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**АНГЛИЙСКИЙ
ДЛЯ
ЮРИСТОВ**

**ENGLISH
FOR LAW STUDENTS**

Рекомендовано Министерством образования
Российской Федерации в качестве учебника
для студентов вузов, обучающихся
по юридическим специальностям

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Учебник является основной частью учебно-методическо-
го комплекса, предназначенного для обучения английскому
языку студентов юридических институтов и факультетов.
Рассчитано на 90—120 часов аудиторных занятий. Ряд мате-
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Учебник построен на принципе взаимосвязанного обуче-
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ПРЕДИСЛОВИЕ КО ВТОРОМУ ИЗДАНИЮ

В настоящем издании почти полностью сохранена струк-
тура учебника. Добавлены оригинальные тексты для допол-
нительного чтения, которые могут быть использованы как на
аудиторных занятиях, так и в качестве домашнего чтения.

Значительные изменения претерпели основные тексты
уроков 4, 8 и 16 и соответственно упражнения к этим
текстам. Это вызвано необходимостью соответствия мате-
риалов учебника современным изменениям и тенденциям
во внутренней и внешней политике нашей страны.

ПРЕДИСЛОВИЕ

Настоящий учебник является основной частью учебно-
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ния видам речевой деятельности на профессионально
ориентированном материале.

Содержание лексического и грамматического материала
соответствует требованиям программы по английскому
языку для гуманитарных факультетов университетов.

Учебник рассчитан примерно на 90—120 часов аудитор-
ных занятий (в зависимости от уровня подготовки студен-
тов).

Структура учебника

Учебник включает 18 уроков и краткий грамматический справочник.

Тексты для изучающего чтения 1–3 уроков отражают такие темы, как: биография, семья, жизнь студента, учебное заведение. Тексты всех остальных уроков тематически связаны со специальными предметами, изучаемыми на юридическом факультете. Все тексты раздела для изучающего чтения связаны одной сюжетной линией и одними и теми же действующими лицами.

Краткий грамматический справочник включает поурочное объяснение правил словообразования и грамматических явлений, сводную таблицу временных форм глагола.

Структура урока

Каждый урок начинается с перечисления фонетического и лексико-грамматического материала и состоит из 8 разделов: фонетического (**Sound Right**), словообразовательного (**Word-building**), изучающего чтения (**Full Understanding**), практики общения (**Practice in Communication**), ознакомительного чтения (**General Understanding**), просмотрового чтения (**Scanning Practice**), аудирования (**Listening Practice**) и дополнительного (**Time for Fun**).

Методическая записка

Каждый урок рассчитан на прохождение в течение 5–7 часов. Последовательность прохождения разделов может выбираться по усмотрению преподавателя. Однако рекомендуется соблюдать последовательность выполнения упражнений внутри каждого раздела.

Каждый раздел имеет свою специфику. Так, упражнения первого раздела, предназначенные для развития фонетических навыков, могут выполняться как повторение за преподавателем, так и с помощью фонозаписи.

Упражнения второго раздела следует выполнять после объяснения значений соответствующих суффиксов и префиксов.

Почти все упражнения третьего раздела мотивационно обусловлены, что выражается в ситуационном характере

как лексических, так и грамматических заданий. Большинство упражнений данного раздела предусматривают выход в устную коммуникацию. Ряд упражнений (например, по переводу) может выполняться письменно по усмотрению преподавателя. Некоторые упражнения предусматривается выполнять в форме игр-соревнований между студентами.

Ряд упражнений в каждом уроке предназначен для самостоятельной работы студентов. Эти упражнения помечены знаком*.

Диалоги, данные в четвертом разделе, рекомендуется заучивать наизусть.

Тексты для ознакомительного чтения представляют собой разбитый на 18 эпизодов (по количеству уроков) остросюжетный рассказ "The man who Escaped". Задания к текстам этого и следующего раздела позволяют развивать умения и навыки ознакомительного и просмотрового чтения. Тексты даны с нарастанием сложности. Все тексты шестого раздела профессионально ориентированы и представляют собой фабульные рассказы или газетные статьи. Для измерения скорости просмотрового чтения после каждого текста дается количество слов, встречающихся в нем.

Раздел для аудирования предполагает использование звукового приложения к учебнику.

Последний раздел включает шутки, загадки, кроссворды и т. д.

В группах с углубленным изучением английского языка рекомендуется прохождение материала в полном объеме, обычные группы могут использовать материал выборочно (кроме третьего раздела, который следует проходить полностью), в зависимости от степени подготовленности группы. Возможно творческое переосмысление данных и добавление новых заданий в зависимости от методического опыта преподавателя и подготовленности группы.

Неизменным условием работы с данным учебником является атмосфера доброжелательности, доверия, сотрудничества между преподавателем и студентами.

UNIT 1

Фонетика: sound [i:]

Словообразование: суффикс существительного -er

Грамматика: притяжательный падеж, побудительные предложения, количественные и порядковые числительные, множественное число существительных, глагол **tobe** и его формы, порядок слов английского предложения

Текст: "Meet my Friends"

Практика устной речи: Greetings



1.1. Sound right

1.1.1. Слушайте, смотрите, повторяйте за диктором:

see	seed	seat	feel	being	beef-tea
fee	feed	feet	field	seeing	sea-captain
be	bead	beat	meal	evening	knee-deep
he	heed	heat	reel	eager	sea-coast
pea	peas	peace	wheel	easy	beam-ends
knee	knees	niece	zeal	teacher	sea-breeze

1.1.2. Слушайте, смотрите, повторяйте:

1. Pleased to meet you.
2. Please be seated.
3. A pea for a bean.
4. Extremes meet.
5. Greek meets Greek.
6. Pete eats chiefly meat.
7. Steve is eager to please the teacher.
8. How about meeting my people at three?
9. The teacher has every reason to be displeased.

10. My niece feels seedy.

11. It's extremely sweet of Lea.

12. He speaks Chinese and Japanese with equal ease.

1.1.3. Слушайте, смотрите. Обратите внимание на произношение звука [i:], как в слове tea.

I

1. Can you read tealeaves, Peter?
2. I can read yours, Eve.
1. What can you see?
2. I can see the beach and the sea and two people - Eve and Peter.
1. Can't you see three?
2. No, Eve. Just you and me. I can't see aunt Frieda at all.

II

1. These feet are in a terrible condition. They need treatment.
2. I agree, doctor. My feet do need treatment.
1. The treatment for these feet is to eat lots of green vegetables. But don't eat meat for at least a week.
2. No meat, doctor?
1. I repeat: You must not eat meat for at least a week.
2. But I do eat green vegetables, doctor. And don't eat meat at all.
1. Then you don't seem to need the treatment.
2. But doctor, my feet...
1. Next person, please!

1.1.4. Слушайте, смотрите, повторяйте. Обращайте внимание на интонацию (см. 1.1.3).

1.1.5. Прочитайте диалоги в парах (см. 1.1.3).

- 1.1.6. Постарайтесь прочитать скороговорку как можно быстрее:

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



1.2. Word-building

- 1.2.1. Дайте русские эквиваленты следующих слов:

sleeper, adviser, dreamer, lawyer, teacher, climber, drinker, singer, thinker, hatter.

- 1.2.2. Закончите следующие предложения:

1. A person who lives on an island is called...
2. A man or a woman who delivers a lecture is called...
3. A person who eats a great deal is called a heavy...
4. A man who climbs a mountain or a tree is called...
5. A person who likes to joke is called...
6. A man who teaches you English is called...
7. If you lose the game you are called...
8. A person who lives in a village is called...
9. A person who calls on you early in the morning is an early...
10. That who listens is called...
11. That who drives a car is called...

- 1.2.3. Ответьте на вопросы:

1. Are you a good dancer?
2. Are you a smoker?
3. Are you a heavy sleeper?
4. Who's an early riser in your family?
5. What famous thinkers do you know?
6. Who's the founder of Moscow University?

7. Do you know what a thriller is?

8. Is your friend a great talker?



1.3. Full understanding

- 1.3.1. Смотрите, слушайте, повторяйте:

student, university, secretary ['sekrətrɪ], park, college ['kɒlɪdʒ], Russian, American, English, London, New York.

- *1.3.2. Смотрите, слушайте, повторяйте, запомните:

New vocabulary:

law [lɔ:] - право

law student — студент-правовед

a lawyer [lɔ:jə] — юрист

to be busy [bɪzɪ] - быть занятым

court [kɔ:t] — суд

studies — занятия

Proper names:

Steve King; Jane Snow.

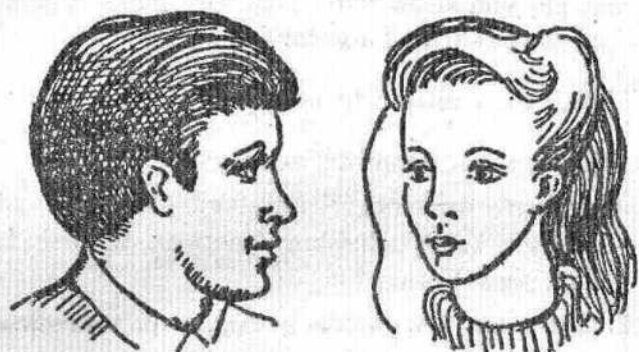
- *1.3.3. Прочитайте и переведите:

Meet my friends

Hello! Let me introduce myself¹. My name's Pete Sokolov. I'm 19. I'm a law student of Rostov State University. I'm a first year student and this is my first day of studies. I'm happy.

Look at this girl. Her name's Nell Pavlova. She's Pete's girl-friend. She's 18 but she's not a student. She's a secretary at the court. She's very pretty. She's not at work now. She's in the park with Pete. They're happy!

Let's look at this man. His name's Steve King. Is he Russian? No, he isn't. He's English. Is he a student? No, he isn't. He's a lawyer in London. He's 30. He's very busy. He isn't very happy.



Hi! ² My name's Jane Snow. I'm an American. I'm 25. And I'm a teacher at the college in New York. A teacher's life isn't easy! Oh, no!

Notes: 1. Let me introduce myself — Позвольте представиться.

2. Hi! (amer.) = Hello!

1.3.4. Соедините слова в сочетания и переведите их:

Model: friend, Jane — Jane's friend.

1. girl-friend, Pete.

2. office, Steve.

3. life, teacher.

4. work, Nell Pavlova.

5. college, Jane Snow.

6. seven green pens, Pete.

7. pens, secretaries.

8. studies, students.

9. books, lawyers.

***1.3.5.** Скажите по-английски:

ручка Стива, жизнь студента, работа юриста, книга Нелли, стол секретаря, пять учителей Петра Соколова, подружка Джейн Сноу, секретарь Стива.

1.3.6. Представьте этих людей своим друзьям:

Model: Meet Ann!

Pete Sokolov, Nell Pavlova, Steve King, Jane Snow.

1.3.7. Представьте своих товарищей по группе вашему преподавателю.

1.3.8. Предложите вашему товарищу сделать следующее:

Model: Let's meet Ann.

1. Встретить Петра (Нелли, Стива, Джейн).

2. Взглянуть на книгу (картину, девушку).

3. Пойти в университет (суд, к учителю, юристу).

1.3.9. Попросите у вашего преподавателя разрешение сделать следующее:

Model: Let me (do this).

1. Представить Нелли. 2. Встретить Стива.

3. Взглянуть на книгу. 4. Познакомиться с Джейн. 5. Пойти в суд.

- 1.3.10.** Ваш преподаватель просит вас что-либо сделать, но вам не хочется. Вы предлагаете, чтобы кто-нибудь другой сделал это.

Model: T. Bring some chalk.

S. Let Pete bring it.

1. Answer my questions. 2. Read the text. 3. Meet this girl. 4. Buy tickets. 5. Sing a song. 6. See your dean.

- 1.3.11.** Запретите вашему товарищу делать следующее или скажите, что вам обоим не стоит этого делать.

Model: Don't go there!

Let's not go there!

1. Read the book! 2. Meet this girl! 3. Look at this picture! 4. Go to the college!

- *1.3.12.** Скажите по-английски:

1. Знакомьтесь — Стив Кинг! 2. Познакомьтесь с Нелли. 3. Посмотрите на эту девушку. Ее зовут Джейн Сноу. 4. Давайте встретим Петра. 5. Разрешите подумать... 6. Пусть Нелли прочитает эту книгу. 7. Не позволяйте Петру встречать Нелли. 8. Не позволяйте Стиву петь! 9. Давайте не слушать Стива!

- 1.3.13.** Ваш друг едет в другой город. Дайте ему номера телефонов ваших друзей в этом городе. Вот они: 575 9681; 989 7965; 452 7516.

- 1.3.14.** Ваши друзья интересуются, когда вы родились. Сообщите им дату вашего рождения.

- 1.3.15.** Поставьте следующие существительные во множественном числе:

hobby, lobby, eye, boy, size, boss, dish, miss, wife, knife, man, woman, child.

- 1.3.16.** Составьте предложения, используя глагол **to be** и следующие слова:

1. Miss Dene, in bed. 2. She, hot. 3. She, ill. 4. She, so sleepy. 5. Mr King, in the room. 6. He, Miss Dene's friend. 7. They, not happy.

- *1.3.17.** Скажите по-английски:

1. Петру не 16. Ему 19. 2. Он не школьник. Он студент-первокурсник. 3. Нелли не студентка. 4. Она не на работе. Она в парке с Петром. 5. Стив не русский. Он англичанин. 6. Он не студент. Он юрист. 7. Он не очень занят сейчас. 8. Джейн не англичанка. Она американка. 9. Работа Джейн не легка.

- 1.3.18.** Вы хотите уточнить следующие положения. Задайте вопросы своим товарищам.

Model: Nell is a secretary.

Is Nell a secretary?

1. Pete is still at the University. 2. Nell and Pete are happy. 3. Steve is busy. 4. Jane is a teacher. 5. Pete's a first-year student. 6. Nell's Pete's girl-friend.

- *1.3.19.** Скажите по-английски:

1. Давайте навестим Нелли. Она дома? — Нет, она сейчас на работе. 2. Стив американец? — Нет, он англичанин. 3. Джейн в Нью-Йорке? — Да. 4. Петр занят? — Нет. — Пусть почитает. 5. Стив учитель? — Нет, он юрист. 6. Секретарша Стива очень хорошенькая. — Разрешите мне взглянуть на нее. 7. Разве Джейн не англичанка? — Нет. 8. Разве Петр не студент? — Студент. 9. А разве Нелли не подруга Петра? — Да, подруга. 10. А Стив не студент? — Нет.

*1.3.20. Расскажите вашим друзьям все, что вы знаете о:

- а) Петре Соколове;
- б) Джейн Сноу.

*1.3.21. Представьте, что вы:

- а) Нелли Павлова;
- б) Стив Кинг.

Расскажите о себе.



1.4. Practice in communication

(Greetings)

*1.4.1. Прочитайте и выучите:

A

Ways of greeting and saying good-bye

- 1. Hello!
- 2. (Good) morning.
- 3. How are you?
- 4. Hi! (*amer.*)
- 5. How are things?
- 6. How's life?
- 7. Good bye.
- 8. Bye (bye-bye).
- 9. See you (later, soon, etc.)
- 10. Nice to see you.

B

Ways of responding to greetings and farewells

- 1. Fine, thanks. How are you?
- 2. Fine/OK.
- 3. Very well (indeed)/Quite well (really).
- 4. Not too/so bad.
- 5. So-so- (any of 7 — 10 in A).

1.4.2. Отреагируйте на следующее:

1. Hello! How are you? 2. Hi! How's life? 3. Bye, see you later. 4. Nice to see you.

1.4.3. Выполните следующие действия:

- 1. Say good-bye to...
 - a) a friend who is going away for a long time;
 - b) a friend called John;
 - c) someone you'll see again in the evening.
- 2. Greet...
 - a) a formal acquaintance;
 - b) a very close friend.

1.4.4. Используйте следующие ситуации. Работайте в парах.

- A. Вы встречаете вашего близкого друга на центральной улице. У вас очень мало времени. поприветствуйте его, скажите, что позвоните ему вечером, попрощайтесь. Слушайте вашего собеседника, реагируйте на его реплики.
- B. Вас окликает ваш близкий друг. Спросите, как он поживает. Не забывайте реагировать на его реплики.



1.5. General understanding

1.5.1. Прочитайте текст. Постарайтесь понять его и выполнить предложенные упражнения.

The man who escaped

(Episode 1)

1. Edward Coke was an army officer, but he is in prison now. Every day is exactly the same for him.

It is winter now and Coke and all the other men get up at six, it is still cold and dark. They have breakfast at six thirty. Work begins at seven thirty. Some of the men work in the prison factory, but Coke often works outside.

2. The men have lunch at twelve. Then the men go back to work again. Dinner is at six. Coke usually reads after dinner until 9.30. The lights go out at ten.

The day is long and hard and every man has a lot of time to think. They usually think about why they are there. Coke does. He always thinks about two men.

3. One of the men is Eric Masters. He used to be an army officer, just like Coke. Coke knows that Masters has a lot of money now. The second man's name is Hugo. That is all Coke knows about him. Masters knows where and who Hugo is, but Coke doesn't.

Every night Coke lies in bed and thinks about Eric Masters and Hugo. There is another thing he thinks about, too. Escaping. He wants to escape and find Masters, and then the other man. Coke is in prison for something he didn't do.

1.5.2. Выберите правильный вариант. Не пользуйтесь текстом.

1. Every day is...

- a) the same;
- b) different for him;
- c) interesting for him.

2) Work begins at...

- a) half past six;
- b) half past seven;
- c) five thirty.

3. After dinner Coke usually...

- a) sleeps;
- b) reads;
- c) walks.

4. Coke knows that...

- a) Masters has a lot of money;
- b) Hugo is an army officer;
- c) Masters is in prison.

5. Coke wants to escape to...

- a) kill Hugo;

b) go home;

c) find Masters.

1.5.3. Ответьте на вопросы преподавателя. (Книги закрыты.)

- 1. Where do people work in prison?
- 2. What do the people there usually think about?
- 3. What does Coke know about Eric Masters?
- 4. What does Coke want to escape for?



1.6. Scanning practice

1.6.1. Прочитайте вопросы. Вам нужно будет ответить на них после прочтения текста.

- 1. What did the man tell when they began to speak about robbers?
- 2. What did the highwayman demand?
- 3. How did the woman explain the matter?

1.6.2. Просмотрите текст. Не забудьте отметить время начала и конца работы.

A Case on the road

In the old days a number of people were travelling from Bristol to London. During the long journey the passengers became friendly and didn't **hide** anything from each other. When the conversation turned upon **robbers**, a man told he had ten **guineas** in gold but didn't know where best to hide them. A woman advised him to put them into his boots.

(hide — прятать; robber — грабитель; guinea — 21 shillings — гиней).

Later on really a robber stopped the **coach** and **demand**ed the money. Then to the astonishment of all others, the woman who had advised to hide her neighbour's money in his boot said: "I have no money, but this

man has ten guineas in his boot". "The robber took the ten guineas and left. The robbed man began to **accuse** the woman of **being in league with** the robber. But the woman said: "Wait till London and I'll explain the thing to you".

(coach — карета; demand — требовать; accuse — обвинять; be in league with — быть в сговоре)

When they came to London she told that she had had a large sum of money with her and that she had told the man's secret to turn the robber's attention from her. She **begged** now to excuse her and **awarded** the man with one hundred pounds.

(beg — умолять; award — наградить; pound — 20 shillings — фунт стерлингов) (198 words)

1.6.3. Ответьте на вопросы в п. 1.6.1. (Книги закрыты.)



1.7. Listening practice

1.7.1. Прочитайте следующие вопросы. Вам нужно ответить на них после прослушивания текста.

1. Is Linda a teacher?
2. Where is the man from?
3. Are the Englishmen on holiday?
4. Does the man want tea with sugar?

1.7.2. Прослушайте диалоги.

1.7.3. Ответьте на вопросы в п. 1.7.1.

1.7.4. Просмотрите список слов. Они помогут вам понять следующий текст.

vacation — каникулы; apartment — квартира;
dormitory — общежитие; movies — кино.

1.7.5. Прослушайте диалог. Будьте готовы изложить его содержание на русском языке.

1.7.6. Передайте содержание диалога по-русски как можно ближе к тексту.



1.8. Time for fun

1.8.1. Прочитайте шутку. Попробуйте пересказать ее. Вы можете сделать это на русском языке.

Respect for written word

The judge asked a murder on trial: "Why did you break into the house and, taking the box with jewels, return to kill the owner?"

"I did it out of respect for the written word", — pleaded the defendant. "What do you mean?" — "It was written on the box: "Open after my death".

murderer — убийца

plead — (зд.) заявлять

trial — суд (процесс)

defendant — подсудимый

? *1.8.2. Попробуйте отгадать загадки.

1. What is the end of everything?
2. Where does Thursday come before Wednesday?

UNIT 2

Фонетика: sound [ɪ]

Словообразование: суффикс существительного **-ist**

Грамматика: указательные местоимения; притяжательные местоимения; безличные предложения; обозначение времени; глагол **to have (have got)**; местоимения **some, any, no**; разделительные вопросы; место наречий в предложении; местоимения **much / many, few / little, a few / a little**.

Текст: "Work and studies"



2.1. Sound right

2.1.1. Слушайте, смотрите, повторяйте за диктором:

in	it	pity	ill	any
is	isn't	ditty	fill	many
his	if	minute	till	city
thing	miss	women	pill	army
give	tick	silly	bill	lady
him	pick	wishes	milk	baby
did	myth	village	brill	Sunday

2.1.2. Слушайте, смотрите, повторяйте:

1. Is Mickey in?
2. It isn't cricket.
3. It's the limit.
4. I think it's a bit thick.
5. Biddy is quits with Billy.
6. Willie's quick-witted.
7. Christie will fill the bill.
8. In with him.
9. If it isn't Philip!
10. It is bringing grist to his mill.

11. Tillie is niminy-piminy.

12. Kittie is thin-skinned, Minnie is thick-skinned.

2.1.3. Слушайте, смотрите. Обратите внимание на различие между [ɪ] в слове sit и [i:] в слове seat.

I

- Is this seat free, please?
- No, it isn't. I'm keeping it for Miss Grim.
- Well, can I sit in this seat?
- I'm afraid not. But that seat by the window's free.
- Then I'll sit in.
- But if you sit in that seat you won't see a thing.

II

- Is there any meat?
- There is only tinned meat.
- Is it beef? — It's chicken.
- Is it ready to eat?
- Well, you have to heat it before you eat it.

2.1.4. Слушайте, смотрите; повторяйте. Обращайте внимание на интонацию.

2.1.5. Прочитайте диалоги в парах.

***2.1.6.** Постарайтесь прочитать скороговорку как можно быстрее.

1. Critical cricket critic.
2. A fitful young fisher named Gabriel Fisher.
Once fished for some fish in a fissure,
Till a fish with a grin
Pulled the fisherman in —
Now they are fishing the fissure for Fisher.

fitful — порывистый

fissure — расщелина

grin — ухмылка



2.2. Word-building (-ist)

2.2.1. Дайте русские эквиваленты следующих слов:
 finalist, leftist, royalist, opportunist, materialist,
 idealist, militarist, scientist, theorist, pianist,
 artist, animalist, terrorist, biologist.

2.2.2. Ответьте на вопросы:

1. What is a tourist?
2. What party does a socialist belong to?
3. What doctor treats teeth?
4. What does an arabist study?
5. What Russian novelist do you like?
6. Do you know a good typist?
7. Why do we dislike egoists?



2.3. Full understanding

2.3.1. Смотрите, слушайте, повторяйте:

lecture, subject ['sʌbdʒɪkt], photo ['fəʊtəʊ], lamp,
 telephone, vase, client ['klaɪənt], cigar [sɪ'gɑː].

*2.3.2. Смотрите, слушайте, повторяйте, запомните:

New words:

theory of state and law — теория государства
 и права

attentive — внимательный

office — контора, учреждение

job — работа

to be pleased — быть довольным

note-book — тетрадь

rather — довольно

*2.3.3. Прочитайте и переведите:

Work and studies

It's nine o'clock and Pete Sokolov is in the class-room.
 He's at the lecture now. It's the lecture in Theory of State
 and Law. This subject is rather difficult. But Pete isn't

attentive. He's got a pen and some note-books on the
 table. He hasn't got any text-books. His text-books are
 in his bag.

He's got a photo of Nell on his table too. Nell's lovely,
 isn't she? She has big deep blue eyes and a lovely little nose.

Nell Pavlova's at her office now. This table is hers. She's
 got a lamp and a telephone on it. She's got some papers on
 the table too. Nell's got a vase of flowers. The flowers are
 fresh and beautiful. Hasn't she got a nice office? She's got
 no photos on the table. She's very busy. Her job isn't easy.

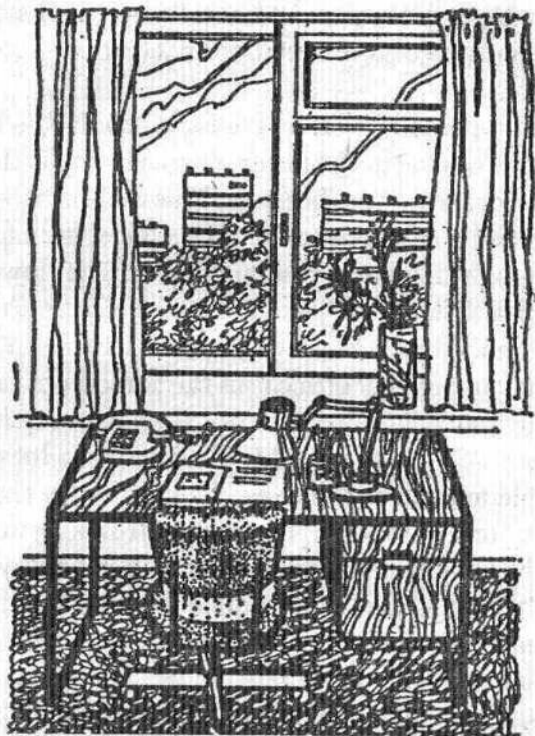
I'm at my office. My office is in the Strand not far from
 the Temples, and the Inns¹. I've got the notice on the door
 of my office: "S. King, Sol., LLB"². I've got a lot of files
 on the table and on the shelves. These files on the table
 are very important for me. This arm-chair is mine and that
 one near the window is for my clients. I've got many cigars
 and some water in the water-bottle for my clients too.

Miss Jane Snow's in the college. She has classes now.
 Many of her students are attentive but few students are
 not. These students are busy and those are lazy. Jane is
 often angry with them. But sometimes she's pleased. It's
 time for break now. Jane's in a hurry. She's got little time
 and so much work to do!

Notes: 1. the Strand — one of the main streets in
 London. The Temples and the Inns — назва-
 ние четырех корпораций барристеров в
 Лондоне (Inner Temple, Middle Temple,
 Lincoln's Inn, Gray's Inn).

2. Sol., LLB — Solicitor, Bachelor of Law —
 солиситор (поверенный), бакалавр прав.

2.3.4. Скажите, какие из перечисленных вещей при-
 надлежат вам (3), вашему преподавателю (2),



вашему другу, всей группе (2), студентам другой группы (3). Используйте притяжательные местоимения:

paper, vase, table, flower, shelf, telephone, notebook, photo, lamp, file, arm-chair, cigar, water-bottle.

2.3.5. Ваш преподаватель говорит, кому принадлежат некоторые вещи. Возразите ему (см. слова в предыдущем упражнении).

Model: T. This is my paper.

S. Oh, no, this paper is mine.

***2.3.6.** Скажите по-английски:

1. Это контора Стива, а вот его дом. 2. Это фотография его сестры. Она красивая девушка. 3. Эти бумаги мои, а те — твои. 4. Это лекция по теории государства и права? — Да. 5. Вон те студенты не очень внимательны. — Да, они очень ленивы. 6. Эта папка на столе — ее. Она очень важна. 7. Это наши тетради. Не трогай их! (touch).

2.3.7. Отреагируйте на следующие высказывания. Используйте фразы из правого столбика:

1. Jane is angry.	a) It's fine!
2. Let's go for a walk.	b) It's hot!
3. Pete isn't attentive.	c) It's important!
4. Listen to him!	d) It's silly!
5. Don't go out!	e) It's bad!

2.3.8. Скажите, который сейчас час:

6.49; 12.01; 11.30; 22.45; 20.05; 16.18; 5.35; 21.10; 7.15; 13.27.

Model: It's...

2.3.9. Отреагируйте на следующие высказывания:

Model: T. I've got a nice pen.

S. And Jane's got a nice pen too!

1. I've got a lecture at 11 (Pete). 2. I've got a photo of Pete (Nell). 3. She's got beautiful flowers (Jane). 4. Steve's got a lot of files on the table (Nell). 5. I've got some cigars for my clients (this lawyer).

2.3.10. Возразите в ответ на следующие утверждения:

Model: T. I've got a black pen.

S. But you haven't got it!

1. I've got a nice vase of flowers. 2. Jane's got a telephone on her table. 3. Nell's got Pete's

photo. 4. Pete's got his note-books in his bag. 5. Steve's got a new car.

- 2.3.11.** Поинтересуйтесь у своих друзей, есть ли у Стива, Джейн, Нелли и Петра то, что выражено словами в скобках. Пусть они ответят на ваши вопросы.

Model: Jane (a good job).

— Has Jane got a good job?

— Yes, she has.

— No, she hasn't.

1. Steve (a nice office). 2. Jane (much work to do). 3. Nell (many photoes on the table). 4. Pete (his note-book on the table). 5. Steve (many text-books). 6. Jane (many flowers in her class-room).

- *2.3.12.** Скажите по-английски:

1. У меня нет ее фото. 2. У вас отличная работа! 3. У вас есть сегодня лекция по теории государства и права? — Да. Это очень трудный предмет. 4. У этого юриста есть много клиентов. 5. У Стива много папок на полках. 6. У меня нет сегодня лекции. Разрешите мне пойти погулять. 7. У Нелли есть учебник английского? — Нет. 8. У Джейн очень важные бумаги на столе.

- 2.3.13.** Выясните, если ли у ваших друзей нужные вам вещи. Не забывайте использовать слово **any**.

Model: Have you got any...?

- 2.3.14.** Ваш преподаватель утверждает, что у вас или ваших друзей есть некоторые вещи. Возразите ему.

Model: T. You've got my pen.

S. But I've got no pen of yours (hers, etc.).

1. You've got my new book. Let me have it! 2. Your friend's got my photo. 3. This lawyer's got her papers. 4. Jane's got my beautiful vase. Let her give it back to me. 5. You've got all the files of mine.

- 2.3.15.** Автор ошибся, употребляя слова **some, any, no** в следующих предложениях. Помогите ему правильно употребить их.

1. Have you got some nice flowers? 2. I haven't got some water in this bottle. 3. I've got no friends to help me. 4. Have you got some lazy students in your group? 5. I've got any fresh flowers in this vase.

- 2.3.16.** Вы хотели бы получить поддержку от ваших друзей в ответ на то, что вы говорите. Используйте разделительный вопрос в своем высказывании.

1. Steve King is a lawyer, ...? 2. Nelly's got blue eyes, ...? 3. Pete isn't a lawyer, ...? 4. Jane's so lovely, ...? 5. Nell's surname is Pavlova, ...?

- 2.3.17.** Автор очень рассеян. Он опять сомневается, как правильно употребить **some, any, the, a (an)**. Помогите ему, пожалуйста.

1. His home's in ... old English city. 2. Eight o'clock is ... good time to get up on Sundays, isn't it? 3. Let's go and buy ... food. 4. I haven't got ... papers at home. They are at ...office. 5. I've got ... lecture in ... theory of state and law ... subject is very difficult.

- *2.3.18.** Скажите по-английски:

1. Джейн часто сердится на своих студентов. 2. Стив часто спешит на работу. 3. Петр все еще в университете. 4. Нелли иногда встречается с Петром в парке. 5. Нелли обычно приходит на работу вовремя.

***2.3.19.** Скажите по-английски:

1. У вас мало времени, да? — Нет, у меня много времени сегодня.
2. Многие люди имеют дома хорошие книги.
3. У Петра много трудных предметов? — Нет, всего несколько.
4. У нас есть немного времени до занятий.
5. У меня к вам сегодня очень мало вопросов.
6. У Стива много сигар, но мало воды для посетителей.
7. Давайте немного прогуляемся, хорошо?

***2.3.20.** Представьте, что вы —

- а) Петр Соколов, б) Нелли Павлова, в) Джейн Сноу, и постарайтесь рассказать о вашей работе или учебе.

***2.3.21.** Представьте, что вы — один из клиентов Стива Кинга. Попытайтесь описать его контору.

2.3.22. Попытайтесь узнать, что у вашего друга есть дома.



2.4. Practice in communication

(Introduction)

***2.4.1.** Прочитайте и выучите:

A

1. I'd like you to meet...
2. Have you met...?
3. Let me introduce (myself) you to...

B

1. Hallo,...
2. How do you do?

C

1. (I'm) pleased to meet you...

2.4.2. Представьте (познакомьте):

1. a close friend/to your mother;
2. yourself/to a new colleague;
3. your teacher/to a friend.

2.4.3. Смотрите, слушайте и затем инсценируйте диалог.

Meeting people to the sound of loud music and cheerful voices...

PAUL And this is Jane.

ROBERT Hullo, Joan.

JANE Jane (*she laughs, correcting him*). Hullo, Robert. Pleased to meet you.

PAUL Look who's arrived! John, nice to see you. Let me introduce you to some friends. These are Jane and Robert.

JOHN Hullo. I'm very pleased to meet you.

JANE } Nice to meet you too.

ROBERT }

PAUL Oh, hullo, Mr. Martin. May I introduce you to some friends? Jane Spense, Robert Anderson, John Allwright. This is Mr. Martin, my bank manager.

Mr. MARTIN: How d'you do? I'm very pleased to meet you.

JANE }

ROBERT } Nice to meet you. Enjoying yourself?

JOHN }

Mr. MARTIN Very much. The music's rather loud though, isn't it? I couldn't quite **catch your names**. Did Paul say your name was ... er ... er ...?

(Even louder music)

2.4.4. Вы пригласили следующих людей на обед. Они никогда до этого не встречались. Познакомьте всех присутствующих.

1. Your parents.
2. Your new boy/girl-friend.

3. His/her brother.
4. A neighbour (Miss Snow).
5. A colleague (Steve King).



2.5. General understanding

2.5.1. Прочитайте текст. Постарайтесь понять его и выполнить предложенные упражнения.

The man who escaped

(Episode 2)

1. It is six o'clock on a very cold winter evening. People are in their living-rooms and watch the news on television or listen to it on the radio. There is one very important piece of news this evening. It is this.

"In the West of England this evening, hundreds of policemen are looking for a man who escaped from Princeville Prison early this morning. The man's name is Edward Coke. He is 30 years old, six feet tall, and has black hair and blue eyes. He is in a dark blue prison uniform. The police do not think he can stay free very long. It is only a few degrees above zero and it is snowing".

2. The radio is on in an expensive pub in Soho, in the centre of London. Most of the people there are not very interested in the news programme, but one man is. His name is Eric Masters. He is about 45 and is in very expensive clothes. He looks very afraid of something. There is another man standing next to him in the bar. Masters asks him a question.

"Did they say the man's name was Coke?"

"Yes, that's right. Coke... Edward Coke. Why? Do you know him?"

"Pardon?"

"Do you know him?"

"No... no, I don't know him... I just wanted to know the man's name, that's all".

3. In another part of London, a young detective is standing in the office of his chief at Scotland Yard. The young detective's name is Richard Baxter.

"You knew Coke, didn't you, Baxter?"

"Yes, sir. I arrested him four years ago".

"Yes, I know that, Baxter. That's why I give you this order, now. Find Coke again! You must find him immediately!"

2.5.2. Выберите правильный вариант. Не пользуйтесь текстом.

1. This man has...

- a) white hair and brown eyes;
- b) black hair and blue eyes;
- c) grey hair and blue eyes.

2. The temperature is...

- a) a few degrees above zero;
- b) zero;
- c) a few degrees below zero.

3. Eric Masters...

- a) is looking very pleased;
- b) is in a hurry;
- c) is looking very afraid.

4. Baxter's chief gives him the order to arrest Coke because...

- a) he arrested him 2 years ago;
- b) he didn't arrest him 4 years ago;
- c) he arrested him 4 years ago.

2.5.3. Ответьте на вопросы преподавателя. (Книги закрыты.)

1. What do people do on a cold winter evening?
2. What is the description of Edward Coke given in the news?
3. Why do the police think he can't stay free very long?

4. How does Eric Masters look like?
5. Why is Richard Baxter given an order to arrest Coke?

2.6. Scanning practice

2.6.1. Прочитайте вопросы. Вам нужно ответить на них после прочтения текста

1. What did the man hear?
2. What did the man think?
3. What did the man at the station say?

2.6.2. Начинайте просматривать текст. Не забудьте отметить время начала и конца работы.

Not a robber

A young man was going from the railway station. It was a dark night and there was nobody in the street. He was walking as fast as he could when suddenly he heard that somebody was following him. The faster he went, the faster the man behind him followed him. The man decided to turn into a side-street. After some time he looked back and saw that the other man was still following him. "That man behind me wants to rob me", thought the first man and seeing a high wall around a garden jumped over it. The other man jumped over the wall too. Now he was quite sure that this man was a robber, but he couldn't understand why the robber was not in a hurry to attack him.

The man didn't know what to do. Then he turned round and said: "What do you want? Why are you following me?"

"I'm going to Mr. White and the man at the station told me to go after you because Mr. White lives next door

to you. Excuse me please but will you have some more jumping tonight or will you go straight home?"

(195 words)

2.6.3. Ответьте на вопросы в п. 2.6.1. (Книги закрыты.)

2.7. Listening practice

2.7.1. Прочитайте следующие вопросы. Вам нужно будет ответить на них после прослушивания текста.

1. Who's Tom?
2. Who's with Tom?
3. What colour is Mrs. Turner's blouse?
4. What colour is Tom's jacket?
5. What colour are Mary's shoes?
6. What colour are Jimmy's shorts?
7. What colour are Ethel's jeans?

2.7.2. Прослушайте диалог.

2.7.3. Ответьте на вопросы в п. 2.7.1.

2.7.4. Просмотрите список слов. Они помогут вам понять следующий текст:

patient — пациент
nurse — медсестра
downtown — в центре
hate — ненавидеть
boring — скучный
mail — почта

2.7.5. Прослушайте текст. Будьте готовы изложить его содержание на русском языке.

2.7.6. Передайте содержание текста по-русски.



2.8. Time for fun

2.8.1. Прочитайте шутки. Попробуйте пересказать их. Вы можете сделать это на русском языке.

1. Distrust in Lawyers

"Have you got a lawyer?" asked the judge a young man brought before him. "No, your honour", was the answer.

"Well, don't you think you had better have one?" asked the judge.

"No, your honour", answered the young man. "I don't need one. I'm going to tell the truth".

distrust — недоверие

2. Court Talk

"Are you the defendant?" asked the judge.

"No, your honour", was the reply. "I have done nothing to be called names. I've got a lawyer who does the defending".

"Then who are you?"

"I'm the gentleman who stole the chicken".

defendant — обвиняемый

stole — украл

to call names — обзывать

?*2.8.2. Отгадайте 5 слов и напишите их по вертикали.

Дополните слово по горизонтали и вы получите название месяца.

1. The singer sings a ...

2. "Hamlet" is a... by Shakespear.

3. You can hear with them.

4. Another word for ship.

5. A ball can do it.

1		2		3		4		5

UNIT 3

Фонетика: sound [e]

Словообразование: суффиксы существительного
-man, -ian; суффикс прилагательного
-able.

Грамматика: настоящее время **Simple Present**; альтернативные вопросы; разделительные вопросы; оборот **there is/are**, производные от местоимений **some, any, no**; возвратные местоимения

Текст: "Where do they live?"



3.1. Sound right

3.1.1. Слушайте, смотрите, повторяйте за диктором;

men	pet	better	tell
said	best	bedding	bell
end	neck	merry	fell
gem	left	any	sell
ebb	pence	many	well
bread	breath	ready	text
Thames	meant	question	else

3.1.2. Слушайте, смотрите, повторяйте:

1. Well said.
2. Get better.
3. Ted'll get wet.
4. The engine went dead.
5. Nell's never felt better.
6. Meg's getting very deaf.
7. Len said he never slept well.
8. Success went to Ned's head.
9. I expect Bell spends a pretty penny on dress.
10. Deb expects to get ready next Wednesday.

3.1.3. Слушайте, смотрите. Обратите внимание на различие между [i] в слове bin и [e] в слове Ben.

I

- Ben?
- Yes, Betty?
- Did you empty the bin?
- Yes, I did empty the bin.
- Did you send the letters?
- Umm.
- And did you finish the fence?
- I did everything, Betty... everything.
- But did you remember to...?
- Good night, Betty.

II

- You are getting thinner every minute.
- I'm slimming.
- I don't think slimming is a very good idea.
- But it isn't a very good idea to get heavy, is it?
- Who's heavy?
- Well, you are getting a bit thick round the middle.

3.1.4. Слушайте, смотрите, повторяйте. Обращайте внимание на интонацию.

3.1.5. Прочитайте диалоги в парах.

***3.1.6.** Постарайтесь прочесть скороговорку как можно быстрее:

The net is neat.
This is a neat net.
Ned has not a neat net.

net — сеть
neat — аккуратный



3.2. Word-building:

(-man); (-ian); (-able)

3.2.1. Дайте русские эквиваленты следующих слов:

pressman, taximan, Scotsman, congressman, juryman, milkman, barman, policeman, railwayman, watchman, chairman, sportsman.

3.2.2. Ответьте на вопросы:

1. In what country do Dutchmen live?
2. Whom do we call a yes-man?
3. Do you know the meaning of the word "sandwich-man"?
4. Is your father a party-man?
5. What does a chairman do?
6. Where does a salesman work?
7. Who is the best Russian sportsman of the year?

3.2.3. Закончите следующие предложения:

1. A technician is a specialist in...
2. A vegetarian is one who lives on...
3. A veterinarian is one who treats...
4. A parliamentarian is a member of...
5. An academician is a member of...

3.2.4. Ответьте на вопросы:

1. What do we call people who live in Bulgaria (Albania, Nigeria, Panama, California, Asia, Siberia)?
2. In what part of Europe do the Hungarians (Italians, Norwegians) live?

3.2.5. Перефразируйте словосочетания, используя прилагательные с суффиксом -able.

- Model:** 1. that can be prevented — preventable.
2. that can be drunk — drinkable.

that can be checked; that can be pronounced; that can be understood; that can be broken; that can be controlled; that can be washed; that can be questioned.

3.2.6. Ответьте на вопросы:

1. What breakable things are there on your table?
2. Is your handwriting readable?
3. When is the weather most changeable?
4. Is it desirable for you to have two days off a week?
5. In what cases is it justifiable to miss classes?
6. Have you got a portable radio?



3.3. Full understanding

3.3.1. Смотрите, слушайте, повторяйте:

apartment-house, stereo system ['steriə], casset [ka'set], comfortable ['kʌmfətəbl], coffee.

*3.3.2. Смотрите, слушайте, повторяйте, запомните:

New words:

floor — этаж
judge ['dʒʌdʒ] — судья.
in the suburbs [l'sʌbə:b] — в пригороде
bathroom [ba:θru(:)m] — ванная
kitchen — кухня
fine — (зд.) чудесно
in front of — перед
late — поздно
car — машина
to do the room — убирать комнату
sunny — солнечный
sleepy — сонный

at last — наконец

fridge — холодильник

besides — кроме того

to know — знать

3.3.3. Прочитайте и переведите:

Where do they live?

Pete Sokolov lives in Pushkin street. He lives on the fifth floor of a new nine-storied apartment-house. His family lives in a three-room flat. There are four of them in the family. Pete's father's a worker and his mother's a judge. Pete's younger brother Mike is a schoolboy. There are two bedrooms and a sitting-room in their flat. One bedroom is for Pete's parents, the other is for the boys. There are two beds, two chairs, a wardrobe, a desk and a lot of books in their bedroom. There is no TV-set in their room, but there's an excellent stereo system. Mike and Pete always do their room themselves. Mike often takes Pete's books and cassettes and Pete gets angry. "Where are my things?" he asks or "Why do you take my books?" Mike doesn't answer anything. He gives everything back. But still the two brothers are good friends.

Nell Pavlova hasn't got a family and she lives alone in a small flat. She likes her flat very much. Why does she like it? Because it's so sunny and comfortable. There are many flowers in the room and a lot of photoes and pictures on the walls. Nell makes photoes herself. She likes everything in her room. But there's something she doesn't like. She doesn't like to be alone.

This is Steve's house. It's in the suburbs of London and Steve gets to work in his car. Still it takes him about an hour to get there.¹ Steve's got a large family: a wife, two daughters and a son. There are three bed-rooms, a dining-



room, a bathroom and a large kitchen in his house. There's also a little garden in front of the house. "Do you want tea or coffee?", Steve's wife asks him. But Steve wants nothing. He's very tired. He's sleepy.

I'm at home at last! It's so nice to be at home after a long working day. What's for supper to-night? Oh, I don't know myself. There's something in the fridge... Oh, there's someone on the phone!² "2457336—two four five seven double three six"³. Jane Snow's here.⁴ Oh, hi John! What? Pictures? I'm afraid it's too late. Besides I don't want to go anywhere to-night. Next time, perhaps? Fine! See you tomorrow then. Bye!

Notes: 1. It takes him about an hour to get there. — Ему требуется около часа, чтобы добраться туда.

2. There's someone on the phone. — Кто-то звонит.

3. Pay attention to the way the telephone number is pronounced.

4. Jane Snow's here. — Говорит Джейн Сноу.

3.3.4. Посмотрите, сможете ли вы найти в текстах все случаи употребления Simple Present в 3 л. ед. числа (около 20). Сможете ли вы назвать точную цифру. Глаголы be и have (got) в счет не идут.

3.3.5. Вашему другу было бы приятно, если бы вы рассказали ему что-нибудь о себе. Не забудьте использовать в своем рассказе глаголы **to live, to like, to get, to make, to take**. Сообщите те же сведения, но уже о вашем соседе, вашему преподавателю.

***3.3.6.** Скажите по-английски:

1. Они живут на 5-м этаже. 2. Сегодня вечером моя жена хочет пойти в кино. 3. Он мало знает об этом народном судье. 4. Я люблю делать фотографии. 5. Ей требуется около часа, чтобы добраться из пригорода.

3.3.7. Представьте, что вы сегодня в плохом настроении и не соглашаетесь со всем, что вам говорят.

1. You like my new car. 2. Nell Pavlova lives in a small flat. 3. You often take my pen. 4. You also ask me too many questions. 5. Pete knows my son very well. 6. Jane always gives back my books. 7. I want supper now.

3.3.8. Скажите, что ваш преподаватель (сосед, сестра, брат) не хочет или не любит делать (3-4 предложения).

3.3.9. Автор случайно оказался свидетелем разговора двух людей. Этот разговор показался ему подзрительным, но когда он попытался воспроизвести его, он смог вспомнить слова только одного из них. Помогите воссоздать весь диалог.

1.

2. No, I live in a small room.

1.

2. Yes, I live in the suburbs.

1.

2. No, my wife comes very late.

1.

2. Oh, I want much money.

1.

2. Yes, I know it's dangerous.

1.

2. Oh, yes. It takes me about an hour.

1.

2. No, I want nothing.

3.3.10. Предположим, что вы следователь и подозреваете одного из студентов в совершении преступления. Расспросите других об этом человеке. Используйте 5 вопросительных слов: **who, what, where, when, why**. Вопросы задавайте в **Simple Present**. Суммируйте полученную информацию.

***3.3.11.** Скажите по-английски:

1. Где живет Петр Соколов? — Я не знаю.

2. Почему Петр сердится? 3. Почему Майк не отвечает? 4. Петр очень любит своего брата. 5. Нелли не нравится жить в пригороде,

ей требуется слишком много времени, чтобы добраться до работы. 6. Твоя дочь всегда сама делает уроки? 7. Где живут твои родители? 8. Тебе нравится голубая или зеленая машина? 9. Он живет в большой или маленькой квартире? 10. Тебе ведь нравится моя комната, да? 11. Они всегда сами убирают в комнате, правда? 12. Он ведь все тебе возвращает, да?

- 3.3.12.** Ваш друг попросил вас о чем-то, но вы не уверены, что правильно его поняли. Переспросите его, используя альтернативный вопрос.

Model: Do you want a pen or a pencil?

- 3.3.13.** Вы знаете кое-что о вашем друге, но хотите получить подтверждение вашим сведениям. Используйте разделительный вопрос.

Model: You live in Pushkin street, don't you?
or

You don't like this picture, do you?

- 3.3.14.** Ваш друг описывает квартиру, где произошло убийство. Пользуясь этим описанием, попытайтесь начертить план квартиры (комнаты). Затем поменяйтесь ролями. Не забывайте использовать **there is/are**.

- 3.3.15.** Предположим, что вы судья, а перед вами — свидетель. Постарайтесь узнать некоторые детали о месте, где было совершено преступление. Используйте: **Is/are there?... или (What) is/are there...?**

Model: Are there many trees around?

What is there near the car?

- *3.3.16.** Скажите по-английски:

1. В этой квартире есть ванная? — Да, конечно. Здесь есть ванная и кухня, столовая и две спальни. 2. На этой улице есть красивый многоэтажный дом. 3. Что там на стене? 4. В комнате Петра много книг. 5. В холодильнике есть что-нибудь? 6. Сегодня лекций нет. 7. Перед домом также прекрасный парк.

- 3.3.17.** Автор сделал несколько ошибок в этом рассказе. Помогите ему найти их. Обратите внимание на формы с **-thing** и **-body**.

Steve comes back home at 5. He doesn't use his keys because there's always something at home. To-night when he comes nothing opens the door. There's nobody in. "What's the matter?" — he thinks. — "Anything has happened". Steve begins knocking at the door with his fists and then listens. He hears nobody. Then he sees anybody at the door. It's the note. He reads: "Nobody wants to speak to you. We'll ring you up". Steve remembers about his keys, opens the door and runs in. There's anything unusual in the room...

Если вас заинтересовало начало рассказа, попробуйте дать свой вариант его завершения.

- 3.3.18.** Поинтересуйтесь у вашего друга следующим:

Model: S₁: He/she wants to go somewhere in the evening.

S₂: Do you want to go anywhere in the evening?

1. He knows somebody in this group.
2. He/she likes to read something funny.
3. He/she knows somebody in other departments of the University.
4. He/she sees someone in the street.

5. He/she knows something in the Theory of State and Law.

3.3.19. Вы удивлены вопросами, которые задает вам преподаватель. Выразите ваше удивление.

Model: T. Help Pete with this grammar.

S. But I don't know it **myself**.

1. Let Steve give you the pen. 2. Ask Lena to help you to translate this text. 3. Will you give me your car? 4. Ask them for the textbook. 5. I see you know nothing about this man.

***3.3.20.** Скажите по-английски:

1. Я все знаю сам. 2. Они и сами живут где-то в пригороде. 3. Она сама хочет кого-нибудь попросить помочь ей. 4. Он что-то знает, но сам не хочет никому говорить об этом. 5. Вы сами знаете о нем что-нибудь? 6. Петр любит все делать сам.

***3.3.21.** Вам кажется, что ваш друг не совсем внимательно прочитал тексты этого урока. Проверьте, как он понял их, задав ему 5-6 вопросов по текстам.

***3.3.22.** Предположим, что вы:

- а) Майк — брат Петра Соколова;
- б) Нелли Павлова;
- в) жена Стива Кинга.

Расскажите о вашей квартире и семье.

***3.3.23.** Предположим, что вы друг Джейн Сноу. Расскажите нам о Джейн и о том, как она проводит вечер.

3.3.24. Все жаждут узнать что-нибудь о вашей семье и вашем доме. Пожалуйста, расскажите нам об этом.



3.4. Practice in communication

(Invitation)

***3.4.1.** Прочитайте и выучите:

Ways of inviting

- | | |
|--|----------------------|
| 1. Would you like to... | join me for a lunch. |
| 2. Do you want to... | come and see me. |
| 3. Would you care to... | meet my wife; etc. |
| 4. How about coming with us (to the club)? | |
| 5. How about a (game of tennis)? | |
| 6. Would you care for (a glass of lemonade)? | |
| 7. Suppose we go to the theatre? | |

Acceptance

Refusal

- | | |
|--|------------------------------|
| 1. I'd like to very much | 1. I'm afraid I can't. |
| 2. I'd love to (enthusiastic). | 2. I'm sorry, I can't. |
| 3. I would/do. Thank you. | 3. I'd like to, but... |
| 4. If you want (me to). | 4. I'd better not. |
| 5. If you ('d) like (me to). (indifferent) | 5. I'd rather not. |
| | 6. No, thanks. |
| | 7. No, I wouldn't/don't. |
| | 8. Certainly not. (emphatic) |

3.4.2. Пригласите кого-нибудь в вашей группе:

- 1. see (a film/a play/football match);
- 2. go for a walk with you;
- 3. have a cup of tea/coffee;
- 4. telephone you to-night;
- 5. spend an evening with you;
- He/she will accept or refuse;

3.4.3. Смотрите, слушайте, а затем инсценируйте диалог.

I

- Have you any engagements for Saturday evening?
- No. Why?
- Would you come and have dinner with me and my wife?
- That's very kind of you. I'd love to. What time shall I come?
- Oh, about seven o'clock.
- Thank you. I'll be there at about 7.
- Very good. We'll be expecting you.

II

- HE Would you like to come out with me to-night?
SHE Sorry, I can't.
HE Tomorrow night then?
SHE I'd like to, but I'm afraid I can't.
HE Would you like to go to the theatre then?
SHE I wish I could.
HE OK, well, give me a ring, then.
SHE No, I'd better not.
HE Why not?
SHE Because I don't think my husband would like it!

3.4.4. Предложите кому-нибудь в группе совершить различные действия. Ваш партнер сначала должен будет отказаться от вашего приглашения, но в итоге — согласиться на него.



3.5. General understanding

3.5.1. Прочитайте текст. Постарайтесь понять его и выполнить предложенные упражнения.

The man who escaped (Episode 3)

1. At 6 o'clock Baxter is in the warm train compartment. Coke is in a field 100 miles away. The winter evening gets darker and colder. The wind cuts through

Coke's thin uniform like a knife. Coke is hungry and tired, and his arms and legs are so cold that he can hardly feel them. He wants to find food, warm clothing, and a warm place somewhere. "I have to make a move! I can't just stay in this field and die of the cold", he thinks.

2. Coke gets up and begins to walk. "Where am I? Which direction am I walking in? Am I going back towards the prison?" he asks himself. A few minutes later, the moon comes out and Coke can see better. He stops and looks around. Suddenly he sees a small light not far away. "What can it be? It can't be a car. It doesn't move. It must be a house" he says to himself and begins to walk towards it. The light gets larger. It is a house! He can see the form of the roof in the darkness.

3. Ten minutes later he is outside the house. He stops and listens. "Strange", he thinks. "I can't hear anything, not I even a radio or a television, but there must be someone in there. There is a light on!" Just at that moment, a thought strikes him.

"This is probably the only house around for miles! The police know I'm probably around here somewhere and if they are anywhere, they're in that house, waiting for me".

Coke doesn't move. The wind becomes colder. His feet and hands feel like ice in the snow. "I have to take the chance! I have to! This is the only place I can find warm clothes and food!" he thinks.

3.5.2. Выберите правильный вариант. Не пользуйтесь текстом.

1. Coke wants to find some warm place because...
 - a) he's afraid of Baxter;
 - b) he needs to change his prison uniform;
 - c) his arms and legs are cold.
2. When the moon comes out Coke can see...
 - a) a large house;
 - b) a small light not far away;

c) a policeman.

3. It's strange for Coke that he can't...

a) hear anything in the house;

b) see the police around;

c) see any other houses around.

3.5.3. Ответьте на вопросы преподавателя. (Книги закрыты.)

1. What is the weather like on that day?

2. How does Coke feel in the field?

3. Does Coke know where he's walking to?

4. What can he see in the darkness?

5. What seems strange to Coke?

6. What thought strikes him?



3.6. Scanning practice

3.6.1. Прочитайте вопросы. Вам нужно будет ответить на них после прочтения текста.

1. Why was Hugh Boggs worried?

2. Where was his bicycle picked up?

3. When did he leave it?

3.6.2. Начинайте просматривать текст. Не забудьте отметить время начала и конца работы.

His name and address was on the wheel

Hugh Boggs was worried all day. In the morning he received a letter from the police. They asked him to call at the station. Hugh couldn't understand why the police wanted him. He didn't do anything wrong. It was perhaps a mistake.

At the police station a policeman told him that his bicycle had been found. It was picked up in the hills in

Wales about a hundred miles away. His name and address were written on the wheel.

The bicycle was sent to his home by train. Hugh was very much surprised when he heard the news. He was amused, too, because it was his old broken bicycle he had left behind last summer when returning to town after his holidays. Now when he receives his bike, he will have to think how to get rid of it again.

(148 words)

3.6.3. Ответьте на вопросы в п. 3.6.1. (Книги закрыты.)



3.7. Listening practice

3.7.1. Прочитайте следующие вопросы. Вам нужно будет ответить на них после прослушивания текста.

1. What are Steve and Rockwell?

2. What must Steve do when he enters the room?

3. What must Rockwell do?

4. What commands does Charles Authen give at the end?

3.7.2. Прослушайте диалог.

3.7.3. Ответьте на вопросы в п. 3.7.1.

3.7.4. Просмотрите список слов. Они помогут вам понять следующий текст.

price — цена

gas — бензин

fare — плата за проезд

3.7.5. Прослушайте текст. Будьте готовы изложить его содержание на русском языке.

3.7.6. Передайте содержание текста по-русски.



3.8. Time for fun

3.8.1. Прочитайте шутки. Постарайтесь пересказать их. Вы можете сделать это по-русски.

I

"I warn you", said the judge, "that demonstrations of any kind are prohibited in the courtroom; therefore whoever shouts "Long live! Hurrah!" or "Down with!" will be sent outside".

As soon as the accused heard this, he began to shout: "Hurrah! Down with! Hurrah! Down with!"

warn — предупреждать

prohibit — запрещать

accused — обвиняемый

II

"Sir, do you swear this is not your signature?" — said the lawyer. "Yes".

"Is it not your handwriting?"

"No".

"You take your solemn oath that this writing does not resemble yours in a single particular?"

"Yes".

"How can you be certain?" demanded the lawyer.

"I can't write", smiled the man.

swear — клясться

signature — подпись

handwriting — почерк

solemn oath — торжественная клятва

? *3.8.2. Попытайтесь отгадать загадки.

1. What is the difference between "here" and "there"?

2. What is the difference between a watchmaker and a jailer?

? 3.8.3. Отгадайте следующие 10 слов. Затем прочитайте слово в выделенных клетках. Мы уверены, что вы знаете это слово и его значение.

1. The workers get it for their work.
2. You can drink its juice.
3. A meal of raw or cold vegetables.
4. In England women... for equal pay.
5. The ships are loaded and unloaded there.
6. Have the same opinion.
7. The noun of true.
8. Laugh a little bit.
9. A number.
10. What are pounds, dollars?

