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T. K. SATTAROV

ENGLISH

for Law Students



(FIRST YEAR, SECOND EDITION)

**Ministry of Justice of the Republic of
Uzbekistan
Tashkent State Law Institute**

T. K. Sattarov

**ENGLISH
for
Law Students**

(first year, second edition)



Tashkent-2004

T.K.Sattarov. English for Law Students

The textbook *English for Law Students* has been approved and recommended as a textbook for law students by the Ministry of Higher and Secondary Special Education of the Republic of Uzbekistan.

English for Law Students is for students studying law. It consists of 16 units based on legal topics. The selected topics have been designed so as to progress from generally introductory matters to the constitutions, legislative, executive and judicial bodies of Uzbekistan, the UK and the USA. Each unit contains linguistic material, conversational phrases, texts for both skimming and scanning, exercises and topical vocabulary.

The textbook teaches four basic skills of language: listening, speaking, reading and writing.



Preface

English is widely used in the legal profession. The people in legal professions use English for study, for work (present and future), for promotion and for recreation. They have to use it in speaking, listening comprehension, skimming and scanning, writing and translating activities in various official and nonofficial situations.

This book is a part of the production of the author's project *English for Law Students* sponsored by the Morley foundation at the English Language Institute, the University of Michigan.

The book consists of 16 units each which are based on special topics.

These units have been designed so as to progress from general introductory matters (About myself, Our Institute, The Republic of Uzbekistan) to the Constitution, legal, executive and judicial bodies of Uzbekistan, the UK and the USA. In topic selections special attention has been paid to interdisciplinary connections. Law and its variations are designed to be studied in the second year of study. Much attention has been paid to comparative study of the native country of the students with the UK and the USA, their legislative, executive and judicial bodies which motivates the learners to speak and to read.

The book *English for Law Students* has been produced using English-language texts compiled by the author or taken from various published sources. For each text the writer or source is identified. The texts have been selected to reflect a wide range of subject matters and a wide range of styles in English.

English for Law Students teaches four basic skills of language: listening, speaking, reading and writing.

Each unit contains linguistic material, conversational phrases and texts.

Linguistic material: *Phonetic drills* are aimed at improving pronunciation skills of the students. In this section peculiar features of English vowels are designed to be taught as they cause more difficulties than other phonetic phenomenon.

Vocabulary section includes two groups of lexicon – topical words and newspaper words. The first group represents the professional topic which is studied in this or that unit and the second group consists of key words of newspaper articles presented for skimming.

Word-building section is aimed at developing students' skills to form words with suffixes, prefixes and conversion. Every unit contains at least one way of forming words and exercises for practice.

Grammar section consists of exercises for improving grammar skills of students. Keeping in mind the methodological provision that grammar is not a

purpose but it is a means of teaching four skills of speech activity the section doesn't contain theoretical material on the use of grammatical phenomenon. Exercises of this section are designed to train only those grammatical phenomenon which cause difficulties.

Conversational phrases are situation-based, the emphasis on realism and naturalness to the extent that these are possible within the limitations imposed by a short, self-contained text.

Each unit contains a number of **texts**, which may be divided into three groups: a) texts on the topic of the unit , b) newspaper articles, c) texts on problem solving.

Topical texts contain information on the government construction of the Republic of Uzbekistan, the UK, the USA and their legislative, executive and judicial bodies. The texts are arranged so as to create for students to learn the topics in a comparative way.

The newspaper articles taken from the US press are closely connected with professional topics. They contain information on the procedure of law adoption, description of various wrong-doings, misdemeanors, criminal cases, activity of law authorities, law protecting bodies, court cases.

The texts on problem solving are based on legal problems existing in everyday life and the ways how they should be solved in accordance with the acting law.

Every unit ends with the exercise on writing an essay. The essay topics suggested in this exercise cover all the subject matters studied in the unit. So the students may choose any topic they wish. The exercises on writing an essay are recommended as homework.

This book is further supported by separate books on Reference Grammar, Home-reading, by tests and by visual aids.

Acknowledgements

The book was thoroughly reviewed by a group of professionals. I wish to express my heartfelt thanks to professors John Swales, Christine Feak, Joan Morley, Carolyn Madden from the University of Michigan (USA), professors Jamol Jalolov, Hurrām Rahimov (Tashkent State Pedagogical University) Urinboy Khoshimov (University of World Languages, Tashkent) and J.Chester (The Global SourceNet in Uzbekistan) for their valuable comments, suggestions on the structure, contents of *English for Law Students*.

I wish to express special thanks to the instructors – V. Normuratova, N. Khismatullina - senior teachers of the Department of Foreign Languages of Tashkent State Law Institute for their job they did in reviewing the manuscript, in preparing it for the publication.

Tojimat Sattarov

- Topic:** 1. About myself.
2. Uzbekistan – Milestones of its History.

Linguistic material:

Phonetics: Peculiarities of Vowels;

Vocabulary: 1. Topical words,
2. The words with the suffixes – *er*, – *or*;

Grammar: Noun: plural form;
Pronouns: personal, possessive;
To be in Present Indefinite;

Word-formation: the suffixes – *er*, – *or*.

Conversational phrases: Greetings.

Texts: 1. About myself, 2. Uzbekistan – Milestones of its History.

Exercises

Ex.1. Read the words according to the pronunciation rules:

| | | |
|------------|--------------|-------------|
| kid – Kate | did - date | pip - pipe |
| men -man | tell - tale | life - lift |
| fad - fed | hen – hint | red - ran |
| did - dad | bit - bite | bed - bad |
| pet - pat | plane – plan | mate - mad |

Ex.2. Listen and repeat:

- | | |
|-------------------------------------------------------|---------------------------|
| 1. Pleased to meet you. | 6. A sailor went to sea, |
| 2. Greek meets Greek. | To see what he could see, |
| 3. Pete eats chiefly meat. | And all he could see |
| 4. Steve is eager to please the teacher. | Was sea, sea, sea. |
| 5. Steven Green made a long speech at the meeting. | |

Conversational phrases: Greetings.

Ex.3. Try to memorize the phrases:

How do you do? Cheer oh!
Hallo (Hullo, Hello)! Evening!
Good morning! Hi!
Morning! Glad to meet you!

Good afternoon! Nice to meet (see) you!

Good evening! Pleased to meet you.

Ex.4. Read the dialogues:

- | | |
|------------------------------|---------------------------------------------|
| 1 | 3 |
| - How do you do, Mr.Brown? | - Good evening! - Good evening. |
| - How do you do, Mr.Shorish? | - Hi! - Hi. |
| 2 | - How are you? - I'm fine. Thanks, and you? |
| - Good morning! - Morning. | - O.K. Thank you |
| - Good afternoon! - Hi. | |

Ex.5. Respond to the greeting of your friend:

-Hallo, Otabek! - Cheer-oh, Rano!

.....

- How do you do? - Good morning!

.....

Ex.6. Compose short dialogues using the appropriate greeting forms between:

- | | |
|--------------------------------|---------------------------------|
| 1) a teacher and a student, | 4) a husband and a wife, |
| 2) a young man and an old man, | 5) a teenager and an old woman, |
| 3) peerage young couple, | 6) a child and a parent. |

Ex.7. Learn the vocabulary and make your own sentences:

First name - Rustam

Surname - Ahmedov

Last name - Ahmedov

Middle name - Karimovich

Patronymic - Karimovich

Nationality - Uzbek

Date of birth - April 12, 1985

Place of birth - Kokand, Ferghana valley, Uzbekistan

Citizenship - Uzbekistan

Position - Student

Languages spoken - Uzbek, Russian, English

Skills - Dancing, drawing, computer

Hobbies - Fishing

Sport activity - Football, tennis.

Ex.8. Make a statement about yourself using the text below:

About myself

My first name is Rustam. My last (sur) name is Karimov. My middle name (patronymic) is Zokirovich. I am Uzbek. I am 18 years old. I was born in 19 ... in Samarkand. I finished school last year. Now I am a first year student at Tashkent State Law Institute. I want to become a lawyer. I can speak Uzbek, Russian, Tajik and English. I am fond of sport. I like swimming, playing chess and football. My hobby is to read detective stories. I like listening to music.

Ex.9. Fill in the questionnaire below:

First name ...
 Surname ...
 Middle name ...
 Date of birth ...
 Nationality ...
 School finished ...
 Languages spoken ..
 Favourite subjects ...
 Position ...
 Future profession ...
 Hobbies ...

Ex.10. Interview your classmate to know him/her better. Use the following interview form:

1. Classmate's name _____
2. Date of birth _____
3. School finished _____
4. Languages studied
 - a) _____
 - b) _____
 - c) _____
5. English language proficiency:
 - a) listening:
 - b) speaking:
 - c) reading:
 - d) writing:
6. Favourite school subjects _____
7. Hobbies _____
8. Learning styles he/she prefers: a) individual work _____

- b) group work _____
 c) pair work _____
 9. Sport activity _____
 10. Future profession _____
 11. Other information _____

Ex.11. Introduce yourself to a foreign student.

Ex.12. Write down as much information as possible about your friend.

Ex.13. You want to submit an application for junior visiting fellowship to Central European University. Fill in the following application form:

Application Form

For junior visiting fellowship

Eligibility:

Candidate for Junior Fellowship should be a first year Academic Departments and programmes at CEU are actively involved in the Fellowship and Mobility Grants. Therefore, we may accept requests or applications in the following discipline areas: Sociology, Political Science, Legal Studies, International Relations and European Studies, Education Policy.

Host Department at CEU: _____

Duration of visit (from 1 to 6 months, please specify the dates of your preference): _____

Contact Information

Date of birth _____ Sex: Female _____ Male _____

Home address: _____ Tel: _____

E-mail: _____

Fax: _____

Work Information

University/Institution: _____

Department: _____

Position: _____

Tel: _____

E-mail: _____

Fax: _____

University Address: _____

Name of a Contact Person at Home Institution: _____

Position: _____

Tel: _____

E-mail: _____

Fax: _____

Letters of Reference

Name of Recommender 1: _____

Institution: _____

Position: _____

Address: _____

Tel: _____

E-mail: _____

Fax: _____

Name of Recommender 2: _____

Institution: _____

Position: _____

Address: _____

Tel: _____

E-mail: _____

Fax: _____

Ex.14. Look through the application of your friend and define his/her chances to be chosen for the grant.

Ex.15. Do you know how to write a letter to the English speaking countries?

Here is a letter from professor John Swales, director of the English Language Institute at the University of Michigan addressed to Tojimat Sattarov, professor of Tashkent State Law Institute. Look at the envelope and pay attention how the address is written and read the letter and note the peculiar features of writing letters in English.

How the envelope looks like:

John Swales
ENGLISH LANGUAGE INSTITUTE
THE UNIVERSITY OF MICHIGAN
3004 North University Building
Ann Arbor, Michigan 48109 – 1057

stamp

Tojimat Sattarov
Foreign Languages Department
Tashkent State Law Institute
35 Sailgoh Street
Tashkent UZBEKISTAN

The text of the letter:
THE UNIVERSITY OF MICHIGAN
ENGLISH LANGUAGE INSTITUTE
ANN ARBOR, MICHIGAN 48109 – 1057

May 3, 2003

Tojimat Sattarov
Foreign Languages Department
Tashkent State Law Institute
35 Sailgoh Street
Tashkent, Uzbekistan

Dear Professor Sattarov,

Thank you for your latest e-mail communication dated May 1, 2003. I am delighted to hear that you will be visiting Morley Scholar in the English Language Institute this summer, and I welcome you, as Director, to Ann Arbor in July and August in order to continue your research in legal discourse. I also issue an invitation to your wife, Yuldasheva Lotima Tolipovna.

Best wishes,
John M. Swales
Director of ELI, Chair of
Morley Scholarship Committee

cc: Chris Feak
Susan Reinhart

Ex.16. You have received a letter from an American student who studies at a law school. In his letter he is interested in your patronymic, age, nationality, skills, hobbies, education and your plan for the future. Write a letter to him. In your letter ask him to write about his full name, date and place of birth, schools attended, academic grades, favourite subjects, hobbies and plans for the future.

Ex.17. Study the word-formation. The suffixes -er, -or.

| | | |
|--------------------------|-------------------|-------------------|
| work - worker | teach – teacher | invest - investor |
| educate –educator | sing – singer | dance - dancer |
| investigate-investigator | rob -robber | offend – offender |
| hijack - hijacker | prison – prisoner | bail - bailer |

Ex.18. Form derivative nouns by means of the suffixes –or, -er and comment on their meaning:

| | | | | | |
|-------------|------|-----------|-----------|-----------|---------|
| direct | buy | cash | hold | employ | drive |
| win | joke | write | advice | arbitrate | violate |
| interrogate | kill | prosecute | obligate | petition | debt |
| murder | cry | counsel | legislate | assault | own |

Ex.19. Give the Uzbek (Russian) equivalents of the following terms using the descriptions:

arbitrator - a neutral person chosen to resolve disputes between parties by means of formal arbitration;

assaulter - a person who assaults another;

auditor - person or firm, usually an accountant or accounting firm, who formally examines an individual's or entity's financial records or status;

bailer - one who provides bail as a surety for a criminal defendant's release;

barter - exchange of one commodity for another without the use of money;

chancellor –a judge serving at a court of chancery;

coroner – a public official whose duty is to investigate the causes and circumstances of any death that occurs suddenly, suspiciously, or violently;

creditor – one to whom a debt is owed; one who gives credit for money or goods;

dealer - a person who purchases goods or property for sale to others;

debtor - one who owes an obligation to another;

executioner - one who puts another to death in satisfaction of a death sentence;

interrogator – one who interrogates another;

legislator - one who makes laws within a given jurisdiction; a member of a legislative body;

manslaughter – the unlawful killing of a human being without malice aforethought;

offender – a person who has committed a crime;

owner - one who has the right to possess, use and to convey something; a proprietor;

petitioner - a party who presents a petition to a court or other official body, especially when seeking relief on appeal;

prosecutor – a legal officer who represents the government in criminal proceedings;

solicitor - 1) a person who seeks business or contributions from others;

2) a person who conducts matters on another's behalf;

3) the chief law officer of a governmental body;

4) in England, a legal adviser who consults with clients and prepares legal documents but is not heard in court;

supervisor - one having authority over others; a manager or overseer;

Ex.20. Match the terms and their definitions or explanations:

robber - a legal officer who represents government in criminal proceedings;

coroner - a person who directs a commission;

prosecutor - a public official whose duty is to investigate the causes and circumstances of any death that occurs suddenly, suspiciously, or violently;

commissioner - a person who steals one's property;

bailer - one who makes laws within a given jurisdiction;

legislator – one who delivers personal property to another as bailment;

manslaughter – one who puts another to death in satisfaction of a death

sentence;
 executioner – the unlawful killing of a human being without malice
 aforethought.

Ex.21. Complete the sentences using the prompts given in brackets below:

Model: A person who represents the government in criminal proceedings is called...

A person who represents the government in criminal proceedings is called a prosecutor.

1. A person who studies law is called ...
2. A person who is from abroad is called ...
3. A person who writes stories, novels ... is called ...
4. People who travel are called...
5. A person who interrogates another is called ...
6. A diplomatic officer of the highest rank, usually designated by a government as its resident in a foreign state is called ...
7. A central person chosen to resolve disputes between parties, especially by means of formal arbitration is called ...
8. A person who assaults another is called ...
9. A person who violates (breaks and dishonours) the law is called...
10. In England a lawyer who is admitted to plead at the bar and who may try or argue cases in superior courts is called ...
 (a barrister, an assaulter , an arbitrator, a law violator, an ambassador, a lawyer, an interrogator, travelers, a writer, a foreigner).

