

Федеральное агентство по образованию
Государственное образовательное учреждение
высшего профессионального образования
«Уральская государственная юридическая академия»

Филиал ГОУ ВПО УрГЮА в г. Уфе
кафедра государственно-правовых дисциплины

АНГЛИЙСКИЙ ЯЗЫК

Учебно-методический комплекс

Для студентов очной формы обучения

специальность 03.05.01 - юриспруденция

квалификация 65 — юрист

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Рекомендовано учебно-методическим советом
Уральской государственной юридической академии

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АННОТАЦИЯ

Учебно методический комплекс содержит программу курса «Английский язык», планы практических занятий, список основной и дополнительной литературы в соответствии с изучаемыми темами. В УМК сформулированы вопросы и задания для самостоятельной работы студентов. Предлагаются методические рекомендации для студентов и преподавателей. Комплекс предназначен для студентов, изучающих юриспруденцию в вузах.

УЧЕБНО-ТЕМАТИЧЕСКИЙ ПЛАН I СЕМЕСТР

Наименование тем и разделов	Аудиторные занятия	Самостоятельная работа
Unit 1. Выявление уровня знаний студентов по английскому языку в виде тестов и чтения.	2	
Unit 2. Теме: «Приветствие» Грамматика: “Притяжательный падеж; Побудительные предложения; Личные местоимения.”	2	1
Unit 3. Теме: «My family» Грамматика:Количественные и порядковые числительные; множественное число имён существительных; Глагол to be; порядок слов английского языка».	2	1
Unit 4. Теме: «The appearance» Грамматика: “Притяжательные местоимения; безличные предложения с «it»; указательные местоимения; указание времени.	2	1
Unit 5. Теме: “Introduction” Грамматика: «глагол to have got; неопределённые местоимения some, any, no; разделительный вопрос.	2	1
Unit 6. Theme: “Acceptance, refusal” Grammar: “Types of questions”	4	1
Unit 7. Test № 1. (possessive cause, порядок слов в простом		

предложения, the pronouns some, any, no,, the possessive pronoun, types of questions). Revision	3	1
Unit 8. Theme “Law breakers” Grammar: “Present Continuous” Text: “Pete is preparing for the seminar”.	4	1
Test-topic	2	
Unit 9 Theme: “What is the law”. Grammar: “Present Continuos; Participles I, II”	2	1
Unit 10. Theme: “The branches of laws” Grammar: “Participles I, II (Revision); There is/are”	4	2
Unit 11. Theme: “At the meeting” Grammar: “Gerund” Text: “At the meeting”.	2	2
Unit 12. Theme: “The Urals State Law Academy” Grammar: : “The Modal verbs (may, can, must, needn`t)”.	2	2
Unit 13. Theme: “ The Legal Profession in the UK ” Grammar: “Participle I, Present Continuous, the Gerund.(Revision)	2	2
Revision. Test № 2	3	
Unit 14. Theme: “The Political and State System of Great Britain .(British Monarchy, Parliament,the House of	4	2

Commons, the House of Lords, the British Electoral System, the Government).” Grammar: “Past Simple”. Text: “John’s composition”.		
Unit 15. Reading newspapers. Grammar: “Present Perfect”.	2	1
Unit 16. Theme: “Criminal stories” Grammar: “Прошедшее время модальных глаголов”.	2	2
Unit 17. Theme: “Who is who in the law”.	2	2
Unit 18. Theme: “ The Legal System of English and Wales. ”. Grammar: “время Present Perfect Continuous, Text: “Steve’s story ”.	2	2
Revision. Final test № 3.	3	
Консультация	2	
Зачёт	5	
Итого:	60	25

II СЕМЕСТР

Наименование тем и разделов	Аудиторные занятия	Самостоятельная работа
Unit 1. Game-revise	2	
Unit 2. Topic: «The legal system of England». Grammar: «Degrees of comparison».	4	2
Unit 3. Topic: «Elections in G.B.». Grammar: «Future Simple».	4	2

Unit 4. Конкурс: “ The best translator”. Grammar: “Сравнительная конструкция as...as; not so ... as ”	2	1
Unit 5. Test № 4	2	
Unit 6. Topic: “«London.».” Grammar: “ Past Continuous ”	3	2
Unit 7. Reading the newspapers Grammar: “Past Perfect Continuous ”	2	2
Unit 8. Topic: “The court system in the USA ” Grammar: “Past Perfect ”	4	2
Unit 9. Role-play. “Lady Wyatt accused of shop-lifting”	4	2
Unit 10. Test № 5	2	
Unit 11. Topic: “Types of courts ” Grammar: “Future Continuous ”	5	3
Unit 12. Topic: “New York ” Grammar: “Future Continuous and Future Perfect	4	3
Unit 13. Reading the newspaper. Test № 6.	2	2
Unit 14.	4	2

Topic: "The types of punishment "		
Grammar: "Группа времён Simple" (Revise).		
Unit 15. Grammar: "Группа Perfect " (Revise).	4	1
Unit 16. Game-Revise.	2	
Unit 17. Topic: "Penalties in England "	4	1
Grammar: "Группа Continuous" (Revise).		
Unit 18. Final test № 7.	4	
Консультация	2	
Зачёт		
Итого	60	25

III СЕМЕСТР

Наименование тем и разделов	Аудиторные занятия	Самостоятельная работа
Unit 1. Game-Revise.	2	
Unit 2 Theme: "System of Government in the USA. (Amarican Federalism, the System of checks and Balances, elections)" Grammar: "Active Voice". Text: "Pete and Nell go to the pictures".(cont.)	4	4
Test № 1	2	
Test-topic	2	
Unit 3 Theme: "The court system of the USA" Grammar: "Passive Voice". Text: "Jane's letter".	4	2

Unit 4 Theme: “The kind of crimes in the USA”. Grammar: “Passive Voice” (Revision)	4	2
Unit 5 Revision. Test№2	4	
Unit 6 Theme: «English system of law » Grammar: «Выделительный оборот ”. Text: “Steve tells about English system of law”.	4	2
Unit 7 Theme : “The law of the USA and the law of the UK” Grammar: “The .. the”.	4	2
Unit 8 Theme: “Legal professions in Britain. Grammar: “Sequence of tenses.” Text: “Steve tells about judicial professions in England”.	4	2
Unit 9 Theme: “Human rights”. Grammar: «Report speech». Text: “Peter’s [s preparing his report”.	5	2
Unit 10 Revision. Test №3	4	1
Unit 11 Theme: “The Conctitution and the Bill of Rights”. Grammar: “Direct and Indirect speeches”.	5	4
Unit 12 Theme: “System of Government in Great Britain . (Parlaiment, a Member of Parlament, elections, the Royal Family)” . (Parlaiment, a Member of Parlament, elections, the Royal Family)” Grammar: “Перевод форм на –ed; функция строевых слов” Text: “Pete and Nell go to the pictures”.	4	4

Revision. Test №4	2	
Unit 13 Revision. (Final).	4	
Консультация	2	
Зачёт		
Итого	60	25

IV СЕМЕСТР

Наименование тем и разделов	Аудиторн ые занятия	Самотоятельная работа
Unit 1 Game-Revise. Topic: “The system of Government in G.B.”	2	
Unit 2 Topic: “The system of Gvernment in G.B.” Grammar: “Придаточные подлежащее/сказуемое”	2	2
Unit 3 Topic: “The system of Gvernment in G.B.” Grammar: “Придаточные подлежащее/сказуемое”	2	1
Unit 4 Topic: “Making New Lows: Bills and Acts” Grammar: “First conditional with if/when”	4	2
Unit 5 Topic: “The Executive” Grammar: “Second Conditional”	2	1
Unit 6 Topic: “Civil and criminal penalties”. Grammar: “Third conditional”	4	2
Test № 4.	2	
Unit 7 Topic: “Political parties”. “ Reading the newspapers”.	2	
Unit 8	2	1

Topic: "The system of Government in USA". Grammar: "Complex object"		
Unit 9 Topic: "Congress, the President." Grammar: "Complex object"(Revise)	2	2
Unit 10 Topic: "Congress. The President".(Revise) Grammar: "Complex subject"	2	1
Unit 11 Topic: "Federal Departments". Grammar: "Complex subject"	4	2
Unit 12 Topic: "Political parties".	4	2
Topic-test	2	
Unit 13 Topic: "Main Types of sentences".	2	1
Reading the newspapers Grammar: "Infinitive"	2	1
Unit 14 Topic: "The police in the US".	4	2
Dramatize the trial on "Shoplifting".	2	1
Game-revise	2	1
Grammar: "Conditionals" (I, II, III) (Revise)	2	1
Grammar: "Partizipien I, II" (Revise)	2	1
Unit 15 Topic: "The profession of a lawyer" Grammar: "Sequence of Tenses" (Revise)	2	2
Зачёт по теории грамматики английского языка.	4	
Консультация	2	
Экзамен		
Итого	60	50

I СЕМЕСТР (СОП)

Наименование тем и разделов	Аудиторные занятия	Самостоятельная работа
Выявление уровня знаний у студентов по английскому языку	2	
Unit 1. Theme: “The Urals State Law Academy” Grammar: “The tenses in Active Voice”	4	2
Unit 2. Theme: “The legal professions in the UK” Grammar: “The tenses in Active Voice”	4	2
Test №1	2	
Test-topic	2	
Unit 3 Read and the newspapers Grammar: “Passive Voice”	4	2
Unit 4 Topic: “Types of courts ” Grammar: “Passive Voice” (Revise)	4	2
Test-topic №2 (Passive Voice)	2	
Unit 5 Topic: “The types of punishment ”	4	1
Unit 6. Theme: “The Political and State System of Great Britain .(British Monarchy, Parliament, the House of Commons, the House of Lords, the British Electoral System, the Government).” Grammar: «Выделительный оборот»	6	3
Unit 7 Theme: «English system of law » Grammar: «Выделительный оборот ». (Revise)	4	2

Unit 8 Role-play. "Lady Wyatt accused of shop-lifting"	4	3
Test-topic № 3	4	
Reading the newspapers.	2	
Unit 9 Topic: "The system of Government in USA". Grammar: "Complex object"	6	4
Unit 9 Theme: "The court system of the USA" Grammar: "Complex object"	6	4
Test № 4	4	
Консультация	2	
Зачёт	5,25	
Итого	54	50

II СЕМЕСТР (СОП)

Наименование тем и разделов	Аудиторные занятия	Самостоятельная работа
Unit 1 Game-Revise.	2	
Unit 2 Topic: "Making New Laws: Bills and Acts" Grammar: "First conditional with if/when"	6	2
Unit 3 Topic: "The Executive" Grammar: "Second Conditional"	3	1
Unit 4 Topic: "Civil and criminal penalties". Grammar: "Third conditional"	3	2
Test № 5.	2	
Unit 5 Reading newspapers	2	

Unit 6 Topic: "Political parties"	2	1
Unit 7 Topic: "The system of Government in USA". Grammar: "Complex object"	2	1
Unit 8 Topic: "Congress, the President." Grammar: "Complex object"(Revise)	2	1
Unit 9 Topic: "Congress. The President".(Revise) Grammar: "Complex subject"	2	1
Unit 10 Topic: "Federal Departments". Grammar: "Complex subject"	4	3
Unit 11 Topic: "Political parties".	2	1
Topic-test	2	
Unit 12 Topic: "Main Types of sentences".	2	1
Reading the newspapers Grammar: "Infinitive"	2	
Unit 13 Topic: "The police in the US".	4	3
Unit 14 Dramatize the trial on "Shoplifting".	2	2
Game-revisen	2	
Grammar: "Conditionals" (I, II, III) (Revise)	2	2
Grammar: "Partizipien I, II" (Revise)	2	2
Unit 15 Topic: "The profession of a lawyer" Grammar: "Sequence of Tenses" (Revise)	2	2
Зачёт по теории грамматики английского языка.	2	
Консультация	2	

Экзамен		
Итого	54	50

ВВЕДЕНИЕ

Данная программа разработана в соответствии с Государственным образовательным стандартом высшего профессионального образования, утвержденного Министерством образования Российской Федерации.

Программа предназначена для студентов, прошедших курс английского языка в общеобразовательной школе. В основе настоящей программы лежат следующие концептуальные положения:

1. Владение иностранным языком является обязательным компонентом профессиональной подготовки квалифицированного юриста.
2. Вузовский курс иностранного языка продолжает школьный курс.
3. Первый (базовый) этап вузовского обучения иностранному языку предусматривает не менее 120 часов аудиторных занятий.
4. Предлагаемый данной программой курс английского языка носит

коммуникативно-ориентированный характер. Цель курса - приобретение общей, коммуникативной и профессиональной компетенции.

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

6. Наряду с практической целью-обучением общению - данный курс ставит общеобразовательные и воспитательные цели. Достижение образовательных целей означает расширение кругозора студентов, повышение уровня их общей культуры и образования, а также культуры мышления, общения и речи. Воспитательный потенциал курса английского языка реализуется путем формирования уважительного отношения к духовным ценностям других стран и народов.

7. Настоящий курс предусматривает проведение зачетов в конце каждого семестра и итогового экзамена после четвертого семестра.

8. Обучение английскому языку в Уральской государственной юридической академии предполагает следующие формы занятий:

- аудиторные групповые занятия под руководством преподавателя,
- обязательная самостоятельная работа студентов по заданию преподавателя,
- индивидуальные консультации.

Данные формы занятий могут дополняться внеаудиторной работой разных видов в соответствии с интересами студентов.

9. Конечные требования к владению английским языком по окончании 1 (базового) этапа: наличие языковой, коммуникативной и межкультурной компетенции, для последующего изучения зарубежного опыта в области юриспруденции, а также для осуществления деловых контактов на элементарном уровне.

Программа предусматривает развитие следующих умений иноязычного общения в разных сферах и ситуациях:

Сферы и ситуации иноязычного общения.

Раздел 1. Цели и задачи дисциплины.

Цель данной программы - отразить важнейшие этапы обучения студентов специальности «Юриспруденция» различным видам речевой деятельности (аудирование, чтение, говорение и письмо) в процессе приобретения англоязычной профессиональной компетенции. В основе учебных материалов лежат тексты, представляющие стиль научного изложения.

Программа рассчитана для I и II курсов на 292.9 часов и предполагает проведение 240 аудиторных часов два раза в неделю по 2 часа в течение четырех семестров.

Целью также является обучение студентов активному владению иностранным языком, т.е. умению адекватно намерению и ситуации общения выражать свои мысли на иностранном языке и понимать мысли, выраженные или выражаемые на

данном языке, самостоятельно работать с иностранным языком после окончания вуза.

Важнейшими лингво-дидактическими принципами, отраженными в программе, являются:

- взаимосвязь и взаимозависимость видов РД;
- опора на наглядность (иллюстративную, языковую, графическую);
- стимулирование самостоятельной работы студентов;
- преобладающая роль коммуникативных заданий;
- тенденция к беспереводному использованию языка;
- функционально-тематический отбор учебных материалов;
- социокультурный, лингвокультуроведческий рост студентов в процессе обучения.

I курс

Основная задача I курса обучения - научить студентов выражать свои мысли на иностранном языке в виде диалогических и монологических высказываний, состоящих из простых распространенных предложений в рамках повседневного общения.

Для этого студенты должны:

- усвоить принципиальное различие между членами предложения и частями речи;
- овладеть строем (структурой и интонацией) основных видов предложений данного иностранного языка;
- научиться пользоваться средствами выражения утверждения, отрицания;
- овладеть средствами выражения настоящего, прошедшего и будущего времен; модальности, а также пространственных и временных отношений, типичных для стилистически нейтрального повседневного общения на данном языке;
- усвоить основные контактоустанавливающие языковые формы и речевые формулы, принятые в повседневной области коммуникации нейтрального стилистического регистра.

Основными организационными формами обучения являются; аудиторные занятия с преподавателем, текущая внеаудиторная работа студентов дома, лингафонном кабинете, компьютерном классе, по тренировке и самоконтролю усвоения материала, самостоятельная работа студентов под руководством преподавателя как средство усиления индивидуализации обучения.

II курс

Основная задача II курса обучения – развить и закрепить способность студента выражать свои мысли на иностранном языке в ситуациях профессионального общения в виде распространенных устных высказываний и сформировать умения работать с иноязычными письменными текстами профессионально-ориентированной тематики.

Для этого студенты должны:

- овладеть всеми основными видами чтения: детализирующим, поисковым, просмотровым;
- овладеть нормативными клише, необходимыми для письменной речи профессионального характера;
- усвоить основные языковые формы и речевые формулы, служащие для выражения определенных видов намерений, оценок, отношений в профессиональной сфере;
- владеть формами профессиональной речи: строить аргументированные высказывания, презентации.

Раздел 2. Содержание дисциплины.

I курс

Аудирование

Становление и развитие фонетических навыков:

- общая основа фонации и чтение гласных звуков;
- ритмика слова и особенности безударных гласных;
- синтагма и паузация;
- ударные слоги полнозначных слов и ритмика;
- интонация предложений различных типов;
- фонетическое чтение написанного текста;
- различение звуков в потоке речи, восприятию на слух текстов культурно-бытовой тематики.

Говорение.

- Инициировать и поддерживать вопросно-ответную беседу на общекультурные темы.
- Разыгрывать ролевые ситуации повседневного и профессионального характера.

Чтение.

- Читать литературу общего характера на уровне изучающего и поискового видов чтения (публицистические, художественные, учебные тексты).
- Составлять резюме прочитанного текста.
- Восстанавливать содержание текста по самостоятельно составленному плану.
- Составлять собственные вопросы разного типа к прочитанному.
- Переводить с родного языка на иностранный и наоборот тексты профессиональной тематики.
- Распознавать в тексте значение многозначных слов.
- Классифицировать и группировать фактологическую информацию в звучащих и письменных текстах.

II курс

Чтение и говорение

Становление и развитие навыков:

а) чтения:

- расширение словаря за счёт интернациональной лексики;
- использование изучающего детализированного, просмотрового, ознакомительного чтения;
- произвольное использование типа чтения в зависимости от внешней мотивации;

б) говорения:

- воспроизведение прочитанного;
- развертывание любого ключевого слова в текст (отбор, порядок и комбинация предложений в сверхфразовое единство СФЕ);
- построение текстов с опорой на ключевые слова;
- использование текстов для чтения как источника для построения собственных текстов (монологическая и квазидialogическая речь).
- строить устное высказывание в форме монолога, диалога полилога;
- вести беседу, дискуссию; делать сообщения, обзор, аргументировать высказывание;

Умения:

- инициировать и поддерживать беседу на профессиональные и общекультурные темы;
- читать литературу по специальности на уровне изучающего, поискового, ознакомительного видов чтения;
- составлять резюме на основе прочитанного текста;
- составлять план прочитанного;
- восстанавливать содержание текста по плану;
- составлять вопросы разного типа к прочитанному тексту;
- переводить с родного языка и наоборот типичные документы профессиональной тематики;
- догадываться о значении однокорневых слов;
- классифицировать и группировать тематические цепочки слов текстов устного и письменного характера;
- использовать иностранный язык в ролевых ситуациях профессионального характера;
- комментировать графики, схемы, диаграммы, символику юридического характера;
- комментировать прочитанный текст;

МЕТОДИЧЕСКИЕ УКАЗАНИЯ СТУДЕНТАМ

РАЗДЕЛ I. ГРАММАТИКА

Имя существительное. Образование множественного числа существительных. Исчисляемые и неисчисляемые существительные. Составные существительные и номинативные словосочетания. Притяжательный падеж существительных

• Студент должен изучить правила образования множественного числа существительных.

Обратить внимание на исключения в образовании множественного числа имён существительных.

Необходимо закреплять каждую грамматическую тему соответствующими упражнениями:

I. Поставьте следующие существительные во множественное число.

Half, baby, life, leaf, fly, wolf, thief, horse, dog, car, tree, day, shop, chemist, bottle, eye, nose, witness, box, hero, church, prison, woman, child, tooth, goose, foot, sheep.

- Обратить внимание на особые случаи. Особые случаи употребления существительных

I. Закончите предложения, используя слова из таблицы 1.2. Иногда необходим артикль a / an (для единственного числа).

Model: She can't see very well. She needs **glasses (or spectacles)**.

This plant is **a** very rare **species**.

1. FOOTBALL PLAYERS DON'T WEAR TROUSERS WHEN THEY PLAY. THEY WEAR
2. The bicycle is ... of transport.
3. The bicycle and the car are ... of transport.
4. I want to cut this piece of material. I need
5. MY FRIEND WROTE ... OF ARTICLES FOR THE LOCAL NEWSPAPER.
6. THERE ARE A LOT OF AMERICAN ... ON RUSSIAN TELEVISION.

НАУЧИТЬСЯ ОБРАЗОВЫВАТЬ ФОРМЫ ПРИТЯЖАТЕЛЬНОГО ПАДЕЖА СУЩЕСТВИТЕЛЬНЫХ

Exercise.

I. ОБРАЗУЙТЕ ФОРМУ ПРИТЯЖАТЕЛЬНОГО ПАДЕЖА СУЩЕСТВИТЕЛЬНЫХ.

THE HAT OF THE MAN, THE ROOM OF THE JUDGE, THE EVIDENCE OF JOHN, THE SPEECH OF THE PROSECUTOR, THE VOICES OF THE STUDENTS, THE FRIEND OF MY BROTHERS.

НАУЧИТЬСЯ РАЗЛИЧАТЬ ИСЧИСЛЯЕМЫЕ И НЕИСЧИСЛЯЕМЫЕ ИМЕНА СУЩЕСТВИТЕЛЬНЫЕ

Exercise.

II. ВЫБЕРИТЕ ПРАВИЛЬНУЮ ФОРМУ.

MODEL: I'D LIKE SOME INFORMATION ABOUT HOTELS IN LONDON.

1. SUE IS THE WOMAN WITH BLONDE **HAIR / HAIRS**.
2. DID YOU HAVE A GOOD **TRAVEL / JOURNEY**?
3. I'VE GOT A PROBLEM AND I NEED SOME LEGAL **ADVICE / ADVICES**.
4. HE IS TRYING TO FIND A WORK / JOB AT THE MOMENT, BUT THERE **ISN'T / AREN'T** MUCH **WORK / WORKS** AVAILABLE.
5. **IS / ARE** GOOD **ACCOMODATION / ACCOMODATIONS** DIFFICULT TO FIND IN THE CITY CENTRE?
6. A BRIBER IS A PERSON WHO GIVES MONEY, AND A BRIBETAKER IS ONE WHO TAKES **IT / THEM**.
7. I USED **ALL TIME / TIMES** READING UP FOR EXAMS.

Имя прилагательное. Степени сравнения прилагательных.

Сравнительные конструкции. Наречия

- СТУДЕНТ ДОЛЖЕН ИЗУЧИТЬ ОСНОВНЫЕ СЛОВООБРАЗОВАТЕЛЬНЫЕ МОДЕЛИ ПРИЛАГАТЕЛЬНЫХ.

Находить их эквиваленты в русском языке. Составлять предложения с этими словами. Уметь применять их в устной речи.

Студент должен уметь образовывать сравнительную и превосходную степени сравнения; знать слова-исключения.

EXERCISE.

I. Выберите правильную форму прилагательного в скобках.

1. KHABAROVSK IS (OLDER, THE OLDEST) THAN KOMSOMOLSK-ON-THE AMUR.
2. THE RED SQUARE IS ONE OF (MORE BEAUTIFUL, THE MOST BEAUTIFUL) PLACES OF THE CAPITAL.
3. IT TAKES ME (MORE, THE MOST) TIME TO GET FROM MY HOME TO THE ACADEMY THAN TO LAW DEPARTMENT.
4. I'M ALWAYS (INTERESTED, INTERESTING) IN POLITICAL EVENTS.
5. THE COUNTRY LIFE IS MUCH (MOST, THE MOST, MORE) PEACEFUL THAN THE CITY ONE.

EXERCISE.

II. Закончите предложения, используя сравнительную степень одного из следующих прилагательных: CROWDED, EXPENSIVE, INTERESTED, NEAR, QUIET, THIN, LARGE.

1. THIS JACKET IS TOO SMALL. I NEED A ... SIZE.
2. You look Have you lost weight?
3. He is not very good at his studies. He is ... in having a good time.
4. There are so many people on the bus. It is ... than usual.
5. I WOULD LIKE TO LIVE AT A ... STREET.
6. THE CAR WAS MUCH ... THAN I THOUGHT.
7. IT'S SO NOISY HEAR. CAN YOU BE A BIT ...?

EXERCISE.

III. Закончите предложения, используя сравнительную степень одного из следующих прилагательных: CROWDED, EXPENSIVE, INTERESTED, NEAR, QUIET, THIN, LARGE.

8. THIS JACKET IS TOO SMALL. I NEED A ... SIZE.
9. You look Have you lost weight?

10. He is not very good at his studies. He is ... in having a good time.
11. There are so many people on the bus. It is ... than usual.
12. I WOULD LIKE TO LIVE AT A ... STREET.
13. THE CAR WAS MUCH ... THAN I THOUGHT.
14. IT'S SO NOISY HEAR. CAN YOU BE A BIT ...?

- ИСПОЛЬЗОВАТЬ КОНСТРУКЦИЮ ТИПА “AS ...AS”, “THR...THE”, “AS.. .NOT SO”.

Закрепить их выполнением упражнений и в устной речи в составлениях монологов и диалогах.

Наречие.

Студент должен уметь образовывать наречия от прилагательных ;

Знать все особенности образования и слова исключения

Для закрепления выполнить упражнения и потренироваться образовывать наречия самостоятельно

Широко использовать их устной речи и распознать при переводе текста.

Exercise.

*I. ОБРАЗУЙТЕ НАРЕЧИЯ ОТ СЛЕДУЮЩИХ ПРИЛАГАТЕЛЬНЫХ, НАЙДИТЕ ИХ РУССКИЕ ЭКВИВАЛЕНТЫ.
RECENT, MERRY, QUICK, SLOW, CLEVER, SUDDEN, BAD, GOOD, HARD, FAST, BRIGHT.*

Exercise.

II. ЗАПОЛНИТЕ ПРОПУСКИ СООТВЕТСТВУЮЩИМИ НАРЕЧИЯМИ ИЗ УПРАЖНЕНИЯ I.

1. THE BOY WROTE
2. YOU ARE WORKING TOO
3. I WILL DO THE WORK
4. OPEN THE DOOR
5. I SPOKE WITH JANE
6. JOHN DROVE THE CAR ... ALONG THE WIDE ROAD BUT ... IN THE CROWDED STREET.
7. IT WAS A BEAUTIFUL DAY, THE SUN WAS SHINING ..., THE BIRDS WERE SINGING

Местоимения. Разряды местоимений: личные, притяжательные, возвратные, указательные, вопросительные, относительные, неопределенные, отрицательные. Функции местоимений “IT”, “ONE”

- ПО ДАННОЙ ТЕМЕ СТУДЕНТ ДОЛЖЕН ЗНАТЬ ЛИЧНЫЕ, ПРИТЯЖАТЕЛЬНЫЕ, ПРИТЯЖАТЕЛЬНЫЕ, НЕОПРЕДЕЛЁННЫЕ, ОТРИЦАТЕЛЬНЫЕ;
- для этого выполнить упражнения для закрепления:

Exercise.

I. ВЫБЕРИТЕ ПРАВИЛЬНЫЙ ОТВЕТ. ПЕРЕВЕДИТЕ ПРЕДЛОЖЕНИЯ.

1. I PHONED SARAH LAST NIGHT AND GAVE **SHE / HER** THE MESSAGE.
2. WHO WANTS A CUP OF COFFEE? – **I / ME**.
3. HAVE YOU SEEN SIMON TODAY? – YES. **I / ME** SAW **HE / HIM** THIS MORNING. **HE / HIM** WAS GOING TO THE SWIMMING – POOL.
4. What do these people want? – **They / Them** asked **I / me** to help **they / them**.

Exercise.

II. Заполните пропуски соответствующим личным местоимением.

1. Who's that girl? - ... name is Jenny.
2. My office isn't big. ...'s quite small.
3. Look! There is Mike. Can you see ...?
4. Emily is nice. We all like
5. Tony isn't here. ...'s at work.
6. My friend and I haven't got a map with
7. I've got a problem. Can you help ...?

III. Измените все местоимения на соответствующие формы множественного числа. Сделайте необходимые изменения.

1. I come to school every day.
2. He is angry.
3. She can sing very well.
4. The teacher gives me an English lesson.
5. I asked her to sing "Yellow Submarine".
6. He told me a story.
7. You are working hard.

- знать функции частицы «it»;
правильно переводить её в тексте.

Exercise.

. Переведите предложения на русский язык, учитывая функцию местоимения 'it'.

1. It often rains in autumn.
2. It is interesting and useful to read.
3. It's never late to study.
4. It is the duty of all parents to look after children.
5. The 14th of February is St.Valentine Day. It is one of popular English holidays.
6. I bought a good textbook on Criminal Law. You may take it if you need it.
7. It is my best friend who is always ready to help.

- знать после притяжательных местоимений в зависимой форме часто

используется прилагательное “own” (собственный), например: This is my own money. – Это мои собственные деньги. Выражение “on one’s own” (one’s – обобщенная форма зависимой формы притяжательных местоимений) означает «самостоятельно, без помощи», например: I don’t live on my own. I share a flat with two friends. – Я не живу сам по себе. Я делю квартиру с двумя друзьями.

EXERCISE.

I. ПЕРЕФРАЗИРУЙТЕ ПРЕДЛОЖЕНИЯ, ИСПОЛЬЗУЯ НЕЗАВИСИМУЮ (АБСОЛЮТНУЮ) ФОРМУ ПРИТЯЖАТЕЛЬНЫХ МЕСТОИМЕНИЙ.

MODEL: THIS IS MY BAG. – THIS BAG IS MINE.

1. THIS IS YOUR BOOK.
2. THAT IS HER DOG.
3. THOSE ARE NOT MY CHILDREN.
4. IS THIS YOUR COMPUTER?
5. ARE THESE THEIR HOUSES?
6. DOES THIS PICTURE ON THE WALL BELONG TO US?
7. HERE’S YOUR HANDBAG!
8. THERE ARE YOUR LECTURES!

EXERCISE.

II. ВЫБЕРИТЕ ПРАВИЛЬНЫЙ ОТВЕТ.

1. HAVE YOU SEEN **MY / MINE** COAT?
2. WE KNOW **THEIRS / THEIR** TELEPHONE NUMBER, BUT THEY DON’T KNOW **OUR / OURS**.
3. **MY / MINE** CAR WASN’T AS EXPENSIVE AS **HER / HERS**.
4. “HOW IS YOUR STUDY?” – “FINE, THANKS. HOW’S **YOUR / YOURS**?”
5. **OUR / OURS** HOSTEL ISN’T AS BIG AS **THEIR / THEIRS**, BUT **OUR / OURS** IS MUCH MORE COMFORTABLE.

- Студент должен изучить образования возвратных местоимений;

Широко употреблять на практике.

знать, что с глаголами **to wash, to dress, to shave, to bathe, to hide** возвратные местоимения часто не употребляются.;

студент должен обратить внимание на то, что возвратное местоимение **себе**,

стоящее после некоторых русских глаголов, на английский язык не переводится: **to**

feel – чувствовать себя, **to relax** – расслабиться, **to concentrate** –

сконцентрироваться.

EXERCISE.

I. ЗАПОЛНИТЕ ПРОПУСКИ, ИСПОЛЬЗУЯ ВОЗВРАТНЫЕ МЕСТОИМЕНИЯ, ГДЕ НЕОБХОДИМО.

1. I TAUGHT ... TO PLAY THE GUITAR. I NEVER TOOK LESSONS.
2. Her children are too young to look after
3. Mr. Woods fell down and hurt
4. The accused claimed he could defend

5. I felt ... so great at the party!
6. The driver hit ... during the car accident.
7. Try to relax ...!

Exercise.

II. Переведите предложения на английский язык.

1. Нам всем понравилось на вечеринке (All of us liked the party).
2. Декан (the dean) сам предложил студенту эту работу.
3. Я чувствовал себя очень уставшим после экзамена (I felt very tired).
4. Он оделся, побрился и вышел из дома (He dressed, shaved and left this house).
5. Ты сам научился говорить по-английски?
6. Пес сам открыл дверь.
7. Она посмотрела на себя в зеркало и улыбнулась.

УКАЗАТЕЛЬНЫЕ МЕСТОИМЕНЕНИЯ В; ОПРОСИТЕЛЬНЫЕ МЕСТОИМЕНЕНИЯ , ОТНОСИТЕЛЬНЫЕ МЕСТОИМЕНЕНИЯ

- СТУДЕНТУ СЛЕДУЕТ РАЗЛИЧАТЬ ДАННЫЕ МЕСТОИМЕНЕНИЯ ; ИСПОЛЬЗОВАТЬ В РАЗЛИЧНЫХ СИТУАЦИЯХ.

для этого следует потренироваться в выполнении упражнений по данной теме:

Exercise.

I. Переведите стихотворение на русский язык (сравните с переводом С.Я.Маршака), подготовьте чтение.

This is the house that Jack built.

This is the malt that lay in the house that Jack built.

This is the rat that ate the malt that lay in the house that Jack built.

This is the cat that killed the rat ...

This is the dog that worried the cat ...

Exercise.

II. Вставьте пропущенные местоимения.

1. What is ... ? This ... is a notary office.
2. Are ... witnesses in that room? – Yes ... are.
3. I don't know ... committed this crime.
4. The woman ... I love most of all is my mother.
5. The man ... questions you are answering is the investigator.
6. The matter is ... book is yours.
7. What idea came to your mind at ... moment?

Exercise.

III. Переведите предложения на английский язык.

1. Мне не нравятся эти слова.
2. В этот момент прокурор вошел в зал заседаний.

3. Я знаю такие отрасли права (branches of law), как уголовное, гражданское, административное и другие.
 4. Это наш преподаватель истории, а там декан.
 5. Какие предметы (disciplines) тебе нравится изучать?
 6. “Дом, который построил Джек” – детское стихотворение из книги “Сказки матушки Гусыни” (“Mother Goose Rhymes”).
- знать производные слова от неопределённых местоимений **some, any, no**; знать, что местоимения **someone (somebody), anyone (anybody)** согласуются с глаголом в единственном числе. Is anybody here? Someone wants to see you.

Exercise.

I. Замените повторяющееся существительное местоимением.

1. St. Peter's in Rome is a large building but the Great Pyramid is a much larger building.
2. He's fond of nearly all games but tennis and football are the games he likes best.
3. You asked me to get you a dictionary. Is this the dictionary, you want?
4. These shoes are too small. Please give me some larger shoes.

Exercise.

II. Поставьте предложения в вопросительную форму, заменяя неопределенные местоимения.

1. They will go somewhere on Sunday. – Will they ...
2. He knows something about it. – Does he know ...
3. There is somebody in the room. – Is there ...
4. Some of the students play tennis. Do ...
5. SOMEBODY CAN DO THE WORK NOW. – CAN ...
6. SOME OF THEM MUST COME HERE TOMORROW. – MUST ...

EXERCISE.

III. ЗАПОЛНИТЕ ПРОПУСКИ СООТВЕТСТВУЮЩИМИ НЕОПРЕДЕЛЕННЫМИ МЕСТОИМЕНИЯМИ.

1. THERE IS ... WAITING OUTSIDE TO SEE YOU.
2. THEY HAVEN'T GOT ... TO READ.
3. SHALL I BUY YOU ... TO EAT?
4. THE CRIMINAL REFUSED TO TELL THE INVESTIGATOR
5. DO YOU LIVE ... NEAR ANN?
6. SUE IS VERY SECRETIVE. SHE NEVER TELLS
7. THIS IS A NO PARKING AREA. ... WHO PARKS THE CAR HERE MUST PAY A FINE.
8. IF I HAVE ... SPARE TIME, I'LL GO ... TONIGHT.

Предлоги

- студент должен знать предлоги места, предлоги номинативных существительных, предлоги в сочетании с прилагательными;
- уметь широко применять в монологической и диалогической речах ;
правильно переводить в текстах.
Для этого студенту следует выполнить упражнения для закрепления:

EXERCISE.

I. ЗАКОНЧИТЕ ПРЕДЛОЖЕНИЯ, ИСПОЛЬЗУЯ ПРЕДЛОГИ *IN, AT, ON* СО СЛЕДУЮЩИМИ словами.

The front row, the third floor, the way to work, the right, New Year, the back of the class, the west coast, the Swiss Alps, the window.

1. The headquarters of the United Nations is ...
2. In most countries people drive ...
3. I usually buy a newspaper ... in the morning.
4. San Francisco is ... of the United States.
5. Last year we had a lovely skiing holiday ...
6. She spends all day sitting ...
7. Usually at lectures my group mates and I sit ...

Exercise.

II. Употребите нужные предлоги в следующих предложениях. Переведите предложения.

1. Sorry ... the noise last night. It was a party.
2. ANN IS VERY FOND ... HER YOUNGER BROTHER.
3. GREAT BRITAIN CERTAINLY ISN'T FAMOUS ... ITS FOOD.
4. THAT MAN IS VERY HONEST. HE ISN'T CAPABLE ... TELLING A LIE.
5. TRAVELLING IS GREAT AT FIRST BUT YOU GET TIRED ... IT AFTER A WHILE.
6. BRITISH CUSTOMS AND HOLIDAYS ARE DIFFERENT ... AMERICAN ONES.
7. The police are responsible ... maintaining law and order.

Союзы

- Студент должен уметь различать союзы в тексте;
- Знать о значении и употреблении подчинительных союзов;
Знать что, союз **that** вводит различные типы придаточных предложений;
Широко употреблять в речи;
Закрепить тему выполнением упражнений по данной теме:

Exercise.

I. Выберите правильный союз. Переведите предложения.

Model: I haven't got much money so I can't afford a new car.

1. **As / As a result** it was such a nice day, we decided to have a picnic.
2. It was his birthday **because / so** we decided to buy him a present.
3. **Therefore / Since** all the seats on the train were taken, we had to stand.
4. The banks were closed and **as a result / because** we couldn't get any money.
5. The book wasn't very interesting and **so / as** I didn't finish it.
6. She had the best qualifications and she **so / therefore** got the job.

Exercise.

II. Переведите предложения на английский язык

1. Когда занятия заканчиваются, мы часто занимаемся в библиотеке.
2. И студенты, и преподаватели участвуют в мероприятиях факультета (cultural events).
3. Мы оставались дома, пока она не позвонила.
4. Я не хочу ехать на пикник. Однако я могу передумать.
5. Приближается Рождество (Christmas is coming), поэтому все ищут подарки.
6. Хотя он провалился на экзамене, он не переживал.
7. Шел дождь. В результате мы остались дома.
8. Мы поехали за город, чтобы хорошо провести выходной.
9. Она прошла мимо, как будто не узнала меня.
10. Я знаю, что я ничего не знаю.

Видо-временные формы глагола.

- Студент должен знать что, формы глагола: V - неопределенная форма, V₂ форма простого прошедшего времени, V₃ - причастие прошедшего времени;
- Прошедшее время стандартных глаголов образуется путем прибавления суффикса – **ed** и совпадает по форме с причастием прошедшего времени (Participle II).
- **НЕСТАНДАРТНЫЕ ГЛАГОЛЫ ОБРАЗУЮТ ФОРМЫ V₂, V₃ НЕ ПО ОБЩЕМУ СТАНДАРТУ**

Эти формы надо учить наизусть (таблица неправильных глаголов);

Должен уметь строить вопросительные и отрицательные виды предложени в **Present Simple, Past Simple, Future Simple**, глаголы группы **Perfect** и группы **Continuous** действительного залога;

Разобрать примеры, иллюстрирующие правило;

Когда усвоено правило, студент должен сам попробовать придумать несколько предолжений с различными видо-временными группами. Поскольку одной из основных трудностей при переводе с русского языка является выбор между **Perfect** и **Past Simple**;

Студент должен следить за правильном употреблений английских времён в речи;

Научится определять временную форму глагола в тексте;

Вести беседу с монологическим включением по теме, правильно используя времена глаголов;

Закрепить тему выполнением упражнений:

EXERCISE.

I. ВЫБЕРИТЕ ПРАВИЛЬНУЮ ГЛАГОЛЬНУЮ ФОРМУ ИЗ ПРЕДЛОЖЕННЫХ (PAST SIMPLE/ PAST CONTINUOUS / PAST PERFECT / PAST PERFECT CONTINUOUS).

1. I (talk) over the phone when they brought me the letter.
A talked B had talked C had been talking D was talking.
2. They (sit) in the room when the taxi arrived.
A sat B had sat C had been sitting D were sitting.

3. He quickly forgot everything he (learn) at school.
A learnt B had learnt C had been learning D was learning.
4. I visited Brazil in April. I (stay) at a nice hotel for a fortnight.
A stayed B had stayed C had been staying D was staying.
5. A man (be) unconscious for ten minutes when an ambulance arrived.
A was B had been.
6. First the lecturer (distribute) the chart, then he began speaking.
A distributed B had distributed C had been distributing C was distributing.

Exercise.

II. Выберите правильную глагольную форму из предложенных (*Past Simple/ Past Continuous / Past Perfect / Past Perfect Continuous*).

7. I (TALK) OVER THE PHONE WHEN THEY BROUGHT ME THE LETTER.
A TALKED B HAD TALKED C HAD BEEN TALKING D WAS TALKING.
8. THEY (SIT) IN THE ROOM WHEN THE TAXI ARRIVED.
A SAT B HAD SAT C HAD BEEN SITTING D WERE SITTING.
9. HE QUICKLY FORGOT EVERYTHING HE (LEARN) AT SCHOOL.
A LEARNT B HAD LEARNT C HAD BEEN LEARNING D WAS LEARNING.
10. I VISITED BRAZIL IN APRIL. I (STAY) AT A NICE HOTEL FOR A FORTNIGHT.
A STAYED B HAD STAYED C HAD BEEN STAYING D WAS STAYING.
11. A MAN (BE) UNCONSCIOUS FOR TEN MINUTES WHEN AN AMBULANCE ARRIVED.
A WAS B HAD BEEN.
12. FIRST THE LECTURER (DISTRIBUTE) THE CHART, THEN HE BEGAN SPEAKING.
A DISTRIBUTED B HAD DISTRIBUTED C HAD BEEN DISTRIBUTING C WAS DISTRIBUTING.

СТРАДАТЕЛЬНЫЙ ЗАЛОГ

- Студент должен знать, что глагол в страдательном залоге означает, что действие направлено на предмет или лицо, выраженное подлежащим.

Что все формы страдательного залога образуются при помощи глагола **to be** в соответствующей видо-временной форме (см. гл.7) и Participle II смыслового глагола. Для стандартных глаголов причастие II совпадает с V_2 , для нестандартных глаголов – V_3 .

Страдательный залог употребляется, как правило, в тех случаях, когда лицо, совершающее действие, не имеет значения. Предлог, вводящий субъекта действия, – «**by**», орудие действия – «**with**».

Способы выражения действующего лица в предложениях с глаголами в пассиве; находить в тексте глаголы в неопределенной форме и правильно определять грамматическую конструкцию;

- ПРАВИЛЬНО ПЕРЕВОДИТЬ ТЕКСТЫ, СОДЕРЖАЩИЕ ДАННЫЕ ГРАММАТИЧЕСКИЕ ЯВЛЕНИЯ;
- ПОТРЕНИРОВАТЬСЯ В ВЫПОЛНЕНИИ УПРАЖНЕНИЙ ПО ДАННОЙ ТЕМЕ:

EXERCISE.

I. РАСКРОЙТЕ СКОБКИ, УПОТРЕБИВ ГЛАГОЛ В НУЖНОЙ ФОРМЕ СТРАДАТЕЛЬНОГО ЗАЛОГА.

YESTERDAY EVENING A BLACK BMW (TO STEAL) FROM OUTSIDE THE HOME OF MR. JOHN SIMPSON. MR. SIMPSON (TO TELEPHONE), THE POLICE. LATER THAT EVENING THE CAR (TO SEE) IN THE HIGH STREET BY MR. SIMPSONS WIFE, LAURA. THE KEYS (TO BE) IN THE CAR, SO SHE (TO DRIVE) IT HOME. THE POLICE (TO LOOK) FOR A CARELESS THIEF!

Exercise.

II. ВЫБЕРИТЕ ПРАВИЛЬНУЮ ФОРМУ (ACTIVE VOICE OR PASSIVE VOICE?).

1. A VALUABLE PAINTING **STOLE / WAS STOLEN** FROM THE CENTRAL ART GALLERY LAST NIGHT.
2. THE THIEVES **ENTERED / WERE ENTERED** THE GALLERY THROUGH A SMALL UPSTAIRS WINDOW.
3. THIS PROBLEM **DISCUSSED / WAS DISCUSSED** AT THE LAST MEETING.
4. IN 1964 MARTIN LUTHER KING **WON / WAS WON** THE NOBEL PEACE PRIZE. IN 1968 HE **ASSASSINATED / WAS ASSASSINATED** IN MEMPHIS, TENNESSEE.
5. THE PRESIDENT **INTERVIEWED / WAS INTERVIEWED** ON ITALIAN TV.
6. TEACHERS **HAVE GIVEN / HAVE BEEN GIVEN** A NEW PAY RISE BY THE GOVERNMENT.
7. THE NEWS **ANNOUNCED / WAS ANNOUNCED** EARLIER TODAY.

Модальные глаголы

- Студент должен знать особенности всех модальных глаголов;

Должен знать их эквиваленты;

Уметь правильно строить предложения с различными модальными конструкциями;

Знать различие между **may** и **can**; между **must** и **needn't**;

Различать **may** и **might**

- Знать, что модальное выражение **TO BE ABLE TO DO STH** используется для выражения способности совершения действия в прошлом или будущем (**WAS / WERE ABLE TO ...**, **'LL BE ABLE TO ...**). Однако эквивалентом русского глагола **СМОГ (-ЛА, -ЛИ)** является **WAS / WERE ABLE TO**, то есть выражается способность совершения действия в конкретной ситуации, например: **EVEN THOUGH I HAD HURT MY LEG, I WAS ABLE TO SWIM BACK TO THE BOAT.** – Даже хотя я ушиб ногу, я смог доплыть до лодки.

Студент должен научиться различать различные значения модальных глаголов в тексте;

- **MUST** имеет форму только настоящего времени. В прошедшем и будущем временах используется **TO HAVE TO ... (HAD TO ... 'LL HAVE TO ...)**. Для образования вопросов и отрицаний используется вспомогательный глагол **DO**.

Для выражения отсутствия необходимости выполнять действия используется выражение **don't / doesn't have to ..., don't / doesn't need to ..., needn't ...**.

Для выражения сожаления о том, что кто-то сделал что-нибудь неверно в прошлом, используется **should have V3**, например: **You should have posted this letter yesterday.**

Today it's too late. – Вам следовало отправить это письмо вчера. Сегодня слишком поздно.

Необходимость, основанная на договоренности, графике, плане, выражается модальным выражением **to be to ...**, например: **The concert is to begin at 7.00.** –

Концерт должен начаться в 7. We were to meet at the station. – Мы должны были встретиться на станции.

Was (were) + перфектный инфинитив выражает невыполненный план, например: You were to have come. – Вам надо было прийти (но Вы не пришли).

EXERCISE.

I. Прочитайте и переведите предложения, назовите модальные глаголы или их эквиваленты, определите их значение.

1. THE MAIN BUILDING OF THIS EDUCATIONAL ESTABLISHMENT IS TO BE COMPLETED NEXT YEAR.
2. AS YOUR MEETING WAS TO BE HELD AT 5 P.M. YESTERDAY WE HAD TO FINISH OUR WORK IN THE LAB EARLIER THAN USUAL.
3. I AM VERY BUSY TONIGHT AS I HAVE TO WRITE THE ARTICLE FOR OUR STUDENTS' NEWSPAPER.
4. THIS OUTSTANDING SCIENTIST OUGHT TO HEAD OUR CONFERENCE.
5. YOU NEEDN'T ASK ANYBODY FOR THIS ARTICLE, I'LL GIVE IT TO YOU.
6. YOU SHOULD ASK YOUR COLLEAGUES FOR HELP IN FINDING MATERIAL FOR THE REPORT.

EXERCISE.

II. Заполните пропуски модальными глаголами "MUST" или "HAVE TO" в соответствующей форме. Переведите предложения.

Model: Well, it's 10 o'clock. I must (or have to) go now.

1. YOU REALLY ... WORK HARDER IF YOU WANT TO PASS THAT EXAMINATION.
2. MANY CHILDREN IN BRITAIN ... WEAR UNIFORM WHEN THEY GO TO SCHOOL.
3. LAST NIGHT DON SUDDENLY BECAME ILL. WE ... CALL THE DOCTOR.
4. I'm afraid I can't come tomorrow. I ... work late.
5. I'M SORRY I COULDN'T COME YESTERDAY. I ... WORK LATE.
6. We couldn't repair the car ourselves. We ... take it to the garage.
7. When you come to London again, you ... come and see us.

РАЗДЕЛ II

Чтение

Студенту в качестве задания для самостоятельной работы по английскому языку предлагается работа с текстом: чтение, перевод текста, составление вопросов по тексту, пересказ, работа с лексикой. Если задание к тексту определяется как *Read and translate the text*, значит, к собеседованию с преподавателем студент должен подготовить контрольное чтение и перевод текста. Контрольное чтение предполагает предварительную фонетическую отработку студентом всего текста, особенно новых, незнакомых, а также трудных в произношении слов. Одним из условий успешного собеседования с преподавателем по результатам самостоятельной работы является наличие у студента рабочего словаря, в который он выписывает все незнакомые слова и выражения, встретившиеся в тексте.

РЕКОМЕНДУЕМ работу над текстом вести в несколько этапов. Начать ее следует так: прочитайте весь текст полностью, не отвлекаясь и не заглядывая в словарь. В тексте могут встретиться незнакомые слова и выражения. Несмотря на это, постарайтесь понять общее содержание текста. Исходя из уже понятого Вами общего содержания, приступайте к повторному чтению. Вы заметите, что слова и выражения, которые были (или казались) совершенно непонятными, начинают обретать смысл - еще неясный и не совсем точный в деталях, но - смысл. Это пример того, как "работает" контекст, то есть окружение тех слов и выражений, которые вам пока еще непонятны. Прочитав текст второй раз, вы увидите, что неясности касаются уже только узкоспециальных значений тех или иных слов и выражений. Дело за словарем.

Как пользоваться словарём

ЛЮБОЙ СЛОВАРЬ - ЭТО СЛОЖНЫЙ "МЕХАНИЗМ", работа с которым требует определенных навыков. Поэтому, не зная, КАК УСТРОЕН СЛОВАРЬ, вы не всегда сможете найти нужное Вам слово или выражение.

ГЛАВНАЯ ОШИБКА большинства студентов состоит в том, что, открыв словарь на нужной странице, они БЕРУТ ПЕРВОЕ ПОПАВШЕЕСЯ ЗНАЧЕНИЕ

НАЙДЕННОГО СЛОВА, не задумываясь о том, подходит ли это значение к данной ситуации, данному контексту. Например, встретив в переводимом тексте предложение *They ship goods to Australia*, студент, обратившись к словарю за значениями слов *ship* и *goods* и взяв первые, самые распространенные из значений: *ship* – «корабль», *good* – «хороший, добрый», - неизбежно встанет в тупик: его "подстрочник", то есть предварительный вариант перевода, будет просто нелеп: "*Они корабль хороший (или "хорошие"?) в Австралию*".

Конечно, существенную помощь в переводе данной фразы окажут и общие знания о строении английской фразы, о порядке слов в ней, а также о том, что одна и та же словоформа может выступать и в функции, скажем, глагола, и в функции существительного. Так, после подлежащего, выраженного личным местоимением *they*, должно идти сказуемое, выраженное глаголом, а после него - дополнение, выраженное существительным. Но и в этом случае всех ответов на вставшие перед ним вопросы студент не получит, если внимательно не изучит ВСЮ СЛОВАРНУЮ СТАТЬЮ. В лучшем случае перевод его фразы будет звучать так: "*Они везут на кораблях что-то хорошее в Австралию*".

Между тем, внимательно проработав соответствующую словарную статью, студент нашел бы и другие значения искомым слов: *to ship* (глагол) – «транспортировать, отправлять, перевозить», *goods* (существительное, мн. число) – «товары», и его перевод был бы более адекватен: "*Они транспортируют грузы в Австралию*". Чтобы избежать ненужных сложностей с чтением и переводом текста, надо иметь некоторую практику пользования словарем.

Какие основные трудности при переводе английского текста на русский?

Значительные трудности при переводе с английского на русский язык вызывает МНОГОЗНАЧНОСТЬ слов, когда бывает непросто подобрать нужное значение слова для данного контекста. Например, возьмем английское слово *great* и посмотрим, как меняется его значение в зависимости от контекста:

1) Newton was a GREAT thinker and scientist - Ньютон был ВЕЛИКИМ мыслителем и ученым.

2) My grandfather lived to a GREAT age - Мой дедушка дожил до ПРЕКЛОННОГО возраста.

3) During our Black Sea voyage there was a GREAT storm - Во время нашего путешествия по Черному морю был СИЛЬНЫЙ шторм.

Сходные явления наблюдаются и в русском языке. Например: *ТОНКИЙ* лист переводится на английский язык как a THIN sheet; *ТОНКИЙ* вкус - как a DELICATE taste, a *ТОНКИЙ* слух - как a KEEN hearing и т.п.

Представление о переводе как о ПРОСТОЙ ЗАМЕНЕ СЛОВ ОДНОГО ЯЗЫКА СЛОВАМИ-ЭКВИВАЛЕНТАМИ ИЗ ДРУГОГО ЯЗЫКА ОШИБОЧНО, так как большинство слов в английском и русском языках многозначно, и вся система такого многозначного слова не может совпадать со столь же многозначной системой слова другого языка. Для того чтобы уметь правильно сопоставлять английские и русские слова при переводе, необходимо ознакомиться с ОСНОВНЫМИ ТИПАМИ СОПОСТАВЛЕНИЙ, а также знать, какие факторы следует учитывать при выборе окончательного варианта перевода.

Основные типы смысловых соответствия между словами английского и русского языков, важные для перевода:

- Значение английского слова полностью соответствует значению русского слова и независимо от контекста передается постоянно одним и тем же эквивалентом. К таким словам относятся имена собственные: *George* - Джордж; географические названия: *London* - Лондон; названия дней недели, месяцев: *June* - июнь; числительные: *two* - два; технические термины: *microphone* – микрофон.

- Английскому слову в русском языке соответствует несколько слов. Для перевода многозначного слова в данном случае отыскиваем нужное значение, а затем в пределах данного значения находим наиболее соответствующее данному контексту вариантное соответствие. Например, английскому слову *variability* в русском языке соответствуют такие слова, как «изменчивость», «непостоянство». Выбор соответствия для такого слова будет зависеть от сочетания, в которое оно вступает с другими словами или от более широкого контекста:

VARIABILITY of temper - НЕПОСТОЯНСТВО характера;

VARIABILITY of prices - ИЗМЕНЧИВОСТЬ цен.

- Наряду с многозначностью существительных, глаголов, прилагательных

значительные трудности при переводе создает многозначность служебных слов. Приведем пример: *but*, помимо значения «но», может означать: «только»: *I have got BUT a few books on this subject* - У меня ТОЛЬКО несколько книг по этому предмет; «всего лишь»: *He is BUT a boy* - Он ВСЕГО ЛИШЬ мальчик; «кроме»: *All of us BUT a few have come to this conference* - Все из нас, КРОМЕ некоторых, пришли на эту конференцию.

В процессе работы над текстом существенную помощь окажет вам некоторое сходство звучания и значения слов, общих для русского и английского языков. Это либо слова, которые пришли в английский и русский из одного источника, либо ЗАИМСТВОВАНИЯ – слова, перешедшие из английского в русский (реже - наоборот). Поэтому, читая английское слово, всмотритесь в него: нет ли здесь СХОДСТВА со словом русским: *constitution* – конституция, *revolution* – революция, *machine* – машина, *Parliament* – парламент, *kilogram* – килограмм, *automobile* - автомобиль и т.д.

Но здесь есть и свои ОПАСНОСТИ: в английском и русском языках встречаются слова, которые ПРИ ВНЕШНЕМ СХОДСТВЕ РАСХОДЯТСЯ ПО СВОЕМУ ЗНАЧЕНИЮ. Примеры «ложных друзей переводчика»: *especially* - особенно (не "специально"), *sympathy* - сочувствие (не "симпатия"), *intelligent* - умный (не "интеллигент"), *actual* - фактический (не "актуальный"), *prospect* - перспектива (не "проспект") и т.д.

