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UNIFORM POLICE

Полиция и порядок



ИЗДАТЕЛЬСТВО ТГТУ

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Учебное пособие направлено на активизацию иноязычного профессионально-ориентированного общения студентов на основе аутентичных текстов, моделирования игровых ситуаций и проектирования системы учебно-ролевых игр профессиональной направленности. Тексты дают представление об истории, структуре и функциях полиции в Великобритании и США.

Пособие предназначено для студентов и слушателей высших учебных заведений юридического профиля, образовательных учреждений МВД, юридических колледжей с углубленным изучением английского языка.

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Тамбов
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2002

Учебное издание

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UNIFORM POLICE

ПОЛИЦИЯ И ПОРЯДОК

Учебное пособие

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Игра является “своеобразной формой имитационного моделирования, то есть моделью взаимодействия партнеров по общению в обстановке имитационных условий будущей профессиональной деятельности, в ходе реализации которой участники игры развивают и совершенствуют профессионально-ориентированные умения”.

Н. И. Гез

ПРЕДИСЛОВИЕ

Учебное пособие “Uniform Police. Полиция и порядок” предназначено для студентов юридических факультетов университетов, образовательных учреждений МВД, юридических колледжей с углубленным изучением иностранного языка. Пособие является разработкой одной из профессионально значимых сфер деятельности будущих юристов и направлено на развитие у обучающихся коммуникативно-поведенческих стратегий средствами учебно-ролевых игр.

Задачи пособия:

- развитие навыков активного иноязычного профессионально-направленного общения, развитие социально значимых профессиональных качеств юриста, чтение литературы по специальности;
- формирование представления о конкретной профессиональной деятельности специалистов юридического профиля, в том числе в англоязычных странах;
- повышение мотивации к изучению профессии юриста на основе инновационных подходов средствами учебно-ролевых игр.

Учебное пособие включает в себя аутентичные тексты профессиональной направленности, которые служат основой для их “распредмечивания” и моделирования квазиреальных ситуаций игровой направленности.

Пособие построено на инновационных методах вовлечения студентов в игровые квазиреальные ситуации, раскрывающие суть профессиональной деятельности юридической направленности и профессиональные требования, подготавливающие студентов к реалиям жизненных отношений.

Авторы выражают глубокую благодарность старшему преподавателю кафедры иностранных языков ТГТУ Пекшевой Татьяне Павловне за предоставление аутентичных материалов юридической направленности.

Авторы также благодарят рецензентов учебного пособия за внимание к данной работе, замечания, советы и пожелания.

При написании пособия использовалась следующая литература:

- 1) Артемьева О. А. Активизация познавательной деятельности студентов вуза при обучении иностранному языку на основе учебно-ролевых игр. Тамбов, 1997.
- 2) Хижняк С. П. Полиция в Англии и США: Учебное пособие. Саратов, 1994.
- 3) Mark Farrell, Franca Rossi, Regina Ceriani. The world of English. LGL, 1997.
- 4) Carole Livingstone. Role play in language learning. М.: Изд-во “Высшая школа”, 1998.
- 5) Anthony Martenssen. “Crime and the Police.” Penguin books Melbourne London Baltimore Published, 1951.
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Law is closely connected with such spheres of human beings’ activities as:

- Legislature
- Executive power
- Police

- Judiciary
- Criminal law
- Civil law

Task Study the scheme and speak on it.



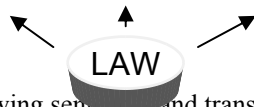
C.I.D. – Criminal Investigation Department

The word law has many different meanings, for example:

закон

право

правило



Task. Read the following sentences and translate them.

1. Do you know the laws of golf?
2. Criminal law is concerned with wrongful acts harmful to the community or an individual.
3. Civil law is concerned with individual rights, duties and obligations to one another.
4. Law is absolutely necessary in any society.



Hold on, if you don't mind. I'm a pickpocket not a picket!

Question Time

Using your background knowledge answer the following questions.

- Isn't it better to live without laws?
- Are laws for ordinary people or for lawyers?
- What would the life be without laws?

Task. Read the text.

The need for law

Mr. Jones, having murdered his wife, was burying her in the garden one night when his neighbour, hearing the noise, asked him what he was doing.

“Just burying the cat”, said Mr. Jones.

“Funny sort of time to bury a cat”, said the neighbour.

“Funny sort of cat”, said Mr. Jones.

Now it is obvious to everyone that, in a community such as the one in which we live, some kind of law is necessary to try to prevent people like Mr. Jones from killing their wives. When the world was at a very primitive stage there was no such law, and, if a man chose to kill his wife or if a woman succeeded in killing her husband, that was their own business and no one interfered officially.

But, for a very long time now, members of every community have made laws for themselves in self-protection. Otherwise it would have meant that the stronger man could have done what he liked with the weaker, and bad men could have joined together and terrorised the whole neighbourhood.

If it were not for the law, you could not go out in broad daylight without the fear of being kidnapped, robbed or murdered. There are far, far more good people in the world than bad, but there are enough of the bad to make law necessary in the interests of everyone.

There is no difficulty in understanding this but it is just as important to understand that law is not necessary just because there are bad people in the world. If we were all as good as we ought to be, laws would still be necessary. If we never told lies, never took anything that didn't belong to us, never omitted to do anything that we ought to do and never did anything that we ought not to do, we should still require a set of rules of behaviour, in other words laws, to enable us to live in any kind of satisfactory state.

How can one good man in a motorcar pass another good man also in a motorcar coming in the opposite direction, unless there is some rule of the road? People sometimes however in front of one another when they are walking on the pavement before they can pass, and they may even collide. Not much harm is done then, but, if two good men in motorcars going in opposite directions however in front of one another, not knowing which side to pass, the result will probably be that there will be two good men less in the world.

So you can see that there must be laws, however good we may be. Unfortunately, however, we are none of us always good and some of us are bad, or at any rate have our bad moments, and so the law has to provide for all kinds of possibilities. Suppose you went to a greengrocer and bought some potatoes and found on your return home that they were mouldy or even that some of them were stones, what could you do if there were no laws on the subject? In the absence of law you could only rely upon the law of the jungle. You could go back to the shop, demand proper potatoes and hit the shopkeeper on the nose if he refused to give them to you. You might then look round the shop to try to find some decent potatoes. While you were doing this, the shopkeeper might hit you on the back of the neck with a pound weight. Altogether not a very satisfactory morning's shopping.

Or you might pay your money to go to see a film at a cinema. You might go inside, sit down and wait. When the cinema was full, there might be flashed on the screen: “You've had it. Chums”. And that might be the whole of the entertainment. If there were no law, the manager could safely remain on the premises and, as you went out, smile at you and say: “Hope you've enjoyed the show, sir.” That is to say, he could do this safely if he were bigger than you or had a well-armed bodyguard.

Every country tries, therefore, to provide laws, which will help its people to live safely and as comfortably as possible. This is not at all an easy thing to do, and no country has been successful in producing laws, which are entirely satisfactory. But we are far better off with die imperfect laws which we have, than if we had none at all.

Task 1. Answer the questions.

Rates, laws, regulations – What is your personal understanding of these words? Is there any difference between them?

Task 2. Make a synopsis of the text using the following scheme.

Thesis – I am sure, that the law is absolutely necessary in any society.

Evidence (argument) 1 – We know that any law isn't perfect but it is better to live with imperfect laws than without laws at all.

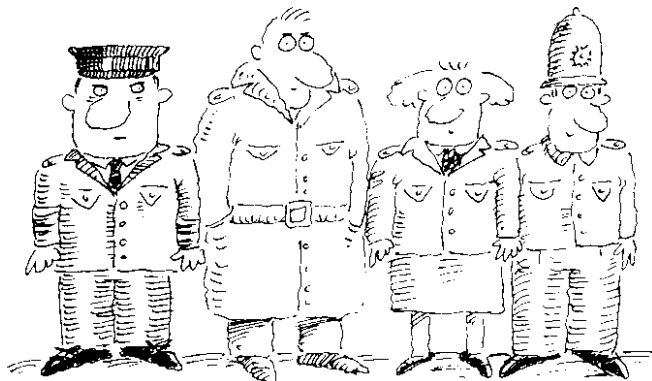
Evidence 2 – Law is necessary to protect good (law abiding) citizens against bad citizens (criminals)

Evidence 3 – ...

Read all the evidences to your group-mates and discuss them.

Task 3. Agree or disagree with the following statements.

1. Laws haven't changed since primeval times.
2. However hard people try, laws are always imperfect.
3. Laws are not for ordinary people, they are for lawyers.



1. UNIFORM POLICE

The list of problem questions for discussion.

1. Is it really a good thing to have a police force at all?
2. Isn't the existence of the police a serious threat to the freedom of the individual?
3. Do you agree with the statement that people get the government they deserve and that people get the police force they deserve?
4. Must the police control the moral behaviour of individuals?
5. What features of character are absolutely necessary for successful work of a policeman?
6. Is it a good idea to call the police of Great Britain the Police Service instead of the Police Force?
7. Each policeman is individually responsible for his actions. How do you understand this statement?
8. Do you think it is ridiculous for the police to be unarmed or is it a good idea?
9. What are your ideas on improvement of the police work?
10. Would you like to be a police officer? Why? Why not?
11. What is the public attitude to the police in your country? What is your attitude?
12. What is the public attitude to the police in Great Britain? Does it differ from the public attitude to the police in your country?
13. Does legalised selling of firearms stimulate murder or ensure security?
14. Have you got any ideas on how the work of the police can be improved?
15. What steps are necessary to increase the percentage of successful detections?
16. What are your arguments for or against capital punishment?
17. Do heavy penalties act as a deterrent to potential criminals?
18. Formulate a couple of your own questions.

Question Time

Using your background knowledge answer the following questions.

1. Is it really a good thing to have a police force at all?
- 2. Do the peace and happiness of any country depend on the type of police it has and how they do their work?**
3. Must the police be a military or a civilian organisation?
4. Must the powers of the policemen be clearly determined and limited?

Text 1. History of the police in Great Britain and the USA

Police is a judicial and executive system, and an *organised* civil force for maintaining law and order and enforcing the laws. There are traces to be *found* in every *organised* society of some system of rules for the maintenance at peace and order. At the same time, a system at police in the special modern sense of the term did not exist in ancient times.

In England, from the time of the Saxon kings, there had *existed* an organisation of a partially voluntary character for the repression of crime and arrest of criminals, and the maintenance of good order. In 1828 Robert Peel (hence the term "Bobbie" or "Peeler" applied to the British, police) secured the passage of a statute creating the Metropolitan Police Force, and leading the way to the adoption of a uniform system for the whole country. The Metropolitan Police Force dates from 1829. Its office is New Scotland Yard; near the Houses of Parliament.

London is *divided* into four districts in charge of chief constables. Under the latter are the superintendents, most of them in charge of divisions *embracing* from 500 to 1.000 men. In rank follow the inspectors, the sergeants, and the constables.

In the USA, the English system was *followed*. In 1857 the State Legislature of New York copied the London plan, but in 1870 abandoned it in favour of local control. In New York City, the Police Department is under the supervision of a commissioner *appointed* for a term of five years; he may be *removed* by the mayor or by the Governor of the State. He has five deputies, also *appointed* by the mayor. The city is divided into 17 inspection districts, each in charge of an inspector, and the districts are *divided* into precincts, each in charge of a captain.

Task 1. Give the Russian for:

judicial and executive system, civil force, maintaining law and order, system of rules, maintenance of peace and order, system of police, repression of crime, arrest of criminals, maintenance of good order.

Task 2. Translate the family words. Consult the dictionary, if necessary.

judge – judicial, to execute – executive, to maintain – maintenance, to repress – repression, crime – criminal, to adopt – adoption, to legislate – legislature, to supervise – supervision.

Task 3. Give the English for:

гражданские войска, для поддержания правопорядка, обеспечивать соблюдение законов, система норм, в то же время, современный смысл (слова), частично добровольный, подавление преступлений, арест преступников, принятие всеобщей системы, в пользу чего, пять заместителей, назначаемый мэром.

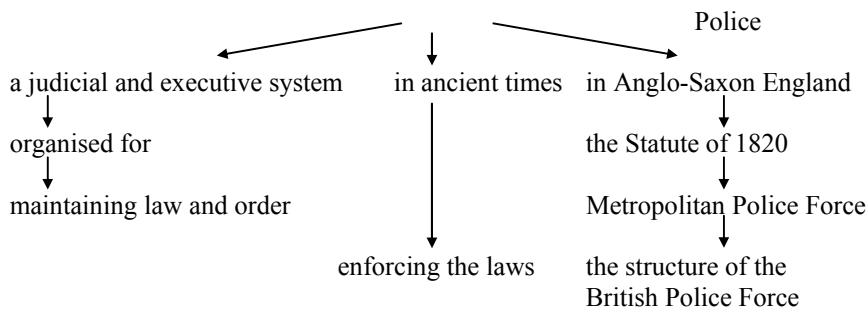
Task 4. Translate the underlined words.

Task 5. Make up word combinations. Use them in sentences of your own.

- | | | |
|-------------|--|---------|
| a) judicial | | society |
| executive | | system |
| organised | | |

| | | |
|---|------|---|
| b) system sense organisation arrest maintenance in charge in favour | of | local control police criminals rules |
| | of | the term chief constables divisions good order an inspector a captain partially voluntary character |
| c) to divide precincts | into | 4 districts |
| d) to appoint the governor | by | the mayor |

Task 6. Speak about the history of the police using the scheme below.



Text 2. Who keeps peace and happiness of the country

The peace and happiness of any country depends to a very large extent on the type of police it has and how they do their work.

Each police force in Great Britain is divided into two main branches:

- Uniform police,
- Criminal Investigation Department (CID).

These two branches carry out different aspects of the same work – the prevention and detection of crime. The organisation within each police force is shown below:

Divisions
Subdivisions
Police stations.

The ranks of the police forces are as follows:

Chief Constable
Assistant Chief Constable
Chief Superintendent
Superintendent
Chief Inspector
Inspector
Sergeant
Constable.

It has been rightly said that people get the government they deserve; it is equally true that people get the police force they deserve. The British possess one of the best police forces in the world.

The police in Britain enjoy a unique advantage over the police of almost every other country in the world: they are helped, not hindered, by the public they serve. The reason for this is that the British public respect and trust their policemen. In Britain, the basic conception is that the police are civilians whose job is to protect and to help their fellow-citizens.

A number of important principles follow. First the police are not servants of the Crown that is, of the Government. The police forces of England are administered not from Whitehall but by their own local police authorities. The policeman can and should protect his fellow-citizens against criminals as well as against the Government or any other authority if the Government or that authority acts illegally. The policeman will restrain an official of a Government Department from making an illegal entry into a private house. His duty is simply to see that the law is kept.

Then, partly because of their civilian status and partly as a safeguard against the possible abuse of their power, the police are unarmed. It is almost impossible to exaggerate the good, which Britain has gained from insistence on this principle. The fact that the policeman is discouraged from using force means that he must do his work by tact and persuasion. Blustering or shouting only makes a British crowd laugh or jeer, and the policeman learns that good humour is essential if he is to do his work well.

Finally, each policeman is individually responsible for his actions, and his powers must be clearly defined and limited. Neither principle needs much explanation. If each policeman did not have individual responsibility, it would mean that the police would be a paramilitary organisation of a sort known only too well in totalitarian countries. For the same reason, their powers of arrest, of search, and of questioning the public must be determined and restricted.

The usefulness of the police depends on the ability of the constable on the beat or in the patrol car. It is to him that the citizen in trouble first turns, and it is on his efficiency that the prevention of crime and the arrest of criminals primarily depends. The policeman is an independent agent, and though there are of course occasions when two or more policemen work together, for the most part he does his work alone.

The prevention of crime is the main task of the uniform police.

Task 1. Find English equivalents of the following words and expressions in the text:

- угроза свободы личности,
- выполняют разные аспекты одной и той же работы,
- предотвращение и расследование преступлений,
- уникальное преимущество,
- им помогают, а не мешают,
- уважают и доверяют,
- незаконное проникновение в частное жилище,
- невозможно переоценить то положительное ...,
- такт и убеждение,
- его полномочия должны быть определены и ограничены,
- личная ответственность,
- их полномочия на арест, обыск и допрос.

Task 2. Find synonyms of the following words and expressions in the text.

- person,
- fulfil the investigation of crime,
- common people,
- the main idea,
- restricted.

Task 3. Answer the questions.

1. What two different aspects of the same work do the uniform police and detectives carry out?
2. What is the organisation within each police force?
3. Why are the British police considered to be one of the best?
4. Each policeman is individually responsible for his actions. How do you understand this?
5. What is the main task of the uniform police?
6. What features of character are absolutely necessary for a successful work of a policeman?
7. British policemen are unarmed. What do you think of this? Is it advantage or disadvantage?

Task 4. Focus on writing and discussion.

Do you agree with the statement that people get the government they deserve and that people get the police force they deserve?

Text 3. The chief task of the uniform branch

The chief task of the uniform branch, however, is the prevention of crime, and to this end most of their efforts are directed.

Towards the end of 1948, when the shortage of policemen was acute, the chief constable of a county force decided to close down one of his village police stations and to cover the area normally patrolled on foot by the village constable by occasional visits of a police car instead. He chose this particular village for the experiment because for some years it had been quite free from crime and, superficially at least, it seemed to be an unnecessary extravagance of manpower to have a policeman stationed there.

During the next three months the village suffered from what was almost an epidemic of crime. There was one petty offence after another, and the calls for police help were so frequent that the chief constable was obliged to restore a resident constable in the village. The amount of crime decreased at once, and before long the village regained its former peace.

Few experiments could have shown more clearly how effectively the mere presence of a constable could prevent crime. It is an established fact that thieves are seldom stopped from stealing by the thought of the punishment. The sight of a constable on patrol, on the other hand, will make the boldest of criminals hesitate and will drive away altogether the casual thief, the man who simply looks around for a suitable crib to crack. The prevention of crime, in fact, *depends fundamentally on the visible presence of a uniformed policeman*. The principle is accepted in every police force throughout the country, and the method used for putting the principle into practice is the 'beat' system.

Task 1. Choose the right synonym.

shortage

- too many (much)
- too few (little)

frequent

- seldom (rare)
- often

petty crime

- minor
- serious

Task 2. Answer the following questions.

1. What experiment was made in one of the villages of Great Britain?
2. What did the experiment result in?
3. What fundamental principle of crime prevention does this experiment demonstrate?

Text 4. The work of a Constable

The person of this profession must be able

- 1) to stop and question anyone who is acting suspiciously,
- 2) to deal with anything from a road accident to a smash-and-grab raid,
- 3) to help or to advise any citizen who needs or asks for assistance,
- 4) to control a crowd — which can gather surprisingly quickly,
- 5) to stop a runaway thief, to keep order in a busy street,
- 6) to give first aid to someone taken suddenly ill etc.

What profession do we speak about?

*The beat is the smallest division of a police area. It is patrolled or 'worked' by a single constable, and it varies in size from a group of villages which might be visited only once a day to a few blocks of shops, banks, and offices which a constable can cover from end to end in thirty minutes. Each constable is personally responsible for his beat. In country districts his responsibility extends throughout the twenty-four hours, but in towns he is normally responsible only during the eight hours which he spends on duty. Wherever possible, the constable works his beat on foot — at a traditional speed of 2,5 miles per hour. He is expected to *make a mental note of every thing that is happening* while he goes his rounds, and in particular to keep a lookout for, and, if he thinks it necessary, to investigate, anything out of the ordinary. He stops and questions anyone who is acting suspiciously or who he thinks may be in possession of stolen goods or carrying housebreaking instruments. From time to time he reports back to his police station by telephone at certain prearranged 'points'. He is not allowed to leave his beat without some very good reason, though most police forces now make some provision to enable him to get a light meal during the course of his duty.*

Working a one-man beat is often dull, but it is the basis of every chief constable's plans for the prevention of crime. The success of the system depends entirely on the ability and keenness of the constable on the beat. He can, of course, call up his headquarters for help or instructions when he needs them, but like the officer-of-the-watch in a ship, he must have a reasonably clear idea of what to do in any emergency which might arise. He is expected to be able to deal with anything from a road accident to a smash-and-grab raid and to do so within the limitations, which the law imposes on him. And he is expected to be ready and willing to help or to advise any citizen who needs or asks for assistance.

The sort of work, which a policeman comes across on his beat, varies with the locality. The main difference is between town and country beats. In towns there is all the bustle of commercial life — the crowds, the heavy traffic, the busy shops, and the numerous petty criminals which such activities always attract. The constable on a town beat might be called upon to control a crowd which can gather surprisingly quickly, to stop a runaway thief, to keep order in a busy street, or to give first aid to someone taken suddenly ill.

Task 1. Find English equivalents of the following sentences in the text:

- лично ответственен за свой участок,
- делает записи всего, что происходит,
- остановить любого, кто действует подозрительно,
- поддерживает связь с полицейским участком,
- не разрешается покидать свой участок,
- обратиться в штаб-квартиру за помощью,
- в пределах ограничений, которые закон на него налагает.

Task 2. Agree or disagree with the following statements.

1. The beat is the smallest division of a police area.
2. The beat is usually patrolled by a group of two or three constables.
3. The constable works six hours a day.
4. Wherever possible the constable patrols his beat in a police car.
5. The constable makes a mental note of everything that is happening on his beat.
6. Every five minutes the constable reports back to his police station by telephone.
7. The constable is allowed to leave his beat if he wants to buy something to eat.
8. The constable can call up his headquarters for help or instructions.
9. The constable must have a reasonably clear idea of what to do in an emergency.
10. The constable can search and arrest any suspected person.



Text 5. A day with WPC Clark

PC means 'Police Constable'. Can you guess the meaning of WPC? WPC Clark's full name is Samantha Clark, and her friends call her Sam. She is working at Ealing Police Station in West London.

4.00 p.m. Sam arrives at the Station. She changes into her uniform. She doesn't carry a gun.

4.20 p.m. Sam's first call. A shoplifter tried to steal a Walkman, and the shop manager is holding him. Sam and her colleague, PC Jock McCoy, jump in the car. They put on the blue light and the siren, and drive to the shop.

4.28 p.m. The shoplifter is shouting and trying to get away. Sam and PC McCoy go in and arrest him. Sam says to him: I am arresting you. You do not have to say anything. But, if you say anything, I will write it down. Do you understand?

The man keeps shouting. "I didn't steal nothing" (this is London dialect. In Standard English we say, "I didn't steal anything") Leave me alone!

PC McCoy holds the man's arms behind his back, and Sam puts on the handcuffs. They put him in the car and take him back to the station.

5.10 p.m. A car accident. Nobody is badly hurt, but the cars are in the middle of the road. Sam writes a report. They take one of the drivers to hospital for a check-up.

6.00 p.m. Nothing is happening. Clark and McCoy drive around just checking the streets. They see some boys sitting on a wall by the river. "Who are they?" asks McCoy. "Do you know them?" "No. They're not from round here. Let's have a word with them". The boys are not very happy about answering questions. But they are not doing anything wrong. They are just waiting for some friends.

7.30 p.m. Sam and PC McCoy get a takeaway dinner from an Indian restaurant and sit in the car eating it. But the radio comes on: "Clark and McCoy! A mugging at Ealing Central underground station. The mugger stole £40 from an old man. The criminal is white, quite short, with long dark hair. About 25 years old. He's wearing a baseball hat and black jeans. He has a strong Scottish accent".

7.33 p.m. They arrive at the underground station. "There he is!" shouts PC McCoy. Sam stops the car and they jump out. PC McCoy holds the man and Sam speaks to him:

"OK. Where's the money?"

"I'm sorry?" he says in an American accent.

"It's the wrong man, says Sam.

11.15 p.m. Sam goes back to the Police Station and writes her reports.

12.00 midnight Sam finishes work.

Text 6. Police car

Policemen are to be seen in towns and cities keeping law and order, either walking in the streets ("pounding the beat") or driving in cars (known as "panda cars" because of their distinctive markings).

A patrolling police car is no substitute for the constable on his beat. Each car is manned by a driver and an observer – both fully trained policemen. From time to time the observer reports his position by radio to the control centre or 'information room' and also keeps in touch to some extent with the ordinary beat constables in the area, passing on or receiving information about anything that might be happening.

Police drivers

The police are not taught trick driving, but they are taught how to drive fast with safety over any sort of road surface and in any weather. Their cars are kept in excellent condition and they seldom have to abandon a chase because of engine failure or other breakdowns. The police therefore consider that their drivers are far more experienced in high-speed driving than the majority of criminals. Their method for stopping escaping criminals is based on this assumption and on the fact that, because they also have the *psychological advantage which the hunter always has over the hunted*, they are much less likely to get excited and to make mistakes which, in high-speed driving, might be fatal.

Instead, therefore, of using shock tactics such as crashing into the criminal's car or trying to puncture his tyres with gunfire, the police simply 'tail' the escaping car. If he refuses to stop, they make no effort to overtake him or to edge him into the side of the road, they simply keep close behind the criminal where he can see them in his driving mirror and they follow every move he makes. If he slows down, the police slow down, if he accelerates, the police accelerate, aiming always to keep themselves in full view of the

criminal. Sooner or later, the criminal loses his head and either stops of his own accord or begins to take greater risks than he should and eventually crashes. All the police then have to do is to step in and pick up the pieces without further risk to themselves or their cars.

Originally, the use of patrol cars was intended to do no more than to enable the police to deal more easily with their increasing number of criminals using cars themselves. But the improvement in radio communications, the development of the information rooms, and the growing extent to which the public have used the police-alarm system have caused patrol cars to be used also on much the same sort of work as that carried out by the beat constable on foot.

Task. Choose the right answer or answers.

1. The police are taught
 - a) trick driving;
 - b) how to drive fast with safety over any sort of road surface and in any weather.
2. The police cars
 - a) are kept in excellent condition;
 - b) seldom have problems with engine failure or other breakdowns;
 - c) always have problems with engine failure or other breakdowns.
3. The police consider that
 - a) criminals are far more experienced in high-speed driving than the majority of police drivers;
 - b) their drivers are far more experienced in high-speed driving than the majority of criminals.
4. Police method for stopping escaping criminals is based on
 - a) shock tactics;
 - b) psychological advantage which the hunter always has over the hunted;
 - c) "tailing" the escaping car;
 - d) keeping themselves in full view of the criminal.
5. Using shock tactics means
 - a) crashing into the criminal's car;
 - b) trying to puncture tyres of the criminal's car with gunfire;
 - c) "tailing" the escaping car;
 - d) edging criminal's car into the side of the road.
6. If the criminal refuses to stop, the policemen
 - a) make an effort to overtake him or to edge him into the side of the road;
 - b) simply keep close behind the criminals where he can see them in his driving mirror;
 - c) follow every move the criminal makes;
 - d) always keep themselves in full view of the criminal.
7. To "tail" the escaping car means
 - a) to keep close behind the criminal where he can see police car in his driving mirror;
 - b) to follow every move the criminal makes;
 - c) that if the criminal slows down, the police slow down too, if the criminal accelerates, the police accelerate too;
 - d) to make an effort to overtake the criminal or to edge him into the side of the road.
8. Police method of tailing the escaping car is used in order to
 - a) make the criminal lose his head and stop of his own accord;
 - b) make the criminal take greater risks and crash his car;
 - c) make the criminal get excited and make mistakes which, in high-speed driving, might be fatal;
 - d) demonstrate the psychological advantage which the hunter always has over the hunted.
9. Police car in Great Britain is
 - a) yellow cab;
 - b) panda car;
 - c) black taxi.

Text 7. Do not break the speed limit ...

American films are full of big, fast cars and car chases. The bad guys go straight past red traffic lights, and people have to jump out of the way. The police do the same. Cars turn over and catch fire. Twenty or thirty cars end up in one big crash.

That's in the films. Real life is very different. You will be surprised when you go to the USA. People drive carefully, and the traffic is very slow. The speed limit in most states is 55 miles per hour! (That is 88 km/h.)

It is not a good idea to break the speed limit. The Highway Patrol (the road police) have very sophisticated methods. They have cameras, radar and computers. And they have helicopters! You can't see a police car in your mirror ... but look up. At this very moment, the pilot above you is reporting you to a Highway Patrol officer three miles ahead!

Task. Listen to the cassette.

You are in the Highway Patrol car. You get information from the helicopter. Copy and complete the table with information to help you catch the two cars.

| | colour | type | speed | road | direction |
|---|--------|------|-------|------|-----------|
| 1 | | | | | |
| 2 | | | | | |

Text 8. Old technology

In western films, the sheriff and the bank robbers are on horseback. Cowboys only get off their horses to sleep or have a drink in a bar. And when they walk, they are 'bow-legged' – their legs are in the shape of a horse's back.

Is that all in the past? Do horses now all live a quiet life in riding schools?

No, they don't. In Canada and the United States, the police still work with horses.

The police in the US National Parks are called "rangers". Even today you will see rangers on horseback in Yellowstone, Yosemite and the other Parks.

Of course in Canada they have the famous "Mounties".

The word "Mounties" means "on horseback". Their full name is the RCMP – the Royal Canadian Mounted Police. Most of them drive big police cars now, but you can still see Mounties and their horses doing normal police jobs.

Around London, too, you will often see policewomen and men on horses. "They are very good for crowd control," says PC Paddy Ladd. "Horses are not dangerous. My Millie is a lovely old girl – she wouldn't hurt a fly. But people are frightened of horses because they're big. If we run into a crowd, the people just disappear. Millie and I always go to Tottenham football ground on Saturdays. Before and after the match there is sometimes a bit of trouble – especially if Tottenham loses!"

Text 9. The principal department of the uniform police

The principal department of the uniform police keeps a watch over the ebb and flow of crime throughout the police area. If, for example, there is an outbreak of bag-snatching in a particular district, the department would consider whether to increase the number of men on the beats and the frequency of patrols in the district or whether to try some other means for preventing the crimes and catching the criminals. Weekly statistics are kept – usually in the form of graphs – showing how many and what sorts of crimes are being committed in each division of the force. In some forces, display maps are also used with coloured pins to show the incidence of crime in more detail. Both the diagrams and the maps make it possible to see whether the preventive measures have succeeded or not and where the weak spots in the police work are.

Task 1. Fill in the gaps with a proper preposition.

- The uniform police keep a watch ... the ebb and flow ... crime throughout the police area.
- They try some other means ... preventing the crimes and catching the criminals.
- If, for example, there is an outbreak ... bag-snatching ... a particular district, the department would consider whether to increase the number ... men ... the beats and the frequency ... patrols ... the district or whether to try some other means ... preventing the crimes and catching the criminals.

for, of, over, of, in, for, of, in, of, on.

Task 2. Answer the questions.

- What means for preventing crimes and catching criminals can the uniform police use?
- What is the aim of using weekly statistics?

Text 10. The ideal police officer

The ideal police officer would be a man with the mental ability of a first-rate barrister, the organising capacity of a secretary of state, and the tact of a family doctor.

The ideal policeman, of course, should possess all the characteristics usually given to the hero of a romantic novel. He should be quick-witted, intelligent, and observant; he should have a wide knowledge of human nature, he should be exceptionally tactful, he should have a cool, unprejudiced mind; he should be always ready to act on his own initiative; he should also be courageous, strong, and incorruptible. But if all these qualifications were insisted upon, there would be very few policemen. One or two qualities, however, really are essential.

The first task of a policeman, therefore, is to steady the nerves of the people who have called him in. If he himself is flustered, he will seldom if ever be able to get all the information he needs. His observation will be inaccurate and his mind will not be as clear as it should be. From this it follows that the two most important qualities, which a policeman needs, are *tact* – by which is meant the ability to deal with all types and classes of people without upsetting them – and *quiet nerves*.

Task 1. Find English equivalents of the following Russian expressions in the text:

- умственные способности;
- обладать всеми чертами характера;
- сообразительный и наблюдательный;
- знания человеческой природы;
- холодный, непредвзятый ум;
- действовать по своей инициативе;
- одно или два качества являются существенными;
- успокоить людей;
- его наблюдения будут не точными;
- способность взаимодействовать с различными слоями населения.

Task 2. Agree or disagree with the following statements.

If a police officer wants to make a success of his carrier he should

- a) cultivate the calm attitude of mind;
- b) encourage the qualities of tact and steadiness;
- c) judge who is right and who is wrong;
- d) use force rather than persuasion;
- e) be able to steady the nerves of the people who have called him in;
- f) control moral behaviour of individuals;
- g) have the detailed knowledge of law.

Task 3. Answer the questions.

1. What are the two most important qualities, which a policeman needs?
2. What other features of character are necessary for successful work of a policeman?

Text 11. The work of policeman demands exceptional *strength of character*

The work of policeman demands exceptional *strength of character and tact*. In a recent case, the local police had had some difficulty in catching a man who had been interfering with a number of women in a certain district. None of the assaults amounted to rape, but on two occasions violence had been used, and there was an obvious danger that the man was working himself up to much more serious crimes, possibly even murder. None of his terrified victims had been able to describe him properly – the crimes were all committed after dark – and a policewoman was therefore asked to act as a decoy. She changed into plain clothes, and the plan was that she should stroll down a road, which the man was known to appear while a police car waited round a corner near by. The first part of the plan went forward without a hitch. The man appeared and went up to the policewoman. He began to make improper suggestions to her and tried to take her arm. She shook herself free – she had to be careful that she did not act as an agent provocateur – and continued walking along the road. The man followed her, but all the time she had been so absorbed in her role that she had not realised that instead of walking towards the waiting police car she had been walking away from it and she was now almost out of reach of any help she might need. The man again caught her arm and plucked at her dress. She turned on him angrily and told him to take himself off, but inwardly she had become extremely frightened. The man held back for a moment, but once again he overtook her. She was just preparing to shout for help when a group of people came out of a house on the road and the man hurried away. She was able to give a complete and accurate description of the man, who was arrested on the following day. He was later picked out from an identification parade by a number of his victims, and in due course he was sent to prison.

Task 1. Find English equivalents of the following Russian expressions in the text:

- работа требует;
- исключительная сила характера;
- заканчиваться изнасилованием;
- применять силу;
- явная опасность;
- ни одна из жертв;
- должным образом описать человека;
- совершать преступления;
- после наступления темноты;
- сыграть роль подсадной утки;
- переодеться в гражданскую одежду;
- звать на помощь;
- дать точное и полное описание человека;
- опознать человека.

Task 2. Fill in the gaps with a proper preposition:

- a) In a recent case, the local police had had some difficulty ... in catching a man who had been interfering ... a number of women ... a certain district.
- b) She changed ... plain clothes, and the plan was that she should stroll ... a road, which the man was known to appear while a police car waited ... a corner near by.
- c) The first part of the plan went forward ... a hitch.
In, into, round, without, with, down, in.
- d) The man followed her, but all the time she had been so absorbed ... her role that she had not realised that instead of walking ... the waiting police car she had been walking away ... it and she was now almost ... reach of any help she might need.
- e) She was just preparing ... shout ... help when a group of people came ... a house ... the road and the man hurried away.
- f) He was later picked out ... an identification parade ... a number of his victims, and in due course he was sent ... prison.
In, to, out of, from, towards, out of, for, on, by, to, from.

Task 3. Match each word and expression on the left with their meanings on the right:

- | | |
|------------------------------|-------------------------------|
| - to stroll down a road | - to be absorbed by the role |
| - to identify a person | - to make improper suggestion |
| - to interfere with somebody | - to act as a decoy |

- the next day
- to walk along a road
- to act a role of a victim
- the following day
- to act the role very well
- to pick out a person from an identification parade

Task 4. Are you attentive? Check yourself. Arrange sequence of events in the right order:

- the policewoman changed into plain clothes;
- the man went up to the policewoman again caught her arm and plucked at her dress;
- a group of people came out of a house on the road and the man hurried away;
- he began to make improper suggestions to her and tried to take her arm;
- she shook herself free and continued walking along the road;
- he was later picked out from an identification parade by a number of his victims, and in due course he was sent to prison;
- she was able to give a complete and accurate description of the man, who was arrested on the following day;
- she turned on him angrily and told him to take himself off, but inwardly she had become extremely frightened;
- the man appeared and went up to the policewoman;
- she had been so absorbed in her role that she had not realised that instead of walking towards the waiting police car she had been walking away from it and she was now almost out of reach of any help she might need;
- she strolled down a road;
- the man followed her;
- she was just preparing to shout for help.

Text 12. Golden rule of the police

The police have nothing whatever to do with the moral behaviour of individuals. They do not regard themselves as judges of what a private person should or should not do so long as the law is not broken. Drunkenness, gambling, adultery, are not, with certain exceptions, criminal offences, and the police never interfere with such cases if no offence has been committed. On the other hand, every police officer, man or woman has had some experience of being asked for advice by members of the public on domestic or family matters. Such advice as the police officer is able to give is, of course, always given, but it is a golden rule throughout the police service that advice should never be given unless it is first asked for. The happy relationship which exists between police and public in Britain would be immediately destroyed if the police ever got the reputation of being busybodies who put their noses into affairs with which they are not properly concerned.

Task 1. Agree or disagree with the following statements.

1. The police control the moral behaviour of individuals.
2. Drunkenness, gambling, adultery are criminal offences and the police interfere with such cases.
3. Golden rule of the police is to prevent crimes at any cost.
4. To be a busybody means to put one's nose into affairs with which this person is not properly concerned.

Task 2. Fill in the gaps with a proper preposition.

- a) The police have nothing whatever to do... the moral behaviour of individuals.
- b) Every police officer, man or woman, has had some experience of being asked ... advice ... members ... the public ... domestic or family matters.
- c) The happy relationship which exists ... police and public in Britain would be immediately destroyed if the police ever got the reputation ... being busybodies who put their noses ... affairs ... which they are not properly concerned.
between, with, of, for, with, into, of, by, on.

Task 3. Comment on the following statements.

1. The police have nothing to do with the moral behaviour of individuals.
2. The golden rule of the police service is that advice should never be given unless it is first asked for.

Text 13. The detailed knowledge of law is absolutely necessary

For the policeman the detailed knowledge of law is absolutely necessary. It is not enough for a policeman to arrest a burglar, who is breaking into a house, simply because housebreaking is commonly accepted as a criminal act. When he comes to charge the burglar with his crime, he must quote the relevant section of the Act of Parliament, which lays down housebreaking as a criminal offence. He must appreciate, for instance, the subtle difference between larceny and burglary. He must understand and be able to apply the laws, which govern his powers of arrest, the laws relating to evidence and the code for conducting an inquiry which is laid down in the Judges' Rules. He must learn, for example, that a man may not be searched in a public place, and may not be searched at all unless he has agreed to be searched or unless he is under arrest. If one citizen brings a charge against another citizen, the policeman must be able to sum up quickly whether there is a prima facie case or not and he must know in what circumstances he is obliged to take the charge, whatever his own opinion, and when he can refuse it. The amount of law, he is expected to know, is in fact more than a barrister has to use in daily legal work.

Task 1. Find English equivalents of the following Russian expressions:

- детальное знание закона;

- недостаточно арестовать вора-домушника (грабителя);
- признается как уголовное действие;
- проникает в дом;
- обвинять вора в преступлении;
- уметь применять закон;
- проводить расследование;
- обыск не может быть проведен в людном месте;
- выдвинуть обвинение против другого человека;
- приходится пользоваться в своей ежедневной юридической практике.

Task 2. Agree or disagree with the following statements.

While arresting a burglar, who is breaking into a house a policeman must demonstrate the knowledge of

- a) the relevant section of the Act of Parliament which lays down housebreaking as a criminal offence;
- b) the laws which govern his powers of arrest and search;
- c) the laws relating to evidence;
- d) the code for conducting an inquiry which is laid down in the Judges' Rules.

Task 3. Comment on the Latin expression *prima facie*. Explain the difference between *larceny* and *burglary*.

Text 14. Judges' Rules

1. When a police officer is investigating a crime, he may question any person, whether suspected or not, from whom he thinks useful information can be obtained.

