ЧАСТНОЕ ОБРАЗОВАТЕЛЬНОЕ УЧРЕЖДЕНИЕ
ПРОФЕССИОНАЛЬНОГО ОБРАЗОВАНИЯ
СТАВРОПОЛЬСКИЙ МНОГОПРОФИЛЬНЫЙ КОЛЛЕДЖ

МЕТОДИЧЕСКИЕ УКАЗАНИЯ

к практическим занятиям по дисциплине
«ИНОСТРАННЫЙ ЯЗЫК»
для обучающихся по специальности
40.02.02 «Правоохранительная деятельность»

Ставрополь 2024 г.

сведения о сертификате ЭЦ

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Методические указания составлены в соответствии с федеральным государственным образовательным стандартом среднего профессионального образования для специальности 40.02.02 «Правоохранительная деятельность».

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В методических указаниях представлен краткий практический материал, направленный на усвоение лексики и дальнейшее обучение грамматики при подготовке к практическим занятиям.

Целью практических работ по дисциплине «Иностранный язык» является проведение практических занятий и овладение фундаментальными знаниями, профессиональными умениями и навыками по профилю изучаемой дисциплины, закрепление и систематизация знаний, формирование умений и навыков и овладение опытом творческой, исследовательской деятельности.

Задачи практических занятий:

- обобщить, систематизировать, углубить, закрепить полученные знания по изучаемым темам;

- сформировать умения применять полученные знания на практике;

- выработать при решении поставленных задач таких профессионально значимых качеств, как самостоятельность, ответственность, точность, творческая инициатива.

В результате обучающийся осваивает следующие общие компетенции:

ОК-1. Понимать сущность и социальную значимость своей будущей профессии, проявлять к ней устойчивый интерес.

ОК-2. Понимать и анализировать вопросы ценностно-мотивационной сферы.

ОК-3. Организовывать собственную деятельность, выбирать типовые методы и способы выполнения профессиональных задач, оценивать их эффективность и качество.

ОК-4. Принимать решения в стандартных и нестандартных ситуациях, в том числе ситуациях риска, и нести за них ответственность.

ОК-5. Проявлять психологическую устойчивость в сложных и экстремальных ситуациях, предупреждать и разрешать конфликты в процессе профессиональной деятельности.

ОК-6. Осуществлять поиск и использование информации, необходимой для эффективного выполнения профессиональных задач, профессионального и личностного развития.

ОК-7. Использовать информационно-коммуникационные технологии в профессиональной деятельности.

ОК-8. Правильно строить отношения с коллегами, с различными категориями граждан, в том числе с представителями различных национальностей и конфессий.

ОК-9. Устанавливать психологический контакт с окружающими.

ОК-10. Адаптироваться к меняющимся условиям профессиональной деятельности.

ЛР 1 Осознающий себя гражданином и защитником великой страны.

ЛР 5 Демонстрирующий приверженность к родной культуре, исторической памяти на основе любви к Родине, родному народу, малой родине, принятию традиционных ценностей многонационального народа России.

ЛР 8 Проявляющий и демонстрирующий уважение к представителям различных этнокультурных, социальных, конфессиональных и иных групп. Сопричастный к сохранению, преумножению и трансляции культурных традиций и ценностей многонационального российского государства.

Перечень практических работ

№ практ. занятия	Наименование тем практических работ	Кол-во часов	Домашнее задание
III (I) семестр 2 (1) курс 16 недель (32часа\16 практических занятий) Всего:170 часа			
1	Практическое занятие №1. Education in English-speaking countries.	2	Упр.1-4
2	Практическое занятие №2. Present Continuous Tense.	2	Упр.1-5
3	Практическое занятие №3. Present Continuous Tense. Stative verbs.	2	Упр.1-3
4	Практическое занятие №4. Education in Russia.	2	Упр.1-3
5	Практическое занятие №5. Present Simple Tense.	2	Упр.1-4
6	Практическое занятие №6. Seasons and Weather.	2	Упр.1-5
7	Практическое занятие №7. Present Continuous vs. Present Simple.	2	Упр1-2
8	Практическое занятие №8. Environmental Protection.	2	Упр.1-3
9	Практическое занятие №9. Past Continuous Tense.	2	Упр.1-5
10	Практическое занятие №10 Technological Progress.	2	Упр.1-4
11	Практическое занятие №11. Past Simple Tense.	2	Упр.1-10
12	Практическое занятие №12. Doing sport and keeping fit.	2	Упр.1-3
13	Практическое занятие №13. Past Simple vs. Past Continuous.	2	Упр.1-4
14	Практическое занятие №14. Healthy Way of Life.	2	Упр.1-4
15	Практическое занятие №15. Future Continuous Tense.	2	Упр.1-7
16	Практическое занятие №16. To be going to.	2	Упр.1-5
IV (II) семестр (2 (1) курс) 20 недель (40 часов\20практических занятий)			
1 (17)	Практическое занятие №17. Travelling.	2	Упр.1-3
2 (18)	Практическое занятие № 18 Future Simple Tense.	2	Упр.1-6
3 (19)	Практическое занятие № 19 Shopping.	2	Упр.1-3
4 (20)	Практическое занятие № 20 Comparison Degrees of Adjectives.	2	Упр.1-7
5 (21)	Практическое занятие № 21 Comparison Degrees of Adverbs.	2	Упр.1-5
6 (22)	Практическое занятие № 22 Country and City.	2	Упр.1-7
7 (23)	Практическое занятие № 23 Present Perfect Tense.	2	Упр.1-7
8 (24)	Практическое занятие № 24 Internet in our Life.	2	Упр.1-2
9 (25)	Практическое занятие № 25 Present Perfect vs. Past Simple.	2	Упр.1-7
10 (26)	Практическое занятие № 26 The United Kingdom of Great Britain. Geographical profile.	2	Упр.1-3
11(27)	Практическое занятие № 27 The capital of the UK.	2	Упр.1-3
12 (28)	Практическое занятие № 28 UK Holidays and Traditions.	2	Упр.1-2
13 (29)	Практическое занятие № 29 Present tenses for the future.	2	Упр.1-4
14 (30)	Практическое занятие № 30 The USA. Geographical profile.	2	Упр.1-3
15 (31)	Практическое занятие № 31 The capital of the USA.	2	Упр.1-3
16 (32)	Практическое занятие № 32 US Holidays and Traditions.	2	Упр.1-3
17 (33)	Практическое занятие № 33 Countable and uncountable nouns.	2	Упр. 1-6
18 (34)	Практическое занятие № 34 Russia. Geographical profile.	2	Упр.1-3
19 (35)	Практическое занятие № 35 Moscow.	2	Упр.1-3
20 (36)	Практическое занятие № 36 Revision. Подготовка к зачёту.	2	Упр.1-4
V (III) семестр (3 (2) курс) 16 недель (32 часа\16практических занятий)			
1 (37)	Практическое занятие № 37 Articles. (a/an)	2	Упр.1-5
2 (38)	Практическое занятие № 38 British Monarchy.	2	Упр.1
3 (39)	Практическое занятие № 39 Articles (the).	2	Упр.1-4
4 (40)	Практическое занятие № 40 US Political System.	2	Упр.1-5
5 (41)	Практическое занятие № 41 Passive Voice Simple.	2	Упр.1-8
6 (42)	Практическое занятие № 42 Legal Profession.	2	Упр.1-3
7 (43)	Практическое занятие № 43 Passive Voice Continuous.	2	Упр.1-4
8 (44)	Практическое занятие № 44 Legal skills.	2	Упр1-2
9 (45)	Практическое занятие № 45 Passive Voice Perfect.	2	Упр.1-7
10 (46)	Практическое занятие № 46 Legislation in Russia.	2	Упр.1-6
11 (47)	Практическое занятие № 47 Past Perfect Tense	2	Упр.1-3
12 (48)	Практическое занятие № 48 The Constitution of the Russian	2	Упр.1-4

	Federation.		
13 (49)	Практическое занятие № 49 Future Perfect Tense.	2	Упр.1-4
14 (50)	Практическое занятие № 50 The System of State and Government of the Russian Federation.	2	Упр.1-7
15 (51)	Практическое занятие № 51 Judiciary of the Russian Federation.	2	Упр1-5
16 (52)	Практическое занятие № 52 Revision..	2	Упр.1-6
VI (IV) семестр 3 (2) курс 19 недель (38 часов \ 19 практических занятия			
1 (53)	Практическое занятие № 53 The System of Courts.	2	Упр.1-6
2 (54)	Практическое занятие № 54 Конструкция used to.	2	Упр.1-5
3 (55)	Практическое занятие № 55 The United Nations Organization.	2	Упр.1-6
4 (56)	Практическое занятие № 56 Types of Questions. General Question.	2	Упр.1-5
5 (57)	Практическое занятие № 57 The Declaration of Human Rights.	2	Упр.1-2
6 (58)	Практическое занятие № 58 Types of Questions. Special Question. Subject Question.	2	Упр.1-7
7 (59)	Практическое занятие № 59 The System and Classifications of Law.	2	Упр.1-5
8 (60)	Практическое занятие № 60 Types of Questions. Alternative Question.	2	Упр1-3
9 (61)	Практическое занятие № 61 Branches of Russian Law.	2	Упр.1-5
10 (62)	Практическое занятие № 62 Types of Questions. Disjunctive Question.	2	Упр.1-5
11 (63)	Практическое занятие № 63 Crime. Categories of crimes in the UK.	2	Упр.1-8
12 (64)	Практическое занятие № 64 Direct and Indirect speech.	2	Упр.1-4
13 (65)	Практическое занятие № 65 Criminal Procedure.	2	Упр. 1-5
14 (66)	Практическое занятие № 66 Direct and Indirect speech. (Imperative Mood).	2	Упр.1-3
15 (67)	Практическое занятие № 67 The Criminal Code of the Russian Federation.	2	Упр.1-6
16 (68)	Практическое занятие № 68 Direct and Indirect speech. (Questions)	2	Упр.1-7
17 (69)	Практическое занятие № 69 History of Punishment.	2	Упр.1-4
18 (70)	Практическое занятие № 70 Gerund.	2	Упр.1-4
19 (71)	Практическое занятие № 71 Revision. Подготовка к зачёту.	2	Упр.1-7
VII (V) семестр 4 (3) курс 14 недель (28 часов \ 14 практических занятий)			
1 (72)	Практическое занятие № 72 Types of Punishment.	2	Упр.1-3
2 (73)	Практическое занятие № 73 Prepositions of time.	2	Упр.1-6
3 (74)	Практическое занятие № 74 The British Police.	2	Упр.1-4
4 (75)	Практическое занятие № 75 Prepositions of place.	2	Упр.1-6
5 (76)	Практическое занятие № 76 Police of the Russian Federation.	2	Упр.1-2
6 (77)	Практическое занятие № 77 Conditional Sentences. (First Conditional)	2	Упр.1-4
7 (78)	Практическое занятие № 78 Civil Code of the Russian Federation.	2	Упр.1-6
8 (79)	Практическое занятие № 79 Conditional Sentences. (Second Conditional)	2	Упр.1-4
9 (80)	Практическое занятие № 80 Civil Procedure in the UK.		Упр.1-9
10 (81)	Практическое занятие № 81 Conditional Sentences. (Third Conditional)	2	Упр. 1-4
11 (82)	Практическое занятие № 82 Civil Procedure in the USA.	2	Упр.1-4
12 (83)	Практическое занятие № 83 Modal verbs may, can/could, must and its equivalents.	2	Упр.1-13
13 (84)	Практическое занятие № 84 Modal verb have to, need, should.	2	Упр.1-8
14 (85)	Практическое занятие № 85 Revision.	2	Упр.1-8
Итого:		**170 часа**	**85 практических занятий**

3 семестр (1 семестр)

Практическое занятие №1

Education in English-speaking countries.

Упражнения на развитие навыков чтения и говорения:

1. **Прочитать и перевести текст.**

The System of Education in Great Britain

In England and Wales compulsory school begins at the age of five, but before that age children can go to a nursery school, also called play school. School is compulsory till the children are 16 years old. The school year in England and Wales starts in September and ends in July. In Scotland it runs from August to June and in Northern Ireland from September to June and has three terms. At 7 and 11 years old, and then at 14 and 16 at secondary school, pupils take examinations in the core subjects (English, Mathematics and Science).

Primary education begins at the age of 5 in England, Wales and Scotland, and 4 in Northern Ireland. It includes three age ranges: nursery for children under 5 years, infants from 5 to 7, and juniors from 7 to 11 years old. In nursery schools babies don't have real classes; they learn some elementary things such as numbers, colors and letters. Besides, they play, have lunch and sleep there. Children usually start their school education in an infant school and move to a junior school at the age of 7. In Primary School and First School children learn to read and write and the basis of arithmetic. In the higher classes of Primary School (or in Middle School) children learn geography, history, religion and, in some schools, a foreign language. Then children go to the Secondary School.

When students are 16 years old they may take an exam in various subjects in order to have a qualification. These qualifications can be either G.C.S.E. (General Certificate of Secondary Education) or "O level" (Ordinary level). After that students can either leave school and start working or continue their studies in the same school as before. If they continue, when they are 18, they have to take further examinations which are necessary for getting into university or college.

The most famous British public schools are Eton, Harrow and Winchester.

Some parents choose private schools for their children. They are very expensive but considered to provide a better education and good job opportunities.

In England there are 47 universities, including the Open University which teaches via TV and radio, about 400 colleges and institutes of higher education. The oldest universities in England are Oxford and Cambridge. Generally, universities award two kinds of degrees: the Bachelor's degree and the Master's degree.

Vocabulary:

compulsory — обязательная
nursery school — детский сад
subject — предмет
private — частный
opportunity — возможность
to award — давать, присваивать
bachelor — бакалавр
master — магистр

2. Ответьте на вопросы по содержанию текста:

1. When does compulsory school begin?
2. How long does a child stay in compulsory school?
3. What subjects do children learn in Primary School?
4. What kind of exam do students have to take when they are 16?
5. Do students have to leave school at the age of 16 or to continue their studies?
6. How do private schools differ from the regular ones?
7. How many universities are there in England?
8. What is the Open University?
9. What kinds of degrees do universities award?

3. Прочитать и перевести текст.

«Education in the USA»

Education in the United States of America is compulsory for children from the age of 6 till 16 (or 18). It involves 12 years of schooling. A school year starts at the end of August or at the beginning of September and ends in late June or early July. The whole school year is divided into three terms/trimesters or four quarters. American students have winter, spring and summer holidays which last 2 or 3 weeks and 6 or 8 weeks, respectively. The length of the school year varies among the states as well as the day length. Students go to school 5 days a week.

The American education system consists of 3 basic components: elementary, secondary and higher education. There is also such a notion as preschool education. At the age of 4 or 5 children just get acquainted with the formal education in a nursery school. The preschool education programme aims to prepare children for elementary school through playing and help them to acquire the experience of association. It lasts for one year. Then they go to the first grade (or grade 1).

Elementary education starts when pupils are 6 years old. The programme of studies in the elementary school includes the following subjects: English, Arithmetic, Geography, History of the USA, Natural sciences, Physical Training, Singing, Drawing, wood or metal work. The education is mostly concentrated on the basic skills (speaking, reading, writing and arithmetic). Sometimes children also learn some foreign languages, general history and such new subjects as drug and sex education. The main goal of elementary education is the general intellectual, social and physical development of a pupil from 5 to 12 or 15 years old.

Secondary education begins when children move on to high or secondary school in the ninth grade, where they continue their studies until the twelfth grade. The secondary school curriculum is built around specific subjects rather than general skills. Although there are always a number of basic subjects in the curriculum: English, Mathematics, Science, Social Studies and Physical Education, the students have an opportunity to teach some elective subjects, which are not necessary for everybody. After the first two years of education they can select subjects according to their professional interests. The electives are to be connected with the students' future work or further education at university or college. Every high school has a special teacher — a guidance counsellor who helps the students to choose these elective subjects. Moreover, he helps them with some social problems, too. The elective courses are different in various schools.

Members of each grade in high school have special names: students in the ninth grade are called freshmen, tenth graders are called sophomores, eleventh graders are juniors and as for twelfth graders, they are seniors.

After graduating from high schools the majority of the Americans go on studying at higher education establishments. In universities they have to study for four years to get a bachelor's degree. In order to get a master's degree they must study two years more and, besides, be engaged in a research work.

The most famous American universities are Harvard, Princeton, Stanford, Yale, and Columbia Universities.

Vocabulary:
compulsory — обязательный
to involve — включать
schooling — обучение в школе
to be divided into — делиться на
quarter — четверть
respectively — соответственно
to vary — варьироваться
elementary education — начальное образование
secondary education — среднее образование
higher education — высшее образование
notion — понятие
preschool education — дошкольное образование
to get acquainted with — знакомиться с
nursery school — детский сад
to aim — быть нацеленным
to acquire the experience of association — получить опыт общения
grade — класс
General History — всеобщая история
sex and drug education — сексуальное образование и уроки, посвященные изучению социальной роли наркотиков
skill — навык
goal — цель
curriculum — расписание, учебный план

specific — конкретный, определённый
Social Studies — обществознание
opportunity — возможность
elective subject — предметы по выбору
guidance counselor — советник по профессиональной ориентации
various — разнообразный
freshman — новичок
sophomore — студент второго курса колледжа или ученик 10-го класса средней школы
junior — студент предпоследнего курса колледжа или ученик 11-го класса средней школы
senior — студент последнего класса колледжа или ученик 12-го класса средней школы
majority — большинство
bachelor's degree — степень бакалавра
master's degree — степень магистра
to be engaged in — заниматься чем-либо
research work — научно-исследовательская работа

4. Ответьте на вопросы по содержанию текста:

1. At what age do American students start and finish their compulsory education?

2. How are the school years called in the United States?

3. The length of the school year varies among the states, doesn't it?

4. What are the basic components of American education?

5. Do all children have to attend a nursery school?

6. When does elementary education start?

7. What is the main aim of elementary education?

8. The secondary school curriculum doesn't imply a number of basic subjects, does it?

9. What are elective subjects?

10. Who is a guidance counselor?

ПРАКТИЧЕСКОЕ ЗАНЯТИЕ № 2

Present Continuous Tense.

НАСТОЯЩЕЕ ПРОДОЛЖЕННОЕ ВРЕМЯ (THE PRESENT CONTINUOUS TENSE)

1. **Утвердительная форма** настоящего продолженного времени образуется при помощи вспомогательного глагола **to be** в настоящем неопределенном времени (am, is, are) и причастия настоящего времени смыслового глагола.

2. Причастие настоящего времени (Participle I) образуется путем прибавления суффикса - **ing** к инфинитиву глагола без частицы to

to play - играть - playing
to speak - говорить - speaking

He is reading a newspaper.
Он читает газету.

3. Для образования **вопросительной формы** вспомогательный глагол **to be** в соответствующей форме ставится перед подлежащим, а причастие настоящего времени смыслового глагола - после подлежащего:

Is he reading a newspaper?
Он читает газету?

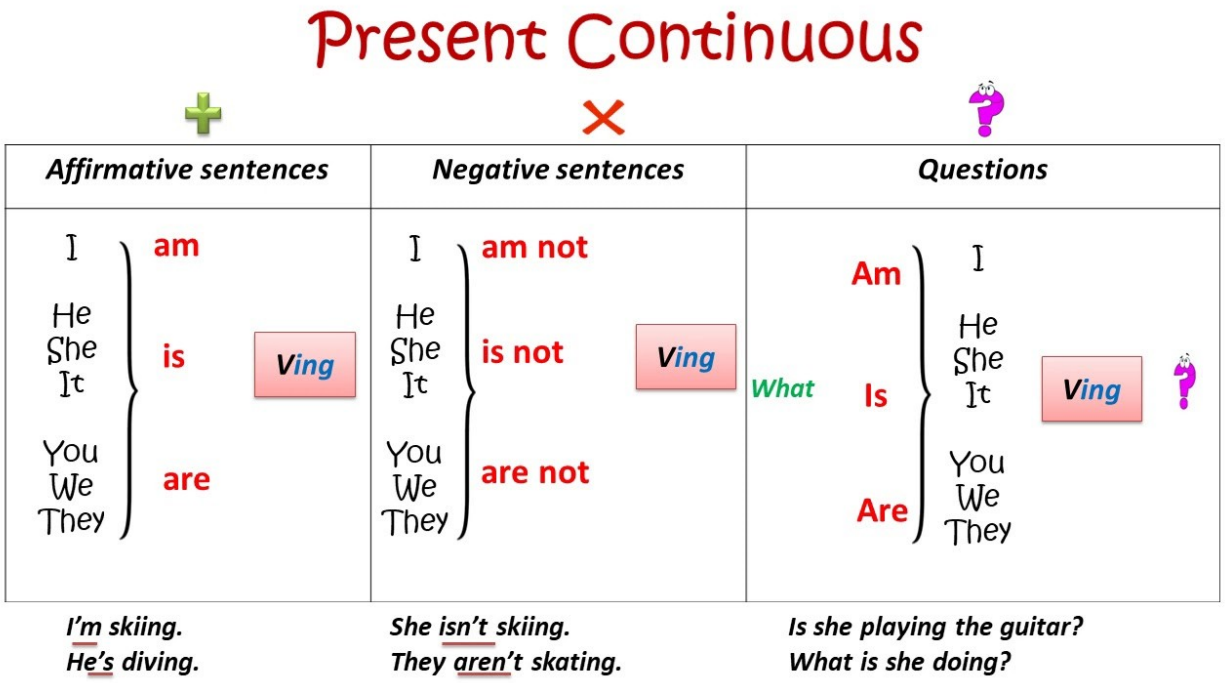
4. Для образования **отрицательной формы** после вспомогательного глагола to be в соответствующей форме ставится отрицательная частица not:

He is not reading a newspaper.
Он не читает газету.

5. В разговорной речи в утвердительной и отрицательной формах часто употребляются сокращенные формы. В утвердительной форме сливаются местоимение и вспомогательный глагол, а в отрицательной - вспомогательный глагол и отрицательная частица not:

I'm waiting for you.
Я вас жду.

He isn't reading a newspaper.
Он не читает газету.



Употребление настоящего продолженного времени

Настоящее продолженное время употребляется:

a. Для выражения действия, совершающегося в определенный момент настоящего времени или в момент разговора. Этот момент может быть выражен такими словами, как now сейчас, at this moment в данный момент и т.п.:

Professor P. is delivering a lecture in the assembly hall.
Сейчас профессор П. читает лекцию в конференц-зале.

Употребление слов **now, at this moment** и т.п. в английском языке не всегда обязательно. При переводе на русский язык эти слова часто добавляются, чтобы показать, что действие совершается не вообще, а именно в данный момент или в момент речи, так как в русском языке нет продолженных времен.

b. Для выражения действия, которое запланировано к выполнению в будущем, особенно с глаголами: to go идти, to come приходить, прибывать, to start начинать, to leave покидать, оставлять, to stay оставаться:

We are leaving Moscow tomorrow.
Мы уезжаем из Москвы завтра.

Упражнения:

1. Образуйте форму глаголов с окончанием –ing.

Have, come, listen, buy, swim, put, use, stop, drive, win

2. Составьте из слов предложения.

Anna – juice – is – orange – drinking.

not – sun – shining – the – is.

are – parents – the – in – my – sitting – garden.

dress – she – long – is – a – today – wearing.

we – playing – not – violin – are – the.

3. Напишите утвердительные (+), отрицательные (-) или вопросительные (?) предложения в настоящем продолженном времени.

1. George/drive very fast. (+)
2. I/learn Russian. (-)
3. It/snow. (?)
4. They/walk in the park. (+)
5. Sophie/eat berries. (-)
6. Mother/vacuum-clean. (?)
7. Jenny/write a postcard. (+)
8. We/swim in the swimming-pool. (-)
9. I/listen to music. (+)
10. Kevin/work. (?)
11. The nurse/feed the patient. (+)
12. The wind/blow. (?)
13. She/sing a lullaby. (-)
14. The boys/ride horses. (?)
15. They/build a new house. (-)

4. Раскройте скобки, поставив глагол-действие в скобках в *Present Continuous.* Используйте сокращенные формы *be (am not, isn't, aren't).*

1. Bess … (not help) about the house now. 2. My friend … (not play) the piano now. 3. We … (not listen) to music. 4. The father …. (not work) in the garden. 5. The boy … (not ride) a bike. 6. He … (not look) at the pictures in the book. 7. Richard and Henry … (not swim) in the river in summer. 8. He … (not have) tea for breakfast. 9. She … (not make) a cake. 10. Kate … (not dance) now.

5. Переведите предложения в настоящем продолженном времени.

1. Хелен покупает помидоры на рынке.
2. Маленький Том плачет в спальне.
3. Идет дождь.
4. Мы играем в теннис с друзьями.
5. Мама готовит куриный суп.
6. Обезьянки едят бананы на дереве.
7. Мой брат учит стишок.
8. Куда идет твой отец?
9. Что ты читаешь?
10. Почему он спит сейчас?

11. Где играют твои дети?
12. Поезд не движется.
13. Мальчики не танцуют.
14. Джек и Джейн не помогают мне.
15. Учитель не смотрит на нас.

ПРАКТИЧЕСКОЕ ЗАНЯТИЕ № 3

Present Continuous Tense. Stative verbs.

В английском языке существует несколько групп глаголов, которые не употребляются в длительной форме, то есть во временах группы Continuous. Такие глаголы, как правило, описывают не столько действие, сколько состояние объекта. Подобные глаголы называются **state /stative** или **non-continuous** verbs (статичные глаголы). Глаголы, которые имеют форму Continuous в грамматике получили названия **action** или **dynamic**verbs.

Рассмотрим основные группы статичных глаголов в английском языке. Все глаголы будут представлены в виде списка.

- Глаголы, обозначающие **чувства восприятия** (verbs of sense perception).

see – видеть

hear – слышать

smell – иметь запах

taste – быть на вкус

feel – чувствовать/быть наощупь

look – выглядеть/казаться

sound – звучать

Существует ряд случаев, когда вышеупомянутые глаголы все же употребляются в форме Continuous, но в этих случаях они имеют другое значение.

See в значении ***видеть*** является статичным (state /stative) глаголом и не употребляется в Continuous

See в значении ***провожать (see off)*** вполне себе самостоятельный (action/ dynamic) глагол, обозначающий конкретное действие, а потому имеющий форму Continuous.

See в значении ***встречаться*** также является action verb

See the sights of — *рассматривать достопримечательности* - action verb

Сравните:

I **see** you. - Я тебя вижу.

I a**m seeing** you **off**. – Я тебя провожаю.

I'**m seeing** my dentist tomorrow. – Завтра я встречаюсь со своим дантистом.

Аналогично обстоит ситуация и со следующими глаголами:

Smell (иметь запах) — stative verb

Smell (нюхать) – active verb

The soup **smells** good. – Суп пахнет хорошо.

I **am smelling** the soup. – Я нюхаю суп.

Taste (быть на вкус) – stative verb

Taste (пробовать) — active verb

The soup **tastes** good. – Суп хорош на вкус.

I **am tasting** the soup. – Я пробую суп.

Feel (быть на ощупь) – stative verb

Feel (чувствовать) — чаще всего употребляется как **stative verb**, но встречаются и исключения

Feel (трогать, щупать) – action/ dynamic verb

The baby's skin **feels** like silk. – Кожа ребенка на ощупь как шелк.

I **feel** tired. – я чувствую себя усталой.

Mother **is feeling** the baby's forehead. – Мать трогает лоб ребенка.

Look (выглядеть/ казаться) — stative non-continuous verb

Look (смотреть / выглядывать /просматривать) – action verb

It **looks** as if Molly has finished the essay. – Кажется, что Молли закончила эссе.

Molly **is looking out** of the window. – Молли выглядывает /смотрит из окна.

Molly **is looking through** the newspaper. – Молли просматривает газету.

- Ко второй группе статичных глаголов относятся глаголы, **выражающие чувства.**

like – нравится

care for – заботиться

love — любить

hate -ненавидеть

enjoy — наслаждаться

prefer — предпочитать

adore – обожать, боготворить

dislike – не нравится

admire– восхищаться

detest – презирать

respect – уважать и др.

I **detest** everything about him. – Я ненавижу в нем все.

Do you **respect** John's opinion? – Ты уважаешь мнение Джона?

Здесь обратите внимание на следующие глаголы:

Admire (восхищаться) — stative

Admire (любоваться) — action

I **admire** Tom's honesty. – Я восхищаюсь честностью Тома.

I'**m admiring** the moon. – Я любуюсь луной.

Enjoy (наслаждаться в целом) — stative

Enjoy (наслаждаться в конкретной ситуации) – action

I **enjoy** rock music. – Я наслаждаюсь рок-музыкой. (Она мне нравится **всегда** / **в общем и целом)**

I **am enjoying** the concert. – Я наслаждаюсь **(этим конкретным)** концертом.

- Следующая группа – глаголы **умственного восприятия, умственной деятельности**

know — знать

believe — верить

notice — замечать

realize – осознавать

forget — забывать

remember — помнить

recognize – узнавать

think -думать (иметь мнение), верить

expect – в значении думать

understand — понимать

see — в значении понимать

seem – казаться

mean – иметь в виду, означать

Kevin **doesn't believe** in psychic. – Кевин не верит в паранормальные явления.

Molly **sees** what Kevin means. – Молли понимает, что Кевин имеет в виду.

Единственный глагол из данного списка, который может вызвать некоторые затруднения, — глагол **think**. В зависимости от значения он может вести себя и как статичный, и как обычный глагол.

Рассмотрим несколько случаев.

Think (of) – думать/иметь мнение - state verb

Think – думать/ верить – state verb

Think – думать/размышлять/продумывать возможности — action verb

What **do you think** of Kevin? – Каково твое мнение о Кевине?

Dan **thinks** Kate is lying. – Дэн думает /верит, что Катя врет.

I'**m thinking ab**out our possible reaction. – Я продумываю нашу возможную реакцию.

- **<u>Глаголы желания</u>** также являются статичными:

wish – желать

want – хотеть

desire – желать

covet – жаждать, сильно желать (особенно чужого)

I **want** to see you. – Я хочу увидеть тебя.

- К статичным относятся глаголы, выражающи**е <u>абстрактные отношения</u>.**

contain – включать, содержать в себе

resemble – иметь сходство, напоминать

appear — оказаться

possess – иметь во владении

include – включать в себя

belong — принадлежать

consist – состоять (из чего-либо)

deserve — заслуживать

involve – втягивать, вовлекать

lack – не хватать

depend — зависеть

concern – затрагивать, касаться, волновать

need — нуждаться

fit – подходить (по размеру)

matter — значить

cost — стоить

own — владеть

owe – быть обязанным, должным

have – в значении иметь

require — требовать

keep - в значении продолжать

My uncle Frank **owns** a huge hotel. – Мой дядя Фрэнк владеет огромным отелем.

I **depend** on my family in everything. – Я во всем завишу от своей семьи.

This job **requires** profound qualification. – Эта работа требует отличной квалификации.

Из вышеупомянутого списка нужно обратить особое внимание на следующие глаголы, которые в зависимости от значения могут выступать как в качестве **stative**, так и в виде **action** verbs.

Have (иметь) — stative verb

have во многочисленных выражениях является active-глаголом

have dinner/ supper/lunch/breakfast – обедать/ужинать/завтракать

have a shower – принимать душ

have a rest – отдыхать

have a nap – вздремнуть и др.

I **have** two brothers. – У меня есть два брата.

I **am having** breakfast at the moment. – Сейчас я завтракаю.

Don't bother the child, he **is having a nap**. – Не беспокой малыша, он дремлет.

Fit (подходить по размеру) – stative verb

Fit (подгонять /прилаживать) – active verb

This skirt **fits** well. – Эта юбка отлично подходит по размеру.

I can't fit the handle to the broom. – Я не могу приладить ручку к метле.

Appear (казаться) — stative verb

Appear (принимать участие) – action verb

Tom **appears** to be very rude. – Том кажется очень грубым.

Том **is appearing** in a new film. – Том примет участие в съемках нового фильма.

- Глаголы, обозначающие **физические характеристики объекта:**

weigh – весить

measure – иметь размеры, быть в длину/ширину

The baby **weighs** 10 kilos. – Ребенок весит 10 кг.

Будьте внимательны, **weigh** в значении взвешивать и **measure** в значении измерять являются глаголами группы active и вполне себе могут стоять в длительной форме.

I **am weighing** the baby. – Я взвешиваю ребенка.

Глаголы **влияния** не имеют формы Continuous.

influence – влиять

astonish – изумлять

impress – впечатлять

please – радовать

satisfy – удовлетворять

surprise – удивлять

Your marks **don't satisfy** me. – Твои отметки меня не удовлетворяют.

Упражнения:

1. **Раскройте скобки, употребляя глаголы в Present Continuous или в Present Simple.**

1. I (not to know) what to give my brother for his birthday.

2. They (to want) to publish this book in July?
3. He (to understand) that he (to eat) noisily, but he always (to forget) about it.
4. Your family (to leave) St. Petersburg in summer? — Yes, we always (to go) to the seaside. We all (to like) the sea.
5. Now I (to hate) him more than ever.
6. You (to want) to see my father? — Yes, I (to need) him at the moment very much.
7. He (to learn) English because he (to want) to get a better job.
8. I (to call) my son in Cedar Falls now. I (to want) to call him every month but it (to be) very expensive.
9. You (to hear) me now? How your job (to go)? — Great! I (to enjoy) it a lot.
10. She (to want) to impress everybody.
11. Listen to Greg! You (to understand) what language he (speak)?
12. We (to know) he never (to be) late for work.
13. Don't disturb him. He just (to work) at his English. I (to hope) his English (to improve).
14. I (not to like) to watch TV very often. But at the moment I (to enjoy) my favourite film.

2. Раскройте скобки, употребляя глаголы в Present Continuous или в Present Simple.

1. You (to have) any idea where Rick (to be)? I (not see) him at work now.
2. Hurry up! We (not to have) much time to spend here. — I (to come)!
3. She (to try) to lose weight, but I (think) she (not to try) to do her best.
4. She (to think) he (to drive) dangerously now.
5. I (to think) she often (to worry).
6. Your English (to get) better? — Yes, I (think) so.
7. I (to have) no time now, I (to have) dinner.
8. Where Tom and Nick (to be) now? — They (to have) a smoke in the garden.

9. I haven't decided yet what profession to choose. But I (think) about it.
10. You (look) great in this new coat.

3. Выберите глагол в правильной форме.

1. Terry is in bed. He *has/is having* a flu.
2. He *has/is having* a mobile phone.
3. I can't come to the meeting because I *have/ am having* an appointment with the dentist at 3 o'clock.
4. What's the matter? Why d*o you look/are you looking* at me like that?
5. Have you lost anything? What *are you looking for/do you look for*?
6. I know you have made up your mind but I *feel/am feeling* you are making a big mistake.
7. Why *are you feeling/do you feel* your pockets? Have you lost anything?
8. I *am smelling/ smell* the roses because I like their scent.
9. The milk *tastes/ is tasting* bitter.

ПРАКТИЧЕСКОЕ ЗАНЯТИЕ № 4

Education in Russia

1. Прочитайте и переведите текст " The System of Education in Russia".

Education plays a very important role in our life. All Russian children have the right to education, but it is not only a right, it is a duty, too. The citizens of Russia have a right to receive the education which is guaranteed in the Constitution of the Russian Federation.

Education is a key to a good future. And schools are the first step on the education-way. Schools help young people to choose their career, to prepare for their future life; they make pupils clever and well-educated. They give pupils the opportunity to fulfill their talent.

The system of education in Russia is very much the same as in other highly developed countries. Education in our country is compulsory and now lasts eleven years. School term has 3 stages: elementary (grades 1-4), middle (grades 5-9) and senior (grades 10-11) classes.

There are nurseries and kindergartens for little children aged from 2 to 6. Children play games, go for walks, and have regular meals there. But the lessons of reading, arithmetic, drawing and other subjects have become more complicated than they were in the kindergartens ten years ago. There are the kindergartens where children learn foreign languages.

At the age of 6 or 7 Russian children go to secondary schools. The level of education in Russian secondary schools is rather high. Children receive primary education during the first four years.

Then they enter the middle school. In the middle school pupils study: Russian and foreign languages, Russian literature, algebra, geometry, physics, chemistry and biology. They have their final examinations in the ninth form.

Then the pupils may leave school and enter some professional college or receive full-time secondary education in the tenth and eleventh forms. The program of the last two years is the

most complicated one. Besides the subjects mentioned above it often includes trigonometry, organic chemistry and astronomy. Pupils get the necessary knowledge for entering the universities and institutes. There are some special schools where pupils have advanced programs in physics, mathematics or foreign languages.

Every city in Russia has at least one university and several institutes. The oldest Russian universities are the Moscow State University, the University of St. Petersburg and some others.

2. Запомните слова и выражения по теме "The System of Education in Russia":

gradually - постепенно
creation - создание
nursery - ясли
considerably - значительно
full-time secondary education – полное среднее образование
trigonometry - тригонометрия
organic chemistry – органическая химия
entry - поступление
advanced - продвинутый, углубленный
at least – no меньшей мере

3. Ответьте на вопросы по содержанию текста:

1. Is the system of education in Russia highly developed?
2. What establishments are organized for children from 2 to 6?
3. What do children do in the kindergartens?

4. What age is the compulsory school age in Russia?
5. How many years does the primary school include?
6. What subjects do pupils of the middle school study?
7. Can pupils leave school after the ninth form?
8. How many years do they attend school to receive full-time secondary education?
9. What subjects do they study during the final two years?
10. Are there many higher educational establishments in Russia?
11. Are there many universities in your native city?

ПРАКТИЧЕСКОЕ ЗАНЯТИЕ № 5

Present Simple Tense

Present Simple – это настоящее простое время в английском языке, один из четырех, но при этом самый “ходовой” способ выражения настоящего времени. Используя это время, мы говорим не о действии, происходящем в данный момент (для этого есть Present Continuous), а о действии “вообще”, о чем-то, происходящем регулярно.

Как строится Present Simple: правила и примеры

Рассмотрим, как строится время **Present Simple** в трех формах: утвердительной, отрицательной, вопросительной.

1. Утвердительная форма:

Предложение с Present Simple образуется по простейшей схеме – используется глагол в начальной форме, то есть глагол “как в словаре”, без всяких окончаний. Единственное исключение – **в форме 3-е лица, единственного числа добавляется –s или –es в конце глагола.**

Примеры предложений:

I **run** every morning – Я бегаю каждое утро.

Peter **delivers** pizza – Питер разносит пиццу.

В большинстве случаев к глаголу в 3-ем лице единственного числа добавляется **-s**, окончание **–es** добавляется из соображений благозвучия после конечных **-ss, -sh, -ch, -x**, например:

He **passes** my messages. – Он передает мои сообщения.

A catcher **catches** balls in baseball. – Ловец ловит мячи в бейсболе.

2. Отрицательная форма:

Отрицание строится с помощью вспомогательного глагола **to do** и частицы **not**. В третьем лице единственного числа **do**, присоединяя окончание **–es**, превращается в **does**.

Примечание: **do not** и **does not** в разговорной речи сокращаются в **don’t** и **doesn’t**:

I **don’t like** your boss – Мне не нравится твой начальник.

She **doesn’t work** as a waitress – Она не работает официанткой.

We **don’t need** your help – Нам не нужна ваша помощь.

3. Вопросительная форма:

Вопросительная форма строится с помощью вспомогательного глагола **to do** – он ставится перед подлежащим.

Примеры:

Do you **like** your job? – Тебе нравится твоя работа?

Does Anna **dance**? – Анна танцует? (не в данный момент, а вообще)

Do your friends **watch** football? – Ваши друзья смотрят футбол? (не в данный момент, а вообще)

Распространенная ошибка – добавлять в вопросе к смысловому глаголу окончание 3-го лица, ед. числа **-es**:

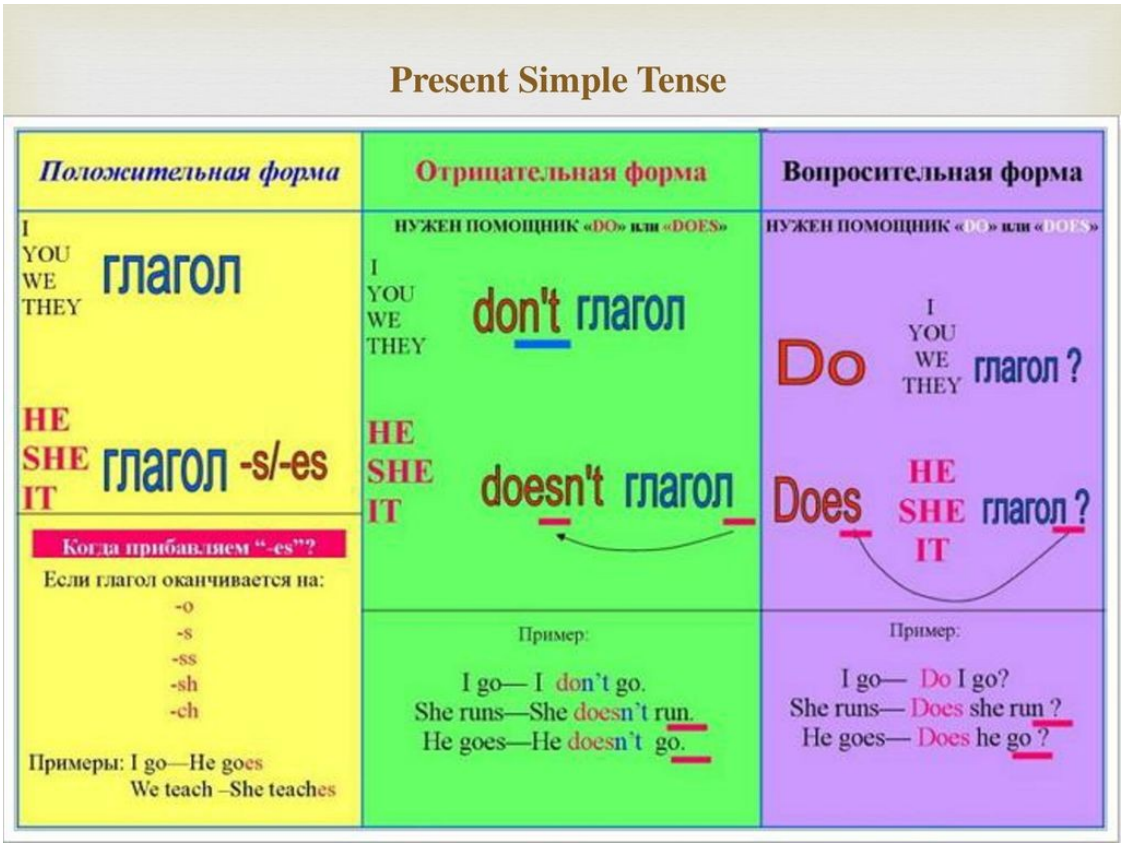
Правильно: *Does Anna dance?*

Неправильно: *Does Anna dance**s**?*

Переделав предложение в вопросительное, мы убираем **–es** в конце глагола, оно как бы открепляется от него и приклеивается к вопросительному глаголу do (do + es = does):

Does Anna dance?

Таблица Present Simple Tense



Значение Present Simple: когда используется настоящее простое время?

Основное значение Present Simple – **действие в общем смысле, действие вообще, относящееся к настоящему.** Рассмотрим подробнее, когда используется это время.

1) **Действие в широком смысле, не только в момент речи, а вообще.**

I **like** flowers. – Мне нравятся цветы.

I **know** your brother. – Я знаю твоего брата.

I **remember** this song. – Я помню эту песню.

You **don't understand** art. – Ты не понимаешь искусство.

2) **Действие, происходящее регулярно, время от времени.**

Могут использоваться обстоятельства, указывающие на регулярность действия, такие как: **every day** – каждый день, **on Fridays** – по пятницам, **usually** – обычно, **always** – всегда.

I **eat** vegetables every day. – Я ем овощи каждый день.

My husband usually **goes** to the gym twice a week. – Мой муж обычно ходит в спортзал два раза в неделю.

We always **play** tennis together. – Мы всегда играем в теннис вместе.

В предложении может и не быть обстоятельства, регулярность действия подразумевается.

I **eat** vegetables. – Я ем овощи (вообще, не в данный момент).

My son **goes** to college. – Мой сын ходит в колледж (то есть является студентом).

I **don't gamble**. – Я не играю в азартные игры (не играю вообще).

Exercises

1. Complete the sentences using the following verbs:

cause(s) connect(s) drink(s) live(s) open(s) speak(s) take(s)

1. Tanya ***speaks*** German very well.
2. I don't often …….. coffee.
3. The swimming pool ……. at 7.30 every morning.
4. Bad driving …… many accidents.
5. My parents ……. in a very small flat.
6. The Olympic Games …… place every four years.
7. The Panama Canal ……. the Atlantic and Pacific oceans.

2. Put the verb into the correct form.

1. Julie ***doesn't drink*** (not / drink) tea very often.
2. What time …… (t h e banks / close) here?
3. I've got a computer, but I …… (not / use) it much.
4. 'Where …… (Martin / come) from?' 'He's Scottish.'
5. 'What ……. (you / do)?' I'm an electrician.'
6. It ……. (take) me an hour to get to work. How long …… (it / take) you?
7. Look at this sentence. What …… (this word / mean)?
8. David isn't very fit. He …….. (not / do) any sport.

3. Use the following verbs to complete the sentences. Sometimes you need the negative:

believe eat flow go grow make rise tell translate

1. The earth ……. round the sun.
7. An interpreter ……. from one

2. Rice …….. in Britain.
3. The sun ……. in the east.
4. Bees …..... honey.
5. Vegetarians .....meat.
6. An atheist ……. in God.

language into another.
8 Liars are people who …….
the truth.
9 The River Amazon ……
into the Atlantic Ocean.

4. You ask Liz questions about herself and her family. Write the questions.

1. You know that Liz plays tennis. You want to know how often. Ask her.
   How often …….?
2. Perhaps Liz's sister plays tennis too. You want to know. Ask Liz.
   …… your sister ……..?
3. You know that Liz reads a newspaper every day. You want to know which one. Ask her.
   ……..?
4. You know that Liz's brother works. You want to know what he does. Ask Liz.
   ……?
5. You know that Liz goes to the cinema a lot. You want to know how often. Ask her.
   ……..?
6. You don't know where Liz's grandparents live. You want to know. Ask Liz.
   ……..?

ПРАКТИЧЕСКОЕ ЗАНЯТИЕ № 6

Seasons and Weather

ПОЛЕЗНЫЕ СЛОВА И ВЫРАЖЕНИЯ ПО ТЕМЕ

Describing the weather – Описываем погоду

Good - хороший

Great - великолепный

Nice, fine, lovely – милый, приятный, хороший

Beautiful - прекрасный

Wonderful, excellent, pleasant – чудесный, великолепный, приятный

Bad – плохой

Awful, terrible - ужасный

Nasty, lousy – отвратительный, мерзкий

Foul – гнусный, противный

Unpleasant - неприятный

Dull - пасмурный

Gloomy – темный, мрачный

Ugly – противный, мерзкий

Sunny – солнечный

Warm – теплый

Hot – жаркий

Mild – мягкий

Cool – прохладный

Chilly – зябко

Cold – холодный

Freezing – морозный

Icy – скользкий

Frosty – морозный, ледяной

Rainy – дождливый

Wet – сырой

Humid – влажный, мокрый, сырой

Dry – сухой

Arid – сухой, засушливый

Foggy – туманный

Windy – ветреный

Stormy – бурный, штормовой

Breezy – с легким ветерком

Windless - безветренный

a spell of good weather – период хорошей погоды

a two-day spell of sunny weather – два дня солнечной погоды

a spell of rainy weather – дождливый период

Sky: cloudy – облачно

Overcast – затянутый облаками, хмурый

Cloudless – безоблачный

Clear – чистый, ясный

Examples

What's the weather like? How's the weather?

The weather is nice today. The weather is good today. The weather is awful today.

Nice weather, isn't it? Terrible weather, isn't it? It's a nice day, isn't it?

It's warm today. It's hot today. It's cold today. It is cold and windy. It's getting colder.

The wind is blowing. The wind was cold and strong. A strong wind was blowing.

It's humid. It's hot and humid. It's cloudy, but there's no rain. Maybe it will rain at night.

It looks like rain. It's going to rain. It's supposed to get warmer in the afternoon.
It's raining. It's raining hard. It's snowing. It's snowing hard. I wish it would stop raining.

Wind

Wind – ветер
Breeze – легкий ветерок
a gust of wind / a blast of wind – порыв ветра
strong wind / high wind – сильный ветер
light wind – слабый ветер
cool wind – прохладный ветер
warm wind – теплый ветер
brisk wind / fresh wind - свежий ветер
piercing wind – пронизывающий ветер
hurricane / windstorm - ураган
whirlwind / tornado – вихрь, смерч, ураган
typhoon – тайфун
gale – сильный ветер, шторм
dust storm – пылевая буря
sandstorm – песчаная буря
tropical storm – тропический шторм

Rain

heavy rain – сильный ливневый дождь
pouring rain - сильный ливневый дождь, дождь как из ведра (разг.)
steady rain – обложной дождь
constant rain – непрерывный дождь
cold rain – холодный дождь
warm rain – теплый дождь
light rain / gentle rain – небольшой дождь
rainfall – ливень
rain shower / downpour – проливной дождь
a drop of rain / – a raindrop капля дождя
rainbow - радуга

Fog

Fog – туман

Haze / mist– легкий туман, дымка

Smog – смог, густой туман с дымом

Foggy - туманный

thick fog – густой туман

patchy fog – местами туман

Thunder and lightning

Thunderstorm – гроза

Thunder - гром

a clap of thunder / a thunderclap – раскат грома

a bolt of thunder / a thunderbolt – гром среди ясного неба

lightning – молния

a flash of lightning – вспышка молнии

Snow

heavy snow – сильный снег, снегопад

deep snow – глубокий снег

fresh snow – свежевыпавший снег

light snow – небольшой снег

wet snow – мокрый снег

falling snow - падающий снег

melting snow – тающий снег

snowfall – снегопад

snowstorm – снежная буря

blizzard – метель, снежная буря

frost – мороз

thaw - оттепель

slippery roads – скользкие дороги

snowflake – снежинка

snowdrift – сугроб

snowbank – снежный нанос, сугроб

ice – лед

icicle - сосулька

Climate

Cold – холодный

Warm – теплый

Hot – жаркий

Mild – мягкий

Moderate / Temperate – умеренный

Severe – суровый

Wet / damp / humid – влажный

Dry / arid – сухой, засушливый

a continental climate – континентальный климат

a maritime climate – морской климат

a wide variety of climates – разнообразие климатов

Exercises.

1. Look at the picture and follow Mr. X's "adventures". Think and answer.

1. What is the weather like?

2. Is Mr. X enjoying his walk?

3. Do any dark clouds appear suddenly in the sky? Is it hot or cold? Why do you think so?

4. Does it suddenly begin to rain? Does Mr. X have time to put his hat and coat on?

5. Why is Mr. X putting his hat or coat on?

6. Is it raining when he opens the umbrella?

7. Does the strong wind begin to blow suddenly? Is his umbrella broken? Is his hat blown away?

8. Does the weather change again very soon? Why can't Mr. X use his umbrella now?

9. Does the weather soon change for the better again? Is Mr. X hot again? Why is he drinking beer?

10. What's the weather like now? Is Mr. X cold?

11. Why is Mr. X walking home? Has he lost his hat? Why do you think so?

12. Why is Mr. X in bed? Is it the result of quick changes in the weather?

2. Compose a story about Mr. X. Think of the title to your story.

3. Learn Short dialogues on the topic "Weather"

1.

A: What's the weather like today?
B: The weather is fine. It's warm and sunny.
A: Let's go for a walk.
B: Good idea.

2.

A: What's the temperature today?
B: It's sixteen degrees above zero.

3.

A: It's frosty today.
B: Yes, indeed. It's eleven degrees below zero.

4.

A: It's cold outside, isn't it?
B: Yes, and windy too.
A: Too bad.

5.

A: Looks like rain.
B: A am afraid so. In such weather I prefer to stay at home.

6.

A: It is beautiful morning, isn't it?
B: Yes, it is. There isn't a cloud in the sky and the sun is shining brightly. I am afraid it may be hot in the afternoon.

7.

A: What an awful day today! I hate it when it rains.
B: So do I. Do you know the weather forecast for tomorrow?
A: No change for the better. Cold and rainy in the morning and windy in the afternoon.

8.

A: What is the temperature outside?
B: I've just heard it over the radio. It is 18 degrees now. The temperature may rise to 30 C (thirty degrees centigrade) in the afternoon. As for me it's all right. I like when it is hot.
A: Not me. I hate when it's hot.

4. Read and translate the following texts.

Seasons and Weather

Weather changes during the year. The seasons are the main periods of the year: spring, summer, autumn and winter. Each season has its own typical weather conditions.

Winter

Winter is the coldest season of a year. It begins in December. This is the time when lakes and rivers start covering with ice and the first snow begins to fall. When there is a lot of snow in the streets and the ice is strong enough, people often go outside for their favorite winter amusements like skiing, skating, sledging and throwing snowballs.

The end of December is the end of a year itself, and a new year comes with January. In this month there are hard frosts and blizzards rage. It usually lasts until the middle of February and then changes into slight thaw periods. The weather becomes quite warm and sunny and we can feel the spring approaching.

Spring

In March blizzards can strike again, and the sky is often covered with dark clouds. But it doesn't last long, and by the end of March a grey sky brightens and you can see blooming flowers and trees.

This is the time when nature begins to wake up from its winter sleep. April brings total rejuvenation to the woods, fields and meadows. Animals leave their lairs and birds return home. In May the sunshine becomes brighter and hotter while days become longer. But the beginning of May is famous for its heavy rains and thunderstorms.

Summer

Although summer is the hottest season of a year, the weather is often cool and rainy in June. In July it is getting hotter and drier. During this period people usually spend time by the sea, lakes and rivers. They eat ice cream and have cold drinks, saving themselves from the heat. The weather usually remains unchanged till the end of August.

Autumn

It is usually still warm in September, but nights become cooler and longer. Days are often rainy and foggy. At the beginning of October cold winds start blowing and leaves on the trees begin to turn from green to yellow.

Autumn is also a harvest season. Vegetables, fruits, wheat and rye are harvested at this time. In November early frosts begin and the hoarfrost appears on the ground and trees. Birds start flying away to the south and animals prepare for winter.

5. **Make your own topic "My favourite season".**

ПРАКТИЧЕСКОЕ ЗАНЯТИЕ № 7

Present Continuous vs. Present Simple.

1. Are the underlined verbs right or wrong? Correct them where necessary.

1. Water boils at 100 degrees Celsius. ***OK***
2. The water boils. Can you turn it off? ***is boiling***
3. Look! That man cries to open the door of your car. ……..
4. Can you hear those people? What do they talk about? ……..
5. The moon goes round the earth in about 27 days. ……..
6. I must go now. It gets late. ……..
7. I usually go to work by car. ……..
8. 'Hurry up! It's time to leave.' 'OK, I come.' …….
9. I hear you've got a new job. How do you get on? ……..
10. Paul is never late. He's always getting to work on time ……..
11. They don't get on well. They're always arguing. ……..

2. Put the verb into the correct form, present continuous or present simple.

1. Let's go out. It ……. (not / rain) now.

2. Julia is very good at languages. She …….. (speak) four languages very well.

3. Hurry up! Everybody …… (wait) for you.

4. '…… (you / listen) to the radio?' 'No, you can turn it off.'

5. ' …… (you / listen) to the radio every day?' 'No, just occasionally.'

6. The River Nile …….. (flow) into the Mediterranean.

7. The river ……. (flow) very fast today - much faster than usual.

8. We usually ……. (grow) vegetables in our garden, but this year we …… (not / grow) any.

9. A: How's your English?

   B: Not bad. I think it …….. (improve) slowly.

10. Rachel is in London at the moment. She ……. (stay) at the Park Hotel.

    She always ……. (stay) there when she's in London.

11. Can we stop walking soon? I …….. (start) to feel tired.

12. A: Can you drive?

    B: I …… (learn). My father …… (teach) me.

13. Normally I …… (finish) work at five, but this week I ……. (work) until six to earn a little more money.
14. My parents ……. (live) in Manchester. They were born there and have never lived anywhere else. Where ……. (your parents / live)?
15. Sonia ……. (look) for a place to live. She …… (stay) with her sister until she finds somewhere.
16. A: What ……. (your brother / do)?

    B: He's an architect, but he …….. (not / work) at the moment.

17. *(at a party)* I usually …… (enjoy) parties, but I …….. (not / enjoy) this one very much.

ПРАКТИЧЕСКОЕ ЗАНЯТИЕ № 8

Environmental Protection

1. Study the words and learn them by heart.

air pollution	загрязнение воздуха	**disposal**	уборка, избавление от отходов
dump	сбрасывать, сливать	**efficiency**	Производительность, эффективность
emission	выброс	**environment**	окружающая среда
fossil fuel	природное топливо	**global warming**	глобальное потепление
leak	утечка; протекать	**litter bin**	мусорный бак
noise pollution	шумовое загрязнение	**poison**	яд
poisonous	ядовитый	**pollute**	загрязнять
pollution	загрязнение	**pollutant**	загрязнитель
rubbish/litter	мусор	**sewage**	сточные воды
soil pollution	загрязнение почвы	**storage**	хранилище
store	хранить	**waste**	отходы
waste disposal	утилизация отходов	**water pollution**	загрязнение воды

2. Read and translate the text.

ENVIRONMENTAL PROTECTION

Ecological problems are becoming more and more important today. People all over the world discuss environmental protection, but we still go on polluting air, water and soil.

Air pollution is the biggest problem of large cities and industrial areas. It is usually caused by different means of transport. Cars, buses and planes are among the worst air polluters. Factories and plants also pollute air by pouring harmful emissions into the air causing lung diseases and doing harm to our health. As a result, acid rains appear and damage forests and soil.

Trees absorb carbon dioxide from the air and give out oxygen in return. In some parts of the world, such as Asia and South America, trees are threatened not by pollution, but by people. The rainforests are destroyed for firewood and building materials. If we lose tropical forests, it will become more difficult to breathe, because they provide 50 per cent of the world's annual production of oxygen. With more carbon dioxide in the air, the temperature on the planet will rise and this will cause global warming.

How can the problems of air pollution be solved? First of all, people should try to use alternative sources of energy, such as solar, water or wind energies, or at least to burn smokeless fuels.

There are ways to reduce air pollution caused by road traffic. It is possible to build more railways and to support public transportation. Also, people should be encouraged to drive at the speed limit in order to use fuel more efficiently. Another way is to encourage tree planting, because trees absorb carbon dioxide. Special kinds of gasoline for cars can also help to reduce air pollution.

Water pollution is as dangerous as air pollution. Factories and plants dump wastes into rivers and lakes polluting them. Wastes that get into rivers, streams and oceans can entangle wildlife or be mistaken by them for food and spread diseases to humans. Rain or excess water can wash fertilisers into rivers and streams, causing excess weeds to grow.

There are several things that can be done to restore polluted waterways back to normal. You should make sure you never throw anything that could be toxic down a drain or onto soil. Basically, it is important to remember that anything that gets onto the ground can eventually end up in a river, lake or stream. So, make sure you do not allow any chemicals or waste to go on the ground or down the drain.

Soil pollution does not allow plants to grow and makes people sick after they eat fruit and vegetables grown on polluted soil. People also pollute soil by throwing litter onto it. Forests are full of used bottles and cans. Such litter can be found in rivers and lakes too which makes wild animals sick and causes their death. This can be stopped if you make sure that you throw litter into recycling bins and take litter with you after a picnic in a forest or on a river bank.

Every day we throw away a lot of litter, which, actually, we can use again, for example paper, cloth, glass, plastic, etc. Everybody should know the three r's: reduce, reuse and recycle. Water and electricity can and should be reduced. We should reuse whatever we can: plastic bags, paper, cans, glass and bottles. Paper and plastic, for example, are also recycled at factories and plants and we get paper and plastic bags made from recycled materials.

It is impossible to stop technological process, to close all factories and plants to prevent pollution, but people need to invent new waste-free technologies that will not damage the environment. There are new inventions such as self-destructible plastic bags which turn into powder if you keep them for some time or leave them in the forest. There are up-to-date filters that make water and air clean and that some factories and plants have started using to prevent pollution.

We must not ignore the problems of environmental pollution and we have to try and make everything possible to stop or at least reduce it.

3. Answer the questions.

1. Are the ecological problems important today?
2. What causes air pollution and what kind of emissions are emitted into the air?

3. How can acid rain be caused?
4. How does acid rain affect our environment?
5. Why are trees important for life on earth?
6. What kind of climate changes can air pollution cause?
7. What are the ways of reducing air pollution?
8. What measures can we take to reduce air pollution by road traffic?
9. How does water pollution occur?
10. What can be done to reduce water pollution?
11. How is land pollution caused?
12. What are the possibilities of reusing waste materials?
13. How can we get rid of waste of all kinds?
14. What can be done with litter in the streets?
15. What can people do to prevent pollution?
16. What areas does pollution affect?
17. What is the role of technology in reducing pollution?
18. What causes noise pollution and how can we reduce it?
19. What kind of protection do animals and plants need?

ПРАКТИЧЕСКОЕ ЗАНЯТИЕ № 9

Past Continuous Tense

Past Continuous – это прошедшее длительное время в английском языке. Его основное значение – длительное действие, происходившее в определенный момент в прошлом. В отличие от Past Simple, оно выражает действие, которое происходило в прошлом, а не произошло.

Схема образования Past Continuous

Рассмотрим, как строятся предложения с прошедшим длительным временем в трех формах: утвердительной, отрицательной и вопросительной.

1. Утвердительная форма

Past Continuous в утвердительной форме образуется с помощью глагола **to be** и глагола с окончанием –**ing** (причастие настоящего времени), при этом изменяется только глагол **to be.** Соответственно он может быть в форме **was** или **were**.

My dog **was playing** with a raccoon. – Моя собака играла с енотом.

My boss **was yelling** at me this morning – Мой босс кричал на меня этим утром.

I **was thinking** of you, when you came in – Я думал о тебе, когда ты вошла.