Еще один вид работы, на который следует обратить особое внимание, - это КРАТКИЙ ПЕРЕСКАЗ ТЕКСТА (Give the *summary* of the text). Краткое изложение, реферирование текста – это особый, специфический вид работы, требующий определенных навыков. Основные рекомендации при подготовке краткого изложения текста (*summary*): необходимо разбить текст на части (абзацы), выделить в каждой из частей главную мысль и выразить ее в четкой, более-менее краткой форме, предварив сообщение общим описанием всего текста, формулировкой его темы (идеи) (The text is about..., the text is devoted to the problem of ... etc.). В случае, если в оригинальном тексте встречается лексика, сложные грамматические конструкции, характерные для письменной речи, рекомендуем заменить их на лексику и конструкции более простые, свойственные разговорной речи.

РАЗДЕЛ III

Аудирование

Аудирование - понимание воспринимаемой на слух речи. Оно составляет основу общения, с него начинается овладение устной коммуникацией. Оно складывается из умения дифференцировать воспринимаемые звуки, интегрировать их в смысловые комплексы, удерживать их в памяти во время слушания, осуществлять вероятностное прогнозирование и, исходя из ситуации общения, понимать воспринимаемую звуковую цепь.

При этом процесс восприятия проходит в темпе, свойственном для данного

языка, при естественных помехах речевого и неречевого характера (не расслышал слово, у кого-то что-то упало, откуда-то послышался шум и т. п.).

- Студент должен на слух воспринимать английскую речь;
- Для этого необходимо несколько раз прослушать звукозапись с текстом;
Понять общий смысл услышанного;
Студент должен научиться распознавать различные грамматические трудности;
Ответить на заданные преподавателем вопросы.

РАЗДЕЛ IV

Юридические темы

- Студент должен свободно вести беседу на английском языке по правовым темам, широко употреблять правовую лексику
- Уметь обсуждать общие проблемы права и дать общий обзор правовых систем Великобритании и США.
Широко и свободно употреблять юридическую лексику;
Студент должен уметь описывать государственную и правовую системы США.
Знать юридические профессии Великобритании и США;
Анализировать системы суда присяжных на примере США;
Уметь сравнивать судебную систему Великобритании и США;
Вести различные уголовные и гражданские процессы на английском языке;
Должен знать роль судьи в судах различных инстанций;
Строить монолог на юридические темы;
Должен уметь составлять диалог по данной теме;

РАЗДЕЛ V

Устные темы

Тема: «Представление».

Студент должен знать:

- устойчивые шаблоны речевого этикета по теме;
лексический минимум и устойчивые словосочетания к теме.

уметь:

- представиться, представить друга;
- задавать вопросы и отвечать по данной теме, используя модели.
Составить ситуацию на тему: «Знакомство».

Тема: «Моя семья».

Студент должен уметь:

- читать и переводить тексты по данной теме;
- создавать мини-диалоги;
обратиться с просьбой к кому-либо, активно используя в речи усвоенную лексику;
вести беседу на тему «Моя семья».

Тема: «Уральская государственная юридическая академия».

Студент должен знать:

- факты образования УрГЮА;
факультеты и отделения, каким специальностям обучают в академии;

Студент должен уметь:

- создавать мини-диалоги;
делать сообщения по данной теме;

Тема: «Моя будущая профессия».

Студент должен уметь:

- рассказать о своей будущей специальности;
вести диалог о профессии;
правильно переводить тексты, содержащие придаточные предложения;
понимать прослушанный текст о профессии.

Должен знать лексический минимум.

Тема: «Великобритания»

Студент должен уметь:

- Рассказать об Англии, правильно используя грамматический материал;
описать Башкирию, используя лексику пройденных тем;
понимать на слух текст об Англии.

Должен знать лексический минимум по данной теме.

МЕТОДИЧЕСКИЕ УКАЗАНИЯ ПРЕПОДАВАТЕЛЯМ

Разговорные темы

№№	Название тем	Литература	Сноски
1.	My family	Учебный материал и контрольные задания. «Английский язык». Екатеринбург 2005г.	Стр. 16-17; Стр. 19.
2.	GREETING	Учебный материал и контрольные задания. «Английский язык». Екатеринбург 2005г Зеликман А.Я Английский для юристов. 2003г.	Стр. 16. Стр. 9. Ех. 1.3.3.
3.	URALS STATE LAW ACADEMY	Учебный материал и контрольные задания. «Английский язык». Екатеринбург 2005г. Учёба в Уральской государственной юридической академии. «Английский язык». Екатеринбург 2005г	Стр.18. Стр.19. Ех.III. Стр.3-8 Ех. I, VI, VII.
4.	MY FUTURE PROFESSION	Учёба в Уральской государственной юридической академии. «Английский язык». Екатеринбург 2005г	Стр. 13-14 Ех. II, IV, V.
5.	THE CAPITAL CITY OF THE THE CAPITAL CITY OF THE UNITED KINGDOM (FROM THE HISTORY OF LONDON, PARTS OF LONDON , LONDON STREETS, PLACES OF INTEREST IN LONDON, MUSEUMS OF LONDON, LONDON'S THEATRES	Зеликман А.Я Английский для юристов. 2003г. Учебный материал и контрольные задания. «Английский язык». Екатеринбург 2005г.	Unit 9 Стр.145-146 Ех. 9.3.3. Unit 19 Стр.158-160 Ех. 10.3.3. Стр.162 Ех. 10.3.12. Стр.163-164 Ех. 10.3.13. p. 36-37 Text: “London”.

Юридические темы

№№	Название тем	Литература	Сноски
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1.	LEGAL PROFESSIONS IN THE UK	<p>Учебный материал и контрольные задания. «Английский язык». Екатеринбург 2005г</p> <p>Гуманова Ю.Л. Just English Москва 1996г.</p>	<p>стр.13-14 Техт 2, 3 p.64-65 Textes 1, 2. p.69. ex.IV.</p> <p>Unit IV Стр.13 TASKS 1, 2. Стр. 14-15 TASKS 1, 2.</p>
2.	THE POLITICAL AND STATE SYSTEM OF GREAT BRITAIN . (BRITISH MONARCHY, PARLIAMENT,THE HOUSE OF COMMONS, THE HOUSE OF LORDS, THE BRITISH ELECTORAL SYSTEM, THE GOVERNMENT)	<p>Гуманова Ю.Л. Just English Москва 1996г.</p> <p>Зеликман А.Я Английский для юристов. 2003г</p>	<p>UNIT 1 Стр. 43-44 Tasks 2, 3, 4 Unit II Стр. 45-46 Tasks 1 Unit 6 Стр.92-93 Ex. 6.3.3. Unit 7 Стр.112-113 Ex. 7.3.3</p>
3.	The Legal System of English and Wales.	<p>Гуманова Ю.Л. Just English Москва 1996г.</p> <p>Зеликман А.Я Английский для юристов. 2003г</p> <p>Учебный материал и контрольные задания. «Английский язык». Екатеринбург 2005г</p>	<p>Unit III. p.11-12. Tasks 1, 2, 3 p. 221-223 ex.14.3.3. p.226 ex.14.3.15; ex.14.3.16; ex.14.3.17; ex.14.3.18. p.20. Text: “The court System of England and Wales”. p.70 Text: “The judicial system of the UK”.</p>
4.	Elections	Зеликман А.Я Английский для	p. 129-130

		юристов. 2003г Гуманова Ю.Л. Just English Москва 1996г	ex.8.3.3. UnitIV p.54-55 Tasks1, 2, 3. Unit V p.90-92. Tasks1, 3,4
5.	Judges in the United Kingdom.Young Offenders in the UK	Учебный материал и контрольные задания. «Английский язык». Екатеринбург 2005г	p.16 ex. III; p.30. Text 1
6.	Entering the system of government in the USA	Гуманова Ю.Л. Just English Москва 1996г Зеликман А.Я Английский для юристов. 2003г	Unit II p.75-76 Tasks 1, 2, 3, 4. p.77-79 Tasks 5, 6, 7, 8. Unit 11 p.175-177 ex. 11.3.3.
7.	The Judiciary of the USA	Зеликман А.Я Английский для юристов. 2003г	Unit 12 p. 190-191 ex. 12.3.3. p.194-195 ex. 12.3.12; ex. 12.3.13.
8.	Entering Legal Profession in the UK and the USA.	Учебный материал и контрольные задания. «Английский язык». Екатеринбург 2005г Учёба в Уральской государственной юридической академии. «Английский язык». Екатеринбург 2005г	p.64-65 Textes 1, 2, 3 Стр. 31-32 Textes 11, 12
9.	The court system of the USA	Гуманова Ю.Л. Just English Москва 1996г	Unit V p.25-27 Tasks 1, 2, 3, 4.
10.	The kinds of crimes	Учебный материал и контрольные задания.	p. 31-32 Textes 2, 3

		«Английский язык». Екатеринбург 2005г Гуманова Ю.Л. Just English Москва 1996г	p. 107-110 Tasks 5-8
11.	English system of law	Зеликман А.Я Английский для юристов. 2003г Учебный материал и контрольные задания. «Английский язык». Екатеринбург 2005г	Unit 14 p.221-223 ex.14.3.3. p.53-55 Textes 1, 2, 3, 4
12.	Human rights	Зеликман А.Я Английский для юристов. 2003г	Unit 16 p.225-258 ex.16.3.3. p.262 ex.16.3.8. p.271 ex. 16.6.2.
13.	The Conctitution and the Bill of Rights.	Гуманова Ю.Л. Just English Москва 1996г	Unit 1 p.72-73 Taskes 4, 5, 6, 7.
14.	System of Government in Great Britain . (Parlaiment, a Member of Parlament, elections, the Royal Family).	Гуманова Ю.Л. Just English Москва 1996г	Unit 1 p.43-45 Taskes 2, 3, 4, 5 Unit I p. 51-53 Taskes 2, 3, 4 Unit V p.59-61 Taskes 1, 2, 3, 4. p. 65-67 Taskes 1-6.
15.	System of Government in the USA. (Amarican Federalism, the System of checks and Balances,	Гуманова Ю.Л. Just English Москва 1996г	Unit II p.75-77 Taskes 1-4 p.77-80

	elections).		Taskes 5-10 Unit III p. 85-87 Taskes 1-4 Unit IV p.87-89 Taskes 1-3 Unit V p. 90-93 Taskes 1-8
16.	The Concept of Crime and Punishment	Гуманова Ю.Л. Just English Москва 1996г	Unit I p. 128-131 Taskes 1-6 Unit II pp.131; 134-135 Taskes 1-3; Taskes 8-9
17.	Civil and Criminal penalties.	Гуманова Ю.Л. Just English Москва 1996г	p. 132-133 Taskes 4-6
18.	Different types of Sentences.	Учебный материал и контрольные задания. «Английский язык». Екатеринбург 2005г	p.45 Text 2
19.	Problems of Punishment.”	Учебный материал и контрольные задания. «Английский язык». Екатеринбург 2005г	p. 45 Text 1
20.	The Problem of Capital Punishment: in the USA and the UK.	Учебный материал и контрольные задания. «Английский язык». Екатеринбург 2005г	p. 50 ex. IV.
21.	Prisons in the UK and the USA.	Гуманова Ю.Л. Just English Москва 1996г	Unit 1 p. 103-107 Tasks 1-4
22.	Selecting a lawyer	Учебный материал и контрольные задания. «Английский язык». Екатеринбург 2005г	p. 72-73 Textes 1-4
23.	The US Attorneys	Гуманова Ю.Л. Just English Москва 1996г	Unit VI p. 28 Task 4

Грамматические темы

№№	Название тем	Литература	Сноски
1.	Имя существительное. Образование множественного числа существительных. Исчисляемые и неисчисляемые существительные.	Raymond Murphy. English Grammar in Use. (for elementary students of English) 2000. Р.В. Резник Т.С. Сорокина «Грамматик английского языка»	Unit 60 Unit 61 Unit 62 Стр. 4-12
2.	Имя прилагательное. Степени сравнения прилагательных. Сравнительные конструкции.	Raymond Murphy. English Grammar in Use. (for elementary students of English) 2000. Р.В. Резник Т.С. Сорокина «Грамматик английского языка»	Unit 79 Unit 81 Unit 82 Unit 83 Стр. 25-28
3.	Местоимения. Разряды местоимений: личные, притяжательные, возвратные, указательные, вопросительные, относительные, неопределенные, отрицательные. Функции местоимений “it”, “one”	Raymond Murphy. English Grammar in Use. (for elementary students of English) 2000. Р.В. Резник Т.С. Сорокина «Грамматик английского языка»	Units 68-69 Стр. 29-31
4.	Указательные местоимения в; опросительные местоимения , относительные местоимения	Raymond Murphy. English Grammar in Use. (for elementary students of English) 2000. Р.В. Резник Т.С. Сорокина «Грамматик английского языка»	Units 70-74 Стр. 32-38
5.	Предлоги	Raymond Murphy. English	Units 91-98

		<p>Grammar in Use. (for elementary students of English) 2000.</p> <p>Raymond Murphy. English Grammar in Use. (for intermediate students of English)</p> <p>Р.В. Резник Т.С. Сорокина «Грамматик английского языка»</p>	<p>Units 114-120</p> <p>Стр. 119</p>
6.	Союзы	<p>Raymond Murphy. English Grammar in Use. (for elementary students of English) 2000.</p> <p>Р.В. Резник Т.С. Сорокина «Грамматик английского языка»</p>	<p>Unit 103</p> <p>Стр. 122</p>
7.	<p>Видо-временные формы глагола.</p> <p>1) Present Simple</p> <p>2) Past Simple</p> <p>3) Present Continuous</p> <p>4) Present Perfect</p> <p>5) Past Perfect</p> <p>6) Present Perfect Continuous</p> <p>7) Past Perfect Continuous</p>	<p>Raymond Murphy. English Grammar in Use. (for intermediate students of English) 2000.</p> <p>Р.В. Резник Т.С. Сорокина «Грамматик английского языка»</p>	<p>1) Units 2, 10</p> <p>2) Unit 11</p> <p>3) Units 1, 3</p> <p>4) Units 13-15</p> <p>5) Unit 21</p> <p>6) Units 16-17</p> <p>7) Unit 23</p> <p>Стр. 46-64</p>
8.	Страдательный залог	<p>Raymond Murphy. English Grammar in Use. (for intermediate students of English) 2000.</p> <p>Р.В. Резник Т.С. Сорокина «Грамматик английского языка»</p>	<p>Units 42-44</p> <p>Стр. 70</p>
9.	Модальные глаголы	<p>Raymond Murphy. English Grammar in Use. (for intermediate students of English) 2000.</p> <p>Р.В. Резник Т.С. Сорокина «Грамматик английского языка»</p>	<p>Units 26-35</p> <p>Стр. 101-111</p>

10.	Герундий	Raymond Murphy. English Grammar in Use. (for intermediate students of English) 2000. Р.В. Резник Т.С. Сорокина «Грамматик английского языка»	Unit 53 Стр. 93
11.	Согласование времён	Raymond Murphy. English Grammar in Use. (for intermediate students of English) 2000. Р.В. Резник Т.С. Сорокина «Грамматик английского языка»	Units 47-48 Стр. 69
12.	Условные предложения	Raymond Murphy. English Grammar in Use. (for intermediate students of English) 2000. Р.В. Резник Т.С. Сорокина «Грамматик английского языка»	Units 36-38 Стр. 78
13.	Типы вопросительных предложений	Raymond Murphy. English Grammar in Use. (for intermediate students of English) 2000. Р.В. Резник Т.С. Сорокина «Грамматик английского языка»	Units 49-52 Стр. 137
14.	Порядок слов в английском предложении	Raymond Murphy. English Grammar in Use. (for intermediate students of English) 2000. Р.В. Резник Т.С. Сорокина «Грамматик английского языка»	Units 105-106 Стр. 132
15.	Причастие	Р.В. Резник Т.С. Сорокина «Грамматик английского языка»	Стр.97

- Для эффективного изучения английского языка рекомендуется прослушивать аудиозапись на различные бытовые и юридические темы:

Module 3

Recording 4

Life in Britain

A: Many British people live in houses, not flats. Most houses have gardens.

B: Most office workers start work at about nine in the morning and finish at about five or six in the evening. Most people don't go home for lunch.

People usually eat dinner in the evening; they just have a snack at lunchtime.

A: Children start school at about nine, and finish at about half past three. Most children have lunch at school. All children start school when they are four or five years old, and leave when they are sixteen or eighteen.

B: Most shops open at about nine and close at about six. Usually, they don't close for lunch. Many supermarkets stay open twenty-four hours. Most pubs and restaurants close at about eleven o'clock.

Module 4

Recording 1

A: American superstar Whitney Houston loves dogs. She has two dogs, who live in a \$75,000 dog house in her garden. B: Actress Kim Basinger doesn't like crowds: she also hates open

spaces! A: Sylvester Stallone - star of the 'Rocky' films - likes playing golf so much he sometimes stops filming for a game. B: Hollywood actress Cameron Diaz hates

TV. A: Actor and film director Harrison Ford says he really likes doing

housework! B: Does Superman like flying? Well, actor Dean Cain - Superman in the TV series - doesn't travel by plane ... he's too nervous!

Recording 3

An American in England

B = Bob R - Radio journalist

R: Bob Kessler is forty-two. He's a writer, and he lives in a small village in the west of England with his wife and daughter.

Bob, you aren't English, are you? B: No, I'm from West Hills, a small town in California in the

United States. R: And what's your job? B: I write travel books, mainly about England and

the English, but also about other countries like Italy and France. I go to Europe two or three times a year. R: And what do you think of England? B: I like it here. I don't want to go back to the United States: I like the traditions and the way of life ... it's so different from the States ... for example I love the way everyone says 'Sorry' all the time ... I don't understand why, but it's nice! R: So you're happy in England? B: Yes, very happy ... my daughter goes to school here and she's got lots of English friends. And you know, now my wife and I usually drink milk with our tea!

Modul 8

Recording 7

Charlie bought a lottery ticket with a J1 coin: his last. The next day he won J10 million. Charlie gave a party for his neighbours - it lasted two weeks. On the last day, Charlie died. The government took all his money, but everyone in the street always remembered the incredible street party. But they couldn't remember who gave it.

Recording 8

RENE WOKE UP AS USUAL AT HALF PAST NINE. HE LOOKED OUT OF THE window. It was another beautiful day in Monte Carlo. He went downstairs and had his usual breakfast: espresso coffee and three oranges. Before he finished his meal, the phone rang. He answered it. 'Hello?' Silence. Then... 'Rene?' A woman's voice: he knew it immediately. It was Sylvia, his ex-girlfriend.

'Yes.' he answered. Thank Goodness it's you, Rene. I've got a problem, and I need your help. Meet me in one hour.'

Rene left the apartment, got into his car and drove to the car park of the Grand Casino. He arrived at a quarter to eleven. She wasn't there. Rene looked at his watch.

Suddenly Rene saw someone, but it wasn't Sylvia; it was a man - a very tall man, and he didn't look friendly.

There was one important question in Rene's mind: 'Where's the money?' he asked.

'Sylvia's got it' the tall man answered. 'Come with me.'

Re-p went with the tall man He followed him to a car. It was a very hack of the car and saw a woman. She had

Thank Goodness it's you, Sylvia. Are you OK?

'Me?' She answered slowly. 'Oh yes. I'm fine. But you are not fine. You are in big trouble. This is a police car and you are going to prison.'

Modules 1-5

Recording 1

Elsbeth is a really good friend of mine. She's about twenty five years old and she lives in Edinburgh, in a big flat near the city centre. She works at the Scottish Museum and her job is very important to her. She isn't married but she's got a boyfriend, Nick. They haven't got a car because they don't like driving, but they ride their bicycles all round the city. Elsbeth likes going to restaurants, going to the cinema, and meeting people and she's very friendly.

Conversation 2

This is London Zoo. Our offices are closed at present and no officer is available. General information on the zoo follows, *pause* The zoo is open every day from ten a.m. to five thirty p.m. Admission for adults is J10, and for children from seven to fourteen it's J8. Children under seven are free. The nearest underground station is Camden Town which is only ten minutes' walk away. If you come by ...

Module 6

Recording 1

Matthew

Well, I always have breakfast at home . . . not too early about ten o'clock usually ... I always have tea, that's very important two or three cups of tea ... and a piece of toast, with butter and jam . . . and sometimes a bowl of cereal ... that's about all, really ...

Sonia

In Brazil, we have very good tropical fruit . . . guava, mango and things like that . . . and we always have fruit for our breakfast - also we have coffee, of course, everybody knows in Brazil we have very good coffee . . . and maybe bread and jam ...

The Weber family

Well, in our family we have breakfast together in the morning when we have time ... we have coffee, usually . . . and we have many types of bread which we have with butter and jam . . . and maybe some cheese, sometimes we have cheese for breakfast maybe ham as well ... oh and eggs, sometimes we have eggs as well . . .

Recording 3

Joke 1

A: Waitress?

B: Yes, sir.

A: Can I have some ice-cream, please, one spoonful of vanilla, one scoop - no two scoops - of chocolate . . . three scoops of strawberry ... and two scoops of banana flavour ... and I'd like some chocolate sauce with it ... and some cream . . .

B: Right sir. So that's one scoop of vanilla, two scoops of chocolate, three scoops of

strawberry and two scoops of banana flavour.

A: Yes make that three scoops of banana.

B: Three scoops of banana . . . with chocolate sauce and cream . . .

A: Yes, that's right.

B: And do you want a cherry on top?

A: No thanks, I'm on a diet.

Joke 2

c: Waiter!

D: Is there a problem, sir?

c: Yes, there is a problem! There's a fly in my soup! D: Oh ... Can I see, sir ... oh yes, you're right ... Do you want a knife and fork, sir?

Joke 3

E: Waiter?

D: Yes, sir.

E: I have a question. What's in the Chicken Surprise Pie?

D: Chicken, sir.

E: Chicken? ... so what's the surprise?

D: The chicken's got feathers, sir.

Conversation 2

A: Would you like anything else? Some more coffee?

B: No thanks. Can I have the bill, please?

A: OK so it's just one coffee ... and piece of chocolate cake

B: That's right.

A: So that's J1.45 for the coffee and J1.35 for the cake.

A: That's J2.80 altogether, please.

B: J2.80 ... one, two, three pounds ... there you are. Keep the change.

A: Oh. Thank you..

B: That's all right. Bye bye.

A: Bye.

CONVERSATION 3

A: PERFECT PIZZA, GOOD EVENING.

B: Yes, I'd like to order a pizza ... to be delivered, please.

A: All right ... what would you like?

B: The one with all the different kinds of cheese ... and ham ... I

HAVEN'T GOT A MENU, WHAT'S THE NAME OF IT? \ A: RIGHT, THAT'S THE CHEESE SUPREME. B: THAT'S IT.

A: And is that regular, large, or extra large? B: How much is the extra large? A: The regular is J7.60, the large is J10.60, and the extra large is J12.60.

B: Oh ... the large Cheese Supreme please A: Anything else?

B: Yeah, a litre bottle of Diet Lemonade, please. A: Right ...

B: How much is that altogether? A: That's 10.60 for the pizza, 1.25 for the drink so that's ... 11.85 altogether. B: Okay

A; All right, what's the address? B: It's 28 Southlands Road ...

B: Oh ... the large Cheese Supreme please A: Anything else?

B: Yeah, a litre bottle of Diet Lemonade, please. A: Right ...

B: How much is that altogether? A: That's 10.60 for the pizza, 1.25 for the drink so that's ... 11.85

ALTOGETHER. B: OKAY

A; All right, what's the address? B: It's 28 Southlands Road ...

Recording 6

There's a man in the picture ... and two women.

Well, the man has got something in his hand ... in his right hand yes, he's got a paper bag in his right hand.

I think his name's Frank, because there's a sign at the back which says 'Frank's Fruit and Veg'

I can see a cat ... it's a black cat... on the right.

There are lots of fruit and vegetables on the left of the picture. Let's see ... there are some potatoes ... they're 54 pence a kilo ...

Then there are some grapes ... they're 11.53 pence a kilo ...

The next fruit is apples, there are only four apples, as well ... and the sign says 'Apples 11.09 a kilo.

There's also a sign that says 'bananas' ... but there's a problem ... because there aren't any ... there are no bananas in the box ...

- участие в ролевой игре:

Mock Trial on Shoplifting or Heroin in the Tank.

ГОВОРЕНИЕ, АУДИРОВАНИЕ.

Говорение:

-участие в диалоге в связи с содержанием текста:

-владение речевым этикетом повседневного общения знакомство, представление, установление и поддержание контакта,запрос и сообщение информации,побуждение к действию,выражение просьбы, согласия(несогласия с мнением собеседника,автора, завершение беседы);сообщение информации(подготовленное монологическое высказывание) в рамках названной тематики (в объеме не менее 10-12 фраз за 3 минуты (нормальный средний темп речи).

Аудирование:

-понимание монологического высказывания в рамках указанных сфер и ситуаций общения длительностью до 3 минут звучания (10-12 фраз в нормальном среднем темпе речи).

- понимание содержания учебных программ и видеокурсов:

FOLLOW ME, GRAPEVINE, CREATING OPPORTUNITIES MEETING OBJECTIONS, FAMILY ALBUM BBC, GUIDE TO BRITAIN, ONLY IN AMERICA BUSINESS ENGLISH

- ПОНИМАНИЕ СОДЕРЖАНИЯ УЧЕБНЫХ ФИЛЬМОВ

A Guide to Britain, London, History of English, The Royal Show, Madame Tussaud's, Oxford, A Visit to London, London - the Heart of Nation Introducing Great Britain, London Yekaterinburg

1. ПИСЬМЕННЫЙ ОБМЕН ИНФОРМАЦИЕЙ ЗАПИСКИ, ВЫПИСКИ; СОСТАВЛЕНИЕ ПЛАНА КОНСПЕКТА: ПИСЬМЕННОЕ СООБЩЕНИЕ, ОТРАЖАЮЩЕЕ ОПРЕДЕЛЕННОЕ КОММУНИКАТИВНОЕ НАМЕРЕНИЕ; РЕФЕРИРОВАНИЕ ТЕКСТОВ ПО СПЕЦИАЛЬНОСТИ: СОСТАВЛЕНИЕ ПИСЬМЕННЫХ АННОТАЦИЙ.

Письмо-фиксация информации, получаемой при чтении текста:

- письменная реализация коммуникативных намерений (запрос сведений, данных; информирование, побуждение к действию, выражение просьбы согласия несогласия, извинения, благодарности).

2. ФОРМИРОВАНИЕ И СОВЕРШЕНСТВОВАНИЕ ЯЗЫКОВЫХ НАВЫКОВ:

А. Фонетика.

- совершенствование слухопроизносительных навыков, приобретенных в средней школе;
- совершенствования навыков чтения про себя;
- развитие навыков обращенного чтения (вслух).

Б. Лексика.

- коррекция и развитие лексических навыков (объем лексического мини-мума 1800-2000 единиц)
- Первый год обучения 800-900 единиц. Второй год обучения -1000-1100 единиц.
- Развитие рецептивных и продуктивных навыков словообразования (аффиксальное словообразование и конверсия).

В. Грамматика.

РАЗДЕЛ 3. ОРГАНИЗАЦИЯ САМОСТОЯТЕЛЬНОЙ РАБОТЫ СТУДЕНТОВ ПРИ ИЗУЧЕНИИ ДИСЦИПЛИНЫ

- Внеаудиторное чтение в объеме (4000 печ. зн.).
- Просмотр фильмов на изучаемом языке (1 раз в месяц).
- Прослушивание аудиозаписей (1 раз в 2-3 недели).
- Владение лексическим минимумом (не менее 50 л.ед. в месяц).
- Выполнение контрольных работ по пройденным грамматическим темам (словарный диктант, диктант-перевод, тексты-резюме, комментарии, сочинения, эссе, ролевые игры).

Виды контроля

4.1. Требования к зачёту I курс, 1 семестр

- Лексико-грамматический тест по пройденному материалу (100 позиций).
- Правильное фонетико-интонационное чтение фрагмента текста вслух (400 печ.зн.). Тематика – социокультурная и повседневная.
- Внеаудиторное чтение (10 тыс. печ.зн.). Лексический минимум за I семестр

обучения – 100 лексических единиц.

4.2. ТРЕБОВАНИЯ К ЗАЧЁТУ I КУРС, 2 СЕМЕСТР

- Правильное фонетико-интонационное чтение фрагмента текста вслух.
- Перевод фрагмента текста на русский язык (400 печ.зн.) со словарем.
- Монологическое высказывание по ситуациям, охватывающим тематику I курса.
- Обобщающий лексико-грамматический тест по изученной тематике.
- Внеаудиторное чтение (10 тыс. печ. зн. за семестр, лексический минимум за II семестр обучения - 200 лексических единиц).

4.3. ТРЕБОВАНИЯ К ЗАЧЁТУ II КУРС, 1 СЕМЕСТР

- Внеаудиторное чтение (20 000 печ. зн.; лексический минимум – 350 лексических единиц для продуктивного использования).
- Перевод с русского языка на иностранный 10 предложений (без словаря, на базе пройденной тематики).
- Обобщающий лексико-грамматический тест.

4.4. ТРЕБОВАНИЯ К ЭКЗАМЕНУ II КУРС, 2 СЕМЕСТР

- Монологическое высказывание по ситуации профессионального характера (25 предложений).
- Детализирующее чтение, выборочный перевод, пересказ текста профессионального характера и спонтанные ответы на вопросы преподавателя по тексту.
- Комментирование текста по специальности.

Для усвоения и закрепления профессиональной лексики, рекомендуется чтение и перевод текстов на юридические темы.

Т Е X T 1

THE CHARACTERISTICS OF THE ENGLISH LAW.

The United Kingdom does not have a single legal system. The law in Scotland was influenced by the Roman law and is different from the law of England, Wales and Northern Ireland.

The English legal system is centralised through a court structure which is common to the whole country.

Some important characteristics of the English law are:

English law is based on the common law tradition. By this we mean a system of 'judge made' law which is continuously developed through the decisions of judges in the cases brought before them. These judicial precedents are an important source of law in the English legal system.

Common law systems are different from the civil law systems of Western Europe and Latin America. In these countries the law is codified or systematically collected to form a consistent body of legal rules.

English judges have an important role in developing case law and stating the meaning of Acts of Parliament.

English judges are independent of the government and the people appearing before them. This allows them to make impartial decisions. Court procedure in England is accusatorial. This means that judges do not investigate the cases before them but reach a decision based only on the evidence presented to them by the parties to the dispute. This is called the adversarial system of justice. It can be compared to the inquisitorial procedure of some other European systems where the function of the judges is to investigate the case and to collect evidence.

T e x t 2

Who is Who in the Law?

IF YOU ARE PROSECUTED FOR A CRIME IN BRITAIN, YOU MAY MEET THE FOLLOWING PEOPLE DURING YOUR PROCESS THROUGH THE COURTS:

MAGISTRATES. Magistrates are unpaid judges, usually chosen from well-respected people in the local community. They are not legally qualified. They are guided on points of law by an official, the Clerk.

SOLICITORS. After the suspect was arrested, the first person he/ she needs to see is a solicitor. Solicitors are qualified lawyers who advise the person and help prepare the defence case.

BARRISTERS. In more serious cases, or where there are special difficulties, it is usual for the solicitor to hire a barrister to defend the accused. The barrister is trained in the law and in the skills required to argue a case in court.

JURORS. A jury consists of twelve men and women from the local community. They sit in the Crown Court, with a judge, and listen to witnesses for the defence and prosecution before deciding whether the accused is guilty or innocent.

JUDGES. Judges are trained lawyers nearly always ex-barristers, who sit in the Crown Court and Appeal Court. The judge rules on points of law, and makes sure that the trial is conducted properly. He/she does not decide on the guilt or innocence of the accused – that is the jury's job. However, if the jury find the accused guilty, then the judge will pass sentence.

T e x t 3

Solicitors and Barristers

England is unique in having two different kinds of lawyers. They are solicitors and barristers.

If a person has a legal problem, he goes to see a solicitor. Almost every town has at least one. In fact, there are about 60,000 solicitors in Britain.

Many problems are dealt with exclusively by a solicitor. For instance, the solicitor deals with petty crimes and some matrimonial matters in magistrates' courts. He prepares the case and the evidence. He may represent his client in the lower courts. In a civil action,

he can speak in the county court, when the case is one of divorce or recovering some debts. Besides, a solicitor deals with other matters. He does the legal work involved in buying a house, he writes legal letters for you, he helps you to make a will, etc. Barristers are different from solicitors. Barristers are experts in the interpretation of the law. They advise on really difficult points, and conduct legal proceedings in the higher courts. Barristers are rather remote figures. A barrister's client can come to him only via a solicitor. Barristers do not have public offices in any street. They work in chambers, often in London. There are about 6,000 barristers in England. Usually only barristers can become judges in English courts.

Переведите текст письменно.

Judges in Great Britain.

In Britain, the vast majority of judges (that is, the people who decide what should be done with people who commit crimes) are unpaid. They are called "Magistrates", or "Justices of the Peace" (JPs).

They are ordinary citizens who are selected not because they have any legal training but because they have "common sense" and understand their fellow human beings. They work voluntarily. They are appointed by the Lord Chancellor on the recommendation of local advisory committees.

A case is usually heard by a bench of three magistrates who are advised on the law by the clerk of the court. There are about 30,000 magistrates and they hear over 90 per cent of criminal cases.

Besides, there is a small proportion of district judges. These are full-time paid judges appointed by the Queen on the recommendation of the Lord Chancellor. There are about 100 district judges in England and Wales. They sit in the magistrates' courts in the larger cities, particularly in London. A case is usually heard by a single district judge. Barristers or solicitors of seven years' experience can be appointed district judges.

Переведите текст письменно.

Judges in Great Britain

A distinctive feature of the British system in comparison with many continental systems is that it does not have law schools training judges.

Judges are chosen from lawyers who gained considerable experience as legal practitioners before they are appointed to the judiciary. In continental systems a law graduate can choose to be a judge at the beginning of his/her career. In Great Britain they cannot.

The vast majority of judges are magistrates. A small proportion of judges are not magistrates. They are called "High Court Judges" and they deal with the most serious crimes, such as those for which the criminal must be sent to prison for more than a year. High Court Judges are paid salaries by the state and have considerable legal training.

The work of judges is not easy. They even make mistakes sometimes. These mistakes are often overruled by appeal courts. People usually say that the judge has ‘power over the lives and livelihood’ of all litigants who enter the court. The judge’s decision may frequently affect the interests of individuals and groups of people who are not present in court. That’s why it’s true to say that the judge has burdensome responsibilities to make decisions. That’s why we say that the judge’s work is not easy.

На основе следующих текстов можно составить следующие темы:

“About Myself and My Family”, The Urals State Law Academy”

About Myself

My name is I was born on Now I am ... (years old). I am the ... child in the family of a lawyer and an economist. My father works as a jurisconsult. My mother is a chief accountant. They both work at the same plant.

At the age of ... I entered School No..... I studied well. My favourite subjects were ..., ... and I got only good and excellent marks in these subjects. Besides, I had a liking for music and learned to play the guitar. Sometimes I even took part in school concerts. At school I also went in for sports. I played football and went skiing.

I finished school in ... and decided to enter the Urals State Law Academy. In order to pass my entrance exams successfully I attended six-month preparatory courses. We had classes in Russian, literature and history. I worked hard and tried to do my best to revise all the materials necessary for the entrance examinations. Now I am a ...-year student of the ... department of the Academy.

The Urals State Law Academy

The Law Academy is one of the biggest higher educational institutions in our country. It was founded in April of 1931 on the basis of the Irkutsk University as a law faculty. Later, it was reorganised into the Siberian Institute of Soviet Law. In 1934 the Institute moved into Sverdlovsk, got the name of the Sverdlovsk Law Institute and bore this name till 1992. Now it is called the Urals State Law Academy.

The Academy has three forms of training: full-time (day), part-time (evening) and correspondence. There are seven institutes at the day-time department: of the Prosecutor's Office, of Justice, of Law and Business, of the Bar, of External Economic Relations, of Management and Law and of Agroecomics, Ecology and Law Besides, there are also nine faculties: of Law and Psychology, of International Law, of Shortened Educational Programmes, of Training Bachelors, of Training Masters, of Secondary Professional Education (the former Law College) and also Part-time Faculty, Correspondence Faculty and Regional Faculty.

The Regional Faculty organizes training lawyers in several branches of the Academy : in Ufa, Kurgan, Noyabr'sk, Serov, Perm', Chelyabinsk, Kamensk-Ural'ckiy, Severoural'sk ,Nizhniy Tagil, Belorechensk.

The teaching staff is about 500 people: over sixty professors, about 200 assistant professors and many experienced lecturers.

The student body of all forms of training numbers more than 12,000 people and several tens of postgraduates.

The Academy trains judges, prosecutors, advocates, juriconsults, investigators and other lawyers. After completing their education, our graduates can work at courts, prosecutor's offices, militia, the Bar, notary offices, other law enforcement organs, and also at state and government bodies of different levels, and in legal service of the national economy system.

All subjects taught at the Academy are divided into humane, theoretical and special. The students learn such special subjects as criminal law, civil law, criminal procedure, civil procedure, employment law, criminology, criminalistics, and others. Humane and theoretical subjects are: theory of state and law, history of state and law, philosophy, and others. These subjects form the students' world outlook and improve the quality of their general education.

The academic year is divided into two semesters. Tests and examinations are taken after each semester. At the end of the whole course of studies the students take degree examinations, finals, as they are often called.

The timetable of lectures, tutorials and seminars is regulated by a study schedule. The students must attend seminars and tutorials and not miss lectures. They must do their best in using all the opportunities to become good specialists.

Questions on the topics:

I. About Myself:

1. What's your name?
2. How old are you?
3. When and where were you born?
4. What family were you born in?
5. What are (were) your parents by profession?
6. When did you enter school?
7. What school did you attend?
8. What were your favourite subjects at school?
9. When did you leave school?
10. What did you do after leaving school?
11. Why did you decide to enter the Law Academy?
12. What did you do to pass your entrance exams successfully?
13. What entrance exams did you take?
14. Were you happy to become a first-year student of the correspondence department of the Academy?
15. What are your plans for the future?

III. The Urals State Law Academy:

1. What do you know about the foundation of the Law Academy?
2. How many and what forms of training does the Academy offer?
3. How many and what institutes and faculties does the Academy have?
4. How many people does the teaching staff number?
5. What is the number of students?
6. What specialists does the Academy train?
7. Where can they work after graduating from the Academy?
8. What kinds of subjects do the students of the Academy learn?
9. What special subject do they study?
10. Why do

they study theoretical and humane subjects? 11. What exams do the students take and when do they take them? 12. What are the students' duties?

Additional Texts

1. Trial by Jury

Trial by jury started in the twelfth century. But the jury was a very different body then. It was made up of the people who knew the accused - his friends and neighbours - not, as today, people who ought not to know a defendant.

One of the most significant changes to the jury system took place in 1973. In theory juries are chosen at random, as representatives of the community, but this has never been so in practice. Before 1973 there was an age qualification and a property qualification. A juror had to be between 21 and 60 and a house owner or ratepayer. It was discrimination against women, mainly because most married couples had their houses in the name of the husband rather than the wife's, and against the young, who were not householders. A pre-1973 jury was, therefore, predominantly male and middle-aged.

This has changed dramatically. Now jurors are chosen from the electoral register. They must be aged between 18 and 70 and must have been resident in the UK for a period of at least five years since the age of 13.

The following are ineligible for jury service: (1) past and present holders of any judicial office; (2) solicitors, barristers, members of a court staff, police officers, and others concerned with the administration of justice, if they have held the office within the preceding 10 years; (3) clergymen; and (4) the mentally ill.

2. The Court System of England and Wales

The most common type of law court in England and Wales is the magistrates' court. There are about 700 magistrates' courts and about 30,000 magistrates there. Simple matters are considered by magistrates. The punishment inflicted by them can seldom exceed six months imprisonment. But mostly, it is a fine.

More serious criminal cases go to the Crown Court, which has 90 branches in different towns and cities.

As for the civil cases, they are tried in the county courts or in the High Court (of Justice). These courts deal with the matters connected with property rights, family relations, business, etc.

The legal system also includes juvenile courts (which deal with offenders under seventeen) and coroners' courts (which investigate violent, sudden or unnatural deaths).

Besides, there are administrative tribunals which make quick, cheap and fair decisions with much less formality. They deal with professional standards, disputes between individuals, and disputes between individuals and government departments (for example, over taxation).

The intermediate appellate tribunal in England is the Court of Appeal. It hears appeals from the High Court and from specialised tribunals. The Criminal Division of the

Court of Appeal hears appeals from criminal courts of inferior instances.

The highest court in England is the House of Lords.

3. Judicial System of the USA

The Supreme Court is the highest judicial organ of the United States and the head of the judicial branch.

The Supreme Court consists of the Chief Justice of the USA and such a number of Associate Justices as may be fixed by Congress. Power to nominate the Justices is vested in the President of the United States, and appointments are made by and with the advice and consent of the Senate. The appointments are made for life, that is, a Justice cannot be dismissed from his/her post. A Justice may if he/she so desires, retire at the age of 70 after serving 10 years as a Federal Judge, or at the age of 65 after 15 years of service. The Supreme Court has the right to declare unconstitutional any law passed by Congress, or any order issued by the President.

The USA is divided into 13 federal judicial circuits, each one being served with a court of appeals known as the United States Court of Appeals for the circuit. Included in these 13 judicial circuits is the Court of Appeals for the District of Columbia and the Court of Appeals for the Federal Circuit.

There are about 90 district courts in the USA. Each state is comprised of one or more federal judicial districts, and in each district there is a district court. The United States district courts are the trial courts with general Federal jurisdiction over cases involving federal laws or offenses and actions between citizens of different states. Each state has at least one district court. There is also a United States district court in the District of Columbia. Only one judge is usually required to hear and decide a case in a district court, but in some kinds of cases it is required that three judges be called together to comprise the court. In districts with more than one judge, the judge senior in commission who has not reached his seventieth birthday acts as the chief judge.

T e x t 1

Types of Criminal Offences

There are three types of criminal offences: summary, indictable and triable either way. The nature of the offence determines the mode of trial.

Summary offences are the less serious offences. These offences are tried in the

magistrates' court, without a jury, before a bench of two or three lay magistrates or by one district judge. The sentences of the magistrates' courts are limited to imposing a fine of up to 5,000 pounds or a prison sentence of six months.

Indictable offences are the most serious offences. Examples are murder, manslaughter, rape and arson. The procedure for trying these offences begins in the magistrates' court. This court has the duty to assess whether there is evidence or not to send the accused for trial by jury. If there is enough evidence, a trial will take place in the Crown court before a judge and a jury. This procedure is called "the committal," that is the referring of a case from a magistrates' court for trial at the Crown court following a preliminary investigation by the magistrates.

Certain types of offences are triable either way: either as an 'indictable offence' or as a 'summary offence'. When an offence is triable either way, the magistrates' court must decide, if the case should be tried on indictment or summarily. Even if they decide that they can hear the case themselves, they must give the defendant the choice of opting for trial upon indictment before a jury. These include offences of deception, theft, dangerous driving and some others.

T e x t 2

KINDS OF CRIMES IN THE USA

THE WORD 'CRIME' IS GENERALLY ASSOCIATED WITH THE WRONGDOING BUT NOT EVERY TYPE OF WRONG IS A CRIME. FOR INSTANCE, FAILING TO FULFIL A TERM OF A CONTRACT IS A WRONG, BUT IT IS PURELY A DISPUTE BETWEEN INDIVIDUALS.

However, stealing from another person is also a wrong but it falls under the criminal law because such actions are offences which can result in prosecution.

Thus, we may say a crime is an act that violates the criminal law of a community. Every crime is a crime against the state.

In general, there are two kinds of crime. Felonies, which include murder, robbery and arson, are the most serious. Anyone who commits a felony can be sent to a state prison. In some states certain felonies carry the death penalty.

Misdemeanors are less serious. The penalty is a fine or imprisonment of up to a year in jail. Shoplifting and driving while drunk are examples of misdemeanors.

In cases where it is not clear whether the crime is a felony or misdemeanor, it is a judge who makes the final decision.

Crimes may also be classified as being against persons or against property. Crimes against person include assault, murder and kidnapping. Property crimes include burglary, robbery and auto theft.

Crime in the USA is often big business. Criminal organizations such as the Mafia and the Cosa Nostra are highly organized groups who control criminal activities in a community. Many criminals today hide behind respectable businesses and use them as cover-ups for their profitable criminal activities.

Text 3

Crimes in the USA

In the United States the causes of serious crimes are hotly debated, as elsewhere. Among them are unemployment, drug-abuse, poverty, inadequate police enforcement, ineffective courts, racial discrimination, television and “a general decline in middle-class values”.

Many communities have started their own campaigns against crime. They encourage their citizens to participate in crime prevention programs and to report crimes. Several civil rights groups actively support such “self-help” campaigns. In some neighborhoods, citizens participate in “neighborhood watch” programs and organize groups to patrol the streets.

Public opinion polls show that most Americans feel handguns are responsible for the high murder rate. A majority of Americans, some 70 percent, favor laws banning the private ownership of all handguns. At present, there are about 23,000 state and local gun laws and ordinances throughout the US. Some states only prohibit carrying handguns. In others owners must register all handguns and have a license to carry them. In some communities people are not allowed to own any handguns.

Many Americans cite the Second Amendment to the Constitution: “...the right of the people to keep and bear arms shall not be infringed”. They say “Guns don’t kill, people do”.

Переведите текст

The Rate of Crime

Crime is one of the world’s oldest social problems. Almost every generation is threatened by increasing crime and violence. However, no country has yet developed reliable methods for measuring the volume and trend of crime.

Countries vary greatly in their definition of crime and in the reliability of their crime statistics. Conditions that effect the amount of crime also vary from one country to another. Such conditions include the proportion of people living in cities, the proportion of young and old people in the population, and the degree of conflict among various cultural, economic, and racial groups.

Statistics show that crime rates for both violent crimes and property crimes are rising in most countries. Comparison of the crime rates of various nations indicate that increases in crime accompany increases in the rate of social change. The crime rate stays relatively stable in traditional societies.

Statistics about crime are based on complaints to the police, offences observed by the police, and arrests of suspects. Unfortunately, much crime goes unreported, including offences against businesses, organizations, and public agencies and against public order and morality.

НА ОСНОВЕ СЛЕДУЮЩИХ ТЕКСТОВ МОЖНО СОСТАВИТЬ ТЕМЫ "MY NATIVE TOWN (CITY)" И

“LONDON”:

MY NATIVE CITY

My native city is Yekaterinburg, a big industrial, educational and cultural centre of the Middle Urals. It is one of the largest cities in our country.

It stands on the Iset' river, almost at the point where Asia and Europe meet.

The city was founded in the time of Peter the Great by V. Tatishchev, manager of state factories, and W. Guennin, chief of the Urals mining works. In 1723 the newly-built settlement was called Yekaterinburg, in honour of Yekaterina, Peter's wife.

By the end of the 18th century Yekaterinburg grew into an important administrative, industrial and commercial centre due to its favorable location at the junction of roads.

In 1924 the city was renamed after Ya. Sverdlov, and bore this name till 1991.

The population of the city now is about a million and a half.

A lot of plants make our city one of the leading industrial centres of the country. Their production can be found in many places of our country and in some foreign states.

Yekaterinburg specialises in the manufacture of heavy machinery and industrial equipment. Its principal plants produce equipment for the iron and steel industry, turbine generators for power stations, equipment for the chemical industry.

Yekaterinburg is a big centre of education and science. There are about 20 state higher schools in it, such as the Urals State University, the Urals Technical University, the Urals Law Academy, and others. One can also find here a great deal of non-state higher schools, such as the Urals Institute of Economics, Management and Law, the Urals Institute of Finance and Law, the Urals Humanities Institute and others. The city has a lot of secondary, technical and vocational schools, as well as different gymnasiums, lycees and colleges. There is also the Urals Branch of the Academy of Sciences and many research institutes here. Yekaterinburg is a big centre of culture. We can see here many cinemas, clubs, libraries, the Philharmonic Society, the Mussorgskiy Conservatoire, and several theatres, such as the Opera House, the Play House, Operetta House, Theatre for Young Audience, Puppet Theatre.

We can visit such museums as the regional studies museum, the geological museum, the museum of fine arts, the museum of the history of architecture and industrial machinery, the museum of the history of Yekaterinburg, the museum of the history of stone-cutter's and jeweller's art, the museum of the youth, memorial house-museums of P. Bazhov, D. Mamin-Sibiryak, F. Reshetnikov, the museum of photography, the museum of radio named after A. Popov, etc.

There are also some places of historic and modern interest in the city, such as the Historical Square on the banks of the Iset', many old buildings of the 18th and 19th centuries, monuments to Popov, Bazhov, Zhukov, to the heroes of the Great Patriotic War, to the warriors of the Urals voluntary armoured corps, to the warrior-internationalists ("Chernyy Tyulpan" - "Black Tulip"), the memorial at the Shirokorechenskoye cemetery, the memorial to the victims of the political repression of the 1930-1950s, the memorial at the scene of the execution of the last tsar's family, etc.

London

London is the capital city of England and of the United Kingdom. With a population of about 7 million it is the largest city in Britain and one of the largest cities in the world. Its history begins in about 43 A.D. when the Romans founded a military station on the present site of London.

It is situated upon both banks of the River Thames. It is the chief port of the country and the most important commercial, manufacturing and cultural centre.

The most characteristic parts of London are: the City, the West End, the East End and Westminster.

The City is the oldest part of London. It is the financial centre of the UK with many banks, different offices and Stock Exchange. The City, the "square mile" as it is often called, stretches along the north bank of the Thames. Traditionally, it is governed by the Lord Mayor and his Court of Aldermen. The City has its own police force and courts of law. During the working day almost half a million people earn their living there in the commercial heart of the capital. But by the weekend the City is populated by just 5,000 residents. Its street names indicate the trades and markets that used to flourish there - Bread Street, Wood Street, etc.

The West End is the most fashionable part of London. The name "West End" came to be associated with wealth, luxury and goods of high quality. It is the area of the largest department stores, hotels, cinemas, theatres, concert halls, museums, the best art galleries, historical places (including Buckingham Palace, the Queen's London residence), and famous parks, such as Hyde Park with its Speaker's Corner and Kensington Gardens. The main shopping streets are Piccadilly, Regent Street and Oxford Street. Visitors with plenty of money to spend and who come chiefly for enjoyment are likely to pass most of their time in the West End.

The East End of London seems to be unattractive in appearance, but it is very important to the country's commerce. It is situated to the east of the City. Here, today we can see kilometres and kilometres of docks of the port of London, and the great industrial areas that depend upon shipping. London Docklands nowadays is transformed into the most exciting new water city of the 21st century. The area attracts not only top name commercial, banking and business interest, but also thousands of new residents.

Westminster is the political centre. The best known streets here are Whitehall with important government offices, and Downing Street with the London residence of Prime Minister and the place where the Cabinet meets. And here, on the embankment of the Thames, you can see Houses of Parliament. Most of what can now be seen is no older than 140 years. When Parliament is sitting, the fact is confirmed by the Union Jack flying on the Victoria Tower during the day and at night by the light in the clock tower of Big Ben, which stands as a symbol of London.

Questions on the topics:

I. My Native City (Town)

1. What is your native city (town)? 2. Where is it situated? 3. When was it founded? 4. What do you know about its history? 5. What is its population now? 6. What can you say about your city (town) as an industrial centre? 7. Is it possible to call your city (town) a centre of education and science? Why? 8. Can you call your city (town) a centre of culture? Why? 9. What museums can one visit in your city (town)? 10. What monuments and places of interest can you show to the guests of your city (town)? 11. Do you like your city (town)? Why?

II. London:

1. What city is the capital of the UK? 2. What is its population? 3. When was London founded? 4. Where is it situated? 5. What are its main parts? 6. Why is the City called the financial centre of the UK? 7. How many people work and live in the City? 8. What is the West End associated with? 9. Why is the East End considered important to the country's commerce? 10. Why is Westminster called the political centre?

Additional texts:

1. Causes of Crime

People commit crimes for various reasons. The motives also vary in crimes of violence. Many scientists try to explain crime.

For example, researchers in the biological sciences have focused on physical differences. Such studies involve differences in body type, the pattern of brain waves, and the formation of genes. None of these studies has proved that criminals have any physical traits that make them different from other people.

Sociologists have focused on the community, not on an individual.

The highest crime rates occur in the most deprived sections of large cities. These are the areas where it is most difficult to train children to become law-abiding citizens. Such areas have the highest rate of broken homes. Even in many homes where both parents are present, emotional conflicts and health and financial problems affect family life. Slum areas usually have the poorest schools and the highest unemployment rates.

For many young city-dwellers, the excitement of the streets provides the principal escape from boredom and unsolvable problems. These streets are also the scene of much vice and crime – drugs use and sale, gambling, prostitution, public drunkenness, and acts of violence.

Thus, law enforcement in the cities is difficult.

2. Types of Crimes

Crimes may be classified in various ways. For statistical purposes, many governments divide crimes into offences against people, against property, and against public order or public morality. Some scientists classify crimes according to the motives of the offenders.. Other important kinds of crime include organized crime and white-collar crime.

Crimes against people include assault, kidnapping, murder, and sexual attacks. Such crimes usually bring severe punishment.

Crimes against property include arson, burglary, embezzlement, forgery, fraud, theft, and vandalism. In most cases, these crimes carry lighter penalties than do crimes against people.

Crimes against public order or morality include disorderly conduct, illegal gambling, prostitution, public drunkenness, and vagrancy.

Organized crime consists of large-scale activities by groups of gangsters or racketeers. Its activity include gambling, prostitution, the illegal sale of drugs, and loan-sharking.

White-collar crime includes criminal acts committed by business and professional people, such as cheating in the payment of taxes, petty theft by employees, stock market swindling.

3. Crime Prevention

FOR HUNDREDS OF YEARS, THE CRIMINAL LAW HAS BEEN BUILT AROUND THE IDEA THAT WRONGDOERS MUST BE PUNISHED FOR THEIR CRIMES. THE MOST BASIC ARGUMENT FOR PUNISHMENT IS THAT IT PRESERVES LAW AND ORDER AND RESPECT FOR AUTHORITY. FROM THIS POINT OF VIEW, PUNISHMENT DOES TWO THINGS. IT UPHOLDS THE LAW, AND IT PREVENTS OTHERS FROM THINKING THEY CAN DO THE SAME THING WITHOUT PUNISHMENT.

Many criminologists stress the need for improving the work of criminal justice agencies – the police, the court, and the prison. For example, criminologists point out that better educated, equipped, and coordinated police forces are more effective in controlling crime.

One way to reduce crime is to reform or rehabilitate habitual criminals. The fundamental problem is not the first offender or the petty thief but the repeated offender who commits serious crimes. According to criminologists, crime would decrease greatly if all such offenders could be turned away from wrongdoing.

The second way to reduce crime is to punish offenders.

Nevertheless, crime prevention should aim to prevent people from becoming criminals in the first place.

There are many other ways to reduce crime.

Problem of Punishment

The abolition of capital punishment in England in 1965 was welcomed by most people with humane and progressive ideas. To them it seemed a departure from feudalism, from the cruel pre-Christian spirit of revenge: an eye for an eye and a tooth for a tooth.

Many of these people think differently now. When three unarmed policemen were killed in London by bandits, this crime drew attention to the fact that since the abolition of capital punishment crime increased throughout Britain. Today, therefore, public opinion in Britain has changed. People who before stated that capital punishment was not a deterrent to murder now feel that killing the assassin is the lesser of two evils. Capital punishment, they think, may not be the ideal answer, but it is better than nothing, especially when, as in England, a sentence of "lifelong" imprisonment (a "life sentence", as it is called) lasts only eight or nine years.

All this is very controversial. And all the arguments for and against can be refuted in practice. The problem remains - the problem of how to prevent murders. Some murders are committed by criminals evading arrest, by insane or mentally disturbed people, by cold-blooded sadists completely devoid of all human feelings. The important thing in the prevention of murder is to eliminate the weapons and instruments, the guns and knives, with which these crimes are committed, and furthermore to stop the dangerous influence of violence in books, films, television and other mass media, from which so many criminals derive their "inspiration".

T e x t 2

Main Types of Sentences

Absolute discharge. The defendant is not punished for the offence at all.

Conditional discharge. The defendant is released without punishment, provided that he is not convicted of any other offence within a specified period (usually three years). If he is convicted within that time, the court may sentence him for the original offence as well.

Fine. A sum of money that an offender is ordered to pay on conviction. Up to 5,000 pounds at magistrates' courts, unlimited in the Crown Court.

Probation order. A court order placing an offender under the supervision of a probation officer for a period of between six months and three years, imposed (only with the consent of the offender) instead of a sentence of imprisonment. They are most commonly imposed on first offenders, young offenders, and offenders whose crimes are not serious.

