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П69 Practical Course of English [Практичний курс англійської мови]: навч. посібн. [для курсантів та студентів вищ. навч. закл., які навчаються за спец. «Правознавство»] / уклад. О.М.Мітіна, Р.В.Ігнатовська, Л.М.Ростомова, К.І. Драпалюк, О.В.Лебединська, Т.Г.Шульгіна, Н.П.Позова,– Одеса: ОДУВС, 2013 – 252с.

Пропонований посібник складається з 8 розділів та граматичного довідника. Кожний розділ містить базові тексти професійного спрямування, активний вокабулярій, комплекс лексико- граматичних вправ на засвоєння нового матеріалу, вправи комунікативного характеру для розвитку навичок усного мовлення. Граматичний довідник містить правила з граматики відповідно до кожного розділу, а також додаток, короткий словник - прислів'я та приказки .

Навчальний посібник призначено для курсантів та студентів і складено згідно до програм з англійської мови Міністерства науки і освіти України.

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ВСТУП

Однією із важливих сторін загального рівня розвитку сучасного працівника є добре володіння ним іноземною мовою. Вивчення іноземної мови є невід'ємним елементом підготовки висококваліфікованого спеціаліста, для якого іноземна мова є знаряддям одержання додаткових відомостей за фахом і формою спілкування з метою розширення інформації.

Випускники юридичного ВНЗ готуються до життя в умовах ринкової економіки, діалогу культур і народів, міжнаціонального спілкування. Адаптація до цих умов вимагає від них практичного володіння мовами світу, навичками спілкування, знання особливостей правового і політико-адміністративного устрою іноземних держав, спроможність інтеграції особистості у систему світових і національних культур.

Саморозвитку загальної культури майбутніх юристів і ставленню моральної культури сприяє те, що іноземна мова має величезні ресурси для формування мислення студентів. Мова є важливим соціальним явищем у оточуючому середовищі, засобом комунікації представників різних культур, предметом вивчення й дослідження, предметом навчання. Жвавий інтерес до вивчення іноземної мови з давнини вважався істиною освітою, інтелігентністю й культурою.

Нагальним завданням для вищої школи є підготовка студента, який має високу фахову (юридичну) компетентність і володіє іноземними мовами, котрі дають йому змогу спілкуватися з іншими спеціалістами на всіх рівнях обміну інформації, таких як діалогічна комунікація, або за допомогою новітніх засобів спілкування й отримувати всю необхідну професійну інформацію.

Пропонований навчальний посібник “Practical Course of English” призначений для курсантів і студентів, майбутніх юристів, які вивчають англійську мову професійного спрямування.

Мета посібника – сформувані у майбутніх правоохоронців навички говоріння, читання та перекладу, сприяти опануванню англійської мови за професійним спрямуванням та розширенню знань юристів у фаховому аспекті на базі англomовних текстів.

Посібник складається з 8 розділів та довідника з граматики до

кожного розділу. Кожен розділ усебічно розглядає одну із запропонованих тем: містить базовий текст, лексичний коментар та активний вокабулярій, комплекс лексико-граматичних і комунікативних вправ на засвоєння нового матеріалу та розвиток навичок усного мовлення, вправи з граматики та на переклад для закріплення лексичного та граматичного мінімуму, а також завдання для формування навичок усного та письмового ділового спілкування в конкретних ситуаціях. У процесі укладання посібника було враховано те, що для сучасного студента є характерним інтерес до фактичних знань, поінформованості й змістовності навчальних матеріалів.

Завданням пропонованого навчального посібника є надання реальної практичної допомоги всім, хто здійснює юридичну діяльність. Він дає змогу здобути необхідний лексичний мінімум і знання для здійснення правової комунікації та юридичної діяльності.

Важливим є те, що в цьому виданні застосовуються новітні зарубіжні розробки, котрі допоможуть юристам вийти на міжнародний рівень спілкування, наблизити його до світових стандартів.

Укладачі висловлюють щиру подяку рецензентам: професору, д.ф.н. Мізецькій В.Я., доценту, к.ф.н. Обелець Ю.А.

3MICT

Всгын	3
Unit 1	7
Text A: About Myself. Text B: My Study. Text C: Our University.	
Grammar: 1. The Verb “to be” in the Present, Past, Future Indefinite. 2. The Noun. 3. The Pronoun. 4. The Article. 5. The Verb “to have” in Present, Past Indefinite. 6. Imperative Mood. 7. Possessive Case. 8. The Numeral.	
Unit 2	22
Text A: Militia of Ukraine. Text B: Ranks of Ukrainian Militia. Text C: Military commands and word expressions.	
Grammar: 1. Present Indefinite. 2. Present Continuous. 3. Future Indefinite. 4. Modal Verbs: “can”, “may”, “must”, “ought to”, “should”, “need.”	
Unit 3	40
Text A: Organization of the police service in GB. Text B: Police Training in England and Wales. Text C: Police Establishment in the USA.	
Grammar: 1. Past Continuous. 2. Future Continuous.	
Unit 4	50
Text A: Judicial Professions. Text B: Types of Offences. Text C: Kinds of Cases.	
Grammar: 1. Participle I, Participle II	
Unit 5	67
Text A: State Structure of Ukraine. Text B: The Political System of the United Kingdom. Text C: The Political System of the United States of America.	
Grammar: 1. Past Indefinite. 2. Present Perfect. 3. Past Perfect.	
Unit 6	96
Text A: Law-making Process in Great Britain. Text B: Law-making Process in the USA.	
Grammar: 1. Present Perfect Continuous. 2. Past Perfect Continuous.	
Unit 7	111
Text A: Description of Wanted. Text B: Interviews. Interrogation. Text C: Crime Scene Search.	
Grammar: 1. Adjective. 2. Word building: compound verbs, compound	

adverbs. 3. The Complex Sentence. 4. Preposition. 5. Sequence of Tenses.

Unit 8 144

Text A: Fingerprints. Text B: Networking. Text C: Trafficking: Myth or Reality.

Grammar: 1. Present, Past, Future Indefinite Passive Voice. 2. Present, Past Continuous Passive Voice. 3. Present, Past Perfect Passive Voice.

Довідник з граматики 173

Додаток. Англійські прислів'я та приказки 240

Предметний покажчик 254

Література 262

Unit 1

Text A: About Myself.

Text B: My Study.

Text C: Our University.

Grammar:

- 1 The Article**
- 2. The Pronoun**
- 3. The Noun**
- 4. The Verb “to be” in Present, Past Indefinite**
- 5. The Verb “to have” in Present, Past Indefinite.**
- 6. Imperative Mood**
- 7. Possessive Case**
- 8. The Numeral**

Text A

I. New words and word combinations

slim – стрункий

experienced – досвідчений, кваліфікований

broad – shouldered – широкоплечий

to have much in common – мати багато спільного

horror films – фільм жахів

to be fond of smth. – захоплюватися чим –н. або ким- н.

opinion – думка

upbringing – виховання

to run the house – вести господарство

to knit – в'язати

accountant – бухгалтер

joint venture company – спільне підприємство

a scientist – вчений

twins – близнята

nursery school – дитячий садок

to take after – бути схожим на когось

fair- haired – світловолосий

ever- tempered – урівноважений

to be in a good mood – бути в гарному настрої

to get on well – бути в добрих стосунках, ладити один з одним.

II. Read and translate the text.

About Myself

I am Max Kovalyov. I am seventeen years old. I want to tell you a few words about my family and myself. My family is large. I have a mother, a father, a sister, a brother and a grandmother. There are six of us in the family.

First of all, some words about my parents. My mother is a teacher of history. She works in a college. She likes her profession. She is a good-looking woman with brown hair. She is forty- five but she looks much younger. She is tall and slim.

My father is a lawyer. He is very experienced. He is a broad-shouldered, tall man with fair hair and grey eyes. He is forty- seven.

My parents have been married for twenty- six years. They have much in common, but they have different views on music, films and sports. For example, my father likes horror films and my mother likes “soap operas”. My father is fond of tennis. My mother does not go in for sport. But my parents have the same opinion about my education and upbringing.

My grandmother is a pensioner. She lives with us and helps to run the house. She is fond of knitting.

My sister Helen is twenty- four. She is married and has a family of her own. She works as an accountant for a joint venture company. Her husband is a scientist. They have got twins: a daughter and a son. They go to a nursery school. My brother Sergey is eleven. He is a schoolboy. He wants to become a doctor but he is not sure yet. Three months ago he dreamed of being a cosmonaut.

I want to become a student. I would like to study law. I think I take after my father. I am tall, fair- haired and ever- tempered. I always try to be in a good mood.

We have got a lot of relatives. We are deeply attached to one another and we get on very well.

Exercises

III. Answer the questions to the text.

1. What is your first name? What is your surname?
2. How old are you?
3. What's your date of birth?
4. Is your family large?
5. Have you got any brothers or sisters?

6. What are your parents? Where do they work?
7. Do they have much in common?
8. Do you spend a lot of time with your family?
9. Who runs the house in your family?
10. What is your father`s hobby?

IV. Give the plural of the following nouns.

Army, diplomat, pie, day, leaf, gold, cherry, body, hero, ice, policeman, note-book, watch, tomato, sportsman, toy, thief, bush, sister-in-law, pocket- knife, box, Frenchwoman, literature, chief, knowledge, news, photo, tooth, piano, ferry, key, cheese, roof, wife, mouse, sheep, police, lawyer, investigator, prosecutor, judge.

V. Write sentences in plural form.

1. This is an old city.
2. That is a new text- book.
3. This is a naughty child.
4. That is a beautiful woman.
5. This is a nice guy.
6. This key is made of steel.
7. That's an easy text.
8. This lady is that gentleman's wife.

VI. Change the number of the italicized nouns and make all other necessary changes.

1. The *child* is playing in the yard. 2. The *story* was very interesting. 3. We came up to the *woman* who was working in the garden. 4. The *match* will be held in Kyiv. 5. The *goose* is in the yard. 6. The *lorry* passed by. 7. The *tomato* is ripe. 8. The *book* is on the shelf. 9. This *watch* was made in Minsk. 10. The cat caught *a mouse*.

VII. Choose the right form of the noun from the brackets.

1. Two ... were playing on the doorstep (child/children). 2. A ... looked round the corner of the house (woman/women). 3. The ... was large, and had a faded Morris wallpaper (room/rooms). 4. A ... drove up, the large ... leaped from the chair and raised its voice in a crescendo of barking (car/cars, dog/dogs). 5. A tall ... of about fifty-seven came into sight (man/men). 6. But ... who read my books know what he's like (people/peoples). 7. The ... ran twinkling across the road (water/waters). 8. Why do ... represent in pictures the faces of their fellow men?

(painter/painters). 9. The ... was supposed to assemble at seven- thirty in the Common Room (company/companies). 10. The ... opened to admit Sir Leopold (door/doors). 11. The ... of the feast had been removed (remnant/remnants). 12. "You have read the morning papers, I presume?" "Yes, Mr. Poirot. The ... from Geneva is not very good" (new/news).

VIII. Fill in the blanks with *am, is, are*.

1. I ... a future lawyer. 2. This man ... a farmer. 3. My friend ... in the garden. 4. We ... students. 5. My father ... a judge. 6. The pupils ... in the classroom. 7. She ... an engineer. 8. I ... busy. 9. My investigator ... young. 10. They ... in the park. 11. I ... a law student. 12. ... this good news? Yes, it 13. My brother ... a lawyer. He ... at work with his clients ... he very busy? Yes, he 14 ... she a young lady? No, she ... not. 15. They ... always absent at the lectures. 16. Whose ... these clothes ?

IX. Make the following interrogative and negative.

1. You are an engineer. 2. His little brother is a schoolboy. 3. Her parents are at home. 4. Our lecturer is at the library. 5. The cars are in the street. 6. The theatre is in the centre of the town. 7. My cousin is at school. 8. They are good sportsmen. 9. His father is a lawyer. 10. The street is narrow. 11. I'm from Ukraine. 12. Pete is still in the Institute. 13. Nell is at home. 14. Steve and Jane are secretaries. 15. Jane's Pete's girl- friend. She is at work now. 16. The students are at the lecture in Theory of State and Law.

X. Translate the following into English.

A. 1. Мій батько - юрист. 2. Наш адвокат зараз у Києві. 3. Твоя сестра вдома? 4. Петро не хворий. 5. Де твій брат? Його немає у кімнаті. 6. Ми у слідчому відділі. 7. Ольга вдома? 8. Його батько зараз дуже стомлений. 9. Хто твоя сестра? Вона лікар. 10. Її дочка в Києві? Ні, вона не в Києві, вона у Львові. 11. Студенти в аудиторії? Ні, вони в кафе. 12. Де твоя ручка? Вона в кармані. 13. Де твої книжки? Вони в папці. 14. Де географічна карта? Вона на стіні. 15. Газети на столі. 16. Якого кольору твоя ручка? Моя ручка червона. 17. Якого кольору стіни? Вони білі. 18. Де ти? Я в деканаті. 19. Чому тут немає Петра? Він у кабінеті начальника.

B. 1. Я студент 1- го курсу. Мені 17 років. 2. Він адвокат. Він у конторі кожен день. 3. Стів американець? Ні, він англієць. 4. Джейн секретар у суді. Вона зараз дуже зайнята. 5. Де студенти? Вони на лекції. 6. Нелі французенка? Ні, вона англійка. 7. Ви росіянин? Ні, я

українець. 8. Цей викладач зараз в інституті? Так. 9. Він вдома? Ні, Він завжди на роботі у цей час. 10. Її батько поліцейський? Так. 11. Скільки їм років? Їм 18. 12. Хто твоя сестра? Вона суддя.

XI. Change the verb *to be* into Past Indefinite.

1. I am a student. 2. They are at university. 3. His father is a lawyer. 4. She is a student. 5. You are tired. 6. His parents are lecturers. 7. The cadets are at the theatre. 8. Peter is ill. 9. Is a lawyer at the office? 10. Are you ready to go there?

XII. Make the following interrogative and negative.

1. Nick was at home at that time. 2. You were angry with me. 3. The little girl was afraid of dogs. 4. We were ready to have a test in English. 5. The baby was asleep. 6. The students were at the stadium yesterday. 7. You were glad to hear this news. 8. Her parents were at the cinema last night. 9. The house was the finest in the street. 10. They were silent for a while.

XIII. Change the verb *to be* into Future Indefinite.

1. The weather is very nice today. 2. I am not fond of music. 3. This case is very heavy. 4. These cases are very heavy. 5. The dog is asleep. 6. I am hot! Can you open the window, please? 7. The castle is one thousand years old. 8. My brother and I are good players. 9. I am a student. 10. My sister is a lawyer.

XIV. Use possessive pronouns.

1. I'm a policeman. ... name is Jane. 2. Ted is a cadet. ... marks are good. 3. Steve and Nell work at the college. ... work is difficult but very interesting. 4. Please give me ... note-book, Pete. 5. We're lawyers. ... friends are lawyers too. 6. Mary has got two sons. ... sons are students.

Text B

I. New words and word combinations

junior and senior complement of militia – молодший і старший

командний склад міліції

to promulgate an edict – прийняти наказ

to be subordinated to – бути підпорядкованим

to provide - забезпечувати

scientific- науковий

Militia special high school – Вища школа міліції

experience- досвід.

II. Read and translate the text.

Our University



Odessa State University of Internal Affairs is the leading educational and scientific center of law enforcement tendency in the South of Ukraine.

It was founded in 1995 by the Decree of the Cabinet of Ministers of Ukraine of the 12-th of December, 1994, № 818

and by the Order of Ministry of Internal Affairs of Ukraine of the 20- th of February, 1995, №108.

Our University has its nearly 88 years history and a rich experience of training of specialists for Internal Affairs. Its history can be divided into following stages:

The 1st stage - the foundation of the Internal Affairs Militia School on the 27th of February, 1922. The main aim of militia school was to train junior and senior complement of militia. It 1945 the Militia School was restored. In 1952 the government of the USSR promulgated an edict on reformation of the Militia School into the Militia special high school within the Ministry of Internal Affairs of the USSR.

In 1991 it was subordinated to the Ministry of Internal Affairs of Ukraine.

The 2nd stage - the foundation of the Militia college. It was created according to the Law of Ukraine “On education” on the 11th of March, 1992.

The 3rd stage - Odessa Institute of Internal Affairs was established in February, 1995 on the basis of Militia College.

The 4th stage – the foundation of Odessa State University of Internal Affairs on the 23d of February, 2008.

Nowadays there are 20 Chairs providing the education.

Every year more than 200 militiamen take part in the improvement of professional skill courses. 8 scientific circles, the club, the musical group,

10 sport sections, two libraries regularly work in the university.

Exercises

III. Find in the text the English equivalents for the following words and word combinations.

Із досвіду
відповідно до указу
старший офіцерський склад
школа міліції
училище міліції
курси підвищення кваліфікації
курси перепідготовки
підлеглий, підпорядкований
навчання
поновлювати.

IV. Make up all types of questions to the text.

V. Translate into Ukrainian paying attention to the meanings of underlined words.

1. Is your passport in order? Is it valid?
2. It is in order to interrupt?
3. The phone is out of order.
4. The rose and the bean families belong to the same order.
5. Militiamen must obey orders.
6. The engine has been tuned and is now in perfect order.
7. A prime ministers kept busy with affairs of state.
8. The plane crash was a terrible affair.
9. That's my affair, not yours.
10. Take careful aim at the target.
11. He has only one aim and object in life - to make a fortune before he is fifty.
12. Has he had much experience in work of this sort?
13. We all learn from experience.
14. At last his anger experienced.
15. There is a shortage of trained nurses.
16. I'm training to be a policeman.
17. Train a gun on the enemy.
18. She tries to train roses against a wall.

VI. Match each word on the left with the appropriate definition on the right.

- | | |
|------------------|--|
| 1. to restore | a. ability to do something |
| 2. order | b. command given with authority |
| 3. to promulgate | c. cause something to exist |
| 4. to create | d. business of any kind |
| 5. skill | e. bring back into use |
| 6. affairs | f. make public, announce officially
(a decree, a new law) |
| 7. decree | g. order given by a ruler or authority
and having the force of a law. |

VII. Narrate the text.

VIII. Form word – combination using Possessive Case

- | | |
|---------------------|---------------------|
| friend, Jane; | questions, pupils; |
| office, Steve; | studies, students; |
| life, student; | book, lawyer; |
| work, Nell; | my brother, family; |
| college, Ann; | my children, room, |
| girl- friend, Pete; | thing, sportsmen; |
| answer, cadet | sons, our attorney. |

IX. Translate into English.

Будинок моїх батьків; речі студентів; друзі Петра; підручник студента; відповідь курсанта; робота юриста; ручка Стіва; папери секретарів; словник Мері; сигари Ніка; лист Джейн; кімната моїх друзів.

X. Replace the of- phrase by Possessive Case where possible.

The Code of our commander; the window of this room; the bicycle of Tom; the boy of her child; the back of the chair; the order of the captain; the bags of her pupils; the banks of the river; the arrival of the actors; the father of Dick.

XI. Paraphrase the following using Possessive Case.

1. the pen that belongs to Jack; 2. the camera that belongs to my friend; 3. the books that belong to her pupils; 4. the shoes that belong to the girl; 5. the flats that belong to the workers; 6. the car that belongs to this miner; 7. the coat that belongs to his brother; 8. the watch that belongs to the teacher.

XII. Use interrogative and negative forms of the sentences.

1. They have got their studies in the morning.
2. I have got a lot of work to do.
3. They have some information about that accident.
4. She has got a lecture today.
5. I've got many questions to you,
6. He's got time for reading this article.
7. Mary's children often have a cold.
8. My friend has got a lot of difficult subjects at the Institute.

XIII. Fill in the blanks with *have* or *has*.

1. We... a good flat.
2. My neighbour... a car.
3. They... a TV set.
4. I ... eight English books.
5. She ... a new dress.
6. You ... a good dictionary.
7. Our room ... two windows.
8. Many collective farmers ... motor cycles.
9. Our teacher ... two daughters.
10. I ... a very special reason to go there.

XIV. Make the following interrogative and negative.

1. Peter has a tape recorder.
2. You have many relatives there.
- My sister has music lessons once a week.
4. The children have many toys.
5. We have coffee in the afternoon.
6. Her daughter has a piano.
7. The children have lunch at eleven.
8. Jane has a book.
9. I have a bath once a week.
10. I have his textbook on physics.
11. We have much snow this winter.
12. They have breakfast at half past seven.
13. His uncle has a garden.
14. I have enough paper to write three letters.

XV. Translate into English.

1. У мене є фотоапарат.
2. У мого товариша є мотоцикл.
3. У нас є авторучки?
4. У тебе є фото цього злочинця?
5. У Віктора велосипед?
6. У мене немає вільного часу.
7. У них немає англо-українських словників.
8. У мене немає цієї статті.
9. У тебе є брат у Києві?
10. У неї є родичі в Сочі?
11. У нас немає часу піти туди.
12. Що у тебе в кишені?
13. Скільки в неї братів і сестер?
14. О котрій годині ви снідаєте?
15. Ви обідаєте вдома чи в їдальні?

XVI. Translate into English.

- A.** 1. У вас є заняття щосуботи? Ні. 2. У вас багато вільного часу увечері? Так. 3. Хто має запитання? В мене є одне. 4. У мене сьогодні немає лекції з теорії держави та права. 5. У нього зовсім немає часу для спорту. 6. Я не обідаю вдома.

- B.** 1. Стів має багато складних предметів в інституті? Ні, лише

кілька. 2. У мене немає друзів у цьому місті. 3. Сьогодні у мене немає бажання обговорювати це питання. 4. Вони мають свідків цього злочину? Так. 5. У цього адвоката багато заможних клієнтів. 6. У них немає доказів проти вас.

XVII. Use the verb *to have* in Past Indefinite .

1.They have three maps and books. 2. Sarah hasn't got a car. 3. Tom has a lot of friends. 4.An insect has six legs. 5. We haven't got a key. 6. He has many books. 7. Our city has a very nice shopping centre. 8. Julia wants to go on holiday but she hasn't got any money. 9 .I have a bad cold.

XVIII. Make the following interrogative and negative.

1.She had parties last month. 2. They had a lot of flowers in the garden last summer. 3. We had a letter from home last week. 4. She had a new dress last summer. 5. I had a headache last evening. 6. I had fish for dinner yesterday.

XIX. Translate the following into Ukrainian.

1. Don't make any noise! 2. Please stay a little longer! 3. Be careful of the glass! 4. Bring the light nearer! 5. Go to the other side of the plane! 6. Don't touch anything! 7. Don't walk on the grass! 8. Don't stay out late tonight! 9. Let's have some tea! 10. Let's do some research on the subject! 11. Let's have a party on my birthday! 12. Please, don't leave me alone in the dark!

Text C

I. New words and word combinations

higher legal education - вища юридична освіта

Criminal Investigation Department - управління карного розшуку

operative investigative activity - оперативно – розшукова діяльність

criminality - злочинність

crime prevention- попередження злочину

law educational establishment - юридичний навчальний заклад

inquiry - дізнання

main task- основна задача.

II. Read and translate the text.



My Study

In ... I entered Odessa State University of Internal Affairs. Now I'm a first- year cadet. Our University is situated in Odessa. It is a law educational establishment of the Ministry of Internal Affairs. Our University trains future lawyers for the organs of

Ukrainian militia.

I shall get a higher legal education. I'll become a lawyer by speciality. I shall work at a Criminal Investigation Department (CID). I can work as an operative or investigator. We study many subjects. The main subjects we study at the University are: Civil and Criminal law, Criminalistics and Criminology, Operative investigative activity, Administrative law, International law, Theory of State and Law, History of Ukraine, Foreign language. Our main task as future policemen is to fight against criminality, to prevent and solve crimes. Crime prevention is the main aim of our detective activity. The detective activity of the operative is also quite necessary for the solution of many serious cases. That's why we should study law and master special means, methods and forms of fighting crime.

Exercises

III. Find in the text the English equivalents for the following expressions.

Міністерство внутрішніх справ
вища юридична освіта
карний розшук
боротьба зі злочинністю
вивчати закон
розкриття кримінальних справ
головна мета
профілактика злочинів
цивільне право
слідчий
юрист за фахом.

IV. Translate and explain the meaning of the following words.

lawyer; investigator; operative; detective.

V. Make up questions to the text as a plan.

VI. Make your own report about militia activity using the expressions below.

- detective activity
- to solve crimes
- criminal law
- to master special means
- to fight against criminality.

VII. Act your mini- dialogues, just like this one:

- Will you work as an operative?
- Yes, I will.
- No, I won't.
- Will you work at the Criminal Investigation Department?

VIII. Give Russian equivalents for the following proverbs.

A lawyer never goes to law himself.

Necessity knows no law.

IX. Insert the right word into the sentence:

mean; main; mine; meant; meaning; means.

1. - What is the ... of the sign "No parking".
- It ... : "Don't park your car here".
2. - Which of you has taken my cap by mistake?
- Oh, excuse me, yours is the same colour and shape as ...
3. - Do you often take a walk in such weather? – I ... rainy weather.
- Oh no! Surely not.
- What do you ... by "such weather"?
4. - What are the ... theatres of Saint Petersburg?
- The Gorky theatre, the Pushkin theatre and others.
5. - Don't be cross, Bob! Can't you take a joke? I didn't want to hurt you. I just ... a little laugh, you know. That's all right.
6. - It's so difficult to change habits.
- To change habits ... to be young.

X. Narrate the text.

XI. Use articles where necessary.

A) 1. That's ... text. ... text is long. 2. He is from ... USA. I am from ...

Ukraine. 3. She is ... secretary. She is at ... work. 4. ... Volga is in ... Russia. 5. ... Paris is ... fine city. 6. ... Odessa is in ... Black Sea coast.

B) 1. Ben is ... investigator, Dan is ... investigator, too. They are ... good investigators. 2. They live in ... South. 3. ... Spain is in ... west of Europe. 4. ... air is necessary for ... life. 5. Put ... wood on ... fire. 6. Pass me ... sugar, please.

XII. Use articles where necessary.

I have ... friend. His name is ... Nick. He is ... student. He lives in ... Kyiv. He studies ... law. His friends are ... students too. They have usually their classes in ... morning. Every morning they go into ... classroom and sit down at ... tables. ... lessons are ... interesting. ... students write ... lot of exercises in ... note-books. They also do ... exercises at ... home, too.

XIII. Insert articles where necessary.

1. This is ... house. 2. This is ... house in which I live. 3. This is ... butter. 4. This is... butter I bought for you. 5. My father is ... worker. 6. His father is ... worker who improved this machine. 7. This man is ... attorney I told you about. 8. Ann's mother is ... investigator. 9. His wife is ... doctor. 10. His wife is ... doctor who treated my sister. 11. February is ... shortest month. 12. July is ... seventh month of the year. 13. It is ... Indian film. 14. It is ... film we discussed yesterday. 15.... cow is ... domestic animal. 16. ... carrot is ... vegetable. 17. ... carp is ... fish.

XIV. Insert articles where necessary. Retell the text.

Great Britain

... United Kingdom of ... Great Britain and ... Northern Ireland is situated on ... British Isles, ... largest of which are ... Great Britain and ... Ireland. ... British Isles are separated from ... continental Europe by ... North Sea and... English Channel, ... narrowest part of which, ... Strait of Dover, is 33 kms wide.

In ... west ... British Isles are washed by ... Atlantic Ocean... Irish Sea separates ... Great



Britain from ... Ireland.

United Kingdom consists of ... England, ... Wales, ... Scotland and ... Northern Ireland.

... Northern part of... island of ... Great Britain (... Scotland) is occupied by ... mountains which are called ... Highlands of ... Northern Scotland and ... Southern Uplands with ... Central Lowland of ... Scotland between them.... Highlands of ... Northern Scotland are divided into ... North - western Highlands and ... Grampians. ... highest mountain in ... Great Britain is ... Ben Nevis; it is situated in ... Grampians.

... Pennines are ... mountains situated in ... central part of ... island of ... Great Britain, ... Pennines are separated from ... Southern Uplands by ... valley of ... river Tyne. ... Tyne flows into... North Sea. ...Wales is ... mountainous part of ... Great Britain. It is occupied by ... Cambrians. ... highest mountain in ... Cambrians is ... Snowdon. ... longest river in ... Great Britain is ... Severn. It rises in ... Cambrians and flows into ... Bristol Channel.

... Thames is not so long as ... Severn but it is ... most important river in ... Great Britain. ... London, ... capital of ... United Kingdom, is situated on ... Thames.

XV. Insert articles where necessary. Retell the text.

Charles Dickens, ... great English writer, was born on ... 7th of ... February 1812 in ... small English town. He was ... weak child and did not take ... part in ... noisy and active games. ... little boy was very capable. He learned to read at ... early age and read many books in his childhood. When he was about six, someone took him to ... theatre for ... first time.

He saw ... play by Shakespeare and liked it so much that he decided to write ... play himself.

When it was ready, he performed it with some of ... his friends. Everybody enjoyed ... performance and ... little writer felt very happy. When Charles was nine years old, ... family moved to ... London



where they lived in ... very old house. Charles' father was ... poor clerk. ... life of ... family was very hard. There were several younger children in ... family besides Charles, ... future writer could not even go to ... school. At that time his father was put in ... prison because he could not pay his debts. His wife and all ... children went into ... prison too. Those were ... most unhappy days in ... Charles' life. At ... age of ten he had to start working. ... boy worked from ... morning till ... night to help his family.

When his father was out of ... prison, ... young Charles was sent to ... school where he remained three years. When he was fifteen he had to leave ... school and start earning his own living again. He spent his spare time reading in ... British Museum.

In ... few years he became ... newspaper reporter. In 1836 Dickens published his first book.

XVI. Insert articles. Retell the story.

... little girl was sitting on ... front porch when ... stranger came up to the gate. He tried to open it but ... gate wouldn't open.

"Is your mother at home, little one?" asked ... stranger.

"Yes, sir, she's always at home," said ... child.

... stranger jumped over ... gate and rang ... doorbell. There was no answer. He rang it several times more, and waited. ... door remained closed. Somewhat angry, he turned to ... child and said:

"Didn't you say your mother was at home?"

"Yes, and I'm sure she is," replied ... girl.

"Then why doesn't she answer my ring, I wonder."

"I think she will, sir, when you reach our house," replied ... girl. "We live four doors down ... street."

XVII. Translate into English.

Перший час, третій зошит, п'ятий урок, четвертий словник, чотирнадцятий день, дванадцятий місяць, двадцять восьмий текст.

XVIII. Write in English.

1599, 1900, 1945, 1709, 1861, 1636, 2000.

XIX. Read and write the following cardinal numerals.

A) 3; 13; 30; 4; 14; 40; 5; 15; 50; 2; 12; 20; 8; 18; 80.

B) 21; 82; 35; 44; 33; 55; 96; 67; 79; 41; 53; 22.

C) 143; 258; 414; 331; 972; 205; 101; 557; 999; 313.

XX. Form, read and write ordinal numerals from the following.

A) 7; 4; 8; 9; 5; 12; 3; 2; 1; 13; 15; 11; 10.

B) 20; 21; 30; 32; 40; 43; 50; 54; 60; 75; 80; 98.

C) 100; 120; 125; 200; 230; 231; 300; 450; 563; 892.

XXI. Read and write the following dates.

9/III.1814; 22/VI.1941; 9/V 1945; 1/XII.1991; 28/VI.1996.

XXII. Answer the following questions.

1. How much is 17 plus 19? 2. How much is 25 plus 32? 3. How much is 120 plus 205? 4. How much is 13 minus 4? 5. How much is 200 minus 45? 6. How much is 7 multiplied by 8? 7. How much is 42 divided by 6?

XXIII. Read and write out in words the following common and decimal fractions.

- 1/7; 1/5; 1/9; 1/3; 1/12; 1/15; 1/25; 1 3/40; 1 3/5; 2 5/7; 5 1/3; 4 1/6.

Unit 2

Text A: Militia of Ukraine.

Text B: Ranks of Ukrainian Militia.

Text C: Military commands and word expressions.

Grammar:

1. Present Indefinite.

2. Present Continuous.

3. Future Indefinite.

4. Modal Verbs “can”, “may,” “must,” “ought to,” “should,” “need.”

Text A

I. New words and word combinations

independence - незалежність

to regulate - регулювати

state armed agency - державний озброєний орган

criminal encroachments - кримінальні посягання

voluntary - добровільний

the proclamation of independence - проголошення незалежності

to perform duties- виконувати обов'язки

II. Read and translate the text.

Militia of Ukraine



Militia of Ukraine was created in March- April 1917 at the time of the Ukrainian People's Republic by the Central Rada. With the proclamation of independence of Ukraine and disintegration of the Soviet Union the militia of Ukraine became a part of the Ministry of Internal Affairs of Ukraine. The activity of militia in Ukraine is

regulated by the law of Ukraine of 20 December 1990 "On Militia", the law of Ukraine of 18 February 1992 "On operative investigative activity". Militia is the state armed agency of the executive power, which guards life, health, rights and freedoms of citizens, property, interests of the society and the state against criminal encroachments.

Militia performs administrative, preventive, investigative, criminal procedural, executive and guarding functions. Militia is composed of:

- Criminal militia

- Militia of public safety

- Transport militia

- State traffic militia

- Militia wardens

- The closed units service.

The staff of militia is composed of personal, serving in militia who has special militia ranks. Recruitment to militia is done on voluntary basis and includes persons over 18 years who by their personal qualities, education and the state of health are able to perform duties, vested in them.

Exercises

III. Find in the text English equivalents for the following words.

Розпад Радянського Союзу

діяльність міліції

розшукова діяльність

захищати права і свободи громадян

Державна автомобільна інспекція (ДАІ)

громадська безпека

виконавча влада
штат міліції
стан здоров'я
спеціальне звання
кримінально- процесуальний.

IV. Explain the meanings of the following words. Make up sentences with them.

to serve

safety

property

voluntary

V. Translate into English.

1. Діяльність міліції основана на принципах законності, гуманізму, поваги до особи, соціальної справедливості. 2. Міліція виконує свої обов'язки неупереджено, з точним дотриманням закону. 3. Працівник міліції є представником державного органу виконавчої влади. 4. Працівник міліції знаходиться під захистом закону.

VI. Answer the questions.

1. When was militia of Ukraine created?
2. What laws are regulated the activity of militia?
3. What is 'militia'?
4. What functions does Militia perform?
5. What is it composed of?
6. Who serves in militia?

VII. Work in groups. Discuss:

The activity of different militia departments.

VIII. Translate the words. Insert the right word into the sentence.

union [ju:njən]

unite [ju:naite]

unit [ju:nit]

unity [ju:niti]

1. What country are you from?
- I'm from the former ...
2. The festivals of songs and films ... youth.
3. Is pound still used as ... of weight in Britain?
4. Sometimes the ... of opinion is not the best thing.

IX. Put the following into the plural.

Model: *The student goes to the university - The students go to the university.*

1. The girl learns English.
2. My friend gets up early.
3. The worker comes

home at six. 4. My brother works in the office. 5. His uncle lives in Odessa. 6. The bus runs quickly. 7. He knows all about engines. 8. She loves her parents. 9. His sister knows Spanish. 10. The taxi goes through the town.

X. Put the following into the singular.

Model: *The students work hard. - The student works hard.*

1. The engineers go to the plant. 2. The students do their homework. 3. The trees grow well. 4. The cadets go in for sports. 5. My friends study English. 6. The girls sing very well. 7. My friends call me Vic. 8. The pupils look straight into my face. 9. The old women talk about the weather.

XI. Make the following sentences interrogative and negative.

1. The children drink coffee in the evening. 2. Her sister dances very well. 3. Our commander studies well. 4. The students remember this rule. 5. Nick goes to bed at ten. 6. They listen to the radio in the morning. 7. You meet him every day. 8. It often snows in November. 9. You want to play chess with him. 10. His mother teaches Criminology at Police Academy. 11. My cousin wants to become a doctor.

XII. Make up five sentences from each table.

I	do not	learn German.
He	does not	go to school on Sunday.
She	(doesn't)	play hockey in summer.
We	(don't)	like this film.
You		read that newspaper.
They		work here.

do	I	live?
does	He	work?
	She	study?
	We	buy milk?
	You	play tennis?
	They	skate?

When	do	I	go shopping?
At what time	does	He	play basket - ball?
		She	come home from school?
		We	get up?

		You	go to bed?
		They	watch television?

How	do	I	speak English?
	does	He	play the piano?
		She	dance?
		We	sing?
		You	get to school?
		They	study?

Who	lies on the table?
Whose sister	studies at the university?
Which of you	hangs on the wall?
Which of these girls	works at that plant?
What	knows French well?
Whose bag	lives there?

XIII. Ask questions as in the models.

Models: *Ask me if I work here.* — *Do you work here?*

Ask me if my sister works here. — *Does your sister work here?*

Ask me:

1. if I remember my first duty. 2. if my brother lives in Odessa. 3. if I spend my holidays in the Crimea. 4. if my pupils make many mistakes in their dictations. 5. whether I speak French. 6. whether my daughter speaks French. 7. whether my children speak French. 8. if I live in a new house.

Ask one of your classmates:

1. if he goes in for sports. 2. if he likes to play volley- ball. 3. if he likes to study. 4. if he collects stamps. 5. if he wants to become a lawyer. 6. if he wants to take a walk. 7. whether he plays tennis. 8. if he comes home late. 9. if his girl- friend a cadet. 10. If he knows that man. 11. if his friends like to dance. 12. if he lives here.

XIV. Ask questions as in the models.

Models: *Ask one of the boys where he lives.*— *Where do you live?*

Ask one of the girls who lives in that house.— *Who lives in that house?*

Ask one of the boys:

1. when he gets up; 2. what he wants to become; 3. where he keeps his

books; 4. why he sometimes misses classes; 5. what he does on Sundays; 6. at what time he goes to bed; 7. what his sister does in the evening; 8. when his friends go to the cinema; 9. where his uncles live; 10. why his brother doesn't go to school; 11. who makes his bed; 12. when he does his homework.

Ask one of the girls:

1. where she spends her summer holidays; 2. how she gets home from school; 3. whom she invites to her birthday party; 4. when she cleans her room; 5. what kinds of sports she goes in for; 6. at what time her brother goes to bed; 7. what she does in the evening; 8. who helps her with her studies; 9. who washes her dresses; 10. where her aunt lives; 11. why she doesn't go to the theatre; 12. which of her friends plays the piano best of all.

XV. Ask questions about the time of the action.

Models: *They skate in winter.* - *When do they skate?*

Nick gets up at six. - *At what time does Nick get up?*

1. The pupils plant trees in autumn. 2. The lecturer corrects our dictations in the evening. 3. Peter comes to the University at eight. 4. Our family goes to the Crimea in July. 5. His father usually comes home at five. 6. They discuss films after classes. 7. We listen to the news at ten o'clock.

XVI. Ask questions about the place of the action.

Model: *His son works in Kyiv.* - *Where does his son work?*

1. Her brother studies in Odessa. 2. The wolf lives in the forest. 3. They spend their holidays in the country. 4. Her mother works at a textile factory. 5. Many birds fly to the south in autumn. 6. Her parents live in a village. 7. My school-mates go to the theatre in the evening. 8. They read newspapers in the reading-room.

XVII. Put questions to the italicized words.

1. The children go to bed *at ten o'clock*. 2. His son knows English *well*. 3. My father reads *newspapers* in the evening. 4. Her aunt lives *in Odessa*. 5. Our parents grow *wheat*. 6. This man works *at a machine-building plant*. 7. It snows *in winter*. 8. We buy *bread* at this shop. 9. *My sister* learns many poems by heart. 10. *Ann* helps her mother about the house. 11. At the lessons we *read and speak* English. 12. Her mother teaches *Ukrainian*.

XVIII. Answer the following questions.

1. At what time do you get up? 2. What do you do in the morning? 3. Do you do your morning exercises every day? 4. Does your sister go to

school in the morning or in the afternoon? 5. At what time do classes begin at your University? 6. At what time do you come home from the University? 7. When do you usually do your homework? 8. When do you help your mother about the house? 9. Do you go shopping every day?

XIX. Translate into English.

1. Я вивчаю англійську мову. Мій друг також вивчає англійську мову.
2. Де ти живеш? Де живе твій племінник? 3. Ми не працюємо на заводі. Ми навчаємося в університеті. 4. Моя сестра не вивчає англійську мову. Вона вивчає французьку мову. 5. Твій брат працює в лікарні? 6. Де працюють твої батьки? 7. В якому навчальному закладі вчиться цей хлопець? 8. Ви читаете французькі книжки? 9. Що ви робите після наряду? 10. Де він працює? 11. Коли ви граєте в шахи? 12. Мені не подобається ця книжка. 13. Моєму товаришеві не подобається це оповідання. 14. Її батько викладає математику в нашій школі. 15. Чому ти пропускаєш заняття? 16. Ця дівчина вивчає право в університеті. 17. О котрій годині ви встаєте? 18. О котрій годині ваш син лягає спати? 19. У суботу ми ходимо в театр або в кіно. 20. Хто живе в цьому будинку? 21. Хто в університеті викладає англійську мову? 22. Як вчиться її син? 23. Чия сестра знає іспанську мову? 24. Він читає лекції з психології?

XX. Open the brackets using the appropriate form of the verb.

A. 1. He usually (to walk) home after work. 2. Where (to work) Steve? He (to work) at the Ministry of Internal Affairs. 3. You often (to ask) questions at the lessons? 4. I (not to know) anything about this accident. 5. What subjects you (to study) at the Institute? 6. I (to live) not far from my office.

B. 1. How she (to speak) English? She (to speak) English badly. 2. We always (to listen) to the lecturer with great attention. 3. How long it (to take) you to get home? It (to take) me an hour to get there. 4. Why you (to miss) the lectures? 5. He (to dream) to be a judge. 6. When they (to come back) home? - In a week.

XXI. Translate into English.

A. 1. Я працюю. 2. Ми працюємо. 3. Вони не працюють. 4. Ви працюєте? - Так. 5. Вона працює? - Ні, вона навчається. 6. Мій брат не навчається. Він працює. 7. Моя сестра не читає книг. 8. Вони розкривають багато злочинів.

B. 1. Ви любите відпочивати в кріслі? 2. Ми інколи обідаємо у друзів.

3. Мій брат не любить писати листи. 4. Щодня ми читаємо газети. 5. Його батько викладає криміналістику. 6. Вона знає цей предмет дуже добре. 7. Мій дядько пише книги. 8. Ми виконуємо завдання в зошитах.

XXIII. Translate into English.

A. Діані 28 років. Вона працює секретарем у суді. У Діани багато роботи цілий день. Вона працює до 5 години. Діана приходить додому одразу ж після роботи. Вона рідко буває вдома увечері. В неї багато друзів і вона не залишається наодинці. У вихідні вона полюбляє їздити з ними за місто.

B. Я юрист. Я працюю у конторі. Я встаю о 7 годині ранку, снідаю та їду на роботу. Вранці я проглядаю документи, ділові папери та листи. О 12 годині я звичайно обідаю у найближчому кафе. Після обіду я повертаюсь до контори і зустрічаюсь з моїми клієнтами. Я закінчую роботу о 18 годині. Я мешкаю у передмісті. Мені потрібно півгодини, щоб дістатися додому.

Text B

I. New words and word combinations

agreement basis - договірна основа

to be retired - бути у відставці

to confer the rank - присвоювати звання

medium level (senior, higher) commanding complement – середній (старший, вищий) командний склад

military forces of Ukraine - збройні сили України

practical experience – практичний досвід

law enforcement agencies - правоохоронні органи

primary professional training - початкова професійна підготовка.

II. Read and translate the text.

Ranks of Ukrainian Militia

The rank and file complement is staffed on the agreement basis with the males who have already undergone the service in the army and other people who are in reserve of the military forces of Ukraine (except retired officers) and in case of necessity with females.

These categories are conferred the ranks of: private, junior sergeant, sergeant, master sergeant of militia, ensign and senior ensign.

The positions of medium- level, senior and higher commanding complement of militia are staffed with specialist who have higher or special secondary training and meet the requirements of the militia service.



The medium level commanding personnel is staffed with the junior commanding personnel who have secondary or higher education, practical experience in law enforcement agencies.

The last category of personnel are conferred the ranks: junior lieutenant, lieutenant, senior lieutenant, captain;

to the senior commanding staff - those of major, lieutenant colonel, colonel of militia; to the highest commanding staff - major- general of militia, lieutenant-general of militia.

Training of the personnel is done in the following way: primary professional training is done at the primary professional schools of training during 6 months with conferring the profession of a militiaman.

Professional educational training of junior militia staff is done at the militia colleges during 3 years with conferring qualifications according to militia agencies activities.

Exercises

III. Find in the text English equivalents for the following expressions.

пройти службу в армії

бути в запасі

офіцери у відставці

особа чоловічої (жіночої) статі

рядовий міліції

старший прапорщик

підполковник міліції

відповідати вимогам для служби в міліції

навчання особового складу.

IV. Explain the meaning of the words below; make up sentences with them.

Voluntary; recruitment; to vest in; personnel; to train; retired;

agreement basis; staff.

V. Answer the questions.

1. Whom is file complement staffed with?
2. What ranks are conferred to :
 - file commanding complement?
 - medium commanding complement?
 - senior commanding complement?
 - higher commanding complement?
3. What way is training of personnel done?

VI. Give synonyms for the words below.

to confer; to train; to serve; to perform; to staff.

