

**В. А. Василенко, І. В. Ляшенко**

# **Legal English**

Рекомендовано Міністерством освіти і науки України  
як навчальний посібник для студентів  
вищих навчальних закладів

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**Авторський колектив:**

**Василенко В. А.**, к. філол. наук, доцент, професор кафедри гуманітарних дисциплін Сумської філії Харківського національного університету внутрішніх справ;

**Ляшенко І. В.**, к. пед. наук, доцент, доцент кафедри гуманітарних дисциплін Сумської філії Харківського національного університету внутрішніх справ.

**Рецензенти:**

**Кузнєцова Т. В.**, доктор наук із соціальних комунікацій, професор, професор, кафедри журналістики та філології Сумського державного університету;

**Школярєнко В. І.**, доктор філологічних наук, професор, завідувач кафедри германської філології Сумського державного педагогічного університету імені А. С. Макаренка;

**Кравцова Т. М.**, доктор юридичних наук, професор, професор кафедри юридичних дисциплін Сумської філії Харківського національного університету внутрішніх справ.

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Навчальний посібник вміщує 14 уроків, юридичний словник, граматичний довідник, тестові завдання для самоперевірки та контролю засвоєння знань, що спрямовано на розвиток граматичних і лексичних навичок, на розвиток усного та писемного мовлення.

Видання орієнтовано на студентів, які навчаються за програмою першого курсу вищих навчальних юридичних закладів із поглибленим та інтенсивним вивченням іноземних мов, аспірантів, фахівців, які проходять стажування за кордоном, та тих, хто самостійно вивчає англійську мову.

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## Вступ

У час впливу глобалізаційних процесів на європейську інтеграцію, зміцнення громадянського суспільства виникає нагальна потреба у підготовці висококваліфікованих фахівців із розвиненими комунікативними здібностями, здатних до активних взаємостосунків зі світом.

Сучасні студенти – майбутні фахівці, мають володіти культурою логічного ведення діалогу зі співрозмовниками і з аудиторією, мати розвинену звичку і смак до логічно коректного пошуку інформації, сформоване вміння ефективно вести діалоги, критично сприймати аргументування опонентів, уміння знаходити потрібні аргументи і логічно грамотно спростовувати помилкові або недоведені тези своїх опонентів.

Саме тому посібник з англійської мови юридичного спрямування «Legal English» створювався з акцентом на розвиток комунікативних здібностей майбутніх фахівців у сфері права.

Навчальна книга пропонується для студентів, які навчаються за програмою першого курсу вищих навчальних юридичних закладів поглибленого та інтенсивного вивчення іноземних мов, для аспірантів, для фахівців, котрі проходять стажування за кордоном, для тих, хто самостійно вивчає англійську мову.

Посібник «Legal English» розрахований як основне або додаткове джерело методичного забезпечення дисципліни «Іноземна мова професійного спрямування». Запланована аудиторна робота спрямована на розвиток граматичних і лексичних навичок, на розвиток усного та письмового мовлення, самостійна робота орієнтована на закріплення і використання зазначених навичок.

Текстовий матеріал посібника є базовим і може бути доповнений додатковим матеріалом.

Книга вміщує вступ, уроки за темами програми, довідково-інформаційні дані з граматики, тестові завдання для самоперевірки та контролю засвоєння знань, бібліографічний список, предметний покажчик.

Кожний урок (Unit) відкривається вправою для розвитку творчих навичок з мовлення (Warming up). Вправа націлена на активізацію мисленнєвої діяльності студентів і мотивацію вивчення тематичного матеріалу. Більшість завдань цього напрямку персоніфіковані.

Пропонується презентація лексичних та граматичних навичок для опрацювання протягом уроку (Language Presentation). Для

розвитку лексикологічних навичок студентам включено блок тексту/текстів (Text) для читання, перекладу, переказу або анотації із творчими завданнями. Тексти, які включені у посібник, взяті з оригінальної навчальної або публіцистичної літератури.

Завдання для розвитку навичок з письма (Writing) можуть бути використані як для аудиторної роботи, так і для домашнього та самостійного виконання.

Вправи для самоконтролю (Grammar Practice) спрямовані на розвиток і закріплення граматичних навичок. Цей розділ також може бути використаний викладачем і для аудиторної роботи.

Тексти для додаткового читання (Texts for Additional Reading) складаються з сучасних автентичних текстів за матеріалами веб-сторінок англомовної преси, форумів.

Цінним для розвитку лексики професійного змісту є словник юридичних термінів (Law Glassary), який надає тлумачення англійською мовою.

Довідково-інформаційні дані з граматики подані як додаток до підручника. Граматичне пояснення збагачує зміст навчальної книги і доповнює основний текст.

Тести для самоперевірки та контролю засвоєння знань у книзі дозволяють забезпечити більш ефективно опрацювання студентом навчального матеріалу у процесі самостійної роботи і виступають допоміжним засобом для викладача при перевірці засвоєних навичок. Тестові завдання сприятимуть формуванню практичних прийомів і навичок логічного мислення.

Автори залишають користувачам змогу творчо підходити до кожного уроку.

Шановні колеги і студенти, бажаємо вам цікавої, творчої і плідної роботи зі створеною навчальною книгою!

# Unit 1. Getting acquainted

## Warming Up

(explanations for a teacher)

### Chain names

**Level:** Any level (including beginners)

**Time:** 5-10 minutes

**Aim:** To introduce students to each other.

**Preparation:** None.

**Procedure:** 1. Ask the students to sit in a semi-circle, and nominate one student to introduce himself or herself.

2. The person next to him or her must then repeat his or her name, and then introduce himself or herself.

3. Ask your students to repeat this procedure around the semicircle, each one repeating the name of the person before them, and then saying their own name. **For example:**

A .I'm Rob.

B .Rob, I'm Paula.

C .Rob, Paula, I'm Francisco.

D. Rob, Paula, Francisco, I'm Dieter.

More advanced students might tackle the following:

A. I'm Francisco, I'm from Bilbao.

B .He's Francisco. He's from Bilbao. I'm Bianca, and I'm from Rome.

C. He's Francisco. He's from Bilbao. She's Bianca. She's from Rome. I'm Pierre, and I'm from Toulouse.

**Remarks:** Twelve represents a maximum number for this activity.

You should always take a turn to show you are learning too.

## Language Presentation

Match the questions and answers.

Where were you born?

What do you do?

Are you married?

Why are you learning English?

When did you start learning English?

How often do you have English classes?

A year ago.

Three times a week.

In Thailand.

Because I need it for my job.

I'm a teacher.

No, I'm single.

**Ask and answer the questions with a partner.**

**Can you remember the questions? Re-order the words.**

1. from are you where?
2. watch you do TV?
3. to music you what kind of listen do?
4. English where you before did study?
5. are do what you weekend going this to?

## ***Language review***

### **Question forms**

**Look at the following question words.**

*What* do you do? – I'm a student.

*Who* is your teacher? – David is.

*Where* is Melbourne? – In Australia.

*When* do lessons start? – At 9.00.

*Why* are you learning English? – Because I need it for my job.

*How* do you come to school? – By bus.

*Whose* is this pen? – It's Peter's.

***What* and *which* can be followed by a noun. *How* can be followed by an adjective or an adverb.**

*What* time is it?

*What* kind of car do you have?

*Which* pen do you want, the blue one or the red one?

*How* old is she?

*How* often do you play tennis?

## **Present Continuous**

The Present Continuous is used to express an activity happening now or around now.

### **Translate**

I'm learning English because I need it for my job.

He smokes twenty cigarettes a day.

He's smoking a cigarette now.

## **Talking about you**

**Ask and answer questions with a partner.**

Where \_\_\_\_\_ live?

\_\_\_\_\_ have any brothers or sisters?

What \_\_\_\_\_ like doing at the weekend?

Where \_\_\_\_\_ go for your last holiday?

**Make more questions. Use some of the question words. Ask your teacher some of the questions.**

**In groups, ask and answer the questions.**

Do you like music?

What sort of music do you like?

What are you wearing?

What is your teacher wearing?

What did you do last night?

What are you doing tonight?

**Write a paragraph about you.**

## **Text**

**Who do you think knows you better, your family or your friends?**

**Why?**

**Read the introduction to the article.**

1. Who is Richard?
2. Who is Danny?
3. What do Richards mum and Danny try to do?
4. What does Richard have to do?

**Now read what Richard says. Mark the sentences T (true) or F (false). Correct the false ones.**

1. He sometimes travels with his job. T
2. He's friendly and extrovert.
3. He likes music and parties.
4. He prefers women who are shorter than him.
5. He likes women who talk a lot.
6. He doesn't talk to his family about girls.

## **Who knows you better, your family or your friends?**

In our weekly 'test' single people who are looking for a partner ask their mother and their best friend to help. Their mother chooses one partner and their best friend chooses another. The test is to see who can choose the best partner! This week's single man is Richard Taylor, a 26-year-old musician from Southampton. His mother Meg chooses one girl, and his best friend Danny chooses another. Then Richard goes on a date with each girl. Which girl does he prefer? Who knows him better, his mother or his best friend? Who chooses the right girl for him?



I usually work in England but sometimes I work abroad too. When I'm not working I like going to the cinema and eating in nice restaurants. I'm not very sporty and I don't do any exercise, but at least I don't smoke.

I think I'm open and friendly - I get on well with most people - but I'm sometimes quite shy too. For example, I don't like going to parties. I prefer to meet friends individually or in small groups.

I like intelligent, funny women who make me laugh, and ideally who love music. Physically I prefer women with dark hair who are not taller than me. And I like women who are good listeners.

I'm sure that my friend Danny knows me better than my family because we often talk about girlfriends and the problems we have.

## Grammar. Present simple

### Complete the questions about Richard.

Where does he live?

In Southampton.

1. What \_\_\_\_\_ do?

He's a musician.

2. Where \_\_\_\_\_?

In England and abroad.

3. \_\_\_\_\_ smoke?

No, he doesn't.

4. What kind of women \_\_\_\_\_?

Intelligent and funny ones.

5. \_\_\_\_\_ to his mother about girls?

No, he doesn't.

## Studying English

- Appreciate the importance of learning a foreign language.
- Describe people and places.
- Revise the use of the simple present, adjectives and vocabulary related to physical appearance and character.
- Describe oneself.
- Read and talk about the importance of learning English.
- Practice and use of vocabulary related to physical appearance, character and places.
- Ask questions about school days now and in the past.
- Write an email to a keypal.

English is studied by 250 million people around the world. These people study English as a second or foreign language.

You study English as a second language when English is the official language in the country where you live, but it is not your native language. However, you study English as a foreign language when English is a foreign language used for communication, study, or business.

English is the first language in many countries like Great Britain, Ireland, the United States of America, New Zealand, Australia and Canada. Around 400 million people speak English as their first language.

In some other countries English is the second official language. Among them, we can mention India, Tanzania, Nigeria and Malasia.

English is a very important language in business and commerce, technology, the internet, the media, science, sports and music.

### **Pre-writing:**

#### **Warm-up activity:**

##### **What do you think about this?**

- English is useful to find a job
- English is difficult to learn because it's very different from Spanish
- You need English for your future studies, for example to do research
- English is a perfect way to communicate with people from other countries
- You can study abroad for a year and improve your English
- English can be useful for my future studies
- Travelling abroad is easy when you can speak English
- English is very useful when you use computer programs, video games, etc

#### **Keypal messages**

Many young people like you study English at school. Read the following messages by young people introducing themselves.

What do they say about themselves? Do they talk about their country of origin, their age or hobbies?

**Ruth**

=====@hotmail.com

## **England**

Hello, My name is Ruth and I'm 22. I live in the north west of England and speak French and Spanish, which I would like to practise. I like going to the cinema, reading, music, travelling and making new friends. I look forward to hearing from you.

## **Luis**

=====@hotmail.com

## **United States of America**

Seeking: Both Male and Female friends

Hobbies: From playing tickle monster with my little cousins, rollerblading, people watching, traveling, Renovations, sculpting, volunteering and languages.

Hello from New York City!!! I would like to know about other cultures and people. I plan to go Europe next year. I also speak Spanish and understand some French.

Email me in FRENCH, SPANISH or ENGLISH. I would love to help others learn English. Hear from you soon!!

## **Melany**

=====@hotmail.com

## **Germany**

Hello! My name is Melany. I live in Germany. I am 17 years old and I like writing to people of other countries.

I like listening to music, dancing and reading. I also like body piercing... did you notice? :) I hope to hear from anybody soon.

## **Mytka**

=====@hotmail.com

## **Estonia**

Hello from Estonia. I'm Mytka. I am sixteen years old and I love dancing folk music! I live in Tartu, a beautiful city in central Estonia. I learn English at school. I also study French.

I want to travel around Europe so write to me! I may visit you. I have got seven brothers and I talk a lot. I love walking in the countryside. I look forward to your messages.

## **Steve**

=====@hotmail.com

## **Australia**

Hello everybody! My name is Steve and I live in Sidney, Australia. I am looking for keypals in Spain, France or Italy. I like playing with computers, roller-blading and ice-skating.

I enjoy Saturday nights with my friends in the disco because I like listening to techno music, and you? I have got three noisy brothers: Marc, John and Sheila. Write to me!

## **Kenzo**

=====@hotmail.com

## **South Africa**

Hello! I am Kenzo. I study computer science at university. I am 19 years old. I live in Lesotho in South Africa. I like meeting people from far countries. I also enjoy going to the cinema and playing tennis. If you want to have a friend abroad, you have found it! Write to me!

Which one do you find more interesting? What kind of keypal do you like?

When you write to someone you don't know you usually describe yourself or your city. Continue with the next activity to get some practice.

## ***Describing people and yourself***

### **Describing places**

#### **Writing:**

**Email: Let's write an email to a keypal!**

Step 1: Enter this page and look for a key pal

Step 2: Learn about how to write an email

Step 3: Write your email

Step 4: Send it!

#### **Speaking**

### **My relatives**

In small groups, tell each other the names of your relatives, e.g. My Dad's name is Alfred.

<b>niece, father, sister, brother, aunt, mother, nephew, uncle, son, grandfather, daughter, grandmother, cousin</b>
---

Tell each other what you think your relatives are doing at this moment, e.g. My brother Dan is sitting at his office desk. My aunt Mary is doing the gardening.

## Identity cards

Copy this form. In pairs, ask and answer questions to fill in the form for your partner.

<b>Name</b>	<b>Three things I like</b>
<b>Age</b>	
<b>Languages spoken</b>	<b>Three things I don't like</b>
<b>Job</b>	
<b>Marital status</b>	<b>My ambition</b>
<b>Children</b>	

Swap forms and check that the information about you is correct. Swap partners with another pair and have a look at each other's forms. Ask further questions, e.g. It says here that you like art. Who is your favourite artist?

## Writing

### What's happening?

The teacher is going to dictate the beginnings of some sentences. Write them down. In pairs think of suitable endings using the present continuous, e.g. *Please turn the TV off, I'm trying to study.*

<b>Don't disturb me; I'm...</b>	<b>Drink your tea; it's...</b>
<b>Don't listen to him; he's...</b>	<b>Leave the radio on; I'm...</b>
<b>Quick! Pass the spanner; I'm...</b>	<b>Look at that man; he's...</b>
<b>I can't see you right now; I'm...</b>	<b>Shhh! Listen. That man's...</b>

Think of two similar sentences that would be useful to you, e.g. *Pass me the calculator; I'm working out my share of the household bills.*

**Read the text, point out the major actions, retell it to your partner.**

### **How to Give a Description of the Suspect to the Police After a Auto Theft**

If you saw the person who stole your car, count yourself as lucky. Actually witnessing an auto theft, much less getting a good look at the

person who did it, is rare. Car thieves try to work stealthily, for obvious reasons. While witnessing a car theft of any sort is uncommon, you are much more likely to witness the theft of another person's car than your own. In other cases, you may not have seen the theft take place, but have reasons to suspect a particular person of having perpetrated the crime. In any of these cases, you are going to want to give a description of the suspect to the police after the theft has occurred.

## **Instructions**

### **Step 1**

Call the police, but do not call 911, as this is not an emergency. Use the local non-emergency number instead.

### **Step 2**

Get comfortable. After your call, the police will come to you to take your statement and to get a description of the suspect. You may have to wait a little while, though, particularly if there are a lot of officers busy on emergency calls at the time.

### **Step 3**

Remember your adjectives. You will need them to give a good description of the suspect to the police. The police will want to know a lot of fine details about what the suspect looks like. This will help them put together a sketch of the suspect to use in the investigation.

### **Step 4**

Give as many identifying features as possible in your description. Try to remember such things as the suspect's height, weight, hair and eye color, complexion, clothing and any uniquely identifying features (such as any tattoos or defining marks the suspect may have had).

### **Step 5**

Perform the appropriate follow-up, if necessary. If it was your own auto that was stolen, you will need to call your insurance company to let them know. Do this after talking to the police.

**Give the description of a suspect according to the form:**

**Suspect Description Form**

**General Appearance**

Male / Female Age \_\_\_\_\_ Height \_\_\_\_\_ Weight \_\_\_\_\_

Race: White Black Asian Hispanic

Other: \_\_\_\_\_

Hair (color / style) \_\_\_\_\_ Eyes \_\_\_\_\_ Glasses? \_\_\_\_\_

Complexion \_\_\_\_\_ Jewelry \_\_\_\_\_

Scars / Marks / Tattoos (describe):

Hat (color / type) \_\_\_\_\_ Coat (color/type) \_\_\_\_\_

Shirt \_\_\_\_\_ Tie \_\_\_\_\_ Pants \_\_\_\_\_

Shoes \_\_\_\_\_

Type of Weapon \_\_\_\_\_

Direction of Escape \_\_\_\_\_

Facial Characteristics \_\_\_\_\_

**Write specific facial details you definitely remember:**

Skin / Hair color Facial/Ear Piercings \_\_\_\_\_

Hair Style / Texture Texture of Skin \_\_\_\_\_

Shape of Mouth / Lips / Ears Eye / Eyebrow Size / Shape \_\_\_\_\_

Shape of Cheeks / Nose / Neck Mustache / Beard / Other facial hair \_\_\_\_\_

Adam's Apple \_\_\_\_\_

**What did the suspect say?**

**Description of a Person**

Pick someone you know either intimately or superficially and see on a fairly regular basis. Describe this person. (DON'T create a story) Just describe it, like if you were talking on the phone with someone, and you want to let them know how that person is. You want them to understand you, no matter if they are just listening to you, and not looking at you describing it. They don't see your body language, so you HAVE to describe it in words, so the person on the other side of the phone can SEE it!

So DON'T create stories, just start by saying for example:

*She / He is like this and that, and she does this and that, etc.*

Don't worry about presentation, write this part as if it's a draft.

Free writing style!

**I want a whole paragraph on description about that person you choose. It's NOT a character outline like you did before, this is just a paragraph on description.**

The very first thing anyone notices about Tom are his eyes and smile. His eyes are a strange yet beautiful hazel; the blue of his eyes is one of the truest blue hues I have ever seen, while the green that flecks the orbs is lighter, with a hint of gold. Those are truly the windows to his soul and emotional state, for I can always read the emotion and feeling there; sometimes even the thought that crosses his mind because it is clearly written within those blue-greens of his. His smile is absolutely beaming and always with a hint of mischief in the making. That smile makes his eyes twinkle with mirth, and shows off the dimples that are set in his cheeks slightly lower than my own. His grin is almost cock-eyed, which is why there is always a mischievous look to it.

He's tall, standing 6' 3" and towers over my smaller stature of 5' 7". He's of strong build, muscular but not overly so and even though he works hard everyday with his hands, they are still smooth and supple, with long, graceful fingers. He has broad shoulders and legs that are long and powerful. When he walks it is with a confident, powerful stride.

His jaw is squared slightly with a cherub's rounded chin, that always looks as if he has a 5 o'clock shadow even after he shaves. He wears a mustache neatly trimmed and his hair is long, reaching down below his shoulder blades. His hair is thinning a bit on top but I believe it makes him look distinguished even though he hates that it is slowly receding. His hair is light brown which is slowly showing hints of salt and pepper, that's more wavy than curly.

Many people find that he looks intimidating at first, but as they get to know him they find that he is a kind soul, with the patience of a saint and the understanding of a scholar.

**No stories, just polish that first draft with this in mind.**

**When you are finished, notice what you concentrated on first, what aspects you have included and what you have left out. Did you include a physical description but leaved out the way this person talks? Spend another half page on an element of character that didn't appear in the original description (DON'T delete the first one, work with it below the one you did originaly) or rework the portrait begining with the last category of characteristics to show up in your original description.**

His voice has so many facets to it depending on the subject, person he's talking to, or the emotions he's feeling. His voice is deep and



resonant; a voice I never tire of listening to and one that gives comfort just by hearing it. He rarely speaks in anger but when he does, it is much like the bells of hell resounding, though he doesn't raise his voice very much at all.

When he is happy his tone has a beguiling quality and everyone who knows him well says that if we were given a test on resighting his charisma, we would all fail. I truly believe that, for I can't resist the charisma of his voice, his smile and the mischief in his eyes. His laughter is contagious; there's simply no better word for it. When he laughs or snickers like a fiend, one can't help but to do so along with him even if the joke is on you. He has a very twisted sense of humor and one that I could honestly say has a masterful poker face when he needs to

**Here comes the hard part! Make this one more detailed.**

**Every place has a distinct odor. People are the same. It is said that before we even speak to others, we form impressions of them based on their scent. Odors have a powerful impact on us. Smells bring back vivid memories of people and places. Then describe that person again, using only your sense of smell. Let everything that comes from your imagination, emotions, or observations filter through your nose!**

**"Smell is a potent wizard that transports us across thousands of miles and all the years we have lived." ~ Hellen Keller**

Ah, the scent of a man, especially a familiar, much loved man. Tom brings to mind the scents of fresh rain on a spring evening and the faintest of electric scents like lightening sparking across a dimming sky. He smells clean and of happiness...as if his ever energetic and joyous nature spreads to everyone he is near through his pores. When he hugs me close, he smells of love; turbulent and passionate, yet as steady as any mountain. His scent reminds me of coming home after being away for any amount of time; the scent of safeness and security.

He smells of masculinity, bold and intriguing... reminding me that I indeed live with my very own Marlboro man. To breath in the very air that surrounds this most confident, self-assured man is to breath in confidence in oneself. His scent lingers even after he goes to work, reminding me of laughter past and in the future, of well-cooked meals, sunsets, and homemade peanut butter cookies, of which are his favorites.

## Grammar Practice

### Present simple and present continuous

Put the verbs in brackets into the correct form: the present simple or the present continuous.

1. Britain \_\_\_\_\_ (have) an election at least once every four years.
2. I \_\_\_\_\_ (negotiate) a new pay deal with my boss at the moment.
3. It \_\_\_\_\_ (rain) every time I \_\_\_\_\_ (leave) my umbrella at home.
4. Please sit down! I \_\_\_\_\_ (try) to watch this \_\_\_\_\_ TV programme.
5. American Football \_\_\_\_\_ (become) very popular in England.
6. Robert never \_\_\_\_\_ (go) abroad for his holidays. It's too expensive.
7. Many of the world's natural resources \_\_\_\_\_ (disappear).
8. Rain \_\_\_\_\_ (fall) very heavily in Bombay during June and July.
9. My parents are in America on holiday. They \_\_\_\_\_ (stay) near San Francisco.
10. The traffic \_\_\_\_\_ (move) very slowly on the motorway today. Workmen \_\_\_\_\_ (repair) the road.

### Choose the correct answer—A or B.

1. \_\_\_\_\_ skiing in the French Alps every year.  
A We go            B We're going
2. \_\_\_\_\_ one of Agatha Christie's books at the moment.  
A I read            B I'm reading
3. Some modern cars \_\_\_\_\_ on unleaded petrol.  
A run                B are running
4. The St Lawrence River \_\_\_\_\_ into the North Atlantic.  
A flows             B is flowing
5. Where's the cat? \_\_\_\_\_ on the sofa.'  
A It lies             B It's lying
6. Drive carefully \_\_\_\_\_ heavily this morning.  
A It snows         B It's snowing
7. Be careful! The ladder \_\_\_\_\_ down.  
A falls              B is falling
8. The planet Mercury \_\_\_\_\_ round the every eighty-eight days.  
A travels            B is travelling

## Additional Reading

### Police in Portugal issue description of Madeleine suspect (Roundup) UK News

May 25, 2007, 18:27 GMT

London/Lisbon – Portuguese police hunting for Madeleine McCann Friday issued their first detailed description of a possible suspect since the four-year-old British girl went missing on the Algarve three weeks ago.

Police said the man, aged between 35 and 40, was seen walking in the resort of Praia da Luz, where the McCann's were on holiday, at around 9.30 in the evening local time, on May 3, the night she was snatched from her bed.

They described the suspect as white and of medium build, and wearing a dark jacket, light beige trousers and dark shoes.

He was seen "carrying a child or an object that could have been taken as a child," chief inspector Olegario Sousa of the Policia Judiciara said.

He said the description had been provided by one of the witnesses currently being interviewed in connection with the abduction, but conceded that the details given could "fit many people."

Madeleine's parents, Kate and Gerry McCann, were said to be pleased that there "appeared to be a new development" in the case, a spokesman said.

Earlier Friday, the parents spoke of their devastation and guilt at Madeleine's abduction, but said they believed strongly that their daughter would be found.

"We believe the public will hold the key. Someone knows something," said Madeleine's father, Gerry McCann, in a BBC interview broadcast from Praia da Luz.

"We will not give up, we believe strongly that we will find her," he said. His wife, Kate, said: "We need to believe that she is coming back to us."

Madeleine was abducted from her bed in the McCann's holiday apartment, while her parents were eating at a nearby restaurant.

"If anything really bad had happened we would have found her by now," said Gerry McCann, a cardiologist from Leicestershire, central Britain.

The couple spoke of their feelings of 'darkness' during the first few hours of Madeleine's disappearance, and for the first time responded to criticism of leaving Madeleine, and her two-year-old twin siblings, alone sleeping.

They said they had checked regularly on the children while eating in a tapas bar within sight of the apartment block, and found any criticism “hard to deal with.”

“It was like having dinner in your garden,” Gerry McCann said.

He added: “I think it’s fair to say that the guilt that we feel having not been there at that moment, irrespective of whether we had been in the next bedroom or not, will never leave us.”

“No one will ever feel as guilty as we do over the fact that we weren’t with Madeleine when she was abducted,” said the father.

The experience of his daughter’s abduction was “worse than your worst nightmare,” said Gerry McCann, adding that the family had drawn strength from the worldwide support in for the search for Madeleine.

A campaign fund for Madeleine has raised almost 300,000 pounds (594,000 dollars), and a special website to find Madeleine has attracted worldwide hits.

In response to an appeal by the McCanns to holidaymakers to send in photographs of their stay at Praia da Luz in the days before the abduction, British police have received more than 500 images which they planned to cross-reference against a database of pictures of British paedophiles and other criminals.

# Unit 2. Working lives

## Warming Up

### Town and country

Work in two groups. Group A, brainstorm city jobs. Make sure you both have a copy of the list. Find a partner from the other group and compare lists. If there are any jobs on both lists, explain why you think they should stay on yours instead of your partner's, e.g. *A policeman is needed more in a city than in the country.*

### Language Presentation

Notice that *have* and *have got* are used in different ways in the question, short answer, and negative form.

*Do you have* a car? – Yes, I *do*.

*Have you got* a car? – Yes, I *have*.

**Work in pairs.**

**Ask and answer questions about the following:**

- a camera
- a stereo
- a computer
- a bicycle
- a credit card
- brothers and sisters
- your parents / holiday home
- your sister / a car
- your brother / a motorbike

## Text

### Before you start

**Which of these statements do you agree with?**

1. *Work is the most important thing in life.*
2. *Work is just a way to get money so you can do the things you enjoy.*

## Reading

Read what three people say about their jobs. Complete the chart with notes on the good and bad things about Anna's, Tony's, and Erika's jobs.

### Anna, 18

"I work in a factory. My working hours are 8.00 a.m. to 5 p.m., Monday to Friday.

I have a one-hour lunch break at 12.30. The routine is the same every day. My job is very boring but the pay is quite good. My colleagues and I don't really talk to each other, but I have a lot of friends outside work. My job is just a way to earn money."

### Tony, 23

"I'm a computer programmer. I work a 40-hour week. We have flexible hours so I can start and finish when I want. If we are very busy then I work overtime – I get paid extra for this. There are always problems to solve. This can be quite creative. I earn a good salary, but my job doesn't rule my life. I like to do different things in my free time."

### Erika, 25

"I'm a doctor in a large hospital. I work very long hours – 60 or 70 hours a week – often in the evenings and at weekends. The work is really interesting but it can also be quite stressful. I love my job and my colleagues are also my friends. I don't have time for a social life. When I get home, I'm too tired to do anything except have dinner and watch TV."

	good things	bad things
Anna		
Tony		
Erika		

## Vocabulary

Match the highlighted words in the quotes the definitions (1-8).

1. the people you work with \_\_\_\_\_
2. the number of hours in the week you spend doing your job \_\_\_\_\_

3. the money you receive every month for the work you have done

4. the things you do, usually with other people outside work

5. the time you have for eating in the middle the working day

6. the time you spend at work after your normal working hours

7. a system where you can choose when to start and finish work

8 the usual order and way that you regularly things \_\_\_\_\_

**Complete the sentences (1-6) with an adjectives from the box.**

boring busy difficult creative interesting stressful

1. If we have too much work and not enough time, it can be quite. \_\_\_\_\_

2. In my job, I use my imagination and ideas i so the work is \_\_\_\_\_

3. I do the same thing every day – my job is \_\_\_\_\_

4. There is so much to do at work that I'm always \_\_\_\_\_

5. Sometimes my job is \_\_\_\_\_, but I would get bored if it was too easy.

6. My job is very \_\_\_\_\_ because I'm always learning new things.

## Speaking

**Work in pairs. Which of the jobs in Exercise above would you most like to have? Which would you least like to have? Tell your partner why.**

## Get real

Interview someone you know about their job, e.g. *a relative or family friend*. Ask them what they like and don't like about their job. Find out if they live to work or work to live. Prepare to tell the class about them, in English.

## Working lives

### A Company commercial lawyer

Sophie Brettle is talking about her work at Melton Deans.

"I'm a partner in a medium-sized regional law firm, working within the Company Commercial Department. I head up a team of

eight, comprising six lawyers and two paralegals – legal researchers – undertaking projects work for Public Sector clients. Our main client is a Government Department. We're instructed by them to advise and act on Private Finance Initiative Projects, also known as the PFI. This involves negotiating with a number of other parties comprising the funders, the building contractors, and facilities management and ensuring that the client's aims and objectives are met and their best interests protected.

A significant proportion of my time is spent in all parties meetings. As these transactions are complex, and the meetings are attended by all skies and their legal advisers, I have to make sure comprehensive notes are taken by an assistant solicitor. Following a meeting, documents reflecting the terms agreed are prepared and circulated for approval.

Within the practice, I'm a member of the Executive Committee and have responsibility for aspects of financial management within the department. I also deal with recruitment, training, and development within the department. During a working day as a fee earner, I have to combine my chargeable work for clients with administrative duties."

## **B A legal secretary**

An assistant solicitor is instructing Marie Lapotaire, the Commercial Departments legal secretary.

**Solicitor:** I've just sent you some sound files with the minutes on from yesterday's meeting. Is there any way you can type those up before anything else? I know you've got a substantial amount of work at the moment.

**Marie:** No problem. Do you want me to circulate them by email as soon as I've finished, get a hard copy and put it on the file?

**Solicitor:** Please, I'm going to be running between meetings for a large part of the day but if I get a minute, I'll have a quick look at the hard copy and mark it up with any changes. Don't wait for me to do that before getting the draft out - there are action points that the paralegals need to be getting on with.

**Marie:** Fine, I'll copy everyone in. Anything else? I've put all the documentation for Project Angel on your desk. I don't know if it's ready to go out yet?

**Solicitor:** I saw that, thanks. No, I need to make sure that the client is happy with the latest clauses the binder wants. Also, I think they may have negotiated more concessions so I'll have to get back to you on those.



**Marie:** OK, By the way, I think your out of office message is still on, although the date's wrong. Don't worry. I'll change it. Your calls are still coming through to my phone so I'll carry on taking messages.

**Make word combinations from A using words from the box. Then use appropriate word combinations and complete Sophie Brettle's sentences below.**

fee terms interests work comprehensive best chargeable notes meeting earner agreed all parties
---

1. I don't think we can accept that clause. It's not in the \_\_\_\_\_ of the client.

2. Marie, can you go ahead and set up the next \_\_\_\_\_? We need everyone to be there.

3. Will you check the \_\_\_\_\_ match the notes taken from the meeting with the contractors and client?

4. We can't spend any more time on this. It's not \_\_\_\_\_.

**Find three expressions in A and B which can be used in the combinations below to mean 'a lot of'.**

\_\_\_\_\_ my time / my week / my workload  
\_\_\_\_\_

**Marie Lapotaire is talking about her working day. Replace the underlined words and phrases with alternative words and phrases from B. Pay attention to the grammatical context. There is more than one possibility for one or the answers.**

In addition to typing up (1) recorded notes from meetings, (2) sending a copy to everyone by email, and (3) printing off emails, most days I'll be given various other tasks to carry out, such as document generation. If the solicitor (4) indicates changes on a draft text, I'll (5) word process them. I sometimes have to get addresses and contact details from the Internet and make appointments for meetings or conference calls. Obviously, I also take incoming calls when the fee earners aren't available and I let the caller know the solicitor will (6) call them back. I'll also (7) continue with any other tasks she's given me. Once a month I attend the secretarial committee as the representative for my department.

## Over to you

What is your function within your organisation? Talk about your responsibilities and a typical working day or week.

## Writing

### People in the law

Complete these paragraphs with words or expressions from the box.

1. accused
2. adoption
3. affiliation
4. appointed
5. bench
6. biased
7. called to the Bar
8. challenged
9. clerk
10. commit
11. criminal
12. Crown Court
13. electoral register
14. eligible
15. exclusively
16. Inns of Court
17. inquests
18. jurors
19. jury service
20. lay
21. libel
22. Magistrates' Courts
23. misconduct
24. on bail
25. Parliament
26. political
27. practise
28. pupillage
29. recorders
30. right of audience
31. sentence
32. solicitor
33. stipendiary
34. trial
35. verdict

### Barristers

In England and Wales, a barrister is a member of one of the \_\_\_\_\_ (= the four law societies in London to which lawyers are members); he or she has passed examinations and spent one year in \_\_\_\_\_ (= training) before being \_\_\_\_\_ (= being fully accepted to practise law). Barristers have the \_\_\_\_\_ in all courts in England and Wales: in other words, they have the right to speak, but they do not have that right \_\_\_\_\_.

### Magistrates

Magistrates usually work in \_\_\_\_\_. These courts hear cases of petty crime, \_\_\_\_\_, \_\_\_\_\_, maintenance and violence in the home. The court can \_\_\_\_\_ someone for \_\_\_\_\_ or for \_\_\_\_\_ in a \_\_\_\_\_. There are two main types of magistrates: \_\_\_\_\_ magistrates (qualified lawyers who usually sit alone); \_\_\_\_\_ magistrates (unqualified, who sit as a \_\_\_\_\_ of three and can only sit if there is a justices' \_\_\_\_\_ present to advise them).

### Judges

In England, judges are \_\_\_\_\_ by the Lord Chancellor. The minimum requirement is that one should be a barrister or \_\_\_\_\_ of ten years' standing. The majority of judges are barristers, but they cannot \_\_\_\_\_ as barristers. \_\_\_\_\_ are practising barristers

who act as judges on a part-time basis. The appointment of judges is not a \_\_\_\_\_ appointment, and judges remain in office unless they are found guilty of gross \_\_\_\_\_. Judges cannot be Members of \_\_\_\_\_.

### **The jury**

Juries are used in \_\_\_\_\_ cases, and in some civil actions, notably actions for \_\_\_\_\_. They are also used in some coroner's \_\_\_\_\_. The role of the jury is to use common sense to decide if the \_\_\_\_\_ should be for or against the \_\_\_\_\_. Members of a jury (called \_\_\_\_\_) normally have no knowledge of the law and follow the explanations given to them by the judge. Anyone whose name appears on the \_\_\_\_\_ and who is between the ages of 18 and 70 is \_\_\_\_\_ for \_\_\_\_\_.

Judges, magistrates, barristers and solicitors are not eligible for jury service, nor are priests, people who are \_\_\_\_\_, and people suffering from mental illness. People who are excused jury service include members of the armed forces, Members of Parliament and doctors. Potential jurors can be \_\_\_\_\_ if one of the parties to the case thinks they are or may be \_\_\_\_\_.

**Think of a job you would like, or would not like to have. Write a short text about it, using the texts as models.**

## **Grammar Practice** (Present Simple / Have/ have got)

### **Put the verbs in brackets in the Present Indefinite Tense**

1. The President of USA (live) in the White House.
2. The sea (cover) two thirds of the world.
3. She (work) from Mondays to Fridays.
4. Andrew and les (not / go) to school by bus every day. Most mornings Andrew (go) by bicycle and Les (walk).
5. They (live) not far from the hospital.
6. He always (fill) in case reports carefully.
7. Loud music (give) me a headache.
8. You (not / write) to your pen friend very often, but he (write) to you every week.
9. Chris frequently (forget) Angela's birthday.
10. Nurses (look) after patients in hospitals.

**Write down the questions. Then write down the answers using the words in the brackets**

**Example:** Maria lives in Germany (England)

*Does Maria live in Germany? No, she does not live in Germany. She lives in England.*

1. The Sun rises in the west (in the east).
2. Mr. and Mrs. West speak Italian (Spanish).
3. She goes home for lunch (to the canteen).
4. My friend works in the office (in the hospital).
5. Mr. Brown often listens to the radio (watch TV).
6. My pen friend writes me every week (sometimes).
7. The entrance examinations (begin) in September (in July).
8. The doctor sometimes (pay) much attention to his patients (always).
9. Every evening the laboratory assistants make analyses (morning).
10. The water seldom (freeze) in winter (always).

**Write down the questions to the underlined words**

**Example:** *Every morning I get up at 7 o'clock. – What time do you get up every morning?*

1. I listen to the latest news most mornings.
2. He lives in Manchester.
3. They earn about \$800.
4. She usually finishes work at 5.30.
5. Sue often complains of headache.
6. They admit only children to their hospital.
7. Dr. Smith works as a therapist.
8. He regularly reads medical journals.
9. Bus drivers often strike in this country.
10. It snows a lot in our country.

**Put the necessary verb form (be, am, is, are).**

1. What \_\_\_ your parents?
2. They \_\_\_ all well, thanks.
3. \_\_\_ your children at home?
4. \_\_\_ boys busy now?
5. \_\_\_ Peter at school now?
6. How \_\_\_ you?
7. No, I \_\_\_ not a pupil.
8. My mother \_\_\_ housewife.
9. Pat's Mom \_\_\_ a teacher.
10. Lizzy \_\_\_ in, but the dogs \_\_\_ out.

**Fill the gaps with have or – has.**

1. How many kittens \_\_\_ your cat?
2. Ann \_\_\_ no dog.
3. How many books \_\_\_ your father?
4. My grandparents \_\_\_ a large summer-cottage.
5. They \_\_\_ many flowers round the cottage.

**Make the right order of the words to complete the sentences.**

- a) mother, two, daughters, has, my;
- b) not, ready, I, am, English, today, for, lesson;
- c) have, you, breakfast, eight, at, o'clock, today;
- d) they, at, , now, are, home;

**Find the mistakes and try to correct them**

Dear Stephanie,

How are you? I'm well. I came in London two weeks ago for to

study at a language school. I want learn english because is very important language. I'm say with a English family called Bennet. They have two son and a daughter. Mr. Bennet is teacher, and Mrs. Bennet work in a hospital. English people is very kind, but they speak very quickly!

I study in the morning. My teachers name is Ann. She said me my English is OK, but I do a lot of mistakes. Ann don't give us too much homework, so in the afternoon I go always sightseeing. London is much more big than my town. I like very much painting, and I'm very interesting for modern art, so I visit galleries and museums. I have met a girl called Christina. She came from Greece and she have a lovely flat near Regent's Park. Last night we go to the cinema, but the film wasn't very exiting.

Do you like to visit me in London? Why don't you come for a weekend?

Write to me soon. I'd love to see you.

Love,  
Kati

**Put the questions to the underlined words**

1. She knows English very well. 2. It forms the square. 3. He looks like his mother. 4. The news shocks me very much. 5. This costume suits her a lot.

**There are mistakes in some of these sentences. Find the mistakes and correct them.**

1. I'm having a rest at the moment.
2. I'm having got a pain in my neck at the moment.
3. Had you got a good journey yesterday?
4. Have you got a new computer?
5. We're having dinner late tonight.
6. We usually have got dinner at 7 o'clock.
7. "Have you got a car?" "Yes, I've got."
8. I've got an appointment with the doctor.
9. Did Madonna have got blonde hair in 1991?
10. Do you have got a driving license.

**Complete the sentences using *have got* where possible. If a form of *have got* is not possible, use the correct form of *have*.**

**Example:** "Excuse me, have you got (you) the time?" "Yes, it's twenty-five past six."

1. "Let's have meatballs for supper. \_\_\_\_\_ (we) any potatoes?"  
"No, we \_\_\_\_\_, but we \_\_\_\_\_ some rice."

2. My brother \_\_\_\_\_ dark hair now, but when he was a child he \_\_\_\_\_ fair hair.

3. "I'll phone you tomorrow." " \_\_\_\_\_ (you) my telephone number?"

4. " \_\_\_\_\_ (we) any aspirins?" "Yes, there are some in the bathroom cupboard.

Why? \_\_\_\_\_ (you) a headache?" "No, I'm fine, but Andrew \_\_\_\_\_ a terrible toothache."

5. " \_\_\_\_\_ (your sister) a car at the moment?" "Yes, she \_\_\_\_\_"

6. I couldn't get the concert tickets yesterday because I \_\_\_\_\_ (not) enough money.

**In this exercise you have to make negative sentences with *have*. Some sentences are present (*can't*) and some past (*couldn't*)**

**Examples:** *I can't make a phone call. (any change) – I haven't got any change.*

*I couldn't read the notice. (my glasses) – I didn't have my glasses .*

1. I can't climb up onto the roof. (a ladder) – I \_\_\_\_\_

2. We couldn't visit the museum. (enough time) – We \_\_\_\_\_

3. He couldn't find his way to our house. (a map) – \_\_\_\_\_

4. She can't pay her bills. (any money) – \_\_\_\_\_

5. I couldn't make an omelette. (any eggs) – \_\_\_\_\_

6. I can't get into the house. (my key) – \_\_\_\_\_

7. They couldn't take any photographs. (a camera) – \_\_\_\_\_

8. We couldn't go out in the rain. (an umbrella) – \_\_\_\_\_

**Complete these questions with *have*. Some are present and some are past. Examples:** *Excuse me, have you got a light, please?*

Did you have a lot of friends when you lived in London?

1. Why are holding your mouth like that? \_\_\_\_\_ a toothache?

2. \_\_\_\_\_ enough time to answer all the questions in the exam last week?

3. I need a stamp for this letter. \_\_\_\_\_ any?

4. "It started to rain when I was walking home." "Did it? \_\_\_\_\_ an umbrella?"

5. " \_\_\_\_\_ the time, please?" "Yes, it's ten past seven."

6. \_\_\_\_\_ a beard before you joined the army?

**Complete these sentences using the most suitable expressions from the box. Put the verb into the correct form where necessary.**

have a baby	have a swim	have a nice time	have a bath
have a party	have a chat	have a good flight	have a rest
have a cigarette	have a look	have a nice meal	

1. Jack likes to keep fit, so he *has a swim* every day.
2. Tom and Ann have just come back from the restaurant. You say: Hello, did you *have a nice meal*?
3. We \_\_\_\_\_ last Friday. It was great - we invited lots of people.
4. "How often \_\_\_\_\_?" "Not often. I don't like washing."
5. Suzanne gave up her job six months ago when she \_\_\_\_\_ .
6. Excuse me, can I \_\_\_\_\_ at your newspaper, please?
7. You meet Tom at airport. He has just arrived. You say: Hello, Tom!  
\_\_\_\_\_?
8. "Where's Jim?" "He \_\_\_\_\_ in his room. He is very tired."
9. I met Ann in the street yesterday. We stopped and \_\_\_\_\_ .
10. I haven't seen you since you came back from holiday \_\_\_\_\_?
11. I don't usually smoke. But I felt nervous, so I \_\_\_\_\_ .

## Additional Reading

### Ukraine forum unites CIS as it faces up to its bribery and corruption demons

***The fourth CIS Local Counsel Forum in Ukraine saw more than 150 lawyers and academics, as well as various government representatives and one ambassador, meet in Kiev.***

With the country's Orange Revolution lingering in the atmosphere and optimism present in the attitudes of its people, Ukraine deserves its reputation as the most forward-thinking of the CIS nations.

That said, Ukraine does have a number of problems, which are shared with its ex-Soviet neighbours that stretch from Minsk in the east to Almaty on the borders of China in the west.

Those two capitals and those Georgia, of the other CIS nations, including Armenia, Azerbaijan, Moldova, Russia, Tajikistan, Turkmenistan and Uzbekistan, Kyrgyzstan, have a shared political past but do not share stable economies or legal markets.

Ukraine and Russia have both seen big improvements in the standards of their law firms in recent years, but back in Kiev there is still one issue that, apart from the economy, unites all the firms that attended the forum.

"Corruption is our single biggest enemy," said Dimitry Afanasiev, a partner at Egorov Puginsky Afanasiev & Partners during the opening seminar.

Improving the rule of law is the major challenge for these nations. CIS law firms are trying to operate to a high standard within political systems that can see bribery reach the highest levels of government.

As one delegate put it: "In Western Europe, a bribe is paying for something that you're not entitled to and would not otherwise receive. In Ukraine and other countries in CIS, a bribe also means paying for something that you are entitled to but will not otherwise receive."

And so it is clear why Irina Paliashvili, the host, chooses to organise this and senior counsel of president the non-profit event. Paliashvili is RULG-Ukrainian Legal Group, a 22-lawyer firm with an office in Washington DC.

There is no doubt that the lawyers at the forum are shaping their respective legal markets back home. The economic challenge (most believe it will improve quickly), the corruption (endemic and long-term) and the standard of law schools were some of the main talking points at the conference.

Lawyers from the UK and US who attended included faces from Linklaters, Nabarro and Clyde & Co. They were joined by lawyers from firms across Central and Eastern Europe, there to test the mettle of their CIS cousins.

Referrals are a tricky business in this region and, as many delegates said, relationships benefit hugely from face-to-face meetings over vodka at dinner in this friendly setting.

Hopefully, those visitors from Western Europe will have also benefited from the positive vibes and taken some back as a gift to their colleagues in London and New York.



# Unit 3. Where we live

## Warming Up

### **My house**

In pairs, tell each other about the place you live. Is it a flat or a house? Do you rent it? Describe your favourite room.

Tell your partner about an interesting place you have lived, e.g. *I used to live in a boat, in a tent ...*

Brainstorm some different kinds of accommodation and think of an adjective to describe each one, e.g. *palace – luxurious*.

In small groups, discuss the advantages and disadvantages of living in these places.

basement flat, high-rise flat, hotel, caravan, cave, tree house

## Language presentation

### Grammar

#### Work in pairs.

#### Decide which is the correct verb form.

a. I saw / I was seeing a very good programme on TV last night.

b. While I shopped/ was shopping this morning, I lost / was losing my money. I don't know how.

c. Last week the police stopped / were stopping Alan in his car because he travelled/was travelling at over eighty miles an hour.

d. "How did you cut / were you cutting your finger?"

e. "I cooked / was cooking and I dropped the knife."

#### Put the verb in brackets in the correct verb form, Past Simple or Past Continuous.

a. While I \_\_\_\_ (come) to work this morning, I \_\_\_\_\_ (meet) an old friend.

b. I \_\_\_\_\_ (not want) to get up this morning. It \_\_\_\_\_ (rain) and it was cold, and my bed was so warm.

c. I \_\_\_\_ (listen) to the news on the radio when the phone \_\_\_\_ (ring).

d. But when I \_\_\_\_\_ (pick) up the phone, there was no one there.

e. I said “Hello” to the children, but they didn’t say anything because they \_\_\_\_\_ (watch) television.

## Speaking and listening

**Work in pairs.**

**Ask and answer questions.**

Where were you, and what were you doing

– at three o’clock this morning?

– at eight o’clock this morning?

– two years ago?

– in August last year?

– this time yesterday?

*I was in bed / reading...*

## Writing

**Work in groups of four.**

Think of a recent news story – something that happened in your town, your country, or the world. Write down the story, and give some wrong information. When you have finished, read out your story. The rest of the class will correct you!

## Text

Read the news item about Elspeth Beard. Complete the table.

Elspeth’s reason for buying the tower

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### **Tower**

Age \_\_\_\_\_ Height \_\_\_\_\_ Shape \_\_\_\_\_

Price paid at auction \_\_\_\_\_

Cost of conversion \_\_\_\_\_

Number of awards for conversion \_\_\_\_\_

### **A towering achievement**

SIX years ago, 35-year-old architect Elspeth Beard took on the challenge of converting a 100-year-old water tower into a home. She had been looking for an unusual building for three years when one day she saw a ‘For Sale’ sign outside a 40 metre high, octagonal water tower. She bought it at an auction for J121,000 and spent another J100,000 converting it, doing much of the work herself. Her conversion has won

three awards, beating competition which included multi-million pound schemes created by teams of architects and engineers.

**You will come across the words in A in the first part of an interview with Elspeth Beard. Match them with their definitions in B.**

A		B
filthy		a. group of people elected to manage a town or city
cracks		b. change from one use to another
planning permission		c. very dirty
council		d. lines where the surface of a wall, etc. has been broken
convert		e. rules made by an authority to prevent fires
fire regulations		f a device that warns of smoke in a building
fire escape		g. agreement to allow a new building or for changing an existing building
smoke alarm		h. a special staircase by which people can escape from a burning building

**Read the first part of an interview with Elspeth Beard and tick *T* (true) or *F* (false).**

**I = Interviewer, E = Elspeth Beard**

**I** Elspeth, when you bought the water tower, did you know exactly what you wanted to do with it?

**E** No. When I bought it I didn't have a definite plan. I just knew that having all that space was fantastic and I could do something interesting with it. I made several different plans and they changed and developed over the first three years.

**I** What was the condition of the tower when you bought it?

**E** Oh, it was filthy. The windows were all broken, there were birds flying in and out of it, there were two big cracks in the walls with water running down...

**I** Was it easy to get planning permission to convert it into a house?

**E** It wasn't easy – it took a whole year and of course during all that time I couldn't start the work.

I How much of the building work did you do yourself?

E I did all the floors myself. They're all made of wood and they cover an area of about 2,500 square metres. I also painted the interior twice and I cleaned the whole of the outside of the tower.

I The plan is unusual, because there is a bedroom on the first, second, and third floors, then the kitchen is above the bedrooms, on the fourth floor, and the living-room is at the top, on the fifth floor. Why is that?

E Because of the fire regulations – they were a problem. With a historic building like this you're not allowed to put a fire escape outside, so I managed to get round the problem by fitting fire and smoke alarms and having the kitchen above the bedrooms – that way there's less of a fire risk.

I You spent J100,000 on the conversion. What was the biggest single expense?

E The windows – there are 62 windows in the tower and they all had to be specially made. They cost about J15,000.

**Say whether these statements are true or false. Correct the wrong ones.**

1. Elspeth had a definite plan for the conversion when she bought the tower.

2. It took a year to get planning permission.

3. The bedrooms are above the kitchen.

4. The windows were her biggest expense.

**Read again and find out**

1. the condition of the tower when she bought it.

2. what work she did herself.

3. why the kitchen is on the fourth floor.

4. why she couldn't put a fire escape outside the tower.

5. the number and cost of the windows in the tower.

**You will come across the words in A in the second part of the interview with Elspeth Beard. Match them with their definitions in B.**

A		B
obsessed		a. unpleasant experience
building site		b. prize for doing something well
nightmare		c. something done for rest and enjoyment
award		d. place where a building is being constructed

sense of achievement		e. get back one's strength and energy by relaxing for a time
recharge one's batteries		f. having one's mind filled with one thing and being unable to think of other things
invest		g. feeling you get when you have finished something successfully
relaxation		h. give time, energy, or effort to a task

**Read the second part of the interview and tick *T (true)* or *F (false)*.**

1. Elspeth lived in the tower before it was finished.
2. She sometimes thought of giving up the project.
3. Before she won the awards she hadn't had any feedback.
4. She thinks she'll stay there for a long time.
5. She doesn't want to do any more conversions.

**I** To take on this sort of challenge do you have to be prepared to give all your time and energy to it?

**E** Absolutely! I think I had to be completely obsessed by it, you know, it's the only way you get it done. And that's what I was - the project took over my life for five years.

**I** Was there any time that was particularly difficult?

**E** The worst time was when I first started living here. The whole place was a building site. There was no bathroom, no kitchen and, in addition to having a full-time job in London and driving 70 miles a day, I had a six-month-old baby to look after. The first year of living here was a real nightmare.

**I** Did you ever feel like giving it all up?

**E** There were times when things were really bad and I often asked myself 'What on earth have I done?' but I never thought of giving up. I couldn't give up. I knew I had to continue until I finished it.

**I** You've won three awards for the conversion. That must give you a great sense of achievement?

**E** Yes, because I'd worked alone on the conversion for five years and I hadn't had any feedback so I really didn't know if it was a good idea or not, so yes, getting the awards was very positive feedback!

**I** Now that the work is finished, what do you enjoy most about living here?

**E** I enjoy having all the space... and the feeling of privacy. You really do feel far away from everything. When I'm here I leave work and everything behind. And here I can really recharge my batteries...

I Do you think you'll ever move from it?

E Not for a long time. I've just invested so much in it... not only of my time but also of... myself. I Do you enjoy being so high up?

E Yes, you get fantastic views from the roof. In summer I love spending time up there, it's like being on a little island – no one can get there... and my relaxation is solo flying ... yes, I do enjoy being high up.

I You're obviously a person who loves challenges. In your twenties, you spent three years motorcycling round the world, last year you got your pilot's licence, and this conversion is a big professional and personal achievement. Are there any more challenges you want to take on?

E Yes, I'd like to buy another unusual building – maybe in France, or in Italy or Spain. I haven't lost the excitement and motivation of converting something like this. But next time I won't do the work myself and I won't live in it before it's finished. That's an experience I don't want to go through again!

**Read the second part of the interview again and answer the questions.**

1. What effect did the project have on Elspeth's life?
2. Why was the first year she lived there 'a real nightmare'?
3. What does she enjoy most about living in the tower?
4. What does she love doing in the summer?
5. What did she do in her twenties?
6. What experience does she not want to repeat?

## **Writing**

### **Describing a room**

1. Think of your favourite room. Draw a plan of it on a piece of paper.
  2. Write down why you like it and some adjectives to describe it.
- My favourite room is ...* *I like it because it is...*

**Show a partner your plan and talk about why you like the room.**

### **My favourite room**

My favourite room is our kitchen. Perhaps the kitchen is the most important room in many houses, but it is particularly so in our house because it's not only where we cook and eat but it's also the main meeting place for family and friends. I have so many happy memories

of times spent there: special occasions such as homecomings or cooking Christmas dinner; troubled times, which lead to comforting cups of tea in the middle of the night; ordinary daily events such as making breakfast on dark, cold winter mornings for cross, sleepy children before sending them off to school, then sitting down to read the newspaper with a steaming hot mug of coffee.

Whenever we have a party, people gravitate with their drinks to the kitchen. It always ends up the fullest and noisiest room in the house.

So what does this special room look like? It's quite big, but not huge. It's big enough to have a good-sized rectangular table in the centre, which is the focal point of the room. There is a large window above the sink, which looks out onto two apple trees in the garden. The cooker is at one end, and above it is a wooden pulley, which is old-fashioned but very useful for drying clothes in wet weather. At the other end is a wall with a large notice-board, which tells the story of our lives, past, present, and future, in words and pictures: a school photo of Megan and Kate, a postcard from Auntie Nancy in Australia, the menu from a takeaway Chinese restaurant, a wedding invitation for next Saturday. All our world is there for everyone to read!

The front door is seldom used in our house, only by strangers. All our friends use the back door, which means they come straight into the kitchen and join in whatever is happening there. The kettle goes on immediately and then we all sit round the table, drinking tea and putting the world to rights! Without doubt some of the happiest times of my life have been spent in our kitchen.

## Grammar practice

**There are mistakes in some of these sentences. Find the mistakes and correct them.**

1. The Titanic travelled to New York when it hit an iceberg and sank in the Atlantic
2. The jumper was shrinking when I washed it.
3. Christopher Columbus was sailing in *the Santa Maria* when he discovered America.
4. I was breaking my toe when I tripped over the dog.
5. The mouse was having a heart attack when the cat jumped down from the chair.
6. The footballer ran towards the goal when he fell over.
7. James Dean drove a sports car when he was dying.

**Make sentences. Put the verbs into the correct form: the Past Simple or the Past Continuous.**

1. while / write / a letter the phone / ring.
2. you / read the newspaper as soon as it / arrive?
3. she / not / lock / the door when she / leave / the office /.
4. the train / go / through the tunnel when it / suddenly / stop /.
5. Sally / wash her hair when the doorbell ring /.
6. John Logie Baird invent / the television or the telephone?
7. they / cry / when they / hear / the bad news.
8. the cat lie / on the sofa when the mouse / come / into the room /.

**Put the verbs in brackets into the correct form: the Past Continuous or the past simple.**

**Examples:** *When she came (come) into the room I was listening (listen) to the radio. When my car broke down (break down) I phoned (phone) a garage.*

1. We \_\_\_\_ (go) down in the lift when suddenly it \_\_\_\_ (stop).
2. \_\_\_\_ (they / have) dinner when you \_\_\_\_ (call) to see them?
3. When the doorbell \_\_\_\_ (ring) I \_\_\_\_ (get) up and \_\_\_\_ (answer) it.
4. When I \_\_\_\_ (open) the door, a friend \_\_\_\_ (stand) there.
5. "When I \_\_\_\_ (arrive) back at the car park, my car wasn't there!"  
"Oh, no! / What \_\_\_\_ (you / do)?" "I \_\_\_\_ (report) it to the police."

**These paragraphs begin three stories: a love story, a western and a horror story.**

**Complete the paragraphs using the Past Continuous or the Past Simple of the verbs in brackets.**

(I) It was midnight and I was alone in the house. Outside it was raining (rain) very hard. I \_\_\_\_ 1 \_\_\_\_ (get) ready to go to bed when I suddenly heard a strange noise outside my room in the corridor. Then, when I looked at the door, I noticed that someone \_\_\_\_ 2 \_\_\_\_ (turn) the handle! I \_\_\_\_ 3 \_\_\_\_ (rush) over to the door and quickly \_\_\_\_ 4 \_\_\_\_ (turn) the key in the lock. Then I \_\_\_\_ 5 \_\_\_\_ (ask) in a trembling voice, "Who is it?"

(II) It was early evening and it \_\_\_\_ 1 \_\_\_\_ (begin) to get dark in the surgery of Doctor Nigel Harris. The young, handsome doctor \_\_\_\_ 2 \_\_\_\_ (stand) looking sadly out of the window when there was a quiet knock at the surgery door. The door \_\_\_\_ 3 \_\_\_\_ (open) and Dr Harris \_\_\_\_ 4 \_\_\_\_ (turn) round to see the young girl who had just entered the room. She was very beautiful. With a sad smile the doctor \_\_\_\_ 5 \_\_\_\_ (ask), "Are you the new nurse?"



(III) I \_\_\_\_ 1 \_\_\_\_ (sit) in the big chair in Henry's barber's shop at the time. Henry \_\_\_\_ 2 \_\_\_\_ (cut) my hair with his big pair of scissors when we heard the sound of horses outside. The noise was so loud that we \_\_\_\_ 3 \_\_\_\_ (go) over to the window to look. Through the window we could see at least twenty gunmen riding into town. Henry immediately \_\_\_\_ 4 \_\_\_\_ (go) over to his desk and \_\_\_\_ 5 \_\_\_\_ (put) on his gun and Sheriff's badge.

**Which paragraph begins which story?**

**Join each idea in A with the most suitable idea in B. Make sentences using when and the Past Continuous or Past Simple of the verbs in brackets.**

*Example: I dropped my bag when I was running for a bus.*

<b>A</b>	<b>B</b>
1. I (drop) my bag	I (drive) to work
2. I (cut) myself	I (eat) a sandwich
3. My car (break down)	I (run) for a bus
4. I (see) a shark	I (shave)
5. My clothes (get) dirty	I (clean) the attic
6. I (break) a tooth	I (swim) in the sea

## **Additional Reading**

### **Law and More Dating – First Match Made Date Write Up!!!**

So, our first lined - up Law and More 'date' has gone seemingly smoothly. Law and More rasps at all those that emailed in with death threats. 'Why would we encourage lawyers to breed? ', enquired one young chap. We don't know really, but what with all this doom and gloom hanging above the City skies and the Credit Crunch hawk circling around the Square Mile preying on yet another baby chick to snatch from its nest, we thought, errr, why not. What's the worst that could happen....

P.S.: If you know anyone that works in the legal industry, wears giant knickers and has had more meals-for-one than Zarathustra, send us an

email and we'll put a spring back into their step. Moreover, its free and you get to go somewhere rather fun, on us.

The line up: Law Society PR Manager Melissa Davis vs Stewart Wormesley, Associate at Nabarro.

The date: Wednesday 11th March, 2009

The venue: The rather lovely The Dorchester to sample some rather lovely cocktails

The Verdict

She said...

My blind date was the talk of the office all day and I had conflicting advice as to whether or not its acceptable to have a drink, to ease the nerves. "No, no, no", said one crowd, "yes, yes, yes", said the other. Two double vodkas later, after a 30 minute stint in the bar with the yes group, and I was in a taxi heading towards the Dorchester. My blind date for the evening was Stewart. An Associate from Nabarro.

We were supposed to be meeting last week but unfortunately because of my date's work commitments we had to rearrange – I'm totally understanding about that kind of thing as I'm often in the same boat myself. In the week leading up to the new date we emailed and text and got on really well. We arranged to meet in the lobby at 7:30. We'd talked about meeting at the tube and walking there together – "that will ruin your entrance", said one colleague and I agreed and decided to go for the lobby option.

I confidently strode into the Dorchester, straight past Stewart, who was standing by the door. I then accused him of not being 6 foot 4 and suggested we ask the barman for a ruler to prove it. Thankfully he took it well and it started the banter straight away and soon my nerves had disappeared. I thought he looked better looking in the flesh than in his photo – you can never tell from a work mug shot. We went through to the Dorchester bar and were lead to a table in the corner. Right above my head was a red light which gave way to more banter.

The staff were fantastic – they knew we were on a blind date and the barman kept saying to me, don't worry, don't be nervous, which we both thought was quite funny. We tucked into the cocktails and after three, maybe four, we were laughing and talking openly. Stewart is very honest and funny but maybe he could have done with a couple of vodkas aswell as he told a couple of jokes that were really weird, but we tried to laugh about it. The lights over our table kept getting darker and darker, until the table of four next to us asked for them to be turned up – then teased us saying we must have asked for them to

be dimmed – I was mortified – especially as they could hear all of our conversation!

We're both really independent people and thrive on the single life. Stewart certainly has a passion for a healthy lifestyle and especially keeping fit. My worst nightmare is being dragged to the gym at 7am but to Stewart that's a walk in the park and on Sunday's, when I'm nursing my hangover, he's usually on the golf course. We discussed what we would like to do with our lives if money didn't matter and I said I'd like to sail round the world, writing novels and scripts as I go.

Stewart said he'd like to open a gym with a health food shop on the side. I guess maybe he's more of a realist than me! The evening went really well and we worked our way through most of the cocktail menu, stopping briefly to nibble on a plate of canapes, which were delicious, but unfortunately the ratio of food to cocktails was out of sync and by midnight when we were ready to leave we were both feeling the effects. Stewart made sure that he dropped me off in a taxi, which was in the opposite direction of his place. We kissed on the cheek and promised to go out again, but as we're both so busy I'm not sure it'll happen. Anyway thank you Law and More and the Dorchester for a fun evening.

He said:

"7.29 pm and I am sitting, rather uncomfortably, in the lobby of the Dorchester Hotel. Concierge and the bell boy are eyeing me up and down whilst I try and not to look conspicuous, which is particularly hard when you are waiting to meet someone for a blind date in the Dorchester Hotel lobby!"

I received an email from a friend which simply said "you should write in to Lawandmore and get yourself a girlfriend". Having got to the bottom of the email and generally being game for anything I decided to give it a go. As any single lawyer knows, meeting anyone in this city is tough and opportunities should never go unexplored.

Within hours of sending my picture and profile to someone known to me as Vanessa I received an email from Lawandmore saying they had just the girl for me, "M\*\*\*\*\*". I opened the attached picture with a certain amount of dread but needn't have bothered, M\*\*\*\*\* was, for want of a better word, hot!

So, the deed was done – I had a date, with "M\*\*\*\*\*", at the Dorchester!!

7.42 pm, still no sign of M\*\*\*\*\* (who by now I knew to be Melissa). Concern was beginning to creep in that perhaps this had

been a horrible set up. As I made another worried scan of lobby, to my relief, in walks someone who I assumed [hoped] was Melissa. To my surprise she said someone walked right past me â€” not a good start. I gave chase and eventually Melissa turned around, realised she was being pursued with no chance of escape and gave in. As it turned out the picture I had been sent did not do Mel justice, she was gorgeous and looked like she fitted into the Dorchester lobby all too easily (in a respectable way of course).

We had been in touch by text prior to the date so I knew that the evening would be far from awkward. The chat had been good and I already knew a fair bit about Mel but ashamedly I had already rearranged the date due to work commitments (something that would come back and bite me in the a\*se).

Once seated in the bar we picked our cocktails (I can recommend the black mojito if you ever get chance to go) and the chat began and flowed freely. Food and more cocktails ensued and everything was going well, or at least I thought, until foolishly I thought I would try my hand at humour. Now clearly being a lawyer I'm not going to be funny however the 4 or 5 cocktails I had consumed at this point convinced me otherwise. To cut a long story short the joke was terrible, in very bad taste and I fear may have brought the beginning of the end.

As I slowly tried to dig myself out of the awkward hole I had created for myself I then proceeded crawl back into it as I tried to convince Mel that I always tried not make a habit of cancelling dates (see previous comment) and did not in fact play that much golf. Given that I had cancelled on Mel once already and that she was well aware of the unpredictability of a lawyers work load, I had my work cut out for me.

So did my failing attempts at rescuing the situation work? I fear not. The evening was a lot of fun and speaking for myself, enjoyed the experience a lot. To this day however I have no idea what Mel really thought. Mel and I shared a taxi home, a parting hug and kiss on the cheek and a few texts that night and that was it. What I have taken from the date however is that I really shouldn't try and be funny. Ever.

Thank you Lawandmore for a great night out and thank you Mel for making the night so enjoyable your double straw cocktail drinking skills (in the Dorchester Hotel Bar) will forever make me smile!!

#### **The Dorchester Fact Box:**

For guests in search of the perfect cocktail, the new Signature Cocktail and Mocktail menu offers a varied and international selection for cocktail enthusiasts.

Available from February 2009, the signature cocktails and mocktails have been put together by the best in their field, some of whom have been at their posts for more than a quarter of a century, and are some of the most revered names in the industry.

To accompany the Signature Cocktail and Mocktail menu, the Dorchester Collection has introduced Personalised Mixology Classes, which will be one-on-one experiences in bespoke cocktail mixing, based on each customer's preferences. Drinkers may wish to discover the secret of the perfect martini, where to source ingredients for their favourite mocktail, or how to create something totally original inspired by their own passions.

# Unit 4. Education

## Warming Up

### Schooldays

In pairs, ask each other questions about your schooldays, e.g. *Did you use to play truant often?* Here are some expressions to help you.

In groups, tell each other about a school you went to as a child.

where it was, a teacher you admired, a teacher you detested, a good friend, your favourite subject, your best / worst subjects, a memorable day, love school, love sports, study hard, be a bully, have a strict teacher, be good at music, make trouble, smoke cigarettes, wear a tie, be lazy, do lines or detention, have a funny teacher, be the teacher's pet

**Would you send your child to the same school? Why (not)?**

### Language Presentation

**A lot of, lots of, many, much, a few and a little**

**Write the sentences correctly.**

*Example:* Mark was only spending one night away. ~~He quickly put a little things into a bag.~~ He quickly put a few things into a bag.

Rachel is learning to drive. ~~She hasn't had much lessons yet.~~

I'm making soup for twenty people, ~~I'll have to make a lot of.~~

I feel really tired. ~~I haven't got many energy.~~

The mixture looks rather dry. ~~Maybe you should add a few water.~~

We're having a big party. ~~We've invited a lots of friends.~~

**A lot of, many and much**

**Complete the conversation. Put in *a lot of, many or much*. More than one answer may be correct.**

*Example:* Matthew: There are **a lot of** athletes taking part in the International Games in London.

There's been (1)            coverage in the papers.

Daniel: Our runners haven't won (2)                    medals, have they?

Matthew: No, not as (3)            as last time. But there's plenty of time.

There are still (4) \_\_\_\_\_ events to come. I'd like to go and see some of the track events, but I haven't got (5) \_\_\_\_\_ time at the moment.

