формальным признаком инфинитива является частица *to*. Однако частица *to* перед инфинитивом в некоторых случаях опускается.

2. Чаще всего инфинитив употребляется без частицы *to* в следующих случаях:

а) После модальных глаголов:

He can speak English. — Он умеет говорить по-английски.

б) В обороте «Сложное дополнение» после глаголов *to let, to make, to feel, to hear, to see, to notice, to watch*:

I'll make him tell me the truth. — Я заставлю его сказать мне правду.

в) Если в предложении стоят два инфинитива, соединенные союзом *and* или *or*, частица *to* обычно опускается перед вторым из них:

He promised to telephone or write. — Он обещал позвонить по телефону или написать.

### Формы инфинитива

Форма инфинитива	Действительный залог	Страдательный залог
<i>Indefinite</i>	to ask	to be asking
<i>Continuous</i>	to be asking	-
<i>Perfect</i>	to have asked	to have been asking
<i>Perfect Continuous</i>	to have been asking	-

### Функции инфинитива в предложении

3. Инфинитив в предложении может употребляться в следующих функциях:

а) Подлежащего:

To see means to believe. — Увидеть — значит поверить.

б) Части сказуемого:

To know everything is to know nothing. — Знать все — значит ничего не знать.  
Здесь инфинитив — именная часть сказуемого.

в) Прямого дополнения:

I asked him to give me the magazine. — Я попросил его дать мне журнал.

г) Определения:

(В функции определения инфинитив часто переводится на русский язык определительным придаточным предложением.)

Nature has many secrets to be discovered yet. — У природы много секретов, которые еще предстоит раскрыть.

е) Обстоятельства:

His mind was too much upset to put the same thoughts in another words. — Он был слишком расстроен (вне себя), чтобы изложить те же самые мысли другими словами.

***Ex. 1. Insert the appropriate form of the infinitive.***

1. But there was nothing now \_\_\_\_\_ for (to wait). 2. She put on the cape, and turned round \_\_\_\_\_ (to admire). 3. He appeared \_\_\_\_\_ (to listen). 4. He appeared \_\_\_\_\_ plenty of money, which was said \_\_\_\_\_ in the Californian goldfields (to have, to gain). 5. «When I seemed \_\_\_\_\_ a long while, the Master of Salem House unscrewed his flute into the three pieces, put them up as before, and took me away (to doze). 6. Every feature seemed \_\_\_\_\_ since he saw her last (to sharpen). 7. This fellow seemed \_\_\_\_\_ a famous explorer or something of that sort (to be). 8. The house appeared \_\_\_\_\_ recently... (to repair). 9. Nobody seemed \_\_\_\_\_ his entry, but there he certainly was (to perceive). 10. Paula would be the first concentration camp \_\_\_\_\_ by American troops (to liberate). 11. Willoughby was not the man \_\_\_\_\_ the lessons of his predecessor (to overlook). 12. A twelve year old girl, Patience Barlow, was the first \_\_\_\_\_ his attention or \_\_\_\_\_ by him (to attract, to attract). 13. One might guess Mr. George \_\_\_\_\_ a trooper once upon a time (to be). 14. I suppose Mr. Jelleby had been more talkative and lively once; but he seemed \_\_\_\_\_ long before I knew him (to exhaust). 15. Dave seemed \_\_\_\_\_ Stephanie, waiting for her to make the first move (to watch). 16. For the last few days she seemed \_\_\_\_\_ to nobody but strange men (to talk). 17. I lack the will-power \_\_\_\_\_ anything with my life, — my position by hard work (to do, to better). 18. There's no time \_\_\_\_\_ (to lose).

***Ex. 2. Insert to before the infinitive where required. Translate into Russian.***

1. Do you think I plan \_\_\_\_\_ spend the rest of my life in the same situation? I would rather \_\_\_\_\_ die! 2. She could not help but \_\_\_\_\_ feel a little choked for breath. 3. Why not \_\_\_\_\_ come down to my place? 4. He gave a quick grin that made his lean twisted face \_\_\_\_\_ look more lean and twisted than ever. 5. Ever since I came into this silly house I have been made \_\_\_\_\_ look like a fool. 6. He did nothing from morning till night but \_\_\_\_\_ wander at random. 7. I'm the cook, and I won't have anyone \_\_\_\_\_ come interfering in my kitchen. 8. Abe let the hammer \_\_\_\_\_ drop out of his hands and \_\_\_\_\_ fall on the step. 9. You'd better \_\_\_\_\_ take me back to Oxford. 10. They ought. \_\_\_\_\_ have asked my advice. They ought \_\_\_\_\_ have. 11. The poor boy was absolutely broken up. It made my heart \_\_\_\_\_ bleed. I couldn't \_\_\_\_\_ let him \_\_\_\_\_ go without a word of comfort. 12. I've

got nothing \_\_\_\_\_ do but \_\_\_\_\_ talk, talk. 13. I would — die sooner than \_\_\_\_\_ ask him for another penny. 14. Your mother's gone to some friends — they do nothing but \_\_\_\_\_ play bridge. 15. I know... there's nobody in the world I would rather \_\_\_\_\_ work with or \_\_\_\_\_ have greater respect for. 16. Conrad had never known her \_\_\_\_\_ talk so much. 17. But Elfride knew Mrs. Jethway \_\_\_\_\_ be her enemy, and \_\_\_\_\_ hate her. 18. Then why not \_\_\_\_\_ try \_\_\_\_\_ save yourself? 19. She opened the iron gateway and bade me \_\_\_\_\_ enter. 20. You'd better \_\_\_\_\_ get some sleep.

***Ex. 3. Translate into English, using the to-infinitive or the bare infinitive.***

1. Я чувствовал, что его рассказ правдив. 2. Я почувствовал, что кто-то тронул меня за плечо. 3. «Вы выглядите утомленным, вы бы лучше пошли домой». «Нет, я бы предпочел закончить работу». 4. Почему бы не поговорить с деканом? 5. Ему ничего не оставалось делать, как признать свою вину (to admit one's fault). 6. Она только и делает, что ворчит. 7. Я не могу не согласиться с вами. 7. Степан Аркадьевич тонко (subtly) улыбался. Левин тоже не мог не улыбнуться. 8. Надевайте же коньки и давайте кататься вместе. 9. Что ж, он прекрасный жених (match). Зачем не выдти за него? 10. Я три дня занимался только тем, что наслаждался чтением какого-нибудь романа. 11. «Ты опять заснешь, Николенька? — говорит мне татан. — Ты бы лучше шел наверх». 12. Я никогда не видел (to know), чтобы ты сказал неправду. 13. Я не мог не подивиться странному стечению (chain) обстоятельств.

***Ex. 4. State the function of the infinitive. Translate into Russian.***

1. A man must have something bigger than himself to believe in. 2. It was impossible not to invite the Butiers for both afternoon and evening. 3. The heat and dust were enough to strangle you. 4. To cut a long story short, the infant that's just gone out of the room is not your son. 5. The next thing to be done is to move away from this house. 6. All the deep maternity in her awoke, never to sleep again. 7. He paused as if to find a way to phrase his next thoughts. 8. Nobody asked you to come out here. I didn't ask you to stay. I told you to go while it was daylight. 9. It was too hot to go out into the town. 10. The prospective buyer is someone who is not, to put it mildly, a supporter of female emancipation. To consent to this sale would be to consent to change the character of the newspaper altogether. 11. He hat! been one of the first to become interested in the development of the street-car system. 12. The floor of the forest was soft to walk. 13. He was a man to attract immediate sympathy. 14. He knew he must say anything at all in order to establish communication with her. 15. After all, you're young enough to be my son. 16. To begin with, he did not like the way his editor... had spoken to him that morning.

17. To make the real decisions, one's got to have the real power. 18. To know all is to forgive all. 19. Other people, men particularly, found it difficult to face Cowperwood's glazed stare. 20. It must be awful to have a brilliant future behind you.

### **Gerund**

1. Герундий — это неличная форма глагола, обладающая признаками как глагола, так и существительного. Подобной формы в русском языке нет.

Как и глагол, герундий имеет формы времени и залога, может определяться наречием; как и существительное, может выполнять в предложении функцию подлежащего, дополнения и определяться притяжательным или указательным местоимением, а в сочетании с предлогом of — функцию определения.

### **Формы герундия**

<b>Форма причастия</b>	<b>Действительный залог</b>	<b>Страдательный залог</b>
<i>Indefinite</i>	reading	being read
<i>Perfect</i>	having read	having been read

Как видно из таблицы, формы герундия совпадают с формами причастия настоящего времени и перфектного причастия. Indefinite Gerund выражает действие, одновременное с действием глагола-сказуемого; Perfect Gerund выражает действие, которое предшествует действию, выраженному глаголом-сказуемым.

На русский язык герундий переводится существительным, неопределенной формой глагола, деепричастием, глаголом в личной форме или придаточным предложением:

Students often have considerable difficulties in understanding the difference between the Present Perfect and the Past Indefinite. — Учащиеся часто испытывают значительные трудности в понимании различия между настоящим совершенным временем (глагола) и прошедшим неопределенным (или: «в том, чтобы понять различие...»).

### **Функции герундия в предложении**

2. В предложении герундий может употребляться в следующих функциях:

а) Подлежащего:

Your coming now and saying «I'm her father» doesn't change my feelings. — То, что вы пришли сейчас и говорите: «Я — ее отец», — не меняет моих чувств.

b) Именной части сказуемого:

Seeing is believing. — Увидеть — значит поверить.

c) Дополнения (прямого, предложного):

The teacher has aimed at teaching students to speak in correct English. — Учитель поставил цель научить учащихся правильно говорить на английском языке.

d) Определения:

The difficulties of rebuilding the plant were successfully overcome. — Трудности, связанные с перестройкой завода, были успешно преодолены.

e) Обстоятельств:

You can help him by supporting him. — Вы можете помочь ему тем, что поддержите его.

3. После таких глаголов, как **to like, to dislike, to prefer** и др., в качестве дополнения может употребляться как герундий, так и инфинитив.

Сравните:

I like skiing in winter. I like to ski in winter. — Зимой я люблю ходить на лыжах.

После таких глаголов, как **to avoid, to need, to mind** (в значении возражать), **to remember, to require**, в качестве дополнения употребляется только герундий:

I remember going to the British Museum one day to read up the treatment for some slight ailment... — Помню, как однажды я ходил в Британский музей, чтобы изучить способ лечения какого-то легкого недомогания...

Глаголы **to stop, to forget** в зависимости от того, следует за ним герундий или инфинитив, имеют разные значения:

He stopped to speak to me. — Он остановился, чтобы поговорить со мной.  
He stopped speaking. — Он перестал разговаривать.

4. После некоторых глаголов с предлогами и наречиями, а также после некоторых словосочетаний с предлогами употребляется только герундий. К ним относятся: **to give up, to be afraid of, to be famous for, to be fond of, to be interested in, to be worth of, to be proud of, to depend on, to insist on (upon), to know of, to object to, to prevent from, to think of, to go on**.

You are proud of being an investigator, aren't you? — Вы гордитесь тем, что вы — следователь, не правда ли?

#### **Ex. 5. Translate the sentences into Russian:**

1. Talking about ourselves is what we modern authors have a strong objection to doing. 2. He stopped writing and ran out into the bathroom. He started

washing with great speed. He was two minutes late already. 3. It's silly of me, but I can't help feeling anxious. 4. I don't like being lied to — and that, I think, is what you are trying to do. 5. I feel a good deal of hesitation about telling you this story of my own. 6. On hearing the sound Nance hurried to the door, and Grand to the window. 7. He left without having paid the bill. 8. Would you mind waiting a moment in the hall? 9. He denied having opened the box. 10. Writing quickly tires my hand. 11. I remember seeing it on the table. 12. He was accused of having entered the country illegally. 13. I disliked my mother's interfering in the affair. 14. The boy spent half the night in writing to his people.

***Ex. 6. Use the appropriate form of the Gerund of the verbs in brackets:***

1. (to speak) without (to think) is (to shoot) without aim. 2. Do you know what is peculiar about the English rule of (to drive)? 3. I'm glad to say that the lady didn't keep us (to wait). 4. I remember (to take) to Paris when I was a very small child. 5. I strongly suspect Gerald of (to know) all about it beforehand, though he swears he didn't. 6. Excuse me for not (to write) more at the moment. 7. She never lost the power of (to form) quick decisions. 8. He had an air of (to be) master of his fate, which was his chief attraction. 9. She denied (to see) me at the concert though I'm sure I saw her in the stalls. 10. I want to thank her for (to look) after the children while I was out. 11. He passed to the front door and out without (to see) us. 12. I enjoy (to read) poetry. 13. I don't mind (to stay) here for a little while. 14. Are you going to keep me (to wait) all day? 15. They reproached us for (not to come) to the party; they were waiting for us the whole evening. 16. He suspected her of (to give) the police information about him while the workers were on strike. 17. I sat on the doorstep thinking over my chances of (to escape) from home. 18. There is very little hope of the work (to do) in time. 19. The coat showed evident signs of (to wear) on the preceding night. 20. (to avoid) the use of the perfect gerund is quite common if there is no fear of (to misunderstand).

***Ex. 7. Use the appropriate form of the Gerund and insert prepositions where necessary:***

1. Newton, the famous scientist, was sometimes engaged (to work out) difficult problems. 2. «There's no question (to forgive) you», he said quickly. 3. Of course, I should insist (to pay) for my work. 4. I wonder if there's any use (to try) to improve him. 5. We began to speak only when we were out (to hear) of the old man. 6. I insist (to go) there at once. 7. We all suspected him (to learn) it before and (to try) to conceal it from us. 8. They were all busy (to unpack) the books and (to put) them on the shelves. 9. (to hear) the news she ran over to the telephone to inform Gerald at once. 10. But (to make) this request Mr. Dennant

avoided (to look) in his face. 11. I spent the rest of the time in the hall of the Station Hotel (to write) letters. 12. You can help me (to give) a piece of good advice, you're old enough to know it better.