1	2	3	4	5	6	7	8	9	10

UNIT 4

Фонетика: sound [æ]

Словообразование: суффиксы существительных
-ment, -ion; суффикс прилагательных
-ic

Грамматика: настоящее время **Present Continious**
и причастия I и II

Текст: "Pete is preparing for the seminar"



4.1. Sound right

4.1.1. Listen, look, say:

add	that	marry	Al
bag	back	parrot	Alma
ham	hat	wagon	pal
pan	pant	happy	shall
lab	lap	fancy	category
badge	batch	chapter	alphabet

4.1.2. Listen, look, say:

1. That's flat.
2. That's bad.
3. And that's that.
4. Sam's acting the ass.
5. Fancy! Fancy that!
6. That's absolutely fantastic!
7. The lad cannot be that bad.
8. Ann chatters like a magpie.
9. Pat cannot catch that.
10. He that hatches matches hatches catches.

4.1.3. Listen and look. Pay attention to the difference between [æ] and [e].

I

1. Get a pet, Pat.
2. Allan, I've got a pet. I've got a cat.

1. That terrible black cat outside?

2. Terrible?

1. That smelly cat?

2. Alice is an elegant cat!

1. Well, perhaps that cat at the back isn't Alice.

2. Alice! Puss-puss Alice! Alice, you haven't met Allan. Puss-puss. Now, Allan. This is Alice.

1. Yes, Pat. Yes, that's Alice.

II

1. Thank you for your letter.

2. Is your leg any better?

1. My leg is getting better, yes.

2. Well, I'm glad you are getting better.

1. I was glad to get your letter.

2. I'll be back again next Saturday.

1. Yes.

4.1.4. Listen, look, say. Pay attention to the intonation.

4.1.5. Read the dialogues in pairs.

*4.1.6. Try to read the tongue-twisters as fast as you can.
Pay attention to the sound [æ] and the difference between [æ] and [e].

1. A black cat sat on a mat and ate a fat rat.
What a black cat!

fat — жирный

rat — крыса

2. Pat keeps two pets —

A cat and a rat.

Pat likes his pets,

And his pets like Pat.



4.2. Word-building:

(-ment), (-ion), (-tion), (-ic)

4.2.1. Give Russian equivalents to the following:

judgement, payment, punishment, development,

government, imprisonment, argument, fulfilment, astonishment, enforcement.

4.2.2. Answer the questions:

1. Do you take any refreshment after the first class?
2. Do you have an appointment with the doctor this week?
3. Do you notice any improvement in your English since last year?
4. What arrangements do you usually make for a journey?
5. Do you usually read the announcements on the noticeboard?

4.2.3. Form the nouns with the help of the given verbs and suffix **-ion**, give their Russian equivalents: construct, decide, limit, legislate, contradict, prepare, declare, produce, express, prohibit.

4.2.4. Answer the questions:

1. In what direction do you have to go to get to the centre of the city?
2. Do you have any objections to having English classes on Sunday?
3. What kind of exhibitions do you like to see?
4. What book has caught your imagination recently?
5. Do you have pleasant associations with your school days?

4.2.5. Give Russian equivalents to the following word combinations:

antagonistic classes; automatic machine; basic principles; parasitic way of life; realistic policy; nationalistic tendencies; specific conditions; philosophic ideas; barbaric culture.



4.3. Full understanding

4.3.1. Смотрите, слушайте, повторяйте:

seminar, system, individual, to control, business, dominate, anarchy ['ænakɪ], industry, dispute ['dɪspju:t], civil, criminal.

4.3.2. Смотрите, слушайте, повторяйте, запоминайте:

New words:

to judge – судить
society – общество
precise [pri'saɪs] – точный
to define – определять
conduct – поведение
community – сообщество
with respect – по отношению
relationship – отношения
to protect – защищать
to accept [æk'sept] – принимать
majority [mə'dʒɔrəti] – большинство
necessity [nɪ'sesəti] – необходимость
punish(ment) – наказывать (наказание)
offence – преступление
offender – правонарушитель
sensible – разумный
arbitrary – спорный
(un)fair – (не)справедливый
rule – правило, норма
freedom – свобода
to ensure [ɪn'sʊə] – обеспечивать
right – право
breach of law – нарушение закона
value – ценность
to reflect – отражать
deliberate [dɪ'lɪbəreɪt] – намеренный

employer – работодатель
 by accident – случайно
 negligence ['neglɪdʒəns] – небрежность,
 халатность
 goods – товары
 to require – требовать
 to behave – вести себя
 accordingly – соответственно
 benefit – выгода, польза

4.3.3. Прочитайте и переведите:

Pete is preparing for the seminar

Pete Sokolov is in the reading-room of the library. He is reading something and making notes. Let's come up to him and ask what he is reading. "Hello, Pete! What are you doing now?" — "Oh, hello! I'm preparing for my seminar in the theory of state and law. I'm not good at this subject and I'm working very hard now. And I haven't much time either ¹. Please, don't bother me anymore, will you?" Isn't Pete a busy boy? But let's see what he is reading. Is it really so very difficult? Look and judge for yourself.

It is difficult to be precise as to what law is, but it may be defined as a code of conduct for the people in a given community, which controls their activities towards each other, with respect to their private and business lives, and to their relationship with the State. It is generally agreed that law must be accepted by the majority of the community. Most road-users recognize the necessity for all drivers travelling on the same side of the road, or stopping at traffic lights when they show red. Even if there was no punishment for these offences, the majority of drivers would still follow the Highway Code ² because they know it is the sensible thing to do. If a community

did not have a system of law, the strongest person, or group of persons, could dominate with arbitrary and unfair rules, or there could be anarchy. If a community is to develop as a fair and free society, law must be present to ensure that an individual's rights and freedoms are protected. As a community develops its industry and business, its law must develop and create a system, which will ensure that disputes will be settled. Law is not only needed to ensure that offenders will be punished, it creates a code of conduct, which a community wishes to follow. A community has its own values and its law should reflect these values.

Laws are not made to be broken, but to be followed. All breaches of civil or criminal law are not necessarily deliberate. 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. Yet all three may have committed an offence or a breach of law. There have been breaches of law because the community created the laws and requires individuals to behave or conduct themselves accordingly for the benefit of the community as a whole.

Notes: 1. either – в отрицательных предложениях соответствует русским словам *тоже, также*. Слова too, also в отрицательных предложениях не употребляются.

2. Highway Code – Свод дорожных правил

4.3.4. Расскажите о том, что сейчас происходит в аудитории.

4.3.5. Некоторые студенты не понимают разницы между Simple Present и Present Continuous.

Объясните им эту разницу, используя следующие пары предложений:

1. Listen! The teacher's explaining a very difficult thing. He always explains difficult things carefully.
2. John speaks three foreign languages. Just now he's speaking French on the phone.
3. Pete usually doesn't work much but now he's working very hard preparing for the seminar.

4.3.6. Проверьте, как вы и ваши друзья понимаете разницу между **Present Continuous** и **Simple Present**. Выберите правильный вариант в скобках:

1. I ...three articles a week (translate, am translating).
2. Don't enter the classroom. The students ... an exam now (take, are taking).
3. He always ... dinner at this time (has, is having).
4. It often ... in Rostov in November (rains, is raining).
5. Listen! Ann ... in the next room (sings, is singing).
6. He always ... in his room (keeps order, is keeping order).

4.3.7. Предположим, что вы Петр Соколов. Расскажите, что вы сейчас делаете.

***4.3.8.** Переведите на английский:

1. Государство должно защищать интересы своих граждан.
2. Закон контролирует отношения граждан с государством.

3. Посмотрите! Он ведет себя ужасно!
4. Ваш юрист говорит сейчас по телефону
5. Где Петр? — Он сейчас в библиотеке конспектирует статью о праве.
6. Что сейчас делает Стив? — Он готовится к новому процессу.
7. Что делает вон тот человек? Он контролирует работу служащих.
8. Обычно он работает в библиотеке, но сегодня он работает дома.

4.3.9. Найдите в тексте **Participle I** и **Participle II**. Определите их функции.

4.3.10. Объявляем соревнование на звание лучшего переводчика! Победитель получит приз. Будьте внимательны, переводя следующие предложения:

1. The law accepted by the Parliament is very important.
2. The student answering now is rather good at this subject.
3. Trying to keep order the police often arrest the demonstrators.
4. The customer (покупатель) requiring an excellent quality of goods is always right.
5. He's working very hard making notes and reading a lot.
6. Do you know the employer speaking to his workers now?
7. Created by law, a code of conduct must be followed by the community.
8. The breach of law caused by the negligence of a driver should be punished.

4.3.11. Автор рассказа не совсем уверен, какое причастие употребить: **Participle I** или **Participle II**. Помогите ему.

The man ... at the window is my uncle John (standing, stood). He's rather unusual person. He's got five pets... in his house (living, lived). One of these pets ... Greeny is a young crocodile (calling, called). It lives in the bathroom and ... anybody but his master to come in (allowing, allowed). The other pet is a parrot ... to speak (teaching, taught). He says rather strange things sometimes. The other two pets are bulldogs ... at everybody... to the door of the flat (barking, barked) (coming, come). It's not surprising that uncle John lives alone... by his wife two years ago when his fifth pet — a large snake ... to him by a famous traveller appeared in his flat (leaving, left) (presenting, presented).

4.3.12. Петр Соколов довольно хорошо знает теперь, что такое закон. А вы? Ответьте на несколько вопросов. (Книги закрыты.)

1. What is the definition of law?
2. What is generally agreed?
3. What would happen if a community did not have a system of law?
4. What must law create?
5. What should law reflect?
6. What are the examples of not deliberate breaches of law?
7. What does the community require?

4.3.13. Кто (или какая команда) сможет составить больше предложений со следующими словами: conduct (n.), with respect, majority, offence, rule (n.), to ensure, offender, negligence, benefit, breach of law, accident, right (n.), value (n.), freedom, punishment.

4.3.14. Петр Соколов сейчас выступает на семинаре. Но он так волнуется, что не может закончить начатые фразы. Вам разрешается подсказать ему:

1. Law is a code of conduct which controls ...
2. Even if there was no punishment for these offences, the majority of drivers ...
3. If a community did not have a system of law, the strongest person could ...
4. Law creates a code of conduct which a community ...
5. Laws are not made to be broken, but ...
6. There have been breaches of law because the community ...

***4.3.15.** Переведите следующие предложения:

1. Закон должен быть принят большинством общества.
2. Закон часто отражает моральные ценности данного общества.
3. Общество признает необходимость наказания за преступления.
4. Законы, созданные в государстве, должны служить на благо общества.
5. Нарушения закона могут быть не намеренными.
6. Поведение человека в обществе отражает его воспитание.
7. Преступник украл товары у своего нанимателя.
8. Спорные и несправедливые решения суда могут привести к анархии.
9. Я не могу дать точное определение этому преступлению.
10. Он не мог контролировать их отношения с нанимателем.



4.4. Practice in communication

(Request)

*4.4.1. Read and try to remember:

Asking people to do things.

- | | |
|----------------------------------|--|
| A. Could | B. (Yes,) of course (certainly) all right. |
| Would you ... (please)? | |
| Will you ..., (please)? OK? | I'm afraid / Sorry, I can't. |
| ..., will you? | (No,) I can't. / I won't. |
| would | |
| Do you mind -ing ...? | |
| Would | |
| Will you be so kind as to ...? | |
| Would | — (Very formal) |
| May I ask you to do me a favour? | |
| Be so kind as to ... | |

4.4.2. In varying degrees of politeness ask someone in the group to ...

1. turn the radio off;
 2. close the door;
 3. tell you the truth;
 4. show you the way;
 5. carry your suitcase;
 6. speak to the point;
 7. do you a favour;
 8. keep an eye on your luggage.
- He/She will comply or refuse.

4.4.3. Express your willingness or refuse to do what you are asked.

Model: T. Will you help me to translate this article. (Let's have a look at it.)

S. Certainly, with pleasure. Let's have a look.

1. Would you mind lending me your pencil for a moment? (Here it is.)
2. Would you mind reading these papers? (I've left my glasses at home.)
3. Will you do me a favour? (What is it?)
4. Will you, please, translate this notice to me? (I don't quite understand it.)
5. Help me to move this table, please. (Where shall we put?)

4.4.4. Look, listen and then dramatize.

Tom has been waiting to be served for a long time. He is impatient.

TOM Waiter, bring me the menu, will you?

WAITER Just a moment. I'm coming. (*Ten minutes later.*) Now, what would you like?

TOM I'd like to see the menu. Would you get me one, please?

WAITER Yes, certainly. Here you are.

TOM Thank you. Ah! But this is in French. Would you mind giving me the English one?

WAITER It's written in English too, in smaller print. There.

TOM Thanks. I'll need a while to choose. Could you come back in a minute?

WAITER Right. (*Five minutes later.*) Now, what are you having?

TOM I'm sorry, I haven't decided yet. Do you mind giving me a couple of minutes?

WAITER All right, but would you be so kind as to make up your mind soon? We're very busy just now as you can see, sir.

4.4.5. Translate the notice. Say where you are likely to see them.

1. In; 2. Out; 3. No entry; 4. Pull; 5. Push; 6. Private; 7. No admittance; 8. Emergency; 9. No trespassing; 10. No overtaking; 11. No parking; 12. Wet paint; 13. Keep clear of the doors; 14. For hire.



4.5. General understanding

4.5.1. Read the text. Try to understand it and be ready to answer the questions.

The man who escaped

(Episode 4)

1. Coke listens for several seconds but he can't hear anything at all. And yet there is smoke coming from the chimney and there is a light on in the front room! "Why is it so quiet? Are the police waiting for me in there?" he asks himself. He goes to the front door and pushes it. To his surprise it is open! He goes in very quietly. In the front room there is a fire burning, in the fireplace. The room is clean, small and very warm. There is very little furniture in it — only a table and two old-fashioned chairs. There are also some photographs on the shelf above the fire. They are yellow and old. One of them is of a young man in a World War I uniform. There are also a few photoes of the same man and also a woman.

2. Suddenly Coke feels there is someone else in the room. He turns around quickly and, at the same time, puts his hand in his pocket. There is a small knife there. He sees an old woman. She has a dish in her hands and there is a smell of meat and vegetables coming from it. She doesn't look afraid. "I'm sorry", she says and puts the dish down on the table.

3. "I'm sorry", she says again. "I don't hear you. I'm deaf, you see. People often come to the door and knock, but I don't hear them. I'm glad you are here".

Coke stares at her for a second and then finally finds his voice: "I ... I'm sorry". He looks down at his clothes. His prison uniform is so dirty that it is impossible to tell what kind of uniform it is. Then he suddenly has an idea.

"I'm a mechanic from a garage in town. I came to repair a lorry somewhere out here but the road was icy. I had an accident. I ... I fell off my motorbike".

He says this several times before she finally understands him. Then she gives him some hot water and soap and afterwards some food. The only thing he needs now is a change of clothes!

4.5.2. Choose the correct answer. Don't use the text.

1. When Coke comes in he sees:
 - a) an old woman;
 - b) a young man;
 - c) some photographs on the shelf.
2. The woman has:
 - a) a small knife in her hands;
 - b) a dish in her hands;
 - c) old clothes in her hands.
3. A woman isn't afraid because:
 - a) she's deaf;
 - b) people often come to her door;
 - c) Coke looks pleasant.
4. The woman gives Coke:
 - a) hot water and soap;
 - b) a change of clothes;
 - c) some photoes.

4.5.3. Answer the teacher's questions. (Books closed.)

1. What can Coke see in the front room?
2. What photoes are there on the shelf?
3. What is there in Coke's pocket?

4. What is there in the old woman's hands?
5. Why isn't she afraid?
6. How does he explain his clothes?

4.5.4. Express the main idea of this episode in one-two sentences.



4.6. Scanning practice

4.6.1. Read the questions. Be sure you've got them well in mind.

1. What did the judge's wife ask him to do?
2. What did the judge do with the box?
3. What was there in the box?

4.6.2. Start scanning the text. Don't fail to note your time.

Caught in his own trap

It happened in England not very long ago. A judge was going for an assize (выездная сессия суда) to a distant town. His wife asked him to allow her to go with him. The judge agreed but told her not to take a lot of boxes. Next morning they started in a carriage. On the way the judge wanted to stretch his legs and his feet struck against something under the seat. It was a box. The judge was very angry, he opened the window and threw the box out. The coachman stopped the horses to pick up the box but the judge ordered to drive on.

The next day the travellers reached the town. The judge put on the robes and was ready for going to the court, but he couldn't find his wig (парик) which is a very important attribute of an English judge. Then he cried: "Where in all the world is my wig?" — "Your wig, my Lord? Why, your Lordship threw it out of the carriage window yesterday", explained the coachman who was watching the scene.

(176 words)

4.6.3. Answer the questions in 4.6.1. (Books closed.)



4.7. Listening practice

4.7.1. Look at the following questions. You'll have to answer them after listening to the text.

1. What languages can one of the husbands speak?
2. What can the other husband do?
3. Why does the first woman say that her husband is a very good one?

4.7.2. Listen to the dialogue.

4.7.3. Try to answer the questions in 4.7.1.

4.7.4. Look through the list of words. They will help you to understand the text.

for sale — на продажу
damn — Черт побери!

4.7.5. Listen to the text. Be ready to give the contents of it in Russian.

4.7.6. Tell the contents of text in Russian.



4.8. Time for fun

4.8.1. Read the jokes. Try to retell them. You may do it in Russian.

1. Prisoner: The judge sent me here for the rest of my life.

Prison guard: Have you got any complaints?

Prisoner: Do you call breaking rock with a hammer a rest?

the rest of my life — a) to the end of my life;
b) the best rest in my life.

2. — Mary is a brilliant woman.

— Oh, she picks up things fast?

— Yes, she's a shoplifter.

to pick up — схватывать на лету (о знаниях);
(зд.) воровать

shoplifter — магазинный вор

? *4.8.2. Try to solve the letter riddles.

1. In which word are there ten letters T?
2. Which two letters of the alphabet contain nothing?

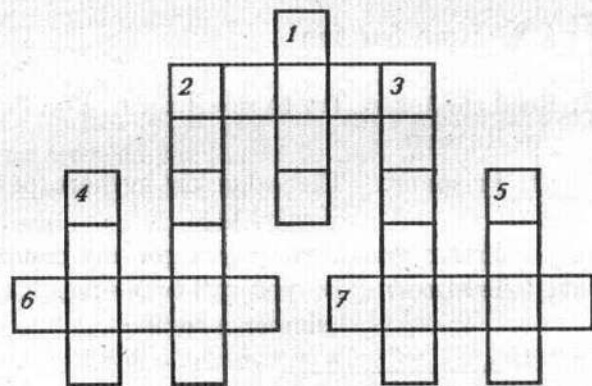
? 4.8.3. And now a 3 minute crossword for you.

ACROSS:

2. Present Tense of "brought".
6. The painter needs it.
7. It is in your room.

DOWN:

1. Let's go for a cycle...
2. A girl puts it on.
3. An instrument.
4. What the fire does.
5. Opposite of "hot".



UNIT 5

Фонетика: sounds [ʌ], [a:]

Словообразование: суффиксы существительных -ing; -ism; суффикс прилагательных -an

Грамматика: герундий, модальные глаголы **can, may, must**; инфинитивная конструкция **It is too ... to do smth.**

Текст: "At the meetings"



5.1. Sound right

5.1.1. Listen, look, say:

come	cut	mummy	dull
some	but	sonny	lull
none	just	hurry	hull
done	shut	other	bulk
mud	must	under	cult
won	puff	utter	pulse
tongue	stuff	southern	bulge

5.1.2. Listen, look, say:

1. Tough luck! Just my luck!
2. Pluck up your courage!
3. Double Dutch!
4. Here's another country cousin.
5. Gus chucked up the sponge.
6. Russ hung up hurriedly.
7. Lush is nothing but a money-grubber.
8. Gust mustn't trust to luck.
9. Brother made Mother's cup run over.
10. Duff just struck me as funny.

11. Such luck running into uncle Duncan.
12. None but dullards copy one other.

5.1.3. Listen, look, say:

are	arm	art	army
bar	hard	part	party
car	card	cart	drama
char	charge	chart	hardly
far	farm	farce	demand
star	starve	start	tomato

5.1.4. Listen, look, say:

1. Start the car.
2. Are these pass marks?
3. Are we to be a large party?
4. He laughs best who laughs last.
5. Father's rather hard on Charles.
6. Cars can't be parked here after dark.
7. Shan't we dance after classes?
8. How smart you are, aren't you, Mark?
9. Barbara's art and part of the party.
10. I shan't value Carl's arguments at a brass farthing.

5.1.5. Listen and look. Pay attention to the difference between [æ] and [a:]; [æ] as in maths, [a:] as in can't.

I

1. I shan't pass the maths exam.
2. I shan't pass in art.
1. Maths is too hard. I can't understand it.
2. I am very bad in art.
1. Perhaps you'll pass.
2. I shan't. Perhaps you'll pass.
1. No, no. I can't pass.

II

1. We've passed.
2. I haven't passed in art, have I?
1. You have. And I've passed in maths. By one mark.
2. Isn't that fabulous?
1. We must have a party.
2. We'll have a fabulous party!
1. Just imagine, we've passed!

5.1.6. Listen, look, say. Pay attention to the intonation.

5.1.7. Read the dialogues in pairs.

***5.1.8.** Try to read the tongue-twisters as fast as you can. Pay attention to the sounds [æ] and [ʌ].

1. A big black bug bit
a big black bear,
then a big black bear bit
the big black bug.
And when the big black bear
bit the big black bug,
then the big black bug
bit the big black bear.

bug — клоп

bit (bite) — укусил

bear — медведь

2. Can you imagine an imaginary menagerie
manager managing an imaginary menagerie?

imaginary — воображаемый

menagerie [me'nædʒəri] — зверинец

to manage — управлять.



5.2. Word-building: *-ing, -ism, -an*

5.2.1. Compose nouns with the help of suffix **-ing** and translate them.

act, begin, beat, draw, freeze, grow, hunt, cross, shoot, train.

5.2.2. Answer the following questions:

1. How often do you do your shopping?
2. What painting do you enjoy?
3. When does harvesting begin?
4. Where do you keep your savings?
5. What kind of exercises do you have to do in writing?

5.2.3. Find the pairs of antonyms in the left and right columns:

collectivism	idealism
materialism	leftism
rightism	individualism
atheism	realism
abstractivism	religionism
conservatism	barbarism
humanism	progressivism

5.2.4. Give Russian equivalents to the following adjectives:

Palestinian, Hungarian, Canadian, Austrian, Bulgarian, Mexican, Libyan.

5.2.5. Answer the following questions:

1. Where is the Caspian sea?
2. What are the Crimean resorts famous for?
3. What South American countries produce coffee?
4. What Scandinavian countries are monarchies?
5. What Asian rivers are the longest?



5.3. Full understanding

5.3.1. Смотрите, слушайте, повторяйте:

to protest, placard, to stop, form, regime [rei'ʒim], Asia [eɪʃə], Africa, Latin America, New York, terrorism, to finance [faɪ'næns], racist, fact, progressive, ideology.

***5.3.2.** Смотрите, слушайте, повторяйте, запоминайте:

New words:

to make a speech — произнести речь
 food — пища
 pour — бедный
 meeting — встреча
 representative — представитель
 to accuse [ə'kju:z] — обвинять
 chairman — председатель
 defence counsel ['kauns(ə)l] — защитник.
 hearing — слушание (судебного дела)
 to be over — заканчиваться
 to call on — призывать (кого-л.)
 crime — преступление
 to strengthen ['streŋθ(ə)n] — укреплять
 to find guilty ['gɪltɪ] — признать виновным
 sitting of the court — заседание суда
 prosecutor ['prosi:kjutə] — прокурор, обвинитель
 prosecution — обвинение
 to commit a crime — совершать преступление
 witness — свидетель
 evidence ['evid(ə)ns] — свидетельское показание
 sentence — приговор
 numerous — многочисленный
 to look like — быть похожим
 to assassinate [ə'sæsɪneɪt] — убивать
 unemployment — безработица

***5.3.3.** Прочтите и переведите:

At the Meetings

We are in New York now. Together with Jane Snow and thousands of young men and women we are taking part in a meeting of protest against unemployment. Students and professors, workers and employees are protesting against the threat of being fired. You can see slogans and placards everywhere. They say: "We want job! Unemployment — no!"

Look! Jane is making a speech. Listen: "Why can't the government provide job for us? Mr. President must think of the development of national economy and not of supporting political regimes in other countries. He may spend this money on food for poor Americans, but he mustn't use it for military purposes". Everybody is shouting in support of Jane.

Nell Pavlova is also at the meeting but in Rostov. This meeting is taking form of the tribunal. The representatives of many countries of Europe, Asia, Africa and America are taking part in the work of this tribunal. They accuse terrorism. Everything looks like the real sitting of the court. You can see the prosecutor and the chairman of the tribunal. The prosecutor is speaking about the crimes committed by terrorists in different countries of the world. Then the first witness of the prosecution is taking place at the witness-stand.¹ He is giving evidence of financing criminals by some powerful groups. You may also hear the other witnesses giving the true facts of assassinating the progressive leaders in different countries. You can't see the defence counsel here. Nobody wants to defend terrorists. The hearing is over and the chairman is reading the sentence. The tribunal finds the terrorism guilty in numerous crimes against humanity and calls on the progressive

youth of the world to strengthen the unity in fighting against this dangerous ideology.

Note: 1. witness-stand — место для дачи свидетельских показаний

5.3.4. В тексте есть 5 случаев употребления герундия. Найдите их и переведите эти предложения.

5.3.5. В следующих предложениях с **-ing-forms** спрятаны предложения с герундием. Найдите их и переведите.

1. I don't like doing such things. 2. He's doing very well at school. 3. Let me finish reading that book. 4. I think of coming to your place tomorrow. 5. He's against making a speech at the meetings. 6. Testing nuclear weapons is a crime against humanity. 7. The hearing is over. 8. In American courts you can often hear the prosecutor accusing poor people. 9. The defence counsel is using a lot of documents for defending his client. 10. Making his speech the prosecutor says: "Mr. Black couldn't commit this crime without spending much money".

5.3.6. Ваши друзья интересуются, что вы любите, а чего не любите делать. Расскажите им об этом, употребляя в речи герундий.

Model: I like dancing. — I don't like singing.

5.3.7. Узнайте как можно больше, что ваш партнер умеет делать. Задайте вопросы типа "**Can you...?**" Время — 1 мин. Поменяйтесь ролями. Затем суммируйте полученную информацию.

***5.3.8.** Представьте, что вы — на митинге протеста в Нью-Йорке, а ваш партнер — на процессе в Ростове. Расспросите друг друга, что вы можете видеть и слышать там.

***5.3.9. Скажите по-английски:**

1. Ты не можешь выступить на собрании? — Конечно, могу. 2. Я не могу тратить на тебя столько денег. 3. Почему ты не можешь выступить в поддержку молодежи? 4. К сожалению, я не умею говорить по-французски. 5. Вы можете принять участие в митинге протеста? — Да, конечно. 6. Представитель этой страны не может приехать на слушание дела.

5.3.10. Ваш друг не уверен, какой глагол: can или may нужно использовать в следующих ситуациях. Помогите ему, пожалуйста.

1. ... you come to the meeting next Saturday? — I'm sorry, I ... not tell you today. ...I phone you on Wednesday? — Certainly. 2. You ... think what you like, but I ... be present at the hearing of this case. — But why? — ...I not tell you just now? — It's up to you.

***5.3.11. Скажите по-английски:**

1. Вы можете прийти в 9 часов? Адвокат, возможно, будет рано. — Хорошо! 2. Позвольте взглянуть на тетрадь. Может быть, это тетрадь моей сестры. 3. Этот роман Кристи может быть и хороший, но очень трудный для меня. Я не могу ничего понять. 4. Слушание закончено. Вы можете подождать в коридоре. 5. Вы можете воспользоваться моим телефоном. 6. Ты можешь поехать со мной? — Можно, я дам ответ завтра?

5.3.12. Предположим, ваш партнер не знает, что он должен и чего не должен делать в университете. Расскажите ему об этом.

5.3.13. Скажите, что должны делать некоторые студенты в вашей группе.

5.3.14. Перед вами запись диалога двух подозреваемых. Можете ли вы объяснить, в каких ситуациях они были записаны?

1. Must I go and see them off? — Yes, I'm afraid you must. I don't feel very well, and I can't go.
2. Must I stay in the same hotel? — No, you needn't. You may meet them next day.
3. Don't forget! 5 o'clock. You mustn't be late. — OK. What must I have? — A newspaper in your right hand.
4. You must ring him up and tell three words. — What words must I tell? — I can't tell you now.

***5.3.15. Скажите по-английски:**

1. Вы должны обязательно принять участие в этом митинге. 2. Ты не должен выступать свидетелем. — Но я могу дать важные показания! 3. Защитник может воспользоваться всеми моими документами. 4. Все правительства должны прекратить испытания ядерного оружия. 5. Вы не можете обвинять его в этом преступлении. 6. Молодежь всего мира может и должна бороться против терроризма. 7. Вы можете видеть тысячи людей, протестующих против угрозы ядерной войны. 8. Но что я могу сделать? — Конечно, ты можешь ничего не делать. Но я думаю, что ты обязан выступить на митинге.

5.3.16. Можете вы назвать 6 действий, которые трудно, легко, приятно, плохо, полезно или бесполезно делать?

Model: It's (bad) to ...

***5.3.17. Скажите по-английски:**

1. Слишком поздно начинать собрание. 2. Давно пора прекратить испытывать ядерное оружие.

3. Мы призываем все прогрессивное человечество усилить борьбу против терроризма.
4. Представители многих штатов приезжают в Нью-Йорк, чтобы принять участие в этом митинге.

*5.3.18. Предположим, что вы Джейн Сноу. Студенты вашей группы спросят вас о том, как вы принимали участие в митинге. Будьте готовы ответить на эти вопросы.

*5.3.19. Предположим, что вы Нелли Павлова. Иностранные журналисты спрашивают вас о необычном процессе в Ростове. Будьте готовы ответить на их вопросы.

5.3.20. Ваши бывшие школьные друзья хотят знать, какие тексты вы читаете на занятиях по английскому языку. Так как у вас мало времени, постарайтесь отвечать кратко и сообщите основную идею текста этого раздела в двух предложениях.



5.4. Practice in communication

(Gratitude)

*5.4.1. Read and try to remember.

A. 1. Let me help you.

2. Is there anything I can do for you?

B. 1. Thank you very much indeed.

2. Thanks awfully.

3. Many thanks.

4. I'm very grateful to you.

5. That's/It's (most/very/awfully) kind of you.

6. How very kind of you!

A. 1. Oh, that's OK/all right.

2. Not at all.

3. You're welcome.

4. Don't mention it.

5. It's a pleasure.

5.4.2. Ask someone in the group to do the following things and then express your gratitude:

1. to tell you the time;

2. to tell you the way to the nearest tube station;

3. to lend you some money;

4. to write to you;

5. to post a letter for you.

5.4.3. A friend phones inviting you to a party. You accept but ask whether you can bring along a friend. He says you can. Don't forget to use the expressions of gratitude.



5.5. General understanding

5.5.1. Read the text. Try to understand it and be ready to answer the questions.

The man who escaped

(Episode 5)

1. Only a few miles from the house Coke is in, two policemen in a small village police station can hear the wind outside. One of them is a sergeant. The other's much younger.

"I wonder how Mrs Bentley is?" the sergeant asks.

"Mrs Bentley? Oh, you mean that old lady whose husband died a few years ago?"

"That's right. She's deaf, you know, so she never listens to the radio or watches television. In fact, she doesn't even read the papers".

"Oh?" the young policeman says. He wonders why the sergeant wants to tell him all this. Then he finds out.

"Why don't you go out to her place and see if she's all right?"

"Who? Me? On a night like this?"

"It's not far. Besides, you've got your bike, haven't you?"

2. Baxter gets off the train at a small station. There is a detective waiting for him on the platform. He is shaking Baxter's hand.

"My name's Halls, Tom Halls. Scotland Yard phoned us and told us to meet you here. There's a car waiting".

Baxter doesn't waste any time on social formalities.

"Coke escaped more than 24 hours ago. I want to catch him before another 24 hours are up".

Halls is looking at Baxter for a few seconds before he answers.

"A lot of us wonder why Scotland Yard is so interested in this fellow Coke. He isn't the first one to escape".

"Coke isn't just an ordinary prisoner. He's very special. Let's go now?"

3. The young policeman is angry. He is on the road now. The wind is cold and is blowing snow into his face.

"That stupid sergeant!" he thinks. "We must be one of the last stations in England that still uses bikes, and he sends me out on one on a night like this!" When he gets to the top of the hill he sees the house down below, at the bottom of the hill. Just as he is looking down at it, he sees a light go on in one of the rooms upstairs.

"Stupid! That's what it is, sending me out on a night like this!" the policeman says again. Then he gets on his bike and begins to go down the hill very fast, towards the house.

5.5.2. Choose the correct answer. Don't use the text.

1. The sergeant wanted the other policeman to go to Mrs Bentley...
 - a) to bring her the papers;
 - b) to see if she's all right;
 - c) to catch the criminal.

2. Halls wonders why...

- a) Scotland Yard is so interested in this fellow;
 - b) Baxter came;
 - e) Baxter is in such a hurry.
3. The young policeman is angry because...
 - a) he has no car;
 - b) the weather is very bad;
 - c) the house is very far.

5.5.3. Answer the teacher's questions. (Books closed.)

1. Why do police want to go to Mrs Bentley's house?
2. Why is Scotland Yard so interested in Coke?
3. Why is the young policeman angry?
4. What does he think about using bikes?

5.5.4. Express the main idea of this episode in one-two sentences.

5.6. Scanning practice

5.6.1. Read the questions. Be sure you've got them well in mind.

1. What does the merchant take with him?
2. What is the monkey doing when the thieves attack the merchant?
3. Where does the monkey lead the magistrate with his men?

5.6.2. Start scanning the text. Don't fail to note your time.

The monkey detective

A merchant goes to Calcutta on some business. He takes with him a large sum of money and some valuable jewels. A monkey, of which he is very fond, also travels with him. Some thieves decide to attack and to rob merchant. On a lonely part of the road they catch him,

murder him and take his things. Then they throw the body into a dry well, cover it over with leaves and go away. All this time the monkey is watching them from the tree. When the murderers are out of sight, the monkey goes to the magistrate's house and is crying and moaning and finally makes the magistrate follow him to the well. The magistrate brings some men with him, and one of them goes down into the well where the body of the murdered man is found. The monkey then leads them to the bazaars, and as soon as he sees one of the murderers he runs at him and bites him in the leg. The magistrate's servants come and seize the man. In this way all the murderers are detected by the monkey. They are all caught and punished accordingly.

(202 words)

5.6.3. Answer the questions in 5.6.1. (Books closed.)



5.7. Listening practice

5.7.1. Look at the following questions. You'll have to answer them after listening to the text.

1. Where's Jack?
2. What's he doing?
3. Why can't Mrs Taylor help Thomas?
4. What's Mr Taylor doing?
5. Who's Kate phoning to?
6. Why is Thomas asking a lot of questions?

5.7.2. Listen to the dialogues.

5.7.3. Try to answer the questions in 5.7.1.

5.7.4. Look through the list of words. They will help you to understand the text.

date — человек, с которым назначено свидание
horror film — фильм ужасов

5.7.5. Listen to the text. Be ready to give the contents of it in Russian.

5.7.6. Tell the contents of the text in Russian.



5.8. Time for fun

5.8.1. Read and translate the jokes.

1. JUDGE: Was the prisoner sober?

WITNESS: No, Sir. He was drunk as a judge.

JUDGE: You mean, "drunk as a lord", of course.

WITNESS: Yes, my lord.

The witness confused the idioms "sober as a judge" — трезвый, как судья; and "drunk as a lord" — пьяный, как черт.

2. JUDGE: Prisoner, what can you say to your justification?

PRISONER: I beg you to take into consideration the fact that my lawyer is very young, sir.

justification — оправдание
take into consideration — принять во внимание

? ***5.8.2.** Try to solve the riddles:

1. What comes twice a moment, once a minute and never in a hundred years?
2. What relation is that child to its father, that is not its father's own son?

? **5.8.3.** Can you solve this magic square in 2 minutes?

1. He or she goes to school every day.

2. People ought to read it every day.
3. Another word for "great, big".

1		2		3
2				
3				

UNIT 6

Фонетика: sounds [ɔ], [ɔ:]

Словообразование: суффиксы существительных **-ance (-ence)**; **-cy**, суффикс прилагательных **-ful**; конверсия.

Грамматика: прошедшее время **Simple Past**, настоящее совершенное **Present Perfect**, прошедшее время модальных глаголов.

Текст: "John's composition"



6.1. Sound right

6.1.1. Listen, look, say:

on	off	sorry	call
odd	ox	waffle	golf
dog	clock	coffee	sol
gone	loss	orange	vol
fog	moth	opera	loll
lob	want	horror	Pol
lodge	watch	porridge	polka

6.1.2. Listen, look, say:

1. Jog on.
2. What a swat!
3. Not for toffies!
4. Possibly not.
5. Upon my honour!
6. What a lot of nonsense!
7. John's dog got lost.
8. Hob and nob, Doc.
9. Poll's gone to the wrong shop.
10. Watch Dob's dog jump.
11. Will you be gone long, John?

12. Dot wants an office-job.
13. Dod's gone off to play golf.
14. Was it not possible to stop Tom?
15. Rod often got into hot water.

6.1.3. Listen and look. Pay attention to the difference between [ɔ] and [ʌ]

I

1. T-s-s. The boss is on the bus.
2. But the boss doesn't come by bus.
1. Well, this is a bus and that's the boss.
2. Oh, yes at the front.
1. U-m-m. Next to Molly Monk.

II

1. What's wrong?
2. Nothing is wrong.
1. Something is wrong.
2. It's nothing much.
1. What's the trouble? Has John come?
2. U-m-m. Come and gone.

6.1.4. Listen, look, say. Pay attention to the intonation.

6.1.5. Read the dialogues in parts.

6.1.6. Listen, look, say:

or	awed	ought	all	order
bore	board	bought	ball	autumn
saw	sawed	support	hall	author
thaw	thawed	thought	call	daughter
tore	toward	taught	tall	morning

6.1.7. Listen, look, say:

1. All aboard!
2. Draw in your claws.
3. All the more so.
4. To cut a long story short.
5. It's all your fault.

6. Forewarned is forearmed.
7. George always talks horse.
8. Cora adores small talk.
9. Gordon always puts the cart before the horse.
10. Norton is forcing an open door.

6.1.8. Listen and look. Pay attention to the difference between [ɔ] and [ɔ:].

I

1. I've bought a dog, Polly.
2. What sort of dog, Paul?
1. Oh, just an ordinary dog, Polly.
2. What's it called?
1. Oh, it's got just an ordinary name.
2. Is it called Spot?
1. No—it's called ... Polly.

II

1. It's a sort of hog, isn't it? But it's got four horns!
2. I caught it not far from the cottage, actually.
1. Well, you ought to tell me what it is.
2. It's a ... wart-hog.
1. A wart-hog! Oh! Mm... er... And what will you call your wart-hog?
2. I shall call it — Horace.

6.1.9. Listen, look, say. Pay attention to the intonation.

6.1.10. Read the dialogues in pairs.

***6.1.11.** Try to read the tongue-twisters as fast as you can. Pay attention to:

1. the sound [ɔ:]
Of all the saws I ever saw saw.
I never saw a saw as this saw saws.

a saw — пила
to saw — пилить

2. the sound [ɔ]

Mr Shott and Mr Nott agreed to fight a duel. Nott was shot and Shott was not, so it is better to be Shott than Nott. Shott and not Nott shot the shot that shot Nott. If the shot that Shott shot which shot Nott had shot Shott and not Nott, Shott instead of Nott would have been shot and Nott would not.

3. the difference between [ɔ] — [ʌ] — [æ]

Betty Botta bought a bit o' butter. "But", she said, "this butter's bitter. If I put it in my batter it will make my batter bitter". So Betty Botta bought a bit o' better butter and put it in her bitter batter, which made Betty Botta's batter a bit better.

bought (past) — to buy — покупать

a bit — немного

butter — масло

bitter — горький

batter — тесто



6.2. Word-building:

(-ance), (-cy), (-ful)

6.2.1. Give Russian equivalents to the following nouns with suffix **-ance (ence)**:

preference, resemblance, resistance, patience, innocence, significance, difference, independence, influence, insurance.

6.2.2. Make nouns with suffix **-cy**. Give their Russian equivalents:

sufficient, frequent, efficient, constituent, supreme, extravagant, agent, aristocrat, advocat.

6.2.3. Give antonyms to the following adjectives with suffix **-less**, using suffix **-ful**. Translate them into Russian:

meaningless, careless, cheerless, useless, thoughtless, lawless, harmless, powerless, shameless, tasteless.

6.2.4. Answer the following questions:

1. Do you find physical exercises useful?
2. Does your father (mother) look youthful?
3. What thoughtful persons do you know?
4. Is the room you live in cheerful?
5. What sort of activities are wasteful?

6.2.5. Translate into Russian without using a dictionary.

1. No whys. There will be time for that later.
2. He promised to better himself.
3. He is always in the thick of things.
4. John has no say in the matter.
5. I don't know how to word it.
6. Sport is an excellent cure for my diseases.



6.3. Full understanding

6.3.1. Смотрите, слушайте, повторяйте:

composition, history, structure, basis, feudal ['fju:dl], capitalist, group, baron, aristocracy [æris'tɒkrəsi], centre, real, to base, modern, fundamental, to control [kən'troul], forum, criticism, information.

Palace of Westminster, Britain, Saxon, Magna Carta, "Lords", "Commons", House of Commons, Cabinet.

*6.3.2. Смотрите, слушайте, повторяйте, запомните:

New words:

to hold — проводить

to date back — относиться (к прошлому)

king — король
 powerful — могущественный
 to discuss — обсуждать
 to argue ['a:gju:] — спорить
 to sign [saɪn] — подписывать
 to accept [ək'sept] — принимать
 to support (er) — поддерживать (сторонник)
 to defeat [di'fi:t] — наносить поражение
 in the middle of — в середине
 development — развитие
 armed forces — вооруженные силы
 adviser — советник
 difference — различие
 division — разделение
 to summon — созывать
 growth — рост

***6.3.3. Прочитайте и переведите:**

John's composition

Steve's son John was to write a composition about the History of Parliament. He has just finished it and asked his father to read it. Steve couldn't say "no" to his son. That's what he has read:

Britain has the oldest Parliament in the world. This institution has changed over the centuries and has reflected the class structure and economic basis of feudal and capitalist societies.

Parliament is held in the Palace of Westminster. This tradition dates back to Saxon times when the king called to this place a group of powerful barons who discussed with him matters of state. The king often argued with them for his power and money. In 1215 King Henry III

refused to accept Magna Carta. A group of powerful barons supported him. But Symon de Monfort defeated them and in 1265 called the first Parliament. From that time the king summoned Parliament and representatives of counties and cities together with the King's advisers from the clergy, and his supporters among the feudal barons met together. As the class differences between the representatives and aristocracy became more marked, the division into the "Lords" and the "Commons" took place.

In the middle of the last century the House of Commons was a centre of real political power. Since those days the growth of the power of the Cabinet, based on the development of the modern party system has brought about a fundamental change. The House of Commons is still the centre of the political stage; but it isn't the centre of the real political power. The House of Commons doesn't control the Cabinet, the civil service or the armed forces. It is in fact a forum for criticism of the Government and for getting the information.

6.3.4. Преподаватель просит вас или ваших друзей сделать что-либо. Откажитесь, сказав, что вы уже делали это в прошлом.

Model: T. Discuss this story now (last week).

S. But we discussed it last week.

1. Bring me your note-book (yesterday). 2. Go to the theatre and see the new play there (the day before yesterday). 3. Let's read this new book by A. Christy (last year). 4. Send him the text-book by post (last Friday). 5. Sign the document at the dean's office (last week).

6.3.5. Петр Соколов написал это письмо Нелли, когда он был на каникулах. Но теперь, когда он вспоминает летние события, он должен расска-

зять все это в прошедшем времени. Помогите ему в этом. Сделайте все необходимые изменения.

Dear Nell!

I'm in the country now at my grandmother's. I prepare for my entrance exams here. The place is very nice. I have a lot of friends here and meet them very often. We discuss different things and argue about new books and films. Sometimes we go to the river and swim there. But certainly most of the time I spend on my text-books. I prepare for my history exam now. I read about past centuries, learn the dates and facts about powerful parties, kings, their supporters and advisors. Sometimes when it is very hot I change my plans and go for a walk to the forest. I hope to come back to town very soon and see you again. I miss you very much.

Love, your Pete.

6.3.6. Преподаватель говорит, что вы или ваш друг совершили что-то в прошлом. Вы не соглашаетесь, утверждая, что вы этого не делали.

1. You rang me up yesterday. 2. You went to the restaurant last week. 3. You forgot to send the telegram. 4. You went shopping at 5 o'clock yesterday. 5. You brought some magazines to the lesson. 6. You bought a new car last month.

6.3.7. Ниже приводятся ответы одного подозреваемого. Можете вы догадаться, какие вопросы задавал его собеседник?

1. We signed this document yesterday at 5. 2. Yes, he accepted my help. 3. But I didn't change the date of this meeting. 4. I learnt some important facts about the armed forces of this country.

5. Yes, I had some supporters there. 6. I brought it last Tuesday.

***6.3.8.** Скажите по-английски:

1. Вчера мы обсудили это дело и изменили свое решение. 2. В середине прошлого столетия кабинет министров не обладал реальной политической властью. 3. Группа представителей этой могущественной партии нанесла поражение партии аристократии спустя 2 года. 4. Не было явного различия между двумя капиталистическими партиями. 5. Несколько лет назад он контролировал развитие гражданской службы в стране. 6. Король отказался подписать этот документ вчера.

6.3.9. В своем сочинении Джон, сын Стива, использовал **Simple Past** 12 раз. Можете вы найти все эти случаи? Переведите эти предложения.

6.3.10 Ниже приводится диалог между Петром и Нелли. Прочитайте его и попытайтесь объяснить, почему они использовали в речи **Present Perfect**.

- Hello, Nell! I've brought something for you.
- Hi, Pete! What's that?
- Here you are.
- Oh! What a nice bunch of flowers! I love it! Thank you very much.
- And have you seen the new film? With that young actor... er ... I've forgotten his name
- No, not yet.
- Shall we go together?
- Oh, I'd love to. But how about the tickets?
- I've bought two for you and me.
- It's very kind of you. Thanks.

6.3.11. Вам нужно написать статью в студенческую газету о ваших друзьях и о том, как они проводят свое свободное время. Преподаватель будет задавать им вопросы, а вы попытаетесь суммировать их ответы. Эти вопросы помогут вам.

- a) 1. How many times have you been to the theatre this month? 2. When did you go? 3. What did you see? 4. How did you like it?
- b) 1. How often do you go to the country for the weekend? 2. How many times have you been there this month? 3. Did you go with your family? 4. How long did you stay there?
- c) 1. Have you seen any interesting films this week? 2. When did you last see a good film?
- d) 1. How many good books have you read this year? 2. Which of them did you like best? 3. Have you got enough time to read much?
- e) 1. Have you read the paper today? 2. Do you usually read the paper before you go to college or when you get home after classes?

6.3.12. Вы сегодня в плохом настроении и отрицательно реагируете на все, что преподаватель говорит вам. Не забудьте употреблять **Present Perfect** и наречия **already, yet, just, never**.

Mode: T. You must do this exercise now.

S. I've done it already.

- 1. You were in St.-Petersburg last year, weren't you? (never).
- 2. Why didn't you write the letter to your parents? (already).
- 3. I think you have asked all the questions (yet).
- 4. I saw you at the theatre yesterday (yet).
- 5. You say you haven't seen Bob for a long time (just).
- 6. I know your parents are away (already).

6.3.13. Автор спутал все случаи употребления **Present Perfect** и **Simple Past** в этом упражнении. Помогите найти ошибки и объясните их.

- 1. She has read a lot of books last year. 2. We didn't go to the theatre this month. 3. Did you have holiday this year? — Not yet. 4. What are your plans for summer? — I didn't think about it yet. 5. We've discussed some of these problems last time. 6. When have you bought this car? — Two years ago.

***6.3.14.** Скажите по-английски:

- 1. Он уже принял наше приглашение. 2. Мы с ним никогда не встречались. 3. Они обсудили все дела вчера. 4. Король только что подписал этот документ. 5. Представитель кабинета отказался дать какую-либо информацию о ядерных испытаниях. 6. Вы когда-нибудь слышали о палате общин как центре реальной политической власти? 7. Кого вы привели с собой?

6.3.15. Ваш друг говорит, что он может (должен) сделать что-либо, но вы знаете, что он мог (должен был) сделать это ранее. Скажите ему об этом.

- 1. I can play piano well. 2. I can't speak English at all. 3. I must buy tickets for you and me. 4. I must give up smoking. 5. I can go shopping today. 6. I mustn't say such things now.

6.3.16. Скажите вашему другу, какие 3 действия он должен был (не должен был) сделать и какие 3 действия ему положено было сделать ранее:

- Model:** 1. You didn't have to bring this text book.
2. You were to come to this meeting.

***6.3.17** Скажите по-английски:

1. Мы обязательно должны были сделать все упражнения? — Нет, вы могли сделать первые три. 2. Моя дочь могла читать по-английски, когда ей было только шесть лет. 3. Я не мог пойти вчера в театр. 4. Они говорили со мной по-английски, и я сумел понять их! 5. У нас было мало времени, и мы должны были взять такси. 6. Я забыл сказать им о собрании, и мне пришлось им позвонить. 7. Я не смог перевести текст, потому что в нем было очень много новых слов.

6.3.18. Внимание! Проводим соревнование на звание лучшего переводчика! Первый этап соревнования — устно перевести следующие предложения (1 мин), затем закрыть книги и перевести эти предложения на английский язык.

1. The approval of the House of Commons isn't very important for the Government.
2. The representatives of both parties took part in the meeting.
3. The leaders of the party discussed their policy for the elections.
4. The supporters of the President are very powerful.
5. The main force of the Government is the Cabinet.
6. The House of Lords has no influence on the decisions of the Cabinet.

6.3.19. Следующий этап соревнования — вставить в предложения недостающие слова, используя следующий список:

1. ...of the state discussed important questions.

2. The Cabinet has the ... influence in the country.

3. Yesterday the discussion of ... questions of foreign policy took place.

4. Your ... of our decision isn't necessary.

5. This powerful group ... the policy of the state.

6. The king refused ... the delegation.

(to support, powerful, approval, representatives, to accept, fundamental).

6.3.20. Используя 6 слов (из списка в п. 6.3.19), составьте ваши собственные предложения или рассказ. Вы можете получить 1 очко за каждое правильное предложение + 2 очка, если они составят рассказ.

***6.3.21.** Давайте посмотрим, насколько хорошо вы помните текст. Сможете ли вы ответить на следующие вопросы, не глядя в текст?

1. What do the changes of the Parliament reflect?
2. What does the tradition of holding the Parliament in Palace of Westminster date back to?
3. What was the history of accepting the Magna Carta?
4. Why did the division between "Lords" and "Commons" take place?
5. What was the House of Commons in the middle of the last century?
6. What has brought about the fundamental change?
7. What is the House of Commons now?

***6.3.22.** Предположим, что вам надо написать сочинение об истории парламента (как Джону). Прежде всего вы должны составить план. Попробуйте сделать это сейчас.

***6.3.23.** Вы уже написали свое сочинение, а ваш друг — нет, и он просит вас помочь ему. Расскажите ему в нескольких предложениях содержание вашей работы.



6.4. Practice in communication (Agreement or Disagreement)

***6.4.1.** Read and try to remember:

Agreement

- | | |
|-----------------------|--------------------|
| 1. All right | |
| 2. OK | — Хорошо, ладно |
| 3. Very well | |
| 4. I agree (with you) | — Согласен |
| 5. Willingly | — Охотно |
| 6. With pleasure | — С удовольствием |
| 7. Of course | |
| 8. Sure | — Конечно |
| 9. By all means | |
| 10. Agreed! | — Решено! По рукам |
| 11. It's a go! | — Идет! |
| 12. Quite so | — Совершенно верно |

Disagreement

- I'm of a different opinion
— Я другого мнения.
- This is out of the question
— Об этом не может быть и речи.
- I object (to it) — Я возражаю
- No go! — Ничего не выйдет
- Nothing doing!
— Этот номер не пройдет!

- Not for the world! — Ни за что на свете!
- Nothing of the sort — Ничего подобного
- Why on earth! — С какой стати!
- I doubt in — Сомневаюсь

6.4.2. Tell someone in the group that you think:

- English food is excellent;
- blondes are prettier than brunettes;
- winter is nicer than summer;
- fish is better than meat;
- hard work is very pleasant.

Your partner will agree or disagree with you.

6.4.3. Look, listen and then dramatize:

- Nell and Pete have just seen a film. He liked it. She didn't. They're close friends so they talk to each other casually.

P. Now, that really was a great film.

N. Nothing of the sort!

P. The best we've seen this year, surely.

N. I'm of a different opinion.

- Jane and a friend of hers have also seen a film. They both liked it. They aren't close friends so they don't talk to each other very casually.
Jane: I thought that quite a good film, didn't you?

Friend: Yes, I did. Quite so.

Jane: It's one of the best that have come out this year, I think.

Friend: I quite agree with you.

6.4.4. Make any statement you like. Your partner will either agree or disagree with you.

Model: A. You'll be on duty to-day.

B. Why on earth!

6.5. General understanding

6.5.1. Read the text. Try to understand it and be ready to answer the questions.

The man who escaped

(Episode 6)

1. "You know your clothes are in a terrible state", the old lady said after the meal. "My husband was just about your size. A little heavier perhaps. All his clothes are upstairs. They are no good to him. He died two years ago". She pointed up to the above them. "Why don't you see if any of his clothes fit you. You can bring them back tomorrow".

"Nobody can be this lucky!" Coke thought to himself. He went upstairs and turned the light on. He found a heavy jacket, a woolen shirt and some trousers hanging in the room.

2. "What do you know about Coke?" Baxter asked Halls. They are in the car now. "Very little, I'm afraid. In fact, I don't think, I know anything about him at all. Wasn't he the fellow who was in that spy case about 4 years ago?"

"Yes, that's right. Coke always said it wasn't him... that it was someone else".

"That's what they all say. But what's so special about him?" "Coke was in Army Intelligence. He knew important secrets. We could never understand why he sold them. There wasn't a real motive. Some said he did it for money. We couldn't prove it, but if he was a spy, he still knows too much. We could never find out who he sold secrets to. That's why we have to catch him before he makes contact with any of his old friends!"

3. Coke put the clothes on as quickly as he could. They were old, but they were warm. When he came downstairs, the old lady was still in front of the fire. She smiled when she looked at him. "You know, you look just like my husband in those clothes... when he was much younger, of course". Coke tried to be polite. He wanted to leave quickly.

"I can't thank you enough. It's very kind of you to do all this for me". The old lady did not seem to hear him. "Just like my husband", she said again. Just then, there was a knock on the door.

6.5.2. Choose the correct answer. Don't use the text.

1. Old woman's husband was...
 - a) a little lighter;
 - b) a little heavier;
 - c) of the same size.
2. The police wanted to catch Coke as soon as possible because...
 - a) he was in Army Intelligence;
 - b) he was a spy;
 - c) he could make contact with any of his old friends.
3. There was a knock at the door when...
 - a) Coke was upstairs;
 - b) Coke was talking with the old woman;
 - c) Coke was putting on the clothes.

6.5.3. Answer the teacher's questions. (Books closed.)

1. What did the old woman offer to Coke?
2. What kind of clothes did Coke find?
3. What was Coke?
4. What couldn't the police prove?

5. Why do they want to catch him as soon as possible?

6. What did the woman say when she looked at Coke?

6.5.4. Express the main idea of this episode in 2-3 sentences.

6.6. Scanning practice

6.6.1. Read the questions. Be sure you've got them well in mind.

1. Who was murdered once?

2. Who guarded the body?

3. What did the king order to do with the body and the dog?

4. What did the dog do when he saw the murderers?

6.6.2. Start scanning the text. Don't fail to note your time.

Crime Will Be Out Sooner or Later

Once during the civil wars of Rome a slave was murdered in one of the city squares, and nobody knew who committed the crime. The murdered slave's dog guarded the body and didn't allow anybody to touch it. The king, travelling that way, saw the animal watching the body. When he learnt that the dog had been there for three days without food or drink he ordered to bury the body and bring the dog to him.

After some time the review of the king's troops took place, and every soldier had to march past the king. All this time the dog lay quietly by the king's side, but on seeing the murderers of his late master, he flew at them with extraordinary fury barking and tearing their clothes.

The king took notice of it. He ordered to make an inquest and the criminals confessed the crime. Later they were tried and sentenced to death.

(160 words)

6.6.3. Answer the questions in 6.6.1. (Books closed.)

6.7. Listening practice

6.7.1. Look at the following questions. You'll have to answer them after listening to the text.

1. What famous people are there (their professions)?

2. What is the first question of the professor?

3. Has he got any special diplomas?

4. What is he?

6.7.2. Listen to the dialogue.

6.7.3. Answer the questions in 6.7.1.

6.7.4. Look through the list of words. They will help you to understand the text.

give a big hand — поаплодировать

6.7.5. Listen to the story. Be ready to give the contents of it in Russian.

6.7.6. Tell the contents of the story in Russian as close to the text as possible.

6.8. Time for fun

6.8.1. Read and then tell it in Russian.

Believe it or not, but...

...The Port Fairy jail (Australia) was built by a Yorkshireman named Broadbent who celebrated its completion so gaily that he became its first prisoner (1857).

? • 6.8.2. Fill in the six missing words.

[illegible]

Фонетика: sounds [ou], [ə:]

Словообразование: суффиксы прилагательных
-ary / -ory; -ous

Грамматика: время **Present Perfect Continuous**, степени сравнения прилагательных и наречий

Текст: "Steve's story"



7.1. Sound right

7.7.1. Listen, look, say:

bow	bone	boat	roll	window
doe	dome	dote	poll	follow
so	soul	soak	old	yellow
toe	toad	toast	told	cargo
roe	road	roast	cold	tomato
low	load	loaf	stroll	photo
hoe	hoed	host	shoulder	momento

7.1.2. Listen, look, say:

1. Go slow.
2. Follow your nose.
3. Nobody home.
4. Don't grow cold.
5. No bones broken.
6. It's a cold coal to blow at.
7. I vote we go home.
8. Oh, no, don't go home alone.
9. I don't suppose you know Rose.
10. I won't crow over a foe.

7.1.3. Listen and look. Pay attention to the difference in pronunciation of the sounds [ou] – [ɔ] – [ɔ̃].

I

1. I'm going to the grocer's.
2. Call at the post-office, will you?
1. It closes at four. The shop closes at four too.
Can't you go to the post-office? I want a lot of groceries.
2. Oh, all right. I'll go.
1. Get me some stamps, will you?

II

1. I've got to go.
2. Oh, don't go.
1. I've got to.
2. No, you don't have to go.
1. I want to go home.
2. What do you want to go home for?
1. Open the door.
2. It's not locked. Off you go!
1. I'm sorry.
2. Go home if you want to. Go on.
1. I'm sorry.
2. It's all right. I don't mind.

7.1.4. Listen, look, say. Pay attention to the intonation.

7.1.5. Read the dialogues in pairs.

7.1.6. Listen, look, say:

sir	serve	surf	reserve	world
fir	firm	first	early	girl
her	heard	hurt	certain	curl
burr	bird	burst	birthday	pearl
blur	term	learn	thirteen	hurl

7.1.7. Listen, look, say:

1. Certainly, sir.

2. I've overheard the word
3. I'll turn in early.
4. A worm will turn.
5. What a hurly-burly girl Urse is!
6. I'll see her further first!
7. The work will serve no purpose.
8. My girl has her bursts of work.
9. Why do Gert's dirty work for her?
10. Erna is a proverb and a byword.

