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**МИНИСТЕРСТВО НАУКИ И ВЫСШЕГО ОБРАЗОВАНИЯ РОССИЙСКОЙ
ФЕДЕРАЦИИ**

**Федеральное государственное автономное образовательное учреждение
высшего образования**

«СЕВЕРО-КАВКАЗСКИЙ ФЕДЕРАЛЬНЫЙ УНИВЕРСИТЕТ»

Пятигорский институт (филиал) СКФУ

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УТВЕРЖДАЮ

Директор Пятигорского института
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Т.А. Шебзухова

МЕТОДИЧЕСКИЕ УКАЗАНИЯ ДЛЯ ПРАКТИЧЕСКИХ ЗАНЯТИЙ

СГ.02 ИНОСТРАННЫЙ ЯЗЫК В ПРОФЕССИОНАЛЬНОЙ ДЕЯТЕЛЬНОСТИ

Специальности СПО

40.02.04 Юриспруденция

Квалификация: юрист

2024 год

Методические указания для практических занятий по дисциплине «Иностранный язык в профессиональной деятельности» составлены в соответствии с требованиями ФГОС СПО к подготовке выпуска для получения квалификации. Предназначены для студентов, обучающихся по специальности 40.02.04 Юриспруденция.

Пояснительная записка

Настоящие методические указания предназначены для студентов колледжа, обучающихся по специальности СПО 40.02.04 Юриспруденция.

Целью данных методических указаний является развитие у студентов навыков чтения и понимания англоязычного текста по профессиональной тематике, подготовка студентов к реферативному переводу иноязычного текста, закрепление тематической лексики, а также развитие навыков говорения на базе проблематики, представленной в текстах указаний.

В рамках программы учебной дисциплины обучающимися осваиваются умения и знания

Код ПК, ОК	Умения	Знания
ОК 01	<ul style="list-style-type: none"> - распознавать задачу и/или проблему в профессиональном и/или социальном контексте; анализировать задачу и/или проблему и выделять её составные части; определять этапы решения задачи; выявлять и эффективно искать информацию, необходимую для решения задачи и/или проблемы; - составлять план действия; определять необходимые ресурсы; - владеть актуальными методами работы в профессиональной и смежных сферах; реализовать составленный план; оценивать результат и последствия своих действий (самостоятельно или с помощью наставника) 	<p>актуальный профессиональный и социальный контекст, в котором приходится работать и жить; основные источники информации и ресурсы для решения задач и проблем в профессиональном и/или социальном контексте; алгоритмы выполнения работ в профессиональной и смежных областях; методы работы в профессиональной и смежных сферах; структуру плана для решения задач; порядок оценки результатов решения задач профессиональной деятельности</p>
ОК 04	<ul style="list-style-type: none"> - организовывать работу коллектива и команды; взаимодействовать с коллегами, руководством, гражданами в ходе профессиональной деятельности 	<p>- психологические основы деятельности коллектива, психологические особенности личности; основы проектной деятельности</p>
ОК 05	<ul style="list-style-type: none"> - грамотно излагать свои мысли и оформлять документы по профессиональной тематике на государственном языке, проявлять толерантность в рабочем коллективе 	<p>- особенности социального и культурного контекста; правила оформления документов и построения устных сообщений.</p>
ОК 09	<ul style="list-style-type: none"> - применять средства информационных технологий для решения профессиональных задач; использовать современное программное обеспечение 	<p>- современные средства и устройства информатизации; порядок их применения и программное обеспечение в профессиональной деятельности</p>
ПК 1.1.	<ul style="list-style-type: none"> - понимать тексты на базовые и профессиональные темы; - переводить (со словарем) иностранные тексты профессиональной направленности; - строить простые высказывания о себе и о своей профессиональной деятельности; - участвовать в диалогах на общие и профессиональные темы; 	<ul style="list-style-type: none"> - основные общеупотребительные глаголы (бытовая и профессиональная лексика); - особенности произношения слов; - правила чтения текстов профессиональной направленности

	- кратко обосновывать и объяснять свои действия.	
ПК 1.3.	- писать простые связные сообщения на знакомые или интересующие профессиональные темы	- лексический минимум, относящийся к описанию предметов, средств и процессов профессиональной деятельности; - правила построения простых и сложных предложений на профессиональные темы

1.4. Перечень формируемых компетенций

В результате освоения учебной дисциплины студент должен овладевать:

общими компетенциями:

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

ОК 04. Эффективно взаимодействовать и работать в коллективе и команде;

ОК 05. Осуществлять устную и письменную коммуникацию на государственном языке Российской Федерации с учетом особенностей социального и культурного контекста;

ОК 09. Пользоваться профессиональной документацией на государственном и иностранном языках.

профессиональными компетенциями:

ПК 1.1. Осуществлять профессиональное толкование норм права.

ПК 1.2. Применять нормы права для решения задач в профессиональной деятельности.

ПК 1.3. Владеть навыками подготовки юридических документов, в том числе с использованием информационных технологий.

Раздел 1. Повседневная жизнь, быт, семья.

Практическая работа №1

Тема 1.1. Я и моя семья

Текст 1. About Myself

First of all let me introduce myself. My name is Taras.

I'm seventeen years old.

I'm at 11-th grade.

There are two more kids in the family besides me — my elder brother Oleg and my younger sister Marija.

Oleg is twenty-one, he attends a University, he will be a dentist.

Marija is only twelve, she is a schoolgirl.

I forgot to mention one more member of our family.

It's our favourite poodle Tim.

My parents are not old at all.

My Mum is forty, she works for a newspaper.

My Dad is forty-four, he is an engineer in computers.

My parents love their jobs very much.

I'm doing quite well at school.

My parents are proud of my marks.

I go in for sports. I play basket-ball.

In summer time I like yachting and windsurfing.

I take part in different basket-ball competitions.

In a year I shall finish my school and I have to decide what occupation to choose.

I have been studying English for seven years.

I want to be a military interpreter.

My grandparents are already retired.

They like gardening and spend all their time growing tomatoes, potatoes, onions, strawberries, raspberries.

Questions:

1. Do you go to school?
2. What grade are you at?
3. How old are your parents?
4. Are you the only child in the family?
5. Do you have a pet?
6. Are your grandparents still alive?
7. Do you go in for sports?
8. Do you like reading?

Vocabulary:

to introduce — представлять

let me introduce myself — разрешите представиться

residential — жилой

residential areas — жилые районы

grade — класс в школе

to attend university — ходить в университет
kid — ребенок
favourite — любимец, любимый
poodle — пудель
to forget — забывать
job — работа
proud — гордый
to be proud of smth — гордиться чем-то
to go in for sports — увлекаться спортом
occupation — занятие, род занятий, профессия
military — военный
interpreter — переводчик
to retire — быть на пенсии

Текст 2 About My Family

My family is not very big, just a typical family: Dad, Mom, me, my brother and sister and our cat.

My Mummy is forty-one, she is a teacher of Spanish at the University.

She is a born teacher.

She has teaching abilities.

My Dad is forty-two, he is a professional painter, he works for a design company.

My parents both like their work very much.

My elder sister Natasha is nineteen, she goes to the University, she wants to be a teacher of history.

She is fond of reading books on history and fiction.

My younger brother Igor is only six years old, he goes to the kindergarten.

He is very funny, I like to spend my free time teaching him something.

Igor likes to play with our cat.

My grandparents are retired.

They like gardening.

They spend a lot of their time in the garden.

They grow vegetables and fruits.

We enjoy having fresh vegetables and green on our dinner table.

I love my family very much.

We always help each other.

Everyone in my family is my best friend.

Questions:

1. How many are there in the family?
2. Do you have a brother or a sister?
3. Where do your parents work?
4. Do your parents understand you?
5. In what way do you help your parents?
6. How old are your grandparents?
7. How do you get along with your family?

8. Which of the parents do you want to be like?

Vocabulary:

typical — типичный

Spanish — испанский

ability — способность

painter — художник

fiction — художественная литература

funny — смешной

to spend — проводить

to grow — выращивать

to enjoy — наслаждаться

green — зелень

to be fond of smth. — нравиться кому-либо

Family and Relatives

Relatives (= members of your family)

These are the most important relatives (also called **relations**):

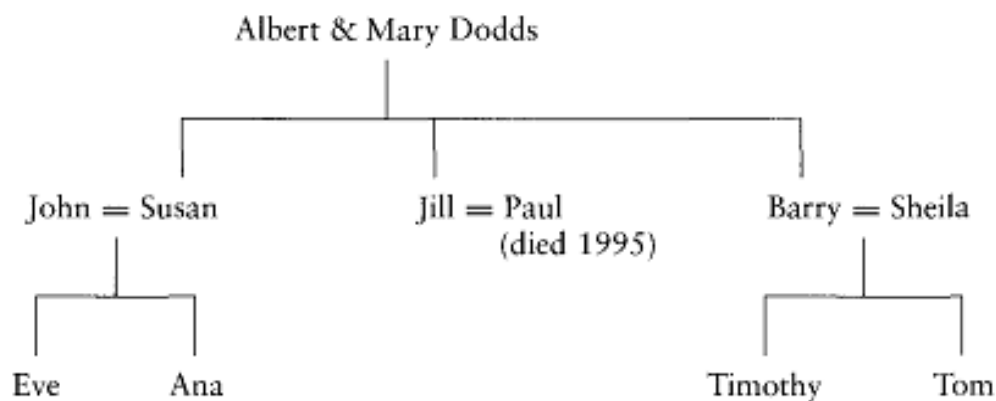
	<i>male</i>	<i>female</i>
Your parents' parents	grandfather	grandmother
Your parents' brother and sister	uncle(s)	aunt(s)
Your aunt's/uncle's children	cousin(s)	cousin(s)
The father and mother of the person you marry	father-in-law	mother-in-law
The brother and sister of the person you marry	brother-in-law	sister-in-law
Your brother's/sister's children	nephew(s)	niece(s)
The person you marry dies, so you are a ...	widower	widow
Your mother or father remarries, so you have a ...	step-father	step-mother

Family background (= family history)

My grandfather was a market gardener in Ireland. He grew flowers, fruit and vegetables, and sold them in the market every day. He worked hard all his life, and when he died, his son (now my uncle) and daughter (my mother) **inherited** a large house and garden (= received this house and garden from my grandfather when he died). They carried on the business together until my mother met my father. They got married, moved to England, and I was born two years later. They didn't have any more children, so I am an **only child**.

Exercises

Look at the family tree and complete the sentences below.



- 1 John is Jill's
- 2 Timothy is Jill's
- 3 Eve and Ana are Timothy's
- 4 Eve is Sheila's
- 5 Albert Dodds is Tom's
- 6 Barry is Eve's
- 7 Susan is Timothy's
- 8 As Paul died in 1995, Jill is a
- 9 Tom is Mary's
- 10 The only two people who are not related are and

Answer these questions about yourself and your country.

- 1 What's your first name?
- 2 What's your surname?
- 3 Is that a common name in your country?
- 4 Do you have a middle name?
- 5 Are you an only child?
- 6 Who is your oldest friend?
- 7 Do you work? If so, how many of your work colleagues are also your friends?
- 8 Do you have any ex-boyfriends or ex-girlfriends who speak English very well?
- 9 Are single-parent families becoming more common in your country?
- 10 In your country, do more and more people live together without getting married?

Write a composition about your family and prepare it for retelling.

Практическая работа №2

Тема 1.2. Местоимения

Местоимение - это часть речи, употребляемая в предложении вместо существительного или прилагательного, реже - наречия. Местоимение не называет лицо, признак или предмет, а лишь адресует нас к нему (уже упомянутому ранее): Ann asked Peter a question. He answered her. Анна задала Пете вопрос. Он ответил ей.

ЛИЧНЫЕ, ПРИТЯЖАТЕЛЬНЫЕ И ВОЗВРАТНО-УСИЛИТЕЛЬНЫЕ МЕСТОИМЕНЕНИЯ						
ЧИСЛО	ЛИЦО	ЛИЧНЫЕ МЕСТОИМЕНЕНИЯ		ПРИТЯЖАТЕЛЬНЫЕ МЕСТОИМЕНЕНИЯ		ВОЗВРАТНО-УСИЛИТЕЛЬНЫЕ МЕСТОИМЕНЕНИЯ* *
		ИМЕНИТЕЛЬНЫЙ ПАДЕЖ	ОБЪЕКТНЫЙ ПАДЕЖ	ОСНОВНАЯ ФОРМА	АБСОЛЮТНАЯ ФОРМА*	
Ед. ч.	1-е	I я	me меня, мне	my мой	mine	myself
	2-е	you ты, вы	you тебя, тебе	your твой, ваш	yours	yourself
	3-е (м. р.)	he он	him его, ему	his его	his	himself
	3-е (ж. р.)	she она	her ее, ей	her ее	hers	herself
	3-е (неодуш.)	it оно, он, она	it его, ему, ее, ей	its его, ее	its	itself
Мн. ч.	1-е	we мы	us нас, нам	our наш	ours	ourselves
	2-е	you вы	you вас, вам	your ваш	yours	yourselves
	3-е	they они	them их, им	their их	theirs	themselves

* Абсолютная форма притяжательных местоимений переводится так же, как и основная, и употребляется вместо определяемого существительного во избежание повторения: This is her pen and this is mine. Это ее ручка, а это моя.

** Возвратно-усилительные местоимения в зависимости от числа и рода переводятся: сам, сама, само (единственное число), сами, самих (множественное число), себя, себе (единственное и множественное число) и т. п.

Exercises

1. Переделайте предложения по образцу: This is your house - This house is yours.

1. This is my life - ... ;
2. This is his watch - ... ;
3. That's our money - ... ;
4. This is her plan - ... ;
5. These are their clothes - ... ;
6. Is this your land? - ... ;
7. These aren't her children -

2. Вставьте в пропуски правильные притяжательные местоимения, выбирая между основными и абсолютными формами:

1. ... (you) friends are very nice;
2. Is that ... (she) hotel?
3. ... (I) country is bigger than ... (you);
4. This car isn't ... (they);
5. ... (he) mother is a teacher and (she) is a judge;
6. Where is ... (they) restaurant?
7. How many people are there in ... (you) city? - About two million and in ... (you)?
8. I'm going to visit a friend of ... (I) tomorrow;
9. These are not ... (you) shoes. Those are ... (you).

3. Переведите предложения на английский язык:

1. Наша машина больше вашей;
2. Где его родители? А её?
3. Эта сумка не моя;
4. Мой конь сильный, а твой слабый;
5. Наш отпуск начинается в сентябре, а их?
6. Это твоя шапка? - Да, эта шапка моя;
7. Ваши дедушка и бабушка старые, а наши молодые;
8. Мой телефон сломан, могу я взять твой?
9. Сейчас я разговариваю с одним своим товарищем;
10. Мой отель находится на пляже, а как насчёт твоего?

4. Выберите правильную форму указательных местоимений:

1. (That, this) is our house and (that, this) is theirs.
2. (This, these) are books.
3. (This, these) is a red ball and (this, that) is a yellow ball.
4. (That, these) is a cat and (those, this) are mice.
5. I like (this, these) flowers!
6. (That, those) pictures are very beautiful.
7. They live in (these, this) country.

5. Выберите правильную форму возвратных местоимений:

1. I do my homework all by (himself, herself, myself).
2. They plan their vacation (ourselves, myself, themselves).
3. We are going to the sea (themselves, himself, ourselves).
4. My dad built this house (himself, herself, ourselves).
5. This dog found (herself, himself, itself) a place under the bench.
6. Yesterday she had a birthday. She bought (herself, itself, ourselves) earrings as a present.
7. You should plan your life (yourself, himself, yourselves).

6. Заполните пропуски подходящими местоимениями в объектном падеже:

My husband and I are very lucky. We have many close friends in this city, and they are all interesting people.

Our friend Andrew is a scientist. We see (1) _____ when he isn't busy in his laboratory. When we get together with (2) _____, he always tells (3) _____ about his new experiments. Andrew is a very close friend. We like (4) _____ very much.

Our friend Maggie is an actress. We see (5) _____, when she isn't making a movie in Hollywood. When we get together with (6) _____, she always tells (7) _____ about her life in Hollywood. Maggie is a very close friend. We like (8) _____ very much.

Our friends Bobby and Marlin are journalists. We see (9) _____, when they are not traveling around the world. When we get together with (10) _____, they always tell (11) _____ about their meetings with famous people. Bobby and Marlin are very close friends. We like (12) _____ very much.

7. Заполните пропуски подходящими местоимениями:

Jack is hungry. Bring _____ a sandwich.

Ann is ill. Take _____ these flowers.

Fred and Jane are in the country. Write _____ a letter.

I am thirsty. Bring _____ a bottle of Coca-Cola.

Jimmy is in class. Give _____ this book.

The children are hungry. Bring _____ these red apples.

Alan is at home. Ask _____ to come to the yard.

We are at table. Give _____ tea and cakes.

Практическая работа №3

Тема 1.3. Внешность, характер

Describing people's appearance

General

Positive: beautiful is generally used to describe women; handsome is used to describe men; good-looking is used for both; pretty is another positive word to describe a woman (often a girl) meaning 'attractive and nice to look at'.

Negative: ugly is the most negative word to describe someone; plain is more polite.

Height and build



tall and slim



medium height and build



short and fat



medium height and
very muscular

Note: Another word for slim is thin, but slim has a more positive meaning, e.g. John is lovely and slim, but his brother is terribly thin. Skinny also has the same meaning but is very negative. It is not very polite to say someone is fat; **overweight** is more neutral and polite.

Hair



straight



wavy



curly



Special features

The man on the left has got very **pale skin** (= white skin). He also has **broad shoulders**, with a small scar at the top of his left arm. The other man has **dark skin**. He also has a **beard** and **moustache** and quite a **hairy chest** and a **tattoo**.



Asking questions about a person's appearance

Q: What does she look like?

A: She's quite tall, with short fair hair.

Q: How tall is she?

A: About 1 metre 65.

Q: How much does she weigh?

A: I don't know and it may be rude to ask. Probably about 45 kilos.

Exercises

Complete these sentences in a suitable way. (More than one answer may be possible.)

- 1 She's got blonde
- 2 He's got very pale
- 3 They've both got curly
- 4 I would say he was medium
- 5 Her brother has got very broad
- 6 She doesn't like men with hairy
- 7 Last time I saw him he had grown a
- 8 He's got very muscular
- 9 Both men were very good-.....
- 10 All of them have got dark

Replace the underlined word in each sentence with a word which is either more suitable or more polite.

- 1 He told me he met a handsome girl in the disco last night.
- 2 She's beautiful but her younger sister is really quite ugly.
- 3 I think Peter is getting a bit fat, don't you?
- 4 Most people want to stay slim, but not as skinny as that girl over there.
- 5 I think she's hoping she'll meet a few beautiful men at the tennis club.

You want to know about the following:

- someone's general appearance
- their height
- their weight

What questions do you need to ask? Complete these questions.

What

How

How much

Now answer these questions.

- 1 How tall are you?
- 2 How would you describe your build?
- 3 How much do you weigh?
- 4 What kind of hair have you got?
- 5 What colour is it?
- 6 Would you like it to be different? If so, what would you like?
- 7 Do you think you have any special features?
- 8 Are there any special features you would like to have?
- 9 Do you like beards?
- 10 Can you think of a famous woman you would describe as beautiful, and a famous man you would describe as good-looking?

If possible, ask another person these questions.

Describing character

Many positive words describing character have clear opposites with a negative meaning.

<i>Positive</i>	<i>Negative</i>
warm and friendly	cold and unfriendly
kind	unkind
nice, <u>pleasant</u>	horrible, unpleasant
generous (= happy to give/share)	mean (= never gives to others)
optimistic (= thinks positively)	pessimistic (= thinks negatively)
<u>cheerful</u> (= happy and smiling)	miserable (= always seems unhappy)
relaxed and easy-going	<u>tense</u> (= nervous; worries a lot; not calm)
strong	weak
sensitive	insensitive (= does not think about others' feelings)
honest (= always tells the truth)	dishonest

Jane is very tense at the moment because of her exams, but she's usually quite relaxed and easy-going about most things.

I think the weather influences me a lot: when it's sunny I feel more cheerful and optimistic; but when it's cold and raining I get very miserable.

He seemed a bit unfriendly at first, but now I've got to know him I realise he's very warm and kind.

The shop assistant told me that the dress I tried on looked better on people younger than me. I thought that was very insensitive of her, but at least she was being honest, I suppose.

Character in action

People often talk about qualities of character that you may need in a work situation. Again, some of these words come in pairs of opposites: one positive and one negative.

<i>Positive</i>	<i>Negative</i>
hard-working	lazy (= never does any work)
punctual (=always on time)	not very punctual; always late
reliable	unreliable (= you cannot trust / depend on someone like this)
clever, bright (<i>informal</i>)	stupid, thick (<i>informal</i>)
flexible	inflexible (= a very fixed way of thinking; unable to change)
ambitious	unambitious (= no desire to be successful and get a better job)

Some pairs of opposites do not have a particularly positive or negative meaning:

He is very shy when you first meet him because he finds it difficult to talk to people and make conversation; but when he knows people quite well he's much more self-confident.

People often say the British are very reserved (= do not show their feelings), but when you get to know them they can be very emotional like anyone else.

Exercises

Organise these words into pairs of opposites and put them in the columns below.

mean	clever	nice	lazy	relaxed	hard-working
tense	cheerful	generous	unpleasant	stupid	miserable

Positive

.....

.....

.....

.....

.....

Negative

.....

.....

.....

.....

.....

- What prefix forms the opposite of each of these words? (You need three different prefixes.)

kind	flexible	friendly	honest
reliable	sensitive	ambitious	pleasant

- How would you describe the person in each of these descriptions?

- 1 He never bought me a drink all the time we were together.
- 2 I have to tell her what to do every minute of the working day. She wouldn't even open a window without someone's permission.
- 3 He often promises to do things but half the time he forgets.
- 4 She's always here on time.
- 5 I don't think he's done any work since he's been here.
- 6 She finds it difficult to meet people and talk to strangers.
- 7 He could work in any of the departments, and it doesn't matter to him if he's on his own or part of a team.
- 8 One of the great things about her is that she is so aware of what other people think or feel.
- 9 Bob, on the other hand, is the complete opposite. He is always making people angry or upset because he just doesn't consider their feelings.
- 10 The other thing about Bob is that he really wants to get the supervisor's job and then become boss for the whole department.

- What nouns can be formed from these adjectives? Use a dictionary to help you.

Example: kind *kindness*

punctual	optimistic	reliable	lazy
confident	generous	ambitious	stupid
sensitive	strong	flexible	shy

Практическая работа №4

Тема 1.4. Местоимения *some, any, no, every* и их производные

Неопределенные местоимения *some* и *any* служат для обозначения неопределенного (небольшого) количества предметов или вещества.

МЕСТОИМЕНИЯ И НАРЕЧИЯ, ПРОИЗВОДНЫЕ ОТ <i>SOME, ANY, NO, EVERY</i>				
ОСНОВНЫЕ МЕСТОИМЕНИЯ	ПРОИЗВОДНЫЕ МЕСТОИМЕНИЯ			ПРОИЗВОДНЫЕ НАРЕЧИЯ
	+ <i>thing</i>	+ <i>body</i>	+ <i>one</i>	+ <i>where</i>
Some	something что-то, что-нибудь, что-либо, нечто	somebody кто-то, кто-нибудь, кто-либо, кое-кто, некто	someone кто-то, кто-нибудь, кто-либо, кое-кто, некто	somewhere где-то, где- нибудь, куда- то, куда- нибудь, куда-либо, куда угодно
Any	anything что-нибудь, все, что угодно	anybody кто-то, кто-либо, кто- нибудь, всякий, любой	anyone кто-то, кто-либо, кто-нибудь, всякий, любой	anywhere где-нибудь, куда-нибудь, где угодно, куда угодно
No	nothing ничто, ничего	nobody никто, никого	no one никто, никого	nowhere нигде, никуда
Every	everything всё	everybody все	everyone все, каждый	everywhere везде, повсюду, всюду

Some употребляется, как правило, в утвердительных предложениях перед исчисляемыми существительными во множественном числе и перед неисчисляемыми существительными, имея значение несколько, некоторые: *I've got some interesting books to read.* У меня есть интересные книги (=несколько интересных книг) для чтения.

Any употребляется, как правило, в вопросительных и отрицательных предложениях: *Have you got any interesting books?* У вас есть интересные книги?

Some и **any** часто не переводятся на русский язык (опускаются при переводе).

Exercises

Упр. 1. Вставьте *some, any* или *no*.

1. There are ... pictures in the book. 2. Are there ... new students in your group? 3. There are ... old houses in our street. 4. Are there ... English textbooks on the desks? - - Yes,

there are 5. Are there ... maps on the walls? —No, there aren't 6. Are there ... pens on the desk? - - Yes, there are.... 8. Are there ... sweets in your bag? - - Yes, there are 9. Have you got ... English books at home? -- Yes, I have 10. There are ... beautiful pictures in the magazine. Look at them. 11. There is ... ink in my pen: I cannot write.

Упр. 2. Вставьте *something, anything, nothing* или *everything*.

1. Give me ... to read, please. - - With pleasure, 2. I don't know ... about your town. Tell me ..., about it. 3. Please give me ... warm: it is cold here. 4. I understand ... now. Thank you for your explanation. 5. There is ... white in the box. 'What is it? 6. Is there ... that you want to tell me? 7. Where is the book? — It is on the table. - No, there is . . there.

Упр. 3. Вставьте *somebody, anybody, nobody* или *everybody*.

1. Has ... in this group got a dictionary? 2. ... left a magazine in our classroom yesterday. 3. The question was so difficult that ... could answer it. 4. I am afraid I shan't be able to find ... in the office now: it is too late. 5. ... knows that water is necessary for life. 6. Is there ... here who knows French? 7. You must find ... who can help you. 8. ... knew anything about America before Columbus discovered it. 9. I saw ... in the train yesterday who looked like you. 10. There is ... in the next room. I don't know him. 11. Please tell us the story. ... knows it. 12. Is there ... in my group who lives in the dormitory? 13. Has ... here got a red pencil? 14. ... can answer this question. It is very easy.

Упр. 4. Вставьте *some, any, no* или их производные.

1. Here are ... books by English writers. Take ... book you like. 2. There are ... boys in the garden because they are at school. 3. I can see ... on the snow, but I don't know what it is. 4. Are there ... desks in the classroom? - Yes, there are many. 5. There are ... books on this desk, but there are...._ exercise-books. 6. Did he say ... about it? - - No, he said 7. What shall I do now, Mom? I, have done my homework. - You can do ... you* like.- 8. There was ... in the street because it was Very late. 9. ... wants to see him. 10 Is there ... here who knows this man? 11. Have you ... books on Dickens? I want to read ... about him. I have read ... books by Dickens and I am interested in the life of the writer. 12. Can ... tell me how to get to the Public Library? - - Yes, take ... bus that goes from here towards the railway station and get off at the third stop. 13. Please bring me ... apples, Mary. 14. That is a very easy question - - ... can answer it.

Упр. 5. Вставьте *somewhere, anywhere, nowhere* или *everywhere*.

1. I put my dictionary ... yesterday and now I can't find it-- Of course, that is because you leave your books 2. You must go ... next summer. 3. Did you go ... on Sunday? 4. Let's go The weather is fine. I don't want to stay at home in such weather. 5. I cannot find my glasses I always put them ... and then look for them for hours. 6. Today is a holiday. The streets are full of people. There are flags, banners and flowers

Упр. 6. Переведите на английский язык.

1. В столовой есть кто-нибудь? 2. В саду никого нет. 3. В нашей комнате есть кто-нибудь? 4. Там есть кто-то. 5. Там никого нет. 6. В библиотеке есть кто-нибудь? 7. За занавеской есть что-нибудь? - Нет, там ничего нет. 8. В сумке что-то есть. 9. В доме есть кто-нибудь? - Да, там есть кто-то. 10. Под столом есть что-нибудь? - Да, там что-то есть. 11. Там ничего нет. 12. В кабинете врача есть кто-нибудь? — Нет, там никого нет. 13. В нашей библиотеке есть кое-какие книги на английском языке. 14. В вашей библиотеке есть какие-нибудь книги Джека Лондона? 15. Мой дядя хочет мне что-то сказать. 16. На другой день мой брат знал всех. 17. Если вы захотите что-нибудь поесть, идите в вагон-ресторан. 18. Расскажите нам всё о вашем путешествии.

Упр. 7. Вставьте *somewhere, anywhere, nowhere* или *everywhere*.

1. I put my dictionary ... yesterday and now I can't find it-- Of course, that is because you leave your books 2. You must go ... next summer. 3. Did you go ... on Sunday? 4. Let's go The weather is fine. I don't want to stay at home in such weather. 5. I cannot find my glasses I always put them ... and then look for them for hours. 6. Today is a holiday. The streets are full of people. There are flags, banners and flowers

Упр. 8. Переведите на английский язык.

1. На столе лежит что-то круглое. Что это такое? 2. Никто об этом ничего не знает. 3. В городе много парков. Везде деревья и цветы. 4. В той комнате кто-то есть. 5. Анна живет где-то в этом районе. 6. Я никого не знаю в этом городе. 7. Дай мне, пожалуйста, что-нибудь поесть. 8. Кто-нибудь знает адрес нашего учителя? 9. Все в порядке. 10. Кто-нибудь хочет посмотреть телевизор? 11. Мы слышали эту песню повсюду. 12. Он где-то в саду.

Практическая работа №5

Тема 1.5. Жизнь в городе и в деревне

1. Прочитайте текст и переведите его на русский язык.

LIVING IN THE CITY AND IN THE COUNTRY

As you know, some people enjoy big city life, others prefer to live in the suburbs or even on a farm in the country.

The city is the place where all industrial, cultural and educational centres are situated. People live in cities because all necessary objects are nearby. For example, if you get sick, a hospital or a chemist's shop will be situated near your home in the city. Houses in the city are generally provided with modern conveniences such as electricity, running water, telephones and all sorts of labour-saving devices. There are plenty of means of transport: buses, trolley buses, mini-buses, trams, taxi-cabs and the underground.

City dwellers have more means of broadening their cultural outlook than country people: day schools and evening courses, public and private libraries, societies and exhibitions. There are many places in the city where you can get a bite or a drink: restaurants, cafes, pizzerias, tearooms, fast-food restaurants, quick-service restaurants and food bars. Besides, in big cities you can find all kinds of entertainment such as playgrounds and football pitches, tennis and basketball courts, rinks, museums, cinemas, theatres, concert halls, clubs, parks, and what not. Many people like to spend their free time there because it helps them to relax and brings them a lot of pleasure. All in all, city life is full of bustle and variety and you never feel bored.

At first glance all that is really very comfortable, but nowadays in big cities there is a great amount of cars and factories. Big cities suffer from overpopulation, dirty air and water, the streets are noisy and full of traffic jams, and after a hard working day people cannot relax.

In the country we can live in the midst of nature. Countryside houses are spread out and there is plenty of greenery. The beautiful surroundings with trees and shrubs are pleasing to our eyes. The air is fresh and cool, which is good for a healthy living. Country life is full of charms. The rippling rivers, the grazing cows and the chirping birds give us great pleasure in life. Moreover, country life is cheaper than town life. People living in the country seem to be good-natured and have a warm heart. They share any difficulties, happiness, sadness in order to overcome everything.

However, country people can't find a proper job with high income. There are no state supported farms any more. Now there are agricultural joint-stock companies and individual farming. Russian agriculture has undergone the process of economic changes. It is rather difficult to survive in the conditions of deep economic crisis, especially for individual farmers.

Thus, living in the country as well as that in the city has both advantages and disadvantages. Not without reason it is said that the grass is always greener on the other side of the fence. So, every person should live in the place where he or she feels comfortable and happy.

2. Ответьте на вопросы.

- 1) Do people prefer living in the country or in the city?
- 2) Why do people live in cities?
- 3) What are houses in the city provided with?
- 4) What means of transport are there in the city?
- 5) How can city dwellers broaden their cultural outlook?
- 6) Where can people get a bite or a drink in the city?
- 7) What kinds of entertainment can people find in big cities?
- 8) What do big cities suffer from?

- 9) What is pleasing to our eyes in the countryside?
- 10) Why is country life good for a healthy living?
- 11) What are country people like?
- 12) What are the disadvantages of living in the country?
- 13) Do you find the English proverb “The grass is always greener on the other side of the fence” true to life?

3. Дайте русские эквиваленты данным словам и выражениям.

to live in the suburbs, to live on a farm, industrial centre, cultural centre, educational centre, to be situated, to get sick, to be provided with smth, to bring a lot of pleasure, bustle, in the midst of nature, to be spread out, to be pleasing to one's eyes, healthy living, to be full of charms, proper job, state supported farm, agricultural joint-stock company.

4. Дайте английские эквиваленты данным словам и выражениям.

Наслаждаться жизнью большого города; современные удобства; водопровод; бытовые приборы; городские жители; сельские жители; перекусить; на первый взгляд; страдать от загрязнения; здоровый образ жизни; журчащие реки; пасущиеся коровы; щебечущие птицы; высокий доход; подвергаться процессу экономических преобразований; преимущества и недостатки.

5. Соотнесите слово с его значением.

1) nearby	a) a long line of vehicles that cannot move forward because there is too much traffic, or because the road is blocked by smth
2) chemist's shop	b) naturally friendly and warm-hearted
3) traffic jam	c) close at hand, not far away
4) feel bored	d) a place where people can buy medicines, medical goods, toilet articles, etc.
5) feel comfortable	e) to be confident and relaxed, feel at home
6) good-natured	f) to be tired and not enthusiastic, for example, because you have had too much of the same thing

6. Пользуясь текстом, определите преимущества и недостатки городского и сельского образа жизни. Заполните таблицу.

Практическая работа №6

Тема 1.6. Артикль: определенный, неопределенный, нулевой

В английском языке два артикля — **неопределенный (a/an)** и **определенный (the)**. Артикль является признаком существительного и ставится или непосредственно перед существительным, или перед определяющим его прилагательным.

СЛУЧАИ УПОТРЕБЛЕНИЯ ОПРЕДЕЛЕННОГО АРТИКЛЯ THE		
№ п/п	СЛУЧАЙ УПОТРЕБЛЕНИЯ	ПРИМЕР
1	Если говорится о единственном в мире предмете	The sun is in the sky. <i>Солнце находится на небе.</i>
2	Когда говорится о предмете (или лице), единственном в данной обстановке	The teacher is in the classroom. <i>Учитель в классе. (В данном классе находится только один учитель)</i>
3	Когда о данном предмете уже упоминалось в разговоре или повествовании	"I've got a very interesting book," says Mike. "Please show me the book ," says Nick. <i>«У меня есть интересная книга», — говорит Майк.</i> <i>«Покажи мне пожалуйста эту книгу», — говорит Ник.</i>
4	С существительным, перед которым стоит порядковое числительное	We are on the fourth floor . <i>Мы на пятом этаже.</i>
5	С существительным, перед которым стоит прилагательное в превосходной степени	He is the best student in our group. <i>Он лучший студент в нашей группе.</i>
6	Если говорится об определенном (по контексту) количестве вещества, например tea чай, milk молоко, bread хлеб и т. п.	Is the milk on the table? <i>Молоко на столе? (т. е. именно молоко (в определённой упаковке / в определённом объёме и т. д.), подразумеваемое по контексту, а не просто молоко как вещество)</i>
7	Перед названиями морей, горных массивов, островов, рек, пустынь, кораблей, гостиниц, кинотеатров, театров; перед словами country за городом, sea море, seaside у моря, mountains горы (и при обобщении)	I'm taking a trip to the mountains next week. <i>На следующей неделе я еду в горы.</i> Did you go to the Black Sea or to the Volga ? <i>Вы ездили на Черное море или на Волгу?</i>
8	Перед существительным в единственном числе, обозначающим целый класс предметов, людей (т. е. при обобщении)	The whale is a mammal, not a fish. <i>Кит — это млекопитающее, а не рыба.</i>
9	После слов one of один (из), some of некоторые (из), many of многие (из), each of каждый (из), most of большинство (из) (часто после слов all все, both of оба)	Most of the stories are very interesting. <i>Большинство рассказов очень интересны.</i> Give me one of the books . <i>Дайте мне одну из (этих) книг.</i>
10	Перед названиями четырех сторон света	the Northern part of our country — <i>север нашей страны</i>

СЛУЧАИ УПОТРЕБЛЕНИЯ НЕОПРЕДЕЛЕННОГО АРТИКЛЯ A/AN		
№ п/п	СЛУЧАЙ УПОТРЕБЛЕНИЯ	ПРИМЕР
1	При упоминании чего-либо впервые	A man came up to a policeman. <i>Человек подошел к полицейскому.</i>
2	При обобщении	A baby deer can stand as soon as it is born. <i>Оленята могут стоять на ногах сразу после рождения.</i>
3	При обозначении неопределенного количества конкретного предмета	Pass me a piece of bread. <i>Передайте мне (немного) хлеба.</i>
4	Перед названиями профессий или должностей	He is a doctor. <i>Он врач.</i>
5	В значении один перед исчисляемыми существительными, обозначающими время	Will you be back in an hour? <i>Вы вернетесь через час?</i>
6	Перед исчисляемыми существительными в единственном числе, определяемыми словами such, quite, rather, most (в значении <i>очень</i>)	He is quite a young man. <i>Он совсем еще молодой человек.</i> It is a most interesting book. <i>Это очень интересная книга.</i>
N.B.	Артикль an употребляется тогда, когда следующее за ним слово начинается с гласного звука: an old woman <i>старуха</i> , an honest man <i>честный человек</i> .	

ОТСУТСТВИЕ АРТИКЛЯ		
№ п/п	СЛУЧАЙ	ПРИМЕР
1	Перед исчисляемыми существительными во множественном числе (в тех случаях, когда в единственном числе следует употребить неопределенный артикль)	My father and my uncle are doctors. <i>Мой отец и мой дядя врачи.</i>
2	При обобщении (обычно используется множественное число или неисчисляемое существительное без артикля)	Carrots are my favourite vegetable. <i>Морковь — мой любимый овощ.</i>
3	В выражениях с собственным существительным в притяжательном падеже	John's coat <i>пальто Джона</i>
4	Перед существительным в функции определения	guitar lessons <i>уроки игры на гитаре</i>
5	Перед названиями континентов, стран, штатов, городов, улиц, озер	I've been neither to South Africa nor to North America. <i>Я не был ни в Южной Африке, ни в Северной Америке.</i>
6	Перед неисчисляемыми (абстрактными) существительными	This is important information. <i>Это важная информация.</i> I need advice. <i>Мне нужен совет.</i>
7	В некоторых сочетаниях существительного с предлогом, когда все сочетание имеет характер наречия. to / at / from school, university, college; to / in / into / from church; in time; at / from home; by car, bus, bicycle, plane, train, metro, boat etc.; for breakfast и т. д.	You can get there in time if you go by train. <i>Вы можете добраться туда вовремя, если поедете поездом.</i>
8	Перед именами и фамилиями людей	My name is Bond, James Bond. <i>Меня зовут Бонд, Джеймс Бонд.</i>

Употребление артиклей с географическими названиями.

Употребление артиклей с географическими названиями, названиями городских объектов и т.д. зависит от языковой традиции, часто не поддается объяснению, и полностью не исчерпывается приводим. ниже общими положениями.

I *Определенный артикль the* употребляется с названиями:

- 1) четырёх сторон света: **the** North *север*, **the** South *юг*, **the** East *восток*, **the** West *запад*; Но если существительное обозначает направление, то оно употребляется без артикля: We wish to head west. *Мы хотим направиться на запад* (в западном направлении).
 - 2) полюсов: **the** North Pole *Северный полюс*, **the** South Pole *Южный полюс*, **the** Arctic *Арктика*;
 - 3) регионов: **the** Far East *Дальний Восток*, **the** north of England *Север Англии*, **the** south of Spain *Юг Испании*;
 - 4) океанов: **the** Atlantic Ocean *Атлантический океан*, **the** Pacific Ocean *Тихий океан*;
 - 5) морей: **the** North Sea *Северное море*, **the** Baltic Sea *Балтийское море*;
 - 6) проливов: **the** Strait of Magellan *Магелланов пролив*, **the** Bosphorus *пролив Босфор*;
 - 7) каналов: **the** Panama Canal *Панамский канал*, **the** Suez Canal *Суэцкий канал*;
 - 8) рек: **the** Mississippi *Миссисипи*, **the** Thames *Темза*, **the** Neva *Нева*;
 - 9) озер: **the** Baikal *Байкал*, **the** Ontario *Онтарио*;
 - 10) групп островов: **the** British Isles *Британские острова*, **the** Azores *Азорские острова*;
 - 11) горных цепей: Alps *Альпы*, **the** Rockies *Скалистые горы*, **the** Andes *Анды*;
 - 12) пустынь: **the** Karakum *Каракумы*, **the** Sahara *пустыня Сахара*;
- Следует обратить внимание на то, что на картах артикль **the** обычно не включается в географическое название.

II *Артикль не употребляется* с названиями:

- 1) заливов: Hudson Bay *Гудзонов залив*; но в конструкциях с предлогом **of** употребляется **the**: **the** Gulf **of** Mexico *Мексиканский залив*;
- 2) полуостровов (если используется только имя собственное): Kamchatka *п-ов Камчатка*; но с артиклем **the** в конструкциях: **the** Kola Peninsula *Кольский полуостров*;
- 3) озер, если перед ними стоит слово lake – озеро: Lake Michigan *озеро Мичиган*, Lake Ontario *озеро Онтарио*, (но без слова lake – **the** Ontario);
- 4) водопадов: Niagara Falls *Ниагарский водопад*;
- 5) отдельных островов: Great Britain *Великобритания*, Cuba *Куба*, Sicily *Сицилия*;
- 6) отдельных гор и горных вершин: Elbrus *Эльбрус*, Kilimanjaro *Килиманджаро*.

- 7) КОНТИНЕНТОВ: Europe *Европа*, Asia *Азия*, North/South America *Северная/Южная Америка*; также, если перед ними определения типа: South Africa *Южная Африка*, South-East Asia *Юго-Восточная Азия*;
- 8) СТРАН (есть исключения): France *Франция*, China *Китай*, Russia *Россия*, England *Англия*, America *Америка*, Great Britain *Великобритания*;
- 9) ПРОВИНЦИЙ, ШТАТОВ: Quebec *Квебек*; Texas *Техас* (штат), California *Калифорния* (штат);
- 10) ГОРОДОВ И СЕЛ: Paris *Париж*; Washington *Вашингтон*; Moscow *Москва*; London *Лондон*; Oxford *Оксфорд*; Borodino *Бородино*.

Исключения:

- 1) названия некоторых стран и местностей: **the** Ukraine *Украина*; **the** Argentine *Аргентина*; **the** Congo *Конго*; **the** Caucasus *Кавказ*; **the** Crimea *Крым*; **the** Hague *Гаага* и др.;
- 2) Артикль **the** с официальными названиями стран, включающими такие слова, как republic, union, kingdom, states, emirates, а также с географическими названиями стран во множественном числе: **the** German Federal Republic *Германская Федеративная Республика*; **the** Russian Federation *Российская Федерация*; **the** United Kingdom = **the** UK *Объединенное Королевство*; **the** United States of America = **the** USA *Соединенные Штаты Америки*; **the** United States *Соединенные Штаты*; **the** United Arab Emirates *Объединенные Арабские Эмираты*; **the** Netherlands *Нидерланды*; **the** Philippines *Филиппины*;
- 3) с названиями континентов, стран, городов, если они имеют индивидуализирующее определение: **the** Moscow of the 17th century *Москва XVII века*; **the** Europe *of the Middle Ages* *средневековая Европа*.