Suspended sentence. A prison sentence that does not take effect immediately. When a person is sentenced to imprisonment for less than two years, the court may, in exceptional circumstances, order that he should not actually be imprisoned unless he commits another offence within a specified period of between one and two years.

Imprisonment. This punishment consists in the detention of an offender in prison and subjecting him to discipline for the term of his sentence. A prisoner, in many cases, may become eligible to be released on parole after serving one-half of his sentence.

T e x t 3

No More Execution in Russia

In 1995 Russia became one of the 28 countries where death sentences are not carried out. There are about 80 countries which abolished this punishment in legislation and in practice, and about 100 countries that still practise capital punishment, among them the USA and Japan.

The opponents of capital punishment regard it as a violation of human rights because no one, not even the state, has the right to deny a person his life. The main argument is that no country can provide any evidence that death penalty brings down the crime rate.

The supporters of capital punishment appeal more to the emotions, maintaining this is the only way to prevent crimes. In their opinion, the death sentence is a just punishment for murderers.

The advocates of capital punishment are supported by public opinion. Research polls show that 70 per cent of the citizens support this punishment.

Nevertheless, more and more countries are renouncing capital punishment. Usually, their legislative abolition is gradual. First, they restrict the sphere of its application by cutting down the number of persons to whom it can be applied. Then they introduce alternative punishments and cease to carry out the sentences.

Russia seems to follow the same path.

Text 1

CAPITAL PUNISHMENT

CAPITAL PUNISHMENT WAS AN OBLIGATORY ELEMENT IN THE LIFE OF SOCIETY THROUGHOUT HUMANKIND'S HISTORY.

The application of capital punishment started to shrink rapidly only in the last century and, especially, in this century, in the majority of states. Today, capital punishment has been abolished completely or partially. Partial abolishment means that capital punishment has been left for especially dangerous crimes and for wartime. Usually, it is high treason and killing of policemen in performance of their duty. Quite often, these exclusions are not applied in practice: for example, Britain has capital punishment for high treason, but in the last 100 years it hasn't been applied in any time in

peacetime.

Capital punishment was completely or partially abolished in Austria, Belgium, Denmark, Finland, France, Italy, Sweden, Switzerland, UK, and it is not used in 12 states of the USA, but it is still envisaged by the legislation of 127 countries.

More and more countries renounce capital punishment. They do it gradually, as a rule. First, they restrict the sphere of its application by cutting down the number of persons to whom it can be applied. Then they introduce alternative kinds of punishment and stay of execution. Russia seems to follow the same path.

The Problem of Capital Punishment in the USA

In 1976 the American Supreme Court had to reinstitute capital punishment. The decision on death penalty came into force in 38 states, and in four of them the legislation envisaged the right to choose the way of execution (electric chair, hanging, gas camera, shooting, injection).

At present, nearly 2,500 convicts are awaiting execution in the USA. One third of them is adjudicated insane or mentally defective. In passing death sentences there are no excuses for mentally diseased as well as for juveniles. The USA is among six countries including Iran and Iraq where executions of juveniles are carried out in recent decades. The Americans worry about the deterioration of the criminogenic situation.

The rate of crimes grow. The extension of crime goes on. Almost 80 per cent of the population want death penalty to remain in law. Reaction of the society to the threat of crime may be: setting up counter-threat of punishment, trying to make offenders harmless through constructive treatment, or through preventive program eliminating the causes of crime, but not making punishment more severe.

Our Country

The country where I live is now called the Russian Federation, or Russia. It was one of the fifteen republics of the former Soviet Union, or the USSR. The Russian Federation is a member of what is called Commonwealth of Independent States (CIS). The Commonwealth consists of several states - former Union Republics of the USSR.

Our country is situated in Eastern Europe and Northern Asia. Its territory covers about 17 million square kilometres. It borders Norway, Finland, Poland, Estonia, Lithuania, Latvia, Byelorussia, the Ukraine, Georgia, Azerbaijan, Kazakhstan, China, Mongolia, and Korea. The Russian Federation is washed by 14 seas of the three oceans - the Atlantic, the Arctic and the Pacific.

There are very many rivers and lakes in our country. The largest rivers are the Volga, the Ob', the Lena and others. Lake Baikal is the deepest lake in the world.

The climate varies in different parts of the country.

The Russian Federation is rich in such minerals as coal, oil, iron, gold, silver, copper and many others.

The country is a multinational state. Over one hundred peoples inhabit it. The population is about 140 million people.

Under the Constitution Russia is a presidential republic. The federal government consists of three branches: legislative, executive, and judicial. Each of them is checked and balanced by President.

The highest legislative and representative organ of the Russian Federation is the Federal Assembly (Parliament). It consists of two chambers: the Council of the Federation and the State Duma.

The Council of the Federation is composed of representatives of each subject of the Russian Federation (two persons of every subject). The State Duma includes 450 deputies. They are elected for four years.

The main function of the chambers is to make federal laws. At first bills are introduced in the State Duma. If they are passed by the majority vote, the laws are submitted for consideration to the Council of the Federation within five days. Having been approved by this chamber the law, within five days, is sent to President of the Russian Federation for signing and publication.

The executive power is exercised by the Government of the Russian Federation. The Government consists of the Chairman of the Government of the Russian Federation, vice-chairmen and federal ministers.

The Government ensures the budget implementation and the pursuance of the single financial and monetary policy. It ensures pursuing the single national policy in the sphere of culture, science, education, public health, social security and ecology. The Government manages the federal property. It ensures defence of the country, national security, realisation of the foreign policy of the Russian Federation. It takes measures to guarantee legality and rights and freedoms of the citizens of the country.

The judicial branch is represented by different kinds of courts.

The state symbols of Russia are: a three-coloured banner with white, blue and red horizontal stripes; a national anthem and a national emblem (a two-headed eagle). The capital of the Russian Federation is Moscow.

Great Britain

The official name for the country whose language we study is the United Kingdom of Great Britain and Northern Ireland.

The country populated by 57 million people comprises England, Scotland, Wales and Northern Ireland, and is situated on the British Isles. The British Isles consist of two large islands (Great Britain and Ireland) and a great number of small ones. Their total area is over 244,000 square kilometres. The British Isles are separated from the European continent by the North Sea and the English Channel. The western coast of Great Britain is washed by the Atlantic Ocean and the Irish Sea. Northern Ireland occupies one third of the island of Ireland. It borders the Irish Republic in the south.

The surface of England and Ireland is flat, but the surface of Scotland and Wales is

mountainous. But the mountains are not very high. There are many rivers in the country but they are not very long. The Thames, the Severn and the Clyde are the most important rivers. There are many beautiful lakes in Great Britain, the largest part of them is in the Lake District in northwestern England.

The climate of Great Britain is typically maritime with rains and winds. The Gulf Stream makes the climate mild and damp.

The most important natural resources are coal, oil, gas, iron ore.

Britain is a highly developed industrial country. Its main industries are coal-mining, energy production, mechanical engineering, ferrous and non-ferrous metallurgy, electronics, chemical engineering, textile industry, etc.

The largest cities of the UK are: London, Birmingham, Manchester, Leeds, Glasgow, Liverpool, Edinburgh, Cardiff, Bristol.

The UK is a parliamentary monarchy. This means that it has a monarch (a king or a queen) as its Head of State. The UK is a monarchy in form and a parliamentary democracy in substance. The powers of the monarch are limited by Parliament. Parliament is the supreme legislative body. The British Parliament is one of the oldest parliaments in the world. It was founded in 1265. It consists of two chambers known as the House of Commons and the House of Lords. The main function of Parliament is to make laws regulating the life of the community and relating to any aspect of the political, economic, legal, social, and cultural life of the United Kingdom as a whole, or to any of its constituent parts.

The House of Lords now consists of about 500 members.

The elective House of Commons consists of 650 Members of Parliament (MPs). Parliamentary elections are held every five years on the basis of universal suffrage and secret ballot. All citizens of the UK over the age of 18 have the right to vote.

The British parliamentary system depends on political parties. It is the political parties that choose candidates in elections. There are, currently, two main parties - the Labour Party and the Conservative Party. The party which wins the majority of seats forms the Government and its leader usually becomes Prime Minister. The Prime Minister chooses about twenty MPs from his/her party to become the Cabinet. The second largest party becomes the official Opposition with its own leader and Shadow cabinet.

So, executive power in the UK belongs to the Government which consists of the Cabinet and other ministers. The Government includes about a hundred politicians under the Prime Minister, appointed to their offices, as ministers, by the Queen (King) on her/his advice. The Cabinet consists of about twenty senior ministers and deals with the main lines of policy, exercises control of the executive and coordinates the work and policies of various ministers. The meetings of the Cabinet are usually held at No.10 Downing Street, the residence of the Prime Minister.

The UK heads what is called the Commonwealth (the "British Commonwealth of Nations" till 1953) comprising about 50 independent states which were formerly parts of the British Empire. The Commonwealth was established to encourage trade and friendly relations among its members, such as Canada, Australia, New Zealand, Kenya, Jamaica

and other countries.

The capital of the United Kingdom is London.

Questions on the Topics:

I. Our Country

1. What country do you live in? 2. Where is it situated? 3. What is its territory? 4. What countries does it border? 5. What seas and oceans is it washed by? 6. What can you say about rivers and lakes? 7. What minerals is the country rich in? 8. What is the population of the country? 9. What are the federal branches of power? 10. What can you say about the highest legislative organ? 11. What is the main function of the Federal Assembly? 12. How do bills become laws? 13. What do you know about the executive power? 14. What does the Government ensure? 15. What can you say about the judicial branch? 16. What are the state symbols of the Russian Federation? 17. What can you say about the capital of Russia?

II. Great Britain:

1. What is the official name of the country? 2. What parts does the country consist of? 3. Where is it situated? 4. What is the territory of the country? 5. What seas and oceans wash Britain? 6. What can you say about the surface of the country? 7. What do you know about its rivers? 8. What natural resources is the country rich in? 9. What branches of industry are developed in the UK? 10. What are the largest cities? 11. What can you say about the state system of the country? 12. What is its highest legislative body? 13. When was it founded? 14. What do you know about the Houses of Parliament? 15. What is its function? 16. How are Parliamentary elections held? 17. What political parties do you know in Britain? 18. What is the highest executive body of the country? 19. Who heads the Government of the UK? 20. What do you know about the Commonwealth?

Additional Texts

1. THE DECISION TO PROTECT

Who can start criminal proceedings? The general rule is that any individual can bring a prosecution. This is usually referred to as a 'private prosecution'. A study done for the Royal Commission showed that private prosecution comprised 2.4 per cent of the overall number. Most of these were for domestic assaults and shoplifting.

The greatest number of prosecution, however, are brought as a result of action instigated by the police. Until recently the police made the final decision to prosecute. Moreover, the police effectively controlled the prosecution. But the system was criticised for its lack of independence. The police had a strong interest to be successful in court.

The pressure group 'Justice' published a report calling for an independent prosecution service which could separate the investigation of crime from its prosecution.

The matter was considered by the Royal Commission on Criminal Procedure. It concluded that existing procedure was unsatisfactory. That's why 'The Crown Prosecution Service' was created by the Prosecution of Offences Act 1985 and it came into effect nationally on October 1, 1986. The police still investigate criminal offences but from then charges are handed to the Crown Prosecution Service. It may decide to amend or drop any or all of the charges.

The Crown Prosecution Service is under the control of the Director of Public Prosecutions.

2. Coroner's Court

Coroners investigate violent and unnatural deaths or sudden deaths where the cause is unknown. Deaths may be reported to the local coroner (who is either medically or legally qualified, or both) by doctors, the police, various public authorities, or members of the public. The coroner need not hold inquest if, after a post-mortem examination has been made, he or she is satisfied that the death was due to natural causes.

Where there is a reason to believe that the deceased died a violent or unnatural death or died in prison or in other specified circumstances, the coroner must hold an inquest. It is the duty of the coroner's court to establish how, when and where the deceased died. A coroner may sit alone or sometimes with a jury.

In Scotland the local prosecutor fiscal inquires privately into all sudden and suspicious deaths and may report the results to the Crown (Court) Office. In a minority of cases a fatal accident inquiry may be held before the sheriff. For certain categories (such as death in custody) a fatal accident inquiry is mandatory. In addition, the Lord Advocate has discretion to instruct an inquiry in the public interest in cases where the circumstances give rise to public concern.

Coroners are usually appointed from senior lawyers or medical practitioners. The office of coroner originated in England and France. Early coroners guarded the fines collected by the King, or Crown, and were called 'crowners'. The word 'coroner' comes from that title.

3. Juvenile Courts

The purpose of juvenile courts is to establish and supervise a plan of control and rehabilitation for youths who have broken the law. The largest number of juvenile court cases involves juvenile delinquency.

Experience has shown that the best results are achieved when the courts operate without a trial atmosphere. The staff of the court include psychologists, psychiatrists, social workers, and other specially trained workers. They investigate the situation and the offender. Then they carry out a plan of rehabilitation. This plan may involve a period of residence in a corrective institution, medical treatment, a foster home for the youth, probation or any other corrective plan. Alternative sentences include community service, making amends to victims, and short-term imprisonment in special sections of state prisons.

Parental liability of parents allowing a child to participate in a gang, to use drugs, or to have access to a gun has increased. Punishment for the parents range from fines to imprisonment.

Another tendency is to try as adults those youths who have committed serious crimes. In 1989, the United States Supreme Court ruled that the Constitution does not forbid the death penalty for those who commit murder at the age of 16 or 17.

Juvenile courts now exist in most of the United States, Europe, and Latin America, as well as Israel, Japan, and other countries, though structure and procedure vary. But the main task of all the countries is to prevent criminal behavior of youngsters and children.

LESSON 1(Практическое занятие №1)

Выявление уровня знаний по английскому языку в виде тестов. Студентам необходимо выбрать правильный вариант ответа.

Test

V-I

I. CHOOSE THE BEST ANSWER

1. ... IS A DOCTOR.
A) HE B) THEY C) I
2. MY AUNT AND MY UNCLE HAVE GOT TWO CHILDREN. BOTH ... CHILDREN ARE GIRLS.
a) my b) their c) her
3. It ... my parent's car.
a) am b) is c) are
4. there are many ... in the bookcase.
a) shelves b) shelves c) shelf
5. Our ... are in the aquarium.
a) fishes b) fish c) fishies
6. There are ... new pupils in our group.
a) many b) much c) little
7. There ... a table and two arm-chairs in my room.
a) is b) are
8. We shall go there ... bus.
a) on b) in c) by
9. They ... to the cinema every Sunday.
a) go b) goes c) going
10. I can't learn this poem by heart. ... is very long.
a) it b) he c) they

II Complete this text using the correct form of the verbs.

Last week I ... (1) to the theatre. I had a very good seat. The play was very interesting, but

I did not enjoy it. A young man and a young woman ... (2) behind me. They were talking loudly. I ... (3) very angry. I ... (4) hear the actors. I turned round. I ... (5) at the man and the woman angrily. They ... (6) any attention. In the end, I could not bear it. I ... (7) round again. "I can't hear a word!" I said angrily. "It's none of your business, the young man said rudely. This ... (8) a private conversation!"

1. 1) go 2) went
 3) was going 4) will go
2. 1) was sitting 2) will be sitting
 3) were sitting 4) sit
3. 1) get 2) were getting
 3) got 4) is getting
4. 1) could to 2) could not
 3) can 4) can not
5. 1) looked 2) were looking
 3) has looked 4) has looked
6. 1) paid 2) did not pay
 3) pay 4) do not pay
7. 1) turned 2) has turned
 3) will turn 4) turn
8. 1) are 2) is
 3) was 4) were

III. Translate from Russian into English.

1. Книги были украдены из музея.
2. Эта работа будет выполнена к завтрашнему числу.
3. Меня спрашивает учитель.
4. Деревья уже посадили в парке.
5. Их дом построен из древесины.

Test

V-II

I. Choose the best answer

- 1.... is a doctor.
a) he b) they c) I
2. My aunt and my uncle have got two children. Both ... children are girls.
A) MY B) THEIR C) HER
3. It ... MY PARENT'S CAR.

8. 1) DID NOT WRITE 2) WRITES
3) WRITE 4) DO NOT WRITE

III. TRANSLATE FROM RUSSIAN INTO ENGLISH.

1. ПИСЬМА БЫЛИ НАПИСАНЫ РУЧКОЙ.
2. ЭТОТ ОТЕЛЬ БУДЕТ ПОСТРОЕН К СЛЕДУЮЩЕМУ ГОДУ..
3. ЭТО БЛЮДО ГОТОВИТЬСЯ СКОРО.
4. ЕГО ТОЛЬКО ЧТО СПРОСИЛИ.
5. МАШИНА ВЫМЫТА НЕДОМ ВЧЕРА.

LESSON 2 (ПРАКТИЧЕСКОЕ ЗАНЯТИЕ №2).

Учебный материал: А.Я. Зеликман «Английский для юристов», рабочая тетрадь, тетрадь-словарь, Словари: русско-английский и англо-русский, магнитофон, раздаточный материал.

Theme: “Greetings”

GRAMMAR:

I. **Phonetik:** sound [i]

Тренировать [i] в диалогах (в парах) **ex. 1.1.1., 1.1.3. p. 6**

СКОРОГОВОРКА:

A sailor went to sea
To see what he could see
And all he could see
Was sea, sea, sea.

II. **Grammar.**

1) girl`s pen
children`s work

Закрепление : ex. 1.3.5 p. 11

2) Let`s go to the park!
Let them go to the station!
Let`s not talk about it!
Look at this boy!
Don`t be late!

Закрепить. ex. 1.3.12, p. 12.

1. Давай почитаем книгу.
2. Давайте сходим в кино.

III. **Reading.**

Text. “The man who escaped” **ex. 1.5.1. p. 15**

Контроль прочитанного через вопросы. **ex. 1.5.3. p. 17**

Задание к тексту. **ex. 1.5.2. p. 16**

Sing the song : “Lemon-tree”

H/t. “My family “ make up.

LESSON 3 (ПРАКТИЧЕСКОЕ ЗАНЯТИЕ №3)

УЧЕБНЫЙ МАТЕРИАЛ: А.Я. Зеликман «Английский для юристов», рабочая тетрадь, тетрадь-словарь, Словари: русско-английский и англо-русский, магнитофон, раздаточный материал.

Theme: “Greetings”

GRAMMAR:

СHECK HOME TASK

ПОВТОРИТЬ GREETINGS (ПО КАРТОЧКАМ №1)

Grammar:

first — первый,

second — второй,

third — третий, далее порядковые числительные образуются от количественных путём прибавления суффикса **-th**.

fourth — четвёртый,

fifth — пятый,

sixth — шестой,

seventh — седьмой,

eighth — восьмой,

ninth — девятый,

tenth — десятый.

Окончание **-y** при образовании порядкового числительного от количественного меняется на **-i** и прибавляется суффикс **-eth**.

twenty — **twentieth** — двадцатый

forty — **fortieth** — сороковой

1) Множественное число

Основным способом образования множественного числа имён существительных является прибавление окончания **-s** или **-es** к форме существительного в единственном числе.

-s				-es			
a	bag	—	bags	a	glass	—	glasses
a	cat	—	cats	a	fox	—	foxes
a rose	—	roses		a	watch	—	watches
				a bush	—	bushes	

Имена существительные, оканчивающиеся на **-y** с предшествующей согласной, образуют множественное число путём прибавления окончания **-es**, причём **-y** меняется на **-i**. Например, **a dictionary** — **dictionaries**.

Но: **a boy** — **boys**, **a day** — **days** (перед **-y** стоит гласная). Некоторые имена существительные, оканчивающиеся на **-f**, **-fe**, образуют множественное число путём изменения **-f** на **-v** и прибавлением окончания **-es**.

a	half	—	halves
a	wolf	—	wolves
a wife — wives			

Но: roof — roofs, safe — safes.

Ряд существительных образуют форму множественного числа особым образом.

ед. ч.	мн. ч.
man	men
woman	women
foot	feet
tooth	teeth
goose	geese
mouse	mice
child	children
sheep	sheep
deer	deer
datum	data
phenomenon	phenomena

1. **Надо помнить о том,** что если наше существительное заканчивается на:

- **o**, - **ch**, - **sh**, -**ss** или - **x**,
множественное число образуется путем добавления окончания - **es**.
Example: tomato (помидор) - tomatoes, church (церковь) - churches, bush (куст) - bushes, kiss (поцелуй) - kisses, box (коробка) - boxes.
Только обратите внимание на то, что, если слово иностранного происхождения оканчивается на - **o**, мы добавляем просто "**s**":
Example: kilo (килограмм) - kilos, photo (фотография) - photos, piano (рояль) - pianos, soprano (сопрано) - sopranos.

2. **Кроме того,** если существительное оканчивается на - **y** и перед - **y** стоит согласная буква, мы "**y**" меняем на "**i**" и добавляем - **es**.

Example: baby (мальш, ребенок) - babies, fly (муха) - flies.

3. **12 существительных** оканчивающихся на - **f** или - **fe**, при образовании множественно числа "теряют" - **f** или - **fe**, но приобретают - **ves**.

Вот они:

- **calf** (теленок),

- **half** (половина),

- **knife** (нож),

- **leaf** (лист дерева),

- **life** (жизнь),

- **loaf** (буханка, каравай),

Example: life - lives, wife - wives, wolf - wolves etc.

4. **Так же следует запомнить** ряд существительных, у которых множественное число образуется за счет изменения гласной (а в некоторых случаях, за счет добавления окончания - **en** / - **ren**). *Example:*

- **foot** (нога, ступня) - feet,

tooth (зуб) - **teeth**,
man (мужчина, человек) - **men**,
woman (женщина) - **women**,
mouse (мышь) - **mice**,
goose (гусь) - **geese**,
louse (вошь) - **lice**,
child (ребенок) - **children**,
ox (бык, вол) - **oxen**.

5. **И последнее на сегодня**, что стоит запомнить - существительные **deer** (олень) и **sheep** (овца) имеют одинаковую форму, как для единственного, так и для множественно числа.

Example: sheep - sheep, deer - deer.

Основным способом образования множественного числа имён существительных является прибавление окончания **-s** или **-es** к форме существительного в единственном числе.

-s				-es			
a	bag	—	bags	a	glass	—	glasses
a	cat	—	cats	a	fox	—	foxes
a rose	—	roses		a	watch	—	watches
				a bush	—	bushes	

Имена существительные, оканчивающиеся на **-y** с предшествующей согласной, образуют множественное число путём прибавления окончания **-es**, причём **-y** меняется на **-i**. Например, **a dictionary — dictionaries**.

2) Спряжение глагола **to be**

Ex. 1.3.6. p.13

3) Порядок слов в английском предложений.

1. I study at the academy.
2. In summer we have a rest in the see.
3. Does he take English books?
4. What does he take?
5. Who takes English book?

IV. Reading and understanding. P.17. ex. 1.6.2.

Text. “ A case on the road”

V. **Listening** Module 3 recording 4

Sing the song : Wind of Change”

H/t Retailing (пересказ текста) “A man who escaped”

LESSON 4 (ПРАКТИЧЕСКОЕ ЗАНЯТИЕ №4)

Учебный материал: А.Я. Зеликман «Английский для юристов», рабочая тетрадь, тетрадь-словарь, Словари: русско-английский и англо-русский, магнитофон,

раздаточный материал.

Theme: "The Appearance"

Grammar: "Possessive and demonstrative pronouns.
Sentences with "it". What time is it?"

I. CHECK Н/Т.

II. GRAMMAR.

1. This – этот, эта, это
2. That – тот, та, то.
3. These - эти
4. Those – те

THIS IS A POLICEMAN.

That is a thief.

THESE ARE ROBBERS.

Those are highwaymen.

Перевод:

1. Это место свободное?
Нет. То место – свободно.
2. Это мужчина адвокат?
Нет. Тот мужчина адвокат.

2) ОСНОВНАЯ ФОРМА

АБСОЛЮТНАЯ ФОРМА

my	mine
your	yours
his	his
her	hers
its	its
our	ours
уоur	yours
their	thers

This is my book and this is yours.

a) **GAME:** MY NAME IS NICK, HERS – NELLY.

в) **WANTED :** СОСТАВИТЬ ФОТОРОБОТ

3) WHAT TIME IS IT?

IT`S A QUARTER TO 7.

It`s 10 past 2.

It`s 5 o`clock.

4) IT IS COLD.

IT IS LATE. **EX. 2.3.8. P.25**

ex. 2.3.17.ex. 2.3.18. p.27

LESSON 6. (Практическое занятие №6)

Учебный материал: А.Я. Зеликман «Английский для юристов», рабочая тетрадь, тетрадь-словарь, Словари: русско-английский и англо-русский, магнитофон, раздаточный материал.

Theme: “Legal wards”

Grammar: “Present Simple”

I. Check H/t.

1) **Phonetik.**

The net is neat.

This is a neat net

Ned has not a neat net.

II. Word-building.

(-man); (-ian); (-able). P.38. ex. 3.2.1., 3.2.2., 3.2.3., 3.2.5.

III/ **Grammar.** Present Simple.

Употребление

Обозначает постоянное повторяющееся, обычное действие, какой-либо факт или общеизвестную истину.

We **live** in St.Petersburg. The Earth **rotates** round its axis. I leave home at 8 every day.

Образование

Present Indefinite по форме совпадает с инфинитивом глагола (без частицы **to**) во всех лицах, кроме 3-го лица ед. ч., принимающего окончание **-s (-es)**.

Утвердительная форма		Отрицательная форма	Вопросительная форма	
I	play	I	do not play	Do I play ?
He		He		
She	plays	She	does not play	Does he (she, it) play?
it		it		
we		we		
you	play	you	do not play	Do we (you, they) play?
they		they		
do		not	=	don't

does not = doesn't

Спряжение глаголов *to be* и *to have* в *Present Indefinite*.

to be

TO HAVE

I	AM	I,	WE,	YOU,	THEY	HAVE
HE,	IS	HE,	SHE,	IT	HAS	
WE,	ARE					

IV) РАБОТА С ЛЕКСИКОЙ.

1) ВЫПИСАТЬ СЛОВА НА ДОСКЕ, РАЗОБРАТЬ ПЕРЕВОД, ДАТЬ ОПРЕДЕЛЕНИЕ.

PUT THE WORDS IN THE BOX UNDER THE FOLLOWING HEADINGS.

- PEOPLE WHO BREAK THE LAW;
people who defend the law;
- NAMES OF CRIMES;
- PLACES CONNECTED WITH THE LAW.
- ACTIONS CONNECTED WITH THE LAW

SING THE SONG : "WHAT HAPPENS TOMORROW"

H/t.: legal words learn by heart (dictation)

p.42. ex. 3.3.6.

LESSON 6. (Практическое занятие №6)

Учебный материал: А.Я. Зеликман «Английский для юристов», рабочая тетрадь, тетрадь-словарь, Словари: русско-английский и англо-русский, магнитофон.

Grammar: "Types of questions"

Theme: "Acceptance, refusal"

I. Check H/t.

1) Dictation (legal words)

II. Grammar. Types of questions

Существуют три основных типа вопросов: общие вопросы, специальные вопросы и вопросы к подлежащему.

Общий вопрос - это вопрос ко всему предложению, и на него можно кратко ответить **Yes / no** (да / нет). Если вопрос задаётся к какому-либо члену предложения, кроме подлежащего, то это **специальный** вопрос. Кратким ответом на него будет любое слово из предложения, кроме подлежащего.

Если вопрос задаётся к подлежащему или его определению, то это так называемый **"вопрос к подлежащему"**. Ответом на него будет либо само подлежащее, либо определение к подлежащему.

The passanger ship crosses the Atlantic Ocean.

What crosses the Atlantic Ocean? Что пересекает Атлантический океан? - Корабль.

What ship crosses the Atlantic Ocean? Какой корабль пересекает Атлантический океан? - Пассажирский.

Структурно эти типы вопросов различаются порядком слов в них.

Порядок слов в общем вопросе

1.

Смысловой или глагол-связка	глагол	Подлежащее	Остальные члены предложения
--------------------------------	--------	------------	-----------------------------

Is	your brother	in London?
Is	he	a student?

2.

Вспомогательный глагол	Подлежащее	Смысловый глагол	Остальные члены предложения
Does	your father	work	in Manchester?

Примечание.

Если в общем вопросе встречается модальный глагол, то он занимает первое место.

Can you swim? Ты умеешь плавать?

Порядок слов в специальном вопросе

1.

Вопросительное слово	Основной глагол-связка	глагол	или	Подлежащее	Остальные члены предложения
Where	is			your sister	now?
What	is			your brother	

2.

Вопросительное слово	Вспомогательный глагол	Подлежащее	Смысловый глагол	Остальные члены предложения
Where	do	you	live	in summer?

Примечание.

Если в специальном вопросе встречается модальный глагол, то он занимает место после вопросительного слова.

Where can I buy a newspaper? Где я могу купить газету?

Вопросительные слова и словосочетания в английском языке:

WHAT	-	что,	КАКОЙ	WHO	-	КТО
WHEN	-		КОГДА	WHOSE	-	ЧЕЙ
WHERE	-		ГДЕ	WHEN	-	КОГО,
WHICH	-		КОТОРЫЙ	HOW	MUCH /	MANY - КОМУ
HOW - КАК				WHY - ПОЧЕМУ		СКОЛЬКО

Порядок слов в вопросах к подлежащему (или его определению).

При вопросе к подлежащему или его определению сохраняется прямой порядок слов.

Вопросительное слово (на месте подлежащего)	Сказуемое	Остальные члены предложения
Who	are	you?

ЗАКРЕПЛЕНИЕ. Ex. 3.3.10. p.43. Ex. 3.3.7. p.42.

III. PRACTICE IN COMMUNICATION.

A) WAYS OF INVITING. Ex. 3.4.2. p.47

B) ACCEPTANCE

C) REFUSAL.

V. LISTENING MODULE 4 RECORDING 1

Sing the song : “Hollywood ”

H/t.; Dialogue learn by heart. P. 47. Ex. 3.4.3.

LESSON 7. (Практическое занятие №7)

Controltask № 1. (possessive cause, порядок слов в простом предложении, the pronouns some, any, no,, the possessive pronoun, types of questions).

Проверочная работа №1

для I курса

V-I

Задание №1. Перевести на английский язык.

Работа адвоката, стол моей сестры

Задание №2. Расставить слова в правильном порядке.

1. Put, some money, into his boots, you.
2. The couch, a robber, stopped, at the night.

Задание №3. Вставьте some, any, no.

1. Are there ... letters for me? 2. There`s almost ... milk in the bottle. 3. I`m afraid there isn`t ... sugar left. 3. I`ve bought ... new CD-games.

Задание №4. Вставьте much, many.

1. He doesn`t have ... money. 2. She bought ... cards last night.

Задание №5. Переведите предложения, правильно используя притяжательные местоимения.

1. Это мой словарь, а тот – твой. 2. Твоё новое пальто очень симпатичное. 3. Это не наш дом, там наш. 4. Это папка на столе – её. 5. Бумага на столе – моя. 6. Они берут свои учебники по английскому языку.

Задание №6. Переведите текст. К выделенным предложениям составьте всевозможные вопросительные предложения.

Joe Brian is a thief. He has in prison several times. Last time he was sentenced to ten months in prison for shoplifting when he tried to steal a silver necklace for his girlfriend Susie.

On the day he leaves prison, first he has a good meal in a restaurant, then goes to a cinema. He enjoyed free again. He take a long walk in town looking at the windows. **He has a few dollars** and wantes to buy a present for his girlfriend Susie.

V-II

Задание №1. Перевести на английский язык.

машина брата, работа свидетеля,

Задание №2. Расставить слова в правильном порядке.

1. In league with, the women, is, the burglar.
2. in court, asks, a assassin, the judge.

Задание №3. Вставьте some, any, no.

1. Are there ... students in the reading room?
2. There are not ... flowers in the vase.
3. Jane has ... tame, she is very busy.
4. We drink ... coffee.

Задание №4. Вставьте much, many.

1. There is too ... bad news on TV.
2. I don't want too ... sugar in my tea.

Задание №5. Переведите предложения, правильно используя притяжательные местоимения.

1. Это мой словарь, а тот – твой.
2. Твоё новое пальто очень симпатичное.
3. Это не наш дом, там наш.
4. Это папка на столе – её.
5. Бумага на столе – моя.
6. Они берут свои учебники по английскому языку.

Задание №6. Переведите текст. К выделенным предложениям составьте всевозможные вопросительные предложения.

At that moment, **he falls a hand on his shoulder.** "Young man," says the owner of the shop, "**I see you steal a bracelet.** I'll have to call the police." Joe goes pale, "Oh, no. Don't do that. **I'll pay for the bracelet.** Yes, I'll pay for it." The owner of the shop then took a look at the gold bracelet and says, "All right. It'll be \$ 600." "Well," says Joe, "couldn't you show me anything cheaper? I really don't want to spend _____ that _____ much."

LESSONS 8-9 (Практические занятия 8-9)

УЧЕБНЫЙ МАТЕРИАЛ: А.Я. Зеликман «Английский для юристов», рабочая тетрадь, тетрадь-словарь, Словари: русско-английский и англо-русский, магнитофон, раздаточный материал.

Theme “Law breakers”

Grammar: “Present Continuous”

I. РАБОТА НАД ОШИБКАМИ.

1. CHECK Н/Т.

II. Sound right [] p.54. ex. 4.1.1.

A BLACK CAT SAT ON

A MAT AND ATE A FAT RAT.

What a black cat!

III. Grammar.

THE PRESENT CONTINUOUS TENSE.

УТВЕРДИТЕЛЬНАЯ ФОРМА ОТРИЦАТЕЛЬНАЯ ФОРМА ВОПРОСИТЕЛЬНАЯ ФОРМА

I	AM	I	AM NOT WORKING	AM	I	WORKING?
HE, SHE, IT	WORKING	HE, SHE, IT	IS NOT WORKING	IS	HE (SHE, IT)	WORKING?
WE, YOU,	IS WORKING	WE, YOU, ARE	NOT	ARE	WE (YOU, THEY)	WORKING?
THEY	ARE	THEY	WORKING			
	WORKING					

1. HE BREAKS THE LAW.

2. He is breaking the law now.

3. I am reading at that moment.

С наречиями **often, seldom, always, never, usually, every day, week, month, year** Present Continuous не употребляется.

С глаголами, которые обозначают не действие, а состояние **Present Continuous** обычно не употребляется: *to feel, to be, to live, to stay, to hear, to see, to know, to remember, to think, to want, to like, to love ...*

1. Закрепление. P.59. ex. 4.3.5. p.59. ex. 4.3.4., p.60. ex. 4.3.6.

IV. CRIME-CRIMINAL.

A) MATCH THE WORDS.

THE CRIMINALS AND THEIR CRIMES

- | | |
|---------------|---|
| 1. PICKPOCKET | A) A PERSON WHO BREAKS INTO HOUSES TO STEAL |
| 1. HIJACKER | B) A PERSON WHO BRINGS GOODS INTO A COUNTRY WITHOUT PAYING TAX. |
| 2. BUGLAR | C) A PERSON WHO STEALS WITHOUT USING FORCE |
| 3. ROBBER | D) A PERSON WHO GETS SECRET INFORMATION FROM ANOTHER COUNTRY |

- | | |
|---------------|---|
| 4. SHOPLIFTER | E) A PERSON WHO STEALS THINGS FROM PEOPLE`S POCKETS
IN CROWDED PLACES |
| 5. SMUGGLER | F) A PERSON WHO TAKES CONTROL OF A PLANE BY FORCE
AND MAKES THE PILOT CHANGE COURSE. |
| 6. THIEF | G) A PERSON WHO CAUSES DAMAGE OR DISTURBANCE IN
PUBLIC PLACES |
| 7. KIDNAPPER | H) A PERSON WHO TAKES AWAY PEOPLE BY FORCE AND
DEMANDS MONEY FOR THEIR RETURN |
| 8. SPY | I) A PERSON WHO DRIVE VERY FAST IN THE CITY. |
| 9. SPEEDER | J) A PERSON WHO GETS SECRET INFORMATION FROM ANOTHER
COUNTRY |
| 11. hooligan | k) a person who attecks and robs people often in the
STREET. |

B) DICRIBTION THR PICTURES IN PRESENT CONTINUOUS.

SING THE SONG : “HOLLYWOOD ”

H/t learn by heart “law breakers’

“The man who excaped” (ep4) p.66-67, ex. 4.5.1.

LESSONS 10-11. (Практические занятия №№10-11)

УЧЕБНЫЙ МАТЕРИАЛ: А.Я. Зеликман «АНГЛИЙСКИЙ ДЛЯ ЮРИСТОВ», РАБОЧАЯ ТЕТРАДЬ, ТЕТРАД-СЛОВАРЬ, СЛОВАРИ: РУССКО-АНГЛИЙСКИЙ И АНГЛО-РУССКИЙ, МАГНИТОФОН, РАЗДАТОЧНЫЙ МАТЕРИАЛ.

Theme: “What is the law”.

Grammar: “Present Continuos”

I. Check H/t.

II. Revision Present Continuos. (cards)

III. LAW BREAKERS (CARDS)

IV. READING THE TEXT “PETE IS PREPARING FOR THE SEMINAR”.

1) Найдите в абзаце №1 предложения с PRESENT CONTINUOUS.

2) ANSWER THE QUESTIONS. P.62. EX. 4.3.12.

SING THE SONG : “BOULEVARD OF BROKEN DREAMS ”

V. **Listening** Module 4 recording 3

H/t докончить упражнение, составить топик “What is the law”.

LESSON 12. (ПРАКТИЧЕСКОЕ ЗАНЯТИЕ 12)

УЧЕБНЫЙ МАТЕРИАЛ: А.Я. ЗЕЛИКМАН «АНГЛИЙСКИЙ ДЛЯ ЮРИСТОВ», РАБОЧАЯ ТЕТРАДЬ, ТЕТРАД-СЛОВАРЬ, СЛОВАРИ: РУССКО-АНГЛИЙСКИЙ И АНГЛО-РУССКИЙ, МАГНИТОФОН.

Theme: “What is the law”

Grammar: “Participle I, II”

1. Н/т. “What is the law”.

1. The law is a code of conduct for the people in a given community.
2. It's generally agreed that law must be accepted by the majority of the community.
3. If a community didn't have a system of a law, the strongest person or group of persons could dominate with arbitrary and unfair rules or there could be anarchy.
4. The community creates a code of conduct, which a community wishes to follow.
5. A community has its own values and its law should reflect these values.
6. An employer may have created a dangerous place of work by accident, a motor accident could have been caused by the negligence of the driver; and a shopkeeper may not have known that the goods were unsatisfactory.
7. The community created the laws and requires individuals to behave or conduct themselves.

II. GRAMMAR.

ПРИЧАСТИЕ I (PARTICIPLE I) - НЕЛИЧНАЯ ФОРМА ГЛАГОЛА, ОБЛАДАЮЩАЯ СВОЙСТВАМИ ГЛАГОЛА, ПРИЛАГАТЕЛЬНОГО И НАРЕЧИЯ. СООТВЕТСТВУЕТ ФОРМАМ ПРИЧАСТИЯ И ДЕЕПРИЧАСТИЯ В РУССКОМ ЯЗЫКЕ.

ФОРМЫ ПРИЧАСТИЯ

	ACTIVE	PASSIVE
INDEFINITE	ASKING	BEING ASKED
PERFECT	HAVING ASKED	HAVING BEEN ASKED

PARTICIPLE I INDEFINITE ОБОЗНАЧАЕТ ДЕЙСТВИЕ, ОДНОВРЕМЕННОЕ С ДЕЙСТВИЕМ ГЛАГОЛА-СКАЗУЕМОГО.

While translating difficult texts we use a dictionary. Переводя трудные тексты, мы пользуемся словарём.

Функции причастия I

В предложении причастие I (Participle I) может быть:

1. **Определением.** В этой функции употребляется только **Participle I Indefinite**, которое соответствует русскому причастию настоящего времени в той же функции.

A *smiling* girl. Улыбающаяся девочка.
A *swimming* man. Плывущий человек.

The men *building* our house with me are my friends. Люди, *строящие* наш дом вместе со мной, - мои друзья.

The house *being built* in our street is a new building of school. Дом, *строящийся* на нашей улице - это новое здание школы.

2. **Обстоятельством.** В этой функции Participle I Indefinite Active чаще всего стоит

в начале предложения и переводится на русский язык деепричастием несовершенного вида.

Translating the article he consulted the dictionary.

Переводя статью, он пользовался словарём.

3. **ЧАСТЬЮ СКАЗУЕМОГО. PARTICIPLE I INDEFINITE ACTIVE** МОЖЕТ БЫТЬ ЧАСТЬЮ СКАЗУЕМОГО.

They are playing chess. Они играют в шахматы.

Причастие II (**Participle II**) - неличная форма глагола (III основная форма глагола), имеет одну неизменяемую форму со страдательным значением и обозначает действие, которое испытывает на себе лицо или предмет. Оно соответствует в русском языке причастию страдательного залога.

Причастие II правильных глаголов имеет ту же форму, что и **Past Indefinite**, и образуется при помощи прибавления суффикса **-ed** к основе глагола **to ask - asked, to help - helped**.

Подобно причастию I, причастие II обладает свойствами глагола, прилагательного и наречия. Как и глагол, оно обозначает действие. Время действия, обозначаемое причастием II, определяется временем действия глагола-сказуемого или контекстом.

The book *discussed yesterday was interesting.* Книга, *обсуждавшаяся* вчера, была интересной.

The books *discussed at the lessons are always interesting.* Книги, *обсуждаемые* на уроках, всегда интересны.

Функции причастия II

В предложении причастие II может быть:

29587. **Определением.**

Lost time is never found again. Потерянное время никогда не вернёшь (дословно - не найти).

A written letter lay on the table. Написанное письмо лежало на столе.

They are reconstructing the house built in the 18th century. Они реставрируют здание, *построенное* в 18 веке.

29588. **Обстоятельством.** Перед причастием II в функции обстоятельства могут стоять союзы *if, unless, when*. В таком случае английское причастие переводится обстоятельственным придаточным предложением, в котором подлежащее то же, что и в главном предложении.

If built of the local stone, the road will serve for years. *Если построить дорогу (Если дорога построена)* из местного камня, она будет служить долгие годы.

Причастие II (**Participle II**) - неличная форма глагола (III основная форма глагола), имеет одну неизменяемую форму со страдательным значением и обозначает действие, которое испытывает на себе лицо или предмет. Оно соответствует в русском языке причастию страдательного залога.

Причастие II правильных глаголов имеет ту же форму, что и **Past Indefinite**, и образуется при помощи прибавления суффикса **-ed** к основе глагола **to ask - asked, to help - helped**.

Подобно причастию I, причастие II обладает свойствами глагола, прилагательного и наречия. Как и глагол, оно обозначает действие. Время действия, обозначаемое причастием II, определяется временем действия глагола-сказуемого или контекстом.

The book *discussed yesterday was interesting.* Книга, *обсуждавшаяся* вчера, была интересной.

The books *discussed at the lessons are always interesting.* Книги, *обсуждаемые* на уроках, всегда интересны.

Закрепление. Р.62. ex. 4.3.11.

Перевод.

Входящий судья;

Нарушенный закон;

Бегущий преступник;

Убитый бизнесмен;

Пойманный вор;

Принятый закон;

Наказанный грабитель.

III. MAKE UP A STORY FROM THE GIVEN SENTENCES. (CARDS).

Sing the song : “Boulevard of Broken Dreams ”

Н/т. р.60. ex. 4.3.8.

р. 48. Ex. 3.5.1. Text.

LESSONS 13-14. (Практические занятия №№13-14)

Учебный материал: А.Я. Зеликман «Английский для юристов», рабочая тетрадь, тетрадь-словарь, Словари: русско-английский и англо-русский, магнитофон, раздаточный материал.
раздаточный материал.

Theme: “The Urals State Law Academy”

Grammar: “Participle I, II (Revision)

There is/are”

I. Н/т. ДАТЬ СЛОВА ДЛЯ ДИКТАНТА Р.57. ex. 4.3.2.

GRAMMAR; PARTICIPLE I, II. (REVISION)

II. ПЕРЕВОД:

1. ОТРАЖЁННЫЕ ЦЕННОСТИ СООБЩЕСТВА
2. отражающие ценности сообщества
 1. нарушающие законы
 2. нарушенные законы преступником
 1. защищённые права
 2. юрист, защищающий обвиняемого.
 1. наказанный преступник

2. наказывающее правосудие.
 1. требующее частное лицо.
2. требуемый товар.
 1. следующие люди
2. водитель, следуемый своду дорожных правил
 1. определяющий свод правил
 2. определяемый сводом правил
1. принятый закон Парламентом
 2. принимающий приговор
1. законы, созданные государством
 2. государство, создающие законы
1. украденные деньги
 2. воруемые вещи.
1. контролируемые отношения
 2. контролирующие отношения
1. убитый свидетель
 2. человек, убивший полицейского
1. говоря правду
 2. сказанная правда
1. закрывающий дверь
 2. закрытая дверь

I. GRAMMAR: "THERE + TO BE"

1. THERE IS A THIEF IN THE HOUSE.
2. There are some burglaries in the flat.
3. There isn't a table in the class.
4. There aren't any students in the class.
5. Is there any news on TV.
6. Are there judges in the court.

IV. Reading and translating.
 "The Urals State Law Academy"
 Answer the questions.

V. Scanning. P.68. ex. 4.6.2.

VI. Communication (Request)

Sing the song : "Boulevard of Broken Dreams "

H/t.1) Выучить "Breaker of Law"

3) "THE URALS STATE LAW ACADEMY"

LESSON 15. (Практическое занятие №15)

УЧЕБНЫЙ МАТЕРИАЛ: А.Я. Зеликман «Английский для юристов», РАБОЧАЯ ТЕТРАДЬ, ТЕТРАД-СЛОВАРЬ, Словари: РУССКО-АНГЛИЙСКИЙ И АНГЛО-РУССКИЙ, МАГНИТОФОН.

THEME: "AT THE MEETING"

Grammar: "Gerund"

I. Check H/t.

1. Dictation "Law Breakers".

II. Sound right [], []

Tongue-twisters. P.73. ex. 5.3.8.

III. Grammar. The Gerund

Герундий имеет свойства как глагола, так и существительного. Подобной неличной формы в русском языке нет. Как существительное он может выполнять в предложении функции подлежащего, дополнения, определения и обстоятельства с предлогом. Как глагол может иметь после себя прямое дополнение и определяться наречием, иметь перфектную форму, категорию залога, а также выражать действие как процесс.

Герундий образуется от основы глагола с помощью суффикса **-ing**.

To translate - translating, to read - reading.

	active	passive
Indefinite	writing	being written
Perfect	having written	having been written

Формы герундия совпадают с формами **Participle I** и **Perfect Participle**. Однако, это разные формы глагола, отличающиеся и по значению и по синтаксическим функциям. Формы **Indefinite Gerund** обозначают действия, одновременные с действием, выраженным глаголом-сказуемым.

He likes *inviting* friends to his place. Он любит *приглашать* друзей к себе.

He likes *being invited* to his friends. Он любит, *когда его приглашают* к себе его друзья.

Перфектные формы герундия (Perfect Gerund) обозначают действия, предшествующие действию, выраженному глаголом-сказуемым.

He is proud of *having invited* this man to his place. Он гордится тем, что *пригласил* этого человека к себе.

He was proud of *having been invited* to the party. Он гордился тем, что *его пригласили* на вечер.

1. ЗАКРЕПЛЕНИЕ. P. 77. Ex.

V. READING TEXT.

“At the meeting” p.76. ex. 5.3.3.

New words.

Закрепление. p.80. ex.5.3.18

1. Make up some questions. P.77. ex.5.3.8.

SING THE SONG : “LOST WITHOUT YOUR LOVE ”

2. H/t. P.77. ex.5.3.6. p.81.ex.5.5.1.

LESSON 16. (Практическое занятие №16)

Учебный материал: А.Я. Зеликман «Английский для юристов», рабочая тетрадь, тетрадь-словарь, Словари: русско-английский и англо-русский, магнитофон, раздаточный материал.

Theme: “At the meeting” (Revision)

Grammar: The Modal verbs (may, can, must, needn`t”).

I. Check H/t.

II. **Grammar: The Modal verbs”.**

Модальные глаголы - это глаголы, обозначающие не само действие, а отношение к нему говорящего.

I must come and see my parents next Sunday.

Я должен навестить своих родителей в следующее воскресенье.

He can speak three languages.

Он может говорить на трёх языках.

Модальные глаголы в английском языке не имеют формы инфинитива, неличных форм на **-ed**, **-ing**, не принимают окончание **-s**, **-es** в 3-ем лице единственного числа

Present Indefinite, т.е. не спрягаются. Они образуют вопросительную и отрицательную формы без вспомогательного глагола. После модальных глаголов инфинитив другого глагола употребляется без частицы **to** (исключение глагол **ought to**).

1. Закрепление. p. 78. Ex. 5.3.10.ex. 5.3.13.

III. Make up some questions. P.80. ex. 5.3.19.

IV. COMMUNICATION.

“GRATITUDE” p.80. EX. 5.4.1.

V. REVISION NEW WORDS.P. 57. Ex.4.3.2.p. 75. Ex.5.3.2.

SING THE SONG : “LOST WITHOUT YOUR LOVE ”

V. Listening Module 1-5 recording 1

H/t. P. 81. Ex. 5.4.3.p. 78. Ex. 5.3.11

Make up legal crossword.

LESSONS 17-18. (Практические занятия №17-18)

Учебный материал: А.Я. Зеликман «Английский для юристов», рабочая тетрадь, тетрадь-словарь, Словари: русско-английский и англо-русский, магнитофон, раздаточный материал.

Theme; “Legal professions in the UK”.

Grammar. The Model verbs (revision)”.

I. Check H/t.

II. Grammar.

Revision p. 405. Ex. 499. P. 406. Ex. 501. (Ю. Голицинский. Грамматика. Сборник упражнений).

III. TYPES OF LEGAL PROFESSIONS IN THE UK. P. 13-14. TASK 1.(Ю.Л. Гуманова. “JUST ENGLISH”).

1. Answer some questions:

a) WHO IS A JUDGE?

b) What does the coroners deal with?

c) What difference are between the defense lawyer and the barrister?

d) What jury`s job is in the hearing?

e) What does clerk do in the courtroom?

f) Who are the magistrates?

g) Who are solicitors?

SING THE SONG : “LOST WITHOUT YOUR LOVE ”

III. **H/T.** LEARN BY HEART TYPES OF LEGAL PROFESSIONS.

LESSON 19. (Практическое занятие №19)

Учебный материал: А.Я. Зеликман «Английский для юристов», рабочая тетрадь, тетрадь-словарь, Словари: русско-английский и англо-русский, магнитофон, раздаточный материал.

Theme: “Criminal stories”

Grammar: “The Gerund” (Revision)

I. Check H/t.

ОТРАБОТАТЬ “TYPES OF THE CRIMES” (РАЗДАТЬ РАСПЕЧАТКИ)

Определить:

1) Name of of crime.

2) Who is a criminal/a victim?

3) Scene of a crime.

II. **GRAMMAR.** THE GERUND. (REVISION)

p. 325. Ex. 396 (1-14).

p. 330. Ex. 402 (1-14). (Ю. Голицинский. «Грамматика. Сборник упражнений»)

III. AUDIO.

MODULE 8. RECORDING 4. (CASSETTE)

Answer some questions:

- 1) Where are the people?
- 2) What is the story about?
- 3) Did the dragon eat any boys?
- 4) Who ate the dragon?
- 5) What happened later?

Sing the song : “Torn ”

IV. **H/t:** make up dialogue “Urals State Law Academy”.

LESSON 20. (Практическое занятие №20)

Учебный материал: А.Я. Зеликман «Английский для юристов», рабочая тетрадь, тетрадь-словарь, Словари: русско-английский и англо-русский, магнитофон, раздаточный материал.

Theme: “Urals State Law Academy”

Grammar: “Participle I, Present Continuous, the Gerund.(Revision)

I. Check H/t.

II. Urals State Law Academy.

Answer the questions. P. 7-8. Ex. VII.(Методичка. Англ.яз. Учёба в УрГЮА)

III. The game.

Повторить “Law breakers”, “Legal professions”

Студент должен дать точное определение профессии или преступнику, данные на карточки. Остальные должны отгадать: **Кто он?**

1. **Choose the correct definition for each legal profession mentioned in the text.**

- a) an officer acting as a judge in the lower courts.
- b) A public official with authority to hear and decide cases in a law court.
- c) A group of people who swear to give a true decision on issues of in a law court.
- d) An official who investigates the cause of any death thought to be violent or unnatural causes.
- e) A lawyer who has the right to speak argue in higher law courts.
- f) A lawyer who prepares legal documents, advises client on legal and speaks for them in lower law courts.

IV Grammar. Revision.

Студенты должны составить по одному предложению со словами с **-ing** окончанием. (Part.I., Pres.Con., Gerund).

Sing the song : “Torn ”

IV. **H/t.** P.85. ex. 5.8.1. prepare to the controlwork.

LESSON 21. (Практическое занятие №21)

Controlwork № 2.

Повторить:

- 1) модальные глаголы.
- 2) Причастие I, II.
- 3) Настоящее продолженное.
- 4) Герундий.

Контрольная работа №2.

для I курса

Вариант 1

Exercise 1. Translate into English, point where the –ing form use in Gerund, Participle I or in Present Simple.

1. HE IS LOOKING AT THE PLANE FLYING OVERHEAD.
2. WISHING TO LEARN TO SKATE, SHE BOUGHT HERSELF A PAIR OF SKATES.
3. They are coming to the academy.
4. My greatest pleasure is travelling.
5. Growing tomatoes need a lot of sunshine.

Exercise 2. Choose the correct form of Participle I, II.

1. The girl (writing, written) on the blackboard is our best pupil.
2. Everything (writing, written) here is quite right
3. We listened to the girls (singing, sung) Russian folk songs.

Exercise 3. Translate into English, pay attention on using of the modal verbs may, can, must.

1. Можно мне взять ваш словарь?
2. На уроке английского языка вы должны говорить только по-английский.
3. Я не могу пойти с вами в кино, так как я очень занят.
4. Может ли он выполнить это задание?

Контрольная работа №2.

для I курса

Вариант 1

Exercise 1. Translate into English, point where the –ing form use in Gerund, Participle I or in Present Simple.

1. He is looking at the plane flying overhead.
6. Wishing to learn to skate, she bought herself a pair of skates.
7. They are coming to the academy.
8. My greatest pleasure is travelling.

9. Growing tomatoes need a lot of sunshine.

Exercise 2. Choose the correct form of Participle I, II.

1. The girl (writing, written) on the blackboard is our best pupil.
4. EVERYTHING (WRITING, WRITTEN) HERE IS QUITE RIGHT
5. We listened to the girls (singing, sung) Russian folk songs.

EXERCISE 3. TRANSLATE INTO ENGLISH, PAY ATTENTION ON USING OF THE MODAL VERBS MAY, CAN, MUST.

5. Можно мне взять ваш словарь?
6. На уроке английского языка вы должны говорить только по-английски.
7. Я не могу пойти с вами в кино, так как я очень занят.
8. Может ли он выполнить это задание?

LESSON 22. (Практическое занятие №22)

Учебный материал: А.Я. Зеликман «Английский для юристов», рабочая тетрадь, тетрадь-словарь, Словари: русско-английский и англо-русский.

Theme: “Study work”

Grammar: «Работа над ошибками.

I. Работа над ошибками.

- 1) Returning home after a good holiday is pleasant.
- 2) Returning home after a good holiday, he looked very well.
- 3) Growing roses takes a lot of care and attention.
- 4) Growing of roses makes any pleasure.

II. Reading and understanding.

“ Study work”. P.13-14. Ex.III. (Методичка «Анл.яз. Учёба в УрГЮА).

III. **H/t.** Answer some questions. P.14. ex. IV. (Методичка).

LESSON 23. (Практическое занятие №23)

Учебный материал: А.Я. Зеликман «Английский для юристов», рабочая тетрадь, тетрадь-словарь, Словари: русско-английский и англо-русский, раздаточный материал.

THEME: “SYSTEM OF GOVERNMENT”.

Grammar: “Past Simple”

I. Check H/t.

II. **Sound right** []; []. P.87. ex. 6.1.1, ex. 6.1.2, p.

Tongue-twisters. p. 89. Ex. 6.1.11.

III. **Grammar. Past Simple.**

1. Закрепление. p. 93. Ex. 6.3.5. p. 94. Ex. 6.3.7. p.92. ex. 6.3.3.

IV. Raeding and understanding. P.92. ex.6.3.3.

Дать схему. P.43-44. Task.1. (“Just English”).

Sing the song : “Torn ”

H/t: дочитать текст, составить рассказ по схеме. P.95. ex.6.3.8.