2. Whenever a police officer has made up his mind to charge a person with a crime, he should first caution the person before asking him any questions or any further questions, as the case may be.

3. Persons in custody should be cautioned before being questioned.

4. If the prisoner wishes to volunteer a statement, he should first be cautioned. (A police officer is not necessarily obliged by this rule to stop a prisoner from making a statement. See Rule 6.)

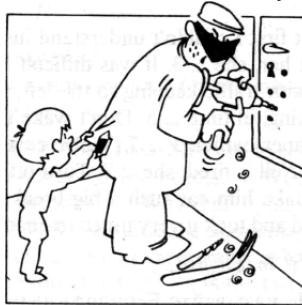
5. The caution to a prisoner, when he is formally charged should be: "Do you wish to say anything in answer to this charge? You are not obliged to say anything unless you wish to do so, but whatever you say will be taken down in writing and may be used in evidence". Care should be taken to avoid making the suggestion that his answer can only be used in evidence against him.

6. A statement by a prisoner before there is time to caution him is allowed in evidence, but he should be cautioned as soon as possible.

7. A prisoner making a voluntary statement must not be cross-examined except to remove ambiguities in what he has actually said.

8. When two or more persons are charged with the same offence, and statements are taken separately from them, the police should not read these statements to the other persons charged but should give each of them a copy of the statements and nothing should be said to invite a reply. If a reply is volunteered, the usual caution should be given.

9. Any statement made in accordance with these rules should, whenever possible, be taken down in writing and signed by the person making it after it has been read to him and he has been invited to make any corrections he may wish.



"Have some sweets." "I hate being disturbed when I'm at work."

Text 15. Arrest and search warrants

1) An arrest warrant must be distinguished from a search warrant. A warrant for arrest authorises taking the person in question into custody. A search warrant authorises the police to enter premises and to search for specified evidence of criminality such as weapons, stolen goods, or narcotics, and it requires a showing of reasonable cause to believe that the evidence will be found at the specified premises. Without a search warrant, the police may search a person, a vehicle, or premises only under very limited circumstances. Arrest without a warrant and search without a warrant are governed by rules, developed by the United States Supreme Court under the Bill of Rights¹ and the fourth amendment. The rules involve many distinctions and render the process of arrest and search a highly technical exercise except where an offence is committed in the presence of a policeman. The legal controls on arrest and search serve to protect individual rights, but they also carry the risk of morally corrupting the police.

2) Most arrest made on police patrol are made without warrants, for the obvious reason that an encounter with crime on patrol requires immediate response. Warrants for arrest therefore are more often used where the suspect is identified through detection. An arrest in the course of patrol is usually made on the basis of the individual officer's judgement, but sometimes upon radio consultation with a supervising officer. An arrest by detectives or upon warrant by definition is usually based on a decision by a higher authority.

In either case, the arrested person is taken to a police facility, either a central jail or, a precinct station. For some types of less serious offences, a policeman who observes the offence is permitted, rather than making an arrest, issues a citation requiring the offender to appear in court at a specified time.

(Abridged from Encyclopaedia of Crime and Justice. Vol. 2)

Note: 1. Bill of Rights – Билль о правах (первые десять поправок к Конституции США, ратифицированные 15 декабря 1791 г.)

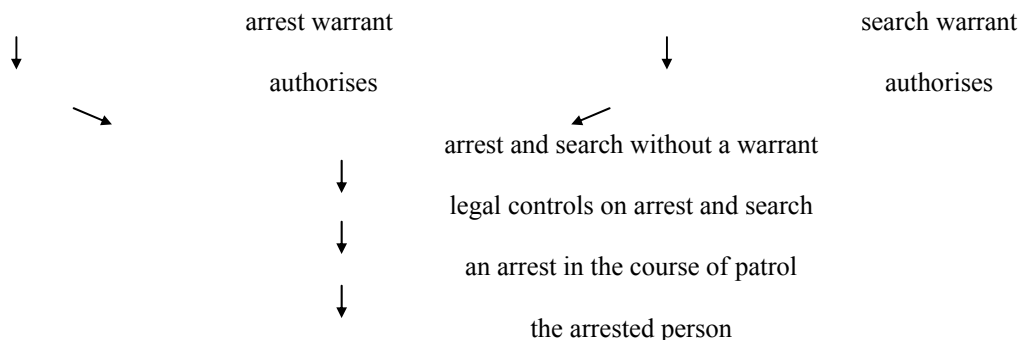
Task 1. Give the Russian for:

search warrant, arrest warrant, to take smb. into custody, evidence of criminality, stolen goods, arrest without a warrant search without a warrant, process of arrest and search, to protect individual rights, on the basis of the individual officer's judgement, radio consultation, to on based on the decision by a higher authority, an arrested person, a precinct station, to make an arrest, to appear in court.

Task 2. Point out the suffixes in the following words. Translate the words into Russian.

to authorise, to organise, to specify, presence, evidence, authority, criminality, reasonable, judgement, amendment, technical, central, individual, morally, usually, supervisory, definition.

Task 3. Retell the text according to the scheme.



Text 16. The Police Force or the Police Service?



No task is too small; policemen rounding up some ducks left outside the Prime Minister's home at No. 10 Downing Street

On three evenings each week a British TV channel shows an extremely popular police drama called *The Bill* (which is a slang word for the police). It is a fairly realistic soap opera, with a group of characters that viewers know well. The police officers are not perfect, and they make mistakes; but in general they are good, honest and hardworking.

Some might say that this kind of program is just propaganda for the police, an attempt to improve their image. But actually, it is in line with public attitudes; in a survey, 75 per cent of people in Britain considered that the police were doing a good job. In fact, the police in Britain have enjoyed a positive public image for a long time. They are approachable – you can ask them the way in the street. Police officers visit primary schools to give talks and meet the children – trying to ensure that the next generation grows up with the same pro-police view as their parents. They are better paid than teachers and much better paid than nurses; this helps to prevent corruption, and they very rarely accept bribes. Of course, the fact that they are unarmed is good for their public image; they look less threatening.

Women make up about 10 per cent of the police force. The police are helped by a number of Special Constables – members of the public who work for the police voluntarily for a few hours a week.

The organisation used to be called the Police Force, but it has now decided to call itself the Police Service. This reflects its desire to be part of modern society – serving people rather than controlling them.

All policemen wear uniform. The other uniformed people you see in British towns are traffic wardens. Their job is to make sure that drivers obey the parking regulations. They have no other powers – it is the uniform police who are responsible for controlling offences like speeding, careless driving and drunken driving.

It is no use pretending that the British police are absolutely perfect. Especially in the last few years, there have been quite a lot of problems. The most common complaint about the police is that they are incompetent. Victims of crime often say that it is not worth calling the police because they will do nothing. There has been a big increase in some types of crime such as car theft (Britain now has the highest rate in Europe), and people have the impression that the battle is being lost. Even with very serious crimes, the police

appear to make mistakes. The serial killer Fred West was known to the police for 20 years but they never took his record of petty crimes seriously. During that time he killed ten young women, including his own daughter. Even when they had caught him, they failed to bring him to court; he managed to kill himself in prison before the trial began.

It is even more serious when the police intentionally do things wrong. There have been a number of celebrated cases of miscarriages of justice, where, by lying or concealing evidence, the police have managed to have innocent people sent to prison. They apparently wanted to show results, even if the wrong people suffered. The two most notorious cases of this type involved suspected IRA terrorists – the Guildford Four and the Birmingham Six. These Irishmen were convicted of planting bombs and killing people in the mid-70s, and some spent 17 years in prison, until the courts accepted that a mistake had been made.

The overwhelming majority of police officers are white males, and there is a persistent problem of sexism and racism. If you are a young black man, you are far more likely to be stopped in the street by the police. And sometimes these attitudes among officers have even more serious results. In 1993, a black 18 year-old called Stephen Lawrence was stabbed to death at a bus stop in south London. The attackers were a group of white men, and there were witnesses. But the police did not seem very interested in doing anything about the crime, and no one was ever convicted for his murder. In the end, the case attracted huge publicity, and an official report accused the police of racism.

Task 1. Find English equivalents of the following Russian expressions in the text:

- делать нужную работу;
- брать взятки;
- предотвратить коррупцию;
- самая обычная жалоба;
- нет смысла обращаться в полицию;
- рост преступности;
- воспринимать серьезно;
- довести дело до суда;
- судебная ошибка;
- скрывать улики;
- отправить в тюрьму невиновных;
- быть осужденным за;
- нападавшие;
- свидетели;
- обвинить полицию в расизме.

Task 2. Agree or disagree with the following statements.

- a) A slang word for the police is Jack.
- b) 75 per cent of people in Britain consider that the police are doing a good job.
- c) The police are worse paid than teachers and much worse paid than nurses.
- d) The fact that the police are unarmed is good for their public image; they look less threatening.
- e) The organisation used to be called the Police Force, but it has now decided to call itself the Police Service.
- f) The police pretend to control people rather than to serve them.
- g) The most common complaint about the police is that they accept bribes.
- h) Britain now has the highest rate in Europe in car theft.
- i) The serial killer Fred West was known to the police for 20 years but they never took his record of petty crimes seriously.
- j) Sometimes in order to show results the police intentionally do things wrong.
- k) If you are a young white man, you are far more likely to be stopped in the street by the police.
- l) Special Constable is a trained policeman who investigates serious criminal cases.
- m) Traffic wardens are responsible for controlling offences like speeding, careless driving and drunken driving.

Task 3. Focus on discussion.

- a) Which name of the police is more preferable the Police Force or the Police Service?
- b) Do you regard the work of the British police perfect? If you don't, say why. Comment on your statement.
- c) What is your attitude towards policewomen?
- d) What is the public attitude to the police in your country? What is your personal attitude?

Text 17. From the history of the police force in Britain

Before 1829, there were no police anywhere in Britain. In that year, the Prime Minister, Robert Peel, set up a force in London; they were often called Bobbies, and the nickname is still occasionally used today. (Bobby is the familiar form of the name Robert.)

There was considerable resistance to the idea of a permanent police force, rather than groups of citizens brought together to deal with particular problems. The early 19th century was a time of political unrest in Britain as elsewhere in Europe, and workers suspected (rightly, as it turned out) that the police would be used against them. A writer named J.P. Smith warned in 1812 that the police would mean: "... a system of tyranny; an organised army of spies and informers, for the destruction of all public liberty, and the disturbance of all private happiness."

Most countries have a national police force, which is controlled by central Government.

There is no national police service in Britain. Each region has its own independent service; for example, the West Midlands Police, Devon and Cornwall Police, or (in London) the Metropolitan Police. The country is divided into 52 areas and there is a separate police force for each area.

The forces cooperate with each other, but it is unusual for members of one force to operate in another area. If there are serious complaints about one service, an officer from another service is brought in to investigate the problem.

Task 1. Match each word and expression on the left with the appropriate synonym on the right.

| | |
|--------------------|--------------|
| breach (violation) | set up |
| organise | occasionally |
| sometimes | unrest |
| unstability | destruction |
| abolition. | disturbance |

Task 2. Fill in the gaps with a proper preposition.

1. There was considerable resistance ... the idea ... a permanent police force.
2. Who will deal ... this problem?
3. ... the end, the case attracted huge publicity, and an official report accused the police ... racism.
4. But the police did not seem very interested ... doing anything ... the crime, and no one was ever convicted ... his murder.

in, of, with, to, of, in, for, about

Task 3. Answer the following questions.

1. Why was there considerable resistance to the idea of a permanent police force in the early 19th century?
2. Is there a national police service in Britain? Is it good or bad?

FOCUS ON DISCUSSION.

1. Is it really a good thing to have a police force at all?
2. Isn't the existence of the police a serious threat to the freedom of the individual?

Text 18. Police without guns

One of the first things that visitors to Britain notice is that the police are unarmed. Britain is one of the few countries in the world (Norway and New Zealand are others) where the police do not normally carry guns. Most people in Britain, including the police, are happy with this. They feel that if the police were armed, criminals too would always carry guns, and the cycle of violence would increase.

A comparison is often made with the USA, where the rate of murder by firearms is almost ten times the UK rate. It would be fairer to look at a country like Belgium, where the police are armed but the murder rate is not much higher than in Britain.

The trouble with comparisons with the USA is that it is a very different sort of society. Above all, there are 250 million handguns in the USA, whereas in Britain it is illegal to own a handgun; you can keep a shotgun or a hunting rifle, but even for these it is quite difficult to get a licence.

Actually the first impression of an unarmed police service is not quite accurate. Some officers do have guns, but they do not patrol the streets with them. There are a number of police cars known as Armed Response Vehicles (ARVs), which contain guns locked in boxes. These are called in when necessary. In London, for example, there are 12 such ARVs, and they go into action about 25 times per day.

Task 1. Do you know the difference between a gun, a handgun, a shotgun, a firearm, a hunting rifle or a pistol? If necessary consult a dictionary.

Task 2. Agree or disagree with the following statements.

1. In Britain it is allowed to own a handgun.
2. If you want to keep a shotgun or a hunting rifle you should get a licence. It is very easy to get one in Great Britain.
3. Britain is one of the few countries in the world (Norway and New Zealand are others) where the police do not normally carry guns.
4. The rate of murder by firearms in the USA is almost two times the UK rate.
5. In Belgium, where the police are armed, the murder rate is not much higher than in Britain.
6. Police cars known as Armed Response Vehicles (ARVs) contain guns locked in boxes.
7. In London, for example, there are 120 such ARVs, and they go into action about 250 times per day.

Task 3. Fill in the gaps with a proper preposition.

1. A comparison is often made ... the USA, where the rate ... murder ... firearms is almost ten times the UK rate.
 2. The trouble ... comparisons ... the USA is that it is a very different sort of society.
 3. Some officers do have guns, but they do not patrol the streets ... them.
 4. Police cars known as Armed Response Vehicles (ARVs), which contain guns locked in boxes, are called ... when necessary.
- With, in, with, of, with, by, with.

Task 4. Answer the questions.

1. Where is it more difficult to get a licence on firearms in Great Britain or in the USA? What about your country?
2. Does the fact that policemen carry guns or don't carry guns influence the rate of murder by firearms?
3. What do you know about Armed Response Vehicles (ARVs) in Great Britain?

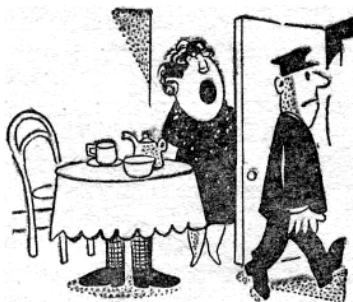
Focus on discussion.

If the police of Great Britain were armed would it cause the increase of violence in the country?

Do you think it is ridiculous for the police to be unarmed, or is it a good idea?

Would you like to be a police officer?

Is it difficult to get a licence on firearms in your country?



“Honestly, officer, I’m as surprised as you are to hear he’s escaped again”

Text 19. Zero tolerance

In 1994, the Mayor of New York, Rudolph Giuliani, decided to tackle crime in his city with a radical new approach which has come to be known as zero tolerance. Although the problems were not nearly so great, this was being tried at the same time in Hartlepool, a small town in northern England.

The essence of the idea is this: instead of ignoring minor crimes, you treat them very seriously – and in this way you prevent young criminals from going on to more serious crimes. So, for example, the police always stop and question or arrest teenagers who break windows or write graffiti on walls. As a result, the atmosphere in public places changes; people feel safer, and they go out more. Then it is more difficult for groups of young boys to dominate the area and terrorise older or weaker people. In New York the effect was dramatic; car theft, for example, fell by 56 per cent.

Zero tolerance has proved quite popular, and other parts of the UK have been experimenting with it. In Strathclyde, the area, which includes Glasgow, they used to have a lot of alcohol-related problems, especially with young people. The local council has now made it illegal to drink alcohol in public places, and the police enforce the rule strictly. It has also tried a curfew for children in certain problem parts of town; anyone under the age of 16 on the streets after 7.30 p.m. can be taken home or to a police station.

The danger with zero tolerance is that the effect may wear off after a period of time. It may only be the initial shock, which has the good effect.

Task 1. Find English equivalents of the following Russian expressions in the text:

- справиться с преступностью;
- радикально – новый подход;
- суть идеи;
- игнорировать мелкие преступления;
- относиться к преступлениям очень серьезно;
- остановить малолетних преступников;
- совершать более серьезные преступления;
- разбивать окна;
- делать надписи на стенах;
- изменить атмосферу в общественных местах;
- проблема, связанная с потреблением алкоголя;
- строго соблюдать правило;
- ввести комендантский час.

Task 2. Fill in the gaps with a proper preposition.

1. In 1994, the Mayor of New York, Rudolph Giuliani, decided to tackle crime ... his city ... a radical new approach.
2. Although the problems were not nearly so great, this was being tried ... the same time ... Hartlepool, a small town ... northern England.
3. The essence ... the idea is this: instead ... ignoring minor crimes, you treat them very seriously – and ... this way you prevent young criminals ... going on... more serious crimes.
to, in, from, with, in, at, in, of, for, in.
4. ... New York the effect was dramatic; car theft, for example, fell ... 56 per cent.
5. ... Strathclyde, the area, which includes Glasgow, they used to have a lot of alcohol-related problems, especially ... young people.

6. It has also tried a curfew ... children ... certain problem parts ... town; anyone under the age of 16 ... the streets... 7.30 p.m. can be taken home or ... a police station.
in, with, to, after, on, for, in, of, in, by.

Task 3. Answer the questions.

1. What is the essence of the idea of zero tolerance?
2. What is the aim of this experiment?
3. Was the experiment successful? Why?
4. Are the actions of breaking windows or writing graffiti on walls regarded as crimes in your country?
5. What experiment was made in Strathclyde, the area, which includes Glasgow?
6. Is it a good idea to use this experiment of zero tolerance in your own town?

Focus on discussion.

Is it a good idea to use the experiment of zero tolerance in your own town?

Text 20. Help the Police to help you

Your police force needs your help in beating the criminal. They can't do their job without it. You can help best by reporting at once anything that strikes you as suspicious.

If you saw someone being attacked or robbing a shop you would naturally phone the police. But ring them just the same if you see someone lurking around your neighbour's side door or trying car doors. The police won't mind if you are wrong. And ring at once – seconds count! What you should do:

Dial 999. Ask for police: and tell them

1. Where the incident happened.
2. The number of people involved.
3. Descriptions of the suspects.
4. Description of the scene.
5. Registration number of any vehicles

6. Your name and address will help.

Read these passages carefully and be example, whether you think the text was what they are talking about.

a) Protecting your own home is fine, around you is working at it. The way to do you can keep a watchful eye on neighbours' suspicious to the police. They prefer you to neighbours, friends and the police in this no doubt that crime prevention is most police and the public. This is particularly true at the neighbourhood level, where the flow of information between public and police is vital if criminal activity is to be foiled.

b) I don't want you to go away thinking that crime prevention is only about sophisticated gadgetry. When it comes to the personal items of value, which most people carry around with them, there are a number of simple precautions that an individual can and should take to protect his or her property.

Take wallets, for example. Just consider what your wallet contains at this moment, ladies and gentlemen. Cash? Credit cards? Driving license? Membership cards and receipts, perhaps? And what else? Think how you'd feel if it were stolen. Ask yourself how easy it would be to replace the contents.

Focus on Discussion.

What practical advice did you get from this text?

Anti theft check

You should be able to answer 'yes' to all these questions. If you can't, take immediate steps to put things right. And remember, when in doubt, ask at your police (militia) station for your Crime Prevention Officer. His advice is free.

General precautions Y(yes) or N(no)

1. Do you tell your newsagent and milkman when you're going to be away?
2. Do you always lock the garage door when you take the car out?
3. When you're out for the evening, do you lock all external doors and leave a light on in a front room?
4. When you go out, do you fasten all the windows?
5. If you go on holiday, do you ask a neighbour to keep an eye on the house?
6. Do you tell the police when you're going to be away and who has the spare key?
7. Do you lock the garden shed when you're not using it?
8. Do you lock up or secure all ladders? Locks and catches?
9. Are all external doors fitted with good quality rim or mortise locks?
10. Are there bolts at top and bottom of all external doors?
11. Are all your windows fitted with suitable anti-theft devices? Your property



as much as you can:

involved.

but they are not essential.

prepared to comment on them. Consider, for spoken or written, who the speaker/writer was, and

but you will enjoy greater security if everyone it is to be good neighbours. Without being nosy, homes as well as your own. Report anything be safe rather than sorry. By acting together with way, you create a deterrent to the criminal. There is effective when it is a partnership between the public and police is vital if criminal activity is to be foiled.

12. Have you photographed all your valuable ornaments or jewellery?
13. Have you a note of the serial numbers of TV set, radio, camera, etc.?
14. Do you always lock your bicycle when you leave it? Your car
15. Is your car fitted with an anti-theft device?
16. Do you always remove the ignition key when you leave the car?
17. Do you lock the boot and the doors and fasten the windows when you leave the car?
18. Do you remove all valuables before you leave the car?

Text 21. Police Constable Harry Cole

It's no bed of roses being a police officer in London. When people need help they're only too happy to call you. But just you turn up when it doesn't suit them and what you can get called isn't fit to print. After a while, however, the experience can become very printable indeed.

Published recently was a paperback written by a south London copper called "Policeman's Progress". Here are some random quotes, by Police Constable Harry Cole: "It is one of the few occupations left in present day society where a person can arrive for work... and have no idea what the day" TANKS GOD YOU'VE ARRIVED will bring. It could be an accident, an armed robbery, arson or a request for directions. It could be an explosion, a false alarm or a drunk.

"I was asked about holidays, treatment for budgies, wallpapering, social security, conservation, contraception, politics and prison visits. I was called upon to chastise drunken husbands (occasional success), errant wives (hundred percent failure), wayward kids and obstinate grandparents".



"I received anonymous threatening letters (I recognised the writing), anonymous threatening phone calls (I recognised the voice), and an anonymous cake for my birthday (it was stale)".

"I was invited to christenings, weddings and divorces (often in that order, particularly with the very young)".

Could you put up with a calling like ours?

"I rarely completed a Christmas duty without having to report a suicide, usually caused by loneliness".

"The bodies, dogs, demos, drunks and fights; the villains and the victims; the brutal, the gentle, the cowardly and the brave; the haters, the lovers and the just plain indifferent... One day I shall have to live without them; it won't be easy".

Any police officer in London could tell you a similar story but the question it would raise is the same.

What kind of person measures up to such a job?

It isn't enough for a man to reach the required minimum height of 172 cm. or for a woman to make 162 cm.

Regardless of your height you're obviously no good if you don't have the stature for the job.

This means having a real concern for people. A real sense of fair play and a real sense of humour.

Qualities more valuable, in our view than qualifications.

(If you have a few 'O' levels, fine. University degree is no handicap either.

But best of all is a degree of common sense.)

If you're under 22 you'll earn £4,956 a year the day you join us.

If you're older you'll start at £5,919.

(What's more you'll pick up London Allowances of £1,482.)

You'll also get somewhere to live for free, if you need it.

Or we'll provide you with a tax-paid Rent Allowance up to £1,457 a year.

Believe us, you'll earn every penny of your pay.

Violent criminals, nasty accidents and freezing weather will all turn up when you least expect them.

But the reward you get as a human being for handling it all is compensation greater than any pay packet.

Still interested in being a Metropolitan Police Officer? You have to be over 18 for a start.

If we haven't dimmed your enthusiasm, why not drop round our Careers Information Centre at New Scotland Yard in Victoria Street?

Or let us know your name, your age and your address and we'll send you the information you need.

The man to write to is The Chief Inspector,
 Department OUP 15, New Scotland Yard, London
 Or you can phone us. Our number is 01-230 5215
 Yours is one call we'll be especially pleased to get.
 London needs people like you in the Metropolitan



Metropolitan Police Careers Information Centre,
 SW1H0BG.
 and 5146.

Police.

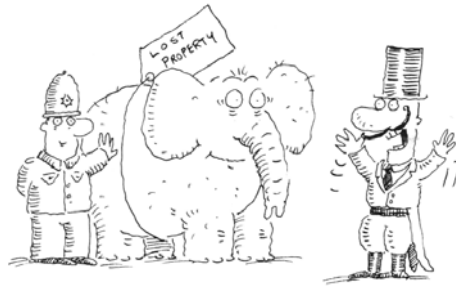
Russian expressions:

Task 1. Find English equivalents of the following

- вооруженное ограбление;
- поджог;
- просьба показать дорогу;
- приструнить пьяных мужей;
- сбившиеся с пути жены;
- капризные дети;
- анонимные угрожающие письма;
- крестины, свадьбы, разводы;
- злодеи и жертвы;
- участие (интерес) к людям.

Task 2. Match the words on the left with their synonyms on the right:

- | | |
|-------------|-------------|
| - recently | - identify |
| - recognise | - not fresh |
| - stale | - complete |
| - finish | - lately |



Task 3. Match the words on the left with their antonyms on the right:

- | | |
|------------|-----------|
| - failure | - haters |
| - cowardly | - brutal |
| - gentle | - victims |
| - villains | - success |
| - lovers | - brave |

Task 4. Focus on discussion.

Comment on the statement.

It's no bed of roses being a police officer.

Text 22. Everyone needs a guardian angel

Read the following article and find out:

1. Who the Guardian Angels are.
2. What exactly they do.
3. Why they are needed.



For years New York's East Side has won the reputation of the most criminal city. Last year on an average day 226 people were mugged. In a recent survey seven out of ten respondents said that fear of crime was the worst aspect of living in New York.

Some years ago a band of 13 Bronx teenagers started the fight against crime. They began riding their streets and subways to protect commuters from violence. Their leader was Curtis who looked like an assistant manager of a Bronx hamburger restaurant.

They originally called themselves The Magnificent Thirteen, because, says Curtis, “what we were doing was truly magnificent.” Now, he gets undisputed authority over 700 Guardian Angels in New York and has started chapters in 18 other American cities. Curtis is the darling of the media, hero of the public. Curtis says (he can’t prove) that the Angels have made 12 civilian arrests, saved two lives, and prevented many rapes, assaults and muggings.

The Police department accuse the Angels of refusing to cooperate, but Curtis says he has to avoid the police. A policeman with a gun and a stick has a duty to stop you smoking and playing your radio loud. How can they get respect?

The Angels have a different style. They are unarmed, although trained in martial arts, and many of them look younger than the minimum age of 16. Their patrols cover streets, parks, subways and housing estates. If they catch an offender they make a civilian arrest (they are never too gentle with suspects), but their main aim is to act as a deterrent to crime.

Yet radical as they have been in effect, the Angels’ methods and mentality are strictly traditional. Curtis explains: “there are good guys and bad guys and they all have guns”. He is nostalgic for the America his grandparents told him about where people took care of each other and walked their neighbourhood streets without fear. Curtis thinks that the crime has nothing to do with politics or poverty. He argues that greed and dishonesty now infect street criminals and bank presidents alike. Discipline, dedication and adherence are the qualities that are necessary. Candidates must have a recommendation from another Angel before going through an interview and a training process.

Why do they do it? Lisa Evens, 23 year old second in command, joined up after five people in her block were murdered in one year. She maintains that a thanks from the public is better than a five dollar bill. What we get out of it is a feeling of satisfaction, respect and recognition.

Task 1. Find words or phrases which mean the same as:

- начала борьбу с преступностью;
- защищать жителей;
- применение силы;
- предотвращать изнасилования и нападения;
- обвинять в отказе от сотрудничества;
- полицейский с оружием и дубинкой;
- они ловят правонарушителей;
- сдерживание преступности;
- преступление не имеет ничего общего с бедностью;
- дисциплина и преданность;
- чувство удовлетворения, уважения и признания.

Task 2. Now complete these statements by choosing the answer, which you think, fits best.

2.1. In the article as a whole we learn that the Guardian Angels are principally concerned with

- a) protecting subway commuters;
- b) preventing violent crimes;
- c) arresting violent criminals;
- d) bringing crime to public notice.

2.2. The reaction of the city authorities to the Angels is

- a) favourable;
- b) unfavourable;
- c) mixed;
- d) indifferent.

2.3. Curtis feels that the police are not respected because they

- a) carry unnecessary weapons;
- b) victimise the younger generation;
- c) are often concerned with trivial offences;
- d) are not representative of the population.

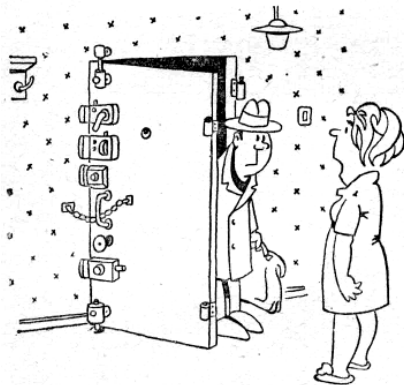
2.4. If attacked, a Guardian Angel is likely to

- a) use physical force as a defence;
- b) draw a weapon in extreme cases;
- c) call for the help of the police;
- d) put up no violent resistance.

2.5. Curtis believes that the reason for the high crime rate lies in

- a) the influence of violence seen on television;
- b) the failure of the police to convict criminals;
- c) the decline in public morality in recent years;
- d) the social problems caused by high unemployment.

Focus on Discussion. Do you have such a band of teenagers fighting against the crime in your country? Would you like to join one? Why? Why not? What is your attitude to such informal organisations of young people?



What, lost the keys again?

Text 23. Information room

The 'Information room' is in the headquarters of the police force and is manned day and night by a team of specially trained police officers. The Information Room receives all emergency calls from the public and directs patrol cars to the scenes of crimes, accidents, or other incidents requiring police help. The Information Room also keeps in radio touch with the patrol boats on the Thames and patrol helicopters. The room consists of a number of telephone booths, which are connected with the emergency-call system of the town or city (the '999' calls) and where calls from the public for police help are received. A large table in the middle of the room is covered with a detailed map of the police district, showing all the streets and the patrol areas of the police cars. The cars themselves are shown by coloured tokens – cubes, pyramids, or circles – which represent the type of duty on which the cars are engaged and which are moved about on the map according to the information which comes in from the observers. The radio operator in touch with the cars is placed so that he can see the table and at the same time get messages from the operators.

A senior police officer supervises the whole room.

When a call for help comes in, the telephone operator calls out the name of the street as soon as he gets it and then goes on to take down details of the crime, accident, or whatever it may be. The radio operator or the supervising officer meanwhile notes which car is nearest to the scene and instructs it to start moving in that direction. As soon as the rest of the details are known, they are passed on to the driver and observer, but the chief aim is to get the car moving towards the spot first.

Between three hundred and four hundred calls are dealt with in London every day, on public holidays, or on other occasions when big crowds gather, there have often been more than a thousand calls for help at Scotland Yard (headquarter of the Metropolitan Police) in one day.

The usual time lag between a report to the information room and the arrival of a car on the spot is about four minutes. It has on occasions been even less. In one recent case in London, a report was received in the information room at Scotland Yard to the effect that two thieves were trying to break into a warehouse. A police car happened to be turning into the road where the warehouse lay as the report was being made. The address was relayed immediately to the car, and the thieves were caught before the individual making the report had finished talking. The whole incident took less than two minutes.

The system suffers from false alarms, but not as much as the other emergency-call systems such as the fire alarms. False police alarms are also easier to trace. An annoying outbreak of false calls in Birmingham was cleared up simply by keeping the caller talking while the call was traced. A police car was on the spot in less than a minute and the offenders, four schoolgirls, were caught red-handed. (They later admitted that they had been making the calls from different parts of the town and had then retired to hiding-places near by in order to enjoy the excitement of watching the cars arrive.)

Task 1. Find English equivalents of the following sentences:

- штаб квартиры полицейских сил;
- принимать срочные звонки от населения;
- направлять патрульную машину на место преступления;
- поддерживать радиосвязь с патрульными лодками;
- детальная карта полицейского района;
- принимать сообщение от телефонного оператора;
- обычный временной интервал;
- ворваться на склад;
- поворачивать на дорогу;
- поймать вора;
- отслеживать телефонные звонки;
- поймать с поличным.

Task 2. Find the right answer or answers.

1. The team of specially trained police officers of the Information Room
 - a) receives all emergency calls from the public;
 - b) directs patrol cars to the scenes of crimes, accidents, or other incidents requiring police help;
 - c) investigates crimes;
 - d) keeps in radio touch with the patrol boats on the Thames and patrol helicopters.
2. In the Information room there is

- a) a number of telephone booths, which are connected with the emergency-call system of the town or city (the '999' calls) and where calls from the public for police help are received;
 - b) a large table in the middle of the room, which is covered with a detailed map of the police district, showing all the streets and the patrol areas of the police cars;
 - c) an antique furniture.
3. The usual time lag between a report to the information room and the arrival of a car on the spot is about
- a) four minutes;
 - b) ten minutes;
 - c) twenty minutes.
4. False police alarms are easy to trace by keeping the caller talking while the call is traced.
- a) true;
 - b) false.

Task 3. Arrange the following activities of the telephone operator in the right order.

- the telephone operator takes down details of the crime or accident;
- a call for help comes in;
- the telephone operator calls out the name of the street as soon as he gets it.

Arrange the following activities of the radio operator (supervisor) in the right order:

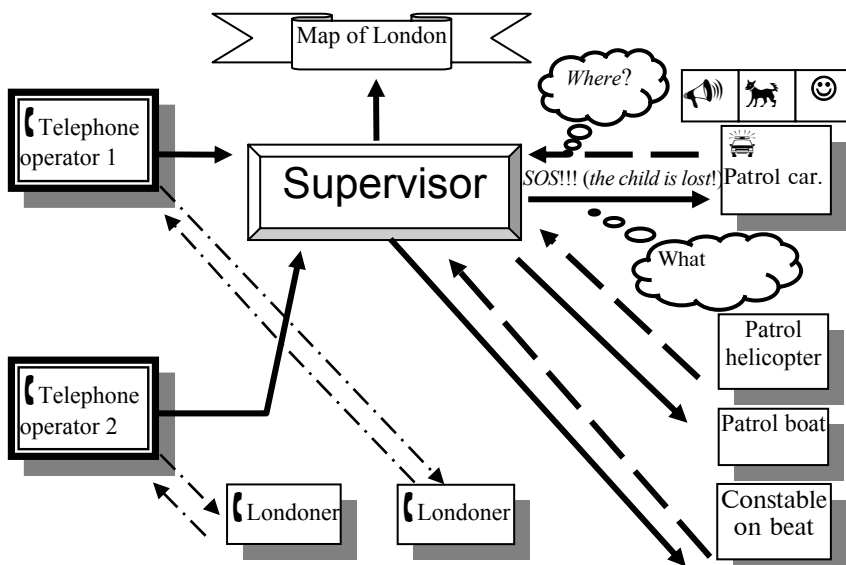
- passes details to the driver and observer;
- notes which car is nearest to the scene of the crime or accident;
- gets the rest of the details;
- instructs the car to start moving in that direction;
- keeps in touch with the observer of the police car.

Task 4. Fill in the gaps with a proper preposition.

1. The Information Room receives all emergency calls ... the public and directs patrol cars... the scenes ... crimes, accidents, or other incidents requiring police help.
2. The Information Room also keeps in radio touch ... the patrol boats ... the Thames and patrol helicopters.
3. The room consists of a number of telephone booths, which are connected ... the emergency-call system ... the town or city (the '999' calls) and where calls ... the public ... police help are received.
from, with, to, of, on, from, with, of, for.
4. A large table... the middle ... the room is covered ... a detailed map ... the police district, showing all the streets and the patrol areas ... the police cars.
5. The cars themselves are shown ... coloured tokens – cubes, pyramids, or circles – which represent the type ... duty ... which the cars are engaged and which are moved about ... the map according to the information which comes in ... the observers.
6. The radio operator or the supervising officer meanwhile notes which car is nearest ... the scene and instructs it to start moving ... that direction.
of, by, in, with, of, on, from, of, on, to, of, in.
7. As soon as the rest ... the details are known, they are passed on ... the driver and observer, but the chief aim is to get the car moving ... the spot first.
8. The usual times lag ... a report ... the information room and the arrival ... a car ... the spot is ... four minutes.
9. The address was relayed immediately ... the car, and the thieves were caught ... the individual making the report had finished talking.
of, between, to, of, towards, on, about, to, before, to.
10. An annoying outbreak ... false calls ... Birmingham was cleared up simply ... keeping the caller talking while the call was traced.
11. A police car was ... the spot ... less than a minute and the offenders, four schoolgirls, were caught red-handed.
12. They later admitted that they had been making the calls ... different parts ... the town and had then retired ... hiding-places near by in order to enjoy the excitement ... watching the cars arrive.
of, on, of, in, from, by, to, in, of.

Task 5. Describe the Information room.

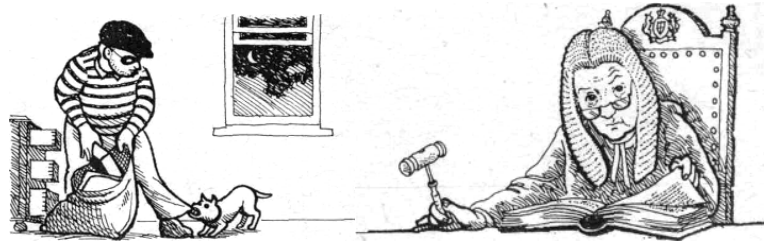
Task 6. Speak on the work of the staff (telephone operator, radio operator or supervisor). The scheme can help you.



SOS!!!
(the child is lost!)

SOS!!!
(the child is lost!)

Text 24. Statement of witness



Any policeman must be very experienced in interrogation people, taking statements and putting them in written form. Study a written statement carefully, be ready for paper work.

5 000 pounds sterling BANK ROBBERY IN THE CITY

There was a bank robbery in central London yesterday. Just before closing time yesterday, a man entered the Butcher Street Branch of the National Westminster Bank. He was carrying a shotgun, and wearing a stocking mask over his head. There were only a few customers in the bank at the time. He made them lie on the floor, and forced the cashier to put the money in a sack. As he was leaving, the security guard tried to ring the alarm. The robber shot him and the guard is now in St Patrick's Hospital. Surgeons are trying to save his life. Last night the police arrested a man in South London. He is now helping the police with their enquiry.

STATEMENT OF WITNESS

(C.J. Act 2001, ss. 2, 9; M.C. Rules 2001, r, 58)

statement of John Alfred Smitters (Full Name)
age 36 occupation car salesman
address Flat 4, Paradise Court, Ealing, London. W. 5.

This statement (consisting of one page each signed by me), is true to the best of my knowledge and belief and I make it knowing that, if it is tendered in evidence, I shall be liable to prosecution if I have wilfully stated in it anything which I know to be false or do not believe to be true.

On Tuesday afternoon I was at Ascot races with my girlfriend, Isadora Bell. We left my flat at 1 o'clock and drove to Ascot. We didn't stop for petrol but we had lunch in a pub. I don't remember the name of the pub, but I was somewhere between London and Ascot. We had beet and sandwiches outside. We arrived at the race – track at 1.55, in time for the first race. We stayed there until the last race at 5 o'clock. We were very lucky. I won a lot of money but I can't remember exactly how much. That's why I had a lot of money in my flat when the police came to my flat at 6 o'clock. I left Isadora in Central London. She wanted to buy some clothes in Oxford Street. I don't know where she is now.

Statement taken and

Signed John A. Smitters Signature witnessed by D. Cooper
20. 06. 2001 Rank and number P. C. 3249

GEN 6 (2/77)

Any policeman must be very skilled in questioning people.
Watch different tactics of people interrogation. Compare them.

Situation 1

Task. Study one of the tactics of interrogation. Put in the correct question tags:

Police Constable: You're John Alfred Smitters, aren't you?

Smitters: Yes, I am.

PC: You're 36, ...?

S: Yes, that's right. It was my birthday yesterday.

PC: You sell cars, ...?