Употребление артиклей с географическими названиями собственными.

I Артикль не употребляется с названиями (все слова с большой буквы):

- 1) улиц и площадей: Broadway *Бродвей*, Wall Street *Уолл-стрит*; Trafalgar Square *Трафальгарская площадь* (в Лондоне), Red Square *Красная площадь*;
- 2) мостов и парков: Westminster Bridge *Вестминстерский мост*; Hyde Park *Гайд парк* в Лондоне, Central Park *Центральный парк* в Нью-Йорке;
- 3) аэропортов, морских портов, станций ж/д и метро: London Airport *Лондонский аэропорт*; Kennedy (Airport) *аэропорт Кеннеди*; London Port *Лондонский порт*; Paddington Station *станция Паддингтон*;
- 4) учебных заведений (университеты, колледжи и т.п.): Columbia University *Колумбийский университет*, Cambridge *Кембридж*, Oxford *Оксфорд*;
- 5) журналов: Time Magazine, National Geographic – *журналы*.
- 6) исключения (встреч. иногда): **the** Arbat *Арбат* (в Москве), **the** Garden Ring *Садовое кольцо* (в Москве), **the** Via Manzoni *улица Манзони* (в Милане); **the** Gorki Park *парк имени М. Горького* (в Москве) и др.

II *Определенный артикль the* употребляется с названиями:

1) сооружений и отдельных уникальных зданий: **the** Great Wall of China, **the** Ostankino Television Tower, **the** Kremlin, **the** Tower, **the** White House, **the** Winter Palace, **the** Royal Palace;

У этого правила много исключений, особенно если название сооружения или здания содержит определение, выраженное именем собственным (имя человека или название населенного пункта): Westminster Abbey, Buckingham Palace, Hyde Park, London Zoo, Edinburgh Castle и т.д.

2) театров, кинотеатров, концертных залов, оркестров, клубов: **the** Royal Opera House *Королевский оперный театр*, **the** Bolshoy Theatre *Большой театр*;

3) картинных галерей, музеев, памятников: **the** National Gallery *Национальная картинная галерея*, **the** Tretyakov Gallery *Третьяковская галерея*; **the** British Museum *Британский музей*, **the** Hermitage *Эрмитаж*; **the** Washington Monument *памятник Вашингтону*, **the** Lincoln Memorial *Мемориал Линкольна*;

4) гостиниц, ресторанов: **the** Metropole *гостиница "Метрополь"*, **the** Savoy *гостиница "Савой"*, **the** Hilton *гостиница "Хилтон"*, **the** "Astoria" *гостиница "Астория"*;

5) кораблей, музыкальных групп: **the** Titanic *корабль "Титаник"*, **the** "Queen Mary" *корабль "Королева Мария"*, **the** "Cutty Sark" *клипер "Катти Сарк"*; **the** Beatles *группа "Битлз"*;

6) большинства газет: **the** Guardian *газета "Гардиан"*, **the** Times *газета "Таймс"*, **the** Washington Post *"Вашингтон Пост"*. Не принято употреблять артикль с названиями газет там, где его нет в языке оригинала: Izvestia *газета "Известия"*.

7) государственных учреждений, организаций и политических партий: **the** Labour Party *Лейбористская партия*, **the** United Nations Organization *Организация Объединенных Наций*, **the** Red Cross *Красный Крест*, **the** Greens *"зеленые"*, **the** Democratic Party *Демократическая партия*.

Традиционно артикль не используется со словом **Parliament** *парламент* (в Англии); NATO; может быть опущен перед словом (**The**) Congress (в США).

Exercises

1. Выберите правильный вариант ответа:

- I. ...Smiths have a dog and a cat.
a) ... b) The c) A
2. He knows how to work on ... computer.
a) a b) an c) ...
3. She was the first woman to swim across ... English Channel.
a) a b) ... c) the
4. Go down ... Kingston Street and turn left into Oxford Street.
a) the b) a c) ...
5. I don't like milk in ... tea.
a) ... b) the c) a
6. At the end of... busy day, sleep is the best way to restore your energy.

- a) the b) a c) ...
 7. We'll go for a walk if ... weather is fine.
 a) a b) ... c) the
 8. Could you give me ... information I asked for in my letter?
 a) the b) ... c) a
 9. ... war is a terrible thing.
 a) The b) ... c) A
 10. I spent ... very interesting holiday in England.
 a) the b) a c) ...

2. Заполните пропуски подходящими артиклями, если необходимо:

1. "Is this your ... friend?" — "No, it isn't my ... friend, it is my sister".
2. I have ... sister. My ... sister is ... teacher. My sister's ... husband is ... pilot.
3. I have no ... car.
4. She has got ... terrible ... headache.
5. They have ... dog and two ... cats.
6. My ... cousin says he is going to be ... manager one ... day.
7. Would you like ... apple?
8. This is ... tree. ... tree is green.
9. I can see three ... children. ... children are playing in ... yard.
10. I have ... car. ... car is white. My ... friend has no ... car.

3. Вставьте недостающие артикли в пословицы, если необходимо:

1. ... apple ... day keeps ... doctor away.
2. ... appetite comes with eating.
3. ... good beginning makes ... good ending.
4. ... bird in ... hand is worth two in ... bush.
5. Among ... blind ... one-eyed man is king.
6. ... brevity is ... soul of wit.
7. ... cat has nine lives.
8. ... charity begins at ... home.
9. ... clothes make ... man.
10. ... curiosity killed ... cat.

4. Поставьте артикли a/an или the там, где необходимо.

1. I'd like ... chicken sandwich and ... glass of ... mineral water.
2. Would you like ... banana or ... strawberries?
3. She always has ... apple, ... toast and ... cup of ... coffee for ... breakfast.
4. The fly is on ... ceiling in ... kitchen.
5. My mother is ... accountant and my father is ... lawyer. They work in ... same company in ... centre of ... our town.
6. How much are ... her Italian lessons? – Ten dollars ... hour.
7. Where are ... dogs? – They are in ... garden.
8. ... cats like eating ... fish. ... cows like eating ... grass. ... birds like eating ... insects.
9. My favourite subjects are ... chemistry and ... biology.

10. There is ... parrot in ... cage. And there are ... pieces of ... fruit in it.
11. My granny lives in ... small village in ... country.
12. Your baby shouldn't sit in ... sun on ... hot day.
13. Please open ... book. ... exercise is on ... page 68.
14. Ann has been looking for ... job for ... long time.
15. What's ... matter? - I missed ... 6 o'clock train.
16. Do you like ... vegetables?
17. ... mother has got ... terrible headache today.
18. There were ... tears in ... her eyes.
19. She is ... very nice woman but her sons are ... bad boys.
20. Look at ... woman. She is ... neighbor I told you about.

5. Поставьте артикли с именами собственными, если это необходимо.

1. ... Cairo is ... capital of ... Egypt.
2. It was so picturesque in ... Crimea ... last summer.
3. ... London stands on ... Thames.
4. I had ... my holiday in ... northern Italy ... last year but I'm going to cross ... Atlantic ocean and visit ... USA ... next year.
5. ... Moon moves round ... Earth.
6. ... Great Patriotic war started in 1941.
7. ... Volga is ... longest river in ... Russia.
8. ... Ukraine and ... Turkey are separated by ... Black sea.
9. My friend usually goes to ... Alps in ... spring by ... plane.
10. ... Urals are lower than ... Caucasus.
11. ... Great Britain is situated on ... two large islands.
12. ... Christmas and ... Easter are my favourite holidays.
13. It takes about ... hour to get from ... Domodedovo airport to ... Lenin street.
14. What's ... weather like today in ... Australia?
15. ... Colorado river flows through ... Grand Canyon.
16. My English friend took me to see ... National gallery, ... Houses of ... Parliament and ... Tower bridge.
17. ... Statue of ... Liberty was ... present from ... French people.
18. ... Galaxy where we live is called ... Milky Way.

Раздел 2. Хобби и досуг

Практическая работа №7

Тема 2.1. Числительные

Именем **числительным** называется часть речи, которая обозначает количество или порядок предметов. Имена числительные делятся на *количественные* (Cardinal Numerals) и *порядковые* (Ordinal Numerals).

Количественные числительные обозначают количество предметов и отвечают на вопрос **how many? сколько?** Например: **one** один, **two** два, **three** три и т. д.

Порядковые числительные обозначают порядок предметов и отвечают на вопрос **which?** *который?* Например: **first** *первый*, **second** *второй*, **third** *третий* и т. д.

КОЛИЧЕСТВЕННЫЕ ЧИСЛИТЕЛЬНЫЕ			
ПРОСТЫЕ			СОСТАВНЫЕ
0 - 12	13 - 19 (+teen)	20 - 90 (+ty), 100, 1000, 1000000	<p>1. Составные числительные от 20 до 100 образуются так же, как и в русском языке: 25 - twenty-five, 93 - ninety-three.</p> <p>2. В составных числительных после 100 перед десятками, а если их нет, то перед единицами, ставится союз and: 375 (three hundred and seventy-five), 2941 (two thousand nine hundred and forty-one)</p>
0 — zero 1 — one 2 — two 3 — three 4 — four 5 — five 6 — six 7 — seven 8 — eight 9 — nine 10 — ten 11 — eleven 12 — twelve	13 — thirteen 14 — fourteen 15 — fifteen 16 — sixteen 17 — seventeen 18 — eighteen 19 — nineteen	20 — twenty 30 — thirty 40 — forty 50 — fifty 60 — sixty 70 — seventy 80 — eighty 90 — ninety 100 — one (a) hundred 1,000 — one (a) thousand 1,000,000 — one (a) million 1,000,000,000 — a (one) milliard (в Англии); a (one) billion (в США)	

Числительные **hundred, thousand, million** не приобретают окончание **s** как показатель множественного числа, однако если эти слова выполняют функцию существительных, т. е. перед ними нет числительного, то во множественном числе добавляется **s**: hundreds of people *сотни людей*, thousands of words *тысячи слов*.

Порядковые числительные образуются от соответствующих количественных числительных путем прибавления суффикса *th*: *seven* — *seventh* *седьмой*, *twenty-four* — *twenty-fourth* *двадцать четвертый*.

ПРАВИЛА ОБРАЗОВАНИЯ ПОРЯДКОВЫХ ЧИСЛИТЕЛЬНЫХ		
№ п/п	ПРАВИЛО	ПРИМЕР
1	В составных порядковых числительных суффикс <i>-th</i> присоединяется к последнему слову	<i>the forty-sixth</i> <i>сорок шестой</i>
2	Перед порядковыми числительными обычно употребляется определенный артикль	<i>the tenth</i> <i>десятый</i>
3	Десятки, имеющие конечное <i>-y</i> , меняют его на <i>-ie-</i>	<i>ninety</i> <i>девяносто</i> - <i>ninetieth</i> <i>девяностый</i>
4	ИСКЛЮЧЕНИЯ	<i>the first</i> <i>первый</i> , <i>the second</i> <i>второй</i> , <i>the third</i> <i>третий</i> , <i>the fifth</i> <i>пятый</i> , <i>the ninth</i> <i>девятый</i> , <i>the twelfth</i> <i>двенадцатый</i>

ДАТЫ

При чтении обозначения года называют два двузначных числа, соответствующих двум первым и двум последним цифрам обозначения:

ЧТЕНИЕ ОБОЗНАЧЕНИЯ ГОДА	
ПИШЕТСЯ	ЧИТАЕТСЯ
1612	<i>sixteen twelve</i>
1812	<i>eighteen twelve</i>
1941	<i>nineteen forty-one</i>
1960	<i>nineteen sixty</i>
1900	<i>nineteen hundred</i>
1905	<i>nineteen o [əu] five</i>
В таком чтении слово year год не добавляется: Pushkin was born in <i>seventeen ninety-nine</i> . Пушкин родился в 1799 году.	
Годы могут читаться и по-другому: 1754 - the year seventeen hundred and fifty-four . Такое чтение иногда встречается в документах.	

N. B.	2000 год — the year two thousand Начиная с 2001 , годы читаются как количественные числительные: 2007 — two thousand (and) seven
	Начиная с 2010 года всё чаще встречается чтение года как двух чисел: 2014 - twenty fourteen , 2020 - twenty twenty
	Так, к примеру, 2013 год можно прочесть как (the year) two thousand (and) thirteen , либо twenty thirteen .

ОБОЗНАЧЕНИЕ И ЧТЕНИЕ ДАТ		
ПИШЕТСЯ	ЧИТАЕТСЯ	ПЕРЕВОД
25th July, 1976 July 25 (25th), 1976 25 July 1976	The twenty-fifth of July, nineteen seventy-six; July the twenty-fifth, nineteen seventy-six	25 июля 1976 года

Months

- | | |
|-----------------------------|-------------------------------|
| • January — январь | • July — июль |
| • February — февраль | • August — август |
| • March — март | • September — сентябрь |
| • April — апрель | • October — октябрь |
| • May — май | • November — ноябрь |
| • June — июнь | • December — декабрь |

Days of the week

- Sunday — воскресенье
- Monday — понедельник
- Tuesday — вторник
- Wednesday — среда
- Thursday — четверг
- Friday — пятница
- Saturday — суббота

Exercises

Упражнение 1. Write the numbers.

1. The number of Dwarves Snow White lived with — _____

2. The Celsius freezing point — _____
3. Days in April — _____
4. The number of letters in the English alphabet — _____
5. An unlucky number — _____
6. Teeth in the normal human mouth — _____
7. The number of years in a millennium — _____
8. The number of months in a year — _____
9. Days in December — _____
10. Degrees in a right angle — _____
11. Books in a trilogy — _____
12. Minutes in an hour — _____
13. Legs has an octopus — _____
14. The number of cents in a half-dollar — _____
15. Players in a soccer team — _____
16. Number of hours in a day — _____
17. Celsius boiling point — _____

Упражнение 2. Choose the correct form.

1. My daughter is still a teenager. She is only fifteen/fifty.
2. He knew it was a painting worth \$10 million/millions.
3. Three hundred/Three hundreds people gathered at the stadium.
4. In the section 2/section 2 we also suggest other topics that need to be researched.
5. The first battle of the American Revolution was fought in year/the year 1775.
6. Hundred/A hundred years ago the principal means of communication was by post and telegraph.
7. How many children are there in the school? About three hundred/three hundreds.
8. The report has got over five hundred/five hundreds pages.
9. It happened in the year two thousand and two/two thousand and second.
10. All International flights are from Terminal One /the Terminal One.

Упражнение 3. Write the correct ordinal number.

1. Saturday is the _____ day of the week.
2. The _____ month of the year is June. .
3. The _____ month of the year is March.
4. In a competition the gold medal is for the _____ place and the silver medal is for the _____ place.

Упражнение 4. Choose the correct form.

1. It happened in the middle of the twentyth/twentieth century.
2. I usually go to school by bus six/bus sixth.
3. He is now ranked hundred/hundredth in the world of tennis.
4. 1999 was the second hundred/the two hundredth anniversary of; Pushkin's birth.
5. The car changed the life of people in the 20th/the 20s century.

6. At least two third/two thirds of the novel is about the life of people in the 19th century.
7. He was the third/the third to arrive.
8. The USA ranks third/three in population.
9. I am the one hundred and first/one hundredth and first in this huge line.
10. Vincent Van Gogh's paintings are among the most famous of the 19 century / the 19th century.

Практическая работа №8

Тема 2.2. Время. Мой распорядок дня

1. Прочитайте и запомните следующие правила обозначения времени в английском языке:

Спросить время по-английски можно так:

- What time is it? (Сколько времени?)
- Do you have the time? (Время / часы есть?)
- Could you please tell me the time? (Время не подскажете?)
- At what time? (Когда, во сколько?)

В английском языке время обычно измеряется по 12 часов, и к конкретному времени добавляется нужное пояснение:

- in the morning (утра)
- in the afternoon (дня)
- in the evening (вечера)
- in the night (ночи)

Также можно добавлять вот эти два сокращения:

a.m. — [ei em], ante meridiem, до полудня.

p.m. — [pi em], post meridiem, после полудня.

К целым часам (и только к ним) добавляется слово "o'clock", которое имеет значение "ровно". Например, можно сказать так:

It's 7 o'clock in the morning / It's 7 a.m. — "Сейчас 7 утра"

It's at 9 in the evening / It's at 9 p.m. — "Это в 9 вечера"

Если время неровное, с минутами, то нужно будет указать, куда эти минуты относятся. Например, если 10 минут прошло после ровного часа, то так и говорится:

It's 10 minutes past 3 — 10 минут после трех, 10 минут четвертого.

Если же 20 минут осталось до ровного часа, то вместо "past/after" будет использоваться частица "to":

It's 20 minutes to 7 — 20 минут до семи, без двадцати семь.

Если минут 15 или 30, то используются слова "a quarter" и "half" (четверть и половина). Однако, с половиной никогда не используется частица "to", не может быть "без половины 8", может быть только "половина после семи":

It's a quarter after one — четверть после часа, час пятнадцать.

It's a quarter to four — четверть до четырех, без пятнадцати 4.

It's half past six — половина после шести, 6:30.

Можно также ограничиться точными цифрами и указанием половины дня:

It's seven-thirty a.m. — 7:30 утра.

It's ten-forty-five p.m. — 10:45 вечера.

It's eight-twenty a.m. — 8:20 утра.

В случае, когда нужно указать некий период времени, используется предлог "in", который в данном случае переводится как "через":

I'll be back in an hour — Я вернусь через час.

Turn off the oven in 20 minutes — Выключи духовку через 20 минут.

The copies will be ready in a moment — Через минуту копии будут готовы.

2. Прочитайте и переведите следующие тексты. Ответьте на вопросы:

My Week-day

I get up at a quarter to seven.

I jump out of bed, switch on the radio and do my morning exercises to the radio music.

Then I go to the bathroom, wash myself and clean my teeth with, a tooth-brush.

This does not take me much time, not more than ten or fifteen minutes.

Then I dress and sit down to table to have my breakfast.

I usually have a cup of tea or coffee, an egg and bread and butter.

After breakfast I go to the technical school.

As I live far away, I go by bus or by metro.

It takes me more time to go by bus.

If I have little time, I go by metro.

My lessons begin at 9 o'clock.

We have six lessons every day.

At a quarter to one we have a lunch hour.

As I cannot get home for lunch, I take it at the diningroom of our technical school.

For lunch I have meat or fish with potatoes and a cup of strong tea or coffee with a pie.

At ten minutes to three the lessons are over, and I go home.

When I get home from the technical school, I have dinner.

My dinner usually consists of three courses.

For the first course I have some soup, then some meat or fish.

For dessert I have stewed fruit or ice-cream.

After dinner I help my mother to wash up the dishes.

Then I do my lessons.

This usually takes me about two hours.

At eight or nine o'clock I have supper.

I have some salad, a slice of sausage and bread, sour milk or cereal.

In the evening I listen to the radio or watch TV.

If the programme is not interesting, I go to the cinema or to the theatre.

Sometimes, I go for a walk with my friends.

We talk about different things and usually have a good time.

At 11 o'clock I go to bed.

Questions:

1. When do you get up?
2. What do you do in the bathroom?
3. What do you have for breakfast?
4. When do you get home after classes?
5. When do you go to bed?
6. What do you do after dinner?
7. What do you have for dessert?
8. What do you do in the evening?

Vocabulary:

to switch on (off) the radio — включать (выключать)

радио

to do morning exercises — делать утреннюю гимнастику

bathroom — ванная комната

to clean one's teeth — чистить зубы

to have breakfast (dinner, supper) — завтракать (обедать, ужинать)

lunch — второй завтрак

dining-room — столовая

to consist of — состоять из...

course — блюдо

for the first course — на первое

soup — суп

dessert — десерт

to wash up dishes — мыть посуду

slice — кусок, ломтик

sausage — колбаса

sour milk — кислое молоко

cereal — каша

My Week-day

I am very busy on my week-days.

My week-days do not differ much one from another.

On week-days my working day begins early in the morning.

My school starts at 8 o'clock, so I have to get up at 7, to be ready in time.

I never wake up myself, my mother always wakes me up.

Sometimes I do my morning exercises, then I rush to the bathroom.

I clean my teeth, wash my face.

The cold water makes me feel not so sleepy.

Then I go back to my room, make the bed.

I switch on my radio, usually I listen to radio.

I put on my clothes, comb my hair, put a little make-ups.

By that time my breakfast is ready (my mother cooks it for me).

At a quarter to eight I grab my bag and rush to my school.

My school starts at 8 o'clock and I don't like to be late.

Usually I have six or seven lessons a day, it lasts till 3 o'clock.

After each lesson there is a break, so I can talk to my friends or eat my sandwich.

When school is over I go home.

First of all I need to walk my dog.

Then I have my dinner and a little rest.

The teachers give us a lot of homework, so I start doing it about 16.30 or 17.00.

As a rule it takes me two or three hours to do my home assignments.

My parents get home about six o'clock.

We watch soapopera on TV, have supper together.

We share all the news, I tell about the lessons and school.

After it, I help my mother to do some work about the house — wash dishes, sweep the floor, clean the room.

Twice a week in evenings I go play tennis.

When I do not go to play tennis, I stay home and watch TV, listen to the music, read magazines.

Sometimes my friends call me and we go for a walk.

At eleven o'clock tired after a long working day I go to bed and fall asleep.

Questions:

1. What time do you get up on your week-days?
2. Do you usually do your morning exercises?
3. Who cooks your breakfast?
4. What time do you leave your house to go to school?
5. How many lessons do you have a day?

6. Do you usually do your homework?
7. What do you do in the evening?
8. What time do you go to bed?

Vocabulary:

to differ — отличаться
 to wake up — просыпаться
 sleepy — сонный
 to switch on — включать
 to grab — хватать
 rush — мчаться
 sandwich — бутерброд
 to be over — заканчиваться
 rest — отдых
 to sweep — подметать
 to be tired — устать

Практическая работа №9

Тема 2.3. Прилагательные и наречия. Степени сравнения прилагательных и наречий.

Прилагательные обозначают признаки предметов и отвечают на вопрос: какой?
 A wide road. Широкая дорога. A tall tree. Высокое дерево. An interesting book.
 Интересная книга.

Наречия отвечают на вопрос: как?

He speaks English well. Он говорит по-английски хорошо.

Прилагательные и наречия имеют три формы степеней сравнения: положительную (positive degree), сравнительную (comparative degree), превосходную (superative degree).

Формы сравнительной и превосходной степеней образуются двумя способами:

Способ 1. Если прилагательное односложное, форма его сравнительной степени образуется при помощи суффикса -er, а форма превосходной степени – при помощи суффикса -est.

Положительная степень	Сравнительная степень	Превосходная степень
strong (сильный)	stronger (сильнее)	the strongest (сильнейший)
cold (холодный)	colder (холоднее)	the coldest (самый холодный)

Некоторые двусложные прилагательные оканчивающиеся на -y, -er, -ow образуют степени сравнения так же, как и односложные, с помощью суффиксов -er и -est.
easy (легкий) – easier (более легкий, легче) – the easiest (самый легкий, легчайший)

Способ 2. От двусложных прилагательных и прилагательных состоящих из трёх или более слогов, сравнительная степень образуется при помощи слова more (less), а превосходная степень – при помощи слова most (least)
famous (знаменитый) – more (less) famous (более (менее) знаменитый) – the most famous (самый знаменитый)
interesting (интересный) – more interesting (более интересный) – the most interesting (самый интересный)

Запомните исключения при образовании степеней сравнения прилагательных:

Положительная степень	Сравнительная степень	Превосходная степень
good (хороший) well (хорошо)	better (более хороший, лучше)	the best (самый хороший, лучший)
bad (плохой)	worse (более плохой, хуже)	the worst (самый плохой, худший)
little (маленький)	less (меньше, меньший)	the least (самый маленький)
much / many (много)	more (больше)	most (больше всего, самый большой)
far (далекий) far (далеко)	farther (более далекий) further (дальше)	the farthest (самый далекий) the furthest (дальше всего)

Существительное, определяемое прилагательным в превосходной степени, всегда имеет определенный артикль.

В предложениях со степенями сравнения прилагательных и наречий используются следующие союзы: as ... as такой же ... как; not so ... as не такой ... как.

Exercises

1. Образуйте сравнительную и превосходную степень от следующих прилагательных и наречий.

1. large, tall, long, easy, hot, big, cold, nice, bad, strong, short, wide, good, happy, high, low, busy, well, little, many, far. 2. wonderful, necessary, quickly, interesting, comfortable, popular, active, famous, pleasant, beautiful, slowly, clearly,

2. Переведите предложения на русский язык.

1. This book is not so interesting as that one. 2. The Baltic Sea is not so warm as the Black Sea. 3. The more you read, the more you know. 4. My brother is not as tall as you are. 5. The earlier you get up, the more you can do. 6. Today the wind is as strong as it was yesterday. 7. Your room is as light as mine. 8. John knows Russian as well as English. 9. Mary is not so lazy as her brother. 10. The longer the night is, the shorter the day. 11. The less people think, the more they talk.

3. Раскройте скобки, употребив нужную степень прилагательного/наречия.

1. Winter is (cold) season of the year. 2. Moscow is (large) than St. Petersburg. 3. Which is (long) day of the year? 4. The Alps are (high) mountains in Europe. 5. Even (long) day has an end. 6. It is one of (important) questions of our conference. 7. Your English is (good) now. 8. Who knows him (well) than you? 9. We have (little) interest in this work than you. 10. Health is (good) than wealth. 11. Your son worked (well) of all. 12. Today you worked (slowly) than usually.

4. Переведите предложения.

1. Чарльз Диккенс – один из самых известных писателей в мире. 2. Этот рассказ интереснее, чем тот. 3. Ваш дом выше нашего? Нет, он такой же высокий, как и ваш. 4. Это – самая прекрасная картина во всей коллекции. 5. Российская Федерация больше Великобритании. 6. Он сделал работу быстрее, чем вы. 7. Чем больше вы работаете, тем легче сдавать экзамены. 8. Его работа лучше вашей, но работа Анны – самая лучшая. 9. Россия – самая большая страна в мире. 10. Я живу не так далеко от института, как мой друг. 11. В июле столько же дней, сколько и в августе. 12. Самолет быстрее, чем поезд.

5. Раскройте скобки, употребляя требующуюся форму прилагательного.

1. This man is (tall) than that one. 2. Asia is (large) than Australia. 3. The Volga is (short) than the Mississippi. 4. Which building is the (high) in Moscow? 5. Mary is a (good) student than Lucy. 6. The Alps are (high) than the Urals. 7. This garden is the (beautiful) in our town. 8. She speaks Italian (good) than English. 9. Is the word "newspaper" (long) than the word "book"? 10. The Thames is (short) than the Volga. 11. The Arctic Ocean is (cold) than the Indian Ocean. 12. Chinese is (difficult) than English. 13. Spanish is (easy) than German. 14. She is not so (busy) as I am. 15. It is as (cold) today as it was yesterday. 16. She is not so (fond) of sports as my brother is. 17. Today the weather is (cold) than it was yesterday. 18. This book is (interesting) of all I have read this year. 19. January is the (cold) month of the year. 20. My sister speaks English (bad) than I do. 21. Which is

the (hot) month of the year? 22. Which is the (beautiful) place in this part of the country? 23. This nice-looking girl is the (good) student in our group.

6. Раскройте скобки, употребляя требующуюся форму прилагательного.

1. Oil is (light) than water. 2. We shall wait for a (dry) day to go on the excursion. 3. A bus is (fast) than a tram. 4. Take some of these sweets: they are very (nice). They are (nice) than the sweets in that box. 5. He clearly did not like the explanation, and as he listened to it, he became (angry) and (angry). 6. He worked (hard) and (hard) as the end of the term came nearer. 7. The (tall) trees in the world grow in California. 8. Please be (careful) next time and don't spill the milk again. 9. Bobby was a (quiet) child. He was (quiet) than his sister. 10. Her eyes are (grey) than mine. 11. He was the (fat) man in the village. 12. As he went on, the box became (heavy) and (heavy). 13. My sister is the (tall) girl in her class. 14. Who is the (attentive) student in your group? 15. It is autumn. Every day the air becomes (cold), the leaves (yellow). 16. This is the (beautiful) view I have ever seen in my life. 17. Your handwriting is now (good) than it was last year; but still it is not so (good) as Nick's handwriting. Nick has a (good) handwriting than you. And of course Nellie has the (good) handwriting of all.

7. Переведите следующие предложения на английский язык.

1. Здание Московского университета - самое высокое в столице. 2. Наш город не такой большой, как Москва, но он такой же красивый. 3. Невский проспект — одна из самых красивых улиц Санкт-Петербурга. 4. Кто самый младший ученик в нашей группе? — Петров. Но он самый высокий. 5. Грамматика английского языка трудная, но английское произношение труднее. 6. Магазины на нашей улице больше, чем магазины на вашей улице. 7. Наш телевизор такой же хороший, как этот. 8. Эта комната светлее той. 9. Погода сегодня хуже, чем вчера. Сегодня холоднее, и идет дождь. 10. Моя комната не такая большая, как комната моей подруги, но она светлее и теплее. 11. Какая из этих книг самая интересная? 12. Ноябрь не такой холодный месяц, как январь. 13. Мой отец — очень занятый человек. 14. Крым - одно из самых лучших мест для отдыха. 15. Сегодня он чувствует себя гораздо лучше.

Практическая работа №10

Тема 2.4. Моя любимая книга. Мой любимый фильм.

My Favourite Book (The Adventures of Sherlock Holmes)

Silver blaze

In Devon, a valuable racehorse, Silver Blaze, had disappeared; its trainer, John Straker, was found dead.

Silver Blaze was ready to run in an important race in a few days' time. On the night he disappeared, a stable-boy was guarding him. The boy had a dog with him, and two other boys were sleeping above the stable.

A girl who was taking the boy his supper saw a stranger near the stables. She ran back to the house to get help, and the stranger ran away. The stable-boy said that the stranger had asked him, "Will Silver Blaze really win the race?" The boy said he hadn't opened the stable door.

At about midnight, John Straker, the horse's trainer, told his wife he was still worried about the horse. He went out, towards the stables, taking a sharp doctor's knife with him.

The next morning, the stable door was opened. The horse had gone, and the stable-boy was unconscious. Opium was found in his food. Usually, you can taste opium, but he had strong meat for supper, and that had hidden the taste.

John Straker was found out on Dartmoor. He was dead, his head crushed. His coat was hanging over a bush. Near him was his knife, and a scarf which was recognized as the stranger's.

The police found and arrested the stranger, Mr. Simpson. They said he had drugged the boy, stolen the horse and killed Straker. Simpson denied it all, and they still didn't know where the horse was.

Colonel Ross, the horse's owner, then sent a telegram to Sherlock Holmes, asking him to find the horse. Holmes and his friend, Dr. Watson, were at their flat in Baker Street in London. They had read the whole story in the newspapers. Holmes took no notice of the telegram, saying that Silver Blaze was somewhere on Dartmoor, and would soon be found.

Two days later, Holmes understood he was mistaken, and he and Dr. Watson took a train to Tavistock, in Devon. They went to the place on Dartmoor where Straker's body was found. There, Holmes found a match. Then they searched the place, and finally found the tracks of Silver Blaze. Some of the prints were alone, pointing towards Colonel Ross's stables; others had the footprints of a man with them, and pointed towards another stable.

Holmes and Watson talked to the owner there, and he finally admitted that he had stolen Silver Blaze, taken him home and hidden him. He wanted his own horse to win the race. He said he knew nothing about the murder.

Now, said Dr. Watson, the mystery was over. The police had found the murderer, and they had found the horse. Sherlock Holmes didn't agree. When they went back to Colonel Ross's stables, Holmes asked, "Was there anything wrong with any animals on the farm?" A farm-worker said that three of the sheep had gone lame.

If Simpson, the stranger, had drugged the stable-boy, he was very lucky. He couldn't know that there was meat for supper. And how did he put the drug in the food?

The two boys sleeping hadn't woken up. So the dog hadn't barked. So the dog knew the thief.

Who carries a doctor's knife for self-defence? A knife like that is for something different — like making a horse lame.

Someone who isn't a doctor would have to practise an operation of a horse's leg — perhaps he would practise on some sheep.

A man who hangs his coat on a bush, and strikes a match, doesn't run after thieves. He's going to do something difficult; like operating on a horse.
The scarf? Straker must have found it near the stables, and decided to tie the horse's legs with it. Silver Blaze became frightened, kicked back, and killed Straker.
Why would Straker want to lame a horse which he trained? Because he had bet money on another horse. Elementary, my dear Watson!

Exercises

1. Read the story. How much do you know now about it?

TRUE or FALSE:

- 1 Silver Blaze is a racehorse.
- 2 Sherlock Holmes is the owner of Silver Blaze.
- 3 Racehorses make money when they win races.
- 4 Silver Blaze's trainer is dead.
- 5 Mr Ross found John Straker's body.
- 6 John Straker's body was in the stables.
- 7 Inspector Gregory knows all the answers.
- 8 Sherlock Holmes goes, down to Dartmoor.

2. Choose one answer for each question.

- 1 Which of these people does Holmes talk to?
a) Ned Hunter b) Mrs Straker c) Fitzroy Simpson
- 2 What does Holmes find in the mud on the moor?
a) an envelope b) a horseshoe c) a broken match

3. Answer the questions when you can, and write 'Don't know yet' for the others.

- 1 Why did Simpson have a ten-pound note in an envelope?
- 2 Why did John Straker take a doctor's eye knife with him that night?
- 3 What was the dress-maker's bill for?
- 4 Why did Mr Darbyshire's letters come to Straker's house?
- 5 How did Holmes know that the tracks on the moor were Silver Blaze's?
- 6 What did Silas Brown do to Silver Blaze?
- 7 Why did Holmes want to go back to London that night?
- 8 Why wasn't Mr Ross happy with Holmes's promise?
- 9 Why did Holmes want a photograph of John Straker?
- 10 What was important about the lame sheep?
- 11 What did the dog at the stables do in the night-time?
- 12 Why was that strange?

4. Choose one answer for each question.

- 1 What happens in the Wessex Cup race? Silver Blaze. ...
a) wins the race. c) comes last. b) comes second. d) falls and breaks a leg.
- 2 Who doesn't go to the races?
a) Sherlock Holmes. c) Inspector Gregory. b) Dr Watson. d) Mr Ross.
- 3 Where is John Straker's killer on that day?
a) In the Dartmoor stables b) In a police station. c) At the races. d) In London.

Read Chapter 5. Choose the best question-word for these questions, and then answer them.

What / Why

1 ... was Mr Ross very pleased with Sherlock Holmes?

2 ... was the name of John Straker's killer?

3 ... did Holmes want to talk about it later?

How does the story end? Before you read Chapter 6, look at these sentences. Can you guess how many are true? Choose as many as you like.

1 The dog did not bark because it did not hear the midnight visitor.

2 The midnight visitor to the stables was John Straker.

3 John Straker wanted to kill Silver Blaze.

4 John Straker wanted Silver Blaze to win the Wessex Cup.

5 John Straker wanted to win a lot of money on the Wessex Cup race.

6 Straker used the eye knife to cut Silver Blaze's leg.

7 In London Holmes visited a dress-maker.

8 Mr William Darbyshire was a good friend of Straker's.

9 Sherlock Holmes tells Mr Ross all about Silas Brown.

5. Here is a newspaper report about Silver Blaze. Use these words (one for each gap) to complete the passage.

before, bets, cut, disappeared, found, good, horse, horseshoes, kicked, killed, killer, knows, leg, mystery, owner, races, where, won

At Winchester ____ today Silver Blaze ____ the Wessex Cup — ____ news for the ____ Mr Ross and all the people with ____ on the horse. The detective Sherlock Holmes ____ Mr Ross's horse, and he ____ the name of John Straker's ____ too. So who ____ John Straker? The ____ did! Straker tried to make a ____ in a tendon in Silver Blaze's ____, and the horse ____ out. The ____ hit Straker on the head and killed him. The horse then ____ until today. And ____ was Silver Blaze in the week ____ the Wessex Cup race? That is still a ____.

6. What is your favourite book? (What is your favourite film?) Write a small essay and prepare a presentation.

Практическая работа №11

Тема 2.5. Имя существительное. Множественное число существительных.

Имя существительное – это знаменательная часть речи, обозначающая предмет в самом широком смысле. Например, существительные могут обозначать вещи (car, pen), живых существ (cat, human), места (Norway, mountain, Moscow), материалы (copper, cloth), процессы (life, laughter), состояния (rest, sleep), абстрактные понятия (beauty, evil) и качества (kindness, bravery).

Множественное число имен существительных образуется путем:

1. Добавления окончания **-s** к существительному

<i>a cat</i>	<i>cats</i>
<i>a sea</i>	<i>seas</i>
<i>a boy</i>	<i>boys</i>
<i>a book</i>	<i>books</i>
<i>a pen</i>	<i>pens</i>
<i>a girl</i>	<i>girls</i>

2. Добавления окончания **-s** к существительным, оканчивающимся на гласную + **y**

<i>turkey</i>	индюк	<i>turkeys</i>
<i>monkey</i>	обезьяна	<i>monkeys</i>
<i>day</i>	день	<i>days.</i>

3. Замены **y** на **i** и добавления **-es** к существительным, оканчивающимся на согласную + **y**

<i>a fly</i>	муха	<i>flies</i>
<i>a lady</i>	леди	<i>ladies</i>
<i>a body</i>	тело	<i>bodies</i>
<i>a country</i>	страна	<i>countries</i>
<i>a company</i>	компания	<i>companies</i>
<i>a party</i>	партия	<i>parties</i>
<i>a baby</i>	младенец	<i>babies.</i>

4. Добавления окончания **-es** к существительным, оканчивающимся на **s, x, z, ch** and **sh**

<i>mass</i>	масса	<i>masses</i>
<i>class</i>	класс	<i>classes</i>
<i>box</i>	коробка	<i>boxes</i>
<i>buzz</i>	звонок	<i>buzzes</i>
<i>watch</i>	часы	<i>watches</i>
<i>match</i>	спичка	<i>matches</i>
<i>dish</i>	блюдо	<i>dishes</i>
<i>crash</i>	крушение	<i>crashes.</i>

5. Замены **f** на **v** и добавления окончания **-es** к существительным, оканчивающимся на **f** и **fe**

<i>knife</i>	нож	<i>knives</i>
<i>wife</i>	жена	<i>wives</i>
<i>life</i>	жизнь	<i>lives</i>
<i>half</i>	половина	<i>halves</i>
<i>shelf</i>	полка	<i>shelves</i>
<i>wolf</i>	волк	<i>wolves.</i>

Но не всегда. *Исключениями* являются:

<i>belief</i>	вера	<i>beliefs</i>
<i>chief</i>	шеф	<i>chiefs</i>
<i>chef</i>	шеф-повар	<i>chefs</i>
<i>cliff</i>	утес	<i>cliffs</i>
<i>roof</i>	крыша	<i>roofs.</i>

6. Добавления **-s** или **-es** к существительному, оканчивающемуся на **o**

<i>piano</i>	пианино	<i>pianos</i>
<i>potato</i>	картофель	<i>potatoes</i>
<i>tomato</i>	помидор	<i>tomatoes</i>
<i>hero</i>	герой	<i>heroes.</i>

Ряд существительных образуют множественное число **не по общим правилам:**

а) изменяется корневая гласная:

<i>a man</i>	мужчина	<i>men</i>	мужчины
<i>a woman</i>	женщина	<i>women</i>	женщины
<i>a foot</i>	нога	<i>feet</i>	ноги
<i>a tooth</i>	зуб	<i>teeth</i>	зубы
<i>a goose</i>	гусь	<i>geese</i>	гуси
<i>a mouse</i>	мышь	<i>mice</i>	мыши.

б) добавляется окончание **-en**:

<i>an ox</i>	бык	<i>oxen</i>	быки
<i>a child</i>	ребенок	<i>children</i>	дети.

в) заимствуются формы единственного и множественного числа из латинского и греческого языков:

<i>a formula</i>	формула	<i>formulae (formulas)</i>	формула
<i>a crisis</i>	кризис	<i>crises</i>	кризисы
<i>a criterion</i>	критерий	<i>criteria</i>	критерии
<i>a bacterium</i>	бактерия	<i>bacteria</i>	бактерии
<i>a datum</i>	данное	<i>data</i>	данные
<i>an index</i>	индекс	<i>indices</i>	индексы.

В английском языке есть существительные, которые имеют одну (общую) форму для единственного и множественного числа:

<i>a deer</i>	олень	<i>deer</i>	олени
<i>a sheep</i>	овца	<i>sheep</i>	овцы
<i>a fish</i>	рыба	<i>fish</i>	рыбы
<i>a swine</i>	свинья	<i>swine</i>	свиньи
<i>moose</i>	лось	<i>moose</i>	лоси
<i>bison</i>	бизон	<i>bison</i>	бизоны.

Некоторые существительные могут употребляться в форме только единственного либо множественного числа.

Только в единственном числе употребляются слова:

money — деньги

sugar — сахар

hair — волосы

business — дело

information — информация, сведения

progress — прогресс, успехи

news — новость, новости

peace — мир

love — любовь

knowledge — знание, знания

advice — советы

furniture — мебель

luggage — багаж

fruit(s) — фрукты.

Только во множественном числе употребляются слова:

clothes — одежда

goods — товары

riches — богатства

thanks — благодарность

manners — манеры.

Только во множественном числе употребляются обозначения предметов, состоящих из двух и более частей:

trousers — брюки

glasses — очки

scissors — ножницы

shorts — шорты

pliers — плоскогубцы.

Exercises

1. Поставьте следующие существительные во множественное число (не забудьте, что перед множественным числом неопределенный артикль нужно опустить),

A table, a plate, a fox, a room, a lady, a knife, a chair, a bus, a Negro, a match, a way, a house, a family, a flag, a town, a wolf, a country, a lion, a park, a play.

2. Поставьте следующие существительные во множественное число (обратите внимание на артикли: неопределенный артикль во множественном числе опускается, определенный артикль сохраняется).

A star, a mountain, a tree, a shilling, a king, the waiter, the queen, a man, the man, a woman, the woman, an eye, a shelf, a box, the city, a boy, a goose, the watch, a mouse, a dress, a toy, the sheep, a tooth, a child, the ox, a deer, the life, a tomato.

3. Поставьте следующие словосочетания во множественное число.

This tea-cup, this egg, that wall, that picture, this foot, that mountain, this lady, that window, this man, that match, this knife.

Запомните:

this is — these are that is — those are there is — there are it is — they are

4. Поставьте следующие предложения во множественное число.

1. This is a star. 2. This is a boy. 3. This is a baby. 4. That is a plate. 5. That is a flower, j 6. That is a bookshelf. 7. Is this a sofa? 8. Is this a bookcase? 9. Is this a man? 10. Is that a ball? 11. Is that a train? 12. Is that a plane? 13. Is the window open? 14. Is the door closed? 15. Is the boy near the window? 16. That is not a king, 17. That is not a queen. 18. That is not a bus. 19. This isn't a mountain. 20. That isn't a goose. 21. This isn't a mouse. 22. It is a sheep. 23. It is a cigarette. 24. It is a cat. 25. It is not a girl. 26. It isn't a bag. 27. It isn't a tree. 28. It is not a bad egg. 29. It is a good egg. 30. Is that a flower?