LESSON 24. (Практическое занятие №24)

Учебный материал: А.Я. Зеликман «Английский для юристов», рабочая тетрадь, тетрадь-словарь, Словари: русско-английский и англо-русский, магнитофон, раздаточный материал.

Theme: “System of Government in Great Britain” (Revision)

Grammar: “Past Simple”. (Revision)

I. CHECK H/T.

II. SYSTEM OF GOVERNMENT IN GREAT BRITAIN.

1) ПОВТОРИТЬ СИСТЕМУ ПРАВЛЕНИЯ В ВЕЛИКОБРИТАНИИ. (КАРТОЧКИ РАСПЕЧАТКИ)

4) ЛУЧШИЙ ПЕРЕВОДЧИК. P.95. EX. 6.3.18.

III. PAST SIMPLE. (REVISION) P. 95. EX. 6.3.9.

1) Answer some questions. P.94. ex.6.3.7.

IV. Game.

A. a suspect

B. a detective.

-You broke into his house.

-No. I didn't brake into his house. I was at home.

Sing the song : “Bad day”

V. Listening Module 1-5 conversation 2

H/t.

1) p.99. ex. 6.3.21.

2) p. 98. Ex. 6.3.19.

3) System of Government.

LESSON 25

Credit on topics.

“System of Government”.

“Law breakers”.

“Leagel professions in Great Britain”.

LESSON 26

Учебный материал: А.Я. Зеликман «Английский для юристов», рабочая тетрадь, тетрадь-словарь, Словари: русско-английский и англо-русский, магнитофон, раздаточный материал.(газетные вырезки)

Theme: “Newspapers”.

Grammar: “Present Perfect”.

I. Check H/t.

II. Раздать статьи из газет по группам. (“Moskauer News” №№ 10, 11)

- 1) Reading.
- 2) Translating
- 3) Whriting out the new words.
- 4) Answear some questions:

№10

- 1) When were people killed/
- 2) Who was the first victim/
- 3) Who was the second victim?
- 4) What did police?

III. Grammar:

Настоящее завершённое время обозначает следующее.

1. Действие, завершившееся к настоящему времени и связанное с настоящим.

Примеры: Tom is looking for his key. He can't find it. He **has lost** his key. – Том ищет ключ. Он не может его найти. Он потерял свой ключ.

Jim **has gone** to Canada. – Джим уехал в Канаду (=здесь его нет).

Have you done this exercise? – Ты сделал это упражнение (= оно сделано?)?

Have you been to the USA? – Ты был в США?

Примечание. А. Исторически данная форма глагола переводится буквально как «иметь сделанным».

Б. Часто используется наречие “already” (уже), “just” (только что).

2. Действие, начавшееся в прошлом и продолжающееся в настоящее время. Употребляются предлоги “for” (в течение ...), “since” (с какого-либо времени).

Примеры: I **have lived** here for 20 years. – Я живу здесь двадцать лет.

I **have lived** here since 1980 (since I entered the Academy, since my childhood).

Образование настоящего завершённого времени have (has) + V3

I / we / they / you have (=I've etc.)	done		
He / she / it (= he's etc.)			
I (etc.) haven't	done	Have you (etc.)	done?
He / she / it hasn't		Has he / she	

The Present Perfect Tense обозначает действие, которое завершилось к настоящему

моменту или завершено в период настоящего времени (в этом году, на этой неделе.) Хотя глаголы в the Present Perfect часто переводятся на русский язык в прошедшем времени, следует помнить, что в английском языке эти действия воспринимаются в настоящем времени, так как привязаны к настоящему результатом этого действия. В собственном значении the Present Perfect употребляется для выражения действий, которые в момент речи воспринимаются как свершившиеся. В этом случае в центре внимания находится само свершившееся действие.

We have bought a new TV set.

Мы купили новый телевизор (у нас есть новый телевизор).

The students have left the room.

Студенты ушли из комнаты (студентов сейчас в комнате нет).

Go and wash your hands.

Пойди и вымой руки.

I have washed them.

Я их вымыл (руки у меня чистые).

Хотя глаголы в the Present Perfect часто переводятся на русский язык в прошедшем времени, следует помнить, что в английском языке эти действия являются действиями настоящего времени.

Для the Present Perfect характерны наречия: already, still, yet, ever, just, recently, never, today, this week.

Употребление:

1. Для обозначения действий, (не) закончившихся к моменту речи (часто с "just" - только что, "yet" - ещё не и др.):

- Have you finished your job?

- Ты закончил работу?

- Yes, I have/ No, I haven't.

- Да/Нет.

The train has just arrived.

Поезд только что прибыл.

She hasn't written the test yet. Она ещё не закончила контрольную.

2. Для обозначения действий, происходивших в прошлом, но актуальных в настоящем:

-Have you passed your driving test?

- Вы уже сдали экзамен на право вождения автомобиля?

-We can't enter the room.I've lost my key.

- Мы не можем войти в (эту) комнату. Я по потеряла ключ.

3. Для описания действий, начавшихся в прошлом и продолжающихся до настоящего момента (часто с "since" - с или "for" - в течение):

I've always liked him.

Он мне всегда нравился (раньше и теперь).

I have known him for years / since my youth / since 1990.

Я знаю его много лет / с юности/ с 1990 года.

He has written about a hundred novels.

Он написал около ста романов.

He is alive and can write more.

Он жив и может написать ещё.

но:

He wrote about a hundred novels. (He is dead).

Он написал около ста романов. (Его нет в живых).

4. Для обозначения действий, имевших место в неистекший период времени (с выражениями типа "this morning" / "afternoon" / "week" - сегодня утром / днём / на этой недели и т.п.):

Has the postman come this morning?

Почтальон приходил сегодня утром?

Закрепление. р. 95. Ex. 6.3.10.

Sing the song : "Pretty woman"

III.Hometask р. 81. Ex. 5.5.1. р.96. ex. 6.3.12.

LESSON 27 (ПРАКТИЧЕСКОЕ ЗАНЯТИЕ № 23)

Учебный материал: А.Я. Зеликман «Английский для юристов», рабочая тетрадь, тетрадь-словарь, Словари: русско-английский и англо-русский, магнитофон.

Theme: «Criminal stories»

Grammar: «Present Perfect».

Check H/t.

Speaking.

Раздать карточки с криминальными историями. Студенты должны выявить следующее: «WHAT TYPE OF A CRIME?», «WHO IS A VICTIM/ A CRIMINAL?», WHAT IS A SCENE OF A CRIME?.

Grammar.

ЗАКРЕПЛЕНИЕ. Р. 96. Ex. 6.3.13

Listening.

Module 4. Recording 1

Sing the song : “Pretty woman”

Homework p. 97. Ex. 6.3.14.

LESSON 28. (Практическое занятие №25)

Учебный материал: А.Я. Зеликман «Английский для юристов», рабочая тетрадь, тетрадь-словарь, Словари: РУССКО-АНГЛИЙСКИЙ И АНГЛО-РУССКИЙ, МАГНИТОФОН.

GRAMMAR: «PRESENT PERFECT AND PAST SIMPLE».

Check H/t.

Grammar. (Compare: Pr.Pf. and P.S.)

WHEN WE USE THE PR.PF, THERE IS A CONNECTION WITH THE PRESENT.

- Tom is looking for his key.

- He has lost his key.

It means that he lost it a short time ago and he still hasn't got it.

PR.PF. ПЕРЕВОДИТСЯ НА РУССКИЙ ЯЗЫК ГЛАГОЛАМИ СОВ.В.

COMPARE: I READ THIS BOOK YESTERDAY.

I've read this book.

После наречий: **yet, just (now), never, recently, already** употребляется Pr.Pf.

С **when** Pr.Pf. употребляется:

When did you return?

Закрепление:

а) стр. 187, упр. 227. (Ю.Галицинский. «Грамматика»).

б) составить самостоятельно 5 предложений с Pr.Pf.

PRACTICE IN COMMUNICATION.

p. 100. Ex. 6.4.1. ex. 6.4.2.

SING THE SONG : “JINGLE BELLS”

LESSON 29 (Практическое занятие № 29)

Учебный материал: А.Я. Зеликман «Английский для юристов», рабочая тетрадь,

тетрад-словарь, Словари: русско-английский и англо-русский, магнитофон, грамматический раздаточный материал.

Theme: “Revise”.

Grammar: “Present Perfect” (Revise).

Check H/t.

Grammar: Present Perfect (Revise).

Повторение: раздаточный материал. (стр. 187 упр. 226. Ю.Галицинский «Грамматика»)

Scanning p.104. ex. 6.6.2.

Listening Module 4 recording 1

Answer the questions:

What are the superstars?

Who doesn't like crowds?

Who likes dogs?

Who hates TV?

Who doesn't travel by plane?

What does like Harrison Ford?

Sing the song : “Jingle bells”

V. H/t. P. 95. Ex. 6.3.9.

LESSON 30. (Практическое занятие № 30).

Учебный материал: А.Я. Зеликман «Английский для юристов», рабочая тетрадь, тетрадь-словарь, Словари: русско-английский и англо-русский, магнитофон.

Text: «John's composition».

Grammar: “Прошедшее время модальных глаголов».

I. Check H/t.

II. Grammar:

1) Повторить модальные глаголы: **may, can, must.**

can see
can hear

can swim
can play

can think
can understand

физическая
способность

умение делать что-то

умственная
способность

мочь

Способность
(возможность,
зависящая от самого

уметь

субъекта)

past

Could she run fast?

= Was she able to run fast?

present

II. Can she run fast?

future

Will she be able to run fast?

ОТВЕТ НА ПРОСЬБУ

Категорический запрет или
строгое предупреждение

не должен

must not

Нельзя!

May I have a smoke? – No, you mustn't smoke here.

ОТВЕТ НА ПРОСЬБУ

Категорический запрет или
строгое предупреждение

не должен

must not

Нельзя!

May I have a smoke? – No, you mustn't smoke here.

I must go to school
every day

must

обязанность
(должен, обязан)

I must take care of my little
sister.

must

осознанная
необходимость
(надо, необходимо)

All of you must visit the
exhibition.

must

настоятельный совет
(нужен)

**ДОЛЖЕНСТВОВАНИЕ,
устанавливаемое
говорящим**

1) Закрепление р. 97. Ex. 6.3.15. ex. 6.3.15.

- I. **Reading** p.109. ex. 6.8.1.
Sing the song : “Happy New year ”
I. **H/t. p. 98. Ex.6.3.17.**

LESSON 31 (Практическое занятие №31)

Учебный материал: А.Я. Зеликман «Английский для юристов», рабочая тетрадь, тетрадь-словарь, Словари: русско-английский и англо-русский, магнитофон, раздаточный материал.

Theme: “I’m a defend lawyer”

Grammar: “Model verbs in the Past”.

- I. Check H/t.
II. Grammar. (Revision) (раздаточный материал).
III. A Role-game.

A man was charged with the stealing from a hotel. The hotel staff had caught the man in one of the rooms with a camera and some cash. At the police station the man could not give a satisfactory explanation for his actions. They took his fingerprints , locked him in a cell, and detained him overnight. A defence lawyer decides to plead a case in court.

STEP 1 The lawyer questions his client (the criminal) and find out all the circumstances of the crime.

STEP 2 . The lawyer delivers a speech trying to prove his client non guilty.

STEP 3. The rest of the group – the jurors – hold deliberations and bring in the verdict.

- IV. **H/t. p. 102. Ex. 6.5.1.**

LESSON 32 (Практическое занятие №32)

Final Topic № 3

Контрольная работа № 3

для I курса

Вариант 1

Task 1 Use correct **Present Perfect**.

1. THE PUPILS ARE WRITING A DICTATION.
2. MY FRIEND IS HELPING ME TO SOLVE A DIFFICULT PROBLEM.
3. I AM LEARNING A POEM.
4. SHE IS TELLING THEM AN INTERESTING STORY.
5. KATE IS SWEEPING THE FLOOR.
6. THE WAITER IS PUTTING A BOTTLE OF LEMONADE IN FRONT OF HIM

Task 2. Use correct **Present Perfect** or **Past Simple**.

- 1 SHE JUST (TO GO) OUT.

2. SHE (TO LEAVE) THE ROOM MOMENT AGO.
3. WE (NOT YET TO SOLVE) THE PROBLEM.
4. When it all (to happen)?
5. The morning was cold and rainy, but since ten o'clock the weather (to change) and now the sun is shining brightly.
6. SHOW ME THE DRESS WHICH YOU (TO MAKE).

Task 3. Translate into English using **to have, to be**.

1. ВАМ ПРЕДСТОИТ ВЫУЧИТЬ ЭТО СТИХОТВОРЕНИЕ К СРЕДЕ.
2. МНЕ ЗАДАЛИ ВЫУЧИТЬ ЭТО СТИХОТВОРЕНИЕ К СРЕДЕ.
3. МНЕ ПРИШЛОСЬ ВЫУЧИТЬ ЭТО СТИХОТВОРЕНИЕ К СРЕДЕ.

КОНТРОЛЬНАЯ РАБОТА № 3

для I КУРСА

Вариант 2

Task. 1 Use correct **Present Perfect**.

1. We are drinking water.
2. He is bringing them some meat and vegetables.
3. You are putting the dishes on the table
4. They are having tea.
5. She is taking the dirty plates from the table.
6. The children are putting on their coats.

Task 2. Use correct **Present Perfect** or **Past Simple**.

1. Oh, how dark it is! A large black cloud (to cover) the sky. I think it will start raining in a few minutes.
2. Oh, close the window! Look, all my papers (to fall) on the floor because of the wind.
3. When you (to open) the window? — I (to open) it ten minutes ago.
4. The sun (not to rise) yet, but the sky in the east is getting lighter every minute.
5. I (to see) you walking along the street the other day with a heavy bag.
6. I (not to read) the newspaper today.

Task 3. Translate into English using **to have, to be**.

1. Мне предстоит больше тратить время на учёбу.
Мне не пришлось учить это стихотворение.
2. Так как он выучил это стихотворение вчера, ему не нужно учить его теперь.

Контрольная работа № 3

для **I курса**

Вариант 3

Task. 1 Use correct Present Perfect.

1. SHE IS OPENING A BOX OF CHOCOLATES.
2. I AM BUYING MILK FOR MILK SHAKES.
3. JAMES IS ORDERING A BOTTLE OF APPLE JUICE.
4. WE ARE BUYING A CD PLAYER AND SOME CDs WITH GOOD MUSIC.
5. ARE YOU WATCHING THE NEWS OR YOUR FAVOURITE FILM?
6. I AM TRANSLATING A DIFFICULT ARTICLE FROM GERMAN INTO RUSSIAN.

TASK 2. USE CORRECT PRESENT PERFECT OR PAST SIMPLE.

1. IT IS VERY LATE, AND TRAMS (TO STOP) RUNNING: WE MUST FIND A TAXI TO GET HOME.
2. HOW MANY TIMES YOU (TO BE) TO ST. PETERSBURG?
3. AT LAST I (TO TRANSLATE) THIS ARTICLE: NOW SHALL HAVE A LITTLE REST.
4. WE (TO GO) TO THE COUNTRY YESTERDAY, BUT THE RAIN (TO SPOIL) ALL THE PLEASURE.
5. MY WATCH WAS GOING IN THE MORNING, BUT NOW IT STOP).
6. THE LECTURE (NOT YET TO BEGIN) AND THE TENTS ARE TALKING IN THE CLASSROOM.

TASK 3. TRANSLATE INTO ENGLISH USING TO HAVE, TO BE.

1. На этой неделе нам иредстоит встретиться с другом.
2. Мне придется посидеть эти дни. Врач говорит, что я не должен выходить.
3. Посидите здесь, пока он занят.

СЕМЕСТР II

LESSON 1 (Практическое занятие №1)

Учебный материал: А.Я. Зеликман «Английский для юристов», рабочая тетрадь, тетрадь-словарь, Словари: русско-английский и англо-русский, магнитофон, раздаточный материал.

Revise-game.

H/t. p. 116. Ex. 7.3.13.

p. 112. Ex. 7.3.3.

LESSON 2 (Практическое занятие №2)

Учебный материал: А.Я. Зеликман «Английский для юристов», рабочая тетрадь, тетрадь-словарь, Словари: русско-английский и англо-русский, магнитофон, раздаточный материал.

Topic: «History of the House of Lords & the House of Commons»

Grammar: “Present Perfect Continuous”.

I. Phonetik. Sounds [], [].

1) TONGUE-TWISTER.

ROBERT ROWLEY ROLLED A ROUND ROLL ROUND	AS MORE AS SLOWLY
A round roll Robert Rowlew rolled round } Where is the round roll	quickly quietly
Robert Rowley rolled round?	loudly

II. Grammar: Present Perfect Continuous

НАСТОЯЩЕЕ ЗАВЕРШЕННО-ДЛИТЕЛЬНОЕ ВРЕМЯ ОБОЗНАЧАЕТ ДЕЙСТВИЯ, НАЧАВШИЕСЯ В ПРОШЛОМ И ПРОДОЛЖАЮЩИЕСЯ ДО НАСТОЯЩЕГО ВРЕМЕНИ. Для действий, обозначаемых глаголами, которые не употребляются в форме длительного времени (см. таблицу 7.4), используется настоящее завершённое время.

VII) 1. ОБРАЗОВАНИЕ НАСТОЯЩЕГО ЗАВЕРШЕННО-ДЛИТЕЛЬНОГО ВРЕМЕНИ

I / YOU / WE / THEY HAVE BEEN DOING
he / she / it has been
Have you / we, etc. been doing?
Has he, etc. been
I / you / we / they haven't been doing
he / she / it hasn't been

Примеры:

Ann's clothes are in paint. She **has been painting** the ceiling. – Одежда Энн в краске. Она красит потолок (какое-то время).

The ceiling was white. Now it is blue. She **has painted** it. – Потолок был белый. Сейчас он голубой. Она его покрасила.

ANN HAS BEEN WRITING LETTERS ALL DAY. – Энн весь день пишет письма.

Ann **has written** ten letters today. – Энн сегодня написала десять писем.

How long have you **been reading** that book? – Как долго вы читаете эту книгу?

How many pages of that book **have you read**? – Сколько страниц этой книги ты прочитал?

Jim **has been playing** tennis since 2 o'clock. – Джим играет в теннис с 2-х часов.

Jim **has played** tennis three times this week. – Джим играл в теннис трижды на этой неделе.

I **have been waiting** for you since Sunday. – Я жду тебя с воскресенья.

I have known you since Sunday. – Я знаю тебя с воскресенья.

- 1) Закрепить Pr.Pf.Con.
 p. 113. Ex. 7.3.4.
 p. 114. Ex. 7.3.5.

III. H/t. p. 114. Ex. 7.3.6.

LESSON 3 (Практическое занятие №3)

Учебный материал: А.Я. Зеликман «Английский для юристов», рабочая тетрадь, тетрадь-словарь, Словари: русско-английский и англо-русский, магнитофон, раздаточный материал.

Topic: «The legal system of England».

Grammar: «Present Perfect Continuous».

I.Check H/t.

II.Revise Pr.Pf.Con. (cards)

Составить сводную таблицу видо-временных форм англ.яз.

Tens	+	-	?	Egsamples

Topic: «The legal system of England».

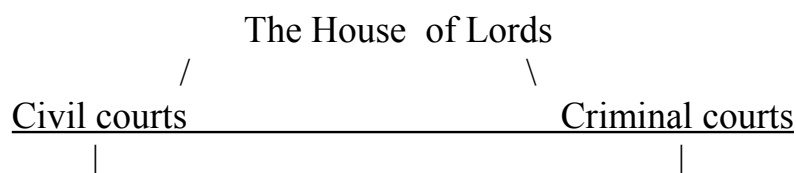
THE COURT SYSTEM OF ENGLAND AND WALES

The most common type of law court in England and Wales is the magistrates' court. There are 700 magistrates' courts and about 30,000 magistrates.

More serious criminal cases then go to the Crown Court. Civil cases (for example, divorce cases) are dealt with in County courts.

Appeals are heard by higher courts. For example, appeals from magistrates' courts are heard in the Crown Court, unless they are appeals on points of law. The highest court of appeal in England and Wales is the House of Lords.

The legal system also includes juvenile courts (which deal with offenders under seventeen) and coroners' courts (which investigate violent, sudden or unnatural deaths). There are administrative tribunals which make quick, cheap and fair decisions with much less formality. Tribunals deal with professional standards, disputes between individuals, and disputes between individuals and government departments (for example, over taxation).



COURT OF APPEAL		High Court
County Courts		Crown Court
Magistrates' Courts		

TASK 2. Find in the text the English equivalents for the words below.

общее право;
 решение суда;
 уголовный кодекс;
 гражданский кодекс;
 мировой судья;
 Суд Короны;
 гражданское дело;
 суды графств;
 Европейский суд по правам человека;
 правовая система;
 суд по делам несовершеннолетних;
 правонарушитель;
 насильственная смерть;
 уголовное дело.

Слова для словарного диктанта.

Закрепление. р. 116. Ex. 7.3.12.

Н/т. р. 115. Ex. 7.3.10
 р. 115. Ex. 7.3.7.

LESSON 4 (Практическое занятие №4)

Учебный материал: А.Я. Зеликман «Английский для юристов», рабочая тетрадь, тетрадь-словарь, Словари: русско-английский и англо-русский, магнитофон, раздаточный материал.

Topic: «The legal system of England».

Grammar: «Degrees of comparison».

Check Н/т.

Revision of legal words. (вставить буквы).

Grammar: «Degrees of comparison».

Положительная степень	СРАВНИТЕЛЬНАЯ СТЕПЕНЬ	ПРЕВОСХОДНАЯ СТЕПЕНЬ
<i>I. Односложные прилагательные</i>		

small [smɔl] – маленький high [haɪ] – высокий sad [səd] – печальный thin [θɪn] – тонкий	SMALLER higher sadder thinner	THE SMALLEST the highest the saddest THE THINNEST
<i>II. Двусложные прилагательные</i>		
1. На –y		
happy [hæpi] – счастливый sunny [sʌni] – солнечный	HAPPIER sunnier	THE HAPPIEST the sunniest
2. На –ow		
NARROW [nærəʊ] – узкий low [ləʊ] – низкий	narrower lower	the narrowest the lowest
3. На –er		
clever [klevə] – умный tender [tɛndə] – нежный	cleverer tenderer	the cleverest the tenderest
4. На –le		
simple [sɪmpl] - простой able [eɪbl] - способный	simpler abler	the simplest the ablest
5. Имеющие ударение на втором слоге		
polite [pɒlaɪt] – вежливый remote [rɪ'məʊt] - отдаленный	politer remoter	the politest the remotest
<i>III. Большинство двусложных, многосложных прилагательных</i>		
tiresome [taɪəs əm] – утомительный convincing [kɒn'vɪnsɪŋ] – убедительный	more more tiresome more convincing	the most the most tiresome the most convincing
<i>IV. Прилагательные, образующие степени сравнения от разных корней</i>		
good [gʊd] – хороший bad [bæd] – плохой much [mʌtʃ], many [mæni] – много little [lɪtl] – маленький, мало	better [betə] – лучше worse [wɜ:s] – хуже more [mɔ:] – больше less [ləs] – меньше	the best [best] – самый лучший the worst [wɜ:st] – самый плохой the most [məʊst] – больше всего the least [li:st] – меньше всего

Примечание.

Некоторые прилагательные имеют две формы в сравнительной и превосходной

степенях:

- a) old (старый) older – the oldest (возраст);
elder – the eldest (старшинство в семье).

ПРИМЕРЫ: I'M OLDER THAN MY FRIEND. - Я СТАРШЕ СВОЕГО ДРУГА.
MY ELDER BROTHER WORKS AS A NOTARY. – Мой старший
брат работает нотариусом.

- б) far (далекий) farther (дальше пространственно) – the farthest;
further (дальнейший, позднейший,) – the furthest
дополнительный.

Примеры: I'd like to live at the farther end of the street. – Я хотел бы
жить в дальнем конце этой улицы.

further improvement – дальнейшее улучшение;
further education – дальнейшее обучение;

- в) near (близкий) имеет две формы превосходной степени:
the nearest (ближайший);
the next (следующий, по порядку).

Примеры: Where's the nearest post office? – Где здесь ближайшая почта?
I'll get your letter by the next mail. – Я получу твое письмо со следующей почтой.
See you next week! – До следующей недели!

- г) late (поздний) later (позже) – the latest (самый поздний,
новейший);
latter (последний из упомянутых);
– THE LAST (САМЫЙ ПОСЛЕДНИЙ).

ПРИМЕРЫ: HAVE YOU HEARD THE LATEST NEWS? – ВЫ СЛЫШАЛИ ПОСЛЕДНИЕ (САМЫЕ НОВЫЕ)
ИЗВЕСТИЯ?

John and Henry came together. The latter had a coat on. – Джон и Генри
пришли вместе. Последний был в пальто.

- д) перед прилагательным в сравнительной степени можно использовать
следующие наречия a bit / a little (немного);
much / a lot (намного / гораздо).

Примеры: Let's go by car. It's much cheaper. – Давай поедem на машине. Это
намного дешевле.

Can you be a bit more serious? – Не могли бы Вы быть немного более
серьезным?

1). Закрепить. (сравнение м/у двумя студентами).

Работа по устной теме. Р. 115. Ex.7.3.8.

Пресс-конференция: член британского парламента и иностранные журналисты.
Вставить слова в пропуски. («Just English»).

V. H/t. p. 117. Ex. 7.3.15. p. 119. Ex. 7.5.1. (ep.17).

LESSON 5 (Практическое занятие №5)

Учебный материал: А.Я. Зеликман «Английский для юристов», рабочая тетрадь, тетрадь-словарь, Словари: русско-английский и англо-русский, магнитофон, раздаточный материал.

Topic: «Elections in G.B.».

Grammar: «Future Simple».

I. Check H/t.

Dictation. (p.12. task 2 «Just English»).

II. Phonetik. Sounds [], [].

Tongue-twister. P. 127. Ex. 8.1.11.

III. Grammar: «Degrees of comparison». (Revise).

IV. Grammar: «Simple Future».

- а) обозначает действие, которое, вероятно, совершится в будущем;
- б) описывает решение говорящего что-то сделать в момент говорения, например:
 - Would you like something to drink?
 - Oh, thank you. I'll have some orange juice.
- в) выражает однократное или повторяющееся действие в будущем (tomorrow, next week, in a week, one of these days, etc.).

ПРИМЕРЫ: TOMORROW WILL BE ANOTHER COLD DAY IN ALL PARTS OF THE COUNTRY. – ЗАВТРА БУДЕТ ЕЩЕ ОДИН ХОЛОДНЫЙ ДЕНЬ ВО ВСЕХ ЧАСТЯХ СТРАНЫ.

One of these days we **shall go** to the country. – На днях мы поедем за город.

Martin **will probably phone** us this evening. – Мартин, вероятно, позвонит нам вечером.

I. ОБРАЗОВАНИЕ ПРОСТОГО БУДУЩЕГО ВРЕМЕНИ: SHALL / WILL + V

I / WE SHALL (’LL) DO

You / he / they will

WILL YOU RING ME UP? – Ты позвонишь мне?

I / we shall not (shan’t) ring you. – Я / мы не будем тебе звонить.

You/he, etc. will not (won’t) ring him. – Ты/он и т.д. не будешь/-те ему звонить.

Примечание. 1. В разговорной речи употребляется сокращенная форма (’ll); существует тенденция использования глаголов **shall, will** как модальных. Ср.:

I shall make a dress. – Я сошью платье (потому что должна).

I WILL MAKE A DRESS. – Я сошью платье (потому что хочу).

2. В сложноподчиненных предложениях с придаточными условия и времени,

вводимых союзами **if, when, as soon ... as, after, before, till, until**, будущее время употребляется только в главном предложении; в придаточном используется настоящее простое время, например:

When (if, as soon as) I buy this book, I'll tell you about it. – Когда (если, как только) я куплю эту книгу, я расскажу тебе об этом.

1) ЗАКРЕПИТЬ. Р. 131 ex. 8.3.8. Р. 130. Ex. 8.3.6.

I. **ТОПИК: “ELECTIONS”**. Р. 55. UNIT IV (“JUST ENGLISH”)

The British government is elected for up to five years, unless it is defeated in Parliament on a major issue. The Prime Minister chooses the date of the next General Election, but does not have to wait until the end of the five years. A time is chosen which will give as much advantage as possible to the political party in power. Other politicians and the newspapers try very hard to guess which date the Prime Minister will choose.

About a month before the election the Prime Minister meets a small group of close advisers to discuss the date which would best suit the party.

The date is announced to the Cabinet. The Prime Minister formally asks the Sovereign to dissolve Parliament.

Once Parliament is dissolved, all MPs are unemployed, but government officers continue to function.

Party manifestos are published and campaigning begins throughout the country, lasting for about three weeks with large-scale press, radio and television coverage.

Voting takes place on Polling Day (usually a Thursday). The results from each constituency are announced as soon as the votes have been counted, usually the same night. The national result is known by the next morning at the latest.

As soon as it is clear that one party has a majority of seats in the House of Commons, its leader is formally invited by the Sovereign to form a government.

1) New words:

избирательный округ;

правящая партия;

вопрос первостепенной важности;

дать кому-либо преимущество;

сформировать правительство;

объявить дату выборов;

объявить результаты выборов;

иметь большинство мест в палате общин;

распустить парламент;

подсчитывать голоса;

потерпеть поражение в парламенте

широкое освещение предвыборной кампании в прессе;

V. Н/т. p.131. ex. 8.3.7. p. 136. Ex. 8.5.1.(ep. 8)

LESSON 6 (ПРАКТИЧЕСКОЕ ЗАНЯТИЕ №6)

Учебный материал: А.Я. Зеликман «Английский для юристов», рабочая тетрадь, тетрадь-словарь, Словари: русско-английский и англо-русский, магнитофон, раздаточный материал.

Topic: “«ELECTIONS IN G.B.».”

Grammar: “ Future Simple ”

Check H/t.

II. **Grammar:** “ Future Simple ”(Revise, cards)

II. **Topic:** “Elections in G.B.(Revise) p. 54. Task 1 (“Just English”)

Work in team p. 195. Task 4 (“Just English”)

TASK 4. Look at the picture of an American court. Match the numbers in the picture with the words below.

jury; robe; court officer; witness; prosecuting attorney; reporter; gavel; transcript; bench; defence attorney; court; jury box; defendant; judge; witness stand.

III. **H/t.** p. 121. Ex. 7.6.2. (RETEIL) p. 122. Ex. 7.8.2.

LESSON 7 (ПРАКТИЧЕСКОЕ ЗАНЯТИЕ №7)

Учебный материал: А.Я. Зеликман «Английский для юристов», рабочая тетрадь, тетрадь-словарь, Словари: русско-английский и англо-русский, магнитофон, раздаточный материал.

Конкурс: “ The best translator”.

Grammar: “Сравнительная конструкция **as...as; not so ... as** ”

I. **CHECK H/t.**

II. **GRAMMAR:** “СРАВНИТЕЛЬНАЯ КОНСТРУКЦИЯ **AS...AS; NOT SO ... AS** ”

Unit 103 p. 206. Raymond Murphy.

I. Сравнимые объекты обладают одинаковой степенью признака: **as...as** - такой как (прилагательное в положительной степени).

She was as poor as a church mouse. – Она была бедна как церковная мышь.

Was the exam as difficult as you thought? – Экзамен был таким трудным, как ты думал?

II. СРАВНИМАЕМЫЕ ОБЪЕКТЫ ОБЛАДАЮТ ПРИЗНАКОМ В РАЗНОЙ СТЕПЕНИ:

a) прилагательное в сравнительной степени + **than** (см. таблицу 3.3);

в) **not so ... as** – не такой ..., как (прилагательное в положительной степени).

Civil law is more difficult than criminal law.

Criminal law is not so difficult as civil law.

III. Конструкция “the + сравнительное придаточное предложение”, “the +

сравнительное придаточное предложение”.

- the more ... the more - чем больше ..., тем больше ... ;

- the less ... the less – чем меньше ..., тем меньше ...;

- the better ... the worse – чем лучше ..., тем хуже

The smaller a car is, the easier it is to park. – Чем меньше машина, тем легче ее припарковать.

III. **Конкурс.** P.133-134. Ex. 8.3.13. ex. 8.3.14. ex. 8.3.15.

IV. **Н/т.** p. 134. Ex. 8.3.17. p. 133. Ex.8.3.12.

LESSON 8 (Практическое занятие №8)

Test № 4

TEST № 4

V - 1

Task 1. Раскройте скобки, употребляя глаголы в одном из следующих времён: Present Simple, Present Continuous, Present Perfect, Present Perfect Continuous.

1. This man (to be) a writer. He (to write) books. He (to write) books since he was a young man. He already (to write) eight books. 2. What you (to do) here since morning? 3. Lena is a very good girl. She always (to help) her mother about the house. Today she (to help) her mother since morning. They already (to wash) the floor and (to dust) the furniture. Now they (to cook) dinner together. 4. He (to run) now. He (to run) for ten minutes without any rest.

Task 2. Переведите следующие предложения на английский язык

1. „Четверка" - хорошая отметка, но „пятерка" лучше. 2. „Пятерка" - самая лучшая отметка 3. Самая плохая отметка - „двойка". 4. Твое платье, конечно, очень красивое, но мое платье красивее.

TEST № 4

V – 2

Task 1. Раскройте скобки, употребляя глаголы в одном из следующих времён: Present Simple, Present Continuous, Present Perfect, Present Perfect Continuous.

6. WHERE HE (TO BE) NOW? HE (TO BE) IN THE GARDEN. HE (TO PLAY) VOLLEYBALL WITH HIS FRIENDS. THEY (TO PLAY) SINCE BREAKFAST TIME. 7. I (TO LIVE) IN GT PETERSBURG. I (TO LIVE) IN ST

PETERSBURG SINCE 1990. 8. THIS IS THE FACTORY WHERE MY FATHER (TO WORK). HE (TO WORK) HERE FOR FIFTEEN YEARS. 9. YOU (TO FIND) YOUR NOTEBOOK? NO! I STILL (TO LOOK) FOR IT. I ALREADY (TO LOOK) FOR IT FOR TWO HOURS, BUT (NOT YET TO FIND) IT. 10. YOU (TO PLAY) WITH A BALL FOR THREE HOURS ALREADY. GO HOME AND DO YOUR HOMEWORK. WAKE UP! YOU (TO SLEEP) FOR TEN HOURS ALREADY. I (TO WAIT) FOR A LETTER FROM MY COUSIN FOR A MONTH ALREADY, BUT (NOT YET TO RECEIVE) IT.

Task 2. Переведите следующие предложения на английский язык

1. Мой папа — высокий мужчина. 2 Это более теплое пальто. 3. Я думаю, что наш учитель английского языка был очень терпелив. 4. Наш старый доктор был очень занят. Наш новый доктор даже более занят.

TEST № 4

V – 3

Task 1. Раскройте скобки, употребляя глаголы в одном из следующих времён: PRESENT SIMPLE, PRESENT CONTINUOUS, PRESENT PERFECT, PRESENT PERFECT CONTINUOUS.

13. She already (to do) her homework for two hours; but she (not yet to do) half of it. 14. I (to wait) for you since two o'clock. 15. What you (to do)? I (to read). I (to read) for two hours already. I already (to read) sixty pages. 16. It is difficult for me to speak about this opera as I (not to hear) it. 17. I just (to receive) a letter from my granny, but I (not yet to receive) any letters from my parents.

Task 2. Переведите следующие предложения на английский язык

1. Моя учительница немецкого языка - самый энергичный человек. 2. Мы знаем, твой сосед -очень скучный человек. 3. Я считаю, твой дедушка - самый щедрый человек, которого я когда-либо встречал. 4. Часы Рональда точные, но часы его тети более точные.

TEST № 4

V – 4

Task 1. Раскройте скобки, употребляя глаголы в одном из следующих времён: Present Simple, Present Continuous, Present Perfect, Present Perfect Continuous.

18. The weather (to be) fine today. The sun (to shine) ever since we got up. 19. Every day I (to wind) up my watch at 10 o'clock in the evening. 20. Come along, Henry, what you (to do) now? I (to wait) for you a long time. 21. Where your gloves (to be)? - -1 (to put)

them into my pocket. 22. I (to stay) with some American friends in Chicago. I (to stay) with them for two weeks now. I (to have) a great time here. I (to take) the opportunity to improve my English. I already (to see) the towering skyscrapers of Chicago which are reflected in the rippling water of Lake Michigan. I just (to take) a picture of Chicago's Sears Tower which (to rise) 1,707 feet and (to provide) a panoramic view from the skydeck.

Task 2. Переведите следующие предложения на английский язык

1. Она купила часы в Швейцарии, потому что она считает, что швейцарские часы самые точные в мире.
2. Тот телевизионный фильм гораздо хуже, чем сегодняшний.
3. Какая самая смешная телевизионная программа?
4. Это были самые счастливые дни в ее жизни.

LESSON 9 (Практическое занятие №9)

Учебный материал: А.Я. Зеликман «Английский для юристов», рабочая тетрадь, тетрадь-словарь, Словари: русско-английский и англо-русский, магнитофон, раздаточный материал.

Topic: “«London.» ”

Grammar: “ Past Continuous ”

I. **Scanning.** (p.139. ex. 8.6.2.)

II. **Grammar:** Past Continuous

Прошедшее длительное время обозначает следующее.

1. Действие, которое происходило в определенное время в прошлом.

Примеры: At eight o'clock last night I **was watching** TV. – В восемь часов вечера вчера я смотрел телевизор.

I saw you last night. You **were waiting** for a bus. – Я видел тебя вчера. Ты ждал автобус.

2. Длительные действия в прошлом (ср. Past Simple, описывающее краткое действие в прошлом):

Past

Past Simple

Present

Future.

Past Continuous

Past Simple

Примеры: We **were walking** in the park when it **started** to rain. –

Мы гуляли в парке, когда начался дождь.

What **was** he **doing** when she **rang**? –
Что он делал, когда она позвонила?

Образование прошедшего длительного времени

I / he / she / it was driving Was I / he / she / it driving?

You / we / they were Were we / you / they

I / he / she / it wasn't driving

You / we / they weren't

1) Закрепить. (p. 146. Ex. 9.3.4.; p. 147. Ex. 9.3.5.)

III. **Topic:** "London". (p. 145. Ex. 9.3.3.)

IV. **H/t.** p. 148. Ex. 9.3.10; p. 150. Ex. 9.5.1/ (ep. 9); p. 147. Ex. 9.3.7.

LESSON 10 (ПРАКТИЧЕСКОЕ ЗАНЯТИЕ №10)

Учебный материал: А.Я. Зеликман «Английский для юристов», рабочая тетрадь, тетрадь-словарь, Словари: русско-английский и англо-русский, магнитофон, раздаточный материал.

READING THE NEWSPAPERS

Grammar: "Past Perfect Continuous "

I. **Check H/t.**

II. **Grammar:** "Past Continuous "

1) Повторить. (p. 147. Ex. 9.3.8.)

III. **Grammar:** "Past Perfect Continuous".

Настоящее завершено-длительное время обозначает действия, начавшиеся в прошлом и продолжающиеся до настоящего времени. Для действий, обозначаемых глаголами, которые не употребляются в форме длительного времени (см. таблицу 7.4), используется настоящее завершённое время.

VIII) ОБРАЗОВАНИЕ НАСТОЯЩЕГО ЗАВЕРШЕННО-ДЛИТЕЛЬНОГО ВРЕМЕНИ

I / YOU / WE / THEY HAVE BEEN DOING

he / she / it has been

Have you / we, etc. been doing?

Has he, etc. been

I / you / we / they haven't been doing

he / she / it hasn't been

Примеры:

Ann's clothes are in paint. She **has been painting** the ceiling. – Одежда Энн в краске. Она красит потолок (какое-то время).

The ceiling was white. Now it is blue. She **has painted** it. – Потолок был белый. Сейчас он голубой. Она его покрасила.

ANN HAS BEEN WRITING LETTERS ALL DAY. – Энн весь день пишет письма. How long have you been reading that book? – Как долго вы читаете эту книгу? Jim has been playing tennis since 2 o'clock. – Джим играет в теннис с 2-х часов.	Ann has written ten letters today. – Энн сегодня написала десять писем. How many pages of that book have you read ? – Сколько страниц этой книги ты прочитал? Jim has played tennis three times this week. – Джим играл в теннис трижды на этой неделе.
I have been waiting for you since Sunday. – Я жду тебя с воскресенья.	I have known you since Sunday. – Я знаю тебя с воскресенья.

IV. Reading the newspapers.

V. Н/т. p. 148. Ex. 9.3.11.p. 149.ex.9.3.12.

LESSON 11 (Практическое занятие №11)

Учебный материал: А.Я. Зеликман «Английский для юристов», рабочая тетрадь, тетрадь-словарь, Словари: русско-английский и англо-русский, магнитофон, раздаточный материал.

Topic: “«London.».”

Grammar: “Past Continuous & Past Perfect Continuous ”

I. Check Н/т.

II. **Grammar:** “Past Continuous & Past Perfect Continuous ”(Revise) (cards)

III. **Topic:** “London”.

1) Закрепить. (p. 149. Ex. 9.3.13. ex. 9.3.14.)

IV. **Listening.**

1) Answer some questions.

V. **Scanning.** “Kidnap”. (p. 152. Ex. 9.6.2.)

VI. Н/т. (p. 154. Ex. 9.8.1. (retell)); составить преступление.

LESSON 12 (Практическое занятие №12)

Учебный материал: А.Я. Зеликман «Английский для юристов», рабочая тетрадь, тетрадь-словарь, Словари: русско-английский и англо-русский, магнитофон, раздаточный материал.

Topic: “The court system in the USA ”

Grammar: “Past Perfect ”

I. CHECK Н/т.

1) TONGUE-TWISTER:

THEO THRUST A THUMB THROUGH TWO OR THREE THICK STROW THATCHES.

II. **GRAMMAR:** “PAST PERFECT”

ПРОШЕДШЕЕ ЗАВЕРШЕННОЕ ВРЕМЯ ОБОЗНАЧАЕТ ДЕЙСТВИЕ, СОВЕРШЕННОЕ РАНЬШЕ ДРУГОГО ПРОШЕДШЕГО ДЕЙСТВИЯ.

ПРИМЕРЫ: WHEN I TELEPHONED SUE (AT 5 O’CLOCK), SHE **HAD GONE** OUT (AT 3 O’CLOCK). –

КОГДА Я ПОЗВОНИЛ СЬЮ (В 5 ЧАСОВ), ЕЕ УЖЕ НЕ БЫЛО (ОНА УШЛА В 3 ЧАСА).

We arrived at the cinema at 8.00, but the film **had started** at 7.30. – МЫ прибыли в кинотеатр в 8 часов, а фильм начался в 7.30.

When I spoke to the woman I realized I **had met** her somewhere before. – Когда я разговаривал с этой женщиной, я понял, что встречался с ней где-то раньше.

Примечание. Для действий, совершившихся в прошлом одно за другим, используется прошедшее простое время, например: “Margaret went to the door, locked it and returned with the key.” – Маргарет подошла к двери, заперла ее и вернулась с ключом.

Образование прошедшего завершеного времени: had +V₃

I / you / he / she / it / we / you / they **had driven**.

Had I / you / he, etc. **driven**?

I / you , etc. **hadn’t driven**.

III. **Topic:** “ The court system in the USA ”.(p. 25. Unit V “Just English”)

IV. **Н/т.** p.158. ex. 10.3.3.(ПОДГОТОВИТЬ РАССКАЗ О ЛОНДОНЕ В КАЧЕСТВЕ ГИДА);
Ex. 10.3.7.

LESSON 13 (ПРАКТИЧЕСКОЕ ЗАНЯТИЕ №13)

Учебный материал: А.Я. Зеликман «Английский для юристов», рабочая тетрадь, тетрадь-словарь, Словари: русско-английский и англо-русский, магнитофон, раздаточный материал.

Topic: “The court system in the USA ”

Grammar: “Past Perfect ”

I. Check Н/т.

II. Grammar: “Past Perfect ”(Revise) (p.161. ex. 10.3.9. ex.10.3.8.)

III. Topic: “The court system in the USA ” (p.27. task 4 “Just English”)

IV. Н/т. p. 163. Ex. 10.3.13.(retell). p.162. ex. 10.3.10.

LESSON 14 (ПРАКТИЧЕСКОЕ ЗАНЯТИЕ №14)

Учебный материал: А.Я. Зеликман «Английский для юристов», рабочая тетрадь, тетрадь-словарь, Словари: русско-английский и англо-русский, магнитофон, раздаточный материал.

ROLE-PLAY. “LADY WYATT ACCUSED OF SHOP-LIFTING”

I. CHECK Н/т.

II. ROLE-PLAY: “LADY WYATT ACCUSED OF SHOP-LIFTING”

LADY WYATT ACCUSED OF SHOP-LIFTING

LADY WYATT - THE ACCUSED, A RICH AND UNBALANCED WOMAN. '

Mr Bell - the store detective, a real nosey parker.

Sir David Wilton' - an old friend of lady Wyatt, just a gentlemen.

Dr Soames - lady Wyatt's family doctor, a very secretive personality.

Mr Green -the store manager, very inexperienced

Miss Toad shop assistant, a dangerous mixture of chatterbox and scatterbrain.

THE PROSECUTOR

The defence

LADY WYATT: ON WEDNESDAY MORNING I WENT TO HALL'S DEPARTMENT STORE TO DO SOME SHOPPING AND TO MEET A FRIEND FOR LUNCH. IN THE LADIES FASHION DEPARTMENT I BOUGHT A BELT AND A BAG AND PAID FOR THEM. AS I WAS WAITING FOR THE LIFT TO GO UP TO THE ROOFTOP COFFEE LOUNGE, I SAW A SILK SCARF THAT I LIKED. I TRIED IT ON AND DECIDED TO BUY IT. I LOOKED AROUND FOR AN ASSISTANT TO PAY BUT COULDN'T SEE ANYBODY. THE LIFT CAME AND AS I WAS LATE FOR MY APPOINTMENT, I PUT THE SCARF WITH MY OTHER PURCHASES, INTENDING TO PAY FOR IT LATER ON MY WAY OUT. UNFORTUNATELY, I FORGOT TO PAY AND WAS STOPPED AT THE DOOR BY THE STORE DETECTIVE WHO ASKED ME TO GO TO THE MANAGER'S OFFICE WHERE I WAS ACCUSED OF HAVING STOLEN THE SCARF. IT'S QUITE RIDICULOUS. I SIMPLY FORGOT TO PAY.

Mr. Bell: I was on duty on the second floor when I observed Lady Wyatt trying on a scarf. She looked at herself in the mirror, looked round several times and then put the scarf in her bag. She then went up in the lift to the top floor cafe where she met a man. I kept up my observation and when they left together, I followed them to the door. She had made no attempt to pay so I stopped her and asked her to accompany me to the manager's office. She become abusive and refused to go with me until a policeman arrived on the scene.

Colour Idioms. Match the idioms on the left with their definitions on the right.

TO CATCH SB. RED-HANDED

to see red

to appear out of the blue

in the black and white

in the red

broke, having no money

from nowhere, unexpectedly

To catch sb. during his committing a crime

get terribly angry

in a very clear way

TASK 4. READ THE REPORTS BASED ON THE EVIDENCE GIVEN BY:

DAVID WILTON'S EVIDENCE (REPORT)

DAVID WILTON SAID THAT HE WAS AN OLD FRIEND OF LADY WYATT AND THAT HE HAD BEEN THE

WYATT FAMILY'S ACCOUNTANT FOR FOURTEEN YEARS. HE HAD ARRANGED TO MEET LADY WYATT FOR LUNCH AT 12 O'CLOCK TO DISCUSS SOME FAMILY BUSINESS. HE SAID THAT HE HAD NOT NOTICED ANYTHING UNUSUAL ABOUT LADY WYATT'S BEHAVIOUR EXCEPT THAT TWICE DURING LUNCH SHE HAD TAKEN A PILL. HE ADDED THAT HE DID NOT KNOW WHAT THE PILL WAS FOR AND HAD NOT ASKED. HE STATED THAT HE WAS ASTONISHED THAT ANYONE COULD THINK THAT LADY WYATT MIGHT STEAL AS SHE WAS A VERY WEALTHY WOMAN WHO COULD AFFORD TO BUY ANYTHING SHE WANTED.

THE DOCTOR'S EVIDENCE (REPORT)

SOAMES, THE WYATT FAMILY DOCTOR, STATED THAT HE HAD BEEN PRESCRIBING PILLS FOR LADY WYATT FOR SOME TIME. SHE HAD BEEN SUFFERING FROM REGULAR BOUTS OF DEPRESSION. HE SAID THAT A SIDE-EFFECT OF THE PILL COULD CAUSE ERRATIC OR UNUSUAL BEHAVIOUR THOUGH HE KNEW OF NO CASE WHERE MORAL JUDGEMENT HAD BEEN AFFECTED.

THE STORE MANAGER'S EVIDENCE (REPORT)

THE STORE MANAGER SAID THAT HE DID NOT KNOW LADY WYATT AS A REGULAR CUSTOMER BECAUSE HE HAD ONLY BEEN IN HIS PRESENT JOB FOR TWO WEEKS. HE SAID THAT THE STORE LOST HUNDREDS OF POUNDS WORTH OF GOODS EVERY WEEK WHICH WAS WHY HE HAD APPOINTED A STORE DETECTIVE IN WHOM HE HAD THE GREATEST CONFIDENCE. HE ADDED THAT IT WAS NOT ONLY THE POORER MEMBERS OF THE COMMUNITY WHO RESORTED TO SHOP-LIFTING.

THE SHOP ASSISTANT'S EVIDENCE (REPORT)

THE SHOP ASSISTANT SAID THAT SHE HAD WORKED AT HALL'S FOR SEVEN YEARS AND KNEW LADY WYATT AS A REGULAR CUSTOMER. ON WEDNESDAY MORNING LADY WYATT HAD BOUGHT A BELT AND HANDBAG AND HAD PAID BY CHEQUE. SHE SAID THAT LADY WYATT HAD BEHAVED QUITE NORMALLY. SHE SAID THAT SHE HADN'T SEEN LADY WYATT TRYING ON THE SCARF AS THE SCARF COUNTER WAS ON THE OPPOSITE SIDE OF THE STORE. SHE ADDED THAT THERE HAD BEEN TWO ASSISTANTS ON DUTY THAT MORNING AND THAT NEITHER OF THEM HAD LEFT THE DEPARTMENT.

TASK 5. Read through the four reports again. Role-play Prosecution, Defence and Witness. Try to recreate the scene of presentation of evidence and cross-examination.

TASK 6. Work in groups. You are the jury. Appoint a chairman to report back to the judge. You have to bring in the verdict of ("Guilty" or "Not Guilty").

- III. Н/т. 1) PREPARE TO A TEST.
2) p. 165. Ex. 10.5.1.(EP.10)

LESSON 15 (Практическое занятие №15)

TEST № 5

LESSON 16 (Практическое занятие №16)

Учебный материал: А.Я. Зеликман «Английский для юристов», рабочая тетрадь, тетрадь-словарь, Словари: русско-английский и англо-русский, магнитофон, раздаточный материал.

Торик: "TYPES OF COURTS "

Grammar: “Future Continuous ”

I. PHONETIC:

1) TOUNGUE-TWISTER:

THIRTY THOUSAND THRUSHES FLEW FROM THEDFORD TO RUSSIA.

I thought a thought of thinking of thanking you.

This is the 6th zebra snoozing thoroughly.

II. GRAMMAR: : “FUTURE CONTINUOUS ”

Будущее время обозначает действие, которое будет происходить в течение какого-либо времени в будущем.

Примеры: I'll be **having** dinner at 7.00. – В 7 часов я буду ужинать.

What **will** you **be doing** this time next week? – Что ты будешь делать в это время на следующей неделе?

Will you **be using** your camera at the weekend? I wonder if I could borrow it. – Тебе будет нужен (ты будешь использовать) фотоаппарат на выходных? Я хотел попросить его у тебя.

Примечание. Глаголы чувственного восприятия или умственной деятельности (love, know, understand, wonder, etc.) не используются в этом времени.

VIII)

IX) ОБРАЗОВАНИЕ БУДУЩЕГО ДЛИТЕЛЬНОГО ВРЕМЕНИ: SHALL / WILL BE +V_{ING}

I / WE SHALL

(’LL) BE WORKING

You / he / she / they will

Shall I / we be working?

Will you /he, etc.

I / we shall not (shan’t) be working

You, etc. will not (won’t)

1) ЗАКРЕПИТЬ. Р. 177. Ех. 11.3.6.

III. TOPIC: “TYPES OF COURTS ” (Р. 21. ТЕХТ 5 “АНГ.ЯЗ”)

1) Дать слова к словарному диктанту.

Types of courts

Court is a government institution that **settles legal disputes** and **administers justice**.

Courts **resolve** conflicts involving individuals, organizations, and governments. Courts also decide the legal **guilt** or **innocence** of persons **accused** of crimes and **sentence the guilty**.

Courts differ in their **jurisdiction**, to decide a case. Generally, courts are classified as **trial courts** and **appellate courts**, and as **criminal courts** and **civil courts**.

Trial and appellate courts. Nearly all legal cases begin in trial courts, also called courts of **original jurisdiction** or **courts of first instance**. These courts may have **general jurisdiction** or limited, also called special, jurisdiction. Courts of general

jurisdiction hear many types of cases. The major trial court of any **county**, state, or other **political unit** is a court of general jurisdiction.

The **losing side** often has **the right to appeal**, that is, to ask that aspects of the case be reconsidered by a **higher court** called an appellate or appeal court. Most appeals are made on **matters of law**, but in some circumstances appeals may be made on the facts of a case.

Criminal and civil courts. Criminal courts deal with **actions** considered harmful to society, such as **murder** and **robbery**. In criminal cases, the state takes **legal action** against an individual. The sentences **handed down** by criminal courts range from **probation** and **fines** to **imprisonment** and, in some countries, death.

Civil courts settle disputes involving people's **private relations** with one another. **Civil suits** involve such non-criminal matters as contracts, family relationships, and **accidental injuries**. In most civil cases, an individual or organization **sues** another individual or organization. Civil decisions do not involve a **prison sentence**, though **the party at fault** may be ordered to **pay damages**.

Special courts and tribunals. Some courts have specialized jurisdiction, relating to the type of cases they hear or the category of offenders who appear before them. For instance, **juvenile courts** try offenders under a certain age, usually sixteen. **Family courts** hear cases concerned with **divorce**, **custody** of children, **adoption**, and other family matters.

IV. Н/т. p.22-25. Ex. 1,2,3,7.(“Анг.яз”)

LESSON 17 (Практическое занятие №17)

Учебный материал: А.Я. Зеликман «Английский для юристов», рабочая тетрадь, тетрадь-словарь, Словари: русско-английский и англо-русский, магнитофон, раздаточный материал.

Topic: “Types of courts ”

Grammar: “Future Continuous ”

I. **Check Н/т.**

II. **Grammar:** “Future Continuous ” (cards), («Грамматика английского языка» Галицкий).

III. **Topic:** “Types of courts ”

1) Answer the following questions:

1) What is a court?

2) WHAT DO COURTS DO?

3) WHAT WAY DO COURTS DIFFER IN?

4) HOW ARE COURTS CLASSIFIED?

5) WHERE DO CASES USUALLY BEGIN?

6) WHAT ARE TRIAL COURTS CALLED?

7) WHAT CASES DO COURTS OF GENERAL JURISDICTION HEAR?

8) WHAT COURTS BELONG TO THE COURTS OF GENERAL JURISDICTION?

9) WHAT IS THE RIGHT TO APPEAL?

- 10) WHAT CASES DO CRIMINAL COURTS DEAL WITH?
 - 11) WHAT DISPUTES DO CIVIL COURTS SETTLE?
 - 12) WHAT SPECIAL COURTS DO YOU KNOW?
 - 3) Повторить. (р. 25. Ex. 6.)
- IV. Н/т. 1) выучить слова к словарному диктанту
2) р. 181. Ex. 11.5.1. (ер 11)

LESSON 18 (Практическое занятие №18)

Учебный материал: А.Я. Зеликман «Английский для юристов», рабочая тетрадь, тетрадь-словарь, Словари: русско-английский и англо-русский, магнитофон, раздаточный материал.

Grammar: “Future Perfect”

I. Check Н/т.

II. Dictation.

III. Grammar: “Future Perfect”

Будущее завершённое время обозначает действие, которое будет завершено к определенному времени в будущем.

Примеры: I'll have finished dinner by 8.00. – Я закончу ужин к 8 часам.

They will have built a new supermarket by the end of the year. – Они построят здесь новый супермаркет к концу года.