Daniel: No, not with exams coming up. Matthew: I'm hoping to go at the weekend if I can get a ticket.

Apparently there aren't (6) \_\_\_\_\_ seats left.

Daniel: I've heard the cheapest tickets are £25. I think that's too (7)

### **A few, few, a little and little**

**Put in *a few, few, a little or little*.**

*Examples: I don't think I can lift this box on my own. I need **a little** help.*

***Few** tourists visited Northern Ireland in the 1980s because of the terrorism there.*

1. The postman doesn't often come here. We receive \_\_\_\_\_ letters.

2. The snow was quite deep. There seemed \_\_\_\_\_ hope of completing our journey.

3. Trevor isn't finding it easy to fix the shelves. He's having \_\_\_\_\_ trouble.

4. Sarah is exhausted. She's having \_\_\_\_\_ days' holiday next week.

5. David quite likes golf, but unfortunately he has \_\_\_\_\_ ability.

6. I can speak \_\_\_\_\_ words of Swedish, but I'm not very fluent.

### **Many, few, much and little**

**Complete this paragraph from a travel book. Put in *many, few, much or little*.**

*Examples: The main town on the island is very small and does not have **many** important buildings. The islanders do not have (1) \_\_\_\_\_ money, and they have (2) \_\_\_\_\_ contact with the outside world. There is not (3) \_\_\_\_\_ chance of the place attracting large numbers of tourists. The roads are not very good.*

There are lots of bicycles but not (4) \_\_\_\_\_ cars. And there are hardly any of the modern facilities which visitors expect. There are (5) \_\_\_\_\_ shops, and there is (6) \_\_\_\_\_ entertainment.

## **Text**

### **Daily Life in Japanese High Schools**

Understanding the Japanese people and culture requires understanding the factors that mold them. Particularly important are those components which influence them in their formative years.

The Japanese education system is one of the most influential agents molding Japanese youth. Given the large amount of time that Japanese students spend in schools, it is little wonder that the education system plays a tremendous role in determining the fabric of Japanese society. An examination of the “typical” high school experience illuminates the function of the education system in Japanese society.

### **Getting to School**

Japanese high school students do not drive cars. Many either walk or ride bicycles if the distance is not too great. In other cases, students must take public buses and trains, often changing lines several times in order to reach their destinations. It is not uncommon for students to spend two or more hours each day on public transportation. After junior high school, students attend schools based on standardized high school entrance examination scores. As a result, some students travel a great distance to attend the school determined by their test scores. The school day begins at 8:30, so students may leave home as early as 6:30. While some students sleep or study during their long commute, public transportation also provides a chance for socializing with peers. Student behavior on the way to school is regulated by school policies. These policies may prohibit certain activities in public—chewing gum, consuming snacks, reading books while walking—anything that might reflect badly on the reputation of the school. Each school has a unique uniform that makes its students easily identifiable to the public. School policies often require students to stand on buses and trains, leaving seats open for other passengers in order to demonstrate consideration. In practice, however, the behavior of students tends to relax as they move farther away from school.

### **At School**

Once at school, the students usually enter an area full of small lockers in which they place their street shoes and don school slippers. These slippers may be color coded: pink for girls and blue for boys. Many schools have a weekly school-wide assembly. Then students assemble in their homeroom classes for the day’s studies. The school day starts with classroom management tasks, such as taking attendance and making announcements. These activities usually are conducted by the students themselves on a rotating duty schedule called toban. Each homeroom has an average of 40-45 students. Students stay in their homeroom classrooms for most of the school day while the teachers move from room to room, operating out of a central teachers’ room. Only for physical education, laboratory classes, or other subjects



requiring special facilities do students move to different parts of the school. Between classes and at lunch time, classrooms can be noisy, lively places. Some schools may have a cafeteria, but most do not. Even in schools where a lunch is prepared and provided to the students, they usually eat together in their homeroom classrooms. In most schools, students bring a box lunch from home, almost always consisting of foods prepared by the mother in the early morning hours, such as rice, fish, eggs, vegetables, and pickles.

Japanese students spend 240 days a year at school, 60 days more than their American counterparts. Although many of those days are spent preparing for annual school festivals and events such as Culture Day, Sports Day, and school excursions, Japanese students still spend considerably more time in class than American students. Traditionally, Japanese students have attended school for half a day on Saturdays; however, the number of required Saturdays each month is decreasing as the result of Japanese educational reforms. Course selection and textbooks are determined by the Japanese Ministry of Education. Schools have limited autonomy in their curriculum development. Students in academic high schools typically take three years each of the following subjects: mathematics, social studies, Japanese, science, and English. Other subjects include physical education, music, art, and moral studies. All the students in one grade level study the same subjects. Given the number of required subjects, electives are few.

At the end of the academic day, all students participate in *o soji*, the cleaning of the school. They sweep the classrooms and the hallways, empty trash cans, clean restrooms, clean chalkboards and chalk erasers, and pick up trash from the school grounds. After *o soji*, school is dismissed and most students disperse to different parts of the school for club meetings.

### **Extracurricular Activities**

Club activities take place after school every day. Teachers are assigned as sponsors, but often the students themselves determine the club's daily activities. Students can join only one club, and they rarely change clubs from year to year. In most schools, clubs can be divided into two types: sports clubs (baseball, soccer, judo, kendo, track, tennis, swimming, softball, volleyball, rugby) and culture clubs (English, broadcasting, calligraphy, science, mathematics, yearbook). New students usually are encouraged to select a club shortly after the school year begins in April. Clubs meet for two hours after school each day and many clubs continue to meet during school vacations.

Club activities provide one of the primary opportunities for peer group socialization. Most college bound students withdraw from club activities during their senior year to devote more time to preparation for university entrance examinations. Although visible in the general high school experience, it is in the clubs that the fundamental relationships of senpai (senior) and kohai (junior) are established most solidly. It is the responsibility of the senpai to teach, initiate, and take care of the kohai. It is the duty of the kohai to serve and defer to the senpai. For example, kohai students in the tennis club might spend one year chasing tennis balls while the upperclassmen practice. Only after the upperclassmen have finished may the underclassmen use the courts. The kohai are expected to serve their senpai and to learn from them by observing and modeling their behavior. This fundamental relationship can be seen throughout Japanese society, in business, politics, and social dealings.

### **“Cram Schools”**

An interesting component of Japanese education is the thriving industry of juku and yobiko, after school “cram schools,” where approximately 60% of Japanese high school students go for supplemental lessons. Juku may offer lessons in nonacademic subjects such as art, swimming, abacus, and calligraphy, especially for elementary school students, as well as the academic subjects that are important to preparation for entrance examinations at all levels. Juku for high school students must compete for enrollment with yobiko, which exist solely to prepare students for university entrance examinations. Some “cram schools” specialize in preparing students for the examination of a particular school. Although it would seem natural for students to dread the rigor of additional lessons that extend their school day well into the late evening hours and require additional homework, many students enjoy juku and yobiko, where teachers often are more animated and more interesting than some of the teachers in their regular schools. Also, in many cases, the lessons studied in “cram schools” provide an intellectual challenge for students bored with the standardized curriculum of their regular schools.

Juku and yobiko are primarily private, for profit schools that attract students from a wide geographical area. They often are located near train stations, enabling students to transport themselves easily to juku directly from school. Juku and yobiko thrive in Japan, where it is believed that all people possess the same innate intellectual capacity, and it is only the effort of individuals, or lack thereof,

that determines their achievement above or below their fellows. In Japanese schools, there is the tendency to pass students with their grade cohort. Therefore, without the supplemental juku lessons, some students could fall well behind their classmates. Yobiko also exist to serve ronin, “masterless samurai,” students who have failed an entrance examination, but who want to try again. It is possible for students to spend a year or two as ronin after graduating from high school, studying at yobiko until they can pass a university entrance examination or until they give up. “Cram school” tuition is expensive, but most parents are eager to pay in order to ensure acceptance into a selective junior high school, high school, or university, and thus, a good future for their children.

### **Entrance Examinations**

In addition to university admission, entrance to high school also is determined by examination, and the subjects tested are Japanese, mathematics, science, social studies, and English. Private high schools create their own examinations, while those for public high schools are standardized within each prefecture. Students (and their parents) consider each school’s college placement record when deciding which examinations to take. Success or failure on an entrance examination can influence a student’s entire future, since the prospect of finding a good job depends on the school attended. Thus, students experience the pressure of this examination system at a relatively early age. But, practice tests at school and juku help teachers to direct students toward institutions whose examinations they are most likely to pass.

### **Free Time**

Japanese students devote approximately two hours per weekday to homework, and about three hours on Sunday. They spend an average of two hours per day watching television, half an hour listening to the radio, an hour reading casually, and less than half an hour in social relations with peers outside of school. Japanese adults tend to perceive high school students in many ways as large children instead of young adults. And, while opposite sexes are interested in each other, parents and teachers strongly discourage teenage dating. Most young people do not begin to date until after high school. Finally, for a variety of reasons, there are few drug problems among Japanese adolescents.

### **Questions for Consideration**

1. What fundamental social values are reflected in the education systems of the United States and Japan?

2. What are the intrinsic and extrinsic incentives motivating American and Japanese students?

3. Imagine high school life without cars. How would it be different?

4. There are different definitions of democracy as applied to education. In the United States, recognition of different talents = democracy. In Japan, "equal access" based on standardized scores = democracy. What do you think?

### **Text for dictation**

In Britain, school is compulsory between the ages of five and sixteen. Primary education continues until the age of eleven. Pupils wishing to enter university usually finish their secondary education when they are eighteen. Other types of further education are available for those who want to learn a trade such as catering or specialize at an early stage. In recent years, the proportion of young people entering university has risen dramatically. The variety of degree courses on offer has also widened. It is now common for students entering fields such as nursing to be based at university.

Educational terminology can be very confusing. For example, preparatory and public schools are fee-paying and both belong to the independent or private sector. Middle schools, which fall between primary and secondary education, are part of the state system, but do not exist in all parts of Britain. Most state secondary schools are "comprehensives" and are non-selective. However, in some towns, institutions known as grammar schools operate selectively. Children are tested at the age of eleven and the bright ones are creamed off. Many parents argue that grammar schools should be abolished to allow equality of opportunity for all children. Others insist that a fast track is needed for gifted pupils and that diversity means more freedom of choice.

### **Speaking Practice Dialogues**

#### **Read the dialogues aloud in pairs**

**A:** What kind of education would you choose for your child?

**B:** For a start, it would have to be a mixed school and not a boarding establishment.

**A:** What have you got against single sex schools?

**B:** Clearly, a coeducational environment promotes understanding between boys and girls. It's far more natural.

**A:** Don't you think they distract one another when they become teenagers?

**B:** Well, maybe they do, but they've got to learn to live together. I'm against all forms of segregation.

**A:** How about boarding schools? Don't they teach children how to live together? I'd have thought they'd be very useful for children without brothers and sisters.

**B:** But "only children" can still find friends in their neighbourhoods or local day schools. Why have we got to create large institutional families? If people decide to have children, then they should value family life.

**A:** Would you prefer your child to be educated privately or by the state?

**B:** To be honest, that's a very difficult question, because if the state schools in my town were very bad, then I might be tempted to pay private fees. I hope that wouldn't be necessary.

**A:** Would you consider sending your child to a grammar school?

**B:** Again, that depends on the alternatives. I prefer the comprehensive system, but I wouldn't want my child to be in mixed ability classes for all subjects. There'd have to be some form of streaming.

**A:** What's wrong with mixed ability teaching?

**B:** The reality is that people learn subjects such as languages and mathematics at different speeds. It's nonsense to keep everybody at the same level regardless of their progress.

### **Discussion questions: ask and answer**

1. Would you prefer to send your child to a mixed or single sex school?

2. Is day school always a better alternative to boarding school?

3. Should rich people be permitted to buy educational advantages by sending their children to private schools or should all schools be run by the state?

4. Do you prefer a system where children are put in fast and slow streams or is it better to create mixed ability classes?

5. Should corporal punishment be permitted in schools?

6. Which system do you favour for measuring children's progress-final examinations or continuous assessment?

7. Do the "three Rs" (Reading, Writing and Arithmetic) make up the most important part of the school curriculum?

# Writing

## COMPANY PRESIDENT

### WORD CLUES:

fist	phone	cufflink	cord
stripes	key	collar	loop
lock	receiver	document	forehead
frown	upholstery	scowl	handkerchief

### ACTION CLUES:

yelling	talking	merging	resting
clenching	glaring	closing	grabbing
grasping	gripping	leaning	whispering
frowning	listening	sitting	shouting

### DEDUCTIONS:

1. Mr. Avery sits back in his chair and relaxes for a moment.
2. Mr. Avery picks up the phone.
3. Mr. Avery is the boss and the owner of the company as well.
4. Mr. Avery begins to rant and rave when he hears the news.
5. Mr. Avery angrily crumples the letter in his left hand.
6. Mr. Avery's face turns red with anger and he speaks through tense lips.
7. Mr. Avery rises and welcomes the visitors to the office.
8. Mr. Avery leans forward in his chair and begins to shout into the phone.
9. Mr. Avery laughs and jokes when he hears the good news.
10. Mr. Avery draws his lips back from his teeth to show his strong displeasure.
11. As soon as he hears the news, Mr. Avery clenches the phone tightly in his right hand.
12. Mr. Avery begins to pound the desk with his fist and berates the person with whom he is talking.
13. Mr. Avery paces the floor nervously, waiting for the phone to ring.
14. Scowling darkly, Mr. Avery is so upset that he can hardly speak!

**CONCLUSION:** Using the Clues, if needed, and the sentences in Deductions, prepare a short composition about Company President.

**GRAMMAR HELPS:** Use the following as needed to prepare your composition.

spitefully consequently as long as recently frequently seldom hardly
---

repeatedly in spite of forcefully and but or neither... nor  
either... or

**OPTION:** Be prepared to give the story of Company President orally.

## Grammar Practice

**Complete the sentences with *some* or *any*.**

1. Have you got \_\_\_\_\_ brothers or sisters?
2. We don't need \_\_\_\_\_ olive oil.
3. Here are \_\_\_\_\_ letters for you.
4. I need \_\_\_\_\_ money.
5. Is there \_\_\_\_\_ petrol in the car?

**Complete the sentences with *much* or *many*.**

1. Have you got \_\_\_\_\_ homework?
2. We don't need \_\_\_\_\_ eggs, just half a dozen.
3. Is there \_\_\_\_\_ traffic in your town?
4. I don't know \_\_\_\_\_ students in this class.
5. How \_\_\_\_\_ people live in your house?

**Complete the sentences with *a little*, *a few*, or *a lot of*.**

1. I have \_\_\_\_\_ close friends. Two or three.
2. He has \_\_\_\_\_ money. He's a millionaire.
3. "Do you take sugar in coffee?" – "Just \_\_\_\_\_. Half a spoonful."
4. "Have you got \_\_\_\_\_ CDs?" – "Hundreds."
5. I'll be ready in \_\_\_\_\_ minutes.
6. She speaks good Spanish, but only \_\_\_\_\_ Russian.

**In pairs, find one mistake in each sentence.**

1. He's postman, so he has breakfast at 4 a.m.
2. The love is more important than money.
3. I come to the school by bus.
4. I'm reading one good book at the moment.
5. "Where's Jack?" "In a kitchen."
6. I live in centre of town, near the hospital.
7. My parents bought the lovely house in the country.
8. I don't eat the bread because I don't like it.

**Complete the sentences with *a/an*, *the*, or *nothing*.**

1. I have two children, \_\_\_\_\_ boy and \_\_\_\_\_ girl. \_\_\_\_\_ boy is twenty-two and \_\_\_\_\_ girl is nineteen.
2. \_\_\_\_\_ Mike is \_\_\_\_\_ soldier in \_\_\_\_\_ Army, and Chloe is at \_\_\_\_\_ university.

3. My wife goes to \_\_\_\_\_ work by \_\_\_\_\_ train. She's \_\_\_\_\_ accountant. I don't have \_\_\_\_\_ job. I stay at \_\_\_\_\_ home and look after \_\_\_\_\_ children.

4. What \_\_\_\_\_ lovely day! Why don't we go for \_\_\_\_\_ picnic in \_\_\_\_\_ park?

5. "What did you have for \_\_\_\_\_ lunch?" "Just \_\_\_\_\_ sandwich."

**Put the definite article "the" in the following sentences, when necessary; if you don't need anything in the blank, write "-".**

1. I think we must call \_\_\_\_\_ doctor.
2. Do you know \_\_\_\_\_ Browns? They live next to us.
3. \_\_\_\_\_ President Bush was Vice President to Reagan.
4. There are some beautiful towns in \_\_\_\_\_ north of Italy.
5. \_\_\_\_\_ Greece is in \_\_\_\_\_ south.
6. \_\_\_\_\_ President is \_\_\_\_\_ head of state in \_\_\_\_\_ US.
7. \_\_\_\_\_ Odeon cinema is in \_\_\_\_\_ Green Street.
8. \_\_\_\_\_ Trafalgar Square is in \_\_\_\_\_ London.
9. \_\_\_\_\_ White House is \_\_\_\_\_ home of \_\_\_\_\_ President of \_\_\_\_\_ US.
10. \_\_\_\_\_ British Museum has some very interesting exhibitions.
11. Mum arrived at \_\_\_\_\_ Heathrow Airport yesterday.
12. \_\_\_\_\_ Hyde Park is very famous all over \_\_\_\_\_ world.
13. I stayed at \_\_\_\_\_ Hilton when I was in \_\_\_\_\_ London.
14. Do you read \_\_\_\_\_ Daily Telegraph or \_\_\_\_\_ Sun?
15. Did you visit \_\_\_\_\_ Tower, too?
16. My son studies at \_\_\_\_\_ London University.
17. Are you going to \_\_\_\_\_ theatre tonight?
18. My brother is in \_\_\_\_\_ hospital, because he needs an operation.

**Choose the correct answer.**

1. *Noise* / *The noise* is a form of pollution.
2. I'm worried about *noise* / *the noise* coming from my car.
3. Don't go swimming in this river.
4. *Water* / *The water* here is polluted.
5. *Water* / *The water* turns to ice when it freezes.
6. The man gave *money* / *the money* to charity throughout his life.
7. Have you already spent *money* / *the money* I gave you yesterday?

**Correct the mistakes.**

1. The Canberra is capital of the Australia.
2. The San Diego is in the Southern California.
3. Is Amazon a longest river in the Latin America?
4. The Jamaica is island in Caribbean Sea.



5. The Snowdon is highest mountain in the England and Wales.
6. The Lake Michigan is in United States.
7. The Gobi desert is in the Asia.
8. Uffizi is one of a most famous museums in world.
9. Statue of Liberty was made in the France.
10. The Macy's is famous department store on the 34th Street in the New York.

**Choose the correct answer: A, B, C or D.**

1. There are \_\_\_\_\_ envelopes on my desk.  
A much B some C any D a little
2. There isn't \_\_\_\_\_ money in my pocket.  
A no B some C any of D any
3. Have you got \_\_\_\_\_ good computer games?  
A any B any of C a lot D many of
4. Do you like Madonna? Have you got \_\_\_\_\_ her records?  
A some B every of C any D all
5. You've had \_\_\_\_\_ interesting experiences.  
A any B a lot C much D a lot of
6. Would you like \_\_\_\_\_ more milk?  
A little B a little C few D a few
7. \_\_\_\_\_ my friends want to see the concert.  
A No B Any of C None D None of

## **Additional Reading**

### **The view from campus: law students contemplate a bleak future as jobs dry up**

Law students are remaining positive about the prospect of securing training contracts with City firms despite vacancies in the legal sector dropping by 7.5 per cent.

At a barbecue sponsored by Kaplan Law School and organised by The Lawyer's sister publication Lawyer 2B, 40 university law society committees from across the country and their incoming presidents met to discuss how the gloomy jobs market is taking its toll on student morale.

"The Graduate Market in 2009" report from High Fliers Research reveals that graduate jobs have been cut substantially during this year's recruitment season. According to the survey, the legal sector has seen only a 7.5 per cent reduction in vacancies compared with an overall drop of 13.5 per cent across the UK's top 100 graduate employers.

Robert Mckellar, president of Exeter University Law Society, told Lawyer 2B that students were worried about the jobs market, but felt they had to remain confident in their ability to secure training contracts.

“You have to believe in your own ability, because if you don’t then you might as well give up,” he said. “Students are finding it hard to find vacation schemes and many law firms have shut applications already, but with all the money you’re investing in your future you’ve got to be motivated and positive about the outcome.”

This sentiment was echoed by CMS Cameron McKenna graduate recruitment officer Victoria Wisson, who said the legal sector was faring well compared with other industries.

“In comparison to other industries, where some have halved their vacancies, the law sector can be viewed as one of the most stable,” she said. “Many industries have closed their applications early, but the majority of law firms are still open and this should give confidence to students that there are training contracts available.”

Investment banking has been one of the biggest casualties of the recession, reporting a 35.2 per cent drop in recruitment since 2008, while chemicals and pharmaceuticals have been hardest hit with vacancies down by 36.8 per cent.

Despite the legal sector’s relatively good performance, Joe Hewton, president of Birmingham University Law Society, said that many students were considering taking a gap year after university to escape the recession.

He haven’t secured who said: “I think that come September those students a training contract will become really worried, because they have to decide whether to fund the LPC themselves and it’s an awful lot of money. The top jobs are going to go to the best people and you just have to make sure you put yourself into that top bracket.

“I think it’s bad at the moment but students are just glad that they’re not those people who’ve been made redundant - we could be worse off.”

High Fliers Research managing director Martin Birchall said that the reduction in vacancy levels could not have come at a worse time.

“The class of 2009 are facing one of the toughest job markets of the last two decades and there’s now the very real prospect that tens of thousands of new graduates will be left unemployed after leaving university this year,” said Birchall.

Many top employers have received a record number of applications for their 2009 graduate vacancies and the legal sector is no exception.

Research by Sweet & Maxwell reveals there has been a 150 per cent increase in the number of applications per trainee position in the past year. The survey shows that law firms got on average 130 applications per trainee position this year compared with an average of 52 previously.

The figures indicate that graduates are casting a wider net in their application processes and are trying their luck with a higher number of firms than would normally be expected.

Manchester University Nick Touati said students had to be strategic in their adviser careers applications and avoid the scatter-gun approach.

“Students have to start thinking outside the box when aiming for a training contract,” he emphasised. “You could for example work as a law firm’s receptionist, which could lead to paralegal work, and then perhaps a training contract. The competition for places is high, so you have to be willing to try different routes.”

Despite the students’ optimism, competition for training contracts remains incredibly tough.

Fellow magic circle firm Clifford Chance has also filled all the spots on its August 2011 and February 2012 intakes and will no longer be running any training contract assessment centres for those cohorts.

Linklaters, meanwhile, announced it will only have one cohort for 2011, scrapping its usual March intake but keeping its September intake. The firm has already hired 26 non-law graduates, leaving 29 places available for law graduates.

# Unit 5. Business affairs

## Warming Up

### Money Talks

In groups of three discuss these questions.

- What is the currency in your country?
- What is the exchange rate with the Euro / the US dollar?
- What's the rate of income tax and VAT in your country?
- How would society work without money?
- Do you think poor countries should be required to pay their debts to the rich countries?
  - The world's richest three men have more money between them than the world's poorest sixty countries – should there be a redistribution? How?

In groups, brainstorm one advantage and one disadvantage for each of these things. (Read them out, giving students a few minutes to discuss each one.)

banks, credit cards, being rich, having a mortgage, pension schemes, direct debit

In groups, brainstorm some differences between rich countries and poor countries. Choose three of the differences you came up with and agree the best way of making things more equal.

### Language Presentation:

#### *Speaking*

Work in pairs.

What do the following people want to do? What are they going to do?

*Example: John thinks his job is boring. (He likes acting.)*

*He wants to find another job.*

*He'd like to work in the theatre.*

*He's going (to go) to drama school.*

*He hopes to be famous one day.*

- a. Peter and Janet are planning their winter holiday. (They like skiing.)
- b. Ruth doesn't like living in the centre of town any more.
- c. Alice is looking at advertisements for second-hand cars (but she doesn't have any money).
- d. Jorge (from Madrid) is studying hotel management. He's also learning English.
- e. Clara (aged 15) is a brilliant tennis player. She practises every day.
- f. Joanna (from England) is doing a course to train to be an English language teacher. (She loves South America.)
- g. David and Beth are very much in love.

**Grammar**

**Complete the following sentences using a form of would like (to do) or like (doing). Put the verbs in brackets in the correct form, too.**

- a. There's a good film on at the Odeon Cinema. \_\_\_\_\_ you \_\_\_\_\_ (see) it with me?
- b. I'm thirsty. I \_\_\_\_\_ something to drink.
- c. "Who is your favourite painter?"  
"I \_\_\_\_\_ all the Impressionists, especially Monet."
- d. "Do you do any sport?"  
"Yes. I \_\_\_\_\_ (swim) and \_\_\_\_\_ (play) football."
- e. She's learning Italian because she \_\_\_\_\_ (go) to Italy on holiday next year.
- f. "\_\_\_\_\_ you \_\_\_\_\_ (learn) English?"  
"Yes, but sometimes I find it a bit difficult."

**Speaking and listening**

**Work in pairs.**

**Ask and answer questions about your plans and ambitions.**

Which countries would you like to go to?  
When ... get married?  
How many children ...?  
What... after this course?  
... have your own business?  
When ... get married?  
Which countries would you like to go to?  
How many children ...?  
What... after this course?

I'd like to...  
I want to ...  
I'm going to ...

## Text

### Planning a meeting Before you start

1. Work in pairs. Have you ever taken part in a discussion with a large group of people?
2. If you have, how did you feel when you had to speak, e.g. nervous, confident?
3. If you have not, would you like to? Why / Why not?

### Reading

Here are some "rules" of things to do before a meeting. Read the rules and the e-mail below. Tick (V) the rules that the e-mail follows.

1. Send an agenda several days before.
2. Make sure everyone knows the time and date of the meeting.
3. Say where it will be, and how to get there.
4. Make it clear why you are having the meeting.
5. Make sure everyone knows who will be there.
6. Appoint a chairperson and note taker.
7. If necessary, ask people to prepare to talk about a particular point.
8. Make sure people know what will happen next.

#### Memo

To: Project team  
From: Paul Heaton  
Date: 24th June  
Subject: Meeting

Dear all,

This e-mail is to remind you about the meeting at 10.00 on Friday, 28<sup>th</sup> June. The purpose of the meeting is to discuss the next stage of the Randall project.

I attach an agenda with the main points for discussion. If you have any other points you want to discuss, please let me know. I also attach a list of participants, so you know who will be at the meeting.

The chairperson will be Susanna Novotna. We need someone to take the minutes so there is a record of what we talked about. Michael, can you do this, please? You will receive the minutes as soon as possible after the meeting, together with a list of action points and responsibilities.

I look forward to seeing you all.

With best wishes

Paul

## Vocabulary

Match the words and phrases from the e-mail (1-7) with the definitions (a-g). Then write the words and phrases in your language.

1. purpose \_\_\_\_\_
2. agenda \_\_\_\_\_
3. main points \_\_\_\_\_
4. participants \_\_\_\_\_
5. chairperson \_\_\_\_\_
6. minutes \_\_\_\_\_
7. action points \_\_\_\_\_

- a. notes of what is said at a meeting
- b. the people who take part in a meeting
- c. a list of what will happen at a meeting
- d. the things to do after a meeting
- e. the person who keeps control of a meeting
- f. the reason for or aim of having a meeting
- g. the most important things to talk about

## Speaking

**Work in pairs. Here are some tips for speaking in meetings. Which ones do you agree with?**

- Only speak if you have something important to say.
- Let people finish their point before you speak – never interrupt.
- On your turn, speak for as long as possible.
- It's OK to interrupt someone.
- It's OK to make grammatical mistakes, as long as people understand you.

**Work in groups. You have decided to hold a meeting to plan social events for next term.**

- When and where will the meeting be?
- Who will be the participants?
- What are the main points?

- Who will be the chairperson?
- Who will take the minutes?
- Who will speak about particular points?
- What will happen after the meeting?

## **Writing**

**Write an e-mail to tell the class about the meeting. Include information about all the points you discussed in exercise above.**

### **Get real**

**Talk to someone you know who attends business meetings. Find out how they prepare for the meeting and what happens during the meeting. Tell the class.**

## **Text II**

### **Company meetings**

#### **Learning Objectives**

**By completing the exercises in this chapter you will:**

- Understand and be capable of explaining the practice and procedure of board meetings
  - Be familiar with board meeting documentation
  - Develop your vocabulary in relation to company meetings
  - Acquire practice in drafting board meeting documentation
  - Develop word skills and vocabulary relevant to company law
  - Consider the use of relevant grammar including combining nouns and plural nouns

#### **Introduction**

**In this chapter we will consider the practice and procedure of company meetings. These take two basic forms:**

1. Board meetings
2. Shareholders' meetings

#### **Board meetings**

Board meetings are attended by the directors of the company. Day to day business decisions are usually taken at board meetings. Matters to be decided upon are put to the meeting in the form of 'resolutions', each director present casting a vote for or against each resolution being considered. (Voting is usually by a "show of hands".) Whether or not a resolution is passed depends on whether the majority of votes are in



favour of or against that resolution. In other words the decision is made by a simple majority. Multi-national companies with directors located internationally often stipulate in their articles that board meetings may be validly held by means of telephone or audio-visual conferencing as well as via the internet.

Any director can call a board meeting on reasonable notice to all the other directors.

Board meetings are therefore often convened at short notice. A written record is made of matters discussed and of resolutions considered at a board meeting.

This record is known as the 'minutes' of the meeting.

### **Exercise 1 – comprehension**

In Chapter 1 we incorporated a company named Maplink Limited ("Maplink"). In common with all companies, Maplink will hold board and shareholders' meetings. Let us assume therefore that Maplink is now planning to hold its first board meeting. (You may recall that Maplink has two directors, namely Thomas Shapiro and Dimitris Yavaprapas.) Continuing to act as Maplink's lawyer you are now asked to prepare the minutes for the first board meeting of the company, taking account of the following specific instructions.

#### **CLIENT INSTRUCTIONS**

Another director is to be appointed, namely Mr Kadir Salleh of 4 Kensington Palace Gardens, London, W2 4AJ.

The name of the company is to be changed from Maplink Limited to Travelgraph Limited.

#### **TASK**

Complete the minutes of the company's first board meeting by selecting the most appropriate word from the list below to place in each correspondingly numbered space in the draft minutes on the following page.

1. (a) restitution  
(b) resolution  
(c) resolved  
(d) determined
2. (a) employed  
(b) appointed  
(c) selected

(d) commissioned

3. (a) classified

(b) head

(c) official

(d) registered

4. (a) disclosed

(b) indicated

(c) presented

(d) represented

5. (a) collated

(b) convened

(c) assembled

(d) accumulated

6. (a) given

(b) provided

(c) catered

(d) supplied

7. (a) intentions

(b) proposals

(c) resolve

(d) resolutions

8. (a) declared

(b) proclaimed

(c) affirmed

(d) publicised

Now name yourself as the company's solicitor by entering your own name in box 'A' of paragraph 2 of the minutes of the board meeting!

## **MAPLINK LIMITED**

### **Minutes of the first meeting of the board of directors of Maplink Limited**

('the company') held at 44 Princess Diana Walk, South Kensington, London, W2 3SL on 15 May 2006 at 10.00 a.m.

**Present:** Thomas Shapiro Dimitris Yavaprapas

**In Attendance:** Gisela Wirth

1. Thomas Shapiro and Dimitris Yavaprapas accepted office as directors of the company. It was resolved that Thomas Shapiro be appointed Chairman of the board.

2. It was [1] \_\_\_\_\_ that [A] \_\_\_\_\_ be appointed solicitor to the company.

3. It was resolved that Gisela Wirth be [2] \_\_\_\_\_ secretary of the company.

4. It was resolved that the [3] \_\_\_\_\_ office be at 44 Princess Diana Walk, South Kensington, London, W2 3SL.

5. It was resolved that the quorum necessary for the transaction of the business of the directors should be two directors personally present.

6. A draft notice of an extraordinary general meeting of the company was [4] \_\_\_\_\_ to the meeting and approved. It was further resolved that such meeting be [5] \_\_\_\_\_ and that notice of this be [6] \_\_\_\_\_ forthwith to the shareholders.

7. The meeting thereupon adjourned. Upon resumption it was reported that the [7] \_\_\_\_\_ set out in the notice of the extraordinary general meeting had been passed respectively as ordinary and special resolutions of the company.

8. Upon there being no further competent business the meeting was then [8] \_\_\_\_\_ closed by the Chairman.

## Chairman

### Exercise 2 – convening a board meeting

Answer the following questions relating to the above text on board meetings and on the minutes you have just finalised for Maplink's first board meeting.

1. What is meant by *convening a meeting*?
2. What is meant by a *simple majority*?
3. What is meant by a vote being taken *on a show of hands*?
4. Why do you think multi-national companies sometimes conduct board meetings by audiovisual conferencing?
5. Suggest one reason why a director may wish to call a board meeting.
6. Paragraph 5 of the minutes indicates that the *quorum* for board meetings is two. **What is the minutes indicates that the *quorum* for board meetings is two. What is a quorum?**

## Law notes

### Board meetings

- Attended by directors of the company.
- Address general managerial decisions of the company.

- Each director normally has one vote.
- Only directors of the company can vote at board meetings.
- Resolutions are passed by simple majority.

## Grammar notes

### Combining nouns

There are a number of instances in this chapter where two nouns are used together. In such instances the first of the two nouns usually provides some indication or description of the type or variety of the second noun. For example:

*a directors' meeting a shareholders' meeting (both a directors' meeting and a shareholders' meeting being types of meeting).*

Further examples are: *interview record* (a type of record) *Magistrates' Court* (a type of court). Sometimes when two nouns are placed together in this way they are separated by a hyphen (-). This often occurs when the two nouns are commonly placed together, as illustrated for instance with *work-place* and *time-limit*. If you are in any doubt as to whether a hyphen is normally used with any particular combination of nouns you are advised to use a good dictionary in order to check, such as *Dictionary of Law* by L.B. Curzon. Some combinations of nouns have become so synonymous with each other however that they are written as one-word compound nouns, e.g. *wheelchair*.

## Possessive forms

### Possessive 's'

A possessive 's' is added to nouns along with an apostrophe to indicate that the word(s) following are related (i.e. 'belong') to the word(s) with a possessive 's'. E.g. *counsel's opinion*. The letter 's' is also put at the end of nouns to indicate a range of other relationships.

#### For example:

Places: *Europe's main legal centres*

Time: *four days' trial*

*Plural nouns*

When dealing with regular plural verbs the apostrophe ( ' ) should be placed after the 's'.

You will see for instance that this is where the apostrophe is placed with:

*directors' meetings shareholders' meetings*

Note that the apostrophe is also placed after the possessive 's' when a singular noun ends in 's'. For instance: *James's case*.

With singular nouns however the apostrophe should be placed before the possessive 's'.

Hence:

*the expert's report Gordon's witness statement*

This is also the correct position for the apostrophe with irregular plural nouns. E.g. *women's court attire*.

## **Exercise 1 – reading**

### **SHAREHOLDERS' MEETINGS**

Company law dictates that certain business decisions concerning a company need shareholder approval. In particular, shareholders' meetings are required when major changes to the company are being proposed. Proposals for such changes are put to a shareholders' meeting in the form of resolutions. Shareholders' meetings can be attended by the company's directors as well as by its shareholders. However, only shareholders have the right to vote. (It is possible to be a director without being a shareholder, unless a company's articles of association provide otherwise.)

A company's annual general meeting (AGM) is a type of shareholders' meeting. Other shareholders' meetings are known as extraordinary general meetings (EGMs). Twenty-one days' notice is normally required to be provided to the shareholders before an AGM can be validly held, 14 days' notice being required for an EGM. A vote on a proposed resolution is usually taken initially by "a show of hands". In the course of such a vote each shareholder (otherwise known as a member of the company) normally has one vote, irrespective of the number of shares s / he possesses. Once the result of the vote on "a show of hands" is declared, any member may demand what is known as a "poll" (unless the company's articles specifically provide otherwise).

If a poll is held votes are then counted differently. Rather than each member having one vote regardless of his or her shareholding, each member has one vote for each share s / he holds. The chairman of the company will usually have a casting vote in the event that the number of votes are the same for and against a resolution, in order to enable such a deadlock to be broken. (Article 50 of Table A Articles provides for this for instance.) Shareholders' meetings are usually called by the board. If however the board is reluctant to call a shareholders' meeting then the shareholders can requisition one (as provided by s. 368 CA '85).

## TYPES OF RESOLUTIONS

The types of resolutions and their main characteristics are set out below. The first two mentioned are the most common types of resolutions proposed at company meetings.

1. Ordinary Resolution (OR) – requires a simple bare majority (i.e. 50% +1 of votes cast) to be passed. Usual notice required to be provided to members of a proposed ordinary resolution is 14 days.

2. Special Resolution (SR) – requires 75% of votes cast. Usual notice requirement is 21 days. (Note that this means therefore that if an SR is being proposed at an EGM then the required notice for the EGM will normally be 21 days rather than 14 days.)

3. Extraordinary Resolution – similar to a special resolution albeit notice requirement is 14 days (as opposed to 21 days for a special resolution).

4. Elective Resolution – enables private companies to “opt out” of certain company law formalities by unanimous agreement (e.g. to dispense with need to hold an annual general meeting each year).

5. Written Resolution – a resolution in writing which can be validly passed without the need for a meeting provided all those entitled to vote sign the written resolution to signify their unanimous approval of the resolution.

## HOLDING A SHAREHOLDERS’ MEETING

You will recall that in the last chapter you prepared the minutes for the first board meeting of Maplink Limited (“Maplink”). Continuing to act as lawyer for Maplink, you are now asked to prepare the documentation required in order to convene the company’s first shareholders’ meeting. Remember that the company requires to achieve two specific objectives in the course of that meeting:

To appoint Kadir Salleh of 4 Kensington Palace Gardens, London, W2 4AJ (date of birth 4th of April 1969) to the board of directors

To change the name of the company from Maplink Limited to Travelgraph Limited.

The steps now required are therefore as follows.

**Step 1** Call the first shareholders’ meeting

**Step 2** Prepare the minutes of the first shareholders’ meeting

**Step 3** Prepare post-meeting documentation

**Complete the following notice of the shareholders’ meeting (EGM), filling in the blanks by selecting the appropriate words from the list below.**

## Exercise 2

Preparing the notice of the meeting, resolutions convened passing vote Notice for the purpose of member appointed special Travelgraph.

**COMPANY NUMBER 3467609**

**NOTICE OF EXTRAORDINARY GENERAL MEETING**

**COMPANIES ACT 1985**

**COMPANY LIMITED BY SHARES**

**MAPLINK LIMITED**

**(‘The Company’)**

[1] \_\_\_\_\_ is hereby given that an extraordinary general meeting of the Company will be held at 44 Princess Diana Walk, South Kensington, London, W2 3SL, on 15 May 2006 at 11.00 a.m. [2] \_\_\_\_\_ considering and if thought fit [3] \_\_\_\_\_ the following [4] \_\_\_\_\_ respectively as ordinary and [5] \_\_\_\_\_ resolutions of the Company.

### **ORDINARY RESOLUTION**

1. That Kadir Salleh be [6] \_\_\_\_\_ a director of the Company.

### **SPECIAL RESOLUTION**

2. That the name of the Company be changed to [7] \_\_\_\_\_ Limited

**By order of the board Gisela Wirth**

**Secretary**

Date: 14 April 2006

Registered office: 44 Princess Diana Walk, South Kensington, London, W2 3SL.

**Note:** A shareholder entitled to attend and vote at the meeting [8] \_\_\_\_\_ by the notice set out above is entitled to appoint a proxy to attend and [9] \_\_\_\_\_ in his place. A proxy need not be a [10] \_\_\_\_\_ of the Company.

**Now complete the following minutes of the company’s first shareholders’ meeting by deleting each word in bold and writing alongside each deletion in the spaces provided the proper form of those words.**

**MAPLINK LIMITED**

**Minutes of an extraordinary general meeting of the Company**

held at 44 Princess Diana Walk,

South Kensington, London, W2 3SL on 15 May 2006 at 11.00 a.m.

**Present:** Thomas Shapiro  
Dimitris Yavaprapas  
In Attendance: Gisela Wirth

### 1. NOTICE AND QUORUM

It was **note** [1] \_\_\_\_\_ that due notice of the meeting had been given to all members and that a quorum was present. The meeting was therefore **declaration** [2] \_\_\_\_\_ open.

### 2. APPOINTMENT OF FURTHER DIRECTOR OF THE COMPANY

The chairman **proposition** [3] \_\_\_\_\_ the following resolution as an **ordinarily** [4] \_\_\_\_\_ resolution.

“That Kadir Salleh be appointed a **directorship** [5] \_\_\_\_\_ of the Company”.

On a show of hands the **chairmanship** [6] \_\_\_\_\_ declared the resolution passed **unanimity** [7] \_\_\_\_\_.

### 3. CHANGE OF COMPANY NAME

The chairman proposed the following resolution as a **specially** [8] \_\_\_\_\_ resolution:

“That the name of the Company be changed to Travelgraph Limited”.

On a **showing** [9] \_\_\_\_\_ of hands, the chairman declared the resolution passed unanimously.

### CLOSE OF MEETING

There being no further business, the chairman declared the meeting **closure** [10] \_\_\_\_\_.

Chairman

## Writing

### THE BUSINESS DEAL

#### WORD CLUES:

grandson	ashtray	button	fork
wine	seat	beard	plastic
watch	cufflink	sideburns	wrinkle
clock	napkin	paper	goblet
seat	leather	fence	glass
eyebrow	pen	pencil	mustache



### **ACTION CLUES:**

thinking	explaining	writing
promising	talking	promoting
listening	supporting	hoping
scribbling	scratching	teasing
considering	bending	reaching
taking	offering	getting

### **DEDUCTIONS:**

1. Peter Farr has just arrived by train.
2. Jim Cornwall and Peter Farr are having lunch together.
3. Jim is explaining his plan for a new business venture.
4. Peter is not interested in the plan and leaves the room.
5. Peter keeps looking at his watch.
6. Jim explains his need for additional capital.
7. Peter listens as Jim outlines his need for more money.
8. Jim writes some figures on the tablecloth.
9. Jim takes a sip of his wine as Peter studies the figures.
10. Peter folds his hands under his chin.
11. Peter thinks that he will invest in Jim's business.
12. Jim watches Peter out of the corner of his eye to see his reaction.
13. The owner of the restaurant tells them that it's closing time.

**CONCLUSION:** Using the Clues, if needed, and the sentences from Deductions, prepare a short composition about *The Business Deal*.

**GRAMMAR HELPS:** Use the following as needed to prepare your composition.

patiently attentively carefully cautiously boldly bravely and  
for in as much since by then or sensibly therefore

**OPTION:** Be prepared to give the story of *The Business Deal* orally.

### **Grammar Practice**

**Complete the sentences. Use will or going to and the verbs in the box.**

teach lend live bite take look have buy meet rain

- "Would you like to come to the cinema with us?" "All right. I \_\_\_\_\_ you at 7.00."
- Look at those black clouds. It \_\_\_\_\_ "I can't find my umbrella."
- "Don't worry. I \_\_\_\_\_ you mine."
- "Have you seen my tennis racket?"
- "No. I \_\_\_\_\_ haven't. Just a minute. I \_\_\_\_\_ in the cupboard."
- "I can't play chess." "I \_\_\_\_\_ you if you like."
- "Why are you putting on your coat?"
- "I \_\_\_\_\_ the dog for a walk."
- "Why are you selling your house?"
- "We \_\_\_\_\_ in the country."
- Don't go near that dog! It \_\_\_\_\_ you!
- "I'm going to buy Sally a Walkman for her birthday."
- "She's already got one."
- "Has she? Well, I \_\_\_\_\_ her a new sweater."
- Have you heard the news? Mrs Green's pregnant again. She \_\_\_\_\_ another baby.

**Complete the conversations. Put in will or be going to with the verbs.**

Vicky: Have you got a ticket for the play?

Daniel: Yes, I'm going to see (see) it on Thursday.

Harriet: The alarm's going. It's making an awful noise.

Mike: OK, I'll switch (switch) it off.

1. Daniel: Did you buy this book?

Matthew: No, Emma did. She \_\_\_\_\_ (read) it on holiday.

2. Laura: Would you like tea or coffee?

Sarah: Oh, I \_\_\_\_\_ (have) coffee, please.

Trevor: I'm going to miss a good film on TV because I'll be out tonight.

Laura: I \_\_\_\_\_ (video) it for you, if you like.

Rachel: I'm just going out to get a paper.

Emma: What newspaper \_\_\_\_\_ (you / buy)?

**What would you say? Use will or be going to.**

**1. You want to express your intention to look round the museum.**

Your friend: Do you have any plans for this afternoon?

You: Yes, I'm going to look round the museum.

**2. You predict the landing of aliens on the earth in the next ten years.**

Your friend: All this talk about aliens is complete nonsense, isn't it?

You: Is it? I think ...

**3. You know that your friend's sister has decided to get married.**

Your friend: Have you heard about my sister?

You: Well, I heard that ...

**4. You suddenly decide you want to invite Ilona for a meal.**

Your friend: Did you know Ilona will be in town next weekend?

You: No, I didn't. ...

**Complete the news report about the village of Brickfield. Use *will* or *be going to*. Sometimes either is possible.**

*Examples: We have learned this week that the local council has plans for Westside Park in Brickfield.*

*The council is going to sell (sell) the land to a builder, Forbes and Son. The plans are all ready.*

“(1) \_\_\_\_\_ (we / build) fifty houses,” said Mr Forbes. “In two years” time everything (2) \_\_\_\_\_ (be) finished. I’m sure people (3) \_\_\_\_\_ (like) the houses. Most of them (4) \_\_\_\_\_ (be) for young families. And we intend to take care of the environment. (5) \_\_\_\_\_ (we / not / cut) down all the trees, only a few of them.” But people living near the park are angry. “This is a terrible idea. We’re all against it,” said Mrs Mary Brent. “(6) \_\_\_\_\_ (we / have) a protest march on Saturday. I expect everyone in Brickfield (7) \_\_\_\_\_ (be) there. We’ve reached our decision. (8) \_\_\_\_\_ (we / stop) this plan.”

## **Additional Reading**

### **Why are common law lawyers the hardest hit?**

We read every week in the legal press about solicitors suffering in the current crisis: lay-offs, short-time and pay-cuts. There have been stories about trainees receiving the bad news by voicemail, and a US lawyer laying off his own wife. We also hear – our prime minister, Gordon Brown, is particularly keen to tell us – that this is a global recession, and that the UK is not alone in being hard hit. But how are lawyers faring in other jurisdictions which are also affected by recession? Are they doing better or worse than we are?

In the US, it is estimated that there have been 10,000 lay-offs from law firms just this year, roughly one-third lawyers and two-thirds other staff. The American Bar Association has a portal devoted to lawyers

in the downturn, which includes links on stress management and hot recession topics that are emerging as a result of the crisis.

Ireland and Scotland report serious problems, too. The Law Society of Ireland has just taken on a career development adviser, as 'a key resource for the Society's members who are facing unemployment, adjustment to working arrangements, or transition to another jurisdiction or career choice'. Of course, our own Law Society has undertaken a range of activities to help solicitors through the downturn.

In my travels around the EU, I always ask these days how lawyers and law firms are faring. There have been some recent international meetings between lawyers from different jurisdictions to discuss the impact. It always appears to be lawyers in the common law jurisdictions who are worst hit, even though the recession has affected common law and civil law countries alike. Iceland, Latvia, Spain and Greece have been worse hit by the crisis, but their lawyers appear to be weathering it better than lawyers in the UK. Why?

It would need a three-year thesis to understand all the reasons, but here are some possible ones:

Solicitors in the UK and Ireland do conveyancing, and have been badly affected by the property slump – and, not surprisingly, we find that continental notaries are suffering similar pain (so some continental lawyers are badly affected, just not advocates);

Continental lawyers have not yet in general moved to the level of specialisation of some UK and US lawyers, particularly in the field of transactional work; they also retain a more traditional link to the court and court work, meaning that the financial and property collapse has had less impact on them;

Continental lawyers do not work traditionally in such large law firms, which are usually embodiments of the trends to transactional work and specialisation already mentioned; and

London was a financial services hub, and so was obviously going to suffer more in a crisis which hit financial services so hard.

It is probably too soon to tell whether these trends will last. Maybe all jurisdictions in time will be engulfed by the misfortune which has been inflicted on some of the common law jurisdictions. But if that does not happen, it may be instructive for proper research to be undertaken into the consequences of this recession on lawyers around the world,. This would help us in the common law world understand how it affected us, and so avoid some hardship in the future. Are our working structures the best?

Cheer up, though, at least you didn't become an architect ...

# Unit 6. Political System of the UK

## Warming Up

(explanations to the teacher)

### The phone game

**Level:** Elementary and above

**Time:** 10-15 minutes

**Aim:** To give students controlled practice of telephone conversations.

**Preparation:** None.

**Procedure:**

1. Write the following on the blackboard and ask your students to read it carefully:

Your girlfriend has left you an urgent message to ring Cambridge 312433. This is not a number she normally uses. Her name is Laura Higgins. Your name is John Roberts.

2. Explain that John Roberts is going to try to get through to Laura Higgins. Take all the other roles yourself.

3. During the activity you can nominate any one of the students to be John Roberts at any point. When a student is nominated he takes over the conversation. The activity might proceed as follows:

**Teacher** Cambridge 312433 (points to student A).

**A** Please give me Ms Higgins.

**Teacher** Who? (points to student B).

**B** I wonder if I might speak to Ms Higgins? (Teacher indicates that there is a problem.) B (reformulates) I wonder if I could speak to Ms Higgins, please?

**Teacher** Certainly, hold the line, please.

**Remarks:** As students gain confidence all kinds of problems can be built in including wrong numbers, more than one Ms Higgins, an answering machine, etc. Each time communication breaks down the teacher recycles all the exchanges up to the point of breakdown indicating inappropriate intonation, stress, vocabulary, word order, etc. by gesture and then the student tries again.

**Exchanges:** As the exchange is the basic unit of conversation there is a case for work which focuses on the exchange from the start. The

following activities are controlled in that the choice of vocabulary and structures can be very restricted although the level of response required in fact draws on the students' full understanding of the language.

## Language Presentation

Comparative and superlative adjectives are formed in three ways.

1. with *-er* and *-est*
2. with *-ier* and *-iest*
3. with *more* and *most*

**What are the comparative and superlative forms of the following adjectives? Put 1, 2, or 3 next to each one.**

**(Good and bad are irregular!)**

beautiful cold old ugly hot near big crowded far (irreg) small exciting noisy busy friendly quiet cheap heavy polluted expensive interesting wet clean boring dry dirty modern good/bad (irreg)
--

## Grammar question

– When do you use *-er/-est*, *-ier/-iest*, and *more/most*?

**Here are some of the things Tina said about the cities she visited. Some are facts and some are her opinions. Complete her sentences.**

- a. Tokyo's exciting, but, for a musician, London is \_\_\_\_\_ exciting \_\_\_\_\_ Tokyo, and, of course, New York is \_\_\_\_\_ exciting of all.
- b. London is, of course, much older \_\_\_\_\_ New York, but it isn't \_\_\_\_\_ old \_\_\_\_\_ Rome. Rome is \_\_\_\_\_ oldest city I visited.
- c. London doesn't have \_\_\_\_\_ many old buildings \_\_\_\_\_ Rome, but it has \_\_\_\_\_ both New York and Tokyo.
- d. New York has \_\_\_\_\_ parks than Tokyo, but London has \_\_\_\_\_ parks. There are five in the city centre.

## Text

### Task 1 Political people and places

Match the definitions and the nouns

This person is the head of the government. The Queen  
 This person is the head of state. The Conservative Party  
 These people are elected to represent their areas (known as constituencies). They are also known as MPs. The Prime Minister  
 Members of Parliament  
 This place is where the Parliament meets. The Houses of Parliament  
 This is the name of the main right-wing party. The Labour Party  
 This is the name of the main left-wing party.  
 Political people and places.

### Task 2 Find someone who

Find somebody who...	Find somebody who...	Extra information
... knows the name of the British Prime Minister.		
... would like to be a politician.		
... thinks that voting in elections is very important.		
... thinks there should be more women politicians in their country.		
... believes that most politicians are too old!		
... can name five politicians from their own country.		

### 3. Task 3 Politics – sentence completion

Complete the following sentences to express your own opinion.

Then compare your sentences with a partner.

*In my opinion, most politicians .....*

*If I were Prime Minister or President of my country I would .....*

*The political system in my country is .....*

*I wish politicians would .....*

*In an ideal world .....*

## Task 4 Politics and Youth – Reading

Read the text about Politics and Youth and put the paragraph headings in the right place.

- A – Street politics
- B – Green generation
- C – Parties and partying
- D – Hi-tech politics
- E – Politics and Youth

Last year the BBC announced that more young people voted on Big Brother than the election. Does this make UK youth politically apathetic?

- “I spent a couple of days asking young people in the Manchester and London area how they felt about party politics. I spoke to 11 twenty-somethings and only one had voted in the last general election. Here’s some of their comments:

“To be honest I’m not too bothered. I don’t keep up with developments at Westminster [the site of UK government]. These days my job, my cash flow and socialising are more important!”

*Tom, 28, from Manchester.*

- “I can’t relate to any of the politicians. They all seem fairly similar and rarely listen to young people. Only one party [the Liberal Democrats] made student debt an issue, and they are a long way from coming to power.”

*Fiona, 25, from London.*

These two examples were typical of many young people’s attitudes to state politics.

- This would suggest that we are just not interested in politics but a closer study is more revealing.

For many young people politics is not about Westminster. Issues like the US-UK led Iraq war have sparked debate and action in recent years. In 2003 over a million people marched through London, many of them young and passionate.

- Technology played a huge role in organising this protest on a global scale. It has become a factor in providing many young people across the world with a chance to interact and discuss without the traditional middle-man of the politician or news media.



The British Council's Café Society project allows young people from countries across the world to meet in a relaxed, informal setting and share opinions through video conferencing.

▪ David Cameron, the leader of the Conservative Party, started cycling to work as gesture of the need to take green issues more seriously. Since then politicians have been keen to win the green label and secure the support of the younger generation. Young people are often perceived to be the 'greenest' age group. Indeed environmental issues are taken far more seriously than ever before. Perhaps they'll leave behind a greener UK.

### **Task 5 Politics and Youth – Let's discuss the issues**

When you have read the text in task four, discuss the following questions in groups.

What are the main problems facing young people in your country today?

Do you think politicians understand these problems?

Were you surprised that more young people in the UK voted in the reality show Big Brother than in the election?

Are young people in your country generally politically apathetic?

Would you like to be a politician? Why / why not?

### **Task 6 Vote for us!**

You are going to create a new political party! Think of a name for your party and think of five things you will do if you are elected. Then try to persuade your classmates to vote for you.

The \_\_\_\_\_ Party

If we are elected we will:

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

**Vote for us!**

**You know it makes sense!**

## THE U.K. PARLIAMENT

Read the text. Learn the new words and phrases. Make notes on the following information:

- The House of Commons
- A General Election
- The House of Lords
- British Parliamentary system
- Discussion and debate
- The legislative process
- The stages of legislation
- Some points about the legislative process
- Political parties
- Differences between the political parties

Pay attention on the new words and word combinations bolded in the text and explain them in English.

The British Parliament is often called Westminster because it is **housed** in a **distinguished** building in central London called the Palace of Westminster.

The British Parliament – like most in the world – is **bicameral**, that is there are two houses or chambers. The only **exceptions** to this practice around the world are some small countries such as Israel and New Zealand.

### The House of Commons

This is our lower chamber. I worked there as a Research Assistant to Merlyn Rees MP, then Labour's Opposition **spokesperson** on Northern Ireland, from 1972-1974.

The House of Commons sits each week day for about half of the weeks of the year. The **precise** hours of sitting are:

Monday 2.30 – 10 pm

Tuesday 2.30 – 10 pm

Wednesday 11.30 am – 7 pm

Thursday 10.30 am – 6 pm

Friday 9.30 am – 2.30 pm

The Commons is **chaired** by the Speaker. Unlike the Speaker in the US House of Representatives, the post is non-political and indeed, by convention, the political parties do not **contest the Parliamentary constituency** held by the Speaker.

The House of Commons currently has 646 seats which will **increase to 650 seats** at the next General Election (the number **varies** slightly from

time to time to reflect population change). This is a large legislature by international standards. **For instance**, the House of Representatives in the USA has 435 seats but, of course, each of the 50 US states has its own **legislature**. The Conservative Party has said that, if it wins the next General Election, it will **reduce** the number of Commons seats by around 10%.

Each **seat** in the House of Commons **represents** a geographical constituency. Typically a constituency would have around 60,000-80,000 voters, depending mainly on whether it is an **urban** or **rural** constituency. The largest constituency in the country is the Isle of Wight with 108,253 **electors** at the last General Election, while the smallest is Na h-Eileanan an Iar (formerly known as the Western Isles) with an **electorate** of only 21,884.

Every citizen aged 18 or over can vote once in the constituency in which they live. Voting is not **compulsory** (as it is in Australia). In the last General Election of June 2005, 61.3% of the electorate actually voted. Most democratic countries use a method of election called **proportional representation** which means that there is a **reasonable correlation** between the percentage of votes **cast** for a particular political party and the number of seats or representatives won by that party. However, most of the Anglo-Saxon world – the USA, Canada, Australia, and the UK but not New Zealand – use a method of election called the **simple majority system** or ‘first past the post’. In this system, the country is divided into a number of constituencies each with a single member and the party that wins the majority of votes in each constituency wins that constituency regardless of the proportion of the vote secured. The simple majority system of election **tends to under-represent** less successful political parties and to maximise the chance of the most popular political party winning a majority of seats **nationwide** even if it does not win a majority of the votes nationwide.

In the UK, unlike many countries, there are not fixed term parliaments. A General Election – that is, a nationwide election for all 646 seats – is held when the Prime Minister calls it, but the election cannot be more than five years after the last one and it is usually around four years after the last one. I fought the General Elections of February 1974 and October 1974 as the Labour candidate for the north-east London constituency of Wanstead & Woodford.

The last General Election was held in May 2005 and the result was as follows:

Labour Party (centre-Left) 355 seats

Conservative Party (centre-Right) 198 seats

Liberal Democrat Party (centrist) 62 seats

The other 31 seats were won by various small parties, several of them **appealing** only to voters in Scotland, Wales or Northern Ireland.

### **The House of Lords**

This is our **upper chamber**. It is an **utterly bizarre institution** that has no parallel anywhere in the democratic world. The explanation for its unusual nature goes back to the beginning of this essay: the British political system has evolved very slowly and peacefully and it is not totally logical or democratic.

There is no fixed number of members in the House of Lords, but currently there are 747 members.

Historically most members of the House of Lords have been what we called **hereditary peers**. This means that years ago a king or queen **nominated** a member of the aristocracy to be a member of the House and, since then, the right to sit in the House has passed through the family from generation to generation. Clearly this is totally undemocratic and the current Labour Government has now **abolished the right** of all but 92 of these hereditary peers to sit in the House.

Almost all the other members of today's House of Lords are what we call **life peers**. This means that they have been chosen by the Queen, on the advice of the Government, to sit in the House for as long as they live, but afterwards no member of their family has the right to sit in the House. There is no fixed number of life peers, but the **current** number is 629. Many are former senior politicians. Others are very **distinguished figures** in fields such as education, health and social policy.

A small number of other members – 26 – are **Archbishops and Bishops** of the Church of England.

House of Lords reform is unfinished business. There is a **cross-party consensus** that it should become a **mainly elected body** although there is as yet no agreement on the details of the next stage of reform. In any event, no changes will be made until after the next General Election.

### **Some distinguishing features of the British Parliamentary system**

Much of the work of Parliament is done in Committees rather than on the floor of the chamber. The House of Commons has two types of committee:

Select Committees **are appointed for the lifetime** of a Parliament, 'shadow' the work of a particular Government Department, **conduct investigations**, receive **written and oral evidence**, and **issue reports**. Membership is made up only of **backbenchers** and reflects proportionately the balance of the parties in the Commons.

General Committees (previously known as Standing Committees) are temporary bodies, most of them Public Bill Committees formed to examine the detail of a particular piece of proposed legislation and consider amendments to the Bill. Membership includes Government and Opposition spokespersons on the subject matter of the Bill and overall membership reflects proportionately the balance of the parties in the Commons.

The House of Lords only has Select Committees (it does not need Standing Committees because the details of Bills are considered on the floor of the chamber).

Finally there are some Joint Committees of the Commons and the Lords.

Discussion and debate involve quite a **gladatorial or confrontational approach**. This is reflected in the physical shape of the chambers. Whereas most legislatures are **semi-circular**, both the House of Commons and the House of Lords are **rectangular** with the Government party sitting on one side and the Opposition parties sitting on the other side. The House of Lords alone has **cross-benches** for **independent peers**. It is quite normal for speakers in debates to be interrupted by other members, especially of another party, and, in the Commons, cheering and jeering is a regular occurrence.

In the Commons, there is a Prime Minister's Question Time for 30 minutes at 12 noon every Wednesday. Questions can be asked on any subject. This is frequently a **heated affair** with the Leader of the Opposition trying to **embarrass** the Prime Minister and it is the one part of the week's proceedings guaranteed to attract the interest of the media.

The **official record** of the proceedings of the Commons and the Lords is called **Hansard**. The press and **broadcasters** are present all the time and live audio and visual broadcasting can take place at any time.

### **The legislative process**

In the British political system, almost all legislation is proposed by the Government and much of it comes from promises made in the **manifesto** of the **relevant** political party at the last election. At the beginning of each annual session of the Parliament, the main Bills to be considered are announced by the Queen in a speech opening that year's session of Parliament.

All legislation has to be approved by both Houses of Parliament.

In each House of Parliament, a proposed piece of legislation – called a **Bill** – goes through the following stages:

– First Reading – the Bill is introduced with simply a reading by a Minister of the long title of the Bill

– Second Reading – the general principles of the Bill are debated by all the members of the House and a formal vote is taken

– Committee Stage – each clause and schedule of the Bill, plus **amendments** to them and any new clauses or schedules, is examined in detail, in the Commons by a small, specially chosen group of members meeting as Public Bill Committee, in the Lords by the members as a whole on the floor of the House

– Report Stage – the changes made to the Bill in the Committee **are** reported to and **debated** by the whole House which is invited to consider the Bill as a whole, **approve** the changes by the Committee, and consider any further proposed changes that might be suggested

– Third Reading – the final version of the Bill is considered by the whole House in a **short debate** (in the Commons without the **facility** for further amendments)

– **Royal Assent** – the Crown gives assent to the Bill which then becomes an Act, the provisions becoming law either immediately or at a date specified in the Act or at a date specified by what is called a **Commencement Order**.

Several points are worth noting about the legislative process:

Under normal **circumstances**, all these stages must be completed in both Houses in one session of Parliament; otherwise the process must begin all over again.

Debates on most Bills are **timetabled** through a **programme motion** (when Government and Opposition agree) or an **allocation of time motion** which is popularly known as a “**guillotine**” **motion** (when Government and Opposition do not agree).

As well almost all legislation coming from the Government, almost all successful amendments originate from the Government.

The House of Lords has much more limited legislative powers than the House of Commons. Money Bills can only be initiated in the Commons and the Lords can only reject legislation from the Commons for one year. Furthermore there is a convention – called **the Salisbury Convention** – that the Lords does not block legislature in fulfillment of the election manifesto of the elected Government.

### **Political parties**

There are three major political parties in the British system of politics:

*The Labour Party* (often called New Labour) – the centre-Left party currently led by Gordon Brown

*The Conservative Party* (frequently called the Tories) – the centre-Right party currently led by David Cameron

*The Liberal Democrat Party* (known as the Lib Dems) – the centrist, libertarian party currently led by Nick Clegg

In addition to these three main parties, there are some much smaller UK parties (notably the UK Independence Party and the Green Party) and some parties which operate specifically in Scotland (the Scottish Nationalist Party), Wales (Plaid Cymru) or Northern Ireland (such as Sinn Fein for the nationalists and the Democratic Unionist Party for the loyalists).

Each political party chooses its leader in a different way, but all involve all the Members of Parliament of the party and all the individual members of that party. The leader of the political party with the largest number of members in the House of Commons becomes the Prime Minister (formally at the invitation of the Queen).

In the British political system, there is a broad consensus between the major parties on:

- the rule of law;
- the free market economy;
- the national health service;
- UK membership of European Union and NATO.

The main differences between the political parties concern:

- how to **tackle poverty and inequality**;
- the levels and forms of taxation;
- the **extent of state intervention** in the economy;
- the balance between collective rights and individual rights.

### **Answer the questions to the text**

1. What is the time of House of Commons' sitting?
2. What is the difference between the House of Representatives in the USA and the House of Commons in the UK?
3. What is the smallest geographical constituency in the country during election? The largest?
4. Which method of election is used in the most English speaking countries?
5. Why is the House of Lords of unusual nature?
6. Why are the members of the House of Lords called the hereditary peers?
7. Who are the life peers?
8. Which types of Committees are in the British Parliament?

9. How is legislation proposed in the British political system?
10. What are the stages does the Bill goes through?
11. Which political parties are in the British system of politics?
12. What are the main similarities between the parties?
13. What are the differences between the political parties?

**Make a resume of the text. Be ready to retell the main ideas of the text.**

**Read the text and find the answers:**

- How did the British political system develop historically in terms of (a) limited government and (b) the relationship between elected and appointed offices, and how did Tony Blair's reforms affect both?
- Do you see any parallels with the Ukrainian case?
- Try to fill in the proper facts.

1) In British political system, there is no revolution but evolution. After the collapse of Roman Empire, Britain was ruled by monarchy having divine power. In times the ruling system is divided into two parts. House of Lords and House of Commons rule the society. The country does not have written laws, but the acceptance of Supreme Court and bill of rights changed the tradition a little. The country has limited government. House of Commons that includes the Parliament, deals with the political decisions mostly. While House of Lords held more power in the past like high court, today House of Commons deals with the administration. Kings and Queens who are on the top, sit symbolically and do not vote for parliament eliminations House of Lords consists elites, superiors and people that have priorities but today they are less than historical numbers. Tony Blair, prime minister from the Labor Party won the elections for three times. He was clever and a good charismatic leader.

He made some important reforms. He accepted bill of rights, which changed the non-written law system. He balanced socialism and capitalism. He gave acceptance to private enterprises in health and education. Some of the constitutional and other reforms changed the political history of Britain. If we compare the system with Ukraine, their two party system and ours differ from each other. If we do not count the royal power, political system may have some similarities. Britain gives a lot of importance to democracy. Ukraine \_\_\_\_\_, we don't seem that much like



Britain. I think the most significant similarity between two countries is

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2) Idea of limiting the government started in the Middle Ages when Nobles of Aragon asserted that King has to be just and respect the nobility as a condition of their loyalty. In this sense, Magna Carta (1215) was the first document proving that authority of the king was not absolute neither divine, but it was limited by the rule of law and law was above the king.

Parliament, having its roots in 13th century, emerged not to represent people but to limit the monarchy. At the beginning, it was the lords, who had a say in the political process. However, after removing pre-conditions and inequalities to right to vote, representativeness of the parliament increased. The Glorious Revolution marked the parliament as the ultimate sovereign. After the expansion of the suffrage, the second big step was the gradually increasing power of the nationally elected House of Commons over appointed House of Lords. House of Lords lost its veto power over the legislatures of the Commons in 1911 but had right to delay it. In 1949, the Lords' right to delay a legislation reduced from two years to one year. Lastly, Tony Blair removed a big majority of hereditary peers from the House of

Lords and introduced a Supreme Court that will serve as a court of appeal, a function that House of Lords had before the reforms. This process seemed like going towards separation of powers in the UK. This process was good for democracy as elected gained power vis-à-vis appointed. In Ukraine, the debate over the relations between the appointed and elected bodies suggests similarities with the developments in the UK. Reducing the power of the National Security Council for giving advisory services, was a step taken to increase the power of the Parliament. However, the Constitutional Court as an appointed body still has right to veto a legislation passed from the parliament.

3) British political system was constitutional monarchy and parliamentary election system. Firstly, British was monarchic and then had a constitution to help in decision making process to Queen Elizabeth. In its democratic process, British had parliamentary system with two party system. They were Labor Party and Liberal Party, which were altering time by time. British political system was limited government in terms of having a traditional monarchic symbol (Queen Elizabeth) and House of Lords. House of Lords has right to veto policies which passed from the Parliament. After that power of House of Lords

declined to veto policies only for two times. And then it was diminished to just for one time and at last it disappeared. House of Commons (efficient Office of the system ), who are elected and House of Lords (dignifying Office of the system ), who are appointed makes the system stable.

However, throughout time House of Commons gained much more power vis-a-vis House of Lords. Tony Blair was popular until 2003 Iraq invasion. He made reforms in all parts of politics and social life. Tony Blair was a candidate of Labor Party, which was founded to defend the rights of working class. During Blair’s presidency House of Lords wasn’t powerful and had a traditional role. In Ukraine, we see a parliamentary system with the Constitutional Court. British system doesn’t have overpower like Constitutional Court. In Ukraine, there is no group like House of Lords in terms of having a traditional role.

