

МИНИСТЕРСТВО СЕЛЬСКОГО ХОЗЯЙСТВА
И ПРОДОВОЛЬСТВИЯ РЕСПУБЛИКИ БЕЛАРУСЬ

ГЛАВНОЕ УПРАВЛЕНИЕ ОБРАЗОВАНИЯ,
НАУКИ И КАДРОВОЙ ПОЛИТИКИ

Учреждение образования
«БЕЛОРУССКАЯ ГОСУДАРСТВЕННАЯ
ОРДЕНОВ ОКТЯБРЬСКОЙ РЕВОЛЮЦИИ
И ТРУДОВОГО КРАСНОГО ЗНАМЕНИ
СЕЛЬСКОХОЗЯЙСТВЕННАЯ АКАДЕМИЯ»

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АНГЛИЙСКИЙ ЯЗЫК

JURISPRUDENCE

Пособие

*для студентов, обучающихся по специальности
общего высшего образования
6-05-0421-01 Правоведение*

Горки
Белорусская государственная
сельскохозяйственная академия
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Приведены тексты для чтения по специальности с последующими упражнениями на расширение лексического запаса, на контроль понимания прочитанного, а также для развития монологической речи.

Для студентов, обучающихся по специальности общего высшего образования 6-05-0421-01 Правоведение.

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ВВЕДЕНИЕ

Данное пособие предназначено для студентов первого курса факультета управления и социальных коммуникаций специальности 6-05-0421-01 Правоведение.

Авторы пособия ставят следующие цели:

- 1) формирование навыков изучающего чтения и перевода текстов по избранной специальности;
- 2) формирование грамматических навыков;
- 3) совершенствование навыков просмотрового чтения и пересказа.

Данное пособие состоит из четырех разделов: учебные тексты с заданиями (материал делится на восемь уроков); контрольные задания; тексты для внеаудиторного чтения; дополнительные задания для аудиторной работы.

Структура уроков однотипна. Каждый урок содержит грамматическое правило(а), упражнения на их закрепление (в основном переводного характера) и два текста.

Тексты А информативны и представляют собой оригинальные, в отдельных случаях методически обработанные материалы по правоведению. Упражнения к текстам направлены на дальнейшее увеличение потенциального и терминологического словаря студентов.

Тексты В – небольшие по объему, логически завершенные рассказы. Задания к текстам нацелены на проверку понимания прочитанного («Выберите правильный вариант ответа», «Определите, соответствуют или не соответствуют тексту следующие утверждения») и совершенствование навыков устной речи (вопросно-ответные формы работы).

Раздел «Контрольные задания» также содержит тексты двух типов. Тексты А предназначены для письменного перевода со словарем. Это тексты по специальности, насыщенные терминологической лексикой, объемом 1 100–1 300 печатных знаков. Тексты В – меньшие по объему, законченные в смысловом отношении – для устного пересказа на английском (русском) языке.

Раздел «Тексты для внеаудиторного чтения» представляет собой аутентичный познавательный текстовой материал из истории права.

Пособие может быть использовано как для аудиторной, так и для самостоятельной работы студентов очной и заочной форм обучения.

UNIT 1

Личные местоимения

Именительный падеж	Объектный падеж
I – я	Me – мне, меня
You – ты, вы	Your – тебя, тебе, вас, вам
He – он	Him – ему, его
She – она	Her – ей, её
It – он, она, оно	Its – её, его
They – они	Them – им, их
We – мы	Us – нам, нас

It – обычно обозначает неодушевленные предметы.

Притяжательные местоимения

I	My, mine	Мой, моя, мое
You	Your, yours	Твой, ваш
He	His, his	Его
She	Her, hers	Ее
It	Its, its	Его, ее
We	Our, ours	Наш
They	Their, theirs	Их

Ex. 1.1. Open the brackets choosing the suitable pronoun. Translate the sentences.

1. (We, us) are students. 2. Tell (we, us) about the Academy. 3. We met (she, her) in the library. 4. Read (I, me) this article, please. 5. Show (he, him) your translation of the text. 6. (I, me) am a first-year student. 7. (They, them) study English regularly. 8. It is a letter to (they, them). 9. (Our, ours) Academy is old. 10. The dean office is (our, ours). 11. (Your, yours) department is on the second floor. 12. This is a friend of (mine, my). 13. This is (my, mine) new friend. 14. (Her, hers) favourite subject is algebra. 15. This textbook is (her, hers). 16. Show me the reading-room of (their, theirs). 17. Tell me about (theirs, their) museum.

Ex. 1.2. Translate the pronouns in brackets and read the sentences.

1. (Наша) Academy was founded in 1836. 2. (Она) (Академия) is the oldest agricultural university in Belarus. 3. (Он) (друг) is a second-year student. 4. Show (мне) your new laboratory. 5. (Их) institute museum is interesting. 6. (Он) (музей) is in Michurin street. 7. (Ее) sister is a school-girl. 8. These computers are (их). 9. Give (ему) one more example of this

phenomenon. 10. (Я) ask (тебя) to explain the rule once again. 11. The computer center is (наш). 12. May I introduce (тебя) to a friend of (мой)? 13. (Ваша) new library has 500,000 volumes of books. 14. Now this library is (ваша). 15. I want to show (вам) (нашу) Academy. 16. Tell (нам) about your seminars and lectures. 17. Take (его) (словарь) from the bookshelf. 18. This is the translation of (его).

Множественное число имен существительных

+s	law – laws scholar – scholars
s, ss, ch, sh, x, o – + es	branch – branches class – classes box – boxes hero – heroes
-f/-ef – v + es	thief – thieves искл. gulf – gulfs, belief – beliefs, roof – roofs safe – safes
-y – i + es	society – societies but: day – days
Исключения	man – men woman – women foot – feet tooth – teeth goose – geese mouse – mice sheep – sheep deer – deer child – children
Сложные слова	housewife – housewives brother-in-law – brothers-in-law man-servant – men-servants woman-doctor – women-doctors
Слова латинского или греческого происхождения	analysis – analyses crisis – crises criterion – criteria datum – data phenomenon – phenomena radius – radii stimulus – stimuli medium – media

Ex. 1.3. Put the following words into the plural form.

Rule, society, thief, burglar, penalty, lawbreaker, agency, belief, branch, case, judge, lawsuit, victim, negro, wife, medium, criterion, treaty, crisis, county, code, liberty, courtroom, business, will.

Притяжательный падеж имен существительных

person's right	права личности
barristers' work	работа адвокатов (барристеров)
Mr. and Mrs Smith's property	собственность мистера и миссис Смит
government's bill	законопроект правительства
Britain's court system	система судов Британии
yesterday's meeting	вчерашнее собрание

Ex. 1.4. Translate the following into Russian.

Person's rights and obligations, person's property, Britain's form of government, country's social traditions, state's bar examination, lawyer's assistants, today's major systems of law, city's legal system, country's courts, court's decision, Canada's legal history, nation's private laws, law's guiding principle, defendant's answer.

Имя существительное в роли определенияCounty court

United States Supreme Court
Gas and Electric Arbitration Tribunal

Суд округа (в США)

Верховный Суд США
Арбитражный Суд по спорам об
оплате за газ и электричество

Ex. 1.5. Translate the following into Russian.

Public law, law matters, law code, contract law, family law, corporation law, business law, court rulings, common-law system, civil-law system, British Government: Ministers, The Channel Tunnel Bill, The University College London Bill, Northern Ireland Legislation, General Election victory, Law Society, Supreme Court decisions.

Неопределенные местоимения

much	много	Употребляется с неисчисляемыми именами существительными
many	много	Употребляется с исчисляемыми именами существительными
little	мало	Употребляется с неисчисляемыми именами существительными
a little	немного	Употребляется с неисчисляемыми именами существительными
few	мало	Употребляется с исчисляемыми именами существительными
a few	несколько	Употребляется с исчисляемыми именами существительными

Ex. 1.6. Read the sentences translating the words in brackets.

1. In (многих) cases public and private law overlap. 2. (Несколько) criminals were caught by the police yesterday. 3. The Prime Minister heads the Government and has (много) power. 4. Opposition MPs will make (мало) progress if they try to argue against the principle of the Bill. 5. (Мало) students came to the seminar yesterday. 6. Give me (немного) time to think.

Местоимения some, any, no и их производные

	Some, any, no	+thing	+body +one	+where
Утвердительные предложения	some – некоторый, какой, какой-нибудь, несколько	something – что-то, что-нибудь	somebody, someone – кто-то, кто-нибудь	somewhere – где-то, где-нибудь, куда-нибудь
	any – всякий, любой	anything – все	anybody, anyone – всякий, все	anywhere – везде, повсюду
Вопросительные предложения	any – какой-нибудь	anything – что-то, что-нибудь	anybody, anyone – кто-то, кто-нибудь	anywhere – где-то, где – нибудь, куда-нибудь
Отрицательные предложения	no, not any – никакой	nothing, not anything – ничто, ничего	nobody, not anybody, no one – никто	nowhere, not anywhere – нигде, никуда

Ex. 1.7. Translate the sentences.

1. No society could exist without law. 2. In England and Wales there are some 48 000 solicitors. 3. The Supreme Court may rule in cases in which someone claims that a lower court is unjust. 4. The power is distributed among three branches – judicial, legislative, executive – so that no one person or group of people in the government could exercise enough power to control the others. 5. I have this book somewhere at home. 6. Any student can be present at the conference. 7. Is there anybody in the reading-hall? 8. Have you anything to ask? 9. There was nothing interesting in the report. 10. The article was not printed anywhere. 11. Were you anywhere yesterday? 12. She was nowhere during her holidays. 13. Will there be any seminar tomorrow?

Ex. 1.8. Read and translate the following text.

Text A

LAW

Law is the set of enforced rules under which a society is governed. Law is one of the most basic social institutions and one of the most necessary. No society could exist if all people did just as they pleased, without regard for the rights of others. Nor could a society exist if its members did not recognize that they also have certain obligations toward one another. The law thus establishes the rules that define a person's rights and obligations. The law also sets penalties for people who violate these rules, and it states how government shall enforce the rules and penalties. However, the laws enforced by government can be changed. In fact, laws frequently are changed to reflect changes in a society's needs and attitudes.

In most societies, various government bodies, especially police agencies and courts, see that the laws are obeyed. Because a person can be penalized for disobeying the law, most people agree that laws should be just. Justice is a moral standard that applies to all human conduct. The laws enforced by government have usually had a strong moral element, and so justice has generally been one of the law's guiding principles. But governments can, and sometimes do, enforce laws that many people believe to be unjust. If this belief becomes widespread, people may lose respect for the law and may even disobey it. However, in democratic societies, the law itself provides ways to amend or abolish these unjust laws.

Ex. 1.9. Find the English equivalents for:

уважение к правам других (людей); иметь определенные обязанности; устанавливать правила; нарушать закон; правительство; наказание (штраф); суд; справедливый закон; поведение людей; принудительно осуществлять (обеспечивать) соблюдение закона; вносить изменения (в законопроект).

Ex. 1.10. Match the halves.

- | | |
|---------------------------------------|--|
| 1. People must recognize and respect | a) to reflect changes in society's needs and attitudes |
| 2. The law establishes the rules that | b) the actions of all people equally |
| 3. Laws are changed | c) the rights of others. |
| 4. Government bodies see that | d) for disobeying the law. |
| 5. A person can be penalized | e) the laws are obeyed. |
| 6. Justice is | f) define a person's rights and obligations. |
| 7. Law protects and directs | g) one of the law's guiding principles. |

Ex. 1.11. Answer the questions.

1. What is law? 2. Why do you think no society could exist without law?
3. What rules does law establish? 4. Does law set penalties for lawbreakers?
5. Can laws be changed? 6. Who sees that the laws are obeyed? 7. What is justice? 8. Can governments enforce unjust laws? Can you give any examples? 9. What may people do if they think that the law is unjust?

Ex. 1.12. Prove that:

- 1) law is one of the most necessary social institutions;
- 2) all members of the society must have obligations toward one another;
- 3) in democratic societies the law itself provides ways to amend or abolish unjust laws.

Ex. 1.13. Look through the following text.

Text B

RESOURCEFUL MRS YOUNG

Mr and Mrs Young's small house was in a village, but their children's houses were in town. Then Mr Young died, Mrs Young was eighty-five years old, and her children said to her, "Come and live in town near us. Or come and live in one of our houses." But she said, "No, I'm not going to go to town. I'm going to remain here."

Her children were not happy. They said, "There are a lot of burglars now. Maybe one of them will come into her house and take her money and her nice things."

One Sunday one of her daughters went to Mrs Young's house. She saw a key on the ground at the side of the front door. "Mother!" she said, "You mustn't put your key there. That's the worst place. Burglars can see it and open the door!"