2. Отрицательная форма

Отрицание строится с помощью частицы **not** – добавьте ее после **was** или **were**.

Возможны сокращения: **wasn't, weren't.**

Sorry, I **was not listening**. – Простите, я не слушал.

Don’t interrupt me, I **wasn’t talking** to you – Не перебивай меня, я не с тобой разговаривал.

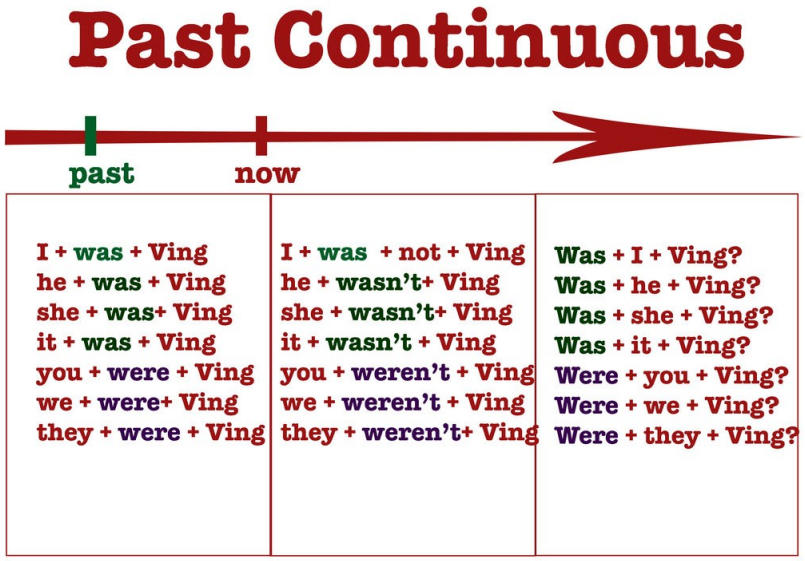
3. Вопросительная форма

В вопросительной формеглагол **to be** ставится перед подлежащим:

Was the water boiling now? – Вода сейчас кипела?

Was he cooking when I called? – Он готовил (еду), когда я позвонила?

`Were they playing chess this morning? – Они утром играли в шахматы?



Употребление Past Continuous: когда используется прошедшее длительное время?

Past Continuous употребляется в следующих случаях:

1) **Действие происходило в определенный момент в прошлом.**

В таком случае момент обычно уточняется с помощью:

а) указания времени:

I was having my breakfast at nine. – В девять часов я завтракал.

We were not walking at midnight. – Мы не гуляли в полночь.

б) другого действия:

I was sleeping when you turned on the TV. – Я спал, когда ты включил телевизор.

Учтите, что время действия может и не быть указано в тексте (например, ‘at 9.50’), оно может лишь подразумеваться:

I was having breakfast. – Я завтракал (подразумевается, что в какой-то момент).

I was sleeping. – Я спал (подразумевается, что в какой-то момент).

2) **Длительное действие, происходившее в определенный промежуток времени в прошлом.**

Мы можем выразить с помощью прошедшего длительного времени некое действие, которое не происходило в определенный момент прошлого, а происходило в течение какого-то периода времени.

I was writing a novel last winter. – Прошлой зимой я писал роман.

Jack was taking English lessons this year. – В этом году Джек занимался на уроках английского языка.

3) **Повторяющееся действие с негативным оттенком.**

Past Continuous в сочетании с наречиями типа always, constantly (имеющими значение «все время») выражает неприятное, раздражающее действие, которое регулярно происходило в прошлом. Этот оборот характерен для разговорной речи.

She was always coming to class late. – Она все время опаздывала на урок.

He was constantly talking. – Он постоянно болтал.

Exersices

1. Вставьте глагол to be в правильной форме (was/were).

The sun … shining brightly. — *The sun was shining brightly*.

1. He …… playing the guitar at that time.

2. They …… (not) acting a play in the school theatre from 6 to 7 o'clock. They …… listening to a concert.

3. Nick …… (not) fixing a car at 6 o'clock.

4. ……..…. he sleeping on the sofa at this time yesterday?

5. …….. you making a cake at 7 o'clock?

6. Birds ……. singing loudly.

2. Поставьте предложения в отрицательную форму.

1. Martha and Andy were sitting in the park at 2 o'clock.

2. A man was walking with his dog in the park at this time.

3. Boys were playing football.

4. A girl was jumping.

5. We were making barbecue.

3. Поставьте предложения в вопросительную форму.

What was happening in the house from 2 to 3.30?

I was watching the film from 2 to 3.30.

Were you watching the film from 2 to 3.30?

1. Nick was sleeping in his room.

2. Lora was talking on the phone.

3. Father was watching X files on TV.

4. Mother was knitting.

5. Grandfather was planting flowers in the garden.

6. Grandmother was eating ice-cream

4. Составьте предложения по модели. Переведите.

Mulder/speak — *Mulder was speaking to Scully at this time.*

What was happening in the house at 3.30?

1. A UFO/fly in the sky

2. The dog/play in the park

3. Grandmother/look into the window

4. Grandfather/work in the garden

5. Father/not watch X files

5. Переведите на английский язык.

1. Что вы делала вчера в пять часов? — Мы готовили ужин и ждали гостей.
2. Куда она шла вчера утром? — Она шла к стоматологу.
3. Какой фильм твой брат смотрел вчера в кинотеатре? — Он смотрел новый фильм ужасов.
4. Где она ждала меня? — Она ждала нас возле театра.
5. Какую статью вы читали вчера? — Я читал статью о новейших научных открытиях.
6. Почему он вел машину так быстро? — Он спешил на вокзал.
7. Когда Том плавал в бассейне вчера? — Он плавал с четырех до пяти часов.
8. Что твой брат делал вчера утром? — Он ремонтировал велосипед вчера утром.
9. С кем Анна разговаривала вчера в 2 часа? — Она разговаривала с секретарем.

10. Что дети делали вчера после уроков? — Они готовились к спортивным соревнованиям.

ПРАКТИЧЕСКОЕ ЗАНЯТИЕ № 10

Technological Progress

1. Study the words and learn them by heart.

Inventions		**Изобретения**	
antibiotics	антибиотики	**automobile**	автомобиль
battery	батарейка	**eBook**	литературное произведение в электронном формате (*электронная книга)*
eBook reader	устройство для чтения электронных книг	**electronic money**	электронные деньги
GPS technology	система спутниковой навигации	**jet airliner**	реактивный самолёт, лайнер
LED (light emitting diods)	светодиоды	**mobile/cell (AmE) phone**	мобильный телефон
MP3-player	мр 3-плеер	**netbook**	нетбук
printing press	книгопечатный станок	**social networking/media site**	социальная сеть
steam engine	паровой двигатель	**tablet PC/pad**	планшетный компьютер, «таблетка»
telescope	телескоп	**television**	телевидение
text messages/SMS	СМС-сообщения	**walkman**	кассетный плеер

2. Read and translate the text.

TECHNOLOGICAL PROGRESS

For centuries people have been inventing things to make life easier. Among the greatest inventions of the past are the automobile, the steam engine, the electricity, the telephone and television. Since the beginning of the 20th century people have made a huge step in technology. Now we live in flats, talk to people who live in other parts of the world, travel from one place to another by plane. All these things are a product of technological progress and it is still growing rapidly.

Today we live in the world of machines and computers. Every day more and more gadgets appear and all of them make our life easier. Some of the new inventions have become so

affordable and common, that now people cannot imagine life without them. For example, the mobile phone has turned from an expensive portable phone into an inexpensive data, e-mail, and voice service that almost anyone can afford. At the speed that mobile phones are evolving they may one day replace in-home phone services. Years ago mobile phones were bulky and required large batteries in a carrying case. Today's mobiles fit in a pocket and can replace a computer.

Another example of modern high-tech inventions is the Internet. Almost every company in the world has its own website. The Internet provides any kind of information on any topic. Of course, some of the sources are not reliable, but the Internet gives a very good opportunity to shop, book rooms and flights, watch films, listen to music and many other things. The Internet also gives an opportunity to make new friends and find old ones thanks to social networking sites such as Facebook or Vkontakte.

Computer technology has influenced production processes and made work easier. Toy companies, for example, incorporate computer chips in toys which make them move, talk and sing on their own. The car industry has computer systems installed in cars and they give information on car's condition, including tire pressure, headlights or the temperature inside and outside. Printing has become much easier with the computer-based printing machines.

Tablet PCs are becoming more and more popular today. They are much lighter than notebooks or netbooks and they contain all the software that is needed for business, studies and pleasure. EBook readers are a new invention too. This is a very convenient gadget that allows uploading books in different electronic formats. Instead of carrying one paperback book in a bag, you can carry one eBook reader with thousands of books on it.

Surely, these new inventions are not the last ones that humanity has developed and many others will be developed year upon year.

3. Answer the questions.

1. Why have people been inventing new things for many centuries?

1. What are the basic greatest inventions of the past?
2. What does the modern world look like?
3. How can you describe technological progress now?
4. What can you say about mobile phones as inventions?
5. Have you got a mobile phone?
6. Can you live without a mobile now? Why (not)?
7. Do you consider the Internet a great invention? Why (not)?
8. How often do you browse the Net?
9. What are your favourite sites?
10. Do you have an account on any of the social networking sites?
11. Have you got a tablet PC? Would you like to have it and why?
12. Do you think that eBook readers are a great invention?
13. Do you use such a reader?
14. Do you think that eBooks will replace paperback books in the future? Why (not)?
15. What other inventions do you know? What can you tell about them?

4. Now tell about technological progress in English.

ПЛАН - ОТВЕТ

1. Вступление (have been inventing things for centuries/the automobile/the steam engine, etc.; technological progress now).

2. Рассказать о технологическом процессе в современном мире (the world of machines and computers, more and more gadgets appear, so affordable and common, the mobile phone: bulky, large batteries, etc.)

3. Рассказать о новых изобретениях и об их роли в нашей жизни *(the Internet:* any kind of information, good opportunity to shop, book rooms and flights, watch films, social networking sites, computer technology, toy companies, the car industry, printing; *tablet PCs:* lighter than notebooks, the software that is needed, for business, studies and pleasure; *eBook readers:* convenient, uploading books, thousands of books).

4. Заключение (Surely, these new inventions are not the last ones that humanity has developed and many others will be developed year upon year.).

ПРАКТИЧЕСКОЕЗАНЯТИЕ № 11

Past Simple Tense

Past Simple – это прошедшее простое время в английском языке. Когда речь идет о прошлом, обычно используется именно это время. Используя его, мы говорим о чем-то, что произошло (то есть просто случилось) в прошлом. Если речь идет о чем-то, что происходило (то есть длилось) в прошлом, используется Past Continuous.

Схема образования Past Simple

Рассмотрим, как образуются предложения с **Past Simple** в утвердительной, отрицательной и вопросительной формах.

1. Утвердительная форма

Большинство глаголов образуют форму **Past Simple** с помощью окончания **–ed,** у неправильных глаголов особые формы прошедшего времени.

Last week Dana **invited** me to her birthday party – На прошлой неделе Дана пригласила меня на празднование своего Дня рождения.

I completed the course on Monday – Я закончил курс в понедельник.

2. Отрицательная форма

Отрицание строится с помощью вспомогательного глагола **to do** в форме прошедшего времени – **did** и частицы **not**. Смысловой глагол используется в начальной форме. В разговорной речи **did not** сокращается до **didn't**.

Igor **didn't meet** me at the airport – Игорь не встретил меня в аэропорту.

We **didn't order** this meal – Мы не заказывали это блюдо.

3. Вопросительная форма

Вопросительная форма строится тоже с помощью **did** – он ставится перед подлежащим. Сам смысловой глагол используется в начальной форме (без окончаний).

Did you go to school yesterday? – Ты вчера ходил в школу?

Did they feed your cat? – Они кормили твою кошку?

Значение Past Simple: когда используется прошедшее простое время?

В большинстве случаев **Past Simple** обозначает действие, произошедшее в какой-то момент прошлого. В отличие от Past Continuous, оно не обозначает продожавшееся, длившееся действие. Рассмотрим основные значения прошедшего простого времени.

1) **Действие, произошедшее в прошлом (основной случай).**

Действие в прошлом, обычно сопровождается уточнениями вроде **yesterday** (вчера), **last week (**на прошлой неделе), **in 2011** (в 2011 году), **about two hours ago** (около двух часов назад) и так далее.

Это может быть действие, произошедшее в определенный момент:

I **returned** from the meeting an hour **ago**. – Я вернулся с собрания час назад.

We **arrived** in London **at seven thirty two PM**. – Мы прибыли в Лондон в семь тридцать две вечера.

В приблизительное время в прошлом:

Karen **purchased** new car **yesterday**. – Карен купила вчера новую машину.

We **met** in **2011**. – Мы познакомились в 2011 году.

Или просто в прошлом, без уточнения времени:

I **lost** my phone. – Я потерял свой телефон.

He **won**. – Он выиграл.

2) **Повторяющееся в прошлом действие.**

В этом случае в предложении есть **обстоятельство времени**, иначе было бы непонятно, что имеется в виду. Например: **last summer** – прошлым летом, **every evening** – каждый вечер.

Last summer I spent a lot of time in country – Прошлым летом я проводил много времени за городом (то есть время от времени бывал за городом).

She visited us almost every evening – Она навещала нас почти каждый вечер.

3) **Последовательные прошедшие действия.**

Пересказывая какие-нибудь события, мы часто используем простое прошедшее время:

Harry **woke up, took a shower and made** breakfast. – Гарри проснулся, принял душ и приготовил завтрак.

She **closed** her eyes and **smiled**. – Она закрыла глаза и улыбнулась.

Past Simple Tense

(Прошедшее простое время)

Утвердительная форма	Вопросительная форма	Отрицательная форма
I, He, She, It, We, You, They **asked**	**Did** I, he, she, it, we, you, they **ask**?	I, He, She, It, We, You, They **did not** ask

Exercises

1. Образуйте формы Past Simple (прошедшего простого времени) следующих глаголов:

live	***lived***	visit	dance	stay
like		listen	enjoy	relax
look		sunbathe	arrive	show
walk		talk	need	try
call		marry	return	play
move		travel		

2. Расскажите, что вы делали когда-то в прошлом. Не забывайте про предлоги там, где они необходимы!

1. We / stay / friends / last summer

We stayed with our friends in Rome last summer.

2. I / live / London / last year

3. He / travel abroad / two years ago

4. She / enjoy the trip / Rome /last weekend

5. We / look / the shops / yesterday

6. They / returned / Moscow / in 1998

7. I / relax / night club / last night

8. We / arrive / France / a year ago

9. He / move / a new flat / September

10. She / call / her friend / two days ago

3. Ваш друг только что вернулся из отпуска. Расспросите его/ее об отдыхе. Употребите необходимые предлоги.

1. stay / the hotel? ……. ***Did you stay at the hotel?***

2. travel / abroad? ……

3. try / French wine? ……..…

4. relax / the swimming pool? ……

5. look / the shops? ……..……

6. sunbathe / beach? ……..……

7. enjoy the holidays? ……..……

8. have / a nice weekend? ……..……

9. call / parents? ……..……

4. Прочитайте текст. Поставьте глаголы в Past Simple (прошедшее время).

On Friday the Carter Family ……... (arrive) in London.

They ……..… (stay) with their Uncle Douglas. They ……..….. (visit) some friends, ……..…. (look) round the shops and ……. (try) some tasty things in the restaurant. Mr Carter and Mrs Carter ……..… (like) the food, but the children didn't. They ……... (listen) to Uncle's songs at his place. They liked his songs. They ……..….. (enjoy) the weekend in London very much. The Carter family ……..… (return) to their town on Sunday.

5. Образуйте формы прошедшего простого времени следующих глаголов:

go - ***went*** have …… spend …… eat .....

lie ……..…. wear ……. swim …….. take ……..

meet …….. sleep ……. say ……. tell .....

6. Задайте вопросы об отдыхе. Дайте краткий ответ.

1. go / the beach? ***Did you go to the beach? Yes, I did.***

2. have / weekend / Paris?

3. eat / restaurants?

4. lie / the beach?

5. take / pictures / Rome

6. go shopping/ Madrid

7. spend / money

8. have / time / London

7. Исправьте несоответствия. Переведите.

1. go / beach / dancing ***I didn't go to the beach. I went dancing.***

2. go / swimming /shopping

3. have / a nice time / a horrible time

4. lie / beach / sofa

5. swim / sea / swimming pool

6. eat / the cafe / restaurant

7. go / Spain / Italy

8. see the sights / visit museums

8. Put the verbs into the Simple Past

Yesterday my family and I …..*visited*….. (visit) my grandparents. My mother (1) …… (help) my grandmother in the garden. My father (2) …… (clean) the windows outside. My brother and I (3) ……. (watch) cartoons on television with my grandfather. Later we (4) …… (play) outside in the garden. We (5) …….. (climb) the tree to our tree-house. We (6) …… (stay) there all afternoon. Then our mother (7) …….. (call) us because it was time to go home. Our grandparents (8) ……. (kiss) us goodbye and we (9) …….. (return) home. We (10) …….. (arrive) home at 8 o'clock. Father (11) …… (look) for the key.

9. Fill in with the Simple Past

Yesterday my brother and I ...*helped*……. (help) our mother in the house. First we (2) ……. (clean) our rooms and then we (3) ……. (wash) our clothes. After that we

(4) …… (cook) some spaghetti. The spaghetti (5) …….. (not/be) very nice, but our mother(6) ……(be) happy to eat it. Then I (7) …….. (have) a bath and my brother and I (8) ……(watch) TV.

10. Fill in the blanks with the Simple Past of the verbs in brackets.

Last Saturday my father ……***took***…..... (take) my friends and me to the circus. We (1) ……. (see) lots of things. My father (2) ……. (buy) us some popcorn and orange juice. We (eat) …….. the popcorn and (4) …… (drink) the orange juice. We (5) …… (laugh) at the funny clowns. There (6) …….. (be) a lion-tamer. The lions (7) …… (do) tricks; they (8) …… (jump) through hoops. A girl (9) ……. (ride) an elephant

around the ring. We all (10) ……. (have) a wonderful time.

ПРАКТИЧЕСКОЕ ЗАНЯТИЕ № 12

Doing sport and keeping fit

1. Read and translate the following text.

DOING SPORTS AND KEEPING FIT

The polluted and unhealthy world of today makes people realise the importance of keeping fit and going in for sport. Sport is popular with the young and the old. Many people do morning exercises, go jogging and train at gyms. Others prefer just watching sports programmes on TV and listening to sports news.

There are some reasons for that and the main reason is that sport takes a lot of time. If you wish to be a professional sportsman, you will have to train hard several times a week, or even every day. Those who work hard making money can't afford to spend their time on that. Still you can be an amateur which means that you are not a professional sportsman and you go in for sport because you enjoy it. A lot of people are sports amateurs today. In winter they ski, skate and snowboard and in summer they play football, cycle and rollerblade.

Sport is a good way to keep fit too, and keeping fit is important because a healthy person can work much easier and live a happy life. Keeping fit has become an important part of our life and everyone should know that humans were not created for sitting at a table all day, so it is very important to spend some time doing exercises every day.

Physical Education, or PE, has become an important school subject in Russia. Schoolchildren have physical training three times a week. Boys and girls play sports games, such as volleyball and basketball, do various exercises, take part in sports competitions.

In Russia the most popular kinds of sport are football, hockey, skating and skiing. Snowboarding has become a popular sport too. Our country is well-known for wonderful gymnasts, figure skaters and tennis players. Russia takes part in summer and winter Olympic Games too and our sportsmen get gold and silver medals.

As for me, I do sport regularly. I am an amateur and I usually play football with my friends and sometimes jog in the morning. My favourite sport is swimming and I go to the swimming pool twice a week. This helps me feel fit and healthy and when I swim I relax and forget about problems for some time. My grandfather used to play football and hockey when he was a teenager but now he prefers watching these sports games on television as he is too old for doing sport. My father doesn't go in for sport because he works hard and he has no time for it. My mom likes watching figure skating competitions on TV.

Keeping fit doesn't mean only doing sport, it also deals with the right way of eating. Keeping to a diet has become very popular today. Diets differ a lot. On the one hand, keeping to a diet helps people feel better because they avoid eating fatty and unhealthy food, but on the other hand, some people start eating very little and do not look healthy at all. This problem usually concerns models and actresses.

People need all types of vitamins to keep their body healthy and these vitamins can be found in fruit and vegetables. They also contain fiber, which is very important for our health.

A lot of people spend most of their free time watching TV or working at computers and by doing that they ruin their eyes and their muscles. This is not healthy at all. Some people also have bad habits, such as smoking, drinking alcohol and taking drugs. A lot of teenagers and young people prefer smoking to going in for sport and I think this is wrong.

Keeping fit and going in for sport are very important and everyone should do something to stay healthy and feel happy.

2. Answer the following questions.

1. What's your favourite sport?

2. What games do you usually play?

3. Mention all the games and sports you can think of.

4. What sport do people go in for in Russia?

5. Do you do any sport?

6. Are you good at any games or sports?

7. Which do you think is the hardest sport?

8. Which do you think is the most dangerous sport?

9. Which do you think is the laziest sport?

10. Do you think sport is good for health?

11. Can you mention some benefits sport provides?

12. Is there any harm that sport may do to you?

13. What do you think of running?

14. What are the advantages of running?

15. What are the disadvantages?

16. What do you think of running marathons?

17. What is the difference between professional and amateur sport?

18. What do you think of professional sport?

19. Would you like to be a professional sportsman?

20. Would you like to go to the Olympic Games?

21. Do you watch them on TV?

22. Which sports do you like to watch most?

23. What do you think of football on TV?

24. Have any Olympic Games taken place in your country?

25. Do you keep to a diet?

26. Do you think keeping to a diet is good for health? Why (not)?

27. What is healthy food?

28. Do you eat fast food?

29. Why are vitamins important for people?

30. Do you lead a healthy life? Why (not)?

3. Now tell about your favourite sport and your lifestyle.

ПЛАН-ОТВЕТ

1. Вступление. Рассказать в общем о важности спорта и здорового образа жизни (polluted and unhealthy world, popular with, do morning exercises, go jogging, train at gyms, watcliing sports programmes, listening to sports news).

2. Рассказать о разнице между профессиональным и любительским спортом, о том, какими видами спорта люди занимаются летом и зимой (takes a lot of time, have to train hard, can't afford to spend, not a professional sportsman, ski/skate/snowboard, etc.).

3. Рассказать о популярных видах спорта в России (football/hockey/ skating, etc.; gymnasts/figure skaters, etc.; summer and winter Olympic Games, gold and silver medals).

4. Рассказать о себе, своей семье и отношении к спорту (do/don't sport regularly; I am an amateur/a professional; I usually play football/basketball/baseball, etc.; My favourite sport is...; My father/mother/sister/brother, etc.... does/doesn't do sport, etc.).

5. Рассказать о важности ведения здорового образа жизни, о диетах и вредных привычках и вашем отношении к этому (keeping fit, keeping to a diet, diets differ, helps people feel better, fatty and unhealthy food, eating very little, vitamins, fruit and vegetables, fiber, watching TV/working at computers, ruin eyes/muscles, bad habits: smoking/drinking alcohol, etc.).

6. Заключение (Keeping fit and going in for sports are very important and everyone should do something to stay healthy and feel happy.).

ПРАКТИЧЕСКОЕ ЗАНЯТИЕ № 13

Past Simple vs. Past Continuous

1. Раскройте скобки, употребляя глаголы в *Past Simple* или *Past Continuous.*

1. I (to go) to the cinema yesterday.
2. I (to go) to the cinema at four o'clock yesterday.
3. They (to go) to the cinema when they met me.
4. She (to learn) words the whole evening yesterday.
5. She (to learn) words when mother came home.
6. He (to work) in the garden yesterday.
7. He (to work) in the garden from five till eight yesterday.
8. My sister is fond of reading. She (to read) the whole evening yesterday.
9. The children (to do) their lessons at six o'clock yesterday.
10. I (not to play) the piano yesterday. I (to write) a letter to my friend.
11. I (not to play) the piano at four o'clock yesterday. I (to read) a book.
12. He (not to sleep) when father came home. He (to do) his homework.
13. When I (to go) to school the day before yesterday, I met Mike and Pete. They (to talk) and (to eat) an ice-cream.
14. The baby (to sleep) the whole evening yesterday. She (feel) bad.
15. What your father (to do) from eight till nine yesterday?
16. Why she (to cry) when I saw her yesterday?

2. Заполните пропуски в диалоге, используя глаголы в *Past Simple* или *Past Continuous.*

Вспомните! Если действия происходят одно за другим, то для их обозначения используется только **Past Simple.**

1. ____ you _____ (to wait) for me at 5 p.m.? — Yes, I ____.
2. They_____ (to finish) their work at 11 o'clock and then _____ (to come) home.
3. It _____ (to get) dark, so we_____ (to decide) to return.

4. While Jack _____ (to translate) the text, we_____ (to work) on the project.
5. A young man (to run) out into the street. He _____ (to carry) a cat in his hands.
6. What_____you_____ (to do) when I _____(to phone) you yesterday?
7. John_____ (to listen) to the radio when the batteries _____(to run) out.
8. The robbers_____ (to steal) the car and they _____ (to drive) away.
9. She_____ (to go) to buy a dress, but a thief _____ (to steal) all her money.
10. She_____ (to slip), _____ (to fall) over and_____ (to break) her leg.
11. I ____ a light in your window as I _____ (to go) by.
12. Yesterday while I _____ (to walk) down Cherry Lane, I _____ (to meet) my friend Thomas.

3. Заполните пропуски, используя *while* или *when.*

Союз ***while*** подчеркивает длительность и глагол после него ставится в ***Continuous***, в то время как ***when*** подчеркивает факт, и глагол после него ставится в ***Simple***.

1. I was waiting for the school bus … I saw Nathan. 2. My mum preparing dinner … telephone rang. 3. Paul and Mary finished their work … Granny was making tea. 4. The vase fell from the shelf, … I was watching TV. 5. I was driving along … a dog ran onto the road. 6. My sister was washing her hair … she was listening to the music.

4. Заполните пропуски глаголами в *Past Continuous* или *Past Simple* и переведите предложения.

1. Peter (stay) at a seaside hotel on holiday when he (meet) his friend.

2. While I (have) lunch the sun (come) out again.

3. Who … you (talk to) on the telephone when I came?

4. While Mary (read) the letter she (notice) many spelling mistakes.

5. She (go) to bed when suddenly she (see) a mouse.

6. We (sit) down to dinner when the doorbell (ring).

7. Mary's grandfather (hurt) his back while he (dig) in the vegetable garden yesterday.

8. While he (sleep), the doctor (arrive).

9. What … she (wear) when you (see) her at the party?

10. What… she (want) when she (visit) you yesterday?

11. Somebody (knock) on the front door while I (have) breakfast.

12. How much money … you (spend) last Christmas?

13. My father (give) me money and I (spend) it all in one day.

14. Peter (not/feel) very well, so he (consult) his doctor.

15. Where …you (live) at this time last year?

16. Peter (not/look) at me as he (speak).

17. When the ambulance (arrive), the patient (sleep) like a child.

18. I (read) when he (call).

19. They (wait) for the bus when I (see) them.

20. What …you (do) when you (see) them?

ПРАКТИЧЕСКОЕ ЗАНЯТИЕ № 14

Healthy Way of Life

1. **Learn the following words and expressions.**

healthy way of life = healthy living — здоровый образ жизни

unhealthy way of life = unhealthy living — нездоровый образ жизни

bad/ unhealthy habit — вредная привычка

take care of your health — заботиться о своем здоровье

get into a habit of — завести привычку

get rid of a bad habit — избавиться от вредной привычки

make it a rule — поставить за правило

prefer organic food — предпочитать натуральную еду

food with additives/ junk food/ fast food — еда с добавками, фастфуд

food rich in calories = fatty food — калорийная пища

influence our health — влиять на здоровье

improve health — улучшить здоровье

ruin health — навредить здоровью

do harm — причинять вред

skip breakfast — пропускать завтрак

be overweight — иметь избыточный вес

lose weight — похудеть

put on weight — поправиться

keep to a diet / be on diet / follow a diet — быть на диете

have little physical activity — мало двигаться

take regular exercises — регулярно заниматься упражнениями

live a regular life — вести правильный образ жизни

a late riser — тот, кто поздно встает

an early riser — тот, кто рано встает

be as fit as a fiddle — быть в добром здравии и прекрасном настроении

2. **Read and translate the text.**

«Influence of Food»

Food we eat also influences our health. Nowadays people are very busy and they often eat in fast food restaurants as they don't have time to cook. Fast food is unhealthy. It is very **rich in calories (fatty)** and has a lot of **additives.** This food gives a lot of energy. But if you don't work it out (израсходовать), it becomes fat in your body. The same is with chocolates, cakes and sweets. They have much fat and sugar.

People should **get rid of a habit of** eating fast food and ***get into a havit of*** eating ***organic food*** such as fruit, vegetables and fish.

There are other **bad habits**, which can ***ruin our health***. It is smoking, drinking alcohol and using drugs.

3. **Read and translate the text.**

«Our Health»

Our health depends on many things: our physical activity, the food we eat and our good and bad habits. Although a lot of people are interested in staying healthy, not many people do very much about it. Modern way of life when people have little physical activity, use cars instead of walking, watch television and work on computers for many hours is quite dangerous for their health. People's health also influences their mood.

There are many opportunities to stay healthy and be fit and one of them is **going in for sports.** But you needn't be a professional sportsman. Just **simple regular exercises** give you energy and help you feel and look better.

Exercises that involve repeated movements such as are walking, jogging or swimming are the best. Bending and stretching which are practiced in aerobics or yoga make your body flexible and light. The cheapest and most popular sport is jogging. If you don't have time for it, make small changes like using stairs instead of the lift or walking or cycling instead of taking the bus and it can help you to improve your health and make you a more active person.

Also it is very important to get rid of **bad habits**. The worst ones are smoking and drinking alcohol. Smoking doesn't only causes heart and lung problems but also makes your teeth yellow and skin unhealthy.

Food we eat also influences our health. A lot of people like drinking Coca-Cola and coffee and enjoy pizza and hamburgers. But what is tasty is not healthy. You should avoid eating in fast food restaurants and make it a rule to cook meals at home using organic food as much as possible.

Only a healthy man can enjoy his life, work well and be happy. There are proverbs **"Health is better than wealth" and "Early to bed and early to rise makes a man healthy, wealthy and wise".**

4. Answer the questions:

1.Why do people care about healthy way of life nowadays?
2. How does our health depend on our lifestyle?
3. What can people do to stay healthy? What do you personally do?
4. Is sport a hobby or a part of your everyday life?
5. Is sport popular in your family? Do your parents do sports regularly?
6. Why is it important to exercise every day?
7. What bad habits do you know? Why are they dangerous?

ПРАКТИЧЕСКОЕ ЗАНЯТИЕ № 15

Future Continuous Tense

Future Continuous – это будущее длительное время в английском языке, его основное значение – длительное действие, которое будет происходить в определенный момент или промежуток времени в будущем.

Образование Future Continuous

Рассмотрим, как образуются утвердительные, отрицательные и вопросительные предложения с будущим длительным временем.

1. Утвердительная форма

В утвердительной форме **Future Continuous** образуется простейшим образом: с помощью глаголов **will be.** Простейшим, потому что форма во всех лицах и числах одна – **will be + глагол-ing**.

Возможны сокращения: I'll, you'll, he'll, she'll, it'll, we'll, they'll.

Let's meet at the park tomorrow, I **will be walking** with my dog from 9 to 9:30. – Давай встретимся в парке завтра, я буду гулять с собакой с 9 до 9:30.

Don't call me after ten, I **will be sleeping** – Не звони мне после десяти, я буду спать.

I**'ll be doing** my homework tonight. – Вечером я буду делать домашнюю работу.

2. Отрицательная форма

Отрицание тоже строится одинаково во всех лицах и числах, с помощью **will not be + глагол-ing.**

Возможны варианты сокращения: I'll not (I won't), you'll not (you won't), he\she\it'll not (he\ she\it won't), we'll not (we won't), they'll not (they won't).

I**'ll not be jogging** this evening because I'm sick – Я не буду бегать сегодня вечером, потому что я заболел.

We **won't be working** all day – Мы не будем работать весь день.

The minister **will not be speaking** today, his plans changed. – Министр не будет сегодня выступать с речью, его планы изменились.

3. Вопросительная форма

Чтобы построить вопросительную форму, нужно поставить **will** перед подлежащим, а **to be** после него:

Will you be using your laptop this evening? I'd like to borrow it – Ты будешь пользоваться своим ноутбуком сегодня вечером? Я хотел бы одолжить его.

Will you be running in the park today? – Вы сегодня будете бегать в парке?

Future Continuous

	Positive	Negative	Question
I	I + will be + Ving	I + won't be + Ving	Will + I + be + Ving?
He, She, It	He, She, It + will be + Ving	He, She, It + won't be + Ving	Will + he, she, it + be + Ving?
We, You, They	We, You, They + will be + Ving	We, You, They + won't be + Ving	Will + we, you, they + be + Ving?

Значение Future Continuous

Future Continuous выражает действие, которое будет происходить в определенный момент или промежуток времени в будущем. Иногда предложения с **Future Continuous** уточняются такими словам, как: in an hour (через час), tomorrow at five (завтра в пять часов) и т. д.

1) Действие будет происходить в определенный момент в будущем.

I **will be working** at nine o'clock tomorrow. – Я буду работать завтра в девять часов.

My friend **will be walking** back home at six pm. – Мой друг будет идти домой в шесть вечера.

2) Действие будет происходить в будущем, но не в конкретный момент, а в приблизительно очерченный промежуток времени.

I **will be working** tomorrow. – Я буду работать завтра.

My friend **will be walking** back home this evening. – Мой друг будет идти домой сегодня вечером.

3) Future Continuous также часто употребляется, когда нужно сказать, что человек будет чем-то занят.

То есть акцент не на том, что действие будет происходить в такой-то момент, а на том, что человек будет занят определенным действием.

Sorry, I can't go. I **will be playing** football with my son. – Извини, я не могу пойти. Я буду играть в футбол с сыном.

You will find Helen in the office at eleven am. She **will be discussing** something with her boss. – Вы найдете Хелен в офисе в 11 утра. Она будет обсуждать что-то со своим боссом.

Exercises

1. Напишите предложения в отрицательной форме. Переведите.

1. I will be sleeping at 1 o'clock in the morning

2. Harry will be reading a newspaper from 9 to 10.

3. Bob will be making a report on economy at 10 o'clock.

4. They will be sunbathing in Greece at this time tomorrow.

5. You will be taking an exam from 10 to 12 on Friday.

2. Напишите предложения в вопросительной форме.

1. We will be relaxing in the park at this time on Sunday.

2. Dad will be fixing the car at 5.

3. Grandmother will be watching "Alien" from 5 to 7 o'clock.

4. Terry will be feeding the cat at this time.

5. Moira will be talking on the phone with her boyfriend from 8 to 10.

6. They will be answering the teacher's questions.

3. Посмотрите план Майкла на следующую неделю. Напишите, чем он будет или не будет заниматься, используя глаголы в Future Continuous.

Monday, 10 a.m. – to drive my wife to the airport (отвезти жену в аэропорт)
Tuesday morning – not to sleep till late (не спать допоздна)
Wednesday, 2 p.m. – to take the dog to the vet (отвезти собаку к ветеринару)
Thursday, 6 p.m. – to play rugby with my brothers (поиграть в рэгби со своими братьями)
Friday, 8 p.m. – to watch the football championship, not to drink any beer (посмотреть чемпионат по футболу, не пить пива)
Saturday afternoon – to tidy the house (навести в доме порядок)
Sunday evening – to meet my wife at the train station (встретить жену на железнодорожном вокзале)

4. Переведите на английский. Используйте Future Continuous.

1. Сегодня в кино ты будешь сидеть со мной.
2. Андрей будет ждать тебя возле гипермаркета в 4.
3. Ты пообедаешь со мной завтра? – В это время я сдаю экзамен.
4. Интересно, чем будут заняты дети, пока мы будем наслаждаться концертом.
5. Как я узнаю Тома? На нем будет зеленое пальто.
6. Интересно, будем ли мы все еще встречаться через год.
7. Если ты ей расскажешь, она будет плакать.
8. Чем ты будешь занят завтра в шесть?
9. Уже через час Гриша будет работать в огороде.

5. Составьте предложения, используя the Future Continuous Tense.

1. Sue/to do/homework/at 5 o'clock/tomorrow.
2. We/to sunbathe/from 9 to 12 o'clock/tomorrow morning.
3. Nick and Jack/to drive/to Berlin/at this time/next Monday.
4. You/to have/a conference/from 3 to 5 o'clock/tomorrow.
5. My cousin/ to practise/in the gym/at 7 o'clock/tomorrow evening.
6. Nelly and Diana/to rest/in Hawaii/at this time/next week.
7. We/to dance/at the party/all the evening/tomorrow.
8. Kate/to visit/ her grandparents/all day/next Saturday.
9. They/to prepare/ to the wedding party/all next week.
10. I/to travel/around Canada/for two weeks/next month.

6. Поставьте глаголы в скобках в the Future Continuous Tense.

1. At this time tomorrow we … **(to watch)** a new play in the theatre.
2. I… **(to have)** lunch with our business partners from 3 to 5 o'clock tomorrow.
3. Mike … **(to interview)** a famous showman at 6 o'clock next Thursday.
4. We … **(to discuss)** this project at our morning meeting next Wednesday.
5. My lawyer … **(to wait)** for us in his office at 11 o'clock tomorrow morning.
6. The workers … **(to repair)** the road in the city centre for two days next week.
7. The students … **(to write)** a test from 9 a.m. till 1 p.m. next Tuesday.
8. My friends … **(to play)** cricket from 5 till 7 o'clock next evening.
9. I … **(to fly)** to Cairo at this time next Sunday.

10. Alice … **(to walk)** in the park with her daughter at 7 o'clock tomorrow evening.

7. Сделайте предложения отрицательными и вопросительными.

1. She will be doing aerobics at 7 o'clock tomorrow evening.
2. We will be cycling tomorrow morning.
3. Henry will be walking his dog at 2 o'clock tomorrow.
4. Molly will be making a cake for our party at 3 o'clock tomorrow.
5. The girls will be preparing the costumes for the performance since 3 o'clock tomorrow.
6. Brian will be writing an article at this time next Friday.
7. We will be exercising in the gym from 2 p.m. till 5 p.m. tomorrow.
8. Mr Peters will be visiting our country from Monday till Friday.
9. It will be raining all day tomorrow.
10. You will be seeing your dentist at 5 o'clock next Thursday.

ПРАКТИЧЕСКОЕ ЗАНЯТИЕ № 16

To be going to

Оборот **to be going to** часто используется в повседневной речи для выражения запланированного действия, то есть когда мы **собираемся** что-то сделать. Этот оборот – один из способов выражения будущего времени в английском языке.

Формы оборота to be going to в настоящем времени

Оборот **to be going to** может использоваться в утвердительной, отрицательной и вопросительной формах во всех лицах и числах в настоящем и прошедшем времени. При этом глагол **to be** в обороте меняется (спрягается) в соответствии с лицом и числом члена предложения, с которым он согласуется.

После оборота **to be going to** может идти любой инфинитив (глагол в начальной форме).

Примечание: перевод предложений с **going to** всегда сильно зависит от контекста. В примерах ниже **going to** переводится по-разному, например как "собираться" или формой будущего времени.

Оборот *going to* в утвердительной форме

В утвердительной форме предложение с **to be going to** строится по схеме:

Подлежащее	to be going to	Инфинитив
He	is going to	swim

I am going to swim. – Я собираюсь поплавать.

You are going to be fine. – С тобой все будет в порядке.

He (she, it) is going to come back. – Он вернется.

We are going to work. – Мы собираемся работать.

Оборот *going to* в отрицательной форме

В отрицательной форме добавляется частица **not** перед “**going**”:

Подлежащее	Глагол to be	not going to	Инфинитив
We	are	not going to	leave

I am not going to do that. – Я не собираюсь этого делать.

You are not going to sleep tonight. – Сегодня ты не поспишь.

He (she, it) is not going to be welcome here. – Ему здесь не будут рады.

Оборот *going to* в вопросительной форме

В вопросительной форме глагол **to be** ставится перед подлежащим.

Глагол to be	Подлежащее	Going to	Инфинитив
Are	you	going to	win?

Am I going to stay here? – Останусь ли я здесь?

Are you going to help me? – Ты поможешь мне?

Is he (she, it) going to be here? – Он будет здесь?

Are we going to join them? – Мы к ним присоединимся?

Positive			*Question*			*Negative*		
I	am ('m)	going to pay.	Am	I	going to pay?	I	am not ('m not)	going to pay.
He She It	is ('s)		Is	he she it		He She It	is not (isn't) 's not)	
We You They	are ('re)		Are	we you they		We You They	are not (aren't) ('re not)	

Употребление *to be going to* в настоящем времени

Если говорить коротко, то **to be going to** в основном используется для обозначения действия, запланированного н**а ближайшее будущее:**

I am going to drink coffee with Mary. – Я собираюсь попить кофе с Мэри.

They are going to get married. – Они (скоро) поженятся.

Либо действия, которое вот-вот произойдет:

It‘s going to rain. – (Вот-вот) пойдет дождь.

Look! He is going to fall! – Смотрите! Он сейчас упадет!

Но если разобраться детальнее, обнаружатся некоторые нюансы.

Итак, оборот **to be going to** используется в двух случаях:

1. **Когда действие запланировано на будущее еще до момента речи**

Действие запланировано на будущее, причем план возник до момента речи. Иначе говоря, я уже принял решение и сообщаю об этом. К примеру, я твердо решил, что завтра уволюсь с работы:

I‘m going to quit my job tomorrow. – Я собираюсь завтра уволиться с работы.

Если же решение принято не заранее, а в момент речи, используют глагол **will**. Сравните два примера:

Пример 1:

– We are out of coffee. – У нас закончился кофе.

– Yes, I know. I‘m going to go and buy some later. – Да, я знаю, я пойду куплю (собираюсь пойти купить) попозже.

Здесь используется оборот **to be going to**, потому что действие (купить кофе) было запланировано заранее.

Пример 2:

– We are out of coffee. – У нас закончился кофе.

– Really? I will go and buy some. – Правда? Я пойду куплю.

Используется вспомогательный глагол **will**, потому что решение принято в момент речи.

2. Когда некие признаки указывают на то, что действие обязательно произойдет

Говорящий как бы предсказывает событие, основываясь на неких явных признаках или своем опыте, и сообщает: что-то вот-вот случится.

“Предсказание” может относиться к довольно отдаленному времени, например:

It’s so cold! I think it is going to snow. – Так холодно! Я думаю, пойдет снег.

Имеется в виду, что снег пойдет не через секунду-две, а скоро – в неопределенном ближайшем будущем. Может, завтра, а может через неделю. На то что снег непременно произойдет, указывает признак (холод).

Часто “предсказание” относится к ближайшему будущему, когда что-то вот-вот произойдет:

Look at the dog. It‘s goint to bite you. – Посмотри на собаку. Она тебя сейчас укусит.

Get back! The bomb is going to explode. – Назад! Бомба сейчас взорвется!

Для “предсказаний” может использоваться и будущее время с глаголом **will**, но в этом случае обычно речь идет о мнении, не подкрепленном очевидными признаками или опытом.

I think the cop will spot us. – Я думаю, коп нас заметит.

Это мнение ничем не подкреплено. А вот это подкреплено:

Gonna – сокращенный вариант going to

В разговорной речи **going to** часто сокращается до **gonna**:

I’m gonna get some milk. – Я собираюсь купить молока.

She’s gonna be happy. – Она будет счастлива.

Сокращение используется не только в утвердительной, но и в отрицательной и вопросительной формах, в том числе в прошедшем времени:

I wasn’t gonna do that. – Я не собирался этого делать.

Are you gonna believe me? – Ты мне поверишь?

Exercises

1. Поставьте предложения в отрицательную форму, переведите их.

We are going to buy a car. We are not going to buy a car.

1. It is going to rain.

2. It is going to snow.

3. I am going to listen to the opera today.

4. You are going to play tennis tomorrow.

5. They are going to talk on the phone with your parents tonight.

2. Поставьте предложения в вопросительную форму, переведите их.

They are going to play football. Are they going to play football?

1. I am going to take money from the bank today

2. She is going to make presents for all her family.

3. We are going to buy a new car.

4. My friend is going to study Japanese.

5. My parents are going to look for a new house.

3. Вставьте глагол to be в правильной форме.

Alex is speaking to his friend Robert.

Alex — What ……..… you so happy about? Why …… you laughing?

Robert — Sandy and I …… going to have a date at the weekend.

Alex — Are you? That's fast work. That's great! Which night ……..… you going to see her? Friday or Saturday?

Robert — I ……..… going to see her on Sunday. She ……..… not going to be in town on Friday or Saturday.

Alex - Where ……..… she going to be?

Robert — She ……..… going to be with her friend in Liverpool.

Alex — What ……..… you going to do on Sunday?

Robert — I ……. going to take her out to dinner.

Alex — Where ……..… you going to take her?

Robert — I …….. going to take her to an Italian restaurant. This girl ……..… terrific!

Notes: **to have a date** — идти на свидание

to take out to dinner — приглашать на обед (в ресторан)

4. Расскажите о своих планах на сегодня. Переведите. Начните так, …

Today I am going to watch a new film. или **Today I am not going to listen to music**.

1. (cook dinner)

2. (wash dishes)

3. (go to a restaurant)

4. (watch a film on TV)

5. (go to the cinema)

6. (eat sushi)

5. Дополните предложения *to be going to* и одним из следующих глаголов. Переведите.

eat, go to bed, watch, read, vacuum-clean, paint, listen, take.

1. I …… my kitchen this weekend.

2. Rachel ……. … her flat today.

3. The students are at McDonalds. They …… … hamburgers.

4. I …… some books in the library.

5. Ellis ……. early tonight.

6. Martin …… to U2.

7. I ……..… (not) ……..… a horror movie tonight.

8. She …… (not) ……..… money from the bank. She is going to borrow it from her parents.

4 семестр (2 семестр)

ПРАКТИЧЕСКОЕ ЗАНЯТИЕ № 17

Travelling

1. **Read and translate the text.**

TRAVELLING

People travel for different purposes. Some people travel on business, others travel to visit their relatives and friends, but most people travel to see the world.

There are two ways of travelling: using one's own means of transport and using public transportation. One can travel by car, by plane, by ship, by train, by coach or on foot depending on what one prefers: comfort or speed.

One of the most comfortable ways of travelling is travelling by ship. Modern ships have got everything on board to make people feel at home. Luxurious liners offer swimming pools, bars, restaurants, even shops and casinos. However, there are disadvantages of sea travel. The main disadvantage is the price: tickets are rather expensive. Some people can also get seasick and their journey can be spoilt.

Unlike sea travel, going by air is the fastest way of travelling. Modern planes are comfortable and it is always nice to reach the destination point within hours, even if you travel to another part of the globe.

Land offers the greatest variety of transport both on wheels and on rail. Travelling by train is quite popular: people travel from one city to another by train if there is no flight connection between them or if the distance between the places is not too big. Modern trains are comfortable and travelling by train is convenient and cheaper than travelling by plane or ship.

Nowadays, a lot of people travel by coach too. There are special international bus tours which offer travelling throu'gh several countries. However, such tours also have disadvantages. Some people may feel sick in coaches; it is also not very comfortable to sleep on a bus seat. Moreover, tourists usually do not have enough time to see the sights of this or that city when they travel by coach.

My favourite way of travelling is by car. To ray mind, this is one of the most comfortable means of travelling, especially if the destination is not too far. I always enjoy looking through the window while going in a car. One can travel to different towns and cities of your native country and even abroad. In summer I like travelling on foot, or hiking. My friends and I take tents, backpacks, food and start walking. This way of travelling is rather slow, but you have an opportunity of spending a lot of time outdoors and you do not have to think about tickets or missing a train or a plane. It is so nice to sleep in a tent in the open air too.

If you decide to travel by any means of transport you'll have to get ready for the trip. If you travel by plane, train or ship, you have to book tickets beforehand which can be done either online or in a travel agency. When travelling by plane, you have to be at the airport two hours before an international flight and one hour before a domestic flight. At the airport you will have to go through the passport control and security check, have your luggage (of a limited weight) checked and then wait until the plane is ready for take-off. Sometimes, however, the flight can be delayed, so you have to wait at the airport.

When you go by train, it is easier, because you have to go through ticket control only and you may take more than 20 kilograms of luggage with you.

When travelling on vacation you should look for accommodation appropriate to your demands. There are hotels and motels which differ in price and comfort. Before the arrival you should make a room reservation at a hotel. All this should be done beforehand over the phone or on the Internet in case the hotel is full when you arrive. A special cheap kind of accommodation for young people is youth hostels where it is possible to stay overnight at a low price. Some tourists prefer to rent a room on their own.

Travelling is always nice: it gives you an opportunity to see interesting places and meet new people. I like travelling a lot!

2. Tell about travelling.

ПЛАН-ОТВЕТ. TRAVELLING

1. Вступление (why people travel/purpose of travelling).
2. Рассказать о видах транспорта для путешествий (one's own transport/public transportation/car/plane/ship/train/coach/on foot, etc.).
3. Рассказать о типичных видах транспорта для путешествий, их достоинства и недостатки *(by ship:* comfortable/luxurious/great view/expensive/seasick, etc.; *by air:* fast/comfortable; *by train:* popular/not expensive/comfortable/convenient/cheap; *by coach:* travel across several countries/can be not comfortable/people may get sick/not much time for the sights).
4. Рассказать о своём любимом виде транспорта для путешествий (My favourite way of travelling is...; it is one of the most comfortable means of travelling; I think so because..., etc.).
5. Рассказать о подготовке к путешествию, о том, что необходимо сделать (book tickets/be at the airport ... hours before the flight/go through passport control/security check/have one's luggage checked/look for accommodation/make a room reservation, etc.).
6. Заключение (Travelling is always nice: it gives you an opportunity to see interesting places and meet new people. I like travelling a lot!).

3. Answer the questions.

1. Where do you usually spend your holidays?
2. Do you go with your family?
3. Where did you go when you were younger?
4. Do you prefer to swim in the sea or in a swimming pool?
5. What do you think of spending a holiday in a village?
6. How much pocket money do you get on holidays?
7. Do you spend more than at home?
8. How do you feel when your holidays are over?
9. Would you like to spend your holidays cruising in the Mediterranean?
10. Which do you prefer, winter or summer holidays?
11. What do you think about taking all your holidays at the same time?
12. Do you think it's better to take holidays in parts?
13. What is better to spend holidays with the family or with friends?
14. Have you ever been camping? if so, where?
15. What do you think of camping?
16. What are the advantages and disadvantages of camping?
17. Do you take any school books to revise?
18. What about reading? Do you read during your holidays?
19. Do you meet any English-speaking people during your holidays?
20. Do you practise any other languages?
21. What do you think of spending your holidays learning languages?

22. What do you think of working during your holidays?
23. Are holidays short or long? How long should they be?

ПРАКТИЧЕСКОЕ ЗАНЯТИЕ № 18

Future Simple Tense

Future Simple – это будущее простое время в английском языке, его основное значение – действие, которое произойдет в будущем, а также действие, которое будет повторяться в будущем. Когда речь идет о будущем, чаще всего используют именно эту форму.

Схема образования Future Simple

Рассмотрим, как образуется **Future Simple** в утвердительной, отрицательной и вопросительной формах.

1. Утвердительная форма

Future Simple в утвердительной форме образуется с помощью вспомогательного глагола **will** и глагола в начальной форме.

В разговорной речи **will** может сокращаться: **I'll dance, we'll dance, they'll dance** и т. д.

Примеры:

I'll call you back – Я вам перезвоню.

We'll send you a letter – Мы отправим тебе письмо.

My friend will show you the way. – Мой друг покажет вам дорогу.

I will think about it. – Я подумаю об этом.

2. Отрицательная форма

Отрицание строится с помощью частицы **not** – просто добавьте ее после **will**.

Здесь возможны два вида сокращения:

Will и **not** сливаются, превращаясь в **won't**

Сливаются местоимение и **will**

Примеры:

I'll not bother you – Я вас не побеспокою.

She will not forgive me – Она не просит меня.

We won’t be together. – Мы не будем вместе.

The game won’t start any time soon. – Игра не начнется в ближайшее время.

3. Вопросительная форма

Чтобы построить вопросительную форму, нужно вспомогательный глагол will поставить перед подлежащим.

Примеры:

Will you marry me? – Ты выйдешь за меня замуж?

Will they show us their house? – Они покажут нам свой дом?

Will $100 be enough? – Ста долларов будет достаточно?

Значение Future Simple: когда используется будущее простое время?

Future Simple обозначает разовое действие, которое произойдет в будущем, или повторяющиеся действия, которые будут происходить в будущем.

1. **Действие, которое однократно произойдет в будущем.**

В отличие от **Future Continuous,** подразумевается действие, которого разово произойдет, а не будет длиться в будущем.

I will take what is mine – Я заберу свое.

They will pay for that – Они за это заплатят.

2. **Действие, которое будет повторяться в будущем.**

Если подразумевается действие, которое будет повторяться в будущем, его значение уточняется обстоятельством, таким как **every day** – каждый день, **every year –** каждый год и др.

I will read one book a week. – Я буду читать по одной книге в неделю.

I will take French lessons every day – Я буду брать уроки французского каждый день.

Примечание:

Для выражения будущего времени в разговорной речи часто используется оборот **to be going to + инфинитив** – если точнее, он обозначает действие, запланированное на будущее, что-то вроде «я собираюсь сделать что-то».

I am going to dance – Я собираюсь потанцевать.

She is going to quit smoking – Она собирается бросить курить.

Утвердительная форма	Вопросительная форма	Отрицательная форма
I We You He She It The — will ask	Will — I / we / you / he / she / it / they — ask?	I We You He She It They — will not ask

Exercises

1. Раскройте скобки, употребляя глаголы в *Future simple.*

1. I (to be) at school tomorrow.
2. They (to go) to Paris next week.
3. Mike (to phone) you later.
4. We (to fly) to Paris tomorrow.
5. My father (to drive) a car tomorrow.
6. Ben (to be) late tonight.

2. Составьте предложения во времени *Future simple.*

1. I/ tomorrow/ to the theater/ go
2. Peter/ soon/ come
3. We/ next year/ go/ to England
4. I/ to do your homework/ help you
5. Start/ the game/ at 10 o'clock
6. Next week/ my father/ a new car/ buy

3. Напишите вопрос и отрицание к предложению.

1. My friends will go to the zoo next Sunday.
2. The weather will be good tomorrow.
3. We will take an exam next week.
4. You will go to the park today.
5. Ben will be at school in 10 minutes.
6. You will call me tomorrow.

4. Переведите предложения, используя *Future simple.*

1. Завтра я не пойду в школу
2. Следующей весной они поедут в свадебное путешествие

3. Я буду в университете через 5 минут
4. Мы сдадим этот экзамен
5. Завтра будет солнечно
6. Майк будет рад видеть тебя

5. Поставьте глаголы в скобках в простом будущем времени.

1. I think he (to be) glad to see you.
2. I think this party (to be) very fun.
3. I think Mike (not to go) to school today.
4. I think you (to pass) the exam.
5. I think the weather (to be) good tomorrow.
6. I don't think we (to go) for a walk today.

6. Дайте краткий положительный и отрицательный ответы на заданный вопрос.

1. Will you go with me?
2. Will we go to the zoo?
3. Will Kate be in the park today?
4. Will he solve this problem?
5. Will you buy a new car?
6. Will they go to Paris next Monday?

ПРАКТИЧЕСКОЕЗАНЯТИЕ № 19

Shopping

1. **Read and translate the text.**

Shopping is an opportunity to buy everything what we need, from food to clothes. When we do the shopping we get to know a lot of information about different goods, their prices, quality. We learn to choose products, to spend money rationally. Someone will say that shopping is an original way of spending free time. Someone will say that it's a forced waste of money. Today, shopping is a means of our existence and living.

It's a so called exchange of money for any kinds of goods (from pins to vehicles). Thus, if you want to live in this world shopping is a real necessity for you. Everyone does the shopping: from the poor to a millionaire.

By the way, shopping is a great entertainment too. If you want to relax, shopping is for you. Many girls enjoy shopping and spend the whole day visiting shops and buying things. For them the process of shopping is more important than purchasing. While shopping we talk, with, other people, get experience, get to know many interesting things. But, of course, shopping depends not only on our mood but on our money, too. If you have a lot of money -you can choose what you want if you don't have — you are to be very economical and buy only the things which are essential.

Nowadays there are different ways of shopping. Years ago people went to the shops and bought everything they needed. With the development of progress shopping began to change and

now you can purchase things on the Internet. To attract customers shops provide various services: free home delivery and installation of some gadgets, money-back guarantee, buy and win coupons, repair services. They sell their goods on credit and what not. How inventive people may be in their thirst to get to somebody else's money!

While speaking about shopping I can't but mention a very specific phenomenon of our life -advertising. We have to listen to ads and watch commercials at least hundred times a day. It penetrates to our minds and makes us wear some kind of clothes and shoes, it insists on our chewing all the time, cleaning our teeth with Colgate after we drink Coffee Nescafe.

As there are many different goods, so there are many shops which sell this or that kind of products. Here's a short guide of different kinds of shops. Department stores have many different departments: haberdashery, headwear, perfumery, stationery, leather goods, sports goods, china and glass, fabrics, linen, readymade men's and ladies' departments. In the ladies' clothing department you can choose dresses, skirts, blouses, coats, underwear. In the men's clothing department one can buy suits, sweaters, cardigans, pullovers, trousers and woolen jackets. We go to the dairy shop to buy milk, cream, and cheese. Tinned fish, caviar, crabs, lobsters, and different sorts of fish — carp, cod, salmon, trout, mackerel — can be found at the fishmonger's. Sugar, semolina, buckwheat, rice, coffee, spaghetti, noodles are sold at the grocer's. At the greengrocer's we can find all sorts of vegetables and fruit. Well, all this stuff you may buy at a market place and very often it is cheaper and of better quality. There are also big supermarkets where you can buy everything. Such shops are very universal and well-stocked. Moreover, we can order goods by telephone and with the help of different catalogues and fashion magazines.

Going shopping in my city is a wonderful and instant way of participating in everyday life here. Most shops in my place open at 9 a. m. and close at 8 p.m., they are opened from Monday to Sunday. Most grocery shops are opened also on Sunday. Actually, there are many big and small shops in my district. The largest department store is situated near my house and it houses everything from bags to household gadgets and bed-linen. On the ground floor of it there is a spectacular food hall decorated with tiles, which has splendid displays of fish, cheese , meat and other products; other departments include china and glass, electronics and kitchenware. This department store is well-stocked and has a gorgeous selection of different goods.

In my city there are some markets with an amazing range of goods. If you want to visit the biggest market you need a strong pair of legs, comfy shoes and lots of time to wander around. The market sells everything imaginable from tiny tin openers to massive TV sets, providing a diverse and extraordinary range of shopping services. So, in the city there are many places where you can buy food, presents, clothes and other things.

If you want to do the shopping you should know some rules. First of all, you should pay for everything you buy. It is important to spend money rationally. If you are queuing up at the cash-desk you need to wait for your turn. You should check your money before and after paying. It is important to think over your choice and to buy only good things. These are the main rules of shopping. Knowing the rules helps to get real bargains.

I like shopping. I like to buy different things, especially presents. If I want to buy something special I visit the market with someone who will advise me and help me to buy it. I often do the shopping with my Mum because she has a good taste and knows what will fit me. Shopping can change my mood, especially if it is a bargain. I usually buy foodstuffs, it is my household duty. I usually buy bread, milk, eggs, and cheese. Once a week my Mum buys meat and fish for a week. When it comes to buying some serious things such as clothing, home

appliances, footwear we usually go shopping together. Shopping is a very interesting way to spend your time. It helps to get everything you want. It can make our dreams come true.

2. Tell about shopping.

ПЛАН-ОТВЕТ. DOING THE SHOPPING

1. Вступление (what "shopping" means, kinds of people (hate shopping, love shopping/shopaholics).

2. Рассказать о походах по магазинам со своей семьей (when you usually do the shopping, where you go shopping, who you go there with, what you usually buy there).

3. Рассказать о магазинах в своём городе (a lot of/few shops, shopping centres, what shops there are, etc.).

4. Рассказать о себе (prefer doing the shopping alone/with family/with friends/etc., whether you like shopping or not and why, what your favourite shops are, etc.).

5. Заключение (We have to go shopping because we need food and other things that are necessary for our life.).

3. Answer the questions.

1. What does shopping mean?
2. Do you like shopping?
3. When do you do the shopping?
4. Do you usually go shopping alone or with your family/friends?
5. What shops are your favourite?
6. What's a department store?
7. What's a supermarket?
8. What do you think of online shopping?
9. What ate the advantages and disadvantages of this kinf of shopping?

ПРАКТИЧЕСКОЕ ЗАНЯТИЕ № 20

Comparison Degrees of Adjectives

Прилагательное — это часть речи, обозначающая признак предмета, лица, явления. Как и в русском языке, выделяют три степени сравнения прилагательных в английском языке: положительную, сравнительную и превосходную.

Положительная степень — это основная, как в словаре, форма прилагательного, когда оно ни с чем не сравнивается:

Эта собака добрая — This dog is **kind**.

Сравнительная степень — сравниваются два признака:

Эта собака добрее, чем моя — This dog is **kinder** than mine.

Превосходная степень — характеристика типа «самый-самый»:

Эта самая добрая собака в мире. — This is **the kindest** dog in the world.

Сравнительная степень прилагательных (Comparative Degree)

Сравнительная степень используется, когда сравниваются характеристики предметов, лиц, явлений.

Сравнительная степень прилагательных может образовываться двумя способами:

1) С помощью окончания **-er.**
2) С помощью слов **more** и **less** (больше и меньше).

Способ зависит от того, сколько слогов в слове, а также идет ли сравнение в "большую" или "меньшую" сторону.

При сравнении в "большую" сторону, добавляется окончание –**er** (односложные слова) или слово **more** (3 и более слога). Если же сравнение идет в "меньшую" сторону, то используется **less** для односложных и многосложных слов.