## Writing CURIOUS COMBINATIONS

Use the last three digits of your telephone number to come up with an entertaining, humorous story. You may, but don’t have to, use your combination as the title. e.g. 493: *Annabelle’s meeting with a curious giraffe.*

Third last digit of my telephone number	Subject	Second last digit of my telephone number	Verb	Last digit of my telephone number	Animal
0	Jeremy’s	0	titanic battle with a huge	0	mouse
1	Penelope’s	1	encounter with an injured	1	lion cub
2	Tommy Simpson’s	2	taming of a fierce	2	wolf
3	Aunty Tania’s	3	wild ride on a gigantic	3	giraffe
4	Annabelle’s	4	amazing hour with a howling	4	rhinoceros

5	James and Danny's	5	great adventure with a playful	5	dolphin
6	My cousin Sarah's	6	wonderful day with a friendly	6	killer whale
7	My	7	terrifying moment with a	7	seal pup
8	My grandfather's	8	crazy Sunday feeding a tiny	8	octopus
9	Mrs Abernathy's	9	meeting with a curious	9	gorilla

## Grammar Practice

**Make the comparative and the superlative degree of the following adjectives.**

Hot, long, short, clever, silly, bad, great, practical, red, black, white, thin, important, thick, fat, nice, warm, cold, merry, far, difficult, small, efficient, tall, little, high, famous, weak, strong, dependent, heavy, light, green, dry, clean, dirty, wide, deep, brave, beautiful.

**Open the brackets.**

1. Which is (large): the United States or Canada? 2. What is the name of the (big) port in the United States? 3. Moscow is the (large) city in Russia. 4. The London underground is the (old) in the world. 5. There is a (great) number of cars and buses in the streets of Kyiv than in any other city of Ukraine. 6. St.Petersburg is one of the (beautiful) cities in the world. 7. The rivers in America are much (big) than those in England. 8. The island of Great Britain is (small) than Greenland. 9. What is the name of the (high) mountain in Asia? 10. The English Channel is (wide) than the Straits of Gibraltar.

**Complete these sentences. Each time use a comparative form of one of the following adjectives or adverbs.**

crowded	early	easily	expensive	interested	large
often	near	quiet	thin		

1. This jacket is too small, I need a \_\_\_\_\_ size.
2. You look \_\_\_\_\_. Have you lost weight?

3. He's not so keen on his studies. He's \_\_\_\_\_ in having a good time.

4. You'll find your way around the town \_\_\_\_\_ if you have a map.

5. You're making too much noise. Can you be a bit \_\_\_\_\_?

6. There were a lot of people on the bus. It was \_\_\_\_\_ than usual.

7. You're late. I expected you to be here \_\_\_\_\_.

8. You hardly ever write to me. Why don't you write a bit \_\_\_\_\_?

9. The hotel was surprisingly cheap. I expected it to be much \_\_\_\_\_.

10. It's a pity you live so far away. I wished you lived \_\_\_\_\_.

**Complete these sentences. Use the comparative of the words in brackets.**

1. Sorry I'm late. It took me \_\_\_\_\_ to get there than I expected. (long)

2. My toothache is \_\_\_\_\_ than it was yesterday. (painful)

3. She looks about twenty, but in fact she is much \_\_\_\_\_ than she looks. (old)

4. The problem is not so complicated. It's \_\_\_\_\_ than you think. (simple)

5. Your English has improved. You speak a lot \_\_\_\_\_ than you did when we last met. (fluently)

6. Health and happiness are \_\_\_\_\_ than money. (important)

7. We always go camping when we go on holiday. It's much \_\_\_\_\_ than staying in a hotel. (cheap)

8. I like the countryside. It's \_\_\_\_\_ and \_\_\_\_\_ than living in a town. (healthy / peaceful)

**Complete the sentences using the words: better, worse, further, older, elder. You have to use some of these words more than once. Use than where necessary.**

1. We complained about the food in our hotel. But instead of improving it got \_\_\_\_\_.

2. Your work isn't very good. I'm sure you can do it \_\_\_\_\_.

3. Ann's younger sister is still at school. Her \_\_\_\_\_ sister is a nurse.

4. Our team played really badly this afternoon. We played \_\_\_\_\_ we have ever played before.

5. You're standing too near the camera. Can you move a bit \_\_\_\_\_ away?

6. "Is Jim younger than Tom?" – "No, he's \_\_\_\_\_."

7. The damage to our car wasn't so bad. It could have been much \_\_\_\_\_.

8. If you need any \_\_\_\_\_ information, please contact our head office.

**Read the following jokes and translate them.**

1. The more you study, the more you know,  
The more you know, the more you forget,  
The more you forget, the less you know.  
The less you know, the less you forget,  
The less you forget, the more you know.

2. A wise old owl lived in an oak;  
the more he saw, the less he spoke  
the less he spoke, the more he heard:  
Why can't we be like that wise old bird?

**Insert *as...as* or *so ..as*.**

1. Mike is ... tall ... Pete. 2. Kate is not ... nice ... Ann. 3. My room is ... light ... this one. 4. This book is not ... thin ... that one. 5. Sergei is ... old ... Michael. 6. She is ... young ... Tom's brother. 7. This woman is ... good ... that one. 8. Nick's English is not ... good ... his friend's. 9. I am not ... tall ... Pete. 10. This woman is ... young ... that one. 11. I am ... thin ...you. 12. Kate is ... lazy ... her brother. 13. This child is not ... small ... that one.

**Match the two parts of these sentences to make well-known proverbs and sayings. Translate.**

1) As busy	1. the soonest mended.
2) Better an egg today	2. the less speed.
3) He laughs best	3. as a bee.
4) The more haste,	4. the sweeter the flesh.
5) The least said,	5. than a hen tomorrow.
6) Better later	6. who laughs last.
7)The nearer the bone	7. as day.
8) As clear	8. than never.

**Class survey**

The teacher's going to dictate one question to each student. Mingle and ask all the other students your question. Make a note of their answers.

Who has been in this school the longest?  
Who drinks the most coffee?  
Who has the nearest birthday to today?  
Who has got the longest eyelashes?  
Who comes from the biggest family?  
Who is wearing the most exciting shoes?

Who has visited the most countries?  
Who has the shortest surname?  
Who speaks the most languages?  
Who sleeps the least?  
Who has the most CDs?  
Who has eaten the most unusual thing?

### Favourites

In pairs, use comparatives and superlatives to tell each other about your favourite things, e.g. *I like crime novels because they usually have the most exciting stories.* Here are some ideas.

book, song, film, vegetables, actor, animal, café, colour, pizza, person, drink

## Additional Reading

### Chancellor won't re-open wage deals and freeze public-sector pay

Alistair Darling moved to allay fears of a freeze on the pay of public-sector workers as unions warned that they should not be punished for the failings of the private sector. Downing Street and the Chancellor made clear that there was no question of reopening the three-year pay deals negotiated with the police, teachers and nurses, the third year of which is 2010-11.

David Cameron said there would be no blanket freeze on public pay under a Conservative government. Both the main parties, while preaching restraint, appeared anxious to avoid a clash with potential supporters and strike action from the unions that represent them.

When Mr Darling gives the Government's evidence to the public sector pay review bodies in the autumn he will ask them to take account of the low rate of inflation in making their recommendations for the year 2010-11.

But sources close to him made clear that in an interview on Sunday he was neither "sending out a signal, trailing, nor hinting" that there

would be a pay freeze. The sources added there was no possibility of current three-year deals being reopened.

Earlier a No 10 spokesman told reporters: "The Prime Minister shares the Chancellor's view that public sector pay has got to reflect prevailing conditions, and in particular reflect the fact that inflation has come a long way down. Of course, we have got to be fair to people who work in the private sector as well as those in the public sector. But contrary to speculation that does not mean there are any plans to reopen multi-year deals."

The Prime Minister shifted his tone on public spending, appearing to suggest that any increases were dependent on growth in the economy.

Speaking at the Anglo-French summit in Evian he said: "If we can get growth, if we can get unemployment down, if we can keep interest rates and inflation down, then there is scope to do the things we want to do, and that is to get money to the frontline services."

Mr Brown spoke after Peter Hain became the latest minister to voice caution over spending. "Once we emerge from recession it is fair to state that a slower growth of public spending will be the best strategy," Mr Hain said.

Mr Cameron, interviewed on the Radio 4 Today programme, acknowledged that pay settlements for public sector workers would be "much tighter" as the public finances were rebuilt. But, he said, a Conservative government would stick by the existing system of public sector pay review bodies.

Steve Bundred, the Audit Commission's chief executive, had said that workers, including those in the NHS and education, would "tolerate" a freeze as they had "done well" over the past ten years.

When Mr Cameron was asked if he would order a freeze on public sector pay, he said: "I don't think that is the way we do pay in this country.

"The way we do pay in this country in the public sector, rightly, is we have independent pay review bodies."

The Conservative leader emphasised that in making recommendations, the pay review bodies would have to take account of developments in the private sector where many workers have had their pay frozen. "Those bodies do have to look at what is happening in the private sector, where pay levels are very restrained, because those pay review bodies are looking at how do we recruit, retain and motivate public sector staff," he said.

“So, yes, you are going to see much tighter public sector pay settlements.”

Brendan Barber, the TUC General Secretary, said that there would be a “very strong reaction” if the Government attempted to “punish” public sector workers for the private sector’s problems. “We have seen a period in which there has been a real increase in investment in the public services. That’s not always been reflected in the pay and conditions of public service workers,” he told Today. “The idea that because the private sector has been facing such tough times we have almost got to punish the public service workers to ensure an equality of misery is absolutely wrong.”



# Unit 7. Elections

## Warming Up

### Politics

#### Parliamentary questions

- In groups of three or four, discuss the differences between these systems of government democracy, communism, fascism, benevolent dictatorship,
  - Work in groups. Answer these questions about UK politics.
  - What are the main political parties in the UK? (Labour, Liberal Democrats, Conservative)
    - What are the two Houses of Parliament? (Commons, Lords)
    - Who is the current Prime Minister of the UK?
    - Who are the leaders of the opposition?
    - What does MP stand for? (Member of Parliament)
    - How many MPs are there in the UK? (659)
    - How often are there elections for parliament? (Every five years, at the longest)
      - What is the Palace of Westminster? (Houses of Parliament)
      - When did women get the vote? (1918)
      - Where does the Prime Minister live? (10 Downing Street)
      - What's the name of the clock tower in Westminster Palace? (Big Ben - actually the name of the bell)
        - Can you name one of the more radical parties in the UK? (British National Party, Socialist Worker's Party)
          - Can you name a famous Prime Minister from the past? (Churchill, Thatcher, etc.) What does Tory' mean? (Conservative)
            - (Variation: Ask these questions about US politics.)
            - What are the main political parties in the USA? (Republican, Democrat)
              - What are the two Houses of Congress? (Senate, House of Representatives)
                - Who is the current President of the USA?
                - How many Representatives / Senators are there? (435 / 100)
                - How often are there elections for president / Representatives / Senators? (every 4 / 6 / 2 year

- Where is the American government located? (Capitol Hill)
- Where does the president live? (The White House, 1600 Pennsylvania Avenue)
- When did women get the vote? (1869 – in Wyoming)
- How many former US presidents can you name?

**Write a similar set of questions about your own parliament system to test the other groups. Swap questions with another group to answer.**

## Language Presentation

### 1. Grammar

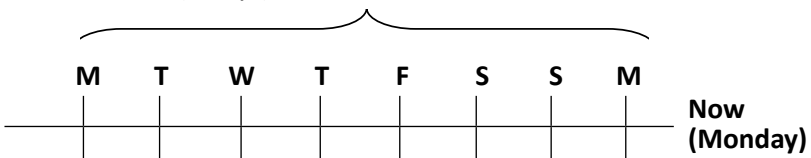
**Work in pairs to decide which is the correct verb form.**

- Have you ever seen / did you ever see* a rock concert?
- I saw / have seen* the Rolling Stones last year.
- I love rock and roll. *I like / have liked* it all my life.
- The Stones' concert *has been / was* excellent.
- I *have bought / bought* all their records after the concert.
- How long *have you known / do you know* Peter?
- I *know him / have known him* since we were at school together.
- When *did you get / have you got* married to him?
- We *have been / are* together for over ten years, and we *have got / got* married eight years ago.

### 2. For or since?

**For** is used with a period of time. **Since** is used with a point in time (a day, a date, a time, an occasion).

For a week (7 days)



Since  
last  
Monday

**Put *for* or *since* into each gap.**

- \_\_\_\_\_ two weeks
- \_\_\_\_\_ half an hour
- \_\_\_\_\_ August

- d. \_\_\_\_\_ 9.15
- e. \_\_\_\_\_ I was ten
- f. \_\_\_\_\_ a long time
- g. \_\_\_\_\_ 3 March
- h. \_\_\_\_\_ ages
- i. \_\_\_\_\_ the beginning of term
- j. \_\_\_\_\_ a couple of days

### Grammar questions

**Underline the examples in the text of the Past Simple, and the time expressions that go with the Past Simple.**

**started at the age of fourteen**

**Read the text about Andrea de Silva.**

Andrea de Silva, the Hollywood actress, has made over 25 films in her career. She started acting at the age of fourteen. She has travelled to many parts of the world, including Australia, South America, and China.

I spoke to her last week and she said that her favourite place was Argentina. I went there a year ago when we made the western, 'Good Times, Bad Times'. She has won three Oscars. She won her first Oscar in 1987 for her role as the scientist, Kay Brown, in Texas Flower.

All the other verb forms in the text are examples of the Present Perfect. Complete this rule:

The Present Perfect is formed with the auxiliary verb \_\_\_\_\_ + the \_\_\_\_\_ .

What is the difference between the following pairs of sentences?

Why are different tenses used?

She **has made** over twenty-five films.

Charlie Chaplin **made** over fifty films.

She **has travelled** to many parts of the world.

She **went** to Argentina last year.

She **has won** three Oscars.

She **won** her first Oscar in 1987.

**Put the verbs in brackets in the correct tense, Present Perfect or Past Simple.**

Barbara Lively, the writer, is married with two children. She \_\_\_\_\_ (write) over 40 books. She \_\_\_\_\_ (start) writing after the death of her first husband . She \_\_\_\_\_ (live) in many parts of the world, including Japan

and India. She \_\_\_\_\_ (spend) her childhood in Egypt, but \_\_\_\_\_ (come) to England in 1966.

She \_\_\_\_\_ (write) both prose and poetry, but is best known for her romantic novels. She \_\_\_\_\_ (win) many awards, including the Booker Prize, which she \_\_\_\_\_ (win) in 1988 for the novel *Dark Times to Come*.

**Now look back at the text about Andrea. Here are the answers to some questions about her. Write in the questions.**

a. How many \_\_\_\_\_?

Over 25.

b. When \_\_\_\_\_?

At the age of fourteen.

c. When \_\_\_\_\_?

A year ago.

d. \_\_\_\_\_?

Three.

e. \_\_\_\_\_?

In 1987.

**Work in pairs.**

**Ask and answer similar questions about Barbara.**

## Rule

The Present Perfect expresses an action that happened some time before now. The Past Simple expresses an action that happened at a definite time in the past.

## PRACTICE

### Grammar

**Write in the past tense forms and the past participles of the following verbs.**

Some are regular, and some are irregular.

Infinitive	Past Tense	Past Participle
be	was/were	been
try		
act		
read		

have		
win		
break		
work		
write		
meet		
make		
sell		

## Speaking Practice

### Tell me more

In pairs, ask and answer questions about whether you have ever done these things. If the answer is **yes**, find out some more information, e.g.

*A – Have you ever broken a bone?*

*B – Yes, I have.*

*A – When was that?*

*B – When I was at school.*

*A – What happened?*

*B – I broke my arm playing rugby.*

cut your finger, eat Indian food, have an injection, see an eclipse, wear fancy dress, live by the sea, go on a demonstration, do anything brave, sleep in a tent, sail a boat, drive a tractor

Tell your partner something you've done which you don't think anyone else in class has done, and something you've never done which you think another student in class has done, e.g. *I've been scuba diving. I've never played cricket, but I think Alex probably has.*

Tell us what your partner said and find out if his / her guesses are true.

## Grammar

**Make sentences and questions about the following people.**

### Example

*Alice is a journalist.*

*– meet / a lot of famous people*

*She has met a lot of famous people.*

*– interview / Prime Minister?*

*Has she interviewed the Prime Minister?*

**a.** Chris is a mountaineer.

- climb / mountains all over the world
- climb / Everest without oxygen
- write / several books
- ever have / an accident?

**b.** Paul Newman is an actor.

- direct / many films
- never win / an Oscar
- ever write / a script?

**c.** Mike and Tina Walker are singers.

- sell / over five million records
- be / on tour all over the world
- have / ten number one records
- ever be / in a film?

## **PRESENTATION**

**Read the following dialogues.**

**Tony** Where do you live, Ann?

**Ann** In a house near Brighton.

**Tony** How long have you lived there?

**Ann** For three years.

**Tony** Why did you move?

**Ann** The house we had before was too small. We needed somewhere bigger.

**Tony** What do you do, Ann?

**Ann** I work in a bank.

**Tony** How long have you worked there?

**Ann** For eight years.

**Tony** What did you do before that?

**Ann** I worked for a travel agent.

## **Grammar questions**

- In each dialogue, Tony asks one question in the Present Simple, one in the Past Simple, and one in the Present Perfect. Which is which?

- Why are the different tenses used?

Complete the following sentences about Ann.

She \_\_\_\_\_ for three years.

She \_\_\_\_\_ for eight years.

She \_\_\_\_\_ because she needed somewhere bigger to live.

She \_\_\_\_\_ before she joined the bank.

**Complete the following similar dialogues between Tony and Ann.**

**Tony** Do you have a car, Ann?

**Ann** Yes, I do.

**Tony** How long \_\_\_\_\_?

**Ann** For a year.

**Tony** How much \_\_\_\_\_ pay for it?

**Ann** About two thousand pounds.

**Tony** \_\_\_\_\_ know a man called Lionel Beecroft?

**Ann** Yes, \_\_\_\_\_.

**Tony** How long \_\_\_\_\_?

**Ann** For years and years.

**Tony** Where \_\_\_\_\_?

**Ann** I met him while I was working for the travel agent.

**Speaking**

**Work in pairs.**

Ask and answer questions beginning *How long ...?* about where you and your partner live, work, study, and about some of your possessions. Then try to get some more information.

How long have you lived in ...?

How long have you worked ...?

What did you do before that?

How long have you had your  
watch/jumper/car...?

**Language review Present Perfect**

The Present Perfect relates past actions and states to the present.

Here are two of its main uses:

1. It refers to an action in the past which is finished. When the action happened is not important. The action has some present importance.

*I've been to Scotland. (I know all about it.) Have you ever tried Indian food? (at any time in your life up to now)*

2. It refers to an action or state which began in the past and continues to the present.

*I've had this book for three months. (I still have it.) How long have you worked here? (You still work here.)*

### **Translate**

- I've been to the United States.
- I went there in 1987.
- Have you ever tried Indian food?
- I live in the capital city of my country.
- I've lived here all my life.

## **Text**

### **Elections**

**1. What do you know about the elections in the UK? Discuss with the group all facts you know.**

**2. Read the text General Elections. List the most important differences between the system of elections in the UK and Ukraine. Compare lists with the partner.**

**3. Pay attention to bolded words and word combinations. Look them up and learn.**

**4. Name the synonyms of ceasing the action of Parliament.**

### **General elections**

The Parliament Act 1911 established the maximum life of a Parliament as five years. Parliaments have twice been **extended** beyond five years, during the two world wars. The 1911 Parliament was extended to eight years by the Parliament and Registration Act 1916, and the Parliament and Local Elections Acts 1916 and 1918. The 1935 Parliament was extended to ten years by the Prolongation of Parliament Acts 1940, 1941, 1942, 1943 and 1944.

A Parliament is **dissolved** either by the passage of time or by a proclamation of the Sovereign on the advice of the Prime Minister. Dissolution may occur at any time; Parliament does not need to be sitting, nor to be recalled, for the purpose of dissolution. It was customary during much of the twentieth century for dissolution to be preceded by prorogation of Parliament. From September 1974 until 1992, and again in 2001, an alternative practice was used of dissolving



Parliament by proclamation following the **adjournment** of both Houses. The **prorogation** procedure was reinstated in 1992, 1997 and 2005 however. An adjournment merely **suspends** the House's business within a session for a specified period of time, and the **exercise of the power** remains with the Lords and Commons separately. All that is required is a resolution of the House or **for the Speaker to declare** that under Standing Orders the House is adjourned. It is not, therefore, a prerogative act. The practice of dissolving Parliament following the adjournment of both Houses appears to have been first used in 1922 following the **sudden collapse** of the **coalition government**. Since Parliament had already adjourned for the **summer recess**, Parliament was dissolved by **royal proclamation** on the same day as the calling of a **general election**, and no prorogation took place.

**Prorogation** of Parliament is a prerogative act of the Crown, which suspends nearly all business of both Houses, including the sitting of committees, until Parliament is **summoned** again. It is the normal **instrument** for ending an individual session of Parliament, but it has been the custom for much of the twentieth century also to prorogue Parliament before its dissolution. The ceremony normally takes place when both Houses are sitting; a Commission in the House of Lords, usually made up of five peers, requests the attendance of the Commons and Royal Assent is signified by outstanding Acts followed by a nominal speech from the throne (The last Monarch to **prorogue** and dissolve Parliament on the same day in person was Queen Victoria on 23 July 1847). Alternatively, Parliament can be prorogued by proclamation when either House is adjourned.

### **Announcements**

For the 1997, 2001 and 2005 elections, the Prime Minister announced the date of dissolution **in person**. Prior to 1997 it was generally done **by press release**.

A general election is one in which all the constituencies in the United Kingdom are contested. The size and number of constituencies are reviewed at intervals of between 8 and 12 years by the Parliamentary Boundary Commissioners and agreed by Parliament. There were 646 constituencies fought at the 2005 general election. The latest Review of the Parliamentary Constituencies in England, completed in October 2006, has recommended an increase of four constituencies in England, from 529 to 533. Constituency numbers in Scotland, Wales and Northern Ireland will remain the same at 59, 40 and 18 respectively. This means that the total number of constituencies to be contested at the next UK General Election will rise from 646 to 650.

The reasons for calling a general election are varied, but generally originate from the desire of governments to obtain a further and/or increased majority in the House of Commons for the next five years. Naturally, in such instances, the timing may be determined by the government's view of its chances of victory. But governments may be forced into a position whereby they have no option but to seek a renewal of confidence by the country in their own policies.

### **Death of the Monarch**

Before the Representation of the People Act 1867, the death of the Monarch resulted in dissolution within 6 months, but under that Act Parliament continues to meet for as long as it would otherwise have done. Parliament meets immediately for Members to take the Oath to the new Sovereign, but does not conduct normal business for a few days. In February 1952, when King George VI died, Parliament was already in session and continued to meet each day for Members led by the Speaker to take the Oath and hear messages of **condolences**, until 11 February when, following the visit by the House to the **lying-in-state** in Westminster Hall, the Commons adjourned until 19 February.

If Parliament is in recess at the time of the Monarch's death, then it is immediately recalled. Should the death occur after a dissolution but before votes have been cast at a General Election, then polling day will be postponed by a **fortnight** (Representation of the People Act 1985 s20), subject to those days that are disregarded by the Electoral Timetable.

### **Writs**

Once dissolution has been announced, **Writs of Elections** are issued by the Clerk of the Crown in Chancery, and the Timetable commences. These writs are the official notices to Acting Returning Officers that an election is to be held in their constituency. Writs also give the date on which Parliament is to be opened and forms for Returning Officers to complete to certify which Member has been elected.

At this time, the date of meeting for the new Parliament will also be announced. Although the Government continues in office, there cease to be any Members of Parliament, and former Members may not enter or use the facilities of the House during the election campaign.

### **Return book**

At the beginning of the new Parliament, the Clerk of the Crown in Chancery will deliver a **Return Book** to the Clerk of the House of Commons; in practice the Return Book is handed to the Clerk Assistant

below the Bar of the House. This book contains the names of Members returned to serve in the Parliament and is sufficient evidence that a Member won a constituency seat at the General Election, and has the right to represent that constituency in Parliament.

### **Oath and affirmation**

After the Speaker has been duly elected by the House and taken the Oath, Members (led by the Government and Opposition Front Benches) approach the Table of the House. Here they **swear the Oath** or **take the Affirmation** and sign the Test Roll. This was formerly a roll of parchment folded in the shape of a book, headed by the Oath or Affirmation, but is now a book with pages of parchment interleaved with pages of blotting paper. It remains in the possession of the Clerk of the House.

After signing the Test Roll, Members are introduced to the Speaker by the Clerk of the House. Once the majority of Members have been sworn in (this usually takes a few days), the House is properly constituted and ready to process to the House of Lords and hear the Queen's Speech. This speech outlines the Government's legislative programme for the session. It is not necessary for Members to be sworn in at the commencement of subsequent sessions of that Parliament, although there will, of course, be further Queen's Speeches at the opening of each session.

### **Introduction of new Members**

By a resolution of the House of 23 February 1688, Members returned at a by-election are customarily escorted into the Chamber by two fellow MPs, usually of the same party. The new Member then takes the Oath or Affirmation, signs the Test Roll, and is introduced by the Clerk of the House to the Speaker. The **swearing-in** of a new Member takes place after Questions, but before the main business of the day begins, so that he or she may take a full part in it.

A Member cannot vote or take part in debates in the House if he or she has not first been sworn in. Should the Member do so, they would be **liable** to a **fine** of 500 for each offence, and the seat would be declared vacant as if a death had occurred. Similarly, a Member may not draw a Parliamentary salary unless they have taken the Oath or Affirmation. Following an order agreed by the House on 18 December 2001 it was agreed that Members who have chosen not to take their seats are entitled to use the facilities within the Palace of Westminster and may receive staffing and other office costs **allowances**, including travel.

**Find the meaning of the underlined words in the dictionary, explain them or guess their meaning from the context.**

... nor to be recalled, for the purpose of dissolution.

Since Parliament had already adjourned for the summer recess...

Prorogation of Parliament is a prerogative act of the Crown...

A general election is one in which all the constituencies in the United Kingdom...

Governments can also be forced into resignation...

...before votes have been cast at a General Election...

...Writs of Elections are issued by the Clerk of the Crown in Chancery...

...the Clerk of the Crown in Chancery will deliver a Return Book to the Clerk of the House of Commons...

...they swear the Oath or take the Affirmation...

**Make a resume of the text. Be ready to retell the main ideas.**

### Discussion

There is going to be an election in the following cities. The mayors of these cities have made important improvements but there are still many problems to solve. Carry on a debate between the two candidates running for the position of mayor. One student should take the part of the present mayor campaigning for re-election. He will talk about his main achievement. Another student will be his opponent. He will talk about the city's major problem. Take a few minutes to prepare what you are going to say.

Cities	Problems	Achievements	Midville	high crime
rate	improved garbage		Longborough	
highest	pollution level in the U.S.		dying industry	poor
housing	unemployment	no parks or gardens		poor
roads and highways	collection		new cultural center	
Old York		Springton	Morely	Clarkton
	new hospital			Hackburgh
more public housing				new public education
new university				decrease in taxes

### Writing

**Fill in the blanks:**

1. Would you like to join us for lunch? No thanks. I \_\_\_\_\_ already \_\_\_\_\_

2. She's getting married next week but she \_\_\_\_\_ her wedding dress yet.

3. \_\_\_\_\_ you ever \_\_\_\_\_ your wife's birthday?
4. \_\_\_\_\_ your father \_\_\_\_\_ the newspaper yet?
5. I gave her a beautiful pair of gloves for her birthday, but she still \_\_\_\_\_ them.
6. It's too late! I \_\_\_\_\_ already \_\_\_\_\_ the letter.
7. Can you believe it? He \_\_\_\_\_ never \_\_\_\_\_ to a concert in his life!
8. \_\_\_\_\_ they ever \_\_\_\_\_ champagne?
9. He's leaving for Paris tomorrow, but he still \_\_\_\_\_ his bags.
10. I \_\_\_\_\_ never \_\_\_\_\_ to Scotland, but I'd like to go there someday.

**The following story is not in logical order. First fill in the blanks and then rearrange the eight small sections to form a logical narrative.**

- "Robbery! I \_\_\_\_\_ never \_\_\_\_\_ (steal) anything in my life! I'm an honest guy! I'm calling my lawyer right now! Let me out of here!" shouted Donovan.
- "\_\_\_\_\_ you ever \_\_\_\_\_ (be) to the Purple Dragon Bar, Donovan?" asked one of the detectives.
- "I \_\_\_\_\_ never \_\_\_\_\_ (see) that man before in my life!" insisted Donovan. "Why are you asking all these questions? What did I do?"
- Last Wednesday night, the police arrested Bill Donovan and took him to headquarters for questioning. Donovan, of course, didn't want to tell them anything.
- "Sit down, Donovan. You're not going anywhere!" said the detective.
- "We \_\_\_\_\_ already \_\_\_\_\_ (hire) a lawyer for you, and it looks like you're going to need one."
- "No! Never," said Donovan. "I \_\_\_\_\_ never even \_\_\_\_\_ (hear of) a bar by that name.
- "We have reason to believe that you and this man were involved in a robbery," said the detective.
- "But we \_\_\_\_\_ already \_\_\_\_\_ (talk to) several people who say they saw you at the Purple Dragon Bar having a drink with this man," said the detective, showing him a photograph.

**Read the situation. Make questions Bob and Joanne could ask each other.**

Mr. and Mrs. Anderson went on a brief vacation and left their two teen-aged children in charge of the house. They arrived home

unexpectedly, however, and have just phoned from the airport. “We’ll be home in about half an hour,” said Mrs. Anderson.

Bob and Joanne are in a panic because the house is a mess.

Bob: They’ll be here in less than half an hour. Have you done the dishes yet?

Joanne: No, I haven’t. What about the beds? Have you made them yet?

**Using questions with yet, write the rest of the conversation as Bob and Joanne talk about:**

- vacuum the living room carpet
- take out the garbage
- dust the furniture
- hide the broken mirror
- empty the ash trays
- give the dog a bath
- water the plants

### **Buster Biggs’s Speech**

“Fellow citizens: I know that many of you have accused me of not taking direct action. ‘Where’s the new hospital?’ you say, ‘and the new recreation center? What about the gangsters you promised to put in jail, and the rent control law you promised to introduce? What about your promise to raise the salaries of city employees and the credit you promised to extend to local farmers?’”

“But what about my achievements? Yes, what about them? In three short years our city has seen the building of a new library and a city hall. I promised to get ten million dollars in outside investments for local industry and I did. Yes, ladies and gentlemen, I promised to clean up our streets and get rid of pollution – and I did. I promised to lower the rate of unemployment and control inflation, and I did – all in three years.”

“Fellow citizens, this criticism is unjustified. It’s true that I still have many things to do, but look at what I have already done for Midville!”

**Write a dialogue between a Buster Biggs supporter and a supporter of his opponent. Use the facts in Buster Biggs’s speech to discuss what he has done and what he hasn’t done.**

#### **Example:**

*a: Well, I say Buster is great! He’s only been mayor for three years and he’s already built a new city library!*

*b: Okay, but he still hasn't built the hospital - and we certainly need a hospital more than a library.*

**Continue the conversation.**

## Grammar Practice

**Add a sentence. Use the Present Perfect.**

**Example:** *I'm tired. (I / walk / miles) I've walked miles.*

- 1 Emma's computer is working now. (she / repair / it)
- 2 It's cooler in here now. (I / open / the window)
- 3 The visitors are here at last, (they / arrive)
- 4 Mark's car isn't blocking us in now. (he / move / it)
- 5 We haven't got any new videos, (we / watch / all these)

**Trevor and Laura are decorating their house. Put in the verbs.**

**Use the Present Perfect.**

**Example:** *Laura: How is the painting going? Have you finished? (you / finish) Trevor: No, I haven't. Painting the ceiling is really difficult, you know.*

(1) \_\_\_\_\_ (I / not / do) very much. And it looks just the same as before. This new paint (2) \_\_\_\_\_ (not / make) any difference.

Laura: (3) \_\_\_\_\_ (you / not / put) enough on.

Trevor: (4) \_\_\_\_\_ (I / hurt) my back. It feels bad.

Laura: Oh, you and your back. You mean (5) \_\_\_\_\_ (you / have) enough of decorating. Well, I'll do it. Where (6) \_\_\_\_\_ (you / put) the brush?

Trevor: I don't know. (7) \_\_\_\_\_ (it / disappear). (8)... \_\_\_\_\_ (I / look) for it, but I can't find it.

Laura: You're hopeless, aren't you? How much (9) \_\_\_\_\_ (you / do) in here?

Nothing! (10) \_\_\_\_\_ (I / paint) two doors.

Trevor: (11) \_\_\_\_\_ (I / clean) all this old paint around the window.

It looks much better now, doesn't it?

Laura: (12) \_\_\_\_\_ (we / make) some progress, I suppose.

Now, where (13) \_\_\_\_\_ (that brush / go)?

Oh, (14) \_\_\_\_\_ (you / leave) it on the ladder, look.

**Andrew is a very hard-working student. It's midnight and he is still working at his computer. Write sentences with the Present Perfect and for or since.**

be / at his computer / six hours He's been at his computer for six hours.

1. not / have / any fun / a long time \_\_\_\_\_
2. have / a cold / a week \_\_\_\_\_
3. not / see / his friends / ages \_\_\_\_\_
4. not / do / any sport / last year \_\_\_\_\_
5. be / busy with his studies / months \_\_\_\_\_

### **I have done or I did?**

**Put in the correct verb form.**

**Example:** I've done (I / do) all the housework. The flat is really clean now.

A young couple bought (buy) the house next door. But they didn't live there long.

- 1) Our visitors \_\_\_\_\_ (arrive). They're sitting in the garden.
- 2) There's still a problem with the television. Someone \_\_\_\_\_ (repair) it, but then it broke down again.
- 3) \_\_\_\_\_ (I / lose) my bank card. I can't find it anywhere.
- 4) The match \_\_\_\_\_ (start). United are playing well.
- 5) My sister \_\_\_\_\_ (run) away from home. But she came back two days later.
- 6) Daniel \_\_\_\_\_ (earn) some money last week. But I'm afraid he's already spent it all.
- 7) \_\_\_\_\_ (we / plant) an apple tree in the garden. Unfortunately it died.
- 8) Prices \_\_\_\_\_ (go) up. Everything is more expensive this year.
- 9) Someone \_\_\_\_\_ (turn) on the hi-fi. What's that song called?
- 10) (I / phone) \_\_\_\_\_ the office at eleven to speak to the manager, but he isn't there today.
- 11) (I / make) \_\_\_\_\_ a cake. Would you like a piece?
- 12) The runner Amos Temila \_\_\_\_\_ (break) the world



record for the 1500 metres in Frankfurt. Then two days later in Helsinki, Lee Williams ran it in an even faster time.

### **I've done it. I did it yesterday.**

**Things that have happened today are on the radio and TV news. Give the news using the Present Perfect and Past Simple.**

the Prime Minister / visit Luton University / speak to students there / earlier today

*Example: The Prime Minister has visited Luton University. He spoke to students there earlier today.*

the train drivers / go on strike / stop work / at twelve o'clock

the Queen / arrive in Toronto / fly there / in an RAF aircraft

two men / escape from Parkhurst Prison / get away / during the night

the actor Howard Bates / die in a car accident / his car / crash into a wall

Linda Jones / win the women's marathon / run it / in 2 hours 27 minutes

### **Structures with for, since and last**

#### **Complete the conversations.**

*Example: Mike: This car is filthy. I haven't been to the car wash for about a year.*

*Tom: What! You mean it's twelve months **since** you last went to the car wash?*

1. Laura: I haven't used my camera recently. June was the last time I took a photo.

Trevor: Really? I'm surprised you \_\_\_\_\_ June.

2. Rachel: I haven't seen Andrew for weeks.

Daniel: Nor me. It's \_\_\_\_\_ him.

3. Tom: What about a game of cards? We haven't played since your birthday.

David: Really? You mean my birthday \_\_\_\_\_ cards?

4. Emma: I feel terrible. It's three days since I ate anything.

Vicky: What did you say? You \_\_\_\_\_ three days?

### **Present Perfect or Past Simple?**

#### **Put in the verbs.**

*Example: Tom: Have you heard (you / hear) the news about David?*

Harriet: No. (1) \_\_\_\_\_ (what / happen)?

Tom: (2) \_\_\_\_\_ (he / have) an accident. He was walking down some steps.

(3) \_\_\_\_\_ (he / fall) and (4) \_\_\_\_\_ (break) his leg.

Harriet: Oh, how awful! When (5) \_\_\_\_\_ (it / happen)?

Tom: Yesterday afternoon. Melanie (6) \_\_\_\_\_ (tell) me about it last night.

Harriet: Last night! (7) \_\_\_\_\_ (you / know) about it last night, and (8) \_\_\_\_\_ (you / not / tell) me!

Tom: Well, (9) \_\_\_\_\_ (I / not / see) you last night. And (10) \_\_\_\_\_ (I / not / see) you today, until now.

Harriet: I hope he's all right. (11) \_\_\_\_\_ (he / have) lots of accidents, you know.

(12) \_\_\_\_\_ (he / do) the same thing about two years ago.

## **Additional Reading**

### **How the political parties fared in the European elections**

The rejection is shockingly emphatic: two out of every five who cast their vote in the European elections turned away from the three main Westminster parties.

Thousands of results – both in that poll and the local elections – build a picture of disgusted disaffection over MPs' expenses and fear over the effects of globalisation both on national identity and the economy.

Labour, as the ruling party, was always likely to be punished in the first set of polls to be held during the recession. When it and the rest of the political elite were exposed as benefiting from a debased expenses culture, the conditions were set for a seismic shift in voting patterns. The rejection of the three main parties in the European elections rose from 34 per cent in 2004 to around 40 per cent last week. With turnout remaining the same, it is clear that millions made the effort to register their dissatisfaction.

Psephologists caution against reading too much into the “none of the above” elections, pointing out that in 2005 voters returned to the main parties at the general election. Nevertheless, the scale of the rejection will lead to a fundamental rethink among political strategists.

### **Labour**

Sifting through the rubble of Labour's disastrous collapse there is little – if anything – for the party to salvage. Even party officials,

depressing expectations all last week, were shocked at Labour's showing in both the local and European elections.

In the latter they came third behind a minority party – the UK Independence Party – and were humiliated in Wales by the Tories and in Scotland by the Scottish National Party.

The party polled only 15.7 per cent, its worst result for 90 years, and lost six of its nineteen seats. Its share of the vote plummeted across Britain, including in previous strongholds such as the North East. Its vote went into freefall in the South West, with the party coming sixth in Cornwall – behind even the Cornish nationalists.

Only in parts of London did Labour's vote hold up, a consolation countered by its heavy losses throughout the rest of the South East.

In the county council elections it lost 300 of its 490 seats. More worryingly, in several councils in the South only one or two Labour councillors remain. The wipeout in the South in both sets of elections could have dire consequences at a general election when the party finds that it has no activist base to fight vulnerable seats in places such as Kent, where it lost 18 council seats.

The most high-profile losses of the local elections were in the North and the north Midlands, where Labour lost its four remaining county councils: Derbyshire, Lancashire, Nottinghamshire and Staffordshire. In the European elections it was the slump in Labour's vote in the North West and Yorkshire and the Humber that let the BNP gain two seats.

Contrary to the party's claims, David Cameron achieved only one of two key objectives he privately set the Conservatives a little over two months ago. Back in mid-March Stephen Gilbert, the party's campaign guru, told frontbenchers that the party was aiming to increase its share of the vote in the European elections. It did – but only just. With almost all votes counted the party was on 27.7 per cent of the vote, up from 26.7 per cent in 2004.

### **Conservatives**

Mr Cameron hailed his party's topping the poll in Wales for the first time, ignoring that it had achieved this feat with only 21.2 per cent of the vote, a slight increase on its previous total. In common with many of its successes, the party was flattered by the scale of Labour's meltdown.

The Conservatives failed to win back ground lost to UKIP in the last European elections despite a widespread belief that the 2004 poll had been UKIP's high-water mark.

They did take all its target councils proving it has rebuilt a viable infrastructure in all but the reddest of Labour heartlands. Strategists claim that there is credible evidence of Labour voters switching to Tory – something that, if correct, will panic Labour MPs in notionally safe seats.

Most significant of all is their advance in the South West. Victories in Somerset and Devon pose an ominous threat to the Liberal Democrats at the next election.

In seeking to balance its Eurosceptic credentials to tackle the UKIP threat with the fear of alienating new voters, the party chose to err towards the latter imperative. Mr Cameron said yesterday: “We are a one-nation party. Whether you are black or white or rich or poor, from the North or the South, straight or gay, you are part of our country and we are proud of you.”

### **Lib Dems**

Whatever happened to the “renegade” party? Nick Clegg promised supporters that he would position the Liberal Democrats as an insurgent force that had the power to drain support from both Labour and the Tories but there were precious few signs of this in last week’s elections, with the Lib Dems performing underwhelmingly, but not disastrously, in both the local and European elections. Their results hint at worrying weaknesses in key general election battle grounds.

The Lib Dems came second to the Conservatives in the county council elections but dropped to a disappointing fourth in the European elections, behind the Tories, UKIP and Labour. This marks the same position they had in the 2004 European elections.

The result is a blow to Mr Clegg’s party, which is the most pro-European in Britain, and corresponds to a general collapse of the liberal vote across Europe.

The biggest worry for the Liberal Democrats will be losses in the South West since many Liberal Democrat MPs have only small majorities over the Conservatives.

In Wales the Conservatives came first and the Liberal Democrats, who formed a three-party coalition government with Labour in 2000, came fifth. In Scotland, the Lib Dems trailed behind the SNP, Labour and the Conservatives on 11.5 per cent. There was nowhere that they managed to come even second. Despite coming fourth, they were only narrowly behind Labour and they are likely to use the European result to revive their call for proportional representation.

## **Greens**

On other nights, in other political climates, this would have been deemed a success. More than 270,000 new voters choose to go Green compared with 2004, bringing their total share of the national vote 8.6 per cent, or 1.2 million votes – higher than the BNP, which won the same number of seats.

Some opinion polls hinted at an unprecedented triumph for the Greens but the reality fell well short of the 2.2 million votes they secured in 1989 and they could be forgiven for thinking that these elections were a golden opportunity they missed.

The impending by-election in Norwich North offers the Greens a chance to prove they can turn a protest vote into a Westminster contest.

The Greens topped the European poll within Norwich, a part of the East of England region and a heartland for the party where they are the official opposition on the city council. Rupert Read, who narrowly missed out on a Brussels seat, has not ruled out switching his sights to Westminster and with local Labour activists acrimoniously divided over the treatment of Ian Gibson, the Greens are “confident of doing very well”.

## **UKIP**

The Greens are not the only fringe party eyeing Norwich. UKIP has already opened a campaign office in the city as it seeks to capitalise on its best ever poll result.

The party increased its number of seats in the European Parliament to 13, one more than in 2004, and secured the second-largest share of the European elections vote with 16.57 per cent, second only to the Conservatives. The result shows that UKIP’s strength lies in the South West and South East. But it wasn’t all good news: the party lost a seat in the East Midlands (but claims to have made progress in the West Midlands).

In the local elections, UKIP gained seven new county council seats and has become the main opposition in Newcastle-under-Lyme, in Staffordshire. It also has a handful of county council seats in the East of England, in Great Yarmouth and Lowestoft South.

Nigel Farage, the party’s leader, said yesterday that the party must start fundraising immediately to replenish its coffers, having spent all its money fighting the European elections (it is believed to have spent £2 million on the campaign).

UKIP is considering whether to target seats where there is a slim Tory margin or where the sitting MP has been embroiled in a row over

his expenses. David Campbell Bannerman, the party's deputy leader, said: "The whole scandal of MPs' expenses has clearly dislocated a lot of tribal loyalties. It has opened a gap – there is an opportunity for us. We saw on the campaign trail how a number of Tory and Labour candidates were savaged – they were very angry."

Mr Farage claims that the party will be putting up 550 candidates for the general election.

### **Minor**

The English Democrats and the Christian Party alliance were the key winners in the battle of the tiny parties in the European elections. Although none got a seat, the English Democrats did best doubling their share of the vote from 0.7 per cent to 2 per cent and winning 279,801 votes. The party, which campaigns for an English Parliament, secured its first directly elected mayor in Doncaster. The Christian Party-Christian People's Alliance, running on a joint ticket, upped their share of the vote after fielding candidates for the first time in all 72 seats. The alliance received a total of 232,755 votes – up by 1.6 points on 2004.

They outpolled Libertas, the anti- Lisbon treaty party led by Declan Ganley, the Jury team backing independent candidates, NO2EU and Socialist Labour.

# Unit 8. European Capital

## Warming Up

(explanations for a teacher)

### Where did it come from?

Write the name of an artifact in the middle of the board. Ask the students to say what it is made of or other questions designed to establish what the object or material was like in its previous state. Each time they suggest something, write it on the board and then repeat the question. For example, starting with the word 'shoe':

*You: Shoe. What's it made of?*

*Student: Leather.*

*You: Right... Where does leather come from?*

*Student: From a cow.*

*You: And what does a cow live on?*

## Language presentation

Make as many sentences as possible from the chart.

Politicians	have to don't have to	work in shifts. do some/any work at home. wear a uniform. make speeches. get up early.
Postmen/women		
Teachers		
Nurses		
Air hostesses		
Factory workers		

## Text

Read, paying attention to the **bolded words and word combinations**. Look the up, explain them using the synonyms, definitions.

### Modern London

The economy of modern London has **evolved** continuously from the three **complementary** elements of trade, administration, and leisure. In trade London is one of a handful of centres – along with

New York City, Tokio, and Hong Kong – where dealers in currencies, equities, **commodities**, and insurance operate on a global **scale**. In addition to its importance in administration and banking, London used to be a substantial manufacturing centre. In the 18<sup>th</sup> and 19<sup>th</sup> centuries its industries were quite **comparable** to those of other European capitals and court cities, producing such luxury items as silks, fine furniture, gilded work, watches, musical instruments, millinery, and women’s clothing. Such highly skilled trades with their own systems of **apprenticeship** clustered tightly around the City of London and **adjacent** districts.

In the 20<sup>th</sup> century London became the preferred location for a new generation of electrically powered industries serving mass **consumption** markets. Many of the companies were American multinationals, including Heinz Company, Hoover, Ford Motor Company, and Firestone, while others had grown out of conventional craft industries. London’s manufacturing base rested upon industries producing consumer goods such as leather products, clothing, timber and furniture, food and drink, pharmaceuticals, and specialized goods as well as products generated by printing and publishing, instrument engineering, and electrical engineering. This manufacturing success in London presented such a striking contrast to the high levels of unemployment in the old, established industrial regions of northeastern England and Clydeside (Scotland) that the government, fearing massive expansion of the metropolis, decided to **halt** the city’s growth. It did so by **imposing** a Green Belt, or stopline, to keep postwar London within strict bounds. Many growth industries, with their young and skilled workforces, were relocated to public satellite towns. The deindustrialization of London was a drawn-out and painful process. In the 1950s the decline of older **craft-based** manufacturing in the inner parts was concealed or compensated by continued growth of the newer industries of the interwar period. As late as 1961 half of the jobs in the London suburbs were in manufacturing.

Thereafter, however, the **curve** of employment in manufacturing **sloped downward**. A third of a million jobs were lost in the 1960s, almost half a million in the 1970s, and a further third of a million in the 1980s.

Toward the end of the 20<sup>th</sup> century, Britain’s greatest manufacturing city had become a “postindustrial” metropolis, with only a residual one-tenth of its workforce in manufacturing. The main surviving concentrations of industry in London were along transport corridors.



The first and still the foremost of these are the River Thames and (to a lesser extent) its tributaries, especially for industries linked to sea-carried bulk cargoes such as petrochemicals, sugar, grains, and timber. Industrial plants continued to **dominate** the riverside landscape downstream of Greenwich, but upstream they were almost entirely replaced by residential apartments and office blocks. Other significant manufacturing districts were on the arterial roads leading out of London and around the North Circular Road that rings London five miles from the centre. In contrast to the other great cities of Britain, London's factory closures have been compensated at least partly by the city's dynamism in financial services and the media. As an administrative centre, London dominates the national life to an **exceptional degree**.

All legislative activity is concentrated in the English capital, at Westminster. In British politics, all roads lead to London. If London is a place to win influence and make money, it is also a great playground - a **leisure metropolis**.

Historically the landed classes flocked to London each year to spend "the season" in the **proximity** of the court. The **legacy** of aristocratic consumption still survives in the gunsmiths, art dealers, tailors, and vintners of the West End, serving a modern market of London's international visitors.

Each year more than 100 million nights are spent by tourists in the capital's hotels. Though its full **impact** is difficult to trace, the tourism industry has clearly overtaken manufacturing as a source of employment for Londoners, offering direct employment for more than 200,000 workers and perhaps as many more again through economic multiplier effects, some of them in the **black market**.

**Look up the words in the dictionary, explain their meaning:**

evolve	equity	commodity	substantial	apprenticeship
adjacent	consumption	consumer goods	pharmaceutical	
expansion	bound	drawn-out	decline	conceal
residual	foremost	extent	tributary	proximity
gunsmith	vintner	impact	legacy	

**The following are the definitions of words from the text. What are the words?**

**Example:** Money that is in use in a country. *Currency*

a) Spare time; time free from work.

b) Safeguard against loss, provision against sickness, death, etc in return for regular payments.

c) (Business of making or selling) women's hats.

d) Occupation, esp one in which skill in the use of the hands is needed; such a skill or technique.

e) Material from animal skins, used for making shoes, bags, etc.

f) Bring to an end.

g) Establish, become established, in a new place.

h) Be without; not have; have less than enough of.

i) Come or go together in great numbers,

j) Continue to live or exist

k) Maker of coats, suits, etc.

• **Find all the words which may be grouped together under the headings "Manufacturing", "Administration", "Leisure".**

• **London used to be a substantial manufacturing centre, producing quite a number of luxury items. Complete this mind map.**

• mind map - luxury items

• **Draw your own mind map based on the text "Modern London".**

• **Fill each gap with one suitable word only – perhaps an article, a preposition, a noun, etc.**

### **Shipping**

\_\_\_\_\_centuries, shipping was at the heart of the\_\_\_\_\_of London. The city retained its lead as\_\_\_\_\_largest, busiest port in the world\_\_\_\_\_ World War II, with an average of 1,000 ship arrivals and\_\_\_\_\_every week. The port of London Authority, founded in 1909, supervised seven systems\_\_\_\_\_ enclosed docks with a combined water area of 720 \_\_\_\_\_ (291 hectares).

\_\_\_\_\_had 35 miles of dock quays and as many again of riverside moorings, wharfage, shipyards, and heavy industry along the banks of the\_\_\_\_\_from Gravesend\_\_\_\_\_London Bridge.

\_\_\_\_\_left London quite suddenly between 1968 and 1981 for a combination of\_\_\_\_\_, including the containerization of ocean traffic and the growing scale of bulk cargoes, poor labour relations, and competition from new private\_\_\_\_\_based in small\_\_\_\_\_around the coast. After consolidating its activities in docks at Tilbury on\_\_\_\_\_Thames estuary 26 miles downstream of London, the Port of London Authority was left with a diminished share of about 8 \_\_\_\_\_of\_\_\_\_\_nation's total port traffic.

**Make up a word list under the heading "Shipping".**

## **Helsinki**

Finland's capital since 1812, and its administrative, economic, and cultural centre, Helsinki is a small city with a population of only 500,000, with another 500,000 inhabitants in the suburbs. Open to the sea on three sides, it is also Finland's rainiest and windiest city. Its economy is based on the country's main industries: paper and pulp; telecommunications, shipping, metal, agriculture, and tourism. Many of the places of interest in the city are within walking distance. The area around Senate Square the city's administrative and cultural centre, was built in the nineteenth century and has many beautiful buildings. The business and shopping areas are around the railway station Most of Helsinki's buildings are modern. The best-known examples of modern architecture are Finlandia Hall a congress centre and concert hall, the new Opera House, and Temppeliaukio a church built inside a rocky hill. There are no high-rise buildings.

Helsinki airport is 20 kilometres north of the city. International ferries arrive at the Passenger Harbours close to the central fish market The city has a well-integrated, efficient, and inexpensive public transport network of buses, trams, local trains, and metro. There are a lot of museums and art galleries, several concert halls and theatres, and a state-of-the-art opera house. There is a good choice of international restaurants and its Russian food is considered the best in the world.

Helsinki is a very clean and safe city and in summer the atmosphere is lively, with open-air cafes and restaurants. The green areas and beaches and the surrounding lakes, forests, and islands are easily accessible and provide plenty of opportunity for swimming, sailing, fishing, jogging, cycling, and other sports activities.

**Work in pairs. Organize words and phrases from the text in the following topic groups. Add other useful words to the groups.**

- Geography / economy
- Transport
- Culture / entertainment
- Eating / drinking
- Sports / leisure

**Use the vocabulary from the topic groups in 2 to describe your own town or city, or one you know well.**

Look at the examples of collocations (words which we often use together). Which does your town have?

well-integrated public transport  
network  
business area  
congress centre  
high-rise buildings  
open-air cafes  
green areas

**In the box below find**

1 pairs of opposite adjectives (e.g. extensive - limited).

2 adjectives whose opposite is formed by adding a prefix un- or in-.

Give the correct prefix (e.g. inaccessible).

pleasant traditional exciting crowded expensive noisy  
limited important clean extensive safe efficient dull  
ugly fashionable quiet dirty beautiful dangerous lively  
polluted interesting accessible friendly attractive modern

**Work in groups. In turn, each person thinks of a town or city. The others in the group must find out as much as possible about the place by asking two questions each. Use suitable words from the topic groups in 2 and adjectives from 4 and 5.**

*Examples* What's the nightlife like?

It's very lively/rather dull.

Is the city centre polluted?

No, but the streets are often very crowded.

**Ask the class to think about and make notes on their local town or city, focusing on the following points:**

commercials, shopping, entertainment areas

what it's famous for – a carnival, old buildings, modern skyline, etc.

express ways / motor ways , streets and avenues , street names

common forms of transport

expensive and inexpensive areas

## Writing

**Complete the following sentences using should or ought to.**

1. You \_\_\_\_\_. If not, you'll probably fail your exam.

2. Don't you think you \_\_\_\_\_? It's raining very hard.
3. I don't think you \_\_\_ Too much coffee might keep you awake.
4. I think you \_\_\_\_\_ The hotels might all be full.
5. You \_\_\_\_ You'll get a terrible sunburn.
6. I don't think you \_\_\_\_\_ It's against the law, you know.
7. Don't you think you \_\_\_\_? Your clothes don't fit you any more.
8. I don't think you \_\_\_\_\_ The baby might wake up.
9. You \_\_\_\_ The neighbors might complain.
10. I don't think you \_\_\_\_\_ Your wife will get terribly upset.

**Give an opinion about the following topics, using *should* or *ought to*.**  
**Sex education in schools**

Sex education ought to be taught in schools because qualified specialists can answer children's questions about relationships between men and women.

or Sex education shouldn't be taught in school. It is the parents' responsibility to inform children about sex.

or Parents should protest against sex education in schools because it is the parents' responsibility to inform their children about sex.

or Parents should encourage sex education in schools. Doctors and nurses working with the school system are better qualified than parents and can answer children's questions.

- |                             |                                     |
|-----------------------------|-------------------------------------|
| 1. sex education in schools | 7. organized crime                  |
| 2. problem children         | 8. homeless animals                 |
| 3. cheating on exams        | 9. heavy smokers                    |
| 4. people who overeat       | 10. people with heart conditions    |
| 5. sick old people          | 11. teachers who hit their students |
| 6. murderers                |                                     |

Gloria asked Joanne to buy her a lottery ticket last Wednesday. Joanne bought two, one for herself and one for her friend. Both women forgot about the tickets until a week later when Joanne discovered that one of the tickets contained the winning number. The prize was five thousand dollars. What should she do?

- **Explain what you think Joanne should do and give reasons for your opinion.**
- **Write a dialogue between Joanne and Gloria.**

## Grammar Practice

Complete the sentences with a form of *can, could, be able to*.

Some of the sentences are negative.

- a) Speak up! I \_\_\_\_\_ hear you!
- b) \_\_\_\_\_ I borrow your dictionary?
- c) I'd love \_\_\_\_\_ help you, but I can't. I'm sorry.
- d) I \_\_\_\_\_ get into my house last night because I'd lost my key.
- e) Women \_\_\_\_\_ vote in England until 1922.
- f) I'm learning Spanish because I want \_\_\_\_\_ speak to people when I'm in Mexico.
- g) The doctor says I \_\_\_\_\_ walk again in two weeks' time.
- h) I asked the teacher if I \_\_\_\_\_ open the window, but she said I \_\_\_\_\_ because it would be too noisy.
- i) I'm sorry, but I \_\_\_\_\_ come to your party next week.

Complete the sentences with a form of *may, might, be allowed to*.

1. ... I bring my sister to the party? 2. He asked if he ... bring his sister to the party. 3. After they had finished their homework, the children ... watch TV. 4. He ... join the sports section as soon as he is through with his medical examination. 5. Becky's mother said that everybody ... take part in the picnic. 6. He ... go home if he likes. 7. As soon as the boy ... leave the room, he smiled a happy smile and ran out to join his friends outside. 8. The doctor says I am much better. I ... get up for a few hours every day.

Put the appropriate form of the verbs *can, could, may, might*.

1. ... I use your pen? 2. You ... read this book: you know the language well enough. 3. You ... take this book: I don't need it. 4. ... I help you? 5. I ... not imagine her speaking in public: I knew that she was so shy. 6. Something was wrong with the car: he... not start it. 7. A fool ... ask more questions than a wise man ... answer. 8. He knew this period of history very well: he had read everything on the subjects he ... find in the rich university library. 9. ... tell me the nearest way to the city museum? 10. She asked me if she ... use my telephone.

Answer the following questions with suitable suggestions, using *may, might* and the words in brackets.

1) Terry: Why is John wearing sunglasses? It's not sunny.

You: (have some problem with his eyes). He may have some problem with his eyes.

- 2) Jill :Why didn't Jane come to the party last night?  
 You: (have a row with her boyfriend). She might have had a row with her boyfriend.
- 3) Sue: Why is Alan in such a bad mood today?  
 You: (sleep badly last night) \_\_\_\_\_
- 4) Roy: Why is Shelley looking under the desk ?  
 You: (drop something) \_\_\_\_\_
- 5) Jill: Where can I have put my bag?  
 You: (be under the bed) \_\_\_\_\_
- 6) Zoe: Why hasn't anybody said ' Happy Birthday' to me?  
 You: (plan a surprise) \_\_\_\_\_
- 7) Tim: Why does Henry look so miserable?  
 You: (have some bad news) \_\_\_\_\_

**Underline the correct verb form.**

*Example: We have a lot of work tomorrow. You mustn't / don't have to be late.*

1. You mustn't / don't have to tell Mary what I told you. It's a secret.
2. The museum is free. You mustn't / don't have to pay to get in.
3. Children mustn't / don't have to tell lies. It's very naughty.
4. Terry's a millionaire. He mustn't / doesn't have to go to work.
5. I mustn't / don't have to do my washing. My mother does it for me.
6. We mustn't / don't have to rush. We've got plenty of time.
7. You mustn't / don't have to play with guns. They're dangerous.
8. This is my favourite pen. You can borrow it, but you mustn't / don't have to lose it.
9. "Shall I come with you?" "You can if you want, but you mustn't / don't have to".

**Additional Reading**

**Tokyo most expensive city for expats: London ranked 16th**

Ian King, Deputy Business Editor

The collapse in sterling and a decline in property rental values driven by the recession have sent London tumbling down the list of the world's most expensive cities for expatriates.

London was ranked third out of 143 cities worldwide last year in a cost-of-living list compiled by Mercer, the consultancy – but this year it has plunged to sixteenth place.

The other British cities included in Mercer's survey, which is used to help multinational companies and governments to determine pay allowances for their expatriate employees, also dropped sharply. Birmingham fell from 66th place to 125th and Glasgow sank to 129th from 69th, making them cheaper locations for expatriate workers to live than the capital cities of Lithuania (Vilnius), Jamaica (Kingston) and Colombia (Bogotá).

In the survey, New York is used as the base city for the index and scores 100 points, with all cities measured against New York and all currency movements against the US dollar. London, which scored a notional 125 when the survey was carried out in March last year, scored only 92.7 this year.

With the dollar also having risen against most European currencies this year, including the euro, a number of European cities were deemed to be less expensive than they were in 2008. Paris, Amsterdam, Dublin, Oslo, Rome, Warsaw and Vienna were all ranked lower than last year.

Tokyo tops this year's rankings, being scored at a notional 143.7, with another Japanese city, Osaka, in second place. Moscow, ranked as the most expensive city for expatriates last year, drops to third after a dramatic fall in the value of the rouble against the US dollar and a decline in Moscow rents. Geneva and Hong Kong make up the rest of the top five.

Apart from Japan, the biggest gainers in the rankings were cities in the United States, China and the Middle East, with New York itself returning to the top ten and Beijing jumping from twentieth to ninth. The Chinese cities Shenzhen, Shanghai, Guangzhou and Tianjin were all big risers, while Dubai and Abu Dhabi rose sharply in the rankings, because of the way in which the UAE dirham is pegged to the US dollar.

Nathalie Constantin-Métral, a senior researcher at Mercer, said: "With significant exposure to multiple economies and currencies, multinational companies continue to be greatly affected by the financial crisis. The cost of expatriate programmes is heavily influenced by currency fluctuations and inflation rates.

"Keeping track of the change in factors that dictate expatriate cost of living and housing allowances is essential. It is important for multinational companies to continuously benchmark against their peers to ensure compensation packages are fair and in line with the rest of the market."

Mercer compared the price of more than 200 goods or services in each location, including the cost of renting a luxury two-bedroom



unfurnished apartment per month, a bus or underground ride, petrol, coffee and milk.

World's most expensive cities for expatriates in March 2009

- 1 (2) Tokyo 143.7 (127)
- 2 (11) Osaka 119.2 (110)
- 3 (1) Moscow 115.4 (142.4)
- 4 (8) Geneva 109.2 (115.8)
- 5 (6) Hong Kong 108.7 (117.6)
- 6 (9) Zurich 105.2 (112.7)
- 7 (7) Copenhagen 105.0 (117.2)
- 8 (22) New York 100.0 (100.0)
- 9 (20) Beijing 99.6 (101.9)
- 10 (13) Singapore 98.0 (109.1)

# Unit 9. UK judicial system

## Warming Up

### Keeping fit

Who in the class thinks they are very healthy? Are there any fitness fanatics? In groups, write ten pieces of advice for people who want to get fit.

Discuss the ways in which health care has changed. Here are some topics.

Old and modern medicine: How have medical techniques improved?

Nutrition: How has what we eat changed?

Institutions: How have hospitals and asylums changed?

## Language Presentation

Look at what Jenny and Mark hope will happen in the future. Make sentences using *If..... will...*

*Example: If I don't go out so much, I'll do more work. If I do more work, I'll...*

	Jenny		Mark
	I don't go out so much		I stop smoking
	do more work		have more money
	pass my exams		save some every week
If	go to university	If	rich when I'm thirty
	study medicine		have my own business
	become a doctor		make a lot of money
	earn a good salary		retire when I'm forty
	?		?

## Ask and answer questions about Jenny and Mark.

*What will Jenny do if she passes her exams? She'll go to university.*

## Speaking and listening

### Work in pairs.

One of you is going skiing for the first time. The other sees all the problems! Use the prompts below.

*What will you do if there's no snow? We'll go walking!*

don't like the food?

you don't understand the

it rains?

language?

don't learn to ski?

you don't know anyone?

hurt yourself?

there's nowhere to go in

lose your money?

the evening?

**Hank, Rick, Janet, Mike, and Angela are about to rob their first bank. Right now they are outside the bank discussing potential problems. Read the following play, taking the parts of the different characters.**

### The Bank Job

**Hank:** Now, remember, gang, if we're not careful, the bank camera will take our picture. Also, the alarm will go off, and the whole neighborhood will wake up. **Rick:** Not only that! As soon as it goes off, the whole New York Police Department will be here in three minutes!

**Janet:** Well, maybe we shouldn't go in through the front door as we planned. Let's try the side window.

**Mickey:** But hold on a minute! As soon as we break in through the side window, the camera will take our pictures.

**Angela:** If we have our masks on we won't be recognized.

**Hank:** Okay, so our big problem is to disconnect the alarm. That's what we ought to do first. If we don't do that, we won't be able to do anything else.

**Rick:** I'm really scared, though. If the alarm goes off, the police will arrive right away.

**Janet:** And if the getaway car isn't waiting outside, they'll catch every one of us.

**Mickey:** Yeah, and if they catch us, we won't get out of jail for at least ten years.

**Angela:** Hey! If they put me in jail for ten years, by the time I get out I'll be forty!

(All): Me too!

**Janet:** Why don't we all look for jobs instead?

**Create sentences related to the above text. Use the following cues to make your sentences.**

**Example:** if/alarm/the noise

*If the alarm goes off the noise will wake everyone up.*

*Or: If we don't disconnect the alarm the noise will wake everyone up.*

1. if/careful/bank camera
2. as soon as/alarm/New York Police Department
3. whpp/alarm/the whole neighborhood
4. as soon as/the side window/the camera
5. if/masks/recognized
6. if/getaway car/every one of us
7. if/to jail/for at least ten years
8. if/for ten years/forty years old

## Text

**Before you begin: Essential words**

**Match the definitions on the left with the words on the right. Note that (a) there are more words than definitions, and (b) many of the words on the right can have more than one meaning, but only one of those meanings is in the column on the left.**

1. Money claimed by someone as compensation for harm done.	accuse
2. To send someone to prison or to a court.	appeal
3. An adjective referring to a judge or to the law.	arrest
4. Not guilty of a crime.	binding
5. Any act which is not legal.	breach
6. A person who has studied law and can act for people on legal business.	case
7. A disagreement or argument between parties.	charge
8. A specialist court outside the judicial system which examines special problems.	civil
9. A set of arguments or facts put forward by one side in a legal proceeding.	claimant
10. An official who presides over a court.	commit
11. To make an allegation in legal proceedings.	contract
	convict
	court
	crime
	criminal

<p>12. Someone who is accused of a crime in a criminal case.</p> <p>13. A person who makes a claim against someone in a civil court.</p> <p>14. An agreement reached after an argument.</p> <p>15. To hold someone legally so as to charge them with a crime.</p> <p>16. A case which is being heard by a committee, tribunal or court of law.</p> <p>17. To find that someone is guilty of a crime.</p> <p>18. Failure to carry out the terms of an agreement.</p> <p>19. To bring someone to court to answer a criminal charge.</p> <p>20. To ask a high law court to change its decision or sentence.</p> <p>21. To say that someone has committed a crime.</p> <p>22. Having the legal ability to force someone to do something.</p> <p>23. An adjective referring to the rights and duties of private persons or organisations.</p> <p>24. The arguments used when fighting a case.</p> <p>25. A legal agreement between two or more parties.</p> <p>26. An adjective referring to crime.</p> <p>27. A group of 12 citizens who decide whether or not someone is guilty in a trial.</p> <p>28. A written or spoken statement of facts which helps to prove or disprove something at a trial.</p> <p>29. To order someone to pay money as a punishment.</p> <p>30. A court order telling someone to stop doing something, or not to do something.</p>	<p>damages</p> <p>defence</p> <p>defendant</p> <p>dispute</p> <p>evidence</p> <p>fine</p> <p>guilty</p> <p>hearing</p> <p>injunction</p> <p>innocent</p> <p>judge</p> <p>judicial</p> <p>jury</p> <p>lawyer</p> <p>legal</p> <p>offence</p> <p>plead</p> <p>prosecute</p> <p>sentence</p> <p>settlement</p> <p>trial</p> <p>tribunal</p>
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**Read the text. Match the headings with the sections.**

- a. The judicial system in Scotland
- b. Human rights
- c. The Supreme Court will:
- d. The judicial system and European Community law
- e. Criminal and civil law
- f. The judicial system in Northern Ireland

## **UK judicial system**

The United Kingdom does not have a single, unified judicial system.

There is one system for England and Wales, one for Scotland and another for Northern Ireland.

The UK Supreme Court will, in most cases, sit above all three of the UK judicial systems.

Criminal law is concerned with establishing and maintaining social order and protecting the community. The 'rules' of criminal law are intended to encourage and support safe and orderly living for everyone. Those who break these laws can be prosecuted. If they are found guilty, they can then be fined or sent to prison, or both.

The criminal law presumes that each individual is innocent until proven guilty. The level of proof that is required is that the evidence presented should establish the person's guilt 'beyond reasonable doubt'.

Civil law is concerned mostly with disputes between individuals or corporate bodies. Cases must be proved on the balance of probabilities (more than a 50 per cent probability that the defendant is liable) rather than the 'beyond reasonable doubt' standard applied in criminal cases.

In both criminal and civil cases, the courts make decisions on an adversarial rather than an inquisitorial basis. This means that the prosecution and defence test the credibility and reliability of the evidence their opponent presents to the court. The judge makes decisions based on the evidence presented.

The ultimate source of law is statutes passed by the Westminster or Scottish Parliament, but there is also a legal duty to comply with European Community law. UK courts must apply the latter in cases where the two conflict. A statute can give power to a minister, local authority or other executive body to make delegated legislation.