Ex.22. Explain the meaning of the following words:

| | | |
|-----------|----------------|-------------|
| a miner | a reader | a butcher |
| a farmer | a passenger | a tailor |
| a leader | a hair-dresser | a weaver |
| a fighter | a barber | an engineer |

Ex.23. Complete the chart with the name of the profession and the person (or people) in the profession using the suffixes –er, -or. The first has been done for you.

| Profession / area of work | Person/people |
|---------------------------|---------------|
| Law | Lawyer |
| Killing | |
| Probation | |
| Wrongdoing | |
| Malefaction | |
| Legislation | |
| Prison | |
| Execution | |
| Employment | |
| Murder | |
| Prosecution | |
| Trespassing | |
| Slander | |
| Offending | |
| Violation | |
| Petition | |
| Robbing | |
| Hijacking | |
| Housebreaking | |
| Instigating | |
| Interrogation | |
| Jail | |
| Kidnapping | |

Ex.24. Read the newspaper article and define the type of the case:

Man tells police of street robbery

A 25-year-old Detroit man told Ypsilanti Police he was robbed at gunpoint at about 8 a.m. Saturday while waiting in his vehicle at the corner of Harriet and Hamilton streets. The man said he just made a delivery to Oakwood Hospital - Buyer Center and was returning to I - 94 when two men approached his stopped vehicle, pointed guns through the window and demanded money.

The victim gave the robbers \$10 and they fled, the report said. Police searched for the suspects but found no one matching the descriptions given by the victim. (AAN, 8/10/99)

Ex.25. Look through the text again and find the answers to the questions:

- 1.How was the man robbed?
- 2.Do you think that the robbers will be found?

Grammar

Plural form of nouns:

an apple - apples

a book - books

a friend - friends

a judge - judges

a lawyer - lawyers

a pen - pens

Note:

a man - men

a woman - women

a child - children

an ox - oxen

a tooth - teeth

a goose - geese

mouse - mice

a louse - lice

Ex.26. Give the plural forms of the following nouns:

a sailor, a lawyer, a judge, a prosecutor, an attorney, a barrister, a fish, a mouse, a child, a man, a woman, a sheep, an apple, a case, a crime, a defendant, a prison.

Personal pronouns**Possessive pronouns**

| Nomina- tive case | Objec- tive case | Nomina- tive case | Objec- tive case | my - mine | our - ours |
|----------------------|---------------------|----------------------|---------------------|------------|----------------|
| I | me | we | us | his - his | your - yours |
| He | him | you | you | her - hers | their - theirs |
| She | her | they | them | its - its | |

Ex.27. Insert the appropriate pronouns in the space provided:

Model: My sister is a pupil... goes to school. ... name is Barno.

My sister is a pupil. She goes to school. Her name is Barno.

1. ...am a student. ...mother is a doctor. ... works at a hospital. ... father is an engineer. ... works at a plant.
2. ...is at home. ... are at work. ... am at the lesson.
- 3.I want ... to answer ... question.
4. Toscanini came to see Dr. Smith. But ... could not find...
5. Where is the hen? - ... is sitting on ... nest.
6. Whose pen is it? It is....Is this ... book? - No, ... is notIt is....
7. aunt is an English teacher. ... works at school.
8. I have four uncles. ... are farmers.

Ex.28. Insert the appropriate pronouns in the space provided :

1. I have a brother is 25. ... has a wife...is 23name is Rano.
2. Ahmad is a lawyer. ... works at a big company. ... children go to school.
3. I saw Ahmad the other day. Did you see... too? – No, I haven't seen...for ages.
4. It is my book. It is not ...

Ex.29. Change the following sentences as in the model.

Model: This is my book.- This book is mine.

- 1.This is my purse.2.This is your scarf. 3.These are your seats.
- 4.This is her watch. 5.These are my note-books. 6.This is my coat.

Ex.30. Before you read the text discuss the following questions:

1. To what period do the first relics proving that men lived in Central Asia date back?
2. By whom had the territory of present Uzbekistan been occupied?

Ex.31. Read the text and divide it into logical groups:**Uzbekistan-Milestones of its History**

The first relics proving that men lived in Central Asia including the territory of what today is Uzbekistan, date back roughly to the middle of the first millennium BC. Early farming communities organized in a state – like pattern appeared in the fertile oases of Bactria, Chorasmii, Sogdiana and Parthia. In the 6th century BC, Central Asia came under the rule of the Persians; these were defeated in the 4th century by Alexander the Great, King of Macedonia.

In the further course of history, the territory of present Uzbekistan was absorbed completely or only in parts by the great states of the classical world: after Alexander the Great, by the Seleucid Kingdom, the Graeco – Bactrian Kingdom and the powerful Central Asian – Indian Empire of the Kushans. Vast irrigation systems were constructed in that period, agriculture was improved in fertile oases and cities grew up forming prosperous centres of industry and trade. Architecture and the arts flourished in ancient Central Asia, above all during the time of the Kushans. Rich local traditions mixed with the traditional arts of the ancient Orient, India and East Turkestan. Central Asia adopted many achievements of the world civilizations of the times and in turn influenced its neighbouring regions and countries.

In the 8th century AD, the territory of Uzbekistan was invaded by the Arabs and annexed to the Abbasid Caliphate. This period saw the rise of Islam.

At the end of the 9th century, local dynasties took over the power from the Arabs. The Kingdom of the Samanids emerged with Bukhara as the capital. This was a climax of economy and culture, a time which brought forth such outstanding scholars as Muhammed Choresmi, Ahmed Fergani, Abu Ali Ibn -Sina (Avicenna), Abu-Reichan Beruniy and others.

From 1219-1221 Chenghis Khan conquered the territory of Uzbekistan. Cities and oases were looted and a greater part of the population forced into slavery.

State power soon passed into the hands of the nomadic warrior aristocracy of mainly Turkic-mongolian tribes. Brief periods of political centralism alternated with long feudal wars. The time when feudalism was at its height and economy and culture restored with the reign of Amur Timur (Tamerlane) and his successors during the first half of the 14th - 15th century. Timur brought immense treasures, skilled craftsmen, architects and artists to Samarkand which he made his capital. Part of the structures dating from that period have been preserved to this very day. This includes part of the astronomical observatory which was built by one of the greatest scientists of the Middle Ages, Mirso Ulughbek.

At the end of the 15th and early 16th centuries, the Kingdom of Timur's descendants was conquered by Sheibani-Khan who had rallied several nomadic tribes called collectively the Uzbeks. These Uzbeks had maintained economic and cultural bonds with the oases in the Central Asian interfluvial land and as they settled down, mixed with the local Turkic population. The name "Uzbeks" was transferred to the Turkic peoples long before the nomadic Uzbeks who spoke almost the same language adopted and settled form of existence. Therefore, the Uzbek nationality is older than its name.

For about 4 centuries, starting from the 16th century until Central Asia was annexed to Russia during the second half of the 19th century, the peoples of Uzbekistan lived under the rule of the Khans: the Khanate of Bukhara (since the mid 18th century an emirate), the Khanate of Khiva and the Khanate of Kokand.

As a result of Russia's expansion in 1860-1870, a large part of Central Asia including an important part of Uzbekistan was incorporated into the Russian Empire. The Governor-Generalship Turkestan was formed. But the administration of the previous rulers was preserved albeit under the protectorate of Russia.

Between 1922 and 1991, Uzbekistan was one of the 15 member republics of the Union of Socialist Soviet Republics.

The processes of democratization under Soviet rule, the disintegration of the USSR led to Uzbekistan obtaining full independence and sovereignty in 1991

In December 1991, Islam Karimov was elected first President of independent Uzbekistan in a direct election by the people.

(I.Karimov. Steers Uzbekistan on its own way, p.56)

Vocabulary notes:

- relic – smth that has survived from the past and that serves to keep memories alive;
 date back – have existed since;
 community – the people living in one place, district or country, considered as a whole;
 appear – come into view, become visible;
 defeat – win a victory over; overcome;
 mix – put different things together;
 ancient – belonging to times long past, very old;
 adopt – take an idea or custom and use; accept smth;
 achievement – gain or reach by effort;
 influence – power to affect smb's character;
 neighbouring – being near; living near each other;
 invade – enter a country with armed forces in order to attack;
 annex – take possession of territory;
 power – ability to do; strength, force; energy of force; right;
 emerge – come into view, appear;
 conquer – defeat enemies; take possession of by force;
 loot – private property taken away unlawfully and by force;
 tribe – racial group of people united by language and customs. living as a community under one or more chiefs;
 coincide – two or more correspond in area and outline;
 reign – period of sovereignty, rule' dominance;
 successor – person or thing that succeeds another;
 treasure – store of gold and silver, jewels, etc; wealth;
 oases – fertile place, with water and trees, in a desert;
 nomadic – member of a tribe that wanders from place to place, with no fixed home.

Ex.32. Language competition. A Duty Letter. Look through the text and copy out the words beginning with the letters "A" and "P" as many as possible.

Model: *annex* noun, to take possession of territory.

Who will write the most number of words?

Ex.33. Read the text again and find the answers to the following questions:

1. Where did early farming communities appear?
2. Who invaded Central Asia in the 6th century BC?
3. Who made the Persians withdraw from Central Asia?
4. What was the influence of occupation on Central Asia's civilization?
5. When did the Arabs occupy Central Asia?
6. When did the Samanids appear?
7. Who were the outstanding scholars mentioned in the text?
8. When did Chenghis Khan conquer the territory of Uzbekistan?
9. What period did A. Temur and his successors reign?
10. Who conquered the Kingdom of Timur's descendants?
11. What do you know about the term "Uzbeks"?
12. How long was the territory of Uzbekistan under the occupation of Russia?
13. When did Uzbekistan become independent?
14. When was I. Karimov elected President of independent Uzbekistan?

Ex.34. Discuss the following:

1. Milestones of Uzbekistan's History.
2. Outstanding scholars of the Past.
3. The occupation of Central Asia by Chenghis Khan.
4. The astronomical observatory built by M.Ulughbek.

Ex.35. Questions:

1. You have met a foreign student. You want to know about him/her as much as possible. What questions would you like to ask?
2. What is the origin of the name "Uzbeks"?

**Ex.36. As you read the case below define the legal terms and write them down:
The Case of the Snow – Covered Stairs**

On a snowy January afternoon, Sarah was climbing the stairs to a second-floor gift shop when she lost her footing and fell. She filed a lawsuit against the owner of the business to recover for her injuries, claiming that the owner had been negligent in failing to keep the steps free of snow.

The court disagreed. In handing down the decision, the judge pointed out that a shopkeeper cannot be expected to keep an outside stairway snow-free at all times, especially swept the stairs and had not allowed a significant amount of snow to accumulate, the court ruled that she was not negligent in failing to remove the freshly fallen snow Sarah had slipped on. (Legal Problem Solver, p.13).

Ex.36. Re-read the text and say what the text is about.

Ex.37. Write a statement about yourself:

Names, date and place of birth, nationality, schools attended, language spoken, favourite subjects, hobbies, future profession.

Ex.38. Write an essay on one of the following topics:

1. The flourishing of Amir Temur's state.
2. The occupation of Uzbekistan by Russia.
3. Democratic changes in the period of independence of Uzbekistan.

Glossary

| | | |
|----------------|--------------------------|-------------------------------------------------------------------------|
| absorb | поглощать, впитывать | singdirmoq, jalb qilmoq |
| accumulate | накапливать, скопляться | to'plamoq |
| achievement | достижение | muvaffaqiyat, yutiq |
| administration | администрация | ma'muriyat |
| albeit | хотя | ...ga qaramasdan |
| allow | разрешать | ruxsat bermoq |
| ambassador | посол | elchi |
| amount | количество | miqdor |
| ancient | старинный, древний | qadimgi |
| annex | присоединять, прилагать | birlashtirmoq, ilova qilmoq |
| arbitrator | третейский судья, арбитр | hakamlar sud'yasi |
| assaulter | нападающая сторона | hujum qiluvchi tomon, zo'rlik qiluvchi |
| auditor | ревизор отчетности | hisobot tekshiruvchisi |
| barrister | юрист, адвокат | maxsus advokat |
| barter | товарообмен | tovar almashirish |
| case | судебное дело | sud ishi |
| chancellor | канцлер | kantsler (ba'zi mamlakatlarda oliy martabali amaldorlar unvoni) |
| claim | предъявлять иск | da'vo qilmoq |
| climax | кульминационный пункт | eng yuqoriga nuqta |
| climb | подниматься | yuqoriga chiqmoq |
| commissioner | мировой судья | kelishtiruvchi sud'ya |
| conquer | завоевать | egallab olmoq |

| | | |
|----------------|--------------------------------------------------------------------------------------------------|----------------------------------------------------------------|
| coroner | следователь по расследованию дел, связанных с насильственной или скоропостижной смертью, коронер | tergovchi |
| craftsman | ремесленник | hunarmand, kostib |
| creditor | кредитор | kreditor, qarz beruvchi |
| date back | датировать, восходить | sanasi boshlanmoq, |
| dealer | торговец, агент | savdogar, vakil |
| debtor | дебитор, должник | qarzdor |
| defeat | наносить поражение | mag'lubiyatga uchratmoq |
| delivery | поставка, разноска, доставка | yetkazib berish, eltib berish |
| descendant | потомок | nasl, urug' |
| description | описание | tasvir |
| decision | решение | qaror_ |
| direct | руководить, управлять | rahbarlik qilmoq |
| disintegration | разрушение, разделение | bo'linish, parchalanish |
| elect | выбирать | saylamoq |
| eligibility | обладание правом | huquqga ega bo'lish |
| emerge | появляться, возникать | paydo bo'lmoq |
| empire | империя | imperya(tepasida imperator turadigan monarxiyali davlat) |
| especially | особенно | ayniqsa, xususan |
| essay | сочинение | insho |
| executioner | палач | jallod |
| existence | существование | hayot, mavjudlik |
| expansion | расширение | kengayish |
| expect | ожидать | kutmoq |
| fall | падать | yiqilmoq |
| favourite | любимый | sevimli |
| fertile | плодородный | serhosil, hosildorlik |
| file | регистратор, дело, досье | ro'yxat, ish, ma'lumot |
| flourish | процветать | gullab yashnamoq |
| footing | скольжение | sirg'anib ketish |
| following | следующий | quyidagi |
| force | сила | kuch |
| gift shop | подарочный магазин | sovg'alar do'koni |
| gunpoint | прицельтесь | qurolni nishonga olish |