Учтите, что с некоторыми словами использование **less** (особенно с односложными словами) будет хоть и корректно с точки зрения грамматики, но не очень правильно и понятно. По-английски"**less small"**, например, звучит не менее странно, чем "менее маленький" по-русский, в таком случае лучше использовать вариант "**bigger**" (больший, большего размера).

Рассмотрим таблицу подробнее.

Односложные прилагательные

Односложные прилагательные образуют сравнительную степень (в "большую" сторону) с помощью окончания **-er.**

kind – kinder (добрый – добрее)

smart – smarter (умный – умнее)

tall – taller (высокий – выше)

Для сравнения в "меньшую" сторону добавьте **less**:

busy – less busy (занятой – менее занятой)

big – less big (большой – менее большой)

Когда сравнительная степень образуется с помощью **-er**, возможны изменения в написании слова:

Если прилагательное заканчивается на **-e,** эта буква опускается перед **-er,**

Cute – cuter (милый – милее)

White – whiter (белый – белее)

В прилагательных на **-y**, конечная –**y** меняется на **-i,**

Busy – busier (занятой – более занятой)

Lazy – lazier (ленивый – ленивее)

Если прилагательное заканчивается на согласную, перед которой стоит краткий гласный звук, она удваивается.

Big – bigger (большой – больше)

Thin – thinner (тонкий – тоньше)

Двухсложные прилагательные

Двухсложные прилагательные могут образовываться обоими способами. Как понять, какой способ выбрать?

В большинстве случаев двухсложные прилагательные образуют сравнительную степень с помощью **more / less.**

Трехсложные прилагательные

Во всех случаях трех- и более сложные прилагательные образуют форму сравнительной степени с помощью more / less (более / менее).

beautiful – more beautiful (красивый – более красивый)

beautiful – less beautiful (красивый – менее красивый)

reliable – more reliable (надежный – более надежный)

reliable – less reliable (надежный – менее надежный)

Превосходная степень прилагательных (Superlative Degree)

Превосходная степень используется, когда один предмет (лицо, явление) по какому-то признаку превосходит все другие, является «самым-самым».

Превосходная степень прилагательных, как и сравнительная, может образовываться двумя способами:

1) С помощью окончания **-est.**
2) С помощью слов most / least (наиболее / наименее).

Обратите внимание, что прилагательные (точнее, определяемые ими существительные) в превосходной степени используются с артиклем **the**, поскольку речь идет о некоем самом-самом, а значит уникальном предмете:

The nearest town – ближайший город,

The longest journey – самое долгое путешествие.

Способ образования превосходной степени зависит от количества слогов в слове.

Односложные прилагательные

Односложные прилагательные образуют сравнительную степень с помощью окончания **-est**, если сравнение в "большую" сторону, или с помощью **least** при сравнении в меньшую сторону:

broad – the broadest (широкий – широчайший)

broad – the least broad (широкой – наименее широкий)

fine – the finest (изящный – самый изящный)

fine – the least fine (изящный – наименее изящный)

При добавлении –**est** в написании слова происходят такие же изменения, как и при образовании сравнительной степени:

Если прилагательное заканчивается на **-e,** она опускается перед **-est**

Cute – the cutest (милый – самый милый)

White – the whitest (белый – самый белый)

В прилагательных на **-y**, конечная **–y** меняется на **-i**

Busy – the busiest (занятой – самый занятой)

Lazy – the laziest (ленивый – самый ленивый)

Если прилагательное заканчивается на согласную, перед которой стоит краткий гласный, она удваивается.

Big – the biggest (большой – самый большой)

Thin – the thinnest (тонкий – самый тонкий)

Двухсложные прилагательные

Ситуация такая же, как и со сравнительной степенью.

В большинстве случаев к двухсложным прилагательным добавляется **most/least.**

Некоторые двухсложные прилагательные могут также образовывать превосходную степень с помощью **-er.**

Трехсложные прилагательные

Во всех случаях трех- и более сложные прилагательные образуют форму превосходной степени с помощью **most/least.**

expensive – the most expensive (дорогой – самый дорогой)

underestimated – the most underestimated (недооцененный – самый недооцененный)

Нестандартное образование степеней сравнения

Некоторые прилагательные в английском языке образуют степени сравнения нестандартным способом, их нужно запомнить.

Положительная степень	Сравнительная степень	Превосходная степень
Good	Better	Best
Bad	Worse	Worst
Little	Less	Least
Much	More	Most
Far	Further	furthest

При сравнении одного объекта с другим используется союз **than** (чем).

My bike is faster than your car. – Мой велосипед быстрее, чем твоя машина.

Martin swims slower than Kate. – Мартин плавает медленнее, чем Кейт.

It is better than nothing. – Это лучше, чем ничего.

Выражения типа «The more, the better»

Довольно часто встречаются выражения типа **the more, the better** — чем больше, тем лучше. Они строятся по простой формуле:

The + сравнительная степень, the + сравнительная степень.

Фраза может быть дополнена другими словами, но ее основа именно такая.

Например:

The more, the better. — Чем больше, тем лучше.

The longer you think, the less time you have.— Чем дольше ты думаешь, тем меньше у тебя остается времени.

The older you get the more you realize — Чем старше становишься, тем больше понимаешь.

Short adj.	small cheap big	smaller cheaper bigger	(the) smallest (the) cheapest (the) biggest
Adj-s that end in –y	funny early	funnier earlier	(the) funniest (the) earliest
Two syllables or more	boring expensive	more boring more expensive	(the) most boring (the) most expensive
Irregular adj-s	good bad much/many little far	better worse more less further/farther	(the) best (the) worst (the) most (the) least (the) furtherst

Exercises

1. **Перведите следующие предложения на русский язык.**

1. You are a better driver than I am. 2. London is older than Moscow. 3. The weather is wetter today. 4. Bob is the best football player. 5. This box is bigger than that. 6. This book is more expensive than that. 7. July is usually the hottest month of the year.

2. Сравните следующее, употребляя прилагательные в скобках:

Образец: January, February (long). – January is longer than February.

1. January, February (short). 2. December, November (cold). 3. Volgograd, Kamishin (big). 4. Volgograd, Moscow (old). 5. The Volga river, the Don river (long). 6. This cat, that dog (small). 7. Summer, spring (hot). 8. This school, that school (high). 9. This book, that book (interesting). 10. July, August (long).

3. Вставьте прилагательные. Используйте сравнительную или превосходную степень.

1. It is (happy) day of my life.

2. The twenty-second of December is (short) day in a year.

3. The Neva is (deep) than the Moscva river.

4. It is (cold) day of the year.

5. The room is (small) of all the rooms in the house.

6. My rhymes are (bad) than yours.

7. Our school is (old) in our town.

8. This dictation is (easy) than that one.

9. Moscow is (large) city in Russia.

10. She is (tall) than her sister.

4. Выберите правильную форму прилагательных.

1. This book is (the most interesting, interestingest) of all I have read this year.

2. My sister speaks English (badder, worse) than I do.

3. Which is (the hottest, hotter) month of the year?

4. Which is (the beautifulest, the most beautiful) place in this part of the country.

5. A train is (faster, the fastest) than a bus.

6. Take some of these sweets: they are very (nicer, nice). They are (nicer, nice) than the sweets in that box.

7. (Tall, the tallest) trees in the world grow in California.

8. This girl is (the goodest, the best) student in our group.

9. Spanish is (the easiest, easier) than German.

10. The Thames is (short, shorter) than the Volga.

5. Поставьте прилагательные в скобках в нужную форму.

1) My Mum is … my Dad. (tall)

2) Dogs are … cats. (intelligent)

3. Franco is … Marco. (short)

4) My brother is … at sports … I am. (good)

5) My homework is … yours. (bad)

6. Заполните предложения правильной формой прилагательного в скобках.

1. If you want to be much _____, you should exercise every day. (healthy)
2. In order to become _____ than others, some people start criminal activities. (wealthy)
3. My new car is _____ than my old one. (pretty)
4. Everyone struggles to have an even _____ life in the future. (happy)
5. My brother is _____ than me. (lucky)
6. She is a little _____ than her older sister. (ugly)

7. Запоните пропуски правильной формой прилагательных, данных в скобках.

1. Osama was _____ guy for the U.S.A. (dangerous)
2. My nephew is _____ than my uncle. (stingy)
3. Sydeny is _____ city in Australia. (beautiful)
4. Who is _____ man of the world in this century? (rich)
5. What is _____ way to become filthy rich in your life? (convenient)
6. My English is not _____ than yours. (good)
7. Not listening to good advice is one of _____habits of my younger brother. (bad)
8. Our English class is _____ than your math class. (interesting)
9. Learn ESL is one of _____ websites in the world. (good)
10. USA is one of _____ countries in the world. (modern)
11. Can you name _____ province of our country? (large)
12. Washington is _____ city in the USA. (expensive)

ПРАКТИЧЕСКОЕ ЗАНЯТИЕ № 21

Comparison Degrees of Adverbs

Наречия, так же, как и английские прилагательные, могут образовывать степени сравнения при помощи добавления суффиксов **–er** и **-est**.

John runs **fast**. - Джон бегает быстро.

Peter runs **faster**. - Питер бегает быстрее (более быстро).

Dennis runs the **fastest**. - Деннис бегает быстрее всех (наиболее быстро).

Для многосложных наречий и тех наречий, которые были образованы при помощи суффикса **-ly**, степени сравнения образуются при помощи слов **more** и **most**:

Our management acted **wisely** and minimized the losses in crisis. - Наше руководство действовало мудро и смогло минимизировать потери во время кризиса.

Sara should act **more wisely**. - Саре стоит действовать более мудро.

During the contest Kevin acted **most wisely** and as reward he will be promoted. - Во время испытания Кевин действовал наиболее мудро и в качестве награды он будет повышен.

Исключениями из этого правила являются наречия **early** и **loudly**, степени сравнения которых образуются при помощи суффиксов:
early – earlier – earliest

loudly – louder – loudest

Также к исключениям можно отнести наречия **quickly** и **slowly**, степени сравнения которых могут образовываться обоими способами:

quickly – quicker, more quickly – quickest, most quickly

slowly – slower, more slowly – slowest, most slowly

Кроме этого, некоторые наречия имеют свои уникальные способы образования степеней сравнения:

well – better – best

badly – worse – worst

much – more – most

little – less – least

far – farther, further – farthest, furthest

I live far from my school but many my friends live even **farther**. - Я живу далеко от школы, но многие мои друзья живут еще дальше.

Впрочем, многие английские наречия, например, наречия времени (s**ometimes, when**), места (**here, somewhere)** и некоторые наречия образа действия (**thus, somehow, optimally)** не имеют степеней сравнения.

Exercises

1. Выберите правильный вариант использования степени сравнения наречий.

1. Alisa smiles even (most brightly / more brightly) than the sun.
2. The new teacher explains the rules (more completely / completely) than our book.
3. Jack arrived (latest / most late) at the airport.
4. Jillian usually climbs (highest /higher) of all the other climbers in her group.
5. Andrew is speaking even (more louder / louder) than usual.
6. Melody dances (most gracefully / more gracefully) of all the girls.
7. Of all three, Mike runs (fastest / faster).
8. Of all two, Mike runs (fastest / faster).
9. Harry swims (slower / slowest) of all the boys in the swimming team.
10. Yesterday the President spoke (more calmly /calmly) to Congress than usual.

2. Вставьте наречие в нужной степени сравнения.

1. Unfortunately, it's becoming _____ (hard) and _____ (hard) to find a well-paid job.
2. This phrase is _____ (widely) used in spoken Russian than in written.
3. Your test isn't good. You can do _____ (well) than you did.
4. We walk _____ (fast) than usual to catch the train.
5. I know Daniel _____ (well) than you do.
6. I used to play tennis _____ (often) than now.
7. Could you move a bit_____ (far) away for me to sit here too?
8. Mary is driving _____ (slowly) than usual, as the road is wet.
9. Of all the group Jimmy did _____ (badly) in the examination.
10. Could you speak _____ (distinctly), please?

3. Скажите, какие из следующих предложений составлены верно, исправьте ошибки.

1 I hope that next time you'll speak to your uncle more politely. 2. Peter usually comes to his classes most late of his classmates. 3. Who can solve this problem most quickly? 4. This time he listened to his little sister patienter than usual. 5. Could you speak a little slower, please? 6. When I was a very young child I thought that to sing best meant to sing loudest. 7. I think that now I see the whole problem much more clearly. 8. Who lives more near to the school — you or your friend? 9. Alice goes to the theatre frequentest of us all. 10. Will you raise your hands a bit higher, please? I can't see them. 11. In December it snows oftener than in November. 12. He knows three languages but he speaks English easiest. 13. Last night I slept peacefullier than before. 14, Could you come to school more early and water the plants tomorrow? 15. This new computer works most fast and can solve problems in no time.

4. Переведите.

1. Ты не мог бы вести машину быстрее?
2. Поезд прибыл раньше, чем обычно.
3. Моя сестра помогает маме чаще других членов нашей семьи.
4. Из пяти спортсменов Вася прыгнул выше всех.
5. Миссис Финч разговаривает с медсестрами терпеливее всех других врачей.
6. Наша собака лает громче соседской.
7. Мой брат пишет бабушке чаще, чем я.
8. Анна говорит по-английски лучше Васи.
9. Вася живет ближе всех к школе.

5. Заполните пропуски правильной формой наречия в скобках.

1. Kirill can run __ (fast) than Sonya.

2. You speak English __ (fluent) now than half a year ago.

3. She did the work __ (diligent) of all.

4. She felt __ (happy) than before.

5. This man danced __ (graceful) of all the other.

6. Could you write __ (clear), please?

7. Planes can fly __ (high) than they used to.

8. Vasya had an accident last year. Now, he drives a lot __ (careful) than anybody else I know.

9. Their team played __ (bad) of all in the tournament.

10. Now, he is working __ (hard) than ever before.

ПРАКТИЧЕСКОЕ ЗАНЯТИЕ № 22

Country and City

1. **Read and translate the text.**

Urban and rural life: advantages and disadvantages

Some people prefer hustle and bustle of big cities, while others prefer peaceful lifestyle of rural areas. Tastes differ. There is no definite answer which lifestyle is better. In my opinion, everything depends on personality. Let us examine more thoroughly some advantages and disadvantages of both rural and urban life.

Living in a city can be very convenient. There are a lot of opportunities of education, career and social life. If you live in a big city, you have many education options to choose from. You can graduate from the most renowned and reputed universities or educational institutions, find a well-paid job and have more opportunities for personal development. Besides, the social life is so diverse. There are lots of theatres, museums, cinemas, exhibitions and art galleries. Urban life will definitely suit an individual who prefers to lead an active lifestyle and who think that there are too few hours in a day.

However, there are lots of disadvantages of urban life. One of the most burning problems a city dweller faces every day is heavy traffic. People who stuck in traffic jams have to delay their plans or even miss important meetings. People are always in a hurry and pressed for time. Besides, big cities are overcrowded and its population is growing with every passing day. Another problem of big cities is air and water pollution caused by industrial plants, domestic heating and traffic. It is generally agreed that air pollution as well as smog have harmful impacts on health. Thus, in recent years people are getting more and more concerned about ecological problems. I am sure all people must unite efforts to save our Planet. Moreover, urban poverty can be the reason of many crimes, such as burglary, pickpocketing and robbery. The last but not the least, gambling, drug addiction, unemployment are just few biggest problems that have become acute in almost all big cities.

There are a lot of advantages of rural life. The rural areas are not as crowded as urban ones. People live in the harmony with nature.

Just imagine, how awesome is to wake up with birds singing and the first rays of sunlight and go fishing. You can walk barefoot or sleep in a hammock. Village people keep the livestock and do gardening. Undoubtedly, all homemade products, like sour cream or cottage cheese, do taste better. Moreover, people who live in the country are more open, friendly and warm-hearted. They are one big family. The last but not the least, living in a country is good for health. People eat fresh fruit, vegetables, dairy products and meat. The air is fresh and less polluted. The roads are less dangerous and you can safely ride a bike.

However, there are also some disadvantages of living in the village. First of all, it is a commuting problem. There is a lack of public transport in the country and that can be a great problem for people who need emergency assistance. Besides, if you want to make a career or get a higher education, you'll have to commute between your home in the country and your office in the city.

Taking into consideration all mentioned above, I think that people should choose where to live, in or out of town, according to their preferences, lifestyle and vocation.

2. Fill in the table using words from the list below.

Block of flats, farmhouse, field, skyscraper, traffic jam, farmer, offices, trolleybus, stockbroker, lorry, multi-storey car park, car, tractor, executive, tram, barn, labourer, pollution, city centre, clerk, valley, fresh air, hill, smog, underground, secretary, taxi, shepherd, bus, business executive, cottage, motorway

	City life	Country life
Buildings		
Transport		
Jobs		
Features		

3. Сравнение жизни в городе и в сельской местности.

– Using the table above compare city life with country life as in the example. You may add ideas of your own.

E.g. If you live in the country, you can live in a farmhouse or a cottage, but if you live in the city you are more likely to live in a block of flats or a house.

4. **Fill in the gaps with one of words from the list below.**

Bypass, hamlet, underground, executives, labourers, barn, shopping centers, smog, metropolis, trams, motorway, country lane, stockbrokers, multi-storey car park, shepherd.

1. Many people prefer to use the _____ instead of taking their cars to work.
2. Being a(an) _____ means spending a lot of time looking after sheep.
3. Many farms have a _____ where the hay for the animals is kept.
4. _____ are convenient because they have many shops in one building.
5. _____ work in large office blocks and usually drive expensive cars.
6. It is very relaxing to walk along a _____ far away from the city traffic.
7. _____ are powered by electricity and are popular means of transport in the city.
8. If we take the _____, we'll avoid the town center.
9. _____ sell stocks and shares and deal with large amounts of money.
10. The city was polluted and a thick layer of smog could be seen above it.
11. _____ often work on building sites and their work are very tiring.
12. The _____ lay between two hills and had only fifty inhabitants.
13. When travelling long distances it's best to use the _____ as you can go much faster than an ordinary roads.
14. The main or most important city of an area or country can be called a _____.
15. We parked in a _____ _____ which had room for two thousand cars.

5. Read and translate the text.

Problems of cities and countryside

Many people prefer living in cities rather than in the countryside because it is often easier to get good education and find a well-paid job. Besides, there is usually a wide choice of public transport, so you don't need to own a car, which is necessary when you live in the countryside.

What is more, there are a lot of interesting things to do and places to see. If you live in the village, you have almost nowhere to go, but if you live in the city, you can eat in good restaurants, visit museums, and go to the theatre and to concerts. All in all, city life is full of bustle and variety, and you will never feel bored.

However, some people choose to live in the countryside because living in a city is often very expensive. It is particularly difficult to find good cheap accommodation. What is more, public transport is sometimes crowded and dirty, particularly in the rush hour, and even the parks can become very crowded, especially on Sundays when it seems that every city-dweller is looking for some open space or green grass. On the contrary, the air in the countryside is very clean and there are no noisy crowds, so living in the country can be useful for your health. Last of all, despite all the crowds, it is still possible to feel very lonely in a city because people often don't know their neighbours whereas in the countryside people know each other and you have many friends.

In my opinion, it's possible to solve most of the problems of big cities, for example, the problem of pollution. Cutting down on emissions from large combustion plants and exhaust fumes from vehicles would help solve the problem. I think we should try to use alternative energy such as solar energy and wind energy and design plants and cars that run on electricity, a much cleaner fuel than petrol. In addition, I think the government should ban cars from city centres. We can also improve the situation with traffic if the government encourages people to use the underground more. I would argue that if the underground was made cheaper, many people would decide to leave their cars at home.

As for me, I would prefer city life because I am keen on visiting theatres, cinemas, museums and galleries and do not mind noise and pollution. Besides, my city offers me good opportunities to continue my education and I hope to find a prestigious job in the future. However, I enjoy the peace and fresh air of the countryside and in summer I usually go to my country house where I have a good time with my friends.

6. Answer the questions:

1. Is the city life stressful? Why?

2. How would you improve the living conditions in the place where you live?

3. Why do young people tend to live in cities?

4. Where do you think people will live in the future, in cities or in the countryside? Why?

5. Would you like to change the place where you live? Why?

7. Give a talk on the life in the city. Remember to discuss:

• why people prefer to live in the city

• why some people choose to live in the countryside

• whether it is possible to solve all the problems of big cities, why

• where would you prefer to live, why.

ПРАКТИЧЕСКОЕ ЗАНЯТИЕ № 23

Present Perfect Tense

Как образуется Present Perfect Tense

Утвердительная форма **Present Perfect** образуется при помощи вспомогательного глагола **tohave** (для третьего лица единственного числа (he, she, it) – **has**) и третьей формы смыслового глагола:

I have done the work. – Я выполнил работу.

He (she, it) has done the work. – Он (она, оно) выполнил работу.

Чтобы образовать вопросительную форму, переносим вспомогательный глагол **to have** вперед и ставим его перед подлежащим:

Have you done the work yet? – Ты уже выполнил работу?

Has she done the work yet? – Она уже выполнила работу?

В отрицательной форме добавляем к вспомогательному глаголу to have частицу **not**:

I have not done the work yet. – Я еще не выполнил работу.

He has not done the work yet. – Он еще не выполнил работу.

В сокращенном виде вспомогательный глагол **to have** выглядит как **‘ve, has** — как **‘s:**

I’ve done the work.

He’s done the work.

Сокращенная отрицательная форма – **haven’t, hasn’t**:

I haven’t done the work.

Hasn’t he done the work?

Употребление Present Perfect Tense: примеры предложений

Present Perfect Tense передает действие, полностью завершенное в прошлом, но имеющее связь с настоящим через результат этого действия. В данном случае важно само действие, а не обстоятельства, при которых оно совершилось:

We’ve bought a new car, so it’s time to sell the old one. – Мы купили новую машину, так что пора продать старую. (Машина уже куплена, что вынуждает задуматься о продаже старой; машина уже у нас, мы являемся ее хозяевами, т.е. have bought – часть настоящего времени).

Еще проще понять эту функцию на таких примерах:

Has the secretary come? = Is the secretary in the office now? — Секретарша пришла? = Секретарша сейчас в офисе?

Have you washed the dishes? = Are the dishes clean? — Ты помыл посуду? = Посуда чистая?

Have you met him? = Do you know him? — Вы встречали его? = Вы знаете его?

Из примеров видно, что действие, выраженное в **Present Perfect**, произошло в прошлом, но имеет результат в настоящем времени.

Для времени **Present Perfect** не важны обстоятельства, при которых совершилось действие, поэтому оно часто используется, чтобы ввести новую тему разговора, подытожить ситуацию или указать на действие, время которого не известно:

- Have you managed to reach Tom? – Тебе удалось дозвониться до Тома? (далее пойдет ответ и описание, как это произошло, уже в Past Simple)

— Yes, I have, eventually. I called him yesterday without much hope, but he answered almost immediately. — Да, наконец дозвонился. Я звонил ему вчера без особой надежды, но он ответил почти сразу же.

Thank you so much for what you've done! — Спасибо огромное за то, что Вы сделали.

— Oh, welcome. I've tried. — Пожалуйста. Я старалась.

You haven't changed. – Ты не изменился.

I've never thought about it. – Я никогда не думал об этом.

What have you done? – Что ты наделал?

Если же в предложении указано или предполагается время совершения действия, мы не используем **Present Perfect**, а выбираем **Past Simple**. Но есть один нюанс: если период времени, о котором идет речь, еще не завершился, необходимо употребление **Present Perfect Tense:**

Your speech has been awfully boring tonight. – Твоя речь сегодня вечером была ужасно скучной. (сейчас еще вечер того дня)

Если же указанный период времени уже закончился, без колебаний используем **Past Simple:**

I called them in the morning. – Я звонил им утром. (сейчас уже обед)

We went to Poland on a business trip this spring. – Этой весной мы ездили в командировку в Польшу. (сейчас уже лето)

Логично, что в вопросах о времени действия (т.е. со словом **when**) тоже нельзя использовать **Present Perfect**, так как речь идет о конкретном действии в прошлом, завершившемся, и принадлежащем исключительно прошедшему времени:

When did you come? – Когда ты пришел?

When was the last time you ate apples? – Когда ты в последний раз ел яблоки?

Нередко время **Present Perfect Tense** употребляется, чтобы показать неоднократность действия:

I've watched this movie twice already! – Я смотрел это кино уже дважды.

I've visited Italy four times. – Я был в Италии четыре раза.

Опять же, при помощи **Present Perfect** мы упоминаем, что действие было неоднократным, но не описываем конкретные ситуации. Если же мы захотим это сделать, в нашем распоряжении будет **Past Simple.**

Как и в любом другом времени, существуют **слова-маркеры Present Perfect**. В данном случае это наречия, которые не обозначают определенного времени и частоты совершения действия: **for** (в течение), **since** (начиная с), **ever** (когда-либо), **never** (никогда), **just** (только что), **already** (уже), **yet** (еще, уже), **before** (до этого), **often** (часто), **seldom** (редко), **recently** (недавно), **lately** (в последнее время) и т.д.

The Present Perfect						
Утвердительная форма		Вопросительная форма			Отрицательная форма	
... + have/has + V3/ed		Have/has ... + V3/ed?			... have/has not +V3/ed	
He She It	has V3	Has	he she it	V3?	He She It	has not V3
We You They	have V3	Have	we you they	V3?	We You They	have not V3

Exercises

1. **Поставьте глаголы в скобках в Present Perfect.**

1. He _____ (finish) training.

2. She _____ (score) twenty points in the match.
3. We _____ (watch) all the Champions League matches this season.
4. That's amazing! She _____ (run) fifteen kilometers this morning!
5. She _____ (buy) some really nice rollerblades!
6. Oh, no! I _____ (lose) my money!
7. My mum _____ (write) shopping list. It's on the kitchen table.
8. Dad, you _____ (eat) my biscuit!

9. I’m tired. I _____ (watch) three X-Files videos.
10. Hurry up! They _____ (start) the film!
11. Mary _____ (study) hard this year, so she'll pass her exams.
12. Oh no! She _____ (drop) the plate!
13. The garden is very green. It _____ (rain) a lot this month.
14. These are my favourite trousers. I _____ (have) them for five years.
15. Tom's my best friend. I _____ (know) him for three years.
16. They _____ (live) in Miami for two years.
17. Jo has earache. He _____ (have) it since 7 o'clock.
18. Brad _____ (live) in Chicago since 1998.

2. Поставьте глаголы в скобках в Present Perfect negative.

1. I _____ (not clean) my football boots.
2. They _____ (not start) their meal.
3. I _____ (not do) my homework.
4. He _____ (not win) all his matches this year.
5. My brother and I _____ (not see) any films this week.
6. It's my birthday party today. I _____ (not invite) many people.
7. He _____ (not wash) his hands. They're very dirty.
8. Mum's really angry. We _____ (not tidy) our room!
9. I can't play with my friends this evening. I _____ (not finish) my homework.
10. I _____ (not visit) New York for three years.
11. Where's Alison? We _____ (not see) her since yesterday.
12. Dad _____ (not take) a holiday since last August.
13. John _____ (not play) the violin since he was at school.

3. Дополните предложения словами for или since. Complete the sentences. Use for or since.

1. I've lived in Washington _____ 1997.
2. Ben has studied English _____ three years.
3. They haven't visited their grandparents _____ months.
4. Julie's ill. She's been in bed _____ Tuesday.
5. My dad has had his car_____ sixteen.
6. It's been ten years_____ we moved to Oxford.

4. Пользуясь опорными словами, а также словами for и since составьте предложения в Present Perfect Simple.

1. Kate/be/in bed/a long time.
2. She / not eat / anything / this morning.
3. She / not see / her friends / a week.
4. She / stay / at home / Tuesday.
5. She / have / a red nose / three days.
6. She / not play / basketball / last weekend.
7. She / not do / any school work / Monday.

5. В следующих предложениях измените время глагола на Present Perfect. Переведите предложения на русский язык.

1. The pupils are writing a dictation.
2. My friend is helping me to solve a difficult problem.
3. I am learning a poem.
4. She is telling them an interesting story.
5. Kate is sweeping the floor.
6. The waiter is putting a bottle of lemonade in front of him.
7. I am eating my breakfast.
8. We are drinking water.
9. He is bringing them some meat and vegetables.
10. You are putting the dishes on the table.
11. They are having tea.
12. She is taking the dirty plates from the table.
13. The children are putting on their coats.
14. Susan is making a new dress for her birthday party.
15. She is opening a box of chocolates.
16. I am buying milk for milk shakes.
17. James is ordering a bottle of apple juice.
18. We are looking for more CDs with good music.
19. Are you recording your favourite film on his video recorder?
20. I am translating a difficult article from German into Russian.

6. Сделайте из данных предложений вопросительные.

1. We have been to the theatre.
2. I have painted the walls in my bedroom.
3. Richard has turned on the radio.
4. They have explained this rule to me.
5. Amy and Ron have gone to play tennis.
6. Molly has made a cup of tea.
7. His parents have gone to the market.
8. Nelly has typed three letters.
9. The parrot has flown away.
10. The students have prepared for the exams.

7. Раскройте скобки, употребляя глаголы в Present Perfect или Past Simple.

1. It ……. **(to be)** very cold yesterday.
2. When you ……. **(to meet)** him?
3. I ……. **(not to see)** him since 1997.
4. How many mushrooms you ……. **(to gather)**?

5. Where you **…… (to put)** the newspaper? I want to read it, but cannot find it anywhere.
6. The new school ……. **(to begin)** working last year.
7. At last I …… **(to do)** all my homework: now I shall go out.
8. The building of the house …….. **(to begin)** early in April.
9. The rain ……. **(to stop)** but a cold wind is still blowing.
10. We already **……. (to solve)** the problem.
11. He **…… (to come)** a moment ago.
12. I never …….. **(to speak)** to him.
13. He just ……. **(to finish)** his work.
14. You …….. **(to make)** any spelling mistakes in your dictation?
15. What books you …… **(to read)** when you **…….. (to live)** in the country?
16. They **……. (not yet to come)** from the south.
17. He ……. **(to be)** ill last week, but now he …… **(to recover)**.
18. If everybody …….. **(to read)** this new novel, let's discuss it.
19. You …… **(to book)** tickets? — Yes, I … . I …… **(to book)** them several days ago.
20. I can hardly recognize you. I ……. **(not to see)** you since you **…… (to leave)** for Moscow. And you …….. **(to change)** so much.
21. You ……. **(to read)** all the books on this shelf?
22. I **……. (not to see)** my cousin since last year.
23. Why you ……. **(to put)** these things in the wrong place?
24. Why you …….. **(to leave)** the door open? You will catch cold sitting in the draught.

ПРАКТИЧЕСКОЕ ЗАНЯТИЕ № 24

Internet in our Life

1. Прочитайте и переведите текст «Internet».

Modern life is easy and fun. We have all the amenities. We do not need to go to the movies, because we have big TVs at home. The children have cell phones with large displays. Modern technology is useful and convenient. In my opinion, Internet is the most comfortable thing. Computers are also an important invention, but Internet is better than any other type of information. Originally, Internet was a military experiment in the USA of 60-s. But soon it became clear that everyone in the world can use it.

Everybody knows that the Internet is a global computer network, which embraces hundreds of millions of users all over the world. The Internet has already entered our ordinary life. It's hard to imagine our lives without Internet nowadays. It has become an important part of every person's life. It is clear that the accurate number of users can be counted fairly approximately, nobody knows exactly how many people use the Internet today, because there are hundreds of millions of users and their number is growing.

Nowadays, no one can deny the importance of the Internet. Sitting in front of a computer, clicking a mouse, you can shop, download many interesting films, books, read news about subject which is interesting for you, play computer games with other players, chat and send mails to your friends. Internet has drastically changed everything. Since the time of Internet appearance, many other media sources became unnecessary. You can find the information you're

looking for in 5 seconds. It is very convenient for students, professionals, experts and all other people. From one side, it's great to have everything right here online, from the other side, it's a shame that people have stopped reading paper books and newspapers. Nowadays the most popular Internet service is e-mail. Most of the people use the network only for sending and receiving e-mail messages. They can do it either they are at home or in the internet clubs or at work. With the help of the internet people from different parts of the planet can communicate with each other and share information without leaving their home. It has become easier to meet like-minded people from all over the world and become friends with them.

There are many different Internet competitions for different subjects which give students the opportunity to participate even in international competitions. Thanks to the Internet, people can quickly sell, advertise and share knowledge, idea, and personal feelings. People enter the world of virtual reality to avoid everyday problems. In spite of all the good sides that Internet has, there are some drawbacks. First of all, they are viruses, which can be very dangerous for any computer. That's why it's good to have reliable anti-virus software installed. Other minus is the violent content. There is a lot of violence and cruelty online. People are suffering from inappropriate information on the Internet, because it is very hard to control information from the Internet. Although the Internet offers us large amount of information, its reliability is dubious because many untrue news stories can be posted and cause confusions to many people. It is very difficult for us to find out what websites are reliable and what are not. Also you can get blackmail or spam. I think that the Internet becomes a way of a person life and it is very harmful for our health. Many teenagers spend a long of time sitting at the computers and spoiling their eyes. I don't mean that I am against the Internet, but it should have reasonable limits.

2. Answer the questions.

1. What is the Internet? 2. When and where did the history of Internet begin? 3. Why was the Internet designed? 4. What is modem? 5. Where are most of the Internet host computers? 6. What is the accurate number of internet users? 7. What is the most popular Internet service today? 8. What are other popular services available on the Internet? 9. What is the most important problem of the Internet? 10. Why is there no effective control in the Internet today? 11. Is there a commercial use of the network today?

ПРАКТИЧЕСКОЕ ЗАНЯТИЕ № 25

Present Perfect vs. Past Simple

Past Simple	Present Perfect
Действия произошли в прошлом и не имеют никакой связи с настоящим	Действия произошли в прошлом, но имеют связь с настоящим или имеют результат в настоящем.
V_2	HAVE/ HAS + V_3
Вспомогательный глагол DID	Вспомогательный глагол HAVE / HAS
Важно **ВРЕМЯ**	Время неважно! Важен **ФАКТ СОВЕРШЕНИЯ ДЕЙСТВИЯ** или **РЕЗУЛЬТАТ**
yesterday 3 days ago, 5 years ago, a few minutes ago last week, last year, last winter on Monday, In June in 2003 when? / what time?	already just yet ever, never recently, lately this morning, this week, today twice, many times since, for

1. Put the verbs in brackets in the Past Simple or in the Present Perfect.

1. I _____ (never/ be) to the USA. I _____ (want) to go there last summer but I couldn't.

2. He _____ (live) in this street all his life.

3. His father _____ (come back) to London last Sunday.

4. Yan _____ (write) a letter to Nick two days ago.

5. He _____ (send) his letter yesterday.

6. They _____ (just/ buy) some postcards.

2. Choose the correct option.

1. She has /'s had a moped since she was 15.
2. We took /'ve taken a taxi to town that morning.
3. We played /'ve played volleyball last night
4. I'm really hungry. I didn't eat / haven't eaten since last night.
5. They visited/'ve visited Colorado last summer.

3. Put the verbs in brackets in the Past Simple or in the Present Perfect.

1. Maria (get) _____ some bad news last week. She (be) _____ sad since she (get) _____ the bad news.

2. I (start) _____ school when I was five years old. I (be) _____ at school since I (be) _____ five years old.

3. I (change) _____ my job three times this year.

4. I (change) _____ my job three times last year.

5. The weather was hot and dry for many weeks. But two days ago it (rain) _____.

6. Tom (break) _____ his leg five days ago. He's in hospital. He (be) _____ in hospital since he (break) _____ his leg.

7. Are you going to finish your work before you go to bed? — I (finish) _____ it (already). I (finish) _____ my work two hours ago.

4. Put the verbs in brackets in the Past Simple or in the Present Perfect.

1. I (have, just) _____ a nice pot of coffee. Would you like a cup?

2. I (see, not) _____ Steve this morning yet.

3. Carol and I are old friends. I (know) _____ her since I (be) _____ a freshman in high school.

4. Maria (have) _____ a lot of problems since she (come) _____ to this country.

5. I (go) _____ to Paris in 2003 and 2006.

6. A car came round the corner and I (jump) _____ out of the way.

7. Don't throw the paper away because I (not to read) _____ it yet.

8. Is Jim going to eat lunch with us today? — No. He (eat) _____ (already).He (eat) _____ lunch an hour ago.

9. Since we (start) _____ doing this exercise, we (complete) _____ some sentences.

10. I (be) _____ never to Italy.

5. Put the verbs in brackets in the Past Simple or in the Present Perfect.

1. You (ever work) _____ in a shop?

2. I (work) _____ at my uncle's shop when I was younger.

3. It's the first time I (be) _____ on a ship.

4. Ann is looking for her key. She can't find it. She (lose) _____ her key.

5. How many symphonies Beethoven (compose) _____?

6. Look! Somebody (spill) _____ ink on the notebook.

7. You (have) _____ a holiday this year yet?

8. You (see) _____ any good films recently?

9. He (have, not) _____ any problems since he (come) _____ here.

6. Раскройте скобки, употребляя глаголы в Past Simple или Present Perfect

1. I (cut) _____ some flowers from my garden yesterday. I (cut) _____ lots of flowers from my garden so far this summer.

2. I (not / see) _____ Tom lately.

3. The artist (draw) _____ a picture of sunset yesterday. She (draw) _____ many pictures of sunsets in her lifetime.

4. I (feed) _____ birds at the park yesterday. I (feed) _____ birds at the park every day since I (lose) _____ my job.

5. Ann (wake up) _____ late and (miss) _____ her breakfast on Monday.

6. I (forget) _____ to turn off the stove after dinner. I (forget) _____ to turn off the stove a lot of times in my lifetime.

7. The children (hide) _____ in the basement yesterday. They (hide) _____ in the basement often since they (discover) _____ a secret place there.

8. The baseball player (hit) _____ the ball out of the stadium yesterday. He (hit) _____ a lot of homeruns since he (join) _____ our team.

9. We first (meet) _____ in 2001. So we (know) _____ each other for 8 years.

7. Put the verbs in brackets in the Past Simple or in the Present Perfect.

1. She (change) _____ a lot since she left school.

2. I (see) _____ this film and I don't want to see it again.

3. Jazz (originate) _____ in the United States around 1900.

4. Tom Hanks (win) _____ an Oscar several times already.

5. Long ago, they (build) _____ most houses out of wood.

6. Scientists still (not/find) _____ a cure for cancer.

7. Sean (eat, never) _____ Chinese food before.

8. In my first job, I (be) _____ responsible for marketing.

9. The last job I (apply) _____ for required applicants to speak some Japanese.

10. The first modern Olympics (take) _____ place in Athens more than a hundred years ago.

11. I am writing in connection with the advertisement which (appear) _____ in December.

ПРАКТИЧЕСКОЕ ЗАНЯТИЕ № 26

The United Kingdom of Great Britain. Geographical profile

1. Read and translate the text.

The UK is a sovereign state to the northwest of mainland Europe comprising two large islands: the Island of Great Britain, the northeast part of the Isle of Ireland and about 3,000 small local islands.

The UK consists of four constituent countries: England, Wales, Scotland (on the island of Great Britain) and Northern Ireland (on the Isle of Ireland). The country is washed by the North Sea in the north, the Atlantic Ocean in the west and the English Channel in the south. The English Channel separates Great Britain from France, but the country is linked to France by the Channel Tunnel. The Isle of Man in the Irish Sea and the Channel Islands are not part of the United Kingdom as they are self-governing.

One can find nearly every kind of landscape on the British Isles: moors, mountains, hills, meadows and marshes. The main areas of mountains and high land are in Scotland, Wales and Cumbria. The Pennines, called the "backbone of England", are situated in the centre of England running to the north. Ben Nevis, the highest peak in the British Isles, is situated in the Grampian Mountains in the Scottish Highlands. The second highest peak, Snowdon, is situated in the Cambrian Mountains in Wales. The Cheviot Hills separate England from Scotland.

The climate of the country is generally temperate and oceanic with plentiful rainfall all year round. The warm currents of the Atlantic Ocean influence the climate greatly. British winters are not severely cold while summers are rarely hot.

The largest navigable river in Great Britain is the Thames which flows into the North Sea and the longest river is the Severn which flows from the Welsh mountains to southwest.

The Lake District, the most beautiful region in the British Isles and one of British fourteen national parks, is situated in the west. The place is a popular holiday destination. Here England's highest mountain, Scafell Pike, is situated.

One of the most famous lakes is the Loch Ness in Scotland. According to legends, stories and witnesses a monster called "Nessie" or "Loch Ness Monster" lives in the lake.

2. Retell the text.

ПЛАН-ОТВЕТ.

1. Рассказать о географическом положении Великобритании (northwest of mainland Europe; two large islands; about 3,000 small local islands).
2. Рассказать о составе Соединённого Королевства (four constituent countries; Northern Ireland).
3. Рассказать об океанах, морях и проливах, воды которых омывают Британские острова (the Atlantic Ocean; the North Sea; the English Channel; the Irish Sea).

4. Рассказать о ландшафте Британских островов (varied; moors/mountains/ hills/meadows/marshes; the Pennines; Ben Nevis; the Grampian Mountains; the Scottish Highlands; Snowdon; the Cambrian Mountains; the Cheviot Hills).
5. Рассказать о климате Британских островов (temperate and oceanic; winters and summers).
6. Рассказать о крупных реках (the Thames; the Severn).
7. Описать Озёрный край (the Lake District; national park; holiday destination; Scafell Pike) и рассказать об озере Лох-Несс (most famous; legend about the monster).

3. Answer the questions.

1. Where geographically is the United Kingdom situated?
2. What islands does the UK consist of?
3. How many constituent countries comprise the UK?
4. What water bodies is the country washed by?
5. What Channel separates Britain from France?
6. What islands are self-governing in the UK?
7. What is the landscape of Britain characterized by?
8. Where are mountainous areas situated?
9. What mountain range is called the "backbone of England"?
10. What are the highest peaks in the British Isles?
11. What mountain range is there in Wales? in Scotland?
12. What can you say about the Cheviot Hills?
13. How can you describe the climate of the UK?
14. What's the water system like in the UK?
15. What is the Lake District famous for?
16. Where is the Loch Ness situated?
17. What legend is connected with it?

ПРАКТИЧЕСКОЕ ЗАНЯТИЕ № 27

The capital of the UK

1. Read and translate the text.

LONDON

London is the capital of England and the United Kingdom. Founded in 55 BC by the Romans, this city is Britain's political, economic and cultural centre. London is the most populous city in Europe with an official population of 7.7 million people and has a metropolitan area with the population of between 12 and 14 million people.

London is divided into three big parts: the City, the West End and the East End. The City of London (usually called "The City") is a big financial and business centre. It is an independent unit, having its own Lord Mayor and its own police force. The Royal Exchange built in 1567 and opened by Elizabeth I is situated there.

The West End is London's main entertainment and shopping district, with locations such as Oxford Street, Leicester Square, Covent Garden and Piccadilly Circus acting as

tourist magnets. The West London area is known for fashionable residential areas such as Notting Hill, Knightsbridge and Chelsea with very expensive property.

The eastern side of London contains the East End and East London. The East End is the area closest to the original Port of London, known for its high immigrant population, as well as for being one of the poorest areas in London with slums. The surrounding East London area is being redeveloped as part of the Thames Gateway including the London Riverside and Lower Lea Valley, which is being reconstructed into the Olympic Park for the 2012 Olympic Games.

London has numerous sites which attract crowds of tourists.

Piccadilly Circus is the heart of London. On special occasions nearly 50,000 people gather around the statue of Eros in the centre of the Circus. This statue was erected in 1893 in honour of the 7th Earl of Shaftesbury who helped the poor. People were shocked at the naked memorial and its creator lost his popularity and left for another country. In 1932, however, he received a knighthood for his masterpiece.

St. Paul's Cathedral is Sir Christopher Wren's creation. The building of the cathedral began in 1675 and finished in 1710. Visitors can go to the Whispering Gallery to enjoy its acoustic phenomenon. The Cathedral contains a lot of fine paintings, sculptures and other works of art. From the Stone Gallery one can enjoy the breathtaking view of London.

The Houses of Parliament are not ancient, rebuilt in 1870 after a fire. When Parliament sits, a flag flies from the Victoria Tower by day and at night a light shines in the clock. The Old Palace of Westminster Palace was built as a residence for the King and his court. The interior of the Palace is richly decorated with paintings and works of art. Big Ben, the famous clock named after Sir Benjamin Hall, is a reliable timekeeper and a much-loved landmark. Westminster Abbey, one of the masterpieces of the Middle Ages, is situated across Parliament Square. This is where all the English monarchs have been crowned for more than 600 years. A lot of famous people are buried inside the cathedral: Isaac Newton, Charles Darwin, William Shakespeare and many others.

Halfway along Whitehall is 10 Downing Street, the residence of the Prime Minister. It also houses his secretariat and helpers.

Trafalgar Square is famous for a tall monument in the centre of it, called Nelson's Column, and built to commemorate the Battle of Trafalgar and honour Admiral Nelson. The National Gallery across the square houses the national collection of Western European painting.

On the waterfront of the City is the famous Tower of London, the oldest construction in London built in the 11th century. It used to be a prison, a fortress, a palace, a treasury and even a zoo. The oldest part of the Tower is the White Tower. Most of the public displays are here. They include a big collection of armour, jewels and clothes. Traitor's Gate, through which prisoners were taken to the Tower, can still be seen. The Tower of London is also famous for Beefeaters, people who work mainly as guides and guards. But another duty is to look after the 12 black ravens that live on the territory of the Tower.

One of the London sites is Tower Bridge across the Thames built because of the need for an open waterway for large ships. The bridge now is one of the symbols of London.

The National Portrait Gallery founded in 1856 houses more than 9,000 works and a large archive. Among other museums and galleries is the Tate Gallery, opened in 1897. The Victoria and Albert Museum houses a magnificent collection of fine and applied arts.

The National History Museum contains a collection of plants, animals and minerals. The Hall of Human Biology enables visitors to learn about their bodies and the way they work.

The Science Museum displays the discovery and development of such inventions as the steam engine, photography, glass- making, printing and others.

The British Museum is one of the biggest museums in the world containing a lot of artifacts and pieces of art. It was founded in 1753 by an act of Parliament.

But still one of the most famous museums in London is Madam Tussauds Museum, which houses a great collection of wax figures of celebrities. The Sherlock Holmes Museum, situated not far from it, is dedicated to the fictional character created by Sir Arthur Conan Doyle.

Often called "The Green City", London has a number of open spaces and green areas. The largest of these in the central area are the Royal Parks of Hyde Park and its neighbours

Kensington Gardens and Holland Park Gardens at the western edge of central London, and Regent's Park on the northern edge. Closer to central London are the smaller Royal Parks of Green Park and St. James's Park. Hyde Park, the largest park in London, is popular for sports and sometimes hosts open-air concerts. Among its sites is Speakers' Corner, a place where anyone can speak out on any topic. Kensington Gardens house the Statue of Peter Pan, which is a favourite place for children that gather around it, and the famous Round Pond.

Regent's Park is another popular place of rest for Londoners with an open-air theatre and the Zoo. The Regent's Canal leads to London Little Venice, a very rich district with beautiful luxurious houses.

London is also a centre of culture with more than 40 theatres in the West End. Theatres range from the Royal Shakespeare Theatre Company to the English Stage Company's presentations of experimental works at the Royal Court Theatre. Opera and ballet performances are given at the Royal Opera House, which is situated in Covent Garden.

London is also a big shopping centre with numerous cheap and expensive shops of different kinds with "Harrods" being the most famous shop in the world.

2. Tell about London.

ПЛАН-ОТВЕТ

1. Предоставить общую информацию о Лондоне (capital, founded by the Romans, official population).
2. Рассказать о плане города и о каждой части (three parts: the City, the West End, the East End; the City: Lord Mayor, police force, the Royal Exchange; the West End: entertainment, shopping, Oxford Street, Covent Garden, etc; the East End: immigrant population, poor area, slums, industrial development, the Thames Gateway, etc.).
3. Рассказать кратко об основных достопримечательностях Лондона и о том, чем они интересны (Piccadilly Circus, St. Paul's Cathedral, the Houses of Parliament, Big Ben, Westminster Abbey, Downing Street, Trafalgar Square, the Tower of London, Tower Bridge).
4. Рассказать кратко об известных музеях и галереях Лондона (The National Portrait Gallery, the National History Museum, the Science Museum, the British Museum).
5. Рассказать о самых известных парках Лондона (Hyde Park, Regent's Park, Kensington Gardens).
6. Рассказать о театральной жизни Лондона (the Royal Shakespeare Theatre Company, the Royal Opera House).
7. Рассказать о самых известных магазинах города ("Harrods").

3. Answer the questions.

1. Who founded London and when?
2. What parts is London divided into? What can you say about each of them?
3. What is Piccadilly Circus and what story is connected with it?
4. What can you say about St. Paul's Cathedral?
5. What do you know about Tower Bridge?
6. London is famous for its museums and art galleries. What do you know about the most famous ones?
7. What are the Houses of Parliament?
8. Does London have any parks? If yes, what are they?
9. Can London be called an educational centre of England? Can you prove it?
10. What's cultural London like?
11. Can you prove that London is a shopping centre?
12. What famous shops do you know?
13. Would you like to visit London? Why (not)?
14. What sights would you like to see in London? Explain your choice.
15. What museums would you visit first thing? Why?

ПРАКТИЧЕСКОЕ ЗАНЯТИЕ № 28

UK Holidays and Traditions

1. Read and translate.

British nation is considered to be the most conservative in Europe. It is not a secret that every nation and every country has its own customs and traditions. In Great Britain people attach greater importance to traditions and customs than in other European countries. Englishmen are proud of their traditions and carefully keep them up. The best examples are their queen, money system, their weights and measures.

There are many customs and some of them are very old. There is, for example, the Marble Championship, where the British Champion is crowned; he wins a silver cup known among folk dancers as Morris Dancing. Morris Dancing is an event where people, worn in beautiful clothes with ribbons and bells, dance with handkerchiefs or big sticks in their hands, while traditional music- sounds.

Another example is the Boat Race, which takes place on the river Thames, often on Easter Sunday. A boat with a team from Oxford University and one with a team from Cambridge University hold a race.

British people think that the Grand National horse race is the most exciting horse race in the world. It takes place near Liverpool every year. Sometimes it happens the same day as the Boat Race takes place, sometimes a week later. Amateur riders as well as professional jockeys can participate. It is a very famous event.

There are many celebrations in May, especially in the countryside.

Halloween is a day on which many children dress up in unusual costumes. In fact, this holiday has a Celtic origin. The day was originally called All Halloween's Eve, because it happens on October 31, the eve of all Saint's Day. The name was later shortened to Halloween. The Celts celebrated the coming of New Year on that day.

Another tradition is the holiday called Bonfire Night.

On November 5,1605, a man called Guy Fawkes planned to blow up the Houses of Parliament where the king James 1st was to open Parliament on that day. But Guy Fawkes was unable to realize his plan and was caught and later, hanged. The British still remember that Guy Fawkes' Night. It is another name for this holiday. This day one can see children with figures, made of sacks and straw and dressed in old clothes. On November 5th, children put their figures on the bonfire, burn them, and light their fireworks.

In the end of the year, there is the most famous New Year celebration. In London, many people go to Trafalgar Square on New Year's Eve. There is singing and dancing at 12 o'clock on December 31st.

A popular Scottish event is the Edinburgh Festival of music and drama, which takes place every year. A truly Welsh event is the Eisteddfod, a national festival of traditional poetry and music, with a competition for the best new poem in Welsh.

If we look at English weights and measures, we can be convinced that the British are very conservative people. They do not use the internationally accepted measurements. They have conserved their old measures. There are nine essential measures. For general use, the smallest weight is one ounce, then 16 ounces is equal to a pound. Fourteen pounds is one stone.

The English always give people's weight in pounds and stones. Liquids they measure in pints, quarts and gallons. There are two pints in a quart and four quarts or eight pints are in one gallon. For length, they have inches» foot, yards and miles.

If we have always been used to the metric system therefore the English monetary system could be found rather difficult for us. They have a pound sterling, which is divided into twenty shillings, half-crown is cost two shillings and sixpence, shilling is worth twelve pennies and one penny could be changed by two halfpennies.

2. Answer the questions:

1. What nation is considered to be the most conservative in Europe?
2. What are the best examples of their conservatism?
3. What are the most popular English traditions?
4. What is the original name of Halloween?
5. What is a popular Scottish event?
6. What is the Eisteddfod?
7. What peculiarities of the English monetary system do you know?

ПРАКТИЧЕСКОЕ ЗАНЯТИЕ № 29

Present tenses for the future

The Present Simple Tense может обозначать

- будущее действие, если мы имеем ввиду разного рода расписания, программы, графики

The train leaves at 9 tomorrow. Поезд отправляется завтра в 9 часов.

The film starts at 7 p. m. Фильм начинается в семь часов.

- используется в придаточных времени или условия, где употребление будущего времени невозможно

If the weather is fine we will go to the cinema. Если погода будет хорошей, мы пойдем в кино.

The Present Continuous Tense может обозначать

- будущее запланированное действие (когда мы говорим о чьих-либо планах)

We are playing football tomorrow. Завтра мы играем в футбол.

В этом значении также возможно использование структуры **to be going to**:

I'm going to play football tomorrow. Я собираюсь играть завтра в футбол.

Мы используем структуру **to be going to,** когда мы намереваемся совершить какое-то действие в будущем: I'm going to read this book = I want to..., I intend to...). - Я собираюсь читать эту книгу (= Я хочу..., Я намереваюсь...).

Present Continuous мы используем, когда не просто строим планы на будущее, а когда есть какая-то договоренность, как бы большая степень уверенности в том, что это

действительно совершится: I'm visiting him tomorrow (we've arranged to meet). - Я навещу его завтра (мы договорились встретиться).

Exercises

1. Ваш друг собирается ехать в отпуск (на каникулы). Задайте вопросы, используя оборот be going to или Present Continuous и слова, данные в скобках.

1. (how long /stay?)…
2. (when/leave?)…
3. (go/alone?)…
4. (go/by car?) …
5. (where/stay?)…

2. Употребите be going to или глагол в Present Continuous в предложениях ниже.

1. Why have you brought your guitar? _____ you (sing) at the party?
2. Dad _____(play) tennis on Saturday.
3. We _____(leave) for San Francisco tonight.
4. What _____ to do at weekends?
5. _____ you _____(see) the doctor?

3. Выберите Future Simple или Present Continuous.

1. I *(will go/am going)* to the theatre tomorrow night. Would you like to come too?
2. According to the weather forecast it *(will rain/is raining)* tomorrow.
3. I am not sure that Tom *(will get/is getting)* the job. He has no experience.
4. I can't meet you this evening. A friend of mine *(will come/is coming)* to see me.
5. Have you decided where to go for your holidays yet? -Yes, we *(will go/are going)* to Italy.
6. Don't worry about the dog. It *(won't hurt/isn't hurting)* you.

4. Put the verb into the more suitable form, present continuous or present simple.

1. I _____ (go) to the cinema this evening.

2. _____ (the film / begin) at 3.30 or 4.30?
3. We _____ (have) a party next Saturday. Would you like to come?
4. The art exhibition _____ (finish) on 3 May.
5. I _____ (not / go) out this evening. I _____ (stay) at home.
6. '_____ (you / do) anything tomorrow morning?' 'No, I'm free. Why?'
7. We _____ (go) to a conccrt tonight. It _____ (start) at 7.30.
8. I _____ (leave) now. I've come to say goodbye.
9. A: Have you seen Liz recently?
10. B: No, but we _____ (meet) for lunch next week.
11. You are on the train to London and you ask another passenger:
12. Excuse me. What time _____ (this train / get) to London?
13. You are talking to Helen:
14. Helen, I _____ (go) to the supermarket. _____ (you / come) with me?
15. You and a friend are watching television. You say:

16. I'm bored with this programme. What time _____ (it / end)?
17. I _____ (not / use) the car this evening, so you can have it.
18. Sue _____ (come) to see us tomorrow. She _____ (travel) bv train and her train _____ (arrive) at 10.15.

Практическое занятие № 30.

The USA. Geographical profile.

1. Read and translate the text.

The United States of America lies in North America and is washed by the Pacific Ocean in the west and the Atlantic Ocean in the east. The USA borders on Canada in the north and Mexico in the south. It has a sea border with Russia too.

The landscape of the country varies: there are mountain chains, plains, canyons and deserts. The first mountains from the east are the Rocky Mountains (or the Rockies), which are the highest in the country. To the west of the Rockies there are vast plateaus: the volcanic Columbia Plateau, the Great Basin and the Colorado Plateau. The western part of America (including Alaska) is made up of high mountain ranges, tablelands and plateaus of the Cordillera system. The Cordilleras consist of rows of mountain ranges, tablelands and plateaus. In Alaska the mountain ranges stretch in the west-eastern direction and include the Brooks Range, the Yukon Tableland, the Aleutian Range with Mount McKinley, which is the highest peak in North America.

Further west there are the Cascade Mountains and the Sierra Nevada Range.

There are a lot of lakes and rivers in the USA. The Mississippi which joins the Missouri is the longest river in the United States (and the longest in the world). It flows to the south and runs into the Gulf of Mexico at New Orleans. The Hudson River which flows across the north-eastern part of the country and empties into the Atlantic Ocean at New York is another important river in the country. The rivers in the west of the country are not navigable as they flow through deep canyons and are cut by numerous rapids. These rivers start in the Cordilleras and flow into the Pacific Ocean. The largest among them are the Columbia River and the Colorado River.

The region of the Great Lakes is in the north-east of the United States bordering on Canada. It is a system of five great lakes (Lake Superior, Lake Michigan, Lake Huron, Lake Erie and Lake Ontario) joined together by natural channels. The famous Niagara Falls are situated in New York State and are the biggest falls in the world.

The climate of the USA varies. The country is situated mainly in the temperate and subtropical zones. Alaska lies in the subarctic and arctic zones. Winter temperature in Alaska is 25 degrees below zero. The southern part of Florida and Hawaii are in the tropical zone. In southern states it is warm all year round while in northern states the climate is changeable.

The United States is rich in mineral resources such as: coal, iron, gas, oil and different metals. There are coal mines in the Cordilleras, in the Kansas City region and in the east near Birmingham and Pittsburgh. Iron is mined near the Great Lakes and in Pittsburgh,

Birmingham and Philadelphia. In California and Texas there are oil fields. There are also silver and gold deposits.

2. **Retell the text.**

ПЛАН-ОТВЕТ

1. Рассказать о географическом положении Соединённых Штатов (North America; borders on).
2. Рассказать об океанах, воды которых омывают США (the Atlantic Ocean; the Pacific Ocean).
3. Рассказать о ландшафте США (varies; mountain chains/plains/canyons/ deserts; the Rockies; plateaus: Columbia Plateau, Great Basin, Colorado Plateau; the Cordillera system; Alaska, the Brooks Range, the Yukon Tableland, the Aleutian Range, Mount McKinley; the Cascade Mountains, the Sierra Nevada Range).
4. Рассказать о крупных реках и озёрах (the Mississippi, the Missouri; the Gulf of Mexico; the Hudson River; the Columbia River, the Colorado River; the Great Lakes: Lake Superior, Lake Michigan, Lake Huron, Lake Erie, Lake Ontario; the Niagara Falls).
5. Рассказать о климате США (temperate, subtropical, subarctic, arctic, tropical).
6. Рассказать о полезных ископаемых США (coal, iron, gas, oil and different metals, silver and gold deposits).

3. **Answer the questions.**

1. Where geographically is the USA situated?
2. What is the country washed by?
3. What is the landscape of the USA characterised by?
4. Where are mountainous areas situated?
5. What mountain ranges are there in the USA?
6. What is the highest peak in North America?
7. What's the longest river in the USA?
8. What other rivers are there in the country?
9. What five lakes are there in the Great Lakes region?
10. What are the biggest falls in the world?
11. How can you describe the climate of the USA?
12. What mineral resources are there in the country?

Практическое занятие № 31

The capital of the USA

1. **Read and translate the text.**

WASHINGTON, D.C.

Washington D.C. (District of Columbia) is the capital of the country named after the first president of the USA, George Washington. This is ah American political centre of the country situated on the Potomac River. The central part of D.C. is called the Mall. This is a square where museums and art galleries belonging to the Smithsonian Institution are situated. The Capitol and the White House (the residence of the President) are found there too.

The Capitol Building is one of the most impressive buildings in Washington. It is easily recognisable because of its large dome, which is the fourth largest dome in the world, rising 180 feet above the ground and weighing almost nine million pounds. Around the large dome there are 36 marble columns, each representing the 36 states of the Union when the dome was built. Above them there is another set of 13 columns that represent the 13 original colonies. There is a law that no building in D.C. should be taller than the Capitol, so it can be seen from any part of the city.

The Library of Congress was established by an act of Congress in 1800 when President John Adams signed a bill which moved the seat of government from Philadelphia to Washington. In 1814 the library was burned by the British. Thomas Jefferson, who had already retired, offered his collection of books as a replacement of the burned ones. His collection included books in foreign languages and volumes of philosophy, science, literature, etc. In 1815, Congress accepted Jefferson's offer and the foundation was laid for a great national library which opened to the public on November 1, 1897.

The White House is the oldest public building in the District of Columbia. Here every President, except George Washington, has conducted the government of the nation. In the past 200 years, the White House has become the symbol of American Presidency all over the world. The White House was rebuilt several times to suit the needs of its residents. Tourists can visit the House except for the rooms that the President and his family occupy.

Washington D.C. is also famous for its numerous monuments, museums and art galleries. The Smithsonian Institution, which is the world's largest museum complex, consists of 16 museums and the National Zoological Park. The entrance to all of them is free of charge all year round. The National Museum of American History was opened in 1964. It houses various collections and objects of transportation, communications, agriculture, medicine, science, and technology. The National Air and Space Museum which was opened in 1976 offers its visitors a great collection of flying machines and spacecraft never before stored in one place. For more than 27 years, this museum has been a must for visitors of Washington, perhaps because it is so much fun for children and grown-ups. Twenty-three galleries house dozens of airplanes and spacecraft, missiles and rockets, engines, propellers, models, uniforms, instruments, flight equipment, medals, etc. The Museum is also the home of the first airplane, the 1903 Wright Flyer.