VII. Act out your mini - dialogues just like this one:

- What rank will you be conferred when you graduate from the University?
- I'll be conferred the rank of lieutenant.
- And what about you?
- I hope I'll be conferred the lieutenant too.
- What is your rank now?
- Oh, I'm a junior sergeant.
-

VIII. Make the following interrogative and negative.

1. The teacher is explaining a grammar rule. 2. The woman is playing with a child. 3. He's speaking French at the moment. 4. I am waiting for them. 5. The children are having supper. 6. It is raining. 7. I am cleaning the blackboard. 8. My sister Chris and David are getting married today. 9. I'm always thinking about her there days. 10. Ingrid and Dorothy are giggling and whispering together.

IX. Put questions to the italicized words.

1. The children are planting *trees*. 2. They are working *in the garden*. 3. The girl is trying on *a dress*. 4. *Nick* is talking with his friends. 5. The students *are reading*. 6. The man is sitting *in the arm chair*. 7. The girl *is drawing*. 8. The woman is wearing *a blue dress*. 9. *Peter's* brother is riding a bicycle. 10. They are talking *about the film*. 11. *He* is speaking over the telephone. 12. The boy is running fast *because it is raining*.

X. Choose the right form of the verb from the brackets. Explain your choice.

1. I'm interested in what you ... about yourself (says/is saying/ saying).

2. "I'm not going to take it, Herb". "You ... your time, really " (waste/wastes/is wasting/are wasting). 3. "I told them to get out". "And what? ... they ... , Queenie?" (do ... pack/does ... /is ... packing/are ... packing). 4. "You mean Mr. Jackson's nephew". "Whose nephew?" "Mr. Arnold Jackson". "I don't think we ... of the same person", answered Bateman (speaks/is speaking /are speaking). 5. He laughed. She glanced quickly over: "Why ... you ...?" (does ... laugh/do ... laugh/is ... laughing/are ... laughing) 6. The wedding is set for May 21st. . I you on May 21 st (am marrying/is marrying/are marrying). 7. I say, listen! Someone ... a bath (is having/are having).

XI. Translate into English.

1. Що ви робите? - Ми готуємося до концерту. 2. Куди ти йдеш? - Я йду в бібліотеку. 3. Де Микола? - Він у читальному залі. Він там виконує домашні завдання. Микола часто виконує домашні завдання в читальному залі. 4. Що зараз робить Петро? Він ремонтує свій компютер. 5. Олена вдома? - Ні, її немає. У неї зараз заняття з фізичної культури. У неї завжди вони о цій годині. 6. Хто зараз у спортзалі? - Там тренуються курсанти нашого взводу. Вони тренуються двічі на тиждень. 7. Не шуміть. Коваленко говорить по телефону. 8. Не заходьте до тієї аудиторії. Там студенти складають екзамен з криміналістики. 9. Вони складають екзамени один раз на рік. 10. Дощ іде? - Ні. 11. Ми вирушаємо завтра вранці. 12. Його син збирається стати юристом. 13. Що ви збираєтеся робити? 14. Я зараз поясню вам це правило.

Text C.

I. Read and translate into Ukrainian.

Military commands and word expressions.

Look out!

Be careful!

Look ahead.

Please help me (that man, her).

Dial 101 in case of fire.

102 for the militia.

103 for an ambulance.

Call for an ambulance (patrol car).

Keep quiet, please.

Give your name(surname, address, telephone number).

Show me your documents: passport, identity card, driving license.

Go (march) in single file.

Form in fours.

Re- form.

Keep step.

Halt!

Don't move!

Hands up ! (Hands behind the head !)

Give (yourself) up!

Throw away the weapons !(Drop the gun!)

Fall in!

Shun!

Right (left) face!

About face!

At ease!

Dismiss!

Forward!

Please, sign your name (the report).

Please, give me a written explanation.

Go to the chief.

Follow me to the militia to clear up this question.

Don't drive a car under the influence of alcohol (drugs).

Observe road traffic rules.

Park the car in the proper parking places.

II. Translate into English.

A. викличте швидку допомогу; обережно; допоможіть; зберігайте спокій; зателефонуйте в міліцію; пред'явіть, будь-ласка, ваші документи; посвідчення водія; посвідчення особи; дайте письмове пояснення;

B. шикуйсь; струнко; в колону по одному; в колону по чотири;

C. стій, руки вгору; здавайся, кинь зброю;

D. це питання слід вирішувати у міліцейському відділенні; не водіть машину в нетверезому стані; пройдіть, будь-ласка, до начальника; виконуйте правила дорожнього руху.

Exercises

III. Act your dialogues, using military commands above.

IV. Give Ukrainian equivalents for the following proverbs.

To throw a stone in one's own garden.

To throw dust in somebody's eyes.

To throw straws against the wind.

Opportunity makes the thief.

V. Find the right meaning from the 2nd column to the abbreviations.

- | | |
|-------------|---|
| 1. P.T.O. | a. outside a car park |
| 2. R.S.T.P. | b. on an invitation |
| 3. c/o | c. on an envelope |
| 4. P. | d. at the bottom of a written page |
| 5. M.D. | e. outside a cheap hotel or guest house |
| 6. B & B | f. outside a doctor's surgery |
1. please turn over;
 2. please reply to say if you are coming or not;
(short for the French: Repondez s'il vous plait);
 3. care of the person the letter is addressed to will collect it from the person into whose care it is delivered;
 4. parking;
 5. doctor of medicine;
 6. bed and breakfast.

VI. Fix the signs in the right place .

- | | |
|--------------------------------------|---|
| 1. No smoking. | a. on the black door of a cinema or theatre. |
| 2. Danger. | b. in a hospital, in a coach, in a lecture hall. |
| 3. Fragile. | c. in a garden. |
| 4. Break this glass in case of fire. | d. in a corridor, with an arrow pointing right or left. |
| 5. Emergency exit. | e. over a low door |
| 6. To fire escape. | f. in a museum, under a glass case. |
| 7. Do not touch. | g. on a coin machine. |
| 8. Mind your head. | h. on the glass of a fire alarm. |
| 9. Fasten your seat- belts. | i. in a plane. |
| 10. Press the button. | j. beside the road to warn |

11. Wet paint.

12. Keep off the grass.

motorists.

k. on a bench.

l. on a case containing breakable objects.

VII. Learn military commands and word expressions by heart.

VIII. Change the following into Future Indefinite.

1. The students have dictations twice a week. 2. I spend my summer holidays in the country. 3. Our professor left for Kyiv on Monday. 4. She agrees with him. 5. We do our homework in the afternoon. 6. My brother is a lawyer. 7. I saw him at railway station. 8. We sleep in the open air. 9. Her husband worked at the university. 10. They are at home. 12. I am busy on weekdays.

IX. Make the following interrogative and negative.

1. The meeting will begin at eight. 2. They will be in Brussels the day after tomorrow. 3. She will cook breakfast for us. 4. We'll ask him later. 5. The boy will be seven next year. 6. The plane will take off in five minutes. 7. We'll climb the mountain next week. 8. I shall see you on Monday. 9. I'll buy a camera next month. 10. They'll tell us about it.

X. Put questions to the italicized words.

1. Our friends will come to see us *today*. 2. *They will* arrive in some minutes. 3. His parents will be *at home* after six. 4. The peace talks will be held *next month* in Vienna. 5. Jack won't go to the cinema *because he is busy*. 6. *We'll* play chess this evening. 7. We'll get up *at seven* tomorrow. 8. The plant will make *agricultural machines*.

XI. Choose the right form of the verb from the brackets.

1. But I ... good tomorrow (am/is/are/was/were/will be). I ... everything you tell me (do/does/did/will do). 2. "My dear girl. You're right, aren't you?" "It's just a headache". "You ... fit enough for this afternoon, ... you?" (am/is/are/will be; am not/ isn't/ aren't /won't). 3. "Queenie, ... you ... with me tomorrow?" (do ... go/does ... go/did ... go/will ... go). 4. I ... anything to make him mad, I promise (don't say/doesn't say/won't say). 5. "What on earth are you doing?" She laughed: "I it all tomorrow. About six, then?" (explain/explains/ explained/will explain). 6. The baby was still asleep. "I ... in half an hour", Annabel said. "You go and get his things ironed"(come/ les/will come/shall come). 7. I must say something to the

press now, or it ... too late for the morning papers (is/are/will be). 8. Tell them to come back in half an hour. I ... to them, then (talk/ will talk). 9. You' ve no business to sit up so late. You ... very tomorrow morning (is/ are/shall be/will be). 10. "He ... never ...". You fear he ... never ...? "I know he ... never ..." (will ... return/does return/do ... return). 11. It ... clear tomorrow and hot as in June. Look at that sunset. I never saw one redder (is/was/will be).

XII. Translate into English using the verb *can*.

A. 1. Ми можемо закінчити цю роботу сьогодні. 2. Моя сестра вміє грати на скрипці. 3. Я не міг відповісти на друге запитання. 4. Ви можете прийти завтра? 5. Цей хлопець вміє кататися на ковзанах. 6. Можна мені взяти твій зошит? 7. Я зможу зробити це завтра. 8. Вони не змогли купити квитків на концерт. 9. Ти зможеш поїхати туди влітку? 10. Вона могла запізнитися на поїзд.

B. 1. Не може бути, щоб він не склав іспит з кримінального права. Це його улюблений предмет. 2. Невже вона сказала це? 3. Не може бути, щоб вони зараз чекали нас. 4. Невже він зараз вдома? 5. Не може бути, щоб він уже приїхав. 6. Невже вона вже виїхала з Києва? 7. Невже вона забула нас? 8. Не може бути, щоб вони були там з восьмої години. 9. Невже вони працюють там з восьмої години? 10. Невже вони вже чотири години грають у шахи?

XIII. Translate the sentences into Ukrainian. Pay special attention to the meaning and use of the modal verb *may*.

1. You may wonder whether I ever thought of marrying Anna. 2. "I haven't anywhere to sleep tonight", I told her. "May I stay here?" 3. You might not necessarily agree with my way of looking at it at all. 4. I live quite well. Though some people might not think so. 5. He might have taken them to my parents. But I don't know. 6. I'll come and see you, if I may. 7. She may not even have noticed me coming down. 8. He's been thinking about it too for twenty years. He might be glad to let you know that he forgave you. 9. I thought you might like a lift to work. 10. "Why don't you tell me all about it" she said gently. "It may not be as bad as it looks". 11. "May I offer you some fruit?" 12. Mrs. Palgrave seemed not only far away; she might never have existed. 13. "It must have been exciting!" "Why, you may have passed the murderer in the street! You may have been quite near to him!" 14. "Good night, gentlemen". "May we

all meet safely in the morning!"

XIV. Translate into English using the verb *may*.

A. 1. Можна увійти? 2. Можна розгорнути книжку? 3. Можна мені зачинити вікно? 4. Можна нам іти додому? 5. Можна їй розповісти цю історію? 6. Можна їм грати в футбол на подвір'ї? 7. Можна мені писати олівцем? 8. Можна тут голосно розмовляти? 9. Можна мені ввімкнути світло? 10. Можна йому взяти з собою молодшого сержанта?

B. 1. Я можу дістати квитки заздалегідь. 2. Ми можемо поїхати туди автобусом або залізницею. 3. У нас в університеті є спортзал, де ми можемо займатися різними видами спорту. 4. Він може пообідати в їдальні. 5. У нашому місті ви можете побачити будинок, що був побудований у 17 столітті.

C. 1. Можливо, вони вже пішли додому. 2. Можливо, Стів чекає на вас біля криміналістичної лабораторії. 3. Можливо, головний інженер повернеться завтра. 4. Можливо, вона зараз слухає радіо. 5. Мабуть, завтра буде дощ. 6. Можливо, вона не знає твоєї адреси. 7. Можливо, він уже закінчив школу. 8. Може, Аня захворіла.

D. 1. На щастя, я зустрів дітей у лісі. Вони могли загубитися. 2. Не грайте у футбол біля будинку. Ви можете розбити вікно. 3. Якби вона не одягнула шубу, вона могла б застудитися. 4. Ти така необережна. Ти могла б розбити тарілку. 5. У мене не було з собою грошей. Я міг би купити цю книжку.

E. 1. Я незадоволений твоєю відповіддю. Ти міг би відповісти краще. 2. Ви могли б слухати уважніше. 3. Вам має бути соромно. Ви могли б допомогти йому. 4. Ти могла б бути скромнішою.

XV. Make the following sentences interrogative.

1. You must air the room twice a day. 2. Children must sleep nine hours a day. 3. The pupils must clean their classrooms. 4. She must help her mother about the house. 5. We must read English book every day. 6. Everybody must go in for sports. 7. All children must go to school. 8. You must come to the University in time.

XVI. Translate the sentences into Ukrainian. Pay special attention to the meaning and use of the modal verb *must*.

1. I must tell somebody, I had to tell somebody. 2. If you don't agree, you must say so. 3. You must be tired. You must go home. 4. I must have

known it, you see, I must have been expecting this all the time. 5. Tell me why you gave that money to that school in Africa. You must have had some problem in choosing it. 6. Simon's quite right, you can't expect us to do your homework, you must do it for yourself. 7. He must have told you he wanted to go back. 8. "Oh, no!", Anna said furiously, "oh, no, no, no. You must be joking!" 9. It wasn't an accident, so someone must be responsible. 10. She must think I'm blind or stupid. 11. And I really mustn't leave Sarah alone in this mood for too long. 12. You must give me your address in London. We live in Berkshire, not far out. Perhaps we could meet some time. 13. And tomorrow you must both come to lunch. 14. You must be Miss Hope, the governess I've come to meet.

XVII. Translate into English using the verb *must*.

A. 1. Курсанти повинні виконувати домашні завдання. 2. Вона загубила ручку і змушена була писати олівцем. 3. Тобі не можна їсти морозива. 4. Я мусив вимкнути телевізор. 5. Ми повинні приходити до школи вчасно. 6. Коли я маю повернути книжку? 7. Нам треба вивчити цей вірш напам'ять? 8. На екзамені вам не можна користуватися словником. 9. Вона сказала, що ми повинні полити квіти. 10. Йому доведеться складати екзамени у серпні.

B. 1. Його батько, напевно, прокурор. 2. Напевно, це трапилося вчора увечері. 3. Він, мабуть, зараз готується до екзамену з філософії. 4. Олена, мабуть, захворіла; вона ніколи не пропускає заняття. 5. Він, напевно, знає вашого батька. 6. Він тут уже, мабуть, півтори години. 7. Вони, напевно, все ще обговорюють це питання. 8. У Чернігові, мабуть, іде дощ. 9. Тобі, напевно, холодно, одягни пальто. 10. Вони, напевно, вже побудували новий міст через Дніпро.

XVIII. Translate the sentences into Ukrainian. Pay special attention to the meaning and use of the modal verb *should*.

1. You should really have handed it straight over to your solicitors. 2. "You should go to bed early", he said. "You look so tired". 3. You should have seen his face. 4. Should I report it? 5. "You should eat a proper breakfast", he said looking round in vain for signs of bacon and eggs. 6. I should warn you that ignorance is no defence. 7. I think we should talk to her friends. 8. I've never been to this place before but I think it should be good. 9. Of course one should have outside visitors more often. 10. Should I go out now, go away until they've come and gone? 11. You shouldn't

criticize foreigners in Nancy's presence. 12. I think that child should be taken home. 13. You should burn those letters and forget it. 14. Should you mind putting your coat on an coming round with me to see a friend?

XIX. Translate the sentences into Ukrainian. Pay special attention to the meaning and use of the modal verb *ought to*.

1. But I ought to do something, oughtn't I, about that letter that came today? 2. I ought to never have kept you up so late. 3. You ought to be getting home. I've kept you too long. 4. "We ought to set off back, now", he said. 5. Ought I not to set them free, to tell Arthur now that he should see Crystal more, that Crystal needed protection? 6. It made his blood boil to see little creatures of five or six crossing Picadilly alone. The police ought to have stopped the traffic at once. 7. Clarice started to tell her mother that she ought to give him one more chance. 8. "Munnie", Bert said, "don't you think we ought to send your father a cable?" 9. Do you think I ought to tell them about it? 10. You ought to come and see us at the College next time you're home. 11. I suppose you ought to prosecute in the public interest. 12. I think perhaps I ought to see your mother and discuss future plans. 13. The weather ought to be all right. 14. I ought to get in touch with poor George. 15. You ought to be ashamed of yourself, a big beast like you, to bite a poor little dog? 16. Sid was the life of that picnic. You ought to have heard him!

XX. Translate the sentences into Ukrainian. Pay special attention to the meaning and use of the modal verb *need*.

1. But you needn't get too upset, after all. 2. It wasn't my fault at all, and you needn't have mentioned it. 3. But you needn't mind her - she's only a silly old woman. 4. But we needn't let Clifford know, need we? 5. Just to keep business mechanically going, you needed money. You needn't really have anything else. 6. "But you'd better ask your uncle if you can come". "I needn't do that". 7. "Oh, my dear fellow, that's asking a great deal. I've got a lot of work to do just now". "It needn't take you very long". 8. I've got some work to do with my secretary, so you needn't come back till six. 9. You needn't lose temper. I'm only demanding you to do your duty. 10. You needn't lay hands on me. I'm going. 11. "You needn't whisper, Mid. Think I don't know all that about Uncle Sid?" 12. I need hardly advise you, gentlemen, to lock your doors.

XXI. Find modal verbs in the following sentences. Translate them into

Ukrainian. Pay special attention to the meaning of the modal verbs.

1. Something can't be right or wrong just for yourself, if it's right or wrong it must be right or wrong for everybody. 2. People shouldn't feel helpless. Something ought to be done. 3. But dearest Frances, you must have seen girls like that girl a hundred times. Dublin is full of them. 4. And anyway, Father was saying they have no arms. They can't fight. 5. "Here, I've picked you a lovely green rosebud. Mind the thorns" "May there be no thorns in our life together". 6. No, you'd better not buy the ring. You may still change your mind. 7. I have very little time for social conversation, you must excuse me. 8. You can't apologize just by saying "I apologize", not in that tone. 9. I wish we could meet sometimes and talk, just talk of anything at all, that's in our minds. 10. "Listen, Kathleen. I must tell you something." 11. Don't talk so loudly. I can hear you quite well. You mustn't talk like that here. 12. You know he'll go wherever you go. Are we to tie him up or what? 13. "You know, you should have given me a ring, Christopher, it might have protected me." 14. I may be totally uneducated, but at least I can make bread and butter. 15. I shall never be able to explain that. 16. Well, I must say I'm a bit suspicious of these mysterious "specialists" who can't even tell you plainly what they're doing.

Unit 3

Text A: Organization of the police service in GB.

Text B: Police Training in England and Wales.

Text C: Police Establishment in the USA.

Grammar:

1. Past Continuous.

2. Future Continuous.

Text A

I. New words and word combinations

Royal Ulster Constabulary – Королівська ольстерська міліція

Metropolitan Police Service- столична поліцейська служба

policing- патрулювання

escorting - супроводження

nuclear – ядерний

military establishments – військові підприємства

Home Secretary- міністр внутрішніх справ
police authority – керівництво поліції
volunteer- доброволець.

II. Read and translate the text.

Organization of the Police Service in GB



There are 52 police forces in Britain, mainly organized on a local basis: 43 in England and Wales, 8 in Scotland and 1 (the Royal Ulster Constabulary) in Northern Ireland. The Metropolitan Police Service and the City of London Police Force are responsible for policing London.

In addition, the British Transport Police responsible for policing the railway network including the London Underground and Docklands Light Railway; the Ministry of Defense Police are responsible chiefly for the policing of military establishments in GB and the UK.

Atomic Energy Authority Constabulary is responsible for policing nuclear establishments and for escorting nuclear material between establishments.

The police service is financed by central and local government.

Each force has volunteer special constables who perform police duties in their spare time, without pay, acting in support of regular officers.

Police forces are maintained in England and Wales by local police authorities. The Home Secretary is responsible for London's Metropolitan Police Service. The police authorities in Scotland are the regional . The Royal Ulster Constabulary is responsible to a police authority appointed by the Secretary of state for Northern Ireland.

London's Metropolitan Police Commissioner are subordinated and appointed on the recommendation of the Home Secretary.

Police officers are not allowed to join a trade union or to go on strike.

Exercises

III. Give English equivalents for the following word combinations.

міська лондонська поліцейська служба

відповідати за що- небудь

керівництво поліції

виконувати поліцейські обов'язки
діяти в підтримку поліції
дозволяти
міністерство внутрішніх справ Британії
призначати
виконувати функції
вступати до профспілки

IV. Make up questions to the text as a plan.

V. Explain the meanings of the following words.

establishments

policing

authorities

without pay

force

escorting

VI. Translate into English.

1. В нашій країні існує розгалужена залізнична мережа.
2. Міністерство оборони видало указ про новий призов до Збройних сил.
3. У світі накопичена велика кількість ядерної зброї.
4. Ця організація фінансує Благодійний фонд.
5. Вони вказали на основні моменти в плані.
6. Я тобі не дозволяю діяти таким чином.
7. Страйки виступають ефективною зброєю для досягнення цілі.

VII. Insert right word into the sentence.

aloud;

allow;

allowed.

1. Our string - bag caught on my button.- ... me, madam. Now it's all right.
2. Here is a message for you, Mr. Brown.
- Read it..., will you?
3. How long are the letters to London taking?
- You ought to ... a week at least.
4. Leave your camera alone. Don't you see the notice Taking pictures is not...here?
5. Where have you taken these lovely flowers?
I cut them in the garden . Uncle ... me to do it.
6. Smoking is not ... in own home.

VIII. Match each word on the left with the appropriate definition

on the right.

- | | |
|-------------------|--|
| 1. council | a. give permission |
| 2. to appoint | b. choose for a port |
| 3. to allow | c. bring in reckon, as part of the whole |
| 4. recommendation | d. group of persons appointed, elected or chosen to give advice, manage affairs |
| 5. to include | e. Statement that in favorable |
| 6. escort | f. one or more persons, going with another or others to protect them, or an honour |

IX. Translate and make the following interrogative and negative.

1. The teacher is explaining a grammar rule. 2. The woman is playing with the child. 3. The boys are skating. 4. I am waiting for them. 5. The children are having supper. 6. It is raining. 7. I am cleaning the blackboard. 8. I am always thinking about her these days. 9. My sister and her boyfriend are getting married today.

X. Ask your classmates:

1. If he is having supper.
2. Whether he is doing his homework.
3. Whether his friends are playing football.
4. What he is writing.
5. What he is listening to.
6. If he is skating.
7. If he skates well.
8. What he does in the morning.
9. What he is doing.
10. What languages he studies.

XI. Put the questions to the italicized words.

1. *The children* are planting trees. 2. They *are working* in the garden. 3. The girl is trying *on a dress*. 4. Nick is talking with *his friends*. 5. *The students* are reading. 6. The man *is sitting* in the arm- chair. 7. *The girl* is drawing. 8. The woman is wearing *a blue dress*. 9. My brother is riding *a bicycle*. 10. *They* are talking about the film. 11. She *is speaking* over the telephone. 12. The boy is running *fast* because it is raining.

XIII. Choose the right form of the verb from the brackets.

1. I am interested in what you ... about yourself (say/is saying/are saying). 2. "I am not going to take it, Herb". "You ... your time, really"

(waste/wastes/are wasting). 3. "I told them to get right out". And what? ... they ... „Queenie?" (do ... pack/does ... pack/are ... packing). 4. He laughed. She glanced quickly over: "Why ... you ... ?" (does ... laugh/do ... laugh/islaughing/are ... laughing). 5. The wedding is set for May 21st. I ... you on May 21st (am marring/is marring/are marring). 6. I say, listen! Someone ... a bath (is having/are having).

XIV. Replace the infinitive in brackets by the Present Continuous or Present Indefinite.

1. We (to gather) mushrooms in summer. 2. The cadets are in the barracks now. They (to clean) windows. 3. Where is Kate? She (to do) her homework. She always (to do) her homework in the evening. 4. The pupils (to write) compositions once a month. 5. Don't shout! The pupils of the ninth form (to write) composition. 6. Turn off the gas. The milk (to boil). 7. Mary (to dance) all modern dances very well. 8. Look! Peter (to dance) with Jane. 9. Where you (to hurry)? 10. Helen usually gets up late. She always (to hurry) to her work. 11. Don't disturb him. He (to prepare) for his report. 12. Take along your umbrella. It (to rain). 13. It often (to rain) in England.

XV. Translate into English.

1. Що ви робите? - Ми готуємося до концерту. 2. Куди ти йдеш? - Я йду в бібліотеку. 3. Де Микола? - Він у читальному залі. Він там виконує домашні завдання. Микола часто виконує домашні завдання в читальному залі. 4. Що зараз робить Петро? - Він ремонтує свій мобільний телефон. 5. Олена вдома? - Ні, її немає вдома. У неї зараз лекція з земельного права. 6. Хто зараз у спортзалі? - Там тренуються студенти нашої групи. Вони тренуються двічі на тиждень. 7. Не шуміть. Коваленко говорить по телефону. 8. Не заходьте до цієї кімнати. Там студенти нашої групи складають екзамени з історії. 9. Курсанти складають екзамени один раз на рік. 10. Дощ іде? - Ні, дощу немає, але дме сильний вітер. 11. Ми вирушаємо завтра вранці. 12. Його син збирається стати юристом. 13. Що ви збираєтесь робити? 14. Я зараз поясню їй це правило.

Text B

I. New words and word combinations

to join the police force - вступити на службу до поліції
cadet corps - кадетський корпус

police station - поліцейська дільниця

tuition - практика

operational division - оперативний підрозділ

on probation - на стажуванні

applicant – претендент, кандидат на посаду

III. Read and translate the text

Police Training in England and Wales

Every police officer must know something about various professions and skills, with a job like his. He is everything: lawyer, social worker, diplomat, traffic engineer.

Above all a police officer must be kind, understanding, discreet and decisive. Normally one can join the police force between the ages of 18,5 and 30, after having left school. This is the normal way to join the police force. Lower- grade applicants and with a minimum age of 16 can join a police cadet corps, which prepares its members for police work and also offers them the opportunity to take high-grade level.



Towards the end of the training period, cadets are attached to a police station to get some first- hand knowledge of police work. They become police recruits at the age of 18,5.

All trainees start with 15

weeksof initial training at a districts training center. Then they take part in 2 weeks' tuition in local procedures before their first posting to an operational division. For the next 2 years officers serves as constable on probation and continue their training. At the end of the second year, they take their final exam. Only after this, they are confirmed in the rank of constable. Passing the final exam as a police constable doesn't mean that training has finished. On the contrary, training continues with opportunities for promotion to sergeant or specialization in particular aspects of police work. The police force training colleges offer refresher courses for officers, who have been selected, for promotion in order to prepare them for new responsibilities.

There are different kinds of courses: the special course for a limited number of constables of outstanding ability, which prepare inspectors: the Junior Command Course to prepare inspectors and chief inspectors, the Senior command Course to prepare officers of superintendent rank for the highest echelons of the police service.

Exercises

III. Find in the text English equivalents for the words below.

бути стриманим та рішучим

пропонувати

початкове навчання

бути закріпленим до поліцейської дільниці

отримати початкові знання поліцейської роботи

перше чергування в оперативній групі

можливість підвищення по службі

курси перепідготовки фахівців

IV. Explain the meanings of the following words.

Lower - grade applicants

high - grade level

first - hand knowledge

police station

posting

initial training

refresher courses

particular aspect

V. Give synonyms for the words below; make up your own sentences with them.

discreet;

decisive;

understanding;

normally;

on the contrary;

constable;

preparing;

skill.

VI. Answer the questions.

1. What personal qualities must every police officer have?

2. Who can join the police force?

3. What cadets are attached to a police station?

4. What do all trainees start with?

5. When are cadets confirmed in the rank of constable?

6. What kind of courses for officers do the colleges offer?

VII. Study and insert right word into the sentence:

c o r p s [k o : (r), pl. k o : z] - military force made of two or more divisions; corpse[ko:ps] - dead body

1. The Royal Army Medical ...

2. The ... was arranged in the hearse.

3. ... Diplomatique are all the ambassadors, ministers and attaches of foreign states in a country.

VIII. Work in pairs. Discuss the differences (similarities) in training of policemen in England and in Ukraine.

IX. Write down what you were doing yesterday using Past Continuous

Model: - *All morning I was lying in the bed watching the news.*

- *At 6 p.m. I was having coffee with my girl- friend.*

X. Open the brackets using correct verb form:

1. I (investigate) a criminal case while you (make) a tour. 2. They (come) to our city at first time, all day yesterday they (walk) around the center and (enjoy) the trip. 3. Whom you (speak) to when I (see) you in the street? 4. What you (do) when I (ring) you up? 5. When I (come up), to the court my client already (wait) for me. 6. At 7 p.m. yesterday we (stay) at the barrister's office. 7. All morning my son (prepare) for the final exams. 8. What you (do) yesterday evening? 9. It (be) late winter evening. My husband (watch) a TV- show, my daughter (play) the piano and I (read) the book. 10. From 9 till 12 o'clock I (pass) my grammar test.

XI. Open the brackets and finish the text using verbs in Past Continuous and Past Indefinite:

A traffic accident.

It (get) dark and (rain). An old man (cross) the street while the blue car (move) very fast suddenly (appear) from the corner.

An old man (be) in the middle of the road when he saw the car. He (scare) (try) to run but (not to succeed) and the car (knock) him down.

Somebody (call) the police but when the police (come) the man still (lie) on the road and there (not to be) any witnesses of the accident...

XII. Translate the following sentences into English:

1. Коли комісар поліції прибув на місце злочину, поліцейський допитував свідків. 2. Коли я прийшов додому, моя родина дивилась детективний серіал. 3. Коли ми зайшли до крамниці, молода дівчина потайки брала з полиці якісь речі. 4. Що ти робив учора ввечері? Я

телефонував тобі кілька разів. Я увесь цей час готувався до семінару з історії держави і права, тому вимкнув телефон. 5. Декілька тижнів він розслідував кримінальний злочин: опитував свідків та збирав докази. 6. Коли вона вийшла до залу суду, обвинувачений давав свідчення. 7. На протязі кількох місяців мій чоловік готувався до судової справи, працюючи без вихідних. 8. Коли я побачив своїх друзів, вони розмовляли з відомим адвокатом. 9. Під час польоту я увесь час спав. 10. Вчора о 8 годині ранку я працював в офісі.

XIII. Open the brackets using the correct verb forms:

1. She (write) a letter to her brother all day. 2. What he (do) at 5 o'clock the day before yesterday? 3. When I first (see) her she (sit) on the window-sill and (read) a novel. 4. I (work) as you (sleep) at home. 5. What you (discuss) as we (come) in? 6. When I last (see) him he (go) to the institute. 7. I (work) at the office at that time as somebody (steal) my car. 8. When she (enter) the court - room, the defendant (testify). 9. While he (investigate) the case he (use) new methods. 10. I (prepare) legal papers as you (interrogate) the witness.

XIV. Translate the sentences into English using Past Continuous or Past Indefinite:

1. Коли ми увійшли до залу суду, суддя оголошував вирок. 2. Вчора весь день ми працювали у конторі готуючи важливі папери. 3. Коли я зустрів свого друга, він поспішав на чергове засідання суду. 4. Протягом кількох тижнів я дивився цей кримінальний серіал, але так і не зміг побачити останньої серії. 5. Поліція розслідувала цю кримінальну справу протягом декількох місяців. 6. Коли ми були на мітингу ми бачили, як поліція заарештувала декількох демонстрантів. 7. Коли я побачила свого чоловіка, він розмовляв з незнайомою жінкою. 8. Вчора у цей час я давав важливі свідчення, розмовляючи зі слідчим. 9. Слідчий допитував свідка, коли ми зайшли до кабінету.

Text C

I. New words and word combinations

law enforcement - правоохоронний

to investigate - розслідувати

to be responsible for - бути відповідальним за

Treasure Department - Державна Скарбниця

customs - МИТО, МИТНИЦЯ

naturalization - надавання права громадянства

county - округ

II. Read and translate the text.

Police Establishment in the USA

There is a vast police system in the USA. There are approximately 17,000 police agencies in the USA. The constitutional principle of federalism results in three levels of law enforcement: federal, state, local.

For the most part FEDERAL law enforcement responsibilities reside the Treasure Dpt. and the Justice Dpt.

Treasure is divided into: Bureau of alcohol, tobacco and firearms; Internal revenue service; US customs service; US secret service.

Justice Dpt. is divided into: FBI; Drug Enforcement Administration; US Marshal Service; Immigration and naturalization service. The most common STATE law enforcement agency is the state police or highway patrol. The first police organization was the Texas Rangers, which was



established in 1855. Most of highway patrols concentrate on traffic accidents. State Police agencies were created to investigate criminal activities that transcended city or county jurisdictional boundaries.

The most common LOCAL police agencies are: city or municipal police and county agencies.

County police agencies include sheriffs departments and county police agencies. County police departments are police organizations that report to

a county commission or other form of county government and are independent of the sheriff. Many counties have both "sheriffs departments" and county police departments.

Sheriffs are elected officials; they have substantial independence from county governments.

Exercises

III. Find English equivalents for the following expressions.

управління боротьби з незаконним обігом наркотиків

внутрішня податкова служба

підрозділ судових виконавців

окружний підрозділ поліції

дорожня поліція штату

юрисдикція округу

державна скарбниця

служба еміграції та прийняття громадянства

IV. Translate the following words and remember the Russian words with the same roots.

immigration, naturalization; municipal; agency; system; constitutional; principle; federalism; commission; department; method; aspect; region.

V. Give synonyms to the words below.

agency; to divide; local; county; vast.

VI. Answer the questions.

1. What are the levels of U.S. law enforcement agencies?
2. What is Internal revenue service responsible for?
3. What was the first police organization?
4. What is the aim of State police ?
5. What is county police department?
6. How are sheriffs elected?

VII. Put all types of questions to the text. Compare police departments in the USA and Ukraine.

VIII. Make the following interrogative and negative.

1. John will be come soon. 2. We shall be flying to Odessa at this time tomorrow. 3. You will be meeting him every day. 4. We shall be packing our things when you come. 5. He will be going to school soon. 6. Jack will be looking for you all afternoon. 7. Mother will be cooking all day tomorrow. 8. We will be walking among the New York skyscrapers this

time tomorrow. 9. He will be waiting for you. 10. They will be sending you invitations to dinner all summer.

IX. Turn the following into Future Continuous.

1. They were having dinner at three. 2. I am doing my morning exercises. 3. The children will ski in the afternoon. 4. The girl was reciting the poem. 5. I shall wait for you at the metro station. 6. The boys will play hockey. 7. The students will discuss it on Sunday.

X. Answer the following questions:

1. What will you be doing at four o'clock tomorrow?
2. What will you be doing at this time tomorrow?
3. What will you be doing at this time on Sunday?
4. Suppose I come to your place at nine this evening. What will you be doing?
5. Will you be learning German next year?
6. What will your mother be doing at this time tomorrow?

UNIT 4

Text A: Judicial Professions.

Text B: Types of Offences.

Text C: Kinds of Cases.

Grammar:

1. Participle I

2. Participle II

Text A

I. New words and word combinations

to prosecute – переслідувати в судовому порядку

to preside - головувати

guilty - провина, провинність

innocent - невинний

court cases - судові справи

civil cases - цивільні справи

to wear wig and gown - одягати перуку та мантию

to vote in elections - голосувати на виборах

to inquire - розпитувати, дізнаватися

violent - насильницький

IV. Read and translate the text.

Judicial professions



There are about 50.000 solicitors, a number which is rapidly increasing, and they make up by far the largest branch of profession in England and Wales. They are found in every town, where they deal with all the day- today work of preparing legal documents for buying and selling houses, making wills, etc.

Solicitors also work on court cases for their clients, prepare cases for barristers to present in the higher courts, and may represent their client in a Magistrates' court.

BARRISTERS

There are about 5.000 barristers who defend or prosecute in the higher courts. Although solicitors and barristers work together on cases, barristers specialize in representing clients in court and the training and career structures for the two types of lawyer are quite separate. In court, barristers wear wigs and gowns in keeping with the extreme formality of the proceedings. The highest levels of barristers have the title QC (Queen's Counsel).

JUDGES



The judge is supposed to conduct the trial impartially and in an open court. There are a few hundred judges, trained as barristers, who preside in more serious cases. There is no separate training for judges.

JURY

A jury consists of twelve people ("jurors"), who are ordinary people chosen at random from the



Electoral Register (the list of people who can vote in elections).

The jury listens to the evidence given in court in certain criminal case, and decides whether the defendant is guilty or innocent. If the person is found guilty, the punishment is passed by the presiding judge. Juries are rarely used in civil cases.

MAGISTRATES

A magistrates' court or court of petty sessions, formerly known as a police court, is the lowest level of court in England and Wales and many other common law jurisdictions.

There are about 30.000 magistrates (Justices of the Peace or JPs), who judge cases in the lower courts. They are usually unpaid and have no formal legal qualifications, but they are respectable people who are given some training.



CORONERS

A coroner is a government official who confirms and certifies the death of an individual within a jurisdiction. A coroner may also conduct or order an investigation into the manner or cause of death, and investigate

or confirm the identity of an unknown person who has been found dead within the coroner's jurisdiction.

Exercises

III. Choose the correct definition for each legal profession mentioned in the text:

- 1) a public official with authority to hear and decide cases in a law court;
- 2) a group of people who swear to give a true decision on issues of in a law court;
- 3) an official who investigates the cause of any death thought to be violent or unnatural cases;

- 4) a lawyer who has the right to speak and argue in higher law courts;
- 5) a lawyer who prepares legal documents, advises clients on legal and speaks for them in lower law court.

IV. Find in the text the English equivalents for the words below:

складати заповіт

підготувати юридичні документи

насильницька смерть

суддя

цивільна справа

признати винним

дотримуватися традицій

переслідувати у судовому порядку

давати свідчення

займатися повсякденною працею

V. Name legal professions in Ukraine. Compare them with legal professions in Great Britain.

VI. Write the report in brief about the work of:

investigator; judge; operative.

VII. Translate into English:

1. Його застали на місці злочину. 2. Смерть наступила внаслідок удару важким предметом. 3. В цій країні все ще не відмінили тілесні покарання. 4. Судово - медична експертиза постановила, що вбивство було скоєно у стані афекту. 5. Він може мати надію на пом'якшування вироку. 6. Правосуддя, яке здійснюють судові органи, суворе, але неупереджене. 7. Людина, на яку ви звернули увагу, відомий адвокат. 8. Прокуратура здійснює нагляд над всіма судовими органами. 9. Хто є співучасником цього злочину? 10. Чи буде спільник звільнений, ще не зрозуміло? 11. Справа в тому, що він зараз надає свідчення. 12. Я був впевнений, що відповідач є винним.

VIII. Render this story in English, discuss it.



В своїх спогадах Оскар Уайльд розповідав, як один американець подав в суд на залізничну компанію за те, що виписаний з Парижу гіпсовий зразок Венери Мілоської було доставлено йому з відбитими руками. Що вражає, він виграв позику і йому відшкодували збитки.

Гіпсовий зразок - plaster-cast; Венера Мілоська - Venus de Milo.

(Oscar Fingal O'Flahertie Wills Wilde (1854-1900) – англо-ірландський поет, драматург, письменник, есеїст. Отримав класичну освіту у Триніті Коледжі (Дублін) та оксфордському коледжі св. Магдалени, — проте ішов власним шляхом, керуючись власною тезою: «Те, що дійсно треба знати, не розтлумачить ніхто». Роман «Портрет Доріана Грея» (англ. The Picture of Dorian Gray) — тепер найбільш ушлюблений його твору, який після публікації приніс доволі неслави: скандал, процес, суд і дворічне ув'язнення за моральні збочення.).

IX. Define the form and syntactical function of Participle I.

1. I felt suddenly small standing beside those immense walls of stone. 2. My father and I spent an hour or so taking our materials to that room. 3. He stood for a while holding my hands. 4. Being Evie she made our problems hers and in the midst of all her happiness she did not forget us. 5. I was very pensive considering it. 6. He listening to me almost like a child hanging on my words. 7. He leaned across the table twisting a bit of bread off a roll on his plate. 8. They are in love with each other and wish to marry. Yes, but there are difficulties being put in their way.

X. Translate the sentences into Ukrainian.

1. He thought the woman was satisfied with life as she had lived it, enjoying the pleasures and suffering the sorrows life brings. 2. They didn't know many good families, of course, being the sort of class they were. 3. She spent a good deal of her time on clothes not ever being sure where true elegance lay. 4. Being an orphan at six, he was brought up by a distant relative. 5. Having admitted she loved him she was frightened. 6. Generally speaking, the problem is not so easy as it seems to be.

XI Translate what is given in brackets using an appropriate form of Participle I.

1. James hesitated for a moment (не розуміючи, що трапилось). 2. (Розповідаючи все, що він знав) the witness left the box. 3. We stood on the bridge in the fog (очікуючи таксі). 4. A new road will soon be built (яка з'єднає завод з вокзалом). 5. (Узявши книгу з полиці) he sits down under the floor - lamp to read it. 6. (Повертаючись додому минулого вечора) he had a nasty accident. 7. I decided to go to bed (будучи дуже втомленою).

XII. Supply Participle I for the verb in brackets.

1. His smile showed a row of (flash) teeth. 2. (Call) the steward he ordered a tumbler of ice and a couple of glasses. 3. (Spend) a year at home she returned to Cobe with her husband. 4. He lay on his bed (smoke) a cigarette. 5. Suddenly there was a small (scrape) sound. 6. Gert walked into the kitchen and stood (face) Fieta. 7. (Leave) a nice sum of money by her parents she decided to leave her job. 8. It was an old woman (wear) glasses. 9. After that I started a small pensionnat out here (take in) rather old girls who wanted to study languages and other things.

XIII. Replace one of the homogeneous predicates by Participle I.

Model: *The girls walked home and sang.* - *The girls walked home singing.*

1. She looked at me smiled.
2. The children set and watch television.
3. The girl spoke and trembled.
4. The children ran about and shouted.
5. He turned over the pages of a book and looked at the pictures.
6. The man read a book and made notes from time to time.

XIV. Find Participles and translate the sentences into Ukrainian.

1. Dressing myself as quickly as I could I go for a walk. 2. She came into the dressing- room to look for things belonging to their father and mother. 3. Mary stood for a time in silence, watching and listening. 4. Still looking at me, she shook her head while I was speaking. 5. I saw a passing shadow on her face. 6. He walked around, saying nothing. 7. Mary sat still looking at the writing. 8. We sat there talking about our pleasant old Canterbury days. 9. They ran to the steps leading down the water.

XV. Modal Verbs of Ability

Modal verbs are very common in English. Match the functions to the examples:

making an offer	Could you help me?
describing an ability	Can I help you?
making a request	I can speak two languages.

Rearrange the words to make questions. Then decide whether each question is

a) making a request; b) making an offer; c) asking about an ability.

- | | | |
|---------------------|---------------------------|-------------------------|
| 1. get you anything | Could I get you anything? | Can I get you anything? |
|---------------------|---------------------------|-------------------------|
2. confirm contact details
 3. use software package
 4. speak other languages
 5. tell more about your present job
 6. tell your current salary
 7. let us know your decision
 8. start your new job
 9. like some more coffee

XVI. Match the questions from Exercise XV with the answers below.

- a. It's five thousand dollars.
- b. Yes, I use it a lot in my current job.
- c. I can let you know next week.
- d. Thank you. A coffee, please.
- e. Yes, the address is the same.
- f. I would love some. Thank you.
- g. Well, I'm currently responsible for Interpol connections.
- h. Yes, I can speak Ukrainian and English.
- i. My notice period is two months.

XVII. Complete the sentences with the words given below.

1. Would you mind _____ at weekends?
2. Could you _____ us have your previous employer's details?
3. Would you mind _____ our appointment to Monday?
4. Could you _____ in two weeks' time?
5. Could you _____ us as soon as possible?
6. Would you mind _____ an office with other people?
7. Could you _____ us a copy of your certificates?

Let	contact	sharing	working
start	send	moving	

XVIII. Match the questions from Exercise XVII to the answers below.

- a. Not at all, as long as it's in the morning.
- b. Certainly. I'm free to start as soon as possible.
- c. Yes. I'll let you know my decision by Friday the latest.

- d. Sure, I'll put copies in the mail as soon as possible.
- e. That's fine, as long as it's a non- smoking area.
- f. How often would that be? _____
- g. Well, in fact they are all included in my resume. _____

XIX. Complete the dialogues with *could* or *was able to*.

1. - What foreign languages can you speak?
- I _____ speak German quite fluently when I was a child, but I've forgotten a lot.
2. - What was your greatest achievement in your previous job?
- Well, I _____ reorganize the Investigation Department.
3. - What did you like most about your previous working place?
- Well, my boss really trusted me, so I _____ use my own initiative all the time.
4. - So you worked in Turkey three years ago. Could you give me some more details?
- Sure. As a matter of fact, I _____ to open a new branch in Istanbul.
5. - How did the interview go?
- It went well, thank you. I _____ to answer all the questions.

Text B

I. New words and word combinations

Drug smuggling - контрабанда наркотиків

hijacking – повітряне піратство, напад

pick pocket(ing) – кишенькова крадіжка

assault – напад, образа

armed robbery – озброєне пограбування

shop- lifting – крадіжка в крамниці

mugging – напад на вулиці з метою пограбування

drunken driving – керування у нетверезому стані

fraud - шахрайство

arson – підпал

theft - крадіжка

parking offence – порушення паркування

homicide – вбивство

suicide – самогубство
manslaughter – ненавмисне вбивство
rape - зґвалтування
intentional murder – навмисне вбивство
burglary – нічна крадіжка із проникненням
larceny - крадіжка
embezzlement – розтрата, привласнення
kidnapping – викрадення людей
forgery - підробка
bribery - хабарництво
swindling - шахрайство
blackmail - шантаж
slander – наклеп.