S: Yes, I do. And other things.
 PC: You live in Baling, ...?
 S: Yes, I do. I've lived here all my life.
 PC: You went to Ascot races yesterday, ...?
 S: That's right.
 PC: You weren't alone, ...?
 S: No, I wasn't. I was with Isadora Bell.
 PC: But you're married, ..., Smitters?
 S: Yes, but I haven't seen my wife for three years.
 PC: I see. Now you left your flat at one o'clock, ...?
 S: Yes. About one o'clock.
 PC: You were in your Jaguar, ...?
 S: Yes, I was.
 PC: You didn't stop for petrol, ...?
 S: No.
 PC: You had lunch in an Indian restaurant, ...?
 S: Oh, no we didn't. We had lunch in a pub.
 PC: You don't remember the name of the pub, ...?
 S: No, I am afraid I don't.
 PC: You had chicken and chips, ...?
 S: No, no, no. We had beer and sandwiches outside.
 PC: You arrived in time for the first race, and stayed until the last race?
 S: Yes!
 PC: You were very lucky, ...?
 S: Yes, I was.
 PC: You won 5 000 pounds, ...?
 S: No, I can't remember exactly how much.
 PC: There was 5 000 pounds in your flat, ...?
 S: Was there?
 PC: You don't know where Miss Bell is now, ...?
 S: No, I'm not her husband, ...?
 PC: But you left her in Central London, because she wanted to buy some clothes.
 S: Yes, yes.
 PC: It's very interesting ..., Mr. Smitters. You've got a very fast car?
 S: What do you mean?
 PC: The last race at Ascot began late and it didn't finish until twenty-five past five, so you drove from Ascot to Central London and back to Ealing in 35 minutes, in the rush hour. That's impossible, ... Mr. Smitters!

Focus on acting

Pair work: One of you is a policeman, the other is suspected Mr. Smitters.

Role card: You are a *Policeman*. Take a written statement of Mr. Smitters. Don't forget the Judges' Rules.

Role card: You are *the Suspect, Mr. Smitters*. Put a statement in written form of everything you had done on the day, that interests the police.

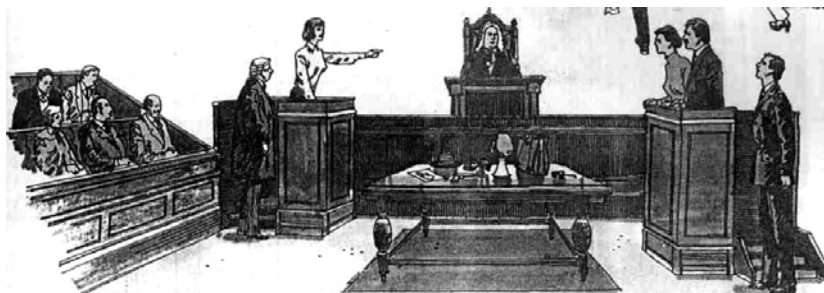
* * *

As future lawyers you should be very experienced in questioning people.

Situation 2

Task 1. Study carefully how the lawyer questions Miss Dexter (the witness of bank robbery).

A few months ago there was a bank robbery in Stanford. The police arrested a man and a woman. They're in court now. A woman saw the robbery. She's standing in the witness box. The judge and the twelve members of the jury are listening to her. A lawyer is asking her some questions.



Lawyer: Now, Miss Dexter. You saw the bank robbery, didn't you?
 Miss Dexter: Yes, I did.
 Lawyer: You saw a man, didn't you?
 Miss Dexter: That's right. I saw him when he went into the bank and when he came out.
 Lawyer: Now, look around the court ... can you see that man?
 Miss Dexter: Yes, he's the man I saw.
 Lawyer: He wasn't alone when he went into the bank, was he?
 Miss Dexter: No, he was with a woman.
 Lawyer: Now, look around the court again ... can you see that woman?
 Miss Dexter: Yes, there! She's the woman I saw.
 Lawyer: I see. Miss Dexter. Now look at the man and woman again. This is very important. Are you absolutely sure about them?
 Miss Dexter: Absolutely sure. They're the people I saw.
 Lawyer: Now, Miss Dexter. What was the man wearing when he went into the bank?
 Miss Dexter: I don't remember everything ... but I remember his hat and his bag.
 Lawyer: Look at the hat on the table. Is that the hat?
 Miss Dexter: Yes, that's the hat he was wearing.
 Lawyer: ... and the bag?
 Miss Dexter: Yes, that's the bag he was carrying.
 Lawyer: Do you remember anything about the woman?
 Miss Dexter: Yes. She was wearing a blonde wig and black platform shoes.
 Lawyer: How do you know it was a wig,
 Miss Dexter:?
 Miss Dexter: Because it fell off when she was running to the car.
 Lawyer: Look at the wig on the table. Is that the wig?
 Miss Dexter: Yes, that's the wig she was wearing.
 Lawyer: ... and the shoes ... look at the shoes.
 Miss Dexter: Yes, they're the shoes she was wearing.
 Lawyer: Thank you, Miss Dexter.

Task 2. Dramatise the dialogue.

* * *

Situation 3

Task 1. Study the detective's tactics of Mr. Briggs's interrogation.

Where were you yesterday?

Detective: Now, Mr. Briggs ... where were you yesterday?
 Briggs: Yesterday? What time?
 Detective: At two o'clock. Where were you at two o'clock?
 Briggs: I was at home.
 Detective: You weren't at home, you were in central London.
 Briggs: No, I wasn't! I was at home! Ask my girlfriend! She was with me!
 Detective: Well, we're going to speak to her later. Where is she now?
 Briggs: Oh ... I don't know ...
 Detective: OK, ... now, where were you on January 12th?
 Briggs: January 12th?
 Detective: Yes, it was a Wednesday.
 Briggs: I can't remember.
 Detective: You were in Manchester.
 Briggs: Oh no, I wasn't.
 Detective: Oh yes, you were.
 Briggs: Oh no, I wasn't ... I was in prison in January.
 Detective: Oh!



Task 2. Why wasn't the detective's tactics of Mr. Briggs's interrogation successful?

* * *

Situation 4

Task. Study carefully how the policeman questions Mr. Snow.

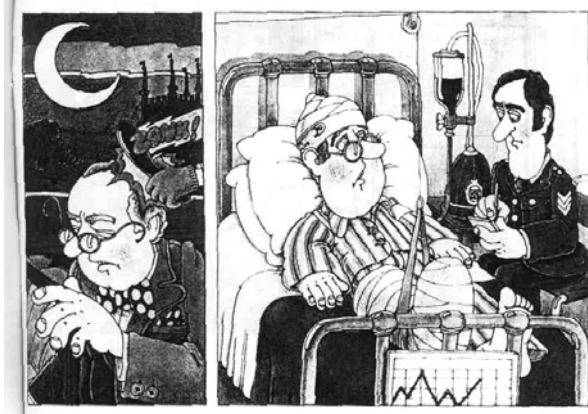
Last night at 9.18 the Director of a school was walking from his office to his car when he was attacked from behind. The attacker hit the Director on the head. The police think the attacker was a student ... might be a girl student! The police are going to interview every student in the school.

Questions:

1. When did it happen?

2. WHAT TIME DID IT HAPPEN?

3. Where was the Director going?
4. Where was he coming from?
5. Did the attacker hit him?
6. Where did the attacker hit him?
7. What do the police think?
8. Who's coming to the school later today?
9. What are they going to do?



A policeman interviewed the Director at the hospital last night:

Policeman: Now, Mr. Snow ... what can you remember about the attack?

Mr. Snow: Well, I was working late yesterday evening ...

Policeman: What time did you leave your office?

Mr. Snow: About quarter past nine.

Policeman: Are you sure?

Mr. Snow: Oh, yes ... I looked at my watch.

Policeman: What did you do then?

Mr. Snow: Well, I locked the door ... I was walking to my car, when somebody hit me on the head.

Policeman: Did you see the attacker?

Mr. Snow: No, he was wearing a stocking over his head.

Policeman: Tell me, Mr. Snow ... how did you break your leg?

Mr. Snow: Well, when they were pulling me into the ambulance, they dropped me!

Questions

1. Where's Mr. Snow now?

2. WHAT'S HE DOING?

3. What's the policeman doing?
4. What was Mr. Snow doing at nine o'clock yesterday?
5. What time did he leave his office?
6. Is he sure?
7. Ask "Why?"
8. What did he lock?
9. When did the attacker hit him?
10. Did he see the attacker?



11. Ask "Why not?"

12. Did Mr. Snow break his arm or leg? How did he do that?

Focus on acting

Pair work. One of you is a policeman, the other is a suspected schoolgirl (boy).

Role card of the Policeman. Take a written statement of a suspected schoolgirl (boy).

Don't forget the Judges Rules.

Role card of the Suspect schoolgirl (boy).

Put a statement in written form of everything you had done on the day, that interests the police.

* * *

Describing someone

Questions for describing people General appearance

What does he look like? He's pretty tall, with red hair.
 Does he wear glasses? Yes, he does.
 Does he have a mustache? No, he doesn't.

Age

How old is he? He's about 25. He's in his twenties.

Hair

What color is her hair? Light brown.
 How long is her hair? She has dark brown hair. It's medium length.

Height

How tall is she? She's fairly short. She's 152 cm (five feet).

a) Write questions to match these statements. Then compare with a partner.

1. ? My brother is 26.
2. ? I'm 173 cm (five feet eight).
3. ? Julia has brown hair.
4. ? No, she wears contact lenses.
5. ? He's tall and very handsome.
6. ? I have brown eyes.

b) **Pair work.** Write five questions about your teacher's or a classmate's appearance. Then take turns asking and answering your questions.

What color is Aki's hair?

Who is it?

Pair work. Choose a person in your class.

Don't tell your partner who it is. Take turns.

Ask questions to guess the person your partner chose.

A: Is it a man or a woman?

B: A man.

A: How tall is he?

B: He's fairly short.

A: What color is his hair?

B: ...

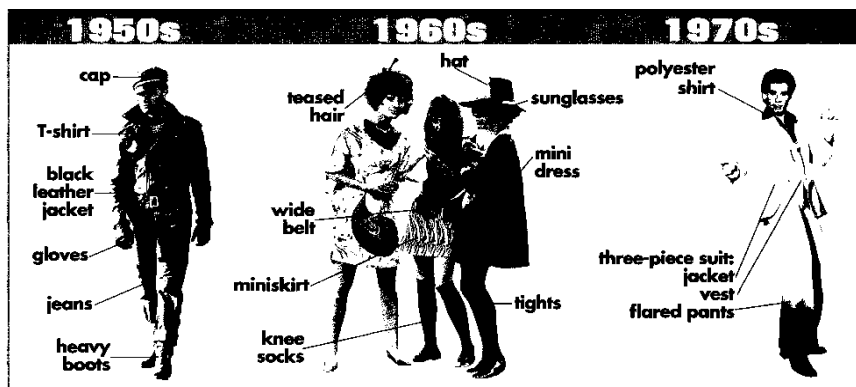
Writing

a) Write a description of a person in your class.

Don't put the person's name on it.

He's in his twenties. He's quite good-looking. He's tall, and he has short blond hair. He's wearing a red shirt, a black jacket, and khaki pants. He's sitting next to the window.

b) **Group work.** Read your description to the group. Can they guess who you are describing?



Gestures

a) **Pair work.** What do you think these gestures mean?

Make a statement about each gesture using the meanings from the list. Then compare with a partner.



Meanings

- Hello!
- Peace.
- That sounds crazy!
- Come here.
- Be quiet.
- We won!
- I can't hear you.
- Be careful.

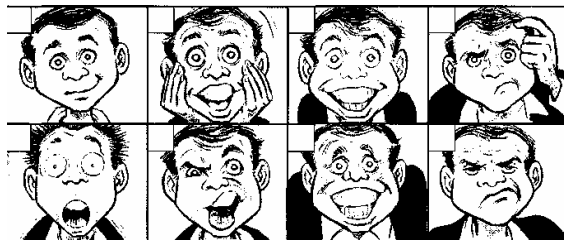
A: What do you think number one means?
 B: That probably means ... What do you think?
 A: Yeah, or it could mean ...

b) **Group work.** Think of gestures that communicate these meanings. Then take turns acting out your gestures. Can the group guess what you are trying to communicate?

- Go away.
- Pay attention, please.
- I'm angry!
- I'm hungry.
- I give up.
- That's perfect!
- I'm scared.
- That's delicious.

EMOTIONS

a) What emotions do you think this person is communicating with his facial expressions? Match each picture with the emotion.



"He looks ..."

- a) amazed c) confused e) embarrassed g) interested
- b) annoyed d) disgusted f) excited h) shocked

b) **Pair work.** Take turns acting out the emotions above. Can you guess what your partner is trying to communicate? Use an *ing* adjective.

"That's amazing!"

Police/Notice

Have you seen this girl?



Maria Roberts, 15-year-old schoolgirl, left her home in Leeds last week and nobody has seen her since then. She was wearing a blue raincoat, green trousers and black shoes. She has blonde hair and blue eyes. Please telephone: 0202-17414 with any information.

Task. Compose similar police notice. Let the missing person be someone from your group.

Test yourself

Choose the right answer or answers.

1. Policeman can be called:
- a) Constable;
 - b) cop;
 - c) Bill;
 - d) Bobby.

2. Which one of the following crimes known to the police in England and Wales involves the greatest total value of property stolen?

- a) burglary;
- b) theft of motor vehicles;
- c) theft from another person;
- d) shop-lifting;
- e) theft by an employee.

3. Crime prevention is most effective

- a) when there is a partnership between the police and the public;
- b) when common people help the police;
- c) when common people refuse to help the police.

4. The smallest division of the police force is

- a) a police station;
- b) a subdivision;
- c) a division;
- d) a beat.

5. Each Constable is personally responsible for his beat.

- a) true;
- b) false.

6. The job of the traffic wardens in Great Britain is

- a) to control offences like speeding, careless driving, drunken driving;
- b) to fine drivers for the wrong parking;
- c) to make sure that drivers obey parking regulations.

7. In towns a Constable works

- a) 10 hours a day;
- b) 6 hours a day;
- c) 8 hours a day.

8. A Constable can

- a) make mental notes of everything that is happening on his beat;
- b) leave his beat without any good reason;
- c) stop and question anyone who is acting suspiciously;
- d) call up his headquarters for help or instructions if necessary.

9. Each police car is manned by a driver and an observer where

- a) only observer is a trained policeman;
- b) both are fully trained policemen;
- c) driver is not a policeman at all.

10. The observer of a patrol car

- a) reports his position by radio to the information room;
- b) keeps in touch with the ordinary beat constables;
- c) searches and arrests anyone who is acting suspiciously.

11. A person of this profession must be able:

- to stop a runaway thief;
- to keep order in a busy street;
- to give first aid to someone taken suddenly ill;
- to control a crowd;
- to help and advise any citizen who needs or asks for assistance;
- to deal with a road accident etc.

Name his occupation.

12. The house of a suspect can be searched by a policeman

- a) with a warrant from a magistrate;
- b) with the permission of the owner but without a warrant from a magistrate;
- c) without a warrant from a magistrate and without the permission of the owner.

13. What fundamental principles govern the Police of Britain?

- a) each policeman is individually responsible for his actions;
- b) each policeman can do what he likes, because the law is always on his side;
- c) it is the law that regulates every policeman's powers.

14. The Police of Britain

- a) are helped by the public;
- b) are hindered by the public;
- c) are indifferently treated by the public.

15. Sir Robert Peel established the first Police force in London in

- a) 1892;
- b) 1829;
- c) 1898.

16. Your image of a policeman in Great Britain is of someone

- a) quick – tempered and somewhat threatening;
 - b) rather slow, very solid and good-humoured;
 - d) indifferent to the public.
17. The Police in Great Britain are
- a) a civil organisation, which job is to protect and help its fellow-citizens;
 - b) a military organisation, which job is to protect and help its fellow-citizens;
 - c) the servants of the Government;
 - d) the servants of the Crown.
18. The Police in Great Britain are unarmed. It means that they
- a) must use non-violent methods of controlling a crowd: tact, persuasion, good – humour;
 - b) needn't use force because British crowds are always tolerant and law – abiding;
 - c) are afraid to use force against the public in order not to kill someone.
19. Who wears a uniform?
- a) a detective;
 - b) a policeman on his beat;
 - c) a traffic warden;
 - d) a Constable.
20. Who does the citizen in trouble first turn to?
- a) a detective;
 - b) a policeman in the patrol car;
 - c) a policeman on his beat;
 - d) a Constable.
21. The policeman in Great Britain usually works
- a) in a squad under an officer;
 - b) in groups of two or three;
 - c) as an independent agent.
22. The lowest rank of a policeman is
- a) a Superintendent;
 - b) an Inspector;
 - c) a Constable.
23. The best safeguard against the danger of a police state in Great Britain is the fact that
- a) the British police are under the state control;
 - b) the British police are controlled by the Queen;
 - c) the British police are split up into a number of separate, autonomous police forces which are not under state control;
 - d) there is no national police force in Great Britain.
24. The headquarters of the Metropolitan (London) Police is
- a) New Scotland Yard;
 - b) 10. Downing Street;
 - c) Buckingham Palace.
25. Coordination in the work of the Police Forces is achieved by
- a) personal contacts between the policemen concerned;
 - b) certain services which Scotland Yard provides for all Police Forces of the country;
 - c) the activities of the Prime Minister;
 - d) a complicated communication system.
26. Arrange the ranks of the Police Forces from the bottom (the lowest rank) to the top (the highest rank).
- a) Constable;
 - b) Chief Inspector;
 - c) Inspector;
 - d) Assistant Chief Constable;
 - e) Sergeant;
 - f) Superintendent;
 - g) Chief Constable;
 - h) Chief Superintendent.
27. A policeman is
- a) allowed to belong to a trade union;
 - b) neither allowed to belong to a trade union nor to a political party;
 - c) allowed to belong to any political party.
28. Weekly statistics in Uniform Police are kept in order to show
- a) how many and what sort of crimes are committed in each division of the Police Force;
 - b) whether the preventive measures have succeeded or not;
 - c) the work of the Police to common people and journalists.
29. Criminals are stopped from committing crimes by
- a) the thought of the punishment;
 - b) the presence of a Constable on beat;
 - c) the sight of a patrol car.

30. The prevention of crimes, in fact, depends fundamentally on
- the visible presence of a uniformed police;
 - the work of journalists lighting out the work of the police;
 - severe punishment of criminals;
 - professional work of both detectives and uniform policemen.
31. Uniform policeman
- patrols his beat;
 - keeps his papers up to date;
 - investigates crimes;
 - helps citizens if they are in trouble.
32. What is a common complaint among Constables in Great Britain today?
- they are not well paid;
 - their work is becoming more monotonous;
 - they only report the crime but not detect it.
33. What admires tourists in London Police?
- the police uniform;
 - the cheerful ease with which they control crowds;
 - their resourcefulness, tact and sense of humour.
34. What is negative about police work?
- leaves are short;
 - their work is rather well paid;
 - some citizens refuse to help the police;
 - their work is dangerous because policemen can be killed.
35. What features of character are absolutely necessary for police work?
- tact, delicacy and good – humoured tolerance;
 - exceptional strength of character and remarkable courage;
 - nervousness.
36. Policewomen are used
- in all types of police work;
 - in police work especially with women and children;
 - only on administrative duties.
37. What sides of police work are best left in feminine hands?
- taking statements from women and children in sexual cases;
 - escorting women and children from hospital and in custody;
 - detective work;
 - searching and attending female prisoners.
38. Juvenile delinquency is a problem of
- a police rather than a society;
 - a society rather than a police;
 - unhappy families.
39. The best results in police work are obtained
- from policemen working separately;
 - from policewomen working separately;
 - from both working together.
40. What can be regarded as an illegal entry into a private house?
- when a house is searched without a warrant from a magistrate;
 - when a house is searched with a permission of a house owner;
 - when a house is searched without a warrant from a magistrate and without a permission of a house owner.
41. What offences can be regarded as serious for a policeman?
- abuse of power;
 - corruption (taking bribes);
 - being late for work.
42. What is absolutely necessary for a successful work of a detective?
- a close acquaintance with the criminals in his district;
 - a constant work with informers;
 - a quick-tempered character.
43. Why do the police sometimes conceal evidence?
- they want to show results;
 - they don't care when the wrong people suffer;
 - they are indifferent when innocent people suffer.
44. You are far more likely to be stopped by the police in the street of Great Britain if you are
- a young white man;
 - a young black man;
 - a young white girl;

- d) a young black girl.
45. The police are unarmed in
- many countries of the world;
 - Norway, New Zealand and Great Britain;
 - three European countries.
46. In the USA the rate of murder by firearms is
- ten times of the United Kingdom;
 - five times of the United Kingdom;
 - two times of the United Kingdom.
47. In what country must you get a license if you want to keep a shotgun (a hunting gun)?
- the USA;
 - Great Britain;
 - Russia.
48. Armed Response Vehicles (A.R.Vs.) are
- police cars which contain guns locked in boxes;
 - police boats which contain guns locked in boxes;
 - police helicopters which contain guns locked in boxes.
49. How can the police prevent young offenders from going on to more serious crime?
- they must send young offenders to prison;
 - they must break up gangs of young offenders before any serious crime is committed;
 - they must treat even minor crimes very seriously.
50. If people feel safer they
- sit in their houses day and night;
 - are afraid to go out especially in the evening or night;
 - go out more.
51. If you see something suspicious you will
- not interfere;
 - be indifferent;
 - phone the police to inform them.
52. In Great Britain
- there is a national police force;
 - there is no national police force;
 - the national police force is being organised at present.
53. Why do you think various police forces in Great Britain call in Scotland Yard to help them in serious cases?
- because local police are too idle to carry out detection themselves;
 - because Scotland Yard has well equipped laboratories and departments which help to obtain evidence of the guilt or innocence of a suspected person;
 - because Scotland Yard has specialists with a great practical experience of criminal detection.
54. Scotland Yard
- always interferes the work of other police forces;
 - interferes the work of other police forces if necessary;
 - never interferes the work of other police forces unless specially asked to do so.
55. Petty crime is a
- serious crime;
 - not serious crime;
 - minor crime.

2. EXTRACTS FROM FICTION OF AMERICAN AND ENGLISH WRITING AUTHORS

Texts for reading and discussion

Text 1. To kill a man

She moved through the big rooms and wide halls of her house. She was, looking for a book of poems she had put somewhere and only now remembered. She opened the door of the dining-room and went in. The room was dark and she turned on the lights. As the light came on, she stepped back and cried out.

In front of her, near the wall, stood a man. In his hand was a gun.

“Oh,” she said. “What do you want?”

“I think: I want to get out. I’ve lost my way here,” he answered ironically.

“What are you doing here?”

“Just robbing, Miss, that’s all. I didn’t expect to find you in, as I saw you with your old man in an automobile. You are Miss Setliffe, aren’t you?”

Mrs Setliffe saw his mistake, but she was pleased.

“Now please show me the way out,” the man said.

“And what if I cry out for help?” asked the woman.

“I must kill you then,” he answered slowly. “You see, Miss, I can’t go to prison. A friend is waiting for me outside, and I promised to help him.”

“I’ve never met a robber before,” the woman said, “and I can’t tell you how exciting it is. Won’t you stay a few minutes and talk? I want you to explain the whole thing to me. You don’t look like a robber at all. Why don’t you work?”

“There is no work for me in this city,” he said. “I used to be an honest man before I started looking for a job. Now I must go.”

But Mrs Setliffe did not want to lose her robber. Such things did not happen often in her life.

Turning to the man she said: “I can’t really make you stay, but, come, it down, and tell me all about it.”

She took her seat at the table and placed him on the other side of it. Under the table near her foot, was an electric bell.

“It’s like this,” he began. “I’m not a robber and I didn’t come here to steal. You see, I had a little mine once, and old Setliffe took it away from me. I had nothing left. And as my friend needs money badly I just came to take something back from your father. I’m really taking what is mine.”

“I feel you’re right,” she said. “But still robbery is robbery.”

“I know that,” he answered. “What is right is not always legal. That’s why I must go.”

“No wait.” The woman suddenly took up the gun. At the same time she pushed the bell with her foot.

A door opened behind him, and he heard somebody enter the room. But he did not even turn his head. Without saying a word, he was looking at the woman.

“Thomas,” she said, “call the police.”

The servant left the room. The man and the woman sat at the table looking into each other’s eyes. In her mind’s eye she already saw the newspapers with the story of the beautiful young Mrs Setliffe who had caught a dangerous robber in her own house.

“When you are in prison,” she said, “think of the lesson I’ve taught you. Now, tell me the truth. I didn’t believe a single word of your story.”

He did not answer.

“Say something,” she cried. “Why don’t you ask me to let you go?”

“Yes, I’ll say something. You looked so kind and soft and all the time you had your foot on the bell. Do you know what I’m going to do? I’m going to get up from this chair and walk out of the door. But you’re not going to shoot. It isn’t easy to kill a man.

With his eyes on her he stood up slowly. She began to pull the trigger.

“Pull harder,” he advised. “Pull it, and kill a man.”

At the door the man turned round. He spoke to her in a low voice as he called her a bad name.

(After J. London)

1. Why did the man become a robber? 2. What kind of man was the robber? What makes you think so? 3. What do you think about Mrs Setliffe?
4. Does the story describe a typical criminal situation? Why? 5. Why didn’t the woman kill the robber?

Text 2. The Saint

Serge and Blackburn were patrolling the beat in their car.

It was ten past ten when the communications operator said: “All Hollenbeck unite, a suspect has just left twenty-three Brookline Avenue running eastbound on Brookline and south of Soto. Suspect is male, Mexican, thirty-five to forty, five feet eight to ten, black hair, wearing a dirty red shirt. Khaki pants, carrying a plaster statue.”

Serge and Blackburn were on Brookline approaching St. Louis when the call came out. They passed the scene of the theft and Serge saw the radio car parked in front of the house. An officer was sitting in the car. The other officer was in the store talking with the proprietor.

Serge double-parked for a moment beside the radio car, and read the sign-board on the house “Luz del Die¹ Religious Store.”

“What did the thief take?” Serge called to the officer who was a new rookie² that Serge didn’t know.

“A religious statue, sir,” said the young officer, probably thinking he and Blackburn were worth the “sir” since they were plainclothesmen.

Serge and Blackburn turned south in their car and began glancing around for the thief. He turned east and then north and saw a man in a red shirt going down the street. The witness had given an excellent description Serge thought, but she didn’t say he was drunk.

“Here he comes,” said Serge.

“Who?” asked Blackburn.

“The suspect from the religious store. This has to be him. Look.”

“Yes, that must be him,” said Blackburn, lighting up the drunk with the spotlight. The drunk threw his hands in front of his face.

Serge stopped a few feet in front of the man and they both got out.

“Where’s the statue?” asked Blackburn.

“I have, nothing, sir,” said the man.

“I know this guy,” said Blackburn. “Let me see, Eddie ... Eddie something.”

“Eduardo Onofre Esquer,” said the man, swaying. “I remember you, sir. You apprehended me lots of times.”

“Yes, Eddie was one of the Brooklin Avenue winos³ for years. Where have you been, Eddie?”

“I got a year last time, sir. I’ve been in the country for a year.”

“A year? for drunk⁴?”

“Not for drunk. Petty theft, sir. I stole a couple of pairs of woman’s stockings to sell for a drink.”

“And now you are doing the same thing,” said Blackburn. “You know petty theft with a prior one is a felony⁵. You’re going to go for a felony this time.”

“Get in, Eddie,” said Serge. “Show us where you threw the statue.”

“Please, let me go,” said Eddie, as Serge started the car and drove east.

“Which way, Eddie,” asked Serge.

“I didn’t know it, sir. I set it down at the church when I saw what it was.”

Blackburn’s spotlight lighted up the statue on the steps in front of the grey building on Breed Street.

“When I saw what it was, I put it there on the steps of the church.”

“That’s not a church,” said Blackburn. “That’s a synagogue.”

“Anyway, I put it there for the, priest to find,” said Eddie. “Please, let me go, sir. I’ll go straight home to my room. I shan’t steal any more.”

“What do you say, partner?” asked Serge, laughing.

“What the hell. We’re juvenile officers, aren’t we?” said Blackburn. “Eddie is not a juvenile.”

“Go home, Eddie,” said Serge, reaching over the seat and unlocking the door of the car.

“Thank you, sir,” said Eddie. “Thank you. I’m going home.”

- Notes: 1. Lus del Dia – имя владельца магазина.
2. Rookie – жарг. новобранец.
3. Wino – ам. жарг. пропойца.
4. Drunk – дело о дебоширстве, разбираемое в суде.
5. Felony – фелония; тяжкое преступление.

(After J. Wambauch)

1. What kind of policemen were Serge and Blackburn? How did you understand the expression “juvenile officers”?
2. Do you think it was a routine patrol of the policemen? What makes you think so?
3. Do you think the policemen were right setting the offender free? Why?

Text 3. How I rose to be an Australian shoe-shine box

When I was an actor at a theatre I used to forget now and then about the matinees¹. So they said I ought to try another job.

“You might get a work in Ireland,” they said. “There’s a place called Ballydoggin²,” a gentleman in North Ireland said: “They might have a job for you there.”

At Ballydoggin a gentleman on the railway station said, “you might try the Constebulary. They’re short of cops in this town.” The Police Sergeant didn’t ask me about my education or things like that.

“Have you got people depending on you?” – that was all he asked.

“Or a darling wife?” he asked.

“Or an old mother?”

I told him I was alone in the world, and he said, “You’ll need a uniform.”

He gave me a uniform and I tried it on.

“Pluck,” the Sergeant said, “pluck and initiative, that’s what makes a class cop. We’re going to be proud of you,” the Sergeant said. “And by the way,” he said, “as you go down O’Mailey Street you’d better shoot an eye at Humber 48. That’s Mr. James’s house, and he’s the Mayor of this town, and he’s away, with Mrs. James in the country. We wouldn’t want anything stolen from Mr. James’s house”, the Sergeant said.

It was dark when I came to O’Mailey Street, so I couldn’t read the numbers. But a pair of gentlemen were sitting in a big car beside the road, and I put a question to them.

“Why, this is Humber 48,” they said, “this one beside you here.”

“You, aren’t by change Mr. James?” I asked the biggest of these gentlemen.

“Well, not exactly,” he said. “I’m Mr. Healey, and my friend here is Mr. O’Brien.”

“I just wondered,” I said, “because Mr. James is supposed to be away in the country with his old lady. I thought perhaps he’d changed his plans.”

“Well, that’s strange,” Mr. Healey said, “because I saw a light flashing in the house not five minutes ago.”

“I’m going to look into this!” I said.

I went and rang at the front door, but no one came, so I went round the back. No answer there either. But I wasn’t satisfied. I wanted to have a look inside and I tried my pocket knife to see if maybe the lock of the back door would give way³.

“You want a better tool than that.” Mr. Healey said. He’d come after me to see how I was trying to open the door. “Tim!” he said – because Mr. O’Brien had come to us too. “See if you can find that thing in the car I use for taking off plugs.”

Mr. O’Brien brought me the tool and I opened the door.

“We shouldn’t put the lights on,” Mr. Healey said, when we were all in the hell.

So we went upstairs with nothing but the flash lamps to show the way. There was nobody we could see. But in the bedroom there was something Mr. Healey said. I ought to look into and that was a big tin box studding under the bed.

“That’s the sort of place people keep their jewels in,” Mr. Healey told me.

He gave me his tool again and I opened the box. There were diamond rings and pearl necklaces.

“We can’t leave these things the way they are”, Mr. Healey said, “Better hide them somewhere out of sight.”

“Put them in one of the grips we got in the car”, Mr. O’Brien said.

“And then put the grip where no housebreakers would see it,” Mr. Healey said.

Mr. Healey and Mr. O’Brien found when they went to look they had three big grips in their car. So together with Mrs. James’s jewels we put some silver cups we found in one of the rooms downstairs, and some silver forks and spoons, and a pile of other things a housebreaker might take away. The trouble was to find some safe place to put the grips.

“If they weren’t so heavy I’d take them to the police station,” I said.

“Oh, they are heavy!” Mr. Healey said.

“You may borrow Mr. Healey’s car,” Mr. O’Brien said.

“But I’ve got to finish my beat,” I said.

“Then I can take them to the police station”, Mr. Healey said.

“It’s very lucky for me,” I said, as we were putting the grips in the car, “meeting such gentlemen like you my first time on duty.”

“Why, it was very lucky for us!” Mr. Healey said.

“You do have young cops that haven’t the sense to cooperate,” Mr. O’Brien said.

Nine o’clock in the morning I was back reporting like the Sergeant had told me.

“All correct on beat?” the Sergeant asked.

“Everything is OK, Sergeant,” I said.

“You took a good look at Mr. James’s house?”

And I told him about what had happened and the way I used my head to put things right.

Then I noticed that the Sergeant looked strange. His face had changed to the colour of, a plum, he was shaking all over.

“Hot in here. Sergeant,” I said.

He didn’t seem to come at me on his feet, it was more as if somebody had turned the force of gravity on its side. And that worked on me as well, for no legs of mine ever moved me at such a rate and I found myself outside and half-way down the street.

Funny thing back at the railway station I came across the same gentleman I saw there the day before.

“What do you want me to tell you now?” he said.

“The place that’s farthest off from Ballydoggin,” I said.

“That would be Sydney, New South Wales,” the gentleman said.

(After R. C. Hutchinson)

Notes: 1. Matinee – дневное представление в театре.

2. Ballydoggin – вымышленное название города.

3. To give way – поддаваться, не выдержать, сломаться.

1. Where did the events described in the story take place?
2. Why did the man have to change his job?
3. Why do you think the Police Sergeant didn’t ask the man about his education?
4. What questions did he ask him? Why?
5. Who lived at 48 O’Mailey Street?
6. Why did the young policeman decide to enter the house?
7. Why did he allow the man to take things belonging to Mr. James?
8. Why did the man fail in his new job?

Text 4. The public career of Mr. Seymour Harrisburg

Seymour M. Harrisburg put away dishes' and looked at the clock. He went to the bedroom, put on his coat and hat, looked at his wife who was still in bed and went to the door, of the apartment. Opening the door he looked down and saw, lying on the floor, the half-clad body of Beatrice Delvin, the chorus girl, who lived next door to him. Thus, began tae public career of Seymour M. Harrisburg.

Miss Delvin was dead. Part of Miss Delvin's jaw had been torn away by a bullet or bullets, but she had not been disfigured beyond recognition. Mr. Harrisburg saw that there was some blood on his hand. He wanted to run away. Then he decided to return to his apartment." He telephoned for the police and sat down to smoke a cigarette. Then he went to the bedroom and shook his wife.

"Get the hell out of here," said Mrs. Harrisburg.

"But, Ella," said he. "The girl next door, the Delvin girl, she's been murdered.

Mrs. Harrisburg sat up and looked at him.

The police arrived. They questioned him, frankly suspicious until the officer in charge finally said: "Aw, we can't get anything out of his answers. He didn't do it anyhow." Then he asked: "Are you sure you didn't hear anything like shots? Nothing like that? Now think!"

"No, I didn't hear a thing."

Shortly after the officer finished the preliminary examination, the medical examiner arrived and announced that the Delvin woman had been dead at least four hours, placing the death at about 3 a.m.

Mr. Harrisburg was taken to the police station, and submitted to further questioning. He was permitted to telephone his place of employment of a cinema-producing corporation, to explain his absence. He was photographed by young men from, the press. Then he was allowed to go home.

His wife also had been questioned by the police. She thought that the police had implied that there might have been a liaison between her husband and Miss Delvin. She looked at him again and again as he began to make dinner. To think¹ a man like that cop could have believed for one minute that a woman like Delvin would have anything to do with Seymour...

At the office next morning Mr. Harrisburg realised that, the power of the press has not been exaggerated. J.J. Slotkin, his colleague spoke to Mr. Harrisburg in the elevator. "Quite a thing you had at your place yesterday," said Mr. Slotkin.

"Yes, it sure was," said at Harrisburg.

Later, after he had seated himself at his desk Mr. Harrisburg was informed that he was wanted in the office of Mr. Adams, head of the accounting department.

"Quite a thing you had at your place yesterday," said Mr. Adams.

"Yes, it sure was," said Mr. Harrisburg, "I'll never forget it."

Mr. Harrisburg described in detail all that had taken place the preceding day.

"Well, you sure get in all papers this morning, I noticed," said Mr. Adams. "Pictures in very one of them. I guess it's only a question of time before they get the men that did it. So any time you want time off to testify, why, only say a word. I guess, they'll want you down at headquarters, eh? And you'll have to appear at the trial. I'll be only too glad to let you have the time off," said Mr. Adams with a smile.

Through the day Mr. Harrisburg could not help noticing² how often the stenographers found it necessary to go to the pencil sharpener near his desk. They had read the papers, too, and they didn't miss the hints in two of them that Mr. Harrisburg knew more than he had told the police. Hardly a moment passed when Mr. Harrisburg could not have looked up from his work and caught the eye of a young woman on himself. Everybody was respectful and attentive when Mr. Harrisburg was telling his story. He gave many details which he had not told the police.

The week that followed Mr. Harrisburg made several public appearances at police headquarters. He was photographed each time. The publicity increased Mr. Harrisburg's prestige at the office.

Then one day the police investigation began to have results. A Miss Curley³, who had been one of Miss Delvin's friends, told the police that Miss Delvin had telephoned her the night of the murder. Miss Delvin had been annoyed by her former husband, one Scatelli⁴, who had made threats against her life. The night of the murder Miss Delvin had said over the telephone to Miss Curley: "Joe is around again, and he wants me to go back and I told him 'No'. He's coming up tonight." Miss Curley explained, that she had not spoken earlier in the case because Scatelli was a gangster and she was afraid of him, Scatelli was arrested.

Mr. Harrisburg appeared before the Grand Jury, and when he was leaving the Grand Jury room, he first suspected that his news value had suffered as a result of Miss Curley's disclosures. For when he read the next day's newspaper he found only the mention of his name in one newspaper. Miss Curley, on the other hand, was, all over the papers.

The baseball season had become interesting, and Mr. Harrisburg noticed that, at lunch on the following day his colleagues spoke only about baseball teams.

Then he was called to Mr. Adams office.

"Now listen, Harrisburg," said Mr. Adams. "I think we've been pretty generous about time off. So I, just wanted to remind you, this murder case is all through as far as you are concerned, and the less we hear about it, the better. We have to get some work done around here, and I understand the men are getting pretty tired of hearing you talk and talk and talk about this all the time."

Mr. Harrisburg began to feel that all his colleagues were against him, and this so tip set him that he made a mistake which cost the company two thousand dollars. "I'm very sorry, Harrisburg," said Mr. Adams. "I know it's difficult to get another job in times like these, but you're just no good to us since that murder, so you'll have to go."

It was the next day, after he had passed the morning looking for another job, that he came home and found a note that told him that his wife had departed. "I should have done this four years ago," wrote Mrs. Harrisburg. Mr. Harrisburg went to the kitchen and found that she had not even left him any gin.

- Notes:
1. To think – подумать только ...
 2. Couldn't help thinking – не мог не думать.
 3. A Miss Curley – некая мисс ...
 4. One Scatelli – некий мистер ...
 5. Joe is around again – Джо снова здесь.

(After J. O'Hara)

1. Discuss the title of the story. What do the words "public career" stand for?
2. Describe the scene of crime.
3. Did the police suspect Mr. Harrisburg of having committed the crime? What makes you think so?
4. Why did Mr. Harrisburg become so popular with his colleagues?
5. What ruined his public career?
6. Why was he dismissed from his post?
7. Why did his wife leave him?
8. Do you find the story, amusing? Why?

