

Министерство образования и науки Российской Федерации  
Федеральное государственное бюджетное образовательное  
учреждение высшего профессионального образования  
«Томский государственный университет систем управления и  
радиоэлектроники»

**КАФЕДРА ИНОСТРАННЫХ ЯЗЫКОВ**

**Английский язык  
для студентов юридических факультетов**

Учебное пособие

2015

## **Космодемьянская Н.И., Митчелл П.Дж.**

Английский язык для студентов юридических факультетов: Учебное пособие / Космодемьянская Н.И., Митчелл П.Дж. – 2015. 44 с.

Министерство образования и науки Российской Федерации, Федеральное государственное бюджетное образовательное учреждение высшего профессионального образования «Томский государственный университет систем управления и радиоэлектроники», Кафедра Иностранных языков. – Томск: ТУСУР, 2015. – 44 с.

Данное пособие предназначено для студентов, обучающихся по направлению «Юриспруденция», и составлено в соответствии с программой по дисциплине «Профессиональный английский язык» для специальностей дневной формы обучения на ЮФ». В учебном пособии представлены учебные тексты, аутентичные научно-популярные и публицистические материалы. Авторами пособия разработаны упражнения и практические задания, направленные на совершенствование навыков практического владения английским языком для использования его в профессиональной деятельности. Пособие предназначено для студентов разного уровня языковой компетенции.

**Оглавление:**

Lesson 1 .....	4
Lesson 2 .....	9
Lesson 3 .....	14
Lesson 4 .....	20
Lesson 5 .....	26
Lesson 6 .....	31
Grammar Reference .....	35
Список использованной литературы .....	44

# Lesson 1

Subject pronouns (I, you, he, she, it, we, they); Possessive adjectives (my, your, his, her, our, their); Present Simple (**be** (am/is/ are; I'm he's); Negatives and short answers (No, he isn't); Questions (Is he...? Are you...?); The Indefinite article **a/an**; Plurals

What's your name? Where are you from?

## Ex 1.1. Read the following sentences.

- Hello, I'm Alan. What's your name?
- My name's Tony.
- Hello, Tony. Where are you from?
- I'm from Barcelona.

## Work in pairs. Make sentences about yourself:

- Hello, I'm \_\_\_\_\_. What's your name?
- My name's \_\_\_\_\_ .
- Hello, \_\_\_\_\_. Where are you from?
- I'm from \_\_\_\_\_ .

## Ex 1.2. Read the text and answer the questions.

### *Meet Yury*

Yury is a student. He is from Russia. This textbook is about Yury. Yury likes these exercises.

Is Yury a good student? Where is he from?

Grammar  
Present simple

BE	AM	IS	ARE
----	----	----	-----

<b>positive</b>	
I	AM

<b>negative</b>		
I	AM	NOT

<b>question</b>	
AM	I

*I am a student.*

*I am not a teacher.*

*Am I a teacher?*

Positive	Negative		Questions
	Long form	Short form	
I <b>am</b> I'm	I <b>am not</b>	I'm <b>not</b>	<b>Am</b> I?
You <b>are</b> You're	You <b>are not</b>	You're <b>not</b> / You <b>aren't</b>	<b>Are</b> you?
He	He	He's <b>not</b> / He <b>isn't</b>	he?
She <b>is</b> She's	She <b>is not</b>	She's <b>not</b> / She <b>isn't</b>	<b>Is</b> she?
It	It	It's <b>not</b> / It <b>isn't</b>	it?
We	We	We're <b>not</b> / We <b>aren't</b>	we?
You <b>are</b> You're	You <b>are not</b>	You're <b>not</b> / You <b>aren't</b>	<b>Are</b> you?
They	They	They're <b>not</b> / They <b>aren't</b>	they?

**Ex. 1.3. Complete the sentences.**

*Model:* She ..... from Spain. She is from the USA. She *isn't* from Spain. She is from the USA.

1. She isn't from Belgium. She ..... from Canada.
2. You ..... British. You are Hungarian.
3. I ..... a teacher. I'm not a student.
4. They aren't from Canada. They ..... from France.
5. I am French. I ..... Mexican.
6. We aren't engineers. We ..... students.
7. He isn't a doctor. He ..... a journalist.
8. We ..... from Spain. We are from Britain.

*A/An*

Use **an** only before **a e i o u h** (silent)

**A** men

**An** apple

Use **a/an** before jobs.

**A** nurse

**An** engineer

**Ex.1.4. Make questions with these words. Use *is* or *are*.**

*Model:* Tiffany/ from the USA. *Is Tiffany from the USA?*

1. Carlos and Diego / from Spain
2. they / engineers
3. Alex / a student
4. Lena / from Moscow?
5. you / a teacher?
6. he / British?
7. she / from Canada?
8. they / Spanish?

*Subject Pronouns*

I, you, he, she, it, we, you, they

*Possessive adjectives*

my, your, his, her, our, their

**Ex.1.5 Look at the title of the story and at the information in the boxes. What is the story about?**

**Ex.1.6 Read the story.**

*Tony Blair's Story*

Tony Blair served as Prime Minister of Great Britain and Northern Ireland from May 1997 to June 2007.

Tony Blair continues to be active in public life. He has many interests, not least his current role in the Middle East. Now Tony Blair is the Quartet Representative to the Middle East. He represents the United States of America, United Nations, Russia and the European Union. Tony Blair works with a number of different organizations in different capacities.

His wife Cherie is a barrister. Their children are Euan, Nicholas, Kathryn. Leo is a schoolboy, Nicky is a football agent and Kathryn is a law student. *BBCNews*

*BLAIR'S CV*

**Born:** 6 May 1953

**Educated:** Choristers school, Fettes  
Oxford

**Family:** Married, four children

**1976:** Barrister specialising in trade  
union and employment law

**1983:** Labour MP for Sedgefield,  
shadow City spokesman

**1984 - 87:** shadow trade and  
industry minister

**1987 - 88:** Shadow energy secretary

**1989 - 92:** Shadow employment  
secretary

**1992 - 94:** Shadow home secretary

**1994 - 97:** Opposition leader

**1997 - 2007:** Prime minister

**serve** *v* служить, работать, состоять на службе

**least** *adj* наименьший, минимальный

**current** *adj* действующий, настоящий (о времени)

**capacity** *n* компетенция (круг полномочий какого-л. учреждения, лица или круг дел, вопросов, подлежащих чьему-л. ведению; область вопросов, в которых кто-л. хорошо осведомлен)

**barrister** *n* адвокат, барристер

**law** *n* закон; право; законодательство

**the Quartet Representative**

Quartet of principals Квартет по ближневосточному урегулированию (ООН, ЕС, США и РФ) - объединение Евросоюза, России, США и ООН для консолидации усилий по мирному урегулированию Арабо-израильского конфликта. Тони Блэр является нынешним специальным уполномоченным от «Квартета».

**Ex.1.7. Answer the questions:**

1. How old is Tony Blair?
2. Is Tony from the USA?
3. Where is he from?
4. Is Tony Blair the president of the USA?
5. Is he the prime minister of the Great Britain?
6. What is his favourite food?
7. What is his favourite music?
8. Is Kathryn Blair a law student?

*BLAIR'S FAVOURITE FOOD*

*Bananas and Beck's lager*

*Fresh fettucini garnished*

*with an exotic sauce of olive oil,  
sun-dried tomatoes and capers*

*Fish and chips*

**Ex.1.8. Read the text in Ex.1.6. again. Find the verb *to be*. Translate the sentences with the verb *to be*. Make negative sentences and questions.**

**Model:** Kathryn is a law student. *Kathryn isn't a law student. Is Kathryn a barrister?*

*BLAIR'S FAVOURITE MUSIC*  
*The Beatles; The Rolling Stones;*  
*Led Zeppelin; Free; Bruce*  
*Springsteen; U2; Coldplay;*  
*The Foo Fighters; Simply Red*

Grammar

This/ That These/Those

singular	Plural
<b>This</b> is a computer.	<b>These</b> are phones.
<b>That</b> is a cafe.	<b>Those</b> are shops.

near	far
<b>This</b>	<b>That</b>
<b>These</b>	<b>Those</b>

**positive**                      THIS      IS      A BOX      .

*This is a box.*

**question**      IS      THIS                      A BOX      ?

*Is this a box?*

**negative**                      THIS      IS      NOT      A BOX      .

*This is not a box.*  
*This isn't a box.*

**Ex.1.9. Write sentences, as in the example.**

**Model:** \_\_\_\_\_ a pencil and \_\_\_\_\_. *This is a pencil and these are pencils.*  
 \_\_\_\_\_ a glass and \_\_\_\_\_. *That is a glass and those are glasses.*

1. \_\_\_\_\_ a car and \_\_\_\_\_.
2. \_\_\_\_\_ a banana and \_\_\_\_\_.
3. \_\_\_\_\_ a lemon and \_\_\_\_\_.
4. \_\_\_\_\_ an apple and \_\_\_\_\_.
5. \_\_\_\_\_ a bag and \_\_\_\_\_.
6. \_\_\_\_\_ a bike and \_\_\_\_\_.
7. \_\_\_\_\_ a plane and \_\_\_\_\_.
8. \_\_\_\_\_ a hat and \_\_\_\_\_.