5. Поставьте следующие предложения во множественное число.

1. This man is an engineer. 2. That woman is my sister. 3. This child is my son, 4. That goose is big. 5. This mouse is white. 6. This man is a doctor. 7. That woman is my cousin. She is a teacher 8. That girl is my niece. She is a pupil. 9. This girl has a blue sweater. 10. This boy has a good coat. 11. My uncle has a large flat. 12. There is a table in the room. 13. I have a good pen. My pen is in my pocket. 14. There is a flower in the vase. 15. This child's foot is sore.

Упр. 6. Поставьте следующие предложения во множественное число.

1. This room is very large. 2. There is a match in the box. 3. Has this lady a knife? 4. There is a man and a woman in the street. 5. This lady is that gentleman's wife. 6. This shoe is too large for my foot. 7. The child is sitting on a bench. 8. My tooth is white. 9. This key is made of steel. 10. A potato is a vegetable and a cherry is a fruit. 11. This is my friend's study. 12. His child studies very well. 13. This man works at our office. 14. There is a new house in our street. 15. This story is very interesting. 16. I have hurt my

foot. 17. The wolf has been shot. 18. He keeps his toy in a box. 19. Put this knife on that table. 20. There was a lady, a gentleman, a boy and a girl in the room.

Практическая работа №12

Тема 2.6. Еда. Покупки.

1. Распределите слова по группам:



fruit	vegetables	meat	fish/seafood	dairy products	drinks	other types of food

2. Заполните пропусками предложенными словами:

Fresh, frozen, home-made, low-fat, raw, spicy, sweet, takeaway

- 1) I love my mom's cooking. food is always the best.
- 2) Indian food like curry is very

- 3) Sushi is made with fish.
- 4) Food which is kept very cold is
- 5) food is food you buy at a restaurant and take home to eat.
- 6) People on a diet often try to eat food.
- 7) These eggs are , I bought them today.
- 8) This tea's very You've put too much sugar in it!
- 9) Eat plenty of fruit and vegetables.
- 10) These fish are often eaten

3. Прочитайте тексты и переведите их на русский язык.

The Celik family (Istanbul, Turkey) Melahat and her husband live with their three children and Melahat's mother. All meals are freshly prepared by Melahat, and she buys their food at an open-air market in Istanbul's Golden Horn district. She gets fresh fish and beef there, and it's a particularly good place to buy fruit and vegetables which are so important in their diet. In a typical week, Melahat buys a kilo of peppers and onions, two kilos each of carrots, aubergines, peas, olives and courgettes; five kilos of spinach, ten kilos of potatoes, six kilos of oranges and one of bananas. They eat large quantities of rice and bread – 25 loaves a week. They don't buy any frozen food, but they drink instant coffee and twelve cans of cola a week, plus orange juice, yoghurt drinks and eight bottles of beer.

The Caven family (California, USA) Regan and Craig Caven are a typical American family – two incomes, two cars, and two children, Trisha, 5 and Andrew, 3. As they both work, they shop at weekends, usually in supermarkets. They often have salads and there is always a lot of fresh fruit: two kilos each of apples and bananas, and one kilo each of oranges and grapes is typical in the weekly shopping. They eat fresh chicken and beef, but only buy fish (tuna) in cans. They spend a lot on drinks: 340 g of instant coffee, four litres of milk, two litres

each of apple and orange juice, five litres of bottled water and 25 diet colas, but no alcohol. During the week, frozen food is a large part of their diet – three and a half kilos of frozen prepared meals and a family-sized frozen pizza. It is only at weekends that the family makes time for home-cooked meals; pasta is very popular with the children.

4. Ответьте на вопросы.

- a. Where do the families buy their food?
- b. Which family eats more fresh food?
- c. Which family's food do you prefer? Why?
- d. What food do you usually buy?

5. Прочитайте текст и переведите его на русский язык.

STREET FOOD AROUND THE WORLD: THE ORIGINAL FAST FOOD!

Belgium : Home of French Fries

You can find French fried potatoes all over the world, but as Belgians will tell you, they, not the French, invented this popular street food, back in the seventeenth century. The Belgian city of Antwerp has the world's only French fries museum.

Crispy French fries, eaten from a paper cone with salt and plenty of mayonnaise are the Belgians' favourite snack. They are sold at special kiosks all over major towns. The secret of perfect French fries is that they are fried not once, but twice, in hot oil – the first time to cook the inside, and second time to give a perfect, golden outside.

Morocco : Food as theatre

Street food in the main square of Marrakesh, Morocco is like an exciting performance. As the sun sets at the end of the day, street sellers set up their charcoal grills and the air is filled with smoke and delicious smells of cooking. Crowds of locals and tourists sit on wooden benches and eat off paper plates, surrounded by the sights, smells and tastes of African culture: *harira*, for example, a rich soup made with lamb and spices. Or how about sheep's head or tiny boiled snails, served with a toothpick?

Australia : Fancy a pie floater?

Feeling hungry? No visit to South Australia is complete without trying the local speciality – a pie floater. They are traditionally sold at roadside kiosks, some of which stay open all night. It consists of a meat pie floating (usually upside down) in a thick green pea soup. Finally, the pie is covered with plenty of bright red tomato ketchup. Enjoy!

Mexico : The food of the people

It's lunchtime in Mexico City and everywhere people are queuing up for Mexico's favourite fast food *tacos*. They're soft corn pancakes served with a variety of fillings, such as chicken, beef or vegetables, and then covered with spicy sauce, lettuce and sour cream. "The best Mexican food is the food of the people," says Jose Iturriaga, who has written more than twenty books on Mexican food. And the city's best taco? "It's a taco made from cows' eyes," says Jose. "It's extraordinary".

Практическая работа №13

Тема 2.7. Исчисляемые и неисчисляемые существительные.

Исчисляемые существительные легко узнать. Они обозначают предметы, которые мы можем сосчитать. Например: ручка. Мы можем посчитать ручки. Их может быть одна, две, три или большее количество ручек. Вот некоторые примеры исчисляемых существительных:

<i>dog</i>	собака	<i>bottle</i>	бутылка
<i>cat</i>	кот	<i>box</i>	коробка
<i>animal</i>	животное	<i>litre</i>	литр
<i>man</i>	мужчина	<i>coin</i>	монета
<i>person</i>	человек	<i>dollar</i>	доллар
<i>cup</i>	чашка	<i>plate</i>	тарелка
<i>fork</i>	вилка	<i>table</i>	стол
<i>chair</i>	стул	<i>suitcase</i>	чемодан
<i>bag</i>	сумка		

Неисчисляемые существительные обозначают вещества, понятия и т. д., то есть то, что не может делиться на отдельные элементы. Мы не можем посчитать их. Например, мы не можем посчитать «молоко». Мы можем посчитать «бутылки молока» или «литры молока», но мы не можем непосредственно посчитать «молоко». Вот некоторые примеры неисчисляемых существительных:

<i>music</i>	музыка	<i>rice</i>	рис
<i>art</i>	искусство	<i>sugar</i>	сахар
<i>love</i>	любовь	<i>butter</i>	масло
<i>happiness</i>	счастье	<i>water</i>	вода
<i>advice</i>	совет	<i>air</i>	воздух
<i>information</i>	информация	<i>electricity</i>	электричество
<i>news</i>	новости	<i>gas</i>	газ
<i>furniture</i>	мебель	<i>money</i>	деньги
<i>luggage</i>	багаж	<i>currency</i>	валюта

Неисчисляемые существительные обычно употребляются в единственном числе, поэтому используется глагол в единственном числе. Например:

This news is very important. — Эти новости очень важны.

Your luggage looks heavy. — Ваш багаж выглядит тяжелым.

С неисчисляемыми существительными обычно не используется неопределенный артикль *a/an*. Нельзя сказать «an information» или «a music». Но можно сказать:

a piece of news новость

a bottle of water бутылка воды

a grain of rice зерно риса

Напитки (кофе, вода, чай) обычно неисчисляемые существительные. Но мы можем сказать (напр., в ресторане): *Two teas and one coffee, please.* — Два чая и один кофе, пожалуйста.

Much, many, little, a little, few, a few с исчисляемыми и неисчисляемыми существительными

В английском языке выделяют следующие местоименные прилагательные:

much, many - "много"

little, few - "мало"

Much, little определяют неисчисляемые существительные:

There is much snow in the street. На улице много снега

There is little sugar in my tea. В моём чае мало сахара.

Many, few - ставятся перед исчисляемыми существительными:

There are many spoons on the table, but there are few knives on it.

На столе много ложек, но мало ножей.

Little, few в сочетании с неопределённым артиклем образуют устойчивые сочетания со следующими значениями:

a few - "несколько"

a little - "немного"

A little - "немного" и a few - "несколько" употребляются в смысле "некоторое, хотя и небольшое количество", в то время как little и few - "мало" употребляются в смысле "недостаточно, почти нет".

I've got little time. У меня мало времени.

I've got a little time. У меня есть немного времени.

He has few friends. У него мало друзей.

He has a few friends. У него есть несколько друзей.

Наряду с местоименными прилагательными в значении "много" употребляются сочетания: a lot of, lots of, plenty of - как с исчисляемыми, так и с неисчисляемыми существительными, обозначающими явления природы (snow, rain), вещество (ink, water, salt), абстрактные понятия (love, beauty, inclination):

There are a lot of English books in my library. В моей библиотеке много английских книг.

There is a lot of rain this autumn. Этой осенью много дождей.

There are lots of roses in this garden. В этом саду много роз.

We have lots of snow this winter. Этой зимой много снега.

There are plenty of pictures in his studio. В его студии много картин.

We have plenty of time. У нас много времени.

Exercises.

1. Распределите следующие существительные на две группы.

paper – bottle – porridge – happiness – pencil – coffee – girl – work – job – plate – dog – meat – news – apricot – toothpaste – time – bedroom – money – magazine – information – honey – metal – child – yoghurt – rice – spaghetti – water – air – spoon – mustard – egg – chair – shampoo – raincoat – flower – flour – bread – soap – toy – food – knowledge – garden – oil – furniture – friend

Исчисляемые:

Неисчисляемые:

2. Поставьте How many? или How much?

1. ... salt do you usually put in the soup?
2. ... cups of tea shall I bring?
3. ... films did you see?
4. ... friends has he got?
5. ... free time do we have?
6. ... juice is there in the fridge?
7. ... money did they spend?
8. ... tomatoes are there in the bag?
9. ... kilos of potatoes did you buy?
10. ... slices of cheese are left on the plate?

3. Вставьте в предложения few/ little:

1. There are students who love you.
2. Where are my possessions?
3. musicians would deny his talent.
4. There's too snow.
5. rain falls at this time of year.
6. I have interests outside my work.
7. You'll have so time tomorrow!
8. There are like her in the group.
9. employees want low-paid jobs.
10. There's very milk in the bottle.

4. Вставьте в предложения few/a few/fewer/little/a little:

1. I suppose she has choice.
2. I will eat bread.
3. We should have used eggs.
4. recent films have been screened.
5. There were more important things I'd like to tell them.
6. I'm so sorry, I'm going to be minutes later.
7. There are elephants than there used to be.
8. There's always snow at this time of year.
9. children have read the article, and even understand it.
10. It was a village of than 500 inhabitants.

Практическая работа №14

Тема 2.8. Притяжательный падеж существительных.

Притяжательный падеж существительных, обозначающих людей и животных, образуется путем добавления к существительному апострофа и окончания ('s). Например: *John's car, the cat's milk, the dog's tail.*

Притяжательный падеж существительных, обозначающих предметы, образуется с помощью предлога **of**. Например: *The pupils of my class. The door of the car.*

К существительным во множественном числе, уже имеющим окончание *s*, добавляется только апостроф (*'*). Например: *my parents' car, my grandparents' house*.

The child's toys — The children's toys

The boy's books — The boys' books

1. Перефразируйте следующие словосочетания и предложения, употребляя притяжательный падеж.

1. The children of John Turner.
2. The questions of my son.
3. The wife of my brother.
4. The name of this man.
5. The voice of this girl.
6. The car of my parents.
7. The room of my friend.
8. The handbags of these women.
9. The flat of my sister is large.
10. The children of my brother are at home.
11. The room of the boys is large.
12. The poems of Lermontov.

2. Перефразируйте следующие словосочетания и предложения, употребляя притяжательный падеж.

1. The room of my friend.
2. The questions of my son.
3. The wife of my brother.
4. The table of our teacher.
5. The poems of Pushkin.
6. The voice of this girl.
7. The new club of the workers.
8. The letter of Pete.
9. The car of my parents.
10. The life of this woman.
11. The handbags of these women.
12. The flat of my sister is large.
13. The children of my brother are at home.
14. The room of the boys is large.
15. The name of this girl is Jane.
16. The work of these students is interesting.

3. Переведите на английский язык, употребляя притяжательный падеж.

1. Он показал мне письмо своей сестры.
2. Она взяла коньки своего брата.
3. Дайте мне тетради ваших учеников.
4. Принесите вещи детей.
5. Вчера дети нашли птичье гнездо.
6. Это семья моего друга. Отец моего друга инженер. Мать моего друга преподаватель.
7. Чья это сумка? - Это сумка Тома.
8. Чьи это словари? - Это словари студентов.
9. Вы видели книгу нашего учителя?
10. Мне нравится почерк этого мальчика.
11. Я слышу голос моей сестры.
12. Она открыла окно и услышала смех и крики детей.
13. Она поставила мокрые сапоги мальчиков к печке.
14. Это бабушкино кресло.

4. Переведите на английский язык, употребляя притяжательный падеж.

1. Чья это книга? — Это книга Петра.
2. Мэри взяла книги своего брата.
3. Дайте мне работы учеников, пожалуйста.
4. Это офис нашего директора.
5. Это семья моего друга. Отец моего друга учитель. Мать моего друга врач.
6. Чьи это письма? — Это письма моих друзей.

Практическая работа №15

Тема 2.9. Выдающиеся ученые и политические деятели

British scientists and inventors

Science has been a driving force behind the evolution of the modern world. British scientists have made immense contribution to the different fields including physics and biology.

Isaac Newton is considered by many to be one of the most influential scientists of all time and a key figure in the scientific revolution. He developed the theory of colour, studied the speed of sound and formulated the laws of motion and universal gravitation (published in 1687), which dominated scientific view of the physical universe for the next three centuries.

The main discoveries of Michael Faraday (1791 -1867) include those of electromagnetic induction and electrolysis.

Charles Darwin introduced his revolutionary theory of evolution in his book 'On the Origin of Species' published in 1859. It changed the way the world look at the creation of life.

Many English inventors of the present and of the past literally changed our world. Steam engine constructed by a Scottish inventor and engineer James Watt (1736 - 1819) was fundamental to the changes brought by the Industrial Revolution in both his native Great Britain and the rest of the world. The first mechanical computer created by a mathematician and philosopher Charles Babbage (1791-1871) eventually led to more complex designs. But the computer we know today would not be possible without a pioneering British computer scientist Alan Turing. During the Second World War this mathematician and his team were successful in deciphering the German coding machine 'Enigma'. If Babbage is considered by some to be a «father of the computer», Turing is widely declared to be the father of theoretical computer science and artificial intelligence. And the author of undoubtedly one of the most revolutionary inventions of the 20th century - the World Wide Web (WWW), - is another British Computer Scientist Sir Tim Berners-Lee (born in 1955). In 2004, Berners-Lee was knighted by Queen Elizabeth II for his pioneering work.

Some of the discoveries and invention of these scientists have inspired some people to take up science as a career. The list of British scientist and their contribution towards science is a long one and embraces several centuries up to modern days.

Vocabulary:

artificial intelligence - искусственный разум

contribution - вклад

dominate - господствовать, преобладать

driving force - движущая сила
eventually - в итоге, в конце концов, со временем
fundamental - основной, основополагающий
immense - огромный, необъятный
industrial revolution - промышленная революция
influential - влиятельный
key figure - ведущая, ключевая фигура
to knight - посвящать в рыцари
laws of motion - законы движения
literally - буквально
pioneering - новаторский
species - виды
steam engine - паровой двигатель
universal gravitation - всемирное тяготение
undoubtedly - несомненно, бесспорно

Answer the questions

1. Name the most famous British Scientists of 17th century, 18th century, 19th century, 20th and 21th century.
2. What important scientific discoveries were made by Isaac Newton?
3. Who discovered electromagnetic induction?
4. What is the name of the book where Charles Darwin described the theory of evolution?
5. How did the invention of steam engine changed the world?
6. Who is considered to be a «the father of a computer» and who is considered to be «the father of AI»?
7. What is Enigma?
8. Why was Tim Berners-Lee knighted?
9. Why did some inventions of British scientists «literary change the world»? Give examples

Margaret Thatcher

Margaret Thatcher, Great Britain's first woman prime minister, was born in 1925. Thatcher served longer than any other British prime minister in the 20th century. She initiated social and economic changes in many aspects of Britain's postwar state. She was famous for her 'strong arm' policy.

Margaret Thatcher studied chemistry at Oxford and later became a lawyer. She was elected to Parliament as a Conservative in 1959. In 1970 she became Secretary of State for education and science. The Conservative party elected her its first woman leader in

1975. Thatcher led the Conservatives to an electoral victory in 1979 and became prime minister.

Thatcher tried to reduce the influence of the trade unions and fight inflation. Her economic policy rested on changes along free-market lines. She reduced government spending and taxes for higher-income individuals. In 1982, when Argentina invaded the Falkland Islands, a British colony, Britain started a war which was successful. Thatcher's government privatized national industries, including British Gas and British Telecommunications. Her policies forced coal miners to return to work after a year on strike. In foreign affairs, Thatcher was an ally of President Ronald Reagan and opposed the Communist countries. She allowed the United States to station (1980) nuclear cruise missiles in Britain and to use its air bases to bomb Libya.

In 1987 Thatcher led the Conservatives to a third electoral victory. She proposed free-market changes to the national health and education systems and introduced a new tax to pay for local government. After that, she was criticized for having no compassion for the poor.

Thatcher refused to support a common European currency and integrated economic policies. She resigned as prime minister, and John Major became her successor. In 1992 Thatcher left the House of Commons and became Baroness Thatcher.

Translate the following sentences into English.

1. Маргарет Тэтчер была первой женщиной — премьер-министром Великобритании и служила дольше, чем любой другой британский премьер-министр XX века; она была известна своей политикой «твердой руки».
2. Тэтчер была избрана в парламент от консервативной партии, затем стала министром образования и науки, привела консервативную партию к победе на выборах в 1979 году и стала премьер-министром.
3. Она пыталась уменьшить влияние профсоюзов, бороться с инфляцией, сократила государственное финансирование и налоги на лиц с высокими доходами.
4. Ее правительство приватизировало государственные отрасли промышленности и заставила шахтеров возобновить работу после года забастовки.
5. Во внешней политике она была союзником США и разрешила разместить крылатые ядерные ракеты в Британии и использовать воздушные базы страны для бомбардировок Ливии.
6. Она привела консерваторов к третьей победе на выборах, предложила изменить систему здравоохранения в соответствии с законами рынка.
7. Она ввела новый налог для оплаты работы местных органов власти и подверглась критике за то, что не испытывала сострадания к бедным.
8. Она не поддерживала идею создания единой европейской валюты и экономической политики и была вынуждена уйти с поста премьер-министра.

9. Ее преемником на посту премьер-министра стал Джон Мейджор.

Практическая работа №16

Тема 2.10. Выдающиеся актеры и музыканты.

The Beatles

The Beatles to this day are one of the most famous and popular rock'n'roll groups in the world. The group shattered many sales records and had more than fifty top hit singles. The Beatles started a new era of music. Their music was unusual because most rock was strong beat with no melody, and they added melody to the rock. The Beatles also added strong and meaningful lyrics.

The group included George Harrison, John Lennon, Paul McCartney, and Richard Starkey (Ringo Starr). All of the Beatles were born and raised in Liverpool, England. John Lennon was the leader of the band, one of the two lead singers, the rhythm guitarist and a song writer. George Harrison was the lead guitarist. Paul McCartney was a song writer, one of the two lead singers, and a bassist. Ringo Starr played the drums.

The Beatles were discovered on November 9, 1961 by Brian Epstein, a manager of a record store in Liverpool. The Beatles' early music was influenced by singers Bob Dylan, Chuck Berry and Elvis Presley. Their first two songs were Love Me Do and Please, Please Me. After a while their own musical ideas started to emerge, and their music developed from naive and simple to sophisticated. The Beatles starred in two feature films, A Hard Day's Night, which earned 1.3 million dollars in its first week, and Help. They also had their own full length cartoon called Yellow Submarine.

In 1964 The Beatles came to New York City for the first time and were an instant success. A couple of weeks later after their New York appearance, the five best selling records were by The Beatles; they became world-famous. They introduced a new style in clothing and appearance, too. They wore their hair long and shaggy, and soon all over the world people started wearing the Beatles haircut. They were so popular that 'Beatlemania' emerged. In 1967 the Beatles directed a movie Magical Mystery Tour about themselves, in which they toured the English countryside in search of wonder, fun, and magic.

In 1970 the world-famous and world-loved Beatles separated. Thirty-five years later, in 2005, the American entertainment industry magazine Variety named them the most iconic entertainers of the 20th century.

Translate the following sentences into English.

1. «Битлз» и по сей день является одной из самых известных и популярных рок-групп, она побилла многие рекорды продаж.
2. Они открыли новую эру в музыке, поскольку привнесли в рок мелодию, а также сильные и выразительные стихотворные тексты.

3. Группа состояла из 4 человек, которые выполняли по несколько функций: солистов, ритм-гитариста, композитора, бас-гитариста и ударника.
4. Их ранняя музыка испытала влияние Боба Дилана, Элвиса Пресли и Чака Берри, затем возникли их собственные музыкальные идеи, и их музыка превратилась из наивной и простой в утонченную.
5. Они сыграли главные роли в двух художественных фильмах, сняли один полнометражный мультфильм и фильм под названием 'Magical Mystery Tour'.
6. Сразу после появления в Нью-Йорке они добились мгновенного успеха и стали всемирно известными.
7. Они ввели новый стиль в одежде и внешности и были настолько популярны, что возникла битломания.
8. Их называли самыми знаменитыми эстрадными исполнителями XX века.

Audrey Hepburn

Audrey Hepburn (1929-1993) was an engaging screen actress who won an Academy Award in 1954 for her work in *Roman Holiday*. She also worked with the United Nations to alleviate the misery of the poor.

Peerless in her screen presence, actress Audrey Hepburn had huge brown eyes, a husky voice, and a dancer's gracefulness—qualities that seduced the entire moviegoing world. While Hepburn was never an actress with a wide range and had very little acting training, she was never boring. According to *People*, Humphrey Bogart once said of her style, "With Audrey it's kind of unpredictable. She's like a good tennis player—she varies her shots." Certainly every fan has chosen his or her favorite Hepburn moment; for some it's Hepburn's regal entrance in the denouement of *My Fair Lady*, with her towering hairdo and sweetly serious expression, while others may prefer her playful dance sequence in a book store in *Funny Face*. In any case, Hepburn's most successful movies capitalized on her childlike qualities, pairing her with an older actor whose character was eventually disarmed by her inestimable charm. Several years after she was chosen by Colette to star in the Broadway version of the French author's *Gigi*, Hepburn burst onto the Hollywood scene with 1953's *Roman Holiday*. Costarring Gregory Peck, the film tells the tale of a runaway princess who is shown around Rome by a reporter smitten with love for her. He nonetheless convinces her to resume her royal duties. The role landed Hepburn an Oscar at the tender young age of 24 for best actress. Full of adoration, Jay Cocks described the last scene of the film in *Time*, remarking that Peck's close up expressions of loss "would have been nonsense if Peck did not have something wonderful and irreplaceable to miss. He had Audrey Hepburn."

Практическая работа №17

Тема 2.11. Глагол to be.оборот There is/There are

Глагол to be в английском языке

Значение глагола to be - "быть, находиться". В отличие от других английских глаголов, глагол to be спрягается (т.е. изменяется по лицам и числам).

В отличие от русского языка, в английском языке глагол-связка никогда не опускается, поскольку английское предложение имеет строго фиксированный порядок слов: подлежащее (subject) + сказуемое (verb) + дополнение (object)

I am a doctor. Я врач. (Я есть врач.)

The weather is bad. Погода плохая.

They are from Paris. Они из Парижа.

Глагол to be не требует вспомогательного глагола для образования вопросительной или отрицательной формы.

Чтобы задать вопрос нужно поставить глагол to be перед подлежащим:

Am I happy? Is the book interesting? Is he our teacher?

Для образования отрицательной формы достаточно поставить отрицательную частицу not после глагола to be:

I am not happy. The book is not interesting. He is not our teacher.

Спряжение глагола to be в настоящем времени Present Simple:

I am	I am not	Am I?
He is	He is not (he isn't)	Is he?
She is	She is not (she isn't)	Is she?
It is	It is not (it isn't)	Is it?
We are	We are not (we aren't)	Are we?
You are	You are not (you aren't)	Are you?

Спряжение глагола to be в прошедшем времени Past Simple:

I was	I was not (I wasn't)	Was I?
He was	He was not (he wasn't)	Was he?
She was	She was not (she wasn't)	Was she?
It was	It was not (it wasn't)	Was it?
We were	We were not (we weren't)	Were we?
You were	You were not (you weren't)	Were you?

Спряжение глагола to be в будущем времени Future Simple:

Утвердительное предложение	Отрицательное предложение	Вопросительное предложение
I will be	I will not be (I won't be)	Will I be?
He will be	He will not be (he won't be)	Will he be?
She will be	She will not be (she won't be)	Will she be?
It will be	It will not be (it won't be)	Will it be?
We will be	We will not be (we won't be)	Will we be?
You will be	You will not be (you won't be)	Will you be?
They will be	They will not be (they won't be)	Will they be?

Оборот there is/there are в английском языке

Оборот there is/there are в английском языке употребляется, когда нужно указать на наличие какого-либо лица или явления в определенном месте. После оборота there is/there are ставится подлежащее.

There is a lamp on the table. На столе (находится) лампа.

There was a storm last night. Прошлой ночью была буря.

Перевод предложений с этим оборотом начинается обычно с обстоятельства места.

Если подлежащее выражено существительным во множественном числе, то глагол to be после there ставится также во множественном числе.

There are two lamps on the table. На столе (находятся) две лампы.

При изменении времени изменяется форма глагола to be:

There was a lamp on this table. На этом столе была лампа.

There were three cars in the yard. Во дворе было три машины.

There will be a crystal chandelier over this table. Над этим столом будет хрустальная люстра.

Отрицательная форма образуется при помощи отрицания no, которое ставится после глагола to be перед существительным.

There is no lamp on the table. На столе нет лампы.

Если перед существительным стоит определение, выраженное местоимениями any, much и др., то после глагола to be ставится частица not.

There is not any lamp on the table. На столе нет (никакой) лампы.

There is not much snow in the street. На улице не много снега.

Вопросительная форма при употреблении глагола to be в Present Simple или Past Simple (или Present и Past Indefinite) образуется путем постановки глагола to be на первое место — перед there.

Is there a lamp on the table? На столе есть лампа?

При наличии сложной формы глагола (т.е. при наличии вспомогательных или модальных глаголов) вспомогательный или модальный глагол ставится перед there, а глагол to be — после there.

Will there be an English lesson at 3 o'clock? Будет ли урок английского языка в три часа?

При постановке вопроса к подлежащему с оборотом there is/there are употребляется вопросительное слово what, которое является подлежащим предложения. Глагол to be в этих случаях всегда употребляется в единственном числе, даже если вопрос ставится в отношении наличия нескольких предметов или явлений.

What is there on the table? Что на столе?

НО: В ответе на такой вопрос глагол to be употребляется во множественном числе, если констатируется факт наличия нескольких предметов или явлений.

What is there on the table? Что на столе? There are some books. Несколько книг.

Вопросы к другим членам предложения с этой конструкцией строятся по общему правилу.

Краткие ответы на вопрос, содержащий оборот *there is/ there are*, также строятся по общему правилу.

Are there any books on the table? — На столе есть какие-либо книги? —

Yes, there are (some). Да, есть. (No, there aren't.) (Нет.)

Exercises.

1. Переведите на английский язык, употребляя глагол *to be* в *Present* или *Past Simple*,

1. Я ученик. 2. Он летчик. 3. Она доктор. 4. Мы школьники. 5. Вы рабочие. 6. Ты рабочий. 7. Они ученики. 8. Я дома. 9. Он в школе. 10. Она в кино? 11. Мы в парке. 12. Они в театре? 13. Она молодая? 14. Он старый. 15. Она не старая. 16. Они сильные. 17. Она больна. 18. Вы больны? 19. Он болен? 20. Я не болен. 21. Я был болен вчера. 22. Она не была больна. 23. Мы были в кино. 24. Они не были в кино. 25. Они не в школе. 26. Они дома. 27. Вы были в парке вчера? 28. Он был в школе вчера? 29. Он был рабочим. 30. Она была учительницей.

2. Вставьте глагол *to be* в *Present, Past* или *Future Simple*.

1, My father ... a teacher. 2. He ... a pupil twenty years ago. 3. I ... a doctor when I grow up. 4. My sister ... not ... at home tomorrow. 5. She ... at school tomorrow. 6. ... you ... at home tomorrow? 7, ... your father at work yesterday? 8. My sister ... ill last week. 9. She ... not ill now. 10. Yesterday we ... at the theatre. 11. Where ... your mother now? — She ... in the kitchen. 12. Where ... you yesterday? — I ... at the cinema. 13. When I come home tomorrow, all my family ... at home. 14. ... your little sister in bed now? — Yes, she ... 15. ... you ... at school tomorrow? — Yes I 16. When my granny ... young, she ... an actress. 17. My friend K.,, in Moscow now. 18. He ... in St. Petersburg tomorrow. 19. Where ... your books now? -- They ... in my bag.

3. Переведите на английский язык, употребляя глагол *to be* в *Present, Past* или *Future Simple*.

1. Мой брат сейчас в школе. 2. Мой брат был вчера в кино. 3. Мой брат будет завтра дома. [4. Ты будешь дома завтра? 5. Она была вчера в парке? 6 Он сейчас во дворе? 7. Где папа? 8. Где вы были вчера? 9. Где он будет завтра? 10. Мои книги были на столе. Где они сейчас? 11. Моя мама вчера не была на работе. Она была дома. 12, Мой друг не в парке. Он в школе. 13. Завтра в три часа Коля и Миша будут во дворе. 14. Мы не были на юге прошлым летом. Мы были в Москве. 15. Завтра мой дедушка будет в деревне. 16. Когда твоя сестра будет дома? 17. Ты будешь летчиком? — Нет, я буду моряком. 18. Моя сестра была студенткой в прошлом году, а еel час она врач. — Ты тоже будешь врачом? — Нет, я не буду врачом. Я буду инженером.

4. Вставьте *is* или *are*.

There _____ two cups of tea on the table.

There _____ some milk in the cup.

There _____ an orange in the salad.
 There _____ six balls in the box.
 There _____ some cheese on the plate.
 There _____ a blue chair at the door.
 There _____ five chicks and a hen on the farm.
 There _____ a table and nine desks in the classroom.
 There _____ a big window to the left of the door.
 There _____ three rooms in our country house.
 _____ there three cups on the coffee-table?
 _____ there a carpet on the floor?
 There _____ no cats in the sitting room.
 There _____ a cat on the table.
 There _____ 3 dogs in the box
 There _____ 4 hens in the house.
 There _____ a pot on the table.
 _____ there a bathroom near the kitchen?
 _____ there four rooms in the house?
 _____ there a kitchen under your bedroom?

5. Составь и запиши предложения.

1. pears / there / ten / in the / are / bag / .
2. aren't / pupils / there / classroom / in the / .
3. an egg / on the / there / plate / is / ?
4. on the / there / a / cat / chair / is / white / .
5. a turtle / on / there / isn't / farm / this / .
6. at the / two / bikes / door / are / there / ?

6. Вставьте is/are, was/were.

There _____ two banks in our street.
 There _____ a cafe behind the supermarket last year. Now there _____ a museum there.
 There _____ a cinema and a sports centre to the right of the park.
 Five years ago there _____ two shops in Central Square. Now there _____ two cafes, a theatre and a cinema.

7. Переведите предложения.

1. Рядом с отелем есть чистый пляж.
2. На диване три кошки.

3. В холодильнике есть бутылка молока.
4. В корзине нет клубники.
5. На автобусной остановке есть люди?
6. В твоей сумке есть зеркало?
7. В этом парке нет туалета.
8. В нашем саду много цветов.
9. Под столом зеленый мяч.
10. За дверью никого нет.

8. Задайте к предложениям вопросы, начиная с предлагаемых слов.

1. There are four elephants in the zoo. (How many ...?)
2. There is a lot of snow in February. (Is ...?)
3. There is some fish on the plate. (What ... ?)
4. There are no cars in the car park. (Are ... ?)
5. There are ancient walls around the city. (What ... ?)

9. Переведите пословицы и поговорки.

1. There is no place like home.
2. Where there is love there is life.
3. There is no bad weather, there are bad clothes.
4. There are plenty of other fish in the sea.
5. There are two sides to every question.

Раздел 3. Англоговорящие страны: особенности и достопримечательности.

Практическая работа №18

Тема 3.1. Великобритания

Тест на знание социокультурной информации о стране

The United Kingdom of Great Britain and Northern Ireland

1. Which one is the official name of the country?
 - a) England
 - b) Great Britain
 - c) The United Kingdom of Great Britain and Northern Ireland
2. What channel separates the United Kingdom of Great Britain and Northern Ireland from the continent?
 - a) North Channel
 - b) English Channel
 - c) St. George's Channel
3. What seas is the UK washed by?
 - a) North Sea
 - b) Irish Sea

- c) Caribbean Sea
4. How many countries does the UK consist of?
- a) 3
 - b) 4
 - c) 2
5. Match the country of the UK and its capital:
- 1. England
 - 2. Wales
 - 3. Northern Ireland
 - 4. Scotland
 - 1. Belfast
 - 2. Edinburgh
 - 3. London
 - 4. Cardiff
6. Which is the highest mountain in the UK?
- a) Cape Horn
 - b) Ben Nevis
 - c) Everest
7. What are the most important rivers for the UK?
- a) the Thames
 - b) the Ohio
 - c) the Severn
8. Who rules Britain officially?
- a) the Queen
 - b) Prime Minister
 - c) the King
9. How many chambers does the British Parliament have?
- a) 3
 - b) 5
 - c) 2
10. The capital of the UK is:
- a) Dublin
 - b) London
 - c) Newcastle
11. Who rebuilt St. Paul's Cathedral?
- a) Edward the Confessor
 - b) Lord Mayor
 - c) Sir Christopher Wren
12. Traditionally London is divided into ... parts.
- a) 6
 - b) 4
 - c) 3
13. The Tower has served as ...
- a) citadel
 - b) palace
 - c) prison
14. What is Buckingham Palace famous for?
- a) It is the biggest museum in London
 - b) It is the Queen's official London residence.
 - c) There are memorials to Wellington and Nelson.

15. Match the name of the famous English writer and his work:

- 1) J. Swift
- 2) R. Burns
- 3) J. London
- 4) G. Chaucer
- a) "The Canterbury Tales"
- b) "Martin Eden"
- c) "My heart's in the Highlands"
- d) "Gulliver's Travels"

16. What holiday do the English celebrate on October, 31?

- a) Boxing day
- b) Halloween
- c) Thanksgiving day

17. For breakfast Englishman always have ...

- a) porridge
- b) haggis
- c) omelet

18. Who sits in the British Parliament on a wool-sack covered with red cloth?

- a) the Queen
- b) the Lord-Chancellor
- c) Prime Minister

19. According to the tradition the faces of Big Ben are light when ...

- a) New Year comes
- b) the weather changes
- c) the Parliament works

20. What park is the most famous in London?

- a) Kensington Gardens
- b) St. Jame's Park
- c) Hyde Park

The United Kingdom of Great Britain and Northern Ireland.

The United Kingdom of Great Britain and Northern Ireland is situated on two large islands called the British Isles. The larger island is Great Britain, which consists of three parts: England, Scotland and Wales. The smaller island is Ireland and there are about five thousand small islands.

The country's shores are washed by the Atlantic Ocean, the North Sea and the Irish Sea. The English channel separate Great Britain from the continent.

The total area of the U.K. is 244.00 square kilometers with a population of 56 million. It is one of the most populated countries in the world. The average density of population is very high: about 220 people per square kilometer. The greater part of the population is urban. About 80 percent of people live in numerous towns and cities. More than seven million people live in London area. Very often the inhabitants of The United Kingdom and Northern Ireland are called English.

The surface of the British Isles varies very much. There are many mountains in Scotland, Wales and northwest of England but they are not very high. Ben Nevis in Scotland is the highest mountain. The northern part of Scotland is mountainous and is called the Highlands. Scotland is also famous for its beautiful lakes, which are called Lochs.

The mountains in G.B. are not very high. There are many rivers in G.B., but they are not very long. The Thames is the deepest, the longest and the most important river in England.

The climate of G.B. is mild. It is not very cold in winter and hot in summer. The average temperature in January is about 5C above zero. February is the coldest month in the year. The summers are cool and rainy. July is the warmest month. There is much rain and fog in autumn and winter. October is the rainiest month in the year.

The Union Jack

This is the popular name given to the flag of Great Britain. Actually it is called the Union Flag and it is a mixture of several flags.

It all began in 1606 when Scotland was joined to England and Wales. The Scottish flag, St Andrew's Cross, blue with a white cross from corner to corner, was joined to the English Flag, St George's Cross, white with a red cross. The flag of St George can still be seen on churches in England.

Later, in 1801, when Ireland was joined to the Union, as it was called, the Irish Flag of St Patrick's Cross was added, white with a red cross from corner to corner.

In this way the English people got the Union Flag, which is red, white and blue. King James the Third (1566—1622) ordered that the Union Flag should be flown on the main mast of all British ships, except on ships of war. Here the flag was flown at the front of the ships, on what was called the bowsprit. The end of the bowsprit was called the Jack Star and so we get the name of Union Jack. A "jack", by the way, is an old word for the sailor. The Union Jack is also on the flags of Australia and New Zealand.

The British Parliament

The British Parliament is the oldest in the world. It originated in the 12th century as Witenagemot, the body of wise councillors whom the King needed to consult pursuing his policy. The British Parliament consists of the House of Lords and the House of Commons and the Queen as its head. The House of Commons plays the major role in law-making. It consists of Members of Parliament (called MPs for short). Each of them represents an area in England, Scotland, Wales and Ireland. MPs are elected either at a general election or at a by-election following the death or retirement. Parliamentary elections are held every 5 years and it is the Prime Minister who decides on the exact day of the election. The minimum voting age is 18. And the voting is taken by secret ballot. The election campaign lasts about 3 weeks, The British parliamentary system depends on political parties. The party which wins the majority of seats forms the government and its leader usually becomes Prime Minister. The Prime Minister chooses about 20 MPs from his party to become the cabinet of ministers. Each minister is responsible for a particular area in the government. The second largest party becomes the official opposition with its own leader and "shadow cabinet". The leader of the opposition is a recognized post in the House of Commons. The parliament and the monarch have different roles in the government and they only meet together on symbolic occasions, such as coronation of a new monarch or the opening of the parliament. In reality, the House of Commons is the one of three which has true power. The House of Commons is made up of six hundred and fifty elected members, it is presided over by the speaker, a member acceptable to the whole house. MPs sit on two sides of the hall, one side for the governing party and the other for the opposition. The

first 2 rows of seats are occupied by the leading members of both parties (called "front benches") the back benches belong to the rank-and-file MPs. Each session of the House of

Commons lasts for 160-175 days. Parliament has intervals during his work. MPs are paid for their parliamentary work and have to attend the sittings. As mention above, the House of Commons plays the major role in law making. The procedure is the following: a proposed law ("a bill") has to go through three stages in order to become an act of parliament, these are called "readings". The first reading is a formality and is simply the publication of the proposal. The second reading involves debate on the principles of the bill; it is examination by parliamentary committee. And the third reading is a report stage, when the work of the committee is reported on to the house. This is usually the most important stage in the process. When the bill passes through the House of Commons, it is sent to the House of Lords for discussion, when the Lords agree it, the bill is taken to the Queen for royal assent, when the Queen signs the bill, it becomes act of the Parliament and the Law of the Land. The House of Lords has more than 1000 members, although only about 250 take an active part in the work in the house. Members of this Upper House are not elected, they sit there because of their rank, the chairman of the House of Lords is the Lord Chancellor. And he sits on a special seat, called "Woolsack" The members of the House of Lords debate the bill after it has been passed by the House of Commons. Some changes may be recommended and the agreement between the two houses is reached by negotiations.

London

London dominates the life of Britain. And it is the greatest and nicest town in the world. Also, the nature of this city is very picturesque. There are a lot of sites and places of interest here. Many parks and theatres, museums and halls, which are always ready to surprise tourists and English with it's beauty and charm. There are about 40 theatres, several concert halls, many museums including the British Museum, and the best art galleries.

Speaking about parks we can always see many people here listening to others or just heaving their rest. Hyde Park with its Speaker's Corner is also in London. Among other parks are Kensington Gardens, St. James Park. In the West End is Buckingham Palace, which is the Queen's Residence, and the Palace of Westminster the seat of Parliament. The best-known streets here are Whitehall with important Government offices, Downing Street, the London residence of Prime Minister and the place where cabinet meets, Fleet Street where most newspapers have their offices, Harley Street where the highest paid doctors live, and some others. There are many statues and monuments there. I think that the majority is devoted to the famous and outstanding people.

London Is situated upon both banks of the River Thames and it is one of the largest cities in the world. Speaking about the West end of London we mean it's center where famous parks and tropical places are situated. In Westminster Abbey begins and comes to an end royal destiny: in its walls the British monarchs are crowned, here they find their eternal rest. Besides Westminster Abbey is well known for the "poet's Corner". So... many others memorial boards are established. But the present tombs are far from being all mentioned to the poets.

Well it is safe to say that it is the most famous building in England. It is a fine Gothic building, which stands opposite the Houses of Parliament. It is the work of many hands and different ages and the oldest part of the building dates from the 8th century.

While speaking about a Tower I want to say that the Tower has been part of the capital's history for the past 600 years. The Tower of London is a very old building. It is more than 900 years old. English kings lived in it many years ago, but now it is a museum. People, who come to London, like to go to the Tower. It was a fortress, a royal palace and later a prison.

The White Tower, dating from 1078, contains a spectacular collection of arms. Now The Tower protects the Crown Jewels. The Imperial State Crown and the Crown of Queen Elizabeth both incorporate precious stones whose history goes back centuries. Ceremony is still part of the daily life within The Tower. Following a 700-year tradition, each night the Chief warder locks the gates and hands the keys to the Resident Governor.

And now we can talk about a Tower Bridge of London. London's best known and most distinctive bridge has straddled the Thames for a century. The twin draw-bridges, each weighing about 1,000 tons, have been raised more than half a million times since the bridge was built. It is a working tribute to Victorian engineering genius. The draw-bridges take just 90 seconds to rise. All the original machinery is still in place with just one concession to modern technology: electric motors now replace the steam engines. Between the massive gothic-style towers that rest on the river bed are walkways, giving superb views of the river and the Tower of London.

Now we can talk about BIG BEN!!