**Ex. 8. Translate these sentences into English, using the Gerund:**

1. Нелли предложила пойти в Исторический музей. 2. Эту проблему стоит обсудить. 3. Я припоминаю, что видела эту же фотографию Британского музея в другом журнале. 4. Хотя мы были в Лондоне всего три дня, я получила большое удовольствие от осмотра достопримечательностей этого огромного города. 5. Она боится одна оставаться с детьми. Она не знает, что с ними делать, как их забавлять. 6. Чтение книг по истории Англии и, в частности, Лондона — приятное и полезное занятие для будущего учителя английского языка. 7. Он избегает встречаться со мной после нашей ссоры. 8. Они не могли не опоздать. Их поезд задержался из-за тумана. 9. Доктор настаивает на том, чтобы всем детям были сделаны прививки. 10. Твое пальто нужно почистить щеткой. 11. Я помню, что видела письмо на столе. 12. Извините, что я вмешиваюсь, но у меня очень важная новость для вас. 13. Я не люблю занимать деньги. Это довольно неприятно. 14. Она предпочитает все делать сама без чьей-либо помощи.

**Ex. 9. Make up sentences, using the Gerund after the following verbs:**

stop, finish, prevent, avoid, dislike, risk, deny, remember, postpone, enjoy, fancy, imagine, forgive, excuse, suggest, keep, mind, rely, regret, it wants (needs).

**Ex. 10. Read and translate the dialogue:**

**Human rights**

- What document guarantees international human rights?
- The Universal Declaration of Human Rights guarantees international human rights. The United Nations General Assembly passed this document in 1948.
- What international organizations are responsible for protecting human rights?
- International concern for human rights has been evident outside of the United Nations. The Conference on Security and Co-operation in Europe, which met in Helsinki in 1973—75, produced the Helsinki Final Act. The European Convention for the Protection of Human Rights and Fundamental Freedoms, which first met in 1950, produced the International Covenant on Civil and Political Rights and the European Social Charter; the Ninth Pan-American Conference of 1948 adopted the American Declaration on the Rights and Duties



of Man; and the Organization of African Unity in 1981 adopted the African Charter on Human and Peoples' Rights. There are also a number of private groups involved in human-rights advocacy. One of the best-known international human rights agencies is Amnesty International (founded in 1961). This organization is responsible for broad casting violations of human rights, especially freedoms of speech and religion and the right of political dissent.

— What are the basic human rights?

— The right to life and liberty are the basic human rights. They are proclaimed in the Covenant on Civil and Political rights and its optional protocol. One of the most vital rights granted in this Covenant is the right of people to self-determination. This document guarantees such rights as personal security, equality before the law, fair trial, freedom of religion, freedom of opinion and expression, peaceful assembly, right to marry, participation in public affairs and elections, and minority rights. Propaganda of war is prohibited. The right to security and privacy of person is very important too. The document insures fundamental freedoms for all without distinction as to race, sex, language, or religion.

— Do people have any social guarantees?

— Yes. Certainly we have such guarantees. Social guarantees of people are set forth in the Covenant on Economic, Social and Cultural life. This document deals with the right to work, the conditions of work, trade unions, social security, protection of the family, standards of living and health, education and cultural life. The European Commission of Human Rights and the European Court of Human Rights provided the most effective means for the implementation of the protection of human rights. The efforts of government in this area should be guided by these two Covenants.

## Lesson № 14. Police service in the UK

1. *Грамматическая тема: Participle*

2. *Лексическая тема: «Police service»*

### **Participle**

Причастие — неличная форма глагола, обладающая признаками глагола, прилагательного и наречия. В русском языке английскому причастию соответствует как причастие, так и деепричастие.

Как и глагол, причастие в английском языке имеет формы времени (а причастие переходных глаголов имеет также формы страдательного залога) и может определяться наречием:

A well-bred woman does nothing which shall make people talk of her. — Хорошо воспитанная женщина не делает ничего такого, что может заставить людей говорить о ней (обсуждать ее).

Как и прилагательное, причастие может выполнять в предложении функции определения именной части сказуемого:

The first International Conference of Physicians for the Prevention of Nuclear War held in March 1981 was attended by doctors from 11 countries. — На первой международной конференции «Врачи за предотвращение ядерной войны», проведенной в марте 1981 года, присутствовали врачи из 11 стран.

### **Формы причастия**

<b>Форма причастия</b>	<b>Действительный залог</b>	<b>Страдательный залог</b>
<i>Present</i>	writing	being written
<i>Past</i>	-	written
<i>Perfect</i>	having written	having been written

### **Причастие настоящего времени (The Present Participle, Participle I)**

Причастие настоящего времени образуется путем прибавления суффикса -ing к инфинитиву глагола без частицы to: to play (играть) — playing; to read (читать) — reading.

Если согласная стоит после краткой ударной гласной, то перед суффиксом -ing она удваивается: to get (получать) — getting; to run (бегать) — running; to compel (заставлять) — compelling; to prefer (предпочитать) — preferring.

В глаголах **to die** (умирать), **to lie** (лежать), **to tie** (связывать) буква i перед суффиксом -ing переходит в y: to die — dying (умирающий, умирая); to lie — lying (лежащий, лежа); to tie — tying (связывающий, связывая).

Причастие настоящего времени переводится на русский язык либо Действительным причастием настоящего времени, либо деепричастием.

### ***Причастие прошедшего времени (The Past Participle, Participle II)***

Причастие прошедшего времени правильных глаголов образуется путем прибавления суффикса -ed к инфинитиву глагола без частицы to. Читается этот суффикс так же, как суффикс -ed прошедшего неопределенного времени правильных глаголов: to finish (заканчивать) — finished (законченный); to civilize (цивилизовать) — civilized (цивилизированный).

Причастие прошедшего времени неправильных глаголов чаще всего образуется путем изменения корневой гласной или всей основы глагола: to write (писать) — written (написанный); to see (видеть) — seen (увиденный); to teach (обучать) — taught (обученный).

В словарях после неопределенной формы неправильных глаголов обычно даются формы прошедшего неопределенного времени и причастия прошедшего времени.

На русский язык причастие прошедшего времени обычно переводится страдательным причастием совершенного или несовершенного вида.

### ***Перфектное причастие (The Perfect Participle)***

Перфектное причастие выражает действие, предшествующее действию, выраженному глаголом-сказуемым. Оно образуется от причастия настоящего времени глагола to have — having и причастия прошедшего времени смыслового глагола.

На русский язык перфектное причастие переводится чаще всего деепричастием совершенного вида: to say (говорить) — having said (сказав); to write (писать) — having written (написав).

## **Функции причастий в предложении**

Причастие настоящего времени может употребляться в предложении в следующих функциях:

а) Именной части сказуемого:

I looked at the bookshelf: one book was missing. — Я посмотрел на книжную полку: одной книги не хватало.

б) Определения:

Women from 111 countries and belonging to 132 national organisations took part in the meeting in Prague in 1986. — Женщины, принадлежащие к 132 национальным организациям из 111 стран, приняли участие во встрече, которая состоялась в Праге в 1986 году.

с) Обстоятельств:

Knowing English well he was able to read this magazine. — Зная хорошо английский, он смог прочитать этот журнал.

д) В сочетании с формами вспомогательного глагола to be причастие настоящего времени образует формы продолженных времен:

In a large, hot, richly-furnished drawing-room two women were sitting. — В большой, душной, богато меблированной гостиной сидели две женщины.

Причастие прошедшего времени может употребляться в предложении в следующих функциях:

а) Именной части сказуемого:

Russia's climate is as varied as her scenery. — Климат России такой же разнообразный, как и пейзаж.

б) Определения:

The Professor did not exaggerate when he spoke of the widespread interest excited by his new psycho-physiological experiment. — Профессор не преувеличивал, когда говорил о широко распространившемся интересе, вызванном его новым психо-физиологическим экспериментом.

с) Обстоятельств:

When discussed by the meeting the Appeal to All the Women of the World was adopted by it. — После того, как «Воззвание ко всем женщинам мира» было обсуждено собранием, оно было принято.

д) В сочетании с формами вспомогательного глагола to be причастие прошедшего времени образует формы страдательного залога:

The flat of Hercule Poirot was furnished in a modern style. — Квартира Эркюля Пуаро была обставлена в современном стиле.

е) В сочетании с формами вспомогательного глагола to have причастие прошедшего времени образует формы совершенных времен:

Europe has twice this century been the scene of a destructive war that has spread to global proportion. — В течение этого столетия Европа дважды была местом разрушительной войны, которая распространилась на весь мир.

Перфектное причастие употребляется в предложении в функции обстоятельство:

Having done the question-and-answer exercises, the students began to write a composition. — Выполнив вопросно-ответные упражнения, учащиеся начали писать сочинение.

***Ex. 1. Translate the following sentences:***

1. The law accepted by the Parliament is very important. 2. The student answering now is rather good at this subject. 3. Trying to keep order the police often arrest the demonstrators. 4. The customer requiring an excellent quality of goods is always right. 5. He's working very hard making notes and reading a lot. 6. Do you know the employer speaking to his workers now? 7. Created by law, a code of conduct must be followed by the community. 8. The breach of law caused by the negligence of a driver should be punished.

***Ex. 2. Complete the sentences, using Participle I or Participle II.***

The man \_\_\_\_\_ at the window is my Uncle John (standing, stood). He's rather unusual person. He's got five pets \_\_\_\_\_ in his house (living, lived). One of these pets \_\_\_\_\_ Greeny is a young crocodile (calling, called). It lives in the bathroom and \_\_\_\_\_ anybody but his master to come in (allowing, allowed). The other pat is a parrot \_\_\_\_\_ to speak (teaching, taught). He says rather strange things sometimes. The other two pets are bulldogs \_\_\_\_\_ at every \_\_\_\_\_ to the door of the flat (barking, barked) (coming, come). It's not surprising that uncle John lives alone \_\_\_\_\_ by his wife two years ago when his fifth pet — a large snake \_\_\_\_\_ to him by a famous traveler appeared in his flat (leaving, left) (presenting, presented).

***Ex. 3. Translate into Russian:***

1. A person bringing good news is always welcome. 2. While skating yesterday he fell and hurt himself. 3. Having lived in that town all his life, he knew it very well. 4. She showed the travelers into the room reserved for them. 5. Having arranged everything, he went home by the 10.30 train. 6. The bridge seized by the enemy the day before was retaken by our troops. 7. When writing a telegram we must use as few words as possible. 8. Having been three times seriously wounded, he was no longer fit for active service. 9. Being told of his arrival, I went to see him. 10. The leaves lying on the ground remained us of autumn. 11. Books read in childhood seem them like old friends.

**Ex. 4. Translate the following Participles:**

1. разбитая чашка; 2. проигравшая команда; 3. проигрывающая команда;  
4. кипяченая вода; 5. кипящая вода; 6. вспрыгнувший на стол кот; 7. прыгающая собака; 8. смеющийся голос; 9. смеявшийся мальчик; 10. написанное письмо.

**Ex. 5. Learn the poem:**

Only when all the rivers have run dry  
and all the fish in the sea have died  
only when all the rainforests have been burnt down  
and there is no food for the animals  
only when all the blue skies have been filled with smoke  
and the cities of the world have choked  
will the white man understand  
that it's too late to save the earth.

(Native American poem)

**Ex. 6. Fill in the gaps with words derived from the words in brackets.**

There are many problems which (1) \_\_\_\_\_ (threat) our natural environment. Acid rain, (2) \_\_\_\_\_ (globe) warming and air and water (3) \_\_\_\_\_ (pollute) are among the most serious ones. There are several ways to help improve the situation. Firstly, we should encourage (4) \_\_\_\_\_ (recycle) because it is the (5) \_\_\_\_\_ (produce) of new materials which causes the most damage. We must learn to reuse things like plastic bags and glass jars. Secondly, driving an environmentally — friendly car is also (6) \_\_\_\_\_ (help). Furthermore, joining an (7) \_\_\_\_\_ (organize) which plants trees or cleans up beaches would be a (8) \_\_\_\_\_ (prove) that you are really (9) \_\_\_\_\_ (concern) about the environment. Lastly, supporting groups such as Greenpeace, which try to prevent many (10) \_\_\_\_\_ (environment) disasters, would help to ensure that our planet will be clean and safe for the future generations.

**Ex. 7. Read and translate**

**The UK police ranks:**

Chief Constable	—	CC	—	главный констебль
Deputy Chief Constable	—	DCC	—	заместитель главного констебля
Assistant Chief Constable and Commander	—	ACC	—	помощник главного констебля и командер
Chief Superintendent	—	C/Supt	—	главный суперинтендант

Detective Chief Superintendent	—		детектив главный суперинтендант
Superintendent	—	Supt	— суперинтендант
(Detective-Superintendent)	—	D/Supt	— детектив суперинтендант
Chief Inspector	—	HMCIC или CI	— главный инспектор Ее Величества
Detective Chief Inspector	—	DCI	— детектив главный инспектор
Inspector	—	HMI(C)	— инспектор полиции Ее Величества
Detective Inspector Sergeant	—	DI	— детектив инспектор сержант
Detective Sergeant	—	DS	— детектив сержант
Police Sergeant	—	PS	— полицейский сержант
Constable	—		констебль
Detective Constable	—	DC	— детектив констебль
Police Constable	—	PC	— полицейский констебль
Woman Police Constable	—	WPC	— женщина-констебль
Commissioner	—		комиссар
Deputy Commissioner	—		заместитель комиссара
Deputy Assistant Commissioner	—	DAC	— заместитель помощника комиссара

**Ex. 8. Read and translate the text:**

**Useful Vocabulary:**

distinctive markings	—	отличительные знаки
to realize	—	понимать
although	—	хотя
to cooperate	—	сотрудничать
to carry guns	—	носит оружие
circumstances	—	обстоятельства
to gain	—	получать
voluntary	—	добровольно
to obey	—	повиноваться
speeding	—	превышение скорости
to be varied	—	меняться
lost property	—	потерянное имущество
to apprehend	—	арестовывать

The British police officer is a well-known figure to anyone who has visited Britain or who has seen British films. Policemen are to be seen in towns and cities keeping law and order, either walking in pairs down the streets («walking the beat») or driving specially marked police cars. Once known as «panda cars» because of their distinctive markings, these are now often jokingly referred to as «jam sandwiches» because of the pink fluorescent stripe running horizontally around the bodywork. In the past, policemen were often known as «bobbies» after Sir Robert Peel, the founder of the police force. Nowadays, common nicknames include «the cops», «the fuzz», «the pigs», and «the Old Bill» (particularly in London). Few people realize, however, that the police in Britain are organized very differently from many other countries.