7.1.8. Listen and look. Pay attention to the sound [ə].

I

1. What does Evan do?
2. I'm not certain. But he earns a lot. He has money to burn.
1. And Bernard?
2. Oh, I prefer Bernard, of course, but...
1. What a superb furcoat, by the way.
2. As I say, I prefer Bernard, but...
1. And what beautiful pearls!

II

1. S-s-s. There's a burglar behind the curtain.
2. Are you certain. Bertha?
1. Don't disturb him. He might hurt us or worse he might even murder us.
2. But are you perfectly certain it is burglar?
1. Perfectly. Only a burglar would hide behind a curtain in that way.
2. Oh, Bertha, do you remember Percy Turner?
1. Sh-sh-sh. Gertrude! We're not the girls we were 30 years ago you know.

7.1.9. Listen, look, say. Pay attention to the intonation.

7.1.10. Read the dialogues in pairs.

- 7.1.11.** Listen and look. Pay attention to the difference between [ʌ] and [ə].

I

1. Something is burning.
2. Oh, my buns!
1. I love burnt buns.
2. Curse this oven. Curse it!
1. But I prefer burnt buns.
2. It's the worst oven in the world.
1. Wonderful! A perfect bun, perfect!
2. Well, there are thirty of them. Have another.
1. U-m-m. Lovely!

II

1. I work for your brother's company.
2. Come and work for my company. How much money do you earn?
1. Five hundred a month.
2. You're worth another thirty.
1. I worth another hundred. But I mustn't leave your brother.
2. We'll discuss it on Thursday.
1. We have discussed it.
2. Six hundred?
1. Six hundred and thirty.

- 7.1.12.** Listen, look, say. Pay attention to the intonation.

- 7.1.13.** Read the dialogues in pairs.

- *7.1.14.** Try to read the tongue-twister as fast as you can.

Robert Rowley rolled
a round roll round.
A round roll Robert
Rowley rolled round.

Where is the round roll
Robert Rowley rolled round?

roll (v.; n.) - катить; ролик



7.2. Word-building: -ary, -ory, -ous

- 7.2.1.** Give Russian equivalents to the following adjectives and word combinations:

military, disciplinary, elementary, evolutionary, reactionary, legendary, traditionary, reformatory;

parliamentary democracy; secondary school, primary school, monetary unit, satisfactory progress.

- 7.2.2.** Give Russian equivalents to the following adjectives:

analogous, religious, famous, barbarous, dangerous, numerous, humorous, scandalous, victorious.

- 7.2.3.** Explain the meaning of the following word combinations in English.

a mountainous country; a courageous boy; continuous rain; murderous blow; delicious cake; an anonymous gift.



7.3. Full understanding

- 7.3.1.** Смотрите, слушайте, повторяйте:

procedure [prə'sɪdʒə], session, throne, sovereign ['sɒvrɪn], debates, Speaker, Prime Minister, Leader of the Opposition, parliamentary.

- *7.3.2.** Look, listen, say, remember:

New words:

rule (n.) — правило, норма
occasion [ə'keɪʒ(ə)n] — случай

right (n.) — право
 Queen — королева
 to arrive — прибывать
 independence — независимость
 honour ['ɒnə] — честь
 duty — обязанность
 dangerous ['deɪndʒərəs] — опасный
 to preside [prɪ'zaid] — председательствовать
 to decide — решать
 vote (n. v.) — голос, голосовать
 full — полный
 particular — (зд.) специальный

***7.3.3. Прочитайте и переведите.**

Steve's story

Steve has been telling his story for half an hour already. Would you like to listen to him? That's what he is saying:

"Many forms and rules of parliamentary procedure date back to the beginning of the sixteenth century.

People outside Great Britain believe that if they elect the man to sit in the Parliament he has a seat there. But the House of Commons has seats for only about two thirds of its members. Thus on great occasions when the House is full, members have to sit in the gangways. Only four members of the House of Commons have reserved seats: the Speaker, the Prime Minister, the Leader of the Opposition and the member who is in the Parliament for the longest unbroken period. Ministers sit on the front bench, but have no right to any particular seat there.

The Queen usually opens the new session of Parliament. When she takes her seat on the throne she sends the official of the House of Lords, called Black Rod,¹ to call the Commons. When he arrives at the door of the House of Commons they bang it in his face to show their

independence. After this they follow Black Rod into the chamber of the House of Lords, where they stand while the Queen reads her speech. During the election of the Speaker, when he is going to his great chair at one end of the House, he struggles and pretends that he doesn't wish to accept the honour. This comes from the days when men were afraid to become the Speaker. It was because the sovereign and the House of Commons often quarrelled and the Speaker's duty of acting as go-between was both difficult and dangerous.

Nowadays the Speaker no longer takes part in debates as other members do. He presides over the debates and decides which member is to speak at any particular moment. Often several wish to speak and they stand up and try "to catch the Speaker's eye", as they call it. The Speaker doesn't take part in the debates, and he doesn't vote at the end of them. But if the Government and the Opposition gain an equal number of votes, then the Speaker has the casting vote.

1. Black Rod — "Черный жезл", герольдмейстер (постоянное должностное лицо в Палате лордов, во время церемоний несет черный жезл, титул существует с 1350 г.)

7.3.4. Можете ли вы догадаться, в каких ситуациях были сказаны следующие фразы? И кто их сказал?

1. I've been waiting for you for two hours already!
2. He's been walking near my house since morning.
3. I'm afraid of this man. He's been watching me for half an hour.
4. I've been looking for him everywhere but still can't find.

5. It's the limit! You've been talking over the phone for 40 minutes!

6. I've been working here for 30 years and I know who's who.

7.3.5. Найдите в следующих диалогах **Present Perfect Continuous**. Почему автор воспользовался этим временем? Передайте эти шутки вашим друзьям по-русски.

1. — Look here, waiter, I've just found a button in my soup.

— Oh, thank you, sir. I've been looking all over for it.

2. **Father:** My dear, if you want a good husband, marry Mr Goodheart. He really loves you.

Daughter: How do you know that, Dad?

Father: Because I've been borrowing money of him for six months, and still he keeps coming.

7.3.6. Автор сделал несколько ошибок, используя **Present Tenses**. Помогите ему обнаружить их.

1. — Oh, here you are, at last! I wait for you for half an hour. What are you doing?

— I've been shopping. I've bought a new hat. Do you like it? I'm tired. I walk round the shops for nearly four hours.

2. — What have you been looking for?

— My keys.

— As a rule, you are carrying them in your coat pocket.

— That's right, but they are not there.

— Oh, here they are. They are lying under your gloves all the time.

***7.3.7.** Скажите по-английски:

1. Послушай! Анна поет в соседней комнате. Она поет очень хорошо. Она учится в консерватории уже 3 года. 2. Что вы пишете? — Я пишу письмо своей сестре. Мы часто пишем письма друг другу. Сейчас она работает над своей книгой. Она работает над ней уже несколько месяцев. 3. Что ты сейчас делаешь? — Я готовлюсь к семинару по истории государства и права. — По-моему, ты готовишься уже давно. — Да, этот семинар очень трудный. Я готовлюсь уже несколько часов. — Но обычно ты быстро готовишься. — Да, а вот к этому семинару я готовлюсь с трех часов.

7.3.8. Ваши друзья говорят о вещах, в которых, как вы думаете, вы разбираетесь лучше. Выскажите им свое мнение.

Model: A. The film... is very interesting.

B. But the film... is more interesting.

C. And the film... is the most interesting.

1. the book is good; 2. jazz-band is famous; 3. our hostel is beautiful; 4. this subject is interesting. 5. this man is tall; 6. our university is old.

7.3.9. Предположим, вы берете интервью у знаменитого актера (писателя, спортсмена). Постарайтесь использовать в своих вопросах степени сравнения.

Model: What was the most important event in your life?, etc.

7.3.10. Машинистка пропустила несколько слов в следующих предложениях. Пожалуйста, восполните пробелы, используя слова в скобках.

1. The House of Commons ... an important bill.

2. Each member ... for the proposal.
3. Everybody demanded ... for this state.
4. It was time...
5. He was elected ... at the meeting.

(independence, to preside, voted, to accept, to send, occasion, to act)

7.3.11. Что-то случилось с этими предложениями: все слова поменялись местами. Поставьте их в правильном порядке.

1. carefully acted very the Prime Minister.
2. member a vote the House of Commons in has each.
3. the young struggles its for independence state.
4. presides the House of Commons the Speaker in.

7.3.12. Хорошо ли вы помните текст этого урока? Можете вы закончить следующие предложения в соответствии с текстом, но не глядя в него?

1. Members of the House of Commons have to sit in the gangways because...
2. When Black Rod arrives to the door of the House of Commons it is banged into his face because...
3. The Speaker struggles when he is going to his great chair because...
4. The Speaker has the casting vote when...

***7.3.13.** Вашему другу нужно пересказать текст этого урока, но одному ему не справиться. Ответьте на его вопросы: этим вы ему поможете.

1. Who has reserved seats in the Parliament?
2. Have the ministers right for reserved seats?
3. Who opens the session of the Parliament?
4. Where does the Queen send Black Rod?

5. Do the members of the House of Commons follow Black Rod?

6. Why were the men afraid to become Speaker?

7. What is the business of the Speaker nowadays?

8. Why do the members stand up and try "to catch the Speaker's eye"?

***7.3.14.** Предположим, что вы а) член британского парламента и выступаете перед группой иностранных студентов, рассказывая им о парламентской процедуре; б) Джон Кинг и пытаетесь вспомнить, что ваш отец говорил вам о парламенте и его работе.

***7.3.15.** Скажите по-английски:

1. Премьер-министр действовал согласно правилам парламентской процедуры.
2. Оппозиция боролась за право послать своих представителей на эту сессию.
3. Королева прибыла, чтобы произнести тронную речь.
4. Лидер оппозиции и премьер-министр обсуждают этот вопрос с самого утра.



7.4. Practice in communication (Approval and Disapproval)

***7.4.1.** Read and try to remember.

Somebody has done or is going to do something you approve or disapprove of. Here are some ways of expressing your feelings:

Approval

1. (That's) a good idea!
2. Wonderful! (Excellent, splendid).

3. Very wise (sensible) of you.
4. Well done!
5. Good for you!
6. I'm all for it!
7. That's it!

Disapproval

1. That's not a (very) good idea.
2. That's silly.
3. I'm all against it.
4. I wouldn't say I like it.
5. Rubbish!

7.4.2. Express your approval on disapproval of the following statement made to you by a close friend.

1. I'm going on a diet.
2. I'm going to learn Japanese.
3. We're going to get engaged.
4. I'm going to telephone the police.
5. I've bought a new car.
6. I've become a student.

7.4.3. Look, listen and then dramatize:

WIFE: I feel terribly bored. I'm going to take a job.

HUSBAND: Good!

WIFE: Then I can buy my own car.

HUSBAND: Splendid!

WIFE: And pay for my own clothes.

HUSBAND: That's an excellent idea.

7.4.4. A friend of yours telephones to tell you of his/her plans for the summer holidays. You approve of some of the plans but not of others. Begin like this:

A. Hullo! I've decided to go to the seaside in July.

B. ...

7.5. General understanding

7.5.1. Read the text. Try to understand it and be ready to answer the questions.

The man who escaped

(Episode 7)

1. The deaf old lady did not hear the knock, but Coke did. His heart began to pound wildly. He had to decide what to do, and quickly.

"There's someone at the door", he said loudly, but the old lady did not understand. "There's someone at the door", he said again, this time even more loudly than before. She went out of the room and Coke quickly stepped back into the shadows of the front room.

2. The old lady opened the front door. Coke could see her quite clearly, but nothing else. He listened carefully.

"Hello, Mrs Hartley. I'm from the village police station. The sergeant sent me. I've got something to tell you".

Then Coke saw the policeman very clearly. The old lady and the policeman came through the door into the sitting-room. Coke was behind the door, so the policeman couldn't see him.

"Good evening officer. Can I help you?" Coke said very loudly and clearly. The policeman turned around and looked at Coke. He was very surprised. Then Coke hit him hard as he could in the stomach and he fell to the floor heavily. The old lady screamed. The policeman tried to get up, but fell back weakly. Coke ran out of the room.

3. The phone rang about five minutes later at the local police headquarters. Hall answered it. "What? Coke? Where? When?" Baxter stood up as soon as he heard

Coke's name. He quickly put his hat and coat on. Halls listened carefully to the voice on the other end and quickly made a few notes. Then he put the phone down and turned to Baxter. "Well, we know where Coke is now. A policeman almost caught him only five minutes ago".

"What do you mean, he almost caught him? Did he catch him or didn't he?" "No, he got away. He stole the policeman's bike".

7.5.2. Choose the correct answer. Don't use the text.

1. When Coke heard the knock...
 - a) he calmly went to the door;
 - b) his heart began to pound wildly;
 - c) he took out his knife.
2. When Coke saw the policeman...
 - a) he decided to kill him;
 - b) he decided to use his knife;
 - c) he stepped back and waited.
3. When Coke hit the policeman...
 - a) the old lady screamed;
 - b) the policeman ran after him;
 - c) he didn't know what to do.
4. Baxter learnt that...
 - a) the policeman caught Coke;
 - b) Coke stole the policeman bike;
 - c) Coke hit the policeman.

7.5.3. Answer the teacher's questions. (Books closed.)

1. Where did Coke hide?
2. What did Coke do when the policeman entered the room?
3. What did Halls learn on the phone?
4. What did Coke steal?

7.5.4. Make the plan of this episode in 3 sentences.



7.6. Scanning practice

7.6.1. Read the questions. Be sure you've got them well in mind.

1. How many members must be present at the session of the House of Commons?
2. When do most of the members of House of Lords appear in the House?
3. When must the members bow to the chair?

7.6.2. Start scanning the text. Don't fail to note your time.

From Monday to Thursday the House of Commons, when in session, meets daily in the early afternoon. Most members of the House of Commons do not attend Parliament all the time it is in session, but at least 50 members must be present. If a member calls for a "Count" and fewer than this number are present, the House is adjourned.

The House of Lords meets on only three days a week, for hours. Not more than 100 peers take part in the regular work of the House. The rest of them appear only on ceremonial occasions.

There is a chair at the top of the House of Commons, in which sits Mr Speaker or his deputy when the House is in session. Every member entering or leaving the House is supposed to bow to the chair — not to the occupant, for the chair may be empty; still they must bow. Some members make quite a ceremony of it.

(161 words)

7.6.3. Answer the questions in 7.6.1. (Books closed.)



7.7. Listening practice

7.7.1. Look at the following questions. You'll have to answer them after listening to the text.

1. How many countries has Elmar seen?
2. Why does he want a thousand dollars?
3. Whom has Elmar met?
4. How many rolls of films has he used?

7.7.2. Listen to the dialogue.

7.7.3. Answer the questions in 7.7.1.

7.7.4. Look through the list of words. They will help you to understand the text.

missing — пропавший

curly — кудрявый, волнистый

7.7.5. Listen to the dialogue. Be ready to give the contents of it in Russian.

7.7.6. Tell the contents of the dialogue in Russian as close to the text as possible.



7.8. Time for fun

7.8.1. Read and then tell it in Russian. Believe it or not, but...

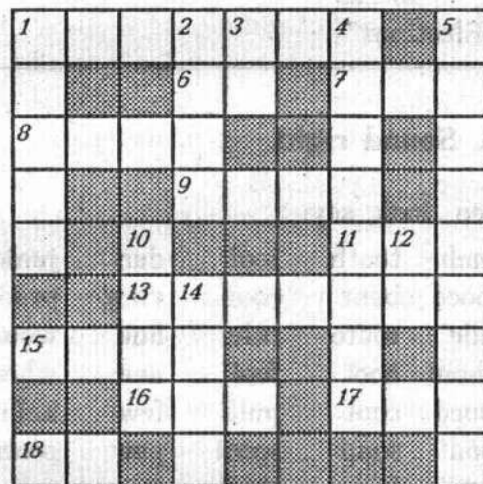
...when a masked man tried to rob the post office at Darley Abbey, Derbyshire, an official just threw a cup of hot tea in his face and the bandit fled.

...The governor of Indiana signed a law banning riding in a public bus for persons who have had a meal seasoned with garlic. The law breakers may be sentenced to confinement or a fine of 10 dollars.

? *7.8.2. And now try to solve this crossword.

ACROSS: 1. With anger. 6. The pronoun "we" in the objective case. 7. The number 1. 8. Prefix, meaning

"against". 9. Antonym of "far". 11. To make use of the eyes. 13. A preposition. You can guess it from the following sentences: "The Mediterranean Sea is... Europe and Africa". "A river flows... its banks". 15. An antonym of "clever, bright". 16. To flow back from land to sea (speaking of the tide). 17. An enthusiastic supporter of a football team, for example. 18. In this (that) way; thus.



DOWN: 1. A sound or signal giving a warning of danger. 2. Destruction; serious damage. 3. The verb "to be" in the Present Indefinite, 3d person singular. 4. The reflexive and emphatic pronoun in the 2d person. 5. Making deaf, especially by a loud noise (the Present Participle). 10. Clever, showing knowledge or skill. 12. You will form the plural of "foot, goose, tooth" by replacing "oo" by these letters. 14. Napoleon lived on this island in 1814—1815.

UNIT 8

Фонетика: sounds [u:], [u]

Словообразование: суффиксы глагола -fy, -ate, -en

Грамматика: будущее время **Simple Future**, сравнительные конструкции **as...as; not so...as**

Текст: "Elections"



8.1. Sound right

8.1.1. Listen, look, say:

too	tomb	tooth	tool	due	junior
boo	bood	boot	cool	view	prudent
rue	rude	route	rule	hue	wounded
who	whom	hoot	fool	new	whooping
coo	cood	coot	pull	few	balloon
sou	soon	soup	spool	pew	protrude
Lou	lose	loose	stool	stew	include

8.1.2. Listen, look, say:

- Who'll do the rooms?
- Do as I do.
- Sue's true blue.
- Ruth can't say boo to a goose.
- You are a nuisance, too.
- Don't you be too soon, Bruce.
- Lou grew too big for his boots.
- Prue knew who's who.
- I see Prudie once in a blue moon.
- Read the newspaper review through and through.

8.1.3. Listen and look. Pay attention to the sound [u]: [u] as in good, [u:] as in boot.

I

- A. Who would he choose?
 B. He'd choose you.
 A. He wouldn't choose me — I'm much too young. He doesn't think I could do it.
 B. Well, if he wouldn't choose you, who would he choose?
 A. He'd choose Wood. Wood's very good.
 B. Mm-much too good to be true.

II

- A. We should be there by two.
 B. Yes. It's a full moon. And the route's good.
 A. I'll put the things in the boot.
 B. The boot's full.
 A. What has that fool put in the boot?
 B. I wouldn't look if I were you...
 A. Or I should say ... who's he put in the boot?

8.1.4. Listen, look, say. Pay attention to the intonation.

8.1.5. Read the dialogues in pairs.

8.1.6. Listen, look, say:

good	look	woman	full
could	put	sugar	bull
would	foot	pudding	wool
should	book	butcher	wolf
room	push	woolen	wolves
hood	cook	cushion	pulpit
wood	puss	bullet	pullman

8.1.7. Listen, look, say:

- It looks good.
- Put your foot down..

3. Keep a good look out.
4. Fuller took good aim.
5. I wouldn't put it past Foots.
6. Woolner refused to put foot out.
7. It wouldn't look good, would it?
8. Wolf is put to the push.
9. Would you help the woman, if you could?
10. I couldn't help looking, could I?
11. If only Foot should pull through.
12. Pull devil! Pull baker! Bully for you!

8.1.8. Listen and look. Pay attention to the sound [u]: [u] as in foot, [ʌ] as in cut.

I

- A. I've cut my foot.
 B. Let me look. Ummm... Not much of a cut. No blood. Just put a plaster on it. Cover it up.
 A. It's the other foot actually.

II

- A. Could you come for lunch?
 B. I wish I could come, but...
 A. I'm cooking a duck.
 B. A duck? Mmmm...
 A. I've just made the pudding.
 B. Oh! A pudding?
 A. With nuts!
 B. Nuts? Mmmm... A wonderful lunch! Wonderful!
 A. It would be lovely if you could come.
 B. I'd love to come mother...
 A. Good. Come at once.
 B. But...

- 8.1.9.** Listen, look, say. Pay attention to the intonation.
8.1.10. Read the dialogue in pairs.
***8.1.11.** Try to read the tongue-twister as fast as you can.

A tutor who taught on the flute,
 Tried to teach two young tooters to toot.
 Said the two to the tutor:
 "It is harder to toot, or
 To tutor two tooters to toot?"



8.2. Word-building: *-ify*, *-ate*, *-en*

8.2.1. Paraphrase the following word-combinations using *-ify*:

make or become more intense; arrange in classes;
 make simple; make pure; unite (form into one).

8.2.2. Make pairs of antonyms:

complicate	purify
pollute	horrify
separate	simplify
please	nullify
establish	unify

8.2.3. Give Russian equivalents for the following verbs with suffix *-en*:

darken, broaden, tighten, sweeten, deepen,
 strengthen, threaten, sharpen, blacken, redden.

8.2.4. Answer the questions:

1. When do the days begin to lengthen?
2. What did the fascists threaten to do?
3. What heightens your interest in your studies?
4. What can you do to brighten the classroom?
5. What strengthens the world peace?



8.3. Full understanding

*8.3.1. Смотрите, слушайте, повторяйте:

constitution [ˌkɒnstɪˈtjuːʃn], organ, candidate [ˈkændɪdət], national, to inform, deputy [ˈdeɪpjʊtɪ], local, periodically [ˌpɪərɪˈɒdɪkəlɪ], President, presidential [ˌprezɪˈdenʃl], presidency, vice-president, register [ˈredʒɪstə], guarantee [ˈgæ-rən-ti:], qualification [ˌkwəlɪfɪˈkeɪʃn], Democrats, Republicans, platform, Russia, referendum, Federation, campaign [kæmˈpeɪn], Senator [ˈsenətə], Representative [ˌreprɪˈzentətɪv].

*8.3.2. Смотрите, слушайте, повторяйте, запоминайте:

New words:

population – население
suffrage [ˈsʌfrɪdʒ] – избирательное право
citizen – гражданин
mass media – средства массовой информации
to elect – выбирать
elector – выборщик
to represent – представлять
voter – избиратель
to receive – получать
as well as – так же, как
to participate [pɑːˈtɪsɪpeɪt] – принимать участие
set – набор, список
authority [ɔːˈθɒrəti] – власть
separate [ˈseprət] – отдельный
nomination – выдвижение
succession [səkˈseɪʃn] – последовательно
to select – выбирать
poll – выбирать, избирательный участок
equal [ˈiːkwəl] – равный
announce [əˈnaʊns] – объявлять

*8.3.3. Прочитайте и переведите:

Elections

Tomorrow is the great day for Peter Sokolov. For the first time in his life he'll take part in the general elections of this country. According to the constitution of Russia all organs of state power are elected by the entire adult population on the basis of universal, equal and direct suffrage by secret ballot¹. The right to elect and be elected to the bodies of state power and local authorities, and also to take part in the referendum is guaranteed by the Constitution of Russian Federation. Pete will vote for some candidate tomorrow, but he himself can't be elected yet, because he's only 18. Under the law every citizen of this country at the age of 21 can be elected to the Parliament. Pete knows that periodically the deputies will inform their electors about their activity during the meetings with them and also with the help of mass media.

Jane Snow will also take part in the elections of the President next year. But her vote isn't a direct one. In November voters in each state give their votes for candidates. Before voting in November every citizen must register in accordance with the laws of his state. This gives them the right of participating in "primaries"². The US constitution guarantees every citizen the right to vote but the states with the help of numerous qualifications deprive a lot of people of this right. The national presidential elections really consist of two separate campaigns: one is for the nomination of candidates at national party conventions³. The other is to win the actual election. The nominating race is a competition between members of the same party. They run in a succession of state primaries and caucuses⁴. The party convention then votes to select the party's official candidate for the presidency. In November of the election year the voters across the nation go to the

polls. If the majority of the popular votes in a state go to the Presidential (and vice-presidential) candidate of one party, then that person is supposed to get all of that state's "electoral votes." These electoral votes are equal to the number of Senators and Representatives each state has in Congress. The candidate with the largest number of these electoral votes wins the election. Each state's electoral votes are formally reported by the "Electoral College." In January of the following year, in a joint session of Congress, the new President and Vice-President are officially announced. And those who do vote can only make their choice practically between two sets of candidates — Democrats and Republicans whose political platforms are practically alike.

1. universal, equal and direct suffrage by secret ballot — всеобщее, равное и прямое избирательное право при тайном голосовании
2. "primaries" — первичные выборы
3. convention — съезд
4. caucus — партийное собрание

8.3.4. Вы собираетесь пригласить вашего друга на вечер. Спросите его, что он будет делать завтра.

8.3.5. Несколько студентов сказали преподавателю, что вы и некоторые ваши друзья собираетесь совершить завтра нечто ужасное. Разубедите его, скажите, что вы не сделаете ничего подобного.

8.3.6. Перед вами диалог между двумя подозреваемыми. Но вам известны слова только одного из них. Восстановите слова его собеседника.

1. ...
2. Yes, I will. I'll come and bring everything.

1. ...
2. I think I'll come at 2 as usual.
1. ...
2. I'll leave everything at our usual place.
1. ...
2. No, I won't. Nobody will know about it.
1. ...
2. No, I won't. I'll wait for your telephone call.

***8.3.7.** Скажите по-английски:

1. В следующем году я приму участие в выборах.
2. Через 5 лет мы станем юристами.
3. Не приходи ко мне в 6. Меня не будет дома в это время.
4. Президент не будет выступать перед избирателями завтра.
5. Кто будет представлять кандидата на собрании?
6. Большинство граждан будет голосовать за этого кандидата.
7. Вы будете выдвигать своего кандидата на выборах? — Нет, не будем.
8. Когда ты будешь встречаться с избирателями?
9. В ноябре избиратели пойдут на избирательные участки.
10. Имена новых Президента и вице-президента будут объявлены в январе.

8.3.8. Предположим, что вы следователь. В вашем распоряжении несколько предложений, собранных попарно. Если вы соедините каждую пару в одно предложение, вы получите очень важную информацию.

1. You will knock at the door three times. Miss Black will open the door.
2. You will come in time. You will receive some very important information.
3. You will get into the house. You will find the sealed letter.

4. You won't phone him. There will be a crime.
5. The Smiths won't pay money immediately. Their son won't return.

8.3.9. Предположим, что вы — свидетель. Вы знаете трех подозреваемых: Mr. Green, Mr. Brown and Mr. White. Следователь просит вас дать сравнительные характеристики всех троих. Эта информация будет ему очень полезна.

	Height	Weight	Size (foot)	Arms	Ears
GREEN	5'6"	12st 11lb	8	very long	normal
BROWN	6'1"	13st 2lb	9	long	large
WHITE	4'8"	9st 5lb	7	short	small

' — ft (30,5 cm); " — in (inch) — 2,5 cm; 1 foot — 12 inches; st (stone) — 6,5 kg; lb (pound) — 0,5 kg; 1 stone — 14 pounds

8.3.10. Двое ваших друзей никак не могут прийти к соглашению, сравнивая свой рост и вес. Помогите им.

8.3.11. Джейн объяснила Петру значение некоторых терминов. Догадайтесь, какие слова объясняла Джейн.

1. a meeting of the legal voters of any political party assembled for the purpose of choosing delegates or for the nomination of candidates for office.
2. the number (of votes) greater than half of any total to designate as an official candidate of a political party.
3. right to give an expression of opinion or will by persons for or against smb. or smth., esp. by ballot or by putting up of hands.

4. an assembly of delegates chosen by a political party, or by the party organisation in a larger or smaller territory, to nominate candidates for an approaching election.

5. a) voting at an election.
b) list of voters; counting of the voters.
c) place where voting takes place.

6. a preliminary election conducted within a political party to select candidates who will run for public office in a subsequent election.

***8.3.12.** Скажите по-английски:

1. Сегодня мы выучили столько же английских слов, сколько и вчера.
2. Завтра мы придем на занятия раньше, чем обычно.
3. Завтра у Петра самый важный день.
4. Мне нужно гораздо меньше времени, чтобы прочитать текст, чем перевести его.
5. Вчера лекции начались не так рано, как обычно.
6. Ростовский университет моложе МГУ.
7. Наше общежитие в центре города гораздо старше общежития на Западном.
8. Наш новый преподаватель самый молодой на факультете.
9. Чем больше я читаю произведения этого писателя, тем больше они мне нравятся.
10. Чем громче ты кричишь, тем меньше я тебя понимаю.

8.3.13. А теперь снова конкурс на звание лучшего переводчика. В первом туре вам предстоит перевести следующие предложения:

1. For the first time in his life he'll take part in the general elections.
2. The entire adult population takes part in the election of the organs of state power.
3. The majority of the citizens of this country enjoy their suffrage.

4. Both you and your friend will represent our organization. 5. The voter couldn't make a choice between two candidates, because both of them had represented similar programmes. 6. He had no right to receive the representatives of that country.

8.3.14. Во втором туре вы должны перевести эти предложения вновь на английский язык. (Книги закрыты.)

8.3.15. Третий тур. Постарайтесь закончить следующие предложения из текста, не заглядывая в книгу:

1. Voters in each state...
2. Before voting in November every citizen must...
3. The state with the help of numerous qualifications...
4. The national presidential elections consist of ...
5. The nominating race is ...
6. If the majority of votes go to the candidate of one party...
7. In January of the following year...

***8.3.16.** Предположим, что вы Петр или Джейн. Вам интересно, как проходят выборы в ваших странах. Расспросите друг друга.

***8.3.17.** Вам предстоит написать статью о различиях в избирательных системах России и США. Прежде чем писать статью, необходимо составить план. Сделайте это так:

Russia	The USA
1.	1.

***8.3.18.** Представьте опять, что вы Петр или Джейн. Вы только что побеседовали о выборах в ваших странах и теперь расскажите вашим друзьям, что вы узнали об избирательных системах России и США.



8.4. Practice in communication

(Accusal and Defence)

8.4.1. Read and try to remember:

Someone accuses you of having done something wrong. You know or feel you haven't done it. Here are some ways of defending yourself.

1. I'm sorry, but I don't think I did / you're right.
2. Oh, no. I didn't.
3. Really? Did I?
4. Are you sure?
5. What makes you think / say that?

8.4.2. Tell someone that he or she:

1. told you a lie;
2. stole your gloves (handbag, passport);
3. owes you some money;
4. left the lights on;
5. left the car door open;
6. took your umbrella;
7. dropped some ink on your new carpet.

He or she will respond by using one of expressions in 8.4.1.

8.4.3. Look through the dialogues and insert the missed parts. Dramatize the dialogues.

I

- A. Any more fares?
- B. Oxford Circus, please.

- A. The fare's 30p now, sir.
 B. Yes, I know.
 A. But you only gave me 10 p.
 B. No, ... I ...
 A. Look, here's the 10 p you gave me.
 B. Are...?
 A. Absolutely sure.
 B. I'm sorry, but I don't think... But anyhow here's another 20 p.

II

- A. You still owe me 10, you know.
 B. No, I don't... (right).
 A. Oh, yes; I am.
 B. ...?
 A. Absolutely.

- 8.4.4. Accuse your partner of something. He/she will defend him/herself.



8.5. General understanding

- 8.5.1. Read the text. Try to understand it and be ready to answer the questions.

The man who escaped

(Episode 8)

1. Baxter got into the car first. Halls was right behind him. "You drive. You know the area better than I do". Baxter said. They raced out of the town and into the dark countryside.

Ten minutes later, about three miles from the old lady's house, Baxter suddenly saw someone on the dark road ahead. "Look! There!" he shouted. "There's someone on a bike! And look! He's going to get off!" Halls saw the man

quite clearly, but only for a second. As soon as the man saw they were in a police car, he dropped his bike and ran into the trees at the side of the road. "That's Coke!" Baxter shouted. "He isn't going get away this time!" Baxter jumped out of the car even before Halls stopped it, and ran after Coke. Halls jumped out, too. He didn't switch off the headlights.

2. All Coke's training as a soldier helped him now. Baxter was just behind him when Coke suddenly turned. Baxter tried to grab him but almost lost his balance. Then Coke hit him on the chin as hard as he could. Baxter fell to the ground heavily. At that moment, Halls jumped on Coke from behind but Coke threw him over his back and against a tree and then ran back towards the road before Halls could get up. Even when he did, he fell to the ground again. There was a terrible pain in his ribs. Coke saw the police car very clearly. The headlights were still on and the door was open. Coke jumped in. When Baxter and Halls came to themselves it was too late. Coke was gone and so was their car.

Coke drove for about twenty minutes. He felt nervous in the police car but he knew it was his only chance. Suddenly something on the road ahead attracted his attention. Two police cars were there, side by side, blocking the road. Nothing could get by them!

3. The two policemen at the road block were bored. Suddenly they saw a car coming towards them.

"It's a police car", one of them said. "Perhaps they're bringing us some hot coffee, or something to eat". The car was still a good distance away. "Isn't it going to stop?" "It doesn't look like it. Shall we stop it? Our orders are to stop every car". Just then, they heard the two-tone sound of the horn. "Would you move the car out of the

way, Bob, or shall I?" "But our orders were..." "You don't think Coke's going to come through here in a police car, do you?" The policemen hardly had time to move back their cars when Coke shot through the narrow gap and raced down the road in the direction of London.

8.5.2. Choose the correct answer. Don't use the text.

1. As soon as the man saw they were in a police car...
 - a) he began to drive faster;
 - b) he dropped his bike and ran into the trees;
 - c) he stopped and walked for them.
2. When Halls jumped on Coke from behind Coke...
 - a) threw him over his back;
 - b) hit him on the chin;
 - c) seized him.
3. Coke could get into the car because...
 - a) the headlights were on;
 - b) the door was open;
 - c) he had the key.
4. The policemen let Coke pass because...
 - a) they recognized him;
 - b) they thought it was the police officer in the car;
 - c) he signalled to them.

8.5.3. Answer the teacher's questions. (Books closed.)

1. Where did Halls and Baxter see Coke?
2. What did Coke do as soon as he saw the police car?
3. What helped Coke to escape this time?
4. What did Halls feel?
5. What did Coke see on the road?
6. What did the policemen think about the car coming towards them?

8.5.4. Give the main idea of the extract in 3-4 sentences.

8.6. Scanning practice

8.6.1. Read the questions. Be sure you've got them well in mind.

1. Where did he think he lost the lighter?
2. What did he take with him when he went to the police station?
3. What did he realize when he got home?

8.6.2. Start scanning the text. Don't fail to note your time.

How I lost my lighter

The last time I went to Exham I lost my lighter. The lighter was old but it had been a present from my mother. I tried hard to remember where and how I could have lost it. I wondered when I had last used it. At first I could not remember. Then I knew. It had been on that bus I had taken on my way back from the National Gallery to the boarding-house. An old man had asked me to give him a light and I had. I well remembered how he handed the lighter back to me, so it must have disappeared either while I was on the bus or later, in the street, between the bus stop and my boarding-house because it was there that I discovered my loss.

So I decided to get in touch with the police. Off I went. The moment I stepped outside the door I realized it was raining hard, so I returned to my room to take my umbrella.

I reported my loss to the officer on duty at the enquiry desk saying that the lighter had my initials engraved on it: N. S. "Very well. Let's see the lost-and-found book". The police officer lifted a heavy black book on to his desk, opened it, and ran his finger down the page. "Quite a few things have been brought in from all over the district today. Keys, wallet, glasses, handbag, bottle of whisky,

right glove, umbrella, pocket transistor, two books, camera..." The officer continued his list of objects for a little longer and then suddenly he raised his voice: "Lighter! What did you say your initials are, sir?" "N. S., sergeant". "And N. S. they are".

The rest was a simple formality. The officer gave me my lighter and filled out a form for me to sign. I left a ten-shilling note as a reward for the finder, and left the police-station. I took a taxi home, and only after I had got home did I realize that I had left my umbrella at the police-station.

(349 words)

8.6.3. Answer the questions in 8.6.1.



8.7. Listening practice

8.7.1. Look at the following questions. You'll have to answer them after listening to the text.

1. Why is Peter looking at his watch?
2. Who's going into the cinema?
3. What are some people doing?
4. Where's Peter sitting?
5. What's a lady wearing?
6. Why's Lulu unhappy?
7. Why is the girl in the film crying "Help!"?

8.7.2. Listen to the story.

8.7.3. Answer the questions in 8.7.1.

8.7.4. Look through the list of words. They will help you to understand the text.

terrific — потрясающий

8.7.5. Listen to the dialogue. Be ready to give the contents of it in Russian.

8.7.6. Tell the contents of the dialogue in Russian as close to the text as possible.



8.8. Time for fun

8.8.1. Read and translate the jokes.

1. It only made matters worse

A husband said to his friend: "My wife doesn't allow me to sleep. She is afraid of thieves, she wakes me up if she hears the slightest noise, and makes me get up to see if there are burglars in the house".

"You can easily get over that difficulty. Just explain to your wife that thieves don't make any noise; they work quietly and don't disturb anybody". "I've already done that, old man, but it only made matters worse. Now she gets me up several times every night because she hears nothing".

2. "Have you anything to say for yourself before I pass the sentence?" the judge said to the pickpocket. "What good have you ever done for mankind?" "Well, Your Honour", said the prisoner, "I've kept four or five detectives working regularly and I've helped several reporters, prison guards, and you keep their jobs".

UNIT 9

Фонетика: sound [w]

Словообразование: суффикс наречия **-ly**

Грамматика: прошедшие времена **Past Continuous, Past Perfect Continuous**

Текст: "Pete's travel to London"



9.1. Sound right

9.1.1. Listen, look, say:

we	wool	sweet	twice	queen	where
work	walk	swift	twelve	quick	which
why	ward	swam	twenty	quite	whale
way	wood	swan	twin	question	wet
west	was	swore	tweed	quarrel	wine
war	win	swine	twist	quiet	weather

9.1.2. Listen, look, say:

1. Why worry?
2. We wondered where we were.
3. I wonder what's wrong with Wyn.
4. The sweater will wear well.
5. Wilful waste makes woeful want.
6. Walter always knows what's what.
7. It was a wonder the weather was so wet.
8. Winnie is as weak as water.
9. Watt is as swift as the wind.
10. No sweet without some sweat.

9.1.3. Listen and look. Pay attention to the pronunciation of the sound [w].

I

([w] as in want)

- A. Where's the wagon?
B. Where's what wagon?

- A. The water wagon.
B. What water wagon?
A. The wagon with the water.
B. What water?
A. I want water.
B. We all want water.
A. Well, where's the water?
B. Good question!

II

([w] as in want, [v] as in very)

- A. Come on, Vicky. Time for our evening walk.
Vicky! Evening walk time! Vicky, why won't you come for your walk this evening? You know we go for our walk at seven every evening. Talk, Vicky, please. Talk. Use words. You don't have to growl — you have a voice you know. Perhaps we should've called you Rover. Oh, I'm going! Here — have a bone!

9.1.4. Listen, look, say. Pay attention to the intonation.

9.1.5. Read the dialogues in pairs.

9.1.6. Try to read the tongue-twister as fast as you can:

Whether the weather be fine
Or whether the weather be not,
Whether the weather be cold
Or whether the weather be hot,
We'll weather the weather
Whatever the weather
Whether we like it or not.



9.2. Word-building: **-ly**

9.2.1. Give Russian equivalents to the following word combination:

to rain continually, highly interesting book, to translate literally, to watch TV nightly, to listen

to music occasionally, to work seasonally, to be dressed warmly.

9.2.2. Paraphrase the following word-combinations using -ly:

in an ideal manner, in an idle manner, in a mad manner, showing the skill of a master, done once a month, in the second place, in a short time, to a slight degree, in a strong manner.

9.2.3. Answer the following questions:

1. Do you willingly get up early in the morning?
2. What do you chiefly eat in the morning?
3. Do you work mostly at night or in the daytime?
4. Do you buy books regularly or occasionally?



9.3. Full understanding

***9.3.1.** Смотрите, слушайте, повторяйте:

delegation, mile, bank, firm, business, theatre, restaurant ['rest(ə)rɒn], guide [gaɪd], lady, clerk [kla:k], Great Britain, Thames [temz], Westminster ['westmɪnstə], City, Mansion House ['mænj(ə)n], Lord Mayor [mə], Royal Exchange [ɪks'tʃeɪndʒ], St. Paul's Cathedral [kə'θi:dr(ə)l], Tower of London, Inner Temple, Middle Temple, Lincoln's Inn, Grey's Inn.

***9.3.2.** Смотрите, слушайте, повторяйте, запомните:

New words:

to travel — путешествовать
at the invitation of — по приглашению
city — город (крупный)
Council ['kaʊnsl] — совет

trip — путешествие, поездка

pleasure — удовольствие, развлечение

capital — столица

stay (v., n.) — останавливаться, пребывание

to be situated — быть расположенным

heavy traffic — интенсивное движение

to cover — покрывать

square (n. adj.) [skwɛə] — площадь, квадрат-
ный

talk (n. v.) — беседа; беседовать

famous — знаменитый

building — здание

cinema — кино

barrister ['bærɪstə] — адвокат

to study — изучать, учиться

to agree — соглашаться

***9.3.3.** Прочитайте и переведите:

Pete's travel to London

Last month there was a great event in Pete's life. He was travelling to London the capital of Great Britain as the member of the delegation of Rostov which came there at the invitation of London city council. Pete has just returned from this trip and is going to tell you about his impression.

"It was a wonderful trip! I'm even in doubt what to begin with. We had been staying there only for a week but still managed to see a lot. London is situated near the sea on both banks of the Thames and stretches for nearly thirty miles from east to west and for nearly thirty miles from north to south. When we were travelling about the city we saw that the street traffic of London was very

heavy. During our stay we had been visiting all important parts of London: the City, The West End, the East End and the Westminster. The City is the commercial part of the capital. There are most of London banks, offices and firms there. It covers an area of about one square mile and the Englishmen call it a square mile of money. It's so difficult to talk about the City, because almost every stone, every wall, every house remind us of some famous man, book, historic event. Three buildings are the heart of the City: the Mansion House where the Lord Mayor lives, the Royal Exchange, the Bank of England, which the Londoners call "the Old Lady of Threadneedle Street". There are some ancient and famous buildings within the city, such as St. Paul's Cathedral and the Tower of London. The Strand, one the oldest streets in London is a link between the City and the West End. It brings together Business (the City), the Law (the Temple and the Inns) and Pleasure (West End, theatres, best cinemas, fine restaurants and shops). This part of London was the most interesting for me because since the beginning of the 14th century English judges, barristers, lawyers, clerks had been working, living and studying in these places: Inner Temple, Middle Temple, Lincoln's Inn, Grey's Inn. There I got acquainted with an English lawyer Steve King by name. He agreed to be my guide and show the most interesting places of London. I'll tell you about it next time".

(to be continued)

- 9.3.4.** Вас подозревают в том, что вчера в 10 часов вечера вы совершили преступление. Представьте свое алиби, рассказав, что именно вы делали в это время.

Model: I was drinking coffee with my girl-friend at that time.

- 9.3.5.** Следователь спрашивает вас, что делал ваш друг, когда вы пришли к нему. Дайте точные ответы.

Model: When I came to him he was sleeping.

- 9.3.6.** Вы были свидетелем дорожного происшествия. Расскажите в деталях инспектору, как все это происходило.

Model: The blue car was moving very fast. The old man was crossing the street, etc.

- 9.3.7.** В тексте есть несколько случаев употребления **Past Continuous**. Найдите их.

- 9.3.8.** Когда автор переводил эту шутку с русского языка на английский, он не был уверен, какое время употребить: **Simple Past** или **Past Continuous**. Помогите ему, пожалуйста.

Mother (to ask) her little daughter who (to read) a book: "What are you reading, dear?"

"I don't know", (to answer) the girl.

"You don't know? But you (to read) aloud, so you must know".

"I (to read) aloud. Mother, but I (not, to listen)", the girl (to explain).

- 9.3.9.** Предположим, студенты вашей группы собирались подготовить сюрприз для преподавателя. Но когда преподаватель спросил вас, что вы делали в течение некоторого времени перед тем, как он пришел, все ответили по-разному. Дайте ваши ответы и затем решите, какой из них выглядит правдоподобнее.

***9.3.10.** Скажите по-английски:

1. Был вечер. Моя мама читала книгу, а я писал письмо. Вдруг вошел мамин брат. Мы разговаривали около часа, когда позвонила его жена и напомнила ему о театре. 2. Нелли вышла из здания суда, села в автобус и поехала домой. Когда она подошла к дому, Пит ждал ее. 3. Что ты делал вчера в это время? — Я писал доклад в библиотеке. Я писал его уже час, когда в библиотеку пришли мои друзья. — Когда ты вернулся домой? — Поздно. 4. С кем ты вчера разговаривал, когда я встретил тебя на улице? — С другом. Он два дня назад приехал из Москвы. Мы говорили уже минут 15, когда ты вчера нас увидел.

***9.3.11.** Перед вами необычное письмо. Это письмо агентов своему боссу. Некоторые слова отсутствуют. Если вы, во-первых, поставите слова (в скобках под письмом) на соответствующее место и, во-вторых, выпишите их первые буквы в порядке, указанном цифрами, то вы сможете прочитать секретное донесение.

Dear sir,

Yesterday at the ...¹ of my colleagues I went to the ...⁷ to the town of Rostov. It is ...⁶ to the ...⁴ of the Black Sea. My ...¹² was rather ...¹⁰ and didn't take much time. I had an ...¹⁴ ...¹⁸ with the mayor of Rostov in the ...² ...¹⁶ During my ...¹⁵ in Rostov I learned that it was founded in the ...¹⁹ 1749 and also many other things. The ...⁵ in this city is rather ...¹³ and I was ...¹¹ run over when I tried to run ...⁸

the street to the ...⁹ of my house. But in general this trip was rather...¹⁷ and I ...³ to come to Rostov again.

Yours J. B.

(travel, invitation, city, council, trip, stay, situated, heavy, talk, agree, north, across, year, yard, interesting (3), nearly, traffic).

9.3.12. Один из тех, кто слушал Петра, попытался пересказать, что он услышал. Но, так как он был невнимателен, то сделал несколько ошибок. Найдите эти ошибки в следующих предложениях:

1. London is situated on the left bank of the Thames.
2. There are three main parts of London: the City, The West End, The East End.
3. The Londoners call the Bank of England — the Old Lady of Threadneedle street.
4. St. Paul's Cathedral is situated in the West End.
5. Inner Temple is the part of the City.

***9.3.13.** Петр пришел в вашу группу рассказать о своей поездке в Лондон. Он готов ответить на ваши вопросы. Задайте ему хотя бы по одному вопросу.

***9.3.14.** Предположим, что вы гид группы туристов в Лондоне. Расскажите им о достопримечательностях Лондона (упомянутых в тексте).



9.4. Practice in communication
(Advice)

***9.4.1.** Read an ... to remember:

1. Why don't you...?

2. (I think) you'd better...
3. I advise you to...
4. I don't think you should...
5. You'd better not...
6. I advise you not to...

9.4.2. Advise your friend to:

work harder/worry less/eat more/eat less/get married.

Advise your friend not to:

go to bed so late/waste his time/spend so much money/be rude to your friends.

9.4.3. A friend of yours asks you for advice.

He/she doesn't like his/her job; is short of money; doesn't like the place where she/he lives.

Advise your friend.



9.5. General understanding

9.5.1. Read the text. Try to understand it and be ready to answer the questions.

The man who escaped

(Episode 9)

1. "How much farther is it to the nearest village?" Baxter asked. He and Halls were in the middle of the countryside. The night was very dark and there was no traffic on the roads. They couldn't see a house or even a public phone box anywhere. "It must be on the other side of that hill" Halls answered. "I hope so! We've been walking for twenty minutes now! When we started, you said it was only ten minutes away!" Baxter said angrily. He was tired and his jaw hurt.

2. In his apartment in London, a well-dressed man named Eric Masters turned on the radio and listened. The news was still bad. Coke was still free. Masters looked very frightened. He turned off the radio suddenly and picked up the phone.

3. Coke turned off the main road. He wanted to get rid of the police car as soon as possible. In a village almost 200 miles away, Coke found what he wanted. "People in villages like this always trust their neighbours. How lucky!" he thought when he saw the motorbike. It was in a garage at the edge of the village. The garage was not even locked and there were a pair of gloves and a helmet. Coke pushed the bike down the road. When he was far enough away from the village he started the engine and raced towards London.

4. Eric Masters dialled nervously. At first nobody answered at the other end. Finally a sleepy voice answered angrily, "Who is it? What the devil do you want at this hour?" "Is that you, Hugo? This is Eric", Masters said quickly. "And why are you ringing at this hour? I've been in bed for an hour!" "But haven't you heard the news, Hugo? Coke's still free! I can't sleep. I've been thinking about Coke all evening!" "Perhaps you'd better take a sleeping pill!" Masters almost screamed the next question into the phone. "What are you going to do, Hugo?" The man at the other end answered just as coldly and as calmly as before, "Do? We're going to kill Coke! That's what we're going to do. That is, if he is stupid enough to come to London!"

9.5.2. Choose the correct answer. Don't use the text.

1. Baxter and Hall couldn't get any help because...

- a) they were very tired;
 - b) there was no traffic on the roads;
 - c) they couldn't see any house.
2. Coke could get the motorbike because...
 - a) he managed to unlock the garage;
 - b) he got rid of the police car;
 - c) people in villages trust their neighbours.
 3. Hugo was calm because...
 - a) he didn't know the news about Coke;
 - b) he wasn't afraid of Coke;
 - c) his people were going to kill Coke.

9.5.3. Answer the teacher's questions. (Books closed.)

1. Where were Baxter and Halls?
2. Why did Masters look frightened?
3. What did Coke want to find in the village?
4. What did he find in the garage?
5. Whom did Masters phone?
6. What was Hugo going to do?

9.5.4. Give titles to each paragraph.



9.6. Scanning practice

9.6.1. Read the questions. Be sure you've got them well in mind.

1. What did the daughter's friend phone to say?
2. Where did Mr Barker have to go with the money?
3. Where did he put the money?
4. What was his daughter's explanation?

9.6.2. Start scanning the text. Don't fail to note your time.

Kidnap!

Mr and Mrs Barker were having a quiet day at home. Their 17-year-old daughter was away in Scotland staying

with a friend. At 12 noon, Mr and Mrs Barker got a phone call from the friend where their daughter was supposed to be staying, saying that she had disappeared. They were just about to call the police when the phone rang again. A hoarse voice informed Mr Barker that his daughter had been kidnapped and that unless he paid a ransom of \$ 1000 he would never see his daughter alive again. When Mr Barker inquired who the caller was, the voice answered that it was someone he knew well. The voice then gave him instructions about where and when to hand over the money. He was warned not to tell the police or to attempt to have the phone call traced. Mr Barker went to the bank and immediately withdrew the money out of his bank account and left on the next train to Brighton. When he arrived, he entered the Grand Hotel at five to six and carefully placed the briefcase beside a sofa as arranged. At six o'clock precisely, a woman in a scarf and raincoat approached, took the briefcase and walked quickly away.

At 10 p.m. the same evening, to his great relief, his daughter returned home. She could hardly refrain from laughing. Imagine his surprise when she handed him his briefcase containing the \$ 1000. It turned out that she and her friend had decided to play a practical joke. It was she who had put on a hoarse voice to phone her father and it was she who had collected the briefcase in Brighton. The joke had succeeded but, strangely enough, Mr And Mrs Barker did not appreciate it as much as their daughter did.

(300 words)

9.6.3. Answer the questions in 9.6.1. (Books closed.)



9.7. Listening practice

9.7.1. Look at the following questions. You'll have to answer them after listening to the text.

1. What is one of them going to do after leaving this place?

2. What are the plans of the other man?
3. What is he going to do at the cafe of his mother-in-law?
4. Why is he going to rob a bank next week?

9.7.2. Listen to the dialogues.

9.7.3. Answer the questions in 9.7.1.

9.7.4. Look through the list of words. They will help you to understand the text.

trunk — багажник

embassy — посольство

stupid — глупый

lend — давать взаймы

smart — умный

youth hostel — молодежное общежитие

bargain — хорошая сделка

9.7.5. Listen to the dialogue. Be ready to give the contents of it in Russian.

9.7.6. Tell the contents of the dialogue in Russian as close to the text as possible.



9.8. Time for fun

9.8.1. Read the following jokes. Try to retell them.

New evidence

- Why do you want a new trial?
- On the grounds of newly discovered evidence, your honour.
- What's the nature of it?
- I found out that my client had 400 dollars that I didn't know he had.

Revenge is sweet (proverb)

JUDGE: It seems to me that I have seen you before.

PRISONER: You have your honour. I taught your daughter singing.

JUDGE: I sentence you to five years of hard labour.

Фонетика: sound [θ]

Словообразование: суффикс прилагательных **-al**

Грамматика: прошедшее время **Past Perfect**

Текст: "Pete's travel to London" (continued)



10.1. Sound right

10.1.1. Listen, look, say:

theme	north	fifths	three
thought	south	hearth	throw
thigh	month	lengths	thread
thing	youth	faiths	threw
thumb	truth	Ruth's	thrust
thin	birth	Smith's	throng

10.1.2. Listen, look, say:

1. Think things over.
2. When three Thursdays come together.
3. Thad'll go through thick and thin.
4. A thousand thanks to you both.
5. You've thrust the thing in my throat.
6. Theo threw the thing into his teeth.
7. Martha's like nothing on earth.
8. Kenneth and Arthur are as thick as thieves.
9. Theo sees through things.
10. Timothy is within a hair's breadth of death.
11. I'll speak the truth and nothing but the truth.

10.1.3. Listen and look. Pay attention to the pronunciation of the sound [θ].

- A. Date of birth?
 B. The third of March, nineteen thirty three.
 A. The third of March, nineteen thirty three.

B. I think.

A. You think what?

B. I think it was the third — but perhaps it was the fourth.

A. You think in was either the third or the fourth?

B. No, I don't think it was either the third or the fourth — I know it was either the third or the fourth and I think it was the third.

A. Mmm. Well anyway, I think you ought to know...

B. Yes?

A. The positions have been taken. We've filled the vacancies already.

B. What, both?

A. Both.

10.1.4. Listen, look, say. Pay attention to the intonation.

10.1.5. Read the dialogues in pairs.

10.1.6. Try to read the tongue-twister as fast as you can:

Theo thrust a thumb through two or three thick straw thatches.



10.2. Word-building

10.2.1. Give Russian equivalents to the following word-combinations:

classical music, logical conclusion, critical remark, colonial system, cultural relations, liberal views, special task, universal rule, sensational news, governmental office, historical category.

10.2.2. Answer the questions:

1. Do you like sentimental poetry?
2. What are the principal towns of Russia, USA?

3. What big botanical gardens in Russia do you know?
4. In what Asian countries are there the worst material conditions of life?



10.3. Full understanding

10.3.1. Смотрите, слушайте, повторяйте:

Scheme ['skim], start, discussion, sort, residence ['rezid(ə)ns], Cabinet, concert, museum, hotel [ho(u)'tel], Big Ben, Westminster Abbey ['æbi], Poet's Corner, Chaucer ['tʃɔ:sə], Charles Dickens, Alfred Tennyson, Rudyard Kipling, Whitehall, Downing Street, Trafalgar Square, Nelson Column, National Gallery, Hyde Park, Speaker's Corner.

*10.3.2. Смотрите, слушайте, повторяйте, запомните:

New words:

- to appear — (зд.) оказываться
- custom — обычай
- district — район
- to produce an impression on... — производить впечатление
- to exist — существовать

*10.3.3. Прочитайте и переведите:

Pete's travel to London (continued)

"Hello, everybody! I go on with my story about London. Last time I told you that Steve King had promised to be my guide. And what a nice guide he appeared to be! First he took me to Westminster where most governmental buildings are situated. From the Westminster bridge we could get the best view of the

Houses of Parliament with the famous clock tower called Big Ben. We could even get inside the Houses. Before we left the Palace of Westminster (its official name) Steve had told me many interesting things about old customs which exist to this day. I'd like to tell you only about one of them. There is a strip of carpet in front of the members' benches in the House of Commons and when a member, speaking in the House puts his foot beyond that strip there is a cry "Order!". This dates from the time when the members had swords on them and during hot discussions might start fighting. The carpet had become the sort of frontier. We also had visited Westminster Abbey. Steve told me that all the kings and queens of England — 37 in all — had been crowned there and many of them had been buried there too. One of the parts of the Abbey is called Poet's Corner, because many of the greatest writers are buried there: Chaucer, Charles Dickens, Alfred Tennyson, Rudyard Kipling and some others. Leaving the Abbey we went along Whitehall and then turned into a narrow lane — Downing Street. There's Number Ten, the official residence of the Prime Minister. All the Cabinet meetings take place there. I was really happy when we came to the famous Trafalgar Square with the tall (185 feet high) Nelson Column in the centre and the National Gallery forming one side of the square.

Then Steve took me to the West End, the richest and the most beautiful part of London, where I could see the finest theatres, cinemas and concert halls, famous museums and large hotels, department stores and shops. There are many parks and gardens in the West End, among them Hyde Park, most famous of all because of its Speaker's Corner.

The East End, which is the poorest district of London where most of the workers live, didn't produce great

impression on me. There are still many people who live in poverty. They keep their houses and streets clean but all of them are not half as nice as they are in the West End.

So thanks to Steve I had managed to see the most interesting sights of London by the end of my stay there. Next day after I had said good-bye to Steve and he had promised to come to our country and visit Rostov, our group left London".

10.3.4. Расскажите вашему другу о трех самых важных вещах, которые вы завершили к концу прошлого года.

Model: I had finished reading the textbook on History of State and Law.

10.3.5. Ваш друг говорит, что он сделал что-то в прошлом. А вы заявляете, что сделали это еще раньше.

Model: 1. I went to the concert yesterday.
2. I had gone to this concert before you did.

10.3.6. Ваш преподаватель упрекает вас в том, что вы чего-то не делали. Разубедите его, сообщите, что вы еще раньше сделали это.

Model: T. Why didn't you want to translate the text?

S. Because I had translated it already?

1. Why did you refuse to see this new film?
2. Why didn't you hand in the translation in time?
3. Why didn't you speak to this girl?
4. Why didn't you prepare your home-work?
5. Why didn't you come in time?

10.3.7. В текстах есть несколько случаев употребления **Past Perfect**. Найдите их и объясните их употребление.

10.3.8. Предположим, что вы принимаете участие в конкурсе на звание лучшего рассказчика. Чтобы научиться хорошо рассказывать, вы должны разбираться в употреблении **Past Tenses**. Сможете ли вы выбрать правильное Past Tense для следующих предложений?

1. Mike (to swim) in the swimming-pool while I was sitting and watching him.
2. Mike got tired after he (to swim) 3 miles.
3. They (to have dinner) at 2 o'clock yesterday.
4. They said (to learn) Spanish for six months last year, but she can't speak.
5. They said the child (to draw) a very nice picture.
6. She (to clean) the rooms when somebody knocked at the door.
7. She (to clean) the rooms before she went out.
8. They went home after they (to solve) this problem.