The National Gallery of Art was created by the resolution of Congress accepting the gift of Andrew Mellon, an art collector. The paintings and sculptures given by Andrew Mellon have formed a huge collection of contemporary art.

The Zoo is located in Rock Creek Park which occupies a hillside. The Zoological Park has about 2,800 animals of 435 species. The Zoo's mission is to study and protect the animals.

The Washington Monument towers over everything in the capital and reminds people of George Washington's contribution to the nation. The monument is a classic obelisk the first stone of which was laid on July 4, 1848. The Washington

Monument is open every day except December 25. A lift carries visitors to the 500-foot level in 70 seconds. From the observation floor which is 500 feet above the ground people can enjoy the view of the'city.

In 1867, Congress signed an act for the building of a memorial to Abraham Lincoln. But nothing was done until 1914 when the building began at last. The memorial looks like a Greek temple with the statue of Lincoln inside. The statue is 19 feet tall and 19 feet wide and made of 28 separate blocks of white marble. The 36 columns around the memorial represent the states of the Union at the time of Lincoln's death. The names of 48 states in the Union when the memorial was completed in 1922 are carved in the walls. Park rangers, who work there, are available to answer questions and give talks.

In Constitution Gardens near the Lincoln Memorial there is the Vietnam Veterans Memorial. This is a black granite wall with a mirror like surface and 58,209 names carved on it. The names go in chronological order according to the date of death.

Thomas Jefferson's importance as one of the great figures in the Nation's history demanded to build a memorial in the capital. The memorial was finished in 1943 on the 200th anniversary of Jefferson's birth four years after President Roosevelt laid the cornerstone. The memorial appears most beautiful in early spring when the Japanese cherry trees are in bloom. The trees are a gift from Tokyo given in 1912.

Franklin Delano Roosevelt Memorial is one of the most expansive memorials in the USA. It is divided into four outdoor galleries with trees, waterfalls and statues. Each room has the spirit of this great man. The memorial stands in West Potomac Park.

Arlington National Cemetery is the best known one among more than 100 national cemeteries in the USA. All who are buried here have one thing in common: service to their country. Thousands of veterans from American wars are buried in Arlington. The grounds of Arlington National Cemetery are divided into numbered and lettered sections. There are special rules for visitors. For example, fresh cut flowers may be placed on graves at any time. Flags decorate each grave on Memorial Day weekend but are not permitted at any other time.

Most of those who live in Washington work for government. The others live in the outskirts of the city, in the so-called villages. The Metro system of the city is very well-organised. 300,000 people take advantage of the Metrorail every day going from one place to another.

The city is planned well: streets running from south to north are numbered; those going from east to west are lettered. Large streets are called avenues and bear the names of big states. So it's hard to get lost in D.C. Moreover, names and destinations of all tourist attractions, such as museums, art galleries, and historic places are indicated on signs, so it's easy to find your way around while doing the sights.

2. Tell about Washington.

ПЛАН-ОТВЕТ

1. Предоставить общую информацию о Вашингтоне (capital, named after Washington, political centre, the Potomac River, the central part is the Mall).
2. Рассказать кратко об основных достопримечательностях Вашингтона (the Capitol Building, the Library of Congress, the White House, Arlington National Cemetery).
3. Рассказать кратко о музеях и галереях города (the Smithsonian Institution, the National Museum of American History, the National Air and Space Museum, the National Gallery of Art, the Zoo).

4. Рассказать кратко о памятниках великим президентам США (the Washington Monument, Lincoln Memorial, Thomas Jefferson Memorial, Franklin D. Roosevelt Memorial).
5. Рассказать о жителях Вашингтона и планировке города (work for government, outskirts, "villages", Metrorail, numbered and lettered streets).

3. Answer the questions.

1. What does "D.C." mean?
2. Why is Washington considered a political centre of the United States?
3. How is the central part of Washington called?
4. What is the Capitol Building and what is it famous for?
5. When was the Library of Congress established?
6. What is the oldest public building in D.C.?
7. What museum complex is there in Washington?
8. What museums comprise the complex? What can you tell about some of them?
9. What's the Zoo's mission in Washington? What monuments to American presidents are there in Washington?
10. What can you tell about some of them?
11. Who is buried at Arlington National Cemetery?
12. Who usually lives in Washington?
13. What can you tell about the plan of the city?

Практическое занятие № 32.

US Holidays and Traditions

1. Read and translate the text.

Like any other country the USA has a lot of holidays and interesting traditions. In 1971, the dates of most federal holidays in the USA were officially moved to the nearest Monday by President Nixon. There are four holidays which are not necessarily celebrated on Mondays: Thanksgiving, New Year's Day, Independence Day and Christmas. When New Year's Day, Independence Day, or Christmas falls on a Sunday, the next day is also a holiday. When one of these holidays falls on a Saturday, the previous day is also a holiday.

Federal government offices, including the post office, are always closed on all federal legal holidays. Schools and companies don't work on such major holidays as Independence Day and Christmas but many people work, on Veterans' Day, for example.

Federal legal holidays are observed differently in different states. The dates of these holidays are appointed by the state government. Each state can agree on the same date that the President has proclaimed, such as Thanksgiving. There are other legal or public holidays which are observed at the state or local level. The closing of local government offices and businesses varies. Whether citizens have the day off from work or not, depends on the decision of local authorities.

In the United States New Year's Day is on January 1, but Americans begin celebrating on December 31. A lot of parties take place across the United States on this

day. Sometimes people have masked balls, when guests dress up in costumes and cover their faces with masks. Following an old tradition, guests unmask at midnight. Most television channels show Times Square in the heart of New York City. It is overcrowded with those who want to celebrate New Year in the centre of the biggest city in the USA. At one minute before midnight, a lit ball drops slowly from the top to the bottom of a pole on one of the buildings. People count down from 10 to 0 at the same time as the ball drops. When it reaches the bottom, people hug and kiss and wish each other Happy New Year!

On January 1, Americans visit relatives, friends and neighbours. Many families watch the *Tournament of Roses* parade which takes place in California on television. The main theme of this parade varies from year to year. The procession is usually more than five miles long with thousands of participants.

Martin Luther King Day is celebrated on the third Monday in January. Martin Luther King was a black clergyman who tried to win full civil rights for black Americans. King spoke out and campaigned tirelessly to make white and black Americans equal by cancelling some laws, for example, the requirement for black people to take back seats in buses or no right to vote.

In 1968, Martin Luther King was assassinated while he was leading a workers' strike in Memphis, Tennessee. White people and black people who had worked so hard for peace and civil rights were shocked and angry. The world grieved the loss of this man of peace.

Martin Luther King's death did not stop the Civil Rights Movement. Black and white people continued to fight for freedom and equality. On Monday, January 20, 1986, in cities and towns across the USA the first celebration of Martin Luther King Day took place. Schools, offices and federal agencies are closed for the holiday. On Monday there are quiet memorial services in honour of Dr. King. All weekend popular radio stations play songs and speeches that tell the history of the Civil Rights Movement. Television channels broadcast special programmes about King's life.

Memorial Day takes place on the last Monday of May. On this day Americans honour the dead. Most families honour the memories of their dead relatives. In many communities special ceremonies are held in cemeteries or at war monuments by veterans of military services. Parades and memorial services or special programmes in churches, schools or other public meeting places are held.

Independence Day is one of the most important holidays in the USA. It is celebrated on the 4th of July. On this day in 1776 the Declaration of Independence was signed in Philadelphia. There are picnics and parades all over the country on this day. Americans don't work on this day. Communities have day-long picnics with favourite food like hot dogs, hamburgers, potato salad and baked beans. Some cities have parades with people dressed as the original founding fathers who march in parades to the music of high school bands. The day ends with a big fireworks display.

Halloween is a holiday celebrated mostly by children and teens. On the 31st of October they dress as vampires, witches and ghosts and go from house to house saying *Trick or treat*. People should give them a treat, otherwise they will play a trick on them.

Thanksgiving is one of the most popular American holidays too. It is celebrated on the last Thursday in November. This holiday dates back to the times when the Pilgrims came to America and settled in. Their first winter was very hard, they had very little food. In spring, the

Indians showed them how to plant and grow new crops, hunt and fish. The following autumn the colonists made a feast for the Indians.

Today family members meet and spend this day together. The traditional Thanksgiving food is roast turkey, cranberry jelly, pumpkin pie, sweet potatoes, ham and other delicious things. A lot of people go to religious services on Thanksgiving.

Christmas is celebrated on the 25th of December. This is a religious holiday when people celebrate the birth of Jesus Christ. During the holiday season people sing Christmas songs, or carols. There are different types of carols: old traditional songs in English, German, Spanish, French and other languages, religious songs and modern American songs. Another important tradition is to send Christmas cards. People start sending cards to their friends and relatives early in December. Going home for Christmas is another good tradition. Christmas is considered to be the family celebration and family members usually get together on this day.

Americans put up a Christmas tree and decorate it with toys and sweets. Wrapping Christmas presents is another tradition. There are religious ceremonies at churches on Christmas Day and families usually attend them.

In the morning children hurry to the Christmas tree to look for presents. American children believe that Santa Claus lives at the North Pole with his wife. All year round he makes a list of children's names, both those who have been good and those who have been bad. He decides what presents to give to the good children. He and .his helpers make presents and wrap them. Children also hang big colourful socks for Santa Claus to put presents inside. Santa is believed to get into a house through the chimney and leave presents in socks. Unwrapping presents is the most exciting moment at Christmas.

2. Retell the text.

ПЛАН-ОТВЕТ

1. Предоставить общую информацию о праздниках в США (federal legal holidays, nearest Monday, observed differently in different states, public holidays, local authorities).
2. Рассказать о самых популярных праздниках США и традициях (*New Year's Day:* parties, masked balls, unmask, Times Square, lit ball, count; *Tournament of Roses:* California, parade, theme; *Martin Luther King Day:* third Monday in January, civil rights, assassinated, memorial services; *Memorial Day:* last Monday of May, honour the dead, war veterans; *Independence Day:* one of the most important holidays, July 4th, Declaration of Independence, picnics, parades, communities, fireworks display; *Halloween:* October 31, dress up in costumes, *Trick or treat; Thanksgiving:* last Thursday in November, the Pilgrims, hard winter, little food, the Indians, a feast, roast turkey, cranberry jelly, pumpkin pie, sweet potatoes, etc., religious services; *Christmas:* December 25th, sing carols, send greetings cards, family members get together, Christmas tree, Santa Claus, colourful socks, chimney).

3. Answer the questions.

1. When were the dates of most federal holidays moved to the nearest Monday?
2. Which holidays are not necessarily celebrated on Mondays?
3. Do government offices work on federal legal holidays?
4. How are federal legal holidays observed?

5. How do public holidays depend on local authorities?
6. How many public holidays are there in Britain? What are they?
7. How is New Year's Day celebrated in the USA?
8. What happens on Times Square in New York on December 31st?
9. What is the Tournament of Roses and where does it take place?
10. When is Martin Luther King Day celebrated?
11. Who was Martin Luther King? What was he famous for?
12. What events take place on this day?
13. What can you tell about Memorial Day?
14. Why is Independence Day considered one of the most important holidays in the USA?
15. What are the Halloween traditions in the USA?
16. When is Thanksgiving celebrated?
17. What historic facts are connected to this holiday?
18. How is Thanksgiving usually celebrated?
19. When is Christmas celebrated in the USA?
20. What are the common traditions at Christmas?

ПРАКТИЧЕСКОЕ ЗАНЯТИЕ № 33

Countable and uncountable nouns

Существительные в английском языке бывают исчисляемыми и неисчисляемыми. Если сказать кратко, то исчисляемые можно посчитать пальцем, а неисчисляемые – нельзя.

Исчисляемые существительные (countable nouns) обозначают предметы, явления, понятия, которые в представлении говорящего можно пересчитать. Например: egg (яйцо), house (дом), suggestion (предложение), minute (минута). Исчисляемые существительные в английском языке могут использоваться как в единственном, так и во множественном числе:

I have a puppy. – У меня есть щенок.

My sister has puppies. – У моей сестры есть щенята.

Другие примеры исчисляемых существительных:

I have a few questions. – У меня есть несколько вопросов.

There is an old tree in the valley. – В долине есть старое дерево.

May I have a doughnut? – Можно мне пончик?

Take any umbrella you want. – Возьми любой зонт, какой хочешь.

This is my sister's photo. – Это фото моей сестры.

Неисчисляемые существительные (uncountable nouns) обозначают предметы, вещества, понятия, которые нельзя пересчитать. К ним относятся названия абстрактных понятий, веществ, различных масс, сыпучих материалов и продуктов, жидкостей: *art* –

искусство, *oil* – масло, нефть, *salt* – соль, *tea* – чай. Неисчисляемые существительные употребляются только в единственном числе:

We ran out of sugar. – У нас закончился сахар.

Art is immortal. – Искусство бессмертно.

Oil is flammable. – Нефть легковоспламеняема.

Другие примеры неисчисляемых существительных:

- **Абстрактные понятия:**

Kids have a lot of energy. – У детей много энергии.

You can't stop progress. – Нельзя остановить прогресс.

- **Жидкости, сыпучие тела, продукты питания:**

I spilt milk. – Я разлил молоко.

This jar holds two pounds of sugar. – В эту банку помещается два фунта сахара.

My girlfriend doesn't eat meat. – Моя девушка не ест мясо.

- **Языки, игры, учебные дисциплины**

Sorry, amigo, I don't speak Spanish. – Прости, амиго, я не говорю по-испански.

I can't play volleyball. – Я не умею играть в волейбол.

We have chemistry now, and then math. – У нас сейчас химия, а потом математика.

- **Металлы, природные ресурсы, газообразные вещества**

This pendant is made of iron and gold. – Этот кулон сделан из железа и золота.

We don't have that much wood. – У нас нет настолько много древесины.

I couldn't see anything in the bathroom because of steam. – В ванной ничего не было видно из-за пара.

Неисчисляемые существительные не могут быть во множественном числе, не сочетаются с **артиклем "a\an",** подразумевающим, что речь идет о чем-то отдельном, исчисляемом, и такими местоимениями как "a few" – несколько. Хотя в определенном контексте слово обычно неисчисляемое может стать исчисляемым.

Когда неисчисляемое существительное становится исчисляемым

Иногда существительное в одном контексте используется как исчисляемое, а в другом как неисчисляемое. Например, если мы говорим о кофе обобщенно, как о напитке вообще, то coffee – неисчисляемое существительное:

Do you like coffee? – Вы любите кофе?

Если же мы говорим о кофе как о порции напитка, подразумевая одну чашечку или стаканчик, то coffee – это уже исчисляемое существительное.

May I have a coffee, please? – Можно мне кофе, пожалуйста? (чашку кофе)

Примечание: в английском так сложилось, что не о любом напитке можно сказать “a + напиток”, подразумевая стакан напитка. Можно сказать “a coffee”, “a tea”, “a whisky”, но о воде обычно говорят “a glass of water” – стакан воды.

“A Piece of Advise” и другие способы сделать неисчисляемое исчисляемым

Когда речь идет об отдельной части, порции, элементе чего-то неисчисляемого, используются устоявшиеся сочетания. Что-то похожее есть и в русском языке. Например, говоря о “порции”, одной единице шоколада, мы говорим обычно “плитка шоколада”, потому что шоколад обычно продают в виде плиток, самое словосочетание “плитка шоколада” для нас что-то привычное, устоявшееся, как “чашка чая” или “предмет мебели”. Вот какие “порционные” сочетания есть в английском:

a bar of chocolate – плитка шоколада

a bar of soap – кусок мыла

a loaf of bread – булка\буханка хлеба

a slice of pizza – кусочек пиццы (slice – кусочек, отрезанный ножом)

a bottle of whisky – бутылка виски

a cup of tea – чашка чая

a piece of furniture – предмет мебели

a tube of tooth paste – тюбик зубной пасты

Отдельно выделю:

a piece of advice – совет

В английском слово “advice” (совет) неисчисляемое, поэтому нельзя сказать “an advice”.

Зачем нужно деление существительных на исчисляемые и неисчисляемые?

Какая практическая польза от того, что мы знаем, что “milk” неисчисляемое существительное, а “table” исчисляемое? Польза в том, что иногда выбор слова, сочетающегося с существительным, зависит от того, является ли это существительное исчисляемым или неисчисляемым.

1. Артикли.

Если перед исчисляемым существительным возможен любой артикль, то перед неисчисляемым нельзя поставить “a\an”, так как он подразумевает штучность.

There is a table in the room. – В комнате есть стол.

It takes courage to follow your heart. – Чтобы следовать за велением сердца, нужна храбрость.

2. Местоимения, обозначающие количество.

Об исчисляемый предметах можно сказать **many**, но нельзя сказать **much**. И наоборот. Для нас это странновато, потому что и **many**, и **much** по-русски значит “много”, а в русском языке “много” сочетается и с исчисляемыми существительными, и с неисчисляемыми. В английском же many – это “много исчисляемого”, a much “много неисчисляемого”.

We don’t have much time! – У нас немного времени!

I’ve never seen so many people. – Я никогда не видел столько людей.

She has many friends who have much power. – У нее есть много друзей, у которых есть много власти.

Exercises

1. **Выберите правильный вариант и переведите:**

1. (Many, much) people
2. (few, little) money
3. (a few, a little) juice
4. (many, much) hope
5. (few, little) light
6. (a few, a little) visitors
7. (much, many) stories

2. Переведите, используя: *many, much, few, little, a few, a little.*

1. много воды, мало воды, немного воды
2. много проблем, мало проблем, несколько проблем
3. много друзей, мало друзей, несколько друзей
4. много еды, мало еды, немного еды
5. много надежды, мало надежды, немного надежды
6. много людей, мало людей, немного людей
7. много времени, мало времени, немного времени

3. Переведите предложения на английский язык.

1. В чашке чай. В чашке много чая.
2. На блюдце варенье. На блюдце немного варенья.
3. На столе еда. На столе много еды.
4. В тарелке каша. В тарелке мало каши.
5. В стакане сок. В стакане немного сока.

4. Вставьте артикль, где необходимо. Переведите предложения на русский язык.

a pack of — бумажный пакет (пачка)

1. There is … glass of … orange juice on … table. 2. There is … big … box of … cereal in … cupboard. 3. There is … kilo of … bananas on … shelf. 4. There is … loaf of … white … bread in … fridge. 5. Is there … pack of … flour in … cupboard? 6. There was … bottle of … drinking water in… kitchen. 7. There is … orange … juice in this … carton.

5. Переведите предложения на английский язык.

1. На столе чашка чая. На столе много чашек чая. В чашках мало чая.
2. На столе еда. На столе много пакетов с едой (a bag — пакет).
3. В сумке хлеб. В сумке много буханок хлеба.
4. В буфете варенье. В буфете несколько банок с вареньем.
5. В холодильнике мало молока. В холодильнике несколько бутылок с молоком.

6. Поставьте How many? или How much?

1. … salt do you usually put in the soup?
2. … cups of tea shall I bring?
3. … films did you see?
4. … friends has he got?
5. … free time do we have?
6. … juice is there in the fridge?
7. … money did they spend?
8. … tomatoes are there in the bag?
9. … kilos of potatoes did you buy?
10. … slices of cheese are left on the plate?

Практическое занятие № 34.

Russia. Geographical profile.

1. **Read and translate the text.**

Russia is the largest country in the world covering eastern part of Europe and northern part of Asia. The total area of Russia is about seventeen million square kilometres with the population of about 145 million people. It borders on many countries, for example, China, Georgia, Finland, Norway, Ukraine and others.

The country is washed by twelve seas and three oceans: the Pacific Ocean in the east, the Arctic Ocean in the north and the Atlantic Ocean in the west. Among the seas are the Baltic Sea, the Azov Sea, the Black Sea, the Caspian Sea and others.

The landscape of Russia is varied. Most of the territory consists of vast plains that are steppes to the south and heavily forested to the north, with the tundra along the northern coast. 10% of the world's arable land is in Russia.

Mountain ranges are along the southern borders, such as the Caucasus (with Mount Elbrus which the highest point in both Russia and Europe) and the Altai Mountains (with Mount Belukha, which is the highest point of Siberia). In the eastern parts there is the Verkhoyansk Range and the volcanoes of Kamchatka Peninsula (with Klyuchevskaya Sopka, which is the highest active volcano in Eurasia as well as the highest point of Asian Russia). The Ural Mountains, rich in mineral resources, divide Europe and Asia, going from the north to the south.

The climate in the country varies. The areas which are far from the sea have humid continental climate and it is predominant in all parts of the country except for the tundra and the southeast. Most of Northern European Russia and Siberia have subarctic climate, with extremely severe winters (especially in the Sakha Republic, where the Northern Hemisphere's Pole of Cold is located with the lowest recorded temperature of -71.2 °C). The strip of land along the shore of the Arctic Ocean and the Russian Arctic islands have polar climate. The climate of the coastal part of Krasnodar Territory on the Black Sea is humid subtropical with mild and wet winters. Winters are dry compared to summers in many regions of East Siberia and the Far East. The region along the Lower Volga and Caspian Sea coast, as well as some areas of southernmost Siberia, possesses semi-arid climate.

Russia has thousands of rivers and inland water bodies providing it with one of the world's largest surface water resources. The Volga River, the largest river in Europe, and the Siberian rivers (the Ob, the Yenisei, the Lena and the Amur) are among the longest rivers in the world. The largest and most prominent of Russia's freshwater body is Lake Baikal, the world's deepest and purest freshwater lake. The Baikal contains over one fifth of the world's fresh water. Other major lakes include the Ladoga and the Onega, two of the largest lakes in Europe.

Russia is an industrial country. The major industries are agriculture and fishing. Large farms concentrate mainly on the production of grain and husbandry products, small private household plots produce most of the country's yield of vegetables and fruit. With access to three oceans - the Atlantic, the Arctic, and the Pacific - Russian fishing fleets are a major contributor to the world's fish supply. Russia also has a lot of mineral resources: coal, natural gas, oil and iron.

2. Retell the text.
3. Answer the questions.

1. Where geographically is Russia situated?
2. How many oceans and seas wash the country? Name some of them.
3. What is the landscape of Russia characterised by?
4. What mountain ranges can be found in Russia?
5. What are the highest peaks in Russia and where are they?
6. Where does the volcanic territory lie in Russia?

7. How can you describe the climate of Russia?
8. What is the predominant climate of the country?
9. What is the coldest region in Russia?
10. What's the water system like in the country?
11. What are the major rivers and lakes?
12. What is the Baikal?
13. What are the major industries in Russia?

Практическое занятие № 35.

Moscow

1. Read and translate the text.

Moscow is the capital of Russia and the most populous city in the country. Founded in 1147 on the Moskva River by Prince Yury Dolgoruky, the city grew rapidly and in the 16th century Moscow was made the capital of the country by Tsar Ivan the Terrible.

Today Moscow is the largest city in Europe and one of the largest cities in the world with the population of more than 10 million people. It is a major political, cultural, scientific, religious, financial, educational, and transportation centre of Russia.

Red Square with the Kremlin is the centre of Moscow. These are the most popular tourist destinations. Read Square is the place for parades and big national and international concerts.

St. Basil's Cathedral in Red Square is a masterpiece of Russian architecture. The Cathedral was erected to commemorate Russia's victory over the Kazan Kingdom in the 16th century. The monument to Minin and Pozharsky, the oldest monument in Moscow built in memory of the victory over the Polish invaders, can be seen in front of the Cathedral. The State History Museum, the museum of Russian history, is situated opposite St. Basil's Cathedral. It is one of the biggest museums in Moscow with the exhibitions that range from relics of the prehistoric tribes inhabiting present-day Russia to priceless artworks acquired by members of the Romanov dynasty.

On the territory of the Kremlin one can see ancient cathedrals that are real architectural masterpieces. The Bell Tower of Ivan the Great, the Cathedral of the Dormition, the Cathedral of the Annunciation, the Palace of Congress, the Tsar-Cannon and the Tsar-Bell, the biggest cannon and bell in the world can be seen there. The Spasskaya Tower, the tallest tower, is the symbol of the Kremlin. Alexander Garden is situated outside the Kremlin walls. It was one of the first urban public parks in the city. The park comprises three separate gardens, which stretch along the western Kremlin wall. The Tomb of the Unknown Soldier with the eternal flame is a memorial to the soldiers who died in World War II.

Moscow is a big cultural centre with plenty of cinemas, concert halls, numerous drama and musical theatres, including world-famous ones like the Bolshoi Theatre and the Maly Theatre, and clubs. The city is also proud of its museums and art galleries. Moscow's biggest museum is the Pushkin Museum of Fine Arts, which houses one of the world's largest collections of ancient,

classical and oriental works of art. The Tretyakov Gallery is famous all over the world and contains a great collection of Russian artists' works.

Moscow has as a lot of green spots scattered around the city. There are 96 parks and 18 gardens in the city, including 4 botanical gardens. Gorky Park was founded in 1928. It borders on Neskuchny Garden, the oldest park in Moscow. The Garden has the Green Theatre, one of the largest open amphitheatres in Europe with the capacity of 15 thousand people.

Izmailovsky Park opened in 1931 is one of the largest urban parks in the world along with Richmond Park in London. Its area is six times bigger than that of Central Park in New York.

Sokolniki Park, named after the falcon hunting that often took place there in the past, is one of the oldest parks in Moscow. The centre of the park is marked with the fountain and the network of birch, maple and elm tree alleys that radiate from it.

Kuzminsky Park is another green spot of Moscow. The district is a family nest of the Golitsyn Princes, a summer house settlement in the past, which was famous for its great location, remarkable parks, and picturesque ponds. Today there is a museum there. This preserved nature complex of the city is of unique ecological, scenic, historical and cultural value.

Losiny Ostrov National Park is situated partly in Moscow, partly in Moscow Region. This is the first national park in Russia and is considered the largest forest in a city.

The Main Botanical Garden of the Academy of Science, founded in 1945, is the largest in Europe. It contains a collection of more than 20 thousand different plants from various parts of the world as well as a scientific research lab. There is also a rose garden with 20 thousand rose bushes in the Garden, a tree nursery, and an oak forest with the trees that are more than 100 years old.

Other popular attractions include the Moscow Zoo, a zoological garden of nearly a thousand animal species. Every year the zoo attracts more than 1.2 million visitors.

Moscow is a big sports centre too. There are various sports facilities in the city including sixty-three stadiums. Luzhniki Stadium is the 4th largest stadium in Europe (it hosted Summer Olympic Games in 1980). There are also seven horse racing tracks in Moscow, the largest of which is Moscow Central Hippodrome, founded in 1834.

The so-called "Seven Sisters", seven massive skyscrapers scattered throughout the city, are among the most famous buildings in the city. They stand at the equal distance from the Kremlin and are among the tallest constructions in central Moscow apart from the Ostankino Tower, which, when it was completed in 1967, was the tallest free-standing building in the world and today remains the world's fourth tallest tower after Burj Khalifa in Dubai, Canton Tower in Guangzhou and the CN Tower in Toronto.

Moscow is a large educational centre with plenty of schools, colleges, institutes and universities. The biggest and most famous university is Moscow State University on the Vorobyovy Hills. The University was named after Mikhail Lomonosov who helped to found it. Students from all over Russia and international students study at MSU.

2. **Tell about Moscow.**
3. **Answer the questions.**

1. Who founded Moscow and when?
2. When did Moscow become the capital of Russia? What Tsar did that?
3. What is Moscow like today?
4. What is Moscow centre famous for?
5. What interesting places can you see in the Kremlin?
6. What is Alexander Garden famous for?
7. Why is Moscow considered to be a large cultural centre of the country?
8. What are the biggest museums and art galleries in Moscow?
9. Have you ever been to any of them?
10. What can you tell about largest Moscow parks? What is Losiny Ostrov?
11. What botanical garden is the most famous in Moscow and what can you see there?
12. What's the place where you can see animal species from all over the world?
13. Why is Moscow called a big sports centre?
14. What are the most popular sports facilities in Moscow?
15. What are the "Seven Sisters" and what is interesting about them?
16. What is the tallest free-standing building in Moscow?
17. Can Moscow be called an educational centre of Russia? Why?

Практическое занятие № 36.

Revision

1. Из предложенного списка выберите неправильные глаголы и запишите их форму прошлого времени.

To ask, to bring, to collect, to bathe, to sleep, to keep, to read, to complete, to reply, to grow, to show, to say, to fly, to put, to relax, to cook, to shake, to leave, to act, to give, to protect, to cost, to blow, to move, to meet, to order, to lose, to forget, to play, to feel.

2. Раскройте скобки, употребляя глаголы в *Past Simple*.

1. What your neighbours …… (to do) yesterday?
2. Mr. Smith ……. (to fix) his car yesterday morning.
3. His wife ……. (to water) plants in the garden.
4. Their children …….. (to clean) the yard and then they ……. (to play) basketball.
5. In the evening their boys …… (to listen) to loud music and ……. (to watch) TV.
6. Their little girl …….. (to cry) a little and then ……. (to smile).
7. Her brothers …… (to shout) at her.
8. Mrs. Smith …… (to work) in the kitchen.
9. She …… (to bake) a delicious apple pie.
10. She …….. (to cook) a good dinner.
11. She …….. (to wash) the dishes and ……. (to look) very tired.
12. The children …….. (to brush) their teeth, ……. (to yawn) a little

and ……. (to go) to bed.
13. Their mother ……. (to change) her clothes and …….. (to brush) her hair. Then she …….. (to talk) on the phone.
14. Her husband …… (to smoke) a cigarette and …….. (to talk) to his wife.
15. They …….. (to wait) for the bus. The bus …… (to arrive) at 9 o'clock.
16. They ……. (to visit) their friends.
17. They …….. (to dance) a lot there.
18. Mr. and Mrs. Smith …….. (to rest) very well last night. They really …….. (to have) a wonderful time at their friends.

3. Перепишите следующий текст в прошедшем времени.

On Monday we have five lessons. The first lesson is Russian. At this lesson we write a dictation and do some exercises. Nick goes to the blackboard. He answers well and gets a «five». Pete does not get a «five» because he does not know his lesson. After the second lesson I go to the canteen. I eat a sandwich and drink a cup of tea. I do not drink milk. After school I do not go home at once. I go to the library and change the book. Then I go home.

4. Поставьте глаголы в скобках в *Past Simple*.

1. — ____ (you/play) basketball yesterday afternoon?

— No, I ____. I ____ (surf) the Net.

1. ____ (your cousin/visit) Germany last month?

— No, he ____. He ____ (visit) Prague.

3. — How old was Mozart when he ____ (die)?

— 35 years old.

4. — When ____ (you/finish) work yesterday?

— At 5:00. Then I ____ (walk) home with Jane.

5. — When ____ (your parents/call) you?

— They ____ (call) an hour ago.

5 семестр (3 семестр)

Практическое занятие № 37.

Articles. (a/an)

В английском языке используется два артикля: неопределенный артикль **a \ an,** определенный артикль **the**, плюс можно выделить **нулевой артикль,** то есть отсутствие артикля.

Артикль a или an?

Неопределенный артикль имеет две формы: **a** и **an**. Правило их употребления очень простое.

Артикль в форме “**a**”используется перед согласным звуком: a boot, a tie, a lock, a house, a car, a job.

Артикль в форме “**an**” используется перед гласными: an apple, an iron, an oven, an error.

Даже если слово начинается на согласную букву, но начинается с гласного звука, используется “**an**”. К этим случая относятся:

Непроизносимая **h** в начале слова: an hour [ən ˈaʊə], an honour [ənˈɒnə].

Некоторые аббревиатуры, которые читаются по отдельным буквам: an FBI agent [ən ɛf bi: aɪ ˈeɪʤənt].

Неопределенный артикль *a* \ *an* в английском языке – основное правило

Если свести правила к основному общему, оно будет таким.

Общее правило: неопределенный артикль употребляется, обозначая не конкретный, а какой-то, некий предмет (потому он и называется неопределенным). В русском языке мы бы вместо него могли сказать “какой-то”, “некий”, “некоторый”, “один”.

Кстати, артикль **a** \ **an** произошел от слова **one** (один) – зная это, нетрудно понять его значение и употребление. Рассмотрим примеры.

I need a shovel. – Мне нужна (какая-нибудь) лопата.

I’d like to buy a ticket. – Я бы хотел купить (один, какой-нибудь) билет.

Сравните, если заменить **a** \ **an** на определенный артикль **the**, смысл изменится:

I need the shovel. – Мне нужна (эта, определенная) лопата.

I’d like to buy the ticket. – Я бы хотел купить (тот, конкретный) билет.

Правила употребления артикля a (an) в английском языке

Итак, артикль **a** \ **an** употребляется, когда:

1. Имеется в виду всякий, неважно какой представитель класса предметов или лиц.

A baby can do that. – Младенец (любой) может это сделать.

A triangle has three sided. – У треугольника (любого) три стороны.

Артикль не обязательно стоит непосредственно перед существительным, между ними может быть прилагательное, обозначающее признак существительного.

I need a cheap ball pen. – Мне нужна (какая-нибудь) дешевая шариковая ручка.

I want to buy a good hockey stick. – Я хочу купить (какую-нибудь) хорошую хоккейную клюшку.

Обратите внимание, что если в аналогичном случает поставить определенный артикль **the**, смысл сильно изменится, например:

I want to buy the hockey stick. – Я хочу купить (определенную) клюшку.

2. Существительное называет, кем или чем является предмет или лицо.

Чаще всего это профессия, если речь идет о человеке, или название предмета (класса предметов), если о чем-то неодушевленном. В этом случае артикль трудно “перевести” на русский язык. Нужно понимать, что существительное обозначает предмет\ лицо в целом, не как отдельный экземпляр, а как обобщающее понятие.

I am a doctor. – Я врач.

He is an experienced graphic designer. – Он опытный графический дизайнер.

This is a snowboard. – Это сноуборд.

Если использовать **the**, речь будет идти не о классе предметов в целом, а о конкретном представителе:

Hi is the experienced designer. – Он (тот самый) опытный дизайнер.

3. Речь идет об одном предмете или лице.

То есть буквально о предмете в количестве одна штука. Здесь артикль **a\an** значит практически то же самое, что и **one**.

I’d like a cup of hot chocolate. – Я бы хотел (одну) чашечку горячего шоколада.

I need a day to rest. – Мне нужен (один) день на отдых.

С артиклем **the**, речь тоже, в общем-то, будет идти об одном предмете, но о конкретном. Например, не просто о чашке шоколада, а вот о той чашке, которую вы сварили первой, у нее пенка вышла симпатичнее:

I’d like the cup of hot chocolate. – Я бы хотел (ту) чашечку горячего шоколада.

4. Речь идет о предмете или лице, упоминаемом в разговоре впервые…

… а когда говорим во второй, третий, десятый раз, используем артикль **the**.

Здесь употребление артиклей продиктовано простой логикой. Говоря о предмете впервые, мы обычно говорим о нем как о “кое-каком”, “каком-то”.

– You know, I watched an interesting movie yesterday. – Знаешь, я вчера посмотрел (кое-какой) интересный фильм.

Прошло пять минут, мы уже обсудили фильм вдоль и поперек, и говорим о нем уже не как о каком-то, а как о вполне определенном фильме:

– Yeah, I think, I'm going to rewatch the movie! – Да, я думаю, я пересмотрю (этот) фильм.

Вообще, это правило очень легко нарушается. К примеру, я решил заинтриговать собеседника и сказать сходу, что смотрел не просто какой-то фильм, а ТОТ САМЫЙ фильм:

– You know, I watched the movie yesterday. – Знаешь, я вчера посмотрел ТОТ САМЫЙ фильм.

Либо в данной конкретной беседе предмет может упоминаться впервые, но оба собеседника прекрасно понимают, о чем речь.

Mary: Honey, where is the mirror? – Дорогой, где зеркало?

John: Your mom's present is in the bathroom, as always. – Подарок твоей мамы в ванной, как обычно.

5. В ряде устойчивых выражений

В основном, они связаны со временем и количеством:

in a day \ week \ month \ year – через день \ неделю \ месяц \ год

in an hour – через час

in a half an hour – через полчаса

a few – несколько

a little – немного

a lot (great deal) of – много

Неопределенный артикль **a \ an** часто используется в устойчивых выражениях типа to have (to take) + существительное, подразумевающих какое-то разовое действие:

to have (take) a look – взглянуть

to have a walk – прогуляться

to have (take) a seat – сесть

to take a note – сделать заметку, записать

Примечания:

Некоторые выражения по этой схеме используются с нулевым артиклем, например: to have fun – повеселиться.

С определенным артиклем **the** в большинстве случаев используются слова: the future, the past, the present.

Названия времен года используются с **the** или с нулевым артиклем: in (the) winter, in (the) summer и т. д.

Неопределенный артикль перед прилагательным и местоимением

Артикли (любые) могут употребляться перед прилагательными. В этом случае они служат определителями не к прилагательным, разумеется, а к существительному, признак которого обозначают эти прилагательные:

She is a nice beautiful girl. – Она милая красивая девушка.

I need the red hat. – Мне нужна красная шляпа.

Артикли не употребляются перед существительным, если его уже определяет притяжательное (my, your, his, her и др.) или указательное местоимение (this, these, that, those).Смысл в том, что если о предмете говорится, что он “чей-то”, это уже значит, что предмет конкретный, определенный – это делает артикль **a \ an** невозможным, а артикль the излишним.

Exercises

1. Вставьте артикль *a / an / the*, где необходимо

1. This is ___ book.

2. This is _____ interesting book.

3. There's _____ table in _____ room.

4. I have __ dog.

5. I see ___ cat in _____ street.

6. There are _____ oranges on _____ table.

7. Where is _____ key?

8. Open _____- door, please.

9. Today _____ sun is shining.

10. Take _____ plate and put it there.

11. It's very hot in _____ summer.

12. I have _____ idea!

2. Вставьте подходящий артикль, где таковой необходим.

(1)…Ted Shell is (2) ... worker. He works at (3)... factory. It's not in (4) ... centre of the city. Every morning he has (5)... breakfast and (6) ... cup of tea. Then he goes to (7)... work by (8)... bus. He works till five o'clock in (9)... afternoon. He has (10)... son. His name is Fred. Fred goes to (11)... school. He likes (12) ... literature. Fred is (13)... good pupil. He also likes (14) ... sports.

3. Вставьте подходящий артикль, где таковой необходим.

1. ... butter is made of ... milk.

2. I am studying ... English. I am studying ... grammar.

3. We have … dog and … cat.

4. I seldom drink ... water.

5. I had ... tea and ... sandwich for breakfast.

6. ... history is my favourite subject.

7. There was ... kindness in her eyes.

8. I bought ... bottle of ... milk.

9. He has a lot of ... work today.

10. This vase is made of ... glass.

4. Вставьте артикль *a / an / the,* где необходимо

1. She doesn't have _____ bike. But she has _____ car. _____ car is new.

2. My aunt has _____ cat and _____ parrot. _____ cat never catches _____ parrot.

3. That is _____ flower. _____ flower is beautiful.

4. I can see five _____ children. _____ children are playing.

5. This is our _____ room. It's _____ big room.

6. This _____ chair is broken. Give me that _____ chair, please.

7. He has _____ book. _____ book is _____ old.

8. This is _____ juice. _____ juice is tasty.

9. I see _____ phone in your _____ hand. Is _____ phone new?

10. She doesn't eat _____ meat, she always eats _____ fruits, _____ vegetables. She's _____ vegetarian.

5. Поставьте артикли *a/an* или *the* там, где необходимо.

1. I'd like … chicken sandwich and … glass of … mineral water. (Я бы хотел сэндвич с курицей и стакан минеральной воды.)

2. Would you like … banana or … strawberries? (Ты хочешь банан или клубнику?)

3. She always has … apple, … toast and … cup of … coffee for … breakfast. (Она всегда съедает яблоко, тост и пьет чашку кофе на завтрак.)

4. The fly is on … ceiling in … kitchen. (Муха – на потолке на кухне.)

5. My mother is … accountant and my father is … lawyer. They work in … same company in … centre of … our town. (Моя мама – бухгалтер, а папа – юрист. Они работают в одной компании в центре нашего города.)

6. How much are … her Italian lessons? – Ten dollars … hour. (Сколько стоят ее занятия по итальянскому языку? – Десять долларов в час.)

7. Where are … dogs? – They are in … garden. (Где собаки? – Они в саду.)

8. … cats like eating … fish. … cows like eating … grass. … birds like eating … insects. (Кошки любят есть рыбу. Коровы любят есть траву. Птицы любят есть насекомых.)

9. My favourite subjects are … chemistry and … biology. (Мои любимые предметы – химия и биология.)

10. There is … parrot in … cage. And there are … pieces of … fruit in it. (В клетке попугай. И в ней есть кусочки фруктов.)

11. My granny lives in … small village in … country. (Моя бабушка живет в маленькой деревушке в сельской местности.)

12. Your baby shouldn’t sit in … sun on … hot day. (Вашему малышу не следует сидеть на солнце в жаркий день.)

13. Please open … book. … exercise is on … page 68. (Пожалуйста, откройте книгу. Упражнение находится на странице 68.)

14. Ann has been looking for … job for … long time. (Аня ищет работу долгое время.)

15. What’s … matter? - I missed … 6 o’clock train. (Что случилось? – Я не успел на 6-часовой поезд.)

16. Do you like … vegetables? (Ты любишь овощи?)

17. … mother has got … terrible headache today. (У мамы сегодня ужасная головная боль.)

18 There were … tears in … her eyes. (В ее глазах были слезы.)

19. She is … very nice woman but her sons are … bad boys. (Она очень хорошая женщина, но ее сыновья – плохие парни.)

20. Look at … woman. She is … neighbor I told you about. (Посмотри на женщину. Это соседка, о которой я тебе говорил.)

Практическое занятие № 38.

British Monarchy

1. Read and translate the text. Retell it.

The British have had a monarchy for over a thousand years. The relationship between the monarch and the people has suffered some serious crisis in the country's history, but the monarchy always seems to recover. The recovery came during the rule of great monarchs: the kings and queens of Britain. Among them was a great leader — Queen Elizabeth I.

Elizabeth I was Queen of England and Wales from 1558 to 1603. When Elizabeth was born, her father Henry VIII, was angry because his new child was a daughter — he wanted a son. He executed Elizabeths mother and married again. He sent Elizabeth away from him. Elizabeth was unhappy. Although, she was good at school. She spoke French, Latin, Greek and Italian. She also loved the theatre, but in the 16th century there were no actresses — men played all parts.

Elizabeth's half-sister, Mary, became queen in 1553. She was a Catholic. She put Elizabeth in prison. When Mary died, Elizabeth became the first Protestant queen. People wanted her to marry and to have children. They thought she needed a man to help her. She was secretly in love with a man called Robert Dudley, but she never became his wife.

Elizabeth was a great queen. She organized her government and England became rich and strong. There were wars — Spain tried to invade England. But there was also a long period of peace. Elizabeth was a successful woman in a man's world. She died in 1603.

Словарь

to suffer some serious crisis — переживать серьезный кризис

to recover — выздоравливать

to execute smb — казнить кого-то

a half-sister — единокровная сестра (по матери или отцу)

to be secretly in love with smb — быть тайно влюбленным в кого-то

rich and strong — богатый и сильный (-ая)

to invade smth — вторгаться, захватывать

a long period of peace — долгое время мира

a successful woman — успешная женщина

in a man's world — в мире мужчин

Практическое занятие № 39.

Articles (the)

Как использовать определенный артикль THE – основное правило

Большинство правил употребления определенного артикля **the** сводится к тому, что **the** ставится перед существительным, обозначающим что-то конкретное. Сам артикль **the** произошел от слова **that** (этот, тот) – зная это, проще понять, как он используется.

This is the place that we were talking about. – Это (то) место, о котором мы говорили.

You have the file that I need. – У вас есть (тот) документ, который мне нужен.

В отличие от **the**, артикль **a\an** указывает на неопределенность существительного, подразумевается любой, «какой-нибудь» предмет или лицо. Сравните:

I need a doctor. – Мне нужен врач (любой врач).

I need the doctor. – Мне нужен врач (определенный, конкретный врач).

В отличие от **a\an**, артикль **the** может употребляться с существительными во множественном числе, так как не несет значения «штучности» (напомню, артикль a\an по смыслу близок к слову one – один).

Please, give me the tools from the shelves two and five. – Пожалуйста, дайте мне (определенные) инструменты с (определенных) полок под номером два и четыре.

Определенный артикль **the** также может использоваться с неисчисляемыми существительными, то есть обозначающими не предметы, которые можно, условно говоря, пересчитать поштучно, а вещества, массы, общие понятия.

He required the information. – Он потребовал (конкретную) информацию.

Употребление артикля THE в английском языке

1. Перед названиями конкретных предметов, явлений, лиц.

Говорящий подразумевает определенный предмет.

I'd like to tell you the joke. – Я хочу рассказать тебе анекдот (не любой анекдот, а определенный).

Yesterday I met the weird neighbour. – Вчера я повстречал странного соседа (речь идет о конкретном человеке, видимо, знакомом собеседнику).

Таким конкретным предметом может быть даже то, что обычно не требует артикля: неисчисляемое существительное (название какой-нибудь массы, вещества), абстрактная идея, даже имя человека.

I like the bread that your mother bakes. – Мне нравится хлеб, который печет твоя мама.

He is not just some Jonh Smith, the is the John Smith you were dating in the high school. – Это не просто какой-нибудь Джон Смит, это тот самый Джон Смит, с которым ты встречалась в школе.

2. Перед названиями уникальных предметов, явлений, чего-то, существующего в единственном экземпляре в мире или в контексте разговора.

Примеры слов: the world (мир), the sun (солнце), the sky (небо), the North (север).

I see the sun in the sky. – Я вижу солнце в небе.

The travellers are going to the North. – Путешественники идут на север.

В большинстве случаев такие слова используются с артиклем **the**. Исключением может быть случай, когда, скажем, о солнце говорится как о чем-то не уникальном:

That planet from the movie didn't have a sun but had two moons. – У этой планеты из фильма не было солнца, зато было две луны.

3. Когда мы говорим о предмете, уже упоминавшемся в разговоре, следовательно, знакомом собеседнику.

Логика простая: упомянув в беседе книгу, мы говорим о ней как о «какой-то книге», упомянув ее второй раз, мы говорим уже о «конкретной книге».

– I'd like to recommend you a book. It's about… – Я хочу порекомендовать вам (кое-какую) книгу. В ней говорится о…

Пять минут спустя.

– Thank you for recommending me the book, I'll read it. – Спасибо, что порекомендовали (эту) книгу, я обязательно ее прочту.

Впрочем, в разговоре собеседник может сказать «I'd like to recommend you the book», подразумевая, что хочет посоветовать некую **определенную** книгу. В любом случае, в ходе беседы это будет «**the book**», т. к. оба собеседника понимают, о какой конкретно книге идет речь.

4. Перед прилагательными в превосходной степени.

Артикль здесь определяет не прилагательное, конечно, а существительное, определяемое этим прилагательным. Артикль **the** нужен, потому что превосходная степень признака или лица выделяет его как уникальный:

This is the most delicious ice-cream in the world. – Это самое вкусное мороженое в мире.

He is the smartest student in the university. – Он самый умный студент в университете.

5. Перед рядом прилагательных, подразумевающих уникальность предмета.

Это такие слова, как **same** (такой же), **only** (единственный), **left \ right** (левый \ правый). Как и прилагательные в превосходной степени, они указывают на конкретность того, о чем идет речь.

This is the only way out. – Это единственный выход.

Turn the left valve, please. – Поверните правый вентиль, пожалуйста.

My sister had the same problem. – У моей сестры была такая же проблема.

6. Перед порядковыми числительными.

Порядковые – обозначающие номер, а не количество. Если предмет является “первым” или “двадцатым”, это подразумевает его относительную уникальность (в контексте разговора). Это также касается слов вроде **the last** (последний), **the previous** (предыдущий), которые по смыслу схожи с порядковыми числительными.

Who was the first human in the space? – Кто был первым человеком в космосе?

I am reading the third chapter now. – Я сейчас читаю третью главу.

Let’s invite the previous candidate again. – Давайте пригласим предыдущего кандидата еще раз.

This is the last warning. – Это последнее предупреждение.

7. Перед фамилиями людей, когда речь идет о семье в целом.

Фамилия при этом используется во множественном числе, как и в русском языке.

I don’t know the Allens, but they seem to be nice people. – Я не знаю Алленов, но они выглядят приятными людьми.

The Petrovs moved out on Monday. – Петровы съехали в понедельник.

8. Перед словами *past, present, future, winter, spring, summer, autumn (fall).*

Эти слова стоит выделить отдельно, потому что во многих выражениях времени используется неопределенный или нулевой артикль, например: **a week ago** (неделю назад), **on Monday –** в понедельник. Говоря же о прошлом, будущем, настоящем, мы используем the:

That is my plan for the future. – Вот мой план на будущее.

Whatever happened in the past, stays in the past. – Что бы не случилось в прошлом, это останется в прошлом.

Говоря о временах года, мы используем **the**, если подразумеваем, скажем, осень определенного года. Говоря о времени года вообще, используем нулевой или определенный артикль:

I moved to London in the autumn of 2010. – Я переехал в Лондон осенью 2010 года.

Poets love (the) autumn. – Поэты любят осень.

9. Перед некоторыми географическими названиями

Артикли перед географическими названиями – довольно запутанная тема, выделю основные случаи:

Артикль **the** не нужен перед названиями стран из одного слова (Russia, Spain), но нужен перед названиями, включающими слова вроде **federation, kingdom, states**: the Russian Federation, the Kingdom of Spain, the United Stated of America.

The также ставится перед географическими названиями, используемыми во множественном числе: the Netherlands (Нидерланды), the Virgin Islands (Виргинские острова), the Urals (Уральские горы).

Артикль THE перед прилагательным и местоимением

Любой артикль, как **the**, так и **a\an**, может употребляться перед прилагательным. Артикль при этом определяет существительное, признак которого обозначает это прилагательное:

This is the new guy I told you about. – Это тот новенький парень, о котором я тебе говорила.

Have a nice day. – Хорошего вам дня.

Ни артикль **the**, ни **a\an** не используется перед притяжательным (my, his, your и др.) или указательным (this, these, that, those) местоимением, определяющим существительное – оно уже само по себе говорит о принадлежности, а значит и конкретности предмета.

Неправильно: Where is the my car?

Правильно: Where is my car?

Exercises

1. **Поставьте артикли *a/an* или *the*, где необходимо.**

1. Yesterday I bought … pair of … shoes. Unfortunately, … shoes are too tight. (Вчера я купила пару туфель. К сожалению, туфли слишком узкие.)
2. We had … dinner in … restaurant … last night. – What is … name of … restaurant? (Вчера ночью мы ужинали в ресторане. – Как называется ресторан?)
3. Tony has two children: … boy and … girl. They are … twins. … girl is in … France now. (У Тони двое детей: мальчик и девочка. Они близнецы. Девочка находится сейчас во Франции.)
4. Would you like another piece of … cake? – No, … cake is too fat for me. (Хотите еще один кусок торта? – Нет, для меня торт слишком жирный.)
5. His office is on … Floor 5. And I live on … tenth floor. (Его офис находится на этаже 5. А я живу на десятом этаже.)

6. Little Mike leaves for … school very early because … school is quite far from … his home. (Маленький Майк уходит в школу очень рано, потому что школа довольно далеко от его дома.)
7. Lara saw … letter under … door. She read … letter and started crying. (Лара увидела под дверью письмо. Она прочитала письмо и начала плакать.)
8. Did you enjoy … food at … party … last Friday? (Тебе понравилась еда на вечере в прошлую пятницу?)
9. Roger is … scientist, he works for … government. (Роджер – ученый, он работает на правительство.)

10. We go to … gym twice … week. (Мы ходим в спортзал дважды в неделю.)

2. Поставьте артикли там, где необходимо.

1. I come to … work by … bus. Today … bus was a bit late. (Я езжу на работу на автобусе. Сегодня автобус немного опоздал.)

2. … Jack is … youngest but … cleverest boy at … school. (Джэк – самый младший, но самый умный мальчик в школе.)

3. It rained, so I stayed at … home in … evening. But today … sun is shining brightly in … sky. (Шел дождь, поэтому я остался дома вечером. Но сегодня ярко светит солнце в небе.)

4. On … Monday … kids were tired and they went to … bed very early. (В понедельник дети устали и пошли спать очень рано.)

5. My wife is … best woman in … world and I'm … happiest husband! (Моя жена – лучшая женщина на свете, а я самый счастливый муж!)

6. They are having … test on … third of December. (У них будет тест третьего декабря.)

7. What … beautiful painting! … artist is such … talented person. (Какая красивая картина! Художник – такой талантливый человек.)

8. Robin Hood robbed … rich and helped … poor. (Робин Гуд грабил богатых и помогал бедным.)

9. David is … old friend of mine. He plays … guitar perfectly. His sister has been playing … tennis since … age of ten. (Давид - мой старый друг. Он отлично играет на гитаре. Его сестра играет в теннис с 10 лет.)

10. … Jacksons live in that lovely cottage with … fantastic garden. (Семья Джэксонов живет в том милом коттедже с фантастическим садом.)

11. Sam used … drugs and was sent to … prison in … August. What … shame! (Сэм применял наркотики и был отправлен в тюрьму в августе. Какой позор!)

12. … Harrisons are not religious and they never go to … church. (Семья Гаррисонов не религиозна, и они никогда не ходят в церковь.)

13. He has been in … hospital for … month. (Он лежит в больнице в течение месяца.)

14. … English are very fond of … gardening. (Англичане очень увлекаются садоводством.)

15. I've tried to learn … Japanese many times. (Я пробовал изучать японский язык много раз.)

16. She is … famous actress and she often appears on … TV. (Она – известная актриса и часто появляется на телевидении.)

17. It's such … original idea! Besides you've got … good sense of humour. (Это такая оригинальная идея! Кроме того, у тебя хорошее чувство юмора.)

18. On … rainy day … castle looks like … prison. (В дождливый день замок выглядит как тюрьма.)

3. Поставьте артикли с именами собственными, если это необходимо.

1. … Cairo is … capital of … Egypt. (Каир – столица Египта.)

2. It was so picturesque in … Crimea … last summer. (В Крыму было так живописно прошлым летом.)

3. ... London stands on … Thames. (Лондон стоит на Темзе.)

4. I had … my holiday in … northern Italy … last year but I'm going to cross … Atlantic ocean and visit … USA … next year. (Я провел отпуск в северной Италии в прошлом году, но в следующем году я собираюсь пересечь Атлантический океан и посетить США.)

5. … Moon moves round … Earth. (Луна движется вокруг Земли.)

6. … Great Patriotic war started in 1941. (Великая Отечественная война началась в 1941 году.)

7. … Volga is … longest river in … Russia. (Волга – самая длинная река в России.)

8. … Ukraine and … Turkey are separated by … Black sea. (Украину и Турцию разделяет Черное море.)

9. My friend usually goes to … Alps in … spring by … plane. (Мой друг обычно ездит в Альпы весной на самолете.)

10. … Urals are lower than … Caucasus. (Уральские горы ниже Кавказа.)

11. … Great Britain is situated on … two large islands. (Великобритания расположена на двух больших островах.)

12. … Christmas and … Easter are my favourite holidays. (Рождество и Пасха – мои любимые праздники.)

13. It takes about … hour to get from … Domodedovo airport to … Lenin street. (Требуется около часа, чтобы добраться от аэропорта Домодедово до улицы Ленина.)

14. What's … weather like today in … Australia? (Какая сегодня погода в Австралии?)

15. … Colorado river flows through … Grand Canyon. (Река Колорадо протекает через Большой Каньон.)

16. My English friend took me to see … National gallery, … Houses of … Parliament and … Tower bridge. (Мой английский друг взял меня посмотреть Национальную галерею, Здания Парламента и Тауэрский мост.)

17. … Statue of … Liberty was … present from … French people. (Статуя свободы была подарком от французского народа.)

18. … Galaxy where we live is called … Milky Way. (Галактика, в которой мы живем, называется Млечным путем.)

4. Put in *a/an* or *the* where necessary.

1. I wrote to her but ... letter never arrived.

2. Britain is ... island.

3. What is ... name of this village?

4. Jane is ... very nice person. You must meet her.

5. Montreal is ... large city in ... Canada.

6. What is ... largest city in ... Canada?

7. "What time is it?" "I don't know. I haven't got ... watch."

8. When I went to ... Rome, I stayed with ... Italian friend of mine.

9. You look very tired. You need ... holiday.

10. Don't sit on ... floor. It's very dirty.

11. "Let's go to ... restaurant this evening." "That's ... good idea. Which restaurant shall we go?"

12. Can you turn on ... radio, please? I want to listen to some ... music.

13. Tom is in ... bathroom. He's having ... bath.

14. This is ... nice room, but I don't like ... colour of ... carpet.

15. We live in ... old house near ... station. It's ... two miles from ... center.

Практическое занятие № 40.

Overview of the United States Government and Policies

Vocabulary

1. t**he system of checks and balances** — система сдержек и противовесов

2. **to be vested in the Supreme Court** — быть возложенным на Верховный Суд

3. **the electoral college** — коллегия выборщиков

4. **judicial review** — судебный пересмотр, судебный контроль

5. **a major political party** — главная политическая партия

6. **voter-turn-out** — явка избирателей

7. "**winner-take-all" principle** — принцип «победителю достается все»

8. **to reign supreme** — царствовать

1. Прочитайте текст и найдите подтверждение следующим предложениям.

1. Конституция США — это живой документ.

2. Конгресс является законодательной властью в США.

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

4. Верховный суд является высшей судебной инстанцией в стране.

5. В США есть две наиболее крупные политические партии.

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

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

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

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

Executive Branch. The executive power lies with the President of the United States who is given the job of executing, enforcing, and administering the laws and government. The

president is to carry out the programmes of the Government, to recommend much of the legislation to the Congress.

Judicial Branch. The judicial power of the United States is vested in the Supreme Court — the highest judicial organ of the state and the federal courts. Their job is to interpret and apply US laws through cases brought before them. Another important power of the Supreme Court is that of Judicial Review whereby they can rule laws unconstitutional.

The Constitution is built on six basic principles: Popular Sovereignty; Limited Government; Separation of Powers; Checks and Balances; Judicial Review; Federalism.

Political Process. While the Constitution sets up the system of government, the actual way in which the offices of Congress and the Presidency are filled is based upon the American political system. The US exists under a two-party system. The two major parties in America are the Democratic and Republican parties. Sometimes, a special issue produces a third party, but the third party often loses strength. Parties perform a wide variety of functions. They act as coalitions and attempt to win elections.

Elections. In the United States elections are held at all levels including local, state, and federal. There are numerous differences from locality to locality and state to state. Even when determining the presidency, there is some variation with how the electoral college (a body of people representing the states of the USA, the system that is used in presidential elections) is determined from state to state. While voter-turn-out is barely over 50% during Presidential election years and much lower than that during midterm elections, elections can be hugely important.

2. Закончите предложения в соответствии с содержанием текста.

1. The Constitution of the USA consists of …

2. The Constitution created …

3. The President of the USA is given the job of …

4. The judicial branch of the government is the system of courts in the USA. Its job is …

5. The USA exists under a two-party system. Sometimes, a special issue produces a third party, but …

6. Elections are held in the United States at all levels …

3. Выберите правильный вариант ответа.

1. What is the United States of America?

   a) an absolute monarchy

   b) a federation of states

   c) a presidential republic

2. What does the Constitution of the USA consist of?

a) a Preamble, ten Articles, thirty Amendments

b) a Preamble, seven Articles, twenty-seven Amendments

c) statutes, customs, constitutional conventions

3. How many branches is the Government in the United States divided into?

a) two

b) three

c) four

4. How is the legislative branch of the Government called?

a) Parliament

b) Congress

c) the Supreme Court

5. What branch of the Government has the responsibility to carry out the law?

a) the executive branch

b) the legislative branch

c) the judicial branch

6. What branch of the Government is the most powerful?

a) legislative

b) executive

c) judicial

7. What is the highest executive power in the United States?

a) the President

b) the House of Representatives

c) the Senate

8. What does the judicial branch do?

a) makes and passes laws

b) interprets and applies US laws

c) executes, enforces and administers laws

9. What party system does the United States have?

a) a one-party system

b) a multi-party system

c) a two-party system

4. Прочитайте, на каких шести принципах была создана конституция США, и назовите их.

Since the people give government its power, government itself is restrained to the power given to it by them. In other words, the US government doesn't derive its power from itself. It must follow its own laws and it can only act using powers given to it by the people.

In order to protect citizens, the constitution sets up the system of government with balanced powers to make compromise and consensus necessary. This system limits the duties of each branch and separates powers for each branch. Basically, each branch of government has a certain number of checks it can use to ensure the other branches do not become too powerful.

The US Government is divided into three branches so that no one branch has all the power. Each branch has its own purpose: to make the laws, execute the laws and to interpret the laws.

This principle is one of the most complicated foundations of the US. This is the idea that the central government doesn't control all the power in the nation. States also have powers reserved to them. Central government exercises exclusively such powers as defence and matters of state security, whereas the regions exercise power over such things as planning, regional development and taxation.

This principle states that the source of governmental power lies with the people. The Government of the United States is truly national in character and should be for the benefit of its citizens. If the Government is not protecting the people, it should be dissolved.

This power allows the Supreme Court to decide whether acts and laws are unconstitutional. This was established with Marbury v. Madisonin 1803.

5. Соотнесите английские словосочетания в левой колонке с их эквивалентами из правой колонки.

1) "winner-take-all" principle	a) унитарное государство
2) an absolute monarchy	b) коллегия выборщиков
3) the system of checks and balances	c) явка избирателей
4) to be vested in the Supreme Court	d) судебный пересмотр
5) the electoral college	e) федеральное государство
6) Judicial Review	f) принцип «победителю достается все»
7) to alter the constitution	g) неограниченная монархия

8) federal state	h) главная политическая партия
9) voter-turn-out	i) быть возложенным на Верховный Суд
10) a major political party	j) система сдержек и противовесов
11) unitary state	k) изменить конституцию

Практическое занятие № 41.

Passive Voice Simple

Перед тем как приступить к подробному изучению страдательного залога в английском языке, необходимо дать определение действительному и страдательному залогу, а также выявить основное различие между ними.