| | | |
|----------------|---------------------------------------------|------------------------------------------------------|
| hijacking | воздушное пиратство | havo qarogchiligi |
| house breaking | взлом | eshikni qulfini buzib o'g'irlik qilish |
| include | включать, содержать в себе | ichiga olmoq, ega bo'lmoq |
| incorporate | объединенный | birlashgan, qo'shma |
| independence | независимость | mustaqillik |
| influence | влияние | ta'sir |
| injury | телесное повреждение | badanga yetkazilgan jarohat |
| instigate | подстрекать | qutirmoq, qiziqirmoq |
| interrogator | следователь | tergovchi |
| invade | посягать, оккупировать | tajavuz qilmoq |
| irrigation | орошение, ирригация | sug'orish |
| jail | тюрьма | qamoqxona |
| judge | судья | sud'ya |
| kidnapping | похищение кого-либо | odam o'g'irlash |
| killling | убийство | o'ldirish |
| kingdom | королевство | qirolik |
| land | земля | yer |
| lawsuit | иск, судебное дело | da'vo, sud ishi |
| lawyer | юрисст, адвокат | qonunshunos |
| legislator | закондатель; член закондательного органа | qonun chiqaruvchi, qonun chiqaruvchi organ a'zosi |
| loot | грабить | talamoq, olib ketmoq |
| lose | терять, утрачивать | yo'qotmoq |
| maintain | возбуждать иск, утверждать | da'vo qilmoq, tasdiqlamoq, arz qilmoq |
| malefaction | преступление | jinoyat, qonunni buzish |
| manslaughter | непредумышленное убийство | maqsadsiz odam 'ldirish |
| matching | подходящий | muvofiq keluvchi |
| miner | шахтер | shaxtyor |
| negligent | небрежный | ehtiyotsiz |
| neighboring | соседный | qo'shni, atrof |
| nomadic | кочевой | ko'chmanchi |
| obtain | прнобретать | ega bo'lmoq, mu'assar bo'lmoq |
| oases | оазис | voha |
| occupy | завоевать | egallamoq |

| | | |
|--------------|-------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------|
| offending | нарушение закона | qonunni buzish |
| origin | происхождение | paydo bo'lish |
| outstanding | знаменитый | mashhur |
| owner | владелец | egasi |
| period | период | muddat |
| petition | прошение; ходатайство | arzmoma; rasmiy iltimos |
| petitioner | истец | da'vogar |
| point out | указать | ko'rsatmoq |
| population | население | aholi |
| position | должность | lavozim |
| preserve | сохранять | saqlamoq |
| prison | тюрьма | qamoqxona |
| proficiency | опытность; умение | mohirlik; malaka |
| prosecutor | лицо, возбуждающее и осуществляющее преследование | sud ishini qo'zg'atayotgan va jinoyta'qibni amalga oshirayotgan shaxs |
| protectorate | протекторат | protektorat |
| prove | доказать | isbot qilmoq |
| rally | восстановление сил; объединение; собрание | kuchni qayta tiklash; birlashish; majlis |
| reign | господствовать | hukumronlik qilmoq |
| relic | след; пережиток; реликвия | eskilik qoldig'i, yodgorlik |
| restore | восстановить | qayta tiklamoq |
| robber | грабитель | talonchi, o'g'iri |
| ruler | правитель | yurtboshi; hukmdor |
| search | обыскивать | tintuv qilmoq |
| settle down | поселиться; обосноваться | joylashmoq, o'rnamoq |
| scholar | ученый | olim |
| significant | значительный | ulkan; muhim |
| shopkeeper | продавец | sotuvchi |
| skilled | квалифицированный | malakali; mohir |
| slander | клеветать устно | og'zaki tuhmat qilmoq |
| slaver | работоторговец | qul sotuvchi |
| solicitor | солиситор; поверенный (готовящий дело для баррис- тера и выступающий только в низших судах) | (ishonchli vakil sifatida) quyi sudlov idoralari majlisida ishtirok etuvchi huquqshunos |
| solve | решать | yechmoq, hal qilmoq |

| | | |
|-------------|--------------------------|---------------------------|
| sovereignty | суверенитет | mustaqillik |
| stair | ступенька | zinapoya |
| submit | подчиняться | bo'ysinmoq |
| successor | преемник | voris,davom ettiruvchi |
| supervisor | инспектор; надзиратель | nazoratchi; kuzatuvchi |
| suspect | подозреваемое лицо | gumon etiluvchi shaxs |
| trade | торговля | savdo |
| transfer | переносить, переводить | o'tkazmoq |
| traveler | путешественник | sayohatchi |
| treasure | сокровище | qimmat baho narsa |
| trespassing | правонарушение | qonunni buzmoq |
| tribe | племя | qabila |
| topic | тема | mavzu |
| vehicle | перевозочное средство | yuk, odam tashuvchi |
| victim | потерпевший; жертва | vosita (avtomobil, vagon) |
| violation | нарушение (право, закон) | jabrlanuvchi |
| war | война | huquq, qonunni buzish |
| warrior | воин; боец | urush |
| | | jangchi, askar |

Topic: 1. The Republic of Uzbekistan.
2. Tashkent.

Linguistic material:

Phonetics: Characteristics of Vowels;

Vocabulary: 1. Topical words,
2. The words with the suffix *-tion*,

Grammar: 1. The Article;
2. Pronoun-Demonstrative;
3. «To have» in Present Indefinite;

Word formation: the suffix *-tion*;

Conversational phrases: How to get acquainted.

Texts: 1. The Changing American family, 2. The Republic of Uzbekistan,
3. Tashkent.

Exercises

Ex.1. Read the words according to the pronunciation rules:

| | | |
|--------------|------------|-------------|
| not – note | not – nut | hunt – duke |
| hot – hole | put – but | pig – page |
| stop – stone | up – tube | send – sand |
| hob- home | cut – mute | lump – lamp |

Ex.2. Listen and repeat:

1. Is Mickey in ? - Yes, he is.
2. Kiev is a big city.
3. I think he is a good singer.
4. Kittie is a little kid.
5. Peter Piper picked a peck of pickled peppers where is the peck of pickled peppers?
 - Is there any meat?
 - There is only tinned meat.
 - Is it beef?
 - It is chicken.
 - Is it ready to eat?
 - Well, you have to cook it before you eat it.

Conversational phrases: How to get acquainted.

Ex.3. Try to memorize the phrases:

- What is your first name?
- My first name is Ahmad.
- What is your last name?
- My last name is Zokirov.
- What is your middle name?
- My middle name is Omonovich.

My first name is Robert, Bob for short. Let me introduce to you my brother (friend, niece, nephew, wife, husband ...)

This is Mr. Jackson.

- How do you do, Mr. Jackson?
- How do you do, Mr. Zokirov?
- Glad to meet you (Nice to meet you).
- Pleased to meet you.

Ex.4. Fill in the blanks:

My ...name is Akbar

My ...name is Shokirov

My ...name is Karimovich

Ex.5. Make a dialogue asking your names.**Ex.6. Introduce your brother (sister, niece, nephew...) to your friend.****Ex.7. Introduce your friend to one of your relatives.****Ex.8. Give the equivalents of the following in your mother tongue:**

| | | | |
|-----------------|--------------|---------------|---------------|
| aunt | daughter | father-in-law | sister |
| bride | girl | mother | sister-in-law |
| bridegroom | grandmother | mother-in-law | son |
| brother | grandfather | nephew | son-in-law |
| cousin | grandchild | niece | uncle |
| child | grandparents | husband | |
| children father | wife | | |

Ex.9. Answer the questions:

1. What do we call a person who is the father of your father?
2. What do we call our sister's or brother' son?
3. What do we call father's or mother's sister?
4. How do you call your father's brother?

5. What do you call your wife's father (mother)?

6. What is your relation to your father (mother, grandfather, niece, nephew)?

Ex.10. Read and then tell who is who in your family.

The Family

Your father and your mother are your parents. You are their son or daughter. Your mother's father and your father's father are your grandfathers. Your mother's mother and your father's mother are your grandmother.

Your grandmother's or grandfather's mother is your great – grandmother. Your grandfather's or grandmother's father is your great – grandfather.

Your mother's or your father's sister is your aunt. Your father's or your mother's brother is your uncle. Your aunt's or your uncle's children are your cousins. The child of a brother or a sister is a niece or a nephew. Girls are nieces, boys are nephews.

Ex.11 Look through the following family tree. Write about yourself and your family.

My grandfather

Name.....

Date of birth.....

Place of birth.....

My father

Name.....

Date of birth.....

Place of birth.....

My sister

.....

.....

.....

My brother

My grandmother

....

....

....

My grandfather

....

....

....

My great-grandmother

....

....

....

My great-grandfather

Ex.12. Look at the following picture and say whom you see in the family:



Ex.13. As you read the text note the changes in American family.

The changing American family

The American family has undergone dramatic changes during the past 90 years. One of these changes has been a reduction in size. In 1900, the average family size was 5.7 persons. By 1991, the average family had shrunk to 2.63 persons. Today, couples have fewer children or, in some cases, no children at all.

Families have also changed because women's roles have changed. During the early part of this century, most married women did not work outside their homes. Today, however, 55% of all married women hold jobs outside their homes.

The increase in single – parent families also illustrates how families are changing. Although most families still include two parents, the number of one-parent families has doubled in the past decade. There are two reasons for this. First, divorces are at an all-time high. Second, the number of unmarried parents has increased. These and other changes have caused problems and conflicts, which often involve the law. Nevertheless, the family no doubt will continue to adapt.

Changes in American Families, 1970 – 1991

Table

| | 1970 | 1991 | Percentage Increase /Decrease |
|------------------------------------|------------|------------|-------------------------------|
| Marriages performed | 2,159,000 | 2,448,000 | + 13 |
| Divorces granted | 708,000 | 1,175,000 | +66 |
| Married couples | 44,728,000 | 50,708,000 | +13 |
| Married couples with children | 25,541,000 | 24,552,000 | -4 |
| Children living with two parents | 58,926,000 | 46,658,000 | -21 |
| Children living with one parent | 8,230,000 | 16,624,000 | +102 |
| Average size of household | 3,3 | 2,63 | -20 |
| Families with both parents working | 20,327,000 | 25,144,000 | +24 |

Source: Bureau of the Census, 1992

Ex.14. Read the figures in the Table above.

Ex.15. Look through the figures in the table above and discuss the quantitative differences in the changes in American families for the period of 1870 – 1991.

| | | | |
|--------------------|-----------|-----------|------------|
| Model: | 1970 | 1991 | Difference |
| Marriage performed | 2,159,000 | 2,448,000 | 259,000 |

Ex.16. Discuss the following questions:

- Look at the table above. What do you think are the most significant changes in American families since 1970? In your opinion, why have these changes occurred?
- How many children did your grandparents have? How many children do your parents have? How many children would you like to have?
- Where did your grandparents live? Where do your parents live? How often did they move during their lives?
- Did both your grandparents hold jobs outside the home? Do both your parents hold jobs outside the home?
- What do you think families will be like in the future?

Grammar

The Article

The indefinite article: **a, an**

The definite article: **the**

Ex.17. Insert the appropriate articles in the spaces provided:

Model: This is a pen-knife . The pen-knife is sharp.

1. This is – lamp.-lamp hangs over the table.
2. This is -ink-stand.-ink-stand is on my table.
3. This is – vase. – vase is full of flowers.
4. This is – apple – apple is ripe.
- 5.- summer lasts for three months.
- 6.- London is – capital of England.
7. Which do you like: - coffee or -tea?
8. We have – breakfast at 8 , - dinner at 2 and – supper at 7.
9. – March, -April and – May are spring months.
10. – book is on -table.

Demonstrative pronouns

this- This is a pen. This is a book.

that – That is a pencil. That is a note – book.

these – These are pins. These are badges.

those – Those are shops. Those are booths.

(the) same – The same to you. It is just the same book.

such – It is such an exciting trip.

Ex.18. Translate the sentences:

This is a table. That is a chair. These are maps. Those are pictures.

This is the same newspaper.

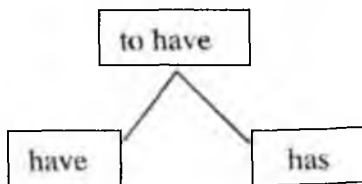
-A Happy New Year!-The same to you.

It is such a wonderful day.

Ex.19. Insert the appropriate pronouns in the spaces provided:

1. This is a French book and ... is an English one.
2. These are grapes and ... are apricots.
3. That is not your book ... is yours.
4. Is ... a book? – No, ... is a note – book.
5. A Happy New Year! - ... to you.
4. He is ... man whom we saw at the circus.

The verb “to have” in Present Indefinite



I have an uncle

He has four children

She has a husband

It has two hands

We have a car

You have a garden

They have a plant

Ex.20. Insert the appropriate forms of “to have “ in the space provided:

1. My brother ... a bike.
2. His uncle ... a gun.
3. My sister ... a ring.
4. They ... pen-friends.
5. We ... a new flat.
6. My nephew ... a kite.
7. My nieces ... dolls.
8. The dog ... a kennel.

Ex.21. Tell us about your relatives.

Ex.22. Compose ten sentences using the verb “to have”.

Ex.23. Name the terms of your relationship:

Model: Your father's brother is ...

My father's brother is called an uncle.

1. Your mother's sister is ...
2. Your father's father is ...
3. Your mother's mother is ...
4. The parents of your parents are ...
5. The son of your sister (brother) is ...
6. The daughter of your sister (brother) is ...
7. The woman to whom you are married is ...
8. The man to whom you are married is ...
9. Your wife's (husband's) mother is ...
10. Your wife's (husband's) father is ...
11. Your wife's (husband's) sisters are ...
12. Your wife's (husband's) brothers are ...

Ex.24. Draw your family tree.

Ex.25. Match the figures and the words on the right:

- | | |
|---------|-------------------------------|
| 1. 500 | a. forty eight square metres. |
| 2. 1999 | b. plus fifty five degrees. |
| 3. 2004 | c. fifteenth. |

- 4.+35 d. five hundred.
 5.15 th e. nineteen ninety nine.
 6.48 m.2 f. six times seven equals forty two.
 7.7.40 a.m. g. two thousand and four.
 8.2.56l i. twenty minutes to eight in the morning.
 9.133.82.27 j. two point five six one.
 10. $6 \times 7 = 42$ h. one three three eight two two seven.

Ex.26.Finish the sentences:

- 1.My telephone number is ...
- 2.My friend's telephone number is ...
- 3.The telephone number of the Ambulance is ...
- 4.The telephone number of the Fire brigade is ...
- 5.The telephone number of the police is ...
- 6.The number of students in our group (department, University) is ...
- 7.The average temperature in July(January) is ...
- 8.The population of our city (country) is ...
- 9.The average rate of a small flat is ... per month.
- 10.The cost of a kilogram of sugar (meat, sausage...) is ...

Ex.27.Read the names of the days of the week:

| | | | |
|---------|-----------|----------|--------|
| Monday | Wednesday | Friday | Sunday |
| Tuesday | Thursday | Saturday | |

Ex.28. Read the names of the months:

| | | | |
|----------|-------|-----------|----------|
| January | April | July | October |
| February | May | August | November |
| March | June | September | December |

Ex.29.Learn to tell the time:

- 8.0- It is eight (a.m./p.m.)
 8.05- It is five minutes past eight.
 8.15- It is fifteen minutes past eight.
 It is a quarter past eight.
 8.30 - It is half past eight.
 It is eight thirty.
 8.40 - It is twenty minutes to eight.
 8.50 - It is ten minutes to nine.
 9.00 - It is nine.

Ex.30. Tell the time:

| | | | | | |
|------|------|------|--------|-------|-------|
| 5.00 | 5.20 | 5.50 | 11.00. | 13.00 | 14.00 |
| 5.05 | 5.30 | 5.55 | 11.20 | 13.20 | 14.15 |
| 5.10 | 5.40 | 6.00 | 11.40 | 13.30 | 14.45 |
| 5.15 | 5.45 | 6.30 | 12.00 | 13.50 | 15.00 |

Ex.31. Practise speaking about the time, the date and the day:

-What time is it? It is five.