10.3.9. Автор сделал несколько ошибок в употреблении **Past Tenses** в следующей шутке. Помогите ему найти их и исправить.

Once a mother and her two daughters were visiting London. They did sightseeing for some time when they came to the building with a noticeboard "National Picture Gallery" on it. The girls wanted to go in for they never were in any picture gallery. But their mother visited a picture gallery in her childhood and knew what it was like. She explained to the girls that there were no "real pictures" (movies she meant), but mere paintings.

***10.3.10. Скажите по-английски:**

1. Он приехал в наш город пять лет назад. К тому времени он уже окончил университет. 2. Когда я пришел домой, мои родители обедали, а старший брат ушел в кино. 3. Вы подготовились к контрольной работе? — Да, я повторил весь материал вчера вечером. 4. На днях я встретил Анну. Она рассказала мне о нашем общем знакомом. Он прислал ей письмо. 5. Когда Петр вошел в комнату, Нелли уже приготовила обед. 6. В прошлом году Нелли осталась летом в городе: она заболела. 7. Джейн никого не хотела слушать. Студенты никогда не видели ее такой сердитой. 8. Летом мы ездили в горы — я никогда до этого не видел гор.

10.3.11. Ваш друг собирается поехать в Лондон в качестве туриста. Посоветуйте ему, что стоит посмотреть там.

Useful language:

If you are interested in... you should see...

If you want to see... I recommend you to go...

10.3.12. Прочитайте следующую информацию об Уголке Ораторов в Гайд-Парке.

As you walk past Hyde Park in London you may see people speaking on different subjects. At Speaker's Corner one can say anything one pleases. People sometimes talk about important economic, political and social problems, sometimes about minor matters.

Теперь представьте, что мы находимся в Уголке Ораторов. Выступая перед слушателями, используйте фразы:

Ladies and gentlemen! I'd like to tell you ...

And in conclusion let me...

Thank you for attention!

***10.3.13.** Стив рассказал Петру о некоторых интересных обычаях, связанных с парламентом. Прочитайте описания этих обычаев.

I

Most members do not attend Parliament all the time; but when there is an important discussion they are urged to attend. The Party Whips are especially responsible for seeing that all members of their party are present on such occasions. The letter sent by a Party Whip to the members of Parliament is called a "whip".

II

No man can make speeches in the House of Commons unless the Speaker calls on him, and no member may deliver more than one major speech in a debate. The name of the sovereign must not be introduced and the House of Lords is always referred to as "another place". Members do not address each other by name, but always as "the honourable member for so-and-so".

III

There is an expression used in the House of Commons to show the end of the day's business. Somebody calls out: "Who goes home?" and the session ends up and the members hurry home. This custom remains from the time when there was a lot of robbers in London. In the dark night the members went in groups through the narrow streets of the old city.

А теперь попытайтесь передать эти истории тем, кто их не знает или не понял, когда читал.

***10.3.14.** Предположим, что вы переводчик. Помогите англичанину ответить на вопросы российских студентов:

Q. Что собой представляет Вестминстерский дворец?

A. The Palace of Westminster is an official name for the House of Parliament. The building of the Palace is the seat of the British Parliament. There are two Houses: House of Lords and the House of Commons.

Q. Чем знаменито Вестминстерское аббатство?

A. All the kings and queens of England had been crowned there and many of them as well as many great writers had been buried there too.

Q. Где происходят заседания кабинета министров?

A. All the Cabinet meetings take place at Number 10, Downing street — the official residence of the Prime Minister.

Q. В чем различие между Ист-эндом и Уэст-эндом?

A. Working-class London is in the East End. It is a district of docks, factories, poor little houses and narrow streets. Housing conditions in this part of London are very bad. The West End is the finest part of London. There are famous shops, theatres, cinemas, museums, picture galleries and many beautiful parks.



10.4. Practice in communication

(Complaint and Apology/Excuse)

***10.4.1.** Read and try to remember:

Here are some ways of expressing your dissatisfaction with someone or something.

A. (complaint)

1. I bought these gloves here. When I got home there was a hole in them. Look!
2. I don't think this fish is fresh.
3. There's no hot water in my room.

B. (apology/excuse)

1. Yes, I know but...
2. I'm sorry...
3. Sorry, there's nothing I can do about it, I'm afraid.

A. 1. I (really) don't think that's good enough.

2. It/that (just) won't do.

3. That's no excuse.

4. You can't expect me to...

10.4.2. A friend complains that you:

1. never write to him or her.

2. were very rude to him/her.

3. tell lies.

4. still owe him/her 10 dollars.

Excuse yourself. Your friend doesn't accept your apology.

10.4.3. Suppose you are a landlady or landlord. One of your guests:

1. comes in late every night.

2. leaves all the lights on.

3. makes a lot of noise.

4. listens to loud pop music on the radio.

5. leaves the front door open.

Complain to him/her about these habits. He/she will find excuses which you do not accept.



10.5. General understanding

10.5.1. Read the text. Try to understand it and be ready to answer the questions.

The man who escaped

(Episode 10)

1. The motorbike was fast but the roads were icy. Coke drove dangerously. He knew he had to. He had very little time. Around 2 o'clock in the morning he suddenly saw lights in his mirror. They were the headlights of police car. It came closer and closer and then suddenly speeded up.

For several seconds, Coke and the car raced along side by side. The two policemen in the car were looking at him but they couldn't see his face clearly. Coke raised his hand and waved casually. Then, the car speeded up again. In a few seconds it was far ahead of him. Coke raced towards London. He knew exactly where he wanted to go.

He reached London just before 6. He drove to a block of small flats not far from the river in the south east. There was a light on in one of the ground floor flats. He went to the window and tapped softly. He was still standing at the window when the back door opened. When he looked up, a woman was standing there. "Come in, Ted. I've been expecting you", she said very softly. "I haven't got any right to ask you for help", he said after a pause. "But there's nobody else you can go to, is there? You'd better come in", she answered calmly.

2. Baxter caught a very early train to London. When he got to Scotland Yard the Chief Inspector was waiting for him. When Baxter went into his office, he was sitting at his desk and looking at a photograph. "Perhaps it was a good thing you didn't catch Coke after all", he said suddenly. Baxter stared at him in surprise. "What do you mean, sir? I don't understand". "I have a picture here of a man who knew Coke in the army. He was also a witness at Coke's trial. I've been interested in the man for some time now. Perhaps we'll be able to find out more about him now that Coke's free", the Inspector said, and gave Baxter the photograph. "This is the man. Watch him. Follow him everywhere!" Baxter looked at the man in the photo carefully. It was Eric Masters.

3. "You really shouldn't help me, Kate. It's against the law", Coke said. He and the young woman were sitting in her kitchen. He was eating breakfast hungrily. Kate didn't say anything. "I mean, everybody thinks I'm a spy", he went on. "But I don't think so", she finally said.

Coke finished his breakfast silently. Then he said, "You were the only person who ever believed I was innocent. That's why I came to you. Who else will help me?" "Help you to do what, Ted?" Kate asked. "Help me to find the real spies", he answered slowly.

10.5.2. Choose the correct answer. Don't use the text.

1. Coke saw the headlights...
 - a) of another motor bike behind him;
 - b) of another police car in front of him;
 - c) of another police car behind him.
2. Coke drove to a block of flats in...
 - a) the south east;
 - b) south west;
 - c) north east.
3. The Chief Inspector wanted Baxter...
 - a) to follow Coke everywhere;
 - b) to follow Masters everywhere;
 - c) to arrest Masters.
4. Coke came to Kate because...
 - a) he wasn't afraid of her;
 - b) she believed he was innocent;
 - c) she was brave.

10.5.3. Answer the teacher's questions. (Books closed.)

1. What did Coke see in his mirror?
2. Why did Coke wave his hand?
3. Where did Coke drive to when he got to London?
4. What did the woman say?
5. What photo was the Chief Inspector looking at?
6. Why was it a good thing they didn't catch Coke?
7. Why did Coke come to Kate?
8. What was Coke going to do?

10.5.4. Compose the plan for this part of the story.

10.6. Scanning practice

10.6.1. Read the questions. Be sure you've got them well in mind.

1. What was a man charged with?
2. Who defended the criminal?
3. What was the verdict of the jury?

10.6.2. Start scanning the text. Don't fail to note your time.

A strange sentence

A man was brought up before a judge and charged with burglary. He had cut a hole in the side of a tent, had put his head, his right arm and his right shoulder through the hole and had stolen several things belonging to the people sleeping in the tent.

The lawyer of the defendant said that as the man had not entered the tent, he couldn't be convicted of burglary and ought to be set free. The judge however said that while the man as a whole had not committed burglary, his head, his right arm and his right shoulder had.

The jury brought in a verdict of guilty against these parts, which were sentenced to two years imprisonment with hard labour in the state prison. All the rest of the man was found not guilty and discharged.

(142 words)

10.6.3. Answer the questions in 10.6.1. (Books closed.)

10.7. Listening practice

10.7.1. Look at the following questions. You'll have to answer them after listening to the text.

1. Where was Mr Brigs yesterday at 2 o'clock?

2. Where is his girl-friend?
3. Where was he on January 12?

10.7.2. Listen to the dialogue.

10.7.3. Answer the questions in 10.7.1.

10.7.4. Look through the list of words. They will help you to understand the text.

stove — печь

get on fire — загореться

grab — схватить

thief — вор

awful — ужасный

10.7.5. Listen to the story. Be ready to give the contents of it in Russian.

10.7.6. Tell the contents of the story as close to the text as possible.



10.8. Time for fun

10.8.1. Read the following jokes. Try to retell them. You may do it in Russian.

1. A dangerous criminal had escaped, so the police issued the usual photographs: left profile, front view, and right profile. A few days later they received the following telegram from an Irish detective: "Have captured the fellow on the left, and the fellow in the middle, and I'm going soon to get the fellow on the right as well".

2. BARRISTER (*speaking to a witness*): I want you to tell only the truth, for everything is of importance. How far were you standing from the place of the accident?

WITNESS (*without a moment's hesitation*): Just four yards, two feet and six inches.

BARRISTER (*slightly taken aback*): I'd like you to tell me how you managed to be so exact.

WITNESS: Well, I expected some fool to put me this question and I thought if fit to measure the distance.

? 10.8.2. There's a word missing from each of these proverbs. Choose the correct one from the three possibilities. Translate them.

1. An Englishman's home is his ... (security/castle/ palace)
2. Let sleeping dogs ... (sleep/dream/lie).
3. Many ... make light work (servants/hands/cooks).
4. It takes all sorts to make a ... (world/war/salad).
5. Prevention is better than ... (cure/punishment/medicine).
6. ...is thicker than water (coffee/blood/soup).
7. A miss is as good as a ... (mister/mile/wife).
8. Birds of a ... flock together (family/cage/feather).
9. It's no use crying over ... milk (sour/spilt/tinned).
10. ... begins at home (charity/learning/love).

UNIT 11

Фонетика: sounds [ð], [θ]

Словообразование: сложные прилагательные типа law-making

Грамматика: будущие времена **Future Continuous, Future Perfect**

Текст: "Jane's letter"



11.1. Sound right

11.1.1. Listen, look, say:

these	with	either	with Sid	with Roy
those	bathe	neither	breathe	with wrath
			slower	
they	breathe	northern	clothe Sam	clothe Ruth
there	booth	southern	writhe	with Roger
			silently	
this	smooth	weather	soothe	soothe Rue
			Simon	
that	clothe	although	bathe Sis	bathe Rob

11.1.2. Listen, look, say:

1. And that's that.
2. That's neither here nor there.
3. There's nothing like leather.
4. I'll do anything rather than that.
5. I don't wish them other than they are.
6. That means nothing other than the usual thing
7. Then there's that brother of mine.
8. They were gathered to their fathers.
9. The Smiths keep themselves to themselves.
10. The less men think the more they talk.

11.1.3. Listen and look. Pay attention to the sound [ð]

I

A. They've all gone bathing in the sea. I'm not going bathing in this weather, are you?

B. No, I'm not going bathing.

A. I loathe bathing in the sea in this sort of weather.

B. I loathe bathing.

II

A. And ... while you're up there. Heather, could you pass me that one, too?

B. Oh, you mean this one, Mother?

A. No, not that — the other. That one. Yes, that.

B. There you are, Mother. Will that be all?

A. Yes — that's all for the moment, Heather.

B. Then I'll shut the cupboard, Mother.

A. Though while you're still up there, could you perhaps pass me that one, too?

B. This one, Mother?

11.1.4. Listen, look, say. Pay attention to the intonation.

11.1.5. Read the dialogues in pairs.

11.1.6. Listen and look. Pay attention to the difference between the sounds [θ] and [ð] ([θ] as in thing, [ð] as in they).

I

A. Arthur and Martha are such enthusiasts. They are so enthusiastic.

B. What are they so enthusiastic about?

A. Oh, about everything. Among other things, they're both very enthusiastic about the theatre.

B. The theatre. Mm.

A. I loathe the theatre. And I loathe enthusiasts.

B. I loathe Arthur and Martha.

II

A. They make my clothes from this special cloth. And they sew them with this special cotton. There's something special about the buttons, too.

B. Mm.

A. Don't you think my clothes look rather special?

B. To tell you the truth, I think your clothes look rather...

A. Yes? Say what you think.

B. Well, yes, I suppose they do look rather special.

11.1.7. Listen, look, say. Pay attention to the intonation.

11.1.8. Read the dialogues in pairs.



11.2. Word-building

(Compound adjectives)

11.2.1. Give word combinations which correspond to compound adjectives. Give their meanings:

an apple-eating boy, a watch-making plant, a cloud-touching mountain, horse-loving people, a pain-killing medicine, a food-producing factory, a road-building firm, potato-growing regions.

11.2.2. Make compound adjectives using the following word combinations. Translate them:

to carry oil, to grow roses, to make profit, to save money, to melt snow, to break ice, to love sport, to waste time, to hate war.

112 3. Translate the following sentences:

1. Some of his money-making movie stars were getting older now.
2. Coffee-drinking farmers sat or stood in the bar.
3. Traffic-directing policemen and one-way streets are clear proof of the existence of a large volume of traffic.
4. I'm going into the house-selling business on my own.
5. Many of the calls came from the news-hunting journalists.



11.3. Full understanding

11.3.1. Смотрите, слушайте, повторяйте:

President, nation, Capitol, Congress, republic, Senate ['sent], monument, million, business, culture, avenue ['ævinju:], contrast, bar, elegant.

Geographical and proper names: George Washington, Potomac River [po(u)'təumæk], District of Columbia, the United States, Chicago [tʃɪ'kɑ:gou], Philadelphia [fɪlə'delfiə], Detroit, Los Angeles, House of Representatives, Union Square, Lincoln Memorial, Pennsylvania Avenue [pen-sil'venjə], White House, Manhattan, Hudson River, Bronx, Queens, Brooklyn, Richmond, Empire State Building ['empraɪə], Times Square, Harlem.

***11.3.2.** Смотрите, слушайте, повторяйте, запомните:

New words:

letter — письмо

native town — родной город

to walk — гулять

to be interested ⁱⁿ интересоваться

law-making — законодательный

to be born — родиться

to publish — публиковать

to grow — расти

force — (зд.) полицейские силы

***11.3.3.** Прочитайте и переведите:

Jane's letter

Pete's going to see Nell to-day. But before going to her place he's phoning her.

— Hello, Nell! What will you be doing in an hour? I'm going to come to your place, if you aren't against it.

— Oh, certainly not. I'll be waiting for you.

— And what are you doing now?

— Now I'm reading the letter from my American friend — Jane. But I'll have finished reading by the time you come.

— I'm going then. Bye!

When Pete came Nell showed him Jane's letter. Here it is:

New York

23 January, 1987

Dear Nell,

Thank you very much for your interesting letter about Rostov. I hope I'll have the possibility to come to your native town and then we'll be walking about Rostov and I'll be able to see everything myself. And now I'll try to answer all your questions.

First I'll tell you about some of American cities, and although I live in New York, I'll begin with the capital

of this country — Washington. It is situated on the Potomac River in the District of Columbia. The capital owes a great deal to the nation's first President, George Washington.

It was Washington who selected the site for the District and laid the cornerstone of the Capitol Building, where Congress meets. It is not the largest city in the US, for it cannot be compared in size with cities like New York, Chicago, Philadelphia, Detroit and Los Angeles. In the political sense, however, it is the centre of the republic and the most important city in the United States. If you are interested in the law-making centre of the country you must go to the Capitol, with its great House of Representatives and Senate Chamber. Besides there are many places of interest near the Capitol. You can walk around to the back of the Capitol and look across Union Square, all the way down to the Washington Monument and beyond to the Lincoln Memorial. From the Capitol Pennsylvania Avenue leads off to the right to the White House.

But still New York is my favourite city maybe because I was born here. I live in Manhattan which is the name of an island which forms the heart of New York. It lies at the mouth of the Hudson river. There are four other districts of the city: Bronx, Queens, Brooklyn and Richmond. The population of New York is more than 8 million people. It's the heart of America's business and culture; it is the city of skyscrapers. For the visitor New York means the Empire State Building, tremendous traffic, neon advertisements, Central Park, Times Square, Harlem, the avenues and famous streets — and all these are to be found in Manhattan.

In New York five people out of every eight are foreigners or children of foreigners. Every day, sixty-seven foreign-

language papers are published here. The police force employs 25,000 officers but still the crime record is very high in New York. It is the city of contrasts. It's business city which dies each day at five o'clock; pleasure city with bars and cinemas and crowds of people during the night; middle-class city with elegant streets, lighting, neatly painted doors, and the poorest and the dirtiest city where no trees grow...

Here Pete stopped reading because Nell called him to the kitchen for a cup of coffee.

(to be continued)

11.3.4. Ваш друг приглашает вас прийти к нему в гости завтра, в 6 часов вечера. Но в это время вы заняты. Объясните ему, что вы будете делать.

Model: A. Will 6 p. m. be suitable for you?

B. I am sorry to say, it won't. I'll be working at my article. Besides, I...

11.3.5. Предположим, что вы собираетесь встретиться со своим другом, но он занят в это время. Постарайтесь подыскать удобное время.

Model: A. What will you be doing at 5 p. m. tomorrow?

B. I'll be working at my English.

11.3.6. Представьте, что вы прорицатель (гадалка). Ваши друзья хотят знать, что они будут делать в определенное время в будущем или что они уже сделают к определенному моменту в будущем.

Model: A. What shall I be doing at 5 p. m. tomorrow?

B. You'll be driving a car.

A. What shall I have done by tomorrow evening?

B. You'll have studied the map of London.

11.3.7. В тексте этого урока есть несколько случаев употребления **Future Perfect** и **Future Continuous**. Найдите их и объясните их употребление.

***11.3.8.** Скажите по-английски:

1. Вы знаете, что вы будете делать вечером?
2. На будущей неделе мы будем готовиться к экзаменам.
3. На следующий год к этому времени он уже опубликует свою книгу.
4. Вы все еще будете работать, если я приду в 10?
5. К 1 Мая они уже переедут в новую квартиру.
6. К тому времени, когда он приедет, я буду жить на юге уже две недели.
7. Завтра в это время они будут обсуждать доклад Петра.
8. Завтра в 11 мы встречаемся с Президентом.
9. К концу нашей встречи, мы надеемся, он разрешит этот вопрос.

11.3.9. Просмотрите список новых слов (п. 11.3.2.). Выберите из них любые 2 слова и скажите, в какой связи они употреблены в тексте.

***11.3.10.** Перед вами разделенные на 2 части названия 10 крупнейших городов США. Попробуйте отгадать эти названия. Какая группа справится с этим заданием быстрее?

CHIC HOU GELES INDIA BALTI
ELPHIA NAPOLIS DETR LAS AGO
WASH MORE NEW OIT STON
DAL INGTON LO SAN PHILAD
YORK

***11.3.11.** Джейн собирается приехать в Ростов. У вас будет возможность встретиться с ней. Расспросите ее о городах США. Вопросы подготовьте сейчас.

***11.3.12.** Скажите по-английски:

Хотя я родился в Москве, мой любимый город — Ростов. Он расположен на берегу реки Дон. Это не самый большой город в стране, так как его нельзя сравнить по размеру с такими городами, как Москва и Санкт-Петербург. Однако Ростов — административный центр Юга России. Население Ростова — более 1000000 человек. Центр Ростова — улица Большая Садовая. В городе есть несколько больших районов. Ростов — деловой, промышленный и культурный центр. Это город парков и садов. Я люблю гулять по улицам моего родного города, который постоянно растет и хорошеет.



11.4. Practice in communication **(Pleasure and Displeasure)**

***11.4.1.** Read and try to remember:

Pleasure (excited tone)

1. Good! / That's good.
2. Great! / That's great.
3. Marvellous! / That's marvellous.
4. Terrific! / That's terrific.
5. That's nice. / That'll be nice.
6. How exciting!
7. How thrilling!

8. How wonderful!
9. Fantastic!

Displeasure

(dull, displeased tone)

1. Oh, no!
2. Oh, dear!
3. Oh, heavens!
4. What a bore!
5. That's the limit!

11.4.2. Respond with pleasure or displeasure when someone tells you:

1. he's got a new job.
2. he's got a new car.
3. it cost 10,000.
4. he's got a new girl-friend.
5. she's a journalist.
6. they're getting married.

11.4.3. Read the dialogue and then dramatize it.

HE I've made up my mind. We're going to Spain for the holidays.

SHE How exciting! (Marvellous/How thrilling.)

HE I've got a whole fortnight off this year.

SHE A whole fortnight. That's terrific. (That'll be nice.)

HE We'll leave in early July.

SHE Good! Are we taking the car? (Great/Marvellous.)

HE The car? Oh no, we're going on a package tour.

SHE Oh, no! (Oh, really).

HE And I thought we'd take mother with us.
SHE Oh, heavens! Do we have to? (Oh dear/what a bore.)

Package tour — holidays organised by travel agencies which include board and lodging and travel expenses at reduced prices.

11.4.4. Ask a friend whether he/she would like to go on a holiday with you. Tell him/her where you would like to go and what you might do there. Some of these things will please your friend; others will not.

Model: A. Would you like to go to the Black Sea coast with me?

B. How wonderful!, etc.

11.5. General understanding

11.5.1. Read the text. Try to understand it and be ready to answer the questions.

The man who escaped

(Episode 11)

1. Kate was what the Americans call 'a cool character'; nothing seemed to surprise her very much. Perhaps this was because she was an actress. She played small parts in films and on television. She didn't hesitate even for a second when Coke said he wanted her help to find the real spies. "All right", she said. "I'll start right now. Wait here!" "What do you mean? Where are you going?" Coke asked. "You'll find out when I come back. I'll have to get some things now!" Before Coke could answer, she was gone.

2. Not very far away, Baxter was still sitting in the Chief Inspector's Office. He was still looking at Masters's photograph. "What's so interesting about him? Why do you want me to follow him?" he asked. "A few days ago, quite by accident we learned a few things about him. Coke might... be innocent after all. It's only a possibility. We want to see what Masters does if Coke contacts him, the Chief Inspector answered. Baxter was even more surprised now. "I don't understand, sir. What do you think Masters might do?" he said. "Masters might try to kill him if he's really afraid of him". "But surely that's dangerous, sir. I mean, if Coke is innocent, Masters might kill him... and if he isn't innocent, we're letting him go free. After all, Coke might kill Masters... or someone else!" The Chief Inspector looked very serious. "That's a chance we'll have to take, Baxter!" he said.

3. Time passed very slowly for Coke that morning and afternoon. It was evening before Kate came back. She was carrying a large bundle and a lot of other things. "Here. Try these things on", she said. She unwrapped the bundle quickly and showed him a suit, shoes and shirt. There was also a coat with an expensive fur collar, the sort millionaires wear in films. "I'll have to change my appearance more than this!" he said. "Of course you will", she answered. "And I've got just the things you'll need!" First Kate dyed Coke's hair grey. Then she used some theatrical make-up to give him a much older face. Finally she put a pair of dark glasses on him, gave him a white walking-stick and led him to a mirror. He was surprised when he saw himself. An old blind man stared back at him. "And now, Kate said, you'll have to do far more than simply look like an old blind man. You'll have to walk, talk and

act like one, too!" For the next hour she taught him exactly how to do that. "You learn fast. We can go now", she said finally.

4. They were walking towards a taxi-rank. "Now just tell me where we're going!" Kate said. "To a pub in Soho called 'The Green Rider'. Masters used to go there a lot", Coke answered. "You mean you think he's one of the spies?" "I don't know, but he didn't tell the truth at the trial. Why else should he lie?" Coke said. They got to Soho half an hour later. The streets were brightly-lit. There were people, pubs, restaurants, cinemas and strip-tease clubs everywhere. They walked on until Coke suddenly gripped Kate's arm very hard. "This is the place. Take me in!" he said. They went into the crowded, noisy room.

11.5.2. Choose the correct answer. Don't use the text.

1. The Chief Inspector wanted to see...
 - a) if Masters kills Coke;
 - b) if Coke is innocent;
 - c) what Masters does if Coke contacts him.
2. Kate taught Coke because...
 - a) he didn't look like an old man;
 - b) she wanted him to act like a blind man;
 - c) she was a good actress.
3. Coke thought that Masters was a spy because...
 - a) he used to go to "The Green Rider";
 - b) he was afraid of him;
 - c) he didn't tell the truth at the trial.

11.5.3. Answer the teacher's questions. (Books closed.)

1. What was Kate?
2. What did the Chief Inspector want to see?

3. Why was the Chief Inspector's plan dangerous?
4. What did Kate bring in the evening?
5. What did Kate do to Coke's hair and face?
6. Whom did Coke see in the mirror?
7. What did Kate teach Coke to do?
8. Where and why were they walking?
9. What made Coke think Masters was one of the spies?

11.5.4. Give the contents of the extract in 4 sentences.



11.6. Scanning practice

11.6.1. Read the questions. Be sure you've got them well in mind.

1. What was the verdict for the students?
2. When was the diplomat kidnapped?
3. What did the prosecution say about him?

11.6.2. Start scanning the text. Don't fail to note your time.

Two students convicted of diplomat's murder

Two students who took part in the killing in February last year of an Indian diplomat, Mr. Ravindra Mhatre, were convicted of murder at Birmingham Crown Court.

Mohammed Riaz, aged 23, a student, of Jarrom Street, Leicester, and Abdul Raja, aged 21, a student, of rue de la Butte, Blauget, Paris, both Kashmiris, were convicted on a majority verdict of eleven to one.

They were remanded in custody for sentencing with four others who have admitted taking part in the kidnapping plot.

The court heard how Mr. Mhatre, the assistant commissioner at the Indian High Commission in Birmingham, was kidnapped as he returned to his home in Bartley Green, on the outskirts of city.

He was held prisoner in Birmingham for three days before being driven to a lane in Leicestershire, where he was shot three times at point-blank range.

Mr. Igor Judge, QC, for the prosecution, said: "This happened to a man with no known enemies. It happened to a man who had never caused offence to the defendants or any of those involved in the problems thousands of miles away".

(The Times)

(190 words)

11.6.3. Answer the questions in 11.6.1. (Books closed.)



11.7. Listening practice

11.7.1. Look at the following questions. You'll have to answer them after listening to the text.

1. Why was everybody afraid in the saloon?
2. Who hurried to the saloon?
3. Who fired first?
4. What did two cowboys do?

11.7.2. Listen to the dialogue.

11.7.3. Answer the questions in 11.7.1.

11.7.4. Look through the list of words. They will help you to understand the text.

on average — в среднем

currently — в настоящее время

regard — рассматривать

relatively — относительно

expect — ожидать

11.7.5. Listen to the story. Be ready to give the contents of it in Russian.

11.7.6. Tell the contents of the story in Russian as close to the text as possible.



11.8. Time for fun

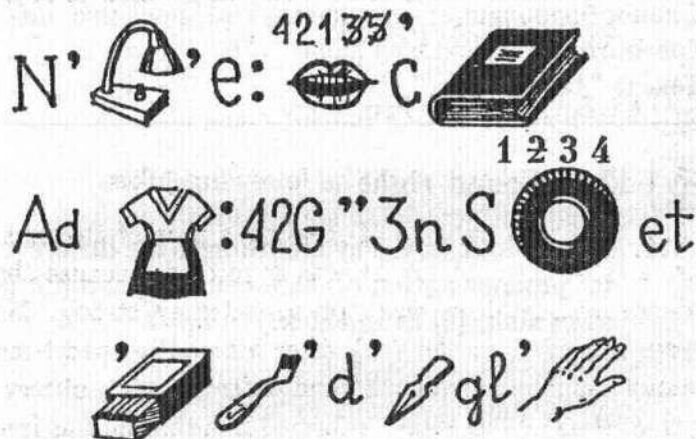
11.8.1. Read and translate the following jokes.

1. A man was accused of stealing a pair of trousers. After a long examination he was acquitted, because the evidence against him was not sufficiently strong. He stayed, however, in the dock after his acquittal had been pronounced. The lawyer who had defended him, observing that he didn't go away, informed him that he was free to go wherever he wanted. The man shook his head slightly, but remained. By this time the court was nearly empty. Again his lawyer told him that he could go. "I can't go till all the witnesses against me have left the court", said the man. "And why may that be?" asked the lawyer. "Because of the stolen trousers, sir. I've got them on".

2. A barber went to a lawyer for advice. "What shall I do", he asked "to a boy who threw a stone in one of my windows and broke a pane?" "You may make his father pay for it", answered the lawyer. "Then", said the barber, "I want six shillings from you, sir, for it was your son who did it". "And if you hand me over four shillings", said the lawyer, "we shall be quits, for my fee is half a pound".

? • 11.8.2. How many pounds of earth can you take out of a hole which is one foot square and one foot deep?

? • 11.8.3. Can you read the address?



UNIT 12

Фонетика: sounds [s], [θ]

Словообразование: отрицательный префикс **un-**

Грамматика: пассивный залог

Текст: "Jane's letter" (cont.)



12.1. Sound right

- 12.1.1.** Listen, look, say. Pay attention to the difference in pronunciation of the sounds [s] and [θ]: [s] as in sink, [θ] as in think.

I

- A. It's not safe.
- B. Of course, it's safe.
- A. I think, it'll sink. It's only made of thin cloth.
- B. It's not cloth, it's plastic. And it's not thin, it's thick.
- A. Well, even thick plastic can burst.
- B. It's quite safe. The man said so.
- A. And anyway, sailing makes me sick.

II

- A. Now, look at this, sir — this marvellous seventeenth century mirror. It's a thing both of beauty and of worth.
- B. Yes, but d'you think...
- A. Oh, I think you'll like the price too, sir.
- B. Mmm. Perhaps so. But to me it seems quite worthless.
- A. Oh — you can have complete faith in it.
- B. Yes — but can you see your face in it?

- 12.1.2.** Listen, look, say. Pay attention to the intonation.

- 12.1.3.** Read the dialogues in pairs.

- 12.1.4.** Listen and look. Pay attention to the difference in pronunciation of the sounds [θ] and [t]: [θ] as in three, [t] as in tree.

I

- A. I think I shall plant two or three of these trees.
- B. Mmm. Two or three trees would be nice. Where do you think you'll plant them?
- A. On both sides of the path, I think.
- B. And when the trees are tall...
- A. I shall be a hundred and thirty.

II

- A. I'm taking mathematics and theology.
- B. And who teaches you math?
- A. Mr. Theodore.
- B. But I thought Mr. Theodore taught theology.
- A. He taught theology last term. But the math teacher left and now Mr. Theodore will be taking us for maths.
- B. Well, who's taking you for theology now?
- A. Mrs. Theodore.
- B. I didn't know Mrs. Theodore had studied theology.
- A. That is how she met Mr. Theodore.

- 12.1.5.** Listen, look, say. Pay attention to the intonation.

- 12.1.6.** Read the dialogues in pairs.



12.2. Word-building

- 12.2.1.** Give Russian equivalents to the following words: unjust, unfortunately, unwritten, unfair, unknown, unnecessary, unlock, unload, unconscious.

12.2.2. Perephrase the following word combinations using prefix **un-**;

not equal in size; not familiar names; not a happy woman; a believable fact; not a healthy place; not human treatment; not finished work; one who doesn't believe something; lack of certainty.



12.3. Full understanding

12.3.1. Смотрите, слушайте, повторяйте:

specialist, jurisdiction [ˌdʒʊərisˈdɪkʃən], national, to organize, veto [ˈvi:təʊ], to block, bill, Federal Court of Appeals [əˈpi:lz].

***12.3.2.** Смотрите, слушайте, повторяйте, запомните:

New words:

Chief Justice — главный судья
to approve [əˈpru:v] — одобрять
circuit [ˈsɜ:kɪt] — округ
bench — (зд.) состав суда
judiciary [dʒuˈdʃ(ə)rɪ] — судоустройство
existing — существующий
to pass a law — принять закон
to issue [ˈɪʃu:] — издавать (о приказе)

12.3.3. Прочитайте и переведите:

Jane's letter

(continued)

“... You asked me to tell some words about the judicial system of the USA. Though I'm not a specialist in this field I'll try to do my best. The Supreme Court is the highest judicial organ of the US and it meets in the Supreme Court Building in Washington. It's a beautiful building of white marble. Above the main entrance the

words are written “Equal Justice Under Law”. The Supreme Court consists of the Chief Justice of the USA and eight Associate Justices. They are all appointed by the President and approved by the Senate. The Supreme Court has the right to declare unconstitutional any law passed by Congress or any order issued by the President. This right of veto is widely used to block the passage of any progressive bills. The USA is divided into eleven judicial circuits and each one is served with a Federal Court of Appeals. As a rule the Court of Appeals sits with three judges on the bench. There are about ninety district courts in different parts of the United States. The district courts are the lowest ones in the Federal court system. Most of the criminal and civil cases are tried by these courts. The district court is the only Federal court where trials are held, juries are used, and witnesses are called. There are about two hundred district judges in the USA. Cases tried in the district court may be appealed in one of the eleven Courts of Appeal and in the Supreme Court. The decision of the Supreme Court is final. In the US the judiciary is divided into the federal and state judiciary. Jurisdiction of particular courts or judges is determined by either the national or state constitutions and laws. The state courts are organized in a system that looks like the system of Federal courts with a Supreme Court at the top. In most of the states the lowest courts are the magistrates, or police courts...”

(to be continued)

12.3.4. В тексте встречаются более 10 случаев употребления **Passive Voice**. Дайте, пожалуйста, точную цифру.

12.3.5. Предположим, что вы пишете отчет вашему начальнику о краже со взломом. Используйте следующие слова и **Passive Voice**.

1. The door of the house, to force, at 10 p. m. yesterday.
2. The old man, to beat, to tie.
3. The most valuable things, to take.
4. The fingerprints, to find, on many pieces of furniture.
5. The knife, to leave, by one of the burglars.
6. The car, to use, by them, and the traces of it, to find, near the house.
7. The old man, to take to the hospital.

12.3.6. Предположим, что вы сопровождаете в качестве гида иностранного туриста, приехавшего в Ростов. Предложите ему план пребывания в Ростове. Используйте **Future Simple**.

Model: Tomorrow at 5 p. m. you'll be taken to Drama Theatre.

12.3.7. Преподаватель упрекает вас в целом ряде поступков. Попытайтесь оправдаться, используя **Passive Voice** и выражения:

Oh, no; you see...;

The fact is that...;

On the contrary...

1. You took my text-book yesterday.
2. You fell asleep at my lesson.
3. I saw you kiss this girl/boy.
4. I know you are going to miss my lesson tomorrow.

5. You broke the window in our classroom yesterday.

6. You hid my bag and I can't find it.

7. You beat your neighbour.

12.3.8. В нашем классе случаются странные вещи. Скажите, кого вы подозреваете в этом.

Model: (to break the window) — The window was broken by...

1. to tear note-books;
2. to break the teacher's table;
3. to eat smb's apple;
4. to hide student's coats;
5. to bring monkey to the lesson;
6. to write a letter to the teacher;
7. to scold the teacher.

***12.3.9.** Скажите по-английски:

1. Меня попросили рассказать о судебной системе США. 2. Его предложение одобряется всеми членами совета. 3. Эти судьи назначаются президентом. 4. Этого свидетеля вызвали последним. 5. Присяжные используются в наиболее серьезных случаях. 6. Закон был принят вчера. 7. Страна разделена на несколько округов. 8. Большинство гражданских дел рассматривается судами магистрата. 9. Существующие системы судов штатов возглавляются верховными судами штатов. 10. Суды штатов организованы подобно федеральным судам.

12.3.10. Петр решил рассказать смешную историю. Он пытался как можно чаще употреблять **Passive**

Voice. Удалось ли ему справиться с этим без ошибок?

This story was told by Charles Dickens. During a sea-trip a young girl was courted by five young men. She was at a loss whom to choose. She was advised to jump overboard and then marry the one who would be jumped in after her. The girl did as she was told. She was jumped into the sea and was followed by four of the men. When they were fished out of the water by the sailors she was at a loss even more than before. "What shall I do with these four wet men?" — she was asked the captain. "Take the dry one", was the old sea-wolf's advice. And so she did.

12.3.11. Постарайтесь начертить схему системы федеральных судов США, пользуясь информацией в тексте этого урока.

12.3.12. Попытайтесь соотнести название судов (слева) и их юрисдикцию (справа).

Supreme Court 1. Most of the criminal and civil cases are tried by this court.

Court of Appeal 2. It has the right to declare unconstitutional any law passed by Congress.

District Court 3. It hears appeals from lower courts.

12.3.13. Прочитайте дополнительную информацию о федеральной системе судов США и расскажите, что вы поняли (по-русски).

Courts of Claims The government can be sued for unpaid salary, property taken for

public use and personal injuries for which the Federal government is responsible. The Court of Claims consists of a chief justice and 4 associate justices who are appointed by the President with Senate approval.

Customs Court

This court deals with all the cases arising at the customs when goods enter the country. This court was established in 1890 and is located in New York where most of its business is conducted.

Court of Customs and Patent Appeals

The court hears appeals from decisions of the Customs Court and the Patent Office. Its judgments and decrees are final.

***12.3.14.** Предположим, что вы один из судей Верховного суда США. Иностранные корреспонденты задают вам вопрос о судебной системе США. Дайте точные ответы на их вопросы.



12.4. Practice in communication (Refusal)

***12.4.1.** Read and try to remember:

Here are some ways of refusing to comply with someone's suggestions.

1. No, thank you. I don't want to.
2. No, certainly not.
3. Why should I?

4. Oh, no!
5. Never!
6. Good heavens, no!

12.4.2. Ask someone why they don't:

1. buy a television;
2. call the police;
3. go into politics;
4. get a new job;
5. have a haircut;
6. take up yoga;
7. become a doctor.

He/she will refuse to comply with your suggestions.

12.4.3. Look through the dialogue and then dramatize it.

HE Why don't you sit down and relax, darling?

SHE Because I don't want to.

HE Well, come and talk to me then.

SHE Certainly not.

HE May I turn on the radio then?

SHE Turn on the radio? What for?

HE So that we can sit together and listen to some music.

SHE Listen to some music? And who'll cook the dinner? Will you?

HE OK, I will. But let's go to a disco after dinner.

SHE To a disco? Good heavens, no! You know I hate pop.

12.4.4. Make any suggestions you like. Your partner will refuse to comply.

 **12.5. General understanding**

12.5.1. Read the text. Try to understand it and be ready to answer the questions.

The man who escaped

(Episode 12)

1. Kate led Coke to a table and then went to the bar to get their drinks. "Masters isn't here", Coke said. "Surely you didn't expect to walk in and find him, just like that?" "No, I suppose not".

They had been there for over an hour. More people came in, but Masters was not among them. It was getting towards closing time when the barman came to their table. "May I take your empty glasses?" he asked politely. Coke touched him on his sleeve. "Does a man named Eric Masters ever come in here?" he asked. He did not notice the man standing at the bar who stared at him in the mirror when he mentioned Masters' name.

2. The barman thought for a second. "There's a man named Eric Masters who comes in here a lot. He's a military type. Is that who you mean?" he asked. Coke tried to sound casual when he asked his next question. "Has he been here today?" The barman nodded. "Yes, he was in this afternoon". "I don't suppose you know where I can find him now?" Coke said. "I'm afraid not. All I know about him is that he has an antique shop somewhere near Red Lion Square", he answered.

The barman was shouting "Last orders, please" when Coke and Kate left. Kate led him through the crowded, bright streets. When they got to Shaftesbury Avenue, Kate called a taxi. Neither she nor Coke noticed the man who was so close behind them in the crowd that he heard Kate say "Red Lion Square, please" to the driver. They did not see him get into a cab and follow them.

3. "Would you mind driving round the Square once?" Kate asked the driver. Red Lion Square was deserted. "It's obviously not on the square itself", Coke said. They got out the taxi, paid the driver and started exploring. There were antique shops on several of the side streets but Masters' name was not among the other names of the owners.

Half an hour later they were still looking. Kate kept glancing over her shoulder. She had the uncomfortable feeling that someone was following them but she couldn't see anybody.

"I don't like wandering round the dark streets at this hour", she said. "I don't like doing it, either, but what else can we do? We can't stop looking now. It might be our last chance". Coke answered. Suddenly something in the window of a shop across the road caught his eye. The street was very dark but the thing gleamed. It reflected the light of a passing car. They crossed the street. The thing was an old military sabre and it was in a window marked "Antique Weapons and Military Antiques". There were old pistols, helmets and other swords in the window. Coke became excited. "This must be it!" he said. There was no name on the window but there was a phone number on the door. Coke copied it down.

12.5.2. Choose the correct answer. Don't use the text.

1. When Coke asked the barman about Eric Masters...
 - a) the man at the bar stared at him;
 - b) the barman stared at him in surprise;
 - c) the barman looked at the man at the door bar.
2. When Kate and Coke took the taxi...
 - a) they noticed the man behind them;
 - b) the man followed them in a cab;
 - c) the man lost sight of them.

3. When Kate glanced over her shoulder...
 - a) she noticed the man following them;
 - b) she could not see anybody;
 - c) she saw the light of a passing car.

12.5.3. Answer the teacher's questions. (Books closed.)

1. What did Coke ask the barman about?
2. What didn't Coke notice?
3. What did they learn from barman about Masters?
4. What did the man who followed them do?
5. What was there on the side streets of the square?
6. Why did Kate keep glancing over her shoulder?
7. What caught Coke's eye?
8. How was the window marked?
9. What was there in the window and on the door?

12.5.4. Compose the plan for this part of the story.



12.6. Scanning practice

12.6.1. Read the questions. Be sure you've got them well in mind.

1. Why did Mr. Newbery shoot?
2. What was the judgement?
3. What did the judgement cause?
4. Was Mr. Newbery right, trying to defend himself?

12.6.2. Start scanning the text. Don't fail to note your time.

**82-year-old man who shot burglar
must pay him \$ 4000**

An 82-year-old man who shot a burglar who was trying to break into his allotment shed was ordered to pay him

\$ 4000 damages yesterday. Ted Newbery had been sleeping in a shed to try to stop vandals destroying his allotment. He fired through a hole in the door when he heard voices outside. Mark Revill, 28, was hit in the chest and arm by 50 shotgun pellets as he and another man tried to smash their way into the shed.

They had gone there to steal, knowing that the pensioner had a television set and a washing machine in the shed.

Mr Newbery had slept in the shed every night for four years because of vandalism, the court was told by the defense. That night, he heard a loud banging on the door and a voice saying: "If the old man's in there, we'll do him". He was absolutely terrified, and fired the gun in self-defense. As the result of the incident, Mr Revill lost two fingers, and has partially lost the use of one arm.

Mr Justice Rougier ruled that Mr. Newbery had acted out of all proportion to the threat. He had not acted in panic, but had planned his response in advance, and it had been reckless to shoot the shotgun through a hole in the door, while not being able to see what he was shooting at. Mr Justice Rougier awarded Revill \$4000 for his injuries and loss of earnings.

The judgement coursed an immediate public outcry. Tim Molloney the Mayor of Erewash, launched an appeal to raise money to pay Mr Newbery's bill, and started the fund with a contribution of \$100. Since then, money has been pouring in from all over the country. A London restaurateur was one of the dozens to call "The Times" to express his anger over the affair. Husseyin Ozer, 42, said he would sell his Rolex watch

to pay the award. "I'm outraged. The old saying that an Englishman's home is his castle doesn't seem to be true any more", he said.

(350 words)

12.6.3. Answer the questions in 12.6.1. (Books closed.)



12.7. Listening practice

12.7.1. Look at the following questions. You'll have to answer them after listening to the text.

1. Why wasn't the student driving carefully?
2. What was the girl wearing and what was she carrying?
3. Where was the dog sitting?

12.7.2. Listen to the dialogue.

12.7.3. Answer the questions in 12.7.1.

12.7.4. Look through the list of words. They will help you to understand the text.

respond — реагировать

violence — насилие

coach — тренер

victim — жертва

scream — кричать

kick — бить ногами

brick — кирпич

half-conscious — в полубессознательном
состоянии

stitch — шов

nightmare — кошмар

regret — сожалеть

12.7.5. Listen to the story. Be ready to give the contents of it in Russian.

12.7.6. Tell the contents of the story as close to the text as possible. You may do it in Russian.



12.8. Time for fun

12.8.1. Read the following jokes. Try to retell them. You may do it in Russian.

1. A friend of the judge dropped in for a visit one morning before court opened and looked around. "Goodness, you certainly have a lot of criminals to try this morning, haven't you?" he observed.

"Oh, not so many", answered the judge. "You are looking at the wrong bench — those are the lawyers".

2. **Lawyer:** Now that we have won, will you tell me confidentially if you stole the money?

Client: Well, after hearing you talk in court yesterday, I am beginning to think I didn't.

3. **Judge:** Have you anything to say before I pass sentence on you?

Prisoner: Yes, Your Honour, I should like you to have your lunch first.

? *12.8.2. A word has five letters. Take away two, and only one remains. Guess which word it is.

? 12.8.3. Lots of English words sound alike but have different meaning. Can you complete the sentences using words from the list below?

1. A. That ... of shoes cost 22 and the heels fell off after three days.
B. Would you like some grapes or a ... with your cheese?

2. A. I got so ... in the history lecture I fell asleep.

B. There will be a ... meeting tomorrow.

3. A. Sorry I'm late; I went ... my bus stop

B. He ... his driving test the second time he took it.

4. A. His relationship with his mother lies at the ... of his personality problems.

B. The police recommended an alternative ... to avoid heavy traffic.

5. A. In the US, you buy milk in..., in Britain, in pints.

B. She's got a new ... crystal watch.

(root, route; board, bored; pear, pair; quarts, quartz; passed, past)

UNIT 13

Фонетика: sounds [ð], [s], [z]

Словообразование: суффикс существительных **-ity**

Грамматика: пассивный залог (времена групп **Continuous, Perfect**)

Текст: "Jane's letter" (cont.)



13.1. Sound right

- 13.1.1.** Listen and look. Pay attention to the difference in pronunciation of the sounds [ð], [s], [z].
[ð] as in theirs, [z] as in buzz, [s] as in bus.

I

- A.** What's that, Father?
B. It's a buzzer, Lesley.
A. What does the buzzer do, Father?
B. The bus conductor presses the buzzer, and then that stops the bus.
A. But doesn't the bus driver stop and start the bus?
B. Yes, he does.
A. But you said the buzzer stops the bus, Father.
B. Lesley, would you like these ... sweets?

II

- A.** The sun's fabulous! The sky's blue! This is the sort of weather for bathing, Daisy!
B. This is the sort of weather for sleeping for hours on these marvellous sands!
A. Oh, let's bathe!
B. Please go to sleep, Liz!
A. Lazy Daisy!
B. Busy Lizzie!

- 13.1.2.** Listen, look, say. Pay attention to the intonation.

- 13.1.3.** Read the dialogues in pairs.



13.2. Word-building

- 13.2.1.** Give Russian equivalents for the following nouns with the suffix **-ity**:

activity, reality, stability, responsibility, formality, cruelty, simplicity, humanity, seniority, popularity.



13.3. Full understanding

- 13.3.1.** Смотрите, слушайте, повторяйте:

problem, statistical, guarantee [gæɾən'ti:], phenomenon [fi'nɒmɪnən], conflict, propaganda, television, film, programme, scene [si:n], administration, international.

- *13.3.2.** Смотрите, слушайте, повторяйте, запомните:

New words:

to face — сталкиваться (с проблемой)
to violate ['vaɪəleɪt] — нарушать
violence — насилие
violent — насильственный
to rob — грабить
neighbour ['neɪbə] — сосед
to kill — убивать
to murder ['mɜ:də] — убивать
murderer [m'ɜ:dərə] — убийца
possibility — возможность
criminal — преступник
burglary ['bɜ:gləri] — кража со взломом
to watch TV — смотреть телевизор

juvenile ['dʒu:vənaɪl] — несовершеннолетний
reason — причина

*13.3.3. Прочитайте и переведите:

Jane's letter (cont.)

"...One more thing I'm going to tell you concerns the problem which faces our society now. I mean the problem of violence. The latest statistical data says that violent crime is rising constantly in this country. I know about it not only by newspapers reports. I've been robbed twice already and I'm afraid to leave my flat when it becomes dark. But even staying at home isn't a guarantee for safety. My old neighbour had been killed in his own flat and as usual the murderers hadn't been found by the police. Violence has become an accepted way of life in America. There are different explanations for this phenomenon. One of them is the possibility to buy any kind of weapons at gun shops everywhere in the US. The weapon is being bought not only by criminals but by law-abiding citizens too to protect themselves.

The growth of using drugs is one more reason. To buy drugs teenagers need money, so they try to get it by robbing, committing burglary or even murdering people. Another reason is the propaganda of violence by mass media and especially television and films. Watching TV you are being fed with all kinds of killings, beatings, gunfights and so on. Even the special programmes for children are full of scenes of violence. And it's not surprising that juvenile crime record is constantly growing. I'm sorry I took so much of your time telling about my city and country, but I hope it was interesting for you. I'm looking forward to hearing from you soon. Please, give my best wishes to Pete.

Yours sincerely, Jane".

13.3.4. Петр составил несколько предложений с **Passive Voice**. Но он не уверен, как расположить их в таблице. Помогите ему.

1. The student is being examined. Don't enter the room.
2. The students are examined twice a year.
3. The paper was published yesterday.
4. The paper has been published already.
5. The paper had been published by 7 o'clock yesterday.
6. The paper was being published at this time yesterday.
7. The letter will be sent tomorrow.
8. The letter will have been sent tomorrow by 7 o'clock.

INDEFINITE CONTINUOUS PERFECT

Present _____
Past _____
Future _____

13.3.5. Предположим, что вы подозреваемый. Следователь обвиняет вас в некоторых действиях. Попытайтесь оправдаться. (Используйте **Passive Voice**.)

Model: I. You invited the man to the restaurant.

S. Oh, no, I was invited to the restaurant by him.

1. You've struck this man first.
2. You had robbed several persons before we arrested you.
3. You said: "I'll phone him at 5".

4. You were watching somebody when they met you.
5. You asked him to help you.
6. You always cheat people.

13.3.6. Петр столь усердно изучал пассивные формы глагола, что окончательно запутался. Глаголы никак не хотят становиться на свои законные места. Помогите Петру навести порядок.

Stamps

In 1840, Rowland Hill's Penny Stamp Act became law. Under this law, letters... for by weight. Previously, they... according to the distance or number of sheets. It also became compulsory to pay for postage in advance. This... before and often people had refused to pay for letters which ... to them. Stamps ... in 1840 as an easy way of checking that postage... As Britain was the first country to use stamps widely, the country's name... on them. However, the head of the ruling monarch appears on every stamp.

previously — ранее

sheet — лист

to refuse — отказываться

to charge — назначать цену

compulsory — обязательно

to deliver — вручать

(had been paid; had not been done; were paid; were introduced; had been charged; had refused; were delivered; was not written)

13.3.7. В письме Джейн есть несколько случаев употребления **Passive Voice**. Найдите их. Какая группа сделает это быстрее и лучше?

***13.3.8.** Скажите по-английски:

1. Все телеграммы отправлены? — Нет еще, половина телеграмм отправлена вчера. Остальные, кроме трех, напечатаны. Последние сейчас печатают. Их напечатают минут через 20. 2. Не входите в комнату. Сейчас экзаменуют студента Петрова. Его экзаменуют уже 20 минут. 3. Что происходит в библиотеке? — Там сейчас обсуждаются новые книги. Их обсуждают уже час. 4. Много домов было разрушено в Ростове во время войны. Все они восстановлены, и много новых строится сейчас. 5. Преподаватель попросил студента выучить это правило самостоятельно, так как оно уже было объяснено. "Вы были невнимательны, когда это правило объяснялось", — сказал он.

13.3.9. В тексте вам встретились 3 слова с одним корнем: Violence, violent, violate. Придумайте предложения с этими словами.

***13.3.10.** На столе убитого человека была найдена зашифрованная записка с именем убийцы. Вы сможете узнать это имя, если отгадаете следующие слова:

1, 2, 3 — deprive smb. of his property

4, 5, 6 — put to death

3, 7, 1, 8, 6, 9, 1, 10 — crime of breaking into a house by night to steal

11, 7, 12, 13, 14, 5, 6, 13 — young person, young offender

12, 5, 2, 6, 13, 14, 15, 13 — conduct accompanied by great force

16, 9, 17, 15, 18 — keep the eyes on

NOTE

12, 13, 1, 14, 2, 14 3, 1, 5, 9, 14 — 9, 14, 13,
5, 8, 18, 3, 2, 7, 1.

***13.3.11.** Петру предложили написать доклад о преступности в США. Какие ключевые слова понадобятся ему? Выпишите их.

***13.3.12.** Помогите Петру составить план его доклада.

13.3.13. Джейн упомянула несколько причин роста насилия в США. Перечислите их.

***13.3.14.** Петр только что закончил свой доклад и готов ответить на вопросы. Какие вопросы вы ему зададите?

***13.3.15.** Скажите по-английски:

1. Я столкнулся с некоторыми проблемами.
2. В американских газетах каждый день сообщается об актах насилия.
3. Ограбление произошло всего час назад.
4. Молодой человек был остановлен преступниками и ограблен.
5. У убийцы не было возможности скрыться.
6. Этот человек был убит вчера около 3 часов ночи.



13.4. Practice in communication

***13.4.1.** Read and try to remember:

Ways of giving sympathy and encouragement to someone.

A. I've failed my exams.

B. 1. I'm so sorry.

2. I'm sorry to hear that.

3. What a shame!

4. What bad luck!

5. Never mind!

6. Cheer up!

7. You mustn't worry (about it...)

8. It could be worse.

13.4.2. Tell your friends:

1. your car was stolen;

2. your house was burgled;

3. you've had your car licence endorsed;

4. your boy/girl friend has left you;

5. when you got to the airport your flight had been cancelled.

He/she will give sympathy and encouragement.

13.4.3. Read the dialogue and then dramatize it.

JOHN: I dare say you've heard about my breakdown on the motorway.

TOM: Yes. What bad luck! But cheer up! It could have been worse.

JOHN: Could it! They tell me it needs a new engine.

TOM: Oh, no! I am sorry. It'll cost you a fortune.

JOHN: Yes, over \$500 I believe.

TOM: 500! Oh, that is bad luck. You poor chap.

JOHN: Still, as you say, it could have been a lot worse. I might have been killed.

TOM: Quite. It's not the end of the world. But I know how you feel. 500 is a lot of money.

13.4.4. A friend is speaking to you about a number of problems he has been having recently. Give him sympathy and encouragement.



13.5. General understanding

13.5.1. Read the text. Try to understand it and be ready to answer the questions.

The man who escaped

(Episode 13)

1. It was around midnight when the phone rang in Eric Masters' flat. The voice on the other end was hard and cold. "This is Hugo", it said. "There was an old blind man in the pub. He had a young woman with him. He asked about you and then went to your shop". Masters blinked in surprise. His voice cracked slightly. "But I don't know anybody like that. What did they want?" "How do I know, you fool? Just watch out for them, that's all!" Hugo said furiously and hung up. Masters slept very badly that night.

2. Eric Masters was cleaning an antique pistol when the phone rang in his shop. He heard a young woman's voice at the other end. "I believe you buy and sell antique weapons", she said. "Yes, that's right. I'm particularly interested in old firearms". "My father is too. He wants to sell some of 17-th century pistols. Would you be interested?" "Certainly. If you bring them to my shop, I'll look at them and give you a price". "Well, unfortunately my father's blind. It's very difficult for him to get about. Would you mind coming to our place?" Masters managed to answer calmly. "Well... er... my assistant is out to lunch. I'll come over when he comes back. Is that all right?" He noted the address she gave him and hung up. His hands were trembling slightly. "These must be the people Hugo told me about", he thought. He reached into a drawer and took out a pistol. This one was not an antique. It was a small, black, nasty-looking automatic. "Perhaps the old man really does want me to look at his

pistols", he thought when he was getting into his white Jaguar and driving off.

3. He felt safer when Kate opened the door. She was slim, almost delicate-looking. "Good afternoon", he said. "I'm Eric Masters. You rang my shop earlier". She smiled. "I hope I haven't put you to any trouble", she said pleasantly, and led him into the sitting-room. Masters glanced suspiciously at the old, blind man sitting on the sofa. At first he seemed harmless enough, but there was something familiar about the man's face that made Masters look more carefully at him. "I'll go and get the pistols. Kate said. Masters stayed where he was, where he could see everything and where nobody could come in behind him. The old blind man didn't move. "Are you a collector too?" Masters asked. The old man simply nodded. The woman came out of the bedroom with a large black case. "They're all in here", she said. "If you come over here, to the table, we can look at them. My father doesn't really want anyone else to have them, but it's a question of money".

Masters kept his eyes fastened on the old man's face as he walked towards the table. He was halfway there when the old man raised his face slightly. The sudden movement made Masters stop. The more he looked at that face, the more suspicious he became. Suddenly it dawned on him. He stared at both of them. They were both waiting for him to come nearer. It was the old man's nose and lips that made Masters think of Coke. He reached for his pistol.

13.5.2. Choose the correct answer. Don't use the text.

1. Masters took a pistol with him because...
 - a) he was sure he was going to meet Coke;
 - b) he always had it with him;
 - c) he felt safer with it.

- 2 Masters looked more carefully at the man because...
 - a) he recognized Coke;
 - b) there was something familiar about the man's face;
 - c) he recognized his voice.
3. Masters stopped because...
 - a) there was a sudden movement of the old man;
 - b) he became very suspicious;
 - c) they were staring at him.

13.5.3. Answer the teacher's questions. (Books closed.)

1. What news did Hugo tell Masters?
2. What did the woman speaking over the phone want?
3. What did Eric promise?
4. What did he take out of a drawer?
5. What made Masters look more carefully at an old man?
6. What made Masters think of Coke?

13.5.4. Give the main idea of this part of the story in 2-3 sentences.



13.6. Scanning practice

13.6.1. Read the questions. Be sure you've got them well in mind.

1. Who was placed behind the doors?
2. What would happen if the door which concealed the tiger was opened?
3. What would happen if the door which concealed the lady was opened?
4. What was the princess' decision?

13.6.2. Start scanning the text. Don't fail to note your time.

The lady or the tiger?

Once a king had decreed that every person accused of crime should be placed in a large room, where, in the presence of the king and the court he is to open one of two doors which were exactly alike. Behind one door was a hungry, man-eating tiger and behind the other a beautiful lady, dressed as a bride. If he opened the door which concealed the tiger he was considered to be guilty and put to death, if he opened the door which concealed the lady, he was considered innocent and was immediately married to her. No previous ties were allowed to be an obstacle to marriage. The disposition of the lady and the tiger was, of course, a secret.