Необходимо запомнить, что глагол-сказуемое употребляется в **действительном залоге** в том случае, если подлежащее, обозначающее лицо или предмет, совершает действие самостоятельно.

В то же время глагол-сказуемое употребляется в страдательном залоге в том случае, если действие совершается над подлежащим, обозначающим лицо или предмет, каким-либо другим лицом или предметом.

Для того чтобы эта разница была видна более отчетливо, изучите несколько примеров.

That firm **delivers** the tables for our office - Та фирма привозит столы для нашего офиса (действительный залог).
The tables for our office are **delivered** by that firm - Столы для нашей фирмы привозятся той фирмой (страдательный залог).

Fyodor Dostoyevsky **wrote** Crime and Punishment in 1866 - Федор Достоевский написал "Преступление и наказание" в 1866 году (действительный залог).
Crime and Punishment **was written** by Fyodor Dostoyevsky in 1866 - "Преступление и наказание" было написано Федором Достоевским в 1866 году (страдательный залог).

Образование страдательного залога в английском языке требует соблюдения определенных грамматических правил, которые будут подробно показаны ниже.

Времена страдательного залога в английском языке формируются путем постановки вспомогательного глагола **to be** в требуемой форме и времени, а также **причастия II (Past Participle)** смыслового глагола.

Примеры употребления страдательного залога в разных временах вы можете изучить из нижеследующей таблицы.

	Indefinite	Continuous	Perfect
Present	I am called	I am being called	I have been called
Past	I was called	I was being called	I had been called
Future	I will be called	отсутствует	I will have been called
Future in the Past	I would be called	отсутствует	I would have been called

Как видно из таблицы, во всех временах страдательного залога изменяется лишь форма вспомогательного глагола **to be**, а смысловой глагол остается в одной и той же форме без изменений.

Из таблицы также видно, что форма страдательного залога группы Continuous существует только в двух временах. Кроме того, страдательный залог не образуется во временах группы Perfect Continuous.

Рассмотрите, как образуется отрицательная и вопросительная формы в страдательном залоге.

Вопросительная форма.

Для того чтобы образовать вопросительное предложение, необходимо вспомогательный глагол **to be** поставить перед подлежащим. Если вспомогательный глагол имеет сложную форму (**will be, have been** и т.д.), то перед подлежащим ставится первый вспомогательный глагол. Изучите несколько примеров.

That house was built in 1990 - Тот дом был построен в 1990 году (утвердительное предложение).
Was that house built in 1990? - Тот дом был построен в 1990 году? (вопросительное предложение).

Your letter will be sent tomorrow - Твое письмо будет отправлено завтра (утвердительное предложение).
Will your letter be sent tomorrow? - Твое письмо будет отправлено завтра? (вопросительное предложение).

Отрицательная форма.

Для того чтобы образовать отрицательное предложение, необходимо использовать отрицательную частицу **not**, которая употребляется после вспомогательного глагола **to be**. В случаях, когда вспомогательный глагол имеет сложную форму (**will be, have been** и т.д.), частица **not** употребляется после первого вспомогательного глагола. Изучите несколько примеров.

The article was **not** printed - Статья не была напечатана (статью не напечатали).
The catalogue is **not** being printed - Каталог не печатается (в данный момент).

Следует запомнить, что предложение со сказуемым, выраженным глаголом в действительном залоге, называется **действительным оборотом**, а предложение со сказуемым, выраженным глаголом в страдательном залоге, называется **страдательным оборотом**. Изучите несколько примеров.

I **wrote** the composition yesterday - Я написал сочинение вчера (действительный оборот).
The composition **was written** by me yesterday - Сочинение было написано мной вчера (страдательный оборот).

Если сказуемое действительного оборота состоит из модального глагола и инфинитива действительного залога, то при образовании страдательного оборота нужно употреблять тот же модальный глагол с инфинитивом страдательного залога. Изучите несколько примеров подобных предложений с разными модальными глаголами.

You **must do** your homework today - Сегодня ты должен сделать домашнюю работу (действительный оборот).
Your homework **must be done** today - Твоя домашняя работа должна быть сделана сегодня (страдательный оборот).

We **can show** our invention at any exhibition - Мы можем показать наше изобретение на любой выставке (действительный оборот).
Our invention **can be shown** at any exhibition - Наше изобретение может быть показано на любой выставке (страдательный оборот).

They **ought to send** the documents at once - Им следует отправить документы немедленно (действительный оборот).
The documents **ought to be sent** at once - Документы следует отправить немедленно (страдательный оборот).

Употребление страдательных оборотов.

1) Страдательный оборот употребляется в том случае, когда в предложении делается акцент на лице или предмете, над которым совершается действие, а не лицо или предмет, который его совершает. Изучите пример.

Fyodor Dostoyevsky wrote Crime and Punishment in 1866 - Федор Достоевский написал "Преступление и наказание" в 1866 году.
Crime and Punishment was written by Fyodor Dostoyevsky in 1866 - "Преступление и наказание" было написано Федором Достоевским в 1866 году (В данном предложении акцент делается на романе "Преступление и наказание" т.е. этот роман является темой разговора).

2) Страдательный оборот употребляется в том случае, когда неизвестно лицо, которое совершает действие или в его упоминании нет необходимости. Изучите несколько примеров.

About 300 books are sold in this shop every day - В этом магазине продается около 300 книг в день.
A new restaurant will be built here - Здесь будет построен новый ресторан.

Ниже вы можете изучить, как переводится на русский страдательный оборот во всех временах.

1) Present Indefinite.
The letters **are written** every day - Письма пишут (пишутся) каждый день.

2) Past Indefinite.
The letter **was written** yesterday - Письмо было написано (написали, написано) вчера.

3) Future Indefinite.
The letter **will be written** tomorrow - Письмо будет написано (напишут, будут писать) завтра.

4) Future Indefinite in the Past.
He said that the letter **would be written** tomorrow - Она сказал, что письмо будет написано (напишут, будут писать) завтра.

5) Present Continuous.
The letter **is being written** - Письмо пишется (пишут).

6) Past Continuous.
The letter **was being written** when I called - Письмо писалось (писали), когда я позвонил.

7) Present Perfect.
The letter **has (already) been written** - Письмо уже написано (написали).

8) Past Perfect.
The letter **had been written** before I called - Письмо уже было написано (написали) прежде, чем я позвонил.

9) Future Perfect.
The letter **will have been written** by May - Письмо (уже) будет написано (напишут) к маю.

10) Future Perfect in the Past.
He said that the letter **would have been written** by May - Он сказал, что письмо (уже) будет написано (напишут) к маю.

Упражнения:

1. Раскройте скобки, употребляя глаголы в Present Simple Passive. (USUALLY)

1. The postbox **(to empty)** every day.

2. The stamps **(to postmark)** at the post office.
3. The letters **(to sort)** into the different towns.
4. The mail **(to load)** into the train.
5. The mailbags **(to unload)** after their journey.
6. The bags **(to take)** to the post office.
7. The letters **(to sort)** into the different streets.
8. The letters **(to deliver)**.

2. Раскройте скобки, употребляя глаголы в Past Simple Passive. (YESTERDAY)

1. The postbox **(to empty)** yesterday.
2. The stamps **(to postmark)** at the post office.
3. The letters **(to sort)** into the different towns.
4. The mail **(to load)** into the train.
5. The mailbags **(to unload)** after their journey.
6. The bags **(to take)** to the post office.
7. The letters **(to sort)** into the different streets.
8. The letters **(to deliver)**.

3. Раскройте скобки, употребляя глаголы в Future Simple Passive. (TOMORROW)

1. The postbox **(to empty)** tomorrow.
2. The stamps **(to postmark)** at the post office.
3. The letters **(to sort)** into the different towns.
4. The mail **(to load)** into the train.
5. The mailbags **(to unload)** after their journey.
6. The bags **(to take)** to the post office.
7. The letters **(to sort)** into the different streets.
8. The letters **(to deliver)**.

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

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

20. Lost time never **(to find)** again.
21. Rome **(not to build)** in a day.

5. Раскройте скобки, выбирая требующуюся форму глагола.

1. At the station they will **(meet, be met)** by a man from the travel bureau.
2. She will **(meet, be met)** them in the hall upstairs.
3. The porter will **(bring, be brought)** your luggage to your room.
4. Your luggage will **(bring, be brought)** up in the lift.
5. You may **(leave, be left)** your hat and coat in the cloakroom downstairs.
6. They can **(leave, be left)** the key with the clerk downstairs.
7. From the station they will **(take, be taken)** straight to the hotel.
8. Tomorrow he will **(take, be taken)** them to the Russian Museum.

6. Раскройте скобки, употребляя глаголы в Active Voice или Passive Voice.

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

7. Передайте следующие предложения в Passive Voice.

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

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

8. Переведите на английский язык, употребляя глаголы в Passive Voice.

1. Нам показали очень странную картину.
2. Тебя ищут. Иди домой.
3. Вас всех пригласят в зал и расскажут обо всех изменениях в школьной программе.
4. Почему над ним всегда смеются?
5. Нам всем дали билеты на выставку.
6. Лекции этого знаменитого профессора всегда слушают с большим вниманием.
7. Меня ждут?
8. Им задали три трудных вопроса.
9. За директором уже послали. Подождите немного.
10. Всех пригласили в большой зал.
11. Эти письма просмотрены. Их можно отправлять.
12. На станции их встретил гид и отвез в гостиницу.
13. Эти журналы должны быть возвращены в библиотеку на следующей неделе.
14. На наших занятиях много внимания уделяется произношению.
15. Иванову велели объяснить, почему он пропускает занятия.
16. Меня пригласят на ваш вечер?
17. Детей оставили дома одних.

Практическое занятие № 42.

Legal Profession

1. Переведите на русский язык следующие английские предложения, обращая внимание на словосочетания со словом *legal*.

1. To the rest of the world the English **legal profession** is very strange because historically there were two types of lawyers: barristers and solicitors.
2. Every **legal system** has many shortcomings.
3. Criminal charges and divorce are normally seen as matters needing **legal help** and advice.
4. Not every accident victim has a **legal remedy**. Some accidents are nobody's fault.
5. There is a large information gap in people's awareness of their **legal rights**.
6. Such **legal knowledge** as people had come largely from newspapers and television.

7. The new Community **Legal Service** aims to provide l**egal information** as well as **legal advice** and representation.
8. Newspapers regularly carry frightening stories about losers in **legal actions** who face bills of thousands of pounds.
9. **Legal costs** of the lowest income group are paid by the state.
10. **Legal aid** is usually granted as long as financial test is satisfied.

2. Прочитайте и переведите текст.

A lawyer is a person learned in law. A lawyer, also known as an attorney, a counselor, a solicitor, a barrister or an advocate, is an individual licensed by the state to engage in the practice of law and advise clients on legal matters. Lawyers act as both advocates and advisors on behalf of their clients.

The role of the lawyer varies significantly across legal jurisdictions, and therefore can be treated in only the most general terms. Lawyers' roles vary greatly, depending upon their practice environment and field of specialization.

In most countries there is only one legal profession. This means that all the lawyers have roughly the same professional education leading to the same legal qualifications, and they are permitted to do all the legal work.

In England the system is different. Here the profession is divided into two types of lawyers, called solicitors and barristers. Solicitors and barristers are both qualified lawyers, but they have different legal training; they take different examinations to qualify; and once they have qualified, they usually do different types of legal work.

Many solicitors deal with a range of legal work: preparing cases to be tried in the civil or criminal courts; giving legal advice in the field of business and drawing up contracts; making all the legal arrangements for the buying and selling of land or houses; assisting employees and employers; making wills.

Barristers are mainly "courtroom lawyers" who actually conduct cases in court. Unlike solicitors, they have rights of audience (rights to appear) in any court of the land, and so barristers are those lawyers who appear in the more difficult cases in the higher courts.

The educational requirements to becoming a lawyer vary greatly from country to country. In some countries, law is taught by a faculty of law, which is a department of a university's general undergraduate college. Law students in those countries pursue a Bachelor (LLB) or a Master (LLM) of Laws degree. In some countries it is common or even required for students to earn another bachelor's degree at the same time. Besides it is often followed by a series of advanced examinations, apprenticeships, and additional coursework at special government institutes. In other countries, particularly the United States, law is primarily taught at law schools. Most law schools are part of universities but a few are independent institutions. Law schools in the United States (and some in Canada and elsewhere) award graduating students a J.D. (Juris Doctor/Doctor of Jurisprudence) as the practitioner's law degree (a professional degree). However, like other professional doctorates, the J.D. is not the exact equivalent of the

Doctor of Philosophy (Ph.D.), a university degree of the highest level, since it does not require the submission of a full dissertation based on original research.

The methods and quality of legal education vary widely. Some countries require extensive clinical training in the form of apprenticeships or special clinical courses. Many others have only lectures on highly abstract legal doctrines, which force young lawyers to figure out how to actually think and write like a lawyer at their first apprenticeship (or job).

In most common law countries lawyers have many options over the course of their careers. Besides private practice, they can always aspire to becoming a prosecutor, government counsel, corporate in-house counsel, judge, arbitrator, law professor, or politician.

In most civil law countries, lawyers generally structure their legal education around their chosen specialty; the boundaries between different types of lawyers are carefully defined and hard to cross. After one earns a law degree, career mobility may be severely constrained.

3. Найдите в тексте английские эквиваленты, соответствующие следующим словосочетаниям.

1. консультировать клиентов по вопросам права
2. выполнять все виды юридической работы
3. солиситоры и барристеры
4. сдавать квалификационные экзамены
5. право преподается на юридическом факультете
6. университетский колледж, готовящий бакалавров
7. степень магистра
8. добиваться получения степени бакалавра
9. присвоить ученую степень доктора юриспруденции (США)
10. защита диссертации
11. научно-исследовательская работа
12. учебная практика
13. ученичество, место начального практического обучения
14. штатный юрисконсульт компании
15. страны общего права (англосаксонской системы права)
16. страны романо-германской (континентальной) системы права

Практическое занятие № 43.

Passive Voice Continuous

Образование и употребление Present Continuous Passive

Настоящее длительное время употребляется в английском языке для того, чтобы показать несколько моментов:

- указать на продолжительность события, происходящего в данный конкретный момент;

- продемонстрировать запланированное действие в будущем;
- показать, что действие находится в процессе постоянно и никогда не останавливается (с этой целью часто используются наречия ever, constantly, always);
- отобразить раздражение, негативную эмоцию по отношению к другому человеку или события (использование этих же наречий здесь также актуально).

В утвердительных предложениях

Present Continuous Passive образуется вполне логично: здесь употребляется форма **am/is/are,** далее, чтобы показать длительность, используется **being**, а за ним следует смысловой глагол в **Participle II.** Общая формула выглядит так:

am/is/are + being + V(3)

Вот примеры того, как может выглядеть настоящее продолженное время в речи:

Don’t come in, the last student is still being examined here – Не входите, здесь все еще экзаменуют последнего студента

I am being visited by all my grandchildren in two weeks – Меня навестят все мои внуки через две недели

Для того чтобы образовать вопрос у **Passive Present Continuous**, не потребуется каких-либо специальных манипуляций. Здесь все логично: первую позицию занимает вспомогательный глагол **to be** в необходимой форме; за ним следует подлежащее, потом **being**, а уже затем употребляется глагол в третьей форме и вся оставшаяся конструкция предложения. Выглядит это так:

Is this experiment being conducted right now? – Этот эксперимент выполняют прямо сейчас?

Are all the messages being dictated by the secretary at the moment? – Все сообщения диктуются секретарем в данный момент?

У отрицательных предложений также все просто: типичное отрицание достигается путем добавления частицы **not** к форме глагола **to be**, и на этом все, т. е. никаких особых структур здесь нет. Это выглядит следующим образом:

The lists are not being printed now, they are still being made – Списки сейчас не печатают, их все еще составляют.

This spam is always being sent to my e-mail! – Вечно этот спам присылают мне на электронную почту!

Конструкция и использование Past Continuous Passive

Случаи употребления длительного времени в прошлом как для Active, так и для Passive Voice идентичны:

- для демонстрации продолженного времени в прошлом, происходящего в конкретный отрезок времени (как вариант – в конкретной временной точке);
- для указания, что действие происходит непрерывно и никогда не стоит на месте (опять же в прошедшем времени). Актуальные маркеры – always, ever, constantly;
- для выражения негативных эмоций и раздражения, направленных на нечто в прошлом. Такие же наречия, как и в предыдущем пункте, актуальны и здесь;
- для иллюстрации двух и более параллельных действий, происходящих в прошлом и в один и тот же период времени.

Past Continuous Passive образуется по тому же принципу, что и Present. Здесь основу конструкции составляют вспомогательные глаголы **was/were**, затем следует **being**, что характерно для продолженного времени, а дальше стоит основной глагол в форме **Past Participle**. Формула будет следующей:

was/were + being + V(3)

В утвердительных предложениях **Past Progressive Passive** выглядит так:

The show was being performed from 7 till 9 p.m. yesterday – Шоу показывали вчера с 7 до 9 вечера

All the rooms of the house were being cleaned the whole morning yesterday – Все комнаты дома убирали вчера все утро

В вопросительных предложениях у прошедшего продолженного времени в P**assive Voice** те же правила образования, что и в других видовременных формах. Вперед выносится **to be (was/were),** после должно стоять подлежащее, за ним – форма **being**, а далее – глагол в третьей форме и остальные второстепенные члены предложения, как это видно в следующих примерах:

Was the meeting being held from 2 till 4 p.m. last Friday? – Собрание проводили с двух до четырех в прошлую пятницу?

Were our tests being checked the whole day yesterday? – Наши тесты проверяли вчера весь день?

У **Passive Past Continuous** образование отрицания достигается за счет добавления частицы **not** к **was** или **were**, и на этом какие-либо особенности заканчиваются:

The walls were not being painted yesterday at 5 as it had been planned before – Стены не красили вчера в 5, как планировалось заранее

My roof was not being repaired yesterday from 3 till 6 though he had promised me to do this before – Мою крышу не ремонтировали вчера с трех до шести, хотя он заранее обещал мне сделать это

Note: правило употребления страдательного залога с длительными временами имеет одно строгое ограничение: время **Future Continuous** в пассиве никогда не используется. Это можно объяснить максимальной загруженностью этой формы всеми возможными элементами, включая и вспомогательный глагол to be. В действительном

залоге структура выглядит так: will be + V(–ing), и, как становится, понятно, добавить сюда что-то еще и продублировать be будет крайне неразумно.

Exercises

1. Вставьте пропущенные слова.

1. I ……. (to watch)! - За мной следят!

2. My cat ……. (to groom) now. - Моей кошке сейчас делают стрижку.

3. The newspaper ……. (to print). - Газету печатают.

4. Your money transfer …… (to process). Please, wait. - Ваш денежный перевод обрабатывается. Пожалуйста, ожидайте.

5. I think, I ……. (to follow) when I was driving home. - Думаю, за мной следили (меня преследовали), когда я ехал домой.

6. The building …….. (to inspect) by the firemen, so we decided not to go there. - Здание проверяли пожарные, так что мы решили туда не идти.

7. Your stuff …… (to pack) by the movers right now. - Твои вещи упаковывают грузчики прямо сейчас.

2. Put the verbs in brackets into the Present Continuous Passive.

1. The letter _____ (write) now.
2. The oranges _____ (buy) now.
3. Sandwiches _____ (make) now.
4. The newspaper _____ (not/read) at the moment.
5. The song _____ (not/sing) now.
6. _____the candles _____ (light) now?
7. What lecture _____ (give) now?
8. Whose report _____ (listen) to at the moment?
9. _____ the news _____ (report) at the moment?
10. _____the interview_____ (give) now?

3. Complete the answers to the questions using the Past Continuous Passive.

1. Did she return you the CD yesterday? – No, it _____ (listen) to.
2. Why didn't you put that black shirt on? – It _____ (wash).
3. Why didn't he hear the doorbell? – The carpet _____ (vacuum).
4. Did the teacher check your test yesterday? – No, it _____ (check).
5. Did they find a solution to that problem? – No, it _____ (discuss).
6. Why didn't you try the cake? – It _____ (bake).
7. Could he take the documents yesterday? – No, they_____ (type).

4. Translate into English.

1. Этим компьютером сейчас не пользуются.
2. Комнату сейчас убирают.
3. Доклад вчера слушали полчаса.
4. Ваш костюм вчера гладили 20 минут.
5. Ждут его?
6. Красили Вашу комнату долго вчера?
7. Обед готовят.
8. Пишут приглашения сейчас?
9. Мою машину вчера ремонтировали целый день.
10. Её сейчас спрашивают.

Практическое занятие № 44.

Legal skills

1. Прочитайте и переведите текст.

Top Ten Legal Skills

While legal positions vary greatly in scope and responsibility, there are several core legal skills that are required in most legal functions. If you are considering a career in law, it is wise to polish these top ten legal skills to excel in today's competitive legal market.

Oral Communication.

Language is one of the most fundamental tools of the legal professional. Legal professionals must:

- Convey information in a clear, concise, and logical manner.
- Communicate persuasively.
- Advocate a position or a cause.
- Master legal terminology.
- Develop keen listening skills.

Written Communication.

From writing simple correspondence to drafting complex legal documents, writing is an integral function of nearly every legal position. Legal professionals must:

- Master the stylistic and mechanical aspects of writing.
- Master the fundamentals of grammar.
- Learn how to write organized, concise and persuasive prose.
- Draft effective legal documents such as motions, briefs, memos, resolutions and legal agreements.

Client Service.

In the client-focused legal industry, serving the client honestly, capably and responsibly is crucial to success.

Analytical and Logical Reasoning.

Legal professionals must learn to review and assimilate large volumes of complex information in an efficient and effective manner. Legal analytical and logical reasoning skills include: reviewing complex written documents, drawing inferences and making connections among legal authorities; developing logical thinking, organization and problem-solving abilities; structuring and evaluating arguments; using inductive and deductive reasoning to draw inferences and reach conclusions.

Legal Research.

Researching legal concepts, case law, judicial opinions, statutes, regulations and other information is an important legal skill.

Technology.

Technology is changing the legal landscape and is an integral part of every legal function. To remain effective in their jobs, legal professionals must master communications technology including e-mails, voice messaging systems, videoconferencing and related technology.

Knowledge of Substantive Law and Legal Procedure.

All legal professionals, even those at the bottom of the legal career chain, must have basic knowledge of substantive law and legal procedure.

Time Management.

In a profession based on a business model (billable hours) that ties productivity to financial gain, legal professionals are under constant pressure to bill time and manage large workloads.

Organization.

In order to manage large volumes of data and documents, legal professionals must develop top-notch organizational skills.

Teamwork.

Legal professionals do not work in a vacuum. Even solo practitioners must rely on secretaries and support staff and team up with co-counsels, experts to deliver legal services.

2. **Найдите в тексте английские эквиваленты русским словам и словосочетаниям.**

1. профессиональные компетенции юриста
2. представлять информацию в ясной и краткой форме
3. овладеть юридической терминологией
4. развивать способность внимательно слушать собеседника
5. составлять сложные юридические документы
6. овладеть основами грамматики

7. составлять ходатайства, записки по делу
8. обслуживать клиента честно и ответственно
9. просматривать и усваивать большой объем информации
10. навыки логического рассуждения
11. делать выводы и умозаключения
12. осваивать технологии общения (коммуникации)
13. на нижней ступеньке карьерной лестницы
14. знания материального права и судопроизводства
15. выдерживать большие рабочие нагрузки
16. почасовая оплата
17. развивать высочайшие навыки самоорганизации
18. работа в команде

Практическое занятие № 45.

Passive Voice Perfect

Общие принципы образования Passive Perfect

Для того, чтобы преобразовать любую видовременную форму **Perfect** из действительного залога в страдательный, необходимо следовать четкому алгоритму действий и использовать некоторые элементы, без которых пассив будет невозможен:

вспомогательные глаголы перфекта (у **Present Perfect Passive** это **have/has**, у **Past – had**, а у **Future** форма образуется только с использованием **will + have**);

в конструкции перфекта неотъемлемым элементом является глагол **to be**, стоящий в третьей форме **been**, или, как она называется в грамматике, **Participle II** (иногда – Past Participle);

основной глагол, используемый в конструкции сказуемого, должен быть также выражен через **Participle II.**

Наличие всех этих факторов внутри предложения позволяет говорить о том, что это именно **Passive Voice.**

Конструкция и применение Present Perfect Passive

Стоит отметить, что, употребляя пассив в **Present Perfect, Present Perfec**t как одно из популярных времен английского языка используется для следующих целей:

- чтобы показать результат действия, совершенного немного раньше;
- для отображения события, которое еще не окончено до настоящего момента (особенно актуально для глаголов, использование которых в Continuous невозможно);
- в придаточных частях условных предложений, где презент перфект применяется опять же для выражения законченности действия.

Структура **Present Perfect Passive** следующая: сначала должен идти вспомогательный глагол **have/has** (в зависимости от лица), далее ставится **been**, а затем следует основной глагол в третьей форме. Схему этой формы можно отобразить следующим образом:

have/has + been + V(3)

Структура и употребление Past Perfect Passive

Для того чтобы образовать **Past Perfect Passive**, достаточно руководствоваться тем же принципом, что и у **Present**. Применение этой видовременной формы характерно в том случае, когда есть необходимость продемонстрировать действие, случившееся до конкретного момента в прошлом, т. е. показать ситуацию, случившуюся до определенной точки.

Утвердительные фразы здесь выглядят так: в начале идет **had**, за ним – форма **been**, ну а затем следует основной глагол в виде **Participle II.** Вот формула этой пассивной конструкции:

had + been + V(3)

Образование и употребление Future Perfect Passive

У будущего законченного времени в английском языке есть один самый популярный принцип использования: оно нужно для того, чтобы продемонстрировать, что определенное действие закончится к какому-то моменту в будущем (частым маркером здесь является предлог **by**).

Образование **Future Perfect Passive** следующее: вспомогательный глагол w**ill/shall** (в зависимости от лица), далее идет показатель перфекта **have**, за ним – форма **been**, а далее глагол действия в **Participle II**. Вся эта массивная структура выглядит так:

will/shall + have + been + V(3)

Exercises

1. **Put the verbs in brackets into the Present Perfect Passive**

1. This collections of science-fiction stories _____ (already/publish).
2. Our director _____ (just/inform) about the accident.
3. The burglars _____ (not/arrest) yet.
4. The curtains _____ (already/put up).
5. The construction of the bridge _____ (not/finish) yet.
6. _____ the suitcases _____ (pack) yet? – No, they _____ .
7. What poem _____ (learn) by heart for today?
8. What souvenirs _____ (prepare) for the foreign guests?
9. How _____ the information _____ (use)?
10. Which picture _____ (already/exhibit)?

2. **Put the verbs in brackets into the Past Perfect Passive.**

1. This guitar _____ (tune) before I broke a string (струна) and had to tune it again.
2. This house _____ (paint) pink before it was given a fresh coat of paint (свежий слой краски). Now it's blue.
3. These bees _____ (keep) in a large hive (улей) before they were taken out and examined by the beekeeper.
4. This man _____ (give) novocaine before the dentist started working on a cavity (дупло (в зубе) that needed a filling.

3. Change the sentences with Present Perfect Active into Present Perfect Passive.

Example: I have already finished my work. My work ... — My work has already been finished.

1. I have already taken the books back to the library. The books ...
2. She has just posted those letters. Those letters ...
3. The teacher has already checked my test. My test ...
4. He has lost the key. The key ...
5. We have opened all the windows. All the windows ...
6. I have bought bread on the way home. Bread ...
7. I have done this exercise. This exercise ...

4. Imagine that your classroom and the school yard have been thoroughly cleaned. Say what has been done by whom.

Example The windows ... (to wash) — The windows have been washed by the girls.

1. The desks ... (to wash)
2. The flowers ... (to water)
3. The floor ... (to mop)
4. The furniture ... (to dust)
5. The grass ... (to cut)
6. The trees ... (to cut)

5. Answer the questions about your English lesson using Present Perfect Passive.

1. Have you been asked to read a text?
2. Has the text been translated?
3. Have the new words been written down?
4. Have the exercises been done by all the pupils?
5. Has your friend been asked to recite something?
6. Has large homework been given?
7. Who has been given good (bad) marks?

8. Have you been praised by the teacher?

6. Use Present Perfect Active or Passive of the verbs in brackets to complete the sentences.

1. Peter ... (to break) the window.
2. The exercise ... (to write) already.
3. The text ... (to translate) by Victor.
4. The teacher just ... (to explain) the new rule.
5. We (to learn) the Passive Voice already.
6. A new school ... (to build) in this street.

7. Translate into English using Present Perfect Active or Passive.

1. Я только что купил газету. 2. Телевизор только что выключили. 3. Он уже ответил на вопрос. 4. Слова только что написали на доске. 5. Мы уже говорили об этом. 6. Все ответы уже даны. 7. Об этом только что сказали по радио. 8.Я уже смотрел этот фильм 9. Мне ничего об этом не говорили. 10.Все предложения уже написаны.

Практическое занятие № 46.

Legislation in Russia

Ex. 1. Прочитайте и переведите текст.

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

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

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

consent to the appointment of the Prime Minister of Russia;

hearing annual reports from the Government of the Russian Federation on the results of its work, including issues raised by the State Duma;

deciding the issue of confidence in the Government of the Russian Federation;

appointment and dismissal of the Chairman of the Central Bank of Russia;

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

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

announcement of amnesty;

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

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

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

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

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

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

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

Declaring elections of the President of the Russian Federation;

Impeachment of the President of the Russian Federation;

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

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

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

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

All bills must first be considered by the State Duma. Upon adoption by a majority of the full State Duma membership, a draft law is considered by the Federation Council, which has fourteen days to place the bill on its calendar. The Federation Council cannot make amendments to bills passed by the Duma and can either approve or reject them. If the Federation Council rejects a bill passed by the State Duma, the two chambers may form a conciliation commission to work out a compromise version of the legislation. If the two chambers cannot reach a

compromise, or the Duma insists on passing the bill as it is, the veto of the Federation Council can be overridden if two thirds of the Duma's constitutional composition vote in favour of the bill. The State Duma and the Federation Council usually meet separately. Joint sessions are organized when the President of the Russian Federation delivers his annual address to the Federal Assembly and on some other very rare occasions.

Ex. 2. Переведите следующие слова и словосочетания из текста.

to create legislation; a lawmaking body; to have special powers; a dismissal of the Chairman of the Central Bank of Russia; to bring a charge against the President; to adopt decrees on issues; introduction of the martial law; approval of changes; special powers of the Federation Council; to reject a bill; the possibility of using the Armed Forces; to make amendments to bills; the Accounting Chamber; to override the veto; to form a conciliation commission

Ex. 3. Найдите в тексте английские эквиваленты русским словам и словосочетаниям.

законодательная деятельность; законодательный орган; нижняя палата; верхняя палата; перечислять полномочия; заслушивать ежегодные отчеты; уполномоченный по правам человека; принимать закон; чрезвычайное положение; одобрение указа Президента; прийти к компромиссу; отвергнуть поправки к законопроекту; назначение на должность; проголосовать за законопроект; принцип разделения властей

Ex. 4. Ответьте на вопросы по тексту.

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

Ex. 5. Замените русские слова и выражения в скобках соответствующими английскими эквивалентами.

1. The State Duma (принимает постановления) on (вопросам) referred to its authority by the Constitution of the Russian Federation. Decrees of the State Duma are adopted by a majority of the total number of deputies of the State Duma, unless another procedure is envisaged by the Constitution. All (законопроекты) are first (одобряются) by the State Duma and are further debated and approved (or (отклоняются)) by the Federation Council.

2. (Государственная Дума) in the Russian Federation is the lower house of the (Федерального Собрания) of Russian (законодательного органа), the upper house being the (Совет Федераций) of Russia.

3. The president (назначает) the prime minister, and the Duma (голосует) whether to confirm the appointment. The president has wide legislative powers, including the (право вето) and decree. Decrees carry the force of law, but may not violate existing law. The Federal Assembly may (преодолеть президентское вето) by a two-thirds vote of each house.

4. (Законодательная деятельность) originates in the Duma and, if passed, is sent to the Federation Council. If the Federation Council approves the legislation or fails to examine it within fourteen days, the legislation is sent to the President to be signed.

5. When considering federal constitutional laws, three-fourths of the Federation Council have to (проголосовать). If the Council vetoes a law passed by the State Duma, the two chambers are mandated to form a (согласительную комиссию) in order to (прийти к компромиссу) and make up a document, which would again go under vote by both houses.

6. The two chambers of the Federal Assembly (заседают раздельно), with the State Duma residing in another part of Moscow. Sessions of the Federation Council are held in Moscow from January 25 to July 15 and from September 16 to December 31.

7. The State Duma has special powers enumerated by the Constitution of Russia. Among them there is the power to (выносить обвинение) against the President of the Russian Federation for his impeachment.

Ex. 6. Переведите предложения на английский язык, используя слова и словосочетания из текста.

1. Высший орган законодательной власти в России — Федеральное Собрание — состоит из двух палат: верхней и нижней.

2. Верхняя палата именуется Советом Федерации, нижняя — Государственной Думой.

3. Совет Федерации и Государственная Дума проводят заседания раздельно, каждая палата имеет свои полномочия.

4. В России действует принцип разделения властей.

5. Первоначально закон принимается простым большинством в Государственной Думе, затем рассматривается Советом Федерации.

6. В том случае, если между палатами возникают разногласия, палаты формируют согласительную комиссию.

7. Для преодоления вето в каждой из палат закон должен быть одобрен не менее чем $^{2}/_{3}$ голосов.

8. Законодательная деятельность в Российской Федерации регулируется Конституцией Российской Федерации.

9. В течение 14 дней Президент может отклонить закон, то есть наложить на него вето и вернуть обратно в Государственную Думу.

10. Законопроект обсуждается на заседаниях Государственной Думы, в текст законопроектов вносятся поправки, изменения, дополнения.

Практическое занятие № 47.

Past Perfect Tense

Past Perfect – это “позапрошлое” время в английском языке, оно выражает действие, закончившееся до определенного момента или другого действия в прошлом. Используется преимущественно в письменной речи.

Значение Past Perfect

Past Perfect выражает “предпрошедшее” время, то есть “позапрошлое” действие, завершившееся до определенного момента или другого действия в прошлом. Часто предложения с **Past Perfect** уточняются обстоятельствами, такими как: **already** – уже, **by ten o’clock** (к десяти часам), **by that time** (к тому времени), **by the end of the day** (к концу дня) и т. д.

I had already left by that time. – Я уже ушел к тому времени.

We had already found our dog by the end of the day. – К концу дня мы уже нашли нашу собаку.

Либо другим, более поздним действием в Past Simple:

I had already left when you came home. – Я уже ушел, когда вы пришли домой.

She had sent the parcel when I asked her not to send it. – Она (уже) отправила посылку, когда я попросил ее не отправлять ее.

Из-за своего специфического значения это время редко используется в разговорной речи. Чаще оно встречается в художественной литературе.

Образование Past Perfect

1. Утвердительная форма

Past Perfect образуется с помощью **had** (прошедшее время от to have) и причастия прошедшего времени **(Past Participle).**

	Единственное число	Множественное число
1 лицо	I had closed	We had closed
2 лицо	You had closed	You had closed
3 лицо	He/She/It had closed	They had closed

Возможны сокращения: **I’d, you’d, he\she\it’d, we’d, they’d.**

2. Отрицательная форма

Отрицание строится с помощью **not** – добавьте эту частицу после **had**.

	Единственное число	Множественное число
1 лицо	I had not closed	We had not closed
2 лицо	You had not closed	You had not closed
3 лицо	He/She/It had not closed	They had not closed

Возможны сокращения: **I hadn’t, you hadn’t, he\she\it hadn’t, we hadn’t, they hadn’t.**

3. Вопросительная форма

В вопросительной форме **had** ставится перед подлежащим:

	Единственное число	Множественное число
1 лицо	Had I closed?	Had we closed?
2 лицо	Had you closed?	Had you closed?
3 лицо	Had he/she/it closed?	Had they closed?

Exercises

1. Insert the verbs in the Past Perfect tense. (Вставьте глаголы в Past Perfect.)

1. I ... (to have) breakfast before I went to school.
2. He went to meet his friends after he ... (to do) his homework.
3. By 8 o’clock the rain ... (to stop).
4. Alice was late because she ... (to miss) the bus.
5. She went to the post-office after she ... (to write) the letter.
6. He ... (to work) at the factory before he entered the college.
7. He got a bad mark for his test because he ... (to make) a lot of mistakes in it.
8. I went to bed after I ... (to finish) reading the book.
9. The child ... (to fall) asleep before the parents came home.
10. They ... (to marry) before they bought this house.

2. Use Past Perfect of the verbs in the box to complete the sentences.

to leave, to go, to die, to see, to live, to fly

1. I didn’t read the text in class because I … my book at home.
2. The children didn’t want to go to the cinema because they ... already ... the film.
3. Kate wasn’t at home last week because she ... to visit her uncle.
4. Linda never knew her father because he ... before she was born.
5. I was excited when the plane took off because I... never ... before.

6. My grandfather was always afraid of animals because he ... never ... in the country.

3. Insert the verbs in the Past Perfect tense. (Вставьте глаголы в PastPerfect.)

1. Jill was afraid she _____ (forget) her key at home, but she found it in her handbag.

2. Dad wasn't at home when I came back. He _____ (go) out twenty minutes before.

3. I wasn't hungry because I_____ (just/have) breakfast.

4. Peter saw an urgent message on his table. Somebody _____ (leave) it the day before.

5. I apologized I _____ (not/phone) her.

6. He told me that he _____ (come back) a fortnight before.

7. I knew him at once though I _____ (meet) him many years before.

8. We spent the night in Klin, a town we _____ (often/hear of) but_____ (never/see).

9. They couldn't believe he _____ (give up) his job in the bank. He _____ (make) a good living there.

10. Mr. Jackson said that he _____ (already/buy) everything for lunch.

11. Alice asked her brother where he _____ (arrange) to meet his friends.

12. We had no car at that time because we _____ (sell) our old one.

13. They _____ (finish) painting the ceiling by two o'clock.

Практическое занятие № 48.

The Constitution of the Russian Federation

Ex. 1. Прочитайте и переведите текст.

The Constitution of the Russian Federation is Russia's supreme law, passed through a national vote. It contains the basic principles of the Russian constitutional system.

The Constitution:

defines the federative structure of the Russian Federation;

establishes the principles of sovereignty and independence of the Russian Federation;

defines the principle of separation of powers between legislative, executive and judicial branches;

establishes equality of ideologies and religions;

defines the Russian Federation as a secular state.

The Constitution of the Russian Federation defines the rights and freedoms of a human and a citizen, sets their priority when deciding any issues, and proclaims the principle of equality before law and court. As for the federative structure, the Constitution contains the list of component units of the Russian Federation, covers the issues that are within the jurisdiction of the Russian Federation and those that are within the joint jurisdiction of federal and local authorities.

Separate articles are devoted to the bodies of federal power: the President of the Russian Federation, the Federal Assembly of the Russian Federation, and the Government of the Russian Federation and also the judicial power of the Russian Federation. In these articles, the order and the terms of appointed and elected officials and the limits of their competence are defined according to the principle of separation of powers.

Under the Constitution adopted on December 12, 1993 at the all-Russia referendum, full authority in the Russian Federation belongs to the President and the bodies of the legislative (two-chamber parliament — Federal Assembly), executive (Government of the Russian Federation) and the judicial authorities, which work independently.

The President of the Russian Federation is the Head of the State; the duties of the President are listed, including his status of the Supreme Commander of the Armed Forces of the Russian Federation. The Constitution also contains the text of the oath taken by the President of the Russian Federation upon taking office.

The Federal Assembly of the Russian Federation (the Federation Council and the State Duma) represents the legislature. The order of electing representatives for these chambers, their competence, terms of office are provided by the Constitution.

The Government of the Russian Federation is the executive branch. The Constitution determines the extent of its jurisdiction and also defines the order and the terms of office of government officials.

Judicial power is implemented by means of constitutional, civil, administrative, and criminal legal proceedings. The Constitution establishes the principles of independence, irremovability and immunity of judges, thus providing for objectiveness and impartiality of the court.

The system of courts of the Russian Federation consists of:

the Constitutional Court of the Russian Federation;

the Supreme Court of the Russian Federation;

the Higher Arbitration Court of the Russian Federation.

Separate articles are devoted to the Russian Federation Procurator’s

Office with functions of supervision and control, and the procedure for adoption of Constitutional amendments. The Constitution regulates the issues of local self-government, including its authority and sphere of activity.

Transitional and Final provisions regulating the promulgation of the Constitution and its enforcement are contained in Part 2 of the Constitution.

Ex.2. Переведите на русский язык следующие слова и словосочетания из текста.

to establish the principles of sovereignty and independence; to cover issues; to be devoted to the bodies of federal power; to define the federative structure; legislative authority; executive authority; judicial authority; to list duties; the Armed Forces; to represent the legislature; to determine the extent of the jurisdiction; immunity of judges; impartiality of the court; supervision and control; promulgation of the Constitution

Ex. 3. Найдите в тексте английские эквиваленты следующим русским словам и словосочетаниям.

установить принцип суверенитета; принцип разделения властей; установить равенство религиозных конфессий; светское государство; в ведении федеральных и местных властей; провозглашать принцип равенства перед законом; Федеральное Собрание; рамки полномочий; судебная власть; глава государства; порядок избрания представителей; установить принцип несменяемости судей; Прокуратура Российской Федерации; беспристрастность суда; процедура принятия поправок к Конституции

Ex. 4. Ответьте на вопросы по тексту.

1. What does the Constitution of the Russian Federation define and establish?
2. What provisions does the Constitution contain regarding the federative structure?
3. What are the bodies of federal power?
4. Who does the full authority in the Russian Federation belong to under the current Constitution?
5. What provisions concerning the legislature are provided by the Constitution?
6. What is the executive branch of power in the Russian Federation?
7. How is judicial power implemented in the Russian Federation?
8. What principles of judicial power does the Constitution establish?
9. What does the system of courts consist of?
10. Does the Constitution regulate the activities of local self-government?

Практические занятия № 49.

Future Perfect Tense

Future Perfect – используется для обозначения действия, которое будет завершено до определенного момента или начала другого действия в будущем.

I will have found you by tomorrow. – Я найду тебя до завтра.

I will have found you before you leave. – Я найду тебя до того, как ты уедешь.

Иначе говоря: к такому-то времени у нас будет некий результат, который мы получим в результате действия, которое тоже произойдет в будущем.

He will have closed the gate by the time you arrive. – Он уже закроет ворота к тому времени, как ты приедешь.

In a week, I will have lived here for ten years. – Через неделю будет уже десять лет, как я здесь живу.

Как и **Past Perfect** эта форма больше свойственна письменной речи, но встречается даже реже.

Образование Future Perfect

1. Утвердительная форма

В утвердительной форме **Future Perfec**t образуется с помощью **will have** и причастия прошедшего времени **(Past Participle).**

	Единственное число	**Множественное число**
1 лицо	I will have finished	We will have finished
2 лицо	You will have finished	You will have finished
3 лицо	He/She/It will have finished	They will have finished

Возможны сокращения: **I'll have, you'll have, he\she\it'll have, we'll have, they'll have.**

Примеры:

We will have cooked chicken by seven o'clock – Мы (уже) приготовим курицу к семи часам.

I will have cooked chicken when you come home – Я (уже) приготовлю курицу, когда ты придешь домой.

2. Отрицательная форма

Отрицание строится с помощью **not**:

	Единственное число	**Множественное число**
1 лицо	I will not have finished	We will not have finished

	Единственное число	Множественное число
2 лицо	You will not have finished	You will not have finished
3 лицо	He/She/It will not have finished	They will not have finished

Возможны два варианта сокращения: **I'll not have (I won't have), you'll not have (you won't have), he\she\it'll not have (it won't have), we'll not have (we won't have), they'll not have (they won't have).**

Пример отрицания:

I'll not have finished this work by the time you come back – Я не закончу эту работу к тому времени, как ты вернешься.

3. Вопросительная форма

В вопросительной форме **have** ставится перед подлежащим:

	Единственное число	Множественное число
1 лицо	Will I have finished?	Will we have finished?
2 лицо	Will you have finished?	Will you have finished?
3 лицо	Will he/she/it have finished?	Will they have finished?

Пример:

Will you have cleaned the room by the time I come back? – Вы уберетесь в комнате к тому времени, когда я вернусь?

Exercises

1. Вставьте глагол во времени Future Perfect.

1. I _____ a Londoner for five and a half years by next September. (be)
2. By Tuesday Jill _____ these novels by O'Henry. (finish)
3. Next year is Fred and Kate's 10th wedding anniversary. They _____ happily married for ten years. (be)
4. Molly thinks the film _____ by the time she gets to Fred's. (to start)
5. They _____ the plans by then. (to finish)
6. Before his holiday Tom _____ all his money. (to spend)
7. The train _____ by the time the couple get to the station. (to leave)
8. I _____ dinner by then. (cook)

9. I _____my chemistry homework before Jillian comes home. (finish)
10. Fernando _____ his operation by August and should be much fitter. (have)
11. Before Lisa arrives, I _____ dinner. (finish)
12. Johnny _____ this document by 7pm o'clock this afternoon. (translate)
13. Helen _____ this awesome doll by her daughter's birthday. (make)
14. Steven _____ his lesson by tomorrow. (not/learn)
15. This test is so arduous, that I _____ it in a day's time. (not/complete)
16. You _____ over half a thousand words when you finish this English book (learn).
17. The commission _____ to a definite decision in a month. (come)
18. I won't see Molly on the 1st of August since I _____ to the South by that time. (go)

2. Ответьте, используя Future Perfect Tense и слова в скобках.

Example: Will Jill be busy at 6pm? (finish essay)

Oh, no, Jilly will have finished her essay by that time.

1. Will the couple be at their hotel on Monday? (move to the old beach house)
2. Will the committee be discussing the project at 2 o'clock? (make a decision)
3. Will the pupils be writing their test at ten? (finish)
4. Will Mike's niece still be a pupil next autumn? (finish school)
5. Will Greg still remember Molly in ten years? (forget)
6. Will Greg be at home on Tuesday? (leave for China)

3. Составьте предложения во времени Future Perfect.

1. have / Jill / she / perfected / will / from / her / by the time / Japanese / comes / Tokyo.
2. promotion /Melody / have / By December / will / her / received.
3. get home / Helen's / cleaned / By the time / relatives / she / will / the house / have.
4. to communicate / Steven / he / learned / Will / have / well / Chinese / before / enough / flies to Beijing?
5. finishes / have / By the time / twenty / taken / Jillian's father / that course / he / will / online tests.

4. Translate into English using Future Perfect.

1. Майкл закончит этот отчет до завтра.
2. Студенты доделают работу к трем часам по полудню.
3. К июню мы сдадим сессию.
4. Строители построят школу к началу сентября.
5. Я напишу заявление к тому времени, как приедет секретарь.
6. Поезд уйдет, пока мы доберемся до станции.
7. Зоя переведет этот доклад к понедельнику.
8. К ночи Меган переведет эту длинную статью.
9. Стивен уже уедет в Париж, когда Молли вернется из Конго.
10. Зора не дочитает эту дурацкую книгу к концу года.

Практические занятия № 50.

The System of State and Government of the Russian Federation

1. **Прочитайте и переведите текст.**

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

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

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

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

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

The executive power is exercised by the Government which consists of the Chairman of the Government (the Prime Minister), deputy chairmen and federal ministers. The Prime Minister is appointed by the President with the consent of the State Duma. Should the selected candidate be rejected three times, the President appoints the Prime Minister himself, dissolves the State Duma and announces new elections. The Prime Minister proposes to the President his candidates for the offices of federal ministers. The Government presents a draft budget to be discussed by the

State Duma and provides its implementation as well as realization of financial, credit and monetary policies. It carries out measures to ensure legality, rights and freedoms of citizens, protects property, public order and combats crimes. The Government ensures state security and the realization of foreign policy. It pursues a uniform state policy in the sphere of culture, science, education, social security, health and ecology.

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

2. Подберите русские эквиваленты к следующим словам и выражениям из текста.

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

3. Найдите в тексте английские эквиваленты.

1. республиканская форма правления
2. противоречить федеральным законам
3. подписывать договоры
4. постоянно действующий орган
5. представительный орган
6. кандидат на должность
7. быть избранным на срок
8. объявить новые выборы
9. проводить слушания
10. независимая государственная деятельность
11. судебная власть
12. государственная безопасность
13. исполнительная ветвь власти

14. внешняя политика
15. уголовное судопроизводство
16. обеспечивать права граждан

4. Соотнесите русские словосочетания в левой колонке с их английскими эквивалентами в правой.

1. Совет безопасности	a) the Accounting Chamber
2. Федеральное Собрание	b) the Supreme Court
3. Генеральный прокурор	c) the Federation Council
4. Помощник председателя	d) constituent entity
5. Совет Федерации	e) the Security Council
6. Совет Министров	f) the Procurator-General
7. Счетная палата	g) the Deputy Chairman
8. Верховный Суд	h) the Council of Ministers
9. Субъект Федерации	i) the Federal Assembly

5. Закончите предложения.

1. Russia is ...
   a) parliamentary republic.
   b) a presidential republic.
   c) a constitutional monarchy.
2. The Parliament consists of ...
   a) one branch only.
   b) two chambers.
   c) several committees.
3. The Federation Council and the State Duma sit ...
   a) separately.
   b) together.
   c) with other governmental subcommittees.
4. Military Forces cannot be used outside the country without the approval of .
   a) the State Duma.
   b) the Federation Council.
   c) the President.
5. The power to impeach the President is vested in .
   a) the Federation Council.
   b) the Constitutional Court.
   c) the State Duma.
6. The Prime Minister candidate is appointed by ...
   a) the State Duma.
   b) the Federation Council.
   c) the President.
7. The state of emergency is introduced by ...
   a) the Federation Council.
   b) the Prime Minister.
   c) the President.

8. The Security Council of Russia is headed by ...
   a) the Prime Minister.
   b) the Procurator-General.
   c) the President.
9. Ministers are subject to approval by ...
   a) local authorities.
   b) constituent entities.
   c) the Federal Assembly.

6. Ответьте на вопросы по тексту.

1. What type of state is Russia?
2. Who is the head of the Russian Federation?
3. What are the three independent branches of state power in Russia?
4. What kind of a working body is the Federal Assembly?
5. Which chamber is more powerful?
6. Who does the Government consist of?
7. What is the aim of justice in Russia?
8. How does the judicial system function?

7. Переведите на английский язык.

1. Президент РФ является главой государства.
2. В соответствии с Конституцией Россия — это демократическое федеративное правовое государство с республиканской формой правления.
3. РФ состоит из 83 субъектов.
4. Исполнительная власть осуществляется правительством, которое состоит из Председателя Правительства (премьер-министра), заместителей Председателя и федеральных министров.
5. Премьер-министр назначается президентом с согласия Государственной Думы.
6. Судебная система функционирует независимо от других ветвей власти.
7. В современном правоведении выделяют 2 формы правления — монархия и республика, и 3 формы государственного устройства — федерация, конфедерация и унитарное государство.
8. Президент избирается на должность гражданами РФ на основе прямого и равного избирательного права тайным голосованием.
9. Правительство обеспечивает государственную безопасность.
10. Правительство проводит единую государственную политику в области культуры, науки и образования.
11. Судьи независимы и подчиняются только Конституции Российской Федерации и федеральным законам.

Практическое занятие № 51
Judiciary of the Russian Federation

1. Прочитайте и переведите текст.

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

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

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

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

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

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

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

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

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

2. Переведите следующие словосочетания на русский язык.

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

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

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

4. Ответьте на вопросы по тексту.

1. What is the purpose of the judicial reform carried out in Russia from the beginning of the 90s?

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

5. Переведите предложения на английский язык, используя слова и словосочетания из текста.

1. Судебная власть самостоятельна и действует независимо от законодательной и исполнительной властей.
2. В Российской Федерации действуют федеральные суды, конституционные (уставные) суды и мировые суды субъектов Российской Федерации, составляющие судебную систему Российской Федерации.
3. Квалификационная коллегия судей приостанавливает, возобновляет либо прекращает полномочия судей, оценивает исполнение ими служебных обязанностей, подвергает судей дисциплинарным взысканиям, а также осуществляет надзор за их деятельностью.
4. Судебная власть осуществляется посредством конституционного, гражданского, административного и уголовного судопроизводства.
5. В соответствии с принципом разделения властей одной из трех (наряду с законодательной и исполнительной властью) ветвей является судебная.
6. Правосудие в Российской Федерации осуществляется только судом.
7. По действующей Конституции Российской Федерации судебная власть осуществляется федеральными судами, а также судами субъектов Российской Федерации.
8. Каждый гражданин имеет право на справедливое судебное разбирательство независимым судом, лишенным каких-либо предубеждений, созданным на основании закона.
9. Принцип свободного доступа к правосудию является основой современной концепции справедливого правосудия.

Практическое занятие № 52

Revision

1. Из предложенного списка выберите неправильные глаголы и запишите их форму прошлого времени.

To ask, to bring, to collect, to bathe, to sleep, to keep, to read, to complete, to reply, to grow, to show, to say, to fly, to put, to relax, to cook, to shake, to leave, to act, to give, to protect, to cost, to blow, to move, to meet, to order, to lose, to forget, to play, to feel.

2. Раскройте скобки, употребляя глаголы в *Past Simple*.

1. What your neighbours …… (to do) yesterday?
2. Mr. Smith ……. (to fix) his car yesterday morning.
3. His wife ……. (to water) plants in the garden.
4. Their children …….. (to clean) the yard and then they ……. (to play) basketball.
5. In the evening their boys …… (to listen) to loud music and ……. (to watch) TV.
6. Their little girl …….. (to cry) a little and then ……. (to smile).
7. Her brothers …… (to shout) at her.
8. Mrs. Smith …… (to work) in the kitchen.
9. She …… (to bake) a delicious apple pie.
10. She …….. (to cook) a good dinner.
11. She …….. (to wash) the dishes and ……. (to look) very tired.
12. The children …….. (to brush) their teeth, ……. (to yawn) a little and ……. (to go) to bed.
13. Their mother ……. (to change) her clothes and …….. (to brush) her hair. Then she …….. (to talk) on the phone.
14. Her husband …… (to smoke) a cigarette and …….. (to talk) to his wife.
15. They …….. (to wait) for the bus. The bus …… (to arrive) at 9 o'clock.
16. They ……. (to visit) their friends.
17. They …….. (to dance) a lot there.
18. Mr. and Mrs. Smith …….. (to rest) very well last night. They really …….. (to have) a wonderful time at their friends.

3. Перепишите следующий текст в прошедшем времени.

On Monday we have five lessons. The first lesson is Russian. At this lesson we write a dictation and do some exercises. Nick goes to the blackboard. He answers well and gets a «five». Pete does not get a «five» because he does not know his lesson. After the second lesson I go to the canteen. I eat a sandwich and drink a cup of tea. I do not drink milk. After school I do not go home at once. I go to the library and change the book. Then I go home.

4. Поставьте глаголы в скобках в *Past Simple*.

1. — ____ (you/play) basketball yesterday afternoon?

— No, I ____. I ____ (surf) the Net.

5. ____ (your cousin/visit) Germany last month?

— No, he ____. He ____ (visit) Prague.

3. — How old was Mozart when he ____ (die)?

— 35 years old.

4. — When ____ (you/finish) work yesterday?

— At 5:00. Then I ____ (walk) home with Jane.

5. — When ____ (your parents/call) you?

— They ____ (call) an hour ago.

5. Choose the correct variant.

1. …Smiths have a dog and a cat.

a) … b) The c) A

2. He knows how to work on … computer.

a) a b) an c) …

3. She was the first woman to swim across … English Channel.

a) a b) … c) the

4. Go down … Kingston Street and turn left into Oxford Street.

a) the b) a c) …

5. I don't like milk in … tea.

a) … b) the c) a

6. At the end of… busy day, sleep is the best way to restore your energy.

a) the b) a c) …

7. We'll go for a walk if … weather is fine.

a) a b) … c) the

8. Could you give me … information I asked for in my letter?

a) the b) … c) a

9. …war is a terrible thing.

a) The b) … c) A

10. I spent … very interesting holiday in England.

a) the b) a c) …

6. Fill in the correct article.

1. "Is this your ... friend?" — "No, it isn't my ... friend, it is my sister".
2. I have ... sister. My ... sister is ... teacher. My sister's ... husband is ... pilot.
3. I have no ... car.
4. She has got ... terrible … headache.
5. They have ... dog and two ... cats.
6. My ... cousin says he is going to be ... manager one ... day.
7. Would you like ... apple?
8. This is ... tree. ... tree is green.
9. I can see three ... children. ... children are playing in … yard.
10. I have ... car. ... car is white. My ... friend has no ... car.

6 семестр (4 семестр)

Практическое занятие № 53

The System of Courts

1. Study the words.

1. to reflect — отображать, отражать

2. to interpret — интерпретировать, истолковывать, трактовать

3. to be consistent with — согласовываться с чем-либо, не противоречить

4. to adjudicate — судить; решать, выносить решение

5. the court of cassation — кассационный суд

6. the highest court of appeal — высший апелляционный суд

7. the court of supervisory instance — суд надзорной инстанции

8. a tier — ярус

9. a district court — районный суд, окружной суд (в США)

10. the implementation of domestic law — исполнение закона, действующего внутри страны

11. legally binding — юридически обязывающий

12. a provision of the law — положение закона

13. fleet — флот

14. garrison — гарнизон

15. military formation — военное формирование

16. anti-aircraft defence — противовоздушная оборона

17. an integral part — неотъемлемая часть

18. economic dispute — экономический спор

2. Read and translate the text.

The judicial system of the Russian Federation consists of courts at the federal level and regional courts:

1. COURTS AT THE FEDERAL LEVEL

1.1. The Constitutional Court.

This is the highest judicial body in the Russian Federation. It is made up of 19 judges, proposed by the President of the Russian Federation and approved by the Federation Council. Since June 2008 the Constitutional Court has been located in St Petersburg.

The Constitutional Court has jurisdiction to interpret the RF Constitution; to decide whether a federal law is consistent with the country's Constitution; and to adjudicate whether or not laws regulations and normative acts passed by the President of the Russian Federation, the Council of the Federation, the State Duma, the Government of the Russian Federation, constitutions of republics, charters and other normative acts of the subjects of Russian Federation are consistent with the Constitution of the Russian Federation.

Courts of General Jurisdiction.

1.2. The Supreme Court of the Russian Federation.

This is the supreme judicial body for all courts of general jurisdiction on civil, criminal and administrative matters. As of today the Supreme Court consists of 123 judges. Judges for the Supreme Court are proposed by the President of the Russian Federation and approved by the upper house of the legislature, the Federation Council. The Supreme Court is located in Moscow.

It has jurisdiction as a court of cassation, i.e. it is the highest court of appeal in the land. It is a court of supervisory instance over the courts of the subjects of the Russian Federation and over the tier of district courts below that level. There are three chambers in the structure of the Supreme Court of the Russian Federation: Judicial Chamber on Civil Cases; Judicial Chamber on Criminal Cases; and Military Chamber.

The Plenary Session of the Supreme Court can issue regulations. Regulations are a unique element of the machinery for the implementation of domestic law in the Russian legal system. Enacted by the Plenary Session, they are "explanations on issues of judicial practice", based on the overview and generalization of the jurisprudence of the lower courts and Supreme Courts of subjects of the Federation. Regulations are abstract opinions but legally binding on all lower courts. They summarize the judicial practice of lower courts and explain how a particular provision of the law shall be applied. These regulations are employed to ensure the consistent application of Russian law by explaining how the law shall be interpreted. Regulations have their legal basis in Article 126 of the RF Constitution.

1.3. Military Courts.

The basic tier of military courts is the military courts of the armed forces, fleets, garrisons and separate military forces. The middle tier of military courts consists of military courts of the branches of the armed forces, the seven Military Districts into which the country is divided, and the districts of anti-aircraft defense, navy and individual armies. They consider disputes involving military personnel. Three-tiered system of the military courts is an integral part of Courts of General Jurisdiction.

Arbitration Courts.

Arbitration courts form a system with jurisdiction over economic disputes that, as a rule, arise between companies and individual entrepreneurs, both Russian and foreign.

1.4. The Higher Arbitration Court of the Russian Federation.

Judges for the Higher Arbitration Court are proposed by the President of the Russian Federation (Article 127 of the Constitution) and approved by the Federation Council.

It exercises original jurisdiction over disputes between the Russian government and commercial parties, the government and subjects of the Russian Federation, or between subjects of the Russian Federation.

The Plenary Session of the Higher Arbitration Court can also issue Regulations.

3. Answer the questions.

1. How are judges appointed to all federal courts?

2. What is the jurisdiction of the Constitutional Court?

3. What is the jurisdiction of the Supreme Court?

4. What is the jurisdiction of Military Courts?

5. What is the jurisdiction of the Higher Arbitration Court?

6. What is the extra duty of the Supreme Court and the Higher Arbitration Court?

4. Прочитайте утверждения и скажите, соответствуют ли они содержанию текста. Исправьте неверные утверждения.

1. The present Russian judicial system follows the structure of courts of the USA.

2. The Higher Arbitration Court acts only as a court of original jurisdiction.

3. The Supreme Court is the supreme judicial body for all courts of general jurisdiction on civil, criminal and administrative matters.

4. The Constitutional Court has jurisdiction to interpret the RF Constitution; to decide whether a federal law is consistent with the country's Constitution; and to adjudicate whether or not laws and regulations passed by the Republics and Regions of the Russian Federation are consistent with the RF Constitution.

5. The Plenary Session of the Supreme Court can issue laws.

6. Military Courts consider disputes involving military personnel.

7. There are two chambers in the structure of the Supreme Court of the Russian Federation: Judicial Chamber on Civil Cases and Judicial Chamber on Criminal Cases.