-What date is it today?-Today is September 10, 2002

-What day is it today? -Today is Monday.

Ex.32. Make up short dialogues asking the time, the day and the date.

Model:- Excuse me, could you tell me the time, please?

- Oh, yes. It is 10.40.

- Thank you.

- Never mind.

Ex.33. Read the newspaper article and tell what it discusses:**Car-truck collision leaves one dead**

One person was reported killed this morning when a Chevrolet S10 pickup truck collided with a semi tractor – trailer on Mason Road at Truhn Road west of Howell. Livingston County Sheriff's deputies said Mason Road was still closed at 8 a.m. today, a little more than an hour after the 6:50 a.m. crash. No other details were available since police were still on the scene. (AAN, 8/12/99)

Ex.34. Study the word formation. The suffix-*tion*

act – action

celebrate-celebration

elect – election

compete - competition

except – exception

constitute – constitution

translate – translation

exhibit - exhibition

object- objection

protect- protection

Ex.35. Form derivative nouns with the suffix-*tion* and comment on their meaning:

add communicate

administrate composite

attribute congratulate

aviate construct

| | |
|------------|-----------|
| contribute | describe |
| distract | instruct |
| elaborate | examine |
| inscribe | eviolate |
| pollute | introduce |
| proclaim | invent |
| transit | react |
| transcript | relate |
| trade | resolute |
| state | interrupt |

Ex.36. Learn the vocabulary to use in sentences of your own:

action - 1) a civil or criminal judicial proceeding;

2) the process of doing something;

3) the thing done; assumption-a fact or statement taken for granted;

conviction-1) the act or process of judicially finding someone guilty of a crime; the state of being proved guilty;

2) the judgement (as by a jury verdict) that a person is guilty of a crime;

correction - the punishment and treatment of a criminal offender through a programme of imprisonment, parole and probation;

detention-the act or fact of holding a person in custody; confinement or compulsory delay;

election-the process of selecting a person to occupy a position or office, usually a public office;

emigration -the act of departing or exiting from one country in the hope of settling in another; exemption -freedom from a duty, liability, or other requirement;

execution-the act of carrying out or putting into effect (as an action or an order);

injunction -a court order commanding or preventing authority, usually a government; interposition – the act of submitting something (such as a pleading or motion) as defense to an opponent's claim;

jurisdiction –

1) a government's general power to exercise authority over all persons and things within its territory;

2) a court's power to decide a case or issue a decree;

petition-a formal written request presented to a court or other governmental or official body; some states of America use this term in place of "complaint " when referring to a lawsuit's first pleading; sanction- a recognized authority's official approval or confirmation of an action;

proscription -the act of prohibiting; the state of being prohibited.

Ex.37.Explain the meaning of the following words using a dictionary:**Model:** addition is an act of adding something to something.

| | |
|--------------|--------------|
| pollution | inspection |
| tradition | instruction |
| station | introduction |
| composition | invention |
| construction | resolution |
| description | interruption |
| election | destruction |

Ex.38.Match the terms and their definitions or explanations:

arbitrator- a law office employee who delivers papers between offices and files papers in court;

legislator -a lawyer lacking in education, ability, sound judgement, or common sense;

offender- a legal officer who represents the government in criminal proceedings;

pettifogger- a neutral person chosen to resolve disputes between parties by means of formal arbitration;

prosecutor- one who grants a license to another;

petition- freedom from a duty, liability, or other requirement;

insurrection – the act or fact of holding a person in custody;

exemption -a violent revolt against an oppressive authority, usually a government;

runner-a person who has committed a crime;

detention-a formal written request presented to a court or other governmental or official body.

Ex.39. Complete the sentences using the prompts:**Model:** A civil or criminal judicial proceeding is called ...

A civil or criminal judicial proceeding is called an action. The prompts: a crier, an offender, jurisdiction, injunction, trial, prosecutor, execution, insurrection.

1. A criminal proceeding in which an accused person is tried means ...

2. A legal officer who represents the government in criminal proceedings is called ...

3. A government's general power to exercise authority over all persons and things within its territory is ...

4. A person who has committed a crime is called...

- 5 A violent revolt against an oppressive authority, usually government is ...
 6 The act of carrying out or putting in to effect (as an action or an order) ...
 7 A court order commanding or preventing an action ...
 8. An officer of the court who makes public pronouncements as required by the court ...

Ex.40.Pronounce the roots of the following words and translate them into your mother tongue:

| | | | |
|------------|-----------|--------------|-------------|
| action | exception | correction | assumption |
| protection | detention | auction | competition |
| conviction | pollution | exemption | addition |
| execution | election | proclamation | arbitration |

Ex.41.Classify the words into legal and nonlegal groups:

| | | | |
|------------|-------------|--------------|------------|
| action | sanction | interruption | auction |
| exception | composition | construction | execution |
| assumption | resolution | arbitration | protection |

Ex.42.Use the words below in sentences of your own:

| | | | |
|--------------|----------------|--------------|--------------|
| proclamation | congratulation | constitution | instruction |
| contribution | objection | detention | jurisdiction |
| protection | election | examination | pollution |

Ex.43.Explain the meaning of the following words:

| | | | |
|--------------|-------------|----------------|----------|
| constitution | arbitration | conviction | action |
| attention | mention | interpretation | relation |

Ex.44. As you read the text below write the words with the suffix *-tion* and translate them into your mother tongue:

The Republic of Uzbekistan

Uzbekistan is situated in Central Asia. Its area is 447.400 square kilometers. In the south Uzbekistan borders on Afganistan, Tajikistan and Turkmenistan. In the east it borders on Tajikistan, Kirghistan, in the west and north it borders on Kazakhstan.

The republic of Uzbekistan is one of the most favourable regions in terms of natural and geographic conditions. It is situated in the central part of the Central Asian economic region and it is watered by the large rivers of the Amudarya and Sirdarya. The length of the republic's territory from west to east is 1425 km, and

from north to south 930 km. The size of Uzbekistan's territory is greater than the UK, Belgium, Denmark, Switzerland and Austria taken together.

Uzbekistan has a great variety of geographical features. Lying in the desert zone of the moderate belt, the Republic has a hot, dry climate. There is plenty of warmth and sunshine, but very little water; therefore all economic activity is directly connected with irrigation constructions.

There are mountains and rivers in Uzbekistan. The Sirdarya is the biggest river. It is used for watering fields and for fishing.

The Republic of Uzbekistan consists of the Republic of Karakalpakstan, 12 regions, 226 cities and districts. It ranks third among the CIS in terms of the total amount of population yielding only to Russia and the Ukraine. The total number of the republic's population is about 25 million people. The representatives of more than 120 nationalities and ethnic groups live and work in the territory of Uzbekistan.

The engineering industry, chemistry, metallurgy, radio and electronic industry, light industry have been given wide scope of development.

More than 50% of Central Asia's energy capacities fall to the share of Uzbekistan. The length of railroads exceeds 6.700 km; and that of the highways 80.000 km; airway communications have been established with more than 30 countries.

Uzbekistan has the world's fourth largest reserves of gold and the tenth largest reserves of copper. The annual gold output is about 70 tons.

The republic produces 1,3 million tons of cotton fibre, 5 million tons of fruit and vegetables, 20.000 tons of raw silk and 1,5 million of astrakhans annually.

Uzbekistan is rich in fuel and power resources. Gas reserves total 5 trillion cubic metres, the reserves of oil 4 billion tons, the reserves of coal are 2 billion tons.

The representatives of international financial and banking institutions such as the World Bank, the International Monetary Fund, the European Bank for Reconstruction and Development and others are successfully operating in the Republic.

Vocabulary notes:

be situated – be placed; be located

area – region of the earth's surface

desert zone – barren land, waterless, treeless area

moderate – not extreme; limited

capacity – ability

reserve – store

fuel – material for producing heat or energy

power – strength, force, authority.

Ex.45. Language competition. Look through the text and make a list of derivative and compound words and translate them into your mother tongue.

Ex.46. Re-read the text and divide it into logical parts.

Ex.47. Read the text again and find the answers to the questions below:

1. Uzbekistan is located in: a) Europe, b) Asia, c) Central Asia, d) America.
2. Uzbekistan is landlocked. It means:
 - a) it is bordered by 5 countries, b) it has no coast,
 - c) it has no rivers, d) it has mountains.
3. Uzbekistan rates among the CIS by the amount of population:
 - a) first, b) second, c) third, d) fourth.
4. More than 50% of Central Asia's energy capacities fall to the share of:
 - a) Tajikistan, b) Kazakhstan, c) Uzbekistan, d) Kirghistan.
5. Gold deposit rates the place in the world.
 - a) first, b) second, c) third, d) fourth.
6. Uzbekistan is rich in:
 - a) zink, b) water, c) fuel and power, d) iron

Ex.48. Discuss the following questions:

1. The location of Uzbekistan.
2. Ancient cities and towns in Uzbekistan.
3. Joint ventures operating in Uzbekistan.
4. Natural resources in Uzbekistan.

Ex.49. As you read the text below note the main facts:

Tashkent

Tashkent is the capital of Uzbekistan. It is the largest city in Central Asia. It is situated in the northern part of the country. Its population is more than two million people.

There are many factories, plants in Tashkent. They produce different kinds of goods.

Tashkent is popular as a centre of education. There are many universities, institutes, colleges, lyceums, secondary and vocational schools. They train teachers, doctors, engineers, agronomists, lawyers and many other experts. The Academy of Sciences plays a great role in the development of industry, agriculture, medicine, technology, education, culture and other spheres of Uzbekistan.

Tashkent is a beautiful garden city. In 1966 a strong earthquake destroyed many buildings. Many new houses, shops, offices were rebuilt after the earthquake. The streets are wide, straight and clean. There are many high buildings, shops, restaurants, markets, the Circus, the Zoo, monuments, squares, hotels, museums,

theatres, cinemas, libraries, stadiums in Tashkent. One of the oldest buildings is the Kukeldash madrasah. It was built in the 16th century.

Tashkent has sister-cities in 7 countries. They are Karachi, Marrakesh, Patiala, Seattle, Skoplje, Tripoli and Tunis.

The Peace Park in Tashkent was built by people from Tashkent and Seattle. 300 Uzbek people and 175 Americans worked together in the construction of the park.

There is a metro in Tashkent. It was built in 1977. At present it has more than 30 stations.

The climate is dry. It is hot in summer and it is cold in winter. It snows in winter and it often rains in autumn and spring.

Ex.50. Re-read the text and speak on:

1. The location of Tashkent.
2. Its size and population.
3. Tashkent as an administrative, industrial, educational, cultural centre.
4. The climate and the weather in Tashkent.

Ex.51. Fill in the following chart comparing big cities in Uzbekistan:

| Cities | location | size | population | age | industrial centres | cultural centres | educational centres | famous people |
|-----------|----------|------|------------|-----|--------------------|------------------|---------------------|---------------|
| Tashkent | | | | | | | | |
| Samarkand | | | | | | | | |
| Bukhara | | | | | | | | |
| Kokand | | | | | | | | |
| Andijon | | | | | | | | |

Ex.52. Choose the appropriate sentences to complete the dialogue:

A: This is great! I have heard and read so much about Tashkent. It is a big city, isn't it?

B:

A: I have always wanted to visit it.

B:

A: Oh, I'll be only two days.

B:

A: I'll try to see only the main historical places. What would you suggest visiting first?

B:

A: Oh, that's great. I'll follow your advice. Thank you.

B:

Prompts: (1) Yes, it is the largest city in Central Asia. (2) How long are you going to stay in Tashkent?, (3) It's a pity. You will not be able to see all the sights of Tashkent, (4) There are many ancient buildings. Perhaps you begin going sightseeing from the Kukeldash madrasah, (5) You are welcome.

Ex.53. Complete the dialogue using the prompts given below.

At a tourist information office.

Jack: Hello. Could you give us some information about Tashkent's most famous sights?

Clerk:

Jack: We have not seen anything yet. We have only just come.

Clerk:

Jack: Let's start with a Tashkent sightseeing tour on a bus.

Clerk:

Prompts: (1) Oh, that is great. There is a bus station over there. The bus is leaving in a few minutes, (2) What have you already seen in Tashkent?, (3) Have a look at the leaflets over there and take what you like.

Ex.54. Look through the text and answer the questions given below:

The Independence of Uzbekistan

The Supreme Council of the Republic of Uzbekistan on its special session announced the declaration of Independence of Uzbekistan on the 1st of September 1991. Uzbekistan was solemnly proclaimed as a sovereign democratic Republic.

Karakalpak Republic is a separate body within the borders of Uzbekistan. Uzbekistan has no claims to other states and is the owner of its territory, natural resources and deposits.

The owners of state power are the common people of Uzbekistan. Uzbekistan has its own system of governing, a national state, and official bodies of ruling.

The Republic of Uzbekistan provides equal political and social, economic, cultural opportunities to all nationalities living in its territory.

Uzbekistan recognizes all international laws and degrees functioning in other states. Today Uzbekistan is recognized as the independent State by many other states and it is paving its way towards independence and freedom.

Uzbekistan has opened its embassies in a number of countries and many embassies are functioning in Tashkent today.

The 1st of September was announced as the Independence Day of Uzbekistan and is celebrated as a holiday. (Uzbekistan and Uzbeks, p.20)

1. The Independence of Uzbekistan, what does it mean to you?
2. When may a country be recognized as independent?

Ex.55. Read the text below and find the answers to the questions:

National symbols

National symbols usually include the national emblem, national flag and national anthem (hymn).

On August 31, 1991 the Declaration of Independence of the Republic of Uzbekistan was adopted and the new flag of the Republic was introduced. About 20 versions of the flag had been offered for discussion. Only 3 had been chosen to be presented at the session of the Supreme Council of the Republic. It was declared that the version adopted, along with its symbols, displays the succession with the state once existed on the territory of the present day Uzbekistan, its national, cultural and climatic conditions. (Uzbekistan and Uzbeks, p.20)

1. What is the role of symbols in the life of the country?
2. On what basis is the symbol of the country created? Does it take into account the national, cultural and climatic conditions of the country?

Ex.56. Look through the text below and discuss the questions:

The Flag

The flag consists of 5 stripes: three of them are equal – blue, white and green, and two narrow red ones separate the blue and green stripes from the white one. In the left corner of the upper stripe one can see the crescent and twelve stars, placed in three rows of three, four and five correspondingly.

The blue colour is the symbol of the eternal sky and water as one of the main sources of life. It is just the colour of Amir Timur's state flag.

The white stripe is the traditional symbol of peace, yearning for moral purity of actions and thoughts of wishing well.

The green stripe symbolizes nature, new life and fertility in the countries whose population is represented mainly by Muslims. It is also reminiscent of the

close historical links with the present-day movement of "Green Peace" which fights for the ecological purity of our environment.

The red lines stand for the vital force flowing within living organisms and binding our kind, innocent thoughts to the eternal skies and our earthly activities. (Uzbekistan and Uzbeks, p.21)

1. What do colours usually symbolize in flags? Compare the colours in flags of different countries?
2. Does the white colour always symbolize peace and the moral purity of actions and thoughts?
3. What is the connotation of the red colour? Is it the symbol of vital force?