**Ex.1.10. Make up sentences, as in the example. Use *this/ these/ that/ those* and the words: sofa car hat plane dress TV set bike table DVD player helicopter**

**Model:** *This* is a phone and *that* is a computer. *These* are apple and *those* are lemons.

**Ex.1.11. Work with another student. Ask questions.**

**Model:** Is this your phone? Are those your glasses? Are these your copybooks? What is this? What are these?

Grammar  
Plurals

noun	- (E)S
------	--------

singular	plural	singular	plural
room	rooms	box	boxes
phone	phones	bus	buses
computer	computers	match	matches
wall	walls	brush	brushes

*Plurals - (E)S*  
a cat - cats  
  
Use -ES after -s, -x, -sh, -ch, -o  
a potato - potatoes

**Ex.1.12. Write the plural form of these nouns**

**Model:** boat - boats

city; brush; shop; bus; glass; holiday; sandwich; knife;

Active Vocabulary  
*be; am; is; are; this; these; that; those; law; lawyer; law student; barrister; favourite; Prime minister of Great Britain; be active in public life; represent; representative; a number of; a part-time job; a full-time class schedule; to be fond of smth/ of doing smth; different*



## Lesson 2

Present Simple (**There is / There are**; Are there...?); Indefinite Pronouns (**Some / Any**); The Possessive Case (boy's phone); Articles (**A/An; The**)

Are there...?

### Ex 2.1. Read the following sentences.

- Are there any restaurants?
- There's a cafe in the High Street which is open for lunch.

- What's happened? Why are there so many police cars?
- There's a hold-up at the bank.

**hold-up** *n* вооруженное ограбление, налёт

### Work in pairs. Make your own sentences:

- Are there any \_\_\_\_\_?
- There's \_\_\_\_\_ in the \_\_\_\_\_.
  
- What's happened? Why are there \_\_\_\_\_?
- There's \_\_\_\_\_ at the \_\_\_\_\_.

### Ex 2.2. Read the text. What is there in Yury's room?

Let's visit Yury's room

Yury's room is at the end of the corridor. In Yury's room there is a bed, a table, two chairs, and a bookshelf. There are some interesting books in Yury's room, but there are not any dictionaries. Yury doesn't have a dictionary. Do you have a dictionary for Yury?

Grammar

Present Simple

THERE	BE
-------	----

<b>positive</b>	THERE	IS	A	PHONE	ON THE TABLE	.
-----------------	-------	----	---	-------	--------------	---

<b>question</b>	IS	THERE	A	PHONE	ON THE TABLE	?
-----------------	----	-------	---	-------	--------------	---

<b>negative</b>	THERE	IS	NO	PHONE	ON THE TABLE	.
-----------------	-------	----	----	-------	--------------	---

***There is a phone on the table. Is there a phone on the table? There is no phone on the table.***

### Ex 2.3. Rewrite the sentences in the plural.

**Model:** There is a dictionary on the shelf. *There are some dictionaries on the shelf.*

- This is a car near the café.
- There is a phone.
- There is a computer in the office.
- There is a cake on the table.
- That is a flower.
- There is a tree in the garden.
- There is a man there.
- There is a bus in the street.

singular	plural
There is a flower.	There are many trees.

### Ex 2.4. Answer the questions.

- Is there a telephone? Yes, there \_\_\_\_.
- Is there a computer? No, there \_\_\_\_.
- Are there any shops? Yes, there \_\_\_\_.
- Are there any chairs in the office? No, there \_\_\_\_.
- Is there a magazine? No, there \_\_\_\_.
- Are there any pencils? Yes, there \_\_\_\_.
- Are there any flowers? No, there \_\_\_\_.
- Is there a sofa in the room? Yes, there \_\_\_\_.

Yes / No questions	Short Answers
Is there a sofa?	Yes, there is. No, there isn't.
Are there any chairs?	Yes, there are. No, there aren't.

### Ex 2.5. Put in some or any.

**Model:** Are there \_\_\_\_ mushrooms in the kitchen? Are there *any* mushrooms in the kitchen?

- There aren't \_\_\_\_ shops in this part of town.
- There are \_\_\_\_ beautiful flowers in the garden.
- There aren't \_\_\_\_ flowers in the room.
- Are there \_\_\_\_ Hungarian students in your group?
- There aren't \_\_\_\_ Hungarian students.
- We have \_\_\_\_ dictionaries in the office.
- There aren't \_\_\_\_ CDs in my bag.
- There are \_\_\_\_ photos of my friend.

*Some/ Any - A/An*

Use **some** in the affirmative with plural nouns.  
e.g. There are **some** shops here.

Use **any** in the negative or questions with plural nouns.  
e.g. There aren't **any** pencils in the box.  
Are there **any** pencils in the box?

Use **a/an** with singular nouns.  
e.g. There is **a** café in the Main Street.

*There Is/ There Are*

Use **There is** to say that something exists somewhere  
e.g. **There is** a phone in the bag.

## Ex.2.6. Give Russian equivalents of the following:

for historical reasons; single unified legal system; instead; in most cases; the Supreme Court; the court of appeal; some notes to remember; official codification; English statutes; statute passed by Parliament; by definition valid

## Ex.2.7. Read the text and find the sentences with *there is*. What information can we find in these sentences?

### The UK Judicial System

For historical reasons the United Kingdom does not have a single unified legal system. Instead, there is one system for England and Wales, another for Scotland, and a third for Northern Ireland. In most cases, the Supreme Court sits above all of these as the final court of appeal.

Some notes to remember:

1. There is no written English constitution (i.e., there is no one single document called the constitution).
2. There is no official codification of English statutes.
3. Any statute passed by Parliament is by definition valid. Parliament alone may act to change a law. *J.Michael Goodson Law Library /www.supremecourt.gov.uk/;*

**reason** *n* причина, повод, основание

**legal system** 1) законодательство 2) правовая система, система законов, судебная система

**unified** 1) единообразный; 2) единый; 3) унифицированный

**sit** *v* 1) находиться, быть расположенным; стоять; 2) проводить заседание, заседать (о суде или парламенте)

**Court of Appeal** Апелляционный суд (отделение Верховного суда; рассматривает апелляции по гражданским делам)

**i.e.** *сокр.* от *id est*; *лат.* то есть

**codification** *n* кодификация

**statute** *n* 1) закон, законодательный акт парламента; статут

**passed by Parliament** принятый Парламентом

**definition** определение

**by definition** по существу; по определению; по сути

**valid** *adj* 1) *юр.* действительный, имеющий силу; правомерный

**be valid** иметь силу; быть действительным

## Ex 2.8. Work in pairs. Ask questions about UK Judicial System. Use *is there / are there; some, any*.

## Ex 2.9. a) Read the meaning of the words and phrases

Synonyms: legal – judicial

**legal** *adj* 1) правовой, юридический; судебный; 2) допустимый, разрешённый, законный, легальный

legal profession профессия юриста

legal aid bureau юридическая консультация

the legal limit of alcohol допустимая норма алкоголя (у водителей)

**judicial** *adj* судебный; законный

judicial process судебный процесс, разбирательство

judicial inquiry судебное расследование

**b) Match the numbers with the letters.**

A	legal aid bureau	1	допустимая норма алкоголя
B	judicial inquiry	2	профессия юриста
C	legal profession	3	судебное расследование
D	judicial process	4	юридическая консультация
E	the legal limit of alcohol	5	судебный процесс

Grammar  
Possessives

noun	'S / '
------	--------

singular	Plural
doctor's table	doctors' tables
cat's name	cats' names

*The Possessive Case*

Use **'s** with people and animals.

e.g. *It is girl's dog. / It is her dog.*

*This is Lisa and Allan's house. / This is their house.*

Use **of** for things, places and so on.

e.g. *There is a shop at the end of the street.*

**Ex.2.10. Look at the information "Cherie Blair. Personal details" (in the box). What are the Russian equivalents of *spouse(s)* and *relations*?**

**Ex 2.11. Read the information about Cherie Blair and complete the sentences. Use the words from the list.**

parents grandparents mother father sister  
brother son daughter cousin aunt uncle nephew  
niece

**Model:** Gale is Cherie's \_\_\_\_\_. Gale is Cherie's *mother*.

1. Lyndsey is Cherie's \_\_\_\_\_.
2. Tony is Cherie's \_\_\_\_\_.
3. Euan, Nicholas, Leo are their \_\_\_\_\_.
4. Cherie is Leo and Kathryn's \_\_\_\_\_.
5. Lyndsey Nicholas and Euan's \_\_\_\_\_.
6. Antony and Gale are Leo's \_\_\_\_\_.
7. Kathryn is Tony and Cherie's \_\_\_\_\_.
8. Nicholas is Lyndsey's \_\_\_\_\_.

