

Министерство образования и науки Российской Федерации  
Федеральное государственное бюджетное образовательное учреждение  
высшего профессионального образования  
«Комсомольский-на-Амуре государственный технический университет»

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**АНГЛИЙСКИЙ ЯЗЫК В СФЕРЕ ЮРИСПРУДЕНЦИИ**

Утверждено в качестве учебного пособия  
Учёным советом Федерального государственного бюджетного  
образовательного учреждения высшего профессионального образования  
«Комсомольский-на-Амуре государственный технический университет»

Комсомольск-на-Амуре  
2014

УДК 811.111(07)  
ББК 81.2Англ-9  
П279

***Рецензенты:***

Кафедра иностранных языков Института педагогики и психологии  
ФГБОУ ВПО «Амурский гуманитарно-педагогический государственный  
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**Першина, Е. Ю.**

П279 Английский язык в сфере юриспруденции : учеб. пособие /  
Е. Ю. Першина. – Комсомольск-на-Амуре : ФГБОУ ВПО «КнАГТУ»,  
2014. – 103 с.

ISBN 978-5-7765-1075-5

Учебное пособие направлено на подготовку студентов к самостоятельной учебной и научно-исследовательской работе на английском языке. Материалы пособия развивают и закрепляют у студентов знания по грамматике изучаемого языка, формируют и развивают умения и навыки применения разных видов чтения с извлечением информации из научной и научно-популярной литературы, а также литературы, профессионально-ориентированной на будущую профессию.

Данное учебное пособие рекомендуется бакалаврам направления 030900.62 – «Юриспруденция» очной формы обучения для выполнения контрольных заданий, подготовки к зачетам и экзамену.

УДК 811.111(07)  
ББК 81.2Англ-9

ISBN 978-5-7765-1075-5

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2013

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## THE AUTHOR'S APPEAL TO THE STUDENTS

Уважаемые студенты!

Проблема уровня владения иностранным языком приобрела особую актуальность во второй половине XX столетия в связи с расширением международного сотрудничества и формированием концепции «Европа без границ», в которой большое внимание уделялось распространению и изучению иностранных языков в мире. Начиная с 1970-х гг. в рамках Совета по культурному сотрудничеству при Совете Европы велась интенсивная работа по обоснованию модели иноязычной коммуникативной компетенции и разработке на ее основе пороговых уровней (threshold levels) владения иностранным языком. Эта работа завершилась принятием документа под названием «Современные языки: изучение, преподавание, оценка. Общеευропейская компетенция владения иностранным языком» (Страсбург, 1996). В этом документе рассмотрены параметры и критерии оценки уровней владения языком и коммуникативной компетенции как цели обучения, а также способы ее оценки с использованием тестовых технологий. В составе коммуникативной компетенции в качестве ее составляющих выделены следующие виды компетенций: лингвистическая, социолингвистическая, дискурсивная, социокультурная, социальная, стратегическая.

Занятия по иностранному языку в вузе направлены на формирование всех составляющих коммуникативной компетенции и ориентируют бакалавра на овладение языком как средством общения в рамках выбранной им специальности.

Прежде чем вы приступите к изучению материала этого пособия, обратитесь к прил. 1 и 2. Определите свой уровень знания английского языка, поставьте перед собой новые цели и задачи по совершенствованию знаний, умений и навыков, а следовательно, и дальнейшего развития коммуникативной компетенции.

Учитесь, творите, дерзайте и совершенствуйте себя как личность! Успехов вам во всех ваших начинаниях!

*Автор*

## INTRODUCTION

В Федеральные государственные образовательные стандарты высшего профессионального образования по иностранным языкам для вузов неязыковых специальностей включены следующие положения:

1) Владение иностранным языком является обязательным компонентом профессиональной подготовки современного специалиста любого профиля.

2) Вузовский курс иностранного языка является одним из звеньев системы «школа – вуз – послевузовское обучение (повышение квалификации, самообразование, дополнительное образование)» и как таковой продолжает школьный курс.

3) Вузовский курс иностранного языка носит коммуникативно-ориентированный и профессионально-направленный характер. Его задачи определяются коммуникативными и познавательными потребностями специалистов соответствующего профиля. Цель курса – приобретение студентами коммуникативной компетенции, уровень которой на отдельных этапах языковой подготовки позволяет использовать иностранный язык практически как в профессиональной (производственной и научной) деятельности, так и для целей самообразования. Под коммуникативной компетенцией понимается умение соотносить языковые средства с конкретными сферами, ситуациями, условиями и задачами общения. Соответственно, языковой материал рассматривается как средство реализации речевого общения, при его отборе осуществляется функционально-коммуникативный подход.

4) Наряду с практической целью – обучением общению – курс иностранного языка в неязыковом вузе ставит образовательные и воспитательные цели. Достижение образовательных целей осуществляется в аспекте гуманизации и гуманитаризации профессионального образования и означает расширение кругозора студентов, повышение их общей культуры и образования, а также культуры мышления, общения и речи.

В соответствии с социальным заказом государства и перечисленными положениями цели обучения иностранному языку в вузах неязыковых специальностей сформулированы как конечные требования к каждому из двух уровней подготовки:

I уровень – бакалавр;

II уровень – специалист с полным высшим образованием/магистр.

Таким образом, содержание обучения рассматривается как некая модель естественного общения, участники которого обладают определенными иноязычными навыками и умениями, а также способностью соотносить языковые средства с нормами речевого поведения, которых придерживаются носители языка.

Данное учебное пособие предназначено для бакалавров направления 030900.62 «Юриспруденция» очной формы обучения, имеющих знания, умения и навыки фонетических, грамматических и лексических основ английского языка в качестве базового курса по дисциплине «Иностранный язык в сфере юриспруденции» (прил. 3).

Учебное пособие состоит из 5 аудиторных практических разделов (Unit), включающих фонетические, грамматические и лексические аспекты, 3 разделов для самоподготовки и самоконтроля (Section), состоящих из

текстов для самостоятельного изучения, 4 контрольных работ, тематического словаря (Thesaurus) и приложений (Appendix), рассчитанных на закрепление и контроль приобретенных навыков и умений лексико-грамматических основ английского языка.

## PART 1. PROFESSIONAL ENGLISH

### UNIT 1. LAW

*Ex. 1. Read and learn the words and word-combinations from the Active Vocabulary:*

<b>to accept</b> [ək'sept]	принимать
<b>authority</b> [ɔ:'θɔ:riti]	власть, полномочие
<b>to behave</b> [bi'heiv]	поступать, вести себя
<b>behaviour</b> [bi'heivjə]	поведение
<b>forms of behaviour</b>	формы поведения
<b>to break</b> ['breik]	нарушать
<b>to break the law</b>	нарушать закон
<b>to commit</b> [kə'mit]	совершать
<b>to commit a crime</b>	совершать преступление
<b>conduct</b> ['kɒndəkt]	поведение, образ действия
<b>court</b> ['kɔ:t]	суд
<b>to create</b> ['kri:'eɪt]	творить, создавать
<b>crime</b> ['kraɪm]	преступление
<b>custom</b> ['kʌstəm]	обычай
<b>to deal with</b> ['di:l]	общаться, иметь дело
<b>to enforce</b> [ɪn'fɔ:s]	принуждать, оказывать давление
<b>to enforce law</b>	принуждать выполнять закон
<b>government</b> ['gʌvnmənt]	правительство
<b>law</b> [lɔ:]	закон, право
<b>to pattern</b>	делать по образцу
<b>penalty</b> ['penəlti]	наказание
<b>power</b> ['paʊə]	могущество, власть
<b>to refuse</b> [rɪ'fju:z]	отказывать, отвергать
<b>to regulate</b> ['regjuleɪt]	регулировать, упорядочивать
<b>relation</b> [rɪ'leɪʃn]	отношение, связь
<b>to regulate relations</b>	регулировать отношения
<b>rule</b> [ru:l]	правило, норма, образец
<b>to suffer</b> ['sʌfə]	страдать, испытывать, претерпевать
<b>to suffer penalty</b>	нести наказание
<b>violently</b> ['vaɪələntli]	сильно, неистово

**Ex. 2. Read international words and give their meanings in Russian. Pay attention to the stress.**

'nature \_\_\_\_\_  
po'lice \_\_\_\_\_  
'natural \_\_\_\_\_  
re'ligious \_\_\_\_\_  
'criminal \_\_\_\_\_  
'social \_\_\_\_\_  
'regulate \_\_\_\_\_  
'educate \_\_\_\_\_  
regu'lation \_\_\_\_\_

'penalty \_\_\_\_\_  
phe'nomenon \_\_\_\_\_  
'criticize \_\_\_\_\_  
'act \_\_\_\_\_  
'formal \_\_\_\_\_  
edu'cational \_\_\_\_\_  
'concentrate \_\_\_\_\_  
ins'truction \_\_\_\_\_  
in'struct \_\_\_\_\_

**Ex. 3. Remember the following ways of word formation. Translate the given pairs of words into Russian.**

**N → Adj**

nature – natural \_\_\_\_\_  
culture – cultural \_\_\_\_\_  
form – formal \_\_\_\_\_  
policy – political \_\_\_\_\_  
crime – criminal \_\_\_\_\_

**V → N**

prescribe – prescription \_\_\_\_\_  
describe – description \_\_\_\_\_  
relax – relaxation \_\_\_\_\_  
relate – relation \_\_\_\_\_  
violate – violation \_\_\_\_\_

**Ex. 4. Transform as in patterns (see Appendix 4, Table A4.2).**

**Pattern 1: describe the behaviour – description of the behaviour**

regulate the laws \_\_\_\_\_  
regulate the behaviour \_\_\_\_\_  
accept the rules \_\_\_\_\_  
violate the laws \_\_\_\_\_

**Pattern 2: decision of the government – the government decision**

behaviour of the group \_\_\_\_\_  
system of the court \_\_\_\_\_  
power of the police \_\_\_\_\_  
documentation of the court \_\_\_\_\_

**Pattern 3: instructions of the teacher – the teacher’s instruction**

advice of the friend \_\_\_\_\_  
land of the people \_\_\_\_\_  
decision of the police \_\_\_\_\_

**Ex. 5. Read the text.**

**SOCIAL MORALITY, RULES AND LAWS**

The English word “law” refers to limits upon various forms of behaviour. Some laws are descriptive: they simply describe how people usually behave. Other laws are prescriptive – they prescribe how people ought to behave.

In all societies, relations between people are regulated by prescriptive laws. Some of them are customs – that is, informal rules of social and moral behaviour. Some are rules we accept if we belong to particular social institutions, such as religious, educational and cultural groups. And some laws are made by nations and enforced against all citizens within their power.

The rules of social institutions are more formal than customs. They carry penalties for those who break them. They are not, however, enforceable by any political authority.

Customs need not be made by governments, and they need not be written down. We learn how we should behave in society through the instruction of family and teachers, the advice of friends, and our own experiences. Sometimes, we can break these rules and do not suffer any penalty. But if we continually break the rules, or break a very important one, other members of society may criticize us, act violently toward us or refuse to have any to do with us. The ways in which people talk, eat and drink and relax together are usually guided by many such informal rules which have very little to do with laws created by governments.

However, when governments make laws for their citizens, they use a system of courts backed by the power of the police. Of course, there may be instances where the law is not enforced against someone (for example when young children commit crimes).

Government-made laws are nevertheless often patterned upon informal rules of conduct which already exist in society and relations between people are regulated by a combination of all these rules.

**Ex. 6. Match English and Russian equivalents.**

- |                                 |                                |
|---------------------------------|--------------------------------|
| 1) forms of behaviour           | a) система судов               |
| 2) rules of social institutions | b) члены общества              |
| 3) members of the society       | c) формы поведения             |
| 4) English system of courts     | d) нормы социальных институтов |



- 5) accept the rules
- 6) break the rules
- 7) suffer penalty
- 8) make laws
- 9) enforce the laws

- e) проводить законы в жизнь
- f) нарушать нормы
- g) создавать законы
- h) принимать правила
- i) терпеть наказание

**Ex. 7. Choose the right answer.**

- 1) The English word “law” refers to limits upon various \_\_\_\_\_ .
  - a) rules of social institutions;
  - b) members of the society;
  - c) forms of behavior.
- 2) The rules of social institutions are not enforceable by any \_\_\_\_\_.
  - a) political authority;
  - b) social rules;
  - c) social relations.
- 3) \_\_\_\_\_ need not be made by governments and they need not be written down.
  - a) rules;
  - b) laws;
  - c) customs.
- 4) When governments make \_\_\_\_\_ for their citizens they use a system of courts backed by the police.
  - a) customs;
  - b) relations;
  - c) laws.
- 5) Government-made laws are often patterned upon informal \_\_\_\_\_ which already exist in society.
  - a) norms of behavior;
  - b) rules of conduct;
  - c) social norms.

**Ex. 8. Add the sentences.**

- 1) Descriptive laws describe how people usually \_\_\_\_\_ .
- 2) In all societies \_\_\_\_\_ are regulated by prescriptive laws.
- 3) It is important to distinguish between \_\_\_\_\_ .
- 4) Sometimes we can break the rules and do not suffer \_\_\_\_\_ .
- 5) If we continually \_\_\_\_\_ of social institutions other people may refuse to do with us.

**Ex. 9. Fill in the blanks with the words given in box.**

*laws, commit crime, customs, rules*

- 1) Customs are informal \_\_\_\_\_ of social and moral behaviour.
- 2) The rules of social institutions are more formal than \_\_\_\_\_.
- 3) \_\_\_\_\_ need not be made by governments.
- 4) We accept \_\_\_\_\_ if we belong to particular social institutions.
- 5) \_\_\_\_\_ are made by governments and enforced against all citizens within their power.
- 6) The law is not enforced against young children when they \_\_\_\_\_.

**Ex. 10. Agree or disagree using the following colloquial clichés:**

*I agree*

*I disagree*

*You are right*

*You are wrong*

*It's true*

*It's false*

*As far as I know...*

*According to the information from the text...*

- 1) Social customs and rules are both enforced by governments.
- 2) Many laws reflect social customs.
- 3) The ways in which people talk, eat and drink are regulated by laws made by governments.
- 4) Informal rules have very little to do with laws created by governments.
- 5) Prescriptive laws prescribe how people behave.
- 6) Relations between people are regulated by customs, rules of social institutions and government-made laws.

**Ex. 11. Answer the questions to the text.**

- 1) What does the English word "law" refer to?
- 2) What regulates the relations between people?
- 3) Are customs made by governments?
- 4) How do we learn how to behave in society?
- 5) How do governments enforce the laws which they make?

**Ex. 12. Read the text. Use Thesaurus if necessary.**

## CUSTOMS

Customs are social habits, patterns of behaviour, which all societies evolve without express formulation or conscious creation. Custom is one of the principal sources of law; originally law was based upon it. Moreover, custom is

not important only as a source of law, for even today some customary rules are still observed and they have almost the same power as rules of law. The only difference is that their observance is not enforced by the organs of the State. Thus, many of the fundamental rules of the Constitution are “conventional” (i. e. customary) rather than legal, rules.

But in modern times most general customs (i. e. customs universally observed throughout the realm) either do not exist or have become absorbed in rules of law. For example many of the early rules of the common law were general customs which the courts adopted, and they have become laws.

On the other hand customs of particular groups of people living in particular localities are sometimes still capable of creating a special “law” for the locality in question which is different from the general law of the land.

But such variants will only be recognized if certain conditions are satisfied. The following are among the more important of those conditions. The custom must (1) not be unreasonable; (2) the right must be claimed by or on behalf of a defined group of people; (3) must have existed since “time immemorial”. This means that it must go back to 1189 (by historical accident the terminal date of “legal memory”).

***Ex. 13. Answer the questions to the text.***

- 1) What is one of the principle sources of law?
- 2) Is custom important only as a source of law?
- 3) What is the difference between customary rules and rules of law?
- 4) Do customs still create new laws?
- 5) What conditions must such customs satisfy?

***Ex. 14 Read the text paying attention to the notes. Use Thesaurus if necessary.***

## **COMMON AND CONTINENTAL LAW**

Each country in the world has its own system of law. There are two main traditions of law in the world. One is based on English Common law<sup>1</sup>. The other tradition is known as Continental, or Roman law.

Common law, or case law system, differs from Continental law if it has developed gradually throughout history. It is not the result of government attempts to codify every legal relation. Customs and court rulings have been as important as statutes (government legislation). Judges do not merely apply the law, in some cases they make law, and their interpretations may become precedents<sup>2</sup> for other courts.

Before William of Normandy invaded England in 1066 no law was common to the whole kingdom. The Norman Kings sent traveling judges around the

country and gradually a “common law” developed. Uniform application of the law throughout the country was promoted by the gradual development of the doctrine of precedent.

The doctrine of precedent is still a central feature of modern common law systems.

Even when governments make new laws – statutes, they are interpreted by the courts in order to fit particular cases, and these interpretations become new precedents.

Continental systems, codified legal systems, have resulted from attempts by governments to produce a set of codes so that the state could govern every legal aspect of a citizen’s life.

When the lawmakers were codifying their legal systems, they looked to the example of Revolutionary and Napoleonic France, whose legislators wanted to break with previous case law.

The lawmakers were also influenced by the model of the Canon law of the Roman Catholic Church, but the most important models were the codes produced in the seventh century under the direction of the Roman Emperor Justinian.

Versions of Roman law had long influenced many parts of Europe but had little impact on English law.

Notes:

1) Common law – общее право, обычное право, неcodифицированное право;

2) precedent – прецедент.

***Ex. 15. Say the main contents of the above text in Russian.***

***Ex. 16. Read the text paying attention to the notes to the text. Use The-saurus if necessary.***

## ENGLISH LAW

English law can be divided into Statute Law<sup>1</sup>, Common Law and Case Law<sup>2</sup>. Statute Law consists of all laws passed by Parliament. The majority of laws are proposed and drafted by the government in power, any member of the House of Commons or House of Lords can also propose a law. An exception to this is that only a member of the House of Commons may introduce a financial Bill. The laws that are drafted by the government, as the laws proposed by individual members of the House of Commons or House of Lords must be agreed to by Parliament before they become effective. That means that they must be passed by the elected House of Commons, approved (in most cases) by the House of Lords, and confirmed by the Sovereign.

Common Law consists of principles and rules of conduct based on the ancient customs of the country and recognized by the Courts as Law. Common Law is unwritten, and its principles can be learnt only by intensive study of past court decisions and ancient custom. The Common Law can, however, be changed or developed by statute.

But more important perhaps than either the Statute Law or even the Common Law are decisions of the Courts. Just as the many ancient customs of the land make up the Common Law, the collected decisions of the Courts form English “Case Law”. Once Parliament has passed a law, the courts must decide what the words of that law mean. The interpretation of the Courts remains till either a higher Court decides that this interpretation was wrong, or Parliament passes another law and changes it.

So once a Court decided against the government on a question of what a law means – and the Courts may decide that a law as worded means something quite different from what the government intended – the government must accept the decision of the Court. They may, if the Houses agree, pass another law. But that takes a great deal of time and trouble.

*Notes:*

- 1) Statute Law – статутное право, писанный закон;
- 2) Case Law – прецедентное право.

*Ex. 17. Explain the difference between Statute Law and Case one.*

## UNIT 2. AGENTS OF THE LAW

*Ex. 1. Read and learn the words and word-combinations from the Active Vocabulary.*

<b>accused</b> [ə'kju:zd]	обвиняемый
<b>acquit</b> [ə'kwɪt]	оправдывать
<b>civil</b> ['sɪvɪl]	гражданский
<b>to convict</b> [kən'vɪkt]	осудить
<b>counsel</b> ['kaʊnsəl]	участвующий в деле адвокат
<b>to cross-examine</b> ['krɒsɪg'zæmɪn]	вести перекрестный допрос
<b>to defend</b> [dɪ'fend]	защищать(ся)
<b>defendant</b> [dɪ'fendənt]	обвиняемый, ответчик
<b>dependence</b> [dɪ'pendəns]	зависимость
<b>dependent</b> [dɪ'pendənt]	зависимый
<b>to determine</b> [dɪ'tə:mɪn]	устанавливать, определять
<b>to discharge</b> [dɪs'tʃɑ:dʒ]	прекращать уголовное преследование
<b>fine</b> [faɪn]	штраф

<b>to guarantee</b> [ˌgær(ə)n'ti:]	гарантировать
<b>imprisonment</b> [im'prɪznmənt]	тюремное заключение, содержание под стражей
<b>life imprisonment</b>	пожизненное заключение
<b>to inflict</b> [ɪn'flɪkt]	налагать (наказание и т.п.)
<b>to inflict punishment</b>	назначать наказание
<b>to institute</b> ['ɪnstɪtju:t]	устанавливать, учреждать; начинать (следствие и т.п.)
<b>to institute proceedings (case)</b>	возбуждать дело
<b>lawyer</b> ['lɔːjə]	юрист, адвокат
<b>legal</b> ['li:gəl]	правовой
<b>to move a charge</b>	выдвинуть обвинение
<b>to offend</b> [ə'fend]	совершить преступление
<b>offender</b> [ə'fendə]	правонарушитель, преступник
<b>penalty</b> ['penəltɪ]	наказание; штраф
<b>plaintiff</b> ['pleɪntɪf]	истец
<b>to plead</b> ['pli:d]	делать заявление
<b>to plead guilty</b>	признать себя виновным
<b>to plead not guilty</b>	заявлять о своей невиновности
<b>preventive</b> [prɪ'ventɪv]	предупредительный, превентивный
<b>preventive detention</b>	превентивное заключение
<b>to proceed</b> [prə'si:d]	привлекать к суду; возбуждать процесс
<b>to punish</b> ['pʌnɪʃ]	наказывать, карать
<b>punishment</b> ['pʌnɪʃmənt]	наказание
<b>sentence</b> ['sentəns]	приговор, наказание
<b>to sentence</b>	приговаривать, осуждать
<b>to sue</b> [sju:]	предъявлять иск
<b>to summon</b> ['sʌmən]	вызывать в суд
<b>summons</b> ['sʌmənz]	судебная повестка, извещение ответчика о предъявленном иске
<b>trial</b> [traɪəl]	судебный процесс, судебное разбирательство
<b>to undertake</b> ['ʌndə,teɪk]	предпринимать
<b>verdict</b> ['vɜːdɪkt]	решение суда присяжных, вердикт
<b>to return a verdict</b>	выносить вердикт
<b>will</b> [wɪl]	завещание
<b>to make a will</b>	составить завещание
<b>witness</b> ['wɪtnɪs]	свидетель

*Ex. 2. Read international words and give their Russian meanings. Pay attention to the stress.*

'system \_\_\_\_\_  
'barrister \_\_\_\_\_  
'function \_\_\_\_\_  
'specialist \_\_\_\_\_  
'interview \_\_\_\_\_  
indi'vidual \_\_\_\_\_  
characte'ristic \_\_\_\_\_  
concen'tration \_\_\_\_\_

pro'fession \_\_\_\_\_  
so'licitor \_\_\_\_\_  
his'torical \_\_\_\_\_  
tra'ditional \_\_\_\_\_  
com'mercial \_\_\_\_\_  
dema'rcation \_\_\_\_\_  
person'nel \_\_\_\_\_

**Ex. 3. Remember the following ways of word formation. Translate given pairs of words into Russian.**

**N → Adj**

history – historical \_\_\_\_\_  
tradition – traditional \_\_\_\_\_  
region – regional \_\_\_\_\_  
commerce – commercial \_\_\_\_\_  
profession – professional \_\_\_\_\_

**Adj → Adv**

normal – normally \_\_\_\_\_  
main – mainly \_\_\_\_\_  
indirect – indirectly \_\_\_\_\_  
approximate – approximately \_\_\_\_\_  
separate – separately \_\_\_\_\_

**V → N**

execute – execution \_\_\_\_\_  
concentrate – concentration \_\_\_\_\_  
demarcate – demarcation \_\_\_\_\_  
divide – division \_\_\_\_\_  
appear – appearance \_\_\_\_\_

**Ex. 4. Transform according to the patterns. Translate the obtained word-combinations (see Appendix 4, Table A4.2).**

**Pattern 1:** to interpret the law – interpretation of the law

to divide the legal profession \_\_\_\_\_  
to institute a case \_\_\_\_\_  
to appoint judges \_\_\_\_\_  
to select magistrates \_\_\_\_\_  
to determine the facts \_\_\_\_\_

**Pattern 2: office of the solicitor – the solicitor’s office**

advice of the solicitor \_\_\_\_\_  
functions of the jury \_\_\_\_\_  
summing up of the judge \_\_\_\_\_  
Law Officer of the Government \_\_\_\_\_

**Pattern 3: system of court – court system**

judges of High Court \_\_\_\_\_  
officers of police \_\_\_\_\_  
departments of government \_\_\_\_\_  
system of law \_\_\_\_\_

**Ex. 5. Read the text. Pay attention to the notes.**

### THE LEGAL PROFESSION

The court system is dependent upon the legal profession to make it work. Although individuals can institute cases and defend them normally lawyers do this job for them. The legal profession is the normal source of judicial personnel for any court system.