II. Read and translate the text.

Types off offences

1. In 1952 two youths in Mitcham, London, decided to rob a dairy. They were Christopher Craig, aged 16, and Derek William Bentley, 19. During the robbery they were disturbed by Sydney Miles, a policeman. Craig produced a gun and killed the policeman. At that time Britain still had the death penalty for certain types of murder, including murder during a robbery.



Because Craig was under 18 he was sentenced to life imprisonment. Bentley who had never touched the gun, was over 18. He was hanged in 1953. The case was quoted by opponents of capital punishment, which was abolished in 1965.

2. In 1976 a drunk walked into a supermarket. When the manager asked him to leave, the drunk assaulted him, knocking out a tooth. A policeman who arrived and tried to stop the fight had his jaw broken. The drunk was fined £10.

3. In June 1980 Lady Isabel Barnett, a well-known TV personality was convicted of stealing a tin of tuna fish and a carton of cream, total value 87p, from a small shop. The case was given enormous publicity. She was fined £75 and had to pay £200 towards the cost of the case. A few days later she killed herself.

4. This is an example of a civil case rather than a criminal one. A man had taken out an insurance policy of £100,000 on his life. The policy was due to expire at 3 o'clock on a certain day. The man was in serious financial difficulties, and at 2.30 on the expire day he consulted his solicitor. He then went out and called a taxi. He asked the driver to make a note of the time, 2.50. He then shot himself. Suicide used not to cancel an insurance policy automatically; (It does nowadays.) The company refused to pay me man's wife, and the courts supported them.

Exercises

III. Give Ukrainian equivalents for the following words and phrases:

manslaughter by negligence; accidental death; justifiable homicide; attempts to kill; suicide; statutory offence; victim under the age of consent; to put the victim in fear; aggravated assault; aggravated bodily; injury; purpose of inflicting severe; great bodily harm; unlawful entry; "con" games; worthless check; embezzlement; motor vehicle theft; malicious burning; to commit a crime.

IV. Give English equivalents for the following expressions:

Штрафувати; страховий поліс; анулювати; шахрай; нанесення тяжких тілесних ушкоджень; навмисний підпал; списати борги; залякувати жертву; фальшиві гроші; контрабанда наркотиків; пограбування; повітряне піратство; кишенькова крадіжка; напад; озброєне пограбування; крадіжка в крамниці, напад на вулиці з метою крадіжки; керування у нетверезому стані; шахрайство; підпал; порушення правил паркування; вбивство; ненавмисне вбивство; згвалтування; нічна крадіжка; розтрата; викрадання людей; підробка; хабарництво; шахрайство; шантаж; наклеп.

V. Match each word on the left with appropriate definition on the right.

1. Thief

a. a person who steals things secretly, usually

- | | |
|-----------------|--|
| | without violence. |
| 2. Pick- pocket | b. a person who enters a building during the hours of darkness in order to steal. |
| 3. Burglar | c. a person who steals from the shops; |
| 4. Shop- lifter | d. a person who steals smth. out of your pocket in a crowded street; |
| 5. Bigamist | e. a soldier who runs away from the army. |
| 6. Deserter | f. a person who takes control of a plane by force and makes the pilot change course. |
| 7. Traitor | g. a person who makes false money or signatures. |
| 8. Forger | h. a person who marries illegally, being married already. |
| 9. Hijacker | i. a person who betrays his or her country to another state. |
| 10. Smuggler | j. a person who gets secret information from another country. |
| 11. Spy | k. someone who takes away people by force and demands money for their return. |
| 12. Kidnapper | l. someone who brings goods into a country illegally without paying tax. |
| 13. Terrorist | m. uses violence for political reasons. |
| 14. Arsonist | n. a person who sets fire to property illegally. |
| 15. Accomplice | o. a person who helps a criminal in a criminal act. |
| 16. Stowaway | p. kills someone. |
| 17. Murderer | q. hides on a ship or plane to get a free journey. |
| 18. Drug dealer | r. a member of a criminal group. |
| 19. Gangster | s. a person who buys and sells drugs illegally. |

VI. Complete the following text by translating the words and expressions in brackets.

The police were investigating a series of (крадіжки) in the Westhampton area. A man and a woman were (під підозрою) of the crimes, but there was not enough (докази) to (заарештувати) them.



Then, one night, during a burglary, the (потерпілі) woke up while the (злочинці) were still in the house.

They found the (грабіжників) in the sitting- room stealing the TVset and video. The (грабіжники) escaped through the window, leaving behind a black bag containing all their equipment - covered in (відбитки пальців). The next day Samuel and Felicity Jones were (заарештовані) by Westhampton police and were charged with the (злочині)

with intent. The Jones were (засуджені) to two years' (в'язниці).



VI. Translate into English and classify the offences.

1. Вікно її машини було розбито, а. drug smuggling
магнітофон та інші речі викрадені.
2. Грабіжники продали копії картин, як b. pick-pocketing
оригінали.
3. З її сумочки, в переповненому автобусі, c. assault
викрали гаманець.
4. Під час пограбування було вбито людину. d. shop-lifting
5. Вони нелегально перевозили велику e. armed robbery
кількість наркотиків з Південної Америки.
6. Злочинці тримали пістолет біля скроні f. mugging
пілота і він повинен був робити те, що вони
йому наказали.
7. Хтось підпалив крамницю. g. murder
8. Обвинувачуваний вдарив жінку по h. drunken driving
голові, коли та йшла по вулиці, і вкрав всі
гроші та кредитну картку.
9. Він взяв з полиці якісь речі та пішов з i. parking offence
крамниці не розрахувавшись.

10. Вона керувала машиною у нетверезому j. kidnapping
стані.

11. Газети повідомили про викрадення сина k. hijacking
відомого адвоката.

12. Він припаркував машину не на l. arson
стоянці.

13. Погрожуючи пістолетом, грабіжники m. theft
вкрали із банку 10000\$.

VIII. State the syntactical function of Participle II.

1. It was a dreadful thing that he now proposed a breach of law, which if discovered would bring them into the police court. 2. He answered through the locked door. 3. The housekeeper had come out of her room attracted by the violent ringing of the bell. 4. She woke up early disturbed by the piercing cries of birds. 5. The general entered the room accompanied by six senior officers. 6. As if torn with inner conflict and indecision, he cried. 7. I hate people who cry over spilt milk. 8. Though astonished by her interest in the details of the accident I went on with my story.

IX. Translate into Ukrainian.

1. Then other child led by her mother boarded the bus. 2. When shaken this piece of metal produced a mysterious rumbling noise. 3. He will certainly come if asked. 4. The film shown in all central cinemas was worth seeing. 5. The doctor looked worried. 6. He didn't even glance at the murdered man. 7. She screamed as if badly hurt. 8. When put to vote the resolution was carried unanimously. 9. If left to myself I should infallibly have lost my way.

X. Insert Participle II of the verbs in brackets.

1. There were letters from London and more letters (postmarks) from places like Mexico City and Cannes. 2. They turned into the large hall beautifully (light up) with Chinese lamps. 3. She looked (annoy). 4. On the door (tie) to the letter- box was a sheet of paper with his name on it. 5. The snow (clear away) only yesterday began to fall again. 6. He often came to the beach (accompany) by a black terrier. 7. The message will lose its importance if (not deliver) immediately. 8. She could not agree to her friend's suggestion though (move) deeply by these words. 9. When (ask) to take part in the discussion he refused point- blank. 10. If (give)

instructions he will manage to do this work in time.

Text C

I. New words and word combinations

to sue a person for libel - судити особу за наклеп

court claim – судова заява

preponderance of evidence - перевага доказів

to plead - захищати (у суді), посилатись, визнавати

to accuse e- обвинувачувати

to commit a crime - скоїти злочин

tenant - орендатор, наймач

failure - невдача, банкрутство

complaint – скарга

II. Read and translate the text.

Kinds of Cases

As a juror you may sit on a criminal case, a civil case, or both.

Civil Cases. Civil cases are usually disputes between or among private citizens, corporations, government agencies, and other organizations. Most of them, the party bringing the suit is asking for money damages for some wrong that has been done. For example, a tenant may sue a landlord for failure to fix a leaky roof, or a landlord may sue a tenant for failure to pay rent. People who have been injured may sue a person or a company they feel is responsible for the injury.

The party bringing the suit is called the PLAINTIFF; the party being sued is called the DEFENDANT. There may be many plaintiffs or many defendants in the same case.

The plaintiff starts the lawsuit by filing a paper called a COMPLAINT, in which the case against the defendant is stated. The next paper filed is usually the ANSWER, in which the defendant disputes what the plaintiff has said in the complaint. The defendant may also feel that there has been a wrong committed by the plaintiff, in which case a COUNTERCLAIM will be filed along with the answer. It is up to the plaintiff, to prove the case against the defendant. In each civil case the judge tells the jury the extent to which the plaintiff must prove the case. This is called the plaintiffs BURDEN OF PROOF, a burden that the plaintiff must meet in order to win. In most civil cases the plaintiff's burden is to prove the case

by a **PREPONDERANCE OF EVIDENCE**, that is, that the plaintiff's version of what happened in the case is more probably true than not true.

Jury verdicts do not need to be unanimous in civil cases. Only ten jurors need to agree upon a verdict if there are 12 jurors: five must agree if there are six jurors.

Criminal Cases. A criminal case is brought by the state or by a city or county against a person or persons accused of having committed a crime. The state, city, or county is called the **PLAINTIFF**; the accused person is called the **DEFENDANT**. The charge against the defendant is called **INFORMATION** or a **COMPLAINT**. The defendant has pleaded not guilty and you should presume the defendant's innocence throughout the entire trial unless the plaintiff proves the defendant guilty. The plaintiff's burden of proof is greater in a criminal case than in a civil case. In each criminal case you hear the judge will tell you all the elements **BEYOND REASONABLE DOUBT** before the defendant can be found guilty.

In criminal cases the verdict must be unanimous, that is, all jurors must agree that the defendant is guilty in order to overcome the presumption of innocence.

Exercises

III. Give English equivalents for the following words and expressions

шукати захист у суді
порушувати справу за наклеп
судитися
подавати позов
принизити
образити
заклучна промова судді до присяжних
тяжба
переслідувати у судовому порядку
наймач
позивач
захисник
зустрічний позов
скарга
підсудний

одностайне рішення присяжних

IV. Match each word on the left with the appropriate definition on the right

- | | |
|------------------------------|---|
| 1. Defendant | a. proceeding taken in court synonymous to case, suit, lawsuit. |
| 2. Action | b. (crim.) person charged with a crime. (civ.) person or entity against whom a civil action is brought. |
| 3. Preponderance of evidence | c. means that the weight of evidence presented by one side is more convincing to the true of facts than the evidence presented by the opposing side. |
| 4. Plaintiff | d. claim presented by a defendant in opposition to the claim of the plaintiff. |
| 5. Counterclaim | e. the party, who begins an action, complains or sues. |
| 6. Complaint | f. any proceeding, action, cause, lawsuit or controversy initiated through the court system by filing a complaint, petition or information. |
| 7. Case | g. (crim.) formal "written charge that a person committed a criminal offence. (civ) initial document filed by a plaintiff which starts the claim against the defendant. |
| 8. Witness | h. a form of proof legally presented at a trial through witnesses, records, documents, etc. |
| 9. Trial | i. person who testifies under oath in court regarding what was seen, heard or otherwise observed. |
| 10. Evidence | j. the presentation of evidence in court to a tried of facts who applies the applicable law to those facts and then decides the case. |

V. Answer the questions:

1. Who are the participants in the legal procedure?
2. In what way does the legal procedure start?

a) in civil cases,

b) in criminal cases.

3. Who is a plaintiff?

a) in civil,

b) in criminal.

4. Who is a defendant?

5. What is a complaint?

6. How many jurors are necessary to agree upon the verdict in a criminal case?

7. At what stage or stages of the criminal process is the person involved called:

a) the defendant

b) the offender

c) the suspect

d) the convict

e) the criminal

f) the accused.

VI. Translate the sentences into English.

1. Цей новий кримінальний кодекс набрав законну силу 2 місяці тому. 2. Я почуваю себе винною, що так довго випробовувала ваше терпіння. 3. Метою захисту є доказ невинуватості обвинуваченого в тому випадку, коли він дійсно не винен. 4. Суддя зробив заключну промову присяжним, і всі очікували винесення вироку. 5. Якщо він подасть скаргу до суду, то буде порушено кримінальну справу.

VII. Insert Participle I or Participle II of the verbs in brackets.

1. But when I was told the name of my companion my heart sank. It suggested (close) portholes and the night air rigidly (exclude). 2. Mr. Kelada would have had it all his own way except for a man (call) Ramsay. 3. In five minutes we were in the middle of a (heat) argument. 4. The lad started as if (awake) from some dream. 5. I sat in the corner (watch). 6. She was staring at him with wide and (terrify) eyes. 7. He could see nothing of the room but a chest of drawers roughly (make by a native carpenter. 8. Miss Brown (look) rather unlike herself and (decorate) with a good many cobwebs stood (look) (annoy) in the doorway (hold) a pile of dusty volumes. 9. She advanced with slightly shaky knees, still (peer) forward. 10. He was deeply (impress) by the woman who stood (wait) to receive him now. 11. The music sounded so sweet to his ears that he thought it must be the King's musicians (pass by). It was really only a little bird

(sing) outside his window.

VIII. Explain the law- terms and make up sentences with them.

1. Fair / unfair verdict; 2. to bring in (return) a verdict of guilty; 3. to bring in (return) a verdict of not guilty; 4. arrive at . (reach) a verdict; 5. announce a verdict; 6. sustain a verdict; 7. overturn (quash, set aside) a verdict; 8. appeal a verdict; 9. adverse (unfavorable) verdict; 10). favorable verdict.

Unit 5

Text A. State Structure of Ukraine

Text B. The Political System of the United Kingdom

Text C. The Political System of the United States of America

Grammar:

1.Past Indefinite

2. Present Perfect

3. Past Perfect

Text A

I. New words and word combinations

parliamentary - presidential republic - парламентсько – президентська республіка

self – determination - самовизначення

citizenship - громадянство

home and foreign policy - внутрішня й зовнішня політика

an independent state - незалежна держава

to elect - вибирати

to institute - запроваджувати, установлювати

to issue a decree - видати указ, розпорядження

to oversee policy implementation - наглядати за виконанням політичного курсу

to be deprived of the right to smth. - бути позбавленим права на щонебудь

Minister of Defense - Міністр оборони

to secure – гарантувати безпеку, слідкувати

Minister of Foreign Affairs - Міністр закордонних справ

the State Security Service - Служба державної безпеки

to declare a state of emergency - проголосити надзвичайний стан

Council for National Security and Defense - Рада національної безпеки і оборони
the Supreme Commander- in Chief of the armed forces –
Головнокомандуючий збройними силами

II. Read and translate the text.

State Structure of Ukraine

Ukraine is an emerging democracy with a multiparty presidential system of government. It is a parliamentary-presidential republic. On the 16th of July 1990 the Supreme Soviet of Ukraine adopted the "Declaration of the State Sovereignty of Ukraine".

The Declaration has ten parts devoted to self- determination of the Ukrainian nation, state power, citizenship, civil rights, economic independence, cultural development, home and foreign policy.



In 1991 Ukraine was proclaimed an independent state. A nationally elected presidency was instituted on December 1, 1991. Ukrainian citizens elect their President for a five- year term. According to the laws of Ukraine, a President can't be younger than 35 years of age, must live in the country no less than 10 years, must be a citizen of Ukraine and must master the national language. The President can issue decrees and can appoint presidential representatives to oversee policy implementation by local authorities. The President, according to the new edition of the Constitution, is deprived of the right to appoint and discharge all ministers. The candidate for the Prime Minister is offered by the majority of the parliament, instead of being appointed by the President. But the President has veto powers, the right to appoint the Ministers of Defense and Foreign Affairs, to choose the personnel of the Council for National Security and Defense, and one third of the judges of the Constitutional Court. The President determines the appointment of the head of the State Security Service and General Prosecutor. The Head of State also decides on whether to declare a state of emergency. The President is the Supreme Commander- in Chief of the armed forces, and head of Council for National Security and Defense. The

President carries out representative functions as well.

Ukraine's parliament is the Supreme Council (Verkhovna Rada, Parliament). It is the highest legislative body of Ukraine. It is a 450 - person, single - chamber legislature. The Chairman of the body is elected by its all members. People's Deputies (members of the Verkhovna Rada) are elected for a five- year term according to proportional representation of party or electoral bloc lists. Constitutional changes are being considered that may redefine some of the roles and responsibilities of Ukraine's governmental bodies.

The Prime Minister possesses altogether greater prerogatives than the President, forms the Cabinet of Ministers, and has to have the support of the majority in parliament. The Cabinet of Ministers is the highest executive body of the state.

The Supreme Court of Ukraine is the supreme judicial body. The main duty is to secure the fulfillment of the law. Besides the Supreme Court, there is a special organ – Constitutional Court. The main aim of which is to guarantee the accordance of the newly – adopted laws to the Constitution of Ukraine.

Ukraine comprises 24 regions called oblasts. In addition, the Crimea enjoys a special status a republic with Ukraine, which grants it a significant amount of economic autonomy.

Exercises

III. Find in the text English equivalents of the following words and word combinations:

присвячувати

проголошувати

культурний розвиток

володіти державною мовою

місцеві органи державної влади

звільняти

призначати

вищий орган виконавчої (законодавчої, судової) влади

автономна республіка

підтримувати

IV. Match each word on the left with the appropriate definition on the right.

1. Decay

a. make known publicly or officially;

- | | |
|----------------|--|
| | declare. |
| 2. To fulfill | b. continue to live or exist; |
| 3. Judge | c. human communication of knowledge, ideas, signs, etc. using a system of sound symbols. |
| 4. To proclaim | d. perform or carry out a task, duty, promise. |
| 5. Foreign | e. person who lives in a town, not in the country |
| 6. Language | f. go bad, lose power, health. |
| 7. Citizen | g. of, in, from, another country, not one's own |
| 8. To survive | h. Public officer with authority to hear and decide cases in a law court. |

V. Answer the questions.

1. What can you say about the history of Ukraine?
2. When was Ukraine proclaimed as an independent state?
3. What document was adopted by the Supreme Soviet on the 16- th of July 1990?
4. How many parts does the "Declaration of the State Sovereignty of Ukraine" consist of?
5. Who can be elected the President of the State?
6. What period is the head of the state elected?
7. What body does the legislative (judicial, executive) power belong to?
8. What is the legislative (judicial, executive) branch of the state headed by?

VI. Translate into English.

1. За часи своєї історії Україна пережила численні періоди занепаду і процвітання. 2. Державний Прапор України - стяг із двох рівновеликих горизонтальних смуг синього і жовтого кольорів. 3. Ст.10 Конституції України встановлює, що державною мовою в Україні є українська мова. 4. Найвищим органом у системі судів загальної юрисдикції є Верховний Суд України. 5. Конституційний Суд України складається з 18 суддів. 6. Кабінет Міністрів України користується правом законодавчої ініціативи й бере активну участь у розробці законопроектів. 7. Важливим напрямом діяльності Кабінету

Міністрів є здійснення заходів щодо забезпечення обороноздатності і національної безпеки України, громадського порядку, боротьби зі злочинністю. 8. Верховна Рада України (парламент) є єдиним органом законодавчої влади в державі. 9. Право визначати і змінювати конституційний лад в Україні належить виключно народові і не може бути протиправно захоплене державою, її органами або посадовими особами.

VII. Finish up :

Form of government: ...

Head of State: ...

Legislative power: ...

Executive power: ...

Judicial power: ...

Voting qualifications: ...

VIII. Translate into Ukrainian.

1. Ukrainians trace their political history to Kyiv Rus, the first Eastern Slavic state. 2. As a state emblem, trident dates back to Kyiv Rus when it was the coat of arms of the Riuryk dynasty. 3. Kyiv (also known as Kiev), the capital was founded by the three brothers Kyi, Schek and Khoryv, and their sister Lybid more than 1.500 years ago, 482 A.D. 4. Ukraine has an abundance of coal, natural gas, iron ore, manganese, kaolin clay, rock salt, nickel and titanium. 5. The state promotes the development of science and the establishment of scientific relations of Ukraine with the world community. 6. Everyone is guaranteed the right to challenge in court the decisions, actions or omission of bodies of state power, bodies of local self- government, officials and officers. 7. Defense of the Motherland, of the independence and territorial indivisibility of Ukraine, and respect for its state symbols, are the duties of citizens of Ukraine. 8. The human being, his or her life and health, honor and dignity, inviolability and security are recognized in Ukraine as the highest social value. 9. According to the Constitution of Ukraine everyone has the right to own, use and dispose of his or her property and the results of his or her intellectual and creative activity. 10. Everyone has the right to protect his or her rights and freedoms from violations and illegal encroachments by any means not prohibited by law.

IX. Which verbs used in the text are regular (irregular). Write out

these verbs and explain the pronunciation of the ending – ed (give three forms of irregular)

X. Make up five sentences from each table.

I	began to learn English	yesterday.
He	left for Kyiv	last year.
She	read that novel	in September.
We	returned	in 1990.
You	finished school	three days ago.
They	discussed the film	on Monday.

Did	I	go to the	yesterday?
	He	work there	last month?
	She	play volley- ball	last
	We	receive the	summer?
	You	go to the	on
	They	arrive	Saturday?

I	did not (didn't)	play the piano	yesterday.
He		go to the theatre	last night.
She		live here	last year.
We		invite them	in July.
You		help him	
They		write a composition	

When Where	did	I	begin to learn English?
		He	buy the bicycle?
		She	learn Spanish?
		We	meet them?
		You	gather mushrooms?
		They	work with him?

What	did	I	do	yesterday?
		He	read	last night?

		She	write	in the morning?
		We	eat	in the evening?
		You	buy	at school?
		They	learn	there?

Who Which of them Whose son	saw him yesterday?
	translated this story?
	worked at this factory at that time?
	set a record in the long jump?
	lived here before the war?
	came first?

XI. Translate and give the Past Indefinite of the following verbs:

assure, decline, solve, classify, punish, attack, fix, commit, set, defend, snatch, focus, smash, knock, throw, charge, hurry, rob, stir, cry, invade, scrub, inquire, determine, pass, lose, injure, destroy, test.

XII. Choose the right forms of the verbs from the brackets.

Willy the Kid (arrived, arrives) in Burge City one evening. He (is walking, walked) into the saloon, (looked, looking) slowly around the room. Everybody (are, is, was) afraid. Willy (had, has, have) two guns. The sheriff (is, was, were,) in his office. He (were, is, was) asleep. The saloon barman (rushed, rush) into the sheriff's office: "Willy the Kid (is, was) in the town!". The sheriff (hurry, hurried) to the saloon. The sheriff (shouted, shouting) to Willy: "(gave, give) me your guns, Willy!"

- "The stalls (is, were, was) too small for both of us", Willy (replied, reply) calmly. They (walk, walked) into the street. Sheriff (wait, waited). Willy (moved, moving) his hand towards his gun. The sheriff (pull, pulled) out his gun, he (firing, fired) twice. The first bullet (miss, missed) Willy, the second (killed, killing) him.

XIII. Use these verbs and tell us what did you do yesterday.

(get up, wash, take a shower, take a bath, have breakfast, morning exercises, listen to the morning news, have lunch/ dinner, watch TV, read, iron smth., go, work, study, write, discuss, rest, play computer games, speak over the telephone, come back, go to bed).

XIV. Fill this story with appropriate phrasal verbs in the correct tense. The meaning of each verb is given in brackets.

Yesterday, robbers ____ (forced an entry into) the National Bank in the

High Street soon after closing time. They ____ (threatened with guns) the staff, and forced the manager to ____ (give them) £ 10, 000 in cash. The robbers ran out of the bank and ____ (escaped) in a stolen car, and were last seen ____ (going in the direction of) the London Road. Police have warned the public that these men are very dangerous, and are unlikely to ____ (surrender) without a fight. Said Chief Inspector Ralph Smith:

“ We’re sure that we’ll catch them soon. They won’t ____ (avoid punishment for) it”

hand over	make for	break into	hold up
get away with	give up	make off	thanks

Text B.

I. New words and combination of words.

the House of Commons - Палата обцин

the House of Lords - Палата лордів

legislation - законодавство, закон, законопроект

to pass law - прийняти закон

in charge of - підпорядковувати, завідувати чим- небудь

to advise - консультувати, радити

to run - управляти (підприємством)

civil servant – державний службовець

permanent officials - постійна посадова особа

British Commonwealth of Nations – Британська Співдружність

Lords Temporal - світські лорди

Lords Spiritual - вище духовенство

the Archbishop of York – архієпископ Йоркський

the Archbishop of Canterbury - архієпископ Кентерберійський

the ultimate Court of Appeal - вищий апеляційний суд

to interpret the law - тлумачити закон

the Supreme Court of Judicature - Верховний суд

the High Court of Justice – “Високий суд”(суд першої інстанції по цивільним справам)

Lord Chancellor – Лорд – канцлер (член кабінету міністрів у Великій Британії, спікер Палати лордів, Голова Верховного Суду)

arbitrary action – свавілля

Value Added Tax - податок на додану вартість

Finance Act – закон про державний бюджет

The Cabinet of Great Britain

HEAD/КЕРІВНИК	DEPARTMENT/МІНІСТЕРСТВО
Chancellor of the Exchequer / <i>канцлер Казначейства</i> <i>(Міністр фінансів)</i>	HM Treasury / <i>Казначейство (Міністерство</i> <i>Фінансів)</i>
Secretary of State for Foreign and Commonwealth Affairs / <i>Міністр іноземних справ і у</i> <i>справах Співдружності</i>	Foreign and Commonwealth Office / <i>Міністерство іноземних справ і у</i> <i>справах Співдружності</i>
Secretary of State for the Justice and Lord Chancellor / <i>Міністр юстиції</i>	Ministry of Justice / <i>Міністерство юстиції</i>
Secretary of State for the Home Department / <i>Міністр внутрішніх справ</i>	Home Office / <i>Міністерство внутрішніх справ</i>
Secretary of State for Defence/ <i>Міністр оборони</i>	Ministry of Defence / <i>Міністерство оборони</i>
Secretary of State for Health / <i>Міністр охорони здоров'я</i>	Department for Health / <i>Міністерство охорони здоров'я</i>
Secretary of State for Culture, Media and Sport / <i>Міністр культури, ЗМІ та</i> <i>спорту</i>	Department for Culture, Media and Sport / <i>Міністерство культури ЗМІ та</i> <i>спорту</i>
Secretary of State for Environment, Food and Rural Affairs / <i>Міністр у справах охорони</i> <i>навколишнього середовища,</i> <i>продовольства і у справах</i> <i>сільських районів</i>	Department for Environment, Food and Rural Affairs / <i>Міністерство у справах охорони</i> <i>навколишнього середовища,</i> <i>продовольства і у справах</i> <i>сільських районів</i>
Secretary of State for Transport / <i>Міністр транспорту</i>	Department for Transport / <i>Міністерство транспорту</i>
Secretary of State for International Development / <i>Міністр у справах</i>	Department of State for International Development / <i>Міністерство у справах</i>

II. Read and translate the text.**The Political System of the United Kingdom**

Power in Great Britain is divided among three branches: the legislative branch, the executive branch and the judicial branch. The United Kingdom is a unitary state and a democratic constitutional monarchy.

Its system of government (often known as the Westminster system) has

directly inspired the government of other countries, such as Canada, India, Australia, and Jamaica.

The head of state and theoretical ultimate source of power in the UK is the British monarch, currently Queen Elizabeth II (a descendant of the Saxon king Egbert). Although the reigning monarch is the head of the executive body, an integral part of the legislature, the head of the judicial body, the commander-in-chief of the Armed Forces of the Crown, the head of the Established Church of England and the head of the British Commonwealth of Nations. In reality, the Queen has an essentially ceremonial role, restricted in exercise of power by convention and public opinion, though the monarch does exercise three essential rights: the right to be consulted, the right to advise and the right to warn. In practical terms, the political head of the UK is the Prime Minister, who must have the support of the House of Commons. In formal terms, the Crown in Parliament is sovereign.

Parliament, the law-making body of the British people, consists of three elements: the Monarchy, the House of Commons and the House of Lords. They meet together only on occasions of ceremonial significance, such as the state opening of Parliament, although the agreement of all three is normally required for legislation. Parliament in Britain has existed since 1265. Parliament meets at the Palace of Westminster.

The House of Commons consists of 651 elected members called Members of Parliament or MPs. Its main purpose is to make laws by

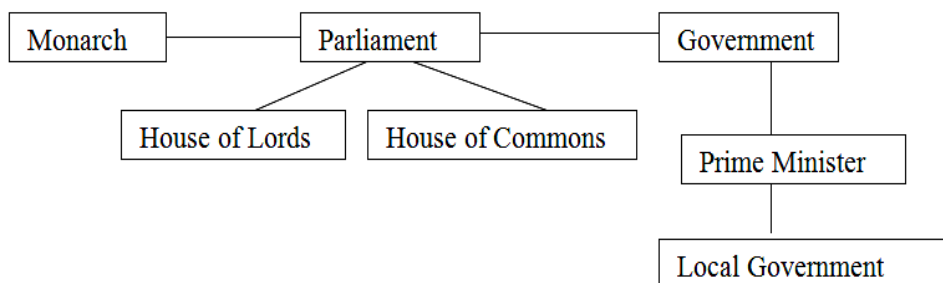
passing Acts of Parliament, as well as to discuss current political issues. The executive branch is headed by the Prime Minister. The Prime Minister or leader of the Government, is also an MP, usually the leader of the political party with a majority in the House of Commons. He consults and advises the Monarch on government business, supervises and coordinates the work of the various ministers and departments in the House of Commons. He also makes recommendations to the Monarch on many important public appointments. The Prime Minister is advised by the Cabinet of about twenty other ministers. All major decisions of the Government are made by the Cabinet, and therefore it is the Cabinet, which forms Government policy. The Cabinet includes the ministers in charge of major government departments or ministries. Departments and ministries are run by civil servants, who are permanent officials. Even if the Government changes after an election, the same civil servants are employed. Elections to the House of Commons are an important part of Britain's democratic system.

The House of Lords consists of around 1,270 non- elected members: the Lords Temporal and the Lords Spiritual. The Lords Spiritual are the Archbishops of York and Canterbury, together with twenty- four senior bishops of the Church of England. The Lords Temporal consist of hereditary peers and peeresses who have inherited their titles: life peers who are appointed by the Queen on the advice of the Government for various services to the nation: and the Lords of Appeal (Law Lords) who become life peers on their judicial appointments. The latter serve the House of Lords as the ultimate Court of Appeal. This Appeal Court consists of some nine Law Lords who hold senior judicial office. They are presided over by the Lord Chancellor and they form a quorum of three to five when they hear appeal cases. The main legislative function of the House of Lords is to examine and revise bills from the Commons. The Lords cannot normally prevent proposed legislation from becoming law if the Commons insists on it.

The judicial branch interprets the laws. The highest judicial body is the Supreme Court of Judicature, which consists of two divisions: the High Court of Justice and the Court of Appeal. The United Kingdom has no Ministry of Justice. Responsibility for the administration of the judicial system in England and Wales is divided between the courts themselves, the Lords Chancellor, and the Home Secretary. The Lords Chancellor is

responsible for the composition of the courts, civil law, parts of criminal procedure and law reform in general; the Home Secretary is responsible for the prevention of criminal offences, trial and treatment of offenders and for the prison service. It is often said that English law is superior to the law of most other countries. The English judicial system contains many rules which protect the individual against arbitrary action by the police and the government. There are two main types of court for criminal cases: Magistrates' Courts and Crown Courts for more serious offences.

POLITICAL SYSTEM OF GREAT BRITAIN



Exercises

III. Pick out English equivalents of the following words and word combinations:

законодавчий орган
 обмежити владу
 успадкувати титул
 нащадок короля
 за заслуги перед державою
 за порадою уряду
 головувати
 основна ціль
 збройні сили
 запропонований законопроект
 ретельно розглянути і відкоригувати
 правлячий монарх
 захистити від свавільних дій

IV. Match each word on the left with the appropriate definition on the right.

- | | |
|----------------|--|
| 1. to protect | a. to encourage in the ability to act, esp. with a good result |
| 2. to inspire | b. to use a power or right |
| 3. to restrict | c. to keep safe, by guarding or covering |
| 4. to exercise | d. to keep within limits |
| 5. to inherit | e. to tell of smth. bad that may happened |
| 6. to appoint | f. to declare firmly(when opposite) |
| 7. to warn | g. to choose for a position, to arrange, fix, decide |
| 8. to insist | h. to receive property, a title, etc. left by someone who has died |

V. Answer the question.

1. Who is the official head of the state of Great Britain?
2. What is the main function of Parliament?
4. Which are the two chambers of the British Parliament?
5. Who is the executive branch headed by?
6. Who are “ hereditary peers” and “life peers”? How are life peers created?
7. What is the procedure of forming the government?
8. What is the work of government?
9. What is the highest judicial body?

VI. Translate into Ukrainian.

1. The English Royal Family have German origins, but they've been in England for five generations. 2. "God Save The King" was a patriotic song first publicly performed in London in 1745, which came to be referred to as the national anthem from the beginning of the 19- th century. 3. The Lords cannot normally prevent proposed legislation from becoming law if the Commons insists on it. 4. The queen has always been subject to Value



Added Tax and other indirect taxes and she has paid local rates (Council Tax) on a voluntary basis. 5. One of the main professional duties of civil servants is to shield their ministers from criticism in the House of Commons. 6. Each year the taxes are authorized by a Finance Act, which is based on the Budget presented by the Chancellor of the Exchequer in March. 7. Each government department is headed by two people: a political head that is usually the minister and administrative head from the Civil Service, called a Permanent Secretary. 8. The peers sit

comfortably on their red leather benches as the MPs stand awkwardly huddled together below the bar while the Queen reads the throne speech, which outlines the Government's programme of legislation for the coming session. 9. The Speaker doesn't take part in the debates, and he doesn't vote at the end of them. 10. Members who wish to speak at any particular moment must stand up and "try to catch the Speaker's eye". 11. Elizabeth II, born April 21, 1926, is the eldest daughter of George VI and Elizabeth Bowes- Lyon .

VII. Choose the right variant.

1. A candidate who gets less than 55 of the total votes _____ its deposit.
a) pointed b) offers c) dismissed d) loses
2. The former president _____ the election to the opposing party.
a) conceded b) acknowledged c) admitted d) allowed
3. Members of the House of Commons _____ an annual salary.
a) sends b) receive c) call d) elect

4. The Conservatives _____ the general elections of 1979, 1983 and 1992.

- a) wins b) lost c) drawn d) won

5. When Black Rod arrives at the door of the House of Commons they _____ it in his face to show their independence.

- a) open b) break c) knock d) bang

6. Members of the House of Lords are not _____ a salary, but they do receive travel expenses.

- a) propose b) give c) chosen d) paid

7. Local government _____ a local tax.

- a) spend b) vote c) ask d) collect.

8. Armed services of the UK are _____ of volunteers.

- a) take b) consist c) make d) made

9. The elector _____ just one candidate on the ballot paper and marks an 'X' by the candidate's name.

- a) see b) choose c) write d) selects

10. His father was _____ MP for Cambridge City.

- a) voted b) stood c) worked d) elected

VIII. Look at this text about politics in the UK. Fill in the missing words.

Parliament in the UK consists of two ... : the house of Commons and the House of Lords. In the House of Commons there are 650 ... , each representing one The ruling Party in the Commons is the one which gains a ... of seats. The main figure in that party is called the The Commons is elected for a maximum period of 5 years although the Prime Minister may call a general ... at any time within that period.

constituency chambers election
Prime Minister majority MPs

IX. Draw lines connecting the left and right.

- | | |
|---------------|---|
| 1. mayor | a. top diplomat representing his/her country abroad |
| 2. ambassador | b. had of a town or city council |
| 3. candidate | c. someone for whom politics is a career |
| 4. politician | d. someone who stands in an election |
| 5. vote | e. to choose someone or something by voting |
| 6. elect | f. to choose in formal way, by marking a ballot paper |

- | | |
|------------------|--|
| 7. monarchy | g. freedom from outside control; self- governing |
| 8. democracy | h. system of government run by a dictator |
| 9. independence | i. a state ruled by a king or queen |
| 10. dictatorship | j. government of, by and for the people |

X. Make up five sentences from each table.

I	Have Has	(not)	won the match.
He			become an.
She			engineer.
We			left for USA.
You			cooked breakfast.
They			lost that paper.

Have Has	I	seen this film?
	He	turned off the gas?
	She	guessed the riddle?
	We	lost the game?
	You	bought that coat?
	They	invited them to the evening party?

I	Have Has	often	crossed the street at that place.
He		seldom	met them in the park.
She		never	been to Kyiv.
We		already	shown them our picture gallery.
You		just	visited the exhibition.
They		not yet	gone to the seaside.

I	Have Has	(not)	seen him	today.
He			been to a concert	this week.
She			finished it	this month.
We			visited that museum	this year.

You			read that article	lately.
They				

I	Have Has	known this doctor	for five years.
He		not seen her	there two years.
She		lived in this	since 1990.
We		village	since the war was over.
You		worked at school	ever since.
They		been here studied English.	

XI. Translate and give Present Perfect of the following verbs:

inspire, pass, inherit, choose, change, introduce, examine, consider, return, amend, alter, make, refuse, inquire, approve, shelve, refer, sign, veto, prevent, insist, commit, do, improve, accept, show, hear, brake, pay, seek, sell, solve, shoot, spend, think, throw, lose, leave, take, sweep, write, stretch, steal, search, hit, wound, fine.

XII. Read and translate the text, pay attention to Present Perfect and explain the use of the verb “have”.

The British constitution has involved over many centuries. Unlike the constitution of France and many Commonwealth countries, the British constitution has not been assembled at any time into a single, consolidated document. Instead it's made up of common law, statute law and convention.

Of all the democratic countries in the world, only Israel is comparable to Britain in having no single document codifying the way its political institutions function and setting out the basic rights and duties of its citizens.

Britain does, however, have certain important constitutional documents, including the Magna Carta(1215) which Protects the rights of the community against the Crown: the Bill of the Rights (1689) which expended the powers of Parliament, making it impracticable for the Sovereign to ignore the wishes of the Government; and the Reform Ct Act (1832) which reform the system of parliamentary representation. The flexibility of the British constitution helps to explain why it has developed so fully over the years. However, since Britain joined the European Community in 1973, the rulings of the European Court of Justice have increasingly determined and codified sections of British

law in those areas covered by the various treaties to which Britain is a party. In the process British constitutional and legal arrangements are beginning to resemble those of Europe.

XIII. In the following pairs of sentences only one is correct. Choose the correct one.

- A. I have lived in Odessa for five years.
I live in Odessa for five years.
- B. Before that I have lived in Kharkov.
Before that I lived in Kharkov.
- C. I am an investigator since I left university.
I have been an investigator since I left university.
- D. He saw her five minutes ago.
He's seen her five minutes ago.
- E. She's run round the park three times.
She's been running round the park three times.
- F. Has the chief signed your documents already?
Did the chief sign your documents already?
- G. Police haven't arrested criminals yet.
Police didn't arrest criminals yet.
- H. I have seen this stowaway a day before yesterday in the tram.
I saw this stowaway a day before yesterday in the tram.
- I. My parents are furious because I have lost the car keys.
My parents are furious because I lost the car keys.
- J. They have retired. They've bought a house on the south coast last year.
They retired. They bought a house on the south coast last year.

XIV. Use Present Perfect. Make up a dialogue.

- 1. - Have you ever been to London? (Birmingham, Manchester....)
- ...
- 2. - Who has accompanied you?
- ...
- 3. - Where have you stayed there?
- ... (at the hotel, hostel, friend's house, aunt's cottage, uncle's flat)
- 4. - What have you done there?
- ... (to visit, to go sightseeing, historical places, museums, (Stonehenge (prehistoric monument- on Salisbury Plain in the country

of Wiltshire), "Big Ben"(famous clock - at the top of St. Stephen's Tower of the House of Parliament), Speaker's Corner in the north- east corner of Hyde Park))

5. - What have you bought there?
- ... (new books, pictures, a watch, some records, some clothes, golden jewelry, costume jewelry)
6. - Why haven't you come back on Monday?
- ... (to have much work, to be ill, to visit many friends, to do the shopping, not to book tickets, to oversleep).

XV. Put the verb in the correct tense. Pay attention to Present Perfect or Past Indefinite.

Dear Paul

My stay in England is coming to an end. In ten days' time I'll be back in Italy. I can hardly believe that I ____ (be) in Bristol for three months. The time ____ (go) so quickly! Yesterday I ____ (take) my final exams. As soon as I get the results, I'll let you know. I'd really like to have holiday when the course finishes, but I have to go straight back to Italy. If I ____ (have) more time, I'd visit Scotland. Unfortunately ____ (not to see) much of Britain — I ____ even ____ (not to be) to London yet! I really like England. The people are friendly, the countryside's lovely, and the food's actually quite good. My friend Pablo, loves it here. He even says he wouldn't mind living here. But for me the problem is the weather. I think I'd rather live somewhere warmer and drier. Recently it's been really terrible — raining every day. My host family ____ (be) really nice to me. The ____ (look) after me very well. I shall miss them. But I'm looking forward to seeing my family again. My parents were planning to move to Rome. They might ____ (move) already. I ____ (not to hear) from them for a while. Yesterday I ____ (go) to the cinema with Pablo to see Aliens. It's the fifth time Pablo ____ (see) it! He must really like it. Well, so do I, but I wouldn't want to see it that many times.

I ____ (apply) for lots of jobs recently. Yesterday I ____ (apply) for one with EU in Brussels. It would be great if I ____ got it, but I ____ (not to get) a very good chance. They want someone with fluent English and French, and my French isn't very good any more. Anyway, I ____ (not to book) my plane ticket yet, so I must go into town now and do that. See you next week. I'll give you a ring when I arrive home.

Best wishes, Alberto.

XVI. Complete the sentences with the verb from the box. Put them into the Present Perfect.

1. Here is the news. Lord Kempton, who was Prime Minister for 4 years in the 1960s, ... Lord Kempton was 79. Politicians from both the Labor and Conservative Parties ... warmly of his achievements.

2. Gale- force winds are causing chaos in southern England. Many roads have been blocked by fallen trees and there ... a number of serious motorway accidents involving lorries and coaches. The police ... motorists to stay at home unless their journey is absolutely necessary.

3. Archaeologists ... the tomb of a Pharaoh near Cairo. The tomb has been burned in the sand for over 4,000 years.

4. And some late news. We ... just ... that a plane ... at Prague Airport. First reports say that over 50 people has been killed . We'll bring you more news of this disaster as soon as we have it.

die	advise	be	discover
crash	hear	speck	

XVII. Put questions to the texts. Inquire into details.

1.The office manager has sent Julia to the bank with a lot of money, but it has closed. That is why she has just put money in the night- safe. A man has suddenly appeared. “ I want your money!” he has just shouted. “But I put it in the night – safe!” Julia is saying. She is very frightened.

2. Thieves have broken into Arthur’s office. They have emptied his desk, thrown all his letters on the floor and have taken most of the money from the safe. They have also smashed the lamp on his desk. They are running away because they have just heard Arthur in the office outside.

3. One car has run into another. A policeman is taking one of the drivers to the police station because, just after the accident, the man got out and hit the other driver. Peter has just come round the corner. The policeman arrested the man a few seconds ago.

XVIII. Translate into English.

1. Я вже написав пояснення. Ставити підпис? 2.Не купуй йому книгу з правил дорожнього руху. Він вже склав свій екзамен із водіння і навіть отримав посвідчення водія. 3. Сьогодні цікава картина в кінотеатрі.Ходімо подивимось. – Ні, я вже її бачила. 4. Я сто років тебе не бачила. Де ти був? 5.Вибачте за моє запізнення.Я щойно зустрів свого

двійника. 6. Вона ще не прийшла? - Ні, вона ще не закінчила свою роботу. 7. Він щойно приїхав із маленького містечка на півдні України. 8. Як довго ти тут? - Я тут від понеділка. Сьогодні п'ятниця. Я тут уже три дні. 9. Вони вже отримали пояснення відповідача? – Ні, він ще не прийшов. 10. Ти коли-небудь давав свідчення в суді? - Ні, я ніколи не був в якості свідка, не притягався до суду, і навіть ніколи не був присутнім на судовому процесі.

Text C.