*Cherie Blair*

*Personal details*

**Born:** 23 September 1954

Bury, Lancashire, UK

**Nationality:** British

**Political party** Labour

**Spouse(s)** Tony Blair (1980–present)

**Relations:**

Father Antony Booth

Mother Gale Howard

Sister Lyndsey Booth

**Children:**

Euan Blair (born 1984)

Nicholas Blair (born 1985)

Kathryn Blair (born 1988)

Leo Blair (born 2000)

**Alma mater** London School of Economics

**Profession** Barrister

**Religion** Roman Catholicism

<http://www.cherieblair.org>

**Ex 2.12. Work in pairs. Use the information in the box and ask questions about Cherie's family.**

**Model:** Who's Antony? He's Cherie's father. Who's Leo's sister? Kathryn is Leo's sister.

Active Vocabulary

*there is / there are; some; any; court; The Supreme Court; The Court of Appeal; statute; legal system; legal profession; legal aid bureau; the legal limit of alcohol; judicial process; judicial inquiry; relation; parents; grandparents; aunt; uncle; nephew; niece*

# Lesson 3

Verbs: main verbs, auxiliary verbs; Present simple (**do/does**); Adverbs of frequency, Word order; **Have (got)**; Countable and uncountable nouns; **Much/Many**

How do you do?

## Ex 3.1. Read the following sentences.

- How do you do, Mr Brown? It's nice to meet you. I'm Nick Smith, your new student.
- How do you do, Nick. Glad to meet you too. Where are you from?
- I'm from Brighton.

## Work in pairs. Make your own sentences:

- How do you do, \_\_\_\_\_? It's nice to meet you. I'm \_\_\_\_\_.
- How do you do, \_\_\_\_\_. Glad to meet you too. Where are you from?
- I'm from \_\_\_\_\_.

## Ex.3.2. Find the verbs in the sentences. What is the last letter of these verbs? What tense is it?

A day in the life of Yury

Yury studies at TUSUR. He doesn't live near the main building. His dormitory is at Yuzhnaya Square. He has got a nice room at the end of the corridor. He goes to lectures every day. He usually gets up at eight o'clock and plays with his dog. After classes he does his homework. He loves listening to music and often watches films in English.

Grammar

Present simple - (e)s do does

<i>positive</i>	HE	LIKES	APPLES	.		
<i>question</i>	DOES	HE	LIKE	APPLES	?	
<i>negative</i>	HE	DOES	NOT	LIKE	APPLES	.

*He likes apples. Does he like apples? He does not like apples. /He doesn't like apples.*

I		HE	
YOU		SHE	WORKS
WE	WORK	IT	
THEY			

Positive	Negative		Questions
	Long form	Short form	
I work	I <b>do not</b> work	I <b>don't</b> work	<b>Do</b> I work?
You work	You <b>do not</b> work	You <b>don't</b> work	<b>Do</b> you work?
He works	He <b>does not</b> work	He <b>doesn't</b> work	<b>Does</b> he work?
She works	She <b>does not</b> work	She <b>doesn't</b> work	<b>Does</b> she work?
It works	It <b>does not</b> work	It <b>doesn't</b> work	<b>Does</b> it work?
We work	We <b>do not</b> work	We <b>don't</b> work	<b>Do</b> we work?
You work	You <b>do not</b> work	You <b>don't</b> work	<b>Do</b> you work?
They work	They <b>do not</b> work	They <b>don't</b> work	<b>Do</b> they work?

**Ex.3.3. Read the text " A day in the life of Yury" again.**

**a) Make negative sentences about Yury's life.**

*Model:* Yury does not study at MIT.

**b) Work in pairs. Ask questions about Yury.**

*Model: Student A:* Does Yury study at Tomsk State University?

*Student B:* No, he doesn't. He studies at TUSUR

**Ex. 3.4. Read the text and find the Present Simple and time markers.**

#### Daily Routine

*Kathryn is taking a DPhil and is in her third year at Merton, Oxford. She won gold in the World Championships in Slovenia in 2011.*

It is difficult to balance my DPhil with training and it requires some flexibility.

I do a variety of training sessions. At the moment I usually have thirteen sessions each week. I usually do my water sessions in the morning at Wallingford (my home club) or Caversham (the national rowing centre near Reading), and do my land sessions in the evening back in Oxford so that I can be in lab during the day.

Travelling to Wallingford and Reading every day is a bit tricky, especially as I don't have a car, or even a license. So I take the bus or train, and very occasionally cycle. The one – perhaps only – good thing about the commute is that I can read for enjoyment.

This year is my first time at the World

*Present Simple - (E)S*

I work – he works

Use -ES after -ss, -x, -sh, -ch, -o

I finish – he finishes

Use *The Present Simple* for:

- repeated actions, habits;
- description, definition, statements of general truth;
- feelings and emotions
- timetables/programmes (with future meaning)

Championships, and a great learning experience. There is a lot of pressure, stress and tension, and it is important to be able to handle it both as an individual and within your crew.

But, you can also feel the energy and excitement as the best crews from all over the world descended upon Slovenia to fight it out on the water. It's important to tap into that extra energy, feed off the excitement, and enjoy the competition. I hope to represent Great Britain at London 2012.

*The Present Simple*

Time markers

always, usually, often, sometimes, seldom, rarely, every day / week / year, in the morning / afternoon / evening, at night

**DPhil** Doctor of Philosophy, also called a PhD, доктор философии (высшая академическая квалификация; предполагает 3 года научных исследований на базе магистерской степени и защиту диссертации)

**won gold** (win; won; won) выиграла золотую медаль

**require** *v* требовать

**flexibility** *n* гибкость

**training session** 1) занятие (учебное);

2) тренировка

**rowing** *n* гребля

**a bit tricky** немного сложно

**commute** *n* (разг.) расстояние, преодолеваемое во время ежедневных поездок из пригорода в город (обычно на работу)

**enjoy** *v* получать удовольствие, наслаждаться

**for enjoyment** для удовольствия

**a lot of** = much / many

**tension** *n* напряженность, напряженное состояние

**to be able to handle** быть способным контролировать

**both ... and** как ..., так и

**crew** *n* судовая команда, экипаж

**descended** *v* приехали

**tap** *v* начать использовать

**feed off** *v* извлекать пользу

**hope to represent** надеюсь представлять

**Ex.3.5. Read the text and complete the table**

In the morning	I do my water sessions at Wallingford
In the evening	
During a day	
Every week	
Every day	
Usually	
Occasionally	
This year	
at London 2012	

**Ex.3.6. Talk about Kathryn. Use phrases from the text and table. Change the verbs and pronouns.**

*Model:*

In the morning	I <i>do my</i> water sessions at Wallingford
----------------	--

Kathryn usually *does her* water sessions in the morning at Wallingford



**Ex. 3.7. Work in pairs. Ask and answer questions about Kathryn's daily routine.**

*Model:* Does Kathryn travelling to Wallingford every day? Yes, she does.

Yes / No questions	Short Answers
Do you work?	Yes, I do. No, I don't .
Does he work?	Yes, he does. No, he doesn't.

**Ex 3.8. Work in pairs. Ask and answer questions about your own daily routine.**

*Model:* Do you have seminars every day? No, I don't. I have seminars every week.

**Ex.3.9. Put sentences in the right order**

- A. After seminars he takes the bus from uni to the supermarket to do some food shopping.
- B. From 3 pm to 5 pm he attends seminars.
- C. Carlos gets up at 8 am and eats breakfast.
- D. Then he takes bus in to uni for 9 am lecture.
- E. 12 am - time to sleep!
- F. He leads a busy life and needs to fit a lot into his day at uni.
- G. At home he cooks and eats his evening meal.
- H. After lectures he usually eats lunch and goes to the gym for sport practice.
- I. Carlos is an international student at a British university.
- J. In the evening Carlos often meets up with friends for a bit of relaxation in the pub.
- K. Next Carlos reads the set text and answer questions in preparation for the 3pm seminar.

“Prepare For Success” [www.prepareforsuccess.org.uk](http://www.prepareforsuccess.org.uk)

**set text** текст для прочтения к экзамену

**eat lunch** обедать в середине дня (в 12-14 часов)

**attend a seminar** прослушать семинар

**Ex.3.10. Read the dialogues. Find the sentences with *do* and translate them.**

- How do you do, Alex?
- I'm fine, thanks. How do you do, Laura?
- I'm OK.