England is almost unique in having two different kinds of lawyers, with separate jobs in the legal system. The two kinds of lawyers are solicitors<sup>1</sup> and barristers<sup>2</sup>. This division of the legal profession is due mainly to historical causes. Each branch has its own characteristic functions and a separate governing body.

The division has a number of significant impacts upon the judicial system. It is the main reason for the separation between civil and criminal courts. It also has a significant impact upon judicial appointments.

The traditional picture of the English lawyer is that the solicitor is the general practitioner, confined mainly to the office. The solicitor is the legal adviser of the public. Members of the public are able to call at a solicitor’s office and seek his advice in a personal interview. The barrister is the specialist adviser much of whose time is taken up with court-room appearance. A barrister can only be consulted indirectly through a solicitor. Today, however, the lines of demarcation are blurred.

There is approximately one solicitor to every 1,300 of the population, with considerable regional and local variations. There is a heavy concentration in commercial centres. The ratio for barristers is about one per every 10,000. Taking the legal profession as a whole (38,500), there is one practicing lawyer per 1,200 people. This compares with about one lawyer per 600 in the USA. But a lot of work in English solicitors’ offices is undertaken by managing clerks, now called “legal executives”<sup>3</sup>, who are a third type of lawyers. (Legal executives now have their own professional and examining body – “the Institute of Legal Executives”).



Notes:

1) solicitor – солиситор, стряпчий (*юрист, консультирующий клиентов, организации и фирмы; подготавливает дела для барристеров*);

2) barrister – барристер (*адвокат, имеющий право выступать в высших судах*);

3) “legal executives” – законные исполнители (*персонал, нанимаемый солиситорами, клерки*).

**Ex. 6. Match the English and Russian equivalents.**

- |                            |  |
|----------------------------|--|
| 1) court system            | a) характерные функции                         |
| 2) to institute a case     | b) юридическая профессия                       |
| 3) legal profession        | c) обратиться за советом                       |
| 4) historical cause        | d) выступление в суде                          |
| 5) characteristic function | e) личная беседа                               |
| 6) to seek advice          | f) судебная система                            |
| 7) legal adviser           | g) большое количество                          |
| 8) court-room appearance   | h) возбудить дело                              |
| 9) heavy concentration     | i) историческая причина                        |
| 10) personal interview     | j) юрисконсульт; советник по правовым вопросам |

**Ex. 7. Choose the right answer.**

1) The court system is dependent upon the \_\_\_\_\_ .

- a) legal system;
- b) governing body;
- c) legal profession.

2) England is almost \_\_\_\_\_ in having two different kinds of lawyers.

- a) characteristic;
- b) unique;
- c) historical.

3) The division of the legal profession is due to the \_\_\_\_\_ .

- a) governing body;
- b) characteristic functions;
- c) historical causes.

4) Each branch has its own characteristic functions and a separate \_\_\_\_\_ body.

- a) governing;
- b) examining;
- c) executive.

- 5) A lot of work in English solicitors' offices is undertaken by \_\_\_\_\_ .
- solicitors;
  - legal executives;
  - barristers.

**Ex. 8. Add the sentences.**

- The court system is dependent upon \_\_\_\_\_ .
- The legal profession is the source of judicial personnel for \_\_\_\_\_ .
- The two kinds of lawyers are \_\_\_\_\_ .
- The solicitor is \_\_\_\_\_ .
- The barrister is \_\_\_\_\_ .

**Ex. 9. Fill in the blanks with suitable prepositions given in box (see Appendix 4, Table A4.2).**

*of, due to, at, in, upon, through*

- The court system is dependent \_\_\_\_ the legal profession to make it work.
- England is unique \_\_\_\_\_ having two different kinds of lawyers.
- This division of the legal profession is \_\_\_\_\_ historical causes.
- Members \_\_\_\_\_ the public are able to call \_\_\_\_\_ a solicitor's office.
- A barrister can only be consulted indirectly \_\_\_\_\_ by a solicitor.

**Ex. 10. Agree or disagree using the following colloquial clichés:**

*I agree*

*I disagree*

*You are right*

*You are wrong*

*It's true*

*It's false*

*As far as I know...*

*According to the information from the text...*

- The court system is independent of the legal profession.
- England is almost unique in having two different kinds of lawyers: solicitors and barristers.
- The solicitor is the legal adviser of the public much of whose time is taken up with court-room appearance.
- There is a heavy concentration of barristers in commercial centres.
- A lot of work in English solicitors' offices is undertaken by "legal executives".
- Taking the legal profession as a whole, there is one practicing lawyer per 1,200 people.

**Ex. 11. Answer the questions to the text.**

- 1) What is the court system dependent upon?
- 2) The division of the legal profession is due mainly to historical causes, isn't it?
- 3) What are the two kinds of lawyers in England?
- 4) Are solicitors mostly concentrated in towns?
- 5) What is a third type of lawyers?

**Ex. 12. Read the text. Pay attention to the notes. Use Thesaurus if necessary.**

## JUDGES

The judge is the presiding officer of the court. The statutory basis for the appointment of judges dates from the Act of Settlement 1700<sup>1</sup>.

Judges are not themselves a separate profession: they are barristers who have been elevated to the bench<sup>2</sup>, itself a name derived from the part of the Court where they sit.

The judge decides the interpretation of the law. After all the evidence has been given the judge summarizes the case, both law and facts, for the jury. This is called his summing up.

Judges cannot be removed from office on account of political considerations – the independence of the judiciary is, at least theoretically, guaranteed. The professional judges, “High Court Judges”, deal with the most serious crimes. They are paid salaries by the state. Alongside with professional judges there are unpaid judges. They are called “Magistrates” or “Justices of the Peace” (JPs)<sup>3</sup>. They are ordinary citizens who are selected not because they have any legal training but because they have “sound common sense”<sup>4</sup> and understanding of their fellow human beings. They give up their time voluntarily.

Magistrates are selected by special committees in every town and district. Nobody, not even the Magistrates themselves, knows who is on the special committee in their area. The committee tries to draw Magistrates from different professions and social classes.

The work of the Magistrates' Courts<sup>5</sup> throughout the country depends on the unpaid services of JPs.

Notes:

1) Act of Settlement – Акт о престолонаследии (*облек Ганноверскую династию правом престолонаследия, закрепив английский престол за протестантами*);

2) ...be elevated to the bench – возвысить до положения судьи (*букв. скамья, используется в собирательном смысле по отношению к судьям или магистратам в суде*);

- 3) Magistrate, Justice of the Peace (JP) – судья, мировой судья;
- 4) “sound common sense” – (зд.) чувство здравого смысла;
- 5) Magistrates’ Court – суд магистратов, мировой суд (*рассматривает дела о мелких преступлениях*).

***Ex. 13. Answer the questions to the text.***

- 1) Are judges themselves a separate profession?
- 2) What is judge’s summing up?
- 3) What do judges deal with?
- 4) Are magistrates paid salaries?
- 5) Who are magistrates selected by?
- 6) What does the work of Magistrates’ Courts depend on?

***Ex. 14. Read the text. Pay attention to the notes. Use Thesaurus if necessary.***

## **JURIES**

The use of the jury in English law stretches far into history; the modern English jury now owes its statutory existence to the Juries Act 1974. To qualify for jury service it is necessary to be a registered elector between the ages of 18 and 65 (the proper qualification for jurors was abolished). All those people connect with the law by way of occupation (including ex-prisoners) are ineligible to jury service, as well as the clergy and the mentally ill.

Barristers, solicitors and police officers must have retired from that work for a minimum of ten years. The call to jury service is regarded as an obligation. A jury is normally composed of twelve persons whose names have been selected at random<sup>1</sup> from the list of qualified jurors for the area. Its verdict must be unanimous (it is essentially one of “guilty” or “not guilty”) and, in the event of failure to reach agreement, the case is retried before another jury. Only 6-7% of jury decisions are by a majority verdict.

Juries most frequently appear in criminal cases in the Crown Courts. The function of the jury is to determine the facts, having heard the judge’s summing up and his directions on questions of law.

Counsel for the defense or the defendant have the right to object to jurors without giving reasons, the maximum number of peremptory challenging<sup>2</sup> being reduced to three.

### Notes:

- 1) at random – наугад, случайно;
- 2) peremptory challenging – отвод без указания причины.

*Ex. 15. Say the main content of the above text in Russian.*

*Ex. 16. Read the text. Pay attention to the notes. Use Thesaurus if necessary.*

## **THE ATTORNEY-GENERAL AND THE DIRECTOR OF PUBLIC PROSECUTIONS**

The Attorney-General<sup>1</sup> is the Government's chief Law Officer and his deputy is the Solicitor-General<sup>2</sup>. They are primarily concerned with representing the Crown in Courts. The Attorney-General advises the Government on legislative proposals and on criminal proceedings which have a political or public element. He may take advice from his colleagues in the Government but he cannot be instructed by them.

The Attorney-General is a member of Government; he is not actually a member of the Cabinet itself.

The Attorney-General has the power to stop proceedings for any indictable offence. He has certain administrative functions of which the most important is the control of the Director of Public Prosecutions<sup>3</sup>.

The DPP's office was established under the Prosecution of Offences Act 1879. The Director undertakes about 7,000 prosecutions a year himself and is constantly required to give advice to the police, the main prosecuting agencies, as well as to central government departments and magistrates clerks.

Offences which must be referred to the DPP include murder; buggery; impeding an arrest or prosecution; certain violations of the Fair Trading, fire-arms, the ill-treatment of mental patients.

Offences which must be referred to the Attorney-General include corruption; possessing explosive substances; hijacking; and breaches of the Official Secrets Act.

### Notes:

- 1) Attorney-General – генеральный прокурор (*министерский пост*);
- 2) Solicitor-General – генеральный стряпчий (*фактический заместитель генерального прокурора, член правительства*);
- 3) Director of Public Prosecutions (DPP) – директор государственного обвинения (*главный прокурор, выступает как обвинитель по всем важным делам*).

*Ex. 17. Explain the responsibilities of Attorney-General and Director of Public Prosecutions.*

## UNIT 3. GREAT BRITAIN AND PUBLIC ORDER

*Ex. 1. Read and learn the words and word-combinations from the Active Vocabulary.*

<b>prosecution</b> [ˌprɒsɪˈkjuːʃn]	предъявление иска; судебное преследование; обвинительная сторона
<b>to conduct</b> [ˌkɒnˈdʌkt]	вести
<b>magistrate</b> [ˈmædʒɪstreɪt]	судья
<b>justice</b> [ˈdʒʌstɪs]	справедливость, судья
<b>justice of the peace</b> [piːs]	мировой судья
<b>knowledge</b> [ˈnɔːlɪdʒ]	знания
<b>his knowledge is very good</b>	у него очень хорошие знания
<b>to advise</b> [ədˈvaɪz]	советовать
<b>advice</b> [ədˈvaɪs]	совет(ы)
<b>to break (broke, broken)</b> [breɪk]	ломать, нарушать
<b>to bring (brought)</b> [brɪŋ, brɒt]	привозить, приносить
<b>prison</b> [ˈprɪzn]	тюрьма
<b>to be sent to prison</b>	быть отправленным в тюрьму
<b>to stay at prison</b>	находиться в тюрьме
<b>crown</b> [kraʊn]	корона, королевская власть, государство, верховная власть
<b>jury</b> [ˈdʒʊəri]	присяжные
<b>to hear (heard)</b> [hɪə, hæ:d]	слушать, заслушивать
<b>to appeal</b> [əˈpiːl]	апеллировать
<b>sentence</b> [ˈsentəns]	приговор
<b>to deal (dealt)</b> [di:l, delt]	иметь дело, заниматься

*Ex. 2. Read the text.*

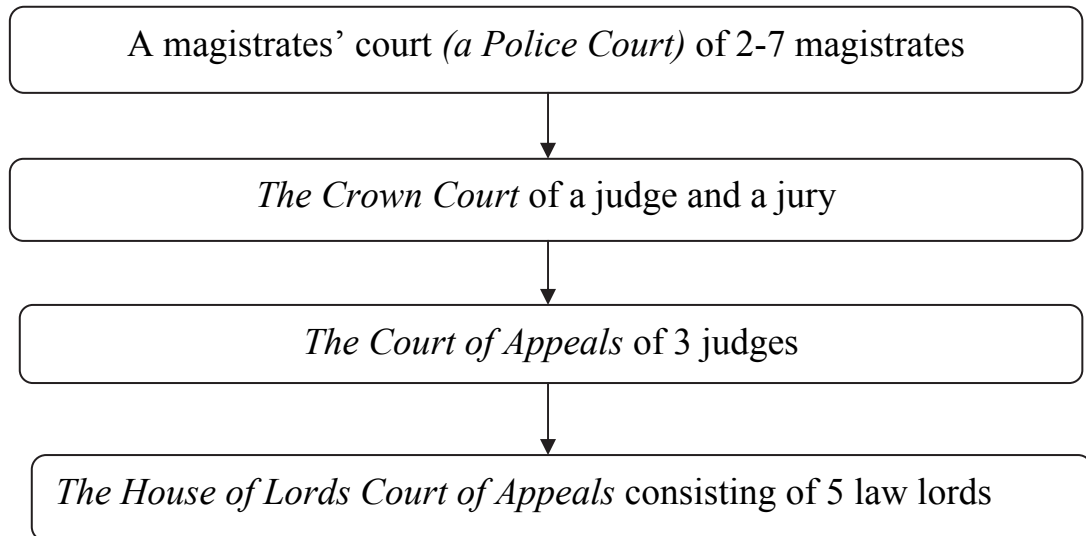
### THE JUDICIAL SYSTEM OF THE UK

Prosecution in the United Kingdom is initiated and conducted by the police. Each town has a magistrates' court commonly known as a *Police Court* which hears the less serious cases. Such courts consist of two to seven magistrates known as justices of the peace. They are often without legal training and knowledge of the law. In some cases they are advised by a *Clerk of the Court*, a trained lawyer. A magistrates' court is in session twice each week.

If a person breaks the law he must be brought first before a magistrates' court which has the power to fine people up to 100 pounds and to send them to prison for up to six months. If a case is too serious for magistrates they hear the material of the case and then send the case to a higher court called the *Crown Court* where the judge and a jury hear the case.

Appeals against the sentences given in the Crown Court are sent to the *Court of Appeals*. Appeals on cases which are of great public importance are dealt with by the *House of Lords* – the final court of appeals.

Here is the diagram of British courts:



**Ex. 3. Put the verbs in brackets in the suitable tense form. Translate the sentences (see Appendix 4, Verbs, Tables A4.8 and A4.6, the Verb ‘to be’, Table A4.11).**

- 1) Prosecution in the UK (*to initiate*) \_\_\_\_\_ and conducted by the police.
- 2) Police courts in towns (*to hear*) \_\_\_\_\_ less serious cases.
- 3) Police courts (*to consist*) \_\_\_\_\_ of 2-7 justices of the peace who (*to be*) \_\_\_\_\_ often without legal training.
- 4) In some cases the magistrates (*to advise*) \_\_\_\_\_ by Clerks of the Court.
- 5) A magistrates’ court (*to be*) \_\_\_\_\_ in session two times a week.

**Ex. 4. Choose the right form of the verbs given in italics (see Appendix 4, Verbs, Tables A4.8 and A4.9).**

- 1) If a person breaks the law he must *bring/be brought* first before a magistrates’ court.
- 2) A magistrates’ court has the power *to fine/to be fined* people up to 100 pounds.
- 3) A magistrates’ court can also *send/be sent* people to prison for up to six months.
- 4) If a case is too serious it *sends/is sent* to the Crown Court.
- 5) If there are any appeals they *send/are sent* to the Court of Appeals.
- 6) Appeals on very serious cases *consider/are considered* by the House of Lords Court of Appeals.

**Ex. 5. Read the text. Use Thesaurus if necessary.**

### THE POLICE

There are 52 police services, or police authorities in the United Kingdom. Each police service is employed and paid by their local governments or councils. The police services are completely independent of one another, and have their own policies, but they are always ready to go to each other's help. Each force has its *Criminal Investigation Department (CID)*.

The London police force, called the *Metropolitan Police*, is not controlled by the local authority. It is responsible to the *Home Secretary*, and its chief officers are appointed by the central government. But once appointed these officers cannot easily be dismissed, and they make their decisions without interference from ministers.

The heads of police forces are *Chief Constables* while the Metropolitan Police is headed by the *Commissioner of Police*. The lowest police rank in the British police is a *constable*. By the way, constables are not entitled to have revolvers.

Besides the regular police forces there are various police forces which protect the security of territories and properties of different public authorities. They include the *British Transport Police*, *Civil Aviation Police*, *Manchester Dock Police* and some others.

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

- 1) How many police services are there in the UK?
- 2) Who provides payments to all these police services?
- 3) Are police services independent?
- 4) Are they usually cooperating?
- 5) What is the London police force called?
- 6) Is it controlled by the local authority?

**Ex.7. Add the sentences using the words in box. Translate the sentences into Russian.**

***British, Chief Constables, constable, Commissioner of Police,  
Aviation, revolvers, security, Dock***

- 1) The head of the Metropolitan Police is \_\_\_\_\_ .
- 2) The heads of other police services are \_\_\_\_\_ .
- 3) The lowest police rank in British police is \_\_\_\_\_ .
- 4) Constables have no right to have \_\_\_\_\_ .



5) Besides the regular police forces there are various police services which protect \_\_\_\_\_.

6) These services include \_\_\_\_\_ Transport Police, Civil \_\_\_\_\_ Police, Manchester \_\_\_\_\_ Police and many others.

**Ex. 8. Read the text. Use Thesaurus if necessary.**

### **METROPOLITAN POLICE FORCE OF LONDON**

The *Metropolitan Police Force* was created in 1829 by an Act of Parliament. It is the largest Police Force in Britain, policing an area of 742 square miles of Greater London.

The Force is controlled by the *Commissioner of Police* of the Metropolis under the general directions of the Home Secretary.

The Metropolitan Police District is divided into four Districts. Each District comprises five or six Divisions. The twenty three Divisions are divided into sub-divisions, and a sub-division is split into sectional police stations under the control of a Station Officer, who is usually a Sergeant.

The Metropolitan Police is divided into two main branches – the *Criminal Investigation Department* (the C.I.D.), and the *uniformed branch*. There are a number of specialist branches in the Force such as the Mounted Branch, the Dog Branch, the River Police, the Women police and others.

The names of the ranks in the English police system are as follows: the patrolman is called a *constable*, then follow *sergeant* (2 grades), *inspector* (2 grades), and *superintendent* (2 grades). All higher officers come from these ranks.

The main goals of policing include the prevention of crime and disorder, the preservation of the peace, the apprehension of offenders, the recovery of lost or stolen property, and the protection of life, property, and personal liberties. The popular nickname of the London policeman ‘*bobby*’ is a tribute to Sir Robert Peel, whose Christian name Bob attached itself to members of the force. Sir Robert Peel reorganized the London police in 1829.

**Ex. 9. Find pair of synonyms.**

- |               |                |
|---------------|----------------|
| 1) act        | a) security    |
| 2) branch     | b) freedom     |
| 3) goal       | c) main        |
| 4) protection | d) affiliation |
| 5) liberty    | e) bill        |
| 6) principal  | f) purpose     |
| 7) special    | g) specialized |

**Ex. 10. Put the verbs in brackets in the right tense-form. Translate the sentences (see Appendix 4, Verbs, Tables A4.8 and A4.9).**

- 1) The Metropolitan Police Force of London (*to create*) \_\_\_\_\_ in 1829.
- 2) It (*to control*) \_\_\_\_\_ by the Commissioner of Police of the Metropolis.
- 3) The Metropolitan Police District (*to divide*) \_\_\_\_\_ into four Districts.
- 4) The 23 Divisions (*to divide*) \_\_\_\_\_ into sub-divisions.
- 5) The sub-divisions (*to split*) \_\_\_\_\_ into sectional police stations.
- 6) The Metropolitan Police (*to associate*) \_\_\_\_\_ with the name of Sir Robert Peel.

**Ex. 11. Put articles (see Appendix 4, Nouns).**

- 1) \_\_\_\_\_ Metropolitan Police is \_\_\_\_\_ largest police force in Britain.
- 2) They police \_\_\_\_\_ area of more than 700 square miles.
- 3) \_\_\_\_\_ land mile is equal to 1,609 kilometers.
- 4) \_\_\_\_\_ nautical mile is equal to 1,852 kilometers.
- 5) \_\_\_\_\_ main goals of policing include \_\_\_\_\_ prevention of \_\_\_\_\_ crime and disorder, and \_\_\_\_\_ preservation of \_\_\_\_\_ peace.
- 6) Their goals are also \_\_\_\_\_ apprehension of offenders, \_\_\_\_\_ recovery of lost or stolen property, and \_\_\_\_\_ protection of life, property, and personal liberties.

**Ex. 12. Answer the questions.**

- 1) Who supervises and directs the Metropolitan Police?
- 2) Who heads sectional police stations?
- 3) What is his rank, as a rule?
- 4) What are the names of the ranks in the English police system?
- 5) How many main branches of the Metropolitan Police Force are there?
- 6) What specialist branches of police are there in Britain?

**Ex. 13. Add the sentences.**

- 1) The letters C.I.D. stand for \_\_\_\_\_ .
- 2) The popular nickname of the London policeman is \_\_\_\_\_ .
- 3) This word originated from Sir \_\_\_\_\_ .
- 4) It was he who reorganized the London police in \_\_\_\_\_ .
- 5) The full name of the police of London is \_\_\_\_\_ .

**Ex. 14. Read the text. Translate it in written form. Use Thesaurus if necessary.**

## SCOTLAND YARD

Though Scotland Yard is in fact the headquarters of the Metropolitan Police Force, the name is almost always associated with the Criminal Investigation Department (C.I.D.) of the Metropolitan Police. The C.I.D. was set up in 1878. The name Scotland Yard comes from the fact that originally there was a palace used by the Scottish kings and their ambassadors when they visited London. Later the palace was replaced by the building of the Metropolitan Police. But the name of Scotland Yard stuck to it.

The Criminal Investigation Department consists of about 1,500 detectives, of which 1,300 do ordinary detective work. The remaining 200 detectives work in the *Special Branch*, which in many respects is national first, because it has a staff at every airport and seaport, and secondly, because it is charged with protecting very important persons (VIPs) and dealing with actions which may be regarded as subversive to the state.

Other branches of the C.I.D. which operate on a nationwide scale are as follows:

1. The criminal record office, which is the only office in the country that maintains a central record of all criminals.
2. The fingerprint department, which by status maintains all fingerprint records.
3. The flying squad, which is used all over the country by chief constables when necessary.

Although the C.I.D. usually operates on a nationwide scale it can go to the help of a provincial police force only if it is invited. In serious cases it is usually invited.

### ***Ex. 15. Put stress in the following words:***

fingerprint	switchboard	firearms
seaport	moonlight	trolley-bus
airport	caretaker	suitcase
headquarters	windscreen	birthday
police	although	record

### ***Ex. 16. Answer the questions.***

- 1) What was Scotland Yard originally?
- 2) Whose headquarters is Scotland Yard now?
- 3) Are the head offices of the C.I.D., as a part of the Metropolitan Police, located here now too?
- 4) When was the C.I.D. established?
- 5) What are the responsibilities of the Special Branch of the C.I.D.?
- 6) How many detectives work for the Special Branch?