I. New words and word combinations

federal government - федеральний уряд

to contradict - суперечити, заперечувати, спростувати

to separate - відділити, сортувати

to restrict - обмежувати

to supplant - вижити, витіснити, посісти чие- н. місце (хитрістю)

to review - переглядати (справу), оглядати (військовий стрій)

to overrid - нехтувати, відхиляти, не приймати до уваги

to overturn – спростувати, відкласти

to reject - відкинути, відмовити

to vest in - наділяти к.- н. ч.- н., покладати (обов'язки)

to refer to - посилатися, вказувати (на к.- н.)

to levy taxes - оподаткувати, стягнути податок

to appropriate - привласнювати

a resident - постійний житель

to entertain - приймати (гостей), розважати

an ambassador - посол

inferior - нижній, нижчий(чин), підлеглий

to ordain - визначати, посвячувати в духовний сан

The US Government

Heard of the Government – President

HEAD /КЕРІВНИК	DEPARTMENT/МІНІСТЕРСТВО
Secretary of State / <i>Держсекретар</i>	Department / <i>Держдепартамент</i>
Secretary of Defence / <i>Міністр оборони</i>	Department of Defence / <i>Міністерство оборони</i>
Secretary of Homeland Security/	Department of Homeland Security /

<i>Міністр національної безпеки</i>	<i>Міністерство національної безпеки</i>
Secretary of Treasury / <i>Міністр фінансів</i>	Department of Treasury / <i>Міністерство фінансів</i>
Secretary of the Interior / <i>Міністр внутрішніх справ</i>	Department of the Interior / <i>Міністерство внутрішніх справ</i>
Secretary of Commerce / <i>Міністр торгівлі</i>	Department of Commerce / <i>Міністерство торгівлі</i>
Secretary of Justice / <i>Міністр юстиції</i>	Department of Justice / <i>Міністерство юстиції</i>
Secretary of Agriculture / <i>Міністр сільського господарства</i>	Department of Agriculture / <i>Міністерство сільського господарства</i>
Secretary of Health and Human Services / <i>Міністр охорони здоров'я та соціальних служб</i>	Department of Health and Human Services / <i>Міністерство охорони здоров'я та соціальних служб</i>
Secretary of Transportation/ <i>Міністр транспорту</i>	Department of Transportation / <i>Міністерство транспорту</i>

II. Read and translate the text.

The Political System of the United States of America



CONGRESS

The United States of America is a federal Union. The form of the federal government of the country is based on the Constitution adopted on September 17, 1787.

The US Constitution is relatively brief document outlining the structure of the three departments of the federal government and relation to the states which form the Union. However, the Constitution

provides a method of amendment, in fact, it has been 26 time amended since its adoption. A constitution in American political language means a set of rules, laws and regulations that provide the norms for conducting the work of the government. The federal government headed by the President

deals with international problems and national matters. Every state has its own constitution and the state government, headed by the Governor, manages its local affairs. States' laws and decisions must not contradict the federal Constitution. The federal government is divided into three branches: the legislative, the executive and the judicial.

The idea of separating powers among the various elements of government was design to restrict governmental power and prevent its abuse. Where never possible, the Foding Fathers built a system of "checks and balances" into the Constitution so that no one part of the government could supplant the other. Each branch checks or limits the power of the other branches. For example, although Congress makes laws, the president can veto them. Even if the president veto a law, Congress may check the president by overriding his veto with a two- thirds- vote. The Supreme Court can overturn laws passed by Congress and signed by the president. The selection of federal and Supreme Court judges is made by the other two branches. The president appoints judges, but the Senate reviews his candidates and has the power to reject his choices. With this system of checks and balances, no branch of government has superior power.

Article 1 of the Constitution begins as follows: "All legislative powers herein granted shall be vested in a Congress of the United States, which shall consist of a Senate and a House of Representatives". "Upper" and "Lower" are commonly applied to the two branches of a bicameral legislature, the upper being the less numerous and higher in rank of the two. A member of the Senate is usually referred to as a Senator, and a member of the House as a Congressman. The function of the legislative branch of the government is to make the laws and to finance the operation of the government through levying taxes and appropriating money requested by the executive branch of the government.

Article II of the US Constitution runs: "The executive power shall be vested in a President of the United States of America." The executive branch, which includes the President, and the President's Cabinet, is responsible for administering and executing the laws. The President must be a natural-born citizen, at least thirty five years old, and for at least fourteen years a resident of the United States.

The Constitution gives the president many important powers. As chief executive, the president appoints secretaries of the major departments that

make up the president's cabinet. Today there are 13 major departments in the executive branch: the Departments of State, Treasury, Defense, Justice, Interior, Agriculture, Commerce, Labor, Health and Human Services, Housing and Urban Development, Transportation, Energy, and Education. As chief executive, the president also appoints senior officials of the many agencies in the expansive bureaucracy.

As head of state, the president represents the country abroad, entertains foreign leaders, and addresses the public. As director of foreign policy, he appoints foreign ambassadors and makes treaties with other nations. The president also serves as commander-in-chief of the armed forces and as head of his political party.

According to Article III of the Constitution "the judicial power of the United States shall be vested in one Supreme Court, and in such inferior courts as the Congress may from time to time ordain and establish". The US Supreme Court is the highest tribunal in the United States. It includes the Chief Justice and eight associate justices. The Court's function is to interpret the Constitution, not to alter or modify it.

The structure of American government is really a mosaic composed of thousands of interlocking units. In addition to the federal government, there are 50 state governments and the government of the District of Columbia, and further down the ladder of smaller units that govern counties, cities, towns and villages.

The federal government is, of course, the largest, but the governments of the 50 states and thousands of smaller units are no less important. The drafters of the Constitution created this multilayered system of government. They made the national structure supreme and assigned it certain specific functions, such as defense, currency regulation and foreign relations; yet they wisely recognized the need for levels of government more directly in contact with the people, and so they left many other responsibilities in the hands of state and local jurisdictions.

State and local governments are, however, forbidden from passing any law that denies or erodes the fundamental rights guaranteed to all U.S. citizens in the Constitution.

Exercises

III. Find in the text English equivalents of the following words and word combinations:

фінансувати діяльність уряду
збірник законів
займатися міжнародними проблемами
зупинити зловживання
політична рівновага
перевірити та урівноважити
подолати вето
відхилити закон
переглянути кандидатуру
нести відповідальність за виконання законів
представляти країну на міжнародному рівні

IV. Discuss the following points.

1. What kind of state is the USA?
2. Is there a Constitution in the USA?
3. Who is the head of the state?
4. What branches does the US government consist of?
5. How many states is the country comprised of?
6. In what way is the political system of the USA different from that of Great Britain?
7. What are the powers of Congress?
8. Does the President of the USA exercise the same power as the Prime- Minister of Great Britain?
9. How does the system of checks and balances work?

V. Agree or disagree with the following statements:

1. The USA Constitution establishes the basic structure of the national government.
2. Each state has its own Constitution which can contradict the Federal Constitution.
3. If the President disagrees with the bill he has the right to veto it and the Congress can't pass it.
4. If the President commits a crime the House of Representatives can impeach him/her.
5. The Supreme Court protects the right of people.

VI. Fill in the gaps with the words and word combinations from the text:

1. The US government is divided into 3 branches:
2. A Constitution is a

3. The US Constitution was on September 17,1787.
4. ... of the Senate and the House of Representatives are the Vice-President and the Speaker respectively.
5. The Senate can ... the President ... if the House of Representatives impeach him.
6. The Supreme Court can ... any law if it ... the federal Constitution.
7. The Supreme Court is ... of the USA.
8. Every state has its own constitution and the state government which

VII. It is interesting to know. Read and translate.



A. The great seal of the United States is affixed to certain official documents, specified by law, to attest to their authenticity. The design incorporates the national coat of arms, featuring the American bald eagle with spread wings . The olive branch and the arrows held in the eagle's talons reflect both the nation's commitment to peace and its willingness to fight if necessary. The Latin inscription *E Pluribus Unum* –

“From Many, One”- is a reminder that the nation is a Union of many states and of peoples from many other nations. The design for the great seal was chosen in 1782, and the present modification dates from 1904.The great seal is kept in the U.S. Department of State.

B. The Flag Day: June 14, is the birthday of the American flag. On this date in 1777, the Continental Congress adopted a resolution stating that the flag of the new nation should contain thirteen horizontal stripes (seven red ones and six white ones) to symbolize the thirteen colonies, and thirteen white stars arranged in a circle to symbolize the unity and equality of these colonies.



In 1776, after the colonies had declared their independence from Great

Britain, George Washington and two other revolutionary leaders were assigned the task of designing a national flag. The colours they chose were red for courage, white for liberty, and blue for loyalty. According to American legend, they brought their design to Betsy Ross, a young widow who was an excellent seamstress. She followed their sketch exactly, except for suggesting that the stars be five- pointed rather than six- pointed. Because she made the first American flag, Betsy Ross' name is still well-known to Americans. Her little home in Philadelphia has been preserved as a monument and tens of thousands of tourists visit it each year. The American flag has been redesigned many times since Betsy Ross made the original. Today, the flag still consists of thirteen horizontal stripes alternately red and white equal to the number of the original states with a blue union marked with white stars equal in number to 50 states today. The red stripes proclaim courage, the white stripes proclaim liberty, the field of blue stands for loyalty. It is called the stars and the stripes and old glory.

3. The nick name. It was in 1812 when the nickname of the US government "Uncle Sam" appeared. "Uncle" Samuel Wilson supplied beef to the American army, during the war of 1812, standing his barrels with the letters "U. S." The army as "Uncle Sam's" knew this beef, and later on this familiar name became associated with the US government.

VIII. Match each word on the left with the appropriate definition on the right.

- | | |
|-----------------|---|
| 1. coat of arms | a. personal or political freedom from outside control; |
| 2. power | b. the official mark of government, company etc., fixed to some formal and official writings; |
| 3. resident | c. the quality of being just , rightness, fairness; |
| 4. treasury | d. rule that is supported by the power of government and that governs the behaviour of members of a society; |
| 5. defence | e. the government department that controls and spends public money; |
| 6. justice | f. a group of patens or pictures, usu. Painted on a shield, used by noble family, town –council, university, etc., as their special sign; |
| 7. law | g. what one can do; ability; force, strength; control over others; right to act, given by law or |

- official position;
8. seal h. the act or action of defending; means, methods or things used in defending;
- 9 . nick name i. a person, who lives in or is staying in a place, not a visitor;
10. liberty j. a name used informally instead of (some) one's own name usu, given because of one's character or as a short form of the actual name.

IX. Match the parts of the sentences.

- | | |
|---------------------------------|--|
| 1. The President | a. settles disputes between the states; |
| 2. The Senate | b. advises the President on many national and international matters; |
| 3. The Congress | c. is elected by indirect elections; |
| 4. The House of Representatives | d. can charge the President with a crime; |
| 5. The Supreme Court | e. is composed of two Houses; |
| | f. votes to approve the justices to the Supreme Court; |
| | g. is the highest legislative body in the country ; |
| | h. can ask the Congress to declare a war. |

X. Open the brackets, using Present Perfect or Past Indefinite.

1. The chairman spoke his mind after he (to listen) to the views of all those present. 2. He (to tell) us a lot of interesting things about police work at yesterday's meeting. 3. Today's newspaper (to reveal) some fascinating information about the Prime Minister. 4. The situation (to reach) crisis point when the union (to call) for the strike. 5. The government's economic policies (to lead) to more efficient management and greater productivity. 6. About 5,000 people (to take part) in yesterday's anti- government demonstration. 7. Incoming and outgoing vessels pass near it – the figure of woman who just (to reach) her freedom. 8. The trickle of newcomers to Europe that (to begin) after World War II (to become) ones of the history's great floods – Algerians moving to France; Turks to Germany; Iranians to Sweden; Pakistanis, Nigerians, Jamaicans to the United Kingdom; Indonesians to the Netherlands; Moroccans to Belgium.

XI. Answer these questions, giving your reasons.

1. A man says “ I’ve lived in London for ten years. ”Is he living there when he says this? 2. Somebody says “ I’ve been married to Arnold for six years, and I was married to Bella for nine years.” Which one he or she still married to? 3. A woman says “ I worked for this company for eight years.” Does she still worked for the company? 4. You are in England . A friend says “How long are you here for? “Does the person want to know when your visit started, or when it will end? How would he or she express the other meaning? 5. He says “I spent three years in the army.” Is he still in the army?

XII. Finished or unfinished time?

1. After I got home recently / lately; 2. ever / since I had lunch; 3. this afternoon / five years ago; 4. for the last two days / for the last year 5. always / this month; 6. in 1945 / up to now; 7. never / today; 8. a day before yesterday / when I was six.

XIII. Translate the sentences into English.

1. Слідчий розкрив злочин по ухиленню від сплати податків та передав справу до суду місяць тому. 2. Правоохоронні органи зупинили зловживання посадовими особами в сфері трудового законодавства. 3. Сенатори відхилили законопроект про економічну допомогу країнам на території яких є ядерна зброя. 4. Минулого четверга суд не прийняв до уваги свідчення третьої сторони.

XIV. Make up five sentences from each table.

I	do not	learn German.
He	does not	go to school on Sunday.
She	(doesn't)	play hockey in summer.
We	(don't)	like this film.
You		read that newspaper.
They		work here.

Had	I	learned the poem	by Monday?
	He	decorated the building	by that time?
	She	washed the dishes	by the time you came?
	We	moved there	

	You	seen her	
	They	prepared the report	

I	said	that if	I	had	finished school.
He	thought		He		built the plant.
She	wrote		She		bought a tape recorder.
We	asked		We		left Far East.
You			You		won the game.
They			They		solved the problem.

Unit 6

Text A. Law - making in Great Britain.

Text B. Law - making Process in the USA.

Grammar:

1. Present Perfect Continuous

2. Past Perfect Continuous

Text A.

I. New words and word combinations

to introduce a bill – винести на розгляд законопроект

to amend – вносити поправки

to consider- розглядати

to alter- змінювати

to examine in detail – ретельно розглядати

to pass a bill- прийняти законопроект

to curtail – скорочувати, обмежувати

reigning monarch – правлячий монарх

royal assent – королівська санкція

purely- чистий, без домішок

merely- майже

consent- згода

persistent- наполегливий

popular- актуальный

Statute Law – писаний закон

II. Read and translate the text.

Law- making process in Great Britain



New legislation in Britain usually starts in the House of Lords. In each House a bill is considered in three stages, called readings. The first reading is purely formal, to introduce the bill.

The second reading is usually the occasion for debate. After the second reading the bill is examined in detail by a committee. The bill is then

returned to one of the Houses for the report stage, when it can be amended. If passed after its third reading, it goes to the other House. Amendments made to a bill by the House of Lords must be considered by the Commons. If the House of Commons does not agree, the bill is altered, and sent back to the Lords. In the event of persistent disagreement between the two houses, Commons prevails.

Finally the bill goes to the reigning monarch for the royal assent. Nowadays the royal assent is merely a formality. In theory the queen could still refuse her consent, but the last monarch to use this power was Queen Anne, who vetoed the unpopular Scottish Militia Bill in 1707.

Whilst a law is still going through the Parliament it is called a Bill. There are two types of Bills – Public Bills which deal with matters of public importance and Private Bills which deal with local matters and individuals.

Public and Private Bills are passed through parliament in much the same way. When a Bill is introduced in the House of Commons, it receives a formal first reading. It is then printed and read a second time, when it is debated but not amended. After the second reading the Bill is referred to a committee, either a special committee made up of certain members of the House, or to the House itself as a committee. Here it is discussed in detail and amended, if necessary. The Bill is then presented for a third reading and is debated. If the

Bill is passed by the Commons it goes to the Lords, and provided it is not rejected by them, it goes through the same procedure as in the Commons. After receiving the Royal Assent the Bill becomes an Act of Parliament. In order to be enforced, it must be published in Statute form, becoming a part of Statute Law. The power of the Lords to reject a Bill has been severely curtailed. A money Bill must be passed by the Lords without amendment within a month of being presented in the House.

Exercises

III. Give English equivalents of the following words and word combinations:

перше читання
майже формальність
можливість для обговорення
повернути законопроект
доповнення
мати перевагу
скорочувати

IV. Answer the questions:

1. Which House does new legislation usually start in?
2. What are the stages of new legislation?
3. What two types of Bills do you know?
4. Who has the right of veto?
5. What is the role of the House of Lords in law- making process?
6. Which of two houses of Parliament has more power?

V. Give the synonyms to the following words and make up sentences:

to start; to examine; purely; to refuse; to return; to pass;
an assent; unpopular; in the event of; a bill; to settle.

VI. Make sentences, using suitable prepositions:

to ask; to listen; to search; to wish;
to explain; to remind; to speak; to think.
to knock; to say; to wait;

VII. Write the stages of new legislation in Ukraine. Find the difference and similarities with law- making process in Great Britain.

VIII. Match each word on the left with the appropriate definition

on the right:

- | | |
|------------------|---|
| 1. a bill | a. happening, usually an important one; |
| 2. a legislation | b. a plan for a law, written down for the government to consider; |
| 3. an event | c. particular occasion or state of affairs, a single example; a combination or set of events needing police or other inquiry or action; |
| 4. a case | d. the act of making laws; a body of laws; |
| 5. to consider | e. to talk about, examine, to take into account, remember; |
| 6. to discuss | f. to talk about (with someone) from several points of view, esp. formally; |
| 7. to amend | g. to put together with something else so as to increase the number, size, importance; |
| 8. to add | h. to make changes in the words of (a rule or law); |
| 9. to debate | i. to talk argue about (something) someone, usu. in an effort to persuade other people. |

IX. Explain the meaning of the following expressions:

Royal Assent, Private Bill, Public Bill, lawmaker, to introduce a bill, to be severely curtailed, to receive a formal reading, to reject a bill, Act of Parliament, to veto, to prevail.

X. Complete the sentences with the verb from the box, using correct tense and voice:

1. They _____ whether to increase the price of petrol.
2. My bags _____ when I entered the country.
3. Justice _____, the guilty man has been punished.
4. We _____ what to do and where we should go.
5. She _____ my suggestion.
6. Potatos _____ into Europe from South America.
7. The minister _____ his visit.
8. The new law about safety belts in cars will be difficult _____.
9. We _____ our holiday plans.
10. The law _____ that valuable ancient buildings must be preserved by government.

debate,	examine,	discuss,	introduce,	reject,
prevail,	curtail,	enforce,	shelve,	provide.

XI. Fill in the gaps with the words and word combinations from the text:

1. While a law is still going through the Parliament it is called
2. ... which deal with local matters and individuals.
3. After ... reading the Bill is referred to a committee.
4. The Bill is then presented for ... reading and is debated.
5. In the event of persistent disagreement between the two houses, ... prevails.
6. After receiving the ... the Bill becomes an

XII. It is interesting to know. Read and translate.

Family Allowances Act, 1945. The wartime coalition government approved a system of cash family allowances- normally payable to the mother- amounting to 5 shillings per week for each child in the family except the first. The allowance was to be paid from the child's birth until the minimum school- leaving age, or until the first August following his 16th birthday if he continued fulltime education or was serving apprenticeship. The upper age limit for full- time students and apprentices was raised to 18 in 1956 and to 19 in 1964.

Changes in the rate of allowances have been infrequent. In 1952 it was increased to 8 shillings per week, and in 1956 the allowance for third and subsequent children was raised to 10 shillings and 17 shillings, respectively, and later in the year to 18 shillings and £ 1, respectively. The family allowance is financed solely from general taxation. The allowance is taxable, as earned income, so that the value of the allowance declines as incomes and tax rates rise.

National Insurance Act, 1966. The national Insurance act of 1966 introduced by a Labor government, extended the earnings- related principle to cover sickness, unemployment, and widows' benefits. Again, no state subsidy was given, but no contracting out was permitted. All employed persons (and their employers) pay 0,5% of earnings from £ 9 to £ 30 per week. The act provides only for "short- term" earnings- related benefits- essentially, payment of wage- related increment to basic flat- rate benefits during the first six months of sickness, unemployment, or widow- hood.

Redundancy Payments Act, 1965. The only other addition to the pattern of provision laid down in 1948 was the introduction of a system of redundancy payments. Enacted in 1965, the system is financed solely from employers' contributions in respect of each employee. The employee

receives a lump- sum payment in the event of his loss of work through technological or other displacement. The act is relation to the employee's continuous term of work with his employer, his age, and his earnings.

XIII. Make up five sentences from the table.

I	have been has been	working at this plant	for half an hour.
He		learning English	for thee years.
She		looking for it	since 5 o'clock.
We		waiting for them	since 1989.
You		building this factory	since I came here.
They		playing chess	since I have been here.

XIV. Translate and give the Present Perfect Continuous (Progressive) of the following verbs. Make a list of the verbs that are not usually used in progressive forms:

to discuss, to listen to, to do, to go, to cover, to pay, to curtail, to publish, to consider, to examine, to receive, to remember, not to believe, not to agree, not to think, to recognize, not to hate, to mean, to live, not to love.

XV. When do we use the Present Perfect Continuous? Use the words in the box to complete the rules. (You won't need all the words.)

length	past	future	present
temporary			

1. Present Perfect Continuous is used to refer to events or states which began in the and are still continuing, especially when the focus is on the....of time involved.

2. It is also often used to refer to a recent continuing event or state which accounts for a situation.

XVI. Some verbs are not used in progressive forms. Choose the correct tense (Present Perfect, Present Perfect Continuous or Present Continuous).

1. I have loved / been loving England since I first went there ten years ago.
2. How long has she known /been knowing Irene?
3. I've tried / been trying to talk to you since Friday.
4. How long has he had / been having his car?
5. How long have they learnt / been learning English?
6. How long have you been using /are you using a walk stick?
7. He has been reading / is reading the same book for the last two weeks.

8. Hi! I'm hopping / I've been hoping you would call.

9. What's so funny? Why are you laughing / have you been laughing like that.

10. I have been taking / have taken English lessons since I was six.

XVII. Use the Present Perfect or the Present Continuous instead of the infinitives in brackets:

1. I want you to remember that I never (to ask) you for anything before.

2. What's that noise? – My nephew (to break) a tea-cup.

3. I (to think) about it the last three days, it's such a bother to me. So it really is a relief to talk it over with you.

4. I see you (not to do) much. What you (to do) all the morning?

5. It's hard to believe that it (to be) only two years and a half since I met him.

6. I (to wait) for my solicitor two hours already!

7. This suspicious man (to walk) near my house since morning.

8. I'm afraid of this old woman. She (to watch) me for ten minutes.

9. This road sweeper (to work) here for 30 years and he knows who's who.

10. He (to write) me only once since he went away; I (to send) him four letters.

XVIII. Ask questions to find out How long... ?

e.g. I'm learning English.

How long have you been learning English?

1. They've waiting for the coroners.

How long _____?

2. Two youths're saving up to buy a boat.

How long _____?

3. He's having driving lesson.

How long _____?

4. These Judges're working in the court.

How long _____?

5. The drug dealer's trying to sell stolen drugs illegally.

How long _____?

6. This stowaway's hiding on a ship to get free journey.

How long _____?

XIX. Make the following interrogative and negative:

1. Policemen have been looking for the burglar for a half a day.

2. His wife has been speaking over the telephone for the last ten minutes.

3. I have been translating the text for an hour and half.

4. It has been raining since the morning.

5. The film has been running for two weeks.

6. He has been wearing his uniform since 2009.

7. We have been discussing this question for an hour.

8. I have been writing my grammar test since 9 a.m.

9. He has been thinking about his driving exam all day.

10. This child has been behaving strangely for a long time.

XX. Translate into English:

1. Ми навчаємося разом в цьому юридичному учбовому закладі з 2009 року. 2. Він відповідає на запитання слідчого півтори години. 3. Поліція ретельно оглядає місце злочину вже дві години. 4. Наші курсанти тренуються в цьому спортзалі вже 5 років. 5. Цей підполковник працює в органах внутрішніх справ з серпня 2005 року. 6. Це те, про що він намагається пам'ятати з тих пір, як зустрів її. 7. До цього семінару я готуюсь з шести годин вечора. 8. Вона працює над своєю книгою вже кілька місяців. 9. Вони супроводжують його протягом всього тижня. 10. Як довго ви доглядаєте цю літню жінку?

Text B

I. New words and word combinations

to house – надавати житло

annual - щорічний

odd – непарний

the proposed legislation – запропонований законопроект

to refer to – передавати на розгляд

to approve – затверджувати

to improve – покращити, поправити

to shelve - відхилити

similar sequence – подібна послідовність

to persuade - переконувати

to vote for (against) – голосувати за (проти)

objection – заперечення, протест

II. Read and translate the text.

Law - making Process in the United States

The best recognized symbol of democratic government in the world, the United State Capitol has housed Congress since 1800. The Capitol is where Congress meets to write the laws of the nation and where presidents are inaugurated and deliver their annual State of the Union messages. A new Congress session begins on the 3rd of January each odd number year and continues for two years.

The US Congress, the lawmaking arm of the federal government, consists of two houses: the House of Representatives and the Senate. Any congressman in either house, or the president, may initiate new legislation. The two houses have many similarities in organization and procedures, but many differences as well.

The proposed legislation, or bill, is first introduced in the House of Representatives, then referred to one of the standing committees, which organizes hearings on it and may approve, amend or shelve the draft. During a two year term of a Congress, as many as 20000 bills are introduced. If the committee passes the bill, it is considered by the House of Representatives as a whole. If passed there, it goes to the Senate for a similar sequence of committee hearings and general debate. There are 16 “standing” or permanent committees in the Senate, and 22 in the House. They accept and improve some bills, but reject most of them.

In cases of disagreement, members of both houses work together in “conference committees” if the chambers have passed different versions of the same bill. Groups who try to persuade Congressmen to vote for or against a bill are known as “lobbies”. When both Houses of Congress pass a bill on which they agree, it is sent to the President for his signature. If President disapproves, he vetoes and refusing to sign it, and sends it back to Congress. President’s objection are read and debated. To overcome the President’s veto, the bill must get a 2/3 majority in each chamber.

Exercises

III. Answer the following questions:

1. In which House does new legislation usually start?
2. What is a bill?
3. How does a bill become a law?
4. Who has the right of veto?
5. When finally does a bill become a law?

IV. Find in the text English equivalents for the following expressions:

щорічне звернення
непарний рік
законодавча влада
ініціювати новий законопроект
радитися
підпис президента
отримати більшість

V. Give antonyms to the following words:

to refuse, to continue, disagreement, similar, to approve, together, freedom, majority, objection, to recognize, differences, odd, accept, to overcome, to adopt.

VI. Make sentences of your own using a gerund after each of the following:

avoid, finish, interested, insist, instead of, tired, worth , cannot help, stop, prevent.

VII. Use each of the following in a separate sentence:

confer	examine	introduce	approve
pass	sign	organize	amend

VIII. Compare the studies of new legislation in Great Britain and in the USA.

IX. Read and translate. It is interesting to know.

1. Lobbyists. Often discussing Congress of the USA, the third chamber is mentioned. It's a specific American phenomena called lobbies - big corporations, social organizations, foreign diplomats, who try to influence lawmaking process in their favor. This is done with the help of lobbyists. Practically lobbyism (backstage influence in legislation) has become legal, it means, that the passing of a bill can be prevented, if it doesn't suit the interests of a definite group of big business. Lobbyists make themselves legislative councils. More and more people realize that legislation is shaped as much by the hidden influences, as by the public debates.

2. The membership of the House is 435 and of the Senate 100 two fro each state. The members of both bodies receive a basic salary plus cost- of- living increases. The are given allowances for staff salaries, apportioned in the Senate by state population. Additional allowances are provided for the rental

of office space in the members' home districts; office supplies and expenses; and free use of the mails, within allocated limits, for official business. Congress people also enjoy certain special privileges that were established through years of struggle in the English Parliament and embodied as a matter of course in American system. The cannot be arrested for civil offenses while Congress is in session (although they can be arrested for crimes or breaches of the peace); they cannot be arrested or sued for anything they may say in speeches on the floor of either house. This "congressional immunity" from action for libel extends also to their utterances when they are off the floor conducting other congressional business. Though sometimes abused by individual congressmen, it is a precious right indispensable to the preservation of free legislative decision.

X. Match each word on the left with the appropriate definition on the right:

- | | |
|-----------------|---|
| 1. immune | a. action that improves conditions or effectiveness, removes unfairness, etc; |
| 2. allowance | b. a half of a passage, not a room, which leads from the entrance to the rooms inside a building; |
| 3. symbol | c. the act or action of preserving; |
| 4. permanent | d. fixed regular pay each month, for a job esp. for workers of higher rank; |
| 5. preservation | e. the action form, or method of ruling; |
| 6. salary | f. unable to be harm because of special powers in oneself, protected (from); |
| 7. reform | e. something esp. money, provided regularly; |
| 8. government | g. a sign or object which represents a person, idea, etc.; |
| 9. lobby | h. lasting or intended to last for a long time or for ever. |

XI. Fill in the missing words:

1. The two Houses do much of their work through _____ rather than on the floor.

2. Both parties in each house have their instrumentalities of control, including caucuses or conferences and " steering committees", in which decisions of _____ and strategy are made.

3. The number of Representatives from each state is based upon its _____.
4. There are elected every two years for _____ terms.
5. Congress decides upon _____ and how money is spent.
6. There is _____ to the number of terms a Senator or a Representative may serve.
7. One third of the senators are elected every two years for _____ terms of office.
8. Each can also vote _____ legislation passed by the other.
9. Congress regulates _____ among the states and with foreign countries.
10. Congress also sets rules for the _____ of foreign citizens.
11. The candidate who wins the largest numbers of votes in a _____ is the winner.

Congressional district; naturalization; commerce;	taxes; two- year; six- year;	against; no limit; party policy.	committees; population;
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XII. Make up five sentences from each table.

I	had been	sleeping	for an hour	when he came.
He		waiting for	for 20 minutes	before she left.
She		him	for five years	by that time.
We		working here	for 3 months	by 8 o'clock.
You		looking for it		
They		living there		

I	said	that	I	had been	working there	for s long.
He	thought		He		studying it	time.
She	wrote		She		reading	since 1970.
We	knew		We		staying here	all day.
You			You		playing chess	for an hour.
They			They		riding	

XIII. When do we use Past Perfect Continuous? Use the words in the box to complete the rules. (You won't need all the words.)

past	that moment	going on	no longer
------	-------------	----------	-----------

Past Perfect Continuous

1. Inclusive – denotes an action which began before a definite moment in the ... , continued up to ... and was still ... at that movement. It is used with: since, for.

2. Exclusive – denotes an action which was at a definite movement in the past, but which had been not long before.

Example № 1 corresponds with the rule №

1. They could not go out because it had been raining since early morning for three hours.

Example № 2 corresponds with the rule №

2. I sobbed a little still, but that was because I had been crying, not because I was crying then.

XIV. Put the verb in brackets into Past Perfect Continuous:

1. His order was the result of the ten years during which he (serve) in police.
 2. "I'm coming all right," said the thief, who (shiver) for the last twenty minutes.
 3. I realized that he had come away with me in order to discuss once more what he already (discuss) for hours with his solicitor.
 4. She made no sign, but her very immobility told something. I went over to her and quickly discovered that she (weep).
 5. They (study) French for ten years, before they went to France.
 6. Before I went for a work, it (rain) for an hour.
 7. I was late and when I entered the hall the professor (speak) already for half an hour.
 8. I (learn) English at school for seven years and now I'm learning it at the University.

XV. Turn the following into Past Perfect Continuous. Add other words indicating a past moment as in the model.

Model: *He has been waiting for her for an hour. – He had been waiting for her for an hour when she came.*

1. He has been working in CID for ten years.
2. They have been quarrelling for a long time.
3. The teenagers have been skating for an hour or two.
4. I have been wearing this uniform for four years.
5. My father has been serving in the army for a long time.
6. The students have been writing their compositions for twenty minutes.

XVI. Answer the questions:

Model: *Did he study fingerprint identification at the University? Yes he*

did. He studied it .

How long had he been studying fingerprint identification when he was a cadet?(for a year). He had been studying it for a year.

1. Did she live in Leningrad in 1941? _____.

How long had she been living there when the war broke out? (for four year) _____.

2. Did this lieutenant colonel work at the University before he retired? _____.

How long had he been working there before he retired? (for twenty years) _____.

3. Did the security officer watch the shop- lifter in the department store yesterday? _____.

How long had he been watching him in the department store before he arrested him?(for an hour) _____.

4. Did the policemen listen to that record yesterday? _____.

How long had they been listening to it before they could understand all the words?(for forty minutes) _____.

5. Did you stay at the hotel when you were in London? _____.

How long had you been living there when your girl- friend arrived? (for a fortnight) _____.

XVII. Comment on Past Indefinite, Past Continuous, Past Perfect and Past Perfect Continuous:

1. She was tired – she was very tired. It seemed to her that she had been tired for a very long time. 2. Father went to the drawing – room, where I was sitting with a book. 3. The investigator listened, but could not follow what being said. 4. When it was time to go I asked if I could see the rooms I had lived in for five years. 5. Nobody knew he was going to London on Sunday. 6. All the stories in this book were written before the first World War.

XVIII. Read a situation and then write a sentence:

Model: *They began to swim. After half an hour there was a terrible storm.*

They had been swimming half an hour when there was a terrible storm.

1. He had arranged to meet her in a restaurant. He arrived and began waiting. After 20 minutes he realized that he had come to the wrong restaurant. He ... when he....

2. When the platoon commander waked into the room, it was empty.

But there was a smell of cigarettes.(somebody / smoke / in the room). Somebody

3. When we came back from the police station, we looked very tired. (we / to print a lot of documents / for five hours). We

4. Two cadets came into the lecture hall. They had a football and they were both very tired. (they / play / football / two hours). They

5. A recruit woke up in the middle of the night in the screw's quarters. He was frightened and he didn't know where he was.(he/ dream). He

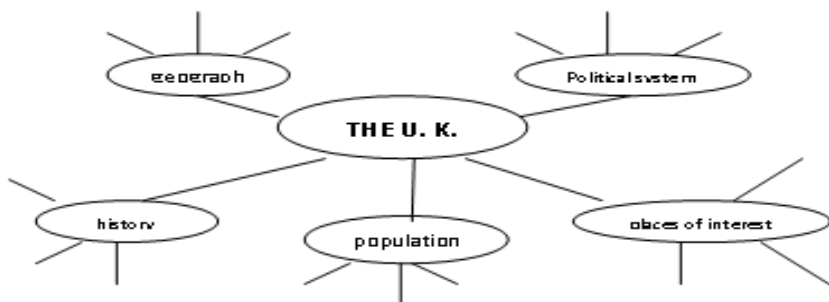
XIX. Put the verb into the correct form Past Perfect Continuous or Past Continuous:

1. When the professor entered the hall a cadet was on his hands and knees on the floor. He ...(look) for his pen. 2. When the orderly officer came into the screw's quarters, everyone was sleeping. Their eyes were closed but they feigned sleep. They (talk, chatter). 3. When the husband arrived, his wife ... (wait) for him. She was rather annoyed with him because he was late and she ... (wait) for a very long time. 4. I lost my camera when I(walk about the city).5. I saw your sister in the party. She ... (were) a really beautiful dress.

XX. Translate into English.

1. Професор читав лекцію пів години коли студент в аудиторії раптом почав розмовляти по телефону. Він розмовляв вже дві хвилини. 2. Коли я увійшов до аудиторії, студенти обговорювали план екскурсії до Москви. Вони обговорювали його вже 15 хвилин. 3. Коли я закінчив наш університет, мій брат вже два роки працював у міліції. Його батьки залишили йому будинок в якому вони прожили кілька років. 4. Ми жили в цьому чудовому місті 10 років, а потім переїхали до Москви. 5. Вони дуже стомилися, тому що патрулювали вулиці міста. Вони несли чергування вже шість годин.

XXI. Complete the diagram trying to recall as much as possible about the United Kingdom of Great Britain and Northern Ireland:



Unit 7

Text A. Description of Wanted.

Text B. Interviews. Interrogation.

Text C. Crime Scene Search.

Grammar:

1. Adjective
2. Word building: compound verbs, compound adverbs
3. The Complex Sentence
4. Preposition
5. Sequence of Tenses

Text A

I. New words and word combinations

Face – Обличчя

oval - <i>овальне</i>	round - <i>кругле</i>
square - <i>квадратне</i>	long - <i>продовгувате</i>
broad - <i>широке</i>	thin - <i>худе</i>
fleshy - <i>повне</i>	freckled - <i>покрите ласовинням</i>
sunburned (browned) - <i>засмагле</i>	wrinkled - <i>зморшкуювате</i>
pimpled (pimply) - <i>прищаве</i>	clean shaven - <i>чисто виголене</i>

Features — Features - Риси обличчя

regular - <i>правильні</i>	irregular - <i>неправильні</i>
delicate - <i>тонкі</i>	forceful - <i>сильні</i>
large (massive) - <i>великі</i>	small - <i>дрібні</i>
scar - <i>шрам</i>	dwarf - <i>бородавка</i>
mole - <i>родимка</i>	

Nose – Ніс

straight - *прямий*
small - *маленький*
fleshy - *м'ясистий*

snub (turned- up) - *курносий*
crooked - *кривий*
hooked - *крючковатий*

Mouth – Рот

small - *маленький*
(широкий)toothless - *беззубий*

large (wide) - *великий*
vivid - *виразний*

Eyes – Очі

clear - *ясні*
cross- eyed - *косоокі*
narrow - *вузькі*

anxious - *стурбовані*
stanced (oblique) - *розкосий*
sunken - *запавий*

wide- apart – *широко посаджені*
striking blue (dark, green) - *яскраво- блакитні (чорні, зелені)*

Eyebrows – Брови

thick (bushy) - *густі*
shaggy - *косматі*

thin - *тонкі*
penthouse - *нависнуті*

Forehead – Чоло

high (tall) - *високий*
narrow - *вузький*
large (open) - *великий (відкритий)*

low - *низький*
broad - *широкий*

Lips – Губи

thick - *товсті*
full - *повні*
painted - *нафарбовані*

thin - *тонкі*
compressed - *стиснуті*

Cheeks – Щоки

plump (chubby) - *пухлі*
rosy (ruddy) - *рум'яні*
stubby (unshaven) - *невиголені*
Dimples in one's cheeks - *Ямочки на щоках*

sunken (hollow) - *впалі*
pale - *бліді*
wrinkled - *зморшкуваті*

Complexion – Колір обличчя

fair - *світлий (білий)*
blooming - *квітучий*
sallow (pale) - *хворобливо- жовтий*

swarthy (dark) - *темний*
peaches and cream - *крав з молоком*

Hair – Волосся

even - *рівне (пряме)*
wavy - *хвилясте*
abundan - *густе, пишне*

curly - *кучеряве*
plaited - *заплетене в косу*
scanty (thin) - *рідке*

gray - *сиве*
black - *чорне*
fair - *русяве*
red - *руде*
beard - *борода*
wig - *перука*

blond - *світле, білокуре*
dark - *темне*
pate - *лисина*
reddish - *рудовате*
moustache - *вуса*

Jaw – Щелепа

heavy - *важка*
strong - *міцна*

square - *квадратна*

Chin – Підборіддя

massive - *масивне*
round - *кругле*
double - *подвійне*

pointed - *гостре*
protruding - *висунуте*

Teeth – Зуби

Even - *рівні*
small (tiny) - *мілкі*
close-set - *часті*

Uneven - *нерівні*
sparse - *рідкі*

Figure – Фігура

lean (about men) - *худощава*
slight - *тендітна*
fat - *гладка*
paunchy - *з пухом*
slim (about women) - *струнка*

slender - *струнка (тонка)*
neat (about women) - *витончена*
plump - *повна*
lathy - *довгов'яза*
graceful - *витончена (елегантна)*

Height (Stature) – Зріст

average (medium) - *середній*
short - *низький*

tall - *високий*
diminutive - *мініатюрний*

II. Read and translate the text.

Description of Wanted



Twin Falls Idaho, Wednesday, July 30, 2012, a white male entered the Lynwood branch of Wells Fargo Bank at 1329 Filer Ave. in Twin Falls, Idaho. The suspect approached the teller and demanded money. A small firearm was displayed. The suspect placed the money into a green/tan coloured back pack. The suspect was wearing a camouflaged cap with a camouflaged type scarf covering his face and neck; with a black fleece type jacket with gray, long sleeves and baggy sweat pants.

The suspect is described as a white male, of middle- sized (nearly 1m 80 cm). His weight is about 70 kg. He is well- made and has broad shoulders. His hair is described as bald on top and black hair on the sides, similar to a crew cut, round faced, with a goatee or moustache or both. He has a dark complexion. He walked with a halt.

A review of the bank video revealed that the suspect was driving a Ford pick- up truck, red or burgundy in colour, possibly between the years of 1985 and 1993. It has a white shell with windows on the sides and rear. It also appears to have chrome running boards.

Exercises

III. Find in the text the words of the same root:

appearance; tell; impossible; entrance; play; description; driver; banker.

IV. Match each word on the left with the appropriate definition on the right:

- | | |
|---------------|-----------------|
| 1. cap | a. black; |
| 2. shoulders | b. male; |
| 3. complexion | c. round; |
| 4. white | d. dark; |
| 5. face | e. camouflaged; |
| 6. hair | f. broad. |

V. Give English equivalents for the following word combination.

підозрюваний
 касир (в банку)
 вогнепальна зброя
 військова сумка / рюкзак
 коротко підстрижене волосся („їжачок”)
 фізично розвинений
 ходити шкутильгаючи, шкандибати
 борода
 вуса
 темний колір обличчя

VI. Answer the following questions:

1. What happened in the Lynwood branch of Wells Fargo Bank on July 30, 2002?
2. Did the suspect have fire- arm?
3. What was the suspect wearing?
4. What did he look like?
5. What hairstyle did the suspect have?
6. How many centimeters in height was he?
7. Did he have any distinguishing features?
8. What car did the suspect drive?
9. Did the car have any distinctive marks?

VII. Describe the appearance of the suspect.

VIII. Match each word on the left with the appropriate definition on the right:

- | | |
|--------------------|--|
| 1. envious | a. ревнивий; |
| 2. jealous | b. заздрісний; |
| 3. rude | c. товариський, балакучий; |
| 4. absent- minded | d. уважний; |
| 5. cruel | e. привітний, люб’язний, ввічливий; |
| 6. self- possessed | f. жорстокий, безжалісний, безсердечний; |
| 7. communicative | g. витриманий, холоднокровний; |
| 8. calm | h. з хорошим характером, врівноважений; |
| 9. affable | i. серйозний, щиросердечний; |
| 10. earnest | j. добродушний; |
| 11. attentive | k. неухажливий; |
| 12. good- humoured | l. невихований, грубий; |
| 13. good- tempered | m. спокійний. |

IX. Give Ukrainian equivalents to the following.

sunburnt complexion
deep- set eyes
regular features
harsh voice
turned- up nose
well- cut lips
wrinkle
freckle
coarse manners
stubby (unshaven) face.

X. Give the comparative and the superlative degree of the following adjectives.

1. Silly, heavy, cold, thin, wide, tall, thick, strong, weak.
2. Pretty, narrow, large, careful, young, brave, bad, dangerous, old.
3. Rude, quick, lazy, interesting, easy, strange, rich, difficult, expensive.

XI. Put the adjectives in brackets into the necessary degree of comparison.

1. The road becomes ... after some kilometers. (dangerous)
2. He was ... person, the policemen ever met. (cruel)
3. It is ... in our country. (big prison)
4. His answer was ... than we expected. (bad)
5. What's ... police- station? (near)
6. The kidnapper was ... than we thought. (clever)
7. This case is ... than yours. (difficult)
8. Burglars often think, that this shop is ... than the rest. (good)

XII. Translate into English.

1. Свідчення кухарки були більш заплутаними, ніж садівника. 2. Злочинець був вищим, ніж описувала його потерпіла. 3. Літні відпустки - найбільш зручний час для квартирних крадіжок. 4. Вона була жвавішою, ніж звичайно. 5. Це була найтяжча робота в його житті. 6. Він керує авто обережніше, ніж його батько. 7. Місцеві жителі виявилися більш ввічливими, ніж ми очікували, і допомогли слідству. 8. Його волосся було трохи темнішим, ніж моє. 9. Насправді його очі були блакитнішими, ніж виглядали на фото. 10. Він володіє англійською гірше, ніж я.

XIII. Read and give Ukrainian equivalents to the following words.

Translate the following.

white wash
babby- sit
force- land
finger- print
day- dream
straphang
sledge- hammer
kidnap.

XIV. Fill in the blanks with *somewhere, anywhere, nowhere or everywhere*.

1. Where did you go on Sunday? - I stayed at home.
2. Where is your son? - He has gone
3. Have you seen that suspicious man ...?
4. Detectives searched fingerprints and other material evidences
5. I think this hiding place is ... here.
6. The police- station isn't ... near here.
7. My friends want to go ... next weekend.
8. Today is a holiday. There are flags and flowers
9. He will go ... tomorrow. He will help his parents in the garden.
10. Is it ... in Australia? – Yes, it's ... in Australia.

XV. Translate into English.

1. Ти не можеш нікуди йти. В тебе багато роботи. 2. Я вже десь читав цю статтю. 3. Вчора я десь поклав свої ключі, а зараз ніде не можу знайти їх . 4. Вони зупинились в готелі десь в центрі міста. 5. Ми можемо поїхати, куди ти забажаєш. 6. Ти куди ідеш? – Нікуди, я залишаюсь тут. 7. Він ніде не зустрічав таких гостинних людей. 8. Ми чули дивні звуки повсюди навколо нас. 9. Ви живете десь поблизу центрального універмагу? 10. Він працює над статтею. Папери, книги, журнали лежать повсюду на столі.

XVI. Make up a dialogue. Use the table.

Where is ... ?	Де знаходиться ... ?
the police station	відділок міліції
the information office	довідкове бюро
the Botanical Garden	ботанічний сад
the Conservatoire	консерваторія

church	церква
What street is the ... hotel in?	На якій вулиці знаходиться готель... ?
the nearest chemist's	аптека
the nearest food store	магазин (гастроном), крамниця
Where can I buy souvenirs?	Де можна придбати сувеніри?
Where can I book tickets... ?	Де можна замовити квитки ... ?
for the theatre	в театр
for a concert	на концерт
Where can I change currency?	Де можна обміняти валюту?
straight ahead (to the right, to the left, back)	прямо (направо, наліво, у зворотньому напрямку)
along this street	цією вулицею
as far as the next crossroads	до наступного перехрестя
turn around the corner	заверніть за ріг
cross the street (square)	перейдіть через вулицю (площу)
in the same direction as the bus (trolleybus, tram) runs	за напрямком автобуса (тролейбуса, трамвая)
at the third crossroads turn the left	через два перехрестя (квартала) зверніть наліво
it's only two blocks away	за два квартали звідси
How long will it take me to get there?	Скільки це забере в мене часу?
it will take you 15 minutes, I suppose.	гадаю, вам вистачить 15 хвилин.
Where do I get off? (Where am I to get off?)	Де мені виходити?