Now it happened that a young noble man who was rather poor won the love of the king's daughter; and being suspected by the king was imprisoned and brought to trial before two doors. The princess discovered behind which doors the lady and the tiger were to be placed. She didn't want, of course, her lover to be eaten by tiger, but she also didn't want him to become the husband of some other lady. At length her mind was made up. On the day of the trial she managed to signal her lover to open the right-hand door. This he immediately did. The author leaves the question to you: "Who came out of the opened door — the lady or the tiger?"

(250 words)

13.6.3. Answer the questions in 13.6.1. (Books closed.)



13.7. Listening practice

13.7.1. Look at the following questions. You'll have to answer them after listening to the text:

1. When was the director attacked?
2. What are the police going to do?

3. Why was the director sure about the time?
4. Why couldn't he see the face of the attacker?
5. How did he break his leg?

13.7.2. Listen to the dialogue.

13.7.3. Answer the questions in 13.7.1.

13.7.4. Look through the list of words. They will help you to understand the text.

pushchair — тележка

pile — кипа

security guard — охранник

stuff — засунуть

to be embarrassed — чувствовать себя неловко

obviously — очевидно

13.7.5. Listen to the story. Be ready to give the contents of it.

13.7.6. Tell the contents of the story as close to the text as possible.



13.8. Time for fun

13.8.1. Read the following newspaper stories. Try to retell them. You may do it in Russian.

1. Swallowed watch "Not returned"

A schoolgirl of 13, accused of stealing a wristwatch was said yesterday at Castle Eden juvenile court to have swallowed it accidentally when a teacher made inquiries. Hospital x-rays showed it inside her but later there was no sign of the watch and it had not been returned. The girl was put on one year's probation and was ordered to pay compensation.

2. Stole bottle of wine — gets seven years

After pleading guilty to stealing a bottle of wine, Robert Grook, 72, of no fixed address, was yesterday

sentenced by the chairman of a London court to 7 years of confinement.

The prosecutor said it was obvious that Grook broke a window with the intention of being arrested. He said the prisoner had not eaten for a week.

Police said that Grook had 57 previous convictions, and when he broke the window he had been out of prison for only six days.

3. Twelve old ladies arrested for gambling

Police caught 12 old ladies — the oldest was 87 — playing cards in a house, in one of the Hague's most respectable districts.

All 12 were arrested, as gambling is illegal in Holland. Police said the stakes were high and they seized several thousand guilders. (A guilder is worth almost two shillings.)

? **13.8.2.** What is the longest English word?

UNIT 14

Фонетика: sounds [ð], [d], [ʒ], [z]

Словообразование: сложные прилагательные типа
judgemade

Грамматика: выделительный оборот **It is ... that;**
сравнительная конструкция **the ...**
the

Текст: "Steve tells about English system of law"



14.1. Sound right

- 14.1.1.** Listen, look, say. Pay attention to the difference between the sounds [ð] and [d] (as in "their" and as in "dare".)

I

- A. May we play in the mud, Mother?
B. Don't you dare play there!
A. Father doesn't mind if we play in the mud, Mother.
B. Father doesn't wash the dirty clothes, dear.

II

- A. I'm the daughter. Then there's Father and Mother and my two brothers.
B. I'll write that down.
A. And then there's Dennis, Doctor.
B. Dennis?
A. Dennis is the dog.
B. Oh, the dog.
A. That's D-E-N-N-I-S! Dennis, Doctor.
B. Dennis — yes, I've got that down. Er ... now ... emm.

- 14.1.2.** Listen, look, say. Pay attention to the intonation.

- 14.1.3.** Read the dialogues in pairs.

- 14.1.4.** Listen, look, say. Pay attention to the difference between the sounds. ([ʒ] as in measure, [ð] as in rather, [z] as in does)

I

- A. But how can you measure pleasure?
B. You can measure anything.
A. But pleasure's ... immeasurable.
B. It's not immeasurable.
A. And if it were measurable than it wouldn't be half so pleasurable.

II

- A. Who's that, over there?
B. Oh, that's Sir Basil. He's the Club Treasurer.
A. I see.
B. He's come to watch television.
A. And does Sir Basil always sleep when television's on?
B. Usually he does.
A. Ah.
B. And occasionally he snores. Rather noisily.
A. Yes.
B. As you must have noticed.

- 14.1.5.** Listen, look, say. Pay attention to the intonation.

- 14.1.6.** Read the dialogues in pairs.



14.2. Word-building

(Compound adjectives)

- 14.2.1.** Translate the following compound adjectives:
tobacco-stained fingers, a linoleum-covered floor,
university-trained engineers, a hand-written note,

a tailor-made suit, lamp-lit pavements, wind-blown leaves, carpet-covered floor, a dog-bitten boy.

14.2.2. Make compound adjectives according to the following word combinations. Translate them.

covered with clouds, painted by hand, fed with milk, shaded with trees, made by machine, filled with water, driven by wind, educated at Harvard.

14.2.3. Translate into Russian:

1. Her hands were work-reddened. 2. A dust-and-mud-stained car was parked beside a store. 3. The two women didn't seem troubled by her tear-stained face. 4. He looked up at the glass-enclosed balcony. 5. The convoy was composed of five American-made army trucks.



14.3. Full understanding

14.3.1. Смотрите, слушайте, повторяйте:

professional statute [ˈstætju:t], precedent [ˈpresɪdənt], process [ˈprouses], analogy [əˈnælədʒi], scheme [skim], magistrate [ˈmædʒɪstreɪt], appeal, central, final [faɪn], appellate [əˈpelɪt].

***14.3.2.** Смотрите, слушайте, повторяйте, запомните:

New words:

to do everything possible — сделать все возможное

judicial [dʒuːˈdɪʃəl] — судебный

civil law — гражданское право

criminal law — уголовное право

common law — общее право

judgement — судебное решение

to draw — рисовать

to try — разбирать в судебном порядке

lay — непрофессионал

justice of the peace — мировой судья

county — графство

crown — королевский

accused [əˈkju:zd] — обвиняемый

trial [traɪəl] — судебное разбирательство

jury [dʒuəri] — присяжные

Geographical and proper names:

United Kingdom, Wales, Scotland, Northern Ireland, Old Bailey, High Court, Court of Appeal.

***14.3.3.** Прочитайте и переведите:

Steve tells about English system of law

Do you remember that Steve promised Pete to come to Rostov? Steve's the man of his word. It was by the end of March when Steve had arrived in Rostov and he had only a few days at his disposal. Pete and Nell did everything possible to show him the sights of Rostov. "The more I see your city the more I like it". — Steve used to say. And in the evening they were having long and interesting talks. In their talks they often touched their professional subjects. And the longer they talked the more things they wanted to discuss. One of these evenings Steve told them about English law and English judicial system. Would you like to listen to his story?

There are three separate systems of law in the United Kingdom: the legal systems and law courts of 1. England

and Wales; 2. Scotland; 3. Northern Ireland. However, there are some common features to all systems in the United Kingdom: the sources of law, the distinction between civil law and criminal law. The sources of law include: 1. written law (i. e. statutes); 2. unwritten law (i. e. Common law and Equity) based on judicial precedent. We also call the common law as "case law" or "judge-made" law. It means that when one judge had decided a point of law, any judge who has the similar set of facts must decide the case in the same way as in the earlier judgement. In other words, the judge uses the process of analogy. And it is in this way that the generations of judges have built up the Common law. The structure of courts in England and Wales looks like this. (And Steve drew such scheme of court system.)

HOUSE OF LORDS

COURT OF APPEAL CRIMINAL	COURT OF APPEAL CIVIL DIVISION
CROWN COURTS	HIGH COURT
Judge	1-3 judges
2 Magistrates	COUNTY COURT
Jury	Judge and Jury
MAGISTRATES' COURT	MAGISTRATES' COURT
3 Magistrates or	3 Magistrates
1 Stipendiary Magistrate	

Criminal

Civil

It is the Magistrates' Courts (sometimes called police courts) that try the majority of all criminal cases and some civil cases. Magistrates' courts are presided over by lay magistrates (also called justices of the peace — J.P.s) who

work part-time and are unpaid. The courts consist of between 2 and 7 magistrates. In a few large cities there are also stipendiary magistrates who sit alone and have legal training. County courts are the main civil courts and the Crown Court deals with all the more serious criminal cases. It also hears appeals from magistrates' courts. The accused has the right to trial by jury. There is the Central Criminal Court in London (the Old Bailey). The High Court hears all those civil cases that cannot be decided by county courts. The Court of Appeal hears both criminal and civil appeals and the House of Lords is the final appellate tribunal. The judges in the House of Lords are the ten "Lords of Appeal in Ordinary" (the "law lords").

14.3.4. Предположим, что вы следователь. Утверждения подозреваемого не согласуются с фактами, имеющимися в вашем распоряжении. Уличите его, сообщая ему эти факты. (Используйте конструкцию "It is ... that ...".)

Model: S. I came home at 10.

I. It was at 11.30 when you came.

1. I met her yesterday at that time.
2. I was at home at that time.
3. First I went to the cinema.
4. I usually take 6.30 train.
5. I think I saw John there.
6. I'm to meet him tomorrow at 6.
7. I only took 10 roubles.
8. Tommy told me about this flat.

14.3.5. В тексте есть несколько предложений с конструкцией "It is ... that". Найдите их и переведите.

14.3.6. Используя усилительную конструкцию, охарактеризуйте в 2-3 предложениях вашего партнера.

Model: It's the sweets that she likes most of all.

14.3.7. Нелли не очень хорошо поняла рассказ Стива. Пытаясь пересказать его своим коллегам на работе, она сделала несколько ошибок. Поправьте ее ошибочные утверждения с помощью конструкции **"It is ... that ..."**.

1. Written law is the only source of English law.
2. The English judges only use statutes in trying cases.
3. The High Court tries the majority of all criminal cases.
4. There are stipendiary magistrates everywhere in England.
5. County Courts are the main criminal courts.

***14.3.8.** Скажите по-английски. (Используйте конструкцию **"It is ... that ..."**.)

1. Только в марте я вспомнил о своем обещании.
2. Именно это судебное решение было для него главным.
3. Суд короны рассматривает в основном серьезные уголовные дела.
4. Именно общее право является одним из главных источников английского права.
5. Именно мировые судьи рассматривают большинство уголовных и некоторые гражданские дела.
6. Именно защитник сделал все возможное, чтобы выяснить всю правду об обвиняемом.

14.3.9. В тексте есть несколько предложений со сравнительной конструкцией **"the...the..."**. Найдите их и переведите.

14.3.10. Предположим, что вас просят охарактеризовать студентов вашей группы. Попробуйте сделать это, используя конструкцию **"the ... the"**.

14.3.11. Вы не соглашаетесь с утверждением вашего преподавателя. Не забывайте начинать ваше возражение со слов **"I'm sorry you are wrong"**, **"I can't agree with you"**.

1. The harder you work the less you know.
2. The more you eat the thinner you grow.
3. The less you walk the healthier you are.
4. The more you speak English the worse you know it.
5. The better the weather the worse your mood is.
6. The longer you stay after classes the luckier you feel.

***14.3.12.** Скажите по-английски:

1. Чем больше я его слушаю, тем больше мне нравится его лекция.
2. Чем раньше ты придешь, тем лучше.
3. Чем лучше ты нарисуешь схему, тем лучше я пойму тебя.
4. Чем скорее закончится этот процесс, тем лучше.
5. Чем выше суд, тем более серьезные апелляции он рассматривает.
6. Чем лучше подготовка судей, тем меньше ошибок они допускают.

14.3.13. Какая группа сочинит лучший рассказ? Используйте новые слова. Время — 5 мин.

14.3.14. Соотнесите названия судов (слева) и их юрисдикцию (справа)

- | | |
|------------------------|---|
| 1. Magistrates' Courts | a) hears all civil cases that cannot be decided by county courts; |
|------------------------|---|

2. County Courts b) is the final appellate tribunal;
3. Crown Courts c) the main civil courts;
4. High Court d) try the majority of all criminal cases and some civil cases;
5. Court of Appeal e) hears both criminal and civil appeals;
6. House of Lords f) deals with all the more serious criminal cases.

14.3.15. Петруверен, что нет разницы между понятиями "justice of the peace" и "stipendiary magistrates". А как вы думаете?

14.3.16. Некоторые наши студенты не могут понять, что означает рассмотрение судебных дел по аналогии. Помогите им и объясните, что это такое.

***14.3.17.** Предположим, что вас попросили рассказать об английской судебной системе. Но у вас есть только схема. Достаточно ли вам будет только схемы для вашего рассказа?

***14.3.18.** Когда Стив рассказывал свою историю, он пользовался планом, хотя он никому его не показывал. Мы уверены, что вы сможете воссоздать его план.



14.4. Practice in communication (Belief and Disbelief)

***14.4.1.** Read and try to remember:

Belief

I can quite (well) easily believe it/that.
(Of course) I believe it.

Disbelief

I don't/can't believe it.
It can't be true.
Surely not!

You can't expect me to believe that.

You must be joking.

You are not serious.

14.4.2. Express belief or disbelief in the following statements:

1. I speak ten languages fluently.
2. I've never told a lie in my life.
3. I never get up late.
4. I haven't got any money.
5. I love you.

Someone makes these statements. You express belief or disbelief.

14.4.3. Read the following dialogue and then try to dramatize it.

A. We scored six goals.

B. Surely not!

A. And I scored three of them.

B. You are not serious.

A. We had extra time of course.

B. I can quite believe that.

14.4.4. Complete the following dialogue as you wish using some of the expressions you have learned.

A. I only need four hours sleep.

B. ...

A. Sometimes even less.

B. ...

A. The less I sleep the better I feel.

B. ...

A. And the more I sleep the less I work.

B. ...

14.5. General understanding

14.5.1. Read the text. Try to understand it and be ready to answer the questions.

The man who escaped

(Episode 14)

1. When Masters pulled out the automatic, Kate was standing between him and Coke. She could see that he was almost hysterical and was probably going to shoot.

"It's you, Coke!" he burst out and came nearer. Kate was standing in his way now and he put out a hand to push her away. Coke could hardly believe his eyes. One moment Masters was pointing a pistol at him and the next he was lying on the floor, gasping for breath. Kate had thrown him over her shoulder. "I once played a police-woman in a film and I had to learn some judo", she said rather casually and looked down at Masters.

2. Masters groaned. He, too, could hardly believe what had happened. It all seemed incredible. He shook his head. He decided that it was probably a nightmare, a horrible dream. "And now that you're here, perhaps you wouldn't mind answering some questions", Coke said. Masters groaned again. "Questions? What questions?" he mumbled. "I want you to tell me everything that happened that evening you sent me to Epping Forest", Coke said in a low voice. Masters now realised that it was not a dream. "I don't know what you are talking about", Masters answered. "I think you do", Coke said. "You can't make me tell you anything!" Masters waited to see what Coke was going to do next. He couldn't take his eyes off the automatic in Coke's hands. "I'll give you five seconds to

begin answering my questions. Then I'll shoot", Coke answered and pulled back the safety-catch. The pistol was now ready to fire. Then he began counting.

3. "But I know nothing!" Masters protested. Coke had already raised the pistol and simply said, "One!" Masters said nothing. "Two!" Coke brought the pistol nearer. "You can't frighten me!" Masters shouted. "Three!" Masters saw Coke had already taken aim. "How can I tell you something I don't know?" Masters demanded. "Four". Masters watched Coke's finger beginning to press the trigger. "All right, all right, I'll tell you anything you want, but for God's sake, put the pistol down!" Masters gasped.

14.5.2. Choose the correct answer. Don't use the text.

1. Kate managed to throw Masters down because...
 - a) she was very strong;
 - b) she learned judo;
 - c) Coke helped her.
2. Coke wanted to know...
 - a) why Masters had a pistol;
 - b) why Masters had come;
 - c) why Masters had sent him to Epping Forest.
3. Masters agreed to tell everything because...
 - a) Coke was going to shoot;
 - b) he knew something;
 - c) Coke told him to do it.

14.5.3. Answer the teacher's questions.

1. What could Kate see?
2. What did she do?

3. What did Masters think?
4. What did Coke want Masters to tell?
5. How much time did Coke give Masters to think?
6. Did Masters agree to tell what Coke wanted him to?

14.5.4. Compose the plan for this part of the story.

14.6. Scanning practice

14.6.1. Read the questions. Be sure you've got them well in mind.

1. Who was Mr Aristos Constantinou?
2. When and where the murder was committed?
3. What are the police looking for?
4. How many intruders were there according to the police?

14.6.2. Start scanning the text. Don't fail to note your time.

Burglary theory after wealthy businessman is shot dead

A big police investigation was under way in north London after a wealthy businessman died when intruders broke into his luxury home.

Mr. Aristos Constantinou, aged 40, was shot a number of times after he and his wife Elena arrived home at their detached house in the Bishop's Avenue, Hampstead, after a New Year party.

Detectives were waiting to interview Mrs. Constantinou, who is in the twenties, to discover what happened in the house at about 1.30 in the morning. The house was

empty apart from Mr. and Mrs. Constantinou, whose three children were staying with friends for the night.

Police believe the intruders were burglars and discount any connection between the shooting and Mr. Constantinou's Cypriot origin. A police spokesman said that although a full inventory was not complete some cash is thought to be missing.

The police need to discover whether the couple came home and chanced upon the intruders, whether the intruders broke in after the Constantinous had arrived home and whether there was an attempt to force the couple to reveal the whereabouts of jewellery and cash.

The dead man was an extremely wealthy dress manufacturer with offices in London's West End. His home is in one of the most expensive roads in London.

Running up to the Kenwood estate in Hampstead, the road is known locally as "Millionaire's Row". Many of the houses are large, detached buildings with elaborate security precautions. Many foreign families live in the area.

The investigation is being headed by Det Sup Robert Green, who has set up a squad of detectives at Finchley police station. The police are looking for witnesses who may have seen anything suspicious in the area of Hampstead Heath between midnight and 1.45 a.m.

It is likely that the intruders had a car nearby, but police have not disclosed any sightings.

A Scotland Yard spokesman said the victim was shot "several times" but he refused to say what type of gun was used. "There were signs of forced entry to the house and first indications suggest there were two intruders" he said.

(255 words)

14.6.3. Answer the questions in 14.6.1.



14.7. Listening practice

14.7.1. Look at the following questions. You'll have to answer them after listening to the text.

1. Why didn't one of them like living in London?
2. Why do people sleep in parks?
3. Why does the other man prefer big cities?
4. Why do young people go to London?

14.7.2. Listen to the dialogue.

14.7.3. Answer the questions in 14.7.1.

14.7.4. Look through the list of words. They will help you to understand the text.

accident — случайный

fault — вина

pain — боль

fragile — хрупкий

compassion — сочувствие

sensible — разумный

consent — согласие

disturb — беспокоить

14.7.5. Listen to the dialogue. Be ready to give the contents of it.

14.7.6. Tell the contents of the dialogue as close to the text as possible.



14.8. Time for fun

14.8.1. Read and translate the following jokes:

1. **Old lady:** And what is your name, my good man?

Convict: 999.

Old lady: Oh, but that's not your real name.

Convict: No, that's only my pen name.

pen-name — псевдоним (литерат.)

pen (slang) — тюрьма

2. Some women take up the law and become lawyers. Others lay down the law and become wives.

take up the law — заняться изучением права.

lay down the law — устанавливать закон

3. **He:** "All women are divided into three classes: the looked at, the looked over and the over-looked".

She: "Really? And so are men: the intelligent, the handsome and the majority".

!!! 14.8.2. Do you know that...

The English language is said to contain 490,000 words and 300,000 scientific terms. About 80,000 words are theoretically in use and this includes archaic legal jargon. It is said that William Shakespear used about 29,000 words in his works; an average English-speaking person uses several thousand; a poorly educated person can do with as little as 1,000 words in his everyday life.

*14.8.3. Try to read and translate the poem. Pay special attention to the pronunciation of the underlined words.

Our queer language

I think you already know

Of **though** and **bough** and **cough** and **dough**

Others may stumble, but not you

On **hiccough**, **thorough**, **tough** and **through**.

Well done! And now you wish, perhaps,
 To learn of less familiar traps?
 Beware of **heard**, a dreadful word
 That looks like **beard** and sounds like **bird**.
 And **dead**; it's said like **bed**, not **bead**—
 For goodness' sake don't call it **deed**!
 Watch out for **meat** and **great** and **threat**—
 They rhyme with **suite** and **straight** and **debt**.
 A **moth** is not a moth in **mother**,
 Nor **both** in **bother** or in **brother**.
 And **here** is not a match for **there**.
 Nor **dear** and **fear** for **bear** and **pear**.
 And there's **dose** and **rose** and **lose**—
 Just look them up—and **goose** and **choose**,
 And **cork** and **front** and **card** and **sword**.
 And **font** and **front** and **word** and **sword**.
 And **do** and **go** and **thwart** and **cart**—
 Come, come, I've hardly made a start!
 A dreadful language? Man alive,
 I'd mastered it when I was five!

UNIT 15

Фонетика: sounds [dʒ], [ʒ], [ð]

Словообразование: суффикс прилагательных **-ive**

Грамматика: согласование времен, косвенная речь

Текст: "Steve tells about judicial profession in England"



15.1. Sound right

15.1.1. Listen, look, say:

joy	large	agent	charged
joke	bridge	major	aged
juror	badge	pages	huge Jack
jam	edge	a jam	large jar
job	age	page nine	stage-conscious
junior	barge	tell Jack	Judge Johnson

15.1.2. Listen, look, say:

- Justice's justice.
- Meet John Jones junior.
- June is a prodigy of energy.
- John arranged your journey to Japan.
- Don't bear Joan a grudge because she misjudged you.
- June marriage's lucky.
- Don't jest with edged tools.
- James joined geography society.
- Just imagine Jim learning the German language.
- Be just before you are generous.

15.1.3. Listen and look. Pay attention to the sound [dʒ] as in judge.

I

A. That judge had a grudge against George.

- B. Judges aren't allowed to have grudges.
 A. Well, that judge had a grudge.
 B. So he sent George to gaol.
 A. Poor Georgel!
 B. And poor Jill!
 A. Jill? His wife's called Jacqueline!
 B. Poor Jacqueline!

II

- A. In just a few hours we do the next part of the journey by plane. So jump into bed and get some rest, John.
 B. Will it be a jet, uncle Jim?
 A. Probably a jet.
 B. A jumbo jet?
 A. Mm—probably. Well, good night, John.
 B. Just think! A jumbo jet. Uncle!
 A. Good night, John.
 B. Zooooooooom!
 A. Sleep tight, John.

- 15.1.4. Listen, look, say. Pay attention to the intonation.
 15.1.5. Read the dialogues in pairs.
 15.1.6. Listen and look. Pay attention to the difference between the sounds [ʒ] as in measure, [ð] as in this, [dʒ] as in job, [s] as in yes.

I

- A. This is a job for you to do.
 B. What time?
 A. The usual time.
 B. Where?
 A. The usual, place.
 B. Is it dangerous?
 A. I imagine so—these jobs usually are.

- B. Yes...
 A. Enjoy yourself.
 B. Thank you very much.
 A. Always a pleasure.
 B. Hm!
 A. And now, if you don't mind, I have another engagement, so, er ... see you later ... perhaps!

II

- A. You measured me in July, Mr Jennings.
 B. Yes, sir. But I'd rather measure you again...
 Oh, yes — just a small adjustment here, sir.
 A. So my bulge is getting larger. It's ... middle age!
 B. It's only a small adjustment, sir.
 A. That's what you said when you measured me in July.

- 15.1.7. Listen, look, say. Pay attention to the intonation.
 15.1.8. Read the dialogues in pairs.



15.2. Word-building

- 15.2.1. Make adjectives with the help of suffix **-ive**:
 collect, attract, create, demonstrate, execute, negate.
 15.2.2. Translate the following word-combinations:
 conservative party, productive work, expensive clothes, defensive measures, progressive policy, administrative building, affirmative answer.



15.3. Full understanding

- 15.3.1. Смотрите, слушайте, повторяйте:
 legal ['li:ɡəl], document, standard corporation, verdict ['və:dɪkt], proceeding [prəu'si:ɪŋ].

***15.3.2. Смотрите, слушайте, повторяйте:**

New words:

solicitor [sə'lisɪtə] — поверенный
to give advice — давать совет
to pass an exam — сдать экзамен
junior [dju:njə] — младший
counsel ['kauns(ə)l] — советник
plaintiff ['pleɪntɪf] — истец
defendant — ответчик
age — возраст
juror ['dʒʊərə] — присяжный
guilty ['ɡɪltɪ] — виновный
to appoint — назначать
to examine — (зд.) изучать
to add — добавлять
guest — гость
probably — вероятно

***15.3.3. Прочитайте и переведите:**

Steve tells about judicial profession in England

"... Well, you've told us many interesting things about English law and courts, but you didn't tell anything about lawyers" — Nell said. "Oh, I like your being so inquisitive and I'm glad I can give you all the necessary information", Steve answered. Then he said that there were two classes of lawyers — Barristers and Solicitors. And when Pete asked him what the difference was between them Steve explained that solicitors were lawyers who took legal business for ordinary people. "You know, that I'm the solicitor myself. So as a rule my business is to give advice to non-professional clients and to prepare all the necessary documents for the barrister. It's the barrister who conducts

the case in the higher courts". Nell asked if barrister had some educational standard. "Yes", Steve answered. A barrister must pass the special legal exams and become a member of a legal corporation called "Inn of Court". Pete said that he had learnt about four Inns of Court when he had been in London. "But probably you don't know that barristers are either "juniors" or "King's (Queen's)" Steve said. When a barrister becomes Q.C. he "takes silk". It means that he can wear a silk gown. Participating in a trial, a barrister may be counsel for the plaintiff (counsel for the prosecution) or counsel for the defendant (counsel for the defence)". "I've heard so much about English jury. What are their duties?" Nell asked. "All serious crimes are tried in a superior court before a jury. Most men and women between the ages of 21 and 60 can be jurors. According to English law the jury is to return only one of two verdicts — Guilty or Not Guilty". Then Pete asked whether they elected judges in England. "No, the judges are appointed from the barristers. The judge's functions are to conduct the proceedings, put questions to the parties and witnesses, examine the documents and evidence and to pass the sentence (judgement)".

15.3.4. В тексте есть несколько случаев употребления согласования времен. Найдите их.

15.3.5. Прочитайте следующую шутку и скажите, удалось ли автору избежать ошибок в согласовании времен.

Presence of mind

A fire broke out in the middle of the night in a country house where a number of guests had been staying. Now they were all standing outside wrapped up in shawls,

sheets and blankets. One of the guests was the last to join the crowd. He said he is not at all excited and didn't lose his usual presence of mind in spite of danger. He drew everybody's attention to the fact that he had not only put on his shirt and tie but even found time to fetch his pipe and his tobacco-pouch. The other guests were full of admiration and praised his self-possession. Only one of them wondered why together with shirt and tie he didn't put on his trousers.

15.3.6. Преподаватель приводит некоторые факты в отношении студентов вашей группы. Но вы не удивлены, вы все это знали. (Не забудьте о согласовании времен.)

Model: I. Bill Has passed his exam.

S. I' knew Bill had passed his exam.

1. Helen likes to give advice.
2. Steve is a good solicitor.
3. Bob examined the scene of the crime very carefully.
4. John was glad to meet his girl-friend.
5. Tommy worked at his English very hard yesterday.
6. Irene will get married next Friday.
7. Vic will get a nice present tomorrow.
8. Henry lost all his money.

15.3.7. Скажите по-английски:

1. Он был очень рад, что вы пришли.
2. Поверенный знал, что у истца нет необходимых документов.
3. Ответчик был уверен, что он прав.
4. Мистер Блэк знал, что его назначат судьей.
5. Она сказала, что уедет завтра. Затем она добавила, что ей здесь очень понравилось.
6. Я был уверен, что ответчик виновен.

15.3.8. У вашего преподавателя что-то случилось с голосом, и он не может громко говорить. Помогите ему, повторяя его распоряжения. (Используйте косвенные приказания.)

Model: T. Peter, go to the door.

S. He told Peter to go to the door.

15.3.9. Теперь у вас что-то случилось со слухом. Вам не удастся расслышать, что преподаватель спрашивает. Попросите друга помочь вам.

Model: T. Do you like this book?

S₁. What did he ask?

S₂. He asked if you liked this book?

S₁. Oh, yes, I do.

1. Did you go to the cinema yesterday?
2. Have you read this book?
3. Are you a good sportsman?
4. Can you speak Italian?
5. Did you see Helen yesterday?
6. Have you finished your work?
7. Are you listening to me?
8. Were you abroad last year?

15.3.10. Стив пришел к вам в группу побеседовать с вами. Но он не совсем хорошо понимает ваши вопросы и поэтому кто-нибудь из вас должен помочь ему.

Model: S₁. Where do you work?

Steve: What did he ask?

S₂. He asked where you worked.

***15.3.11.** Прочитайте следующие шутки и затем попытайтесь пересказать их вашим друзьям. Избегайте употреблять прямую речь.

1. A young man introduced his friend, a well-known comedian, to his aunt, an old lady. Trying to be witty he

said, "This is a friend of mine, the famous K. and he is not such a fool as he looks". "Indeed, madam", said the comedian, "and that is the great difference between me and your nephew".

2. Once a young man applied for a job to the manager of a circus. The following dialogue took place between the two.

"What is your name and what can you do?"

"I'm John Brown, the egg-king, for I can eat six dozen eggs at a single sitting".

"Do you know that we give four shows every day?"

"Well, four shows will fetch more money than one!"

"Do you think you can perform four times a day?"

"I have no doubt whatever about it".

"But on holidays we shall try to manage a show every hour!"

"In that case one thing must be settled before I sign a contract".

"Namely?"

"No matter how many shows you give a day, I must have time to go out and have my dinner".

***15.3.12.** Скажите по-английски:

1. Джим сказал, что не любит бокс.
2. Том спросил, где я купил учебник.
3. Мистер Браун спросил, готов ли обед.
4. Мы не понимали, почему он рассердился на нас.
5. Они не знали, какую музыку предпочитает Роджер.
6. Я не знал, пригласила ли моя жена мистера Моргана.
7. Мы спросили детей, пообедали ли они.
8. Мы хотели узнать, в каком часу прибывает поезд.
9. Джейн сказала, что живет теперь в общежитии.
10. Роберт спросил, дома ли Генри.

***15.3.13.** В Великобритании есть два класса юристов: адвокаты и поверенные. Нелли не совсем понимает разницу между ними. Объясните ей эту разницу, пожалуйста.

BARRISTERS

SOLICITORS

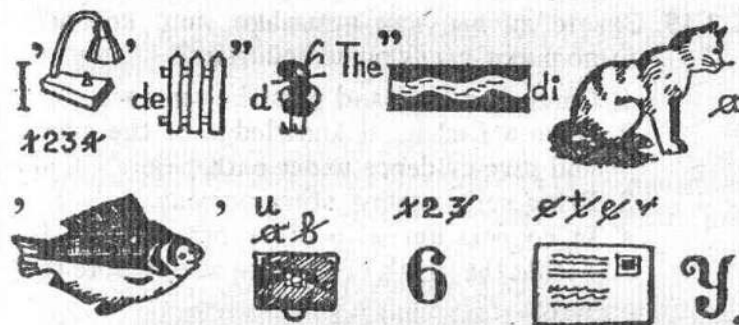
1.

1.

2.

2.

***15.3.14.** Попытайтесь разгадать это шифрованное послание агента его боссу.



15.3.15. В следующих предложениях не хватает некоторых слов. Автор собрал все недостающие слова, но не знает, куда поместить их. Помогите ему сделать это.

1. I am so ... I have!
2. I've got all the ... things here.
3. All the ... have come already.
4. He was ... the ... for the defence.
5. The ... has won the case.

counsel, appointed, necessary, passed an exam, glad, jurors, plaintiff.

15.3.16. Прочитайте историю об адвокате м-ре Смите. Автор сделал в ней 3 ошибки. Найдите их.

Mr Smith is going to take silk. For this he has to pass special legal exams. Then he'll be able to give advice to non-professional clients and not to take part in the court trials as the counsel for the prosecution but only as the counsel for defence.

15.3.17. Предположим, что вы один из присяжных. Расскажите нам о ваших обязанностях.

15.3.18. Предположим, что вас выбрали судьей английского суда. Каковы будут ваши обязанности?

15.3.19. Знаете ли вы, как называют лиц, которые выполняют следующие действия?

1. Conduct a trial and pass the sentence.
2. Have a first-hand knowledge of the event and give evidence under oath.
3. Bring suits against other persons.
4. In cooperation with other persons are to decide the truth of the case tried before the judge.
5. Act for the state in prosecuting criminals.
6. Are appointed to try small offences in Britain.
7. Break laws.
8. Are suspected of committing crimes and brought before the court.



15.4. Practice in communication

(Certainty/Uncertainty)

*15.4.1. Read and try to remember.

Certainty

1. I'm quite/absolutely certain/sure it is.

Uncertainty

1. I'm not sure.
2. I'm not quite/at all sure.

2. No, certainly not.
3. Yes, certainly.
4. There's no doubt.
3. I'm not certain.
4. Could be/Might be.
5. I couldn't say.

15.4.2. Respond with certainly or uncertainly to the following questions:

1. Are boys cleverer than girls?
2. Is Chinese more widely spoken than English?
3. Are you generous?
4. Would you like to visit the Moon one day?
5. Do you like our lessons?

15.4.3. Read the dialogue and then dramatize it.

DETECTIVE: Where were you last night at exactly 9.20 pm?

BOB: 9.20 pm? I couldn't say. I can't remember.

DETECTIVE: Are you sure you can't remember?

BOB: Absolutely certain. (Quite sure.)

DETECTIVE: Were you in or out? Can you remember that?

BOB: I'm not sure. I think I went out at about half past nine. But I'm not certain.

DETECTIVE: Did you see anyone coming into the block of flats?

BOB: No, I didn't.

DETECTIVE: Sure?

BOB: Quite sure. There's no doubt about it.

15.4.4. A friend is asking you about your holidays. He/she wants to know what you did, where you went and so on. Some of the questions you can answer with certainty. Others you can't because you've forgotten.

15.5. General understanding

15.5.1. Read the text. Try to understand it and be ready to answer the questions.

The man who escaped

(Episode 15)

1. Coke's mind went back to the time, five years earlier, when both he and Masters had been officers in the same Army Intelligence unit. Masters had been Coke's superior. Several important military secrets had disappeared and they were both trying to find out who had taken them.

One evening Coke had gone, on Masters' orders, to a lonely place in Epping Forest. Masters had told him he would meet a possible informer there. While he was waiting, three men had grabbed him from behind. They had poured whisky all over him and down his throat and then hit him over the head.

2. When he came to he was back in his car, but it had crashed into a tree. The police had already arrived. It appeared that Coke had got drunk and lost control of his car. The police had found several files marked "Top Secret" in his car. Coke swore he had never seen them before. The police also found Coke had deposited more than 2,000 in his bank account a few weeks before. Coke had known nothing of the money. The bank said the cheques had arrived by post with Coke's countersignature. Nobody believed Coke's story. It appeared he had sold secrets for money and was going to do so again the night he had crashed. Masters denied he had ever told Coke to go to Epping Forest. This is what Coke wanted to ask questions about now.

3. "Let's start at the beginning... when you sent me to Epping Forest that night", Coke said in a flat, cold voice.

"That was Hugo's idea. I had nothing to do with it".

"And who is Hugo?" Coke demanded.

"He sells government secrets to any foreign country that's interested. He made me give him information. I didn't want to".

"Why did you involve me in all this?"

"The police suspected someone. We wanted to make them think you were the spy. We knew they would if they found your dead body in a car after a crash with all sorts of secrets in it".

"My dead body?"

"Hugo thought the crash would kill you". Masters said.

"And why aren't you still in the army? You'd be a lot more useful to Hugo if you were", Coke went on.

"It became too dangerous. Anyway, he still uses me".

"How?" Coke asked.

"We hide microfilms of secret documents in the antique weapons I send abroad. The people we send them to pose as foreign collectors". Coke had one last question. It was the most important. "Where's Hugo now? Take me to him!"

15.5.2. Choose the correct answer. Don't use the text.

1. Masters had sent Coke to Epping Forest because...

- a) he wanted him to meet the informer;
- b) he wanted him to be killed;
- c) he wanted him to receive some secret documents.

2. Nobody believed Coke because...

- a) he was drunk;
 - b) the files had been found in his car;
 - c) he had sold secrets for money.
3. Hugo planned to kill Coke because...
- a) he wanted the police think he was a spy;
 - b) he knew too many secrets;
 - c) police suspected him.

15.5.3. Answer the teacher's questions. (Books closed.)

1. What were Coke and Masters trying to do five years earlier?
2. What happened when Coke was waiting in Epping Forest?
3. What did the police find in the car and in the bank?
4. What did Coke find out about Hugo?
5. What did the criminals want police to think?
6. How did Hugo use Masters?

15.5.4. Try to tell the main events of this extract in 3-4 sentences.

 **15.6. Scanning practice**

15.6.1. Read the questions. Be sure you've got them well in mind.

1. What did a Spaniard do?
2. Where did the Indian apply?
3. What kind of a man was the judge of the court?
4. What did the Indian invent?
5. What did the Indian tell the judge?

15.6.2. Start scanning the text. Don't fail to note your time.

Bribery stopped

It happened in America not long after its colonization by the Spaniards. A Spaniard stole an Indian's

horse. The Indian however found the thief and demanded the horse to be returned to him, but the Spaniard refused to do it. The Indian applied to the court and brought witnesses who could testify that it was his horse. But the judge of the court was a bad man and used to take bribes from the parties who came to the court. The Indian knew this, and he invented a trick how to deceive the judge. Before going to the court on the day of the trial, he took a big stone and put it under his arm. The judge at once noticed that the Indian had something under his arm and decided the case in the Indian's favour. He ordered the horse to be returned to the Indian and punished the Spaniard for theft. After the trial, when the judge and the Indian were left alone, the judge asked the former what it was under his arm and whom it was meant for. The Indian showed him the stone and told it was meant for the judge in case he would had decided in the Spaniard's favour. It was a good lesson for the bad judge, and he gave up the habit of taking bribes.

(227 words)

15.6.3. Answer the questions in 15.6.1. (Books closed.)



15.7. Listening practice

15.7.1. Look at the following questions. You'll have to answer them after reading the text.

1. What does he usually have with his meals?
2. What does he usually have on Mondays?
3. What perfume is Miss Smith wearing?
4. Does she always wear it?
5. What question was he going to ask her?

15.7.2. Listen to the dialogue.

15.7.3. Answer the questions in 15.7.1.

15.7.4. Look through the list of words. They will help you to understand the text.

endangered — находящийся в опасности

owl — сова

environment — окружающая среда

threaten — угрожать

assassinate — убивать

logging — валка деревьев

bully — запугивать

destruction — уничтожение

solitary confinement — одиночное заключение

torture — пытка

courageous — мужественный

15.7.5. Listen to the story. Be ready to give the contents of it.

15.7.6. Tell the contents of the story as close to the text as possible.



15.8. Time for fun

15.8.1. Read the following jokes and then try to retell them in English.

1. LIFE TRIALS

"Come in, my poor man", said a lady to a ragged tramp, "and I will get you something to eat".

"Thank you, ma'am".

"I suppose", continued the lady, setting a meal before him, "your life has been full of trials".

"Yes, ma'am; and the worst of it I was always got convicted".

trial — испытание, судебный процесс

convict — осудить

2. EXACT TESTIMONY

A coroner was examining a witness at the inquest.

"Your son says you saw the man jump out of the building?"

"Yes, sir".

"From your knowledge of men, do you think he jumped out of despondency?"

"No, sir; it was out of the fourth storey window".

coroner — следователь

inquest — следствие, расследование

despondency — крайнее отчаяние

!!! *15.8.2. And now try to solve this crossword.

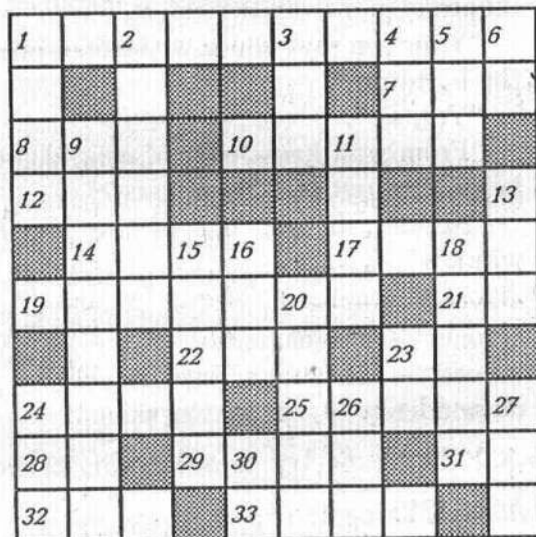
ACROSS:

1. A book in which you find the meaning of words.
7. Not cooked. 8. Every one. 10. Frequently. 12. The main notion of any religion. 14. Tidy. 17. Rest of comfort. 19. Act. 21. Personal pronoun (third person singular). 22. A meal or a drink. 23. Therefore. 24. Heap. 25. You must open these to enter houses. 28. Thirteen down without the 's'. 29. Water falling from the clouds. 31. Preposition. 32. Attempt. 33. You can see five of these on your foot.

DOWN:

1. Pull. 2. Cold (comparative degree). 3. Not on. 4. Plural of 'is'. 5. Past tense of 'run'. 6. The twenty fifth

and twenty-third letters of the alphabet. 9. Lonely (comparative). 11. Accusative of 'they'. 13. You do this with your eyes. 15. Not before. 16. Singular of 33 across. 18. Long (opposite). 20. Wireless. 23. Same as 23 across. 24. A tame animal. 26. Half of two. 27. A male child. 30. Preposition.



UNIT 16

Фонетика: sounds [tʃ], [ʃ], [s]

Словообразование: сложные прилагательные типа nation-wide

Грамматика: бессоюзные придаточные предложения; атрибутивные группы

Текст: "Pete is preparing his report"



16.1. Sound right

16.1.1. Listen, look, say:

cheek	future	watch	reached
chamber	culture	fetch	lunched
child	nature	lunch	fetches
choice	orchard	catch	watch chain
chill	lecture	ditch	Dutch cheese
chubby	mixture	much	catch Charles

16.1.2. Listen, look, say:

- Which is which?
- Don't catch a chill.
- Such carpenters, such chips.
- Not much of a catch.
- Here are two pictures which are a match.
- Charlie doesn't know chalk from cheese.
- Venture a small fish to catch a great one.
- Chattie's wisdom matches her charms.
- Hatches, catches, matches and dispatches.
- The years teach much which the days never know.

16.1.3. Listen, look, say. Pay attention to the difference between the sounds [ʃ] as in shop, [s] as in seem, [tʃ] as in chop.

I

A. The Chairman shouted at Miss Chase.

B. Shouted at Miss Chase! Oh, a Chairman shouldn't shout, should he?

A. No, he shouldn't.

B. Not even at Miss Chase.

II

A. Will you watch Sheila for me while I finish shopping? I must fetch some fish and some cheese and — oh, yes — I must ask the butcher for some nice chops. Watch her, won't you?

B. She seems to need a wash. Shall I wash her?

A. I wish you would.

B. If I can catch her! Sheila! Come for a nice wash, Sheila! Sheila! Oh! Ouch! She scratched me!

A. Sheila! I'm ashamed of you, Sheila!

B. Oh, it's only a small scratch.

A. Are you sure?

B. Fortunately, she's only a small cheetah.



16.2. Word-building

(Compound adjectives)

16.2.1. Translate the following compound adjectives: a paper-white face, a sky-blue car, apple-red cheeks, steel-grey eyes, life-long history, rust-proof metal, silk-soft hair, knee-high boots.

16.2.2. Make compound adjectives according to the following word combinations. Translate them: hair that is as brown as honey; water as cold as stone; man as deaf as stone; a vest that is proof against bullets; wood as hard as iron; a conference that continues through a week (long); a son who is one year old.

16.2.3. Translate the following sentences:

1. The sun was blood-red behind the thin trees some distance off.
2. The scooter was secured by a thief-proof device.
3. His face whisky-red, was handsome.
4. Her eyes were soft, cat-green.
5. Crime in Detroit had arisen alarmingly in recent years and now even suburban Birmingham — once considered crime-free — had armed robberies.



16.3. Full understanding

16.3.1. Смотрите, слушайте, повторяйте:

evolution, national, international, philosophy [fi'ləsəfi], universal ['ju:nivə:sl], Declaration, regional ['ri:dʒənl], context, organ, individual, political, adequate ['ædikwət], classifying, component [kəm'pəunənt], arbitrary ['ɑ:bitrəri], arrest, religion, information, to form, criminal, retrospectively [re'trəʊ'spektivli], protection, social, economic, non-discrimination, collective, constitution, nation, General Assembly, group.

16.3.2. Смотрите, слушайте, повторяйте, запоминайте:

New words:

1. to adopt — принимать
2. claim — иск
3. conduct — поведение
4. conscience ['kɒŋʃəns] — совесть
5. controversial [kɒntrə'vɜ:ʃl] — противоречивый
6. Covenant ['kɒvənənt] — соглашение
7. deprivation — лишение
8. equality [i:'kwɒləti] — равенство

9. fair [feə] – справедливый
10. freedom – свобода
11. integrity – неприкосновенность
12. intimately ['ɪntɪməli] – (зд.) тесно
13. legal justice – правосудие
14. link – связь
15. notion – понятие
16. previous generations – предыдущие поколения
17. prohibition – запрещение
18. to refer – относиться
19. relationship – отношение
20. satisfaction – удовлетворение
21. self-determination – самоопределение
22. servitude ['sɜ:vɪtju:d] – служба
23. slavery – рабство
24. torture ['tɔ:tʃə] – (зд.) пытка
25. treatment – обращение

***16.3.3. Прочитайте и переведите:**

Pete is preparing his report

Pete is going to participate in the international conference devoted to the problems of human rights. The theme he has chosen for his report is "The concept of human rights today". And this is what he has created.

The evolution at the national and international level has resulted in a modern concept of human rights which is built on, but is also different from, natural law philosophy of previous generations.

Human rights must today be understood as those rights which are contained in the international instruments: the Universal Declaration and the International Covenants, as well as the regional human rights conventions.

The notion of human rights is intimately linked to the notion of "State". Only in the context of an organised society with organs of authority does the notion of human rights make sense. The concept refers to the relationship between the individual and the State: the freedoms the individuals should enjoy, their right to legal justice, their right to political participation, and their claims on the State in terms of satisfaction of basic needs and an adequate standard of living.

There are several ways of classifying the different human rights. These are the most important components:

- a. The right to physical and mental integrity: the right to life and to liberty and security of person – including freedom from torture and cruel or inhuman treatment, freedom from slavery, servitude and forced labour; freedom from arbitrary arrest and other deprivations of liberty.
- b. Freedom of conscience and action: freedom of religion, of opinion and expression, and freedom of information; freedom of assembly and freedom to form and join trade unions; freedom of movement, including the right to leave and to return to one's own country.
- c. The right to legal justice: fair trial in criminal cases, the right to defense counsel, prohibition of the use of criminal laws retrospectively.
- d. Privacy and family rights: the right to respect for one's privacy, respect and protection of the family.
- e. Political rights: the right to take part in the conduct of public affairs, the right to vote and to be elected.
- f. Social and economic rights: the right to work, to adequate living and social security, the right to health services.
- g. Equality and non-discrimination.

In recent years, there has at the United Nations been an increasing concern with collective rights, in addition to the individual rights mentioned above. One of these is ancient and reflected in the American Declaration of Independence as well as in many of the constitutions adopted in the 19th century: the right to self-determination of a nation, or people. Others are less recognized and still controversial, including the right to development, proclaimed by the General Assembly of the United Nations and adopted in December 1986. While many will accept these as people's (i.e. the group) rights, there is doubt whether they can be considered human (i.e. individual) rights.

Notes: 1. natural law – естественное право

2. the Universal Declaration – Всеобщая Декларация прав человека, принятая в 1948 году

3. the American Declaration of Independence – Декларация Независимости США, принятая в 1776 году в период войны за независимость от метрополии. Провозглашала образование самостоятельного государства – США.

16.3.4. Доклад Петра очень интересен, но он не уверен, что вы его как следует поняли. Докажите ему, что это не так, выбрав правильный вариант окончания в следующих предложениях.

1. The evolution has resulted in...
 - a) natural law philosophy of previous generations.

- b) a modern concept of human rights.
 - c) a difference of the national and international human rights.
2. The Universal Declaration and the International Covenants are...
 - a) the regional human rights conventions.
 - b) the international instruments of human rights.
 - c) the most important human rights.
3. The notion of human rights make sense...
 - a) only in the context of an organised society.
 - b) only referring to the organs of authority.
 - c) only in the relationship between the individuals.
4. The collective rights that are still controversial include ...
 - a) the right to self-determination of a nation, or people.
 - b) the right to development.
 - c) the right to health services.
5. Prohibition of the use of criminal laws retrospectively means that...
 - a) they cannot be applied to the crimes not recognised by the international law.
 - b) they cannot be applied to the crimes committed before the adoption of these laws.
 - c) they won't be applied in the future.
6. The right to vote and to be elected belongs to ...
 - a) social and economic rights.
 - b) privacy and family rights.
 - c) political rights.

7. The right to leave and to return to one's own country means...

a) the freedom from slavery, servitude and forced labour.

b) the freedom of movement.

c) the freedom from arbitrary arrest.

16.3.5. Проводим тест на память. Кто вспомнит больше английских эквивалентов следующих слов и выражений из доклада Петра?

предыдущие поколения;

тесно связано;

имеет смысл;

отношения между индивидуумом и государством;

участие в политической жизни;

удовлетворение основных прав;

адекватный уровень жизни;

свобода и безопасность личности;

бесчеловечное обращение;

спорный арест;

свобода собраний;

обратное действие закона;

уважение частной жизни;

возрастающий интерес;

право на самоопределение;

не столь широко признанные;

16.3.6. Петр старался объяснить Нелли значение некоторых слов по-английски и ему это удалось; она всё поняла. Можете ли вы догадаться, какие слова имел в виду Петр, когда давал следующие объяснения?

1. Power or right to give orders and make others obey;

2. taking away from, preventing from using or enjoying;

3. just, honorable way;

4. condition of having personal rights and social and political liberty;

5. person or thing that unites or connects two others;

6. order that forbids;

7. decision made by a people having the characteristics of a nation, whether they shall be independent or be part of another state;

8. infliction of severe bodily or mental suffering.

16.3.7. Готовясь к докладу, Петр встретил текст, в котором некоторые слова были зачеркнуты. Помогите ему восстановить текст. (Подсказка – под текстом)

The Council's most significant achievement is the European Convention on Human Rights, an international ... of unprecedented scope which came into force in 1953. It sets out the rights and ... of each individual and obliges states to guarantee these rights to everyone within their ... Furthermore, it has established international enforcement machinery whereby States and individuals, regardless of their nationality, may refer alleged ... by Contracting States of the rights guaranteed in the Convention to the ... institutions in Strasbourg established by the Convention. Recent years have seen a steady increase in the number of cases brought before the Strasbourg institutions. The European Commission of Human Rights has registered and examined over 40 000 individual ... since its creation in 1954. The European Court of Human Rights has delivered over 900 ... since its creation in 1959.

Under the original system, ... are first examined as to their admissibility by the European Commission of Human Rights in Strasbourg, if the Commission finds them..., it attempts to secure a friendly..., failing which it establishes the facts to see whether there has been a violation.

The case may then be referred for final decision to the European Court of Human Rights in Strasbourg, which delivers final judgements ... on the states concerned, and may award ... and costs.

Neither the Commission nor the Court sits permanently, but they convene regularly ... cases. Cases not referred to the Court are determined by the Committee of Ministers of the Council of Europe, whose decisions, like the Court's ..., are final and binding. The Committee of Ministers supervises the ... of the Court's judgements and its own decisions.

(admissible, binding, compensation, complaints(2), to consider, freedoms, judgements(2), judicial, jurisdiction, implementation, settlement, treaty, violators)

16.3.8. Петр попытался перевести на английский несколько статей из Декларации прав человека, но не мог вспомнить несколько слов. Помогите ему сделать это.

Universal Declaration of Human Rights (chosen articles)

Article 1

All human beings are born free and equal in dignity and rights. They are endowed with reason and (совесть) and should act towards one another in a spirit of brotherhood.

Article 2

Everyone is entitled to all the rights and (свобода) set forth in this Declaration, without (различие) of any

kind, such as race, colour, sex, language, religion, political or other (взгляд, мнение), national or social origin, property, birth or other status.

Article 3

Everyone has the right to life, liberty and (безопасность) of a person.

Article 4

No one shall be held in (рабство) or servitude; (рабство) and the slave trade shall be (запрещены) in all their forms.

Article 5

No one shall be subjected to (пытка) or to cruel, inhuman or degrading (обращение) or (наказание).

Article 7

All are (равны) before the law and are entitled without any discrimination to (равную защиту) of the law.

Article 9

No one shall be subjected to (спорный) arrest, (задержание) or exile.

Article 10

Everyone is entitled to full equality to a (справедливый) and public hearing by an independent and (беспристрастный) tribunal, in the determination of his rights and obligations and of any criminal charge against him.

Article 21

The will of the people shall be the basis of the (полномочия) of government; this will shall be expressed in periodic and genuine elections which shall be by (всеобщее и равное избирательное право) and shall be held by secret (голосование) or by equivalent free voting procedures.

16.3.9. Автор подготовил несколько бессознательных предложений, но перепутал их части. Помогите ему, пожалуйста.

- | | | |
|----------------------------|-----------------------------|--|
| 1. The man | a) we read yesterday | * is very important |
| 2. The article | b) the commission | ** refused to act |
| 3. The decision | c) you see here | *** is my uncle |
| 4. Discussing | d) you spoke about the plan | **** describes the judicial system of Russia |
| 5. The executive committee | e) he came to | ***** was stolen by the defendant |
| 6. Almost everything | f) they applied to | ***** we found many drawbacks in it |

16.3.10. Перед вами еще одно письмо агента боссу. Как обычно, оно засекречено. На этот раз в нем нет никаких предлогов и заглавных букв. Попробуйте прочитать и перевести его.

dear sir the plan you have sent to me can not be fulfilled everything i see around doesn't correspond to what i learnt at home the people i meet are not like you told me about the scheme your specialists drafted is of no good the person i had to apply to appeared to be a nice girl i fell in love with the flat she lives in is very nice and soon we'll get married i'm sorry not to fulfil your task hope not to see you again yours j.

16.3.11. Какая группа сможет составить больше бессознательных придаточных определительных предложений за 5 мин ?

16.3.12. Внимание! Особо трудное предложение! Постарайтесь перевести его.

Labour we delight in physics pain.

***16.3.13.** Скажите по-английски. (Не употребляйте союзов.)

1. Человек, на которого вы обратили внимание, известный адвокат. 2. Министр, о котором говорил генеральный прокурор, находится сейчас здесь. 3. Ребенок, которому вы уделяли так много внимания, сейчас совсем забыл вас. 4. Не моя вина, что вы пришли так поздно. 5. Вы уверены, что решение, которое вы приняли, наилучшее? 6. Местные власти, к которым мы обратились, не смогли помочь вам. 7. Новый исполнительный орган, в который вы должны обратиться, наверняка поможет вам. 8. Правосудие, которое осуществляют судебные органы, строгое, но справедливое. 9. Это книга, от чтения которой я получил настоящее наслаждение (enjoyed). 10. Путешествие, которое он совершил, действительно необычное.

16.3.14. Петр говорит, что он без всякого труда может перевести любую именную группу. А вы можете?

the Russia's policy objectives; the well-thought-out nationalities policy; US army race supporters; our country's number one trade partner; Railway station waiting-room murder inquiry.

16.3.15. Проводим конкурс на лучшего переводчика. Попробуйте перевести этот текст письменно.

The idea of fundamental human rights has a long history, but as a subject of practical importance in terms of the protection of the quality and dignity of life of

individuals, it has become of greatly increased significance since the end of the World War II period.

The adoption by the General Assembly of the United Nations of the Universal Declaration of Human Rights in 1948 has been followed by several international conventions of which the most significant are the International Covenant on Economic, Social and Cultural Rights, and the International Covenant on Civil and Political Rights, signed in 1966.

Although these international instruments have varying procedures for the protection of human rights, the substance of the rights protected includes substantial common elements and, especially in the realm of civil and political rights, the developing case law of the European Convention is likely to become of increasing significance not just to the development of a European jurisprudence of human rights, but to a whole new development of an international jurisprudence on the subject.

(from "International Protection of Human Rights"
by J.A. Andrews and W.D. Hines)

16.3.16. Петру задали много вопросов на конференции.
Как бы вы ответили на эти вопросы?

1. What is the modern concept of human rights built on?
2. What are the international instruments?
3. In which case does the notion of human rights make sense?
4. What does the concept refer to?
5. What does the right to physical and mental integrity mean?
6. What are the freedoms of conscience and action?

7. What does the right to legal justice mean?
8. What are the privacy and family rights?
9. What are the political rights?
10. What are the social and economic rights?
11. What is one of the oldest collective rights?
12. Why are the other rights less recognised and still controversial?



16.4. Practice in communication **(Contradiction/Denial)**

***16.4.1.** Read and try to remember:

- A. You said (that) you liked tennis.
- B. 1. I never said that/anything of the sort.
2. That's not right.
3. I'm sorry, but I don't think I did (polite).
4. With respect, that's not what I said (formal).
5. I deny having said that.
6. I don't remember saying that.
7. Did I really say that?

16.4.2. Someone tells you that you said:

1. a woman's place was in the home;
2. girls were easier to bring up than boys;
3. travelling was dull;
4. English was an easy language to learn;
5. you were going to get married.

16.4.3. Read the dialogue and then dramatize it.

BARRISTER: You told the Court that you were a friend of the defendant's.

WITNESS: I'm sorry, that's not exactly what I said.

BARRISTER: What exactly did you say, then?

WITNESS: I said we'd been neighbours for many years.

BARRISTER: But you said you knew him very well.

WITNESS: With respect, that's not quite right. I said I knew him well by sight.

16.4.4. A friend tells you that you said you would stop doing something. Contradict/deny everything he/she says.

Model: A. But you said you'd stop smoking.

B. ...

16.5. General understanding

16.5.1. Read the text. Try to understand it and be ready to answer the questions.

The man who escaped

(Episode 16)

1. Masters told Coke that Hugo owned a large garage in the North of London. Cars that had been damaged were taken there to be repaired. It was also where the secret documents Hugo sold were kept before they were micro-filmed and sent abroad.

They got into Masters' white Jaguar and drove there. Coke sat in front with Masters. Kate sat behind. It was almost evening when they got to the garage. It was at the end of the street and was surrounded by shops and small houses. They parked at the end of the street. People were beginning to close their shops and go home. The garage stood open until six. Coke sat and watched the lights go

off. When the last one had been turned off and the garage was completely dark, Coke turned to Masters again.

"Now tell me exactly where the documents are kept before they're sent off", he said.