*Ex. 17. Fill in the blanks with the prepositions given in box (see Appendix 4, Table A4.2).*

*by, on, in, of*

- 1) The C.I.D. consists \_\_\_\_\_ about 1,500 detectives.
- 2) 1,300 detectives \_\_\_\_\_ the total number do ordinary detective work.
- 3) The criminal record office maintains a central record \_\_\_\_ all criminals.
- 4). The fingerprint department maintains all fingerprint records, \_\_\_\_\_ status.
- 5) The flying squad is used all over the country \_\_\_\_\_ chief constables, when necessary.
- 6) These branches of the C.I.D. operate \_\_\_\_\_ a nationwide scale.
- 7) If it is invited, the C.I.D. can go to the help \_\_\_\_\_ a provincial police force.

#### **UNIT 4. THE UNITED STATES AND PUBLIC ORDER**

*Ex. 1. Read and learn the words and word-combinations from the Active Vocabulary.*

<b>agency</b> ['eidʒənsɪ]	агентство, организация, орган
<b>sheriff</b> ['ʃerɪf]	шериф
<b>all in all</b>	всего
<b>separate</b> ['sepəreɪt]	отдельный
<b>to finance</b> [faɪ'nəns]	финансировать
<b>respective</b> [rɪs'pektɪv]	соответствующий
<b>weapon</b> ['wepən]	оружие
<b>club</b>	дубинка

*Ex. 2. Word-formation. Read the words, underline suffixes and translate the words.*

agent – agency;  
to operate – operation – operator;  
to govern – government – governor;  
to administer – administratio – administrative;  
to organize – organizer – organization;  
to finance – finance – financier – financial;  
operator;  
administrator.

**Ex. 3. Translate the word-combinations with the word 'state'.**

государство – *state* – штат

State police forces (in the USA) \_\_\_\_\_ ;  
the United States of America \_\_\_\_\_ ;  
state financing (in the USA) \_\_\_\_\_ ;  
state financing (in other countries) \_\_\_\_\_ ;  
the state of Belgium \_\_\_\_\_ ;  
the European states \_\_\_\_\_ .

**Ex. 4. Read the text.**

**THE POLICE OF THE USA**

There are five main types of police agencies operating in the USA: police agencies of the Federal government; state police forces; sheriffs in counties; the police forces of cities and towns; the police of villages.

Besides there are such special police forces as parks police, bridge and tunnel administration police forces, and police organizations for special tasks. All in all, there are about 40,000 separate police agencies in the United States of America.

The Federal police agencies are financed from the Federal Fund. Other police forces are financed from the respective authorities' funds.

Policemen have weapons, such as revolvers, clubs and gas pistols.

**Ex. 5. Say what is a rank of a person.**

1) (in the USA) he is a chief law-enforcing officer of a county \_\_\_\_\_ .  
2) (in the UK) he is a chief officer of the Crown in counties and certain cities, with legal and ceremonial duties \_\_\_\_\_ .

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

- 1) What five main types of police agencies are operating in the USA?
- 2) What other police forces are functioning there too?
- 3) Who finances the Federal police agencies?
- 4) Who finances special police forces?
- 5) Are all policemen usually armed?

**Ex. 7. Form the comparative and superlative degrees of the following adjectives (see Appendix 4, Adjectives, Table A4.3).**

low \_\_\_\_\_ ;

independent \_\_\_\_\_ ;  
 high \_\_\_\_\_ ;  
 faithful \_\_\_\_\_ ;  
 little \_\_\_\_\_ ;  
 sincere \_\_\_\_\_ ;  
 many \_\_\_\_\_ ;  
 complicated \_\_\_\_\_ .

**Ex. 8. Read the text. Use Thesaurus if necessary.**

### LOWER COURTS IN THE USA

The lowest courts in the federal system are the *District Courts* with about two hundred district judges. These courts handle both civil and criminal cases that come under the jurisdiction of the federal laws. By the Constitution they are required to give a jury trial in all except civil cases involving less than twenty dollars.

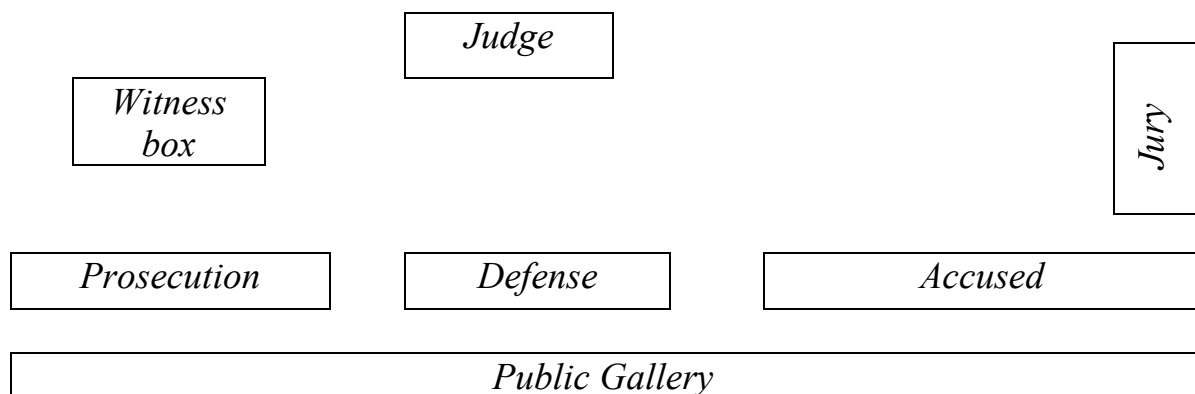
The district courts have original jurisdiction in all cases. Criminal cases are tried by a judge sitting with a jury whose duty is to hear the evidence, the speeches of prosecuting and defending counsel and the speech of the judge.

Then the jury must reach a unanimous decision as to whether the accused is guilty or not of the crime he is charged with. A trial jury must consist of twelve persons.

The usual positions of all the parties involved in court are sketched below.

Each state of the USA has at least one *district court*. And each court has from one to twenty four judges.

Besides, all the states have their own courts, including a *Supreme Court*, superior courts and local courts. In most states the lowest courts are the magistrate or police courts.



The judge or *magistrate of the police court* can send a drunk to jail for thirty days, or fine a motorist for speeding, without the aid of jury. The magis-

trate may also have authority to receive a man accused of murder and decide whether to hold him for trial in a higher court.

**Ex. 9. Fill in the articles ‘a (an)’ or ‘the’ (see Appendix 4, Nouns).**

1) \_\_\_\_\_ lowest courts in \_\_\_\_\_ federal system of \_\_\_\_\_ USA are \_\_\_\_\_ District Courts.

2) They handle various cases that come under \_\_\_\_\_ jurisdiction of \_\_\_\_\_ federal laws.

3) \_\_\_\_\_ USA is \_\_\_\_\_ federal republic.

4) \_\_\_\_\_ Constitution says in what cases \_\_\_\_\_ district courts are required to give \_\_\_\_\_ jury trial.

5) Criminal cases are usually tried by \_\_\_\_\_ judge and \_\_\_\_\_ jury.

6) \_\_\_\_\_ jury must reach \_\_\_\_\_ unanimous decision as to whether \_\_\_\_\_ accused is guilty or not.

**Ex. 10. Give the definition of the following:**

district judge \_\_\_\_\_ ;

jury \_\_\_\_\_ ;

prosecuting counsel \_\_\_\_\_ ;

defending counsel \_\_\_\_\_ .

**Ex. 11. Read the text. Use Thesaurus if necessary.**

**THE JUDICIAL SYSTEM OF THE USA**

The head of the judicial power is the *Supreme Court*. It consists of the Chief Justice and eight Associate Justices appointed for life by the President with the approval by the Senate. One of the most important duties of Justices is to decide whether laws passed by Congress agree with the Constitution. If the Supreme Court decides that the Constitution does not give Congress the power to pass a certain law, the Court declares the law unconstitutional. Such a law cannot be enforced by the President and his executive officers.

The Court of Appeals has only appellate jurisdiction. It works in the District of Columbia and ten circuits into which the country has been divided.

The marshals are the oldest law enforcement agency in the United States. Each marshal is appointed by the President of the USA with advice and consent of the US Senate. The appointment is for a period of four years. Marshals do not wear uniform. There are about seven hundred US marshals in the United States. The marshals work in federal courts, serve federal processes, transport federal prisoners and have powers to arrest in federal cases. The activities of marshals are supervised and directed by the *Attorney-General*.

The office of the United States Attorney-General was established in 1789. The purpose of the office was to enforce federal laws. The Attorney-General is the head of the US Department of Justice.

**Ex. 12. Fill in the blanks with the words from the box:**

*unconstitutional, executive, appellate, Associate, Supreme, Chief*

- 1) The head of the judicial power of the USA is the \_\_\_\_\_ Court.
- 2) The Court is made up of the \_\_\_\_\_ Justice and eight \_\_\_\_\_ Justices.
- 3) If the Constitution does not give Congress the power to pass a certain law, the Court declares the law \_\_\_\_\_.
- 4) Unconstitutional laws cannot be enforced by the President and his \_\_\_\_\_ officers.
- 5) The Court of Appeals has only \_\_\_\_\_ jurisdiction.

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

- 1) Did you know what the word *marshal* meant?
- 2) What are the main responsibilities of marshals in the USA?
- 3) Do they wear uniform?
- 4) Who appoints them?
- 5) For what period are they appointed?
- 6) Who supervises their work?

**Ex. 14 Agree or disagree using colloquial clichés:**

*I agree.*

*I disagree.*

*You are right.*

*You are wrong.*

*It's right.*

*It's false.*

*As far as I know...*

*According to the information from the text...*

- 1) Marshal is a police rank in the USA.
- 2) The Attorney General heads the federal police in the USA.

**Ex. 15. Read the text. Use Thesaurus if necessary.**



## THE CRIMINAL JUSTICE SYSTEM OF THE USA

Any state has an established system of law, procedures and punishments to guarantee social order. Like other societies, America has a criminal justice system to enforce the laws, protecting individuals and the entire society. The system operates by identifying, apprehending, prosecuting, convicting and sentencing people who violate the laws of the nation and of its various states.

The society has given its police the powers to patrol the streets, prevent crime, and arrest suspected criminals. It has established courts to conduct trials of the accused and sentence criminals. It has created a correctional process consisting of prisons to punish convicted persons and programs to rehabilitate them so that they could become useful citizens. These three components – *law enforcement* (police, sheriffs, marshals), the *judicial process* (judges, prosecutors, defense lawyers) and *corrections* (prison officials and probation officers) – establish a system of criminal justice. The basic rules that determine the workings of the American criminal justice system are defined in the Constitution of the United States.

**Ex. 16. Form Participle I with the help of ‘-ing’ and translate them into Russian (see Appendix 4, Participle).**

to identify \_\_\_\_\_ ;  
to apprehend \_\_\_\_\_ ;  
to prosecute \_\_\_\_\_ ;  
to convict \_\_\_\_\_ ;  
to sentence \_\_\_\_\_ ;  
to establish \_\_\_\_\_ ;  
to guarantee \_\_\_\_\_ ;  
to suspect \_\_\_\_\_ ;  
to consist \_\_\_\_\_ ;  
to correct \_\_\_\_\_ .

**Ex. 17. Translate into Russian paying attention to ‘-ing’ forms (see Appendix 4, Participle, Gerund, Verbal Noun).**

- 1) The system operated by *identifying* offenders first of all.
- 2) It is a correctional process *consisting* of prisons and rehabilitation programs.
- 3) The Constitution contains rules that determine the *workings* of the justice system.
- 4) There are a few methods of *apprehending* and *identifying* suspects.
- 5) He studied the system of *prosecuting*, *convicting* and *sentencing* criminals.

**Ex. 18. Fill in the right articles (see Appendix 4, Noun).**

- 1) \_\_\_\_\_ text speaks about \_\_\_\_\_ criminal justice system of \_\_\_\_\_ USA.
- 2) Every state has \_\_\_\_\_ established system of law, procedures and punishments.
- 3) \_\_\_\_\_ USA has \_\_\_\_\_ criminal justice system to enforce \_\_\_\_\_ laws protecting individuals and \_\_\_\_\_ entire society.
- 4) \_\_\_\_\_ system protects \_\_\_\_\_ society against those who violate \_\_\_\_\_ federal laws and \_\_\_\_\_ laws of \_\_\_\_\_ states.
- 5) \_\_\_\_\_ Americans are proud of \_\_\_\_\_ system which defends them.

**Ex. 19. Fill in the blanks with the words given in box:**

*rehabilitate, sentence, patrol, prevent, conduct, punish, arrest*

- 1) The police \_\_\_\_\_ the streets of cities and towns on a regular basis.
- 2) Police officers are doing their best to \_\_\_\_\_ crimes.
- 3) Sometimes the police \_\_\_\_\_ criminals with the help of ordinary people on the scene of the crime.
- 4) Courts \_\_\_\_\_ trials of the accused and \_\_\_\_\_ criminals to different terms.
- 5) The society has created a correctional process to \_\_\_\_\_ convicted persons and implement programs to \_\_\_\_\_ those persons.

**Ex. 20. Read the text. Use Thesaurus if necessary.**

### **STRUCTURE OF THE AMERICAN POLICE**

There are several different types of police agencies, each with its own jurisdiction and special functions.

The major types of police agencies can be divided into three major branches of government: *federal*, *state*, and *local* (city and county).

*The federal law enforcement system* includes such well known agencies as the Federal Bureau of Investigation, National Park Service, Border Patrol, US Postal Inspector and many more.

*Law enforcement on the state level* includes the state police or highway patrol, drug control agencies, investigative bureaux, and others.

On the *level of local government* the police agencies are the largest law enforcement group. These agencies include municipal (or city) police, county sheriff's offices, constables and village police departments.

Municipal police departments, which are the heart of the entire police system, have their own organization with several different divisions, each with specific functions. In most departments there are four major divisions:

- field operations (patrol, investigation, traffic, youth divisions, special operations, etc.);
- administrative services (community relations, planning, etc.);
- technical services (communications, records, etc.);
- inspectional services (internal affairs, intelligence, etc.).

**Ex. 21. Agree or disagree using colloquial clichés:**

*I agree.*

*I disagree.*

*You are right.*

*You are wrong.*

*It's right.*

*It's false.*

*As far as I know...*

*According to the information from the text...*

- 1) Municipal police departments are the backbone of the local government level.
- 2) There are three main divisions inside each department, as a rule.
- 3) The field operations division is responsible for patrolling streets, investigations, traffic and nothing else.
- 4) The administrative services division supervises community relations, planning, etc.
- 5) The technical services division is responsible for communications, records and fingerprints.
- 6) The inspectional services division functions in the field of external affairs, internal affairs, intelligence, etc.

**Ex. 22. Answer the questions to the text.**

- 1) What three main types of police agencies are there in the USA?
- 2) What agencies does the federal law enforcement system consist of?
- 3) What law enforcement agencies are there on the state level?
- 4) Is the largest law enforcement group on the level of local government?
- 5) What agencies are there on the level of local government?

**Ex. 23. Match Russian and English equivalents.**

- |              |                     |
|--------------|---------------------|
| 1) espionage | a) убийца           |
| 2) sabotage  | b) кража            |
| 3) treason   | c) кража со взломом |
| 4) burglary  | d) убийство         |

- |           |                           |
|-----------|---------------------------|
| 5) theft  | e) шпионаж                |
| 6) murder | f) саботаж                |
| 7) killer | g) государственная измена |

**Ex. 24. Find pairs of synonyms.**

- |                |                 |               |                   |
|----------------|-----------------|---------------|-------------------|
| 1) to create   | a) to grow      | 8) personnel  | h) foreigner      |
| 2) to expand   | b) to supply    | 9) alien      | i) way            |
| 3) to transfer | c) to prepare   | 10) method    | j) inspection     |
| 4) to consist  | d) to establish | 11) search    | k) staff          |
| 5) to receive  | e) to make      | 12) selection | l) responsibility |
| 6) to provide  | f) to get       | 13) question  | m) choice         |
| 7) to train    | g) to pass over | 14) function  | n) matter         |

**Ex. 25. Read the text. Use Thesaurus if necessary.**

**FEDERAL BUREAU OF INVESTIGATION**

The most famous Federal Government Agency in the United States is the *Federal Bureau of Investigation* (the F.B.I.) with the headquarters in Washington. In 1908 when the F.B.I. was created it was a small group of special investigators.

As the organization grew, its records and files expanded and criminal records and fingerprint collections were transferred from other authorities with approval of Congress. At present the F.B.I. consists of 11 different divisions. One of these divisions is the *Identification Division* which was founded in 1924 by Director Hoover. One of its aims was to provide a national collection of fingerprints. The collection is now the largest in the world.

The F.B.I. investigates all sorts of criminal activity, particularly cases of espionage, sabotage, treason, and matters pertaining to internal national security. The F.B.I. Identification Division keeps records on all political suspects, and actual criminals.

There are two important sections of the Identification Division: the Disaster Squad and the Fingerprint Section. The former assists with the identification of persons killed in major tragedies. The latter is divided into five main groups: fingerprints of criminals and suspects of crimes; fingerprints received in connection with government services; different applicants; aliens; requests for personal identification.

The F.B.I. supplies information for evidence and crime problems submitted by police forces throughout the country.

Training schools for Special Agents were set up in Washington to instruct them in modern crime detection methods. Courses include Federal law, accounting, and the science of fingerprinting, crime scene searches, interviews, photography, firearms and self-defense.

The F.B.I. has always closely cooperated with state and local police agencies. The authorities of the F.B.I. have always believed that effective law enforcement is possible only if scientific training, careful selection of personnel and cooperation between police agencies are established.

**Ex. 26. Put the verbs in brackets in the right tense-form (see Appendix 4, Verb, Tables A4.8 and A4.9).**

- 1) The F.B.I. (*to create*) \_\_\_\_\_ in 1908.
- 2) The Identification Division of the F.B.I. (*to found*) \_\_\_\_\_ in 1924.
- 3) One of the aims of the Division (*to be*) \_\_\_\_\_ to provide a national collection of fingerprints.
- 4) The Division (*to keep*) \_\_\_\_\_ records on all political suspects and actual criminals.
- 5) The F.B.I. (*to supply*) \_\_\_\_\_ information for evidence and crime problems throughout the country.
- 6) Training schools for Special Agents (*to set up*) \_\_\_\_\_ in Washington.

**Ex. 27. Read the text. Use Thesaurus if necessary.**

### IN THE USA

Higher education for police practitioners in the United States was initiated by August Vollmer, who was Chief of police of Berkley, California in 1909-1932. Vollmer is often called the 'father of modern law enforcement'. He had little formal education, or practically an elementary school education. And most probably he did not think that it was the right thing for a policeman.

August Vollmer proposed the recruitment of college educated police officers. So soon police modernization began in the USA and the policemen were nicknamed 'college cops'.

After August Vollmer retired from the Berkeley Police Department, he was appointed Professor of Police Administration at two universities, the University of California at Berkeley and the University of Chicago. Vollmer lectured and traveled much to other colleges of higher education speaking about professionalism of policemen. His most notable contribution to the police profession was the promotion of the idea of higher education for police officers.

Now all American police recruits are to have baccalaureate degrees at least.

**Ex. 28. Answer the questions to the text.**

- 1) Who is called the 'father of modern law enforcement' in the USA?
- 2) Who was he?

- 3) When did he live?
- 4) What education did he have?
- 5) What education for policemen did he initiate?

**Ex. 29. Read and translate the text in written form. Use notes and The-saurus if necessary.**

### **THE HISTORY OF THE AMERICAN WOMEN POLICE**

Women served as investigators, intelligence agents, railway detectives, personal security guards<sup>1</sup>, and military secret services long before the first fe-male<sup>2</sup> received a police commission<sup>3</sup> in the United States.

The earliest appointment of a policewoman occurred<sup>4</sup> in 1893, with Mary Ownes; but the first woman in the United States to use full police powers was Lola Boldwin in 1905. And in 1910 the first regular commissioned policewoman was appointed in Los Angeles. That was Allice Stebbins Wells, a theological<sup>5</sup> student and a social worker.

In 1912 the city council of Chicago passed the *Women Police Ordinance* which provided for 13 women to be hired<sup>6</sup> for a period of one year. Then in 1917 the first policewoman was hired by the city of New York Police Department.

It was not until 1967 that the President's Commission on Law Enforce-ment and Administration of Justice changed the status of women in police ser-vice. The Commission stated: 'Policewomen can be invaluable to modern law enforcement, and their present role should be broadened<sup>7</sup>. Their role should not be limited to star functions or police work with juveniles<sup>8</sup>. Women should also serve regularly in patrol, criminal and investigative divisions.'

This statement caused a number of police departments to rethink their po-sition on women police. Soon a few female police officers were assigned<sup>9</sup> to pa-trol duty or investigative functions. It is fair to state that the percentage of such officers is not very high even now.

#### Notes to the text:

- 1) guard – охрана, стража, конвой, караул;
- 2) female – женщина;
- 3) commission – полномочие, доверенность;
- 4) to occur – случаться, происходить;
- 5) theological – богословский;
- 6) to hire – нанимать;
- 7) to broaden – расширять;
- 8) juvenile – малолетний преступник;
- 9) to assign – назначать, поручить.

**Ex. 30. Fill in the gaps with suitable articles (see Appendix 4, Noun).**

- 1) She's \_\_\_\_\_ very experienced policewoman.
- 2) \_\_\_\_\_ earliest appointment of \_\_\_\_\_ policewoman took place in 1893.
- 3) \_\_\_\_\_ first policewoman in \_\_\_\_\_ USA was Mary Ownes.
- 4) Though \_\_\_\_\_ first policewoman to use full police powers was Lola Baldwin.
- 5) \_\_\_\_\_ first regular commissioned policewoman was \_\_\_\_\_ theological student.
- 6) In 1912 thirteen women were hired to work for \_\_\_\_\_ police.
- 7) In 1917 \_\_\_\_\_ first policewoman was hired by \_\_\_\_\_ city of NY Police Department.

**Ex. 31. Answer the questions to the text.**

- 1) When did the status of women change in American police service?
- 2) What Commission had worked with this goal in view?
- 3) Did the Commission state that the role of policewomen must be broadened?
- 4) In what capacity had most policewomen worked before?
- 5) What recommendation did the Commission give?
- 6) Did the recommendation change the situation?

**Ex. 32. Agree or disagree using the colloquial clichés:**

*I agree*

*I disagree*

*You are right*

*You are wrong*

*It's true*

*It's false*

*As far as I know...*

*According to the information from the text...*

- 1) Women can be as physically fit as men.
- 2) Women officers can handle stress as well as men.
- 3) Women, if trained properly, are as willing as men to use force.

## **UNIT 5. INTERNATIONAL POLICE**

**Ex. 1. Read and learn the words and word-combinations from the Active Vocabulary.**

**to postpone** [pəst'pəʊn]

отложить

**to postpone smth till/until/to**

отложить что-либо до

**to necessitate smth** [nə'sesiteɪt]

вызвать необходимость чего-либо

<b>to revive</b>	оживлять, возрождать
<b>statute</b> ['stætjʊt]	устав
<b>universal</b> [ˌjuːnɪ'vɜːsl]	всеобщий
<b>coin</b>	монета
<b>series</b> ['serɪz]	серия(и)

**Ex. 2. Underline suffixes and translate the words:**

- to act – activity – activist – active \_\_\_\_\_ ;  
to initiate – initiative – initiation \_\_\_\_\_ ;  
to decide – decision – decisive \_\_\_\_\_ ;  
to influence – influence – influential \_\_\_\_\_ ;  
to televise – television – televiewer \_\_\_\_\_ ;  
to centralize – centre – central – centralization \_\_\_\_\_ ;  
to delegate – delegate – delegation \_\_\_\_\_ .

**Ex. 3. Read the text.**

**ESTABLISHMENT OF INTERPOL**

The first international Police Congress was held in Monaco in 1914 and delegates, who included lawyers, judges, criminologists, academics and civil servants as well as police officers, came from 17 countries. The Congress supported calls for greater transnational police cooperation, centralized international criminal records, etc.