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

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

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

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

All members of police must have gained a certain level of academic qualifications at school and undergone a period of intensive training. Like in the army, there are a number of ranks: after the Chief Constable comes the Assistant Chief Constable, Chief Superintendent, Chief Inspector, Inspector, Sergeant and Constable. There are about 150,000 policemen in Britain, or one officer for every 380 people in the population. Women make up about 10 per cent of the police force. The police are helped by a number of Special Constables — members of the public who work for the police voluntarily for a few hours a week.



Each police force has its own Criminal Investigation Department (CID). Members of CIDs are detectives, and they do not wear uniforms. The other uniformed people you see in British towns are traffic wardens. Their job is to make sure that drivers obey the parking regulations. They have no other powers — it is the police who are responsible for controlling offences like speeding, careless driving and drunken driving.

The duties of the police are varied, ranging from assisting at accidents to safeguarding public order and dealing with lost property. One of their main functions is, of course, apprehending criminals and would-be criminals.

***Ex. 9. Answer the questions according to the text:***

1. Who was the founder of the British police? 2. Is there one police force, organized by central Government? 3. In what situations can the policemen carry arms? 4. What are the ranks of the policeman? 5. What are the duties of traffic wardens? 6. What is Scotland Yard and what does it do?

***Ex. 10. Read the text and fill in the gaps with the appropriate words and expressions from the previous text:***

In Britain different areas have different (a) \_\_\_\_\_. For instance, the Metropolitan police operate in London, but there are different police forces in the counties outside London.

The top man in each police force is (b) \_\_\_\_\_. He is appointed by the local Watch Committee which is a (c) of the local government.

The Watch Committee can dismiss him, too, if the central government agrees. The Chief Constable appoints all the (d) \_\_\_\_\_ below him in his force.

Things are slightly different in London. The top man is known as the Metropolitan Police Commissioner and his appointment is arranged through the central government.

British police are normally not (e) \_\_\_\_\_. In special cases, when their work becomes dangerous, they can be given (f) \_\_\_\_\_ however.

As is well known, the (g) \_\_\_\_\_ of the British policeman is blue, with a tall helmet. These days, though, you can see a different uniform in the streets. This is the uniform with the yellow hatband worn by (h) \_\_\_\_\_.

Their job is simply to control traffic and (i) \_\_\_\_\_.

The most famous name connected with the British police is (j) \_\_\_\_\_. It is the headquarters of the London police force. Besides dealing with local police matters, the London police also help all over England and Wales with difficult crimes. They do this at the request of the local police.

**Ex. 11. Read and translate into Russian the synonyms given below**

gun	—	weapon
crime	—	offence
criminal	—	offender
assistance	—	help
fight	—	combat, struggle
safeguard	—	security
job	—	work
deal with	—	handle
involve	—	include
public order	—	law and order

**Ex. 12. Find in the text above the English equivalents for the following words and expressions:**

- поддерживают правопорядок;
- основатель полиции;
- национальная полиция;
- советники графств и мировые судьи;
- вооруженный грабеж;
- охранять политиков и дипломатов;
- как и в армии / подобно армии;
- работают добровольно несколько часов в неделю;
- осуществлять контроль за правонарушениями;
- превышение скорости;
- вождение автомобиля в пьяном виде;
- охранять общественный порядок;
- пропавшее имущество.

**Ex. 13. Explain the common nicknames of the British policemen:**

«Bobbies», «the cops», «the fuzz», «the pigs», «the Old Bill».

**Ex. 14. Choose and use the right words in the following sentences:**

*Offence*                                 *offender*

*Offensive*                               *offended*

1. Sometimes it is very difficult to find the suspect for an \_\_\_\_\_ immediately.
2. He was charged with a serious \_\_\_\_\_.
3. It was a very serious \_\_\_\_\_ against the law.
4. He \_\_\_\_\_ against the law.
5. First \_\_\_\_\_ are people found guilty for the first time.
6. Old \_\_\_\_\_ are people who have often been found guilty.
7. These are \_\_\_\_\_ weapons.

**Ex. 15. Confirm or deny the statements using the following phrases:**

*Quite so...*

*Right you are...*

*I quite agree with you here ...*

*Or:*

*I am afraid not...*

*I don't agree with you...*

*I am afraid you are wrong*

*Excuse me but...*

*On the contrary...*

*Not quite so...*

1. Great Britain has a national police force which is controlled by central Government. 2. British policemen are to be seen in towns and cities keeping law and order, either walking in pairs down the streets or driving specially marked police cars. 3. Everybody realize that the police in Britain are organized very differently from many other countries. 4. Each British police force has a police authority — a committee of local county councillors and magistrates. 5. The police forces co-operate with each other and it is usual for members of one force to operate in another's area. 6. Usually British policemen carry firearms in their day-to-day work. 7. All members of the police must have gained a certain level of academic qualifications at school and undergone a period of intensive training. 8. The police are helped by a number of Special Constables — members of Criminal Investigation Department (CID) and Economic Crimes Investigation Department (ECID). 9. The main responsibility of the traffic wardens is to locate and apprehend criminals.

**Ex. 16. Study the selection of newspaper articles covering shop-lifting cases. Comment on the penalties given in each case:**

***Let off with a Caution***

Fourteen-year old Jane was lucky this time. Caught by a store detective with a bottle of hair conditioner, eye-lash dye, and a copy of *Hello* magazine hidden in her bag, she found herself in a van being driven to the police station. Even more upset that Jane was her Mum. She was as white as a sheet when she went to collect Jane from police station, and burst into tears.

Jane says, «I was lucky. Two policemen came and looked at my home, which is very middle class and respectable. I think that is why they let me off. They even asked to see my school books».

After two years of regular shop lifting, Jane has decided to go straight now on. She says she did it mostly out of boredom, and not to impress her friends as a

lot of youngsters do. But she feels she's grown out of it after the fright she got the other day, and has decided to look for other interests.

### *Yellow fever*

Roy Philips Downfall was the colour fellow. Appearing in court on shop lifting charges, he wore a yellow parka, yellow shirt, yellow pants, and a yellow tie. It was a similar dress that drew him to the attention of the store detective at a supermarket on Oldham, England, where everything he was after had a yellow connection: lemons, jellies, mustard, cheese, three pairs of socks, and two pairs of underpants. He was given a one-month suspended sentence.

### *Shop-lifting celebrity*

Anna Bronx, the well-known TV personality, was found dead in her flat in Knightsbridge this morning after taking an overdose of sleeping pills.

The tragedy occurred less than a month after she had appeared in court on a charge of shoplifting in a department store. It was claimed that she had taken goods worth £7.30 when she was arrested outside the store. She was sentenced to a fine of £100, and was given a two-week suspended sentence.

Mrs. Bronx was for many years a well-loved personality on a popular programme, but for the last several years had withdrawn from public life and was living by herself. Friends say that they did not think she was unhappy, but that she may have been a little bored after such an active public life.

It was a course of great shock when she was arrested for shop-lifting. Local feeling was that the magistrate had been far too severe, a feeling that can only grow after this tragic incident.

*Ex. 17. Retell each story from Task 11 as if you were a Store Detective or Police Officer giving evidence in court. Use some of the Colour Idioms given below:*

- to catch smb. red-handed — to catch smb. during his or her committing a crime
- to be in the red — to be broke, having no money
- to see red — to get terribly angry
- to appear out of the blue — from nowhere, unexpectedly
- in the black and white — in a very clear way

### *It's interesting to know!*

**To be caught red-handed** means to be caught in the act of crime. The guilt of the person is usually not in doubt. If you found a burglar in your living room holding some valuables that belong to you, then that person is said **to have been red-handed**.

**Red-handed** connotes **hands red with blood**. The expression dates back to the time when it was almost impossible to prove that somebody was guilty of a crime unless the person confessed — usually under torture — or was caught in the act of committing a crime. One crime was the killing of another man's cow, sheep or pig. There was also a law which forbade the killing of the king's deer in the forests of England. If a person was caught in possession of fresh meat, this was not usually enough to prove the person's guilt. It was only when a person was caught with both a dead animal and blood on his hands that there was enough evidence for the person to be arrested and then convicted.

**Ex. 18. Complete the following texts with the words and phrases from the bracket:**

**A.** (*walkie-talkie, plain clothes, detective, uniform, policeman, police force, rank, join*)

Alan is now old enough and tall enough to \_\_\_\_\_ the \_\_\_\_\_. At first, of course, he'll be an ordinary \_\_\_\_\_ of the lowest \_\_\_\_\_. He'll wear a \_\_\_\_\_ and go out in the streets keeping in touch with the police station with his \_\_\_\_\_. Then he'd like to be a \_\_\_\_\_ in \_\_\_\_\_ investigating serious crimes.

**B.** (*rate, uniformed, detectives, duties, riot, truncheons, firearms, investigation, wardens, control, violence, authorities*)

Police \_\_\_\_\_ cover a wide range of activities, from traffic \_\_\_\_\_ to more specialized departments such as river police. Each independent force has a \_\_\_\_\_ branch and a Criminal \_\_\_\_\_ Department with \_\_\_\_\_ in plain clothes. In addition, the police \_\_\_\_\_ in England and Wales employ 40,000 civilians and nearly 5,000 traffic \_\_\_\_\_.

Britain has relatively few police \_\_\_\_\_ approximately one policeman for every 400 people \_\_\_\_\_ and traditionally they are armed only with \_\_\_\_\_ expert in special circumstances. However, recent years have seen some major changes in police policy in response to industrial disputes and inner city \_\_\_\_\_ in Great Britain. In general, there has been an increase in the number of special units trained in crowd and \_\_\_\_\_ control and in the use of \_\_\_\_\_, a controversial area for the British police. The number of police has been risen along with the crime \_\_\_\_\_.

**C.** (*order, law, aim, control, prevention, central, keep order, legal*)

A police force is an organization of men and women who help to keep \_\_\_\_\_ and enforce the \_\_\_\_\_ in a state or country.

There are two forms of police force. One is a national police under the direct \_\_\_\_\_ of the \_\_\_\_\_ government. It is often organized like an army and its main aim is to \_\_\_\_\_. In most English-speaking countries the police are non-military groups. Such a police force is locally organized and its main \_\_\_\_\_ is crime \_\_\_\_\_. It hands over criminals to be dealt with by other branches of the \_\_\_\_\_ system.

## Lesson № 15. Police service in the US

1. *Грамматическая тема: Complex Object*

2. *Лексическая тема: «Police service in the US»*

### **Complex Object (Objective with the Infinitive).**

#### **Сложное дополнение (объективный падеж с инфинитивом)**

Сочетание местоимения в объектном падеже или существительного с инфинитивом представляет собой сложное дополнение и переводится на русский язык дополнительным придаточным предложением.

I want **him to help** me. — Я хочу, **чтобы он помог мне**.

He supposes **this young man to be an honest** fellow. — Он полагает, **что этот молодой человек — честный парень**.

Сложное дополнение употребляется после глаголов, выражающих **желание, восприятие посредством чувств, предположение**: to see — видеть; to watch, to observe — наблюдать; to notice — замечать; to hear — слышать; to feel — чувствовать; to want — хотеть; to wish — желать; should like — хотел бы; to like — любить, нравиться; to expect — ожидать; to think — думать; to believe — полагать, считать; to suppose — полагать; to consider — считать; to find — находить, считать и т. д.

После глаголов, выражающих физическое восприятие, частица *to* перед инфинитивом опускается.

I saw **him cross** the street. — Я видел, **что он перешел** улицу.

#### **Ex. 1. Translate the sentences with the Complex Object:**

1. I suppose him to be about thirty. 2. He believes his parents to be at home now. 3. I don't consider him to be an honest man. 4. The teacher found him to be a very clever student. 5. The witness saw that woman enter the house. 6. The police officer wanted the young man to be invited here. 7. I should like you to tell the truth. 8. The investigator expected him to give all the information about that fact. 9. The policeman saw the criminal run away. 10. We know him to be a highly qualified detective.

**Ex. 2. Complete the sentences using the Complex Object construction:**

1. They want us to ... 2. I didn't expect him to ... 3. We don't want our friends ... 4. I'd like you to ... 5. We know her ...

**Ex. 3. Translate into English using the Complex Object construction:**

1. Я слышал, как он говорил по-английски. 2. Я хочу, чтобы вы подождали меня здесь. 3. Все знают, что он лучший студент в группе. 4. Она хотела, чтобы он понял ее. 5. Мы ожидали, что они приедут утром. 6. Она видела, как преступник вошел в дом. 7. Следователь хотел, чтобы свидетель сказал правду.

**Ex. 4. Useful vocabulary:**

agency	—	агентство, организация, орган
sheriff	—	шериф
bridge	—	мост
tunnel	—	тоннель
all in all	—	всего
separate	—	отдельный
to finance	—	финансировать
finance	—	финансы
respective	—	соответствующий
weapon	—	оружие
club	—	дубинка

**Ex. 5. Read the text and answer the following questions:**

1. What five main types of police agencies are operating in the USA? 2. What other police forces are functioning there too? 3. Who finances the federal police agencies? 4. Who finances special police forces? 5. Are all policemen usually armed?

***The Police of the USA***

The modern police departments in the USA came into existence in the years following World War I. Since 1920 municipal police agencies have increasingly grown in personnel and responsibilities. Special training and more selective recruitment practices have been developed to go hand in hand with the use of such technological developments as the automobile, the individual police radio, and the computer. The great part of police work does not involve crime-fighting situations but rather consists of both service and peace-keeping activities.