Big Ben is the name of the huge clock in one of the tall towers of the Houses of Parliament. People are allowed to get inside the Tower so that they can see the works of Big Ben. There is no lift and there are 340 steps up to Big Ben. The faces of the clock are very large.

The sound of Big Ben is well-known to all British people and the tower of Big Ben is often used as a symbol of Britain. The great bell got its name in 19th century after Sir Benjamin Hall. Big Ben is the voice of London; it shows an exact time since 1859.

Therefore there are many nice squares in London. Trafalgar Square is one of them and it is situated in the center of the West End. There you can see a statue of Lord Nelson named by Nelson's Column, which is situated in the middle of the square. Trafalgar Square commemorates Nelson's naval victory of 1805. It was laid out between 1829 and 1841. There is Nelson's column there, nearly 185 feet high topped by statue of Nelson 17 feet high. The fountains and friendly pigeons make Trafalgar Square a popular place for Londoner and tourists. The building of National Gallery - one of the world famous art museums is situated on the Trafalgar square too.

Now we can tell few words about Buckingham Palace. It has served as the official London residence of Britain's sovereigns since 1837. It evolved from a town house that was owned from the beginning of the eighteenth century by the Dukes of Buckingham. Today it is The Queen's official residence. Although in use for the many official events and receptions held by The Queen, areas of Buckingham Palace are opened to visitors on a regular basis. The State Rooms of the Palace are open to visitors during the Annual Summer Opening in August and September. They are lavishly furnished with some of the greatest treasures from the Royal Collection - paintings by Rembrandt, Rubens,

Vermeer, Canaletto and Claude; sculpture by Canova and Chantrey some of the finest English and French furniture in the world.

Visits to Buckingham Palace can be combined with visits to The Queen's Gallery, which will reopen in the spring of 2002. The nearby Royal Mews is open throughout the year.

Well... it is safe to say that I have finished my story about the nicest city in the world, exactly London and about all its sights, beauties and places of interest of course. As for me I'd like to visit it again, to feel everything I felt before, spending there my free spring time and therefore I'd like to know English better and that's why I advise all of you to visit this irresistible city!

Exercises.

Task 1. *Imagine that you happened to be in the United Kingdom. What country would you like to visit – Scotland or Wales?*

Example:

P1: I would like to visit Scotland, because Scotland is the land of myths and mysteries. And I want to know more about them.

P2: I would like to visit Wales, because it is famous for its castles. I want to see them.

Task 2. *You came to visit your friend in England. He/she invited you to make a bus-tour round the London. Study the list of the sights and ask your friend about some places of interest. Then swap the roles.*

The Tower of London

St. Paul's Cathedral

The British Museum

The British Museum Library

The Trafalgar Square

The Houses of Parliament

The Westminster Abbey

The National Gallery

The Buckingham Palace

The Victoria and Albert Museum

The Shakespeare's Globe

St. James's Park

Piccadilly Circus

Hyde Park

Royal Albert Hall

Baker Street

Example:

P1: Do you know why the National Gallery so famous is?

P2: Its collection covers all schools and periods of painting, but it is especially famous for its examples of Rembrandt and Rubens.

Task 3. *The pupils are divided into 4 groups. Each group gets a text, reads it and makes 3-4 questions to it. Then groups exchange lists of questions and ask each other what they got to know about the countries.*

England

England is the largest country in the United Kingdom of Great Britain and Northern Ireland. The capital of England is London. Its land is 130,000 sq. km. The population of England is 48 mln. people. The largest cities are Manchester, Liverpool, Birmingham and Nottingham, Sheffield and others. People who live in England are called the English. They speak only English. The famous River Thames runs through London. The national emblem of England is the red rose. The national flag of England represents a red cross — on a white field. It's Saint George's Cross of England. England is the heart of Great Britain.

Scotland

Scotland is smaller than England but larger than Wales. The capital of Scotland is Edinburgh. Scotland is the second part of the UK. Its land is 78,000 sq. km. The population of Scotland is 5,3 mln. people. The largest cities are Glasgow, Aberdeen, and Dundee. People who live in Scotland are called the Scottish or Scots. They speak Scots and English. The biggest rivers are the Clyde and Spey. There are a lot of beautiful lakes in Scotland. But the most famous of them are Loch Lomond and Loch Ness. The lake "Loch Ness" is famous all over the world because of its monster. The greatest mountains are Ben Nevis and Grampian Hills. The national emblem of Scotland is a thistle. The national flag is a blue field with white diagonal crossed stripes. It's Saint Andrew's Cross. In the north west Scotland is washed by the Atlantic Ocean, but in the north east it is washed by the North Sea.

Wales

Wales is the smallest country in the UK. The capital of Wales is Cardiff. Its land is 20,800 sq. km. Its population is about 2,8 mln people. The largest cities are Swansea and New Port. The biggest river is Usk and the biggest lake is Wirnwel. One of the biggest mountains is Snowdon. The national symbol is a yellow daffodil. The national flag is white and green with a red dragon on it.

Northern Ireland

Northern Ireland is the fourth country in the UK. Its land is about 14,000 sq. km. The population is about 1,5 mln. people. The capital of the Northern Ireland is Belfast. The largest cities are Ulster and Dublin. The biggest rivers are the Shannon and Bun. Northern Ireland is a land of lakes and rivers. The biggest lakes are Lough Neagh and Lough Neey. People who live in Ireland are the Irish. They speak Irish and English. The national flag of Ireland represents a diagonal red cross on a white field. It's Saint Patrick's Cross. The national symbol is a green shamrock.

Task 4. You have just returned from England. There you lived in a host family and very often you went sightseeing. Your friends want to know about British sights and ask you a lot of questions. Tell them what you know about British sights.

Практическая работа №19

Тема 3.2. Соединенные Штаты Америки.

THE USA. Geographical position.

The United States of America is also called the USA, US, United States or sometimes America. The USA is in the central part of North America. It borders

on **Canada** and **Mexico**. It is washed by **the Atlantic Ocean**, by **the Pacific Ocean** and by **the Gulf of Mexico**. The capital of the USA is Washington.

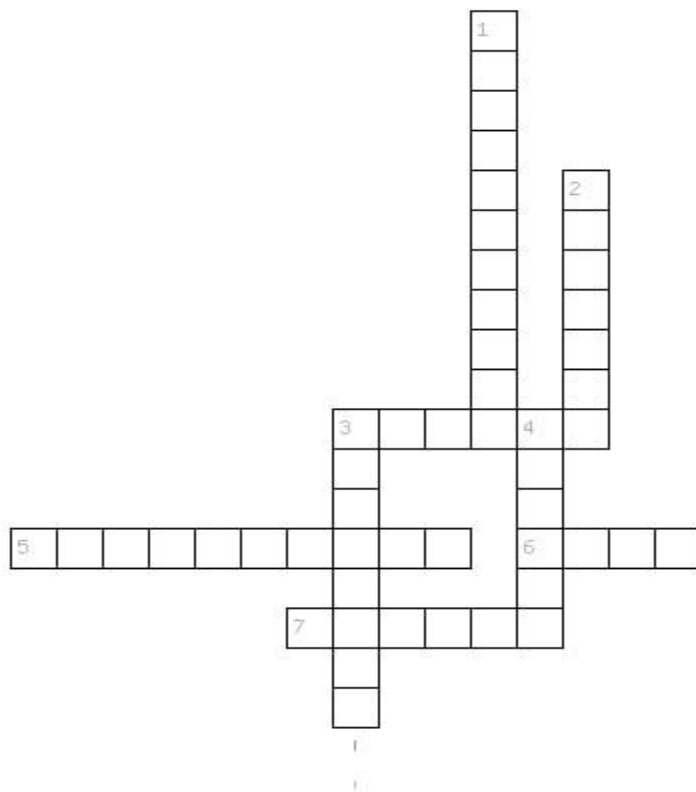
The area of the country is about 9,400,000 km². Its population is about 324 million people. The US is the 4th largest country in the world by land area and 3rd by population.

The USA is a country of mountains, valleys and deserts. The highest mountains **are the Appalachian Mountains**, the Cordilleras, **the Rocky Mountains** and **the Sierra Nevada Mountains in California**. The tallest mountain the US is Mt McKinley, located in the state of Alaska

The Great Lakes are in the north-east of the country. They are Lake Ontario, Lake Huron, Lake Erie, Lake Superior, Lake Michigan. The largest rivers of the USA are the Mississippi and the Missouri.

The most populated city in the US is New York City, followed by Los Angeles and Chicago.

Do a crossword.



DOWN

- 1/ The longest river in the USA.
- 2/ One of the largest city in the USA.
- 3/ The USA borders on it in the South.
- 4/ The USA borders on it in the North.

ACROSS

- 3/ The highest mountain in the USA.
- 5/ The _____ of the country is about 324 million people.
- 6/ The _____ of the country is about 9,400,000 km².
- 7/ The most northern state of the USA.

THE USA. States and symbols.

The USA is a federal republic. It consists of 50 states. The five biggest states are: Alaska, Texas, California, Montana and New Mexico. The capital city – Washington – is situated in a special district — the District of Columbia.

One of the national symbols of the country is the flag. It is also called STARS AND STRIPES. There are 50 stars on the flag – one for each state. There are also 13 stripes. The 13 stripes represent the 13 original colonies of the US.

The national bird of the USA is the Bald Eagle. The National mammal is the bison – just like in Belarus. The national flower is the rose like in England, and the national tree is an oak.

Answer the questions:

1. How is the national US flag called?
2. What do the 50 stars on the flag stand for?
3. What do the 13 stripes stand for?
4. What does the USA have in common with Belarus and with England?
5. What is the national tree of the USA?
6. What is the national bird of the USA?

Read the following texts and prepare one of them for retelling

Washington

Washington, the capital of the United States of America, is situated on the Potomac River in the District of Columbia. The district is a piece of land ten miles square and it does not belong to any separate state but to all the states. The district is named in honour of Columbus, the discoverer of America. The capital owes much to the first President of the USA — George Washington. It was G. Washington, who chose the place for the District and laid in 1790 the corner-stone of the Capitol, where Congress sits. Washington is not the largest city in the USA. It has a population of 900 000 people. Washington is a one-industry town. That industry is government. It does not produce anything except very much scrap paper. Every day 25 railway cars leave Washington loaded with scrap paper. Washington has many historical places. The largest and tallest among the buildings is the Capitol with its great House of Representatives and the Senate chamber. There are no skyscrapers in Washington because no other building must be taller than the Capitol. The White House is the President's residence. All American presidents except George Washington (the White House was not yet built in his time), have lived in the White House. It was built in

1799. It is a two-storied, white building. Not far from the Capitol is the Washington Monument, which looks like a very big pencil. It rises 160 metres and is hollow inside. A special lift brings visitors to the top in 70 seconds from where they can enjoy a wonderful view of the whole city. The Jefferson Memorial was built in memory of the third President of the USA, Thomas Jefferson, who was also the author of the Declaration of Independence. The memorial is surrounded by cherry-trees. The Lincoln Memorial is devoted to the memory of the 16th President of the US, the author of the Emancipation Proclamation, which gave freedom to Negro slaves in America. On the other bank of the Potomac lies the Arlington National Cemetery where President Kennedy was buried. American soldiers and officers, who died in World Wars I and II are buried there too.

Questions:

1. What city is the capital of the USA?
2. Where is Washington situated?
3. To which state does the city of Washington belong?
4. In whose honour is the district of Columbia named?
5. Who was the first President of the USA?
6. Who chose the place for the District?
7. Is Washington the largest city in the USA?
8. What is the population of Washington?
9. What industries are situated in the city?
10. What do 25 railway cars leave Washington loaded with?
11. Why are there no sky-scrapers in Washington?
12. Where is the President's residence?
13. When was the White House built?
14. In whose memory was the Jefferson Memorial built?
15. Who is the author of the Declaration of Independence?
16. Which document gave freedom to Negro slaves in America?
17. Who was buried at the Arlington National Cemetery?

Vocabulary:

separate — отдельный

to be named in honour — быть названным в честь

except — кроме, за исключением

scrap paper — макулатура

hollow — полый, пустой

to enjoy a wonderful view of — любоваться прекрасным видом

cherry-trees — вишневые деревья

on the other bank — на другом берегу

New York

New York is the largest city in the USA and the biggest seaport. It is the business centre of the United States. New York is situated in the mouth of the Hudson river. In comparison with such ancient historical cities as, say, Rome, London, Moscow or Paris, New York is quite young. It was founded in 1613 by Dutch settlers. There are five districts in the city: Manhattan, the Bronx, Queens, Brooklyn and Richmond. Manhattan is the central and the oldest part of the city. It is the district of business and finance. It is here in Wall Street that many business offices, banks and the world famous New York stock exchange are situated. The New York stock exchange dominates business life of many countries. The total area of New York is 365 square miles or 900 square kilometres. Its population together with the population of its suburbs amounts to 16 million people. Among the inhabitants of New York one can meet people of almost all nationalities. They settled here during the immigration in the 19th and at the beginning of the 20th century. A traveller who visits New York for the first time wonders at the modern architecture. The Statue of Liberty, which is on Liberty Island, was a present from France in 1876 on the occasion of the 100th anniversary of American independence. This statue and a few 18th and 19th century churches, hospitals, newspaper offices and other buildings are the only examples of "old" architecture in New York. Wherever your eyes travel, everywhere you can see sky-scrapers. New York, one of the USA leading manufacturing cities, is the home of great firms and banks. The most important branches of industry are those producing vehicles, glass, chemicals and all kinds of machinery. The city has very busy traffic. Its streets and highways are full of cars and buses. The mouth of the Hudson river makes an excellent harbour for numerous passengers and cargo ships from all over the world. Speaking about New York one can't but mention the outstanding role, the city plays, in the cultural life of the country. New York has many museums and art galleries which have collected works of art of many peoples and of all times. Many of them are on constant display in the Metropolitan Museum of Art, the Whitney Museum of Art. Most of the theatres and cinemas are in or near Broadway, the longest street and the biggest shopping district in New York. The Metropolitan and Modern Arts Museums attract many visitors.

Questions:

1. What is the largest city in the USA?
2. Where is New York situated?
3. When was the city founded?
4. How many districts are there in New York?
5. What is the central and the oldest part of New York?
6. In which district are many offices situated?
7. What is the population of New York?
8. People of how many nationalities live in the city?
9. What does a traveller who comes to New York for the first time wonder at?
10. How and when did the Statue of Liberty appear in New York?
11. Which industries are situated in New York?

12. What is situated in the mouth of the Hudson river?
13. What are the names of art museums situated in New York?
14. In what street are most of the theatres and cinemas situated?

Vocabulary:

to be founded — быть основанным
Dutch settlers — датские поселенцы
stock exchange — биржа
the total area — общая площадь
suburbs — пригороды
to amount to — составлять
to settle — поселиться
to wonder at smth. — любоваться чем-либо
sky-scrapers — небоскребы
vehicle — автомобиль, средство передвижения
highway — автострада
harbour — пристань
cargo ships — грузовые корабли
to be on constant display — постоянно экспонироваться

Практическая работа №20

Тема 3.3. Настоящее продолженное время

Present Continuous - Настоящее продолженное время

Времена группы Continuous указывают на процесс, действие, длящееся в определенный момент в прошлом, настоящем или будущем.

Время Present Continuous обычно указывает на процесс, длящийся непосредственно в момент речи. На это могут указывать контекст или такие слова, как now (сейчас), at the moment (в текущий момент) и т.п.:

Sally is doing her homework at the moment.

Салли сейчас делает домашнее задание.

Dad and me are fishing now.

Мы с папой сейчас рыбачим.

Образование Present Continuous

Утвердительные предложения:

I am playing

He / she / it is playing

You are playing

We are playing

They are playing

Вопросительные предложения:

Am I playing?

Is he / she / it playing?

Are you playing?

Are we playing?

Are they playing?

Отрицательные предложения:

I am not playing

He / she / it is not playing

You are not playing

We are not playing

They are not playing

Для того, чтобы поставить глагол в форму времени Present Continuous, требуется вспомогательный глагол to be в настоящем времени и причастие настоящего времени (Participle I) смыслового глагола.

Примечание:

Личные местоимения и вспомогательный глагол часто сокращаются до I'm, he's, she's, it's, we're, you're, they're.

Причастие настоящего времени (Participle I) можно получить, прибавив к начальной форме значимого глагола окончание -ing:

jump – jumping, live – living

В вопросительном предложении вспомогательный глагол выносится на место перед подлежащим, а значимый глагол остается после него:

Why are you laughing? Почему ты смеешься?

Are you using this dictionary? Вы используете этот словарь?

В отрицательных предложениях за вспомогательным глаголом следует отрицательная частица not. Формы is и are при этом могут быть сокращены до isn't и aren't соответственно.

Radio is not (isn't) working. Радио не работает.

Случаи употребления Present Continuous

- Указание на процесс, происходящий непосредственно в момент речи:

The doctor is conducting an operation now.

Врач сейчас проводит операцию.

- Действие длится ограниченный период времени:

Robert is on vacation. He's hitchhiking.

Роберт в отпуске. Он путешествует автостопом.

She is staying in London for a couple of weeks.

Она будет в Лондоне пару недель.

- Когда новое состояние контрастирует с предыдущим:

Most women aren't staying home these days.

В наше время большинство женщин не сидит дома.

- Когда что-либо меняется, растет или развивается:

Your son is growing quickly.

Твой сын быстро растет.

Life is changing fast.

Жизнь быстро меняется.

- Описание характерных свойств человека, часто с негативной окраской:

Why are you always interrupting people?

Почему ты вечно перебиваешь людей?

- Запланированное действие в будущем, часто с глаголами движения:

We are landing in Heathrow in 20 minutes.

Мы приземляемся в Хитроу через 20 минут.

Примечание:

Английские глаголы, связанные с восприятием (notice, hear, see, feel ...), эмоциями (love, hate, like ...), процессами умственной деятельности (think, believe, understand ...), владением (have, possess ...) не используются во временах группы Continuous, потому что они сами по себе обозначают процесс. Вместо них используется время Present Simple:

I hear you, don't shout.

Я слышу тебя, не кричи.

I love pancakes.

Я люблю блинчики.

Exercises.

1. Раскройте скобки, употребляя глаголы в Present Continuous.

(NOW) 1.. Timothy (to feed) his dog. 2. Mr. Jones (to clean) his yard. 3. Nancy (to paint) her kitchen. 4. Our neighbours (to wash) their car. 5. I (to wash) my hair. 6. Who

(to fix) your sink? 7. What she (to do) now? – She (to dance). 8. The children (to brush) their teeth. 9. What he (to do) at the moment? – He (to fix) his bicycle. 10. They (to have) a big dinner together. 11. The boys (to run) about the garden. 12. I (to do) my homework. 13. John and his friends (to go) to the library. 14. Ann (to sit) at her desk. She (to study) geography. 15. A young man (to stand) at the window. He (to smoke) a cigarette. 16. The old man (to walk) about the room. 17. The dog (to lie) on the floor. 18. You (to have) break? 19. What language you (to study)? 20 Who (to lie) on the sofa? 21. What they (to talk) about? 22. It still (to rain). 23. I (to open) an umbrella. 24. John (to play) computer games.

2. Переведите на английский язык, употребляя глаголы в Present Continuous.

(СЕЙЧАС) 1. Я читаю. 2. Он не пишет. 3. Мы не работаем. 4. Вы читаете? 5. Он спит? 6. Коля и Миша играют в футбол. 7. Катя играет на рояле. 8. Она не поет. 9. Моя сестра спит. 10. Папа пьет чай? 11. Твои родители пьют чай? 12. Я не сплю. 13. Она сидит за столом. 14. Мы делаем упражнение. 15. Мы не купаемся. 16. Они играют во дворе? 17. Нина и Аня моют пол. 18. Коля помогает маме. 19. Ты помогаешь папе? 20. Моя сестра читает интересную книгу. 21. Они идут в школу. 21. Вы идете в школу? 22. Он работает? 23 . Твоя бабушка идет в магазин? 24. Он покупает конфеты. 25, Что делает твоя сестра? 26. Где играют дети? 27. Почему ты смеешься? 28. Куда они идут? 29. Что несут эти мальчики?

3. Раскройте скобки, употребляя глаголы в Present Continuous.

1. My book (to lie) on the table. 2. They (to work). 3. The doctor and her patient (to talk). 4. We (to cook) dinner. My mother (to make) a salad. 5. A young man (to drive) a car. He (to listen) music. 6. My grandfather (to read) a book. 7. The pen (to lie) on the floor. 8. What language you (to study)? 9. She still (to sing). 10. The boys (to run) about in the garden. 11. I (to do) my homework. 12. John and his friends (to go) to the library. 13. Ann (to sit) at her desk. She (to study) geography. 14. A young man (to stand) at the window. He (to smoke) a cigarette. 15. The old man (to walk) about the room. 16. The dog (to lie) on the floor. 17. What they (to talk) about? 18. It still (to rain).

Практическая работа №21

Тема 3.4. Австралия

Australia. The Land of Blue Mountains

The Great Barrier Reef on the coast of Queensland is a garden under the sea. There are 1,400 different kinds of fish, and more than 300 kinds of coral. Tropical fruit and flowers grow on the beautiful islands. It's not surprising that more holiday-makers come to Queensland every year. Tasmania, the island south of Australia, is small. It is the same size as England. It is also very different from the other states. There are no deserts in Tasmania. It often rains, both in winter and summer. Only a half of million people live in Tasmania, and a large part of the island is still covered with wild, beautiful wild

forests. These forests are full of wonderful flowers and interesting animals. In the Northern Territory you will find the red heart of Australia. And it really is red, with red rocks, red sand, and red skies in the evening. Every year, thousands of tourists visit Ayers Rock and a strange group of huge red stones called "the Olgas". But these places are also holy to the Aborigines. They believe that the land itself has life. Sydney is the best known place in New South Wales. In fact, it's the best known place in Australia. But New South Wales has more than cities. There are, for example, the Blue Mountains. They are covered with forests of blue coloured eucalyptus trees. The air above the forest contains millions of microscopic drops of eucalyptus oil. When the sun shines, the air of the Blue Mountains is a real, beautiful blue. Less than a hundred years ago, there was nothing except sheep in Canberra. But then Australians decided to build a capital city. The Work began in 1913. Now, Canberra is an international city, full of diplomats and government offices. It's a beautiful place, with parks, lakes, big open streets and fine buildings. Australia is sometimes called "the lucky country". One reason is the wonderful riches under the earth: gold, silver, iron, coal and many precious metals. The Bass Strait, of the coast of Victoria, has been one of the country's biggest oil fields for many years. South Australia is the driest of all the states, but it does have Murrey River. The river brings greenness and life to the south-east corner. In the early of Australian history, the Murrey River was South Australia's main road. Before real roads and railways came, the river carried people and goods from the east up into the country. Some towns on the Murray still keep the old river boats, and visitors can ride on them. There are two kinds of gold in Western Australia. First, there's real kind — the kind that comes out of the ground. Gold was found in Kalgoorlie in 1893, and the "Golden Mile" was for a time the most expensive piece of land in the world. Kalgoorlie still exports some gold, but the new gold of Western Australia is wheat. Big farms grow millions of tons of wheat every year, and wheat has become Australia's second biggest export.

Questions:

1. How many kinds of fish are there on the coast of Queensland?
2. What grows on the beautiful islands?
3. Where will you find the red heart of Australia?
4. What is the best known place in New South Wales?
5. Why is the air above the forests blue?
6. Why is Australia sometimes called "the lucky country"?
7. What state is the driest of all?
8. What is the new gold of Western Australia?

Vocabulary:

holiday-maker — отпускник

island — остров

wild — дикий

eucalyptus — эвкалипт
riches — богатства
industry — промышленность
oil — нефть
wheat — пшеница

Australian cities

Complete the passage using the following words:

CHURCHES - MILLION - CITY - PARLIAMENT - PARKS - CAPITAL - 1973 -
OLDEST - BANKS - NEW - SUMMER - BUSIEST - YEAR - HARBOUR -
ABORIGINAL - SHIP - SEAPORT

Sydney, Canberra, Adelaide and Brisbane

Sydney is a very big _____. It is the _____ and largest city in Australia. It is also the capital of _____ South Wales. Over three _____ people live in Sydney. The _____ Olympic Games in the _____ 2000 were in Sydney. Sydney is located in a beautiful _____ called Sydney Harbour. You can see the Sydney Opera House there. It was built in _____ and it looks like a big _____. Canberra is an _____ word. It means "meeting place". Canberra is the _____ of Australia. You can see the _____ House, the National Library, the National Gallery and the Academy of Science there. _____ Adelaide is called the "City of _____" because there are a lot of churches there. There are also many nice buildings and _____ in Adelaide. Brisbane is a big city and a _____ in eastern Australia. Brisbane River flows through Brisbane. The city is situated on both _____ of the river. It is Australia's _____ river port.

The Animals of Australia

There are many animals in Australia that you cannot see anywhere else. Did you know that? Of course, you did! I personally divide Australian animals into three categories: the good, the bad, the ugly. I think, it's reasonable. Talking of the good animals, we should mention kangaroos in the first place. There are many different types of kangaroo. The biggest are the great grey kangaroos. They are 213 centimetres tall and can run at 56 kilometres per hour. Some run from you then stop and stare. Though we have put kangaroos in the "Good" category, farmers might disagree. Wombats and koalas have many similarities and are probably related. Both have pockets inside their mouths to store food and neither has a tail. The number of koalas is getting smaller. This is partly because of fumes from bush fires. Rescue teams help the koalas by catching them, putting them on respirators, then returning them to their original location

when they are better. Australia also has a lot of native marsupial mice that live in the desert. Many of these only come out at night. You know, there are many animals that are "unpopular" in Australia including spiders which are dangerous. You can find these in Sydney. If they are hungry, they will attack anything that moves. They have sharp teeth and poison. Luckily, there is an antidote if you can get to hospital quickly. There have been 12 deaths since 1927. Another animal with sharp teeth and a fatal bite is the shark. However, there are normally a lot of beach patrols and protective nets to stop these from eating you for breakfast. Other animals that are a problem for beach lovers are jellyfish. They look like bubbles of blue bubble gum and they have a painful sting therefore people do not swim when there are many in the water. Other "unpopular" animals include dingoes. These are a cross between wolves and dogs. They are unpopular because they eat farmers' animals. Now what about the ugly animals? A word that people often use to describe a cane toad is ugly! Other words include fat, noisy and disgusting. They are also as big as footballs! The Queensland Government brought cane toads to Australia to eat cane beetles. Unfortunately cane toads can't fly but cane beetles can. Now the toads are more of a problem than the beetles. Hundreds of thousands are born every year. The toads eat everything including rare Australian animals. The toads are also poisonous to eat. Animals that eat them die. Though they are unpopular animals, some people like them and keep them as pets or write songs about them. There are a number of types of crocodiles found in northern Australia, ranging from the potentially dangerous saltwater crocodiles to smaller, more shy, harmless varieties. They have got snakes too although fears of the poisonous types are largely exaggerated. They are generally shy creatures, only too ready to avoid trouble. Thetiaipan and the tiger are worth keeping away from. That is only a small selection of the creatures of the country. Others include penguins, turtles, seals and possums. In the dry areas, you can see an amazing variety of lizards; some grow to a very hefty size.

Questions:

1. What animals are popular in Australia?
2. What animals have pockets inside their mouths?
3. How do rescue teams help koalas?
4. What animals are "unpopular" in Australia?
5. What words do people often use to describe a cane toad?
6. Are dingoes in the "Good" category?
7. How many cane toads are born every year?
8. Why do animals that eat cane toads die?
9. What snakes are worth keeping away from?
10. What other animals live in Australia?

Vocabulary:

ugly — безобразный
wombat — вомбат

kangaroo — кенгуру
to disagree — не соглашаться
similarity — сходство
pocket — карман
fume — дым
rescue team — спасательная команда
marsupial — сумчатое животное
spider — паук
shark — акула
dangerous — опасный
poison — яд
antidote — противоядие
jellyfish — медуза
sting — укус, жало
a cane toad — тростниковая жаба
beetle — жук
rare — редкий
harmless — безопасный
to exaggerate — преувеличивать
to avoid trouble — избежать опасности
taipan — тайпан (ядовитая змея)
possum — опосум
seal — тюлень, морской котик
lizard — ящерица

Страноведческий тест

1. What is the capital of Australia?
a) Canberra; b) London; c) Sydney
2. Australia has an area of about...
a) 10 mln. sq. km; b) 5 mln. sq. km; c) 8 mln. sq. km.
3. The greatest river of Australia is...
a) the Murray; b) the Severn; c) the Thames
4. Australia is rich in...
a) oil; b) gas; c) minerals
5. What is the main occupation in Australia?
a) agriculture; b) fishing; c) swimming
6. The population of Australia is about...
a) 10 mln.; b) 15 mln.; c) 5mln.
7. The Commonwealth of Australia consists of...
a) 6 states; b) 2 states; c) 4 states
8. The Federal Parliament consists of the Senate and...
a) the House of Commons; b) the House of Representatives; c) the House of Canberra
9. Who is formally the head of the state?

10. The federal government is headed by...
a) the Prime Minister ; b) Kind of England; c) the President
11. The eastern part of Australia was discovered by...
a) Livingston; b) Captain Cook; c) Brown
12. The strangest animals of Australia are...
a) the echidna; b) the lion; c) the platypus; d) the elephant.
13. Which bird is represented on the coat-of-arms (герб)?
a) the kivi b) the emu c) the duck
14. A typical Australian is
a) a fishman b) a farmer c) townsman
15. Which sports are popular in Australia?
16. What do the aborigenes like to do?

Практическая работа №22

Тема 3.5. Простое настоящее время

Present Simple - простое настоящее время

Время Present Simple обозначает действие в настоящем в широком смысле слова. Оно употребляется для обозначения обычных, регулярно повторяющихся или постоянных действий, например, когда мы говорим о чьих-либо привычках, режиме дня, расписании и т. д., т. е. Present Simple обозначает действия, которые происходят в настоящее время, но не привязаны именно к моменту речи.

Образование Present Simple

Утвердительные предложения:

I play

He / she / it plays

You play

We play

They play

Вопросительные предложения:

Do I play?

Does he / she / it play?

Do you play?

Do we play?

Do they play?

Отрицательные предложения:

I do not play

He / she / it does not play

You do not play

We do not play

They do not play

Английский глагол во временной форме Present Simple почти всегда совпадает со своей начальной, то есть указанной в словаре, формой без частицы to. Лишь в 3-ем лице единственного числа к ней нужно прибавить окончание -s:

I work – he works

Если глагол оканчивается на -s, -ss, -sh, -ch, -x, -o, то к нему прибавляется окончание -es:

I wish – he wishes

К глаголам на -у с предшествующей согласной тоже прибавляется окончание -es, а -у заменяется на -i-:

I try – he tries

Если же глагол оканчивается на -у с предшествующей гласной, то -у сохраняется и добавляется только окончание -s:

I play – he plays

Для того, чтобы построить вопросительное предложение, перед подлежащим нужно поставить вспомогательный глагол. Время Present Simple используется без него, поэтому в этом случае добавляется вспомогательный глагол do (или does в 3 л. ед. ч.):

Do you like rock? Тебе нравится рок?

Does he speak English? Он говорит по-английски?

В отрицательных предложениях тоже используется вспомогательный глагол do/does, но не перед подлежащим, а перед глаголом. После него прибавляется отрицательная частица not. Do/does и not часто сокращаются до don't и doesn't соответственно:

I do not like black coffee. Я не люблю черный кофе.

She doesn't smoke. Она не курит.

Случаи употребления Present Simple

- Регулярные, повторяющиеся действия:

I often go to the park. Я часто хожу в парк.

They play tennis every weekend. Каждый выходные они играют в теннис.

- Действие в настоящем в широком смысле слова:

Jim studies French. Джим изучает французский.

We live in Boston. Мы живем в Бостоне.

- Общеизвестные факты:

The Earth goes round the Sun. Земля вращается вокруг солнца.

The Volga is the longest river in Europe. Волга – самая длинная река в Европе.

- Перечисление последовательности действий:

We analyse what our clients may need, develop a new product, produce a sample, improve it and sell it. Мы анализируем, что может понадобиться нашим клиентам, разрабатываем новый продукт, изготавливаем образец, дорабатываем его и продаем.

- Некоторые случаи указания на будущее время (если имеется в виду некое расписание или план действий, а также в придаточных предложениях времени и условия):

The airplane takes off at 2.30 p.m. Самолет взлетает в 14:30.

When you see a big green house, turn left. Когда вы увидите большой зеленый дом, поверните налево.

Exercises

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

(USUALLY) 1. My sister (to get) up at eight o'clock. 2. She (to be) a school-girl. She (to go) to school in the afternoon. 3. Jane (to be) fond of sports. She (to do) her morning exercises every day. 4. For breakfast she (to have) two eggs, a sandwich and a cup of tea. 5. After breakfast she (to go) to school. 6. It (to take) him two hours to do his homework. 7. She (to speak) French well. 8. My working day (to begin) at seven o'clock. I (to get) up, (to switch) on the radio and (to do) my morning exercises. It (to take) me fifteen minutes. At half past seven we (to have) breakfast. My father and I (to leave) home at eight o'clock. He (to take) a bus to his factory. My mother (to be) a doctor, she (to leave) home at nine o'clock. In the evening we (to gather) in the living-room. We (to watch) TV and (to talk).

2. Дополните предложения, используя следующие глаголы:

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

1 Tanya German very well.

2 I don't often coffee.

3 The swimming pool at 7.30 every morning.

4 Bad driving many accidents.

5 My parents in a very small flat.

6 The Olympic Games place every four years.

7 The Panama Canal the Atlantic and Pacific Oceans.

3. Поставьте глаголы в правильную форму:

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

4. Задайте специальные вопросы, используя слова в скобках:

1. Paul plays tennis very well. (How)
2. Many birds fly south every summer. (How often)
3. Jack usually goes to work on Saturdays. (When)
4. France has a lot of high mountains. (What)
5. You always wear glasses. (What)
6. Most of the students study well. (How many)
7. He thinks that school is boring. (Who)
8. The Volga flows into the Caspian Sea. (Where)
9. We drink coffee very often. (Who)
10. My children usually skate on the skating ring in our yard. (Whose)

5. Раскройте скобки, употребляя глаголы в Present Simple:

- 1) They _____ hockey at school. (to play)
- 2) She _____ e-mails. (not/to write)
- 3) _____ you _____ English? (to speak)
- 4) My parents _____ fish. (not/to like)
- 5) _____ Anne _____ any hobbies? (to have)
- 6) Andy's brother _____ in an office. (to work)
- 7) Leroy _____ very fast. (can/not/to read)
- 8) _____ Jim and Joe _____ the flowers every week? (to water)
- 9) Yvonne's mother _____ a motorbike. (not/to ride)
- 10) _____ Elisabeth _____ cola? (to drink)

6. Сделайте отрицательные предложения:

1. This book costs much.
2. I like this hotel.
3. His mother works in the garden.
4. My friend comes from Australia.
5. His parents learn Spanish.
6. My friends speak English fluently.
7. Her aunt works on Saturdays.
8. We buy English magazines.

9. Your husband cooks very well.

10. Paul lives in the UK.

7. Переведите на английский язык, употребляя глаголы в форме Present Simple.

Мой дядя инженер. Он очень занят. Его рабочий день начинается рано утром. Он встает в семь часов. Он умывается, одевается и завтракает. После завтрака он идет на работу. Он работает в институте. Он любит свою работу. Он женат. Его жена врач. Она работает в больнице. Вечером она изучает французский язык. Она посещает курсы французского языка. Мой дядя не говорит по-французски. Он говорит по-русски и по-немецки. Он изучает английский язык. Вечером он посещает курсы английского языка. Сын моего дяди ученик. Он ходит в школу. В школе он изучает английский язык.

Практическая работа №23

Тема 3.6. Новая Зеландия

New Zealand

New Zealand is an island country in the Southwest Pacific Ocean. It lies about 1 600 km southeast of Australia and about 10 500 km southwest of California. New Zealand belongs to a large island group called Polynesia. The country is situated on two main islands — the North Island and the South Island — and several dozen smaller islands. Most of the smaller islands are hundreds of kilometers from the main ones. Wellington is the capital of New Zealand and Auckland is the largest city. English is the official language of New Zealand and is spoken throughout the country. Many native people speak their own language, Maori, in addition to English. The country once belonged to the British empire. Today it is an independent member of the Commonwealth of Nations, an association of Britain and a number of its former colonies. New Zealand is a constitutional monarchy. The British Monarch, Queen Elizabeth II of the United Kingdom, is the monarch of New Zealand. She appoints a governor general to represent her, but the governor general has little power. The legislation, prime minister, and Cabinet run the national government. Britain gave New Zealand a constitution in 1852, when it was a British colony. But through the years the New Zealand legislature has changed almost all its provisions. Today, the nation has no written constitution. The first people who settled in New Zealand were a brown-skinned people called Maoris. They came from Polynesian islands located northeast of New Zealand. The country was discovered by Europeans in 1642, but they did not start to settle in the islands until the late 1700's. Today, most New Zealanders are descendants of the early European settlers. Maoris make up about 12% of the country's population. New Zealand has one of the highest standards of living in the world. For many years, the economy of

the country depended largely on agriculture. Today agriculture, manufacturing, and service industries are all important to the economy. New Zealand's economy depends on trade with many countries - Australia, Britain, Japan and the United States.

Questions:

1. Where is New Zealand situated?
2. What city is the capital of New Zealand?
3. What languages do people in New Zealand speak?
4. What is the official language in New Zealand?
5. Who is New Zealand's head of state?
6. Who runs the national government?
7. Who were the first people to live in New Zealand?
8. What are the main industries of the country?

Vocabulary:

to lie — находиться

is situated — расположена

the North Island — Северный остров

the South Island — Южный остров

dozen — дюжина

capital — столица

official language — государственный язык

Maori — маорийский язык

the Commonwealth of Nations — Содружество

the United Kingdom. — Соединенное Королевство

to appoint — назначать

governor general — генерал-губернатор

to represent — представлять

legislation — законодательная власть

prime minister — премьер-министр

Cabinet — кабинет

government — правительство

provision — положение

brown-skinned — с коричневой кожей

to settle — селиться

New Zealander — новозеландец

descendant — потомок

settler — поселенец

to make up — составлять

population — население

standard of living — уровень жизни

agriculture — сельское хозяйство

manufacturing industry — обрабатывающая промышленность

service industry — сфера услуг

trade — торговля

New Zealand Way of Life

New Zealand have a high standard of living. New Zealanders eat more butter and meat per person than do the people of any other country. The government's medical program provides excellent health care. About 70% of New Zealand people own their houses. Almost every family has a car. Most New Zealanders live in singlefamily houses with a small vegetable gardens. In the larger cities, some people live in highrise apartment buildings. Almost in every New Zealand home there are refrigerators, wash mashines, and other modern electrical appliances. But air conditioning and central heating are rare because the weather rarely becomes extremely hot or extremely cold. In summer, New Zealanders prefer to keep windows open. In winter, fireplaces or electric heater keep the homes warm. Although about fourfifths of New Zealand's population live in urban areas, cities are uncrowded. Traffic jams seldom occur, even in downtown areas. Large cities have excellent restaurants, milk bars, theatres, concert halls, and other places of entertainment. City life in New Zealand tends to be rathe* quiet. However it is changing in larger cities, where international tourism is developing rapidly. Near a fifth of New Zealand's people live in rural areas — in some of them, small settlements are linked by good roads. But in other areas, rancher's nearest neighbours may live kilometers away. Some ranchers live almost in isolation. Nevertheless, most farms and ranches have electricity. Many farm families run their farms with little or no hired help.

Questions:

1. Who pays for health care in New Zealand?
2. How many New Zealanders own their houses?
3. Where do the most New Zealanders live?
4. Are central heating and air conditioning popular in New Zealand? Why?
5. What does city life in New Zealand look like?
6. How do New Zealand farmers live?

Vocabulary:

New Zealander — новозеландец

standard of living — уровень жизни

government — правительство

to provide — предоставлять

health care — здравоохранение

to own — владеть

single-family — на одну семью

vegetable garden — огород

high-rise apartment building — многоэтажный жилой дом

refrigerator — холодильник

wash mashine — стиральная машина

electrical appliances — бытовая техника

air conditioning — кондиционирование
central heating — центральное отопление
extremely — слишком
to prefer — предпочитать
fireplace — камин
electric heater — электрический обогреватель
urban — городской
uncrowded — малонаселенный
traffic jams — пробки на дорогах
downtown — центр города
entertainment — развлечение
to tend — иметь тенденцию быть
rapidly — быстро
rural — сельскохозяйственный
settlement — поселок, деревня
to link — связывать
rancher — фермер
nevertheless — тем не менее
electricity - электричество
hired help — наемная рабочая сила

Страноведческий тест

1. What are the aboriginal people of New Zealand called?
2. What does New Zealand consist of?
3. What can you say about the climate of New Zealand?
4. What is the national emblem of New Zealand?
5. Name the main cities in North Island.
6. Name the main cities in South Island.
7. What is the capital of New Zealand?
8. Which natural resources of New Zealand do you know?
9. New Zealand is sometimes called
10. When has Wellington been the capital of New Zealand?
11. Who was "Tara" (Maori legend)?
12. Where are parliament and government buildings situated?
13. How did the aborigines call New Zealand?
14. Which island is larger and very beautiful?
15. What is New Zealand famous for?
16. How long did the Maori Wars last?
17. What did the Maoris defend?
18. How did the Maori Wars end?
19. Which sports in summer and winter are very popular in New Zealand?
20. The Maori children learn as soon as they can walk.
21. How much is the population of New Zealand?
22. What kind of state is New Zealand?
23. Who represents the King or Queen of England?

24. The Parliament of New Zealand consists of
25. What are the main political parties of New Zealand?

Практическая работа №24

Тема 3.7. Сравнение времен Present Simple и Present Continuous

Exercises.

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

I (to read) now. He (to sleep) now. We (to drink) tea now. They (to go) to school now. I (not to sleep) now. She (not to drink) coffee now. I (to read) every day. He (to sleep) every night. We (to drink) tea every morning. They (to go) to school every morning. I (not to sleep) in the daytime. She (not to drink) coffee after lunch. We (not to watch) TV now. They (not to eat) now. My mother (not to work) now. You (to work) now? He (to play) now? They (to eat) now? Your sister (to rest) now? What you (to do) now? What you (to read) now? What they (to eat) now? What your brother (to drink) now? We (not to watch) TV in the morning. They (not to eat) at the lesson. My mother (not to work) at an office. You (to work) every day? He (to play) in the afternoon? They (to eat) at school? Your sister (to rest) after school? What you (to do) every morning? What you (to read) after dinner? What they (to eat) at breakfast? What your brother (to drink) in the evening?

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

1. I (not to drink) coffee now. I (to write) an English exercise. 2. I (not to drink) coffee in the evening. I (to drink) coffee in the morning. 3. Your friend (to do) his homework now? 4. Your friend (to go) to school in the morning? 5. Look! The baby (to sleep). 6. The baby always (to sleep) after dinner. 7. My grandmother (not to work). She is on pension. 8. My father (not to sleep) now. He (to work) in the garden. 9. I usually (to get) up at seven o'clock in the morning. 10. What your sister (to do) now? - - She (to wash) her face and hands. 11. When you usually (to come) home from school? — I (to come) at three o'clock. 12. Where your cousin (to work)? -- He (to work) at a hospital. 13. Your sister (to study) at an institute? -No, she (to study) at school. 14. My cousin (to go) to school every day. 15. My mother (not to play) the piano now. She (to play) the piano in the morning.