Further progress was postponed until the end of the First World War. The next meeting was held in 1923 when police officers from 20 countries met in Vienna. The result was the establishment the *International Criminal Police Commission* with its headquarters in Vienna.

The activities of the Commission grew slowly but in 1938, which time police organizations in 34 countries had joined, the Commission was taken over by the Nazis.

After the Second World War European crime became a particular problem and necessitated international police cooperation. At the initiative of the Inspector General of the Belgian police a conference to revive the Commission was held in Brussels in 1946. On this meeting, attended by delegates from 19 countries it was decided to establish a permanent headquarters in Paris.

The organization has been strongly influenced by the French police and its first four Secretaries Generals were French police officers. In 1956 the governing body of the Commission, the General Assembly, approved new statutes which changed name to the *International Criminal Police Organization*. It very soon became universally known as *Interpol*, a name first coined as a telegraphic address and popularized in the late 1950s by a television series entitled *Interpol Calling*.



**Ex. 4. Answer the questions to the text.**

- 1) From how many countries did the delegates come to the First International Police Congress?
- 2) Were there only policemen among the delegates to the Congress?
- 3) Was the Congress called a conference as well?
- 4) Where and when was the Congress held?
- 5) Did the Congress call for trans-national cooperation?
- 6) Did it call for centralized criminal records?

**Ex. 5. Fill in the gaps with the suitable prepositions (see Appendix 4, Table A4.2).**

*until, in, from, of, by, with*

- 1) Further progress of the organization was postponed \_\_\_\_\_ the end \_\_\_\_\_ the First World War.
- 2) The next meeting was held \_\_\_\_\_ 1923 \_\_\_\_\_ Vienna, the capital \_\_\_\_\_ Austria.
- 3) This time police officers \_\_\_\_\_ 20 countries took part \_\_\_\_\_ the work \_\_\_\_\_ the meeting.
- 4) As a result the International Criminal Police Commission was established \_\_\_\_\_ its headquarters \_\_\_\_\_ Vienna.
- 5) \_\_\_\_\_ 1938 police organizations \_\_\_\_\_ 34 countries had joined the Commission.
- 6) \_\_\_\_\_ 1938 the Commission was taken over \_\_\_\_\_ the Nazis.

**Ex. 6. Choose the right tense-form of the verbs given in brackets (see Appendix 4, Verb, Tables A4.8 and A4.9).**

- 1) The Commission (*then held, was then held*) \_\_\_\_\_ in Brussels in 1946.
- 2) This meeting (*attended, was attended*) \_\_\_\_\_ by delegates from 19 countries.
- 3) The meeting (*decided, was decided*) \_\_\_\_\_ to establish permanent headquarters in Paris.
- 4) The organization (*has influenced, has been influenced*) \_\_\_\_\_ by the French police and its first four Secretaries Generals were French.
- 5) The Commission (*changed, was changed*) \_\_\_\_\_ its name in 1956.
- 6) Now it (*calls, is called*) \_\_\_\_\_ the International Criminal Police Organization.

- 7) Its headquarters (*is, are*) \_\_\_\_\_ in Paris.  
 8) The television series (*entitling, entitled*) \_\_\_\_\_ ‘Interpol Calling’ (*was, were*) \_\_\_\_\_ very popular.

**Ex. 7. Find pairs of synonyms.**

- |                 |                |                |                 |
|-----------------|----------------|----------------|-----------------|
| 1) to ensure    | a) to develop  | 6) to prevent  | f) to keep away |
| 2) to promote   | b) to provide  | 7) to suppress | g) to combat    |
| 3) to assist    | c) to be       | 8) to remain   | h) to found     |
| 4) to exist     | d) to prohibit | 9) to forbid   | i) to stay      |
| 5) to establish | e) to help     |                |                 |

**Ex. 8. Read the text. Use Thesaurus if necessary.**

**THE AIMS OF INTERPOL**

These are set in Article 2 of its Constitution:

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

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

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

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

**Ex. 9. Fill in the suitable article (see Appendix 4, Noun).**

1) To meet these aims \_\_\_\_\_ Interpol has undertaken \_\_\_\_\_ number of functions.

2) \_\_\_\_\_ central activity of \_\_\_\_\_ Interpol remains the function of handling \_\_\_\_\_ enquiries it gets from \_\_\_\_\_ participating countries.

3) Despite \_\_\_\_\_ popular opinion \_\_\_\_\_ Interpol is not \_\_\_\_\_ executive agency.

4) Rather it is \_\_\_\_\_ international communications system.

5) \_\_\_\_\_ article 3 of \_\_\_\_\_ Constitution of \_\_\_\_\_ Interpol forbids it to undertake \_\_\_\_\_ political activities.

6) I don’t know what exactly \_\_\_\_\_ Article says.

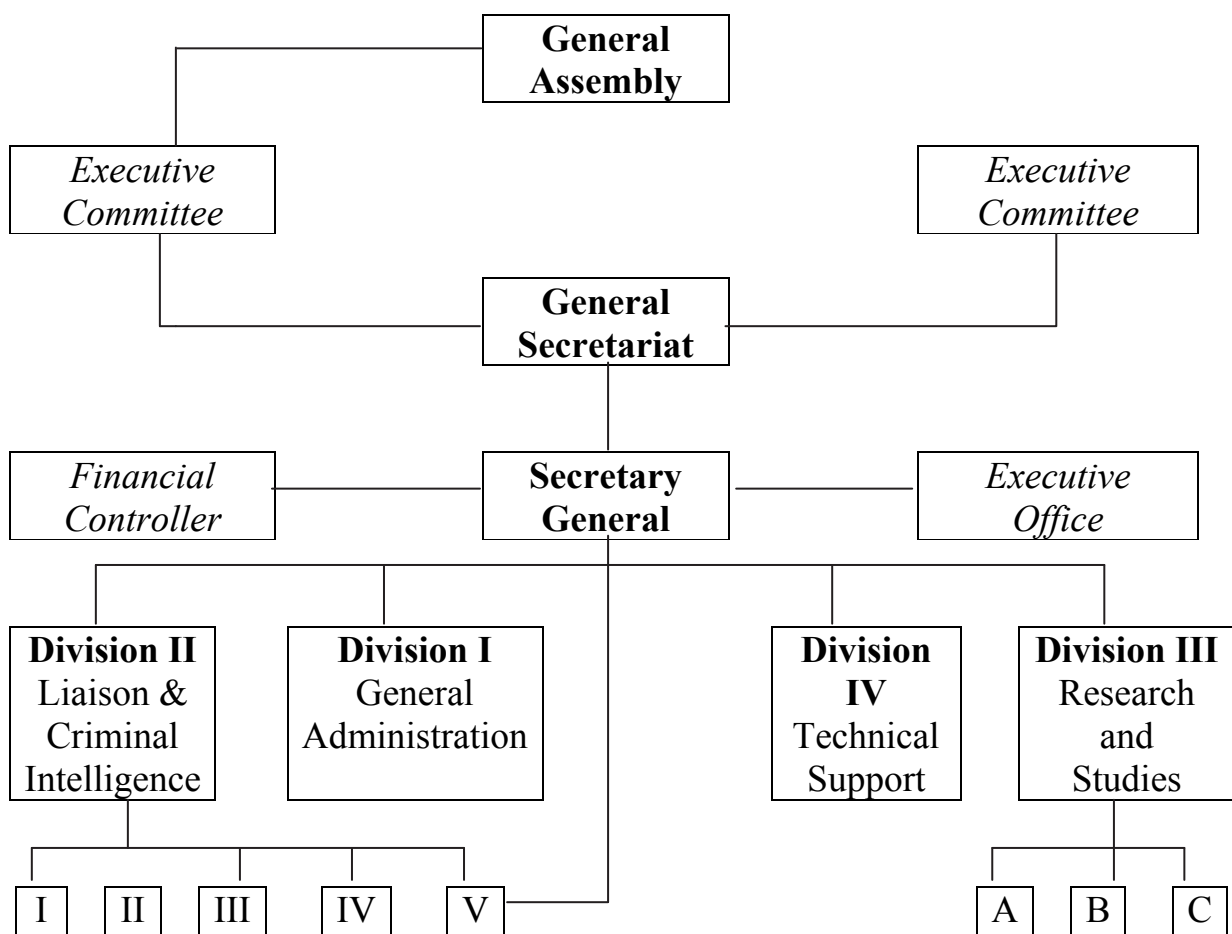
7) I don’t know how many \_\_\_\_\_ Articles there are in \_\_\_\_\_ Constitution of \_\_\_\_\_ Organization.

*Ex. 10. Read the text. Use Thesaurus if necessary.*

## STRUCTURE AND OPERATION OF INTERPOL

The governing body of Interpol is the *General Assembly* which meets once a year. Each member state has one vote in the Assembly although the delegations to the General Assembly are usually somewhat larger. The General Assembly takes all the major policy decisions and approves finances, working methods, instruments of cooperation and programmes of activities.

The *Executive Committee*, which normally meets three times a year, prepares the agenda for the General Assembly, approves the programme of activities, etc.



- I *General Crime*
- II *Economic and Financial Crime*
- III *Drugs Trafficking*
- IV *Criminal Intelligence*
- V *European Secretariat*

- A *Legal and Technical Studies*
- B *General Documentation Service*
- C *International Criminal Police Review*

The day-to-day administration is the responsibility of the *General Secretariat* which is based at Lyon in France. It is staffed by some 283 personnel, including police officers representing 37 separate countries.

The National Central Bureaux are the vital cogs upon which the organization turns. It is through these bureaux that Interpol's enquiries are channeled. And it is these bureaux which process the requests received via Interpol in the form of 'international notices'. These notices usually give particulars of the people concerned, including where possible physical description, photographs and fingerprints.

The areas of crime dealt with by Interpol are drugs, counterfeit currency, theft and other property crimes, fraud, and violent crime, including murder, wounding, and armed robbery.

**Ex. 11. Agree or disagree using the colloquial clichés:**

<i>I agree</i>	<i>I disagree</i>
<i>You are right</i>	<i>You are wrong</i>
<i>It's true</i>	<i>It's false</i>
<i>As far as I know...</i>	<i>According to the information from the text...</i>

- 1) The National Central Bureaux are the essential part of Interpol.
- 2) Interpol's enquiries are handled by the General Secretariat.
- 3) International notices are issued by participating countries.
- 4) International notices give very important information.
- 5) Interpol deals with various crimes.
- 6) But Interpol does not deal with counterfeit currency.

**Ex. 12. Examine the scheme and answer the questions.**

- 1) What is the governing body of Interpol?
- 2) What units are there on the lowest level?
- 3) How many divisions and sub-divisions are functioning within Interpol?
- 4) Does the chart show how many National Central Bureaux are operating within the Organization?
- 5) Is the Executive Committee synonymous with the Executive Office of Interpol?
- 6) What do the letters ACIU stand for? If CIU stand for Criminal Intelligence Unit, what is A?

**Ex. 13. Find pairs of antonyms:**

- |                  |                 |                  |               |
|------------------|-----------------|------------------|---------------|
| 1) keen          | a) apathetic    | 6) international | f) maximum    |
| 2) eastern       | b) slightly     | 7) minimum       | g) indirect   |
| 3) significantly | c) provincial   | 8) standard      | h) impersonal |
| 4) central       | d) sub-standard | 9) personal      | i) national   |
| 5) direct        | e) western      |                  |               |

**Ex. 14. Read the text. Use Thesaurus if necessary.**

### INTERPOL AND EASTERN EUROPE

Interpol is keen to provide assistance to the development of law enforcement agencies in Eastern Europe. Interpol has invested significantly in a modernization programme to ensure that all of its National Central Bureaux can be linked by computer-to-computer communications and have direct access to a database of information on international crime and criminals.

Those countries that cannot afford to pay are provided with the equipment necessary to bring them up to a minimum standard free of charge. New National Central Bureaux in Central and Eastern Europe receive personal attention, including visits from the General Secretariat who provide guidance on how the bureaux should be structured and operated.

European Drugs Liaison Officers assigned to the General Secretariat have an important role to play in these developments. It has been suggested that up to 60 per cent of communications on the Interpol system relate to drug offences.

**Ex. 15. Answer the questions.**

- 1) What is Interpol doing about computerization of its National Central Bureaux?
- 2) What is the target in this respect?
- 3) What is the Organization doing for those countries who cannot afford the expensive equipment?
- 4) What are their special efforts about the new National Central Bureaux in Central and Eastern Europe?
- 5) Why is the role of Drugs Liaison Officers singled out?

**Ex. 16. Translate sentences with the verb 'to fail'.**

- 1) He *failed* at the examination. – \_\_\_\_\_.
- 2) He *failed* to contact his chief. – \_\_\_\_\_.
- 3) We *failed* to provide any evidence for this case. – \_\_\_\_\_.
- 4) The jurors *failed* to understand him. – \_\_\_\_\_.
- 5) He *failed* to understand their system. – \_\_\_\_\_.
- 6) They could make errors because of *failing* to understand the system. – \_\_\_\_\_.

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- 7) They may deprive other police of information and possibly make errors by *failing* to understand the system. – \_\_\_\_\_.

**Ex. 17. Read the text. Use Thesaurus if necessary.**

### **INTERPOL AND BILATERAL COOPERATION**

To some extent, Interpol disapproves of direct bilateral contracts between investigating police officers which take place outside the Interpol system. Interpol says that it possesses considerable expertise and experience in international enquiries. Interpol stresses that officers using direct bilateral contacts run the danger of duplicating other investigations. They may deprive other police of information and possibly make errors by failing to understand other criminal justice systems.

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

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

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

**Ex. 18. Agree or disagree using the colloquial clichés:**

*I agree*

*I disagree*

*You are right*

*You are wrong*

*It's true*

*It's false*

*As far as I know...*

*According to the information from the text...*

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

**Ex. 19. Answer the questions.**

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

## **PART 2. EXTRA-CURRICULUM READING**

### **SECTION 1. LAW ENFORCEMENT IN FRANCE**

*Read the texts. Use Thesaurus if necessary.*

#### **Text A. THE FRENCH PENAL CODE**

The French criminal justice system is based on the inquisitorial rather than the adversarial model. The key responsibility lies with the judges, and particularly the examining magistrates, to conduct a thorough inquiry to find out all the facts. The trial itself is not a contest between the prosecution and the defense, but the final act of investigation.

#### **Text B. FRENCH CRIMINAL COURTS**

In the French criminal justice system there are three types of criminal courts and where individual cases are tried depends on the gravity of the alleged offence.

*The Police Tribunal* deals with the least serious category of offence, those contravening police regulations. The prosecutor is often a police officer and the court has one magistrate and a clerk. There are 471 such courts in France which handle over 10 million cases a year.

*The Correctional Court* deals with misdemeanours. There are three judges but no jury. There are 181 correctional courts which handle over 500,000 cases annually.

*The Cour d'Assises* deals with grave offences or crimes. There is one in each district, and cases are heard before three magistrates and a jury of nine people.

In addition, there are investigative divisions from whom appeals go to the *Chamber of Instruction* and finally to the *Court of Appeal*.

#### **Text C. ORGANISATION OF THE FRENCH POLICE**

The French Police consists of two highly centralized forces, the *National Police*, and the *National Gendarmerie*. There is a further independent local force called the *Municipal Police*. Relations between the two major forces are often described as strained. The municipal police force operates in theory alongside the National Police and the National Gendarmerie. All the French police are armed.

The National Police is considerably larger than the Gendarmerie with some 116,300 officers and is responsible to the Ministry of the Interior. In addition to the uniformed and plain clothes police officers, there is about 10,000 civil support staff working for the National Police.

The National Police has executive and administrative functions which are split between the various units and services, for example: suppression of public disorder, road and motorway patrols, intelligence service, and border and air control service, VIP security service. Drugs, vice and forensic work are often covered by specialist squads and there is also an anti-terrorist unit.

Within the National Police there are a few divisions for active policing:

– *The Urban Police* operates in the 477 big towns. Each district is controlled by a Commissar and consists of uniformed officers and a plain clothes detective and administration division. The tasks of the Urban Police division are to maintain law and order, public safety, security and salubrity, and traffic control.

– *The Judicial Police* deal with criminal, financial and economic cases.

– *The Political Police* of approximately 4,000 officers collect and collate information on individuals or groups who are regarded as constituting a danger to the state. Its plain officers are empowered to infiltrate organizations, collect information, and tap telephones and open mail, subject to warrants.

– *The State Security Service* is concerned with the secret activities of foreign states operating in France.

– *The Air and Frontier Police* is responsible for the movement of people across French borders and through airports. It works closely with the Customs Service which has responsibility for the supervision of the movement of goods across the frontiers.

There are also other divisions of the National Police including paramilitary riot police and drugs squad.

The National Gendarmerie is a military force under the control of the Ministry of Defense.

## **SECTION 2. LAW ENFORCEMENT IN ITALY**

*Read the texts, use Thesaurus if necessary.*

### **Text A. JUDICIAL SYSTEM OF ITALY**

Under the Constitution the Italian judiciary is fully independent of the executive and legislature and is supervised by the Superior Council of the Judiciary. Italian law is fundamentally based on *Roman law* and is largely codified although the law has been modified by statute.

At the lowest level of the ‘ordinary’ courts there are several different courts. In civil cases the lowest of these is the court which hears disputes up to the value of 1,000,000 Liras. Above this is another court with a single judge which has competence in cases involving values of up to 5,000,000 Liras. The latter is present in the major town of every district of Italy. Then there are three types of courts of appeal.



Criminal cases follow a separate hierarchy of courts depending on the seriousness of crimes. And there are a few levels of courts of appeal too.

Administrative and fiscal courts have a few tiers as well.

Prosecutions are initiated and carried out by the Public Prosecutor on behalf of the state. The Prosecutor is charged with safeguarding the public interest and is entitled to initiate any investigations considered necessary to collect evidence, assisted by the police.

## **Text B. ORGANISATION OF THE ITALIAN POLICE**

There are four separate police systems in Italy: *the Carabinieri, the State police, the treasury police and the local community police.*

In addition there are the Corps of Prison Warders and the Corps of Foresters. The latter is responsible for the protection of forestry and environment. In total there are some 302 police officers, giving one officer for every 191 people.

The Italian police all come under the authority of the Minister of the Interior who coordinates the activities of law enforcement agencies. The Minister is responsible for the maintenance of public order and safety, and the services of the Public Security Department are employed to enforce this authority. This department in turn is sub-divided into various departments and agencies headed by the Chief of the Italian Police.

## **Text C. THE CARABINIERE**

The Carabinieri is a national force which has both military and civilian policing duties. Its military operations, which come under the direction of the Ministry of Defense, include military policing, protection of military establishments and special escorts. For other duties the Carabinieri are either under the control of the Ministry of Internal Affairs or the judicial authorities.

The regular policing duties of the Carabinieri include ensuring that laws and regulations are observed, combating all forms of crime, assisting with disasters, maintaining public order, providing prisoner surveillance and a guard service at court hearings.

The Carabinieri also maintains various specialist units, such as the one of which fights organized crime, notably the Mafia. They are provided with helicopters and special communications equipment. In addition there is the Special Branch, which includes the naval service for coastal patrols and the drugs squad.

There are some other units subordinated to other ministries, the duties of which include the location of stolen works of art, the prevention of food adulteration, enforcement of labour legislation, providing security for diplomatic missions and preventing crimes which cause damage to the environment.

### **Text D. THE STATE POLICE OF ITALY**

The State Police (SP) is responsible to the Ministry of the Interior and it is directed by the General Director of the National Police.

The State Police has the general policing task of enforcing law and order, maintaining public security and carrying out the Interpol liaison function within the Criminal Police Department. The SP has a complex national organization. Tasks are divided between a number of departments, each responsible for one particular policing function.

One important section of the police in Italy is the special police which polices the frontiers. It is responsible directly to the Central Office for Highway, Railway, Border and Postal Police in the Department of Public Security. These police officers work closely with customs officers and with the Treasury Police to ensure that customs and excise regulations are properly observed.

### **SECTION 3. NEWSPAPER ITEMS**

*Read the texts, use Thesaurus if necessary.*

#### **Text A. SMIRNOFF AND SMIRNOV**

Russia's Smirnov vodka makers are in a battle with the worldwide makers of Smirnoff vodka over the right to use the historic family name.

Vladimir Smirnov, the son of the famous Pyotr Smirnov, left revolutionary Russia for Poland and tried to organize production of the family vodka there but failed. In the mid-1930s Vladimir Smirnov sold the Smirnoff trademark to the Americans for \$14,000. Now the Smirnoff is produced by a multinational powerhouse of the American Grand Metropolitan and Guinness.

The present Smirnov makers of vodka in Russia insist that the deal was not legal. 'There is an important detail that is confirmed by legal documents,' the President of the Russian company said.

'Vladimir Smirnov had withdrawn from the family business before the revolution. He took his share in cash and went in for other businesses. Thus what he sold to the Americans did not belong to him at the time.'

Now the Russian and the American producers are together in the business and litigation.

*The Russia Journal, 2000*

#### **Text B. PRISON POPULATION**

Demonstrations were organized this month in more than 30 major cities in the United States to draw attention to the arrival of the two million inmate American jails.

The United States comprises 5 percent of the global population, yet it is responsible for 25 percent of the world's prisoners. It has a higher proportion of its citizens in jail than any other country in history, according to the November Coalition, an alliance of civil rights campaigners, justice policy workers and drug law reformers. The Coalition is coordinating protests across the United States to draw public attention to what it feels is a trend for locking up ever more offenders, most of them non-violent.

'Incarceration should be the last resort of a civilized society, not the first', said Michael Gelac, a former vice-chairman of the US Sentencing Commission. 'We are calling on state and federal governments to stop breaking up families and destroying our communities. Prison is not the solution to every social problem', said Nora Collan of the Coalition.

'In New York City one of three black youths is either in custody or on parole. New York State is diverting millions of dollars from colleges and universities to pay for prisoners we cannot afford', said Kevin Pran of the Prison Moratorium Project.

The national convention of the American Bar Association held in Dallas, Texas this month was told there was growing momentum for a moratorium on the death penalty. This follows the recent announcement by Illinois Governor George Ryan that the state will suspend executions pending an investigation since there are a certain number of death row inmates who have been wrongly convicted. There are currently 3,600 people awaiting execution in the United States – 463 of them in Texas alone.

*The Guardian, February, 2000*

### **Text C. POLICE BRUTALITY**

Outside police headquarters in New York City, the protesters show up each day. In the courts, the biggest criminal cases are against cops. And at City Hall, the law-and-order record of Mayor Rudolph Giuliani appears tarnished.

A combination of brutality charges, federal investigations and public relations problems has thrown the United States' largest police department into its worst crisis in years. Police and the city's minorities seem increasingly at odds, and morale in the department is dropping.

The department's troubles come just two years after it was riding high on news that the city's crime rate was dropping for the first time in 28 years.

What's created the most anger is the case of Amadou Diallo, an unarmed West African immigrant shot to death by police in an apartment lobby. The police, apparently believing Diallo was reaching for a gun, fired 41 bullets at him. He was hit by 19 shots.

Now the four white officers who killed him are on trial accused of murder. The defense says it was a tragic accident; the prosecution accepts that the

officers did not set out that might to kill a black man but says that they made a conscious decision to shoot him once they got out of their car.

And the protesters have other cases to cite in their charge of police misconduct.

In New York's borough of Brooklyn, jury selection is to begin Monday for the trial of three other officers accused of brutalizing a Haitian immigrant Abner Louima. The trial centres on allegations the officers brutalized him in a precinct station.

Federal and state prosecutors have launched investigations of the NYPD (New York Police Department). The commission will hold hearings in May on whether the police tactics violate the public rights, especially in minority neighbourhood.

*The Guardian, March, 2000*

#### **Text D. LA COSA NOSTRA**

The La Cosa Nostra (LCN) is the preeminent organized crime group in the United States. It became publicly recognized as a national conspiracy after the testimony of LCN member Joseph Valachi before the Permanent Subcommittee on Investigations of the United States Senate in 1963. The LCN is a secret organized crime group which functions throughout the United States, and has ties with other organized crime groups within and outside the United States. Literally translating 'La Cosa Nostra' means 'this thing of ours'. This organized crime group is also known as the 'Mafia', 'the outfit', 'the mob', and other terms. The LCN is organized in several regional groups known as 'families', which are headquartered in various cities and locations in the United States. The dominant LCN families in the United States include the Chicago family, the five families based in New York and nineteen other families in the States.