XVII. Read the dialogue in pairs and dramatize it. Pay attention to the intonation.

Describing Places, Describing People

Jane: Bob, could you do me a real favour.

Bob: Of course.

Jane: I've arranged to meet this friend Tony tomorrow at one o'clock and I'm going to be late I can't ring him because he's not on the phone

Bob: Yes. OK.

Jane: ... so I wondered if you could go along and meet him for me.

Would that be all right?

Bob: Oh yes, yes certainly.

Jane: Oh, thank you very much.

Bob: Um ... you'd better tell me what he looks like.

Jane: Yes, of course, you've never seen him, have you? Well, he's of average height and build, sort of fairish with blue eyes, I think.

Bob: Average?

Jane: Mm ... yes, I suppose so.

Bob: Yes ... and does he wear glasses or anything like that?

Jane: No, he doesn't. No, but he's got a moustache. He's got a sort of blondy moustache. He'll be quite sloppily dressed, you know...

Bob: Yes.

Jane: ... jeans and tee- shirt hanging out or something. Oh, I know how you can recognize him - he's always smiling!

Bob: Oh, right, right.

Jane: So just look for someone like that.

Bob: Where do you want me to meet him?

Jane: Ah, yes, well, it's a place called ... a little tea place in a place called ... Sorry, I'm being terribly muddling for you, aren't I? It's a place called Neal's Yard.

Bob: Yes.

Jane: ... and it's a little tea shop and he'll be upstairs.

Bob: How do you get to this Neal's Yard place?

Jane: You don't know it? Go to Covent Garden tube station. And when you come out, you walk straight up "Neal Street. And then it's the ... one, two, three... third on the left...

Bob: Right.

Jane: ... and it's lovely, it's a tiny little street, very narrow - cobbles. And then you go along that and it opens up into a very pretty yard.

Bob: Urn ... what kind of place is it? I mean ...

Jane: Well, it used to be warehouses, and most of them have been converted into offices or ... or shops.

Bob: So there'll be quite a few people around? But I should be able to recognize him quite easily?

Jane: Oh, I should think so, yes.

Bob: What is he interested in? I mean, are we going to talk about for

half an hour or so?

Jane: Oh, that's no problem ... no problem, actually, because he plays tennis - just like you.

Bob: Ah!

Jane: So there you are!

Bob: Right!

Jane: And he's married with children, so you can talk about that as well.

Bob: OK.

Jane: And I'll get there as quickly as I can!

Bob: Fine.

XVIII. Fill in the prepositions.

1. He was taken ... hospital ... an ambulance.
2. He was treated ... very effective drugs.
3. When I entered ... the room, everybody looked ... me with surprise: they had not waited ... me.
4. At the end ... the street she turned ... the corner, walked ... the bus stop and began waiting ... the bus.
5. ... nine o'clock the lecturer entered ... the lecture room, walked up ... the table, put his bag ... it, looked ... everybody and began his lecture.
6. I explained ... the teacher that by the end ... the lesson I had not finished the translation ... the text and that's why I had not handed it ... him.
7. ... the twenty- fifth of December people celebrate Christmas.
8. We did not want to stay ... town on such a hot day, so we went ... the country.
9. One wheel ... my car must be changed.
10. He was killed ... robbers.

XIX. Match the questions in A with the answers in B.

A

- What does he look like?
- What's he like?
- How old is he?
- What color are his eyes?
- Has he got a beard?
- How tall is she?
- How's the girl?

B

- No. He's clean- shaved.
- About average height.
- He's tall, dark and handsome.
- He seems very nice.
- Brown.
- She's still sick.
- About 22

XX. Which of the questions is about:

- a. physical appearance?
- b. height?
- c. health?
- d. features?
- e. personality

Text B

I. New words and word combinations

premises – приміщення

violated the traffic rules - порушити правила дорожнього руху

speed limit – обмеження швидкості

Road Traffic Act - правила дорожнього руху

abduct - викрадати

abduction - викрадення

abuse - жорстоке поводження; напад; побиття; образа

accommodation (often pl.) - притулок

hotel accommodation (often pl.) - місце в готелі

II. Read the dialogue in pairs and dramatize it. Pay attention to the intonation.

Mr. Brown was stopped by the police because he was driving too fast on a London road.

POLICE: Please, pull into the side of the road...
You have violated the traffic rules.
Give me your driver's license.

DRIVER: Here it is.

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? The speed limit is 60 kph on this street.

DRIVER: Was I doing more than that, then?

POLICE: What do you think? Of course you were. You were doing more than 100 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 and I'm going to take your driver's license.
- DRIVER:** Will I have to pay a fine? Will I have my licence endorsed? I haven't any endorsements till now.
- POLICE:** That's for the Court to decide. You can get your driver's license in the police- station of the State Autoinspection at the following address: Walton street, 126.
And now I must draw up a statement of the offence.

Exercises

III. Translate into English:

1. Швидкість обмежена до ... км на годину. 2. Посвідчення на право управління автомобілем. 3. Проколи в талоні. 4. Правила дорожнього руху.

IV. Make up sentences of your own, using the following terms and expressions:

to violate the (traffic) rules;
the speed limit;
a driver's license;
the State Autoinspection.

V. 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 953S;
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.

VI. Translate into English, using Complex Object:

1. Я хочу, щоб ти мені допоміг. 2. Ми хочемо, щоб він приїхав до нас. 3. Я терпіти не можу, коли ти запізнюєшся. 4. Він хотів би, щоб ти не говорив цього. 5. Я думаю, що вони зараз у Києві. 6. Не вважайте його злочинцем. 7. Всі сподівались, що потяг прийде вчасно. 8. Поліція припускала, що вони винні. 9. Він уявляв її більш серйозною. 10. Ніхто не чекав, що цю роботу закінчать вчасно.

VII. Translate into English, using Complex Object:

1. Не примушуйте її плакати. 2. Дозволь мені дати тобі пораду. 3.

Вчитель дозволив учням піти додому. 4. Я хочу примусити їх виконати обіцянку. 5. Офіцер наказав, щоб солдати почистили зброю. 6. Менеджер порадив, щоб я взяв кредит. 7. Ми не дозволяємо, щоб складали ці речі. 8. Я чув, як ви дали йому добру пораду. 9. Він спостерігав, як вона говорила з незнайомцем. 10. Вона відчула, як змінився його настрій.

VIII. Transform the following simple sentences into one, using Objective Infinitive Complex:

1. The animal's behavior became dangerous. They felt it. 2. The weather changed. We observe it. 3. Tom saw his friend. He crossed the street. 4. The wind blew off his head. I saw it. 5. He called my name. I heard it. 6. The boy jumped into the river. She watched him. 7. Her voice trembled. He felt it. 8. He began to laugh. I heard it. 9. They approached the house. 10. The telephone rang. The old man didn't hear it.

IX. Translate into Ukrainian, pay attention to Subjective Infinitive Complex:

1. What am I expected to answer? 2. They aren't supposed to take part in this conference. 3. The new invention is considered to be applied in some days. 4. He was believed to be preparing a report. 5. This student is believed to know four foreign languages. 6. Children were supposed to have stayed in the country house. 7. He is considered to have finished his scientific researches. 8. She is said to be a very kind woman.

X. Transform the following sentences, using Complex Subject:

1. It seemed she was working hard. 2. They are very happy. It seems so. 3. It didn't seem that the question had been solved. 4. It turned out that the translation of this text was uneasy. 5. It appeared that we have lost the way in the darkness. 6. It happened that she was stopped by the police. 7. It seems that they are looking for something. 8. It turned out that my watch was wrong.

XI. Translate into English, using Subjective Infinitive Complex:

1. Підозрюють, що він вчинив злочин. 2. Відомо, що він був найпопулярнішим письменником свого часу. 3. Виявилось, що він змінив свою адресу. 4. Здається, це питання зараз обговорюють. 5. Безперечно, вона не змінить своєї думки. 6. Можливо, він ніколи не повернеться назад. 7. Здається, ця людина завжди у доброму гуморі. 8. Повідомляють, що погода протягом доби не зміниться.

XII. Transform Subjective Infinitive Complex instead Objective Infinitive Complex:

1. We heard her sing a Russian folk song. 2. I saw him put his coat on. 3. They heard the clock strike nine. 4. We saw the rider disappear in the distance. 5. We saw the plane take off. 6. They expected him to return in a fortnight. 7. We know her to be a talented actress. 8. Everybody considered him to be a great man. 9. Everybody supposed him to be a foreigner. 10. I expect the telegram to be sent tomorrow.

XIII. Make up sentences of your own with the following expressions, using the Subjective and the Objective Infinitive Complexes:

to prove guilt; to prove innocence;
to get a university degree (in law); to be memorised;
to become a lawyer; to practice as a lawyer;
to set rules (for); to be sure of smb.'s guilt;
to take care of smb./smth.; to pay damages.

Text C

I. New words and word combinations

crime scene – місце злочину

local authorities – місцеве керівництво

cause of death – причина смерті

to secure the scene – забезпечити охорону місця злочину

superficial examination – першочерговий огляд, допит

distinctive tattoos – характерні татуювання

intact – непошкоджений, недоторканий

paraphernalia [pærəfəˈneɪliə] – особисті речі

initial findings – перші знахідки

skull - череп

autopsy – розтин трупа

II. Learn the words to the text by heart, read and translate the text.

Crime Scene Search

Local authorities received a phone call at 16:55 hours on 11 September 1992 from a woman who identified herself as the maid for a Vasily



Nabokov. Authorities responded and found a man dead on the floor of the high rise apartment.

The cause of death was not immediately apparent. They secured the scene and notified Homicide.

Homicide investigators arrived at 17:30 hours. Upon superficial examination of the victim, it appeared that some sort of blunt force trauma (BFT) to the back of the head was the cause of death. There was also some blood on the picture window in front of the victim, suggesting he had hit the window as he went to the floor, having been knocked out from behind.

The arm had two very distinctive tattoos. One was a large parrot, the other a ringed design around the forearm.

Homicide investigators found no evidence of a struggle. All things and furniture were in order. A jewelry box in drawer wasn't touched at all. The victim's purse, wallet and car keys were found at the scene intact. No prints were found anywhere. They noted that many video cameras had been set up in the living room around a large round bed. The ceiling had mirrors. A large number of video tapes were found in the apartment. They also found paraphernalia associated with the pornography industry.

The coroner arrived at 18:10 hours. Initial findings indicated that the skull had been fractured. The body was transported for autopsy at 20:00 hours.

Exercises

III. Find in the text the English equivalents for the following words and word combinations

чоловік назвав себе свідком
причину смерті не встановлено
зареєструвати вбивство
передпліччя
речі і меблі були непошкоджені
коштовності в шкатулці
встановити відеокамери
особисті речі
пролом черепа

IV. Transcribe and translate the following words:

apparent, autopsy, drawer, scene, tattoo, evidence, jewelry, paraphernalia, pornography, initial, fracture, superficial, ceiling.

V. Match each word on the left with the appropriate definition on

the right:

- | | |
|-----------------|----------------|
| 1. investigator | a. local |
| 2. tattoo | b. superficial |
| 3. authority | c. jewelry |
| 4. camera | d. distinctive |
| 5. examination | e. video |
| 6. box | f. homicide |
| 7. findings | g. initial |

VI. Insert the prepositions if necessary:

1. The body was transported ... autopsy at 20:00 hours. 2. All things and furniture were ... order. 3. The cause ... death was not immediately apparent. 4. There were also some blood ... the picture window ... the victim. 5. Homicide investigators found no evidence ... struggle.

VII. Give the synonyms from the text:

volume; fight; reason; glass; occur; trace, receive, secure the scene, notify, intact, paraphernalia.

VIII. Answer the questions:

1. Who informed about a dead man?
2. Was the cause of death immediately appeared?
3. What was the cause of death?
4. Did the victim have any distinctive features?
5. What evidence did homicide investigators find?

IX. Describe the crime scene closely to the text.**X. The Preliminari Investigation at the Scene by the Homicide Investigator. Describing the Scene.**

A complete description of the dead body and the surrounding area, covering the following items, should be entered in the notebook of the investigator upon arrival.

1. Sex, appearance, age, build, colour of hair of the deceased and a description of the deceased clothing.
2. Evidence of injury and apparent cause of death.
3. Are the bloodstains wet or dry?
4. What is the condition of the body (lividity, rigor, etc.)?
5. Describe the colour of the blood (bright or brown).
6. Note any tears in clothing and evidence of gunshot or stab wounds.

7. Careful examination of the hands. Are there any wounds or a weapon.
8. Note whether or not there is any jewelry (rings, watches, gold chains, etc.). If there is no jewelry, make a negative notation. The defense has been known to resort to dirty tactics during trials. If they can make you appear like a thief to discredit your testimony, they will do it.
9. Describe the immediate surroundings.
 - a. the position of the body in relation to the articles in the room.
 - b. note doors, windows, furniture, etc.
10. If a weapon is nearby, take detailed notes. Do not handle.
11. Look for bullet holes or fired shells.
12. In poison or drug- overdose cases, note presence of drugs, bottles or glasses.

XI. Be ready to make up a description of the crime scene.

XII. Choose the correct tense form, observing the rules of sequence of tenses:

1. Peter said that he (need, needed, will need) our help. 2. I thought you (wouldn't like, won't like, don't like) the excursion. 3. Rob believes that he (makes, will make, would make) good progress in science. 4. I hope that the weather (becomes, will become, would become) better. 5. Jim said that he (knows, knew, had known) how to drive a car. 6. Jim could drive well because his parents (taught, had taught, would teach) him how to drive. 7. We knew that he (likes, liked, had liked) detective stories. 8. I don't remember when we (met, had met, meet) last.

XIII. Make the actions in the following object clauses precede those of the principal clauses:

1. He said that he (to meet) this woman somewhere before. 2. Nick says that the city (to make) a great impression on him. 3. She didn't know that you (to decide) to carry out this work. 4. I say that I (to see) the new film. 5. We were glad that you (to enjoy) your trip. 6. They know that we (to prefer) to spend our day off in the country. 7. He said that he (to carry out) already his research work. 8. I hope that you (to be glad) to see him.

XIV. Transform the following simple sentences into complex one, using the sentences in brackets as the principal clause. Observe the rules of the sequence of tenses:

1. Somebody has stolen his purse. (He did not notice). 2. She is not feeling very well. (She told the doctor). 3. We will come again next year.

(We wrote them). 4. He doesn't agree. (He told). 5. They have been waiting for him for ten minutes. (He did not know). 6. I have never been to Italy. (I told). 7. Jim hasn't written for them for ages. (She knew). 8. I don't like going to parties. (I told them). 9. They are working in the garden. (We were sure).

XV. Translate into English, observing the rules of the sequence of tenses:

1. Я сказав, що він щойно повернувся з відрядження. 2. Він знав, що нічого особливого зі мною не трапилось. 3. Йому здавалось, що вона глузує над ним. 4. Слідчий пояснив свідкові, що це дуже небезпечний злочин. 5. Він хвилювався, тому що не знав, чи сподобається їм його твір. 6. Ми сподівались, що це буде дуже цікава зустріч. 7. Він повідомив нам, що делегація прибуде сюди через дві години.

Unit 8

Text A: Fingerprints.

Text B: Networking..

Text C: Trafficking: Myth or Reality.

Grammar: Passive Voice

Present Indefinite Passive Voice

Past Indefinite Passive Voice

Future Indefinite Passive Voice

Present Continuous Passive Voice

Past Continuous Passive Voice

Present Perfect Passive Voice

Past Perfect Passive Voice

Text A

I. New words and word combinations

to distinguish – розрізняти, встановити

fingerprint identification - ідентифікація відбитків пальців

palmpoint identification - ідентифікація відбитків долоні

process of comparing - процес порівняння

skin ridge impressions - папілярні візерунки

impressions - відбиток

friction – тертя, дотик

to be identical - бути однаковим

immediately - негайно

individualization - індивідуалізація

to occur - траплятися

printer's ink roll - чорнильний ролик для зняття відбитків

digital - цифровий

latent print - сховані відбитки

surface - поверхня

powder – пудра, порошок

to be receptive - бути сприйнятливим

perspiration - потіння, піт

to undergo, (underwent, undergone) - випробовувати, проходити, переносити

pliability of the skin - еластичність шкіри

slippage – картка (з відбитком)

to be duplicated - бути аналогічним, запасним

to achieve – досягнути

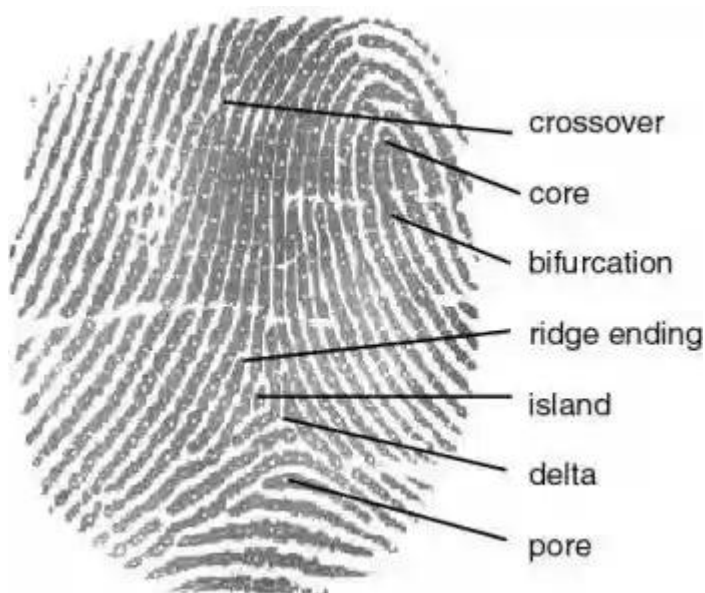
II. Read and translate the text.

Fingerprints

Some animals and fishes have their own unique prints.

According to one study, even with an electron microscope, it can be quite difficult to distinguish between the fingerprints of an animal and a human.

Fingerprint identification



(sometimes referred to as dactyloscopy or palmprint identification is the process of comparing questioned and known friction skin ridge impressions from fingers or palms to determine if the impressions are from the same finger or palm. The flexibility of friction ridge skin means that no two finger or palm prints are ever exactly alike (never identical in every detail), even two impressions recorded immediately after each other. Fingerprint identification (also referred to as individualization) occurs when an expert (or an expert computer system operating under threshold scoring rules) determines that two friction ridge impressions originated from the same finger or palm (or toe, sole) to the exclusion of all others.

A known print is the intentional recording of the friction ridges, usually with black printer's ink rolled across a contrasting white background, typically a white card. Friction ridges can also be recorded digitally using a technique called Live- Scan. A latent print is the chance reproduction of the friction ridges deposited on the surface of an item. Latent prints are often fragmentary and may require chemical methods, powder, or alternative light sources in order to be visualized.

When friction ridges come in contact with a surface that is receptive to a print, material on the ridges, such as perspiration, oil, grease, ink, etc. can be transferred to the item. The factors which affect friction ridge impressions are numerous, thereby requiring examiners to undergo extensive and objective study in order to be trained to competency. Pliability of the skin, deposition pressure, slippage, the matrix, the surface, and the development medium are just some of the various factors which can cause a latent print to appear differently from the known recording of the same friction ridges. Indeed, the conditions of friction ridge deposition are unique and never duplicated. This is another reason why extensive and objective study is necessary for examiners to achieve competency.

Print Types

Latent prints

Although the word latent means hidden or invisible, in modern usage for forensic science the term latent prints means any chance or accidental impression left by friction ridge skin on a surface, regardless of whether it is visible or invisible at the time of deposition. Electronic, chemical and physical processing techniques permit visualization of invisible latent print residue whether they are from natural secretions of the eccrine glands present on

friction ridge skin (which produce palmar sweat consisting primarily of water with various salts and organic compounds in solution), or whether the impression is in a contaminant such as motor oil, blood, paint, ink, etc.

Latent prints may exhibit only a small portion of the surface of the finger and may be smudged, distorted, or both, depending on how they were deposited. For these reasons, latent prints are an “inevitable source of error in making comparisons,” as they generally “contain less clarity, less content, and less undistorted information than a fingerprint taken under controlled conditions, and much, much less detail compared to the actual patterns of ridges and grooves of a finger.”

Patent prints

These are friction ridge impressions of unknown origin which are obvious to the human eye and are caused by a transfer of foreign material on the finger, onto a surface. Because they are already visible they need no enhancement, and are generally photographed instead of being lifted in the same manner as latent prints. Finger deposits can include materials such as ink, dirt, or blood onto a surface.

Plastic prints

A plastic print is a friction ridge impression from a finger or palm (or toe/foot) deposited in a material that retains the shape of the ridge detail. Commonly encountered examples are melted candle wax, putty removed from the perimeter of window panes and thick grease deposits on car parts. Such prints are already visible and need no enhancement, but investigators must not overlook the potential that invisible latent prints deposited by accomplices may also be on such surfaces. After photographically recording such prints, attempts should be made to develop other non-plastic impressions deposited at natural.

Exercises

III. Find in the text the English equivalents for the following words and word combinations

приховані відбитки
явні , чіткі відбитки
відбитки на поверхні чого- небудь
непомітний
судова наука
несуттєвий, випадковий

дотик до поверхні
накип, осад, залишок
чіткий , видимий, зоровий образ
слід, відбиток
органічні складові
розчин
залози внутрішньої секреції
піт на долонях
забруднювач
бути прихованим,
бути перекрученим, невірним, скривленим
неминуча помилка
неспотворена інформація, факти
папілярні візерунки пальців
невідоме походження
відбитки пальців
форма
танути
свічковий віск
порошок, суміш для замазки

(latent prints, putty , candle wax, to melt, shape, finger deposits, enhancement, unknown origin, grooves of a finger, undistorted information, inevitable error, to be distorted, to be smudged, a contaminant, palmar sweat, eccrine glands, solution, organic compounds, residue, visualization, deposition, friction on surface, accidental, forensic science, invisible, plastic prints, patent prints)

IV. Translate the sentences into Ukrainian.

1. They would be answerable with their lives for any further dereliction of duty. 2. He sometimes neglected that duty. 3. Their own education has been neglected. 4. Who witnessed his signing the documents? 5. His actions witness to his trustworthiness. 6. The scenes, which those harbours had witnessed thousands of years ago. 7. I was a derelict from my cradle. 8. On the morning of March 23rd we steamed in search of the derelict. 9. This is derelict possession. 10. There are derelict lands left by the sea in Yorkshire.

V. Translate the sentences into Ukrainian.

1. The rule does not apply to this case. 2. They must share the blame.

3. They blamed her for the accident. 4. Although his mother had caught him telling a lie, he tried to bluff it out. 5. There are circumstances which contributed strength to the conclusion. 6. The mob were ripe for a tumult. 7. The worker was dismissed for laziness. 8. This is allowed by the law. 9. The matter allows of no delay. 10. I hope to be in at the death when the firm at last signs that big contract.

VI. Put the following sentences in Passive Voice.

1. His parents invited many people to the wedding. 2. They were discussing this question at three o'clock. 3. We will pack the things. 4. She is still translating the article. 5. Marriage didn't change him. 6. The police haven't found the man yet. 7. Sam didn't say a word. 8. Who has done this work? 9. People are poisoning millions of fish in the sea. 10. Jack realized that someone was following him. 11. When she received the telegram, she decided to leave the country. 12. Ann said someone had given her the wrong number. 13. They are announcing the winner's of the competition at the moment. 14. I can spend two weeks camping near the lake.

VII. Translate the sentences into Ukrainian.

1. It is not your business to put me right. 2. The owner forced the poor family out of the house when they could not pay the rent. 3. The loss of money forced her to sell her house. 4. It was deceitful to say such things behind her back. 5. The accident was caused by gross negligence. 6. He was conscious of his guilt. 7. Three men were held hostage for two days by masked gunmen. 8. Charges of graft hurt my chances of being elected. 9. The leader was charged with inciting the men to violence.

VIII. Turn the following into Passive Voice.

1. He broke his bicycle. 2. She will write a new book. 3. We will forgive his mistake. 4. Mother does not allow me to come home late. 5. She teaches us English. 6. The guide organized excursion well. 7. We will discuss this question in our office. 8. The pupils planted many trees near school. 9. She will serve dinner at two o'clock. 10. My little sister broke a cup. 11. We wash the dishes every day. 12. Our grandmother will send the telegram. 13. My doctor prescribed me this medicine. 14. A man showed me the way to her house. 15. My brother booked the tickets. 16. will translate this text in the morning. 17. Jane wrote an interesting article. 18. The doctor examined patients every day.

IX. Choose the right form of the verb.

1. They (posted/ were posted) the letters yesterday. 2. The letters (posted/were posted) yesterday. 3. You can (leave/be left) your case here. 4. The case can (leave/be left) here. 5. He will (tell/be told) me the truth. 6. The truth (tell/be told) me. 7. You may (put/be put) your hat on. 8. The hat may (put/be put) on. 9. The machine must's (use/be used) after six o'clock. 10. They mustn't (use/be used) the machine. 11. Tomorrow I will (pay/be paid) the bill. 12. Tomorrow the bill will (pay/be paid).

X. Change the following into the Passive Voice. Leave out the subject of the action;

Model: *They grow wheat here. — Wheat is grown here.*

1. The girls water the flowers every day. 2. They publish this magazine in Paris. 3. We do not discuss such questions at our meetings. 4. Somebody built this castle in the 16th century. 5. They did not show this film last week. 6. They will not finish this work tomorrow. 7. We shall invite him to take part in the concert.

XI. Turn the following into the Passive Voice. Leave out the subject of the action.

Models: *The teacher gave him a pen. — He was given a pen.*

Everyone looked at the girl. — The girl was looked at.

A. 1. They showed us the monuments of Lviv. 2. She offered me a cup of tea. 3. They promised her an interesting job. 4. They gave the actress a bunch of flowers. 5. He showed me the way to the railway station. 6. They offered us two tickets for the concert.

B. 1. We sent for the doctor. 2. The children laughed at the little boy. 3. They look after the children. 4. The students listened to the professor with great interest. 5. People speak about this film very much. 6. The boys made fun of him.

XII. Choose the right form of the verb from the brackets.

1. This house..... by my husband's great- grandfather in 1790 (is built /are built/was built/will be built). 2. Poirot..... faintly by the graciousness of the little lady's manner (is.....puzzled/are ...puzzled/was....puzzled). 3.As a result of an earthquake, the house there and her parents and brothers and sisters all lost their lives (is burned down/are burned down/was burned down/will be burned down). 4. While I sat there a note.....me from the house(is brought/has brought/was brought/had brought). 5. I..... in an orphanage and by some people who

died (is brought up/was brought up as brought up/had brought up; is adopted/was adopted/have adopted/had adopted). 6. Andrew approached the Dumay's house. The door of the house.....as usual (is unlocked/are unlocked/was unlocked/were unlocked). 7. The girl ... last ... here about twenty mutes to eleven. By midnight, according to medical evidence she was dead(is seen/was seen/ were seen). 8. Diana is a huntress, isn't she? She..... always..... wearing a tunic (am portrayed/is portrayed/are portrayed). 9. He was lying on his bed. His cheeks and hands ... and swollen with scratches from the fight (is scarred/are scarred/was scarred/were scarred). 10. I don't want to stop here. I(recognize/will recognize/will be recognized). 11. While I sat there a note.....me from the house (bring/ brings/is brought/was brought). 12. The road to the City of Emeraldswith yellow brick, so you cannot miss it (pave/paves/is paved/was paved). 13. A second later I.....to a group of young American officers (was introduced/is being introduced/was being introduced). 14. Only two or three days later the newspapers announced the birth of a Cox daughter, and declared that the child was Juliette (call/called). 15. Blore was looking at the handle of the chopper. He said: "No fingerprints. Handleafterwards" (is wiped/are wiped/ was wiped).

XIII. Put questions to the italicized words.

1. The letter will be answered tomorrow. 2. They were shown many places of interest. 3. Wheat is grown in each of these regions. 4. This town was founded in the 15th century. 5. Water- power stations are being built on the mountain rivers. 6. She was told the news when she came. 7. The film is much spoken about.

XIV. Ask *when-* and *where-* questions using the Passive Voice.

Model: *We sent a telegram on Monday.* - *When was the telegram sent?*

1. The cadets wrote a translation dictation yesterday. 2. The girls water flowers in the evening. 3. The writer will publish his novel next year. 4. We met the delegation at the station. 5. The workers repaired the road in July. 6. The workers make motor cars at this plant. 7. Tom made this shelf last week. 8. The pupils will write a composition tomorrow. 9. They spoke about him at the trade- union meeting.

XV. Answer the following questions.

When was Odessa founded? By whom was it founded? 2. How many years are spent on acquiring a secondary education. 3. Where is Great Britain

situated? 4. What are the British Isles washed by? 5. In what regions of our country is coal mined? 6. What industries are being developed in your region? 7. How many foreign languages are taught at your University? 8. At what time is library closed? 9. What language is spoken in the United States of America? 10. In what countries is English spoken? 11. What is butter made from? 12. Is your dress made of cotton or silk?

XVI. Put the questions to italicized words.

1. The target was detected quickly. 2. The rule was read by the cadets attentively. 3. On several occasions they were trapped by the police. 4. Caesar was stabbed to death on the steps of the Capitol. 5. Finally he was condemned to death in Rome for setting up a secret society. 6. Al Capone was brought into the rackets by Johnny Torrio. 7. He was imprisoned in 1931 on income tax charged. 8. The Ripper was never caught, and his identity remains a mystery.

XVII. Express disagreement.

1. He is sent to the USA on business every year.
2. This article was written by our chief.
3. He was taught to drive a car at our Institute of Internal Affairs.
4. They were asked to come earlier to the detective office.
5. We are invited to all parties with the invitations.
6. She will be allowed to use the weapons.
7. He was offered a new job at a police station.
8. I was promised to buy a car.
9. His new book on criminal law will be published next year.
10. Some new works by our cadets will be shown at the local art gallery.

XVIII. Put the following sentences into the Passive Voice.

1. Somebody told the cadets to wait outside. 2. She promised him this judicial magazine. 3. Police arrested a robber 2 days ago. 4. They will certainly forgive you. 5. Cadets frequently make this mistake. 6. They still deny woman the right to vote in some countries. 7. The court gave him a life sentence.

XIX. Put the following sentences into the Passive Voice.

1. We told her to be quick. 2. She will look after the little girl well. 3. What questions did the examiner set? 4. They will take her to hospital tomorrow. 5. Didn't the investigator tell you to be in the police station by six o'clock? 6. They turned my offer down. 7. This is a good idea, but one

cannot carry it out in practice. 8. They will complet the building next month. 9. The Cargo Officer found the missing packages. 10. The detectives use special means, methods and forms of crime investigation.

XX. Translate into English.

1. Читальний зал провітрюється чотири рази на день. 3. Ця фабрика була збудована десять років тому. 4. Підручники продаватимуться завтра. 5. Коли було видано цю книжку? 6. Їй дали українсько-англійський словник. 7. Йому запропонували квиток на концерт. 8. Вам заплатять за цю роботу завтра. 9. Їм наказали залишити зал. 10. Солдатам було наказано переправитися через річку. 11. Її попросили заспівати цю пісню ще раз. 12. Мене запитали, чи ми підемо до театру. 13. Якщо мене запитають, я їм все розкажу. 14. Це питання зараз обговорюється на зборах. 15. Коли я зайшов до залу, це питання обговорювалося. 16. Його слухали дуже уважно. 17. Місто було зруйновано, перш ніж ми прибули туди. 18. Учитель сказав, що наші диктанти вже перевірені. 19. За дітьми доглянуть. 20. Про цю подію багато говорять.

Text B

I. New words and combination of words.

network – мережа, зв'язок

framework – структура, рамки, межі

trafficking – торгівля людьми

CTD (Counter-Trafficking Department) – Департамент боротьби зі злочинами, пов'язаними з торгівлею людьми

NGO (Non-governmental organization) - НУО (неурядова організація)

MoI (Ministry of Interior) - МВС (Міністерство внутрішніх справ)

MFA (Ministry of Foreign Affairs) - МЗС (Міністерство закордонних справ)

MID (Main Investigation Department of the Ministry of Interior)-

ГСУ (Головне слідче управління Міністерства внутрішніх справ)

SSU (Security Service of Ukraine)- СБУ (Служба безпеки України)

PSA (Public Service Announcement) - СР (Соціальна реклама)

counter- trafficking - протидія торгівлі людьми, боротьба з торгівлею людьми

II. Read the text. Pay special attention to the words and phrases in bold.

Networking

A networking process is one of the main aspects of any project. Each network uses an individual framework. Usually, a network group consists of counter- trafficking and law enforcement experts and representatives of the European Commission, European Parliament, and a number of International Organizations (IOs) and NGOs. The network group meets four times a year in order to discuss the project and research findings, exchange relevant information and provide recommendations for counter-strategies addressing the problem.

The network group starts preparatory activities. During the meetings the participants exchange information about the project and provide their opinions on the information gathering tools for the framework. Meetings focus on the presentation and discussions of the preliminary findings and observations of the project's research component. The findings indicate a variety of answers. The network group recommends development of common legislative tools. Participants of the meetings decide to establish a multi- agency coordination group to address the problem of trafficking. The structure of the coordination group is very important. The coordination group consists of several departments. The network group manages the networking process at this stage; it controls the mechanisms of cooperation between the partner organizations.

The participants discuss the recommendations of the network group and present their conclusions.

Exercises

III. Answer the questions:

1. What kind of activities does the network group start?
2. What do the meetings focus on?
3. What problems do the participants of the meetings discuss?
4. What kind of networking activities do you know?
5. What helps you establish networking relations with your partners or partner organizations?
6. Do you personally represent any network groups?

IV. Your organization is participating in a project within a counter-trafficking framework. You will need to collect as much information as possible about your partner organizations in different countries and their contact details. You will also need to arrange a network

group meeting.

TASK 1

Make a telephone call to your colleague to talk about a network group meeting for the upcoming project.

A: You want to do the following during the phone call:

- 1) Note down when and where the network group meeting will take place.
- 2) Suggest that these people attend the meeting:

Irina Pavlovskaya, telephone number (095) 249 08 16;

Bozena Lenat, telephone number (361) 108 08 57.

They are country representatives for Russia and Slovenia. Their participation is crucial for establishing the future network.

B: You want to do the following during the phone call:

- 1) Tell your colleague when and where the network group is meeting.

Details are as follows:

Location: Commercial Institute

19 Langdon Street

London

Date/time: Friday, 29th August, at 13.00

- 2) Note down the names and phone numbers of two people you need to invite to the meeting.

TASK 2

Write an enquiry to the Interpol asking for contact details of one of your prospective partners.

V. Which of the following are good ways of dealing with conflict in a negotiation? Discuss with a partner.

- | | |
|---|---|
| 1. avoid eye contact; | 6. say 'I see what you mean'; |
| 2. smile a lot; | 7. find out why the other side is unhappy; |
| 3. sit back and appear relax; | 8. focus on the issues, not on personalities; |
| 4. stop the discussion and come back to it later; | 9. say something humorous; |
| 5. say nothing for a long time; | 10. speak calmly and slowly; |

VI. Look at the extracts from the meeting and decide whether each underlined expression is interrupting or clarifying.

1. I think July would be the best time. It's very quiet then, isn't it?

You mean, we don't do too much business then? – Clarifying

2. Could I just say something? – Interrupting

3. In my opinion, we should do it department by department.

How do you mean exactly? –

4. We've contacted two companies, National Transport and Fox Removals.

Sorry, could I just comment on that, Mark? –

5. You know, there's another possibility. We could get our own people to do the moving.

What? You think our transport department could do the job? –

VII. Open the brackets using Present Continuous Passive.

1. Nowadays the Moon's face (examine) by scientists. 2. The economic tasks (fulfil) successfully. 3. A fixed wing aircraft (deliver) to the units.

4. The vehicle (test) for 3 month. 5. These books (sell) out fast. 6. A criminal case (investigate) for 6 weeks. 7. A composition (write) for 3 days.

VIII. Translate the sentences into Ukrainian.

1. Many scientific articles and books are being translated into foreign languages. 2. Are the devices being repaired? 3. The plant was being constructed when the brigade arrived in that town. 4. He was being looked attentively when he read a report. 5. Is new equipment being produced by your plant? 6. At the lessons our cadets were being taught how to use taped programs.

IX. Put the questions to the sentences.

1. He is being punished now for his misbehavior. 2. We are being examined today on civil law. 3. The houses were being repaired at that time. 4. The film was being discussed when we were there. 5. The photos were being printed when they came in. 6. The case was being investigated at police precinct.

X. Put the sentences into negative form.

1. Many houses are being built by a new complex method. 2. This motor is being repaired at that time. 3. He was being spoken to me when the bell rang. 4. Automation was being introduced in building work when we organized new brigades. 5. This question is being discussed now. 6. New film was scored for sound for 3 weeks.

XI. Put the following sentences into the Passive Voice.

1. People were carrying the chairs out into the garden. 2. The investigator is inquiring the prisoner now. 3. We were writing the business letter. 4. The new teacher is giving us a lesson now. 5. Our friends were making special preparations. 6. The police is watching the suspect. 7. He was doing his task all the day long. 8. The policeman is typing the report now. 9. The unseen hand was opening the window. 10. They are holding a meeting this evening.

XII. Put the following sentences into the Passive Voice.

1. Whose book is the teacher marking? 2. Was he making the noise? 3. He was driving this car when the accident took place. 4. Somebody is watching you now. 5. The detectives are making special preparations. 6. They were making good progress. 7. Somebody is speaking to my chief now. 8. They were waiting for him. 9. We were laughing at my friend. 10. Children were cleaning the room.

XIII. Translate into English.

1. Коли вона зайшла до зали суду, йому оголошували вирок- 7 років ув'язнення. 2. У той час ця книга перекладалась двома мовами викладачем нашого інституту. 3. Коли ми переїхали сюди, той багатопверховий будинок лише будувався. 4. В цей час колектив інституту знайомлять з молодим офіцером із Америки. 5. Коли я зайшов до аудиторії, демонструвався навчальний фільм “Як знімати відбитки пальців на місці злочину”. 6. Не заважай, проводиться перевірка свідчень. 7. Послухай, зараз йому пропонують працювати викладачем в нашому інституті. 8. В той час його запрошували на всі вечірки.

XIV. Translate into English.

1. Зараз демонструється експеримент про те, як швидко людина може змінювати свою думку. 2. Ця справа зараз розглядається в суді. 3. Коли викладач зайшов до аудиторії, курсанти готувалися до семінару з криміналістики. 4. Дивись, грабують літню жінку, зателефонуй до міліції і їх затримують зненацька. 5. Не заходьте до аудиторії, курсанти складають випускний іспит. 6. Дивись, наркотики продають ті хлопці, які стоять біля автобусної зупинки. 7. Їх розмову зараз записують і вона буде використана як доказ. 8. Зброю купують не тільки злочинці, але й звичайні люди для самозахисту. 9. Зараз, коли ви дивитесь телевизор, вам надають інформацію про всі види

вбивства, насильства і пограбування. 10. В той час, коли мій батько працював в міліції, злочини розкривались без допомоги комп'ютера.

TEXT C

I. New words and word combinations

pressure - тиск

put pressure on smb - справляти тиск на когось

search - розшук, обшук; обшукувати, проводити обшук; шукати

search warrant - ордер на обшук

infliction of pain - заподіяння страждань, болю

inhumane treatment - нелюдяне, жорстоке поводження

recruitment - набір, вербування; комплектування особовим складом

transfer – передача, переміщення, перенесення, перевезення;

передавати, переносити, переміщати, перевозити

transfer money - переказувати гроші

reception – приймання, розподіл

receipt - квитанція, чек

harbor - давати притулок, приховувати

holding center - притулок, центр для потерпілих від торгівлі людьми

hostage - заручник; застава

hostage taking - захоплення заручників

human rights - права людини

human trafficker - торгівець людьми

profit - вигода, користь; (множ.) прибуток

newspaper ads – оголошення, (реклами) в газеті

CTU (Counter- Trafficking Unit) - Відділ боротьби зі

злочинами, пов'язаними з торгівлею людьми

GPO (General Prosecutor's Office) - ГП (Генеральна прокуратура)

CIS(Commonwealth of Independent States) – СНГ (Співдружність

Незалежних Держав)

ICPO (Interpol) – Інтерпол

II. Read and translate the text. Pay special attention to the words and phrases.

Trafficking: Myth or Reality



The analysis of different law enforcement materials makes it possible to build a model of organized criminal activity related to trafficking in persons. Depending on the concrete situation, criminal individuals and groups may use various mechanisms. However, the general model of criminal activity includes these stages:

- looking for a person (search);
- influencing and putting pressure (recruitment);
- transferring the person to the place of destination (transportation);
- creating conditions for exploitation (reception, transfer, harbouring);
- making a profit (exploitation).

Each of these stages includes different techniques many of which are illegal according to the Criminal Code of Ukraine. When looking for victims, the recruiter may use newspaper ads, tourist agencies, marriage agencies, or personal contacts. The recruitment itself may be conducted with the help of fraud, blackmail, threat, violence and/or kidnapping. Victims may be transported to the country of destination both legally and illegally, with forged documents.

The next stage usually includes transfer to an owner of a nightclub, bar, or brothel. The most typical forms of exploitation include sexual exploitation, working under extremely hard conditions, or being used as donors for transplantation of organs.

Exercises

III. Answer the questions: Discuss the following questions with your partner.

1. What is trafficking?
2. What makes people look for work abroad?
3. What methods do criminals use in recruiting people?
4. What forms of human exploitation do you know?

IV. Match the concept with its definition:

- | | |
|----------------|---|
| 1. trafficking | a. taking someone away illegally, usually by force; |
|----------------|---|

- | | |
|---------------|--|
| 2.victim | b. someone who makes money by controlling prostitutes; |
| 3.kidnapping | c. someone who has been attacked, kidnapped, robbed,exploited, or murdered; |
| 4.migration | d. recruitment, transportation, transfer or receipt of people for the purpose of their exploitation; |
| 5.pimp | e. persuading someone into doing something, often with the use of force; |
| 6.recruitment | f. moving to another area or country, especially to find work. |

V.Choose the correct word from the box.

destination;	dependent;	blackmail;	violence;
illegal;	slavery.		

1. Practicing _____ means that you force a person into doing something.
2. Although officially non- existent,_____ is still a reality in (many?) a lot of countries.
3. Russia is the major point of _____ to which victims of trafficking from CIS countries are transferred.
4. Criminals often use _____ contracts to recruit their victims.
5. Victims of trafficking often cannot leave the foreign country because they are materially_____.
6. Recruiters often use _____ towards their victims.

VI.Define the following words and compare with your partner:

1. travel agency - _____
2. violence - _____
3. criminal - _____
4. fraud - _____
5. crime - _____

VII. Match the adjectives and nouns:

- | | |
|------------------|-----------------|
| 1. human | a. exploitation |
| 2. psychological | b. isolation |
| 3. child | c. harm |
| 4. sexual | d. trade |
| 5. slave | e. trafficking |

6. social

f. labor

VIII. Match these sentence halves. Underline the verbs in the past continuous tense.

1. The trafficker used Dayo's sister's Passport

a. where a teacher helped her contact a help group.

2. One day, while his wife was away

b. when she saw the trafficker again.

3. The trafficker allowed Dayo to attend a computer course

c. when they were crossing the border.

4. One day she was walking to church

d. they asked Dayo if she was okay.

5. While the police were visiting the trafficker's house

e. the trafficker attempted to rape Dayo.

IX. Fill in the US Customs Declaration form.

**WELCOME to the UNITED STATES
CUSTOMS DECLARATION**

Each arriving traveler head of family must provide the following information (only ONE declaration per family is required)

1. Name: _____
Last First Middle

2. Date of birth: _____ 3. Airline/Flight _____

4. Number of family members traveling with you _____

5. U.S. Address: _____

City: _____ State: _____

6. I am a US. Citizen Yes No

If No. Country _____

7. I reside permanently Yes No

If No. Expected length of stay: _____

8. The purpose of my trip is: Business Pleasure

9. I am/ we are bringing fruits, plants, meats, food, soil, birds, snails, other live animals, farm products, or I/ we have been on a farm or ranch outside the USA Yes No

10. I am/ we are carrying currency or monetary instruments over \$ 10, 000 U.S. or foreign equivalent. Yes No

11. The total value of goods I/ we purchased or acquired abroad and

am/ are bringing to the U.S. is (see instructions under Merchandise on reverse side): \$ _____ U.S. Dollars

MOST MAJOR CREDIT CARDS ACCEPTED

SIGN ON REVERSE SIDE AFTER YOU HAVE READ THE WARNING.

(Don't write below this line)

Inspector's name Stamp area

X. People often do these things when they travel. Match the words from columns A and B to make the correct phrases.

A	B
apply	security
buy	for a visa
confirm	tickets
collect	at the check in
go through	one's flight
line	one's baggage
watch	a hotel room
book	an in- flight movie
travel	to the station
check	in a bus or taxi

XI. When you travel, what do you normally do in advance (apply for a visa, etc)? Here is a list of things you do when you travel by plane to another country.