VIII) ОБРАЗОВАНИЕ БУДУЩЕГО ЗАВЕРШЕННОГО ВРЕМЕНИ

I / WE / SHALL HAVE DONE.

You / he / she / it / they will

Shall I /we have done?

Will you, etc.

I / we shall not (shan't) have done.

You, etc. will not (won't)

1) ЗАКРЕПИТЬ.

IV. SCANNING. P. 168. Ex. 10.6.2. P. 169. Ex. 10.8.1. P. 170. Ex. 10.8.2.

V. Listening.

1) Answer some questions.

VI. Н/т.1) P. 175. Ex. 11.3.1. ex. 11.3.2.ex. 11.3.3.

2) p. 178. Ex. 11. 3. 7.

3) Подготовиться к контролю «Types of the courts».

LESSON 19 (Практическое занятие №19)

Учебный материал: А.Я. Зеликман «Английский для юристов», рабочая тетрадь, тетрадь-словарь, Словари: русско-английский и англо-русский, магнитофон,

раздаточный материал.

Topic: “New York ”

Grammar: “Future Continuous and Future Perfect ”

I. Check H/t.

II. “Types of courts” (Revise) (cards)

III. “New York”.

IV. **Word-building.** “Compound adjectives”.

1) Объяснить. Р. 173. Ex. 11.2.1.

2) Закрепить. Р. 173. Ex. 11.2.2.

3) Повторить р. 174. Ex. 11.2.3.

V. **Work in team.** Р. 178. Ex. 11.3.10.

VI. **Grammar:** “Future Continuous and Future Perfect ”(Revise; cards)

VII. **H/t.** Р. 179. Ex. 11.3.12. p. 181. Ex. 11.5.1.(ep.11).

LESSON 20 (Практическое занятие №20)

Reading the newspaper.

Test № 6.

LESSONS 21-22 (Практические занятия №21-22)

Учебный материал: А.Я. Зеликман «Английский для юристов», рабочая тетрадь, тетрадь-словарь, Словари: русско-английский и англо-русский, магнитофон, раздаточный материал.

Topic: “The types of punishment ”

I. Check H/t.

II. Повторить виды преступлений и дать дополнительную информацию о видах преступлений. (р. 48-49. Ex. 1, 2. «Анг.яз»)

1) Работа слексикой. (р. 60. Ex. 10. «Анг.яз»)

2) Познакомить с видами наказания.(р. 45. Текст 2. «Анг.яз»)

3) Закрепить на практике. (р. 60, 61. Ex. 11, 12. «Анг.яз» раздать каждой паре по ситуации)

III. H/t. р. 66. Ex. 4, 5. «Анг.яз».

LESSONS 23-24 (Практические занятия №№23-24)

Учебный материал: А.Я. Зеликман «Английский для юристов», рабочая тетрадь, тетрадь-словарь, Словари: русско-английский и англо-русский, магнитофон, раздаточный материал.

Topic: “THE TYPES OF PUNISHMENT ”

Grammar: “Группа времён Simple” (Revise).

I. CHECK H/t.

II. GRAMMAR: “Группа SIMPLE”(REVISE).

1) ПЕРЕВОД С РУССКОГО НА АНГЛИЙСКИЙ ЯЗЫК, ОПРЕДЕЛИТЬ ВИДО-ВРЕМЕННУЮ ФОРМУ ГЛАГОЛОВ. («ГРАММАТИКА АНГЛИЙСКОГО ЯЗЫКА». ГАЛИЦИНСКИЙ).

III. TOPIC: “THE TYPES OF PUNISHMENT”(REVISE).

1) СТР. 37. УПР. В ШЕВЕЛЁВА С.А.

2) СООТНЕСТИ ТИПЫ НАКАЗАНИЙ С ИХ ОПРЕДЕЛЕНИЯМИ (СТУДЕНТАМ РАЗДАТЬ КАРТОЧКИ С ОПРЕДЕЛЕНИЯМИ ТИПОВ НАКАЗАНИЙ).

IV. H/t. Dramatize the trail “Assault” on p. 63. Ex. III. “Assault”.

- 1) a prosecutor;
- 2) a defence lawyer;
- 3) a judge;
- 4) a jury;
- 5) a suspect;
- 6) a witness;
- 7) a plaintiff.

LESSON 25 (Практическое занятие №25)

Учебный материал: А.Я. Зеликман «Английский для юристов», рабочая тетрадь, тетрадь-словарь, Словари: русско-английский и англо-русский, магнитофон, раздаточный материал.

Grammar: “Группа Perfect”(Revise).

I. Check H/t.

II. Grammar: “Группа Perfect”(Revise).

1) Перевод с русского на английский язык, определить видо-временную форму глаголов. («Грамматика английского языка». Галицинский).

III. Cut a sentence out of an English newspaper or a magazine. Then cut the sentence into separate words or phrases and ask a partner to put them in the correct order.

IV.H/t. 1) подготовиться к игре-повторение.

2) грамматические задания по отдельным карточкам.

LESSON 26 (Практическое занятие №26)

Game-Revision.

- 1) Types of punishment.
- 2) The system of government in the USA.
- 3) The legal system in England.
- 4) The legal system in the USA.

5) Types of courts.

LESSON 27 (Практическое занятие №27)

Учебный материал: А.Я. Зеликман «Английский для юристов», рабочая тетрадь, тетрадь-словарь, Словари: русско-английский и англо-русский, магнитофон, раздаточный материал.

Topic: “Penalties in England ”

Grammar: “Группа Continuous” (Revise).

- I. **Topic:** “PENALTIES IN ENGLAND ” (p. 132. TASK. 4 “JUST ENGLISH”.)
- II. **Grammar:** “Группа Continuous” (Revise).(по индивидуальным карточкам)
- III. **H/t.** 1) индивид. Грамматика по отдельным карточкам;
2) p. 115. Task. 1 (“Just English”)
3) p. 157. № E (“Just English”)

LESSON 28 (Практическое занятие №28)

FINAL TEST № 7

III СЕМЕСТР

LESSON 1 (Практическое занятие №1)

Game-revision

LESSONS 2 - 6(Практические занятия №№2-6).

Учебный материал: А.Я. Зеликман «Английский язык для юристов», Ю.Л.Гуманова «Just English», рабочая тетрадь, тетрадь-словарь, словари: русско-английский и англо-русские, магнитофон.

Theme: “The court system of the USA”

Grammar: “Passive Voice”.

I. **GRAMMAR. PASSIVE VOICE.**

Действительный и страдательный залого в английском языке совпадают со значением соответствующих залогов в русском языке. Глагол в действительном залоге (ACTIVE VOICE) показывает, что действие совершает лицо или предмет, выраженный подлежащим.

He often asks questions

Он часто задаёт вопросы.

Глагол в страдательном залоге (Passive Voice) означает, что действие направлено на предмет или лицо, выраженное подлежащим.

He is often *asked* questions.

Ему часто задают вопросы.

Формы страдательного залога образуются при помощи глагола to be в соответствующей форме и Participle II (Причастие II) смыслового глагола.

	Present	Past	Future
Indefinite	I am asked he (she) is asked we (you, they) are asked	I (he, she) was asked we (you, they) were asked	I (we) will be asked he (she, you, they) will be asked
Continuous	I am being asked he (she) is being asked we (you, they) are being asked	I (he, she) was being asked we (you, they) were being asked	
Perfect	I, we, you, they, he (she) have been asked has been asked	I (he, she, we, you, they) had been asked	I, we, you, they, he, she, will have been asked

Примеры.

Indefinite Passive (to be + Participle II).

1. **The newspapers *are delivered* every morning.** (Present Indefinite Passive) Газеты доставляются каждое утро.
2. **This book *was bought* a month ago.** (Past Indefinite Passive) Эта книга была куплена месяц назад.
3. **The letter *will be mailed* tomorrow.** (Future Indefinite Passive) Письмо будет отправлено завтра.

Continuous Passive (to be + being + Participle II).

1. **The house *is being repaired*.** (Present Continuous Passive) Дом ремонтируется.
2. **When John was ill he *was being taught* at home.** (Past Continuous Passive) Когда Джон болел, его обучали дома.

Perfect Passive (to have + been + Participle II).

1. **This letter *has been brought* by the secretary.** (Present Perfect Passive) Секретарь принёс письмо. (Письмо принесено секретарём)
2. **He decided to become a writer only when his first story *had been published*.** (Past Perfect Passive) Он решил стать писателем, только когда его первый рассказ был напечатан.
3. **By the 1st of July you *will have passed* the last exam.** (Future Perfect Passive) К 1-му июля вы сдадите последний экзамен.

Сказуемое в страдательном залоге может переводиться на русский язык: а) кратким страдательным причастием; б) глаголом на -ся; в) неопределённо-личным

глаголом.

The house is built. а) Дом построен. б) Дом строится. в) Дом строят.
Следует обратить особое внимание на перевод глаголов с предлогом в страдательном залоге. Наиболее распространённые из этих глаголов:

hear of - слышать о

laugh at - смеяться над

look after - присматривать за (кем-либо)

look at - смотреть на

rely on - полагаться на

send for - посылать за

speak of (about) - говорить о

pay attention to - обращать внимание на

take care of - заботиться о

The book is much spoken about.

Об этой книге много говорят.

He can't be relied on. На него нельзя положиться.

В русском переводе не все глаголы сохраняют предлог:

to listen to - слушать что-либо, кого-либо

to look for - искать что-либо

to provide for - обеспечить кого-либо, чем-либо

to explain to - объяснять кому-либо

He was listened to with great attention. Его слушали с большим вниманием

1. Закрепить. Р.193. ex. 12.3.8.

II. "The court system of the USA."

1) Вспомнить судебную систему США. Р.190. ex. 12.3.3.

2) Соотнести название судов и их юрисдикции. Р. 194. Ex. 12.3.12.

III. **Work in team.**

1) Начертить схему федеральных судов США.

2) Познакомить с другими судами США. Р.194. ex. 12.3.12

IV. **Rolls play.**

One of yours is Chief Justice.

The other are corespondents.

Answer the Chief Justice about Courts system in the USA.

V. **Scanning.** Р.199. ex.12.6.2.

Answer some questions.

Sing the song : "Lemon-tree"

H/t. Р.193. ex. 12.3.9. p.197. ex.12.5.1.

LESSONS 7, 8 (ПРАКТИЧЕСКИЕ ЗАНЯТИЯ №№ 7, 8).

Учебный материал: А.Я. Зеликман «Английский язык для юристов»,
Ю.Л.Гуманова «Just English», рабочая тетрадь, тетрадь-словарь, словари: русско-английский и англо-русские, магнитофон.

THEME: "THE KIND OF CRIMES IN THE USA".

Grammar: "Passive Voice" (Revision)

I. Check H/t.

II. Grammar . Simple, Continuous Perfect.

Дать схему.

Passive Voice

(to be + V3)

	Past	Present	Future
Simple	Was + V3 were	Am Is +V3 Are	WILL BE + V3
CONTINUOUS	Was Being + V3 Were	Am Is being +V3 Are	
Perfect	Had been +V3	Have Been + V3 Has	WILL HAVE BEEN + V3.

1) ЗАКРЕПИТЬ. P.207. EX. 13.3.5.

II.

1) CRIMES IN THE USA.

- A) VIOLENCE
- b) ROBBERY
- C) BUGLARY
- D) MURDER
- E) SHOPLIFTING
- F) GUNFIGHT
- G) BEATING
- H) KIDNAPPING

2) CAUSES.

- A) THE POSSIBILITY TO BUY ANY KIND OF WEAPONS AT GUN SHOPS EVERYWHERE IN THE USA.
- B) THE GROWTH OF USING DRUGS, THEY TRY TO ROB, COMMITING BUGLARY OR EVEN MURDERING PEOPLE.
- C) ANOTHER REASON IS THE PROPAGANDA OF VIOLENCE BY MASS MEDIA AND ESPECIALLY TELEVISION AND FILMS.
- D) EVEN THE SPECIAL PROGRAMMES FOR CHILDREN ARE FULL OF SCENE OF VIOLENCE.

III. SCANNING. P. 214. EX. 13.6.1.

V. LISTENING MODULE 6 RECORDING 1

Sing the song : "Lemon-tree"

H/t. P. 209. EX. 13.3.8., p.212. ex. 15.5.1. legal words.

LESSON 9.

Controlwork № 1.

Повторить времена группы Perfect, Present, Past в страдательном залоге.

LESSON 10, 11. (Практические занятия №№10-11).

Учебный материал: А.Я. Зеликман «Английский язык для юристов», Ю.Л.Гуманова «Just English», рабочая тетрадь, тетрадь-словарь, словари: русско-английский и англо-русские, магнитофон, раздаточный материал.

Theme: «English system of law »

Grammar”Выделительный оборот ”.

I. CHECK Н/Т.

II. GRAMMAR.

“ It is ... THAT (WHO)”, КОТОРЫЙ НА РУССКИЙ ЯЗЫК ОБЫЧНО ПЕРЕВОДИТСЯ ПРОСТЫМ ПРЕДЛОЖЕНИЕМ С ДОБАВЛЕНИЕМ ТАКИХ СЛОВ, КАК “ИМЕННО, КАК РАЗ, ТОЛЬКО”, ПРИЧЁМ СОЮЗ THAT (WHO) ПРИ ПЕРЕВОДЕ ОПУСКАЕТСЯ.

Примеры:

1. –It is he who helped me then.
2. It is this book that I want to read now.
- 1) **Закрепление.** p.223. ex. 14.3.4.
- 2) It was she, who you met today.
- 2) It was at 9 o`clock, when you were at home.
- 3) It was later, when you went to the cinema.
- 4) It was at 8 o`clock, when you took train.
- 5) It was Peter, who you saw there.

III. **English system of the law. P. 224. Ex.14.3.6.**

- 1) ПРОЧИТАТЬ И ПЕРЕВЕСТИ ТЕКСТ: “STEVE TELLS ABOUT ENGLISH SYSTEM OF LAW” P. 221. EX. 14.3.3.
- 2) ЗАКРЕПИТЬ. P. 226. EX. 14. 3.15.
- 3) ANSWER SOME QUESTIONS. P.226. EX. 14.3.16.
- 4) СООТНЕСИТЕ НАЗВАНИЯ СУДОВ И ИХ ЮРИСДИКЦИЮ. P.225. EX. 14.3.14.

Sing the song : Wind of Change”

LESSONS 12, 13. (Практические занятия №№ 12-13).

Учебный материал: А.Я. Зеликман «Английский язык для юристов», Ю.Л.Гуманова «Just English», рабочая тетрадь, тетрадь-словарь, словари: русско-английский и англо-русские, магнитофон, раздаточный материал.

Theme : “The law of the USA and the law of the UK”

Grammar: “The .. the”.

I. CHECK H/T.

II. REVISION OF ENGLISH SYSTEM OF LAW. P.221-223. EX. 14.3.3.

- 1) What is the top of the law in the UK.
- 2) What is the difference between criminal and civil law.
- 3) What do you know about Magistrates` courts?
- 4) What is the difference between stipendiary and magistrates/
- 5) What is the county courts?
- 6) What cases does Crown Court deal with/
- 7) How called the judges in the House of Lords?

English system of law.

The Magistrate`s Courts try the majority of all criminal cases and some civil cases. There are two types of magistrates in England. The justices of the peace – J.Ps work part-time and are unpaid. The courts consist of between two and seven magistrates. And the stipendiary magistrates sit alone and have legal training. More serious criminal cases go to the Crown Court. Civil cases are dealt with in County courts. Appeals are heard by higher courts. The accused has the right to trial by jury. There is the Central Criminal Court hears civil cases that can't be decided by county courts. The court of Appeal hears criminal and civil appeals and the House of Lord is the final appellate tribunal..

Make up the scheme of courts system in the USA and in the UK. (раздаточный материал).

III. FIND OUT THE DIFFERENCE AND SIMILARITY BETWEEN SYSTEM OF LAW IN THE UK AND IN THE USA. (НА ОСНОВЕ ДВУХ ТЕКСТОВ).

IV. Grammar.

Сравнительный оборот с парным союзом.

- 1) The harder the work the more money you get.
- 2) The longer I sleep the better I feel.
- 3) The more we study the more we know.

1. Закрепление. p. 225. Ex. 14.3.12.

Game.

Make up the text from the given sentences.

Match words with the correct definitions. (card).

V. SCANNING. P. 230. EX. 14.6.2.

SING THE SONG : WIND OF CHANGE”

V. Listening Module 6 recording 3

H/t. Tell itemized about the system of in the UK and the USA.

LESSONS 14, 15 . (Практические занятия №№ 14-15).

Учебный материал: А.Я. Зеликман «Английский язык для юристов», Ю.Л.Гуманова «Just English», рабочая тетрадь, тетрадь-словарь, словари: русско-английский и англо-русские, магнитофон, раздаточный материал по лексике и грамматике.

THEME: "LEGAL PROFESSIONS IN BRITAIN.

Grammar: "Sequence of tenses."

I. Check H/T.

II. Language activities.

Task1. What are the ways to solve these problems?

-your neighbours bathroom leaked into your ceiling, and they do not want to pay damages;

- you were delayed by a metro accident and missed an impotent business appointment; A couple you know intends to divorce but they cannot decide who their favourite pressure-cooker should belong to;

you rent an apartment and pay for 3 months in advance. At the end of the second month your landlady demands extra fee.

III. **Judicial profession in England.** P. 238. Ex. 15.3.3.

IV. **GRAMMAR.** SEQUENCE OF TENSES.

SEQUENCE OF TENSES. СОГЛАСОВАНИЕ ВРЕМЕН В АНГЛИЙСКОМ ЯЗЫКЕ.

ХАРАКТЕРНАЯ ОСОБЕННОСТЬ АНГЛИЙСКОГО ЯЗЫКА ЗАКЛЮЧАЕТСЯ В Т.Н. СОГЛАСОВАНИИ ВРЕМЁН: ВРЕМЯ ГЛАГОЛА ПРИДАТОЧНОГО ПРЕДЛОЖЕНИЯ ЗАВИСИТ ОТ ВРЕМЕНИ ГЛАВНОГО ПРЕДЛОЖЕНИЯ. ЭТО ПРАВИЛО "СОГЛАСОВАНИЯ ВРЕМЁН" ПРЕДСТАВЛЯЕТ ОСОБУЮ ТРУДНОСТЬ, КОГДА СКАЗУЕМОЕ ГЛАВНОГО ПРЕДЛОЖЕНИЯ ВЫРАЖЕНО ГЛАГОЛОМ В ОДНОЙ ИЗ ФОРМ ПРОШЕДШЕГО ВРЕМЕНИ. В ЭТОМ СЛУЧАЕ В ПРИДАТОЧНЫХ ПРЕДЛОЖЕНИЯХ НЕ МОГУТ УПОТРЕБЛЯТЬСЯ ФОРМЫ НАСТОЯЩЕГО И БУДУЩЕГО ВРЕМЕНИ ГЛАГОЛОВ, ХОТЯ РЕЧЬ ИДЁТ О ДЕЙСТВИЯХ, КОТОРЫЕ СОВЕРШАЮТСЯ В НАСТОЯЩЕМ ИЛИ БУДУТ СОВЕРШАТЬСЯ В БУДУЩЕМ.

Если глагол в главном предложении стоит в одном из прошедших времен, то и глагол придаточного предложения должен стоять в одном из прошедших времен.

Пользуйтесь следующей схемой:

ВРЕМЯ, ТРЕБУЮЩЕЕСЯ ПО СМЫСЛУ И СИТУАЦИИ (в прямой речи)	PRESENT INDEFINITE	PRESENT CONTIN.	PRESENT PERFECT	PAST INDEFIN.	PAST PERFECT	FUTURE INDEFINITE
ВРЕМЯ, УПОТРЕБЛЯЕМОЕ В ПРИДАТОЧНОМ ПРЕДЛОЖЕНИИ (в косвенной речи)	ФАКТИЧЕСКИ PAST INDEFINITE	PAST CONTIN.	PAST PERFECT	PAST PERFECT	PAST PERFECT	FUTURE-IN- THE PAST

В ПОДОБНЫХ СЛУЧАЯХ ВОЗМОЖНЫ ТРИ ОСНОВНЫХ ВАРИАНТА:

1. Действие придаточного предложения происходит одновременно с действием главного предложения: в этих случаях глагол придаточного предложения стоит в **Simple Past** либо в **Past Continuous**. (одновременность)

Например:

Я знал, что он ежедневно играет в теннис.

I knew (that) he played tennis every day.

Я знал, что он играет в теннис и мне не хотелось его беспокоить.

I knew (that) he was playing tennis and I didn't want to disturb him.

2. Действие придаточного предложения предшествует действию главного предложения: в подобных случаях в придаточном предложении употребляется **Past Perfect**. (предшествование)

Например:

Я знал, что Билл ещё не успел прочесть моё письмо.

I knew (that) Bill had not time to read my letter.

3. Действие придаточного предложения относится к будущему времени, а действие главного предложения - к прошедшему; при наличии подобной ситуации в придаточном предложении употребляется т.н. будущее в прошедшем **Future in the Past**. (следование)

Например:

Я знал, что Билл придёт ко мне после 10 часов вечера.

I knew (that) Bill would come to see me after 10 P.M.

Следует иметь в виду, что модальные глаголы **can** и **may** в прошедшем времени имеют формы: **could**, **might**. Формы прошедшего времени названных модальных глаголов следует употреблять в составе сказуемого придаточного предложения, если глагол главного предложения также стоит в прошедшем времени.

Например:

Он сказал, что не может прийти на вечеринку.

He said (that) he could not promise to come to the party.

1) Закрепление. p. 240. Ex. 15.3.6. p. 239. Ex.15.3.4.

Types of legal professions. (раздаточный материал).

Task. Choose the correct definition for each legal professions.

1) Answer a question. What does "take a silk" mean/

Sing the song : "Boulevard of Broken Dreams "

H/t. P.246. ex.15.5.1. p. 240. Ex.15.3.7.

LESSONS 16, 17. (Практические занятия №№ 16-17).

Учебный материал: А.Я. Зеликман «Английский язык для юристов», Ю.Л.Гуманова «Just English», рабочая тетрадь, тетрадь-словарь, словари: русско-английский и англо-русские, магнитофон, раздаточный материал.

Theme: “Who is who in the law.”
Causes of crime. Types of crime”

Grammar: “Indirect speech.”

I. Check H/t

Revision. Legal professions. Give the defenitions (раздаточный материал.).

II. Grammar. Indirect speech.

ПРАВИЛА СОГЛАСОВАНИЯ ВРЕМЁН СОБЛЮДАЮТСЯ В ПРИДАТОЧНЫХ ДОПОЛНИТЕЛЬНЫХ ПРЕДЛОЖЕНИЯХ, В ТОМ ЧИСЛЕ И В КОСВЕННОЙ РЕЧИ. В ОПРЕДЕЛИТЕЛЬНЫХ, СРАВНИТЕЛЬНЫХ, ПРИЧИННЫХ И ДРУГИХ ПРИДАТОЧНЫХ ПРЕДЛОЖЕНИЯХ ОНИ НЕ ДЕЙСТВУЮТ.

	IT IS INTERESTING (NOW).
JIM SAYS (THAT)	IT WAS INTERESTING (YESTERDAY).
	IT WILL BE INTERESTING (TOMORROW).

	IT WAS INTERESTING (NOW).
JIM SAID (THAT)	IT HAD BEEN INTERESTING (YESTERDAY).
	IT WOULD BE INTERESTING (TOMORROW).

Direct Speech	Indirect Speech
this, these	that, those
now	then, at that moment
here	there
today	that day
tomorrow	the next day
the day after tomorrow	two days later
	in two days
yesterday	the day before
the day before yesterday	two days before
ago	before

1) Закрепление.

III. Legal theme.

Causes of crime.

1. Biological sciences: differences in body type, the pattern of brain; the formation of genes.

2. Sociologists: emotional conflicts and health and financial problems, affect family life.

Types of crimes.

1. Crimes against people: ...

- 2 Crimes against property:
- 3. White-collar crimes.

IV. Reading.

Dialogue. P.245. ex.15.4.3.

V. Scanning. P.248.ex.15.6.2.

Text. "Bribery stopped"

VI. Listening Module 6 conversation 2

Sing the song : "Boulevard of Broken Dreams "

H/t. P.246. ex.15.5.1. p.242. ex.15.3.12.

LESSONS 18, 19. (Практические занятия №№ 18-19).

Учебный материал: А.Я. Зеликман «Английский язык для юристов», Ю.Л.Гуманова «Just English», рабочая тетрадь, тетрадь-словарь, словари: русско-английский и англо-русские, магнитофон, раздаточный материал.

Theme: "Human rights".

Grammar: «Бессоюзные предложения».

I. Check H/t.

II. Sound right. []; []; [].p. 253. Ex.16.1.1.,ex. 16.1.3.

III. Word-building.

Compound adjectives. P.254. ex.16.2.1., p.255. ex. 16.2.3.

IV. Human rights.

1) Ознакомьтесь с новыми словами. P.255. ex.16.3.1., ex. 16.3.2.

2) Reading and translating. P.256. ex.16.3.3.

3) Закрепление. p.258. ex. 16.3.4.

Work in team. P.260. ex.16.3.5.

"Who is quickler?"

V. Grammar:

1) Объяснить грамматический материал

2) Закрепление.

Какая группа может составить больше бессоюзных предложений за 5 мин. P.264. ex.16.3.9.

3) Повторение словообразования. P.265. ex.16. 3.14.

VI. **Game in group.** P.264. ex.16.3.10.

Sing the song : "Lost without your love "

H/t. Dictation, "Human rights"

LESSONS 20, 21. (Практические занятия №№ 20-21).

Учебный материал: А.Я. Зеликман «Английский язык для юристов», Ю.Л.Гуманова «Just English», рабочая тетрадь, тетрадь-словарь, словари: русско-английский и англо-русские, магнитофон, раздаточный материал. (вырезки из газеты).

Theme: “Human rights”

Grammar: «Бессоюзные предложения».

Check H/t.

“HUMAN RIGHTS”

- 1) THE RIGHT TO PHYSICAL AND MENTAL INTEGRITY;
- 2) FREEDOM OF CONSCIENCE AND ACTION;
- 3) THE RIGHT TO LEGAL JUSTICE;
- 4) PRIVACY AND FAMILY RIGHTS;
- 5) POLITICAL RIGHTS;
- 6) SOCIAL AND ECONOMIC RIGHTS;

ANSWER SOME QUESTIONS. P.266. ex.16.3.16.

SCANNING. P.248. ex.15.6.2.

GRAMMAR.

- 1) I KNOW SHE STUDIES AT THE ACADEMY.
- 2) I TOLD HIM THE ACADEMY I STUDY AT.
- 3) WE LIKED THE TRAVELLING WE HAVE OCCURED LAST MONTH.

1. ЗАКРЕПЛЕНИЕ. P.264.ex.16.3.11.

Direct into indirect speech. P.34. ex.2.8.1.

Reading newspapers.

- 1) ОПРЕДЕЛИТЬ ТЕМАТИКУ СТАТЬИ;
- 2) ВЫПИСАТЬ КЛЮЧЕВЫЕ СЛОВА.

SING THE SONG : “LOST WITHOUT YOUR LOVE ”

H/t. P.265. ex. 16.3.13. p.265. ex.16.3.15.

LESSONS 22, 23. (Практические занятия №№ 22-23)

Учебный материал: А.Я. Зеликман «Английский язык для юристов», Ю.Л.Гуманова «Just English», рабочая тетрадь, тетрадь-словарь, словари: русско-английский и англо-русские, магнитофон, раздаточный материал.

Theme: “THE CONSTITUTION AND THE BILL OF RIGHTS”

Grammar: “ Direct into Indirect speech”

I. Check H/t.

II. Grammar.

Direct into Indirect speech. (раздаточный материал)

III. Game (Role-play).

WORK IN TEAM. P. 146-148. "JUST ENGLISH"

IV "THE BILL OF RIGHTS". (РАСПЕЧАТКИ. P. 72-73 "JUST ENGLISH"

Sing the song : "Pretty woman"

V. Listening Module 6 conversation 3

H/t. Подготовиться к аттестации б

LESSON 19

REVISION. DIRECT AND INDIRECT.

Topics: "Bill of Rights", "Causes of the crimes, Types of the crimes".

LESSON 24, 25.

Учебный материал: А.Я. Зеликман «Английский язык для юристов», Ю.Л.Гуманова «Just English», рабочая тетрадь, тетрадь-словарь, словари: русско-английский и англо-русские, магнитофон, раздаточный материал.

Grammar: "-ed".

I. LISTENING

MODULE 8. RECORDING 8.

THE STUDENTS MUST ANSWER SOME QUESTIONS:

- 1) WHEN DID RENE AS USUAL WAKE UP?
- 2) WHAT DID HIS BREAKFAST CONSIST OF?
- 3) WHO PHONED HIM/
- 4) DID RENE DRIVE OR GO ON FEET/
- 5) WHAT HAS HAPPENED ?

II. WORD-BUILDING

(COMPOUND NOUNS)

p. 277. Ex. 17.2.1. 17.2.2. 17.2.3.

III. GRAMMAR

VERBS **-ED** : PAST SIMPLE, PERFECT, PASSIVE, PARTICIPLE II.

IV. READING AND UNDERSTANDING.

p. 279. Ex. 17.3.2. Ex. 17.3.3.

TEXT: "PETE AND NELL GO TO THE PICTURES".

SING THE SONG : "HAPPY NEW YEAR "

H/t. P. 282 Ex. 17.3.4. Ex. 17.3.5.

LESSONS 26, 27.

Учебный материал: А.Я. Зеликман «Английский язык для юристов», Ю.Л.Гуманова «Just English», рабочая тетрадь, тетрадь-словарь, словари: русско-английский и англо-русские, магнитофон, раздаточный материал.

I. Check H/t.

II.–ED.

- 1) Закрепить. P. 282 ex. 17.3.5.
- 2) Работа с текстом. P. 285. Ex. 17.3.13.

Who is who?

Vole?

Sir Wilfred/

Mr. Mayherne?

Mrs. Emily French?

Christine?

Janet Mackenzie?

- 3) Дать краткое описание каждого персонажа.

- 4) Вопросы – ответы: ex. 17.3.14 p. 286

II. Photofit.

Низкий/ высокий лоб

Мощный/ мужественный подбородок

Острый нос

Глубокопосаженные глаза

Уши

III. Listening Module 6 recording 6

H/t. P. 283. Ex. 17.3.6. ex. 17.3.11.

LESSONS 28, 29.

Учебный материал: А.Я. Зеликман «Английский язык для юристов», Ю.Л.Гуманова «Just English», рабочая тетрадь, тетрадь-словарь, словари: русско-английский и англо-русские, магнитофон.

Theme: “The System of law in the US and in England”.(Revise).

Grammar: “ The Verbs with –ed”.

I. Check H/t.

II. **Translating.** P. 286. Ex. 17.3.17.

III. Revision.

- 1) ‘The system of law in the US ‘.

Answer the questions. P. 25. Unit V (“Just English”)

1) "The court system of England and Wales"

Answer the questions p. 12. Unit III. ("Just English")

IV. SCANNING PRACTICE. P. 291 EX. 17.6.2.

SING THE SONG : "HAPPY NEW YEAR "

H/t. P. 288. Ex. 17.5.1.

LESSONS 30, 31.

Учебный материал: А.Я. Зеликман «Английский язык для юристов», Ю.Л.Гуманова «JUST ENGLISH», рабочая тетрадь, тетрадь-словарь, словари: русско-английский и англо-русские, магнитофон.

Topic: Review

Grammar: Revise.

I. CHECK H/T.

II. ОПОРНЫЕ СЛОВА К ТОПИКУ: «СУДЕБНАЯ СИСТЕМА В ВЕЛИКОБРИТАНИИ И США»:

GRAET BRITAIN

THE USA

-Consist of;

-Include;

-Preside;

-Hear;

-Take appeal;

-Cannot be decided by;

-County courts;

-The final appellate;

-Tribunal;

-Stipendiary;

-Be unpaid;

-Part-time;

-be determined by the national
or state constitutions and laws;

-break law/rights:

-the judiciary.

III. TRANSLATING. P. 283 EX. 17.3.6. P. 285. EX. 17.3.12. EX. 17.3.17.

IV. H/T. REVISION OF TOPICS AND GRAMMAR.

LESSONS 32

Final test №

LESSON 1 (Практическое занятие №1)

Учебный материал: Ю.Л.Гуманова «Just English», рабочая тетрадь, тетрадь-словарь, словари: русско-английский и англо-русские, магнитофон, «Английский язык. Сборник текстов и упражнений по юриспруденции» Л.Д. Дерун, Л.И. Кругловаб Екатеринбург 2006г.

Game-Revise.

I. Speaking about holidays.

- 1) How did you pass the axams/
- 2) How did you spend your holidays/
- 3) What did you do/

LESSON 2 (Практическое занятие №2)

Учебный материал: Ю.Л.Гуманова «Just English», рабочая тетрадь, тетрадь-словарь, словари: русско-английский и англо-русские, магнитофон, «Английский язык. Сборник текстов и упражнений по юриспруденции» Л.Д. Дерун, Л.И. Круглова, Екатеринбург 2006г.

Topic: “The system of Government in G.B.”

I. **CHECK Н/Т.**

1) TONGUE-TWISTE.

A BIG BLUE BUCKET OF BLUE BLUEBERRIES.

II. **TOPIC.** “THE SYSTEM OF GOVERNMENT IN G.B.”(CARDS)

ДАТЬ ОПОРНЫЕ СЛОВА СМ. 1 КУРС L. 19.

1) ANSWER THE QUESTIONS.

III. **ROLE-GAME**

IV. **Н/Т.** “THE SYSTEM OF GOVERNMENT” p. 45. TASK 1 “JUST ENGLISH”(CARDS).
p. 299. Ex. 18.3.3.

The House of Commons

Cabinet; backbenchers; Prime Minister; ministers; debates; benches; Budget; Speaker; front bench; Opposition; Foreign Secretary; Shadow Cabinet; Home Secretary; Leader of the Opposition; Chencellor of the Exchequer.

This is the House of Commons, where Members of Parliament take their SEATS ON THE GREEN LEATHER (A)_____ ACCORDING TO THEIR PARTY AND POSITION. One of them is chosen to be the (b)_____, who acts as a kind of chairman of the (c)_____ which take place in the House. In front of him on his right sit the MPs of the biggest party, which forms the government, and facing them sit the MPs of the parties who oppose them, the (d)_____. The leaders of these two groups sit at the front on each side. MPs without special positions in their parties sit behind their leaders at the back. They are called (e)_____. The leader of the government, the (f), sits

on the government (g)_____, of course, next to his or her (h)_____. The most important of these form the (i)_____. The minister responsible for relations with other countries is called the (j)_____. The one responsible for law and security is called the (k)_____. The one who deals with financial matters and prepares the annual (l)_____ speech on the economic state of the country is called the (m)_____. Opposite this group sits the (n)_____ (the main person in the largest party opposing the government) and the (o)_____, each member of which specializes in a particular area of GOVERNMENT.

LESSON 3 (Практическое занятие №3)

Учебный материал: Ю.Л.Гуманова «Just English», рабочая тетрадь, тетрадь-словарь, словари: русско-английский и англо-русские, магнитофон, «Английский язык. Сборник текстов и упражнений по юриспруденции» Л.Д. Дерун, Л.И. Круглова, Екатеринбург 2006г.

Topic: “THE SYSTEM OF GOVERNMENT IN G.B.”

Grammar: “Придаточные подлежащее/сказуемое”

I. Check H/t.

II. Grammar;

- 1) Закрепить. P. 303. Ex. 18.3.4.
- 2) Повторить слова к сл. диктанту (дать определения)
- 3) Повторить грамматику. P. 305. ex. 18.3.9.

III. Listening

Answer the questions.

IV. H/t. p. 307. Ex. 18.3.13. ex. 18.3.15.

LESSON 4 (Практическое занятие №4)

Учебный материал: Ю.Л.Гуманова «Just English», рабочая тетрадь, тетрадь-словарь, словари: русско-английский и англо-русские, магнитофон, «Английский язык. Сборник текстов и упражнений по юриспруденции» Л.Д. Дерун, Л.И. Круглова Екатеринбург 2006г.

Topic: “The system of Government in G.B.”

Grammar: “Придаточные подлежащее/сказуемое”

I. Check H/t.

I. DICTATION.

II. REVISE. P. 304. EX. 18.3.7. P. 303. EX. 18.3.6.

III. TRANSLATING P. 304. EX. 18.3.8. P. 305. EX. 18.3.10.

IV. GRAMMAR; P. 306. EX. 18.3.11. P. 305. EX. 18.3.12.

V. TOPIC "THE SYSTEM OF GOVERNMENT IN G.B."

V. H/T. TEXT & TASKS.

A PROPOSED REFORM OF THE HOUSE OF LORDS IN THE UK

JUDGES IN THEIR STATE ROBES AND FULLBOTTOMED WIGS AT THE HOUSE OF LORDS FOR THE STATE OPENING OF PARLIAMENT.

Before reading the text say what you know about the Government of the United Kingdom of Great Britain and Northern Ireland.

The Queen's speech at the opening of Parliament is usually heard in silence. This year, however, something unprecedented happened. When the Queen announced that the government would soon legislate to deprive hereditary aristocrats of their right to vote in the House of Lords, there were sounds of approval from the MPs at the back, and growls of anger from the Lords at the front.

Tony Blair wants to end the absurd anachronism that gives the peers voting rights. He is planning to get rid of the hereditaries but he does not say what will be put in the place of the current House of Lords.

Long ago the Constitution Unit, an independent think-tank, gave warning that abolishing the voting rights of hereditaries before a concrete plan for a reformed House of Lords was made will do no good. It will make the reform process more partisan. It is less likely to lead to a stable solution. The Constitution Unit insists that a 'sunset' clause should be set up, requiring the House of Lords' abolition and replacement after a set period, perhaps seven years, preferably on the basis of a referendum.

An explicitly transitional arrangement looks necessary, since so many other elements in Britain's constitutional arrangements are in flux - - Scottish, Welsh and Northern Irish parliaments, possible electoral reform, elected mayors, possible regional assemblies for England. Many things may change during the transitional period.

Instead of a definite scheme for a new second chamber, Labour is setting up a royal commission to decide on the next stage of reform.

The Government says that it will announce its transitional proposals in a white paper, but they will include the establishment of an independent commission to nominate and vet new life peers. The important issue will be the relationship between the commission and the prime minister: the more members that he continues to appoint (or 'nominate'), the stronger will be the accusation that Mr. Blair's aim is to create a new 'House of Cronies'. It would be far better if this commission could be genuinely independent, perhaps even with commissioners elected in some way, or if it were a commission of the House of Lords itself. Better still if it were to make its nomination according to some openly published rules. And what might a longer-term arrangement look like? That depends on what has happened in the meantime.

1. Write down *Yes* if all the words of each group are synonyms or *No* in the opposite case and explain the difference between the words in English:

Labour — the Government — the MPs —

10 Downing Street.....

the House of Lords — the Lords — the Government.....

hereditary aristocrats — hereditary peers —hereditaries.....

transitional period - - transitional arrangement — transitional proposal

their right to vote — their voting right

2. Make the following Grammar assignments and translate the sentences in the left-hand column into Russian:

1. It is less likely to lead to a stable solution.

Underline the Nominative with Infinitive Construction in this sentence. Say with what other verbs it is used.

2. The more members he continues to appoint the stronger will be the accusation.

Why is the Definite Article used before the words *more* and *stronger*? Make a few similar examples.

3. They speak about a new «House of Cronies» of Mr.Blair's.

Why is the Indefinite Article used here?' What articles are usually used with the names of Governments and their parts?

4. It would be far better if it were a commission of the House of Lords itself.

In what Moods are the verbs used here?

5. Better still if it were to make its nomination according to some openly published rules.

Underline the principal clause of this complex sentence and say what words are missing.

3. What words of the text prove that:

The House of Commons supported the'idea about the reform.

The Prime Minister wanted to put an end to the voting rights of the hereditary peers.

The Prime Minister had nQ concrete programme of the reform.

4. Agree or disagree and substantiate your viewpoint:

The Lords were indifferent to the proposed reform.

The authour of the article supports Labour.

Every change in laws needs a transitional period.

5. Have another look at the picture and diagram accompanying the text and answer the following questions:

• WHAT DO YOU THINK ABOUT THE APPEARANCE OF THE JUDGES?

Do the Judges sitting in the House of Lords have life or hereditary titles, to your mind?

- WHAT ABOUT BISHOPS?
- HOW MANY LIFE AND HEREDITARY PEERS ARE THERE IN THE HOUSE OF LORDS?

For what date were these figures valid?

Why do you think the figures sometimes change?

LESSON 5 (ПРАКТИЧЕСКОЕ ЗАНЯТИЕ №5)

Учебный материал: Ю.Л.Гуманова «Just English», рабочая тетрадь, тетрадь-словарь, словари: русско-английский и англо-русские, магнитофон, «Английский язык. Сборник текстов и упражнений по юриспруденции» Л.Д. Дерун, Л.И. Круглова, Екатеринбург 2006г.

Topic: “MAKING NEW LAWS: BILLS AND ACTS”

Grammar: “First conditional with **if/when**”

I. Check H/t.

II. Grammar:

a) Compare these examples:

Tom: I think I left my lighter in your house. Have you seen it? Ann: No, but I'll have a look. **If I find** it, I'll give it to you.

In this example there is a real possibility that Ann will find the lighter. So she says: 'If I **find ... I'll ...**'

Ann: **If I found** J100 in the street, I would keep it.

This is a different type of situation. Ann is not thinking about a real possibility; she is imagining the situation. So she says. 'If I **found ... I would ...**' (*not* 'If I find ... TIP).

When you imagine a future happening like this, you use a *past* tense (**did/was/found** etc.) after **if**. But the meaning is *not* past:

-What would you do **if** you won a million pounds?

-**If we didn't go** to their party next week, they would be very angry.

-Ann wouldn't lend me any money **if I asked her**.

b) We do not normally use **would** in the **if** part of the sentence:

- I'd be very frightened **if** someone **pointed** a gun at me. (*not* 'if someone would point')

-**If we didn't go** to their party next week, they would be angry, (*not* 'if we wouldn't go')

Sometimes it is possible to say **if ... would**, especially when you ask someone to do something in a formal way:

-I would be very grateful **if** you **would** send me your brochure and price list as soon as possible, (*from a formal letter*)

-'Shall I close the door?' 'Yes, please, **if** you **would**.'

c) In the other part of the sentence (not the **if** part) we use **would/wouldn't**. **Would** is often shortened to 'd, especially in spoken English:

- If you stopped smoking, you'd probably **feel** healthier.
- They **wouldn't come** to the party if you invited them.

You can also use **could** and **might**:

- They **might be** angry if I didn't visit them. (= perhaps they would be)
- If it stopped raining, we **could go** out. (= we would be able to go out)

d) Do not use **when** in sentences like the ones in this unit:

- Tom would be angry if I didn't visit him. (*not* 'when I didn't visit')
- What would you do if you were bitten by a snake? (*not* 'when you were')

III. **Topic:** “How Bills go through Parliament (дать схему) p. 46 task 2 “Just English”.

MAKING NEW LAWS: BILLS AND ACTS

The functions of Parliament are: making laws; providing money for the government through taxation; examining government policy, administration and spending; debating political questions.

No new law can be passed unless it has completed a number of stages in the House of Commons and the House of Lords. The monarch also has to give a Bill the Royal Assent, which is now just a formality. Whilst a law is still going through Parliament it is called a Bill. There are two main types of Bills - Public Bills which deal with matters of public importance and Private Bills which deal with local matters and individuals.

Public and Private Bills are passed through Parliament in much the same way. When a Bill is introduced in the House of Commons, it receives a formal first reading. It is then printed and read a second time, when it is debated but not amended. After the second reading the Bill is referred to a committee. Here it is discussed in detail and amended, if necessary. The Bill is then presented for a third reading and is debated. If the Bill is passed by the Commons it goes to the Lords, and provided it is not rejected by them. After receiving the Royal Assent the Bill becomes an Act of Parliament. It must be published in Statute form, becoming a part of Statute Law. The power of the Lords to reject a Bill has been severely curtailed. The Lords can only delay the passage of a Public Bill, they cannot reject it.

1. Public Bills

introduced by the Government

|
PRIVATE BILLS

INTRODUCED BY LOCAL AUTHORITIES

|
Private Members' Bills

Introduced by MPs
or peers not in the
Government

2. House of Commons

First Reading

Publication is announced

Second Reading

General debate on principles

Committee Stage

Detailed discussion in committee

Report Stage

Committee reports to the House

Third Reading

Formal review of contents of the Bill

3. House of Lords

IF THE BILL HAS

'been introduced in the

Commons, it is then reviewed in the Lords.

Some Bills start in the Lords and then go to the Commons.

The Lords have less formal methods of debating Bills. They can delay but not stop a Bill.

4. Royal Assent

THE BILL IS

signed by the

Queen and becomes

law.

The Royal Assent

is still read out in

Parliament in

NORMAN-FRENCH

"LAREYNELEVEULF

1) ДАТЬ НОВЫЕ СЛОВА:

- АБСОЛЮТНОЕ БОЛЬШИНСТВО;
- ОТКЛОНИТЬ ЗАКОНОПРОЕКТ;
ВЫДВИНУТЬ ЗАКОНОПРОЕКТ;

налогообложение;
внести поправку в законопроект;
обсуждать политические вопросы;
королевская санкция;
ассигновать деньги для нужд правительства;
принять закон;
обсуждать законопроект;
подробно обсудить;
направить законопроект на --рассмотрение;
отложить принятие законопроекта.

2) Объяснить следующие выражения. (p. 47. Task 4 “JUST ENGLISH”)
-STATUTE LAW;

- TO BE PUBLISHED IN STATUTE FORM;
to receive a formal reading;
to enforce an Act of Parliament;
- TO BE SEVERELY CURTAILED;
a money Bill.

IV. Н/Т. CASE 3 p. 123. “ENGLISH” p. 45. TASK 1 “JUST ENGLISH”.

LESSON 6 (Практическое занятие №6)

Учебный материал: Ю.Л.Гуманова «Just English», рабочая тетрадь, тетрадь-словарь, словари: русско-английский и англо-русские, магнитофон, «Английский язык. Сборник текстов и упражнений по юриспруденции» Л.Д. Дерун, Л.И. Круглова, Екатеринбург 2006г.

Topic: “The Executive”

Grammar: “Second Conditional”

I. Check Н/т.

II. Grammar.

If more cities had these laws, America would be a better place to live.

If people smoked in here, we'd go home smelling of cigarettes.

1. Use the Second Conditional to describe an imaginary situation /a real situation in the present or future and its result.

2. In the //clause, use the Present Simple / the Past Simple.

3. In the result clause, would (or ⁹d) is

used because the situation is in the past / imaginary (hypothetical).

4. It is possible to use a modal verb such as could or might instead of would, if you are certain /not sure of the result.

First and Second Conditional:

In a real situation use the First Conditional / Second Conditional.

In a hypothetical situation use the First Conditional /Second Conditional.

The First Conditional /Second Conditional uses the Present Simple + will

The First Conditional /Second Conditional uses the Past Simple + would.

1) Закрепить р. 50. Ex. A, b. (С. А. Шевелёва)

2) Image. P. 51. Ex.d (С. А. Шевелёва)

III. Topic: “The executive”. P. 48-50”Just English”.

The Executive

The executive can be divided into the three parts.

The Privy Council: The Privy Council developed from a small group of royal advisers. Its main role is to advise the monarch on a range of matters. The office of Privy Councillor is an honorary one, conferred, for example, on former Prime Ministers.

The Ministry: The Ministry is the government of the moment. The head of the Ministry is the Prime Minister. The functions of the Prime Minister are: leading the majority party; running the Government; appointing Cabinet Ministers and other ministers; representing the nation in political matters.

All major decisions of the Government are made by the Cabinet. It makes its decisions collectively and is collectively responsible to Parliament.

Government Departments: Government departments are responsible for implementing Government policy. Each department is headed by two people: a political head who is usually the minister, and an administrative head from the Civil Service, called a permanent secretary. They are responsible for a permanent staff which is part of the Civil Service. There are many such departments, for example the Home Office, the Department of Education, the Ministry of Defence, etc. The most important department is the Treasury, and the Prime Minister is usually its political head. It is the Department which controls the economy of the nation.

IV. H/t.

LESSON 7 (Практическое занятие №7)

Учебный материал: Ю.Л.Гуманова «Just English», рабочая тетрадь, тетрадь-словарь, словари: русско-английский и англо-русские, магнитофон, «Английский язык. Сборник текстов и упражнений по юриспруденции» Л.Д. Дерун, Л.И. Круглова, Екатеринбург 2006г.

Торик: “CIVIL AND CRIMINAL PENALTIES”.

Grammar: “Third conditional”

I. Check H/t.

II. Grammar

Use the Third Conditional to talk about a real /hypothetical situation in the present/past.

Form the Third Conditional with:

If+ subject + past perfect + would(n't) have/could(n't) have + past participle.

If I had stayed at work, I wouldn't have spent time with Jack.

Past condition Past result (hypothetical)

or

/ would've cooked dinner, if I'd known you were coming.

Past result (hypothetical) Past condition

In spoken English, have and had are usually contracted to 've and 'd (see example above).

To speak; to tell; to talk

Объяснить разницу. Р. 315. Ex. 18.8.2.

Торик: “CIVIL AND CRIMINAL PENALTIES”. (p. 87. PART III TEXT 1 “АНГЛ.ЯЗ”)

find in text these words. (p. 88. Ex. 1 “АНГЛ.ЯЗ”)

TASK 6. Work in pairs and discuss the following.

1. WHICH PUNISHMENT DO YOU THINK IS APPROPRIATE FOR EACH OF THE FOLLOWING CRIMES?

- A) MURDER OF A POLICEMAN;
- B) VANDALIZING A TELEPHONE BOX;
- C) DRINKING AND DRIVING, WITHOUT CAUSING AN ACCIDENT;

- D) ROBBING A SUPERMARKET WITH A GUN;
- E) STEALING GOODS FROM A SHOP ("SHOP-LIFTING");
- F) PARKING A CAR ILLEGALLY.

2. MATCH THESE ACTUAL SENTENCES FROM BRITISH COURTS WITH THE CRIMES IN QUESTION 1.

- A) FIVE TO TEN YEARS IN PRISON;
- B) A SMALL FIXED PENALTY FINE;

- c) LIFE IMPRISONMENT;
- d) A J400 FINE;
- e) A J200 FINE AND DISQUALIFICATION FROM DRIVING;
- f) 100 HOURS OF COMMUNITY SERVICE.

V. Н/т. case 1 p.121 “Англ.яз”

LESSON 8

Test № 4.

LESSON 9 (Практическое занятие №9)

Учебный материал: Ю.Л.Гуманова «Just English», рабочая тетрадь, тетрадь-словарь, словари: русско-английский и англо-русские, магнитофон, «Английский язык. Сборник текстов и упражнений по юриспруденции» Л.Д. Дерун, Л.И. Круглова, Екатеринбург 2006г.

Topic: “Political parties”.

I. **Topic:** “Political parties”.(P. 56. Task 4 “Just English”).

Political Parties

The main parties in the UK are the Conservative party (right wing), the Labour party (left wing) and the Liberal Democrats (centre).

The Conservative party goes back to the Tories, or Royalists, who originated in King Charles' reign (1660-1685). The Tories were the party that supported Church and King;

THE CONSERVATIVE PARTY BELIEVES IN FREE ENTERPRISE (СВОБОДНОЕ ПРЕДПРИНИМАТЕЛЬСТВО) AND THE IMPORTANCE OF A CAPITALIST ECONOMY, WITH PRIVATE OWNERSHIP PREFERRED (ДАЮЩЕЕ ПРЕИМУЩЕСТВУ) TO STATE CONTROL.

In 1899 the Trade Union Congress summoned (созвать) a special conference of trade unions and socialist bodies to make plans to represent labour in Parliament. The proposal for such a meeting had come from Thomas Steels, a member of the Independent Labour Party which had been formed in 1893. The Labour party believes that private ownership and enterprise should be allowed to flourish (процветать), but not at the expense of (не за счёт) their traditional support of the public services.

There has been a Liberal party in Great Britain since 1868 when the name was adopted by the Whig party. The Whig party was created after the revolution of 1688 and aimed (достигнули цели) to subordinate the power of the Crown to that of Parliament and the upper classes.

THE LIBERAL DEMOCRATS BELIEVE THAT THE STATE SHOULD HAVE SOME CONTROL OVER THE ECONOMY, BUT THAT THERE SHOULD BE INDIVIDUAL OWNERSHIP.

THERE ARE OTHER POLITICAL PARTIES WITHIN THE UK. THE GREEN PARTY OFFERS ECONOMIC AND

INDUSTRIAL POLICIES THAT RELATE DIRECTLY TO THE ENVIRONMENT (ОКРУЖАЮЩЕЙ СРЕДОЙ). THE SCOTTISH NATIONALIST PARTY WANTS INDEPENDENCE FOR SCOTLAND WITHIN THE EUROPEAN COMMUNITY. PLAID CYMRU - THE WELSH NATIONALIST PARTY - IS DETERMINED (УСТАНОВЛЕН) TO PRESERVE (СОХРАНИТЬ) THE WELSH LANGUAGE AND CULTURE AS THE FOUNDATION OF A DISTINCTIVE (РАЗЛИЧИТЕЛЬНОГО) WELSH IDENTITY (НЕЗАВИСИМОГО) WITHIN THE UK.

II. CHOOSE THE STATEMENT THAT YOU LIKE MOST AND DEVELOP THE IDEA. (P. 57. TASK 8. "JUST ENGLISH")

From the Conservative Party Manifesto

The National Health Service: "Because we have created a sound economy, we are in a position to spend more than 'ever before on the National Health Service."

Defence: "We will keep the nuclear deterrent (**ядерное оружие**) and invest in a new nuclear system with Trident."

Unemployment: "As long as we continue with our successful policies for a sound (**крепкая**) economy and more training schemes, unemployment will fall to acceptable (**приемлемый**) levels."

Taxation: "We will continue to cut taxes".

Education: "We will set a basic syllabus (**программа**) with new examinations and tests to ensure that our children are learning."

Priorities: "The most important problem facing the next government

From the Labour Party Manifesto

The National Health Service: "We will spend more money on the NHS and recruit more staff."

Defence: "We will ban all nuclear weapons on British soil."

Unemployment: "We will increase expenditure (**расход**) on civil works, more training schemes and more jobs in the state sector, creating a million jobs in the next two years."

Taxation: "We will raise taxes to fund taxes." our plans for reducing unemployment."

Education: "We will spend more on syllabus with new examinations and equipment and reduce class sizes. Tests to ensure that our children are Teachers will regain the right to strike."

- a) A BAN (**ЗАПРЕТ**) ON NUCLEAR WEAPONS;
- b) CUTS IN TAXATION;
- c) A BASIC NATIONAL EDUCATION SYLLABUS;
- d) MORE JOBS IN THE STATE SECTOR;
- e) AN INCREASE IN TAXATION.

HOW IS THE DATE OF A BRITISH GENERAL ELECTION DECIDED?

III. Н/Т. CHOOSE YOUR PARTY AND THE STATEMENT.

LESSON 10 (Практическое занятие №10)

Учебный материал: Ю.Л.Гуманова «Just English», рабочая тетрадь, тетрадь-словарь, словари: русско-английский и англо-русские, магнитофон, «Английский язык. Сборник текстов и упражнений по юриспруденции» Л.Д. Дерун, Л.И. Круглова, Екатеринбург 2006г.

Topic: “READING THE NEWSPAPERS”.

I. IF YOU WERE A BRITISH VOTER, WHICH PARTY DO YOU THINK YOU WOULD VOTE FOR AND WHY.

II. READING OF NEWSPAPERS.

III. Н/т. CASE 8 (p. 126 “Англ.яз”)

LESSON 11 (Практическое занятие №11)

Учебный материал: Ю.Л.Гуманова «Just English», рабочая тетрадь, тетрадь-словарь, словари: русско-английский и англо-русские, магнитофон, «Английский язык. Сборник текстов и упражнений по юриспруденции» Л.Д. Дерун, Л.И. Круглова, Екатеринбург 2006г.

Topic: “The system of Government in USA”.

Grammar: “Complex object”

I. Check Н/т.

II. Grammar: “Complex object”

E.g. “Bring me a book”, said my brother to me.

My brother wanted me to bring him a book.

a) физ-ое воспр-ие: to see; to hear; to feel.

• I saw Peter cross the street.

b) умств. деятельность: to know; to believe; to think.

• I KNOW HIM TO BE A GOOD SON.

c) TO MAKE; TO GET; TO LET.

• I MADE HIM REPEAT THE RULE.

e) TO WANT; TO LIKE; TO DISLIKE.