8. Regulations are abstract opinions (not decisions in exact disputes) but legally binding on all lower courts.

9. Judges for all courts are approved by the State Duma.

10. The judicial system of the Russian Federation consists of courts at the federal level and regional courts.

5. Read and translate the text.

Vocabulary

1. to constitute — составлять

2. a challenge — претензия, оспаривание, проблема

3. rural — деревенский, сельский

4. overwhelming — непомерный, подавляющий

5. to handle — разрешать, заниматься (каким-либо делом), syn. To try, to consider

6. petty — мелкий, незначительный

7. a review — пересмотр, обзор

2. REGIONAL COURTS

2.1. Constitutional Courts (or Charter Courts) of the Subjects of the Russian Federation with the jurisdiction to interpret Regional Constitutions and Charters and decide whether local statutes are consistent with Regional Constitutions and Charters.

Courts of General Jurisdiction.

2.2. Courts of the subjects of the Russian Federation.

These include the Supreme Courts of the Republics, the highest Courts of each Region, the Moscow and Saint-Petersburg City Courts, and the courts of autonomous districts. Courts of the subjects of the Russian Federation serve as courts of cassation and extraordinary appeal from their subordinate district courts. Their original jurisdiction constitutes challenges to normative laws and regulations of the regional authorities, and adoption of regulations.

2.3. There are **district courts** located in the country's smaller towns and rural administrative areas including groups of villages; cities have several courts of that kind. District courts are the basis of the system of courts of general jurisdiction, with jurisdiction over the overwhelming majority of civil and criminal cases, unless otherwise provided by law. As courts of appeal, district courts decide appeals from justices of the peace.

2.4. Justices of the peace form an integral part of the system of courts of general jurisdiction, although they are considered to be regional judges. They handle minor civil disputes, petty administrative and criminal offences. Appeals against decisions of justices of the peace go to district courts, the decisions of which are final. In each district there may be several justices of the peace.

Arbitration Courts.

2.5. Ten Federal District Arbitration Courts act as courts of cassation.

2.6. The **Appellate Courts** consider appeals as a rehearing with new evidence.

2.7. The Arbitration Courts of the subjects of the Russian Federation consider the absolute majority of economic disputes.

6. Answer the questions.

1. What is the jurisdiction of Constitutional Courts (or Charter Courts) of the Subjects of the Russian Federation?

2. What courts does the three-tiered system of courts of general jurisdiction at the regional level consist of?

3. What disputes do courts of the subjects of the Russian Federation consider?

4. What disputes do district courts consider?

5. What disputes do justices of the peace deal with?

6. What courts does the system of arbitration courts at the regional level consist of? What are the jurisdictions of all?

Практическое занятие № 54

Конструкция used to

Правила

Конструкция Used to описывает **регулярные действия или состояния** В ПРОШЛОМ и переводится «**когда то, бывало, раньше».**

Конструкция **Used to** используется только в прошедшем времени (Past Simple Tense), после нее используется инфинитив глагола с частицей to.

Данная конструкция употребляется, когда говорящий хочет показать, что действие-инфинитив в **настоящем времени данное действие уже не происходит.**

ПРИМЕР: I **used to go** swimming a lot. — Я **раньше** много плавал (а сейчас нет).

Конструкция **used to** используется с любым глаголом, в отличие от слова **would**, которое также используют в похожих случаях.

Отрицательные и вопросительные предложения с конструкцией **used to** строятся также как в прошедшем времени **Past Simple Tense.**

ПРИМЕРЫ

I **used to** get up at seven but now I get up later. – Раньше я вставала в 7 часов, но теперь я встаю позже.
He **didn't use to** wake up so early. – Раньше он не просыпался так рано.
What time did you **use to** wake up when you worked in a hospital? – В какое время ты просыпалась, когда работала в госпитале?

Exercises

1. Перепишите предложения, используя конструкцию Used to.

ОБРАЗЕЦ He played toy cars when he was a boy. = He used to play toy cars when he was a boy.

1. He studied French. = …….. French.
2. He was proud of his team.= …….. proud of his team.
3. Peter had more pocket money. = …….. more pocket money.
4. They called him names. = ……. him names.
5. When Grandpa was a student, he did sports. = …….. when he was a student.
6. She went to the disco every Sunday. = …… to the disco every Sunday.
7. They were lucky. = ……. lucky.
8. He argued with his classmates. = …….. with his classmates.
9. Mary went shopping on Friday. = …….. shopping on Friday.
10. She had a short holiday in spring.= …… a short holiday in spring.

2. Составьте предложения, используя конструкцию *used to* по таблице.

ОБРАЗЕЦ Mr Smith used to live in a small house but now he lives in a mansion. –

Когда-то мистер Смит жил в маленьком доме, а сейчас он живет в особняке.

Before	**Now**
1. Mr Smith lived in a small house.	He lives in a mansion.
2. Mr Smith worked as a clerk.	He doesn't work at all.
3. He didn't go on holiday.	He travels every year.
4. He had an old car.	He has a brand-new sports car.
5. He spent all evenings at home.	He goes out every evening.

3. Составьте несколько предложений о том, что вы делали, когда были ребенком.

ОБРАЗЕЦ In summer I used to go fishing with my dad.

4. Задайте 5 вопросов, используя *конструкцию used to.*

ОБРАЗЕЦ (where/ live?) – Where did you use to live **when you were a child?**

1. (where/ play?)
2. (who/ play with?)
3. (play toy cars?
4. (play darts?)
5. (what/ collect?)

5. Переведите на английский.

1. Бывало, он разрешал нам приглашать друзей (to invite our friends).
2. Бывало, у нее были проблемы в школе.
3. Бывало, они обсуждали свои проблемы.
4. Бывало, мы ездили поездом.
5. Бывало, они проигрывали.
6. Бывало, я сердился на него.
7. Бывало, они пели английские песни.
8. Бывало, я встречал его в школе каждый день.
9. Бывало, наши уроки начинались в 7.30.
10. Бывало, они смотрели видеофильмы на уроках (in class).

Практическое занятие № 55

The United Nations Organization

1. Прочитайте и переведите текст.

The United Nations (UN) is an international organization whose stated aims are to facilitate cooperation in international law, international security, economic development, social progress, human rights, and achieving world peace. The UN was founded in 1945 after World War II to replace the League of Nations, to stop wars between countries, and to provide a platform for dialogue.

There are currently nearly 200 member states, including nearly every recognized independent state in the world. From its headquarters on international territory in New York City, the UN and its specialized agencies decide on substantive and administrative issues in regular meetings held throughout the year. The organization is divided into administrative bodies, primarily:

The General Assembly (the main deliberative assembly);

The Security Council (decides certain resolutions for peace and security);

The Economic and Social Council (assists in promoting international economic and social cooperation and development);

The Secretariat (provides studies, information, and facilities needed by the UN);

The International Court of Justice (the primary judicial organ).

Additional bodies deal with the governance of all other UN System agencies, such as the World Health Organization (WHO) and United Nations Children's Fund (UNICEF). The UN's most visible public figure is the Secretary-General, currently Ban Ki-moon of South Korea, who attained the post in 2007. The organization is financed from assessed and voluntary contributions from its member states, and has six official languages: Arabic, Chinese, English, French, Russian and Spanish.

The UN was founded as a successor to the League of Nations, which was widely considered to have been ineffective in its role as an international governing body, as it had been unable to prevent World War II. The term “United Nations” was first used by Winston Churchill and Franklin D. Roosevelt, in the 1942 Declaration by United Nations, which united the Allied countries of WWII under the Atlantic Charter, and soon became a term widely used to refer to them. Declarations signed at wartime Allied conferences in 1943 espoused the idea of the UN. Those and later talks outlined the organization's proposed purposes, membership, organs, and ideals in regard to peace, security, and cooperation.

On 25 April 1945, the UN Conference on International Organization began in San-Francisco, attended by 50 governments and a number of nongovernmental organizations involved in drafting the Charter of the UN. The UN officially came into existence on 24 October 1945 upon ratification of the Charter by the five permanent members of the Security Council — France, the Republic of China, the Soviet Union, the United Kingdom and the United States — and by a majority of the other 46 signatories. The first meetings of the General Assembly, with 51 nations represented, and the Security Council, took place in Westminster Central Hall in London in January 1946. According to the Charter, the UN is to maintain international peace and security, to develop friendly relations among nations, to cooperate in solving international problems and in promoting respect for human rights.

2. Переведите следующие слова и словосочетания из текста.

To facilitate cooperation, member states, to achieve world peace, to provide a platform for a dialogue, the UN headquarters, successor, to prevent World War II, international security, to hold meetings, substantive issues, ineffective, to draft the Charter of the UN, to come into existence.

3. Найдите в тексте английские эквиваленты.

Международная безопасность, содействовать сотрудничеству, уважать права человека, обеспечить платформу для диалога, важные вопросы, сохранять мир во всем мире, согласно Уставу, Генеральный секретарь ООН, вступить в должность, предотвратить войну, преемник Лиги Наций, прекратить войны, штаб-квартира, Генеральная Ассамблея ООН, Совет Безопасности.

4. Соотнесите русские словосочетания в левой колонке с их английскими эквивалентами в правой.

1. Генеральный секретарь ООН	a) The Security Council
2. Генеральная Ассамблея ООН	b) UN Charter
3. Совет Безопасности	c) UN General Assembly

4. Штаб-квартира ООН
5. Международный суд по правам человека
6. Совет по экономическим и социальным вопросам
7. Государства — члены ООН
8. Устав ООН

d) The UN Secretary-General
e) UN member states
f) The UN Headquarters
g) The Economic and Social Council
h) The International Court of Justice

5. Переведите предложения на русский язык.

When states become members of the UN, they agree to accept the obligations of the UN Charter, an international treaty, which sets out basic principles of international relations.

According to the Charter, the UN has four purposes: to maintain international peace and security, to develop friendly relations among nations, to cooperate in solving international problems and promoting respect for human rights, and to be a centre for harmonizing the actions of nations.

The UN is not a world government, and it does not make laws. It does, however, provide the means to help resolve international conflicts and formulate policies on matters affecting all of us.

The United Nations is much more than a peacekeeper and forum for conflict resolution. Often without attracting attention, the UN is engaged in a vast array of work that touches on every aspect of people's lives around the world.

The UN recognizes the sovereign equality of all its members who will refrain from use or threat of force in inter-state relations. It does not interfere in matters that are within the domestic jurisdiction of any state.

6. Переведите предложения на английский язык, используя слова и словосочетания из текста.

1. Целью ООН является поддержание международного мира между народами и безопасности, разрешение всех спорных вопросов путем переговоров.

2. Основными органами ООН являются: Генеральная Ассамблея, Совет Безопасности, Экономический и Социальный Совет, Международный Суд, Секретариат, каждый из которых включает в себя большое количество комитетов и подкомитетов

3. Устав ООН был подписан 50 странами в 1945 году в Сан- Франциско, Калифорния.

4. ООН всегда руководствовалась принципом невмешательства во внутренние дела независимых государств и пыталась удержать конфликтующие стороны при разрешении спорных вопросов.

5. ООН выступает за осуществление международного сотрудничества в экономической, социальной, культурной и гуманитарной областях.

Практическое занятие № 56

Types of Questions. General Question.

Вопросы в английском языке делятся на несколько видов. Способ образования вопроса и порядок слов в вопросе различается для разных видов вопросов.

Общие вопросы в английском языке

Общий вопрос – это вопрос, требующий ответа "да" или "нет". В вопросах такого вида на первое место ставится вспомогательный глагол, после которого следует обычный порядок слов.

Например:
Are you from Brazil? - Вы из Бразилии?
Возможные ответы: Yes, I am. / No, I am not.

Did you meet Andy? - Вы видели Энди?
Возможные ответы: Yes, I did. / No, I did not.

Was she at home yesterday? - Она вчера была дома?
Возможные ответы: Yes, she was. / No, she was not.

Exercises

1. Задайте общие вопросы к предложениям.

Н-р: Mary grows beautiful flowers in the garden. – Does Mary grow flowers in the garden?
The weather is cold today. – Is the weather cold today?

1. John was tired after work. (Джон устал после работы.)
2. We live in a small town. (Мы живем в маленьком городке.)
3. Summer has started at last. (Лето началось, наконец-то.)
4. They have already left. (Они уже ушли.)
5. My parents got married in Paris. (Мои родители поженились в Париже.)
6. She can lose her temper easily. (Она может легко выйти из себя.)
7. The party will start in time. (Вечеринка начнется вовремя.)
8. The dogs are sleeping. (Собаки спят.)
9. The umbrella was broken. (Зонт был сломан.)
10. He always gives money to homeless children. (Он всегда дает деньги беспризорным детям.)

2. Составьте для каждого утвердительного предложения по одному общему вопросу.

Пример: I like reading. ***Ответ*****:** Do you like reading?

1. George is a nice boy.
2. We have a lot of interests.
3. She is going to have a pet.
4. You can do this task.

5. We were good friends.
6. Sarah and Michael went to the park yesterday.

3. Задайте общий вопрос и дайте краткий ответ

1. Ted's advice wasn't clever.
2. They had to go to school on Saturday.
3. He won't be able to speak Italian in two months.
4. They are not going to meet him.
5. She mustn't take these pills.
6. She won't have to write the exercise again.
7. He couldn't swim last summer.
8. She has to wear a uniform.
9. She will be able to make sandwiches tomorrow.

4. Give short answers to these general questions.

1. Did you go to the country last summer?
2. Did you go for a picnic last Sunday?
3. Can you see the sun now?
4. Can you see the stars now?
5. Does your pet sleep at night?
6. Do you like watching the clouds?

5. Измените предложения так. Чтобы они стали вопросительными. Make general questions.

1. The rabbit is hopping now.
2. Children are swimming now.
3. I am reading a book now.
4. Dave is riding his bike now.
5. We are planting some seeds now.

Практическое занятие № 57

The Declaration of Human Rights

1. **Study the words.**

the pursuit of human rights — соблюдение прав человека

atrocities — злодеяния, зверства

human rights violations — нарушение прав человека

to that end — для достижения этой цели

to take up human rights issues — рассматривать вопросы прав человека

high-profile positions — высокие посты

indigenous peoples — коренное население

populace — население

to be afflicted by — пострадать от

2. **Read and translate the text.**

The pursuit of human rights was the central reason for creating the UN, World War II atrocities and genocide led to a ready consensus that the new organization must work to prevent any similar tragedies in the future. An early objective was creating a legal framework for considering and acting on complaints about human rights violations. The UN Charter obliges all member nations to promote "universal respect for, and observance of "human rights" and to take "joint and separate action" to that end. The Universal Declaration of Human Rights, though not legally binding, was adopted by the General Assembly in 1948. The Assembly regularly takes up human rights issues.

The UN and its agencies are implementing the principles enshrined in the Universal Declaration of Human Rights. A case in point is support by the UN for countries in transition to democracy, technical assistance in providing free and fair elections, improving judicial structures, drafting constitutions, training human rights officials. The UN has helped run elections in countries with little democratic history, including recently in Afghanistan and East Timor. The UN is also a forum to support the right of women to participate fully in the political, economic, and social life of their countries. The UN contributes to raising consciousness of the concept of human rights through its covenants and its attention to specific abuses through its General Assembly, Security Council resolutions, or International Court of Justice rulings.

The purpose of the United Nations Human Rights Council, established in 2006, is to address human rights violations. The Council is the successor to the United Nations Commission on Human Rights, which was often criticised for the high-profile positions it gave to member states that did not guarantee the human rights of their own citizens. The council has 47 members distributed by region, each serve a three year term, and may not serve three consecutive terms. A candidate to the body must be approved by a majority of the General Assembly.

The rights of some 370 million indigenous peoples around the world is also a focus for the UN, with the Declaration on the Rights of Indigenous Peoples being approved by the General Assembly in 2007. The declaration outlines the individual and collective rights to culture, language, education, identity, employment and health, thereby addressing post-colonial issues which have confronted indigenous peoples for centuries. The declaration aims to maintain, strengthen and encourage the growth of indigenous institutions, cultures and traditions. It also prohibits discrimination against indigenous peoples and promotes their active participation in matters which concern their past, present and future.

In conjunction with other organizations such as the Red Cross, the UN provides food, drinking water, shelter and other humanitarian services to populaces suffering from famine, displaced by war, or afflicted by other disasters. Major humanitarian branches of the UN are

World Food Programme (which helps feed more than 100 million people a year in 80 countries), the office of the High Commissioner for Refugees with projects in over 116 countries, as well as peacekeeping projects in over 24 countries.

Практическое занятие № 58

Types of Questions. Special Question. Subject Question.

Специальные вопросы в английском языке

Специальный вопрос используется, чтобы узнать какие-либо детали, подробности чего-либо. Специальные вопросы начинаются с вопросительного слова или группы слов, которые указывают, к какому члену предложения относится вопрос.

Например:
Where are you from? - Откуда вы?

How much money do you have? - Сколько у вас денег?

How old are you? - Сколько вам лет?

Обратите внимание, что в случае, когда вопросительное слово, вводящее специальный вопрос, является подлежащим в предложении, то порядок слов в таком вопросе соответствует порядку слов в повествовательном предложении.

Например:
Who will buy milk? - Кто купит молока?

What is on going on here? - Что здесь происходит?

Вопрос к подлежащему – это вопрос, начинающийся на **who** (кто) или **what** (что). Его цель – получить ответ о том, кто или что является подлежащим в предложении. Например:

Who took my phone? – Кто забрал мой телефон?

What is it? – Что это?

Вопрос к подлежащему в английском языке считается самым простым, потому что не требует перестановки слов, как общий или специальный вопрос.

Примечание: вообще, вопрос к подлежащему – это разновидность специального вопроса, но его часто выделяют отдельно из-за прямого порядка слов.

Строится он предельно просто: вместо подлежащего ставим **вопросительное слово** – на этом все. Разумеется, еще нужно добавить вопросительный знак и интонацию.

Who discovered America? – Кто открыл Америку?

То есть схема вопроса к подлежащему выглядит так:

Who/What	Сказуемое	Другие члены предложения
Who	discovered	America?

Нюансы: Who have или Who has? Who do или Who does?

Вопрос в следующем: в какой форме стоит глагол после **who** или **what**, в обычной форме (live, love, do, have) или в форме третьего лица единственного числа (lives, lives, does, has)?

Ответ: возможны оба варианта в зависимости от того, подразумевается ли под **who/what** некто или нечто в единственном числе или множественном.

Вариант 1:

My cat loves sleeping. – Who loves sleeping?

Здесь использована форма ед. числа мн. числа **loves**, потому что в вопросе подразумевается одна кошка (предположим, что я уже знал или догадывался об ответе).

Другие примеры:

Henry has a bad habit. – У Генри есть плохая привычка.

Who has a bad habit? – У кого есть плохая привычка.

Marta does a lot of work. – Марта много работает.

Who does a lot of work? – Кто много работает?

Вариант 2:

Tom and Jerry have a mutual friend. – У Тома и Джерри есть общий друг.

Who have a mutual friend? – У кого есть общий друг?

Здесь глагол **have** используется в обычной форме, а не **has**, потому что в вопросе подразумевается множественное число (вопрос об общем друге подразумевает, что в ответе назовут хотя бы два лица, иначе друг не был бы общим).

Другие примеры. В них в вопросе подчеркнуто, что под **who** понимается не один человек, а больше:

They want to see you. – Они хотят вас увидеть.

Who want to see you? – Кто хочет вас увидеть?

We do a good thing. – Мы делаем хорошее дело.

Who do a good thing? – Кто делает хорошее дело?

Если же контекст такой, что вы, задавая вопрос, не подразумеваете единственное или множественное число, то по умолчанию вопрос задают так, как если бы подразумевалось единственное число, то есть с глаголом в форме ед. числа, третьего лица. Например, я обращаюсь к компании друзей, предлагая спеть песню, при этом у меня нет установки “ожидают ответ от одного человека” или“ожидаю ответ от нескольких людей”, я просто спрашиваю:

Who wants to sing? – Кто хочет спеть?

Exercises

1. Задайте специальные вопросы к предложениям, начиная с вопросительных слов в скобках.

H-p: I am interested in psychology. (What…?) (*Я* интересуюсь психологией.) – What are you interested in? (Чем ты интересуешься?)
A strange man came here last night. (When…?) (Странный человек приходил сюда прошлой ночью.) – When did the strange man come here? (Когда приходил сюда странный человек?)

1. The twins were born in June. (When…?) (Близнецы родились в июне.)
2. We had a great time in Disneyland. (Where…?) (Мы классно провели время в Диснейлэнде.)
3. Mr. Black can play chess very well. (How…?) (Мистер Блэк умеет играть в шахматы очень хорошо.)
4. The salad is not fresh. (Why…?) (Салат несвежий.)
5. My wife prefers juice to tea. (Who…?) (Моя жена предпочитает сок вместо чая.)
6. Tom orders Japanese food every Friday. (What…?) (Том заказывает японскую еду каждую пятницу.)
7. I meet a lot of people at work. (Where…?) (*Я* встречаюсь со многими людьми на работе.)
8. They will have lunch at home. (Where…?) (Они будут обедать дома.)
9. The film has just started. (What film…?) (Фильм только что начался.)
10. I have been to the doctor. (Where…?) (*Я* был у врача.)

2. Составьте специальные вопросы из предложенных слов.

1. are / this / at / Why / like / looking / you / me?
2. do / to / university / What / enter / you / want?
3. Nick / his / How / does / after / disease / feel?
4. How / were / people / there / the / many / street / in?
5. are / holidays / Where / for / you / going / your?

3. Ask special questions to the sentences beginning with the words given in brackets.

Example: I saw him yesterday. (where?)

Where did you see him?

1. Some children do stupid things. (why?)
2. I am looking for my watch (what?)
3. His penfriend lives in London. (where?)
4. We met after school yesterday. (when?)
5. She'll come to the party. (with whom?)
6. English is spoken in many countries. (what countries?)
7. He was not prepared for the test. (why?)
8. They were playing a game when I came. (what game?)
9. I have made some mistakes in this exercise (how many?)
10. He has given me his old camera. (what?)

4. Write questions to the sentences.

Example I'll change my hobby. (why)

Why will you change your hobby?

1. They didn't expect me when I came. (who, why)
2. You can find out the timetable of trains at the railway station (where, what)
3. They have practised the song for two days. (how long)
4. I will never scold my own children. (why)
5. Ted was lucky to join the basketball team. (who)

5. Write questions to the sentences.

Example He asked a silly question. (what)

What question did he ask?

1. He visited his aunt in summer. (when
2. My father likes to travel by train. (how)
3. She has never been at a big railway station. (why)
4. We buy railway tickets at the booking-office. (where)
5. Some children go to school by bus. (by what)

6. Write questions to which the following sentences are answers.

1. A lesson lasts forty minutes.
2. We had only five lessons.
3. I am reading a rule now.
4. We haven't got examinations this year.
5. The holiday will start next month.
6. I was looking out of the window at that moment.
7. There are no problem children in my class.
8. All tests are prepared by the teachers.
9. My mother came to school.
10. I was given another text.

7. Write questions to the underlined words.

1. The sportsman has achieved good results.
2. Something has bitten me.
3. I can hardly do it in time.
4. There was a funny expression on her face.
5. We shall divide the cake between us.
6. The weather was nasty.
7. The rest of them stayed at home.
8. He can suggest a better plan.

Практическое занятие № 59

The System and Classifications of Law

1. Прочитайте и переведите текст.

Every country has its own historically developing system of norms, legal institutions and branches of law, which regulates different types of social relations. In order to understand different aspects of a system of law it is necessary to look at various classifications of law, as branches of law are traditionally considered to be the most important elements of this system. Numerous classifications that vary from country to country usually reflect the peculiarities of different systems of law. Nevertheless, there are the most common divisions singled out by contemporary jurists. Thus law is frequently classified into public and private and substantive and procedural.

The distinction is often made between public and private law. Public law governs the relationship between the state and an individual, who is either a company or a citizen. Public law covers three subdivisions: constitutional, administrative and criminal law.

Constitutional law deals with the structure of the government and the relations between private citizens and the government.

Administrative law deals with the decision-making of administrative units of government (for example, tribunals, boards or commissions) in such areas as police law, international trade, manufacturing, the environment, taxation, immigration and transport.

Criminal law, or penal law, is the body of law that relates to crime, i.e. illegal conduct that is prohibited by the state and sets out the punishment to be imposed on those who break these laws. A crime is considered to be an offence against the public, although the actual victim may be an individual. This is because the state considers anti-social behaviour not simply as a matter between two individuals but as a danger to the well-being and order of society as a whole.

Private law is also known as civil law. It involves relationships between individuals, or private relationships between citizens and companies. The main branches of private law are contract, tort, family, employment and land law.

Contract law deals with legally binding agreements between people or companies that are called parties to a contract.

Tort law deals with civil wrongs which result in physical, emotional or financial harm to a person or property. Tort cases comprise road accidents, defamation, product liability (for defective consumer products), copyright infringement, environmental pollution (toxic torts), etc.

Family law is an area of the law that deals with family-related issues such as marriage and divorce, adoption, custody of children, child abuse and alimony.

Employment law is law relating to the employment of workers, their contracts, conditions of work, trade unions and legal aspects of industrial relations. Employment law is also called labour law.

Land law is the law which deals with rights and interests related to owning and using land. Land is the most important form of property, so the name land law is often used for the law of property.

The next classification which is widely used is subdivision of law into substantive and procedural. There are many laws and legal rules found in statutes, cases decided by courts (legal precedents) and other sources that are applied by courts in order to decide lawsuits. These rules and principles of law are classified as substantive law. On the other hand, the legal procedures that provide how lawsuit is begun, how the trial is conducted, how appeals are filed, and how a judgment is enforced are called procedural law. In other words, substantive law is the part of the law that defines rights, and procedural law establishes the procedures which enforce and protect these rights. For example, two parties entered into a contract, but then one of the parties breached this contract. The rules of bringing the breaching party into court and the conduct of the trial are rather mechanical and constitute procedural law. Whether the agreement was enforceable and whether the other party is entitled to damages are matters of substance and will be determined on the basis of the substantive law of contract.

2. **Подберите русские эквиваленты к следующим словам и выражениям из текста.**

reflect the peculiarities of different systems of law

common division

subdivision of public law

contemporary jurists

legally binding agreement

product liability

child abuse

custody of children

to enforce a judgment

to enter into a contract

3. Найдите в тексте английские эквиваленты.

международная торговля

налогообложение

запрещать противоправное поведение

нарушить закон

стороны договора

алименты

трудовое право

условия труда

форма собственности

источники права

решать судебные споры

вести судебный процесс

подавать апелляцию

иметь право на возмещение ущерба

4. Ответьте на вопросы по тексту.

1. What does a system of law include?
2. How is law usually classified? Why are classifications of law so important?
3. What is the difference between public and private law?
4. What does public law include?
5. A victim of a crime is usually an individual. Why is criminal law considered to be a branch of public law?
6. Why do you think private law is sometimes called civil law?
7. What are the main branches of private law? What do they deal with?
8. What examples of tort cases can you give?
9. How do you understand the term “substantive law”?
10. What does procedural law determine?

5. **Переведите предложения на английский язык, используя слова и выражения из текста.**

1. Система права представляет собой систему норм, правовых институтов и отраслей права, регулирующих общественные отношения.
2. Особенности различных систем права отражены в многочисленных классификациях отраслей права.

3. Согласно наиболее общим классификациям, которые предлагаются современными юристами, право часто делится на публичное и частное, а также на материальное и процессуальное.
4. В соответствии с законом запрещено любое противоправное поведение, нарушающее права и свободы отдельных граждан.
5. Мы считаем, что за подобные преступления необходимо назначать самое суровое наказание.
6. Уголовное преступление часто рассматривается как правонарушение против общества, а не против личности, несмотря на то, что потерпевшим может быть всего лишь один человек.
7. Перед подписанием договора стороны должны убедиться, что данное соглашение будет иметь юридическую силу в будущем. Если одна из сторон нарушит договор, вторая сторона будет иметь право требовать возмещения ущерба.
8. В настоящее время возросло количество случаев нарушения авторского права.
9. После развода родители не смогли решить вопрос об опеке над ребенком, поэтому были вынуждены обратиться в суд.
10. Каждый юрист обязан знать основы процессуального права, а именно (namely), как начинается судебное разбирательство, как проводятся слушания, как подаются апелляции, как исполняются судебные решения и т. д.

Практическое занятие № 60

Types of Questions. Alternative Question.

Альтернативные вопросы в английском языке

Альтернативный вопрос – это вопрос, в котором предлагается выбор вариантов ответа. Порядок слов в таких вопросах соответствует порядку слов общего вопроса.

Например:
Is your car red or blue? - Твоя машина красная или зеленая?

Will you have tea or coffee? - Вы будете чай или кофе?

Exercises

1. Задайте альтернативные вопросы к предложениям, используя предлагаемые в скобках варианты.
Н-р: Nick wants to become a lawyer. (Ник хочет стать юристом.) (a waiter - официант) – Does Nick want to become a lawyer or a waiter? (Ник хочет стать юристом или официантом?)
There are five eggs in the fridge. (В холодильнике 5 яиц.) (ten – десять) – Are there five or ten eggs in the fridge? (В холодильнике 5 или 10 яиц?)

1. He will study French in Canada. (Он будет изучать французский в Канаде.) (German – немецкий)
2. They are football fans. (Они – футбольные фанаты.) (hockey – хоккей)

3. Her granny can tell fortunes from cards. (Ее бабушка умеет предсказывать по картам.) (candles – свечи)
4. I have made an apple-pie. (Я приготовила яблочный пирог.) (a banana cake – банановый торт)
5. Ann bought a nice dress yesterday. (Аня купила красивое платье вчера.) (a skirt – юбка)
6. This car was manufactured in Japan. (Эта машина была произведена в Японии.) (Germany – Германия)
7. They must pay for the taxi. (Они должны заплатить за такси.) (the lunch - обед)
8. The post-office opens at 9. (Почта открывается в 9.) (at 8 – в восемь)
9. Fiona and John paint their house every five years. (Фиона и Джон красят свой дом каждые 5 лет.) (their bedroom – их спальня)
10. She visited all the museums in Istanbul. (Она посетила все музеи в Стамбуле.) (the shops – магазины)

2. Поставьте альтернативный вопрос к выделенным словам:

1. He is going to **read** at the weekend. (to ride a bike)
2. I would like a **cup of tea**. (some juice)
3. His hobby is to **ride a horse**. (to play football)
4. Jim loves **Kelly**. (Jane)
5. The water is **boiling**. (not boil)
6. Kate spoke in a **very low** (loud)
7. Anne has been teaching us for **5 years**. (6 years)
8. The girl is from **London**. (Paris)
9. She must look after the **baby** because her parents are going out tonight. (grandmother)
10. We have talked about **Rita's** boyfriend for a long time. (Sue)
11. He could play the **piano** when he was a boy. (guitar)
12. Ferry and Joe **are coming** to the party. (not come)
13. On Saturday the **Parkers** had an excellent dinner at home. (Browns)
14. Jeremy usually goes to school **by car**. (bus)
15. We go to the cinema **once a week**. (twice)

3. Переведите:

1. Он вчера ходил в школу или в кино?
2. Ты видишь мою маму или бабушку?
3. Она спит или нет?
4. Они могут говорить по-немецки или по-французски?
5. Соня приедет в понедельник или пятницу?

6. Он живет в доме или квартире?
7. Аэропорт большой или маленький?
8. Сколько человек в твоей семье – три или четыре?
9. В этом классе находятся студенты или учителя?
10. Ты на ужин ешь мясо или рыбу каждый день?
11. В спальне радио или телевизор?
12. Твоя жена предпочитает сама водить машину или чтобы ее возили?
13. Они видели эту церковь или нет?
14. Тим может дать эту книгу на 2 или 3 недели?

Практическое занятие № 61

Branches of Russian Law

1. Study the vocabulary

1. possession and disposal of property — владение и распоряжение собственностью

2. legal entity — юридическое лицо

3. shipment of goods — перевозка, поставка товара

4. insurance of goods — страхование товара

5. succession law — наследственное право

6. natural person — физическое лицо

7. elements of corpus delicti — элементы состава преступления

8. exemption from criminal responsibility — освобождение от уголовной ответственности

9. informal inquest — дознание

10. adjudicate lawsuits — вынести судебное решение по делу

11. motion — ходатайство

12. available remedies — доступные средства правовой защиты

2. Прочитайте и переведите текст. Определите, каким отраслям права соответствуют приведенные ниже описания.

There are different branches in the system of Russian law.

1. _____

This is the major branch in the system of Russian law which deals with property and non-property relations. Property relations include possession and disposal of property, purchase and sale of property, its leasing and succession. Non-property relations include name, honour, dignity, authorship, etc. The norms of this branch of law also regulate relations between legal entities, arising from sales of goods, their shipment and insurance. Equality of the parties is the basic principle of this law. The relations built on the principle of subordination are usually regulated by different branches of law, for example administrative or financial law. Being very large and complex, this branch of law has numerous subdivisions such as succession law, copyright law, patent law, housing law, invention law, etc.

2. _____

This law governs the activity of different administrative agencies, such as state executive bodies or public organisations and the work of public officers including members of government, departments and local councils. This law is applied in the sphere of economics, science, culture, education, health care, defence, law and order, etc. The basic principles of this law are subordination, authority and hierarchy.

3. _____

The subject of this branch of law is financial relations such as forming of the state budget, money circulation, different banking activities, loans and taxes. This law concerns both legal entities and natural persons. The norms of this law are closely connected with the norms of constitutional and administrative law.

4. _____

This branch of law deals with crime commission and imposition of punishment. It defines the elements of corpus delicti, the form and degree of guilt, the grounds for criminal responsibility and exemption from it, types of punishment, etc.

5. _____

This branch of law regulates the work of courts, the Prosecutor's Office, organs of preliminary investigation and informal inquest. It also defines rights and duties of participants of the trial including defendants, victims, witnesses, experts, prosecutors and defence counsels.

6. _____

This branch of law involves a set of procedural norms which regulate public relations arising between court and participants of civil litigation. The rules of procedure in all courts of general jurisdiction are determined by a special code. This code sets out the rules and standards that courts follow when they adjudicate lawsuits. These rules govern how a lawsuit must be started, the types of motions and applications, the conduct of trials, the process for judgment, various available remedies, etc.

3. Подберите русские эквиваленты к следующим словам и выражениям из текста.

1) property relations

2) non-property relations

3) purchase and sale of property

4) leasing

5) shipment of goods

6) patent law

7) housing law

8) invention law

9) public officer

10) health care

11) subordination

12) money circulation

13) natural person

14) crime commission

15) imposition of punishment

16) the grounds for criminal responsibility

17) a set of procedural norms

4. Найдите в тексте английские эквиваленты.

1) владение и распоряжение собственностью

2) честь и достоинство

3) юридическое лицо

4) равенство сторон

5) наследственное право

6) заем

7) налоги

8) элементы состава преступления

9) форма и степень вины

10) освобождение от уголовной ответственности

11) предварительное следствие

12) прокуратура

13) дознание

14) участники процесса

15) подсудимый

16) пострадавший

17) сторона защиты

18) выносить решение по делу

19) ходатайства и заявления

20) средства судебной защиты

5. Ответьте на вопросы по тексту.

1. What does civil law deal with?

2. What are the subdivisions of civil law?

3. What does administrative law regulate?

4. What is the subject of financial law?

5. What does criminal law deal with?

6. What does criminal procedural law regulate?

7. What norms can be found in the Code of Civil Procedure?

Практическое занятие № 62

Types of Questions. Disjunctive Question.

Разделительные вопросы в английском языке

Разделительные вопросы известны также как вопросы с "хвостиком", или хвостатые вопросы. Данные вопросы - в основной части утвердительные (или отрицательные) предложения, к которым присоединяется "хвостик", состоящий из вспомогательного глагола, отрицания (если его не было в основной части) и подлежащего, выраженного, как правило, местоимением. Интонация зависит от того, какой ответ ожидается, и насколько говорящий уверен в истинности своего высказывания. Вопросы с "хвостиком" употребляются в том случае, когда говорящий ожидает от собеседника подтверждения высказанной мысли. В русском языке вопросам с "хвостиками" соответствуют вопросительные обороты "не правда ли?", "не так ли?" или усилительная частица "ведь" в составе вопросительного предложения.

Например:
They have just arrived, haven't they? - Они только что прибыли, *не так ли*?

He wasn't serious, was he? – Он *ведь* не серьезно?

Our team will win this match, won't it? - Наша команда выиграет этот матч, *не правда ли*?

Justin met her 3 years ago, didn't he? - Джастин познакомился с ней 3 года назад, *не так ли*?

You like her, don't you? – Она *ведь* тебе нравится?

Exercises

1. Выберите из правой колонки верное окончание разделительного вопроса. Переведите вопросы.

Н-р: 1 – e (Она необщительна, не так ли?)

1. She isn't sociable,	a. mustn't they?
2. Mark was satisfied,	b. do they?
3. Your kids never argue with you,	c. didn't she?
4. Let's dance,	d. do you?
5. Tom can dive well,	e. is she?
6. Our partners must keep their word,	f. won't it?
7. Helen has washed up,	g. doesn't she?
8. You don't trust me,	h. wasn't he?
9. Your mum works as an accountant,	i. hasn't she?
10. It will be cloudy tomorrow,	j. did they?
11. Betty found a new job,	k. can't he?
12. They didn't sell their car,	l. shall we?

2. Допишите хвостик разделительного вопроса.

1. They won't go to the party, _____?
2. This house is new, _____?
3. I'm your doctor, _____?
4. There is much snow there, _____?
5. There is no juice in the fridge, _____?
6. She never comes in time, _____?
7. They have got a new house, _____?
8. They had many tomatoes last summer, _____?
9. They had to buy a new desk, _____?
10. They had no time to discuss the problem, _____?

3. Add tags to make disjunctive questions.

Example You went to see the doctor, didn't you?

1. You were playing showballs after the lessons, _____?
2. You play snowballs every winter, _____?
3. They were doing their homework yesterday after supper, _____?

4. You did your homework after school, _____?
5. They entered the classroom after the teacher, _____?
6. She was writing a letter when you phoned, _____?
7. Bob was playing the piano when we came, _____?

4. Допишите хвостик разделительного вопроса.

1. The boy wasn't taken home, _____?
2. Our homework was not checked by the teacher, _____?
3. The new rules were explained to you, _____?
4. The words were not written on the blackboard, _____?
5. The English Channel was crossed by many swimmers, _____?
6. The street was named after M. Bagdanovich, _____?
7. You were born in 1982, _____?
8. This coffee wasn't grown in India, _____?
9. All the children were given presents, _____?
10. All the mistakes were noticed by the teacher, _____?

5. Допишите хвостик разделительного вопроса

1. There was something you wanted, _____?
2. There was nobody in the room, _____?
3. He has never been to Asia, _____?
4. You have had the computer for two years, _____?
5. They had a good time there, _____?
6. I am a great singer, _____?
7. They went to Alaska ten years ago, _____?
8. They want to go to Siberia, _____?
9. This is the Mississippi River, _____?
10. These are your photos, _____?

Практическое занятие № 63

Crime

Vocabulary

1**. a breach of rules** — нарушение правил

2. t**o prescribe punishment** — назначить наказание

3. **to pass a new law** — принять новый закон

4. **to identify a suspect** — установить личность подозреваемого

5**. an unauthorized access** — несанкционированный доступ

1. Прочитайте текст и ответьте на вопросы.

1. Every violation of law is a crime, isn’t it?

2. Do different societies define crimes in the same way?

Crime is a breach of rules or laws for which some governing authority can ultimately prescribe a punishment. Individual human societies may define crimes differently. Modern societies generally regard crimes as offences against the public or the state. The word ‘crime’ is generally associated with wrongdoing but not every type of wrongdoing is a crime. Telling lies is immoral wrong but if telling lies is put into practice resulting in physical harm to another, then such action becomes both criminal and immoral.

There are some acts which are considered to be crimes in one country but not in another. For example, it is a crime to have more than one wife at the same time in France, but not in Indonesia. There are quite a lot of agreements among states as to which acts are criminal. But such acts as stealing, physical attack or damaging somebody’s property will be unlawful in all countries and the way of dealing with people suspected of crime may be different. Sometimes government “creates” new crimes by identifying a form of behavior and passing a new law to deal with it. Different societies or governments often review their ideas of what should and shouldn’t be a crime. For example, race or sex discrimination hasn’t been considered a crime for a long time. In recent years the Internet has grown explosively and there appeared the new crimes such as unauthorized access or “hacking”, copyright infringements, child pornography, etc. Cybercrimes may intentionally harm the reputation of the victim, they may threaten a nation’s security or financial health.

Most crimes are not reported, not recorded, not followed through, or not able to be proved. When informal relationships and sanctions are insufficient to establish and maintain a desired social order, a state may impose more strict systems of social control.

2. Прочитайте текст еще раз и скажите, какие преступления, появившиеся за последнее время, были упомянуты в тексте.

CATEGORIES OF CRIMES IN THE UK

TEXT

Categories of Crimes in The UK

Vocabulary

1. **indictable offences** — преступления, подлежащие рассмотрению по обвинительному акту (тяжкие уголовные преступления)

2. **summary offences** — преступления, преследуемые в порядке суммарного (т. е. упрощенного, без участия присяжных) производства

3. **either-way offences** — преступления двойной подсудности (которые могут быть рассмотрены в магистратском суде или в Суде Короны)

4. **intent** — преступный умысел

5. **liability** — ответственность

3. Прочитайте и переведите текст. Ответьте на вопросы.

1. What are the three categories of crimes?

2. In what way are indictable offences punished?

3. What offences are heard in the magistrates' courts?

4. Can an either-way offence be heard in different courts?

5. What is known as a 'strict liability' offence?

6. What is the most violent crime in your opinion?

There are three categories of crimes in the UK: indictable, summary, and either-way crimes.

Indictable offences are the most serious ones and are punishable by the longest prison terms. They include murder, rape and robbery and can only be tried in the Crown Court.

Summary offences are the least serious ones, such as speeding and drunk-driving. Summary trials are heard in magistrates' courts.

Either-way offences can be heard either in the Crown Court or by magistrates. Examples of either way offences include theft, drug offences and less serious physical violence. A magistrate can decide that an either - way offence is serious enough to be heard in the Crown Court where the penalties prescribed can be more severe. If, however, a magistrate decides that an either-way offence can be heard as a summary trial, the defendant can choose to move the trial to the Crown Court.

An important aspect of criminal law is that in most crimes the prosecution has to prove two elements. The first, *actus reus*, refers to the criminal act itself. The second, *mens rea*, refers to the intent to commit a crime — 'guilty mind'. However, in some cases, such as drunk driving or speeding, the prosecution does not have to prove intent. Such offences are said to be of 'strict liability'.

Types of serious crimes in most jurisdictions are: arson, theft, sexual offences, terrorism. In common law arson is setting fire to the dwelling of another person. Theft sometimes is still known by the traditional name of larceny which probably is the most common crime involving criminal intent. The traditional definition of theft is the physical removal of an object without the consent of the owner. Burglary is entering a building, inhabited vehicle or vessel to steal, to inflict bodily harm or to do unlawful damage. In English law, any entry by an individual into a building with intent to commit theft is burglary.

Robbery is the commission of theft in circumstances of violence. Robbery takes many forms — from the mugging of a stranger in the street to robberies of banks, involving numerous participants and careful planning.

4. Выразите согласие/несогласие со следующими утверждениями.

1. Summary offences are punished by the longest prison terms.

2. Such offences as ‘theft’ and ‘drug offences’ can only be heard in Magistrates’ courts.

3. Summary offences are the least serious offences.

4. *Actus reus* refers to the intent to commit a crime.

5. *Mens rea* refers to the criminal act itself.

5. Соотнесите английские слова и словосочетания с их русскими эквивалентами.

1) indictable offence	a) рассматривать (дело, случай)
2) summary offence	b) Суд Короны
3) either — way offence	c) насилие, принуждение, применение силы
4) to try	d) преступление, подлежащее преследованию по обвинительному акту
5) the Crown Court	e) суд, судебное разбирательство
6) magistrates’ court	f) преступное намерение
7) violence	g) виновное действие
8) trial	h) ответственность
9) mens rea	i) преступление двойной подсудности
10) actus reus	j) магистратский суд
11) intent	k) преступление, преследуемое в порядке суммарного производства
12) liability	l) намерение, умысел

6. Подберите с помощью словаря названия правонарушителей, используя глаголы и словосочетания, приведенные в таблице.

1) steals	
2) steals purses and wallets	
3) gets money by threatening to disclose personal information	
4) seizes aeroplanes	
5) takes things from a shop without paying	
6) kills people	
7) steals from houses and offices especially at night	
8) takes people hostages for ransom	
10) marries illegally while being married already	
11) steals from banks and trains	

7. В таблице приведены различные виды преступлений. С помощью словаря дополните таблицу.

Crime	Criminal	Verb
assassination	an assassin	to assassinate
burglary		
smuggling		
hi-jacking		
embezzlement		
murder		
mugging		
robbery		

8. Заполните таблицу словами, связанными со словом theft (1—8). Составьте предложения с этими словами.

1. The past participle of the verb to steal.

2. A person who enters a house to steal things.

3. To steal something from persons on the street without their noticing.

4. To stop a person on the street and using violence or threats to rob him or her.

5. Going into a building by force to steal things (one word).

6. A person who steals from a shop.

7. A psychological compulsion to steal things.

8. A person who commits an act of theft.

Практическое занятие № 64

Direct and Indirect speech

В разговорной и письменной речи часто возникает необходимость передать слова другого человека, это можно сделать двумя способами:

Прямая речь – высказывание другого лица передается дословно, точной цитатой. В английском языке, как и в русском, прямая речь на письме заключается в кавычки.

Косвенная речь – слова передаются в пересказе, в виде придаточных предложений.

Например:

Прямая речь	Косвенная речь
He said, “I was in bad mood.” Он сказал: «Я был в плохом настроении».	He said that he was in bad mood. Он сказал, что был в плохом настроении.

Прямая речь представляет собой отдельное предложение, заключенное в кавычки. Оно может быть повествовательным, вопросительным, повелительным. В плане пунктуации, как вы можете видеть из примера выше, есть небольшие отличия от прямой речи в русском языке:

Перед прямой речью в английском языке ставится запятая, а не двоеточие.

В конце прямой речи точка ставится перед закрывающей кавычкой, а не после.

В английском языке используются “верхние кавычки”.

Переход прямой речи в косвенную (повествовательное предложение)

Для начала вспомним, как строится косвенная речь в русском языке.

В русском языке, когда мы хотим перевести прямую речь в косвенную, мы опускаем кавычки, добавляем союз «что» и как бы пересказываем от третьего лица содержание прямой речи.

Прямая речь	Косвенная речь
Виктория сказала: «Я так не думаю».	Виктория сказала, что она так не думает.

Как видите, мы заменили по смыслу местоимение «я» на «она», а глагол «думаю» на «думает», чтобы косвенная речь не звучала как цитата, как речь от первого лица.

В английском языке прямая речь переводится в косвенную примерно так же.

Прямая речь	Косвенная речь

Victoria said, “I don’t think so.”	Victoria said that she did not think so.

Главное отличие в том, что между главной и придаточной частью предложения соблюдается согласование времен.

Вот какие изменения происходят при переходе прямой речи в косвенную.

Опускаются кавычки, убирается запятая перед прямой речью.

Добавляется союз **that**, вводящий придаточное предложение с косвенной речью (she did not think so). В разговорной речи союз **that** часто опускается: Victoria said (that) she didn’t think so.

Личное местоимение меняются по смыслу. В примере выше, например, мы заменили I на she, поскольку говорим о Виктории от третьего лица.

Если в главном предложении глагол, вводящий прямую речь, стоит в настоящем или будущем времени, то глагол в придаточном не меняется.

Прямая речь	**Косвенная речь**
He says, “I was wrong.” Он говорит: «Я был неправ».	He says that he was wrong. Он говорит, что был неправ.
They will say, “We are glad to see you.” Они скажут: «Мы рады вас видеть».	They will say that they are glad to see you. Они скажут, что рады вас видеть.

Если в главном предложении глагол, вводящий прямую речь, стоит в одном из прошедших времен, то в косвенной речи в придаточном предложении глагол изменяется в соответствиями с правилами **согласования времен,** то есть принимает соответствующую форму прошедшего времени. То есть если в прямой речи было **Present Simple**, время меняется на **Past Simple**; если было **Present Perfect**, меняется на **Past Perfect;** если **Present Continuous,** меняется на **Past Continuous**. Если же в прямой речи было будущее время, оно меняется с помощью глагола **would** на соответствующую форму «будущее в прошедшем» **(Future in the Past).**

Прямая речь	**Косвенная речь**
Present Simple → Past Simple	

Anna said, “I work as a sales manager.” Анна сказала: «Я работаю менеджером по продажам».	Anna said that she worked as a sales manager. Анна сказала, что работает менеджером по продажам.
Present Continuous → Past Continuous	
Martin said, “I am working on an interesting project.” Мартин сказал: «Я работаю над интересным проектом».	Martin said that he was working on an interesting project. Мартин сказал, что работает над интересным проектом.
Present Perfect → Past Perfect	
Lily said, “I have discussed my working schedule with my supervisor.” Лили сказала: «Я обсудила график работы с моим руководителем».	Lily said that she had discussed her working schedule with her supervisor. Лили сказала, что обсудила график работы с ее руководителем.
Future Simple → Future in the Past (will меняется на would)	
He told me, “You willl never get promoted.” Он сказал мне: «Тебя никогда не повысят».	He told me that I would never get promoted. Он сказал мне, что меня никогда не повысят.

Если глагол, вводящий прямую речь, употреблен в прошедшем времени, в косвенной речи модальные глаголы **must, can, may** меняются на соответствующие формы (или синоним, как **must**) прошедшего времени: **must – had to, can – could, may – might.** Глаголы **should, ought** не изменяются.

Прямая речь	Косвенная речь
My father said, “You should think of your future.” Мой отец сказал: «Тебе следует подумать о моем будущем».	My father said that I should think of my future. Мой отец сказал, что мне следует подумать о моем будущем.

Если глагол **to say** в главной части предложения используется без прямого дополнения, то в косвенной речи он не меняется. Если с дополнением, например “**she said to me”**, то в косвенной речи меняется на глагол **to tell.**

Прямая речь	Косвенная речь
She said to me, “You are lucky.” Она сказала мне: «Ты везучий».	She told me that I was lucky. Она сказала мне, что я везучий.

Как и в русском языке, в прямой речи меняются по смыслу указательные местоимения и наречия времени, если этого требуют обстоятельства.

Прямая речь	Косвенная речь
this, these (этот, эти)	that, those (тот, те)
here (здесь)	there (там)
now (сейчас)	then (тогда)
today (сегодня)	that day (в тот день)
tomorrow (завтра)	the next day (на следующий день)
yesterday	the day before (задень)

Пример:

Прямая речь	Косвенная речь
Maria said, “I lost my keys *here*.” Мария сказала: «Я потеряла здесь свои ключи».	Maria said that she lost her keys *there*. Мария сказала, что потеряла там свои ключи.

Exercises

1. Переведите из прямой речи в косвенную предложения с модальными глаголами.

1. He said, “I can drive a car.”
2. She said to me, “You ought to call her.”
3. She said, “He must stay here.”
4. They said to me, “You should drive more carefully.”

2. Заполните пропуски.

1. ”He came yesterday.” She said that he had come……
2. “My parents will arrive today.” He said that his parents would arrive……
3. “I will contact you tomorrow.” He said he would contact me……
4. “I was there the day before yesterday.” She said she was there……

3. Превратите следующие предложения в косвенную речь, сделав все необходимые изменения.

H-p: Jack said: “ I am working hard.” (Джэк сказал: «Я много работаю.») – Jack said (that) he was working hard. (Джэк сказал, что много работает.)

I told her: “You can join us.” (Я сказал ей: «Ты можешь присоединиться к нам.») – I told her (that) she could join us.” (Я сказал ей, что она может присоединиться к нам.)

1. Fred said: “I have invented a new computer program”. (Фрэд сказал: «Я изобрел новую компьютерную программу.»)
2. Mary said: “I will help my sister.” (Мэри сказала: «Я помогу своей сестре.»)
3. They told me: “We were really happy.” (Они сказали мне: «Мы были очень счастливы.»)
4. She said: “I live in a big apartment.” (Она сказала: «Я живу в большой квартире.»)
5. He told her: “I am going to the fish market.” (Он сказал ей: «Я собираюсь на рыбный рынок.»)
6. Betty said: “I found my passport.” (Бетти сказала: «Я нашла свой паспорт.»)
7. Mr. Ford said: “I don’t like pork.” (М-р Форд сказал: «Я не люблю свинину.»)
8. Little Tim told his mother: “I am sleepy.” (Маленький Тим сказал маме: «Я хочу спать.»)

4. Преобразуйте следующие просьбы и советы в косвенную речь.

H-p: The doctor said: “Please take a deep breath, Ann.”(Доктор сказал: «Пожалуйста, сделай глубокий вздох, Аня.») – The doctor asked Ann to take a deep breath. (Доктор попросил Аню сделать глубокий вздох.)

Sara: “Don’t forget to buy some juice.” (Сара: «Не забудь купить немного сока.») – Sara reminded not to forget to buy some juice. (Сара напомнила не забыть купить немного сока.)

She said: “You should stop smoking so much, Mark.” (Она сказала: «Тебе следует прекратить так много курить, Марк.» - She advised Mark to stop smoking so much. (Она посоветовала Марку прекратить так много курить.)

1. The policeman said: “Keep the silence, please.” (Полицейский сказал: «Соблюдайте тишину, пожалуйста.») – The policeman asked ……
2. Mother said: “Kids, you should wash your hands before lunch.” (Мама сказала: «Дети, нужно помыть руки перед обедом.») – Mother advised ……
3. The dentist told me: “Don’t eat nuts anymore.” (Дантист сказал мне: «Больше не ешь орехи.») – The dentist warned ……
4. Tom : “Could you lend me 20 dollars, please?” (Том: «Ты не мог бы одолжить мне 20 долларов?») – Tom asked ……

5. Mr. Walters told his sons: “You must stay away from the lake.” (М-р Уолтерс сказал сыновьям: «Вы должны держаться подальше от озера.») – Mr. Walters warned ……
6. John said: “You should see a lawyer, Ted.” (Джон сказал: «Тебе следует посетить адвоката.») – John advised ……
7. The teacher told the students: “Don’t talk during the test.” (Учитель сказал студентам: «Не разговаривайте во время контрольной.») – The teacher warned ……
8. The judge said: “Mr. Brown, you must pay a big fine.” (Судья сказал: «М-р Браун, вы обязаны заплатить большой штраф.») – The judge ordered ……

Практическое занятие № 65

CRIMINAL PROCEDURE

TEXT

Criminal Procedure

Vocabulary

1. **reasonable grounds** — достаточные основания

2. **preponderance of evidence** — наличие более веских доказательств

3. **to plead innocent** — заявить о своей невиновности

4. **to take an oath** — принять присягу

5. **to overturn a court decision** — отменить решение суда

1. Прочитайте и переведите текст. Ответьте на вопросы.

1. How many stages does a criminal case pass?

2. Why is the arrest warrant necessary?

3. What do criminal charges depend on?

4. Can a case be resolved without a trial?

5. How does the prosecuting counsel manage to produce the appropriate evidence in court?

6. What kind of evidence can be excluded?

7. What is the purpose of appeals?

PRETRIAL STAGE. A criminal case passes through several phases before trial. At the first stage the crime is reported and investigated. Then, if there is “probable cause”, i.e. reasonable grounds (something more than mere suspicion to believe that a particular person committed the crime) the person can be arrested. An arrest warrant is necessary unless the pressure of time requires immediate action (e.g. before the suspect flees).

Finally, criminal charges must be lodged against the defendant. Depending on the state, the charges are called either an indictment (by a grand jury) or information (by a magistrate or police officer).They must be based on probable cause, preponderance of evidence, or prosecutor's evidence that supports a belief in the defendant's guilt.

In the USA most cases are resolved without a trial. Attorneys for the defence and prosecution usually reach a plea bargain. The judge must decide whether the guilty plea was freely given and whether there was some factual basis for the plea, but judicial disapproval of an agreed upon plea is rare.

BURDEN OF PROOF. At the trial there is crucial difference between criminal and civil cases in the level of proof required. A civil plaintiff merely needs a preponderance of the evidence; the judge only needs to find that the evidence favours the plaintiff over the defendant. A successful criminal prosecution requires proof of guilt beyond a reasonable doubt.

The prosecuting counsel opens the case with a short description of the events of the crime and calls his witnesses. After taking an oath by the witness the prosecuting counsel begins his examination by asking the witness his/her name, profession, place of domicile. In English law, witnesses are not allowed to make lengthy statements to the court. It is the duty of the attorneys for both parties to examine and cross-examine witnesses.

THE ORDER OF PROCEEDINGS. The session is opened by the court called to order by the Clerk of the Court. The judge enters. The clerk says: "All rise". Everyone stands up and waits for the judge to take his seat. The accused is brought into the dock and the clerk asks for his or her name. The accused answers with the appropriate plea.

In English law a person is innocent until proven guilty. This means that in a trial the burden of proof is on the prosecution and if the prosecution cannot establish a reasonable cause for conviction the court must acquit the accused.

Both the defence and prosecution give their closing arguments, the prosecution going first. The judge sums up the evidence and instructs the jury on their duties. He reminds the jury that if there is any doubt at all in their minds they must acquit the defendant. The jury retires to the jury room to consider the verdict. The verdict "not guilty" does not necessarily mean that the judge or jury believe the defendant to be innocent. It is simply a finding that there was insufficient evidence to prove guilt beyond a reasonable doubt.

EVIDENCE. Criminal trial courts have numerous, complex rules about what evidence is admissible, and how it may be introduced. The rules are supposed to exclude irrelevant, unreliable, or unfairly prejudicial matters, especially in jury cases (the system presupposes that a judge is less likely to be swayed by improper evidence). The jury's verdict is to be based solely on the evidence properly brought out at the trial. Otherwise proper, highly relevant evidence may be excluded because it was obtained in violation of a defendant's constitutional rights. Criminal appeals are often decided on such so-called technical issues.

APPEALS. The appeal is a petition for review of a case that has been decided by a court of law. The petition made to a higher court for the purpose of overturning the lower court's decision. The specific procedures for appealing can vary greatly depending on the type of case

and jurisdiction where the case was prosecuted. The appeal system is mostly for the benefit of the defendant, but it is possible for the prosecution to appeal for a retrial.

Appellate courts cannot overturn a verdict simply because they disagree with it — e.g., with how the jury weighed the evidence and decided to believe one witness more than another witness. Appeals tend to focus on problems in the trial, judge's legal ruling, the instructions to the jury, and the trial procedures, not simply in the judge's factual interpretations.

2. Соотнесите английские слова и словосочетания с их определениями на русском языке. Обратите внимание на их перевод.

1) guilty plea	a) заявление о признании вины
2) probable cause	b) сделка о признании вины
3) preponderance of evidence	c) разумное, обоснованное сомнение
4) burden of proof	d) обвинительный акт
5) plea bargain	e) перевес доказательств
6) reasonable doubt	f) заявление об обвинении по делу
7) information	g) бремя доказывания
8) indictment	h) вероятная причина, правдоподобное основание

3. Выберите правильный вариант ответа в соответствии с содержанием текста.

1. At the first stage of a criminal case before trial …

a) the police collect evidence.

b) the crime is reported and investigated.

c) the suspected person must be interviewed by the police.

2. A person may be arrested if there …

a) is a suspicion of the police officer.

b) is testimony of witnesses.

c) are reasonable grounds.

3. At the final stage …

a) the suspected person must be arrested by the police.

b) criminal charges must be brought against somebody.

c) the suspected person must be taken into custody.

4. A successful criminal prosecution requires …

a) a preponderance of evidence.

b) proof of guilt beyond a reasonable doubt.

c) that evidence favours the prosecution over the defendant.

5. There is a special order of proceedings and the session starts with …

a) the prosecutor's statement.

b) the defence opening speech.

c) the appropriate plea of the accused.

6. The verdict "not guilty" means that … .

a) the defendant is acquitted.

b) there was insufficient evidence to prove the guilt beyond reasonable doubt.

c) the jury considers the defendant to be innocent.

7. Appellate courts exist to …

a) find the defendant guilty.

b) impose a more severe punishment.

c) correct errors in the application of the law.

4. Выразите согласие/несогласие со следующими утверждениями.

1. When opening the session the Clerk of the Court is called.

2. One of the main principles of the English law is that a person is innocent until proven guilty.

3. Only the prosecution attorneys give their closing arguments.

4. There are no special rules about what evidence is admissible in criminal proceedings.

5. In jury cases the judge is responsible for the legal ruling of trial procedures.

6. The procedures for appealing are the same in every court of law.

5. Соотнесите слова из левой колонки с их определениями из правой колонки.

1) defendant	a) a person who suffers injury, loss, or death as a result of criminal activity or other circumstances.
2) victim	b) the person who leads a trial and decides on the sentence.
3) jury	c) someone who appears in a court of law to say what they know about a crime or other event.

4) prosecution	d) the party against which a legal action or suit is brought in a court of law.
5) judge	e) a specific number of lay people, selected as prescribed by law to render a verdict in a trial.
6) witness	f) the party that initiates a criminal case.

Практическое занятие № 66

Direct and Indirect speech. (Imperative Mood)

Повелительное предложение в косвенной речи

Если прямая речь выражена повелительным предложением, при переводе ее в косвенную речь происходят изменения.

Если прямая речь выражает приказание, глагол **to say** (сказать) заменяется глаголом **to tell** («приказать», «сказать» в значении «велеть») или **to order** (приказать).

Если прямая речь выражает просьбу, то **to say** заменяется на **to ask** (просить).

Перед глаголом в повелительном наклонении добавляется частица **“to**” (иначе говоря, повелительное наклонение заменяется **инфинитивом**). При отрицании добавляется частица “**not**” перед “**to**”.

Прямая речь	Косвенная речь
She said to him, “Tell me the truth.” Она сказала ему: «Расскажи мне правду».	She told him to tell her the truth. Она сказала (велела) ему рассказать ей правду.
She said to him, “Tell me a story, please.” Она сказала ему: «Расскажи мне какую-нибудь историю, пожалуйста».	She asked him to tell her a story. Она попросила его рассказать какую-нибудь историю.
We warned them: “Do not feed the animals.” Мы предупредили их: «Не кормите животных».	We warned them not to feed the animals. Мы предупредили их, чтобы они не кормили животных.