Arrange them into the correct order.

land	go through passport control
go to the arrival hall	go to the baggage (re)claim
get on / board the plane	take off
buy duty- free goods	wait in the departure lounge
go through customs	check in

XII. What kind of documents do you need to take with you when you travel abroad?

What would you include into:

- a. travel documents
- b. identification documents
- c. entry documents

bus ticket, immigration exit stamp, passport, airline ticket, driving license, ferry ticket, boarding pass, visa entitlement, toll road receipt, sponsorship letter, immigration entry stamp, ID card, rail ticket, coach ticket, landing card, exit card,

XIII. Match the country with the language spoken.

Norway	Chinese
Denmark	Italian
the Netherlands	Dutch
Sweden	Polish
Italy	Portuguese
Austria	German
China	Norwegian
Portugal	Danish
Poland	Swedish

XIV. Which of the above countries are women often trafficked to?

Read the text and add other countries to the list.

As we know from the definition of trafficking, **transportation** and **transfer** is one of the major phases of the crime. Victims can be transported in different ways:

by means of **legal entry** to foreign countries, by means of **illegal entry** with **forged** travel documents, exiting the country of origin legally but travelling through other countries illegally.

The transportation phase procedure largely depends on the context and **location**. Entry into a neighbouring country or travel within a region may be more easily achieved by **covert** means, whereas travel and entry into a more distant country involves **overt** travel and the production of documents, as it normally involves travel by air, train or ship and the negotiation of **border entry control**.

Trafficking victims are not always transported directly to the **country of destination**. Frequently, the process can **extend** over a significant amount of time, even weeks and months, and involve a number of different transit locations in which the victims can be coerced into exploitative activity. There may not be a transit country involved in the story at all. The

trafficking route may be direct from origin to destination without a break. Alternatively, there may be a number of transit countries and each one should be considered in sequence.

According to the information provided by law enforcement agencies, Ukrainian women are exported to Russia, Turkey, Poland, Czech Republic, Lithuania, Italy, UAE, Cyprus, Israel, Greece, Great Britain, Spain and other countries. Ukraine is the **country of origin** and, in exceptional cases, the **country of transit**.

Turkey and Russia are major points of destination for trafficked women from Ukraine.

The Criminal Code of Ukraine entered into force on 1 September 2001. It established criminal liability for trafficking in human beings, including that for the purpose of sexual or other exploitation (Article 149 Trafficking in human beings or other illegal agreement with regard to a person of Chapter III – Criminal offences against liberty, honour and dignity of a person). Article 149 last version complies with the requirements of the U.N. Convention Against Transnational Organized Crime and the supplementing Protocol to Prevent, Suppress and Punish Trafficking in Persons, Especially Women and Children as well as other international legal instruments that prohibit the keeping of people in slavery, servitude, trafficking in persons in any form. Trafficking in persons is a grave crime.

On March 7, 2007, the Cabinet of Ministers of Ukraine adopted the *State Program on Combating Trafficking in Human Beings* for the period until 2010. The main objectives of this document are: to counteract the growth of human trafficking, help trafficking survivors and establish a system to prevent these negative phenomena.

XV. Answer the following questions using the information from the text.

1. How can victims be transported?
2. How long is the transit process?
3. What are the major destination countries of trafficking?

XVI. Match the words in bold from the text with the phrases below.

host country

open/not hidden

irregular migration

documented migration

undocumented alien
identity document
false
state of origin
place
keeps
secret/hidden

XVII. Discuss the following questions with your partner.

1. What international legal documents on counteracting trafficking do you know? 2. What is the Tier system? Who introduced it and when? Where does Ukraine belong in it? 3. Which Article of the Criminal Code of Ukraine deals with trafficking in human beings? 4. Which other Articles of the Ukrainian Criminal Code establish responsibility for committing crimes against women and children? 5. What do you know about the Prime Minister's of Ukraine Decree № 410?

Which legal policy did it approve?

XVIII. Read the following Articles of the Criminal Code of Ukraine with the crimes they refer to. Can you give an e.g.

Article 143 Violation of procedures prescribed by law with regard to human organs or tissue
Article 143 transplantation

Article 149 Trafficking in human beings or other illegal agreement with regard to a person

Article 150 Exploitation of children

Article 152 Rape

Article 153 Violent unnatural gratification of sexual desire

Article 154 Compulsion to sexual intercourse

Article 155 Sexual intercourse with a sexually immature person

Article 156 Debauchery of minors

Article 202 Violation of business operation and banking procedures

Article 302 Creating or running brothels and pimping

Article 303 Prostitution and engaging in prostitution

XIX. Read the information about the state legal policy of counteracting trafficking in persons in Ukraine and answer the following questions.

1. When did the current Criminal Code of Ukraine enter into force?
2. What did it establish?

3. What international legal documents does it comply with?
4. Which category of crimes described in Article 149 of the Criminal Code refer to?

5. What are the aims of the State Program?

XX. What do the following acronyms mean?

1. TIP
2. TVPA
3. SWL

XXI. How well do you know the Criminal Code of Ukraine?

Answer the following questions and compare your answers with your partner's.

1. Which Article of the Criminal Code deals with coercion?
a) 202; b) 300; c) 302; d) 149.
2. What is the maximum punishment for keeping a brothel and pimping?
a) deprivation of liberty for up to 5 years;
b) deprivation of liberty for up to 3 years;
c) limitation of liberty for up to 7 years;
d) deprivation of liberty for up to 7 years.
3. Which crime is described as "recruitment, transfer, hiding, hand-over or receiving of a person by fraud, blackmail or by taking advantage of a persons' vulnerable status with the aim of exploitation"?
a) coercion; b) exploitation; c) fraud; d) trafficking in human beings.
4. What is complicity?
a) a threat of killing
b) deliberate joint participation
c) infliction of pain or bodily harm
d) illegal crossing of the State border

XXII. Read the following stories. Identify the crimes committed. Name the criminal liability established by the Criminal Code of Ukraine for these types of crimes.

Olga receives an invitation from her would- be husband and goes to Turkey. The man turns out to be the owner of a brothel, in which he forces Olga to work. He beats her if she refuses to offer sexual services to his clients. He does not give her enough food if she does not earn €700 a

week. Olga cannot go to the police, as she does not have the documents that her husband took away after her arrival.

Together with a friend, Lena comes to Budapest on a bus tour. While they are on the bus, Lena and her friend get to know a woman who invites them for a cup of coffee. Most likely, the woman adds some narcotic drug into the coffee because Lena and her friend do not remember anything until they wake up in someone's car on their way to Belgrade in the company of two men. The girls are transported to a bar where they have to do the cleaning, work as waitresses and engage in prostitution. They never get a single dollar for their work.

XXIII. Translate the sentences into Ukrainian.

1. This problem has been studied by our group. 2. The enemy submarine has been sunk. 3. After the mobsters had been busted, the media reported details of their criminal activities. 4. New model had been tested by the end of March. 5. Defensive exercises will have been fulfilled when the commander orders. 6. Will your son have been met by my sister as soon as train comes? 7. Once a special constable has been arrested, he or she attends a training course which lasts for 28 weeks.

XXIV. Put the questions to the sentences.

1. Our reports have been written in time. 2. The vehicle will have been tested by June. 3. The law has been adopted. 4. Cadets will have been asked by the end of lesson. 5. The wristwatch had been repaired before our arrival. 6. The articles had been written a long before. 7. A youths has been charged with assault and dangerous driving. 8. These effects have also been investigated. 9. The new model will have been discussed by the designers by 6 o'clock. 10. Many railway lines have been built in Ukraine since 1945. 11. Jim didn't know about the change of plans. He hadn't been told. 12. You had been shown the new machine. 13. The article on civil law will have been published by June.

XXV. Transform the sentences into negative form.

1. The engine has been mounted in the near section. 2. Many cities have been supplied with electricity. 3. The tourists had been shown all the places of interest. 4. The parade had been preceded by marching drill. 5. This subject will have been dealt with in the next chapter. 6. The cadets will have been given many different problems to solve.

XXVI. Open the brackets using Present Perfect Passive.

1. I (to accuse) of stealing the money. 2. An ambulance (to call) to the scene of the accident. 3. Brian told me that he (to attack) and (to rob) in the street. 4. He and I (sleep) when the telephone operator awoke us.

XXVII. Open the brackets using Past Perfect Passive.

1. Three men (to arrest) by the police before. 2. This court material was carried out as if he (to find) guilty. 3. By the middle of the 19th century about 60 chemical elements (to discover). 4. When we came to Kiev there were a lot of buildings there which (to destroy) by the German fascists.

XXVIII. Open the brackets using Future Perfect Passive.

1. The documents (to check) and the letters (to type) when you (to come). 2. I'm sure that the goods already (to deliver) to the port when we (to receive) their telegram. 3. The new exhibition (to visit) by many foreign tourists. 4. The witnesses (to ask) by the end of the day.

XXIX. Transform the sentences into Passive form.

1. They have sent for him yet. 2. You have objected my plan. 3. We had got the necessary results before. 4. The authority will sent the officers to different units. 5. All the cadets will take all the exams. 6. Deputies had discussed this point before they adopted the agenda.

XXX. Put the following sentences into the Passive Voice.

1. Unkind remarks have easy upset my friend. 2. The detective had written the report before his chief came. 3. Somebody has found the boy the people wanted. (2 passives) 4. They had eaten the dinner before they finished the conversation. (2 passives) 5. Has the chief signed your documents already? 6. All of them had finished the work before the bell rang. 7. I had written my letter before I heard from him. 8. They have not forgotten the incident. 9. Police has arrested criminals just on the spot. 10. He has made records of crime scene investigation.

Граматика

UNIT I

Articles (артиклі)

Артиклі це службові слова, які не мають самостійного значення і є особливими визначниками іменників. В українській мові артиклі відсутні.

Артиклі не змінюються і є ненаголошеними словами, які вимовляються зі словом, перед якими вони стоять.

Артиклі ставляться перед іменником. Якщо перед іменником є прикметник, артикль ставиться перед ним.

В англійській мові є два артиклі - неозначений артикль (the indefinite article) *a (an)* і означений артикль (the definite article) *the*.

The indefinite article

(неозначений артикль)

Неозначений артикль **a** вживається лише перед обчислюваними іменниками в однині, тому що він походить від числівника **one** (один).

Неозначений артикль **a** вживається:

1) якщо перед іменником можна поставити слова: "якийсь", "деякий":

Here is a letter for you. - Вам (якийсь) лист.

Give me a pen, - Дайте мені (яку- небудь) ручку.

2) коли особа або предмет з'являються у контексті вперше:

Suddenly I heard a loud cry. - Раптом я почув гучний крик.

3) коли мова іде про людину - одну з ряду однотипних (національність, професія):

He is a young lawyer. - Він молодий адвокат. *She is a pretty Frenchwoman.* - Вона вродлива французженка.

Коли іменник починається з голосної, то вживається форма неозначеного артикля **an**:

He is an Englishman. That's an apple.

The definite article

(означений артикль)

Означений артикль **the** вживається як з іменниками в однині так і в множині. Означений артикль походить від вказівного займенника **that** (той). Він виконує вказівну функцію. Означений артикль *the* конкретизує

предмет, уточнює, що мова іде саме про даний. предмет. *Give me the book* - *Дайте мені книжку* (мається на увазі якась конкретна книжка).

Означений артикль *the* може вказувати на розмір, колір, форму і т.д. предмета.

The pen is red. - Ручка червона.

The street is long. - Вулиця довга.

Означений артикль *the* вживається:

- 1) з назвами океанів, морів, річок, озер, гірських хребтів, пустель: the Nile, the White Sea, the Atlantic Ocean, the Alps, the Sahara;
- 2) з назвою усієї родини: the Browns;
- 3) з назвами пароплавів, готелів, газет: "The Queen Mary.";
- 4) з назвами чотирьох сторін світу: the North, the West, the East, the South;
- 5) з назвами явищ природи єдиних у своєму роді: the moon, the sun. the earth, the sky;
- 6) перед порядковими числівниками: the second.

Випадки, коли артикль *не вживається*:

- 1) з особовими іменниками (Nick, Mary);
- 2) з назвами країн (Russia, Spain);
- 3) з назвами міст (London, Paris, Rome);
- 4) з назвами вулиць (Oxford street);
- 5) з назвами континентів (South America, Africa);
- 6) з назвами місяців і днів тижня (March, Sunday).

Personal Pronouns

(особові займенники у називному відмінку)

Однина(sing.)

1. *I* – я

2. *You* - ти

3. *She* - вона

He - він

It - вживається для позначення неживих предметів.

Множина(pl.)

1. *We* - ми

2. *You* - ви

3. *They* - вони

Directive Pronouns

(вказівні займенники)

Вказівні займенники мають окремі форми для однини –this (цей,

ця, це), that (той, та, то) і множини - *these* (ці) *those* (ті). Займенники *this* і *these* вказують на предмети, які знаходяться ближче до співрозмовника, а займенники *that* і *those* навпаки, далі від співрозмовника. Якщо перед іменником стоїть вказівний займенник, то артикль не вживається. Якщо іменник вживається у множині, то і вказівний займенник вживається у множині. Наприклад:

<i>this student</i> - <i>these students</i>	<i>that city</i> - <i>those cities</i>
<i>цей студент</i> - <i>ці студенти</i>	<i>те місто</i> - <i>ті міста</i>

Possessive Pronouns (присвійні займенники)

Присвійні займенники відповідають на питання *Whose?* (чий) і означають належність до чогось. Вони завжди стоять перед іменником, до якого належать. Артикль у цьому випадку не вживається.

- | | |
|---|--|
| 1. <i>I - my</i> (мій, моя, моє) | 1. <i>We - our</i> (наш, наша, наше) |
| 2. <i>You - your</i> (твій, твоя, твоє) | 2. <i>You—your</i> (ваш, ваша, ваше, ваші) |
| 3. <i>He - his</i> (його) | 3. <i>They - their</i> (їх) |
| <i>She - her</i> (її) | |

It - its (його, її - до неживих предметів)

Наприклад:

my text- book - мій підручник	his friend - його друг
your desk - твоя парта	our house - наш будинок
her car - її автомобіль	your brother - ваш брат
their note- books - їх зошити	

Plural forms of nouns (множина іменників)

В англійській мові іменники мають два числа: однину і множину.

1. Множина іменників утворюється за допомогою закінчення s:
 day – days rule - rules
 день - дні правило - правила

Після дзвінких приголосних та голосних закінчення *s* читається як [z]:

bag - bags	rose - roses
сумка - сумки	троянда - троянди

Після глухих приголосних - як [s]:

book – books книга - книги

2. Якщо іменник закінчується на - s, - ss, - ch, - sh, - o, - x, то в множині до нього додається закінчення - **es** [**iz**]:

box - boxes – коробки
hero - heroes – герої
glass - glasses - стакани
bush - bushes - кущі

3. Якщо іменник закінчується на **y**, - **y** змінюється на **i** та додається закінчення **es**, але коли перед **y** стоїть голосний, то ніяких змін не відбувається:

city - cities - міста
boy - boys - хлопці

4. Коли іменник закінчується на - **f**, - (**fe**); то у множині - **f**, - (**fe**) змінюється на **v** і додається закінчення **es**:

leaf - leaves - листя
knife - knives - ножі

5. Іменники, що утворюють множину не за правилами:

- | | |
|-----------------------------|---------------------------|
| 1) man - men - чоловіки; | 6) mouse - mice - миші; |
| 2) woman - women - жінки; | 7) goose - geese – гуси; |
| 3) child - children - діти; | 8) deer - deer - олені; |
| 4) foot - feet - ноги; | 9) sheep - sheep – вівці; |
| 5) tooth - teeth – зуби; | 10) ox - oxen - воли. |

В англійській мові є ряд іменників, що вживаються тільки в однині:

1) речові: milk – молоко, salt - сіль, wine - вино, coffee - кава, tea - чай, gold - золото, sugar - цукор, bread - хліб, meat - м'ясо, water - вода.

2) абстрактні: love - кохання, information - інформація, music - музика.

3) явища природи: rain - дощ, snow - сніг.

Іменники мають закінчення - **s** , але вживаються не завжди в множині:

mathematics –математика, physics- фізика,
economics- економіка, athletics- атлетика,
gymnastics – гімнастика, news- новини.

Athletics is my favourite sport.

What time is the news on television?

4) ці іменники закінчуються на - s, але можуть вживатися і в

множині, і в однині:

means, a means of transport, many means of transport;
series, a television series, two television series;
species, a species of bird, 200 species of bird.

- 5) деякі іменники в однині вживаються з дієсловами в множині:
government, staff, team, family, audience, committee

We often think of these things as a number of people “they”, not as one thing “it”. So we often use a plural verb:

The government (= they) want to reduce taxes.

The staff (= they) aren't happy with their new working conditions. A singular verb ('The government wants ...') is also possible.

- 6) слово person “persons” у множині вживається people:

He is a nice person. They are nice people.

В англійській мові є ряд іменників, що вживаються тільки в множині:

- 1) trousers, jeans, shorts, pyjamas, tights, scissors, glasses / spectacles.

You can also use “a pair of ...” with these words:

I need some new trousers, or I need a new pair of trousers.

- 2) the police

The police have arrested Tom.

Are the police well- paid?

- 3) іноді іменники в множині вживаються з дієсловом у однині:

sum of money, a period of time, a distance etc.:

Five thousand pounds (= it) was stolen in the robbery. (not 'were stolen')

Three years (= it) is a long time to be without a job. (not 'are')

- 4) ми говоримо “a holiday of three weeks « але “a three - week holiday”:

Here, three- week is used as an adjective before 'holiday'. When we use “three - weeks” as an adjective, it loses the s. So we say:

a ten - pound note (not “pounds”)

two 14 - year- old girls

a four - week English course

a six - hour journey

You can also say “ I've got three weeks' holiday”

Present Indefinite дієслів “to be”, “to have”

Дієслово **to be** *бути* широко вживається і як повнозначне дієслово, і як допоміжне, для утворення різних часових форм інших дієслів. У

Present Indefinite воно відмінюється не за загальним правилом:

I	am	We	} are
He	} is	You	
She		They	
It			

В усному мовленні здебільшого вживаються скорочені форми:

I'm [aim]	We're [wia]
He's [hi:z]	You're [jua]
She's [ʃi:z]	They're [ˈðeɪə]
It's [its]	

Питальна й заперечна форми Present Indefinite дієслова *to be* утворюються без допоміжного дієслова to do.

У питальній формі дієслово *to be* ставиться перед підметом:

Are you a doctor?	Ви лікар?
Is your wife at home?	Ваша дружина вдома?

У заперечній формі після дієслова *to be* ставиться частка **not**:

She is not my friend.	Вона не моя подруга.
You are not happy.	Ви нещасливі.

В усному мовленні замість *is not* і *are not* вживаються переважно скорочені форми **isn't** і **aren't**. *Am not* скороченої форми не має:

He isn't that kind of man.	Він не така людина.
----------------------------	---------------------

But you aren't sure.	Але ви ж не певні
----------------------	-------------------

У питально- заперечній формі дієслово *to be* ставиться перед підметом, а частка *not* - після підмета, але частіше тут вживаються скорочені форми *isn't* і *aren't*:

Am I not your friend?	Хіба я не твій товариш?
Aren't you tired?	Невже ти не стомився?
Isn't he at home?	Хіба його немає вдома?

Примітка:

Якщо дієслово *to be* входить до складу виразів - питальна й заперечна форми речень з цими виразами в Present Indefinite утворюються без допомоги дієслова *to do*:

to be born, to be from, to be tired, to be happy, to be at home, to be sorry, to be at work, to be furious, to be late, to be proud of, to be in a hurry, to be afraid of, to be innocent, to be scared, to be hungry, to be interested in smth., to be thirsty, to be present, to be in the red, to be

absent, to be right, to be wrong, to be for, to be against, to be mistaken, to be fast, to be slow, to be attentive, to be angry with, to be comfortable, to be rich (expensive), to be ready for, to be over, to be guilty, to be good at smth., to be busy, to be free, to be married, to be single, to be in a good mood, to be famous for smth., to be responsible for smth.

Are you ready for English lesson?

Is he innocent?

Aren't they absent?

Isn't she proud of us?

They aren't in a good mood.

I'm not interested in history.

We aren't angry with her.

Дієслово to have теж вживається і як повнозначне, і як допоміжне. Воно служить для утворення різних часових форм інших дієслів. У Present Indefinite дієслово to have відмінюється так:

I have

We

He

You

She

They

It

has

have

Питальна й заперечна форми Present Indefinite дієслова to have утворюються без допоміжного дієслова to do.

У питальній формі дієслово to have ставиться перед підметом:

Have you many friends here? У вас тут багато друзів?

Has she a ball? У неї є м'яч?

Заперечні речення з дієсловом- присудком to have будуються двома способами:

а) із заперечною часткою not:

I haven't any red pencil. У мене немає червоного олівця.

б) із заперечним займенником no:

I have no brothers. У мене немає братів.

Примітки.

1. Якщо іменник- додаток до дієслова to have вжито з присвійним або вказівним займенником, кількісними займенниками much, many або з кількісними числівниками, то заперечна форма утворюється лише за допомогою частки not:

I haven't your pen.

У мене немає твоєї ручки.

We haven't this magazine.

У нас немає цього журналу.

She has not (hasn't) many

У неї небагато англійських книжок.

English books.

2. Якщо дієслово to have входить до складу виразів to have breakfast снідати, to have dinner обідати, to have supper вечеряти, to have tea пити чай, to have a rest відпочивати, to have a walk прогулюватися та ін., питальна й заперечна форми речень з цими виразами в Present Indefinite утворюються за допомогою дієслова to do:

What time do you have breakfast? О котрій годині ви снідаєте?

I do not have dinner at home. Я не обідаю вдома.

3. В американському варіанті англійської мови питальна й заперечна форми дієслова to have у Present Indefinite утворюються за допомогою дієслів do, does:

Does he have any children? У нього є діти?

Do you have a pen? У вас є ручка?

Past Indefinite дієслова to be

Дієслово to be відмінюється не за загальним правилом. Дієслово to be в Past Indefinite має дві форми: **was** для першої і третьої осіб однини і **were** для інших осіб:

I was

We were

You were

You were

He,(She, it) was

They were

Для утворення **питальної** і **заперечної** форми Past Indefinite дієслова *to be* допоміжне дієслово to do не вживається.

У **питальній** формі дієслово to be ставиться перед підметом:

Were You guilty? Ви були винні?

Was She mistaken? Вона помилялася?

У **заперечній** формі після was/were вживається частка not:

I was not responsible for this document.

They were not in a good mood .

У **питально – заперечній** формі was/were ставиться перед підметом, а частка not – після підмета:

Was he not angry with her?

Were we not afraid of a burglar?

В усному мовленні замість was not, were not у заперечних і питально – заперечних реченнях вживаються скорочені форми wasn't, weren't:

I wasn't attentive.

We weren't glad to hear that.

Past Indefinite дієслова to have

Дієслово to have в Past Indefinite має форму: **had**

I had a problem with my pronunciation.

He had an insurance policy.

They had an alibi.

Питальна форма дієслова має два варіанти:

1) без допоміжного дієслова to do . Форма **had** ставиться перед підметом:

Had you a written explanation yesterday?

2) з допоміжним дієсловом **to do (did)**:

Did you have a written explanation yesterday?

Заперечна форма, як правило, утворюється без допоміжного дієслова **to do** і вживається, як і в Present Indefinite, із запереченнями **not** і **no**:

She hadn't a solicitor.

We had no remorse.

Примітка:

1) Якщо дієслово to have входить до складу виразів to have breakfast, (lunch), dinner, supper - снідати, обідати, вечеряти: і т.п., питальна і заперечна форми його в Past Indefinite, як і в Present Indefinite, утворюються з допоміжним дієсловом to do:

Did you have breakfast? - No, I didn't. I didn't have even any dinner.

2) В американському варіанті англійської мови питальна й заперечна форми дієслова to have у Past Indefinite, як і в Present Indefinite, утворюються з допоміжним дієсловом to do:

He didn't have problems with his 6 children.

Did they have firearms?

The Imperative Mood

(наказовий спосіб)

Наказовий спосіб в англійській мові, як і в українській, виражає спонукання до дії, тобто прохання, наказ, пораду, запрошення, застереження тощо.

На відміну від української мови, де наказовий спосіб у другій особі однини й множини має різні закінчення (читай - читайте), в

англійській мові є лише одна форма наказового способу, яка збігається з інфінітивом, без частки **to**:

to take - Take!

Візьми! Візьміть!

to write - Write!

Пиши! Пишіть!

Bring me this book.

Принеси мені цю книжку.

Be a good boy.

Будь хорошим

хлопчиком.

Заперечна форма наказового способу утворюється з допоміжного дієслова **to do**, заперечної частки **not** та інфінітив з основного дієслова без to. В усному мовленні замість do not звичайно вживається скорочена форма **don't**:

Don't go to the theatre today.

Не йди сьогодні в театр.

Don't be angry

Не сердись.

Допоміжне дієслово do може вживатися і у стверджувальній формі наказового способу для підсилення прохання. У цьому разі воно ставиться перед смисловим дієсловом:

Do tell me about it.

Розкажіть же мені про це.

У першій і третій особі однини й множини спонукання до дії виражається сполученням дієслова **let** з інфінітивом основного дієслова без частки to. Між дієсловом **let** та інфінітивом ставиться іменник у загальному відмінку або особовий займенник в об'єктному відмінку, що позначає особу, яка має виконати дію.

Let us go to the theatre.

Ходімо в театр.

Let them go.

Нехай вони йдуть.

Let the man listen to radio.

Хай цей чоловік слухає радіо.

У заперечній формі перед **let** вживається **don't**:

Don't let's talk about that.

Давайте не будемо
говорити про це.

Don't let's go in there.

Не заходьмо туди.

Possessive Case **(присвійний відмінок)**

Іменники у присвійному відмінку виражають належність предмета якійсь особі і відповідають на питання (чий?)

Вони вживаються в функції означення і займають місце перед означеним іменником.

Присвійний відмінок іменників в однині утворюється за допомогою апострофа і закінчення - s, яке вимовляється за тими самими правилами, що й закінчення множини іменників. Наприклад: Peter's car - автомобіль Петра.

pupil's answer - відповідь учня.

Присвійний відмінок іменників у множині утворюється за допомогою тільки апострофа '. Наприклад:

the students' text- books - підручники студентів.

Якщо іменники у множині не мають закінчення - s, то присвійний відмінок утворюється так само. як і в однині ('s).

Наприклад:

the children's room - кімната дітей

the men's deeds - вчинки чоловіків.

Numerals (числівники)

Кількісні

Порядкові

Від 1 до 12

1 one [wʌn]

first [fɜːst]

2 two [tuː]

second ['seknd]

3 three [θriː]

third [θɜːd]

4 four [fɔː]

fourth [fɔːθ]

5 five [faɪv]

fifth [fɪfθ]

6 six [sɪks]

sixth [sɪksθ]

7 seven [sevn]

seventh [sevnθ]

8 eight [eɪt]

eighth [eɪtθ]

9 nine [naɪn]

ninth [naɪnθ]

10 ten [ten]

tenth [tenθ]

11 eleven [ɪlevn]

eleventh [ɪ 'levnθ]

12 twelve [twelv]

twelfth [twelfθ]

Від 13 до 19

13 thirteen [θɜː'tiːn]

thirteenth [θɜː tiːnθ]

14 fourteen [fɔː'tiːn]

fourteenth [fɔːtiːnθ]

15 fifteen [fɪf 'tiːn]

fifteenth [fɪ:f'tiːnθ]

16 sixteen [sɪks 'tiːn]

sixteenth ['sɪks 'tiːnθ]

17 seventeen ['sevn' tiːn]

seventeenth ['sevn' tiːn θɪ]

18 eighteen ['ei 'ti:n]

19 nineteen [nain 'ti:n]

eighteenth ['ei' ti:nθ]

nineteenth ['nain 'ti:nθ]

Від 20 до 90 десятки

20 twenty ['twenti]

30 thirty [' θə :ti]

40 forty [' fə: ti]

50 fifty ['fif ti]

60 sixty ['siksti]

70 seventy ['sevnti]

80 eighty ['eiti]

90 ninety ['nainti]

twentieth ['twentiθ]

thirtieth [' θə :tiθ]

fortieth [' fə: tiθ]

fiftieth ['fif tiθ]

sixtieth ['sikstiθ]

seventieth ['sevntiθ]

eightieth ['eitiθ]

ninetieth ['naintiθ]

Від 21 до 99

21 twenty- one

32 thirty- two

43 forty- three

54 fifty- four

65 sixty- five

76 seventy- six

87 eighty- seven

98 ninety- eight

99 ninety- nine

twenty- - first

thirty~second

forty~third

fifty- fourth

sixty- fifth

seventy- sixth

eighty- seventh

ninety- eighth

ninety- ninth

100 a (one) hundred [hʌndrəd]

1,000 a (one) thousand [θ auzənd]

1,000,000 a (one) million [miljən]

1,000,000,000 a(one) milliard (амер. a (one) billion)

1,000,000,000,000 a(one) billion (амер. a (one) trillion)

1,000,000,000,000,000 a(one) thousand billion(s)

(амер. a(one) quadrillion)

1,000,000,000,000,000,000 a(one) trillion (амер. a(one) quintillion)

Порядкові від 100...

100 a (one) hundredth [hʌndrədθ]

101 a (one) hundred and first

102 a (one) hundred and second

200 two hundredth

263 two hundred and sixty- third

1,000 a (one) thousandth [θ auzəndθ]

1,001 a (one) thousand and first
 2,260 two thousand two hundred and sixtieth
 3,000 three thousandth
 100,000 a (one) hundred thousandth
 1,000,000 a (one) millionth
 5,000,000 five millionth
 1,000,000,000 a (one) milliardth (амер. A (one) billionth)
 1,000,000,000,000 a (one) billionth (амер. a (one) trillionth)
 1,000,000,000,000,000 a (one) thousand billionth
 (амер. a (one) quadrillionth)
 1,000,000,000,000,000,000 a (one) trillionth
 (амер. a (one) quintillionth)

Читання складних числівників

101 a (one) hundred and one
 152 a (one) hundred and fifty- two
 1,001 a (one) thousand and one
 2,325 two thousand, three hundred and twenty- five
 15,972 fifteen thousand, nine hundred and seventy- two
 234,753 two hundred and thirty- four thousand, seven hundred and
 fifty- three
 20/83 twenty over eigthy- three
 22/7 twenty- two over seven
 1/3 a (one)third, 1/2 –a (one) half, 1/4 –a (one) quarter
 21/2 metres two and half metres =two metres and half)
 2/3 two thirds, 4/5 – four fifths, 8/10 – eight tenths
 3/ 462 three over four- six- two
 0.7 point seven, nought (zero, o) point seven (нуль, крапка,сім)
 0.08 point nought eight (nought point o eight - нуль крапка нуль
 вісім) (крапка, нуль, вісім)
 0.001 point nought nought one, nought point two oes [ouz] one
 (нуль, крапка , два нуля, один)
 1.02 one point nought two, one point o [ou] two
 4.25 four point twenty five, four point two five
 15.106 one five point one nought six
 1 .75 centimetres one point seven five (seventy five) centimetres

G.B.

1) 3(rd) January 1985 ::;

the third of January nineteen eighty- five;

2) 4(th) May 1985 ::;

the fourth of May nineteen eighty- five 4.5.85 or 4.V.85 or 4/5/85

U.S..

1) January 3, 1985 ::;

January third, nineteen eighty- five;

2) May 4, 1985 ::; May fourth, nineteen eighty- five 5.4.85 or 5/4/85

1900 - nineteen hundred

1905 - nineteen five (nineteen o ['ou] five)

1945 - nineteen forty- five

in 1992 - in nineteen ninety- two

1500 B.C. (before Christ),- fifteen hundred B.C. ['bi:si:]

A.D. ['eidil:] Anno Domini (lat.) нашої ери

G.B.

7:00 – seven o'clock

(a.m / p.m.) a.m.- ante meridium (до 12.00)

p.m. post meridium (після 12.00)

8:15 - a quarter past eight (eight fifteen)

9:45 - a quarter to ten (nine forty- five)

4:30 - half past four, half four (four thirty, розм. half four.)

5:10 - ten (minutes) past five (five ten)

6:25 - twenty- five minutes past six (six twenty- five)

6:35 – twenty-five minutes to seven (six thirty- five)

9:57 - three minutes to ten (nine fifty- seven)

2:03 - three minutes past two(two oh three)

U.S

Натомість past вживається after:

5: 10 - ten after five

5: 15 - a quarter after five

9:30 - nine thirty (частіше, ніж half past nine)

of частіше, ніж to

7:45 - a quarter of eight

7:55 - five of eight.

У військових документах чи розкладах

07.00, (oh), seven hundred hours	= 7.00 a.m.
10.30, ten thirty	= 10.30 a.m.
12.00, twelve hundred hours	= midday/noon
13.45, thirteen, forty- five	= 1.45 p.m.
15.15, fifteen, fifteen	= 3.15 p.m.
19.00, nineteen hundred hours	= 7.00 p.m.
22.50, twenty~two fifty	= 10.50 p.m.
23.05, twenty- three oh five	= 11.05 p.m.
24.00, twenty- four hundred hours	= midnight

Грошові одиниці Великобританії

1 фунт стерлінгів - one pound sterling (назва банкноти: **£** - a pound note).

5 фунтів стерлінгів - five pounds (**£ 5**) (назва банкноти: a five pound note)

10 фунтів стерлінгів - ten pounds (**£10**) (назва банкноти: a ten pound note)

20 фунтів стерлінгів - twenty pounds (**£20**) (назва банкноти: a twenty pound note)

half penny / half a penny = a half penny = 1/2 p

a penny = 1 P

two pence = 2p[tu: pi:] a twopenny piece

ten pence = 10p - ten penny piece

fifty pence = 50p - a fifty pence piece

Грошові одиниці США

a dollar (назва банкноти: a dollar bill)

two dollars = \$2- (назва банкноти: a two dollar bill)

five dollars = \$5 - (назва банкноти: a five dollar bill)

twenty dollars = \$20 - (назва банкноти: a twenty dollar bill)

five hundred dollars = \$500 - (назва банкноти: a five hundred dollar bill)

five thousand dollars = \$5,000 - (назва банкноти: a five thousand dollar bill)

ten thousand dollars = \$1 0,000 - (назва банкноти: a ten thousand dollar bill)

цент

a cent (1/100 \$) =(a cent)

five cents = (a nickel)

ten cents = (a dime)

twenty- five cents =(a quarter)

half a dollar = (a half- dollar note)

\$25.04 (twenty- five dollars and four cents)

\$36.10 (thirty- six dollars and ten cents)

\$2,750.34 (two thousand seven hundred and fifty dollars and thirty- four cents).

Weights and Measures

1 ounce [auns'] = унція = 28,3 гр

16 ounces [oz] = 1 pound (1b.) - 16 унцій= 1 фунт

1 pound = 453.59 gram(me)s – 1 фунт = 0,454 кг

14 pounds = 1stone (st) - 14 фунтів = 1 стоун = 6,33 кг

8 stone = 1 hundred weight (cwt) - 8 стоунів = 1 центнер = 50,8 кг
(В Великобританії)

45,36 Кг (В США)

20 cwt = 1 ton - 20 центнерів = 1 тонна

2,2 pounds = 1 kilo - 2,2 фунта = 1кг

1 inch – 1дюйм = 2,54 см

1 foot (ft) = 12 inches (in) – 1фут = 30,48 см

1yard (yd) = 3 feet – 1ярд = 911 см

1mile = 1760 yards - 1 миля = 1,609 км

У множині inch, mile, yard +- s: one inch - ten inches, one mile - four miles.

але:

six foot tall = six feet tall

two foot long = two feet long

a two- mile walk

a six- inch ruler

Номери телефонів

8163 - eight, one, six, three.

Нуль читається [ou].

5573 - double five, seven, three

6377 - six, three, double seven.

5664 - five, six, six, four.

01 - 6298495 – oh, one... six, two, nine... eight, four, nine, five.

room 30 5 = Room three- oh- five.

UNIT II

Present Indefinite

(теперешній неозначений час)

Present Indefinite - одна з часових форм дієслова, що вживається для вираження дії, яка відбувається в теперішньому часі.

Теперішній час передбачає не лише момент мовлення, а й більш тривалий проміжок часу, що включає момент мовлення.

Дія, що відбувається в момент мовлення, порівняно рідко позначається формою Present Indefinite. Для вираження такої дії в англійській мові є інша форма теперішнього часу.

Стверджувальна форма дієслова в Present Indefinite в усіх особах однини й множини, крім третьої особи однини, збігається з інфінітивом (неозначеною формою дієслова) без частки to:

I work.	Я працюю
We work.	Ми працюємо.
You work.	Ви працюєте. (Ти працюєш.)
They work.	Вони працюють.

У третій особі однини в Present Indefinite до інфінітива (без частки to) додається закінчення - s або - es:

to run <i>бігати</i>	- he runs
to help <i>допомагати</i>	- he helps
to teach <i>навчати</i>	- he teaches

Більшість дієслів у третій особі однини мають закінчення -s. Закінчення - es додається у таких випадках:

а) якщо основа дієслова закінчується на - **s**, - **ss**, - **sh**, - **ch**, - **x**, - **o**

to dress <i>одягатися</i>	- dresses
to wash <i>умиватися</i>	- washes
to teach <i>навчати</i>	- teaches
to watch <i>спостерігати</i>	- watches
to mix <i>змішувати</i>	- mixes
to go <i>іти</i>	- goes [gouz]
to do <i>робити</i>	- does [d^z]

б) якщо основа дієслова закінчується на -y, а перед - y приголосний, при цьому перед - es буква y змінюється на i:

to study <i>вивчати</i>	- <u>studies</u>
to cry <i>кричати</i>	- <u>cries</u>

Але: Якщо перед - у стоїть голосна, то до дієслова додається лише закінчення - s:

to play <i>грати</i>	- plays
to stay <i>залишатися</i>	- stays

Закінчення третьої особи однини в Present Indefinite вимовляється:

[s] - після глухих приголосних звуків, крім [s]

He works [wɜ:ks]. Він працює.

She writes [raits]. Вона пише.

It helps [helps]. Це допомагає.

[z] - після дзвінких приголосних, крім [z, 3, d3] і після голосних:

She reads [ri:dz]. Вона читає.

He sees [si:z]. Він бачить.

The bird sings [si'gz]. Пташка співає.

[iz] - після свистячих і шиплячих звуків, які звуться сибілянтами:

He dresses ['dresiz]. Він одягається.

She washes ['wojiz]. Вона вмивається.

The sun rises ['raiziz]. Сонце сходить.

The weather changes. Погода змінюється.

Питальна форма Present Indefinite утворюється з допоміжного дієслова to do в Present Indefinite та інфінітива основного дієслова без частки to. Допоміжне дієслово ставиться перед підметом:

Do I work?	Do we work?
Does he work?	Do you work?
Does she work?	Do they work?
Do you live here in the city?	Ви живете тут у місті?
What does she say?	Що вона каже?

Примітки.

1. Якщо підмет має одне або кілька означень, що стоять перед ним, допоміжне дієслово в питальній формі ставиться перед усією групою підмета (підметом з означеннями):

Does your younger sister go to school?	Твоя молодша сестра ходить до школи?
--	--------------------------------------

2. Питальні речення, в яких питальне слово виконує роль підмета або означення до підмета, мають будову розповідного речення. Допоміжне дієслово to do у цьому разі не вживається:

Who goes there?	Хто йде туди?
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Whose brother goes there?

Чий брат іде туди?

Заперечна форма Present Indefinite утворюється з допоміжного дієслова to do в Present Indefinite, заперечної частки not та інфінітива основного дієслова без частки to:

I do not work.

He }
She } does not work.
It }

We }
You } do not work.
They }

В усному мовленні замість do not і does not звичайно вживаються скорочені форми don't і doesn't:

I don't understand you.

Я вас не розумію.

He doesn't recognize me.

Він не впізнає мене.

У питально- заперечній формі частка not ставиться після підмета:

Do you not know him?

Хіба ви не знаєте його?

Звичайно у питально- заперечних реченнях вживаються скорочені форми don't і doesn't, які ставляться перед підметом:

Don't you know any news?

Ви не знаєте ніяких новин?

Doesn't your son go to school?

Хіба ваш син не ходить до школи?

Why don't you go?

Чому ви не йдете?

Допоміжне дієслово to do у стверджувальній формі Present Indefinite вживається також для підсилення висловлюваної думки. У цьому разі воно стоїть між підметом та інфінітивом основного дієслова без частки to:

I do know that.

Я дійсно знаю це.

He does work there.

Він таки працює там.

Вживання Present Indefinite

Present Indefinite вживається для вираження *повторюваної або постійної дії стосовно теперішнього часу*:

He comes here at six o'clock.

Він приходить сюди о шостій годині.

She goes to school.

Вона ходить до школи.

He plays the violin and sings.

Він грає на скрипці і співає.

He goes to see her every day.

Він ходить до неї щодня.

She lives in Kyiv with her

Вона живе у Києві з матір'ю і

mother and two brothers.

двома братами.

Present Indefinite вживається для вираження дії, яка характеризує підмет постійно або протягом теперішнього періоду часу:

You shoot very well.

Ви стріляєте дуже добре.

He speaks both French and English fluently.

Він вільно розмовляє як французькою, так англійською мовами.

He dances very badly.

Він танцює дуже погано.

Present Indefinite вживається для вираження дії або стану, які не обмежені якимись часовими рамками і відбуваються незалежно від волі людини:

Sugar dissolves in water.

Цукор розчиняється у воді.

Copper conducts electricity better than other metals.

Мідь проводить електрику краще, ніж інші метали.

Present Indefinite вживається для вираження дії, яка відбувається в момент мовлення:

а) з дієсловами, що не вживаються у формі Continuous: **to see, to know, to hear, to feel, to like, to hate, to love, to understand:**

I don't see anything.

Я нічого не бачу.

I don't understand it.

Я не розумію цього.

б) якщо той, хто говорить, лише констатує факт, а не передає дію як процес, що триває:

Here she comes.

Ось вона йде.

Why **does** she **walk** so slow?

Чому вона йде так повільно?

Present Indefinite вживається для вираження майбутньої дії в підрядних реченнях часу та умови, які вводяться сполучниками **when** коли; **after** після того як; **before** перш ніж, перед тим як; **till, until** поки; **as soon as** як тільки; **if** якщо; **unless** якщо не та ін.:

I'll be here till you **come**.

Я буду тут, поки ти прийдеш.

Wait until I **get** my coat.

Почекай, поки я дістану пальто.

If you **come**, I shall give you this book.

Якщо ви прийдете, я дам вам цю книжку.

Present Indefinite вживається для вираження запланованої майбутньої дії (здебільшого з дієсловами, що означають рух: **to go**

іти, їхати; to come приходити, прибувати; to leave від'їжджати; to start вирушати; to arrive прибувати та ін.). У таких реченнях звичайно вживаються обставинні слова, що вказують на час дії. У відповідних українських реченнях вживається теперішній час:

I leave Kyiv tomorrow.	Завтра я виїжджаю з Києва.
Our ship sails on next Tuesday.	Наш пароплав відпливає наступного вівторка.
When does the doctor come?	Коли прийде лікар?

Present Indefinite вживається у зв'язній розповіді для вираження дії або ряду послідовних дій у минулому. Таке вживання Present Indefinite поживляє розповідь, події ніби відбуваються в момент мовлення:

All of a sudden, one evening **comes** little Emily from her work and him with her.

Раптом одного вечора приходить Емілія з роботи і він з нею.

Present Continuous (теперішній тривалий час)

Present Continuous утворюється з допоміжного дієслова **to be** в Present Indefinite та дієприкметника теперішнього часу (**Present Participle**) основного дієслова.

Present Participle утворюється додаванням закінчення - **ing** до інфінітива основного дієслова без частки **to**:

read + ing - reading
work + ing – working

У дужках подано скорочені форми, що вживаються в усному мовленні.

I am working (I'm working).	We are working (We're working).
He is working (He's working).	You are working (You're working).
She is working (She's working).	They are working (They're working).
It is working (It's working).	

У питальній формі допоміжне дієслово ставиться перед підметом

Are the boys playing chess?	Хлопці грають у шахи зараз?
Is she working in the garden?	Вона зараз працює в саду?
What are you doing?	Що ви робите?

У заперечній формі після допоміжного дієслова вживається

частка **not**:

The girls **are not singing**. Дівчата зараз не співають.

У питально-заперечних реченнях допоміжне дієслово ставиться перед підметом, а частка **not** - - після підмета:

Am I **not** preparing for my examinations?

В усному мовленні замість **is not** і **are not** вживаються здебільшого скорочені форми **isn't** і **aren't**:

She **isn't listening**.

Вона зараз не слухає

They **aren't listening**.

Вони зараз не слухають

Why **aren't** you **working**?

Чому ви зараз не працюєте?

Вживання Present Continuous

Present Continuous вживається для вираження дії, що відбувається в момент мовлення:

Why **are** you crying?

Чому ти плачеш?

You **are** not **listening** to me.

Ти не слухаєш мене.

Present Continuous вживається для вираження тривалої дії, що відбувається в певний період теперішнього часу, хоч і не обов'язково в момент мовлення.

"What **are** you **doing** here in Kyiv?"

"Що ви робите тут, у Києві?"

"**I'm studying** at the Taras Shevchenko University".