- That's Susan.
- What does she do for work?
- She's a lawyer.

What does she / he do? = What's her / his job?
--

**Ex.3.11. Look at the picture (Supplement 1). Give the Russian equivalents of the English words. Use dictionary if necessary.**

**Ex.3.12. Work in pairs. Look at the picture “The court” and ask questions.**

*Model:* Who are these people? Are there any barristers?

**Ex.3.13. Read the definition of the words and make questions. Then ask the students in your group.**

**Model:** What does a barrister do? A barrister speaks as an advocate in higher law courts.

*What do they do?*

**lawyer** *n* person who practices law, especially a barrister or solicitor

**attorney** *n* person with legal authority to act for another in business or law; **Attorney General** legal officer with authority to act in all cases in which the State is a party; (US) public prosecutor

**barrister** *n* (in England) lawyer who has the right to speak and argue as an advocate in higher law courts

**solicitor** *n* (GB) lawyer who prepares legal documents, e.g. wills, sale of land or buildings, advises clients on legal matters, and speaks on their behalf in lower courts

**Ex.3.14. Match the numbers with the letters.**

A	<b>barrister</b>	1	practices law
B	<b>solicitor</b>	2	prepares legal documents, advises clients, speaks in lower courts
C	<b>lawyer</b>	3	has legal authority to act for another in business or law;
D	<b>attorney</b>	4	has the right to speak and argue as an advocate in higher law courts

Have you got...?

**Ex 3.15. Read the following sentences.**

1. Have you got a sister?

Yes, I have. She is a nurse.

2. Have you got a scooter?

No, I haven't. I've got a motorbike.

**Work in pairs. Make sentences about yourself:**

1. Have you got \_\_\_\_\_?

Yes, I have. She is \_\_\_\_\_.

2. Have you got \_\_\_\_\_?

No, I haven't. I've got \_\_\_\_\_.

**Ex. 3.16. What have you got? Write 5 true sentences about you.**

**Model:** I've got a new telephone.

**Ex. 3.17. Complete the sentences. Use *have got / has got* and the words below.**

**iPod telephone computer iPhone car player brother sister**

**Model:** Laura ..... a dictionary. Laura **has got** a dictionary. Laura's **got** a dictionary.

We ..... a lovely kitten. We **have got** a lovely kitten. We've **got** a lovely kitten.

1. Alex.....
2. My family.....
3. Jack and Michael .....
4. Irene.....
5. My friend.....
6. My grandparents.....
7. Students .....
8. Willie.....

*I have... / I've got...*

**I've got** two sisters. / **I have** two sisters.

She's **got** a cat. / She **has** a cat.

**Has** she **got** a dog? No, she **hasn't**.

**Ex. 3.18. Work in pairs. Ask questions. Use *have got / has got* and the words from Ex. 3.2.**

Active Vocabulary

*Dean of the Faculty of Law; dormitory; set text; to do a lot of work; to take a DPhil (Doctor of Philosophy); to be in one's third year; to enjoy smth; read for enjoyment; attend seminar; prepare for seminar; to be in lab; go to the gym for sport practice; do some shopping; read set text; to take the bus / train / cycle; it is important to do smth; to practice law; attorney; solicitor; to prepare legal documents; attorney; solicitor;*

**Time markers:** *always, usually, often, sometimes, seldom, rarely, every day / week / year, in the morning / afternoon / evening*

## Lesson 4

Present Continuous; plans and intentions: **be going to do; so; because;** Object Personal Pronouns (**me, you, him, her, it, us, you, them**); Possessive Pronouns (**mine, yours, its, hers, ours, yours, theirs**)

What are you doing?

### Ex 4.1. Read the dialogue.

**Yury:** Hi, Larisa. It's Yury. How are you?

**Larisa:** Hi, Yury. Everything's fine.

**Yury:** What are you doing?

**Larisa:** Right now I'm preparing for a seminar. I'm reading a textbook. And you?

**Yury:** I'm sitting in my room, playing with my dog. Would you like to join me?

**Larisa:** Maybe tomorrow? I'm studying today.

**Yury:** OK, see you tomorrow.

**Larisa:** Bye!

### Work in pairs. Make dialogue about yourself:

- Hi, \_\_\_\_\_, it's \_\_\_\_\_ How are you?

- Hi, \_\_\_\_\_ . Everything's fine.

- What are you doing?

- Right now I'm \_\_\_\_\_. And you?

- I'm \_\_\_\_\_.

### Ex.4.2. Read the dialogues and answer the questions. Who are Nick and Michael? What's their job? Are there any terms in dialogues?

*In the lawyer's office*

1.

**Boss:** Nick, where are the documents on the garage case? The clients are already here.

**Nick:** I'm just sorting out the witness statements.

**Boss:** I need the statements right now. The clients are waiting!

**Nick:** I'm already printing them, just a moment. There you are.

**Boss:** Finally!

case *n* судебное дело, иск

sort out – классифицировать; рассортировывать

the witness statements показания свидетелей

I'm just sorting out the witness statements. Я как раз оформляю показания свидетелей.

2.

**Laura:** Michael, how are you? Is everything OK?

**Michael:** Everything's fine, I just have a lot of work. I'm running my own cases and also helping senior partners. Today I'm preparing documents for court.

**Laura:** What's the case about?

**Michael:** It's a very complicated case, an argument between two firms. We're at the office from morning till evening, drafting letters to the court, judgements and other documents.

**Laura:** It looks like you're working too much.

**Michael:** Yes, too much. I should probably be thinking about a holiday.

**run a case** (*юр*) вести дело в суде

**senior partner** (*юр*) старший партнер

**argument** *n* спор

Grammar

Present Continuous

am    is    are    -ing

<b>positive</b>		HE	IS		READING	.
<b>question</b>	IS	HE			READING	?
<b>negative</b>		HE	IS	NOT	READING	.

*He is reading. Is he reading? He is not reading. /He isn't reading.*

I	AM	READING		YOU
				WE
HE				ARE
				READING
SHE	IS	READING		THEY
IT				

Positive	Negative		Questions
	Long form	Short form	
I <b>am</b> You <b>are</b>	I <b>am</b> You <b>are</b>	I' <b>m</b> You <b>aren't</b>	<b>Am</b> I <b>Are</b> you
He She <b>is</b> reading It	He She <b>is</b> not reading It	He She <b>isn't</b> reading It	he <b>Is</b> she reading? it
We You <b>are</b> They	We You <b>are</b> They	We You <b>aren't</b> They	we <b>Are</b> you they

**Ex 4.3. Look at the tables. Then read the sentences and find the Present Continuous.**

**How is a positive sentence formed?**

I am reading the set text.  
 He is talking to his brother.  
 We are studying at university.

Use *The Present Continuous* for:

- actions that's happening now;
- plans and arrangements (with future meaning)

**How is a negative sentence formed?**

They aren't writing.  
 Bob isn't having lunch.

*The Present Continuous*

Time markers  
 now, at the moment, these days, this week/month/year, at present, tonight, today.

I'm not wearing a T-shirt.

**How is a question formed?**

Are Lisa and Paul watching TV?  
 Is Bill playing football now?  
 Are you listening to music?

**Ex 4.4. Read the dialogues in Ex. 4.1., 4.2. again.**

**a) Say what Larisa and Yury are doing now. Make positive and negative sentences.**

*Model: Lisa is reading now. She isn't watching TV now.*

**b) Tell the class about yourself. Make positive and negative sentences.**

*Model: I'm sitting on a chair at the moment. I'm not watching TV now.*

Yes / No questions	Short Answers
Are you reading?	Yes, I am. No, I am not. / No, I'm not.
Is she reading	Yes, she is. No, she isn't. / No, she isn't.

**c) Work in pairs. Ask your partner questions. Give short answers.**

**Ex 4.5. Read the dialogues in Ex. 4.1., 4.2. again. Answer the questions.**

**a) What do Nick and Michael do? What's their job?**

**b) What is Nick doing at the moment? What is Michael working on these days?**

**c) Tell about Nick and Michael. Use the phrases:**

prepare for a seminar; read a textbook; play with somebody; to meet with clients; run the case; help senior partners; prepare documents for court; draft letters to the court; work too much

*Model: Nick is sorting out the witness statements. Michael has a lot of work.*

**d) Work in pairs. Ask your partner questions about Nick and Michael. Give full answers.**

I'm going to make a chocolate cake.

**Ex 4.6. Read the dialogues.**

- What are you doing?
- I'm going to make a chocolate cake.
- Great!