Ex.57. Look through the text and discuss the questions:



The Symbol of Crescent

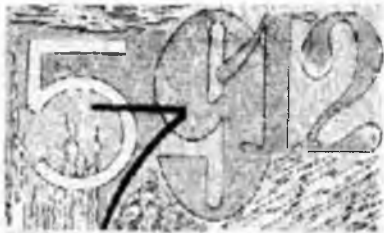
Young crescent bound to historical traditions can be simultaneously considered to be the symbol of the Republic's newly born independence.

Stars stand for the symbols of the cloudless sky. There are twelve stars on the State flag of the Republic of Uzbekistan, that is again directly connected with the historical traditions with our solar calendar beginning with Navruz. The months' names in this calendar at the same time are the names of the constellations. According to Ulugbek's catalogue the Sun's movement in the sky is determined by the movement of these constellations. This solar cycle in Uzbekistan is called "muchal". Life proves it to be true that the period of snake (serpent) brings drought, while Dragon brings rain. Scientists apply this to solar activity that has been taken into consideration by our ancestors. (Uzbekistan and Uzbeks, p.21-22)

The Questions:

1. Young crescent is the one of the symbols in the flag of Uzbekistan. What other countries have the same symbol?
2. What is the meaning of Navruz to the Uzbek people? When and how is it celebrated?
3. On what principle did Ulugbek construct his catalogue?
4. In old days in Uzbekistan the age of people was counted by "muchal" (12 years) and the year when a person was born. For example, the year of monkey or rabbit, or fish, etc. So people's age could be two muchal (24 years), three muchal (36 years), four muchal (48 years old), etc. How many muchals are you?

Ex.58. Read the text below and answer the questions:



The Symbol of Numerals

Oriental philosophers considered the figure "12" to be the figure of unanimity and perfection as our world consists of four elements (earth, air, water, and fire) that reveal themselves in the variety of forms at three levels: on the earth, in the sky and between the earth and sky. Four elements

multiplied by three levels make twelve, covering the whole creation where our life goes on.

If we go back to our history we shall see that the figure 12 stands for 12 rules or principles which were laid as fundamental ones for ruling this country. These principles include sincerity, fairness, tolerance of opponents, morality, valour (heroism), devotion and other endless human features. Therefore, we can say this symbol arising from the solar calendar of the beloved Navruz, rooted in the centuries' history and explained by the scientists calls up to perfection by acquiring virtues necessary for the State's success and security of its citizens. (Uzbekistan and Uzbeks, p.22-23)

The Questions:

1. What is your favourite figure? Do you believe that figures have their meanings?
2. Why is it important to connect the present life with our history?
3. How is this connection reflected in the national flag of Uzbekistan?

Ex.59. Read the text and draw the state emblem with the help of the description.

The State Emblem

The New State Emblem of Uzbekistan comprises the life experience of many centuries of Uzbeks.

It reflects a flowering valley and the shining Sun, on the wheat ears and on the left – white cotton cloves. All these are designed on the garland.

On the top of the Emblem you can see an eight – angled star which symbolizes the unity of the Republic. Inside this star there is a (young) crescent



and a star – which is the sacred symbol of Muslims.

In the centre of the Emblem you can see the legendary sacred bird (Khumo) with spreading wings. It is the symbol of nobility, generosity and devotion. These symbols show the long way of the Uzbeks to peace, stability, goodness, happiness and well-being. At the bottom of the Emblem there is a small frame of the flag within which the name of the country “Uzbekistan” is written. (Uzbekistan and Uzbeks, p.23)

Ex.60. Read the text and answer the questions:

Tamga



Traditionally the State Emblem (coat of arms) symbolizes property, power, wealth, frontiers, etc. which pass from generation to generation, or are inherited by ancestors.

25 centuries ago the ancient Turkish Khan Uguzkhan – the ruler of the state, the borders of which went far from Iran to Altai

– was the first who introduced the state emblem.

The prominent historian of the XIIIth century Dashiddin Khamodoni wrote in his famous book “The Selected Histories” that Uguzkhan had divided his huge state into small parts and distributed it among his sons. All of these states had their own tamga. (Uzbekistan and Uzbeks, p.24)

The Questions:

1. Have you ever seen any State emblems other than the Uzbek State emblem? What symbols do they reflect?
2. What is the State Emblem of Russia, Great Britain, the USA? Can you interpret the signs and symbols of these emblems?
3. What symbol would you use, if you were to make your own emblem?

Ex.61. Read and translate the letter of thanks into your mother tongue:

Letter of Thanks to a Speaker

Mr. Gleb P. Feak

May 27, 2002

Supervisory Import Specialist
United States Customs Service
610 S. Canal Street, Room 450 A

Dear Mr. Feak:

I enjoyed your presentation yesterday on customs law and its procedure in the United States. Thank you for coming to speak at the law school and for staying after class to answer additional questions about how the United States Customs Service enforces trademarks and other intellectual property rights. I was especially interested in your explanation of how Customs Service has no authority to prevent the importation of goods that violate a patent unless directed to do so by an exclusion order issued by the U.S. International Trade Commission. I confess that I am often confused about which governmental agencies have responsibilities in these matters. Your explanation of the exclusion orders issued by the Commission made this easier for me to understand.

Thank you also for bringing the brochures discussing import quotas, foreign trade zones, and customs duty drawback. I look forward to reading these brochures and learning more about these issues.

Thank you again for coming to the school. You were very gracious with your time.

Sincerely, Mark Sipper

Ex.62. Read the following information and state what clauses of the rules are in effect in our country:

Lost or damaged luggage

Many of the complaints about air travel concern lost or damaged luggage. An airline's responsibility to compensate you for luggage is limited. At present, airlines do not have to pay you more than \$ 1, 250 for luggage lost on domestic flights and \$ 9, 07 per pound for international flights, even if your luggage is worth more than that.

Moreover, an airline will reimburse you only for the depreciated value of your luggage and its contents. For example, if you bought a suitcase for \$ 125 and used it for a year, you might get only half that amount from the airline.

Some airlines limit their liability even further. For example, one airline refuses to take responsibility for damage to soft luggage or for the loss of wheels from suitcases. The same airline demands that passengers file a written claim within 4 hours of arrival, and provide written documentation of the contents of lost baggage within 45 days. People who do not follow these rules forfeit any claims for reimbursement.

The way to protect yourself against baggage losses is to pack your luggage so that you can carry it on board or to buy some form of insurance. You may buy

“excess valuation” insurance policy may provide “ off- premises” coverage for lost or damaged items. In addition, some credit card companies provide baggage insurance if you use their card to purchase your ticket.(Legal Problem Solver, p.26)

Ex.63. Look through the text again and retell it.

Ex.64. Discuss the following:

- 1.How often you travel by airlines.
- 2.How much luggage you usually take while travelling and what steps you take for the safety of your luggage.

Ex.65. Imagine you visited the Law school at the University of Michigan. A student from the Law school showed you the whole building of the school, classrooms, the library, the computer centre and so on. Besides he told many interesting and useful things about the classes, the library which made a deep impression on you. Write a letter of thanks to him.

Ex.66. Write an essay on one of the following topics:

1. Ancient cities and towns in Uzbekistan.
2. The agriculture of Uzbekistan.
3. Uzbekistan’s economic relations with the USA.
4. Joint ventures operating in Uzbekistan.

Glossary

| | | |
|--------------|------------------------------|------------------------------------|
| according to | в соответствии с... | bo'yicha |
| acquire | приобретать | olmoq, ega bo'lmoq, |
| action | действие, поступок | sud ishi |
| activity | деятельность, активность | faoliyat |
| adapt | приспосабливаться | moslashmoq |
| addition | прибавление, дополнение | qo'shimcha |
| adopt | принимать (закон, резолюцию) | (qonunni, qarorni) qabul qilmoq |
| age | возраст | yosh |
| agriculture | сельское хозяйство | qishloq xo'jaligi |
| although | хотя | ...ga qaramasdan |
| airtravel | воздушное путешествие | samoliyot bilan borish |
| airway | воздушная трасса | havo yo'li |
| among | среди | orasida, o'rtasida |
| ancestor | предок | ota – bobolar |
| announce | объявлять | e'lon qilmoq |

| | | |
|-------------------------------------------|---------------------------------------------------------|-----------------------------------------------------------------|
| annual | годовой | yillik |
| anthem | гимн | madhiya |
| apply | применять(ся), ходатайствовать, обращаться заявлять, | qo'llanmoq, tavsiya qilmoq, bayon bermoq, murojaat qilmoq |
| area | площадь | maydon |
| arise | возникать, появляться | paydo bo'lmoq |
| assumption | принятие на себя (ответственности), предположение | ma'suliyatni o'z zimmasiga olish, tasavvur qilmoq |
| astrakhan | каракуль, каракулевый | qorako'l |
| attention | внимательность | diqqatchanlik |
| auction | аукцион, торг | kim oshdi savdosi |
| authority | власть | hokimiyat, huquq, vakolat |
| available | доступный, наличный | ixtiyoridagi, qo'l ostidagi, naqd |
| average | средне число, средняя величина | o'rtacha |
| basis | основание, | база asos |
| beloved | любимый | sevgi |
| bind | задерживать, обязывать | majbur etmoq |
| bird | птица | qush, parranda |
| birth | рождение | tug'ilish |
| border on | граничить | chegaralanmoq |
| capacity | способность, компетенция | qobiliyat, omilkorlik |
| car | вагон, автомашина | vagon, yengil avtomobil |
| celebrate | праздновать, прославлять | nishonlamoq |
| census | перепись | aholini ro'yxatdan o'tkazish |
| century | столетие, век | asr |
| character feature | характер karakter; | tabiat; fe'l, fe'l – atvor |
| chemistry | химия | kimyo |
| CIS – Common-wealth of Independent States | Содружество независимых стран | Mustaqil davlatlar hamkorligi |
| claim | требование, иск, предъявлять иск | talab, da'vo, da'vo qilmoq |
| clause | статья, пункт | modda, band |
| climate | климат | iqlim |
| cloudless | безоблачный, ясный | bulutsiz |
| coat of arms | герб | gerb, tang'a |
| collision | противоречие | qarama - qarshilik |
| colour | цвет | rang |

| | | |
|---------------|-------------------------------------------|----------------------------------------------------------------|
| communication | сообщение, средство сообщения | xabar, aloqa vositasi |
| compensate | возмещать | tovon to'lamoq |
| competition | конкуренция, соревнование | musobaqa |
| complaint | претензия, жалобы | shikoyat qilmoq, ariza bermoq |
| comprise | включать, заключать в себе | o'zida mujassam etmoq, tarkibida bo'lmoq |
| composition | состав | tarkib |
| condition | условие | shart, sharoyit |
| confess | признаваться | tan olmoq |
| conflict | быть в конфликте | majaroda, to'qnashuvda bo'lmoq |
| confuse | приводить в замешательство | dovdiratib qo'ymoq |
| connect | связывать | hog'lamoq |
| connotation | дополнительное, сопутствующее значение | qo'shimcha ma'no |
| consist of | состоять из | iborat bo'lmoq |
| consider | рассматривать, обсуждать | ko'rib chiqmoq, muhokama qilmoq |
| constellation | пляда | bir sohada, bir davrda yashab turgan atoqli kishilar guruhi |
| continue | откладывать слушание дела | sud ishini ko'rilishini to'xtatmoq |
| contribute | содействовать, способствовать | yordamlashmoq, |
| conviction | обвинительный приговор | ayblov hukmi |
| copper | медь | mis |
| correction | исправление, наказание | tuzatish, jazolash |
| cotton | хлопок | paxta |
| council | совет | kengash |
| couple | пара | juft |
| coverage | охват | jalb etish, qamrab olish |
| create | творить | yaratmoq |
| credit card | карточка доверия | ishonch guvoohnomasi |
| crescent | полумесяц | yarim oy |
| customs law | томоженное право | bojxona huquqi |
| cycle | цикл | davr |
| damage | убытка | zarar |
| decade | десятилетие | o'n yil |
| declaration | исковое заявление, декларация | bayonot |

| | | |
|-------------|--------------------------|-----------------------------------|
| decrease | уменьшать (ся) | kamaymoq |
| decree | декрет | farmon |
| deep | глубокий | chuqur |
| demand | требование | talab |
| deposit | вклад, хранилище | omonat, hissa, ulush |
| depreciate | унижать | jabr – zulim qilmoq |
| describe | описать | tasvirlamoq |
| desert | пустыня | sahro |
| destroy | разрушать | buzmoq |
| determine | определять | aniqlamoq |
| detail | подробность | mufassallik |
| detention | арест, задержание | qamoqqa olish |
| devotion | преданность | sodiqlik |
| difference | отличие | farq |
| discuss | обсуждать | muhokama qilmoq |
| display | показывать | ko'rsatmoq |
| distribute | распределить | taqsimlamoq |
| distract | отвлекать, расстраивать | diqqatini bo'lmoq, ziyon etkazmoq |
| divorce | развод | nikohni bekor qilish |
| domestic | домашний | ichki, xonaki |
| drawback | препятствие | to'siq |
| drought | засуха | qurg'oqchilik |
| dry | сушить (ся) | quritmoq |
| during | в течение | davomida |
| earthly | земной | yerga xos, yer ustida |
| earthquake | землетрясение | yer qimirlash |
| east | восток | sharq |
| education | образование | ma'lumot |
| elaborate | тщательно разработать | sinchiklab ishlab chiqmoq |
| election | выборы | saylov |
| embassy | посольство | elchixon |
| emigration | переселение, эмиграция | ko'chib kelish |
| endless | бесконечный | cheksiz |
| enforce | проводить законы в жизнь | qonunni hayotga tatbiq etmoq |
| environment | окружение | atrof |
| equalize | уравнивать | tenglamoq |
| establish | установить | barpo etmoq |

| | | |
|----------------------|---------------------------------------------------|-------------------------------------------------|
| eternal | вечный | abadiy, mangu |
| event | событие | voqea |
| example, for example | например | masalan |
| exceed | превышать | oshirmoq, oshirib yubormoq |
| exception | исключение | mustasno |
| excess valuation | превышение | oshib ketish, oshirib yuborish |
| exclusion | исключение | chiqarib tashlash |
| exemption | освобождение | ozod qilish |
| fairness | справедливость | adolat, odillik |
| fall | падать | yiqilmoq, qulab tushmoq |
| favourable | благоприятный | ma'qul, qulay |
| ferfility | плодородие | serhosillik |
| fibre | волокно | tola |
| fight | бороться | kurashmoq |
| file | подавать документ | xujjat topshirmoq |
| flight | полет | uchish |
| flow | течение | oqim |
| force | насилие | kuch, zo'raonlik |
| forfeit | лишаться, терять, утрачивать, конфисковать, | mahrum bo'lmoq yo'qotmoq, musodara qilmoq |
| form of insurance | форма страхования | sug'urta shakli |
| freedom | свобода | ozodlik |
| fuel | топливо | yonilg'i |
| function | функция | vazifa |
| further | продвигать, способствовать | imkon bermoq |
| garland | венки | gulchambar |
| generation | поколение | avlod |
| generosity | благородность | muruvvat |
| goodness | доброта | yaxshilik |
| goods | товар | tovar |
| gracious | добрый | saxiy |
| grant | грант | grant (yo'llanma) |
| high | высокий | baland |
| highway | большая дорога | katta yo'l |
| hold a job | иметь работу | ishga ega bo'lmoq |
| hot | горячий | issiq |
| huge | огромный | katta |
| human | человеческий | insonga xos |