Service functions include directing traffic and enforcing traffic regulations, answering accident calls, aiding the sick, helping find a lost child or rescue a lost

pet, recovering stolen property, and reporting fires. These are all services performed to assist the public.

There are five main types of police agencies operating in the USA:

- police agencies of the Federal government (*Federal Bureau of Investigation, National Park Service, Border Patrol, US Postal Inspector and so on*);
- state police forces (*highway patrol, drug control agency, investigative bureaux and so on*);
- sheriffs in counties (*county sheriffs' offices*);
- the police forces of cities and towns (*municipal or city police*);
- the police of villages (*constables and village police departments*).

*Municipal police departments* are the heart of the entire police system. They have their own organization with several different divisions, each with specific functions. In most departments there are four major divisions:

- field operations (patrol, investigation, traffic, youth divisions, special operations etc.);
- administrative services (community relations, planning);
- technical services (communications, records, etc.) and
- inspectional services (internal affairs, intelligence, etc.).

Besides there are such special police forces as parks police, bridge and tunnel administration police forces, and police organizations for special tasks. All in all, there are about 40,000 separate police agencies in the United States of America.

The federal police agencies are financed from the Federal Fund. Other police forces are financed from the respective authorities' funds.

Policemen have weapons, such as revolvers, clubs and gas pistols.

**Ex. 6. Translate the following word-combinations using the text above:**

- peace-keeping activities;
- to enforce the law;
- municipal police agency;
- to go hand in hand;
- to rescue a lost pet;
- stolen property;
- drug control agency;
- traffic regulations.

**Ex. 7. Translate the following into Russian paying attention to the word state**

	<i>State</i>	
	<i>зосударство</i>	<i>umam</i>
state police forces (in the USA)		_____
the United State of America		_____



state financing (in the USA) \_\_\_\_\_  
 state financing (in other countries) \_\_\_\_\_  
 the state of Belgium \_\_\_\_\_  
 the European states \_\_\_\_\_

**Ex. 8. Find the Russian equivalents given in column B:**

A	B
1) to direct traffic	1) возвращать похищенное имущество
2) to assist the public	2) находить пропавших детей
3) to recover stolen property	3) носить оружие
4) to find lost children	4) регулировать дорожное движение
5) to have weapons	5) оказывать помощь людям

**Ex. 9. Make up different word-combinations using the following words (A, B) and translate them:**

A	B
police	training
peace-keeping	property
technological	department
traffic	activities
stolen	development
special	regulations

**Ex. 10. Mark the sentences T (true) or F (false); correct the false ones:**

1. There are four main types of police agencies operating in the USA. 2. The great part of police work involves crime-fighting situations. 3. The modern police departments in the USA came into existence in the years following World War II. 4. Municipal police departments are the heart of the entire police system. 5. The field operations division is responsible for patrolling streets, crime investigations, traffic and nothing else. 6. The federal police agencies are financed from the Federal Fund. 7. American policemen do not carry weapons.

**Ex. 11. Insert these words into the sentences: rehabilitate, sentence, patrol, conduct, prevent, punish, arrest.**

1. The police \_\_\_\_\_ the streets of cities and towns on a regular basis. 2. Police officers are doing their best to \_\_\_\_\_ crimes. 3. Sometimes the police \_\_\_\_\_ criminals with the help of ordinary people on the scene of crime. 4. Courts \_\_\_\_\_ trials of the accused and \_\_\_\_\_ criminals to different terms. 5. The society has created a correctional process to \_\_\_\_\_ convicted persons and implement programs to \_\_\_\_\_ those persons.

Note: to implement — применять, внедрять.

**Ex. 12. Complete the following sentences with the words and phrases from the bracket:**

**A.** (guards; kidnappers; tap; couriers bug; armoured vehicles; security firm; bullet-proof; private detectives)

I run a (a) \_\_\_\_\_ which offers a complete range of security services. We have (b) \_\_\_\_\_ with special (c) \_\_\_\_\_ windows to transport money and other valuable items. We can supply trained (d) \_\_\_\_\_ to protect exhibits at art shows and jewellery displays. We can advise you if you think someone is trying to (e) \_\_\_\_\_ your phone or (f) \_\_\_\_\_ your private conversations at home or in the office with hidden microphones. We have ex-policemen whom you can hire as (g) \_\_\_\_\_ and special (h) \_\_\_\_\_ to deliver your valuable parcels anywhere in the world. We can protect you or your children against possible (i) \_\_\_\_\_.

**B.** (theft; evidence; sentence; court; pleaded; arrest; charge; magistrate; fingerprint; oath; detained; handcuff; found; investigate; fine; witness; cell)

A policeman was sent to (a) \_\_\_\_\_ the disappearance of some property from a hotel. When he arrived, he found that the hotel staff had caught a boy in one of the rooms with a camera and some cash. When the policeman tried to (b) \_\_\_\_\_ the boy, he became violent and the policeman had to (c) \_\_\_\_\_ him. At the police station the boy could not give a satisfactory explanation for his actions and the police decided to (d) \_\_\_\_\_ him with the (e) \_\_\_\_\_ of the camera and cash. They took his (f) \_\_\_\_\_, locked him in a (g) \_\_\_\_\_, and (h) \_\_\_\_\_ him overnight. The next morning he appeared in (i) \_\_\_\_\_ before the (j) \_\_\_\_\_. He took an (k) \_\_\_\_\_ and (i) \_\_\_\_\_ not guilty. Two (m) \_\_\_\_\_, the owner of the property and a member of the hotel staff, gave (n) \_\_\_\_\_. After both sides of the case had been heard the boy was (o) \_\_\_\_\_ guilty. He had to pay a (p) \_\_\_\_\_ of 50 dollars and he was given a (q) \_\_\_\_\_ of three month in prison suspended for two years.

**Ex. 13. Read the text and use the verb in correct form. Observe the Past Simple Passive. Close the book and retell the text.**

Two men (*to see*) breaking into a house in my street last night. The police (*to call*) and they arrived very quickly. One man (*to catch*) immediately. The other escaped, but he (*to find*) very soon. Both men (*to take*) to the police station where they (*to question*) separately by a police officer. The two men (*to charge*) with burglary.

**Ex. 14. Read and translate the text.**

**Useful Vocabulary:**

available	—	доступный, имеющийся в распоряжении
call	—	вызов

damage	—	вред, повреждение, ущерб
disdain	—	презирать
estimate	—	оценка, смета
hit-and-run	—	преступление, в результате которого водитель, сбивший человека, скрылся, не оказав помощи
injury	—	вред, повреждение, рана, ушиб
law-breaker	—	правонарушитель
maintenance	—	поддержание, сохранение
manpower	—	рабочая сила, личный состав
missing person	—	пропавший без вести
peace-keeping activity	—	деятельность по охране спокойствия (порядка)
precinct	—	полицейский участок
roll call	—	переключка, оперативное совещание, планерка, развод
routine	—	обычный, текущий; распорядок службы
shift	—	смена
squad car	—	оперативная машина
to contribute	—	содействовать, способствовать
to evict	—	выселять, изгонять
to implicate	—	вовлекать
to mediate	—	посредничать
to quiet	—	успокаивать
to respond	—	отвечать, реагировать
to run over	—	переехать, задавить
to scoop up	—	поднимать, убирать
to warn	—	предупреждать, предостерегать
wanted	—	разыскиваемый

### ***Routine Police Work***

As you know criminal investigation is the keystone of American police service, its law enforcement. But according to available estimates for some past period of time only one-third of police manpower resources dealt with crime and criminals, the other two-thirds of them — with non-law enforcement or so called «peace-keeping» activities.

The data collected show that the great majority of incidents the police handled, arose when the police responded to citizens' calls for service. The police officer became implicated in a wide range of human troubles many of which had little or nothing to do with criminal law enforcement. He transported people to the hospital, wrote reports of auto accidents, and arbitrated and

mediated between disputants — neighbours, husbands and wives, landlords and tenants, and businessmen and customers. He took missing person reports, directed traffic, controlled crowds at fires, wrote dogbite reports, and identified abandoned autos. He removed safety hazards from the streets, quieted noisy parties, radios and television, evicted a drunken person from a bar and occasionally scooped up a dead animal. Policemen also spent much of their time with «juvenile troubles». So in the line of his everyday duties a policeman directed, aided, informed, pacified, warned, disciplined, etc. — in short, contributed to the maintenance of the peace and order.

The officers usually began their shift after roll call. The officers took their instructions from a radio dispatcher from time to time.

Both the dispatchers in their radio calls and the police officers in their records preferred to give the tersest description of the incidents. They used such abbreviations as «B» and «E» (breaking or/and entering), «family trouble» or «domestic», «silent alarm», «somebody screaming», «a theft report», «a man down» (person lying in a public place, cause unknown), «outside ringer» (burglar-alarm ringing), «the boys» (trouble with juveniles) or «kids disturbing», P. I. (personal-injury automobile accident), DK (drunk), PD (property damage automobile accident), H-and-R (Hit-and-Run) and suchlike. We see they used some kind of police slang.

That is a very incomplete list of routine police work that the officer performed over the period covered.

***Ex. 15. Translate the following word-combinations:***

- to deal with crime and criminals;
- to read about routine police work;
- to estimate the operational situation;
- peace-keeping activities;
- the great majority of incidents;
- a wide range of human troubles;
- to write dogbite reports;
- juvenile troubles;
- to cruise in a squad car;
- to direct traffic;
- contemporary precincts;
- roll call.

**Ex. 16. Read and translate the following word-combinations paying attention to the form- and link-words.**

These mundane duties, only maintenance of peace and order, such hazard for safety, our acquaintance, those missing persons, this little squad, the best squad car, many disputants, the only abbreviation, most estimates, less trouble, their beat, more every day calls, your violation, much damage.

**Ex. 17. Write out the pairs of synonyms:**

precinct	usual	to warn	to handle
manpower	security	to quiet	to answer
safety	police station	to deal with	to prevent
law-breaker	damage	to respond	to pacify
injury	personnel	to aid	to ring
routine	offender, criminal	to call	to help

**Ex. 18. Translate from Russian into English:**

укомплектовывать личным составом, посредничать, полицейский участок, миротворческая деятельность, ДТП, оперативная машина, правонарушитель, правопорядок, развод (планерка).

**Ex. 19. Find the Russian equivalents given in column B:**

A	B
1) roll call	1) радио-оборудованная патрульная машина
2) stolen cars	2) расследование уголовных преступлений
3) dogbite reports	3) автодорожные правонарушения
4) radio-equipped patrol car	4) угнанные машины
5) criminal investigation	5) рапорта об укусах собак
6) missing person reports	6) развод (планерка)
7) traffic violations	7) рапорта о пропавших без вести
8) hit-and-run	8) преступление, в результате которого водитель, сбивший человека, скрылся, не оказав помощи

**Ex. 20. Make up different word-combinations using the following words (A, B) and translate them:**

A	B
criminal	call
peace-keeping	reports
contemporary	troubles
roll	investigation
stolen	dispatcher

juvenile	precincts
radio	activity
missing person	alarm
silent	cars

**Ex. 21. Find one sentence of the text from the three given below:**

1. The problem dealt with in the report was an important one. 2. Policemen also spent much of their time with «juvenile troubles». 3. Roll call usually took from fifty minutes to an hour.

**Ex. 22. Find and read the sentences corresponding to these:**

1. Он принимал рапорта о пропавших без вести, руководил дорожным движением, контролировал толпы на пожарах, писал рапорта об укусах собак, и проводил опознание оставленных без присмотра машин. 2. И диспетчеры в своих радиовывозах, и офицеры полиции в своих рапортах предпочитали краткое описание происшествий. 3. Обычно полицейские начинают свою смену с развода.

**Ex. 23. Correct the following statements according to the text:**

1. The police officer became implicated in a wide range of human troubles many of which had to do with criminal law enforcement. 2. The officer usually finished their shift after roll call. 3. That is a very complete list of routine police work that the officer performed over the period covered.

**Ex. 24. Fill in the gaps in the text below with the appropriate words from the previous text:**

As you know criminal investigation is \_\_\_\_\_ of American police service. The police officer became \_\_\_\_\_ in a wide range of human troubles many of which had little or nothing to do with \_\_\_\_\_. He transported people to the hospital, wrote reports of auto accidents, and \_\_\_\_\_ and \_\_\_\_\_ between disputants. Policemen spent much of their time with \_\_\_\_\_. The officers usually began their \_\_\_\_\_ after roll call. \_\_\_\_\_ and \_\_\_\_\_ became the center of contemporary precincts. Policemen used some kind of police \_\_\_\_\_ in their work.

**Ex. 25. Answer the questions:**

1. What percentage of police manpower resources dealt with non-law enforcement activities according to available estimates? 2. And what percentage dealt with law enforcement activities? 3. Did you read much about police peace-keeping activities as their everyday mundane duties, i.e. about routine police work? 4. When did the majority of incidents the police handled arise? 5. Did the police officer become implicated in a wide range of human troubles? 6. What did

the police officer have to do? 7. When did the officers usually begin their shift? 8. What did the officers do during motorpatrolling? 9. What room became the centre of the contemporary police precinct? 10. What language did the police officers prefer to use in their operational work?

**Ex. 26. Translate the following text into Russian observing Participles.**

***New word to the texts:***

demand	—	требование
felony	—	тяжкое уголовное преступление
intruder	—	нарушитель
to design	—	конструировать
to install	—	устанавливать
to occur	—	случаться
to preside	—	осуществлять руководство
warrant	—	ордер

Roll call is an informal affair used in police stations for police personnel before their shift. The presiding officer advises the patrolmen of crimes occurred in the precinct during the past 24 hours and of any possible unusual demands for police services expected during the coming shift. In addition, the patrolmen get a fresh list of unrecovered stolen cars and the names of the people wanted on new felony warrants, roll call usually taking from ten to twenty minutes. After roll call patrol cars manned by two officers go cruising and patrolling the streets. In addition to regular precinct shifts there is a tactical squad of about 15 cars responsible for making accidents reports in traffic accidents involving personal injuries. The calls and incidents handled by one squad car include different matters: stolen cars, unsecured business, hit-and-run accidents, drunk person, «silent alarm». A «silent alarm» is a protective device, installed by many businessmen, designed to warn of any intruder and given at the office of the private alarm company. When given, silent alarm advises the police to arrive at the scene as quickly as possible.