To see

to feel ≠ to

To make

To LET

Complex object соответствует придаточному изъяснительному предложению с союзами «что», «как».

III. **Topic:** “THE SYSTEM OF GOVERNMENT IN USA”.(p. 75. UNIT II “JUST ENGLISH”).

The American System of Government

THE CONSTITUTION PROVIDES FOR THREE MAIN BRANCHES OF GOVERNMENT WHICH ARE SEPARATE AND DISTINCT FROM ONE ANOTHER. THE POWERS GIVEN TO EACH ARE CAREFULLY BALANCED BY THE POWERS OF THE OTHER TWO. EACH BRANCH SERVES AS A CHECK ON THE OTHERS.

CONGRESS HAS THE POWER TO MAKE LAWS, BUT THE PRESIDENT MAY VETO ANY ACT OF CONGRESS. CONGRESS, CAN OVERRIDE A VETO BY A TWO-THIRDS VOTE IN EACH HOUSE. CONGRESS CAN ALSO REFUSE TO PROVIDE FUNDS REQUESTED BY THE PRESIDENT. THE PRESIDENT CAN APPOINT IMPORTANT OFFICIALS OF HIS ADMINISTRATION, BUT THEY MUST BE APPROVED BY THE SENATE. THE PRESIDENT ALSO HAS THE POWER TO NAME ALL FEDERAL JUDGES; THEY, TOO, MUST BE APPROVED BY THE SENATE. THE COURTS HAVE THE POWER TO DETERMINE THE CONSTITUTIONALITY OF ALL ACTS OF CONGRESS AND OF PRESIDENTIAL ACTIONS, AND TO STRIKE DOWN THOSE THEY FIND UNCONSTITUTIONAL.

IN FACT AND IN PRACTICE, THEREFORE, THE PRESIDENT (I.E. "THE ADMINISTRATION") IS NOT AS POWERFUL AS MANY PEOPLE OUTSIDE THE US SEEM TO THINK HE IS. IN COMPARISON WITH OTHER LEADERS IN SYSTEMS WHERE THE MAJORITY PARTY FORMS "THE GOVERNMENT", HE IS MUCH LESS SO.

THE HOUSE OF REPRESENTATIVES CONTROLS SPENDING AND FINANCE, SO THE PRESIDENT MUST HAVE ITS AGREEMENT FOR HIS PROPOSALS AND PROGRAMMES. HE CANNOT DECLARE WAR, EITHER, WITHOUT THE APPROVAL OF CONGRESS. IN FOREIGN AFFAIRS, HE IS ALSO STRONGLY LIMITED. ANY TREATY MUST FIRST BE APPROVED BY THE SENATE. IF THERE IS NO APPROVAL, THERE'S NO TREATY. THE RULE IS "THE PRESIDENT PROPOSES, BUT CONGRESS DISPOSES." WHAT A PRESIDENT WANTS TO DO, THEREFORE, IS OFTEN A DIFFERENT THING FROM WHAT A PRESIDENT IS ABLE TO DO.

Congress, the legislative branch of the federal government, is made up of the Senate and the House of Representatives. There are 100 Senators, two from each state. The Senators are elected every two years for six-year terms of office. The Senators represent all of the people in a state and their interests.

The House has 435 members. They are elected every two years for two-year terms. They represent the population of "congressional districts" into which each state is divided.

Congress makes all laws, and each house of Congress has the power to introduce legislation. Each can also vote against legislation passed by the other. Because legislation only becomes law if both houses agree, compromise between them is necessary. Congress decides upon taxes and how money is spent, it regulates commerce among the states with foreign countries. It sets rules for the naturalization of foreign citizens.

Дать новые слова для словарного диктанта:

- Ё избиратель;
- Ё избирательный округ;
- Ё законодатель;
- Ё одобрение Конгресса;
- Ё проводить в жизнь закон;
- Ё быть строго ограниченным;
- Ё опровергнуть вето;
- Ё обеспечивать;
- Ё назначать;
- Ё определять;
- Ё сразить;

- Ё президентские действия;
- Ё предполагать;
- Ё располагать;
- ОБЪЯВЛЯТЬ ВОЙНУ
- денежные средства/фонды

V. Н/т. (р. 76. Task 2.)

TO DIVIDE;	TO MANAGE;	TO WARRANT;
TO BE BASED ON;	TO FOLLOW;	TO PROVIDE;
TO TRACK DOWN;	TO DEAL WITH;	TO CROSS;
TO BE PUT;	TO BE ENFORCED;	TO INVOLVE;
TO BREAK;	TO BE ESTABLISHED;	TO BE PRESENTED.

THE WHOLE SYSTEM OF AMERICAN GOVERNMENT A)____ THE PRINCIPLES B)_____ IN THE CONSTITUTION AND BILL OF RIGHTS. THE PEOPLE BELIEVE THAT THE GOVERNMENT SHOULD C)_____ A FRAMEWORK OF LAW AND ORDER IN WHICH THEY ARE LEFT FREE TO RUN THEIR OWN LIVES.

The state governments d)_____ much the same pattern as the federal government. Each has a governor as the chief executive, with power e)_____ among the Executive, Legislative and Judicial branches. State governments f)_____ such affairs as maintaining order, educating children and young adults, and building highways. The federal government g)_____ national problems and international relations and with regional problems that h)_____ more than one state. Laws affecting the daily lives of citizens i)_____ by police in the cities and towns. Agents of the Federal Bureau of Investigation - the famous FBI - j)_____ criminals who k)_____ state borders or who l)_____ federal laws.

Before an accused person can m)_____ on trail for a serious crime in a federal court - or in the courts of many states - the case must n)_____ o)_____ to a grand jury of private citizens who decide whether there is enough evidence of probable guilt p)_____ a trial.

LESSON 12 (ПРАКТИЧЕСКОЕ ЗАНЯТИЕ №12)

Учебный материал: Ю.Л.Гуманова «Just English», рабочая тетрадь, тетрадь-словарь, словари: русско-английский и англо-русские, магнитофон, «Английский язык. Сборник текстов и упражнений по юриспруденции» Л.Д. Дерун, Л.И. Круглова, Екатеринбург 2006г.

Topic: “CONGRESS, THE PRESIDENT.”

Grammar: “Complex object”(Revise)

I. CHECK Н/т.

II. GRAMMAR: “COMPLEX OBJECT”(REVISE)(«ГРАММАТИКА АНГЛ.ЯЗ» ГАЛИЦИНСКИЙ)

IV. **Topic:** "Congress, the President." (p. 77. Task 5; 6. P. 78. Task 7, 9.)

Congress

Congress, the legislative branch of the federal government, is made up of the Senate and the House of Representatives. There are 100 Senators, two from each state. One third of the Senators are elected every two years for six-year terms of office. The Senators represent all of the people in a state and their interests.

The House has 435 members. They are elected every two years for two-year terms. They represent the population of "congressional districts" into which each state is divided. The number of Representatives from each state is based upon its population. For instance, California, the state with the largest population, has 45 Representatives, while Delaware has one. There is no limit to the number of terms a Senator or a Representative may serve. Almost all elections in the United States follow the "winner-take-all" principle: the candidate who wins the largest number of votes in a Congressional district is the winner.

The House of Representatives meets in the left wing of the Capitol, and the Senate occupies the right wing. Before a site was selected for a new national capital and the government buildings were constructed there, Congress met in the former County Courthouse in Philadelphia.

Congress makes all laws, and each house of Congress has the power to introduce legislation. Each can also vote against legislation passed by the other. Because legislation only becomes law if both houses agree, compromise between them is necessary. Congress decides upon taxes and how money

TASK 1.

THE (ЗАКОНОДАТЕЛЬНАЯ ВЕТВЬ) - (КОНГРЕСС) - CONSISTS OF THE (СЕНАТА) AND THE (ПАЛАТА ПРЕДСТАВИТЕЛЕЙ). EACH (СЕНАТОР) IS ELECTED FOR SIX YEARS AND EACH (ПРЕДСТАВИТЕЛЬ) FOR TWO YEARS, WITH NO LIMITATION ON THE NUMBER OF (СРОКОВ).

Each of the 50 states elects two (сенатор) under a system in which one-third of the (Сенат) is elected every two years. A (сенатор) must be (старше) 30 years old and must have been an American citizen for (по меньшей мере) nine years.

The (Палата Представителей) has 435 members. Each state is divided into congressional districts of roughly (равное) population, and the (избиратели) of each district elect one (представитель) to (Конгресс). A member must be (старше) 25 years of age and must have been an American citizen for at least seven years.

Both (палата) of (Конгресс) must (одобрить) bills before they become law. The (Сенат) alone (утверждает) the President's (кандидаты) for high-level official positions and (ратифицирует) treaties with other nations.

THE PRESIDENT AND FEDERAL DEPARTMENTS

The President of the United States is elected every four years to a four-year term of office, with no more than two full terms allowed. As is true with Senators and

Representatives, the President is elected directly by the voters (through state electors). In other words, the political party with the most Senators and Representatives does not choose the President. This means that the President can be from one party, and the majority of those in the House of Representatives or Senate (or both) from another. This is not uncommon.

Thus, although one of the parties may win a majority in the midterm elections (those held every two years), the President remains President, even though his party may not have a majority in either house. Such a result could easily hurt his ability to get legislation through Congress, which must pass all laws, but this is not necessarily so. In any case, the President's policies must be approved by the House of Representatives and the Senate before they can become law. In domestic as well as in foreign policy, the President can seldom count upon the automatic support of Congress, even when his own party has a majority in both the Senate and the House. Therefore, he must be able to convince Congressmen, the Representatives and Senators, of his point of view. He must bargain and compromise. This is a major difference between the American system and those in which the nation's leader represents the majority party or parties, that is parliamentary systems.

- V. Н/т. 1) MAKE UP SOME QUESTIONS TO TOPIC.
2) CASE 14. P. 134 («АНГЛИЙСКИЙ ЯЗЫК»)

LESSON 13 (Практическое занятие №13)

Учебный материал: Ю.Л.Гуманова «Just English», рабочая тетрадь, тетрадь-словарь, словари: русско-английский и англо-русские, магнитофон, «Английский язык. Сборник текстов и упражнений по юриспруденции» Л.Д. Дерун, Л.И. Круглова, Екатеринбург 2006г.

Топик: “CONGRESS. THE PRESIDENT”.(REVISE)

Grammar: “Complex subject”

I. CHECK Н/т.

II. GRAMMAR: “COMPLEX SUBJECT”

1) С ГЛАГОЛАМИ ФИЗИЧЕСКОГО ВОСПРИЯТИЯ, СТОЯЩ. В СТРАДАТЕЛЬНОМ ЗАЛОГЕ.

He was seen to cross the street.

2) С ГЛАГОЛАМИ TO SAY, TO REPORT, TO ANNOUNCE В СТРАДАТЕЛЬНОМ ЗАЛОГЕ.

He is said to be a good pupil.

3) Умственное восприятие в страдательном залоге.

He is known to be a good pupil.

4) **To seem; to appear; to happen; to turn out.**

He seemed to be a good pupil.

5) **to be likely; to be sure; to be certain.**

He is likely **to go** there.

III. **Topic:** "Congress. The President".(Revise)

Пресс-конференция

IV. **Listening.**

V. **H/t.** Case 17, 18. pp. 136, 137 («Английский язык»)

LESSON 14 (Практическое занятие №14)

Учебный материал: Ю.Л.Гуманова «Just English», рабочая тетрадь, тетрадь-словарь, словари: русско-английский и англо-русские, магнитофон, «Английский язык. Сборник текстов и упражнений по юриспруденции» Л.Д. Дерун, Л.И. Круглова, Екатеринбург 2006г.

Topic: "Federal Departments".

Grammar: "Complex subject"

I. **Check H/t.**

II. **Grammar:** "Complex subject"(Revise) («Грамматика английского языка» Галицинский)

III. **Topic:** "Federal Departments".

The Department of State, headed by the Secretary of State, advises the President on foreign relations. This department handles all peaceful dealings with other countries.

The Treasury Department manages government finances, collects taxes, mints coins and prints paper money. The Secret Service, which protects the President and the Vice President, their families

The Department of Defence is responsible for the nation's security. The Secretary of Defence is assisted by the Secretaries of the Army, Navy and Air Force.

The Department of Justice, headed by the Attorney General, acts for the government in legal matters and moves against violators of federal laws.

The Department of the Interior protects and develops the nation's natural resources and manages the national parks.

The Department of the Agriculture aids food production and looks after the interests of farmers.

The Department of Labour is concerned with the working conditions, safety and welfare of the nation's nonfarm workers.

The Department of Commerce helps develop domestic commerce as well as trade with other countries, particularly in the mining, manufacturing and transportation

industries.

the Department of Health, Education and Welfare was reorganized into two separate agencies: the Department of Health and Human Services (HHS) and the Department of Education.

The Cabinet-level Department of Housing and Urban Development was created in 1965 to help provide adequate housing, particularly for low-income groups, and to foster large-scale urban renewal programmes.

The Department of Energy, It is responsible for research, development and demonstration of energy technology; energy conservation; the nuclear weapons programme; regulation of energy production and use; pricing and allocation; and a central energy data collection and analysis programme.

LESSON 15 (Практическое занятие №15)

Учебный материал: Ю.Л.Гуманова «Just English», рабочая тетрадь, тетрадь-словарь, словари: русско-английский и англо-русские, магнитофон, «Английский язык. Сборник текстов и упражнений по юриспруденции» Л.Д. Дерун, Л.И. Круглова, Екатеринбург 2006г.

Topic: “Political parties”.

I. CHECK H/T.

II. “FEDERAL DEPARTMENTS ” (REVISE) (CARDS)

III. Topic: “Political parties”.

Political parties

The Constitution says nothing about political parties, but over time the US has in fact developed a two-party system. The two leading parties are the Democrats and the Republicans. There are other parties besides these two, and foreign observers are often surprised to learn that among these are also a Communist party and several Socialist parties. Minor parties have occasionally won offices at lower levels of government, but they do not play a role in national politics. In fact, one does not need to be a member of a political party to run in any election at any level of government. Also, people can simply declare themselves to be members of one of the two major parties when they register to vote in a district.

Sometimes, the Democrats are thought of as associated with labour, and the Republicans with business and industry. Republicans also tend to oppose the greater involvement of the federal government in some areas of public life which they consider to be the responsibility of the states and communities. Democrats, on the other hand, tend to favour a more active role of the central government in social matters.

To distinguish between the parties is often difficult, however. Furthermore, the

traditional European terms of "right" and "left", or "conservative" and "liberal" do not quite fit the American system. Someone from the "conservative right", for instance, would be against a strong central government. Or a Democrat from one part of the country could be very "liberal", and one from another part, quite "conservative". Even if they have been elected as Democrats or Republicans, Representatives or Senators are not bound to a party programme, nor are they subject to any discipline when they disagree with their party.

While some voters will vote a "straight ticket", in other words, for all of the Republican or Democratic candidates in an election, many do not. They vote for one party's candidate for one office, and another's for another. As a result, the political parties have much less actual power than they do in other nations.

In the US, parties cannot win seats which they are then free to fill with party members they have chosen. Rather, both Representatives and Senators are elected to serve the interests of the people and the areas they represent, that is, their "constituencies".

IV. H/t. p. 96-97. Task 1,2.

TASK 1 Complete the following text with the words and phrases from the box, using them in the appropriate form.

constitution; structure; voter; national; to name; federal; government; to vote; responsibility; violation;

law; to govern; to be elected (2); to be appointed; to be removed from office. union of 50 states, with District of government. The Constitution outlines

The United States is a (a)_____ Columbia as the seat of the (b)_____ (c)_____ of the national government and specifies its powers and activities. Other government activities are the (d)_____ of the individual states, which have their own (e)_____ and (f)_____. Within each state there are counties, townships, cities and villages, each of which has its own elective (g)_____.

All government in the United States is "of, by and for the people". Members of Congress, the President, state officials and those who (h)_____ counties and cities (i)_____ by popular vote. The President (j)_____ the heads of federal departments while judges are either (k)_____ directly by the people or (l)_____ by elected officials, (m)_____ mark unsigned ballots in private booths, so that no one else can find out for whom a citizen (n)_____. Public officials may (o)_____ for failing to perform their duties properly, as well as for serious (p)_____ of law.

TASK 2. Complete the following statements with the appropriate and expressions from the Unit.

A.

The US Constitution sets the basic form of government: _____. The Bill ultimate power under the Constitution, in fact, belongs to _____. The Bill of Rights declares such fundamental rights of any American as _____.

B.

THE SUPREME COURT OF THE USA CONSISTS OF _____. THEY ARE APPOINTED BY _____, AND MUST BE APPROVED BY _____. A DECISION OF THE SUPREME COURT _____ TO ANY OTHER COURT. THE SUPREME COURT HAS DIRECT JURISDICTION IN THE FOLLOWING KINDS OF CASES: _____. ALL OTHER CASES ARE _____. THE ONLY power of the Supreme Court which is not stated in the Constitution is the power of _____.

C.

ALL THE FIFTY STATES OF AMERICA HAVE __ FORM OF GOVERNMENT. THE EXECUTIVE BRANCH OF THE GOVERNMENT IN EACH STATE IS HEADED BY ____ AND THE JUDICIAL BRANCH IS REPRESENTED BY _____. EACH STATE HAS ITS OWN _____ WHICH MUST NOT INTERFERE WITH _____.

D.

THERE IS A TWO-PARTY SYSTEM IN THE USA. THE DEMOCRATIC PARTY IS USUALLY ASSOCIATED WITH _____, AND THE REPUBLICANS, WITH _____. ANYONE WHO _____ MAY VOTE IN THE PRESIDENTIAL ELECTION IN THE US. THOSE WHO WANT TO VOTE MUST _____ BEFORE THE ELECTION TAKES PLACE. THE NATIONAL PRESIDENTIAL ELECTIONS CONSIST OF TWO SEPARATE CAMPAIGNS: ONE IS _____; THE OTHER IS _____.

TASK 3. Define the following word-combinations. with examples.

JUDICIAL REVIEW;

Executive Power;

Separation of Powers;

bicameral legislature;

majority party.

TASK 4. Give the words with the opposite meanings to:

TO APPROVE;

majority;

consent;

to win;

TO ALLOW.

LESSON 16 (Практическое занятие №16)

Учебный материал: Ю.Л.Гуманова «Just English», рабочая тетрадь, тетрадь-словарь, словари: русско-английский и англо-русские, магнитофон, «Английский язык. Сборник текстов и упражнений по юриспруденции» Л.Д. Дерун, Л.И. Круглова, Екатеринбург 2006г.

TOPIC-TEST.

LESSON 17 (Практическое занятие №17)

Учебный материал: Ю.Л.Гуманова «Just English», рабочая тетрадь, тетрадь-словарь, словари: русско-английский и англо-русские, магнитофон, «Английский язык. Сборник текстов и упражнений по юриспруденции» Л.Д. Дерун, Л.И. Круглова, Екатеринбург 2006г.

Торіс: “MAIN TYPES OF SENTENCES”.

- I. Вспомнить все виды наказания. (cards)
- II. Дать дополнительную информацию р. 92.text.3.(«Анг.яз»)

“Main Types of sentences”.

Absolute discharge: No financial penalty, no conditions.

Conditional discharge: No financial penalty, but if the offender commits a similar crime in the stated period (12 months, say), he can be brought back and given a more severe sentence for the original offence.

Fine: Up to 12,000 at magistrates' courts, unlimited in the Crown Court.

Probation order: The offender is placed **under the supervision of a probation officer** for specified period (often 1 or 2 years), who has to have regular contact with him. Other conditions can also be attached, such as that the offender must take **medical treatment**.

Community service order: It is expressed in hours (between 40 and 240). The offender carries out socially useful tasks, such as helping with **the disabled**, or decorating elderly people's houses, at weekends and other spare time.

Suspended sentence of imprisonment: For example, 'nine months suspended for two years'. If the offender commits another offence within the stated period, the original sentence can (at **the discretion** of judge or magistrate) be activated, and he can be made **to serve** it after any sentence imposed for the subsequent offence.

Imprisonment: The offender goes to prison. The usual **remission** is one-third of the sentence. He will also, in many cases, become **eligible** to be released **on parole** after one-third of his sentence. The grant of parole is discretionary.

The range of sentences for young offenders (under 21) is slightly different. There is now a single **custodial sentence** of up to 6 months for young offenders aged between 14 and 20. The institution to which a particular offender will be sent will depend on the youngster's age and **the length of the sentence**. Other sentences include **a fine** (which can sometimes be ordered to be paid by the parents); **a supervision order**, like an adult's **probation order**; and **an attendance centre order** - the young offender spends up to 24 hours, often on successive Saturday afternoons, doing brisk exercises and getting instructions in recreational activities.

1) ЗАКРЕПИТЬ. Р. 94. EX. 5.(«Анг.яз»).

SAY WHICH OF THE FOLLOWING PEOPLE YOU CONSIDER TO BE COMMITTING A SERIOUS CRIME AND WHAT PUNISHMENT YOU WOULD GIVE THEM FOR IT.

1. A DRIVER WHO KNOCKS DOWN A PEDESTRIAN AND DOESN'T STOP.

2. AN OFFICE WORKER WHO STEALS MONEY FROM THE FIRM'S CASH BOX.
3. A SHOPLIFTER WHO HAS ENOUGH MONEY TO PAY FOR THE STOLEN GOODS.
4. A FOOTBALL FAN WHO STARTS A FIGHT WITH A FAN OF THE RIVAL TEAM.
5. A PERSON WHO IS STOPPED AT THE CUSTOMS FOR POSSESSING DRUGS.
6. SOMEONE WHO GIVES AWAY HIS COUNTRY'S SECRETS TO A FOREIGN POWER.
7. A PERSON WHO BUYS GOODS KNOWING THAT THEY ARE STOLEN.
8. A PERSON WHO KILLS A BURGLAR IN HIS OWN HOUSE.
9. Someone who drives the getaway car in an armed robbery.
10. A DOCTOR WHO GAVE AN OVERDOSE OF MEDICINE TO AN 85-YEAR-OLD PATIENT WHO WAS SERIOUSLY ILL. THE PATIENT HAD ASKED THE DOCTOR TO DO IT.

III. Н/т. Р. 94. Ex. 3.p. 95.ex.7.(“Анг.яз”)

LESSON 18 (Практическое занятие №18)

Учебный материал: Ю.Л.Гуманова «Just English», рабочая тетрадь, тетрадь-словарь, словари: русско-английский и англо-русские, магнитофон, «Английский язык. Сборник текстов и упражнений по юриспруденции» Л.Д. Дерун, Л.И. Круглова, Екатеринбург 2006г.

READING THE NEWSPAPERS

GRAMMAR: “INFINITIVE”

I. Check Н/т

II. Grammar: “Infinitive”

1) Закрепить. (“Грамматика англ.яз” Галицинский)

III. Reading of the newspaper.

IV. Н/т. case 21. Ex. 1, 3.

LESSON 19 (Практическое занятие №19)

Учебный материал: Ю.Л.Гуманова «Just English», рабочая тетрадь, тетрадь-словарь, словари: русско-английский и англо-русские, магнитофон, «Английский язык. Сборник текстов и упражнений по юриспруденции» Л.Д. Дерун, Л.И. Круглова, Екатеринбург 2006г.

Grammar: “Infinitive”. (Revise)

I. CHECK Н/т.

II. GRAMMAR: “INFINITIVE”. (REVISE) (“ГРАММАТИКА АНГ.ЯЗ” ГАЛИЦИНСКИЙ).

III. Practice in the cases.

CASE 17, CASE 18, CASE 19 («АНГ.ЯЗ»).

IV. Listening.

ANSWER THE QUESTIONS.

V. Н/т. ТЕХТ 9. Р. 83. Ех. 7, 9. Р. 85-86 («Анг.яз»).

LESSON 20 (Практическое занятие №20)

Учебный материал: Ю.Л.Гуманова «Just English», рабочая тетрадь, тетрадь-словарь, словари: русско-английский и англо-русские, магнитофон, «Английский язык. Сборник текстов и упражнений по юриспруденции» Л.Д. Дерун, Л.И. Круглова, Екатеринбург 2006г.

Торіс: “The police in the US”.

I. СHECK Н/т.

II. Топіс: “THE POLICE IN THE US”.

Разобрать структуру полиции в США.

III. Practice in a case.

р. 95. Ех. 7, 8. Р. 96. Ех. 9. («Анг.яз»).

IV. Н/т. р. 109. Ех. 1 («Анг.яз»).

LESSON 21 (Практическое занятие №21)

Учебный материал: Ю.Л.Гуманова «Just English», рабочая тетрадь, тетрадь-словарь, словари: русско-английский и англо-русские, магнитофон, «Английский язык. Сборник текстов и упражнений по юриспруденции» Л.Д. Дерун, Л.И. Круглова, Екатеринбург 2006г.

I. Dramatize the trial on “Shoplifting”.

р.196. Follow the order given in ex. 1-12 on p. 192-196.

- 1) СТУДЕНТЫ ДОЛЖНЫ ЗАРАНЕЕ ОЗНАКОМИТЬСЯ С ТЕКСТОМ.
- 2) ВЫБРАТЬ ДЛЯ СЕБЯ РОЛЬ
- 3) ПОДГОТОВИТЬ СВОЁ ВЫСТУПЛЕНИЕ ПЕРЕД СУДОМ ПРИСЯЖНЫХ.

II. Н/т. CASE 38. Р. 169. «Анг.яз»; ПОДГОТОВИТЬСЯ К “THE GAME-REVISION”.

LESSON 22 (Практическое занятие №22)

Учебный материал: Ю.Л.Гуманова «Just English», рабочая тетрадь, тетрадь-словарь, словари: русско-английский и англо-русские, магнитофон, «Английский язык. Сборник текстов и упражнений по юриспруденции» Л.Д. Дерун, Л.И. Круглова, Екатеринбург 2006г.

Game-Revision.

- 1) The System of Government in the US.
- 2) The System of Government in the UK.
- 3) Types of punishment.
- 4) Other legal words.

H/t. p. 143. Ex. 4.ex. 1 («Анг.яз»)

LESSON 23 (ПРАКТИЧЕСКОЕ ЗАНЯТИЕ №23)

Учебный материал: Ю.Л.Гуманова «Just English», рабочая тетрадь, тетрадь-словарь, словари: русско-английский и англо-русские, магнитофон, «Английский язык. Сборник текстов и упражнений по юриспруденции» Л.Д. Дерун, Л.И. Круглова, Екатеринбург 2006г.

GRAMMAR: “CONDITIONALS” (I, II, III) (REVISE)

III. CHECK H/T.

IV. **GRAMMAR: CONDITIONALS (REVISE) (CARDS).**

V. **GAME: “KIDNAPPING”**

CUT A SENTENCE OUT OF AN ENGLISH NEWSPAPER OR A MAGAZINE. THEN CUT THE SENTENCE INTO SEPARATE WORDS OR PHRASES AND ASK A PARTNER TO PUT THEM IN THE CORRECT ORDER.

VI. **H/T. 1) CASE 30. Ex. 1, 2, 4.**

2) ГРАММАТИЧЕСКИЕ ЗАДАНИЯ ПО ИНДИВИДУАЛЬНЫМ КАРТОЧКАМ.

LESSON 24 (ПРАКТИЧЕСКОЕ ЗАНЯТИЕ №24)

Учебный материал: Ю.Л.Гуманова «Just English», рабочая тетрадь, тетрадь-словарь, словари: русско-английский и англо-русские, магнитофон, «Английский язык. Сборник текстов и упражнений по юриспруденции» Л.Д. Дерун, Л.И. Круглова, Екатеринбург 2006г.

GRAMMAR: “PARTIZIPIEN I, II” (REVISE)

I. **CHECK H/T.**

II. **GRAMMAR: “PARTIZIPIEN I, II” (REVIS) (CARDS)**

III. **CASE IN PRACTICE: CASE 38. Ex. 1**

IV. **H/T. ГРАММАТИЧЕСКИЕ ЗАДАНИЯ ПО ИНДИВИДУАЛЬНЫМ КАРТОЧКАМ.**

LESSON 25 (ПРАКТИЧЕСКОЕ ЗАНЯТИЕ №25)

Учебный материал: Ю.Л.Гуманова «Just English», рабочая тетрадь, тетрадь-словарь, словари: русско-английский и англо-русские, магнитофон, «Английский язык. Сборник текстов и упражнений по юриспруденции» Л.Д. Дерун, Л.И. Круглова, Екатеринбург 2006г.

GRAMMAR: “SEQUENCE OF TENSES” (REVISE)

Topic: “The profession of a lawyer”

- I. ЧЕК Н/Т.
II. **GRAMMAR:** “SEQUENCE OF TENSES” (REVISE) (CARDS “ГРАММАТИКА АНГ.ЯЗ” ГАЛИЦИНСКИЙ).
III. **Topic:** “The profession of a lawyer”
1) The Bar.
2) Notary Service.
3) The Prosecutor’s offic.
4) Militia.
IV. **Н/т.** подготовиться к зачёту по теории грамматики английского языка.

LESSON 26 (Практическое занятие №26)

Зачёт по теории грамматики английского языка.

Для группы СОП

LESSON 1(Практическое занятие №1)

Выявление уровня знаний по английскому языку в виде тестов. Студентам необходимо выбрать правильный вариант ответа.

Test

V-I

II. Choose the best answer

2. ... is a doctor.
a) he b) they c) I
3. My aunt and my uncle have got two children. Both ... children are girls.
A) MY B) THEIR C) HER
4. It ... MY PARENT’S CAR.
A) AM B) IS C) ARE
5. THERE ARE MANY ... IN THE BOOKCASE.
A) SHELVES B) SHELF C) SHELF
6. OUR ... ARE IN THE AQUARIUM.
A) FISHES B) FISH C) FISHIES
7. THERE ARE ... NEW PUPILS IN OUR GROUP.
A) MANY B) MUCH C) LITTLE
8. THERE ... A TABLE AND TWO ARM-CHAIRS IN MY ROOM.
A) IS B) ARE
9. WE SHALL GO THERE ... BUS.
A) ON B) IN C) BY
10. THEY ... TO THE CINEMA EVERY SUNDAY.
A) GO B) GOES C) GOING
11. I CAN’T LEARN THIS POEM BY HEART. ... IS VERY LONG.
A) IT B) HE C) THEY

II Complete this text using the correct form of the verbs.

LAST WEEK I ... (1) TO THE THEATRE. I HAD A VERY GOOD SEAT. THE PLAY WAS VERY INTERESTING, BUT I DID NOT ENJOY IT. A YOUNG MAN AND A YOUNG WOMAN ... (2) BEHIND ME. THEY WERE TALKING LOUDLY. I ... (3) VERY ANGRY. I ... (4) HEAR THE ACTORS. I TURNED ROUND. I ... (5) AT THE MAN AND THE WOMAN ANGRILY. THEY ... (6) ANY ATTENTION. IN THE END, I COULD NOT BEAR IT. I ... (7) ROUND AGAIN. "I CAN'T HEAR A WORD!" I SAID ANGRILY. "IT'S NONE OF YOUR BUSINESS, THE YOUNG MAN SAID RUDELY. THIS ... (8) A PRIVATE CONVERSATION!"

1. 1) go 2) WENT
 3) was going 4) will go
2. 1) was sitting 2) will be sitting
 3) were sitting 4) sit
3. 1) get 2) were getting
 3) got 4) is getting
4. 1) could to 2) could not
 3) can 4) can not
5. 1) looked 2) were looking
 3) has looked 4) has looked
6. 1) paid 2) did not pay
 3) pay 4) do not pay
7. 1) turned 2) has turned
 3) will turn 4) turn
8. 1) are 2) is
 3) was 4) were

IV. TRANSLATE FROM RUSSIAN INTO ENGLISH.

2. Книги были украдены из музея.
3. Эта работа будет выполнена к завтрашнему числу.
Меня спрашивает учитель.
Деревья уже посадили в парке.
Их дом построен из древесины.

TEST

V-II

II. CHOOSE THE BEST ANSWER

1. ... IS A DOCTOR.
a) he b) they c) I
3. MY AUNT AND MY UNCLE HAVE GOT TWO CHILDREN. BOTH ... CHILDREN ARE GIRLS.

3) was spending 4) will spend

9. 1) did not write 2) writes
3) write 4) do not write

III. Translate from Russian into English.

2. Письма были написаны ручкой.

3. Этот отель будет построен к следующему году..

Это блюдо готовится скоро.

Его только что спросили.

Машина вымыта Недом вчера.

LESSONS №2,3 (Практические занятия №№2,3)

Учебный материал: Методическое пособие «Английский язык», учёба в УрГЮА, рабочая тетрадь, тетрадь-словарь, Словари: русско-английский и англо-русский, раздаточный материал по лексике и грамматике.

Theme: “The Urals State Law Academy”

Grammar: “Present Simple, Past Simple, Future Simple”

THE URALS STATE LAW ACADEMY

The Law Academy is one of the biggest leading higher educational institutions in our country. Its foundation goes back to April 1931. It was formed on the basis of the Irkutsk State University as a law faculty. Later it was reorganized into the Siberian Institute of Soviet Law. In 1934 the Institute moved into Sverdlovsk, got the name of the Sverdlovsk Institute of Law and bore this name till 1992. Now it is called the Urals State Law Academy.

The Academy is situated in Yekaterinburg, among other higher schools such as the Urals State University, the Mining Academy, the Medical Academy, the Pedagogical University, the Technical University and others.

Till 1976 there was only one faculty at the Sverdlovsk Law Institute - the Law faculty. In 1976 the following three faculties were set up at the full-time department: the Judge and Prosecutor Training-Faculty, the Investigator and Criminalist Training Faculty and the Faculty of Legal Service in the National Economy System. Later, two of them were united into the Law Faculty. And the Faculty of Legal Service was given a new name - the Business Law Faculty. Besides, a Customs Department was formed.

At present, the Academy has seven institutes at the day department: the Institute of the Prosecutor's Office, the Institute of Justice, the Institute of Business and Law, the Institute of the Bar, the Institute of External Economic Relations, the Institute of Management and Law, the Institute of Agroecconomics, Ecology and Law; and five faculties: the Bachelor Training Faculty, the Master Training Faculty, the Faculty of Shortened Educational Programmes, the Faculty of Psychology and Law and the Faculty

of the Secondary Professional Education.

Besides the full-time department there is also a part-time department and a correspondence department. The Academy is housed in three study buildings with libraries and reading halls where the students are able to get ready for their classes. There are also snack bars and dining halls where the students can have a snack or dinner during breaks or after classes.

The Academy possesses a high intellectual potential: over 50 full professors (Doctors of Sciences), more than 150 assistant professors (Kandidats more than 150 assistant professors (Kandidats of Sciences), many experienced lecturers work at the Academy. The teaching staff is over 500 people. The student body of all the departments taken together numbers more than 10,000 people and several tens of post-graduates. The Academy is headed by Rector and Vice-Rectors (Pro-Rectors). The study, methodical and research work is guided by the dean's offices and by different chairs.

The Academy trains judges, prosecutors, advocates, jurisconsults, investigators, customs officials and other lawyers. After completing the education our graduates work at courts, prosecutor's offices, Militia, the Bar, notary offices, other law enforcement organs, and also at state and government bodies of different levels and in legal service of the national economy system.

I. Answer the following questions on the text:

1 Where is the Academy situated? 2. What do you know about the foundation of the Law Academy? 3. What faculties were there at the Law Institute some years ago? 4. What Institutes does the full-time department consist of now? 5. How many and what departments are there at the Academy now? 6. How many people does the student body number?

II. Выписать ключевые слова или фразы и подготовиться к словарному.

The Present Simple

(Глаголы в форме **Present Indefinite** (в утвердительной форме) совпадают с формой инфинитива (без частицы to) во всех лицах, кроме 3-го лица единственного числа, принимающего окончание **-s**: I (you, we they) work; he (she, it) works.

Окончание **-s** 3-го лица единственного числа произносится после *звонких* согласных и *гласных* - [z], а после *глухих* согласных - [s]: She reads [ri:dz]. He plays [pleiz]. He writes [raits].

Глаголы, оканчивающиеся на **-ss. -ch. -sh. -x** принимают в 3-м лице единственного числа окончание **-es**, которое произносится как [iz]: I dress - she dresses [rdresiz].

Как [iz] произносится также окончание 3-го лица единственного числа глаголов, оканчивающихся на некое **-e** с предшествующей буквой **s, c** или **g**: I place - he places, I rise - he rises, I change - he changes.

Глаголы, оканчивающиеся на **-y** с предшествующей *согласной*, меняют в 3-м лице единственного числа **-y** на **-i** и принимают окончание **-es**: I study - he studies.

Глаголы, оканчивающиеся на **-y** с предшествующей *гласной*, образуют 3-е лицо единственного числа по общему правилу, т.е. прибавлением **-s**: I play - he plays.

Глаголы **to go, to do** принимают в 3-м лице единственного числа окончание **-es**: He

goes [gouz], he does [d ^ z].

Вопросительная форма образуется при помощи вспомогательного глагола **to do** в настоящем времени (**do** со всеми лицами, кроме 3-го лица ед. ч., с которым употребляется **does**) и формы инфинитива смыслового глагола (*без частицы to*), причем вспомогательный глагол ставится перед подлежащим: **Do you work? Does he (she) work?**

Отрицательная форма образуется при помощи вспомогательного глагола **to do** в настоящем времени (**do** и **does**), частицы **not** и формы инфинитива (*без to*) смыслового глагола: **I don't (do not) work. He (she) doesn't (does not) work.**

Случаи употребления *Present Indefinite*

1. Действие обычное, постоянное, свойственное подлежащему.	I get up at 7 o'clock.	Я встаю в 7 часов.
2. Действие, происходящее в момент речи (вместо Present Continuous).	I don't understand this sentence.	Я не понимаю этого предложения.
3. Будущее действие в придаточных предложениях условия и времени.	If he comes , I shall/will ask him about it.	Если он придет, я спрошу его об этом.
4. Будущее действие с глаголами <i>to leave, to start, to sail, to arrive, to return, to go, to come.</i>	The steamer sails tomorrow.	Пароход уходит завтра.

Past Simple

В утвердительной форме Past Indefinite *правильных* глаголов образуется путем прибавления во всех лицах окончания **-ed** к форме инфинитива: *to live – I lived, to work – I worked.*

Окончание **-ed** произносится:

а) [d] - после *звонких* согласных (кроме d) и *гласных*: *to live – lived [lɪvd], to stay – stayed [steɪd];*

Past Indefinite *неправильных* глаголов образуется различными способами (см. стр.112, 2-ая форма глагола): *to write – I wrote.*

Вопросительная форма как *правильных*, так и *неправильных* глаголов образуется при помощи вспомогательного глагола **to do** в прошедшем времени (**did**) и формы инфинитива смыслового глагола (*без частицы to*), причем вспомогательный глагол ставится перед подлежащим: **Did you work? Did he write?**

Отрицательная форма как *правильных*, так и *неправильных* глаголов образуется при помощи вспомогательного глагола **to do** в прошедшем времени (**did**), частицы

not и формы инфинитива смыслового глагола (*без to*): **I didn't (did not) work. He did not write.**

Случаи употребления *Past Indefinite*

1. Действие, совершившееся в истекшем времени.	В отрезке	I met him yesterday.	Я встретил его вчера.
2. Последовательные прошедшие действия.		He left the hotel, took a taxi and drove to the station.	Он вышел из гостиницы, взял такси и поехал на вокзал.
3. Обычное, повторяющееся действие.		In summer I went for long walks after breakfast.	Летом я ходил на длинные прогулки после завтрака.

Future Simple

Future Indefinite образуется при помощи вспомогательных глаголов **shall** и **will** и формы инфинитива смыслового глагола (*без частицы to*). **Shall** употребляется с 1-м лицом единственного и множественного числа, а **will** с остальными лицами. В настоящее время **will** употребляется и с 1-м лицом ед. и мн. числа: **I (we) shall/will work. He (you, they) will work.**

В вопросительной форме вспомогательный глагол ставится перед подлежащим: **“Will he visit his parents tomorrow?” “Yes, he will. No, he will not (won't).” “Shall I work?” “Yes, I shall. No, I shall not (shan't).”**

Отрицательная форма образуется при помощи отрицательной частицы **not**, которая ставится после вспомогательного глагола: **I shall not / will not visit my parents tomorrow. He will not visit his parents tomorrow.**

Для выражения намерения совершить действие в будущем часто используется конструкция **to be going to** и инфинитив смыслового глагола: **I am going to visit my parents on Sunday. Я навещу (собираюсь навестить) своих родителей в воскресенье.**

Случаи употребления *Future Indefinite*

1. Спонтанные решения и предположения; обычные действия в будущем.		I shall/will return to Ufa in a few days.	Я вернусь в Уфу через несколько дней.
2. Предположения, предсказания о будущем с глаголами: think, believe, hope, be sure, expect и т.д.		I'm sure , life will be better soon.	Я уверен, что скоро жизнь будет лучше.

3. <i>Обещания</i> и <i>предупреждения</i> об угрозе или опасности.	Stop or I will shoot!	Остановитесь или я выстрелю!
4. Действия, события, ситуации, которыми мы не можем управлять.	My son will be two years old next week.	Моему сыну будет 2 года на следующей неделе.

Тесты на повторение пройденного грамматического материала. Разбить на 3 варианта.

Задание 1: Выберите правильный вариант.(Presens Simple)

1. 1 How much ... this sweater cost?
a) is b) does c) do
2. How much... this sweater?
a) is b) does c) do
3. It ... often rain in summer.
a) don't b) doesn't c) isn't
4. I ... stay at home on Sundays. A am not
a) am not b) doesn't c) don't
5. He ... have much money.
a) isn't b) doesn't c) don't
6. He ... rich.
a) isn't b) doesn't c) don't
7. Pete and his sister ... live in Ufa.
a) aren't b) doesn't c) don't
8. Pat's mother ... teach students.
a) isn't b) doesn't c) don't
9. Pat's mother... a teacher.
a) isn't b) doesn't c) don't
10. ... Jane Smith ... English?
a) Is ... speak b) Does ... speak c) Do ... speaks
11. The Browns ... a nice house in the country.
a) has got b) have got c) has
12. ... you ... swimming?
a) Do ... like b) Does ... like c) Are ... like

13. ... Dad... any brothers or sisters?
a) Have ... got b) Does ... have c) Does ... has
14. We ... a car, but we are going to buy it.
a) don't have b) aren't have c) hasn't

Задание 2: Выберите правильный вариант.(Past Simple)

1. Mrs. Clay usually finishes her work at half past three, but she ... it later yesterday afternoon.
a) finishes b) finished c) will finish
2. Every day I help Mom about the house, but last week I ... very busy with my exam. So I ... help her much.
a) am ... don't b) was ... did not c) were ... did not
3. We generally have lunch at 12:30, but yesterday we ... lunch later.
a) have b) had c) has
4. The Frasers live in a four-room apartment, but last year they ... in a small house in the country.
a) lived b) lives c) live
5. I don't eat meat at all, but the other day I ... my friends and ... pork there.
a) visited ... ate b) visited ... ate c) visited ... eat
6. My Dad always goes to work by car, but last week he ... to work on foot.
a) go b) goes c) went
7. The weather is nice today, but it ... bad yesterday.
a) is b) was c) were
8. We rarely watch television, but last week we ... a lot of interesting programmes.
a) watch b) watched c) watches
9. - Do you often see Tom?
- Not often, but I ... him at the party the other day.
a) saw b) seen c) see
10. I ... to the market myself last time, but now I don't remember how to get there.
a) get b) got c) gets
11. She ... letters from her son last month.
a) does not get b) do not get c) did not get
12. He ... much about this problem last year.
a) thinks b) thought c) think

Задание 3: Выберите правильный вариант. (Future Simple)

I ... twenty-eight tomorrow.

- a) am b) was c) shall be

I think it ... heavily soon.

- a) will rain b) shall rain c) is rain

3. Your train ... there at 6 a.m. tomorrow.

- a) will arrive b) shall arrive c) is arrive

4. I ... it next week.

- a) am repay b) shal repay c) will repay

5. They ... you here at seven o'clock tomorrow.

- a) will meet b) shall meet c) do meet

6. ... I bring you a cup of coffee?

- a) Do b) Shall c) Did

7. I expect your friend ... soon.

- a) will return b) shall return c) is return

8. - Tim has broken his leg and stays at home.

- Sorry to hear that. I ... him tomorrow.

- a) will visit b) am going to visit c) shall to visit

9. My elder sister ... school in June.

- a) is finishing b) finishes c) will finish

10. - Do you know Kate's phone number?

-I've bad memory for phone numbers, but I ... for it in my note-book.

- a) will look b) is going to look c) look

11. - Has he decided how to spend the money?

- Yes, he ... a car.

- a) will buy b) is going to buy c) buys

LESSONS №4,5 (Практические занятия №№4,5)

Учебный материал: Ю.Л.Гуманова «Just English», рабочая тетрадь, тетрадь-словарь, словари: русско-английский и англо-русские, магнитофон, раздаточный материал по лексике и грамматике.

Theme: “The legal professions in the UK and our country”

Grammar: “Presens Continious, Past Continious, Future Continious”

Новые слова:

barrister	n	- адвокат
the Bar	n	- адвокатура
procurator	n	- прокурор
Procurator's Office		- прокуратура
notary	n	- нотариус
a notary's office		- нотариальная контора
a legal consultant		- юридический консультант, юрисконсульт
enterprise	n	- предприятие
a state arbitrator	n	- государственный арбитр
a state arbitration		- государственный арбитраж
court	n	- суд
accused	n	- обвиняемый
innocence	n	- невиновность
prisoner	n	- заключенный
witness	n	- свидетель
trial	n	- судебное разбирательство
a correct application		- правильное использование
observation of law		соблюдение закона
guilt	n	- вина
guilty	adj	- виновный
just	adj	- справедливый
justice	n	- справедливость
choose	v	- выбирать
depend on	v	- зависеть от
prove	v	- доказывать
require	v	- требовать, нуждаться в чем-либо
check up	v	- проверять
culprit	n	- обвиняемый, преступник
ability	n	- способность
call	v	- звать, приглашать
ask	v	- спрашивать
to give evidence		- давать показания
supervise	v	- наблюдать, надзирать
to be responsible for		- быть ответственным за
to conduct a trial		- вести судебное разбирательство
to sum up evidence		- обобщать показания
to pass a just sentence		- вынести справедливый приговор
to perform notary actions		- выполнять нотариальные действия
to give legal advice		- давать юридический совет
to give legal help		- оказывать юридическую помощь
to be based on		- основываться на

to settle questions

- улаживать дела

The Profession of a Lawyer

(popular, interesting, diverse, necessary)

o c c u p a t i o n

barrister judge procurator notary legal adviser state arbitrator
investigator

p l a c e o f w o r k

at the Bar at the people's at the procurator's at the notary at an enterprise, at the state at the
procurator's court office office at the legal arbitration office, in
the advice office militia organs

t h e i r f u n c t i o n s

defend the administer justice - supervise the perform give settle
investigate accused, conduct the trial, correct application notary legal questions and
prove the sum up evidence, and observance actions advice between solve
innocence pass the sentence of law, prosecute the accused, prove help enterprises crimes
the guilt

Types of Legal Professions in the UK.

SOLICITORS

They are found in every town, where they deal with all the day-to-day work of preparing legal documents for buying and selling houses, and may represent their client in a Magistrates' court.

BARRISTERS

In court, barristers wear wigs and gowns in keeping with the extreme formality of the proceedings. The highest level of barristers have the title QC (Queen's Counsel). They defend and prosecute in the highest courts.

JUDGES

There are a few hundred judges, trained as barristers, who preside in more serious cases. There is no separate training for judges.

JURY

A jury consists of twelve people ("jurors"), who are ordinary people chosen at random from the Electoral Register (the list of people who can vote in elections). The jury listen to the evidence given in court in certain criminal cases and decide whether the defendant is guilty or innocent. If the person is found guilty, the punishment is passed by the presiding judge. Juries are rarely used in civil cases.

MAGISTRATES

There are magistrates (Justices of the Peace or JPs), who judge cases in the lower courts. They are usually unpaid and have no formal legal qualifications, but they are respectable people who are given some training.

CORONERS

Coroners have medical or legal training (or both), and inquire into violent or unnatural deaths.

CLERKS OF THE COURT

Clerks look after administrative and legal matters in the courtroom.

TASK 2. Choose the correct definition for each legal profession mentioned in the text.

1. an officer acting as a judge in the lower courts.
a public official with authority to hear and decide cases in a law court.
a group of people who swear to give a true decision on issues of in a law court.
an official who investigates the cause of any death thought to be violent or unnatural causes.
2. a lawyer who has the right to speak and argue in higher law courts.
a lawyer who prepares legal documents, advises clients on legal and speaks for them in lower law courts.

Grammar:

Времена группы **Continuous** (*продолженного, длительного* времени) показывают, что действие *продолжается* в какой-то определенный момент настоящего, прошедшего или будущего времени.

Времена группы **Continuous** образуются по общей формуле:

to be + PI

В этой формуле глагол **to be** является вспомогательным глаголом и изменяется по временам, лицам и числам. Форма **Present Participle** (PI = V_{ing} = причастие настоящего времени) смыслового глагола остается неизменной, например, инфинитив группы Continuous от глагола to write – **to be writing**.

Напомним, что **Present Participle** (PI) – причастие настоящего времени образуется от любого глагола (V = verb), правильного и неправильного, с помощью окончания **-ing**: to write - **writing**.

В русском языке временам группы Continuous соответствуют глаголы *несовершенного* времени: *Now he is translating an article*. Сейчас он **переводит** статью.

NB! Не употребляются во временах группы Continuous:

- глаголы, выражающие ощущения: *hear* – слышать, *see* – видеть, *feel* – чувствовать, *smell* – пахнуть, *notice* – замечать;

глаголы, выражающие эмоции и чувства: *like* – нравиться, *dislike* – не любить, *love* – любить, *hate* – ненавидеть, *care for* – любить, заботиться, *mind* – возражать, *want* – хотеть;

глаголы умственной деятельности: *believe* – верить, полагать, *know* – знать, *mean* – означать, иметь в виду, *remember* – помнить, *think* – думать;

глаголы со значением «принадлежности»: *have* – иметь, *belong* – принадлежать, *own* – владеть, иметь, обладать.

Спряжение глагола to write

to be + PI (V_{ing})

	Present am, is, are + PI	Past was, were + PI	Future shall/will + PI
	at this moment, now, these days, at present, tonight, still, always, constantly etc	at that time yesterday, at 5 o'clock yesterday, when he came etc	at 5 o'clock tomorrow, next time, in a week, soon, from 2 till 6 tomorrow etc
Уте рди тел ьная фор ма	I am You are He is She is It is writing We are You are They are	I was You were He was She was It was writing We were You were) They were	I shall/will be You will be He will be She will be It will be writing We shall/will be You will be They will be

Отрицательная форма	I am not You are not He is not She is not It is not writing We are not You are not They are not	I was not You were not He was not She was not It was not writing We were not You were not They were not	I shall/will not be You will not be He will not be She will not be It will not be writing We shall/will not be You will not be They will be
Вопросительная форма	Am I Are you Is he Is she Is it writing? Are we Are you Are they	Was I Were you Was he Was she Was it writing? Were we Were you Were they	Shall /will I be Will you be Will he be Will she be Will it be writing? Shall/will we be Will you be Will they be

1. **Present Continuous** (настоящее продолженное время) образуется при помощи вспомогательного глагола **to be** в настоящем времени (**am, is, are**) и формы причастия настоящего времени (**PI**) смыслового глагола: **I am writing** – я пишу, **they are writing** – они пишут.

2. Для образования **Past** и **Future Continuous** достаточно вспомогательный глагол **to be** поставить в прошедшем (**was, were**) или будущем (**shall be, will be**) времени, оставив неизменным **PI** (причастие настоящего времени, **Ving**):

I was writing an article at 5 o'clock yesterday. Вчера в 5 часов я писал статью.
We were writing an article when he came. Мы писали статью, когда он пришел.
I shall/will be writing an article at 5 o'clock tomorrow. Завтра в 5 часов я буду писать статью.

Tomorrow he will be writing an article from 3 till 5 p.m.

3. Для образования **отрицательной** формы частица **not** ставится после вспомогательного глагола (если их два, то после первого):

They are not interrogating a criminal now.
They were not interrogating a criminal at 4 o'clock yesterday.
They will not be interrogating a criminal at 4 o'clock tomorrow.

4. **Вопросительная** форма образуется путем вынесения вспомогательного глагола (а если их два, то первого) в соответствующем времени **перед** подлежащим. **PI** смыслового глагола ставится после подлежащего:

"Is he examining the crime scene at present?" "Yes, he is. No, he isn't (=is not)."
"Was he examining the crime scene at 2 o'clock yesterday?" "Yes, he was. No, he wasn't (=was not)."
"Will he be examining the crime scene at 2 o'clock tomorrow?" "Yes, he will. No, he won't (=will not)."

Случаи употребления *Present Continuous*

1. <i>Длительное</i> действие, совершающееся в <i>момент речи</i>	He is interviewing witnesses now.	Он опрашивает свидетелей сейчас.
2. <i>Длительное</i> действие, совершающееся в <i>настоящий период времени</i>	He <i>is investigating</i> a criminal case.	Он расследует уголовное дело.
3. <i>Будущее длительное</i> действие в придаточных предложениях <i>условия и времени</i>	If I am sleeping when you come, wake me up.	Если я буду спать, когда вы придете, разбудите меня.
4. <i>Будущее</i> действие, когда высказывается <i>намерение</i> совершить действие или <i>уверенность</i> в его совершении	He is leaving Moscow tomorrow.	Он уезжает из Москвы завтра.

Случаи употребления *Past Continuous*

1. <i>Длительное</i> действие, совершавшееся в определенный <i>момент в прошлом</i>	He was interviewing witnesses at 3 o'clock yesterday.	Он опрашивал свидетелей в 3 часа вчера.
2. <i>Длительное</i> действие, совершавшееся в определенном <i>отрезке времени</i> , но не происходившее непрерывно	Last month he was investigating criminal cases.	В прошлом месяце он расследовал уголовные дела.

Случаи употребления *Future Continuous*

1. <i>Длительное</i> действие, которое будет совершаться в определенный <i>момент в будущем</i>	I shall/will still be working at 5 o'clock. I will be working when he returns.	Я еще буду работать в 5 часов. Я буду работать, когда он вернется.
2. <i>Длительное</i> действие, которое будет совершаться в определенном <i>отрезке времени</i> , но не будет происходить непрерывно	He will be investigating a criminal case in May.	Он будет расследовать уголовное дело в мае.
3. <i>Недлительное</i> действие (вместо Future Indefinite), когда выражается <i>намерение</i> совершить действие или <i>уверенность</i> в его совершении	He will be meeting us at the station.	Он будет встречать (встретит) нас на вокзале.

Задание 1: Выберите правильный вариант.

1. He ... a crime scene search now.

- a) was conducting b) shall be conducting c) is conducting

2. When I arrived, Tom ... over the phone.
a) was speaking b) will be speaking c) is speaking
3. The police caught Dan when he ... a shop.
a) robbed b) was robbing c) robs
4. She ... to Rome tomorrow.
a) will be flying b) was flying c) is flying
5. She ... to Rome at this time tomorrow.
a) will be flying b) was flying c) is flying
6. When I got up that morning, the sun ... brightly and the birds
a) shines ... sing
b) was shining ... were singing
c) were shining ... were singing
7. When you rang me yesterday, I ... a bath.
a) had b) was having c) have
8. I ... by the window when I heard the noise.
a) sat b) am sitting c) was sitting
9. At six o'clock I ... for Jennie at the station.
a) waited b) was waiting c) were waiting
10. The group of police officers ... a serious crime now.
a) does not investigate
b) is not investigating
c) do not investigate

Сравнительная характеристика Present Indefinite и Present Continuous

	Present Indefinite I форма	Present Continuous am/is/are + -ing
Как ?	Обычное, регулярное, повторяющееся действие, факт.	Длительное действие, процесс, протекающий в определенный момент или период времени.
Когда ?	Usually, generally, always, never, often, seldom, every day, sometimes - Будущее действие, связанное с графиком, расписанием.	Now, at present, at the moment, Listen ... Look... I see... I hear... - Будущее запланированное действие.
Примеры	The Earth moves round the Sun.	Look, it is moving .

	She lives in London. I work in my garden every day. The next train leaves in an hour.	She is living in that flat now. He is working in the garden at present. He is leaving for Moscow tomorrow.
Вопрос	Do you work on Sundays? Does he work on Sundays?	Are you working now? Is he working now?
Отрицание	They don't speak French. He doesn't speak French.	They aren't working now. He isn't working now.