| | | |
|-----------------|---------------------------|--------------------------------------------------------|
| illustrate | иллюстрировать | misollar bilan tushuntirmoq (rasmlar bilan bezamoq) |
| importation | ввоз, импортирование | mamlakatga narsa olib kirish |
| impression | впечатление | ta'surot |
| increase | возрастание, увеличение, | ko'payish |
| independence | независимость | mustaqillik |
| in effect | в действии | kuchga kirgan, amalda |
| information | информация | ma'lumot |
| inherit | наследовать | meros qilib olmoq |
| innocent | невиновный | ayibsiz |
| inscribe | надписывать | ustiga yozmoq |
| inspection | инспекция | nazorat |
| instruct | указать | ko'rsatma bermoq |
| interrupt | прерывать, препятствовать | suhatni bo'lmoq, halaqit bermoq |
| interpretation | толкование | sharhlash, izohlash |
| interposition | нахождение между | o'rtasida bo'lmoq |
| introduce | вводить, познакомить | kiritmoq, tanishtirmoq |
| invent | изобретать | kashf etmoq |
| involve | вовлечь | qamrab olmoq |
| issue | выпуск | nashr |
| item | пункт, параграф | bo'lim, qism |
| joint venture | совместное предприятие | qo'shma korxonona |
| jurisdiction | юрисдикция | qonun tasarrufi |
| kill | убивать | o'ldirmoq |
| law | закон, право | qonun, huquq |
| leaflet | тонкая брошюра | kitobcha |
| leave | оставлять | qoldirib ketmoq |
| legendary | легендарный | afsonaviy |
| legislator | законодательная власть | qonun chiqaruvchi hokimiyat |
| length | длина | uzunlik |
| liability | ответственность | javobgarlik, ma'suliyat |
| life experience | жизненный опыт | hayot |
| like | похожий | o'xshash |
| limit | граница | chegara |
| link | соединять | birlashtirmoq |
| location | расположение | joylashish o'ri |

| | | |
|-------------------------|------------------------------------|-------------------------------|
| marriage | брак | nikoh |
| meaning | значение | ma'no |
| mean | означать | ma'no anglatmoq |
| mention | упоминать | ta'kidlamoq |
| moderate | умеренный | o'rtacha |
| morality | мораль | axloq |
| moreover | сверх того, кроме того | buning ustiga |
| movement | перемещение | boshqa joyga o'tqazish |
| multiply | увеличивать | ko'paytirmoq |
| nephew | племянник | o'g'il jiyani |
| nevertheless | несмотря на, однако | ...ga qaramasdan, biroq |
| newly | заново, вновь | yangi |
| niece | племянница | qiz jiyani |
| nobility | дворянство, благородство | oliyanoblik |
| occur | случаться | sodir bo'lmoq |
| offender | правонарушитель | qonunbuzar, jinoyatchi |
| offer | предлагать | taklif qilmoq |
| off – premises | выпроводить | chiqarib yubormoq |
| oil | масло | yog' |
| opinion , in my opinion | мнение, по моему мнению | fikr, mening fikrimcha |
| opponent | оппонент, противник | raqib |
| opportunity | возможность | imkoniyat |
| oriental | восточный | sharq |
| output | продукция | mahsul, natija |
| pack | упаковывать | joylashtirmoq |
| pave the way | подготавливать почву | zamin yaratmoq |
| pay | платить | to'lamoq |
| peace | мир | tinchlik |
| percentage | процент | foiz |
| perform | исполнять | ijro etmoq |
| pettifogger | крючкотвор, кляузник | tuhmatchi, ig'vogar |
| petition | подавать заявление в суд, прошение | sudga ariza bermoq, talabnoma |
| plenty | обильный, многочисленный | ko'p |
| pollute | загрязнять | ifloslantirmoq |
| power | власть | hokimiyat |
| presentation | презентация | taqdim etish |
| prevent | предотвращать, предохранять | oldini olmoq, oldindan |

| | | |
|----------------|-----------------------------|----------------------------------------------------------------------|
| proclaim | обнародовать, провозглашать | e'lon qilmoq |
| produce | предъявлять (документы) | ko'rsatmoq, taqdim etmoq |
| prominent | известный | mashhur |
| property | собственность | mulk |
| proscription | объявление вне закона | noqonuniy deb e'lon qilish |
| protect | защитить | himoya qilmoq |
| provide | обеспечивать | ta'minlamoq |
| purchase | покупка | xarid |
| purity | чисто | tasoflik |
| railroad | железная дорога | temir yo'l |
| rate | норма, тариф | tarif, me'yor |
| reason | причина, основание | sabab, asos |
| recognize | признавать, узнавать | tan olmoq, tanimoq |
| reduction | сокращение | kamaytirish, qisqartirish |
| reflect | отражать | aks ettirmoq |
| refuse | отказываться | rad qilmoq |
| relation | отношение, связь | munosabat, aloqa |
| reminiscent | воспоминание | esdalik |
| report | отчет | hisobot |
| representative | представитель | vakil |
| representation | представление | taqdim etish, vakolat |
| reserve | запас | zahira |
| resolute | решительный | qat'iy |
| resource | ресурсы | manbaa |
| responsibility | ответственность | javobgarlik |
| reveal | разоблачать, открывать | fosh qilmoq, oshkor qilmoq |
| root | корень | o'zak |
| ruler | правитель | hukmdor, hokim |
| qualitative | количественный | miqdoriy |
| sacred | священный | muqaddas |
| safety | безопасность | xavfsizlik, muhofaza |
| sanction | санкция, санкционировать | sanksiya, qonunga (tartibga) bo'ysunishga majbur etuvchibuyruq |
| scene | место происшествие | hodisa (voqea) yuz bergan joy |
| separate | отделяться | ajralmoq |
| serpent | коварный человек, злой | makkor odam |
| share | доля | ulush |
| sight | зрение | ko'rinish |

| | | |
|----------------|-------------------------------|-------------------------------------------|
| sightseeing | осмотр достопримечательностей | diqqatga sazovor |
| simultaneously | одновременно | bir paytda |
| sincerity | искренность | samimiylik |
| sincerely | искренно | samimiy |
| situate | располагаться | joylashmoq |
| soft | мягкий | yumshoq |
| solar | солнечный | quyoshli |
| solemnly | торжественно | tantanali |
| source | источник | manba |
| south | юг | janub |
| sovereign | монарх | monarx |
| suitcase | чемодан | chemodan |
| stability | стабильность | barqarorlik |
| stand for | предстать перед судом | sud oldida hozir bo'lmoq |
| state | заявлять, утверждать | o'zining dalil – isbotlarini bayon qilmoq |
| still | тишина | jimlik |
| stripe | полоса | yo'l – yo'l |
| successfully | успешно | muvaffaqiyat |
| succession | последовательность | izchillik |
| supreme | высший | oliy |
| sunshine | солнечный свет | quyosh yorug'ligi |
| symbolize | символизировать | ramzini bildirmoq |
| take account | учитывать | hisobga olmoq |
| therefore | следовательно | shuning uchun |
| thought | мысль | fikr |
| ticket | билет | chipta |
| tolerance | терпеливость | chidamlilik |
| tour | путешествие | sayohat |
| trade | занятие, розничная торговля | kash, savdo |
| trade mark | фабричная марка | ishlab chiqarish markazi |
| trailer | автоприцеп | ulov, arava |
| train | обучать | o'qitmoq |
| transcript | копия | nusxa |
| transit | прохождение | o'tish |
| truck | грузовой автомобиль | yuk avtomobili |
| unanimity | единодушие | yakdillik |
| undergo | подвергаться | yo'liqmoq |
| unmarried | неженатый | uylanmagan |

| | | |
|------------|-------------------------|------------------------------|
| unity | единство, согласие | birdamlik |
| valley | долина | vodiy |
| valour | доблесть | botirlik |
| value | ценность | qimmat, narx, bebaho |
| variety | разнообразие | harxillik |
| violate | нарушать (право, закон) | (huquqni, qonunni) buzmoq |
| virtue | добродетель | saxovatli |
| vital | жизненный | muhim |
| vocational | профессиональный | kasbiy |
| wealth | богатство | boylik |
| well-being | здоровье, благополучие | eson - omonlik |
| west | запад | g'arb |
| wheel | колесо | g'ildirak |
| wing | крыло | qanot |
| within | в пределах, внутри | ichida |
| worth | стоящий, заслуживающий | arziydigan |
| yearn | томиться | qiynalmoq |
| yield | приносить (плоды) | hosil keltirmoq |
| zone | зона | ma'lum hudud |

UNIT 3

Topic: 1. Principles of State Policy of the Republic of Uzbekistan,
2. The Need for Law.

Linguistic material:

Phonetics: Characteristics of Vowels,

Vocabulary: 1. Topical words;
2. The words with the suffix *-sion*;

Grammar: 1. Prepositions of Place and Direction;
2. The Pronoun: one;
3. Present Indefinite;

Word formation: the suffix- *sion*;

Conversational phrases: Words of Farewell.

Texts: 1. From the History of Legal Education; 2. Tashkent State Law Institute; 3. The Principles of a State Policy of Uzbekistan; 4. The Need for Law; 5. Law and Values.

Exercises

Ex.1. Read the words according to the pronunciation rules:

| | | | |
|-----|-----|---------------|------------|
| in | pit | Pete – pit | no – not |
| is | bid | deed – did | vote – hot |
| it | pig | read – rid | toad – rod |
| if | pin | feel – fill | hope – pot |
| ink | wig | steal – still | note – nod |
| ill | did | tea – tin | robe – rob |

Ex.2. Listen and repeat:

1. Tom and Bob got a strong dog.
2. Can't you see three?
3. I can see the beach and the sea and two people – Eve and Peter.
4. I repeat: You must not eat meat for at least a week.
5. He speaks Chinese and Japanese with equal ease.
6. How about meeting me at three?

Conversational phrases: Words of farewell

Ex.3. Read the phrases:

Good – bye.

Bye – bye!

'Cheerio!

Good – bye for the present!

Bye!

So long!

See you later!

See you tomorrow!

I hope I'll see you more!

Good night!

Remember me to...

More official phrases of Parting

Good morning!

Good afternoon!

Good day!

Good evening!

Ex.4. Respond to the words of parting:

- Well, I'll be getting on. Good bye for the present, Martin.

-

- Come as early as you like. I'll be looking forward to a chat.

- So am I.

I'll be round about three. Will you please remember me to your parents?

-

- Good bye, Jan.

-

- Cheerio, Jan. See you again soon.

-

- I must be off. It's too late. Good night.

-

- I'm sorry. I must leave. See you later.

-

Ex.5. Make short dialogues based on situations of parting.

Model:

-Thank you for a pleasant evening, Alijon. Good bye.

- Cheerio, Kosim. See you next Sunday.

Ex.6. Find the appropriate equivalents of words of parting in your mother tongue:

See you tomorrow!

Good night!

See you later!

Good bye!

Good bye for the present!

Good night!

Bye-bye!

Cheerio!

Remember me to your ...

So long.

Grammar

Prepositions – Prepositions of Place

Ex.7. Use the following prepositions in sentences of your own:

| | |
|--------------------|--------------------------------------|
| above- | above the table |
| across- | across the river |
| among - | among the trees |
| at- | at home, at the station, at the wall |
| behind- | behind the shop |
| below- | below the text |
| beside - | beside the market |
| between - | between two windows |
| by- | by the table |
| in- | in the room, in the bag |
| in front of- | in front of the house |
| in the middle of - | in the middle of the yard |
| near - | near the office |
| next to- | next to the shop |
| on - | on the table |
| over - | over the river |
| under- | under the table |

Prepositions of Direction

Ex.8. Use the prepositions below in sentences of your own:

| | |
|---------|-------------------------------------------|
| from | -from school, from work |
| into | -into the room |
| out of | -out of the room |
| through | - through the window |
| to | - to school, to the lesson, to his friend |

Ex.9. Translate the prepositional word combinations and sentences into your mother tongue:

| | |
|----------------------|----------------------|
| a) by the door | at the wall |
| between two tables | in the bank |
| in front of my house | on her face |
| behind the school | beside the fire |
| below the first line | in his hand |
| at home | near the round table |

| | |
|------------------|--------------------|
| at the plant | through the door |
| to the plant | under the car |
| into the room | out of the room |
| next to the girl | above their house |
| on the map | across the street |
| | among the students |

- b)1. My nephew is in the garden.
2. Their house is among the offices.
3. My niece's ball is under the table.
4. The note is below the text.
5. His grandfather likes to sit beside the fire in cold weather.
6. Go out of the room.
7. The car is behind the house.
8. Sit down next to her, please.
9. My books are in the bag.
10. The lamp is above the table.

Ex.10. Insert prepositions in the blanks provided:

1. Translate the text...English... Uzbek. 2. He is ... Moscow now.
3. The pencil is... desk. 4. I have breakfast ... home.
5. The students are ... the garden now. 6. The school is... the station.
7. The cat is... the table. 8. The garden is ... the house
9. The circus is ... to the shop. 10. The flowers are ... the vase.

Ex.11. Use prepositions *in, at, on* with expressions of time:

- | | | |
|-------------------------------|--------------------------|----------------------|
| 1. -July | 9. -May 10 th | 17. -night |
| 2. -1999 | 10. -the morning | 18. -lunchtime |
| 3. - Saturday morning | 11. -the weekend | 19. -ten |
| 4. - the spring | 12. -Sunday night | 20. -the end of June |
| 5. -the 1990s | 13. -the afternoon | 21. -Christmas |
| 6. -early August | 14. -five | 22. -a weekly basis |
| 7. -the middle of the week | 15. -the right time | 23. -Sunday June 4 |
| 8. -Easter | 16. -summer | 24. -Easter Monday |

Ex.12. Choose the appropriate prepositions: *before, into, of, with*:

1. He is being kept... custody.
2. He was sentenced ... five years.
3. She got a sentence ... six months.

4. He was accused ... murder.
5. She has been charged ... theft.
6. He appeared ... court ... handcuffs.
7. They were brought ... the judge.
8. The judge reached a verdict ... guilty.

Indefinite Pronouns: *some, any, no, every* and their derivatives

Pronouns

Derivatives

| | - thing | - body | -one | - where |
|--------------|------------|-----------|----------|------------|
| <i>some</i> | something | somebody | someone | somewhere |
| <i>any</i> | anything | anybody | anyone | anywhere |
| <i>no</i> | nothing | nobody | no one | nowhere |
| <i>every</i> | everything | everybody | everyone | everywhere |

Notes: 1. *some* and its derivatives are used in affirmative forms.

2. *any* and its derivatives are used in negative and interrogative forms.

3. *no* and its derivatives are used in negative forms.

4. *any* and its derivatives are used in affirmative forms in the meaning of "hohlagan, har qanday".

5. The pronoun *one* is used as a substitute for the noun both in singular and plural. For example, I don't like this book, give me another one. Why don't you take these pens? -I want some better ones.

Ex.13. Answer your partner's questions both in affirmative and negative.

Model 1. A: Have you got any interesting books?

B: Yes, I have got some / No, I have not got any.

Prompts: you – red pens, he – good ideas, she - fine dresses, her sister-money, they – relatives in Kokand, you – questions, she - an umbrella

Model 2. A: Do you know anything about I.Newton?