The LCN amounts to a distinct subculture in the US and complete with its own set of values, rituals, and social rules. All LCN families attempt to operate covertly under the rule of silence known as 'omerta'. This rule prohibits members of the LCN from discussing LCN activities with non-members under penalty of death. Membership in the LCN is limited to men of Italian ethnic extraction. Some individuals, sponsored for membership by an existing LCN member are often described as 'made members'. In addition to made members, there are many individuals, who, though they are not formally members of the LCN families, assist LCN members in a variety of ways concerning criminal activities. The FBI and other law enforcement agencies use the term 'associate' to identify those individuals.

Over the years, LCN members and associates have engaged in a wide variety of criminal activities, such as induced murder, extortion, arson, commercial

fraud, loan sharking, illegal gambling, drug trafficking, tax fraud, bank fraud, public corruption, labour racketeering, and others.

The F.B.I. has identified over 1,300 LCN members nationwide, estimating there are over 2,000 members and 20,000 associates. From 1980 to the present, the F.B.I., has obtained convictions against 23 Bosses, 14 Underbosses, 5 Consiglieri and 67 Capos of 20 LCN families. But nevertheless the LCN has remained strong and continues to exert significant influence and control of criminal activities in some cities and areas, especially in Chicago, New York and Las Vegas.

*Analytical report of the F.B.I., 2001*

### **Text E. 10 MOBSTERS SHOT DEAD IN SLOVAKIA**

Masked gunmen opened fire on a tavern in south Slovakia, killing 10 people and injuring others in an attack believed linked to organized crime, a government spokesman said Friday.

The attack occurred Thursday night and was the worst in recent memory in Slovakia, a Central European country that split from the Czech Republic in 1993 and two years ago changed governments in what was considered its first free election.

Jozef Sitar, the Interior Ministry spokesman, said three masked men entered the Fontana bar in the town considered a centre organized crime and opened fire. Nine people died at the scene and the 10<sup>th</sup> died while being transported to a hospital, Sitar said.

Other people were wounded, Sitar said, but he was unable to say how many.

*The Sme Daily* newspaper reported Friday that the shooting was a revenge attack, and that one victim was a crime boss in the town. Sitar refused to comment on the report, but said some of the victims were believed to be organized crime members.

The mayor of the town said Friday that all the dead were organized crime figures. He said nothing had been done to check the increasing clout of crime gangs in the region.

‘I am very sorry that they ended up like this, and not in court and in prison’, the mayor said by telephone. Organized crime is rampant in Eastern and Central Europe and became entrenched in Slovakia during the authoritarian rule of Vladimir Meciar, who was voted out of office two years ago.

Crime gangs from Russia and other former Soviet bloc countries are believed to operate in Slovakia, running lucrative smuggling rings involving weapons, drugs and stolen cars.

Attacks on organized crime figures have occurred more frequently in recent years, usually targeting one or two victims.

*The Associated Press, February, 2000*

### **Text F. DRUG TRAFFICKING TO CUBA**

Following a tip-off the Cuban detectives were waiting at the Jose Marti airport in Havana for four young men flying from Kingston, Jamaica, who were suspected drug smugglers.

The four, of whom two were Jamaicans and two Canadians, were arrested shortly after collecting their suitcases. Hidden inside, police found 15 kilos of cocaine, worth 14 million American dollars on the street. The police did not charge the four because they wanted to root out their contacts on the island. Under surveillance, they were allowed to make phone calls and set up a meeting. And the trap soon sprang. The Jamaicans contacted three Britons and they agreed to meet at 11 a. m. in Havana's Hotel Libre three days later.

Thus near the hotel all the five were arrested, strip-searched and charged. The raid was a coup for the police. The detective discovered that the two Jamaicans knew one of the British men, and that they had cracked a drug smuggling ring with links to the United States and Canada.

The police also concluded there was a conspiracy and all the participants knew about the drug trafficking and that some of the cocaine was destined for Britain.

Following a hearing Sept. 23, the judges convicted the group each of whom pleaded not guilty. The Britons were sentenced to 15 years; the others including the Jamaicans received 20 years.

*US News and World Report, October, 2004*

### **Text G. RUSSIAN MOB BOSS CONVICTED**

An alleged Russian organized crime boss has been found guilty on racketeering charges by a US jury in Miami, Florida. Oleg Kirillov was convicted Friday on charges of money laundering, drug smuggling, extortion and visa fraud. Kirillov, 32, is a leader of a Russian organized crime group based in Nizhny Novgorod, Russia and had control over a Moscow nightclub where cocaine is sold, FBI agent William McCausland said. The plan was to smuggle cocaine from the United States to Russia, he said. Kirillov, who was recorded talking about cocaine smuggling on a wiretapped phone, was arrested when he arrived in Miami. Three criminals testified for the government in hopes of reduced sentences for themselves.

Kirillov spent time on death row in the Soviet Union after a murder conviction in 1989, but the conviction was overturned. Agents had been wiretapping and recording conversations of Kirillov's Miami deal for months. Two of Kirillov's co-defendants have already pleaded guilty. Three others are fugitives believed living in Russia. Kirillov faces 30 years to life in prison. Sentencing is June 8.

*The Associated Press, March, 2000*

## **PART 3. КОНТРОЛЬНЫЕ РАБОТЫ**

### **Требования по выполнению и оформлению контрольных работ**

1) Студент (срок обучения 4 года) должен выполнить 4 контрольные работы по английскому языку в соответствии с учебным планом вуза (контрольные работы 1 и 2 выполняются студентами на первом курсе, а контрольные работы 3 и 4 соответственно на втором курсе).

2) Контрольные работы следует выполнять в письменном виде в тетради. На титульном листе должны быть отражены следующие данные: фамилия, имя, отчество, шифр, группа и адрес студента, а также номер контрольной работы.

3) Контрольные работы сдаются преподавателю (рецензенту) в установленные сроки для проверки и рецензирования.

### **Исправление контрольной работы на основе рецензии**

1) При получении контрольной работы, проверенной рецензентом, следует внимательно прочитать рецензию, ознакомиться с замечаниями рецензента и проанализировать отмеченные в работе ошибки.

2) Руководствуясь указаниями рецензента, следует повторить недостаточно усвоенный материал. Работа над ошибками выполняется в этой же тетради в конце контрольной работы и вновь сдается на повторную рецензию по первому требованию рецензента.

### **Подготовка к зачету и экзамену**

В процессе подготовки к зачету и экзамену рекомендуется:

1) повторно прочитать и перевести наиболее трудные тексты из учебного пособия;

2) просмотреть материалы и задания контрольных работ;

3) выполнить выборочно отдельные упражнения из учебного пособия для самопроверки и самоконтроля;

4) повторить грамматический материал и лексический минимум.

### **Требования к зачету и экзамену**

К устному зачету по английскому языку допускаются студенты, выполнившие все устные и письменные работы, получившие зачет по контрольным работам.

К экзамену по английскому языку допускаются студенты, выполнившие все устные и письменные задания и получившие зачет за предыдущий курс обучения и зачеты по контрольным работам.

Для сдачи экзамена студент должен:

1) уметь правильно читать и понимать без словаря учебные тексты, изученные в течение данного периода обучения, а также материал заданий выполненных контрольных работ;

2) уметь прочитать и перевести с помощью словаря текст, основанный на пройденном лексическом материале. Норма чтения и перевода – 1 500 печатных знаков (за 80 мин) для письменного перевода или 1 800 печатных знаков (за 10 мин) для ознакомительного чтения.

## КОНТРОЛЬНАЯ РАБОТА 1

Задания контрольной работы основаны на материале Unit 1.

Для выполнения контрольной работы необходимо усвоить следующий грамматический материал:

- 1) Словообразование: основные словообразовательные суффиксы.
- 2) Видовременные формы глагола (активный и пассивный залог) – см. прил. 4, Глагол, табл. А4.8 и А4.9.
- 3) Степени сравнения прилагательных – см. прил. 4, Имя прилагательное, табл. А4.3.
- 4) Функции глаголов *“to be”*, *“to have”* – см. прил. 4, Глагол *“to be”*, табл. А4.11.

***Задание 1. Прочитайте текст и письменно ответьте на вопросы, следующие за ним.***

### ANCIENT SYSTEMS OF LAW

1. One of the earliest systems of law of which we have knowledge is the collection of laws, known as the Code of Hammurabi, the Babylonian king, who lived in about 1900 B.C.<sup>1</sup>, and whose stone figure we can see in the British Museum in London. Another early code is the code of Hebrew Law<sup>2</sup> contained in the Book of Exodus<sup>3</sup> in the Bible.

2. In Greece each city state had its own law; some laws were common to many states. In the seventh century B.C. the Greeks began to put their laws into writing. About 594 B.C. Solon, the famous Athenian law-giver, provided a new code of law. The Athenians did not consider it necessary to have legal experts for non-criminal cases. In a civil case the verdict was given by a jury, which might number anything from 201 to 2,500. The members of the jury listened to speeches made by the persons who had brought the case before them, and by their friends. Barristers did not participate in court proceedings, but professional speech-writers sometimes prepared speeches.

3. Roman law is one of the greatest systems that have ever existed. It was based upon custom, and by A.D.<sup>4</sup> 528 the quantity of Roman law had become so immense that the Emperor Justinian in Constantinople ordered to make a clear, systematic code of all the laws.

4. Roman law had a deep influence upon the law of the world. It had a strong influence on the law of most European countries and some influence on



Anglo-Saxon law, which is the other great law system of the world. After many years Roman law reappeared in the eleventh century, when there was a great revival of learning. Many European countries began to use Roman law in their courts. In France, however, until Napoleon codified the law in 1804, each province had its own laws. The Napoleonic Code was a splendid achievement, and it has influenced the law of many countries in Europe and South America.

*Notes:*

- 1) B.C. before Christ – до нашей эры;
- 2) Hebrew Law – древнееврейское право;
- 3) Book of Exodus – Исход (2-я книга Ветхого Завета);
- 4) A.D. anno Domini (лат.) – нашей эры.

- 1) What ancient systems of law do we have knowledge of?
- 2) What book contains one of the earliest systems of law?
- 3) When did the Greeks begin to put their laws into writing?
- 4) What is one of the greatest systems of law?
- 5) What system of law had a great influence on the law of the world?

***Задание 2. Письменно переведите 2 и 4-й абзацы текста.***

***Задание 3. По суффиксу определите и выберите: 1) существительные, 2) прилагательные, 3) глаголы, 4) наречия. Все слова переведите письменно.***

Earliest, collection, early, law-giver, famous, legal, criminal, civil, writer, professional, systematic, Napoleonic, achievement, barrister, codify, participate.

***Задание 4. Определите видовременную форму глагола в следующих предложениях. Предложения переведите письменно на русский язык.***

- 1) In the seventh century B.C. the Greeks began to put their laws into writing.
- 2) The laws of many European countries were developing on the basis of Roman law.
- 3) The Napoleon Code has influenced the laws of many countries in America.
- 4) In the first year you will study Roman law as it is the basis on the laws of most European countries.
- 5) The institute of jury still exists in many countries.
- 6) By the eleventh century many European countries had begun to use Roman law in their courts.

**Задание 5. Переведите письменно следующие предложения, обращая внимание на употребление глагола-сказуемого в пассивном залоге.**

- 1) The law on partnership was codified by the Parliament in 1972.
- 2) Customs are not created by societies consciously.
- 3) Many general customs have been adopted by the courts and have become laws.
- 4) Customs are sometimes still recognized by the courts.
- 5) Roman law was used in the courts by many European countries.
- 6) Statutes are made by the Government; customs are created by the people.

**Задание 6. Заполните пропуски предложениями:**

*in, into, by, of, to*

- 1) The members \_\_\_\_\_ the jury listened \_\_\_\_\_ speeches and gave their verdict.
- 2) By A.D. 528 Roman law had become so immense that it was necessary to have a clear, systematic code \_\_\_\_\_ all the laws.
- 3) Customs are not made \_\_\_\_\_ governments.
- 4) Laws are traditionally divided \_\_\_\_\_ two main categories.
- 5) Solicitors do not participate \_\_\_\_\_ court proceedings.

**Задание 7. Определите, является ли глагол “to have” смысловым или вспомогательным. Предложения переведите на русский язык письменно.**

- 1) Each country of the world has its own system of law.
- 2) In Greece each city had its own law.
- 3) The Athens did not consider necessary to have legal experts for non-criminal cases.
- 4) The members of the jury listened to the speeches made by the persons who had brought the case before them.
- 5) French public law has never been codified.

**Задание 8. Определите функцию глагола “to be”. Предложения переведите письменно на русский язык.**

- 1) The law is not enforced against young children.
- 2) Government-made laws are often patterned upon informal rules of conduct.
- 3) The task of the jury is to bring in a verdict.
- 4) The jury is still discussing the verdict.

- 5) The courts are interpreters of the law.
- 6) The general nature of the law is that it is enforced equally against all members of the nation.

***Задание 9. Переведите письменно предложения, обращая внимание на степени сравнения прилагательных.***

- 1) Many of the early rules of the common law were general customs.
- 2) One of the largest systems of law of which we have knowledge is the Code of Hammurabi.
- 3) The largest number of the jury was in Greece.
- 4) Roman law is one of the greatest systems which have ever existed.
- 5) Anglo-Saxon law is the other great system of law.

## **КОНТРОЛЬНАЯ РАБОТА 2**

Задания контрольной работы основаны на материале Unit 1.

Для выполнения контрольной работы, необходимо усвоить следующий грамматический материал:

- 1) Словообразование: основные словообразовательные суффиксы.
- 2) Видовременные формы глагола (активный и пассивный залог) – см. прил. 4, Глагол, табл. А4.8 и А4.9.
- 3) Степени сравнения прилагательных – см. прил. 4, Имя прилагательное, табл. А4.3.
- 4) Функции глаголов “*to be*”, “*to have*” – см. прил. 4, Глагол “*to be*”, табл. А4.11.

***Задание 1. Прочтите текст и письменно ответьте на вопросы, следующие за ним.***

### **THE SOURCES OF ENGLISH LAW**

1. On the Continent the writings of legal authors form an important source of law. In England, in accordance with the tradition the courts are the interpreters of the law. The “sources” of law are the sources to which the courts turn in order to determine what it is. From the aspect of their sources, laws are traditionally divided into two main categories according to the form in which they are made. They may either be written or unwritten. These traditional terms are misleading, because the expression “written” law signifies any law that is formally enacted, whether reduced to writing or not, and the expression “unwritten” law signifies all unenacted laws. For example, judicial decisions are often reduced to writing in the form of law reports, but as they are not formal enactments they are “unwritten” law.

2. Under the influence of the Code Napoleon many continental countries have codified their law, public and private. On the Continent, therefore, the volume of written law is more than the volume of unwritten. In England in accordance with the tradition writings of the laws had comparatively little respect in the past and for the most part have never been enacted. So in England where more of the laws derive from judicial precedents, unwritten law is predominant. This does not, of course, mean that none of English law is codified. Many parts of it are codified: such as the law on the sale of goods (Sale of Goods Act 1979) and the law on partnership (Partnership Act 1890). All that means that although Parliament may and does make any laws it pleases, there is no whole system of codification which prevails in many continental countries.

3. Two principal and two subsidiary sources of English law must be mentioned. These principal sources are Legislation, and Judicial Precedent, the subsidiary sources are Custom and Books of Authority which carry a weight of authority almost equal to that of precedents.

- 1) What are the two main types of sources of law?
- 2) Are English laws “written”?
- 3) What does the expression “unwritten law” mean?
- 4) What do most of the laws in England derive from?
- 5) Are all “written” laws in England reduced to writing?

***Задание 2. Письменно переведите 2-й абзац текста.***

***Задание 3. По суффиксу определите и выберите: 1) существительные, 2) прилагательные, 3) глаголы, 4) наречия. Слова переведите письменно на русский язык.***

Interpreter, traditionally, expression, formally, judicial, enactment, continental, comparatively, predominant, partnership, codification, codify, legislate.

***Задание 4. Определите видовременные формы глаголов в следующих предложениях. Предложения переведите письменно на русский язык.***

- 1) Many English laws derive from judicial precedents.
- 2) In modern times most rules of law have reflected general custom.
- 3) Continental or Roman law has developed in most of Continental Europe, Latin America and many countries in Asia and Africa.
- 4) Common law was developing gradually throughout the history.
- 5) Continental systems of law have resulted from the attempts of governments to produce a set of codes.

6) The lawmakers wanted to show that legal rules of their citizens originated in the state, not in local customs.

**Задание 5. Переведите письменно следующие предложения, обращая внимание на употребление глагола-сказуемого в пассивном залоге.**

- 1) The laws are interpreted by the courts.
- 2) The lawmakers were influenced by the model of the canon law of the Roman Catholic Church.
- 3) Laws had been put into writing by Greeks by the 16<sup>th</sup> century B.C.
- 4) In a civil case a verdict was given by a jury.
- 5) Don't worry. Speeches are being prepared by professional speech-writers.
- 6) The law of the world has been influenced by Roman law.

**Задание 6. Заполните пропуски предложениями.**

*by, between, from, to, in, of*

- 1) There is no whole system \_\_\_ codification which prevails \_\_\_ many countries.
- 2) Judicial decisions are often reduced \_\_\_ writing in the form of law reports.
- 3) Before 1066 law was administered \_\_\_ series of local courts.
- 4) Common law systems differ \_\_\_ Continental law.
- 5) In all societies relations \_\_\_\_\_ people are regulated \_\_\_ prescriptive laws.

**Задание 7. Определите, является ли глагол “to have” смысловым или вспомогательным. Предложения переведите письменно на русский язык.**

- 1) Informal rules have very little to do with the laws created by governments.
- 2) English law has developed through decisions in individual cases.
- 3) The system based on English Common law has been adopted by many Commonwealth countries and most of the United States.
- 4) When they were codifying their legal systems they looked to the examples of Revolutionary and Napoleonic France.
- 5) Versions of Roman law had long influenced many parts of Europe but had little impact on English law.
- 6) Many customs have existed since “time immemorial”.

**Задание 8. Определите функцию глагола “to be”. Предложения переведите на русский язык письменно.**

- 1) Some laws are descriptive, others are prescriptive.
- 2) The ways in which people talk, eat and drink are guided by informal rules.
- 3) Uniform application of the law throughout the country was promoted by gradual development of the doctrine of precedents.
- 4) The rules of social institutions are observed by those who belong to them.
- 5) Throughout the history British courts were developing Common law.
- 6) Customs and court rulings are as important as status.

**Задание 9. Переведите письменно предложения, обращая внимание на степени сравнения прилагательных.**

- 1) In England the volume of unwritten law is larger than the volume of written law.
- 2) Despite greater internationalization most law is still made and enforced by governments.
- 3) There is a great difference between the world’s systems of law.
- 4) The interpretation of the Courts remains till either a higher Court decides that this interpretation was wrong or Parliament passes another law.
- 5) One of the earliest codes – the Code of Hebrew law is contained in the Book of Exodus of the Bible.

### **КОНТРОЛЬНАЯ РАБОТА 3**

Задания контрольной работы основаны на материале Unit 2.

Для выполнения контрольной работы, необходимо усвоить следующий грамматический материал:

- 1) Видовременные формы глагола (активный и пассивный залог) – см. прил. 4, Глагол, табл. А4.8 и А4.9.
- 2) Неличные формы глагола (инфинитив, причастие, герундий) и конструкции с ними – см. прил. 4, Инфинитив, Причастие, Герундий.
- 3) Употребление местоимений *it* и *one*.
- 4) Типы придаточных предложений. Союзное и бессоюзное подчинение.
- 5) Сослагательное наклонение. Типы условных предложений.
- 6) Усилительную конструкцию *it is ... that*.

**Задание 1. Прочтите текст и письменно ответьте на вопросы, следующие за ним.**

### **ADMINISTRATION OF JUSTICE IN GREAT BRITAIN**

1. Persons offending against the law are summoned before a court of law. The summons issued by the court states the charges moved against the offender by the persons suing him. When a defendant is brought before a court the charge is read out to him and he is asked whether he pleads guilty or not guilty. If he pleads guilty he is sentenced by the court. If he pleads not guilty, a jury of 12 persons must be formed and summoned to attend the court.

2. The trial begins with opening the case for the prosecuting party and hearing the evidence of the witnesses for the prosecution. On the completion of the plaintiff's case and evidence, the defendant's case is stated and evidence is heard in support of it.

3. The accused is entitled to be defended by the counsel. Witnesses for the prosecution may be cross-examined by the accused or his counsel. The accused may call witnesses or give evidence in defense himself. At the conclusion of the evidence, and after speeches on both sides, the judge sums up the case to the jury. The jury considers the verdict. If they decide that the accused is not guilty, he is immediately discharged. If the jury returns the verdict of guilty, sentence is pronounced by the judge.

4. The following punishments for crime can be inflicted: life imprisonment, imprisonment consisting in corrective training or preventive detention; detention centres<sup>1</sup> for juvenile delinquents<sup>2</sup>, persons between 16 and 21, convicted of offences punishable with imprisonment; fine, a money penalty, generally imposed for minor offences; probation<sup>3</sup> – placing the offender under the supervision of a probation officer<sup>4</sup> and so on.

5. The defendant may appeal against the sentence to the Court of Appeal up to the House of Lords, which is the supreme judicial body of Great Britain.

#### Notes:

- 1) detention centre – центр заключения;
- 2) juvenile delinquent – несовершеннолетний правонарушитель;
- 3) probation – испытание;
- 4) probation officer – инспектор, наблюдающий за преступником, направленным на работу.

- 1) What does the summons state?
- 2) When is a defendant sentenced by the court?
- 3) Whom is the accused defended by?
- 4) For what offences is a fine imposed?
- 5) What is the supreme judicial body in Great Britain?

**Задание 2. Письменно переведите 3 и 4-й абзацы текста.**

**Задание 3. Раскройте скобки, употребив глагол в нужной видо-временной форме. Предложения переведите письменно на русский язык.**

- 1) We (*to have*) a lecture on criminology next Monday.
- 2) A number of important documents (*to sign*) already.
- 3) The accused (*to guarantee*) the right to defense.
- 4) When the felon (*to commit*) the crime he knew it was unlawful.
- 5) When all the evidence (*to give*) counsels for both sides made speeches.

**Задание 4. Из 2-го абзаца текста выпишите предложения, содержащие слова с суффиксом -ing. Определите, какой частью речи они являются. Предложения переведите письменно.**

**Задание 5. Подчеркните в следующих предложениях инфинитив и определите его форму и функцию. Предложения переведите письменно на русский язык.**

- 1) Witnesses for the prosecution may be cross-examined.
- 2) The House of Lords has no power to throw out a bill relating to money.
- 3) The defendant preferred to make a statement through his solicitor.
- 4) The object of punishment is to reform and educate the guilty person.
- 5) The judge must have discharged one of the jurors.
- 6) He went to Oxford to study law.

**Задание 6. Переведите письменно предложения, содержащие конструкции с неличными формами глагола.**

- 1) A bill being signed by the Queen, it becomes an act of Parliament.
- 2) For the International Court of Justice to give an advisory opinion on any legal questions it must have a request from the General Assembly or the Security Council.
- 3) We expect him to conduct the defense.
- 4) They heard the plaintiff gave evidence.
- 5) The arrest of the criminal is reported to have been affected.
- 6) Any state machine is known to reflect the interests of the ruling class.



**Задание 7. Раскройте скобки, употребив нужную форму глагола в придаточных условных предложениях. Предложения переведите.**

- 1) If a barrister (*to agree*) he will take this case.
- 2) If you (*to be*) absolutely sincere with your solicitor he would help you.
- 3) This man would not have been imprisoned if he (*not to violate*) the law.