**Work in pairs. Make your own dialogue.**

- What are you doing?
- I'm going to \_\_\_\_\_ a \_\_\_\_\_ .
- Great!

to be going to do

Positive	Negative	Questions
I <b>am</b> You <b>are</b>	I <b>am</b> You <b>are</b>	<b>Am</b> I <b>Are</b> you
He She <b>is going</b> to read. It	He She <b>is not going</b> to read. It	he <b>Is</b> she <b>going</b> to read? it
We You <b>are</b> They	We You <b>are</b> They	we <b>Are</b> you they

**Ex 4.7. Read the sentences. What is the difference between them?**

He goes to university at eight o'clock.  
He is going to fly to Moscow tomorrow.

Use *going to* for:  
- plans and intentions (with future meaning)

**Ex 4.8. Read the text. What is this text about? Are Yury's friends the diligent students? Does Yury prefer American English? What is Yury going to do tomorrow?**

*Yury is going to improve his English*

Yury is going to his room. He has very many lectures and only a little time to do his homework. He doesn't have much time to play with his dog. Most of his friends are lazy, but Yury is a diligent student. He wants to be the best. He loves English and prefers British English. He wants to go to England, to improve his

English. He needs a lot of money to fly there. Tomorrow he is going to fly to Moscow to apply for his visa.

**Ex 4.9. What are Yury's plans? Say what Yury is going to do.**

*Model: He is going to visit England.*

**Ex. 4.10. Write questions**

*Model: I'm going to visit Italy.*

What / you / see

*What are you going to see?*

1. Nick and Robert are going to enter university this year.

What / they/ study

2. Lena is going to invite Paul for dinner.

What / she / cook

3. David is not going to drive car.

David / walk

4. I'm going to stay home tonight.

What / you / do / tonight

5. Fiona is going to do some shopping.

What / she / buy

6. Michael is going to move to a new house.

When / he / move

7. We are going to see a film.

What film / you / see

8. Lisa is going to find a new job.

What job / she / find

**Ex. 4.11. Match verbs and nouns or noun phrases.**

A	prepare	1	with clients
B	run	2	senior partner
C	meet	3	questions
D	help	4	documents
E	read	5	for seminar
F	print	6	letter to the court
G	answer	7	a case
H	draft	8	set text

**Ex.4.12.**

**a) Complete the plans with a suitable reason. Use *because*.**

*Model: Nick is going to print documents right now because clients are waiting.*



1. We are going to read set text because ....
2. He isn't going to answer the questions ....
3. They are going to meet with clients ....
4. I am going to run my own case ....

- Use *so* to talk about the result.  
e.g. The party was boring, **so** we left.
- Use *because* to talk about the reason.  
e.g. I feel excited **because** the film is excellent.

**b) Write intentions. Use so.**

**Model:** I want to visit Spain, *so* I am going to apply for visa.

5. Today we have a seminar, *so* ....
6. This is very complicated case, ....
7. Boss needs the witness statements, ....
8. You are working too much, ....

**Ex.4.13. What are you going to do tomorrow? Use the phrases:**

attend a lecture; have lunch; cook a meal; do some shopping; go to the gym; meet with friends; prepare for a seminar; read the set text; watch TV; play computer games

Active vocabulary

*prepare for a seminar; meet with clients; meeting; witness; statement; run a case; a very complicated case; senior partner; prepare documents for court; argument between two firms; lazy; diligent student; to improve one's English; to apply for a visa;*

**Time markers:** *now, at the moment, these days, this week/month/year, at present, tonight, today.*

## Lesson 5

Future Simple; Present Simple and Present Continuous with future meaning; Imperatives

I will be very glad to see you.

### Ex 5.1. Read the dialogue.

**Larisa:** Hello Yury, what are you doing tomorrow?

**Yury:** Hi Larisa. Tomorrow is my birthday. I will celebrate it with my dog.

**Larisa:** If you don't mind, I'll come too. I'll bring a present – something you and your dog will like.

**Yury:** Thank you, Larisa. I will be very glad to see you. And so will my snake!

### Work in pairs. Make your own dialogue.

1. Hello \_\_\_\_\_, what are you doing tomorrow?

Hi \_\_\_\_\_. Tomorrow I will \_\_\_\_\_. And what about you?

I'll \_\_\_\_\_.

2. What \_\_\_\_\_ you \_\_\_\_\_ tonight?

I'm going to surf the Internet. And what are you going to do?

As for me, I'm going to \_\_\_\_\_.

### Ex 5.2. Read the text and answer the questions. What is Yury writing to Peter? What are Yury's plans? What are your plans for summer?

#### *Yury's plans*

Tomorrow will be very cold, but Yury is happy. He is flying to Moscow to apply for his visa to visit England. He will spend all summer in London with his friend Peter. Yury's English will certainly improve. Yury is writing an email to Peter: "I shall speak English all the time. I am going to work very hard. In three months from now I will speak English like an Englishman!"

### Ex.5.3. Look at the tables and find the Future Simple in the text.

Grammar  
Future Simple

shall

will

**positive**

HE

WILL

READ

.

**question**

WILL

HE

READ

?

**negative**

HE

WILL

NOT

READ

.

*He will read. / He'll read. Will he read? He will not read. / He won't read.*

I			YOU
WE	SHALL	READ	HE
			SHE
			WILL
			READ
			IT
			THEY

**Ex.5.4. Look at the tables again. How do we form positive and negative sentences? How do we form questions?**

Positive		Negative		Questions	
Long form	Short form	Long form	Short form		
I	<b>shall</b>	I'll	I	<b>shall</b>	<b>Shall I</b>
You		You'll	You		you
He	<b>will</b> read	He'll read	He	<b>will</b> not read	<b>Will</b> he read?
She		She'll	She		she
It		It'll	It		it
We	<b>shall</b>	We'll	We	<b>shall</b>	<b>Shall</b> we
You	<b>will</b>	You'll	You	<b>will</b>	<b>Will</b> you
They		They'll	They		they
					They <b>won't</b>

**Ex.5.5. Read "Yury's plans" again.**

**a) Find the Future Simple. Make negative sentences about Yury.**

*Model:* He will spend all summer in London. ***He won't spend all summer in Paris.***

**b) Answer the questions.**

1. Will he spend all summer in Madrid?
2. Where will he spend summer?
3. Will he spend all summer with his grandmother?
4. Will Yury speak English like an Englishman?
5. Will Yury speak French?
6. Will Yury's English improve?
7. Is Yury writing to his teacher?
8. What is Yury going to do?

Yes / No questions	Short Answers
Will he read?	Yes, he will. No, he will not. / No, he won't.

**Ex.5.6. Make statements.**

a) Talk about future facts. Make positive and negative sentences. Ask questions. Use *will*.

**Model:** Tomorrow will be warm. I'll probably read this article.

b) Talk about your future plans. Make positive and negative sentences. Ask questions. Use *the Present Continuous* and *going to*.

Use *The Future Simple*

- to express opinion an opinion about future;
- to make predictions;
- when you make a decision at the moment of speaking.

**Model:** I'm going to make chocolate cake. They are working tomorrow.

**Ex.5.7. Read the phrases and give Russian equivalents.**

do your own research; talk to people in the profession; to get some work experience; to be determined and highly motivated; it will take three years to train; a law graduate; cope with a demanding course; to meet the costs of qualifying; a firm that will supervise you; the day-to-day work; will face the intellectual challenge of exams; to fund your studies; finish training with debts; get a suitable job; pass the Legal Practice Course; enjoy successful careers

*The Future Simple*

Time markers

tomorrow, tonight, soon, next (next week/ month/ year), in (in the future, in two days, in a week/ month/year), from now (five years from now, two months from now)

**Ex.5.8. Make sentences with *I think* and *I don't think*. Use phrases from Ex.5.7.**

**Model:** *I think I will* pass the exam. *I don't think I will* work at the weekend.

I think/ I don't think	I will	get some work experience.
		pass the Legal Practice Course.
		do my own research
		finish my training with debts.
		get a suitable job.
		face the intellectual challenge of exams.
		enjoy successful careers.
cope with a demanding course.		

**Ex.5.8. Read the text. Are there any terms? Find the verbs in the Future Simple and give Russian equivalents. Translate the text.**

*Becoming a solicitor*

Training to become a solicitor demands considerable commitment over a number of years. Do your own research about what a career as a solicitor is really

like. Talk to people in the profession and try to get some work experience. Make sure you are right for the profession and the profession is right for you.

To succeed as a solicitor, you need to be determined and highly motivated. It will take at least three years to train if you are a law graduate, at least four years if you are a non-law graduate and at least six years if you are not a graduate.