Mrs Young smiled. "Try to open the door with the key" she said. Her daughter did this. The key made a lot of noise, but it did not open the door.

Then Mrs Young said, "I hear the key in the lock, and then I get one of my brother's old guns, go out of the back door and creep up behind the burglars."

1.14. Choose the right answer according to the text.

1. Did Mr and Mrs Young's children live with them?
 - a) No, they did not.
 - b) Yes, they did.
2. Did Mrs Young go and live with her children?
 - a) No, she didn't.
 - b) Yes, she did.

human institution. 9. Even many of the smallest villages in the USA have a local judge. 10. The Supreme Court is the most powerful part of the judicial branch. 11. General Election must be held once every five years, though the interval can often be shorter. 12. The sovereign invites the leader of the largest party in the House of Commons to become Prime Minister. 13. The Prime Minister and the most senior Ministers comprise the Cabinet, which takes the most important policy decisions.

The Present Indefinite Tense (Active)

Affirmative Form	Interrogative Form	Negative Form
I read	Do I read?	I do not (don't) read
We read	Do we read?	We do not (don't) read
You read	Do you read?	You do not (don't) read
He reads	Does he read?	He does not (doesn't) read
She reads	Does she read?	She does not (doesn't) read
It reads	Does it read?	It does not (doesn't) read
They read	Do they read?	They do not (don't) read

Ex. 2.2. Open the brackets and translate the sentences.

1. Lawyers (to handle) most of the law matters out of the court. 2. Contract law (to deal) with the rights and obligations of people who make contracts. 3. A business firm (to make) contracts both with other firms and private persons. 4. Inheritance law also (to set) the rules for making wills. 5. Tort law (not to deal) with the operation of business corporations. 6. ... family law (to cover) such matters as marriage, divorce, adoption, and child support? 7. ... the law (to ensure) a person's right to own property? 8. ... people (to sell) their property? 9. ... crimes (to range) in seriousness? 10. Criminal law (not to define) a person's rights and obligations in relation to government. 11. Courts (not to have) executive power.

Types of Questions

Family law determines the legal rights and obligations of husbands and wives and of parents and children.

1. General Question.

Does family law determine the legal rights and obligations of husbands and wives and of parents and children?

2. Alternative Question.

Does family law determine the legal rights of parents and children or the rules for the making of wills?

3. Special Question.

What legal rights does family law determine?

4. Question to the Subject.

Which law determines the legal rights and obligations of husbands and wives?

5. Tag-Question (Disjunctive Question).

Family law determines the legal rights and obligations of husbands and wives and of parents and children, doesn't it?

Ex. 2.3. Put the questions of different types.

1. Property law governs the ownership and the use of property. 2. Corporation law governs the formation and operation of business corporations. 3. Public law involves government directly. 4. Public law also describes the various divisions of government and their powers. 5. Criminal law deals with crimes. 6. The great majority of lawyers spend most of their time dealing with private-law matters. 7. A wide variety of business activities depend on the use of contracts. 8. Most nations have a written constitution. 9. International laws regulate international relations. 10. Local governments set up many administrative agencies.

Present Indefinite Passive

Affirmative Form	Interrogative Form	Negative Form
I am called	Am I called?	I am not called
We are called	Are we called?	We are not called
You are called	Are you called?	You are not called
He is called	Is he called?	He is not called
She is called	Is she called?	She is not called
It is called	Is it called?	It is not called
They are called	Are they called?	They are not called

Ex. 2.4. Open the brackets and translate the sentences. Use Present Indefinite Passive.

1. Various branches of private and public law (to relate). 2. Corporation law (to class) together with contract and commercial law as business law. 3. Some crimes (to class) as torts. 4. A law (to declare) unconstitutional if the court determines that it violates a state constitution. 5. Government agencies (to establish) in the executive branch of government. 6. Legal powers (to grant) to administrative agencies by the legislature. 7. Common law systems (to base) on court decisions. 8. Civil law systems (to base) on legislative acts. 9. Private law (to call) civil law. 10. Private law (to divide) into six major branches.

Ex. 2.5. Read and translate the text.

Text A

BRANCHES OF LAW

Law can be divided into two main branches: (1) private law and (2) public law. Private law deals with the rights and obligations people have in their relations with one another. Public law concerns the rights and obligations people have as members of society and as citizens. Both private law and public law can be subdivided into several branches. However, the various branches of public and private law are closely related, and in many cases they overlap.

Private law is also called civil law. It determines a person's legal rights and obligations in many kinds of activities that involve other people. Such activities include everything from borrowing or lending money to buying a home or signing a job contract.

The great majority of lawyers and judges spend most of their time dealing with private-law matters. Lawyers handle most of these matters out of court. But numerous situations arise in which a judge or jury must decide if a person's private-law rights have been violated. More than 10 million such cases are filed in United States courts each year. These cases are called law-suits or civil suits.

Private law can be divided into six major branches according to the kinds of legal rights; and obligations involved. These branches are: (1) contract and commercial law, (2) tort law, (3) property law, (4) inheritance law, (5) family law, and (6) corporation law. The dividing line between the various branches is not always clear, however. For example, many cases of property law also involve contract law.

Ex. 2.6. Find the English for:

гражданское право; публичное право; права и обязанности; граждане; занимать или одалживать деньги; подписать контракт о приеме на работу; юрист; судья; суд; присяжные; нарушать права; судебное дело (иск, тяжба); договорное право; торговое право; гражданское правонарушение; право собственности; наследственное право; семейное право; корпоративное право.

Ex. 2.7. Complete the sentences.

1. Private law deals with the rights and obligations people have in
2. Public law concerns the rights and obligations people have as

3. Branches of public and private law may 4. Civil law determines rights and obligations in many activities such as 5. Lawyers handle most of private-law matters 6. The dividing line between the various branches is ...

Ex. 2.8. Answer the questions.

1. What branches can law be divided into? 2. What legal rights does private law deal with? 3. What rights and obligations does public law concern? 4. Are private and public law related? 5. How is private law also called? 6. On what matters do most judges and lawyers spend most of their time? 7. What cases are called lawsuits? 8. What branches can private law be divided into? 9. Why do you think the dividing line between various branches is not always clear?

Ex. 2.9. Give the examples of the cases where various branches of law overlap.

Ex. 2.10. Look through the following text and find the right answers to the questions after it.

Text B

A BIG PARTY

Mr Harris used to work in Dover, but then he changed his job, and he and his wife moved to another town. They did not have many friends there, but they soon met a lot of interesting people, and after a few weeks, they often went to dinner or to parties at other people's houses.

Then Mrs Harris said to her husband, "We've been to a lot of other people's houses, and now we must invite them to our house, mustn't we?"

"Yes, certainly," answered her husband. "A big party will be the easiest, won't it? Then we can start to invite people to dinner in small numbers next month."

So Mrs Harris said, "Yes, I'll invite all our friends here to a big party on 5th December."

"How many will that be?" Mr Harris asked. "Don't invite too many." Mrs Harris was beginning to write the invitations when her husband saw that she was writing, "Party: 6.30 to 8.30 p.m."

"That isn't very nice, is it?" he said. "You're telling our guests that they must go at 8.30." So Mrs Harris just wrote, "Party: 6.30 p.m."

A lot of guests came, and they all had a good time, so they did not go home at 8.30. In fact, they were still there at midnight when the door bell

rang and a policeman arrived. He said, "You must stop making a noise, because someone has complained."

Mr Harris said he did not want to quarrel with the policeman, so everyone went home. They were sorry to have to go.

When Mr and Mrs Harris were alone again, she said to him, "That was a surprise, wasn't it? Who complained about the noise?" "I did," Mr Harris answered in a tired voice.

1. When did Mr and Mrs Harris have few friends?
 - a) Just after they moved to a new town;
 - b) When they were in Dover.
2. Did people invite them to their homes?
 - a) No, they did not;
 - b) Yes, they did.
3. Why did Mrs Harris want to invite people to her house?
 - a) Because she wanted them to invite her to theirs;
 - b) Because they had invited her and her husband to theirs.
4. Why did Mr Harris want to give a big party?
 - a) Because it was easier than a lot of small dinner parties;
 - b) Because he could not invite people to dinner in small numbers.
5. What didn't Mr Harris want his wife to do?
 - a) To write the invitations;
 - b) To write "to 8.30" on the invitations.
6. Did Mrs Harris change the invitations then?
 - a) No, she did not;
 - b) Yes, she did.
7. Did Mr and Mr. Harris's guests have a good time?
 - a) No, they did not;
 - b) Yes, they did.
8. Did they go home at 8.30?
 - a) Yes, all did;
 - b) Yes, a few did;
 - c) No, none did.
9. Why did they go home?
 - a) Because a policeman came to stop them;
 - b) Because Mr Harris quarrelled with a policeman.
10. Who had complained to the police?
 - a) A policeman had;
 - b) Mr Harris had.

UNIT 3

Past Indefinite Active

Affirmative Form	Interrogative Form	Negative Form
I worked (V ₂)	Did I work?	I did not (didn't) work
We worked	Did we work?	We did not (didn't) work
You worked	Did you work?	You did not (didn't) work
He worked	Did he work?	He did not (didn't) work
She worked	Did she work?	She did not (didn't) work
It worked	Did it work?	It did not (didn't) work
They worked	Did they work?	They did not (didn't) work

Ex. 3.1. Open the brackets (use Past Indefinite Active) and translate the story.

THEY OVERDID IT

The London police were looking for a criminal who had robbed a bank. One day they (to catch) him and (to take) him to prison. But while they were taking photographs of him from the front, from the left, from the right, with a hat, without a hat – he suddenly (to attack) one of the policemen and (to run) away.

Then a week later the telephone (to ring) in the police station and somebody (to say): "You are looking for Ben Jackson, aren't you?" – "Yes." – "Well, he (to be) at Victoria Station an hour ago. He has probably left London by now."

The city police immediately (to send) four different photos of the robber to the railway police. All the trains were searched. Less than two hours later they (to get) a telephone call from a small town not far from London. "We have caught three of the men", they (to say) happily, "and we hope to catch the fourth very soon."

Ex. 3.2. Put five questions to the text. Follow the model:

The police took the criminal to prison.

1. Did the police take the criminal to prison?
2. Did the police take the criminal or an innocent man to prison?
3. Where did the police take the criminal?
4. Who took the criminal to prison?
5. The police took the criminal to prison, didn't they?

Ex. 3.3. Disagree with the following statements. Follow the model:

Prehistoric people left record of their laws. (They had no system of writing)

Prehistoric people didn't leave record of their laws as they had no system of writing.

1. The first known law codes appeared in ancient Greece. (In Babylonia)
2. Under Roman law slaves had the right to make contracts and wills. (Slaves were not citizens)
3. The Israelities of the Middle East assembled their laws into a code about 2100 B.C. (from about 1000 to 400 B.C.)
4. The Law of Moses became a key part of the first books of the Koran. (The Christian Bible)
5. The legal traditions of Eastern civilizations had much influence on today's major system of law. (little direct influence)
6. The ancient Chinese founded both western law and western civilization (the ancient Greeks)
7. The civilization of ancient India made the law a human institution. (The civilization of ancient Greece)

Past Indefinite Passive

Affirmative Form	Interrogative Form	Negative Form
I was written	Was I written?	I was not (wasn't) written
We were written	Were we written?	We were not (weren't) written
You were written	Were you written?	You were not (weren't) written
He was written	Was he written?	He was not (wasn't) written
She was written	Was she written?	She was not (wasn't) written
It was written	Was it written?	It was not (wasn't) written
They were written	Were they written?	They were not (weren't) written

Ex. 3.4. Translate the following sentences paying attention to the Passive Voice.

1. The first law codes were produced by ancient civilizations in the Middle East.
2. Roman citizens were governed under the civil law.
3. Hundreds of years passed before people fully developed the principles of equality that were outlined by the Romans.
4. In 527 Justinian I became the ruler of the eastern empire, and his great code of Roman law was mainly enforced
5. The legal system of the Middle Ages was based on the relationship between lords and the people who depended on them.
6. Similar cases were often judged differently in different districts.
7. In the 1500's in European countries law codes were drawn up enforced mainly by local governments.
8. The federal legal system was based on the common law.
9. Canada's Parliament was authorized to set up the nation's criminal law system.
10. Contracts were regarded strictly as private agreements.
11. For many years pub-

lic schools in many states were segregated. 12. Prisoners claimed, they were treated unjustly, because they were locked up two to a cell built for one. 13. After detailed discussion the proposals were sent to the council.

Ex. 3.5. Read and translate the text.

Text A

BRANCHES OF PRIVATE LAW

Contract and Commercial Law deals with the rights and obligations of people who make contracts. A contract is an agreement between two or more persons that can be enforced by law. A wide variety of business activities depends on the use of contracts. A business firm makes contracts both with other firms, such as suppliers and transporters, and with private persons, such as customers and employees.