**Ex. 27. Translate the following text in writing:**

***The Miranda Warning***

«You have the right to remain silent; anything you say can be used against you...», these are the words of the Miranda warning which was created as a result of 1966 United States Supreme Court case, *Miranda v. Arizona*. It began when Ernesto Miranda was arrested at his home and taken into custody to the police station, where he was identified by a witness as the man who had

kidnapped and raped a woman. Police officers took Mr. Miranda into an interrogation room and two hours later emerged with a written confession signed by Mr. Miranda that also stated that the confession was made voluntarily and with full knowledge of his legal rights. The officers, however, failed to advise Mr. Miranda that he had a right to have an attorney present.

The United States Supreme Court ruled that the confession could not be used as evidence of Mr. Miranda's guilt because he was not fully advised on his legal rights, which included the right to have his attorney present. The Fifth Amendment to the United States Constitution states that no person can be deprived of life, liberty, or property, without due process of law. To ensure that other accused criminals are made aware of their constitutional rights, The Supreme Court ruled that a presence of an attorney, and that if he can not afford an attorney, one will be appointed for him prior to any questioning if he so desires. The «Miranda warning» is now applied by law officers throughout the United States as a result of this ruling.

**Ex. 28. Match the following English expressions with their Russian equivalents:**

1) credit for time in custody	1) возвращение под стражу
2) defendant not in custody	2) дальнейшее содержание под стражей
3) detention in custody	3) передать, препроводить под стражу
4) escape by person in custody	4) допрос лица, находящегося под стражей
5) in-custody confession	5) содержать под стражей
6) in-custody interrogation	6) зачет времени пребывания под стражей
7) person in custody	7) лицо, содержащееся под стражей
8) remand in custody	8) освободить из-под стражи
9) retention in custody	9) побег из-под стражи
10) to discharge from custody	10) подсудимый, находящийся на свободе
11) to keep in custody	11) признание, сделанное лицом, находящимся под стражей
12) to submit to custody	12) содержание под стражей

**Ex. 29. Fill in the gaps in the text below with the appropriate words from the box: theft; sentence; charge; fine; fingerprints; oath; arrest; evidence; cell; court; magistrate; handcuff; witnesses; investigate; detained; pleaded; found.**

A policeman was sent to \_\_\_\_\_ the disappearance of some property from a hotel. When he arrived, he found that the hotel staff had caught a boy in one of the rooms with a camera and some cash. When the policeman tried to \_\_\_\_\_ the boy, he became violent and the policeman had to \_\_\_\_\_ him. At the police station the boy could not give a satisfactory explanation for his actions and the police decided



to \_\_\_\_\_ him with the \_\_\_\_\_ of the camera and cash. They took his \_\_\_\_\_, locked him in a \_\_\_\_\_, and \_\_\_\_\_ him overnight. The next morning he appeared in \_\_\_\_\_ before the \_\_\_\_\_. He took an \_\_\_\_\_ and \_\_\_\_\_ not guilty. Two \_\_\_\_\_, the owner of the property and a member of the hotel staff, gave \_\_\_\_\_. After both sides of the case had been heard the boy was \_\_\_\_\_ guilty. He had to pay a \_\_\_\_\_ of 50 dollars and he was given a \_\_\_\_\_ of three month in prison suspended for two years.

***Ex. 30. Fill in the gaps with the prepositions from the box. Some of these can be used more than once: before; in; to; of; with.***

1. He's being kept \_\_\_\_\_ custody. 2. He was sentenced \_\_\_\_\_ five years. 3. She got a sentence \_\_\_\_\_ six months. 4. He was accused \_\_\_\_\_ murder. 5. She's been charged \_\_\_\_\_ theft. 6. He appeared \_\_\_\_\_ court \_\_\_\_\_ handcuffs. 7. They were brought \_\_\_\_\_ the judge.

## Supplementary reading

### ***Text № 1. From the history of Scotland Yard***

headquarters — главное управление, центр, штаб-квартира

to remove — перемещать, удалять, переезжать

premise — помещение, дом

hostility — враждебность, неприятие, сопротивление

approval — одобрение, благоприятное мнение

trust — доверие

achievement — достижение

to foster — благоприятствовать, поощрять

mutual — взаимное

confidence — доверие

outcry — протест, (общественное) негодование

The task of organizing and designing the «New Police» was placed in the hands of Colonel Charles Rowan and Sir Richard Mayne. These two Commissioners occupied a private house at 4, Whitehall Palace, the back of which opened on to a courtyard, which had been the site of a residence owned by the Kings of Scotland and known as «Scotland Yard». Since the place was used as a police station, the headquarters of the Metropolitan Police became known as Scotland Yard.

These headquarters were removed in 1890 to premises on the Victoria Embankment and became known as «New Scotland Yard»; but in 1967, because of the need for a larger and more modern headquarters building, a further removal took place to the present site at Victoria Street (10 Broadway), which is also known as «New Scotland Yard».

The Force suffered many trials and difficulties in overcoming public hostility and opposition. But, by their devotion to duty and constant readiness to give help and advice coupled with kindness and good humour, they eventually gained the approval and trust of the public. The achievement has been fostered and steadily maintained throughout the history of the Force, so that today its relationship with the public is established on the firmest foundation of mutual respect and confidence.

***Answer the following questions:***

1. Who was responsible for organizing and designing the «New Police»?
2. Why did the headquarters of the Metropolitan Police become known as Scotland Yard?
3. What is «New Scotland Yard» and where is it currently located?
4. What difficulties in relations with public did the force suffer?
5. What is the main principle of the Force's relationship with the public?

***Text № 2. Scotland Yard***

Scotland Yard is the headquarters of the Metropolitan Police in London. The area supervised by the London Metropolitan Police includes all of Greater London with the exception of the City of London, which has its own separate police force. The Metropolitan Police's duties are the detection and prevention of crime, the preservation of public order, the supervision of road traffic and the licensing of public vehicles, and the organization of civil defence in case of emergency.

The administrative head of Scotland Yard is the Commissioner, who is appointed by the Crown on the recommendation of the Home Secretary. Beneath the commissioner are a Deputy Commissioner and four Assistant Commissioners, each of the latter being in charge of one of Scotland Yard's four departments: administration, traffic and transport, criminal investigation (the CID), and police recruitment and training.

Though Scotland Yard is in fact the headquarters of the Metropolitan Police Force, the name is almost always associated with the Criminal Investigation Department (CID) of the Metropolitan Police, which was set up in 1878.

The Criminal Investigation Department deals with all aspects of criminal investigation and comprises the criminal records office, fingerprint and photography sections, the company fraud squad, a highly mobile police unit known as the flying squad, the metropolitan police laboratory, and the detective-training school.

It is interesting to note that the «999 system» is one of the most successful developments in Scotland Yard's crime detection and emergency service. On receipt of a call the 999 Room operator locates the nearest available police car, which is contacted by radio. Almost instantly, a message is also sent to the neighbouring police stations, so that within seconds a police car is on its way to the scene and all the police stations concerned have been notified.

Apart from the 999 Room, there is also an interesting place in Scotland Yard. It is the Map Room. Here is the Central Crime Map, the Deaths by Violence Map, the Accidents Map and the Vehicles Recovered Map.

An old-established section of Scotland Yard is the Mounted Branch, with its strength of about 200 horses stabled at strategic points. These horses are particularly suited to ceremonial occasions, for they are accustomed to military bands.

Scotland Yard keeps extensive files on all known criminals in the United Kingdom. It also has a special branch of police who guard visiting dignitaries, royalty, and statesmen. Finally, Scotland Yard is responsible for maintaining links between British law-enforcement agencies and Interpol. Although Scotland Yard's responsibility is limited to metropolitan London, its assistance is often sought by police in other parts of England, particularly with regard to difficult cases. The Yard also assists in the training of police personnel in the countries of Commonwealth.

***Answer the following questions:***

1. What is the headquarters of the Metropolitan Police in London? 2. Which parts of London are covered by the Metropolitan Police? 3. What are the Metropolitan Police's Duties? 4. Who is the administrative head of Scotland Yard? 5. When did Scotland Yard set up its Criminal Investigation Department? 6. What cases does the CID deal with? 7. What is one of the most successful developments in Scotland Yard's crime detection and emergency service? 8. What have you learnt of the Map Room in Scotland Yard? 9. What assistance does the Yard render to the countries of the Commonwealth?

***Text № 3. Trapping car thieves***

trap — ловушка  
decoy — приманка  
to reinforce — укреплять  
saloon — седан  
dim — смутный  
dimly lit — малоосвещенный

A computerized decoy car is being used by the Warwickshire police to trap car thieves. The car is fitted with an immobilizing device which cuts the ignition and locks the reinforced doors and windows. A warning alarm then alerts a local police station.

The four-door family saloon is parked by the police in dimly-lit area, making it an ideal target for thieves.

The Warwickshire police are using the vehicle to help combat a 70 per cent increase in car crimes. Inspector David Fry, who is in charge of the operation,

said: «Anyone attempting to steal it is in for a big surprise. They won't know how big until it's too late».

***Answer the following questions:***

1. Are there many car thieves in Britain? 2. How are they trapped in Warwickshire? 3. Who do you think developed this device? 4. Do you think this device is widely used in other counties too? 5. What is being done in Russia to combat car thieves?

***Text № 4. Police Powers***

The powers of a police officer in England and Wales to stop and search, arrest and place a person under detention are contained in the Police and Criminal Evidence Act 1984. The legislation and the code of practice set out the powers and responsibilities of officers in the investigation of offences, and the rights of citizens.

An officer is liable to disciplinary proceedings if he or she fails to comply with any provision of the codes, and evidence obtained in breach of the codes may be ruled inadmissible in court. The code must be readily available in all police stations for consultation by police officers, detained people and members of the public.

***Stop and Search***

A police officer in England and Wales has the power to stop and search people and vehicles if there are reasonable grounds for suspecting that he or she will find stolen goods, offensive weapons or implements that could be used for theft, burglary or other offences. The officer must, however, state and record the grounds for taking this action and what, if anything, was found.

The Criminal Justice and Public Order Act 1994 enables a senior police officer to authorise uniformed officers to stop and search people or vehicles for offensive weapons, dangerous implements where he or she has reasonable grounds for believing that serious incidents of violence may take place. The officer must specify the time-scale and area in which the powers are to be exercised.

***Arrest***

In England and Wales the police have wide powers to arrest people suspected of having committed an offence with or without a warrant issued by a court. For serious offences, known as «arrestable offences», a suspect can be arrested without a warrant. Arrestable offences are those for which five or more years' imprisonment can be imposed. This category also includes «serious arrestable offences» such as murder, rape and kidnapping.

There is also a general arrest power for all other offences if it is impracticable or inappropriate to send out a summons to appear in court, or if the police officer has reasonable grounds for believing that arrest is necessary to prevent the person concerned from causing injury to any other person or damage to property.

### ***Detention, Treatment and Questioning***

An arrest person must be taken to a police station (if he or she is not already at one) as soon as practicable after arrest. At the station, he or she will be seen by the custody officer who will consider the reasons for the arrest and whether there are sufficient grounds for the person to be detained. The Code of Practice under the 1984 Police and Criminal Evidence Act made it clear that juveniles should not be placed in the cells. Most police stations should have a detention room for those juveniles who need to be detained. The suspect has a right to speak to an independent solicitor free of charge and to have a relative or other named person told of his or her arrest. Where a person has been arrested in connection with a serious arrestable offence, but has not yet been charged, the police may delay the exercise of these rights for up to 36 hours in the interests of the investigation if certain strict criteria are met.

A suspect may refuse to answer police questions or to give evidence in court. Changes to this so-called «right to silence» have been made by the Criminal Justice and Public Order Act 1994 to allow courts in England and Wales to draw inferences from defendant's refusal to answer police questions or to give information during his or her trial. Reflecting this change in the law, a new form of police caution (which must precede any questions to a suspect for the purpose of obtaining evidence) is intended to ensure that people understand the possible consequences if they answer questions or stay silent.

Questions relating to an offence may not normally be put to a person after he or she has been charged with that offence or informed that he or she may be prosecuted for it.

The length of time a suspect is held in police custody before charge is strictly regulated. For lesser offences this may not exceed 24 hours. A person suspected of committing a serious arrestable offence can be detained for up to 96 hours without charge but beyond 36 hours only if a warrant is obtained from a magistrates' court.

Reviews must be made of a person's detention at regular intervals — six hours after initial detention and thereafter every nine hours as a maximum — to check whether the criteria for detention are still satisfied. If they are not, the person must be released immediately.

Interviews with suspected offenders at police stations must be tape-recorded when the police are investigating indictable offences and in certain other cases. The police are not precluded from taping interviews for other offences. The

taping of interviews is regulated by a code of practice approved by Parliament, and the suspect is entitled to a copy of the tape.

A person who thinks that the grounds for detention are unlawful may apply to the High Court in England and Wales for a writ of Habeas Corpus against the person who detained him or her, requiring that person to appear before the court to justify the detention. Habeas Corpus proceedings take precedence over others. Similar procedures apply in Northern Ireland and a similar remedy is available to anyone who is unlawfully detained in Scotland.

Recognizing that the use of DNA analysis has become a powerful tool in the investigation of crime, the Government has extended police powers to take body samples from suspects. The Criminal Justice and Public Order Act 1994 allows the police to take non-intimate samples without consent from anyone who is detained or convicted for a recordable offence, and to use the samples to search against existing records of convicted offenders or unsolved crimes. In time a national database will be built up.

### ***Charging***

Once there is sufficient evidence, the police have to decide whether a detained person should be charged with the offence. If there is insufficient evidence to charge, the person may be released on bail pending further enquiries by the police. The police may decide to take no further action in respect of a particular offence and to release the person. Alternatively, they may decide to issue him or her with a formal caution, which will be recorded and may be taken into account if he or she subsequently re-offends.