You will need to:

- show you have the academic ability to cope with a demanding course
- compete with very able people to win a place
- be able to meet the costs of qualifying
- find a firm that will supervise you while you complete your training
- have a strong interest in and aptitude for the day-to-day work of a solicitor

Qualifying as a solicitor is not easy. You will face the intellectual challenge of exams and you will have to fund your studies. Many trainee solicitors finish their training with debts. Others are not able to finish their training because they cannot get a suitable job. There is no guarantee of getting a job either as a trainee or as a solicitor. However, some students are sponsored through part of their studies and the great majority of students who pass the Legal Practice Course qualify and enjoy successful careers. «*Supporting Solicitors*», *The Law Society*

**training** *n* обучение

**Training to become a solicitor demands considerable commitment over a number of years.** Подготовка к профессии юриста/Юридическое образование требует значительных вложений в течение многих лет.

**To succeed as a solicitor** Чтобы добиться успеха в качестве юриста

**determined** *adj* решительный, твёрдый, стойкий

**graduate** *n* выпускник университета

**need** *n* быть должным, быть обязанным

**ability** *n* способность, возможность (делать что-л.); дарование, талант

**cope with** *n* справиться

**demanding** *adj* трудный, трудоемкий

**able** *adj* компетентный, знающий, способный, талантливый

**to be able (to)** мочь, быть в состоянии

**costs** *n plural* затраты, расходы, издержки

**qualify** *v* готовиться к какой-л. деятельности, приобретать какую-л. квалификацию, получать какую-л. профессию, получать диплом, аттестат  
**face** *v* столкнуться (с необходимостью)  
**face a challenge** столкнуться с проблемой

**You have to fund** Вы должны финансировать; Вы должны находить средства

**trainee** *n* стажер, практикант, проходящий подготовку, студент

**suitable** *adj* подходящий, пригодный, применимый, соответствующий

**through** *conj* в течение, в продолжение, на протяжении (всего промежутка времени)

**majority** *n* большинство

**enjoy** *v* пользоваться

### Ex.5.10. Find the answers to the questions in the text.

1. How long will it take to train to become a solicitor?
2. What will you need to become a solicitor?
3. What kind of costs will you meet?
4. What challenges will you face?

5. Will the law students need to work in a judicial firm to finish their training?
6. Do the law students need a job in a judicial firm during their training?

**Ex.5.11. Match the nouns and the attributes.**

A	open	1	experience
B	illegal	2	graduate
C	a suitable	3	damages
D	work	4	work
E	successful	5	court
F	legal	6	job
G	day-to-day	7	practice
H	a law	8	career

Active vocabulary

*improve; like; able; be able; ability; suitable; get a suitable job; get some work experience; graduate; costs; trainee; training; qualify; be determined; be highly motivated; the day-to-day work; face smth; successful career; legal damages; claim; phone-hacking; victim; illegal practice; statement; open court*

**Time markers:** *tomorrow, tonight, soon, next (next week/ month/ year), in (in the future, in two days, in a week/ month/year), from now (five years from now, two months from now)*

## Lesson 6

Past Simple; was/were; regular and irregular verbs; used to

It was such a nice birthday!

### Ex 6.1. Read the following sentences.

**Larisa:** Yury, it was such a nice birthday you had yesterday. I enjoyed it very much.

**Yury:** Yes, it was fun. I liked it too, and so did my dog.

**Larisa:** He did? I'm glad. It was a long time since I saw him. He's so much bigger now.

**Yury:** Yes, the last time was a year ago, when I celebrated my previous birthday.

**Larisa:** Yes, you're right. We went to a café, didn't we?

**Yury:** Yes, then we went home and played with my dog.

### Work in pairs. Make your own dialogue.

It was such a nice \_\_\_\_\_ you had yesterday. I enjoyed it very much.

Yes, it was fun. I liked it too, and so did \_\_\_\_\_.

\_\_\_\_\_ did? I'm glad. It was a long time since I saw him.

Yes, the last time was a year ago, when I celebrated \_\_\_\_\_.

Grammar  
Past Simple

BE	WAS	WERE
----	-----	------

**positive**

**negative**

**question**

I	WAS
---	-----

I	WAS	NOT
---	-----	-----

WAS	I?
-----	----

*I was a student.*

*I was not a teacher.*

*Was I a teacher?*

Positive	Negative		Questions
	Long form	Short form	
I <b>was</b>	I <b>was not</b>	I <b>wasn't</b>	Was I?
You <b>were</b>	You <b>were not</b>	You <b>weren't</b>	Were you?
He	He	He	he?
She <b>was</b>	She <b>was not</b>	She <b>wasn't</b>	Was she?
It	It	It	it?
We	We	We	we?
You <b>were</b>	You <b>were not</b>	You <b>weren't</b>	Were you?
They	They	They	they?

**Ex 6.2. Look at the tables. How many forms does the past simple of the verb to be have?**

**Ex.6.3. a) Read the sentences and comments.**

1. He was a straight A student.
2. He was an average student - he got B's and C's.
3. He was a poor student - he got C's.
4. He was an F student - he failed his exams.

**Comments:** In Britain, school pupils take exams called GCSEs (General Certificate of Secondary Education) at the age of sixteen. A GCSE is taken in each subject and graded as follows: A\*, A, B, C, D, E, F, G.

**b) Give the Russian equivalents to the phrases:**

a straight A student; an average student; a poor student; an F student.

**c) Talk about your school years. Answer the questions.**

1. Where was your school?
2. What was your favorite subject?
3. What was your favorite game?
4. Who was a straight A student in your class?
5. Were you a straight A student or an average student?

**Ex.6.4. Work in group. Ask and answer the questions. Use questions in ex.6.3. as a model.**

Grammar		- ed	did				
Past Simple							
<b>positive</b>		HE		PLAYED	HOCKEY	.	
<b>question</b>	DID	HE		PLAY	HOCKEY	?	
<b>negative</b>		HE	DID	NOT	PLAY	HOCKEY	.

*He played hockey. Did he play hockey? He did not play hockey. / He didn't play hockey.*



**Ex. 6.5. Read the text and answer the questions. Why was Yury happy? What did he think about?**

*Why was Yury happy?*

Yury was very happy. He had a good trip to Moscow, where he received his visa to visit England. Yesterday he wrote to his friend Peter and told him how happy he was. When he arrived home he stroked his dog and thought about his trip to England. He never thought he would see London.

**Ex. 6.6. Read the dialogue in Ex.6.1. and text in Ex.6.4. again and find the past tense of the verbs:**

- a) regular verbs: enjoy; like; celebrate; play; visit; receive; arrive  
 b) irregular verbs: have; see; go; write; tell; think.

Use *The Past Simple*

- to describe one completed action in the past;
- to describe a period of time in the past;
- to describe repeated actions for a period in the past.

**Model:** answer – answered; take - *took*

**Ex.6.7. Complete the sentences with suitable verbs.**

~~failed~~; enjoyed; was; were; liked; thought; went; arrived; had; did; celebrated; took; received

**Model:** Last year Denis was an F student - he ....his exams. Last year Denis was an F student - he *failed* his exams.

1. It .... such a nice party we .... yesterday. I .... it very much.
2. The film was fun. I .... it, and so .... Nick.
3. I .... my previous birthday a year ago.
4. They .... to a café, didn't they?
5. Alex .... his visa to visit Spain.
6. When he .... home he dialed his parents.
7. Catherine .... about her trip to Sochi.
8. Yesterday we .... exam.

*The Past Simple*  
 Time markers  
 yesterday, last night/week/year, a week ago, in 1960

**Ex.6.8. Work in pairs. Ask questions with the phrases from Ex. 6.7. and give short answers.**

Yes / No questions	Short Answers
Did he play?	Yes, he did. No, he did not . / No, he didn't.

**Ex.6.9. Write 6 sentences with the following phrases:**

1. It was a long time since I .... The last time was ..... ago, when I .....
2. I liked ..... and so did .....

**Model:** It was a long time since I *sent an email to him*. The last time was *a week ago*, when I *phoned him*.

I liked *the music*, and so did *my girlfriend*.

**Ex.6.10. Complete the sentences with *used to /didn't use to* and a verb.**

1. He .... hockey a lot five years ago. (play)
2. She .... very often. (travel)
3. Did he .... in a bank two years ago? (work)
4. She .... German when she was eight. (study)
5. I .... the English newspapers last year. (read)
6. They .... hard when they were students. (study)
7. Did you .... a lot of ice-cream when you were a child? (eat)
8. He .... hard when he was an intern . (work)

Active vocabulary

*receive one's visa; arrive; It was a long time since I saw him; celebrate; the last time; It was fun; I liked it and so did Lisa; a language of the law; trial procedures; illiterate; law reports; statute; a straight A student; an average student; a poor student; take exam; fail exam; receive mark; secondary education;*

**Time markers:** *yesterday, last night/week/year, a week ago*

## Grammar Reference

### Lesson 1

#### Глагол **to be**

Глагол **to be** - единственный глагол, который изменяется по лицам и числам.