EC law, which applies in the UK, comes from EC treaties, Community legislation adopted under them, and decisions of the European Court of Justice. That court has the highest authority to decide points of EC law.

The European Convention on Human Rights was built into UK law under the Human Rights Act 1998. It includes the right to a fair trial, freedom of thought and expression, and respect for family and private life. All public

authorities, including the courts, must comply with these rights. However, if they conflict with an Act of Parliament, the courts can make a declaration of incompatibility and Parliament must then decide what to do.

Northern Ireland's legal system is broadly similar to that in England and Wales. The Lord Chancellor is responsible for court administration through the Northern Ireland Court Service. The Northern Ireland Office (under the Secretary of State) deals with policy and legislation concerning criminal law, the police and the penal system. The Lord Chancellor also has general responsibility for legal aid, advice and assistance.

The Scottish Executive Justice Department, under the Minister for Justice, is responsible for civil and criminal law and justice, social work services, police, prisons, court administration, legal aid, and liaison with the legal profession in Scotland.

The Scottish Parliament makes laws on matters devolved to it. In these areas, it can amend or repeal existing Acts of the UK Parliament and pass new legislation of its own for Scotland. It is responsible for: most health issues; education and training; local government, social services, housing and planning; inward investment and promotion of trade; economic development and tourism; most aspects of law and home affairs, including prisons, the prosecution system and the courts; the police and fire services; the road network, bus policy, ports and harbours; agriculture, the environment, fisheries, forestry and food; the natural and built heritage; sport, culture, the arts and language; and statistics, public registers and records.

- hear appeals on arguable points of law of general public importance
- act as the final court of appeal in England, Wales and Northern Ireland
  - hear appeals from civil cases in England, Wales, Northern Ireland and Scotland
  - hear appeals from criminal cases in England, Wales and Northern Ireland
  - assume the devolution jurisdiction of the Judicial Committee of the Privy Council, while the Commonwealth jurisdiction of the Council will remain unchanged.

The Supreme Court will hear appeals from the following courts in each jurisdiction:

### England and Wales

The Court of Appeal, Civil Division  
The Court of Appeal, Criminal Division  
(in some limited cases) the High Court

### Scotland

The Court of Session

### Northern Ireland

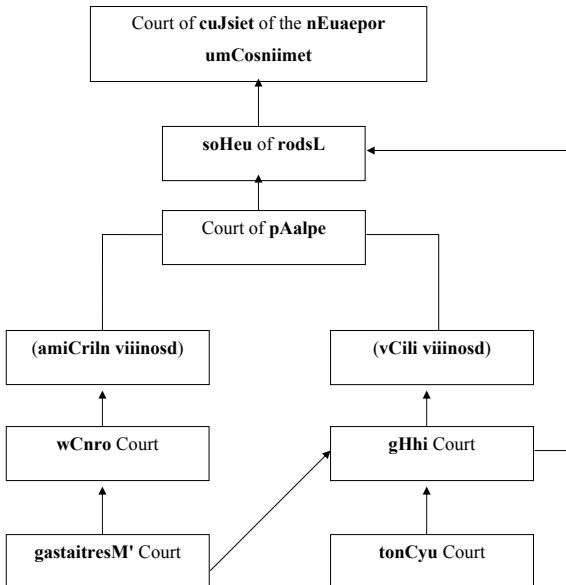
The Court of Appeal in Northern Ireland  
(in some limited cases) the High Court

## Writing

### Court structures

#### The United Kingdom

This plan shows a top-down representation of how the court system is structured in the United Kingdom. Test your knowledge of the system by rearranging the letters in **bold** to make words.





## Grammar Practice

### Conditionals first

#### Speaking

##### Anxiety role-play

**Work in pairs, A and B. Student A is very adventurous; student B is very anxious. In your pairs, role-play a discussion between two good friends about the situation I give you, e. g.**

*A – I'm going to tour the Amazon.*

*B – What will you do if you catch malaria?*

*A – Don't worry. If I catch malaria I'll go to see a local doctor.*

*B – But what if you are in the middle of the jungle?*

*A – If I'm in the jungle, I'll see an Amazon Indian doctor.*

*B – What will happen if you get lost?*

*A – If I get lost ...*

1. You are going on holiday to South America, where you will spend six months taking photographs of the wildlife and landscapes, including the jungles, mountains, sea and desert.
2. You are giving up a well-paid job to become an art student in Paris.
3. You are getting married to a singer in a rock and roll band that has a reputation for very bad behaviour.

#### Manifestoes

**Work in groups of three or four. Take turns to continue one of these sequences. After each sentence, the group should ask what will happen next, e. g.**

*A – If it's sunny, I'll go to the park.*

*Group – What will you do if you go to the park?*

*B – If I go to the park, I'll play cricket.*

*Group – What will you do if you win?*

*C – If we win we'll go to the pub.*

*Group – What will you do if you go to the pub?*

If it rains tomorrow ... If he rings ... If we save enough ...  
If I study hard .... If we win the match ... If I learn Polish

## Functions

Here is a list of six functions. (write them on the board.)

Prediction, offer, warning, threat, advice, suggestions

Your teacher will dictate six sentences. Write them down and decide which function they have. (Read out the sentences in a different order, they appear in the same order as the functions.)

- If we don't leave now we'll miss the train.
- If you want I'll do the dishes.
- If you touch that wire you'll get an electric shock.
- If you don't stop doing that I'll get angry.
- If you explain why you did it he'll understand.
- If you turn it round the other way it'll fit

In pairs, compare your answers. Then write another conditional sentence for each function.

a) Match two columns to make First Conditional sentences.

- |  |                                 |
|--|---------------------------------|
| 1. I won't leave a tip                   | a) I'll ask her for you         |
| 2. She'll be angry                       | b) if he doesn't serve us soon! |
| 3. If you're scared to ask her to dance, | c) if you pay for us to get in. |
| 4. If you buy any more clothes,          | d) you'll be broke again!       |
| 5. I'll pay for the taxi                 | e) if we don't invite,her.      |

b) Read the Language Box. Then find a prediction, an offer, a warning, a threat and a negotiation in Exercise a).

### **Making predictions:**

If I spend any more, I won't have enough for Spain.

### **Making an offer:**

I'll lend you the money if you need it.

### **Giving warnings:**

You won't have enough for your holiday, unless you stop spending.

### **Making threats:**

I'll call the police if you don't stop bothering me.

### **Negotiating:**

If you go and buy the milk, I'll pay for it.

**c) In pairs. Write one First Conditional sentence (a prediction, offer, warning, threat or negotiation) When you finish, read out your sentence to the class. The class decides if the sentence is a prediction, an offer, etc.**

**1. Read the conversation and then choose the correct forms.**

Rachel: Have you heard about the pop festival?

Vicky: Yes, it's / it'll be good if Express are playing. They're a great band.

Rachel: Will you be able to go, Nick?

Nick: If (1) I ask / I'll ask my boss, he'll give me some time off work, I expect.

Vicky: How are we going to get there?

Rachel: Well, if (2) there are / there'll be enough people, we can hire a minibus.

Vicky: I won't be going if (3) it's / it'll be too expensive.

Rachel: It (4) isn't costing / won't cost much if we all (5) share / will share the cost.

Nick: If (6) I see / I'll see the others later on tonight, (7) I ask / I'll ask them if they want to go.

**2. Comment on the situations. Use *if+ the present tense + will / can*.**

It might rain. If it does, everyone can eat inside.

If it rains, everyone can eat inside.

The children mustn't go near Nick's dog. It'll bite them.

If the children go near Nick's dog, it'll bite them.

Rachel might fail her driving test. But she can take it again.

United might lose. If they do, Tom will be upset.

The office may be closed. In that case Mark won't be able to get in.

Nick may arrive a bit early. If he does, he can help Tom to get things ready.

The party might go on all night. If it does, no one will want to do any work tomorrow.

Emma may miss the train. But she can get the next one.

Is Matthew going to enter the race? He'll probably win it.

## Present Simple in both clauses

### Match the sentences and join them with if

**Example:** You lose your credit card. I can't sleep.

You get promoted.

You get a warning letter.

I drink coffee late at night.

You have to ring the bank.

You don't pay the bill.

Your salary goes up.

I try to run fast.

The alarm goes off.

Someone enters the building.

I get out of breath.

**Example:** *If you lose your credit card, you have to ring the bank.*

1. ....
2. ....
3. ....
4. ....
5. ....

## Additional Reading

### Why trust is the key in the game of democracy?

by Richard Gordon

Democracy is the flavour of the month. As Tony Blair threatens a war against Iraq it is said that we must fight dictators of the ilk of Saddam Hussein to safeguard “democracy”. It is, the Home Secretary says, necessary to reduce the scope of our traditional civil liberties in order to protect “democracy” against its desired extermination by determined international terrorist groups such as al-Qaeda.

In the Victorian age, Parliament was the vehicle that drove democracy forward. Parliament chose the values for which it legislated because it was accountable to the people. Thus was born the idea of “statistical” democracy – the greatest good of the greatest number.

Over the years, the essence of democracy has changed. There are two reasons for this – one historical, the other dynamic. The Holocaust brought with it a consciousness of the need to protect minority values. That engendered the European Convention on Human Rights and a curb on the excesses of majority tyranny to which unbridled liberalism could lead.

Other things were changing, too. Although parliamentary sovereignty continued (and continues) as a mantra of constitutional theory, there were other forces in society at work. The power of the press – the fourth estate – magnified so greatly that, by the end of the millennium, Rupert Murdoch could seat and unseat governments simply by advising the electorate how to vote. Small wonder, perhaps, that freedom

of expression wound its way into the Human Rights Act 1998 as a fundamental right to which special attention should be paid.

The sea-change, though, has been the virtually unfettered powers given to our highest judges as a consequence of the incorporation of the European Convention a little over two years ago. It is one thing to agree that we should be governed in a democratic society; it is quite another to determine the content of the democratic values by which we should live.

Choosing the content is not something about which there is likely, ever, to be unanimity. Many states in the United States, the flagship of a Western-style democratic system, have the death penalty. There are those who say that the United Kingdom is too permissive. On the other hand, many countries in Europe permit assisted suicide. We do not. There are those who say that the United Kingdom is too reactionary.

Who chooses the rules? It was, once, supposed to be Parliament but the balance of power has shifted. Many Convention rights involve a balancing exercise – they may be interfered with on certain grounds if “necessary in a democratic society”.

It is one thing for judges to refuse to implement a law that violates all notions of democracy. An edict that all red-haired schoolteachers should be shot could be resisted by our judges because the Government would have abandoned democracy. That kind of law may be unthinkable but – if the unthinkable happened – our judges, surely, have the right not to give effect to tyranny.

That is very different from what happens in practice. The Government and Parliament do not pass laws with the intention of breaching fundamental rights. An Act of Parliament will pass through several committee stages and readings and its content will, inevitably, reflect experienced legal advice where human rights are affected. When judges declare such laws to be unlawful they do it because their own perception of what is necessary in a democratic society differs from that of the Government.

Why should their view prevail? Judges are not elected. They are accountable to no one. They do not have to face the ballot box every five years. They are as liable to preconception as are the rest of us, perhaps more so because of their generally traditional public school and Oxbridge upbringing and – most of them being former practising barristers – their relatively narrow career path.

“Accountability”, like “democracy”, is another buzzword. Yet, as last year’s Reith Lectures have shown, making people accountable is often

a sign of mistrust rather than trust. So why do I suggest that judges should be more accountable when making important decisions about fundamental rights?

It is clear that judicial decisions that overturn legislation are potentially damaging to the trust between the executive and the courts. Recent howls of protest from David Blunkett at successive court decisions over his immigration policies are witness to the fact that judicial review is fragile and could easily be eroded if the Government chose to do so.

So, although it is a large topic, there must be reform. Judges must be independently selected and the process by which they are selected must be transparent. We need more women and we need a wider social mix so that there is more confidence in the judicial system. There must be more dialogue between the judges and the politicians.

Any constitutional system is one of necessary checks and balances. But it is the trust on the ground between the key players that matters. If we forget that then our judicial system and the rules that govern the democracy game are founded on quicksand.

The author, a QC, is a practising barrister and Visiting Professor of Law at University College London. This is a shortened version of his recent talk to the Eton Law Society.

# Unit 10. The USA Cities

## Warming Up

### Geography quiz

Work in four or five teams. Each team must choose a different continent, not including Australia or Antarctica. I'm going to name some different geographical features. Make a note of one example belonging to the continent you choose, e.g. A mountain range – The blue Mountains (Australia)

river, desert, lake, island group, capital city, mountain range, mountain, sea, forest/jungle, man-made feature

Score a point for every correct example, the other teams can get an extra point by naming one in that continent.

## Language Presentation

1. Complete the following sentences with the verb *to be* in the correct tense.

- They are American. He is English.
- Last week they were in London, and he was in Chicago.
- She has been to Russia twice, but I have never been there.
- She will be in New York next week.

What are the names of the four tenses?

2. Write in the Past Simple and the Past Participles of the following verbs.

Some are regular and some are irregular.

	Past Simple	Past Participle
sell	sold	sold
give		
buy		
produce		
drink		
build		

write		
grow		
steal		
invent		

## Text

### Destination New York

Would you like to go to New York for a holiday? Explain why/why not.

Work in groups. Match the places in New York to the descriptions.

If you don't know, guess!

#### Places in New York

1. Central Park
2. Guggenheim Museum
3. Brooklyn Bridge
4. Statue of Liberty
5. Empire State Building
6. Metropolitan Museum of Art
7. Lincoln Centre
8. Chrysler Building
9. Grand Central Terminal

#### Descriptions

- a. People go to its 102nd floor at dusk for spectacular views.
- b. The Metropolitan Opera Company has its opera house there.
- c. It was a gift from the French and 100 years old in 1986.
- d. It has an Egyptian collection covering thirty-six centuries.
- e. It is New York's most famous Art Deco skyscraper.
- f. Its concourse has a night-sky ceiling painted with 2,500 stars.
- g. It is artificial, although many people do not realize this.
- h. It is a record-holding, 19th century engineering success.
- i. It is as famous for its 20th century design as for its exhibits.

Read the information about New York and check your answers to 2.

### New York for visitors

#### Statue of Liberty

She stands 140 metres tall, a symbol of freedom to arriving immigrants, of whom 17 million entered New York Harbour between 1892 and 1943. A gift from the French, she was shipped to America in



214 cases and raised on her pedestal in 1886. For her 100th birthday in 1986 she was restored and cleaned.

Statue of Liberty Ferry leaves Battery Park hourly 10-4 p.m.

### **Manhattan Helicopter Ride**

Breathtaking aerial views of Manhattan and the Statue of Liberty. Superb opportunity for photography. Frequent day and night time departures.

### **Guggenheim Museum**

As famous for the design of its 1959 building, by the American architect Frank Lloyd Wright, as for its 19th and 20th century art collections.

Tues 11-7.45 p.m. Wed - Sun 11-4.45 p.m.

### **Chrysler Building**

Everyone's favourite New York skyscraper. Its architect interrupted work on its construction until work on a rival skyscraper was finished in 1931. When the rival building was described as tallest building in the world' the architect of the Chrysler Building suddenly added 37 metres to its height by pushing a spire through the top of the building, making his building the tallest in the world. An outstanding example of Art Deco architecture. Its lobby was originally used as a car showroom.

Tues-Sat 10-5.30 p.m.

### **Brooklyn Bridge**

The world's first suspension bridge and a great 19th century engineering success. Considered by many to be the world's most beautiful bridge. Superb views of Manhattan from the pedestrian walkway.

### **Grand Central Terminal**

A railway terminal famous for its architecture, its clock, and its concourse, which has a night-sky ceiling painted with 2,500 stars. It is a favourite setting for film-makers. The Oyster Bar on the lower level is famous for its seafood and serves 12,000 oysters daily.

### **Empire State Building**

One of the world's best-known buildings and the climax of the skyscraper-building mania of the 1920s, ended by the 1930s Depression. About 15,000 people work there and another 36,000 people visit it every day. There are spectacular views from the 102nd floor, 381 metres above street level, especially at sunset. On a clear day you can see for 130 kilometres.

Daily 9.30-midnight

## Central Park

The transformation of an area of wasteland into woodlands, lakes, and countryside began in 1860 and took 16 years to achieve. Described as 'the city's lungs', it offers an escape from New York's hectic pace and a place for jogging, horse-riding, cycling, sunbathing, boating, and skating, depending on the season. In summer there are free jazz, pop, and classical music concerts, and a theatre festival.

## Metropolitan Museum of Art

One of the world's biggest museums with three million exhibits including an Egyptian collection covering 36 centuries, an entire room from Pompeii, seventeen Rembrandts, and a roomful of sculptures by Rodin. Major collections of European and American painting and Primitive Art.

Tues - Thurs and Sun 9.30-5.30 p.m. Fri - Sat 9.30-8.45 p.m.

## Lincoln Centre

Six concert halls and theatres with a total of 18,000 seats built in the 1960s. Home to the New York Philharmonic, the Metropolitan Opera Company, and the New York City Opera and Ballet.

### Find words in the text that mean

people who come into a foreign country to live

there permanently \_\_\_\_\_

a large area inside the main entrance

of a public building \_\_\_\_\_

the top surface of a room \_\_\_\_\_

a type of shellfish eaten as food \_\_\_\_\_

the most important event \_\_\_\_\_

the time when the sun goes down and night begins \_\_\_\_\_

very busy \_\_\_\_\_

objects shown in a museum \_\_\_\_\_

**Explain the underlined words or guess their meaning from the context.**

...a rival skyscraper...

...pushing a spire through the top of the building..

...an outstanding example of...

...a pedestrian walkway.

...a favourite setting for film-makers...

..an area of wasteland.

...the city's lungs...

**Work in pairs. You have two days in New York. Decide which places you want to visit and agree on the programme. Present your programme, giving reasons for your choices.**

**Discuss the question.**

**Which world city would you like to live in? Why?**

**Project. Write an article for this competition.**

## **Cities of the USA**

**Read the text about the famous American cities. Be ready to retell it.**

The magazine "Travel + Leisure" and the CNN TV company have published a list of the USA cities that are recommended for tourist visiting. The rating based on the survey was conducted among more than 60 thousand of people who could chose among 25 biggest nationwide megapolises. The cities were estimated according to five major categories: "Culture", "Shopping", "People", "Meals" and "City Scenery".

According to the survey the most popular tourist cities are New Orleans, New-York, Portland (the state of Oregon) and Charleston (South Carolina). New Orleans is appreciated for its nightlife and music, New-York for its theatres, classical music, restaurants, boutiques and stylish local citizens. Portland is considered the most "ecological" city, besides, tourists are attracted by the quality of its public transport, parks, etc. The most amicable people live in Charleston. Besides, it is famous by its interesting architecture, remarkable curiosity shops, 'flea markets", etc.

In the category of "people" the cities are arranged the following way. The most athletic people live in Denver, San-Diego and Portland. The most attractive - in Miami, San-Diego and Charleston. The most diverse population lives in New-York, San-Francisco and New Orleans. Charleston, New Orleans and Minneapolis have the most amicable citizens. The most joyful lives are lead by New Orleans, Austin and Honolulu. The most intellectual people live in Seattle, Minneapolis and Boston. The citizens of New-York, Miami and San-Francisco are considered trendsetters. The citizens of Washington, San-Francisco and New-York lead the fullest lives.

## **Writing**

**Learn new vocabulary with these exercises. Choose the city you liked most of all and tell about it to your partner.**

**New Orleans** is a major United States port city and the largest city in the state of Louisiana. Its status as a \_\_\_\_\_(*global / world*)-famous

tourist destination is due in \_\_\_\_\_ (*part / partly*) to its architecture, music, cuisine, its \_\_\_\_\_ (*annul / annual*) Mardi Gras, and other celebrations and festivals. It has been called the “most \_\_\_\_\_ (*eunuch / unique*) city in America”. The city of New Orleans has the lowest \_\_\_\_\_ (*elevator / elevation*) in the state of Louisiana, and the third lowest point in the United States. Much of the city is one to ten feet (0.3 to 3 m) \_\_\_\_\_ (*under / below*) sea level. The downside to New Orleans’ unique \_\_\_\_\_ (*charisma / charm*) is its high \_\_\_\_\_ (*violent / violence*) crime rate. Its \_\_\_\_\_ (*insecticide / homicide*) rate has consistently ranked in the \_\_\_\_\_ (*top / head*) five of large cities in the country since the 1980s. New Orleans residents have a very unique regional accent.

**New York City** is the most populous city in the United States and one of the world's major global cities. The city's business, financial and trading \_\_\_\_\_ (*organizations / organs*) play a major \_\_\_\_\_ (*roll / role*) in the economy of the nation and of the world and \_\_\_\_\_ (*attribute / contribute*) to the largest regional economy in the country. The city is also one of the world's most important cultural centers and is the \_\_\_\_\_ (*home / house*) of the United Nations. New York City is the \_\_\_\_\_ (*birth place / birth*) of many American cultural movements, \_\_\_\_\_ (*inclusive / including*) the Harlem Renaissance in literature, abstract expressionism in visual art, and hip-hop in music. The city's cultural vitality has been \_\_\_\_\_ (*fooled / fueled*) by immigration since its founding by Dutch \_\_\_\_\_ (*setters / settlers*) in 1625. In 2005, 36.6% of the city's population was foreign-\_\_\_\_\_ (*birth / born*). New York City is also notable for having the lowest crime rate \_\_\_\_\_ (*between / among*) major American cities. The “New York City accent” is very distinct and recognizable.

**Charleston** is a small but \_\_\_\_\_ (*beauty / beautiful*) city in the state of South Carolina. It is considered to be one of America's most \_\_\_\_\_ (*charmed / charming*) cities due to its \_\_\_\_\_ (*imprinted / impressive*) historic architecture and the lush \_\_\_\_\_ (*vegetables / vegetation*) typical of the South (southeastern region of the United States). Up until 1800, Charleston was the fifth largest city in North America, behind Philadelphia, New York City, Boston, and Quebec City. Charleston is also known as The Holy City (due to \_\_\_\_\_ (*numerous / numbered*) steeples that are \_\_\_\_\_ (*viewed / visible*) in the city's low-rise skyline). Its economy is mainly based on its \_\_\_\_\_ (*occupied /*

*busy*) port and tourism .The city is also \_\_\_\_\_(*place / home*) to several military \_\_\_\_\_(*constructions / bases*). Charleston has a \_\_\_\_\_(*united / unique*) (though vanishing) dialect of American English.

**Denver** is the most populous city and the capital of the State of Colorado. It is beautifully situated at the \_\_\_\_\_(*hills / foothills*) of the Rocky Mountains. Denver is nicknamed “The Mile-High City” because its official \_\_\_\_\_(*elevation / elevator*) (marked on the steps of the Colorado State Capitol) is exactly one mile (5280 feet or 1610 meters) above sea \_\_\_\_\_(*altitude / level*). Generally, the neighborhoods closest to the city center are denser and older, with houses that are often made \_\_\_\_\_(*in / of*) brick. Denver is home to many \_\_\_\_\_(*national / nationally*)recognized museums, including the Denver Art Museum, the second largest performing \_\_\_\_\_(*arts / artists*) center in the nation after Lincoln Center in New York City. Denver is generally \_\_\_\_\_(*considered / conceded*) a nice place to live, and \_\_\_\_\_(*provides / provokes*) lots of \_\_\_\_\_(*recreational / reactionary*) and cultural attractions for it’s \_\_\_\_\_(*residence / residents*).

**San Diego** is \_\_\_\_\_(*the / a*) coastal Southern California city located in the southwestern corner of the state. The second largest city in California and the eighth largest in the United States, San Diego \_\_\_\_\_(*located / lies*) just north of the Mexican \_\_\_\_\_(*frontier / border*) (Tijuana, Mexico). Often \_\_\_\_\_(*pierced/perceived*) as the most \_\_\_\_\_(*conserve / conservative*) big city in California, San Diego has a strong \_\_\_\_\_(*soldier / military*) presence with United States Navy, United States Coast Guard and United States Marine Corps bases. Major tourist attractions \_\_\_\_\_(*include / including*) the city’s beaches and bays, Balboa Park with its \_\_\_\_\_(*lots / many*) museums, the San Diego Zoo, Sea World, San Diego Wild Animal Park and Old Town. Mountains \_\_\_\_\_(*rise / arise*) to the east of the city, and beyond the mountains are \_\_\_\_\_(*dessert / desert*) areas.

**Miami** is a major city in southeastern Florida. Miami's \_\_\_\_\_(*exploding / explosive*) population growth in recent years has been \_\_\_\_\_(*given / driven*) by internal migration from other parts of the country as well as by immigration. Greater Miami is regarded as a cultural melting \_\_\_\_\_(*pan / pot*), heavily \_\_\_\_\_(*influence / influenced*) both by its large population of \_\_\_\_\_(*ethnic / ethical*) Latin Americans and Caribbean islanders. Miami is one of the country’s

most important financial centers. Tourism is also an important \_\_\_\_\_ (*industries / industry*) - the beaches of Greater Miami \_\_\_\_\_ (*pull / draw*) visitors from across the country and around the world. Miami has a \_\_\_\_\_ (*humidity / humid*) subtropical climate, with warm, humid summers, and \_\_\_\_\_ (*easy / mild*) winters. Miami is also one of the least \_\_\_\_\_ (*cheap / affordable*) places to live – real estate prices in the area are very high.

**San Francisco** is the fourth most populous city in California and the \_\_\_\_\_ (*fourteenth / fourteen*) most populous in the United States. Located on the tip of the San Francisco peninsula, S.F. is the second \_\_\_\_\_ (*major / most*) densely populated major city in the United States. San Francisco is renowned \_\_\_\_\_ (*from / for*) its long episodes of \_\_\_\_\_ (*foggy / fog*), steep \_\_\_\_\_ (*rolled / rolling*) hills, an eclectic mix of Victorian and modern architecture, its peninsular location (surrounded by the Pacific Ocean and San Francisco Bay), and its \_\_\_\_\_ (*liberal / library*) cultural and political \_\_\_\_\_ (*identification / identity*). Famous \_\_\_\_\_ (*landmarks / landfills*) include the Golden Gate Bridge, Alcatraz Island, the cable cars, the Transamerica Pyramid, Coit Tower, and Chinatown. San Francisco is characterized by a high \_\_\_\_\_ (*level / standard*) of living, and \_\_\_\_\_ (*role / real*) estate in the area is some of the most expensive in the country.

**Minneapolis** is the largest city in the state of Minnesota. It has a large park system \_\_\_\_\_ (*containing / consisting*) of ten \_\_\_\_\_ (*squared / square*) miles (26 km<sup>2</sup>) of land and water - some of the lakes are beautifully situated \_\_\_\_\_ (*exact / right*) in the center of the city. Another important \_\_\_\_\_ (*mark / landmark*) is main campus of the University of Minnesota, one of the largest \_\_\_\_\_ (*campus / campuses*) in the country, with more than 50,000 undergraduate and \_\_\_\_\_ (*graduated / graduate*) students. There are plenty of cultural attractions – Minneapolis \_\_\_\_\_ (*says / claims*) to have the highest per capita \_\_\_\_\_ (*attendance / frequency*) at theater and arts events in the United States \_\_\_\_\_ (*outside / out*) of New York City and Chicago. Bike-\_\_\_\_\_ (*taking / riding*) is really popular here as well, with an average of 10,000 people riding daily.

**Austin** is the capital of the state of Texas. It's population is \_\_\_\_\_ (*compared / comprised*) of a mix of university professors, students, \_\_\_\_\_ (*politics / politicians*), musicians, state employees,

high-\_\_\_\_\_ (*technology / tech*) workers, and blue collar workers. The hi-tech industry has been very popular here for the past 20 years and the city is home to enough \_\_\_\_\_(*major / main*) technology corporations to have earned the \_\_\_\_\_(*petname / nickname*) “Silicon Hills.” Music (especially live music) is very important in this city. Austin’s official \_\_\_\_\_(*statement / slogan*) is “The Live Music Capital of the World,” and the city \_\_\_\_\_(*offers / gives*) more live music clubs per \_\_\_\_\_(*capita / capital*) than most other cities in the United States. The University of Texas is located here, so the city has a large student population. Overall, it is a \_\_\_\_\_(*fair / fairly*) casual, likeable place with its own special \_\_\_\_\_(*ambiance / climate*). Most people in Austin don’t speak with southern accents.

**Seattle** is the largest city in the Pacific Northwest region of the United States. It is located in the state of Washington between Puget Sound and Lake Washington, \_\_\_\_\_(*near / nearly*) 108 miles (174 km) south of the Canadian border. Seattle is often \_\_\_\_\_(*regards / regarded*) as the birthplace of grunge music, and has a reputation for heavy \_\_\_\_\_(*cafe / coffee*) consumption; coffee companies founded in Seattle include Starbucks, Seattle’s Best Coffee, and Tully’s. Opportunities for \_\_\_\_\_(*sailboat / sailing*), skiing, bicycling, camping, and hiking are nearby and \_\_\_\_\_(*assessable / accessible*) almost all the year. Seattle is the most \_\_\_\_\_(*literal / literate*) city in the United States, based on sailboat five key indicators of literacy: newspaper \_\_\_\_\_(*circulation / circulating*), number of bookstores, library resources, periodical publishing resources, and \_\_\_\_\_(*height / level*) of education of its residents. Post-\_\_\_\_\_ (*second / secondary*) education in Seattle is \_\_\_\_\_(*dominated / donated*) by the University of Washington, the largest school in the Pacific Northwest.

**Boston** is the capital and the most populous city of the state of Massachusetts, and the largest city in New England. \_\_\_\_\_(*Started / Founded*) in 1630, Boston is one of the oldest and most \_\_\_\_\_(*culturally / cultural*) significant cities in the United States. The city’s \_\_\_\_\_(*economy / economics*) is \_\_\_\_\_(*founded / based*) on higher education, research, health \_\_\_\_\_(*providing/care*), finance, and technology – \_\_\_\_\_(*specially / especially*) biotechnology. The city is somewhat of a \_\_\_\_\_(*advanced / higher*)-education \_\_\_\_\_(*mecca / concentration*), with more than 100 colleges and universities located in its metropolitan area. The Port of Boston is a major seaport along

the United States' East Coast, and is also one of the oldest industrial and \_\_\_\_\_(*fish / fishing*) ports in the Western Hemisphere. People from Boston often have a strong \_\_\_\_\_(*area / regional*) accent when they speak English.

**Washington, D.C.** is the capital city of the United States of America. "D.C." is an \_\_\_\_\_(*aberration / abbreviation*) for the District of Columbia, the federal district \_\_\_\_\_(*who / which*) the city of Washington is a part of. The centers of all three \_\_\_\_\_(*branch / branches*) of the U.S. federal government are in the District. It \_\_\_\_\_(*services / serves*) as the headquarters for the World Bank, the International Monetary Fund, and the Organization of American States, and \_\_\_\_\_(*other / others*) national and international \_\_\_\_\_(*instigators / institutions*). Washington is the \_\_\_\_\_(*sight / site*) of numerous national landmarks, monuments, and museums, and is a popular destination for tourists. The \_\_\_\_\_(*everywhere / world*)-famous Smithsonian Institution is located in the District. The Smithsonian today is a \_\_\_\_\_(*collection / collocation*) of museums that includes National Museum of American History, Smithsonian American Art Museum, Renwick Gallery, the National Zoo, and many \_\_\_\_\_(*other / others*).

**As a part of Individual work make a project on topic: USA cities – the most... Build your own scheme of pointing the cities on defined features.**

## Grammar Practice

**Re-write the sentences in the active, beginning with the words given.**

**Example:** *The phone is being repaired now. They are repairing the phone now.*

1. A new motorway has been built.

They \_\_\_\_\_

2. The information is kept on our computer.

We \_\_\_\_\_

3. A man was arrested late last night.

The police \_\_\_\_\_

4. The medicine should be taken after meals.

You \_\_\_\_\_

5. The hotel will have to be sold.

We \_\_\_\_\_



6. Mike doesn't like being criticized.

Mike doesn't like people \_\_\_\_\_

7. When I returned to the town, my old school had been pulled down.

When I returned to the town, they \_\_\_\_\_

8. As I was walking home, I thought I was being followed.

As I was walking home, I thought someone \_\_\_\_\_

**Re-write these sentences in the passive, leaving out they or someone.**

**Example:** *They have sold the company. The company has been sold.*

1. They are interviewing the president on TV at the moment.

2. They deliver the post twice a day.

3. They took the old man to hospital.

4. They were repairing the traffic lights yesterday.

5. Someone has opened this letter.

6. I remember someone telling me the news.

7. They should reduce taxes.

8. Someone must have told Ann about the accident.

9. They had cancelled the 9.15 train, so I took a later train.

10. They are going to change the law soon.

**Choose the correct answers.**

The National Security Bank in downtown San Antonio \_\_\_\_\_ 1 (robbed/was robbed) last night. A safe \_\_\_\_\_ 2 (blew open/was blown open) and around \$800,000 \_\_\_\_\_ 3 (stole/was stolen). The robbery \_\_\_\_\_ 4 (took/was taken) place between midnight and 1.00 am.

The police \_\_\_\_\_ 5 (are looking/are being looked) for two men who \_\_\_\_\_ 6 (saw/were seen) getting into a black car near the bank at about 1 o'clock last night. They \_\_\_\_\_ 7 (also want/are also wanted) to hear from Mr Joe Newman, 52, who \_\_\_\_\_ 8 (worked/was worked) as a security guard at the bank. Mr Newman \_\_\_\_\_ 9 (disappeared/was disappeared) just before the robbery and he \_\_\_\_\_ 10 (has not seen/has not been seen) since then.

**There are mistakes in some of these sentences. Find the mistakes and correct them.**

This letter was written by a typewriter.

The film ET was made by Steven Spielberg.

The omelette was made by three eggs.

The Mona Lisa (La Gioconda) was painted with Leonardo da Vinci.

**Re-write these sentences beginning with the words given.**

1. Someone will give you the information later.

You \_\_\_\_\_

2. Someone sent me a letter.

A letter \_\_\_\_\_

1. Someone knocked me over in the street.

I \_\_\_\_\_

2. The president is expected to visit Moscow.

It \_\_\_\_\_

3. It is said that golf was invented in China.

Golf \_\_\_\_\_

4. The Queen of England is thought to be \_\_\_\_\_  
one of the richest women in the world.

It \_\_\_\_\_

5. It is claimed that beings from outer space have visited the earth.

Beings from outer space \_\_\_\_\_

6. People say that sunbathing causes skin cancer.

Sunbathing is supposed \_\_\_\_\_

**Have something done**

**Re-write the sentences beginning with the words given.**

**Example:** *They serviced Ken's car yesterday. Ken had his car serviced yesterday.*

1. They're repairing our roof at the moment.

We \_\_\_\_\_

2. They're going to fit a stereo in my car.

I \_\_\_\_\_

3. Someone cleans Sue's flat once a week.

Sue \_\_\_\_\_

4. Has anyone tested your eyes recently?

Have you \_\_\_\_\_?

5. Someone stole John's briefcase last week.

John \_\_\_\_\_

**Additional Reading**

**The United States.**

Stretching 4,500 kilometers from east to west and 2,500 kilometers from north to south, the main land mass of the United States offers almost every variety of climate and physical feature. The country

covers an area of more than nine million square kilometers. It can be divided into six regions. Each region is distinctive from the others economically, geographically, and, in some ways, culturally.

Look at the **NORTHEAST** section of the map where New York is the largest city. Manhattan Island, which is the center of New York City, was bought from the Indians for a mere \$24 worth of trinkets. Now it is the financial center of the United States. New York was the welcoming port for most of the immigrants who saw, as they sailed into its harbor, the immense Statue of Liberty holding high her torch of freedom. There are three other major seaports in the Northeast, which are great financial, commercial and industrial centers.

Boston was one of the first settlements and major cities and is the heart of the New England States. Philadelphia is where the Declaration of Independence and the Constitution were drawn up and signed and where Benjamin Franklin, statesman and scientist, lived. Baltimore is a commercial and industrial center and important seaport.

Washington, D.C. at the southern end of this string of cities, has little industry and no skyscrapers. The Capitol, the White House, the Washington Monument and the Lincoln and Jefferson Memorials are the major landmarks.

Detroit is 1,000 kilometers northwest of New York. Detroit was the birthplace of mass production of motor cars and today it is the headquarters of the country's car manufacturers.

On to Chicago, second largest city in the U.S. Stretching for 47 kilometers around the southwest shore of Lake Michigan, it is a railway center, Great Lakes shipping center and famous for its stockyards and grain elevators. Nearby are great steelmaking cities. Northeast is the major industrial area of the U.S.

The gently sloping prairie land of the **CENTRAL BASIN** is a rich grass land. The fertile soil and the long hot summers with enough rain are a farmer's dream. There the states of Ohio, Indiana, Illinois, Iowa and Nebraska which are known as The Corn Belt. Farther north in Wisconsin and Minnesota it is cooler and more moist. There dairy farming flourishes.

Two out of three farmers in the U.S. grow corn. More than three-quarters of the corn produced is fed to cattle, poultry and pigs, which in turn are used as food.

Springfield, in the center of the State of Illinois, is where Abraham Lincoln came as a young man to practice law, enter politics and finally be elected the 16th President.

Now look back across the Appalachian Mountains, south from Washington, D.C., into the SOUTHEAST. In the state of Virginia, Richmond was the capital of the Southern Confederacy during the Civil War, and Monticello, near Charlottesville, was the home of Thomas Jefferson, principal writer of the Declaration of Independence and third President of the U.S.

From Virginia to Texas where cotton was once king. A one-crop agriculture plus the terrible destruction of the Civil War left the Southeast the poorest area in the nation. Now it is changing rapidly. Manufacturing, new crops, more mechanization, reforestation – all are transforming the Southeast.

Florida stretches out like a giant toe to test the Atlantic Ocean. Here subtropical fruits and vegetables grow all the year round and on its shores are the John F. Kennedy Space Center and Miami Beach, a popular holiday area.

To the west, on the wide delta of the 4,000-kilometer-long Mississippi River, is New Orleans. In the late 19th century Jazz was born among the Black musicians of the town, and to this day New Orleans is an important river and seaport.

The GREAT PLAINS is a hard country. The heat of the summer is scorching, the winter is freezing. The wind blows fiercely, with few hills or forests to stop it, from Montana on the Canadian border to the Mexican border state of Texas. Water is precious.

In the second half of the 1800's, Indians, cattlemen, cowboys and farmers were all fighting each other for land. Those were the days of The Old Wild West.

Eventually the farmer won out. But in the 1930's there was a drought. Fierce winds blew the rich topsoil across the continent. In Boston and Washington, D.C., 3,000 kilometers away, the air was filled with the dust of the plains. People had to abandon their farms. The Great Plains had become "The Dust Bowl."

Today both farmers and cattlemen are back. Farms are huge – 200 hectares or more, worked by one man. He may hire a crew with a giant combine harvester in the summer but that is all. He is a scientific farmer who plants a variety of crops that hold and enrich the soil. And the rancher runs his cattle carefully to preserve the land.

The few towns on the plains are small. Only Denver, at the western edge of the plains, is a large city. A manufacturing and meat-packing center, it sits 1,000 meters above sea level in the foothills of the Rocky Mountains.

Like the Great Plains, the MOUNTAINS AND DESERTS region did not attract settlers at first. It was a fearful area. Then the lure of gold, silver, copper and tin in the mountains drew people back. Quick fortunes were made and the mines were exhausted. Few are working today.

The Rocky Mountains are the long backbone of the continent – over 4,200 meters high and 560 kilometers wide in Utah and Colorado. Because of its unusual and varied natural beauty, much of this mountain and desert region has been preserved unspoiled in national parks – such as Yellowstone in Wyoming and Death Valley in California. There are few towns and they are far apart.

The desert land between the Rockies and the coastal Sierra Nevada Mountains at first seemed worthless. Temperatures reach 48 degrees Centigrade (120 degrees Fahrenheit) in the shade. It rains only twice a year, in mid-summer and in mid-winter. Then the rain falls in torrents, washing great gullies across the land. And the desert blooms briefly.

Finally, a few brave men tried to irrigate and farm. The most successful was Brigham Young and his group of Mormons. They settled in the desert by an enormous salty inland sea and in 1847 established Salt Lake City.

Los Angeles is the world's largest metropolitan area. 117,000 hectares. It could not exist without the giant aqueducts that bring water from 400 to 640 kilometers away. Citrus fruit grows in the San Fernando Valley and nearby Hollywood is where motion pictures and many television shows are made.

Stretching northward, is the fertile region called the COAST VALLEYS. The Pacific Coast, from San Francisco to Seattle, was first reached by English, Russian and other explorers. Some established fur trading posts. In 1803 President Thomas Jefferson sent Meriwether Lewis and William Clark up the Missouri River and down the Columbia River to explore and chart this unknown region. By 1843 settlers followed them along the Oregon Trail. In the northern coastal valleys they found rich soil, abundant water and mild climate. These snug valleys were ideal for orchards and dairies and even wheat.

All-three Pacific coast States – Washington, California and Oregon – face toward the Orient. Cargoes of fish, timber and fruit are shipped from the ports of San Francisco, Portland and Seattle to Asia. There is a large Chinese community in San Francisco. Since gold rush days it has been a cosmopolitan city where many people have preserved their languages and customs.

Seattle is the gateway to Alaska, the forty-ninth State. You must drive through Canada or take a boat or airplane to get to Alaska. It has a very

rugged terrain, great ranges of mountains and few roads. Because it is so Far north, its winters are long, its summers short. Fishing, mining, lumber and recent oil strikes make Alaska rich in natural resources.

The fiftieth State of Hawaii is a string of sun-drenched islands over 3,200 kilometers out in the Pacific Ocean from the coast of California. Pineapple plantations and Waikiki Beach are world famous. People living here speak of the rest of the U.S. as The Mainland.

Alaska and Hawaii and all six regions of the U.S. are in sharp contrast to each other. The geography and climate and kinds of people who have settled them have shaped their destinies differently. But all are bound together by a way of life that is American.

# Unit 11. U.S. Court System

## Warming Up

### TV adverts

What are your favourite TV advertisements? Do you think you are influenced by TV advertising? Why (not)?

In small groups, imagine you work for an advertising agency. Design a TV advertisement for one of these products.

a new shampoo, an economical car, a glamorous perfume, a strong beer, a healthy margarine, fashionable jeans, an anti-aging cream, a lawnmower

Imagine the rest of the class are your clients. Describe your advertising campaign and try to persuade them to commission it.

## Language Presentation

### Verbs followed by an object + the infinitive

I. The following verbs take an object + the infinitive: *advise, allow, ask, force, get, oblige, order, permit, tell, want, would like.*

I want you to type these letters,  
would like

He told the students to not to / smoke.  
asked  
advised

Susan's parents will never permit her to go to that party.  
allow

What did the sergeant order his men to do?  
force  
oblige

II. The verb *get* when it means "cause," "persuade," or "force," is also used with an object and the infinitive.

**Examples:** *The President finally got Congress to agree to the amendment.*

Do you think you can get your brother to fix my car?

III. The verbs *make* and *let* are followed by an object and then the infinitive without to.

**Examples:** *Some parents let their children do whatever they want. They don't make them go to bed early.*

**1. Put a form of *make* or *let* and a suitable verb into each gap.**

**Example**

The teacher let me go home early because I felt ill.

a. My children usually go to bed early, but I \_\_\_\_\_ them \_\_\_\_\_ TV till 10.00 at the weekend.

b. I don't like the sight of blood. It \_\_\_\_\_ me \_\_\_\_\_ ill if I see it.

c. My parents weren't strict with me at all. They \_\_\_\_\_ me \_\_\_\_\_ what I wanted.

d. But they thought that education was very important, so they \_\_\_\_\_ me \_\_\_\_\_ hard for my exams.

e. It was a very sad film. The ending \_\_\_\_\_ me \_\_\_\_\_ .

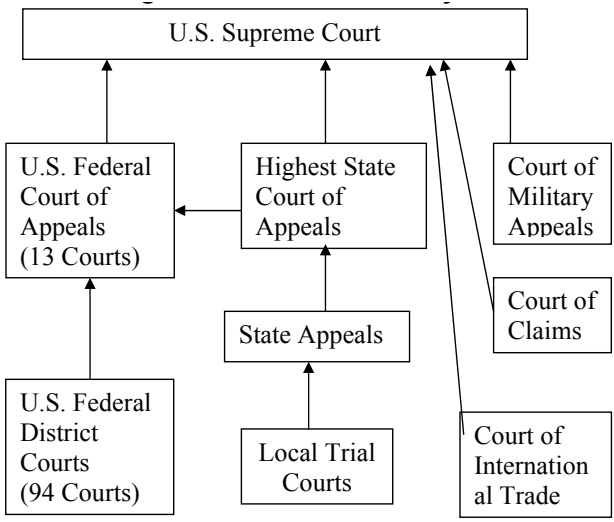
f. My parents \_\_\_\_\_ me \_\_\_\_\_ the piano for two hours every day. I hate it.

g. My brother \_\_\_\_\_ me \_\_\_\_\_ his car sometimes, but I have to pay for the petrol.

**Think of your favourite teacher, and a teacher you don't/didn't like!**

*He lets us play games. She made us do homework every night!*

**Diagram of the U.S. Court System**





## **The U.S. Supreme Court**

The Supreme Court of the United States was created by Sec. 1 Article III of the Constitution. Its jurisdiction is set out by statute in Title 28 of the U.S. Code. The organization of the Court is also spelled out by legislation. The Court itself develops the rules governing the presentation of cases. One of the most important powers of the Supreme Court is judicial review. While the Supreme Court is a separate branch of government, outside factors do exert some influence on the Court.

### **Judicial Review**

Judicial review consists of:

- The power of the courts to declare laws invalid if they violate the Constitution.
- The supremacy of federal laws or treaties when they differ from state and local laws.
- The role of the Court as the final authority on the meaning of the Constitution.

### **Influences on the Court**

There exist both legal and political influences on the Supreme Court justices and their decisions.

Among the legal influences on Supreme Court decisions are:

- The Constraints of the Facts: Courts cannot make a ruling unless they have an actual case brought before it. The facts of a case are the relevant circumstances of a legal dispute or offense. The Supreme Court must respond to the facts of a dispute.
- The Constraints of the Law: Among the legal constraints in deciding cases, the Supreme Court must determine which laws are relevant. These include; interpretation of the Constitution, interpretation of statutes, and interpretation of precedent.

Among the political influences on Supreme Court Decisions are:

- "Outside Influences" Such as the force of public opinion, pressure from interest groups, and the leverage of public officials.
- "Inside Influences" Such as justices' personal beliefs, political attitudes, and the relationship between justices.

### **How Cases Make Their Way to the U.S. Supreme Court**

Each year, about 4,500 cases are requested for review by the Supreme Court. Less than 200 cases are actually decided by the Court each year.

There are three ways for a case to make its way to the US Supreme Court.

1) There are cases in which the US Supreme Court has original jurisdiction (heard there first). Cases in which a state is a party and cases dealing with diplomatic personnel, like ambassadors, are the two examples.

2) Those cases appealed from lower federal courts can be heard at the Supreme Court. Some laws obligate (or force) the Supreme Court to hear them. But most come up for review on the writ of certiorari, a discretionary writ that the court grants or refuses at its own discretion. The writ is granted if four of the justices want it to be heard.

3) The US Supreme Court reviews appeals from state supreme courts that present substantial “federal questions,” usually where a constitutional right has been denied in the state courts.

In both civil and criminal law, the Supreme Court is the final court of appeal.

### **State Courts**

– Each state has a court system that exist independently from the federal courts. State court systems have trial courts at the bottom level and appellate courts at the top. Over 95% of the nation’s legal cases are decided in state courts (or local courts, which are agents of the states).

– Some states have two appellate levels, and others have only a single appellate court. States vary in the way they organize and name their courts, but they usually give some lower courts specialized titles and jurisdictions. Family courts settle such issues as divorce and child-custody disputes, and probate courts handle the settlement of the estates of deceased persons. Below these specialized trial courts are less formal trial courts, such as magistrate courts and justice of the peace courts. These handle a variety of minor cases, such as traffic offenses, and usually do not use a jury.

– Cases that originate in state courts can be appealed to a federal court if a federal issue is involved and usually only after all avenues of appeal in the state courts have been tried.

– In 1990 there were over 88 million cases heard at the state trial courts throughout the U.S. One hundred and sixty seven thousand cases were appealed at the next level, while sixty two thousand made it to the state courts of last resort.

## **Federal Courts of Appeal**

When cases are appealed from district courts, they go to a federal court of appeals. Courts of appeals do not use juries or witnesses. No new evidence is submitted in an appealed case; appellate courts base their decisions on a review of lower-court records. In 1990, the 158 judges handled about 41,000 cases.

There are 12 general appeals courts. All but one of them (which serves only the District of Columbia) serve an area consisting of three to nine states (called a circuit.) There is also the U.S. Court of Appeals for the Federal Circuit, which specializes in appeals of decisions in cases involving patents, contract claims against the federal government, federal employment cases and international trade.

Between four and twenty six judges sit on each court of appeals, and each case is usually heard by a panel of three judges. Courts of appeals offer the best hope of reversal for many appellants, since the Supreme Court hears so few cases. Fewer than 1 percent of the cases heard by federal appeals courts are later reviewed by the Supreme Court.

## **Federal District Courts**

All federal courts, except for the U.S. Supreme Court were created by Congress. There are ninety four federal district courts across the country, with at least one in every state (larger states have up to four). There are about 550 federal district-court judges who are appointed by the president with the advice of the Senate. District courts are the only courts in the federal system in which juries hear testimony in some cases, and most cases at this level are presented before a single judge. They heard about 267,000 cases in 1990. Federal district courts are bound by legal precedents established by the Supreme Court. Most federal cases end with the district court's decision.

## **Court of Military Appeals**

The Court of Military Appeals hears appeals of military court-martial (when a person who is in the military commits a crime they can be tried and punished by the military courts.)

## **Court of International Trade**

The Court of International Trade hears cases involving appeals of rulings of U.S. Customs offices.

## **Court of Claims**

The Court of Claims hears cases in which the U.S. Government is sued.

## Writing

### US Judicial System Question Test

A person who is accused of a crime, in a court of law, is known as the .....

- (a) plaintiff
- (b) defendant
- (c) prosecutor

Three important sectors or branches of government in the United States are the legislative, executive and ..... branches.

- (a) jury
- (b) constitution
- (c) judicial

Within the American judicial ....., there are three levels of courts.

- (a) nationality
- (b) system
- (c) prosecutors

The three levels of court in the US are as follows: district courts, the courts of appeals and the ..... Court.

- (a) Upper
- (b) Superior
- (c) Supreme

Within the system, ..... courts are the only federal courts that sometimes employ a judge and a jury.

- (a) regional
- (b) district
- (c) claim

The Supreme Court is the highest level of justice in the US. Supreme Court decisions have sometimes called for modifications in the .....

- (a) President
- (b) Constitution
- (c) Executive

A case must be heard in a district court first. After a decision is made in that court, the case can move into the .....

- (a) attorney
- (b) court of appeals
- (c) lower court

A lawyer that works for either the state or federal government and sometimes cross-examines a defendant is known as the ..... attorney.

- (a) district
- (b) defense
- (c) jury

In the highest court level in the country, Supreme Court justices decide whether or not an issue is unconstitutional. They are appointed by the .....

- (a) Lawyers
- (b) President
- (c) Citizens

A lawyer who is hired by a defendant to represent his/her case is called a ..... attorney.

- (a) defense
- (b) prosecuting
- (c) presidential

<b>Answers to test questions and links to explanations</b>
1 A person who is accused of a crime, in a court of law, is known as the defendant.
2 Correct answer: (b) defendant
3 Three important sectors or branches of government in the United States are the legislative, executive and judicial branches.
4 Correct answer: (c) judicial
5 Within the American judicial system, there are three levels of courts.
6 Correct answer: (b) system
7 The three levels of court in the US are as follows: district courts, the courts of appeals and the Supreme Court.
8 Correct answer: (c) Supreme
9 Within the system, district courts are the only federal courts that sometimes employ a judge and a jury.
10 Correct answer: (b) district

6	<b>Answers to test questions and links to explanations</b>
7	The Supreme Court is the highest level of justice in the US. Supreme Court decisions have sometimes called for modifications in the Constitution.
8	A case must be heard in a district court first. After a decision is made in that court, the case can move into the court of appeals.
9	A lawyer that works for either the state or federal government and sometimes cross-examines a defendant is known as the district attorney.
10	Correct answer: (a) district
11	Correct answer: (b) President
12	A lawyer who is hired by a defendant to represent his/her case is called a defense attorney.
13	Correct answer: (a) defense

**I. Read the following dialogue and then rewrite Ken’s words using *make, let, allow, permit, force, oblige, and warn* where possible.**

**Example:** *Well, they made us get up at six a.m. and they forced us to line up outside the corridor. Then they allowed us to walk...*

**Ken:** Yeah, they were the worst two years of my life.

**Albert:** Why?

**Ken:** Well, we had to get up at six a.m. and line up outside the corridor. Then we walked in single file to the dining hall where we had to wait in line for an hour or so to be served. What a sight we were in those horrible dark uniforms we had to wear! And that tasteless institutional food we had to eat! It was like eating cardboard. But the worst part was all that hard work we had to do, and we couldn’t even leave for a minute to take a rest or get a drink. But the torture didn’t end there. When we were back in our dormitories and they had shut off the lights, we couldn’t make a sound or get out of bed. We couldn’t play cards or listen to music or do anything after ten p.m.

**Albert:** Gee, Ken. You never told me you had been in prison!

**Ken:** Prison? I was never in prison. I’m talking about my days in an expensive boarding school!

II. After she had been married for a few months, Joan Cardigan realized that her parents had been right after all. Write a dialogue between Joan and her best friend, Lisa. She's telling her friend what her parents *wanted / told / begged / asked her* to do / not to do.

III. In every country there is a certain amount of bureaucracy involved in situations like

- getting a driver's license
- applying for a passport
- getting married

**Write about a frustrating encounter you have had with bureaucracy, making sure to include what "they" *told/asked/wanted you to do, and made you do.***

## Grammar Practice

### Verb patterns

Complete the sentences with the correct form of the verbs.

drive	eat	help	make	talk	write
-------	-----	------	------	------	-------

1. I don't mind \_\_\_\_\_ as long as the roads aren't too busy.
2. My parents always made me \_\_\_\_\_ my bed in the morning.
3. I didn't want them \_\_\_\_\_ the whole pizza. There's none left for us!
4. She promised \_\_\_\_\_ me a letter, but I haven't heard from her.
5. Will you please stop \_\_\_\_\_ !
6. She asked me \_\_\_\_\_ her with her homework.

**What do the underlined phrases in these sentences have in common?**

1. I never stopped loving him, but one day it didn't seem right any more. (Magazine)
2. The Islamic invaders instructed the Europeans in mathematics and philosophy. (Non-fiction)
3. You think they have a chance of beating Australia? (Spoken)
4. Professor Home scoffed at the suggestion that dreams mean anything. (Journalism)
5. Irish was interested to notice how fast Terry sprang to his feet when she appeared. (Fiction)
6. Did you ever get angry with her for all this? (Spoken)

**Look at these two sets of sentences. Each sentence from the first set matches one from the second set in that the word in bold has the same pattern. Match up the two sets. (For example, sentence 1c**

**matches 2a because in both the verb is followed by of and a noun - died of a heart attack and complained of a headache.)**

**1.**

- a) They've just banned bikes from the city.
- b) He's much more familiar with those kinds of issues than I am.
- c) She died of a heart attack.
- d) So you didn't come to a conclusion as to how many different sentences there were.
- e) I felt perhaps they would, you know, give more attention to the girls.

**2.**

- a) She complained of a headache.
- b) Let me just introduce you to the gentleman sitting behind you.
- c) My mum's never hidden anything from me.
- d) Please give him some advice as to what to do.
- e) Presumably the bank was also happy with the budget.

**In this short extract, describe the pattern of each of the words in bold. (For example, want has the pattern "verb + noun + to-infinitive".)**

If you want us to give you a free quotation please telephone us on 700 6000 anytime to make an appointment to call and see you. If you do not require our services, we apologize for troubling you. Just throw this leaflet away. We will not knock on your door.

**Ask and answer questions using the cues provided. Use the simple past tense except for 7 and 10.**

**Example:** *What time \_\_\_\_\_ he \_\_\_\_\_ them \_\_\_\_\_ be (tell) there?*

*What time did he tell them to be there? He told them to be there at 7:30.*

- 1. What \_\_\_\_\_ he attendant \_\_\_\_\_ them \_\_\_\_\_ (ask) do?  
seatbelts
- 2. What \_\_\_\_\_ they \_\_\_\_\_ him \_\_\_\_\_ do? (force)  
sign the document
- 3. How far \_\_\_\_\_ the sergeant \_\_\_\_\_ his men (make) march?  
20 miles
- 4. When \_\_\_\_\_ he \_\_\_\_\_ her \_\_\_\_\_ marry him? (ask)  
last night
- 5. When \_\_\_\_\_ – you \_\_\_\_\_ him borrow your car? (let)  
two weeks ago
- 6. What time \_\_\_\_\_ you \_\_\_\_\_ him-call (tell) you?  
at 9:30



7. What \_\_\_\_\_ you \_\_\_\_\_ us \_\_\_\_\_ bring to the party? (would like) five bags of potato chips
8. How late \_\_\_\_\_ Mr. Kline \_\_\_\_\_ his secretary \_\_\_\_\_ work? (ask) until 10:00 p.m.
9. Where \_\_\_\_\_ the hijacker \_\_\_\_\_ the pilot take him? (make) Pogolandia
10. How much soda \_\_\_\_\_ you \_\_\_\_\_ me \_\_\_\_\_ buy? – (would like) three bottles

**Ask questions based on the following statements. Your questions should refer to the italicized words or phrases.**

I want you to wait *for at least half an hour*.

How long do you want me to wait?

1. I'd like you to wear *your new suit*.

2. Mr. Smith wants his wife to invite *seven people*.

3. They want us to be at the airport *an hour early*.

4. I'd like you to bring *a few sandwiches*.

5. I want you to meet me *in front of Reeds Bookstore*.

6. Priscilla wants Jack to wear a coat *because it's cold*.

7. Ann would like her husband to drive *a hundred more miles* before they stop for lunch.

8. The doctor wants Laura to lose *20 pounds*.

9. I'd like *Jack* to wash the dishes.

10. The doctor wants Laura to take her diet pills *twice a day*.

**Change the following sentences using, When I was a child, my parents let me / didn't let me / made me / didn't make me.**

**Examples:** *I could stay up late on the weekend.*

When I was a child, my parents let me stay up late on the weekend.  
I couldn't play football after dark.

When I was a child, my parents didn't let me play football after dark.

I had to wash the dog every weekend.

When I was a child, my parents made me wash the dog every weekend. I didn't have to get up early on Saturdays.

When I was a child, my parents didn't make me get up early on Saturdays.

1. I had to study every evening.

2. I couldn't cross the street by myself.

3. I could only watch TV after dinner.

4. I had to clean my own room.

5. I didn't have to wash the dishes.

6. I couldn't go to the movies on week days.
7. I could go to the movies only on Saturday afternoons.
8. I had to eat all the vegetables on my plate.
9. I couldn't eat a lot of candy.
10. I had to go to school every day.
11. I didn't have to go to school when I was sick.
12. I could play with my toys.
13. I couldn't play with matches.
14. I had to read educational books.
15. I couldn't read comic books.

**Ask questions with *want*. . . to do and then invent appropriate answers.**

**Example:** *Ursula thinks Maria is driving too fast.*

*question: What does Ursula want Maria to do?*

*answer: She wants her to drive more slowly.*

1. The teacher is very angry with his students because most of them failed a recent test.
2. Mr. Jones is worried about his wife's health.
3. The Forsythes are leaving on vacation, but they're afraid that their house will be robbed in their absence. They are talking to their neighbors now.
4. Joanne is broke, and she has to pay the rent. She is talking to her rich friend now.
5. Jane doesn't know how to drive but she wants to learn. She is talking to her boyfriend now.
6. Mr. and Mrs. Wilson are talking to their son on the phone. He rarely writes to them.
7. There is a noisy party going on in apartment 302. John Bishop, who lives downstairs, is furious. He is knocking at the door of 302 now.
8. Phyllis Winston is giving Peter her phone number.
9. Mrs. Montgomery is on the phone to her family doctor. She is very worried about her son.
10. Jack thinks that Laura is so overweight that her health is suffering.

**Make complete sentences from the following cues. Use the simple past tense and change the object into an object pronoun. Make any other necessary pronoun changes.**

**Example:** *The pilot / tell / passengers "Keep calm and stay in your seats." The pilot told them to keep calm and stay in their seats. The*

*boss / warn / employee "Don't arrive late again." The boss warned him not to arrive late again.*

1.	Margaret / ask / her husband	"Help me make the beds, all right?"
2.	The thief / force / Jack and me	"Give me all your money."
3-	The choral director / make / the girls	"Sing louder."
4.	The lawyer / advise / Jane and Ursula	"Don't invest your money in that company."
5.	She finally / get / Fred	"Sign the divorce papers."
6.	Charlotte / tell / Susan	"Don't drive so fast."
7.	The criminal / beg / the judge	"Don't put me in jail."
8.	The teacher / allow / Janet	"Take your exam in July."
9.	He / let / Dan	"Take my car."
10.	Anne / make / her daughter	"Pick up your toys."

## **Additional Reading**

### **Supreme court to be heart of new justice system**

The Government is to free the judiciary from political control by abolishing the historic post of Lord Chancellor and creating a US-style Supreme Court to replace the law lords.

While some Opposition politicians welcomed the reforms, supporters and opponents were united in their criticism of the lack of consultation.

A Judicial Appointments Commission, an independent body to select new judges, will take over responsibility from the Lord Chancellor, Lord Irvine of Lairg. Its head will be appointed by Lord Falconer of Thoroton, QC, the new Secretary of State for Constitutional Affairs, in consultation with David Blunkett.

"Then we will have an independent operation which people have been clamouring for for many years," said the Home Secretary. He added that judicial appointments would be vetted by a system based on that which operates in the United States, but it would not be exactly the same.

The abolition of the role of Lord Chancellor means that there will no longer be a government minister heading the judiciary, nor a Cabinet minister who sits as a judge in the highest court of the land.

In a third constitutional reform, the Lord Chancellor will no longer sit as Speaker of the House of Lords and there will be consultation on a new post which will be filled by someone other than a minister.

There will be consultation before the summer on the reforms and legislation pledged for the next session. Until the changes become law, Lord Falconer will exercise all the functions of Lord Chancellor, except sitting as a judge.

Mark Littlewood, campaigns director of Liberty, the civil liberties campaign group, said: "At last there will be a clearer separation between judges and politicians.

"Some may lament the abolition of a position which has an even longer history than that of Prime Minister, but a modern democracy needs to be based on sensible and logical rules, not on anachronistic traditions. Making laws is a job for politicians, interpreting laws needs to be left to the courts. This marks an important and welcome step in securing and underlining the independent, non-political nature of our legal system."

The break-up of the role of Lord Chancellor has been on the cards since Labour came to power. But Lord Irvine has been the biggest obstacle to the reform that will end his roles of Cabinet minister, head of the judiciary and Speaker of the House of Lords.

As recently as April, the Lord Chancellor dismissed the notion of either a justice ministry or dividing his own roles.

But many peers, including Lord Alexander of Weedon, Lord Lester of Herne Hill, Lord Patten, law lords Lord Steyn and Lord Browne-Wilkinson, and bodies such as Justice, the law reform group, and the Law Society have called for clearer blue water between the office's functions.

Ironically, the pressure for change came from the Labour Government itself and its own reform programme, including the Human Rights Act.

Judges have become increasingly active on politically and socially sensitive issues and, say critics, should be removed from the political arena.

Unease with the constitutional hybrid of the Lord Chancellor's role grew: this year a report to the Council of Europe called for the role to be dismembered, arguing it was a breach of human rights' guarantees on judicial independence and impartiality.

The new select committee on the Lord Chancellor's Department had also called into question the constitutional position of Lord Irvine.

The Lord Chancellor had embarked on a far-reaching programme of reforms to legal aid, access to justice, human rights, Queen's Counsel and court dress including wigs. He would even, he said, consult on a judicial appointments commission.

But Tony Blair would have known that whatever consultation motions Lord Irvine went through, his reforming zeal would ultimately stop short of his own office.

Alan Beith, chairman of the Lord Chancellor's select committee, welcomed the proposals but said: "They do seem to have been rather drawn up on the back of an envelope. We have had the proposals before the consultation. For measures as far-reaching as this, there really does need to be proper consultation first."

The Conservatives accused Tony Blair of replacing "one unelected crony with another" and protested at a lack of prior consultation.

Lord Strathclyde, the Shadow Leader of the Lords, said: "The Prime Minister has announced yet another trendy constitutional upheaval worked out on the back on an envelope, hopelessly ill-thought through."

The Earl of Onslow, a Conservative, said it was "playing Pooh sticks with 800 years of British history". He led Tory protests at the changes and at the way Parliament had been informed of them. Lord Williams of Mostyn, Lords Leader, insisted that there would be consultation the reformed role of Speaker of the Lords.

# Unit 12. Information technologies

## Warming Up

### Information technology

What are the greatest changes brought about by computers? Do you think there will ever be intelligent computers, i.e. computers that can learn?

In groups, list the advantages and disadvantages of modern technologies, e.g. *International telephone calls are very cheap. Working on computers all day is bad for your health.*

In groups, imagine a world without computers. How would it affect your day-to-day life? Make a list of five inconveniences, e.g. *I'd have to go to the library to get information rather than look on the Internet.*

### Language Presentation Advice

**In pairs, give each other advice for these problems; beginning *If I were you, I'd ...***

I want to give up smoking.

I love her, but she never calls.

I can't get to sleep at night.

I keep dropping things.

My dog keeps biting people.

Our house is cold and damp.

English spelling is so hard!

My hair won't stay flat.

We use the Second Conditional to talk about situations in the present / future that are unreal or very unlikely (will probably never happen):

**If I had** loads of money, **I'd (would) have** plastic surgery.

We use the Past Simple in the **if** part of the sentence to show unreality. We use **would / wouldn't, could / couldn't, might / might not + infinitive** in the other part of the sentence:

**If I were** rich, **I could have** anything I wanted.

## What if ...

Suppose you could meet someone you wanted, who would it be? Why? What would you say to him / her?

Brainstorm the endings for these sentences in small groups. Choose the best ones and put them down.

If the world was flat ...  
If we were all clones ...  
If you had two heads ...  
If time travel was possible ...  
If nobody knew how to read ...  
If animals could speak ...  
If cows could fly ...  
If money grew on trees ..  
If there was no money ...  
If everyone was telepathic ...

## Wish + Past Simple

We use **wish + Past Simple** when we would like a present situation or reality to be different, but this is improbable / impossible:  
*I wish I didn't have to work.*  
(I have to work but I don't want to.)

The True Situation	Expressing a Wish
1. I <b>don't have</b> a computer. He <b>cannot speak</b> French. I <b>have to take</b> a bus to the University. It <b>is</b> cold today.	I wish I <b>had</b> a computer. He wishes he <b>could speak</b> French. I wish I <b>didn't have to take</b> it. I wish it <b>were not</b> cold today.

## Speaking

*If a genie offered you three wishes, what would you wish for?*

**Example:** *I wish I lived in a villa on the Amalfi coast.*

## Text

### Connecting to the Internet

#### 1. What do you know about

- e-mail?
- the Internet?
- cyberspace?

2. The verbs in A are in the text in 3 below. Match them to the phrases in B.

#### A

1. to link in
2. to transfer
3. to retrieve
4. to access
5. to subscribe

#### B

- a. information from one computer file to another
- b. to a global computer network
- c. to a magazine or a special interest group
- d. information from a database
- e. information in a database

#### 3. Read the article. Find the answers to the questions.

1. According to the article, how many people use the Internet, and how many computers are linked in to it?
2. What is the term cyberspace used to describe?
3. When did the idea of the Internet begin?
4. What is the name given to the traditional system of sending mail?
5. On which network can you visit a museum, go shopping, and view a hotel's facilities?
6. Do users of Newsgroups have to pay to subscribe to them?

## Internet

### What exactly is the Internet?

The best way to think of the Internet, or Net as it is often called, is as a vast global network of networks connecting computers across the world. These networks range from government departments and industrial and educational communication systems down to the personal online\*service providers such as CompuServe, Delphi, etc.

At present, more than 33 million people use the Internet and over three million computers worldwide are linked in. They use the Net for transferring data, playing games, socializing with other computer users, and sending e-mail (electronic mail).

### What is cyberspace?

Cyberspace is the term we give to this entire electronic domain. Whenever you are using one of the online services such as e-mail or the World Wide Web, you are in cyberspace.

Despite the confusing techno-jargon that surrounds it, the Internet is simple: computers talk to one another through a network that uses phone lines, cable, and fibre-optic lines.



## **How did it begin?**

The Net was dreamt up in the late 1960s by the US Defense Department's Advanced Research Projects Agency which decided that, in the event of a nuclear attack, it needed a means by which messages could be sent and received even if phone lines were inoperative. In 1969, there was a network of just four mainframe\* computers. By 1972, the number had risen to 40. About this time the idea of the electronic mailbox was born, as users looked for a way of talking to each other electronically. By 1984 when the resources of the network were made available to academics, the Internet began to develop into the form we know it today.