3. PROFESSIONALLY ORIENTED ROLE PLAYS

Учебно-ролевые игры юридической направленности

Проектирование и моделирование профессионально-направленной учебно-ролевой игры, разработка содержания и технологии системы учебно-ролевых игр юридической направленности предполагают трехступенчатый подход:

игры **I** типа – игры "Домино", луочно-тренировочные игры (игры репродуктивного уровня);

игры **II** типа – профессионально-направленные ситуативные игры этюдного уровня;

игры **III** типа – сценарные, ситуативные учебно-ролевые игры юридической направленности.

Игры **II** и **III** типов являются играми продуктивного уровня.

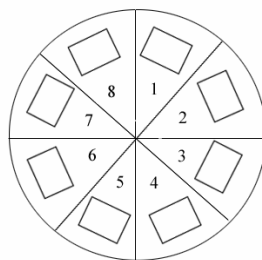
Успешность проведения профессионально-направленных игр зависит от правильной подготовки и организации игры на всех 3 этапах.

Особое значение имеет тщательное проведение подготовительного этапа, который предполагает оптимальную минимизацию необходимого лексического, грамматического материала, разговорных клише и их отработку.

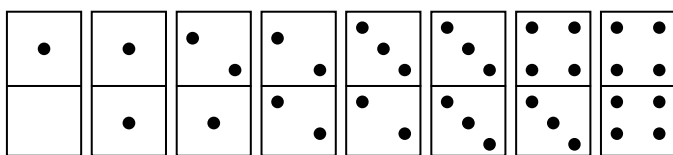
Focus on role plays

Игры I типа – игры "Домино", луочно-тренировочные игры предполагают отработку необходимого лексического, грамматического материала, разговорных клише, которые будут востребованы в играх **II**, **III** типов.

Остановимся подробнее на методике проведения игры "Домино". На большом листе картона предьявляется игровое поле, состоящее из любого количества сегментов (например, 8).



Карточки с заданиями кладутся на игровое поле заданием вниз. Игру можно проводить тройками, четверками, пятерками (в зависимости от количества студентов в подгруппе). Рядом с игровым полем располагаются фишки домино числом 8 по количеству сегментов на игровом поле.



Первый студент из четверки берет любую фишку и называет номер, соответствующий номеру карточки игрового поля и выполняет задание. В случае необходимости коррективки, ответ уточняется членами данной подгруппы. Затем пройденная процедура

повторяется другими студентами подгруппы. Когда все задания отработаны полностью, окончательную проверку проводит преподаватель.

Игры I типа

Play 1

Для отработки тактики работы полиции со свидетелями, в частности припоминания внешности подозреваемого, целесообразно потренировать описание внешности людей. Для этой цели необходимо заготовить карточки подобного типа.

1. Is he short, tall or medium height?
2. Is his face square, oval, round ...?
3. What colour are his eyes?
4. Is he slim, heavy-built, fat ...?
5. Did you notice any distinctive marks?
6. What colour is his hair?
7. Did he wear glasses?
8. Did he wear beard or moustaches?

Play 2

При тренировке модального блока студентам-юристам целесообразно поработать с карточками следующего содержания.

1. Его должно быть арестовали, но я точно не знаю, арестовали или нет.
2. Его могли обыскать, но не обыскали.
3. Информатор должен был прийти на встречу с детективом (следователем), но не пришел. Я не знаю, почему он не пришел ...

Play 3

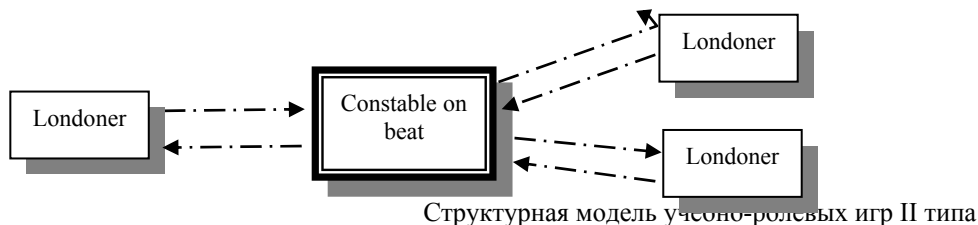
Репрезентация реплик “Asking for details/clarification” (запроса дальнейшей информации), которые потребуются для игр II и III типа для исполнения роли констебля или радиооператора информационной комнаты Скотланд Ярда, может иметь следующее воплощение.

1. Could you be more specific about ...?
2. Do you mean ...
3. I don't follow you.
4. What do you mean by ...
5. If I understand you right ...
6. Can you prove that ...
7. I am not clear about facts ...
8. Could you give us some more information to back that up, please?
9. I'd like to be quite clear about ...

Отрабатывать реплики можно с помощью прямого и обратного перевода.

* * *

Игры II типа – профессионально-направленные ситуативные игры этюдного уровня.



Role play 1

Constable's talk with unknown young men, who are hanging round the bar, making much noise.

Role card.

You are a Constable on the beat. You are walking your patrol. You see a group of young people (say 2), whom you haven't seen on your beat before. They are very noisy. You want to know what they are doing on your beat. They are hanging round the bar Red Lion. You don't want any trouble (problems). Be polite but try to know as much information about them as possible. (Possible questions: What are you doing here? What are your full names? Do you study or work? Where do you study or work? Where do you live? ...) Don't forget to introduce yourself and warn them not to be noisy.

Role card.

You are young people hanging round the bar Red Lion. You are rather noisy because one of you has just passed his driving exam successfully. You don't know where to go and how to celebrate your success. Suddenly you noticed a Constable watching you. One of you is aggressive because you haven't done anything wrong. The other tries to persuade his friend to be polite because he doesn't want to be charged with rough behavior and detained.

Task. Discuss rights and wrongs of the role-play (lexical, grammatical, professional mistakes). Make notes if necessary.

Role play 2

Task 1. Read the dialogue.

Policeman: Police Station. How can I help you?

Mrs. Ridley: Well... It's about my little son, Tom. He was playing in the playground in front of the house. I left him there 15 minutes ago and went to the baker's which is near our house. When I returned he was not there.

Policeman: Just a moment, Mrs. ...?

Mrs. Ridley: Mrs. Ridley. Jane Ridley, 65 London Road.

Policeman: Thank you. Perhaps he went away with a friend of his? Have you asked other children in the playground about him?

Mrs. Ridley: Certainly, I have. There were only two of them there and they said they "hadn't even noticed his disappearance.

Policeman: I see. Now I want some details about your son. How old is he?

Mrs. Ridley: He's 5.

Policeman: And what does he look like?

Mrs. Ridley: He has short fair hair and blue eyes. He is wearing a white shirt with a red pull-over, black shorts and brown boots.

Policeman: We'll try to find him. I think he is just playing somewhere.

Mrs. Ridley: Don't you think it's kidnapping?

Policeman: You should keep calm, I think we'll find him.

Mrs. Ridley: Oh, thank you very much. Good-bye.

Policeman: Good-bye, Mrs. Ridley.

Task 2. Fill in the following police form using the facts presented in the dialogue.

| | |
|----------------|----------------|
| Police Station | Missing Person |
| Name: | |
| Sex: | |
| Age: | |
| Occupation: | |
| Address: | |

Продолжение табл.

| | |
|----------------|--------------------|
| Clothes-colour | Other Details |
| 1. | Colour of hair: |
| 2. | Hair style: |
| 3. | Colour of eyes: |
| 4. | Distinctive marks: |
| 5. | |
| 6. | |
| 7. | |

Task 3. Read the police report.

| | |
|---|----------------------|
| Police Report from Witness | Missing Person Date: |
| Name of witness: Mrs. Jane Ridley | |
| Address: Leeds | 65 London Road, |
| Relationship: child | Mother of missing |
| Mrs. Ridley and her son left their flat at 2 p.m. They went to the playground where 2 other children were playing. Mrs. Ridley left Tom there and went to the baker's which is situated near their house. She was absent 15 minutes. When she returned to the playground the child was not there. | |

Focus on role play

Role card

You are the policeman. You should question two more witnesses and write down similar reports.

Role card

You are Mrs. Raby, a housewife, 65 London Road. The windows of your flat look out on the playground. You saw Mrs. Ridley leave her son in the playground. The boy had been playing with other children for some minutes, then he turned round the corner and disappeared.

Role card

Mr. Brown, 65 London Road, an engineer. You live next door to the Ridleys. You were going home and saw Tom Ridley who was going to cross the street. It seemed to you very suspicious that the boy was alone. So you took the boy home.



“Would you say your husband had any Swiss enemies?”

Role play 3

Alibi

Task 1. Read the police report.

Yesterday at 5 p.m. two hooded men broke into the local bank threatening with pistols. They demanded the sum of £ 20 million and having received it, they ran into the street, got into their black Ford Capri and disappeared.

Focus on role play

Role card of the Suspect A and of the Suspect B

The police thinks you and your friend are the robbers. Consult each other, make up a story explaining where you were between 4 and 6 p.m. For example, you and your friend went to a **restaurant** yesterday evening. Before you are interviewed by the police, you must decide what happened yesterday evening. You will be interviewed separately, so you must have exactly the same story – or you will be arrested! Remember, details are important.

Here are some things for you to decide:

- when and where you met;
- what you did before the meal;
- the name of the restaurant and where you sat;
- why you chose that restaurant;
- other people in the restaurant;
- your waiter / waitress;
- what you both ate and drank;
- the bill and how you paid a what you did after the meal;
- transport during the evening;
- anything else about the evening – you never know what the police might ask you!



Role card of the Police officer A and of the Police officer B

You are detectives. Question the suspects and put down the details. Compare the evidence of both suspects. If their stories are the same, they are innocent. If they differ in details, they are guilty. You are going to interview a suspect who you think committed last night's robbery. The suspect says that he / she went to a **restaurant** last night with a friend. With your partner(s), write down some questions to ask him/her. All police officers must write the questions, as you are going to interview the suspects separately, then compare your answers later. Remember – details are important in a police investigation! Make sure that you ask about both the suspects

You can ask questions about the following:

- when and where the suspects met;
- what they did before the meal;
- the restaurant and where they sat;
- why they chose that restaurant;



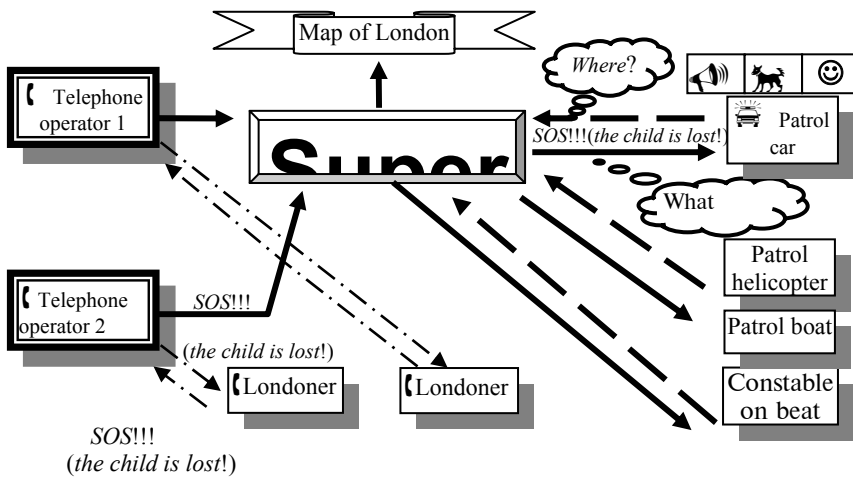
- other people in the restaurant;
- the waiter/waitress;
- what they both ate and drank;
- the bill and how they paid;
- what they did after the meal;
- transport during the evening;
- any more questions that you can think of.

The list of possible situations of the role play

1. One of the passers by asks Police Constable to call the ambulance (his girlfriend has broken her leg).
2. Police Constable warns the young man for crossing the road at the wrong place.
3. Police Constable fines the young man for crossing the road at the wrong place.
4. Police Constable detains the drunken driver.
5. Police Constable detains two young men for the fight in the bar.
6. Police Constable detains two young men for writing graffiti on walls.

* * *

Игры III типа – собственно сценарные, ситуативные учебно-ролевые игры юридической направленности.



Focus on role play

Role play 1

The child is lost in Green Park (the call of the worried mother to the police).

Role card

You are the worried mother of the lost child. You were walking with your little daughter Mary in Green Park. You used to walk there from 10 till 11 a.m. You met an old friend of yours and while you were talking your daughter has gone. You are calling the Police for help. Don't forget to describe the appearance of your daughter (she is 4 years old, blue eyes, dark hair).

She wears a blue coat, black shoes, two red ribbons. The incident happened 10 minutes ago.

Role card

You are one of the telephone operators of the Information Room New Scotland Yard. You are to deal with all categories of people. Answer the telephone call properly. If necessary calm down the calling person. Be polite. Ask additional questions if necessary (the place of the accident, for example). Don't forget to fix the time of the call. If you need patrol car to be sent to the spot consult your Supervisor.

Role card

You are the Supervisor (radio operator) of the Information Room New Scotland Yard. You must coordinate the work of your numerous telephone operators. If necessary contact the patrol car which is nearest to the spot (let it be z 37) and send it to the scene. Use a detailed map of the police district, showing all the streets and the patrol areas of the police cars. Give necessary instructions to the observer and driver of patrol car z 37 (Move in the direction of Green Park as fast as possible ...).

Role card

You are the observer and the driver of patrol car z 37. You are both well-trained policemen. Contact the Information Room and follow the instructions of the Supervisor. You are young, energetic and want to do your work in the best way (Yes, Sir. We understand you, Sir). When you are on the spot make a call to the Information Room and choose one of the variants of investigation:

1. Use a loudspeaker to draw attention of the walking people in Green Park to the information about the lost child. Don't forget to give the appearance of the lost child Mary (she is 4 years old, blue eyes, dark hair). She wears a blue coat, black shoes, two red ribbons.

2. Use one of the police dogs to find the child.

3. Find witnesses and question them.

Role card

Your name is Nensy. You used to walk your dog in Green Park from 10 till 11 a.m. You walked your usual route when suddenly you heard announcement concerning the lost child Mary. You turned round and noticed the lost child who followed you and your dog. You took the child and walked the same route back. In 10 minutes you met Mary's mother and policemen (patrol car z 37). Explain the whole situation.

Role card

You are the journalist. You happened to be in Green Park at the very time when everything happened. Watch the whole situation and write an article to your newspaper. Don't forget to mention how skilled and energetic the actions of the Police were.

Role card

You are recruits of the Police Academy. You should watch the work of the staff and make notes.

Task. Discuss rights and wrongs of the role-play (lexical, grammatical, professional mistakes). Make notes if necessary.

Role play 2

An act of possible burglary in the neighbour's house. Mr. Black's call to the police. He noticed a ladder against the wall of the neighbour's house and an open window upstairs. Mr. Black saw two unknown people a man and a woman who got into a van outside the house, and drove away. He decided to phone the police immediately and report the incident to them.

Role card

Imagine you have just walked past a neighbour's house. You know your neighbour is on holiday. There's a ladder against the wall and an upstairs window is open. As you came along the street, you saw a man and a woman get into a van outside the house, and drive away. Phone the police immediately and report the incident to them. Describe the suspects (let them be your group-mates).

Role card

You are one of the telephone operators of the Information Room New Scotland Yard. You are to deal with all categories of people. Answer the telephone call properly. If necessary calm down the calling person. Be polite. Ask additional questions if necessary (the place of the accident, for example). Don't forget to fix the time of the call. If you need patrol car to be sent to the spot consult your Supervisor.

Role card

You are the Supervisor (radio operator) of the Information Room New Scotland Yard. You must coordinate the work of your numerous telephone operators. If necessary contact the patrol car which is nearest to the spot (let it be z 37) and send it to the scene. Use a detailed map of the police district, showing all the streets and the patrol areas of the police cars. When the observer of the patrol car informs you that the house is robbed make a call to the Criminal Investigation Department for help. Explain the situation to them and ask your patrol car to be on the spot as the detective may need their help. Give instructions to the observer of z 37 to question the neighbour of the robbed house (he made a call to the police).

Role card

You are the observer and the driver of patrol car z 37. You are both well-trained policemen. Contact the Information Room and follow the instructions of the Supervisor. You are young, energetic and want to do your work in the best way (Yes, Sir. We understand you, Sir). When you find out that the house is robbed make a call to the Information Room and explain the situation to them.

Role card

You are the neighbour of the robbed house. You saw two unknown people a man and a woman who got into a van outside the neighbour's house, and drove away. You don't want any problems that's why you decided not to phone the police. But being questioned by the police officer you will tell him everything you noticed.

Task. Discuss rights and wrongs of the role-play (lexical, grammatical, professional mistakes). Make notes if necessary.

The list of possible situations of the role-play

1. The child is lost in Green Park (the call of the worried mother).

2. A suspicious bag is noticed in Green Park by one of the passers by (a possible act of terrorism).

3. The thief is caught in Grand Hotel (the call of the hotel administrator).
4. Two men are breaking into the warehouse (the call of the witness).
5. A case of bag snatching (the call of the victim).
6. Two teenagers are breaking the window of the car and stealing things from it (the call of the witness).
7. The shoplifter tried to steal a Walkman at Marks and Spencer (the call of the shop manager).
8. The mugging at Ealing Central underground station (the call of the victim).
9. Two men have just broken into Mr. Snow's shop (Mr. Snow describes their appearance).
10. The fight in the bar Golden Gun (the call of the witness).

ПРИЛОЖЕНИЯ

1. READING RULES

Lesson 1. Изучите правила чтения букв и буквосочетаний. Выполните контрольное упражнение.

| Правила чтения букв и буквосочетаний | Упражнения в чтении |
|--|---|
| 1. Открытый слог Закрытый слог _____ e _____ [i:] [e] be met Pete left | eve, me, mete, Pete, net, lend, bet, pen, spend, bent, bend, left, beds, let, den, bed, men, ten, best, eke, be, kept, slept, met, melt, send, zed, step |
| 2. ee see [i:] ea sea | meat, feet, need, neat, lead, sleep, deed, feed, fleet, leave, zeal, bead, east, keep, feel, pea, deal, leaf |
| 3. Открытый слог Закрытый слог _____ a _____ [ei] [æ] made man ape land | blame, pale, mate, sake, fate, make, fat, van, sand, land, name, sane, fame, lamp, stamp, lake, bad, sale, late, plan, ale, date, vale, bat, nave |
| 4. Открытый слог Закрытый слог слог _____ i, y _____ [ai] [ɪ] five bit type system | by, dye, my, tie, size, if, nip, tip, fit, mine, fine, dive, tin, style, pine, life, side, lift, sin, pipe, tide, kid, like, time, tint, tyke, bye, dyke, dike, lyddite, nine |
| 5. ll [l] – bell ss [s] – less dd [d] – add | bell, kill, less, mass, lass, till, spell, miss, mess, ness, add, fell, sell, mill, ass, kiss |
| 6. Перед В остальных e, i, y случаях _____ c _____ [s] [k] face can fancy fact | cat, can, space, face, lace, cap, cliff, cell, cent, cite, clap, cyst, clean, pencil, nice, mice, came, cystic, cape, candle, camp, cane, clap, cattle, clamp, cede |
| 7. ck [k] lick | back, lack, stick, nick, black, sack, sick, deck, slack, neck |

Продолжение табл.

| Правила чтения букв и буквосочетаний | Упражнения в чтении |
|--------------------------------------|---------------------|
|--------------------------------------|---------------------|

| | | |
|----------------------|-------------------|---|
| 19. Открытый слог | Закрытый слог | duke, mud, such, dust, cut, use, fuse, putty, dune, tune, tube, dump, fume, fun, hue, due, hut, stuff, nude, run, cup, gun |
| _____ u _____ | _____ [ʌ] _____ | |
| [ju:] mute due | [ʌ] hut bud | |
| 20. ew | sew | new, pew, few, dew, hew |
| eu | feud | ceuta, neume |
| 21. j [dʒ] | jump | jet, Jack, Jim, judge, jam, Jane, jug |
| 22. r [r] | broke | run, root, read, brook, drop, red, race, street, ran, drum, free, tree, rat |
| 23. w [w] | way | wine, wide, will, win, well, wage, wish, wig |

Продолжение табл.

| Правила чтения букв и буквосочетаний | Упражнения в чтении | |
|---|-------------------------------------|--|
| 24. Перед o _____ wh _____ [h] whole | В остальных случаях [w] while | who, whose, whom whip, white, why, wheel, whale, when, which |
| 25. th _____ [θ] theme th ----- [ð] they | | thick, three, cloth, thin, theme, depth, tenth, fifth, sixth, width, teeth, these, they, then, with, within, them, breath, thus, those, this is, that is, is this, is that |
| 26. a [a:] перед s + согласная – mask | | pass, class, task, fast, grass, grasp, last, vast |
| 27. a + lk [o:k] chalk a + ll [o:l] tall | | talk, chalk, walk, balk hall, ball, fall, all, wall |
| 28. air [εə] pair | | air, chair, fair, hair |
| 29. qu [kw] quickly | | quest, quite, quill, quick |
| 30. ---[gz] перед ударной гласной – exam – x, xh – [ks] в остальных случаях – text | | exam, exist, example, exact, exhibit box, next, except, wax, expect, excellent, six, text, fix |

Контрольное упражнение:

reach, quite, class, new, whole, cold, book, silly, whom, small, silly, which, wax, hide, shy, rock, balky, tube, gypsy, gun, cheap, bottle, last, home, use, black, yet, space, few, week, vast, cell, up, chair, sooty, wild, kind, stuff, box, mind, chalk, type, fuse, ask, Balkan, pay, wake, wage, child, exact, page, yet, feud, grasp, dig, too, spoke, jump, all, witty, hair, day, call, hill, his, moon, shut, Dutch, mask, joke, role, bridge, wail, talk, who, ream, whale, wale, quick, air, exhibit, small, pole, mash, fairy, dish, pair, shoot, succeed, blindfold.

Lesson 3. Изучите правила чтения гласных. Выполните контрольное упражнение.

Таблица чтения гласных

| Открытый слог | Закрытый слог | Гласные буквы | Гласная + re | Гласная + r |
|---------------|---------------|---------------|-----------------|----------------|
| [εɪ] make | [æ] bag | a | [εə] care | [a:] car |

| | | | | |
|------------------|-------------------|------|--------------------|---------------------|
| [ou] rose | [o] not | o | [o:] more | [o:] north |
| [ju:] cube | [ʌ] but | u | [juə] cure | [ə:] turn |
| [ɪ:] Pete | [e] pen | e | [ɪə] here | [ə:] her |
| [aɪ] time cry | [ɪ] little gym | ɪ, y | [aɪə] wire tyre | [ə:] bird myrtle |

Контрольное упражнение:

made, short, burn, aware, far, first, cure, sake, lute, wire, black, dare, mere, rope, pole, pot, spot, mud, bee, sore, hire, here, her, bridge, but, pure, eve, pen, tune, thick, bird, more, bad, turn, car, lot, tune, pine, verb, send.

Lesson 4. Изучите правила чтения букв и буквосочетаний. Выполните контрольное упражнение.

| Правила чтения букв и буквосочетаний | Упражнения в чтении |
|---|---|
| 31. В конце слов [ou] slow ow в середине слов [au] town [au] – out исключение: ow [au] how, now | sow, low, row, yellow, snow, grow down, gown, brown, vowel house, amount, round, loud, about, pound |
| 32. a + re a + r [ɛə] [a:] mare car dare large | rare, hare, cart, hard, bar, care, square, dark, stare, large, yard, star, share, spare, charm, harm |

Продолжение табл.

| Правила чтения букв и буквосочетаний | Упражнения в чтении |
|---|--|
| 33. o + re o + r [o:] [o:] more norm shore north | cord, fork, score, port, sport, more, born, core, store, short, sort, forty, fore, sore, adore, horde, explore |
| 34. u + re u + r [ju] [ə:] cure curd pure turn | lure, bum, endure, pure, secure, turn, curl, hurt, turtle, spur, nurse, curd curdle |
| 35. e + re e + r [ɪə] [ə:] here her | herd, nerve, hers, here, merely, term, serf, sere, terse, serve, mere |
| 36. (y)i + re (y)i + r [aɪə] [ə:] tire firm Byron myrtle | tired, mire, girl, sir, shirt, first, wire, tier, thirty, third, satire, dirty, lyre, skirt, hire, whirl, bird, |
| 37. wor [wə:] work | word, worse, world, worst |
| 38. war [wo:] wa [wo] | warm, war, ward, reward watch, want, wash, wand |
| 39. ng [ŋ] song nk [ŋk] link | bang, long, wing, taking, sitting, singing, bank, blank, wink, pink, tank, ink, sink |

| | |
|---|---|
| 40. – в конце слов er, or – leader [ɪːdə] [ə] – артикль a (an) a man [ə mæn] – при редукции гласных в безударном положении – faculty [ˈfækəltɪ] | teacher, singer, reader, fisher, member, doctor, actor a book, a house, a boy, a pen, a song difficult, calendar, academy, student, factory, present, husband, attend |
| 41. a [a:] перед th | father, rather path, bath |
| 42. o [ʌ] перед m, n, th, v | dove, some, won, front, month, mother, brother, come, love, glove |

Контрольное упражнение:

snow, depth, width, stir, mere, bird, watch, doctor, bum, spot, born, worse, care, car, want, square, long, pure, rare, work, wire, wash, maker, fume, she, singing, war, Dutch Rome, space, brick, teach, bold, run, myth, eve, add, sward, go, fix, wage, cake, fancy, few, ink, word, world, day, dirty, here, nurse, serf, turn, worker, dark, car, hair, more, worst, fir, ring, yes, kind, rifle, huge, town, round, award, child, pass, talk, six, know, witty, voice, satire, tester, darling, father, front, mother, among, aloud, gardener, ignorant, some, human, these, charm, fox, sheep, apple, table, without, at last, toe, wonder.

Lesson 5. Изучите правила чтения букв и буквосочетаний. Выполните контрольное упражнение.

| Правила чтения букв и буквосочетаний | Упражнения в чтении |
|--|--|
| 43. ou ——— [ɔɪ] oi ——— | boy, toy, voice, noise, coin, soil |
| 44. igh [aɪ] | fight, light, might, night, sight |
| 45. wr [ɹ] | write, wrist, wry, writ, wretch |
| 46. kn [n] | knew, knit, knell, knee, knife, knight |
| 47. ture [tʃə] | nature, future, picture, structure |
| 48. tion ——— [ʃn] ssion ——— | nation, station, action, dictation, translation discussion, oppression, session |
| 49. sure [ʒə] | leisure, pleasure, measure, treasure |
| 50. ph [f] | photo, phone, physics, philosophy |
| 51. Перед удвоенной парной согласной гласные читаются кратко | lorry, merry, difficult, letter, matter, bitten, witty, marry, sorry, hurry, differ, little |
| 52. e [ɪ] в безударном положении | elect, enjoy, establish, deny, pocket, goodness, expect |

Контрольное упражнение:

knife, physics, want, knight, Russian, picture, right, boy, boil, girl, measure, demonstration, party, witty, fancy, worse, cold, philosophy, dark, duck, faculty, register, reward, university, marry, narrow, bale, require, mister, minister, departure, photo, purl, knuckle, knew, keeping, war, enrich, Herb, pension, wood, ray, treasure, strong, first, reader, noise, station, writer, gun, wry, gypsy, actor, round, air, watch, flower, enslave, purge, pure, snare, smoker, tight, trainer, weakness, enlarge, brass, brightness, voice, structure, session, wash, ward, why, world, high, deny.

Lesson 6. Непроизносимые согласные

1. В начале слова:

- 1) wr [r] – write;
- 2) rh [r] – rheostat;
- 3) kn [n] – knife;
- 4) ps [s] – psychology;
- 5) pt [t] – Ptolomy;
- 6) gn [n] – gnat.

2. В конце слова:

- 7) mb [m] – lamb;
- 8) mn [m] – column;
- 9) bt [t] – debt;
- 10) ign [aɪn] – sign;
- 11) wh перед o [h] – who, whose;
- 12) wh в остальных случаях [w] – when, which;
- 13) Если согласная t стоит между любой согласной и le, то она не произносится: cons. + t + le – castle;
- 14) Если согласная t стоит между любой согласной и en, то она не произносится: cons. + t + en – often;
- 15) a + lk [o:k] – chalk;
- 16) a + lf [a:f] – calf;
- 17) a + lv [a:v] – calves;
- 18) a + lm [a:m] – palm;
- 19) igh [aɪ] – light;
- 20) augh [o:] – caught;
- 21) ough [o:] – bought;
- 22) eigh [eɪ] – weigh.

Контрольное упражнение:

while, comb [ou], calf, wheel, castle, chalk, calm, designer, Balkan, white, knew, wrong, thumb, listen, sign, wrap, fasten, know, soften, caught, debt, halves, debtor, talk, lamb, write, calves, whistle, who, limb, wrong, doubt, night, Ptolomy, palm, column, autumn [o:], psychology, gnat, dumb, whom, listen, taught, whole, wrought-up, psychiatrist, psychoanalyst, ptomaine, bought, brought, straight.

Lesson 7. Изучите монозвуки: [ʌ], [o:], [a:], [ɪ:], [ə:]. Выполните контрольное упражнение.

1. [ʌ]

| u в закрытом слоге | o перед m, n, th, v | исключения | исключения |
|-----------------------------------|---|--|---|
| but cup gun must dust | son mother dove some come love | young trouble country но: stout house | blood flood но: spoon too fool |

2. [o:]

| or, ore | a перед ll, lk | au | aw | oar | augh |
|--|---|--|----------------------------|---------------------------------|------------------------------|
| short horse more bore core | all ball call fall walk talk | sauce automation automobile autumn aurally saucer | draw claw | roar oar board oarsman | caught taught daughter |
| ough | qua [kwo:] | war, wa [wo:] | our | | |
| thought brought fought | quarter quatrain quarry | war warm water | course source fourth | | |

3. [a:]

| ar | a перед th | a перед s + согласная | alf [a:f] alv [a:v] | alm [a:m] |
|------|------------|-----------------------|------------------------|-----------|
| farm | path | class | half | calm |
| dark | bath | past | calf | palm |

| | | | | |
|-----|--|--------|----------------|-------------------------------------|
| car | | ask | calves | |
| | | grasp | halves | |
| | | pass | | |
| | | castle | | |
| | | bask | | |
| | | clasp | | |
| | | | a перед nt | исключения |
| | | | plant can't | heart, hearth но: learn, earn |

4. [ɪ:]

| | | | | |
|-------|----------|-------|-------|--------------------|
| ie | ei | ea | ee | е в открытом слоге |
| field | receive | read | green | he |
| chief | perceive | speak | tree | she |
| thief | conceive | teach | keep | we |

5. [ə:]

| | | | | |
|--------|-------|-------|------|-------|
| yr | ir | er | ur | ear |
| myrtle | shirt | derth | fur | learn |
| Byrtle | dirt | her | turn | earn |
| | birth | | burn | |

Контрольное упражнение:

applause, warm, won, shoreward, laud, farce, boarding, castle, cause, yawn, fasten, gauge, yore, default, clasp, speedy, speak, quaky, earn, thief, path, plant, darkness, bought, walk, wall, saucer, oarsman, quarrel, come, dust, burning, fought, daughter, dove, bore, autumn, draw, perceive, grasp, brought, caught, beat, saw, taught, hurt, heart, fought, steal, fallen, become, quantify, bask, recede, furniture, Swede, laundry, yawl, cover, palm, kneading, spoon, each, other, surname, rather, team, raw, stout, stubborn, recover, fault, ceiling, board.

Lesson 8. Изучите дифтонги (двойные звуки): [eɪ], [ou], [aɪ], [oɪ], [aʊ]. Выполните контрольное упражнение.

1. [eɪ]

| | | | | | |
|----------------------|--------------------|-------------------|--|-----------------------|--|
| а в открытом слоге | ai | ay | гласные в ударном положении перед согласной + lе | ey | eigh |
| take sake lame | rain plain pain | day say may | table labels maple но: apple | they grey o'key | eight freight neighbour weigh weight |

2. [ou]

| | | | |
|------------------------|----------------------|--|----------------|
| о в открытом слоге | oa | ow в конце слова | о перед ld, nd |
| phone tone stone | boat moan road | know slow flow искл.: how, cow now но: town, gown, brown | bold cold |

3. [aɪ]

| | | | | | |
|--------------------|--------------------|-----------|-----|----------------|------------|
| i в открытом слоге | у в открытом слоге | ign [aɪn] | igh | i перед ld, dl | i перед nd |
|--------------------|--------------------|-----------|-----|----------------|------------|

| | | | | | |
|-----------------------|------------------|----------------|------------------------|-----------------------|----------------------|
| nice write kite | sky fly my | sign design | high light right | child wild idle | mind kind bind |
|-----------------------|------------------|----------------|------------------------|-----------------------|----------------------|

4. [ɔɪ]

| | |
|----------------------|-------------------|
| oi | oy |
| boil coin soil | boy toy joy |

5. [aʊ]

| | |
|---|---|
| ou | ow в середине слова |
| found round count но искл.: soup, group, trouble, young, country | down brown искл.: how, now, cow но: know, slow, flow |

Контрольное упражнение:

weigh, gown, idle, bite, merely, shout, town, sincere, moan, obey, toe, scare, coat, fare, weightlessness, oak-tree, dame, hide, nail, shy, shine, right, labels, station, May, my, gold, lazy, boast, oval, point, coal, afraid, quite, tights, fly, shaky, boat, snow, couch, sideboard, white, cloud, trousers, slice, waiting, below.

КОНТРОЛЬНАЯ РАБОТА

Прочитайте следующие контрольные карточки.

Карточка 1

Wrong, core, applause, warm, won, shoreward, laud, chew, farce, lamb, boarding, sincere, high, castle, cause, inure, yawn, tireless, moan, yore, feud, procure, default, quire, pyre, obscure, fasten.

Карточка 2

Badge, quite, recede, convince, sausage, curlew, knob, mince, Swede, fall, burglar, fawn, sawyer, laundry, merely, taught, shout, swan, quarrel, access, roar, cover, squaw, kneading, even, grasp, warring.

Карточка 3

Awning, toe, dwarf, inure, yore, oar, saurian, fasten, might, wonder, new, wash, nerve, pause, urgency, gyps, scare, sauce, pure, accept, column, countermarch, automatic, front, bold, neutral, jungle, burglar, ivy, curling.

Карточка 4

Squash, curdle, throw, tireless, default, pure, obscure, coat, calves, thought, dove, curfew, acquire, written, squarely, whistle, chewing, weightlessness, caught, quince, light, quarrel, trousers, rustic, pygmy, censor, gently, autumn, crowded.

Карточка 5

Soften, climb [a□], wheel, wan, tore, quaint, toast, urge, wonder, squad, birdie, gentler, census, fallen, wrap, lamb, turmoil, yew, lynx, beaten, call, walky-talky, brawn, numb, downfall, mince, porridge, user, advice, gloves.

Карточка 6

Come, mind, weight, few, water, automation, urgent, god, tire, cure, warn, lawn, awkwardness, grasp, thought, dare, palm, idle, high, war, curfew, surprise, gently, tire, society, furnace, rheostat, rather, raucous, martyr.

Карточка 7

Pawnshop, trawler, oak-tree, cue, sincere, vast, roar, acceptance, award, fault, core, assault, reserve, easy, engaged, burglar, gauge, centering, saucer, Maude, wild, trawler, Balkan, lawyer, quantity, boat, boar, power, enlarge, foresee.

Карточка 8

Lawn, stewardess, succeed, blindfold, sight, straight, last, other, waitress, nothing, mow, warmonger, value, middle, road, half-word, marcher, downstairs, hydraulics, fairly, returnee, card-players, author, interview, yellow, circular, brownish, newcomer, equalizer, laudatory.

Карточка 9

Saucepan, mauve, kneading, saw, wash, quarrel, yore, soap, circus, charcoal, acquire, oven, quarter, wry, here, mouth, byre, queer, vexing, turmoil, pursue, wrist, cause, quality, whey, yawl, wheel, furniture, yaw, upward.

Карточка 10

Laundry, follow, governor, generator, designer, murder, backward, because, successful, brotherhood, armless, danger, research, towel, willow-herb, wander, plaudit, peep-show, waterproof, moneyed, recently, outsold, obscure, lawyer, board, highball, front, roast, first-nighter, half-circle.

Карточка 11

Circumstances, bound, exaggeration, trout, registration, processor, beef-tea, boiled, greengrocer, turkey, pawl, perch, bare, cream, processed, cheese, curds, desire, accountant, raspberry, honey, whisky, commerce, whole, sincerely, remind, Margi, aware, cucumber, foresaw.

Карточка 12

Diligent, occasionally, appointment, engagement, vacancy, blanket, misleading, thirsty, excellent, naughty, paper-fastener, fair-dealing, scary, frightened, departure, audience, harbor, amusement, furthermore, sporran, sightseeing, equipment, blackout, emergency, amusement, oats, gloomy, merchant, cheerful.

Карточка 13

Reputation, announce, affair, retreat, fortify, cancellation, relaxation, penetrate, delicate, synthetic, physician, dangerous, permission, syringe, sunshade, sharpener, crossroads, beanstalk, carnation, meteorologist, lightning, expedient, distribution, incorporate, incur, participate, recordation, chairmanship.

Карточка 14

Craggy, default, feature, date-palm, deaf[e]-and-dumb, apportion, explicable, fuddy-duddy, folk, foresight, gnaw, foresighted, grasshopper, half-bound, handsome, barefaced, enterprise, diversified, fraternal, kind-heartedness, high-minded, hijacking, emplacement, decency, longhair, long-sightedness, miscast, moderate, moneyless.

Карточка 15

Accommodation, notify, incursion, portrayer, perversion, raspy, request, seaward, searching, strawberry, cast, store, throttle, want, whip-lash, yawns, warring, drawing-room, draught, awful, fir, needle, inconceivable, launching, license, earth, exhausted, sciatica, bored, due, certain.

Карточка 16

Stall-feed, yard, stage-struck, fever, grassroots, gnawed, withdrawn, fulgent, firs, H-blast, hayseed, hawthorn, want, pass, exciting, goal, incidence, gawky, quantum, right-minded, north-eastward, outward, pauperize, quarter, centenary, scrawny, scowl, sprightly, eagle, straw, verse-monger.

Карточка 17

Proficiency, path, jigsaw, seesaw, fairy, authentic, rainbow, frontrunner, adult, class, task, cartridge, discovery, track, choice, access, kernel, review, higher, designed, accessible, coverage, follow, concept, accompany, title, affair, authors, screen-test, precise.

Карточка 18

Calmly, accused, another, offence, warrant, without, entitle, proceeds, retire, concern, exhausted, roaring, coverage, launch, resign, signing, merely, convince, enforcement, plead, hallway, burden, guardianship, concerning, passed, circumstantial, succeeds, share, wattle, discourse.

2. WORD BUILDING

2.1. СУФФИКСЫ

2.1.1. Суффиксы существительных *-er, -or* указывают на

а) профессию (род занятия человека) teacher;

б) прибор, устройство mixer.

• *Образуйте существительные от нижеследующих глаголов и переведите их:* translate – переводить; play – играть; follow – следовать; kill – убивать; drive – водить; act – играть; listen – слушать; cool – охлаждать; mix – смешивать.

• *Переведите:* 1) thinker; 2) cleaner; 3) distributor; 4) governor; 5) reader; 6) writer; 7) timer; 8) examiner; 9) smoker; 10) generator; 11) talker;

12) speaker; 13) investor; 14) designer; 15) singer.

• *Переведите существительные и пословицы:*

school-leaver;

chess-player;

Good talkers are little doers

club-member;

tea-drinker;

Beggars can't be choosers

bread-cutter;

watch-maker.

Помимо суффиксов *-er, -or* есть еще ряд суффиксов, а именно *-ate, -ist, -ian, -ent, -ant, -ee, -ess, -woman, -man*, указывающие на род занятия, профессию человека.