Tort Law. A tort is a wrong or injury that a person suffers because of someone else's action. The action may cause bodily harm; damage a person's property, business, or reputation; or make unauthorized use of a person's property. The victim may sue the person or persons responsible. Tort law deals with the rights and obligations of the persons involved in such cases. Many torts are unintentional, such as damages in traffic accidents. But if a tort is deliberate and involves serious harm, it may be treated as a crime.

Property Law governs the ownership and use of property. Property may be real, such as land and buildings, or personal, such as an automobile and clothing. The law ensures a person's right to own property. However, the owner must use the property lawfully. People also have the right to sell or lease their property and to buy or rent the property of others. Property law determines a person's rights and obligations involved in such dealings.

Inheritance Law, or succession law, concerns the transfer of property upon the death of the owner. Nearly every country has basic inheritance laws, which list the relatives or other persons who have first rights of inheritance. But in most Western nations, people may will their property to persons other than those specified by law. In such cases, inheritance law also sets the rules for the making of wills.

Family Law determines the legal rights and obligations of husbands and wives and of parents and children. It covers such matters as marriage, divorce, adoption, and child support.

Corporation Law governs the formation and operation of business corporations. It deals mainly with the powers and obligations of management and the rights of stockholders. Corporation law is often classed together with contract and commercial law as business law.

Ex. 3.6. Find the English for:

заключать контракт; соглашение между сторонами; обеспечивать соблюдение (исполнение); телесное повреждение; наносить ущерб собственности; потерпевший; предъявлять иск; непреднамеренный; ущерб от автомобильных аварий; умышленный; недвижимость; на законном основании; сдавать в аренду; переход права собственности в связи со смертью владельца; завещать имущество; составление завещания; права акционеров.

Ex. 3.7. Match the antonyms.

- | | |
|--------------------|------------------------|
| 1) unintentional | a) unlawfully |
| 2) real (property) | b) illegal |
| 3) lawfully | c) deliberate |
| 4) legal | d) to rent |
| 5) to buy | e) to sell |
| 6) to lease | f) personal (property) |

Ex. 3.8. Make up sentences using the table.

Contract Law		the ownership and the use of property.
Property Law	deals with	the rights and obligations of people who make contracts.
Inheritance Law	governs	legal rights and obligations of husbands and wives and of parents and children.
Family Law	concerns	the formation and operation of business corporations.
Corporation Law	determines	the transfer of property upon the; death of the owner.
Law	covers	such matters as marriage, divorce, adoption, and child support.
		the powers and obligations of management and the rights of stockholders.

Ex. 3.9. Answer the questions.

1. What does Contract and Commercial Law deal with? 2. What is a contract? 3. Whom does a business firm make contracts with? 4. What is a tort? 5. What does tort law deal with? 6. In what cases may a tort be treated as a crime? 7. What does property law determine? 8. What kinds of property can you name? 9. What rights do owners have? 10. What does inheritance law concern? 11. What does family law determine? 12. What does corporation law deal with?

Ex. 3.10. Look through the following text and do the tasks that follow.

Text B

THE SMUGGLER

Sam Lewis was a customs officer. He worked in a small border town. It wasn't a busy town and there wasn't much work. The road was usually very quiet and there weren't many travellers. It wasn't a very interesting job, but Sam liked an easy life. About once a week, he used to meet an old man. His name was Draper. He always used to arrive at the border early in the morning in a big truck. The truck was always empty. After a while Sam became suspicious. He often searched the truck, but he never found anything. One day he asked Draper about his job. Draper laughed and said, "I'm a smuggler."

Last year Sam retired. He spent his savings on an expensive holiday. He flew to Bermuda, and stayed in a luxury hotel. One day, he was sitting by the pool and opposite him he saw Draper drinking champagne. Sam walked over to him and asked him about his previous job. He remembered that man so well and the attempts to find something in his always empty trucks. He wanted to find out the truth about Draper and his real business. He also remembered Draper's words that he was a smuggler and asked him: "What were you smuggling?" The answer was very unexpected and laconic: – "Trucks".

Ex. 3.11. Choose the right variant

1. Sam Lewis was
a) a driver; b) a customs officer; c) a smuggler.
2. Sam was always
a) very busy; b) very tired; c) pleased with his work.
- 3) Draper was
a) an honest man; b) a smuggler; c) an adventurer.

Ex. 3.12. Choose the right sentence according to the text.

1. a) Sam liked his work.
b) Sam was satisfied with his work.
c) Sam hated his work.
2. a) Sam suspected Draper was a smuggler.
b) Sam proved that Draper was a smuggler.
c) Sam knew that Draper was a smuggler.

3. a) Sam decided to ask Draper about his job because he wanted to talk to somebody.

b) Sam decided to ask Draper about his job because he became suspicious.

c) Sam decided to ask Draper about his job because he liked the man.

Ex. 3.13. Complete the sentences.

1. Sam searched the Draper's truck because
2. Sam retired and spent his money
3. In Bermuda Sam found out that Draper was

UNIT 4

Future Indefinite Active

Affirmative Form	Interrogative Form	Negative Form
I will work	Will I work?	I will not (won't) work
We will work	Will we work?	We will not (won't) work
You will work	Will you work?	You will not (won't) work
He will work	Will he work?	He will not (won't) work
She will work	Will she work?	She will not (won't) work
It will work	Will it work?	It will not (won't) work
They will work	Will they work?	They will not (won't) work

Future Indefinite Passive

Affirmative Form	Interrogative Form	Negative Form
I will be said	Will I be said?	I will not (won't) be said
We will be said	Will we be said?	We will not (won't) be said
You will be said	Will you be said?	You will not (won't) be said
He will be said	Will he be said?	He will not (won't) be said
She will be said	Will she be said?	She will not (won't) be said
It will be said	Will it be said?	It will not (won't) be said
They will be said	Will they be said?	They will not (won't) be said

Ex. 4.1. Translate the sentences paying attention to the translation of the Active and Passive forms.

1. The documents will be published tomorrow.
2. Generally the Bills will cover topics on which the political parties are in broad agreement.
3. The first Bills will include measures to establish the Food standards agency, which will be responsible for food safety.
4. I hope I will become a good specialist.
5. Some Bills will be published in draft before their First Reading.
6. On a major Government Bill the committee will meet ten or

twelve times over about six weeks. 7. We won't discuss this problem at the next seminar. 8. Will you attend the lecture tomorrow? 9. Will the program be completed next week? 10. They won't take four exams next term. 11. The punishment won't be harsh. 12. I won't vote against it without good reason.

Ex. 4.2. Read and translate the text.

Text A

BRANCHES OF PUBLIC LAW

Public Law involves government directly. It defines a person's rights and obligations in relation to government. Public law also describes the various divisions of government and their powers.

Public law can be divided into four branches: (1) criminal law, (2) constitutional law, (3) administrative law, and (4) international law. In many cases, the branches of public law, like those of private law, overlap. For example, a violation of administrative law may also be a violation of criminal law.

Criminal Law deals with crimes, that is, actions considered harmful to society. Crimes range in seriousness from disorderly conduct to murder. Criminal law defines these offenses and sets the rules for the arrest, the possible trial, and the punishment of offenders. Some crimes are also classed as torts because the victim may sue for damages under private law.

In the majority of countries, the central government makes most of the criminal laws. In the United States, each state, as well as the federal government, has its own set of criminal laws. However, the criminal laws of each state must protect the rights and freedoms guaranteed by federal constitutional law.

Constitutional Law. A constitution is a set of rules and principles that define the powers of a government and the rights of the people. The principles outlined in a constitution form the basis of constitutional law. The law also includes official rulings on how the principles of a nation's constitution are to be interpreted and carried out.

Most nations have a written constitution. A major exception is Great Britain. The British constitution is unwritten. It consists of all the documents and traditions that have contributed to Britain's form of government. In most democracies, the national constitution takes first place over all other laws. In the United States, the federal Constitution has force over all state constitutions as well as over all other national and state laws.

Conflicts between a constitution and other laws are settled by constitutional law. In the United States, the courts have the power of judicial review, under which they may overturn any laws that are judged to be unconstitutional. A law is declared unconstitutional if the court determines that it violates the United States Constitution or a state constitution. The United States Supreme Court is the nation's highest court of judicial review.

Administrative Law centers on the operations of government agencies. Administrative law ranks as one of the fastest-growing and most complicated branches of the law.

National, state or provincial, and local governments set up many administrative agencies to do the work of government. Some of these agencies regulate such activities as banking, communications, trade, and transportation. Others deal with such matters as education, public health, and taxation. Still other agencies administer social welfare programs, such as old-age and unemployment insurance. In most cases, the agencies are established in the executive branch of government under powers granted by the legislature.

Administrative law consists chiefly of (1) the legal powers that are granted to administrative agencies by the legislature and (2) the rules that the agencies make to carry out their powers. Administrative law also includes court rulings in cases between the agencies and private citizens.

International Law deals with the relationships among nations both in war and in peace. It concerns trade, communications, boundary disputes, the uses of the ocean, and many other matters. Laws to regulate international relations have been developed over the centuries by customs and treaties. But international law, unlike other branches of law, is difficult to enforce.

Ex. 4.3. Find the English for:

нарушение административного права; различаться по степени тяжести; правонарушение; судебный процесс; наказание правонарушителей; подавать иск о возмещении убытков; служить основой конституционного права; судебный контроль; объявлять неконституционным (о законе); самая сложная отрасль права; сила власти, данная законодательством; исполнительная власть; постановление суда; договор; соглашение; законы, регулирующие международные отношения.

Ex. 4.4. Answer the questions.

1. Does public law involve government directly or indirectly? 2. What does it define? 3. What branches can it be divided into? 4. Do the branches overlap? 5. Can you give any examples? 6. What does criminal law deal with? 7. What is a crime? 8. Why are some crimes classed as torts? 9. What is a constitution? 10. What does constitutional law include? 11. Do most

nations have written or unwritten constitution? 12. What does the British Constitution consist of? 13. What force does the national constitution have in most democracies? 14. Conflicts between a constitution and other laws are settled by constitutional law, aren't they? 15. What power do the courts have in the USA? 16. What does administrative law center on? 17. What activities do administrative agencies regulate? 18. What powers and rules does administrative law consist of? 19. What relationships does International law deal with? 20. What matters does it concern? 21. Why do you think it is difficult to enforce international law?

Ex. 4.5. Fill in the table and speak about branches of law.

		deal with ...
Private Law	Contract and Commercial Law Tort Law Property Law Inheritance Law Family Law Corporation Law	
Public Law	Criminal Law Constitutional Law Administrative Law International Law	

Ex. 4.6. Look through the text and say if the sentences are true or false.

Text B

WHO STOLE WHAT?

One evening I was driving home along a quiet dark street in a suburb of London. A man stopped me and asked for a lift. I agreed and he got into the car beside me.

As I drove I suddenly remembered all the headlines I had recently seen in the popular newspapers, describing the activities of thieves and murderers. I began to feel suspicious of the man sitting next to me.

I felt in my pocket for my gold watch and sure enough, the watch had disappeared! So the newspapers were right after all!

Luckily, I had a pistol in the car. It was not loaded, but that did not matter. Stopping the car I quickly took out the pistol. Pushing the pistol into the man's ribs I ordered him to give me the watch.

It was amusing to see the man's reaction. He was a very strange robber! All trembling and shaking, he handed me the watch. "Now, get out, quick!" I ordered.

He rushed out of the car and ran like a rabbit.

Proud of my presence of mind I drove home. Some time later I was undressing to go to bed and suddenly I looked at my dressing table. What do you think I saw there? My watch which I had forgotten to put on!

1. One morning the author was driving to his office.
2. The author agreed to give a stranger a lift.
3. The man was sitting quietly and the author was not suspicious of him.
4. The author thought the man was a thief.
5. The man had a pistol in his pocket.
6. The author ordered the man to get out.
7. That man was a very strange robber.
8. When the author drove home he found his watch on the table.

UNIT 5

Modal Verbs

Modal Verbs	Выражает	Present	Past	Future
can to be able to	физическую или умственную способность совершения действия	can am, is, are able to	could, was, were able to	will be able to
may to be allowed to	разрешение, просьба	may, am, is, are allowed to можете, можно	might, was, were allowed to разрешили	will be allowed to разрешат
must	необходимость совершения действия	must должен	–	–
have to	необходимость совершения действия в зависимости от обстоятельств	have to has to должен, придется	had to пришло, должен был	will have to придется
be to	необходимость совершения действия, заранее запланированного или по договоренности	am to is to are to должен, обязан	was to were to должен был	
should	рекомендация к действию	should должен, следует, рекомендуется		

ought to	моральный долг	ought to должен, обязан	-	-
would	выражает просьбы, желания	would будьте добры	-	-
need	необходимость со- вершения действия или отсутствие таковой (только в вопроситель- ных и отрицательных предложениях)	need/needn't нуж- но/не нужно		

Ex. 5.1. Translate the sentences paying attention to the modal verbs.