## **The Internet can be divided into five broad areas**

### **Electronic mail**

E-mail is much faster than traditional or snail mail because once the message is typed out, it arrives in the electronic mailbox of the recipient within minutes or seconds. Anything that can be digitized\* -pictures, sound, video – can be sent, retrieved, and printed at the other end. This is efficient, convenient, and saves trees!

### **Information sites**

This is perhaps the fastest growing area of the Internet as more and more people put their own information pages on line. One thing that computers do very well is process vast amounts of information very fast, so, by specifying a key word or phrase, the computer can then search around the Net until it finds some matches. These information sites are usually stored on big computers that exist all over the world. The beauty of the Net is that you can access all of them from your home, using your own PC.

### **The World Wide Web**

The World Wide Web, usually referred to as WWW or 3W, is a vast network of information databases that feature text, visuals, sound, and even video clips. On the WWW you can do such things as go on a tour of a museum or art exhibition, see the latest images from outer space, go shopping, and get travel information on hotels and holidays. You can even view a hotel's facilities before deciding to book!

### **Usenet**

Usenet is a collection of newsgroups covering any topic. Newsgroups allow users to participate in dialogues and conversations by subscribing, free of charge. Each newsgroup consists of messages and information posted by other users. There are more than 10,000 newsgroups and they are popular with universities and businesses.

## Telnet

Telnet programmes allow you to use your personal computer to access a powerful mainframe computer. If you are an academic, or just have a lot of number-crunching\* to do it can be very useful and cost-effective.

**online** – connected to and controlled by a central computer

**mainframe computer** – large, powerful computer, shared by many users

**digitized** – converted into digital form

**number-crunching** – rapid processing of large quantities of numbers using a computer

**Read the first part of an interview with an Internet user, Ivor Lovell. Answer the questions.**

1. How much does Ivor pay to be connected to the Internet?
2. Why does he contact friends by e-mail, rather than by phone?
3. Which interest group on the Internet does he subscribe to?
4. Who does the Internet enable him to contact?

### ***I=Interviewer, L=Ivor Lovell***

I Ivor, have you been on the Internet for very long?

L No, not long, for about eight months.

I And is it very expensive to be online?

L Not really. I pay £10 a month to the service provider, er, that's the company that connects me to the Internet, plus the cost of phone calls. The phone calls are charged at the local rate, so it's about 60p an hour.

I And what do you use the Internet for?

L Well, I use e-mail to contact friends rather than phone them, because e-mail is cheaper for long distances than the phone, but I use the Internet mainly to communicate with people who belong to the same interest group as I do.

I What interest group is that?

L Well, one of my interests is medieval history. As you know, there are hundreds of interest groups on the Internet. I subscribe to the mailing list for this group so that means I get all the messages that people in that group put on the Net and if I send a message, all the other people in the group get my message.

I And what's different about doing that on the Net, rather than by more conventional means, like letters and the phone?

L Well, the big difference is that the Net puts me in contact with people all over the world who share the same interests, people I would

never even know about, and makes it very easy to exchange ideas and information with them.

**Read the second part of the interview. Take notes on Ivor's opinion of the following**

1. what governments and companies will need to do to make the Information Superhighway a reality.

2. what will happen to countries that haven't got the money to invest in the technology.

3. what problem governments will have in trying to control the Internet.

4. the positive and negative uses of the Internet.

I Some people think the Internet is going to have a big effect on our lives in the future. What's your opinion?

L I think it probably will, but it's very difficult to predict what the effect will be. There are so many 'ifs'.

I For example?

L Well, when people talk about this technology changing our lives, they're usually talking about the Information Superhighway, and that doesn't exist yet.

I Do you think it will exist in the future?

L I think it will if governments and companies around the world invest the money that will be needed to make the Information Superhighway a reality. But, again, that's a big 'if' because it will cost a lot, connecting countries all over the world.

I Do you think countries will invest the money because they'll be afraid of being left behind if they don't have the technology?

L I think that'll be true for countries that have the money to invest. But if a country doesn't have the money, then it won't be able to get connected.

I So if that happens you'll have a world that's even more divided than at present, in terms of education and technology?

L That's right. And the gap will get wider because the countries with the technology will make even faster progress than today and the countries without the technology will fall behind -they'll be the losers.

I Another thing that worries people about the Internet is the fact that you can't control what's on it, for example, pornography.

L Yes, that's a big problem. Governments are trying to control it. In the States, for instance, they've passed a law to stop pornography on

the Internet but the problem is how to enforce the law. Nobody really knows how they're going to make the law work. Even schools find they have to watch what their students get access to on the Internet.

I So there's a positive and a negative side to the Internet?

L Oh, certainly. Like many inventions, it can be put to whatever use you decide, good or bad. It provides wonderful opportunities for doing all sorts of positive things, for educating and informing people, but it also provides an opportunity for a lot of unpleasant things to go around the world, too.

I And do you worry about the effect this could have on your children in the future?

L Yes, I do. I mean, here I am, enjoying academic discussions on the Internet with people across several continents but it is worrying to think about the future and what might happen, yes.

### **Discuss the question.**

**What could you, your family, or your organization use the Internet for?**

**Read the following quotation from Professor Charles Handy. Do you agree or disagree with his views? Explain why.**

The world of information technology is a world made for a very fortunate few, maybe 20% of the population: the people who can work with numbers and ideas, and who live in a little, leafy, isolated suburb surrounded by high gates, and guards; who sit there with their little computers and their telephones and deal with ideas and information, all over the world. And they don't venture downtown, and they don't use the public transport system, and when they do travel it's in the front parts of international aeroplanes. And they'll have a nice life - a busy life but a nice life. And then there'll be the rest, who don't have access to this technology, who don't know how to use it, who don't know how to make products out of it. And they live downtown, and they use public transport, and they'll have a tough time. And this is the underclass.

**Project. Work in groups. You work for a market research organization.**

A newspaper has asked your organization to find out whether people are optimistic or pessimistic about the impact of information technology on our lives in the future. Prepare eight questions for a survey. Interview students from another group. Then present your findings to the class.

## Discussion

**What would you do if you were in these situations? Read the quotes and discuss each one.**

1. "We were going up in the elevator. There were six of us inside, and we had just reached the seventh floor when there was a terrible sound of something breaking. Then the elevator stopped and the lights went off."

Kathy Shea, journalist

2. "It was 2:00 in the morning. I was driving along a lonely, country road and there wasn't another car in sight. The next thing I knew, my car was out of gas."

William Taormina, taxi driver

3. "I was sitting in the train station when a stranger came up to me and shoved an overnight bag into my hand and said, 'Watch this for me, will you?' When he didn't come back after an hour, I started to worry about what I was holding."

Rafael Fuentes, engineer

4. "You can imagine how I felt when on my first day of teaching, a student fell asleep in my class."

Bob Croft, teacher

5. "I was hearing confession when the unexpected happened. 'I've committed two murders,' said one of my parishioners, 'and I'm going to commit another one tonight, Father.' He sounded very determined, but I had to keep his secret."

Father Roy Harris, priest

## Writing

### First Aid Quiz

Many people would not know what to do in an emergency. Would you? Choose the correct answer for each of the four items below and justify your choice. Explain what you think would happen if you chose one of the other three possibilities.

**If a friend of yours got an electric shock, would you . . .**

- try to pull him away from the source of the shock?
- throw water on him?
- turn off the electricity at the source?
- pull him away using a metal bar?

**What would you do if a friend of yours cut his arm badly with a knife?**

- massage the arm to improve circulation.
- put pressure on the wound using a clean bandage.

- c. put the wound under hot water to clean it.
- d. distract the victim by keeping him active.

**If you found a person unconscious, would you . . .**

- a. give him a glass of water to drink?
- b. lightly massage his body with alcohol?
- c. slap the victim's face until he regained consciousness?
- d. put the victim on his stomach with his head turned to the side?

**If a person burned himself severely, would you . . .**

- a. cover the burns with bandages and keep the patient warm?
- b. try to clean the burned area with very cold water?
- c. break the blisters and make sure the victim was cool?
- d. move the patient to a cool place and wash the burns with alcohol?

**Many people write to Linda Lovelorn asking for personal advice on different matters. Answer the following letters for Linda, using If I were you . . . whenever possible.**

1. I am in love with a man who is twenty years older than me and want to marry him. What should I do?

2. A good friend of mine has asked me to help him during a final exam. It's dangerous, but I am afraid to say "no." What should I do?

3. I do not like the young man my daughter intends to marry.

4. My husband's mother constantly criticizes me. I want to tell her off, but I'm afraid of hurting my husband.

5. My son is a senior in high school. He says he is tired of studying and wants to get a job. What should I tell him? I don't want him to quit school.

6. I'm a university student and I have the impression that my history professor doesn't like me. I work very hard and really want to pass this course. What should I do?

7. My boss has given everyone in the company a raise but me. I don't know why. I am shy, and my boss is a difficult person to talk to. What should I do?

8. I am divorced and have a ten-year-old daughter. I intend to marry again, and my fiance and I love each other deeply. My daughter hates him, though.

9. My husband pays more attention to his TV football games than to me. He doesn't know I exist when a football game is on.

10. I am a widow with five children. I am in love with a divorced man who has six children. Is marriage the right thing for us?

# Grammar Practice

## Conditionals II

Look at these situations and write what would happen if the situation was different, e.g. *It is raining: we shall have to cancel barbecue.* – *If it was not raining (or was sunny), we would have a barbecue.*

I don't know the answer so I can't tell you.  
He gets headache because he works so hard.  
We don't have enough space for the piano.  
She is ill. She can't go to the party.  
Life is easy because we both have well-paid jobs.  
He is not tall enough to be a policeman.  
I can't give you a lift because I have not a car.  
She is so rude it's not surprising they don't like her.

### I wish and if only

Rewrite these sentences with *I wish / If only* in two ways, one with a past tense and the other with *would*, e. g. *It's raining.* – 1) *I wish / if only it wasn't raining.* 2) *I wish / if only it would stop raining.*

She is singing that awful song again. I've had a nasty cold all week  
You're unemployed. He's late for the meeting again.  
It's cold outside. They never write to us.  
The lift is still not working. The streets here are filthy.

**Examples:** *Living on a tropical island is my dream but only rich people can do that. I'd live on a tropical island if I were rich.*

*He wants to leave his job, but he needs the money. If he didn't need the money, he'd leave his job.*

1. She isn't tall so she can't get modeling jobs.  
If she were ...
2. They want to spend more time together but they're too busy.  
If they weren't...
3. I don't earn much money so I can't afford a car.  
I could ...
4. The press bothers me all the time because my wife is famous.

If my wife weren't...

5. Joe wants to be a singer in a rock band but he can't sing.

If Joe could ...

**Work in pairs. You're going to interview other students about how their lives would be different if they were rich and famous. Write at least two more questions for each category.**

1. Home: How many homes would you have?

2. Appearance: Would you dress differently?

3. Leisure: Who would you spend time with?

4. Lifestyle: What could you do that you can't do now?

**In new pairs, take it in turns to interview each other. Then write a paragraph about your partner.**

**Complete the sentences expressing a wish.**

1. I don't have a bicycle	I wish I had a bicycle.
2. Ann's younger sister doesn't know English.	She wishes ...
3. My friend doesn't have a good library.	He wishes ...
4. We don't have much time.	We wish ...
5. I can't go to the movie tonight.	I wish ...
6. I'm not a good cook.	I wish ...
7. He always makes mistakes.	He wishes ...
8. He often misses classes.	He wishes ...

## **Additional Reading**

**It may seem confusing but Autonomy can help**

***The company's technology enables customers to decipher information from multiple sources, giving it a world-leading role***

Mike Lynch is in San Francisco, in his office high in a gleaming tower in the heart of the city, overlooking a sweeping view of the bay and its bridges – and he is trying not to sound too optimistic.

Perhaps he is wary of the past, the rollercoaster that Autonomy, his software company, has ridden since he founded it in 1996, the heady days of the dotcom boom, in which he was hailed as Britain's first software billionaire, and the subsequent bust, in which the shares lost 95 per cent of their value.

Perhaps he is wary of the present, the recession that is hammering away at demand for so many businesses in so many sectors.



But Dr Lynch can't help himself. Autonomy's technology, which enables organisations to search data across phone calls, e-mails and video, is riding a wave of demand that has enabled the company to report results that have outperformed its peers by some distance.

In the last quarter's results, announced a couple of weeks ago, Autonomy comfortably beat analysts' expectations to record a 23 per cent rise in revenue of \$129.8million (£86million) for the three months to March 31 and an 87 per cent rise in pre-tax profit of \$58.2million.

Shares in the Cambridge-based group have outperformed others in the Dow Jones STOXX Technology Index .SX8P by 60 per cent in the past 12 months and the company now has a market capitalisation of about £3.5billion.

According to Dr Lynch, Autonomy is leading a revolution in the information technology industry. After 40 years of computers being able to understand only structured information that could be found in the rows and columns of a database, computers armed with Autonomy's software can understand human-style information, such as phone conversations.

That means, Dr Lynch argues, that Autonomy now has the world's most advanced search engine for businesses, which can help companies to reveal the value in the masses of e-mails, phone calls and videos that form the majority of ways in which staff communicate with each other.

"At Autonomy, we would argue that it is the biggest change in the history of the IT industry. This is about the information itself coming back to the form that it is in the real world," he says. "The reason I come to work is that this change that's driving the business is a very big one and so far we have been managing to execute to own that change."

In fact, Autonomy has profited from the turmoil in the markets as the upheaval and the introduction of new regulations and higher compliance levels have forced companies to look for ways to organise and retrieve their data more effectively – which has led many to Autonomy.

As Dr Lynch says: "Sorting out the mess generates work." The company has won orders this year from clients including Toyota, Bank of America and Lockheed Martin. In the fourth quarter of last year, the company signed up JPMorgan, Citigroup, Société Générale, Lloyds TSB and Deutsche Bank as customers.

Dr Lynch believes that the potential for growth is huge: "The security guard looking at a monitor, the person in a call centre answering a phone, the compliance officer in the back looking at an e-mail –

unstructured information is everywhere. This is a completely generic piece of technology.”

Gartner, the research company, says that 80 per cent of the information held by companies is in an unstructured state. One of the problems for Dr Lynch is translating what the software he has created actually does to make this information useful.

The answer is that the software understands the “meaning” of the data by a sophisticated process of analysis, driven by high-powered computing, of the patterns and relationships between words, contexts and concepts. It is built upon the statistical principles established by Thomas Bayes, an 18th-century mathematician.

At its heart lies Dr Lynch’s academic work at Cambridge University where he did a PhD in mathematical computing and research on adaptive pattern recognition.

Asked to provide a real world example of what Autonomy’s algorithms can do, he replies: “You have got a serial murderer striking over a period of years all over the country and you get hundreds and hundreds of statements from potential witnesses.

The difficulty is it is very hard for one person to read all the stuff and keep it in their mind. What the computer with Autonomy’s software can do is read it all and can analyse it for patterns. When a connection pops up, it can alert an investigator and say: ‘Do you realise that in these statements people keep mentioning possibly the same person, a person with a dog?’

“The reason why that’s difficult to do for an ordinary computer is that some people might talk about a teenager with a puppy, another witness statement might talk about a man with a labrador - a normal computer can’t relate those things, whereas this meaning-based technology can read all the stuff, make connections, like a real investigator.”

The company has 140 patents protecting its technology and for Dr Lynch the next business phase is to consolidate the lead that the business has in the field.

Half the company’s revenue comes from selling Autonomy’s technology to other companies, including top names such as Oracle, Symantec and Adobe, to include in their software products.

The sign-up rate for this increased by 300 per cent 18 months ago and more of those products will be working their way into businesses this year. The group’s deferred revenue - from deals already signed but not yet on the books - increased to \$163.7million (£107million) at March 31, from \$99.2million at December 31. Dr Lynch’s aim is to

create a powerful network effect, turning potential competitors into customers and making Autonomy's enterprise software the only game in town.

"Autonomy has now got 60 of the world's largest companies standardising with us. We are looking to shut out competition and create a very defensible position."

Another field of growing importance is Autonomy's role as a host of companies' databases. More than 20 Wall Street banks and many City institutions send millions of e-mails and other messages every day to Autonomy's archives, held remotely on computer servers. The archive is instantly searchable by staff and, crucially, by regulators, who may want to trace patterns for fraud or insider investigations.

The dealings of Jérôme Kerviel, rogue trader at Société Générale, were tracked using Autonomy's technology. The company's third revenue stream is selling licences for its software products – a part of the business that has taken a hit in the downturn but is still growing at about 40 per cent year on year.

Dr Lynch is in San Francisco to oversee the integration of Interwoven, the American content management specialist, bought for \$775million in January to increase the company's access to the lucrative legal and compliance industry. Interwoven already runs on 100,000 corporate websites. "In the downturn that's when you move forward and take market share."

Dr Lynch agrees that he is more upbeat today than he has been for some time. How bad the economy will get is becoming clearer, he says, and renewed certainty gives him cause for optimism.

"Whilst we have a bullish outlook in the long term, we have to make sure that expectation does not run away in the short term," he adds. It is not a bad problem to have.

# Unit 13. Human Rights

## Warming Up

### Gifts

**Preparation:** Collect together copies of selected extracts from mail order catalogues showing some unusual gifts such as a reversible watch, a heated cushion, etc. Make photocopies of the following task sheet for the class.

**Task Sheet:** Choose a gift for yourself from the sheet your teacher has given you. Do not tell anyone what you have chosen. Now find a partner and choose a present for him or her. Exchange gifts and then compare what you chose for each other with what you chose for yourselves. Tell each other why you chose the two gifts.

Join another pair and find out what they chose from the list. Tell each other what you think of the gifts on the list. What sort of people buy them? Can you think of someone in the class to give each gift to? Give reasons for your choice. Come together as a class and compare your choices.

Finally, think of a gift that you have received that you particularly liked and one that you disliked. In a group of four tell each other about the gifts and what you did with them.

### Procedure:

1. Prepare for the task with a brief discussion about recent gifts, e.g. by showing students something you have just received.
2. Give out the illustrations of the gifts and the task sheets, and give the students a few minutes to choose gifts for themselves and their partners.
3. Give the pairs a few minutes to exchange gifts before joining another pair. Allow the groups of four up to ten minutes to select gifts for the class.
4. Give the students a chance to distribute their gifts in a plenary session.
5. Ask the students to return to their group work in order to complete the rest of the task.

## Language Presentation

### Present Perfect Continuous or Simple?

Look at these conversations and put in the correct form of the verb. Use the Present Perfect continuous or simple.

#### Example:

Sarah: *I feel really tired.*

Mark: *It's because you've been doing (you / do) too much.*

Sarah: Well, at least I've finished (I / finish) that report now, and I can relax.

1. David: Someone \_\_\_\_\_ (leave) the ladder outside, look.

Harriet: I expect that's Mike. \_\_\_\_\_ (he / clean) the windows. I don't think \_\_\_\_\_ (he / finish) yet.

2. Laura: You've got mud on your shoes.

Trevor: It's all right, I'll take them off. \_\_\_\_\_ (I / work) in the garden.

Laura: Yes, it looks a lot tidier. Well done \_\_\_\_\_ (you / do) a good job.

3. Tom: \_\_\_\_\_ (I / hear) that you and Harriet are building a garage.

How long \_\_\_\_\_ (you / do) that?

Mike: Oh, for about a month now. (we / do) \_\_\_\_\_ about half of it.

#### Choose the correct verb form.

a. How long has Angela been living / does Angela live in Paris?

b. She has been finding / has found a good job.

c. Alan has been / has gone to South America.

d. Angela has bought / bought her flat a few months ago.

e. How long has she known / has she been knowing Jean-Pierre?

f. Tom worked / has been working as a postman for a month.

g. He has visited / has been visiting ten museums today.

h. He's tired because he has travelled / has been travelling around London all day.

**Put the verbs in brackets in the correct tense, Present Perfect or Past simple. If both the Present Perfect Simple and Continuous are possible, use the Continuous.**

a. How long \_\_\_ you \_\_\_ (learn) English?

b. How long \_\_\_ you \_\_\_ (use) this book?

c. Which book \_\_\_ you \_\_\_ (have) before this one?

d. How long \_\_\_ you \_\_\_ (know) your teacher?

e. How long \_\_\_ you \_\_\_ (play) tennis / football?

f. When \_\_\_ you \_\_\_ (start) playing?

**Now answer the questions about you!**

## Text

**Which basic Human Rights can you name? Work in group. Make the list of the rights, share your list with the other group.**

**Read the text quickly and match the headings to the paragraphs.**

- Both Rights and Obligations
- Charter-based bodies
- Equal and non-discriminatory
- Human Rights Bodies
- Interdependent and indivisible
- International Bill of Human Rights.
- International Human Rights Law
- Treaty-based bodies
- Universal and inalienable
- What are human rights?

**Read the text again and answer the questions.**

1. What are human rights?
2. What are the human rights like?
3. How did that begin?
4. What are the main bodies which support the work with the Rights?

Human rights are rights inherent to all human beings, whatever our nationality, place of residence, sex, national or ethnic origin, colour, religion, language, or any other status. We are all equally entitled to our human rights without discrimination. These rights are all interrelated, interdependent and indivisible.

Universal human rights are often expressed and guaranteed by law, in the forms of treaties, customary international law, general principles and other sources of international law. International human rights law lays down obligations of Governments to act in certain ways or to refrain from certain acts, in order to promote and protect human rights and fundamental freedoms of individuals or groups.

The principle of universality of human rights is the cornerstone of international human rights law. This principle, as first emphasized in the Universal Declaration on Human Rights in 1948, has been reiterated in numerous international human rights conventions, declarations, and resolutions. The 1993 Vienna World Conference on Human Rights, for example, noted that it is the duty of States to promote and protect all

human rights and fundamental freedoms, regardless of their political, economic and cultural systems.

All States have ratified at least one, and 80% of States have ratified four or more, of the core human rights treaties, reflecting consent of States which creates legal obligations for them and giving concrete expression to universality. Some fundamental human rights norms enjoy universal protection by customary international law across all boundaries and civilizations.

Human rights are inalienable. They should not be taken away, except in specific situations and according to due process. For example, the right to liberty may be restricted if a person is found guilty of a crime by a court of law.

All human rights are indivisible, whether they are civil and political rights, such as the right to life, equality before the law and freedom of expression; economic, social and cultural rights, such as the rights to work, social security and education, or collective rights, such as the rights to development and self-determination, are indivisible, interrelated and interdependent. The improvement of one right facilitates advancement of the others. Likewise, the deprivation of one right adversely affects the others.

Non-discrimination is a cross-cutting principle in international human rights law. The principle is present in all the major human rights treaties and provides the central theme of some of international human rights conventions such as the International Convention on the Elimination of All Forms of Racial Discrimination and the Convention on the Elimination of All Forms of Discrimination against Women.

The principle applies to everyone in relation to all human rights and freedoms and it prohibits discrimination on the basis of a list of non-exhaustive categories such as sex, race, colour and so on. The principle of non-discrimination is complemented by the principle of equality, as stated in Article 1 of the Universal Declaration of Human Rights: "All human beings are born free and equal in dignity and rights."

Human rights entail both rights and obligations. States assume obligations and duties under international law to respect, to protect

and to fulfil human rights. The obligation to respect means that States must refrain from interfering with or curtailing the enjoyment of human rights. The obligation to protect requires States to protect individuals and groups against human rights abuses. The obligation to fulfil means that States must take positive action to facilitate the enjoyment of basic human rights. At the individual level, while we are entitled our human rights, we should also respect the human rights of others.

The international human rights movement was strengthened when the United Nations General Assembly adopted of the Universal Declaration of Human Rights (UDHR) on 10 December 1948. Drafted as “a common standard of achievement for all peoples and nations”, the Declaration for the first time in human history spell out basic civil, political, economic, social and cultural rights that all human beings should enjoy. It has over time been widely accepted as the fundamental norms of human rights that everyone should respect and protect. The UDHR, together with the International Covenant on Civil and Political Rights and its two Optional Protocols, and the International Covenant on Economic, Social and Cultural Rights, form the so-called.

A series of international human rights treaties and other instruments adopted since 1945 have conferred legal form on inherent human rights and developed the body of international human rights. Other instruments have been adopted at the regional level reflecting the particular human rights concerns of the region and providing for specific mechanisms of protection. Most States have also adopted constitutions and other laws which formally protect basic human rights. While international treaties and customary law form the backbone of international human rights law other instruments, such as declarations, guidelines and principles adopted at the international level contribute to its understanding, implementation and development. Respect for human rights requires the establishment of the rule of law at the national and international levels.

International human rights law lays down obligations which States are bound to respect. By becoming parties to international treaties, States assume obligations and duties under international law to respect, to protect and to fulfil human rights. The obligation to respect



means that States must refrain from interfering with or curtailing the enjoyment of human rights. The obligation to protect requires States to protect individuals and groups against human rights abuses. The obligation to fulfil means that States must take positive action to facilitate the enjoyment of basic human rights.

Through ratification of international human rights treaties, Governments undertake to put into place domestic measures and legislation compatible with their treaty obligations and duties. Where domestic legal proceedings fail to address human rights abuses, mechanisms and procedures for individual complaints or communications are available at the regional and international levels to help ensure that international human rights standards are indeed respected, implemented, and enforced at the local level.

The Office of the High Commissioner for Human Rights (OHCHR) works to offer the best expertise and support to the different human rights monitoring mechanisms in the United Nations system: UN Charter-based bodies, including the Human Rights Council, and bodies created under the international human rights treaties and made up of independent experts mandated to monitor State parties' compliance with their treaty obligations. Most of these bodies receive secretariat support from the Human Rights Council and Treaties Division of the Office of the High Commissioner for Human Rights (OHCHR).

Charter bodies include the former Commission on Human Rights, the Human Rights Council, and Special Procedures. The Human Rights Council, which replaced the Commission on Human Rights, held its first meeting on 19 June 2006. This intergovernmental body, which meets in Geneva 10 weeks a year, is composed of 47 elected United Nations Member States who serve for an initial period of 3 years, and cannot be elected for more than two consecutive terms. The Human Rights Council is a forum empowered to prevent abuses, inequity and discrimination, protect the most vulnerable, and expose perpetrators.

The Human Rights Council is a separate entity from OHCHR. This distinction originates from the separate mandates they were given by the General Assembly. Nevertheless, OHCHR provides substantive support for the meetings of the Human Rights Council, and follow-up to the Council's deliberations.

Special Procedures is the general name given to the mechanisms established by the Commission on Human Rights and assumed by the Human Rights Council to address either specific country situations or thematic issues in all parts of the world. Special Procedures are either an individual – a special rapporteur or representative, or independent expert – or a working group. They are prominent, independent experts working on a voluntary basis, appointed by the Human Rights Council.

Special Procedures' mandates usually call on mandate-holders to examine, monitor, advise and publicly report on human rights situations in specific countries or territories, known as country mandates, or on major phenomena of human rights violations worldwide, known as thematic mandates. There are 30 thematic mandates and 8 country mandates. All report to the Human Rights Council on their findings and recommendations. They are sometimes the only mechanism that will alert the international community on certain human rights issues.

OHCHR supports the work of rapporteurs, representatives and working groups through its Special Procedures Division (SPD) which services 27 thematic mandates; and the Research and Right to Development Division (RRDD) which aims to improve the integration of human rights standards and principles, including the rights to development; while the Field Operations and Technical Cooperation Division (FOTCD) supports the work of country-mandates.



There are nine core international human rights treaties, one of which – on enforced disappearance – has not yet entered into force. Since the adoption of the Universal Declaration of Human Rights in 1948, all UN Member States have ratified at least one core international human rights treaty, and 80 percent have ratified four or more.

There are eight human rights treaty bodies, which are committees of independent experts that monitor implementation of the core international human rights treaties. They are created in accordance with the provisions of the treaty that they monitor. OHCHR assists treaty bodies in harmonizing their working methods and reporting requirements through their secretariats.

There are other United Nations bodies and entities involved in the promotion and protection of human rights

## **Writing**

### **European courts, institutions, etc**

Each of the sections on Europe below contain either spelling mistakes, wrong words, or wrong word forms. Identify and correct these words in each case.

#### **The European Union (EU)**

(This section contains 6 mistakes)

This is a group of European nations that form a single economical community and have agreed on socialist and political cooperation. There are currently 25 member states. The Union has a Parliament and a main execution body called the European Commission (which is made up of members nominated by each member state).

#### **The Council of Europe**

(This section contains 5 mistakes)

This is one of the four bodies which form the basis of the European Union. The Council does not have fixed members, but the member states are each represented by the relevant government minister. The Council is headed by a President, and the Presidency rotates among the member states in alphabetical order, each serving a six-month period. This means that in effect each member can control the agenda of the Council, and therefore that of the European Union during their six-month period, and can try to get as many of its proposals put into legislative as it can.

#### **The European Convention on Human Rights**

(This section contains 8 mistakes)

This is a convention signed by all members of the Council of Europe covering the rights and fundamental freedoms of all its citizens, and aims to prevent violations and breaches of human rights. The convention recognises property rights, the right of citizens to privacy, the due progress of law and the principle of legal review or appeal. The key provisions are now incorporated by the Human Rights Act of 1998, which came into force in the United Kingdom in October 2000.

#### **The European Court of Human Rights**

(This section contains 9 mistakes)

This is a court that considers the rights of citizens of states which are parties to the European Convention for the protection of human

rights, and has jurisprudence over cases that cannot be settled by the European Commission of Human Rights (see below). It protects many base rights, including the right to life, freedom from fear, freedom from torture, freedom of speaking, freedom of religion worship, freedom of assemblage and association, etc. Its formal name is the European Court for the Protection of Human Rights.

### **The European Commission of Human Rights**

(This section contains 5 mistakes)

This is a body which investigates any breaches and abusings of the European Convention on Human Rights. It attempts to end griefances, especially if they contravened the articles detailed in the European Convention, and to help agrieved parties reach a settlement without recourse to the European Court of Human Rights (see above).

### **The European Court of Justice (the ECJ)**

(This section contains 10 mistakes)

This is a court set up to see that the principles of law as laid out in the Treaty of Rome are observed and applicated correctly in the European Union, and has juristic over issues of European Law. Its full name is the Court of Justice of the European Communities. The Court is responsible for settling dispites relating to European Union law, and also acting as a last Court of Appeal against judgementals in individual member states.

Court judges in the ECJ are apointed by the governments of the member states for a period of six years. These judges come from all the member states, and bring with them the legality traditions of each state. The court can either meet as a full court, or in chombers where only two or three judges are present. The court normally conducts its business in French, although if an acting is brought before the court by or against a member state, the member state can choose the language in which the case will be heard. The court can hear actions against institutionals, or actions brought either by the Commission or by a member state against another member state.

The court also acts as Court of Appeal for appeals from the Court of First Instance (CFI). The court also interprets legislation and as such acts in a semi-legislatory capacity.

*Note: most of the mistakes in this exercise are typical of mistakes made through carelessness. Always check your written work for similar mistakes. Remember that in law, careful and specific use of words (and*

*their forms and spellings) is very important. A wrong word or a wrong spelling could change everything!*

## **Human rights 1**

The Universal Declaration of Human Rights was proclaimed and adopted by the General Assembly of the United Nations in 1948. It details the rights of individual men and women to basic freedoms such as freedom of speech, freedom of religious worship, freedom from fear and hunger, etc. The Declaration has 30 sections, or articles.

### **Exercise 1:**

Here are the first ten articles in their original form. Read through them, then match words in the articles with the dictionary definitions 1–27 below the box. The words are in the same order as the definitions.

Article 1: All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood.

Article 2: Everyone is entitled to all the rights and freedoms set forth in this declaration, without distinction of any kind, such as race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status. Furthermore, no distinction shall be made on the basis of the political, jurisdictional or international status of the country or territory to which a person belongs, whether it be independent, trust, non-self-governing or under any other limitation of sovereignty.

Article 3: Everyone has the right to life, liberty and security of freedom.

Article 4: No one shall be held in slavery or servitude; slavery and the slave trade shall be prohibited in all their forms.

Article 5: No one shall be subjected to torture or to cruel, inhuman or degrading treatment or punishment.

Article 6: Everyone has the right to recognition everywhere as a person before the law.

Article 7: All are equal before the law and are entitled without any discrimination to equal protection of the law. All are entitled to equal protection against any discrimination in violation of this declaration and against any incitement to such discrimination.

Article 8: Everyone has the right to an effective remedy by the competent national tribunals for acts violating the fundamental rights granted him / her by the constitution or by law.

Article 9: No one shall be subjected to arbitrary arrest, detention or exile.

Article 10: Everyone is entitled in full equality to a fair and public hearing by an independent and impartial tribunal, in the determination of his / her rights and obligations and of any criminal charge against him / her.

1. The same (adjective)
2. The things that you should be allowed to have (noun)
3. A feeling you have that you have done right or wrong (noun)
4. To have the right to do or have something (verb)
5. Difference (noun)
6. A group of people with distinct physical characteristics or culture (noun)
7. Referring to government or party politics (adjective)
8. Having the legal power over someone or something (adjective)
9. The act of limiting something (noun)
10. The situation of being free (noun)
11. The situation of being a person who belongs to someone and works for them without payment (noun)
12. The situation of having to work very hard for someone, usually in poor conditions and with very little or no pay (noun)
13. The buying and selling of people against their will (noun: 2 words)
14. To say that something must not happen (verb)
15. Hurting someone badly so that they are forced to give information (noun)
16. Causing fear, anguish and inferiority (adjective)
17. The unfair treatment of someone because of their colour, class, religion, language, etc (noun)
18. The act of breaking a rule (noun)
19. The act of encouraging, persuading or advising someone to do something morally or legally wrong (noun)
20. A court, often one which specialises in a particular area of law (noun)
21. Basic, essential (adjective)
22. Laws and principles under which a country is governed (noun)
23. Done at random, without reason (adjective)
24. The act of keeping someone so that he / she cannot escape or enjoy freedom (noun)
25. The punishment of being made to live in another country, or another part of a country (noun)
26. Not biased or prejudiced (adjective)

## 27. Duty to do something (noun)

### **Exercise 2:**

Here are Articles 11 – 20 of the Universal Declaration of Human Rights. In each article, there are between 2 and 5 spelling mistakes or wrong words. Identify and correct these words.

Article 11: (1) Everyone charged with a penal offence has the right to be presumed innocent until proved guilty according to law in a public trial at which he / she has had all the guarantees necessary for his / her defense.

(2) No one shall be held guilty of any penal offence on account of any act or omission which did not constitute a penal offence, under national or international law, at the time when it was committed. Nor shall a heavier penalty be imposed than the one that was applicable at the time the penal offence was committed.

Article 12: No one shall be subjected to arbitrary interference with his / her privacy, family home or correspondence, not to attacks upon his / her honour and reputation. Everyone has the right to the protection of the law against such interference or attacks.

Article 13: (1) Everyone has the right to freedom of movement and residents within the borders of each state.

(2) Everyone has the right to leave any country, including his / her own, and to return to his / her country.

Article 14: (1) Everyone has the right to seek and to enjoy in other countries asylum from persecution.

(2) This right may not be invoked in the case of prosecutions genuinely arising from non-political crimes or from acts contrary to the purposes and principles of the United Nations.

Article 15: (1) Everyone has the right to a nationality.

(2) No one shall be arbitrarily deprived of his / her nationality nor denied the right to change his / her nationality.

Article 16: (1) Men and women of full age, without any limitation due to race, nationality or religion, have the right to marry and to found a family. They are entitled to equal rights as to marriage, during marriage, and at its dissolution.

(2) Marriage shall be entered into only with the free and full consent of the intending spouses.

(3) The family is the natural and fundamental group unit of society and is entitled to protection by society and state.

Article 17: (1) Everyone has the right to own property alone, as well

as in association with others.

(2) No one shall be arbitrarily deprived of his / her property.

Article 18: Everyone has the right to freedom of thought, conscience and religion: this right includes freedom to change his / her religion or believe, and freedom, either alone or in community with others and in public or private, to manifest his / her religion or belief in teaching, practise, worship and observance.

Article 19: Everyone has the right to freedom of opinion and expression: this right includes freedom to hold opinions without interference and to seek, receive and impart information and ideas through any media and regardless of frontiers.

Article 20: (1) Everyone has the right to freedom of peaceful assembly and association.

(2) No one shall be compelled to belong to an association.

### **Exercise 3:**

Here is a summary of articles 21 – 30. Using your own words and ideas, explain what you think each one means.

Article 21: Free elections, and the right to participate in government.

Article 22: Right to social security.

Article 23: Right to desirable work and to join trade unions.

Article 24: Right to rest and leisure.

Article 25: Right to adequate living standards.

Article 26: Right to education.

Article 27: Right to participate in the cultural life of the community.

Article 28: Right to peace and order.

Article 29: Duty to preserve other people's rights and freedoms.

Article 30: Freedom from interference in all of the above rights.

## **Human rights 2**

**In each of situations 1–29, one or more of the articles from the Universal Declaration of Human Rights has been broken or abused. Match each of the situations with the relevant article or articles. Choose from between Article 3 and Article 26 only.**

1. Children between the age of 5 and 11 have to go to school, but their parents must pay for it.

2. A man has his house broken into and his television stolen. He goes to the police but they tell him to go away because they have more important things to do.



3. Archie White, a magistrate, has his car stolen. The police arrest and charge the man they think is responsible. The next day the man is taken to court for an initial hearing. The chairman of the justices (the head magistrate) in the courtroom is Archie White. He tells the members of the public that they have to leave the courtroom.

4. Staff employed by Kaput Computers have to start work at 7 in the morning and work until 7 in the evening, with only a half hour break for lunch. They work from Monday to Saturday, and do not get paid leave.

5. A couple wants to have a baby. The government says that the country is overpopulated and tells them that they cannot have a baby yet.

6. A new government tells all public servants that they have to become a member of their political party. Anyone who refuses will lose their job.

7. John Doe is arrested because the police think he has killed someone. Before his trial has begun, a popular newspaper publishes an article about him (complete with photographs of his arrest) with the headline "Vicious murderer John Doe caught!"

8. Two friends, one white and one black, have been threatened with violence. They go to the police to ask for protection. The police agree to help the white man, but not the black man.

9. A journalist writes a newspaper article explaining why he opposes his country's foreign policy. He is told by the government that he has become persona non grata, he must leave the country immediately and never return.

10. A woman who lives in a capital city wants to visit her sick father, who lives 200 km away. She is told that she cannot leave the city to visit him.

11. A poor man murders someone and is sent to prison. A rich man commits a murder in similar circumstances but is allowed to go free.

12. A robber is sent to prison for 5 years. While he is in prison, the government confiscates all his belongings, and then destroys his house.

13. A man travels to another country where he asks to stay because he is frightened of remaining in his home country. He is immediately sent back to the country he came from.

14. The Republic of Istanata has never given women the right to vote.

15. At a party, a woman tells a group of friends that she thinks the

government of her country is corrupt and incompetent. The next day she is arrested and never seen again.

16. A newspaper editor dislikes a famous popular actress, so publishes an article about her. The article describes the actress as 'ugly, stupid, greedy and unable to act'.

17. A group of about 200 people hold a meeting in a public building to discuss their government's policies. The police arrive and arrest them all.

18. The government intercepts, opens and reads one of their key opponent's letters and other mail.

19. A famous political author writes a book criticising the police. She then leaves her home to go on a tour to promote her book. While she is away, the police start harassing her husband and children.

20. A husband and wife get divorced. The law in their country says that in any divorce case the man automatically gets custody of the children.

21. A woman joins a trade union. The company she works for discovers this and immediately dismisses her.

22. A man loses his job and cannot find work. His country does not offer financial support for people who are out of work.

23. A 17-year-old boy murders someone a few days before his 18th birthday. He is arrested, and six months later the case goes to court. His country has the death penalty for murder if the murderer is 18 or over. The judge sentences him to death and he is executed.

24. A policeman does not like the look of a young man sitting on a park bench, so arrests him, takes him to the police station and puts him in a police cell.

25. The police suspect that a man is a member of a terrorist organisation. They hit him, deprive him of food, water and sleep, and burn him with cigarettes until he confesses.

26. A poor man borrows money from a wealthy factory owner. He is unable to pay the money back.

The factory owner takes the man's 12-year-old son and makes him work in the factory to pay off the debt.

27. A new government closes all the churches, temples, mosques and synagogues in its country, and forbids anyone from attending services there.

28. A family want to take a holiday abroad, and apply for passports. They are told that they cannot have passports and cannot go abroad.

29. Mr Smith and Ms Jones do exactly the same job for the same

company. They have the same qualifications and the same experience. Mr Smith receives .35,000 a year, and Ms Jones receives .28,000 a year.

## Grammar Practice

Complete the sentences using the Present Perfect Simple or Present Perfect Continuous of the words in the box.

break   grow   make   play   put up   lose

1. My young brother \_\_\_\_\_ three centimeters this month.
2. The young children \_\_\_\_\_ a snowman all morning.
3. I \_\_\_\_\_ my arm twice in two years.
4. I'm tired. I \_\_\_\_\_ tennis all afternoon.
6. Have you got any money? I \_\_\_\_\_ my wallet.
6. They \_\_\_\_\_ their tent for over an hour now and they still haven't finished.

Complete the questions. Use the Present Perfect Simple or Present Perfect Continuous.

**Example:** *I've saved some money. How much have you saved? How long have you been saving?*

1. Mike is losing his hair.  
How long \_\_\_\_\_ his hair?  
How much hair \_\_\_\_\_?
2. I'm looking for a flat.  
How many flats \_\_\_\_\_ at?  
How long \_\_\_\_\_?
3. Annie is doing her homework.  
How long \_\_\_\_\_ it?  
How much homework \_\_\_\_\_?
4. \_\_\_\_\_ They're playing tennis.  
How long \_\_\_\_\_?  
How many games \_\_\_\_\_?

Supply affirmative responses for the following questions using the cues in parentheses. Depending on the cue, use *for*, *since*, or *all + a time period*.

**Examples:**

*Is she still typing those letters? (two hours)*

*Yes. She's been typing them for two hours.*

*Is it raining? (one o'clock)*

*Yes. It's been raining since one o'clock.*

*Is he still trying to call New York? (all morning)*

*Yes. He's been trying all morning.*

1.	Is he really the president of Apex Inc.?	(1976)
2.	Are you feeling sick?	(all week)
3.	Is Paul still studying?	(one o'clock)
4.	Is he still wearing that same shirt?	(two days)
5.	Are the children still sleeping?	(four o'clock)
6.	Are they still arguing?	(all evening)
7.	Are they married?	(several years)
8.	Is he still waiting for that phone call?	(two o'clock this afternoon)
9.	Is that woman still talking on? the phone	(an hour and a half)
10.	Is your brother still working on his car?	(two days)

**Complete the following using the Present Perfect, an appropriate verb, and either *for* or *since*.**

**Examples:**

*He \_\_\_ TV \_\_\_ an hour.*

*He's been watching TV for an hour.*

*She \_\_\_ for the bus \_\_\_ two o'clock.*

*She's been waiting for the bus since two o'clock.*

1. Denise \_\_\_ in Boston \_\_\_ 1967.
2. They \_\_\_ for the Ford Motor Company seven years.
3. The secretary \_\_\_ those letters \_\_\_ an hour and a half.
4. We \_\_\_ swimming lessons \_\_\_ last summer.
5. They \_\_\_ in the doctor's office \_\_\_ two hours.
6. She \_\_\_ for her exams \_\_\_ last month.
7. Harry \_\_\_ on the phone \_\_\_ three o'clock.
8. He \_\_\_ cough medicine \_\_\_ a long time.
9. Janet \_\_\_ for the French test \_\_\_ a week.
10. She \_\_\_ basketball \_\_\_ eight o'clock.

**Complete the following questions using *How long* . . . and a logical verb in the Present Perfect Continuous tense.**

**Example:** *you / piano lessons?*

*How long have you been taking piano lessons?*

1. you / your vacations in Miami?
2. they / out together?
3. Janis / in that apartment

4. he / Shine hair cream?
5. Bob / glasses?
6. he / in that factory?
7. they / love letters to each other?
8. you / your clothes in that department store?
9. you / concerts?
10. he / for his final exams?

**Complete the following using the Present Perfect. Use *know* in the first section, *have* in the second, and *be* in the third.**

*Examples: I \_\_\_\_\_ Margaret \_\_\_\_\_ children.*

*I've known Margaret since we were children.*

*Mary \_\_\_\_\_ that typewriter \_\_\_\_\_ 1978.*

*Mary has had that typewriter since 1978.*

*He \_\_\_\_\_ a doctor \_\_\_\_\_ 1960.*

*He's been a doctor since 1960.*

### **Know**

1. I \_\_\_\_\_ him all my life.
2. My husband \_\_\_\_\_ them \_\_\_\_\_ twenty-five years.
3. How long \_\_\_\_\_. Janis \_\_\_\_\_ your brother?
4. They \_\_\_\_\_ each other \_\_\_\_\_ 1965.
5. How long \_\_\_\_\_ you and Bob \_\_\_\_\_ each other?

### **Have**

1. He \_\_\_\_\_ that car \_\_\_\_\_ ten years.
2. I \_\_\_\_\_ a headache \_\_\_\_\_ I got up.
3. They \_\_\_\_\_ that yacht \_\_\_\_\_ last year.
4. She \_\_\_\_\_ a sore throat all week.
5. I \_\_\_\_\_ these glasses \_\_\_\_\_ October.

### **Be**

1. How long \_\_\_\_\_ he \_\_\_\_\_ in the hospital?
2. They \_\_\_\_\_ at home all day.
3. I \_\_\_\_\_ a student \_\_\_\_\_ four years.
4. She \_\_\_\_\_ in England \_\_\_\_\_ two weeks.
5. How long \_\_\_\_\_ Bob \_\_\_\_\_ an accountant?

**Complete the following.**

1. How long \_\_\_\_\_ they \_\_\_\_\_ for the bus?
2. \_\_\_\_\_ he \_\_\_\_\_ French lessons long?

3. He's a good friend of mine. I \_\_\_\_\_ him for ten years.
4. Phyllis \_\_\_\_\_ sick ever since she had dinner at that new restaurant.
5. How long \_\_\_\_\_ your brother \_\_\_\_\_ a psychiatrist?
6. Doctor! You have to help me! I \_\_\_\_\_ this stomach ache for three days.
7. \_\_\_\_\_ they \_\_\_\_\_ married long?
8. Nancy \_\_\_\_\_ on the phone all morning.
9. How long \_\_\_\_\_ she \_\_\_\_\_ as a secretary?
10. Those children \_\_\_\_\_ television all evening.

**Write about the following inventions. Mention the name of the inventor and tell how long people or certain groups of people have been using each invention.**

*Example: People have been wearing nylon since the Du Pont laboratories invented it in 1937.*

*People have been wearing nylon for nearly fifty years, ever since the Du Pont laboratories invented it in 1937.*

### **FAMOUS INVENTIONS**

1. stethoscope	Лаллпес	1819
2. piano	Cristofori	1709
3. aspirin	Dreser	1893
4. phonograph	Edison	1877
5. ballpoint pen	Loud	1888
6. margarine	Миге-Mouries	1869
7. bifocal lenses	Ben Franklin	1784
8. motorcycles	Daimler	1885
9. electric razor	Schick	1931
10. long playing records	Goldmark	1948

**Pedro da Costa says, "I've been living in the U.S. for two years, and working at Jackson's Bookstore for three months. I've been studying English at night for two months now . . ."**

**Write ten facts about yourself, using the Present Perfect continuous to refer to *where you live, your job, studies, hobbies, habits.***

## **Additional Reading**

**Read the text. Make a plan. Write out 50 words and word combinations from the text. Write a summary of the text.**

### **The United Nations Human Rights System I**

#### **Universal Declaration of Human Rights**

The Universal Declaration of Human Rights (UDHR) is one of the first international documents to be based on the idea that rights are guaranteed to each human being. Most previous international declarations and treaties were based on the idea of positivism, whereby rights are only recognized once they have been set forth in national legislation. Like the UN itself, the UDHR was written with the aim of establishing world peace by promoting human rights. Originally, the UDHR brought together 58 distinct geographic, cultural and political backgrounds in the formation of one universal document. Although the UDHR is not legally binding it has created international human rights standards that are codified in various international treaties.

The Universal Declaration of Human Rights was drafted between January 1947 and December 1948. Its text was composed by the then eight-member Commission on Human Rights headed by Eleanor Roosevelt, and sought to include the whole spectrum of human rights: from cultural, social and economic to civil and political rights. Following over 1,400 votes modifying the document's text, the UN General Assembly unanimously passed the Declaration on December 10, 1948, with eight abstentions to the vote, coming from Belarus, Czechoslovakia, Poland, Saudi Arabia, South Africa, the Soviet Union, Ukraine, and Yugoslavia.

The UDHR consists of 30 articles specifying basic rights guaranteed to each individual. The first two articles establish the document's premise, that all humans share universal equality, and that this equality is based on the fundamental dignity bestowed upon humanity. This equality of human dignity translates to universality of human rights. Included in the notion of universality is the idea that these rights are automatically extended to everyone and may not be denied for any reason or because of any action an individual may commit.

Article 1 states: "All human beings are born equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood."

Article 2 continues: "Everyone is entitled to all the rights and freedoms set forth in this Declaration, without distinction of any kind

such as race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status.”

Articles 3 through 21 specify civil and political rights. In these articles, rights set forth include the right to life, liberty, a fair trial, free speech, privacy, of personal security, and of movement, as well as freedom from slavery, torture, and arbitrary arrest.

Articles 22 through 27 provide for economic, social and cultural rights. These rights are specified as an indispensable aspect of an individual’s life, being necessary for one’s dignity and personal development, and include economic rights such as the right to social security, economic work-related rights, fair payment and leisure; social rights such as the right to an adequate standard of health, well-being and education; and cultural rights, such as the right to participate in cultural life.

Finally, Articles 28 through 30 establish a general framework to provide for the enjoyment of human rights: the recognition of the right to a social and international system that promotes human rights; a statement that humans have obligations to the community along with fundamental rights; and a reminder that no state or individual may utilize the Declaration to promote goals contrary to the mission or goals of the UN.



# Unit 14. The Trial

## Warming Up

### Try these ten tough tongue twisters today

It's time to test your tongue-twisting talent today. With a classmate or two, try to clearly say each tongue twister. Then, using a dictionary if you need to, revise these ten tongue twisters so they sound nothing like the original, but they still have the same meaning. When a proper name is used, retain it in the revision. Write the revised editions on the appropriate lines. Have fun!

1. Nice, neat Neal knelt near Nellie for nearly ninety-nine minutes.
2. The sixth sick sheik's sixth sheep's sick.
3. Friendly, funny Fred found fifty-five fearless female firefighters.
4. Toy boat. Toy boat. Toy boat.
5. Barbara Bobrow's brother borrowed Bill Bentley's big bicycle.
6. Shy Suzy sat on a sandy, shellacked shell Saturday.
7. Old oily oilmen ought to avoid autos, Ollie.
8. Pathetic Peter probably pilfered plenty of pickled peppers.
9. Slowly, steadily, and surely, Sherry said she saw the big black bear.
10. Go grapple Greg's gorilla, Gary.

## Language presentation

Make sentences from the chart below.

I My teacher My leg The plants The house	was in a mess was late for work was hungry was angry hurt went to bed early apologized	because	I we my alarm clock	had hadn't	fallen over playing tennis. gone off. had a busy day. done the homework. forgotten to water them. tidied up after the party, been rude the day before, had any breakfast.
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**Write the names of the tenses of the verbs in italics in the spaces beneath.**

<b>Direct statements</b>	<b>Reported statements</b>
I often play tennis. <u>Present Simple</u> She's staying with her aunt. _____	She said (that) she often <i>played</i> tennis. _____
She went to N Moscow alone. _____	He said (that) she <i>was staying</i> with her aunt. _____
He's gone home. _____	He said (that) she <i>had gone</i> to Moscow alone. _____
I'll go with Anna. _____	She said (that) he <i>had gone</i> home. _____
_____	He said (that) he <i>would go</i> with Anna. _____

**What tense change takes place from direct to reported speech?**

**Which two tenses in direct speech change to the same tense in reported speech?**

**Now study the chart on direct and reported questions. When you have answered the grammar questions below, try to complete the chart.**

<b>Direct questions</b>	<b>Reported questions</b>
Where's John?	He asked where John was.
How many cigarettes do you smoke?	She asked how many cigarettes I smoked.
Why did Anna go to Moscow?	He asked why Anna had gone to Moscow.
Have you seen Jim?	He asked if I had seen Jim.
Do you like whisky?	_____
Why are you laughing?	_____
Where has John gone?	_____
Who did Anna meet?	_____

**How is the punctuation different in direct and reported questions?**

**What changes in word order are there?**

**What word is used in reported questions when there is no question word in the direct question?**

## **Text**

**Divide the class into three groups. Each group reads the text and make the scheme of the trial process. One representative from each group reports about the trial process. The rest of the class are ready to add the facts and stages and / or continue. Law glossary at the end of the book will be in help.**

## **Summary of the Trial Process**

The many rituals associated with modern trials have developed over centuries.

America's common law heritage makes it possible for all states and the federal government to follow a largely uniform set of procedures. In summary form, those procedures are as follows:

**Judge or jury:** The defense and prosecution decide whether they want the case tried by a judge or a jury.

**Select the jury:** If a jury trial, the defense and prosecution select the jury through a question and answer process called voir dire.

**Address evidence issues:** The defense and prosecution request the court in advance of trial to admit or exclude certain evidence (these requests are called motions in limine).

**Opening statements:** The prosecution and then the defense make opening statements to the judge or jury.

**Prosecution case-in-chief:** The prosecution presents its main case through direct examination of prosecution witnesses by the prosecutor.

**Cross-examination:** The defense crossexamines the prosecution witnesses.

**Redirect:** The prosecution reexamines its witnesses (called redirect).

**Prosecution rests:** The prosecution rests its case.

**Motion to dismiss:** The defense has the option of making a motion to dismiss the charges.

**Motion to dismiss denied:** Almost always, the judge denies the defense motion to dismiss.

**Defense case-in-chief:** The defense presents its main case through direct examination of defense witnesses.

**Cross-examination:** The prosecutor cross-examines the defense witnesses.

**Redirect:** The defense reexamines the defense witnesses.

**Defense rests:** The defense rests its case.

**Prosecution rebuttal:** The prosecutor offers evidence to rebut the defense case (called rebuttal).

**Instructions settled:** The prosecution and defense get together with the judge and figure out what instructions the judge should give the jury.

**Prosecution closing argument:** The prosecution makes its closing argument, summarizing the evidence as the prosecution sees it, and explaining why the jury should render a guilty verdict.

**Defense closing argument:** The defense makes its closing argument, summarizing the evidence as the defense sees it, and explaining why the jury should render a not guilty verdict (or at least a guilty verdict on a lesser charge).

**Jury instructed:** The judge instructs the jury about what law to apply to the case and how to carry out its duties. (Some judges “preinstruct” juries, reciting instructions before closing argument or even at the outset of trial.)

**Jury deliberations:** The jury (if it is a jury trial) deliberates and tries to produce a verdict by (usually) unanimous agreement.

**Posttrial motions if guilty verdict:** If the jury produces a guilty verdict, the defense often makes posttrial motions (requesting the judge to override the jury and either grant a new trial or order the defendant acquitted).

**Posttrial motions denied:** Almost always, the judge denies the defense posttrial motions.

**Sentencing if guilty verdict:** Assuming a conviction, the judge either sentences the defendant on the spot, or sets sentencing for another day.

## **The Trial Process**

When attending a criminal or civil trial, who or what can you expect to see?

### **The Participants**

**Judge:** acts as a legal referee to ensure that proper trial procedure is followed and issues rulings on points of law. In a bench trial, the judge gives the verdict in place of a jury.

**Jury:** present if demanded in a civil case and present in a criminal case unless waived by the defendant.

Once a juror appears for jury duty, the juror is assigned a panel number. Panels are divided randomly into groups of 6 or 18. The juror then takes part in an orientation program explaining the trial process which includes watching an orientation videotape.

When a trial is ready to begin, the judge sends the deputy sheriff to the jury room to request potential jurors. The judge generally requests a group of 6, 12, 18 or 36 jurors. Jurors, chosen by panel number, are sent to the courtroom to be questioned by the judge and the attorneys to determine the juror's ability to keep an open mind and be fair. Eventually a jury panel of 12 is selected. In some instances, two alternate jurors are also chosen. They are present throughout the trial but do not deliberate unless taking the place of an absent jury member. Any jurors not selected to sit on the courtroom panel return to the jury room and may be sent to a new courtroom to be questioned for another trial.

The Circuit Court operates on a one day or one trial system. This means that if a juror is not selected to serve on a jury by the end of the day, the juror is not required to return the next day. Jury service is considered fulfilled and the juror will not be called for at least another year. However, jurors chosen to sit on a panel in a particular courtroom for a particular trial are required to serve for the duration of that trial.

While the trial judge determines the evidence and instructs the jury as to the law, the jurors are responsible for deciding the facts, following the law and rendering a final decision.

**Plaintiff:** in a civil case, the person who files the complaint.

**Defendant:** person against whom a civil or criminal complaint is filed.

**Prosecutor:** in a criminal case, the Cook County State's Attorney's Office acts as the legal representative of the people of the State of Illinois in prosecuting the accused defendant. Certain cases may be prosecuted by municipal prosecutors.

**Witness:** gives testimony during the trial relating to the case.

**Court Reporter:** records every word spoken during the trial on a stenograph machine or a recording device.

**Deputy Sheriff:** keeps order in the court, guards defendants in criminal cases and maintains custody of the jury.

**Clerk:** swears in witnesses and maintains court orders and exhibits in a trial.

## **Trial Proceedings**

Most trials have five stages:

### **Stage 1**

#### **Jury Selection**

The judge and attorneys question the jurors sent to the courtroom until a panel of twelve is agreed upon by all sides. The questioning is designed to excuse jurors who might have difficulty in rendering a fair and impartial verdict in that particular case.

### **Stage 2**

#### **Opening Statements**

These are brief statements made by the attorneys to the jury in which the attorneys outline the facts as they see them and what they hope to prove. The attorneys are not considered witnesses and their statements are not evidence. The plaintiff's attorney in a civil case or the prosecutor in a criminal case gives the first statement and the defense attorney follows.

### **Stage 3**

#### **Presentation of Evidence**

Witnesses for the plaintiff in a civil case or for the prosecution in a criminal case testify first, witnesses for the defense testify next and any rebuttal witnesses testify last. Each witness is sworn to tell the truth. The attorney who calls the witness asks questions in direct examination. The attorney for the opposing side then questions the witness in cross-examination. The purpose of this questioning is to elicit evidence. Exhibits and physical objects such as photographs and x-rays are also presented at this time as evidence.

### **Stage 4**

#### **Closing Arguments**

This is the final opportunity for the attorneys to address the jury. The plaintiff's attorney in a civil case or the prosecutor in a criminal case proceeds first. The attorney analyzes the evidence and attempts to convince the jury to decide in favor of his or her side of the case. The defense attorney follows with his or her argument, attempting to do the same. Finally, the plaintiff's attorney or prosecutor has the opportunity to present a rebuttal to the defense attorney's argument.

## **Stage 5**

### **Jury Deliberations**

The judge instructs the jury on the law they must apply in the particular case. Jurors then retire from the courtroom to deliberate in secret. When the jurors reach a verdict, the jury foreman who is elected by fellow jurors informs the deputy sheriff that a decision has been reached. The jury returns to the courtroom and the verdict is read aloud to the parties.

### **Criminal trial process**

*Learn about the criminal trial process, from the arrest to the verdict, a step by step synopsis of a criminal court trial.*

The process of a criminal trial starts when an individual is arrested, or charges are filed for a warrant. Within 2 to 48 hours of initial arrest, the defendant must have his informal arraignment. During this time, the defendant is informed of the charges against him. If the defendant has not already been mirandized, he will be informed of his rights. Even if this has already taken place, he will be informed again of his right to counsel. If the charge is not murder, bail will be set. If the charge is for murder, bail may be set, at the discretion of the judge. The defendant will then be notified of when and where to appear next, then will be allowed to leave if bail has been set, or he will be remanded into custody.

The next step is the preliminary hearing, if the case is on the state level. This takes place usually 7 to 10 days after the informal arraignment. The defendant goes before a district justice, whom determines if the case merits going any farther. The prosecution must prove by a prima facie case that the charges are valid. The prosecution will call witnesses and show evidence. Typically the defense will not.

If the case is to be remanded to federal court, there is not a preliminary hearing. Instead, the defendant goes before a grand jury. The grand jury is made up of 23 citizens. Grand jury hearings are private. The public may not attend, nor may reporters be present. In fact, the defendant's lawyer may not even be present. However, the defendant may leave the courtroom to confer with his attorney when he feels the need. Unlike actual trials, guilt may be inferred by the defendant exercising his right not to testify.

Within the next 30 days, the formal arraignment takes place. The filing of Informations, which is a list of those charges accepted in the preliminary trial, are recorded. The defendant may then plead for each charge. Typically, defendants plead not guilty, or stand mute.

After 30 more days pass, the pre-trial conference is held. Both the defense and prosecuting lawyers meet with the Judge. While pre-trial motions should have already been filed, most lawyers wait until now to file them. The judge typically allows this to avoid the possibility of an appeal.

This leads to the guilt phase, assuming the defendant decided not to plead “not guilty” during the formal arraignment. Pleas may be open, meaning they have no involvement from the prosecution, or they may be negotiated. If the defense negotiates a plea with the prosecution, the judge must approve it as well. If the defendant pleads ‘Guilty’, he is admitting to factual guilt. The defendant may also plea ‘nolo contendere’ which means no contest. This means the defendant will accept any sentence handed down, but does not admit factual guilt. It is no different than a guilty plea for this hearing, but prevents a later trial from using a guilty plea against him. Further, the defendant may also plead conditionally, stating he will plead guilty but wishes to keep certain appeal rights he would usually lose. Finally, the last guilt type plea is that of an Alford plea. In an Alford plea the defendant is pleading guilty, but asserting factual innocence. This happens when a defendant says he is innocent, but will plead guilty to a lesser charge to avoid the possibility of a death sentence.

If the defendant had not pleaded guilty, and instead stated he was not guilty, the case would move onto the trial phase. First a jury must be selected. The process of jury selection is known as the Voir Dire. The group from who are eligible to be picked to serve on the jury is known as the Venire. The jury may be kept sequestered, meaning they are isolated from the media while the trial takes place to keep them impartial.

At the next step, the judge will give opening instructions to the jury. This step is optional. However, it usually takes place, since most jurors will not be experts on the law and will need concepts explained.

Next, the opening statements are heard. The point of the opening statements are for the attorneys to form a relationship with the jury, as well as establish credibility. The prosecution goes first, followed by the defense.

The case-in-chief follows. This is the evidentiary section of the trial. The prosecution will call their witnesses, one at a time. For each witness, the prosecution will perform a direct examination. The attorney will attempt to establish the facts of the case with these witnesses, as well as using their testimony to being in physical evidence. During direct examination, the witness may not be led. After the prosecution is done with one of its



witnesses, the defense may cross-examine. He will attempt to challenge the credibility of the witness. During a cross-examination, leading the witness is allowed. At this point, the prosecution may re-direct, to try to clear up any issues with the witness the defense may have created. Of course, then the defense may re-cross. This can go on endlessly until both sides are done with a witness, and the next is called.

After the prosecution rests, the jury is excused. At this point, the lawyers will argue over evidence with the judge, and usually the defense will ask for a motion of demurrer. This is a motion to have the case dismissed due to a lack of evidence. If the judge accepts the motion, the defendant is held as not guilty. If the judge does not accept the motion, the Defense attorney may begin his case. He will then call his witnesses, and directly examine them. The rolls of the lawyers have reversed, with the defense directly examining, and the prosecution in the roll of cross-examining.

Once the defense rests, the prosecution will then start its rebuttal. The purpose of this is to comment on evidence used by the defense. For example, if the defense calls a witness to establish an alibi, during rebuttal the prosecution may have a witness testify that the alibi is not true. The defense may then have a surrebuttal, to further argue points. It can go on back and forth infinitely until both sides are satisfied.

Once both sides have finished, closing statements begin. On the state level, the defense goes first, and then the prosecution gives its closing statements. For federal courts, the prosecution gives their statements, followed by the defense, and then the prosecution may give another statement.

The judge will then give closing instructions to the jury on how to proceed. The jury will come back with a verdict once a unanimous 12 to 0 decision is reached. The judge will poll the jury, to verify each juror has come to the same decision. If the verdict is not guilty, the defendant is free to go. If he is found guilty, and he is sentenced to serve time, he will be remanded into custody.

## Writing

### Criminal procedure

**Here are the various stages of a criminal trial. Read through them, and try to remember as much information as possible. Then cover this page, and try to complete the same sentences on the next page with the information that has been removed.**

When the accused knows that he is going to stand trial, he asks a solicitor to prepare his case.

The information collected is then given to a barrister who will defend him in court.

In a criminal case, the police will have their own barrister, who is known as the Crown Prosecutor.

These two barristers are referred to throughout the trial as counsel for the defence and counsel for the prosecution.

Before the trial begins, the counsels review their evidence and decide how to present their case.

Members of the jury, when required, are selected and briefed on their duties. A date for the trial is arranged.

At the beginning of the trial, the judge asks the defendant how he pleads: "guilty" or "not guilty".

Both counsels then address the jury with a summary of what they believe is true, and explain what the jury will hear at the trial.

The counsel for the prosecution then calls and questions witnesses. The counsel for the defence can cross-examine these people. The defendant will also be questioned by both counsels.

At the end of the trial, the counsels summarise the facts as they see them, and the jury then retires to deliberate in private.

When the jury has reached its verdict, it returns to the court and the foreman of the jury delivers the verdict to the court.

If the defendant is found to be "not guilty", he is acquitted.

However, if the jury's verdict is "guilty", the defendant is convicted and sentenced by the judge.

The defendant may have to serve a custodial sentence (in other words go to prison), he may be given a suspended sentence, or he may be fined (or a combination of two of these).

If the defendant is not happy with the decision of the court, he is free to appeal to a higher court. The highest courts for appellants in England and Wales are the House of Lords and the Court of Justice of the European Communities (also called the European Court of Justice, or ECJ for short).

**When you are doing this exercise, try not to refer back to the previous page until you have completed it.**

When the \_\_\_\_\_ knows that he is going to stand trial, he asks a \_\_\_\_\_ to prepare his \_\_\_\_\_.

The information collected is then given to a \_\_\_\_\_ who will \_\_\_\_\_ him in court.

In a criminal case, the police will have their own barrister, who is known as the \_\_\_\_\_ (2 words).

These two barristers are referred to throughout the trial as \_\_\_\_\_ (4 words) and \_\_\_\_\_ (4 words).

Before the trial begins, the counsels review their \_\_\_\_\_ and decide how to present their case.

Members of the \_\_\_\_\_, when required, are selected and \_\_\_\_\_ on their duties. A date for the trial is arranged.

At the beginning of the trial, the judge asks the defendant how he \_\_\_\_\_: " \_\_\_\_\_ " or " \_\_\_\_\_ " (2 words).

Both counsels then address the jury with a \_\_\_\_\_ of what they believe is true, and explain what the jury will hear at the trial.

The counsel for the prosecution then calls and \_\_\_\_\_ . The counsel for the defence can \_\_\_\_\_ (2 words joined by a hyphen) these people. The defendant will also be questioned by both counsels.

At the end of the trial, the counsels summarise the facts as they see them, and the jury then \_\_\_\_\_ to \_\_\_\_\_ in private.

When the jury has reached its \_\_\_\_\_, it returns to the court and the \_\_\_\_\_ of the jury delivers it to the court.

If the defendant is found to be 'not guilty', he is \_\_\_\_\_.

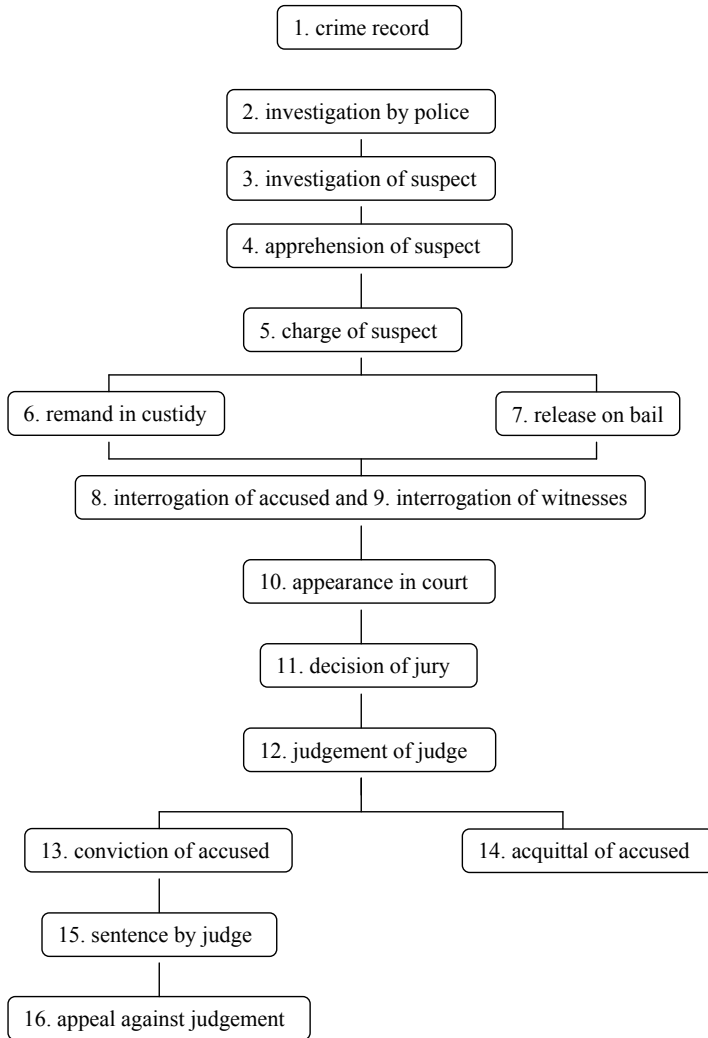
However, if the jury's verdict is "guilty", the defendant is \_\_\_\_\_ and \_\_\_\_\_ by the judge.