**Задание 8. Переведите письменно предложения, обращая внимание на функции и значение слов *it* и *one*.**

- 1) It is not easy to cross-examine all witnesses in a short period of time.
- 2) Law cannot be separated from the judges who interpret and administer it.
- 3) It is the Cabinet and not Parliament that controls and runs the nation's affairs in England.
- 4) Business contacts as well as cultural ones contribute to mutual understanding and trust among peoples.
- 5) One must observe the law.

**Задание 9. Определите тип подчинения. В бессоюзных придаточных предложениях отметьте, где может находиться опущенный союз. Предложения переведите.**

- 1) The basic law of the USA is the Constitution which was adopted in 1789.
- 2) I hope they received the sentence they deserved.
- 3) Counsel for the defense tried to show that the accuser was not guilty.

#### **КОНТРОЛЬНАЯ РАБОТА 4**

Задания контрольной работы основаны на материале Unit 2.

Для выполнения контрольной работы, необходимо усвоить следующий грамматический материал:

- 1) Видовременные формы глагола (активный и пассивный залог) – см. прил. 4, Глагол, табл. А4.8 и А4.9.
- 2) Неличные формы глагола (инфинитив, причастие, герундий) и конструкции с ними – см. прил. 4, Инфинитив, Причастие, Герундий.
- 3) Употребление местоимений *it* и *one*.
- 4) Типы придаточных предложений. Союзное и бессоюзное подчинение.
- 5) Сослагательное наклонение. Типы условных предложений.
- 6) Усилительную конструкцию *it is ... that*.

**Задание 1. Прочтите текст и письменно ответьте на вопросы, следующие за ним.**

## **BARRISTERS AND SOLICITORS**

1. Most barristers are professional advocates earning their living by the presentation of civil and criminal cases in court. A barrister must be capable of prosecuting in a criminal case one day, and defending an accused person the next, or of preparing the pleadings and taking the case for a plaintiff in a civil action one day, and doing the same for a defendant the next. Barristers are experts in the interpretation of the law. They are called in to advice on really difficult points.

2. A would-be barrister<sup>1</sup> must first register as a student member of one of the four Inns of Court<sup>2</sup>. A student must pass a group of examinations to obtain a law degree and then proceed to a vocational course, the passing of which will result in his being called to the Bar<sup>3</sup>.

3. All practicing barristers are junior counsels unless they have been designated Queen's Counsels (QC)<sup>4</sup>. QC is expected to appear only in the most important cases.

4. If a person has a legal problem he will go and see a solicitor. There is no end to the variety of matters which a solicitor deals with. He does legal work involved in buying a house, he writes legal letters for you and carries on legal arguments outside Court, he prepares the case and the evidence. If you want to make a will the best man to advise you is a solicitor.

5. In a civil action solicitors have a right to speak in the County Court, when the case is one of divorce or recovering some debts, and they deal with petty crimes and some matrimonial matters in Magistrates Courts, the lowest Courts.

6. To become a solicitor a young man joins a solicitor as a "clerk" and works for him while studying part time for the Law Society<sup>5</sup> exams. When you have passed all the necessary exams, you may apply to the Law Society to be "admitted". After that you can practice, which means you can start business on your own.

### Notes:

1) would-be barrister – будущий барристер;

2) Inns of Court – «Судебные инны» (четыре корпорации барристеров в Лондоне; пользуются исключительным правом приема в адвокатуру; в школах при этих корпорациях готовят барристеров; существуют с XIV в.);

3) to be called to the Bar – быть принятым в коллегии адвокатов;

4) Queen's Counsel (QC) – королевский адвокат (высшее адвокатское звание);

5) Law Society – Общество юристов (профессиональный союз солиситоров).

- 1) What must a barrister be capable of?
- 2) What must a person do to become a barrister?
- 3) When can a barrister be called to the Bar?
- 4) What matters does a solicitor deal with?
- 5) In what courts does a solicitor have the right to speak?

**Задание 2. Письменно переведите 4 и 5-й абзацы текста.**

**Задание 3. Раскройте скобки, употребив глагол в нужной видо-временной форме. Предложения переведите.**

- 1) In a year we (*to study*) criminal law.
- 2) The case is rather complicated. The jury still (*to discuss*) a verdict.
- 3) The convicted person just (*to take*) to prison.
- 4) Don't come in! The court (*to sit*).
- 5) The doctor said that the victim (*to kill*) a few hours before.

**Задание 4. Из 1-го абзаца текста выпишите предложения, содержащие слова с суффиксом -ing. Определите, какой частью речи они являются. Предложения переведите.**

**Задание 5. Подчеркните в следующих предложениях инфинитив и определите его форму и функцию. Предложения переведите.**

- 1) To grant pardon is the prerogative of the Crown.
- 2) They must have been arrested over a year ago.
- 3) The victim is the first person to be interviewed.
- 4) He seems to be investigating a criminal case.
- 5) A student must pass a group of examinations to obtain a law degree.
- 6) The aim of the preliminary investigation is to draw up an indictment.

**Задание 6. Переведите письменно предложения, содержащие конструкции с неличными формами глагола.**

- 1) The lower chamber having passed the bill, it went to the upper chamber.
- 2) For any state to become a member of the United Nations it is necessary to accept the obligations under its Charter.
- 3) They want the execution of the sentenced to be postponed.
- 4) Nobody expected her to testify against her brother.
- 5) The Queen's Counsels are expected to appear only in the most important cases.
- 6) He was reported to be preparing an account of the indictment.

**Задание 7. Раскройте скобки, употребив нужную форму глагола в придаточных условных предложениях. Предложения переведите.**

- 1) If the jury (*to consider*) a prisoner guilty, the judge pronounces a sentence.
- 2) He would have never taken the case if the barrister (*not to believe*) in his innocence.
- 3) If the investigator (*to have*) more evidence, he would be able to prove the case.

**Задание 8. Переведите письменно предложения, обращая внимание на функции и значение слов *it* и *one*.**

- 1) It is not easy to investigate a criminal case.
- 2) As the trial was open to the public many people attended it.
- 3) It was the Prison Act (1865) which introduced a new approach to imprisonment in England.
- 4) A “written constitution” is one the whole of which is contained in one or more documents which possess the force of law.
- 5) One must observe traffic rules.

**Задание 9. Определите тип подчинения. В бессоюзных придаточных предложениях отметьте, где может находиться союз. Предложения переведите.**

- 1) Roman law is one of the greatest systems that have ever existed.
- 2) They assumed they would be dealing with a gang of dangerous criminals.
- 3) The Queen formally appoints the judges on the recommendation of the Lord Chancellor who makes the real selection.

## THESAURUS

### Aa

**abolish** [ə'bɒliʃ] отменять  
**accept the rules** принимать правила  
**account** счет  
**accountant** бухгалтер  
**accounting** [ə'kauntɪŋ] бухгалтерское дело, учет  
**accuse** [ə'kju:z] обвинять  
**the accused** обвиняемый  
**actual** ['æktʃuəl] фактический  
**administer** [əd'mɪnɪstə] управлять; отправлять (правосудие)  
**adopt** [ə'dɒpt] принимать  
**adoption** [ə'dɒpʃn] принятие  
**adulteration** [əd'ɒltə'reɪʃn] фальсификация, подделка  
**adversary** ['ædvəsəri] противная сторона в судебном процессе, процессуальный противник; состязательный (о судебном процессе)  
**afford** [ə'fɔ:d] позволять себе (роскошь)  
**agenda** [ə'dʒendə] повестка дня  
**aim** цель; иметь целью  
**alien** ['eɪljən] чужестранец  
**allegation** заявление, утверждение  
**allege** [ə'ledʒ] заявлять, утверждать, обвинять  
**alleged** заявленный, якобы наличествующий  
**alliance** [ə'laɪəns] союз, альянс  
**ally** [ə'laɪ] союзник  
**ambassador** [əm'bæsədə] посол  
**anger** ['æŋgə] гнев, раздражение  
**announce** [ə'naʊns] объявлять  
**announcement** объявление  
**annual** ['ænjʊəl] ежегодный  
**apartment** (*Am.*) [ə'pɑ:tmənt] = **flat** (*Br.*) квартира  
**apparently** [ə'preərəntli] очевидно  
**appear** [ə'pɪə] появляться; казаться, производить впечатление, выступать в суде  
**appearance** [ə'pɪərəns] появление, явка в суд  
**appellate** [ə'pelət] апелляционный  
**applicant** ['æplɪkənt] проситель, кандидат

**application** [ˌæplɪ'keɪʃn] применение, обращение  
**application of the law** применение закона  
**apply** [ə'plai] обращаться, применять  
**appoint** [ə'pɔɪnt] назначать  
**apprehension** [ˌæprɪ'henʃn] задержание, понимание  
**approval** одобрение  
**approve** [ə'pru:v] одобрять  
**approximate** [ə'prɒksɪmət] приблизительный  
**armed** вооруженный  
**arson** поджог  
**assist** помогать  
**associate** [ə'souʃieɪt] коллега, партнер; союзник; соучастник; помощник, сообщник; соединять, связывать; общаться  
**attach (smth to smth)** [ə'tætʃ] прилагать  
**attempt** [ə'tempt] попытка  
**attorney** [ə'tə:ni] поверенный, адвокат, юрист, прокурор  
**Attorney-General** генеральный прокурор (*в Англии*), министр юстиции (*в США*)  
**district/circuit attorney** прокурор округа (*в США*)  
**power of attorney** доверенность  
**await smth** ожидать чего-либо

### Bb

**baccalaureate** [ˌbækə'leɪrɪət] степень бакалавра  
**bar** преграда, препятствие, барьер, отделяющий судей от подсудимых  
**the Bar** адвокатура  
**barrister** ['bærɪstə] барристер, адвокат  
**bars** решетка  
**battle** [bætl] бой, сражение  
**be keen to do smth** очень хотеть сделать ч-л  
**bilateral** двусторонний  
**branch** ветвь, отделение  
**brutalize** обходиться грубо и жестоко  
**brutality** жестокость, грубость  
**brute** жестокий, грубый  
**bullet** ['bulɪt] пуля

## Сс

**capo** (*итал.*) глава  
**case** ['keɪs] случай, судебное дело, случай в судебной практике, прецедент  
**Case Law** прецедентное право  
**cash** оплатить наличными; наличные  
**in cash** наличными  
**channel** направлять  
**charge** [tʃɑ:dʒ] обвинение  
**charge smb with** обвинять к-л в ч-л  
**free of charge** бесплатно  
**circuit** ['sɜ:kɪt] округ, выездная сессия суда  
**cite** цитировать  
**claim** ['kleɪm] претендовать, заявлять право  
**clerk** клерк; секретарь; солиситор-практикант  
**coastal** береговой  
**code** ['kəʊd] кодекс, свод законов  
**codify** ['kɒdɪfaɪ] составлять кодекс, приводить в систему, кодировать  
**cog** обман, жульничество  
**collate** детально сличать, сравнивать  
**collect** собирать; забирать  
**comment on smth** ['kɒmɛnt] комментировать ч-л  
**commissioner** [kə'mɪʃnə] комиссар  
**community** [kə'mjʊnɪti] группа лиц, объединенных по к-л принципу  
**complex** сложный  
**concern** касаться  
**people concerned** заинтересованные люди  
**concerning** касательно, относительно  
**conclude** заключать, делать вывод  
**confirm** [kən'fɜ:m] подтверждать, утвердить, ратифицировать  
**conscious** ['kɒnʃəs] осознанный  
**sub-conscious** подсознательный  
**consent** [kən'sent] согласие  
**give consent to smth** давать согласие на ч-л  
**considerable** значительный  
**consigliere** (*итал.*) советник  
**contravene** [kɒntrə'vi:n] нарушать (закон, право), противоречить (закону, праву), возражать, оспаривать  
**contribute to smth** [kən'trɪbjʊ:t] делать вклад во ч-л

**convict** [kən'vɪkt] признавать виновным, выносить приговор  
**convict** ['kɒnvɪkt] осужденный, заключенный  
**conviction** [kən'vɪkʃn] осуждение, признание виновным  
**council** [kaʊnsəl] совет  
**town council** муниципалитет, городской совет  
**counsel** [kaʊnsəl] совещание, совет, адвокат, юрисконсульт, группа адвокатов  
**counsel for the defense** защитник обвиняемого  
**counsel for the prosecution** обвинитель  
**defending counsel** защита  
**prosecuting counsel** обвинение  
**counterfeit** ['kaʊntəfɪt] подделывать  
**counterfeit currency** фальшивые деньги  
**coup** [ku:] удачный ход, удача в делах  
**court decision** решение суда  
**covertly** скрыто, тайно  
**crack** ломать(ся), раскалывать(ся)  
**create** [kri:'eɪt] создавать  
**creation** [kri:'eɪʃn] создание, творение  
**crime** [kraɪm] преступление; преступность  
**petty crime** мелкое преступление  
**criminal** ['krɪmɪnəl] уголовный, преступный  
**criminal proceeding** уголовный процесс  
**crisis** ['kraɪsɪs] *pl.* **crises** ['kraɪsɪz] кризис  
**currency** валюта, деньги  
**currently** ['kʌrəntli] в настоящее время  
**custody** ['kʌstədɪ] заключение, охрана, хранение  
**keep in custody** держать в заключении  
**customary** ['kʌstəməri] обычный, привычный, основанный на опыте  
**customary rules** обычные нормы  
**customary law** обычное право  
**customs** таможенная служба, таможенники

## Dd

**deal** сделка  
**deal (with)** иметь дело, рассматривать  
**deal with a case** вести процесс, дело

**death** [deθ] смерть  
**death penalty** смертная казнь  
**defend** [di'fend] защищать  
**defense** [di'fens] защита  
**self-defense** самозащита  
**define** [di'fain] определять, давать определение  
**depend (on, upon)** [di'pend] зависеть  
**destiny** судьба  
**be destined** предназначаться  
**destroy** [di'stroi] разрушать  
**destruction** [di'stɹʌkʃn] разрушение  
**detail** ['diteil] деталь, подробность  
**direct** [di'rekt] направлять  
**disapprove of smth** не одобрять что-либо  
**disaster** [di'zɑ:stə] катастрофа  
**dismiss** [dis'mis] увольнять  
**dispute** ['dispju:t] спор  
**dispute** [di'spju:t] спорить  
**district** ['distrikt] район, округ  
**divert from smth** [dai'və:t] отвлекать от ч-л  
**dominant** господствующий, главенствующий  
**draft** ['drɑ:ft] составлять законопроект  
**draw attention** привлечь внимание к ч-л  
**drop** падать; падение; капля  
**drunk** пьяный  
**duplicate** дублировать

### Ee

**election** выборы  
**employ** [im'plɔi] принимать на работу  
**employee** [,em'plɔi:] работник  
**employer** [im'plɔjə] работодатель  
**enforce** [in'fɔ:s] принуждать, проводить в жизнь  
**enforcement** принуждение  
**engage = be engaged in smth** [in'geɪdʒ] заниматься  
**enquiry** запрос  
**make an enquiry** сделать запрос  
**entire** [in'taɪə] полный, целый  
**be entitled to do smth** [in'taɪtld] иметь право сделать ч-л  
**entrench** закрепляться  
**environment** [in'vaɪəgənmənt] окружающая среда  
**environment protection** защита окружающей среды

**environmental pollution** загрязнение окружающей среды  
**espionage** [ˌɛspɪə'nɑ:ʒ] шпионаж  
**establish** [ɪ'stæblɪ] основывать, создавать  
**estimate** ['estimeɪt] оценивать (приблизительно)  
**evidence** ['evid(ə)ns] доказательство; свидетельские показания  
**this evidence is reliable** эти показания надежны  
**evolve** [ɪ'vɒlv] эволюционировать, развиваться  
**except** [ɪk'sept] за исключением  
**excise = duty** ['eksaɪz] акциз  
**The Excise** акцизное управление  
**execute** ['eksɪkjʊ:t] выполнять  
**expand** [ɪks'pænd] расширять(ся)  
**expansion** [ɪks'pænjən] расширение  
**expertise** ['ekspɜ:təɪz] знания, умения  
**express** [ɪks'pres] определенный, точно выраженный  
**expressly** специально, особенно, нарочито  
**extortion** вымогательство  
**extraction** происхождение

### Ff

**fail** потерпеть неудачу, не иметь успеха; не исполнить, не сделать  
**failure** ['feɪljə] неудача, провал  
**figure** ['fɪgə] фигура; цифра  
**file** дело, досье, картотека; регистрировать и хранить (документы) в определенном порядке  
**fingerprint** ['fɪŋgəprɪnt] отпечатки пальцев  
**fiscal** финансовый  
**forbid (forbade, forbidden)** запрещать  
**force** сила, отряд, полиция  
**forensic** судебный  
**forensic medicine** судебная медицина  
**former** бывший, названный первым из двух  
**frequent** ['fri:kwənt] частый  
**frontier** ['frʌn,tɪə] граница  
**fugitive** ['fju:dʒɪtɪv] беглец

### Gg

**govern** ['gʌvən] управлять, править  
**grade** степень

**grave** серьезный  
**guarantee** [ˌgærən'ti:] гарантировать; гарантия  
**guarantor** гарант  
**guidance** ['gaɪdəns] руководство  
**guilt** вина  
    **be guilty of smth** ['gɪltɪ] быть виновным в ч-л  
**gun** огнестрельное оружие

### Hh

**handle** вести, работать с  
**headquarters** [ˌhed'kwɔ:təz] главное управление, штаб-квартира, центр  
**hierarchy** [haɪə'rɑ:kɪ] иерархия  
**hide (hid, hidden)** прятать  
**hold (held, held)** проводить

### Ii

**incarceration** [ɪn,kɑ:sə'reɪʃn] заключение  
**increasingly** [ɪn'krɪ:sɪŋli] все больше и больше  
**independent** [ˌɪndɪ'pendənt] независимый  
**induce** убеждать, побуждать, склонять, заставлять  
**infiltrate** [ɪn'fɪltreɪt] проникать  
**infringe** [ɪn'frɪndʒ] нарушать  
**initiate** [ɪ'nɪʃɪeɪt] инициировать, впервые предлагать  
**inmate** ['ɪnmeɪt] заключенный  
**inquisitorial = inquisitional** следственный; инквизиторский  
**insist** [ɪn'sɪst] настаивать  
**intelligence** [ɪn'telɪdʒəns] ум, интеллект; сведения, информация; разведка  
**intelligent** [ɪn'telɪdʒənt] умный, понимающий, разумный, понятливый  
**interference** [ˌɪntə'fɪəgəns] вмешательство  
**interior** [ɪn'tɪəriə] внутренний  
    **the Interior Ministry = the Home Office** министерство внутренних дел (в Англии)

### Jj

**jail = prison** [dʒeɪl] тюрьма, тюремное заключение  
**judge** ['dʒʌdʒ] судья  
**judiciary** [dʒu:'dɪʃɪəri] суд, судебная власть

**jurisdiction** [ˌdʒʊərɪs'dɪkʃn] отправление правосудия  
**juror** ['dʒʊərə] присяжный заседатель  
**jury** ['dʒʊəri] суд присяжных

### Ll

**labour (зд.)** принудительные работы  
**launch** [lɔ:ntʃ] запускать, начинать  
**launder** ['lɔ:ndə] стирать (белье)  
    **money laundering** отмывание денег  
**lawmaker** ['lɔ:meɪkə] законодатель  
**legal** ['li:gəl] юридический, правовой, законный  
    **legal rights** законные права  
**legislator** ['ledʒɪsleɪtə] законодатель  
**liaison** [li:'eɪzən] связь, взаимодействие  
**liberty** ['lɪbətɪ] свобода  
**likely** вероятный, вероятно  
**link** связывать  
**literally** буквально  
**litigation** [ˌlɪtɪ'geɪʃn] тяжба, судебный процесс  
**loan** кредит, заем  
**lobby** коридор  
**lock** замок  
    **lock up** закрывать, заключать  
**lucrative** ['lu:kɹətɪv] прибыльный

### Mm

**mail** направлять по почте  
**major** ['meɪdʒə] главный  
**marshal** [mɑ:ʃl] судебный исполнитель, начальник полицейского участка, начальник пожарной команды, обер-церемониймейстер, маршал  
**memory** ['meməri] память  
**mid-** в середине  
    **mid- January** в середине января  
**misconduct** [mɪs'kɒndʌkt] неправильное поведение  
**modify** изменять (незначительно)  
**momentum** [məu'mentəm] толчок, импульс, движущая сила  
**moral** ['mɔ:gəl] моральный  
**morale** [mɔ:'rɑ:l] мораль  
**morality** [mə'rælɪtɪ] основы морали, этика  
**motorist** ['məʊtərɪst] автомобилист  
**mount** [maʊnt] подниматься; садиться на лошадь



**mounted** конный  
**murder** ['mɜːdə] убийство (преднамеренное)  
**mutual** ['mjʊ:tʃuəl] взаимный

### Nn

**naval** ['neivəl] морской  
**nickname** ['nikneɪm] давать прозвище  
**notable** ['nəʊtəbl] заметный  
**notably** исключительно, особенно; весьма, заметно  
**notice** предупреждение, извещение

### Oo

**obedience** [ə'bi:djəns] послушание, повиновение  
**obligation** [ɒblɪ'geɪʃ(ə)n] обязательство  
**observe** [əb'zɜːv] соблюдать  
**observe the rules** соблюдать нормы  
**observance** [əb'zɜːvəns] соблюдение  
**odd** странный, нечетный, непарный  
**even and odd numbers** четные и нечетные числа  
**odds** неравенство, разногласие  
**be at odds with smb** не ладить с к-л  
**offence** [ə'fens] правонарушение, преступление  
**indictable offence** преступление, преследуемое по обвинительному акту  
**omerta** (*итал.*) закон молчания  
**on parole** [rə'roul] под честное слово  
**on smb's behalf** [bɪ'hɑːf] от имени к-л  
**outfit** снаряжение; обмундирование; оборудование; (*разг.*) группа, компания; учреждение, предприятие  
**overturn** переворачивать, опровергать, отменять  
**own** [aʊn] собственный  
**own** владеть

### Pp

**palace** ['pæləs] дворец  
**particular** [pə'tɪkjʊlə] особенный, особый, частный, отдельный; подробность, частность, деталь  
**party** сторона  
**pass** [pɑːs] принимать (закон, резолюцию)  
**pass a law** принимать закон

**pattern** ['pætən] образец, модель  
**pattern of behaviour** шаблон, модель поведения  
**penal code** = **criminal code** уголовный кодекс  
**penalty** ['penəlti] наказание, взыскание, штраф  
**pending** ожидающий решения  
**personnel** [ˌpɜːsə'nel] персонал  
**pertain** [pə'teɪn] относиться  
**plain clothes man** полицейский, переодетый в гражданскую одежду  
**plead** защищать; обращаться к суду  
**plead guilty** признать себя виновным  
**post** отправлять по почте  
**postal** [pəʊstl] почтовый  
**power** власть, сила, мощь  
**power of the police** власть полиции  
**government in power** правительство, находящееся у власти  
**practitioner** [præk'tɪʃnə] практик  
**precinct** ['priːsɪŋkt] полицейский участок  
**preeminent** выдающийся, превосходящий других  
**prevail** [pri'veɪl] преобладать  
**probation** [prə'beɪʃn] испытание, стажировка, испытательный срок, условное освобождение преступника на поруки  
**proceedings** [prə'siːdɪŋz] процессуальное действие, процесс, судопроизводство  
**process** ['prəʊsəs] возбуждать процесс; процесс  
**produce** [prə'djuːs] производить  
**promote** [prə'məʊt] продвигать, содействовать  
**proposal** [prə'pəʊzl] предложение  
**propose** [prə'pəʊz] предлагать, вносить предложение  
**propose a bill** внести законопроект  
**prosecute** ['prɒsɪkjʊ:t] преследовать в судебном порядке, выступать в качестве обвинителя  
**prosecution** [ˌprɒsɪ'kjuːʃ(ə)n] судебное преследование

**witness for the prosecution** свиде-  
тель обвинения или свиде-  
тель со стороны истца  
**public gallery** ['pʌblɪk 'gæləri] галерея для  
посетителей  
**punish** [pʌnɪʃ] наказывать  
**punishment** наказание  
**purpose** ['pʊ:pəs] цель