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

1. I (to read) books in the evening. 2. I (not to read) books in the morning. 3. I (to write) an exercise now. 4. I (not to write) a letter now. 5. They (to play) in the yard now. 6. They (not to play) in the street now. 7. They (to play) in the room now? 8. He (to help) his mother every day. 9. He (to help) his mother every day? 10. He (not to help) his

mother every day. 11. You (to go) to school on Sunday? 12. My friend (not to like) to play football. 13.1 (not to read) now. 14. He (to sleep) now? 15. We (not to go) to the country in winter. 16. My sister (to eat) sweets every day. 17. She (not to eat) sweets now. 18. They (to do) their homework in the afternoon. 19. They (not to go) for a walk in the evening. 20. My father (not to work) on Sunday. 21. He (to work) every day.

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

1. They (to read) many books. 2. They (to read) many books? 3. They (not to read) many books. 4. The children (to eat) soup now. 5. The children (to eat) soup now? 6. The children (not to eat) soup now. 7. You (to play) volley-ball well? 8. When you (to play) volley-ball? 9. What Nick (to do) in the evening? 10. He (to go) to the cinema in the evening? 11. We (not to dance) every day. 12. Look! Kate (to dance). 13. Kate (to sing) well? 14. Where he (to go) in the morning? 15. He (not to sleep) after dinner. 16. My granny (to sleep) after dinner. 17. When you (to sleep)? 16. Nina (not to sleep) now. 19. Where John (to live)? - - He (to live) in England.

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

1. I (to write) a composition now. 2. I (not to drink) milk now. 3. I (to go) for a walk after dinner. 4. I (not to go) to the theatre every Sunday. 5. He (not to read) now. 6. He (to play) now. 7. He (to play) now? 8. My mother (to work) at a factory. 9. My aunt {not to work} at a shop. 10. You (to work) at an office? 11. My friend (to live) in St. Petersburg. 12. My cousin (not to live) in Moscow. 13. The children (not to sleep) now. 14. The children (to play) in the yard every day. 15. They (not to go) to the stadium on Monday. 16. She (to read) in the evening. 17. She (not to read) in the morning. 18. She (not to read) now. 19. Your father (to work) at this factory? 20. You (to play) chess now? 21. Look at the sky: the clouds (to move) slowly, the sun (to appear) from behind the clouds, it (to get) warmer. 22. How is your brother? - - He is not well yet, but his health (to improve) day after day. 23. Listen! Who (to play) the piano in the next room?

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

1. What you (to do) here now? - - We (to listen) to tape-recordings. 2. You (to want) to see my father? - Yes, I ... 3. Michael (to know) German rather well. He (to want) to know English, too, but he (to have) little time for it now. 4. What magazine you (to read)? - - It (to be) a French magazine. There (to be) good articles on sports here. You (to be) interested in sports? - - Yes, I But I (not to know) French. 5. We (to have) an English lesson now. 6. Lena usually (to prepare) her homework at the institute? - - No, she As a rule, she (to work) at home. — And what she (to write) now? - Oh, she (to write) an article for our wall newspaper. 7. Who that man (to be) who (to stand) in the doorway? - - You (not to recognize) him? It (to be) John, my cousin. 8. I (to have) no time now, I (to have) dinner. 9. Your family (to leave) St. Petersburg in summer? - Yes, we always (to go) to the sea-side. We all (to like) the sea. Mother (to stay) with us to the end of August, but father (to return) much earlier. 10. Where Tom and Nick (to be) now? — They (to have) a smoke in the garden.

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

1. It (to take) me forty minutes to get to school. 2. Hello, Pete, where you (to go)? — I (to hurry) to school. 3. When your lessons (to begin) on Monday? — They (to begin) at nine o'clock. 4. Where your sister (to be)? — She (to do) her homework in the next room. 5. It usually (to take) me an hour to do my written exercises. 6. Where Boris (to be)? I (to look) for him. - - He (to have) dinner. 7. In the evening I often (to go) to see my friends. 8. On Sunday we sometimes (to go) to the cinema or to a disco club. 9. Andrew (to get) up very early as he (to live) far from school, He (to be) never late. 10. It (to be) six o'clock in the evening now. Victor (to do) his homework. His sister (to read) a book. His mother and grandmother (to talk). 11. I (to write) a letter to my grandmother who (to live) in Novgorod. I (to write) to her very often.

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

One Sunday Agnes and her mother went to the zoo. Agnes was very excited. She was interested in everything she saw. "Mother, look," she said. "There (to be) a monkey in this cage. It (to eat) an apple. Now it (to give) a bite to another monkey. I (to think) monkeys (to like) apples very much." "Yes, dear," said her mother. "Now I (to want) to go and see the lions and tigers. Where they (to live), mother?" "In that big house over there. Come along." Agnes enjoyed herself very much in the lion house. "Mother," she said, "the tiger (to want) a drink: it (to go) to the dish of water there in the corner. And the lion (to look) right at me. You (to think) it (to want) to eat me up? When the lions and tigers (to have) their dinner, mother?" "The keepers (to bring) them great pieces of meat every day at four o'clock. And they (to make) a big noise before their dinner time, so everybody (to know) they (to be) hungry."

9. Переведите на английский:

1. Мы уезжаем в среду в 9 часов утра. Мы встречаемся на вокзале в 8.30 2. За что он ей так нравится? — Она говорит, что он добрый и умный. 3. Вы помните меня? Мы вместе учились в университете. 4. Почему бы нам не поехать на велосипеде за город в Субботу? — Хорошая идея. 5. Джон сейчас очень занят. Он строит гараж. 6. Когда приезжает твой отец? — Через неделю. 7. Что ты думаешь об этом фильме? — Он скучноват. 8. О чем ты думаешь? — Я думаю о своем детстве. 9. В котором часу закрывается магазин? — В восемь. 10. Когда начинается спектакль? — В семь часов вечера. 11. Какие товары экспортирует ваша страна? 12. Над чем вы смеетесь? — Том рассказал нам смешную историю. 13. Он никогда не пропускает занятия без уважительных причин. 14. Мои родители сейчас на море. Они хорошо проводят время. 15. Что ты ищешь? — Ключи от машины. 16. Почему ты меня не слушаешь? Это очень важно. 17. Неужели ты не любишь футбол? Это такая захватывающая игра. 18. Я завтра встречаюсь с Аней. Мы играем в теннис. 19. Что ты здесь делаешь? — Просматриваю новые журналы. Я делаю это каждую неделю. 20. Почему вы изучаете английский? — Собираюсь

поехать за границу на несколько месяцев. Кроме того, английский мне нужен для научной работы. 21. О чем они говорят? — Думаю, они обсуждают итоги конференции. 22. Ты мажешь выключить телевизор. Я не смотрю его. 23. Кто присматривает за твоими детьми, когда ты на работе? — Как правило, моя мать. Она сейчас не работает. 24. Почему ты так сердит? Почему ты кричишь на меня? 25. Она не любит мясо, она предпочитает рыбу. 26. В ее диктанте много ошибок, хотя обычно она делает мало ошибок. 27. Конференция начинается 8 июня и заканчивается 14 июня. 28. Где Аня? — Она принимает душ. 29. Почему ты не пицешь ей? — Я не знаю ее адреса. 30. Она не знает, когда приедет ее брат.

Практическая работа №25

Тема 3.8. Канада

CANADA

Canada is an independent federative state. It is one of the most developed countries. Canada consists of ten provinces and two territories.

It is situated on the North American continent. The country is washed by the Pacific Ocean in the west, by the Atlantic Ocean in the east and by the Arctic Ocean and its seas in the north. About 2 percent of the Canadian territory is covered by glacier ice.

The eastern parts of the country are mainly valleys and plains. The western territories are occupied by the Cordilleras.

The main Canadian islands are Newfoundland, Victorian Island, Baffin Island and others. There are a lot of rivers and lakes in Canada. The largest rivers are the Nelson, the Ottawa, the Mackenzie and the Yukon.

In size Canada is the second in the world after Russia. Its area is almost 10 million km². The capital of Canada is Ottawa, which is situated on the bank of the Ottawa River. It is famous for its beautiful parks. It is also known as the city of bridges.

The most developed industries are timber, mining, chemical, meat and milk and food industries. Canada grows wheat, barley, flax, potatoes, vegetables and fruit. Fishing is also one of the prosperous industries.

Official languages of Canada are English and French. Canada is a founding member of the United Nations. It has been active in a number of major UN agencies.

Vocabulary:

independent federative state – независимое федеративное государство

the most developed – наиболее развитый

provinces - провинции

territories - территории

the west - запад
the east - восток
percent - процент
is covered - покрыты
glacier ice - ледник
are occupied by - заняты
bank - берег
bridge - мост
timber – лесная промышленность
mining – горная промышленность
chemical – химическая промышленность
wheat - пшеница
barley - ячмень
flax - лен
prosperous - процветающий
founding member - основатель
United Nations – Организация Объединенных Наций
major UN agencies – основные учреждения ООН

1) Make up these sentences.

- 1) on the North American continent / is / it / situated.
- 2) a lot of / there are / in Canada / rivers and lakes .
- 3) of Canada / are / English and French / official languages.
- 4) consists of / Canada / ten / territories / and / provinces / two.

2) Answer the questions.

1. What does Canada consist of?
2. Where is it situated?
3. What oceans is Canada washed by?
4. What are there in the eastern part of the country?
5. What are the main Canadian islands?
6. What are the largest rivers?
7. What is the size of Canada?
8. What is its area?
9. What is the capital of Canada? Where is it situated? What is it famous for?
10. What are the most developed industries?
11. What are grown in Canada?
12. What are the official languages?

3). Fill in the missing words.

Largest / flax / continent / an / eastern / Ocean / parks / provinces / developed western

Canada is 1) ... independent federative state. It is one of the most 2) ... countries. Canada consists of ten 3) ... and two territories. It is situated on the North American 4) The country is washed by the Pacific 5) ... in the west. The 6) ... parts of the country are mainly valleys and plains. The 7) ... territories are occupied by the Cordilleras. The 8) ... rivers are the Nelson, the Ottawa, the Mackenzie and the Yukon. Ottawa is famous for its beautiful 9) Canada grows wheat, barley, 10) ..., potatoes, vegetables and fruit.

4) True or false.

- 1) Canada is the most developed country.
- 2) Canada consists of two provinces and ten territories.
- 3) It is situated on the South American continent.
- 4) The country is washed by the Arctic Ocean in the south.
- 5) The largest rivers are Newfoundland, Victorian Island, Baffin Island and others.
- 6) In size Canada is the first in the world.

5) Quiz.

- 1. Canada is surrounded by ____ oceans.
A. 1 B. 2 C. 3 D. 4
- 2. What is the capital of Canada?
A. Ottawa B. Québec C. Vancouver D. Montreal
- 3. Canada's national animal is the...
A. Grizzly bear. B. Moose. C. Beaver. D. Eagle.
- 4. Canada owns ____% of the world's forests.
A. 5 B. 10 C. 15 D. 20
- 5. Who were the first inhabitants of Canada?
A. American people B. Aboriginal people C. European people D. Eskimos
- 6. Ice hockey is the national winter sport of the country. What is the national summer sport?
A. Lacrosse B. Basketball C. Football D. Rugby
- 7. Niagara falls belongs to...
A. Canada. B. The USA. C. Both of them. D. None of them.
- 8. How big is the population of the country?
A. More than 10 million people B. More than 20 million people C. More than 30 million people
D. More than 40 million people
- 9. In 2010 the Winter Olympic Games were held in Vancouver. There was another occasion when Canada was a host for the games. When was it?

A. 1948 B. 1956 C. 1972 D. 1988

Страноведческий тест

1. What is the capital of Canada?
a) London; b) Montreal; c) Ottawa
2. The British queen is also the queen of Canada. What official is the real head of the Canadian government?
3. Canada has an area of nearly ... square km.:
a) 10 mln.; b) 20 mln.; c) 15 mln.
4. Its western coast is washed by
a) the Pacific Ocean; b) the Indian Ocean; c) the Atlantic Ocean.
5. Who was the first settlers in Canada?
a) Indians; b) Pilgrims; c) Eskimos; d) Maori people
6. How many Canadians speak French?
7. Kings and navigators begun to dream of across the sea.
a) fish; b) the riches; c) ships
8. became the first important industry of Canada.
a) ship-building; b) motor-car building; c) fishing
9. What has the Eskimo invented?
10. On the prairies children from distant farms go , to big schools.
a) by air; b) by car; c) by train; d) by bus
11. What games and sports do the children and grown ups play?
12. What official languages does Canada have?
a) English and Canadian b) French and English c) Latin and English
13. is the home of the French Canadian nation.
a) Ottawa b) Halifax c) Quebec.
14. is the second largest French city in the world.
a) Quebec b) Ontario c) Montreal
15. The population of Canada is people.
a) 30mln. b) 34mln c) 10mln. d) 24mln.
16. Canada is rich in
17. The mountains of Canada are ...
a) The Rocky mountains b) the Cordillera c) the Blue Montains
18. Why is Canada a country of lakes?
19. The Federal Parliament consists of ...
a) The Senate b) the House of Commons c) the House of Representatives
20. A legislative assembly is elected by the people for
a) 1year b) 5years c) 4years
21. Ottawa is the federal capital and

22. What parties are represented in Parliament?

Раздел 4. Культура и наука стран изучаемого языка

Практическая работа №26

Тема 4.1. Простое прошедшее время

Время Past Simple используется для обозначения действия, которое произошло в определенное время в прошлом и время совершения которого уже истекло. Для уточнения момента совершения действия в прошлом при использовании времени Past Simple обычно используются такие слова, как *five days ago* (пять дней назад), *last year* (в прошлом году), *yesterday* (вчера), *in 1980* (в 1980 году) и т.п.

Образование Past Simple

Утвердительные предложения:

I played

He / she / it played

You played

We played

They played

Вопросительные предложения:

Did I play?

Did he / she / it play?

Did you play?

Did we play?

Did they play?

Отрицательные предложения:

I did not play

He / she / it did not play

You did not play

We did not play

They did not play

Для того, чтобы поставить английский глагол во время Past Simple, нужно использовать его «вторую форму». Для большинства глаголов она образуется прибавлением окончания **-ed**:

examine – examined, enjoy – enjoyed, close – closed

Однако есть также достаточно большая группа неправильных английских глаголов, которые образуют форму прошедшего времени не по общим правилам, для них форму прошедшего времени нужно просто запомнить.

*We **saw** your dog two blocks from here.*

Мы видели вашу собаку в двух кварталах отсюда.

В вопросительном предложении перед подлежащим нужно использовать вспомогательный глагол **do** в прошедшем времени – **did**, а после подлежащего поставить основной, значимый глагол **в начальной форме**:

Did you wash your hands? Ты помыл руки?

Did they sign the contract? Они подписали контракт?

В отрицательных предложениях перед глаголом нужно поставить вспомогательный глагол **did** и отрицательную частицу **not**:

We did not find our car. Мы не нашли свою машину.

I did not understand this question. Я не понял этот вопрос.

Случаи употребления **Past Simple**:

- Указание на простое действие в прошлом:

I saw Jeremy in the bank. Я видел Джереми в банке.

- Регулярные, повторяющиеся действия в прошлом:

The old man often visited me. Старик часто меня навещал.

I noticed this charming shop girl each time I went to buy something.

Я замечал эту очаровательную продавщицу каждый раз, когда шел за покупками.

- Перечисление последовательности действий в прошлом:

I heard a strange sound, looked back, and saw a huge cat sitting on the table.

Я услышал странный звук, обернулся и увидел здорового кота, сидящего на столе.

Exercises

1. Образуйте отрицательные и вопросительные предложения, исходя из данных.

Образец: She wrote this letter two days ago. – She **didn't write** this letter two days ago. – **Did she write** this letter two days ago?

1. It was very cold yesterday. 2. I arrived home late last night. 3. My boss left for London two weeks ago. 4. We had a good time at that party. 5. He got an excellent mark for his test. 6. Everybody laughed at him when he was at school. 7. It was very difficult for her to study two foreign languages. 8. My brother bought a new car yesterday. 9. My parents were at home last night. 10. We passed our last exam two days ago. 11. There were many students at the lecture of this famous professor. 12. She brought a lot of souvenirs from her trip.

2. Задайте вопросы к подчёркнутым частям предложений.

1. They came to visit his friend yesterday. 2. Robert took his driving test last week. 3. Last year he didn't go to the South because of the exams. 4. These students were usually late for their lectures last term because they had transport problems. 5. Yesterday we went to the concert together. It was great! 6. My friends stayed at this hotel for two weeks last year. 7. I passed five exams last term and I got excellent marks.

3. Поставьте глагол в скобках либо в *Present Indefinite (Simple)*, либо в *Past Indefinite (Simple)*.

1. I often (*see*) my friend at the university. Yesterday I (*see*) him in the dean's office. 2. We always (*meet*) on Sundays. Last month we (*meet*) not only on Sundays, but also on Saturdays. 3. Dan usually (*walk*) to his office. Yesterday he (*take*) a taxi, because he (*be*) late for his work. 4. My sister usually (*have*) English lesson twice a week. Last week she (*have*) three English lessons. 5. They always (*watch*) TV in the evening. Yesterday evening they (*watch*) a football match. 6. She often (*lose*) things. Yesterday she (*lose*) her purse. 7. Our teacher of English always (*give*) us a lot of homework. At the last lesson she (*not / give*) us any task to be done at home. 8. I usually (*go*) to the club with my friends. Last night I (*go*) there alone, because my friends (*be*) out of town.

Практическая работа №27

Тема 4.2. Правильные и неправильные глаголы

Список неправильных глаголов

VERB	PAST SIMPLE	PAST PARTICIPLE	ПЕРЕВОД
arise [ə'raɪz]	arose [ə'rəʊz]	arisen [ə'riz(ə)n]	Возникать, происходить
awake [ə'weɪk]	awoke [ə'wəʊk]	awoken [ə'wəʊkən]	Будить, проснуться
be [bi:]	was [wɒz], were [wɜ:]	been [bi:n]	Быть
bear [beə]	bore [bɔ:]	borne [bɔ:n]	Нести, выносить
beat [bi:t]	beat [bi:t]	beaten ['bi:tn]	Бить
become [bi:kʌm]	became [bi:keɪm]	become [bi:kʌm]	Становиться
begin [bi'ɡɪn]	began [bi'ɡæn]	begun [bi'ɡʌn]	Начинать
bend [bend]	bent [bent]	bent [bent]	Сгибать
bet [bet]	bet [bet]	bet [bet]	Поспорить
bite [baɪt]	bit [bɪt]	bitten [bɪtn]	Кусать, клевать
bleed [bli:d]	bled [bled]	bled [bled]	Кровоточить
blow [bləʊ]	blew [blu:]	blown [bləʊn]	Дуть
break [breɪk]	broke [brəʊk]	broken ['brəʊk(e)n]	Ломать
bring [brɪŋ]	brought [brɔ:t]	brought [brɔ:t]	Приносить
build [bɪld]	built [bɪlt]	built [bɪlt]	Строить
burn [bɜ:n]	burnt [bɜ:nt]	burnt [bɜ:nt]	Гореть
buy [baɪ]	bought [bɔ:t]	bought [bɔ:t]	Покупать
catch [kætʃ]	caught [kɔ:t]	caught [kɔ:t]	Ловить, хватать, успеть

choose [tʃu:z]	chose [ʃəuz]	chosen [tʃəuz(ə)n]	Выбирать
come [kʌm]	came [keɪm]	come [kʌm]	Приходить
cost [kɒst]	cost [kɒst]	cost [kɒst]	Стоить
creep [kri:p]	crept [krept]	crept [krept]	Ползать
cut [kʌt]	cut [kʌt]	cut [kʌt]	Резать
deal [di:l]	dealt [dɛlt]	dealt [dɛlt]	Иметь дело
do [du:]	did [dɪd]	done [dʌn]	Делать
draw [drɔ:]	drew [dru:]	drawn [drɔ:n]	Рисовать, тащить
dream [dri:m]	dreamt [dremt]	dreamt [dremt]	Мечтать, дремать
drink [drɪŋk]	drank [dræŋk]	drunk [drʌŋk]	Пить
drive [draɪv]	drove [drouv]	driven ['drɪvn]	Водить
eat [i:t]	ate [eɪt]	eaten ['i:tn]	Есть
fall [fɔ:l]	fell [fel]	fallen ['fɔ:lən]	Падать
feed [fi:d]	fed [fed]	fed [fed]	Кормить
feel [fi:l]	felt [felt]	felt [felt]	Чувствовать
fight [faɪt]	fought [fɔ:t]	fought [fɔ:t]	Бороться
find [faɪnd]	found [faʊnd]	found [faʊnd]	Находить
fit [fɪt]	fit [fɪt]	fit [fɪt]	Подходить по размеру
flee [fli:]	fled [flɛd]	fled [flɛd]	Убегать, исчезать
fly [flaɪ]	flew [flu:]	flown [flaʊn]	Летать
forbid [fə'baɪd]	forbade [fə'beɪd]	forbidden [fə'bɪdn]	Запрещать
forget [fə'get]	forgot [fə'gɒt]	forgotten [fə'gɒt(ə)n]	Забывать
forgive [fo'gɪv]	forgave [fo'geɪv]	forgiven [fo'gɪvn]	Прощать
get [get]	got [gɒt]	got [gɒt]	Получать
give [gɪv]	gave [geɪv]	given [gɪvn]	Давать
go [gəʊ]	went [went]	gone [gɒn]	Идти
grow [grəʊ]	grew [gru:]	grown [graʊn]	Растить
hang [hæŋ]	hung [hʌŋ]	hung [hʌŋ]	Вешать
have [hæv]	had [hæd]	had [hæd]	Иметь
hear [hɪə]	heard [hɜ:d]	heard [hɜ:d]	Слышать
hide [haɪd]	hid [hɪd]	hidden ['hɪdn]	Прятать
hit [hɪt]	hit [hɪt]	hit [hɪt]	Попадать в цель
hide [haɪd]	hid [hɪd]	hidden [hɪdn]	Скрывать, прятать
hold [həʊld]	held [held]	held [held]	Держать
hurt [hɜ:t]	hurt [hɜ:t]	hurt [hɜ:t]	Ушибить
keep [ki:p]	kept [kept]	kept [kept]	Содержать
knit [nɪt]	knit [nɪt]	knit [nɪt]	Вязать, штопать
know [naʊ]	knew [nju:]	known [naʊn]	Знать
lay [lei]	laid [leɪd]	laid [leɪd]	Класть
lead [li:d]	led [led]	led [led]	Вести
learn [lɜ:n]	learnt [lɜ:nt]	learnt [lɜ:nt]	Учить
leave [li:v]	left [left]	left [left]	Оставлять
lend [lend]	lent [lent]	lent [lent]	Занимать
let [let]	let [let]	let [let]	Позволять
lie [lai]	lay [lei]	lain [leɪn]	Лежать
light [laɪt]	lit [lɪt]	lit [lɪt]	Освещать
lose [lu:z]	lost [lɒst]	lost [lɒst]	Терять
make [meɪk]	made [meɪd]	made [meɪd]	Производить
mean [mi:n]	meant [ment]	meant [ment]	Значить
meet [mi:t]	met [met]	met [met]	Встречать
mistake [mis'teɪk]	mistook [mis'tuk]	mistaken [mis'teɪk(ə)n]	Ошибаться
overcome [əʊvə'kʌm]	overcame [əʊvə'keɪm]	overcome [əʊvə'kʌm]	Преодолеть, побороть

pay [pei]	paid [peɪd]	paid [peɪd]	Платить
put [put]	put [put]	put [put]	Положить
read [ri:d]	read [red]	read [red]	Читать
ride [raɪd]	rode [roud]	ridden ['rɪdn]	Ездить верхом
ring [rɪŋ]	rang [ræŋ]	rung [rʌŋ]	Звенеть
rise [raɪz]	rose [rouz]	risen ['rɪzn]	Подниматься
run [rʌŋ]	ran [ræŋ]	run [rʌŋ]	Бежать
say [sei]	said [sed]	said [sed]	Говорить
see [si:]	saw [sɔ:]	seen [si:n]	Видеть
sell [sel]	sold [sould]	sold [sould]	Продавать
send [send]	sent [sent]	sent [sent]	Посылать
set [set]	set [set]	set [set]	Ставить
shake [ʃeɪk]	shook [ʃuk]	shaken ['ʃeɪk(ə)n]	Встряхивать
show [ʃəʊ]	showed [ʃəʊd]	shown [ʃəʊn]	Показывать
shut [ʃʌt]	shut [ʃʌt]	shut [ʃʌt]	Закрывать
sing [sɪŋ]	sang [sæŋ]	sung [sʌŋ]	Петь
sink [sɪŋk]	sank [sæŋk], sunk [sʌŋk]	sunk [sʌŋk]	Тонуть
sit [sit]	sat [sæt]	sat [sæt]	Сидеть
sleep [sli:p]	slept [slept]	slept [slept]	Спать
smell [smel]	smelt [smɛlt]	smelt [smɛlt]	Пахнуть, чувствовать
speak [spi:k]	spoke [spouk]	spoken ['spouk(e)n]	Говорить
spend [spend]	spent [spent]	spent [spent]	Тратить
spin [spɪn]	spun [spʌn]	spun [spʌn]	Крутить, вертеть
split [splɪt]	split [splɪt]	split [splɪt]	Разделять, разбивать
spoil [spɔɪl]	spoilt [spɔɪlt]	spoilt [spɔɪlt]	Портить
stand [stænd]	stood [stu:d]	stood [stu:d]	Стоять
steal [sti:l]	stole [stoul]	stolen ['stəʊlən]	Красть
strike [straɪk]	struck [strʌk]	struck [strʌk]/ stricken [stri:kən]	Бить, бастовать
swear [swɛə]	swore [swɔ:]	sworn [swɔ:n]	Клясться, присягать
swell [swel]	swelled [sweld]	swollen ['swoul(e)n]	Разбухать
swim [swɪm]	swam [swem]	swum [swʌm]	Плавать
take [teɪk]	took [tuk]	taken ['teɪk(ə)n]	Брать, взять
teach [ti:tʃ]	taught [tɔ:tʃ]	taught [tɔ:tʃ]	Учить
tear [tɛə]	tore [tɔ:]	torn [tɔ:n]	Рвать
tell [tel]	told [tould]	told [tould]	Рассказывать
think [θɪŋk]	thought [θɔ:t]	thought [θɔ:t]	Думать
throw [θrəʊ]	threw [θru:]	thrown [θrəʊn]	Бросать
understand [ʌndə'stænd]	understood [ʌndə'stud]	understood [ʌndə'stud]	Понимать
undertake [ʌndə'teɪk]	undertook [ʌndə'tʊk]	undertaken [ʌndə'teɪk(ə)n]	Предпринимать, совершать
wake [weɪk]	woke [wouk]	woken ['wouk(e)n]	Просыпаться
wear [wɛə]	wore [wɔ:]	worn [wɔ:n]	Носить
win [wɪn]	won [wʌn]	won [wʌn]	Выигрывать
write [raɪt]	wrote [rout]	written ['rɪtn]	Писать

Exercises

1. Заполните пропуски глаголами в форме *Past Indefinite (Simple)*. Используйте глаголы из данного списка.

Text 1

start, want, have, continue, be, see, hit, become, wake

Ludwig van Beethoven ... born in 1770 in Bonn, Germany. He ... a difficult and miserable childhood. His father, Johann, was a musician for the king. Johann ... to give Ludwig piano lessons before he was four years old. Ludwig was so small that he had to stand on the piano seat to reach the piano. When Johann ... how quickly Ludwig learned, he knew that his son had talent. He ... to make Ludwig into a concert performer, and he was very demanding. He ... Ludwig's hand when he made a mistake and often ... him up in the middle of the night to make him play for friends. Ludwig ... to study, and, in 1782, he ... the assistant organist for the king. He was only 12 years old!

Text 2

go, draw, fill, be, study, grow, design, have, admire, write, marry

Leonardo da Vinci ... born in 1452 in the town of Vinci, near Florence, Italy. His parents never ..., so Leonardo lived with his father in Florence. Over the years, he ... four stepmothers and eleven stepsisters and stepbrothers. At the age of 15, Leonardo ... to work with a famous artist. He ... painting, sculpture, music, mathematics, and science. By 20, he was a master painter.

Da Vinci was a great inventor, too. He ... more than 1,000 inventions. For example, he ... a flying machine 400 years before the airplane was invented. He also designed an air conditioner, an alarm clock, a submarine, a bridge, and many other things. Da Vinci ... down all his ideas and observations in notebooks. He also ... the notebooks with more than 5,000 drawings of plants, animals, and the human body.

As da Vinci ... older, he stayed alone more and more. Although people ... him, many didn't understand him because his ideas were far ahead of his time.

2. Переведите предложения на английский язык, используя *Past Simple*.

1. Когда ваш сын поступил в университет? – Он поступил в прошлом году. 2. Она вчера не пришла, так как была очень занята. 3. Кто встречал вас на вокзале? – Мой брат. 4. Сколько раз в неделю у вас был английский в прошлом семестре? – Два раза в неделю. 5. Вчера все студенты нашей группы сдали экзамен по физике, кроме Зорина: он был не готов. 6. С кем вы обсудили этот вопрос? – Мы обсудили его с ректором. 7. Вы познакомились с этим мужчиной на работе, не так ли? – Да, мы познакомились месяц назад. 8. На прошлой неделе мы никуда не выходили по вечерам. 9. Он окончил университет три года назад. 10. Куда вы ездили в отпуск летом? – Мы ездили на Украину. – Какая там была погода? – Было очень жарко. 11. Разве она не хотела принять участие в концерте? – Она хотела, но заболела пару дней назад. 12. Кто оставил эту записку? – Наш сосед. 13. Где ты достал этот словарь? – Взял в библиотеке. 14. Джон Кеннеди стал президентом США, когда ему было 43 года; а Дмитрий Медведев стал президентом России в 42 года.

3. Перепишите следующий текст в прошедшем времени.

Boris wakes up when it is already quite light. He looks at his watch. It is a quarter to seven. Quick! Boris jumps out of bed and runs to the bath-room. He has just time to

take a cold shower and I drink a glass of tea with bread and butter. He is in a hurry to catch the eight o'clock train. At the railway station he meets three other boys from his group. They all have small backpacks and fishing-rods. In less than an hour they get off the train at a small station near a wood. They walk very quickly and soon find themselves on the shore of a large lake. The boys spend the whole day there fishing, boating and swimming. They return home late at night, tired but happy.

4. Используйте слова в скобках для образования предложений в Past Simple.

- 1) They _____ football at the institute. (to play)
- 2) She _____ emails. (not / to write)
- 3) _____ you _____ English? (to speak)
- 4) My mother _____ fish. (not / to like)
- 5) _____ Ann _____ any friends? (to have)
- 6) His brother _____ in an office. (to work)
- 7) She _____ very fast. (cannot / to read)
- 8) _____ they _____ the flowers every 3 days? (to water)
- 9) His wife _____ a motorbike. (not / to ride)
- 10) _____ Elizabeth _____ coffee? (to drink)

Практическая работа №28

Тема 4.3. Традиции и праздники англоговорящих стран

CUSTOMS AND TRADITIONS IN THE USA AND GREAT BRITAIN

People all over the world like holidays very much. Halloween, St. Valentine's Day, Christmas, Thanksgiving, New Year's Day are modern holidays descended from the red-letter days, and seasonal celebrations. People have invented and reinvented them over the years. But why do we celebrate them? For the British and Americans any holiday is an opportunity for the whole family to get together. It is a very old, but still quite popular tradition to have a holiday dinner. People usually make particular meals for each holiday. Christmas pudding and Thanksgiving turkey, for example, are known all over the world. The British and Americans always congratulate their close friends and relatives on holidays. They usually send colourful cards, give presents. Many people decorate their homes. The most famous and the most favourite holiday is Christmas.

Christmas, or Christ Mass, is the day when we celebrate the birth of Jesus Christ. People celebrate it on the 25th of December. Christmas is the biggest

holiday of the year and the one that many people – especially children – enjoy very much. The main tradition of this holiday is a Christmas tree. In Britain this tradition began in 1841. Queen Victoria's husband, Prince Albert, brought this German tradition (he was German) to Britain. A few years after, nearly every house in Britain had one. Traditionally people decorate their trees on Christmas Eve – that is December 24th. One more custom is connected with this winter holiday: every year the people of Norway give the city of London a present. They want to say "Thank you" for British help in World War II. It is a big Christmas tree and it stands in Trafalgar Square.

An older tradition is Christmas mistletoe. People put a piece of this green plant with its white berries over a door. Mistletoe brings good luck, people say. Also, at Christmas British and American people kiss their friends and family under the mistletoe.

One more tradition is Christmas carols. Before Christmas, groups of singers go from house to house. They collect money and sing traditional Christmas songs or carols.

British and American children do not open their presents on December 24th. Some children hang a stocking at the end of their bed. Father Christmas brings their presents at night. Then they open them in the morning of the 25th. The presents are put into stockings or the larger ones are arranged around the Christmas tree. There is another name for Father Christmas in Britain and the USA – Santa Claus. That comes from the European name Saint Nicholas. In the traditional story he lives at the North Pole. But now he lives in big shops in towns and cities all over Britain. Then on Christmas Eve he visits every house with his reindeer. He climbs down the chimney and leaves lots of presents. Some people leave something for him, too.

The most important meal on December 25th is Christmas dinner. Nearly all Christmas food is traditional, but a lot of traditions are not very old. For example, there were no turkeys in Britain before 1800. And even in the nineteenth century, goose was the traditional meal at Christmas. But not now. A twentieth-century British Christmas dinner is roast turkey with carrots, potatoes, peas and Brussels sprouts. There are sausages and bacon, too. After the turkey, there is Christmas pudding. Crackers are also usual at Christmas dinner. These came to Britain from China in the nineteenth century. On Christmas Day at three o'clock in the afternoon, the Queen makes a speech on the radio and TV. It is ten minutes long. In this speech she talks to people of the United Kingdom and the Commonwealth about the past year. This speech is filmed a few weeks before Christmas and the Queen spends Christmas with her family at Windsor Castle near London. In the USA the President gives his message on TV.

The 25th of December is not the last day of this holiday. December 26th is Boxing Day. On this day boys from the shops in each town asked for money at Christmas.

They went from house to house and took boxes made of wood with them. At each house people gave them money. This was a Christmas present. So the name of December 26th comes from those wooden boxes. Now Boxing Day is the real day for Christmas parties and visiting friends. All people like to watch their favourite sports on TV.

Выберите один из предложенных вариантов ответа.

1. Christmas is
 - a) a religious holiday.
 - b) a mythological living being.
 - c) a pagan festivity.
2. In English-speaking countries it was originally celebrated
 - a) in December.
 - b) by druids only.
 - c) in January.
3. The people of Norway give the city of London a big Christmas tree
 - a) because the Queen of Great Britain is considered to be an official head of Norway.
 - b) to thank British people for their help in the war.
 - c) to express their love and friendship to more powerful neighbour.
4. The tradition of Christmas tree in Britain
 - a) began in the 18th century.
 - b) was an ancient British tradition.
 - c) came from Germany.
5. On Christmas Eve Santa Claus
 - a) comes into the house through the chimney and leaves a lot of presents.
 - b) comes from house to house and sings Christmas carols.
 - c) eats and drinks everything people have cooked for him.
6. A Christmas meal now includes
 - a) turkey, sweet potatoes, corn and pumpkin pie.
 - b) turkey, peas, pumpkin pie.
 - c) roast turkey with carrots, potatoes, peas, Christmas pudding.

Дайте русские эквиваленты данным словам и выражениям.

to decorate modern holiday to celebrate red-letter day carol on the eve of

to get together seasonal celebration to congratulate on to bring good luck
tradition to give presents relative to get presents to be known all over the world

Переведите следующие предложения на английский язык.

- 1) Для многих людей в США и Великобритании Рождество – это повод собраться всей семьёй.
- 2) Существует множество разных праздников, но самый любимый – Рождество.
- 3) Каждый год жители Норвегии дарят британцам большую рождественскую ель в знак благодарности за помощь во Второй мировой войне.
- 4) Главная рождественская ель Соединенного Королевства находится в центре Трафальгарской площади.
- 5) Собираться всей семьей за праздничным столом – любимая традиция британцев и американцев.
- 6) Во время праздничных гуляний можно услышать рождественские песни на улицах британских и американских городов.
- 7) Американцы и британцы всегда поздравляют своих родственников и близких друзей с этим праздником: посылают им открытки и дарят подарки.
- 8) В канун праздника люди украшают не только рождественские ели, но и свои дома.
- 9) Считается, что ветка омелы приносит удачу.
- 10) Согласно древней традиции, если два человека оказываются под веткой омелы, то они должны поцеловать друг друга.
- 11) В США и Великобритании существует традиционное для каждого праздника блюдо.
- 12) Считается, что в канун Рождества в каждый дом приходит Санта Клаус. Он спускается по печной трубе и оставляет подарки под елью или в специальных чулках, которые висят над камином.
- 13) Ходить в гости к родственникам и близким друзьям 26 декабря – еще одна рождественская традиция.
- 14) 26 декабря мальчишки со специальными деревянными коробками ходят от дома к дому и поздравляют всех с праздником. Жители домов кладут туда деньги и подарки.

Holidays and festivals in Great Britain

There are 8 holidays in Great Britain. On these days people do not go to work. They are: Christmas Day, Boxing day, New Year's Day, Good Friday, Easter, May Day, Spring Bank Holiday, Late Summer Bank Holiday.

Most of these holidays are of the religious origin. But nowadays they have lost their religious significance and are simply days on which people relax, visit their friends. All the public holidays, except New Year's Day, Christmas and Boxing Day, are movable. They don't fall on the same date each year.

Besides public holidays, there are other festivals, anniversaries, on which certain traditions are observed. But if they don't fall on Sunday, they're ordinary working days.

New Year

In England New Year is not as widely observed as Christmas. Some people just ignore it, but other celebrates it in one way or another.

At midnight people listen to the chiming of Big Ben and sing "Auld Lang Syne" (a song by Robert Burns "The days of long ago").

Another popular way to celebrate New Year is to go to a New Year dance.

The most famous celebration is round the statue of Eros in Piccadilly Circus. People sing, dance and welcome the New Year.

May Day

May Day - the first day of May - is associated more with ancient folklore than with the workers. In some villages the custom of dancing round the maypole (майское дерево) is acted out.

Halloween

Halloween is celebrated on 31st of October. This is the day before All Saint's Day in the Christian calendar and is associated with the supernatural. People hold fancy-dress parties (people dress up in witches and ghosts).

Christmas

Christmas day is observed on 25th of December. On Christmas Day many people go to church. On returning from church the family gather round the tree and open the parcels. Every one gets something.

Christmas meal is really traditional stuffed turkey, boiled ham, mashed potatoes to be followed by plum pudding, mince pies, tea or coffee and cakes.

People travel from all parts of the country to be at home for Christmas.

St Valentine's Day

St Valentine's day is celebrated on February, 14. Every St Valentine's day thousands of people travel to a small village on Scotland's border with England to get married.

On this day boys and girls, sweethearts, husbands and wives, friends and neighbors exchange greetings of affection and love. People send each other greeting cards, chocolate and flowers. Valentine's cards are very colorful, with a couple of human hearts on them.

Easter

Easter is a time when certain traditions are observed. In England presents traditionally take the form of an Easter egg. Easter eggs are usually made from chocolate.

Easter eggs always grace breakfast tables on Easter Day. Sometimes they are hidden about the houses for the children to find them.

Holidays in USA

Americans share three national holidays with many countries: Easter Sunday, Christmas Day, and New Year's Day.

Easter, which falls on a spring Sunday that varies from year to year, celebrates the Christian belief in the resurrection of Jesus Christ. For Christians, Easter is a day of religious services and the gathering of family. Many Americans follow old traditions of coloring hard-boiled eggs and giving children baskets of candy. On the next day, Easter Monday, the president of the United States holds an annual Easter egg hunt on the White House lawn for young children.

Christmas Day, December 25, is another Christian holiday; it marks the birth of the Christ Child. Decorating houses and yards with lights, putting up Christmas trees, giving gifts, and sending greeting cards have become traditions even for many non-Christian Americans.

New Year's Day, of course, is January 1. The celebration of this holiday begins the night before, when Americans gather to wish each other a happy and prosperous coming year.

Uniquely american holidays

Eight other holidays are uniquely American (although some of them have counterparts in other nations). For most Americans, two of these stand out above the others as occasions to cherish national origins: Thanksgiving and the Fourth of July.

Thanksgiving Day is the fourth Thursday in November, but many Americans take a day of vacation on the following Friday to make a four-day weekend, during which they may travel long distances to visit family and friends. The holiday dates back to 1621, the year after the Puritans arrived in Massachusetts, determined to practice their dissenting religion without interference.

After a rough winter, in which about half of them died, they turned for help to neighboring Indians, who taught them how to plant corn and other crops. The next fall's bountiful harvest inspired the Pilgrims to give thanks by holding a feast. The Thanksgiving feast became a national tradition -- not only because so many other Americans have found prosperity but also because the Pilgrims' sacrifices for their freedom still captivate the imagination. To this day, Thanksgiving dinner almost always includes some of the foods served at the first feast: roast turkey, cranberry sauce, potatoes, pumpkin pie. Before the meal begins, families or friends usually pause to give thanks for their blessings, including the joy of being united for the occasion.

The Fourth of July, or Independence Day, honors the nation's birthday -- the signing of the Declaration of Independence on July 4, 1776. It is a day of picnics and patriotic parades, a night of concerts and fireworks. The flying of the American flag (which also occurs on Memorial Day and other holidays) is widespread. On July 4, 1976, the 200th anniversary of the Declaration of Independence was marked by grand festivals across the nation.

Besides Thanksgiving and the Fourth of July, there are six other uniquely American holidays.

Martin Luther King Day: The Rev. Martin Luther King, Jr., an African-American clergyman, is considered a great American because of his tireless efforts to win civil rights for all people through nonviolent means. Since his assassination in 1968, memorial services have marked his birthday on January 15. In 1986, that day was replaced by the third Monday of January, which was declared a national holiday.

Presidents' Day: Until the mid-1970s, the February 22 birthday of George Washington, hero of the Revolutionary War and first president of the United States, was a national holiday. In addition, the February 12 birthday of Abraham Lincoln, the president during the Civil War, was a holiday in most states. The two days have been joined, and the holiday has been expanded to embrace all past presidents. It is celebrated on the third Monday in February.

Memorial Day: Celebrated on the fourth Monday of May, this holiday honors the dead. Although it originated in the aftermath of the Civil War, it has become a day on which the dead of all wars, and the dead generally, are remembered in special programs held in cemeteries, churches, and other public meeting places.

Labor Day: The first Monday of September, this holiday honors the nation's working people, typically with parades. For most Americans it marks the end of the summer vacation season, and for many students the opening of the school year.

Columbus Day: On October 12, 1492, Italian navigator Christopher Columbus landed in the New World. Although most other nations of the Americas observe this holiday on October 12, in the United States it takes place on the second Monday in October.