The defendant may have to serve a \_\_\_\_\_ sentence (in other words go to prison), he may be given a \_\_\_\_\_ sentence, or he may be \_\_\_\_\_ (or a combination of two of these).

If the defendant is not happy with the decision of the court, he is free to \_\_\_\_\_ to a higher court. The highest courts for \_\_\_\_\_ in England and Wales are the House of \_\_\_\_\_ and the Court of Justice of the European Communities (also called the European Court of Justice, or \_\_\_\_\_ for short).

## **Criminal Procedure**

**In the previous test we looked at the typical stages in criminal procedure. In this test, we will look at what happens at each stage. Below is the completed flowchart of the current procedure. Match each step to its correct definition.**



\_\_\_\_\_ 7 \_\_\_\_\_ the police free the person alleged to have committed the crime on condition that the accused appears at court at a future date

\_\_\_\_\_ the jury panel make a decision whether they believe (beyond reasonable doubt) that the accused committed the crime of which s / he is accused

\_\_\_\_\_ the judge decides punishment  
 \_\_\_\_\_ the police carry out a systematic examination of the person who may have committed a crime  
 \_\_\_\_\_ the police receive information that a crime may have been committed  
 \_\_\_\_\_ the police make a claim of wrongdoing against the person alleged to have committed the crime  
 \_\_\_\_\_ the police carry out further questioning of the person alleged to have committed the crime  
 \_\_\_\_\_ the defendant is found not guilty of the charge  
 \_\_\_\_\_ the accused comes to court to face charges  
 \_\_\_\_\_ the police carry out a detailed enquiry into the alleged crime  
 \_\_\_\_\_ after being found guilty, the accused brings an action to clear his/her name or to reduce the sentence  
 \_\_\_\_\_ the police arrest the person who is alleged to have committed the crime  
 \_\_\_\_\_ the police detain the person alleged to have committed the crime  
 \_\_\_\_\_ the judge makes a judicial decision  
 \_\_\_\_\_ the police collect evidence against the accused from those who can give evidence  
 \_\_\_\_\_ the defendant is found guilty

## Grammar Practice

### Reported speech

Some of these sentences are correct, and some have a word which should not be there. If the sentence is correct, put a tick (✓). If it is incorrect, cross the unnecessary word out of the sentence and write it in the space.

#### Examples:

*You promised you wouldn't be late.*

*Susan thought '~~That~~ I can't understand what's happening.      that*

1. Do you know me what time the coach leaves?
2. Robert wanted to know if did the price included breakfast.
3. Anna insisted on showing us her photos.
4. Someone asked us whether that we had eaten lunch.
5. Nancy told me she had started the job the week before.
6. Nigel said me he wanted to come with us.
7. My friend said she did liked her new flat.
8. Martin asked us for not to wake the baby.

**Complete each sentence by reporting what was said to you yesterday. Use *said* and change the tense in the reported speech.**

**Example:**

*Polly: I'm really tired.*

*When I saw Polly yesterday, she said she was really tired.*

1. Tessa: I feel quite excited.

When I saw Tessa yesterday, \_\_\_\_\_.

2. Nigel: I can't remember the code word.

When I saw Nigel yesterday, \_\_\_\_\_.

3. Robert: I won't be at the next meeting.

When I saw Robert yesterday, \_\_\_\_\_.

4. The twins: We've got a problem.

When I saw the twins yesterday, \_\_\_\_\_.

5. Michelle: I've been swimming.

When I saw Michelle yesterday, \_\_\_\_\_.

6. Your friends: We would like to be in the show.

When I saw my friends yesterday, \_\_\_\_\_.

7. Adrian: I don't need any help.

When I saw Adrian yesterday, \_\_\_\_\_.

8. Susan: My sister is coming to see me.

When I saw Susan yesterday, \_\_\_\_\_.

**Report the sentences. They were all spoken last week. Use the verbs in brackets.**

**Examples:**

*Anna to Janet: Don't forget to sign the form, (remind)*

*Anna reminded Janet to sign the form.*

*Robert: What time will the office close this evening? (ask)*

*Robert asked what time the office would close that evening.*

1. A policeman to Christopher: Stop shouting, (tell)

2. Tessa: It was me. I ate all the cake yesterday, (admit)

3. Adrian: I'm sorry I was rude, (apologize)

4. Simon to Susan: Would you like to join me for lunch? (invite)

5. Martin to Nancy: Did someone ring you an hour ago? (ask)

6. Peter: I really must leave, (insist)

**Change the following questions into reported speech. Remember to use the correct word order, and begin each sentence with "He / She asked me . . ."**

**Examples:** *"Where's the nearest post office?" she asked. She asked me where the nearest post office was.*

1. "How old is your English teacher?" he asked.
2. "What's your brother's address?" she asked.
3. "How much are the brown leather boots?" she asked.
4. "What time is it?" he asked.
5. "What are your qualifications for the job?" he asked.
6. "How old are your children?" she asked.
7. "What's your phone number?" he asked.
8. "What time is the next train to Boston?" she asked.
9. "Where's our alarm clock?" he asked.
10. "Where are the other students?" she asked.

**The following sentences in direct speech are composed of two parts. Change them to reported speech, using the example as a model.**

**Example:** *"I'm a language teacher, but I've never taught French before."*  
*She said (that) she was a language teacher, but that she had never taught French before.*

1. "I'm going to the post office, but I'll be back in a few minutes."
2. "I've been working hard, and I'm ready for a vacation!"
3. "I was born in Canada, but I haven't lived there for years."
4. "I don't really understand what your problem is, but I'll try to help you anyway."
5. "I usually sleep about eight hours every night, but I still feel tired when I get up in the morning."

**Change the following questions to reported speech. Make sure to leave out the auxiliary verb, and make all necessary changes in the other verbs.**

**Examples:** *"Do you always buy your clothes in that boutique?" she asked.*

*She asked me if I always bought my clothes in that boutique.*

*"What time did Carl and Bonnie get home?" he asked.*

*He asked me what time Carl and Bonnie got home.*

1. "Where do you live?" he asked.
2. "Does the apartment have two bedrooms?" she asked.
3. "What time did the film begin?" he asked.
4. "Did a package come for me this morning?" she asked.
5. "Where did he go after he left the bank?" he asked.
6. "What did Sheila wear to the party?" she asked.
7. "How many children do you have?" he asked.
8. "Do you often drive to the beach on the weekends?" he asked.
9. "How much money did Bill win at the casino?" she asked.
10. "Does Peter always get up so late?" she asked.

**Change the following to reported speech. Use the examples as models.**

**Examples:** "The radio is too loud! Turn it down!"

She said (that) \_\_\_\_\_ and told me \_\_\_\_\_

She said that the radio was too loud and told me to turn it down.

"I don't want to be late for work. Will you call me a taxi?"

He said (that) \_\_\_\_\_ and asked me if \_\_\_\_\_

He said that he didn't want to be late for work and asked me if I would call him a taxi.

1. "I can hear the police coming! Hide the money!"

He said (that) \_\_\_\_\_ and told me \_\_\_\_\_

2. "I don't know where the children are. Do you?"

She said (that)-and asked me if \_\_\_\_\_

3. "I'll give you twenty dollars. Don't spend it all!"

She said (that) \_\_\_\_\_ and told me \_\_\_\_\_

4. "Mrs. Jones isn't at home. Can you call a litde later?"

She said (that) \_\_\_\_\_ and asked me if \_\_\_\_\_

5. "I've been waiting for two hours. Will you get me a cup of coffee?"

He said (that) \_\_\_\_\_ and asked me if \_\_\_\_\_

**You have received the following letter. You are telling a friend of yours about what was in the letter. Convey this information using reported speech.**

**Examples:** *How are you?*

*First, she asked me how I was, and then she told me to prepare myself for some great news. She said ...*

Dear Robin,

How are you? Prepare yourself – I have some great news for you – I'm married! Do you remember Ralph N'koma? He's the guy I met in my English class. Well, we went to City Hall and took out our license. Nobody knows about it, so don't tell Sarah. I'll tell her myself next week.

I may arrive in Midville sometime next week, but I haven't made up my mind yet. I can't wait to see you! Sorry for not writing until now, but I've been very busy.

Love,  
Susan



**Turn the following into reported speech.**

**Example:** Bill (to Martha): “Where’s the nearest post office?” He asked her where the nearest post office was.

1. Jim (to his friends): “What’s Barbara’s phone number?”
2. Mary (to Susan): “I’ll be back in a few minutes.”
3. Harry (to his parents): “Why can’t I use the car?”
4. Judy (to me): “Do you have enough money?”
5. Carl (to Jim): “How old is Martha’s sister?”
6. David’s mother (to David): “Don’t open the window!”
7. Mr. Henderson (to his boss): “When are you going to give me a raise?”
8. Mr. Benson (to his wife): “I haven’t gone dancing in years!”
9. Bank robber (to clerk): “Give me all the money!”
10. Bob (to Sarah): “I can’t find my new shirt!”

**The following is a copy of Mayor Buster Biggs’s speech at the opening of the new Midville hospital. You are a journalist for the Midville Sun, and your job is to write an article summarizing Mayor Biggs’s speech. Write the article as it would appear in the newspaper, using reported speech when possible.**

Midvillagers:

This is a proud day for Midville! The hospital we have all been waiting for is finally finished, and it only cost the taxpayers a million dollars! This new modern building has a main pavilion and an annex that will accommodate two hundred patients. The emergency ward has been equipped with a special burn center and fracture unit. There is also a telephone hot-line service which people can call any hour of the night or day. In the future this service may be expanded to include a poison information department.

Midville mayors have been promising to build a hospital ever since we can remember. Don’t forget that it was Buster Biggs who kept his promise. Vote for me on November 5th!

**Begin your article like this:**

**MAYOR BIGGS CUTS RIBBON**

Mayor Buster Biggs proudly inaugurated Midville’s first hospital today. In his speech, Mayor Biggs stated that it was a great day for Midville. He proudly informed the crowd that the hospital Midville had been waiting for was finally finished ...

Listen carefully to a news item on the radio or TV and summarize the information, using reported speech when possible.

## Additional Reading

### **When getting to court becomes a trial itself**

#### ***Chas Cochand believes justice is ill-served by the way Category A prisoners are treated***

Draw a line between Belmarsh in London and Long Lartin in Worcestershire and you will find that there are no high security prisons to the south of it. So what, you might ask – until you need one.

In early 2003 my client was quite happily and safely lodged in a cell at Winchester. But the alleged haul of the drug case for which he was being tried exceeded the Home Office's informal threshold of £10 million so he was judged to be a threat to the public, the State or the police. It could be assumed that there were resources to plan an escape, and a possible sentence of more than ten years could also be seen as significant. He became a Category A prisoner.

By June, he was less than happy at High Down, in Sutton, Surrey. Then Category A status was withdrawn from a number of prisons in the South. Our client was moved to Woodhill at Milton Keynes, then Belmarsh, then Long Lartin, in Evesham, which is ill-equipped for a remand prisoner such as my client.

The first trial was put down for Southampton and already High Down was too far. Our client was then moved to Belmarsh and had to endure seven hours a day in a metal box grinding its way round the M25.

In our experience a Category A prisoner on trial will be woken at 5.30am, given a hot drink, stripped, searched and dressed in prison overalls. Between 6.30 and 7.30am he will be shackled and put in a van, whose departure might then be delayed.

A journey in an area the size of a filing cabinet can bring on motion sickness because the windows are difficult to look out of. The arrival time depends on the careering ability of the driver and the tightness of the schedule, and no pillows or comfort stops are allowed – think about it. On arrival, there is another strip and search and the prisoner is changed back into his own clothes. After his appearance in court there is the long slog back to prison, arriving too late for a hot dinner. And that is repeated the next day and the next.

Our client lasted two weeks before one of the Category A warders sent a note to say that the man was no longer capable of following the trial. A week was spent trying to sort out the problem, then the jury was discharged. Our judge was close to powerless.

During two years of this kind of frustration, all the staff we have met have been well trained, polite and considerate and cannot be faulted. It is the iniquity of a failed bureaucracy that is to be castigated.

It is not just the travel for the client or the Bar. Accessing your client at a Category A prison is a time-consuming business. It takes between 40 and 90 minutes to go through security; on one occasion we waited for another hour just to start the body searches. If your slot is at 2pm in Worcestershire and, despite being there at noon, you do not see your client until 2.30pm and then are asked to leave at 4pm . . . it does not leave a lot of time for consideration of anything. If you hope to have meaningful conferences at court, you find your client arrives late and leaves early, and that security slows access again, if there are rooms available.

In these days of proliferating gas plasma / LCD screens outside every courtroom, inquiries about video-conferencing facilities have drawn a blank. And imagine this: if the arduous travel regime affected your Category A client so badly that he might be unfit to plead, he faces the further delights of Broadmoor or Rampton – not because he needs a facility for the criminally insane, but because he must have high security.

The Bar and the courts must set out for the Home Office the basic needs of a modern trial process. That means a better compromise between access and security and the understanding that, in complex trials involving Category A prisoners, a way must be found to ensure access and a trial day that is not inhumane, or, in a long trial, so debilitating as to be destructive.

Parliament's Joint Committee on Human Rights stated in its report *Deaths in Custody*: "When the State takes away a person's liberty, it assumes full responsibility for protecting their human rights." If my experience is more than anecdotal, the State is failing, and if we don't complain we will be judged as parties.

*The author is a barrister at the chambers of Martin Blount in Southampton*

# Law glossary

<b>Accused</b>	The person charged. The person who has allegedly committed the offence
<b>Acknowledgement of service</b>	When the particulars of a claim form (outlining details of the claim) are served on (delivered to) a defendant, they receive a response pack including a form which they must use to acknowledge they have received the claim. The defendant must file (return) the acknowledgment form within 14 days of receiving the particulars of the claim. The particulars can be served with, or separately from the claim form.
<b>Acquittal</b>	A decision by the trial jury or judge that a person is not guilty of an offense.
<b>Acquittal</b>	Discharge of defendant following verdict or direction of not guilty
<b>Act</b>	Law, as an act of parliament
<b>Action</b>	Proceeding taken in a court of law. Synonymous with case, suit lawsuit.
<b>Action</b>	see CLAIM
<b>Actus Reus and Mens Rae</b>	Actus reus translates to “guilty act” and mens rae translates to “guilty mind.” To prove that a defendant is guilty of a criminal act, a lawyer must prove both that a criminal act was committed, and that it was committed intentionally.
<b>Adjourned generally or sine die</b>	Temporary suspension of the hearing of a case by order of the Court (maybe for a short period, e.g. to next day or sine die). See LATIN TERMS
<b>Adjournment</b>	the postponing of the hearing of a case until a later date.
<b>Adjudication</b>	A judgment, decree or decision of a court, tribunal or adjudicator in alternative dispute resolution (ADR) cases where disputes are resolved outside of the court

<b>Administration order</b>	An order by a County Court directing a debtor to pay a specified monthly installment into Court in respect of outstanding debts. The Court retains the payments made and at intervals distributes it between the creditors on a pro-rata basis
<b>Administrative Court</b>	The Administrative Court is part of the High Court. It deals with applications for judicial review.
<b>Admiralty Court</b>	Part of the High Court. An admiralty claim is a claim for the arrest of a ship at sea to satisfy a debt.
<b>Admission (including part admissions)</b>	A party involved in a claim may admit the truth of all or part of the other party's case, at any stage during proceedings. For example, a defendant may agree that he or she owes some money, but less than the amount being claimed. If the defendant makes an admission, the claimant may apply for judgment, on the admission.
<b>Adoption</b>	An act by which the rights and duties of the natural parents of a child are extinguished and equivalent rights and duties become vested in the adopter or adopters, to whom the child then stands in all respects as if born to them in marriage
<b>Adultery</b>	Voluntary sexual intercourse between a married person and another person who is not the spouse, while the marriage is still valid. This is a common fact relied on for divorce
<b>Adversarial</b>	Arrangements designed to bring out the truth of a matter, through adversarial (conflict based) techniques such as cross-examination.
<b>Adversary system</b>	Basic U.S. trial system in which each of the opposing parties has opportunity to state his viewpoints before the court. Plaintiff argues for defendant's guilt (criminal) or liability (civil). Defense argues for defendant's innocence (criminal) or against liability (civil)

<b>Advocate</b>	A barrister or solicitor representing a party in a hearing before a Court
<b>Affidavit</b>	(see Statement) A written statement of evidence confirmed on oath or by affirmation to be true and taken before someone who has authority to administer it
<b>Affirm</b>	The assertion of an appellate court that the judgment of the lower court is correct and should stand.
<b>Affirmance</b>	A decision by an appeals court that upholds the decision of a lower court.
<b>Affirmation</b>	Declaration by a witness who has no religious belief, or has religious beliefs that prevent him/her taking the oath. They declare by affirmation that the evidence he/she is giving is the truth
<b>Allegation</b>	An assertion, declaration or statement of a party to an action made in a pleading, stating what he expects to prove.
<b>Alleged</b>	(allegation) Stated; recited; claimed; asserted; charged.
<b>Allocation</b>	The process by which a judge assigns a defended civil case, to one of three case management tracks, the small claims track, the fast track or the multi-track
<b>Allocation questionnaire</b>	A case (claim) is allocated to a case management track, when an allocation questionnaire has been returned completed by the people involved (parties) in the case. Responses to the questionnaire provide a judge with information on case value and other matters, to assist him or her to allocate the case to the correct track
<b>Alternate jurors</b>	extra jurors chosen in case one of the twelve (or six) jurors become unavailable to serve during the trial.

**Alternative dispute resolution**

These are schemes such as arbitration and mediation which are designed to allow parties to find a resolution to their problem, without legal action. A party's refusal to consider ADR could lead to sanctions (penalties) against that party, by a judge, even if the party wins the case

**Amendment**

The process by which corrections to court documents, such as statements of case, can be made. A statement of case can be amended at any time, before it is served or with permission of all other parties or the court, (once served). The court may reject the amendment, even if the party concerned has permission of other parties to the case

**Amount offered in satisfaction**

An amount of money offered by a defendant to pay a debt or to settle another type of claim, for example in a personal injury case

**Ancillary relief**

Additional claims (e.g. in respect of maintenance) attached to the petition for divorce / judicial separation / nullity  
To declare no longer valid

**Annul**

**Answer**

A formal response to a claim, admitting or denying the allegations in the claim.

Appeal – Review of a case by a higher court.

**Appeal**

1. A defendant who has been found guilty of a crime may "appeal" his or her case, requesting that a higher court hear it. The appeals process may take a case from a local district court, to the Supreme Court of America.

2. Application to a higher court or other body for review of a decision taken by a lower court or tribunal. A request for review by a higher court of proceedings in a lower court. The higher court may overturn or uphold (i.e. reject) the lower court's decision. Often, permission (leave) is required, to for an appeal to occur.

<b>Appearance</b>	1. The formal proceeding by which a defendant submits to the jurisdiction of the court. 2. A written notification to the plaintiff by an attorney stating the he is representing the defendant.
<b>Appellant</b>	A person appealing to a higher court or body against a decision made in a lower court or body
<b>Appellate argument</b>	A court proceeding at which an appeal is orally argued before appellate judges.
<b>Appellate judges (Appeals Court)</b>	Judges that decide an appeal.
<b>Applicant</b>	Person making the request or demand, e.g. person who issues an application
<b>Application</b>	The act of applying to a civil court to ask it to do something, for example to start proceedings
<b>Application for a stay</b>	A request to be released while an appeal is pending.
<b>Apportioning</b>	To place or assign
<b>Appraisal or appraisal</b>	Valuation of goods seized under warrant of execution prior to sale
<b>Arbitration</b>	A process in which both sides agree to use an independent arbitrator (an impartial person) who gives a binding decision in the matter. The hearing and settlement of a dispute between opposing parties by a third party whose decision the parties have agreed to accept.
<b>Arbitrator</b>	The person making the claim (claimant) has to choose between going to arbitration and court – it is not usually possible to take a claim to court after it has been through arbitration



<b>Arraignment</b>	<p>The procedure in which an accused person is brought before the court to answer charges. The accused may admit guilt or plea “not guilty.” If the accused pleads “not guilty,” a date for trial will be arranged.</p> <p>A court proceeding at which a person is informed of the charges against him or her. There is a day arraignment court from 9:00 a.m. to 5:00 p.m., and an evening arraignment court from 5:00 p.m. to 1:00 a.m., in each borough. In Manhattan, there is also a “lobster shift” arraignment court, which is open on Thursday, Friday, and Saturday from 1:00 a.m. to 9:00 a.m</p>
<b>Arrest</b>	The act of being taken into custody by the police.
<b>Assisted person (legally)</b>	A party to legal proceedings who is receiving legal aid
<b>Assured tenancy</b>	A tenancy defined by the Housing Act 1996 where the tenant enjoys security of tenure
<b>At issue</b>	The time in a lawsuit when the complaining party has stated his claim and the other side has responded with denial and the matter is ready to be tried.
<b>Attachment of earnings order</b>	An order that instructs an employer to deduct a regular amount, fixed by the court, from a debtor’s earnings and to pay that money into court. The court pays the money to the person or people to whom it is owed
<b>Attorney at law</b>	A lawyer; one who is licensed to act as a representative for another in a legal matter or proceeding.
<b>Attorney of record</b>	An attorney , named in the records of a case, who is responsible for handling the cause on behalf of the party he represents.
<b>Automatic transfer</b>	Providing that a number of criteria are met, proceedings must be transferred automatically to the court nearest to the defendant’s home.

<b>Award</b>	Result of an arbitration hearing or the amount of damages assessed by a Court
<b>Bail</b>	By posting bail an accused person (or a relative, spouse, associate, or friend of an accused person) secures his or her release from jail while awaiting trial. Bail money is held to guarantee that the accused party will appear before trial. Bail money is returned after the trial is complete, minus any applicable administrative fees.
<b>Bailiff</b>	Bailiffs and enforcement officers are people authorised to remove and sell possessions in order to pay the money a debtor owes to a person or an organisation. They may also conduct evictions, and arrest people. A bailiff can also serve (deliver) court documents on people
<b>Bankrupt</b>	Insolvent – unable to pay creditors and having all goods/effects administered by a liquidator or trustee and sold for the benefit of those creditors; as a result of an order under the Insolvency Act 1986
<b>Bankruptcy</b>	A legal proceeding where a person or business is relieved of paying certain debts. Best evidence – Primary evidence; the best evidence which is available; any evidence falling short of this standard is secondary.
<b>Bar</b>	The collective term for barristers
<b>Barrister</b>	(see Counsel; Silk) A member of the bar: a lawyer entitled to represent clients in all the courts
<b>Bench warrant</b>	A warrant, court order issued by the judge for an absent defendant to be arrested and brought before a Court
<b>Beyond a reasonable doubt</b>	The burden of proof that the prosecutor must meet at trial in proving that a person is guilty of an offense
<b>Bill of costs</b>	(see Taxation of costs, Summary assessment and Detailed assessment.

<b>Bill of indictment</b>	A written statement of the charges against a defendant sent for trial to the Crown Court, and signed by an officer of the Court
<b>Bind over</b>	In the Crown Court or (more usually) the Magistrates Court, and signed by an officer of the Court
<b>Bind over for sentence</b>	An order which requires the defendant to return to Court on an unspecified date for sentence. Failure to observe this order may result in a forfeit or penalty to be enforced
<b>Bound / binding</b>	A binding decision is one that must be obeyed by the people concerned. For example, it is not possible to go to court after a binding decision has been issued by an arbitrator
<b>Brief</b>	Written instructions to counsel to appear at a hearing on behalf of a party prepared by the solicitor and setting out the facts of the case and any case law relied upon, a legal document, prepared by an attorney which presents the law and facts supporting his client's case
<b>Burden of proof</b>	Measure of proof required to prove a fact. Obligation of a party to prove facts at issue in the trial of a case.
<b>Business address</b>	Premises or place from which business activities take place
<b>Calendar</b>	List of cases arranged for hearing in court.
<b>Calendar part</b>	A courtroom where a case is scheduled for further proceedings.
<b>Calendared</b>	Setting a date for court action to occur in a case.
<b>Capital Defender's Office</b>	Furnishes lawyers specially trained to defend individuals accused of homicides for which death is a possible sentence.

<b>Capital Punishment</b>	Capital punishment, or “the death penalty,” may be used as a punishment for persons who have committed capital offenses such as first-degree murder and treason. In the United States the death penalty is employed by electrocution, lethal injection, gas poisoning, hanging, or firing squad.
<b>Caption</b>	The caption of a pleading, or other papers connected with a case in court, is the heading or introductory clause which shows the names of the parties, name of the court, number of the case, etc.
<b>Case</b>	Any proceeding, action, cause, lawsuit or controversy initiated through the court system by filing a complaint, petition, indictment or information, an action, suit or claim in a court of law. It can also mean the arguments put forward by parties in a court of law
<b>Case disposal</b>	The case is taken out of the court process (see Disposal).
<b>Case Management Conference (CMC)</b>	This is a meeting between all parties to a case and the Judge to check the progress of the case, with regards to costs and other matters. The numbers of CMCs held depend on the complexity of the case
<b>Case management tracks</b>	Civil cases are allocated to one of three case management tracks, depending on financial value, issues of law and the likely duration (length) of the case. The three tracks are (i) the small claims track in which cases to the value of five thousand pounds can be considered and the claimant does not have to have legal representation (ii) the fast track for cases of value between five and fifteen thousand pounds and (iii) the multi- track for cases of value over fifteen thousand pounds. Legal representation is advisable in the fast and multi-tracks

<b>Case number</b>	A unique reference number allocated to each case by the issuing Court
<b>Case value</b>	The financial value of a case - known as case value - is one of the factors used to assess which track a case (claim) should be allocated to. See also case management tracks
<b>Caseload</b>	The number of cases a judge handles in a specific time period.
<b>Cause of action</b>	A legal claim.
<b>Caution</b>	<ul style="list-style-type: none"> <li>i) Notice given to the Land Registry by any person with an interest in particular land to ensure that no action is taken in respect of the land without the person's knowledge</li> <li>ii) Warning, given by a Police Officer, to a person charged with an offence</li> <li>iii) Warning, given by a Police Officer, instead of a charge</li> </ul>
<b>Caveat</b>	A notice given to the registrar that effectively prevents action by another party without first notifying the party entering the caveat
<b>Central Booking</b>	Police Department office where fingerprints and photographs are taken after an arrest.
<b>Centralised Attachment of Earnings Payments (CAPS)</b>	A computer system that manages attachments of earnings orders in bulk.
<b>Certificate of Legal Aid Costs</b>	A certificate of costs allowed following taxation by a judicial or taxing officer (Previously referred to as an Allocatur)
<b>Certificate of service</b>	A document stating the date and manner in which the parties were served (given) a document. For example where a claim form is served by the claimant court rule requires the claimant to file a certificate of service within seven days of service of the claim form otherwise he may not obtain judgment in default.
<b>Certificate under penalty of perjury</b>	A written statement, certified by the maker as being under penalty of perjury. In many circumstances, it may be used in lieu of an affidavit.

<b>Certiorari</b>	Procedure for removing a case from a lower court or administrative agency to a higher court for review.
<b>Cessate</b>	A grant of representation of limited duration which has ceased and expired
<b>Challenge for cause</b>	A request by a party that the court excuse a specific juror on the basis that the juror is biased. A motion to excuse a juror from serving on a jury because he or she could not be fair or for some other reason allowed by law.
<b>Chambers</b>	i) Private room, or Court from which the public are excluded in which a District Judge or Judge may conduct certain sorts of hearings ii) Offices used by a barrister
<b>Chancery Division</b>	The Chancery Division is part of the High Court It deals with cases involving land law, trusts and company law.
<b>Charge</b>	A formal accusation against a person that a criminal offence has been committed (see also Charging order)
<b>Charging Order</b>	A court order directing that a charge be put on the judgment debtors' property, such as a house or piece of land to secure payment of money due. This prevents the debtor from selling the property or land - without paying what is owed to the claimant
<b>Circuit Judge</b>	A judge between the level of a High Court Judge and a District Judge, who sits in the County Court and / or Crown Court
<b>Citation</b>	Summons to appear in court. 2. Reference to authorities in support of a legal argument.
<b>Citizen's Advice Bureau (CAB)</b>	A charity which can offer free legal and financial advice to the general public.
<b>Civil</b>	Matters concerning private rights and not offences against the state
<b>Civil case or claim</b>	A civil dispute that involves court action. See claim

<b>Civil Justice or civil law</b>	A branch of the law which applies to the rights and dealings of private citizens, (including such matters as unpaid debts, negligence and the enforcement of contracts). It does not include criminal, immigration, employment or family matters
<b>Civil Justice Reforms</b>	The result of the Access to Justice report by Lord Woolf The aim is to provide more effective access to Justice through quicker, cheaper and more proportionate justice for defended cases It introduced a unified set of Rules and Practice Directions for the County and High Courts, and Judicial Case Management The reforms came into effect on 26 April 1999
<b>Civil Law</b>	Civil law differs from criminal law in that: Accusations are brought forward by victims instead of the state or federal government. Guilt is punishable by fines and/or loss of property or freedom instead of imprisonment. The issues it handles are non-criminal in nature. All law that is not criminal law. Usually pertains to the settlement of disputes between individuals, organizations or groups and having to do with the establishment, recovery or redress of private and civil rights.
<b>Civil Procedure</b>	The rules and procedures to be followed for civil cases in the county courts and High Court
<b>Civil Procedure Rules</b>	The rules and procedures for proceedings in civil courts England and Wales. An important feature is active case management by the courts.
<b>Claim</b>	Proceedings issued in the County or High Court. Previously know as an Action. See also Civil case or claim. The assertion of a right to money or property.

<b>Claim form</b>	Proceedings in a civil court start with the issuing of a claim form. The form, which is issued by the court (after the claimant has filed the form in court), includes a summary of the nature of the claim and the remedy (compensation or amends) sought
<b>Claimant</b>	The person issuing the claim. Previously known as the Plaintiff
<b>Clerk of the court</b>	An officer of a court whose principal duty is to maintain court records and preserve evidence presented during a trial.
<b>Closing argument</b>	The closing statement, by counsel, to the trier of facts after all parties have concluded their presentation of evidence.
<b>Code</b>	A collection, compendium or revision of laws systematically arranged into chapters, table of contents and index and promulgated by legislative authority.
<b>Codicil</b>	An addendum signed and executed which amends or adds something to a will
<b>Coercion</b>	Coercion exists when an individual is forced to behave in a particular way, by threats of violence, for example. The person concerned does not act freely
<b>Collaboration / collaborative</b>	Working together to solve a problem
<b>Commercial Court</b>	Part of the Queen's Bench Division of the High Court.
<b>Commissioner of Oaths</b>	Solicitors authorised by the Lord Chancellor to administer oaths and affirmations to a statement of evidence
<b>Commit</b>	To lawfully send a person to prison, a reformatory or an asylum



<b>Committal</b>	<p>i) Committal for trial: Following examination by the Magistrates of a case involving and indictable or either way offence, the procedure of directing the case to the Crown Court to be dealt with</p> <p>ii) Committal for Sentence: Where the Magistrates consider that the offence justifies a sentence greater than they are empowered to impose they may commit the defendant to the Crown Court for sentence to be passed by a judge</p> <p>iii) Committal Order: An order of the Court committing someone to prison</p> <p>iv) Committal Warrant (see WARRANT OF COMMITTAL)</p>
<b>Common law</b>	<p>Law which derives its authority solely from usage and customs of immemorial antiquity or from the judgments and decrees of courts. also called “case law.” The law established, by precedent, from judicial decisions and established within a community.</p>
<b>Comparative negligence</b>	<p>Negligence of a plaintiff in a civil suit which decreases his recovery by his percentage of negligence compared to a defendant’s negligence.</p>
<b>Compensation</b>	<p>Usually a sum of money offered in recompense (to make amends) for an act, error or omission that harmed someone. The harm suffered may have been loss, personal injury or inconvenience</p>
<b>Competency</b>	<p>In the law of evidence, the presence of those characteristics which render a witness legally fit and qualified to give testimony.</p>
<b>Complainant</b>	<p>A person who makes a complaint</p>

<b>Complaint</b>	<p>1. (criminal) Formal written charge that a person has committed a criminal offense.</p> <p>2. (civil) Initial document entered by the plaintiff which states the claims against the defendant.</p> <p>Verified written accusation by a person.</p> <p>Expressing discontent for something</p>
<b>Concurrent Jurisdiction</b>	Some juvenile crime cases may fall under the jurisdiction of both the juvenile court system and the criminal court system. In such cases the prosecutor is allowed to choose where the case will be tried.
<b>Concurrent Sentence</b>	A direction by a Court that a number of sentences of imprisonment should run at the same time
<b>Concurrent Writ</b>	A duplicate of the original writ bearing the same date and expiring at the same time as the original
<b>Conditional Discharge</b>	A discharge of a convicted defendant without sentence on condition that he/she does not re-offend within a specified period of time. A sentence allowing for release from jail without supervision by the Department of Probation, but which requires compliance with conditions set by the court.
<b>Conduct Money</b>	i) Money paid to a witness in advance of the hearing of a case as compensation for time spent attending Court ii) Commonly used to describe expenses paid to a debtor to cover the costs of traveling to Court
<b>Consecutive Sentence</b>	An order for a subsequent sentence of imprisonment to commence as soon as a previous sentence expires. Can apply to more than two sentences.

<b>Contempt of Court</b>	Disobedience or wilful disregard to the judicial process. In civil cases, for example, failing to appear as a witness without informing the court or the party that called you. A person found to be in civil contempt of court could be fined. Any act that is meant to embarrass, hinder or obstruct a court in the administration of justice. Direct contempt is committed in the presence of the court; indirect contempt is when a lawful order is not carried out or refused.
<b>Contents of trial (civil)</b>	see trial contents
<b>Continuance</b>	Adjournment of the proceedings in a case from one day to another.
<b>Contributory Negligence</b>	Partial responsibility of a claimant for the injury in respect of which he/she claims damages
<b>Conviction</b>	A finding of guilt of an offense, following either a guilty plea or a trial verdict. Court of Appeals: The highest court in New York State, located in Albany, New York.
<b>Co-respondent</b>	A person named as an adulterer (or third person) in a petition for divorce
<b>Corroborating evidence</b>	Evidence supplementary to that already given and tending to strengthen or confirm it.
<b>Corroboration</b>	Evidence by one person confirming that of another or supporting evidence, for example forensic evidence (bloodstain, fibres etc) in murder cases
<b>Costs</b>	An allowance for expenses in prosecuting or defending a suit. Ordinarily does not include attorney's fees.
<b>Costs (civil)</b>	In civil proceedings the general rule is the person who wins the case is entitled to his or her costs. The court may decide to reduce the costs to be paid by the losing side if it feels that the winner has behaved unreasonably. The award of costs is at the court's discretion
<b>Counsel</b>	A Barrister or solicitor in legal proceedings

<b>Count</b>	An individual offence set out in an indictment
<b>Counter claim</b>	Claim presented by a defendant in opposition to, or deduction from, the claim of the plaintiff.
<b>Counterclaim</b>	A claim made by a defendant against a claimant in an action. There is no limit imposed on a counterclaim, but a fee is payable according to the amount counterclaimed
<b>County Court</b>	County courts deal with civil matters such as disputes over contracts, unpaid debts and negligence claims. County courts deal with all monetary claims up to £50,000. There are 218 county courts in England and Wales. The county court is a court of the first instance – where civil cases start
<b>County court judgment (CCJ)</b>	A judgment of the county court that orders a defendant to pay a sum of money to the claimant. CCJs are recorded on the Register of County Court Judgments for six years and can affect a defendant’s ability to borrow money
<b>Court</b>	<ol style="list-style-type: none"> <li>1. Place where justice is administered.</li> <li>2. Judge or judges sitting on the court administering justice.</li> </ol>
<b>Court</b>	Body with judicial powers (see also Courtroom)
<b>Court administrator</b>	Manager of administrative, non judicial affairs of the court.
<b>Court commissioner</b>	A judicial officer at both trial and appellate court levels who performs many of the same duties as judges and justices.
<b>Court fees</b>	The County Court will charge to issue a claim in a civil case and to launch enforcement proceedings if the defendant ignores the judgment of the court. You will also be charged if you make applications to the court

<b>Court of Appeal</b>	Divided into: i) civil and ii) criminal divisions and hears appeals: i) from decisions in the High Court and county courts and, ii) against convictions or sentences passed by the Crown Court, (see also Public trustee Monies held in Court, in the name of the Accountant General, for suitors, minors, Court of Protection patients etc)
<b>Court of appeals</b>	Intermediate appellate court to which most appeals are taken from superior court.
<b>Court of Protection</b>	The branch of the High Court with jurisdiction over the estates of people mentally incapable of handling their own financial affairs
<b>Court sanction</b>	See sanction
<b>Court superior</b>	State trial court of general jurisdiction.
<b>Court supreme</b>	“Court of last resort.” Highest court in the state and final appellate court.
<b>Courtroom</b>	The room in which cases are heard
<b>Courts of limited jurisdiction</b>	Includes district, municipal and police courts.
<b>Covenant</b>	A formal agreement or a contract constituting an obligation to perform an act
<b>Creditor</b>	A person to whom money is owed by a debtor
<b>Crime</b>	If a person fails to act in accordance with the law, he or she has committed a crime. State and federal laws determine what constitutes a crime. Minor offenses are referred to as misdemeanors and major offenses are referred to as felonies. Conduct declared unlawful by a legislative body and for which there is a punishment of a jail or prison term, a fine or both.
<b>Criminal</b>	Person who has been found guilty of a criminal offence
<b>Criminal Court</b>	The court where criminal proceedings begin. Misdemeanor cases remain in this court.

**Criminal Justice Agency (C.J.A.)** An organization whose employees interview individuals who have been arrested to find out about their backgrounds in order to help judges decide whether to set bail, order release without bail (R.O.R.), or order confinement in jail while a case is pending.

**Criminal Law** Criminal law is concerned with cases in which a crime has been committed. Criminal cases are brought to trial by the state or the federal government, and criminal offenses may be punished by fines and/or imprisonment. Crimes are specified as misdemeanors or felonies. Body of law pertaining to crimes against the state or conduct detrimental to society as a whole. Violation of criminal statutes are punishable by law.

**Cross examination** The questioning of a witness by the party opposed to the one who produced the witness.

**Crown Court** The Crown Court deals with all crime committed for trial by Magistrates Courts. Cases for trial are heard before a judge and jury. The Crown Court also acts as an appeal Court for cases heard and dealt with by the Magistrates. The Crown Court can also deal with some civil and family matters.

The Crown Court is divided into tiers, depending on the type of work dealt with.

First Tier

Defended High Court Civil work.

All classes of offence in criminal proceedings.

Committals for sentence from the Magistrates' Court.

Appeals against convictions and sentences imposed at Magistrates' Court.

Second Tier

All classes of offence in criminal proceedings.

Committals for sentence from Magistrates' Court.

	<p>Appeals against convictions and sentences imposed at Magistrates' Court.</p> <p>Third Tier</p> <p>Class 4 offences only in criminal proceedings. Committals for sentence from Magistrates' Court.</p> <p>Appeals against convictions and sentences.</p>
<b>Damages</b>	<p>Compensation recovered in the courts by a person who has suffered loss, detriment or injury to his/her person, property or rights, through the unlawful act or negligence of another. An amount of money claimed as compensation for physical/material loss, e.g. personal injury, breach of contract</p>
<b>Date of service (civil claims)</b>	<p>The date of service of the claim is the date upon which the defendant receives the claim form issued by the court on behalf of the claimant. If the 'particulars of claim' section is completed or the particulars of claim are attached, the defendant must acknowledge receipt within 14 days</p>
<b>De novo</b>	<p>"Anew." A trial de novo is a completely new trial held in a higher or appellate court as if the original trial had never taken place.</p>
<b>Debt recovery after judgment Debtor</b>	<p>See Enforcement</p>
<b>Declaratory judgment</b>	<p>A person who owes money to someone or to an organisation</p>
<b>Declaratory judgment</b>	<p>A judgment that declares the rights of the parties on a question of law.</p>
<b>Declaration</b>	<p>Court order setting out the rights of a party in the form of a statement</p>
<b>Decree</b>	<p>Decision or order of the court. A final decree completes the suit; an interlocutory decree is a provisional or preliminary decree which is not final. An order of the Court in proceedings commenced by petition</p>
<b>Decree Absolute</b>	<p>A final certificate, resulting from an application, dissolving a marriage</p>

<b>Decree Nisi</b>	Order for divorce unless cause to contrary is shown within a set period
<b>Deed</b>	A legal document which sets out the terms of an agreement, which is signed by both parties
<b>Default</b>	A failure of a party to respond in a timely manner to a pleading; a failure to appear for trial.
<b>Default Judgment</b>	May be obtained without a hearing by the claimant if the defendant fails to reply or pay within a 14 day period after service of the claim. A claimant can apply for a default judgment if the amount claimed is specified or for a judgment on liability if the amount claimed is unspecified.
<b>Defence or defending a claim (civil)</b>	When the defendant disputes the claim made by the claimant
<b>Defendant</b>	1 (criminal) Person charged with a crime. 2. (civil) Person against whom a civil action is brought.
<b>Defendant (civil)</b>	The person who has a claim made against them. They can defend (dispute the claim) or admit liability, in part or in full
<b>Defendant (criminal)</b>	Person standing trial or appearing for sentence
<b>defense</b>	Evidence or arguments presented on behalf of a person accused of an offense.
<b>Defense attorney</b>	The attorney who represents the defendant.
<b>Deliberations</b>	A secret meeting at which the jury considers the evidence presented at trial to decide if a person is guilty of charged offenses.
<b>Deponent</b>	Person giving evidence by affidavit
<b>Deposition</b>	Sworn testimony taken and recorded in an authorized place outside of the courtroom, according to the rules of the court. A statement of evidence written down and sworn on oath, or by affirmation
<b>Designated Civil Judge</b>	A Judge designated to deal with the Civil Justice Reforms for a group of courts



<b>Desk Appearance Ticket (“D.A.T.”)</b>	A document that charges a person with a violation. The ticket requires one’s appearance at a specific court at a specified time.
<b>Detailed Assessment (of costs)</b>	When a court makes a costs order it may make a detailed assessment of costs, usually at the conclusion of proceedings. A costs officer would carry out the assessment. See also Summary assessment.
<b>Determination (civil)</b>	If the defendant offers to pay to the claimant an amount by instalments and the claimant refuses the offer, an officer of the court will make an assessment of what would be reasonable for the defendant to pay
<b>Determination (criminal)</b>	Act of scrutinising a bill of costs in criminal proceedings to see if the work done and amount claimed is reasonable
<b>Devi</b>	Person to whom freehold land is given by a will
<b>direct examination</b>	Questioning of a witness by the lawyer who called that witness.
<b>Direct examination</b>	The questioning of a witness by the party who produced the witness.
<b>Directions (civil)</b>	case management instructions given by the judge which give a time-table for pre-trial procedures. In cases allocated to the small claims track the judge will usually give standard directions, in cases allocate to the multi-track, there may be several hearings on directions
<b>Disability</b>	The inability of a person to handle their own affairs (e.g. through mental illness or a minor under 18 years of age) which prevents involvement in civil legal proceedings without representation
<b>Disclosure</b>	Parties to a civil case must disclose (show to the other party) documents they intend to rely on in court to support their case

<b>Discontinuance</b>	Notice given by the Court, on instruction by the claimant, that they no longer wish to proceed with the case
<b>Discovery</b>	A pretrial proceeding where a party to an action may be informed about (or “discover”) the facts known by other parties or witnesses. A process lawyers use to find out information about a case.
<b>Discovery of documents</b>	(see INSPECTION OF DOCUMENTS) Mutual exchange of evidence and all relevant information held by each party relating to the case
<b>Dismissal</b>	To make order or decision that a claim be ceased
<b>Dismissal with prejudice</b>	Dismissal of a case by a judge which bars the losing party from raising the issue again in another lawsuit. The losing party is permitted to sue again with the same cause of action.
<b>Disposal</b>	See Case disposal
<b>Disposition</b>	1. Determination of a charge; termination of any legal action; 2. A sentence of a juvenile offender.
<b>Dispute</b>	A civil problem not dealt with in court, (a civil dispute which comes to court is called a civil case); challenging the views of the opposing party in a civil case
<b>Dissent</b>	The disagreement of one or more judges of a court with the decision of the majority.
<b>District Judge</b>	A judicial officer of the Court whose duties involve hearing applications made within proceedings and final hearings subject to any limit of jurisdiction Previously known as Registrars
<b>District Registry</b>	see High Court

<b>Divisional Court</b>	As well as having an original jurisdiction of their own, all three divisions of the High Court have appellate jurisdiction to hear appeals from lower Courts and tribunals. The Divisional Court of the Chancery Division deals with appeals in bankruptcy matters from the County Court. The Divisional Court of the Queen's Bench Division deals largely with certain appeals on points of law from many Courts. The Divisional Court of the Family Division deals largely with appeals from Magistrates Courts in matrimonial matters a 'next friend' or 'guardian ad litem'
<b>Divorce</b>	Dissolution or nullity of marriage
<b>Dock</b>	Enclosure in criminal Court for the defendant on trial
<b>Docket</b>	Book containing entries of all proceedings in a court.
<b>Driving Under the Influence (DUI)</b>	Driving under the influence of drugs and/ or alcohol is considered a criminal act in the United States. A person found guilty of driving under the influence stands to lose his or her license, be fined, and face imprisonment. Consequences are normally more serious for repeat offenders.
<b>Due process</b>	Constitutional guarantee that an accused person receive a fair and impartial trial.
<b>E</b>	
<b>Either-way Offence</b>	(see Indictable Offence, Summary Offence) An offence for which the accused may elect the case to be dealt with either summarily by the magistrates or by committal to the Crown Court to be tried by jury
<b>Embezzlement</b>	A category of white-collar crime, embezzlement deals with the misappropriation of company or government funds or property by an employee or civil servant who had been entrusted with them.
<b>En banc</b>	"On the bench." All judges of a court sitting together to hear a case.

<b>Enforcement</b>	Method of pursuing a civil action after judgment has been made in favour of a party. Process carried out by Magistrates Court to collect fines and other monetary orders made in the Crown Court
<b>Enforcement enforcing a judgment</b>	When a judgment/order has not been paid or terms obeyed with, enforcement proceedings can be issued to ensure compliance. A court can order such action as the seizure of a defendant's property for sale
<b>Enjoin</b>	To require a person to perform, or abstain or desist from some act.
<b>Entering judgment on admission</b>	The claimant can ask the court to enter judgment on admission when the defendant has admitted all or part of the case and offered payment or other restitution
<b>Entry of Judgment</b>	Decision of the Court in favour of one or other of the parties
<b>Estate</b>	The rights and assets of a person in property
<b>Evidence</b>	Any form of proof legally presented at a trial through witnesses, records, documents, etc. Testimony and exhibits introduced at a hearing or trial. Documentary or other material which is used to support a person's case in a court of law
<b>Exception</b>	A formal objection of an action of the court, during the trial of a case, in refusing a request or overruling an objection; implying that the party excepting does not acquiesce in the decision of the court and will seek to obtain its reversal.
<b>Execution</b>	(see Levy) Seizure of debtors goods following non payment of a Court order
<b>Executor</b>	A person or persons specified to carry out the provisions of a will
<b>Exempt</b>	To be freed from liability or allegiance
<b>Exhibit</b>	Paper, document or other object received by the court as evidence during a trial or hearing.

<b>Exhibits</b>	Physical evidence introduced at a hearing or trial.
<b>Expert evidence</b>	Testimony given by those qualified to speak with authority regarding scientific, technical or professional matters.
<b>Expert Witness</b>	Person employed to give evidence on a subject in which they are qualified or have expertise
<b>Extortion</b>	A criminal offense, extortion occurs when one party blackmails another or takes property or money through threats or intimidation.
<b>Fact-finding hearing</b>	A proceeding where facts relevant to deciding a controversy are determined.
<b>Fair Preponderance</b>	Evidence sufficient to create in the minds of the triers of fact the belief that the party which bears the burden of proof has established its case.
<b>Family Division</b>	see High Court
<b>Fast Track</b>	The path to which defended claims of not more than £15,000 are allocated. See also: Allocation; Case Management tracks
<b>Federal Court</b>	Federal courts try both civil and criminal cases. It is the duty of federal judges to ensure that the rights provided to citizens by the U.S. Constitution and federal laws are protected.
<b>Fees and costs</b>	see Court fees
<b>Felony</b>	An offense which is punishable by a sentence of imprisonment of more than one year, or a sentence of death for murder in the first degree. A felony or “high crime” is a crime that may be punished by a year or more of imprisonment in a state or federal prison. Examples of felonies include murder, kidnapping, rape, and burglary.
<b>Felony complaint</b>	The first document filed with the court that sets out the initial charges in a felony case.
<b>Fiat</b>	A decree or command

<b>Fieri-Facias (FI-FA)</b>	(see Sheriff) High Court version of warrant of execution in County Court. A directive by a High Court to a sheriff to seize sufficient goods of a debtor to satisfy judgment debt
<b>File</b>	1. The complete court record of a case. 2. "To file" a paper is to give it to the court clerk for inclusion in the case record. 3. A folder in a law office (of a case, a client, business records, etc.)
<b>Filing</b>	The process of delivering or presenting forms and other documents to a court. For example a claim or a defence to a claim must be filed
<b>Fine</b>	A sum of money imposed upon a convicted person as punishment for a criminal offense. A sentence that requires the payment of money.
<b>Fingerprint report (rap sheet)</b>	A summary of a defendant's prior and/or currently pending arrests and convictions.
<b>Fingerprints</b>	Reproductions of unique finger marks, which are used to identify people.
<b>Fixed costs</b>	Costs in civil cases that are set at a certain level and can be claimed in specific circumstances. For example, if a defendant does not acknowledge a claim, the claimant can obtain judgment and an order for fixed costs to offset the cost of beginning the claim
<b>Fraud</b>	A defining aspect of fraud is breach of trust. Fraud is committed when one party deceives or misleads another, and through that deception acquires money or property, or abuses the victim's rights. Fraud may go undetected for a period of time as the victim usually relies on the perpetrating party for information. Subcategories of fraud include securities fraud, tax fraud, Internet fraud, identity fraud, and health fraud. An intentional perversion of truth; deceitful practice or device resorted to with intent to deprive another of property or other right or in some manner do him/her injury.

<b>Garnishee</b>	A summons issued by a plaintiff, against a third party, for seizure of money or other assets in their keeping, but belonging to the defendant
<b>General jurisdiction</b>	Refers to courts that have no limit on the types of criminal and civil cases they may hear. Superior courts are courts of general jurisdiction.
<b>Grand Jury</b>	A group of citizens who decide if the prosecutor has enough evidence to pursue felony charges against a person. A body of persons sworn to inquire into crime and, if appropriate, bring accusations (indictments) against the suspected criminals.
<b>Group Litigation Orders</b>	A Group Litigation Order can be made in a claim in which there are multiple parties or claimants. The order will provide for the case management of claims which give rise to common or related issues of fact or law
<b>Guarantor</b>	Someone who promises to make payment for another if payment is not made by the person responsible for making the repayments of a loan or hire purchase agreement
<b>Guardian</b>	A person appointed to safeguard/protect/manage the interests of a child or person under mental disability (see Next Friend)
<b>Guardian ad litem</b>	A person appointed by a court to manage the interests of a minor or incompetent person whose property is involved in litigation.
<b>Hearing</b>	A court proceeding where testimony is given, exhibits are reviewed, and/or legal arguments are made, to help a judge decide an issue in a case. An in-court proceeding before a judge, generally open to the public.
<b>Hearsay</b>	Evidence based on what the witness has heard someone else say, rather than what the witness has personally experienced or observed.

<b>High Court</b>	A civil Court which consists of three divisions:- i) Queen's Bench (can be known as King's Bench Division if a King is assuming the throne) - civil disputes for recovery of money, including breach of contract, personal injuries, libel/slander; ii) Family - concerned with matrimonial matters and proceedings relating to children, e.g. wardship; iii) Chancery - property matters including fraud and bankruptcy
<b>High Court Enforcement Officers</b>	An enforcement officer appointed by the Lord Chancellor to enforce High Court judgments and orders
<b>High Court Judge</b>	see Judge and High Court
<b>Home court (civil)</b>	The court nearest to the defendant's home or place of business
<b>Homicide</b>	An offense involving the killing of one person by another.
<b>Housing claim</b>	The procedure that a landlord may use in a county court to recover land or property (and money for arrears of rent or damage to property, if applicable). See also Possession Claim Online (PCOL)
<b>Hung Jury</b>	A jury whose members cannot agree on a verdict. Term used to describe a trial jury that cannot reach a unanimous verdict.
<b>Hypothetical question</b>	A combination of facts and circumstances, assumed or proved, stated in such a form as to constitute a coherent state of facts upon which the opinion of an expert can be asked by way of evidence in a trial.
<b>I</b>	
<b>Immunity</b>	Freedom from duty or penalty.
<b>Impartial</b>	Not having or showing any favouritism to one side in a dispute
<b>Impeachment of a witness</b>	An attack on the credibility of a witness by the testimony of other witnesses.



<b>Inadmissible</b>	That which, under the established rules of evidence, cannot be admitted or received.
<b>Independent</b>	Person or organisation not connected to any of the parties in a dispute or legal case
<b>Indictable Offence</b>	A criminal offence triable only by the Crown Court. The different types of offence are classified 1, 2, 3 or 4. Murder is a class 1 offence
<b>Indictment</b>	A document that contains the felony (and perhaps also misdemeanor) charges that were voted by the grand jury.
<b>Induction</b>	Writ or order by a court prohibiting a specific action from being carried out by a person or group.
<b>Infant</b>	Also known as a minor: A person under 18 years of age which prevents them from acting on their own behalf in legal proceedings (see Next Friend)
<b>Informed consent</b>	A person's agreement to allow something to happen (such as surgery) that is based on a full disclosure of facts needed to make the decision intelligently.
<b>Injunction</b>	A court order which either restrains a person from a course of action or behaviour, or which requires a person to follow another course of action.
<b>Injure</b>	1. Hurt or harm 2. Violate the legal rights of another person.
<b>Insolvency</b>	see Bankrupt
<b>Inspection of Documents</b>	(see Disclosure of documents)
<b>Instalments</b>	Arrangements made by the parties to allow mutual exchange and copying of documents A method of paying a debt in several parts at intervals. Payment by instalments is agreed to make the burden of repayment lighter
<b>Instruction</b>	Direction given by a judge regarding the applicable law in a given case.

<b>Interest</b>	A charge for borrowed money, a percentage of the sum borrowed
<b>Interim order</b>	An order made during proceedings which is not a final order
<b>Interlocutory</b>	Interim, pending a full order/decision, e.g. interlocutory judgment for damages pending further hearing to assess amount to be awarded and entered as final judgment
<b>Interpleader</b>	A claim by a third party to ownership of goods levied upon under a warrant of execution which is disputed by a creditor. The Court then issues an interpleader summons for the parties to attend Court to adjudicate on rightful ownership
<b>Interrogatories</b>	Written questions developed by one party's attorney for the opposing party. Interrogatories must be answered under oath within a specific period of time.
<b>Intervention</b>	Proceeding in a suit where a third person is allowed, with the court's permission, to join the suit as a party.
<b>Intestate</b>	Without leaving a will
<b>Issue / issuing</b>	To initiate legal proceedings in pursuit of a claim
<b>Judge</b>	An elected or appointed public official with authority to hear and decide cases in a court of law. An officer appointed to administer the law and who has authority to hear and try cases in a court of law
<b>Judgment</b>	Final determination by a court of the rights and claims of the parties in an action. Judge pro tem - Temporary judge. The decision or sentence issued by a court in legal proceedings
<b>Judgment on liability</b>	See Default judgment

<b>Judgment set aside</b>	A judgment or order can be set aside (made void) at the request of a party to the case in certain circumstances, for example if they were too ill to attend court on the day of the judgment
<b>Judicial directions</b>	See directions
<b>Judicial discretion (civil)</b>	Judges have the power to decide how best to manage the case on the individual facts. They do not necessarily have to look at how similar cases are managed. The judge has very wide case management powers under Rule 3 of the civil procedure rules to decide on the evidence parties produce how best to manage their case
<b>Judicial review</b>	The High Court can review decisions of inferior (lower) courts, public bodies and other bodies to ensure that the decision making process has been lawful
<b>Judicial / Judiciary</b>	i) Relating to the Administration of justice or to the judgment of a Court ii) A judge or other officer empowered to act as a judge
<b>Junior Counsel</b>	(see Counsel; Silk) A member of the bar: the branch of the legal profession which has rights of audience before all Courts
<b>Jurat</b>	A statement contained at the conclusion of an affidavit which states the name of the person giving the evidence, the name of the person before whom and the place where the oath or affirmation was taken
<b>Jurisdiction</b>	The area and matters over which a court has legal authority. Authority of a court to exercise judicial power.
<b>Jurisprudence</b>	The science of law.
<b>Juror</b>	(see Jury) A person who has been summoned by a Court to be a member of the jury
<b>Jury</b>	Specific number of people (usually 6 or 12), selected as prescribed by law to render a decision (verdict) in a trial. Body of jurors sworn to reach a verdict according to the evidence in a Court

<b>Jury box</b>	where jury is seated.
<b>Jury charge or jury instructions</b>	Explanation of the law read by the judge to the jury.
<b>Jury panel</b>	A large number of people from whom the jury is selected.
<b>Justice of the Peace</b>	A lay magistrate – person appointed to administer judicial business in a Magistrates Court. Also sits in the Crown Court with a judge or recorder to hear appeals and committals for sentence
<b>Juvenile</b>	Person under 17 years of age
<b>Juvenile Delinquency</b>	Criminal acts committed by persons under the age of 18 are referred to as acts of juvenile delinquency. Jurisdiction over most juvenile delinquency cases is held by the juvenile justice system, which aims to rehabilitate rather than punish offending youth.
<b>Juvenile Offender (J.O.)</b>	A person who is sentenced for certain kinds of felony offenses that were committed when the person was thirteen, fourteen, or fifteen years old.
<b>Landlord</b>	A person or organisation which owns land and / or buildings which are leased to tenants
<b>Landlord and Tenant Act</b>	Act which empowers applications (seeking extension of a lease or some other action concerning tenancy
<b>Larceny</b>	A form of theft, larceny occurs when one party intentionally takes money or property from another. Grand larceny (usually defined as a theft of property over \$500) is considered a felony, while petty larceny (a theft of property worth less than \$500) is considered a misdemeanor.

<b>Law</b>	The combination of those rules and principles of conduct promulgated by legislative authority, derived from court decisions and established by local custom. The system made up of rules established by an act of parliament, custom or practice enjoining or prohibiting certain action (see also Common Law)
<b>Law clerks</b>	Persons trained in the law who assist the judges in researching legal opinions.
<b>Law Lords</b>	Describes the judges of the House of Lords who are known as the Lords of Appeal in ordinary
<b>Lawsuit</b>	A civil action; a court proceeding to enforce a right (rather than to convict a criminal).
<b>Lawyer</b>	A person licensed to practice law; other words for “lawyer” include: attorney, counsel, solicitor and barrister. The legal profession in the UK is divided into two branches. Barristers have the right to represent clients in higher courts whereas most solicitors are restricted to represent their clients in the lower courts
<b>Lay</b>	non-professional; for example: a lawyer would call a non-lawyer a lay person and a doctor would call a non-doctor a lay person.
<b>Lay advocate</b>	a paralegal who specializes in representing persons in administrative hearings
<b>Lay representative</b>	A person, not legally qualified, who accompanies another during a court hearing. The person may be a colleague, friend or spouse.
<b>Leading junior counsel</b>	A senior barrister who deals with more serious cases, but not a QC.
<b>Leading question</b>	One which suggests to a witness the answer desired. Prohibited on direct examination.
<b>Lease</b>	The letting of land or tenements, e.g. rent etc, for property for a prescribed period

<b>Leave</b>	Leave means 'permission'. Some steps in legal action require the permission of the court. For example a losing party may be granted leave to appeal.
<b>Legal advice</b>	Advice about the law and your options from a qualified legal representative or advice centre
<b>Legal Aid / Public Funding</b>	State funded assistance, for those on low incomes, to cover legal fees.
<b>Legal counsel</b>	See Counsel, Barrister, Solicitor
<b>Legal Personal Representative</b>	The person to whom a grant of probate or letters of ADMINISTRATION has been issued
<b>Legal representation</b>	See Counsel, Barrister, Solicitor
<b>Legatee</b>	Person to whom personal estate is given by will
<b>Letters of Administration</b>	Authority granted by a Probate Registry to someone interested in the estate of a person who has died without leaving a will. The order allows the 'administrator' to carry out the duties relating to the estate (see Execution and Fi-Fa) A duty carried out by a bailiff or sheriff under the authority of a warrant or writ of fi-fa, for a sum of money whereby goods of value belonging to the debtor are claimed with a view to removal and sale at a public auction in an attempt to obtain payment
<b>Levy</b>	Responsibility or obligation. For example, a debt is a liability or responsibility.
<b>Liability</b>	A written and published statement/article which infers damaging remarks on a persons reputation
<b>Libel</b>	Permission to carry out an act that would otherwise be considered illegal
<b>Licence</b>	A legal right to withhold the goods / property of another until payment is made
<b>Lien</b>	Sentence of imprisonment without the possibility of release.
<b>Life imprisonment without the possibility of parole</b>	

<b>Limited jurisdiction</b>	Refers to courts that are limited in the types of criminal and civil cases they may hear. District, municipal and police courts are courts of limited jurisdiction.
<b>Listing Questionnaire</b>	This form is used to ensure that all issues are resolved and that the parties are ready for trial. Used for Fast track and Multi track claims only
<b>Litigant Litigant in person</b>	One who is engaged in a lawsuit. A person who starts or defends a case without legal representation. Such a person is entitled to be accompanied by another person who may advise them, but may not address the court
<b>Litigation</b>	Legal proceedings or court action. Litigation can be either civil or criminal proceedings. Contest in court; a law suit.
<b>Litigation friend</b>	A person who conducts legal proceedings on behalf of a child or a mentally incapacitated person
<b>Lodging</b>	The process of filing (delivering) documents to a court. See also filing
<b>Long Vacation</b>	Period between 1 August and 30 September in each year during which there are only restricted High Court sittings for urgent matters
<b>Lord Chancellor</b>	The cabinet minister who acts as speaker of the House of Lords and oversees the hearings of the Law Lords. Additional responsibilities include supervising the procedure of Courts other than Magistrates or Coroners Courts and selection of judges, magistrates, queens counsel and members of tribunals
<b>Lord Chief Justice</b>	Senior judge of the Court of Appeal (Criminal Division) who also heads the Queens Bench Division of the High Court of Justice)
<b>Lord Justice of Appeal</b>	Title given to certain judges sitting in the Court of Appeal
<b>Magistrate</b>	Court official with limited authority.

<b>Magistrates Court</b>	A Court where criminal proceedings are commenced before justices of the peace who examine the evidence/statements and either deal with the case themselves or commit to the Crown Court for trial or sentence. Also has jurisdiction in a range of civil matters (see also Stipendiary Magistrate)
<b>Maintenance Pending Suit</b>	A temporary order for financial provision made within divorce proceedings until such time as the proceedings are finalised (i.e. by issue of the Decree Absolute)
<b>Maladministration</b>	Maladministration is administration that leads to injustice because of such factors as excessive delay, bias or arbitrary decision-making.
<b>Malpractice</b>	Professional misconduct or unreasonable lack of skill. A claim of malpractice must prove two things. One, you must prove that you could have won your case were it not for your lawyer's negligence. And, secondly, you must prove that your lawyer's actions were negligent.
<b>Mandate</b>	Command from a court directing the enforcement of a judgment, sentence or decree.
<b>Master</b>	(see Registrar) Judicial officer of the High Court in the Royal Courts of Justice who normally deals with preliminary matters before trial
<b>Master of the Rolls</b>	Senior judge of the Court of Appeal (Civil Division)
<b>Matter</b>	(see Originating Application) Proceedings commenced by way of originating application
<b>Mediation</b>	A process for resolving disagreements in which an impartial third party (the mediator) helps people in dispute to find a mutually acceptable resolution. If mediation fails court proceedings can be initiated or re-activated



<b>Mesne Profits</b>	Sum of money claimed by the owner of property against someone not legally entitled to be in possession. Calculated from the date the notice to quit expires until the date possession is given up
<b>Minor</b>	Someone below 18 years of age and unable to sue or be sued without representation, other than for wages. A minor sues by a next friend and defends by a guardian
<b>Misdemeanor</b>	A crime punishable by less than a year of imprisonment in a county jail and/or a fine is considered a misdemeanor. Examples of misdemeanors include shoplifting, simple assault, disturbing the peace, and driving under the influence (provided no one is injured). Criminal offenses less than felonies; generally those punishable by fine or imprisonment of less than 90 days in a local facility. A gross misdemeanor is a criminal offense for which an adult could be sent to jail for up to one year, pay a fine up to \$5,000 or both.
<b>Misdemeanor complaint</b>	A document filed with the court that sets out the initial charges in a misdemeanor case.
<b>Mistrial</b>	Erroneous or invalid trial. Usually declared because of prejudicial error in the proceedings or when there was a hung jury. A decision by a judge to end a trial before a verdict is reached.
<b>Mitigating circumstances</b>	Those which do not constitute a justification or excuse for an offense but which may be considered as reasons for reducing the degree of blame.
<b>Mitigation</b>	Reasons submitted on behalf of a guilty party in order to excuse or partly excuse the offence committed in an attempt to minimise the sentence

<b>Model Penal Code</b>	In an effort to bring greater uniformity to the state laws in practice across the United States, the Model Penal Code was created. The code proffers certain legal standards and reforms to the states, but is not law in itself.
<b>Money Claim</b>	A claim for money only in the county court. The claim can be for a fixed on unspecified amount. See also unspecified amount of money
<b>Money Claim Online (MCOL)</b>	An online Service that allows claimants to start legal proceedings which relate to money. Defendants can use the service to respond to a claim against them also
<b>Moot</b>	Unsettled; undecided. A moot point is one not settled by judicial decisions. -
<b>Mortgage</b>	A loan of money advanced to purchase property. The transfer of the property is withheld as security for payment
<b>Mortgagee</b>	The party that advances the loan
<b>Mortgagor</b>	The party obtaining the loan
<b>Motion</b>	Oral or written request made by a party to an action before, during or after a trial upon which a court issues a ruling or order. An application by one party to the High Court for an order in their favour
<b>Multi Track</b>	The path that defended claims over £15000 are allocated to
<b>Negligence</b>	The absence of ordinary care.
<b>Next Friend</b>	(see GUARDIAN) A person representing a minor or mental patient who is involved in legal proceedings
<b>Non-Molestation</b>	An order within an injunction to prevent one person physically attacking another
<b>Non-Suit</b>	Proceedings where the plaintiff has failed to establish to the Court's satisfaction that there is a case for the defendant to answer

<b>Northampton Bulk Centre</b>	Bulk users in court actions are businesses and local authorities. Their claims are issued by this centre in the name of Northampton County Court. This centre deals with administrative casework on a larger scale than most courts. For example, they will issue debt recovery and hire purchase claims in multiples for businesses
<b>Notary Public</b>	Someone who is authorised to swear oaths and certify the execution of deeds
<b>Notice of Issue</b>	Notice sent by a Court to the claimant giving notification of the case number allocated to their action and details of fees paid. Confirms date of service
<b>Notice to Quit</b>	Gives prior notice, when served in possession proceedings, of termination of a tenancy
<b>Nullity</b>	Application to the Court for a declaration that a marriage be declared 'void' or be annulled i.e. declared never to have existed or to have subsisted until the Court dissolved it
<b>Oath</b>	Written or oral pledge by a person to keep a promise or speak the truth To call upon God to witness that what you say at the hearing is the truth or binding. (see affirmation)
<b>Objection</b>	Statement by an attorney taking exception to testimony or the attempted admission of evidence and opposing its consideration as evidence. A request to a judge for an order prohibiting or excluding certain evidence. Disagreement with an argument or set out by another at the hearing
<b>Of counsel</b>	Phrase used to identify attorneys that are employed by a party to assist in the preparation and management of a case but who are not the principal attorneys of record in the case.

**Offender**

1. A person who has committed a felony, as established by state law and is eighteen years of age or older. 2. A person who is less than eighteen but whose felony case has been transferred by the juvenile court to a criminal court.

**Offer**

1. To make a proposal; to present for acceptance or rejection. 2. To attempt to have something admitted into evidence in a trial; to introduce evidence 3. An “offer” in contract law is a proposal to make a deal. It must be communicated successfully from the person making it to the person to whom it is made and it must be the person to whom it is made and it must be definite and reasonably certain in its terms.