1. Judges may refer to precedents in making their decisions. 2. But they must base every decision on a particular statute. 3. Judges could change many laws. 4. In a dictatorship, only the top government leaders can change the law. 5. In most cases the new constitution cannot take effect until it has been approved by referendum. 6. In 1774 French Canadians were allowed to follow their traditional system in private-law matters. 7. Employees often had to accept unfavourable contracts or lose their jobs. 8. The law should interfere with private business as little as possible. 9. The chief justice serves on the court for life and need not – and should not – take into consideration political issues when making legal decisions. 10. We are to discuss the curriculum. 11. They ought to inform us about the results of the vote. 12. Will you be able to come to the lecture?

Сочетание модальных глаголов с инфинитивом в пассиве.

It can be done It may be done	Это может быть сделано.
It is to be done It must be done It ought to be done It should be done It has to be done	Это должно быть сделано.

Ex. 5.2. Translate the sentences.

1. The use of the term civil law should not be confused with its use as an alternate term for private law. 2. Public law can be divided into four branches. 3. Government agencies may be authorized to amend, repeal or replace the regulations they make. 4. In most countries today a person must be trained to practice law. 5. Examinations are to be held in January. 6. The children ought to be taken care of. 7. The articles have to be looked through. 8. The translation of the text has to be finished in time.

Ex. 5.3. Before reading the text translate the word chains.

Common-law system, civil-law system, court decisions, court cases, court rulings, contract and property law, labor-management relations, health protection, common-law tradition, common-law principles, code law.

Ex. 5.4. Read and translate the text.

Text A

SYSTEMS OF LAW

Every independent country has its own legal system. The systems vary according to each country's social traditions and form of government. But most systems can be classed as either (1) a common-law system or (2) a civil-law system. The United States, Canada, Great Britain, and other English-speaking countries have a common-law system. Most other countries have a civil-law system. Many countries combine features of both systems.

Common-law systems are based largely on case law – that is, on court decisions. The common-law system began in England many hundreds of years ago. The English called their system the common law because it applied throughout the land.

English common law developed from the rules and principles that judges traditionally followed in deciding court cases. Judges based their decisions on legal precedents, that is, on earlier court rulings in similar cases. But judges could expand precedents to make them suit particular cases. They could also overrule (reject) any precedents that they considered to be outdated. In this way, judges changed many laws over the years. The common law thus came to be law made by judges.

However, some common-law principles proved too precious to change. For example, a long line of hard-won precedents defended the rights and liberties of citizens against the unjust use of government power. England and the other common-law countries have kept these principles almost unchanged. The United States, Canada, and other countries that were colonized by England based their national legal systems on the common law. In addition, every state in the United States except Louisiana and every Canadian province except Quebec adopted a common-law system. Louisiana and Quebec were colonized by France, rather than England, and their legal systems are patterned after the French civil-law system.

Case law is still important in common-law countries. However, the lawmaking role of legislatures in these countries has increased greatly dur-

ing the 1900's. For example, the United States Congress has made major changes in American contract and property law. The changes have dealt, for example, with such matters as labor-management relations, workers' wages and hours, health, safety, and environmental protection. Nevertheless, common-law countries have kept the basic feature of the English legal system, which is the power of judges to make laws. In addition, constitutional law in these countries continues the common-law tradition of defending the people's rights and liberties.

Civil-law systems are based mainly on statutes (legislative acts). The majority of civil-law countries have assembled their statutes into one or more carefully organized collections called codes.

Most modern law codes can be traced back to the famous code that was commissioned by the Roman Emperor Justinian I in the A.D. 500's. Justinian's code updated and summarized the whole of Roman law. It was called the *Corpus Juris Civilis*, meaning Body of Civil Law. For this reason, legal systems that are based on the Roman system of statute and code law are known as civil-law systems. This use of the term civil law should not be confused with its use as an alternate term for private law. Civil-law systems include both private law and public law.

In civil-law countries, which include France and Mexico, the statutes, rather than the courts, provide the final answer to any question of law. Judges may refer to precedents in making their decisions. But they must base every decision on a particular statute and not on precedent alone.

Other systems. Many countries have patterned their legal system after both civil law and common law. For example, Japan and most Latin-American nations have assembled all their private law into a code. But public law in these countries has been greatly influenced by common-law principles, especially those that guarantee the rights and liberties of the people.

Ex. 5.5. Complete the sentences with the active vocabulary.

1. Most English-speaking countries have a ... system.
2. Common-law systems are based on ... law – that is, on
3. Judges based their decision on
4. Judges could ... outdated precedents.
5. ... is still important in common-law countries.
6. Legislature in these countries has ... role.
7. The United States Congress has made changes in ... and ... law.
8. Constitutional law defends the people's ... and liberties.
9. Civil-law systems are based on
10. The statutes are assembled in

11. Civil-law systems include both ... and ... law.

12. Many countries have patterned their legal systems after both ... and ... law.

Ex. 5.6. True or false?

1. Legal systems of different countries vary. 2. Most countries have a civil-law system. 3. Common-law systems are based on common law. 4. English common law developed from the Roman law. 5. Legal precedents are court rulings. 6. Judges changed many laws over the years. 7. The basic feature of the English legal system is the power of judges to make laws. 8. Civil law systems are based on codes. 9. In civil law countries courts provide the final answer to any question of law. 10. Many countries have patterned their legal system after both case law and common law.

Ex. 5.7. Answer the questions.

1. What are two basic legal systems? 2. What countries have a common-law system? 3. What is common-law system based on? 4. When and where did the common-law system begin? 5. Why did the English call it "the common-law system"? 6. What did English common law develop from? 7. What are legal precedents? 8. What are civil law systems based on? 9. What are codes? 10. How did civil law system derive its name? 11. What countries have a civil law system? 12. What countries have other systems of law?

Ex. 5.8. Fill in the text with the necessary words below the line. Translate the text.

COMMON-LAW SYSTEM OF THE USA

When the American colonists declared their ... from England in 1776, they based their claims partly on the ancient Greek and Roman ideas of natural law.

However, the American colonists based their claims for independence chiefly on common-law principles. The English settlers who established the American Colonies had brought these principles with them. Moreover, many of the leaders in the colonies' struggle for independence were ... who had been trained in the common law. These men were especially dedicated to the ... that put the ... of the people above the ... of a monarch. The common law thus became a driving force behind the writing of the ... of Independence. Common-law principles also influenced the development of the U.S.... and the Bill of Rights.

American ... had the same ... to make laws that English courts had.

But the U.S. ... adopted the basic ideas, not the whole body of English common law.

common-law principles; rights; courts; independence; lawyers; will; power; Constitution; legal system; declaration.

Ex. 5.9. Read the text carefully. Look at the choices and pick the best one.

Text B

A REVOLUTIONARY HEROINE

The American Revolution had numerous heroes and heroines who contributed to its ultimate success. Some of these individuals, however, are not described adequately in the history books. You probably never read about Phoebe Fraunces, although this young black woman may well have been responsible for saving Washington's life so he could go on to become the country's first president.

Phoebe Fraunces was the housekeeper in charge of Washington's New York headquarters. A British spy, Thomas Hickey, gained access to the American headquarters by posing as a deserter. He wasn't a deserter at all, but had it in mind to kill General Washington by serving him poisoned peas.

Before carrying out his plan, Hickey happened to fall in love with Ms. Fraunces, and he made the fatal (for him) mistake of telling her what he intended to do. She quietly informed Washington that the peas were poisoned, as she set the plate down in front of the general.

Washington reportedly tossed the peas out the window into the yard, and the vegetables were eaten by chickens who then died. Hickey was caught. He gave a full confession and was hanged for his crime. An audience of 20,000 New Yorkers witnessed the spy's final punishment.

1. This text is mainly about:
 - a) Washington's life in New York;
 - b) a woman who saved Washington's life;
 - c) killing chickens with poison;
 - d) 20,000 people at a hanging.
2. Phoebe Fraunces was:
 - a) Washington's wife;
 - b) Hickey's housekeeper;
 - c) a British spy;

- d) none of the above.
3. The last thing to happen was that:
- a) Hickey poisoned the peas;
 - b) Hickey talked about his plan;
 - c) chickens died in the yard;
 - d) the peas went out the window.
4. Hickey told Ms. Fraunces about his plan:
- a) to get her to help him;
 - b) because he loved and trusted her;
 - c) so she would cook the peas;
 - d) hoping she would discourage him.
5. You can conclude from this story that:
- a) Ms. Fraunces was loyal to her boss;
 - b) crime sometimes pays;
 - c) Washington didn't like peas;
 - d) Ms. Fraunces was in love.
6. Hickey's punishment was:
- a) losing Phoebe's love;
 - b) eating poisoned peas;
 - c) falling in love;
 - d) public hanging.
7. Something fatal:
- a) is good to eat;
 - b) saves lives;
 - c) results in death;
 - d) can't be trusted.
8. Without Phoebe Fraunces, you can guess:
- a) Hickey would have died;
 - b) Washington would have starved;
 - c) history might have been different;
 - d) more spies would entertain.

UNIT 6

Present Continuous Active

Affirmative Form	Interrogative Form	Negative Form
I am reading	Am I reading?	I am not reading
We are reading	Are we reading?	We are not reading
You are reading	Are you reading?	You are not reading
He is reading	Is he reading?	He is not reading
She is reading	Is she reading?	She is not reading
It is reading	Is it reading?	It is not reading
They are reading	Are they reading?	They are not reading

Present Continuous Passive

Affirmative Form	Interrogative Form	Negative Form
I am being read	Am I being read?	I am not being read
We are being read	Are we being read?	We are not being read
You are being read	Are you being read?	You are not being read
He is being read	Is he being read?	He is not being read
She is being read	Is she being read?	She is not being read
It is being read	Is it being read?	It is not being read
They are being read	Are they being read?	They are not being read

Ex. 6.1. Open the brackets using Present Continuous Active. Translate the sentences.

1. Social conditions ... gradually (to change). 2. We are at the seminar. We (to discuss) different problems. 3. 48 000 solicitors (to practice) in England and Wales. 4. More and more solicitors (to become) specialists these days. 5. The barrister (to advise) the client now. 6. The Prosecutor (to make) a speech now. 7. The policeman (to give) evidence now. 8. The Magistrates (to discuss) the case. 9. The Judge (to decide) on the sentence now. 10. I (to sit) in the witness box now.

Ex. 6.2. Put the sentences from ex. 6.1. into the negative form.

Ex. 6.3. Put questions of different types to the sentences from ex. 6.1.

Ex. 6.4. Translate the sentences paying attention to the Present Continuous Passive.

1. This case is being settled in the Supreme Court this week. 2. This suspect is being questioned now. 3. The accused is being cross-examined. 4. A very serious case is being heard in the Crown Court this month. 5. Are party manifestos being published now? 6. The results of the voting are not being announced at the moment. 7. Is the accused being passed a sentence

now? 8. Many appeals are being heard by higher courts this season. 9. Many divorce cases are being dealt with in County courts these days, aren't they? 10. Sometimes the jury will be asked to leave the courtroom while certain legal issues are being decided.

Ex. 6.5. Read and translate the text.

Text A

HOW LAWS ARE CHANGED

Social conditions continually change, and so the law must also change or become outdated. Every nation changes its laws in the manner that its political system prescribes. In a dictatorship, only the top government leaders can change the law. Democracies, however, have developed four main methods of changing the law: (1) by court decision, (2) by legislation, (3) by administrative action, and (4) by direct action of the people.

By Court Decision. Judges in common-law countries change many laws by expanding or overruling precedents. Especially in the United States, judges often overrule precedents to bring the law into line with changing social conditions. In 1896, for example, the U.S. Supreme Court upheld a law that provided for "separate but equal" public facilities for blacks and whites. But in 1954, the Supreme Court ruled that racial segregation in public schools is unconstitutional.

By Legislation. Legislatures may change laws as well as make them. A legislature can change a statute by amending it; by repealing (canceling) it; or by passing a new law on the same subject. In most countries with a written constitution, some form of legislative action is required to amend the constitution.

By Administrative Action. Government agencies may be authorized to amend, repeal, or replace the regulations they make. In addition, they may be authorized to interpret an old regulation to meet changing conditions.

By Direct Action of the People. Some national and many local governments give the people direct power to change the law by referendum and by initiative. In a referendum, a law or a proposed law is submitted to the voters for their approval or rejection. In an initiative, a group of citizens proposes a law, which is then approved or rejected by the legislature or by referendum. Many countries and most states in the United States have repealed their constitution one or more times and replaced it with a new one. In most such cases, the new constitution cannot take effect until it has been approved by referendum.