Veterans Day: Originally called Armistice Day, this holiday was established to honor Americans who had served in World War I. It falls on November 11, the day when that war ended in 1918, but it now honors veterans of all wars in which the United States has fought. Veterans' organizations hold parades, and the president customarily places a wreath on the Tomb of the Unknowns at Arlington National Cemetery, across the Potomac River from Washington, D.C.

Find some more information about one of the holidays of Great Britain or USA. Prepare a presentation.

Тема 4.4. Простое будущее время

Future Simple - простое будущее время

Время Future Simple ссылается на действие, которое совершится в неопределенном или отдаленном будущем. Простое будущее время обычно используется с обстоятельствами: *tomorrow* (завтра), *next year* (в следующем году), *in five years* (через пять лет), *in 2035* (в 2035 году) и т.п.

Образование Future Simple

Утвердительные предложения:

I shall/will play

He / she / it will play

You will play

We shall/will play

They will play

Вопросительные предложения:

Shall/Will I play?

Will he / she / it play?

Will you play?

Shall/Will we play?

Will they play?

Отрицательные предложения:

I shall/will not play

He / she / it will not play

You will not play

We shall/will not play

They will not play

Для того, чтобы поставить глагол во временную форму Future Simple, нужно использовать его начальную форму и вспомогательный глагол shall (для первого лица) или will (второе и третье лицо). В устной речи shall и will чаще всего сокращаются до формы 'll, которая может использоваться во всех лицах.

Примечание:

В современном английском, особенно в устной речи, will стал использоваться и в первом лице:

I will go to Shanghai next summer. Следующим летом я поеду в Шанхай.

В вопросительном предложении вспомогательные глаголы shall или will ставятся перед подлежащим. Значимый глагол остается после подлежащего в своей начальной форме:

Shall we go to the beach? Мы пойдём на пляж?

Will your boss agree with our conditions? Ваш босс согласится с нашими

условиями?

В отрицательных предложениях за вспомогательным глаголом следует отрицательная частица *not*. Вместе они могут быть сокращены до формы *won't*:
Fred will not (won't) agree to help us. Фред не согласится нам помочь.

Случаи употребления **Future Simple**:

- Указание на простое действие в будущем:
We'll return in 4 hours. Мы вернемся через 4 часа.
It will not be easy to convince him. Его будет нелегко убедить.
- Описание будущего факта
The exhibition will open in May. — Выставка откроется в мае.
- Предположение или прогноз
I think it will rain tomorrow. — Я думаю, завтра пойдет дождь.
- Выражение намерения или решения, возникшее в момент речи
I'm thirsty. I think I'll have a glass of juice. — Я хочу пить. Думаю, я выпью стакан сока.

Конструкция **going to**

Going to используется, чтобы выразить намерение, когда решение принято заранее:

I'm going to make a cake tonight. — Сегодня вечером я буду делать торт.

Going to в **Future Simple** также используется для предположений, когда есть признак того, что что-то произойдет:

Look at those clouds. It's going to rain. — Посмотри на эти тучи. Собирается дождь.

Exercises

1. Вставьте 'll или won't.

1. Lucy was born in 1995. In 2007 she _____ be 12.
2. It's sunny today. It _____ rain.
3. Kelly is eleven today. She _____ be twelve until next year.
4. Rob is nine. He _____ be ten on his next birthday.
5. This month is May. It _____ be June next month.
6. Jenny: 'Mum, the bus is late. I _____ be home until eight o'clock.
7. It's 25 degrees today. It _____ snow tomorrow.
8. I sent the letter this afternoon. It _____ arrive until tomorrow.

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

1. I (to play) chess tomorrow. 2. I (not to play) chess tomorrow. 3. You (to play) chess tomorrow? 4. He (to play) chess every day. 5. He (not to play) chess every day. 6. He (to play) chess every day? 7. They (to play) chess now. 8. They (not to play) chess now. 9. They (to play) chess now? 10. Nick (to go) to the park now. 11. Nick (to go) to school every day. 12. Nick (to go) to school tomorrow. 13. You (to come) to my place next Sunday? 14. You (to read) this book next week? 15. You (to read) books every day? 16. You (to read) a book now? 17. I (not to see) him tomorrow. 18. What you (to do) tomorrow? 19. What your friend (to do) tomorrow? 20. Where you (to go) next summer? 21. Where you (to go) every morning? 22. Where you (to go) now? 23. Look! Mary (to dance). 24. She (to dance) every day. 25. She (to dance) tomorrow?

3. Раскройте скобки, употребляя глаголы в *Present Simple* или *Future Simple*. (Все предложения относятся к будущему).

1. When he (to return) to St. Petersburg, he (to call) on us. 2. If I (to see) him, I (to tell) him about their letter. 3. We (to gather) at our place when my brother (to come) back from Africa. 4. I (to sing) this song with you if you (to tell) me the words. 5. I hope you (to join) us when we (to gather) in our country house the next time. 6. What you (to do) when you (to come) home? 7. If I (to stay) some more days in your town, I (to call) on you and we (to have) a good talk. 8. He (to go) to the Public Library very often when he (to be) a student. 9. As soon as I (to return) from school, I (to ring) you up. 10. You (to pass) many towns and villages on your way before you (to arrive) in Moscow. 11. I (to stay) at home till she (to come). Then we (to go) to the theatre if she (to bring) tickets. 12. After I (to finish) school, I (to enter) the University.

4. Переведите на английский язык, употребляя глаголы в *Present Simple* или *Future Simple*.

1. Я приду домой в шесть часов. 2. Когда я приду домой, я позвоню вам. 3. Она позвонит нам вечером. 4. Если она позвонит вам, попросите ее принести мне книгу. 5. Я увижу Тома завтра. 6. Как только я увижу Тома, я расскажу ему об этом. 7. Я поеду в Париж на будущей неделе. 8. Перед тем, как я поеду в Париж, я позвоню вам. 9. Он не пойдет в библиотеку сегодня вечером. 10. Если он не пойдет в библиотеку, он будет дома. 11. Мы будем дома завтра. 12. Если мы будем дома завтра, мы посмотрим эту программу по телевизору. 13. Ее не будет завтра дома. 14. Если ее не будет завтра дома, оставьте ей записку. 15. Завтра погода будет хорошая. 16. Если завтра погода будет хорошая, мы поедем за город. 17. Когда она приходит в школу, она снимает пальто. 18. Когда она придет в школу, она снимет пальто. 19. Как только он вспоминает эту смешную сцену, он начинает смеяться. 20. Как только он вспомнит эту смешную сцену, он начнет смеяться.

Практическая работа №30

**Тема 4.5. Промышленность и сельское хозяйство Великобритании.
INDUSTRY AND AGRICULTURE OF THE UK.**

In the past English industrial prosperity rested on a few important products, such as textiles, coal and heavy machinery. Now the UK has a great variety of industries, for example heavy and light industry, chemical, aircraft, electrical, automobile and many other industries. The United Kingdom is considered one of the world's major manufacturing nations. Now high technology industries are more developed than heavy engineering. Heavy engineering and other traditional industries have experienced a certain decline.

Certain areas are traditionally noted for various types of industries. For instance, Newcastle is famous for coal industry, the county of Lancashire for its textile industry. The Midlands, or the central counties of England, are famous for the production of machinery, coal, motor cars and chemicals. In recent times regional industrial distinctions have become less clear as more and more new factories are built in the different parts of the country.

Speaking about the cities of the United Kingdom the first mention should be made of London, the capital of the UK. It is a big port on the River Thames, a major commercial, industrial centre.

Leeds is a centre of clothing industry producing woolen articles. Glasgow is a major port on the River Clyde where shipbuilding industry is developed. Liverpool on the River Mersey is a flour milling and engineering centre. Birmingham is an iron and steel centre. Manchester is famous for textiles manufacturing.

Three-quarters of the United Kingdom's land is dedicated to agriculture. About two per cent of the population of the United Kingdom are engaged in agriculture, but the yields of English farms and pastures are very high. Wheat, barley, oats and potatoes are the most important crops grown. Sheep, cattle and pigs are the most numerous types of livestock.

Sheep is a source of both wool for textile industry and mutton for food industry. Mutton is the best liked English meat.

Answer the questions using the text:

1. What industries are highly developed in the UK.?
2. What mineral deposits are there?
3. What plants are grown in the UK. Why?
4. What can you say about the usual average town?

Практическая работа № 31 Тема 4.6. Экономика США.

ECONOMY OF THE U.S.A.

The United States of America is a highly developed industrialized country. Shipbuilding, electronics, automobile industry, aircraft industry, space research are highly developed in the States.

Each region of the United States has characteristics of its own due to the differences in climate, landscape and geographical position.

Great Lakes, Atlantic Coast, Pennsylvania, New Jersey are biggest industrial regions of the country.

The United States has a lot of mineral deposits or resources such as coal, gold, silver, copper, lead and zinc. The south, especially Texas is rich in oil. The coalfields of Pennsylvania are rich in coal. There are plenty of coal mines.

Illinois, Iowa, Nebraska is the richest farming region of America and it is known as the Corn Belt. The land is fertile and well watered. They grow mostly corn and wheat there. Much livestock is also raised here.

There is a lot of fruit raising area. For example, California oranges, grapefruit, lemons, as well as other fruits, wines and vegetables are shipped all over the States and to other parts of the world. The most important crops grown in the States are also tobacco, soy-beans, peanuts, grapes and many others. There are a lot of large and modern cities, but a great proportion of the country consists of open land dotted with farmhouses and small towns. The usual average town, in any part of the United States, has its *Main Street* with the same types of stores selling the same products. Many American residential areas tend to have a similar look. As to big cities their centres or downtowns look very much alike. Downtown is the cluster of skyscrapers imitations of New York giants.

New York City is the first biggest city of the States. Its population is more than eight million people. It is a financial and advertising business centre. It is also a biggest seaport of the Hudson River. Industry of consumer goods is also developed here.

Chicago with a population of more than three and a half million is the second largest city in the U.S.A. It deals in wheat and other grains, cattle meat processing and manufacturing. Other big cities are Houston, an oil refining and NASA space research centre, New Orleans, a cotton industry centre, Los Angeles with Hollywood, Philadelphia, a shipping commercial centre, Detroit, a world's leading motor car producer and many others.

Answer the questions using the text:

What industries are highly developed in the U.S.?

What mineral deposits are there?

What plants are grown in the U.S.? Why?

What can you say about the usual average town?

Практическая работа №32

Тема 4.7. Типы вопросов в английском языке

В английском языке существует 5 типов вопросов:

- 1 Общий (General Question)
- 2 Специальный (Special Question)
- 3 Альтернативный (Alternative Question)
- 4 Разделительный (Tag Question)

5 Вопрос к подлежащему (Subject Question)

Тип вопроса	Пример	Перевод
Общий	Are you a booklover?	Ты любитель книг?
	Do you read a book?	Ты читаешь книгу?
Специальный	Why are you a booklover?	Почему ты любитель книг?
	When do you read a book?	Когда ты читаешь книгу?
Альтернативный	Are you a booklover or a nonreader?	Ты любитель книг или нет?
	Do you read a book or a magazine?	Ты читаешь книгу или журнал?
Разделительный	You are a booklover, aren't you?	Ты любитель книг, не так ли?
	You don't read a book, do you?	Ты не читаешь книгу, не так ли?
Вопрос к подлежащему	Who is a booklover?	Кто любитель книг?
	Who reads a book?	Кто читает книгу?

Общий вопрос

Если на вопрос можно ответить «да» или «нет», то это общий вопрос. Общая схема для такого вопроса выглядит так:

вспомогательный глагол + подлежащее + сказуемое + дополнение + остальные члены предложения.

Do you play computer games? – Ты играешь в компьютерные игры?

Does she like ice-cream? – Она любит мороженое?

Не забывайте, что глаголу to be в настоящем и простом прошедшем времени не нужны никакие вспомогательные глаголы:

Are you at home? – Ты дома?

Was he at the cinema yesterday? – Он был вчера в театре?

Специальный вопрос

Специальные вопросы задаются с целью выяснить какую-то конкретную, детальную информацию о предмете или явлении. Отличительной чертой специальных вопросов в английском языке является обязательное наличие вопросительных слов. Порядок слов в таких вопросах такой же, как и в общем, только в начале необходимо поставить одно из вопросительных слов:

вопросительное слово + вспомогательный глагол + подлежащее + сказуемое + дополнение + остальные члены предложения.

Where are you going? – Куда ты идешь?

What do you want to read? – Что ты хочешь почитать?

When did you leave the house? – Когда ты ушел из дома?

Альтернативный вопрос

Сама название этого типа вопроса подразумевает то, что в вопросе должен быть выбор между двумя вариантами. Такой вопрос можно задать к любому члену предложения. И самое главное – здесь всегда вы встретите союз *or* (или).

They finished writing the article at 5 p.m. – Они закончили писать статью в 5 вечера.
Did they finish writing the article in the morning or at night? – Они закончили писать статью утром или вечером?

Did they finish writing or reading the article? – Они закончили писать или читать статью?

Разделительный вопрос

Порядок слов в таком вопросе прямой, как в обычном предложении. И только в конце такого предложения мы встретим вопрос, который называется *tag*. В переводе на русский язык вопрос звучит так: «не так ли?» / «не правда ли?» / «да?». Для того чтобы образовать *tag-question*, вспомогательный глагол и подлежащее нужно поставить в конец предложения.

Есть два способа образования такого вопроса в английском языке:

1. Начало предложения утвердительное + краткий отрицательный вопрос.

He reads a book, doesn't he? – Он читает книгу, не так ли?

His friend is German, isn't he? – Его друг немец, не так ли?

2. Начало предложения отрицательное + краткий положительный вопрос.

She doesn't go to the church, does she? – Она не ходит в церковь, не так ли?

He is not at the meeting, is he? – Он не на встрече, не так ли?

Вопрос к подлежащему

Самый легкий для формирования вопрос. Вам нужно взять утвердительное предложение, убрать подлежащее и вместо него поставить *who* (кто) или *what* (что). Никакие вспомогательные глаголы не нужны. **НО!** Необходимо помнить, что в настоящем времени глагол в предложении будет иметь форму третьего лица единственного числа.

Who invites guests for the party? – Кто приглашает гостей на вечеринку?

What makes you feel upset? – Что заставляет тебя грустить?

What happened to us? – Что случилось с нами?

Exercises.

Упражнение 1. Сформируйте общий вопрос.

1. John was busy yesterday evening. (today)
2. I prefer reading a book before going to bed. (watch TV)
3. I can play football very well. (volley-ball)
4. Spanish is spoken in Spain. (Latin America)
5. She is a very good teacher.
6. Her parents are both doctors.
7. Lane visited many countries.
8. He couldn't drive last summer.
9. John was tired after work.

10. We live in a small town.
11. Summer has started at last.
12. They have already left.
13. My parents got married in Paris.
14. She can lose her temper easily.
15. The party will start in time.
16. The dogs are sleeping.
17. The umbrella was broken.
18. He always gives money to homeless children.

Упражнение 2. Сформируйте специальный вопрос ко всему предложению:

1. I am keen on visiting new countries. (What)
2. She works from 6 a.m. till 4 p.m. (How many hours)
3. She will meet me at the platform. (What time)
4. I was not ready to go through the test. (Why)
5. My sister likes travelling by car. (How)
6. You can look for information on a timetable on the ground floor. (Where)
7. They visited all Europe countries last year. (When)
8. The twins were born in June. (When...?)
9. We had a great time in Disneyland. (Where...?)
10. Mr. Black can play chess very well. (How...?)
11. The salad is not fresh. (Why...?)
12. Tom orders Japanese food every Friday. (What...?)
13. I meet a lot of people at work. (Where...?)
14. They will have lunch at home. (Where...?)
15. The film has just started. (What film...?)
16. I have been to the doctor. (Where...?)

Упражнение 3. Сформируйте специальный вопрос к подлежащему:

1. She was drinking cold water.
2. Our neighbor's children broke the window.
3. Lily hasn't answered the questions yet.
4. Sting is my favorite singer.
5. Jake is going to Turkey next Saturday.
6. My whole class visited the National Art Museum.
7. Molly takes dance classes.
8. Good results gave him hope for the future.

Упражнение 4. Поставьте правильный «хвостик» в разделительном вопросе:

1. She doesn't like watching TV, _?
2. Her brother is older than she, _?
3. He doesn't go to extra classes, _?
4. You should tell your husband the truth, _?
5. I was a good student, _?
6. Dolphins are very kind animals, _?
7. His performance was boring, _?

8. She has read a very interesting book, _?

Упражнение 5. Переведите предложения в форме альтернативного вопроса.

1. Ты любишь смотреть футбол или баскетбол?
2. Ты любишь смотреть фильмы или сериалы?
3. Твой кот серый или черный?
4. Ты чаще пишешь ручкой или карандашом?
5. Ты сегодня работаешь дома или в офисе?
6. Ты любишь больше печенье или шоколад?
7. Она ходила в театр с Джеком или с Кайлом?
8. Эта машина была произведена в Японии или в Германии?
9. Этот магазин открывается в 8 или в 9?
10. Она изучает английский или французский?

Раздел 5. Формы организации бизнеса

Практическая работа №33

Тема 5.1. Типы предприятий

Forms of organizing business

Упражнение 1. Прочтите слова и словосочетания и постарайтесь запомнить их русские эквиваленты.

Owner – владелец;

sole proprietorship – единоличное владение;

partnership – партнерство;

limited partnership – партнерство с ограниченной юридической ответственностью;

corporation – корпорация;

share of profit – доля прибыли;

share of loss – доля потерь;

income tax – налог на доходы;

advantages – преимущества;

disadvantages – недостатки;

tax advantages – льготы по налогообложению;

life insurance – страхование жизни;

Упражнение 2. Переведите предложения на русский язык. Обратите внимание на новые слова и словосочетания.

1. The sole proprietorship, the partnership and the corporation are the basic forms of business organization.
2. A limited partnership is a special type of partnership, where a limited partner is not involved in the management of the firm.
3. A corporation is established for the purpose of making profit and operated by managers.
4. A corporation is economically better for business when its

profit reaches a great sum of money

5. A sole proprietorship is the simplest form of business.

Упражнение 3. Прочтите и переведите слова на русский язык, обращая внимание на суффиксы и префиксы.

Proprietor – proprietor**ship**;

partner – partner**ship**;

manage – manager – manage**ment**;

corporate – corpora**tion**;

organize – organiza**tion** – organiza**tional**;

decide – deci**sion**;

agree – **dis**agree – agree**ment** – **dis**agree**ment**;

registrar – registra**tion**;

own – owner – owner**ship**.

Упражнение 4. Прочтите текст и переведите на русский язык.

Forms of Organizing Business

There are three forms of organization of your business.

These forms are the sole proprietorship, the partnership and the corporation. Which of these forms of organization you choose depends on such questions as the size of your business, whether you are the only owner of your business or you have partners.

Sole Proprietorship. A sole proprietorship is the simplest organizational form. There is one owner of the business, who usually takes the title of President. So he or she can make any decision without consulting anyone. Such kinds of business are in the service industries, such as repairing shops, restaurants, etc.

Partnership. A partnership means that there is more than one owner to carry out business. And each partner declares his or her share of profit or loss on the personal income tax return.

There is a special type of partnership, called a limited partnership, where the limited partner is not involved in the management of the firm.

This form of organization is useful in such professional fields as law, insurance, and some industries, for example, oil prospecting. But partnership has some disadvantages. Partnership business fails when one of the partners loses his interest or disagrees with the other.

Corporation. A corporation is a more formal way of organization. It is established for the purpose of making profit and operated by managers. Corporation involves registration with a state department of commerce. There are some advantages, such as being able to attract financial resources, and to attract talented specialists and managers due to high salaries. In general, this form

is economically better for business when its profit reaches a great sum of money.

Упражнение 5. *Ответьте на вопросы.*

What forms of business organization do you know?

What is a sole proprietorship?

What is a partnership?

What is a limited partnership?

In what professional fields is the partnership useful?

What are the disadvantages of this form of business?

What is a corporation?

What are the advantages of a corporation?

Упражнение 6. *Выразите несогласие с утверждением.*

Example. There is more than one owner of the business in the sole proprietorship.

No. There is only one owner of the business in this organizational form.

There is only one owner to carry out business in partnership.

A limited partner is involved in the management of the firm.

Partnership business does not fail when one owner of the partners loses his interest in business.

Corporations do not attract talented specialists and managers.

Упражнение 7. *Закончите предложения, выбрав соответствующий вариант окончания.*

1. A sole proprietorship is an organizational form of

a) more than one owner.

b) only one owner.

c) an institution operated by managers.

2. A partnership is a business form of

a) more than one owner.

b) only one owner.

c) an institution operated by managers.

3. A corporation is a business form of

a) more than one owner.

b) only one owner.

c) an institution operated by managers.

4. The advantage of a corporation is ...

a) that the owner makes decisions without consulting anyone.

b) the ability to attract financial resources and talented managers.

c) that the partners may disagree with each other.

5. The disadvantage of a partnership is ...

a) that the owner makes decisions without consulting anyone.

- b) the ability to attract financial resources and talented managers.
- c) that the partners may disagree with each other.

Упражнение 8. *Заполните пропуски соответствующими предложениями.*

1. The owner ... the business can make any decision ... consulting anyone.
2. Each partner declares his share ... profit or loss ... the personal income tax return.
3. The limited partner is not involved ... the management ... the firm.
4. Partnership business fails when one ... the partners disagrees ... the other.
5. A corporation is established ... the purpose ... making profit and operated ... managers.

Практическая работа №34

Тема 5.2 Единоличное владение

Упражнение 1. *Прочтите слова и словосочетания и постарайтесь запомнить их русские эквиваленты.*

Sole proprietor – собственник, владелец;
sole proprietorship – единоличное владение;
individual proprietor – единоличный собственник;
own – владеть;
decide – решать, надумать;
to make a decision – принять решение;
independent business – независимый бизнес;
entirely – всецело;
responsible – ответственный;
success – успех;
be a success – иметь успех; быть успешным;
failure – провал (неудача);
profit – прибыль;
loss – терять;
losses – потери;
as well – также;
advantages – преимущества;
disadvantages – недостатки;
tax – налог;
incapacity – неспособность;
death – смерть;
benefit – выгода, преимущество;
starting point – отправная точка;
develop – развивать, разрабатывать;
development – развитие, разработка;
chance – шанс;
get experience – приобретать опыт;

to meet specialized needs – отвечать специфическим потребностям.

Упражнение 2. Прочтите вслух слова и сопоставьте их с русским значением.

Firm, person, consult, consultation, individual, corporation, form, organization, start, service, meeting.

Упражнение 3. Прочтите и переведите слова, обращая внимание на суффиксы и префиксы.

Proprietor – proprietor**ship**;
partner – partner**ship**;
dependent – **in**dependent;
response – respons**ible** – responsibility;
advantages – **dis**advantages;
organize – organization**;**
capacity – **in**capacity;
special – specialist**;**
fail – failure.

Упражнение 4. Переведите предложения на русский язык. Обратите внимание на новые слова и словосочетания.

1. Sole proprietorship is a kind of business organization when there is only one owner.
2. The advantage of a sole proprietorship that the owner can make decisions without consulting anyone and pays fewer taxes.
3. The disadvantage of this kind of business organization is that it ends with the incapacity or death of the owner.

TEXT

Прочтите текст, постарайтесь понять его общее содержание.

The Sole Proprietor

Many businesses are sole proprietorships, firms owned and operated by a single person. When a person decides to open an independent business, that person is then entirely responsible for its success or failure. Any profits go to the owner; any losses are his other responsibility as well.

One of the advantages of a sole proprietorship is that an owner can make decisions without consulting anyone. And individual proprietor, by law, pays fewer taxes than does a corporation. However, there are disadvantages to this form of business organization. A sole proprietorship ends with the incapacity or death of the owner.

The sole proprietorship is well adapted to many kinds of small businesses.

Some economic benefits of small businesses are:

- ☐ a small business is often the starting point for developing a new product or service;
- ☐ the small business can give a person a chance to get experience;
- ☐ small businesses are well suited for meeting specialized local needs;
- ☐ small businesses provide a service where knowing one's customers is important.

Упражнение 5. *Заполните пропуски соответствующими предложениями.*

1. The sole proprietorship firm is operated a single person.
2. He is responsible its success or failure.
3. The sole proprietorship ends the incapacity the owner.
4. The sole proprietorship is adapted ... many kinds ... small business.
5. Small business is suited ... meet specialized needs.

Упражнение 6. *Закончите предложения, выбрав соответствующее по смыслу окончание.*

1. Sole proprietorships are businesses when a firm is owned and operated ...
 - a) by two or more individuals;
 - b) by managers;
 - c) by a single man.
2. The advantages of a sole proprietorship are that ...
 - a) it ends with the incapacity or death of the owner;
 - b) the owner can make a decision without consulting others and pays fewer taxes;
 - c) it can take investments of many people.
3. The disadvantages of a sole proprietorship are that ...
 - a) the owner can make a decision without consulting others and pays fewer taxes;
 - b) it can take investments of many people;
 - c) it ends with the incapacity or death of the owner.

Упражнение 7. *Ответьте на вопросы.*

1. What kind of business is called a sole proprietorship?
2. What is a sole proprietor responsible for?
3. What are the advantages of a sole proprietorship?
4. What are the disadvantages of this form of business organization?
5. What are economic benefits of small business?

Упражнение 8. *Переведите предложения на английский*

язык.

1. Частный предприниматель полностью отвечает за успех или провал своего бизнеса.
2. Частный предприниматель платит налоги меньше, чем корпорация.
3. Малый бизнес является отправной точкой для разработки новой продукции.
4. Малый бизнес дает человеку шанс приобрести опыт ведения дела.
5. Малый бизнес отвечает специфическим местным потребностям.
6. Частный предприниматель является единственным владельцем своего бизнеса.

Практическая работа №35

Тема 5.3. Партнерство

Business Partnership

Упражнение 1. Прочтите слова и словосочетания и постарайтесь запомнить их русские эквиваленты.

Form a partnership – образовать (создать) партнерство;

rights – права;

duties – обязанности;

regulate by law – регулировать законом;

legal agreement – законное соглашение;

co-owner – совладелец;

amount of money – количество (сумма) денег;

assume – принимать;

silent partner – партнер без права голоса;

to take part – принимать участие;

manage – управлять;

manager – управляющий (менеджер);

managerial talent – управленческий талант;

favourable tax – благоприятное налогообложение;

compared with – по сравнению;

share – доля;

beyond – свыше;

to be liable – быть юридически ответственным;

debt – долг;

for example – например;

waste – тратить попусту;

agreement – соглашение (согласие);

disagreement – несогласие (разногласие);

nevertheless – тем не менее;

to pool – создавать общий фонд;

pool – общий фонд;
remain – оставаться;
vital – существенный (важный).

Упражнение 2. Прочтите слова и сопоставьте их значение с русскими словами.

Business, form, regulate, talent, qualification, position, federal, individual, sum, serious, economy.

Упражнение 3. Переведите слова на русский язык, обращая внимание на суффиксы и префиксы.

Part – **partner** – **partnership**;
business – **businessman**;
profit – **profitable**;
own – **owner** – **co-owner**;
law – **lawyer**;
invest – **investor** – **investment**;
manage – **manager** – **management** – **managerial**;
agree – **agreement** – **disagreement**;
expand – **expansion**.

TEXT

Прочтите и постарайтесь понять содержание текста.

The Business Partnership

When a proprietor wants to expand a business, one way to do so is to form a partnership, a business formed for profit by two or more co-owners. The rights and duties of a partnership are regulated by laws of the state where it is formed and by a legal agreement made by the co-owners. Usually an agreement specifies the amount of money, each is investing and duties each partner assumes. A partnership agreement also may provide for a «silent partner» who does not take part in the management, but who invests money in the business.

The partnership has the advantage of pooling managerial talent. One partner may be qualified in production, another in marketing. The partnership has a favourable tax position when compared with the corporation. Federal taxes are paid by individual partners on their share of earnings, beyond that the business is not taxed.

A major disadvantage of the partnership is that each member is liable for all debts of the partnership; the act of any partner is legally binding upon the others. For example, if one partner takes a large sum of money from the business and wastes it, the others must pay the debt. Partnership has another disadvantage: decision-making is shared. If partners have serious disagreements, the business is failed. Nevertheless, the partnership remains a vital part of the whole business economy.

Упражнение 4. Подберите из правой колонки русские эквиваленты английским словам в левой колонке.

1 expand a business	а партнерское соглашение
2 duties of a partnership	б вкладывать деньги

3 investments	с управленческий талант
4 duties	d существенный, важный
5 partnership agreement	е благоприятное налогообложение
6 silent partner	f налог
7 invest money	g быть юридически ответственным
8 managerial talent	h вложения, инвестиции
9 favourable tax position	i платить долги
10 share of earnings	j расширять бизнес
11 tax	к тратить деньги не по назначению (впустую)
12 be liable	l обязанности
13 pay the debt	m доля заработка
14 waste money	n обязанности партнерства
15 vital	о партнер без права голоса

Упражнение 5. Закончите предложения, подобрав соответствующее по смыслу окончание.

1. A partnership is a business of
a) a single owner;
b) two or more co-owners;
c) an institution operated by managers.
2. The rights and duties of a partnership are regulated by
a) silent partners;
b) the Government of the state;
c) the laws of the state and the agreement made by coowners.
3. The advantage of a partnership is
a) damage of business in serious disagreements of coowners;
b) a favourable tax position when compared to the corporation;
c) a favourable tax position when compared to the sole proprietorship.
4. The disadvantage of a partnership is
a) a favourable tax position when compared to the corporation;
b) a favourable tax position when compared to the sole proprietorship;
c) damage of business in serious disagreements of coowners.

Упражнение 6. Ответьте на вопросы.

1. What is a partnership?
2. How are the rights and duties of a partnership regulated?
3. What is a «silent partner»?
4. What are the advantages of a partnership?
5. What is the major disadvantage of this kind of business?

Упражнение 7. Заполните пропуски соответствующими предлогами.

1. The partnership is a business formed ... profit ... two or more co-owners.
2. The rights and duties ... the partnership are regulated ... laws ... the state.
3. The «silent partner» does not take part ... the management.
4. He is qualified ... production.

5. All members ... the partnership are liable ... all debts.
6. The partnership remains a vital part... the whole economy.

Упражнение 8. *Переведите предложения на английский язык.*

1. Партнерство – это бизнес двух или более совладельцев.
2. Права и обязанности регулируются законами государства и совместным соглашением совладельцев.
3. Партнер без права голоса вкладывает деньги в бизнес, но не принимает участия в управлении.
4. Партнерство имеет преимущество по налогообложению по сравнению с корпорацией.
5. Основной недостаток партнерства – это то, что все совладельцы юридически отвечают за долги.
6. Если партнеры имеют разногласия в принятии решений, то бизнес разваливается.
7. Партнерство составляет огромную долю экономики страны.

Практическая работа №36

Тема 5.4. Корпорации

Упражнение 1. *Прочтите слова и словосочетания и постарайтесь запомнить их русский эквивалент.*

Small size business – малый бизнес;
medium size business – средний бизнес;
supply goods – поставлять товары;
a great number – большое количество;
cost – стоить (стоимость);
because of – из-за;
volume – объем;
cost per unit – стоимость за единицу (товара);
research – исследовать (проводить научное исследование);
develop – разрабатывать, усовершенствовать;
development – разработка, усовершенствование;
technical capability – технические возможности;
permit – позволять, давать возможность;
competitiveness – конкурентоспособность;
productivity – производительность;
charter – чартер;
for the purpose of – в целях;
conduct business – вести дело (бизнес);
make profit – извлекать выгоду (прибыль);
bring together – соединять вместе

sue – подавать в суд, вчинять иск;
be sued – отвечать (в суде);
court – суд;
make contracts – подписывать контракты;
for this reason – по этой причине;
as well as – а также;
hire – нанимать (на работу);
liability – юридическая ответственность;
damage – разрушать;
double taxation – двойное налогообложение;
act in one's interests – действовать в своих (личных) интересах;
stock holder – акционер.

Упражнение 2. Прочтите слова и сопоставьте их значение с русскими словами.

Corporation, service, economy, product, innovation, technical, form, organization, person, result, contract, ideal, talent, talented, specialist, interest, dividends, individual.

Упражнение 3. Переведите слова на русский язык, обращая внимание на суффиксы и префиксы.

Corporate – corporation;
produce – production – productive – productivity;
science – scientific – scientist;
competitive – competitiveness;
to conduct – conductor;
to response – responsible;
interest – disinterest;
tax – taxation.

TEXT

Прочтите текст и постарайтесь понять его содержание.

Large Corporations

Although there are many small- and medium-size businesses, bigger corporations are needed to perform certain services in the vast state economy.

Large corporations can supply goods and services to a greater number of people than the small businesses. They serve consumers across the country and across the world. Corporate products cost less because of the large volume.

Large corporations also have great sum of money to research, develop and produce new goods. The scientific «know-how», innovation and technical capability permit them to maintain the competitiveness and productivity.

A corporation is a specific legal form of organization of persons

and resources which is established for the purpose of conducting business and making profits.

When people and resources are brought together to form a corporation, the result – in the eyes of the law – is a person. The corporation may own property, sue or be sued in court and make contracts. For this reason, the corporation is an ideal means for the conduct of business by many smaller enterprises as well as larger ones.

The corporate form of business has some advantages and disadvantages. First, large corporations can hire talented managers and specialist to conduct the business. Second, the owners of shares have limited liability; they are not responsible for corporate debts. Third, the corporation is not damaged by the death or disinterest of a particular person.

One disadvantage is taxation. As a separate legal unit, the corporation must pay taxes. Then when the corporation pays profits to individuals in the form of dividends, the individuals are taxed again on these dividends. This is known as double taxation.

Another disadvantage is that the ownership becomes separated from management. Sometimes managers act more in their own interests than those of stock holders.

Упражнение 4. *Заполните пропуски соответствующими предложениями.*

1. Large corporations can supply goods ... a great number ... people.
2. They serve customers ... the world .
3. Corporate products cost less ... the large volume.
4. Large corporations have a great sum ... money to research and develop.
5. A corporation is established ... the purpose ... conducting business and making profits.
6. The owners ... shares are not responsible ... corporate debts.
7. The corporation pays profits to individuals ... the form ... dividends.

Упражнение 5. *Закончите предложения, выбрав соответствующее по смыслу окончание.*

1. A corporation is
 - a) a specific legal form of organization of persons and resources for the purpose of conducting business and making profits.
 - b) a form of business organization of two co-owners.
 - c) a form of business organization of a single proprietor.

2. The competitiveness and productivity of large corporations are maintained due to ...
 - a) scientific «know-how», innovation and technical capability.
 - b) possibility of making profits.
 - c) possibility of performing certain services.
3. One of the advantages of the corporate form of business is that ...
 - a) the corporations are needed to perform certain services in the state economy.
 - b) the corporation can hire talented managers.
 - c) managers can act in their own interests.
4. One of the disadvantages of the corporations is that ...
 - a) the corporations are needed to perform certain services in the state economy.
 - b) the corporation can hire talented managers.
 - c) managers can act in their own interests.

Упражнение 6. *Найдите в тексте ответы на вопросы.*

1. What is a corporation?
2. What do corporations do?
3. What activities permit large corporations to maintain the competitiveness and productivity?
4. What are the advantages of large corporations?
5. What are the disadvantages of this kind of organizing a business?

Упражнение 7. *Переведите предложения на английский язык.*

1. Корпорация – это организация людских и других ресурсов, созданная для ведения бизнеса и получения доходов.
2. Большие технические возможности и нововведения позволяют корпорациям сохранять конкурентоспособность.
3. Большие корпорации могут нанимать на работу талантливых менеджеров и специалистов.
4. Акционеры не отвечают за долги корпорации.
5. Недостатком корпораций является двойное налогообложение на акционеров.
6. Корпорация платит акционерам прибыль в виде дивидендов.
7. Иногда менеджеры действуют в своих собственных интересах.

Практическая работа № 37.

Тема 5.5. Виды предприятий Великобритании.

TYPES OF BUSINESSES IN THE U.K.

Most businesses in the United Kingdom operate in one of the following ways:

- sole trader
- partnership
- limited liability company
- branch of a foreign company.

The **sole trader** is the oldest form of business. There are many one-man owners, for example: a fanner, doctor, solicitor, estate agent, garage man, jobber, builder, hairdresser etc. The **partnership** is a firm where there are a few partners. They are firms of solicitors, architects, auditors, management consultants etc. The names of all the partners of the firm are printed on the stationery of a partnership.

The most common type of company in the United Kingdom is the **limited liability company**. At the end of the name of such a company the word *Ltd.* is used. For example: *Wilson and Son Ltd.*

Many of such companies are joint-stock companies owned by shareholders.

Limited liability companies are divided into public and private ones. Only public companies may offer shares to the public at the stock exchange. The names of such companies end in *p.l.c.* which stands for *public limited company*. For instance: *John and Michael p.l.c.*

Private limited companies may not offer shares to the public. The names of such companies end simply in *Ltd.*

A **branch of a foreign company** is a part of a company incorporated outside Great Britain but acting under the law of the U.K. Usually these companies act in the U.K. under their normal foreign names.

Answer the following questions:

1. What is the most common type of company in the U.K.?
2. Are all limited liability companies joint-stock companies?
3. What can you say about the types of the following companies?

Fine Furniture Ltd.

General Foods p.l.c.

Практическая работа № 38.

Тема 5.6. Виды предприятий США.

FORMS OF BUSINESSES IN THE U.S.A.

Businesses in the U.S.A. may be organized as one of the following forms:

- individual business
- general partnership
- limited partnership
- corporation
- alien corporation

An **individual business** is owned by one person.

A **general partnership** has got several owners. They all are liable for debts and they share in the profits.

A **limited partnership** has got at least one general owner and one or more other owners. They have only a limited investment and a limited liability.

A **corporation** is owned by persons, called stockholders. The stockholders usually have certificates showing the number of shares which they own. The stockholders elect a director or directors to operate the corporation. Most corporations are closed corporations, with only a few stockholders. Other corporations are owned by many stockholders who buy and sell their shares at will. Usually they have little interest in management of the corporations.

Alien corporations are corporations of foreign countries.

All the corporations are to receive their charters from the state authorities. The charters state all the powers of the corporation. Many corporations try to receive their charters from the authorities of the State of Delaware, though they operate in other states. They prefer the State of Delaware because the laws are liberal there and the taxation is rather low. Such corporations, which receive their charters from an outside state, are called **foreign corporations**.

All the corporations require a certificate to do business in the state where they prefer to operate.

Раздел 6. Моя будущая профессия

Практическая работа № 39.

Тема 6.1 Профессия юриста

Legal Profession

1. Lawyer is a person whose profession is to advise clients as to legal rights and obligations and to represent clients in legal proceedings. A lawyer applies the law to specific cases. He investigates the facts and the evidence by conferring with his client and reviewing documents, and he prepares and files the pleadings in court. At the trial a lawyer introduces evidence, interrogates witnesses, and argues questions of law and fact. If he does not win the case, he may seek a new trial or relief in an appellate court.

2. A lawyer, as a member of the legal profession, is a representative of clients, an officer of the legal system, and a public citizen having special responsibility for the quality of justice.

3. As a **representative of clients**, a lawyer performs various functions. As advisor, a lawyer instructs a client in his legal rights and obligations and explains their practical implications. As advocate, a lawyer zealously asserts the client's position under the rules of the adversary system. As negotiator, a lawyer seeks a result advantageous to the client but consistent with requirements of honest deal-

ings with others. As *evaluator*, a lawyer acts by examining a client's *legal affairs* and reporting about them to the client or to others.

4. As an **officer of the legal system**, a lawyer in all his professional functions *should* be competent, *prompt and diligent*. A lawyer

should use the law's procedures only for legitimate purposes and not to damage others. A lawyer should demonstrate respect for the legal system and for those who serve it, including judges, other lawyers and public officials. In addition, lawyers have a responsibility to keep information about their clients confidential as part of the client-lawyer relationship.

5. As a **public citizen**, a lawyer should seek improvement of the law, access to the legal system, the administration of justice and the quality of service rendered by the legal profession. In addition, a lawyer should further the public's understanding of and confidence in the rule of law and the justice system because legal institutions in a constitutional democracy depend on popular participation and support to maintain their authority.

6. The role of lawyer, of course, will vary from one legal system to another. But some general characteristics can be identified. Lawyers bring the law to non-lawyers by advising clients and by drafting legal documents on their behalf. Lawyers make the system of justice work. Lawyers also play an important role in law making. Many lawyers serve in parliaments and often lawyers are called upon to advise parliaments on the details of new laws.

7. Lawyers obviously play different roles depending on their place in the legal profession and the nature of their law practice or activity. Judges and prosecutors have fundamentally different roles from those of private lawyers. Criminal defense lawyers have some special responsibilities and duties; in-house counsels have their own functions; lawyers for government agencies serve somewhat different interests than do private lawyers.



СЛОВА из текста:

evidence – доказательства, фактические данные, вещественное доказательство

confer with - советоваться с

pleadings - состязательные бумаги, процессуальные действия сторон, обмен состязательными бумагами

interrogate witnesses - допрашивать свидетелей seek – добиваться, требовать

relief - средство судебной защиты, удовлетворение требования, смягчение, ослабление

public citizen – добропорядочный житель, добропорядочный представитель общества

rights and obligations - права и обязанности

implications - последствия

zealously - усердно

assert – доказывать, отстаивать, утверждать, защищать adversary system - система состязательности (в суде)

advantageous – выгодный, предпочтительный
 negotiator - участник переговоров, посредник
 consistent with – соответствующий, непротиворечивый, сообраз- ный
 honest dealings – честные деловые отношения evaluator -
 эксперт по оценке (сложившейся ситуации) legal affairs -
 юридические вопросы, юридические дела should –
 должен, следует
 prompt and diligent - проворный и старательный
 legitimate purpose - законная цель
 damage - причинять вред judge
 - судья
 public official - государственный чиновник confidential
 – секретный, не подлежащий оглашению client-lawyer
 relationship - отношения юрист-клиент improvement –
 совершенствование, улучшение access to - доступ к,
 возможность обращения в
 administration of justice - обеспечение правопорядка, осуществле- ние
 правосудия
 further – содействовать, способствовать confidence –
 доверие, уверенность
 rule of law - верховенство закона, равенство перед законом, прин- цип
 господства права
 popular participation - участие населения vary
 – различаться, отличаться
 bring the law to non-lawyers – доносить смысл правовых норм до обывателей
 law making – правотворчество, создание законов
 called upon - пригласить высказаться, привлечь
 prosecutor – прокурор, обвинитель
 criminal defense lawyer – адвокат по уголовным делам
 in-house counsel – штатный юрисконсульт организации, работник
 юридического отдела организации
 somewhat – отчасти, в некоторой степени



ЗАВЕРШИТЕ каждое из начатых предложений, опи-
 раясь на содержание прочитанного текста, и переведите
 получившиеся предложения.

1. A lawyer is ...
2. A lawyer may ...
3. A lawyer should ...
4. Lawyers have ...
5. Lawyers play ...
6. Lawyers serve ...



УСТАНОВИТЕ, соответствуют ли данные утверждения
 содержанию прочитанного текста; если утверждение верно,

исправьте его:

1. As negotiator, a lawyer seeks a result advantageous solely to the client even if it violates legal or moral norms.
2. Clients should keep information about their lawyers confidential as part of the client-lawyer relationship.
3. If a lawyer wins the case, he may seek a new trial in an appellate court.
4. Judges, criminal defense lawyers and prosecutors have actually the same functions.
5. Lawyer is a person who may represent clients in a court of law.
6. Lawyers apply the law in their practice but they are unauthorized to participate in law making.
7. Lawyers make the system of justice work.
8. Lawyers should use the legal procedures only for legitimate purposes.
9. The role of lawyer is completely the same in all legal systems.