• *Переведите существительные:* 1) geologist; 2) physicist; 3) advocate; 4) librarian; 5) physician; 6) client; 7) assistant; 8) student; 9) chemist;

10) typist; 11) physiologist; 12) murderer; 13) islander; 14) pressman;

15) consultant; 16) authoress; 17) democrat; 18) employee; 19) employer;

- 20) interviewer; 21) interviewee; 22) policeman; 23) policewoman;
24) ministress.

Суффикс -ics указывает на раздел науки.

• *Переведите:* mathematics physics; mechanics hydraulics; thermodynamics phonetics.

Наиболее употребительными суффиксами существительных являются: -tion/-sion, -ship, -hood, -ance/-ence, -age, -ing, -ment, -ty, -cy, -ture, -ness, -y, -ism, -dom, -ancy/-ency, -th.

• *Найдите в каждом ряду существительные:*

1. a) development; b) developed; c) develop; d) develops; e) due.
2. a) attend; b) attention; c) recognize; d) promote; e) meeting.
3. a) tend; b) deepen; c) density; d) destroy; e) constancy.
4. a) distant; b) directly; c) distance; d) cut; e) brotherhood.
5. a) backwardness; b) beat; c) backward; d) because; e) tyranny.
6. a) depend; b) durable; c) dependence; d) deep; e) childish.
7. a) length; b) long; c) lengthen; d) prolonged; e) regulate.
8. a) wide; b) wisdom; c) widen; d) childhood; e) soluble.
9. a) sleep; b) sleeps; c) scholarship; d) successful; e) modify.
10. a) culture; b) cultural; c) cultivate; d) wise; e) slowly.

2.1.2. Суффиксы прилагательных

- **ful** (+) указывает на наличие свойства;

- **less** (-) указывает на отсутствие свойства.

• *Переведите прилагательные:*

- 1) useful; 2) useless; 3) successful; 4) unsuccessful; 5) aimless; 6) truthful; 7) truthless; 8) beautiful; 9) beautiful; 10) workless; 11) hopeful; 12) hopeless; 13) childless; 14) forgetful; 15) joyful.

Наиболее употребляемыми суффиксами прилагательных являются:

-al, -ible/-able/-uble, -ary/-ory, -like, -ive, -fill, -ish, -proof, -ous, -less, -ese, -iform, -y, -ent/-ant, -an.

• *Найдите прилагательные и переведите их:*

- 1) attentive; 2) attend; 3) different; 4) stormy; 5) thickness; 6) reasonable; 7) dangerous; 8) movement; 9) regulate; 10) British; 11) flexible; 12) soluble; 13) explanation; 14) harmful; 15) harmless; 16) classical; 17) locate; 18) classic; 19) revolutionary; 20) European; 21) Russian; 22) Japanese; 23) childlike; 24) illusory; 25) disciplinary; 26) moneyed; 27) brownish; 28) waterproof; 29) cactiform.

2.1.3. Суффиксы глаголов

Наиболее употребляемыми суффиксами глагола являются: **-ize/-ise**, **-en**, **-fy**, **-ate** и приставка **en-**: enlarge; enslave; enrich.

• *Найдите глаголы и переведите их:*

- 1) realize; 2) durable; 3) number; 4) modify; 5) regulate; 6) widen; 7) question; 8) specialize; 9) librarian; 10) lengthen; 11) locate; 12) electrify; 13) subsidize; 14) ensure; 15) specify; 16) finalize; 17) apologize; 18) organize.

2.1.4. Суффикс -ly

является суффиксом наречия.
• *Переведите:*
1) suddenly; 2) quickly; 3) slowly; 4) effectively; 5) excellently; 6) early.

2.2. ПРИСТАВКИ

2.2.1. Важнейшими приставками, выражающими отрицание являются:

un- ir- dis- a-
im- il- de- anti-
in- mis- non- и суффикс -free.

• *Переведите нижеследующие слова. Обратите внимание на приставки:*

- 1) unusual; 2) irregular; 3) misunderstand; 4) to be unwell;
5) disadvantage; 6) demerits; 7) non-conductor; 8) ineffective; 9) impossible; 10) illegal; 11) disappear; 12) misprint; 13) immovable; 14) independent; 15) asymmetry; 16) non-payment; 17) untrue; 18) sugar-free; 19) salt-free; 20) fat-free.

• *Прибавьте приставку к нижеследующим словам и переведите их:*

- | | | | |
|----------------|--------------|---------------|------------|
| 1) interesting | – интересный | 1) understand | – понимать |
| 2) tidy | – опрятный | 2) print | – печатать |

| | | | |
|-------------|------------------|-----------|-----------------|
| 3) pleasant | – приятный | 3) count | – считать |
| 4) known | – известный | 4) inform | – информировать |
| 5) able | – способный | 5) name | – называть |
| 6) true | – верный | 6) advise | – давать совет |
| 7) employed | – имеющий работу | 7) behave | – вести себя |

| | | | |
|--------------|------------------------|---------------|-----------------------|
| <i>dis-</i> | | <i>in-</i> | |
| 1) like | – любить, нравиться | 1) ordinary | – простой, ординарный |
| 2) appear | – появляться | 2) dependent | – зависимый |
| 3) organize | – организовывать | 3) complete | – полный |
| 4) obedient | – послушный | 4) direct | – прямой |
| 5) ability | – способность | 5) effective | – эффективный |
| 6) advantage | – выгода, преимущество | 6) dissoluble | – растворимый |
| 7) proof | – доказательство | 7) acceptable | – приемлемый |

| | | | |
|----------------|-----------------|---------------|----------------|
| <i>ir-</i> | | <i>il-</i> | |
| 1) regular | – регулярный | 1) logical | – логичный |
| 2) responsible | – ответственный | 2) legal | – законный |
| 3) rational | – рациональный | 3) legible | – четкий |
| 4) relevant | – уместный | 4) literate | – литературный |
| 5) resolute | – решительный | 5) limitable | – ограниченный |
| | | 6) legitimate | – законный |

| | | | |
|----------------|----------------|----------------|---------------|
| <i>im-</i> | | <i>non-</i> | |
| 1) practicable | – осуществимый | 1) conductor | – проводник |
| 2) permeable | – проницаемый | 2) believer | – верующий |
| 3) possible | – возможный | 3) moral | – моральный |
| 4) proper | – подходящий | 4) effective | – эффективный |
| 5) material | – материальный | 5) payment | – уплата |
| 6) movable | – подвижный | 6) smoker | – курильщик |
| | | 7) fulfillment | – выполнение |

| | | | |
|---------------|-----------------|---------------|-------------------|
| <i>de-</i> | | <i>anti-</i> | |
| 1) mobilize | – мобилизовать | 1) democracy | – демократия |
| 2) magnetize | – намагничивать | 2) missile | – ракета |
| 3) merits | – достоинство | 3) poison | – яд |
| 4) freeze | – замораживать | 4) submarine | – подводная лодка |
| 5) generate | – генерировать | 5) tank | – танк |
| 6) deductive | – дедуктивный | 6) war | – война |
| 7) depression | – депрессия | 7) antiseptic | – антисептик |

2.2.2. Неотрицательные приставки, имеющие определенную окраску

• uni-; bi-; tri-; multi-
[ju:] [a□] [a□] [□]

di [a□] many-
poly-

unilateral – bilateral – triangular – multilateral;
односторонний – двусторонний – треугольник – многосторонний.

Переведите:

- | | | | |
|------------------|-------------------|-------------------|------------------|
| 1) multipurpose; | 2) many-columned; | 3) polytechnical; | 4) bifocal; |
| 5) diatomic; | 6) multinational; | 7) dibasic; | 8) manystoreyed; |
| | | | 9) bimonthly; |

10) unicolour; 11) unicameral; 12) bicameral; 13) multisyllable;
14) multiphase; 15) polyphony; 16) bichloride; 17) polyglot; 18) tristar.

• maxi-; mega-; macro-.

Переведите:

1) maxiskirt; 2) macroeconomy; 3) megalopolis; 4) maximum;
5) macroclimate; 6) maximize; 7) megastructure; 8) macrocosm; 9) maxicoat.

• super [ju:] (supra)-; ultra [□]-; hyper [a□]-; extra-.

Переведите:

1) ultramodern; 2) superhuman; 3) hyperrealism; 4) ultrasonic;
5) hypersensitive; 6) ultrasound; 7) hypersonic; 8) superfilm; 9) extraordinary; 30) superman; 11) extrasensory.

• re- указывает на повтор действия.

Переведите:

1) rewrite; 2) reprint; 3) reconstruct; 4) reuse; 5) redo; 6) rebuilt; 7) rename; 8) reopen; 9) reform; 10) reelect; reproduce; 12) replan; 13) reequip;

14) reorganize.

• sub-; vice-: 1) subgroup – подгруппа; 2) подчинение по службе;
subeditor – заместитель редактора; vice-minister – заместитель министра.

Переведите:

1) subdivision; 2) subhead; 3) sublibrarian; 4) vice-chairman;
5) substructure; 6) subsection; 7) subscriber; 8) sublunary; 9) subdean.

• co-; ex-: coauthor – соавтор; ex-president – бывший президент.

Переведите:

1) co-pilot; 2) coexistence; 3) coownership; 4) cooperation; 5) co-star
6) co-axial; 7) ex-USSR; 8) ex-champion; 9) ex-chairman.

• counter-: контро/против; counteract – противодействовать.

Переведите:

1) counteraction; 2) counterattack; 3) counterbalance; 4) counterclaim;
5) counteractive; 6) counter-intelligence; 7) counter-march; 8) counter-revolutionary.

• over- пере/сверх; overdo – переделать = перестараться

under- недо; underdo – недоделать.

Переведите:

1) overload; 2) underestimate; 3) overestimate; 4) underdeveloped;
5) overcrowded; 6) overheat; 7) overeat; 8) underprize; 9) overdrink;

10) underload; 11) overtime; 12) overripe; 13) underdose; 14) underfeed.

• pre- до/пред; prewar – довоенный;
post- после/второй; postwar – послевоенный.

Переведите:

1) prerevolutionary; 2) post-modernism; 3) postrevolutionary; 4) postposition; 5) pre-capitalist; 6) post-postcript; 7) pre-audience; 8) pre-election.

• up- вверх; up and down – вверх и вниз;
down – вниз.

Переведите:

1) upstairs; 2) downstairs; 3) upward; 4) downward; 5) upthrow;
6) downfall; 7) upper; 8) uptown; 9) upraise; 10) uptrend; 11) downheated.

• semi-, hemi-, half-, demi- полу/наполовину.

Переведите:

1) halfbaked; 2) demi-god; 3) hemistich; 4) half-pay; 5) semiautomatic;
6) half-price; 7) semiconductor; 8) hemisphere; 9) half-circle; 10) halfround;

11) semicircle; 12) halfword; 13) half-truth.

• out – образует:

1) существительные со значениями – расположения вне границ:

outfield – отдаленное поле; outhouse – надворное строение;

outsider – человек, не принадлежащий к определенному кругу;

outcome – результат;

outcry – выкрик.

2) существительное и прилагательное в значении отдаленности, расположение вне границ:

outlaw – вне закона;

out-door – находящийся вне дома;

out-side – наружный.

3) глаголы – действия, направленные наружу, вовне:

outpour – выливать, изливать;
outbrave – превосходить храбростью.

Переведите:

1) outride; 2) outsider; 3) outhouse; 4) outbid; 5) outdance; 6) out-of-date; 7) outmarch; 8) outdo; 9) outdrive; 10) outjockey; 11) out-of-work;

12) outshout; 13) outcry; 14) out-argue; 15) outfield; 16) outplay; 17) out-colledge.

• trans- 1) за, через, пере, пре, транс, сверх trans-border – заграничный;

2) пере-, указывает на изменение формы transplant – пересаживать;

3) пере-, пре-, указывает на превышение предела, переход границы, transvalue – переоценивать.

Переведите:

1) transformer; 2) transcontinental; 3) transoceanic; 4) transmigration;

5) transmarine; 6) transplantation; 7) transshipment; 8) transatlantic.

• fore- с существительными предшествование во времени, расположение впереди:

forefather – предок;

forerunner – предшественник;

fore- предвидение в глаголах указывают на предшествование во времени, заблаговременность:

forego – предшествовать;

foresee – предвидеть.

Переведите:

1) foreknow; 2) forelook; 3) forefeeling; 4) fore-run; 5) fore-say;

6) foreshow; 7) foresignify; 8) foreknowledge.

КОНТРОЛЬНАЯ РАБОТА

Переведите:

- | | | |
|---------------------|------------------|--------------------|
| 1) unemployed | 42) interviewer | 83) renew |
| 2) mistress | 43) interviewee | 84) overtime work |
| 3) employer | 44) Batman | 85) competitor |
| 4) warmonger | 45) pre-war | 86) landscapist |
| 5) officialdom | 46) post-war | 87) appetizer |
| 6) valueless | 47) craftsman | 88) user |
| 7) valuable | 48) policewoman | 89) barman |
| 8) hatless | 49) semicircular | 90) barmaid |
| 9) half-penny worth | 50) hemisphere | 91) scientific |
| 10) roofer | 51) half-circle | 92) adviser |
| 11) half-word | 52) ex-minister | 93) legal adviser |
| 12) marcher | 53) overcolour | 94) unused |
| 13) maxi-taxi | 54) overbuy | 95) leadership |
| 14) mini-bus | 55) triangular | 96) overdone meat |
| 15) bimonthly | 56) child-like | 97) underdone meat |
| 16) underestimate | 57) brownish | 98) trainer |
| 17) overestimate | 58) non-stop | 99) trainee |
| 18) upstairs | 59) unbalanced | 100) trouble free |
| 19) downstairs | 60) fatherless | 101) indoor games |
| 20) ex-president | 61) Chinese | 102) outdoor games |
| 21) reelect | 62) authoress | 103) unthankful |
| 22) unilateral | 63) maximise | 104) fatburner |
| 23) bilateral | 64) minimise | 105) moneyless |
| 24) multilateral | 65) equalizer | 106) ratify |
| 25) non-unionist | 66) fireman | 107) incompetence |

- | | | |
|--------------------|-----------------|--|
| 26) friendless | 67) examiner | 108) misleading |
| 27) unfriendly | 68) examinee | 109) saleswoman |
| 28) fresher | 69) overbuild | 110) salesman |
| 29) retraining | 70) Ratman | 111) historian |
| 30) dishonestly | 71) hydraulics | 112) instructress |
| 31) unfairly | 72) yellowish | 113) post-graduate |
| 32) Londoner | 73) fresh-maker | 114) overdo |
| 33) hopelessly | 74) fat-free | 115) underdo |
| 34) weightlessness | 75) misbehave | 116) peace-maker |
| 35) clarity | 76) redo | 117) bilingual |
| 36) deputise | 77) doer | 118) outdo |
| 37) endless | 78) speechless | 119) appointee |
| 38) returnees | 79) stewardess | 120) shopkeeper |
| 39) card-player | 80) waitress | 121) paediatrician |
| 40) co-author | 81) hatless | 122) outlaw |
| 41) misname | 82) newcomers | 123) middle of the roader (political term.) |

3. ACTIVE VOICE

Выражает действие совершаемое самим объектом. Изучите схему активного залога

| | Simple/Indefinite | Progressive/Continuous | Perfect | Perfect Progressive Perfect Continuous |
|--------------------|---|--|--|---|
| Present | V ₁ /V _s am is are | V _{ing} am is are | have has | have been V _{ing} |
| Past | V ₂ /V _{ed} was were | V _{ing} was were | had V ₃ | had been V _{ing} |
| Future | shall V ₁ will V ₁ | shall be V _{ing} will | shall have V ₃ will | shall have been V _{ing} will |
| Future in the Past | should V ₁ would V ₁ | should be V _{ing} would | should have V ₃ would | should have been V _{ing} would |
| Model | ----- | be V _{ing} | have V ₃ | have been V _{ing} |

Заполните пустую схему активного залога соответствующими формулами (исправьте допущенные ошибки).

| | Simple/Indefinite | Progressive/Continuous | Perfect | Perfect Progressive |
|--------------------|-------------------|------------------------|---------|---------------------|
| Present | 1 | 5 | 9 | 13 |
| Past | 2 | 6 | 10 | 14 |
| Future | 3 | 7 | 11 | 15 |
| Future in the Past | 4 | 8 | 12 | 16 |
| Model | | | | |

Определите на схеме все времена, которые переводятся на русский язык: 1) настоящим временем; 2) прошедшими временами; 3) будущими временами.

| | | | | |
|---------|---|---|----|----|
| Present | 1 | 5 | 9 | 13 |
| Past | 2 | 6 | 10 | 14 |
| | 3 | 7 | 11 | 15 |
| | 4 | 8 | 12 | 16 |

| | | | | |
|--------------------|--|--|--|--|
| Future | | | | |
| Future in the Past | | | | |
| Model | | | | |












- что делает?
- что делал?
- что сделал?

- что будет делать?
- что сделает?

Изучите характеристику времен

| | Simple/Indefinite | Progressive/Continuous | Perfect | Perfect Progressive/Perfect Continuous |
|--|--|---|--|---|
| | Обычность, повторяемость действий; перечисленные события | 1. Указано время исполнения действия  2. Действия происходят параллельно (в одно и то же время)  3. Действие прерывается другим действием  | Результат, завершенность, законченность действия | for ... since ... |

Продолжение табл.

| | | | | |
|---------|--|--|---|---|
| Present | Обычность, повторяемость действий; перечисление событий в настоящем (1) | Действие происходит в момент речи (5)   | Результат (связь с настоящим) = действие закончилось к моменту в настоящем (9) | Действие, которое началось до определенного момента и все еще продолжается в указанный момент (13) |
| Past | Действие произошло конкретно в прошлом. * * * (2) Обычность, повторяемость действий; перечисление событий в прошлом | Действие произошло в прошлом (6)    | Результат в прошлом; одно действие в прошлом закончилось раньше другого действия в прошлом (10) | Действие, продолжалось в течение определенного времени (for ...) или с определенного момента времени (since ...) (14) |
| Future | Действие произойдет конкретно в будущем (3) Обычность, повторяемость действий; перечисление событий в будущем | Действие закончится к определенному моменту в будущем (11)       | Действие закончится к определенному моменту в будущем (11) | Действие будет продолжаться в течение определенного промежутка времени (for ...) или с определенного момента времени (since ...) (15) |

| | | | | | | |
|--------------------|--|---|---|----|---|----|
| Future in the Past | Действие произойдет конкретно в будущем Обычность, повторяемость действий; перечисление событий | 8 | Действие закончится к определенному моменту в будущем | 12 | Действие будет продолжаться в течение определенного промежутка времени (for ...) или с определенного момента времени (since ...) | 16 |
|--------------------|--|---|---|----|---|----|

Проверьте себя, знаете ли вы следующие показатели времен



usually – обычно
 always – всегда
 sometimes – иногда
 often = frequently – часто
 seldom = rarely – редко
 never – никогда
 every day (week, month, year, time) – каждый день...
 occasionally – время от времени
 regularly – регулярно
 every other day – через день
 last Monday (week, month, year, time) – в прошлый понедельник...
 yesterday – вчера
 the day before yesterday – позавчера
 two days ago – два дня назад
 the other day – на днях
 in 1997 – в 1997 году
 tomorrow – завтра
 the day after tomorrow – послезавтра
 next year (month, week, time) – на следующий год
 in two years (months, weeks, hours...) – через 2 года
 soon – скоро
 one of these days – однажды
 now – сейчас
 just now – прямо сейчас
 at present – в настоящем
 at the moment – в этот момент
 still – еще
 right now = right away = just now – прямо сейчас
 ...when... – когда
 ...while... – пока, в то время как
 at 5 o'clock – в 5 часов
 from 5 till 7 – с 5 до 7
 ..., when you came (called) – когда ты пришел (позвонил)
 ...when you come (call) – когда ты придешь (позвонишь)
 ever – когданибудь
 never – никогда
 just – только что
 already – уже
 yet – еще не (-), уже(?)
 this year (month, week, time) – в этом году...
 recently = lately – недавно, в последнее время
 up to now = so far = till now = until now – до сих пор, до настоящего времени
 by this time (week...) – к этому времени
 after – после
 before – до, перед
 by last Friday (time, week, month, year) – к прошлой пятнице
 by 1997 – к 1997 году
 by the time you came – к тому времени как ты придешь
 by the time he comes – к тому времени как он придет

for an hour (a week, a month, a year, etc.) –уже час, в течение часа, час
 for a long time – уже долгое время, в течение долгого времени, долгое время
 for the last 3 days – за последние 3 дня
 the (a) whole day (month...) – весь день
 since Monday... – с понедельника
 ever since – с тех самых пор
 How long? – Как долго?
 Since when? – С какого времени?

Заполните пустую схему активного залога соответствующими показателями времен




| | Simple/ Indefinite | Progressive/ Continuous | Perfect | Perfect Progressive |
|-----------------------|-----------------------|----------------------------|---------|------------------------|
| Present | 1 | 5 | 9 | 13 |
| Past | 2 | 6 | 10 | 14 |
| Future | 3 | 7 | 11 | 15 |
| Future in the Past | 4 | 8 | 12 | 16 |
| Model | | | | |

Проверьте правильность заполнения схемы активного залога показателями времен

| Simple/Indefinite | Progressive/ Continuous | Perfect | Perfect Progressive |
|---|--|---|-------------------------|
| Обычность, повторяемость действий; перечисление событий. Usually, always, sometimes, often = frequently, seldom = rarely, never, every day(week, month, year, time), occasionally, regularly, every other day | 1. Указано время исполнения действия  2. Действия происходят параллельно (в одно и то же время) 3. Действие  прерывается другим действием | Результат, завершенность, законченность действия | since for |

| | | | | |
|---------|--|--|--|--|
| Present | Usually, always, sometimes, often = = frequently, seldom = rarely, never, every day (week, month, year, time), occasionally, regularly every other day (1) | Действие происходит в момент речи. Now, at present, at the moment, still, right now = right away =just now ... when while ... at 5 o'clock from 5 till 7 (5) | Результат (связь с настоящим) = действие закончилось к моменту в настоящем. Ever, never, just, already, yet, this year (month, week, time), recently = lately, up to now = so = far = till now = = until just now, by this time (week ...) (9) | (13) For an hour (a week, a month, a year, etc.), for a long time, for the last 2 days..., the (a) whole day (month...), since Monday..., ever since. How long? Since when? |
|---------|--|--|--|--|

Продолжение табл.

| | | | | |
|--------------------|--|---|---|--|
| Past | Действие произошло конкретно в прошлом. Last Monday (week, month, year, time), yesterday, the day before yesterday, two days ago, the other day, in 1997 (2) | ... when ..., ... while ..., at 5 o'clock ..., ... when you came (V_{ed}/V_2) (6) | Результат в прошлом; одно действие в прошлом закончилось раньше другого действия в прошлом after (10), (2), before (2), (10), by last Friday (time, week, month, year), by 1997, by the time you came (V_2/V_{ed}) (10) | (14) For an hour (a week, a month, a year, etc.), for a long time, for the last 2 days ..., the (a) whole day (month...), since Monday..., ever since. How long? Since when |
| Future | Действие произойдет конкретно в будущем tomorrow, the day after tomorrow, next year (month, week,time), in two years (months, weeks, hours...),the other day, in 2005, soon, one of these days the other day (3) | ...when..., ...while... at 5 o'clock from 5 till 7 ...when you come (V_1/V_s) (7) | Действие закончится к определенному моменту в будущем. by 2005, by the time he comes (V_1/V_s) (11) | (15) for an hour (a week, a month, a year,etc.) for a long time, for the last 2 days..., the (a) whole day (month...), since Monday..., ever since. How long? Since when |
| Future in the Past | Действие произойдет конкретно в будущем (4) |  (8)   | Действие закончится к определенному моменту в будущем (12) | (16) for... since... |

3. ACTIVE VOICE

Выражает действие совершаемое самим объектом. Изучите схему активного залога

| | Simple/Indefinite | Progressive/Continuous | Perfect | Perfect Progressive/Perfect Continuous |
|--------------------|---|---|--|---|
| Present | V ₁ /V _s (1) am is are | V _{ing} (5) am is are | have V ₃ (9) have has | have been V _{ing} (13) have has |
| Past | V ₂ /V _{ed} (2) was were | V _{ing} (6) was were | had V ₃ (10) had | had been V _{ing} (14) had |
| Future | shall V ₁ (3) will V ₁ (3) | shall be V _{ing} (7) will | shall have V ₃ (11) will | shall have been V _{ing} (15) will |
| Future in the Past | should V ₁ (4) would V ₁ (4) | should be V _{ing} (8) would | should have V ₃ (12) would | should have been V _{ing} (16) would |
| Model | ----- | be V _{ing} | have V ₃ | have been V _{ing} |

Заполните пустую схему активного залога соответствующими формулами (исправьте допущенные ошибки).

| | Simple/Indefinite | Progressive/Continuous | Perfect | Perfect Progressive |
|--------------------|-------------------|------------------------|---------|---------------------|
| Present | (1) | (5) | (9) | (13) |
| Past | (2) | (6) | (10) | (14) |
| Future | (3) | (7) | (11) | (15) |
| Future in the Past | (4) | (8) | (12) | (16) |
| Model | | | | |

Определите на схеме все времена, которые переводятся на русский язык: 1) настоящим временем; 2) прошедшими временами; 3) будущими временами.

| | | | | |
|--------------------|-----|-----|------|------|
| Present | (1) | (5) | (9) | (13) |
| Past | (2) | (6) | (10) | (14) |
| Future | (3) | (7) | (11) | (15) |
| Future in the Past | (4) | (8) | (12) | (16) |
| Model | | | | |

- что делает?
- что делал?
- что сделал?

- что будет делать?
- что сделает?





Изучите характеристику времен

| | Simple/Indef | Progressive/ | Perfect | Perfect |
|--|--------------|--------------|---------|---------|
|--|--------------|--------------|---------|---------|



| | | | | |
|--|---|--|--|---|
| | inite Обычность, повторяемость действий; перечисление событий | Continuous 1. Указано время исполнения действия 2. Действия происходят параллельно (в одно и то же время) 3. Действие прерывается другим действием | Результат, завершённость, законченность действия | Progressive Perfect Continuous for ... since ... |
|--|---|--|--|---|

Продолжение табл.

| | | | | |
|--------------------|--|---|---|---|
| Present | Обычность, повторяемость действий; перечисление событий в настоящем (1) | Действие происходит в момент речи (5)  = | Результат (связь с настоящим) = действие закончилось к моменту в настоящем (9) | Действие, которое началось до определенного момента и все еще продолжается в указанный момент (13) |
| Past | Действие произошло конкретно в прошлом. * * * Обычность, повторяемость действий; перечисление событий в прошлом (2) |  = | Результат в прошлом; одно действие в прошлом закончилось раньше другого действия в прошлом (10) | Действие, продолжалось в течение определенного времени (for ...) или с определенного момента времени (since ...) (14) |
| Future | Действие произойдет конкретно в будущем Обычность, повторяемость действий; перечисление событий в будущем (3) |  = | Действие закончится к определенному моменту в будущем (11) | Действие будет продолжаться в течение определенного промежутка времени (for ...) или с определенного момента времени (since ...) (15) |
| Future in the Past | Действие произойдет конкретно в будущем Обычность, повторяемость действий; перечисление событий (4) |  = | Действие закончится к определенному моменту в будущем (12) | Действие будет продолжаться в течение определенного промежутка времени (for ...) или с определенного момента времени (since ...) (16) |

Проверьте себя, знаете ли вы следующие показатели времен

usually – обычно
always – всегда




sometimes – иногда
 often = frequently – часто
 seldom = rarely – редко
 never – никогда
 every day (week, month, year, time) – каждый день...
 occasionally – время от времени
 regularly – регулярно
 every other day – через день
 last Monday (week, month, year, time) – в прошлый понедельник...
 yesterday – вчера
 the day before yesterday – позавчера
 two days ago – два дня назад
 the other day – на днях
 in 1997 – в 1997 году
 tomorrow – завтра
 the day after tomorrow – послезавтра
 next year (month, week, time) – на следующий год
 in two years (months, weeks, hours...) – через 2 года
 soon – скоро
 one of these days – однажды
 now – сейчас
 just now – прямо сейчас
 at present – в настоящем
 at the moment – в этот момент
 still – еще
 right now = right away = just now – прямо сейчас
 ...when... – когда
 ...while... – пока, в то время как
 at 5 o'clock – в 5 часов
 from 5 till 7 – с 5 до 7
 ..., when you came (called) – когда ты пришел (позвонил)
 ...when you come (call) – когда ты придешь (позвонишь)
 ever – когданибудь
 never – никогда
 just – только что
 already – уже
 yet – еще не (-), уже(?)
 this year (month, week, time) – в этом году...
 recently = lately – недавно, в последнее время
 up to now = so far = till now = until now – до сих пор, до настоящего времени
 by this time (week...) – к этому времени
 after – после
 before – до, перед
 by last Friday (time, week, month, year) – к прошлой пятнице
 by 1997 – к 1997 году
 by the time you came – к тому времени как ты придешь
 by the time he comes – к тому времени как он придет
 for an hour (a week, a month, a year, etc.) –уже час, в течение часа, час
 for a long time – уже долгое время, в течение долгого времени, долгое время
 for the last 3 days – за последние 3 дня
 the (a) whole day (month...) – весь день
 since Monday... – с понедельника
 ever since – с тех самых пор
 How long? – Как долго?
 Since when? – С какого времени?

Заполните пустую схему активного залога соответствующими показателями времен

| | Simple/ Indefinite | Progressive/ Continuous | Perfect | Perfect Progressive |
|---------|-----------------------|----------------------------|---------|------------------------|
| Present | 1 | 5 | 9 | 13 |
| | 2 | 6 | 10 | 14 |
| | 3 | 7 | 11 | 15 |

| | | | | |
|--------------------|--|--|--|--|
| | | | | |
| Past | | | | |
| Future | | | | |
| Future in the Past | | | | |
| Model | | | | |

Проверьте правильность заполнения схемы активного залога показателями времен

| | Simple/Indefinite Обычность, повторяемость действий; перечисление событий. Usually, always, sometimes, often = frequently, seldom = rarely, never, every day(week, month, year, time), occasionally, regularly, every other day | Progressive/Continuous 1. Указано время исполнения действия  2. Действия происходят  параллельно (в одно и то же время) 3. Действие  прерывается другим действием | Perfect Результат, завершенность, законченность действия | Perfect Progressive Perfect Continuous since for |
|---------|---|---|---|---|
| Present | Usually, always, sometimes, often = frequently, seldom = rarely, never, every day (week, month, year, time), occasionally, regularly every other day ① | Действие происходит в момент речи. Now, at present, at the moment, still, right now = right away =just now ... when while ... at 5 o'clock from 5 till 7 ⑤ | Результат (связь с настоящим) = действие закончилось к моменту в настоящем. Ever, never, just, already, yet, this year (month, week, time), recently = lately, up to now = so = far = till now = = until just now, by this time (week ...) ⑨ | For an hour (a week, a month, a year, etc.), for a long time, for the last 2 days..., the (a) whole day (month...), since Monday..., ever since. How long? Since when? ⑬ |

Продолжение табл.

⑩

④

⑧

⑫

⑪

⑮

| | | | | |
|--------------------|---|--|--|--|
| Past | Действие произошло конкретно в прошлом. Last Monday (week, month, year, time), yesterday, the day before yesterday, two days ago, the other day, in 1997 | ... when ..., ... while ..., at 5 o'clock ..., from 5 till 7 ..., ... when you came (V_{ed}/V_2) | Результат в прошлом; одно действие в прошлом закончилось раньше другого действия в прошлом after (10), (2), before (2), (10), by last Friday (time, week, month, year), by 1997, by the time you came (V_2/V_{ed}) | For an hour (a week, a month, a year, etc.), for a long time, for the last 2 days ..., the (a) whole day (month...), since Monday..., ever since. How long? Since when |
| Future | Действие произойдет конкретно в будущем tomorrow, the day after tomorrow, next year (month, week, time), in two years (months, weeks, hours...), the other day, in 2005, soon, one of these days the other day | ...when..., ...while... at 5 o'clock from 5 till 7 ...when you come (V_1/V_s) | Действие закончится к определенному моменту в будущем. by 2005, by the time he comes (V_1/V_s) | for an hour (a week, a month, a year, etc.) for a long time, for the last 2 days..., the (a) whole day (month...), since Monday..., ever since. How long? Since when |
| Future in the Past | Действие произойдет конкретно в будущем | | Действие закончится к определенному моменту в будущем | for... since... |

Обратите внимание на то, как происходит прерывание действия в прошедших и будущих временах активного залога.

| | Simple/Indefinite | Progressive/Continuous | Perfect | Perfect Progressive |
|--------------------|-------------------|------------------------|---------|---------------------|
| Present | V_1/V_s (1) | (5) | (9) | (13) |
| Past | V_2/V_{ed} (2) | (6) | (10) | (14) |
| Future | (3) | (7) | (11) | (15) |
| Future in the Past | (4) | (8) | (12) | (16) |
| Model | | | | |

Прерывание действия производится с помощью слов when (когда), if = providing = provided that = on condition that = so long as (если, при условии), until (пока не), as soon as (как только), before (до того как, перед тем как), after (после того как), unless (если не).

I was reading the book when you came. I (6) when you (2).

Я читал книгу, когда ты пришел.

I had been reading the book for 2 hours when you came. I (14) when you (2).

Я читал книгу уже 2 часа, когда ты пришел

I shall be reading the book when you come. I (7) when you (1).

Я буду читать книгу, когда ты придешь.

I shall have been reading the book for 2 hours when you come. I (15) when you (1).

Я буду читать книгу 2 часа, когда ты придешь.

□ **Present Simple** (1) употребляется для обозначения *будущего времени*, если речь идет о программе передач по телевизору (фильмах в кинотеатре) или о транспорте.

The film starts at five o'clock. – Фильм начинается в 5.

The train arrives at five o'clock. – Поезд прибывает в 5.

□ **Present Progressive** (5) употребляется для обозначения *будущего времени*, если речь идет о заранее запланированном действии.

We are flying to Canada tomorrow. – Мы летим в Канаду завтра.

Be going to do something употребляется для обозначения *будущего времени*, если речь идет о заранее запланированном действии (мысль пришла вам давно, а не в момент речи).

I am going to do something = I have already decided to do it, I intend to do it.

A: There's an interesting film on television tonight. *Are you going to watch it?*

B: No I'm tired. I *am going to have* an early night.

Сегодня вечером по телевизору интересный фильм. Ты будешь (собираешься) его смотреть?

Нет, я устал. Я сегодня пораньше лягу спать (собираюсь пораньше лечь спать).

We use Future Simple (3) I'll (= I will) when we *decide* to do something *at the time of speaking*.

A: Did you phone Ruth?

B: Oh no, I forgot. *I'll phone* her now.

Вы позвонили Рут?

Нет, я забыла. Я сейчас ей позвоню.

□ **Present Perfect** (9) употребляется для обозначения незавершенного действия (что делал?), если действие происходило:

1) один и более раз. I have read the book twice (once, three times, many times ...);

2) не указывается когда конкретно в прошлом происходило действие. I have read the book before.

Глаголы, выражающие **чувства, восприятия, состояния, мнения, эмоции**, такие как *love, like, see, hear, know, understand, be u др.* не употребляются в форме **Perfect Continuous** или **Continuous**. Вместо **Perfect Continuous** употребляется форма **Perfect**, а вместо **Continuous** употребляется форма **Indefinite**.

I've *loved* (9) opera since I was a child. Я *люблю* оперу с детства.

I've *known* (9) him for a long time. Я давно его *знаю*.

He's never *liked* (9) rock-music. Он никогда *не любил* (и *не любит*) рок-музыку.

I *haven't heard* (9) from her since March. Я *не получаю* от нее известий с марта.

Cricket *has always been* popular (9) in England. Крикет всегда *был* (и *остаётся*) популярным в Англии.

I *understand* (1) the problem now. Сейчас я *понимаю* проблему.

Verbs of **thinking** and **opinions**

| | | |
|------------|------------|---------|
| believe | (dis)agree | mean |
| think | doubt | imagine |
| understand | know | realize |
| suppose | remember | deserve |
| expect | forget | prefer |

Verbs of **emotions** and **feeling**

| | | |
|-----------|------|-------|
| love | care | want |
| (dis)like | hope | admit |

hate wish

belong cost
 own seem
 have = possess appear
 be need
 contain depend on

Verbs of having and being

weigh
 come from
 resemble

Verbs of senses

look taste feel
 hear smell see

Формы **Past Perfect** и **Future Perfect** Continuous рассматривают действие по отношению к определенному моменту в прошлом и будущем. Этот момент может быть обозначен точным указанием времени или другим действием.

By 1990 I had been working here for five years. К 1990 году я проработал здесь (уже) пять лет
 When he came, we had been working for an hour. Когда он пришел, мы уже час работали.
 By December I shall have been working here five years. В декабре будет пять лет, как я здесь работаю.
 When you come, we shall have been working for an hour. Когда вы придете, мы уже про-работаем час.

Иногда глаголы в **Perfect Continuous** могут выражать дополнительную эмоциональную окраску (передавать раздражение, неудовольствие, гнев, нетерпение).

I have been asking you hundreds of times not to take my things. Сто раз я тебя просил (прошу) не брать моих вещей.

№ 1 В следующих цепочках временных форм глаголов укажите глагол в форме:

| | |
|--|--|
| <i>Indefinite Active</i> is printing, has printed, will print; are discussing, discussed, have discussed; is playing, have been playing, plays; | <i>Perfect Continuous Active</i> wrote, have written, have been writing; had been calculating, has calculated, were calculating; am waiting, have been waiting, has waited. |
| <i>Continuous Active</i> am speaking, are spoken, speak; worked, is working, has been working; counts, are counting, is being counted; | <i>Present Continuous Active</i> is computing, was computing, shall be computing, were computing. |
| <i>Perfect Active</i> have read, am reading, read produced, has produced, has been produced; translates, is translated, have translated; | <i>Past Indefinite Active</i> compress, will compress, is compressed, compressed. Future Perfect Active have got, had got, will have got, will get. <i>Present Perfect Continuous Active</i> has read, is being read, is reading, have been reading. |

Проверьте, знаете ли вы образование отрицательных форм активного залога.

| | Simple/Indefinite | Progressive/Continuous | Perfect | Perfect Progressive |
|---------|--|---|---|---|
| Present | do not V ₁ (don't) V ₁ (1) does not V ₁ (doesn't) V ₁ am not is not(isn't) are not(aren't) | am not V _{ing} (5) is not V _{ing} (isn't) V _{ing} are not V _{ing} (aren't) V _{ing} | have not V ₃ (9) (haven't) V ₃ has not V ₃ (hasn't) V ₃ | (13) have not been V _{ing} (haven't) been V _{ing} has not been V _{ing} |

| | | | | |
|------|--|--|---|--|
| | | | | (hasn't) been V _{ing} |
| Past | did not V ₁ (didn't) V ₁ ② was not (wasn't) were not (weren't) | was not V _{ing} ⑥ (wasn't) V _{ing} were not V _{ing} (weren't) V _{ing} | had not V ₃ ⑩ (hadn't) V ₃ | ⑭ had not been V _{ing} (hadn't) been V _{ing} |

Продолжение табл.

| | Simple/ Indefinite | Progressive/ Continuous | Perfect | Perfect Progressive |
|--------------------------|---|---|---|---|
| Future | ③ shall not V ₁ (shan't) V ₁ will not V ₁ (won't) V ₁ | ⑦ shall not be V _{ing} (shan't) be V _{ing} will not be V _{ing} (won't) be V _{ing} | ⑪ shall not have V ₃ (shan't) have V ₃ will not have V ₃ (won't) have V ₃ | ⑮ shall not have been V _{ing} (shan't) have been V _{ing} will not have been V _{ing} (won't) have been V _{ing} |
| Future in the Past | ④ should not V ₁ (shouldn't) V ₁ would not V ₁ (wouldn't) V ₁ | ⑧ should not be V _{ing} (shouldn't) be V _{ing} would not be V _{ing} (wouldn't) be V _{ing} | ⑫ should not have V ₃ (shouldn't) have V ₃ would not have V ₃ (wouldn't) have V ₃ | ⑯ should not have been V _{ing} (shouldn't) have been V _{ing} would not have been V _{ing} (wouldn't) have been V _{ing} |
| Model | ----- | be V _{ing} | have V ₃ | have been V _{ing} |

№ 2 Назовите временные формы английского глагола, которые употребляются со следующими индикаторами времени.