Ex. 6.6. Find the English for:

Изменить закон; устаревший закон; диктатура; демократия; решение суда; законодательство; считать прецедентное право недействительным; соответствовать изменяющимся общественным условиям; устанавливать правовые нормы (издавать законы); внесение изменений (поправок) в законопроект; отмена закона; местные органы власти; представлять (законопроект) на рассмотрение избирателям; граждане; одобрить; отклонить; вступить в силу.

Ex. 6.7. Find the odd variant.

1. In democracies the main methods of changing the law are:

- a) by court decision;
- b) by legislation;
- c) by the top government leaders;
- d) by administrative action;
- e) by direct action of the people.

2. Judges in common-law countries change many laws by:

- a) expanding precedents;
- b) overruling precedents;
- c) amending precedents.

3. Legislators may change the law:

- a) by amending it;
- b) by repealing it;
- c) by voting;
- d) by passing a new law.

4. Government agencies may be authorized:

- a) to amend the regulations
- b) to repeal the regulations;
- c) to make new regulations;
- d) to interpret old regulations.

5. Government give the people power to change the law:

- a) by referendum;
- b) by their wish;
- c) by initiative.

Ex. 6.8. Answer the questions.

1. In what manner does every nation change its laws? 2. What are four main methods of changing the law in democracies? 3. How can judges in most common-law countries change laws? 4. Can you give any examples? 5. How can a legislature change a law? 6. How can the law be changed by administrative action? 7. How can people change law?

Ex. 6.9. Read the text and do the exercises after it.

Text B

ONE GOOD TURN DESERVES ANOTHER

One evening Mr. Green was driving along a lonely country road. He had been to London where he had drawn £50 from the bank, and he was now returning home with the money which he had put in his pocket book. At the loneliest part of the road a man in shabby, badly fitting clothes stopped him and asked for a lift. Mr. Green told him to get into the car and continued on his way. As he talked to the man he learned that he had been in the prison for robbery and had broken out of prison two days ago. Mr. Green was very worried at the thought of £50 that he had put in his pocket book. Suddenly he saw a police car and had a bright idea. He had just reached a small town where the speed limit was 30 miles an hour. He pressed down the accelerator and drove the car as fast as it would go. He looked back and saw that the police car had seen him and had begun to chase him. After a mile or so the police car overtook him and ordered him to stop. A policeman got out and came to Mr. Green's car. Mr. Green had hoped that he could tell the policeman about the escaped robber, but the man had taken a gun out of his pocket and had put it to Mr. Green's back. The policeman took out his notebook and pencil and said he wanted Mr. Green's name and address. Mr. Green asked to be taken to the police station but the policeman said, "No, I want your name and address now. You will have to appear at the police court later". So, Mr. Green gave the policeman his name and address. The policeman wrote it down, put his pocket book and pencil back in his pocket and gave Mr. Green a talk about dangerous driving. Then Mr. Green started up his car again and drove on. He had given up all hope of his £50, but, just as he reached the outskirts of London, the passenger said he wanted to get out here. Mr. Green stopped the car; the man got out and said, "Thanks for the lift. You've been good to me. This is the least I can do in return". And handed Mr. Green the policeman's notebook.

While the policeman had talked to Mr. Green, the thief had stolen the notebook.

Ex. 6.10. Choose the right variant.

1. One evening Mr. Green was driving:
a) to London; b) from London; c) to the country.
2. The man he gave a lift was:
a) a policeman; b) a robber; c) a poor farmer.
3. The thief:

a) robbed Mr. Green; b) shot policeman; c) stole the policeman's notebook.

Ex. 6.11. Are the sentences true or false?

1. a) Mr. Green was very worried about his 50 pounds.
- b) Mr. Green was very worried about the man in his car.
- c) Mr. Green wasn't worried at all about the prisoner.

2. a) He drove the car as fast as he could because he wanted to get home as soon as possible.

b) He drove the car 30 miles because there was the speed limit.

c) He drove the car as fast as he could because he wanted the police to stop him.

3. a) The policeman took Mr. Green to the station.

b) The policeman wrote down Mr. Green's name and address.

c) The policeman fined Mr. Green.

Ex. 6.12. Complete the sentences.

1. As Mr. Green talked to the man he learnt that

2. The police stopped Mr. Green's car because

3. Mr. Green wanted to tell the policeman about the escaped robber but

UNIT 7

Past Continuous Active

Affirmative Form	Interrogative Form	Negative Form
I was writing	Was I writing?	I was not writing
We were writing	Were we writing?	We were not writing
You were writing	Were you writing?	You were not writing
He was writing	Was he writing?	He was not writing
She was writing	Was she writing?	She was not writing
It was writing	Was it writing?	It was not writing
They were writing	Were they writing?	They were not writing

Past Continuous Passive

Affirmative Form	Interrogative Form	Negative Form
I was being written	Was I being written?	I was not being written
We were being written	Were we being written?	We were not being written
You were being written	Were you being written?	You were not being written
He was being written	Was he being written?	He was not being written
She was being written	Was she being written?	She was not being written
It was being written	Was it being written?	It was not being written
They were being written	Were they being written?	They were not being written

Ex. 7.1. Open the brackets using Past Continuous Active and answer the question.

"What were the students doing at the English class yesterday when the bell rang?"

When the bell rang the teacher (to explain) how to do the homework. One student (to write) new words in his notebook. Another student (to look up) the words in the dictionary. Two students (to solve) algebraic problems. The other two (to discuss) their problems. Two girls (to speak) on the mobile phones. One boy (to read up) for his tomorrow's exam. One girl (to make) a report. I (to listen) to the teacher attentively.

Ex. 7.2. What were you doing at the English class yesterday? Write down 5–6 sentences.

Ex. 7.3. Translate the sentences paying attention to the Passive Voice.

1. The second draft resolution was being discussed at the Second Reading debate yesterday. 2. The documents were being typed at this time yesterday. 3. I felt that I wasn't being looked at and it pleased me. 4. The detective had an uncomfortable feeling that he was being laughed at. 5. What sort of research was being done and who was doing it? 6. I saw that the house was being broken into. 7. Other possibilities were being talked of by some of my colleagues. 8. The offender was being questioned by the inspector at this time yesterday. 9. The case was being discussed by Colonel Melchet and Colonel Bantry at that moment. 10. To my surprise, routine questions were not being asked.

Ex. 7.4. Translate the "word chains".

Law education; law school; four-year college graduates; college training; prelaw students; law school programs; Doctor of Jurisprudence degree; state university; tuition fee; teaching methods; standard textbooks; law school graduates; court cases; law firm; state's bar examination.

Ex. 7.5. Translate the following word combinations paying attention to the degrees of comparison.

The lowest (highest) tuition fee; more than one-third; more than 750,000 lawyers; the highest court; more work; more time.

Ex. 7.6. Match the synonyms.

- | | |
|----------------|-----------------------------|
| 1) most | a) main |
| 2) nearly | b) to give work |
| 3) to disbar | c) difficult |
| 4) major | d) majority |
| 5) to employ | e) to finish |
| 6) complex | f) almost |
| 7) to complete | g) to suspend from practice |

Ex. 7.7. Read and translate the text.

Text A

A CAREER OF A LAWYER IN THE USA

In most countries today, a person must be trained and licensed to practice law. However, the training and licensing of lawyers vary greatly from country to country

Law Education. To practice law in most states of the United States, a person must first have a degree from a law school. The majority of law schools are a part of large universities. A few are independent institutions. Most U.S. law schools admit only four-year college graduates. During their college training, prelaw students do not have to take any particular courses. But the majority of students planning to go to law school specialize in the humanities or the social sciences.

Most law school programs require three years of study. During this time, students take courses in all the major branches of public and private law. Upon completing the required program, a student receives a J.D. (Doctor of Jurisprudence) degree. In general, law schools at state universities in the United States have the lowest tuition fees, and private institutions require the highest.

All the early law schools used traditional teaching methods. Students attended lectures and studied standard textbooks. During the 1870's, a new method of teaching law, the case method, was developed at Harvard University. This method trained students in precise legal reasoning through the reading, analysis, and discussion of actual court cases. Today, almost all U.S. law schools use the case method.

In the past, nearly all law students and nearly all lawyers were men. But the number of women law students has been steadily increasing. Today, women make up more than one-third of the total enrollment in the major U.S. law schools.

Licensing of Lawyers. Each state has its own bar – that is, the body of lawyers who have a license to practice in the state. The word bar originally referred to the railing or partition that traditionally separates spectators from the proceedings in a courtroom. Lawyers represent their clients before the bar rather than from the spectator area in the back of the courtroom. Because of the lawyer's position in the courtroom, the whole body of lawyers became known as the bar.

Most states issue a license to law school graduates who pass the state's bar examination. A few states automatically license graduates of approved law schools in the state, without a bar examination. In the early 1990's, the United States had more than 750,000 lawyers.

The highest court or the legislature in each state sets rules of conduct for lawyers. The court has the power to disbar any member of the state bar who violates these rules.

The Practice of Law. The majority of U.S. lawyers conduct most of their business out of court. But some lawyers, particularly those who specialize in criminal cases, do much trial work.

Many American lawyers have a general practice. They provide every kind of legal service, from drawing up wills and other legal papers to handling court cases. Many other lawyers especially in big cities concentrate on a particular branch of the law, such as corporation law or administrative law. Some of these lawyers work for large law firms. Such firms provide clients with specialized services in one or more branches of the law. Most large business corporations employ experts in corporation law.

Because of the greatly increased demand for legal services, many lawyers have more work than they can handle. Some large law firms have therefore begun to employ specially trained persons called lawyer's assistants. A lawyer's assistant does paralegal work, that is, routine legal tasks under a lawyer's supervision. Lawyers who employ such assistants can devote more time to complex legal cases.

Ex. 7.8. Find the English for:

учиться; иметь разрешение (право); заниматься адвокатской практикой, быть юристом; юридические колледжи входят в состав крупных университетов; независимые учреждения; выпускник; плата за обучение; традиционные методы обучения; посещать лекции; коллегия (ассоциация) адвокатов; зал суда; устанавливать правила поведения; нарушать правила; спрос на юридические услуги; завещание; определенная отрасль права; нанимать на работу; посвящать больше времени.

Ex. 7.9. Answer the questions.

1. What degree must a person have to practice law in the USA? 2. What graduates do most law schools admit? 3. Do prelaw students have to take particular courses during their training? 4. What courses do the majority of prelaw students specialize in? 5. How many years of study do most law school programs require? 6. What courses do the students take during this time? 7. What degree does a student receive upon completing the program? 8. What universities have the lowest tuition fees? The highest? 9. What is

the case method? 10. When and where was it developed? 11. What is bar? Why did the body of lawyers become known as the "bar"? 12. Is a bar examination compulsory for school graduates? 13. Who sets rules of conduct for lawyers? 14. Does the court have the power to disbar lawyers? 15. Do the majority of U.S. lawyers conduct their business in or out of court? 16. What legal services can lawyers provide? 17. What person is called a "lawyer's assistant"?

Ex. 7.10. Complete the sentences with the active vocabulary and speak on the topic: "A Career of a lawyer in Belarus".

To practice law in Belarus a person must have ... There are ... and ... universities in our country. Most law programs require ... years of study. During this time students take courses in Upon completing the required program a student receives ... State/private universities require ... tuition fees. During their studies students ... The number of woman /man law students

The career in law is popular because Lawyers provide legal services such as Lawyers should protect the rights and legal interests of Because of the demand for ..., lawyers have much work.

All lawyers in our country are incorporated either in the national or regional Members of the bar work at legal advisory offices, in courts, notaries, and other juridical bodies.

Ex. 7.11. Read the text and do the exercises after it.

Text B

NICK'S LITTLE ADVENTURE

Nick was bored with life. Every day was exactly the same. He got up at exactly the same time; he did the same things in the office; he talked to the same people; he watched the same programmes on television - and he went to bed at the same time!

"What I need is a little adventure!", Nick thought. Nick's "little adventure" happened sooner than he expected!

While he was on the bus reading his newspaper the man sitting next to him suddenly pushed a large brown envelope into his hands. "Here, take this!", he muttered. Then he stood up and got off the bus before Nick could say a word.

Nick sat there, holding the envelope. It felt heavy. There were papers inside, or money perhaps. "I'd better hand it over to the police," he thought.

But, as he got off the bus, a man approached him. "He wants the envelope", Nick thought and began to walk quickly and the man hurried after him. Nick started to run-and the man began to run too. But then, just before he got to the police station, Nick managed to lose the man in the crowds.

Inside the police-station, Nick handed over the envelope to the inspector. The inspector opened it. The envelope was full of money – false money. "Obviously the man made a mistake", the inspector said. "He thought you were one of the gang!"

Nick felt like a hero. He could already see his name in all the papers. He could imagine an interview on television!