Практическая работа № 40.
Тема 6.2 Обязанности юриста

General Functions of a Lawyer

1. Working as a lawyer involves the practical application of abstract legal theories and knowledge to solve specific individualized

problems, or to advance the interests of those who hire lawyers to perform legal services. As a professional, the lawyer is usually permitted to perform the following functions:

2. **Providing the client with legal advice** concerning actions that need to be taken - after due research into the law or constitution with regard to a particular situation at hand, the lawyer advises the client on what best course of action to take to best resolve the situation by legal means.

3. **Negotiating and drafting contracts** - in many countries the negotiating and drafting of contracts is considered to be similar to the provision of legal advice.

4. **Conveyancing** is the drafting of the documents necessary for the transfer of real property, such as deeds and mortgages. According to the law, all real estate transactions must be carried out by a lawyer.

5. **Procurement of patents, trademarks and copyrights** is aimed at protection of intellectual property of the client, which includes the rights to literary and artistic works, industrial design, brand names, trade secrets, or inventions. The lawyer helps the client formally register the products with the government agency to receive the highest level of protection under law.

6. **Executing the last wishes of the deceased** - such as a will stating the testator's precise desires in black and white. The lawyer helps to supervise that these wishes are carried out to the letter.

7. **Representation of clients in court** in civil and criminal cases - arguing a client's case before a judge or jury in a court of law is the traditional province of trial lawyers who specialize in trying cases in court. During the pretrial stages the lawyers draft court papers and do legal research on behalf of the client. At trial, lawyers select a jury, present opening and closing statements, produce evidence of their version of the case, examine and cross-examine witnesses and give the legal reasons why they should prevail.

8. **Prosecution of criminal suspects in court** - this is applicable if the lawyer is working for the government agency, such as the police department, the department of justice, or the procurator's office.



СЛОВА из текста:

advance - успешно представлять, защищать
hire - нанимать (на работу)

situation at hand - рассматриваемая ситуация, имеющиеся обстоятельства

legal means - средства, предусмотренные законом; законные средства

negotiating - ведение переговоров

drafting - составление проекта документа, формулировка
provision - обеспечение, предоставление

conveyancing - составление актов передачи прав собственности на недвижимость
 deed - документ за печатью, документ скреплённый печатью
 mortgage - заклад недвижимого имущества, ипотечный залог
 transaction – сделка, соглашение
 procurement – получение, приобретение
 trade secret - коммерческая тайна, секрет производства executing – оформление (в виде документа)
 deceased – покойный, умерший will – завещание
 testator – наследодатель, завещатель
 in black and white - в письменной форме, «чёрным по белому»
 to the letter - в точности, буквально
 representation – (судебное) представительство
 province - сфера деятельности, компетенция pretrial stage - досудебная стадия процесса
 court papers – документы (бумаги) для судебного заседания
 opening and closing statements – вступительная и заключительная речь (адвоката) в процессе
 cross-examine - подвергнуть перекрёстному допросу (допрашивать свидетелей противной стороны)
 prevail - одержать победу, одолеть противника, добиться своего, убедить
 prosecution - уголовное преследование, государственное обвинение
 criminal suspect - лицо, подозреваемое в совершении преступления
 police department - полицейское управление
 department of justice - министерство юстиции
 procurator's office - прокуратура



ЗАВЕРШИТЕ каждое из начатых предложений, опираясь на содержание прочитанного текста, и переведите получившиеся предложения.

1. Lawyers are permitted ...
2. Lawyers draft ...
3. Intellectual property includes ...
4. Lawyers help ...
5. During the pretrial stages, the lawyers ...
6. In court, the lawyers ...



УСТАНОВИТЕ, соответствуют ли данные утверждения содержанию прочитанного текста; если утверждение неверно, исправьте его:

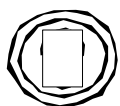
1. During the pretrial stages, the lawyers present opening and closing statements.
2. Lawyers apply abstract legal theories and knowledge to specific individualized problems.
3. Lawyers are usually responsible for executing the last wishes of the deceased.
4. Lawyers may represent their clients in court both in civil and criminal cases.
5. Negotiating and drafting of contracts is similar to the representation of clients in court.
6. People and organizations hire lawyers to advance their interests or to solve their problems.
7. Procurement of copyright is necessary for the transfer of real property.
8. Usually lawyers are barred from the provision of legal advice to clients.



СОВМЕСТИТЕ слова и выражения со сходным значением в левой и правой колонках:

to advise
to draft
to help
to negotiate
to perform out
to permit
to protect
to seek
to select
to solve

to allow
to assist to
call for
to carry on talks
to carry out
to choose
to consult to
elaborate
to find a way out of
to safeguard



ОТВЕТЬТЕ на вопросы к прочитанному тексту и будьте готовы перевести ответы других студентов на эти же вопросы:

1. What do lawyers do during the pretrial stages?
2. What does a will state?
3. What does the lawyer help the client to do in a case of procurement of patents, trademarks or copyrights?
4. What functional roles are traditionally associated with lawyers?
5. What is a traditional province of trial lawyers?
6. What is conveyancing?
7. What preparatory work do lawyers perform before the provision of legal advice to clients?
8. Where do lawyers prosecuting criminal suspects usually work?
9. Whose interests do lawyers advance?

Практическая работа № 41.

Тема 6.3 Что такое право

WHAT IS LAW?

Society cannot exist without law. People need rules to regulate relations between them and to end disputes.

1. What is law?

☐ Law is a system of rules a society sets to maintain order and protect harm to persons and property.

☐ Law is a body of rules supported by the power of government. It governs the behavior of all members of society.

☐ In effect the idea of law is to put limits on people's greed and emotions.

2. Who creates laws?

National laws are created by the country's legislative bodies: Parliament (The United Kingdom of Great Britain and Northern Ireland, Australia, Canada, etc.), Congress (The United States of America), the Federal Assembly (the Russian Federation). International laws are created by different international organizations (the United Nations, the World Trade Organization, The International Chamber of Commerce, etc.) and are observed by countries which are members of those organizations.

3. How does law help people?

☐ Law protects the rights of individuals, regulates their dealings with others and enforces the duties of governments.

☐ Law helps people to settle their disputes peacefully.

☐ Law provides the basic structure within which commerce and industry operate.

☐ Law establishes the system of government. The basic law of every state is its constitution. It describes the structure of government and lays down the rights and obligations of the citizens.

4. What can we call people who break law?

Criminals, offenders, wrongdoers, felons.

5. How can people break law?

They can steal, rob and kill.

6. How can people be stopped from breaking law?

They can be sent to prison, be made to pay fines or damages, be made to do community work, etc.

Практическая работа № 42.

Тема 6.4 Настоящее совершенное время

Do some exercises:

Exercise 1. Раскройте скобки, употребляя глаголы в *Present Perfect* или *Past Simple*:

1. The sun (not to rise) yet, but the sky in the east is getting lighter every minute. 2. I (to see) you walking along the street the other day with a heavy bag. 3. I (not to read) the

newspaper today. 4. It is very late, and trams (to stop) running: we must find a taxi to get home. 5. How many times you (to be) to St. Petersburg? 6. At last I (to translate) this article: now I shall have a little rest. 7. We (to go) to the country yesterday, but the rain (to spoil) all the pleasure. 8. My watch was going in the morning, but now it (to stop). 9. The lecture (not yet to begin) and the students are talking in the classroom. 10. She just (to go) out. 11. She (to leave) the room a moment ago. 12. We (not yet to solve) the problem. 13. When it all (to happen)? 14. The morning was cold and rainy, but since ten o'clock the weather (to change) and now the sun is shining brightly. 15. Show me the dress which you (to make). 16. Oh, how dark it is! A large black cloud (to cover) the sky. I think it will start raining in a few minutes. 17. Oh, close the window! Look, all my papers (to fall) on the floor because of the wind. 18. When you (to open) the window? — I (to open) it ten minutes ago.

Сравните употребление *Present Perfect*, *Present Continuous* и *Past Simple*.

Exercise 2. Раскройте скобки, употребляя глаголы в *Present Perfect*, *Present Continuous*, *Present Simple* или *Past Simple*.

1. Please give me a pencil, I (to lose) mine. 2. I (not to meet) Peter since Monday. 3. Nina just (to finish) work. 4. Where Sergei (to be)? — He (to go) home. He (to leave) the room a minute ago. 5. What you (to read) now? — I (to read) "Jane Eyre" by Charlotte Bronte. 6. They (to read) "Ivanhoe" by Walter Scott a month ago. What about you? You (to read) "Ivanhoe"? 7. My watch (to stop). There (to be) something wrong with it. 8. You (to see) Jack today? — Yes, I (to see) him at the institute. 9. You (to hear) the new symphony by M.? — Yes, I... — When you (to hear) it? — I (to hear) it last Sunday. 10. You (to change) so much. Anything (to happen)? 11. What you (to do) here at such a late hour? You (to write) your composition? — No, I (to write) it already. I (to work) at my report. — And when you (to write) your composition? — I (to finish) it two days ago. 12. I say, Tom, let's have dinner. — No, thank you, I al-I ready (to have) dinner. 13. What the weather (to be) like? It still (to rain)? — No, it (to stop) raining.

Exercise 3. Раскройте скобки, употребляя глаголы в *Present Perfect*, *Present Simple*, *Present Continuous*, *Past Simple* или *Past Continuous*:

1. They (to go) to the Hermitage last week. 2. They (to be) to the Hermitage twice this week. 3. After school yesterday he (to come) home, (to have) dinner, (to read) an article from the latest magazine and (to begin) doing his homework. 4. When your friend (to return) from the south? — She (to return) yesterday. — You (to go) to the station to meet her? — No, I..., I (to be) too busy. 5. With whom you (to discuss) this question yesterday? 6. I (to see) this film this week. I like it very much. 7. When I (to enter) the kitchen, I (to see) that my mother (to stand) at the table and (to cut) some cabbage. She (to cook) dinner. 8. As soon as I (to hear) a cry, I (to run) out of the room and (to see) that a child (to lie) on the ground and (to cry). "What (to happen)? Why you (to cry)? You (to hurt) yourself?" I asked. 9. As soon as I (to see) him, I (to understand) that he (to work) hard. He (to write) something and (not to notice) anything. 10. When I (to come) home yesterday, the children (to run) and (to sing) merrily. "We (to learn) a new song!" they cried. 11. When the young man (to enter) the room, she (to look) at him in surprise. "What you (to want) to tell me?" she (to say). "Why you (to come)?" 12. It (to rain) hard when I (to leave) home yesterday, so I (to return), (to put) on my raincoat and (to start) again. 13. Your brother (to return) from the north? — Yes, he (to come) a few days ago. 14. You (to be) to the Crimea? When

you (to be) there? — I (to be) there in 1993. 15. Where (to be) your brother? — He just (to come) home. He (to take) a shower in the bathroom now.

Раздел 7. Особенности юридического языка

Практическая работа № 43.

Тема 7.1 Правовая лексика

to support	[sə'pɔ:t]	satisfactory	[,sætɪs'fæktəri]
to govern	[ˈgʌvən]	dispute	[dɪs'pju:t]
to behave	[bɪ'herv]	legal	[ˈli:gəl]
behaviour	[bɪ'hervjə]	society	[sə'saɪəti]
social	[ˈsəʊʃəl]	control	[kən'trəʊl]
justice	[ˈdʒʌstɪs]	interaction	[,ɪntər'ækʃən]
implementation	[,ɪmplɪmen'teɪʃən]	lawyer	[ˈlɔ:jə]
to ensure	[ɪn'ʃʊə]	reasonable	[ˈri:znəbl]
authority	[ə:'θɔ:riti]	court	[kɔ:t]
to refuse	[rɪ'fju:z]	injured	[ˈɪndʒəd]
transaction	[træn'zækʃən]	to consult	[kən'sʌlt]
accustomed	[ə'kʌstəmd]	to apply	[ə'plai]
to cooperate	[kəu'ɒpəreɪt]	to internationalize	[,ɪntə'næʃnəlaɪz]
to involve	[ɪn'vɒlv]	evil	[ˈi:vl]
knowledge	[ˈnɒlɪdʒ]	to provide	[prə'vaɪd]
anarchy	[ˈænəki]	attempt	[ə'tempt]

B) Vocabulary Notes

(1)

1.	law	право, закон
2.	body of rules	свод правил, совокупность норм
3.	to support smth	поддерживать, защищать что-л.
4.	government to govern smth	государство, государственная власть управлять чем л.
5.	behaviour	поведение
6.	society	общество
7.	anarchy	анархия

(2)

8.	to make a law	создать, издать закон
9.	to enforce laws against smb	применить законы к кому-л. (в принудительном порядке)
10.	citizen	гражданин
11.	social control to establish social control	общественный контроль устанавливать общественный контроль
12.	public law	публичное право
13.	civil law	частное право
14.	to ensure the authority	обеспечивать власть
15.	to provide framework for smth	обеспечивать рамки для чего-л.
16.	interaction among people	общение между людьми

(3)

18.	to appear	появляться
19.	to produce a law	создать, издать закон
20.	entirely	полностью
21.	satisfactory	удовлетворительный
22.	(in)formal	(не)официальный, (не)формальный
23.	dispute to settle disputes informal ways of settling disputes	спор урегулировать споры неформальные способы урегулирова- ния споров
24.	lawyer	юрист
25.	contract	договор

26.	legal legal obligations legal implications	юридический, правовой правовые обязательства правовые последствия
27.	to discuss a matter with smb	обсуждать вопрос с кем-л.
28.	to consult smth / smb	обращаться за помощью куда-л. / к кому-л.
29.	court	суд
30.	to be injured	получить телесные повреждения, пострадать
31.	to refuse to do smth	отказываться делать что-л.
32.	to behave reasonably	вести себя разумно
33.	everyday activities	повседневная жизнь

(4)

34.	transaction complex transaction to make a transaction	сделка сложная сделка совершить сделку
35.	modern society	современное общество
36.	to seek (sought) legal advice	обращаться за помощью к юристу / за юридической консультацией
37.	business to set up a business	предприятие организовать / основать предприятие
38.	property	имущество
39.	on the whole	в целом
40.	to become accustomed to doing smth	привыкнуть делать что-л.
41.	legal means	правовые средства
42.	to regulate relations with smb to regulate relations with each other	регулировать отношения с кем-л. регулировать отношения друг с другом

(5)

43.	to cooperate to cooperate informally	сотрудничать сотрудничать на неформальном уровне
44.	increasing number of smth	увеличивающееся количество чего-л.
45.	common	общий
46.	to solve global problems	решать глобальные проблемы
47.	attempt	попытка

48.	legal standards to internationalise legal standards	правовые нормы сделать правовые нормы международными
49.	legal principles to apply the same legal principles to smth	правовые принципы применять одинаковые правовые принципы к чему-л.
50.	agreement to reach just agreements	соглашение достигать справедливых соглашений
51.	to regard smth as a good thing	считать что-л. хорошей вещью
52.	to involve time and money	требовать временных и денежных затрат
53.	(in)ability	(не)способность
54.	evil	зло
55.	basic knowledge to have a basic knowledge of smth	элементарное представление иметь элементарное представление о чем-л.

Практическая работа № 44.
Тема 7.2 Система права

LAW SYSTEMS

(1) Every country has its own **system of law** as each country has **developed differently**. However, there are two main traditions of law in the world — English **Common law**, or **Case law**, and **Civil law**, or **Roman law**, or **Continental law**.

English **Common law** is **adopted** by many **Commonwealth countries** and most of the USA. **Continental law** is adopted in continental Europe, many countries in Asia and Africa and in **former socialist states**.

(2) English **Common law** has **developed gradually throughout the history** and is **based on customs, court rulings (precedents)** and **statutes**. The most important **concept** of English **Common law** is the **doctrine of precedent**. A precedent is a **decision made** by a **higher court** on some **case** that serves as an example for **lower courts** to follow if the **essential elements** of the case are the same. **Thus, judges** have to **apply existing precedents** to each **new case**. If the elements of the case are the same as those of **previous recorded cases** they have to make the same decision.

(3) Sometimes governments make new laws (statutes) **to modify** or **clarify common law**, or to make rules which have not **existed** before.

Judges **interpret** those **statutes** and their **interpretations** become new precedents. **Therefore**, judges do not only apply law. They make law as their interpretations are **precedents** for other courts **to follow**.

(4) Another important concept of the common law is the **principle of equity**. By the 14th century people of England had become **dissatisfied with the inflexibility** of common law. A new system developed which **recognised the rights** that were not **enforced** as common law but were **equitable** or **just** (the right **to force** someone **to carry out a contract**, called **specific performance**, or the right of the **beneficiary of the trust**).

(5) The **courts of common law** and of **equity** existed **alongside** for centuries. An **equitable ruling** on the same **case** **prevailed**. The problem was that a person had **to start an action** in two different **courts** in order to get a **satisfactory solution**. For example, a person had **to seek** specific performance in a court of equity and **damages (monetary compensation)** in a common law court. That is why in 1873 the two systems were **unified**.

(6) Continental systems are often called **codified law systems** as they have **resulted from** government attempts **to produce a set of codes** to **govern every legal aspect of life**.

The **legislators** wanted to show that the legal rights of the citizens **originated in the state**, not in local customs, and **to separate legislature** and **judiciary**. It was the state that was to make new laws, not the courts. The courts could only apply the law that the governments had made. Making new codes the **lawmakers** were **influenced** by the codes produced in the 7th century **under the direction of Roman Emperor Justinian**. Thus appeared the name — “Roman law”.

The main concept of Civil law is a government code. A code is a **law passed** by a **legislative body** and written in a formal document.

(7) It is important not **to exaggerate** the differences between these two traditions of law as many countries use both (the USA). The **clear distinction** between legislature and judiciary has also **weakened** (Germany, France and Italy).

Exercise 2. Word formation.**A. Complete the table.**

Verb	Noun	Adjective
	product	
to legislate		
	money	
to decide		
	equity	
to interpret		
	clarification	
		satisfactory
to perform		
	code	
	influence	

B. Fill in the gaps with the appropriate word.

1. Congress is US **legislative** body (**legislate**).
2. Parliament _____ dozens of new statutes every year to modify the existing law (**product**).
3. Sometimes it takes a lot of time to make a right _____ (**decide**).
4. People started asking the King to give an _____ solution (**equity**).
5. Judges' _____ of the statutes become new precedents (**interpret**).
6. We have to _____ this law (**clarification**).
7. This court ruling does not _____ us (**satisfactory**).
8. Courts of equity enforced specific _____ (**perform**).
9. Justinian tried to _____ many aspects of life (**code**).
10. Napoleon Code made a great _____ on the development of Civil law (**influence**).

Exercise 3. Match words and collocations with the ones that have similar meanings.

1.	equitable		a.	to use
2.	legislator		b.	to change
3.	tradition		c.	lawmaker

4.	statute		d.	to make smth clear
5.	distinction		e.	fair
6.	Common law		f.	code
7.	to modify		g.	Case law
8.	to clarify		h.	monetary compensation
9.	Continental law		i.	difference
10.	court ruling		j.	precedent
11.	damages		k.	Roman law
12.	to apply		l.	custom
13.	to adopt a law		m.	to pass a law

A. Give antonyms and translate them.

- 1) satisfied — dis _____
flexible — in _____
to interpret — mis _____
willing — un _____
essential — in / un _____
equitable — in _____

2) legal, just, fair, formal, important, possible, agreement, necessary, satisfactory

B. Choose the appropriate word.

- The court ruling was so *just* / *unjust* that we had to appeal.
- As a rule continental legal systems are quite *flexible* / *inflexible*.
- The judge did not mean this. His words were *misinterpreted* / *interpreted*.
- People of England became *satisfied* / *dissatisfied* with *flexibility* / *inflexibility* of common law courts.
- It is *legal* / *illegal* to sell tobacco to someone under 16.
- It is *equitable* / *inequitable* that one man should suffer for the crimes of another.
- Those facts are not important. They are *essential* / *inessential* / *unessential*.

Практическая работа № 45.

Тема 7.3. Государственное и политическое устройство

legislative – законодательный

executive – исполнительный

judicial – судебный

branch – ветвь

to vote – голосовать

to elect – избирать

government – правительство

to guarantee – гарантировать

to dissolve – распускать

a council – совет

an assembly – собрание

basic – основной

a chairman - председатель

a deputy - депутат

Political system - Политическая система

the head of state - глава государства

the President - Президент

the Federal Assembly - Федеральное собрание

the Federal Government - Федеральное правительство

the Duma - Дума

the Constitutional Court - Конституционный Суд

What Political System Does Russia Belong To?

The Russian Federation (Russia) is a presidential republic. The President is the head of state and is elected

directly by the people. In fact he has much power. The President can even dissolve the Duma if it doesn't

agree with his suggestions three times running. The President has his Administration but it is not part of the

Federal Government. The President is involved in the work of the legislative and executive branches.

The Federal Assembly represents the legislative branch of power. It is made up of two houses: the Federation

Council and the Duma which make laws. The President can veto laws passed by the Federal Assembly but the

Federal Assembly can pass over the President's veto by a two-thirds majority.

The Federal Government represents the executive branch of power. The President appoints its head, the

Chairman of the Government, but the Duma must approve his appointment.

The Supreme Court represents the judicial branch of power.

The Constitutional Court has the right to declare action of the President, the Federal Assembly and the Federal

Government unconstitutional.

Answer the following questions:

- 1) What branches does the country government consist of?
- 2) What does the judicial branch of power consist of?
- 3) Whom does legislative branch belong to?
- 4) Whom does executive branch belong to?
- 5) By whom the President is elected by?
- 6) Is Russia presidential republic or federal republic?
- 7) What branch of power does the Federal assembly represent?
- 8) Which branch of power does the Federation Council belong to?
- 9) What does the Federal Government consist of?
- 10) Who approves ministers?
- 11) What is the role of the Supreme Court?
- 12) What is the role of the Constitutional Court?

13) The people. What is the people's role in the political system?

Практическая работа № 46.

Тема 7.4 Законодательство Российской Федерации.

Judiciary of the Russian Federation

Vocabulary

1. judiciary – судебная власть, судоустройство, судейский корпус
2. judicial system – судебная система
3. rule of law (syn. supremacy of law) – принцип верховенства права
4. access to justice – свободный доступ к правосудию
5. right to fair trial – право на справедливое судебное разбирательство
6. to enforce justice – обеспечивать осуществление правосудия
7. the qualifying judicial board – квалификационная коллегия судей
8. to suspend from the exercise of duties – временно отстранить от должности
9. government – государственная власть, государственное устройство, форма государственного правления, правительство.

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

I really think (that) ...	Я действительно думаю, что ...
I strongly believe (that) ...	Я твердо убежден, что ...
In my opinion ...	По моему мнению ...
What I think is (that) ...	Я думаю, что ...
I feel (that) ...	Я полагаю (считаю), что ...
Hmm, I'm not sure, but ...	Я не уверен, но ...
I'm keeping an open mind for the moment.	Пока у меня нет никакого мнения на этот счет.

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

2. Прочитайте и письменно переведите текст.

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

attention is given to implementation of the principle of rule of law, in particular, independence of judges, access to justice and right to fair trial. The Constitution of the Russian Federation of 1993 became the main legal basis for the introduction of the judicial reform. For the first time the Constitution contained a Chapter “Judicial Power” according to which the state power in the Russian Federation should be exercised on the basis of its division into legislative, executive and judicial powers, and all these branches of power should be independent. The structure of the judicial system of the Russian Federation and the sphere of activities of its various parts are determined by the Constitution and federal constitutional laws. According to the Constitution of the Russian Federation only the courts can enforce justice in the Russian Federation. Judicial power enforces justice by means of constitutional, civil, administrative and criminal proceedings. It is forbidden to establish extraordinary courts. The Federal Constitutional Law on Judicial System of the Russian Federation was adopted in late 1996 and enacted on the 1st of January 1997. Along with the Constitution of Russia, the Law is the basis of legal regulation, organization and activity of all judicial bodies in the country. All other federal constitutional and federal laws in the area of judicial organization comply with this Federal Constitutional Law. Judicial system in Russia is a combination of judicial bodies that exercise functions of the judiciary and share the same tasks and methods of work. The judicial power in Russia is exercised by the Constitutional Court of the RF, general jurisdiction courts and arbitration courts by means of constitutional, civil, administrative and criminal judicial proceedings. Courts, in turn, are divided into federal courts and courts of the constituent entities of Russia. Under the constitution all trials in all law courts are open (the hearing of a case can be in camera in cases provided by the federal law) and conducted on an adversarial and equal basis. The judiciary of the Russian Federation is formed according to the following principles:

- Judges are appointed (federal court judges are appointed by presidential order);
- Candidates for positions of a judge in the Russian Federation's Constitutional Court, Supreme Court and the Higher Arbitration Court are approved by the Parliament's upper chamber on the President's recommendation;
- There is a system of reappointment (a federal court judge is appointed for the first time for a three year term, at the end of which he can be reappointed to that position for an unlimited period until he reaches retirement age);
- There is an enforced retirement age for judges (70 years); The qualifying judicial board is a key body for preparing and making decisions on appointing, reappointing and ending the terms of judges, as well as for rating their performance. The judicial board mainly consists of representatives of the judiciary; it is also mandatory that a representative of the president of the Russian Federation should be on the board. Apart from the functions of selecting the membership of the community of judges, the qualifying judicial board has to supervise the judges' activities. If a judicial board receives complaints about a judge's activity, the judge could be subject to a disciplinary penalty or suspended from his duties.

3. Переведите следующие словосочетания на русский язык письменно.

- 1) the judicial system 2) competent law court
- 3) constitutional/civil/administrative/criminal proceeding 4) arbitration courts
- 5) the qualifying judicial board 6) to be suspended from the duties

- 7) to maintain the judicial power 8) to enforce justice 9) to comply with
10) courts of the constituent entities of Russia 11) mandatory
12) to be subject to disciplinary penalty 13) access to justice

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

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

Раздел 8. Система и отрасли права России

Практическая работа № 47.

Тема 8.1 Отрасли права в РФ

Classification of law

There are many ways in which the law can be classified.

Constitutional law is a leading category of the whole system of law. Its principal source is the country's Constitution. It deals with social structure, the state system, organization of state power and the legal status of citizens.

Administrative law is closely connected with constitutional law but it deals with administrative activity of a government and ministries.

International law regulates relations between governments and also between private citizens of one country and those of another.

Financial law regulates the budget, taxation, state credit and other spheres of financial activity. There is distinction between private law and public law. Public law concerns the relationships within government and those between governments and individuals.

International public law regulates relationships between one state and another. Private law deals with various relationships that people have with one another. It regulates private interests, use of property, contracts between individuals, family relationships etc.

There is also distinction between criminal law and civil law. The first practical difference is seen in the parties to the legal action. A civil case will involve two or more individual people or bodies. The parties to a criminal case will be the state and an individual person or body. Civil law includes the law of contract, tort and property. The right in property is the central institution of civil law. Criminal law is the law by which the state regulates the conduct of its citizens. It defines the general principles of criminal responsibility, individual types of crimes and punishment. Criminal cases range from the small to the very serious (e.g. murder). Although the division between civil and criminal law is very clear, there are many actions which will constitute a criminal offence and a civil wrong.

Task 2. Answer the following questions:

1. What is the principal source of constitutional law?
2. What category of law is closely connected with constitutional law?
3. What category of law regulates various spheres of financial activity?
4. What is the difference between public law and private law?
5. What are the parties to a civil case?

Task 3. Составьте таблицу "Fields and branches of law"

1. Substantive law a) rules which determine how a case is administered by the courts
2. Procedural law b) body of law governing relationships between states or nations
3. Constitutional law c) body of law relating to the ownership of real estate, that is land and the buildings on it
4. Public international law d) body of law governing the relations between persons engaged in business
5. Private international law e) common law and statute law used by the courts in making decisions
6. Family law f) body of law governing the relationship between employers and employees, including the right to organize in unions
7. Intellectual property law g) body of law dealing with disputes between private persons living in different jurisdictions
8. Commercial law h) body of law related to family relationships especially divorce, child custody and adoption
9. Land law i) body of law which includes legislation based on the fundamental law of the nation
10. Employment law j) law that protects legal rights of inventors, creators and authors

Практическая работа № 48.

Тема 8.2. Административное право

ADMINISTRATIVE LAW

Administrative Law, body of law applicable to the operations of agencies established by the legislature to carry out the functions of the executive branch of government. The Interstate Commerce Commission and the Federal Communications Commission are examples of such agencies in the U.S.

ORIGINS Although the term administrative law was not used until the 20th century, the concern with maintaining controls over the power of government goes back in English law as far as the Magna Carta. By the 19th century, courts on the European continent had recognized a separate administrative law, which was often known by the French term 'droit

administratif. In the U.S. it was the New Deal of the 1930s, with its accompanying proliferation of government agencies, that led the courts to apply a distinctive body of law to the operation of these agencies.

ADMINISTRATIVE LAW IN THE U.S Administrative bodies are created and given power by federal or state legislation. It is the function of administrative law to set forth the extent of this power, the limitations on it, and its applications to private individuals and groups. The law is basically concerned with whether proper standards are applied by administrative agencies in exercising their powers and in making and enforcing regulations. If an agency does not apply the proper standards, its failure may be redressed by application to the courts. Although a court may not substitute its own judgment for that of the agency in determining whether a given regulation is desirable, the court may declare the regulation a nullity if the agency, by promulgating such a regulation, has exceeded the authority conferred by the legislature. In determining that a regulation has been violated, substantial proof is required, but the agency is not bound by the laws of evidence that apply in court trials. With the multiplication of federal administrative agencies in the U.S. during the 1930s, a means of making administrative regulations reasonably accessible to the public became necessary. The Federal Register Act (1935) provides that all federal regulations must be published in the Federal Register; a regulation that is not published in this manner is not binding upon persons who are unaware of its existence. Periodically, all federal regulations still in force must be codified and published in a compilation called the Code of Federal Regulations. The Administrative Procedures Act (1946) provides that before a federal agency promulgates a general regulation, interested parties must be afforded an opportunity to present their views. Another safeguard is that the investigation and prosecution of alleged violations may not be undertaken by the same persons who will render the judgment.

1. Choose the appropriate word.

1. We go to court when we cannot settle disputes in formal / informal ways.
2. The decision was fair / unfair and everybody agreed with it.
3. We went to court. It was possible / impossible to settle the dispute out of court.
4. It is important / unimportant to internationalize legal standards.
5. People who come to live in another country without official permission are called legal / illegal immigrants.
6. We've had a few agreements / disagreements, but we are still good friends.
7. It is necessary / unnecessary to discuss the dispute with your neighbour before you go to the police.
8. He was respected as he was a just / unjust ruler.

2. Determine if the sentences are true or false, according to the text.

1. Administrative Law, body of law applicable to the operations of agencies established by the legislature to carry out the functions of the legislative branch of government. a) true b) false.
2. The term administrative law was used until the 20th century, the concern with maintaining controls over the power of government goes back in English law. a) true b) false.

3. Administrative bodies are created and given power by federal or state legislation. a) true b) false.
4. If an agency apply the proper standards, its failure may be redressed by application to the courts. a) true b) false.
5. The Federal Register Act (1938) provides that all federal regulations must be published in the Federal Register. a) true b) false.
6. The federal regulations must be codified and published in a compilation called the Code of Regulations. a) true b) false.
7. Safeguard is that the investigation and prosecution of alleged violations may be undertaken by the same persons who will render the judgment. a) true b) false.

3. Match the words and translate them.

carry out	proper standards
body	regulations
executive	functions
apply	branch
state	of law
exceed	the authority
make	the judgment
render	legislation
private	bodies
administrative	individuals

Практическая работа № 49.

Тема 8.3. Гражданское право

CIVIL LAW

Civil Law, term applied to a legal tradition originating in ancient Rome and to the contemporary legal systems based on this tradition. Modern civil law systems, which were originally developed in Western European countries, have spread throughout the world. Civil law is typically contrasted with common law, a system that evolved in medieval England and that is the basis of law in most of the United Kingdom, Canada, and the United States. Civil law was the tradition followed by European scholars who developed the law for many nations, as well as the system of international law used worldwide today. The term civil law also applies to all legal proceedings (whether taking place in a civil law or a common law system) that are not criminal in nature. Under this definition laws regulating marriage, contracts, and payment for personal injury are examples of civil law.

CHARACTERISTICS OF CIVIL LAW The most obvious feature of a civil law system is the presence of a written code of law. The code is a systematic and comprehensive compilation of legal rules and principles. Although the contents of codes may vary widely from country to country, all codes are intended as a blueprint of social regulation that attempts to guide individuals through society from birth to death. The civil law tradition makes a sharp distinction between private and public law. Private law includes the rules governing civil and commercial relationships such as marriage, divorce, and contractual agreements. Public law consists of matters that concern the government: constitutional law,

criminal law, and administrative law. In many countries with civil law systems, two sets of courts exist—those that hear public law cases and those that address matters of private law. The role of judges in civil law jurisdictions differs considerably from that of judges in common law systems. When different facts or new considerations arise, common law judges are free to depart from precedent and establish new law. The civil law tradition views judges as government officials who perform essential but uncreative functions. Civil law judges administer the codes that are written by legal scholars and enacted by legislators. They may also consult legal treatises on the issue in question. The civil law system assumes that there is only one correct solution to a specific legal problem. Therefore, judges are not expected to use judicial discretion or to apply their own interpretation to a case. Civil law systems do not have any process like the common law practice of discovery—the pretrial search for information conducted by the parties involved in the case. The trial of a case under civil law also differs substantially from a common law trial, in which both parties present arguments and witnesses in open court. In civil law systems the judge supervises the collection of evidence and usually examines witnesses in private. Cross-examination of witnesses by the opposing party’s attorney is rare. Instead, a civil law action consists of a series of meetings, hearings, and letters through which testimony is taken, evidence is gathered, and judgment is rendered. This eliminates the need for a trial and, therefore, for a jury. Systems of common law and civil law also differ in how law is created and how it can be changed. Common law is derived from custom and precedents (binding judgments made by prior judicial decisions). In the common law system, the precedent itself is law. Therefore, the judges who decide which party will prevail in any given trial are also the creators of common law. Civil law, on the other hand, is made by legislators who strive to supplement and modernize the codes, usually with the advice of legal scholars. Civil law judges administer the law, but they do not create it.

1. Match words and collocations with the ones that have similar meanings.

1. duty a. to make laws 2. a set of rules b. involve time 3. authority c. just 4. to create laws d. to set up a business 5. fair e. to control 6. question f. a body of rules 7. to organize a business g. power 8. to take time h. obligation 9. to govern i. matter

2. Determine if the sentences are true or false, according to the text.

1. Civil Law, term applied to a legal tradition originating in ancient Greece and to the contemporary legal systems based on this tradition. a) true b) false. 2. Modern civil law systems were originally developed in Canada and U.S. a) true b) false. 3. The feature of a civil law system is the presence of a written code of law. a) true b) false. 4. The code is a systematic and comprehensive compilation of legal rules and principles. a) true b) false. 5. The civil law tradition doesn't make a sharp distinction between private and public law. a) true b) false. 6. Private law includes the rules governing civil and commercial relationships. a) true b) false. 7. Public law consists of matters that concern criminal law. a) true b) false. 8. The role of judges in civil law jurisdictions doesn't differ from that of judges in common law systems. a) true b) false. 9. Systems of common law and civil law differ in how law is created and how it can be changed. a) true b) false. 10. Civil law judges administer the law, but they do not create it. a) true b) false.

3. Match the words and translate them.

common	arguments and witnesses
personal	the law
to guide	rules
consult	law
present	hand
civil	injury
to consists of	legal treatises
on the other	matters
legal	individuals
to administer	law

Практическая работа № 50.

Тема 8.4. Уголовное право

CRIMINAL LAW

Criminal Law, branch of law that defines crimes, establishes punishments, and regulates the investigation and prosecution of people accused of committing crimes. Criminal law includes both substantive law, which is addressed in this article, and criminal procedure, which regulates the implementation and enforcement of substantive criminal law. Substantive criminal law defines crime and punishment—for example, what act constitutes murder or what punishment a murderer should receive. On the other hand, criminal procedure is concerned with the legal rules followed and the steps taken to investigate, apprehend, charge, prosecute, convict, and sentence to punishment individuals who violate substantive criminal law. For example, criminal procedure describes how a murder trial must be conducted. This article discusses criminal law in the context of the common law system, which is found in countries such as England, Canada, and the United States. In the common law system, judges decide cases by referring to principles set forth in previous judicial decisions. Common law systems are typically contrasted with civil law systems, which are found in most Western European countries, much of Latin America and Africa, and parts of Asia. In civil law systems, judges decide cases by referring to statutes, which are enacted by legislatures and compiled in comprehensive books called codes. In legal systems based on common law, criminal law is distinguished from what is known as civil law. In this context, the term civil law refers to the rules regulating private relationships, such as marriage, contracts, and personal injuries. In contrast, criminal law governs actions and relationships that are deemed to harm society as a whole.

PURPOSE OF CRIMINAL LAW

Criminal law seeks to protect the public from harm by inflicting punishment upon those who have already done harm and by threatening with punishment those who are tempted to do harm. The harm that criminal law aims to prevent varies. It may be physical harm, death, or bodily injury to human beings; the loss of or damage to property; sexual immorality; danger to the government; disturbance of the public peace and order; or injury to the public health. Conduct that threatens to cause, but has not yet caused, a harmful result may be enough to constitute a crime. Thus, criminal law often strives to avoid harm by forbidding conduct that may lead to harmful results. One purpose of both civil law and

criminal law in the common law system is to respond to harmful acts committed by individuals. However, each type of law provides different responses. A person who is injured by the action of another may bring a civil lawsuit against the person who caused the harm. If the victim prevails, the civil law generally provides that the person who caused the injury must pay money damages to compensate for the harm suffered. A person who acts in a way that is considered harmful to society in general may be prosecuted by the government in a criminal case. If the individual is convicted (found guilty) of the crime, he or she will be punished under criminal law by either a fine, imprisonment, or death. In some cases, a person's wrongful and harmful act can invoke both criminal and civil law responses.

A Retribution The theory of retribution holds that punishment is imposed on the blameworthy party in order for society to vent its anger toward and exact vengeance upon the criminal. Supporters of this theory look upon punishment not as a tool to deter future crime but as a device for ensuring that offenders pay for past misconduct.

B Deterrence Those who support the deterrence theory believe that if punishment is imposed upon a person who has committed a crime, the pain inflicted will dissuade the offender (and others) from repeating the crime. When the theory refers to the specific offender who committed the crime, it is known as special deterrence. General deterrence describes the effect that punishment has when it serves as a public example or threat that deters people other than the initial offender from committing similar crimes.

C Restraint Some believe that the goal of punishment is restraint. If a criminal is confined, executed, or otherwise incapacitated, such punishment will deny the criminal the ability or opportunity to commit further crimes that harm society.

D Rehabilitation Another possible goal of criminal punishment is rehabilitation of the offender. Supporters of rehabilitation seek to prevent crime by providing offenders with the education and treatment necessary to eliminate criminal tendencies, as well as the skills to become productive members of society.

E Restoration The theory of restoration takes a victim-oriented approach to crime that emphasizes restitution (compensation) for victims. Rather than focus on the punishment of criminals, supporters of this theory advocate restoring the victim and creating constructive roles for victims in the criminal justice process. For example, relatives of a murder victim may be encouraged to testify about the impact of the death when the murderer is sentenced by the court. Promoters of this theory believe that such victim involvement in the process helps repair the harm caused by crime and facilitates community reconciliation.

F Conflicts Among Goals The various justifications for criminal punishment are not mutually exclusive. A particular punishment may advance several goals at the same time. A term of imprisonment, for example, may serve to incapacitate the offender, deter others in society from committing similar acts, and, at the same time, provide an opportunity for rehabilitative treatment for the offender. On the other hand, the goals of punishment may at times conflict. The retributive and deterrence theories call for the infliction of unpleasant experiences upon the criminal, including harsh prison treatment; but the prison environment may not be conducive to, or may even defeat, rehabilitation. No one theory of punishment addresses all the goals of criminal law. A combination of theories and goals plays a part in the thinking of the legislators who establish the ranges of punishment for various crimes, the judges and jurors who sentence offenders within these ranges, and the parole authorities who have the power to release certain prisoners.

2. Determine if the sentences are true or false, according to the text.

1. Criminal Law, branch of law that defines crimes, establishes punishments and regulates the investigation. a)true b) false.
2. The term civil law refers to the rules regulating private relationships, such as marriage, contracts, and personal injuries. a)true b) false.
3. One purpose of both civil law and criminal law in the common law system is to respond to harmful acts committed by individuals. a)true b) false.
4. A person who is injured by the action of another cannot bring a civil lawsuit against the person who caused the harm. a)true b) false.
5. Some believe that the goal of punishment is restraint. a)true b) false.
6. The goal of criminal punishment is rehabilitation of the offender. a)true b) false.
7. The various justifications for criminal punishment are mutually exclusive. A particular punishment may advance several goals at the same time. a)true b) false.
8. A person who acts in a way that is considered harmful to society in general may be prosecuted by the government in a criminal case. a)true b) false.
9. A term of imprisonment may serve to incapacitate the offender, deter others in society from committing similar acts, and, at the same time, provide an opportunity for rehabilitative treatment for the offender. a)true b) false.
10. This article discusses criminal law in the context of the common law system, which is found in countries such as England, Canada. a)true b) false.

Практическая работа № 51.

Тема 8.5. Международное право

INTERNATIONAL LAW

International Law, principles, rules, and standards govern nations and other participants in international affairs in their relations with one another. International law is the law of the international community. Most international law consists of long-standing customs, provisions agreed to in treaties, and generally accepted principles of law recognized by nations. Some international law is also created by the rulings of international courts and organizations. The purposes of international law include resolution of problems of a regional or global scope (such as environmental pollution or global warming), regulation of areas outside the control of any one nation (such as outer space or the high seas), and adoption of common rules for multinational activities (such as air transport or postal service). International law also aims to maintain peaceful international relations when possible and resolve international tensions peacefully when they develop, to prevent needless suffering during wars, and to improve the human condition during peacetime. Enforcement of international law is often difficult because nations are sovereign (independent) powers that may put their own interests ahead of those of the international community. In addition, the mechanisms of enforcement are young and not well developed. Enforcement may be effectively achieved, however, through the actions of individual nations, agencies of international organizations such as the United Nations (UN), and international courts. The United Nations Security Council can authorize economic sanctions, diplomatic sanctions, or military force to maintain or restore international peace

and security. International law began as a system governing the relations among sovereign states, and states have always been the primary legal entities affected by international law. As the global system has become more complex, however, international law has come to recognize and regulate international organizations, businesses, nonprofit entities, and individuals. The emergence of international human rights law and, more recently, international criminal law reflects the fact that individuals today are direct subjects of international law in certain respects.