2. At first Masters didn't answer. He had become a little braver again. Coke pressed the pistol into his stomach. "Because of you, I've been kept in prison for four years. Because of you, my life has been ruined. I'll kill you here and now if you don't answer!". Masters looked at the pistol and went pale. "They're kept in Hugo's office, in an ordinary file in his desk", he answered. "And the micro-films?" Coke demanded. "They're kept there, too". "Do you know if any documents have been sent off recently?" "Some were sent last week. I know. I sent them myself", Masters said. "And will there be any there now, waiting to be sent off?" Again Masters hesitated. Coke pressed the pistol even harder into his stomach. "I don't know. There might be. Hugo told me he was going to give me some soon", he said.

3. Coke gave Kate the pistol. She was still sitting behind Masters. "Keep him here until I get back", he said. "But what are you going to do?" she asked. "Break into the garage if I can. Perhaps I can find proof that Hugo sells these things. If I do, I'll phone the police". "But what if you don't? What if you are seen and caught before you can find anything at all?" Kate asked. But Coke had already started walking towards the dark garage. In the dark winter evening, it looked very much like a prison.

16.5.2. Choose the correct answer. Don't use the text.

1. The garage was...

a) in the middle of the street with no houses around;

- b) at the end of the street with many cars around;
 - c) at the end of the street with shops and small houses around.
2. Masters said that...
- a) there were no secret documents in the garage;
 - b) there might be some secret documents in the garage;
 - c) all the documents had been sent away.
3. Coke wanted to break into the garage...
- a) to find proof that Hugo was a spy;
 - b) to find Hugo;
 - c) to find proof that Masters was a spy.

16.5.3. Answer the teacher's questions. (Books closed.)

1. What did Masters tell about the garage in the North of London?
2. Till what time was Coke waiting?
3. Where were the documents kept?
4. What for did Coke want to break into the garage?

16.5.4. Give a short summary of the text (4-6 sentences).



16.6. Scanning practice

16.6.1. Read the questions. Be sure you've got them well in mind.

1. What did the Bill of rights provide in the USA?
2. What does a written constitution provide?
3. How many models are there according to the text?
4. What are the ways of influencing the states where human rights are not observed in practice?

16.6.2. Start scanning the text. Don't fail to note your time.

The Constitutional Protection of Human Rights

The dignity and rights of man, a dominant theme in the political philosophy of the 18th century, flowered into practical significance with such instruments as the Virginia Declaration of Rights 1776, the American Declaration of Independence 1776, the French Declaration of the Rights of Man and of the Citizen 1789 and, of more lasting importance, the series of Amendments to the United States Constitution adopted in 1791 as the American Bill of Rights.

The constitutional settlement in the United States and the attached Bill of Rights provided a model for the protection of human rights. For many years this US model stood almost alone, but now the overwhelming majority of world states have a written constitution providing checks and balances against the abuse of authority and enshrining in one form or another fundamental rights and liberties of individuals. There is no one model. In some states the fundamental rights and liberties are protected within the Constitution itself. In other states a Bill of Rights is annexed to the Constitution subject to the same overriding primacy as the Constitution itself. In yet other states, fundamental rights are guaranteed by a Basic Law, falling short of the constitution itself but remaining paramount over the ordinary legislation of the state.

It has to be remembered that the effectiveness of the protection of human rights is dependent only in part on the rights and liberties set out in the relevant law. There are many instances of states whose constitutions contain

an impressive series of human rights provisions which are not observed in practice. In such cases, outside pressure by international organizations, both private and public, and the existence of binding international treaty obligations are of particular importance, as is the diplomatic pressure of other states where they are willing and able to exercise it.

(305 words)

Notes: dignity – достоинство
amendment – поправка
overwhelming – подавляющий
abuse – злоупотребление
enshrining – сохранение
annex – добавлять
subject to – по причине
overriding – главенствующий
paramount – первостепенный
relevant – соответствующий

16.6.3. Answer the questions of 16.6.1.



16.7. Listening practice

16.7.1. Look at the following questions. You'll have to answer them after listening to the text.

1. Why does he have to get up at 7 o'clock?
2. When is he happy?
3. Where did his grandfather work?
4. How much did he work?
5. What did he have to do at war?
6. Why did he have to go to the hospital?
7. Why isn't he happy now?

16.7.2. Listen to the dialogue.

16.7.3. Answer the questions in 16.7.1.

16.7.4. Look through the list of words. They will help you to understand the text.

ancestor – предок

frustrating – (зд.) неприятный

retire – уйти на пенсию

16.7.5. Listen to the story. Be ready to give the contents of it.

16.7.6. Tell the contents of the story as close to the text as possible.



16.8. Time for fun

16.8.1. Read and translate the following jokes:

1. PRISONER: Judge, I don't know what to do.
JUDGE: Why, how's that?
PRISONER: I swore to tell the truth, but every time I try some lawyer objects.
2. "You are lying so clumsily", said the judge to the defendant, "that I would advise you to get a lawyer".
3. The defence lawyer was cross-examining a witness. He asked, "And you say you called on Mrs. Jones, May second. Now will you tell the jury what she said?" "I object to the question", interrupted the prosecutor. There was nearly an hour's argument between the counsels and finally the judge allowed the question. "And as I was saying", the defence lawyer began again, "on May second you called on Mrs. Jones. Now what did she say?" "Nothing", replied the witness. "She was not at home".

!!! 16.8.2. Solve the puzzle "Freedoms and Rights".
Find 5 freedoms and 5 rights in the puzzle and circle them. (They are hidden in horizontal, vertical and diagonal rows)

a	r	e	l	i	g	i	o	n	b	v	l	m	w	s
a	d	g	q	w	h	p	e	q	r	o	g	o	o	b
s	k	f	b	u	i	r	o	w	s	t	t	v	r	y
J	s	r	j	l	a	x	w	y	i	e	c	e	k	n
z	u	f	d	n	o	l	s	d	w	t	o	m	i	q
x	d	s	r	y	i	p	i	s	q	f	p	e	n	t
a	c	b	t	q	w	e	t	t	b	x	i	n	m	l
c	v	b	s	i	a	f	y	r	y	d	n	t	n	z
z	e	f	w	g	c	j	k	m	t	s	i	k	v	p
I	t	o	a	s	s	e	m	b	l	y	o	x	v	a
I	n	f	o	r	m	a	t	i	o	n	n	s	a	d
p	r	i	v	a	c	y	j	k	u	w	o	e	b	s

!!! *16.8.3. Crossword puzzles are popular in Britain and are found in nearly all newspapers. The main theme of this one is animals. Some of the clues are not straight forward (they are marked), so think twice about them.

CLUES ACROSS:

1. Keen-eyed bird of prey (5). 3. This kind is human (3)* 5. Queen of beasts? (7)*. 7. Kittens

grow into these (4). 8. Built in spring to hold eggs (4). 10. Dogs wag their tails when they are this (7) 12. A silly person or a long-eared member of the horse family (3) 13. The plural of this is mice (5).

1				2		3		4
5		6						
7				8				
				9				
		10						11
12				13				

DOWN:

1. Fish that is proverbially slippery (3)*
2. Nothing lives for this (4)*. 3. Shellfish that sound like parts of our bodies that give us strength (7)*. 4. The time for nocturnal animals (5) 6. This sea creature is all arms (7). 7. You might not consider him charming, but this snake is often charmed (5). 9. A microscopic trouble-maker (4)* 11. Female deer or rabbit (3).

Фонетика: sounds [r], [l]

Словообразование: сложные существительные типа housekeeper

Грамматика: перевод форм на **-ed**; функции строчных слов

Текст: "Pete and Nell go to the pictures"



17.1. Sound right

17.1.1. Listen, look, say:

free	present	three	very	treat	dream
friend	principal	through	sorry	try	dry
arrest	prisoner	throw	quarrel	true	drew
shrill	problem	thread	merry	trade	drive
shrewd	press	with right	for ever	traffic	dress
shrug	prove	with Rob	for instance	trolley	drop

17.1.2. Listen, look, say:

1. Rack you brains.
2. Rora arrived on the stroke of three.
3. Try to reduce rule to practice.
4. There is neither rhyme nor reason in it.
5. Ruth is hungry for flattery.
6. Rod's eyes draw straws.
7. Rolf returned to his parents as right as rain.
8. Who won't be ruled by the rudder must be ruled by the rock.
9. When angry count a hundred.
10. Truth is stranger than fiction.

17.1.3. Listen, look, say. Pay attention to the difference between the sounds [l] as long and [r] as wrong.

A. Have you got a lot of relations?

B. Millions.

A. Isn't that rather a lot, Roland?

B. Well, I have got several — as you'll probably realize when you get the bill for the lunch.

II

A. Valerie, it was very wrong of you to be away so long. Mother's very worried.

B. I'm sorry. I'm late. But Larry's car broke down.

A. I don't really like Larry. Why not marry someone older — like Roland?

B. I don't love Roland, and I do love Larry.

A. But Ronald's got a lot of money.

B. Ronald's a fool.

A. Really, Valerie, you are terrible!

B. Why don't you marry Ronald, Laura?

17.1.4. Listen look, say. Pay attention to the intonation.

17.1.5. Read the dialogues in pairs.

*17.1.6. Try to read the tongue-twister as fast as you can.
Around the rugged rocks the ragged rascal ran.



17.2. Word-building

(Compound nouns)

17.2.1. Translate the following compound nouns:

holiday-maker, dog-owner, tea-drinker, gift-giver, New-Yorker, backbencher, two-wheeler, hair-dresser, spacetraveller, baby-sitter, sleep-talker, lie-detector.

17.2.2. Finish the sentences using compound nouns:

1. One who saves money is called...
2. One who tells stories is called...

3. One who works full time is called...
4. The apparatus for recording sounds on the tape is called...
5. One belonging to the Third World is called...

17.2.3. Find in the right column the compound nouns corresponding to their definitions in the left column.

- | | |
|--|---|
| 1. standing passenger on train,
bus who holds on to a strap
to steady himself; | a) shop-walker,
b) pea-souper;
c) strap-hanger; |
| 2. one employed in a large
shop to supervise assistants; | d) sky-scraper;
e) good-looker; |
| 3. thick yellow fog; | f) tongue-twister; |
| 4. word or phrase difficult to
say quickly and correctly; | g) day-boarder;
h) double-decker; |
| 5. one who can fascinate an
audience; | i) eye-opener;
j) record-player; |
| 6. a child who has lunch at
school, but goes to sleep home; | k) sit-downer;
l) peace-campaigner. |
| 7. a bus with seats on top; | |
| 8. an electrical instrument for
playing records; | |
| 9. a very tall building; | |
| 10. one who takes part in a
sit-down strike; | |
| 11. one who takes part in a peace
campaign; | |
| 12. a handsome person. | |



17.3. Full understanding

17.3.1. Смотрите, слушайте, повторяйте:

scene [si:n], to arrest [ə'rest], press, absurd [əb'sə:d],
medical, expert, final [faɪnəl], minute, laboratory.

Proper names:

Agatha Christy ['ægəθə'kristi]; Sir Wilfred ['wɪlfrəd]; Leonard Stephen Vole ['lenəd sti:v n vɒl];
Mr Mayherne ['meɪhə:n]; Mrs Emily French ['emɪli]; Christine ['kristi:n]; Janet Mackenzie [dʒænit mə'kenzi].

***17.3.2.** Смотрите, слушайте, повторяйте, запомните:

New words:

to invite — приглашать
on the charge — по обвинению
day off — выходной
to catch (caught) — (зд.) попасть
circumstantial evidence ['sə:kəms'tænʃəl evɪdəns]
— косвенные улики
to plead a case [pli:d] — защищать дело в суде
principal suspect — основной подозреваемый
prisoner's box — место обвиняемого
jury box — места присяжных
indictment [ɪn'daɪtmənt] — обвинительный акт
to take an oath [ouθ] — давать клятву
testimony ['testɪməni] — свидетельские показания

to introduce — (зд.) представлять
to prove [pru:v] — доказывать
death [deθ] — смерть
to cause [kə:z] — вызывать, быть причиной
will (n.) — завещание
cross-examination — перекрестный допрос
silly — глупый
to preside — председательствовать

***17.3.3. Прочитайте и переведите:**

Pete and Nell go to the pictures

One day Pete phoned Nell and invited her to the pictures. "What film are we going to see?" — she asked. "Oh, it's the one based on the famous Agatha Christie's novel "Witness for the prosecution". "OK, We'll meet near the cinema at 7".

And would you like to join them and see the film? I'm sure you would. So here are some scenes from the script of the film.

Scene I

(The office of Sir Wilfred, one of the finest and most experienced barristers in London. Leonard Vole, a handsome young man of about thirty and Mr Mayherne, his solicitor come to the office. Mr Mayherne urges Sir Wilfred to take the case of Leonard Vole, who may be arrested any minute on the charge of murdering Mrs Emily French. Mrs French, a wealthy widow, was murdered two days ago. She left 80,000 to Leonard Vole, who had visited Mrs French earlier in the evening on the night of the murder).

MAYHERNE: It's the case of Mrs Emily French. You've probably seen the reports in the press. When the housekeeper returned from her day off, she found her mistress dead, struck on the back of the head and killed.

SIR WILFRED: I see.

MAYHERNE: I'm sure Vole is harmless chap caught in the web of circumstantial evidence.

VOLE: I haven't murdered anybody. It's absurd! But my wife Christine thought I might need a lawyer. That's why I went to see Mr Mayherne. But now I have two lawyers. It's rather silly, don't you think?

MAYHERNE: Vole, I am a solicitor. Sir Wilfred is a barrister. Only a barrister can plead a case in court. Mr Vole, isn't it obvious to you that you will be regarded as the principal suspect in this case? I'm very much afraid you'll be arrested.

Scene II

(Mr Vole is arrested and now he's in the prisoner's box in one of the courtrooms of the Old Bailey. It is the first day of Vole's trial. The court is in session. The judge is presiding. The jury, consisting of nine men and three women are in the jury box. The counsels for the Prosecution and Defence are in their seats.)

COURT CLERK: Leonard Stephen Vole, you are charged on indictment that you on the 14-th day of October in the County of London murdered Emily Jane French. How say you, Leonard Stephen Vole, are you guilty or not guilty?

VOLE: Not guilty.

JUDGE: Members of the jury, by the oath you have just taken you swore to try this case on the evidence. (To the prosecutor.) You may proceed for the prosecution, Mr Myers.

MYERS (rising): The facts in this case are simple. You will hear how the prisoner made the acquaintance of Mrs Emily French, a woman of 56, how he was treated by her with kindness. Medical testimony will be introduced to prove that death was caused by a blow from a blunt and heavy instrument and it is the case for the Prosecution¹ that the blow was made by the prisoner Leonard Vole!

VOLE: That's not true! I didn't do it!

MYERS: Among the witnesses you will hear police evidence, also the one of Mrs French's housekeeper Janet Mackenzie, and from the medical and laboratory experts,

and the evidence of the murdered woman's solicitor, who drew up her final will.

(The prosecutor proceeds with examination of his witnesses, but cross-examination by Sir Wilfred makes their evidence look rather weak.)

(You'll read the end of the story in the next Unit.)

1. It is the case for the Prosecution — (зд.) обвинение утверждает.

17.3.4. В тексте есть 20 слов, оканчивающихся на **-ed**. Можете ли вы определить, в какую группу из 4 групп поместить эти слова?

1 2 3 4

Past Indefinite Perfect Forms Passive Forms Participle II

17.3.5. Петр затрудняется в определении форм с суффиксом **-ed**. Ему дали несколько предложений с такими словами и, когда он пытался распределить их по группам (см. п. 17.3.4), он сделал несколько ошибок. Помогите ему.

1 2

a) The USA has lost the industrial dominance it enjoyed after World War II.

b) Senator Brown's bill hasn't been adopted.

3 4

a) The programme adopted by Parliament was a new stage in the development of the country.

a) The revolution abolished the landlord system and handed over all the land to the peasants.

b) New branches of national economy have been created in developing countries.

b) When invited, he always agrees to come.

***17.3.6.** Скажите по-английски:

1. Опытный юрист был приглашен защищать дело в суде. 2. Он доказал, что беспокойство, причиненное соседям, было не столь уж велико. 3. Когда его арестовали, он попросил адвоката. 4. Смерть наступила (была вызвана) в результате удара тупым и тяжелым предметом. 5. Суд под председательством главного судьи продолжил работу. 6. С заключенным обращались очень сурово.

17.3.7. В тексте вам встретилось несколько раз слово "one" в разных значениях, в частности, когда оно выполняло функцию заменителя существительного. Найдите слова "one" в этой функции.

17.3.8. Петр утверждает, что в следующих предложениях слово "one" только дважды выступает в роли заменителя существительного. Вы согласны с ним? Определите другие функции слова "one" в этих предложениях.

1. One might say that at the end of World War II the United States was the only strong capitalist country with most of the gold reserves.

2. The problems of the defence in this case are big ones.

3. One cannot exclude the possibility that they will use their missiles deployed on other

countries' territory to deliver the first nuclear strike.

4. In this colonial country there were no industries except for a few unimportant local ones.

17.3.9. Предположим, что вы очень заняты и не можете тратить время на разыскивание кое-каких необходимых вам предметов. Попросите вашего друга помочь вам. Используйте диалог-модель и слова в скобках.

Model:

MAN: Give me a book please, Jane.

WOMAN: Which book? This one?

MAN: No, not that one. The red one.

WOMAN: This one?

MAN: Yes, please.

WOMAN: Here you are.

MAN: Thank you.

(NOUNS: bottle, box, cup, fork, knife, spoon, glass. ADJECTIVES: blunt, empty, full, large, sharp, etc.)

17.3.10. Какая группа составит больше предложений со словом "one" за 5 мин?

***17.3.11.** Перед вами еще одно секретное послание агента своему боссу. Попробуйте расшифровать его.

4,12,5 4,16,1,11,14 13,1,14,14 15,5,21,1,2
4,8,7,8,16,16,8,13 1 11,7 11,20,16,11,1,10 7,9
21,17,1,14,4 13,1,14,14 15,5 18,16,8,3,5,10 1 10,8
2,8,4 6,5,5 4,12,5 13,11,9 8,17,4

1,2,3,1,4,5 — ask smb. to come somewhere

4,5,6,4,1,7,8,2,9 — declaration that smth. is

true

10,5,11,4,12 — ending of life

13,1,14,14 — statement in writing saying how
smb. wishes his property to be distributed
after his death

14,1 1,15,8,16,11,4,8,16,9 — room or building
used for scientific experiments

6,17,6,18,5,19,4 — person who may be guilty

20,1,2,10 — get or discover after search

19,12,11,16,21,5 — accusation

17.3.12. В то время, когда Нелли и Петр смотрели фильм, что-то случилось со звуком. Зрители слышали только начало нескольких фраз. Помогите им и закончите фразы. Не смотрите в сценарий!

1. Vole is a harmless chap caught in the web
of ...

2. Only a barrister can...

3. How say you, Leonard Stephen Vole, are
you...

4. Members of the jury, you swore...

5. Medical testimony will be introduced...

17.3.13. Петру так понравился фильм, что он решил пересказать его содержание своим друзьям, но, кажется, кое-что перепутал. Найдите ошибки в его рассказе.

Leonard Vole with his barrister came to the solicitor and asked him to help him in his case. He had visited an old woman who was found murdered soon after his visit. She had left much money to him. He is regarded to be the murderer and is arrested. At the trial he pleads guilty. The prosecuting counsel says that the murdered woman Mrs

French was treated by Vole with kindness. He also mentions that the death was caused by a blow of a sharp knife. He examines his witnesses. Sir Wilfred makes his cross-examinations but without any success.

***17.3.14.** Когда коллеги Нелли узнали, что она видела фильм "Свидетель обвинения", они засыпали ее вопросами об этом фильме. Предположите, что кто-нибудь из вас Нелли, а все остальные — ее коллеги. Какие бы вопросы вы ей задали? Пусть она постарается ответить на них.

***17.3.15.** Вы решили поставить первую часть "Свидетеля обвинения". Но прежде чем взяться за постановку, необходимо выделить основные события, происходящие в этой части. Попробуйте сделать это сейчас.

***17.3.16.** А теперь распределите роли и попытайтесь представить свой вариант "Свидетеля обвинения". Работайте группами.

***17.3.17.** Скажите по-английски:

1. Он признал себя виновным. 2. Его судили за убийство. 3. Он был первым свидетелем, который дал показания. 4. Их судили по обвинению в краже со взломом. 5. Последний свидетель представил только косвенные улики преступления. 6. Он попытался доказать, что смерть была вызвана не его действиями. 7. Он был обвинен по обвинительному акту об убийстве. 8. На перекрестном допросе было доказано, что задержание было составлено под давлением со стороны обвиняемого.



17.4. Practice in communication

(Interrogation)

***17.4.1.** Here are some questions which can be asked at the Customs Office. Read them and try to remember:

1. Where are you travelling?
2. Why are you going there?
3. How long are you going for?
4. How much money are you taking?
5. Who are you travelling with?
6. Whose luggage is this?
7. What have you got to declare?
8. Have you got anything to declare?

17.4.2. Read the dialogue and then dramatize it. Mr. Brown was stopped by the police because he was driving too fast on a London road.

POLICE: Why didn't you stop when we first signalled?

DRIVER: Did you signal more than once, then?

POLICE: What do you think? Of course we did. Only you didn't see us because you were speeding. That's why.

DRIVER: Was I? I'm sorry about that. What's the speed limit on this road?

POLICE: Don't you know? 60 kph.

DRIVER: Was I doing more than that, then?

POLICE: What do you think? Of course you were. You were doing more than 80 kph.

DRIVER: Was I? I'm sorry about that.

POLICE: I'm afraid I shall have to charge you with an offence under the Road Traffic Act.

DRIVER: Will I have to pay a fine? Will I have my licence endorsed?

POLICE: That's for the Court to decide.

Note: 60 kph — kilometers per hour —
(столько-то) километров в час

17.4.3. The Magistrate questions Mr Brown at Court. He asks him:

1. what his name/address is;
2. if he is the owner of a vehicle, registration number NLD 782K;
3. if he was driving at 80 kph on the night of 9 April 19... down Lyndale Avenue;
4. whether he has anything to say in his own defence.

17.5. General understanding

17.5.1. Read the text. Try to understand it and be ready to answer the questions.

The man who escaped

(Episode 17)

1. Once, a long time ago, someone had told him that an Army training was useful in many ways. Coke knew now that that was true. There was a drainpipe at the back of the garage that led to the roof, and Coke managed to climb up it. He had often done such things in the army.

There was a window in the roof, or a sky-light, as it is called. It was closed but not locked. Coke managed to get it open and peered down into the dark garage below. There was a lorry parked almost directly underneath. He

jumped down onto it. It was completely dark inside the garage itself.

"Masters told me the secrets were kept in the office, but where's the office?" he wondered. Suddenly he heard a sound behind him, and realised he was not alone in the garage.

2. Before he could turn around, someone grabbed him from behind and someone else shone a powerful light into his eyes. He was blinded. Then there was an explosion of pain in his head. He realised, just before he lost consciousness, that what had happened in Epping Forest was happening to him all over again.

When he came to again, he was lying on the floor of the garage. It was at least an hour later. He heard loud voices. When he opened his eyes, he saw Kate tied to a chair. Four men were standing above him. One of them was Masters, looking pale and frightened. He was listening to a short blond man. Coke knew it must be Hugo himself. Hugo was shouting.

"I told you you were a fool... and idiot! Do you believe me now?" he demanded. Masters tried to say something but could not. Hugo slapped him across the face. "I asked you if you believed me now?" he shouted.

3. "But... but Hugo. PI ... please listen to me!" Masters stammered. "I told you someone had phoned me and had asked me to look at some pistols! I told you it was an old, blind man but you said there was nothing to worry about!" Masters said.

"No, I didn't. I asked you what you wanted me to do about it, you idiot!" Hugo roared. Suddenly, one of the other men interrupted. "What did you say we were going to do with the girl and Coke?" he asked.

"I said we were going to kill them! And I said we were going to do the job properly this time!" Hugo answered.

17.5.2. Choose the correct answer. Don't use the text.

1. Coke managed to get into the garage because...
 - a) there was a drainpipe at the back of the garage;
 - b) there was a sky-light which was not locked;
 - c) there was a lorry beneath.
2. When he came to himself he saw:
 - a) Masters shouting at a short blond man;
 - b) short man shouting at Kate;
 - c) short man crying at Masters.
3. Hugo said that they were going...
 - a) to kill Coke and Kate;
 - b) to kill Coke and Masters;
 - c) to beat the girl and Coke.

17.5.3. Answer the teacher's questions. (Books closed.)

1. How did Coke manage to get into the garage?
2. What happened to him there?
3. What did he see when he came to himself?
4. What was Hugo going to do with Coke and Kate?

17.5.4. Try to tell the main events of this extract in 3-4 sentences.



17.6. Scanning practice

17.6.1. Read the questions. Be sure you've got them in mind.

1. What is a barrister according to Mr Staughton?
2. What does the phrase "With respect" really mean?

3. What does the judge want?

4. What does the judge say about some words?

17.6.2. Start scanning the text. Don't fail to note your time.

Judge's "respectful" plea for plainer English

A barrister is a man born with a silver spoon in his mouth in place of a tongue. Or so it would appear to Mr Justice Staughton, a judge in the Commercial Court.

The learned judge has become irritated at the linguistic duplicity of counsel, and the way in which they use archaic words to camouflage what is at bottom, an insult.

Writing in the current edition of the quarterly legal journal "Counsel", a learned magazine read by upper echelons of the legal profession, the judge tells about barristers who preface a statement to him with the phrase "With respect". What that really means, says the judge, is "you are wrong".

A statement prefaced with the words "With great respect" means "you are utterly wrong". And if a barrister produces the ultimate weapon of "With utmost respect" he is really saying to the court, "Send for the men in white coats".

The judge wants more plain English used in courts, and less of the legal language of the obscure past, some of which he says has been "obsolete" in ordinary speech almost since the Bible.

Words like "humbly" and "respectfully" are not only unnecessary in written legal documents, they are generally untruthful in oral argument, says the judge with utmost respect.

Judges themselves are, of course, not entirely free of guilt in the matter of exchanges which are not very understandable.

As the courtroom clock moves towards 1 pm, counsel might say: "It might be of value to your Lordship if I were to inform you at this juncture that I have several more questions to ask of to this witness which would take some little while". The judge will reply: "This seems a useful time to adjourn". What they really mean is lunch.

17.6.3. Answer the questions in 17.6.1. (Books closed.)



17.7. Listening practice

17.7.1. Look at the following questions. You'll have to answer them after reading the text.

1. When did they have school?
2. When did Herbert Berk become politician?
3. What is James Steven?
4. Where is he now?
5. What did Charlie Philipps give to Mary Foot when they left school?
6. When did they get married?
7. Where did they move to?

17.7.2. Listen to the story.

17.7.3. Answer the questions in 17.7.1.

17.7.4. Look through the list of words. They will help you to understand the text.

twin — близнец

diverge — отличаться

adolescence — юность

adulthood — взрослость

strive — бороться

compliment — дополнять

clash — сталкивать

sheer — простой

deliberately — специально

quirk — причуда

17.7.5. Listen to the story. Be ready to give the contents of it.

17.7.6. Tell the contents of the story as close to the text as possible.



17.8. Time for fun

17.8.1. Read and translate the following joke:

The excessive bill

Once a man received an exorbitant bill for legal services. He considered the amount excessive, so he went right to the lawyer's office. The conversation went like this:

Client: Is this really my bill?

Lawyer: Isn't this your name on the bill?

C.: Yes.

L.: Who handled it?

C.: One of your secretaries. The tall one with blonde hair and...

L.: Yes, yes. Miss Thompson. She's very accurate. There's no doubt that the bill is correct.

C.: But this is too much for the service I received from your office. I didn't even have the professional services of a real lawyer.

L.: That doesn't have anything to do with it. Here the charge is the same, whether I do the work personally or a secretary takes care of a routine matter such as yours.

C.: But... but it's too much!

L.: Sir, you take care of your business and I'll take care of mine!

C.: Obviously you don't know who I am!

L.: And who are you, sir?

C.: Now I understand this exorbitant bill.

L.: What do you mean?

C.: Simply that I belong to the same profession as you do.

L.: Oh, well! Then there was an oversight. My secretary didn't make a note of that fact. I'm very sorry about the mistake.

C.: Oh, that's all right. It could happen to anyone.

L.: So you're a member of my profession, eh? Well, in that case, I'll give you a discount of seventy-five percent.

C.: That's better! Now that bill is for a reasonable sum, I'll pay it right away. Here's the money.

L.: Thank you very much. I hope that you'll forgive this mistake.

C.: Naturally.

After taking the money, the lawyer sees his client to the door with great respect and courtesy, and says:

L.: But tell me, friend, where is your office?

C.: Oh, I don't have an office.

L.: But you just told me that you had the same profession as I do.

C.: Yes, I did. I'm a thief too!

!!! 17.8.2. Can you complete each sentence in the first list with the appropriate phrase from the second?

- | | |
|---------------------------|------------------------------|
| 1. The telephone operator | A. lack of hard work |
| put through | B. by their younger brothers |
| 2. I have out by | or sisters |
| 3. She was dreadfully put | C. his shoulder, playing |
| out | Rugby |

4. If it rains we shall have to put off

5. How can you put up with

6. George has put out

7. I must put down

8. We would be happy to put you up

9. We put his failure down to

10. If cigarettes are put up

11. Older children are often put upon

12. When he began to shiver he decided to put on

D. enough money for a winter holiday

E. your address before I forget it

F. the barbecue in the garden tonight

G. the noise and fumes of town life

H. I shall stop smoking

I. by his unkind remarks

J. if you would like to stay the night

K. a warm jumper and heavy coat

L. the call from London

UNIT 18

Фонетика: sounds [b], [p]

Словообразование: сложные существительные типа witness-box

Грамматика: придаточные подлежащие, придаточные сказуемые

Текст: "Pete and Nell go to the pictures" (cont.)



18.1. Sound right

18.1.1. Listen, look, say:

beauty	ebb	sobbed	sublet	breath
boom	cab	obtain	sublime	bring
box	rib	rub down	sublibrarian	bride
boast	sob	club Dan	Bob likes	broom
ball	rub	rob Peter	Hob looks	brown
best	lab	globe trotter	rub Lester	bright

18.1.2. Listen, look, say:

1. A bad job.
2. A bad blunder.
3. The biter's bit.
4. Ben's as bold as brass.
5. Bob is a big bug.
6. Bel has a bee in her bonnet.
7. Bab lives at the back of beyond.
8. Don't be a busybody, baby.
9. Bram broke the back of the business.
10. Bee is a bread-and-butter miss.
11. Bob was black-balled.

18.1.3. Listen and look. Pay attention to the difference between the sounds [p] and [b]

I

- A. You can't keep a pet in these apartments.

- B. Can't I keep a puppy?

- A. You can't keep a pet in these apartments.

- B. Or a kitten, perhaps.

- A. You can't keep a pet in these apartments.

- B. You ought to keep a pet yourself, you know.

- A. You can't keep a pet in these apartments.

- B. Why not try a parrot, for instance?

II

- A. When the rain stops, you'll see how beautiful the beach is.

- B. But the rain's been pouring down for two days! We've both caught cold. Let's pack our bags and go back to town.

- A. The bedroom is a bit damp, yes. But it's better than a tent. You wanted to go camping, remember?

- B. You're impossible, Tom!

- A. Well, you did! You wanted to sleep in a tent! Oh, all right. Let's pack.

III

- A. Was it a good game?

- B. It was a terrible game.

- A. You had a good day for it.

- B. A beautiful day.

- A. Did Tom score?

- B. He scored twice.

- A. And you?

- B. Now, where did I put that can of beer?

- A. Did you score?

- B. Oh, got it.

- A. Perhaps next time.

- B. Hm.

IV

- A. How d'you do? I'm Parker.
B. How d'you do, Barker?
A. Parker.
B. Oh, Parker, with a "p".
A. With a "p", yes.
B. Er... I'm Barker. A Barker with a "B", of course.
B. A "B". Yes.
A. Ah.
B. Mm.
A. Er ... well, goodbye. Barker.
B. Goodbye, Parker.

18.1.4. Listen, look, say. Pay attention to the intonation.

18.1.5. Read the dialogues in pairs.

18.1.6. Try to read the tongue-twister as fast as you can:
A big blue bucket of blue blueberries.



18.2. Word-building

(Compound nouns)

18.2.1. Translate the following compound nouns:
moonlight, bookshop, brainwork, furcap, bedtime, tabletalk, dogshow, housemaid, teargas, cloakroom, snowstorm, thunderstorm, glasswork, flower bed, folk-dance.



18.3. Full understanding

18.3.1. Смотрите, слушайте, повторяйте:
to address [əd'res], ceremony ['seriməni], to qualify ['kwɒlɪfaɪ], extraordinary [ɪkstrə'ɔːdnəri], alibi ['ælibaɪ].

Proper names: Mr. Myers ['maɪəz], Germany.

18.3.2. Смотрите, слушайте, повторяйте, запомните:

New words:

witness-box — место для дачи показаний
objection — возражение
accomplice [ə'kɒmplɪs] — соучастник
to testify ['testɪfaɪ] — свидетельствовать
to solve — решать, разрешать
suspect — подозревать
to be free — быть свободным
to bring a verdict — вынести вердикт
to release [rɪ'lɪs] — освобождать
innocent ['ɪnəsənt] — невиновный
perjury ['pɜːdʒəri] — лжесвидетельство
to care — заботиться
to exhibit [ɪg'zɪbɪt] — выставлять
to execute ['eksɪkjʊ:t] — казнить
marriage — брак

18.3.3. Прочитайте и переведите:

Pete and Nell go to the pictures (cont.)

Scene III

(The third day of the Vole trial. Mr. Myers, the Counsel for the prosecution is calling his surprise witness, Christine Helm. Christine Vole enters the courtroom. Looking straight in front of her she goes to the witness-box.)

Christine: (*reading the oath*): I swear by Almighty God¹ that evidence I shall give shall be the truth, the whole truth and nothing but the truth.

Sir Wilfred (*addressing the judge*): My Lord², I have the most serious objection to this witness. The thing is that she is the wife of the prisoner Leonard Vole!

Myers: My Lord, I call my learned friend's attention to the fact that I summoned not Mrs Vole but Mrs Helm. *(To Christine)* Are you actually Mr. Vole's wife?

Christine: No, I went through a marriage ceremony with him in Hamburg, but I already had a husband. He is still alive.

Vole: Christine! That's not true! What she says is unbelievable!

Judge: I don't see any reason why this witness should not be qualified to give evidence.

Myers: Mrs. Helm, did Leonard Vole on the night of the murder return home at 25 past 9 as you had stated to the police?

Christine: No, he returned at ten past ten. This is when he returned? He was breathing hard, very excited. He threw off his coat and examined the sleeves. They had blood on them. He said: "I've killed her".

Vole: Christine! Why are you lying?

Judge: I must have silence!

Christine: I cannot go on lying to save him! I said to the police what he wanted me to say because I'm grateful to him. But I cannot come into the court and swear that he was with me. I don't want to be an accomplice to the murder!

Scene IV

(In Sir Wilfred's study. Sir Wilfred thinks that the evidence given by Christine Helm produced a great impression on the jurors. One question is still puzzling him — what made Christine testify against her husband? Suddenly his telephone rings. He hears a woman's voice. The woman offers to sell him Christine's letters to her lover. Sir Wilfred meets the woman, buys the letters and

hurries to the Old Bailey. The courtroom of the Old Bailey.)

Judge: Since the defence has called but one witness, the prisoner, it has the right to be heard last.

Sir Wilfried: My Lord, I ask that the case for the Defence be reopened, and that a witness be recalled. I have the new important evidence — the letters of Christine Helm.

(Christine Helm is called and enters the witness-box.)

Judge: Sir Wilfried, will you read the letter in question so that the jury may hear it.

Sir Wilfried: *(reads)* "My beloved Max, an extraordinary thing has happened. All our difficulties may soon be solved. Leonard is suspected of murdering the old lady I told you about. His only hope of an alibi depends on me alone. What I say is everything for him. If I testify that he was not at home with me at the time of the murder, that he came home with blood on his sleeves, they will take him away forever, and I shall be free, and yours, my beloved... Christine". And now I ask you Christine Helm, did you write this letter?

Christine: *(with tears in her eyes)* Yes, I did.

Sir Wilfried: *(to the judge)* Then that, My Lord, is the case for the defence³.

Scene V

(The jury brings in a verdict of not guilty. Leonard Vole is released. Everyone leaves the courtroom. Sir Wilfried is still sitting in his place. He is not satisfied. Christine enters.)

Christine: Well, let me tell you something, Sir Wilfried. It's not only you who saved Leonard's life. We did it.

Sir Wilfried: We?

Christine: I had the idea that I should be a witness not for my husband, but for the prosecution. The problem was whether you would believe me. It was I who sold these letters to you. There never was a Max. There's never been anyone but Leonard.

Sir Wilfried: And you know he was innocent?

Christine: No. I knew he was guilty. He did have blood on his sleeves. He did tell me he had killed the woman. Only I could save him...

Sir Wilfried: And you saved him. A murderer?

Christine: You don't understand. I love him.
(*Vole comes in.*)

Vole: (*to Sir Wilfried*) She fooled you completely, didn't she?

Sir Wilfried: It was you, Vole, who fooled me!

(*Suddenly a girl runs up to Vole and they embrace.*)

Christine: Leonard, who's this girl?

Girl: I'm not this girl, I am his girl! Tell her Len! We've been going together for months and we're going away.

Christine: You can't, Leonard! Not after what I've done! I won't let you.

Vole: Don't be silly. I saved your life getting you out of Germany, you saved me. So we're even. It's all over now.

Christine: Don't Leonard! Don't leave me! Don't!

Vole: Pull yourself together⁴. They'll only try you for perjury.

Christine: I don't care! Let them! Let them try me for perjury or... (*on the table she sees the knife that was exhibited as evidence in the case*)... or better yet... Let them try me for this! (*Snatches the knife, runs up to Vole and thrusts it into his chest. Vole falls down.*)

Voices: What's happened?

Sir Wilfried: She's killed him. Oh, no! She's executed him.

(*Mrs. Vole is led by two policemen.*)

And I'm appearing for the Defence in the trial of Christine Vole!

Notes:

1. I swear by Almighty God — Клянусь всемогущим Господом Богом
 2. My Lord — милорд (обращение к судье Высокого суда во время судебного заседания)
 3. This is the case for the defence — дело выиграно защитой
 4. Pull yourself together — возьми себя в руки
- 18.3.4.** В тексте есть 2 случая употребления придаточных подлежащих и 3 случая придаточных сказуемых. Найдите их и переведите.
- 18.3.5.** Ваш друг пригласил вас на концерт (в кино, и т.д.), но вы по какой-то причине не можете пойти с ним. Объясните ему это.
- Model: S₁:** Will you go to the pictures with me to-night?
- S₂:** I'm awfully sorry, but I can't. The thing/problem is that I have to finish my coursepaper to-night.
- 18.3.6.** Преподаватель спрашивает у вас совета по поводу ваших друзей. Ответьте ему.
- Model: I.** Helen is so dull to-day. I don't know how to cheer her up.
- S.** How to cheer her up is difficult to say.

1. John is inattentive. I don't know how to draw his attention to the subject.
2. I can't find out Mike's address. Can you help me?
3. Bob told so much about his adventures. Do you believe him?
4. They say Henry robbed the bank yesterday. Do you know how to prove his innocence?
5. Irene looks for a nurse for her children. She wants to place an advertisement. Do you know where to place it?
6. Tommy is so nervous to-day. What makes him so nervous?

18.3.7. Друзей Петра обвинили в неблагоприятных поступках. Он пытается защитить их, но от волнения он не заканчивает начатые фразы. Помогите ему (используйте придаточные подлежащие и придаточные сказуемые.)

1. What they say...
2. Whatever happened...
3. The thing is...
4. The matter is...
5. Whether they committed this act...
6. Whatever you say about them...

18.3.8. Скажите по-английски:

1. То, что говорит этот свидетель, невероятно!
2. Проблема в том, как разрешить это дело.
3. Будет ли сообщник освобожден, еще не ясно.
4. Что бы она ни сказала с места для свидетелей, я ей не поверю.
5. Как доказать, что он не соучастник, — проблема.
6. Дело в том, что он сейчас дает показания.

18.3.9. Приступаем к последнему конкурсу в нашем учебнике: "Кто лучше знает английскую грамматику?"

- а) в тексте этого урока есть 8 времен в Active Voice. Найдите их и разместите в следующей таблице:

	Indefinite Continuous	Perfect Continuous
Present		
Past		
Future		

- б) в тексте также есть 10 случаев употребления Passive Voice. Найдите их и переведите;

- в) в тексте 4 раза употреблено Participle I и II раза — Gerund. Найдите их и определите разницу между ними;

- г) найдите в тексте все случаи употребления усилительных конструкций и переведите эти предложения.

18.3.10. Петр пытается объяснить Нелли значение некоторых слов. Он нашел определения для всех этих слов и выражений (правая колонка), но не может соотнести их с самими словами (левая колонка). Помогите ему.

- | | |
|----------------|---|
| 1. objection; | a) not guilty; |
| 2. to suspect; | b) to show publicly for some purpose; |
| 3. to release; | c) statement of dislike; disapproval or |
| 4. innocent; | d) opposition; |
| 5. perjury; | e) to feel interest, anxiety or sorrow; |
| 6. to execute; | f) carry out punishment by death on smb.; |

- 7. to exhibit; f) to set free;
- 6. to care; g) to feel doubt about smth. or smb.;
- 9. to solve; h) to find the answer or a way out of a difficulty;
- 10. to testify. i) to give evidence;
j) an offence of making a false statement after taking an oath to tell the truth.

18.3.11. Перед вами 3 колонки слов — по одной для каждой группы студентов. Ваша задача — сочинить рассказ, используя в нем все слова колонки, не изменяя их порядка.

I	II	III
marriage	husband	to suspect
to testify	accomplice	to depend upon
problem	innocent	idea
to care	to release	perjury

18.3.12. Вам дали пленку с записью разговора двух подозреваемых. Некоторые слова на ней звучат неразборчиво. Постарайтесь восстановить этот диалог. Вам могут понадобиться слова в скобках.

1. When did John ... the building?
2. At 6.
1. Did he take the stand at ...?
2. Yes, he did.
1. Were there any ... from the part of prosecution?
2. None at all.
1. Good. Was he asked about Bill's ...?
2. Yes, he was. But he didn't ... it.
1. Did the jury ...?
2. Yes, they did. They ... Bill!
1. Congratulations! I was afraid Bill could be ...
2. But John's ... will cost much.

1. I don't ...! Bill will have to pay.

(*release, witness-box, accomplice, care, enter, testify, perjury, objections, execute, bring a verdict*)

18.3.13. Скажите по-английски:

1. Вынесли ли присяжные заседатели приговор? 2. Судья предупредил свидетеля, что перед тем, как давать показания в суде, он должен принять присягу. 3. Обвиняемый был признан невиновным и немедленно освобожден. 4. Кто подозревается как соучастник преступления? 5. Вы читали в газетах, что его будут судить за лжесвидетельство? 6. "Представьте вещественное доказательство № 2", — сказал обвинитель. 7. Когда он занял место свидетеля, он не имел никакого представления, о чем его будут спрашивать. 8. В тот момент, когда он увидел присяжных, он понял, что они вынесли вердикт о виновности, и он будет казнен.

18.3.14. Представьте, что вы посмотрели фильм "Свидетель обвинения" и хотите рассказать своим друзьям о нем. Но у вас совершенно нет времени для этого. Попробуйте озаглавить каждую сцену (урок 18). Это и будет выход из затруднения.

18.3.15. Ваши друзья хотят узнать о фильме подробнее. Постарайтесь ответить на их вопросы.

1. Who was the surprise witness for the prosecution?
2. Why did Sir Wilfred object to Christine testifying against her husband?
3. What was the evidence given by Christine?
4. What was the effect of Christine's testimony on the jury?

5. What kind of evidence came into Sir Wilfried's possession?
6. What facts did the letter reveal?
7. What was the verdict?
8. Why did Christine have the right to say that both of them, Sir Wilfried and she, had saved Vole?
9. Who was the girl that rushed into the room?
10. What did Sir Wilfried mean by saying "She's executed him"?

18.3.16. Предположим, что вы а) Кристина, б) сэр Уилфред. Расскажите, что случилось в последний день судебного заседания.



18.4. Practice in communication

(Opinion)

18.4.1. Read and try to remember:

A. I (honestly/really) believe/think/feel that...
It's my opinion that...
It my opinion...

B. (Agreement)

I think so too.
I agree (with you).
I think you are right.

(Disagreement)

I don't (quite) agree (with you).
I don't think so.
I don't believe that.

(Partial agreement)

That's your opinion, not mine.
Well, yes...
I see what you mean, but...
That may be true, but...
But on the other hand...

18.4.2. Express your personal opinion about the following topics:

1. Traffic in the centre of towns.

2. Women in legal profession.
3. Learning foreign languages.
4. Youth organisations.
5. Love at first sight.

Let other students express their own opinions.

18.4.3. Read the dialogue and then dramatize it.

A. and **B.** are talking about tomorrow's world. **A.** is a pessimist: she thinks the world is getting worse every year. **B.** is an optimist: thinks it's getting better.

A. D'you really think the world's improving every year?

B. Yes, I do. I think that Science is making us wiser.

A. I don't think you are right there.

B. I believe industry is making us wealthier.

A. I don't believe that.

B. And in my opinion Medicine is making us healthier.

A. That may be true, but we're all more miserable than ever, aren't we?

B. I don't agree with you. I maintain that we're healthier, wealthier and wiser than we were a hundred years ago.

A. That's your opinion, not mine.



18.5. General understanding

18.5.1. Read the text. Try to understand it and be ready to answer the questions.

The man who escaped

(Episode 18)

1. Hugo saw that Coke had come to. Coke tried to get up but his hands were tied. His head hurt terribly. Hugo

looked at him like a shark inspecting his dinner. "We would never have become suspicious if you hadn't used Master's white Jaguar", he said. "When we saw it parked halfway up the road, we decided to wait and see what would happen. Then, after we got you, we went out and got your girl-friend", he continued.

Coke knew he would never have made such a stupid mistake if he had not been so tired. He had not slept properly for days. He looked at Kate. "I'd never have got you into all this if I hadn't asked you for help", he said to her. He was trapped. It seemed there was nothing he could do and nobody who could help him. Hugo took out a revolver. "You'd never have bothered us again if I'd used this four years ago", he said. He came closer to Coke and aimed the revolver carefully at his head.

2. Suddenly there was a terrific crash as three policemen broke down the side door of the garage. Hugo turned round and gaped. "No, Hugo. Look up here!" a voice roared from the sky-light above. Suddenly, everybody stopped. Nobody made a move. Then Baxter dropped through the sky-light, which was still open, and onto the lorry and finally to the ground. Three more policemen followed him. Baxter walked over to Hugo. "Your revolver, please", he said simply. "I was only protecting my property", Hugo answered. "This man broke in. That girl helped him. Send him back to prison!" Baxter listened and smiled. "Certainly, but only after you've given me that revolver", he replied. Hugo handed it to him silently.

3. The policemen around Baxter and at the door suddenly moved forward and seized Hugo, Masters and the three men.

"We've followed you everywhere for days; that's why we're here now", Baxter told Masters. Then he turned to Hugo and said: "And I've been up there for half an hour. I've heard everything you've said. Also, I think you'd have phoned us an hour ago, when Coke first broke in, if you'd only wanted to protect your property!"

Before Hugo could protest, he and the others were led away. Baxter helped Coke to his feet. "What we know now already proves you were innocent", he said. Then he untied Coke's hands. Coke was a free man again.

THE END

18.5.2. Choose the correct answer. Don't use the text

1. Hugo would never have become suspicious if Coke...
 - a) hadn't come with Masters;
 - b) hadn't used Masters' car;
 - c) hadn't come to the garage.
2. Hugo said that...
 - a) he had tried to protect himself;
 - b) he hadn't done anything wrong;
 - c) he was protecting his property.
3. Baxter told Masters that...
 - a) they had been following him everywhere for days;
 - b) they had learnt about everything from Coke;
 - c) they had been phoned by somebody an hour before.

18.5.3. Answer the teacher's questions. (Books closed.)

1. Why did Hugo manage to catch Coke?

2. Why did Coke make a mistake?
3. Who dropped through the sky-light?
4. How did Baxter try to explain himself?
5. What did Baxter tell Coke?

18.5.4. Try to compose the plan for the whole story "The man who escaped".

18.6. Scanning practice

18.6.1. Read the questions. Be sure you've got them well in mind.

1. Whom did the police arrest in connection with the killing?
2. Why did the police free him three months later?
3. What does the test involve?
4. What does the DNA form?
5. How much time and money does test take?

18.6.2. Start scanning the text. Don't fail to note your time.

DNA prints

(A foolproof crime test)

Dawn Ashworth, 15, left a friend's house last July to walk to her home in Enderby, a village in England's East Midlands. She never made it. Two days later her body was found; she had been raped and strangled. Soon after, police arrested a 17-year-old youth in connection with that killing and an earlier, similar murder.

But three months later, convinced that the suspect was innocent of both crimes, the police freed him. How could

they be so sure? By using the new technique of DNA fingerprinting they had proved that man was innocent. This month the police began using the test on blood from 2,000 Midlands men, hoping that if one of them is guilty, his DNA print will give him away.

The test involves comparing the DNA of blood or hair roots found at the scene with the DNA of a suspect. What makes it foolproof is that no two people (other than identical twins) have the same genetic characteristics. While considering this fact in 1983, Alec Jeffreys, a geneticist at the University of Leicester in England, realized it might be the basis for an important new tool in criminal investigations. The DNA from each individual, he found, formed a unique pattern — in effect a DNA fingerprint.

In the Midlands case, Jeffreys established that the DNA pattern of the 17-year-old suspect did not match those obtained during the murder investigations. The patterns of each of the 2,000 Midlands men will undergo similar scrutiny. But that may take a while. Each test involves a complicated series of steps over a period of 2 1/2 weeks. Still, Jeffreys believes, with further refinements, and despite \$ 300 price tag, the test will more than pay for itself in criminal investigations.

(“Moscow News” from “Times”)
(309 words)

Note: DNA — deoxyribonucleic acid — ДНК — дезоксирибонуклеиновая кислота, (носитель генетической информации)

18.6.3. Answer the questions in 18.6.1. (Books closed.)



18.7. Listening practice

18.7.1. Look at the following question. You'll have to answer them after reading the text.

1. What is Mayor or Bamford going to read?
2. Where are both of the candidates?
3. Have they been Members of Parliament before?
4. Who has won the election?
5. What are the Labour supporters doing?
6. How many times have the Labour candidates won the election?

18.7.2. Listen to the story.

18.7.3. Answer the questions in 18.7.1.

18.7.4. Look through the list of words. They will help you to understand the story.

weird — странный

survive — выжить

dehydrate — обезвоживать

fiancee — невеста

grieve — скорбеть

eternity — вечность

blame — обвинять

frostbite — обмороженный

shelter — укрыться

hoist — поднимать

18.7.5. Listen to the dialogue. Be ready to give the contents of it.

18.7.6. Tell the contents of the dialogue as close to the text as possible.



18.8. Time for fun

18.8.1. Read and translate the following jokes.

1. "Without a doubt", declared the lawyer, nodding his head as his client finished his story, "you have one of the best and surest cases I have ever met".

"Thanks", said the client grabbing his hat. "I'll settle this case out of court".

"But I said it is the best I've heard", cried the astonished lawyer.

"I know", replied the other; "but I have just told you the other fellow's side of it".

2. Judge: "Have you ever been up before me?"
Accused: "I don't know. What time do you get up?"

3. "I shall have to give you ten days or 20", said the judge.

"I'll take the 20, Judge", said the prisoner.

4. Judge: "How could you swindle people who trusted you?"

Prisoner: "But, Judge, people who don't trust you cannot be swindled".

!!! 18.8.2. Can you complete these sentences with one of these verbs: *speak, tell, talk* in their proper forms?

1. She ... three languages.

2. We ... about old times for hours last night.

3. They ... they would arrive at 2 o'clock.

4. He has a very patronising manner and always ... down to people.

5. I'm not on ... terms with my neighbours yet.
6. The teacher ... the naughty boy off.
7. She doesn't always ... the truth.
8. I didn't want to change my job but my sister
.. me into it.
9. She ... me she was ill.
10. The bill came to £20 all

КРАТКИЙ СПРАВОЧНИК: СЛОВООБРАЗОВАНИЕ, ГРАММАТИКА

UNIT 1

Словообразование: суффикс существительного.

Суффикс -er, прибавленный к основе глагола, является признаком производных существительных, обозначающих исполнителей того действия, на которое указывает глагол, например:

player — игрок

follower — последователь

beginner — начинающий

Суффикс -er, прибавленный к основе существительного или прилагательного, является признаком производных существительных, обозначающих лицо, живущее в определенном месте, а также занятие или профессию, например:

Icelander — исландец

mountainer — горец

gardener — садовник

geographer — географ

Грамматика:

§ 1. Притяжательный падеж существительного

В современном английском языке существительное имеет два падежа: общий и притяжательный. Существительное в притяжательном падеже является определением к следующему за ним существительному и отвечает на вопрос *чей?* Притяжательный падеж образуется прибавлением апострофа (') и окончания -s к существительным в ед. числе и мн. числе, если последние не оканчиваются на -s.

girl's pen — ручка (чья?) девочки; children's names — имена (чьи?) детей.

Если существительное во мн. числе оканчивается на -s, к нему добавляется только апостроф:

these lawyers' work — работа (чья?) этих юристов.

§ 2. Побудительные предложения

Для образования побудительных предложений (приказание, просьба, совет, разрешение) употребляется повелительное наклонение — инфинитив глагола без частицы to.

Отрицательная форма повелительного наклонения образуется при помощи вспомогательного глагола do и отрицания not.

Look at this girl	— Посмотри(те) на эту девушку!
Don't take these books!	— Не бери (те) эти книги!
Don't be late!	— Не опаздывай(те)!

Побуждение к действию может быть обращено к 1-му и 3-му лицу; в таком случае оно выражается при помощи глагола let.

Let me help you!	— Дай (те) я помогу вам!
	— Разреши (те) мне помочь вам!
Let Nick (him) read the text!	— Пусть Ник (он) прочитает текст.
Let us (let's) go to the park.	— Давайте пойдем в парк.
Let them go to the station.	— Пусть они поедут на станцию.
Let's not talk about it.	— Давайте не будем говорить об этом.
(отрицание для 1-го лица)	
Don't let him do this.	— Не давайте (не позволяйте) ему делать это.

Вежливая просьба, как правило, передается при помощи вспомогательного глагола will.

Will you give me that book (please)?

§ 3. Числительные

Количественные числительные образуются путем добавления ударного суффикса -teen к соответствующим числительным первого десятка:

13 — thirteen	16 — sixteen	18 — eighteen
14 — fourteen	17 — seventeen	19 — nineteen
15 — fifteen		

Числительные, обозначающие десятки, имеют суффикс -ty:

20 — twenty	50 — fifty	80 — eighty
30 — thirty	60 — sixty	90 — ninety
40 — forty	70 — seventy	

Числительные hundred, thousand, million не принимают окончания мн. числа, если имеют перед собой количественные числительные:

200 — two hundred

В отличие от русского языка разряды отделяются запятой, а не точкой:

5,000 — five thousand
10,000,000 — ten million

Все сложные числительные образуются так же, как и в русском языке. Перед десятками и единицами обычно употребляется союз and:

55 — fifty-five
176 — one hundred and seventy-six

Порядковые числительные образуются путем прибавления суффикса th [θ]:

18-й — the 18th — the eighteenth

Исключение: числительные, содержащие в себе числительные: 1-й — first; 2-й — second; 3-й — third.

21-й — the 21st — the twenty-first
162-й — one hundred and sixty-second

§ 4. Множественное число существительных

Имена существительные во мн. числе принимают окончание -s, которое читается по-разному в зависимости от предшествующего звука: как [s] после глухих согласных (a text — texts); звонко, как [z] — после гласных и звонких согласных (a day — days, a pen — pens).

К именам существительным, которые в ед. числе оканчиваются на -s, -ss, -x, -ch, -d(g), -e, прибавляется во мн. числе окончание -es, которое произносится как [ɪz]: a bus — buses, a class — classes, a box — boxes, watch — watches, a college — colleges.

Некоторые имена существительные при образовании мн. числа меняют свою орфографию: a wife — wives; a city — cities.

Несколько имен существительных образуют форму мн. числа нестандартно: a man [mæn] — men [men]; a woman ['wʊmən] — women ['wɪmɪn]; a child [tʃaɪld] — children ['tʃɪldrən].

§ 5. Спряжение глагола *to be* в настоящем времени группы *Indefinite (Simple)*

Глагол *to be* в Present Indefinite имеет три личные формы: *am, is, are*. Вопросительные и отрицательные формы с глаголом *to be* образуются без каких-либо вспомогательных глаголов. В вопросительных предложениях личная форма глагола *to be* стоит перед подлежащим.

Утвердительные предложения	Вопросительные предложения	Отрицательные предложения
I am a lawyer.	Am I lawyer?	I am not a lawyer.
You are a lawyer.	Are you a lawyer?	You are not a lawyer.
He (she) is a lawyer.	Is he (she) a lawyer?	He (she) is not a lawyer.
We are lawyers.	Are we lawyers?	We are not lawyers.
You are lawyers.	Are you lawyers?	You are not lawyers.
They are lawyers.	Are they lawyers?	They are not lawyers.

Краткие формы: I am not=I'm not; he is not=he isn't; we are not=we aren't.

Для выражения удивления используются вопросительные предложения с отрицанием *not*, которое в разговорной речи сливается с формой глагола *to be* и предшествует подлежащему. Такие вопросы с отрицанием соответствуют русским вопросам, начинающимся со слов *разве, неужели*:

Aren't you free now? Isn't she happy?

§ 6. Порядок слов в английском предложении

В английском языке действует правило «твердого порядка слов». Он служит средством связи слов в английском предложении.

В утвердительном предложении слева от сказуемого всегда стоит подлежащее, а справа от сказуемого — второстепенные члены предложения (дополнение, обстоятельство):

1 2 3 4

They take books from the library.

Иногда обстоятельства места или времени могут стоять и перед подлежащим:

0 1 2 3 4

Now I study English at the University.

В вопросительных предложениях вспомогательные глаголы и вопросительные слова стоят слева от подлежащего:

0 1 2 3

Does he read many books?

0 0 1 2

What does he read?

Вопрос к подлежащему или к его части строится по схеме утвердительного предложения, так как вопросительное слово само становится подлежащим (или его частью):

1 2 3

My friend reads many books.

1 2 3

Who reads many books?

1 1 2 3

Whose friend reads many books?

UNIT 2

Словообразование: суффикс существительного -ist

Суффикс -ist, прибавленный к основе существительного, является признаком производных существительных,

обозначающих принадлежность к определенной общественной группировке, профессии и т. д.:

technologist — техник

biologist — биолог

ideologist — идеолог

Darvinist — сторонник Дарвина

Грамматика:

§ 1. Указательные местоимения

Ед. число	Мн. число	Примечания
this — этот, эта, это	these — эти	Местоимения this, these указывают на более близкие предметы, а that, those — на более отдаленные
that — тот, та, то	those — те	

§ 2. Притяжательные местоимения

Каждому личному местоимению соответствует притяжательное, которое выражает принадлежность и отвечает на вопросы чей?, чье?, чьи?

Личные местоимения	Притяжательные местоимения	
	простая форма	абсолютная форма
I	my	mine
you	your	yours
he	his	his
she	her	hers
it	its	its
we	our	ours
you	your	yours
they	their	theirs

Примечание. В английском языке нет особого притяжательного местоимения, соответствующего русскому «свой».