"However," the inspector went on, interrupting Nick's day-dreams, "I'm afraid I must ask you to keep quiet about all this. We're trying to catch some very clever thieves – and we don't want them to know that we have some of the money. So you mustn't say a word to anyone – not even your boss! Sorry!"

He was an hour late for his work. "I've had my little adventure... but I can't tell anyone about it, so what's the point? I've even got to make up an excuse for the boss!"

Ex. 7.12. Choose the right variant.

1. Why did the man give the envelope to Nick?
 - a) Because he took him for another person.
 - b) Because he wanted Nick to give money to the inspector.
 - c) Because the envelope felt too heavy to hold it.
2. What happened when Nick got off the bus?
 - d) A man pushed something into his hand.
 - e) A police inspector approached him.
 - f) A man came up to him.
3. Why did the man follow him?
 - g) He wanted to inform the police about the envelope.
 - h) He wanted to know where Nick was going to.
 - i) He wanted to take the envelope.
4. Why did Nick feel disappointed after his "little adventure"?
 - j) Because the money was false.
 - k) Because he had to keep a secret.
 - l) Because he was over an hour late for his work.

Ex. 7.13. Are the statements true or false?

1. Nick was sick and tired of his daily life.
2. He dreamt to see his name in all the papers.

3. A policeman helped Nick to get lost in the crowd.
4. He didn't have to make up an excuse for his boss.

Ex. 7.14. Complete the sentences.

1. Nick was bored with his life
2. Inside the police station Nick
3. The envelope was full of

UNIT 8

Future Continuous Active

Affirmative Form	Interrogative Form	Negative Form
I will be translating	Will I be translating?	I will not be translating
We will be translating	Will we be translating?	We will not be translating
You will be translating	Will you be translating?	You will not be translating
He will be translating	Will he be translating?	He will not be translating
She will be translating	Will she be translating?	She will not be translating
It will be translating	Will it be translating?	It will not be translating
They will be translating	Will they be translating?	They will not be translating

Ex. 8.1. Open the brackets.

1. I (work) at 5 o'clock tomorrow.
2. We (to translate) the text all day long tomorrow.
3. He (to watch) TV from 5 till 6 tomorrow.
4. I (to do) my homework when you come.
5. ... you (to work) at the seminar from 10 till 11.30 tomorrow?
6. ... she (to do) her research at this time tomorrow?
7. ... you (to discussing) this criminal case at the morning seminar tomorrow?
8. The teacher (to speak) about business law at tomorrow's lecture.
9. They (not to read up) for their exams all day long tomorrow.
10. We (not to write) our reports all day long tomorrow.

Ex. 8.2. Read and translate the text.

Text A

COURT SYSTEM

Court is a person or body of persons having judicial authority to hear and determine disputes in particular cases: civil, criminal or military. Court is also a large room in a building where trials and other legal cases happen.

English courts are divided by certain features. The first distinction is between courts trying criminal cases and courts trying civil cases. The second

distinction is made between the inferior courts, or courts of first instance, in which the first hearing of any judicial proceeding takes place, and the superior courts, or courts of appeal, in which the judgement of the first courts are brought under review. The court of appeal is the main appeal court, whose decision may be reviewed by the House of Lords in important points of law.

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

The American court system is complex. It functions as part of the federal system of government. Each state runs its own court system, and no two are identical. The federal courts coexist with the state courts.

Individuals fall under the jurisdiction of two different court systems, the state courts and federal courts. They can sue or be sued in either system, depending mostly on what their case is about. The vast majority of cases are resolved in the state courts.

The federal courts are organised in three tiers, like a pyramid. At the bottom of the pyramid there are the U.S. district courts, where litigation begins. In the middle there are the U.S. courts of appeals. At the top there is the U.S. Supreme Court. To appeal means to take a case to a higher court. The courts of appeals and the Supreme Court are appellate courts, with few exceptions; they review cases that have been decided in lower courts. Most federal courts hear and decide a wide array of cases.

Belarussian courts are judicial organs of government, which resolve disputes of civil and criminal cases on the territory of Belarus. The Constitution of Belarus (Articles 151-161) provides the system of election of judges and People's assessors and the collective order of trying criminal and civil cases in courts. In general the court system is divided into three stages – district (municipal) People's courts, regional courts and Minsk city court and the highest one – the Supreme Court of the Republic of Belarus. Criminal and civil courts are distinguished as courts of first and second instances. Courts of first instance pronounce verdicts in criminal cases and pass judgement in civil cases after trial. Courts of second instance are courts of cassation and can control the legality and justification of verdicts or judgement pronounced by courts of first instance.

Vocabulary to the test:

inferior court – низший суд
coroner's court – суд coronера (специальный судья, в обязанность которого входит выяснение причины смерти, наступившей при необычных или подозрительных обстоятельствах)
court of appeal – апелляционный суд
hearing – слушание (дела)
juvenile court – суд по делам несовершеннолетних
litigation – гражданский судебный спор, процесс
people's assessor – народный заседатель
sue or be sued – выступать в суде в качестве истца или ответчика
superior court – высший суд

Ex. 8.3. Answer the questions.

1. What is court in a wide sense of the word? 2. How are English courts divided? 3. What is a court of appeal? 4. What are the main functions of juvenile courts? 5. How do tribunals function? 6. Name American courts in the descending order. 7. In what way are the federal courts organized? 8. Where does litigation begin? 9. What does the word «to appeal» mean? 10. What do Articles 151–161 of the Constitution of Belarus provide? 11. What is the hierarchy of the Belarussian court system? 12. What functions does the court of first instance have? 13. What are the main functions of the court of second instance?

Ex. 8.4. Find the English for:

иметь юридические полномочия; слушание (дела); судебный процесс; суд первой инстанции; апелляционный суд; суд по делам несовершеннолетних; правонарушитель; суд coronера; расследовать; административный трибунал; сосуществовать; выступать в суде в качестве истца (ответчика); гражданский судебный спор, процесс; народный заседатель; районный суд; Верховный Суд; выносить вердикт (решение суда).

Ex. 8.5. Divide the text into the parts. Make headlines for each part and compose a plan.

Try to retell the text according to your plan.

Ex. 8.6. Read text B and do the exercises after it.

Text B**A FLASK OF BLACK COFFEE**

Jameson's department store was famous for good quality, especially its jewellery. When customers came in they were given a metal disc with a

number on it, which showed the time when they entered the store. With the help of the disc the management knew how many customers were shopping at any time. It helped them to limit shoplifting. And yet a strange story happened not very long ago.

It was 3 July, a Monday afternoon. The big clock over the entrance said 3.20. Anita was working at check-out. She was a bright girl. A couple in their fifties was coming towards her. The woman was well dressed, but walked with a stick and every four or five steps she stopped, as if she were very ill. The man seemed very concerned about his wife. He gave the two computer discs back to Anita. As she picked them up she noticed that they had come in at ten minutes to three. "So they have been in the shop for half an hour", Anita thought. She started adding up what they had bought. She was going to pick up a blue Thermos flask when the man stopped her. "We brought this in with us", he said, smiling. "It's black coffee. My wife has to take a tablet every twenty minutes, you see, and it must be washed down with hot coffee". He opened the flask and the smell of the coffee rose into the air.

"Thanks", replied Anita, looking at the flask, full to the brim with coffee.

Anita was dealing with the next customer when suddenly she went hot and cold all over. Quickly she phoned the store detective. Two minutes later, the thieves were handed over to the police on the car park.

At the bottom of the Thermos flask were stolen jewels worth about \$1200.

Anita was given an extra three days holiday and a reward in cash.

What made Anita think they were thieves? She understood that they had deceived her because the flask wouldn't have been full to the brim if the woman had drunk any coffee from it.

Ex. 8.7. Choose the right answer.

1. Why were customers given a metal disc with a number on it?
 - a) It showed the number of goods customers had bought.
 - b) It showed the time when customers entered the store.
 - c) It showed how much money customers paid at the check-out.
2. How long were the couple in the shop?
 - a) For thirty minutes.
 - b) For twenty minutes.
 - c) For ten minutes.
3. Why didn't the man pay for the Thermos flask?
 - a) Because they had brought it with them.
 - b) Because they had no money to pay for it.

- c) Because every customer got a Thermos flask as a present.
- 4. How did Anita understand that they were thieves?
 - a) Because the store detective recognized them and told her about it.
 - b) Because the man seemed very concerned about his wife.
 - c) Because the flask was suspiciously full.

d) Ex. 8.8. Are the sentences true or false?

- 1. The thieves hid the stolen jewels in the Thermos flask of black coffee.
- 2. Anita was given an extra week's holiday and a reward in cash.
- 3. The woman had to drink coffee every 30 minutes to wash down the

tablet.

Ex. 8.9. Complete the sentences.

- 1. Jameson's department store was famous for
- 2. The woman was well dressed, but
- 3. At the bottom of the Thermos flask

SUPPLEMENTARY TASKS

Task 1

Ex. 1. Translate the text using a dictionary.

Text A

SOLICITORS

The expression "solicitor" first came into being towards the end of the sixteenth century.

In England and Wales (Scotland has a different system) there are some 48,000 solicitors practicing in about 11,000 different firms. There are further 9,000 solicitors who are not practicing but employed (e.g. in government departments or industry). Almost 50 per cent of all new solicitors are women. Solicitors are controlled by law (the Solicitors Act 1974), and governed by the Law Society, which decides on standards of conduct. The Law Society issues rules covering the keeping of accounts, publicity, insurance, disciplinary procedures, etc.

All practicing solicitors must have a valid practicing certificate. Before this is issued the Law Society requires an accountant's certificate (to confirm that client's money is being properly handled) and proof that the solicitor is insured. The Law Society may impose restrictions in a practicing cer-

tificate. Solicitors, unlike barristers, practice in partnerships. This means that solicitors are personally liable to their clients if they are negligent. All solicitors are insured, but if their insurance cover is insufficient, they must at present personally make up the shortfall.

A popular definition of the distinction between solicitors and barristers, is that barristers do the court work and solicitors do the office work. In practice, the major volume of court work is done by solicitors and barristers do much 'office' work. At present no solicitor, however experienced, may represent a client at a full hearing in any of the higher courts.

Today more and more solicitors are becoming specialists. It is the solicitors who have the first and direct contact with their clients. Barristers are brought in as and when they are needed – by solicitors.

Ex. 2. Look through the text and retell it in English.

Text B

One day a man was walking past a house in London when he heard a woman's voice shouting for help. The man thought someone was probably trying to murder her. He ran to a phone box and called the police. The police came quite quickly, but by now the shouting had stopped. However, the man was quite sure that he had heard cries for help. When the police knocked on the door, there was no answer. So they broke down the door and went in. Inside the house was a woman who had just come out of the shower. She explained to the police that she had been singing the Beatles song "Help!".

Task 2

Ex. 1. Translate the text using a dictionary.

Text A

BARRISTERS

Barristers are the smaller branch of the legal profession. There are currently about 7,000 practicing barristers. Barristers are termed counsel when appearing in court or advising clients. They practice from chambers not offices. When they are admitted they are called to the bar. Their governing body is the General Council of the Bar (known as the Bar Council). Every

practicing barrister must pay a subscription to the Bar Council and be a member of one of the four Inns of Court: Lincoln's Inn, Inner Temple, Middle Temple and Gray's Inn. The Inns of Court are voluntary unincorporated societies, with the exclusive right to call to the bar (i.e. to appoint barristers).

Many barristers regard themselves as belonging to the senior branch of the legal profession (a view not shared by all solicitors!). Traditionally, it is said that barristers were drawn from the upper classes in society and solicitors came from the middle classes. It takes less time to qualify as a barrister than to become a solicitor, but it takes much longer to start to earn a living wage. Barristers are not allowed to practice in partnerships. They all operate independently; barristers from the same set of chambers can appear on opposite sides in a case.

Barristers are tenants of their chambers. Between them they employ clerical staff and a clerk. The clerk is the barrister's managing agent, and is traditionally always called by his first name. He deals directly with solicitors and negotiates on fees, taking a commission (usually about 10 per cent) from the fee.

Barristers' work falls into two categories:

Court work. Barristers can appear as advocates in any court. They presently have a monopoly over appearing in the higher courts.

Non-court work. Not all barristers spend their working day in court. Barristers are asked to advise on difficult points of law or on how a particular case should be conducted. In addition barristers prepare formal pleadings – the documents which make up a court case.

Ex. 2. Look through text B and retell it in English.

Text B

A man decided to rob a bank in the town where he lived. He walked into the bank and handed a note to one of the cashiers.

The cashier read the note which told her to give the man some money. Afraid, that he might have a gun, she did as she was told. The man then walked out of the building, leaving the note behind. However, he had no time to spend the money because he was arrested the same day. He had written the note on the back of an envelope and on the other side of the envelope was his name and address. The clue was quite enough for the detectives on the case.