В вопросительных предложениях глагол **to be** находится:

- 1) в начале предложения (общий вопрос)  
e.g. **Is** he an engineer?
- 2) после вопросительного слова (специальный вопрос)  
e.g. Where **are** you from?

#### Неопределенный артикль **a/an**

Неопределенный артикль **a/an** употребляется только перед существительными в единственном числе.

e.g. a textbook, a teacher, an experiment

#### Указательные местоимения **this/that; these/those**

Указательные местоимения (*Demonstrative Pronouns / Demonstratives*) **this** (ед.число) и **these** (мн.число) относятся к объекту, который находится поблизости от говорящего. На русский язык местоимения **this** и **these** обычно переводятся как «это» и «эти».

e.g. This textbook is useful, this teacher is clever, these experiments are interesting

**That** (ед.число) и **those** (мн.число) относятся к объекту, который находится на некотором расстоянии. На русский язык **That** и **those** обычно переводятся как «то» и «те».

e.g. That university, those institutes

#### Множественное число существительных

##### Spelling Rules

-s, -sh, -ch, -x, -o	-es	box - boxes tomato – tomatoes <i>But!</i> piano – pianos photo- photos
-y <i>But!</i> -ay, -ey, -oy	- ies - ys	dictionary – dictionaries day - days
- f, - fe	- ves	shelf – shelves <i>But!</i> roof – roofs handkerchief - handkerchiefs

У некоторых английских существительных особая форма множественного числа:

e.g. woman – women; man – men; child – children; foot – feet; person – people

Существительные, заимствованные из других языков (латинского, греческого) сохраняют ту форму множественного числа, которую они имели:

e.g. radius - radii радиус

curriculum - curricula курс обучения

datum – data данные

## Lesson 2

### Артикли

#### **a/an**

Неопределенный артикль **a/ an** используется только с исчисляемыми существительными в единственном числе.

Неопределенный артикль используется в следующих случаях:

- когда что-то упоминается в первый раз;

e.g. Look! There is a café.

- когда речь идет о том, чем или кем является предмет или человек или животное;

e.g. Fluffy is a lovely kitten.

- Когда мы говорим о профессии или о роде занятий:

e.g. Susan is a lawyer.

#### **the**

Определенный артикль **the** используется с исчисляемыми и неисчисляемыми существительными, как в единственном, так и во множественном числе.

Определенный артикль используется в следующих случаях:

- когда речь идет о чем-то известном собеседникам;

e.g. Give me the documents, please.

- когда говорится о чем-то единственном в своем роде

e.g. the Royal Courts of Justice

Определенный артикль употребляется также:

- с названиями рек, морей, океанов, гор: the Thames, the Black Sea, the Pacific, the Alps;

- когда говорится о национальностях и народах: the Irish;

- с фамилиями во множественном числе, когда говорится о членах одной семьи: the Smiths.

Определенный артикль не используется;

- с названиями стран: Russia;

- с названиями игр и видов спорта: football;

- со следующими словами и словосочетаниями: breakfast, dinner, lunch, next month, last week.

### Оборот **there is / there are**

Оборот **There + to be** выделяет предмет, обращает внимание на то, что в данном месте находится именно тот предмет, который обозначен подлежащим.

Оборот **There + to be** переводится словами *иметься, находиться, существовать*. Слово **There** не переводится. При переводе общего вопроса к русскому глаголу добавляется частица *ли*.

Перевод всегда начинается обстоятельством (*На столе...*)

e.g. There are some letters *on the table*.

Отрицание **not any** можно переводить сочетанием *ни один, никакой*.

e.g. There are *not any* letters on the table. На этом столе *нет никаких* писем.

### Неопределенные местоимения **some, any**

Неопределенное местоимение **some**, как правило, употребляется в утвердительных предложениях с существительными во множественном числе. **Some** переводится словами «несколько, некоторое количество, примерно, какой-то».

e.g. Some of the books are new.

Неопределенное местоимение **any** употребляется в отрицательных и вопросительных предложениях с существительными во множественном числе. **Any** переводится словами «никакой, нисколько» - в отрицательных предложениях и «какой-нибудь» в вопросах.

e.g. I don't have any good ideas. Do you have any ideas?

С существительными в единственном числе используется неопределенный артикль **a/ an**.

e.g. Do you have a magazine?

### Притяжательный падеж

Притяжательная форма существительных (The Possessive Case) образуется с помощью окончания 's (в единственном числе) и апострофа ' (во множественном числе). Эти окончания используются, когда речь идет о живых существах.

e.g. This is the director's office. The managers' offices are here.

Когда мы говорим о неодушевленных предметах, местах и т.п., часто используется предлог **of**.

e.g. The length of the bridge is twenty meters.

## Lesson 3

### Типы глаголов. Вспомогательные глаголы

Глаголы можно разделить на две группы: смысловые и вспомогательные.

Смысловые глаголы обозначают действие, процесс, состояние.

e.g. study – учиться

Вспомогательные глаголы *be, do, have, shall, will* используются в вопросительных и отрицательных предложениях, а также для образования временных групп. На русский язык вспомогательные глаголы обычно не переводятся.

e.g. **I do not study.**

**study** – работать – смысловой глагол, **do** – вспомогательный, который входит в сказуемое **do not study**.

В английском языке существует группа глаголов, которые могут быть как смысловыми, так и вспомогательными - *be, do, have*.

### Простое настоящее время (The Present Simple Tense)

Глагол в the Present Simple Tense совпадает с инфинитивом (без *to*). В 3-м лице единственного числа к глаголу добавляется окончание *-(e)s*.

e.g. I play – he plays

### Spelling Rules

-ss, -sh, -ch, -x, -o	- es	go - goes
a consonant + y	- ies	fly - flies
a vowel + y		play - plays

Для образования вопросительных и отрицательных предложений используется вспомогательный глагол *do/does*.

e.g. Do you play chess? Does he play chess?

Present Simple используется для обозначения:

- обычных, постоянно повторяющихся действий, привычек;  
e.g. Harry usually gets up at eight o'clock.
- описаний, определений, общеизвестных истин и фактов;  
e.g. Britain is an island.
- чувств и эмоций;  
e.g. He loves singing.
- расписания и программы (для выражения будущего времени)  
e.g. The lecture begins at ten o'clock.

С Present Simple часто используются следующие указатели времени: *always, usually, often, sometimes, seldom, rarely, every day / week/ year, in the morning / afternoon / evening, at night*.

## Наречия частотности. Место наречий в предложении

Наречия частотности (*Adverbs of frequency*) - *always, usually, often, sometimes, seldom, rarely* - в предложении обычно находятся перед смысловым глаголом

e.g. I **usually** go to the gym on Sundays. и после вспомогательных модальных глаголов (*can, do* и др.) и глагола *to be*

e.g. He is **often** late for uni.

## Глагол to have. Have (got)

Глагол *have* в Present Simple имеет форму: *has* (для 3-го лица единственного числа) и *have* (для всех других лиц). В Великобритании часто, особенно в разговорной речи, вместо *have* употребляется сочетание *have got*.

e.g. She has (got) blue eyes.

Вопросительные и отрицательные предложения с *have* образуются как при помощи вспомогательного глагола *do*, так и без него.

e.g. Have you got a pencil? (BrE) / Do you have a pencil? ((AmE))

## Исчисляемые и неисчисляемые существительные

Существительные могут быть исчисляемыми (*countable*) и неисчисляемыми (*uncountable*).

Исчисляемыми являются существительные, которые можно посчитать.

e.g. one apple, two apples

Исчисляемые существительные имеют форму единственного и множественного числа. В единственном числе они обычно используются с неопределенным артиклем *a/an*.

e.g. an apple

К неисчисляемым существительным относятся существительные, которые нельзя сосчитать (e.g. rice, water, electricity), в том числе абстрактные существительные (e.g. art, happiness). Неисчисляемые существительные имеют только форму единственного числа, могут использоваться без артикля и употребляются с глаголами в единственном числе

e.g. It was bad weather yesterday.

**But:** chocolate – a bar of chocolate

Некоторые неисчисляемые существительные оканчиваются на *-s* (news, physics), но употребляются только с глаголами в единственном числе:

e.g. No news is good news.

Есть группа существительных, которые употребляются только в форме множественного числа, как в русском, так и английском языке. Они обозначают предметы, состоящие из двух частей (*glasses* - очки, *scissors* - ножницы, *trousers* – брюки). К этой же группе относятся собирательные существительные (police – полиция, clothes – одежда, goods – товары). Они употребляются только с глаголами во множественном числе.

e.g. Where are my glasses?