"Я вчуся в університеті ім. Тараса Шевченка".

Present Continuous вживається для вираження тривалої дії, що відбувається одночасно з іншою дією, яка відноситься до теперішнього часу:

I am only happy when **I am working**.

Я щасливий лише тоді, коли працюю.

What does he do when he's **not teaching**?

Чим він займається, коли не веде занять у школі?

Present Continuous (як і Present Indefinite) вживається для вираження запланованої майбутньої дії, особливо з дієсловами, що означають рух: **to go** *іти, їхати*; **to come** *приходити*; **to leave** *від'їжджати*; **to arrive** *прибувати*, **to start** *вирушати* та ін. У цьому разі обов'язково вживаються обставини часу:

We're flying to Paris in the morning.

Вранці ми відлітаємо до Парижа.

When are you coming back?

Is he coming tonight?

Коли ви повернетесь?

Він прийде сьогодні ввечері?

Дієслово **to go** у Present Continuous з інфінітивом іншого дієслова означає намір виконати дію в найближчому майбутньому або надає їй відтінку обов'язковості, неминучості виконання дії, позначеної інфінітивом:

I am going to speak.

He is going to be a teacher.

Я буду говорити.

Він збирається бути вчителем.

Future Indefinite

(майбутній неозначений час)

Future Indefinite - часова форма дієслова, що виражає дію, яка відбудеться або відбуватиметься в майбутньому.

Future Indefinite утворюється з допоміжних дієслів **shall** та інфінітива основного дієслова без частки **to**.

Допоміжне дієслово **shall** вживається в першій особі однини і множини, **will** - у другій і третій особі:

I shall work.

He

She

It

} will work

We shall work.

You will work

They will work.

I shall come again soon.

Я скоро знову прийду.

Your father **will be** back in a moment.

Ваш батько вмить повернеться.

Примітка. Іноді допоміжне дієслово **will** вживається для утворення **Future Indefinite** у всіх особах. Особливо часто це трапляється в американському варіанті англійської мови (а також в Шотландії та Ірландії).

В усному мовленні замість **shall i will** звичайно вживається скорочена форма 'll (апостроф + ll), яка на письмі приєднується до підмета:

I'll tell it to you after dinner

He'll be back in an hour.

Я розкажу вам про це після. обіду.

Він повернеться за годину.

У питальній формі допоміжне дієслово ставиться перед підметом:

Shall we come back here to sleep? Ми повернемось сюди на
ночівлю?

When **will he be** at home?

Коли він буде вдома?

У **заперечній** формі і після допоміжного дієслова вживається частка **not**:

We shall not go there.

Ми не підемо туди.

He **will not** stay here.

Він не залишиться тут.

В усному мовленні переважно вживаються скорочені форми - **shan't** [ʃant] замість **shall not** і **won't** [wount] замість **will not**:

I shan't go there.

Я не піду туди.

She **won't** go to the theatre.

Вона не піде в театр.

Future Indefinite вживається для вираження одноразової, постійної або повторюваної дії в майбутньому:

I'll go over with you tomorrow morning.

Я поїду з тобою завтра вранці.

I'll always **come** back.

Я завжди повертатимусь.

He'll **work** at the factory next year.

Наступного року він працюватиме на фабриці.

У підрядних реченнях часу й умови майбутній час в англійській мові не вживається. Для вираження майбутньої дії в таких реченнях замість Future Indefinite вживається Present Indefinite

I'll be here till you **come**.

Я буду тут, поки ти прийдеш.

I'll give it him when he **comes** back.

Я дам це йому, коли він повернеться.

Modal Verbs

Модальні дієслова

В англійській мові є група дієслів (**can, may, must, shall, should, will, would, need, dare**), які називаються модальними. Ці дієслова не мають усіх основних форм, і тому вони ще називаються недостатніми (Defective Verbs).

CAN

Дієслово **can** має дві форми: теперішній час **can** і минулий час **could**:

I **can** swim

Я вмію плавати.

He could read when he was five years old.

Він умів читати, коли йому було п'ять років.

Could часто вживається також як форма умовного способу - Subjunctive II. У цьому значенні **could** у сполученні з неозначеним

інфінітивом (Indefinite Infinitive) вживається відносно теперішнього або майбутнього часу, а в сполученні з перфект- ним інфінітивом (Perfect Infinitive) минулого часу.

Could you eat now?

I could learn Latin very soon.

You could have gone to the library yesterday.

Дієслово **can** виражає фізичну або розумову здатність, уміння або можливість виконати дію в теперішньому (**can**) або минулому (**could**) часі:

He **can lift** this weight.

Can you see anything?

I can read French.

I couldn't solve the problem.

You **can buy** this book; it is on sale now.

Ви могли б зараз їсти?

Я могла б вивчити латинську мову дуже скоро

Ти **міг би** піти в бібліотеку вчора.

Він може підняти цю вагу.

Ви що- небудь бачите?

Я можу читати французькою мовою.

Я не зміг розв'язати задачі.

Ти можеш купити цю книжку; вона зараз у продажу.

Після форми **could** у цих значеннях може вживатися перфектний інфінітив, який вказує на те, що дія, яка могла відбутися, не відбулася:

You **could have bought** this book; Ти міг купити цю книжку, it was on sale. вона була в продажу (*але не купив*).

He **could have guessed** it.

Він міг здогадатися про це (*але не здогадався*).

Дієслово **can** не має майбутнього часу. Замість **can** вживається сполучення **to be able** *бути спроможним*: інфінітив після нього вживається з часткою **to**. Вираз **to be able** іноді вживається також відносно теперішнього і минулого часу:

Perhaps this young man **will be able** to help you.

She wasn't able to answer.

Можливо, цей молодий чоловік зможе допомогти вам.

Вона не могла відповідати.

Дієслово **can** вживається для вираження дозволу або заборони (в заперечній формі).

You can use dictionaries.

Можете користуватися

You can't use dictionaries.	словниками.
Can I sit with you for a little?	Словниками користуватися не можна.
Can I come in?	Можна мені трохи посидіти з вами?
	Можна ввійти?

Форма **could** у значенні дозволу вживається лише в питальних реченнях для вираження ввічливого прохання:

Could I take your pen?	Можна мені взяти вашу ручку?
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MAY

Дієслово **may** має дві форми: теперішній час **may** і минулий час **might**.

Але в значенні минулого часу дійсного способу форма **might** вживається дуже рідко, головним чином у підрядних реченнях за правилом послідовності часів:

He asked the doctor if he might use his telephone.	Він запитав лікаря, чи йому можна скористатися його телефоном.
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Дієслово **may** найчастіше виражає припущення з відтінком сумніву, невпевненості. У цьому значенні **may** вживається у стверджувальних і заперечних реченнях з усіма формами інфінітива.

Indefinite Infinitive з дієсловом **may** звичайно виражає дію, що стосується майбутнього часу:

She may come back.	Може, вона повернеться.
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Сполучення **may** з Continuous Infinitive виражає припущення, і дія відбувається в момент мовлення:

He may be waiting for you.	Можливо, він чекає на вас.
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Якщо дієслово не вживається в формі Continuous, то дія, що стосується теперішнього часу, позначається формою Indefinite Infinitive:

She may know about it.	Можливо, вона знає про це.
They may be at school now.	Можливо, вони зараз у школі.

Perfect Infinitive вказує на те, що припущення тут стосується лише минулого часу:

I may have put it on the table.	Може, я поклав його на
---------------------------------	------------------------

столі.

MUST

Дієслово **must** має лише одну форму. Дія, виражена інфінітивом у сполученні з **must**, може стосуватися теперішнього майбутнього часу:

He **must be** at school now. Зараз він мусить бути в школі.

She **must come** tomorrow Вона має прийти завтра.

Must може стосуватися минулого часу в додаткових підрядних реченнях, якщо дієслово-присудок головного речення стоїть у минулому часі:

He **told** that she **must consult** a doctor. Він сказав, що вона повинна порадитися з лікарем.

Дієслово **must** виражає обов'язок, необхідність. У значенні **must** вживається у стверджувальних реченнях лише з неозначеним інфінітивом:

To catch the train **I must** get up at six. Щоб потрапити на поїзд, я мушу встати о 6 годині.

Must we come to school tomorrow? Чи треба нам приходити в школу завтра?

Для вираження необхідності стосовно минулого і майбутнього часу вживається дієслово **to have** у відповідних часових формах

But he had to wait a quarter of an hour. Але він мусив чекати чверть години.

I shall have to pay him something. Мені доведеться щось заплатити йому.

У заперечних реченнях **must** виражає заборону. У цьому значенні **must** вживається лише з неозначеним інфінітивом:

You must not talk aloud in the reading – hall. У читальному залі не дозволяється голосно розмовляти.

Коли йдеться про те, що нема потреби, необхідності виконати дію, **вживають** заперечну форму дієслова **need - need not (needn't)** або заперечну форму модального дієслова **to have**:

Must we come to tomorrow? Треба нам приходити до вас завтра?

No, you needn't. Ні, не треба.

You don't have to learn the Не обов'язково вчити

poem by heart.

цей вірш напам'ять.

Дієслово **must** вживається для вираження *наказу* і *поради*. У цих значеннях воно вживається у стверджувальних і заперечних реченнях з неозначеним інфінітивом:

Tomorrow you **must come**
to work at eight.

You must not read this book.

It is not interesting.

Завтра ви повинні прийти на
роботу о восьмій годині.

Не треба читати цієї книжки.

Вона нецікава.

SHOULD i OUGHT

Дієслова **should** і **ought** майже не різняться за значенням. Кожне з них має лише одну форму. **Should** вживається з **інфінітивом** без частки **to** Після **ought** інфінітив вживається з **часткою to**.

Дієслова **should** і **ought** виражають (з моральної точки зору того, хто говорить), *пораду*, *рекомендацію*. У цих значеннях **should** і **ought** вживаються з різними формами інфінітива.

Сполучення **should** і **ought** з Indefinite Infinitive виражають дію *стосовно теперішнього або майбутнього часу*:

You ought to go to
the movies more.

Kate is in hospital.

You **should** visit her.

Вам слід більше ходити в
кіно.

Катя у лікарні.

Ви б відвідали її.

Continuous Infinitive з **should/ought** виражає дію *стосовно теперішнього часу, іноді стосовно моменту мовлення*.

You oughtn't to be working
for those people.

I think we **ought**
to be starting.

Вам не слід працювати у
тих людей.

Я думаю, нам треба
вирушати

Дієслова **should** і **ought** іноді вживаються для вираження припущення з відтінком упевненості. Проте в цьому значенні частіше вживається дієслово **must**:

He ought to be able to
do something.

You **ought to be** a happy wife.

Він, мабуть, зможе щось
зробити.

Ви, певно, щаслива
дружина.

Дієслово **should** вживається в риторичних запитаннях з питальним

словом **why** для вираження подиву, сильного здивування, обурення:

Why **should I feel**
about it?

Чому я маю почувати себе guilty
винним у цьому?

Why **shouldn't I** go for
a walk?

А чому б мені не піти на
прогулянку?

NEED

Дієслово **need** вживається як модальне і як смислове. Дієслово **need** у сполученні з Indefinite Infinitive виражає необхідність виконання дії стосовно теперішнього - майбутнього часу і вживається у питальних і заперечних реченнях. Модальне дієслово **need** має лише форму теперішнього часу.

Питальна й заперечна форми утворюються без допоміжного дієслова **to do** і вживаються з інфінітивом основного дієслова без частки **to**:

You **need not trouble** about
that at all.

Вам зовсім не треба
турбуватися про це.

You **needn't hurry**.

Вам немає потреби поспішати.

Need we go there?

Нам треба йти туди?

Дієслово **need** як смислове означає мати потребу в чомусь. У цьому значенні воно відмінюється за загальними правилами і вживається в теперішньому, минулому і майбутньому часі:

I'll need this magazine.

Мені цей журнал буде
потрібний.

Інфінітив після нього вживається з часткою **to**, питальна й заперечна форми в Present Indefinite і Past Indefinite утворюються з допомогою дієслова **to do**:

You **don't need** to say a lot
of nonsense.

Не треба говорити дурниць.

Do you **need** any money?

Вам потрібні гроші?

I don't need any more people
around here.

Мені не треба тут більше
людей.

Perfect Infinitive, вжитий з дієсловом **need**, означає, що дія, в якій не було необхідності, відбулася:

You **needn't have done**
this exercise in written form.

Не треба було виконувати
цю вправу письмово.

UNIT III

Past Continuous

(минулий тривалий час)

Past Continuous утворюється з допоміжного дієслова **to be** в **Past Indefinite** та дієприкметника теперішнього часу (Participle I) основного дієслова:

I was working

We were working

She was working

You were working

He was working

They were working

It was working

У *питальній формі* допоміжне дієслово ставиться перед підметом:
What were you telling him? Що ви йому *говорили*?

У *заперечній формі* після допоміжного дієслова вживається частка *not*:
I was not working in the evening. Я *не працював* увечері.

Past Continuous вживається для вираження дії, що відбувалась, тривала в певний момент у минулому. На час дії вказують також обставинні слова типу *at 2 o'clock, at midnight, at that moment, at 5 o'clock*, або підрядні речення з дієсловом- присудком у Past Indefinite, а також для дії, що тривала протягом якогось періоду часу в минулому:

He was working at his English at that time. Він працював над англійською мовою в той час.

Carrie was sitting by the window when he came in. Керрі сиділа біля вікна, коли window він увійшов.

In spring of the year 1881 he was visiting his old schoolfellow. Навесні 1881 року він *was visiting* his old schoolfellow. *гостював* у свого старого шкільного товариша.

У підрядних додаткових реченнях, якщо дієслово- присудок головного речення вжито у минулому часі, Past Continuous часто вживається з дієсловами, що означають рух (*to go, to come*), для позначення дії, яка була майбутньою стосовно минулого:

She said she was coming to see you after supper.

Вона сказала, що *прийде* до вас після вечері.

Future Continuous

(майбутній тривалий час)

Future Continuous утворюється з допоміжного дієслова **to be** в

Future Indefinite та дієприкметника теперішнього часу (Participle I) основного дієслова:

I shall be working

We shall be working

He will be working

You will be working

She will be working

They will be working

It will be working

У *питальній формі* допоміжне слово *shall* або *will* ставиться перед підметом:

Will they be working?

У *заперечній формі* після допоміжного дієслова *shall* або *will* вживається заперечна частка *not*:

They will not be working.

Future Continuous вживається для вираження тривалої дії, що відбуватиметься в якийсь момент або період часу в майбутньому, а також часто вживається у тому ж значенні, що й **Future Indefinite**, тобто виражає майбутню дію:

Meet me at two o'clock. I shall be looking out for you.

Зустрінемось о другій годині. Я чекатиму на тебе.

We shall be playing all morning.

Ми будемо грати весь ранок.

You will not be coming back here any more.

Ви більше сюди не повернетесь.

From now I shall be asking thousands of questions.

Віднині я буду ставити тисячі запитань.

He will be going to school soon.

Він скоро ходитиме до школи.

UNIT IV

Present Participle I (Participle I)

Participle I не має певного часового значення і виражає різні часові відношення залежно від контексту і значення дієслова, від якого утворено дієприкметник.

a) Present Participle вживається для позначення дії, одночасної з дією, вираженою дієсловом- присудком речення. Залежно від часу дієслова- присудка **Present Participle** може відноситись до теперішнього, минулого або майбутнього часу:

Reading English books I **write** out new words.

Читаючи англійські книжки, я **виписую** нові слова.

Reading English books I **wrote out** new words.

Читаючи англійські книжки, я **виписував** нові слова.

Reading English books I **will write** out new words.

Читаючи англійські книжки, я **виписуватиму** нові слова.

б) Present Participle може виражати дію, що відноситься до теперішнього часу, незалежно від часу дії, вираженої дієсловом - присудком речення.

The students working in our city came from Kyiv.

Студенти, що працюють у нашому місті, прибули з Києва.

в) Present Participle може вживатися безвідносно до якогось часу:

The bisector is a straight line dividing an angle into two equal parts.

Бісектриса - це пряма лінія, що поділяє кут на дві рівні частини.

г) Present Participle може виражати дію, що передує дії, вираженій присудком, якщо обидві дії відбуваються безпосередньо одна за одною. У такому значенні часто трапляється present participle дієслів to enter - входити, to close- закривати, to arrive- прибувати, to see- бачити, to hear- чути та ін.:

Entering his room, he went quickly to the other door.

Увійшовши в свою кімнату, він швидко пішов до інших дверей.

Dressing myself as quickly as I could I go for a walk.

Одягнувшись якомога швидше, я пішов на прогулянку.

д) Present Participle вживається тоді, коли іменник або займенник, до якого він відноситься, позначає суб'єкт вираженої ним дії:

Weeping she walked back to the house.

Плачучи, вона повернулася в будинок.

Past Participle (Participle II)

Past Participle має лише одну форму і є пасивним дієприкметником. Він вживається тоді, коли іменник або займенник, до якого він відноситься, позначає об'єкт вираженої ним дії:

A written letter- написаний лист

The machines made at this plant- машини, виготовлені на цьому заводі

Здебільшого **Past Participle** виражає дію, що передує дії, вираженій присудком речення:

We looked for the destroyed bridge.

Ми дивилися на зруйнований міст.

(міст було зруйновано раніше, ніж ми дивилися на нього).

Але **Past Participle** може також виражати дію, одночасно з дією, вираженою дієсловом-присудком, а також дію, безвідносно до часу:

Her father is a doctor loved and respected by everybody.

Її батько - лікар, якого всі люблять і поважають.

A central angle is an angle formed by two radii.

Центральний кут- це кут, утворений двома радіусами.

Past Participle у реченні найчастіше буває означенням. У цій функції Past Participle ставиться звичайно перед означуваним іменником. Past Participle із залежними від нього словами (participle phrase) в англійській мові завжди ставиться після означуваного іменника. Проте Past Participle у сполученні з прислівником способу дії звичайно ставиться перед означуваним іменником:

He is a well-known writer.

Він відомий письменник.

The children danced round the beautifully decorated tree.

Діти танцювали навколо чудово прикрашеної ялинки.

Past Participle вживається також у ролі обставин (часу, причини, мети, способу дії і порівняння) із сполучниками when- коли, if- якщо, якби, as though- наче, ніби, though- хоч:

Frightened by the dog, the child began to cry.

Злякавшись собаки, дитя почало плакати.

When praised, he was ill at ease.

Коли його хвалили, він почував себе ніяково.

Though wounded, the soldier did not leave the battlefield.

Хоч і поранений, солдат не залишив поля бою.

Past Participle вживається у реченні у функції предикатива:

When I came into the room, the window was broken.

Коли я зайшов до кімнати, вікно було розбите.

UNIT V

Past Indefinite

(минулий неозначений час)

Past Indefinite - часова форма дієслова, яка виражає дію, що відбулася або відбувалася в минулому .

За способом утворення Past Indefinite дієслова в англійській мові поділяються на *правильні* й *неправильні* .

Past Indefinite правильних дієслів (regular verbs)

Past Indefinite правильних дієслів утворюється додаванням, до інфінітива без частки to закінчення- ed, яке вимовляється так:

[t] - після глухих приголосних, **крім t**: to pick *вибирати* - picked [pɪkt]
to search *обишукувати* – searched [sɜ:tʃt]

[d] - після дзвінких приголосних, **крім d**, та після голосних
to detain *затримувати* - detained [dɪ'teɪnd] .

to prove - *доказувати*- proved [pru:vd]

to answer- *відповідати*- answered ['a:nsəd]

[ɪd] –після **t, d, te, de**:

to scoot *втікати* – scooted [sku:tɪd]

to detect *викривати* – detected [dɪ'tektɪd]

to decide *вирішувати* - decided [dɪ' saɪdɪd]

to hate *ненавидіти* - hated ['heɪtɪd]

Дієслова в Past Indefinite не змінюються за особами й числами - мають однакову форму в усіх особах однини й множини:

I translated.

We translated.

You translated.

You translated.

She (He, It) translated.

They translated.

Правила правопису правильних дієслів в Past Indefinite :

а) якщо інфінітив закінчується *буквою* - е, то в Past Indefinite перед закінченням - ed вона не пишеться: I to live *жити* – lived

б) якщо інфінітив закінчується *буквою* - у, якій передуює приголосна, то перед закінченням –ed у змінюється на *i*:

to carry *нести* - carried

to cry *кричати* – cried

в) якщо інфінітив закінчується *буквою* - у, якій передуює голосна, то зміна не відбувається:

to obey *коритися*- obeyed

to play *грати* – played

г) якщо інфінітив закінчується однією приголосною буквою, якій передуює короткий голосний звук, то кінцева приголосна перед - ed

подвоюється:

to stop *зупинятися* - stopped

to travel *подорожувати* – travelled

д) якщо останній склад наголошений і не має дифтонга, то кінцева буква **г** подвоюється :

to pre'fer *віддавати перевагу* - preferred

to o'ccur *траплятися* – occurred

to con'fer *присвоювати, радитись* - conferred

Past Indefinite неправильних дієслів (irregular verbs).

Past Indefinite неправильних дієслів утворюється по-різному, здебільшого чергуванням голосних і приголосних кореня:

to take *брати* - took

to spend *витрачати* - spent

to think *думати* – thought

Існують і інші способи утворення Past Indefinite та Participle II неправильних дієслів. Усі три форми неправильних дієслів слід завчити і запам'ятати, що дієслова в Past Indefinite не змінюються-мають однакову форму:

I caught

We caught

You caught

You caught

He (She, It) caught

They caught

Питальна форма Past Indefinite правильних і неправильних дієслів утворюється з допоміжного дієслова to do в Past Indefinite (**did**) та **інфінітива основного дієслова без частки to**. Допоміжне дієслово ставиться перед підметом (групою підмета):

Did you sign the report yesterday?

Did you go home ?

When did you come?

Заперечна форма Past Indefinite утворюється з допоміжного дієслова to do в Past Indefinite (**did**), заперечної частки **not** та інфінітива основного дієслова без частки to (**did not ask**). В усному мовленні замість **did not** вживається скорочена форма **didn't**:

He did not do it .

We didn't ring him up a day before yesterday.

У **питально - заперечній формі Past Indefinite** допоміжне дієслово **did** ставиться перед підметом, а частка **not** після нього,

скорочена форма **didn't** ставиться перед підметом:

Why did you not write a letter to your parents?

Why didn't you write a letter to your parents?

Didn't you think about it yesterday?

Допоміжне дієслово **did** вживається також у стверджувальній формі Past Indefinite для підсилення висловлюваної думки. У цьому разі форма **did**, на яку падає сильний наголос, ставиться між підметом та інфінітивом основного дієслова.

I did want to catch a criminal.

Вживання Past Indefinite

1. Past Indefinite вживається для вираження дії, яка відбулася (одноразово) чи відбувалася (постійно) в минулому в зазначений час, для того щоб констатувати, що дія відбулася в минулому. Час виконання дії може бути вказаний або не вказаний, так як важливо, що дія відбулася. Для уточнення часу з дієсловом в Past Indefinite часто вживаються обставини часу: yesterday - учора, the day before yesterday - позавчора, last time - минулого разу, last week (month, Monday, summer, year) – минулого тижня (місяця, понеділка, літа, року), two days (years) ago – два дні (роки) тому назад, in 1991 – в 1991 і т. д.

We saw him yesterday.

He met her two years ago.

The bus was 15 minutes late.

2. Past Indefinite вживається для вираження ряду послідовних дій у минулому:

Yesterday I came home very late, had some coffee in the kitchen and decided to phone my parents.

3. Past Indefinite вживається для вираження дії у минулому:

He spent a lot of money on his friends every weekend.

They saw us every day.

Для вираження дії у минулому вживається також конструкція **would** з інфінітивом і **used** з інфінітивом

Their son would to come to our place on Sunday.

He used to be a lawyer just like his father.

Past Indefinite

стверджувальна форма	питальна форма	заперечувальна форма
I played (wrote)	Did I play (write)?	I did not play (write).
He/she played (wrote)	Did he/she play (write)?	He/she did not play (write).
We played (wrote)	Did we play (write)?	We did not play (write).
You played (wrote)	Did you play (write)?	You did not play (write).
They played (wrote)	Did they play (write)?	They did not play (write).

The Present Perfect Tense (теперішній перфектний час)

Present Perfect утворюється з допоміжного дієслова **to have** у **Present Indefinite** та дієприкметника минулого часу (**Past Participle**) **основного дієслова**.

Past Participle правильних дієслів утворюється додаванням до інфінітива закінчення **-ed**.

to accuse - accused

Past Participle неправильних дієслів треба запам'ятати:

to catch - caught

to steal - stolen

I have had some good news. **We have had** some good news.
You have had some good news. **You have had** some good news.
He has had some good news. **They have had** some good news.
She has had some good news.
It has had some good news.

в усному мовленні живаються переважно скорочені форми:

I've had some good news. **We've had** some good news.
You've had some good news. **You've had** some good news.
He's had some good news. **They've had** some good news.
She's had some good news.
It's had some good news.

у питальній формі допоміжне дієслово ставиться перед підметом:

Have you ever seen a criminal?	Ви коли- небудь бачили злочинця?
--	----------------------------------

у заперечній формі після допоміжного дієслова вживається частка **not**:

He has not signed this yet.	Він ще не підписав цей document документ.
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Скорочена заперечна форма, яка часто вживається в усному мовленні, має два варіанти:

I haven't = I've not

He hasn't = He's not

We haven't met her there.	Ми її там не зустріли.
---------------------------	------------------------

They've not told me about their friends .	Вони мені не розповідали про своїх друзів.
---	--

У питально- заперечній формі допоміжне дієслово ставиться перед підметом, а частка **not** - після підмета, а скорочені форми **haven't** і **hasn't**:

Why have they not told about them?	Чому вони не розповіли you тобі про них?
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Hasn't she been to London?	Невже вона не була в Лондоні?
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Why haven't you brought papers?	Чому ти не приніс газети?
---------------------------------	---------------------------

Вживання Present Perfect

Present Perfect вживається для вираження дії, яка відбулась до моменту мовлення, і той, хто говорить, має на увазі результат цієї минулої дії, її важливість на момент мовлення:

He has broken his leg.	Він зламав ногу
------------------------	-----------------

I have recovered from my illness.	Я одужав після хвороби (зараз мені краще)
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Час дії, вираженої дієсловом у **Present Perfect**, здебільшого не зазначається, тому що у центрі уваги результат дії, а не час її перебігу:

You haven't told me the whole truth.	Ви не розповіли мені всієї правди.
--------------------------------------	------------------------------------

He has seen more than I.	Він бачив більше, ніж я .
--------------------------	---------------------------

Present Perfect вживається також у реченнях з обставинами часу:

а) що означають період часу, який почався в минулому і тривав до моменту мовлення: **up to now**; **up to the present** до цього часу; **lately**

нещодавно, за останній час; **recently** останнім часом; **so far** до цього часу; **since** відтоді; **not yet** ще не.

I haven't seen my friends
since July.

Я не бачив своїх друзів
з липня.

б) що означають період часу, який ще не закінчився: **today** сьогодні, **this week** цього тижня, **this year** цього року, **this morning** сьогодні вранці.

Have you met him today?

Ти зустрів його
сьогодні.

З цими обставинами часу вживається також **Past Indefinite (Simple)**:

I had my breakfast this morning.

Я поснідав сьогодні вранці.

Present Perfect вживається також у реченнях з прислівниками неозначеного часу і частотності: **ever** коли-небудь, **never** ніколи, **often** часто, **seldom** рідко, **already** вже, **just** щойно:

He's just arrived.

Він щойно приїхав.

З цими прислівниками вживається також **Past Indefinite (Simple)**:

I told you already.

Я вже казав вам.

Present Perfect не вживається з обставинними словами та словосполученнями, які уточнюють час минулої дії, наприклад: **yesterday** вчора, **the day before yesterday** позавчора, **last week (month, year)** минулого тижня (місяця, року), **an hour ago** годину тому, **two days ago** два дні тому, **on Monday** у понеділок, **in July** у липні, **in 1945** у 1945 році тощо, а також у запитаннях з питальним словом **when**? З такими обставинами часу вживається **Past Indefinite**:

When did he come?

Коли він прийшов?

Present Perfect вживається для вираження дії або стану, що триває з якогось моменту в минулому аж до момента мовлення. У цьому значенні **Present Perfect** вживається переважно з дієсловами, що не мають форми **Continuous**:

He has known her for years.

Він знає її багато років.

Where have you been since
yesterday?

Де ти був від учора?

Період тривалості дії здебільшого позначається прийменником **for** (**for an hour** протягом години, **for ten years** протягом десяти років, **for a long time** довгий час і т.п.), а початок дії – словом **since** (**since**

five o'clock з *п'ятої години*, **since Monday** з *понеділка*, **since I saw him** з *того часу, як я його бачив* і т.п.).

У підрядних реченнях часу й умови **Present Perfect** вживається для вираження дії, що закінчилась до певного моменту в майбутньому:

You shall not go till you	Ви не підете, поки не
have told me all. (Bronte)	розповісте мені все.

У цьому разі **Present Perfect** перекладається на українську мову **майбутнім часом**.

Past Perfect Tense (минулий перфектний час)

Past Perfect утворюється з допоміжного дієслова **to have** у **Past Indefinite** та дієприкметника минулого часу (**Past Participle**) основного дієслова. Дієслова в **Past Perfect** не змінюються за особами і числами:

I (he, she, it, we, you, they) had solved .

В усному мовленні замість **had** вживається переважно скорочена форма **'d**, яка на письмі приєднується до підмета:

I'd (he'd, she'd, it'd, we'd, you'd, they'd) written.

У **питальній формі** допоміжне дієслово ставиться перед підметом:

Had they done ?

У **заперечній формі** після допоміжного дієслова вживається заперечна частка **not**:

I had not built

В усному мовленні в заперечній і в питально- заперечній формах вживається також скорочена форма **hadn't**:

He hadn't stolen.

Вживання Past Perfect

Past Perfect вживається для вираження дії, що відбулася раніше іншої минулої дії, позначеної дієсловом у **Past Indefinite**.

He had told me he had met her. Він казав мені, що зустрічав її.

When he had read the report,	Прочитавши рапорт,
he signed it.	він підписав його.

The sun had set and it	Сонце вже зайшло,
was becoming dark.	смеркалося.

Форма **was becoming dark** виражає дію, що мала місце в певний

період часу в минулому (сонце зайшло до цього періоду)

Примітки. 1. Під час періоду минулих дій у тій послідовності, в якій вони відбувалися, дієслова вживаються в Past Indefinite.

He put on his coat, locked the door and went away.

2. У складнопідрядному реченні із сполучниками **after** після того як і **before** перш ніж, перед тим як, коли немає потреби наголошувати, що одна дія передує іншій і в головному, і в підрядному реченнях вживається Past Indefinite.

He stood motionless after
she disappeared. (Shaw)

Він стояв нерухомо,
після того як вона зникла.

Past Perfect вживається для вираження минулої дії, що вже закінчилася до певного моменту в минулому. Цей момент позначається такими словосполученнями: *by two o'clock до другої години, by that time до того часу, by the 1st of September до першого вересня.*

I had learnt that poem by heart
three o'clock.

До третьої години я by
вже вивчив вірш.

Заперечна форма Past Perfect вказує на те, що до певного моменту в минулому дія ще не закінчилася

I had not printed my story
Friday.

До п'ятниці я ще не by
надрукувала своє
оповідання

Past Perfect вживається для вираження дії, що почалася до певного моменту в минулому і тривала аж до цього моменту. У цьому значенні **Past Perfect** вживається переважно з дієсловами, які не мають форми Continuous:

When I came, he had been
there for an hour.

Коли я прийшов, він був
там вже годину.

У підрядних реченнях часу і умови **Past Perfect** вживається для вираження передминулої дії, що була майбутньою стосовно минулого:

He would sit with her tonight after Mabel had gone. Він сидітиме з нею сьогодні ввечері, після того як Мейбл поїде.

У цьому разі **Past Perfect** перекладається на українську мову **майбутнім часом**.

Past Perfect

стверджувальна форма	питальна форма	заперечувальна форма
I had played.	Had I played?	I had not played.
He/she had played.	Had he/she played?	He/she had not played.
We had played.	Had we played?	We had not played.
You had played.	Had you played?	You had not played.
They had played.	Had they played?	They had not played.

ТАБЛИЦЯ НЕПРАВИЛЬНИХ ДІЄСЛІВ

I форма Present Simple	II форма Past Simple	III форма Participle II	
1. arise	arose	arisen	підійматися
2. be	was/were	been	бути
3. bear	bore	born	народжувати
4. become	became	become	зробитися, стати
5. begin	began	begun	починати(ся)
6. bend	bent	bent	гнути
7. bind	bound	bound	зв'язувати
8. bite	bit	bitten	кусати(ся)
9. bleed	bled	bled	сходити кров'ю
10. blow	blew	blown	дути
11. break	broke	broken	ламати(ся)
12. breed	bred	bred	виховувати
13. bring	brought	brought	приносити
14. build	built	built	будувати
15. burn	brunt	burnt	горіти, палити
16. buy	bought	bought	купувати
17. cast	cast	cast	кидати
18. catch	caught	caught	ловити,
19. choose	chose	chosen	схоплювати

20. come	came	come	вибирати, добирати
21. cost	cost	cost	приходити
22. cut	cut	cut	коштувати
23. dig	dug	dug	різати
24. do	did	done	рити, копати
25. draw	drew	drawn	робити
26. dream	dreamt	dreamt	тягти, малювати
27. drink	drank	drunk	мріяти, бачити уві
28. drive	drove	driven	сні
29. eat	ate	eaten	пити
30. fall	fell	fallen	вести, гнати
31. feed	fed	fed	їсти
32. feel	felt	felt	падати
33. fight	fought	fought	годувати
34. find	found	found	почувати(себе)
35. flee	fled	fled	боротися, битися
36. fly	flew	flown	знаходити
37. forget	forgot	forgotten	тікати, рятуватися
38. get	got	gotten	літати
39. give	gave	given	забувати
40. go	went	gone	одержувати,
41. grow	grew	grown	ставити, робитися
42. hang	hung	hung	давати
43. have	had	had	іти, ходити
44. hear	heard	heard	рости, ставати
45. hide	hid	hidden	вішати, висіти
46. hold	held	held	мати
47. keep	kept	kept	чути
48. know	knew	known	ховати
49. lead	led	led	тримати
50. learn	learnt	learnt	тримати, зберігати
51. leave	left	left	знати
52. lend	lent	lent	вести
53. let	let	let	вчити(ся)
	lit		залишати
			позичати

54. light	lost	lit	дозволяти, здавати
55. lose		lost	внайми
			запалювати,
			засвічувати
			губити, втрачати
56. make	made	made	робити
57. mean	meant	meant	значити
58. meet	met	met	зустрічати
59. put	put	put	класти
60. read	read	read	читати
61. ride	rode	ridden	їздити верхи
62. rise	rose	risen	піднімати
63. run	ran	run	бігти
64. say	said	said	сказати
65. see	saw	seen	бачити
66. sell	sold	sold	продавати
67. send	sent	sent	посилати
68. set	set	set	поміщати, заходити (про сонце)
69. shake	shook	shaken	трясти
70. shine	shone	shone	сяяти, блищати
71. shoot	shot	shot	стріляти
72. shut	shut	shut	закривати, зачиняти
73. sing	sang	sung	співати
74. sink	sank	sunk	поринати
75. sit	sat	sat	сидіти
76. sleep	slept	slept	спати
77. smell	smelt	smelt	нюхати, пахнути
78. speak	spoke	spoken	говорити,
79. spend	spent	spent	розмовляти
80. spoil	spoilt	spoilt	витрачати, псувати
81. spread	spread	spread	поширювати
82. spring	sprang	sprung	стрибати
83. stand	stood	stood	стояти
84. steal	stole	stolen	красти
85. stick	stuck	stuck	приклеювати

86. sting	stung	stung	жалити
87. stride	strode	stridden	крокувати
88. strike	struck	struck	бити, страйкувати
89. strive	strove	striven	старатися
90. swear	swore	sworn	присягати
91. sweep	swept	swept	мести, підмітати
92. swim	swam	swum	плавати
93. swing	swung	swung	гойдатися
94. take	took	taken	брати
95. teach	taught	taught	вчити
96. tear	tore	torn	рвати
97. tell	told	told	казати
98. think	thought	thought	думати
99. throw	threw	thrown	кидати
100. thrust	thrust	thrust	штовхати
101. tread	trod	trodden	ступати
102. understand	understood	understood	розуміти
103. upset	upset	upset	перекидати
104. wake	woke	woken	прокидатися
105. wear	wore	worn	носити
106. weave	wove	woven	ткати
107. weep	wept	wept	плакати
108. win	won	won	перемагати
109. wind	wound	wound	заводити
110. withdraw	withdrew	withdrawn	брати назад, відкликати
111. wring	wrung	wrung	скручувати
112. write	wrote	written	писати

UNIT VI

Present Perfect Progressive (Continuous)

(теперішній перфектно-тривалий час)

Present Perfect Progressive (Continuous) виражає дію, що тривала протягом певного часу до моменту мовлення. Present Perfect Continuous утворюється з допоміжного дієслова **to be** в **Present Perfect** та дієприкметника теперішнього часу основного дієслова.

У питально-заперечній формі перше допоміжне дієслово

ставиться перед підметом, а частка **not** – після підмета: **Have they not been playing?**

стверджувальна форма	питальна форма	заперечувальна форма
I have been playing.	Have I been playing?	I have not been playing.
He/she has been playing.	Have he/she been playing?	He/she has not been playing.
We have been playing.	Have we been playing?	We have not been playing.
You have been playing.	Have you been playing?	You have not been playing.
They have been playing.	Have they been playing?	They have not been playing.

В усному мовленні вживаються такі ж самі скорочення, як і в Present Perfect. Стверджувальна форма: I've been playin; He's been playing.

Питально- заперечна форма: Haven't you been playing?

Вживання Present Perfect Continuous

1. Present Perfect Continuous вживається для вираження дії, що почалася в минулому і тривала протягом певного періоду, або все ще продовжується в цей момент, або щойно закінчилася:

I 've been working here for five years.

He's been waiting for her for twenty minutes.

2. Present Perfect Continuous може вживатися без вказівки на тривалість дії:

What have you been reading.

Що ви читали?

- На період тривалості дії вказують обставини часу, часто з прийменником **for**:

For the past two years he's been waiting for only one thing.

Протягом останніх двох років він чекав лише одного.

- Дії , які повторюються, якщо вони розглядаються як безперервний процес:

I have been writing letters since breakfast

Я писав листи після сніданку.

3. Present Perfect Continuous вживається в питальних реченнях з

питальними словами *since when, how long* що безпосередньо передую моменту мовлення.

Since when has he been this crime?	З якого часу він investigating розслідує цей злочин?
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4. З дієсловами, що не вживаються з часами групи Continuous, замість Present Perfect Continuous вживається Present Perfect:

Я haven't seen you for ages.	Я дуже давно тебе не бачив.
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I've been at home all the time.	Я весь цей час був дома.
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Past Perfect Progressive (Continuous) **(минулий перфектно-тривалий час)**

Past Perfect Progressive (Continuous) утворюється з допоміжного дієслова *to be* в Past Perfect та дієприкметника теперішнього часу основного дієслова. Дієслово в Past Perfect Continuous не змінюється за особами: I (he, she, it, we, you, they) *had been playing*.

Past Perfect Progressive (Continuous) виражає тривалу дію, яка почалася до якогось моменту в минулому і або продовжувалася в цей момент, або закінчилася безпосередньо перед ним. Час тривалості дії або її початок вказується так само, як і в реченнях з дієсловом у Present Perfect Continuous, але здебільшого час тривалості дії зазначається. He said he *had been looking* for his keys for an hour. – Він сказав, що годину шукав ключі.

З дієсловами, що не вживаються з часами групи Continuous, замість Past Perfect Continuous вживається Past Perfect: When we came to see Ann, she *had been ill* for five days.- Коли ми прийшли провідати Аню, вона вже п'ять днів хворіла.

стверджувальна форма	питальна форма	заперечувальна форма
I had been playing.	Had I been playing?	I had not been playing.
He/she had been playing.	Had he/she been playing?	He/she not had been playing.
We had been playing.	Had we been playing?	We not had been playing.
You had been playing.	Had you been playing?	You not had been playing.
They had been playing.	Had they been playing?	They not had been playing.

UNIT VII

Ступені порівняння прикметників

Прикметники в англійській мові змінюються лише за ступенями порівняння. Якісні прикметники в англійській мові мають основну форму (the positive degree), вищий ступінь порівняння (the comparative degree) і найвищий (the superlative degree).

Звичайний ступінь	Вищий ступінь	Найвищий ступінь
Однокладові прикметники: big	- er bigger	- est the biggest
Двоскладові прикметники, що закінчуються на - y, - er, - le, - ow: clever	- er cleverer	- est the cleverest
Двоскладові прикметники з наголосом на другому складі: polite	- er politer	- est the politest
Багатоскладові прикметники (з кількістю складів більше двох), а також двоскладові прикметники з наголосом на першому складі, крім тих, що закінчуються на - y, - er, - le, - ow: difficult famous	more more difficult more famous	most the most difficult the most famous
Деякі прикметники утворюють ступені порівняння від іншого кореня:	worse	the worst

bad good little many/much	better less more	the best the least the most
Прикметники old старий та far далекий мають дві форми вищого й найвищого ступеня: old far	older/elder farther/further	the oldest/eldest the farthest/furthest

Звичайний ступінь може вживатися для вираження **рівної якості** двох предметів/осіб тощо:

February was **as cold as** January.

Звичайний ступінь може вживатися і для вираження **неоднакової міри якості**:

Our garden **is not so big as** yours

Вищий ступінь виражає **більшу міру якості** і вживається при порівнянні двох предметів/осіб тощо:

She **is younger than** his Alice.

Найвищий ступінь виражає **найвищу міру якості** при порівнянні кількох предметів/осіб тощо. У реченнях можуть вживатися такі прийменники: of, from, among:

He **is the best** of my friends.

Іменник, перед яким стоїть прикметник у найвищому ступені, вживається з означеним артиклем:

The most difficult thing is to begin.

Preposition

(прийменник)

Prepositions – це службові слова, які служать для вираження відношення одного члена речення до іншого.

Прийменники місця: **on** на; **by** при, коло, біля; **at** біля, за, на; **in** в, у;

under під; **over** над; **behind** ззаду, за; **above** над, вище; **in front of, before** попереду, перед; **near** коло, біля; **between** між; **round, around** навкруги, навколо; **among** серед, між, за; **across** через, поперек.

The book is **on** the table.

Come and stand **by** me.

The orchard is **behind** the house.

Прийменники руху: **to** до, в; **into** в; **from** від; **out of** із; **through** через, мимо; **up** угору; **down** униз; **round, around** навкруги, навколо; **across** через:

I go **to** the university every day.

They come **from** the institute at three.

The Thames flows **through** London.

Прийменники часу:

at вживається перед значенням часу (години або моменту):

at ten o'clock, at that (the) moment, at that time.

The train arrived **at** two o'clock p.m.

on вживається перед датами і днями тижня: on the fifth of July, on Sunday.

On Sundays our family usually goes to the countryside.

in вживається, коли йдеться про відрізок часу або період, частину дня, місяця, року, пори року: in the morning, in the afternoon, in the evening, in June, in spring, in 1990;

також вживається в значенні через, за, коли вказується, через який час (протягом якого часу) відбуватиметься дія:

in three hours (days, weeks, months, etc.) через три години (дні, тижні, місяці.), to do the translation in two days виконати переклад через два дні.

Summer begins **in** June.

In the evening they do their lessons and recreate.

by до, перед: by nine o'clock:

This translation will have been done **by** five o'clock.

for протягом, на (якщо вказується на певний термін):

You know, I can lead you the book **for** a day.

during протягом, під час:

The pupils do many language exercises **during** the English lessons.

Згадані та інші часто вживані прийменники служать для

вираження відношення одного члена речення до іншого:

about про

The teacher told us a story **about** animals.

against проти

Several pupils were **against** the proposal to have an evening party.

by, with

вживаються для вираження відношень, які в українській мові відповідають орудному відмінку;

by вказує на особу або силу, яка виконує дію:

The composition written **by** Tom is good. This machine is driven **by** electricity;

with вказує на інструмент дії:

We see **with** our eyes.

for для

The dictionary is **for** you.

of вживається для вираження відношень, які в українській мові відповідають родовому відмінкові без прийменника:

Kyiv is the capital **of** Ukraine.

The book **of** the pupil is on the table.

on про

He gave a lecture **on** India.

till, until поки, поки не вживаються для визначення часу:

Don't start **till (until)**

I give a word.

to

передає відношення, які в українській мові відповідають давальному відмінкові:

I give lessons of the Ukrainian language **to** my English friend.

without без

(протилежний за значенням прийменникові *with*):

We cannot read original texts **without** a dictionary.

Словоскладення

Деякі слова можуть утворюватися шляхом з'єднання двох слів або основ слів в одне слово.

1) Складні дієслова:

дієслово з післясловом

to carry - > to carry on - продовжувати - to carry out - виконувати

прикметник з дієсловом

white (adj) + wash (v) — to white wash (v) — білити

прислівник (або прийменник) з дієсловом

over (prep) + come (v) — to overcome (v) — подолати

2) Складні прислівники:

everywhere (every + where) — скрізь, всюди nowadays

(now + a + days) — у наш час meanwhile

(mean + while) — тим часом

The Objective Infinitive Complex

(об'єктний інфінітивний комплекс)

Перша частина комплексу – особовий займенник в об'єктному відмінку або іменник у загальному відмінку. Друга частина комплексу – інфінітив.