Task 3

Ex. 1. Translate the text using a dictionary.

Text A

Law in Business and Society

Law and business are interrelated. Business is the organization of capital and labor to produce a service with every aspect of that organization regulated by law. Buying and selling, employment practices, and even the nature of the business organization itself are examples of business activity controlled by law. Therefore, any business decision has a legal component, and business manager should take care to consider it.

They must appreciate the nature of the legal environment in which their businesses operate.

Law provides minimum rules of conduct that society will sanction. Those rules must possess several general characteristics: predictability, flexibility, and reasonable application and coverage.

Predictability. One must be able to predict with some accuracy the legal effect of future conduct. Otherwise no activity would ever be legally safe.

When a corporation sells its redesigned personal computer, hires new employees, or raises additional capital, legal issues arise. These common business activities would be impossible to complete if executives could not rely on a body of law for predictable resolutions. Thus, those governed by a legal rule must be able to anticipate its application.

Flexibility. Most law was developed by people who are no longer alive. Those lawmakers had few of the experiences of modern society. Yet the rules of law are applicable and relevant to new situations that have occurred in modern life. So, while an effective law in our system must have a predictable outcome in its application, it must also be flexible enough to meet changing conditions.

Reasonable Application and Coverage. Law must be reasonable both in its application and in its subject.

The subject of the law's regulation must also be reasonable. Our system presumes that people will voluntarily obey the laws because laws that reflect the norms of society will be considered reasonable and will readily be obeyed by most people. However, laws that a large number of people find to be unreasonable will soon become unenforceable.

Ex. 2. Look through text B and retell it in English.

Text B

This true story is about a policeman in New York City who had a girlfriend he cared for very much. He regarded New York City as a dangerous place, and he warned his girlfriend about the danger of walking the streets alone and the need to look out for muggers. But as he also believed in being prepared for the worst, he bought a can of gas that would protect his girlfriend from muggers. It seemed worth spending a few dollars on. The idea is that you point the thing at your attacker and spray him with the gas, which knocks him out. On the day he bought the gas, the policeman and his girlfriend had arranged to go out for the evening. So he was looking forward to giving her the can later on. When he got home from work, he had a bath and then sprayed some deodorant on himself. He knew nothing more until he woke up in hospital the next day. He had picked up the wrong can and sprayed himself with the gas.

Task 4

Ex. 1. Translate the text using a dictionary.

Text A

BUSINESS CRIMES

Business crimes have several features that make them distinct from other crimes. First, these crimes are often difficult to detect, because the method of their commission is so interconnected with normal commercial behavior and because the crime may consist of a very complex series of steps. Second, business crimes, in contrast to other crimes, more often involve individuals who are economically successful and who appear to be upright, law-abiding citizens. Third, the economic clout of those who commit business crimes often enables them to muster strong legal defenses. Prosecutors overburdened with large caseloads are often forced to forgo lengthy trials and instead plea bargain for lesser offenses.

Business crimes come in an endless variety. Four in particular are very common: embezzlement, bribery, racketeering, and computer crimes.

Embezzlement occurs when a person wrongfully appropriates property entrusted to him or her.

Bribery is the offering or receiving of anything of value to influence official action. Commercial bribery is a form of bribery. It occurs when bribery is used to acquire sensitive information from a competitor – for example customer lists, new product lines, commercial secrets, or expansion plans.

A computer crime is any illegal act requiring knowledge of computer technology (simple unauthorized access, theft of information and theft of funds).

Ex. 2. Look through the text and retell it in English.

Text B

Police have warned people to watch out for two men who have tricked their way into an old woman's home and stolen money.

The men called on Mrs Iris Raine and said they were from the water company and wanted to check if her water was O.K. They asked if she would mind letting them into her house. The woman didn't ask to see their identity cards. She said she didn't know about any problem with the water. The man explained that they had just discovered the problem but that it was very simple and didn't take long to check. The woman asked if the service was free and they said yes. They wanted to know where the water tank was. While one man ran water in the kitchen the other went upstairs and took several hundred pounds from a drawer in a bedroom. The men then left saying that they would return the next day to have another look.

Task 5

Ex. 1. Translate the text using a dictionary.

Text A

EMPLOYMENT LAW

The basis of modern employment law is the idea that each employee has his or her own contract of employment. The theory is that each employee individually enters into a legally binding contract with his or her employer; the employee provides working skills and, in return, the employer pays wages.

The contract of employment is the heart of the employment relationship.

But the use of the word 'contract' suggests that there was a bargaining session at which employer and employee negotiated the terms of an agree-

ment. This is, of course, not so. The unemployed worker does not negotiate with the personnel manager to secure the best terms. He or she will have been sent to the firm by the Job Centre, be told the rate of pay and what the job involves and will then have to take it or leave it. If he or she accepts the job, then the lawyer will say that there is now an employment contract between the employer and the employee.

A contract does not have to be in writing to be legally binding, and employment contracts are no different from other contracts in this respect. The law will enforce the terms of the contract, and if the parties did not specifically agree on all the terms, then the law will work out what they intended - the implied terms. So terms as to overtime, holiday arrangements, sick pay and discipline can all be implied if no express agreement was reached.

Every employee has a contract of employment with their employer. It is impossible to be an employee without having an employment contract.

Workers who are self-employed are not 'employees'. They do not benefit from all the numerous employment protection rights given to employees. It is not always easy to decide whether a worker is employed or self-employed.

Ex. 2. Look through the text and retell it in English.

Text B

This is a true story which has happened in the U.S. A man who was accused of housebreaking appeared in court. He had put his arm through the window of a house and stolen some money which was lying on a table inside. The argument that the man's lawyer put forward wasn't very impressive. He said that it was the man's arm that had committed the crime and not the man himself. "You cannot punish a man for what his arm has done" – said the lawyer. Now the judge in whose court the man was appearing wanted to show how stupid the lawyer's argument was. Instead of finding the man guilty, he found the man's arm guilty and sent it to prison. "He can go with his arm or not, as he chooses," the judge added, which made everyone laugh. But what the judge didn't know was that the man had an artificial arm. He took the arm off, gave it to the judge – who could hardly believe his eyes – and walked out of the court.

SUPPLEMENTARY TEXTS

Text 1

The Development of Law

Civilized societies are so complex that they could not exist without a well-developed system of law. Scholars therefore conclude that people began to formulate laws in prehistoric times, before the first civilizations arose. Prehistoric people had no system of writing, and so they left no record of their laws. The earliest laws were customary, laws that is, laws established by custom and handed down orally from one generation to the next.

The first civilizations and first systems of writing appeared between about 3500 and 3000 B.C. The invention of writing enabled people to assemble law codes. The development of written codes made the law a matter of public knowledge and so helped advance the rule of law in society. The first law codes were produced by ancient civilizations in the Middle East.

Early Developments in the East. The first known law codes appeared in the ancient Middle Eastern land of Babylonia. A Babylonian king named Ur-Nammu assembled the earliest known code about 2100 B.C. Other Babylonian rulers produced codes during the following centuries. A king named Hammurabi drew up the most complete and best known of these codes during the 1700's B.C. Hammurabi's code, like the earlier ones, consisted mainly of a long list of rules to settle specific types of cases. The code laid down the law for such matters as the unfaithfulness of a wife, the theft of a farm animal, and the faulty work of a housebuilder. Many of the punishments were harsh by today's standards. For example, a son found guilty of striking his father had his hand cut off.

From about 1000 to 400 B.C., the Israelites of the Middle East assembled their religious and social laws into a code. The code reflected the teachings of Moses, a great Israelite leader of the 1200's B.C., and so it is often called the Mosaic Code or the Law of Moses. The Mosaic Code stressed moral principles. It became a key part of the first books of the Hebrew Bible and later of the Christian Bible. According to the Bible, the part of the code known as the Ten Commandments was given to Moses by God. The commandments therefore have had enormous influence on the moral content of the law in Western civilization.

By about 500 B.C., the civilizations of India and China had also produced codes of law. The codes in both countries stressed the moral obliga-

tions of the law. However, except for the religious laws of the Hebrew people, the legal traditions of Eastern civilizations have had little direct influence on today's major systems of law. Many Eastern peoples, even those influenced by Western traditions, still stress the moral obligations of the law. Accused persons have little opportunity to defend themselves. Concern for the rights of an accused person and for the rights of all citizens developed mainly in Western civilization. But this development occurred slowly over many hundreds of years. Most scholars regard the ancient Greeks as the founders of both Western law and Western civilization.

Text 2

The Influence of Ancient Greece

Unlike earlier civilizations, the civilization of ancient Greece made the law a clearly human institution. Before the Greeks, most people believed that only gods and goddesses had the power to make laws. The gods and goddesses gave the laws to certain chosen leaders. These leaders passed them on to the people. Like earlier peoples, the ancient Greeks believed that gods and goddesses required human beings to obey the law. But the Greeks also believed that human beings have the power to make laws and to change them as the need arises. The Greek city-state of Athens became the chief center of this development.

A politician named Draco drew up Athens' first law code in 621 B.C. It became famous mainly for its harsh penalties for lawbreakers. In the 590's B.C., the ruling council of Athens authorized a high-ranking official named Solon to reform the city's legal and political system. Solon repealed most of Draco's stern laws and drew up a much fairer code in their place. Solon also made the Athenian assembly more representative and increased its lawmaking powers. In time, elected assemblies of citizens gained more and more legislative power in Athens. The Greeks thus began another key development of Western civilization – the founding of democratic government. However, as many as a third of the people of Athens were slaves. The Athenians, like other ancient peoples, denied slaves the legal rights of citizens.

The Greeks believed strongly in the importance of law. They considered respect for the law to be the mark of the good citizen. The great Athenian philosopher and teacher Socrates became the supreme example of this belief. The court sentenced Socrates to death in 399 B.C. for teaching Atheni-

an youths to question the authority of the law. Socrates knew that he was innocent. But he accepted his sentence in order to show his respect for the law.

Text 3

Roman Law

Ancient Roman Law. Ancient law reached its peak under the Romans. Roman law included all the main branches of public and private law that exist today. In fact, the scientific classification of the law began with the Romans. The Romans designed their laws not only to govern the people of Rome but also to build and hold together a vast empire. By the early A.D. 100s, the Roman Empire included much of Europe and the Middle East and most of northern Africa.

Early Roman Times. The first known Roman law code, called the Laws of the Twelve Tables, was written about 450 B.C. It set down the chief customary laws of the Roman people in a form that was easy to remember. For hundreds of years, Roman boys had to memorize the code as part of their schoolwork.

The principles expressed in the Twelve Tables long remained the basis of Roman law. But the Romans gradually amended these principles to meet changing social conditions. After 367 B.C., a high public official called a praetor made the chief amendments. Each year, the praetor issued an edict (public order) that made any necessary changes. After 27 B.C., the Roman emperor could make or change laws as he wished. Eventually, the whole body of Roman law became extremely complex. The task of interpreting this great mass of laws fell to a group of highly skilled lawyers called *juris prudentes*, a Latin term for experts in law. Since that time, the science of law has been known as jurisprudence.

For many years, Romans and non-Romans within the empire were governed under different sets of laws. Roman citizens were governed under the *jus civile* (civil law). The Romans developed a special set of laws, called the *jus gentium* (law of the nations), to rule the peoples they conquered.

They based these laws on principles of justice that they believed applied to all people. Such principles are known as natural law.

However, neither the *jus civile* nor the *jus gentium* granted any legal rights to slaves. Under Roman law, only Roman citizens could own property, make contracts and wills, and sue for damages. Slaves were not citizens,

and so they had none of these rights. As the Romans developed the idea of natural law, however, they recognized that slaves had human rights that should be respected. Roman law thus began to require that slaves be treated fairly and decently.

Late Roman Times. The belief in natural law also led to the idea that non-Romans within the empire should have the same rights as citizens. In A.D. 212, the Romans granted Roman citizenship to most of the peoples they had conquered, except slaves. The *jus civile* then became the law of the entire empire.

However, the principles of natural law set down in the *jus gentium* remained part of Roman law. These principles were important to future generations because they led to the belief in equal rights for all citizens. But hundreds of years passed before people fully developed the principles of equality that were outlined by the Romans. Once the principles had been developed, they contributed to the building of democratic governments in the United States, France, and many other countries.

Beginning with Julius Caesar, a long line of Roman rulers had tried to organize all the empire's laws into an orderly code. Emperor Justinian I finally completed this task. Justinian's code, the famous *Corpus Juris Civilis* (Body of Civil Law), went into effect in 529 and 534. It covered the whole field of law so completely and so skillfully that it later became the model for the first modern law codes. Even today, the codes of most civil-law countries are based on Roman law.