## Количественные местоимения *many, much*

В предложении *many, much* часто стоят после *very, too, so, as, how*.

e.g. I have too much homework, There are so many beautiful girls here.

countable <i>How many...?</i>	uncountable <i>How much...?</i>
<b>many</b> e.g. <b>many</b> chairs	<b>much</b> e.g. <b>much</b> money
<b>a lot of</b> e.g. <b>a lot of</b> friends	<b>a lot of (lots of infml)</b> e.g. a lot of money
<b>few = not many</b> e.g. only <b>a few</b> tickets	<b>little = not much</b> e.g. <b>little</b> time
<b>every, all</b> e.g. <b>every</b> student/ <b>all</b> the students	<b>all</b> e.g. all the bread
<b>most</b> e.g. <b>most</b> of my friends	<b>most</b> e.g. <b>most</b> of his time
<b>some, several</b> e.g. <b>some</b> apples, <b>several</b> people	<b>some</b> e.g. <b>some</b> bread

## Lesson 4

### Настоящее продолженное время (The Present Continuous Tense)

The Present Continuous Tense образуется при помощи глагола *to be* в соответствующей форме и окончания – *ing*, которое добавляется к основе инфинитива смыслового глагола. Вспомогательный глагол *to be* не переводится.

Present Continuous используется для обозначения:

- действий, которые происходят в момент речи;

e.g. I am doing my homework.

- действий, которые происходят сейчас, но не обязательно в момент разговора (действие еще не закончилось);

e.g. Jack is studying at college.

- договоренностей на ближайшее время;

e.g. Tomorrow I am going to Kazakhstan.

С Present Continuous часто используются следующие указатели времени: *now, at the moment, these days, this week/ month/ year, at present, tonight, today*.

Некоторые глаголы не используются в Present Continuous: like, love, hate, prefer, know, believe, notice, see, hear, taste, look.

Present Continuous	Present Simple
- действия, которые происходят сейчас;	обычные, постоянно повторяющиеся действия, привычки;
- действия, которые еще не закончились;	



## Конструкция «to be going to»

Конструкция «*to be going to*» используется для обозначения действий в будущем – намерений, планов, а также будущих событий, признаки которых есть в настоящем.

e.g. I am going to do my homework this evening.

Конструкция “*to be going to do smth*” имеет только форму настоящего и прошедшего времени.

На русский язык “to be going to do smth” переводится «собираться делать что-либо».

## Lesson 5

### Будущее простое время (The Future Simple Tense)

The Future Simple Tense образуется при помощи вспомогательного глагола *shall* или *will* и основы инфинитива смыслового глагола без “to”.

e.g. I shall study in Moscow.

Future Simple используется для обозначения:

- решений, принятых в момент разговора;

e.g. I will follow your advice.

- прогнозов, возможных событий или действий в будущем;

e.g. It will rain tomorrow.

Future Simple обычно не употребляется, если речь идет об уже принятых решениях или точных договоренностях. В этих случаях часто используется Present Continuous.

e.g. I am going to Novosibirsk next week.

С Future Simple часто используются следующие указатели времени: tomorrow, tonight, soon, next (next week/ month/ year), in (in the future, in two days, in a week/ month/year), from now (five years from now, two months from now).

Future Simple	to be going to do smth	Present Continuous
возможные события в будущем	намерения	договоренности на ближайшее будущее
e.g. Jack will return to London.	e.g. Nick is going to be a solicitor.	e.g. We are inviting 8 people to a party.

### Повелительное наклонение (The Imperative)

Повелительное наклонение (The Imperative) образуется с помощью инфинитива без частицы *to*. В предложении с глаголом-сказуемым в форме повелительного наклонения отсутствует подлежащее.

e.g. Turn on the light.

Отрицательная форма повелительного наклонения образуется с помощью вспомогательного глагола *do* и частицы *not*.

e.g. Don't open the window!

Перед глаголом-сказуемым в повелительном наклонении может находиться обстоятельство.

e.g. Now add some water.

Повелительное наклонение обычно используется в приказах и инструкциях.

## Lesson 6

### Правильные и неправильные глаголы (Regular and irregular verbs)

В английском языке существует три формы глагола: Infinitive, Past Simple, Participle II (Past Participle). В зависимости от образования основных форм глаголы можно разделить на две группы: правильные (стандартные) и неправильные (нестандартные).

У правильных глаголов (*regular verbs*) формы Past Indefinite и Participle II образуются с помощью окончания **-ed**.

У неправильных глаголов (*irregular verbs*) Past Indefinite и Participle II образуются нестандартно. Таблицы неправильных глаголов можно найти в словарях и учебниках.

### Глаголы to be, to do, to have

Глаголы *to be, to do, to have* являются неправильными.

Infinitive	Past Simple	Participle II
to be	was (ед. число) were (мн. число)	been
to do	did	done
to have	had	had

### Прошедшее простое время (The Past Simple Tense)

The Past Simple Tense образуется с помощью окончания **- ed**, которое добавляется к инфинитиву (без **to**) смыслового глагола.

### Spelling Rules

a consonant + y	- ied	carry - <b>carried</b>
a vowel + y	- ed	play - <b>played</b>
- e	- d	live - <b>lived</b>
a vowel + a consonant	double last consonant + - ed	stop – <b>stopped</b> prefer – <b>preferred</b> permit - <b>permitted</b>

Для образования вопросительных и отрицательных предложений используется вспомогательный глагол **did**.

e.g. Did you do your homework? – No, I did not.

Past Simple используется для обозначения:

-действий, которые происходили в определенное время в прошлом;

e.g. Yesterday I went to a café with my friends.

- повторяющихся действий в прошлом;

e.g. When I was a student I played football.

С Past Simple часто используются следующие указатели времени: *yesterday, last night/week/year, a week ago, in 1960*, а также наречия частотности: *always, usually, often*.

e.g. He always did his homework when he was young.

In 1961 Gagarin was the first man to go into Space.

### **Конструкция “used to”**

Конструкция *used to* используется для обозначения повторяющихся действий, привычек в прошлом. Для этих же целей можно использовать Past Simple.

e.g. She used to play volleyball when she was a student.

Вопросительные и отрицательные предложения образуются с помощью вспомогательного глагола **did**.

e.g. Did he use to play hockey?

## Список использованной литературы

1. Берман И.М. и др. Учебник английского языка. Киев: Издательство «Вища школа», 1987. – 319 с.
2. Дубровин М.И. Иллюстрированная грамматика английского языка. Книга для учащихся. – М.: Издательство «Просвещение», 1986. – 416 с.
3. Рубцова М.Г. Чтение и перевод английской научной и технической литературы: лексико-грамматический справочник. М.: Издательство «АСТ:Астрель», 2006. – 382 с.
4. Словарь активного усвоения лексики английского языка. М.: Рус.яз., 1988 – 710 с.
5. Murphy R. Essential Grammar in Use: A self-study reference and practice book for elementary students of English. Cambridge University Press, 2008. – 300 p.
6. Peterson P.W. Changing Times, Changing Tenses: A review of the English tense system. United States Information Agency, 1992. – 155 p.
7. Redman S. English Vocabulary in Use, Pre-Intermediate and Intermediate. Cambridge University Press, 2007 – 266 p.
8. Swan M. & Walter C. How English Works: A grammar practice book. Oxford University Press, 2002. – 358 p.
9. Словарь Мультитран [www.multitrans.ru](http://www.multitrans.ru)
10. Oxford Dictionaries Online <http://oxforddictionaries.com/>
11. Merriam-Webster Dictionary <http://www.merriam-webster.com/>
12. BBC News [www.bbc.com/news/](http://www.bbc.com/news/)
13. J.Llanos. A new generation in the workplace. “Miami Herald” [www.miamiherald.com/](http://www.miamiherald.com/)
14. Cherie Blair Official Site. [www.cherieblair.org](http://www.cherieblair.org)
15. Sample CVs. Centre for Career Development. The University of Nottingham. [www.nottingham.ac.uk](http://www.nottingham.ac.uk)
16. Верховный Суд Российской Федерации [www.vsrfr.ru](http://www.vsrfr.ru)
17. English Law. Research Guides. J.Michael Goodson Law Library. Duke University School of Law. [www.supremecourt.gov.uk](http://www.supremecourt.gov.uk)
18. Future Lawyers Network. The Open University. [www.law.ac.uk/futurelawyers/](http://www.law.ac.uk/futurelawyers/)
19. “Prepare For Success”. An interactive web learning tool. The University of Southampton. [www.prepareforsuccess.org.uk](http://www.prepareforsuccess.org.uk)
20. E.Appleby. The Language of Law Reports. SLAW. Canada’s online legal magazine [www.lawyerlocate.ca](http://www.lawyerlocate.ca)
21. The Oxford BA in jurisprudence. 2012/13 E-Brochure. The Faculty of Law at the University of Oxford. The University of Oxford. [www.law.ox.ac.uk](http://www.law.ox.ac.uk)
22. 17. Becoming a solicitor. Careers Information. The Law Society. [www.lawsociety.org.uk](http://www.lawsociety.org.uk)