Exercises

1. Переведите предложения из прямой речи в косвенную.

Пример: She said to me, “Open the window!” – She told me to open the window.

1. My mother said to me, “Put on your coat!”
2. My friend said to us, “Don’t come today.”
3. He said to Mary, “Don’t forget to send me an e-mail.”
4. Karrie said to me, “Call me tomorrow.”
5. She said to me, “Don’t shout at me!”

2. Imagine that your mother gave you some instructions. Report them to your partner. Use the sentences below.

Example: Feed the cat.

She told me to feed the cat.

1. Come home straight after school.
2. Warm up your dinner.
3. Wash up the dishes after the dinner.
4. Buy bread, milk and sugar.
5. Start doing your homework before I come.
6. Take the dog for a walk.
7. Clean your room.
8. Wait for me at home.

3. Tell your partner what instructions you have got from different teachers today. Use the sentences below.

Don’t be late for the lesson.

— She told us not to be late for the lesson

1. Don’t stay outside after the bell comes.
2. Don’t run along the corridor.
3. Don’t make noise.
4. Don’t look into your neighbor’s exercise-book.
5. Don’t lie on your desk.
6. Don’t ask me silly questions.
7. Don’t waste time at the lesson.
8. Listen to me attentively.
9. Write down the rule into your exercise-books.
10. Get down to work.

Практическое занятие № 67

The Criminal Code of the Russian Federation

1. Прочитайте и переведите текст.

The Criminal Code of the Russian Federation is divided into a General Part, containing general principles relating to criminal responsibility and assessment of punishment and a Special Part, listing various offences and punishments.

Under the General Part persons are subject to the criminal law when they reach the age of sixteen years for normal crimes, and fourteen years for murder and other grave crimes. Persons who are insane at the time of commission of a crime may not be convicted thereof.

The Criminal Code introduces some factors that exclude guilt to go along with traditional justifications such as self-defence or necessity or excuses such as duress. These include "innocent infliction of harm", by persons who, due to objective or subjective (mental) circumstances, could not have appreciated the danger of their acts or have prevented the harm or who inflict harm while taking a socially useful justified risk. First-time offenders who commit less serious crimes can be freed of criminal responsibility if they engage in "active remorse" in the form of turning themselves in, aiding in the solving of the crime or making restitution.

The goal of punishment under the Code is the re-establishment of social justice, rehabilitation of a convicted person, and prevention of the commission of new crimes. The Code introduces life imprisonment as an alternative to the death penalty.

The Special Part of the Criminal Code contains a typical list of crimes against the person (homicide, sexual offences, assaultive conduct). A special chapter is devoted to punishment of violations against "the constitutional rights and freedoms of the person and citizen", among them acts infringing on the inviolability of one's private life, correspondence, and dwelling or on the liberty of confession or assembly.

Entrepreneurial activity is protected by the Constitution and regulated by criminal law. Offences connected with money laundering, restricting competition, false advertising, securities or credit fraud, fraudulent bankruptcy, tax evasion, and consumer fraud are punished according to the criminal code.

New provisions provide for punishment for "ecological crimes" and "crimes in the sphere of computer information", including hacking and creating viruses. The present Code provides for responsibility for environmental crimes, some relating to general violation of rules, others to improper handling of dangerous substances such as biological agents or toxins, still others protecting distinct resources such as water, the atmosphere, the sea, the continental shelf, the soil, the subsoil, and flora and fauna. Such offences as incitement to national, racial, or religious hatred are punishable in accordance with the present Criminal Code.

2. Переведите и объясните значения данных слов и выражений.

1) the first time offender

2) constitutional rights and freedoms

3) environmental crimes

4) money laundering

5) tax evasion

6) hacking

7) dangerous substances

8) incitement to national hatred

3. Найдите в тексте английские эквиваленты данным словосочетаниям.

1) освободить от уголовной ответственности

2) совершение преступлений

3) помогать в раскрытии преступления

4) испытывать угрызения совести, раскаяние

5) восстановление социальной справедливости

6) препятствовать совершению новых преступлений

7) пожизненное тюремное заключение как альтернатива смертной казни

8) неумышленное причинение вреда

9) оценить опасный характер действий

10) реабилитация осужденных

11) тяжкие преступления

12) возместить убытки

4. Подберите русские соответствия для английских слов и выражений.

1) General part	a) бизнесмен, предприниматель
2) assessment of punishment	b) общая часть
3) criminal responsibility	c) тяжкие преступления
4) Special part	d) принуждение
5) grave crimes	e) определение наказания
6) insane	f) лишение человека жизни, убийство
7) self-defence	g) особенная часть
8) assaultive conduct	h) неприкосновенность
9) homicide	i) уголовная ответственность
10) inviolability	j) самооборона

11) entrepreneur	k) агрессивное поведение
12) duress	l) душевнобольной

5. Соотнесите английские выражения из левой колонки с их определениями из правой колонки. Переведите выражения на русский язык.

1) to commit a crime or an offence	a) to have a case judged in court
2) to accuse somebody of a crime	b) to say someone is guilty
3) to charge someone with (murder)	c) to do something illegal
4) to plead guilty or not guilty	d) to set someone free after a prison sentence
5) to defend/prosecute someone in court	e) what the judge does after a verdict of guilty
6) to give a verdict on an accused person	f) to argue for or against someone in a trial
7) to sentence someone to a punishment	g) to swear in court that one is guilty or otherwise
8) to acquit an accused person of a charge	h) to bring someone to court
9) to release someone from prison/jail	i) to decide whether they are guilty or not
10) to be tried	j) to decide in court that someone is not guilty (the opposite of to convict someone)

6. Обсудите высказывания (1—9), сделанные обвиняемыми. Подберите для каждого высказывания вид совершенного преступления, представленного в рамке.

blackmail burglary embezzlement bigamy forgery espionage piracy murder bribery

1. “I arrived home late and found that I’d forgotten my keys. I didn’t want to wake my wife up, and I saw there was a ladder in the garden of the house next door. I got the ladder and climbed in. We‘ve just moved to the house and I didn’t realise I was in the wrong street”.

2. “I was walking my dog when I saw a gun lying on the ground. I picked it up — it was still warm — and at that moment I saw the body lying in the long grass. I went across to look and it was my business partner. That’s when the police arrived”.

3. “I opened the bank account in a false name as a way to help my employer pay less tax. It’s perfectly legal. I kept meaning to tell him, but somehow I just forgot. I bought the villa in France with my own money. It was an inheritance”.

4. “OK, so there are a hundred and twenty-three copies of ‘Four Weddings and a Funeral’. That’s perfectly true, but I had no intention of selling them. I’m a collector. “Well, this obviously isn’t my suitcase. I’ve never seen these things before in my life”.

5. “I didn’t know she was still alive, I thought she’d died in a car accident. I couldn’t believe it when I saw her walk into the room. Surely you don‘t think I did this just to get your money?”

6. “You misunderstand me. When I offered him the money I meant it as a gift. I know that life can be difficult for a young man on a police salary, especially if he has a family, young children etcetera. It isn’t easy and I know that. I just wanted to help. I didn’t expect him to do anything in return”.

7. “After leaving the office I realized I’d forgotten my umbrella. I went back in to get it. When I went in I noticed that the photocopier was still turned on. It had been working very badly all day, and I decided to quickly see what was wrong with it before going home. I made a few test copies of documents that were in the office; I didn’t even look at what I was copying. The machine seemed to be working much better. I put the copies in my briefcase — intending to use the other side as notepaper. I don’t believe in wasting paper. At that moment Mr Sanders came out of his office”.

8. “I painted them for pleasure. I had no intention of deceiving people. I never said they were painted by other people. Yes, I did include the signatures of other artists but that’s because I wanted them to be perfect copies”.

9. “Mr Wills sent me the money to help me in my business venture — I’m trying to start a design agency. He sent me checks every month for $1200. A couple of times he sent extra money when I had special expenses. It was always understood that he would participate in the profits of the business when it was running. We didn’t write anything down, it was an oral agreement. The photographs I have of him with his secretary have no connection with these payments”.

Практическое занятие № 68

Direct and Indirect speech. (Questions)

Вопросительное предложение в косвенной речи

Если прямая речь является вопросительным предложением, то в косвенной речи оно становится придаточным, при этом в нем используется прямой порядок слов и опускается вопросительный знак.

Общие вопросы (начинающиеся с вспомогательного или модального глагола) вводятся в предложение союзом **if** или **whether**, оба союза соответствуют в данном случае частице «ли» в русском языке.

Прямая речь	Косвенная речь

Jane asked me, “Can you do me a favour?” Джейн спросила меня: «Ты не мог бы оказать мне услугу?»	Jane asked me if (whether) I could do her a favour. Джейн спросила меня, могу ли я оказать ей услугу.
He asked me, “Do you speak Spanish?” Он спросил меня: «Вы говорите по-испански?»	He asked me if (whether) I spoke Spanish. Он спросил меня, говорю ли я по-испански.

Если ответ краткий (yes, I do), он присоединяется союзом that без слов yes и no.

Прямая речь	Косвенная речь
He asked her, “Do you like cats?” She answered, “No, I don’t.” Он спросил у нее: «Вы любите кошек?» Она ответила: «Нет, не люблю».	He asked her if (whether) she liked cats. She answered that she didn’t. Он спросил у нее, любит ли она кошек. Она ответила, что не любит.

Специальные вопросы (начинающиеся с вопросительных слов) вводятся вопросительными словами.

Прямая речь	Косвенная речь
He asked me, “What is your name?” Он спросил меня: «Как вас зовут?»	He asked me what my name was. Он спросил меня, как меня зовут.
He asked Monica, “Where do you live?” Он спросил Монику: «Где вы живете?»	He asked Monica where she lived. Он спросил Монику, где она живет.

Exercises

1. Переведите вопросительные предложения из прямой речи в косвенную.

Пример: He asked me, “Do you know my sister?” – He asked me if I knew his sister.

1. She asked John, “When are you going to come?”
2. He asked her, “Who is your favourite actor?”
3. A man asked me, “Do you have a car?”
4. My father asked me, “Where were you yesterday?”
5. Helen asked him, “Will you be at home?”

2. Измените вопросы на косвенную речь.
Н-р: “Where does your niece live?”(«Где живет твоя племянница?») – He wanted to know where the niece lived. (Он хотел знать, где живет племянница.)
“Can you type?” («Ты умеешь печатать?») – The manager asked if I could type. (Менеджер спросил, могу ли я печатать.)

1. “Where has Jim gone?” («Куда ушел Джим?») – Maria wanted to know ……
2. “What did the workers eat?” («Что ели рабочие?») – They asked ……
3. «Have you ever been to China, Sam?” («Ты когда-нибудь был в Китае, Сэм?») – I asked ……
4. “Are you French or Italian?” («Вы француз или итальянец?») – She wanted to know ……
5. “When will the next train arrive?” («Когда прибудет следующий поезд?») – I asked ……
6. “Do you grow flowers in your garden, Mrs. Smith?” («Вы выращиваете цветы в своем саду, миссис Смит?») – She wondered ……

3. Imagine that you saw your doctor yesterday because you had a bad headache. Tell your partner what questions the doctor asked.

***Example*: Do you sleep well? — The doctor asked me if I slept well.**
1. Is anything wrong with you?
2. Do you sometimes have headaches?
3. Are you taking any medicine now?
4. Do you spend much time out- of-doors?
5. Do you do sports?
6. Have you a good appetite?
7. Do you usually go to bed late?
8. Will you follow my advice?

4. Imagine that a reporter from the local newspaper came to your school yesterday. Report his questions.

Example: How long have you studied at this school?

— He asked me how long I had studied at that school.

1. What do you like about your school?
2. What school activity did you have last?
3. What good habits have you formed at school?
4. What is your favorite subject?
5. What is more important for you at school?
6. How often do you go on school trips?
7. What is your school record?

5. Report the questions.

Example: Are you glad to be back?

— He asked me if I was glad to be back.

1. How are you?
2. How long have you been away?
3. Are you going away again?
4. What will you do in future?
5. Why did you come back?
6. What are you doing now?
7. Have you made new friends?
8. Where are you living now?

6. Report the questions.

Example: Are you English? — She asked him if he was English.

1. Can Molly speak English?
2. What impressed you most in England?
3. When did Rick come home yesterday?
4. Does Megan like travelling?
5. Will you come to my place on Friday?
6. Is it your second visit to England?
7. Why have you come to scotland?
8. Will Molly stay at the hotel long?

7. Write reported questions.

Example: “Who is he?” she asked. — She asked who he was.

1. “Why is she working so late?” he asked.
2. “Is she British?” he asked.
3. “What’s her name?” he asked.
4. “What did she buy?” he asked.
5. “Will you have something to eat?” she asked.
6. “Have they got any money?” she asked.
7. “How did you do that?” she asked.

Практическое занятие № 69

History of Punishment

Vocabulary

vindictive — мстительный, злопамятный

superstition — суеверие, предрассудок

savagery — жестокость

1. Прочитайте текст и расскажите о различных видах наказаний.

In a primitive society punishment was left to the individuals wronged and was vindictive or retributive: in quantity and quality it would bear no special relation to the character or gravity of the offence. Gradually there arose the idea of proportionate punishment of which the characteristic type is “an eye for an eye”. In early times a superstitious belief in omens, ghosts, witchcraft was very common. Superstitions maintained a grip on the lives of many people. It was tempting and easy to blame almost any misfortune on somebody else, and sometimes senile old women were the target of being accused of all kinds of witchcraft. “Witches” were frequently executed.

Trial by ordeal is a judicial practice by which the guilt or innocence of the accused is determined by subjecting them to an unpleasant, usually dangerous experience. Indeed, the term ordeal itself has the meaning of “judgment, verdict”. In some cases the accused were considered innocent if they survived the test or if their injuries healed. In others, only death was considered proof of innocence. If the accused died they were often presumed to have gone punishment. In medieval Europe trial by ordeal was considered a procedure based on the premise that God would help the innocent by performing a miracle.

With the passage of time the attitude of society towards the excesses of the criminal law gradually changed. The courts and the people themselves came to rebel against all the savagery. As to the people, the last public execution in England took place in 1868, in front of Newgate Prison. The condemned man was Michael Barrett, an Irish rebel sentenced for his part in a bomb attack. The crowd sympathized with Barrett and was so hostile towards the hangman that the execution almost caused a riot. From that time onwards all executions were held inside prisons. It was not until 1969 that the death penalty for murder was finally abolished. Imprisonment has always been a favoured form of punishment. For hundreds of years the Tower of London was regarded as the premier prison in the land.

The progress of civilization has resulted in a vast change in both the theory and in the method of punishment. With the growth of law, the state took over the punitive function and provided itself with the machinery of justice for the maintenance of public order. From that time crimes were against the state, and such punishment as lynching became illegal. In the eighteenth century the humanitarian movement began to teach the dignity of the individual and to emphasize rationality and responsibility. The result was the reduction of punishment both in quantity and in severity, the improvement of the prison system, and the first attempts to study the psychology of crime and to distinguish classes of criminals with a view to their improvement. Later law breakers were considered as a product of social evolution and cannot be regarded as solely responsible for their disposition to offences. Crime was treated as a disease. Punishment, therefore, can be justified only if it either protects society or acts as a deterrent, or when it aims at the moral regeneration of the criminal.

2. Соотнесите английские слова и словосочетания с их русскими эквивалентами.

1) gravity of offence	a) суеверные представления
2) a grip on the lives	b) тяжесть правонарушения

3) public execution	c) пройти испытание судом
4) riot	d) средство мотивации
5) endure the trial	e) суровое испытание
6) innocence	f) беда, несчастье
7) the accused	g) беспорядки
8) motivating force	h) приемлемая форма наказания
9) defendant	i) публичная казнь
10) misfortune	j) вина
11) superstitious beliefs	k) сильное влияние на жизнь
12) favoured form of punishment	l) показания свидетелей
13) trial by ordeal	m) обвиняемый
14) guilt	n) подсудимый
15) witness accounts	o) невиновность

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

1) осуждать

2) колдовство

3) возложить вину на

4) казнить

5) обвинять в

6) доказательство невиновности

7) тюремное заключение

8) средство устрашения

4. Выразите согласие/несогласие со следующими утверждениями.

1. A judicial practice by which the guilt or innocence of the accused is determined is a verdict.

2. Trial by ordeal meant severe experience for the accused.

3. There were a lot of theories confirming the effectiveness of trial by ordeal.

4. The result of progress was the improvement of the prison system.

5. The last public execution took place in 1968 in France.

Практическое занятие № 70

Gerund

Герундий – это неличная форма глагола, она называет действие и совмещает в себе признаки глагола и существительного.

Как и глагол, герундий называет действие, имеет различные формы. Как и существительное, герундий может употребляться с предлогом. В русском языке нет герундия, поэтому он переводится то существительным, то глаголом, в зависимости от контекста:

Reading is my hobby. – Чтение – это мое хобби (Читать – это мое хобби).

Children finished **reading**. – Дети закончили **чтение** (Дети закончили читать).

Всего есть четыре формы герундия: две в форме Simple и две в форме Perfect. В большинстве случаев используется простой герундий (напр., “asking”).

	Active	**Passive**
Simple (Indefinite)	asking	being asked
Perfect	having asked	having been asked

Отрицательная форма герундия образуется с помощью частицы **not**, которая ставится перед герундием: **not asking, not being asked, not having asked, not having been asked.**

Рассмотрим формы герундия подробнее.

1. Герундий в форме Simple (в активном и пассивном залоге)

Выражает действие, которое происходит:

- Одновременно с действием, выраженным глаголом в личной форме.

He likes **inviting** his friends to his house. – Ему нравится приглашать друзей к себе домой.

He likes **being invited** by his friends. – Ему нравится, когда его приглашают друзья.

- Относится к будущему времени.

I think of **taking** English classes next month. – Я думаю пойти на уроки английского в следующем месяце.

She indends **selling** her house. – Она намеревается продать свой дом.

- Безотносительно ко времени его совершения

Running is a good hobby. – Бег – это хорошее увлечение.

Reading makes you smarter. – Чтение делает тебя умнее.

2. Герундий в форме Perfect (в активном и пассивном залоге)

Употребляется, когда действие предшествует действию, выраженному глаголом.

Lizzy mentioned **having read** the article in a magazine. – Лиззи упомянула, что прочла статью в журнале.

I don't remember **having seen** you before. – Я не помню, что видел вас раньше.

Примечание:

В некоторых случаях герундий в форме Simple используется вместо Perfect - герундия, несмотря на то, что герундий выражает предшествующее действие.

1. После предлогов **on \ upon** – по, после и **after** – после.

After **leaving** the room, he laughed. – Выйдя из комнаты (после того, как он вышел из комнаты), он рассмеялся.

On receiving the positive answer, we agreed to cooperate. – После получения положительного ответа мы согласились сотрудничать.

2. В случаях, когда нет необходимости подчеркнуть, что действие, выраженное герундием, предшествовало действию, выраженному глаголом:

Thank you for **coming**. – Спасибо за то, что пришли.

He apologized for **leaving** the door open. – Он извинился за то, что оставил дверь открытой.

Герундий без предлога

Случаи употребления герундия можно разделить на две группы: герундий без предлога и герундий с предлогом. Сначала рассмотрим более простые случаи, когда перед герундием нет предлога.

1. Герундий в роли подлежащего

В роли подлежащего герундий обычно обозначает обобщенные понятия.

Hunting wolves is dangerous. – Охотиться на волков – опасно.

Flying makes me nervous. – Полеты заставляют меня нервничать.

Brushing your teeth is important. – Чистить зубы – важно.

Knowling is power. – Знание – сила.

Learning is an easy part. **Practicing** is what makes it hard. – Изучение – это легкая часть, практика – вот, что представляет трудность.

2. Герундий как часть составного сказуемого

1. Сказуемое состоит из to be + герундий:

One of his duties is **attending** meetings. – Одна из его обязанностей – посещение собраний.

One of life's pleasures is **having** breakfast in bed. – Одно из удовольствий в жизни – это завтрак в постели.

В этом случае вместо герундия может использоваться **инфинитив**:

One of his duties is **to attend** meetings.

One of life's pleasures is **to have** breakfast in bed.

2. Сказуемое состоит из глагола + герундий.

Особенно часто в этом сочетании используются глаголы:

avoid – избегать,

finish – заканчивать,

stop, give up – прекращать,

keep (on) – продолжать,

put off, postpone, delay – откладывать, переносить.

need – нуждаться,

require – требовать,

want – хотеть,

enjoy – наслаждаться, получать удовольствие.

Примеры:

I avoid **going** to the dentist. – Я избегаю визитов к дантисту.

I have finished **working**. – Я закончил работать.

I can't give up **smoking**. – Я не могу бросить курить.

John **keeps watching** TV all the time. – Джон постоянно смотрит телевизор.

The windows need **washing**. – Окна нужно помыть.

I enjoy **reading**. – Я обожаю читать (букв.: получаю удовольствие от чтения).

Примечания:

1. Сочетание “**keep (on) + герундий**” значит “продолжать делать что-то, постоянно делать что-то”. Это довольно полезное и употребительное сочетание.

She **kept rereading** his letters. – Она продолжала перечитывать его письма.

John **keeps watching** TV all the time. – Джон постоянно смотрит телевизор.

Есть несколько популярных шаблонов с ним, которые часто встречаются в фильмах:

Keep **moving**! – Вперед! (букв.: продолжайте двигаться)

Keep **smiling**! – Улыбайтесь! (букв.: продолжайте улыбаться)

Let’s keep **going**. – Пойдем (букв.: давайте продолжать идти).

2. После некоторых глаголов в качестве второй части сказуемого может употребляться инфинитив.

I like **swimming** – I like to swim (Мне нравится плавать).

He started **complaining** – He started to complain (Он начал жаловаться).

3. После глагола **stop** может использоваться инфинитив, но тогда значение **stop** будет не “прекращать”, а “останавливаться”:

She stopped **crying**. – Она прекратила плакать.

She stopped **to cry**. – Она остановилась, чтобы поплакать.

3. Герундий после глаголов **mention, remember, mind**

Герундий употребляется как прямое дополнение после глаголов **mention** – упоминать, **remember** – помнить, **mind** – возражать

I don’t **mind having** a drink. – Я не против того, чтобы выпить.

I **remember locking** the door. – Я помню, что запер дверь.

Did I **mention going** to see Vicky on the Sunday? – Я упоминал, что встречаюсь с Вики в воскресенье?

Примечание:

После глагола **remember** может использоваться инфинитив, но смысл изменится:

I remember **locking** the door = Я помню, что запер дверь.

I remember **to lock** the door. – Я помню, что дверь нужно запереть.

Герундий после предлога

Герундий может использоваться после предлога, перед которым стоит глагол, причастие, прилагательное или существительное.

Схема оборота:

Глагол \ Прич. \ Прилаг \ Сущ. + Предлог + Герундий

Обратите внимание, предлог может управлять только существительным, местоимением и герундием – наиболее близкой к существительному форме глагола. Глагол, инфинитив или причастие не может управляться предлогом – после предлога любой глагол принимает форму герундия.

1. Герундий в роли дополнения

После глаголов, причастий и прилагательных герундий используется как предложное косвенное **дополнение**.

I was surprised **at seeing** them together. – Я был удивлен увидеть их вместе.

Who is responsible **for taking** a wrong way? – Кто в ответе за то, что был выбран неверный путь?

Anna is interested **in working** with her sister. – Анна заинтересована в том, чтобы работать со своей сестрой.

I'm afraid **of doing** a wrong thing. – Я боюсь поступить неправильно.

Среди этих глаголов, причастий и прилагательных можно выделить несколько употребительных:

be disappointed at – быть разочарованным в,

be surprised at – удивляться чему-то,

be responsible for – быть ответственным за что-то,

prevent from – препятствовать, мешать сделать что-то,

consist in – заключаться в,

persist in – упорно продолжать что-либо,

result in – приводить к чему-либо,

spend in – тратить на что-либо,

succeed in – преуспевать в чем-либо,

be interested in – быть заинтересованным в чем-либо,

accuse of – обвинять в,

approve of – одобрять,

suspect of – подозревать в,

hear of – слышать о,

think of – думать о,

be afraid of – бояться чего-либо,

be (in-) capable of – быть (не) способным на что-либо,

be fond of – любить, обожать что-либо,

be proud of – гордиться чем-либо,

count on – рассчитывать на

insist on – настаивать на,

object to – возражать против,

get used to – привыкать к

Примечания:

1. После всех этих слов в роли дополнения могут использоваться также существительные и местоимения (обычно они и используются):

I am fond of pasta. – Я без ума от пасты.

I'm proud of you. – Я горжусь тобой.

2. После некоторых из перечисленных слов может использоваться инфинитив, но предлог тогда убирается. Предлог не может стоять перед инфинитивом.

I'm surprised at seeing you – I'm surprised to see you.

I'm proud of being with you – I'm proud to be with you.

В данном случае "to" – это не предлог, а частица, относящаяся к инфинитиву.

2. Герундий в роли определения

Как **определение**, герундий употребляется после существительных, обычно с предлогом **of**.

There are many methods **of teaching** English. – Есть много методов преподавания английского языка.

I study the art **of cooking**. – Я изучаю искусство кулинарии.

Stop the process **of dissolving**. – Прекратите процесс растворения.

She didn't show any interest **in joining** our conspiracy. – Она не проявила интереса в присоединении к нашему заговору.

Выделим несколько существительных, после которых часто употребляется герундий:

astonishment, surprise at – удивление,

dissappointment at – разочарование,

apology for – извинение,

plan for – план,

preparation for – приготовление, подготовка,

reason for – причина,

experience in – опыт,

interest in – интерес,

skill in – навык, мастерство,

art of – искусство,

chance of – возможность,

fear of – страх,

habit of – привычка,

hope of – надежда,

idea of – мысль, идея,

importance of – важность,

intention of – намерение,

means of – средство,

method of – метод,

necessity of – необходимость,

objection to – возражение,

pleasure of – удовольствие,

possibility of – возможность,

problem of – проблема,

process of – процесс,

right of – право,

way of – путь, способ

Примечание: после этих существительных могут использоваться существительные, а не только герундий:

What's the method of delivery? – Какой способ доставки?

They have long experience in real estate. – У них большой опыт в работе с недвижимостью.

3. Герундий в роли обстоятельства

Герундий может в сочетании с разными предлогами выступать в роли **обстоятельства** времени, причины, образа действия и др.

В этом случае герундий выражает:

1. Время:

Предлоги: **on, upon, after** – после, **before** – перед, **in** – в то время, как

After saying goodbye, she closed the door. – Попрощавшись, она закрыла дверь.

On finding that the structure was wrong, Dr. Adams changed his opinion. – Обнаружив, что структура была неверна, доктор Адамс изменил свое мнение.

Check your bag before leaving. – Проверь свою сумку перед тем, как уйти.

In saying this, I'm not making excuses for the past. – Говоря так, я не оправдываюсь за прошлое.

2. Причину:

Предлоги: **for** – за, **owing to** – благодаря, по причине

The player was punished for cheating. – Игрок был наказан за жульничество.

The player lost owing to cheating. – Игрок проиграл из-за жульничества.

3. Образ действия:

Предлоги: **by** – при помощи, посредством

The writer improved his script by adding two lines of dialogue. – Писатель улучшил сценарий, добавив две строчки диалога.

The wizard demolished the shield by using a powerfull spell. – Волшебник разрушил щит при помощи использования могущественного заклинания.

4. Сопутствующие обстоятельства:

Предлоги: **besides, apart from** – кроме, **instead of** – вместо, **without** – без

Ask someone to help you instead of working alone. – Попросите кого-нибудь помочь вам вместо того, чтобы работать в одиночку.

What do you like doing besides playing football? – Что ты любишь делать, помимо игры в футбол?

She left without saying a word. – Она ушла, не сказав ни слова.

5. Цель:

Предлоги: **for the purpose o**f – с целью

The robot was reprogrammed for the purpose of selling. – Робот был перепрограммирован с целью продажи.

The meeting is for the purpose of solving problems. – Собрание предназначено для решения проблем.

6. Условие:

Предлоги: **without** – без, **in case of** – в случае

You'll never speak English without practicing. – Ты никогда не будешь говорить по-английски без практики.

Take this pill in case of feeling worse. – Примите эту таблетку в случае, если почувствуете себя хуже.

Exercises

1. **Переведите на русский язык, обращая внимание на способы перевода герундия:**

2. He always suggested staying here.
3. The job involves travelling to Germany once a month.
4. I proposed having party at the beach.
5. I promised to care for the cat but I'm not much good at babysitting.
6. He is capable of standing on his head and playing the saxophone.
7. You'd better start digging the garden.
8. Writing letters is more boring than phoning.
9. It is not worth helping him do this job.
10. My wife apologized for being late.
11. I'm very excited about attending tomorrow's game.
12. She ran away without looking behind her.
13. He has a habit of smoking in the morning.
14. My sister has got a talent for learning languages.
15. I insisted on taking the dog for a walk myself.
16. She is scared of being alone at night.

2. Используйте в предложениях герундий:

1. There is no sense in … (earn) more money than you can spend.
2. Do you mind … (work) overtime?
3. Normally I enjoy … (go) out but today I'd prefer … (stay) indoors.
4. The film was really worth … (see).
5. Brent is looking forward to … (take) a short break next month.
6. She is fond of … (have) picnics.

3. Используйте в предложениях герундий:

1. I can't remember … (see) him before.
2. Everybody enjoys … (work) with him.
3. The boy hates … (scold).
4. I am sorry for … (disturb) you.
5. The windows need … (clean).
6. It is no good … (force) him to go with us.
7. I hate … (ask) stupid questions.
8. I don't like … (cheat).

4. Переведите предложения, используя герундий:

1. Мой дядя бросил курить и сейчас предпочитает есть.
2. Пожалуйста, прекратите шептаться.
3. Мне нравится быть одному. Я никогда не чувствую себя одиноко.
4. Я перешел дорогу, не посмотрев.
5. Подумай хорошо (carefully), прежде чем принять решение.
6. Попробуй нажать на кнопку!
7. Как насчет последнего стаканчика?
8. Она закончила красить свою квартиру.
9. Ты можешь представить свою жизнь без ТВ?
10. Я правда не могу терпеть ждать автобус.
11. Я не мог не засмеяться.
12. Мы попытались открыть окно, но на улице было так жарко, что это не помогло.
13. Вам следует прекратить курить, это плохо для Вашего здоровья.
14. Я сожалею, что рассказал Джулии свой секрет; она рассказала всем.

15. Он всех поблагодарил за то, что пришли.

Практическое занятие № 71

Revision

1. Перепишите предложения в прошедшем времени:

1. Nobody knows what she means.
2. Christy says he will tell you the truth.
3. I think he came in a taxi.
4. They are sure we will be waiting for them in the bar.
5. She says she will let me know when they come.
6. He doesn’t suppose she speaks so much.
7. We hope they have noticed us.
8. I don’t know where she is.
9. She is sure we will be glad to meet her.
10. They think she is driving to the country.
11. I can’t believe she has done it.
12. Harry doesn’t know when his cousin will come.
13. John says he knows how I feel.
14. We think that he is joking.

2. Раскройте скобки, употребляя глагол в нужной форме:

1. Her brother said he never (to see) this film before.
2. We wanted to know if they (to enjoy) the meal.
3. I asked her when she (to give) me this book to read.
4. Sophia knew her aunt (to be) glad to visit her in two days.
5. She supposed she (to like) the hotel.
6. My doctor thinks I (to be) allergic to pineapples.
7. It is remarkable that you (to come) at last.
8. I didn’t think they still (to discuss) this problem.
9. Andy said he just (to buy) a new car.
10. Jean promised she never (to speak) to me again.
11. She apologies she (to arrive) so late.
12. I am afraid they (not to come) yet.
13. He wanted to know if the station (to be) away.
14. Erica doesn’t know who (to phone) her at six o’clock.

3. Раскройте скобки, употребляя глагол в нужной форме:

1. When I opened the window, I saw the sun (to shine).
2. We are sure that Simon (to marry) her some time later.
3. She is very upset: she (to break) her watch.
4. I knew he (to pass) his examination at that time.
5. We thought she still (to be) in hospital.
6. Bill said he (to feel) ill.
7. My cousin promised he (to visit) me in a week.
8. We didn’t know they (to be) tired.

9. Helen thought her husband (can) repair her car himself.
10. I am afraid I (not can) answer your question.
11. We wanted to know what (to happen) to John.
12. He can't remember where he (to put) his glasses.
13. George thought the restaurant (to be) expensive.
14. Jane asked me if I (to invite) Ann to the party.

4. Переведите, используя правила согласования времен там, где это необходимо, обращая внимание на время в главном предложении:

1. Дэвид сказал, что его мама учитель.
2. Мы увидели, что дети играли в настольный теннис.
3. Она надеется, что я не буду работать по воскресеньям в следующем году.
4. Я не знала, что они сегодня заняты и не смогут мне помочь.
5. Я думал, что он болеет.
6. Мы надеялись, что они придут вовремя.
7. Я не знал, что его сестра учит немецкий язык.
8. Я была уверена, что они учили французский в школе.
9. Он уверен, что закончит работу до вечера.
10. Мой друг говорит, что уже перевел эту статью.
11. Никто не верит, что они говорят правду.
12. Я уверена, он не лжет.
13. Мы хотим знать, когда она приходит.
14. Они хотели знать, когда она пришла.

5. Найдите предложения, в которых глагол в скобках может стоять в настоящем времени.

1. Our neighbour said his name (be) Fred. (Наш сосед сказал, что его зовут Фред.)
2. He said he (be) tired. (Он сказал, что устал.)
3. I thought you (call) the doctor. (Я думал, что ты вызвал врача.)
4. We met the woman who (live) next door. (Мы встретили женщину, живущую рядом.)
5. Jane said she (can't afford) to buy a new car. (Джейн сказала, что не может позволить себе покупку новой машины.)
6. She asked me how many books I (read) last month. (Она спросила меня, сколько книг я прочитал в прошлом месяце.)
7. Bob said he usually (go to bed) before midnight. (Боб сказал, что обычно ложится спать до полуночи.)
8. I wondered why Sam (leave) without saying a word. (Мне было интересно, почему Сэм ушел, не сказав ни слова.)
9. Cavendish discovered that water (consist of) hydrogen and oxygen. (Кавендиш открыл, что вода состоит из водорода и кислорода.)
10. Alice and Henry said that they (be) from Florida. (Алиса и Генри сказали, что они родом из Флориды.)

6. Выберите верный вариант глагола и переведите предложения.

1. I knew that my sister … (have/has/had) a problem.
2. I know that my sister … (have/has/had) a problem.
3. I knew that my sister … (will have/would have/had) a problem soon.
4. He said he … (lived/has lived/had lived) in Moscow since 2005.
5. She asks me if the flight … (has been cancelled/had been cancelled/been cancelled).

6. She asked me if the flight … (has been cancelled/had been cancelled/was cancelled).
7. Nobody knew what … (will happen/would happen/happens) next.
8. Mike said that he … (hasn't met/didn't meet/hadn't met) Helen since they parted.
9. Kelly said that she … (didn't want/doesn't want/hadn't wanted) to wear her hat.
10. We didn't expect that he … (showed/will show/would show) us the film.

7. Open the brackets. Remember that you should use the rules of the Sequence of Tenses. Вам полезно будет прочесть материал.

1. He said that he still (to be) fond of collecting stamps and coins.
2. She said that her parents (to divorce) two years ago already! – Oh, how awful! I can't believe it's true!
3. I met him at the disco yesterday and he told me that I (to dance) very well and I answered that it (to be) no wonder because dancing (to be) my hobby for many years!
4. She said her mother's hobby (to be) ballet and she (to dance) pretty well in her youth. Can you imagine? – No, hardly.
5. My great-grandparents (to be) engaged for a whole year before they (to get) married. – I believe it's impossible nowadays.

7 семестр (5 семестр)

Практическое занятие № 72

TYPES OF PUNISHMENT

Vocabulary

1. **to refrain from** — воздерживаться от чего-либо, удерживаться от чего-либо

2. **to submit t to** — подчиняться

3. **to take into account** — принять во внимание

4. **the prior criminal record** — предыдущая судимость

5. **deliberate infliction of pain** — умышленное причинение боли

1. Прочитайте и переведите текст. Ответьте на вопросы.

1. What does punishment for a crime depend on?

2. What kinds of punishment do you know?

3. What does a judge take into account in declaring a sentence?

4. In what cases are fines used for criminal offences?

5. How does the length of sentences vary?

6. In what way are Britain and the USA trying to solve the shortage of space in prisons?

7. What is the main idea of probation?

8. What is a parole?

9. What does community service require?

There are several kinds of punishment available to the courts. Crimes are punished according to their seriousness. More serious crimes are given harsher penalties. In declaring a sentence a judge may take into account the following: prior criminal record, the age of the offender and other circumstances surrounding the crime, including cooperation with law enforcement officers, the amount of loss to victims, whether a weapon was used in the crime, the age or helplessness of the victims.

Punishment may include:

— a fine

— term of imprisonment (time in jail or prison)

— probation or parole

— community service

For criminal offences FINES are often used when the offence is not a very serious one and when the offender has not been in trouble before.

For more serious crimes the usual punishment is IMPRISONMENT. The length of sentences varies from a few days to a lifetime. However, a life sentence may allow the prisoner to be released after a suitably long period if a parole board agrees that his detention no longer serves a purpose. In some countries, such as the Netherlands, living conditions in prison are fairly good because it is believed that deprivation of liberty is punishment in itself and should not be so harsh that it reduces the possibility of the criminal reeducating and reforming himself. In other countries, conditions are very bad. Perhaps because of an increase in crime or because of more and longer sentences of imprisonment, some prison cells have to accommodate far more people than they were built to hold. Britain and the United States are trying to solve the shortage of space by allowing private companies to open prisons.

PROBATION is the suspension of jail time. An offender on probation is ordered to follow certain conditions set forth by the court, often under the supervision of a probation officer. Offenders are ordinarily required to refrain from subsequent possession of firearms, and may be ordered to remain employed, live at a directed place, obey the orders of the probation officer. Offenders on probation might be fitted with an electronic tag (or monitor), which signals their whereabouts to officials. Also, offenders have been ordered to submit to repeated alcohol/drug testing or to participate in alcohol/drug or psychological treatment, or to perform community service work.

PAROLE is the supervised release of prisoners before the completion of their sentence in prison. They may be returned to prison if they violate the conditions of their parole. Conditions of parole often include things such as obeying the law, avoiding contact with the parolee’s victims, obtaining employment, and maintaining required contacts with a parole officer.

Parole should not be confused with probation, as parole is serving the remainder of a sentence outside of prison, where probation is given instead of a prison sentence and as such, tends to place more rigid obligations upon the individual serving the term.

CORPORAL PUNISHMENT is a form of physical punishment that involves the deliberate infliction of pain as retribution for an offence, or for the purpose of disciplining or reforming a wrongdoer. This kind of punishment is still employed in Malaysia, Singapore, Pakistan, Zambia and Zimbabwe. Courts may sentence offenders to be caned or whipped. As well as corporal punishment, some Islamic countries such as Saudi Arabia and Iran use other kinds of physical penalties such as amputation or mutilation.

COMMUNITY SERVICE requires the offender to do a certain amount of unpaid work usually for a social institution such as a hospital.

RESTRICTING FREEDOM in the form of house arrest as a new alternative type of punishment in the Russian Federation has now been adopted in connection with coming into force of new provisions in the Criminal and Criminal Correctional Codes.

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

1) уголовные преступления

2) более суровые наказания

3) возраст правонарушителя

4) приговор, предусматривающий пожизненное тюремное заключение

5) представители органов правопорядка

6) Уголовно-исполнительный кодекс

7) отсрочка тюремного заключения

8) приговорить к пробации

9) отбывать наказание

10) условное освобождение

11) рост преступности

12) задержание, заключение под стражу

13) лишение свободы

14) потерпевший

15) незначительное правонарушение

16) соблюдать приказ

17) тюрьма открытого типа (неохраняемая)

18) прошлая судимость

19) оглашение приговора

3. Прочитайте и соотнесите виды наказания (1—12) с их определениями (a—l) и дайте их перевод.

Виды наказаний

1. fine	7. corporal punishment
2. capital punishment	8. house arrest
3. jail	9. suspended sentence
4. parole	10. community service
5. imprisonment	11. prison
6. probation	12. prison cell

Определения

a) Physical punishment, such as flogging or beating.

b) A place for long-term incarceration for a crime.

c) A place of confinement for time periods longer than those usual for a police station lock-up and shorter than those usual for a prison.

d) A special place where a convicted person serves his sentence.

e) A release from prison, before a sentence is finished, that depends on the person ‚keeping clean' and doing what he or she is supposed to do while out. If the person fails to meet the conditions, the rest of the sentence must be served.

f) A sum of money exacted as a penalty by a court of law or other authority.

g) A sentence (usually, jail time') that the judge allows the convicted person to avoid serving (e.g. if the person continues on good behaviour, completes community service, etc.).

h) Unpaid work, intended to be of social use, that an offender is required to do instead of going to prison.

i) The state of being kept as a prisoner in one's own house, rather than in a prison.

j) The most severe of all sentences: that of death. Also known as the death penalty.

k) The sentencing of a criminal to a period of time during which they will be deprived of their freedom.

l) A kind of punishment given out as part of a sentence, which means that instead of jailing a person convicted of a crime, a judge will order that the person reports to an officer regularly and according to a set schedule.

PURPOSES OF PUNISHMENT

1. The purpose of punishment means that the sentence should be designed to deter people from committing offences for fear of the consequences. These days, more and more sentences are designed to ensure that the offender is made aware of the harm he has done. Steps are also taken in appropriate cases to ensure that the offender understands the full effect of the harm he has caused, and apologizes to the victim for it.

2. The purpose means that the sentence should, wherever possible, take into account the personal circumstances of the defendant and look to his future. A large number of offenders need treatment rather than punishment. Many offenders who are mentally ill, or who are addicted to alcohol or dangerous drugs, are not sent to prison, but are ordered to receive treatment in hospitals or drug rehabilitation centers. Punishment may be designed to reform and rehabilitate the wrongdoer so that they will not commit the offence again. This kind of punishment should not be confused with deterrence, the goal here is to change the offender's attitude to what they have done, and make them come to accept that their behaviour was wrong.

3. The purpose means that the punishment should in some way pay the offender back for the harm he has done. Firstly, this will give satisfaction to the victim. Some would dearly like to get their own back in an act of vengeance. They must not do this. A victim of crime must never "take the law into his own hands". If that were acceptable there would be even more violence and public disorder. Secondly, it is the way in which the public as a whole can show their feelings of disapproval for the crime and the offender who committed it.

Практическое занятие № 73

Prepositions of time

Предлоги времени in, at и on.

Эти три предлога – самые употребляемые и являются многозначными.

In

с месяцами	in November – в ноябре
с сезонами	in summer – летом
с временем суток кроме night	in the morning – утром
с годами	in 1985, in 2015
с десятилетиями	in the 1980s

с веками	in the 18th century
с другими периодами времени	in the first week – на первой неделе in the third trimester – в третьем треместре
в течение (за какое время)	in 2 hours – за два часа
через +промежуток времени	in 4 hours – через 4 часа

At

при указания конкретного времени	at 5 o'clock – в 5 часов, at 7:30 pm
с Христианскими праздниками, не содержащими в названия слова day	at Christmas, at Easter
со словом weekend (Br E)	at weekends
со словами night, dawn, midnight, midday, sunrise, sunset	at dawn – на рассвете at night – ночью at midday – в полдень
со словами beginning и end в значении начало и конец периода (обязательно с of)	at the end of the conference – в конце конференции
во время приема пиши	at breakfast – за завтраком at lunch – во время ланча
со словом moment (в данный момент)	at the moment
с составными словами с time	at bedtime – во время сна at dinnertime – во время ужина

On

с днями недели или временем суток в конкретный день	on Tuesday — во Вторник on Tuesday evening – во вторник вечером
с датами	0n the 5th of December – 5 декабря

	= on 5, December
с праздниками, если есть слово Day	on Victory Day – В День Победы on his birthday – в его День Рождения
с еврейскими и мусульманскими праздниками	on Eid-Ul-Fitr
со словом weekend (Am E)	on the weekend
с каникулами, отпусками	on vacation – в отпуске

Предлоги времени before, after и past.

Before – до

After – после

Past — за, после

Предлоги **past** и **after** очень похожи. Так какой употреблять — past или after?

Past – если вы называете время (указываете, сколько минут прошло после определенного часа).

ten past three (3:10),

a quarter past six (6:15)

After или **Past** (любое из них, но чаще употребляется after) – если вы говорите после какого времени:

after 5pm – после 5 вечера

past 5pm – после 5 вечера

after midday – после полудня

past midnight – после полуночи

Prepositions of time: from, till, by and to

From – с, от, начиная от

Предлог времени **from** указывает на исходный момент начала действия.

Greg wanted to involve his son into business from the outset. – Грег хотел вовлечь сына в бизнес с самого начала.

Expectations of an upsurge in gas prices started from January 1. – Ожидания повышения цены на газ появились с 1 января.

Предлоги **till, by** и **to** выражают временной предел, окончание срока и переводятся **к, до.**

She stayed with Mr.Harley till past ten. – Она просидела у Гарли до начала одиннадцатого.

By then, she would think of a way. – К тому времени она найдет выход.

Molly fancied up to the end that the two were whispering together about her. – До конца Молли казалось, что те двое шептались про нее.

Большой разницы в значении этих предлогов нет. Однако, стоит отметить, что предлог **to** со временем употребляется реже, чем **till** и **by**.

Вместе с **from** лучше употреблять **till**, когда мы говорим о времени, и **to**, когда о расстоянии:

Предлоги времени for и since.

Предлоги **for** и **since** часто путают, хотя разница в значении между ними очевидна.

For – на протяжении, в течение, в продолжение / на (определённый момент)

Since – с, начиная с / после

Hold in this position for a few seconds. – Задержитесь в этой позиции на несколько секунд.

Monitoring tests were carried out for 3 months. – Контрольные исследования проводились в течение 3 месяцев.

The fog was driven apart for a moment. – На мгновенье туман рассеялся.

Разница между during и within.

Within – в течение, не позднее

During – в течение, во время

Send these documents within a day. – Отошли эти документы в течение дня.

The minutes of a meeting must be drawn up within 2 days from the date of this meeting. – Протокол заседания составляется не позднее 2 дней после его проведения.

During и **within** очень похожи и практически всегда взаимозаменяемы, но разница между ними есть. Рассмотрим ее.

У нас есть 2 предложения:

I will come within a week.

I will come during the week.

Оба будут переводится Я приду в течение недели. Разница лишь в том, какой смысл вложил говорящий в это предложение. В первом случае смысл такой:

Я приду в течение недели (не позже).

Во втором – такой:

Я приду в течение недели (но точно не знаю в какой день).

Предлог времени over.

Предлог **over** указывает на период, в течение которого происходило действие.

Over – за, в, в течение

Have you got anything written over the last couple of days? – Ты что-нибудь написал за последние пару дней?

Exercises

1. **Complete the questions. Add in, on or at.**

1. Do you sometimes watch TV ____ the mornings?
2. Are you usually at home ____ 7 o'clock ____ the evenings?
3. Do you sometimes work ___night?
4. What do you usually do ____ weekends?
5. Do you usually go shopping ____ Saturdays?
6. Do you go skiing ____ the winter?
7. Do you have a holiday ____ December?
8. Is there a holiday in your country ____ 6, January?

2. Do we use these time expressions with in, on or at?

1. ___ ten o'clock, ___ 2.15
2. ___ Monday, ___ Tuesday
3. ___Monday morning, ___Tuesday afternoon
4. ___the weekend, ___ weekends
5. ___ Christmas, ___ Easter
6. ___ January, ___ February
7. ___ 1st May, ___ 7th June
8. ___ 1930, ___ 1992, ___ 2001
9. ___ the summer, ___ the winter

3. Practice prepositions of time.

1. He's usually at home ____ four o’clock.
2. What do you usually do___the evening?
3. When do you come home? ___ half past one.
4. When do you take a shower? ____ the morning.
5. I rarely watch TV ____ the afternoon.

4. Переведите на английский

на семь недель, за неделю, через час, за последние три месяца, во время войны, в ходе работы, до работы, после работы, с двух часов, до четырех часов, к трем часам, с 1980-го года, в 1945 году, в августе, в четыре часа, в понедельник, первого мая, утром, в полдень, ночью, в десять минут восьмого, в без десяти семь

5. Вставьте английские предлоги времени перед праздниками.

1. Does Molly paint eggs ___ Easter?
2. Did your girlfriend play any jokes _____ April 1st?
3. Do Molly and sally wear funny costumes____ Halloween?
4. Does Greg send cards____ Valentine's Day
5. Fred got a lot of funny presents____ Christmas.
6. School begins ____ September 1st.
7. Do you play jokes ___ April Fool's Day?

6. Insert prepositions of time.

1. Was Easter ____ May last year?
2. Is your birthday____ summer?
3. I'm going to have a party ____ the weekend.
4. I usually come home ___ three o'clock.
5. I usually take a shower ____ the evening.
6. I usually tidy my room ___ Sunday.
7. I usually wash the dishes ____ the afternoon.
8. I usually go to bed____10.30.
9. I play basketball ___Tuesday and ___Friday.
10. Who was born ____ March?
11. My friend was born ____October.
12. My school starts____8.00.
13. He was born ___ the fifth of June.
14. We have Art ____Monday and ___ Friday.
15. The first lesson ___Wednesday is Music.
16. I get up ____ 7 o'clock.
17. We have New Year____the first of January.
18. ____ end of the year we'll have no exams.
19. I have studied English ___ four years.
20. We are going to meet ___ half past three.
21. The telephone rang ___ midnight.

Практическое занятие № 74

The British Police

Vocabulary

1. **to prosecute** — преследовать в судебном порядке

2. **to have judicial functions** — иметь (выполнять) судебные функции

3. **to deter** — удерживать от чего-либо

4. **deterrent** — сдерживающий фактор

5. **abuse of power** — злоупотребление служебным положением

6. **the Metropolitan Police** — Столичная полиция

7. **to supervise the investigation** — осуществлять надзор за расследованием

8. **forensic science —** судебная экспертиза

1. Прочитайте и переведите текст. Ответьте на вопросы.

1. What are the functions of the British police?

2. What is the Code of Practice designed for?

3. How are the British police organized?

4. Are women allowed to serve in the police forces?

5. Why is it important for the police to work in close contact with the public?

The police have many functions in the legal process. As well as gathering information for offences to be prosecuted in the courts the police have wide powers to arrest, search and question people suspected of crimes and to control the actions of members of the public during public demonstrations and meetings. In some countries the police have judicial functions; for example, they may take a decision as to guilt in a driving offence and impose a fine without the involvement of a court.

The mere presence of the police is a factor in deterring people from committing offences. A just legal system needs an independent, honest police force. In countries where the public trusts the police force people are more likely to report crimes, and it seems that they are also more likely to be law-abiding.

Police powers are great and they are given to the police as part of their overall responsibility to enforce the law but they are all governed by the law and are subject to strict control by rules and regulations. For example, a British police officer is subject to the law and may be sued or prosecuted for any wrongful act committed in carrying out duties. Legislation and the code of practice in England are designed to prevent any abuse of power enjoyed by the police officer. In 1985 The Police Complaints Authority was established to supervise the investigation of any serious complaint against the police officer.

The police in Britain are organized very differently from any other country. Most countries have a national police force which is controlled by central Government. Britain has no national police force although the police is supervised by the central Government's Home Office. 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 councilors and magistrates. The

policing of London is in the hands of the Metropolitan Police Force with headquarters at New Scotland Yard. 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.

One of the important powers of the police which has caused much difficulty and controversy is the power to question or interview persons suspected of crime. The Police and Criminal Evidence Act 1984 provides numerous laws to protect people in England who are being interviewed by the police.

All members of the British police must gain a certain level of academic qualifications at school and undergo a period of intensive training. The career structure in the British police force allows to be promoted from constable to sergeant, then through inspector and superintendant to chief constable. In London the Head of the Force is called the Metropolitan Commissioner. He heads the force which now has more than 25,000 police officers — one-fifth of all the officers in England and Wales. 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. Women make up about 10 per cent of the police force.

In most countries the police carry guns. The British police generally do not carry firearms, except in Northern Ireland. In certain circumstances specially trained police officers can be armed, for instance, those who guard politicians and diplomats or who patrol airports but only with the signed permission of a magistrate.

The police now use advanced modern equipment. This ranges from motorbikes and squad cars to helicopters. It includes the most advanced surveillance aids and access to the Police National Computer and the facilities of the Forensic Science Service. This service runs highly sophisticated laboratories where forensic scientists carry out the scientific examination of exhibits.

Ever since the first police force in England was founded, the police have come under criticism — for denying civil liberties, for failing to catch criminals or for catching the wrong people. These cases which have resulted in serious injustice have had a profound effect upon the whole criminal justice system and, of course, the police and the manner in which they carry out their duties. They have also resulted in very significant changes in the law.

2. Соотнесите английские словосочетания с их русскими вариантами перевода.

1) to deter from committing crimes	a) осуществлять надзор за рассмотрением жалоб
2) to be subject to strict control	b) оказывать поддержку
3) rules and regulations	c) выполнять обязанности
4) to supervise the investigation of complaints	d) быть объектом строгого контроля

5) to come under criticism	e) судебная экспертиза
6) to give assistance	f) нормативно-правовая база
7) to carry out duties	g) подвергаться критике
8) forensic science	h) удерживать от совершения преступления

3. Выразите согласие/несогласие со следующими утверждениями.

1. The British police have no judicial power.

2. The police have judicial functions to impose a fine without the involvement of a court.

3. The policing in London is in the hands of Scotland Yard.

4. British policemen always carry firearms.

5. The Police forces in England do not cooperate with each other.

6. It is not necessary for policemen to be well-educated.

4. Соотнесите названия полицейских подразделений, данные в рамке, с их описаниями (1—9).

Dog handling	**Crime prevention**	**Traffic wardens**	**Drugs Squad**
Community relations	**Mounted police**		**Scenes of crimes and forensic science**
Murder Squad	**Flying Squad**		

1. … All forces have a department of officers trained to give advice on how citizens may best protect themselves and their property against criminals. They often visit schools and make presentations to children.

2. … The job of Community Liaison Officers is to improve relations between the police and the different parts of the community they serve, including young people in the area. This includes race relations work and visiting of schools.

3. … These officers are specially skilled in training and handling police dogs, whose duties may range from protection against violent criminals to assisting in the investigation of crime. (drug, terrorism).

4. … Even in these modern times the police still make use of horses as a particularly effective means of crowd control.

5. … Scenes of Crimes Officers are expert in visiting the scenes of crimes and searching for clues. They take fingerprints or the castings of shoe-prints, and remove any item of interest which will require laboratory examination. Police officers are also trained to work in the laboratories.

6. … These officers must become expert in the identification of a whole range of prohibited dangerous drugs and substances.

7. … These branches of the force deal with the most serious investigations into murder and other violent crime, such as armed robbery.

8. … These officers wear plain-clothes and specialize in detective work.

9. … Their job is to make sure that drivers obey the parking regulations. It is the police who are responsible for controlling offences like speeding, careless driving and drunken driving.

Практическое занятие № 75

Prepositions of place

Основные предлоги места: in/at/on

Три главных предлога места в английском — in, at, on. Они наиболее распространены и встречаются в большом количестве конструкций.

Значения предлогов in/at/on:

In — в, в пределах: in the car — в машине

At — в определенной точке, около ориентира: at the table — за столом

On — на поверхности: on the table — на столе

Различие в использовании этих предлогов места в английском языке не всегда можно вывести из их основных значений. Некоторые употребления зафиксированы в языке, и их нужно запомнить. Чтобы разобраться, когда используется каждый из предлогов, посмотрим подробнее на случаи их употребления.

Предлог in

Предлог **in** указывает на нахождение объекта внутри определенных границ. Обозначим, в каких ситуациях используется этот предлог:

- **Местность или пространство, в которой находится объект:**

In the woods — в лесу

In the sky — на/в небе

- **Нахождение в помещении:**

In the building — в здании

I don’t feel comfortable in your room — Я чувствую себя неуютно в твоей комнате.

- **С названиями стран, регионов и сторон света:**

In Russia — в России

In Moscow — в Москве

In the west — на западе

Английский предлог места **in** отсылает к содержанию бумажных изданий, фотографий, картин:

In the photo — на фотографии

In the newspaper — в газете

Отражение в зеркале:

In the mirror — в зеркале

Устойчивые выражения:

In the mood — в настроении

Be in the pink — быть в расцвете сил

Предлог at

Предлог **at** может иметь значение «в» или «около». Этот английский предлог места указывает на выбранную точку или ориентир расположения.

Предлог **at** используется с посещением учреждений, когда необходимо обозначить не нахождение внутри помещения, а определить принадлежность к определенному роду деятельности:

At school — в школе

At university — в университете

At work — на работе

At the library — в библиотеке

Речь может идти не только об учреждении, но и о мероприятиях:

At a lecture — на лекции

At a conference — на конференции

At a concert — на концерте

Предлог **at** имеет также значение близости к объекту:

At the door — у двери

At the table — за столом

At фиксирует точку местонахождения:

At the bus station — на автобусной остановке

Этот английский предлог места употребляется в устойчивых словосочетаниях:

At the top of — на вершине, наверху

At the bottom of — внизу

Предлог on

Основное значение предлога **on** — указание на поверхность:

On the floor — на полу

Способ передвижения и транспорт:

On the bus — в автобусе

On foot — пешком

Предлог **on** употребляется также при указании на дорогу или путь:

On the road — на дороге

On my way — в пути

Страницы:

On the page — на странице

Списки и карты:

On the map — на карте

On the menu — в меню

С мультимедийными средствами информации:

On television — по телевизору

On the radio — по радио

Словосочетания «слева» / «справа»:

On the left — слева

On the right — справа

Другие выражения:

On holiday — в отпуске

On sale — в продаже

On business — по делу

Различия между at/in/on

Часто эти предлоги места в английском языке употребляются в схожих контекстах. На такие случаи нужно обратить особое внимание.

Например, в следующих словосочетаниях предлоги различаются:

In the armchair — в кресле

On the chair — на стуле

Также нужно запомнить следующую пару слов:

In bed — в постели, в кровати

On the sofa — на диване

Выражение in bed (в постели) используется не только в буквальном значении, но и как указание на постельный режим:

Не всегда учреждения обязательно используются с предлогом **at**, существуют также выражения с **in**:

In hospital — в больнице

In prison — в тюрьме

Различается использование английских предлогов места, и когда мы говорим о доме в значении здания или как об определенного рода территории:

At home — дома

In the house — в доме (то есть в здании, в помещении)

Для описания средства передвижения употребляется предлог **on**:
on the plane — на самолете

On the train — на поезде

Но когда необходимо подчеркнуть местонахождение внутри, используется предлог **in**:

I left my bag in the bus — Я забыл свою сумку в автобусе.

Когда мы говорим о содержании страницы, то употребляем предлог **on** (on the page — на странице). Но если речь идет о странице книги как о физическом объекте, то употребляется предлог **at**:

Другие предлоги места в английском

Возможности указать на расположение предмета в пространстве не ограничиваются **at, in** и **on**. Предлоги места в английском языке гораздо более разнообразны. Чтобы было удобнее в них разобраться, разобьем список предлогов на группы с близкими или противоположными значениями.

Над / под:

Above — выше уровня

Below — ниже уровня

Over — над

Under — под

Спереди / сзади:

Before — перед

Behind — за, позади

Между, среди:

Among — среди

Between — между

Сходные английские предлоги места **among** и **between** имеют различное употребление. **Between** обозначает нахождение между двумя объектами, а **among** — среди множества объектов.

Близко / далеко:

By — у, рядом с

Near — вблизи, около

Beside — рядом с, возле

Next to — рядом, вблизи

Beyond — за, по ту сторону

Напротив:

Across — на другой стороне

Opposite — напротив

In front of — перед, напротив

Внутри / снаружи:

Inside — внутри, в

Outside — вне, за пределами

Направление и траектория

Предлоги места в английском языке могут описывать не только положение предмета в пространстве, но и направление движения. Разница в описании «где» или «куда» чаще всего определяется глаголом, а предлог остается неизменным. Например, словосочетание **on the table** в изолированном виде может переводиться как «на столе» или «на стол»:

Однако существуют специальные предлоги, которые указывают на направление действия:

To — к

Towards — в направлении к

Into — внутрь

Onto — на, наверх

From — из, с, от (направление из исходной точки)

Существуют также предлоги траектории, которые указывают на характер передвижения:

Across — через, сквозь, поперек

Through — через, по

Exercises

1. Вспомним постановку предлогов в адресах. Complete the sentences. Use on, at or in

1. Gary Clench lives ____ Brighton.
2. He lives _____ Clifton Street.
3. He lives ____ 33 Clifton Street.
4. His flat is ___ the second floor.
5. Carlos lives____Barcelona.
6. I live____Main Street.
7. I live ____109 Main Street.

2. Вставьте подходящий предлог места.

1. There's a strange woman standing ____ a tree. (под)
2. There's a motorbike ____ the car (перед) and a bicycle ____ it (позади), so the car is _____ the yellow motorbike and the bicycle.
3. There's a bus waiting ___ a bus stop.
4. There's a briefcase____ the desk. (под)
5. Can you see a camera ____ the drawer?
6. There's a large picture _____ the wall___ two small
7. There are two bedrooms ____ the flat.

8. Santa Monica is ____Southern California.
9. I've got a poster of Kevin Costner_____my wall.
10. Heidelberg is____the River Neckar.

3. Вставьте подходящий предлог места.

1. There's nobody waiting____the bus stop.
2. Meet me____the bus station.
3. I often have a coffee____the Calypso Cafe.
4. I'm a student____Brighton College.
5. Molly is____work at the moment.
6. He saw a nest ... the tree.
7. How many misprints are there ... this book?
8. Don't sit ... the window.
9. Is the post-office close ... your house?
10. What subjects do you study ... school?

4. Заполни пропуски предлогами in, on, at, under.

I am ____ the classroom. I am not ___ the blackboard. I am ___ the desk. There is a book ___ my desk. My pens and pencils are ___ my pencil-box. The pencil-box is ___ my bag. The bag is ___the desk.