Notes to the text:

jus civile – гражданское право

jus gentium – международное право

Corpus Juris Civilis – свод гражданского права

Text 4

The Middle Ages

In 395, the Roman Empire split into two parts – the West Roman Empire and the East Roman, or Byzantine, Empire. The West Roman Empire, which had its capital in Rome, fell to invading Germanic tribes in the late 400's. The empire's fall marked the start of the 1,000-year period known as the Middle Ages. The East Roman Empire, which had its capital in Constantinople (now Istanbul), escaped the invasions. In 527, Justinian I became the ruler of the eastern empire, and his great code of Roman law was

mainly enforced there. In Western Europe, most of the legal and cultural institutions developed by the Romans gradually died out.

However, Roman law survived in the West as the basis for canon law - the legal system developed by the Roman Catholic Church. Most Europeans during the Middle Ages were Catholics, and so canon law had a powerful influence on their lives.

The Germanic tribes that overthrew the West Roman Empire had their own law codes, which they introduced into the regions they conquered. But these codes were undeveloped compared with Roman law. They consisted chiefly of long lists of fines for specific offenses, such as stealing a neighbor's ox or dog.

By the 800's, Europeans had developed a political and military system known as feudalism. Under feudalism, people owed allegiance to individual lords rather than to a central government. A lord enforced the law in his territory and granted protection to the people who served in his armies and who lived and worked on his land. The legal system of the Middle Ages was largely based on this relationship between lords and the people who depended on them.

In particular, feudal law spelled out the duties that people owed to their lord. But a lord could not demand more than the law allowed. The people thus had a right to refuse any demands by their lord that went beyond the limits of the law. Europeans later used this principle to resist monarchs who claimed too much power. The principle thus played an important role in the struggle for democracy in Europe.

Feudal law remained the basic law in Western Europe until about 1300. By then, Western Europeans had begun to establish improved legal systems. However, this development differed greatly between the countries of mainland Europe and the island country of England.

Text 5

Developments in Mainland Europe

The economy of Western Europe began to grow rapidly during the 1000's. As commerce and industry increased, they created a need for a set of laws that was more complex and varied than feudal law. Scholars believed that ancient Roman law could meet this need. Beginning about 1100, the University of Bologna in northern Italy trained law students from many parts of Europe in the principles of the Corpus Juris Civilis. Interest in the

code soon spread to other European universities. Roman law thus gradually began to replace feudal law throughout mainland Europe.

Developments in England. England already had a strong, unified legal system by the 1200's, when Roman law was beginning to spread across Europe. As a result, England did not adopt the Roman system.

England's legal system had grown out of the country's courts. English courts had long based their decisions on the customs of the English people. But customs varied from district to district. As a result, similar cases were often judged differently in different districts. In the early 1100's, however, strong English kings began to set up a nationwide system of royal courts. Judges in these courts applied the same rulings in all similar cases. In this way, the courts soon established a body of common law – that is, law which applied equally anywhere in England. Judges could change the law as the nation's needs and customs changed, but any change applied in all common-law courts.

As English common law developed over the years, it established many precedents that limited the powers of government and protected the rights of the people. These precedents made even the monarch subject to the law. The common law thus assisted the growth of democracy in England. The right known as habeas corpus was one of the chief common-law safeguards of personal freedom. Habeas corpus is a Latin term meaning you are ordered to have the body. As developed in English common law, habeas corpus means that a person cannot be held in prison without the consent of the courts.

The First Modern Law Codes. Roman law had been adopted throughout most of Europe by the end of the 1500's. But only England had a monarchy strong enough to establish a unified legal system. In other countries, law codes were drawn up and enforced mainly by local governments. These local codes differed greatly from one part of a country to another. Beginning in the 1500's, many European monarchs set out to form strong central governments. To help achieve this goal, they began to assemble the assorted local codes of their countries into national codes: a development called the codification movement.

The codification movement reached its peak under the French ruler Napoleon Bonaparte. In 1800, Napoleon appointed a committee of legal scholars to turn the whole of French private law into a compact, well-reasoned code. The new code, called the Code Civil or Code Napoleon, was a skill-fill blend of Roman law, French customs, and democratic philosophy. It went into effect in 1804, along with several other codes that covered other

areas of law, and has remained France's basic code of private law ever since. It has also been a model for the private-law codes of most civil-law countries. Thus, Roman law, as contained in the Code Napoleon, still influences people's lives.

Habeas Corpus – обычное обозначение судебного приказа, выдававшегося на предмет немедленного освобождения от незаконного лишения свободы.

Text 6

What's a Crime?

A crime is an offence against the whole society; it is a wrongful act or omission, serious enough for the wrong-doer to be punished by the rest of the community. Criminal behaviour is seen as sufficiently serious or deviant or immoral for the majority of society to ban it. Of course, what may be outlawed one year may not have been the year before. Public opinion is not set for all time and legislation reflects changing habits and norms. Moreover, new forms of potentially criminal activity arise, and the courts respond to those too. Thus, definitions of what is to be regarded as criminal can change quite radically over years.

Criminal law in the widest sense covers a multitude of activities and sins – from murder, rape, arson, theft and damage of property to the less overtly criminal matters of careless motoring, selling unfit food or serving alcohol to a teenager. The principal areas of Criminal law are offences against persons and offences against property. Offences against persons can be fatal and nonfatal. The former deals with homicide (killing of a human being by a human being) which falls into three categories: murder (premeditated unlawful killing of another – manslaughter, infanticide. The latter covers such crimes as assault and battery, wounding and grievous bodily harm, sexual offences (rape and others), kidnapping.

Offences against property include: theft, robbery, burglary, blackmail, arson, forgery and counterfeiting.

They distinguish a group of the so-called inchoate offences: aiding and abetting, incitement, conspiracy, attempt.

There are offences which effect the secrets of the state or international in character: piracy and hijacking, treason, terrorism.

There are a number of offences concerned with obstructing justice: per-

jury, assisting offenders, concealing, refusal to assist a police officer, contempt of court.

There are also road traffic offences.

As for the classification of crime, the Criminal Law Act 1967 introduced the concept of “arrestable” and “non-arrestable” offences, thus abolishing the old distinction between felonies (serious crimes) and misdemeanours (minor offences).

An arrestable offence is one for which no specific arrest warrant is required; a police officer can arrest without a magistrate’s warrant for a suspected crime carrying a maximum of five year imprisonment or where the penalty is fixed by law as in case of murder, treason and piracy with violence.

Otherwise, however, when an offence is a non-arrestable one warrants are issued when the defendant has failed to answer a summons and the magistrates think it essential that he should be present at the hearing. Summons is directed to a constable and orders him to arrest the person named in it and bring him before the court. It must contain particulars of the alleged offence.

Another way of classification is by the manner of trial. Criminal offences may be broadly divided into two main classes: indictable offences, and offences punishable on summary conviction before magistrates (summary offences). Indictable offences are tried by a jury. They therefore may be generally regarded as serious ones and summary cases as less serious or minor.

Two essential concepts in the operation of the Criminal Law are those of *actus reus* and *mens rea*.

Actus reus means the “guilty action”, *mens rea* – ‘guilty mind’. In other words it must be shown that the accused has committed an act or omission which is criminal in nature. Secondly, it must be shown that he intended to commit an offence (though it may not always be a matter of deliberate intention – inattentiveness, recklessness or some other state of mind will suffice to constitute *mens rea*).

Thus *actus reus* is, approximately, the physical element of crime, *mens rea* is the mental element. A conviction cannot be secured unless it is shown that both factors were present.

It is for the prosecution to prove *mens rea* and *actus reus* beyond reasonable doubt the burden of proof lies upon the Crown.

Notes:

beyond reasonable doubt – вне всяких сомнений
the burden of proof – бремя доказательства

Text 7

The European Court of Human Rights

In 1950 several European states, which were united in the Council of Europe and met in Rome, decided to form a treaty whereby they could guarantee their citizens and foreigners who resided under their judicial authority certain rights and freedoms. Later other rights were added, while at the same time an increasing number of European states joined the European Treaty with a view to the protection of human rights and basic freedoms. Some of these rights have to do with protection of life and prevention of torture, and others have to do with family life as well as freedom of religion, of expression, of opinion, and of assembly and association. Victims of violations of these human rights can lodge a complaint against the state with the Secretary-General of the Council of Europe.

Since the inception of the court, more than 20,000 complaints have been lodged. How does the court determine which cases to hear? First, an effort is made toward reconciliation. If that fails and the complaint is recognized as valid, it is taken before the European Court of Human Rights in Strasbourg. Only about 5 percent of the complaints ever reach the court. Up till the end of 1995, the court had passed 554 verdicts. Although the verdict of the court in the case of a complaint by an individual is binding for the state concerned, the situation where a complaint is lodged by a state or states is not a simple matter. In such a case the likelihood is that the state against whom judgement has been passed will choose a course of political expediency rather than comply with the demands of the treaty. While the International Court of Justice at the Hague handles only disputes between states, the European Court pronounces verdicts also in cases of differences between citizens and states.

This court stands open to hear not only complaints of individuals within Europe but also complaints of countries against other countries when it is felt.

that fundamental human rights have not been respected. The increase in the number of court cases before international courts reflects the longing of citizens and some governments for justice.

Text 8

Capital Punishment

Until medieval times, the death penalty was a frequently imposed criminal sanction. During the sixteenth century there was a shift in practice in Europe from the death penalty and corporal punishment to imprisonment, which has since become the major sanction for criminal acts. Although capital punishment is currently being fought by a number of organized groups and is abolished or at least restricted in many countries, it is still part of the crime control system of the majority of the world.

International efforts to abolish capital punishment have not been very successful. The chances of bringing about changes are much worse at the international level than at the regional level, where unanimity is easier to achieve.

The more society has felt obliged to provide justification for the death penalty, the more studies have tried to prove or disapprove the deterrent effect of capital punishment. The deterrence theory envisions potential criminals weighing the potential punishment before committing crimes. But murders are more often than not committed out of conflict situations that involve emotions rather than rational calculations. Moreover, the risk of execution is difficult to take into account because potential murderers are more likely to dissociate themselves with the people executed because they regard them as unsuccessful and socially inferior. Current research indicates that the death penalty has no consistent, demonstrable deterrent effect. There is even evidence that executions have the opposite, brutalizing effect, meaning that homicide rates increase slightly several weeks after an execution.

Public opinion is currently calling for the re-establishment or the extension of capital punishment because of rising crime rates, growing violence and ineffectiveness of other forms of punishment. Although state legislatures and politicians must do everything they can to fight crime and achieve more public safety, they must not respond to such emotional demands directly.

ТАБЛИЦА ОСНОВНЫХ ФОРМ НЕСТАНДАРТНЫХ ГЛАГОЛОВ

Infinitive	Перевод	Past Indefinite	Participle II
be	быть	was/were	been
beat	бить	beat	beaten
become	становиться	became	become
begin	начинать(ся)	began	begun
break	ломать	broke	broken
bring	приносить	brought	brought
build	строить	built	built
buy	покупать	bought	bought
catch	ловить	caught	caught
choose	выбирать	chose	chosen
come	приходить	came	come
cost	стоить	cost	cost
cut	резать	cut	cut
do	делать	did	done
draw	рисовать	drew	drawn
drink	пить	drank	drunk
drive	ехать	drove	driven
eat	есть	ate	eaten
fall	падать	fell	fallen
feel	чувствовать	felt	felt
fight	бороться	fought	fought
find	находить	found	found
fly	летать	flew	flown
forget	забывать	forgot	forgotten
get	получать	got	got
give	давать	gave	given
go	идти	went	gone
grow	расти	grew	grown
have	иметь	had	had
hear	слышать	heard	heard
hide	прятать	hid	hidden
hold	держать	held	held
hurt	повредить	hurt	hurt
know	знать	knew	known
lead	вести	led	led
leave	оставлять	left	left

let	позволять	let	let
lie	лежать	lay	lain
lose	терять	lost	lost
make	делать	made	made
mean	значить	meant	meant
meet	встречать	met	met
put	класть	put	put
read	читать	read	read
ride	ехать	rode	ridden
ring	звонить, звенеть	rang	rung
rise	подниматься	rose	risen
run	бежать	ran	run
say	говорить	said	said
see	видеть	saw	seen
sell	продавать	sold	sold
send	посылать	sent	sent
shake	трясти	shook	shaken
shine	светить	shone	shone
shoot	стрелять	shot	shot
show	показывать	showed	shown
sing	петь	sang	sung
sit	сидеть	sat	sat
sleep	спать	slept	slept
speak	говорить	spoke	spoken
spend	тратить	spent	spent
stand	стоять	stood	stood
swim	плавать	swam	swum
take	брать	took	taken
teach	обучать	taught	taught
tell	рассказывать	told	told
think	думать	thought	thought
throw	бросать	threw	thrown
understand	понимать	understood	understood
wear	носить	wore	worn
win	выигрывать	won	won
write	писать	wrote	written

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