**Official Receiver**

A civil servant who works for the Department of Trade and Industry and is appointed by the Court to act as:  
i) a liquidator when a company is being wound up;  
ii) a trustee when an individual is made bankrupt. The duties of an official receiver will include examining the company / bankrupt’s property which is available to pay the debts and distributing the money amongst the creditors

**Official Solicitor**

A solicitor or barrister appointed by the Lord Chancellor and working in the Lord Chancellor’s Department. The duties include representing, in legal proceedings, people who are incapable of looking after their own affairs i.e. children/persons suffering from mental illness

<b>Ombudsman</b>	Independent ‘referees’ who consider complaints against public and private organisations in a wide range of fields including housing, health and banking. They are often used as a last resort when complaints cannot be resolved through an organisation’s own complaints procedure. Ombudsman services are free to use. Recommendations made by ombudsmen are not binding on the person making the complaint (complainant). They can still go to court even if the ombudsman decided against them
<b>Omnibus hearing</b>	A pretrial hearing normally scheduled at the same time the trial date is established. Purpose of the hearing is to ensure each party receives (or “discovers”) vital information concerning the case held by the other. In addition, the judge may rule on the scope of discovery or on the admissibility of challenged evidence.
<b>Opening statement</b>	The initial statement made by attorneys for each side, outlining the facts each intends to establish during the trial.
<b>Opinion</b>	statement of decision by a judge or court regarding a case tried before it. Published opinions are printed because they contain new legal interpretations. Unpublished opinions, based on legal precedent, are not printed.
<b>Opinion, per curiam</b>	Phrase used to distinguish an opinion of the whole court from an opinion written by only one judge.
<b>Oral evidence</b>	Evidence given to a court, verbally rather than in writing
<b>Oral Examination</b>	A method of questioning a person under oath before an officer of the Court to obtain details of their financial affairs
<b>Order</b>	A direction by a Court

<b>Originating Application</b>	(see MATTER) A method of commencing proceedings under the authority of a specific act of parliament, e.g. Landlord and Tenant Act, whereby the applicant asks the Court to grant an order in their favour
<b>Ouster</b>	An order within an injunction to force a person to leave a property
<b>Overrule</b>	1. Court's denial of any motion or point raised to the court. 2. To overturn or void a decision made in a prior case.
<b>Parens Patriae</b>	The juvenile justice system of America was formed under the idea of "parens patriae," or "state as parent." The state is deemed to have a responsibility to care for youths who have begun dangerous or criminal life patterns. Within this parental role the state has a responsibility to do what it can to rehabilitate youth in its care.
<b>Part 8 Claim</b>	An alternative procedure for issuing a claim to the court
<b>Part admission</b>	See admission
<b>Particulars of claim</b>	This document contains details of the claimant's claim which must be contained in the claim form or served shortly after the claim form has been served. The particulars should be a concise statement of the facts of the claim
<b>Party / parties</b>	People involved in court proceedings either as the defendant(s) or claimant(s).
<b>Party and Party Patient</b>	Costs that one party must pay to another A person who is deemed incapable of handling his/her own affairs by reason of mental incapacity and who is under the jurisdiction of the Court of Protection
<b>Penal Notice</b>	Directions attached to an order of a Court stating the penalty for disobedience may result in imprisonment
<b>People's appeal</b>	An appeal brought by the prosecutor.

<b>Peremptory challenge</b>	Procedure which parties in an action may use to reject prospective jurors without giving reason. Each side is allowed a limited number of such challenges.
<b>Perjury</b>	“Lying under oath,” or “perjury” is a criminal offense. A person is legally required to truthfully answer questions, or abstain from answering at all, if he or she has sworn before a court clerk, notary public, or other official to tell the truth. Perjury interferes with a juror, judge, or official’s ability to accurately understand the information being presented. Making intentionally false statements under oath. Perjury is a criminal offense.
<b>Permission</b>	See leave
<b>Personal Application</b>	Application made to the Court without legal representation
<b>Personal injury claim</b>	A civil claim, which relates to physical or mental harm suffered by a claimant, due to the defendant’s alleged negligence
<b>Personal Service</b>	Personal delivery (i.e. not by mail) of a claim, summons or notice
<b>Personal Support Unit (PSU) Royal Courts of Justice and Wandsworth County Court</b>	A charity based at the Royal Courts of Justice and Wandsworth County Court. They give guidance and support for litigants in person, but not legal advice
<b>Petition</b>	A method of commencing proceedings whereby the order required by the petitioner from the Court is expressed as a prayer, e.g. the petitioner therefore prays that the marriage be dissolved (divorce proceedings). Written application to a court requesting a remedy available under law.
<b>Petition for review</b>	A document filed in the state Supreme Court asking for a review of a decision made by the Court of Appeals.
<b>Petitioner</b>	A person who presents the petition
<b>Plaint Note</b>	see NOTICE OF ISSUE
<b>Plaint Number</b>	Old-fashioned term for Claim Number

<b>Plaintiff</b>	The party who begins an action; the party who complains or sues in an action and is named as such in the court's records. Also called a petitioner. see CLAIMANT
<b>Plea</b>	A defendant's official statement of "guilty" or "not guilty" to the charge(s) made against him.
<b>Plea bargain</b>	An agreement between a defendant, a judge, and a prosecutor, in which the defendant admits guilt, usually in exchange for a promise that a particular sentence will be imposed.
<b>Plead guilty (guilty plea)</b>	Where a defendant admits to having committed a charged offense. post bail: pay bail.
<b>Pleading</b>	Documents setting out claim / defence of parties involved in civil proceedings. Formal, written allegations by the parties of their respective claims.
<b>Polling the jury</b>	A practice whereby the jurors are asked individually whether they agreed, and still agree, with the verdict.
<b>Possession Claim Online (PCOL)</b>	An online Service which allows claimants to start legal proceedings related to property online. Defendants can use the service to respond to a claim against them also
<b>Possession Proceedings</b>	Legal proceedings by a landlord to recover land or property such as a house or flat.
<b>Power of Arrest</b>	An order attached to some injunctions to allow the police to arrest a person who has broken the terms of the order
<b>Power of attorney</b>	Document authorizing another to act as one's agent or attorney in fact (not an attorney at law).
<b>Practice Directions</b>	These are steps to be followed by parties to a dispute prior to legal action. The aim of the to increase co-operation between parties and therefore the chances of an early settlement



<b>Pre-action protocols</b>	These are steps to be followed by parties to a dispute prior to legal action. The aim is to increase co-operation between parties and therefore the chances of an early settlement
<b>Precedent</b>	The decision of a case which established principles of law that act as an authority for future cases of a similar nature. Previously decided case which is recognized as an authority for determining future cases.
<b>Preliminary hearing</b>	A hearing in which the Judge ensures that the parties understand what they must do to comply with any directions and offers guidance on such matters as the use of an expert witness. This hearing is before the final hearing
<b>Preponderance of evidence</b>	The general standard of proof in civil cases. The weight of evidence presented by one side is more convincing to the trier of facts than the evidence presented by the opposing side.
<b>Pre-sentence memoranda</b>	Documents prepared by the prosecutor and the defendant to help the judge determine a sentence.
<b>Pre-sentence report</b>	Report prepared by the Department of Probation containing information to help the judge determine a sentence.
<b>President of the Family Division</b>	Senior judge and head of the family Division of the High Court of Justice
<b>Presiding judge</b>	Chief or administrative judge of a court.
<b>Pre-trial checklist</b>	A pre-trial checklist is completed before the trial. The checklist is for the parties and the Judge, as a reminder of the issues to be considered. The checklist will then be reviewed at a pre-trial review just before the final hearing.
<b>Pre-trial Review</b>	A meeting at which the Judge considers the issues before the timetable for the trial / final hearing date is finalised

<b>Price Fixing</b>	When companies conspire to set prices and thus control or interfere with free market competition, they have violated antitrust laws. Price fixing is considered a criminal offense.
<b>Probate</b>	The legal process of establishing the validity of a will and settling an estate.
<b>Probation</b>	A sentence that does not involve prison, but requires compliance with certain conditions for a specified period of time under the supervision of the Department of Probation.
<b>Probation officer</b>	An employee of the Department of Probation who prepares pre-sentence reports and supervises defendants placed on probation.
<b>Probation, Department of</b>	An agency that prepares a written report concerning a defendant's background and the circumstances surrounding the offense. The Department of Probation also supervises defendants sentenced to probation.
<b>Proceeding</b>	Any hearing or court appearance related to the adjudication of a case.
<b>Process</b>	The document commencing a claim or subsequent action
<b>Prosecution</b>	The institution or conduct of criminal proceedings against a person
<b>Prosecutor</b>	A lawyer who represents the government in criminal cases (also known as the assistant district attorney or A.D.A., the People, or the prosecution). Person who prosecutes (see PROSECUTION)
<b>Public trustee</b>	A person (usually a barrister or solicitor) appointed by the Lord Chancellor as i) trustee for trusts managed by the Public trust Office; ii) Accountant General for Court Funds; iii) Receiver (of last resort) for Court of Protection patients

<b>Puisne Judge</b>	(Pronounced Puny) High Court judge. Any judge of the High Court other than the heads of each division. The word puisne means junior and is used to distinguish High Court judges from senior judges sitting at the Court of Appeal
<b>Putative Father</b>	The alleged or supposed father of an illegitimate child
<b>Quantum</b>	In a damages claim the amount to be determined by the court
<b>Quash</b>	To annul; i.e. to declare no longer valid
<b>Quasi-judicial functions</b>	A quasi-judicial function is an executive function that involves the exercise of discretion (judgment). Court staff perform quasi-judicial executive functions such as managing the issuing of claims, serving court documents and deciding what would be reasonable for the defendant to pay – for example, see determination.
<b>Queens Bench Division</b>	A division of the High Court. The QBD has jurisdiction (reasonability for) civil disputes involving the recovery of money, including breach of contract; personal injuries; libel and slander
<b>Queen’s Counsel</b>	Barristers of at least ten years standing may apply to become queen’s counsel. QCs undertake work of an important nature and are referred to as ‘silks’ which is derived from the Courts gown that is worn. Will be known as king’s counsel if a king assumes the throne
<b>Qui Tam</b>	Through qui tam provisions in the Federal Civil False Claims Act, citizens can initiate lawsuits against businesses or agents who have dealt fraudulently with the U.S. government. Individuals who file qui tam lawsuits are referred to as whistleblowers.
<b>R.O.R.’d (release on recognizance)</b>	To be released from jail without bail while a case is pending.

<b>Rap sheet (fingerprint report)</b>	A summary of a defendant's prior and/or currently pending arrests and convictions.
<b>Re-allocation</b>	Transferring the case from one allocated track to another. This can happen if the value of the case increases
<b>Reasonable Doubt</b>	In order to convict a defendant of a criminal offense, a juror or judge must believe "beyond a reasonable doubt" that the defendant committed the crime. If a juror or judge finds the evidence against the defendant inconclusive, he or she has a responsibility to find the defendant "not guilty." An accused person is entitled to acquittal if, in the minds of the jury, his guilt has not been proved beyond a "reasonable doubt". That state of mind of jurors in which they cannot say they feel an abiding conviction as to the truth of the charge.
<b>Rebuttal</b>	The introduction of contradicting or opposing evidence showing that what witnesses said occurred is not true, the stage of a trial at which such evidence may be introduced.
<b>Receiver</b>	Person appointed by the Court of Protection to act on behalf of a patient
<b>Recognisance</b>	An undertaking before the Court by which a person agrees to comply with a certain condition, e.g. keep the peace/appear in court. A sum of money is normally pledged to ensure compliance
<b>Record</b>	1. To preserve in writing, print or by film, tape, etc. 2. History or a case. 3. The word-for-word (verbatim) written or tape recorded account of all proceedings of a trial.
<b>Record on appeal</b>	The portion of the record of a court of limited jurisdiction necessary to allow a superior court to review the case.

<b>Recorder</b>	(also Assistant Recorder) Members of the legal profession (barristers or solicitors) who are appointed to act in a judicial capacity on a part time bases. They may progress to become a full time judge
<b>Redetermination (criminal)</b>	An application by a solicitor or counsel for amounts assessed by determination to be reconsidered
<b>Redeterminaion (civil)</b>	If the defendant or claimant objects to the rate of repayment set by a court officer, the judge will decide on the matter. See Determination.
<b>Redirect examination</b>	Follows cross examination and is carried out by the party who, first examined the witness.
<b>Register of judgments, orders and fines</b>	A public register containing details of county court and High Court judgments, fines enforced by magistrates' courts and county court administration orders
<b>Registrar</b>	(see DISTRICT JUDGE) Registrars and deputy registrars were renamed DISTRICT Judges and Deputy DISTRICT Judges respectively in the Courts and Legal Services Act 1990
<b>Registry Trust Limited (RTL)</b>	The company contracted to the Ministry of Justice to maintain the Register of Judgments Orders and Fines. You can find out if an individual or a company at a particular address has unsatisfied (unpaid) court judgments against them by searching the Register of Judgments, Orders and Fines. There is a small fee for this. You can get further information about searching the Register from: Registry Trust Ltd, 73-75 Cleveland Street, London, W1T 6QR
<b>Released</b>	A witness is released (freed from an obligation or duty) by the court, when he or she has given evidence in a case

<b>Remand</b>	To send back. A disposition by an appellate court that results in sending the case back to the original court from which it came for further proceedings. To order an accused person to be kept in custody or placed on bail pending further Court appearance
<b>Remand or remanded to custody</b>	To be sent to jail.
<b>Remit</b>	An order by an appeals court sending a case back to a lower court for further proceedings.
<b>Reply</b>	Pleading by the plaintiff in response to the defendant's written answer.
<b>Representation Respondent</b>	See Legal representation 1. Party against whom an appeal is brought in an appellate court. the prevailing party in the trial court case. 2. A juvenile offender.
<b>Respondent (Civil &amp; Crime)</b>	The defending party (person) in an appeal or in a petition to the courts. See also Appellant
<b>Respondent (Family)</b>	The person on whom a petition or originating application is served
<b>Response pack</b>	A response pack is sent to the defendant in a civil claim with the claim form or with the particulars of claim (if they were served separately). The pack contains all the forms needed to reply to the claim
<b>Restitution</b>	Act of giving the equivalent for any loss, damage of injury. A sentence that requires the payment of money to a victim. Where a defendant who has been evicted by a bailiff illegally re-enters the property the claimant must issue a warrant of restitution with the court in order to regain possession
<b>Rests the case reversal</b>	When a party concludes his presentation or evidence. A decision by an appeals court that rejects the decision of a lower court.

<b>Reversal</b>	Setting aside, annulling, vacating or changing to the contrary the decision of a lower court or other body.
<b>Right of Audience</b>	Entitlement to appear before a Court in a legal capacity and conduct proceedings on behalf of a party to the proceedings
<b>Sanction</b>	A penalty imposed on a person involved in a case if he or she, for example, fails to comply with directions or refuses to consider an alternative to court. Even though a person wins a case, the judge may order them to pay the other party's costs
<b>Satisfaction</b>	Paying a debt or settling an obligation by an act or deed
<b>Securities Fraud</b>	A stockbroker, financial advisor, corporation, or investor may commit securities fraud by: Deliberately misrepresenting the worth of a company or the value of its stock. Illegally trading within an investment account. Failing to keep accurate books. Making deals or trades based on inside information.
<b>Security of tenure</b>	A period in which something is held
<b>Sentence</b>	A punishment imposed by a judge following a conviction.
<b>Sentencing</b>	A court proceeding at which a sentence is imposed.
<b>Sentencing proceeding</b>	Trial before a jury to determine if a sentence of death or life imprisonment without the possibility of parole should be imposed.
<b>Service</b>	Delivery by post, or in person, of the claim form, or other court documents
<b>Set aside</b>	Annul or void as in "setting aside" a judgment.
<b>Set aside judgment</b>	See judgment set aside

<b>Settlement</b>	1. Conclusion of a legal matter. 2. Compromise agreement by opposing parties in a civil suit before judgment is made, eliminating the need for the judge to resolve the controversy. A voluntarily agreement by the claimant and defendant to settle their civil case.
<b>Settlement conference</b>	A meeting between parties of a lawsuit, their counsel and a judge to attempt a resolution of the dispute without trial.
<b>Sheriff</b>	An officer of the Crown whose duties, amongst other things, consist of the enforcement of High Court writs of execution
<b>SILK</b>	Queens Counsel, a senior barrister sometimes referred to as a leader or leading counsel
<b>Skeleton argument</b>	A written summary of the main points of a case to be heard by an appeal court.
<b>SLANDER</b>	Spoken words which have a damaging effect on a person's reputation
<b>Small Claims Track</b>	The path that defended claims of no more than £5,000 (and personal injury and housing disrepair claims of no more than £1,000) are allocated to
<b>Solicitor</b>	Member of the legal profession chiefly concerned with advising clients and preparing their cases and representing them in some Courts. May also act as advocates before certain Courts or tribunals
<b>Specified amounts of money</b>	A specific and easily calculable amount of money, such as a debt owed to a claimant
<b>Specified Claim</b>	A type of claim which is issued for a fixed amount of money allegedly owing. Previously known as a liquidated claim
<b>Split sentence</b>	A jail sentence followed by a period of probation.
<b>Squatter</b>	A person occupying land or property without the owners consent
<b>Squatting</b>	The occupation of land or property without the owner's consent



<b>Standard directions</b>	See directions
<b>State Court</b>	Within the U.S. judicial system, each state is given the right to try defendants for violations of state laws. The bulk of civil and criminal cases tried in the U.S. each year are heard in state courts.
<b>Statement</b>	A written account by a witness of the facts of details of a matter
<b>Statement of case</b>	The statement of case contains the outline of the claimant's case and includes: (i) a claim form, (ii) the particulars of claim – where these are not included in the claim form; (iii) the defence and (iv) a reply to the defence (v) any counterclaim
<b>Statement of truth</b>	Every statement of case must be verified by a statement of truth, signed by the parties involved. A statement of truth is a statement that says that a party believes the facts they have written down are true
<b>Statute</b>	A law created by the Legislature.
<b>Statute of limitations</b>	Law which specifies the time within which parties must take judicial action to enforce their rights.
<b>Statutory Instrument</b>	A document issued by the delegated authority (usually a Government Minister or committee) named within an act of parliament which affects the workings of the original Act, e.g. The County Courts Act 1984 confers authority on to the County Court Rule Committee to make rules relating to the operation of the County Courts act
<b>Stay</b>	A suspension of court proceedings. This remains in effect until an order has been followed. No action may be taken in the case other than an application to have the stay lifted. A case can also be stayed when an offer of payment is accepted or if the court feels it is necessary
<b>Stay of Execution</b>	An order following which judgment cannot be enforced without leave of the court

<b>Stipulation</b>	Agreement by the attorneys or parties on opposite sides of a case regarding any matter in the trial proceedings.
<b>Striking a case out (striking out)</b>	The court can strike out a case (prevent all further proceedings) if a party fails to comply with a rule, practice direction or court order. It can also happen if it appears there are no reasonable grounds for bringing or defending a claim. Either party (the defendant or the claimant) can ask the court to strike a case out
<b>Subpoena</b>	Document issued by the authority of the court to compel a witness to appear and give testimony or produce documentary evidence in a proceeding. Failure to appear or produce is punishable by contempt of court.
<b>Subpoena duces tecum</b>	“Under penalty you shall take it with you.” A process by which the court commands a witness to produce specific documents or records in a trial.
<b>Suit</b>	Any court proceeding in which an individual seeks a decision. Legal proceedings commenced by petition
<b>Suitor</b>	Person bringing a suit before the Courts
<b>Summary Assessment (of costs)</b>	When a court makes a cost order it may make a summary assessment of costs immediately after it has made the order. The court will usually make a summary assessment
<b>Summary Judgment</b>	A judgment obtained by a claimant where there is no defence to the case or the defence contains no valid grounds. A summary judgment can be obtained without a trial or hearing. A defendant can also obtain summary judgment if he or she can establish that the claimant has no real prospect of succeeding on the claim. You have to apply to the court for a summary judgement hearing to take place

<b>Summary Offence</b>	(see INDICTABLE, EITHER WAY OFFENCE) A criminal offence which is triable only by a Magistrates Court
<b>Summary procedure</b>	A procedure by which the court when making an order about costs, orders payment of a sum of money instead of fixed costs or detailed assessment
<b>Summation</b>	Closing argument made at trial.
<b>Summing-up</b>	A review of the evidence and directions as to the law by a judge immediately before a jury retires to consider its verdict
<b>Summons</b>	Document or writ directing the sheriff or other officer to notify a person that an action has been commenced against him in court and that he is required to appear, on a certain day, and answer the complaint in such action.
<b>Summons (Jury)</b>	Order to attend for jury service
<b>Summons (Witness)</b>	Order to appear as a witness at a hearing
<b>Superior Court Information (S.C.I.)</b>	A written accusation filed by the prosecutor containing felony and perhaps also misdemeanor charges.
<b>Suppression order</b>	A court order that prohibits the admission of specific evidence at trial.
<b>Supreme Court of Judicature</b>	Collective name encompassing - High Court of Justice, Crown Court and Court of Appeal
<b>Surcharge</b>	A payment of money that is required upon conviction.
<b>Surety</b>	A person's undertaking to be liable for another's default or non-attendance at Court
<b>Surrebuttal</b>	The stage of the trial when a party may offer evidence in response to rebuttal evidence.
<b>Suspended Sentence</b>	A custodial sentence which will not take effect unless there is a subsequent offence within a specified period
<b>Sworn oath</b>	A promise to tell the truth.

## T

### **Taxation of Costs**

(see SUMMARY ASSESSMENT and DETAILED ASSESSMENT) An examination of a solicitor's bill in civil proceedings by a Court to ensure that all charges against the legal aid fund are fair and reasonable (see also PARTY AND PARTY COSTS which are also examined by a Court)

### **Technology and Construction Court**

A specialist court which deals with disputes in the construction industry. It is part of the Queen's Bench Division of the High Court.

### **Telephone hearing**

Hearings which can be conducted by telephone unless otherwise ordered are:  
all allocation hearings  
listing hearings  
case management hearings  
and interim applications.

They are under an hour. Any other application, requires the consent of all the parties and the agreement of the court

### **Temporary order of protection**

A court order that forbids a person from contacting or being in the presence of a specific person for a specified period of time.

### **Tenant**

A person which holds land or property under a lease

### **Testify (testimony)**

To speak under oath.

### **Testimony**

Any statement made by a witness under oath in a legal proceeding.

### **Testor**

A person who makes a will

### **The Legal Aid Society**

A private non-profit organization that provides legal representation to people who do not have enough money to pay for a lawyer.

### **Third party**

Person who is not party to a legal case, but may be relevant because he or she owes the defendant money. In that case the defendant can issue a third party notice against such a party

<b>Third party debt order</b>	An order issued by a Claimant, against a third party, to seize money or other assets in their keeping, but belonging to the debtor. Orders can be granted preventing a defendant from withdrawing money from their bank or building society account. The money is paid to the claimant from the account. A third party debt order can also be sent to anyone who owes the defendant money
<b>Tipstaff</b>	An officer of the Supreme Court whose duties involve the enforcement of High Court arrest warrants
<b>Tort</b>	An action in tort is a claim for damages to compensate the claimant for harm suffered. Such claims arise from cases of personal injury, breach of contract and damage to personal reputation. As well as damages, remedies include an injunction to prevent harm occurring again
<b>Track allocation</b>	See Allocation Case management tracks Allocation questionnaire
<b>Transcript</b>	The official record or proceedings in a trial or hearing, which is kept by the clerk. Trial – The presentation of evidence in court to a trier of facts who applies the applicable law to those facts and then decides the case
<b>Trial</b>	A court proceeding at which a judge or jury decides whether a person is guilty or not guilty of the charges against him or her. A public hearing in which the evidence in a case, and the law which applies, are examined
<b>Trial (civil)</b>	Civil trials are generally held before one or more judges without a jury. The form and length of a civil trial will depend on the track to which the case has been allocated
<b>Trial bundles</b>	These are the documents that are likely to be referred to in a trial or tribunal hearing. Identical bundles are prepared for the judge and the parties to the case

<b>Trial contents</b>	The contents of the trial include any written statements and documents in trial bundles
<b>Trial Window</b>	A period of time within which the case must be listed for trial
<b>Tribunal</b>	A tribunal is a body outside of the court structure. They hear disputes relating to specific areas such as immigration, employment and some tax matters and adjudicate on them. Tribunals are thought to be cheap and fast and allow expert knowledge to be applied
<b>Trier of facts</b>	The jury or, in a non-jury trial, the judge, or an administrative body.
<b>Trust</b>	Property legally entrusted to a person with instructions to use it for another person (or persons benefit)
<b>Trustee</b>	A person who holds or administers property in a trust for another (or others)
<b>Unconditional discharge</b>	A sentence which does not require either any imprisonment or conditions.
<b>Undertaking</b>	A promise, which can be enforced by law, made by a party (person) or their legal representative during legal proceedings
<b>Unspecified amount of money</b>	An unspecified amount of money is one which is not precise. For example, if you are claiming damages (compensation) for loss or injury, you might not be able to work out exactly what those damages are
<b>Unspecified Claim</b>	A claim where the amount to be awarded is left to the Court to determine, e.g. damages to be assessed for personal injuries. Previously known as an unliquidated claim
<b>Vacate</b>	To cancel a court order. A vacated court order has no legal effect.
<b>Varied order</b>	If a defendant has been ordered to pay an amount in full or by instalments, which they cannot afford, they can ask the court to vary the order to allow payment by instalments or by reduced instalments

<b>Venue</b>	The specific county, city or geographical area in which a court has jurisdiction.
<b>Verdict</b>	Verdict - Formal decision made by a judge or jury (trier of facts). The trial judge or jury's decision as to whether a person is guilty or not guilty of charged offenses. The finding of guilty or not guilty by a jury
<b>Vexatious litigant</b>	A person who regularly brings court cases which have little chance of succeeding. The Attorney General can apply to the High Court for an order to prevent such a person from starting legal proceedings without permission.
<b>Vice Chancellor</b>	Senior judge and head of the Chancery Division of the High Court of Justice (although the Lord Chancellor is the nominal head)
<b>Violation</b>	An offense punishable by up to fifteen days in jail and/or a fine.
<b>Voir dire</b>	(pronounced "vwar-deer") – "To speak the truth." The process of preliminary examination of prospective jurors, by the court or attorneys, regarding their qualifications.
<b>Voluntary</b>	Something is voluntary when it is entered into without compulsion, as a result of the free choice of the person(s) concerned
<b>Waive</b>	To give up a legal right.
<b>Waiver and Transfer</b>	An intake officer or prosecutor may, through a petition waiver, request that a juvenile delinquency case be heard in criminal court instead of juvenile court. If the petition is approved, the juvenile court will waive its jurisdiction and the case will be transferred to a criminal court. Reverse waivers, in contrast, transfer youth being tried in criminal court back to juvenile court.

<b>Walking Possession</b>	A signed agreement by a debtor not to remove goods levied by a bailiff under the authority of a warrant of execution and to allow the bailiff access at any time to inspect the goods, in consideration of which the bailiff leaves the goods in the possession of the debtor
<b>Ward of Court</b>	The title given to a minor who is the subject of a wardship order. The order ensures that custody of the minor is held by the Court with day to day care of the minor being carried out by an individual(s) or local authority. As long as the minor remains a ward of Court, all decisions regarding the minors upbringing must be approved by the Court, e.g. transfer to a different school, medical treatment etc
<b>Wardship</b>	High Court action making a minor a ward of court
<b>Warrant of Committal</b>	Method of enforcing an order of the Court whereby the penalty for failing to comply with its terms is imprisonment; the bailiff is authorised to carry out the arrest and deliver the person to prison (or in some instances the Court)
<b>Warrant of Delivery</b>	Method of enforcing a judgment for the return of goods (or value of the goods) whereby a bailiff is authorised to recover the goods (or their value) from the debtor and return them to the creditor
<b>Warrant of Execution</b>	A method of enforcing a judgment, The bailiff is authorised to remove goods belonging to a defendant from their home or business for sale at public auction.
<b>Warrant of Possession</b>	This gives court bailiffs the authority to take possession of a property and evict the defendant in cases, where an order for possession has been granted by a court.



<b>Warrant of Restitution</b>	A remedy available following illegal re-entry of premises by persons evicted under a warrant of possession. The bailiff is authorised to evict all occupants found on the premises and re-deliver the premises to the plaintiff
<b>Well</b>	The section of the court containing the tables at which the defendant, prosecutor and lawyers sit.
<b>White Collar Crime</b>	Examples of white-collar crime include embezzlement, securities fraud, extortion, price fixing, and bribery. White-collar crimes may be tried in state or federal courts.
<b>Will</b>	A declaration of a person's intentions to distribute his / her estate and assets
<b>Willful act</b>	An intentional act carried out without justifiable cause.
<b>Winding up</b>	The voluntary or compulsory closure of a company and the subsequent realisation of assets and payment to creditors
<b>Witness</b>	A person who gives evidence in Court, called to give evidence because they witnesses an event (see also Expert witness) Person who testifies under oath before a court, regarding what he/she has seen, heard or otherwise observed.
<b>Witness summons</b>	A document issued by a court which requires a person to give evidence in court or to produce a report or other documentation for the court
<b>Writ</b>	A special, written court order directing a person to perform, or refrain from performing, a specific act.
<b>Writ of Summons</b>	(see CLAIM)
<b>Written evidence / statement</b>	A written statement of relevant facts which is submitted to the court.
<b>Youthful Offender (Y.O.)</b>	A person who is sentenced for an offense that occurred when the person was fourteen, fifteen, sixteen, seventeen, or eighteen years old.

# Довідково-інформаційні дані з граматики

## Grammar Appendix

### Unit 1. Question forms. Present Continuous

A **yes / no** question is one that we can answer with **yes** or **no**.

*Are you ready?* ~ **Yes**, nearly / **No**, not quite.

*Has anyone seen my bag?* ~ **Yes**, it's on the chair. / **No**, I don't think so.

These questions are asking for information. For example, Daniel wants to know if Vicky is ready or not.

Sometimes **yes / no** questions have other uses, especially questions with modal verbs. For example, when Matthew says *Shall we go then?* he is making a suggestion, not asking for information. Here are some examples of the different uses.

Making a suggestion: **Shall** we eat out tonight?

Requesting: **Can / Could** you write the address down for me, please?

Offering: **Can** I carry something for you? ~ No, it's OK, thanks.

Inviting: **Would** you like to come to a party? – Yes, I'd love to.

Asking permission: **May** I use your phone? ~ Yes, of course

A **yes / no** question begins with an auxiliary verb. An auxiliary verb is a form of **be** or **have** or a modal verb e.g. *can*. The auxiliary verb comes before the subject.

#### AUXILIARY

#### SUBJECT

Is

it

raining?

Has

David

got a car?

Can

Emma

drive?

statement: *It is raining.*

question: *Is it raining?*

The main verb **be** also comes before the subject in a question.

*Is it cold out there? Are you ready? Was it easy?*

If there is more than one auxiliary verb, only the first one comes before the subject.

**Have** you been working? **Could** we have done better?  
 In the Present Simple and Past Simple we use a form of **do**.

**AUXILIARY      SUBJECT**

Do	the buses	run every day?
Does	Mark	play golf?
Did	you	like the concert?

statement:      They (**do**) run every day.

question:      **Do** they run every day?

A question cannot begin with an ordinary verb such as *run, play or like*.  
 NOT ~~Plays Mark golf?~~ and NOT ~~Liked you're the concert?~~  
 The verb after the subject does not end in **s** or **ed**.  
 NOT ~~Does Mark plays golf?~~ and NOT ~~Did you liked the concert?~~

**Wh-questions**

A **wh-question** begins with a question word. Question words are **who, what, which, whose, where, when, why and how**.

We use a **wh-question** to ask for information.

Most **wh-questions** begin with a question word + an auxiliary verb + the subject. An auxiliary verb is a form of **be** or **have** or a modal verb, e.g. can.

QUESTION WORD	AUXILIARY	SUBJECT	
What			
Where	is	Kitty	doing?
When	have	you	put the map?
	can	we	travel safely?

The main verb **be** also comes before the subject in questions.  
*Where is Kitty? How are you? What was that noise?*

If there is more than one auxiliary verb, only the first one comes before the subject.

The guerrillas **have been** hiding. Where **have** the guerrillas been hiding?

I **should have** said something. What **should** I have said?

In the Present Simple and Past Simple we use a form of **do**.

QUESTION WORD	AUXILIARY	SUBJECT	
Where	do	people	meet?
How	does	the radio	work?
What	did	the guerrillas	say?

An ordinary verb such as **meet**, **work** or **say** cannot come before the subject.

~~NOT Where meet people?~~ and ~~NOT How works the radio?~~

The verb after the subject does not end in **s** or **ed**.

~~NOT How does the radio works?~~ and ~~NOT What did the guerrillas said?~~

### Question phrases

Look at these question phrases with what and how.

**What time** is your friend arriving? ~ *Half past eight.*

**What colour** is your toothbrush? ~ *Yellow.*

**What kind of/What sort of** club is it? ~ *A nightclub.*

**How old** is your sister? ~ *She's twenty.*

**How often** do you go out? ~ *About once a week, usually.*

**How far** is the beach? ~ *Only five minutes walk.*

**How long** will the meeting last? ~ *An hour or so, I expect.*

**How many** televisions have you got? ~ *Three.*

**How much** money did you spend? ~ *About a hundred pounds.*

### Present Continuous

The Present Continuous means that we are in the middle of an action.

The Present Continuous is the present tense of **be + an ing-form**.

I am looking or I'm looking

you / we / they are looking or you / we / they're looking

he / she / it is looking or he / she / it's looking

### NEGATIVE

I'm not looking

you / we / they aren't looking

he / she / it isn't looking

## QUESTION

am I looking?

are you / we / they looking?

is he / she / it looking?

*I'm getting the lunch ready. The train is coming, look.*

*We're looking for a post office. Rachel isn't wearing her new dress.*

*What are you doing? Who is Vicky dancing with?*

We use the Present Continuous to say that we are in the middle of an action.

*I'm waiting for the train. (I'm at the station now.)*

*I'm getting the lunch ready. (I'm in the kitchen now.)*

*I'm waiting* means that I am in the middle of a period of waiting. The wait is not yet over.

We can also use the Present Continuous when we are in the middle of something but not actually doing it at the moment of speaking.

*I must get back to the office. We're working on a new project.*

*I'm quite busy these days. I'm doing a course at college.*

We can use the Present Continuous when things are changing over a long period.

*The number of cars on the road is increasing. The earth is slowly getting warmer.*

## Unit 2. The Present Simple

We use the Present Simple for thoughts and feelings: *I think so, I like it.*

states, things staying the same, facts and things that are true for a long time:

*We live quite near.*

repeated actions: *We come here every week.*

and also in phrases like I promise, I agree, etc: *I promise I'll pay you back.*

in a negative question with why to make a suggestion: *Why don't we go out?*

*The new term starts next week.*

### Positive forms

*I / you / we / they get he / she / it gets*

In the Present Simple we use the verb without an ending.

*I get the lunch ready at one o'clock, usually. We always do our shopping at Greenway. Most children like ice-cream. You know the answer.*

But in the third person singular (after **he, she, it, your friend**, etc), the verb ends in **s** or **es**.

*It gets busy at weekends.*

*My husband thinks so, too.*

*Sarah catches the early train.  
the world.*

*She faxes messages all over*

### Negatives and questions

#### NEGATIVE

I / you / we / they do not get or don't get

he / she / it does not get or doesn't get

#### QUESTION

do I / we / you / they get?

does he / she / it get?

We use a form of **do** in negatives and questions. We use **do** and **don't** except in the third person singular, where we use **does** and **doesn't**.

*We don't live far away. He doesn't want to go shopping.*

*Do you live here? ~ Yes, I do. What does he want? ~ Money.*

We do not add **s** to the verb in negatives and questions. NOT ~~He doesn't gets~~ and NOT ~~Does he gets?~~

### Have and have got

Look at these examples.

#### HAVE

*We have three cats.*

*Emma has toothache.*

*Daniel doesn't have a car.*

*Do you have the address? ~ Yes, I do.*

#### HAVE GOT

*We've got three cats.*

*Vicky has got blue eyes.*

*I haven't got any money.*

*Have you got a ticket? ~ No, I haven't.*

Here **have** and **have got** mean the same thing. We can normally use either form. But **have got** is more informal. Note that we do not use **have got** in short answers (*No, I haven't.*).

## PRESENT TENSE

### have

I / you / we / they have  
he / she / it has

### have got

I / you / we / they have got  
or I / you / we / they've got  
he / she / it has got or he /  
she / it's got

NEGATIVE I / you / we / they don't  
have  
he / she / it doesn't have

I / you / we / they haven't  
got  
he / she / it hasn't got  
have

QUESTION do I / you / we / they  
have?  
does he / she / it have?

I / you / we / they got?  
has he / she / it got?

## PAST TENSE

I / you / he / she / it / we /  
they had

NEGATIVE I / you / he / she / it / we /  
they didn't have

QUESTION did I / you / he / she / it /  
we / they have?

We do not often use **had got** in the past tense.

*Tom had several jobs to do. We didn't have time to stop.*

## Unit 3. Past Simple

### Positive forms

A regular past form ends in **ed**.

*It happened very quickly. The van crashed into the car I posted the letter yesterday. We once owned a caravan*

Some verbs have an irregular past form.

*The car came out of a side road. Vicky rang earlier. I won the game.*

*I had breakfast at six. The train left on time. We took some photos.*

The Past Simple is the same in all persons except in the past tense of **be**.

*I / he / she / it was*

*I was ill last week,*

*you / we / they were*

*Those cakes were nice.*

### Negatives and questions

We use **did** in negatives and questions.

**NEGATIVE**I / you / he / she / it / we / they **did not stop****QUESTION****did** I / you / he / she / it / we / they **stop?****OR didn't stop***The car did not stop. The driver didn't look to his right.**What did you tell the police? ~ Nothing. Did you ring home? ~ Yes, I did.*

We do not use a past form such as **stopped** or **rang** in negatives and questions.

**NOT** The car ~~didn't stopped~~ and **NOT** Did you ~~rang?~~We also use **was** and **were** in negatives and questions.**NEGATIVE**

I / he / she / it was not or wasn't you / we / they were or weren't

**QUESTION**

was I / he / she / it? were you / we / they?

*I wasn't very well last week. The gates weren't open. Where was your friend last night? Was your steak nice?*

We use the Past Simple for something in the past which is finished.

*Emma passed her exam last year. We went to the theatre on Friday. Elvis Presley died in 1977. I knew what the problem was. When did you buy this car? ~ About three years ago.***Past Continuous**

The Past Continuous means that at a time in the past we were in the middle of an action.

The Past Continuous is the past tense of **be + an ing-form**.I / he / she / it was playing you / we / they **were playing****NEGATIVE**

I / he / she / it wasn't playing you / we / they weren't playing

**QUESTION**

was I / he / she / it playing? were you / we / they playing?

*Soft music was playing. People were walking in the park. I wasn't dreaming. I really was in New York City. Why did you give our secret*



away? What were you thinking of? Was Matthew already waiting for you when you got there?

We use the continuous with actions. We do not normally use it with state verbs. For states we use the Past Simple.

*I didn't know where you were, not I wasn't knowing...*

### **Past Continuous or Past Simple?**

#### **PAST CONTINUOUS**

We use the Past Continuous for an action that we were in the middle of.

*We were driving home.*

(We were in the middle of our journey.)

A light was flashing.

We do not normally use the Past Continuous for states.

~~not The spaceship was seeming...~~

~~not It was having writing...~~

~~not I wasn't knowing...~~

#### **PAST SIMPLE**

We use the Past Simple for a complete action in the past.

*We drove home.*

(We finished our journey.)

The spaceship flew away.

We also use the Past Simple (not normally the continuous)

The spaceship seemed quite big.

It had writing on the side.

I didn't know what it was.

### **It happened as I was driving**

We often use the Past Continuous and Simple together when one (shorter) action comes in the middle of another (longer) one.

*As we were driving down the hill, a strange object appeared in the sky.*

*While Laura was sitting in the garden, it suddenly began to rain.*

*You drove right past me when I was waiting for the bus.*

The appearance of the strange object comes in the middle of the longer action, the drive down the hill.

Longer action: *We were driving down the hill*

Shorter action: *An object appeared.*

In the three sentences above, the Past Continuous comes after *as*, *while* or *when*

(*As we were driving ...*). We can also use *when* before the Past Simple.

*We were driving down the hill when a strange object appeared in the sky.*

*David was making lunch when the phone rang.*

But we use two Past Simple verbs for one action after another.

*When we saw the spaceship, we stopped the car.* (= We saw it and then we stopped.)

## Unit 4. Expressions of quantity. Articles.

### Expressions of quantity

#### Count and uncount nouns.

1. It is important to understand the difference between **count** and **uncount** nouns.

Count nouns	Uncount nouns
a cup a girl, an apple, an egg, a pound	water, sugar, milk, music money

We can say *three cups, two girls; ten pounds*. We can count them. We cannot say *two waters, three musics*. We cannot count them.

2. Count nouns can be singular or plural.

**Example:** *This cup is full. These cups are empty.*

Uncount nouns can only be singular.

**Example:** *The water is cold. The weather was terrible.*

#### **much and many**

1. We use **much** with uncount nouns in questions and negatives.

*How much money have you got? There isn't much milk left.*

2. We use **many** with count nouns in questions and negatives.

*How many people were at the party? I didn't take many photos on holiday.*

#### **some and any**

1. **Some** is used in positive sentences.

*I'd like some sugar.*

2. **Any** is used in questions and negatives.

*Is there any sugar in this tea? Have you got any brothers and sisters?*

*We don't have any washing-up liquid. I didn't buy any apples.*

3. We use **some** in questions that are requests or offers.

*Can I have some cake? Would you like some tea?*

4. The rules are the same for the compounds **someone, anything, anybody, somewhere**, etc.

*I've got something for you.*

*Hello? Is anybody here?*

*There isn't anywhere to go in my town.*

### **a few and a little**

1. We use **a few** with count nouns.

*There are a few cigarettes left, but not many.*

2. We use **a little** with uncount nouns.

*Can you give me a little help?*

### **a lot/lots of**

1. We use **a lot / lots of** with both count and uncount nouns.

*There's a lot of butter. I've got lots of friends.*

2. **A lot / lots of** can be used in questions and negatives.

*Are there lots of tourists in your country? There isn't a lot of butter, but there's enough.*

### **Articles – a and the**

1. The indefinite article **a** or **an** is used with singular, countable nouns to refer to a thing or an idea for the first time.

*We have a cat and a dog. There's a supermarket in Adam Street.*

2. The definite article **the** is used with singular and plural, countable and uncountable nouns when both the speaker and the listener know the thing or idea already.

*We have a cat and a dog. The cat is old. The dog is just a puppy.*

*I'm going to the supermarket. Do you want anything? (We both know which supermarket.)*

### **Indefinite article**

The indefinite article is used:

1. – with professions.

*I'm a teacher. She's an architect.*

2. – with some expressions of quantity.

*a pair of, a little, a couple of, a few*

3. – in exclamations with what + a count noun.

*What a lovely day! What a pity!*

### **Definite article**

The definite article is used:

1. before seas, rivers, hotels, pubs, theatres, museums, and newspapers.

*the Atlantic, the British Museum, The Times, the Ritz*

2. if there is only one of something.

*the sun, the Queen, the Government*

3. with superlative adjectives.

*He's the richest man in the world. Jane's the oldest in the class.*

## No article

There is no article:

1. before plural and uncountable nouns when talking about things in general.

*I like potatoes. Milk is good for you.*

2. before countries, towns, streets, languages, magazines, meals, airports, stations, and mountains.

*I had lunch with John. I bought Cosmopolitan at Paddington Station.*

3. before some places and with some forms of transport.

at home, in/to bed, at/to work, at / to school/university, by bus, by plane, by car, by train, on foot

*She goes to work by bus. I was at home yesterday evening.*

4. in exclamations with what + an uncount noun.

*What beautiful weather! What loud music!*

**Note:** In the phrase go home, there is no article and no preposition.

*I went home early. NOT I went to home.*

## Unit 5. Will. Going to

*Emma: It's my birthday soon. I'll be twenty next Friday.*

*Aunt Joan: Oh, really? Are you going to have a party?*

*Emma: I'm going to have a meal in a restaurant with a few friends.*

*Aunt Joan: That'll be nice.*

### WILL

**Will** has a neutral meaning. We use it to talk about facts in the future.

*I'll be twenty next Friday.*

*The spacecraft will come down in the Pacific Ocean tomorrow morning.*

### BE GOING TO

We use **be going to** for an intention, something we have already decided to do.

*We're going to have a meal.*

*Tom is going to sell his car.*

**Will** does not express an intention.

*It's her birthday. She's going to have a meal with her friends, not She'll have a meal.* But we often use **be going to** for an intention and

**will** for the details and comments. *We're all going to have a meal. There'll be about ten of us. ~ Oh, that'll be nice.*

As well as **be going to**, we can use the Present Continuous.

*We're going to drive / We're driving down to the South of France. ~ That'll be a long journey. It'll take two days. We'll arrive on Sunday.*

### **Decisions and intentions**

#### **Will**

We use **will** for an instant decision or agreement to do something.

*There's a postbox over there. I'll post these letters.*

*You still haven't put those shelves up, Trevor. ~*

*OK, I'll do it tomorrow. Trevor is deciding now.*

#### **Be going to**

**Be going to** means that we have already decided.

*I'm going out. I'm going to post these letters. You still haven't put those shelves up, Trevor. ~ I know. I'm going to do it tomorrow. Trevor has already decided.*

### **Predictions**

#### **Will**

We can use **will** for a prediction about the future.

*I think United will win the game. One day people will travel to Mars.*

#### **Be going to**

We use **be going to** for a prediction when we see from the present situation what is going to happen in the future.

*There isn't a cloud in the sky. It's going to be a lovely day.*

*This bag isn't very strong. It's going to break.*

It is often possible to use either form in a prediction. For example, we can also say *I think United **are going to win** the game.* Usually **be going to** is a little more informal and conversational than **will**.

## **Unit 6. Comparative and superlative adjectives**

We form the comparative and superlative of short adjectives (e.g. *cheap*) and long adjectives (e.g. *expensive*) in different ways.

#### COMPARATIVE

Short word, e.g. *cheap*:

Long word, e.g. *expensive*:

#### SUPERLATIVE

cheaper

(the) cheapest

more expensive (the) most expensive

### Short and long adjectives

One-syllable adjectives (e.g. *small, nice*) usually have the **er, est** ending.

*Your hi-fi is smaller. Emma needs a bigger computer.*

*This is the nicest colour. This room is the warmest.*

But we use **more, most** before words ending in **ed**.

*Everyone was pleased at the results, but Vicky was the most pleased.*

We also use **more, most** with three-syllable adjectives (e.g. *exciting*) and with longer ones. *The film was more exciting than the book. This dress is more elegant. We did the most interesting project. This machine is the most reliable.*

Some two-syllable adjectives have **er, est**, and some have **more, most**. Look at this information.

#### Two-syllable adjectives

Words ending in a consonant + **y** have **er, est**, e.g. *happy – happier, happiest*.

**Examples** are: *busy, dirty, easy, funny, happy, heavy, lovely, lucky, pretty, silly, tidy*

Some words have **er, est** or **more, most**, e.g. *narrow – narrower, narrowest or more narrow, most narrow*

**Examples** are: *clever, common, cruel, gentle, narrow, pleasant, polite, quiet, simple, stupid, tired*.

The following words have **more, most**, e.g. *useful – more useful, most useful*.

a Words ending in **ful** or **less**, e.g. *careful, helpful, useful; hopeless*

b Words ending in **ing** or **ed**, e.g. *boring, willing; annoyed, surprised*

c Many others, e.g. *afraid, certain, correct, eager, exact, famous, foolish, frequent, modern, nervous, normal, recent*

There are a number of different sentence patterns with comparative and superlative forms, e.g. *older than me, the sweetest man in the world*.

#### The comparative and than

We often use a phrase with **than** after a comparative. *This restaurant is nicer than the Pizza House. I had a bigger meal than you. The steak is more expensive than the fish.*

#### The superlative

We normally use **the** before a superlative.

*The quickest way is along this path. The last question is the most difficult.*

Note the pattern with **one of**.

*Michael Jackson is one of the most famous pop singers ever.*

After a superlative we can use **in** or **of**. We use **in** with places and with groups of people, e.g. *team*.

*It's the most expensive hotel in Oxford. Who is the best player in the team?*

*This question is the most difficult of all. August is the wettest month of the year.* We often use a clause after a superlative.

*That was the most delicious meal (that) I've ever eaten.*

*Melanie is the nicest person you could meet.*

### **As... as**

We use **as ... as** to say that things are equal or unequal. *Our house is as big as yours. They're the same size, not It is so big as yours. It's warmer today. It isn't as cold as yesterday.*

In a negative sentence we can also use **so ... as**, but this is less common than **as ... as**. *This flat isn't as big as / so big as our old one.*

Here are some more examples of **as ... as**.

*The chair is as expensive as the table. We cant do crosswords as quickly as you do.*

*I don't earn as much money as I'd like.*

Note also **the same as**.

The result of the match was the same as last year.

### **Than me/than I am**

Compare **than me** and **than I am**. Both are correct, and they have the same meaning.

*You're twenty years older than me. You're twenty years older than I am.*

*Harriet's husband isn't as tall as her. Her husband isn't as tall as she is.*

After **than** or **as**, a personal pronoun on its own has the object form, e.g. **me**.

But if the pronoun has a verb after it, then we use the subject form, e.g. **I**.

### **Less and least**

**Less** and **least** are the opposites of **more** and **most**. We use **less** and **least** with both long and short words. *A bus is less expensive than a taxi.*

(= *A bus is cheaper than a taxi. / A bus isn't as expensive as a taxi.*) *I*

*feel better today, less tired. I'm the least musical person in the world, I'm afraid. We go out less often these days. You should do less work. You do too much.*

### **Much faster**

We can put a word or phrase (e.g. *much, far, a bit*) before a comparative to say how much faster, cheaper, etc something is. Look at these examples.

*It's much faster by tube. A bus is far cheaper than a taxi.*

*This bed is a bit more comfortable. Business is rather better this year.*

*I got up a little later than usual. This month's figures are slightly less good.*

*I'll need a lot more water. A computer will do it much more efficiently.*

Before a comparative we can use **much, a lot, far; rather; slightly, a bit, a little.**

We can also use **no** and **any**. **No** has a negative meaning.

*Your second throw at the basket was no nearer than your first. We can use any in negatives and questions and with if.*

*Your second throw wasn't any nearer than your first.*

*Are you sleeping any better since you've been taking the pills?*

*If we leave any later than seven, we'll get caught in the rush hour.*

### **Faster and faster**

We use expressions like **faster and faster** and **more and more expensive** to say that something is increasing all the time.

*The caravan was rolling faster and faster down the hill.*

*The queue was getting longer and longer.*

*Prices go up and up. Everything gets more and more expensive.*

*The crowd are becoming more and more excited.*

*The country is rapidly losing its workers, as more and more people are emigrating.*

The form depends on whether the comparative is with **er** (e.g. louder) or with **more** (e.g. more expensive).

We can also use **less and less** for something decreasing.

*As each new problem arose, we felt less and less enthusiastic.*

### **The faster, the better**

We use this pattern to say that a change in one thing goes with a change in another. Look at these example: *There's no time to lose. The faster you drive, the better. The higher the price, the more reliable the product.*



*The more the customer complained, the ruder and more unpleasant the manager became. The sooner we leave, the sooner we'll get there. Are you looking for a cheap holiday? ~ Yes, the cheaper the better.*

## **Unit 7. Present Perfect Simple.**

The Present Perfect tells us about the past and the present.

*The aircraft has landed means that the aircraft is on the ground now.*

The Present Perfect is the present tense of **have + a past participle**.

*I / you / we / they have washed or I / you / we / they've washed he / she / it has washed or he / she / it's washed*

NEGATIVE

*I / you / we / they haven't washed  
he / she / it hasn't washed*

QUESTION

*have I / you / we / they washed?  
has he / she / it washed?*

Regular past participles end in **ed**, e.g. *washed, landed, finished. We've washed the dishes. Have you opened your letter? The aircraft has landed safely. How many points has Matthew scored? The students haven't finished their exams.*

### **Irregular forms**

Some participles are irregular.

*I've made a shopping list. We've sold our car. I've thought about it a lot.*

*Have you written the letter? She hasn't drunk her coffee. See a list of irregular verbs.*

There is a Present Perfect of **be** and of **have**.

*The weather has been awful I've had a lovely time, thank you.*

When we use the Present Perfect, we see things as happening in the past but having a result in the present. *We've washed the dishes. (They're clean now.) The aircraft has landed. (It's on the ground now.) We've eaten all the eggs. (There aren't any left.) They've learnt the words. (They know the words.) You've broken this watch. (It isn't working.)*

### **Just, already and yet**

We can use the Present Perfect with **just, already** and **yet**.

**Just** means 'a short time ago'. *Vicky heard about the concert not long ago. Already* means 'sooner than expected'. *They sold the tickets*

very quickly. We use **yet** when we are expecting something to happen. *Vicky expects that Rachel will buy a ticket.*

**Just** and **already** come before the past participle (heard, sold). **Yet** comes at the end of a question or a negative sentence.

Here are some more examples.

*We've just come back from our holiday.*

*I've just had an idea.*

*It isn't a very good party. Most people have already gone home.*

*My brother has already crashed his new car.*

*It's eleven o'clock and you haven't finished breakfast yet.*

*Has your course started yet?*

### **For and since**

We can use the Present Perfect with **for** and **since**.

*Vicky has only had that camera for three days. Those people have been at the hotel since Friday.*

*I've felt really tired for a whole week now.*

*We've lived in Oxford since 1992. not We live-here-sinee-1992.*

Here something began in the past and has lasted up to the present time.

We use **for** to say how long this period is (for three days). We use **since** to say when the period began (since Friday).

We use **how long** in questions.

*How long has Vicky had that camera? ~ Since Thursday, I think.*

*How long have Trevor and Laura been married? ~ Oh, for about three years.*

We can also use the Present Perfect with **for** and **since** when something has stopped happening. *I haven't seen Rachel for ages. She hasn't visited us since July.*

### **Ever and never**

We can use **ever** and **never** with the Present Perfect. We use **ever** in questions. In *Have you ever been to Brazil?* the word **ever** means 'in your whole life up to the present time'. **Never** means 'not ever'.

Here are some more examples.

*Have you ever played cricket? ~ No, never. Has Andrew ever had any fun? ~ I don't think so. I've never ridden a motor bike in my life. You've never given me flowers before. This is the most expensive hotel we've ever stayed in.*

### **First time, second time, etc**

After **It's/This is the first/second time**, we use the Present Perfect. *This is the first time we've been to Scotland, so it's all new to us. This is*

*the second time Rachel has forgotten to give me a message. I love this film. I think it's the fourth time I've seen it.*

### **Today, this week, etc**

We use the Present Perfect with today and phrases with this, e.g. **this morning, this week, this year.**

*We've done quite a lot of work today.*

*I haven't watched any television so far this week.*

*Have you had a holiday this year? ~ No, not yet. This year is the period which began in January and has lasted up to the present time.*

## **Unit 8. Modal verbs.**

**Ability: can, could and be able to**

### **Can and can't**

We use **can** to say that something is possible: that someone has an ability (*Natasha can play the piano*) or an opportunity (She can go to the music room). The negative is **cannot** or **can't**.

### **Can and be able to**

In the present tense, **be able to** is a little more formal and less usual than **can**.

*Emma is good with computers. She can write / is able to write programs.*

But in some structures we always use **be able to, not can**.

To-infinitive: It's nice to be able to go to the opera, (not to-can-go)

After a modal verb: Melanie might be able to help us.

Present Perfect: It's been quiet today. I've been able to get some work done.

For the future we use **can** or **will be able to** but not **will-can**.

*If we earn some money, we can go / we'll be able to go on holiday next summer.*

*I'm afraid I can't come / I won't be able to come to the disco on Friday. But to suggest a possible future action, we normally use can.*

*Let's have lunch together. We can go to that new restaurant.*

### **Could and was / were able to**

For ability or opportunity in the past, we use **could** or **was / were able to**.

*Natasha could play (or was able to play) the piano when she was four.*

*In those days we had a car, so we could travel (or were able to travel) very easily.*

To say that the ability or opportunity resulted in a particular action,

something that really happened, we use **was / were able to** but not **could**.

*The plane was able to take off at eleven o'clock, after the fog had lifted.*

*Luckily Mark was able to get (or succeeded in getting) the work done in time.*

*The drivers were able to stop (or managed to stop) before they crashed into each other.*

### **Compare these two sentences.**

*The children could swim when they were quite young. (a past ability)*

*The children were able to swim across the river. (a past action)*

In negative sentences and questions, we can use either form. *It was foggy, so the plane couldn't / wasn't able to take off. The pool was closed, so they couldn't / weren't able to have a swim. Could you / Were you able to describe the man to the police?*

We normally use **could** (not **was / were able to**) with verbs of seeing etc, and with verbs of thinking. *We could see the village in the distance. As soon as Harriet opened the door, she could smell gas. I couldn't understand what was happening.*

### **Permission: can, may, could and be allowed to**

#### **Asking permission**

We use **can, could** or **may** to ask for permission.

*Can I use your pen?*

*Could we borrow your ladder, please? ~ Well, I'm using it at the moment.*

*May I see the letter? ~ Certainly. Could often sounds more polite than can. May is rather formal.*

#### **Giving and refusing permission**

To give permission we use **can** or **may** (but not **could**).

*You can wait in my office if you like.*

*Could I borrow your calculator? ~ Of course you can.*

*You may telephone from here. (a written notice) **May** is formal and is not often used in speech.*

To refuse permission we use **can't** or **may not** (but not **couldn't**).

*Could we picnic here? ~ I'm sorry. I'm afraid you can't. Members may not bring more than two guests into the club. We can also use **must not**.*

*Luggage must not be left unattended.*

## Talking about permission

We sometimes talk about rules made by someone else. To do this we use **can**, **could** and **be allowed to**.

We use **can** to talk about the present, and we use **could** for the past.

Present: Each passenger can take one bag onto the plane.

Past: In the 1920s you could drive without taking a test.

We **can** also use **be allowed to**.

Present: Passengers are allowed to take one bag onto the plane.

Future: Will I be allowed to record the interview on tape?

Past: We weren't allowed to look round the factory yesterday.

For a general permission in the past we use either **could** or **was / were allowed to**.

*I could always stay / I was always allowed to stay up late as a child.*

But to say that the permission resulted in a particular action, something that really happened, we use **was / were allowed to** (but not **could**).

*I was allowed to leave work early yesterday.*

*We were allowed to go into the control room when we looked around the power station.*

Compare these questions with **may** and **be allowed to**.

ASKING FOR PERMISSION      ASKING ABOUT PERMISSION

*May I take a photo of you?      Are we allowed to take photos?*

(= Will you allow it?)      (= What is the rule?)

## Possibility and certainty: may, might, could, must, etc

### May, might and could

We use **may** or **might** to say that something is possible or that it is quite likely.

We can use them for the present or the future.

*It may / might be a bomb. (= Perhaps it is a bomb.)*

*I may / might go to the disco tomorrow. (= Perhaps I will go to the disco.)*

We can use **could** to say that something is possible.

*The story could be true, I suppose. (= Possibly it is true.)*

*You could win a million pounds! (= Possibly you will win a million pounds.)*

Sometimes **could** means only a small possibility. It is possible (but not likely) that you will win a million pounds.

In some situations we can use **may**, **might** or **could**. *It may/might/could rain later.*

After **may**, **might** or **could** we can use a continuous form (**be + an ing-form**). *That man may / might be watching us.* (= Perhaps he is watching us.) *Sarah may / might be working late tonight.* (= Perhaps she will be working late.) *I'm not sure where Matthew is. He could be playing squash.* (= Possibly he is playing squash.)

### **May, might and could in the negative**

The negative forms are **may not**, **might not / mightn't**, and **could not / couldn't**.

### **May not and might not**

Something negative is possible. *Daniel may not get the job. Tom might not be in. I mightn't finish the marathon tomorrow. (It is possible that I will not finish it.)*

### **couldn't**

Something is impossible.

*Vicky is afraid of heights. She couldn't climb onto the roof.*

*I'm completely unfit. I couldn't run a marathon. (It is impossible for me to run it.)*

### **Must and can't**

#### **Must**

We use **must** when we realize that something is certainly true.

*She isn't answering the phone. She must be out. I had my keys a moment ago. They must be here somewhere.*

*Andrew isn't here. He must be working in the library.*

#### **Can't**

We use **can't** when we realize that something is impossible.

*We haven't walked far. You can't be tired yet. Life can't be easy when you have to spend it in a wheelchair.*

*Nick can't be touring Scotland. I saw him hat this morning.*

### **Necessity: must and have to**

#### **Present, past and future**

We use **must and have to / has to** to say that something is necessary. *You'll be leaving college soon. You must think about your future. We're very busy at the office. I have to work on Saturday morning. Mark has to get the car repaired. There's something wrong with the brakes.*

When we use the past, or the future with **will**, we need a form of **have to**.

*Emma had to go to the dentist yesterday, not She must go-to~the-dentist yesterday.*

*That wasn't very good. We'll have to do better next time.*

And in other structures we also use a form of **have to**, not **must**.

To-infinitive: I don't want to have to wait in a queue for ages.

After a modal verb: Emma has toothache. She might have to go to the dentist.

Present Perfect: Mark has had to drive all the way to Glasgow.

For negatives and questions with **have to/has to** and **had to**, we use a form of **do**.

*I don't have to work on Sundays. Why does Andrew have to study every evening?*

*Did you have to pay for your second cup of coffee? ~ No, I didn't. I don't have to work means that it is not necessary for me to work.*

### **Must or have to?**

Both **must** and **have to** express necessity, but we use them differently.

#### **Must**

We use **must** when the speaker feels that something is necessary.

*You must exercise. (I'm telling you.) We must be quiet. (I'm telling you.)*

*I / we must can also express a wish.*

*I must buy a newspaper. I want to see the racing results.*

*We must invite Claire. She's wonderful company.*

#### **Have to**

We use **have to** when the situation makes something necessary.

*I have to exercise. (The doctor told me.) We have to be quiet. (That's the rule.)*

*I have to buy a newspaper. The boss asked me to get one.*

*We have to invite Trevor and Laura. They invited us last time.*

#### **Have got to**

**Have got to** means the same as **have to**, but **have got to** is informal. We use it mainly in the present.

*I have to / I've got to make my sandwiches. My father has to / has got to take these pills. Do we have to apply / Have we got to apply for a visa?*

### **Necessity: mustn't, needn't, etc**

#### **Mustn't or needn't?**

We use **must** to say that something is necessary.

*You must be careful with those glasses. I must remember my key.*

Now compare **mustn't** and **needn't**.

### **mustn't**

We use **mustn't** to say that something is a bad idea when something is not necessary.

*You mustn't drop those glasses. They'll break.*

*I mustn't forget my key, or I won't get in.*

*You needn't wear your best clothes. You'll get them dirty.*

### **Don't have to and don't need to**

We can use **don't have to** and **don't need to** when something is not necessary. The meaning is the same as **needn't**.

*You don't have to / don't need to wash those glasses. They're clean.*

*Mark doesn't have to / doesn't need to finish the report today. He can do it at the weekend.*

For the past we use **didn't**.

*The food was free. We didn't have to pay / We didn't need to pay for it.*

### **Didn't need to or needn't have?**

### **didn't need to**

*Daniel hadn't booked a seat, but luckily the train wasn't full. He didn't need to stand.*

We use **didn't need to** when something was not necessary. Standing was not necessary because there were seats.

*Mark didn't need to hurry. He had lots of time.*

*He drove slowly along the motorway.*

*We didn't need to go to the supermarket because we had plenty of food.*

### **needn't have**

*Trevor and Laura booked a table for dinner. But the restaurant was empty. They needn't have booked a table.*

We use **needn't have** + a past participle for something we did which we now know was not necessary, e.g. *booking a table*.

*Mark needn't have hurried. After driving at too speed, he arrived half an hour early. We needn't have gone to the supermarket. We already had a pizza for tonight.*

Sometimes we can use **didn't need to** when the action happened, even though it was not necessary. *Mark didn't need to hurry, but he drove at top speed. He likes driving fast.*



## **Should, ought to, had better and be supposed to**

### **Should and ought to**

We use **should** and **ought to** to say what is the best thing or the right thing to do. There is no difference in meaning.

*You're not very well. Perhaps you should see a doctor.*

*Your uncle was very kind to me. I ought to write him a letter of thanks.*

*People shouldn't break / oughtn't to break their promises.* We can also use **should** and **ought to** in questions to ask for advice.

*Where should I put this picture, do you think?*

*It's a difficult problem. How ought we to deal with it?*

After **should** or **ought to** we can use a continuous form (**be + an ing-form**). *It's half past six already. I should be cooking the tea. Why are you sitting here doing nothing? You ought to be working.*

### **Had better**

We use **had better** to say what is the best thing to do in a situation.

*It's cold. The children had better wear their coats.*

*The neighbours are complaining. We'd better turn the music down.*

*My wife is waiting for me. I'd better not be late.*

We could also use **should** or **ought to** in these examples, although **had better** is stronger. The speaker sees the action as necessary and expects that it will happen.

### **Be supposed to**

We use **be supposed to** when we are talking about the normal or correct way of doing things. *The guests are supposed to buy flowers for the hostess. Look at these cars. This area is supposed to be kept clear of traffic. The bus driver needs to concentrate. You're not supposed to talk to him. How am I supposed to cook this? ~ It tells you on the packet.*

We can use **was / were supposed to** for the past.

*It's eleven o'clock. You were supposed to be here at ten thirty, you know.*

## **Unit 9. Conditionals (1)**

Type 1: If we hurry, we'll catch the bus

### **IF-CLAUSE**

If Present simple  
If we hurry,

If we miss it,  
If it doesn't rain,  
If I don't practise my golf,

### MAIN CLAUSE

Will  
we 'll catch the bus.  
there 'll be another one.  
we 'll be having a picnic.  
I won't get any better.

The verb in **the if-clause** (e.g. *hurry*) is in the Present Simple, not the future.

NOT ~~If we'll hurry, we'll catch the bus.~~ But we can use will in **the if-clause** when we make a request.

*If you'll just wait a moment, I'll find someone to help you.* (= Please wait a moment...)

We can use the Present Continuous (e.g. *are doing*) or the Present Perfect (e.g. *have done*) in the **if-clause**. *If we're expecting visitors, the flat will need a good clean. If you've finished with the computer, I'll put it away.*

The main clause often has **will**. But we can use other modal verbs (e.g. *can*). *If you haven't got a television, you can't watch it, can you? Henry jogs regularly, he might lose weight. If Matthew is going to a job interview, he should wear a tie.*

The **if-clause** usually comes first, but it can come after the main clause. *If I hear any news, I'll phone you./I'll phone you if I hear any news.*

We can use type 1 conditionals in offers and suggestions.

*If you need a ticket, I can get you one. If you feel like seeing the sights, we can take a bus tour. We can also use them in warnings and threats.*

*If you go on like this, you'll make yourself ill. If you don't apologize, I'll never speak to you again.*

### **If you heat water, it boils**

We sometimes use the Present Simple in both clauses.

*If you heat water, it boils. If Daniel has any money, he spends it. If you press this switch, the computer comes on.*

This means that one thing always follows automatically from another. Pressing the switch always results in the computer coming on.

## Unit 10. The Passive.

Look at these two sentences.

### ACTIVE

*Bell invented the telephone.*

### PASSIVE

*The telephone was invented by Bell.*

The two sentences have the same meaning, but they are about different things. One sentence is about Bell, and the other is about the telephone. Each sentence begins with the subject. The subject is the starting-point of the sentence, the thing we are talking about. The new information about the subject comes at the end of the sentence.

We say *Bell invented the telephone* because we are talking about *Bell*, and the new information is that he invented the telephone.

When the subject is the person or thing doing the action (the agent), then we use an active verb.

### ACTIVE

We say *The telephone was invented by Bell* because we are talking about the *telephone*, and the new information is that it was invented by Bell.

When the subject is not the agent (is not doing the action), then we use a passive verb.

### PASSIVE

### **The passive and by the police, in 1876, etc**

In a passive sentence, when we want to say who or what did the action, we use *by*.

*On our way home we were stopped by the police. The new hospital will be opened by the Queen.*

*The paper was all blown away by the wind.*

We can give other details about the action. For example, we can use a phrase saying when or where something happens.

*The telephone was invented in 1876. The visitors will be driven to the airport.*

*The concerts are usually held at the university.* Sometimes there is no phrase after the verb.

*A new swimming-pool is being built. All the documents have been destroyed.*

### **The passive and the agent**

In a passive sentence, we sometimes mention the agent (the person or thing doing the action). We use **by** with the agent.

*The cheque must be signed by the manager.*

*The medals were presented by Nelson Mandela.*

But we mention the agent only if it is important for the meaning of the sentence. Sometimes we do not mention it.

1. We do not mention the agent if it does not add any new information.

All our money and passports were stolen. A man was arrested last night. We do not need to say that the money was stolen 'by a thief or that the man was arrested 'by the police'.

2. We do not mention the agent if it is not important.

*The streets are cleaned every day. Oil has been discovered at the North Pole. Who discovered the oil is less important than the fact that it is there.*

3. It is sometimes difficult to say who the agent is.

*This kind of jacket is considered very fashionable these days.*

A number of attempts have been made to find the Loch Ness monster.