If charged with an offence, a person may be kept in custody if there is a risk that he or she might fail to appear in court or might interfere with the administration of justice. When no such considerations apply, the person must be released on or without bail. Where someone is detained after charge, he or she must be brought before a magistrates' court as soon as practicable. This is usually no later than the next working day.

### ***Answer the following questions:***

1. What are the main police powers in England and Wales? 2. In what cases can a police officer stop and search the suspect? 3. What does the procedure of stop and search consist of? 4. What are the provisions of 1994 Criminal Justice and Public Order Act? 5. What document is necessary to carry out an arrest? 6. What are the arrestable offences? 7. When can a person be arrested without a warrant? 8. Where should the suspects be taken after arrest? 9. What rights does the arrested person have? 10. When can the exercise of these rights be delayed? 11. What is the police caution? 12. What does the «right of silence» consist of? What can the consequences of using this right be for the suspect? 13. How long

can a person be kept in custody before being charged? 14. What is the procedure of interviewing the detained person at the police station? 15. What can a person do in case of unlawful detention? 16. What are the provisions of the Habeas Corpus Act? 17. What happens to a person after he or she has been charged?

### ***Text № 5. Greenpeace and the Rainbow Warrior***

rainbow — радуга

warrior — (*поэт.*) воин; боец

pollution — загрязнение

environmental pollution — загрязнение окружающей среды

to concern — волновать, тревожить

to cause — вызывать, быть причиной

to cause damage to smth — наносить, причинять вред чему-л.

to set off — отправляться

to set off for a certain place — отправиться куда-либо

explosives — взрывчатые вещества

to moor — швартоваться, ставить (становиться) на якорь

to be moored — стоять на якорю

to drown — тонуть

he fell over board and was drowned — он упал за борт и утонул

to sink (sank, sunk) — топить, пускать ко дну

«Greenpeace» is the name of an ecology group which is based in Britain. Its members are people of different nationalities who wish to protect the environment we live in. They do research, bring problems to the attention of the public and take non-violent direct action on many issues related to environmental protection and pollution. One of the issues which particularly concerns Greenpeace is the damage to the environment caused by the use of nuclear bombs in experimental tests. In July 1985 the French planned a series of nuclear tests in the Pacific Ocean. Members of Greenpeace decided to stop the tests if they could and set off for the area in their boat — *the Rainbow Warrior III*.

When Greenpeace was preparing for action in the Pacific, French secret agents attacked the boat with explosives while it was moored in Auckland Harbour, New Zealand. Fernando Pereira, the Greenpeace photographer on the expedition, was killed by drowning in the attack and the *Rainbow Warrior* was sunk.



**Find the answers in the text:**

1. What is Greenpeace? 2. Where is it based? 3. Does it unite people from different countries? 4. What is the aim of this group? 5. What do they practically do? 6. In what way are their activities associated with nuclear tests? 7. What was the practical aim of the *Rainbow Warrior III* expedition? 8. When did it take place?

**Text № 6. US police dig up yard for ex-boxer**

to dig — копать  
to dig up — вскопать, раскопать  
ring — кольцо, группа  
borough — район  
spokesman — представитель  
joint — совместный  
task force — оперативная группа  
warrant — ордер, предписание  
to point — указывать  
homicide — убийство  
to bury — захоронить  
to shoot (shot, shot) — выстрелить  
shot — выстрел  
mob — воровская шайка  
mobster — член воровской шайки  
bouncer — вышибала (*сленг*)

Livingston, New Jersey — Police dug up the back yard of a New Jersey house Friday searching for the body of a former Russian Olympic boxer. The authorities believe he was killed by members of a Russian organized crime ring.

«The Russian ex-boxer, of the Brooklyn borough of New York, was last seen in November four years ago», FBI spokesman Joseff Valiquette said.

The Joint Eastern European Organized Crime Task Force, made up of the FBI and New York City Police, won a federal search warrant to dig up the yard of a home in suburban Livingston, New Jersey. Valiquette would not say what led the authorities to the house but said the information points to a homicide.

«The information we have which led to the search warrant indicates that he was buried there, which logically would indicate that he was murdered. So yes, we do believe that he was the victim of a homicide», Valiquette said.

New York's Daily News reported that the ex-boxer was shot in the garage by three Russian mobsters days after an incident at the bar where he worked as a bouncer.

(from Reuters)

***Answer the following questions:***

1. Do you know the name of this ex-boxer? 2. How do you think the police leaned where the boxer was buried? 3. Was his body found in the yard? 4. Were the murderers identified and arrested? 5. Is it an exceptional case?

***Text № 7. Police brutality***

brute — жестокий, грубый  
brutality — жестокость, грубость  
to brutalize — обходиться грубо  
to tarnish — запятнать  
even and odd numbers — четные и нечетные числа  
to be at odds with smb — не ладить с кем-либо  
to drop — падать  
lobby — коридор  
apparently — очевидно  
to reach for smth — потянуться за чем-либо  
bullet — пуля  
conscious — осознанный  
to cite — критиковать  
to launch — запускать, начинать

Outside police headquarters in New York City, the protesters show up each day. In the courts, the biggest criminal cases are against cops. And at City Hall, the law-and-order record of Mayor Rudolph Guiliani appears tarnished.

A combination of brutality charges, federal investigations and public relations problems has thrown the United States' largest police department into its worst crisis in years. Police and the city's minorities seem increasingly at odds, and morale in the department is dropping.

The department's troubles come just two years after it was riding high on news that the city's crime rate was dropping for the first time in 28 years.

What's created the most anger is the case of Amadou Diallo, an unarmed West African immigrant shot to death by police in an apartment lobby. The police, apparently believing Diallo was reaching for a gun, fired 41 bullets at him. He was hit by 19 shots.

Now the four white officers who killed him are on trial accused of murder. The defence says it was a tragic accident; the prosecution accepts that the officers did not set out that night to kill a black man but says that they made a conscious decision to shoot him once they got out of their car.

And the protesters have other cases to cite in their charge of police misconduct.

In New York's borough of Brooklyn, jury selection is to begin Monday for the trial of three other officers accused of brutalizing a Haitian immigrant Abner Louima. The trial centres on allegations the officers brutalized him in a precinct station.

Federal and state prosecutors have launched investigations of the NYPD (New York Police Department). The commission will hold hearings in May on whether the police tactics violate the public rights, especially in minority neighbourhood.

(from The Guardian)

***Check if you remember:***

1. About what country and police does this newspaper item speak? 2. Where are the protest organized? 3. Are the biggest criminal cases against the cops? 4. Is the Mayor of New York involved? 5. What testifies to the crisis in the New York Police Department? 6. With what part of the population do the police confront most?

***Text № 8. Police Technology in the USA***

**Request for police services are generally transmitted to headquarters by telephone and then by radio to officers in the field.** Police have long operated on the theory that fast response time results in more arrests and less risk or injury to victims. **The current trend is toward handling calls by priority, with emergency response reserved for cases involving an injured party or those in which a reasonable chance exists to prevent a crime or make an arrest at the scene.** Modern computer-assisted dispatching systems permit automatic selection of the nearest officer in service. In some cities, officers can receive messages displayed on computer terminals in their cars, without voice communication from headquarters. An officer, for example, can key in the license number of a suspect car and receive an immediate response from the computer as to the status of the car and 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.**

*Answer the following questions:*

1. What are the current trends in police work in the USA? 2. What cases are handled by priority under the new approach? 3. How do computers assist in police work? 4. What technological advances have been made in law-and-order campaign? 5. Why is blood testing an important tool in crime detection?

### ***Text № 9. History of FBI***

In 1886, the Supreme Court, in *Wabash, St. Louis & Pacific Railway Company v. Illinois*, found that the states had no power to regulate interstate commerce. The resulting Interstate Commerce Act of 1887 created a Federal responsibility for interstate law enforcement. The Justice Department made little effort to relieve its staff shortage until the turn of the century, when Attorney General Charles Joseph Bonaparte reached out to other agencies, including the Secret Service, for investigators. But the Congress forbade this use of Treasury employees by Justice, passing a law to that effect in 1908. So the Attorney General moved to organize a formal Bureau of Investigation (BOI or BI), complete with its own staff of special agents. The Secret Service provided the Department of Justice 12 Special Agents and these agents became the first Agents in the new BOI. Thus, the first FBI agents were actually Secret Service agents. Its jurisdiction derived from the Interstate Commerce Act of 1887. The FBI grew out of this force of special agents created on July 26, 1908 during the presidency of Theodore Roosevelt. The first Chief (the title has since been changed to Director) was Stanley W. Finch. Its first official task was visiting and making surveys of the houses of prostitution in preparation for enforcing the «White Slave Traffic Act», or Mann Act, passed on June 25, 1910. In 1932, it was renamed the United States Bureau of Investigation. The following year it was linked to the Bureau of Prohibition and rechristened the Division of Investigation (DOI) before finally becoming an independent service within the Department of Justice in 1935. In the same year, its name was officially changed from the Division of Investigation to the present-day Federal Bureau of Investigation, or FBI.

### ***J. Edgar Hoover as director***

The Director of the BOI, J. Edgar Hoover, was an FBI Director who served from 1924–1972, a combined 48 years with the BOI, DOI, and FBI. He was chiefly responsible for creating the Scientific Crime Detection Laboratory, or the FBI Laboratory, which officially opened in 1932, as part of his work to professionalize investigations by the government. Hoover had substantial involvement in most major cases and projects which the FBI handled during his tenure. After Hoover's death, Congress passed legislation limiting the tenure of future FBI Directors to a maximum of ten years.

During the «War on Crime» of the 1930s, FBI agents apprehended or killed a number of notorious criminals who carried out kidnappings, robberies, and murders throughout the nation, including John Dillinger, «Baby Face» Nelson, Kate «Ma» Barker, Alvin «Creepy» Karpis, and George «Machine Gun» Kelly.

Other activities of its early decades included a decisive role in reducing the scope and influence of the Ku Klux Klan. Additionally, through the work of Edwin Atherton, the FBI claimed success in apprehending an entire army of Mexican neo-revolutionaries along the California border in the 1920s.

Hoover began using wiretapping in the 1920s during Prohibition to arrest bootleggers. A 1927 case in which a bootlegger was caught through telephone tapping went to the United States Supreme Court, which ruled that the FBI could use wiretaps in its investigations and did not violate the Fourth Amendment as unlawful search and seizure as long as the FBI did not break in to a person's home to complete the tapping. After Prohibition's repeal, Congress passed the Communications Act of 1934, which outlawed non-consensual phone tapping, but allowed bugging. In another Supreme Court case, the court ruled in 1939 that due to the 1934 law, evidence the FBI obtained by phone tapping was inadmissible in court. A 1967 Supreme Court decision overturned the 1927 case allowing bugging, after which Congress passed the Omnibus Crime Control and Safe Streets Act, allowing public authorities to tap telephones during investigations, as long as they obtain a warrant beforehand.

### ***Text № 10. Interpol and the fight against drug traffic***

Menace — угроза, опасность

Traffic — торговля

Abuse — злоупотребление

Drugs — наркотики

Implement — выполнять, осуществлять

Profitable — прибыльный, выгодный

Illegal — нелегальный

Street-corner pusher — уличный торговец  
Ruthless — безжалостный, жестокий  
Contain — сдерживать  
To gain momentum — усиливаться  
Hidden economy — теневая экономика  
Proceeds — доход  
Heroin — героин  
Cocaine — кокаин  
Cannabis — конопля  
Confine — ограничивать  
Counter — противостоять  
Illicit — незаконный  
Combat — сражаться  
Comply — исполнять просьбу  
Index — каталог  
Request — просьба, заявка  
Disseminate — распространять  
Intelligence — сведения, информация  
Liaison officers — офицеры связи взаимодействия  
Seizure — конфискация

1. The most serious menace facing society today is the trafficking and abuse of drugs. It could no longer be dealt with by health or well-fare agencies.

The fight against drug traffic has increasingly become the subject of real anti-crime policies implemented at national levels. It is now clear that, since the 1970s, drugs trafficking has become the most organized, most professional and most profitable of all illegal activities. The trafficker of today has nothing in common with typical street-corner pusher, he is ruthless, highly-organized and mobile. It is well-known that law enforcement services throughout the world have increased their efforts and manpower in an attempt to contain this growing threat. Neverthe-less, drug trafficking continues to gain momentum.

2. Similarly, Interpol has succeeded in drawing the attention of its members to the scale of the hidden economy generated by the financial proceeds of drug trafficking. Interpol has also adapted its structures and working methods to the new situation by setting up a special group at the General Secretariat.

Nowadays, most of the large international trafficking gangs engage in operations involving heroin and/or cocaine as well as cannabis. International cooperation has given an operational aspect to national laws on conspiracy to engage in drug traffic, and the successes achieved have led to the adoption of a similar arsenal of legal weapons in those countries where such laws did not yet

exist. Moreover, the results of international police cooperation have induced national authorities to revise their policies and to devote more resources to combating international trafficking.

3. Investigations can no longer be confined to the jurisdiction of the responsible investigating agency due to large-scale drug trafficking. Interpol responds to that need. The Drugs Sub-Division handles those problems. It is currently staffed by 26 police officers and analysts from 18 different countries around the world.

4. The overall aims of the Drugs Sub-Division are to enhance cooperation among national drug law enforcement services and stimulate the exchange of information among all national and international bodies concerned with countering the illicit production, traffic and use of drugs, and to strengthen the ability of national services to combat the illicit traffic.

To accomplish these aims, the Drugs Sub-Division maintains a databank containing all relevant drug-related information with an index of identified traffickers, coordinates international requests for information and investigations, and compiles and disseminates both tactical and strategic intelligence.

The Drugs Sub-Division comprises two groups: the Operations Group and the Intelligence Group.

5. The Operations Group is staffed by 10 Liaison Officers, each of whom are responsible for liaison with police authorities in a specific geographical area or zone. These Liaison Officers conduct regular visits to national drugs services in their assigned areas, and prepare situation reports, and assessments concerning the extent of the trafficking. On the basis of those reports and assessments specific activities are proposed for each region.