## Rr

**railway** железная дорога  
**rampant** неистовый, безудержный  
**rate** темп, уровень; ставка  
**reach smth** достигать ч-л  
**reach for smth** потянуться за ч-л  
**realm** [relm] королевство  
**receive** [rɪ'si:v] получать  
**recent** [rɪ:snt] недавний  
**recognize** признавать, узнавать  
**record** [rɪ'kɔ:d] записывать, регистриро-  
вать  
**record(s)** ['rekɔ:d(z)] запись, данные  
**recruit** [rɪ'kru:t] набирать; вновь принятый  
**recruitment** [rɪ'kru:tmənt] прием  
**reduce** [rɪ'dju:s] сводить, приводить (к)  
**reduce to writing** выразить в пись-  
менной форме  
**refer** [rɪ'fɜ:] отсылать; передавать на рас-  
смотрение  
**regulations** устав, инструкция, обязатель-  
ные постановления  
**rehabilitate** [,rɪ:ə'bɪlɪteɪt] реабилитировать,  
восстанавливать в правах, исправ-  
лять, перевоспитывать  
**rehabilitation** ['rɪə,bɪlɪ'teɪʃn] реабилитация,  
восстановление в правах, перевос-  
питание  
**relate to smth** относиться к ч-л  
**remain** [rɪ'meɪn] оставаться  
**remaining** оставшийся  
**replace** [rɪ'pleɪs] заменять, замещать  
**represent** [,repri'zent] представлять  
**require** [rɪ'kwaɪə] требовать  
**requirement** [rɪ'kwaɪəmənt] требование  
**resort** [rɪ'zɔ:t] прибежище, надежда  
**as a last resort** как последняя  
надежда, в крайнем случае  
**respect** [rɪ'spekt] уважение, отношение

**in some/all/many respects** в некото-  
рых/всех/многих отношени-  
ях  
**respond (to smb/smith)** реагировать  
**retire** [rɪ'taɪə] уходить на пенсию/в отстав-  
ку  
**retry** [rɪ'traɪ] повторно разбирать дело  
**revenge** месть  
**ride (rode, ridden)** ехать, кататься  
**ride high** подниматься высоко  
**root** корень  
**root out** искоренять  
**row** [rou] ряд

## Ss

**safeguard** ['seɪfgɑ:d] охранять  
**salubrity** [sə'lu:brɪtɪ] крепкое здоровье;  
условия, благоприятные для здоро-  
вья  
**security** [sɪ'kjʊəntɪ] безопасность, охрана,  
защита  
**select** [sɪ'lekt] отбирать, выбирать  
**set up** основать, организовать  
**share** [ʃɛə] доля  
**shark** акула  
**significant** [sɪg'nɪfɪkənt] значительный  
**smuggle** [smʌgl] провозить контрабандой  
**society** [sə'saɪətɪ] общество  
**solve** [sɒlv] разрешать, решать  
**solution** [sə'lu:ʃn] решение  
**source** ['sɔ:s] источник  
**source of law** источник права  
**speeding** превышение скорости  
**spirit** дух  
**split** разбивать, разделять  
**spring (sprang, sprung)** прыгать, отпу-  
скавать пружину  
**squad** [skwɔd] команда, отделение, отряд,  
дежурная полицейская машина  
**staff** штат  
**strain** натягивать, напрягать  
**subject to** ['sʌbdʒɪkt] при условии, если; в  
соответствии с, при наличии  
**submit** представлять (на рассмотрение)  
**subordinate** [sə'bɔ:dneɪt] подчиняться  
**suit** иск, преследование по суду, судебная  
тяжба, судебный процесс, судо-  
производство  
**suitcase** чемодан

**summarize** ['sʌməraɪz] резюмировать, под-  
водить итог  
**superintendent** [ˌsuːpərɪn'tendənt] старший  
полицейский офицер, руководитель  
**superior** [sjuː'piəriə] высший, старший  
**supervise** ['sjʊərəvaɪz] наблюдать; осу-  
ществлять надзор, надзирать  
**supply** [sə'plai] поставлять, предоставлять  
**suppression** подавление  
**supreme** [sjuː'pri:m] верховный, высший  
**surveillance** [sə:'veɪləns] надзор, наблюде-  
ние  
**suspend** [sə'spend] приостанавливать, от-  
кладывать  
**suspension** [sə'spenʃn] приостановка

### Tt

**tap** перехватывать  
**tarnish** запятнать  
**testimony** показание свидетеля; доказа-  
тельство, свидетельство  
**theory** теория  
**tier** ряд, ярус, звено  
**tip** чаевые; кончик; совет  
**tip-off** намек, предупреждение  
**to some extent** до некоторой степени  
**trademark** торговая марка  
**transfer** ['trænsfə:] передача, перевод  
**transfer** [træns'fə:] передавать, переводить  
**treason** [tri:zn] государственная измена  
**treasure** сокровище

**treasury** ['trezəri] министерство финансов,  
государственное казначейство,  
казна, сокровищница  
**trend** тенденция  
**trial** суд  
**tribute** ['tribju:t] дань, должное  
**try** судить

### Uu

**unanimous** [ju:'næniməs] единогласный  
**undertake** ['ʌndəteɪk] проводить; брать на  
себя обязательство  
**undertaking** обязательство

### Vv

**verdict** ['və:dɪkt] вердикт  
**vice** порок, зло  
**violate** ['vaɪəleɪt] нарушать (право, закон)

### Ww

**wait for smb/smith** ожидать к-л/ч-л  
**whether = if** ['weðə] ли  
**wire** проволока, провод; телеграф  
**withdraw (withdrew, withdrawn)** [wɪð'drɔ:,  
wɪð'dru:, wɪð'drɔ:n] отзывать, отво-  
дить; изымать  
**works of art** произведения искусства  
**worth** [wɜ:θ] стоящий  
**be worth smth** стоящий чего-либо  
**be worth doing smth** стоит того,  
чтобы сделать ч-л  
**wound** [wu:nd] рана

## CONCLUSION

Данное учебное пособие содержит минимально необходимый лексический материал, позволяющий обеспечить изучение студентами, обучающимися по направлению подготовки бакалавров 030900.62 «Юриспруденция» очной формы обучения дисциплины «Иностранный (английский) язык в сфере юриспруденции» в рамках требований ФГОС ВПО.

Учебное пособие позволяет развить сознательное отношение студента к самому процессу обучения, предполагает речевую активность студента в ходе занятия, предусматривает учет будущей специальности и профессиональных интересов студента на занятиях по языку, а также способствует формированию и развитию навыков работы с аутентичным текстом с применением полученных навыков в научных исследованиях.

Предполагается, что студенты в процессе обучения могут использовать и другой учебный материал, имеющийся в их распоряжении.

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## FOREIGN LANGUAGE THRESHOLDS

*Task. Read the information from the European Council about foreign language thresholds. Choose your level.*

Activities		A1	A2
UNDERSTANDING	Listening	I can recognize familiar words and very basic phrases concerning myself, my family and immediate concrete surroundings when people speak slowly and clearly	I can understand phrases and the highest frequency vocabulary related to areas of most immediate personal relevance (e.g. very basic personal and family information, shopping, local area, employment). I can catch the main point in short, clear, simple messages and announcements
	Reading	I can understand familiar names, words and very simple sentences, for example on notices and posters or in catalogues	I can read very short, simple texts. I can find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus and timetables and I can understand short simple personal letters
SPEAKING	Spoken Interaction	I can interact in a simple way provided the other person is prepared to repeat or rephrase things at a slower rate of speech and help me formulate what I'm trying to say. I can ask and answer simple questions in areas of immediate need or on very familiar topics	I can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities. I can handle very short social exchanges, even though I can't usually understand enough to keep the conversation going myself
	Spoken Production	I can use simple phrases and sentences to describe where I live and people I know	I can use a series of phrases and sentences to describe in simple terms my family and other people, living conditions, my educational background and my present or most recent job

WRITING	Writing	I can write a short, simple postcard, for example sending holiday greetings. I can fill in forms with personal details, for example entering my name, nationality and address on a hotel registration form	I can write short, simple notes and messages relating to matters in areas of immediate needs. I can write a very simple personal letter, for example thanking someone for something
		B1	B2
UNDERSTANDING	Listening	I can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc. I can understand the main point of many radio or TV programmes on current affairs or topics of personal or professional interest when the delivery is relatively slow and clear	I can understand extended speech and lectures and follow even complex lines of argument provided the topic is reasonably familiar. I can understand most TV news and current affairs programmes. I can understand the majority of films in standard dialect
	Reading	I can understand texts that consist mainly of high frequency everyday or job-related language. I can understand the description of events, feelings and wishes in personal letters	I can read articles and reports concerned with contemporary problems in which the writers adopt particular attitudes or viewpoints. I can understand contemporary literary prose
SPEAKING	Spoken Interaction	I can deal with most situations likely to arise whilst travelling in an area where the language is spoken. I can enter unprepared into conversation on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events)	I can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible. I can take an active part in discussion in familiar contexts, accounting for and sustaining my views
	Spoken Production	I can connect phrases in a simple way in order to describe experiences and events, my dreams, hopes and ambitions. I can briefly give reasons and explanations for opinions and plans. I can narrate a story or relate the plot of a book or film and describe my reactions	I can present clear, detailed descriptions on a wide range of subjects related to my field of interest. I can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options

WRITING	Writing	I can write simple connected text on topics which are familiar or of personal interest. I can write personal letters describing experiences and impressions	I can write clear, detailed text on a wide range of subjects related to my interests. I can write an essay or report, passing on information or giving reasons in support of or against a particular point of view. I can write letters highlighting the personal significance of events and experiences
		C1	C2
UNDERSTANDING	Listening	I can understand extended speech even when it is not clearly structured and when relationships are only implied and not signalled explicitly. I can understand television programmes and films without too much effort	I have no difficulty in understanding any kind of spoken language, whether live or broadcast, even when delivered at fast native speed, provided. I have some time to get familiar with the accent
	Reading	I can understand long and complex factual and literary texts, appreciating distinctions of style. I can understand specialised articles and longer technical instructions, even when they do not relate to my field	I can read with ease virtually all forms of the written language, including abstract, structurally or linguistically complex texts such as manuals, specialised articles and literary works
SPEAKING	Spoken Interaction	I can express myself fluently and spontaneously without much obvious searching for expressions. I can use language flexibly and effectively for social and professional purposes. I can formulate ideas and opinions with precision and relate my contribution skillfully to those of other speakers	I can take part effortlessly in any conversation or discussion and have a good familiarity with idiomatic expressions and colloquialisms. I can express myself fluently and convey finer shades of meaning precisely. If I do have a problem I can backtrack and restructure around the difficulty so smoothly that other people are hardly aware of it



	Spoken Production	I can present clear, detailed descriptions of complex subjects integrating sub-themes, developing particular points and rounding off with an appropriate conclusion	I can present a clear, smoothly-flowing description or argument in a style appropriate to the context and with an effective logical structure which helps the recipient to notice and remember significant points
WRITING	Writing	I can express myself in clear, well-structured text, expressing points of view at some length. I can write about complex subjects in a letter, an essay or a report, underlining what I consider to be the salient issues. I can select style appropriate to the reader in mind	I can write clear, smoothly-flowing text in an appropriate style. I can write complex letters, reports or articles which present a case with an effective logical structure which helps the recipient to notice and remember significant points. I can write summaries and reviews of professional or literary works

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LANGUAGE PORTFOLIO

**I. SELF-ASSESSMENT GRID**

*Describe your English language proficiency in relation to grid on the previous page.*

SKILLS	A1(√)	A2(√)	B1(√)	B2(√)	C1(√)	C2(√)
<i>Listening</i>						
<i>Reading</i>						
<i>Spoken interaction</i>						
<i>Spoken production</i>						
<i>Writing</i>						

**II. LANGUAGE AND INTERCULTURAL EXPERIENCES**

Country	Travel (√)	Study (√)	Work (√)	Language an intercultural experiences

**III. MY LEARNING CONTRACT**

*At the end of this course I want to*

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**IV. LEARNING HOW TO LEARN**

**ATTITUDE**

Attitudes	Sometimes (√)	Always (√)	Often (√)	My target (√)
I have a positive attitude to the studying process and tasks				
I have a positive attitude to the tasks which I don't like				
I can manage the time for studying rationally				

*MY LEARNING TARGETS*

I can \_\_\_\_\_  
My next learning target: \_\_\_\_\_  
Target date \_\_\_\_/\_\_\_\_/\_\_\_\_  
I achieved my target:                    YES                    NO

I can \_\_\_\_\_  
My next learning target: \_\_\_\_\_  
Target date \_\_\_\_/\_\_\_\_/\_\_\_\_  
I achieved my target:                    YES                    NO

I can \_\_\_\_\_  
My next learning target: \_\_\_\_\_  
Target date \_\_\_\_/\_\_\_\_/\_\_\_\_  
I achieved my target:                    YES                    NO

I can \_\_\_\_\_  
My next learning target: \_\_\_\_\_  
Target date \_\_\_\_/\_\_\_\_/\_\_\_\_  
I achieved my target:                    YES                    NO

*MY LEARNING ACTIVITIES*

The most effective learning activities for me, in order of effectiveness are:

1 = most effective,      10 = least effective

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My strategies for preparing a writing task are:

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My strategies for preparing an oral interaction or presentation are:

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*LEARNING DIARY*

Date from \_\_\_\_ / \_\_\_\_ / \_\_\_\_ to \_\_\_\_ / \_\_\_\_ / \_\_\_\_

In the past month I have learnt:

Writing \_\_\_\_\_

Speaking \_\_\_\_\_

Reading \_\_\_\_\_

New vocabulary and expressions \_\_\_\_\_

Specialised topics \_\_\_\_\_

I need to work more on: \_\_\_\_\_

*VOCABULARY SHEET*

*Useful expressions*

a) for making a summary of the article

\_\_\_\_\_

\_\_\_\_\_

b) for agreeing / disagreeing

\_\_\_\_\_

\_\_\_\_\_

c) for introducing your personal opinion

\_\_\_\_\_

\_\_\_\_\_

d) for interviewing people

\_\_\_\_\_

\_\_\_\_\_

e) for making an offer

\_\_\_\_\_

\_\_\_\_\_

f) for making abstracts and annotations

\_\_\_\_\_

\_\_\_\_\_

*CAREER PLANNING*

I can	Level of activity	With a lot of help (dates)	With a little help (dates)	With no help (dates)
list and describe my skills and qualifications	B1			
match job descriptions with my skills and qualifications	B1			
answer questions about job interests	B1			
gather information for a curriculum vitae	B1			
read coarse brochures and job advertisements to identify areas related to skills and qualifications	B1			
talk about different options in relation to future career paths	B1			
examine and discuss language learning goals for future training/work	B1			
use specialist vocabulary to describe previous experience and qualifications	B2			
read and understand a variety of work-related texts	B2			
explain career plans with reference to past experience, qualifications and future possibilities	B2			
prepare a curriculum vitae which reflects different aspects of experience and training	B2			
understand a wide range of demanding, longer professional texts, and recognise implicit meaning	C1			
express myself fluently and spontaneously without much obvious searching for expressions	C1			
use language flexibly and effectively for professional purposes	C1			
produce clear, well-structured, detailed text on complex subjects, showing controlled use of organisational patterns, connectors and cohesive devices	C1			
understand with ease virtually everything heard or read on professional topics	C2			
summarise information on professional topics from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation	C2			
express myself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex professional situations	C2			

## REFERENCES TO STATE EDUCATIONAL STANDARDS

**ФЕДЕРАЛЬНЫЙ ГОСУДАРСТВЕННЫЙ  
ОБРАЗОВАТЕЛЬНЫЙ СТАНДАРТ  
ВЫСШЕГО ПРОФЕССИОНАЛЬНОГО ОБРАЗОВАНИЯ**

по направлению подготовки **030900 Юриспруденция**  
(квалификация (степень) «бакалавр»)

утвержден приказом Министерства образования и науки Российской Федерации от 4 мая 2010 г. № 464.

**1. ОБЛАСТЬ ПРИМЕНЕНИЯ**

**1.1** Настоящий федеральный государственный образовательный стандарт высшего профессионального образования (ФГОС ВПО) представляет собой совокупность требований, обязательных при реализации основных образовательных программ бакалавриата по направлению подготовки **030900 Юриспруденция** образовательными учреждениями высшего профессионального образования (высшими учебными заведениями, вузами), имеющими государственную аккредитацию. [...]

**5. ТРЕБОВАНИЯ К РЕЗУЛЬТАТАМ ОСВОЕНИЯ ОСНОВНЫХ  
ОБРАЗОВАТЕЛЬНЫХ ПРОГРАММ БАКАЛАВРИАТА**

**5.1** Выпускник должен обладать следующими **общекультурными компетенциями (ОК)**:

– владеть необходимыми навыками профессионального общения на иностранном языке (ОК-13). [...]

**6. ТРЕБОВАНИЯ К СТРУКТУРЕ ОСНОВНЫХ  
ОБРАЗОВАТЕЛЬНЫХ ПРОГРАММ БАКАЛАВРИАТА**

**6.1** Основная образовательная программа бакалавриата предусматривает изучение следующих учебных циклов:

– гуманитарный, социальный и экономический циклы.

**6.2** Каждый учебный цикл имеет базовую (обязательную) часть и вариативную (профильную), устанавливаемую вузом.

**6.3** Базовая (обязательная) часть цикла «Гуманитарный, социальный и экономический цикл» должна предусматривать изучение следующих обязательных дисциплин: «Профессиональная этика», «Философия», «Иностранный язык в сфере юриспруденции», «Экономика», «Безопасность жизнедеятельности».

В результате изучения базовой части цикла обучающийся должен:

*знать:*

– лексико-грамматический минимум по юриспруденции в объеме, необходимом для работы с иноязычными текстами в процессе профессиональной (юридической) деятельности;

*уметь:*

– читать и переводить иноязычные тексты профессиональной направленности;

*владеть:*

– необходимыми навыками профессионального общения на иностранном языке. [...]

## GRAMMAR REFERENCE

**1. ИМЯ СУЩЕСТВИТЕЛЬНОЕ (THE NOUN)**

Множественное число имени существительного образуется путем добавления окончаний *-s*, *-es* к основе слова: *plane – planes, facility – facilities*.

Притяжательный падеж образуется путем добавления *'s* к основе слова: *airport's facilities* и может переводиться на русский язык двумя способами: *оснащение аэропорта* или *аэропортовое оснащение*.

Таблица А4.1

Таблица образования множественного числа существительных

Правила	Примеры
1 Существительные образуют множественное число прибавлением окончания <i>-s</i> к форме единственного числа	scientist – scientists, day – days, science – sciences, radio – radios
2 Существительные, оканчивающиеся на свистящий или шипящий звук, принимают окончание <i>-es</i>	class – classes, box – boxes, match – matches
3 В существительных, оканчивающихся на <i>-y</i> с предшествующей согласной, <i>y</i> переходит в <i>i</i> и прибавляется окончание <i>-es</i>	city – cities, library – libraries
4 Существительные, оканчивающиеся на <i>-o</i> с предшествующей согласной, принимают окончание <i>-es</i>	negro – negroes, tomato – tomatoes
5 В существительных, оканчивающихся на <i>-f</i> или <i>-fe</i> , <i>f</i> обычно переходит в <i>v</i> и прибавляется окончание <i>-es</i>	leaf – leaves, life – lives, <i>no</i> roof – roofs
6 Существительные, заимствованные из греческого и латинского языков, сохранили форму множественного числа этих языков	basis – bases, crisis – crises, datum – data, phenomenon – phenomena
7 Некоторые существительные латинского происхождения имеют две формы множественного числа	medium – media – mediums, memorandum – memoranda – memorandums
8 Несколько существительных сохранили древнюю форму образования множественного числа и являются исключениями	man – men, woman – women, child – children, tooth – teeth, foot – feet
9 Сложные имена существительные образуют множественное число путем добавления окончания к основному слову	sister-in-law – sisters-in-law, editor-in-chief – editors-in-chief, carpet-sweeper – carpet-sweepers



Таблица сравнения падежных отношений в русском и английском языках

Падеж	В русском языке	В английском языке	Собственное лексическое значение предлогов
И.п.	(кто? что?) <i>друг</i>	Нет предлога. Место – перед сказуемым	
Р.п.	(кого? чего?) <i>друга</i>	<b>of</b> The book of friend	<b>of</b> – из one of them – один из них is made of glass – сделан из стекла
Д.п.	(кому? чему?) <i>другу</i>	<b>to</b> I often write to my friend	<b>to</b> – указывает направление to the plant – на завод to Moscow – в Москву
В.п.	(кого? что?) <i>друга</i>	Нет предлога. Место – после сказуемого	
Т.п.	(кем? чем?) <i>другом</i>	<b>by</b> The work is done by my friend.  <b>with</b> (с неодушевленными предметами) I write with a pen	<b>by</b> – у, к, посредством by the window – у окна by summer – к лету by radio – посредством (по) радио <b>with</b> – с with my friend – с моим другом
П.п.	(о ком? о чем?) <i>о друге</i>	<b>about</b> – о, <b>of</b> – о I often think about (of) my friend	<b>about</b> – около, приблизительно About 45 students are present at the lecture. – На лекции присутствует около 45 студентов

## 2. ИМЯ ПРИЛАГАТЕЛЬНОЕ (THE ADJECTIVE)

Прилагательное – часть речи, выражающая качество или свойство предмета (явления, лица). В английском языке прилагательные не изменяются ни по числам, ни по падежам, ни по родам и переводятся в соответствии с родом, числом и падежом существительного, к которому относятся:

**a young man** – молодой человек

**a young woman** – молодая женщина

**young people** – молодые люди

Таблица А4.3

Таблица степеней сравнения прилагательных

Исходная форма	Сравнительная степень	Превосходная степень
<i>Односложные прилагательные</i>		
big young	bigger younger	the biggest the youngest
<i>Многосложные прилагательные</i>		
interesting beautiful	more interesting more beautiful	the most interesting the most beautiful
<i>Исключения</i>		
good/well bad many much little old far	better worse more more less older / elder farther / further	the best the worst the most the most the least the oldest / the eldest the farthest / the furthest

Таблица А4.4

Таблица наречий

Прилагательные	Наречия без суффикса	Наречия с суффиксом
long – длинный, долгий very – самый, тот самый only – единственный far – далекий	long – давно very – очень only – только far – далеко; намного	
direct – прямой		directly – сразу, непосредственно
ready – готовый large – большой		readily – быстро, легко largely – в основном, очень, главным образом
real – настоящий hard – трудный high – высокий	real – настоящий hard – упорно high – высоко	really – действительно hardly – едва highly – весьма, очень, чрезвычайно
wide – широкий near – близкий late – поздний	wide – широко near – близко late – поздно	widely – очень, значительно nearly – почти lately – за последнее время, недавно
close – близкий	close – близко, рядом	closely – тщательно, тесно, внимательно

### 3. ЧИСЛИТЕЛЬНОЕ (THE NUMERAL)

Числительные обозначают количество или порядок предметов и делятся на количественные и порядковые.

Таблица А4.5

Таблица образования числительных

Числительные			
Количественные			Порядковые
1 – 12	13 – 19 (-teen)	20 – 90 (-ty)	
1 – one			1 – the first (1 <sup>st</sup> )
2 – two		20 – twenty	2 – the second (2 <sup>nd</sup> )
3 – three	13 – thirteen	30 – thirty	3 – the third (3 <sup>rd</sup> )
4 – four	14 – fourteen	40 – forty	4 – the fourth (4 <sup>th</sup> )
5 – five	15 – fifteen	50 – fifty	5 – the fifth (5 <sup>th</sup> )
6 – six	16 – sixteen	60 – sixty	13 – the thirteenth (13 <sup>th</sup> )
7 – seven	17 – seventeen	70 – seventy	15 – the fifteenth (15 <sup>th</sup> )
8 – eight	18 – eighteen	80 – eighty	20 – the twentieth (20 <sup>th</sup> )
9 – nine	19 – nineteen	90 – ninety	21 – the twenty-first (21 <sup>st</sup> )
10 – ten			30 – the thirtieth (30 <sup>th</sup> )
11 – eleven			40 – the fortieth (40 <sup>th</sup> )
12 – twelve			100 – the hundredth (100 <sup>th</sup> )
100 – hundred; 1 000 000 – million; 1 000 – thousand; 1 000 000 000 – billion			

### 4. МЕСТОИМЕНИЕ (THE PRONOUN)

Местоимение – это часть речи, которая употребляется вместо имени существительного или прилагательного. Местоимения делятся на личные, притяжательные и возвратно-усилительные.