I live with my parents. — Я живу у своих родителей.

She lives with her parents. — Она живет у своих родителей.

Притяжательные местоимения имеют две формы: простую и абсолютную. Простые формы притяжательных местоимений всегда выполняют функцию определения: my office, our classroom.

Абсолютные формы выполняют в предложении те же функции, что и существительное, то есть выступают в роли подлежащего, именной части сказуемого, дополнения, а также в качестве определения с предлогом of.

My name is Nick, hers (-her name) is Nelly (подлежащее).

This book is ours (-our book) (именная часть сказуемого).

He hasn't got the English text-book, give him yours (=your text-book) (дополнение).

She is a friend of mine (=my friend) (определение).

§ 3. Предложения, начинающиеся с местоимения it

В законченном английском предложении должны быть подлежащее и сказуемое. В отличие от русских безличных предложений, в которых нет подлежащего: «Холодно», «Моросит», в английских безличных предложениях имеется подлежащее it, которое, однако, выполняет лишь формальную роль и на русский язык не переводится:

It is cold. — Холодно.

It is raining. — Идет дождь.

It is 5 o'clock p. m. — Сейчас 5 часов вечера.

It is difficult to translate the text. — Трудно перевести этот текст.

§ 4. Как ответить на вопрос What time is it?

What is the time? — Какой час?

It is eight o'clock. It is a quarter to seven.

It is five to four. It is half past four.

§ 5. Разговорный глагольный оборот have (has) got

Разговорное глагольное сочетание I have (has) got выражает идею владения, наличия чего-либо или кого-либо и соот-

ветствует русскому «У меня (него, нее и т. д.) есть...». Это глагольное сочетание может иметь полную и краткую формы:

I have got. = I've got

He has got. = He's got. Pete's got.

She has got. = She's got. Jane's got.

§ 6. Местоимения *some, any, no*

1. Неопределенные местоимения *some, any*

В конкретной ситуации, то есть в утвердительных предложениях, перед исчисляемыми существительными во мн. числе и перед неисчисляемыми существительными употребляется неопределенное местоимение *some*.

He's got a pen and some text-books on the table.

Let's have some tea.

Местоимение *some* употребляется также в вопросах, содержащих **просьбу** или **предложение**:

Have you got some notebooks? — просьба

Shall I give you some water? — предложение

В **общем** вопросе, не содержащем просьбы или предложения, и в отрицательных предложениях употребляется неопределенное местоимение *any*, которое чаще всего на русский язык не переводится:

Has Paul got any clients? — У Поля есть клиенты?

Hasn't he got any clients? — Разве у него нет клиентов?

Paul hasn't got any clients. — У Поля нет клиентов.

На общий вопрос, содержащий слово *any*, можно наряду с полным ответом дать по три варианта краткого ответа:

Has she got any flowers in the vase? 1. Yes.

2. Yes, she has.

3. Yes, she's got some.

Hasn't he got any photoes on the table? 1. No.

2. No, he hasn't.

3. No, he hasn't got any.

2. Отрицательное местоимение *no*

Отрицательное местоимение *no* (никакой, -ая, -ое, -ие) довольно часто употребляется вместо *not any*, если говорящий хочет подчеркнуть отсутствие того, о чем идет речь.

I haven't got any time. — I've got no time.

Примечание. Обратите внимание, что в предложениях с отрицательным местоимением *no* сказуемое стоит в утвердительной форме:

No students have got exams today.

Это объясняется тем, что английское отрицательное предложение, в отличие от русского, может иметь только одно отрицание, а местоимение *no* само является отрицанием.

3. Местоимение *any* может употребляться и в утвердительных предложениях. В этом случае оно означает «любой»:

Come at any time!

§ 7. Место наречий неопределенного времени в предложении

Наречия неопределенного времени: *usually, generally* (обычно), *often* (часто), *seldom* (редко), *always* (всегда), *never* (никогда), *hardly ever* (почти никогда), а также *sometimes* (иногда) ставятся, как правило, перед смысловым глаголом:

He usually gets up at six o'clock.

Если же в состав сказуемого входит глагол *to be*, наречия неопределенного времени ставятся после него:

She is always at home after six.

§ 8. Употребление *much, many, few, little*

Слова *much, many* соответствуют русскому много, а *a few, little* — мало. *Many* и *few* употребляются с исчисляемыми существительными во мн. числе, например: *many students, many books, few students, few books*.

Слова *much* и *little* употребляются с неисчисляемыми существительными, например: *much time, little water, much money, little money*.

Слова *much* и *many* в современном английском языке употребляются преимущественно в вопросительных и отрицательных предложениях. В утвердительных предложениях употребляется выражение *a lot (of)* с тем же значением. Например:

He's got a lot of books.

Has he got many books?

He hasn't got many books.

Наряду со словами *few, little* существуют выражения, а *few* — немного, несколько и *a little* — немного (с положительным значением).

Сравните:

He has **few** friends. — У него **мало** друзей.

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

We have **little** free time. — У нас **мало** свободного времени.

We have **a little** time. — У нас **есть немного** свободного времени.

§ 9. Разделительные вопросы

Русскому вопросительному обороту «не правда ли», «не так ли» в английском языке соответствует так называемый разделительный вопрос. Он состоит из двух частей: повествовательного предложения и краткого общего вопроса. Если первая часть утвердительная, то вторая часть имеет отрицательно-вопросительную форму; если первая часть — отрицательная, то вторая имеет утвердительно-вопросительную форму:

Pete is a student, isn't he?

He's got little free time, hasn't he?

He isn't attentive, is he?

В большинстве случаев первая произносится с нисходящим тоном, а вторая — с восходящим.

UNIT 3

Словообразование:

1. Суффикс существительных *-man*

Суффикс *-man*, прибавленный к основе существительного или прилагательного, является признаком производных существительных, обозначающих профессию, занятие (*radioman, policeman, congressman*); лицо, живущее в определенной местности, национальность (*townman, countryman, Frenchman*); социальное положение лица или его качества (*gentleman, freshman* — первокурсник, *yesman* — подхалим, угодник).

2. Суффикс существительных *-(i)an*

Суффикс *-(i)an* является суффиксом прилагательных или существительных, образованных от прилагательных или существительных и обозначающих национальность (*American, Russian*); отношение к какому-либо периоду (*Elizabethan, Shakespearian*); занятие, взгляды лица; *republican, civilian* — лицо, состоящее на гражданской службе).

3. Суффикс прилагательных *-able*

Суффикс *-able*, прибавленный к основе глагола, является признаком производных прилагательных со значением «пригодный к чему-л. или для чего-л.» (*eatable* — съедобный, *believable* — правдоподобный, *avoidable* — такой, которого можно избежать).

Грамматика:

§ 1. Настоящее время группы *Indefinite (Simple)*

Для того чтобы рассказать о действиях или состояниях, свойственных подлежащему или обычных для него (я учусь в институте; у него большая квартира; Нелли говорит по-английски и т. д.) или о действиях повторяющихся, совер-

шающихся регулярно (я часто вижу его; они обычно пьют кофе в одиннадцать, и т. п.), надо употреблять глагол — сказуемое в форме настоящего времени группы Indefinite (Simple).

I live in the suburb.	But Jane lives in the centre.
You go to school on foot.	But Pete goes there by bus.
We play football well.	And Steve plays football well too.
They study at the college.	And Mike studies at school.

Как видно из примеров, форма Present Simple совпадает с инфинитивом у всех лиц, кроме 3-го лица ед. числа. Форма 3-го лица ед. числа образуется путем прибавления окончания -s (-es). Если слово оканчивается на согласную+у, то при прибавлении окончания буква у переходит в i (см. примеры).

Вопросительные и притяжательные предложения глаголов в Present Simple строятся с помощью вспомогательного глагола do (в 3-м лице ед. числа — does) и смыслового глагола в основной форме:

Do they live in the centre?
Does she live alone?
They do not (don't) live in the centre.
She does not (doesn't) live alone.

§ 2. Альтернативный вопрос (вопрос выбора)

Альтернативным вопросом называется вопрос, содержащий союз **or** или и предполагающий в ответе **выбор** между двумя действиями, предметами (лицами) и т. п.:

Do you live on the first floor or on the second floor?

Первая часть вопроса произносится с повышением тона, а вторая — с понижением.

§ 3. Оборот *there+to be*

Предложения с оборотом *there+to be* указывают на наличие или отсутствие какого-л. лица или предмета в определенном месте. Этот оборот соответствует русскому выражению «имеется, есть, находится». Предложения с оборотом *there+to be* следует переводить, начиная с обстоятельства.

Утвердительная форма	Вопросительная форма	Отрицательная форма
There is a TV-set in their room.	Is there a TV-set in their room?	There is no TV-set in their room.
There are flowers in the vase.	Are there flowers in the vase?	There are no flowers in the vase.

Примечания: 1. Перед числительными и перед словами *many, much, any* вместо *no* ставится отрицание *not*:

There are not many books on the table.

2. В обороте со словом *there* могут также употребляться другие глаголы, например: *to stand, to live*:

There stands a table in the centre of the room.

§ 4. Производные неопределенных местоимений

Неопределенные местоимения *some, any, no* в сочетаниях *с thing* — вещь, *body* — тело, *one* — один, *where* — где, куда — образуют следующие производные:

<i>some</i>	<i>any</i>	<i>no</i>
something — что-то, что-нибудь, что-л.	anything — что-нибудь, что-нибудь, что-л.	nothing — ничто, ничего
somebody — кто-то, кто-нибудь, кто-л.	anybody — кто-нибудь, кто-нибудь, кто-л.	nobody — никто
someone = somebody	anyone = anybody	no one = nobody
somewhere — где-то, где-нибудь, куда-	anywhere — где-л.	nowhere — нигде, никуда
В утвердительных предложениях	В вопросах и с гла- голами в отрицатель- ной форме	С глаголом в утверди- тельной форме

I see somebody (someone, something) in the room.

Do you see anybody (anyone, anything) in the room?

I see nobody (no one, nothing) in the room.

Примечание: *any* и его производные в утвердительных предложениях имеют значение «любой, какой угодно, всякий»:

Take any book you like — Возьмите любую книгу, которая вам нравится.

Let's go anywhere. — Давайте пойдем куда-нибудь (куда угодно).

§ 5. Возвратные и усилительные местоимения

Личные местоимения		Возвратные и усилительные местоимения	
I	we	myself	ourselves
you	you	yourself	yourselves
he	they	himself	themselves
she		herself	
it		itself	

В качестве возвратных эти местоимения соответствуют русским возвратным местоимениям «себе, себя, собой» или частице -сь.

Take yourself another chair.

Как усилительные, эти местоимения соответствуют русским усилительным местоимениям «сам (-а, -о), сами, сам по себе» и т. д.

She makes breakfast herself.

UNIT 4

Словообразование:

1. Суффиксы существительных -ment, -ion

Суффиксы существительных -ment, -ion являются суффиксами существительных, образованных от глагольной основы и означающих процесс, действие или результат (movement — движение, development — развитие, translation — перевод, creation — создание).

2. Суффикс прилагательного -ic

Суффикс прилагательного -ic является суффиксом прилагательных, образованных от существительных и имеющих значение «типичный, свойственный чему-л., кому-л.» (heroic — героический, gigantic — гигантский, systematic — систематический).

Грамматика:

§ 1. Причастие I (Participle I)

1. Participle I образуется прибавлением суффикса -ing к основе глагола:

to stand — standing — стоящий

to carry — carrying — несущий

to run — running — бегущий

2. В предложении Participle I может выполнять функции:

а) определения:

a reading girl — читающая девочка

the girl reading a newspaper — девочка, читающая газету;

б) обстоятельства:

Reading a book the girl smiled — Читая газету, девочка улыбнулась;

в) смысловой части сказуемого (времена Continuous):

She is reading an interesting book. —

Она читает сейчас интересную книгу.

§ 2. Настоящее время группы Continuous (Present Continuous)

1. Present Continuous употребляется, когда говорящий рассказывает о действии как о неоконченном процессе, продолжающемся в данный момент и ограниченном во времени. На русский язык переводится глаголами несовершенного вида:

It is half past eleven in the morning.

Mrs. Smith is working in the kitchen.

Сейчас половина одиннадцатого. Миссис Смит работает на кухне.

2. Present Continuous образуется из настоящего времени вспомогательного глагола be в соответствующем лице и числе и формы причастия I смыслового глагола:

I am having coffee now. (I'm having ...)

She is making dinner. (She's making ...)

They are dancing to the music. (They're dancing ...)

3. Образование вопросительной и отрицательной формы
в Present Continuous:

Is he working just now?

No, he isn't working.

§ 3. Причастие II (*Participle II*)

1. Participle II обычно выражает результат действия, которому подвергся предмет, и переводится на русский язык причастием страдательного залога.

Participle II стандартных глаголов образуется прибавлением суффикса -ed к основе глагола:

to exploit — exploited — эксплуатируемый

to divide — divided — разделенный

Participle II нестандартных глаголов имеет особую форму, которая образуется по-разному у различных глаголов:

to build — built — построенный

to make — made — сделанный

2. В предложении Participle II может выполнять различные функции:

а) определения:

the selected stories — избранные рассказы

the house built in our street — дом, построенный на нашей улице

б) обстоятельства в обстоятельном причастном обороте:

When built this house will be the highest in our street.

Когда дом построят, он будет самым высоким на нашей улице.

в) смысловой части сказуемого: после вспомогательного глагола be — страдательный залог; после вспомогательного глагола have — времена группы Perfect:

This house was built two years ago. —

Этот дом был построен два года тому назад.

Our team has built this house ahead of time. —

Наша бригада построила этот дом досрочно.

Словообразование:

Суффикс -ing может образовывать отглагольные существительные, означающие процесс, действие или результат действия:

to meet — встречать

meeting — встреча, собрание

2. Суффикс -ism является суффиксом существительных, обозначающих абстрактные понятия и образованных от существительных или прилагательных:

hero — герой heroism — героизм

social — социальный socialism — социализм

Грамматика:

§ 1. Герундий (*Gerund*)

1. Герундий — очень употребительная форма английского глагола, не имеющая постоянного соответствия в русском языке. Эта своеобразная форма глагола обладает одновременно не только свойствами глагола, но и существительного. На русский язык герундий переводится по-разному: неопределенной формой глагола, отглагольным существительным, деепричастием, придаточным предложением.

По внешней форме герундий полностью совпадает с причастием I: seeing, deciding и т. п.

2. Глагольные черты, свойственные герундию: он может иметь при себе обстоятельство:

Stop talking so fast! — Перестаньте говорить так быстро!

или косвенное дополнение:

I like reading detective stories. — Я люблю читать детективные рассказы

3. Черты существительного: герундий способен выполнять почти все синтаксические функции существительного, т.е. может быть практически любым членом предложения.

Перед ним, как и перед существительным, могут стоять предлоги, притяжательные местоимения, существительные в притяжательном падеже:

Strengthening peace is our main task.

Защита мира — наша главная задача (подлежащее).

He finished translating the text.

Он закончил переводить текст (часть сказуемого).

They enjoy watching funny films.

Они любят смотреть смешные фильмы (прямое дополнение).

I know of his being in the town.

Я знаю о том, что он в городе (предложное дополнение).

I like the idea of Mike's spending his holidays with us.

Нам нравится идея, что Майк проведет каникулы с нами.

On coming home he has dinner.

Придя домой, он обедает.

§ 2. Модальные глаголы *can, may, must, needn't*

Модальными глаголами называются такие глаголы, которые обозначают не само действие, а указывают только на его возможность, вероятность, необходимость.

Модальные глаголы не изменяются ни по лицам, ни по числам, и за ними всегда следует глагол, выражающий действие, в форме инфинитива без частицы *to*.

Глагол *can* (могу, умею) выражает способность, обусловленную физическими данными человека, его знанием и умением:

I can speak English. — Я могу (умею) говорить...

Глагол *may* (могу, можно) выражает вероятность действия или разрешение произвести действие:

He may be late. — Он, возможно, опоздает.

You may take my pen. — Вы можете (я разрешаю) взять...

Глагол *must* (должен, нужно, надо) выражает долженствование, необходимость действия:

You must read English books. — Вы должны читать.

Глагол *needn't* выражает отсутствие необходимости что-л. делать:

You needn't come here every day.

— Вам не нужно приходить...

Отрицательные и вопросительные предложения с модальными глаголами образуются без вспомогательных глаголов:

Can you speak French? — No, I cannot (can't) speak French.

You must not do such things.

§ 3. Инфинитивная конструкция

It is too... to do smth.

Конструкция содержит инфинитив, которому предшествует слово *too*; переводится на русский язык или инфинитивом или самостоятельным предложением с союзом *и*:

It was too cold to swim. — Было слишком холодно, чтобы плавать. Было слишком холодно и нельзя было плавать.

UNIT 6

Словообразование:

1 Суффиксы *-ance, -ence* являются суффиксами существительных, образованных от глаголов и обозначающих процесс или результат:

to assist — assistance — помощь

to depend — dependence — зависимость

2. Суффикс *-cy* является суффиксом существительных, образованных от прилагательных и существительных и имеющих значение «положение, качество»: *aristocracy, literacy* — грамотность.

3. Суффикс *-ful* является суффиксом прилагательных со значением «обладающий качеством», присущим существительному, от основы которого прилагательное образовано:

power — powerful — сильный

care — careful — заботливый.

4. Конверсия. Конверсия — это такой способ словообразования, при котором слово переходит из одной части речи в другую без изменения формы:

answer — ответ	to answer — отвечать
clean — чистый	to clean — чистить

Грамматика:

§ 1. Past Indefinite (Simple)

Прошедшее время группы Indefinite (Simple) употребляется для того, чтобы рассказать о действиях или событиях, происходивших в прошлом, независимо от того, были ли они кратковременными (он выпил чашку чая) или повторяющимися (мы часто ходили в тот парк).

Употребляются с любым обозначением времени в прошлом (вчера, в прошлый раз, ... тому назад, и т. п.)

По способу образования прошедшего времени группы Indefinite (Simple) (так называемой «второй формы глагола») и причастия II («третьей формы») все английские глаголы делятся на стандартные и нестандартные.

Стандартные глаголы образуют Past Indefinite путем прибавления к основе окончания -ed. Чтение окончания варьируется:

sign — signed [d]; work — worked [t]; test — tested [id].

Формы нестандартных глаголов можно найти в таблице нестандартных глаголов. Их нужно заучивать.

Вопросительные и отрицательные формы как стандартных, так и нестандартных глаголов образуются по тому же принципу, что и соответствующие формы Present Indefinite, но вспомогательный глагол do употребляется соответственно в прошедшем времени did во всех лицах ед. и мн. числа:

Did you live in Kiev last year? — No, I didn't. I lived in Odessa.

Did you go to the cinema yesterday? — No, I didn't. I went to see my friend.

§ 2. Present Perfect

1. В английском языке существует особая форма настоящего времени, которая употребляется, когда говорящий, рассказывая о действии, завершившемся к моменту разговора, подчеркивает его значение для настоящего времени. Форма Present Perfect характерна для диалога.

2. Настоящее время группы Perfect образуется из настоящего времени вспомогательного глагола have и третьей формы (причастия II) основного глагола.

На русский язык переводится глаголами в прошедшем времени, совершенного вида:

I have seen the new film. (I've seen...) — Я посмотрел...

He has written the letter. (He's written...) — Он написал...

We have read the article. (We've read...) — Мы прочитали...

3. Употребляя Present Perfect, говорящий имеет в виду, главным образом, факт совершения действия к настоящему моменту, а не время и не место его совершения. Поэтому Present Perfect не сочетается с вопросительным словом when и с обстоятельствами времени, четко относящимися к прошлому: yesterday, last week, a long time ago и т. п.

В силу своего значения Present Perfect часто сочетается с наречиями неопределенного времени: already, always, ever, never, just, yet.

I've already done the work.

He's just got the letter.

We've never been to Leningrad.

Present Perfect может употребляться также с такими обстоятельственными словами, которые обозначают еще не истекший отрезок времени, как, например: today, this week, this month, this year и т. п.

We've done a lot of work today, haven't we?

4. Образование вопросительной и отрицательной формы в Present Perfect:

Have you heard the news?

He hasn't thought of it yet.

Has he written the composition? Yes, he has (No, he hasn't).

Словообразование:

1. Суффиксы -ary, -ory являются суффиксами прилагательных, образованных от существительных и глаголов: legend — legendary — легендарный; to advise — advisory — консультативный.

2. Суффикс -ous является суффиксом прилагательных, образованных от существительных или глаголов: danger — dangerous — опасный; to vary — various — разнообразный.

3. Префикс -un придает слову отрицательное или противоположное значение: lawful — unlawful — незаконный; to dress — to undress — раздевать(ся).

Грамматика:**§ 1. Present Perfect Continuous**

1. Настоящее время в группе Perfect Continuous означает действие, которое уже длилось в течение какого-то отрезка времени до настоящего момента и продолжает длиться в настоящий момент. Таким образом, здесь сочетаются, взаимодействуют предшествование (Perfect) и длительность (Continuous).

2. Вспомогательная часть при образовании Present Perfect Continuous — глагол to be в Present Perfect. Основная часть — причастие I смыслового глагола.

We have been discussing the report for 2 hours.

Мы обсуждаем этот доклад уже 2 часа.

He has been working at the court for five years.

Он работает в суде уже 5 лет.

3. Вопросительные и отрицательные формы Present Perfect Continuous образуются следующим образом:

Have you been living in our city for 10 years? — Oh, no. I haven't been living here so long. I've been living here for 5 years.

Вы живете в нашем городе уже 10 лет? — Нет, я не живу здесь так долго. Я живу здесь только 5 лет.

§ 2. Сводная таблица настоящих времен

Indefinite (Simple) Простое	Continuous Длительное	Perfect Завершенное	Perfect Continuous Завершено- длительное
Констатация факта	Процесс	Завершенность (но связь с настоящим)	Процесс уже в течение определенного периода времени
Он (обычно) пишет длинные письма.	Сейчас он пишет письмо.	Он уже написал письмо.	Он пишет письмо уже два часа.
He writes long letters, V, V-s	He is writing a letter now. am is V-ing are	He has written a letter. have V ₃ has	He has been writing letter for two hours. have been V-ing has been

§ 3. Степени сравнения прилагательных

Положительная степень	Сравнительная степень	Превосходная степень
young	younger	(the) youngest
happy	happier	(the) happiest
difficult	more difficult	(the) most difficult

Односложные прилагательные и двусложные, оканчивающиеся на -y, -er, -ow, -le (easy, clever, narrow, simple), образуют сравнительную степень прибавлением суффикса -er, превосходную степень — прибавлением суффикса -est.

Большинство двусложных и многосложных прилагательных образуют сравнительную степень при помощи слова more — более и превосходную — при помощи the most — более всего.

Степени сравнения наречий образуются аналогично степеням сравнения прилагательных, но в превосходной степени наречие употребляется без определенного артикля:

late	later	latest
поздно	позже	позже всех

Некоторые прилагательные и наречия образуют степени сравнения от разных основ. Их немного и их следует запомнить:

Положительная степень	Сравнительная степень	Превосходная степень
good	better	(the) best
well		
bad	worse	(the) worst
badly		
little	less	(the) least
much	more	(the) most
many		

UNIT 8

Словообразование:

Суффиксы -en, -fy, -ate, прибавленные к основе прилагательного или, реже, существительного, являются признаком глагола со значением «делать (ся)», таким, как на то указывает данное прилагательное (или существительное): cheap — to cheapen — дешеветь; threat — to threaten — угрожать; simple — to simplify — упрощать; formula — to formulate — выражать в виде формулы.

Грамматика:

§ 1. Future Indefinite (Simple)

1. Будущее время группы Indefinite (Simple) употребляется для выражения обычных, повторяющихся, регулярных действий в будущем. С глаголами в форме Future Indefinite часто употребляются следующие обстоятельственные слова и словосочетания: to-morrow, in a week, soon, next year и др. Обратите внимание, что в сочетаниях со словом next предлог и артикль не употребляются.

2. Future Indefinite образуется при помощи вспомогательных глаголов shall (в 1 л. ед. и мн. ч.) и will (в 2—3 л. ед. и мн. числа) и смыслового глагола в форме инфинитива без частицы «to».

I shall go to my new office by bus. (I'll go...)

He will report to his electors next week. (He'll report...)

Will you take part in the elections? — Yes, I shall. (or: No, I shall not=I shan't.)

Will he become a lawyer? — Yes, he will. (or: No, he will not=He won't.)

3. В придаточных условия и времени (с союзами if, unless, when, before, after, as soon as, till, untill) будущее время заменяется формой настоящего времени, но на русский язык переводится будущим:

If he comes here, we'll tell him about it. (When he comes...)

Если он придет, мы расскажем ему об этом. Когда он придет...

§ 2. Сравнительные конструкции

При сравнении двух предметов одинакового качества употребляется оборот as...as:

His flat is as comfortable as yours. Его квартира такая же удобная, как ваша.

Для выражения неравной степени качества используется оборот not so...as:

His flat is not so comfortable as yours. Его квартира не такая удобная, как ваша.

UNIT 9

Словообразование:

Суффикс -ly является суффиксом наречий, существительных, образованных от прилагательных (direct — directly — прямо) или от существительных (day — daily — ежедневно; week — weekly — еженедельно).

Грамматика:

§ 1. Past Continuous

Прошедшее время группы Continuous употребляется для выражения длительного действия, происходящего в указанный момент в прошлом. Past Continuous образуется с помощью вспомогательного глагола «be» соответственно в форме прошедшего времени (was, were) и основного глагола в форме причастия I.

Момент действия может быть обозначен:

а) обстоятельством, обозначающим точное время:

At 5 o'clock yesterday we were staying at the barrister's office.

б) обстоятельством, обозначающим отрезок времени:

They were showing the capital to their friends from 9 a.m. to 5 p.m.

в) другими действиями в прошлом:

He was going to the shop when I saw him.

§ 2. Past Perfect Continuous

Прошедшее время в группе Perfect Continuous обозначает действие, которое началось и совершалось в течение какого-то отрезка времени до указанного момента в прошлом и продолжало совершаться в указанный момент в прошлом.

Вспомогательная часть при образовании Past Perfect Continuous — глагол be соответственно в прошедшем времени Perfect (had been).

Основная часть — причастие I смыслового глагола.

He had been working for two hours when you phoned him.

Он уже работал 2 часа, когда вы ему позвонили.

UNIT 10

Словообразование:

Суффикс -al является суффиксом прилагательных, образованных от существительных и имеющих значение

«типичный, имеющий характер чего-л.»: conversational — разговорный; professional — профессиональный.

Грамматика:

§ 1. Past Perfect

Прошедшее время группы Perfect обозначает действие, которое закончилось к какому-то моменту в прошлом.

Вспомогательный глагол в этом времени — to have стоит в форме Past Indefinite (had), а основной — в форме причастия II.

I had written the letter by 6 o'clock yesterday.

Я написал письмо к 6 вечера.

I had written the letter when you came (by the time you came).

Я (уже) написал письмо, когда вы пришли.

§ 2. Сводная таблица прошедших времен

Indefinite (Simple) Простое	Continuous Длительное	Perfect Завершенное	Perfect Continuous Завершено- длительное
Констатация факта	Процесс	Завершенность к моменту в прошлом	Процесс длится уже в течение определенного времени (до момента в прошлом)
Он (на)писал это письмо вчера.	Он писал письмо вчера, когда я пришел.	Он написал письмо до того, как я пришел.	Он писал вчера, уже 2 часа, когда я вошел.
He wrote this letter yesterday.	He was writing a letter when I came.	He had written a letter before I came.	He had been writing for two hours when I came.
V-ed	was	had V ₂	had been V-ing
V ₂	V-ing were		

Словообразование:

Сложные прилагательные типа law-making.

Эти прилагательные состоят из основ переходных глаголов, обычно в форме причастия I, и основ существительных. Синтаксическая параллель этим прилагательным — сочетание «глагол+прямое дополнение»:

the people who love freedom — freedom-loving people.

Грамматика:**§ 1. Future Continuous**

Future Continuous служит для обозначения действия в процессе его развития, которое будет совершаться в определенный момент в будущем. Вспомогательный глагол to be стоит соответственно в будущем времени: Future Indefinite, а смысловой глагол — в форме причастия I.

Момент действия может быть обозначен:

а) обстоятельством, обозначающим точное время действия:

At this time tomorrow they will (they'll) be leaving for Kiev;

б) другим действием в будущем (кратковременным). Это другое действие выражается глаголом в форме Present Indefinite (Simple):

I shall (I'll) be waiting for you when you come;

б) параллельным длительным действием в будущем (то есть в одно и то же время):

I'll be reading a newspaper while he'll be watching TV.

Вопросительные и отрицательные формы. Future Continuous выражаются следующим образом:

What will you be doing tomorrow at 10 a.m.? — I'll be taking my exams. — Will you be taking the exam in English? — Oh, no,

I shan't be taking the exam in English. I'll be taking the exam in history.

§ 2. Future Perfect

Future Perfect служит для обозначения действия, которое будет завершено до определенного момента в будущем. Этот момент может определяться:

а) обстоятельством времени с предлогом by — к:

I'll have written the letter to my sister by 7 o'clock tomorrow;

б) другим будущим действием, с помощью предлога before. Это другое действие выражается глаголом в форме Present Indefinite (Simple):

I'll have written the letter before he comes.

Грамматика:**Страдательный залог (Passive Voice)**

Глагол-сказуемое в Passive Voice показывает, что подлежащее предложения не является действующим лицом, а наоборот, обозначает лицо или предмет, на который направлено действие, выраженное сказуемым.

I am asked. — Меня спрашивают.

В английском языке все времена страдательного залога образуются по общему правилу:

to be + Participle II

Вспомогательный глагол ставится в соответствующем времени, а смысловой глагол всегда употребляется в форме причастия II.

Such cases are tried by Federal courts.

This law was passed two years ago.

The exhibition will be opened in a week.

Отрицательные и вопросительные предложения со сказуемым в форме страдательного залога, а также краткие ответы строятся по общему правилу:

This problem was not discussed at the last seminar.
Are these texts translated by our students? — Yes, they are. (No, they aren't.).

Перевод глаголов в *Passive Voice* на русский язык

Пример	Перевод	Способ перевода
1. The Soviet Union was founded in 1922.	Советский Союз был образован в 1922 г.	Глаголом «быть» с краткой формой страдательного причастия.
2. The lecture was delivered two days ago.	Лекция читалась два дня тому назад.	Глаголом с окончанием -ся, -сь.
3. She was often asked at the lessons.	Ее часто спрашивали на уроках.	Неопределенно-личным предложением.

Перевод предложений типа «This problem is much spoken about» следует начинать с предлога, стоящего за глаголом, т.е. «Об этой проблеме много говорят».

UNIT 13

Словообразование:

Суффикс *-ity* является суффиксом существительных, образованных от прилагательных и обозначающих состояние, положение, иногда качество или свойство (*majority* — большинство; *equality* — равенство; *ability* — способность).

Грамматика:

§ 1. Времена группы *Perfect* в страдательном залоге

Времена группы *Perfect* страдательного залога употребляются в тех же случаях, что и соответствующие им

времена действительного залога. Они образуются по следующей форме:

to have+been+Participle II смыслового глагола.

Глагол *to have* ставится в соответствующем времени, лице, числе:

Present Perfect Passive	Past Perfect Passive	Future Perfect Passive
I have been told.	I had been told.	I (we) shall have been told.
He (she, it) has been told.	He (she, it) had been told.	He she, it will have been told.
We (you, they) have been told.	We (you, they) had been told.	they will have been told.

В вопросительной форме *Passive Voice* первый вспомогательный глагол ставится перед подлежащим, а в отрицательной — отрицание *not* ставится после первого вспомогательного глагола:

Will the house have been built by the new year?

This house had not been built by the time we moved here.

§ 2. Времена группы *Continuous* в страдательном залоге

Из времен группы *Continuous* в страдательном залоге употребляются только *Present* и *Past Continuous*. Правила их употребления те же, что и в действительном залоге.

Времена группы *Continuous* образуют *Passive Voice* по следующей формуле:

to be+being+Participle II смыслового глагола.

Present Continuous Passive	Past Continuous Passive
I am being examined.	I (he, she, it) was being examined.
He (she, it) is being examined.	We (you, they) were being examined.
We (you, they) are being examined.	

UNIT 14

Словообразование:

Сложные прилагательные типа judge-made

Сложные прилагательные этого типа состоят из основ существительных и глаголов в форме причастия II, структурно соответствуя синтаксическим сочетаниям «глагол+предложное дополнение»:

covered with ice=ice-covered; made by machine=machine-made.

Грамматика:

§ 1. Эмфатическое выделение членов предложения

Для выделения какого-либо члена предложения в английском языке употребляется особая конструкция it is (was) ...that (who) ..., которая на русский язык обычно переводится простым предложением с добавлением таких слов, как «именно, как раз, только» и др., причем союз that (who) при переводе опускается:

It is he who helped me then. — Именно он помог мне тогда.
It is this book that I want to read now. — Именно эту книгу я хочу сейчас почитать.

§ 2. Сравнительная конструкция с парным союзом

Сочетание определенного артикля со сравнительной степенью прилагательного или наречия переводится на русский язык при помощи парного союза «чем (больше)..., тем лучше)....».

The more you study English the better you know it.

В предложениях с составным именным сказуемым наблюдается обратный порядок слов:

The more are you attentive the better are the results.

UNIT 15

Словообразование:

Суффикс -ive, прибавленный к основе глагола, является признаком прилагательных со значением «обладающий свойством, признаком, качеством» (educative — воспитательный; defensive — защитный).

Грамматика:

§ 1. Согласование времен

В английском языке время глагола в дополнительном предложении зависит от времени глагола главного предложения. Если сказуемое главного предложения стоит в прошедшем времени, то и глагол придаточного предложения стоит в одном из прошедших времен:

а) если действие придаточного предложения происходит одновременно с действием главного, то сказуемое придаточного предложения стоит в Past Indefinite (Simple) или Past Continuous и переводится на русский язык глаголом в настоящем времени:

He said he lived in Moscow. — Он сказал, что живет в Москве.

б) если действие придаточного предложения предшествовало действию главного, то сказуемое придаточного предложения стоит в Past Perfect или Past Perfect Continuous

и переводится на русский язык глаголом в прошедшем времени:

He said he had lived in Moscow. — Он сказал, что жил в Москве.

в) если действие придаточного предложения **последует** за действием главного, т. е. по отношению к нему совершится в будущем, то сказуемое этого предложения стоит в Future-in-the-Past, которое образуется при помощи вспомогательных глаголов should (1 л. ед. в мн. тела) и would (2-е, 3-е л. ед. и мн. числа) и инфинитива смыслового глагола без to.

Сказуемое придаточного предложения переводится в этом случае глаголом в **будущем времени**:

I was sure you would come. — Я был уверен, что вы придете.

§ 2. Перевод прямой речи в косвенную

Правила согласования времен распространяются и на косвенную речь:

She said, «I am busy». — She said (that) she was busy.

При обращении в косвенную речь прямого вопроса, он становится дополнительным придаточным предложением, которое вводится словами who, what, when, why, where и др. (если это был специальный вопрос) или союзами if, whether — «ли» (если это был общий вопрос):

He asked me, «Why are you late?» — He asked me why I was late.

She asked them. «Do you know the way there?» — She asked them if they knew the way.

Порядок слов в косвенном вопросе прямой. Повелительное наклонение глагола заменяется в косвенной речи инфинитивом, а глагол to say, введивший прямую речь, заменяется глаголами to tell, to order — «велеть, приказывать» или to ask «просить».

He said, «Do it for me, please». — He asked me to do it for him.

Словообразование: сложные прилагательные типа nation-wide

Сложные прилагательные этого типа состоят из основ существительных и прилагательных и выражают отношения:

- а) сравнения — grass-green (as green as grass);
- б) дополнения — waterproof (proof against water).

Грамматика:

§ 1. Бессоюзные придаточные предложения

В дополнительных и определительных придаточных предложениях союз часто опускается:

I know (that) she is ill. — Я знаю, что она больна.

I enjoy the book (which) I'm reading. — Мне нравится книга, которую я читаю.

Если перед относительным местоимением, соединявшим предложение, стоял предлог, то при пропуске этого местоимения предлог сохраняется, но ставится после глагола:

I told him about the city in which I live.

I told him about the city I live in.

§ 2. Группа существительного

Существительное с относящимся к нему определителем (артиклем, притяжательным или указательным местоимением и др.) и определением составляют единую смысловую группу, группу существительного:

the city's traffic problems — транспортные проблемы города

a sudden policy change — внезапное изменение политики

a 150,000 strong demonstration — демонстрация, в которой участвовали 150 000 человек.

В роли определения могут выступать прилагательные, другие существительные, числительные, причастия и т. д., но главным словом в группе существительного всегда является последнее слово, которое переводится только существительным.

UNIT 17

Словообразование: сложнопроизводные существительные типа housekeeper

Эти слова могут образовываться от основ сложных существительных (highlander — горец от highland), сложных глаголов (daydreamer — мечтатель, фантазер, от to day-dream), словосочетаний (housekeeper — экономка, домоправительница от to keep house).

Сложнопроизводные существительные с суффиксом -er обозначают различного рода деятелей или какие-либо предметы. Образования этого типа очень продуктивны в современном английском языке. Например, такие слова, как

do-it-yourself — тот, кто сам изготавливает или ремонтирует различные бытовые предметы;

wildlifer — тот, кто пропагандирует защиту природы и диких животных;

skyjacker — человек, насильственным путем захвативший самолёт.

Грамматика:

§ 1. Перевод глагольных форм с суффиксом -ed

Если глагольная форма с суффиксом -ed — единственная глагольная форма в предложении, то она является сказуемым в Past Indefinite (Simple) и переводится глаголом в прошедшем времени:

The police released him on the next day. Полиция освободила его на другой день.

Если помимо глагольной формы с суффиксом -ed в предложении имеется еще какая-либо личная форма глагола, то глагольная форма с суффиксом -ed может быть только причастием II. В этом случае она:

а) может входить в состав сложных глагольных форм в качестве смысловой части сказуемого (во временах группы

Perfect, в страдательном залоге) — после личных форм глаголов to have, to be:

They have solved this problem — Они успешно решили эту проблему.
successfully.

He was often asked at the semi- — Его часто спрашивали на парсах.
nars. семинарах.

б) может выполнять функции определения или обстоятельства (в составе обстоятельственного причастного оборота):

The meeting organized by the — Собрание, организованное комитетом, открылось в 5 p.m. 5 часов.

When invited he came at once. — Когда его пригласили, он пришел немедленно.

§ 2. Функции строевых слов *it, one*

Местоимение *it*

Функция	Пример	Перевод
1. Подлежащее	I've seen this film. It is very interesting. What is it? It is our new club.	Он (фильм) очень интересный. Что это? — Это наш новый клуб.
2. Дополнение	You were in Moscow; tell me about it.	Вы были в Москве; расскажите мне о ней.
3. Формальное подлежащее:	It is five o'clock now.	Сейчас пять часов.
а) в безличных предложениях;	It is cold. It is nice to see you. It is time to go home. It is known that he is a good sportsman.	Холодно. Приятно вас видеть. Пора идти домой. Известно, что он хороший спортсмен.
б) в эмпатической конструкции	It was on Saturday that he rang me up.	Он позвонил мне именно в субботу.

Неопределенное местоимение *one*

1. Подлежащее неопределено-личного предложения (обычно в сочетании с м. дальними глаголами)	One must read very much. One must not read in bed. One can get this book everywhere. One can't forget this film.	Нужно много читать. Нельзя читать лежа в постели. Эту книгу можно достать везде. Невозможно забыть этот фильм.
2. Слово-заместитель (во избежание повторения ранее упомянутого в ед. числе, во мн. числе — <i>ones</i>)	I liked this film more than that one. Here are some pencils. Which ones would you like?	Мне понравился этот фильм больше, чем тот. Вот несколько карандашей. Какие карандаши вы хотите?
3. Количественное числительное	There is one theatre in our city.	В нашем городе один театр.

UNIT 18

Словообразование: сложные существительные типа *witness-box*.

В существительных этого типа первый компонент по своему значению уточняет, конкретизирует значение второго компонента, выполняя функции прилагательного. Сложные существительные этого типа широко употребительны в английском языке. Написание этих слов может быть слитным (*airplane, birthday, bedroom*), раздельным (*flower bed, food shop*) и через дефис (*witness-box, tea-party*).

Грамматика:

§ 1. Придаточные подлежащие

Придаточные подлежащие, входящие в состав сложноподчиненного предложения, вводятся следующими союзами и союзными словами: *that* — что, *if, whether* — ли, *who* — кто, *what* — что, какой, *which* — который, *when* — когда, *where* — где, *how* — как, *why* — почему.

That he understands his mistake is clear. Ясно, что он понимает свою ошибку.

Whether they will agree to do it is unknown. Неизвестно, согласятся ли они сделать это.

How we shall prove it is a problem. Как мы это докажем — проблема.

§ 2. Придаточное сказуемое

Придаточное сказуемое выполняет в сложном предложении функцию именной части составного сказуемого. Оно вводится теми же союзами и союзными словами, что и придаточное подлежащее:

The question is whether he knows about the meeting.

Вопрос в том, знает ли он об этом собрании.

This is where I put my papers.

Вот куда я положил свои бумаги.

Literature was what attracted him.

Его привлекала литература.

SPECIAL TEXTS

Text №1

AN INTRODUCTION TO LAW

Every day of our lives we are restrained and guided by law. It protects us while it restricts us. Sometimes it punishes us. It determines the registration of our births and the distribution of our possessions at death. It tells us how fast we can drive and how long we must attend school. Through zoning laws it restricts the type of home we build. Through gambling and drinking laws it regulates the life we lead. Through the Federal Communications Commission it determines the entertainment we see on TV. Through the Federal Trade Commission it helps to protect us from unfair commercial practices. There is no end to the ways in which the law significantly affects our life.

The scope of the law necessarily makes it complex, and complexity has created the need for specialists, namely lawyers. This puts the practice of law well beyond the reach of the layman. For legal assistance in specific instances, the services of a competent professional usually are advisable.

Basically, law is a system of rules. Members of a society establish these rules in order to live in relative harmony. To achieve this end, the individual relinquishes certain rights for the good of the group. For example, each person in this country has surrendered the right to drive on the left side of the highway in order for everyone to drive in relative safety.

Law can also be defined as a standard of conduct, which regulates the relation of the individual to the central government, the relation of the government to the individual, and the relations among the individuals. If there is a conflict in these relations, the law also provides an institution, the court system, through which the respective sides can litigate a problem and reach a solution.

The court is used to determine conflicts between two individuals and to provide a forum for the enforcement of criminal law. The United States possesses a unique court system in that there is a state system and a federal system.

State courts determine almost all questions concerning wills, crime, contracts, personal injuries, and domestic relations. Federal jurisdiction is invoked in questions concerning the United States Constitution, federal laws, conflicts between states, and civil suits involving citizens of different states. This last category is called diversity jurisdiction. Although cases involving federal statutes are usually heard in federal courts, some can be heard in state courts as well.

In general, state courts hear both civil and criminal cases. Jurisdiction in the two areas of law is often established by separate statutes. Usually, at one time, some judges are assigned to criminal cases while others hear civil cases. However the method of assigning cases varies among the different states.

In a civil case, a dispute between individuals is heard and determined. If the individuals desire, they usually can have the case heard before a jury selected from a community. But if the individuals wish or the state requires it a judge will hear the case alone. An example of a civil suit would be as follows: Baker sues Dodd for damage; resulting from injuries sustained in an automobile accident.

In a state criminal court, the judge and jury determine whether the state has proven its criminal charges beyond a reasonable doubt. If the state fails to prove its case, the defendant will be acquitted. If the jury is satisfied beyond a reasonable doubt that the defendant is guilty, it will convict him. However, it should be noted that a criminal defendant also can waive his right to a jury trial and appear solely before a judge.

Essentially, the federal court was established to decide the law in cases concerning the Constitution, federal laws, citizen of diverse state, and conflicts between states. In the first situation the court is asked to apply a specific constitutional

provision or to settle a case arising out of a federal statute, either civil or criminal. In other words, it decides a federal question. Secondly, the court settles private disputes between two individuals who are citizens of different states. In this situation, it might be unfair to force one litigant into the state court system of the other. Therefore the federal court system may handle these diversity suits. However, they can be heard in a state court if that court obtains jurisdiction over both parties.

Both the state and federal court system have courts of original jurisdiction and courts of appellate jurisdiction. The court of original jurisdiction is also known as the trial court. It is in this court that a civil or criminal proceeding is started and initially decided. A civil proceeding, for example, begins when the plaintiff files his complaint with the court. This is a legal document in which a plaintiff alleges that another person has injured him in some way and requests damages or other relief for the injury. When the judge or jury brings in a verdict, the initial civil or criminal proceeding is then considered complete.

Both the state and federal court system have appellate courts. A court of appellate jurisdiction reviews the proceedings at the trial level and determines whether the trial court's decision should be affirmed or reversed. In general, if the litigant files an appeal, the appellate court must consider the case and render its opinion.

If one court rules against him, the litigant often is able to appeal his case to a higher appellate court. However, some state court systems have only one appellate court above the trial court. Decisions of federal courts can be reviewed by the United States Supreme Court, as can state court decisions involving an interpretation of the US constitution. This is the final recourse. Unless it is a very special situation the case cannot be reopened in a lower appellate court. The litigant can petition the Supreme Court to review any case. However, the Supreme Court is not required to consider all cases. In fact, it hears only a small

percentage of the petitioned cases. The court's decision to review a case is purely discretionary, and its action is final. Because of the finality attached to its decisions, the Supreme Court is often termed the "the court of last resort".

Text № 2

The Layman and the Courts

At some time in his life, almost every individual is a victim of circumstances, which would justify his taking another person to court. In most cases, litigation is impractical because the cost of going to court will be more than the sum involved.

Most states recognize the frustrating problem presented by these situations. For many years they attempted to alleviate the problem through the justices of the peace system. In general, this system proved to be a failure because it was disorganized, and because intrained individuals often presided over the proceedings.

The small claims court provided an answer. The purpose of the small claims court system is to provide a friendly forum for the litigation of cases that have high personal importance but involve little money.

A qualified judge presides over most small claims court proceedings. All such courts have jurisdictional limits. For example, the limit in the District of Columbia is \$ 750. Instead of the usual court costs, there is only a nominal filing fee of one or two dollars.

The most economical aspect of the system is that a party doesn't need to consult a lawyer. The form used to file a claim is simple. A knowledge of legal terms is unnecessary. The plaintiff — the person who starts the legal action — merely describes in his own words the basis of his claim against the defendant. If the individual requires assistance, the clerk of the court can provide it.

At the start of the hearing, the person who filed the suit, or plaintiff, tells his story to the judge. The judge and the defendant then ask questions of the plaintiff. Next, witnesses relate their stories. If the defendant believes he is not responsible for the claim, he tells his side of the story. The judge and the plaintiff can ask questions of the defendant and his witnesses. After the judge has listened to both sides of the story, he makes his determination based on substantial justice.

Thus, the small claims court allows the individual to have his day in court without costs, without the need of a lawyer (although in most states he may have one if he desires), and without becoming involved in the technical procedures that normally govern a legal proceeding.

Text № 3

The Duties of a Juror

In a civil action tried by a jury, the jury determines whether the plaintiff or the defendant wins the law suit. If damages are to be awarded, the jury decides how much money the successful party receives. In criminal law the jury must be persuaded beyond a reasonable doubt that the defendant is guilty before he can be convicted of the crime.

There are two kinds of juries: the petit or "petty" jury and the grand jury. The petit jury is a fact-finding body that decides civil cases and determines the guilt of an accused in a criminal trial. The grand jury is an accusatory body. It functions solely in criminal law. The grand jury hears preliminary prosecution evidence and determines whether that evidence is sufficient to indict or legally charge the person with a crime. When a grand jury indicts an individual, it charges him with a specific offence. The accused is then tried by a petit jury, which determines his guilt or innocence of that charge. Thus, the two juries each have important functions to perform.

In general, a prospective juror must meet the following requirements: He must be a citizen of the United States between twenty one and seventy years of age, in possession of his reasoning faculties, and in reasonably good health. However, the state laws governing the jury qualifications vary.

In most states certain conditions automatically disqualify an individual from serving on a jury. For instance, a person convicted of a felony or of a misdemeanor involving moral turpitude (conduct contrary to honesty, justice, modesty, or good morals) cannot serve. The laws of many states specifically disqualify from jury duty members of parties or organizations, which advocate the violent overthrow of the government.

Some individuals are automatically exempted from jury duty because of their jobs. Thus, in many states, government officials are excluded from serving on a jury. Many others can claim exemption if they belong to professions that provide important public services. This list of people usually includes: surgeons, dentists, physicians, pharmacists, attorneys, priests, ministers, members of the military, policemen, firemen, and journalists.

To choose the actual trial jurors from among the veniremen, lawyers conduct what is known as a *voir dire*. In other words, they question each venireman individually to determine whether he is qualified. For example, if the juror has prior knowledge of the case, personal prejudice or is a blood relation of a party, he is disqualified from serving on that particular jury. When the lawyers for both sides are satisfied, the jury can be seated and the trial can begin.

The juror performs his all-important function during the trial. He must listen to all the evidence and determine which witnesses are telling the truth. At the end of the trial, the jury returns to its private room where it deliberates on the case and seeks to agree on a verdict. In his determination of the facts, the individual juror must make his decision in accordance with the

instructions of the law given by the judge. Because compromises and other improper means of arriving at a verdict are occasionally employed, the use of a jury has been criticized. However, no one can deny that the jury has proven an effective means to determine litigated questions among the nation's citizens.

Text № 4

The Duties of a Witness

Lawyers handle only the legal procedures of a trial and the substantive law involved. The individual witnesses provide the facts. This is an extremely important function, especially when one considers that a trial is nothing more than a forum in which each party, through its witnesses, is given a chance to tell his side of the story. After hearing all the testimony, the jury then decides which are the true facts.

It is clear that the individual witness has a significant bearing on the outcome of a trial. It is important, therefore, to know what is expected of a witness when he appears at a trial.

If a person witnesses an event which may become the subject of a lawsuit, he will soon find himself interviewed by attorneys or investigators from both sides. In some instances, one interview will take place with attorneys from both sides and will be recorded word for word. This is called a deposition and affords a fair method for the lawyers to discover the relevant facts. At the initial interview, the attorney representing the party for whom the individual is testifying will go over the facts with the witness. They will also discuss the format of the questions that will be asked on direct examination, sometimes question by question. The lawyer will attempt to prepare the witness for the type of questions he can expect during the cross-examination.

Juries determine facts both by what is said and by the manner in which it is said. As soon as a person takes the witness stand, the jurors, consciously or subconsciously, begin to formulate

impressions on his credibility. There are many factors underlying these impressions:

- * Whether the witness answers promptly or hesitates;
- * Whether he exaggerates;
- * Whether he is overbearing;
- * Whether he appears insincere;
- * Whether he is crude;
- * Whether he is obviously prejudiced toward one side.

In addition, juries judge a witness by his physical appearance. Many jurors would not be wholly objective toward a witness who was unwashed, unkempt, and wore dirty clothes. Also, a lawyer representing a woman in an alienation of affection lawsuit would be taking a risk if he permitted her to testify in a provocative dress. In spite of honest assertions to the contrary, such factors subconsciously affect the jury's impression of a witness. Commonly approved ideas for witnesses include good grooming; good posture; simple, clear explanations; sincerity; and honesty.

In summary, the layman is the best witness when he presents a respectable physical appearance, honestly relates the facts as he remembers them, does not fabricate to put together the loose ends of his memory, and gives clear, forthright answers.

Text № 5

The Individual as a Party in a Civil Lawsuit

At least two individuals are involved, in every civil suit: a plaintiff and a defendant. These individuals are called "parties". The plaintiff is the person who files the complaint. This statement claims that the defendant is responsible for the plaintiff's damages. At trial, although the burden of proof is usually on the plaintiff, the defendant may have to defend himself against this claim. In some cases he must show that he is not responsible for the injuries, either factually or legally. In

other civil suits, the defendant must prove that it was the plaintiff's negligence that caused the injuries.

The parties in most civil trials are laymen. Many are unfamiliar with the legal technicalities of courtroom procedure. If the parties personally testify at the trial, the ideas expressed earlier about the responsibilities of witnesses are applicable.

The plaintiff and the defendant are directly affected by the outcome of a trial. One wins, the other loses. Sometimes substantial amounts of money are involved. It is paramount, therefore, that each does everything within legal limits to help his cause.

Initially, a concerned party can best help himself by telling his lawyer everything remotely connected with his legal claim. Let the Sawyer determine whether it is "legally relevant". Many individuals unwittingly damage their cases by leaving out 'unimportant' details, only to discover later that those facts could have changed the verdict.

The initial interview should disclose the facts of the incident, including the names of witnesses, any documentary evidence, the weather if relevant, the sequence of events, and other details. The lawyer can investigate these facts and seek corroboration by other witnesses. This process slowly solidifies the case. If, after initial interview, the individual recalls additional facts, he should inform his lawyer. However, the party should not talk to the opposing party, his attorney, or any investigator employed by the other person *unless his own lawyer is present*. The lawyer's presence can insure that the questioning is fair and relevant. If his lawyer is not there, an individual may be drawn into making misleading statements that could adversely affect his case.

At the trial itself, the party should present a neat appearance. Unconventional clothing can adversely affect a party just as it can a witness. In fact, he can lose his own case. Another important rule is to be concerned, but not insincere or overly

emotional. Honesty and restraint are the party's best assets. Apart from giving any direct testimony, the plaintiff or defendant stays with his lawyer at the counsel's table and observes the trial. During the course of the proceedings, the lawyer may consult with him frequently to verify facts or to seek additional information. Apart from this information the job of the layman as a party is completed.

Text № 6

The Individual as a Criminal Defendant

A defendant in a criminal proceeding is in an extremely hazardous position. An unfavourable verdict can put him in prison for months, years, or even life. Ignorance of the law is no defence in a criminal prosecution. The individual is presumed to have knowledge of the law. Therefore, individuals must become as knowledgeable of the law as possible. Consequently, a person will know what to expect if criminal charges are preferred against him.

The Bill of Rights in the United States Constitution expressly protects individuals from police-state tactics. Before the police can interrogate an individual, they must orally advise him of the following rights:

- * He has a right to remain silent.
- * Anything he says may be used against him in a court of law.
- * He has a right to an attorney. If he cannot afford one, the state will appoint one, free of charge, to represent him before any questions are asked.

The individual, however, can waive, or relinquish, these rights. If he decides to answer questions anyway, the individual's statements can be held against him in court.

Another constitutional provision often involved in criminal cases is the Fourth Amendment right against "unreasonable search and seizures". Except when they make a search as a part

of an arrest, the authorities generally need a search warrant before they can search an individual's premises. However, there are certain exceptional circumstances, which preclude the need for a search warrant. One is the consent search.

An individual can consent to a search and thereby waive his Fourth Amendment rights. It must be remembered that evidence obtained in a search may be used against the individual if the case comes to trial. For example, many individuals attempt to bluff their way in hopes that the authorities will not find what they are looking for. If the article is found, there is little the individual can do since he consented to the search. In situations of these sorts, the individual should withhold his consent and consult an attorney.

Assuming that the individual is brought to trial, what happens next?

One course would be to plead guilty to the charges. In general an individual may wish to plead guilty if there is a solid case against him, if he has little or no defence, and if he hopes that a guilty plea will bring a lenient sentence.

It is imperative that the defendant understands the meaning and the effect of a guilty plea. By pleading guilty, the defendant judicially admits the crime and authorises the judge to enter a conviction against him. In addition, the defendant waives three important rights:

- * His Sixth Amendment right to be tried by a jury;
- * His Sixth Amendment right to confront the witnesses who would testify against him;
- * His Fifth Amendment right against self-incrimination.

These are important rights, and only the defendant, in consultation with his attorney, can decide if he wishes to waive these rights by entering a guilty plea.

The defendant's other course of action is to plead not guilty. By pleading not guilty, the defendant requires the prosecution to convince the jury *beyond a reasonable doubt* that he is guilty

of the offence. After the defendant has entered a plea of not guilty, the prosecution presents its case. The defence lawyer can present witnesses who support the defendant's claim of innocence. In addition the defendant may take the stand and give his own account. Whether or not the defendant testifies depends on the facts in that particular case.

However, it is important to remember that the Fifth Amendment guarantees the individual the right of remain silent. He cannot be made to incriminate himself. Thus the defendant can refuse to take the stand. In fact, he can refuse to offer any evidence at all. Instead he may argue that the prosecution has failed to produce any conclusive evidence of his guilt. This may be a successful tactic. If the state fails to prove its case, the defendant is acquitted.

In conclusion, the individual participates in court proceedings in a number of important ways. His relative success will depend on how he reacts to a specific situation. However, knowledge of the law and legal procedures coupled with adequate preparation are the best aids to a successful handling of court cases and duties.

Text № 7

Lawsuits for Personal Injury

During the early development of the law, it was recognised that whenever possible the court should award compensation to those persons harmed by the actions of another. As a result of this determination, the theory of tort liability was conceived. Tort law is based on the idea that anyone who causes injury to another person or his property should be held responsible for this harm. It differs from criminal law, in which a state imposes punishment upon the guilty party and thereafter seeks to rehabilitate him. Tort theory is also different from contract law,

which the court uses to give legal effect to the promises of individuals.

In essence, a tort, or civil wrong, is the violation of a personal right guaranteed to the individual by law. A person has committed a tort if he has interfered with another person's safely, liberty, reputation or private property. If the injured party can prove that the defendant proximately caused him harm, the court will hold the defendant responsible for the plaintiff's injury. If he doesn't have a valid defence, the defendant will be forced to pay for the damage he caused.

Tort liability can be divided into three broad areas:

- * Liability as a result of intentional conduct;
- * Liability as a result of negligent conduct;
- * Liability without fault.

Individual torts include such offences as assault, battery, trespass, conversion, defamation, and deceit. In addition, accidental injuries caused by defective machinery or dangerous activities can render the owner or person in charge liable for the damage.

Since the individual can easily become involved in tortuous situation, often through little or no fault of his own, it is useful to know what actions are considered torts and what defences exist to eliminate or reduce liability.

Text № 8

Liability Resulting from intentional Conduct

An individual has committed an intentional tort if he has knowingly violated the rights of another. He may have considered his action a practical joke, or he may have believed that no harm would result. Neither excuse-constitutes a valid defence. He will be held liable for an intentional tort because he desired to wrongfully interfere with another's interests and because he

acted upon that desire, if the guilty party has injured his victim, he will be forced to compensate that individual for his injuries.

Since many seemingly harmless pranks or thoughtless actions can lead to liability for a civil wrong, it is useful to know what acts constitute intentional torts.

Assault. Assault is an intentional act, which provokes in the victim a reasonable apprehension that the aggressor intends and is able to harm him. No contact is necessary. The harm is the mental fear of injury. To illustrate, suppose two neighbours, Jones and Smith, are always quarrelling. Jones starts to build a garage, which Smith believes will infringe on his property. In his anger Smith grabs a hatchet. Running toward Jones he begins yelling and waving the hatchet wildly. Although Smith does not actually hit Jones, he may be liable for assault because his acts placed Jones under a reasonable fear that he would be injured. Even if Smith meant no harm and was only carrying a practical joke to an extreme, the liability still exists.