B: Yes, I do. I know something about him /No, I don't know anything about him.

Prompts: you – to speak a foreign language, she – to remember about the film, he – to bring with him, she – to know about her husband's plans, he – to understand grammar rules.

Model 3.A: Do you know anybody here?

B: Yes, I do. I know somebody here / No, I don't. I don't know anybody here.

Prompts: he – to visit the country, you-to hear, they-to see in the room, she – to read, he- to buy.

Model 4.A: Do you go anywhere in the morning?

B: Yes, I do. In the morning I go to the Institute / No, I don't. I don't go anywhere in the morning.

Prompts: you – to read a book, she – to do in the evening.

Ex.14.Fill in the blanks with“such” or“(the) same”:

1. Don't say ... things again.
2. Don't ask me one and ... question two times.
3. He told me just....
4. She gave me ... answer.
5. He doesn't like ...things.
6. They work at one and ...office.

Ex.15. Read the sentences using the appropriate forms of the verbs.

Model: It often (to rain) in England. *It often rains in England.*

1. The sun(to rise) in the East.
2. Tom and Bob (to go) to school.
3. Rustam's sister (to play) the piano well.
4. My grandfather (to remember) many things about World War.
5. Akmal (to go) in for sport.
6. We (to buy) vegetables and fruit at the market.
7. Rano (to get up) at 6 every morning.
8. They(to work) at a plant.
9. I (to be) a first year student.
10. My brother(to be) a lawyer.
11. Ch. Dickens and E.Voynich(to be) English writers.
12. We (to be) citizens of Uzbekistan.

Negative form



I do not (don't) work at a factory.

He does not (doesn't) study at the lyceum.

She does not (doesn't) go in for sport.
 It does not (doesn't) snow in summer in Uzbekistan.
 We do not (don't) get up early on Sunday.
 You do not (don't) like ice-cream.
 They do not (don't) plant trees in summer.

Ex.16. Transform the sentences into the negative:

Model: I usually get up at 6.
 I usually don't get up at 6.

1. Our lesson begins at 8.
2. Ahmad wants to become a driver.
3. We leave home at 7.30 every morning.
4. The sun rises in the East.
5. Dilbar speaks Russian very well.
6. I swim in the river on Sunday.
7. My uncle teaches French at school.
8. His sister spends her summer vacations in the country.

Ex.17. Make up negative sentences using the prompts:

Model: We -to live in France
 We don't live in France.
 Prompts:

| | |
|--------------------------|----------------------------------|
| He -to run fast. | They-to sell fruit at the market |
| She -to sing well. | We-to study at the University |
| My uncle-to drive a bus. | Anvar-to understand German |
| Water-to freeze at zero. | They-to build houses |

Interrogative form

General question

| | |
|--------------------------------------|----------------------------------|
| -Do you speak English? | -Yes, I do / No, I don't |
| -Does he draw pictures? | -Yes, he does / No, he doesn't |
| -Does she sweep the floor every day? | -Yes, she does / No, she doesn't |
| -Does your lesson begin at 9? | -Yes, it does / No, it doesn't |
| -Do they work at a factory? | -Yes, they do / No, they don't |

Answer the questions:

1. Do you get up at 6 every day?
2. Do you go to the University by bus?
3. Do you go in for sport?

4. Do you play tennis?
5. Does your friend study at the University?
6. Does he / she speak English?
7. Does he / she sing songs?
8. Does he / she sleep much?

Ex.18. Ask each other general questions about your class activity.

Ex.19. Make up questions corresponding to the given responses:

Model: -Yes, I do

Do you play chess?

- | | |
|-------------------|--------------------|
| 1.-Yes, we do | 5.-Yes, she does |
| 2.-No, we do not | 6.-No, she doesn't |
| 3.-Yes, he does | 7.-Yes, they do |
| 4.-No, he doesn't | 8.-No, they do not |

Disjunctive questions

You get up at 6 every day, don't you?

- Yes, I do / No, I don't

He likes music, doesn't he?

- Yes, he does / No, he doesn't

She dances well, doesn't she?

- Yes, she does / No, she doesn't

They grow vegetables in their garden, don't they?

- Yes, they do / No, they don't.

Ex.20. Answer the questions:

You drive a car, don't you?

Your father works at an office, doesn't he?

Your mother teaches English, doesn't she?

Your uncle fishes on Sunday, doesn't he?

Your aunt lives in Russia, doesn't she ?

Your friends congratulate you on your birthday, don't they?

Ex.21. Ask each other disjunctive questions about your class activity.

Alternative questions

-Do you get up at 6 or at 7? - I get up at 6.

-Does your brother work at school or at a hospital?

- My brother works at school.
- Does your sister study at school or at the University?
- My sister studies at school.

Ex.22. Answer the questions:

1. Do you go to the University by bus or by metro?
2. Do you study in the morning or in the afternoon?
3. Do you have dinner at home or at the canteen?
4. Does your lesson begin at 8 or at 9?
5. Does your brother work or study?
6. Does your sister speak Russian or English?
7. Does your uncle live in Tashkent or in Kokand?
8. Do your parents read English or Uzbek books?

Ex.23. Ask each other alternative questions about your class activity.

Ex.24. Write questions that correspond to the following answers.

Model: I go to the University on foot.

Do you go to the University on foot or by bus?

- | | |
|-----------------------------------------|-------------------------------------|
| 1. At the lesson we speak English. | 5. We write sentences on the board. |
| 2. We swim in the river. | 6. Our teacher shows pictures. |
| 3. We buy bread at the baker's. | 7. My father works at a factory. |
| 4. My mother teaches English at school. | 8. It often snows in winter. |

Special questions

- | | |
|------------------------------------------|-------------------------------------------------------------------|
| -When do you usually get up? | -I usually get up at 6. |
| -What do you usually have for breakfast? | - For my breakfast I have bread, tea or coffee, sugar and butter. |
| -Where do you live? | -I live in Tashkent. |
| -Where does your uncle live? | -My uncle lives in Namangan. |

Ex.25. Answer the questions:

- | | |
|----------------------------------------------|---------------------------------------------|
| 1. How old are you? | 6. What are you? |
| 2. What is your future profession? | 7. What year student are you? |
| 3. What subjects do you study? | 8. What is your favourite subject? |
| 4. What languages do you speak? | 9. How many lessons do you study every day? |
| 5. How long do you work privately every day? | 10. When do you usually go to bed? |

Ex.26. Ask each other special questions about your daily activity.

Ex.27. Make up 4 types of questions for the following sentences:

1. My sister gets up at 6 o'clock.
2. His parents usually stay at home on week-ends.
3. Tohir's sister plays the piano well.
4. Harry works in an office in London.

Ex.28. Read the text and divide it into logical groups:

From the History of Legal Education in Uzbekistan

The development of legal education in Uzbekistan has a long and interesting history.

In prerevolutionary period in Turkestan there was no secular legal education. The madrassahs and schools gave theological juridical education, they taught muslim law.

Originally short – term courses were established for the training of the court staff, prosecution, state government, militia bodies. These courses made a great contribution to the development of justice in the region.

On April 21, 1918 Turkestan Public University was established. It contained the faculty of social-economics with a legal department which started the higher legal education in Uzbekistan.

The only faculty could not meet the needs of justice and state bodies in juridical specialists. So young people of native nationality were sent to study at Law Universities of Russia. Additionally legal courses with a term of two years were established in Tashkent and Samarkand. In 1929-30 these courses were reformed and became technical schools with the term of 3 years.

Later lawyers' training was realized at Central Asian University which was established in 1930.

In 1931 the Research Institute of Construction and Law was established. A year later the Training Institute of Construction was organized. In 1937 these two Institutes were joined into one and on its foundation Tashkent State Law Institute was formed.

In 1947 the law faculty was opened at Central Asian University. Its aim was to train legal researchers. In 1955 Tashkent State Law Institute was transformed into the Law Faculty of Central Asian University which has been existing up to now.

In 1974 the Law Faculty at Samarkand State University, the Law Department at Nukus State University were set up. In 1971 the courses of

continuing legal education of personnel of Ministry of Justice of Uzbekistan and in 1977 Tashkent Law school were established.

In 1991 Tashkent State Law Institute was established.

At present there are departments training lawyers at Nukus, Samarkand, Tashkent and Namangan State Universities. (Azamkhodjaev, p.10-15).

Ex.29. Give the words with similar meaning from the text to the following:

militia branch, to satisfy the needs, were organized, established in 1930, the only faculty, were combined, goal, to prepare.

Ex.30. Discuss the meaning of the following words and word-combinations from the text:

development, education, was set up, secular education, short-termed courses, aim, was established. training, transform.

Ex.31. Tell your classmates what you have learned from the text above.

Ex.32. Tell your classmates other information about the history of legal education in Uzbekistan.

Ex.33. As you read the text below note the main facts about Tashkent State Law Institute:

Tashkent State Law Institute

Tashkent State Law Institute (TSLI) was founded in 1991 on the basis of the Law faculty of Tashkent State University.

The Institute trains lawyers of bachelor and magistrate (graduate) levels.

The academic term for the bachelor's degree is four years and for the magistrate's is two years in addition to bachelor's degree.

At the magistrate's level lawyers are trained in various directions of law such as property law, international law, public law, financial and tax law, criminal law, ecological law and the bar.

More than 3.000 students are enrolled in classes at the faculties of Law – 1, Law – 2, Law – 3, at the faculty of external students and at the magistrate (graduate courses) department.

There are 12 professional and 9 social chairs in which more than two hundred teachers practise legal training. Among them are academicians of the Republic of Uzbekistan, Honoured Lawyers, professors, doctors of sciences, docents, candidates of sciences, instructors.

Alongside with the academic workload much attention is paid to research work. Textbooks, monographs, training appliances, articles are published.

The Institute publishes its own journal "State and Law" and the newspaper "Legal Education".

There is a specialized scientific Counsel at the Institute which is empowered to give doctor's and candidate's degrees in four areas of jurisprudence.

The Institute library has more than 300.000 books in various fields of law, public sciences and fiction.

There is also a Legal News library organized by the Soros foundation with more than 2000 books.

The Centre for students on human rights and humanitarian law is working at the Institute.

The library is full of books, manuals, journals on various spheres of law. It has an electronic catalogue, news from electronic sources, the Internet service for its readers.

There is "The Popularization Centre of Legal Education" at the Institute which was founded in 1997 by the decree of the President of the Republic of Uzbekistan. The Centre has Departments in the Republic of Karakalpakstan and in other viloyats.

In realizing its activity the Institute collaborates with the law protecting bodies, The Ministry of public education, The Ministry of higher and special secondary education, Academy of sciences and other public associations.

Since the 1998 / 99 academic year under the Institute the lyceum of legal direction has been operating where more than 300 pupils are enrolled in the academic study.

In the 1999/2000 academic year the judicial clinic was established. Under the supervision of the Institute experts students have been rendering free legal assistance to the public. The clinic is a branch of the joint project of TSLI and the Soros foundation. The clinic is provided with computers, e-mail, and Internet and fax services.

The staff of the clinic continues their education at the legal clinics of Poland, Hungary, Russia and other countries.

There is a dormitory where 138 students live. There are all conveniences at the hostel: living rooms, a library, a gymnasium, a drawing - room, a bathroom, kitchens, etc. Concerts, evening parties, meetings with famous people and workshops are often held at the dormitory.

The Institute has relations with embassies of foreign countries and international organizations in Uzbekistan. The cooperative ties of the Institute with the representation of the UN have been broadening. The Institute has joint projects with the international programmes of TACIS, IREX, Soros, DAAD, COLPI, ACCELS, France Alliance, CAFÉ, Umid, Ustoz, ABA and other organizations.

Students from Turkey, Vietnam, China, Jordan and other countries study at the Institute.

Teachers and students of the Institute continue their education at Universities in Great Britain, Italy, France, the USA, Switzerland, Hungary, Germany, Poland, Japan, China and other countries.

The Institute has scientific relations with famous universities and research organizations of many countries.

Ex.34. Look through the text again and tell what you have learned from it.

Ex.35. Tell your classmates other information you know about Tashkent State Law Institute.

Ex.36. Study the word formation. The suffix -sion:

| | |
|---------------------|----------------------|
| decide-decision | miss-mission |
| depress-depression | divide-division |
| conclude-conclusion | concise-concision |
| possess-possession | dissuade -dissuasion |
| accede-accession | effuse-effusion |
| confess -confession | confuse-confusion |

Ex.37. Form derivative nouns by means of the suffix -sion and give their translation. Model: apprehend-apprehension

| | | | | |
|---------|----------|--------|------------|---------|
| collude | incur | invade | inverse | convert |
| discuss | compress | divert | success | miss |
| exclude | revise | pass | comprehend | erase |
| express | suspend | expand | permit | extend |

Ex.38. Make up sentences using the following words:

mission, impression, revision, invasion, permission, diversion.

Ex.39. Learn the vocabulary to use in sentences of your own:

accession – the act of acceding or agreeing (the family's accessions to the kidnapper's demands);

collusion – an agreement between two or more persons to defraud another or to obtain something forbidden by law;

compulsion - 1) the act of compelling,
2) an uncontrollable inclination to do something,
3) objective necessity;

concession - 1) a government grant for specific privileges,

2) the voluntary yielding to a demand for the sake of a settlement;

confession – a criminal suspect's acknowledgement of guilt, usually written and often including a disclosure of details about the crime;

conversion - the act of changing from one form to another; the process of being exchanged;

diversion - 1) a deviation or alternation from the of natural course of things,

2) a distraction or past time;

expulsion - an ejection or banishment, either through depriving one a benefit or by forcibly evicting one;

intrusion – a person's entering without permission.

Ex.40. Discuss the meaning of the following words.

Model: depression - a period of economic stress that persists over an extended period of time, accompanied by poor business conditions and high unemployment.

decision division succession

possession concision extension

mission dissuasion expansion

impression permission suspension

Ex.41. Match the terms and their definitions or explanations:

inversion - a deviation or alternation from the natural course of things;

passion - entering, occupying somebody's territory without permission, by force;

incursion - understanding someone or something;

invasion - speech constructions, conveying a thought;

revision - the act of travelling;

evasion - strong will, enthusiasm of somebody;

expression - the act of changing the normal order;

diversion - encroachment on somebody's rights;

comprehension review, retrial, reconsideration;

excursion - refusal of doing something.

Ex.42. Complete the sentences:

Model: Discussion is an act of ...

Discussion is an act of debating, disputing questions.

1. A confusion is a state of ...

2. An impression is a state of ...

3. A provision is the act of ...

-
4. A mission is a group of...
 5. A suspension is the act of...
 6. Diversion is the act of...
 7. Revision is the act of...
 8. Invasion is the act of...

Ex.43. Read and discuss each principle of Uzbekistan's internal and foreign policy.

A. Five Basic Principles of State Policy:

1. Economic policy has priority over politics,
2. The state is the leader of reforms,
3. The rule of law prevails,
4. The state underlines the importance of strong social protection,
5. The market reforms are to be continued.

B. The Basic Principles of our Country's Foreign Policy:

The following principles are considered to be of prime importance in the country's foreign policy:

First. Overall consideration of mutual interests, the supremacy of national and state interests provided. "Our independent state." Karimov speaks out "has no intention of falling under the control of another power. Uzbekistan became independent not to submit, once again, to someone else."