2. Determine if the sentences are true or false, according to the text.

1. International law is the law of the international community. a) true b) false.
2. Most international law consists of long-standing customs, provisions agreed to in treaties, and generally accepted principles of law recognized by nations. a) true b) false.
3. The purposes of international law include resolution of problems of a regional or global scope. a) true b) false.
4. International law also aims to maintain peaceful international relations. a) true b) false.
5. Enforcement of international law is often difficult because nations are sovereign (independent) powers that may put their own interests ahead of those of the international community. a) true b) false.
6. Enforcement may be effectively achieved, however, through the actions of individual nations, agencies of international organizations such as the United Nations (UN), and international courts. a) true b) false.
7. The United Nations Security Council can authorize economic sanctions, diplomatic sanctions, or military force to maintain or restore international peace and security. a) true b) false.
8. The crime of solicitation involves encouraging, enticing, requesting, or commanding another to commit a crime. a) true b) false.
9. Inchoate offenses include attempt to commit, conspiracy to commit, and solicitation to commit criminal acts. a) true b) false.

Раздел 9. Судебная система стран изучаемого языка

Практическая работа № 52.

Тема 9.1. Судебная система РФ

The judicial system of the Russian Federation consists of courts at the federal level and regional courts:

1. COURTS AT THE FEDERAL LEVEL

1.1 The Constitutional Court. This is the highest judicial body in the Russian Federation. It is made up of 19 judges, proposed by the President of the Russian Federation and approved by the Federation Council. Since June 2008 the Constitutional Court has been located in St Petersburg. The Constitutional Court has jurisdiction to interpret the RF Constitution; to decide whether a federal law is consistent with the country's Constitution; and to adjudicate whether or not laws regulations and normative acts passed by the President of the Russian Federation, the Council of the Federation, the State Duma, the

Government of the Russian Federation, constitutions of republics, charters and other normative acts of the subjects of Russian Federation are consistent with the Constitution of the Russian Federation; Courts of General Jurisdiction.

1.2 The Supreme Court of the Russian Federation. This is the supreme judicial body for all courts of general jurisdiction on civil, criminal and administrative matters. As of today the Supreme Court consists of 123 judges. Judges for the Supreme Court are proposed by the President of the Russian Federation and approved by the upper house of the legislature, the Federation Council. The Supreme Court is located in Moscow. It has jurisdiction as a court of cassation, i.e. it is the highest court of appeal in the land. It is a court of supervisory instance over the courts of the subjects of the Russian Federation and over the tier of district courts below that level. There are three chambers in the structure of the Supreme Court of the Russian Federation: Judicial Chamber on Civil Cases; Judicial Chamber on Criminal Cases; and Military Chamber. The Plenary Session of the Supreme Court can issue regulations. Regulations are a unique element of the machinery for the implementation of domestic law in the Russian legal system. Enacted by the Plenary Session, they are “explanations on issues of judicial practice”, based on the overview and generalization of the jurisprudence of the lower courts and Supreme Courts of subjects of the Federation. Regulations are abstract opinions but legally binding on all lower courts. They summarize the judicial practice of lower courts and explain how a particular provision of the law shall be applied. These regulations are employed to ensure the consistent application of Russian law by explaining how the law shall be interpreted. Regulations have their legal basis in Article 126 of the RF Constitution.

1.3 Military Courts. The basic tier of military courts is the military courts of the armed forces, fleets, garrisons and separate military forces. The middle tier of military courts consists of military courts of the branches of the armed forces, the seven Military Districts into which the country is divided, and the districts of anti-aircraft defense, navy and individual armies. They consider disputes involving military personnel. Three-tiered system of the military courts is an integral part of Courts of General Jurisdiction.

Arbitration Courts. Arbitration courts form a system with jurisdiction over economic disputes that, as a rule, arise between companies and individual entrepreneurs, both Russian and foreign.

1.4. The Higher Arbitration Court of the Russian Federation. Judges for the Higher Arbitration Court are proposed by the President of the Russian Federation (Article 127 of the Constitution) and approved by the Federation Council. It exercises original jurisdiction over disputes between the Russian government and commercial parties, the government and subjects of the Russian Federation, or between subjects of the Russian Federation. The Plenary Session of the Higher Arbitration Court can also issue Regulations.

2. Прочитайте утверждения и укажите Т – true, F-false , т.е. соответствуют ли они содержанию текста. Исправьте неверные утверждения.

1. The present Russian judicial system follows the structure of courts of the USA.
2. The Higher Arbitration Court acts only as a court of original jurisdiction.
3. The Supreme Court is the supreme judicial body for all courts of general jurisdiction on civil, criminal and administrative matters.

4. The Constitutional Court has jurisdiction to interpret the RF Constitution; to decide whether a federal law is consistent with the country's Constitution; and to adjudicate whether or not laws and regulations passed by the Republics and Regions of the Russian Federation are consistent with the RF Constitution.
5. The Plenary Session of the Supreme Court can issue laws.
6. Military Courts consider disputes involving military personnel.
7. There are two chambers in the structure of the Supreme Court of the Russian Federation: Judicial Chamber on Civil Cases and Judicial Chamber on Criminal Cases.
8. Regulations are abstract opinions (not decisions in exact disputes) but legally binding on all lower courts.
9. Judges for all courts are approved by the State Duma.
10. The judicial system of the Russian Federation consists of courts at the federal level and regional courts.

Практическая работа № 53.

Тема 9.2. Судебная система Великобритании

COURTS IN THE UNITED KINGDOM

Courts in the United Kingdom, judicial institutions charged with resolving disputes in law, either between citizens, or between citizens and government organs. There are three legal systems in the United Kingdom: one for England and Wales, one for Scotland, and one for Northern Ireland. Because they have been ruled by the same Parliament for so long, the different systems have much in common. However, their different origins and circumstances, especially in Scotland, account for their own procedures and detailed law. Appeal can be made from all courts in the United Kingdom, except in Scottish criminal matters, to the House of Lords in London. The present court system is an amalgamation over the centuries of three sorts of courts: ecclesiastical, common law, and courts of equity. Essentially, the present form began in 1873, with some structural alterations made in 1971. In English common law, the courts are, in theory, the final bodies that give effect to legal state and legislative power. A statute only has effect by being recognized by the courts and the legal system generally. In fact, the courts have never refused to follow the legislature, although the question of whether a court would accept an absurdly unjust statute has never been tested. Indeed, some of the lower courts and tribunals exist only by virtue of statutes, and much of the activity of the higher courts is governed by statute and by regulations made under statute.

THE STRUCTURE OF THE COURTS: CRIMINAL The most numerous courts in England and Wales are the magistrates' courts, where justices of the peace, or magistrates, sit. Most magistrates are lay people who sit on a bench of three with a legally qualified clerk who advises them on the law. In cities there are also stipendiary magistrates who are legally qualified and sit alone. The office of justice of the peace is an ancient one, which predates its recognition in statute in 1361. Now it is largely governed by acts of Parliament. Magistrates decide the vast majority of criminal matters and a limited range of civil and administrative questions. Appeal can be made from the magistrates' decision to the Crown Court, where a circuit judge sits, usually with two magistrates who did not hear the case in

the magistrates' court. The appeal is a complete rehearing of the case, and evidence is heard again if it is in dispute. The Crown Court has power in these cases to increase as well as decrease the sentence imposed below. The only further appeal is to the Divisional Court of the High Court on a point of law, or on the grounds of unfairness in the proceedings. Cases may also reach the Crown Court when magistrates commit a convicted defendant for sentence, which allows the Crown Court to use its greater powers. This is done when the magistrates think a case is too serious for them to decide. The majority of work in the Crown Court covers trials on indictment—that is, relating to formal charges. These cases are first heard in the Crown Court, to which they are committed by magistrates, who decide whether there is enough evidence to make a case against the defendant. More often than not, today, this is a formal matter, made on paper, although there is provision for the defendant to require evidence to be given. A judge and jury hear trials on indictment. The seniority and special qualifications of the judge determine the kind of case he or she is permitted to preside over. The judge decides the law and the jury the facts. Crown Court jurisdiction was created in 1971 and replaced Quarter Sessions, which dealt with matters somewhat more serious than in magistrates' courts, and appeals from magistrates, and assize courts, which were held when High Court judges came from London to the provinces. The old system was too inflexible and sat too infrequently to deal with the increasing volume of criminal business. Appeal from the Crown Court is to the Court of Appeal Criminal Division, which usually consists of a Lord Justice of Appeal, and two judges of the High Court. This is not a hearing but a true appeal, so the appellant (the person making the appeal) has to show that there was a mistake in law or some flaw in the proceedings which meant that he or she did not receive a fair trial. There is provision for the Court of Appeal to find that, while the trial was flawed, no injustice to the defendant was done, and the conviction should stand. An appeal against sentence must show that the sentence was clearly excessive. Either the defendant or the prosecution may appeal to the House of Lords in its appellate capacity, which does not involve lay members of the House, but is heard by a committee of paid Lords of Appeal in Ordinary. The appeal is only available if the Court of Appeal certifies that a point of law of general public importance is involved, and if either that court or a Lords' committee gives leave.

THE STRUCTURE OF THE COURTS: CIVIL MATTERS

Other than the limited jurisdiction of the magistrates' court, mostly concerned with family matters, most unexceptional civil disputes come to the county court. This was created by an Act of Parliament, but it has concurrent jurisdiction with the High Court, which means that in most areas the litigant has a choice of which court to use. Most claims of less than 3,000 pounds (\$1830) are heard in arbitration as small claims. The formal rules of court and evidence do not apply, and the successful party does not get his or her costs of bringing the case from the other side. District judges, who also deal with preliminary arguments about most of the higher-value claims before they come to trial, hear these. District judges conduct some trials, although circuit judges generally hear trials. County courts existed before 1970, but their major importance dates from then, when the system of circuit judges was introduced. Since the late 1980s an increase in the financial limits to the cases it can try has made it a real, and often cheaper, alternative to the High Court. The High Court is the ancient civil court of England. It reached its present form with the Judicature Act of 1873. The new High Court was divided into three divisions: Queen's Bench; Chancery; and

Probate, Divorce and Admiralty (PDA). A subsequent rearrangement changed the PDA into the Family Division. Usually, one judge sits in a High Court case, except when a divisional court is convened. That consists of usually one High Court judge and a Lord Justice of Appeal, and usually tries disputes about government decisions. Appeals from the county court and the High Court are to the Court of Appeal, Civil Division. In most cases, each court contains three Lord Justices of Appeal. The president of the Civil Division is the Master of the Rolls, who regularly sits in the Court of Appeal, as does the President of the Family Division and the vice chancellor, the head of the Chancery Division. Appeal from the Court of Appeal lies to the House of Lords, with the leave of the court or the House of Lords.

2. Determine if the sentences are true or false, according to the text.

1. There are four legal systems in the United Kingdom: one for England and Wales, one for Scotland, and one for Northern Ireland, and one for Germany. a) true b) false.
2. The present court system is an amalgamation over the centuries of three sorts of courts: ecclesiastical, common law, and courts of equity. a) true b) false.
3. The most numerous courts in England and Wales are the magistrates' courts, where justices of the peace, or magistrates, sit. a) true b) false.
4. Magistrates decide the vast majority of criminal matters and a limited range of civil and administrative questions. a) true b) false.
5. The majority of work in the Crown Court covers trials on indictment—that is, relating to formal charges. a) true b) false.
6. Appeal from the Crown Court is to the Court of Appeal Criminal Division, which usually consists of a Lord Justice of Appeal, and two judges of the High Court. a) true b) false.
7. The formal rules of court and evidence do not apply, and the successful party does not get his or her costs of bringing the case from the other side. a) true b) false.
8. The High Court is the ancient civil court of England. a) true b) false.
9. The new High Court was divided into three divisions: Queen's Bench; Chancery; and Probate, Divorce and Admiralty (PDA). a) true b) false.
10. Appeal from the Court of Appeal lies to the House of Lords, with the leave of the court or the House of Lords. a) true b) false.

Практическая работа № 54.

Тема 9.3. Судебная система США

I. Найдите в словаре русские эквиваленты следующих слов и выражений, которые понадобятся Вам для работы с текстом, и выучите их: to run, court, to coexist, jurisdiction, to appeal.

II. С помощью словаря переведите следующие словосочетания и составьте с ними собственные предложения, не прибегая к помощи текста: to be complex; to be organized in three tiers; the court of appeals.

III. Прочитайте, устно переведите и предложите свое название текста. Обоснуйте свой выбор:

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

Individuals fall under the jurisdiction of two different court systems, their state courts and federal courts. They can sue or be sued in either system, depending mostly on what their case is about. The vast majority of cases are resolved in the state courts. The federal courts are organized in three tiers, like a pyramid. At the bottom of the pyramid are the US district courts, where litigation begins. In the middle are the US courts of appeals.

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

IV. Закончите предложения в соответствии с текстом, используя следующие слова и выражения: the federal system of government; with the state court; the US Supreme Court; in three tiers, like a pyramid; to take a case to a higher court.

1. At the top is...
2. It functions as part of...
3. The federal courts are organized...
4. These federal courts coexist...
5. To appeal means...

V. Составьте предложения из следующих слов и выражений:

1. is complex, the American, system, court;
2. the US district courts, at the bottom, are, where litigation, of the pyramid, begins;
3. known, in these court, as, are, the judges, generalists.

VI. а) переведите предложение целиком:

The courts of appeals and the Supreme Court are appellate courts, with few exceptions, they review cases that have been decided in lower courts.

VII. Письменно переведите абзац “Individuals..... the US courts of appeals.”

VIII. Согласитесь или не согласитесь со следующими высказываниями:

1. Each state runs its own court system.
2. At the top is the US Constitutional Court.
3. Most federal courts hear and decide a wide array of cases.

IX. Соедините слова левой колонки с подходящими определениями в правой и составьте свои предложения с этими словами:

- | | |
|---------------|---|
| 1. court | 1. to rule |
| 2. run | 2. a trial in the court |
| 3. sue | 3. a place where trials take place |
| 4. litigation | 4. the group of people who govern a country |
| 5. government | 5. begin lawsuit against |

X. Выделите ключевые предложения абзацев и переведите их на русский язык.

XI. Определите тему текста и сформулируйте его идею.

XII. Письменно кратко изложите содержание текста на русском языке.

XIII. Задайте 10 вопросов к тексту.

XIV. Перескажите текст.

Практическая работа № 55.

Тема 9.4. Пассивный залог глаголов в настоящем времени

Цель работы: Овладение грамматическим материалом по теме.

Ход работы: Изучение теоретического материала. Выполнение грамматических упражнений.

Глаголы в английском языке употребляются в активной форме залога — «the Active Voice» и в пассивной (**страдательной**) — «the Passive Voice». В активном залоге субъект выполняет действие, указанное глаголом, а в пассивном — на субъект действует сам глагол. She wrote a book (Active) – A book was written by her (Passive).

Что такое пассивный залог?

Пассивный залог широко употребляется как в устном так и в письменном современном английском. Зачастую пассивные конструкции используются, когда нет необходимости называть исполнителя какого-либо действия, а также, если нет разницы в том, кто именно это действие выполняет — важен лишь результат.

Страдательный залог используется, чтобы показать интерес к объекту, который испытывает действие, а не к объекту, который его выполняет.

The book was written last Monday. – Книга была написана в прошлый понедельник.

В этом предложении подлежащее «the book» испытывает на себе действие субъекта, то есть не сама книга себя написала, а была кем-то написана. При этом, скорее всего, известно, кто ее написал, но здесь важен сам факт совершения действия (книгу написали, и она готова), а не исполнитель. Поэтому предложение и употреблено в пассивном залоге.

Когда необходимо указать исполнителя действия в пассивном залоге, то добавляем предлог «**by**»:

The book was written **by** me. – Эта книга была написана мной.

Образование пассивного залога в разных временах

Пассивный залог образуется с помощью вспомогательного глагола «**be**» и формы **Past Participle** (смыслового глагола в 3 форме) и только переходные глаголы (обозначают действие, которое по своему смыслу переходит на некий предмет) могут образовывать формы пассивного залога.

Образование пассивного залога

Время	Формула	Пример
Present Simple	is/am/are + Ved (V3)	Mails are sent every day. – Письма отправляют каждый день.
Past Simple	was/were + Ved (V3)	Mails were sent yesterday. – Письма отправили вчера.
Future Simple	will/shall + be + Ved(V3)	Mails will be sent tomorrow. – Письма отправят завтра.
Present Continuous	is/am/are + being + Ved (V3)	Mails are being sent now. – Письма отправляют сейчас.

Past Continuous	was/were + being + Ved (V3)	Mails were being sent at 5 yesterday. – Посылки вчера отправляли в 5 часов.
Future Continuous	—	—
Present Perfect	has/have + been + Ved (V3)	Letters have been already sent. – Письма уже отправили.
Past Perfect	had + been + Ved (V3)	Letters had been sent before he phoned. – Письма отправили до того, как он позвонил.
Future Perfect	will/shall + have/has + been + Ved (V3)	Letters will have been sent by 5 tomorrow. – Письма отправят завтра до 5 часов.
Perfect Continuous	—	—

Attention: Perfect Continuous вообще не используется в страдательном залоге. А время Continuous не имеет будущего отрезка.

Кроме этого, еще можно образовывать пассивные предложения с двумя объектами. Так активное предложение в пассивной форме залога может выглядеть следующим образом:

Active Voice:

Linda gave an **apple** to **me**.

Passive Voice:

An apple was given to **me** by **Linda** or

I was given **an apple** by **Linda**.

Один из двух объектов становится субъектом, а другой остается объектом. Какой объект превратится в субъект зависит от того, на чем вы сосредоточитесь.

Отрицательные и вопросительные формы глагола в пассивном залоге

Отрицательная форма глагола образуется с помощью частицы «**not**», которая следует за вспомогательным глаголом (если вспомогательных глаголов несколько, то «**not**» ставится после первого):

The cat was **not** fed by him yesterday. – Кот не был накормлен им вчера.

The cat was **not** often left hungry. – Кота не часто оставляли голодным.

Ничего сложного и в **вопросительной** форме. Для образования такой в пассивном залоге **первый вспомогательный глагол** ставится **перед подлежащим**:

Are you often invited to the circus? – Тебя часто приглашают в цирк?

Has the book been written by her? – Книга была написана ею?

Exercises.

Exercise 1. Complete the sentences with the correct form of the verbs in bracket.

Butter is *made* of milk. (make)

Oranges are _____ into Britain. (import)

How often are these rooms _____? (clean)

I am never _____ to parties. (invite)

This house was _____ 100 years ago. (build)

When was the telephone _____? (invent)

Two people were _____ to hospital. (take)

Exercise 2. Make up sentences in the Passive Voice.

a) in the Present Simple tense

0. (the office / clean / every day) *The office is cleaned every day.*

0. (these rooms / clean / every day?) *Are these rooms cleaned every day?*

(private letters / not / open / in the mail room) _____

(stamps / sell / in a post office) _____

(this room / not / use / very often) _____

(we / allow / to park here?) _____

(how / this word / pronounce?) _____

b) in the Past Simple tense

(the office / clean / yesterday). *The office was cleaned yesterday.*

(the office / paint / last month) _____

(the letter / lose / a few days ago) _____

(when / this equipment / buy?) _____

(you / invite / to the party last week?) _____

(how / these letters / deliver?) _____

Раздел 10. Судебное разбирательство

Практическая работа № 56.

Тема 10.1. Состав преступления

ELEMENTS OF A CRIME

Certain elements, or factors, must coexist in order for behavior to constitute a crime. To be guilty of a crime, a person must commit an act. Criminal liability is not imposed for thoughts without action. The person acting must be doing so intentionally—that is, his or her conduct must not be accidental or involuntary.

A The Wrongful Act To be guilty of a crime, a person must either have performed a voluntary physical act or failed to act when he or she had a legal duty to do so. In other words, there is no criminal liability for bad thoughts alone. Thus, a child may earnestly wish a parent dead and may even think about killing the parent. But even if the parent should coincidentally die, the child is not a murderer, provided that he or she took no action to bring about the parent's death. Most crimes are committed by a specific action—for example, the pulling of a trigger or the thrusting of a knife in murder, or the lighting of a fire in arson. Some crimes, however, are defined in terms of omission or failure to act. For example, it is a crime not to file an income tax return. A person who has a special relationship with another or has voluntarily assumed a duty to help another may be guilty of a crime if he or she fails to act. For example, a parent is obligated to rescue his or her child from danger and a lifeguard on duty must attempt to rescue a drowning swimmer if it

is physically possible for the parent or lifeguard to do so. Although the duty to rescue a person who is in danger is 40 limited, parents owe a duty to their young children and lifeguards to swimmers in their charge.

B Mental Fault To be guilty of a crime, the person must also have had the intent to act in a harmful way. This element is sometimes called the requirement of mental fault or *mens rea*, a Latin term that means “guilty mind.” Thus, many crimes are defined in terms of intentionally, knowingly, maliciously, willfully, recklessly, or negligently acting or bringing about a result, or of conducting oneself with intent to accomplish a specified consequence. The *mens rea* requirement distinguishes between inadvertent or accidental acts and acts for which a person is criminally liable. Generally, a person must have intended the actual harm that in fact resulted—that is, there is no criminal liability unless the criminal act and the required intent concur. Thus it is not murder if a man desires to kill his brother and, while driving to the store to purchase a gun for this purpose, accidentally runs over and kills his brother who happens to be crossing the street. On the other hand, if one intends harm to a particular person or object and, in attempting to carry out that intent, causes a similar harm to another person or object, one's intent will be transferred from the target person or object to the person or object actually harmed. For example, if a woman shoots at a man with the intent to kill him but, due to poor aim, misses the man and hits and kills a child nearby, the shooter's intent to kill the man is transferred to the child and the woman is liable for the child's murder. In recent years, there has been a tendency to depart from the basic premise of criminal law requiring a specific mental state (intent) and to define statutory crimes providing for criminal liability without intent to cause harm. In the case of these so-called strictliability offenses, the offender's mental state is irrelevant. Laws against serving alcohol to minors or against mislabeling food and drug products are typical examples of strictliability statutes.

2. Determine if the sentences are true or false, according to the text.

1. To be guilty of a crime, a person must either have performed a voluntary physical act or failed to act when he or she had a legal duty to do so. a)true b) false.
2. Most crimes are committed by a specific action—for example, the pulling of a trigger or the thrusting of a knife in murder, or the lighting of a fire in arson. a)true b) false.
3. A person who has a special relationship with another or has voluntarily assumed a duty to help another may be guilty of a crime if he or she fails to act. a)true b) false.
4. In recent years, there has been a tendency to depart from the basic premise of criminal law requiring a specific mental state (intent) and to define statutory crimes providing for criminal liability without intent to cause harm. a)true b) false.
5. Laws against serving alcohol to minors or against mislabeling food and drug products are typical examples of strict-liability statutes. a)true b) false.

3. Match the words and translate the words.

thrusting	harm
wrongful	to act
failure	years
Mental	the parent's death
to carry out	of a knife
to accomplish	an intent
In recent	act
to bring about	a specified consequence
to cause	fault
to constitute	a crime

Практическая работа № 57.

Тема 10.2. Судебный процесс

1. Read and translate the text

A crime is usually defined as a voluntary act or omission, together with a given state of mind. The state of mind involves purpose, awareness, recklessness, or negligence. Acts committed during fits of epilepsy or while sleepwalking are involuntary and thus are not qualified as crimes. Mental disorders are also recognized as limiting or absolving responsibility for acts otherwise regarded as criminal. The law of most countries recognizes that the use of force might be justifiable. The use of force might be justifiable in self-defense, defense of other persons, protection of property, and enforcement of the law. Criminal acts include arson, rape, treason, aggravated assault, theft, burglary, robbery, murder, and conspiracy. [Conspiracy is a secret plan made by two or more people to do something that is harmful or illegal.] Criminal law also deals with the preparation of charges and with trial procedures. The latter involves the formation of juries, the guarantee of a public trial, the right to counsel, the presentation of evidence, the establishment of guilt, and sentencing, if guilt has been established. Criminal law is concerned with postconviction procedures, such as calling for a new trial or challenging a conviction, either in the court where the conviction was declared or in appeal to a higher court.

2. Answer the questions:

- 1) What law defines criminal offenses?
- 2) What does criminal law regulate?
- 3) What does criminal law fix?
- 4) It is not a crime unless the law says it is one, is it?
- 5) What is a crime usually defined as?
- 6) What does the state of mind involve?
- 7) What acts are not qualified as crimes?
- 8) What is also recognized as absolving responsibility for criminal acts?
- 9) What does the law of most countries recognize?
- 10) What do criminal acts include?
- 11) What does criminal law also deal with?
- 12) What do trial procedures involve?
- 13) What is criminal law concerned with? 198

3. Agree or disagree with the following statements.

- 1) Criminal law defines civil offenses.
- 2) Criminal law doesn't regulate the apprehension, charging, and trial of suspected persons.
- 3) Criminal law prescribes the punishment for convicted offenders.
- 4) A crime is usually defined as a voluntary act, together with a given state of mind.
- 5) The state of mind involves criminal purpose, consciousness, carelessness, or neglect behavior.
- 6) Acts committed during fits of anger are involuntary and thus are not qualified as crimes.
- 7) Political disorders are also recognized as limiting or absolving responsibility for acts otherwise regarded as criminal.
- 8) The use of force is unjustifiable in self-defense and enforcement of the law.
- 9) Criminal acts include spontaneous combustion and parking violation.
- 10) Trial procedures don't include the formation of juries and the establishment of guilt.

4. Restore the word order in the following statements.

- 1) Criminal law criminal offenses defines.
- 2) Criminal law the apprehension of suspected regulates persons.
- 3) Criminal law die charging of suspected regulates persons.
- 4) Criminal law the trial of suspected persons regulates.
- 5) Criminal law punishment for convicted offenders fixes.
- 6) It is not a crime unless the law it is one says.
- 7) A crime a dishonest, violent, or immoral action that can be punished by law is.
- 8) The state of mind purpose and awareness involves.
- 9) Acts are committed during fits of epilepsy involuntary.
- 10) Acts qualified committed while sleepwalking are not as crimes.
- 11) The use of force might justifiable be.
- 12) Criminal acts murder and conspiracy include.
- 13) Criminal law with the preparation of charges deals.
- 14) Criminal law with trial procedures deals.
- 15) Trial procedures the formation of juries involve.
- 16) Criminal law is with postconviction procedures concerned.

Практическая работа № 58.

Тема 10.3. Пассивный залог глаголов в прошедшем и будущем временах

Цель работы: Овладение грамматическим материалом по теме.

Ход работы: Изучение теоретического материала. Выполнение грамматических упражнений.

Exercises.

Exercise 1. Complete the sentences with the correct form of the verbs in bracket.

Butter is *made* of milk. (make)

Oranges are _____ into Britain. (import)

How often are these rooms _____? (clean)

I am never _____ to parties. (invite)

This house was _____ 100 years ago. (build)

When was the telephone _____? (invent)

Two people were _____ to hospital. (take)

Exercise 2. Make up sentences in the Passive Voice.

a) in the Present Simple tense

0. (the office / clean / every day) *The office is cleaned every day.*

0. (these rooms / clean / every day?) *Are these rooms cleaned every day?*

(private letters / not / open / in the mail room) _____

(stamps / sell / in a post office) _____

(this room / not / use / very often) _____

(we / allow / to park here?) _____

(how / this word / pronounce?) _____

b) in the Past Simple tense

(the office / clean / yesterday). *The office was cleaned yesterday.*

(the office / paint / last month) _____

(the letter / lose / a few days ago) _____

(when / this equipment / buy?) _____

(you / invite / to the party last week?) _____

(how / these letters / deliver?) _____

Упр. 3. Передайте следующие предложения в *Passive Voice*.

1. The students greeted the famous lecturer warmly. 2. They have recently built a huge plant, in the town of N. 3. We must finish the work by tomorrow. 4. When I fell ill, my mother sent for the doctor. 5. They looked for the girl everywhere. 6. They did not listen to the boy. 7. She looks after the patients well. 8. They asked for our address. 9. My father looked through these papers this morning- Ю- He will give my brother English lessons. 1.1. A friend of his has shown me an interesting magazine. 12. His friend told him everything. 13. They showed Helen the nearest way to the theatre. 14. He gave his patient some good advice. 15. Mary has told me the news. 16. The people looked at the little boy with interest. 17. They examined the paper attentively.

Упр. 4. Передайте следующие предложения в *Passive Voice*.

1. We asked him about his holidays. 2. They have already discussed the novel. 3. He did not give me his address. 4. She showed him the way to the metro station. 5. He will introduce me to his friends. 6. They are building a bridge over the river. 7. I haven't yet translated the article. 8. We were looking at the man with great surprise. 9. You will speak about the film at the lesson. 10. The headmistress sent for the pupil's parents. 11. Has the secretary typed the letters? — No, she is typing them now.

Упр. 5. Передайте следующие предложения в *Passive Voice*.

1. We turn on the light when it is dark. 2. The students finished their translation in time. 3. Helen washed the dishes. 4. Betty often took her younger brother for a walk. 5. Mother has made some coffee. 6. Have you ironed your dress yet? 7. Nina mispronounced this word. 8. They have told her the truth. 9. She promised us an interesting entertainment. 10. One uses chalk for writing on the blackboard. 11. I shall finish my work about seven o'clock. 12. Somebody has opened the door. 1.3. The waitress brought in the coffee. 14. One of my friends took me to the cinema last week. 15. We shall finish this work in time. 16. They built this house in 1960. 17. They were selling new children's books in that shop when I

entered it yesterday. 18. A large group of young people joined us on our way to the station. 19. A young teacher started a school in this village. 20. They are translating this article now. 21. Galsworthy wrote "The Forsyte Saga." 21. Thousands of people attended this meeting. 22. He has just interrupted me. 23. The teacher has explained it to us.

Практическая работа № 59.

Тема 10.4. Защита от преступлений

DEFENSES TO CRIMES

Defense is a broad term that refers to numerous claims that serve to rebut (refute), mitigate (moderate), justify, or excuse conduct that the state has labeled criminal. Some defenses are factual. For example, an accused person may offer an alibi that demonstrates that he or she was not present at the crime scene at the time the crime occurred. Other defenses, such as insanity, acknowledge that the accused committed the crime but assert that he or she should not be held responsible. Some defenses serve to explain the circumstances of the action and negate criminal liability. For example, if a person kills another in self-defense, the law provides that the prohibited act was justified and not appropriate for punishment.

A Insanity The defense of insanity is based on the premise that those who are unable to control their actions or appreciate the criminality of their actions due to mental defect or illness should not be punished under criminal law. The insanity defense is a legal test of criminal responsibility and does not strictly conform to the medical definition of mental illness. Although a great deal of publicity is usually generated when it is invoked, the insanity defense is rarely used and infrequently successful. Beginning in the mid-19th century, the test of insanity applied in England and much of the United States was known as the M’Naghten rule. This test was derived from the English case of Daniel M’Naghten, who was tried for murder in 1843. M’Naghten was judged not guilty because he suffered from a mental illness that prevented him from understanding whether his actions were right or wrong. The M’Naghten rule permits the defense of insanity for criminal defendants who, as a result of mental illness at the time of the criminal act, did not know the nature or the wrongfulness of their actions. The M’Naghten test requires evidence of mental defect that impaired the defendant’s ability to distinguish between right and wrong. Some jurisdictions have supplemented the M’Naghten rule with the irresistible impulse test. Under this standard, an accused can be found not guilty by reason of insanity if a mental defect or disease rendered him or her incapable of refraining from a criminal act. Another form of the insanity defense merges and modernizes the M’Naghten and irresistible impulse tests. Jurisdictions that have adopted this standard permit the defense of insanity if the defendant at the time of the criminal act, as a result of mental defect or disease, lacked substantial capacity either to appreciate the criminality (wrongfulness) of the conduct or to conform his or her conduct to the requirements of law. Some jurisdictions recognize a defense of diminished capacity or diminished responsibility. Under this defense, a person accused of a crime may assert that as a result of a mental defect short of insanity, he or she did not have the requisite mental fault for the crime charged. Evidence of the accused person’s diminished capacity may reduce the severity of the crime charged or of the sentence imposed upon conviction.

B Age A perpetrator's youth has long been a defense to criminal charges because children are deemed incapable of making rational decisions for which they should be held accountable. Under the common law, a child under 7 years of age is deemed too young to be criminally responsible. A child between the ages of 7 and 14 cannot be convicted of crime without proof that he or she knows the difference between right and wrong. A child 14 years of age or older is deemed sufficiently mature to be criminally responsible in most circumstances. Many jurisdictions have abandoned these arbitrary common law categories and have enacted statutes describing juvenile crime. Under these statutes children under a specified age (which varies from state to state) who commit crimes are considered guilty of delinquency rather than a criminal act, based on the theory that children need help more than punishment. Some statutes, however, allow for youths to be tried as adults for serious crimes, such as murder, rape, and armed robbery.

C Intoxication Intoxication, whether caused by alcohol, illegal drugs, or prescribed medications, may produce a state of mind resembling insanity. An intoxicated offender often cannot distinguish right from wrong or may have an irresistible impulse. For intoxication to be used as a defense against a crime, it must be involuntary (for example, if one is forced to consume an intoxicant, or if one consumes an intoxicant without knowledge of its mentally disabling nature).

D Duress A person who commits a crime because another is exerting extreme influence or pressure upon them may have the defense of duress (also known as coercion). Most jurisdictions allow the defense of duress only when (1) the pressure exerted is immediate and substantial, such as the threat of death or serious bodily harm; (2) the coercion is such that a reasonable person in the offender's position would have committed the crime; and (3) the offender did not willingly participate in creating a situation where coercion was likely. For example, if a woman kills a man because another person who is armed threatens to kill her if she does not, she would have the defense of duress to any charge of murder.

E Mistake Mistake of fact constitutes a defense to criminal liability if it can be shown that, owing to the mistake, the accused person lacked the mental fault required to commit the crime in question. If a person takes another's coat, mistakenly believing that it is his or her own coat, this mistake negates the intent to steal that is required for the crime of larceny. On the other hand, if a person, with the intent to steal, takes another's coat mistakenly believing that the coat belongs to a third person, this mistake does not negate the person's intent to steal, and he or she is guilty of larceny. In certain instances a crime is committed even if the perpetrator made a mistake that negates his or her intent to commit a crime. For example, a person who has sexual intercourse with a minor (a person who is under a certain age specified by statute) can be found guilty of statutory rape even if he or she honestly believed that the other person was older. The general rule is that ignorance or mistake of criminal law is not a defense to criminal liability. Therefore, if a person engages in a criminal act without knowing that the act is illegal, the mistake is no defense to criminal liability. This rule applies even if the mistake is based on the advice of a lawyer, because a contrary rule would encourage ignorance of the law. Some courts, however, recognize the defense of ignorance if the accused person (1) acted in reasonable, good-faith reliance upon a statute or judicial decision that is subsequently held to be invalid; or (2) reasonably relied upon an erroneous interpretation or statement of law provided by a public official legally responsible for the interpretation, administration, or enforcement of the law.

F Self-Defense As a general rule, the law provides a defense for actions that reasonably

appear necessary to protect oneself from the imminent (immediate) use of unlawful force. For example, a person is justified in the use of deadly force in self-defense if he or she reasonably believes that deadly force is necessary to prevent an act that would cause immediate death or serious bodily injury to himself or herself. If acting in self-defense, one may respond only with force proportional to the force defended against or necessary to resist the unlawful attack. Thus, one may not use deadly force except in response to deadly force. One who has initiated or provoked an attack generally may not claim self-defense.

G Entrapment A person who is induced by the police to commit a crime that he or she would not have otherwise undertaken can claim the defense of entrapment. To prove the defense, the person must show that the idea for committing the crime originated with a law enforcement agent, that the agent persuaded him or her to commit the crime, and that he or she was not predisposed to commit such a crime. A person cannot successfully claim the defense of entrapment if the police officer merely furnishes the person with a favorable opportunity to commit crime—for example, by pretending to be intoxicated in order to catch a pickpocket who has been targeting drunk individuals.

2. Determine if the sentences are true or false, according to the text.

1. Defense is a broad term that refers to numerous claims that serve to rebut, mitigate, justify, or excuse conduct that the state has labeled criminal. a) true b) false.

2. An accused person may offer an alibi that demonstrates that he or she was not present at the crime scene at the time the crime occurred. a) true b) false.

3. The insanity defense is a legal test of criminal responsibility and does not strictly conform to the medical definition of mental illness. a) true b) false.

4. Beginning in the mid-19th century, the test of insanity applied in England and much of the United States was known as the M’Naghten rule. a) true b) false.

5. Under the common law, a child under 7 years of age is deemed too young to be criminally responsible. a) true b) false.

6. The general rule is that ignorance or mistake of criminal law is not a defense to criminal liability. a) true b) false.

7. The law provides a defense for actions that reasonably appear necessary to protect oneself from the imminent (immediate) use of unlawful force. a) true b) false.

8. In recent years, there has been a tendency to depart from the basic premise of criminal law requiring a specific mental state (intent) and to define statutory crimes providing for criminal liability without intent to cause harm. a) true b) false.

9. Laws against serving alcohol to minors or against mislabeling food and drug products are typical examples of strict-liability statutes. a) true b) false.

10. Some modern statutes have modified the elements of the common law crime of rape. a) true b) false.

3. Make a short plan of the text.

Практическая работа № 60.

Тема 10.5. Суд присяжных

I. Найдите в словаре русские эквиваленты следующих слов и выражений, которые понадобятся Вам для работы с текстом, и выучите их: trial jury, to select, to assign, to involve, oath, impartial, to embarrass, challenging a juror, peremptory challenge, fair trial, to take offence, to suggest, ability, honesty, doubt.

II. С помощью словаря переведите следующие словосочетания и составьте с ними собственные предложения, не прибегая к помощи текста: to take the oath, past experience, to excuse, to challenge a juror, fair trial, to be impartial.

III. Прочитайте, устно переведите и предложите свое название текста. Обоснуйте свой выбор:

The first step in the selection of the trial jury is the selection of a “jury panel”. When you are selected for a jury panel, you will be directed to report along with other panel members, to a courtroom in which a case is to be heard once a jury is selected. The judge assigned to that case will tell you about the case and will introduce the lawyers and the people involved in the case. You will also take an oath, by which you promise to answer all questions truthfully. Following this explanation of the case and the taking of the oath, the judge and the lawyers will question you and the other members of the panel to find out if you have any personal interest in it or any feelings that might make it hard for you to be impartial. This process of questioning is called Voir Dire, a phrase meaning “to speak the truth”.

Many of the questions ask the judge and lawyers you during Voir Dire may seem very personal to you, but you should answer them completely and honestly. Remember that the lawyers are not trying to embarrass you, but are trying to make sure that members of the jury do not have opinions or past experiences which might prevent them from making an impartial decision.

During Voir Dire the lawyers may ask the judge to excuse you or another member of the panel from sitting on the jury for this particular case. This is called challenging a juror. There are two types of challenges. The first is called a challenge for cause, which means that the lawyer has a specific reason for thinking that the juror would not be able to be impartial. For example, the case may involve the theft of a car. If one of the jurors has had a car stolen and still feels angry or upset about it, the lawyer for the person accused of the theft could ask that the juror be excused for that reason. There is no limit on the number of the panel members that the lawyers may have excused for cause.

The second type of challenge is called a peremptory challenge, which means that the lawyer does not have to state a reason for asking that the juror be excused. Like challenges for cause, peremptory challenges are designed to allow lawyers to do their best to assure that their clients will have a fair trial. Unlike challenges for cause, however, the number of peremptory challenges is limited.

Please try not to take offence if you are excused from serving on a particular jury. The lawyer who challenges you is not suggesting that you lack of ability or honesty, merely that there is some doubt about your impartiality because of the circumstances of the particular case and your past experiences. If you are excused, you will either return to the juror waiting area and wait to be called for another panel or will be excused from service, depending on the local procedures in the country in which you live.

Those jurors who has not been challenged, become the jury for the case. Depending on the kind of case, there will be either six or twelve jurors. The judge may also allow

selection of one or more alternate jurors, who will serve if one of the jurors is unable to do so because of illness or some other reason.

IV. Найдите в тексте английские эквиваленты следующих слов и выражений. На базе текста составьте с ними предложения: состав присяжных, назначенный судья, отвод присяжного, мотивированный отвод, немотивированный отвод, присяжные подобранные для судебного рассмотрения дела, беспристрастное решение, указать причину отвода, быть препровожденным, выбор запасного присяжного, по причине, частный случай.

V. Закончите предложения, используя следующие слова и выражения: called a peremptory challenge, of peremptory challenges is limited, the trial jury is the selection of a “jury panel”, become the jury for the case, the lawyers may have excused for cause.

1. The first step in the selection of...
2. There is no limit on the number of the panel members that...
3. The second type of challenge is...
4. Unlike challenges for cause the number...
5. Those jurors who have not been challenged...

VI. Составьте предложения из следующих слов и словосочетаний: the first step in the selection, the selection of a “jury panel”, of the trial jury is; the judge assigned, will tell you about the case and, involved in the case, to that case, will introduce the lawyers, and the people; during Voir Dire the lawyers, you or another member, from sitting on the jury for this particular case, may ask the judge to excuse, of the panel; the second a peremptory challenge, which means that the lawyer does not have to state a reason for asking that, be excused, type of challenge is called, the juror; depending, there will be either six or twelve jurors, on the kind of case.

VII. а) переведите предложение целиком:

During Voir Dire the lawyers may ask the judge to excuse you or another member of the panel from sitting on the jury for this particular case.

VIII. Письменно переведите абзац: The second type of challenge is called a peremptory challenge, which means that the lawyer does not have to state a reason for asking that the juror be excused. Like challenges for cause, peremptory challenges are designed to allow lawyers to do their best to assure that their clients will have a fair trial. Unlike challenges for cause, however, the number of peremptory challenges is limited.

IX. Согласитесь или не согласитесь со следующими высказываниями. Обоснуйте свое мнение, пользуясь текстом:

1. The judge assigned to the case will ask the lawyers during Voir Dire.
2. You will take an oath, by which you promise to answer all questions truthfully.
3. The lawyer is trying to embarrass you and prevent of making an impartial decision.
4. The first challenge is called a challenge for cause.
5. The number of peremptory challenges is limited.
6. If you are excused you'll return to the juror waiting area.

X. Найдите в тексте слова, которые соответствуют следующим определениям и в соответствии с прочитанным текстом письменно составьте с ними предложения:

1. Person who gets help from a lawyer.
2. Body of persons who swear to give a true decision in a court of justice.
3. Not preferring one to another, fair and just.
4. The conditions, surroundings or facts having to do with what happens.
5. Place where legal cases are held.

XI. Соедините слова левой колонки с подходящим определением в правой и составьте свои предложения с этими словами:

- | | |
|--------------|---|
| 1. case | 1. to present |
| 2. introduce | 2. one who gives legal advice |
| 3. lawyer | 3. justice |
| 4. oath | 4. an action in law |
| 5. trial | 5. a formal promise to fulfill a pledge |

XII. Ответьте на вопросы:

1. What is the aim of Voir Dire?
2. What does the procedure of Voir Dire consist of?
3. What does it mean “to take an oath”?
4. Is the number of peremptory challenges limited?
5. Where will the person return if he is excused?
6. How many juror are usually in the case?
7. Do you agree, that the first step in the selection of the trial jury is the selection of a “jury panel”? Give reasons for your answer.
8. Using information you gained from this text comment on that during Voir Dire the lawyers may ask the judge to excuse you or another member of the panel from sitting on the jury for this particular case.
9. Do you think that the judge assigned to that case will tell you about the case and will introduce the lawyers and the people involved in the case? Why do you think so?

Рекомендуемая литература

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