An assault action, however, presupposes that the victim is *aware* of the impending harm. Suppose Smith was behind Jones when he raised the hatchet. At this point there is no assault because Jones is unaware of the raised hatchet. He has no apprehension of impending harm. Or, if Smith points a gun at Jones, but Jones doesn't see it, the result is the same. No liability exists because the victim is unaware of the act and therefore cannot be frightened or intimidated.

Normally, words alone are insufficient to constitute an assault. The aggressor must have some ability to carry out the impending harm. Thus, *words coupled with an overt act* are sufficient. For example, if Alien approaches Baker, waves a pistol at him, and says 'stick'em up', he has committed an assault. The words alone are no cause for fear, but the words, coupled with the pistol, constitute a distinct threat. In this situation. Baker's fear that he will be harmed is entirely reasonable.

Battery. In simple terms, a battery is a completed assault. It can be defined as the unjustified use of force against the body of another person, resulting in unconsented contact with that person. Fear of apprehension of injury is not part of this tort. All that is necessary is that the force be intentional and that it be applied without the victim's consent. In our example, if Smith had actually struck Jones with the hatchet, he would have committed a battery upon him and would be liable for any resulting injuries.

Battery sometimes occurs as the result on unauthorised surgical operations. Suppose Dr. Casey is to perform an operation on Mrs. Olson's right leg. Permission is granted for that operation, but while in the operating room, Dr. Casey discovers an ugly tumour on his patient's left leg and removes it. Courts have held that since he did not have permission to operate on the left leg, the doctor is liable for battery. In view of these court results, hospitals often insert a protective clause in their consent forms. This clause gives them permission to perform any additional surgery that is both beneficial and minor. Therefore, it is important to read a consent form for an operation carefully in order to see what clauses it contains. If a question arises about the meaning of a particular statement, the doctor can usually answer it. The safer course of action, however, might be to ask a lawyer to explain the meaning and effect of the clause.

False imprisonment. False imprisonment is a violation of the individual's right of personal liberty. This tort is described as the unlawful and unjustified detention of a person against his will. The law considers a person falsely imprisoned only if he is completely prevented from going about his business. A victim of this tort can bring an action against the person responsible and recover money compensation for his loss of time, any physical injury, illness, or any mental anguish he may have suffered.

A simplified example of false imprisonment would occur if Williams, without right, placed Young in a room and locked the door, thereby preventing him from leaving. However, if there were a window in the room through which Young could have escaped, a court might find that the detention was not sufficiently complete to constitute false imprisonment.

In their attempts to curb shoplifting, store merchants occasionally violate the personal liberty of suspects by detaining them without a reasonable cause, as in the following example:

Mr. Davis, the store detective, stops Jimmy and Johnny as they try to leave the store. Davis didn't see the boys take anything nor did anyone report to him that they did. He just doesn't trust their looks or their mannerisms as they wander through the store. His examination of their shopping bags shows that they have paid for everything. Johnny and Jimmy could file a lawsuit against Davis and the store for the false imprisonment.

Shoplifting is such a major problem that many states have modified their laws governing false imprisonment. These new provisions allow authorised store personnel to detain a person whom they reasonably believe has stolen merchandise.

Trespass. Strictly speaking a trespass is the unlawful invasion of another person's real property. This tort has its roots in early English and American common law. Traditionally, the individual has enjoyed the right to own and use land without interference. Thus a person who intentionally enters private property without the owner's consent technically commits trespass, regardless of whether or not he harms the property. Examples of technical trespass include animals intruding on one's property, people using private property as a short cut, or children throwing rocks on someone's land. Since the harm to the land is minimal in these cases, a court would probably award nominal damages, such as one dollar.

However, many trespasses result in serious damage to the land or its owner. For example, a driver of a moving van, while attempting to turn around in the street, drives the truck over the curb onto a private lawn and crushes the owner's new sidewalk. The company is liable to the property owner for the damage. To illustrate another serious trespass, suppose some neighbourhood children camp on the far end of a man's acreage without his consent. Thinking that they have put out their campfire, the children bed down for the night. However, the wind comes up and fans the coals to life. The subsequent fire spreads and eventually burns down the owner's house. He can recover damages from the children and possibly from their parents for the loss of his house.

Error is no excuse in the eyes of the law. A trespass committed by mistake is still a trespass, and the transgressor is liable to the property owner for any damage he has caused. For example, John and George have the mineral rights for a parcel of land on which they discover natural gas. After capping their find, they seek a method of economically producing it. Meanwhile, ABC Gas Company, under the impression that it is drilling on its own land, "discovers" and attempts to recoup the same natural gas deposit. Since John and George have the legal rights to the minerals, they can recover for damages even though ABC Gas Company believed that it was drilling on its own' land.

Conversion. Trespass applies to the intentional invasion of real property. In a similar manner, conversion to the exercise of dominion over someone else's personal property. Personal property includes tangible possessions such as cars, appliances, clothing, and jewellery, and intangible property such as stocks and bonds.

The term conversion encompasses several different acts. One is unauthorised appropriation, either openly or fraudulently, of another's property.

John, a college student, goes into Joe's room and takes his typewriter. Joe has not given his permission for this act. Since he has no right to take the machine, John is liable to Joe for conversion.

Mr. Slick, a con-artist, convinces Mrs. Simpson to give him 2,000 worth of stock certificates as an investment in Is uranium venture. There is no such venture. Mr. Slick is liable to Mrs. Simpson for conversion.

Another form of conversion is the unauthorised use of property. Under this principle a person legally acquires possession of the property but subsequently converts it to his own personal use without the owner's permission.

Mr. Porter drives into Acme Parking Company for off-street parking during business hours. Instead of parking the car, the parking attendant drives it around all day. Since Mr. Porter gave no consent for this use, the parking around all day. Since Mr. Porter gave no consent for this use, the parking attendant is liable to Mr. Porter for conversion of the car.

Another illustration of this tort is the unlawful destruction or alteration of property owned by another. When a person destroys another's property, the damage is obvious. It is a more difficult problem when the property is altered.

Mr. Stone takes his light tan suit to Ace Cleaners for dry-cleaning. Instead of cleaning it, Ace Cleaners dyes the suit a dull black colour. Ace Cleaners is liable to Mr. Stone for conversion.

Mr. Pane has a cord of large logs in the backyard. He plans to construct a fence with these logs. While Mr. Pane is away, Sam enters the yard and cuts the logs into small pieces, suitable only for firewood. This alteration of the identity of Pane's property renders Sam liable to Mr. Pane for the wrongful conversion of the logs.

Conversion also occurs when an individual disposes of property without the owner's consent. Mr. Dix lends Mr. Dent his diamond stickpin. Without Mr. Dix's permission, Mr. Dent gives it to a third party. Mr. Dent is liable for converting the pin to his own use.

A refusal to surrender property upon demand of the owner is also a form of conversion.

Mr. Lewis hires Acme Moving & Storage to transport his furniture across the country and then keep it in storage for a month. Upon finding a new house, Mr. Lewis demands his furniture. Acme, for no reason, refuses to surrender the goods. Acme is liable for conversion of Mr. Lewis property.

However, if the demand is unreasonable, there is no liability. Suppose Mr. Lewis demanded immediate delivery at 2:30 a. m. In this case there is no liability. Also when there is a legitimate question as to the identity of the man who demands delivery, there may be no liability on the part of Acme.

The act of conversion is complete when the actor takes, detains, or disposes of the item of property. At this point the victim has the right to bring an action for conversion in court. If the owner subsequently recovers possession of the item, he can bring an action, but the amount of recovery will be decreased because he has recovered the object of the suit.

Defences. If an individual has a defence to an intentional tort, he will not have to pay damages. The law will leave the victim as it found him. The more common defences to intentional torts are privilege, consent, self-defence, defence of property, and legal justification.

The law applies the term "privilege" to those situations in which the defendant, although otherwise liable, has acted in the public interest. He is therefore entitled to freedom from any liability, even at the expense of damage or injury to the victim.

One example would be the store owner who is privileged to detain suspected shoplifters in order to curtail this crime.

Privilege sometimes serves as a defence to battery. An immigration doctor who injects preventive shots in every incoming passenger to safeguard the health of the country's inhabitants is acting under a privilege. Hence he is not liable for the unconsented contact with a passenger's body.

Another defence is consent, meaning that the victim "consented" to the act. For example, participants in sports consent to playing. If their bodies are touched, there is no tort. If two belligerents start to fight, most courts say that each consented to fight. Therefore, neither can recover from the other for any injuries he may have incurred in the *melee*. Under the same theory, a surgical operation usually requires the consent of the patient in order to protect the doctor from liability for battery.

The privilege of self-defence is based on the necessity of giving a man the right to take reasonable steps to defend himself. The right to act in self-defence exists not only when the danger is real, but also when it is reasonably apparent that danger exists. A common situation allowing this defence occurs when an individual accosts another in an alley and tries to take that person's wallet. If the victim reasonably believes that his safety is threatened, he may use reasonable force to fend off his attacker. When he no longer faces any danger the individual cannot inflict further harm upon his attacker. Instead, he must seek the law's help.

The defence of private property is subject to the same rules that govern self-defence of one's person. An individual may use a reasonable amount of force to safeguard the peaceful possession and enjoyment of his property. A person cannot use excessive force. For example, a rifle should not be used to ward off

intruders when it is apparent that an oral command to leave would be sufficient.

Legal justification is the defence that protects all law enforcement officers who are acting in the line of duty. Their acts in apprehending suspects cannot be the basis for an intentional tort. Thus, a search of an individual premises conducted with a valid search warrant would not support a claim of trespass. The officer was legally justified in entering the property.

Text № 9

Liability Resulting from Negligent Conduct

Court cases arising from negligence are by far the most common form of tort suit today. This is perhaps because most automobile suits involve questions of negligence.

The essential prerequisites to a successful negligence suit are these:

- * An existing duty to use proper care and attention in a certain situation;
- * Conduct which lacks the proper care and diligence that can reasonably be expected under the circumstances;
- * A reasonably close relationship between the cause and the effect;
- * No defence to the action;
- * Damage resulting from the action.

In order to sustain an action a person's conduct must be negligent. This can be defined as conduct, which falls below a reasonable standard.

It is important to remember that not every negligent act results in liability. The act must proximately cause the injury. For example, "A" negligently drives his car into "B's" truck,

setting off explosives carried inside the truck. The explosion frightens "C", who is six blocks away, causing him to fall down and break his arm. "A" obviously would be liable to "B" for his damages and injuries, but a court or jury may find that "A's" negligent act was too remote from "C's" injury to make him liable to "C" for damages.

Whether or not the defendant's conduct was negligent is an important issue in most negligence suits. For purposes of discussion, negligent conduct will be separated into four general areas:

- Harm directly caused by a negligent act;
- Harm caused by a failure to act;
- Harm caused by an instrumentality controlled by another;
- Harm caused by agents or employees.

Harm directly caused by a negligent act. In this area, harm is caused by an affirmative but negligent act. In Other words, the individual fails to exercise reasonable Care and caution while performing a certain act. For example, a department store delivery man comes to your home to deliver a large package. While carrying it through the front door, he misjudges the distance and breaks the glass in the door. Since his act lacks the reasonable care that can be expected under the circumstances, he is liable for the broken pane.

Another circumstance, which can result in liability for negligence, is the "misplaced sponge" situation.

Mrs. Jones is to have an operation for an appendectomy. After the operation is completed, the hospital staff discovers that one of the surgical sponges is missing. Subsequent investigation establishes that the sponge was left in Mrs. Jones's body during the operation. This conduct is negligent. Mrs. Jones may be able to recover from the hospital and possibly from the doctor.

The grounds for recovery in this case stem from society's belief that it is negligent conduct to surgically operate and leave a sponge in the patient.

An interesting sidelight to this tort action is the question of proof. Because she was unconscious, it would be impossible for the patient to testify positively that a negligent act occurred during the operation. Thus, to allow the patient to recover damages, the law utilises the principle of *res ipsa loquitur*. This Latin phrase, literally meaning "the thing-speaks for itself", permits a jury to infer negligence by the circumstances of the situation. Applied to the example it means that sponges are not, in the absence of negligence, left inside patients. Moreover, since no one else had access to the patient's stomach, it can be inferred that the doctor, the hospital, or both acted negligently in the conduct of the operation. This theory permits the patient to recover for the damages she sustained.

Automobile suits are among the most frequently heard cases in court. Moreover, almost all suits arising from automobile accidents involve questions of negligence. Since paying for property damage and personal injuries can reach astronomical proportions, the question of who is liable for the damages is crucial.

However, an alternative method of compensating auto accident victims has gained publicity and use in recent years, the so-called "no-fault" insurance plan.

In a total no-fault system, each driver would be covered by the same type of policy, so that in an accident each motorist would be paid by his own insurance company for any injuries to himself or passengers, or damage to his own car or other property, without regard to who was responsible for the accident.

While such a system seems to run contrary to the concept of tort liability, its proponents claim some advantages for it. First,

they say, settlement of claims is much speedier, since the matter does not have to be adjudicated. For the same reason, legal costs to insurance companies are reduced, resulting in savings on premium rates being passed to the motorist.

As of January 1, 1974, the majority of states had not enacted no-fault laws, but most were considering the move. In addition, a national no-fault law was being considered by Congress. However, the states, which had enacted no-fault laws, retained provisions for lawsuits to recover additional damages.

The law imposes a duty on the automobile operator to drive with a reasonable amount of care and in a manner, which does not interfere with the rights of others. If the driver's conduct does not measure up to this reasonable standard, it will be labelled as negligent. The driver will be liable for any injuries resulting from his conduct. For example, while driving along the highway, "A" falls asleep at the wheel. His car crosses the median and collides with "B" who was driving in a reasonable manner. Based on these facts, "A" is liable to "B" for any personal injuries and any property damage to "B's" car.

That is the simple situation. In an actual case, the individual laws of a particular state may prescribe additional rules.

Harm caused by a failure to act. A person may be liable for injuries due to negligence when he has a duty to act and fails to do so.

In the early development of law, the courts distinguished between nonfeasance and misfeasance. Individuals had no duty to protect or aid others, but if they so attempted and failed, they were liable for misfeasance. More recently, courts have imposed upon individuals the duty to act when they are in a special relation to the victim. For example, an individual is not required by law to save a person who is drowning in a public waterhole. However, if the pool is located on his property, the landowner is obliged to make a reasonable attempt to save a person who appears to be drowning.

The law also specifies that common carriers, such as railroad and airline personnel, innkeepers and hotel managers, have a duty to act in situations involving members of the public. For example, a railroad has a duty to aid any passengers who become ill. If the railroad does not offer its help, it will be held liable for damages by aggravation of the illness. Under the same principle, innkeepers have a duty to respond to the emergencies of their guests.

The law does not always require individuals to help one another. However, if a person tries to help someone in a perilous situation and, in the process, commits a negligent act, he is liable for the resulting aggravation of the injury.

Harm caused by an instrumentality controlled by another. Under this broad rule an individual in control of a machine or instrumentality is liable for damages to any person injured by that instrumentality. If an elevator cable broke because of negligent inspection and caused injuries to the passengers, the owner of the store and/or the elevator inspection company would be liable for the resulting injuries.

In another example, a bottling company would be liable to the individual consumer if its bottling machine processed a full bottle, which contained some harmful foreign matter. Since the company is in control of the machine, and since it is impossible for the foreign matter to come from another source, the company is liable for damages incurred by the consumer.

The Consumer Product Safety Commission issues safety standards for the performance, composition, contents, design, construction, finish, and packaging of consumer products. The commission also has the power to ban hazardous products.

A person injured because a manufacturer violated a consumer product safety rule may bring suit in the United States District Court and recover damages sustained and, in some cases, attorney fees.

Harm caused by agents or employees. Employers are responsible for negligent acts committed by their employees or agents. Suppose Acme Gravel Company delivers a load of crushed stone to Mr. Olson's driveway. While completing the delivery, the truck driver negligently backs into Mr. Olson's boat. Acme, which has control over and is responsible for its driver, would be liable to Mr. Olson for the damage to the boat.

For the employer to be liable, the employee must have caused the damage while doing his job. Suppose the truck driver in the above example, instead of delivering the crushed stone to Mr. Olson as he had been instructed, decided to drive across town to see his girl friend. If he had an accident on the way, his employer most likely would not be liable.

Defences. There are several defences, which are applicable to all three areas of negligent conduct. Each of these either erases or lessens the amount of liability. Essentially, there are four doctrines, which constitute a complete or partial defence to liability for damages caused by negligent conduct:

- Contributory negligence;
- Assumption of the risk;
- Last clear chance;
- Comparative negligence.

Under the theory of *contributory negligence*, if the person bringing suit for negligence damages has acted negligently himself, he is precluded from any recovery. This rule applies in almost all states. It is illustrated by an example below.

Assume the following facts in this situation: Although it is a rainy night, Mr. Jones is not watching the road carefully. As a result he crosses the median strip of the highway and crashes head-on into Mr. Smith's car. However, Mr. Smith did not have his headlights or windshield wipers on, nor was he paying attention to the traffic. Thereafter, Mr. Smith sues Mr. Jones on the theory that Jones acted negligently when he crossed the median. According to Smith, this act resulted in his personal

injury and harm to his property. At the trial, Mr. Jones defends himself on the theory that Mr. Smith was contributorily negligent. In other words, Smith's failure to pay attention and to turn on his wipers and headlights was unreasonable under the circumstances and therefore contributed to the accident. Under this set of facts, the theory of contributory negligence could be applied successfully.

Under the laws of most states, the existence of contributory negligence bars any recovery. This rule is based on the theory that a person should not be permitted to recover in a lawsuit when his own conduct partially contributed to the injury.

The defence of contributory negligence cannot be applied to an intentional tort. For example, if "A" commits a battery upon "B", "A" cannot defend by alleging that "B's" conduct negligently helped to bring about the act.

On the other hand, if the plaintiff is suing under the theory that the other person was acting recklessly, a more serious offence, then a defence of contributory negligence would not preclude his recovery. Suppose in our earlier example that Mr. Jones was drunk while driving. This is a strong indication of reckless conduct. The fact that Mr. Smith was contributorily negligent would not prevent him from recovering for the reckless conduct or gross negligence of Mr. Jones.

Assumption of the risk means that a person, with full knowledge of the risk of possible harm, voluntarily undertakes a course of action that might cause him injury. If he is later injured by that action, he cannot recover because he knew the risks of injury, yet agreed to take his own chances. One of the most common applications of this defence occurs in connection with sports events.

In another case, suppose Baker offers Dan a ride in his hot rod but tells him that one tire is extremely weak and may blow out very soon. If, knowing this risk, Dan accepts the ride, he will have assumed any risk of injury. The tire does in fact blow, the

car rolls over, and both persons are injured. Dan will be unable to recover from Baker because, knowing the danger of a blow-out, he fully consented to the ride.

Although conduct, which constitutes contributory negligence, and conduct, which is called assumption of the risk, are similar, they are unusually distinguishable. Contributory negligence seldom involves knowledge of any particular risk; it is merely negligent conduct. However, when a person assumes the risk, he has a good idea of the type of danger he is courting. Also, some actions that involve assumption of risk conduct may not involve negligence. Attending a baseball game is an example.

Because many people were dissatisfied with the harsh rulings that often resulted in cases involving contributory negligence, the rule has been modified to include the doctrine of *last clear chance*. Under this theory, the last person who could avoid the injury or damage is liable. This doctrine covers essentially two situations. In the first, the plaintiff, because of some negligent conduct on his part, places himself in a helpless condition. The defendant notices this situation in time to avoid it, fails to avoid it, and causes injury to the plaintiff. Despite the plaintiff's contributory negligence, courts permit him to recover under the theory that the defendant had the last clear chance to avoid the accident. Suppose Williams is riding his bicycle through a busy intersection. He falls, due to his own negligence, and the bike lands on him. Townsend, who is driving toward the intersection, sees Williams lying helpless in the street, yet runs over him. Since Townsend could have avoided the accident, Williams is permitted to recover from Townsend under the theory of last clear chance.

The second situation involves an "inattentive plaintiff". In this case the victim is able to escape. The defendant, aware of the danger and able to avoid the plaintiff, still injures him. The defendant is liable to the plaintiff under the doctrine of last clear chance. To illustrate, Jones stops his car on a railroad trestle to

observe the view. He does not see a train coming from the opposite direction. The railroad engineer, negligently thinking that Jones will move on, does not blow his whistle. Furthermore, instead of stopping the train, the engineer proceeds through the crossing and injures Jones. Although Jones was negligent in his failure to pay proper attention, he will be permitted to recover from the railroad because the engineer had the last opportunity to avoid the accident.

The doctrine of *comparative negligence* is similar in origin to the doctrine of last clear chance. It also was developed to alleviate court rulings against an injured party who negligently contributed to his own injury. Generally provided by statute, this doctrine seeks to apportion the recovery of money in accordance with the degree to which each party was negligent. For example, if "A's" negligence is found to be twice "B's" negligence, "B" would recover two-thirds of the damages he suffered. This doctrine exists in only a handful of states, including Nebraska, Wisconsin, South Dakota, Arkansas, and Illinois. The doctrine works as follows:

"A" is injured in an accident with "B". "B" is sued by "A". The jury determines that "A's" damages total \$100,000 and that "B's" negligence accounted for two-thirds of the damages. Accordingly, "A" would recover \$67,000 from "B".

Text № 10

Liability without fault

We have already examined intentional interferences and negligent conduct. In the area of liability without fault, neither party has intentionally interfered with another's person or property, nor was either party's conduct below the reasonable standard. Yet liability is imposed upon one of the parties. Why? The reason lies in a policy determination made by the court. In effect, the court asked: Between the two parties, who should bear the loss?

Common situations of liability without fault include injuries caused by abnormally dangerous instrumentalities or activities, and the application of the "Dram Shop" laws. The first situation includes injuries inflicted by animals. Liability is imposed on the owner of the animal because it is felt that he should be required to protect the community from any risks involved in keeping that animal. Most courts hold that damages to property caused by the trespass of animals such as horses, cattle, and wandering fowl impose strict liability on their owners. Some courts make an exception to this rule for cats and dogs since they cause minimal damage in their wanderings. On the other hand, statutes in many states expressly provide that owners are liable for damage done by all domestic animals.

Courts have consistently held that any injury inflicted by a "dangerous animal" subjects the owner of that animal to strict liability. Lions, tigers, bears, monkeys, and similar species are classed as "dangerous". When other animals inflict injury, the law imposes liability only if the owner of the animal knew, or had reason to know, that the animal might be dangerous. This class includes cattle, sheep, horses, dogs, and cats. It is from this rule that the old phrase "every dog is entitled to one bite" received its validity. Presumably after the first bite, the owner should know that his dog has a propensity to become violent and attack someone. If at some later date the dog injures a third party, its owner may be held responsible for the damages.

Strict liability for damages is imposed on the owners of abnormally dangerous instrumentalities or the directors of dangerous activities. Under this theory, the owner of a tendon tractor or steam roller is held liable for any injuries caused by these machines. Dynamite blasting is an example of an abnormally dangerous activity that can impose liability on the person in charge. Liability has been imposed in these situations partly because the owner of a potentially dangerous machine or the controller of a hazardous activity is seeking economic gain

through its use. Therefore, he should pay for any injuries, which occur as a consequence of his operations.

Strict liability is also imposed in those situations involving the "Dram Shop" laws. Many states have statutes holding sellers of intoxicants responsible for any injuries to a third person resulting from the intoxication of a customer. For example, suppose Roger buys a large amount of liquor from Rush's Tavern. As a consequence, Roger becomes extremely intoxicated and later incites a brawl in which he injures John. Under the "Dram Shop" laws, John could recover damages from Rush's Tavern for the injuries he suffered as a result of Roger's intoxication.

Text № 11

Deceit and Defamation

Deceit is a misrepresentation that interferes with a person's interests. An individual is liable for deceit when he deliberately cheats another person of property or some other interest by misstating or omitting relevant facts. The following elements must be present in a law suit brought to recover damages for deceit:

- The defendant must make a false statement.
- The defendant must know that it is false.
- It must be made with the intention of inducing the victim to act or refrain from acting.
- The victim must justifiably rely on the defendant's misrepresentation in acting or in refraining from acting.
- The victim must suffer damages as a result of his reliance.

To illustrate this tort, suppose Jones, purporting to be an insurance salesman, calls on Smith and seeks to sell him fire insurance on his new house. Jones tells Smith that he can write a valid binder, insuring the house against loss by fire. Jones deliberately makes this statement in the hope of defrauding

Smith of some "premium" payments. Not having any reason to be suspicious, Smith relies on Jones's statement and writes him a check for the first "premium". Thereafter, fire destroys Smith's house, and he has no insurance. Smith could recover from Jones for damages he incurred due to Jones's deceit.

A person has been defamed when a communication is made to others which tends to expose him to public hatred, shame, ostracism, ridicule, or which causes him to be avoided or shunned. There are two forms of defamatory communication: libel, or written communications, and slander, which is an oral statement.

Any time a defamatory communication is printed, the victim usually can recover without proving any particular personal injury. The existence of damages is conclusively presumed from the publication of the libel. By the same reasoning, slander results any time a defamatory communication is made orally. Generally, however, in the case of slander, the victim must prove damages to recover in court.

Truth is almost always a defence to a libel or slander suit. However, a mistaken belief that the printed matter is true does not constitute a defence. Consent is another defence. If the person who claims to have been defamed actually consented to the publication of the statement, he cannot recover damages.

Judges, legislators and executive officials are privileged to make defamatory statements during the exercise of their duties. However, this privilege is balanced by the rule allowing individuals to comment fairly on the actions of public officials. Liability for libel or slander will not be imposed upon the person making the comment unless the public official can prove it was made with "actual malice".

Many of the basic principles of tort law have been discussed in this chapter. Individual situations, however, may require additional principles or variations of the basic rules. Thus, the individual should consult a competent attorney before making

any decision on these matters. In most situations involving tort liability, the incident happens very quickly, and the parties often act on impulse.

Since this type of action can be detrimental to a person's interests, the best rule is to be prepared. If he recognises the possible consequences of the situation, the individual can minimise his injuries and maximise his chances of recovering from the responsible party. People involved in accidents often find that impulsive statements such as "it was all my fault" come back to haunt them if they are charged with negligent conduct. They may find out that, legally, it was their fault. In light of these many unfortunate incidents, remember to gather the following information if you are involved in a tortuous situation:

1. The date and hour of the incident;
2. The exact place of the incident;
3. The names, addresses, and phone numbers of all witnesses;
4. The weather conditions, if applicable;
5. Pictures of relevant data, if possible;
6. Any statements that are made by witnesses or participants;
7. Name and address of any attending physician, if applicable;
8. A brief, written summary of exactly what occurred during the incident.

In addition, it is best to make no statement whatsoever. If asked a question, make a short reply or to refuse to comment without first speaking to a lawyer. Using these recommendations can prove invaluable if the case goes to court over injuries resulting from the incident.

JOHN GRISHAM

THE CLIENT

This extract depicts the beginning of the trial, where the child hail to be the main witness.

TWO DEPUTIES escorted him into the courtroom from a side door, away from the main hallway where the curious were known to lurk, but Slick Moeller anticipated this little maneuver and watched it all from behind a newspaper just a few feet away.

Reggie followed her client and the deputies. Clint waited outside. It was almost a quarter after noon, and the jungle of juvenile Court had quieted a bit for lunch.

The courtroom was of a shape and design Mark had never seen on television. It was so small! And empty. There were no benches or seats for spectators. The judge sat behind an elevated structure between two flags with the just behind him. Two tables were in the center of the room, facing the judge, and one was already occupied with men in dark suits. To the judge's right was a tiny table where an older woman was flipping through a stack of papers, very bored with it all, it seemed, until he entered the room. A gorgeous young lady sat ready with a stenographic machine directly in front of the judge's bench. She wore a short skirt and her legs were attracting a lot of attention. She couldn't be older than sixteen couldn't, he thought as he followed Reggie to their table. A bailiff with a gun on his hip was the final actor in the play.

Mark took his seat, very much aware that everyone was staring at him. His two deputies left the room, and when the door closed behind them the judge picked up the file again and flipped through it. They had been waiting on the juvenile and his lawyer, and now it was time for everyone to wait for the judge again. Rules of courtroom etiquette must be followed,

Reggie pulled a single legal pad from her briefcase and began writing notes. She held a tissue in one hand, and dabbed her eyes with it. Mark stared at the table, eyes still vet but determined to suck it up and be tough through this ordeal. People were watching.

Fink and Ord stared at the court reporter's legs. The skirt was halfway between knee and hip. It was tight and seemed to slide

upward just a fraction of an inch every minute or so. The tripod holding her recording machine sat firmly between her knees. In the coziness of Harry's courtroom, she was fewer than ten feet away, and the last thing they needed was a distraction. But they kept staring. There! It slipped upward another quarter of an inch.

Baxter L. McLemore, a young attorney fresh from law school, sat nervously at the table with Mr. Fink and Mr. Ord. He was a lowly assistant with the county Attorney General's office and it had fallen to his lot to prosecute on this day in Juvenile Court. This was certainly not the glamorous end of prosecution, but sitting next to George Ord was quite a thrill. He knew nothing about the Sway case, and Mr. Ord had explained in the hallway just minutes earlier that Mr. Fink would handle the hearing. With the court's permission, of course. Baxter was expected to sit there and look nice, and keep his mouth shut.

"Is the door locked?" the judge finally asked in the general direction of the bailiff.

"Yes sir."

"Very well. I have reviewed the petition, and I am ready to proceed. For the record, I note the child is present along with counsel, and that the child's mother, who is alleged to be his custodial parent, was served with a copy of the petition and a summons this morning. However, the child's mother is not present in the courtroom, and this concerns me." Harry paused for a moment and seemed to read from the file.

Fink decided this was the appropriate time to establish himself in this matter, and he stood slowly, buttoning his jacket, and addressed the court. "Your Honor, if I may, for the record, I'm Thomas Fink, Assistant U. S. Attorney for the Southern District of Louisiana."

Harry's gaze slowly left the file and settled on Fink, who was standing stiff-backed, very formal, frowning intelligently as he spoke, still fiddling with the top button of his jacket.

Fink continued. "I am one of the petitioners in this matter, and, if I may, I would like to address the issue of the presence of the child's mother." Harry said nothing, just stared as if in disbelief. Reggie couldn't help but smile. She winked at Baxter McLemore.

Harry leaned forward, and rested on his elbows as if intrigued by these great words of wisdom flowing from this gifted legal mind.

Fink had found an audience. "Your Honor, it's our position, the position of the petitioners, that this matter is of a nature so urgent that this hearing must take place immediately. The child is represented by counsel, quite competent counsel I might add, and none of the child's legal rights will be prejudiced by the absence of his mother. From what we understand, the mother's presence is required by the bedside of her youngest son, and so, well, who knows when she might be able to attend a hearing. We just think it's important, Your Honor, to proceed immediately with this hearing."

"You don't say?" Harry asked.

"Yes sir. This is our position."

"Your position, Mr. Fink," Harry said very slowly and very loudly with a pointed finger, "is in that chair right there. Please sit, and listen to me very carefully, because I will only say this once. And if I have to say it again, I will do so as they are putting the handcuffs on you and taking you away for a night in our splendid jail."

Fink fell into his chair, mouth open, gaping in disbelief.

Harry scowled over his reading glasses and looked straight down at Thomas Fink. "Listen to me, Mr. Fink. This is not some fancy courtroom in New Orleans, and I am not one of your

federal judges. This is my little private courtroom, and I make the rules. Mr. Fink. Rule number one is that you speak only in my courtroom when you are first spoken to by me. Rule number two is that you do not grace His Honor with unsolicited speeches, comments, or remarks. Rule number three is that His Honor does not like to hear the voices of lawyers. His Honor has been hearing these voices for twenty years, and His Honor knows how lawyers love to hear themselves talk. Rule number four is that you do not stand in my courtroom. You sit at that table and say as little as possible. Do you understand these rules, Mr. Fink?"

Fink stared blankly at Harry and tried to nod.

Harry wasn't finished. "This is a tiny courtroom, Mr. Fink, designed by myself a long time ago for private hearings. We can all see and hear each other just fine, so just keep your mouth shut and your butt in your seat, and we'll get along fine."

Fink was still trying to nod. He gripped the arms of the chair, determined never to rise again. Behind him, McThune, the lawyer hater, barely suppressed a smile.

"Mr. McLemore, I understand Mr. Fink wants to handle this case for the prosecution. Is this agreeable?"

"Okay with me, Your Honor."

"I'll allow it. But try and keep him in his seat."

Mark was terrified. He had hoped for a kind, gentle old man with lots of love and sympathy. Not this. He glanced at Mr. Fink, whose neck was crimson and whose breathing was loud and heavy, and he almost felt sorry for him.

"Ms. Love," the judge said, suddenly very warm and compassionate, "I understand you may have an objection on behalf of the child."

"Yes, Your Honor." She leaned forward and spoke deliberately in the direction of the court reporter. "We have several

objections we'd like to make at this time, and I want them in the record."

"Certainly," Harry said, as if Reggie Love could have anything she wanted. Fink sank lower and felt even dumber. So much for impressing the court with an initial burst of eloquence.

Reggie glanced at her notes. "Your Honor, I request the transcript of these proceedings be typed and prepared as soon as possible to facilitate an emergency appeal if necessary."

"So ordered."

"I object to this hearing on several grounds. First, inadequate notice has been given to the child, his mother, and to his lawyer. About three hours have passed since the petition was served upon the child's mother, and thought I have represented the child for three days now, and everyone involved has known this, I was not notified of this hearing until seventy-five minutes ago. This is unfair, absurd, and an abuse of discretion by the court."

"When would you like to have the hearing, Ms. Love?" Harry asked.

"Today's Thursday," she said. "What about Tuesday or Wednesday of next week?"

"That's fine. Say Tuesday at nine." Harry looked at Fink, who still hadn't moved and was afraid to respond to this. "Of course, Ms. Love, the child will remain in custody until then."

"That's fine. Say Tuesday at nine." Harry looked at Fink, who still hadn't moved and was afraid to respond to this. "Of course, Ms. Love, the child will remain in custody until then."

"The child does not belong in custody, Your Honor."

"But I've signed a custody order, and I will not rescind it while we wait on a hearing. Our laws, Ms. Love, provide for the immediate taking of alleged delinquents, and your client is being treated no differently from others. Plus, there are other considerations for Mark Sway, and I'm sure these will be discussed shortly."

"Then I cannot agree on a continuance if my will remain in custody."

"Very well," His Honor said properly. "Let the record reflect a continuance was offered by the court and declined by the child."

"And let the record also reflect the child declined a continuance because the child does not wish to remain in the Juvenile Detention Center any longer than he has to."

"So noted," Harry said with a slight grin. "Please proceed, Ms. Love."

"We also object to this hearing because the child's mother is not present. Due to extreme circumstances, her presence is not possible at this time, and keep in mind. Your Honor, the poor woman was first notified barely three hours ago. The child here is eleven years old and deserves the assistance of his mother. As you know, Your Honor, our laws strongly favor the presence of the parents in these hearings, and to proceed without Mark's mother is unfair."

"When can Ms. Sway be available?"

"No one knows, Your Honor. She is literally confined to the hospital room with her son who's suffering from post-traumatic stress. Her doctor allows her out of the room only for minutes at a time. It could be weeks before she's available."

"So you want to postpone this hearing indefinitely?"

"Yes sir."

"All right. You've got it. Of course, the child will remain in custody pending the hearing."

"The child does not belong in custody. The child will make himself available any time the court wants. There's nothing to be gained by keeping the child locked up until a hearing."

"There are complicating factors in this case, Ms. Love, and I'm not inclined to release this child before we have this hearing and it's determined how much he knows. It's that simple. I'm

afraid to release him at this time. If I did so, and if something happened to him, I'd carry the guilt to my grave. Do you understand this, Ms. Love?"

She understood, though she wouldn't admit it. "I'm afraid you're making this decision based on facts not in evidence."

"Maybe so. But I have wide discretion in these matters, and until I hear the proof I'm not inclined to release him."

"That'll look good on appeal," she snapped, and Harry didn't like it.

"Let the record reflect a continuance was offered to the child until his mother could be present, and the continuance was declined by the child."

To which Reggie quickly responded, "And also let the record reflect the child declined the continuance because the child does not wish to remain in the Juvenile Detention Center any longer than he has to."

"So noted, Ms. Love. Please continue."

"The child moves this court to dismiss the petition filed against him on the grounds that the allegations are without merit and the petition has been filed in an effort to explore things the child *might* know. The petitioners, Fink and Foltrigg, are using this hearing as a fishing expedition for their desperate criminal investigation. Their petition is a hopeless mishmash of maybes and what ifs, and filed under oath without the slightest hint of the real truth. They're desperate, Your Honor, and they're here shooting in the dark hoping they hit something. The petition should be dismissed, and we should all go home."

Harry glared down at Fink, and said, "I'm inclined to agree with her, Mr. Fink. What about it?"

Fink had settled into his chair and watched with comfort as Reggie's first two objections had been shot down by His Honor. His breathing almost returned to normal and his face had gone

from crimson to pink, when suddenly the judge was agreeing with her and staring at him.

Fink bolted to the 'edge of his chair, almost stood but caught himself, and started stuttering. "Well, uh, Your Honor, we, uh, can prove our allegations if given the chance. We, uh, believe what we've said in the petition —"

"I certainly hope so," Harry sneered.

"Yes sir, and we know that this child is impeding an investigation. Yes sir, we are confident we can prove what we've alleged."

"And if you can't?"

"Well, I, uh, we, feel sure that —"

"You realize, Mr. Fink, that if I hear the proof in this case and find you're playing games, I can hold *you* in contempt. And, knowing Ms. Love the way I do, I'm sure there will be retribution from the child."

"We intend to file suit first thing in the morning, Your Honor," Reggie added helpfully. "Against both Mr. Fink and Roy Foltrigg. They're abusing this court, and the juvenile laws of the State of Tennessee. My staff is working on the lawsuit right now."

Her staff was sitting outside in the hallway eating a Snickers bar and sipping a diet cola. But the threat sounded ominous in the courtroom.

Fink glanced at George Ord, his co-counsel who was sitting next to him making a list of things to do that afternoon, and nothing on the list had anything to do with Mark Sway or Roy Foltrigg. Ord supervised twenty-eight lawyers working thousands of cases, and he just didn't care about Barry Muldanno and the body of Boyd Boyette. It wasn't in his jurisdiction. Ord was a busy man, too busy to waste valuable time playing gofer for Roy Foltrigg.

But Fink was no featherweight. He'd seen his share of nasty trials and hostile judges and skeptical juries. He was rallying

quite nicely. "Your Honor, the petition is much like an indictment. Its truth cannot be ascertained without a hearing, and if we can get on with it we can prove our allegations."

Harry turned to Reggie. "I'll take this motion to dismiss under advisement, and I'll hear the petitioners' proof. If it falls short, then I'll grant the motion and we'll go from there."

Reggie shrugged as if she expected this.

"Anything else, Ms. Love?"

"Not at this time."

"Call your first witness, Mr. Fink," Harry said. "And make it brief. Get right to the point. If you waste time, I'll jump in with both feet and speed things along."

"Yes sir. Sergeant Milo Hardy of the Memphis Police is our first witness."

Mark had not moved during these preliminary skirmishes. He wasn't sure if Reggie had won them all, or lost them all, and for some reason he didn't care. There was something unfair about a system in which a little kid was brought into a courtroom and surrounded by lawyers arguing and sniping at each other under the scornful eye of a judge, the referee, and somehow in the midst of this barrage of laws and code sections and motions and legal talk the kid was supposed to know what was happening to him. It was hopelessly unfair.

And so he just sat and stared at the floor near the court reporter. His eyes were still wet and he couldn't make them stay dry.

The courtroom was silent as Sergeant Hardy was fetched. His Honor relaxed in his chair and removed his reading glasses. "I want this on the record," he said. He glared at Fink again. "This is a private and confidential matter. This hearing is closed for a reason. I defy anyone to repeat any word uttered in this room today, or to discuss any aspect of this proceeding. Now, Mr. Fink, I realize you must report to the U. S. Attorney in New

Orleans, and I realize Mr. Foltrigg is a petitioner and has a right to know what happens here. And when you talk to him, please explain that I am very upset by his absence. He signed the petition, and he should be here. You may explain these proceedings to him, and only to him. No one else. And you are to tell him to keep his big mouth shut, do you understand, Mr. Fink?"

"Yes, Your Honor."

"Will you explain to Mr. Foltrigg that if I get wind of any breach in the confidentiality of these proceedings that I will issue a contempt order and attempt to have him jailed?"

"Yes, Your Honor."

He was suddenly staring at McThune and K. O. Lewis. They were seated immediately behind Fink and Ord.

"Mr. McThune and Mr. Lewis, you may now leave the courtroom," Harry said abruptly. They grabbed the armrests as their feet hit the floor. Fink turned and stared at them, then looked at the judge.

"Uh, Your Honor, would it be possible for these gentlemen to remain in the —"

"I told them to leave, Mr. Fink," Harry said loudly. "If they're gonna be witnesses, we'll call them later. If they're not witnesses, they have no business here and they can wait in the hall with the rest of the herd. Now, move along, gentlemen."

McThune was practically jogging for the door, without the slightest hint of wounded pride, but K. O. Lewis was pissed. He buttoned his jacket and stared at His Honor, but only for a second. No one had ever won a staring contest with Harry Roosevelt, and K. O. Lewis was not about to try. He strutted for the door, which was already open as McThune dashed through it.

Seconds later, Sergeant Hardy entered and sat in the witness chair. He was in full uniform. He shifted his wide ass in the

padded seat, and waited. Fink was frozen, afraid to begin without being told to do so.

Judge Roosevelt rolled his chair to the end of the bench and peered down at Hardy. Something had caught his attention, and Hardy sat like a fat toad on a stool until he realized His Honor was just inches away.

"Why are you wearing the gun?" Harry asked.

Hardy looked up, startled, then jerked his head to his right hip as if the gun was a complete surprise to him also. He stared at it as if the damned thing had somehow stuck itself to his body.

"Well, I —"

"Are you on duty or off, Sergeant Hardy?"

"Well, off."

"Then why are you wearing a uniform, and why in the world are you wearing a gun in my courtroom?"

Mark smiled for the first time in hours.

The bailiff had caught on and was rapidly approaching the witness stand as Hardy jerked at his belt and removed the holster. The bailiff carried it away as if it were a murder weapon.

"Have you ever testified in court?" Harry asked.

Hardy smiled like a child and said, "Yes sir, many times."

"You have?"

"Yes sir. Many times."

"And how many times have you testified while wearing your gun?"

"Sorry, Your Honor."

Harry relaxed, looked at Fink, and waved at Hardy as if it was now permissible to get on with it. Fink had spent many hours in courtrooms during the past twenty years, and took great pride in his trial skills. His record was impressive. He was glib and smooth, quick on his feet.

But he was slow on his ass, and this sitting while interrogating a witness was such a radical way of finding truth. He almost

stood again, caught himself again, and grabbed his legal pad. His frustration was apparent.

"Would you state your name for the record?" he asked in a short, rapid burst.

"Sergeant Milo Hardy, Memphis Police Department."

"And what is your address?"

Harry held up a hand to cut off Hardy. "Mr. Fink, why do you need to know where this man lives?"

Fink stared in disbelief. "I guess, Your Honor, it's just a routine question."

"Do you know how much I hate routine questions, Mr. Fink?"

"I'm beginning to understand."

"Routine questions lead us nowhere, Mr. Fink. Routine questions waste hours and hours of valuable time. I do not want to hear another routine question. Please."

"Yes, Your Honor. I'll try."

"I know it's hard."

Fink looked at Hardy and tried desperately to think of a brilliantly original question. "Last Monday, Sergeant, were you dispatched to the scene of a shooting?"

Harry held up his hand again, and Fink slumped in his seat. "Mr. Fink, A don't know how you folks do things in New Orleans, but here in Memphis we make our witnesses swear to tell the truth before they start testifying. It's called, "Placing them under oath. Does that sound familiar?"

Fink rubbed his temples and said, "Yes sir. Could the witness please be sworn?"

The elderly woman at the desk suddenly came to life. She sprang to her feet and yelled at Hardy, who was less than fifteen feet away. "Raise your right hand!"

Hardy did this, and was sworn to tell the truth. She returned to her seat, and to her nap.

"Now, Mr. Fink, you may proceed," Harry said with a nasty little smile, very pleased that he'd caught Fink with his pants down. He relaxed in his massive seat, and listened intently to the rapid question and answer routine that followed.

Hardy spoke in a chatty voice, eager to help, full of little details. He described the scene of the suicide, the position of the body, the condition of the car. There were photographs, if His Honor would like to see them. His Honor declined. They were completely irrelevant. Hardy produced a typed transcript of the 911 call made by Mark, and offered to play the recording if His Honor would like to hear it. No, His Honor said.

Then Hardy explained with great joy the capture of young Mark in the woods near the scene, and of their ensuing conversations in his car, at the Sway trailer, en route to the hospital, and over dinner in the cafeteria. He described his gut feelings that young Mark was not telling the complete truth. The kid's story was flimsy, and through skillful interrogation with just the right touch of subtlety, he, Hardy, was able to poke all sorts of holes in it.

The lies were pathetic. The kid said he and his brother stumbled upon the car and the dead body; that they did not hear any gunshots; that they were just a couple of kids playing in the woods, minding their own business, and somehow they found this body. Of course, none of Mark's story was true, and Hardy was quick to catch on.

With great detail, Hardy described the condition of Mark's face, the swollen eye and puffy lip, the blood around the month. Kid said he'd been in a fight at school. Another sad little lie.

After thirty minutes, Harry grew restless and Fink took the hint. Reggie had no cross-examination, and when Hardy stepped down and left the room there was no doubt that Mark Sway was a liar who'd tried to deceive the cops. Things would get worse.

When His Honor had asked Reggie if she had any questions for Sergeant Hardy, she simply said, "I've had no time to prepare for this witness."

McThune was called as the next witness. He gave his oath to tell the truth and sat in the witness chair. Reggie slowly reached into her briefcase and withdrew a cassette tape. She held it casually in her hand, and when McThune glanced at her she tapped it softly on her legal pad. He closed his eyes.

She carefully placed the tape on the pad, and began tracing its edges with her pen.

Fink was quick, to the point, and by now fairly adept at avoiding even vaguely routine questions. It was a new experience for him, this efficient use of words, and the more he did it the more he liked it.

McThune was as dry as cornmeal. He explained the fingerprints they found all over the car, and on the gun and the bottle, and on the rear bumper. He speculated about the kinds and the garden hose, and showed Harry the Virginia Slims cigarette butts found under the tree. He also showed Harry the suicide note left behind by Clifford, and again gave his thoughts about the additional words added by a different pen. He showed Harry the Bic pen found in the car, and said there was no doubt Mr. Clifford had used this pen to scrawl these words. He talked about the speck of blood found on Clifford's hand. It wasn't Clifford's blood, but was of the same type as Mark Sway's, who just happened to have a busted lip and a couple of wounds from the affair.

"You think Mr. Clifford struck the child at some point during all this?" Harry asked.

"I think so, Your Honor."

McThune's thoughts and opinions and speculations were objectionable, but Reggie kept quiet. She'd been through many of these hearings with Harry, and she knew he would hear it all to decide what to believe. Objecting would do no good.

Harry asked how the FBI obtained a fingerprint from the child to match those found in the car. McThune took a deep breath, and told about the Sprite can at the hospital, but was quick to point out that they were not investigating the child as a suspect when this happened, just as a witness, and so therefore they felt it was okay to lift the print. Harry didn't like this at all, but said nothing. McThune emphasized that if he child had been an actual suspect, they would never have dreamed of stealing a print. Never.

"Of course you wouldn't," Harry said with enough sarcasm to make McThune blush.

Fink walked him through the events of Tuesday the day after the suicide, when young Mark hired a lawyer. They tried desperately to talk with him, then to his lawyer, and things just deteriorated.

McThune behaved himself and stuck to the facts. He left the room in a quick dash for the door, and he left behind the undeniable fact that young Mark was quite a liar.

From time to time, Harry watched Mark during the testimony of Hardy and McThune. The kid was impassive, hard to read, preoccupied with an invisible spot somewhere on the floor. He sat low in his seat and ignored Reggie for the most part. His eyes were wet, but he was not crying. He looked tired and sad, and occasionally glanced at the witness when his lies were emphasized.

Harry had watched Reggie many times under these circumstances, and she usually sat very close to her young clients and whispered to them as the hearings progressed. She would pat them, squeeze their arms, give reassurances, lecture them if necessary. Normally, she was in constant motion, protecting her clients from the harsh reality of a legal system run by adults. But not today. She glanced at her client occasionally as if waiting for a signal, but he ignored her.

"Call your next witness," Harry said to Fink, who was resting on his elbows, trying not to stand. He looked at Ord for help, then at His Honor.

"Well, Your Honor, this may sound a bit strange, but I'd like to testify next."

Harry ripped off his reading glasses and glared at Fink. "You're confused, Mr. Fink. You're the lawyer, not a witness."

"I know that, sir, but I'm also the petitioner, and, I know this may be a bit out of order, but I think my testimony could be important."

"Thomas Fink, petitioner, lawyer, witness. You wanna play bailiff, Mr. Fink? Maybe take down a bit of stenography? Perhaps wear my robe for a while? This is not a courtroom, Mr. Fink, it's a theater. Why don't you just choose any role you like?"

Fink stared blankly at the bench without making eye contact with His Honor. "I can explain, sir", he said meekly.

"You don't have to explain, Mr. Fink. I'm not blind. You boys have rushed in here half-ass prepared. Mr. Foltrigg should be here, but he's not, and now you need him. You figured you could throw together a petition bring in some FBI brass, hook in Mr. Ord here, and I'd be so impressed I'd just roll over and do anything you asked. Can I tell you something, Mr. Fink?"

Fink nodded.

"I'm not impressed. I've seen better work at high school mock trial competitions. Half the first-year law students at Memphis State could kick your butt, and the other half could kick Mr. Foltrigg's."

Fink was not agreeing, but he kept nodding for some reason. Ord slid his chair a few inches away from Fink's.

"What about it, Ms. Love?" Harry asked.

"Your Honor, our rules of procedure and ethics are quite clear. An attorney trying a case cannot participate in the same trial as a witness. It's simple." She sounded bored and frustrated, as if everyone should know this.

"Mr. Fink?"

Fink was regaining himself. "Your Honor, I would like to tell the court, under oath, certain facts regarding Mr. Clifford's actions prior to the suicide. A apologize for this request, but under the circumstances it can not be helped."

There was a knock on the door, and the bailiff opened it slightly. Marcia entered carrying a plate covered with a thick roast beef sandwich and a tall plastic glass of ice tea. She sat it before His Honor, who thanked her, and she was gone.

It was almost one o'clock, and suddenly everyone was starving. The roast beef and horseradish and pickles, and the side order of onion rings, emitted an appetizing aroma that wafted around the room. All eyes were on the kaiser roll, and as Harry picked it up to take a huge bite, he saw young Mark Sway watching his every move. He stopped the sandwich in mid-air, and noticed that Fink and Ord, and Reggie, and even the bailiff were staring in helpless anticipation.

Harry placed the sandwich onto the place, and slid it to one side. "Mr. Fink," he said, jabbing a finger in Fink's direction, "stay where you are. Do you swear to tell the truth?"

"I do."

"You'd better. You're now under oath. You have five minutes to tell me what's bugging you."

"Yes, thank you, Your Honor."

"You're so welcome."

"You see, Jerome Clifford and I were in law school together, and we knew each other for many years. We had many cases together, always on opposite sides, of course."

"Of course."

"After Barry Muldanno was indicted, the pressure began to mount and Jerome began acting strange. Looking back, I think he was slowly cracking up, but at the time I didn't think much about it. I mean, you see, Jerome was always a strange one."

"I see."

"I was working on the case every day, many hours a day, and I talked to Jerome Clifford several times a week. We had preliminary motions and such, so I saw him in court occasionally. He looked awful. He gained a lot of weight, and was drinking too much. He was always late for meetings. Rarely bathed. Often, he failed to return phone calls, which was unusual for Jerome. About a week before he died he called me at home one night, really drunk, and rambled on for almost an hour. He was crazy. Then, he called me at the office first thing the next morning and apologized. But he wouldn't get off the phone. He kept fishing around as if he was afraid he'd said too much the night before. At least twice he mentioned the Boyette body, and I became convinced Jerome knew where it was." Fink paused to allow this to sink in, but Harry was waiting impatiently.

"Well, he called me several times after that, kept talking about the body. I led him on. I implied that he'd said too much when he was drunk. I told him that we were considering an indictment against him for obstruction of justice."

"Seems to be one of your favorites," Harry said dryly.

"Anyway, Jerome was drinking heavily and acting bizarre. I confessed to him that the FBI was trailing him around the clock, which was not altogether true, but he seemed to believe it. He grew very paranoid, and called me several times a day. He'd get drunk and call me late at night. He wanted to talk about the body, but was afraid to tell everything. During our last phone conversation, I suggested that maybe we could cut a deal. If he'd tell us where the body was, then we'd help him bail out with no record, no conviction, nothing. He was terrified of his client, and he never once denied knowing where the body was."

"Your Honor," Reggie interrupted, "this, of course, is pure hearsay and quite self-serving. There's no way to verify any of this."

"You don't believe me?" Fink snapped at her.

"No, I don't."

"I'm not sure I do either, Mr. Fink," Harry said. "Nor am I sure why any of this has any relevance to this hearing."

"My point. Your Honor, is that Jerome Clifford knew about the body and he was talking about it. Pius, he was cracking up."

"I'll say he cracked up, Mr. Fink. He pats a gun in his mouth. Sounds crazy to me."

Fink sort of hung in the air with his mouth open, uncertain if he should say anything else.

"Any more witnesses, Mr. Fink?" Harry asked.

"No sir. We do, however. Your Honor, feel that, due to the unusual circumstances of this case, the child should take the stand and testify."

Harry ripped off the reading glasses again, and leaned toward Fink. If he could have reached him, he might have gone for his neck.

"You what!"

"We, uh, feel that."

"Mr. Fink, have you studied the juvenile laws for this jurisdiction?"

"I have."

"Great. Will you please tell us, sir, under which code section the petitioner has the right to force the child to testify?"

"I was merely stating our request."

"That's great. Under which code section is the petitioner allowed to make such a request?"

Fink dropped his head a few inches and found something on his legal pad to examine.

"This is not a kangaroo court, Mr. Fink. We do not create new rules as we go. The child cannot be forced to testify same as any other criminal or Juvenile Court proceeding. Surely you understand this."

Fink studied the legal pad with great intensity.

"Ten-minute recess!" His Honor barked. "Everyone out of the courtroom, except Ms. Love. Bailiff, take Mark to a witness room." Harry was standing as he growled these instructions.

Fink, afraid to stand but nonetheless trying, hesitated for a split second too long, and this upset the judge. "Out of here, Mr. Fink," he said rudely, pointing to the door.

Fink and Ord stumbled over each other as they clawed for the door. The court reporter and clerk followed them. The bailiff escorted Mark away, and when he closed the door Harry unzipped his robe and threw it on a table. He took his lunch and sat it on the table before Reggie.

"Shall we dine?" he said, tearing the sandwich in two and placing half of it on a napkin for her. He slid the onion rings next to her legal pad. She took one and nibbled around the edges.

"Are you going to allow the kid to testify?" he asked with a mouth full of roast beef.

"I don't know, Harry. What do you think?"

"I think Fink's a dumbness, that's what I think."

Reggie took a small bite of the sandwich and wiped her mouth.

"If you put him on," Harry said, crunching, "Fink'll ask him some very pointed questions about what happened in the car with Clifford."

"I know. That's what worries me."

"How will the kid answer the questions?"

"I honestly don't know. I've advised him fully. We've talked about it at length. And I have no idea what he'll do."

Harry took a deep breath, and realized the ice tea was still on the bench. He took two paper cups from Fink's table, and poured them full of tea.

"It's obvious, Reggie, that he knows something. Why did he tell so many lies?"

"He's a kid, Harry. He was scared to death. He heard more than he should have. He saw Clifford blow his brains out. It scared him to death. Look at his poor little brother. It was a terrible thing to witness, and I think Mark initially thought he might get in trouble. So he lied."

"I don't really blame him," Harry said, taking an onion ring. Reggie bit into a pickle.

"What are you thinking?" she asked.

He wiped his mouth, and thought about this for a long time. This child was now his, one of Harry's Kids, and each decision, from now on would be based on what was best for Mark Sway.

"If I can assume the child knows something very relevant to the investigation in New Orleans, then several things might happen. First, if you put him on the stand and he gives the information Fink wants, then this matter is closed as far as my jurisdiction is concerned. The kid walks out of here, but he's in great danger. Second, if you put him on the stand, and he refuses to answer Fink's questions, then I will be forced to make him answer. If he refuses, he'll be in contempt. He cannot remain silent if he has crucial information. Either way, if this hearing is concluded here today without satisfactory answers by the child, I strongly suspect Mr. Foltrigg will move quickly. He'll get a grand jury subpoena for Mark, and away you go to New Orleans. If he refuses to talk to ' the grand jury, he'll certainly be held in contempt by the federal judge, and I suspect he'll be incarcerated."

Reggie nodded. She was in complete agreement. "So what do we do, Harry?"

"If the kid goes to New Orleans, I lose control of him. I'd rather keep him here. If I were you, I'd put him on the stand and advise him not to answer the crucial questions. At least not for now. - He can always do it later. He can do it tomorrow, or the next day. I'd advise him to, withstand the pressure from the judge, and keep his mouth shut, at least for now. He'll go back to our Juvenile Detention Center, which is probably much safer than anything in New Orleans. By doing this, you protect the child from the New Orleans thugs, who scare even me, until the Feds can arrange something better. And you buy yourself some time to see what Mr. Foltrigg will do in New Orleans."

"You think he's in great danger?"

"Yes, and even if I didn't, I wouldn't take chances. If he spills his guts now, he could get hurt. I'm not inclined to release him today, under any circumstances."

"What if Mark refuses to talk, and Foltrigg presents him with a grand jury subpoena?"

"I won't allow him to go."

Reggie's appetite was gone. She sipped her tea from the paper cup and closed her eyes. "This is so unfair to this boy, Harry. He deserves more from the system."

"I agree. I'm open to suggestions." "What if I don't put him on the stand?"

"I'm not going to release him, Reggie. At least not today. Maybe tomorrow. Maybe the next day. This is happening awfully fast, and I suggest we take the safest route and see what happens in New Orleans."

"You didn't answer my question. What if I don't put him on the stand?"

"Well, based on the proof I've heard, I'll have no choice but to find him to be a delinquent, and I'll send him back to Doreen. Of course, could reverse myself tomorrow. Or the next day." "He's not a delinquent."

"Maybe not. But if he knows something, and he refuses to tell, then he's obstructing justice." There was a long pause. "How much does he know, Reggie? If you'll tell me, I'll be in a better position to help him."

"I can't tell you, Harry. It's privileged."

"Of course it is," he said with a smile. "But it's rather obvious he knows plenty."

"Yes, I guess it is."

He leaned forward, and touched her arm. "Listen to me, dear. Our little pal is in a world of trouble. So let's get him out of it. I say we take it one day at a time, keep him in a safe place where we call the shots, and in the meantime start talking to the Feds about their witness protection program. If that falls into place for the kid and his family, then he can tell these awful secrets and be protected."

"I'll talk to him."

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