The daily duties of the Liaison Officers consist of receiving and analyzing messages from national Central Bureaus in their geographical areas and zones. These messages, handled by the Interpol radio network, report on drugs seizures or request assistance in on-going investigations.

6. The Intelligence Group has the task assessing the worldwide drug trafficking situation, and collates incoming investigation data with a view to developing strategic intelligence. Since the development of computer services the Intelligence Group has been able to process the data in different ways, to examine the quantities and types of drugs transported from one place to another, and to perform in depth area studies.

***Answer the following questions:***

1. Why does the Interpol handle the problems of combating the drug traffic?
2. What are the functions of the Operational Group?
3. What is the Intelligence

Group responsible for? 4. How many special projects are currently handled by the Interpol?

### ***Text № 11. How Does Interpol Fight Crime?***

Because of the politically neutral role Interpol must play, its Constitution forbids any involvement in any political, military, religious, or racial crimes. Its work centers primarily on public safety and terrorism, organized crime, illicit drug production and drug trafficking, weapons smuggling, trafficking in human beings, money laundering, child pornography, financial and high-tech crime and corruption.

Interpol's principal target is the international criminal, of which there are three main categories: those who operate in more than one country, such as smugglers, dealing mainly in gold and narcotics and other illicit drugs; criminals who do not travel at all but whose crimes affect (влиять) other countries- for example, a counterfeiter of foreign bank notes; and criminals who commit a crime in one country and flee to another. At its head quarters in Lyon, France, Interpol maintains a voluminous record of international criminals, their identities, associates, and methods of working, gathered from the police of the member countries. This information is sent over Interpol's telecommunications network.

Each member country has its own Interpol office, or National Central Bureau (NCB), which is staffed by the national police force. These bureaus contact any foreign agency or government who wish to exchange or gather information on particular criminal activities.

Television and films have portrayed Interpol agents as wandering from country to country, making arrests wherever they please; such representations are false, since the nations of the world have varying legal systems and their criminal laws, practices, and procedures differ substantially from one another. No sovereign state would permit any outside body to bypass (обходить стороной) its police or not a universal detective; it is the extradition treaty (договор).

Interpol maintains a large database keeping unsolved crimes and both convicted and wanted criminals. At any time, a member nation has access to specific sections of the database and its police forces may check information held by Interpol whenever a major crime is committed.

— A representation of the globe indicates that Interpol's activities are worldwide, olive branches either side of the globe symbolize peace, a vertical sword behind the globe represents police action, the olive branches symbolize justice.

— The flag has been in use since 1950:



- It has a light-blue background
- The emblem is in the centre
- The four lightning flashes arranged symmetrically around the emblem represent telecommunications and speed in police action.

***True or false?***

1. Interpol deals with all types of crimes. 2. The international criminal is Interpol's principal target. 3. Only some member countries have their own Interpol offices, or National Central Bureaus (NCB). 4. Interpol agents wander from country, making arrests wherever they please. 5. The police officer of any National Central Bureau at time has access to specific sections of Interpol's database.

***Text № 12. Russian paedophile suspect and Interpol target arrested in Cambodia***

The arrest by Cambodian police of a Russian man wanted in connection with child sex crime offences and the target of an Interpol fugitive operation has been welcomed by the world police organization.

Stanislav Molodyakov, also known as Alexander Trofimov, was among 60 suspects wanted in connection with child sex offences targeted by Operation Infra-SEA (International Fugitive Round-Up and Arrest — South East Asia) launched from Interpol's Liaison Office in Bangkok, Thailand earlier this year.

The 45-year-old, who was taken into custody on Monday, is wanted by Russian authorities in connection with abuse of three minors.

The arrest followed close cooperation between Interpol's National Central Bureaus in Phnom Penh, Moscow and its Fugitives Investigative Support unit based at the General Secretariat headquarters in Lyon, France.

***Text № 13. Europol***

Boundary — граница

Significant — важный, значительный, существенный

Contribution — вклад, содействие

Target — цель

To mean — означать

To conduct investigation — проводить расследование

Tool — орудие, инструмент

Customs — таможня

To overcome — преодолеть

Request — просьба, запрос

Nowadays, there are no boundaries for organized criminal groups. Because of modern technology and enormous resources, these groups are illegally active worldwide. In fact, organized crime represents a threat to the structure and values of our democratic systems affecting European citizens' security and freedom.

Europol is the European Union law enforcement organization that handles criminal intelligence. Its aim is to improve the effectiveness and cooperation between the competent authorities of the Member States in preventing and combating such international organised crimes as: illicit drug trafficking; weapons smuggling; illicit immigration network; terrorism, forgery of money (counterfeiting of the Euro) and other means of payment; trafficking in human beings including child pornography; illicit vehicle trafficking; money-laundering. In addition, other main priorities for Europol include crimes against persons, financial crime, computer crime and cyber crime. In short, the mission of Europol is to make a significant contribution to the European Union's law enforcement action against crime with an emphasis on targeting criminal organizations.

Europol (the name is a contraction of European Police Office) is the European Union's criminal intelligence agency. The agency started limited operations on January 3, 1994, as the Europol Drugs Unit (EDU). In 1998 the Europol Convention was ratified by all the member states and came into force in October. Europol became fully operational on July 1, 1999.

It is a support service for the law enforcement agencies of the EU member states. Europol has no executive powers. This means that Europol officials are not entitled to conduct investigations in the member states or to arrest suspects. In providing support, Europol with its tools — information exchange, intelligence analysis, expertise and training — can contribute to the executive measures carried out by the relevant national authorities.

Europol is a multi — disciplinary agency, comprising not only regular police officers but staff members from the member states' law enforcement agencies: customs, immigration services, border and financial police, etc. Europol helps to overcome the language barriers in international police cooperation. Any law enforcement officer from a member state can address a request to their Europol National Unit (ENU) in her / his mother tongue and receive the answer back in this language.

Three different levels of cooperation are possible: the first one is technical cooperation. The next step is strategic cooperation aimed at exchanging general trends in organized crime and how to fight it. The top level of cooperation

includes the exchange of personal data and requires the fulfillment of Europol's standards in the field of data protection and data security.

***What is the difference between Europol and Interpol?***

There are various possibilities for international law enforcement cooperation. Interpol and Europol are two of them. Interpol is an excellent network of police agencies of countries worldwide, whereas Europol mainly supports the fight against organized crime and there is no competition between these organizations. In fact a cooperation agreement was signed between the two organizations. In fact a cooperation agreement was signed between the two organizations to help strengthen international law enforcement cooperation.

***Answer the following questions:***

1. What is Europol? 2. When did it start its work? 3. What is the aim of Europol? 4. What international crimes does Europol fight against? 5. Does Europol have any executive powers? What does it mean? 6. What can you say about structure of this organization? 7. Is there any difference between Europol and Interpol? What are their roles in the fight against organized crime?

***Text № 14. Organized Crime***

Organized Crime is the term used to describe illegal operations which are run like a big business. Crimes like this are carried out by criminals who work in gangs. There are gangs in every major country of the world. Many of the biggest gangs are in the USA. Some modern gangsters, like the Mafia, are involved in the illegal drugs trade. Japanese gangsters, called yakuza (meaning «good for nothing»), are also highly organized and very powerful.

Probably the most famous time for gangsters was the Prohibition (запрещение продажи спиртных напитков, сухой закон) period in the USA. Between 1920 and 1933 alcoholic drinks were banned and gangs grew rich running illegal drinking dens. The best known prohibition gangster was Al Capone, who dominated organized crime in Chicago from 1925 to 1931.

The Mafia is secret society which began in Sicily long ago. In the 20 century it spread to mainland Italy and to the USA, where many Italian Immigrants had settled. The mafia is involved in many criminal activities, including obtaining money from people using threats or force, selling illegal drugs, running illegal gambling operations, kidnapping and various acts of terrorism.

The Mafia is organized into a network of «families». The Italian and US governments have put many suspected Mafia members on trial, but it is difficult to obtain evidence against them because Mafia members are sworn to secrecy. In

recent years a number of senior Mafia members have agreed to give evidence against their former colleagues, resulting in several highly publicized trials.

*Answer the following questions:*

1. What is organized crime? 2. What country has the biggest gangs? 3. What are Japanese gangsters called? 4. What do you know about Al Capone? 5. What is Mafia? 6. What criminal activities is the Mafia involved in?

***Text № 15. Crime network behind hundreds of burglaries dismantled by French police***

Operation supported by Interpol and Europol

An operation led by French law enforcement, and supported by Interpol and Europol, targeting a crime network of Georgian and Armenian nationals believed to be linked to more than 300 burglaries has resulted in the arrest of 21 individuals and the recovery of a substantial amount of gold and jewellery.

The network — structured over several levels, with burglars, team leaders and coordinated by at least one «thief-in-law», a criminal of high-ranking within the network who acts as a controller and regulator — is suspected of a series of residential and commercial thefts around Limoges, the north of France and Belgium, with the stolen goods sent to Belgium for selling on.

The investigation, led by France's Central Office for Combating Itinerant Delinquency and the Gendarmerie of Limoges, was supported from the early stages by Europol specialists who facilitated the exchange of criminal intelligence, delivered analytical reports and supported the operation on the spot with a mobile office.

During the operational phase on June 4, Interpol provided onsite support assisting the identification of those arrested through on-site fingerprint scanning, provision of access to Interpol's global databases and message exchange with its National Central Bureaus.

The number of arrests and seizures are provisional and likely to increase in the next few days as the operation continues.

***Text №16. International police cooperation in combating cross-border crime***

Growth — рост, увеличение

Increasingly — все более, все больше и больше

Sophisticated — сложный, изощренный

Rapid — быстрый, скорый

Opportunity — возможность

To expand — расширять(ся), увеличивать(ся)  
Enormous — огромный, громадный  
Alarm — тревога  
Violate — нарушать  
Pressure — давление  
Widespread — широко распространенный  
Offence — правонарушение, преступление  
Money laundering — отмывание денег  
Theft — воровство, кража  
Illicit — незаконный  
Arms trade — торговля оружием  
Hijacking — похищение, угон (транспортного средства)  
Fraud — обман, мошенничество  
Insurance — страхование, страховка  
Trade — торговля  
Drug trafficking — торговля наркотиками  
Sham — теневой, поддельный  
Penetrate — внедряться, проникать  
Currency — валюта, деньги  
Gain — прибыль, нажива, выгода  
To conceal — скрывать, утаивать  
To escape — бежать, уходить  
Trace — выслеживать, следить  
Subsequent — последующий, следующий

The growth in cross-border crime is going on in many countries today. The development of increasingly sophisticated facilities for rapid travel has made it easier for criminals to move around the world. At the same time, the complex structures of modern societies and the constant growth of international exchanges provide more and more opportunities for international criminal activity, which has expanded enormously now and reached alarming proportions. Individuals and companies are being subjected to increasing pressure from criminals, leading to widespread feelings of insecurity.

The term «international crime», although in common use, does not necessarily refer to specific types of offence defined in law. When criminal acts, deals and schemes violate the laws of more than one country, they are said to be cross-border, transnational or international crimes.

The UN has classified all transnational crimes into 17 groups: money laundering terrorism; theft of art works and cultural objects; theft of intellectual property; illicit arms trade; hijacking of planes; piracy; hijacking on highways;

fraud in insurance; computer-related crime; ecological crime; trade in humans; trade in human organs; drug trafficking; sham bankruptcy; penetrating legal business; corruption and bribing public figures, party leaders and elected officials.

Some offences are covered by international conventions, for instance, currency counterfeiting (1929 Convention), traffic in human beings and the exploitation of prostitution (1949 Convention), and drug trafficking (1988 Convention).

Other offences, however, can be classified as «international» because of the behaviour of the offenders. For instance, preparations for committing an offence may be made in one country while the actual offence is committed in one or more countries. To make another example, similar offences may be committed one after the other in several different countries. Finally, an offender may escape across a border after committing his offence, he may transfer his illicit gains abroad or he may conceal objects or documents used to commit the offence in another country.

Tracing and arresting such offenders may prove extremely difficult; problems can arise in connection with exchanging information, identification, international investigations and subsequent extradition. Because of these problems, police services in different countries must work together if they are to combat international crime successfully.

***Answer the following questions:***

1. What developments made it easier for criminals to move around the world?
2. Who are being subjected to increasing pressure from criminals?
3. Does the term «international crime» refer only to specific types of offence defined in law?
4. What does the term «transnational crime» mean?
5. How many groups of transnational crimes can you name according to UN's classification?
6. What offences are covered by international conventions?
7. Is tracing and arresting international criminals an easy task?
8. Why must police services in different countries work together?

***Text № 17. Prison for cannabis smugglers***

The skipper and crew of a yacht were jailed for trying to smuggle cannabis worth 4.5 pounds million into Britain. The skipper of the yacht Rosy, was sentenced to ten years after admitting illegally importing cannabis.

Truro Crown Court had been told that the yacht was tracked through French and Spanish waters until it suffered engine trouble ten miles off Falmouth,

Cornwall. When the boat called for help a Customs launch offered it a tow to Falmouth, where one-and-a-half tons of Moroccan cannabis was found.

### ***Text № 18. Organization of the French Police***

The French Police consists of two highly centralized forces, *the National Police and the National Gendarmerie*. There is a further independent local force called the Municipal Police. Relations between the two major forces are often described as strained. The Municipal police force operates in theory alongside the National police and the National Gendarmerie. All the French police are armed.

The National Police is considerably larger than the Gendarmerie with some 116,300 officers and is responsible to the Ministry of the Interior. In addition to the uniformed and plain clothes police officers, there are about 10,000 civil support staff working for the National Police.

The National Police has executive and administrative functions which are split between the various units and services, for example: suppression of public disorder, road and motorway patrols, intelligence service, border and air control service, VIP security service. Drugs, vice and forensic work are often covered by specialist squads and there is also an anti-terrorist unit.