### **Empty subjects (they, people, etc)**

Compare these two sentences.

#### **ACTIVE**

They clean the streets every day.

#### **PASSIVE**

The streets are cleaned every day.

The new and important information is how often the streets are cleaned. We are not interested in saying who cleans them. In the active sentence we can use the 'empty subject' they. We sometimes use a sentence with an empty subject instead of the passive, especially in conversation.

We can also use the empty subjects people, you, one and someone.

#### **ACTIVE**

*People use this footpath all the time. You / One should check the details. Someone took my purse.*

## **PASSIVE**

*This filepath is used all the time. The details should be checked. My purse was taken.*

### **When do we use the passive?**

We use the passive in both speech and writing, but it is more common in writing.

We see it especially in textbooks and reports. We use it to describe activities in industry, science and technology, and also for official rules.

*Bananas are exported to Europe. The liquid is heated to boiling point.*

*Payment can be made at any post office. Cars left here will be towed away.*

In these situations, it is often not important to say who is doing the action, or it is difficult to say.

The passive is also often used in news reports.

*A number of political prisoners have been released. Talks will be held in London next week.*

## **Unit 11. Verb Patterns.**

After some verbs we can use a **to-infinitive**, e.g. *decided to have, arranged to play*. Here are some more examples.

*I expect to get my money back.*

*Sarah agreed to work late at the office.*

*We can't afford to go to Australia.*

*Are you hoping to get a job in London?*

*Melanie has offered to help us when we move house.*

We can put **not** before the **to-infinitive**.

*Some people just choose not to get married.*

*At least I managed not to lose my temper.*

### **Seem and appear**

We can use a **to-infinitive** after **seem** and **appear**.

*Sarah seemed to be quite annoyed. The computer program appears to have a bug in it. The person I spoke to didn't seem to know anything about the company's products.*

We can use a continuous or a perfect **to-infinitive**.

Continuous: *Andrew seems to be studying even harder these days.*

Perfect: *David appeared to have hurt himself.*

## **Tend, manage and fail**

We use **tend to** for things that usually happen.

*We tend to get up later at weekends.* (= We usually get up later at weekends.) We use **manage to** for being able to do something.

*Luckily I managed to find my way here all right.* (= I was able to find my way.) We use **fail to** for things that don't happen.

*David failed to pay his electricity bill.* (= David didn't pay his electricity bill.)

## **He promised to go, his promise to go**

Some nouns can come before a **to-infinitive**. Compare these sentences.

**Verb + to-infinitive:** *Mark promised to go shopping.*

*But then he arranged to play golf.*

**Noun + to-infinitive:** *Mark forgot about his promise to go shopping.*

*Sarah found out about his arrangement to play golf.*

Here are some nouns we can use: agreement, arrangement, decision, demand, desire, failure, offer, plan, promise, refusal, tendency, threat

## **Verb + ing-form**

After some verbs we can use an **ing-form**, for example, *suggested going, enjoy putting.*

*I usually avoid driving in the rush hour.*      *We'll have to practise throwing the ball into the basket.*

*Have you finished typing that letter?*      *Nick says he's given up smoking.*

We can sometimes put **not** before an **ing-form**.

*Imagine not having anywhere to live.*

With some other verbs we use a **to-infinitive**, not an **ing-form**. *I don't want to put up a tent in the rain.*

## **Mind**

We use **mind + an ing-form** mostly in negative statements and in questions. *Andrew doesn't mind having lots of work. He quite likes it.* (= He doesn't dislike having lots of work.) *Do you mind waiting a moment?* ~ *No, that's OK. I wouldn't mind travelling around the world some time.*

## **Verbs with can't**

Note **can't** or **couldn't** with **help, resist, face** and **stand**. We can put an **ing-form** after these verbs. *I think Tom is very amusing. I can't help laughing at his funny stories. The dress was so beautiful that Claire couldn't*

*resist buying it. Let's eat out, shall we? I can't face cooking a meal today. I never go in the bank if it's busy. I can't stand waiting in a queue.*

### **Keep (on) and carry on**

We use **keep** or **keep on + an ing-form** to talk about something continuing, or when it happens again and again.

*Just keep stirring the mixture until it boils. Nick keeps ringing Rita and asking her out.*

*The runners didn't mind the rain. They just kept on running.*

**Carry on** means something continuing.

*Just carry on stirring the mixture until it boils.*

### **Verb + to-infinitive or verb + ing-form?**

Some verbs are followed by a to-infinitive, and some by an ing-form.

VERB + TO-INFINITIVE

VERB + ING-FORM

*Harriet decided to have a party. Harriet suggested having a party.*

**Suggest** takes an **ing-form**.

**Decide** takes a **to-infinitive**.

A few verbs take either a **to-infinitive** or an **ing-form**.

*Laura started to paint/started painting a picture.*

### **To-infinitive or ing-form?**

+ TO-INFINITIVE

These verbs are followed by a **to-infinitive**. *agree, aim, appear, arrange, ask, attempt, beg, can't afford, can't wait, choose, claim, decide, demand, desire, expect, fail (see), guarantee, happen, help, hope, manage, offer, plan, prepare, pretend, promise, prove, refuse, seem, tend, threaten, turn out, undertake, want, wish*

+ ING-FORM

These verbs are followed by an **ing-form**.

*admit, avoid, can't face, can't help, can't resist, can't stand, carry on, consider, delay, deny, detest, dislike, enjoy, excuse, fancy, finish, give up, imagine, involve, justify, keep (on), mention, mind, postpone, practise, put off, resent, risk, save, suggest, tolerate*

### **Can't wait and fancy**

If you **can't wait to do something**, you are *eager to do it*.

*I can't wait to see the photos you took. (= I am eager / impatient to see the photos.)*

*If you fancy doing something, you want to do it.*

*Do you fancy going out for a meal? (= Would you like to go out for a meal?) Fancy is informal.*

## Happen, turn out and prove

We use **prove to** or **turn out** to when experience shows what something is like. *In the end our forecast proved to be correct. Finding Harriet's house turned out to be more difficult than Nick had expected.*

Note the meaning of **happen to**.

*I happened to see Sarah in town. (= I saw Sarah by chance in town.)*

## Two forms together

We can sometimes use more than one **to-infinitive** or **ing-form** together. *The government decided to give in to the terrorists. I want to avoid hurting anyone's feelings. The man denied threatening to kill a policeman.*

## Unit 12. Conditionals (2).

*Rachel: Would you like some cake, Jessica?*

*Jessica: No thanks. If I ate cake, I'd get fat.*

*Rachel: But it's delicious.*

*Jessica: It looks delicious. If I had your figure, I'd eat the whole lot.*

I ate cake and I had your figure are imaginary or unreal situations.

Jessica isn't going to eat the cake, and she hasn't got a figure like Rachel's.

### Type 2: If I ate cake, I'd get fat

IF-CLAUSE

if Past simple

If I ate cake,

If I had your figure,

If we didn't have a car,

MAIN CLAUSE

would

'd get fat.

'd eat the whole lot.

'd find it difficult to get

about.

If Rachel got up earlier, she wouldn't always be late.

Note the Past Simple (e.g. ate). We do not use **would** in the if-clause. NOT ~~If I'd eat cake~~. But we can use **would** in the if-clause when we make a request.

*If you'd like to come this way, the doctor will see you now. (= Please come this way ...)*

As well as the Past Simple we can use the Past Continuous (e.g. *was doing*) in the if-clause.

*If Rachel was playing her stereo, it wouldn't be so quiet in here.* In a type 2 if-clause we sometimes use **were** instead of **was**, especially in the clause *if I were you*.



*If Rachel were playing her stereo, it wouldn't be so quiet in here.*

*If I were you, I'd ask a lawyer for some advice.*

The main clause often has **would**. We can also use **could** or **might**.

*If we had a calculator, we could work this out a lot quicker.*

*If Rachel worked harder, she might do even better at her studies.*

The if-clause usually comes first, but it can come after the main clause. *If I knew, I'd tell you. / I'd tell you if I knew.*

### **Type 1 and type 2**

Compare these examples.

*Type 1: If you have a lie-down, you'll feel better.*

*Type 2: If I had a million pounds, I'd probably buy a yacht.*

The present tense (have) refers to a possible future action, something which may or may not happen. The past tense (had) refers to something unreal. *If I had a million pounds means that I haven't really got a million pounds, but I am imagining that I have.* Compare these examples.

*Type 1: If we take the car, we'll have to pay for parking.*

*Type 2: If we took the car, we'd have to pay for parking.*

Here both sentences refer to a possible future action. But in the type 2 conditional, the action is less probable. *If we took the car* may mean that we have decided not to take it.

We can use type 2 conditionals in offers and suggestions.

*If you needed a ticket, I could get you one.*

*If you felt like seeing the sights, we could take a bus tour.* Type 2 is less direct than type 1. The speaker is less sure that you want to see the sights.

## **Unit 13. Present Perfect Simple (2). Present Perfect Continuous**

We use the Present Perfect Continuous for an action (waiting). The action happens over a period of time (for twenty minutes). Here the period lasts up to the present - they are still waiting now.

The Present Perfect Continuous is the present tense of **have + been + an ing-form**.

*I / you / we / they have been waiting or I / you / we / they've been waiting he / she / it has been waiting or he / she / it's been waiting*

NEGATIVE

QUESTION

*I / you / we / they haven't been waiting  
been waiting?*

*have I / you / we / they*

*he / she / it hasn't been waiting  
waiting?*

*has he / she / it been*

*We've been standing here for ages. It has been raining all day.  
Have you been waiting long? Our team hasn't been doing very  
well lately.*

We use the Present Perfect Continuous for an action over a period of time leading up to the present. In these examples the action is still going on.

*We've been waiting here for twenty minutes. (We're waiting now.)  
Listen. That burglar alarm has been ringing since eight o'clock this  
morning.* We must use the Perfect in these situations.

~~not We wait here for twenty minutes or We're waiting here for  
twenty minutes.~~

We can use the Present Perfect Continuous to talk about repeated actions up to now.

*Natasha has been playing the piano since she was four. We can also  
use it to talk about an action which ends just before the present.*

*I've been swimming. That's why my hair is wet.*

### **For, since, how long and recently**

We can use the Present Perfect Continuous with **for** and **since**.

*My sister has been staying with me for three weeks now.*

*You've been playing on that computer since seven o'clock. We use  
how long in questions.*

*How long have you been waiting?*

Note also **recently** and **lately**. These both mean 'in the last few days or weeks'. I haven't been feeling very well recently. What have you been doing lately?

### **I have been doing or I have done?**

*Mike has been repairing the car.*

We use the Present Perfect Continuous for an action happening over a period of time. *We are thinking of Mike doing the repair and getting oil on his hands.*

Here are some more examples.

### **over a period (have been doing)**

*We've been touring Scotland. A strong wind has been blowing all  
day. Vicky is out of breath. She's been running. I've been writing an  
essay. I'm tired now.*

We normally use the continuous form when we say how long.

*Rachel has been playing music all day.*

*I've been ironing shirts since ten o'clock.*

*How long have you been learning to drive?*

*Mike has repaired the car.*

We use the Present Perfect Simple for a complete action. We are thinking of the finished repair and the result of the repair - that the car is all right now.

**complete (have done)**

*We've finished our tour of Scotland. The wind has blown a tree over. Vicky is here at last. She's run all the way. I've written an essay. I can hand it in now*

*We normally use the simple form when we say how much / many.*

*Rachel has played at least twenty CDs.*

*I've ironed eight shirts.*

*How many driving lessons have you had?*

**States and actions**

We cannot normally use the continuous form with a state verb. I've known the secret for a long time, not ~~I've been knowing the secret~~. *My parents have had this car for about ten years. We've never been very happy here, I'm afraid.*

Live and work (= have a job) can be continuous or simple, with no difference in meaning. *We've been living here since 1992. or We've lived here since 1992.*

*Sarah has been working for the company for three years now. or Sarah has worked for the company for three years now.*

## **Unit 14. Past Perfect. Reported Statements. Reported Questions**

### **Direct speech**

Look at these examples of direct speech.

*Trevor: I'm tired.*

*Wasn't it Greta Garbo who said, "I want to be alone"?*

*"But I don't love you, Henry," replied Claire.*

We can show that words are direct speech by putting them in quotation marks (""). Sometimes the words are put after the speaker's name, in the script of a play or film, for example. In a picture we can put the words in a speech bubble.

### **Reported speech**

*The actress Melissa Livingstone and supermarket owner Ron Mason have announced that they are getting married next month. Melissa is sure they will be happy together, she told reporters.*

In reported speech we give the meaning of what was said rather than the exact words.

*Trevor says he's tired.*

*Wasn't it Greta Garbo who said that she wanted to be alone?*

*Claire replied that she didn't love Henry.*

In reported speech we often change the actual words, e.g. 'I'm tired' → *he's tired*. Sometimes the verb tense changes, e.g. *I want* → *she wanted*.

In reporting we use verbs such as *announce, answer, explain, mention, promise, reply, say, suggest, tell, warn*. The most common of these are **say** and **tell**. We can also report thoughts. *We think the meal was expensive. Nick knew Rita wanted to be with someone else.*

When we report statements, we often use **that**, but we can sometimes leave it out.

*You promised (that) you wouldn't be late. Sarah was saying (that) there's a problem.*

### **Tell or say?**

#### **TELL**

We use **tell** if we want to mention the hearer (the person spoken to).

*Sarah's boss told her she could leave early.*

~~*not Sarah's boss told she could leave early.*~~

*Daniel tells me he's ready.* We use **tell** without an indirect object (e.g. *her, me*) only in the expressions **tell a story, tell the truth and tell a lie**.

#### **SAY**

When we do not mention the hearer, we use **say**.

*Sarah's boss said she could leave early.*

~~*not Sarah's boss-said her she could leave early.*~~

*Daniel says he's ready.*

We sometimes use **to** after **say**, especially when the words are not reported.

*The boss wanted to say something to Sarah.*

*What did Matthew say to you?*

### **Reported speech: the tense change**

#### **When do we change the tense?**

After a past-tense verb (e.g. *said*), there is often a tense change. "It really is cold today." → *Vicky said it was cold.*

If the statement is still up to date when we report it, then we have a choice. We can either leave the tense the same, or we can change it.

*You said you like / liked chocolate. Claire told me her father owns / owned a racehorse.*

*Sarah said she's going / she was going to Rome in April. We can*

say that Sarah is going to Rome because it is still true that she will go there.

If the statement is no longer up to date, then we change the tense.

*Claire once told me that her father owned a racehorse.* (He may no longer own one.)

*Sarah said she was going to Rome in April* (Now it is May.) Now Sarah's trip is over, so it is no longer true that she is going to Rome.

We usually change the tense if we think the statement is untrue or may be untrue. *You said you liked chocolate, but you aren't eating any. The Prime Minister claimed that the government had made the right decision.*

Is -> was, like -> liked, etc

Look at these examples of the tense change.

DIRECT SPEECH

*Andrew is working.'*

*"The windows aren't locked."*  
*locked.*

*"I've fixed the shelves."*

*"Ifs been raining."*

*"We've got plenty of time."*  
*time.*

*"We like the flat."*

REPORTED SPEECH

*Jessica said Andrew was working.*

*Mark told me the windows weren't locked.*

*Trevor said he'd fixed the shelves.*

*We noticed it had been raining.*

*Rachel insisted they had plenty of time.*

*The couple said they liked the flat.*

If the verb phrase is more than one word (e.g. is working), then the first word changes, e.g. is working – was working, have fixed – had fixed, don't know – didn't know.

If the verb is already in the past tense, then it can stay the same or change to the Past Perfect.

*"We came by car."*      *They said they came / they had come by car.*

*"Sorry. I wasn't listening!"*      *I admitted I wasn't listening / hadn't been listening.* If the verb is Past Perfect, it stays the same.

*"My money had run out"*      *Daniel said his money had run out.*

**Modal verbs: can – could, etc**

**Can, may and will** change to **could, might and would**.

*"You can sit over there."*      *The steward said we could sit here.*

*"I may go to Bali again."*      *Claire said she might go to Bali again.*

*"I'll help if you like."*      *Tom said he would help.*

**Could, might, ought to, should** and **would** stay the same. But **must** can change to **have to**.

*"Sarah would love a holiday."*  
a holiday.

Mark thought Sarah would love

*"I must finish this report."*  
to finish the report.

Sarah said she must finish / had

## Reported questions

### Wh-questions

We can report questions with verbs like **ask**, **wonder** or **want to know**. Look first at these **wh-questions**.

#### DIRECT QUESTION

*"When did you start acting, Melissa?"*

*"What's the time?"*

*"Which way is the post office?"*

*How can we find out?"*

*"Where can we eat?"*

#### REPORTED QUESTION

*Guy asked Melissa when she started acting.*

*I just asked what the time is.*

*Someone wants to know which way the post office is.*

*I was wondering how we can find out.*

*They're asking where they can eat.*

**Wh-questions** have a word like **when**, **what**, **which** or **how** both in direct speech and in reported speech.

### Yes / no questions

#### DIRECT QUESTION

*"Has the taxi arrived yet?" ~ "No, not yet"*

*"Can we take photos?" ~ "Yes, of course."*

*"Is there a cafe nearby?" ~ "No."*

Reported **yes / no questions** have **if** or **whether**.

#### REPORTED QUESTION

*Someone was wondering if / whether the taxi has arrived yet. The visitors want to know if / whether they can take photos. Daniel asked if / whether there was a cafe nearby.*

### Word order

In a reported question the subject comes before the verb, as in a

statement. *Guy asked Melissa when she started acting.* not ~~*Guy asked Melissa when did she start acting.*~~ Someone was wondering if the taxi has arrived yet. not ~~*Someone was wondering if has the taxi arrived yet.*~~

### **Asking for information**

To ask politely for information, we sometimes use a reported question after a phrase like *Could you tell me ... ?* or *Do you know ... ?*

*Could you tell me what time the concert starts?*

*Do you know if there's a public phone in the building?*

*Have you any idea how much a taxi would cost? Note the word order a taxi would cost.*

### **The tense change: is — ► was, etc**

In reported speech there are often changes to the tense, to pronouns and so on.

This depends on changes to the situation since the words were spoken.

*"What's the problem?" "How much money have you got, Vicky?"*

*"Does Nick need a lift?" "Can you type?"*

We asked what the problem was.

*I was wondering how much money Vicky had.*

*Tom asked if Nick needed a lift. They asked me if I could type.*

# Irregular verbs

VERB	PAST SIMPLE	PAST PARTICIPLE
be [ bi: ]	was [ wOz ] were [ wq: ]	been [ bi:n ]
beat [ bi:t ]	beat [ bi:t ]	beaten [ `bi:tn ]
become [ bi`kAm ]	became [ bi`keim ]	become [ bi`kAm ]
begin [ bi`gin ]	began [ bi`gen ]	begun [ bi`gAn ]
bleed [ bli:d ]	bled [ bled ]	bled [ bled ]
blow [ blou ]	blew [ blu: ]	blown [ bloun ]
break [ breik ]	broke [ brouk ]	broken [ `brouk(e)n ]
bring [ briN ]	brought [ brO:t ]	brought [ brO:t ]
build [ bild ]	built [ bilt ]	built [ bilt ]
burn	burnt	burnt
burst	burst	burst
buy [ bai ]	bought [ bO:t ]	bought [ bO:t ]
catch	caught	caught
choose	chose	chosen
come [ kAm ]	came [ keim ]	come [ kAm ]
cost [ kOst ]	cost [ kOst ]	cost [ kOst ]
creep [ kri:p ]	crept [ krept ]	crept [ krept ]
cut [ kAt ]	cut [ kAt ]	cut [ kAt ]
do [ du: ]	did [ did ]	done [ dAn ]
draw [ drO: ]	drew [ dru: ]	drawn [ drO:n ]
dream [ dri:m ]	dreamt [ dremt ]	dreamt [ dremt ]
drink [ driNk ]	drank	drunk [ drANk ]
drive [ draiv ]	drove [ drouv ]	driven [ `drivn ]
eat [ i:t ]	ate [ et ]	eaten [ `i:tn ]
fall [ fO:l ]	fell [ fel ]	fallen [ `fO:l(q)n ]
feed [ fi:d ]	fed [ fed ]	fed [ fed ]
feel [ fi:l ]	felt [ felt ]	felt [ felt ]
fight [ fait ]	fought [ fO:t ]	fought [ fO:t ]
find [ faind ]	found [ faund ]	found [ faund ]
fit [ fit ]	fit [ fit ]	fit [ fit ]
fly [ flai ]	flew [ flu: ]	flown [ floun ]
forget [ fo`get ]	forgot [ fo`gOt ]	forgotten [ fo`gOtn ]
forgive [ fo`giv ]	forgave [ fo`geiv ]	forgiven [ fo`givn ]
freeze [ fri:z ]	froze [ frouz ]	frozen [ `frouzn ]
get [ get ]	got [ gOt ]	got [ gOt ]
give [ giv ]	gave [ geiv ]	given [ givn ]
go [ gou ]	went [ went ]	gone [ gOn ]
grow [ grou ]	grew [ gru: ]	grown [ groun ]
hang	hung	hung
have	had	had
hear	heard	heard
hide [ haid ]	hid [ hid ]	hidden [ `hidn ]
hit [ hit ]	hit [ hit ]	hit [ hit ]



hold [ hould ]	held [ held ]	held [ held ]
hurt	hurt	hurt
keep [ ki:p ]	kept [ kept ]	kept [ kept ]
kneel [ ni:l ]	knelt [ nelt ]	knelt [ nelt ]
know [ nou ]	knew [ nju: ]	known [ noun ]
lay [ lei ]	laid [ leid ]	laid [ leid ]
lead [ li:d ]	led [ led ]	led [ led ]
lean [ li:n ]	leant [ lent ]	leant [ lent ]
learn	learnt	learnt
leave [ li:v ]	left [ left ]	left [ left ]
lend [ lend ]	lent [ lent ]	lent [ lent ]
let [ let ]	let [ let ]	let [ let ]
lie [ lai ]	lay [ lei ]	lain [ lein ]
light [ lait ]	lit [ lit ]	lit [ lit ]
lose [ lu:z ]	lost [ lOst ]	lost [ lOst ]
make [ meik ]	made [ meid ]	made [ meid ]
mean [ mi:n ]	meant [ ment ]	meant [ ment ]
meet [ mi:t ]	met [ met ]	met [ met ]
mistake [ mis`teik ]	mistook [ mis`tuk ]	mistaken [ mis`teik(e)n ]
pay [ pei ]	paid [ peid ]	paid [ peid ]
prove [ pru:v ]	proved [ pru:vd ]	proven [ pru:vn ]
put [ put ]	put [ put ]	put [ put ]
quit [ kwit ]	quit [ kwit ]	quit [ kwit ]
read [ ri:d ]	read [ red ]	read [ red ]
ride [ raid ]	rode [ roud ]	ridden [ `ridn ]
ring	rang	rung
rise [ raiz ]	rose [ rouz ]	risen [ `rizn ]
run [ rAn ]	ran [ rxn ]	run [ rAn ]
say [ sei ]	said [ sed ]	said [ sed ]
see [ si: ]	saw [ sO: ]	seen [ si:n ]
seek [ si:k ]	sought [ sO:t ]	sought [ sO:t ]
sell [ sel ]	sold [ sould ]	sold [ sould ]
send [ send ]	sent [ sent ]	sent [ sent ]
set [ set ]	set [ set ]	set [ set ]
sew [ sou ]	sewed [ soud ]	sewn [ soun ]
shake [ Seik ]	shook [ Suk ]	shaken [ `Seik(e)n ]
show [ Sou ]	showed [ Soud ]	shown [ Soun ]
shrink [ SriNk ]	shrank [ SreNk ]	shrunk [ SrANk ]
shut [ SAT ]	shut [ SAT ]	shut [ SAT ]
sing [ siN ]	sang [ seN ]	sung [ sAN ]
sink [ siNk ]	sank [ seNk ]	sunk [ sANk ]
sit [ sit ]	sunk [ sANk ]	sat
sleep [ sli:p ]	sat	sat
slide [ slaid ]	slept [ slept ]	slept [ slept ]
sow [ sou ]	slid [ slid ]	slid [ slid ]
speak [ spi:k ]	sowed [ soud ]	sown [ soun ]
spell [ spel ]	spoke [ spouk ]	spoken [ `spouk(e)n ]
spend [ spend ]	spelt [ spelt ]	spelt [ spelt ]
	spent [ spent ]	spent [ spent ]

spill [ spil ]	spilt [ spilt ]	spilt [ spilt ]
spoil [ spOil ]	spoilt [ spOilt ]	spoilt [ spOilt ]
spread [ spred ]	spread [ spred ]	spread [ spred ]
spring [ sprIN ]	sprang [ sprxN ]	sprung [ sprAN ]
stand	stood	stood
steal [ sti:l ]	stole [ stoul ]	stolen [ `stoul(q)n ]
stick [ stik ]	stuck [ stAk ]	stuck [ stAk ]
sting [ stiN ]	stung [ stAN ]	stung [ stAN ]
sweep [ swi:p ]	swept [ swept ]	swept [ swept ]
swell [ swel ]	swelled [ sweld ]	swollen [ `swoul(e)n ]
swim [ swim ]	swam [ swem ]	swum [ swAm ]
swing [ swiN ]	swung [ swAN ]	swung [ swAN ]
take [ teik ]	took [ tuk ]	taken [ `teik(q)n ]
teach [ ti:C ]	taught [ tO:t ]	taught [ tO:t ]
tear	tore	torn
tell [ tel ]	told [ tould ]	told [ tould ]
think [ TiNk ]	thought [ TO:t ]	thought [ TO:t ]
throw [ Trou ]	threw [ Tru: ]	thrown [ Troun ]
understand	understood	understood
wake [ weik ]	woke [ wouk ]	woken [ `wouk(e)n ]
wear	wore	worn
weep [ wi:p ]	wept [ wept ]	wept [ wept ]
wet [ wet ]	wet [ wet ]	wet [ wet ]
win [ win ]	won [ wAn ]	won [ wAn ]
wind [ waInd ]	wound [ waund ]	wound [ waund ]
write [ rait ]	wrote [ rout ]	written [ `ritn ]

## Тестові завдання для самоперевірки та контролю засвоєння знань

### *Present Simple / Continuous*

Put the following sentences in the correct tense, Present Simple or Present Continuous. Make all the necessary changes. Write the complete sentences in the boxes below.

1. Where you (go)? It's only six o'clock!
2. Mary never (help) her mother.
3. Excuse me, but you (stand) on my foot.
4. You always (do) your homework at night?
5. We (go) to Lake Balaton every summer.
6. Tom not (live) in London.
7. Listen, Joe! Mary (want) to talk to you.
8. I can't go now. I (cook) your dinner.
9. The River Danube (flow) into the Black Sea.
10. You (read) books in your free time?
11. I can't hear you. I (have) a shower.
12. We not (visit) our friends very often.

### Questions and answers

Match the questions on the left with the answers on the left. Write the correct letters in the boxes.

1. Where does your sister work?	a. At half past four.
2. What are you doing?	b. No, I am having dinner.
3. Do you get up at ten?	c. She works at home.
4. Are they writing a letter?	d. She is going home.
5. Does he work at night?	e. No, I get up at nine.
6. When does Joe go home?	f. I am going home.
7. Where is Jane going?	g. No, he works in the afternoon.
8. Are you watching TV?	h. No, they are sleeping.

### Simple Past

Put the following sentences in the Simple Past

1. We (buy) a new car on Tuesday.
2. Mandy not (do) her homework yesterday.
3. When you (meet) Jane?
4. Why they (go) to London?

5. I not (be) ill last month.
6. Where your parents (live) when they (be) young?
7. Jill (be) in London last year.
8. When Fred (give) you this ring?
10. I (read) Hamlet last year.

## Was or were?

**Complete the following sentences with was or were.**

1. Where \_\_\_\_\_ Mary yesterday?
2. \_\_\_\_\_ you ill last week?
3. I \_\_\_\_\_ very happy to meet Jane.
4. Your parents \_\_\_\_\_ angry with me.
5. Kate \_\_\_\_\_ not at school yesterday.
6. Mandy and Tim \_\_\_\_\_ on holiday in August.
7. They \_\_\_\_\_ not in Los Angeles when I \_\_\_\_\_ there.
8. Jim \_\_\_\_\_ in the bedroom when the match \_\_\_\_\_ on TV.
9. You \_\_\_\_\_ my best friend when we \_\_\_\_\_ children.
10. There \_\_\_\_\_ a lot of food on the table.
11. I \_\_\_\_\_ very surprised, because all my books \_\_\_\_\_ on the floor.
12. \_\_\_\_\_ your friends at the disco last night?

## Using “the”

**Put the definite article “the” in the following sentences, when necessary; if you don’t need anything in the blank, write “-”.**

1. I think we must call \_\_\_ doctor.
2. Do you know \_\_\_ Browns? They live next to us.
3. \_\_\_ President Bush was Vice President to Reagan.
4. There are some beautiful towns in \_\_\_ north of Italy.
5. \_\_\_ Greece is in \_\_\_ south.
6. \_\_\_ President is \_\_\_ head of state in \_\_\_ US.
7. \_\_\_ Odeon cinema is in \_\_\_ Green Street.
8. \_\_\_ Trafalgar Square is in \_\_\_ London.
9. \_\_\_ White House is \_\_\_ home of \_\_\_ President of \_\_\_ US.
10. \_\_\_ British Museum has some very interesting exhibitions.
11. Mum arrived at \_\_\_ Heathrow Airport yesterday.
12. \_\_\_ Hyde Park is very famous all over \_\_\_ world.
13. I stayed at \_\_\_ Hilton when I was in \_\_\_ London.
14. Do you read \_\_\_ Daily Telegraph or \_\_\_ Sun?
15. Did you visit \_\_\_ Tower, too?

16. My son studies at \_\_ London University.
17. Are you going to \_\_ theatre tonight?
18. My brother is in \_\_ hospital, because he needs an operation.

### Simple Past or Past Continuous?

**Put the following sentences into the correct tense, Simple Past, Simple Present, Present Continuous or Past Continuous.**

1. I (listen) to the radio while Mary (cook) dinner.
2. You (buy) this book yesterday?
3. Last Friday Jill (go) home early because she (want) to see a film.
4. When your brother usually (get) home in the evening?
5. Jane always (bring) us a nice present.
6. What those people (do) in the middle of the road?
7. You (read) this book?
8. While Fred (sleep), Judy (watch) TV.
9. When I (be) young, I (think) Mary (be) nice – but now I (think) she's fantastic.
10. Jill (walk) home when she (see) her husband's car outside the cinema.
11. Look there! Sue and Tim (run) to school?
12. Jack's father not (work) in London – he not (speak) English.
13. Joe (buy) a car yesterday.
14. Their father often (go) to rock concerts.
15. While you (sleep), mother (arrive).

### TEST 1A

**1. "Have you ever been to France?" "Yes, I \_\_\_\_\_ there last August."**

- a) had been
- b) went
- c) have been
- d) were

**2. It's a small town in the south \_\_\_\_\_ England.**

- a) –
- b) from
- c) to
- d) of

**3. Couldn't you go a little faster? I'm \_\_\_\_\_ a hurry.**

- a) on

- b) in
- c) at
- d) of

**4. I usually wear skirts, but today I \_\_\_\_\_ trousers.**

- a) wears
- b) wear
- c) wearing
- d) am wearing

**5. It's Mr Smith, \_\_\_\_\_?**

- a) isn't it
- b) isn't he
- c) is it
- d) is not it

**6. One of my neighbours has \_\_\_\_\_ me to tea.**

- a) invited
- b) pleased
- c) suggested
- d) welcomed

**7. I'm \_\_\_\_\_ in the news.**

- a) exciting
- b) interesting
- c) interested
- d) interest

**8. Can we \_\_\_\_\_ at your house and go to the party together?**

- a) come
- b) see
- c) find
- d) meet

**9. How can I \_\_\_\_\_ to the post-office?**

- a) reach
- b) get
- c) find
- d) arrive

**10. "Must I take my umbrella?" "No, you \_\_\_\_\_. It's not going to rain."**

- a) mustn't
- b) needn't
- c) have to
- d) don't

11. I think John \_\_\_\_\_ translate this document.
- a) have to
  - b) will have
  - c) has
  - d) will have to
12. I was a bit worried because I thought I might \_\_\_\_\_ my train.
- a) be late
  - b) not reach
  - c) lose
  - d) miss
13. I \_\_\_\_\_ breakfast when the phone rang.
- a) had
  - b) have
  - c) am having
  - d) was having
14. This car is more \_\_\_\_\_ than that one.
- a) fast
  - b) faster
  - c) modern
  - d) fastest
15. She hasn't written to me \_\_\_\_\_ we met last time.
- a) since
  - b) ago
  - c) for
  - d) before
16. This question is \_\_\_\_\_ difficult for me.
- a) too
  - b) to
  - c) enough
  - d) such
17. This record-shop \_\_\_\_\_ be a book-shop a few years ago.
- a) use
  - b) used to
  - c) used
  - d) had
18. She doesn't like \_\_\_\_\_ television.
- a) looking
  - b) watch
  - c) watching
  - d) see

19. He arrived \_\_\_\_\_ you were asleep.

- a) during
- b) for
- c) while
- d) until

20. Mr Smith woke up in the middle of the night. He could hear \_\_\_\_\_ in his garden.

- a) anybody
- b) everywhere
- c) someone
- d) anything

### TEST 1B

1. This dinner looks \_\_\_\_\_ to me.

- a) well
- b) badly
- c) good
- d) nicely

2. If he \_\_\_\_\_ worked harder, he would have passed the exams.

- a) had
- b) would have
- c) would
- d) had have

3. I couldn't come to the party because I \_\_\_\_\_ go to work.

- a) had
- b) had to
- c) have
- d) have got

4. He doesn't speak languages very \_\_\_\_\_ .

- a) best
- b) good
- c) better
- d) well

5. "Harry is on the phone." "Who \_\_\_\_\_ to?"

- a) does he talk
- b) is he talk
- c) is he talking
- d) he talks

6. Which country \_\_\_\_\_ from?

- a) Tom is coming



- b) does Tom come
- c) comes Tom
- d) is coming Tom

7. "Excuse me." " \_\_\_\_\_ "

- a) Please.
- b) No, I'm not.
- c) Yes?
- d) Yes, I am.

8. " \_\_\_\_\_ I put it in a bag?" "Yes, please."

- a) Will
- b) Do
- c) Shall
- d) Would

9. "What is he doing?" " \_\_\_\_\_ ."

- a) He's an economist
- b) He's having lunch
- c) He's doing it
- d) He has lunch

10. Would you mind \_\_\_\_\_ the window, please?

- a) to open
- b) open
- c) opening
- d) I open

11. "Would you like a coke?" " \_\_\_\_\_ ."

- a) Yes, I'd like
- b) Yes, I like
- c) Yes, I do
- d) Yes, please

12. We arrived \_\_\_\_\_ the airport in time.

- a) -
- b) at
- c) on
- d) in

13. \_\_\_\_\_

- a) I very like reading.
- b) I like very much reading.
- c) I like reading very much.
- d) I like very reading.

14. It rained all day yesterday, \_\_\_\_\_ ?

- a) it didn't

- b) no
- c) isn't it
- d) didn't it

**15. Father leaves \_\_\_\_\_ home at 7 o'clock so that he can be in his office at 8.**

- a) for
- b) -
- c) from
- d) at

**16. I don't know where he is, he hasn't arrived \_\_\_\_\_ .**

- a) still
- b) already
- c) yet
- d) since

**17. This car is \_\_\_\_\_ .**

- a) mine
- b) my
- c) mine's
- d) her's

**18. I \_\_\_\_\_ you are wrong.**

- a) know
- b) knows
- c) am knowing
- d) knowing

**19. My teacher lives \_\_\_\_\_ 45 Elm Street.**

- a) under
- b) on
- c) in
- d) at

**20. "Did you enjoy \_\_\_\_\_?" "Yes, I did."**

- a) yourselves
- b) myself
- c) you
- d) yourself

### **TEST 1C**

**1. \_\_\_\_\_ in our city are expensive.**

- a) All restarant
- b) The restaurants all
- c) All the restaurants

d) The all restaurants

**2. Their parents came \_\_\_\_\_ car yesterday.**

a) by

b) in

c) on

d) with

**3. You are taller \_\_\_\_\_ Mary.**

a) then

b) than

c) –

d) to

**4. Mr Dupont is \_\_\_\_\_ .**

a) the French

b) a French

c) French

d) France

**5. If she \_\_\_\_\_ Peter, he'll stay.**

a) asked

b) had asked

c) has asked

d) asks

**6. He can't go to see her tonight. He hasn't got \_\_\_\_\_ time.**

a) many

b) a

c) some

d) much

**7. What \_\_\_\_\_? Is she a lawyer?**

a) does she

b) she does

c) does she do

d) is she doing

**8. About half an hour \_\_\_\_\_ I saw Mr Brown.**

a) for

b) since

c) before

d) ago

**9. As soon as I shut the front door I realised that I \_\_\_\_\_ my key in the house.**

a) had left

b) have left

c) left

d) was leaving

**10. He hasn't got \_\_\_\_\_ .**

a) a lot of luggages

b) many luggages

c) much luggage

d) a great number of luggage

**11. Your car is smarter \_\_\_\_\_ mine.**

a) then

b) as

c) than

d) that

**12. He watched TV \_\_\_\_\_ .**

a) today morning

b) today in the morning

c) this morning

d) morning

**13. Nobody \_\_\_\_\_ hungry.**

a) is

b) isn't

c) aren't

d) are

**14. What can you see \_\_\_\_\_ the photo?**

a) in

b) on

c) at

d) on to

**15. Please \_\_\_\_\_ .**

a) put off your coat

b) take on your coat

c) put your coat on

d) take up your coat

**16. They came \_\_\_\_\_ .**

a) early in the morning

b) in early the morning

c) early the morning

d) in the morning early

**17. Why aren't you looking \_\_\_\_\_ your notebook?**

a) to

b) -

- c) at
- d) on

**18. I \_\_\_\_\_ the car now.**

- a) am not hearing
- b) can't hearing
- c) am not hear
- d) can't hear

**19. \_\_\_\_\_ radio is on the table?**

- a) Who's
- b) Whoes
- c) Whose
- d) Whos'

**20. Please answer \_\_\_\_\_ questions.**

- a) their
- b) them
- c) to their
- d) to them

### TEST 1D

**1. " \_\_\_\_\_ ?" "She is tall and clever."**

- a) How is she like
- b) What is she like
- c) What is she
- d) Who is she

**2. Liz read the story, \_\_\_\_\_ she?**

- a) didn't
- b) doesn't
- c) don't
- d) isn't

**3. Henry arrived \_\_\_\_\_ station at 9.**

- a) to
- b) at the
- c) to the
- d) on the

**4. They \_\_\_\_\_ the bus.**

- a) was waiting for
- b) were waiting for
- c) was waiting
- d) were waiting

**5. They won't do that, \_\_\_\_\_?**

- a) won't they
- b) did they
- c) will they
- d) will they not

**6. \_\_\_\_\_**

- a) Is a fridge in the kitchen?
- b) Are there a fridge in the kitchen?
- c) Is some fridge in the kitchen?
- d) Is there a fridge in the kitchen?

**7. He isn't in London now because he \_\_\_\_\_ to the Continent.**

- a) has been
- b) was going
- c) will going
- d) has gone

**8. I can only see \_\_\_\_\_ .**

- a) a few bottle
- b) a little bottles
- c) a few bottles
- d) many bottles

**9. How \_\_\_\_\_ of matches have we got?**

- a) much boxes
- b) many box
- c) much box
- d) many boxes

**10. " \_\_\_\_\_ I open the window?" "Yes, please."**

- a) Will
- b) Must to
- c) Shall
- d) Would

**11. They \_\_\_\_\_ once a week.**

- a) was buying
- b) bought
- c) went shopping
- d) went to shops

**12. He came \_\_\_\_\_ train.**

- a) with
- b) with a
- c) by
- d) by a

13. \_\_\_\_\_ to the station when I saw you this morning?
- a) Have you gone
  - b) Are you going
  - c) Were you going
  - d) Have you been going
14. He went to school \_\_\_\_\_ five.
- a) at age of
  - b) at the age of
  - c) by age of
  - d) at the age
15. "What do you do?" " \_\_\_\_\_ ."
- a) I'm a typist
  - b) I'm typing a letter
  - c) I typing letters
  - d) I'm type letter
16. When did you \_\_\_\_\_ that photo?
- a) make
  - b) made
  - c) do
  - d) take
17. When the telephone rang she \_\_\_\_\_ a letter.
- a) writes
  - b) will write
  - c) has written
  - d) was writing
18. If it \_\_\_\_\_ nice tomorrow, we'll go to the zoo.
- a) is
  - b) will
  - c) will be
  - d) would be
19. We \_\_\_\_\_ the sights of the city.
- a) will shown
  - b) have showing
  - c) were shown
  - d) were showed
20. I \_\_\_\_\_ English since I was at school.
- a) didn't speak
  - b) don't speak
  - c) haven't spoken
  - d) speaking

## TEST 1E

1. "What is their new house like?" "It \_\_\_\_\_."

- a) looks like an office block
- b) likes yours
- c) seems like very comfortable
- d) looks very well

2. Tell me more about your work, I'm very \_\_\_\_\_.

- a) interesting
- b) interested for it
- c) interesting in it
- d) interested in it

3. "\_\_\_\_\_?" "I have a bad headache."

- a) What does it matter
- b) What matters
- c) What is matter with you
- d) What's the matter with you

4. I'm sorry but you \_\_\_\_\_ several mistakes.

- a) wrote
- b) told
- c) did
- d) made

5. "Have you ever met Tom?" "Yes, we \_\_\_\_\_ at the concert."

- a) met
- b) have met
- c) were meeting
- d) had meet

6. When he came two minutes ago everybody else \_\_\_\_\_.

- a) had already arrived
- b) has already arrived
- c) have already been there
- d) were there

7. Their flat is very modern, but they have some antique \_\_\_\_\_

in it.

- a) furnitures
- b) pieces of furnitures
- c) piece of furnitures
- d) pieces of furniture

8. I don't see why I \_\_\_\_\_ help you.

- a) would
- b) should



c) am going to

d) will

**9. This film was \_\_\_\_\_ interesting than last week's.**

a) not so

b) much

c) rather

d) more

**10. He had an accident and \_\_\_\_\_ to hospital.**

a) was brought

b) was taken

c) had been taken

d) had to take

**11. If we keep on at this speed, we'll reach the top \_\_\_\_\_ an hour.**

a) after

b) in

c) –

d) less than

**12. "I'm sorry I can't do the shopping today." "OK, \_\_\_\_\_ it then."**

a) I'm going to do

b) I'll do

c) I'm doing

d) I do

**13. They got some valuable \_\_\_\_\_ from the night watchman.**

a) informations

b) piece of information

c) information

d) pieces of informations

**14. I was \_\_\_\_\_ .**

a) yesterday at home all day

b) yesterday all day at home

c) at home all day yesterday

d) all day at home yesterday

**15. "Have you been to Osaka?" " \_\_\_\_\_ ."**

a) Until now not

b) Already not

c) Still not

d) Not yet

**16. Janet and I live quite near \_\_\_\_\_ each other.**

a) from

b) –

c) at

d) as

**17. I'm no good \_\_\_\_\_ mathematics.**

a) by

b) for

c) on

d) at

**18. She was ill, so she had to go \_\_\_\_\_ home.**

a) to

b) at

c) for

d) -

**19. It is the most beautiful building \_\_\_\_\_ the world.**

a) in

b) of

c) from

d) on

**20. John is a good worker: he works very \_\_\_\_\_ .**

a) hardly

b) hard

c) good

d) many

## **TEST 1F**

**1. \_\_\_\_\_ cows are animals.**

a) Some

b) The

c) -

d) A

**2. Can you play \_\_\_\_\_ piano?**

a) the

b) on he

c) a

d) -

**3. \_\_\_\_\_ books on this shelf were written by Dickens.**

a) All

b) All the

c) Every

d) The all

**4. She said she \_\_\_\_\_ for five hours.**

- a) had been working
- b) has worked
- c) worked
- d) has been working

**5. “ \_\_\_\_\_ yet?” “ Nearly.”**

- a) Are you finishing
- b) Have you finished
- c) Do you finish
- d) Did you finish

**6. I don't speak Japanese, but Jenny \_\_\_\_\_ .**

- a) do
- b) speaks
- c) does
- d) is speaking it

**7. They \_\_\_\_\_ married in church last year.**

- a) are
- b) made
- c) got
- d) have

**8. They never do \_\_\_\_\_ homework.**

- a) there
- b) they're
- c) they
- d) their

**9. Janet is \_\_\_\_\_ .**

- a) an old friend of mine
- b) an old my friend
- c) a my old friend
- d) an old friend of me

**10. He's \_\_\_\_\_ intelligent than his sister.**

- a) lesser
- b) much less
- c) much fewer
- d) not so

**11. My house is opposite \_\_\_\_\_ the park.**

- a) from
- b) of
- c) -
- d) to

12. She loves \_\_\_\_\_ Hungarian music.

- a) the
- b) –
- c) some of
- d) a

13. She couldn't go to \_\_\_\_\_ prison to visit her husband.

- a) –
- b) the
- c) a
- d) there

14. As the sun \_\_\_\_\_ I decided to go out.

- a) shines
- b) has shone
- c) shine
- d) was shining

15. I \_\_\_\_\_ your uncle tomorrow, so I'll give him your note.

- a) have seen
- b) shall have seen
- c) am seeing
- d) going to see

16. By the time the police arrived, the thieves \_\_\_\_\_ the stolen money.

- a) hide
- b) had hidden
- c) are hiding
- d) will have hidden

17. She walked \_\_\_\_\_ the road without looking.

- a) by
- b) through
- c) across
- d) long

18. We spent \_\_\_\_\_ day sunbathing.

- a) the whole
- b) all the
- c) whole
- d) whole of the

19. It's a long journey by train, it's much \_\_\_\_\_ by road.

- a) quickly
- b) more quickly
- c) more quick

d) quicker

**20. Hasn't \_\_\_\_\_?**

a) come the post yet

b) yet the post came

c) the post yet come

d) the post come yet

### TEST 1G

**1. I haven't seen Jenny \_\_\_\_\_ .**

a) for a long time

b) in the last time

c) since long

d) lastly

**2. If you hurry, you will be in Burton \_\_\_\_\_ midnight.**

a) until

b) while

c) on

d) by

**3. Don't drink so much tea, it's bad \_\_\_\_\_ your stomach.**

a) by

b) in

c) on

d) for

**4. It's nice to be \_\_\_\_\_ friends.**

a) under

b) between

c) among

d) by

**5. She spends all her money \_\_\_\_\_ clothes.**

a) for

b) on

c) in

d) to

**6. We went by car and the children went \_\_\_\_\_ foot.**

a) on

b) by

c) to

d) with

**7. \_\_\_\_\_ study hard when you were at school?**

a) Must you

- b) Had you
- c) Did you have to
- d) Were you

**8. Two gangsters entered \_\_\_\_\_ the bank.**

- a) -
- b) in
- c) on
- d) to

**9. If you come, \_\_\_\_\_ a friend with you.**

- a) bring
- b) take
- c) fetch
- d) lift

**10. Can you \_\_\_\_\_ me five pounds?**

- a) lend
- b) borrow
- c) rent
- d) do

**11. Please, drive \_\_\_\_\_, you're making me nervous.**

- a) slow
- b) more slowly
- c) more slow
- d) slower

**12. Let's play cards \_\_\_\_\_ dinner.**

- a) since
- b) after
- c) on
- d) for

**13. Mike is afraid \_\_\_\_\_ spiders.**

- a) about
- b) from
- c) for
- d) of

**14. We met when we were \_\_\_\_\_ .**

- a) in holiday
- b) during holiday
- c) on holiday
- d) by holiday

**15. It looks \_\_\_\_\_ rain.**

- a) like

- b) as
- c) so
- d) for

**16. Why \_\_\_\_\_ school yesterday?**

- a) hasn't she been at
- b) she wasn't at
- c) isn't she gone to
- d) wasn't she at

**17. \_\_\_\_\_ boots were where they left them.**

- a) The three players'
- b) The three player's
- c) The three players
- d) Three players' their

**18. This is \_\_\_\_\_ restaurant in Bangkok.**

- a) the worst
- b) worst
- c) the more worse
- d) the worse

**19. He \_\_\_\_\_ .**

- a) will be here soon
- b) will here be soon
- c) will be soon here
- d) soon will be here

**20. I'll wait here \_\_\_\_\_ 8 o'clock.**

- a) since
- b) by
- c) for
- d) until

## TEST 1H

**1. Yesterday I \_\_\_\_\_ my son's trousers.**

- a) sew
- b) sawed
- c) sewed
- d) sow

**2. My brother's son is my \_\_\_\_\_ .**

- a) cousin
- b) uncle
- c) nephew
- d) son-in-law

**3. Smoking is a bad \_\_\_\_\_ of yours.**

- a) practice
- b) custom
- c) usage
- d) habit

**4. He doesn't like company. He always works \_\_\_\_\_ .**

- a) lonely
- b) solo
- c) only
- d) alone

**5. I've got a very good \_\_\_\_\_ with the BBC.**

- a) work
- b) job
- c) profession
- d) occupation

**6. How long does the train \_\_\_\_\_ from London to Edinburgh take?**

- a) travel
- b) voyage
- c) journey
- d) tour

**7. My uncle arrived while I \_\_\_\_\_ dinner.**

- a) would cook
- b) cook
- c) had cooked
- d) was cooking

**8. They \_\_\_\_\_ to the theatre twice so far his month.**

- a) are going
- b) are
- c) were
- d) have been

**9. When \_\_\_\_\_ Mr Jones?**

- a) have you met
- b) you did meet
- c) you met
- d) did you meet

**10. We have been waiting for you \_\_\_\_\_ .**

- a) an hour
- b) an hour ago
- c) since an hour



d) for an hour

**11. Don't be late \_\_\_\_\_ your music lesson.**

a) for

b) on

c) at

d) to

**12. I can't wait. I'm \_\_\_\_\_ a hurry.**

a) with

b) in

c) for

d) on

**13. He won't be late, \_\_\_\_\_ he?**

a) isn't

b) don't

c) will

d) won't

**14. How long does it \_\_\_\_\_ to get to London?**

a) want

b) need

c) take

d) make

**15. If you \_\_\_\_\_ to town tomorrow, will you do some shopping for me?**

a) went

b) will be going

c) go

d) will go

**16. "It's a pity you haven't seen that play." "But I have, I \_\_\_\_\_ it last week."**

a) have seen

b) had seen

c) saw

d) was seen

**17. Do you know \_\_\_\_\_ I met last Saturday?**

a) with whom

b) who

c) that whom

d) –

**18. He would be very happy if you \_\_\_\_\_ what he asked.**

a) do

- b) did
- c) will do
- d) have done

**19. The whole thing is much simpler \_\_\_\_\_ you think.**

- a) -
- b) then
- c) than
- d) as what

**20. I feel \_\_\_\_\_ after all this typing.**

- a) terribly tired
- b) myself terribly tired
- c) terribly bad
- d) myself terribly bad

## TEST 2A

**1. I asked him what \_\_\_\_\_ .**

- a) did he read
- b) was he reading
- c) he was reading
- d) he is reading

**2. If you \_\_\_\_\_ me the book, I'll read it.**

- a) lend
- b) will lend
- c) lent
- d) would lend

**3. \_\_\_\_\_ the news bad?**

- a) Is
- b) Are
- c) Were
- d) Are there

**4. We have to read a book \_\_\_\_\_ .**

- a) every three weeks
- b) week ago
- c) every three week
- d) at next week

**5. The guide \_\_\_\_\_ some interesting things.**

- a) talked
- b) said
- c) spoke
- d) told

**6. If you \_\_\_\_\_ such a long time to get dressed, we'd have been there by now.**

- a) hadn't taken
- b) wouldn't have taken
- c) weren't taking
- d) wouldn't take

**7. I \_\_\_\_\_ for this office since I arrived.**

- a) have been looking
- b) look
- c) am looking
- d) was looking

**8. He had done that before, \_\_\_\_\_ he?**

- a) wouldn't
- b) didn't
- c) hadn't
- d) done had

**9. To travel from England to Scotland you \_\_\_\_\_ a passport.**

- a) mustn't have
- b) haven't got
- c) don't need
- d) needn't

**10. \_\_\_\_\_ are famous for their cheese and butter.**

- a) The Dutch people
- b) The Dutches
- c) The Dutch
- d) Dutches

**11. He came \_\_\_\_\_ .**

- a) home late last night
- b) late home last night
- c) last night late home
- d) last night home late

**12. She lived in Mallorca \_\_\_\_\_ two months.**

- a) during
- b) for
- c) while
- d) in

**13. Last year she married \_\_\_\_\_ a Russian dancer.**

- a) -
- b) with
- c) to

d) on

**14. It was so late that I \_\_\_\_\_ take a taxi.**

a) have to

b) was to

c) must

d) had to

**15. Do you think it \_\_\_\_\_ soon?**

a) rains

b) is going to rain

c) is raining

d) has rain

**16. I was \_\_\_\_\_ hungry that I ate six beefburgers.**

a) as

b) so much

c) too

d) so

**17. She got married \_\_\_\_\_ a rich businessman.**

a) –

b) with

c) to

d) for

**18. This lovely cake is full \_\_\_\_\_ nuts.**

a) –

b) of

c) with

d) from

**19. You've never had a girlfriend before, \_\_\_\_\_ you?**

a) haven't

b) have

c) had

d) hadn't

**20. I don't like tea: can I have \_\_\_\_\_?**

a) something else

b) something other

c) other thing

d) anything other

## TEST 2B

1. It was a long film: \_\_\_\_\_ .

- a) it bored
- b) I was bored
- c) I was boring
- d) it was bored

2. Please speak a little more \_\_\_\_\_ .

- a) slow
- b) slowly
- c) slower
- d) slowlier

3. I decided to go \_\_\_\_\_ .

- a) to a walk
- b) for a walk
- c) for a walking
- d) walk

4. Since 1964, there \_\_\_\_\_ no gas explosions here.

- a) are
- b) have been
- c) is
- d) were being

5. They \_\_\_\_\_ dictionaries.

- a) have no any
- b) haven't some
- c) haven't any
- d) have no some

6. I \_\_\_\_\_ the table for supper.

- a) lied
- b) laid
- c) layd
- d) led

7. I must go \_\_\_\_\_ before the shops are closed.

- a) shopping
- b) to shopping
- c) for shop
- d) shop

8. They were \_\_\_\_\_ .

- a) learnt very hard
- b) studying very hardly
- c) learning hardly

d) studying very hard

**9. They told \_\_\_\_\_ what to do.**

a) him

b) to him

c) that he

d) he

**10. When the doorbell \_\_\_\_\_ I was having a bath.**

a) rang

b) rings

c) rung

d) ringed

**11. \_\_\_\_\_ to the next village?**

a) How far is it

b) How long it is

c) How far is

d) What far is it

**12. \_\_\_\_\_**

a) I already twice read have this book.

b) I have already read this book twice.

c) I have read already twice this book.

d) I twice have already read this book.

**13. He \_\_\_\_\_ in love with her over a year ago.**

a) fell

b) has fallen

c) falls

d) felled

**14. If you can type \_\_\_\_\_ she can, you are very good.**

a) as quick as

b) quicker then

c) as more quickly as

d) as quickly as

**15. Betty spoke to me \_\_\_\_\_ .**

a) her name

b) German

c) the first

d) at last

**16. When the man noticed me, he asked me \_\_\_\_\_ .**

a) some water

b) my name

c) a little food

d) how am I

17. "Who found that flower in the garden?" "I \_\_\_\_\_."

a) did

b) found

c) did so

d) did find

18. \_\_\_\_\_ we buy a new car?

a) Do you want that

b) Shall

c) Would you like that

d) Going to

19. You \_\_\_\_\_ come tomorrow if you have something else to do.

a) needn't to

b) don't need

c) mustn't

d) needn't

20. The plane arrived \_\_\_\_\_ the airport late on Monday.

a) at

b) in

c) to

d) for

## TEST 2C

1. When \_\_\_\_\_ give us your final decision?

a) are you

b) will you

c) going out to

d) you going to

2. \_\_\_\_\_

a) I waited for at the airport long eight hours.

b) I waited for at the airport eight long hours.

c) At the airport for eight long hours I waited.

d) I waited at the airport for eight long hours.

3. It was past midnight, so there were \_\_\_\_\_ people in the street.

a) few

b) any

c) a few

d) less

4. He took a shower and \_\_\_\_\_ went to bed.

a) after

- b) then
- c) than
- d) thereby

5. One of our lawyers \_\_\_\_\_ the case.

- a) has studying
- b) has been studying
- c) was studied
- d) had studying

6. It was Friday afternoon and the shops were full \_\_\_\_\_ customers.

- a) of
- b) in
- c) by
- d) with

7. \_\_\_\_\_ is often made of wood.

- a) Items of furniture
- b) Furniture
- c) A piece of furnitures
- d) Furnitures

8. This young man can get along not only with girls, but also with \_\_\_\_\_ parents.

- a) they're
- b) their's
- c) theirs
- d) their

9. The driver \_\_\_\_\_ to read a newspaper while he \_\_\_\_\_ for the lights to change.

- a) had started - waited
- b) has started - has been waiting
- c) was starting - has waited
- d) started - was waiting

10. \_\_\_\_\_ did you say \_\_\_\_\_ called?

- a) What – what were you
- b) How – you were
- c) What – you were
- d) What – how were you

11. She said she wouldn't refuse him if he \_\_\_\_\_ her out again.

- a) would ask
- b) has asked
- c) asked
- d) would have asked



**12. Please ask \_\_\_\_\_ come and see me.**

- a) to Bill to
- b) Bill to
- c) to Bill
- d) Bill

**13. Don't you remember that we \_\_\_\_\_ to the cinema tonight?**

- a) would go
- b) go
- c) are going
- d) will be gone

**14. Ask him how much \_\_\_\_\_ .**

- a) did it cost
- b) cost it
- c) it cost
- d) it costed

**15. She always says that we \_\_\_\_\_ go and see her more often.**

- a) should
- b) need
- c) would
- d) ought

**16. Living here at the top of the mountain must be very \_\_\_\_\_ .**

- a) sole
- b) alone
- c) only
- d) lonely

**17. I \_\_\_\_\_ in the garden when I suddenly felt a pain.**

- a) worked
- b) have worked
- c) was working
- d) had been working

**18. The tailor made him a new \_\_\_\_\_ .**

- a) clothes
- b) suit
- c) dress
- d) wear

**19. I'll have to buy \_\_\_\_\_ trousers.**

- a) a
- b) one
- c) a pair of
- d) a couple

**20. If you had left me a note, I \_\_\_\_\_ where you were.**

- a) would have known
- b) had known
- c) would be known
- d) had been known

## **TEST 2D**

**1. \_\_\_\_\_ this word in English?**

- a) How do you call
- b) How do you say
- c) What do you say
- d) How is called

**2. What \_\_\_\_\_ at the ABC cinema tonight?**

- a) is played
- b) is on
- c) is playing
- d) are they play

**3. Here are your shoes. I \_\_\_\_\_ them.**

- a) have just cleaned
- b) have just been cleaned
- c) did just clean
- d) just cleaned

**4. I hope you know that you \_\_\_\_\_ come with me if you don't want to.**

- a) can't
- b) mustn't
- c) don't have to
- d) don't need

**5. " \_\_\_\_\_ " "No, her eyes are sore, that's why they are so red."**

- a) Has Sue crying?
- b) Did Sue cry?
- c) Had Sue cried?
- d) Has Sue been crying?

**6. "How long \_\_\_\_\_ your new secretary?" "Since 1980."**

- a) have you known
- b) did you know
- c) have you been knowing
- d) do you know

**7. He asked me if I \_\_\_\_\_ to swim across the river.**

- a) was able

- b) be able
- c) could
- d) am able

**8. I was just wondering if she \_\_\_\_\_ about the tragedy.**

- a) had told
- b) has told
- c) told
- d) had been told

**9. I'm glad to hear that at least today's \_\_\_\_\_ cheerful.**

- a) news is
- b) news are
- c) the news is
- d) the news are

**10. \_\_\_\_\_ wanted to see you yesterday.**

- a) One of my friend
- b) One my friend
- c) A friend of mine
- d) A friend of me

**11. "She said she had met my friend two weeks before." " \_\_\_\_\_ she?"**

- a) Has
- b) Did
- c) Hadn't
- d) Didn't

**12. He used \_\_\_\_\_ cigarettes, but he doesn't any more.**

- a) smoke
- b) to smoking
- c) smoking
- d) to smoke

**13. I'd have collected the money if he \_\_\_\_\_ asked me.**

- a) has
- b) had
- c) would have
- d) –

**14. While everyone else \_\_\_\_\_, she \_\_\_\_\_ quietly in the kitchen.**

- a) laughed – cried
- b) was laughing – was crying
- c) was laughed – cried
- d) laughed – was cried

15. She will have \_\_\_\_\_ free time from now on.

- a) many
- b) lot of
- c) few
- d) no

16. He wanted to buy 4 \_\_\_\_\_ eggs and 3 \_\_\_\_\_ .

- a) dozens – hundreds sheeps
- b) dozens – hundred sheeps
- c) dozen – hundred sheep
- d) dozen – hundreds sheeps

17. The problem is \_\_\_\_\_ in summer.

- a) much worse
- b) much more worse
- c) much more bad
- d) much worst

18. She'll tell us \_\_\_\_\_ .

- a) 11 o'clock in this morning
- b) at 11 o'clock this morning
- c) on 11 o'clock this morning
- d) on this morning at 11 o'clock

19. Is he married or \_\_\_\_\_ ?

- a) alone
- b) lonely
- c) single
- d) free

20. What are you going to do when you \_\_\_\_\_ school?

- a) finished
- b) ended
- c) leave
- d) complete

## TEST 2E

1. I'm very tired – I \_\_\_\_\_ all morning.

- a) work
- b) was worked
- c) am working
- d) have been working

2. He got \_\_\_\_\_ bronchitis and was taken to \_\_\_\_\_ hospital.

- a) a / a
- b) the / –

c) - / -

d) the / a

**3. We \_\_\_\_\_ to take a walk now.**

a) will

b) can

c) are going

d) will be

**4. It was raining \_\_\_\_\_ so we couldn't go out.**

a) every days

b) all day

c) all the days

d) all days

**5. \_\_\_\_\_, please. I'll see if the manager is in.**

a) Hang up

b) Hold on

c) Ring off

d) Ring up

**6. I've decided to join \_\_\_\_\_ this club.**

a) to

b) at

c) -

d) in

**7. He thanked me for what I \_\_\_\_\_ the previous week.**

a) have done

b) had done

c) did

d) was doing

**8. \_\_\_\_\_ going to the party.**

a) Everybody are

b) Every people is

c) Every people are

d) Everyone is

**9. I'd like to know what you do for \_\_\_\_\_ .**

a) a job

b) work

c) a profession

d) a living

**10. Mark prefers cycling \_\_\_\_\_ driving.**

a) than

b) for

- c) to
- d) as

**11. We are a little late - the play \_\_\_\_\_ begun.**

- a) has just
- b) just
- c) is just
- d) had just

**12. Kate's \_\_\_\_\_ her sister.**

- a) very taller than
- b) very taller then
- c) much taller than
- d) much taller then

**13. It took years of research, but \_\_\_\_\_ they found the answer.**

- a) at the end
- b) in the end
- c) last
- d) lastly

**14. There was \_\_\_\_\_ I could say.**

- a) any
- b) nothing
- c) everything
- d) anything

**15. We eat \_\_\_\_\_ soup with \_\_\_\_\_ spoon.**

- a) a / a
- b) - / -
- c) the / the
- d) - / a

**16. Tomorrow he will come \_\_\_\_\_ home late.**

- a) -
- b) to
- c) at
- d) to the

**17. I couldn't understand what she was \_\_\_\_\_ .**

- a) telling
- b) speaking
- c) saying
- d) talking

**18. The visitors \_\_\_\_\_ all the different ways of making brandy.**

- a) had shown
- b) were shown

- c) showed
- d) has shown

**19. A new motorway \_\_\_\_\_ here next year.**

- a) will build
- b) will have built
- c) will be built
- d) will be building

**20. You are not half \_\_\_\_\_ you think you are.**

- a) as clever as
- b) as clever like
- c) the clever as
- d) as clever than

## **Reported Speech**

***Complete the sentences using Reported Speech***

1. "I'll visit Mary tomorrow." He said ...
2. "Open the window, please." She ...
3. "When did you find the money?" She asked us ...
4. "If you give me some money, I'll help you." The man said ...
5. "Did you see that film last month?" Jane asked me ...
6. "Will Mary arrive by five?" Fred asked ...
7. "Don't touch that flower!" The old lady ...
8. "Do you want to go to the cinema?" Jill asked me ...
9. "Are you going to help us?" Jim asked me ...
10. "If I knew the answer, I would tell you." Mary said ...

## **Tenses**

***Put the following sentences in the correct tense, making all the necessary changes. Write the complete sentences in the boxes below.***

1. They (play) when I (see) them.
2. You ever (meet) a famous actor?
3. They (sell) their old car two years ago.
4. Tom's sister (go) to school on Sundays?
5. They not (have to) work a lot last year.
6. He (have) some problems for years.
7. I (meet) her before she (become) Miss Universe.
8. Yesterday I (watch) TV for hours.
9. You said you (help) a lot of people in the war.
10. I (not come) to work if I (have) a cold yesterday.

11. I thought it (will) be funny.
12. He said he (visit) Mary the following day.
13. Tom said he (live) in England since 1975.
14. If I had a lot of money, I not (have to) work.
15. I not (miss) my train if I had left earlier.
16. If you (tell) me the truth, I would help you.
17. Tom will help you if you (ask) him.
18. We were very tired, because we (play) tennis all morning.

### Verb forms

**Put the verbs in the following sentences in the correct tense. Write the complete sentences in the boxes and click on "Check answer".**

1. He said he (wait) since 4.
2. You ever (visit) Madame Tussaud's?
3. If they (arrive) on time, they'll call us.
4. While I (watch) TV, my brother (play) the piano.
5. I wish we (miss) the bus yesterday.
6. Jane would help you if you (ask) her.
7. I (buy) this house two months ago.
8. Tom should (open) the door when he saw me.
9. I wish I (have) more money; now I can't buy this dress.
10. If you (listen) to him, you would have learnt a lot.
11. Mary said they (go) to Italy next summer.
12. I am not used to (work) hard.

### Prepositions

**Complete the following text with a word in each gap, when necessary; enter "-" if nothing is missing.**

#### Rome

As a rule, Italians are very conscious \_\_\_\_\_ their dress and have a great sense \_\_\_\_\_ style. Casual dress is fine \_\_\_\_\_ most occasions, but a suit and tie are recommended \_\_\_\_\_ business meetings. \_\_\_\_\_ summer, locals will not be seen wearing shorts \_\_\_\_\_ the city. When visiting the Vatican or any major cathedral, men should wear long pants and women skirts or long pants. Sleeveless shirts and shorts are not permitted \_\_\_\_\_ churches and the Vatican, including \_\_\_\_\_ the Vatican museums.

Tipping is not mandatory. \_\_\_\_\_ times a service charge (servizio) is included \_\_\_\_\_ your restaurant bill. This should not be confused \_\_\_\_\_



the cover charge (coperta), which is a charge \_\_\_\_\_ bread and table settings. If the service charge is included and you are pleased \_\_\_\_\_ the service, it's customary to leave an additional 5%; if the service charge is not included, leave a 10% tip. \_\_\_\_\_ the porter and cleaning lady of the hotel you should give \_\_\_\_\_ 10,000 lire, \_\_\_\_\_ room service \_\_\_\_\_ 5,000 lire. Tipping \_\_\_\_\_ taxis is not obligatory either, but 1,000 to 2,000 lire is usually given \_\_\_\_\_ the driver.

### **Amsterdam**

There are no restrictions \_\_\_\_\_ dress, although the Dutch are fairly conservative dressers themselves. Normally men wear suits and ties \_\_\_\_\_ business meetings - women wear equivalent business apparel - but good-looking, casual attire works fine \_\_\_\_\_ most other situations. A sweater comes \_\_\_\_\_ handy \_\_\_\_\_ night, even \_\_\_\_\_ summer, and a windbreaker or coat will be needed \_\_\_\_\_ mid September \_\_\_\_\_ early June. Pack a small folding umbrella and a rain cape.

The Dutch government requires \_\_\_\_\_ that all taxes and service charges be included \_\_\_\_\_ the published prices of hotels, restaurants, cafes, discos, nightclubs, hairdressers, beauty parlors and sightseeing companies. The 10% service charge (tip) is always included \_\_\_\_\_ the bill. Additional tipping is appreciated if the service is attentive; people round their bill \_\_\_\_\_ anywhere \_\_\_\_\_ a guilder or two \_\_\_\_\_ an appropriate, somewhat larger figure. This should be done when paying, and small change should be left \_\_\_\_\_ the table.

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Навчальне видання

**Валентина Анатоліївна Василенко**  
**Ірина Володимирівна Ляшенко**

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**Видавництво «Кафедра»**  
04136, м. Київ, вул. Маршала Гречка 13, оф. 117  
e-mail: kafedra.druk@gmail.com  
тел./факс: (044) 501-18-30  
(067) 442-98-78

Свідоцтво про внесення суб'єкта видавничої справи до  
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