We've got flowers ____ our school park. Two pupils are sitting ___the tree ___ this park now.

In, at, at, on, in, in, under / near / beside, in, under, in

5. Переведите на английский.

рядом с его домом, среди нас, между двумя большими домами, вокруг стола, у окна, у двери, далеко от школы, перед нашим офисом, под кроватью, по ту сторону реки, напротив ее дома, позади меня, над ее головой, над столом, под землей, в школе, в доме, вне дома. на столе, на стене

6. Complete the sentences with Prepositions of time.

1. What did you do ... your history lesson?
2. How many pupils are there ... your class?
3. Is there anybody ... the classroom?
4. Would you like to live ... another country?
5. We sometimes stay ... school late.
6. There were 20,000 people ... the football match.
7. My mother is not ... home, she is ... work.
8. Were there many familiar people … the concert?
9. I have seen a brilliant play … the theatre.
10. My friend won the first place ... the 400-metres race.
11. You can watch hockey match ... TV today.
12. Glasgow is ... the River Clyde ... Scotland.

Практическое занятие № 76

Police of the Russian Federation

1. Прочитайте текст и выразите согласие/несогласие со следующими утверждениями.

1. The function and organization of the police in Russia and other countries is the same.

2. Police personnel are not permitted to carry their weapons when they are off duty.

3. Conscripted soldiers are never assigned to carry out simple public security tasks.

4. The aim of the reform was only to improve the image of the police.

The organizational structure, methods and traditions of the police of the Russian Federation as well as the functions and organization of Ministry of Internal Affairs differ from the police of western countries. The departments in western countries are usually civil executive bodies headed by politicians and responsible for many other tasks as well as the supervision of law enforcement.

One unique feature of policing approach in Russia is the system of territorial patronage over citizens. Cities as well as rural settlements are divided into districts and the policeman is the main and actually the real police force in these areas.

The duty of a policeman is to maintain close relations with the residents of his district. He is also responsible for tackling minor offences like family violence, loud noise, residential area parking etc.

Police personnel carry firearms, but are not permitted to carry their weapons when they are off duty. Although women constitute a significant proportion of police staff, they are usually not permitted to fill positions that carry risks but they are allowed to carry firearms in self-defence. Instead, they are widely represented among investigators, juvenile crime inspectors, clerks etc. However, limited attempts are being made to appoint women as traffic officers.

Another unique feature is the use of conscripted soldiers from the Internal Troops for regular urban policing. The Internal Troops are the military force who can be assigned to carry out simple public security tasks like patrolling while being accompanied by professional policemen, or cordoning large crowds at sport events, concerts and protests.

On 1 March 2011 Russian law enforcers were renamed from militia to police. Russian police reform is an ongoing effort to improve the efficiency of Russia’s police forces and improve the public image of law enforcement.

2. Соотнесите английские словосочетания с их русскими вариантами перевода.

1) to be assigned permanent partners	a) получить административное взыскание
2) a territorial patronage over somebody	b) быть связанным с
3) to forward a case to the court for trial	c) повышать эффективность

4) conscripted soldiers	d) иметь постоянного напарника по работе
5) to improve efficiency	e) передавать дело на рассмотрение
6) to have links to	f) призывники, новобранцы
7) to receive administrative penalties	g) осуществлять надзор за жителями данного района

The Criminal Investigation in Russia

The criminal investigation in serious cases is divided into two stages: an informal inquest performed by the police and a formal preliminary investigation usually conducted by a legally trained investigator who works for the Ministry of Internal Affairs but is subordinate to the procuracy. Less serious cases are investigated by the police and their reports are submitted in writing directly to the courts, by passing the formal preliminary investigation.

The activity of the police during the inquest is supposed to be limited to arresting suspects, securing the crime scene, and taking initial evidence from available suspects and witnesses. The police should inform the procuracy within twenty-four hours of the arrest of a suspect and the case should then be turned over to the investigator who decides whether to initiate a formal criminal investigation. All investigative acts are documented in writing and collected in an investigative dossier that follows the case into the courts and serves as a repository for vital evidence during trial and appeal. The procurator has forty-eight hours after notification to either issue an order of preventive detention or release the suspect. Detention is authorized if there is fear the defendant will not appear for trial, destroy evidence, commit more crimes or just because of the seriousness of the offence.

When the investigator determines that there is sufficient evidence to bring the accused before trial he prepares an accusatory pleading and forwards it to the procurator for review. The accused and his counsel have, at this point, the right to full discovery of the entire contents of the investigative dossier. The procurator may dismiss the case, amend the pleading or forward the case to the court for trial.

Практическое занятие № 77

Conditional Sentences. (First Conditional)

Условные предложения в английском языке – это предложения, состоящие из условия и следствия (результата), как правило, соединенных союзом **if** (если). Иначе говоря, условные предложения – это примерно то же самое, что предложения с глаголом в сослагательном наклонении в русском языке.

Условное предложение – одна из разновидностей сложноподчиненных, соответственно оно состоит из главной и придаточной части, в которых выражаются следствие и условие.

Условное предложение = следствие + условие

Например:

If you forgive me (условие), I will never forget it (следствие). – Если ты простишь меня, я никогда этого не забуду.

Обычно выделяют три вида условных предложений, отличающихся степенью вероятности действия. Иногда (особенно в иностранных учебниках) выделяют нулевой тип условных предложений (zero conditional).

Первый тип условных предложений

Условные предложения первого типа выражают реальные, осуществимые предположения, относящиеся к будущему времени:

В условии глагол употребляется в **Present Simple**, в следствии – **в Future Simple.**

If you forgive me, I will never forget it. – Если ты простишь меня, я никогда этого не забуду.

If the movie is boring, we'll go home. – Если фильм будет скучным, мы пойдем домой.

If you are late again, you'll get fired. – Если ты еще раз опоздаешь, тебя уволят.

Условие и следствие могут меняться местами, смысл от этого не меняется.

We'll go home, if the movie is boring. – Мы пойдем домой, если фильм будет скучным.

Обратите внимание, что по-русски мы ОБА глагола употребляем в будущем времени, а по-английски только глагол в главной части (следствие). Часто по ошибке обе части ставят в будущем времени – это неправильно.

Неправильно: If you will give me a lift, I will pay you. – Если вы меня подвезете, я вам заплачу.

Правильно: If you give me a lift, I will pay you. – Если вы меня подвезете, я вам заплачу.

Exercises

1. Раскройте скобки в условных предложениях I типа и поставьте глаголы в правильную форму.
Н-р: If it … (rain), we … (stay) at home. (Если пойдет дождь, мы останемся дома.) – If it rains, we shall stay at home.

1. If he … (practice) every day, he … (become) a champion. (Если он будет тренироваться каждый день, он станет чемпионом.)
2. She … (help) us if we … (ask). (Она поможет нам, если мы попросим.)

3. If they … (have) enough money, they … (open) a restaurant next year. (Если у них будет достаточно денег, они откроют ресторан в следующем году.)
4. I … (not talk) to you anymore if you … (insult) me. (Я не буду с тобой больше разговаривать, если ты обидишь меня.)
5. If Bob … (not keep) his word, Anna … (be angry) with him. (Если Боб не сдержит слово, Анна разозлится на него.)

2. Выберите подходящую форму глагола в каждом предложении.

1. If we … (will leave/leave/leaves) at 7 o'clock, we … (will arrive/arrive/arrives) on time.

2. If Bob … (will get/get/gets) a good job, he … (will buy/buy/buys) a new car.

3. If you … (won't drink/don't drink/doesn't drink) wine, you … (won't feel/don't feel/doesn't feel) sleepy.

4. The child … (will start/start/starts) crying if the toy … (will break/break/breaks).

5. We … (will go/go/goes) to the beach if the weather … (will be/is/be) sunny tomorrow.

6. I … (will be/am/be) late for the concert if I … (won't find/don't find/doesn't find) a taxi.

7. If he … (will become/become/becomes) Prime Minister, he … (will raise/raise/raises) taxes.

8. If you … (will be/are/is) more careful, you … (won't make/makes/make) so many mistakes.

3. Раскройте скобки и поставьте глаголы в необходимую форму.

1. If you … (not help) me, I … (not pass) the exam tomorrow.

2. We … (buy) this car if you … (give) us a discount.

3. If my dad … (find) his tools, he … (be able) to repair my bike.

4. If David … (not give up) smoking, Liza … (not marry) him.

5. Mary … (meet) her friends from Italy if she … (come) to the party.

6. If you … (lend) me the money, I … (pay) you back next month.

7. They … (not let) you into the cinema if you … (lose) your tickets.

8. If my sister … (travel) to Japan, she … (buy) a kimono for me.

4. Перепишите предложения, начиная с данных слов и не изменяя смысл.

H-p: In the snowy weather they don't go to school. (В снежную погоду они не ходят в школу.) - If the weather … (If the weather is snowy, they won't go to school. – Если погода будет снежной, они не пойдут в школу.)

1. Make me strong coffee, and I'll go and buy some milk. – If you … .

2. Unless you leave us alone, we'll call the police. – If you … .

3. Your baby can fall down, and we won't be able to catch him at once. – If your baby … .

4. I can help you carry the bags if they are too heavy. – If the bags … .

5. Take the map, otherwise we will get lost in the city. – If you … .

Практическое занятие № 78

Civil Code of the Russian Federation

Civil Legislation

Vocabulary

1. impermissiblty — недопустимость

2. permissibility — допустимость

3. to permiss — разрешать, допускать

4. arbitrary — произвольный, дискреционный

5. unimpeded exercise — беспрекословное исполнение

6. to exercise a law rights — пользоваться законными правами

7. extent — степень

8. to acertain extent — до некоторой степени

9. in accordanc e with — в соответствии

10. ownership — совместная собственность, право собственности, владение

11. right sin rem — вещные (абсолютные) права

12. individualized creativity — творчество

13. entrepreneurial activities — предпринимательская деятельность

14. undertaking — предпринимательство

15. to undertak e — предпринимать, брать на себя ответственность, гарантировать

16. performance of work — исполнение работы

17. capacity — способность, правоспособность, дееспособность, должностное положение, компетенция

18. inaliable — неотчуждаемый

1. Прочитайте и переведите текст.

Article 1. Foundation Principles of Civil Legislation

1. Civil legislation is founded on the recognition of the equality of participants in the relations which regulate the inviolability of property, the freedom of contract, the impermissibility of arbitrary interference by anyone whomsoever in private matters, the necessity for unimpeded exercise of civil law rights, and securing the restoration of violated rights as well as their defence in the courts of law.

2. Citizens (physical persons) and legal persons acquire and exercise law rights through their own free will and in their own interest. They are free in establishing their rights and responsibilities on the basis of a contract and in determining the conditions of the contract to the extent that such conditions do not contradict legislation.

Civil law rights may be limited on the basis of federal law and only to the extent that is necessary for purposes of defending the foundations of constitutional order, public morality, health, or the rights and lawful interests of other persons, or ensuring national defence and the security of the state.

3. Goods, services and capital shall vote freely throughout the entire territory of the Russian Federation. Limitations on the movement of goods and services may be imposed in accordance with federal law, if such is necessary for ensuring public safety, defending the life and health of persons, protecting the environment and cultural treasures.

Article 2. Relations Regulated by Civil Legislation

1. Civil legislation determines the legal status of participants in civil law relations, the grounds for the creation and procedure for the exercise of the rights of ownership and other rights in rem, rights to the result of intellectual activities and similar forms of individualized creativity (intellectual rights) regulates contractual and other obligations, as well as other property and related personal (nonmaterial) relations, based on equality, autonomy of will and proprietary independence of their participants.

Citizens (physical persons) and legal persons are the participants in relations regulated by civil legislation. The Russian Federation, subjects of the Russian Federation and municipal formations may also participate in relations which are regulated by civil legislation. Civil legislation regulates relations between persons engaged in entrepreneurial activities or participating in such activities, based on the fact that entrepreneurial activities are independent activities undertaken at one’s own risk and directed at the systematic making of profit from the use of property, sale of goods, performance of work or provision of services by persons registered in this capacity in accordance with the procedure stipulated by law.

Rules established by civil legislation are applicable to relations involving the participation of foreign citizens, stateless persons and foreign legal persons, unless otherwise provided by federal law.

2. Inalienable human rights and freedoms and other nonmaterial values are protected by civil legislation, unless otherwise indicated by the nature of these nonmaterial values.

3. Civil legislation is not applicable to property relations based on administrative or other governmental subordination of one party to another, including tax and other administrative relations, unless otherwise provided by legislation.

2. Переведите следующие словосочетания на русский язык.

1) inviolability of property

2) restoration of violated rights

3) to contradict legislation

4) legal status of participants

5) entrepreneurial activities

6) profitmaking

7) stateless persons

8) inalienable human rights and freedoms

9) tax and other administrative relations

10) proprietary independence

11) foundations of constitutional order

3. Найдите в тексте английские эквиваленты следующим словосочетаниям.

1) недопустимость произвольного вмешательства

2) осуществление права собственности

3) обеспечение обороны страны

4) вещные права

5) договорные отношения

6) выполнение работ

7) процесс, предусмотренный законом

8) законные интересы

9) интеллектуальные права

10) неимущественные отношения

4. Ответьте на вопросы по тексту.

1. What comprises the foundation of Civil Legislation?

2. How do physical persons and legal persons acquire and exercise civil law rights?

3. In what cases may civil rights be limited?

4. What provision is analogous to the interstate commerce clause in American constitutional law?

5. What does civil legislation determine?

6. Who are the participants in relations regulated by civil legislation?

7. What does civil legislation regulate?

8. How are rules established by civil legislation applied?

9. How are inalienable human rights and freedoms protected?

5. Соотнесите слова и словосочетания из колонки A с их значениями из колонки B.

A	B
1) equality	a) to decide smth. officially
2) to interfere with	b) having or deserving the same rights and opportunities as other people
3) defence	c) set of laws
4) to contradict	d) to make smth. start to exist or start to happen
5) to impose on	e) smth. that you must do for legal or moral reasons
6) legislation	f) to be owned by a person or company and sold under a trademark or patent
7) obligations	g) to introduce smth. such as a new law for a new system and force people to accept it
8) proprietary	h) to prevent smth. from happening or developing in correct way
9) to establish	i) actions that you take to protect someone or something that is being attacked
10) to determine	j) to say that the opposite of what someone has said is true

6. Замените русские словосочетания в скобках на соответствующие английские эквиваленты из текста.

1. Civil legislation (основывается на) the recognition of the equality of participants in the definite kinds of relations.

2. They are free in establishing (своих прав и обязанностей) on the basis of a contract and (в определении условий договора) to the extent that such conditions (не противоречат законодательству).

3. Goods and services (свободно перемещаются на всей территории Российской Федерации).

4. The Russian Federation (субъекты и муниципальные образования) may also participate in relations which are regulated by civil legislation.

5. Rules established by civil legislation (применяются к отношениям с участием) foreign citizens, stateless persons and foreign legal persons.

6. (Неотчуждаемые права и свободы человека) and other nonmaterial values are protected by civil legislation.

7. Civil legislation is not applicable to property relations (основанных на административном или ином властном подчинении) of one party to another.

7. Найдите в тексте Civil Legislation соответствующие английские предложения.

1. Граждане (физические лица) и юридические лица осуществляют свои гражданские права своей волей и в своих интересах.

2. Гражданские права могут быть ограничены на основании федерального закона.

3. Ограничения перемещения товаров и услуг могут вводиться в соответствии с федеральными законами.

4. Участниками регулируемых гражданских законодательных отношений являются граждане и юридические лица.

5. Правила, установленные гражданским законодательством, применяются к отношениям с участием иностранных граждан, лиц без гражданства и иностранных физических лиц.

6. Неотчуждаемые права и свободы человека и другие нематериальные блага защищаются гражданским законодательством.

Практическое занятие № 79

Conditional Sentences. (Second Conditional)

Второй тип условных предложений

Условные предложения второго типа выражают маловероятные или невероятные предположения, относящиеся к настоящему или будущему (но не к прошедшему) времени.

В условии глагол употребляется в **Past Simple**, в следствии – **would** + **инфинитив** (без частицы to). Не забывайте, что у неправильных глаголов форма прошедшего времени образуется особым образом.

Приведем примеры маловероятных предположений.

If we won the lottery, we would buy new house. – Если бы мы выиграли в лотерею, мы бы купили новый дом.

Имеется ввиду, что лотерея еще не разыграна, предположение относится к будущему, но говорящий считает выигрыш маловероятным.

If we received the fuel tomorrow, we would return by Friday. – Если бы мы получили топливо завтра, мы бы вернулись к пятнице.

Маловероятно, что мы завтра получим топливо, но если бы получили, то уж точно бы поспели обратно к пятнице.

Примеры невероятных предположений:

If your friend had time, he would help us. – Если бы у твоего друга было время, он бы помог нам.

Предположение невероятно, потому что у друга времени нет.

If Anna knew your email, she would forward you my message. – Если бы Анна знала ваш email, она бы переслала вам мое сообщение.

Но она не знает, а поэтому не перешлет.

Конструкция If I were you…

Ко второму типу условных предложений относится употребительная конструкция **If I were you…** (я бы на твоем месте…) В этой конструкции используется глагол **to be** в сослагательном наклонении – **were** (форма сослагательного наклонения совпадает с формой множественного числа прошедшего времени were).

If I were you, I would not ask too many questions. – Я бы на твоем месте не стал задавать слишком много вопросов.

If I were you, I would take an umbrella. – Я бы на твоем месте взял зонтик.

Exercises

1. Раскройте скобки в условных предложениях II типа и поставьте глаголы в правильную форму.

H-p: If Susan … (move) to Tokyo, she … (live) near her sister. (Если бы Сюзан переехала в Токио, она бы жила рядом со своей сестрой.) – If Susan moved to Tokyo, she would live near her sister.

1. If you … (have) a driving license, you … (get) this job. (Если бы у тебя были водительские права, ты бы получил эту работу.)
2. My dog … (be) 20 years old today if it … (be) alive. (Моей собаке исполнилось бы 20 лет сегодня, если бы она была жива.)
3. I … (go) to the police if I … (be) you. (Я бы обратился в полицию на твоем месте.)
4. If people … (not buy) guns, the world … (become) safer. (Если бы люди не покупали оружие, мир стал бы безопаснее.)
5. Tom ... (not eat) much "fast food" if his wife … (cook) at home. (Том не ел бы много «фастфуда», если бы его жена готовила дома.)

2. Поставьте глаголы из скобок в необходимую форму.

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

2. If I … (be) taller, I … (become) a basketball player.

3. If an asteroid … (hit) our planet, it … (cause) an ice age.

4. John … (travel) around the world if he … (win) a lottery prize.

5. We … (go) to Spain this winter if we … (have) enough money.

6. She … (not mind) if you … (borrow) her car.

7. If you … (move) to another city, I … (phone) you every day.

8. They … (laugh) at me if I … (sing) this song.

9. If we … (have) free time, we … (start) a new hobby.

10. If I … (know) her secret, I … (not tell) it to anyone.

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

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

1. he be slim/ he be more attractive.

2. I pick the children up/ I am not busy.

3. you drink much wine/ you feel sleepy.

4. I am married/ I have lunch at home.

5. Peter live in a house/ he have a dog.

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

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

1. If you leave the child alone, he will hurt himself.

2. We'll make nice pictures if Paola brings a camera.

3. If it snows, the kids will make a snowman.

4. I'll buy this laptop if I have enough money.

5. If our granny puts on her glasses, she will see the flowers.

6. If you are too busy, we'll leave you alone.

7. I will plant the tomatoes tomorrow if it rains.

8. If Bob finds his relatives, he will live with them.

Практическое занятие № 80

Civil Procedure in the UK

1. Read and translate.

Civil Procedure

1. Civil procedure concerns a wide range of issues which can be analyzed in the following sequence: jurisdiction; venue; pleading; parties; discovery; trial and post-trial.

2. Jurisdiction is the power or authority that a court has to hear a particular case. When considering the question of jurisdiction, one of the first points that must be determined is whether the case is in rem or in personam action. An in rem action is a lawsuit that is directed against property rather than against a particular person. An in personam action is a lawsuit in which the plaintiff seeks damages or other relief against a specific person or entity.

3. Venue is a statutory limitation on the geographical location of litigation to prevent a plaintiff from suing where it would be burdensome for the defendant to appear and defend. Even when jurisdiction and venue are proper, courts may decline to exercise jurisdiction on the ground that the location the plaintiff selected for the case is grossly inconvenient.

4. The essential parts of the complaint are: the caption, jurisdictional allegations, body, prayer for relief, and subscription.

(i) Caption must set forth:

-the name of the court;

-the number assigned to the action (stamped by the clerk when the action is filed);

-a designation of the pleading (e.g., "Complaint for Damages"); and

- the names of the parties.

(ii)Jurisdictional allegations give grounds upon which the subject matter jurisdiction of the court is invoked.

(iii)Body is a part of complaint which contains a statement of the facts upon which recovery is sought.

(iv)Prayer for relief is a statement of the relief sought.

(v)Subscription: The complaint must be signed by the lawyer or

by the party himself, where he is acting as his own counsel.

5. Stages of jury trial:

-opening statements of plaintiff and defendant;
-presentation of direct evidence by the parties, with cross examination of each witness;
-presentation of rebuttal evidence by plaintiff and defendant;
-arguments of plaintiff and defendant to jury;
-final closing argument of plaintiff to jury;
-instructions to jury by judge;
-verdict of jury;
-adjudication.

6. Adjudication is usually in the form of the following remedies:

(i)Damages are an order from the court that an amount of money must be paid to the claimant. This is called an award of damages. There are different types of damages awarded by the civil courts;

- Special damages: this is the name for damages which can be calculated specifically;
- General damages: these are for things which can't be easily calculated. This may include an amount for pain and suffering and also for loss of future earnings.
- Exemplary damages (or punitive damages): these are damages which are intended to punish the defendant and not merely to compensate the claimant.

(ii)An injunction may be awarded by the judge where damages would not be an appropriate remedy. It is an order by the court to stop doing something.

(iii)Rectification is an order from the court that a document should be altered to reflect the parties' true intentions. The court will only grant this remedy where is it satisfied that a mistake was made in drawing up the document so that it is no longer a true version of what the parties originally agreed.

(iv)Specific performance is only used in contract law. It is an order of the court to do something if it is envisaged by the contract itself.

(v)Rescission is also only available in contract cases. The aim is to return the parties to the dispute as far as possible to their precontractual position.

7. An appeal is the normal procedure for obtaining review by a higher court. The function of the appeal is to assure that the trial has been conducted in a lawful manner and that judgments conform to the law. An appeal normally does not involve a retrial of the case, but is limited to a consideration of the rulings by the lower court in light of the record on which those rulings were made.

Vocabulary

discovery - предоставление документов суду
post-trial - разбирательство после рассмотрения дела судом первой инстанции
in rem action - вещный иск
in personam action - иск в отношении конкретного лица
seek relief - искать судебной защиты, обращаться за защитой в суд
entity - организация-субъект права, юридическое лицо, самостоятельная правовая единица
statutory limitation - соответствующий закону, предусматриваемый законом, предписанный законом
burdensome - обременительный; тягостный
proper - правильный; должный; надлежащий, соответствующий, уместный
decline - отклонять, отказывать
caption - заголовок судебного документа, заголовок
designation – обозначение, наименование, маркировка
jurisdictional allegation - относящееся к юрисдикции утверждение, заявление
invoke - ссылаться на что-л.; требовать применения чего-л.; применять (норму, статью, оговорку, прецедент)

subject matter - содержание, предмет, существо, предмет изучения
body - главная, основная часть (документа), текстовый блок; текстовая часть
sought - искомый, желаемый, необходимый, запрашиваемый
prayer for relief - прошение о предоставлении судебной защиты;
ходатайство об удовлетворении требования
subscription – подпись, подписание
lawyer - юрист; адвокат; консультант по вопросам права
jury trial - суд присяжных, судебное разбирательство с участием присяжных заседателей
opening statement - вступительная речь
cross-examination - перекрёстный допрос (свидетеля противной стороны)
rebuttal evidence - контрдоказательство, опровергающее доказательство
closing argument - решающий довод, заключительное слово
adjudication - разрешение дела, вынесение судебного решения; су-
дебное решение или приговор
award of damages - решение суда о возмещении убытков
special damages - реальные убытки, определяемые особыми обстоятельствами дела
general damages - общий ущерб; генеральные убытки
exemplary damages - денежное возмещение в виде наказания ответчика для примера
injunction - судебный запрет
rectification - внесение исправления
specific performance - исполнение договора в натуре, реальное исполнение
rescission - аннулирование, расторжение, прекращение
retrial - новое слушание дела, повторное слушание дела; повторное расследование
ruling - постановление, решение (суда, председателя собрания)

2. Answer the questions.

1.What do they refer to as “civil procedure”?
2.What do they understand by “jurisdiction”?
3.What is “venue”?
4.What are the essential parts of the complaint?
5.Can you enumerate the stages of jury trial?
6.Who instructs jurors at the trial?
7.What remedies are available in civil litigation?
8.What do they call the normal procedure for obtaining review by a higher court? What functions does it have?

3. Переведите определение понятия «Гражданский процесс».

Civil procedure is the body of law that sets out the rules and standards that courts follow when adjudicating civil lawsuits (as opposed to procedures in criminal law matters). These rules govern how a lawsuit or case may be commenced, what kind of service of process (if any) is required, the types of pleadings or statements of case, motions or applications, and orders allowed in civil cases, the timing and manner of depositions and discovery or disclosure, the conduct of trials, the process for judgment, various available remedies, and how the courts and clerks must function.

Vocabulary

1. proceeding — судебное разбирательство, судебный процесс

2. to commence — начинать

3. conduct (n.) — поведение, управление

4. a lawsuit — судебное дело, иск, тяжба

5. to overhaul — пересмотреть полностью

6. adversarial — состязательный

7. expert witness — свидетель-эксперт

8. to reserve for — предназначать

9. tribunal — третейский суд

10. tier — уровень иерархии

11. to reverse — отменять судебное решение

12. to uphold — оставить в силе решение суда первой инстанции

13. judicial review — судебный пересмотр

14. to leapfrog — обходить

15. appellant — податель апелляции

16. to encourage — поощрять, стимулировать

17. alternative dispute resolution — альтернативное разрешение споров

18. prematurely — преждевременно, поспешно

19. arbitration — третейское разбирательство

20. mediation — медиация

21. conciliation — примирительная процедура

22. adjudication — вынесение судебного или арбитражного решения

23. expert determination — постановление эксперта

24. injunction — судебный запрет

25. a leave — разрешение

26. to bypass — обходить закон

27. estoppel — лишение права возражения, лишение права ссылаться на какие-либо факты

28. to estop — лишать сторону права ссылаться на какие-либо факты

4. Прочитайте и переведите текст.

Criminal and civil procedures are different. Although some systems, including the English and French, allow private persons to bring a criminal prosecution against another person, prosecutions are nearly always started by the state, in order to punish the defendant. Civil actions, on the other hand, are started by private individuals, companies or organizations, for their own benefit. In addition, governments (or their subdivisions or agencies) may also be parties to civil actions. The cases are usually heard in different courts, and juries are not so often used in civil cases.

In Anglo-American law, the party bringing a criminal charge (that is, in most cases, the state) is called the "prosecution", but the party bringing most forms of civil action is the "plaintiff" or "claimant". In both kinds of action the other party is known as the "defendant". A criminal case against a person called Ms. Sanchez would be described as "The People v. (="versus", "against" or "and") Sanchez", "The State (or Commonwealth) v. Sanchez" or "[The name of the State] v. Sanchez" in the United States and "R. (Regina, that is, the Queen) v. Sanchez" in England. But a civil action between Ms. Sanchez and Mr. Smith would be "Sanchez v. Smith" if it was started by Sanchez, and "Smith v. Sanchez" if it was started by Mr. Smith.

Most countries make a clear distinction between civil and criminal procedure. For example, a criminal court may force a convicted defendant to pay a fine as punishment for his crime, and the legal costs of both the prosecution and defence. But the victim of the crime generally pursues his claim for compensation in a civil, not a criminal, action. In France and England, however, a victim of a crime may incidentally be awarded compensation by a criminal court judge.

Evidence from a criminal trial is generally admissible as evidence in a civil action about the same matter. For example, the victim of a road accident does not directly benefit if the driver who injured him is found guilty of the crime of careless driving. He still has to prove his case in a civil action, unless the doctrine of collateral estoppel applies, as it does in most American jurisdictions. In fact he may be able to prove his civil case even when the driver is found not guilty in the criminal trial, because the standard to determine guilt is higher than the standard to determine fault. However, if a driver is found by a civil jury not to have been negligent, a prosecutor may be estopped from charging him criminally.

If the plaintiff has shown that the defendant is liable, the main remedy in a civil court is the amount of money, or "damages", which the defendant should pay to the plaintiff. Alternative civil remedies include restitution or transfer of property, or an injunction to restrain or order certain actions.

The standards of proof are higher in a criminal case than in a civil one, since the state does not wish to risk punishing an innocent person. In English law the prosecution must prove the guilt of a criminal "beyond reasonable doubt"; but the plaintiff in a civil action is required to prove his case "on the balance of probabilities". Thus, in a criminal case a crime cannot be proven if the person or persons judging it doubt the guilt of the suspect and have a reason (not just a feeling or intuition) for this doubt. But in a civil case, the court will weigh all the evidence and decide what is most probable.

5. Переведите на русский язык следующие слова и словосочетания из текста.

1) civil action

2) criminal prosecution

3) service of process

4) pleading

5) motion

6) application

7) deposition

8) disclosure

9) remedy

6. Найдите в тексте английские эквиваленты русским словам и словосочетаниям и используйте их в своих предложениях.

1) судебные издержки

2) компенсация

3) уголовное преследование

4) гражданский иск

5) сомнение

6) признать виновным

7) небрежность (повинность)

8) возмещение убытка

9) восстановление собственности

10) причина

7. Ответьте на вопросы.

1. What is the main difference between civil and criminal procedure?

2. May governments be parties to a civil action?

3. Are the standards of proof higher in a civil or a criminal case? Why?

Civil Procedure Rules in the UK

8. Прочитайте текст и передайте его содержание на английском языке.

Civil procedure law, being part of procedural law in general, comprises the rules by which a court hears and determines what happens in civil proceedings. In other words, civil procedure is the body of law that sets out the process followed by courts when hearing cases of a civil nature (civil actions). These rules govern how a lawsuit may be commenced, what kind of service of process is required, the types of pleadings, applications and orders allowed in civil cases, the conduct of trials, various available remedies, and how the courts and clerks must function.

In the UK, in 1999 the Woolf reform radically overhauled procedure in the civil courts. The reforms were brought about to give effect to the Woolf report, which was produced by a committee chaired by Lord Woolf, the Master of the Rolls. This report found that the civil justice system was slow, expensive, bound by archaic procedures, excessively complicated and generally ill-suited to the needs of clients. The adversarial culture of litigation meant that unnecessary delays and the deliberate running up of expenses were often used as a tactic to defeat the other side. In many types of disputes expensive expert witnesses were routinely produced by each side. Rather than helping the court to resolve a technical problem, these experts were seen as on the side of one or other of the parties and were subjected to partisan pressure by the other party's lawyers. Lord Woolf`s report concluded that civil justice was in a state of crisis and recommendations were made for sweeping changes. Therefore, the Civil Procedure Rules (CPR) were enacted in 1998 to improve access to justice by making legal proceedings cheaper, quicker, and easier to understand for non-lawyers.

The Civil Procedure Rules apply to all cases commenced after April 26, 1999 and are used by several types of courts. The County Court (or the Small Claims Court) deals with all but the most complicated claims for debt repayment, personal injury, breach of contract, family issues, housing disputes, i.e. mostly cases between people or companies who believe that someone owes them money. The magistrates' courts also deal with many civil cases, mostly family matters plus liquor licensing and betting and gaming work.

More complex civil cases are reserved for trial in the Divisional Courts of the High Court of Justice — the Family Division, the Chancery (property and money cases) and the Queen`s Bench Division (cases involving contracts and negligence). These also have the capacity to hear appeals from lower courts and tribunals (which decide the rights and obligations of private citizens towards each other and a public authority and are inferior to the courts) and bind the courts below them inthe hierarchy.

The Civil Division of the Court of Appeal (presided over by the Master of the Rolls), as the second highest tier in the English legal system, can reverse or uphold a decision of the lower civil courts. Because the volume of cases coming to the Court of Appeal is higher than that to the Supreme Court, the Master of the Rolls has been said to be the most influential judge in England. Finally, the Supreme Court, as the court of last resort, hears appeals on points of law of general public importance from many areas — commercial disputes, family matters, judicial review claims against public authorities and issues under the Human Rights Act 1998. Civil cases may leapfrog from the High Court to the Supreme Court, bypassing the Court of Appeal. Appellants must, however, apply for leave to appeal.

9. Соотнесите английские слова и словосочетания с русскими эквивалентами.

1) civil lawsuit	) ходатайство
2) criminal trial	b) обнаружение, раскрытие
3) pleading	c) письменные показания под присягой
4) service of process	d) уголовное судопроизводство
5) disclosure	e) средство судебной защиты
6) deposition	f) состязательная бумага
7) remedy	g) судебное дело, иск, тяжба

Практическое занятие № 81

Conditional Sentences. (Third Conditional)

Третий тип условных предложений

Условные предложения третьего типа выражают предположения, относящиеся к прошедшему времени, а поэтому являющимися невыполнимыми – это те действия, которые могли бы произойти, но они не произошли.

В условии используется **Past Perfect,** а в следствии – **would have + Past Participle.**

If I had made more money, I would have bought a better house. – Если бы я заработал (но я не заработал) больше денег, я бы купил дом получше.

If you had been smarter, you would have chosen another college. – Если бы ты был поумнее, ты бы выбрал другой колледж.

If you had died, I would have killed you. – Если бы ты умер, я бы тебя убила.

Exercises

1. Найдите к каждому началу предложения его окончание. Переведите получившиеся предложения.

1. You could have done much better in the exam …

2. If the weather had been nice …

3. I wouldn’t have bought that book …

4. She would have gone to Japan last summer …

5. If I hadn’t taken an umbrella …

6. That building wouldn’t have fallen down …

a) … if she had spoken Japanese quite well.

b) … if it hadn't been so old.

c) … if I'd known how dull it was.

d) … I would have got wet.

e) … we could have gone horse-riding.

f) … if you had taken private lessons.

2. Поставьте глаголы из скобок в необходимую форму.

1. If I … (save) more money, I … (go) to Australia.

2. If our parents … (not argue), we … (spend) the weekend together.

3. They … (not allow) him to enter the office if he … (not put on) a tie.

4. If the storm … (not break out), the ship … (not sink).

5. I … (take) you to the airport if I … (have) a car.

6. You … (not visit) the doctor if you … (not drink) cold milk.

7. She … (not lose) her bag if she … (be) more careful.

8. If the driver … (not take) the wrong turning, we … (not arrive) late.

3. Раскройте скобки в условных предложениях III типа и поставьте глаголы в правильную форму.
Н-р: John … (not have) a car accident if he … (choose) another road. (Джон не попал бы в автомобильную аварию, если бы выбрал другую дорогу.) – John wouldn't have had a car accident if he had chosen another road.

1. I … (visit) Sarah yesterday if I … (know) that she was ill. (Я бы навестил Сару вчера, если бы знал, что она больна.)
2. If you … (go) with me to Paris last month, you … (see) the Eifel Tower too. (Если бы ты поехал со мной в Париж в прошлом месяце, ты бы тоже увидел Эйфелеву башню.)
3. We … (not get wet) if you … (take) an umbrella. (Мы бы не промокли, если бы ты взяла зонт.)
4. If Mum … (not open) the windows, our room … (not be) full of mosquitoes. (Если бы мама не открыла окна, наша комната не была бы полна комаров.)
5. Nick … (not be) so tired this morning if he … (go to bed) early last night. (Ник не был бы таким уставшим этим утром, если бы рано лег спать прошлой ночью.)

4. Раскройте скобки и поставьте приведенные в них глаголы в правильную грамматическую форму в соответствии с типом данного условного предложения. Назовите соответствующий тип условного предложения.

1. If Ann (to be) busy, Jennifer (to wait) for her in the lobby. – Если Энн будет занята, то Дженнифер подождет ее в холле.
2. If Jack (to meet) her parents, I (to inform) you about it. – Если бы Джек встретил ее родителей (= завтра, сегодня), я бы проинформировал тебя об этом.
3. Jenny (to have) underweight unless she (to stop) smoking. – У Дженни будет недостаточный вес до тех пор, пока она не прекратит курить.
4. If Elisabeth`s children (to be) there, they (to enjoy) this unusual party. – Если бы дети Элизабет тогда (= раньше) были здесь, они смогли бы получить удовольствие от этой необычной вечеринки.
5. If Henry (to drink) milk there, he (to eat) your fish now. – Если бы Генри попил там молока, он бы сейчас не ел твою рыбу.
6. If Jane (to learn) these German phrases, she (to be able) to explain her wishes. – Если Джейн выучит эти немецкие выражения, то она будет в состоянии объяснить свои пожелания.
7. If Linda (to be) in the club a day before yesterday, we (to see) her there. – Если бы Линда была позавчера в клубе, то мы бы ее там увидели.
8. If our children (to be) afraid of thunderstorm, we (to ask) Mary`s sister to stay with them. – Если наши дети будут бояться грозы, мы попросим сестру Мэри побыть с ними.
9. Peter (not to catch) the bus unless he (to hurry). – Петер не успеет на автобус, если не поспешит.
12. If Jane had bought enough vegetables yesterday, she should have made more different salads. – Если бы Джейн купила вчера достаточно овощей, то она бы приготовила больше разных салатов (ранее).

Практическое занятие № 82

Civil Procedure in the United States

1. Прочитайте и переведите текст. Ответьте на вопросы.

— What do you know about Civil Procedure in the United States?

— How do you understand the precedent system used by American lawyers?

— Is the similar kind of dispute resolution used in Russia?

Civil procedure in the United States has three distinctive features. First, it follows an adversarial model of dispute resolution. Parties initiate and propel litigation in this model, and the judge, historically and at least in, plays the relatively passive role of umpire. The burden is on the parties to present their grievances and defences. Unlike in so-called inquisitorial models of dispute resolution, the judge rarely makes independent inquiries. The burden is also on the parties to prosecute their and defenses; litigation stops unless the parties pursue it. These characteristics of the system of dispute resolution place on lawyers a heavy responsibility for assuring justice and mastering civil procedure.

Second, civil procedure in the United States is dominated by positive law: codi□ed rules enacted by legislatures or their delegates. In contrast, the substantive rules of decision taught in the other traditional first year courses are more often doctrinal: declared by courts as part of the common law.

One difference between positive and common law lies in the materials containing the legal rules. The common-law materials are almost entirely judicial opinions, and the appropriate inquiry is: what rule best fits the case? In contrast, positive law materials are enacted laws or procedural rules and legislative history. Emphasis in administering the latter is on their plain words and (sometimes) legislative intent, in recognition of the superior lawmaking authority of legislatures and their delegates.

It is not always easy for the first year student to subordinate the comparatively freewheeling policy-oriented analysis of common law taught in many substantive courses to the plain language of positive law, principles of statutory construction, and reading of legislative history. But mastery of the latter lays the groundwork not just for understanding much of civil procedure, but also for understanding upper level law courses. Significantly, practicing lawyers rank “knowledge of statutory law” as the most important knowledge for practice, just ahead of “knowledge of procedural rules”.

Finally, the purpose of civil procedure is, as the Federal Rules of Civil Procedure state “to secure the just, speedy, and inexpensive determination of every action and proceeding”. Presumably, decisions are more likely to be just when they reach the merits. But the adversarial character of civil dispute resolution in the United States, have made the goals of “speedy and inexpensive” determinations increasingly difficult to attain. As a result, there is constant pressure for more active judicial management of litigation and for judicial intervention to dispose of the litigation without trial, if possible. Thus, the 1993 amendment to Rule 1 requires the rules to be “administered” — as well as “construed” (the original term) — “to secure just, speedy, and inexpensive determination of every action and proceeding”. No one foresees the replacement of the adversarial model by the inquisitorial model of dispute resolution, yet the former is undergoing significant change in response to widespread criticisms of the cost and efficiency of civil litigation.

2. Найдите в тексте соответствия данным словам и словосочетаниям.

1) состязательный принцип разрешения спора

2) досудебное урегулирование спора

3) жалобы и обвинения

4) добиться цели

5) простой (понятный) язык

6) следственный принцип разрешения спора

3. Заполните пропуски в следующих предложениях словами из текста.

1) As a result of an adversarial model of dispute resolution in the US … plays the relatively passive role of umpire.

2) Practicing lawyers consider “knowledge of … law” to be more important than “knowledge of …”.

3) It is in so-called … models of dispute resolution that the judge makes independent inquiries.

4) The purpose of civil procedure, according to the Federal Rules of Civil Procedure, is “to secure the …, … and … determination of every action”.

5) As a result of widespread criticism of the cost and efficiency of civil litigation the inquisitorial model of … … is undergoing significant change.

4. Вставьте соответствующие предлоги.

Civil Procedure in the US is dominated … positive law.

It’s not easy … the first year student to subordinate the analysis … common law to the plain language of positive law.

The main aim of civil procedure is to dispose … the litigation without trial.

The replacement of the adversarial model … the inquisitorial one is impossible in the nearest future.

Практическое занятие № 83

Modal verbs may, can/could, must and its equivalents.

Таблица значений can/could

1. Умение, способность: = be able to, be capable of. 2. Разрешение: = be allowed to, be permitted to (can менее формален, чем may) 3. Возможность, создаваемая обстоятельствами 4. Сомнение, неуверенность (в вопросительных предложениях) и невероятность (в отрицательных предложениях) 5. Эмоциональные состояния недоумения, нетерпения, изумления и т.д.	1. He can speak English but he can't write it very well. 2. Can/May I smoke in here? 3. Anybody can make mistakes. 4. Can she really have been at home all this time? She can't be telling lies. 5. Where could he have gone?

Употребление модального глагола may / might.

Модальный глагол **may** переводится на русский язык как **могу**, может, можешь. Основное значение этого глагола - выразить возможность выполнения действия, когда эта возможность связанна:

1. либо с отсутствием препятствий для выполнения указанного действия;
2. либо с чьим-то разрешением выполнить указанное действие.

Как и большинство модальных глаголов, may используется в паре со смысловым глаголом, который:

берется в неопределенной форме инфинитиве

ставится сразу после глагола **may**, без частицы **to**.

He may spend his money. - Он может тратить свои деньги.

You may ask your questions. - Вы можете задавать свои вопросы.

Might I call you at night? - Могу я позвонить вам ночью?

Отличия модальных глаголов may и can.

Глагол **can** используется тогда, когда мы говорим о физической или умственной возможности сделать что-либо.

А модальный глагол **may** используется, когда мы говорим, что нет внешних препятствий для выполнения действия или есть разрешение на выполнение действия.

Другие значения may / might.

Теперь, вы имеете общее представления о глаголе **may / might.** Настало время копнуть глубже. На самом деле, модальный глагол **may** имеет несколько значений:

1) Первым и самым часто употребляемым значением глагола may является выражение возможности, связанной с внешними обстоятельствами, когда нет никаких препятствий для выполнения действия. В этом значении глагол используется только в утвердительных предложениях.

You may bay drink and food in the supermarket. - Вы можете купить напитки и еду в супермаркете.

You may order a ticket by phone. - Вы можете заказать билет по телефону.

2) С помощью глагола **may** можно выразить просьбу или дать разрешение на выполнение какого-либо действие. Причем, в данном случае, вместо may можно использовать **might** (форма прошедшего времени глагола may) и тогда фраза будет звучать более формально.

You may take my car. - Ты можешь взять мою машину.

3) С помощью глагола **may** можно высказывать предположение, в котором сомневаетесь, или говорить о вероятности какого-либо события. В этом случае, на русский язык **may** переводится как "может быть, возможно". Для этой цели можно использовать как **may**, так и **might**. Причем, если вы используете **might** вместо **may**, то это говорит о большем сомнении/меньшей вероятности.

She may be beautiful. - Она наверное красивая.

This car may be very expensive. - Эта машина, вероятно, очень дорогая.

TO BE ABLE TO – заменитель CAN в будущем времени; может применяться во всех других временах.

Modal verb must and its equivalents

Must

Глагол **must** выражает ***необходимость, моральную обязанность*** и соответствует в русском языке словам ***должен, нужно, надо***. Глагол **must** имеет только одну форму настоящего времени:

You **mustn`t** talk about it outside this room.	Вы **не должны** говорить об этом за пределами этой комнаты.
We **must** keep it confidential.	Мы **должны** хранить это в тайне.

Наряду с глаголом **must**и взамен его недостающих форм употребляются его эквиваленты **to have** (*должен в силу обстоятельств*) и **to be** (*должен в силу запланированности, намеченности действия*), а следующий за ними инфинитив имеет частицу **to:**

But we think they'll **have to** take a similar step very soon.	Мы думаем, что им **придется (должны будут)** предпринять такие же меры очень скоро.
We **are to** go to take exams in June.	Мы **должны** сдавать экзамены в июне.

Must может также выражать ***уверенное умозаключение*** и передавать значение ***должно быть, по всей вероятности.***

He **must be** too old to wander about the city so long.	Он, **должно быть**, слишком стар для того, что так долго бродить по городу.

Модальный глагол Must и его эквиваленты

Формы глагола	**Значение**	**Перевод на русский**	**Эквиваленты**	**Примеры**

		язык		
Must	obligation, necessity (обязанность, необходимость)	должен	**have to** (в силу обстоятельств) **be to** (согласно плана, графика, расписания)	We **must be** at the airport by seven. He **has to** take medicine every day. When **am** I **to** get off the tram?
Mustn`t	prohibition (запрет в отриц. предложении)	не должен, нельзя	may not not be allowed to can`t	You **mustn**`t leave your mobile on.
Must	certainty (уверенность, убежденность)	должно быть, очевидно	surely, no doubt	He`s not answering his phone. He **must be** in a meeting.

Exercises

1. Переведите предложения и определите значение модального глагола (способность или неспособность делать что-либо, выражение сомнения, недоумения, запрет или разрешение, вежливая просьба).

1. You can’t be rude to your sister.
2. Could you drive me to work?
3. Could Greg have said this?
4. Next year I’ll be able to speak English fluently.
5. I’m sorry but I can’t come to the party.
6. You can take my dictionary if you need it.
7. My old grandparents are not able to look after themselves.
8. Can she still be having a shower?
9. Could you close the door?
10. I will be able to play billiards with you tonight.

2. Преобразуйте предложения в прошедшее время *Past Simple*. Сделайте необходимые изменения.

H-p: Sally can speak on the phone for hours. – Sally could speak on the phone for hours.

1. I can dance a waltz round the room right now. (last night)
2. My little son can read 100 words a minute. (when he was six)
3. No, he can’t be in London now. (yesterday)
4. Cindy can’t carry this heavy box.

3. Преобразуйте предложения в будущее время Future Simple. Сделайте необходимые изменения.

H-p: I can join you today. (next Sunday) – I will be able to join you next Sunday.

1. He can’t lend you his bike. (tomorrow)
2. We can buy some aspirin at the chemist’s.

3. Dad can sell his car now. (when he reduces the price)
4. Our managers can solve the problem. (next week)

4. Заполните пропуски модальными глаголами *can, could, be able to* в необходимой форме.

1. Rita … cook perfect steaks as the meat was fresh.
2. You … work as a waiter until you are 18.
3. I don't believe the latest news. It … be true!
4. When he lived in Canada he … speak French quite well.
5. We … see the ballet better if we buy the first row tickets.
6. Mary is depressed, she … stop crying.
7. Mother caught a taxi because she had a terrible backache, and she … walk.
8. … you speak slower, please?
9. I … play the violin now but I … play it two years ago.
10. You … get to the station in half an hour.

5. Вставьте пропущенные слова *can* или *could*.

1. John is a strong man, he ……. lift a horse!

2. When I was at your age, I …….. party all night.

3. You …… help your friend but did not do that.

4. I'm sorry but you ……. park here. Parking here is not allowed.

5. He said that he …….. see a UFO in the sky.

6. Вставьте пропущенные слова *can* или *could*.

1. I …….. help you if you want. What should I do?

2. My neighbor Nina ……. sing but she sings every day. It's horrible.

3. I …….. run much faster and longer just thirty years ago.

4. She …….. see you from there. Come closer.

5. Michael …….. find his dog and asked me to help him.

7. Вставьте пропущенные слова *can, could* или *be able to.*

1. You will ……. walk properly after the surgery.

2. Sorry, I ……. hear you.

3. James …….. cook very well, he is a chef in an Italian restaurant!

4. You lived in England. You must …… speak English like a native speaker.

5. My mother told me that my uncle …… dance like a professional when he was younger.

6. When I was a child I used to ……. touch my toes, but I can't now.

7. We ……. have purchased more timber, but I thought I should talk to you first.

8. Вставьте пропущенные слова *may* или *might*.

1. I …… lend your pen for a second?

2. Take some money, you …….. spend it as you want.

3. Sarah told her son that he …….. stay at home.

4. You …… not play in the school library.

5. I thought you ……. have known my parents.

6. Maria told him it …….. rain.

7. In our school kids …… not use their mobile phones at the classrooms.

9. Вставьте модальные глаголы *may* или *can*.

1. You ____ come in when you have taken off your boots.

2. Be careful: you ____ spill the milk if you carry it like that.

3. Most children ____ slide on the ice very well.

4. I don't think I ____ be here by eleven o'clock tomorrow, but I ____ be.

5. ____ you see anything in this inky darkness?

6. You ____ go when you have finished your compositions.

7. What shall we do if the train is late? It ____ be late, you know, after the terrible snowstorms we've had.

8. When ____ you come arid see me? — Let me see: I ____ not come tomorrow, for I must be at the meeting, but on Sunday I'll find time. Yes, you ____ expect me on Sunday about three o'clock. Will that be all right?

10. Поставьте *must* или *mustn't*.

1. You look pale. I think you … see the doctor.
1. It's very slippery outside. You … run there.
2. You … throw litter on the pavement.
3. Children … look neat and clean at school.
4. You … make noise in the library.
5. You … brush your teeth before going to bed.
6. You … fasten your seatbelt in a car.

7. Children … watch TV a lot.
8. You … light a fire in the forest.
9. You … be friendly to other people.

11. Составьте вопросительные предложения, начиная с предлагаемых в скобках слов.

1. We must hurry. (Why …?)
2. They must meet as soon as possible. (Where … ?)
3. I had to work hard last week. (When … ?)
4. Sally will have to explain the details. (Why … ?)
5. Granddad must stay in bed for a few days. (How long … ?)
6. She has to be careful with that device. (Why … ?)
7. They have to tell me the truth. (What … ?)
8. Mum will have to make a lot of snacks for the party. (How many … ?)
9. We had to stay in hospital till midnight. (Where … ?)
10. He has to go to Paris next week. (Who … ?)

12. Поставьте *mustn't* или *don't have to.*

1. You … leave your kids unattended at the airport.
2. You … be late for the interview.
3. You … eat the soup if you don't want to.
4. You … shout at us.
5. We … run. We have plenty of time before the concert.
6. You … pay now. You can pay online later.
7. This museum is free. We … buy any tickets.
8. This is my dad's pen. You … lose it.
9. You … make much noise. Little Tim is sleeping.
10. It's Sunday tomorrow. I … get up early.

13. Измените предложения в настоящем времени на будущее или прошедшее, используя модальный глагол have to.

1. I must fly to India now. (next month)
2. We must go and buy some painkillers. (last night)
3. Drake must sign the contract today. (tomorrow)
4. I must water the plants now. (yesterday)
5. He must mend a broken window. (tomorrow morning)
6. You must pay the rent today. (last Friday)

Практическое занятие № 84

Modal verbs have to, need, should.

Модальный глагол should.

Модальный глагол **Should** используется для выражения долженствования в форме рекомендации.

Пример

You should visit a doctor. — Вы должны (вам следует) сходить к врачу.

Should — не такой «жесткий» глагол, как **must**. В отличие от **must**, он оставляет возможность выбора.

1. Рекомендация, совет, мнение о том, что необходимо сделать.

Пример

You look bad, so you should take a medicine. — Вы плохо выглядите, вам нужно принять лекарство.
Здесь **should** выражает совет, рекомендацию.

I think you should work hard. — Я думаю, что вы должны упорно работать.

Should часто используется наряду с фразами типа **I think**.

2. Ожидание того, что должно произойти

Пример

It should rain tonight. — Вечером должен пойти дождь.
Мы ожидаем, что вечером пойдет дождь. Должно быть, так и будет!

3. Эквиваленты should

had better
ought to
be supposed to

Фразы **had better**, **ought to**, **be supposed to** в описанных выше ситуациях можно использовать как эквиваленты **should**.

Примеры

Mary **should** work hard. — Мэри должна упорно работать.
Mary **had** better work hard. — Мэри должна упорно работать.
Mary **ought to** work hard. — Мэри должна упорно работать.
Mary **is supposed to** work hard. — Мэри должна упорно работать.

4. Разница в использовании should и must

Must сильнее, чем **should**. **Should** — это настойчивая рекомендация, но ей можно следовать, а можно и не следовать. А **must** не оставляет выбора — не следовать нельзя!

Пример

You should obey. — Вы должны подчиниться. (Это рекомендация, но ей можно не следовать)
You must obey. — Вы обязаны подчиниться. (У вас нет выбора, вы обязаны подчиниться)

Модальный глагол have/has to.

Have/has to– «должен/должна» чаще всего в разговорной английской речи используется именно «**have to**». Используется во всех временах. С местоимениями «**I, you, we, they**» необходимо употреблять «**have**», а с «**he, she, it**» используется «**has**». Это правило касается и следующего модального глагола.

I **have to** feed my dog in an hour.

(Я должен покормить свою собаку через час)

She **has to** look after my kids during these two hours.

(Она должна присматривать за моими детьми в течение этих двух часов)

Have/has got to – «должен/должна». На самом деле, в значении нет никакой разницы между «**have got to**» и «**have to**». Но есть одна особенность. «Have got to» используется только в утвердительной форме в настоящем времени. Если забыть это правило и использовать его, например, в вопросительном предложении, то это будет грубой ошибкой.

We **have got to** rest after this hard work.

(Мы должны отдохнуть после этой тяжелой работы)

A. Модальный глагол need to.

Need to – «нужно», в отличие от предыдущих модальных глаголов, «**need to**» менее «категоричный» вариант. То есть вы не должны, не обязаны что-то делать, вам просто нужно это делать.

Our company **needs to** hire some new employees.

(Нашей компании нужно нанять новых сотрудников)

Exersices

1. Переведите предложения и определите значение модального глагола (совет, обязанность, упрек, недоумение).

1. We should think twice before buying that yacht.
2. You should have thanked the teacher.
3. A real lady should be delicate in her words and doings.
4. Why should I wash their cups?
5. She shouldn’t be so light-minded.
6. They should inform the police immediately.
7. How should I know that?
8. You should have warned me beforehand.
9. The secretary should answer the phone-calls.

10. Your son should take part in this mathematical competition.

2. Найдите к каждой проблеме из левой колонки подходящий совет из правой.

1. He is 10 years younger than Sara.	A. You should go and wash it.
2. My plants are dying.	B. She shouldn't marry him.
3. I have put on 5 kilos lately.	C. You should connect the charger.
4. Your hair looks greasy.	D. You shouldn't eat so many sweets.
5. My telephone battery is getting low.	E. You should water them regularly.

3. Поставьте should или shouldn't.

1. You … eat too much salt and sugar.
2. You … drive carefully.
3. It's midnight. We … go home.
4. Your little daughter … spend so much money on toys.
5. It's quite cold today. We … wear our jackets.
6. The service is awful here. We … complain to the manager.
7. Your shirt is dirty. You … change it.
8. The parcel is fragile. You … throw it.

4. Вставьте пропущенные слова should или shouldn't.

1. You …… help your parents.
2. The students …… study harder, they take the exams in a month.
3. Henry ……. be at work now. He has a day off.
4. Bobby, why are you here? …… you be in the school now?
5. I think we …….. hurry up, we are running late.

5. Вставьте одну из форм *have to.*

A) have to B) has to C) do ... have to D) does ... have to E) don't have to F) did … have to G) doesn't have to

1. Why _____ he _____ stay after classes? Mrs. Green, our teacher, gave him lines.
2. Eton is a highly strict school. Students there_____ wear their uniform.
3. _____ you _____ learn the poem by heart? — No, I have already learned it,
4. You _____ buy bread. Mum has already bought it.
5. Jimmy _____ get up early. It's holiday-time.
6. Tom _____ take his PE kit to school on Monday and Tuesday. He has PE lessons on these days.
7. _____ we _____ walk to school? — No, let's take a bus.
8. Sally has no pen. She _____ ask somebody for a pen.
9. Nelly is studying literature. She _____ read a lot of books.

6. Use the correct form of *have to.*

1. You_____ (not run). You won't miss the bus.
2. Pete's eyes are very bad, and he _____ (wear) glasses.
3. School starts at eight o'clock, so we_____ (get) up early.
4. My friend gave me some tickets for the concert, so I_____ (not pay)!

5. We _____ (study) maths at school, because it's compulsory.
6. She's got lots of time. She_____ (not hurry).
7. We _____ (not take) any exams at the end of this term.
8. My mum sometimes _____ (work) at weekends.

7. Переведите на русский язык.

1. I need not go to work today.
2. You need not translate this difficult text.
3. You need not do everything by yourself.
4. She need not buy bread.
5. They need not wait for him.
6. Need I cook the dinner? (достаточно редко употребляется, чаще)
7. Shall I cook the dinner?

8. **Перефразируйте следующие предложения, употребляя модальный глагол *need.***

ПРИМЕР. **It is not necessary to go** there. = You **need not go** there.

1. It is not necessary to take a taxi.
2. It is not necessary to buy the child everything he wants.
3. It is not necessary to get up early on weekends.
4. It is not necessary for you to be present at the meeting.
5. It is not necessary for him to remind me about her birthday.
6. It is not necessary for mother to cook a pie. We can buy a cake.

Практическое занятие № 85

Revision

1. Choose the correct modal verb in italics:

1. I *can / can't / might go* out tonight. I'm too busy.
2. I haven't studied enough. *I may / may not / might* pass my exams.
3. They say it *must/ need / might* snow tomorrow.
4. She *can /might not / won't be able* to help us. She's not available.
5. *Can / May / Might* you come to my party?
6. We should run or we *can / might / might not*, miss the bus.

2. Complete the sentences with a suitable modal verb. Use *must, don't have to, might, should, must have, mustn't, can't have a*nd *shouldn't.*

1. You _____ drive on the pavement. It's illegal.
2. You _____ say that. It's not nice.
3. I _____ go to work tomorrow because it's a public holiday.
4. I _____ buy this CD, but I'm not sure.
5. He's not here. He _____ gone out.
6. She didn't study enough. She _____ passed her exam.
7. You _____ eat more vegetables. They're good for you.
8. You _____ be 18 before you can buy alcohol.

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

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

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

1. You *couldn't / mustn't / shouldn't* eat so many hamburgers. They're not good for you.
2. You *can't have / don't have to /mustn't* study at the weekends, except when you have exams.
3. You *may not / might not /needn't*. Everything will be OK.
4. You *don't have to /might not/mustn't* use your mobile phone in class.
5. Diana looks happy. *She can /can have /must have* heard some good news.
6. I *can't /may not /might not* have left my mobile phone at school on Friday afternoon – I had it on Friday night.
7. It *can /could / couldn't* rain tomorrow.

5. Преобразуйте предложения с модальными глаголами в прошедшее время, начиная с данных слов. Используйте c*ould, had to, was to, was allowed to.*

Н-р: Bob **can't** dive. (Боб не умеет нырять.) – Last year Bob **couldn't** dive. (В прошлом году Боб не умел нырять.)

1. You must show your identity card here. (Ты должен показать удостоверение личности здесь.) – Last night …
2. We can't buy a new car. (Мы не можем купить новую машину.) – Last summer …
3. Mike may take my laptop computer for a couple of hours. (Майк может взять мой ноутбук на пару часов.) – This morning …
4. Victor has to call his mother. (Виктору нужно позвонить своей маме.) – Yesterday …
5. You don't need to paper the walls. (Вам не нужно оклеивать стены обоями.) – Yesterday …
6. She is to be at the office at 9 a.m. (Ей нужно быть в офисе в 9 утра.) – Last Friday …
7. You must not tell lies. (Ты не должен лгать.) – Last night …

6. Выберите правильный вариант ответа.

1. My little brother **can/could** count when he was six.
2. I **will be able to/was able to** send the invitations tomorrow.
3. We **can/could** order a taxi right now.
4. She **won't be able to/wasn't able to** understand the rule because she had a headache.
5. Alan **could/was able to** win the competition because his leg didn't hurt.
6. I'm afraid Sue **can't/won't be able to** take you to the exhibition because she'll be very busy next Friday.

7. It is snowing hard and we **can't/weren't able to** drive fast.
8. Olga **can't/couldn't** say a word in English two years ago but now she can/could speak English fluently.

7. Перепишите предложения, используя *may/might, must, can't, could* как в примере.

I don't think this film is interesting.

This film **can't** be interesting.

1. She usually phones me. I think she will phone me today.
2. I don't know if we meet our cousins.
3. I hope your little brother is near the sandpit.
4. I don't think the plane arrives on time in such bad weather.
5. I'm not sure if our teacher is still at school.
6. Perhaps your parents will give you some good advice.
7. It's quite possible that Nick will buy the cake.
8. It's certain that they are of the same age.
9. I don't think that the situation is so bad.

8. Переведите на английский язык.

1. Наши соседи должны быть сейчас на работе.
2. Мы опаздываем. Наш учитель может рассердиться.
3. Это не может быть ее номер телефона. Она недавно сменила номер.
4. Мой брат может забыть о встрече.
5. Ты можешь думать, что этот вопрос не такой уж и важный.
6. Она не может быть удивленной. Она знала об этом и раньше.
7. Твои одноклассники могут иметь и другие задания.
8. Этот журнал должен быть у твоего брата. Я давал его ему неделю назад.
9. Эти девушки могут быть сестрами.
10. Я думаю, может пойти дождь.

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