How long ...?, last week, from 5 to 6 tomorrow, since morning, in 1975, yesterday evening, when you come, next September, two days ago, usually, by Monday, this year, when you came, by last Friday, never, the other day, always, up to now, last month, every week, from 6 to 8 yesterday morning, sometimes, one of these days, recently, so far, for 2 hours when you came, ever since, at 5 o'clock last Sunday, ever, still, while, when he calls, just, , for 2 hours when you come, already, yet.

№ 3 Определите временную форму сказуемого в предложениях и переведите их.

1. He *speaks* English like a native. 2. She *is writing* her first term-paper now. 3. Young people *prefer* pop music. 4. The clock *has stopped* this morning. 5. Mr. Watt *is still making* a film about visitors from other planets. 6. I *have finished* my work this morning. 7. Mrs. Burns *returned* from abroad three weeks ago. 8. We *shall talk* about it tomorrow. 9. The scientists *will have finished* their experiments by the end of the month. 10. She *had written* only two letters by the time he came. 11. I *have been waiting* for you since morning.

№ 4 Назовите глагольную форму, которая соответствует данной в скобках.

- The libraries (играют) an important role in teaching students to use technical literature.
a) played; b) plays; c) play.
- Dr. Ivanov (читает) lectures at the Polytechnical University.
a) deliver; b) is delivering; c) delivers.
- I (познакомился) Prof. Coleridge only six months ago.
a) had met; b) has met; c) met.
- Our scientific adviser (получил) some original experimental results recently.
a) obtained; b) has obtained; c) had obtained.
- It (шел дождь) when I went out into the street.
a) has been raining; b) was raining; c) had been raining.
- My friends (получит) all necessary experimental data by this time next Monday.
a) will get; b) shall get; c) will have got.
- The quartz crystal of electronic watches (управляет) a tiny motor that moves the hands.
a) control; b) is controlling; c) controls.
- I (уже переводил) this article for an hour before you came.
a) have been translating; b) had been translating; c) was translating.
- This book (содержит) a complete list of references on. the subject.

a) contain; b) contained; c) contains.

10. Prof. Maslov (опубликовал) a lot of scientific papers before he submitted his doctoral dissertation to public hearing.

a) published; b) has published; c) had published.

***№ 5 Раскройте скобки, поставив инфинитив в подходящую по смыслу форму.**

a) Present Indefinite – Present Continuous – Present Perfect – Present Perfect Continuous

1. It often (to snow) in winter in Moscow. 2. He always (to enjoy) concerts of classical music. 3. She (to read) a detective story now. 4. Ice (to turn) into water at 0°C. 5. They (to compile) a program for the computer at the moment. 6. Modern automatic digital computers (to perform) millions of operations per second. 7. My friend (to study) at the department of Electrical Engineering.

8. The student (negative to show) us his new project yet. 9. They seldom (to walk) in the park on weekdays. 10. He never (to watch) TV in the morning.

11. Mary ... still... (to write) letters. She (to write) them for 3 hours.

12. A friend of mine ... (to save) money to go on holiday. He (to save) 900 dollars. 13. My sister is having a party next week. She (to invite) 8 people. 14. Is it still raining? No, it (to stop) raining. 15. They (to play) tennis since 2 o'clock. 16. Paul is a teacher. He (to teach) maths for 20 years. 17. He (to learn) Spanish since December. 18. I (to read) the book you lent me, so you can have it back. 19. Jimmy is a tennis player. This year he (to win) the national championship. 20. They (to make) films since they left college. 21. Jane Brown (to write) (still) her novel. 22. They (to publish) (already) his last paper. 23. Miss Black (still) (to work) for this airline. 24. Ann (to cook) dinner now. 25. My friend (to write) his course paper recently. 26. They (still) (to stay) at the hotel. 27. They (to live) in a rented house at the moment. 28. I (never) (to be) to England.

b) Present Perfect – Past Indefinite – Past Continuous – Past Perfect – Past Perfect Continuous – Present Perfect

1. The Chinese (to invent) printing. 2. Albert Einstein was the scientist who (to develop) the theory of relativity. 3. She (already) (to buy) a new dictionary. 4. He already (to clean) the flat. 5. In her numerous scientific works S. Kovalevskaya (to solve) the problems which many scientists had failed to solve in the course of many years. 6. The civilisation of ancient Rome, great in many other fields, (to contribute) little to mathematics. 7. I (just) (to learn) that Dr. Somov does research in organic chemistry. 8. As far as I know Petrov (to receive) an invitation to join our lab. 9. Last year he (to attend) several meetings of the Learned Geographical Society. 10. I (to study) her report for more than 2 hours. 11. W. A. Mozart (to start) composing at the age of five and (to write) more than 600 pieces of music. 12. He (to return) (just) from a tour in Europe. 13. The first cars (to appear) on the roads at the end of the 19th century.

14. Frederic Hopkins, biochemist (to become) a member of the medical school staff after he (to take) his degree at the University of London. 15. When I came he (to calculate) an algebraic problem. 16. We (to discuss) the problem two times. 17. My scientific adviser (to become) known after his paper was published in 1990. 18. She (to discuss) some questions with her tutor while I (to read) an interesting article in the newspaper. 19. They (to write) a computer program by September. 20. I (to see) him before. 21. I (to answer) all the questions at the exam in physics last week. 22. I didn't know who he was. I (to see) (never) him before. 23. Mr. Dark (to burn) his hand when he (to make) an experiment in the chemical laboratory. 24. I (to read) his lectures since early morning. 25. I (watch) this film many times. 26. In 1868 at the age of twenty-two Edison (to introduce) his first patented invention – an electromagnetic device. 27. I don't know who he is. I (to see) (never) him before. 28. I (just) (to cook) meat, so you can taste it.

c) Future Indefinite – Future Continuous – Future Perfect – Future Perfect Continuous

1. I (to submit) my paper in English. 2. I am sure he (to pass) his exams in mathematics by January. 3. The temperature (to rise) up to 25°C tomorrow.

4. We (to talk) about the film when the TV programme is over. 5. The football team has lost some of its best players. They (to look) for new ones. 6. What do you think the children ... (to do)... when we get home? I expect they (to do) their homework. 7. Everybody (to be) present at the briefing tonight. 8. She (tidy up) the house by their arrival. 9. You must meet George sometimes. I think you (to like) him. 10. I haven't seen Carol today. I expect she (to phone) this evening. 11. We (to discuss) the film for 3 hours.

***№ 6 Измените временную форму глагола в соответствии с предложенными индикаторами времени.**

1. James is playing baseball (this time tomorrow, at 5 o'clock yesterday, regularly, since morning). 2. Mark returned from Glasgow (just, at the end of the next month, already). 3. Miss White teaches Italian (two years ago, still, for 4 years). 4. They tested the engine (every month, now, from 6 to 9 yesterday, by last Sunday, for 2 hours). 5. She lives in Detroit (now, last year, next month, since 1999).

№ 7 Что, Вы думаете, указывает на необходимость перевода предложения настоящим, прошедшим или будущим временем?

1. Shall we alter the plan? 2. Is your friend working at his term paper? 3. Will your groupmates be waiting for you at the airport? 4. Did Mrs. Smith go to Paris on a business trip last week? 5. Have you been devoting much time to your hobby? 6. Does he know all grammar rules? 7. Has she been working hard at her English lately? 8. Have you read any detective story by A. Christie in the original? 9. Are you writing your first report now? 10. Does the Sun revolve around the Earth? 11. You are a student of Moscow State Technical University. 12. You entered the Institute 3 years ago. 13. You study French. 14. You will graduate from the University in 2 years. 15. You have been working hard at your term- paper recently. 16. Your friend has read a lot of English books in the original. 17. Last year you studied the problem of robots application in industry. 18. You will have published your first scientific paper by the end of the year. 19. Your father is a member of the Parliament. 20. You got a driving licence last month.

***№ 8 Выберите нужный показатель времен.**

1. Have they ... watered the plants?

A) ever; B) never; C) so; far.

2. I've ... peeled the potatoes.

- A) ever; B) never; C) yet.
 3. Have you finished your lunch ...? – No, I'm ... eating it.
 A) always; B) still; C) yet.
 4. He's been to Paris ...
 A) once; B) never; C) yet.
 5. I haven't had bad dreams ...
 A) already; B) several times C) always.
 6. Have you had a holiday ...?
 A) just; B) this year; C) ever.
 7. Has he driven a car ... ?
 A) just now; B) before; C) still.
 8. I haven't eaten any fruit ...
 A) just now; B) today; C) never.

9. I have known him ...

- A) sometimes; B) since then; C) yesterday.
 10. I understand it ...
 A) now; B) already; C) yet.

№ 9 (British English) Choose the correct word suitable for each sentence.

1. I have ... been late for school.
 A) ever; B) never; C) yet; D) as.
 2. Have you ... forgotten a friend's birthday?
 A) ever; B) never; C) yet; D) as.
 3. Have they watered the plants ...?
 A) ever; B) never; C) yet; D) already.
 4. I've ... peeled the potatoes..
 A) ever; B) as; C) yet; D) already.
 5. Have you finished your lunch? – No, I'm ... eating it...
 A) always; B) still; C) yet; D) already.
 6. He's been to Paris
 A) once; B) never; C) yet; D) so far.
 7. I haven't had bad dreams ...
 A) already; B) several times; C) always; D) so far.

№ 10 (British English) Fill in the blanks.

- A) already; B) yet; C) still.
 1. Have you made your bed ...?
 2. He's ... come back from jogging and he's a bit tired.
 3. – Have they woken up ...? – No, they are ... asleep.
 4. I haven't had a bath ...
 5. My brother hasn't left university He's ... studying there .
 6. He's ... set the table.
 7. We haven't seen your best friend ...
 8. Will you ... love me when I'm old and grey?
 9. I've ... combed my hair. I'm dressing now.
 10. He's ... set the table.
 11. They are ... here. They haven't gone
 12. She's ... looking for her note-book.
 13. They are ... waiting for a bus. The bus hasn't arrived ...
 14. I've started learning French, but I haven't got very far
 15. Don't eat the pears they aren't ripe

№ 11 Fill in the blanks with time words where necessary.

- A) since; B) for; C) –.
 1. My parents have worked for this company ... 1993.
 2. My elder brother left school ... three years ago.
 3. We have known the Smiths ... they moved to Bridge Street.
 4. John has played in the school team ... two years.
 5. Mr. Dave was Jane's teacher ... last year.
 6. The team hasn't lost matches ... several years.
 7. Tom has been ill ... a week.
 8. They have had a new car ... January.
 9. I slept well ... last night.
 10. We've known each other ... a long time.
 11. They lived in Australia ... one year.
 12. I haven't seen him ... last night.
 13. Once I studied the guitar ... three years.

14. Its ages ... my last meal and I'm very hungry.
15. That theatre was closed ... many years ago.

*№ 12 **Present Perfect/Past Simple. Use either the Present Perfect or Past Simple in the following sentences.**

A) Past Simple; B) Present Perfect.

1. George ... (to go) to the store at ten o'clock this morning.
2. ... you ever ... (to have) any serious illness?
3. I... (to come) to school without glasses. I can't read the text.
4. Who ... (to eat) all the apples?
5. So far we ... (to have) no troubles.
6. Jane ... (to move) to a new flat a month ago.
7. We ... (to wonder ,often) where he got his money.
8. I ... (to use) to swim every day when I was young.
9. How often ... you ... (to fall) in love?
10. I'm delighted to tell you that you ... (to pass) your exam.
11. Susan ... (to use) to sit in her room and play the piano for hours.
12. Some people think that 'The twelfth night' ... (not to be written) by Shakespeare.
13. I ... (to break, already) two plates. Shall I go on washing up?
14. I'm not sure we ... (to meet) before.
15. You ... (to be, always) my closest friend.
16. When ... you ... (to go) to Brazil?
17. It's two months since I ... (to start) driving my car.
18. This is the first time I ... (to eat) so many hamburgers.

*№ 13 **Present Perfect/Perfect Continuous. Use either the Present Perfect Simple or Continuous in the following sentences.**

A) Present Perfect (have/has done); B) Present Perfect Continuous (have/has been doing).

1. I ____ (to try) to open this box for the last forty minutes but in vain.
2. It ____ (to snow): the garden is covered with snow.
3. Who ____ (to break) the window?
4. Have you ____ (to smoke)! I can smell tobacco on your clothes.
5. It's the best book I ____ (ever to read).
6. I ____ (to listen) to you for the past half an hour, but I can't understand what you are speaking about.
7. How long has your aunt ____ (to be ill)?
8. Hey! Somebody ____ (to drink) my coffee! My cup was full.
9. I don't think I ____ (ever to see) her looking so upset before.
10. I ____ (to sit) in the park for an hour, and I ____ (to meet) three friends of mine.
11. How much money have you (to save) for the holidays?
12. I ____ (to wait for) you since two o'clock. I have something urgent to tell you.
13. She ____ (to take) guitar lessons this year. She is very patient and hard-working.
14. Last season our team didn't win many games but this season we ____ (to lose) only one so far.

*№ 14 **Put the verbs into the correct form, Past Perfect, Past Perfect Continuous, Past Simple or Past Continuous.**

A) Past Simple; B) Past Continuous; C) Past Perfect, Past Perfect Continuous.

1. The workers ... (to be) on a strike for three weeks when the agreement on pay ... (to be reached).
2. When she got the results of her medical tests, she realised that she ... (to be feeling) ill since she ... (to be) on holiday.
3. She ... (to wonder) who ... (leave) the door open.
4. He ... (to play) football when the ball ... (to hit) his head.
5. He ... (to drive) to work for half an hour when suddenly his car ... (to break) down.
6. When arrived at the office he ... (to discover) that he ... (to leave) all the necessary papers at home.
7. Susan ... (to type) some letters when the boss ... (to ask) her into his office.
8. She looked tired. She ... (to type) letters all morning.
9. Yesterday afternoon it ... (still to rain) when I ... (to get) home.
10. He ... (to clean) the car when the phone rang, so he ... (not to answer) it.
11. When I ... (to be) little my mother ... (to use) to feed me.
12. Jane's clothes were wet. She ... (to wash) her dog.
13. Jerry ... (to be) nervous, for he ... (never to flow) in an aeroplane before.
14. I ... (never to 'like) going to the cinema on my own when I was a teenager.
15. Kate ... (to dance), but when she saw a new-comer she ... (to stop).

*№ 15 **Right /wrong – tenses. Find the mistake and correct it.**

A) right; B) wrong.

1. We are here since April.
2. Have you been crying? – No, I've been chopping onions.
3. I wonder what will happen if he push this button.
4. How long are you working for this company?
5. It was a lovely day so we decided to stroll in the park for an hour.
6. This is the smallest dog I'd ever seen.

7. I know you are just pretending to read, because you've got the book upside down.
8. Can you think of any other songs? We have sang all the ones we know.
9. The recipe was not good, but the soup tasted of sour.
10. I have ever been to Jamaica.
11. Someone has been stealing my bicycle.
12. The students were working for two hours when the teacher told them to stop writing.
13. I already saw this film twice, but I'd like to see it again.
14. He looks angry! Had he been arguing?
15. She is cleaning her teeth at the moment.
16. The dog won't bother you unless you teased him.
17. We hadn't seen her at the party last night.
18. The more you study, the better results will be.
19. He isn't exactly a stranger. I had met him once before.

№ 16 Choose the option to finish each sentence.

1. It's 5 o'clock. She ... tea. A) has; B) have; C) is having; D) having.
2. My friend never ... basketball. A) playing; B) plays; C) play; D) am playing.
3. Sorry, I can't. I ... lunch. A) have; B) am having; C) has; D) having.
4. They ... hamburgers and chips. A) are liking; B) likes; C) like; D) doesn't like.
5. I cook the meal and my sister ... the dishes. A) is wash; B) is washing; C) washes; D) wash.
6. The boys ... a game of football at the moment. A) have; B) having; C) don't have; D) are having.
7. He ... it now. A) understand; B) understands; C) has understood; D) is understanding.

№ 17 Present tenses for the future. Choose either the situation in each sentence refers to the future actions or present ones.

- A) future; B) present.
1. – What's the man doing? – He is mending the bike.
 2. – What are they doing? – They're watching TV.
 3. – What are you doing on Saturday? – We're visiting the Tower.
 4. – Can you mend the table? – Sorry, but I'm washing my car.
 5. – Is Ann coming to the concert tomorrow? – No she isn't.
 6. – Is your sister walking the dog? – Yes she is.
 7. – What time are Nick and John coming? – I believe, Ann knows.
 8. – When does the plane leave? – It leaves at 8.00 p.m.
 9. – Who's standing with John at the moment? – I'm sorry, I don't know.
 10. – Are you working next week? – I think, I'm.
 11. – What time does the film begin? – I suppose at 7.30, as usual.
 12. – Are you meeting Jane this evening? – I hope so.

***№ 18 Future actions. Put the verbs in brackets into the Present Simple or Future Simple.**

- A) Future Simple; B) Present Simple.
1. If I _____ (to be free) tomorrow night, I _____ (to go) to the concert.
 2. He says he _____ (to look in) to see us before he _____ (to leave) our town.
 3. Jane _____ (to stay) at home until she _____ (to feel) better.
 4. When _____ you _____ (to visit) your grandma? – Probably next year.
 5. When my brother _____ (to finish) school he _____ (to go) to college.
 6. I _____ (to tell) you as soon as I _____ (to know).
 7. I'd like to know when Dan _____ (to be back).
 8. Give my love to Laura if you _____ (to see) her.
 9. I _____ (not to know) when she _____ (to take) her exam.
 10. I don't think we _____ (to finish) our work in time unless you _____ (to help) us.
 11. I ... (to give) you my bike for tomorrow providing you _____ (to bring) it back the day after tomorrow.
 12. Mothers says we _____ (to have dinner) after she _____ (to unpack) our things.
 13. Don't get off the train until it _____ (to stop).
 14. You may take this book so long as you _____ (not to keep) it too long.
 15. Your boss _____ (to give) you the day off on condition that you _____ (to work) on Saturday morning.
 16. Provided that they _____ (not to do) anything stupid, they _____ (to win) tonight's match easily.
 17. Unless he _____ (to arrive) soon, we _____ (to go) without him.
 18. I _____ (to wonder) if they _____ (to follow) our advice.

***№ 19 Simple/Continuous. Choose either the Present Simple or Present Continuous in the following sentences.**

- A) Present Simple; B) Present Continuous.
1. He's in the bathroom. I ... (to think) he ... (to wash) his hair.
 2. Can I speak to your parents, please? – I'm sorry. They ... (to have) lunch at the moment.

3. I usually ... (to cook) meals, and my brother ... (to wash) dishes.
4. It's already 5 o'clock. I'm afraid they ... (be at home) their train.
5. Who ... (meet) you at the station?
6. The train ... (arrive) at the station on time, ... it?
7. They (write) test tomorrow.
8. This film ... (start) at 5 o'clock.
9. The train ... (arrive) at 7 o'clock.
10. We are ... (fly) to Canada in 2 weeks.

***№ 20 Simple/Continuous. Choose either the Present Simple or Present Continuous in the following sentences.**

A) Present Simple; B) Present Continuous.

1. The coffee ... (to taste) delicious.
2. We ... (to look for) someone who ... (to want) to make money.
3. John ... (to play) in the school team this season.
4. ... you ... (to see) that nice butterfly near the stream?
5. If you ... (not to listen) to the radio, please ... (to switch) it off.
6. I ... (to hear) someone speaking in the next room.
7. We ... (to see off) our grandparents this morning.
8. Don't disturb him. He ... (to smell) flowers in the garden.
9. The cook ... (to taste) the soup to see if it is right. 10. I ... (to like) this cake, 10 ... (to taste) almond in it.
11. I ... (not to want) to go anywhere. I ... (to have) a headache. I ... (to feel) tired.
12. It ... (to get) dark. Let's go home.
13. Jane ... (to have) cold, I ... (not to think) she'll come to the party.
14. I ... (to have) my hair cut on Tuesday.
15. The sea ... (to grow) calmer. We can go to the beach in the afternoon.
16. You ... (always to make) mistakes in your tests. You should be more attentive.
17. What ... they ... (to laugh) at? They ... (to seem) very happy.
18. I ... (to see) my employer on Wednesday morning.
19. Who ... this suit-case ... (to belong) to?
20. The world ... (to change) rapidly in such fields as business, art and medicine.

***№ 21 Will / be going to. Choose either the Future Simple or be going to in the following sentences.**

A) will; B) be going to.

1. It probably ... (not to rain) in Western Europe.
2. ... you ... (to come) to my house, please?
3. Why have you got the flowers?
– Because I ... (to visit) my teacher.
4. The sky is very dark. It ... (to rain).
5. Come to the party.
– O.K. I ... (to bring) my friend.
6. I ... (to walk) the dog.
– Wait a minute and I ... (to come) with you.
7. I probably never ... (to learn) this poem.
8. I ... (to stop) smoking. I really will.
9. Have you decided what to buy Alex for his birthday?
– Yes, I ... (to buy) a computer game.
10. I love sewing. I ... (to be) a fashion designer.
11. How about going for a picnic at weekend?
– That's a good idea. I ... (to make) a cake.
12. What presents do you think people ... (to give) you next Christmas?
– I think my father ... (to give) me a book. Perhaps somebody ... (to give) me perfume. I don't think anybody ... (to give) me a car.
13. What ... fashion ... (to be) like in the year 2050?
– I'm sure people ... (not to wear) long dresses and suits. Clothes ... (to be) comfortable and simple.
14. How long ... it ... (to take) you to do the work?
15. John, ... you ... (to do) me a favour?
16. Look at that tree! It ... (to fall down).

*** № 22 Put the verb into the correct form. Choose from the following:**

present continuous (I am doing)

future simple (I will /shall do/ won't do)

present simple (I do)

future progressive (I will/shall be doing)

going to (I'm going to do)

1. I feel a bit hungry. I think (I/have) something to eat.
2. Why are you putting on your coat? (you/go) somewhere?
3. What time (I/phone) you this evening? About 7.30?

4. Look! That plane is flying towards the airport. (it/land).
5. We must do something soon, before (it/be) too late.
6. I'm sorry you've decided to leave the company. (I/miss) you when (you/go).
7. (I/give) you my address? If (I/give) you my address, (you/write) to me?
8. Are you still watching that programme? What time (it/end)?
9. (I/go) to London next weekend for a wedding. My sister (get) married.
10. I'm not ready yet. (I/tell) you when (I/be) ready. I promise (I/not/be) very long.

11. A: Where are you going?

B: To the hairdresser's. (I/have) my hair cut.

12. She was very rude to me. I refuse to speak to her again until (she/apologise).

13. I wonder where (we/live) ten years from now?

14. What do you plan to do when (you/finish) your course at college?

№ 23 Прочтите диалоги, обращая внимание на употребление времен.

1. "What are you doing?" "I'm translating an article as you see". "Since when have you been translating it?" "Since morning". "Have you done much?" "Not much, I've only translated half of it".

2. "Where is Douglas?" "He's left for London". "Really? When did he leave?" "Let me think ... He left in June". "Oh, that means that he's been living abroad for three months now". "Right you are".

3. "What were you doing when your brother came?" "I was working in the garden". "How long had you been doing it before he came?" "For about two hours". "You have been working for about four hours now, haven't you?" "Yes". "Are you tired?" "A bit".

4. "What are you doing here?" "I'm waiting for my wife". "Have you been waiting long?" "No, I've just come".

5. "Is Jane still ill?" "Yes". "Peter said she had been ill since Saturday". "That's right". "She's been ill nearly a week". "Quite so". "Tell her I've been missing her". "I will".

***№ 24 Use the necessary tense in Active Voice.**

1. He ... (walk) to school several times. (Past tense).

2. He ... (walk) to school every day. (Past tense).

3. He... (walk) to school when he ... (see) Jane. (Past tenses).

4. He ... (walk) to school the day after tomorrow.

5. He ... (walk) to school now.

6. He ... (walk) to school yesterday.

7. He ... (walk) to school before he ... (hurt) his foot.

8. Something ... (smell) very good. (Present tense)

9. John ... (hate) when people ... (smoke). (Present tense)

10. OK, we ... (eat) dinner (ужинаем) at seven o'clock tonight (in the evening).

11. They ... (drive) to school tomorrow. (2 var.)

12. Gene ... (eat) dinner when his friend ... (call). (Past tense)

13. Maria ... (clean) the apartments (her flat) while her husband ... (sleep). (Past tense)

14. We ... (see) this movie (film) before.

15. We ... (see) this movie last night.

16. Mark ... (see) this movie three times.

17. John ... (live) in the same house for twenty years. And he ... still ... (live) there.

18. They ... (understand) the problem now.

19. We ... (want) to go out now.

20. George ... (leave) for France tomorrow (2 var.).

21. He ... (swim) right now.

22. At three o'clock this morning, Mary ... (study). (Past tense)

23. Mary ... (call) her parents yet. (Negative)

24. He ... (be) to California three times.

25. John ... (work) in Washington for three years. And he ... still ... (work) there.

26. We ... (go) to the shop yet. (Negative)

27. We ... (be) at home all day. (Present tense)

28. We ... (see) this movie yet. (Negative)

29. Mary ... (go) to China after she ... (visit) Japan. (Past tenses)

30. George ... (work) at the University for 45 years, before he ... (retire).

31. The policeman ... (read) the suspect his rights after he ... (arrest) him.

32. John ... (live) in Miami for one year when his parents ... (visit) him.

33. Mary ... (read) the newspaper already.

34. Mr. Johnson ... (work) in the same place for five years, and he is not planning to retire yet.

35. Betty ... (write) a letter last night.

36. She ... still... (travel) around the world.

37. At last I ... (read) the book.

38. When Mark ... (arrive) the Robinsons ... (have) dinner, but they ... (stop) to talk to him.

39. John ... (go) to France last year.

40. I ... (believe) you.
41. Jill always (get up) at 6 am.
42. Bob ... (write) a letter to his family when his pencil ... (break).
43. When the teacher ... (enter) the room the students ... (talk).
44. Henry ... (eat) a snack at midnight last night.
45. The student ... (read) while the professor ... (speak).
46. We ... (fly) to Venezuela next month. (2 var.)
47. We ... (begin) to study for the test yet. (Negative)
48. I ... (call) him yesterday.
49. Before Ali ... (go to sleep), he ... (call) his family.
50. We ... (correct) our papers after we ... (write) the test.
51. After the stewardesses ... (serve) lunch to the passengers, they ... (sit down) to have a rest.
52. She ... (help) him many times.
53. I ... (read) already the entire book.
54. I ... (decide) what to do yet. (Negative)
55. John ... (live) in the same house since 1962. He ... still (live) there.
56. Henry ... (look for) the information while John ... (write) the report. (Past tenses)
57. I ... (want) to do this work right now.

Questions Present Simple

to be

1) к подлежащему

Wh. is/are ...?

Who is at home?

Who are your parents?

2) не к подлежащему

Is he/she/it ...?

Is he at home?

Are they/you ...?

Are they at home?

Where is he now?

or

not to be

1) к подлежащему

Wh V₁/ V_s...?

Who speaks English fluently?

Whose parents speak English fluently?

2) не к подлежащему

Wh do you/they V₁...?

What do you usually do in the evening?

Wh does he/she V₁...?

What does he usually do in the evening?

Past Simple

to be

1) к подлежащему

Wh was/ were ...?

Who was at home?

Who were his parents?

2) не к подлежащему

Was ... he/she ...?

Was he at home?

Were ... they/you ...?

Were they at home?

or

not to be

1) к подлежащему

Wh V₂/ V_{ed}...?

Who spoke English fluently?

Which of you played tennis yesterday?

2) не к подлежащему

Wh did he/she/you/they/we ... V₁?

What did you read yesterday evening?

Проверьте, знаете ли вы специальные вопросы.

1. What – что.
2. What book = Which book – какая (которая) книга.
3. What ... about – о чем.
4. Who – кто.
5. Which of you – кто из вас.
6. Whose umbrella – чей зонтик.
7. Where ... from – откуда.
8. How – как.
9. How many (much) – как много; сколько.
10. Why – почему.
11. How often – как часто.
12. How long – как долго.

*№ 25 Present Simple. Choose the correct variant.

1. A) I not usually have lunch at home.
B) I usually have not lunch at home.
C) I doesn't usually have lunch at home.
D) I usually have lunch at home.
2. A) My friend don't goes to the cinema a lot.

- B) My friend not goes to the cinema a lot.
 C) My friend goes to the cinema a lot.
 D) My friend doesn't goes to the cinema a lot.
3. A) Do his father drive a car very fast?
 B) Is his father drive a car very fast?
 C) Does his father drives a car very fast?
 D) Does his father drive a car very fast?
4. A) Do the shops close at 8 o'clock in the evening?
 B) Does the shops close at 8 o'clock in the evening?
 C) Do the shops closes at 8 o'clock in the evening?
 D) Are the shops close at 8 o'clock in the evening?
5. A) You often play basketball?
 B) Do you often play basketball?
 C) Is you often play basketball?
 D) Are you often play basketball?
6. A) How you often play basketball?
 B) How do you often play basketball?
 C) How often do you play basketball?
 D) How often you play basketball?
7. A) She come home early.
 B) She not comes home early.
 C) She don't come home early.
 D) She doesn't come home early.
8. A) Why doesn't you come to the youth club?
 B) Why you not come to the youth club?
 C) Why not you come to the youth club?
 D) Why don't you come to the youth club?
9. A) My brother never waits for us.
 B) My brother doesn't never wait for us.
 C) My brother don't ever wait for us.
 D) My brother does never wait for us.
10. A) We always go abroad for our holidays.
 B) Always we go abroad for our holidays.
 C) We go always abroad for our holidays.
 D) We go abroad always for our holidays.
11. A) Does Sandra always get up early in the morning?
 B) Does Sandra get up early always in the morning?
 C) Does Sandra get up always in the morning early?
 D) Does Sandra get up always early in the morning?
12. A) When next year do you start at the university?
 B) When at the university do you start next year?
 C) When do start you at the university next year?
 D) When do you start at the university next year?
13. A) We enjoy the theatre but we don't go very often there.
 B) We enjoy the theatre but we don't very often go there.
 C) We enjoy the theatre but very often we don't go there.
 D) We enjoy the theatre but we don't go there very often.
14. A) How much does cost it for the return ticket?
 B) How much for the return ticket does it cost?
 C) How much does it cost for the return ticket?
 D) How does much it cost for the return ticket?
15. A) They don't often phone my mother in London.
 B) They often don't phone my mother in London.
 C) They don't phone my mother in London often.
 D) They don't phone my mother often in London.
16. A) The next train leaves in the morning at two fifteen.
 B) The next train leaves at two fifteen in the morning.
 C) The next train at two fifteen in the morning leaves.
 D) At two fifteen in the morning the next train leaves.

№ 26 Questions. Choose the correct variant of the question.

Bill was at home last night. He cleaned his clothes. First he put them in the washer. Next he added soap. Later he placed the clothes in the dryer. Then he folded them. Bill was very proud he did it himself.

1. A) Did Bill at home last night?
 B) Did Bill was at home last night?

- C) Did Bill be at home last night?
 D) Was Bill at home last night?
2. A) Who did be at home last night?
 B) Who was at home last night?
 C) Who did at home last night?
 D) Who did was at home last night?
3. A) When did Bill at home?
 B) When did Bill was at home?
 C) When was Bill at home?
 D) When did Bill be at home?
4. A) Who cleaned clothes last night?
 B) Who did cleaned clothes last night?
 C) Who was cleaned clothes last night?
 D) Who did clean clothes last night?
5. A) When Bill cleaned his clothes?
 B) When did Bill cleaned his clothes?
 C) When was Bill cleaned his clothes?
 D) When did Bill clean his clothes?
6. A) What he did first?
 B) What was he do first?
 C) What was he did first?
 D) What did he do first?
7. A) Where he put them?
 B) Where was he put them?
 C) Where he was put them?
 D) Where did he put them?
8. A) Why he placed them in the dryer?
 B) Why did he place them in the dryer?
 C) Why was he placed them in the dryer?
 D) Why did he placed them in the dryer?
9. A) Was he folded them after that?
 B) Did he folded them after that?
 C) Did he fold them after that?
 D) Was he fold them after that?
10. A) Was Bill proud?
 B) Did Bill was proud?
 C) Was Bill did proud?
 D) Did Bill proud?
11. A) Why he was proud?
 B) Why did he proud?
 C) Why was he proud?
 D) Why he proud?

№ 27 Present/Past. Read the text. Fill in the blanks in the questions below.

People used to get water mostly from streams, lakes and rivers. Then cities started growing. This brought many people to one place. They needed more water for their homes and factories.

Sometimes, it didn't rain for a long time. Then the rivers had very little water left. People learned to save water for these dry times. They built places in which to store water. They called these places reservoirs.

Reservoirs hold water until people in cities need it. Large pipes carry water from reservoirs to the city. People also get water from wells.

Years ago, people lifted water out of wells in buckets. This was hard work and took a long time. Now, they pump the water up. The pump makes it easier for people to get water where they want it.

A) do; B) does; C) did; D) is; E) are; F) was; G) –.

1. Where ... people use to get water from?
2. What ... started growing?
3. Why ... the rivers have very little water left?
4. What ... people learn to do for the dry times?
5. What ... people build to store water?
6. How long ... reservoirs hold water?
7. What places ... people call reservoirs?
8. What ... reservoirs for?
9. How ... people lift water out of wells years ago?
10. ... you think, it ... hard work?

11. How long ... it take them to lift water out of wells years ago?
12. What ... the way to get water now?
13. What ... they do to lift water out of wells now?
14. ... the pump make it easier to get water where they want?

№ 28 Mixture of tenses. Put in the correct auxiliary verb in each sentence.

A) do; B) did; C) are; D) have.

1. I ... not see Andrew yesterday.
2. How long ... you lived there?
3. Why ... you learning English?
4. ... you seen anybody today?
5. What ... you think of your new teacher? To my mind she is very nice.
6. ... you angry about what happened?
7. ... you read a newspaper yesterday?
8. My mother knows Mrs. Dave better than I
9. ... you ever forgotten about your friend's birthday?
10. How ... ' you get to the station when you are late?
11. ... you disappointed with you exam results?
12. ... you been abroad? ... you enjoy it?
13. I ... known Jane for three years, but I ... not know what she's thinking.
14. They ... a lot of crying last night.
15. You ... making mistakes.

№ 29 Укажите вспомогательный глагол, который используется для образования общего вопроса к следующим предложениям.

1. He manages to combine sport and studies successfully.
a) do; b) did; c) does; d) has; e) is.
2. She has lived in Turkey for 3 years.
a) is; b) did; c) have; d) has; e) do.
3. We shall go there tonight.
a) will; b) do; c) does; d) shall; e) have.
4. Darwin corresponded with many scientists.
a) do; b) does; c) did; d) has; e) had.
5. They have already seen the new exhibition.
a) has; b) did; c) have; d) were; e) do.
6. He was making a report when I came in.
a) did; b) had; c) was; d) has; e) were.
7. He had been working hard all day.
a) did; b) was; c) had; d) were.
8. They have been playing football since morning.
a) are; b) do; c) had; d) have.
9. Mr. Green is teaching English in Japan.
a) was; b) did; c) were; d) is.
10. The weather will be nice later.
a) shall; b) is; c) will; d) are.

№ 30 Fill in the blanks.

A) do; B) does; C) -.

1. ... you like playing chess?
2. ... your mother like cooking?
3. Where ... she live?
4. Where ... your parents spend their vacation?
5. What ... your father do in his spare time?
6. What ... you think of me?
7. When ... you clean your teeth?
8. When ... your father go to work?
9. Why ... they learn poems by heart?
10. Why ... your sister go shopping on Saturdays?
11. Who ... you always walk your dog with?
12. Who ... his friend like to play chess with?
13. Who ... knows the way out?
14. Who of you ... speaks English fluently?
15. What time ... you get up?
16. What time ... your sister come back home?
17. How often ... you go swimming?
18. How often ... Dan come to the club?
19. How much ... your trousers cost?
20. How much ... your sweater cost?

21. Whose parents ... want to help us?
22. Which of your sisters ... lives in the country?
23. Which letter ... comes after "I"?

№ 31 Fill in the blanks.

A) do; B) does; C) is; D) are; E) have; F) has.

1. What subjects ... she good at?
2. ... your brother got a camera?
3. ... your mother like cooking?
4. Where ... the nearest book-store?
5. What floor ... your bedroom on?
6. Where ... your parents in France now?
7. ... your friend have any money?
8. Where ... your uncle work?
9. What sports ... they fond of?
10. What bike ... you got?
11. What ... the weather like today?
12. What languages ... you speak?
13. ... you like science fiction?
14. What ... your favourite pop group?
15. What bike ... she got?
16. How many apples ... you got?
17. What subject ... you like best?
18. Where ... the capital of your country?
19. ... you know what time it ...?
20. How far ... London from Liverpool?

***№ 32 Is the reply correct?**

A) right; B) wrong.

1. I've just met Simon. – Oh, have you? How is he?
2. He's very well. – Oh, isn't he? And you?
3. I'm feeling tired. – Oh, do you?
4. Yes, I went for a long walk yesterday. – Oh, went you?
5. Yes, I walked to a lovely town. – Did you?
6. Yes, but it was very strange. – Wasn't it?
7. Yes, it didn't have any parking space. – Oh, didn't they?
8. No, and there weren't any cars. – Really?
9. No, but everyone had bicycles. – Oh, had they?
10. Yes, it's a really clean town. – Has it?
11. I want to live there. – Oh, did you?
12. Yes. It looks perfect. – Oh, does it?

№ 33 Fill in.

A) – What; B) – What's.

1. ... he doing?
2. ... are his hobbies?
3. ... your phone number?
4. ... do you think of this dress?
5. ... in the newspaper today?
6. ... does Jane's sister look like?
7. ... the little boy playing with?
8. ... the weather like today?
9. ... silver used for?
10. ... the man in the boat doing?

***№ 34 Which question word is used to put the question to the bold type word or expression?**

A) Who; B) How; C) What; D) Where; E) When; F) Why.

1. Jack phoned **Ann**.
2. **Janet** likes spaghetti very much.
3. We can start work **on Monday**.
4. The **last** exercise was the easiest.
5. Jane met her friends **at a party**.
6. She doesn't want to dance with **you**.
7. He's worried about the **test**.
8. We have seen this film **three** times.
9. My friend's family has got a flat **on the sixth floor**.
10. It isn't cold in England **in winter**.
11. We are going to **the cinema** tonight.

12. Jack is upset *because he wasn't invited to the party.*
13. I'd like to listen to *the radio.*
14. *We* went on an excursion by bus.
15. He borrowed money from *his friends.*

№ 35 Which question word is suitable? Fill in the blanks below.

A) Why; B) What; C) How; D) Where.

1. ... are you thinking about?
2. ... is the nearest telephone?
3. ... are you doing now?
4. ... don't you wear this sweater?
5. ... do they get to school?
6. ... does your father go on Mondays?
7. ... didn't you come to school yesterday?
8. ... is she wearing?
9. ... do you think of Mike?
10. ... often does he go running?
11. ... time do you get back?
12. ... don't we go shopping this afternoon?
13. ... much are these trousers?
14. ... tall is he?
15. ... does your granny live?
16. ... many people live there?
17. ... are they from?
18. ... far is your school from our house?
19. ... don't we have a game together some time?
20. ... exams have you passed?