Within the National Police there are a few divisions for active policing:

- *The Urban Police* operates in the 477 big towns. Each district is controlled by a Commissar and consists of uniformed officers and a plain clothes detective and administration division. The tasks of the Urban Police division are to maintain law and order, public safety, security and salubrity, and traffic control.

- *The Judicial Police* deal with criminal, financial and economic cases.

- *The Political Police* of approximately 4,000 officers collect and collate information on individuals or groups who are regarded as constituting a danger to the state. Its plain officers are empowered to infiltrate organizations, collect information, tap telephones and open mail, subject to warrants.

- *The State Security Service* is concerned with the secret activities of foreign states operating in France.

- *The Air and Frontier Police* is responsible for movement of people across French borders and through airports. It works closely with the Customs Service which has responsibility for supervision of the movement of goods across the frontiers.

There are also other divisions of the National Police including para-military riot police and drug squad.

The National Gendarmerie is a military force under the control of the Ministry of Defence.

### **Text № 19. Organization of the Italian Police**

There are four separate police systems in Italy: the Carabinieri, the State police, the treasury police and the local community police.

In addition there are the Corps of Prison Warders and the Corps of Foresters. The latter is responsible for the protection of forestry and environment. In total there are some 302 police officers, giving one officer for every 191 people.

The Italian police all come under the authority of the Minister of the Interior who coordinates the activities of law enforcement agencies. The Minister is responsible for the maintenance of public order and safety, and the services of the Public Security Department are employed to enforce this authority. This department in turn is sub-divided into various departments and agencies headed by the Chief of the Italian Police.

### **Text № 20. Elements of crimes**

Before anyone can be convicted of a crime, three elements usually must be proved at the trial. They are:

- 1) a duty to do or not to do a certain thing;
- 2) a violation of the duty;
- 3) criminal intent.

**Duty.** *The duty* to do or not to do a certain thing usually is described by statutes which prohibit certain conduct. Generally only conduct that is serious — involving violence or theft property — is classified as an offense against society and therefore criminal.

**Violation of the duty.** *The breach of duty* must also be proved in a criminal trial. This is the specific conduct by the defendant, which violates the duty. For example, battery is always a crime. Criminal battery is often defined in statutes as «the intentional causing of corporal harm». Corporal harm means bodily harm. A breach of this duty could be established in a trial by the testimony of witness who swore that she saw the defendant deliberately punch the victim.

**Criminal intent.** The third element, *criminal intent*, must be proved in most cases. Criminal intent generally means that the defendant intended to commit the act and intended to do evil.

A few crimes do not require criminal intent. These are generally less serious crimes, for which a jail sentence is very unlikely. Traffic offenses fall within this classification. You may not have intended to speed or have intended evil but you have still committed this crime.

Today, statutes of most states fix the age of criminal liability at 18, but the figure ranges from 16 to 19. Statutes often provide that minors as young as 13 or 16 may be tried and punished as adults if they are accused of serious crimes such



as murder. Generally, however, what is a crime for adults is **juvenile delinquency** for minors.

Ignorance or mistake is generally no excuse for violating a law. A person is presumed to know what the law is. To have criminal intent, one must have sufficient mental capacity at the time one commits a crime to know the difference between right and wrong and to be capable of deciding what to do. Accordingly, insane persons are not held liable for their criminal acts.

Normally neither voluntary intoxication nor drug abuse is a good defense against a criminal charge.

**Text № 21. The Scholarship**  
*from «Green Years» by A. J. Cronin*

... Robert Shannon will be able to continue his studies only if he gets the scholarship founded by Sir John Marshall, but his best friend Gavin becomes his rival.

It was the first day of the Easter Holidays. I was going fishing with Gavin. The last pleasure I allowed myself before beginning to prepare for the Marshall.

We met early in the morning. Gavin was waiting for me. Impossible to describe the silent joy of our meeting... We walked side by side through the quiet village to the lake.

«No fishing until evening, I am afraid», Gavin murmured. «No wind and the day is too bright».

Until the sun went down, Gavin and I sat on an upturned boat, outside his father's fishing hut. We spoke very little. At seven o'clock, after Mrs. Glen, the woman of the cottage had given us some tea and boiled eggs and milk, we pushed the boat into the water. I took the oars. When we were far from the shore, Gavin spoke, hidden by the growing darkness.

«I understand you are sitting the Marshall, Robie?»

I was greatly surprised. «Yes... How did you know?»

«Mrs. Keith told my sister», Gavin paused, breathing heavily. «I am trying for it too».

I looked at him in silence. I was shocked and confused.

«But Gavin... You do not need the money!»

Gavin frowned. «You'll be surprised». He spoke slowly. «My father has had trouble in the business». He paused. «He has done so much for me... now then he is worried, I would like to do something for him».

I was silent. I knew that Gavin adored his father; and I had heard whispers that all was not well with the Mayor's business. Yet his words came as an unexpected blow.

«All the cleverest boys in the country are competing», he continued. «One more won't make much difference. Besides there is the honour of the town. It is twelve years since a Levenford boy took the scholarship». He drew a deep breath. «One of us must win it».

«You may be the one, Gavin», I said in a low voice; I knew he was a fine scholar.

Gavin replied slowly. «I would like to win for my father's sake. But I think you have a better chance». He paused. «If you win, will you go on to be a doctor?»

Gavin was the only person on earth to whom I could tell the truth. I said: «I wish with all my heart to be a medical biologist, you know, a doctor who does research». There was a long pause.

«Yes», Gavin said thoughtfully. «It is bad that we have to fight each other over the scholarship. But, it will not affect our friendship, of course».

Yet I felt a sudden sadness in my heart. I thought: «Gavin and I... One of us must be defeated».

***Notes:***

rival — конкурент

scholarship — стипендия

Easter Holidays — пасхальные каникулы

oars — весла

to sit the Marshall — сдавать экзамены на стипендию Маршалла

***Answer the questions:***

1) Who was Robie? 2) What did he want to become? 3) Why couldn't he study without the scholarship? 4) What shows, that he was seriously preparing for the exams? 5) What did Gavin tell Robie about? 6) Why was the boy shocked and confused? 7) What was the reason for Gavin's sitting the Marshall? 8) Which words prove the generosity of both boys?

## Тематический словарь

### ***Police / полиция***

- police — полиция  
to call the police — вызвать полицию  
to take to the nearest police station — доставлять (кого-либо) в ближайший полицейский участок  
to report to the police — сообщать в полицию (о преступлении)  
police force — полицейские силы; отряды полиции  
police station / precinct — полицейский участок  
metropolitan police — столичная (Лондонская) полиция  
riot police — отряды полиции особого назначения  
policeman — полицейский  
policewoman — женщина-полицейский  
detective / plain-clothes man / sleuth / CID man — сыщик  
investigator — следователь  
inspector — инспектор  
operative — оперуполномоченный  
divisional inspector / beat officer — участковый инспектор  
field-criminalist — эксперт-криминалист  
search commander — старший оперативной группы, командир поиска  
medical expert — судебно-медицинский эксперт  
bobby-handler — проводник служебно-розыскной собаки, кинолог  
marshal — начальник полицейского участка; судебный исполнитель (в США)  
bailiff — судебный исполнитель; заместитель шерифа (в США)

### ***Police duties / обязанности полиции***

- to apprehend a criminal — задерживать преступника  
to assist the offender to return to an honest life — помогать правонарушителю вернуться к честной жизни  
to arrive at the crime scene — прибывать на место преступления  
to be responsible for a crime — быть ответственным за преступление  
to become familiar with salient feature of criminal's modus operandi — знакомиться с характерными чертами способа действия преступника

to bring a charge — выдвигать обвинение  
 to bring a criminal action — возбудить уголовное дело  
 to bring the criminal to justice — привлечь преступника к уголовной ответственности  
 to build a hypothesis — выдвинуть версию  
 to call an ambulance — вызвать скорую помощь  
 to catch criminals — поймать преступников  
 to collect (lift) evidence — собирать (изымать) доказательства  
 to conduct search, discovery and seizure — проводить обыск, обнаружение и изъятие  
 to curb the crime — обуздать преступность  
 to define crime — квалифицировать, определять состав преступления  
 to detect criminals — разыскать преступников  
 to develop and take fingerprints — проявить и снять отпечатки пальцев  
 to direct traffic — руководить дорожным движением  
 to eliminate causes of crime — устранить причины преступления  
 to enforce the law — проводить закон в жизнь  
 to ensure crime scene protection — обеспечить защиту места преступления  
 to establish corpus delicti — устанавливать состав преступления  
 to establish contact — устанавливать контакт  
 to establish proof of guilt — устанавливать доказательства вины  
 to ferret out serious crime — выискивать, собирать информацию (о серьезных преступлениях)  
 to fight (to combat) crime — бороться с преступностью  
 to find, collect and protect evidence — находить, собирать и защищать улики  
 to frustrate (the plans, efforts) — расстраивать, срывать (попытки, планы)  
 to get (obtain) information — получать информацию, сведения  
 to give first aid to a victim — оказать первую помощь жертве преступления  
 to identify — опознавать, идентифицировать  
 to increase sense of security — увеличить, поднять чувство безопасности  
 to investigate crime — расследовать преступление  
 investigation / inquiry — расследование, исследование, дознание  
 investigational techniques — тактика и техника расследования  
 to interview witnesses — опрашивать свидетелей  
 to interrogate criminals — допрашивать преступников  
 to lay an ambush — устраивать засаду  
 to locate — определять местонахождение  
 to maintain law and order — поддерживать правопорядок  
 to make an estimate of — оценить что-либо  
 to make plaster cast — снимать гипсовые слепки

to make conclusions — делать выводы  
 to make a record — составить протокол  
 to neutralize — обезвредить  
 to operate in plain-clothes — работать в штатском  
 overt work — гласная работа  
 to pack the traces of the crime — упаковать вещественные доказательства  
 (следы преступления)  
 to patrol streets — патрулировать улицы  
 to penetrate underworld — внедряться в преступный мир  
 to perform well under operational conditions — действовать умело в слож-  
 ной оперативной обстановке  
 to persecute offenders — преследовать судебным порядком правонарушителей  
 to prevent crime — предотвращать преступления  
 to prevent juvenile delinquency — предупреждать преступность среди не-  
 совершеннолетних  
 to provide security for society — обеспечивать безопасность общества  
 to punish criminals — наказывать преступников  
 to reconstruct the happening — мысленно воссоздать происшедшее  
 to search for and collect evidence — искать и собирать улики  
 to search / investigate / examine / observe / inspect / survey a crime scene —  
 осматривать место происшествия  
 to solve the crime — раскрыть преступление  
 to stand on guard of law and order — стоять на страже правопорядка  
 to supervise difficult juveniles — осуществлять надзор за «трудными»  
 подростками  
 surveillance — негласный надзор  
 to take active measures — принять действенные меры  
 to take missing person reports — принимать рапорта о пропавших без вести  
 to take pictures of — фотографировать  
 traffic law enforcement — дорожный надзор  
 undercover (covert) work — негласная работа  
 to use special means, methods and forms of crime solution — использовать  
 специальные средства, методы и формы раскрытия преступления  
 to use the weapon — пользоваться оружием.

### ***Classification of crimes / Классификация преступлений***

***1. Crimes against administration of justice — преступления против нарушения порядка, осуществления правосудия***

misdemeanor — мисдиминор, судебно наказуемый проступок

offence — правонарушение  
petty offence — незначительное (мелкое) правонарушение  
tort — деликт, гражданское правонарушение  
trespassing — незначительное нарушение закона

## **2. Crimes against person — преступления против личности**

abduction — похищение (женщины, ребенка)  
- abduction by fraud — похищение с помощью обмана  
- abduction by violence — насильственное похищение  
assassination — вероломное убийство  
assault — нападение, словесное оскорбление и угроза физическим  
насилием  
homicide — лишение человека жизни, убийство  
intimidation — запугивание, устрашение  
kidnapping — похищение людей  
killing — убийство  
- accidental killing — непреднамеренное убийство  
- intentional killing — преднамеренное (умышленное) убийство  
lynch law — самосуд  
manslaughter — непредумышленное убийство  
murder — тяжкое убийство  
murder for hire — тяжкое убийство по найму  
- attempted murder — покушение на убийство  
- first degree murder — тяжкое убийство первой степени  
- second degree murder — тяжкое убийство второй степени  
rape — изнасилование  
gang rape — групповое изнасилование  
sexual offence — преступления на сексуальной почве  
slaughter — массовое убийство, резня

## **3. Crimes against property — преступления против собственности**

arson — поджог  
- arson attempt — покушение на поджог  
burglary — кража со взломом  
car theft — угон (кража) автомобиля  
housebreaking — квартирная кража  
larceny — воровство  
mugging — ограбление на улице  
pick-pocketing — карманная кража  
raid — налет

robbery — грабеж, ограбление  
shoplifting — ограбление магазина  
stealing — воровство, кража  
theft — кража  
- grand theft — крупная кража  
- petty theft — мелкая кража

#### **4. Economic crimes — экономические преступления**

blackmail — шантаж, вымогательство  
blue-collar crime — «синеворотничковое» преступление, (преступление, совершенное производственным рабочим)  
bribery — взяточничество  
counterfeiting — фальшивомонетничество  
extortion — вымогательство  
embezzlement — растрата, хищение, присвоение имущества  
forgery — подделка документов, фальшивка  
fraud — обман, мошенничество  
racketeering — рэкет, вымогательство  
slander — клевета  
white-collar crime — «беловоротничковое» преступление (преступная махинация, совершенная служащим или лицом, занимающим высокое общественное положение)

#### **5. Crimes against the State — преступления против государства**

betrayal — предательство, измена  
drug trafficking — транспортировка, перевозка наркотиков  
espionage / spying — шпионаж  
hijacking — угон воздушного судна, воздушное пиратство  
misappropriation of public property — незаконное присвоение государственной собственности  
perjury — лжесвидетельство  
sedition — подстрекательство к мятежу, бунту; антиправительственная агитация  
slaughter — массовое убийство, кровопролитие  
smuggling — контрабанда  
terrorism — терроризм  
treason — государственная измена  
vandalism — вандализм

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