Комплекс виконує функцію складного додатка. На українську мову перекладається здебільшого підрядним додатковим реченням.

Перша частина комплексу – іменник чи займенник – відповідає підмету підрядного речення, а друга частина – інфінітив – присудку.

Об'єктний інфінітивний комплекс вживається після таких груп дієслів:

1) дієслова, що виражають сприймання за допомогою органів чуттів:

to see, to hear, to feel, to watch, to observe, to notice (інфінітив

вживається без частки to):

They all watched **him**
up the hill. як він сховався на

Вони всі спостерігали, walk
up the hill. пагорб.

She saw her son cry.

Вона побачила, що її син
плаче.

2) дієслова, що виражають бажання, намір, почуття: to want, to wish, to desire, to like, to dislike, to hate, to intend, should/would like:

He intended me to go with him
museum.

Він хотів, щоб я пішла to the
з ним до музею.

3) дієслова, що виражають думку (погляд), припущення, сподівання:

to consider, to believe, to think, to find, to know, to expect, to suppose.

Після дієслів цієї групи (крім to expect) найчастіше вживається інфінітив слова to be:

We expected her to return in time.	Ми сподівались, що вона повернеться вчасно.
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4) дієслова, що виражають наказ, прохання, дозвіл, пораду, примус:

to order, to ask, to request, to allow, to permit, to advise, to recommend, to cause, to force, to make, to let. Після дієслів to make і to let інфінітив вживається без частки to:

What time did he ask you to come?	О котрій годині він попросив, щоб ви прийшли?
Let me go.	Дозвольте мені йти.
I made them work.	Я примусив їх працювати.

The Subjective Infinitive Complex (суб'єктний інфінітивний комплекс)

Перша частина комплексу – особовий займенник у називному відмінку або іменник у загальному відмінку; друга частина – інфінітив.

Комплекс вживається з такими дієсловами:

1) дієсловами повідомлення

to say, to report, to describe (у пасивному стані):

He is said to write a new article. Кажуть, що він пише нову статтю.

2) дієсловами, що означають думку, припущення, сподівання

to think, to know, to consider, to believe, to suppose, to expect (у

пасивному стані):

He was supposed to meet delegation.	Передбачалося, що він зустріне делегацію.
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3) дієсловами (в пасивному стані), що виражають сприймання за допомогою органів чуттів:

to see, to hear, to feel, to notice, to observe, to watch:

She was seen to dance at the party.	Бачили, як вона танцювала на вечірці.
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4) дієсловами (в пасивному стані), що виражають наказ, прохання, дозвіл, примус:

to order, to ask, to request, to allow, to permit, to make, to cause, to

force:

I was ordered to remain there.

Мені наказали, щоб я залишався там.

5) дієсловами to seem, to appear, to happen, to chance, to turn out, to prove;

дієслово- присудок в активному стані.

You seem to know the material well.

Здається, що ви знаєте very матеріал дуже добре.

6) словосполученнями to be sure, to be certain, to be likely, to be unlikely:

He is certain to come.

Він, напевно, зараз прийде.

У суб'єктному інфінітивному комплексі інфінітив вживається з часткою to після всіх дієслів.

Переклад, як правило, починається з дієслова- присудка в пасивному стані, яке перекладається неозначено-особовим реченням, а комплекс – підрядним додатковим реченням, в якому іменник/займенник є підметом, а інфінітив перекладається дієсловом-присудком:

...he *was likely* to be – ймовірно, що він був.

Sequence of Tenses

(узгодження часів)

Якщо присудок головного речення в англійській мові виражений дієсловом в одному з минулих часів або в Present Perfect, що виражає дію, яка відбулась у минулому, то в підрядному додатковому реченні дієслово- присудок, як правило, має бути в одному з минулих часів або в майбутньому з точки зору минулого (Future- in- the- Past).

Predicate in:		expresses action	is translated by:
principal clause	subordinate clause		
Past Indefinite	Past Indefinite Past Continuous	Simultaneous (одночасна)	Present Tense
Past Indefinite	Past Perfect	Prior (попередня)	Past Tense
Past Indefinite	Future- in- the- Past	Subsequent (наступна, пізніша)	Future Tense

Запам'ятай!

1) Правило послідовності часів не застосовується в підрядних додаткових реченнях, які виражають факти:

The teacher **told** that the Earth
round the Sun.

Вчитель сказав, що moves
Земля рухається
навколо Сонця.

2) Якщо в підрядному реченні точно зазначено час виконання дії, то цю дію виражають за допомогою Past Indefinite або Past Continuous:

He said that he **was working** when
up.

Він сказав, що, she rang him
працював, коли вона
подзвонила йому.

UNIT VIII

The Passive Voice

(пасивний стан дієслова)

Особа або предмет, що виконує дію, називається суб'єктом дії. Особа або предмет, на які спрямовано дію, називається об'єктом дії. Так, у реченні

The girls are planting flowers (*Дівчата садять квіти*) the girls означає суб'єкт дії, а flowers — її об'єкт.

У реченні The tractor pulls a truck (*Трактор тягне причеп*) the tractor — суб'єкт дії, а truck — об'єкт.

Розглянемо українські речення:

Сонце сховалось за хмарку. Сонце намальоване жовтою фарбою.

У першому з них *сонце* - суб'єкт дії, а другому - об'єкт (не сонце малювало, а його намальовали), але в обох випадках *сонце* - підмет речення.

Отже, підмет речення може бути як суб'єктом, так і об'єктом дії, вираженої присудком.

В англійській мові дієслова вживаються в активному стані (the Active Voice) і пасивному (the Passive Voice).

Якщо підметом речення є суб'єкт дії, то дієслово-присудок вживається в активному стані:

My brother **wrote** this letter
yesterday.

Мій брат написав цього
листа вчора.

Якщо підметом речення є об'єкт дії, то дієслово-присудок вживається в пасивному стані:

This letter was **written**
yesterday.

Цей лист був написаний
учора.

Усі часові форми пасивного стану в англійській мові утворюються з відповідних часів допоміжного дієслова **to be** та дієприкметника минулого часу основного дієслова.

а) Present (Past, Future) Indefinite Passive утворюється з допоміжного дієслова **to be** в Present (Past, Future) Indefinite та дієприкметника минулого часу (Past Participle) основного дієслова.

Present Indefinite Passive: I am examined.

He (she, it) is examined. We (you, they) are examined.

Past Indefinite Passive: I (he, she, it) was examined.

We (you, they) were examined.

Future Indefinite Passive: I (we) shall be examined.

He (she, it, you, they) will be examined.

б) Present (Past) Continuous Passive утворюється з допоміжного дієслова **to be** в Present (Past) Continuous та дієприкметника минулого часу основного дієслова. Future Continuous в пасивному стані не вживається.

Present Continuous Passive: I am being examined.

He (she, it) is being examined.

We (you, they) are being examined.

Past Continuous Passive: I (he, she, it) was being examined.

We (you, they) were being examined.

в) Present (Past, Future) Perfect Passive утворюється з допоміжного дієслова **to be** в Present (Past, Future) Perfect та дієприкметника минулого часу основного дієслова:

Present Perfect Passive: I (we, you, they) have been examined.

He (she, it) has been examined.

Past Perfect Passive: I (he, she, it, we, you, they) had been examined.

Future Perfect Passive: I (we) shall have been examined.

He (she, it, you, they) will have been examined.

2) Future Indefinite- in- the- Past Passive і Future Perfect- in- the- Past Passive утворюються так само, як і Future Indefinite Passive та Future Perfect Passive, але замість допоміжних дієслів **shall/will** вживаються

відповідно **should/would**:

Часові форми групи Perfect Continuous у пасивному стані не вживаються.

Отже, в пасивному стані вживаються чотири часові форми групи Indefinite, дві часові форми групи Continuous та чотири часові форми групи Perfect, які можна подати у вигляді таблиці (наводиться лише третя особа однини з займенником *it*, що може означати *a letter, a book, a novel, a poem*).

	Present	Past	Future	Future in- the- Past
Indefinite	It is written	It was written	It will be written	It would be written
Continuous	It is being written	It was being written	-	-
Perfect	It has been written	It had been written	It will have been written	It would have been written

У питальній формі допоміжне дієслово ставиться перед підметом:

Where **was** this book **published**?

Де була видана ця книжка?

При складеній формі допоміжного дієслова перед підметом ставиться перше допоміжне дієслово:

Has the house **been built**?

Будинок збудовано?

When **will** the telegram **be sent**?

Коли буде відправлено телеграму?

У заперечній формі частка **not** ставиться після допоміжного дієслова:

He **was not sent** there.

Його туди не посілали.

При складеній формі допоміжного дієслова заперечна частка **not** ставиться після першого допоміжного дієслова:

The bridge **has not yet been built**.

Міст ще не збудовано,

У питально- заперечній формі допоміжне дієслово (або перше допоміжне дієслово в складеній формі) ставиться перед підметом, а частка **not** — після підмета.

Is the letter **not written**?

Листа не написано?

Has the telegram **not been sent**?

Телеграму не відіслано?

В усному мовленні вживаються ті самі скорочення, що й у часових формах активного стану, наприклад:

He will be asked = He'll be asked.
I've been examined.
She won't "be invited to the party.

Його запитують.
Мене допитали.
Її не запросять на
вечірку.

Часові форми пасивного стану вживаються за тими самими правилами, що й відповідні часи активного стану

Так, часи групи Indefinite пасивного стану, як і активного, виражають одноразову, повторювану або постійну дію в теперішньому, минулому або майбутньому часі і вживаються для вираження майбутньої дії в підрядних реченнях часу та умови .

This museum **is visited** every day. Цей музей відвідують щодня.

Today English **is written, spoken**, Сьогодні англійською **broadcast**
and **understood** on мовою пишуть,
every continent. (*Barnett*)

розмовляють, ведуть
радіопередачі, і розуміють на
всіх континентах.

Iron **is attracted** by magnet.

Залізо притягується
магнітом.

I'll go there if I **am invited**.

Я піду туди, якщо мене
запросять.

The ball **was found** in the yard.

М'яча знайшли у дворі.

This **was** usually said in
Doctor's presence. (*Dickens*)

Це, звичайно, говорилося в the
присутності лікаря.

The text will **be translated**
Ukrainian.

Текст буде перекладено into
українською мовою.

This you'll never **be told**.

Цього тобі ніколи не
скажуть.

Часи групи Continuous пасивного стану, як і активного, виражають тривалу дію, що відбувається в якийсь момент або період часу в теперішньому чи минулому.

A multistoreyed house **is being** Біля нашої школи будується
built near our school. багатоповерховий будинок.

A new wide road **was being** Закінчувалося будівництво **finished**
that would go over нової широкої дороги, що мала the
mountains and down проходити через гори до
to the bridge. (*Hemingway*) мосту.

Часи групи Perfect пасивного стану, як і активного, виражають дію, що передусє іншій дії або якомусь моменту в теперішньому, минулому або майбутньому часі. Крім цього, перфектні часи, особливо Present Perfect Passive, вживаються для підкреслення результату дії, що відбулася:

The windows **have** still **not been repaired**.

Вікна ще не відремонтовані. **not been**

The book **has been translated** Ukrainian.

Книжка була перекладена into українською мовою.

I was thinking of all that **been said**. (*Dickens*)

Я думав про все, що було **had** сказано.

He led her to an old- fashi oned which **had been built** ago. (*Gaskell*)

Він повів її до старомодного house будинку, побудованого дуже long давно.

But it was too late. She **had been** (*Gaskell*)

Але було надто пізно. Її **seen**. вже побачили

Замість Present Perfect Continuous та Past Perfect Continuous, які не мають форм пасивного стану, відповідно вживаються Present Perfect і Past Perfect Passive.

The plan has **been dis cussed** two hours.

План обговорюється уже for дві години.

I knew that the plant had **been built** for two years.

Я знав, що завод будується вже два роки.

Пасивний стан вживається тоді, коли в центрі уваги співрозмовників є *особа* або *предмет*, на які спрямована *дія* (об'єкт дії). Суб'єкт дії при цьому здебільшого не вказується:

Our Institute was founded

Наш інститут був 175 years ago. заснований 175 років тому.

У цьому реченні institute є об'єктом дії, вираженої присудком (*його заснували*), саме про нього, а не про діючу особу йде мова.

Тут підмет відповідає непрямому додатку речення з дієсловом в активному стані We gave **them** new books.

У реченні We spoke **about him** (Ми говорили про нього) about him - прийменниковий додаток, якому також може відповідати підмет речення в пасивному стані: He was spoken about (Про нього говорили).

Переклад речень з дієсловом у пасивному стані.

На українську мову дієслова в пасивному стані перекладаються:

а) дієсловом з часткою - *ся* (- *сь*):

His voice **was heard** at the door.

Біля дверей

почувся його голос

б) сполученням дієслова *бути* з дієслівними формами на - *но*, - *то* в безособових реченнях:

That house **was built** last year.

Той будинок **було збудовано торік.**

в) сполученням дієслова *бути* з дієприкметником пасивного стану минулого часу:

Where did you get the copies
which **were found** in your room?

Де ви дістали ті
примірки, які **були**
знайдені у вашій кімнаті?

г) дієсловом в активному стані в неозначено - особових реченнях:

He had not been seen.

Його не бачили.

This fellow is very much spoken
about.

Про цього хлопця
багато **говорять.**

д) якщо в реченні з дієсловом у пасивному стані вказано суб'єкт дії, його можна перекласти українською мовою особовим реченням з дієсловом в активному стані:

They were invited by my friend.

Їх запросив мій друг.

Додаток

Прислів'я та приказки

A

A bad compromise is better than a good lawsuit. Поганий мир - кращий доброї сварки.

A bad workman always blames his tools. У поганого майстра погана пила.

A bag of bones. Шкіра та кості.

A bargain is a bargain. Договір дорожчий за гроші.

A bird may be known by its song. Видно птаха по польоту.

A black hen lays a white egg. Чорна курка несе білі яйця.

A blessing in disguise. Не було б щастя, так нещастя допомогло.

A cat in gloves catches no mice. Любиш кататися - люби і санчата возити.

A cat with nine lives. Живучий, як кішка.

A chain is no stronger than its weakest link. Де тонко, там і рветься.

A creaking door hangs long on its hinges. Скрипуче дерево два віки стоїть.

A dog in the manger. Собака на сні.

A drop in the bucket [ocean]. Крапля в морі.

A fly in the ointment. Ложка дьогтю в бочці меду.

A friend in need is a friend indeed. Друг пізнається в біді.

A friend's frown is better than a foe's smile. Краще гірка правда, ніж солодка брехня.

A gift in the hand is better than two promises. Краще синиця в жмені, ніж журавель в небі.

A great ship asks deep waters. Великому кораблю - велике плавання.

A horse stumbles that has four legs. Кінь на чотирьох ногах - і то спотикається.

A little bird told me. Сорока на хвості принесла.

A man is known by the company he keeps. Скажи мені, хто твій друг, і я скажу, хто ти.

A miss is as good as a mile. Трішки - не рахується.
A piece of the churchyard fits everybody. Всі там будемо.
A rolling stone gathers no moss. Камінь, що котиться, мохом не обростає.

A sound mind in a sound body. В здоровому тілі - здоровий дух.
A storm in a tea-cup. Буря в склянці води.
A word spoken is past recalling. Слово - не горобець, вилетить - не спіймаєш.

Actions speak louder than words. Не по словах судять, а по ділах.
Add fuel to the fire. Підлити масла в вогонь.
After death the doctor. Після бою руками не махають.
All cats are grey in the dark. Вночі всі кішки сірі.
All is not gold that glitters. Не все золото, що блищить.
All is well that ends well. Все добре, що добре закінчується.
All weeds grow apace. Бур'ян завжди добре росте.
Although the sun shines, leave not thy cloak at home. Береженого Бог береже.

An ox is taken by the horns, and the man by the tongue. Язик мій - ворог мій.

Appetite comes with the eating. Апетит приходить під час їди.
As bold as brass. Дурень набитий.
As like as two peas. Як дві краплі води.
As old as the hills. Старе, як світ.
As pale as a ghost. Блідий, як смерть.
As snug as a bug in a rug. Тепло, світло і мухи не кусають.
As you sow, so you reap. Що посієш, те й пожнеш.
At home even the walls help. Вдома і стіни допомагають.
At the ends of the earth. У чорта на кулічках.

В

Bad news has wings. Погані чутки на крилах летять.
Bad news travels quickly. Погані новини передаються швидко.
Baker's dozen. Чортова дюжина.
Be in the wrong box. Бути не в своїй тарілці (почуватися незручно).
Bear and forbear. Сам живи й іншим не заважай.

Beauty is only [but] skin deep. Зовні мило, всередині - гнило.
Before one can say Jack Robinson. Не встигнеш і оком моргнути.
Before you know where you are. І охнути не встигнеш.
Best defense is offence. Напад - кращий вид оборони.
Better a lean jade than an empty halter. На безриб'ї і рак риба.
Better a little fire to warm us, than a great one to burn us.

Хорошого - потроху.

Better be born lucky than rich. Не родися красивим, а родися щасливим.

Better be the head of a dog, than the tail of a lion. Краще бути першим серед останніх, ніж останнім серед перших.

Better die standing than live kneeling. Краще вмерти стоячи, ніж жити на колінах.

Better late than never. Краще пізно, ніж ніколи.

Better one- eyed than stone- blind. Із двох бід вибирають меншу.

Between the upper and nether millstone. Між двома вогнями. Між молотом і наковальнею.

Betwixt and between. Ні се, ні те. Ні риба, ні м'ясо.

Birds of feather flock together. Рибалка рибалку бачить здалеку.

Blind men can judge no colors. Сліпий курці все - пшениця.

Books and friends should be few but good. Істинні друзі, як і мудрі книги - рідкість.

Boys will be boys. Діти є діти.

By hook or by crook. Всіма правдами і неправдами.

C

Call a spade a spade. Називай речі своїми іменами.

Cat- and- dog life. Жити, як кішка зі собакою.

Cat's concert. Хто в ліс, хто по дрова.

Charity begins at home. Своя сорочка ближче до тіла.

Claw me, and I'll claw thee. Рука руку миє.

Cleanliness is next to godliness. Чистота - запорука здоров'я.

Constant dropping wears away a stone. Крапля камінь точить.

Cross the stream where it is shallowest. Не знаєш броду, не лізть у воду.

Curiosity killed the cat. Багато будеш знати - швидко зістаришся.

Надмірна цікавість до добра не доведе.

Curses like chickens come home to roost. Не рий іншому яму - сам в неї впадеш.

Custom is a second nature. Звичка - друга натура.

Cut from the same cloth. Одного поля ягоди.

D

Danger foreseen is half avoided. Якби знав, де впадеш, соломинки б підстелив.

Deaf as an adder [a beetle, a post, a stone]. Глухий, як пень.

Deeds, not words. Менше слів, більше діла.

Divide and rule! Розділяй і владарюй!

Do not kick against the pricks. Проти лома нема прийому.

Do not wash your dirty linen in public. Не винось сміття з хати.

Don't cut the bough you are standing on. Не рубай гілку, на якій сидиш.

Don't have thy cloak to make when it begins to rain. Поки грім не гряне, чоловік не перехреститься.

Don't look a gift horse in the mouth. Дарованому коневі в зуби не заглядають.

Don't make a mountain out of a molehill. Не роби з мухи слона.

Don't play with fire. З вогнем жарти погані.

Don't quarrel with your bread and butter. Не плюй в криницю - прийдеться води напиться.

Don't strike a man when he is down. Лежачого не б'ють.

Don't swap horses when crossing a stream. Коней на переправі не міняють.

Don't teach fishes to swim. Не вчи риб плавати.

Don't teach your grandmother to suck eggs. Яйця курку не вчать.

Don't trouble your trouble until your trouble troubles you. Не буди лиха, поки лихо спить.

Drunkenness reveals what soberness conceals. Що у п'яного на язиці, те у тверезого в голові.

Dry bread at home is better than roast meat abroad. В гостях добре, а вдома - краще.

E

Early to bed and early to rise, makes a man healthy, wealthy, and wise. Хто рано лягає і рано встає, той здоров'я, багатство і розум наживе. Хто рано встає, тому Бог дає.

East or west, home is best. Всюди добре, а вдома найкраще.

Easy come, easy go. Як прийшло, так і пішло.

Eat at pleasure, drink with measure. Їж вволю, а пий в міру.

Empty vessels make the greatest sound. Пуста бочка найбільше скрипить.

Every barber knows that. По секрету всьому світу.

Every bullet has its billet. Кожному своє.

Every law has a loophole. Закон - як дишло, куди повернеш - туди й вийшло.

Every man is a fool or a physician at forty. Сивина в бороду, а біс в ребро.

Everything is good in its season. На все свій час.

Evil communications corrupt good manners. З вовками жити - по-вовчому вити.

Extremes meet. Протилежності сходяться.

F

Fear has magnifying eyes. У страху великі очі.

Fish begins to stink at the head. Риба гниє з голови.

Fools rush in where angels fear to tread. Дурням закон не писаний.

For a rainy day. На чорний день.

Forbidden fruit is sweetest. Заборонений плід - солодкий.

Fortune favours fools. Дурням везе.

From smoke into smother. Із вогню та в полум'я.

From tile sublime to the ridiculous is but a step. Від великого до смішного - один крок.

Fussy as a hen with one chick. Носиться, як курка з яйцем.

G

Give a fool rope enough, and he will hang himself. Застав дурня Богу молитися, так він лоб розіб'є.

Give him an inch and he'll take a mile. Дай йому палець, а він хоче всю руку.

Go home and say your prayers. Не сунь носа в чужі справи.

Good fences make good neighbours. Рідше бачиш, більше любиш.

Good health is above wealth. Здоров'я важливіше від грошей.

Great boast, small roast. Багато шуму із нічого.

Н

Habit cures habit. Клин клином вибивають.

Hard put for a livelihood. Як риба об лід.

Hawk will not pick out hawks' eyes. Ворон ворону ока не виклює.

He can't say "boo" to a goose. Він і мухи не образить.

He is an obstinate pig. Впертий, як осел.

He is not quite all there. У нього не всі вдома.

He laughs best who laughs last. Добре сміється той, хто сміється останнім.

He that fears death lives not. Двом смертям не бувати, а одної не минути.

He that fears every bush must never go a-birding. Вовків боятися - в ліс не ходити.

He that has a great nose thinks everybody is speaking of it. На злодію і шапка горить.

He that never climbed never fell. Не помиляється той, хто нічого не робить.

He that pays the piper calls the tune. Хто платить, той і музику замовляє.

He that would have eggs must endure the cackling of hens. Любиш кататися - люби і саночки возити.

He who pleased everybody died before he was born. Всім не вгодиш.

History repeats itself. Історія повторюється.

Hope springs eternal in the human breast. Надія вмирає останньою.

I

If you lie down with dogs, will get up with fleas. З ким поведешся, того й наберешся.

If you run after two hares, you'll catch none. За двома зайцями поженешся - жодного не піймаєш.

If you want peace, prepare for war. Хочеш миру - готуйся до війни.

In at one ear and out at the other. В одне вухо влетіло, в друге - вилетіло.

It goes without saying. Само собою розуміється.

It is easier to pull down than to build. Легше зруйнувати, ніж збудувати.

It is Greek [Hebrew] to me. Це для мене китайська грамота.

It is love that makes the world go round. Любов править світом.

It is never too late to learn. Вчитися ніколи не пізно.

It is no use crying over spilt milk. Сльозами горю не допоможеш.

It is not the places that grace the men, but men the places. Не місце красить людину, а людина місце.

It rains cats and dogs. Дощ ллє, як з відра.

It's a small world. Світ тісний.

It's enough to make a cat laugh. Курам на сміх.

J

Joking apart. Жарти в сторону.

Just out of swaddling- clothes. Ще молоко на губах не обсохло.

K

Keep your fingers crossed! Як би не зурочити!

Know the breed, know the dog. Син рибака з дитинства у воду дивиться.

L

Lead- pipe cinch. Простіше простого.

Learn to crawl before you walk [run]. На все свій час.

Left-handed to no profession. Майстер на всі руки.
Like father, like son. Яблуко від яблуні не далеко падає.
Like greased lightning. Як по маслу.
Like water of a duck's back. Як з гуски вода.
Little things amuse [please] little minds. Народжений повзати літати не буде.

Live and learn. Вік живи і вік вчися.
Love cannot be forced. Насильно любити не заставиш.
Love is blind. Любов сліпа.
Lucky at cards, unlucky in love. Не везе в картах - повезе в коханні.

М

Make hay while the sun shines. Коси, коса, поки роса. Куй залізо, поки гаряче.
Man does not live by bread alone. Не хлібом єдиним живе людина.
Many words will not fill a bushel. Розмовами ситим не будеш.
Measure for measure. Око за око, зуб за зуб.
Might goes before right. Сила є, розуму не треба.
Might is right. Сила - найкращий аргумент.
Minutes make hours. Копійка гривню береже.
Misfortunes never come alone. Біда не приходить одна.
Money has no smell. Гроші не пахнуть.
Money makes money. Гроші роблять гроші.
More haste, less speed. Тихіше їдеш - далі будеш.
Much ado about nothing. Багато шуму з нічого.
Mute as a fish. Німий, як риба.
My house is my castle. Мій дім - моя фортеця.

Н

Necessity is the mother of invention. Біда всього навчить.
Neck or nothing. Або пан, або пропав. Все або нічого.
Neither here nor there. Ні тут, ні там.
Never put off till tomorrow what you can do today. Ніколи не

відкладай на завтра те, що можеш зробити сьогодні.

New lords, new laws. Нова мітла по- новому мете.

No flies on him. Його не проведеш. Йому палець в рот не клади.

No flying from fate. Від долі не втечеш.

No man can serve two masters. Двом панам не служать.

No news is good news. Відсутність новин - добра новина.

Not a pin to choose between them. Один другого вартий.

Not all that glitters is gold. Не все золото, що блищить.

Nothing comes out of the sack but what was in it. Вище від голови не стрибнеш.

Nothing hurts like the truth. Правда очі коле.

Nothing seek, nothing find. Під лежачий камінь вода не тече.

Nothing venture, nothing gained. Ризик - благородне діло.

О

Old friends and old wine are best. Старий друг - кращий двох нових.

One must draw the line somewhere. Всякому терпінню приходить кінець.

One swallow doesn't make a summer. Одна ластівка весни не робить.

Over my dead body! Тільки через мій труп!

Р

Packed like herrings. Набилися, як оселедці в бочку.

Poverty is no sin. Бідність - не вада.

Practice makes perfect. Повторення - мати навчання.

Promises are like piecrust, made to be broken. Обіцяного три роки чекають.

Proud as a peacock. Надувся як індик.

Pull up stakes. Вчасно змотати вудки.

Punctuality is the politeness of kings. Точність - ввічливість королів.

Put that in your pipe and smoke it. Зарубай це собі на носі.

Намотай собі на вус.

R

Rain at seven, fine at eleven. Сім п'ятниць на тиждень.

Rats desert a sinking ship. Щурі втікають з потопаючого корабля.

Respect is greater from a distance. Легко любити тих, хто далеко.

Respect yourself, or no one else will respect you. Хто сам себе не поважає, того й інші поважати не будуть.

Revenge is sweet. Помста солодка.

Roll my log and I'll roll yours. Послуга за послугу. Я тобі - ти мені.

Rome was not built in a day. Не відразу діло робиться.

S

Saying and doing are two things. Легше сказати, ніж зробити.

Score twice before you cut once. Сім разів відміряй, один раз відріж.

Second thoughts are best. Сім раз відміряй, один раз відріж.

Silence gives consent. Мовчання - знак згоди.

Slow help is no help. Дорога ложка до обіду.

Small rain lays great dust. Малий, та вдалий.

So many men, so many minds. Скільки людей, стільки й думок.

Speech is silver, but silence is gold. Слово - срібло, мовчанка - золото.

Still waters run deep. В тихому болоті чорти водяться.

Store is no sore. Чим більше, тим краще.

Strike while the iron is hot. Куй залізо, поки гаряче.

T

Take the bull by the horns. Брати бика за роги.

Take the knock. Вилетіти в трубу (збанкрутувати).

Talk of the devil and he is sure to appear. Легкий на згадку.

Tastes differ. Про смаки не сперечаються.

That cock won't fight. Цей номер не пройде.

That's where the shoe pinches. Ось де собака зарита.

best is often the enemy of the good. Від добра добра не шукають.
The cat would eat fish and would not wet her feet. І хочеться, і колеться.

The cobbler's wife is the worst shod. Чоботар ходить без чобіт.

The cow knows not the worth of her tail till she loses it. Що маємо - не бережемо, а втративши - плачемо.

The devil is not so black as he is painted. Не такий чорт страшний, як його малюють.

The dogs bark, but the caravan goes on. Собаки гавкають, а караван іде.

The early bird catches the worm. Хто рано встає, тому Бог дає.

The end crowns the work. Кінець - ділу вінець.

The end justifies the means. Ціль виправдовує засоби.

The exception proves the rule. Виняток підтверджує правило.

The falling out of lovers is the renewing of love. Закохані сваряться - тільки тішаться.

The game is not worth the candle. Гра не вартує свічок.

The grass is always greener on the other side of the fence. Добре там, де нас нема.

The leopard cannot change his sports. Як вовка не корми, він все одно в ліс дивиться. Горбатого могила справить.

The less people think, the more they talk. Лаконічність - сестра таланту.

The more the merrier. В тісноті, та не в обіді.

The nearer the bone, the sweeter the flesh [the meat]. Залишки - солодкі. Біля кості смачніше м'ясо.

The person always christens his own child first. Своя сорочка ближче до тіла.

The pot calls the kettle black. Чия б корова мичала, а твоя би мовчала.

The road to hell is paved with good intentions. Благими намірами вимощена дорога в пекло.

The wind cannot be caught in a net. Шукай вітру в полі.

There is a black sheep in every flock. В сім'ї не без виродка.

There is a small choice in rotten apples. Хрін від редьки не солодший.

There is life in the old dog yet. Є ще порошок в порохівниці.

There is many a slip between the cup and the lip. Не говори "гоп", поки не перестрибнеш.

There is no rose without a thorn. Нема троянди без шипів.

There is no smoke without fire. Нема диму без вогню.

There is safety in numbers. Один в полі не воїн.

This is out of all notch. Це ні в які ворота не лізе.

Those who live in glass houses should not throw stones. Якщо хочеш собі добра, нікому не роби зла.

Through obedience learn to command. Навчишся підкорятися – навчишся і командувати.

Time flies. Час лікує. Час - найкращий лікар.

Time is money. Час - гроші.

To be up to the ears in love. Бути по вуха закоханим.

To cudgel one's brains. Ламати собі голову.

To dance to somebody's tune. Танцювати під чийось сопілку.

To go through fire and water [through thick and thin]. Пройти крізь вогонь, воду і мідні труби.

To have one's head in the clouds. Будувати повітряні замки.

To have rats in the attic. Дах поїхав. Не всі вдома.

To keep Saint Monday. Понеділок - день важкий.

To kick the bucket. Протягнути ноги. Дати дуба.

To know everything is to know nothing. Знати все - значить нічого не знати.

To lead [to give] somebody a dance. Морочити голову. Заговорювати зуби.

To look for a pin's head in a cartload of hay. Шукати голку в стозі сіна.

To shove in one's face. Уплітати за обидві щоки.

To sleep on a volcano. Сидіти на пороховій бочці.

To stew in one's juice. Варитися у власному соку.

To whistle for a wind. Чекати з моря погоди.

Too many cooks spoil the broth. У семи няньок дитина без ока. Де дві господині, там хата неметена.

Too much knowledge makes the head bald. Багато будеш знати - швидко зістаришся.

Too much pudding will choke a dog. Все добре в міру.

Truth comes out of the mouths of babes and suckling. Вустиами

дитини говорить істина.

Truth will out. Шила в мішку не сховаєш.

W

Wait and see. Поживемо - побачимо..

Walk on air. Бути на сьомому небі (від щастя).

Walls have ears. І стіни мають вуха.

We shall see what we shall see. Ворожка надвоє ворожила. Наперед не загадуй.

What can't be cured must be endured. Чого не можна вилікувати, те приходить ся терпіти.

What must be, must be. Що має трапитися, те й буде.

What the heart thinks the tongue speaks. Що кого болить, той про це й кричить.

When Greek meets Greek then comes the tug of war. Найшла коса на камінь.

When in Rome, do as the Romans do. Як грають, так і танцюй.

When pigs fly. Коли рак свисне. Після дощук в четвер.

Wise men learn by other men's mistakes; fools by their own.

Мудрий вчиться на чужих помилках, а дурень - на своїх.

With time and patience the leaf of the mulberry becomes satin.
Терпіння і труд все перетруть.

Y

You never know what you can do till you try. Очі бояться, а руки роблять.

Предметный показчик

abduct, v (20)	armed, adj (20)
abduction, n (20)	army, n (46)
ability, n (6)	arrive, v (59)
abolish, v (59)	assault, v (59)
abundance, n (72)	attach, v (45)
abuse, n (120)	attempt, n (59)
accident, n (13)	authority, n (41)
accident, n (47)	authority, n (69)
accommodation, n (120)	autonom , n (70)
accomplice, n (131)	autopsy, n (124)
accuse, v (63)	average, adj (118)
achive (129)	
activity, n (15)	barrister, n (41)
ativity, n (49)	basis, n (29)
administrative, adj (15)	belong, v (13)
adopt ,v (70)	bigamist, n (60)
adverse , v (67)	blackmail, n (153)
affair, n (10)	blame, v (132)
agency, n (20)	bodily, adv (59)
aggravated, adj (59)	boundary, n (49)
agree, v (64)	branch, n (51)
agreement, n (29,75)	burden, n (64)
aim, n (10, 70)	burglar, n (60)
allow, v (41)	burning, n (59)
ambassador, n (47)	buy, v (52)
ambulance, n (32)	
amount, n (70)	cadet, n (9)
announcement, n (139)	cadet, n (45)
annoy, v (67)	cancel, v (59)
appeal, v (67)	candidate, n (69)
appear, v (47)	captain, n (30)
applicant, n (45)	case, n (9)
appoint, v (41)	case, n (47)
appoint, v (69)	chancellor, n (74)
approximately, adj (49)	choose, v (69)

citizen, n (22) citizenship, n (68) civil, adj (15,51) claim, n (63) clear, v (63) client, n (47) coat, n (72) colonel, n (30) commanding, adj (29) commission, n (49) commit, v (59) common, adj (49) commonwealth, n (144) competency, n (130) complain, n (63) complement, n (10) complexion, n (112) comprise, v (70) concentrate, v (490) confer, v (29) confirm, v (45) considere , v (70) constable, n (41) contaminant, n (130) controversy, n (65) convention, n (75) convert, v (148) convict ,v (59) corps, n (45) cost, n (59) council, n (42) counterclaim, n (65) country, n (69) county, n (49) court, n (470) court, n (69)	create, v (490) created, v (10) crime, n (59) crimes, n (15) criminal, adj (15) criminal, adj (47) criminalistics, n (15) criminality, n (15) criminology, n (15) customs, n (49) damage, v (63) danger, n (34) deal, v (52) death, n (52) debauchery, n (152) decay, n (70) decide, v (69) decisive, adj (45) declare, v (69) declare, v (69) decree, n (68) deeply, adv (63) defend, v (52) defendant, n (52) defense, n (34) defense, n (68) deliver, v (63) department, n (15) department, n (49) deposition, n (130) deprived, adj (69) deprive, v (69) deprivation, n (153) dereliction, n (132) deserter, n (60)
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<p> destination, n (149) detective, adj (15) determin ,v (69) digital, adj (129) dignity, n (72) discharge, v (69) discreet, adj (450) discuss, v (48) disintegration, n (22) dispose, v (72) dispute, n (63) distinguish, v (128) disturb, v (44) divide, v (49) division, n (45) doubt, n (64) dream, n (67) driving, adj (22) drugs, n (23) duties, n (21) echelon, n (46) economic, adj (70) edict, n (10) edition, n (69) elect, v (49) election, n (51) elect, v (68) elimination, n (151) embezzlement, n (959) emergency, adj (34), n (69) encroachments, n (20) enforcement, n (10) enhancement, n (131) enjoy, v (47,70) enormous, adj (59) </p>	<p> escape ,v (73) escorting, n (40) establish, v (139) establishment, n (49) evidence, n (12) executive, adj (22) executive, adj (70) exist, v (70) experience, n (12) expire, v (590) exploitation, n (153) extend, v (149) extreme, adj (52) failure, n (63) fair, adj (67) fall, v (63) favorable, adj (67) fear, n (59) federal, adj (490) feel, v (63) fight, v (15) fight, n (59) fighting , n (15) file, n (32) filing, n (65) fine, v (59) fine, n (120) fingerprint, n (129) fix, v (63) flexibility, n (129) force, n (29) forger, n (60) formality, n (52) foundation, n (10) framework, n (138) </p>
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<p> fraud, n (153) freedom, n (22) friction, n (129) gather, v (44) general, n (30) glance, v (44) government, n (10) government, n (49) government, n (69) guarantee, v (70) guardian, n (22) guard, v (22) guilty, n (51) gun, n (59) hairstyle, n (112) hang, v (59) harbouring, n (145) harm, n (59) head, v (71) hear, v (52) hidden, adj (130) highway, n (49) hijacker, n (60) hold, v (67) homicide, n (59) homicide, n (124) honor, n (72) hostage, n (144,) identification, n (151) identity, adj (22) ignore, v (80) immediately, adj (128) immigration, n (49) implementation, n (68) job, n (45) </p>	<p> identification, n (151) identity, adj (22) ignore, v (80) immediately, adj (128) immigration, n (49) implementation, n (68) implementation, n (69) impress, v (67) impression, n (128) imprisonment, n (11,59) increase, v (51) independence, n (20) independent, adj (49) indivisibility, n (72) inflict, n (59) influence, n (33) injury, n (63) innocent, n (51) inquire, v (51) inquiry, n (15) insurance, n (59) intact, adj (124) internal, adj (10,50) interrogate, v (48) investigative, adj (15) investigator, n (5) inviolability, n (72) invisible, adj (130) invitation, n (50) involve, v (66) involve, v (80) job, n (45) join, v (41) join, v (80) judge, n (7) </p>
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join, v (41) join, v (80) judge, n (7) judge, n (52) judge, n (69) judicial, adj (71) junior, adj (10) jurisdictional, adj (49) jury, n (52) justice, n (49) keep, v (52) kidnapping, n (145) kill, v (59) knock, v (47) knowledge, n (70) latent, adj (129) law, n (6) lawsuit, n (64) lawyer, n (6) leaky, adj (53) leave, v (59) lecture, n (8) legal, adj (7) legislative, adj (71) level, n (45) license, n (32) license, n (120) lie, v (47) lieutenant, n (30) local , adj (49) lose, v (63) magistrate, n (52) operative, n (15)	magistrate, n (52) main, adj (10) maintain, v (41) major, n (30) majority, n (69) malicious, adj (59) manager, v (59) manslaughter, n (59) means, n (15) message, n (63) method, n (15) migration, n (145) military, adj (29) militia, n (10) minister, n (10) ministry, n (10) monarch , adj (75) move, v (33) move, v (47) municipal, adj (49) murder, n (59) naturalization, n (49) neglect, v (132) negligence, n (59) network, n (138) nuclear, adj (40) observe, v (33) occur, v (129) offence, n (59) offender, n (66) offer, v (45) office, n (9) official, n (49) omission, n (72)
--	--

<p> opportunity, n (45) order, n (10) ordinary, adj (52) organ, n (15) overcome, v (64) oversee, v (69) overt, v (149) overturn, v (67) own, v (72) </p> <p> pack, v (50) palm, n (129) participant, n (139) particular, adj (46) passport, n (22) patent, adj (131) pay, v (59) peer, v (67) penalty, n (59) perform, v (21) perspiration, n (129) petition, n (65) plaintiff, n (64) plead, v (63) pliability, n (129) police, n (7) policeman, n (7) policing, n (40) porthole, n (67) possess, v (70) powder, n (129) power, n (22,69) practical, adj (29) premises, n (120) preponderance, n (63) recognize, v (118) </p>	<p> prerogative, n (70) preside, v (51) prevent, v (15) prevent, v (150) prevention, n (15) preventive, adj (22) primary, adj (29) print, n (129) private, adj (63) probation, n (45) procedural , adj (22) procedure, n (45) proceeding, n (52) proclaim, v (70) proclamation, n (20) professional, adj (11) profit, n (144) promulgate, v (10) property, n (22) prosecute, v (40,51) prosecutor, n (5,69) prove, v (64) public, adj (22) publicity, n (59) punishment, n (52) purpose, n (59,76) </p> <p> quality, n (22) quash, n (67) quote, v (59) </p> <p> random, n (52) rank, n (22) rapidly, adv (51) reception, n (144) recite, v (50) </p>
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<p>record, n (65)</p> <p>recruit, n (45)</p> <p>recruitment, n (22)</p> <p>recruitment, n (145)</p> <p>redefine , v (70)</p> <p>reformation , n (10)</p> <p>refuse, v (59)</p> <p>region, n (50)</p> <p>regulate, v (20)</p> <p>reigning, adj (75)</p> <p>represent, v (52)</p> <p>reside, v (49)</p> <p>respectable, adj (52)</p> <p>responsibility, n (70)</p> <p>responsible, adj (41)</p> <p>restore, v (12)</p> <p>retired , adj (29)</p> <p>revenue, n (50)</p> <p>ridge, n (129)</p> <p>right, n (69)</p> <p>rigidly, adv (67)</p> <p>robber, n (7)</p> <p>robber, n (73)</p> <p>robbery, n (59)</p> <p>roof, n (63)</p> <p>roughly, adv (67)</p> <p>rules, n (33)</p> <p>safety, n (22)</p> <p>scare, v (47)</p> <p>secretary, n (8)</p> <p>secure , v (69)</p> <p>secure, v (124)</p> <p>security, n (69)</p> <p>self- determination , n (69)</p> <p>supreme, adj (69)</p>	<p>sell, v (52)</p> <p>senior, adj (10)</p> <p>separate, v (52)</p> <p>service, n (22)</p> <p>severe, n (59)</p> <p>shop-lifter, n (60)</p> <p>significant, adj (70)</p> <p>skill, n (45)</p> <p>skull, n (124)</p> <p>skyscraper, n (50)</p> <p>slavery, n (150)</p> <p>sling, n (70)</p> <p>slippage, n (129)</p> <p>smuggler, n (60)</p> <p>society, n (22)</p> <p>solicitor, n (51)</p> <p>solution, n (15)</p> <p>solve, v (15)</p> <p>speciality, n (15)</p> <p>spy, n (60)</p> <p>staff, n (30)</p> <p>stage, n (10)</p> <p>stage, n (144)</p> <p>state, n (8)</p> <p>state, n (69)</p> <p>steal, v (48)</p> <p>stole, v (73)</p> <p>strike, n (41)</p> <p>student, n (8)</p> <p>subordinate, v (41)</p> <p>substantial, adj (49)</p> <p>succeed, v (47)</p> <p>suggestion, n (63)</p> <p>suicide, n (59)</p> <p>superficial, adj (124)</p> <p>support, n (41)</p>
--	---

<p>surface, n (128)</p> <p>suspect, n (66)</p> <p>suspicious, adj (41)</p> <p>sustain, v (67)</p> <p>tattoo, n (124)</p> <p>tenant, n (63)</p> <p>tendency, n (10)</p> <p>terrify, v (67)</p> <p>testify, v (48)</p> <p>theft, n (59)</p> <p>theory, n (8)</p> <p>thief, n (34)</p> <p>total, adj (59)</p> <p>touch, v (59)</p> <p>traffic, adj (22)</p> <p>trafficking, n (138)</p> <p>train, v (10)</p> <p>trainee, n (45)</p> <p>training, n (10)</p> <p>traitor, n (60)</p> <p>transcend, v (49)</p> <p>transfer, v (149)</p> <p>transplantation, n (145)</p> <p>transport, adj (22)</p> <p>treasure, n (94)</p> <p>trial, n (66)</p> <p>trident, n (72)</p> <p>trip, n (47)</p> <p>true, n (63)</p> <p>trustworthiness, n (132)</p> <p>try, v (47)</p> <p>tuition, n (45)</p> <p>ultimate, adj (75)</p>	<p>unanimous, adj (64)</p> <p>undergo, v (129)</p> <p>unfair, adj (67)</p> <p>unfavorable, adj (67)</p> <p>unitary, adj (75)</p> <p>university, n (10)</p> <p>unlawful, adj (59)</p> <p>unnatural, adj (52)</p> <p>unpaid, adj (52)</p> <p>use, v (72)</p> <p>value, n (59)</p> <p>vast, adj (49)</p> <p>vehicle, n (59)</p> <p>verdict, n (64)</p> <p>vested, adj (22)</p> <p>veto, n (69)</p> <p>victim, n (59)</p> <p>violate, v (120)</p> <p>violent, adj (51)</p> <p>visualization, n (130)</p> <p>voluntary, adj (20)</p> <p>vote, v (51)</p> <p>voting, n (72)</p> <p>vulnerable, adj (153)</p> <p>wanted, adj (112)</p> <p>waste, v (43)</p> <p>weapon, n (32)</p> <p>wear, v (51)</p> <p>weight, n (65)</p> <p>wig, n (51)</p> <p>will, n (52)</p> <p>win, v (54)</p> <p>witness, n (12)</p> <p>worthless, adj (52)</p>
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