№ 36 Question tags. Add question tags to the following statements.

- | | |
|----------------------------|------------------------|
| 1. It isn't cold. | A) ... did you? |
| 2. The police caught him. | B) ... isn't it? |
| 3. You stole it. | C) ... aren't we? |
| 4. They won't tell anyone. | D) aren't they? |
| 5. It's Thursday today. | E) ... didn't they? |
| 6. There's no proof. | F) ... is it? |
| 7. You didn't say that. | G) ... can you? |
| 8. They should be late. | H) ... doesn't he? |
| 9. You've got two sisters. | I) ... didn't you? |
| 10. He's spoken to her. | J) ... is there? |
| 11. They aren't French. | K) ... shouldn't they? |
| 12. Please help me. | L) ... hasn't he? |
| 13. They're working hard. | M) ... will they? |
| 14. He loves you. | N) ... are they? |
| 15. We're late. | O) ... haven't you? |

***№ 37 Question tags. Add question tags to the following statements.**

- | | |
|--------------------------------------|----------------------------|
| 1. Don't take all the money. | A) ... can it? |
| 2. I'm very nice. | B) ... aren't there? |
| 3. Let's make a snowman. | C) ... didn't they? |
| 4. There won't be any trouble. | D) ... hasn't it? |
| 5. Let him use your phone. | E) ... aren't I? |
| 6. There weren't any spots there. | F) ... were there? |
| 7. Shut up. | G) ... will you? |
| 8. She used to walk to work. | H) ... shall we? |
| 9. You were lying. | I) ... will there? |
| 10. There are a few peaches. | J) ... will you/won't you? |
| 11. He wasn't at home. | K) ... can't you? |
| 12. You will do it. | L) ... didn't she? |
| 13. It's happened before. | M) ... weren't you? |
| 14. Nothing can stop us. | N) ... was he? |
| 15. Somebody took my coat yesterday. | O) ... won't you? |

4. PASSIVE VOICE

Выражает действие над объектом

| | | | | |
|--|---------|--------------|---------|---------|
| | Simple/ | Progressive/ | Perfect | Perfect |
|--|---------|--------------|---------|---------|

| | Indefinite | Continuous | | Progressive |
|--------------------|---------------------------------------|---------------------------------------|---|-------------|
| Present | am is V ₃ (1) are | am is being V ₃ (5) are | have been V ₃ (9) has | (13) |
| Past | was V ₃ (2) were | was being V ₃ (6) were | had been V ₃ (10) | (14) |
| Future | shall be V ₃ (3) will | ----- (7) | shall have been V ₃ (11) will | (15) |
| Future in the Past | should be V ₃ (4) would | ----- (8) | should have been V ₃ (12) would | (16) |
| | be V ₃ | be being V ₃ | have been V ₃ | |

- что делают? (с ним) – что будут делать?
 – что делали? – что сделают?
 – что сделали?

Заполните пустую схему пассивного залога соответствующими формулами.

Заполните пустую схему пассивного залога соответствующими показателями времен.

| | Simple/Indefinite | Progressive/Continuous | Perfect | Perfect Progressive |
|--------------------|-------------------|------------------------|---------|---------------------|
| Present | (1) | (5) | (9) | (13) |
| Past | (2) | (6) | (10) | (14) |
| Future | (3) | (7) | (11) | (15) |
| Future in the Past | (4) | (8) | (12) | (16) |
| Model | | | | |

Определите на схеме все времена, которые переводятся на русский язык: 1) настоящим временем; 2) прошедшим временем; 3) будущим временем.

| | Simple/Indefinite | Progressive/Continuous | Perfect | Perfect Progressive |
|--------------------|-------------------|------------------------|-------------------|---------------------|
| Present | (1) | (5) | for ... since (9) | (13) |
| Past | (2) | (6) | (10) | (14) |
| Future | (3) | (7) | (11) | (15) |
| Future in the Past | (4) | (8) | (12) | (16) |
| Model | | | | |

Проверьте знаете ли вы образование отрицательных форм пассивного залога.

| | Simple/Indefinite | Progressive/Continuous | Perfect | Perfect Progressive |
|---------|---|---|--|---------------------|
| Present | am not V ₃ (1) is not V ₃ (isn't) V ₃ are not V ₃ (aren't) V ₃ | am not is being not V ₃ (5) (isn't) being V ₃ are not being V ₃ (aren't) being V ₃ | have not been V ₃ (9) (haven't) been V ₃ has not been V ₃ (hasn't) been V ₃ | (13) |
| Past | was not V ₃ (2) (wasn't) V ₃ | was not being V ₃ (6) | had not been V ₃ (10) (hadn't) been V ₃ | (14) |

| | | | | |
|--------------------|---|--|--|--|
| | were not V ₃ (weren't) V ₃ | (wasn't) being V ₃ were not being V ₃ (weren't) being V ₃ | | |
| Future | <p>3</p> <p>shall be not V₃ (shan't) be V₃ will not be V₃ (won't) be V₃</p> | <p>7</p> <p>-----</p> | <p>11</p> <p>15</p> <p>shall not have been V₃ (shan't) have been V₃ will not have been V₃ (won't) have been V₃</p> | |
| Future in the Past | <p>4</p> <p>should be not V₃ (shouldn't) be V₃ would not be V₃ (wouldn't) be V₃</p> | <p>8</p> <p>-----</p> | <p>12</p> <p>16</p> <p>should not have been V₃ (shouldn't) have been V₃ would not have been V₃ wouldn't have been V₃</p> | |
| model | be V ₃ | be being V ₃ | have been V ₃ | |

№ 38 Определите, в каких предложениях сказуемое употреблено в страдательном залоге.

1. He reads books in English regularly. 2. When was this book written?
3. Last year we studied French. 4. We wrote a letter to his friend yesterday.
5. English, German and French are studied by the students of this University.
6. Have those letters been typed? 7. His books are read by people in different countries. 8. I shall see him tomorrow and we shall discuss this problem. 9. This problem will be discussed tomorrow. 10. The electric bulb was invented by Thomas Edison. 11. Have you typed those letters yet?

№ 39 В СЛЕДУЮЩИХ ЦЕПОЧКАХ ВРЕМЕННЫХ ФОРМ УКАЖИТЕ ГЛАГОЛЫ В ФОРМЕ

Indefinite Passive

is asked, has asked, is being asked;
 was indicating, was indicated, were being indicated;
 will produce, shall be produced, will be produced;
Continuous Passive
 are copied, is being copied, were being copied;
 was being shown, was shown, were being shown;
 has been published, are published, are being published;
Perfect Passive
 have visited, has been visited, is visited;
 had opened, was opened, had been opened;
 shall have been asked, shall be asked, will have been asked.

№ 40 Выберите требуемую форму глагола.

| | | |
|-----------------------------------|-----------------------------------|----------------------------------|
| <i>Present Indefinite Passive</i> | <i>Future Indefinite Passive</i> | <i>Past Continuous Passive</i> |
| are shown | will pay will | were listened to |
| is being shown | be paid | are listened to |
| is shown | have paid | was being listened to |
| will have been shown | shall be paid | was discussed |
| am shown | shall pay | were being discussed |
| will be shown | is paid | is discussed |
| <i>Past Indefinite Passive</i> | <i>Present Continuous Passive</i> | <i>Future Continuous Passive</i> |
| was being discussed | are examined | shall be paid |
| were discussed | | |

| | | |
|--------------------|--------------------|------------------------|
| shall be discussed | am being examined | shall pay |
| were listened to | is being examined | is paid |
| are listened to | is examined | is examined |
| was discussed | are being examined | are being examined |
| | am examined | have been listened to |
| | | are being listened to |
| | | were being listened to |

№ 41 Определите форму сказуемого в страдательном залоге.

1. We *were frightened* by a loud noise. 2. The lecturer *is being listened to* attentively. 3. Morning papers *have just been delivered*. 4. All the letters *had been typed* before he came. 5. When we came, the problem *was being discussed*. 6. Next month a lecturer from Columbia University *will be invited* to our University. 7. In England most shops *are closed* after six o'clock. 8. The text *will have been translated* by the time he comes. 9. The car *was repaired* yesterday. 10. The houses *are built* of stone, brick and wood.

№ 42 Раскройте скобки, поставьте инфинитив в подходящую по смыслу форму.

a) Present Indefinite Passive – Present Continuous Passive – Present Perfect Passive

1. Such questions (to discuss) every day. 2. Listen. A very important issue (to discuss) now. 3. Special arrangements (to make) for the meeting now. 4. This bridge (to build) since 1997. 5. All political events (to comment upon) in this weekly TV programme. 6. Don't enter the room. The students (to examine) there. 7. Many houses (to build) in our town for a long time.

b) Past Indefinite Passive – Past Continuous Passive – Past Perfect Passive – Present Perfect Passive

1. Yesterday the problem (to solve) to everybody's satisfaction. 2. When we came in this problem ... already (to solve). 3. When Tom was young, he (to study) two languages. 4. The modern building of the Houses of Parliament (to build) in the 19th century. 5. This house (to build) from January till December. 6. The event (to report) by the newspapers before they arrived home. 7. Some new magazines (just)(to bring). Would you like to look them through? 8. Many houses (to build) in our town recently. 9. This bridge (to build) before the construction of this new district began. 10. The news (to announce) (already) to the staff. 11. They (to give) detailed instructions and now they can begin this work. 12. Yesterday he (to ask) to give a lecture at our University. 13. Shall I ring her up and ask her to come to our meeting? – No need. She (already) (to ask) to do that. 14. When (to mail) the letter? 15. The roof of the building (to damage) in a storm a few days ago. When we came in this problem ...already (to solve). 16. When we came in this problem ... (to solve).

c) Future Indefinite – Future Continuous – Future Perfect

1. My paper (to submit) in English. 2. I am sure, his exams (to pass) in mathematics by January. 3. The film (to talk) about when the TV programme is over 4. The film (to discuss) for 3 hours.

№ 43 Поставьте необходимую форму сказуемого.

1. Moscow University ... in 1755.

a) is founded; b) were founded; c) was founded; d) will be founded.

2. Three foreign languages ... at the University next year.

a) is taught; b) taught; c) was taught; d) will be taught; e) shall be taught.

3. This letter ... now.

a) is typed; b) was typed; c) is being typed; d) have been typed.

4. When we arrived there; a new type of equipment

a) was shown; b) had been shown; c) was showing; d) was being shown.

5. These experiments ... in our laboratory since the beginning of March.

a) are carried out; b) is carried out; c) has been carried out; d) have been carried out; e) had been carried out.

6. By the time I met him this matter

a) was settled; b) was being settled; c) had been settled.

6. This house ... by the end of the next year.

a) shall be built; b) is being built; c) will have been built; d) shall have been built.

7. English ... in many countries of the world.

a) was spoken; b) spoke; c) speak; d) are spoken; e) is being spoken; f) is spoken.

8. Most of the Earth's surface ... by water.

a) covers; b) was covered; c) is covered; d) cover.

9. The doctor ... half an hour ago.

a) were sent for; b) sent for; c) has been sent for; d) was sent for; e) is sent for.

№ 44 Переведите следующие предложения возможными способами.

1. English, French and German are taught at this University. 2. O. Henry's first stories were published in American magazines. 3. The letter has just been typed. 4. The laboratory will be shown to us next week. 5. The article has been written by a well-known scientist. 6. He was offered a cup of tea. 7. He is paid regularly. 8. She was told the news when she returned home. 9. He was

promised immediate help. 10 The other day I was told a very interesting story. 11. His proposal was objected to. 12. This information can be relied upon. 13. These terms were insisted on. 14. They were looked at when they entered the room. 15. I am sure that this plan will not be objected to. 16. He was listened to with great interest. 17. This event is often referred to. 18. They must be sent for immediately. 19. These data must be paid attention to. 20. He was laughed at when he said it.

№ 45 Переведите на русский язык.

1. The meeting was attended by representatives of different organisations.
2. This book is much spoken about.
3. This book is often referred to.
4. This man's report was listened to with great attention.
5. The meeting was addressed by a man who was a well-known scientist.
6. The bell was followed by a loud knock at the door.
7. All the preparations for the expedition must be completed this week.
8. Many interesting facts can be found in this new article.
9. The visitor was shown the way to the station.
10. This subject will be dealt with in the next chapter.
11. His warning was not taken notice of.
12. They were followed by some people whom they did not know.
13. Yesterday we were given some new articles to translate.
14. Lomonosov may be justly considered as the founder of Russian science.
15. He was asked to repair this motor as soon as possible.
16. The road will be built in order to supply the works with fuel.
17. A transformer cannot be called a machine for it has no moving parts.
18. The current stops flowing when the electric circuit is broken somewhere.
19. The mechanic could be found nowhere.
20. It must be noted that this invention will raise the output of buses at our plant.
21. *The Luna 9* automatic station which had made its soft landing on the moon's surface was followed by *Luna 10*.
22. Machine parts are subjected to X-ray examination.

№ 46 Поставьте вместо точек нужную форму глагола: Active + Passive.

1. The Nurek hydro-electrical station ... when I came there (build). It was finished only two years later.
2. Various laser-based instruments for use in engineering, chemical and shipbuilding enterprises ... commercially in the Soviet Union (produce).
3. We ... our work in time (do).
4. I am writing my exercise. I ... it yet (write). Can you wait a little.
5. Automation ... at our hydroelectric stations (use).
6. The lecture ... when I approached the lecture hall (deliver).
7. I ... never ... to Kiev (be).
8. I ... much work this week (have).
9. This time he ... his test papers (контрольная работа) rather well (write).
10. He ... two lectures today (have).
11. She ... here since ten o'clock (be).
12. I ... this scientist for over five years (know).
13. ... you ever... such computers (see)?
14. He ... not yet ... to tape-recordings (listen).
15. After he ... his drawing he ... it to the engineer (complete, give).
16. The coffee tree which belongs to the Brazilian tropics ... in the Botanical Garden of the Institute of the Academy of Sciences of Azerbaijan since 1954 (grow).
17. The automatic lines manufacturing automobile pistons ... for a number of years (function).
18. When I ... the hall, the professor ... already ... for ten minutes (enter, speak).

№ 47 Переведите предложения:

1. Everything has been settled. 2. He's been offered a good job. 3. Has the question been settled yet? 4. The papers have been torn up and thrown away.
5. A lot of interesting English books had been translated by December. Some of books have already been published. 6. The material had been chosen by the time we came. 7. I was told that the doctor had been sent for. 8. We are sure that the club will have been built by the autumn. 9. Don't bother. The texts have just been translated. 10. Rugby is always played with an oval ball. Didn't you know it?

№ 48 Переведите предложения:

1. Ему сказали об этом. 2. Их пригласили. 3. Телеграмму доставили? – Да. 4. Письмо отправили? – Да. 5. Кого послали за границу? 6. Все улажено. 7. Все сделано. 8. За врачом послали. 9. Почту просмотрели. 10. План составляют с утра. 11. Сколько времени демонстрируют фильм? 12. Испанский язык здесь преподают с 1990 года. 13. Где письмо? – Его отправили. 14. Об этом фильме последнее время много говорят. 15. К январю дом был построен. 16. Вам сказали об этом. 17. Фильм демонстрировали около четверти часа, когда мы вошли в зал. 18. Сколько времени его ждали, когда он пришел? 19. Работа будет закончена к концу августа. 20. Телеграмма будет доставлена к концу дня. 21. Он знает об этом? – Да, ему сказали. 22. Пригласи Паркерова. – Их уже пригласили. 23. Статьи перевели.
24. Книги распродали. 25. Телеграмма только что отправлена. 26. Письмо еще не отправлено. 27. Почту уже просмотрели. 28. Ему сказали об этом? 29. Ее попросили прийти. 30. Все уладили. 31. За ним послали. 32. Его слушали внимательно.

№ 49 Выберите правильную глагольную форму.

1. We ... by a loud noise during the night.
A) woke up; B) are woken up; C) were woken up; D) were waking up.
2. There's somebody walking behind us. I think ...
A) we are following; B) we are being followed; C) we are followed;
D) we are being following.
3. Where ...? In London.

- A) were you born; B) are you born; C) have you been born; D) did you born.
4. The train ... arrive at 11.30 but it was an hour late.
A) supposed to; B) is supposed to; C) was supposed to.
5. Where ...? Which hairdresser did you go to?
A) did you cut your hair; B) have you cut your hair; C) did you have cut your hair; D) did you have your hair cut.

№ 50 Составьте предложения.

| | | |
|------------------------------------|--|--|
| The novel The articles | has been have been hasn't been haven't been | written translated looked through sent off sold out much spoken about |
| Albert They We | has been have been hasn't been haven't been | told about it asked to do it shown everything waited for sent for listened to |
| Everything Something Nothing | has been | changed done settled said |

***№ 51 Right /wrong. Find the mistake and correct it.**

- A) right; B) wrong.
1. By four o'clock Nick was tired of fishing.
2. These bushes have grown so high that they block the window.
3. Since all our matches had soaked when the boat turned over we could not make a fire.
4. Joan's face was covered with scratches and his clothes was torn and dirty.
5. The plane wasn't delayed in Colorado.
6. The letter has to sign the chief of police.
7. Peaches are sold here for 10 p each.
8. Jim laughed as he fell into the water.
9. The meeting was continued after lunch.
10. He was such a good runner that he wasn't caught.
11. It was obvious that the order couldn't be controlled by authorities.
12. The passes through the mountains were often block with snow during the winter.
13. These lilac bushes will be trimmed.
14. It was impossible to tell what was in the can, for the label has been torn off.
15. A calendar tells you how each month will divide into weeks.
16. I hope they will have been received the papers by tomorrow afternoon.

ACTIVE VOICE + PASSIVE VOICE.

№ 52 Active voice into Passive voice. Which sentences cannot be turned from Active voice into Passive voice?

- A) Passive Form is possible; B) Passive form is impossible.
1. They didn't ask her name.
2. Michael saw Mary in the park.
3. Has anyone answered your question?
4. They danced all night.
5. On Sunday evening we all met at my friend's.
6. Someone told us a funny story yesterday.
7. You can't park your car in the street before this office.
8. This kind of flowers doesn't bloom very often.
9. His parents have brought him up to be polite.

10. The plane from Los Angeles was several hours late.
11. The fire has caused considerable damage.
12. My shoes don't fit me.
13. People must obey the law.
14. He was having a bath.
15. A famous designer will decorate the hall.

№ 53 Active voice or Passive voice. Choose the correct form of each verb.

WHAT IS WONDERFUL ABOUT THE BRAIN?

Inside your head is a remarkable organ, the brain. You use it to understand and remember things that ... 1 ... (to happen) around you.

The brain is soft and spongy. It ... 2 ... (to make up) of billions of tiny parts called cells. Three coats or membranes ... 3 ... (to cover) the brain.

The brain sometimes ... 4 ... (to call) the busiest communication centre in the world. The brain ... 5 ... (to control) your body functions and keeps all parts of your body working together. Thousands of messages from all parts of the body ... 6 ... (to send) to and from the brain. Messages ... 7... (to carry) to the brain by sensory nerves. Special places, or centres on the brain receive sensory messages from all parts of the body. When messages ... 8 ... (to receive) by centres, the brain ... 9 ... (to interpret) them.

All day long your muscles and your brain ... 10 ... (to work). By the end of the day they ... 11 ... (to be tired). Then your brain and your muscles ... 12 ... (to start) to relax. Before long, you go to sleep. As you sleep, the big muscles in your body relax.

1. A) are happened; B) are happening; C) happens.
2. A) is made up; B) makes up; C) made up.
3. A) is covered; B) covered; C) cover.
4. A) is called; B) has called; C) calls.
5. A) is controlled; B) controlled; C) controls.
6. A) send; B) are being sent; C) has sent.
7. A) are carried; B) was carried; C) carried.
8. A) are received; B) will be received; C) will receive.
9. A) is interpreted; B) interpreted; C) interprets.
10. A) are worked; B) is worked; C) are working.
11. A) have be tired; B) are tired; C) are being tired.
12. A) are started; B) started; C) start.

№ 54 Переведите предложения:

1. Что вы делаете? – Я перевожу статью. – Давно вы ее переводите? – Со вчерашнего дня.
2. Давно они обсуждают эту проблему? – Не знаю. Когда я пришел, они ее уже обсуждали.
3. Что вы делаете здесь? – Жду мистера Смита. – Давно вы его ждете? – Нет, я только что пришел.
4. Джейн играет в теннис только месяц. Это правда?
5. Бейсбол всегда пользовался и пользуется популярностью в Америке.
6. Вы знаете Мэри и Дэвида, не так ли? Сколько времени они женаты?
7. Последнее время погода очень плохая. Идет снег или дождь.
8. Сегодня очень холодно. – Да, холодно с воскресенья.
9. Кто-нибудь знал, когда закончится конференция? – Нет, никто не знал.
10. Я поговорю с ним, когда он придет.
11. Это будет сделано в ближайшем будущем.
12. Санкт-Петербург был основан Петром Первым.
13. Письмо адресовано вам.
14. О нем много говорят, но над ним никогда не смеются.
15. Вы знакомы со второй женой Дэвида?
16. Картеры живут на Ривер Стрит, не так ли?
17. Встретимся у Картеров или у Питера?
18. Кто-нибудь из вас знает, где они живут?
19. Никто из туристов не знал, как туда доехать.
20. У нас было два переводчика. Оба знали французский язык, но оба не знали датского.
21. Не было никакого интервью.
22. Кто-нибудь знает, когда закончится конференция? – Нет, никто не знает.
23. Я поговорю с ним, когда он придет.
24. Если будет хорошая погода, мы поедем кататься на лодке.
25. Он сказал, что выступит по телевизору, если его пригласят.
26. Сегодня не будет никакой пресс-конференции.

№ 55 Переведите предложения:

а) 1. Меня ждут. 2. Ну, что они решили? – Пока ничего. Вопрос все еще обсуждается. 3. Мне бы хотелось прочитать статью, о которой вы мне говорили. – Ее все еще переводят. 4. Не входите. Там показывают фильм. 5. Почему вы торопитесь? – Нас ждут. 6. Не говорите так громко. Вас слушают. 7. Над ним смеются. Неужели он этого не понимает? 8. Какой вопрос обсуждался, когда вы пришли? 9. Он знает, что за ним следят.

б) 1. План уже обсудили? – Не знаю. Когда я ушел, его еще обсуждали. 2. К концу года завод построили. 3. План еще обсуждают. 4. Я думаю, что дом еще строится. – Нет, его уже построили. Говорят, его построили в прошлом году. 5. Статья не будет опубликована, если она не понравится м-ру Робертсу. 6. Если все будут критиковать рецензию, ее не напечатают. 7. Она рассердится, если я не прекращу разговор на эту тему. 8. Давно ли она занимается немецким языком. 9. Он не советует читать книгу, пока я не прочту предисловия. 10. Где обсуждается пьеса. Обсуждение идет в комнате номер четырнадцать. 11. Джордж не читал этой статьи о современной Австралии. 12. Смогу ли я узнать эту женщину, если встречу ее еще раз. 13. Сначала я не поверил ему. Я знал, что в ноябре не будет никаких экзаменов. 14. Видел ли он первые фильмы Чаплина. 15. Какие неожиданные новости! Как вы думаете, что заставило их уехать? 16. Он путешествует по Южной Америке с прошлого года. 17. М-р Картер является главой фирмы уже двадцать один год.

***№ 56 Read the sentence attentively, find the error (if it is) and correct it.**

1. After the bells had rang the students left the building.
 2. A Japanese ship sank near the coast just after midnight.
 3. Unfortunately, not everyone who tried out for the football team could be chose.
 4. At his inauguration the new President sworn to uphold the Constitution.
 5. The company's most experienced tree trimmer was rushed to the hospital after he had almost sawed off his leg with the chainsaw.

6. None of the dead woman's immediate family knew what had became of her will.
 7. The President always sends a delegation of government officials to meet important visitors.
 8. The careless hiker was bit by a poisonous snake.
 9. In the fall (autumn), my grandfather always climbed the pecan tree and shaken off as many pecans as he could.
 10. Individuals who have never ridden are advised to select one of the older horses.
 11. Unlike adult dogs, puppies are feed twice a day.
 12. Tomorrow night, the drum major will led the band during the half-time performance at the football game.
 13. Instead of walking down the stairs, the boy swung his leg over the banister and slid down to the first floor.
 14. The fish stank so badly that the refrigerator had to be cleaned to get rid of the smell.
 15. Several inches of snow have fell since the beginning of the year.
 16. A fresh coat of paint will hid all the marks on the walls in the children's room.
 17. The trees in the new park have grown very quickly since they were planted last year.
 18. The woman looked as though she had just came from the beauty salon.
 19. Until the arbiter has hear both sides of the question, he cannot make an intelligent decision.
 20. So far more poems have been written on the subject of love than on any other subject.

***№ 57 Read the sentence attentively, find the error (if it is) and correct it.**

1. So far no international policy uniform against terrorism is established.
 2. Some of the city's swimming pools were closed since the end of last summer.
 3. From time to time even the healthiest individual needs to have a complete physical examination.
 4. The city council is for some time now considering widening that street.
 5. By this time next year, most students will leave school and return home.
 6. Up until now, no cure for cancer is found.
 7. It has been raining steadily since yesterday.
 8. At the time of his death, John Kennedy has still been in his forties.
 9. By the end of the hour, most students had finished answering all the questions.
 10. In the early part of the twentieth century, immigrants were coming to America in great numbers.

НЕСТАНДАРТНЫЕ ГЛАГОЛЫ – IRREGULAR VERBS

| Infinitive | Past Indefinite | Past Participle | Translation |
|-------------------------------|-----------------|-----------------|-------------------------------|
| 1. Three forms are different: | | | |
| a) to be | was, were | been | быть, являться, находиться |
| to see | saw | seen | видеть, понимать |
| to eat | ate [æ] | eaten | есть, кушать |
| to do | did | done | делать |
| to fall | fell | fallen | падать |
| to fly | flew | flown | летать |
| to forget | forgot | forgotten | забывать |
| to give | gave | given | давать |
| to go | went | gone | ходить, уходить |

| | | | |
|--|-------------|------------------|---|
| to saw | sawed | sawn | пилить |
| to sew [ou] | sewed [ou] | sewed, sewn [ou] | шить |
| to bite | bit | bitten | кусать, укусить |
| stink | stank | stunk | вонять, смердеть |
| lie | lay | lain | лежать, простира́ться |
| to sow | sowed | sown | сеять |
| б) The SPEAK-group (two forms have the sound [ou]) | | | |
| to break | broke | broken | ломать |
| to choose | chose | chosen | выбирать |
| to freeze | froze | frozen | замораживать |
| to speak | spoke | spoken | говорить |
| to steal | stole | stolen | красть |
| to wake | woke | woken | просыпаться, будить |
| в) The WEAR-group (two forms have the sound [ɔ:]) | | | |
| to bear | bore | born | выдерживать, рождать |
| to tear | tore | torn | рвать |
| to wear | wore | worn | носить |
| г) The know-group ([ou] [u:] [ou]) | | | |
| to blow | blew | blown | дуть |
| to grow | grew | grown | расти |
| to know | knew [ju:] | known | знать |
| to throw | threw | thrown | бросать |
| to draw [ɔ:] | drew | drawn [ɔ:] | тянуть; рисовать |
| д) The TAKE-group ([eɪ] [u:] [eɪ]) | | | |
| to shake | shook | shaken | трясти |
| to take | took | taken | брать |
| е) The WRITE-group ([aɪ] [ou] [ɪ]) | | | |
| to drive | drove | driven | вести (машину) |
| to ride | rode | ridden | ехать верхом |
| to rise | rose | risen | подниматься |
| to write | wrote | written | писать |
| ж) The DRINK-group ([ɪ] [æ] [ɪ]) | | | |
| to begin | began | begun | начинать |
| to drink | drank | drunk | пить |
| to ring | rang | rung | звонить |
| to sing | sang | sung | петь |
| to spring | sprang | sprung | прыгать |
| to swim | swam | swum | плавать |
| 2. The PUT-group (three forms are identical) | | | |
| to bet | bet | bet | держаться пари |
| to burst | burst | burst | взрываться |
| to cost | cost | cost | стоять |
| to cut | cut | cut | резать, стричь |
| to hit | hit | hit | ударять |
| to hurt | hurt | hurt | обижать, причинять боль |
| to let | let | let | позволять |
| to put [u] | put | put | класть |
| to shut [ʌ] | shut | shut | закрывать |
| to split | split | split | расщеплять |
| to quit | quit | quit | увольняться, покидать, расстраиваться |
| upset | upset | upset | расстраиваться |
| to spread | spread | spread | расстилать, распространять |
| 3. The LEARN-group (two forms are identical) | | | |
| to burn | burnt | burnt | жечь, гореть |
| to learn | learnt (ed) | Learnt (ed) | изучать, узнавать |
| to spell | spelt | spelt | называть по буквам |
| to spill | spilt | spilt | пролить |
| 4. The SPEND-group (<i>d</i> is changed to <i>t</i>) | | | |

| | | | |
|---|-------------|--------------|---------------------------|
| to build | built | built | строить |
| to send | sent | sent | посылать |
| to spend | spent | spent | тратить |
| 5. The READ-group (two forms are identical and have the sound [e]) | | | |
| to read | read | read | читать |
| to deal | dealt | dealt | иметь дело |
| to dream | dreamt | dreamt | мечтать |
| to leave | left | left | покидать, оставлять |
| to mean | meant | meant | иметь в виду |
| to sleep | slept | slept | спать |
| to feed | fed | fed | кормить |
| to feel | felt | felt | чувствовать |
| to keep | kept | kept | сохранять, хранить |
| to leave | left | left | покидать, уходить |
| to meet | met | met | встречать |
| to hold | held | held | держать |
| 7. The STRIKE-group (two forms are identical and have the sound [ʌ]) | | | |
| to dig | dug | dug | копать |
| to hang | hung | hung | висеть |
| to strike | struck | struck | ударять, бастовать |
| to win | won | won | выигрывать, побеждать |
| 8. The BRING-group (two forms are identical and have the sound [ɪ:]) | | | |
| to bring | brought | brought | приносить |
| to buy | bought | bought | покупать |
| to fight | fought | fought | драться, бороться |
| to think | thought | thought | думать |
| to catch | caught | caught | ловить |
| to teach | taught | taught | учить, обучать |
| 9. The FIND-group ([aɪ] [au] [au]) | | | |
| to bind | bound | bound | связывать |
| to grind | ground | ground | точить |
| to find | found | found | находить |
| to wind | wound | wound | наматывать, заводить |
| 10. The GET-group (two forms are identical and have the sound [ɪ]) | | | |
| to get | got | got | получать |
| to lose[u:] | lost | lost | терять |
| to shine | shone [ou] | shone | светить |
| 11. The SELL-group (two forms are identical and have the sound [ou]) | | | |
| to sell | sold | sold | продавать |
| to tell | told | told | говорить, рассказывать |
| 12. The COME-group (first and third forms are identical) [ʌ] [eɪ] [ʌ] | | | |
| to become | became | become | становиться |
| to come | came | come | приходить |
| to run | ran | run | бежать |
| 13. Other verbs (two forms are identical) | | | |
| to have | had | had | иметь |
| to hear | heard | heard | слышать |
| to hide | hid | hid (hidden) | прятать |
| to light | lit lighted | lit lighted | зажигать, освещать |
| to make | made | made | делать |
| to pay | paid | paid | платить |
| to say | said [sed] | said | сказать |
| to stand | stood | stood | стоять |
| to understand | understood | understood | понимать |
| to sit | sat | sat | сидеть |
| to slide | slid | slid | скользить |
| lay | laid | laid | класть, положить |
| stick | stuck | stuck | колоть, вонзять |

| | | | |
|-------|--------|--------|---------------------------|
| sweep | swept | swept | подметать пол |
| wring | wrung | wrung | давить, вырывать |
| weep | wept | wept | плакать |
| swing | swung | swung | колебаться, качать |
| spill | spilt | spilt | пролить |
| wed | wed | wed | вступить в брак |
| set | set | set | ставить, устанавливать |
| rid | rid | rid | освобождать |
| speed | sped | sped | спешить, успевать |
| lead | led | led | руководить, вести |
| lend | lent | lent | давать в займы |
| seek | sought | sought | искать, добиваться |

Could = general ability (**used to**) = *мог (раньше) (много раз)*.

Jack was an excellent tennis player. He **could beat** anybody (he had the general ability to beat anybody).

Джек был отличным теннисистом. Он *мог обыграть* любого.

Was/were able to = managed to ... (not could) = *смог, сумел, удалось (один раз)*.

Jack and Alf had a game of tennis yesterday. Alf played very well but in the end Jack **was able to beat** him or managed to beat him (he managed to beat him in this particular case).

Джек и Альф играли вчера в теннис. Альф играл очень хорошо, но в итоге Джек *смог (сумел = удалось) обыграть* Альфа (Джеку удалось обыграть Альфа в этой конкретной игре).

The fire spread through the building quickly but everybody **was able to escape**.

or ... everybody **managed to escape** (but not could escape).

Огонь быстро распространялся по всему зданию, но все *смогли* (*сумели* = *удалось*) *выбраться*.

* * *

Should = something is not right.

I wonder where Liz is. She *should be* here by now (she isn't here yet, and this is not normal).

Мне интересно, где Лиз. К этому моменту она *должна быть* здесь (но ее здесь сейчас нет).

Those boys *shouldn't be playing* football at this time. They *should be* at school.

Эти ребята *не должны играть* в футбол в это время. Они *должны быть* в школе.

Should = we expect something to happen.

She's been studying hard for the exam, so she *should pass* (= I expect her to pass).

Она изо всех сил готовится к экзамену, следовательно, она *должна* его *сдать*.

* * *

После глагола **to need** употребляется *герундий*, если подлежащее обозначает *неодушевленный* предмет, а *инфинитив* – если *одушевленный* субъект.

The *grass* needs *cutting*.

My *friend* needs **to** learn Spanish.

Траву нужно подрезать.

Моему другу надо выучить испанский язык.

* * *

После глагола to help употребляется инфинитив (как с частицей to, так и без нее), а после **can't help** – только *герундий*.

She tried to be serious but she *couldn't help laughing*.

Она старалась быть серьезной, но не могла сдержать смех.

Can (could) you help me to move?

Ты не мог бы помочь мне переехать?

№ 1 Употребите, где необходимо, частицу to перед инфинитивом. Переведите предложения на русский язык.

1. I think you ought ... apologize.
2. Can you ... move this table?
3. I must ... see him now. It's urgent
4. It can't ... be done now.
5. She ought ... take care of her health.
6. We had better ... stop to rest a little.
7. I can't ... go there now, I have ... do my homework.
8. He is not sure that it can ... be done.
9. She looked for the book everywhere but couldn't ... find it.
10. You'd better ... stay here.
11. He said he would sooner ... stay at home.
12. He said that she might ... come soon.
13. I am tired. I would rather not ... go out this evening, if you don't mind.
14. I didn't want to stay there, but I had
15. Where to hang a picture must ... be decided right now.
16. Mr. Jones would rather ... stay home at the weekend.
17. To enter an institute you have ... take entrance exams.
18. To understand the importance of the event you should ... know all the facts.
19. One of our friends was suddenly taken ill and had ... be operated on immediately.

№ 2 Complete the sentences with can / can't / could / couldn't + one of these verbs:

come eat hear run sleep

1. I'm afraid I ... to your party next week.
2. When Tim was 16, he was a fast runner. He ... 100 metres in 11 seconds.
3. I was feeling sick yesterday. I ... anything.
4. Can you speak up a bit? I ... you very well.
5. You look tired. Yes, I ... last night.

№ 3 Complete the answers to the questions with was/were able to.

1. A: Did everybody escape from the fire?

B: Yes. Although the fire spread quickly, everybody ...

2. A: Did you have difficulty finding Ann's house?

B: Not really. Ann had given us good directions and we ...

3. A: Did you finish your work this afternoon?

B: Yes. There was nobody to disturb me, so ...

4. A: Did the thief get away?

B: Yes. No one realised what was happening and the thief ...

***№ 4 Complete the sentences using could, couldn't or was/were able to.**

1. My grandfather was a very clever man. He ... five languages.
2. They didn't want to come with us at first but we ... persuade them

3. I looked everywhere for the book but I ... find it.
4. Laura had hurt her leg and ... walk very well.
5. Sue wasn't at home when I phoned but I ... contact her at her office.
6. I looked very carefully and I ... see a figure in the distance.
7. *I wanted to buy some tomatoes. The first shop I went to didn't have any but I ... get some in the next shop.*
8. My grandmother loved music. She ... play the piano very well.

9. A girl fell into the river but fortunately we ... rescue her.
10. I had forgotten to bring my camera so I ... take any photographs.

№ 5 Complete the sentences using *can* or *be able to*. Use *can* if possible; otherwise use *be able to*.

1. George has travelled a lot. He ... speak four languages.
2. I haven't ... sleep very well recently.
3. Sandra ... drive but she hasn't got a car.
4. I can't understand Martin. I've never ... understand him.
5. I used to ... stand on my head but I can't do it now.
6. Ask Catherine about your problem. She might ... help you.

№ 6 Переведите предложение на русский язык:

1. Can the theatre seat ten thousand people? 2. Timothy can't be so unfair. 3. Jane can't be so selfish. 4. The film can't have been dubbed into Italian.
5. Lawrence can't be so naive, it's unlike him. 6. They can't be still queuing for tickets. 7. He must have committed the crime. 8. The police can't have failed to catch the criminal. 9. The murderer must have escaped. 10. I can help them, but I am not sure they want me to. 11. Harry has a good ear for music. He could be a very good musician if he wanted to. 12. What a pity we had no camera. We could have made a very good film. 13. I could have joined them, but I wasn't sure my company would be welcome. 14. When can I leave?

№ 7 Заполните пропуски глаголами *can* или *may* в требуемой форме:

1. Why should you help him? I'm quite certain he ... do it alone.
2. He's never punctual, he just ... not come at the appointed time.
3. I can't say he's always punctual, so he ... not come in time.
4. Speak louder, he ... not hear you.
5. ... you do me a favour?
6. ... I ask you to do me a favour?
7. Take the umbrella, you ... need it.
8. You never ... tell, everything ... change.
9. He ... be a talented conductor, but I ... not say I enjoyed the concert.
10. It's a very popular music, you ... hear it everywhere.
11. "... I trouble you for a moment?" "Yes, what ... I do for you?"

№ 8 Закончите предложения, используя предлагаемые или свои варианты:

1. It's a good thing we took a taxi otherwise we might ... (опоздать на поезд).
2. Why not consult Edward? He might ... (предложить что-нибудь).
3. It was clever of you to have left him a message with Mr. Emerson. Otherwise he might ... (пропустить лекцию).
4. How about going out tonight? We could ... (хорошо провести время).
5. It's a pity you refused to join us for the trip. We could ... (хорошо провести время).
6. Didn't you know that Austin was bad at driving a car? You could ... (попросить меня отвести вас в город).
7. Why did you give up the treatment? You might ... (давно выздороветь).

№ 9 Определите функцию глагола *to be*:

- a) смысловой; b) модальный (должен); c) вспомогательный.
1. To read a lot *is* to know a lot.
2. The press conference *is* to start in a minute.
3. The President *is* to visit Vienna next time.
4. He *is* taking exams right now.
5. She *is* in the park now.
6. What *is* she doing now?
7. His intention *is* to get into parliament.
8. To see *is* to believe.
9. New source of cheap energy *is* to be found.
10. Don't talk. She *is* writing a test.

№ 10 Заполните пропуски подходящей по смыслу формой инфинитива.