Таблица А4.6

Таблица местоимений

Личные		Притяжательные		Возвратно-усилительные
и. п. (кто? что?)	объектный падеж (кому? кого?)	простая форма (чей?)	абсолютная форма (чей?)	
I	me <i>мне, меня</i>	my <i>мой</i>	mine	myself
you	you <i>тебе, тебя</i>	your <i>твой</i>	yours	yourself
he	him <i>ему, его</i>	his <i>его</i>	his	himself
she	her <i>ей, её</i>	her <i>её</i>	hers	herself
it	it <i>ему, его, ей, её</i>	its <i>его, её</i>	its	itself
we	us <i>нам, нас</i>	our <i>наш</i>	ours	ourselves
you	you <i>вам, вас</i>	your <i>ваш</i>	yours	yourselves
they	them <i>им, их</i>	their <i>их</i>	theirs	themselves

Таблица производных слов

Местоимения	+ thing	+ body + one	+ where	Употребление
<b>some</b> <i>некоторый</i> <i>какой-то</i> <i>какой-нибудь</i>	<b>something</b> <i>что-то</i> <i>что-нибудь</i>	<b>somebody</b> <b>someone</b> <i>кто-то</i> <i>кто-нибудь</i>	<b>somewhere</b> <i>где-то, куда-то</i> <i>куда-нибудь</i> <i>где-нибудь</i>	в утверд. предложении
<b>any</b> <i>всякий</i> <i>любой</i>	<b>anything</b> <i>всё</i>	<b>anybody</b> <b>anyone</b> <i>всякий, все</i>	<b>anywhere</b> <i>везде</i> <i>повсюду</i>	в утверд. предложении
<b>not any</b> = <b>no</b> <i>никакой</i>	<b>not ... anything</b> = <b>nothing</b> <i>ничто</i> <i>ничего</i>	<b>not ... anybody</b> = <b>nobody</b> <b>no one, none</b> <i>никто</i>	<b>not ... anywhere</b> = <b>nowhere</b> <i>нигде</i> <i>никуда</i>	в отриц. предложении
<b>any?</b> <i>какой-нибудь?</i>	<b>anything?</b> <i>что-то?</i> <i>что-нибудь?</i>	<b>anybody?</b> <i>кто-то?</i> <i>кто-нибудь?</i>	<b>anywhere?</b> <i>где-то? куда-то?</i> <i>где-нибудь?</i> <i>куда-нибудь?</i>	в вопрос. предложении
<b>every</b> <i>каждый</i> <i>всякий</i>	<b>everything</b> <i>всё</i>	<b>everybody</b> <b>everyone</b> <i>все</i>	<b>everywhere</b> <i>везде</i> <i>повсюду</i>	во всех предложениях

### 5. ГЛАГОЛ (THE VERB)

Глаголы в английском языке имеют категории залога и времени.

**Залог.** 1) в **активном залоге** подлежащее само выполняет действие: *The general director **controls** the entire airport operations.* – Генеральный директор **управляет** всей деятельностью аэропорта.

2) в **пассивном залоге** действие совершается над подлежащим: *Airport operations management **is divided** by three channels.* – Деятельность администрации аэропорта **делится** по трем направлениям.

**Время.** В английском языке имеется четыре группы глагольных времён: **Simple, Continuous, Perfect, Perfect Continuous.**

По своему значению и функции в предложении глаголы делятся на **смысловые, вспомогательные и модальные.**

1) смысловые глаголы имеют самостоятельное значение и в предложении являются сказуемым (в таблицах обозначаются знаком *V* от английского слова 'verb' – глагол);

2) вспомогательные глаголы (**to be, to do, to have, shall, will**) служат для образования сложных глагольных форм, не имеют самостоятельного значения и на русский язык не переводятся.

*Students **don't study** German, they **study** English.* – Студенты **не изучают** немецкий язык, они **изучают** английский.

В табл. А4.8, А4.9 дана краткая характеристика образования, употребления и перевода на русский язык каждой видовойременной и залоговой формы глагола.

Таблица А4.8

Таблица времен активного залога (Active Voice Tenses) на примере глаголов *to ask – asked – asked* (спрашивать), *to take – took – taken* (брать)

Группа	Present	Past	Future	Временные указатели
Indefinite	<b>do (does), V1(s)</b> <i>ask(s)</i> <i>take(s)</i> <i>спрашивает</i> <i>берёт</i>	<b>did, V2(ed)</b> <i>asked</i> <i>took</i> <i>спрашивал</i> <i>брал</i>	<b>will + V1</b> <i>will ask</i> <i>will take</i> <i>спросит</i> <i>возьмёт</i>	usually, ago, seldom, every day, today, always, yesterday, tomorrow
Continuous	<b>am + V(ing)</b> <b>is + V(ing)</b> <b>are + V(ing)</b> <i>am asking</i> <i>is taking</i> <i>are asking</i> <i>спрашивает</i> <i>берёт</i>	<b>was + V(ing)</b> <b>were + V(ing)</b> <i>was asking</i> <i>were taking</i> <i>спрашивал</i> <i>брал</i>	<b>will be + V(ing)</b> <i>will be asking</i> <i>will be taking</i> <i>будет спрашивать</i> <i>будет брать</i>	during, now, at this moment, at present, for, from 5 to 7
Perfect	<b>have + V3(ed)</b> <b>has + V3(ed)</b> <i>have asked</i> <i>has taken</i> <i>спросил</i> <i>взял</i>	<b>had + V3(ed)</b> <i>had asked</i> <i>had taken</i> <i>спросил</i> <i>взял</i>	<b>will have + V3(ed)</b> <i>will have asked</i> <i>will have taken</i> <i>спросит</i> <i>возьмёт</i>	ever, never, just, already, yet, lately, since, when he came
Perfect Continuous	<b>have been + V(ing)</b> <b>has been + V(ing)</b> <i>have been asking</i> <i>has been taking</i> <i>спрашивает,</i> <i>берёт</i>	<b>had been + V(ing)</b> <i>had been asking</i> <i>had been taking</i> <i>спрашивал</i> <i>брал</i>	<b>will have been + V(ing)</b> <i>will have been asking</i> <i>will have been taking</i> <i>будет спрашивать</i> <i>будет брать</i>	by the time, since morning, for 3 hours, since he came

Таблица А4.9

Таблица времён пассивного залога (Passive Voice Tenses) на примере глаголов *to ask – asked – asked* (спрашивать), *to take – took – taken* (брать)

Группа	Present	Past	Future
<b>Indefinite</b>	<b>am + V3(ed)</b> <b>are + V3(ed)</b> <b>is + V3(ed)</b> The student <i>is asked</i> . Студента <i>спрашивают</i> . The books <i>are taken</i> . Книги <i>берут(ся)</i>	<b>was + V3(ed)</b> <b>were + V3(ed)</b> The student <i>was asked</i> . Студента <i>спросили</i> . The books <i>were taken</i> . Книги <i>были взяты</i>	<b>will be + V3(ed)</b> The student <i>will be asked</i> . Студента <i>спросят</i> . The books <i>will be taken</i> . Книги <i>возьмут</i>
<b>Continuous</b>	<b>am being + V3(ed)</b> <b>are being + V3(ed)</b> <b>is being + V3(ed)</b> The student <i>is being asked</i> . Студента <i>спрашивали</i> . The books <i>are being taken</i> . Книги <i>берут(ся)</i>	<b>was being + V3(ed)</b> <b>were being + V3(ed)</b> The student <i>was being asked</i> . Студента <i>спрашивали</i> . The books <i>were being taken</i> . Книги <i>брали</i>	-----
<b>Perfect</b>	<b>have been + V3(ed)</b> <b>has been + V3(ed)</b> The student <i>has been asked</i> . Студента <i>спросили</i> . The books <i>have been taken</i> . Книги <i>взяли</i>	<b>had been + V3(ed)</b> The student <i>had been asked</i> . Студент <i>был спрошен</i> . The books <i>had been taken</i> . Книги <i>были взяты</i>	<b>will have been + V3(ed)</b> The student <i>will have been asked</i> . Студента <i>спросят</i> . The books <i>will have been taken</i> . Книги <i>возьмут</i>

## Порядок слов в вопросительном предложении

Пример	
1	The chief engineer took part in the testing last month.
2	The chief engineer took part in the testing last month, <b>didn't he?</b>
3	<b>Who</b> took part in the testing last month?
4	<b>What</b> engineer took part in the testing last month?
5	<b>Did</b> the chief engineer take part in the testing last month?
6	<b>Did</b> the chief engineer take part in the testing <b>or</b> in the party last month?
7	<b>What did</b> the chief engineer take part ----- last month in?
8	<b>When did</b> the chief engineer take part in the testing ----- ?
1 – повествовательное предложение; 2 – разделительный вопрос; 3 – вопрос к подлежащему; 4 – вопрос к определению подлежащего; 5 – общий вопрос; 6 – альтернативный вопрос; 7 – специальный вопрос (к обстоятельству места); 8 – специальный вопрос (к обстоятельству времени)	

**6. ГЛАГОЛ to be (THE VERB to be)**

Глагол **to be** переводится на русский язык *быть, есть, находиться*, относится к группе неправильных глаголов (**to be – was, were – been**) и спрягается по лицам и числам.

Спряжение глагола *to be*

Present	Past	Future
<b>I am</b>	<b>I was</b>	<b>I will be</b>
<b>you are</b>	<b>you were</b>	<b>you will be</b>
<b>he, she, it is</b>	<b>he, she, it was</b>	<b>he, she, it will be</b>
<b>we are</b>	<b>we were</b>	<b>we will be</b>
<b>you are</b>	<b>you were</b>	<b>you will be</b>
<b>they are</b>	<b>they were</b>	<b>they will be</b>

Вопросительная форма образуется с помощью соответствующей формы глагола **to be**, которая ставится перед подлежащим:

**Are** you students? – Yes, we **are** (No, we **aren't**).

**Were** they workers? – Yes, they **were** (No, they **weren't**).

**Will** she **be** a teacher? – Yes, she **will** (No, she **won't**).

Отрицательная форма образуется с помощью отрицательной частицы **not**, которая ставится сразу же после глагола **to be**:

**I am not** an engineer. **He was not** a doctor. **We will not be** workers.

Существуют следующие краткие формы: I'm, I'm not, you're, you aren't, he's, she's, it's, he isn't, she isn't, it isn't, we're, we aren't, they're, they aren't, wasn't, weren't, I'll be, I'll not be, won't be.

### 7. МОДАЛЬНЫЕ ГЛАГОЛЫ (THE MODAL VERBS)

Модальные глаголы выражают долженствование, обязательство, совет или разрешение выполнения действия.

Таблица А4.12

Таблица модальных глаголов

Модальный глагол	Случаи употребления	Перевод	Примеры
1	2	3	4
<b>can (could) = to be able to</b>	1) возможность 2) разрешение 3) запрещение	1) могу, умею, возможно 2) можно 3) нельзя	1) I <i>can</i> speak English. 2) You <i>can</i> read aloud. 3) You <i>can't</i> cross street here
<b>may (might) = to be allowed to</b>	1) разрешение 2) строгое запрещение 3) предположение	1) можно, разрешается 2) не смей 3) возможно, может быть	1) <i>May</i> I come in? 2) You <i>may not</i> smoke here. 3) He <i>may</i> know her address
<b>must = to have to to be to</b>	1) долг, обязательство 2) настоятельный совет, приказ 3) запрещение 4) в связи с обстоятельствами 5) с планом, по договорённости	1) должен 2) должен 3) запрещено, нельзя 4) приходится, вынужден 5) должен	1) We <i>must</i> study hard. 2) You <i>must</i> consult a doctor. 3) You <i>mustn't</i> run here. 4) You <i>have to</i> go to hospital. 5) He <i>is to</i> meet us at 5
<b>should ought to</b>	моральный долг, обязательство, совет, рекомендация, порицание	должен, следует, нужно (было бы), следовало бы	You <i>should</i> stop smoking. You <i>ought to</i> help your friends



1	2	3	4
<b>need (-,?)</b>	1) необходимость 2) отсутствие необходимости 3) разрешение <u>не</u> делать чего-либо 4) смысловой глагол	1) нужно, есть ли необходимость 2) не надо, нет необходимости 3) можно не 4) нуждаться в ч-л	1) <i>Need I do it today?</i> 2) He <i>needn't</i> hurry. 3) You <i>needn't</i> copy the text. 4) He <i>needs</i> a long rest

### 8. ИНФИНИТИВ (THE INFINITIVE)

Инфинитив – неопределенная форма глагола, отвечает на вопросы *что делать? что сделать?*

Категории	Active	Passive
<b>Simple</b>	to ask	to be asked
<b>Continuous</b>	to be asking	-----
<b>Perfect</b>	to have asked	to have been asked
<b>Perfect Continuous</b>	to have been asking	-----

Инфинитив переводится:

1) неопределённой формой глагола: *I asked him to help me.* – Я попросил его **помочь** мне;

2) именем существительным: *To skate is pleasant.* – **Катание** на коньках приятно;

3) придаточным предложением: *I went to the station to see my friend off.* – Я поехал на вокзал, **чтобы проводить** своего друга.

Кроме этих функций, инфинитив может входить в состав:

– сложного дополнения (объектный инфинитивный оборот): *We consider the results to be satisfactory.* – Мы считаем, что результаты удовлетворительны;

– сложного подлежащего (субъектный инфинитивный оборот): *The results are considered to be satisfactory.* – Считают, что результаты удовлетворительны.

### 9. ПРИЧАСТИЕ (THE PARTICIPLE)

Причастие – неличная форма глагола, имеющая признаки глагола и прилагательного, отвечающая на вопрос *какой?*

Категории	Active	Passive
<b>Participle I</b>	taking	being taken
<b>Participle II</b>	-----	taken
<b>Perfect Participle</b>	having taken	having been taken

Причастие переводится:

- 1) глаголом: *She is reading*. – Она **читает**;
- 2) деепричастием: *He left the room smiling*. – Он вышел из комнаты **улыбаясь**;
- 3) конструкцией *при (предлог) + существительное*: *(While) translating the text he used dictionary*. – **При переводе** текста он использовал словарь;
- 4) причастием: *The boy sitting by the window is our head-boy*. – Мальчик, **сидящий** у окна, наш староста;
- 5) придаточным предложением: *Having never been to London he could not take part in the discussion*. – **Так как он никогда не был** в Лондоне, он не смог принять участие в обсуждении.

Существует два причастных оборота:

- 1) **зависимый** причастный оборот относится к подлежащему предложения: *Having repaired the engine, the mechanic showed it to the engineer*. – Отремонтировав двигатель, механик показал его инженеру.
- 2) **независимый** причастный оборот – причастие выражает действие существительного (местоимения), стоящего перед ним:
  - а) причастный оборот, стоящий в начале предложения, переводится с союзами *когда, после того как, поскольку, так как*: *It being late, we decided to stop working*. – **Так как было поздно**, мы решили прекратить работу;
  - б) причастный оборот, стоящий в конце предложения, переводится с союзами *причем, а, и, но*: *The students wrote their English test-paper, each doing his variant*. – Студенты писали контрольную работу по английскому языку, **причем каждый делал свой вариант**.

## 10. ГЕРУНДИЙ (THE GERUND)

Герундий – неличная форма глагола, обладающая признаками глагола и существительного, выражающая процесс действия.

Категории	Active	Passive
Indefinite	taking	being taken
Perfect	having taken	having been taken

Герундий переводится:

- 1) отглагольным существительным: *Skating is my favorite occupation*. – **Катание на коньках** моё любимое занятие;
- 2) инфинитивом: *I like skating*. – Я люблю **кататься** на коньках;
- 3) деепричастием: *After skating for two hours we went home*. – **Пока-тавшись на коньках** два часа, мы пошли домой;
- 4) личной формой глагола в составе придаточного предложения: *We were surprised at Peter having got an excellent mark in physics*. – Мы были удивлены, **что Пётр получил** отличную оценку по физике.

## СРАВНЕНИЕ ГЕРУНДИЯ И ПРИЧАСТИЯ

Формы герундия совпадают с формами причастия. Герундий от причастия отличается:

1) **По функции в предложении.** Герундий может быть любым членом предложения, причастие – только определением, обстоятельством или частью сказуемого:

<b>Герундий</b> перед глаголом-сказуемым	<b>Причастие</b> перед подлежащим
<i>Testing the motor was necessary.</i> – <i>Испытать мотор</i> было необходимо.	<i>Testing the motor, he saw...</i> – <i>Испытывая мотор, он увидел...</i>

2) **По наличию предлога.** Как герундий, так и причастие могут быть обстоятельством и определением. В отличие от причастия перед герундием в этом случае, как правило, стоит предлог. Перед причастием может стоять союз *when* или *while*.

Герундий	Причастие
в функции обстоятельства	
<i>After testing the motor they put down the results.</i> – <i>После испытания мотора они записали результаты</i>	<i>(While) testing the motor they put down the results.</i> – <i>Испытывая мотор, они записывали результаты</i>
в функции определения	
<p>1) <i>There are several ways of producing electricity.</i> – <i>Имеется несколько способов производства электричества.</i></p> <p>2) Герундий может употребляться без предлога, если стоит перед определяемым словом: <i>operating principle</i> – <i>принцип действия</i> <i>reading hall</i> – <i>читальный зал</i></p>	<p>1) <i>The plant producing electricity is very powerful.</i> – <i>Эта установка, производящая электричество, очень мощная.</i></p> <p>2) Причастие перед определяемым словом означает, что действие выполняется самим предметом или лицом: <i>operating engine</i> – <i>работающий двигатель</i> <i>reading man</i> – <i>читающий человек</i></p>

### 11. ОТГЛАГОЛЬНОЕ СУЩЕСТВИТЕЛЬНОЕ (THE VERBAL NOUN)

Отглагольное существительное образуется путем прибавления к форме инфинитива окончания **-ing**: *to read* (читать) – *reading* (чтение, показание) и обладает свойствами существительного.

Отглагольное существительное отличается от герундия по следующим признакам:

- 1) отглагольное существительное употребляется с артиклем;
- 2) может иметь форму множественного числа;

3) может определяться прилагательным.

*The readings of this device are correct.* – **Показания** этого прибора верны.

Таблица А4.13

Таблица основных префиксов (приставок)

<b>Префиксы с отрицательным значением</b>			
<b>un-</b>	<i>не- без(с)- раз(с)-</i>	important – важный limited – ограниченный	<b>un</b> important – неважный <b>un</b> limited – безграничный
<b>im- in- il- ir-</b>	<i>не- без(с)-</i>	accuracy – точность possible – возможный legal – легальный responsible – ответственный	<b>in</b> accuracy – неточность <b>im</b> possible – невозможный <b>il</b> legal – нелегальный <b>ir</b> responsible – безответственный
<b>non-</b>	<i>не- без-</i>	conductor – проводник	<b>non</b> -conductor – непроводник (изолятор)
<b>dis-</b>	<i>раз(с)- без(с)- не-</i>	to close – закрыть to connect – соединить	to <b>dis</b> close – раскрыть to <b>dis</b> connect – разъединить
<b>mis-</b>	<i>означает неверно</i>	to understand – понимать	to <b>mis</b> understand – неверно понять
<b>Префиксы с разными значениями</b>			
<b>re-</b>	<i>снова еще раз</i>	write – писать use – использовать	<b>re</b> write – переписать <b>re</b> use – снова использовать
<b>super-</b>	<i>сверх- над-</i>	conductive – проводимый	<b>super</b> conductive – сверхпроводимый
<b>sub-</b>	<i>ниже- под- и др.</i>	way – путь, дорога system – система	<b>sub</b> way – подземная доро- га <b>sub</b> system – подсистема
<b>over-</b>	<i>сверх- пере- над-</i>	to load – нагрузить	to <b>over</b> load – перегрузить
<b>semi-</b>	<i>полу-</i>	conductor – проводник	<b>semi</b> conductor – полупро- водник
<b>inter-</b>	<i>между- среди- взаимо-</i>	action – действие	<b>inter</b> action – взаимодей- ствие
<b>en-</b>	<i>(для обра- зования глагола)</i>	large – большой	to <b>en</b> large – увеличить
<b>pre-</b>	<i>до- заранее</i>	to heat – нагреть	to <b>pre</b> heat – предвари- тельно нагреть
<b>post-</b>	<i>после-</i>	war – война	<b>post</b> -war – послевоенный

## Список неправильных глаголов

<b>Infinitive</b>	<b>Past Indefinite</b>	<b>Participle II</b>	<b>Перевод</b>
<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>
to be	was, were	been	быть
to become	became	become	становиться
to begin	began	begun	начинать(ся)
to blow	blew	blown	дуть
to break	broke	broken	ломать, разбивать
to bring	brought	brought	приносить
to broadcast	broadcast; -ed	broadcast; -ed	передавать по радио
to build	built	built	строить
to buy	bought	bought	покупать
to choose	chose	chosen	выбирать
to come	came	come	приходить, приезжать
to cost	cost	cost	стоить
to cut	cut	cut	резать
to deal (with)	dealt (with)	dealt (with)	иметь дело с
to do	did	done	делать
to draw	drew	drawn	рисовать, чертить
to drink	drank	drunk	пить
to drive	drove	driven	везти, управлять
to eat	ate	eaten	есть (принимать пищу)
to fall	fell	fallen	падать
to feel	felt	felt	чувствовать
to find	found	found	находить
to fly	flew	flown	летать
to foresee	foresaw	foreseen	предвидеть
to forget	forgot	forgotten	забывать
to get	got	got	получать, становиться
to give	gave	given	давать
to go	went	gone	идти, ехать
to grow	grew	grown	расти, становиться
to hang	hung	hung	висеть, вешать
to have	had	had	иметь
to hear	heard	heard	слышать
to hold	held	held	держать, владеть
to keep	kept	kept	держать, хранить
to know	knew	known	знать
to lay	laid	laid	класть

<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>
to lead	led	led	вести
to learn	learnt; ~-ed	learnt; ~-ed	учиться, узнавать
to leave	left	left	оставлять, уезжать
to let	let	let	позволять, пускать
to lose	lost	lost	терять
to make	made	made	делать
to mean	meant	meant	значить, предполагать
to meet	met	met	встречать
to pay	paid	paid	платить
to put	put	put	класть
to read	read	read	читать
to ring	rang	rung	звонить, звенеть
to rise	rose	risen	вставать
to run	ran	run	бежать
to say	said	said	говорить, сказать
to see	saw	seen	видеть
to sell	sold	sold	продавать
to send	sent	sent	посылать
to set	set	set	ставить, устанавливать
to show	showed	shown	показывать
to sit	sat	sat	сидеть
to speak	spoke	spoken	говорить
to spend	spent	spent	тратить, проводить
to spread	spread	spread	распространять(ся)
to stand	stood	stood	стоять
to swim	swam	swum	плавать
to take	took	taken	брать
to teach	taught	taught	учить, обучать
to tell	told	told	рассказывать
to think	thought	thought	думать
to understand	understood	understood	понимать
to wear	wore	worn	носить
to win	won	won	выигрывать
to write	wrote	written	писать

*Учебное издание*

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Учебное пособие

Научный редактор – кандидат культурологии,  
доцент Л. В. Воробец

Редактор Т. Н. Карпова

Подписано в печать 29.01.2014.

Формат 60 × 84 1/16. Бумага 60 г/м<sup>2</sup>. Ризограф EZ570E.

Усл. печ. л. 6,27. Уч.-изд. л. 5,96. Тираж 50 экз. Заказ 26027.

Редакционно-издательский отдел  
Федерального государственного бюджетного образовательного учреждения  
высшего профессионального образования  
«Комсомольский-на-Амуре государственный технический университет»  
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