Сравнительная характеристика Past Indefinite и Past Continuous

	Past Indefinite II форма	Past Continuous was/ were + ing
Как?	Повторяющееся действие, факт или последовательные события в прошлом.	Действие протекало в определенный момент или период в прошлом. - Параллельные действия в прошлом.
Когда?	- yesterday last week / month in 1990 5 years ago - В вопросах, начинающихся со слова When .	- at 5 o'clock yesterday from 3 to 6 yesterday for 3 hours yesterday the whole evening all day long when I came in while...
Примеры	We went to the theatre yesterday. <i>Мы ходили в театр вчера.</i> He visited his friends every month last year. <i>Он навещал своих друзей каждый месяц в прошлом году.</i> They arrived here 5 years ago. <i>Они приехали сюда 5 лет назад.</i>	I was watching TV at 5 o'clock yesterday. <i>Я смотрел телевизор в 5 часов вчера.</i> It was raining all day long yesterday. <i>Вчера целый день шел дождь.</i> He was reading a book when I came in. <i>Он читал книгу, когда я вошел.</i> I was writing a letter while he was looking through the newspapers. <i>Я писал письмо, в то время как он просматривал газеты.</i>
Вопрос	Did you visit him? Did he go to school} yesterday?	Was he reading at 3 o'clock yesterday? Were you reading at 3 o'clock yesterday?
Отрицание	They didn't work yesterday. She didn't work yesterday.	She wasn't working from 2 to 5 yesterday They weren't working from 2 to 5 yesterday.

Тесты для повторения усвоенного материала по грамматической теме: «Времена группы Continuous». Разбить на три варианта.

Задание 1: Выберите правильный вариант.

1. He ... a crime scene search now.
a) was conducting b) shall be conducting c) is conducting
2. When I arrived, Tom ... over the phone.
a) was speaking b) will be speaking c) is speaking
3. The police caught Dan when he ... a shop.
a) robbed b) was robbing c) robs
4. She ... to Rome tomorrow.
a) will be flying b) was flying c) is flying
5. She ... to Rome at this time tomorrow.
a) will be flying b) was flying c) is flying
6. When I got up that morning, the sun ... brightly and the birds
a) shines ... sing
b) was shining ... were singing
c) were shining ... were singing
7. When you rang me yesterday, I ... a bath.
a) had b) was having c) have
8. I ... by the window when I heard the noise.
a) sat b) am sitting c) was sitting
9. At six o'clock I ... for Jennie at the station.
a) waited b) was waiting c) were waiting
10. The group of police officers ... a serious crime now.
a) does not investigate
b) is not investigating
c) do not investigate

Задание 2: Выберите правильный вариант отрицательной формы глагола.

1. It was raining the whole day yesterday.
a) was not raining
did not rain
is not raining
2. We were having dinner when my uncle came.
a) were not having dinner
did not have dinner
are not having dinner
3. I shall be working from 5 till 7 o'clock tomorrow.

a) do not work
shall not be working
will not be working

4. The group of police officers is investigating a serious crime now.

- a) does not investigate
- b) is not investigating
- c) do not investigate

5. The procurator is preparing to speak on the case tried by the regional court.

- a) is not preparing
- b) do not prepare
- c) was not preparing

6. Many operative workers will be detecting a criminal the whole week.

- a) shall not be detecting
will not detect
will not be detecting

Задание 3: Выберите правильный вариант сказуемого в Present Indefinite или Present Continuous.

1. On Saturdays I ... my mother

- a) am visiting
- b) visit
- c) visits

2. Sh! I ... to the radio.

- a) am listening
- b) listen
- c) listens

3. Kenneth ... football at the moment.

- a) is playing
- b) plays
- c) play

4. In England they ... cricket in the summer.

- a) is playing
- b) are playing
- c) play

5. Maria ... foreign food.

- a) is disliking
- b) dislike
- c) dislikes

Задание 4: Выберите правильный вариант сказуемого в Past Indefinite или Past Continuous

1. Yesterday I ... shopping.

- a) was going
- b) were going
- c) went

2. While I ... home, I suddenly ... an awful pain in my back.

- a) walked ... felt
- b) was walking ... felt
- c) was walking ... was feeling

3. When I ... the hall, everybody

- a) entered ... was dancing
- b) entered ... danced

c) was entering ... was dancing

4. At 3 o'clock in the evening she ... to the news.

a) was listening b) listened c) were listening

5. They ... from the academy last summer.

a) was graduating b) were graduating c) graduated

Н/т. Выучить слова к теме: " Legal professions". Подготовить 5 вопросов по теме.

LESSONS 6,7(Практические занятия №№ 6,7)

Учебный материал: вырезки газеты "The Moskow News ", словари англо-русские и русско-английские, рабочие тетради, тетрадь-словарь.

1. Reading newspapers.

Grammar: Времена группы Perfect и Perfect Continuous.

Времена группы **Perfect** (совершенного времени) выражают действие, **совершенное, законченное к определенному моменту** в настоящем, прошлом или будущем.

Времена группы **Perfect** образуются по следующей формуле:

to have + ПII

В этой формуле вспомогательный глагол **to have** изменяется по лицам, числам и временам. Форма **Past Participle (ПII, причастие прошедшего времени = Vз, - III форма)** смыслового глагола остается неизменной, например, инфинитив группы Perfect от глагола to write – **to have written**.

Past Participle правильных глаголов образуется путем прибавления во всех лицах окончания **-ed** к форме инфинитива: **to work - worked**.

Past Participle неправильных глаголов образуется различными способами (см. стр.112, III форма глагола): **to write – written**.

Спряжение глагола to write

to have + ПII

	Present have, has + ПII	Past had + ПII	Future shall/will + ПII
	today, this week, already, never, ever, yet, recently, since (then)	by 5 o'clock last Monday, by the end of..., when (before) he came	by this time next Monday, as soon as he comes

Утвердительная форма	I have You have He has She has It has written We have You have They have	I had You had He had She had It had written We had You had They had	I shall/will have You will have He will have She will have It will have written We shall/will have You will have They will have
Отрицательная форма	I have not You have He has not She has not It has not written We have not You have not They have not	I had not You had not He had not She had not It had not written We had not You had not They had not	I shall/will not have You will not have He will not have She will not be It will not have written We shall/will not have You will not have They will have
Вопросительная форма	Have I Have you Has he Has she Has it written? Have we Have you Have they	Had I Had you Had he Had she Had it written? Had we Had you Had they	Shall /will I have Will you have Will he have Will she have Will it havee written ten? Shall/will we have Will you have Will they have

1. Все времена группы Perfect чаще переводятся глаголами *совершенного* вида. Сказуемое в **Present Perfect (have/has + PII)** и **Past Perfect (had + PII)** переводится *прошедшим совершенным* временем, а **Future Perfect (shall/will have + PII)** – *будущим совершенным* временем:

Present Perfect: *I **have written** a letter.* Я (**уже**) **написал** письмо. (*Действие **уже** закончено к данному моменту, т.е. к моменту настоящего разговора*).

Past Perfect: *Yesterday I **had written** a letter **by** 2 o'clock.* Вчера я (**уже**) **написал** письмо к 2-м часам. (*Действие **уже** закончилось к определенному моменту в прошлом, т.е. к 2-м часам вчера*).

*Yesterday I **had written** a letter **before** you came.* Вчера я (**уже**) **написал** письмо до того, как вы пришли. (*Действие **уже** закончилось к определенному моменту в прошлом, т.е. до того, как вы пришли*).

Future Perfect: *Tomorrow I **shall/will have written** a letter **by** 2 o'clock.* Завтра я (**уже**) **напишу** письмо к 2-м часам. (*Действие **уже** закончится к определенному моменту в будущем, т.е. к 2-м часам завтра*).

*Tomorrow I **shall/will have written** a letter **before** you come.* Завтра я (**уже**) **напишу** письмо **до** того, как вы придете. (*Действие **уже** закончится к определенному моменту в будущем, т.е. до того, как вы придете*).

2. Для образования **отрицательной** формы частица **not** ставится после вспомогательного глагола (если их два, то после первого): *He **has not** translated the*

text yet. - Он еще не перевел текст. *He will not have translated the text by 5 o'clock tomorrow.* Он не переведет текст к 5 часам завтра.

3. **Вопросительная** форма образуется путем вынесения вспомогательного глагола (а если их два, то первого) в соответствующем времени **перед** подлежащим. **РП** смыслового глагола ставится после подлежащего: *Have you translated the text?* – Вы (уже) перевели текст? *Will you have translated the text by 5 o'clock tomorrow?* – Вы (уже) переведете текст к 5 часам завтра?

4. С временами группы Perfect *после вспомогательного* глагола (если их два, то *после первого*) часто употребляются наречия **already** (уже), **just** (только что), **never** (никогда), **yet** (еще – в отрицательных предложениях), **ever** (когда-либо), **recently** (недавно), **lately** (за последнее время, недавно).

Сводная таблица времен английского глагола в действительном залге

	Indefinite	Continuous	Perfect	Perfect Continuous
	I глагола asks	be + -ing am/is/ are + asking	have + III форма have / has + asked	have been + -ing have/has+been asking
	- Регулярное повторяющееся действие. <i>Usually / generally, always / never, often / seldom, sometimes</i> - Факт. - Будущее действие (по расписанию, графику).	- Длительное действие (процесс), протекающее в данный момент. <i>Now, at present, at the moment</i> - Будущее запланированное действие.	- Действие закончилось к определенному моменту в настоящем. - Результат. <i>already / yet, ever / never, lately / recently, this week / today, by now.</i>	- Длительное действие, которое началось в прошлом и все еще протекает в данный момент. <i>For a month / a long time, since 5 o'clock, how long / since when</i>
Past	Had asked/ took	Was / were + -ing Was/ were + asking	had had asked	had been + -ing had been asking

	- Действие в прошлом <i>yesterday, last week, 3 days ago</i>	- Длительное действие (процесс), совершавшееся в момент или период в прошлом. <i>at 5 yesterday, from 5 to 6 yesterday, for 3 days last week, all day long / the whole day, when we came</i>	- Действие закончилось к определенному моменту в прошлом. <i>by 5 o'clock yesterday, before he came, by the end of the last year</i> - При согласовании времен.	- Длительное прошедшее действие, которое началось до определенного момента в прошлом и еще продолжалось в данный момент. <i>He had been working for 2 hours when my brother came.</i>
Future	shall/will + I форма will ask	shall/will be + -ing will be asking	shall/will have + III форма will have asked	shall/will have been + -ing will have been asking
	- Действие в будущем. <i>tomorrow, next week, in 3 days, in 2017.</i>	- Длительное действие, (процесс) которое будет совершаться в определенный момент или период в будущем. <i>at 5 tomorrow, from 5 to 6 tomorrow, for 3 days next week, when he comes, all day long tomorrow</i>	- Действие закончится к определенному моменту в будущем. <i>by 5 o'clock tomorrow, when he comes, by next summer</i>	- Длительное будущее действие, которое начнется ранее момента в будущем и будет еще совершаться в данный момент. <i>When you come, I'll have been working for 2 hours.</i>

Тесты для проверки, пройденного грамматического материала.

Задание 1: Выберите правильный вариант.

1. We ... to Kiev.

- a) have never be b) have never been c) never have been

2. The train ... when they came at the station.

- a) had left b) has left c) will have left

3. The students ... all the exams by the end of June.

- a) had taken b) will have taken c) have taken

4. We ... just ... an interesting talk with our professor.

- a) had ... had b) will have ... had c) have ... had

5. He ... the book by the end of the month.
 a) will have read b) will read c) have read
6. I ... no news from him by 5 o'clock yesterday.
 a) have got b) will have got c) had got
7. My friends ... to Italy many times.
 a) has been b) have been c) will have been
8. That morning she went out after she ... somebody.
 a) had phoned b) has phoned c) have phoned

Задание 2: Выберите правильный вариант сказуемого в Past Indefinite, Present или Past Perfect.

1. That morning she ..., ... somebody and went out.
 a) dressed, had phoned b) had dressed, had phoned c) dressed, phoned
2. That morning she went out after she ... somebody.
 a) had phoned b) has phoned c) have phoned
3. I ... your article yet.
 a) didn't read b) haven't read c) had read
4. My friend ... at the meeting yesterday.
 a) spoke b) has spoken c) had spoken
5. He ... this man somewhere before.
 a) saw b) has seen c) had seen
6. The train ... the station at 6 o'clock. You're 10 minutes late.
 a) had left b) has left c) left
7. When I ... to meet my friend, his plane ... yet.
 a) had come ... did not land b) came ... had not landed
 c) came ... did not land
8. After we ... our dinner my sister washed the dishes.
 a) had finished b) has finished c) finished

Н/т. Повторить все времена в Active Voice. Подготовиться к тесту №1.

LESSON 8 (Практическое занятие №8)

Повторить все времена в Active Voice.

Тест №1.

Переведите предложения на английский язык употребив глаголы в требуемом времени.

1. Он был счастлив: он нам написал отличное сочинение.
2. Я ищу тебя весь вечер.
3. Я вдруг вспомнил, что ничего не ел с утра.
4. К счастью, дождь уже перестал, когда мы вышли.
5. Сколько лет вы уже работаете в этой школе?
6. В одиннадцать часов мы еще работали.
7. В одиннадцать часов мы уже работали три часа.
8. Я уже три раза говорил тебе, что надо переписать упражнение.
9. Я уже целый вечер читал после обеда, когда пришел папа.
10. Я не приду. Я буду писать сочинение весь вечер.
11. Где ты был с прошлой пятницы?
12. Я уже две живу у друзей.
13. Я уже две недели жил друзей, когда получил письмо.
14. Сколько дней вы уже читаете эту книгу?
15. Только когда она была в поезде, она вспомнила, что оставила книгу дома.
16. Они живут в этом доме уже пять лет.
17. Моя сестра была больна уже несколько дней, когда я узнала об этом.
18. Ты знал, что он не написал сочинение?
19. Мы не получаем от нее уже несколько месяцев.
20. Сколько лет вы уже работаете на этой фабрике?
21. Он ушел, когда Мария включила радио.
22. Я работаю над этой проблемой уже три месяца.
23. Вы должны отдохнуть. Вы слишком много работали сегодня

LESSONS 9, 10. (Практические занятия №№9,10)

Учебный материал: Ю.Л.Гуманова «Just English», рабочая тетрадь, тетрадь-словарь, словари: русско-английский и англо-русские, магнитофон, «Английский язык. Сборник текстов и упражнений по юриспруденции» Л.Д. Дерун, Л.И. Круглова, Екатеринбург 2006г.

IV. **Topic:** “Types of courts” (p. 21. Text 5 “Анг.яз”)

1) Дать слова к словарному диктанту.

TYPES OF COURTS

Court is a government institution that **settles legal disputes** and **administers justice**.

Courts **resolve** conflicts involving individuals, organizations, and governments. Courts also decide the legal **guilt** or **innocence** of persons **accused** of crimes and **sentence the guilty**.

Courts differ in their **jurisdiction**, to decide a case. Generally, courts are classified as **trial courts** and **appellate courts**, and as **criminal courts** and **civil courts**.

Trial and appellate courts. Nearly all legal cases begin in trial courts, also called courts of **original jurisdiction** or **courts of first instance**. These courts may have **general jurisdiction** or limited, also called special, jurisdiction. Courts of general jurisdiction hear many types of cases. The major trial court of any **county**, state, or other **political unit** is a court of general jurisdiction.

The **losing side** often has **the right to appeal**, that is, to ask that aspects of the case be reconsidered by a **higher court** called an appellate or appeal court. Most appeals are made on **matters of law**, but in some circumstances appeals may be made on the facts of a case.

Criminal and civil courts. Criminal courts deal with **actions** considered harmful to society, such as **murder** and **robbery**. In criminal cases, the state takes **legal action** against an individual. The sentences **handed down** by criminal courts range from **probation** and **fines** to **imprisonment** and, in some countries, death.

Civil courts settle disputes involving people's **private relations** with one another. **Civil suits** involve such non-criminal matters as contracts, family relationships, and **accidental injuries**. In most civil cases, an individual or organization **sues** another individual or organization. Civil decisions do not involve a **prison sentence**, though **the party at fault** may be ordered **to pay damages**.

Special courts and tribunals. Some courts have specialized jurisdiction, relating to the type of cases they hear or the category of offenders who appear before them. For instance, **juvenile courts** try offenders under a certain age, usually sixteen. **Family courts** hear cases concerned with **divorce**, **custody** of children, **adoption**, and other family matters.

GRAMMAR:

Видо-временные формы английского глагола в страдательном залоге

	Present	Past	Future
Indefinite	am/is/are+ 3 форма глагола I am often asked about it. Меня об этом часто спрашивают . (<i>вообще, обычно, всегда</i>) Am I often asked about it? I am not often asked about it.	was/were+ 3 форма глагола I was asked about it yesterday. Меня спросили об этом вчера. (<i>когда-то в прошлом</i>) Was I asked ...? I was not asked	shall/will be + 3 форма глагола I shall/will be asked about it tomorrow. Меня спросят об этом завтра. (<i>когда-то в будущем</i>) Shall/Will I be asked ...? I shall/will not be asked ...

Continuous	am/is/are being + 3 форма глагола I am being asked about it now. Меня спрашивают об этом сейчас. (<i>сейчас, в данный момент, все еще</i>) Am I being asked ...? I am not being asked	was/were being + 3 форма глагола I was being asked about it when you came. Меня спрашивали об этом, когда вы пришли. (<i>в тот момент</i>) Was I being asked ...? I was not being asked	Вместо отсутствующей формы Future Continuous употребляется форма Future Indefinite
Perfect	have/has been + 3 форма глагола I have been asked about it this morning. Меня спросили (<i>уже</i>) об этом сегодня утром. (<i>результат</i>) Have I been asked ...? I have not been asked	had been + 3 форма глагола I had been asked about it before I met you. Меня спросили об этом до того, как я встретил вас. (<i>к тому моменту уже спросили</i>) Had I been asked ...? I had not been asked	shall/will have been + 3 форма глагола I shall/will have been asked about it by that time. Меня уже спросят об к тому времени. (<i>к тому моменту</i>) Shall/Will I have been asked...? I shall/will not have been asked
Perfect continuous	Вместо отсутствующих форм Perfect Continuous употребляются формы Perfect		

При образовании *вопросительной* формы вспомогательный глагол ставится перед подлежащим: **Am I invited?** Если вспомогательный глагол употребляется в сложной форме (have been, shall have been и т.д.), то только первый вспомогательный глагол ставится перед подлежащим: **Have I been invited? Shall I have been invited?**

При образовании *отрицательной* формы частица **not** ставится после вспомогательного глагола: I am **not** invited. Если вспомогательный глагол употребляется в сложной форме (have been, shall have been и т.д.), то частица **not** ставится после первого вспомогательного глагола: I have **not** been invited. I shall **not** have been invited.

Предложение со сказуемым, выраженным глаголом в действительном залоге, носит название *действительного оборота*, а предложение со сказуемым, выраженным глаголом в страдательном залоге, носит название *страдательного оборота*: Robert Peel **established** the British police force in 1829. *Роберт Пил создал*

британскую полицию в 1829 году. (действительный оборот)

The British police force **was established** by Robert Peel in 1829. *Британская полиция была создана Робертом Пилом в 1829 году.* (страдательный оборот)

Сопоставление действительного оборота с параллельным ему страдательным оборотом показывает следующее:

1. дополнение действительного оборота (the British police force) служит подлежащим в страдательном обороте; глаголу в действительном залоге (established) соответствует глагол в страдательном залоге в том же времени (was established); подлежащее действительного оборота (Robert Peel) служит в страдательном обороте дополнением с предлогом **by**, соответствующим в русском языке дополнению в творительном падеже (отвечающему на вопрос *кем? чем?*).

Дополнение с предлогом **by** часто отсутствует в страдательном залоге: The bridge **was built** in 1953.

После глагола в страдательном залоге часто употребляется также дополнение с предлогом **with** для выражения орудия, при помощи которого совершается действие:

He was killed **with** a knife. *Он был убит ножом/Его убили ножом.*

• В английском языке в отличие от русского в страдательном залоге могут употребляться не только переходные, но и непереходные глаголы с предлогами, такие как *to agree on (upon), to attend to, to comment on, to face with, to dream of, to depend on, to talk about, to think of, to insist on (upon), to laugh at, to look at, to look after, to speak of (about), to send for, to refer to, to rely on:*

This book **is much spoken about**. *Об этой книге много говорят.*

The doctor **has been sent for**. *За доктором послали.*

He **is often laughed at**. *Над ним часто смеются.*

Способы перевода пассивных конструкций

	She was told	The book is published
1) пассивной конструкцией	-	<i>Книга опубликована</i>
2) возвратным глаголом	<i>Ей говорилось</i>	<i>Книга публикуется</i>
3) неопределенно-личной конструкцией	<i>Ей говорили</i>	<i>Книгу публикуют</i>
4) безличной конструкцией	<i>Ей было сказано</i>	-

Н/т. Повторить видо-временные формы страдательного залога и выписать выделенные слова из текста и сделать их перевод.

LESSONS № 11, 12 (Практические занятия №№11, 12)

Учебный материал: Ю.Л.Гуманова «Just English», рабочая тетрадь, тетрадь-словарь, словари: русско-английский и англо-русские, магнитофон, «Английский

язык. Сборник текстов и упражнений по юриспруденции» Л.Д. Дерун, Л.И. Круглова, Екатеринбург 2006г.

Торис: "THE TYPES OF PUNISHMENT "

Grammar: "Passive Voice" (Revise)

I. CHECK Н/т.

1) Повторить виды преступлений и дать дополнительную информацию о видах преступлений. (р. 48-49. Ex. 1, 2. «Анг.яз»)

2) РАБОТА СЛЕКСИКОЙ. (р. 60. Ex. 10. «Анг.яз»)

3) Познакомить с видами наказания.(р. 45. Text 2. «Анг.яз»)

4) ЗАКРЕПИТЬ НА ПРАКТИКЕ. (р. 60, 61. Ex. 11, 12. «Анг.яз» РАЗДАТЬ КАЖДОЙ ПАРЕ ПО СИТУАЦИИ)

II. GRAMMAR: "PASSIVE VOICE" (REVISE)

Задание 1: Определите залог следующих глагольных форм.

1. is reported

a) Passive Voice b) Active Voice

2. has reported

a) Passive Voice b) Active Voice

3. will be reported

a) Passive Voice b) Active Voice

4. is to be reported

a) Passive Voice b) Active Voice

5. has been reported

a) Passive Voice b) Active Voice

6. will be reporting

a) Passive Voice b) Active Voice

7. was reported

a) Passive Voice b) Active Voice

8. will report

a) Passive Voice b) Active Voice

9. is being reported

a) Passive Voice b) Active Voice

10. is reporting

a) Passive Voice b) Active Voice

11. shall have been reported

a. Passive Voice b. Active Voice

3. Look! The bridge
 a) is being repaired b) is been repaired c) has being repaired
4. Ann ... to be a very experienced lawyer.
 a) is been known b) has been known c) is known
5. In Greece the Olympic Games ... once in four years.
 a) are being held b) were held c) was held
6. The problem ... for three years, but haven't got any results.
 a) has been studied b) was studied c) has being studied
7. This book ... by the end of May.
 a) would be published b) will have been published c) will be published
8. A police car came when the injured man ... the road.
 a) was been carrying off b) has been carried off c) was being carried off
9. I ... in a small town not far from Ufa.
 a) was born b) am born c) was borne
10. A fax ... to you tomorrow
 a) is sent b) will be sent c) was sent
11. The fire brigade ... when a bomb ... in the city centre.
 a) was called out... was exploded
 b) was called out ... exploded
 c) called out... was exploded
12. The survivors ... to hospital by helicopter.
 a) took b) take c) were taken
13. We hope that the missing money ... soon.
 a) will be found b) was found c) were found
14. The kidnappers ... to have left the country.
 a) knew b) are known c) is known
15. The building ... by the bomb.
 a) destroyed b) were destroyed c) was destroyed

III. Н/Т. Р. 66. ЕХ. 4, 5. «АНГ.ЯЗ».

LESSONS № 13 (Практическое занятие №13)

Повторить все видо-временные формы Passive Voice
Test № 2. (Passive Voice)

Test № 1

V-I

1 Переведите следующие предложения и укажите временную форму глагола.

1. The issue will have been settled by tomorrow. 2. Why hasn't the agreement been signed yet. 3. The conference had already begun when we came. 4. The report will have been prepared by Monday. 5. All exams had been passed by February.

2. Перепишите следующие предложения, раскрывая скобки.

1. The defendant (has been presented / has presented) by a famous barrister.
The court ... just (has been released / has released) ... the accused.
The magistrate ... just (has decided / has been decided) there is enough evidence to answer a case.
The jury ... just (has been found / has found) the accused guilty.

4. Заполните пропуски правильной видо-временной формой глагола. Перепишите и переведите предложения.

1. Dangerous driving ... in the magistrates' court this week.	1. Had tried
2. The court ... this offence on Indictment because it's serious.	2. Will have been tried
3. By Friday this case...	3. Has been tried
When we came, the case of arson ...	4. Has tried
The court ... the case by last May.	5. Had been tried
The magistrate ... these minor Offences summarily.	6. Will have tried

Test № 1

V-II

1. Переведите следующие предложения и укажите временную форму глагола.

1. The problem has already been discussed. 2. He will be sent to London on business next month. 3. They didn't know whom the book had been written by. 4. He has been listened to attentively. 5. I knew that he had been helped that time.

2. Перепишите следующие предложения, раскрывая скобки.

1. The suspect ... just (has questioned / has been questioned) ... by the police.

The magistrate ... already (has committed / has been committed) ... the case to the Crown court.
All the evidence (had been collected / had collected) against the accused by the beginning of the trial.
The accused (has appealed / has been appealed) against the conviction and the severity of the sentence.

**3. Заполните пропуски правильной видо-временной формой глагола.
Перепишите и переведите предложения.**

- | | |
|--|---|
| 1. The sentence ... just...
The sentence ... by next Friday.
The judge ... the sentence of 2-year
Imprisonment. | 1. Will have passed
2. Has been passed
3. Had been passed |
| 2. The sentence ... when we came.
The court ... the judgement on
Probation by last Thursday. | 4. Has passed
5. Had passed |
| 3. The court ... the sentence by next
2. Tuesday. | 6. Will have been
passed |

Test № 1

V-III

1 Переведите следующие предложения и укажите временную форму глагола.

1. The issue will have been settled by tomorrow. 2. Why hasn't the agreement been signed yet. 3. The conference had already begun when we came. 4. The report will have been prepared by Monday. 5. All exams had been passed by February.

2. Перепишите следующие предложения, раскрывая скобки.

2. The defendant (has been presented / has presented) by a famous barrister.
The court ... just (has been released / has released) ... the accused.
The magistrate ... just (has decided / has been decided) there is enough evidence to answer a case.
The jury ... just (has been found / has found) the accused guilty.

**3. Заполните пропуски правильной видо-временной формой глагола.
Перепишите и переведите предложения.**

- | | |
|--|-------------------------|
| Dangerous driving ... in the
magistrates' court this week. | 1. Had tried |
| 4. The court ... this offence on
Indictment because it's serious. | 2. Will have been tried |
| 5. By Friday this case... | 3. Has been tried |
| When we came, the case of arson ... | 4. Has tried |
| The court ... the case by last May. | 5. Had been tried |
| The magistrate ... these minor
Offences summarily. | 6. Will have tried |

LESSONS 14-17. (Практические занятия №№14-17)

Учебный материал: Ю.Л.Гуманова «Just English», рабочая тетрадь, тетрадь-словарь, словари: русско-английский и англо-русские, магнитофон, «Английский язык. Сборник текстов и упражнений по юриспруденции» Л.Д. Дерун, Л.И. Круглова, Екатеринбург 2006г.

Topic: “The system of Government in G.B.”

Grammar: “Придаточные подлежащее/сказуемое”

I. Check H/t.

II. DICTATION.

III. REVISE. p. 304. Ex. 18.3.7. p. 303. Ex. 18.3.6.

Translating p. 304. Ex. 18.3.8. p. 305. Ex. 18.3.10.

Grammar; p. 306. Ex. 18.3.11. p. 305. Ex. 18.3.12.

Topic “The system of Government in G.B.”

V. H/T. TEXT & TASKS.

A PROPOSED REFORM OF THE HOUSE OF LORDS IN THE UK

JUDGES IN THEIR STATE ROBES AND FULLBOTTOMED WIGS AT THE HOUSE OF LORDS FOR THE STATE OPENING OF PARLIAMENT.

Before reading the text say what you know about the Government of the United Kingdom of Great Britain and Northern Ireland.

The Queen's speech at the opening of Parliament is usually heard in silence. This year, however, something unprecedented happened. When the Queen announced that the government would soon legislate to deprive hereditary aristocrats of their right to vote in the House of Lords, there were sounds of approval from the MPs at the back, and growls of anger from the Lords at the front.

Tony Blair wants to end the absurd anachronism that gives the peers voting rights. He is planning to get rid of the hereditaries but he does not say what will be put in the place of the current House of Lords.

Long ago the Constitution Unit, an independent think-tank, gave warning that abolishing the voting rights of hereditaries before a concrete plan for a reformed House of Lords was made will do no good. It will make the reform process more partisan. It is less likely to lead to a stable solution. The Constitution Unit insists that a 'sunset' clause should be set up, requiring the House of Lords' abolition and replacement after a set period, perhaps seven years, preferably on the basis of a referendum.

An explicitly transitional arrangement looks necessary, since so many other elements in Britain's constitutional arrangements are in flux - - Scottish, Welsh and Northern Irish parliaments, possible electoral reform, elected mayors, possible regional assemblies for England. Many things may change during the transitional period.

Instead of a definite scheme for a new second chamber, Labour is setting up a royal commission to decide on the next stage of reform.

The Government says that it will announce its transitional proposals in a white paper, but they will include the establishment of an independent commission to nominate and vet new life peers. The important issue will be the relationship between the commission and the prime minister: the more members that he continues to appoint (or 'nominate'), the stronger will be the accusation that Mr. Blair's aim is to create a new 'House of Cronies'. It would be far better if this commission could be genuinely independent, perhaps even with commissioners elected in some way, or if it were a commission of the House of Lords itself. Better still if it were to make its nomination according to some openly published rules. And what might a longer-term arrangement look like? That depends on what has happened in the meantime.

1. Write down *Yes* if all the words of each group are synonyms or *No* in the opposite case and explain the difference between the words in English:

Labour — the Government — the MPs —

10 Downing Street.....

the House of Lords — the Lords — the Government.....

hereditary aristocrats — hereditary peers —hereditaries.....

transitional period - - transitional arrangement — transitional proposal

their right to vote — their voting right

2. Make the following Grammar assignments and translate the sentences in the left-hand column into Russian:

1. It is less likely to lead to a stable solution.

Underline the Nominative with Infinitive Construction in this sentence. Say with what other verbs it is used.

2. The more members he continues to appoint the stronger will be the accusation.

Why is the Definite Article used before the words *more* and *stronger*? Make a few similar examples.

3. They speak about a new «House of Cronies» of Mr.Blair's.

Why is the Indefinite Article used here?' What articles are usually used with the names of Governments and their parts?

4. It would be far better if it were a commission of the House of Lords itself.

In what Moods are the verbs used here?

5. Better still if it were to make its nomination according to some openly published rules.

Underline the principal clause of this complex sentence and say what words are missing.

3. What words of the text prove that:

The House of Commons supported the idea about the reform.
The Prime Minister wanted to put an end to the voting rights of the hereditary peers.
The Prime Minister had a concrete programme of the reform.

4. Agree or disagree and substantiate your viewpoint:

The Lords were indifferent to the proposed reform.
The author of the article supports Labour.
Every change in laws needs a transitional period.

5. Have another look at the picture and diagram accompanying the text and answer the following questions:

- WHAT DO YOU THINK ABOUT THE APPEARANCE OF THE JUDGES?
Do the Judges sitting in the House of Lords have life or hereditary titles, to your mind?
 - WHAT ABOUT BISHOPS?
 - HOW MANY LIFE AND HEREDITARY PEERS ARE THERE IN THE HOUSE OF LORDS?
For what date were these figures valid?
Why do you think the figures sometimes change?
- Н/Т. Выполнить задания по раздаточным карточкам.

LESSONS 18-19. (Практические занятия №№18-19)

Учебный материал: Ю.Л.Гуманова «Just English», рабочая тетрадь, тетрадь-словарь, словари: русско-английский и англо-русские, магнитофон, «Английский язык. Сборник текстов и упражнений по юриспруденции» Л.Д. Дерун, Л.И. Круглова, Екатеринбург 2006г.
Topic: «The legal system of England».

THE COURT SYSTEM OF ENGLAND AND WALES

The most common type of law court in England and Wales is the magistrates' court. There are 700 magistrates' courts and about 30,000 magistrates. More serious criminal cases then go to the Crown Court. Civil cases (for example, divorce cases) are dealt with in County courts.

Appeals are heard by higher courts. For example, appeals from magistrates' courts are heard in the Crown Court, unless they are appeals on points of law. The highest court of appeal in England and Wales is the House of Lords.

The legal system also includes juvenile courts (which deal with offenders under seventeen) and coroners' courts (which investigate violent, sudden or unnatural deaths). There are administrative tribunals which make quick, cheap and fair decisions with much less formality. Tribunals deal with professional standards, disputes between individuals, and disputes between individuals and government departments (for example, over taxation).

Mr Bell - the store detective, a real nosey parker.

Sir David Wilton' - an old friend of lady Wyatt, just a gentlemen.

Dr Soames - lady Wyatt's family doctor, a very secretive personality.

Mr Green -the store manager, very inexperienced

Miss Toad shop assistant, a dangerous mixture of chatterbox and scatterbrain.

THE PROSECUTOR

The defence

LADY WYATT: ON WEDNESDAY MORNING I WENT TO HALL'S DEPARTMENT STORE TO DO SOME SHOPPING AND TO MEET A FRIEND FOR LUNCH. IN THE LADIES FASHION DEPARTMENT I BOUGHT A BELT AND A BAG AND PAID FOR THEM. AS I WAS WAITING FOR THE LIFT TO GO UP TO THE ROOFTOP COFFEE LOUNGE, I SAW A SILK SCARF THAT I LIKED. I TRIED IT ON AND DECIDED TO BUY IT. I LOOKED AROUND FOR AN ASSISTANT TO PAY BUT COULDN'T SEE ANYBODY. THE LIFT CAME AND AS I WAS LATE FOR MY APPOINTMENT, I PUT THE SCARF WITH MY OTHER PURCHASES, INTENDING TO PAY FOR IT LATER ON MY WAY OUT. UNFORTUNATELY, I FORGOT TO PAY AND WAS STOPPED AT THE DOOR BY THE STORE DETECTIVE WHO ASKED ME TO GO TO THE MANAGER'S OFFICE WHERE I WAS ACCUSED OF HAVING STOLEN THE SCARF. IT'S QUITE RIDICULOUS. I SIMPLY FORGOT TO PAY.

Mr. Bell: I was on duty on the second floor when I observed Lady Wyatt trying on a scarf. She looked at herself in the mirror, looked round several times and then put the scarf in her bag. She then went up in the lift to the top floor cafe where she met a man. I kept up my observation and when they left together, I followed them to the door. She had made no attempt to pay so I stopped her and asked her to accompany me to the manager's office. She become abusive and refused to go with me until a policeman arrived on the scene.

Colour Idioms. Match the idioms on the left with their definitions on the right.

TO CATCH SB. RED-HANDED

to see red

to appear out of the blue

in the black and white

in the red

broke, having no money

from nowhere, unexpectedly

To catch sb. during his committing a crime

get terribly angry

in a very clear way

TASK 4. READ THE REPORTS BASED ON THE EVIDENCE GIVEN BY:

DAVID WILTON'S EVIDENCE (REPORT)

DAVID WILTON SAID THAT HE WAS AN OLD FRIEND OF LADY WYATT AND THAT HE HAD BEEN THE WYATT FAMILY'S ACCOUNTANT FOR FOURTEEN YEARS. HE HAD ARRANGED TO MEET LADY WYATT FOR LUNCH AT 12 O'CLOCK TO DISCUSS SOME FAMILY BUSINESS. HE SAID THAT HE HAD NOT NOTICED ANYTHING UNUSUAL ABOUT LADY WYATT'S BEHAVIOUR EXCEPT THAT TWICE DURING LUNCH SHE HAD TAKEN A PILL. HE ADDED THAT HE DID NOT KNOW WHAT THE PILL WAS FOR AND HAD NOT ASKED. HE

STATED THAT HE WAS ASTONISHED THAT ANYONE COULD THINK THAT LADY WYATT MIGHT STEAL AS SHE WAS A VERY WEALTHY WOMAN WHO COULD AFFORD TO BUY ANYTHING SHE WANTED.

THE DOCTOR'S EVIDENCE (REPORT)

SOAMES, THE WYATT FAMILY DOCTOR, STATED THAT HE HAD BEEN PRESCRIBING PILLS FOR LADY WYATT FOR SOME TIME. SHE HAD BEEN SUFFERING FROM REGULAR BOUTS OF DEPRESSION. HE SAID THAT A SIDE-EFFECT OF THE PILL COULD CAUSE ERRATIC OR UNUSUAL BEHAVIOUR THOUGH HE KNEW OF NO CASE WHERE MORAL JUDGEMENT HAD BEEN AFFECTED.

THE STORE MANAGER'S EVIDENCE (REPORT)

THE STORE MANAGER SAID THAT HE DID NOT KNOW LADY WYATT AS A REGULAR CUSTOMER BECAUSE HE HAD ONLY BEEN IN HIS PRESENT JOB FOR TWO WEEKS. HE SAID THAT THE STORE LOST HUNDREDS OF POUNDS WORTH OF GOODS EVERY WEEK WHICH WAS WHY HE HAD APPOINTED A STORE DETECTIVE IN WHOM HE HAD THE GREATEST CONFIDENCE. HE ADDED THAT IT WAS NOT ONLY THE POORER MEMBERS OF THE COMMUNITY WHO RESORTED TO SHOP-LIFTING.

THE SHOP ASSISTANT'S EVIDENCE (REPORT)

THE SHOP ASSISTANT SAID THAT SHE HAD WORKED AT HALL'S FOR SEVEN YEARS AND KNEW LADY WYATT AS A REGULAR CUSTOMER. ON WEDNESDAY MORNING LADY WYATT HAD BOUGHT A BELT AND HANDBAG AND HAD PAID BY CHEQUE. SHE SAID THAT LADY WYATT HAD BEHAVED QUITE NORMALLY. SHE SAID THAT SHE HADN'T SEEN LADY WYATT TRYING ON THE SCARF AS THE SCARF COUNTER WAS ON THE OPPOSITE SIDE OF THE STORE. SHE ADDED THAT THERE HAD BEEN TWO ASSISTANTS ON DUTY THAT MORNING AND THAT NEITHER OF THEM HAD LEFT THE DEPARTMENT.

TASK 5. Read through the four reports again. Role-play Prosecution, Defence and Witness. Try to recreate the scene of presentation of evidence and cross-examination.

TASK 6. Work in groups. You are the jury. Appoint a chairman to report back to the judge. You have to bring in the verdict of "Guilty" or "Not Guilty".

И/т. 1) PREPARE TO A TEST.

LESSONS 22-23. (Практические занятия №№22-23)

Test-topic № 3.

LESSONS 24. (Практическое занятие №24)

Учебный материал: вырезки газеты "The Moskow News", словари англо-русские и русско-английские, рабочие тетради, тетрадь-словарь.

1. Reading newspapers.

LESSONS 25-27. (Практические занятия №№25-27)

Учебный материал: Ю.Л.Гуманова «Just English», рабочая тетрадь, тетрадь-словарь, словари: русско-английский и англо-русские, магнитофон, «Английский язык. Сборник текстов и упражнений по юриспруденции» Л.Д. Дерун, Л.И.

Круглова, Екатеринбург 2006г.

. ТОПІС: "THE SYSTEM OF GOVERNMENT IN USA".(P. 75. UNIT II "JUST ENGLISH").

The American System of Government

THE CONSTITUTION PROVIDES FOR THREE MAIN BRANCHES OF GOVERNMENT WHICH ARE SEPARATE AND DISTINCT FROM ONE ANOTHER. THE POWERS GIVEN TO EACH ARE CAREFULLY BALANCED BY THE POWERS OF THE OTHER TWO. EACH BRANCH SERVES AS A CHECK ON THE OTHERS.

CONGRESS HAS THE POWER TO MAKE LAWS, BUT THE PRESIDENT MAY VETO ANY ACT OF CONGRESS. CONGRESS, CAN OVERRIDE A VETO BY A TWO-THIRDS VOTE IN EACH HOUSE. CONGRESS CAN ALSO REFUSE TO PROVIDE FUNDS REQUESTED BY THE PRESIDENT. THE PRESIDENT CAN APPOINT IMPORTANT OFFICIALS OF HIS ADMINISTRATION, BUT THEY MUST BE APPROVED BY THE SENATE. THE PRESIDENT ALSO HAS THE POWER TO NAME ALL FEDERAL JUDGES; THEY, TOO, MUST BE APPROVED BY THE SENATE. THE COURTS HAVE THE POWER TO DETERMINE THE CONSTITUTIONALITY OF ALL ACTS OF CONGRESS AND OF PRESIDENTIAL ACTIONS, AND TO STRIKE DOWN THOSE THEY FIND UNCONSTITUTIONAL.

IN FACT AND IN PRACTICE, THEREFORE, THE PRESIDENT (I.E. "THE ADMINISTRATION") IS NOT AS POWERFUL AS MANY PEOPLE OUTSIDE THE US SEEM TO THINK HE IS. IN COMPARISON WITH OTHER LEADERS IN SYSTEMS WHERE THE MAJORITY PARTY FORMS "THE GOVERNMENT", HE IS MUCH LESS SO.

THE HOUSE OF REPRESENTATIVES CONTROLS SPENDING AND FINANCE, SO THE PRESIDENT MUST HAVE ITS AGREEMENT FOR HIS PROPOSALS AND PROGRAMMES. HE CANNOT DECLARE WAR, EITHER, WITHOUT THE APPROVAL OF CONGRESS. IN FOREIGN AFFAIRS, HE IS ALSO STRONGLY LIMITED. ANY TREATY MUST FIRST BE APPROVED BY THE SENATE. IF THERE IS NO APPROVAL, THERE'S NO TREATY. THE RULE IS "THE PRESIDENT PROPOSES, BUT CONGRESS DISPOSES." WHAT A PRESIDENT WANTS TO DO, THEREFORE, IS OFTEN A DIFFERENT THING FROM WHAT A PRESIDENT IS ABLE TO DO.

Congress, the legislative branch of the federal government, is made up of the Senate and the House of Representatives. There are 100 Senators, two from each state. The Senators are elected every two years for six-year terms of office. The Senators represent all of the people in a state and their interests.

The House has 435 members. They are elected every two years for two-year terms. They represent the population of "congressional districts" into which each state is divided.

Congress makes all laws, and each house of Congress has the power to introduce legislation. Each can also vote against legislation passed by the other. Because legislation only becomes law if both houses agree, compromise between them is necessary. Congress decides upon taxes and how money is spent, it regulates commerce among the states with foreign countries. It sets rules for the naturalization of foreign citizens.

Дать новые слова для словарного диктанта:

- Ё избиратель;
- Ё избирательный округ;
- Ё законодатель;
- Ё одобрение Конгресса;
- Ё проводить в жизнь закон;
- Ё быть строго ограниченным;
- Ё опровергнуть вето;

- Ё обеспечивать;
- Ё назначать;
- Ё определять;
- Ё сразить;
- Ё президентские действия;
- Ё предполагать;
- Ё располагать;

V. Н/т. (p. 76. Task 2.)

TO DIVIDE;	TO MANAGE;	TO WARRANT;
TO BE BASED ON;	TO FOLLOW;	TO PROVIDE;
TO TRACK DOWN;	TO DEAL WITH;	TO CROSS;
TO BE PUT;	TO BE ENFORCED;	TO INVOLVE;
TO BREAK;	TO BE ESTABLISHED;	TO BE PRESENTED.

THE WHOLE SYSTEM OF AMERICAN GOVERNMENT A)_____ THE PRINCIPLES B)_____ IN THE CONSTITUTION AND BILL OF RIGHTS. THE PEOPLE BELIEVE THAT THE GOVERNMENT SHOULD C)_____ A FRAMEWORK OF LAW AND ORDER IN WHICH THEY ARE LEFT FREE TO RUN THEIR OWN LIVES.

The state governments d)_____ much the same pattern as the federal government. Each has a governor as the chief executive, with power e)_____ among the Executive, Legislative and Judicial branches. State governments f)_____ such affairs as maintaining order, educating children and young adults, and building highways. The federal government g)_____ national problems and international relations and with regional problems that h)_____ more than one state. Laws affecting the daily lives of citizens i)_____ by police in the cities and towns. Agents of the Federal Bureau of Investigation - the famous FBI - j)_____ criminals who k)_____ state borders or who l)_____ federal laws.

Before an accused person can m)_____ on trail for a serious crime in a federal court - or in the courts of many states - the case must n)_____ o)_____ to a grand jury of private citizens who decide whether there is enough evidence of probable guilt p)_____ a trial.

LESSONS 28-30. (Практические занятия №№28-30)

Учебный материал: Ю.Л.Гуманова «Just English», рабочая тетрадь, тетрадь-словарь, словари: русско-английский и англо-русские, магнитофон, «Английский язык. Сборник текстов и упражнений по юриспруденции» Л.Д. Дерун, Л.И. Круглова, Екатеринбург 2006г.

1. **Topic:** “ The court system in the USA ”.(p. 25. Unit V “Just English”)

Н/т. Выучить слова по данной теме, подготовиться к тесту № 4.

LESSONS 32. (Практическое занятие №32)

Final test № 4

II SEMESTR

LESSON 1 (Практическое занятие №1)

Учебный материал: Ю.Л.Гуманова «Just English», рабочая тетрадь, тетрадь-словарь, словари: русско-английский и англо-русские, магнитофон, «Английский язык. Сборник текстов и упражнений по юриспруденции» Л.Д. Дерун, Л.И. Круглова Екатеринбург 2006г.

GAME-REVISE.

II. SPEAKING ABOUT HOLIDAYS.

- 2) HOW DID YOU PASS THE AXAMS/
- 3) HOW DID YOU SPEND YOUR HOLIDAYS/
- 4) WHAT DID YOU DO/

LESSON 2-4 (ПРАКТИЧЕСКИЕ ЗАНЯТИЯ №№2-4)

Учебный материал: Ю.Л.Гуманова «Just English», рабочая тетрадь, тетрадь-словарь, словари: русско-английский и англо-русские, магнитофон, «Английский язык. Сборник текстов и упражнений по юриспруденции» Л.Д. Дерун, Л.И. Круглова, Екатеринбург 2006г.

TOPIC: "MAKING NEW LAWS: BILLS AND ACTS"

Grammar: "First conditional with **if/when**"

I. Check H/t.

II. Grammar:

a) Compare these examples:

Tom: I think I left my lighter in your house. Have you seen it? Ann: No, but I'll have a look. **If I find** it, I'll give it to you.

In this example there is a real possibility that Ann will find the lighter. So she says: 'If I **find ... I'll ...**'

Ann: **If I found** £100 in the street, I would keep it.

This is a different type of situation. Ann is not thinking about a real possibility; she is imagining the situation. So she says. 'If I **found ... I would ...**' (*not* 'If I find ... TIP).

When you imagine a future happening like this, you use a *past* tense (**did/was/found** etc.) after **if**. But the meaning is *not* past:

-What would you do **if** you won a million pounds?

-**If we didn't go** to their party next week, they would be very angry.

-Ann wouldn't lend me any money **if I asked her**.

b) We do not normally use **would** in the **if** part of the sentence:

- I'd be very frightened **if** someone **pointed** a gun at me. (*not* 'if someone would point')

- **If we didn't go** to their party next week, they would be angry, (*not* 'if we wouldn't go')

Sometimes it is possible to say **if ... would**, especially when you ask someone to do something in a formal way:

- I would be very grateful **if you would** send me your brochure and price list as soon as possible, (*from a formal letter*)

- 'Shall I close the door?' 'Yes, please, **if you would.**'

c) In the other part of the sentence (not the **if** part) we use **would/wouldn't**. **Would** is often shortened to 'd, especially in spoken English:

- If you stopped smoking, you'd probably **feel** healthier.

- They **wouldn't come** to the party if you invited them.

You can also use **could** and **might**:

- They **might be** angry if I didn't visit them. (= perhaps they would be)

- If it stopped raining, we **could go** out. (= we would be able to go out)

d) Do not use **when** in sentences like the ones in this unit:

- Tom would be angry if I didn't visit him. (*not* 'when I didn't visit')

- What would you do if you were bitten by a snake? (*not* 'when you were')

IV. **Topic:** "How Bills go through Parliament (дать схему) p. 46 task 2 "Just English".

Making New Laws: Bills and Acts

The functions of Parliament are: making laws; providing money for the government through taxation; examining government policy, administration and spending; debating political questions.

No new law can be passed unless it has completed a number of stages in the House of Commons and the House of Lords. The monarch also has to give a Bill the Royal Assent, which is now just a formality. Whilst a law is still going through Parliament it is called a Bill. There are two main types of Bills - Public Bills which deal with matters of public importance and Private Bills which deal with local matters and individuals.

Public and Private Bills are passed through Parliament in much the same way. When a Bill is introduced in the House of Commons, it receives a formal first reading. It is then printed and read a second time, when it is debated but not amended. After the second reading the Bill is referred to a committee. Here it is discussed in detail and amended, if necessary. The Bill is then presented for a third reading and is debated. If the Bill is passed by the Commons it goes to the Lords, and provided it is not rejected by them. After receiving the Royal Assent the Bill becomes an Act of Parliament. It must be published in Statute form, becoming a part of Statute Law. The power of the Lords to reject a Bill has been severely curtailed. The Lords can only delay the passage of a Public Bill, they cannot reject it.

1. Public Bills

introduced by the Government

|

PRIVATE BILLS

INTRODUCED BY LOCAL AUTHORITIES

|

Private Members' Bills

Introduced by MPs

or peers not in the

Government

2. House of Commons

|

First Reading

Publication is

announced

Second Reading

General debate on

principles

Committee Stage

Detailed discussion

in committee

Report Stage

Committee reports to the House

Third Reading

Formal review of contents of the Bill

3. House of Lords

|

IF THE BILL HAS

'been introduced in the

Commons, it is then reviewed in the Lords.

Some Bills start in the Lords and then go to the Commons.

The Lords have less formal methods of

debating Bills. They can delay but not stop a Bill.

4. Royal

Assent

|

THE BILL IS

signed by the

Queen and becomes
law.

The Royal Assent
is still read out in
Parliament in

NORMAN-FRENCH

"LAREYNELEVEULF

2) ДАТЬ НОВЫЕ СЛОВА:

- АБСОЛЮТНОЕ БОЛЬШИНСТВО;
- отклонить законопроект;
выдвинуть законопроект;
налогообложение;
внести поправку в законопроект;
обсуждать политические вопросы;
королевская санкция;
ассигновать деньги для нужд правительства;
принять закон;
обсуждать законопроект;
подробно обсудить;
направить законопроект на --рассмотрение;
отложить принятие законопроекта.

3) ОБЪЯСНИТЬ СЛЕДУЮЩИЕ ВЫРАЖЕНИЯ. (p. 47. TASK 4 "JUST ENGLISH")

-STATUTE LAW;

- TO BE PUBLISHED IN STATUTE FORM;
- to receive a formal reading;
to enforce an Act of Parliament;
- TO BE SEVERELY CURTAILED;
- a money Bill.

V. Н/Т. CASE 3 P. 123. "ENGLISH" P. 45. TASK 1 "JUST ENGLISH".

LESSON 5 (Практическое занятие №5)

Учебный материал: Ю.Л.Гуманова «Just English», рабочая тетрадь, тетрадь-словарь, словари: русско-английский и англо-русские, магнитофон, «Английский язык. Сборник текстов и упражнений по юриспруденции» Л.Д. Дерун, Л.И. Круглова, Екатеринбург 2006г., раздаточный материал.

Topic: "The Executive"

Grammar: "Second Conditional"

II. Check Н/т.

III. Grammar.

If more cities had these laws, America would be a better place to live.

If people smoked in here, we'd go home smelling of cigarettes.

1. Use the Second Conditional to describe an imaginary situation / a real situation in the present or future and its result.

2. In the //clause, use the Present Simple / the Past Simple.

3. In the result clause, would (or ⁹d) is used because the situation is in the past / imaginary (hypothetical).

4. It is possible to use a modal verb such as could or might instead of would, if you are certain / not sure of the result.

First and Second Conditional:

In a real situation use the First Conditional / Second Conditional.

In a hypothetical situation use the First Conditional / Second Conditional.

The First Conditional / Second Conditional uses the Present Simple + will

The First Conditional / Second Conditional uses the Past Simple + would.

2) Закрепить р. 50. Ex. A, b. (С. А. Шевелёва)

3) Image. P. 51. Ex.d (С. А. Шевелёва)

IV. Topic: "The executive". P. 48-50 "Just English".

The Executive

The executive can be divided into the three parts.

The Privy Council: The Privy Council developed from a small group of royal advisers. Its main role is to advise the monarch on a range of matters. The office of Privy Councillor is an honorary one, conferred, for example, on former Prime Ministers.

The Ministry: The Ministry is the government of the moment. The head of the Ministry is the Prime Minister. The functions of the Prime Minister are: leading the majority party; running the Government; appointing Cabinet Ministers and other ministers; representing the nation in political matters.

All major decisions of the Government are made by the Cabinet. It makes its decisions collectively and is collectively responsible to Parliament.

Government Departments: Government departments are responsible for implementing Government policy. Each department is headed by two people: a political head who is usually the minister, and an administrative head from the Civil Service, called a permanent secretary. They are responsible for a permanent staff which is part of the Civil Service. There are many such departments, for example the Home Office, the Department of Education, the Ministry of Defence, etc. The most important department is the Treasury, and the Prime Minister is usually its political head. It is the Department which controls the economy of the nation.

IV. Н/т. Составить 5 вопросов к тексту; выполнить грамматические упражнения по карточкам.

LESSON 6-7 (Практические занятия №6-7)

Учебный материал: Ю.Л.Гуманова «Just English», рабочая тетрадь, тетрадь-словарь, словари: русско-английский и англо-русские, магнитофон, «Английский язык. Сборник текстов и упражнений по юриспруденции» Л.Д. Дерун, Л.И. Круглова, Екатеринбург 2006г.

Topic: “CIVIL AND CRIMINAL PENALTIES”.

Grammar: “Third conditional”

II. Check Н/т.

III. Grammar

Use the Third Conditional to talk about a real /hypothetical situation in the present/past.

Form the Third Conditional with:

If+ subject + past perfect + would(n't) have/could(n't) have + past participle.

If I had stayed at work, I wouldn't have spent time with Jack.

Past condition Past result (hypothetical)

or

/ would've cooked dinner, if I'd known you were coming.

Past result (hypothetical) Past condition

In spoken English, have and had are usually contracted to 've and 'd (see example above).

To speak; to tell; to talk

Объяснить разницу. Р. 315. Ex. 18.8.2.

Topic: “CIVIL AND CRIMINAL PENALTIES”. (Р. 87. PART III TEXT 1 “АНГЛ.ЯЗ”)

find in text these words. (p. 88. Ex. 1 “Англ.яз”)

TASK 6. Work in pairs and discuss the following.

1. WHICH PUNISHMENT DO YOU THINK IS APPROPRIATE FOR EACH OF THE FOLLOWING CRIMES?

- B) MURDER OF A POLICEMAN;
- C) VANDALIZING A TELEPHONE BOX;
- D) DRINKING AND DRIVING, WITHOUT CAUSING AN ACCIDENT;

- E) ROBBING A SUPERMARKET WITH A GUN;
- F) STEALING GOODS FROM A SHOP ("SHOP-LIFTING");
- G) PARKING A CAR ILLEGALLY.

2. MATCH THESE ACTUAL SENTENCES FROM BRITISH COURTS WITH THE CRIMES IN QUESTION 1.

- B) FIVE TO TEN YEARS IN PRISON;
 - C) A SMALL FIXED PENALTY FINE;
 - D) LIFE IMPRISONMENT;
- a J400 fine;
a J200 fine and disqualification from driving;
100 hours of community service.

V. Н/т. case 1 p.121 “Англ.яз”

LESSON 8

Test № 4.

LESSON 9 (Практическое занятие №9)

Учебный материал: вырезки газеты “The Moskow News ” Ю.Л.Гуманова «Just English», рабочая тетрадь, тетрадь-словарь, словари: русско-английский и англо-русские, магнитофон, «Английский язык. Сборник текстов и упражнений по юриспруденции» Л.Д. Дерун, Л.И. Круглова, Екатеринбург 2006г.