1. The article must (translate/be translated) into Russian.
2. He may (work/be working) in the garden now.
3. Ann did very well at the exam. She must (be studying/have studied) very hard.
4. George has (to call/to be called) his insurance agent today.
5. The letter may (have been sent/have sent) to the wrong address.
6. The freezer must (keep/ be kept) at-20.
7. He needs (to work/working) harder if he wants to make progress.
8. I don't need to come to the meeting. (do/need) I?

9. I can't help (to feel/feeling) sorry for him.
10. I need a change. I need (to go/going) away for a while.
11. The windows are dirty. They need (to clean/cleaning).
12. You don't need (to iron/ironing) the shirt.
13. He looks so funny. Whenever I see him, I can't help (smiling/to smile).
14. She must (have been watching /have watched) TV since morning.
15. She couldn't help (smiling/to smile).
16. You must (excuse/be excused) my not answering you before.
17. You may (be relied/rely) on me.
18. The reading of the advertisement might (be helping/help) you to find the job.
19. I need (to read/reading) the minutes (протокол) of the previous meeting.
20. He couldn't help (to admire/admiring) her.

***№ 11 Дополните предложения своей версией.**

1. The goods were to have been delivered at the beginning of May but ...
2. He could have helped her yesterday but ...
3. These problems could have been solved two days ago but ...
4. You shouldn't have gone there ...
5. He must have met her but ...
6. You should have read the book but ...
7. You needn't have interfered ...
8. That car needn't have been bought but ...
9. The car should have been repaired but ...
10. The doctor should have been sent for but ...
11. The necessary medicine must have been bought but ...
12. He was to bring the necessary material I asked for, but ...
13. You ought to have translated the article long ago but ...
14. He was to bring the article but ...
15. You should have read this book long ago but ...
16. He must have looked through all these materials but ...

***№ 12 Read the situations and write sentences with *should/shouldn't*.**

Some of the sentences are past and some are present.

1. I'm feeling sick. I ate too much. I ... so much.
2. That man on the motorbike isn't wearing a helmet. That's dangerous. He ... a helmet.
3. *When we got to the restaurant, there were no free tables. We hadn't reserved one.*

We ...

4. The notice says that the shop is open every day from 8.30. It is 9 o'clock now but the shop isn't open yet ...
5. The speed limit is 30 miles an hour, but Catherine is doing 50.

She ...

6. I went to Paris. A friend of mine lives in Paris but I didn't go to see him while I was there. When I saw him later, – he said:

You ...

7. I was driving behind another car. Suddenly, the driver in front stopped without warning and I drove into the back of his car. It wasn't my fault ...

8. I walked into a wall. I wasn't looking where I was going ...

***№ 13 Complete the sentences with *should* (use the verb in brackets).**

1. Margaret ... the exam. She's been studying very hard (pass)
2. You missed a great party last night. You ... (come). Why didn't you come?
3. We don't see you enough. You ... and see us more often (come).
4. I'm in a difficult position. What do you think I ... (do)?
5. I'm sorry that I didn't take your advice. I ... what you said (do)
6. I posted the letter three days ago, so it ... by now (arrive).
7. You look tired. You ... to bed now (go).
8. You went to bed very late last night. You ... to bed earlier (go).
9. You ... not (go) ... to bed so late.
10. We lost the match but ... We were the better team (win).

11. 'Is John here yet?' 'Not yet, but he ... here soon' (be).

12. I'm playing tennis with Jill tomorrow. She ... – she's much better than me (win).

***№ 14 Complete the sentences. Read the situations and write sentences with *had better* or *should*. Sometimes either is possible. Use the words in brackets.**

1. I need some money. I ... (go) to the bank.
2. John is expecting you to phone him. You ... (phone) now.
3. Shall I leave the window open? No, you ...
4. You're going out for a walk with Tom. It might rain. You say to Tom: (an umbrella) ...

5. You and Ann plan to go to a restaurant this evening. It's a very popular restaurant. You say to Ann: (reserve) We ...
6. You received your phone bill four weeks ago but you haven't paid it yet. If you don't pay very soon, you could be in trouble.
You say to yourself: (pay)...

7. You and Fiona are going to the theatre. You've missed the bus and you don't want to be late. You say to Fiona: (taxi) ...
8. I have an appointment in ten minutes. I ... now or I'll be late (go).
9. It's a great film. You ... and see it. You'll really like it (go).
10. I ... get up early tomorrow. I've got a lot to do.

11. When people are driving, they ... keep their eyes on the road.
12. Thank you for coming to see us. You ... come more often.
13. She'll be upset if we don't invite her to the wedding, so we ... invite her.
14. These biscuits are delicious. You ... try one.
15. I think everybody ... learn a foreign language.

***№ 15 Complete sentences using can / could / might / must / should + the verb in brackets. In some sentences you need the negative (can't/couldn't etc.).**

1. A: I'm hungry.
B: But you've just had lunch. You ... (be hungry).
2. A: I haven't seen our neighbours for ages.
B: No. They ... (go away).
3. A: What's the weather like? Is it raining?
B: Not at the moment but it ... later (rain).
4. A: Where has Julia gone?
B: I'm not sure. She ... to the bank (go).
5. A: I didn't see you at John's party last week.
B: No, I had to work that evening, so I ... (go).
6. A: I saw you at John's party last week.
B: No, you didn't. You ... me. I didn't go to John's party (see).
7. A: When did you post the letter to Mary?
B: This morning. So she ... it tomorrow, (get).
8. A: Did you hear the explosion?
B: What explosion?
A: There was a loud explosion a few minutes ago. You ... it (hear).
9. A: We weren't sure which way to go. In the end we turned right.
B: You went the wrong way. You ... left (turn).

***№ 16 Make sentences from the words in brackets.**

1. Don't phone Ann now (she might / have / lunch now).
2. I ate too much. Now I feel sick (I shouldn't / eat / so much).
3. I wonder why Tom didn't phone me (he must / forget).
4. Why did you go home so early (you needn't / go / home so early)?
5. You've signed the contract (it / can't / change / now).
6. What's Linda doing? I'm not sure (she may / watch / television).
7. Ann was standing outside the cinema (she must / wait / for somebody).
8. He was in prison at the time that the crime was committed, so (he couldn't / do / it).
9. Why weren't you here earlier? (You ought / be / here earlier).
10. Why didn't you ask me to help you? (I would / help / you).
11. I'm surprised nobody told you that the road was very dangerous (you should / warn).
12. George was in a strange mood yesterday (he might not / feel / very well).

№ 17 Переведите на русский язык:

1. She will be able to master English as she works hard.
2. We have to find that article somewhere.
3. I shall have to repeat my speech.
4. I had to review some English words.
5. The students will have to come to the lectures in the evening.
6. They are to do that work today, because they may not have any time tomorrow.
7. He had to take part in our discussion.
8. We shall have to re-read this book tomorrow.
9. We shall certainly be able to fulfil our plan.
10. She has to attend this meeting.
11. He is to come at five p. m.
12. He was allowed to use a dictionary.
13. Can they translate this text without a dictionary?

14. They had to agree to this plan.
15. You will have to repair the equipment in five days.
16. They are to meet us at the station.
17. He was to bring the book I asked for yesterday, but he didn't.
18. It is to be noted that the first routes in the cosmic expanses have been blazed by Soviet cosmonauts.
19. You should read English texts every day.
20. She must have done this work carelessly.
21. All the preparations for the expedition must be completed this week.
22. Lomonosov may be justly considered as the founder of Russian science.

№ 18 Переведите на русский язык:

1. This engineer had to take part in the work going on.
2. I am to meet my friends at the station.
3. You should press a button to set the machinery in motion.
4. These parts will have to be replaced.
5. Every worker in any branch of science must carry out experiments.
6. They will have to work tomorrow if they do not complete everything to night.
7. One has to study to improve one's work.
8. Before filling your fountain pen, you should carefully clean it.
9. A number of scientific problems were to be solved in connection with the construction of a network of Electro-transmission lines.
10. The subject mentioned ought to be spoken of again.
11. Rocket engine should combine very small weight with immense power.
12. The students ought to remember that the knowledge of a foreign language is absolutely essential for an engineer or a research worker.
13. The students should not forget that it is impossible to acquire profound knowledge of any subject without a great deal of work.
14. You ought to write these exercises at once.
15. You ought to have written the article long ago.
16. The mechanic could be found nowhere.
17. You should have read this book long ago.
18. The students should know that studying a foreign language regularly will give splendid results and they will be able to master it in a short time.
19. He must have looked through all these materials.
20. He was to bring the necessary material I asked for, but he must have been kept by his professor.
21. A transformer cannot be called a machine for it has no moving parts.
22. It must be noted that this invention will raise the output of busses at our plant.

№ 19 Выберите из каждой цепочки глагольных форм те, которые имеют модальное значение.

had to come, has come, will have come, will have to come; ought to have come, must be prepared, was calculating, is to calculate, will be calculating, were to calculate; was to have been calculated, shall prepare, must prepare, needn't prepare; should be prepared, should have been prepared can read, try to read, should read, was able to read; had to be read, needn't have been read, don't go, may smoke, will smoke, began to smoke, was allowed to smoke; didn't smoke, shouldn't smoke, are maintaining, shall maintain, should maintain, have maintained; needn't have been maintained; started to work, had worked, ought to work, like to work; should have been done, can be done, didn't help, needn't help, has not helped, ought to help, had to be helped, shouldn't be helped.

№ 20 Переведите предложения, обращая внимание на употребление Perfect Infinitive.

1. Ted wasn't at work last week. He must have been ill.
2. "Did you go to the concert last night?" – "No. We could have gone, but we decided not to".
3. I haven't seen the people next door for ages. They must have gone away.
4. Jack fell off a ladder yesterday but he's all right. He's lucky – he could have hurt himself badly.
5. Bill did the opposite of what I asked him to do. He can't have understood what I said.
6. I was woken up in the middle of the night by the noise next door. The neighbours must have been having a party.
7. The lights were red but the car didn't stop. The driver can't have seen the red light.
8. "How did the fire start?" – "The police say it might not have been an accident".
9. I wonder why Ann didn't come to the party. She might not have been invited.
10. You needn't have stayed at a hotel. You could have stayed with us.
11. I am feeling sick. I shouldn't have eaten so much chocolate.
12. You needn't have walked home. You could have taken a taxi.
13. I wonder why they're so late. They should have been here an hour ago.



“No excuses, please. This ship should have been built seven minutes ago”

№ 21 Заполните пропуски подходящей по смыслу формой Indefinite Continuous или Perfect Infinitive.

1. “There’s an interesting job advertised in the paper. You could (apply) for it”. – “What sort of job is it? Show me the advertisement”.
2. “Where shall we meet tomorrow?” – “I could (come) to your house if you like”.
3. We could (go) away if we had enough money.
4. I was so tired. I could (sleep) for a week.
5. “Where is Margaret?” – “She might (be) in her office”.
6. “I wonder why she didn’t say hello?” – “She might not (see) you”.
7. “Where’s Bob?” – “I’m not sure. He might (have) lunch”.
8. “Who is that man with Ann?” – “I’m not sure. It might (be) her brother”.
9. “Who was the man we saw with Ann yesterday?” – “It might (be) her brother”.
10. “Why are those people waiting in the street?” – “I don’t know. They may (wait) for a bus”.
11. We’ve got plenty of time. We needn’t (hurry).
12. Brian had no money, so he sold his car. A few days later he won some money in a lottery. He needn’t (sell) his car.
13. When we went on holiday, we took the camera with us but we didn’t use it in the end. We needn’t (take) the camera.
14. We have enough food at home so we needn’t (go) shopping today.
15. It was a great party last night. You should (come). Why didn’t you?
16. Sue drives everywhere. She never walks. She shouldn’t (use) her car so much.
17. Those boys shouldn’t (play) football at this time. They should be at school.

№ 22 Назовите номера предложений, в которых глагол to be является

а) *смысловым*:

1. Mercury is at the nearest orbit to the Sun.
2. His dream is to go to London.
3. The flower is red.
4. He is in the garden.
5. When is he to return?
6. We were told about it only yesterday.
7. I shall be at home tonight.

б) *глаголом-связкой*:

1. He is in his room now.
2. She is the best student in the group.
3. I shall still be working at three o’clock.
4. She will be a teacher next year.
5. He is to come here tomorrow.
6. They were to have left Moscow last Sunday.
7. The duties of a postman are to deliver letters and newspapers.
8. Her dress is beautiful.
9. The teacher’s task was to explain the difficult rule to the pupils.

в) *модальным глаголом со значением “долженствование”*:

1. My friend is an engineer.
2. He isn’t at home.
3. We were to meet her at the station.
4. Their task is to explore this region.
5. He is to finish his work today.
6. I was to send this telegram, but I forgot to do it.
7. They are my friends.
8. I was to have finished my report yesterday.
9. Many beautiful buildings are to be seen in Moscow.
10. The purpose of our work is to investigate the properties of this substance.

г) *модальным глаголом со значением “возможность/невозможность”*:

1. We are to finish this work next month.
2. These stars are to be seen late at night.
3. His task is to explore the properties of plastics.
4. When is he to return?
5. This work is to be finished tomorrow.
6. You are not to enter this room.
7. They are to finish their investigation in a month.

д) *вспомогательным глаголом*

1. Don’t talk. They are writing a test.
2. They are at home now.
3. He was invited to a concert.
4. The contract was to have been signed last week.
5. The translation will be finished tomorrow.
6. She was reading a book from 5 till 6.
7. They are not in Moscow.
8. The letter will be sent tomorrow.

№ 23 Определите функцию глагола to be в следующих предложениях и переведите их на русский язык:

1. They were at home last night.
2. He is a well-known scientist.
3. They are to leave Moscow tonight.
4. The children were walking down the street.
5. She is an experienced teacher.
6. The letter will be posted at once.
7. We were to part that day.
8. The letter was written by the secretary.
9. They were to have arrived at 7 o’clock.
10. His task is to fulfil this plan tomorrow.
11. He was to have come by 5 o’clock.
12. The idea was to do the work ourselves.
13. He will be glad to see you.
14. They are to meet tomorrow.
15. The purpose of his visit is to negotiate the terms of the treaty.
16. This man is to be relied upon.
17. My colleagues are preparing for the conference which is due next month.
18. Burning is simply the combination of a substance with oxygen in the air.
19. Every element is made up of minute particles which are called atoms.
20. The aim of our research is to find suitable materials for this machine.
21. The experiment is to be carried out next month.
22. They are in the Crimea now.
23. They were discussing a very important problem when we came.
24. These data are not to be processed now, you should check them up.

№ 24 Подставьте глагол to have в соответствующей временной форме:

1. They ... many English books at home.
2. We ... three classes the day before yesterday.
3. We ... two exams at the end of the next year.
4. We ... many classes today.
5. It was Sunday yesterday and we ... no classes.
6. He ... some free time tomorrow.
7. We ... holidays last summer.
6. ... you a sister or a brother?
9. They ... a test the day after tomorrow.
10. He ... no English-Russian dictionary.
11. ... he a

tape-recorder? 12. She ... got few friends. She is not sociable. 13. Last year we ... three English classes a week, this year we ... only two. 14. Did you have to help her? 15. She had to pass all her exams.

***№ 25 Укажите, с помощью какого вспомогательного глагола вы построите высказывание, выражающее несогласие со следующими утверждениями, постройте вопросительные предложения.**

1) have not; 2) has not; 3) had not; 4) do not; 5) does not; 6) did not.

1. He has many books at home. 2. You have to go there every day. 3. He had finished his report by Friday. 4. She had a good rest during her holidays. 5. He had his clothes cleaned at the dry cleaner's. 6. We have something to show you. 7. He often has a toothache. 8. We had to put off the meeting till Friday. 9. She had missed the last train. 10. They have to help her with her English. 11. He has many things to do before he leaves. 12. We usually have dinner at 5 p. m.

№ 26 Определите функцию глагола to have в предложениях и переведите их на русский язык:

1. She has already come home. 2. He has a large family. 3. We have to leave home early in the morning. 4. I have typed the letter. 5. They had to complete their work on Monday. 6. We shall have plenty of fruit in autumn. 7. He will have read the story by 5 o'clock. 8. I shall have to go there again. 9. Did you have dinner at the restaurant yesterday? 10. Now I have to get up early. 11. Have you a spare pen? 12. I had no time to go to see him. 13. An electron is very small and it has a very small mass. 14. The studies of the Venus' atmosphere have shown that it does not contain water vapour and oxygen, but it has a high carbonic content. 15. By the end of the year all the experiments necessary for our research will have been made. 16. Beta particles have a smaller mass than alpha particles. 17. By the end of 1898 the Curies had obtained the element radium. 18. The bus fare has grown up this month. 19. She has already been to the bank. 20. The phone rang while we were having dinner.

№ 27 Переведите следующие предложения.

1. You had better draw up a plan first. 2. She'd better consult a doctor. 3. They'd better not pay so much attention to what your nephew says. 4. You'd better make an appointment with Professor Nelson.

№ 28 Начав предложение словами You had better (not), скажите собеседнику о необходимости сделать следующее:

pay attention to it; read something by modern writers; throw it away; stay in bed; write it in ink; drop the subject; be so rude to your elders; annoy him; consult a doctor; pretend to be interested; complain that you have no time; keep away from Charles' cousin; avoid talking about your diseases in company; make an appointment with the doctor, keep silent.

№ 29 Переведите предложения:

1. Вы бы лучше держались подальше от этого человека.

2. Ты бы лучше предложил что-нибудь еще.

3. Вы бы лучше убедили Джорджа остаться дома.

4. Она бы лучше не обращала на это их внимания.

5. Вы бы лучше не позволяли им вмешиваться в свои дела.

6. Вы бы лучше обратили их внимание на этот факт.

7. Ей бы лучше помолчать.

8. Лучше бы вам сразу сказать ей, что новости печальные.

№ 30 Переведите предложения:

1. Mr. Stale must be an authority on the subject. 2. He must be used to it. 3. Fred must be working independently. I don't think anyone is helping him. 4. "What is Jane doing?" "She must be listening to the records". 5. The police must have caught the criminal. 6. The criminals must have been exposed. 7. The murderer must have escaped. 8. Walter must have failed to find a more convincing argument.

№ 31 Выберите предложения, относящиеся к прошлому и переведите их:

1. You needn't quote this passage. 2. You needn't have included it in your report. 3. You needn't have commented on the article. 4. Bernard needn't dwell on it at such length. 5. James needn't have gone into details. 6. She needn't contact them.



"You mustn't do that, dear.
You'll spoil your new knife!"

№ 32 Закончите предложения, используя предлагаемые или свои варианты:

1. Everybody has read the article. The speaker needn't ... (вдаваться в подробности). 2. It's entirely my fault. Jane needn't ... (извиняться). 3. I know what's on at the Albert Hall. You needn't ... (смотреть газету). 4. We've got plenty of time. You needn't ... (торопиться).

№ 33 Переведите предложения:

1. Не мог бы я вам чем-нибудь помочь? 2. Не могли бы вы занять мне место? 3. Не могли бы вы заехать за мной? 4. Не могли бы вы сделать мне одолжение? 5. Не мог бы ваш брат известить меня, когда вернется м-р Грин? 6. Я не знал, что в прошлую субботу вы хотели пойти на концерт. Я мог бы предложить вам билеты. 7. Этот вопрос мог бы быть улажен давным-давно. 8. Почему вы нам вчера не позвонили? Мы могли бы вместе пойти в кино.

1. Everybody realised how important the problem was. You needn't ... (объяснять это). 2. Mr. Jackson knows all about the conference. You needn't ... (напоминать ему). 3. James needn't ... (принимать лекарство). I'm sure the pain would have passed without it. 4. You needn't (покупать программу), everybody knew the cast.

1. Вам незачем цитировать эти слова. 2. Вам незачем было включать это в свой доклад. 3. Нет необходимости затрагивать этот вопрос. 4. Нет необходимости брать бинокль: наши места в первом ряду. 5. Напрасно вы взяли бинокль: мы сидим в первом ряду.

1. You shouldn't risk it. 2. He shouldn't waste so much time. 3. He should have approved of the suggestion. 4. Why should I assist them? 5. "He may get offended". "Why should he?" 6. Why should I apologise to them? I'm not to blame. 7. The way things are, you shouldn't refuse the job.

№ 34 Выберите предложения, относящиеся к прошлому, и переведите их:

1. You shouldn't get indignant. 2. She should have said something in conclusion. 3. You should give examples proving your point of view. 4. She shouldn't have objected to your taking part in the amateur concert. 5. It should be considered from all points of view. 6. You ought to be more hospitable. 7. You ought to have been more polite to your elders. 8. One ought to be most careful when driving a car in the rush hour. 9. You oughtn't to whisper in company. 10. You oughtn't to have discussed such things in public. 11. You ought to have more respect for your elders.

№ 35 Переведите следующие предложения.

1. Вам следует поднять этот вопрос, чем скорее, тем лучше. 2. Вам следует извиниться перед Оскаром за то, что вы не заехали за ним. 3. Вам не следует отказываться от помощи. 4. Вам не следует обижать ее. 5. Вам следовало бы взять билеты заранее. 6. Вам следовало бы принять меры раньше. 7. Вам не следовало бы выбрасывать письмо. 8. Вам не следовало бы упоминать об этом. 9. Чего ради я должен столько времени стоять в очереди за билетами? 10. Почему это я вдруг должен ждать их? 11. С какой стати она должна отвечать за все? 12. Чего ради он должен рисковать жизнью? 13. Почему это он должен заезжать за м-ром Андерсеном?

***№ 36 Скажите, из каких предложений ясно, что запланированное действие не имело места.**

1. The negotiations were to have taken place in January. 2. The proposal is to be discussed at a joint conference. 3. They were to have met in the studio. 4. James was to speak on TV. 5. Harold was to have carried out the experiment himself. 6. The things were to have been delivered in the morning. 7. The program was to have been shown a few days ago. 8. The amateur concert was to be broadcast.

№ 37 Переведите предложения:

1. What are we to do next? 2. The meeting was to be held in auditorium. 3. He is to be back in an hour. 4. He is to appear in the new production of Hamlet. 5. What am I to do? 6. Is this item to be included in the program? 7. The troops were to have been withdrawn by the end of the month. 8. Mr. Spencer was to have left a message for me.

№ 38 Переведите предложения, используя глагол to be:

1. Мы договорились встретиться у Нельсонов. 2. Он должен заехать за нами в восемь часов. 3. Он должен завтра приехать из Франции. 4. Фред должен был учиться в Кэмбридже. 5. Мы должны были сидеть в партере. 6. Фильм будут снимать в Италии. 7. Кто должен играть главную роль? 8. Где вы должны были встретиться?

№ 39 Заполните пропуски глаголами to be или have в требуемой форме:

1. If you want to achieve anything, you ... to take a chance. 2. The conference ... to begin next week. 3 All the seats in the stalls were sold out, so I ... to book seats in the balcony. 4. When ... the film to be released? 5. There were many people at the box-office and we ... to queue for about half an hour. 6. "When will you see the producer?" "We ... to meet tomorrow morning". 7. The film ... to be dubbed into Russian. 8. Who... to take part in the amateur performance? 9. Edith didn't feel well, so we ... to send for the doctor. 10. "Did you have your tooth filled?" "No, the dentist says it's too late, I ... to have it out". 11. They agreed that she ... to be at the station at eleven thirty. 12. "Will you be in the office today?" "I ... to be there at three. We have a meeting".

№ 40 Переведите предложения.

1. Individual initiative should be stimulated. 2. Helen needn't have done the job. 3. You are to be in the office at three. 4. They shouldn't have seen the play. 5. Old Ellsworth wouldn't obey the doctor. 6. Albert won't listen to anybody's suggestions. 7. People mustn't take a medicine prescribed for others. 8. You think that Oscar may; refuse the job. 9. The Gallery had to accept Ellsworth's picture. 10. The amateur concert is to be put off. 11. Tickets should be bought in advance. 12. Walter needn't go into details. 13. I didn't have to queue for tickets. 14. Jerome K. Jerome shouldn't have read a book on medicine. 15. The customer wouldn't buy anything but stale bread.

№ 41 Разве это не смешно?

1. Father: How did Jimmy do in his history examination?
Mother: Oh, not at all well. But the poor boy is not to blame. He had to answer questions they oughtn't to have asked him. They asked him things that happened before he was born.
2. Billy: Why should I wash my face, Ma?
Mother: Because it's dirty.
Billy: But couldn't I just powder it like you do?
3. "My poor fellow," said a kind old lady giving a quarter to a beggar. "It must be terrible to be lame, but just think how much worse it would be if you were blind".
"You are right, madam", agreed the beggar, "when I was blind I was always getting false coins".
4. "I hear your sister is sick in bed, Bobbie," remarked a neighbour. "Could you tell me what's the matter with her?"
"We were playing a game seeing who could lean the furthest out of the window, and she won".
5. Aunt: Harry, do you know that tomorrow will be the twenty-fifth anniversary of our wedding? I thought we ought to kill two chickens.
Uncle: How can you blame the chickens for what happened twenty-five years ago?
6. Manager (to an office boy, who is half an hour late): You should have been here at nine o'clock.
Office Boy: Why, what happened?
7. First Clerk: Poor old Watkins has completely lost his hearing I am afraid he may lose his job.
Second Clerk: Nonsense. He is to be transferred to the Complaint Department.
8. "Why has a woman never been President?"
"Don't you know the President has to be over 35?"
9. Wife: "I've been asked for a reference for our last maid. I've said she's lazy, unpunctual and rude. Now can I add anything in her favour?"
Husband: "You might say she's got a good appetite and sleeps well".
10. "Do you think I should put more fire into my books?" the writer asked.
"No", said his editor. "Vice versa".

I powder нудрнуть

3 lame хромой

№ 42 Переведите предложения с русского языка на английский язык.

1. Сколько времени он пишет (этот) рассказ? – Он пишет его около трех месяцев (с прошлого года).
2. Сколько времени мистер Хантер работал на заводе до того, как ушел на пенсию? – Он работал там свыше пятнадцати лет.
3. Сколько времени ведут (ся) переговоры? – Они ведутся с прошлого вторника.
4. Переговоры велись в течение нескольких дней до того, как было достигнуто соглашение.
5. Проблема все еще решается.
6. Какой вопрос рассматривался, когда переговоры были прерваны?
7. Документ подписали? – Да, его подписали до того, как вы пришли.
8. Мне хотелось бы возобновить наш разговор. Мы могли бы обменяться мнениями по многим важным проблемам.
9. Я не знал, что вы интересуетесь этой проблемой. Мы могли бы обсудить ее детально.
10. Вы могли бы быть повнимательнее.
11. Вы могли бы напомнить ему вчера о его обещании.
12. Вам следует привести в своем докладе кое-какие цифры и факты.
13. Вам следовало взять такси. Вы бы не опоздали на поезд.
14. Вам не следует комментировать выступление мистера Диксона.
15. Нам незачем (нет необходимости) касаться этого вопроса.
16. Ему незачем было (не было необходимости) вдаваться в подробности.
17. С какой стати (чего ради) я буду (стал бы) вмешиваться в их личные дела?
18. Фильм должен быть выпущен на экран в будущем месяце.
19. Фильм планировали выпустить в следующем месяце (однако, неизвестно, был ли он выпущен).

Test on Modality**№ 43 Choose the right variant or variants.**

1. The fire spread through the building quickly but everybody ...
A) was able to escape; B) managed to escape; C) could escape.
2. The phone is ringing. It ... be Tim.
A) might; B) can; C) should; D) must.
3. Why did you stay at a hotel when you went to New York? You ... with Barbara.
A) can stay; B) could stay; C) could have stayed.
4. I've lost one of my gloves. I ... it somewhere.
A) must drop; B) must have dropped; C) must be dropping; D) must have been dropping.
5. Take an umbrella with you when you go out. It ... rain later.
A) may; B) might; C) can; D) must.
6. What was wrong with you? Why ... go to hospital?
A) had you to; B) did you have to; C) must you; D) should go.
7. There's plenty of time. You ... hurry.
A) don't have to; B) mustn't; C) needn't.
8. It was a great party last night. You ... come. Why didn't you?
A) must have; B) should have; C) ought to hav; D) had to.
9. I think all drivers ... seat belts.
A) should wear; B) had better wear; C) had better to wear; D) must wear.

№ 44 Test (A-Level) Can/could/be able to. Fill in:

- A) can; B) could; C) can't; D) couldn't; E) be able to.
1. They had fishhooks, so they ... catch fish.
2. The raft is so small we ... lie down comfortably.
3. Jane has got two books, so she ... read any of them.
4. They didn't have any shampoo, so they ... wash their hair.
5. When the ship disappeared, Mary cried and cried. She ... stop crying.
6. They won't ... to drive a car until they are eighteen.
7. ... they hear it before they saw it?
8. When she was a baby she ... only cry.
9. You ... enter the club without a card.
10. You ... do it even if you tried.
11. He used ... to speak Italian well.
12. Cheques ... be accepted only with a bank card.
13. You ... easily have done it.
14. In two weeks you will ... speak another language.
15. I stepped aside so that she ... go in.
16. The news ... be true! I don't believe it.
17. We ... have driven to the city in two hours if we hadn't stopped for lunch.
18. As the ship entered the harbour, we ... see the Statue of Liberty.

№ 45 Test (A-level) Have to/must. Fill in.

A) must; B) mustn't; C) have to; D) don't have to; E) had to; F) didn't have to; G) will have to; H) won't have to.

1. You can stay out late if you like. You ... come home early.
2. He ... take his younger brother out to football match.
3. The bus came on time, so we ... wait long at the bus stop.
4. The rules for basketball say:
 - a) you ... run while holding the ball;
 - b) you ... bounce the ball while you run;
 - c) you ... stand holding the ball for as long as you like;
 - d) you ... do something within five seconds.
5. We read a long poem in class yesterday. It was boring. I'm glad we ... learn it by heart.
6. Jack has already cleaned his bicycle, so he ... do it tomorrow.
7. You ... be here by 9.00, if you want to be sure of a seat.
8. You ... walk on the grass!
9. Once or twice we lost our way and ... ask a policeman for directions.

№ 46 Test (A-B-level) Mustn't/shouldn't/needn't. Fill in.

A) should; B) shouldn't; C) must; D) mustn't; E) needn't.

1. You ... think about the future and not about the past.
2. You ... have a visa to travel to some countries.
3. However if you come from an EEC country and you want to travel to another one, you ... worry about visas. You ... even take your passport.
4. If you are travelling by air, you ... carry anything in your luggage that could be used as a weapon, such as a knife or a pair of scissors.
5. You ... use your energy unless you have to.
6. Books ... be returned on or before the date stamped below.
7. They look alike. They ... be twins.
8. Do you know how it ... be done?
10. You ... walk alone around the town late at night (mother).
11. We ... have taken a wrong map.
12. We ... have done the work so quickly. We could have taken over time.

№ 47 Test (B-C-level) Must /may/' might/can/could. Fill in.

A) must; B) may; C) might; D) can; E) could.

1. ... I borrow your ruler?
2. It isn't certain, but he ... be a millionaire in a year.
3. That ... be Charlie. He said he would be here about now.
4. Jane ... still be in her office, but she usually leaves before six.
5. The house repairs ... cost more than the house is worth.
6. It is so quiet that one ... hear a leaf drop.
7. Nobody ... leave the hall before the exam has finished.
8. He himself gave me the directions, so they ... be right.
9. You were lucky. You ... have broken your neck, Jim.
10. There ... be a heavy frost during the night.
11. You ... drive on the left in England.
12. There ... be a leak in this football; otherwise it wouldn't get soft so quickly.
13. She noticed that she ... be late.
14. He ... be clever, but he hasn't got much common sense.
15. George ... be strong: he can lift heavy weights.

№ 48 Test (B-C-level) Choose A), B) or C).

A) had better; B) would rather; C) should.

1. I ... be a hammer than nail.
2. You ... stay home tonight?
3. I ... nobody knew about his arrival.
4. You ... get the report finished before you leave.
5. You ... pay more attention to the people around you.
6. You ... invest that money in something safe.
7. I ... have good health than a small fortune.
8. We ... take a taxi or we'll miss the train.
9. We ... you didn't come with us.

10. I think everybody ... learn driving a car.

№ 49 Test (B-level) Right/wrongs. Find the mistake and correct it.

A) right; B) wrong.

1. Fred doesn't go to school, so he has not to get up so early.

2. It's very unlikely, but he might be prepared to help you.

3. You'd better to do as the doctor says and take the medicine.

4. Horses can sleep standing.

5. Could you light a fire yourself when you were seven?

6. You shouldn't eat all food at once.

7. You can to buy only second-hand books in that shop.

8. They want have to go there next week.

9. All drivers of cars should wear seat belts. Seat belts make driving much safer.

10. You needn't to wait for me.

11. You may not eat your supper so quickly. Do you want to get a stomach-ache?

12. Cactus plants needn't much water. That's why they cannot grow in the dry desert.

13. You shouldn't to try to crack nuts with your teeth.

14. We would rather you cooked dinner for us.

15. You shouldn't eat all food at once.

16. You should have waited until all the other had finished.

№ 50 Test (A-B-level) Choose the variant that can't be used in the sentences.

1. These plants ... three times a week.

A) you should water; B) can be watered; C) should be watered.

2. You ... many questions.

A) won't be asked; B) didn't be asked; C) weren't asked.

3. As he behaves badly, he ...

A) must be punished; B) will be punished; C) was punished.

4. The logs ... too long for our fireplace.

A) were cut; B) have to be cut; C) have been cut.

5. He ... in the battle.

A) won't have been hurt; B) may have been hurt; C) can't have been hurt.

6. He ... at.

A) is often laughed; B) is usual laughed; C) is never laughed.

7. She ... with the housework.

A) is being helped; B) has been helped; C) won't been helped.

8. The fence ...

A) had be painted; B) could be painted; C) might have been painted.

9. She ... the best actress of the year.

A) will be chosen as; B) will choose; C) will be being chosen as.

10. You ... hurry up or else we'll be late.

A) 'd rather; B) should; C) 'd better.

№ 51 Test Choose the right answer or answers.

1. The phone is ringing. It ... be Tim.

A) might; B) can; C) could; D) must.

2. I have lost one of my gloves. I ... it somewhere.

A) must drop; B) must have dropped; C) must be dropping; D) must have been dropping.

3. Take an umbrella with you when you go out. It ... rain later.

A) may; B) might; C) can; D) could.

4. What was wrong with you? Why ... go to hospital?

A) had you to; B) did you have to; G) must you.

5. There is plenty of time. You ... hurry.

A) don have to; B) mustn't; C) needn't.

6. It was a great party last night. You ... come. Why didn't you?

A) must have; B) should have; C) ought to have; D) had to.

7. I think all drivers ... seat belts.

A) should wear; B) had better wear; G) had better to wear.

Use the right modality.

8. A: I'm hungry.

B: But you've just had lunch. You ... hungry already (be).

9. A: I haven't seen our neighbours for ages.

B: No. They ... away (go).

10. A: What's the weather like? Is it raining?

B: Not at the moment but it ... later (rain).

11. A: Where has Julia gone?

B: I'm not sure. She ... to the bank (go).

12. A: I didn't see you at John's party last week.

B: I had to work that evening, so I ... (go)

13. A: When did you post the letter to Mary?

B: This morning. So she ... it tomorrow (get).

14. A: When was the last time you saw Bill?

B: Years ago. I ... him if I saw him now (recognise).

15. A: Did you hear the explosion?

B: What explosion?

A: There was a loud explosion a few minutes ago. You ... it (hear).

16. A: We weren't sure which way to go. In the end we turned right.

B: You went the wrong way. You ... left (turn).

17. Henry was deported for having an expired visa. He ... (have) his visa renewed.

18. Juliet was absent for the first time yesterday, she ... (be) ill.

19. The photos are black. The x rays at the airport ... (damage) them.

20. Blanca got a parking ticket. She ... (park; negative) in a reserved spot, since she had no permission.

21. She did very well on the exam. She ... (study) very hard.

22. Jeanette did very badly on the exam. She ... (study) harder.

23. Alexis failed the exam. He ... (study; negative) enough.

24. Henry was deported for having an expired visa. He ... (have) his visa renewed.

25. Juliet was absent for the first time yesterday, she ... (be) ill.

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30. Alexis failed the exam. He ... (study; negative) enough.

31. German called us as soon as his wife had her baby. He ... (be) very proud.

32. John isn't here yet. He ... (forget) about our meeting.

33. German called us as soon as his wife had her baby. He ... (be) very proud.

34. John isn't here yet. He ... (forget) about our meeting.

№ 52 Use the right modality.

1. I ate too much. Now I feel sick. I shouldn't /eat so much.

2. I wonder why Tom didn't phone me (he must /forget).

3. Why did you go home so early (you needn't/go/ home so early)?

4. You've signed the contract (it/can't/ change/now).

5. Why weren't you here earlier (you ought/be/here earlier)?

6. I'm surprised nobody told you that the road was very dangerous (you should/warn).

7. George was in a strange mood yesterday (he might not/feel/very well).

№ 53 Choose the right modality.

1. Henry's car stopped on the highway. It (may run/may have run) out of gas.

2. Merry didn't come to class yesterday. She (should have had/ may have had) an accident.

3. John didn't do his homework, so the teacher became very angry.

John (must have done / should / have done) his homework.

4. Sharon was supposed to be here at nine o'clock.

She (must forget/ must have forgotten) about our meeting.

5. Where do you think Bob is today?

He (should have slept/ may have slept) late.

6. George has missed class today.

He (might have had/ might had had) an accident.

№ 54 What is A) right B) wrong.

1. The fire spread through the building quickly but everybody was able to escape.

2. Why did you stay at a hotel when you arrived in York? You could stay with Barbara.

3. A: I saw you at John's party last week.

B: You. didn't. You couldn't have seen me. I didn't go to John's party.

4. Don't phone Ann now. She might be having lunch.

5. What's Linda doing? I'm not sure. She may be watching television.

6. Ann was standing outside the cinema. She must wait for somebody.

7. He was in prison at the time that the crime was committed, so he could have done it.

8. How should I help you?

9. Why didn't you ask me to help you? I can't have helped you.

№ 55 Переведите:

1. Не надо ремонтировать машину, лучше купить новую.

2. Нам следует поторопиться, или мы опоздаем.

3. Если вы хотите сдать экзамены, вам надо упорно работать.

4. Вы могли бы отказать ему в помощи, но вы этого не сделали.
5. Вам надо закрыть все окна и двери перед отъездом.
6. Ей следует поменьше есть. Она слишком полная.
7. Я купила все, что надо, еще вчера, поэтому мне не придется идти в магазин сегодня.
8. Не надо было мыть машину, краска еще не высохла.
9. Не могли бы вы мне сказать, где ближайшая почта.
10. Вам не надо было одевать так много верхней одежды, ведь сегодня не холодно.
11. Автобус, который вам нужен, паркуется вон там.
12. Я бы предпочел сесть у камина.
13. Если бы вы сказали нам об этом пораньше, мы бы могли пригласить ее на вечеринку.
14. Ему удалось (сумел) добраться туда за полчаса.
15. Так как она не отвечает на телефонный звонок, она должно быть ушла.
16. Я лучше помолчу, пока меня не спросят.
17. Вы могли послать мне открытку, но вы этого не сделали.
18. Если вы хотите пойти в этот ресторан, вам лучше заказать места заранее.
19. Вы должно быть неправильно его поняли, потому, что он ничего такого не говорил.
20. Вам не надо было говорить с ним таким образом, это было очень грубо.
21. Вам нужно помочь?
22. Не сможете ли вы мне отнести этот тяжелый чемодан.
23. Он может это сделать один? – Да, думаю, что может.
24. Боб не может этого сделать, и я уверен, вы тоже не сможете.
25. Нет смысла ремонтировать ваши туфли, лучше купить новые.
26. Я не мог приготовить торт, потому что не было яиц.
27. Она была такой уставшей, что едва могла говорить.
28. Пирог не сладкий. Вам надо было добавить немного сахара.
29. Он должно быть следил за мной.
30. Его должно быть не было дома, но вам лучше проверить.

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