Торик: “ READING THE NEWSPAPERS”.

II. IF YOU WERE A BRITISH VOTER, WHICH PARTY DO YOU THINK YOU WOULD VOTE FOR AND WHY.

III. READING OF NEWSPAPERS.

IV. Н/т. CASE 8 (p. 126 “Англ.яз”)

LESSON 10 (Практическое занятие №10)

Учебный материал: Ю.Л.Гуманова «Just English», рабочая тетрадь, тетрадь-словарь, словари: русско-английский и англо-русские, магнитофон, «Английский язык. Сборник текстов и упражнений по юриспруденции» Л.Д. Дерун, Л.И. Круглова, Екатеринбург 2006г.

TOPIC: "POLITICAL PARTIES".

II. **TOPIC: "POLITICAL PARTIES".** (P. 56. TASK 4 "JUST ENGLISH").

POLITICAL PARTIES

The main parties in the UK are the Conservative party (right wing), the Labour party (left wing) and the Liberal Democrats (centre).

The Conservative party goes back to the Tories, or Royalists, who originated in King Charles' reign (1660-1685). The Tories were the party that supported Church and King;

The Conservative party believes in free enterprise (свободное предпринимательство) and the importance of a capitalist economy, with private ownership preferred (дающее преимуществу) to state control.

In 1899 the Trade Union Congress summoned (созвать) a special conference of trade unions and socialist bodies to make plans to represent labour in Parliament. The proposal for such a meeting had come from Thomas Steels, a member of the Independent Labour Party which had been formed in 1893. The Labour party believes that private ownership and enterprise should be allowed to flourish (процветать), but not at the expense of (не за счёт) their traditional support of the public services.

There has been a Liberal party in Great Britain since 1868 when the name was adopted by the Whig party. The Whig party was created after the revolution of 1688 and aimed (достигнули цели) to subordinate the power of the Crown to that of Parliament and the upper classes.

The Liberal Democrats believe that the state should have some control over the economy, but that there should be individual ownership.

There are other political parties within the UK. The Green party offers economic and industrial policies that relate directly to the environment (окружающей средой). The Scottish Nationalist Party wants independence for Scotland within the European Community. Plaid Cymru - the Welsh Nationalist Party - is determined (установлен) to preserve (сохранить) the Welsh language and culture as the foundation of a distinctive (различительного) Welsh identity (независимого) within the UK.

III. Choose the statement that you like most and develop the idea. (P. 57. Task 8. "Just English")

FROM THE CONSERVATIVE PARTY MANIFESTO

THE NATIONAL HEALTH SERVICE: "BECAUSE WE HAVE CREATED A SOUND ECONOMY, WE ARE IN A POSITION TO SPEND MORE THAN 'EVER BEFORE ON THE NATIONAL HEALTH SERVICE."

Defence: "We will keep the nuclear deterrent (**ядерное оружие**) and invest in a new nuclear system with Trident."

Unemployment: "As long as we continue with our successful policies for a sound (**крепкая**) economy and more training schemes, unemployment will fall to acceptable

(приемлемый) levels."

TAXATION: "WE WILL CONTINUE TO CUT TAXES".

EDUCATION: "WE WILL SET A BASIC SYLLABUS (ПРОГРАММА) WITH NEW EXAMINATIONS AND TESTS TO ENSURE THAT OUR CHILDREN ARE LEARNING."

Priorities: "The most important problem facing the next government

From the Labour Party Manifesto

THE NATIONAL HEALTH SERVICE: "WE WILL SPEND MORE MONEY ON THE NHS AND RECRUIT MORE STAFF."

Defence: "We will ban all nuclear weapons on British soil."

UNEMPLOYMENT: "WE WILL INCREASE EXPENDITURE (РАСХОД) ON CIVIL WORKS, MORE TRAINING SCHEMES AND MORE JOBS IN THE STATE SECTOR, CREATING A MILLION JOBS IN THE NEXT TWO YEARS."

Taxation: "We will raise taxes to fund our plans for reducing unemployment."

Education: "We will spend more on syllabus with new examinations and equipment and reduce class sizes. Tests to ensure that our children are Teachers will regain the right to strike."

- b) a ban (запрет) on nuclear weapons;
- c) cuts in taxation;
- d) a basic national education syllabus; more jobs in the state sector;
- e) an increase in taxation.

How is the date of a British general election decided?

IV. Н/т. Choose your party and the statement.

LESSONS 11- 12 (Практические занятия №№ 11-12)

Учебный материал: Ю.Л.Гуманова «Just English», рабочая тетрадь, тетрадь-словарь, словари: русско-английский и англо-русские, магнитофон, «Английский язык. Сборник текстов и упражнений по юриспруденции» Л.Д. Дерун, Л.И. Круглова, Екатеринбург 2006г.

Topic: "CONGRESS, THE PRESIDENT."

Grammar: "Complex object"(Revise)

I. CHECK Н/т.

II. GRAMMAR: "COMPLEX OBJECT"(REVISE)(«ГРАММАТИКА АНГЛ.ЯЗ» ГАЛИЦИНСКИЙ)

V. **Topic:** "Congress, the President."(p. 77. Task 5; 6. P. 78. Task 7, 9.)

Congress

Congress, the legislative branch of the federal government, is made up of the Senate

and the House of Representatives. There are 100 Senators, two from each state. One third of the Senators are elected every two years for six-year terms of office. The Senators represent all of the people in a state and their interests.

The House has 435 members. They are elected every two years for two-year terms. They represent the population of "congressional districts" into which each state is divided. The number of Representatives from each state is based upon its population. For instance, California, the state with the largest population, has 45 Representatives, while Delaware has one. There is no limit to the number of terms a Senator or a Representative may serve. Almost all elections in the United States follow the "winner-take-all" principle: the candidate who wins the largest number of votes in a Congressional district is the winner.

The House of Representatives meets in the left wing of the Capitol, and the Senate occupies the right wing. Before a site was selected for a new national capital and the government buildings were constructed there, Congress met in the former County Courthouse in Philadelphia.

Congress makes all laws, and each house of Congress has the power to introduce legislation. Each can also vote against legislation passed by the other. Because legislation only becomes law if both houses agree, compromise between them is necessary. Congress decides upon taxes and how money

TASK 1.

THE (ЗАКОНОДАТЕЛЬНАЯ ВЕТВЬ) - (КОНГРЕСС) - CONSISTS OF THE (СЕНАТА) AND THE (ПАЛАТА ПРЕДСТАВИТЕЛЕЙ). EACH (СЕНАТОР) IS ELECTED FOR SIX YEARS AND EACH (ПРЕДСТАВИТЕЛЬ) FOR TWO YEARS, WITH NO LIMITATION ON THE NUMBER OF (СРОКОВ).

Each of the 50 states elects two (сенатор) under a system in which one-third of the (Сенат) is elected every two years. A (сенатор) must be (старше) 30 years old and must have been an American citizen for (по меньшей мере) nine years.

The (Палата Представителей) has 435 members. Each state is divided into congressional districts of roughly (равное) population, and the (избиратели) of each district elect one (представитель) to (Конгресс). A member must be (старше) 25 years of age and must have been an American citizen for at least seven years.

Both (палата) of (Конгресс) must (одобрить) bills before they become law. The (Сенат) alone (утверждает) the President's (кандидаты) for high-level official positions and (ратифицирует) treaties with other nations.

The President and Federal Departments

The President of the United States is elected every four years to a four-year term of office, with no more than two full terms allowed. As is true with Senators and Representatives, the President is elected directly by the voters (through state electors). In other words, the political party with the most Senators and Representatives does not choose the President. This means that the President can be from one party, and the majority of those in the House of Representatives or Senate (or both) from another. This is

not uncommon.

Thus, although one of the parties may win a majority in the midterm elections (those held every two years), the President remains President, even though his party may not have a majority in either house. Such a result could easily hurt his ability to get legislation through Congress, which must pass all laws, but this is not necessarily so. In any case, the President's policies must be approved by the House of Representatives and the Senate before they can become law. In domestic as well as in foreign policy, the President can seldom count upon the automatic support of Congress, even when his own party has a majority in both the Senate and the House. Therefore, he must be able to convince Congressmen, the Representatives and Senators, of his point of view. He must bargain and compromise. This is a major difference between the American system and those in which the nation's leader represents the majority party or parties, that is parliamentary systems.

- VI. Н/Т. 1) MAKE UP SOME QUESTIONS TO TOPIC.
2) CASE 14. P. 134 («АНГЛИЙСКИЙ ЯЗЫК»)

LESSON 13-14 (Практические занятия №№ 13-14)

Учебный материал: Ю.Л.Гуманова «Just English», рабочая тетрадь, тетрадь-словарь, словари: русско-английский и англо-русские, магнитофон, «Английский язык. Сборник текстов и упражнений по юриспруденции» Л.Д. Дерун, Л.И. Круглова, Екатеринбург 2006г.

Топик: “FEDERAL DEPARTMENTS”.

Grammar: “Complex subject”

I. ЧЕКН Н/Т.

II. **GRAMMAR:** “COMPLEX SUBJECT”(REVISE) («ГРАММАТИКА АНГЛИЙСКОГО ЯЗЫКА» ГАЛИЦИНСКИЙ)

III. **ТОПИК:** “FEDERAL DEPARTMENTS”.

The Department of State, headed by the Secretary of State, advises the President on foreign relations. This department handles all peaceful dealings with other countries.

The Treasury Department manages government finances, collects taxes, mints coins and prints paper money. The Secret Service, which protects the President and the Vice President, their families

The Department of Defence is responsible for the nation's security. The Secretary of Defence is assisted by the Secretaries of the Army, Navy and Air Force.

The Department of Justice, headed by the Attorney General, acts for the government

in legal matters and moves against violators of federal laws.

The Department of the Interior protects and develops the nation's natural resources and manages the national parks.

The Department of the Agriculture aids food production and looks after the interests of farmers.

The Department of Labour is concerned with the working conditions, safety and welfare of the nation's nonfarm workers.

The Department of Commerce helps develop domestic commerce as well as trade with other countries, particularly in the mining, manufacturing and transportation industries.

the Department of Health, Education and Welfare was reorganized into two separate agencies: the Department of Health and Human Services (HHS) and the Department of Education.

The Cabinet-level Department of Housing and Urban Development was created in 1965 to help provide adequate housing, particularly for low-income groups, and to foster large-scale urban renewal programmes.

The Department of Energy, It is responsible for research, development and demonstration of energy technology; energy conservation; the nuclear weapons programme; regulation of energy production and use; pricing and allocation; and a central energy data collection and analysis programme.

V. LISTENING.

VI. Н/т. CASE 17, 18. pp. 136, 137 («АНГЛИЙСКИЙ ЯЗЫК»)

LESSON 15 (ПРАКТИЧЕСКОЕ ЗАНЯТИЕ №15)

Учебный материал: Ю.Л.Гуманова «Just English», рабочая тетрадь, тетрадь-словарь, словари: русско-английский и англо-русские, магнитофон, «Английский язык. Сборник текстов и упражнений по юриспруденции» Л.Д. Дерун, Л.И. Круглова, Екатеринбург 2006г.

Топик: “POLITICAL PARTIES”.

I.Check Н/т.

II. “Federal Departments ” (Revise) (cards)

IV. **Топик:** “POLITICAL PARTIES”.

POLITICAL PARTIES

THE CONSTITUTION SAYS NOTHING ABOUT POLITICAL PARTIES, BUT OVER TIME THE US HAS IN FACT DEVELOPED A TWO-PARTY SYSTEM. THE TWO LEADING PARTIES ARE THE DEMOCRATS AND THE REPUBLICANS. THERE ARE OTHER PARTIES BESIDES THESE TWO, AND FOREIGN OBSERVERS ARE OFTEN SURPRISED TO LEARN THAT AMONG THESE ARE ALSO A COMMUNIST PARTY AND SEVERAL SOCIALIST PARTIES. MINOR PARTIES HAVE OCCASIONALLY WON OFFICES AT LOWER LEVELS OF GOVERNMENT, BUT THEY DO NOT PLAY A ROLE IN NATIONAL POLITICS. IN FACT, ONE DOES NOT NEED TO BE A MEMBER OF A POLITICAL PARTY TO RUN IN ANY ELECTION AT ANY LEVEL OF GOVERNMENT. ALSO, PEOPLE CAN SIMPLY DECLARE THEMSELVES TO BE MEMBERS OF ONE OF THE TWO MAJOR PARTIES WHEN THEY REGISTER TO VOTE IN A DISTRICT.

Sometimes, the Democrats are thought of as associated with labour, and the Republicans with business and industry. Republicans also tend to oppose the greater involvement of the federal government in some areas of public life which they consider to be the responsibility of the states and communities. Democrats, on the other hand, tend to favour a more active role of the central government in social matters.

To distinguish between the parties is often difficult, however. Furthermore, the traditional European terms of "right" and "left", or "conservative" and "liberal" do not quite fit the American system. Someone from the "conservative right", for instance, would be against a strong central government. Or a Democrat from one part of the country could be very "liberal", and one from another part, quite "conservative". Even if they have been elected as Democrats or Republicans, Representatives or Senators are not bound to a party programme, nor are they subject to any discipline when they disagree with their party.

While some voters will vote a "straight ticket", in other words, for all of the Republican or Democratic candidates in an election, many do not. They vote for one party's candidate for one office, and another's for another. As a result, the political parties have much less actual power than they do in other nations.

In the US, parties cannot win seats which they are then free to fill with party members they have chosen. Rather, both Representatives and Senators are elected to serve the interests of the people and the areas they represent, that is, their "constituencies".

V. H/T. P. 96-97. TASK 1,2.

TASK 1 COMPLETE THE FOLLOWING TEXT WITH THE WORDS AND PHRASES FROM THE BOX, USING THEM IN THE APPROPRIATE FORM.

CONSTITUTION; STRUCTURE; VOTER; NATIONAL; TO NAME; FEDERAL; GOVERNMENT; TO VOTE; RESPONSIBILITY; VIOLATION;

law; to govern; to be elected (2); to be appointed; to be removed from office. union of 50 states, with District of government. The Constitution outlines

The United States is a (a) _____ Columbia as the seat of the (b) _____ (c) _____ of the national government and specifies its powers and activities. Other government activities are the (d) _____ of the individual states, which have their own (e) _____ and (f) _____. Within each state there are counties, townships, cities and villages, each of which has its own elective (g) _____.

All government in the United States is "of, by and for the people". Members of Congress, the President, state officials and those who (h) _____ counties and cities (i) _____ by popular vote. The President (j) _____ the heads of federal departments while judges are either (k) _____ directly by the people or (l) _____ by elected officials, (m) _____ mark unsigned ballots in private booths, so that no one else can find out for whom a citizen (n) _____ . Public officials may (o) _____ for failing to perform their duties properly, as well as for serious (p) _____ of law.

TASK 2. Complete the following statements with the appropriate and expressions from the Unit.

A.

The US Constitution sets the basic form of government: _____. The Bill ultimate power under the Constitution, in fact, belongs to _____. The Bill of Rights declares such fundamental rights of any American as _____.

B.

The Supreme Court of the USA consists of _____. They are appointed by _____, and must be approved by _____. A decision of the Supreme Court _____ to any other court. The Supreme Court has direct jurisdiction in the following kinds of cases: _____. All other cases are _____. The only power of the Supreme Court which is not stated in the Constitution is the power of _____.

C.

All the fifty states of America have _____ form of government. The executive branch of the government in each state is headed by _____ and the judicial branch is represented by _____. Each state has its own _____ which must not interfere with _____.

D.

There is a two-party system in the USA. The Democratic Party is usually associated with _____, and the Republicans, with _____. Anyone who _____ may vote in the presidential election in the US. Those who want to vote must _____ before the election takes place. The national presidential elections consist of two separate campaigns: one is _____; the other is _____.

TASK 3. Define the following word-combinations. with examples.

Judicial Review;

Executive Power;

Separation of Powers;

bicameral legislature;

majority party.

TASK 4. Give the words with the opposite meanings to:

to approve;
majority;
consent;
to win;
to allow.

LESSON 16 (Практическое занятие №16)

Учебный материал: Ю.Л.Гуманова «Just English», рабочая тетрадь, тетрадь-словарь, словари: русско-английский и англо-русские, магнитофон, «Английский язык. Сборник текстов и упражнений по юриспруденции» Л.Д. Дерун, Л.И. Круглова, Екатеринбург 2006г.

Topic-test.

LESSON 17 (Практическое занятие №17)

Учебный материал: Ю.Л.Гуманова «Just English», рабочая тетрадь, тетрадь-словарь, словари: русско-английский и англо-русские, магнитофон, «Английский язык. Сборник текстов и упражнений по юриспруденции» Л.Д. Дерун, Л.И. Круглова, Екатеринбург 2006г.

Topic: “Main Types of sentences”.

II. Вспомнить все виды наказания. (CARDS)

III. Дать дополнительную информацию р. 92.Техт.3.(“Анг.яз”)

“Main Types of sentences”.

Absolute discharge: NO FINANCIAL PENALTY, NO CONDITIONS.

Conditional discharge: No financial penalty, but if the offender commits a similar crime in the stated period (12 months, say), he can be brought back and given a more severe sentence for the original offence.

Fine: Up to J2,000 at magistrates' courts, unlimited in the Crown Court.

Probation order: The offender is placed **under the supervision of a probation officer** for specified period (often 1 or 2 years), who has to have regular contact with him. Other conditions can also be attached, such as that the offender must take **medical treatment**.

Community service order: It is expressed in hours (between 40 and 240). The offender carries out socially useful tasks, such as helping with **the disabled**, or decorating elderly people's houses, at weekends and other spare time.

Suspended sentence of imprisonment: For example, 'nine months suspended for two years'. If the offender commits another offence within the stated period, the original sentence can (at **the discretion** of judge or magistrate) be activated, and he can be made

to serve it after any sentence imposed for the subsequent offence.

Imprisonment: The offender goes to prison. The usual **remission** is one-third of the sentence. He will also, in many cases, become **eligible** to be released **on parole** after one-third of his sentence. The grant of parole is discretionary.

The range of sentences for young offenders (under 21) is slightly different. There is now a single **custodial sentence** of up to 6 months for young offenders aged between 14 and 20. The institution to which a particular offender will be sent will depend on the youngster's age and **the length of the sentence**. Other sentences include **a fine** (which can sometimes be ordered to be paid by the parents); **a supervision order**, like an adult's **probation order**; and **an attendance centre order** - the young offender spends up to 24 hours, often on successive Saturday afternoons, doing brisk exercises and getting instructions in recreational activities.

2) Закрепить. Р. 94. Ех. 5. («Англ.яз»).

Say which of the following people you consider to be committing a serious crime and what punishment you would give them for it.

2. A driver who knocks down a pedestrian and doesn't stop.

3. An office worker who steals money from the firm's cash box.

A shoplifter who has enough money to pay for the stolen goods.

A football fan who starts a fight with a fan of the rival team.

A person who is stopped at the Customs for possessing drugs.

Someone who gives away his country's secrets to a foreign power.

A person who buys goods knowing that they are stolen.

8 A person who kills a burglar in his own house.

9. Someone who drives the getaway car in an armed robbery.

10. A doctor who gave an overdose of medicine to an 85-year-old patient who was seriously ill. The patient had asked the doctor to do it.

IV. Н/Т. Р. 94. Ех. 3.Р. 95.Ех.7. («Англ.яз»)

LESSON 18 (Практическое занятие №18)

Учебный материал: Ю.Л.Гуманова «Just English», рабочая тетрадь, тетрадь-словарь, словари: русско-английский и англо-русские, магнитофон, «Английский язык. Сборник текстов и упражнений по юриспруденции» Л.Д. Дерун, Л.И. Круглова, Екатеринбург 2006г.

Reading the newspapers

Grammar: “Infinitive”

II. ЧЕКН Н/Т

III. **GRAMMAR:** “INFINITIVE”

2) **ЗАКРЕПИТЬ.** (“ГРАММАТИКА АНГ.ЯЗ” ГАЛИЦИНСКИЙ)

IV. **READING OF THE NEWSPAPER.**

V. **Н/т.** CASE 21. Ex. 1, 3.

LESSON 19 (ПРАКТИЧЕСКОЕ ЗАНЯТИЕ №19)

Учебный материал: Ю.Л.Гуманова «Just English», рабочая тетрадь, тетрадь-словарь, словари: русско-английский и англо-русские, магнитофон, «Английский язык. Сборник текстов и упражнений по юриспруденции» Л.Д. Дерун, Л.И. Круглова, Екатеринбург 2006г.

GRAMMAR: “INFINITIVE”. (REVISE)

I. Check Н/т.

II. Grammar: “Infinitive”. (Revise) (“Грамматика англ.яз” Галицинский).

III. Practice in the cases.

Case 17, case 18, case 19 («Англ.яз»).

IV. Listening.

Answer the questions.

V. Н/т. Text 9. P. 83. Ex. 7, 9. P. 85-86 («Англ.яз»).

LESSONS 20-21 (ПРАКТИЧЕСКИЕ ЗАНЯТИЯ №20)

Учебный материал: Ю.Л.Гуманова «Just English», рабочая тетрадь, тетрадь-словарь, словари: русско-английский и англо-русские, магнитофон, «Английский язык. Сборник текстов и упражнений по юриспруденции» Л.Д. Дерун, Л.И. Круглова, Екатеринбург 2006г.

Торіс: “The police in the US”.

I. CHECK Н/т.

II. ТОРІС: “THE POLICE IN THE US”.

Разобрать структуру полиции в США.

III. Practice in a case.

p. 95. Ex. 7, 8. P. 96. Ex. 9. («Англ.яз»).

IV. Н/т. p. 109. Ex. 1 («Англ.яз»).

LESSONS 22-23 (ПРАКТИЧЕСКИЕ ЗАНЯТИЯ №22-23)

Учебный материал: Ю.Л.Гуманова «Just English», рабочая тетрадь, тетрадь-словарь, словари: русско-английский и англо-русские, магнитофон, «Английский язык. Сборник текстов и упражнений по юриспруденции» Л.Д. Дерун, Л.И.

Круглова, Екатеринбург 2006г.

I. DRAMATIZE THE TRIAL ON “SHOPLIFTING”.

p.196. Follow the order given in ex. 1-12 on p. 192-196.

- 1) Студенты должны заранее ознакомиться с текстом.
- 3) Выбрать для себя роль
- 5) Подготовить своё выступление перед судом присяжных.

II. H/t. case 38. P. 169. «Анг.яз»; подготовиться к “the game-revision”.

LESSON 24 (Практическое занятие №24)

Учебный материал: Ю.Л.Гуманова «Just English», рабочая тетрадь, тетрадь-словарь, словари: русско-английский и англо-русские, магнитофон, «Английский язык. Сборник текстов и упражнений по юриспруденции» Л.Д. Дерун, Л.И. Круглова, Екатеринбург 2006г.

Game-Revision.

- 1) The System of Government in the US.
- 3) THE SYSTEM OF GOVERNMENT IN THE UK.
- 4) TYPES OF PUNISHMENT.

Other legal words.

H/t. p. 143. Ex. 4.ex. 1 («Анг.яз»)

LESSON 25 (Практическое занятие №25)

Учебный материал: Ю.Л.Гуманова «Just English», рабочая тетрадь, тетрадь-словарь, словари: русско-английский и англо-русские, магнитофон, «Английский язык. Сборник текстов и упражнений по юриспруденции» Л.Д. Дерун, Л.И. Круглова, Екатеринбург 2006г.

Grammar: “Conditionals” (I, II, III) (Revise)

IV. Check H/t.

V. Grammar: Conditionals (Revise) (cards).

Game: “Kidnapping”

Cut a sentence out of an English newspaper or a magazine. Then cut the sentence into separate words or phrases and ask a partner to put them in the correct order.

VII. H/t. 1) Case 30. Ex. 1, 2, 4.

2) грамматические задания по индивидуальным карточкам.

LESSON 26 (Практическое занятие №26)

Учебный материал: Ю.Л.Гуманова «Just English», рабочая тетрадь, тетрадь-словарь, словари: русско-английский и англо-русские, магнитофон, «Английский язык. Сборник текстов и упражнений по юриспруденции» Л.Д. Дерун, Л.И. Круглова, Екатеринбург 2006г.

Grammar: “Partizipien I, II” (Revise)

II. Check H/t.

III. Grammar: “Partizipien I, II” (Revis) (cards)

Case in practice: case 38. Ex. 1

IV. H/t. грамматические задания по индивидуальным карточкам.

LESSON 27 (Практическое занятие №27)

Учебный материал: Ю.Л.Гуманова «Just English», рабочая тетрадь, тетрадь-словарь, словари: русско-английский и англо-русские, магнитофон, «Английский язык. Сборник текстов и упражнений по юриспруденции» Л.Д. Дерун, Л.И. Круглова, Екатеринбург 2006г.

Grammar: “Sequence of Tenses” (Revise)

Topic: “The profession of a lawyer”

II. Check H/t.

III. **Grammar:** “Sequence of Tenses” (Revise) (cards “Грамматика англ.яз” Галицинский).

IV. **Topic:** “THE PROFESSION OF A LAWYER”

2) THE BAR.

3) NOTARY SERVICE.

The Prosecutor’s offic.

Militia.

V. **H/t.** ПОДГОТОВИТЬСЯ К ЗАЧЁТУ ПО ТЕОРИИ ГРАММАТИКИ АНГЛИЙСКОГО ЯЗЫКА.

LESSON 28 (Практическое занятие №28)

Зачёт по теории грамматики английского языка.

Для группы СОП

Учебно-методическое обеспечение дисциплины:

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2. Хайруллин В.И. Английский для юристов: Учебное пособие – Уфа 2000г.
3. Гуманова Ю.Л. Just English Москва 1996г.
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5. Учебный материал и контрольные задания. «Английский язык». Екатеринбург 2005г.
6. Учёба в Уральской государственной юридической академии. «Английский язык».

Екатеринбург 2005г.

Дополнительная литература

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Английский язык для юристов-переводчиков: Учебное пособие. М.: Юридический колледж МГУ, 2007
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 5. RILEY DAVID CHECK YOUR VOCABULARY FOR LAW (A WORKBOOK FOR USERS), PETER COLLIN PUBLISHING, 2003
- Бонк Н.А. Учебник английского языка. Т.1,2, М 2005
Голицинский Ю.Б. Грамматика. Сборник упражнений. СПб, 2004
Павлоцкий В.М. English Grammar Practice. СПб, 2005

Вопросы к зачёту (I семестр)

1. When and where were you born?
2. What were your favourite subjects at school?
When did you leave school?
What did you do after leaving school?
What do you know about the foundation of the Law Academy?
What specialists does the Academy train?
Where can they work after graduating from the Academy?
What kinds of subjects do the students of the Academy learn?
What exams do the students take and when do they take them?
What are the students' duties?
3. What types of legal professions do you know?
What are the functions of a solicitor / barrister?
4. What is crime?
5. What types of crimes do you know What types of legal professions do you know?
What are the functions of a solicitor / barrister?
6. What is crime?

7. What types of crimes do you know?
What is the difference between life peers and hereditary peers, Lords Temporal and Lords Spiritual?
8. What kind of problems does a solicitor deal with?
9. What the differences between a barrister and a defense lawyer?

БИЛЕТЫ К ЗАЧЁТУ (I СЕМЕСТР)

БИЛЕТ 1

1. Чтение и перевод текста с помощью словаря
 2. Презентация грамматической темы: «Образование множественного числа».
 3. Разговорная тема: «My family».
-

БИЛЕТ 2

1. Чтение и перевод текста с помощью словаря
 2. Презентация грамматической темы: «Местоимения **some, any, no**».
 3. Разговорная тема: «Urals State Law Academy».
-

БИЛЕТ 3

1. Чтение и перевод текста с помощью словаря
 2. Презентация грамматической темы: «Типы вопросительных предложений».
 3. Разговорная тема: «Types of the crimes».
-

БИЛЕТ 4

1. Чтение и перевод текста с помощью словаря
 2. Презентация грамматической темы: «Present Simple».
 3. Разговорная тема: «Law Breakers».
-

БИЛЕТ 5

1. Чтение и перевод текста с помощью словаря
2. Презентация грамматической темы: "Modal verbs".
3. Разговорная тема: "System of government in Great Britain".

БИЛЕТ 6

1. Чтение и перевод текста с помощью словаря
2. Презентация грамматической темы: "Present Continuous".
3. Разговорная тема: "System of government in Great Britain".

БИЛЕТ 7

1. Чтение и перевод текста с помощью словаря
2. Презентация грамматической темы: "Past Simple"
3. Разговорная тема: «Law Breakers».

БИЛЕТ 8

1. Чтение и перевод текста с помощью словаря
2. Презентация грамматической темы: "Participles I, II".
3. Разговорная тема: «Types of the crimes».

БИЛЕТ 9

1. Чтение и перевод текста с помощью словаря
2. Презентация грамматической темы: "The Gerund".
3. Разговорная тема: «Urals State Law Academy».

БИЛЕТ 10

1. Чтение и перевод текста с помощью словаря
2. Презентация грамматической темы: «Образование множественного числа».
3. Разговорная тема: «My family».

БИЛЕТ 11

1. Чтение и перевод текста с помощью словаря
 2. Презентация грамматической темы: “ Past Simple”
 3. Разговорная тема: «Urals State Law Academy».
-

БИЛЕТ 12

1. Чтение и перевод текста с помощью словаря
 2. Презентация грамматической темы: “The Gerund”.
 3. Разговорная тема: «Types of the crimes».
-

БИЛЕТ 13

1. Чтение и перевод текста с помощью словаря
 2. Презентация грамматической темы: “Participles I, II”.
 3. Разговорная тема: “System of government in Great Britain”.
-

БИЛЕТ 14

1. Чтение и перевод текста с помощью словаря
 2. Презентация грамматической темы: “Present Perfect”.
 3. Разговорная тема:
-

БИЛЕТ 15

1. Чтение и перевод текста с помощью словаря
2. Презентация грамматической темы: «Прошедшее время модальных глаголов».
3. РАЗГОВОРНАЯ ТЕМА: «TYPES OF THE CRIMES».

Тексты для чтения на зачёте (I семестр).

Millionaire film star Dustin Hoffman has come clean about a secret weakness - he pinches hotel soap. Dustin, who is paid on average J4 million a picture, claimed pilfering is one of the pleasures of staying in hotels. He said: " I love to take some soap. It's kind of allowable theft and satisfies the petty crook in me. There is a petty crook in everybody. Some people steal ashtrays, I take soap".

A policeman arrested a man for drink-driving after clinging to the roof of his van for more than a mile. PC Alan Ware, 36, stopped the van in Southampton but it pulled off as he approached. Leaping on to the roof rack, the policeman clung on until the van stopped, then he arrested the driver. The driver will appear before Southampton magistrates charged with dangerous driving, assaulting the policeman and drink-dnving.

The man responsible for more than 30 burglaries in the Bingley area was finally caught last night. Police caught him breaking into a house in Warwick Street. He broke away from the captors, but they gave chase and saw him ... climbing over the wall into Bingley prison. The man, who was serving a 10-year sentence for burglary, had broken through his cell wall, and had been breaking out of prison twice a week to break into local houses.

Two men were jailed for their part in a bank swindle which almost made them millionaires overnight. But they were caught because of the computer's memory. Colin Howard, aged 51, a company director of Transept Street, Camden Town, north London, was jailed for seven years, and Laurence Tomsett, aged 32, a telex operator, of Clapham Common, south London, for five years. Mr. Colin Hart-Leverton, QC for the prosecution, told the Central Criminal Court, that it had been a brilliant plot that had been immaculately timed.

Miss B. Sharpies was an elderly woman. She was an invalid, suffering much pain. She was looked after by her niece, Freda Clay. Miss Sharpies died as a result of an overdose of morphia. Freda admitted an error, saying that her aunt's suffering was so bad that she could not stand it and gave the woman more morphia to ease the pain. The opinion of the police was that the act was deliberate, not a mistake, but they considered evidence insufficient on which to prosecute.

Edward Riggs was an agricultural labourer. He suspected his wife of infidelity with their lodger, Ben Graig. Once Graig and Mrs. Riggs were found shot. The shots proved to be from Mr. Riggs's gun. Riggs gave himself up to the police, saying he supposed he must have done it, but could not remember. His mind went blank, he said. Riggs was sentenced to death, but afterwards the sentence was commuted to penal servitude for life.

After burglars broke into the home of Stephan Grant for the second time in a week, the 37-year-old businessman from Sussex decided to act. He chased them in his BMW, forced their car off the road, bundled one crook into the boot and strapped the second one into the passenger seat. He was on his way to deliver them to a police station when he was arrested on suspicion of kidnapping. He has since been charged with illegal possession of a starting pistol.

Тексты для III семестра (чтение и перевод)

Magistrates' Courts

Magistrates' Courts are the people's courts, formally known as police courts, the lowest tier in the criminal justice system. Justice is delivered not by professional judges or lawyers, but by appointed representatives of the community. The system of unpaid, lay, part-time magistrates is unique in the world. There are around 28,000 lay magistrates sitting in the 700 or so courts in England and Wales. They deal with more than two million cases a year, and perform a variety of other functions as well.

The Shoplifter

Joe Brian was a thief. He had been in prison several times. Last time he was sentenced to ten months in prison for shoplifting when he tried to steal a silver necklace for his girlfriend Susie.

On the day he left prison, first he had a good meal in a restaurant, then went to a cinema. He enjoyed being free again. He took a long walk in town looking at the windows. He had a few dollars and wanted to buy a present for his girlfriend Susie. He saw a pretty silk dressing gown in one window but he didn't like the colour. He saw a green and white striped cotton blouse in another shop window but he didn't like the pattern.

The Shoplifter

He looked at a fur cap in another shop but it was too expensive. Then he saw a nice leather belt and first he thought that Susie would like it. He was just going to buy it but he changed his mind and thought it would make a poor present.

Then he went into a jeweller's shop. There he saw a nice gold bracelet on the counter. He always wanted a present like that. He had a quick look around and saw nobody was watching him. The assistant was showing a diamond engagement ring to a customer. The next minute the gold

The Clerk and The Security Officer

The clerk of the court's job is to help the judge. When the judge comes in, the clerk says, "All rise". That means everybody stand up. lawyers sometimes bow to the judge. Other people in court don't have to. The clerk reads out the charge at the beginning of the trial, clerk may ask us to take an oath. If this happens, the clerk asks, "Do swear that the evidence which you are about to give the court in this case shall be the truth, the whole truth, and nothing but the truth?"

Magistrates' Courts

Their main job is to deliver 'summary justice' to people charged with less serious crimes. For some offences magistrates can send offenders to prison for six months. Most defendants who come before the Magistrates' Courts plead guilty to the charges against them, and all the magistrates need to do is to pass a sentence on them, or to send them to the Crown Court for a stiffer punishment than the magistrates have the power to impose. For those who plead not guilty, there may be a choice between having their trial by magistrates but no jury, or going to the Crown Court for a jury trial.

Magistrates' Courts

Trial and sentencing are not the only functions of Magistrates' Courts in the criminal justice system. Magistrates make crucial decisions over whether to grant a defendant bail or to remand him to prison to wait for his trial. They act, too, as filters through which more serious criminal cases pass. Almost all criminal prosecutions which reach the Crown Court are committed there by the Magistrates' Court.

Magistrates' Courts

THEIR MAIN JOB IS TO DELIVER 'SUMMARY JUSTICE' TO PEOPLE CHARGED WITH LESS SERIOUS CRIMES. FOR SOME OFFENCES MAGISTRATES CAN SEND OFFENDERS TO PRISON FOR SIX MONTHS. MOST DEFENDANTS WHO COME BEFORE THE MAGISTRATES' COURTS PLEAD GUILTY TO THE CHARGES AGAINST THEM, AND ALL THE MAGISTRATES NEED TO DO IS TO PASS A SENTENCE ON THEM, OR TO SEND THEM TO THE CROWN COURT FOR A STIFFER PUNISHMENT THAN THE MAGISTRATES HAVE THE POWER TO IMPOSE. FOR THOSE WHO PLEAD NOT GUILTY, THERE MAY BE A CHOICE BETWEEN HAVING THEIR TRIAL BY MAGISTRATES BUT NO JURY, OR GOING TO THE CROWN COURT FOR A JURY TRIAL.

The Clerk and The Security Officer

AN OATH IS A PROMISE TO TELL THE TRUTH. IF YOU AGREE TO TELL THE TRUTH, SAY "I DO". IF YOU WANT TO AFFIRM INSTEAD OF TAKING AN OATH, THE CLERK TELLS YOU TO RAISE YOUR RIGHT HAND AND ASKS, "DO YOU SOLE ONLY AFFIRM THAT EVIDENCE WHICH YOU ARE ABOUT TO GIVE THE COURT IN THIS CASE SHALL BE! TRUTH, THE WHOLE TRUTH, AND NOTHING BUT THE TRUTH?" IF YOU AGREE TO TELL THE TRUTH THIS WAY, SAY "I DO". AN ACCUSED PERSON MAY BE PUNISHED BECAUSE OF WHAT WITNESS SAY. THAT IS WHY IT IS SO IMPORTANT TO TELL THE TRUTH IN COURT. THE JOB OF THE COURT SECURITY OFFICER IS TO KEEP EVERYONE SAFJ COURT. SOME COURTROOMS HAVE AN OFFICER TO MAKE SURE THAT NO ONE HURT FRIGHTENS ANYONE. THE OFFICER WEARS A UNIFORM.

Jurors' Comments

Former jurors were invited to comment on their experiences. The comments ranged from extremely positive, to extremely negative. xk two complaints that were repeated most often were (1) that jurors were not compensated adequately; and (2) that too much time was wasted particularly during the selection process. The view that jurors deserve better remuneration was advocated by those who continued to receive their salaries, as well as by those who did not. A number of respondents suggested that the provincial minimum wage ought to be the minimum that jurors are paid.

Вопросы к зачёту (III семестр)

1. WHAT TYPES OF LEGAL PROFESSIONS DO YOU KNOW?
2. WHAT ARE THE FUNCTIONS OF A SOLICITOR / BARRISTER?
3. WHAT IS CRIME?
4. WHAT TYPES OF CRIMES DO YOU KNOW?

What petty crimes can you name?

What is the Court system in England and the USA?

What are the similarities and differences between the UK and the USA?

Who is responsible for making laws in Britain?

5. IN THE UNITED KINGDOM, WHAT IS THE DIFFERENCE BETWEEN CRIMINAL AND CIVIL LAW?

What is the most common type of law court in England and Wales ?

Name three other types of British courts.

What is almost unique about the English legal system?

6. WHAT KIND OF PROBLEMS DOES A SOLICITOR DEAL WITH?

7. HOW DO YOU QUALIFY AS A SOLICITOR?

What are barristers experts in?

When must you have a barrister?

What is the Bill of Rights?

What kind of people are Magistrates?

What the differences between a barrister and a defense lawyer?

What are the strongest motives for a crime?

БИЛЕТЫ К ЗАЧЁТУ (III СЕМЕСТР)

БИЛЕТ 1

1. Reading and translating newspaper's article.
2. Грамматическая тема: «Future Perfect Active Voice»
3. Презентация темы: "The reasons of growing a crime in the USA"

БИЛЕТ 2

1. Reading and translating newspaper's article.
2. Грамматическая тема: «Времена группы Continuous Passive Voice»
3. Презентация темы: "The USA".

БИЛЕТ 3

1. Reading and translating newspaper's article.
2. Грамматическая тема: «Времена группы Perfect Passive Voice»
3. Презентация темы: "The Bill of Rights"

БИЛЕТ 4

1. Reading and translating newspaper's article.
2. Грамматическая тема: «Времена группы Perfect Passive Voice»
3. Презентация темы: "The Bill of Rights".

БИЛЕТ 5

1. Reading and translating newspaper's article.
2. Грамматическая тема: «Времена группы Perfect Passive Voice»
3. Презентация темы: "The causes of the crimes".

БИЛЕТ 6

1. Reading and translating newspaper's article.
2. Грамматическая тема: «Времена группы Continuous Passive Voice»
3. Презентация темы: "The USA".

БИЛЕТ 7

1. Reading and translating newspaper's article.
2. Грамматическая тема: «Времена группы Simple Passive Voice»
3. Презентация темы: "The causes of the crimes".

БИЛЕТ 8

1. Reading and translating newspaper's article.
2. Грамматическая тема: "Future Perfect Active Voice "
3. Презентация темы: "Bill of Rights".

БИЛЕТ 9

1. Reading and translating newspaper's article.
2. Грамматическая тема: «Времена группы Perfect Passive Voice»
3. Презентация темы: "The causes of the crimes".

БИЛЕТ 10

1. Reading and translating newspaper's article
2. Грамматическая тема: «Времена группы Simple Passive Voice»
3. Презентация темы: "The USA".

БИЛЕТ 11

1. Reading and translating newspaper's article.
2. Грамматическая тема: «Времена группы Continuous Passive Voice»
3. Презентация темы: "The Bill of Rights".

БИЛЕТ 12

1. Reading and translating newspaper's article.
2. Грамматическая тема: «Future Continuous Active Voice»
3. Презентация темы: “The reasons of growing a crime in the USA””.

БИЛЕТ 13

1. Reading and translating newspaper's article.
2. Грамматическая тема: «Времена группы Perfect Passive Voice»
3. Презентация темы: “The Bill of Rights”.

БИЛЕТ 14

1. Reading and translating newspaper's article.
2. . Грамматическая тема: «Future Perfect Active Voice»
3. Презентация темы: “The causes of the crimes”.

БИЛЕТ 15

1. Reading and translating newspaper's article.
2. Грамматическая тема: «Времена группы Continuous Passive Voice»
3. Презентация темы: “The USA”.

БИЛЕТ 16

1. Reading and translating newspaper's article.
2. . Грамматическая тема: «Времена группы Simple Passive Voice»
3. Презентация темы: “The Bill of Rights”.

БИЛЕТ 17

1. Reading and translating newspaper's article.
2. Грамматическая тема: “Future Continuous”
3. Презентация темы: “The causes of the crimes”.

БИЛЕТ 18

1. Reading and translating newspaper's article.
2. Грамматическая тема: «Времена группы Simple Passive Voice»
3. Презентация темы: “The USA”.

БИЛЕТ 19

1. Reading and translating newspaper's article.
2. Грамматическая тема: «Future Perfect»
3. Презентация темы: “Bill of Rights”..

БИЛЕТ 20

1. Reading and translating newspaper's article.
2. Грамматическая тема: «Времена группы Perfect Passive Voice»
3. Презентация темы: “The reasons of growing a crime in the USA”.

БИЛЕТ 21

1. Reading and translating newspaper's article.
2. Грамматическая тема: «Времена группы Simple Passive Voice»
3. Презентация темы: “The USA”.

БИЛЕТ 22

1. Reading and translating newspaper's article.
2. Грамматическая тема: «Времена группы Continuous Passive Voice»
3. Презентация темы: “The reasons of growing a crime in the USA””.

БИЛЕТ 23

1. Reading and translating newspaper's article.
2. Грамматическая тема: «Времена группы Perfect Passive Voice»
3. Презентация темы: “The USA”.

БИЛЕТ 24

1. Reading and translating newspaper's article.
2. Грамматическая тема: «Future Perfect Continuous Active Voice»
3. Презентация темы: “Bill of Rights”.

БИЛЕТ 25

1. Reading and translating newspaper's article.
2. Грамматическая тема: «Времена группы Perfect Passive Voice»
3. Презентация темы: “The causes of the crimes”.

БИЛЕТЫ К ЗАЧЁТУ (I СЕМЕСТР I СОП)

БИЛЕТ 1

1. Чтение и перевод газетной статьи
2. Грамматическая тема: «Времена группы Simple Active Voice»
3. Презентация темы: “A crime”.

БИЛЕТ 2

1. Чтение и перевод газетной статьи
2. Грамматическая тема: «Времена группы Continuous Active Voice»
3. Презентация темы: “Legal profession in the UK”.

БИЛЕТ 3

1. Чтение и перевод газетной статьи
2. Грамматическая тема: «Времена группы Perfect Active Voice»
3. Презентация темы: “System of Government in England».

БИЛЕТ 4

1. Чтение и перевод газетной статьи
2. Грамматическая тема: «Времена группы Perfect Continuous Active Voice»
3. Презентация темы: “Legal profession in the UK”.

БИЛЕТ 5

1. Чтение и перевод газетной статьи
2. Грамматическая тема: «Времена группы Perfect Passive Voice»
3. Презентация темы: ““A crime”.

БИЛЕТ 6

1. Чтение и перевод газетной статьи
2. Грамматическая тема: «Времена группы Continuous Active Voice»
3. Презентация темы: “ System of Government in England».

БИЛЕТ 7

1. Чтение и перевод газетной статьи

2. Грамматическая тема: «Времена группы Simple Passive Voice»
3. Презентация темы: “Legal profession in the UK”.

БИЛЕТ 8

1. Чтение и перевод газетной статьи
2. Грамматическая тема: “The Participle”
3. Презентация темы: ““A crime””.

БИЛЕТ 9

1. Чтение и перевод газетной статьи
2. Грамматическая тема: “The Participle”
3. Презентация темы: “System of Government in England».

БИЛЕТ 10

1. Чтение и перевод газетной статьи
2. Грамматическая тема: «Времена группы Simple Passive Voice»
3. Презентация темы: “Legal profession in the UK”.

БИЛЕТ 11

1. Чтение и перевод газетной статьи
2. Грамматическая тема: «Времена группы Continuous Active Voice»
3. Презентация темы: “A crime”.

БИЛЕТ 12

1. Чтение и перевод газетной статьи
2. Грамматическая тема: «Времена группы Perfect Passive Voice»
3. Презентация темы: “System of Government in England».

БИЛЕТ 13

1. Чтение и перевод газетной статьи
2. Грамматическая тема: «Времена группы Perfect Continuous Active Voice»
3. Презентация темы: “Legal profession in the UK”..

БИЛЕТ 14

1. Чтение и перевод газетной статьи
2. Грамматическая тема: «Времена группы Perfect Active Voice»
3. Презентация темы: ““A crime””.

БИЛЕТ 15

1. Чтение и перевод газетной статьи
2. Грамматическая тема: «Времена группы Continuous Active Voice»
3. Презентация темы: “ System of Government in England».

БИЛЕТ 16

1. Чтение и перевод газетной статьи
2. Грамматическая тема: «Времена группы Simple Active Voice»
3. Презентация темы: “Legal profession in the UK”.

БИЛЕТ 17

1. Чтение и перевод газетной статьи
2. Грамматическая тема: “The Participle”
3. Презентация темы: “A crime”.

БИЛЕТ 18

1. Чтение и перевод газетной статьи
2. Грамматическая тема: «Времена группы Simple Passive Voice»
3. Презентация темы: “System of Government in England»”.

БИЛЕТ 19

1. Чтение и перевод газетной статьи
2. Грамматическая тема: «Времена группы Continuous Active Voice»
3. Презентация темы: “Legal profession in the UK”.

БИЛЕТ 20

1. Чтение и перевод газетной статьи
2. Грамматическая тема: «Времена группы Perfect Passive Voice»

3. Презентация темы: “ System of Government in England».

БИЛЕТ 21

1. Чтение и перевод газетной статьи
2. Грамматическая тема: «Времена группы Simple Active Voice»
3. Презентация темы: ““A crime””.

БИЛЕТ 22

1. Чтение и перевод газетной статьи
2. Грамматическая тема: «Времена группы Continuous Active Voice»
3. Презентация темы: “Legal profession in the UK”.

БИЛЕТ 23

1. Чтение и перевод газетной статьи
2. Грамматическая тема: «Времена группы Perfect Active Voice»
3. Презентация темы: “ System of Government in England».

БИЛЕТ 24

1. Чтение и перевод газетной статьи
2. Грамматическая тема: «Времена группы Perfect Continuous Active Voice»
3. Презентация темы: “Legal profession in the UK”.

БИЛЕТ 25

1. Чтение и перевод газетной статьи
2. Грамматическая тема: «Времена группы Perfect Passive Voice»
3. Презентация темы: “A crime”.

БИЛЕТ 26

1. Чтение и перевод газетной статьи
2. Грамматическая тема: «Времена группы Simple Active Voice»
3. Презентация темы: “A crime”.

БИЛЕТ 27

1. Чтение и перевод газетной статьи
2. Грамматическая тема: «Времена группы Continuous Active Voice»
3. Презентация темы: “Legal profession in the UK”.

БИЛЕТ 28

1. Чтение и перевод газетной статьи
2. Грамматическая тема: «Времена группы Perfect Active Voice»
3. Презентация темы: “System of Government in England».

БИЛЕТ 29

1. Чтение и перевод газетной статьи
2. Грамматическая тема: «Времена группы Perfect Continuous Active Voice»
3. Презентация темы: “Legal profession in the UK”.

БИЛЕТ 30

1. Чтение и перевод газетной статьи
2. Грамматическая тема: «Времена группы Perfect Passive Voice»
3. Презентация темы: ““A crime”.

БИЛЕТ 31

1. Чтение и перевод газетной статьи
2. Грамматическая тема: «Времена группы Continuous Active Voice»
3. Презентация темы: “ System of Government in England».

БИЛЕТ 32

1. Чтение и перевод газетной статьи
2. Грамматическая тема: «Времена группы Simple Passive Voice»
3. Презентация темы: “Legal profession in the UK”.

БИЛЕТ 33

1. Чтение и перевод газетной статьи
2. Грамматическая тема: “The Participle”
3. Презентация темы: ““A crime”.

БИЛЕТ 34

1. Чтение и перевод газетной статьи
2. Грамматическая тема: "The Participle"
3. Презентация темы: "System of Government in England».

БИЛЕТ 35

1. Чтение и перевод газетной статьи
2. Грамматическая тема: «Времена группы Simple Passive Voice»
3. Презентация темы: "Legal professions in the UK".

Контрольные вопросы к экзамену.

1. What words do you remember to describe a person's appearance?
2. What virtuous / evil traits of character can you name?
3. What character traits do you appreciate most of all? Why?
4. Who and what are the members of your family? What kind of relations do you have?
5. Are you fond of shopping? What ways of shopping do you know?
6. What are you interested in? What are your hobbies?
7. Where do you study at? When was the Institute of State and Law established?
8. Compare the University you study at with some other Universities.
9. Do you like to travel? What means of travelling can you name? Which one is the best from your point of view? Why?
10. What interesting facts do you remember about other countries' customs and traditions?
11. Why have you chosen this profession?
12. What are the ways of applying for a job?
13. Does the money play an important role in a person's life?
14. What do you know about the basics of taxation?
15. Do you think that the Internet is important in our everyday life? Why?
16. What types of legal professions do you know?
17. What are the functions of a solicitor / barrister?
18. What is crime?
19. What types of crimes do you know?
20. What petty crimes can you name?
21. What types of punishments are there in the Russian legal system?
22. What is the Court system in England and the USA?
23. What are the similarities and differences between the UK and Russian parliamentary systems?
24. How does a bill go through the UK Parliament? What about the same procedure in

the Russian Parliament?

25. What functions does the Queen perform in public life of Great Britain?
26. What types of companies do you know?
27. Can you name the basic peculiarities of Russian tax system?
28. What are the reasons of tax evasion in Russia?
29. What do you know about the history of taxation in Russia?
30. What types of financial crimes do you know?

БИЛЕТЫ К ЭКЗАМЕНУ (IV СЕМЕСТР)

БИЛЕТ 1

1. РАЗГОВОРНАЯ ТЕМА: «HOLIDAY».
2. Просмотровое понимание отрывка из газеты.
3. SUPPOSE YOU ARE AN INVESTIGATOR AND YOU HAVE BEEN CALLED ON A PLACE, WHERE WAS A ROBBERY. WHAT QUESTIONS WOULD YOU PUT TO A VICTIM?

БИЛЕТ 2

1. РАЗГОВОРНАЯ ТЕМА: «MY FUTURE PROFESSION».
2. Просмотровое понимание отрывка из газеты.
3. Suppose you're a defence counsel and protects a murderer in the court. What questions would you set to your defendant? .

БИЛЕТ 3

1. Разговорная тема: ««My native city»».
2. Просмотровое понимание отрывка из газеты.
3. SUPPOSE YOU ARE AN INVESTIGATOR AND YOU HAVE BEEN CALLED ON A PLACE, WHERE WAS A BURGLARY. WHAT QUESTIONS WOULD YOU PUT TO A VICTIM?

БИЛЕТ 4

1. РАЗГОВОРНАЯ ТЕМА: «HOLIDAY».
2. Просмотровое понимание отрывка из газеты.
3. Once you come home and find out your flat was burgled. Now you are calling the police. Make up a short dialogue between a policeman and you.

БИЛЕТ 5

1. Разговорная тема: «My future profession».
2. Просмотровое понимание отрывка из газеты.
3. IMAGINE THAT YOU ARE THE DETECTIVE. YOU HAVE BEEN ASKED BY A NEWSPAPER REPORTER. TELL

ABOUT CRIMINAL SITUATION IN YOUR CITY.

БИЛЕТ 6

1. РАЗГОВОРНАЯ ТЕМА: «TRAVELLING».
2. Просмотровое понимание отрывка из газеты.
3. Suppose you are an investigator and you have been called on a place, where was a robbery. What questions would you put to a victim?

БИЛЕТ 7

1. Разговорная тема: «British police».\ “Travelling”
2. Просмотровое понимание отрывка из газеты.
3. SUPPOSE YOU'RE A DEFENCE COUNSEL AND PROTECT A MURDERER IN THE COURT. WHAT QUESTIONS WOULD YOU SET TO YOUR DEFENDANT? .

БИЛЕТ 8

1. РАЗГОВОРНАЯ ТЕМА: «TRAVELLING».
2. Просмотровое понимание отрывка из газеты.
3. Imagine that you are the detective. You have being asked by a newspaper reporter. Tell about criminal situation in your city.

БИЛЕТ 9

1. Разговорная тема: «My native city».
2. Просмотровое понимание отрывка из газеты.
3. ONCE YOU COME HOME AND FIND OUT YOUR FLAT WAS BURGLER. NOW YOU ARE COLLING THE POLICE. MAKE UP A SHORT DIALOGUE BETWEEN A POLICEMAN AND YOU.

БИЛЕТ 10

1. Разговорная тема: «British police».\ «My native city».
2. Просмотровое понимание отрывка из газеты.
3. IMAGINE THAT YOU ARE THE DETECTIVE. YOU HAVE BEING ASKED BY A NEWSPAPER REPORTER. TELL ABOUT CRIMINAL SITUATION IN YOUR CITY.

БИЛЕТ 11

1. Разговорная тема: «Holiday».

2. Просмотровое понимание отрывка из газеты.
3. SUPPOSE YOU ARE AN INVESTIGATOR AND YOU HAVE BEEN CALLED ON A PLACE, WHERE WAS A BURGLARY. WHAT QUESTIONS WOULD YOU PUT TO A VICTIM?

БИЛЕТ 12

1. РАЗГОВОРНАЯ ТЕМА: ««BRITISH POLICE».\«MY NATIVE CITY»».
2. Просмотровое понимание отрывка из газеты.
3. Suppose You're a defence counsel and protects a murderer in the court. What questions would you set to your defendant? .

БИЛЕТ 13

1. Разговорная тема: «My future professional».
2. Просмотровое понимание отрывка из газеты.
3. . SUPPOSE YOU'RE A DEFENCE COUNSEL AND PROTECTS A MURDERER IN THE COURT. WHAT QUESTIONS WOULD YOU SET TO YOUR DEFENDANT? .

БИЛЕТ 14

1. РАЗГОВОРНАЯ ТЕМА: «TRAVELLING».
2. Просмотровое понимание отрывка из газеты.
3. Once you come home and find out your flat was burgled. Now you are colling the police. Make up a short dialogue between a policeman and you.

БИЛЕТ 15

1. Разговорная тема: «My native city».
2. Просмотровое понимание отрывка из газеты.
3. IMAGINE THAT YOU ARE THE DETECTIVE. YOU HAVE BEING ASKED BY A NEWSPAPER REPORTER. TELL ABOUT CRIMINAL SITUATION IN YOUR CITY.

БИЛЕТ 16

1. РАЗГОВОРНАЯ ТЕМА: «MY FUTURE PROFESSION».

2. Просмотровое понимание отрывка из газеты.
3. Suppose you are an investigator and you have called on a place, where was a robbery. What questions would you put to a victim?

БИЛЕТ 17

1. Разговорная тема: «Holiday».
2. Просмотровое понимание отрывка из газеты.
3. SUPPOSE YOU'RE A DEFENCE COUNSEL AND PROTECT A MURDERER IN THE COURT. WHAT QUESTIONS WOULD YOU SET TO YOUR DEFENDANT?