Second. Due to the priority of the universal human values in the relationship between both peoples and states, the Republic will speak out in the international arena for strengthening of peace and security and for the peaceful settlement of conflicts. Uzbekistan is committed to remain a nuclear-free zone, and will never take part in aggressive military pacts and alliances.

Third. The Republic's foreign policy rests on the principles of equality, mutual benefit and non-interference in the domestic affairs of other states.

Fourth. Realization of the principle of openness in foreign policy irrespective of ideological attitudes will promote the establishment of relations with all peace-loving states.

Fifth. Newly independent Uzbekistan, through the creation of its national legislation system, recognized the supremacy of international law over domestic law.

Sixth. Uzbekistan stands for establishing both bilateral and multilateral relations with other countries based on complete confidence, for intensifying cooperation within the frame work of international organizations.

(I.Karimov. Steers Uzbekistan on its own way, p.84-85).

Ex.44. Language competition. Who will finish writing the words fastest? Make sure that you should add only three letters to each word:

follow... inter... prior... importa... coun...
 princi.. ba... fore... pol... lea...
 ref... prev... under... protect... mar...
 consi... mut... suprem... independ... intent...

Ex.45. As you read the following newspaper article copy the legal words and translate them:

Attempted murder suspect surrenders

A 26 year old Superior Township man is being held in the Washtenaw County Jail facing an arraignment on charges of attempted murder.

The victim, Emanuel Jessie Rhodes, of Superior Township, is in critical condition today at St. Joseph Mercy Hospital following the attack Monday night in which he was allegedly stabbed four times with a pocket knife following an argument with the suspect.

The suspect turned himself in on Wednesday. The stabbing occurred at 10:26 p.m. Monday in the 8700 block of Mc Arthur Boulevard. After the victim was able to drive home, his family took him to the hospital where it was determined he had a collapsed lung.

Ex.46. Re-read the newspaper article and find the answers to the questions below:

1. Why was a 26 year old man facing an arraignment?
2. Who was the victim?
3. What had happened to the victim?
4. Who was the suspect?
5. What is the future of the case?

Ex.47. Read the text and find the answers to the questions at the end:

The Need for Law

What is law? From the beginning of civilisation, scholars have attempted to answer this question so far without securing unanimous, or even widespread, support.

The Roman jurist Celsus is considered to be the author of the first definition of law: *jus est bono et aequi* – law is the art of goodness and justice. The Emperor Justinian included this definition in the *Corpus Juris Civilis* and St. Thomas Aquinas in his *Summa Theologica*. For centuries law students have been taught how to find the way to a just decision.

Since the end of the 19th century the material understanding of law has been subordinated to its formal definition so that the validity of law is viewed as relating to the way it is created more than to its content. This type of formalism, with concern for the process of law making, is referred to as positive law. In this century there has arisen the pure law doctrine, which is scientifically based and free of policy considerations.

These two concepts, while apparently contradictory, are in fact interrelated. Law may be depicted as a vessel which has to be filled with material, from whatever source, providing “just solutions at the right time and in the right place”.

The legal order of Europe developed through the means of positive law action of legislatures, supplemented by the natural law principles based on divine revelation or the essential goodness of human nature. Democratic states have tried to give effect to natural law principles through positive law means, particularly in their constitutions. The Uzbekistan legal order has, for example, placed human rights and fundamental freedoms in its constitution.

Freedom in a democratic state involves observance of the law; and there can be no real freedom where the law is ignored. However, this requires that people know the law. Law is not simply a social phenomenon existing in a nationally organized society; it is an inseparable part of human culture.

It is the duty of practising lawyers to have the highest legal knowledge, extending beyond the boundaries of one state to embrace the legal family in which the national law is grounded.

Law provides general and understandable rules of behaviour by which people can order their lives. Legal norms are to be understood as rules of behaviour for everyone and not simply as the means by which a judge can decide a particular case. (Just English, pp.7-9)

The Questions:

1. What are the definitions of law?
2. Who makes laws?
3. Is there need for law in every aspect of daily life?
4. How would you explain the need for law in the organization of a working day?
5. What are the rules that regulate people's conduct?

6. Comment on "written laws" and "unwritten laws".

Ex.48. Work in pairs. Agree or disagree with the statements given below.

Use the following phrases: That's right. I hold a similar view about...
 There's no point in denying that.... There's no denying that....
 It's most unlikely that.... The assumption that..... seems questionable.
 I suppose it's too much to say that....

1. Law was first defined by the Roman jurist Celsus who considered law to be the art of goodness and justice.
2. Since the end of the 19th century the validity of law is seen as relating to its content.
3. The pure law doctrine which is free of policy and scientifically grounded was begun at the end of the 20th century.
4. Law may be depicted as a vessel which has to be filled with material, from whatever source, providing just solutions at the right time and place.
5. The natural law principles are based on divine revelation and the essential goodness of human nature.
6. Natural law principles are reflected in the constitutions of democratic states.
7. Real freedom can be there where law is ignored.
8. A lawyer must only learn concepts and categories.
9. Legal norms are rules of behaviour for everyone.

Ex.49. Fill in the table showing time regulations for each activity of your working day.

| N | Daily activities rules, regulations, laws |
|---|--------------------------------------------------------------|
| 1 | Getting up |
| 2 | Eating |
| 3 | Going to the University |
| 4 | Classes at the University |
| 5 | Going in for sport |
| 6 | Doing homework |
| 7 | Having an entertainment (Listening to music, watching TV) |
| 8 | Going to sleep |

Ex.50. Discuss time regulations for each activity of your working day.

Ex.51. Read the text and point out the values of laws for the society.

Law and Values

Our legal system is influenced by our society's traditional ideas of right and wrong. We expect our legal system to achieve many goals. These include: 1) protecting basic human rights, 2) promoting fairness, 3) helping resolve conflicts, 4) promoting order and stability, 5) protecting the environment, 6) representing the will of the majority, and 7) protecting the rights of minorities.

Laws can be based on moral, economic, political, or social values. As values change so can laws. Moral values deal with fundamental questions of right and wrong. For example, laws against killing promote society's primary moral value – the protection of life. Economic values deal with the accumulation, preservation, use and, distribution of wealth. Many laws promote economic values by encouraging certain economic decisions and discouraging others. Laws against shoplifting protect property and discourage stealing by enforcing a criminal penalty.

Political values reflect the relationship between government and individuals.

Social values concern issues that are important to society. For example, free education to people and pension.

Many laws combine moral, economic, political and social values. For example, laws against theft deal with the moral issue of stealing, the economic issue of protection of property; the political issue of how government punishes those who violate criminal statutes, and the social issue of respecting the property of others. (Street Law, p.4-6)

Ex.52. Answer the questions:

1. What do moral values deal with?
2. What are the economic values of laws?
3. What are the social values of laws?
4. What do political values deal with?

Ex.53. Discuss the following questions:

1. What is the legal system influenced by?
 2. What are our expectations of a legal system?
 3. How do you understand:
 - a) protect human rights?
 - b) promote fairness?
 - c) help resolve conflicts?
 - d) promote order and stability?
 - e) protect the environment?
-

- f) represent the will of majorities?
- g) protect the rights of minorities?
- 4. What are the values on which laws can be based?
- 5. What are the moral values of shoplifting?
- 6. What are the political values of a murdering?
- 7. What are the social values of selling alcohol to teenagers?
- 8. What are the economical values of robbing?

Ex.54. Explain what values are involved in the following laws:

- 1. A drunken driver is prohibited to drive.
- 2. People must not smoke in offices, hospitals, schools.
- 3. All citizens have a right to vote at the age of eighteen.
- 4. At state Universities students are entitled to stipends.
- 5. Tobacco, alcoholic goods must have quality certificates.
- 6. The Ombudsman is entitled to protect the individuals' rights against the arbitrary rules of the administration.

Ex.55. As you read the newspaper article copy out the proper names:

Mother tells police she didn't want son

Cornell Simpson spent his last moments alive in the arms of a mother who told police she never wanted him in the first place. Police say the boy, 3, was thrown into the Saginaw River the night of July 14 after his mother, Christina Mae Simpson, 25, held him until he fell asleep. Simpson is being held without bond in the Bay County Jail. She faces a preliminary examination July 28 in Bay County District Court on an open charge of murder. The details of Cornell's death were included in affidavit for a search warrant written by Officer Michael Charter of the Bay City Police Department. Charter requested a warrant of Simpson's apartment to requested a warrant of Simpson 's apartment to search for items that may have played a role in Cornell 's death. On July 15, Simpson told officers she had thrown Cornell into the water ,Charter wrote. Simpson also said she never wanted the child and "wanted to get an abortion," Charter wrote. (AAN, 7/25,99)

Ex.56. Re-read the text above and identify what issues are involved in the case.

Ex.57. Look through the text again and find the answers to the questions below:

- 1. What was Christina Simpson charged with?
- 2. How did she kill her son?
- 3. Why had she thrown her son into the water?

4. What punishment do you think should be given to Ch.Simpson?

Ex.58. Look through the letter below and write an invitation to D.P.Egalite on behalf of Chief Judge Gregory Carman:

Supreme Court of the Republic of Edelmania

Feb.15, 2000

The Honorable

Chief Judge Gregory Carman

U.S. Court of International Trade

One Federal Plaza

New York, NY 10007 USA

Dear Judge Carman,

I am a judge on the Supreme Court of the Republic of Edelmania. I will be visiting New York in July in connection with a meeting at the United Nations Headquarters. I would be most grateful if I could stop by your court when I am in New York. I would like to learn more about the advantages and disadvantages of establishing a special court for international trade and customs law issues. As you may know, the national legislature in my country is presently considering the merits of establishing a special commercial law court with an emphasis on profitable international trade and foreign investment disputes. I am certain that my visit to your court would be very enlightening.

I look forward to your reply.

Very truly yours,

D.P. Egalite

Chief Justice

P.S. I would also like to see the library facilities at your court, especially the collections on international trade and customs law issues.(Street Law, p.50)

Ex.59. Discuss the following questions in your group:

1. What are the democratic principles of the government?
2. Explain the principle "the rule of law prevails".
3. Comment on the rights of human beings to education.
4. Do you think that citizens are legally educated enough? Could you give some examples to prove that people don't have enough legal knowledge?

5. What is being done in your academic group, department, University for protecting human rights?

Ex.60. As you read the case below define its main idea:

The Case of the Bumped Businessman

Bill bought plane ticket to Richmond, Virginia, with the understanding that it could not be refunded or exchanged. When he got to the airport, Bill learned that the airline had substituted a much smaller plane for the one originally scheduled and alternative flight, but it would not arrive until 6 hours after the first flight, and at another airport. As far as the airline was concerned, it had fulfilled its duty.

But Bill refused the alternate flight and rescheduled his trip for 2 weeks later. He also sued the airline in state court, charging it with bad faith. He claimed that the nonrefundable ticket limited his right to change his plans but did not prevent the airline from making changes without informing ticket holders. Bill eventually won his case and was given a significant award by the court. (Legal Problem Solver, p.26)

Ex.61. Read the text again and translate the following and use them in sentences of your own:

to refund, to exchange, to substitute, to schedule, *alternative flight*, to fulfill one's duty, to charge with, award, bumped passenger, compensation, under unusual circumstances.

Ex.62. Look through the text again and retell it on Bill's behalf.

Ex.63. Discuss the following:

1. Was it difficult for Bill to win the case? Why?
2. Have you had any similar adventure in your life?

Ex.64. Write an essay on one of the following topics:

1. The rule of law should prevail.
3. Newly independent Uzbekistan, through the creation of its national legislation system, recognizes the supremacy of international law over domestic law.

Glossary

| | | |
|---------------|------------------------|-----------------------|
| abortion | аборт | abort (bola oldirish) |
| academic term | учебный семестр | o'quv smestri |
| accession | пополнение; вступление | to'lg'azish; |
| | в должность | mansabga o'tirish |
| additionally | дополнительно | qo'shimcha |

| | | | |
|--------------------|-----------------------------------------------------------------|--------------------------------------------------------------------------------|--|
| adventure | приключение | sarguzasht | |
| affidavit | письменное показание, подтвержденное присягой | o'asam bilan berilgan yozma guvohlik | |
| aim | цель | maqsad | |
| allegedly | инкриминируемое | bo'yuniga qo'yilgan, to'nkalgan | |
| alliance | союз | itifoq | |
| arbitrary | дискреционный; произвольный | munozarali, o'zboshimchalik bilan qilingan | |
| arraignment | предъявление обвинения | ayblov e'lon qilinishi | |
| art | искусство | san'at | |
| attack | нападение | hujum | |
| attempted – murder | покушение; совершение преступления | qotillikka urinish | |
| attitude | отношение | munosabat | |
| award | присуждение | taqdirlash | |
| basic | основной | asosiy | |
| behavior | поведение | hulq | |
| benefit | выгода | foyda | |
| bilateral | двусторонний | ikki taraflama | |
| body | орган | tashkilot | |
| broaden | расширять | kengaytirmoq | |
| charge | обвинение | ayblov | |
| circumstance | обстоятельство | holat, vaziyat | |
| civilization | цивилизация | madaniyat | |
| collaborate | сотрудничать | hamkorlik qilmoq | |
| collapse | рушиться | qulab tushmoq, barbod bo'lmoq | |
| collusion | сговор (в ущерб третьей стороне или в целях обмана суда) | (sudga yoki uchinchi bir tomonga qarshi) ikki tomonning til biriktirishi | |
| compensation | компенсация | biror narsa uchun to'lanadigan haq | |
| comprehension | понимание | tushunish | |
| compression | компрессия; сжатие | bosim, qism | |
| compulsion | принуждение | majburiylik | |
| concept | понятие, идея | tushuncha, g'oya | |
| concession | уступка | yon berish | |

| | | |
|-----------------|------------------------------------|----------------------------------------|
| concision | краткость | qisqalik |
| conclusion | заключение | xulosa |
| conduct | проводить, поведение | o'tkazmoq, xulq |
| confidence | доверие | ishonch |
| confusion | смущение; беспорядок; путаница | tartibsizlik, chalkash |
| consider | считать | hisoblamoq; ko'rib chiqmoq |
| continue | продолжать | davom ettirmoq |
| contradictory | противоречивый | qarama- qarshi |
| convenience | удобство | qulaylik |
| court | суд | sud |
| definition | определение | ta'rif |
| deny | отказать | rad etmoq |
| depict | описать | tasvirlamoq |
| depression | угнетенное состояние | siqilgan, ezilgan holat |
| determine | определять | aniqlamoq |
| development | развитие | taraqqiy etish |
| disadvantage | невыгодное положение | noqulay ahvol |
| discourage | обескураживать | gangitib qo'ymoq |
| dissuasion | разубеждение | fikridan qaytarish |
| diversion | отклонение; отвлечение внимания | chetga toyish, diqqatni chalg'itish |
| division | деление | bo'linish |
| doctrine | доктрина | ta'limot |
| domestic affair | внутреннее дело | ichki ish |
| due | должное; подлежащий; обязанный | qarz, shart, kerakli, tufayli |
| effusion | излияние | quyilishi |
| embrace | охватывать; воспользоваться | qamrab olmoq, foydalanmoq |
| empower | уполномочивать | vakolat bermoq |
| encourage | поощрять | rag'batlantirmoq |
| enlightening | просвещение | ma'rifat |
| enroll | вносить в список, регистровать | ro'yxatda qayd etmoq |
| enough | достаточно | kifoya |
| equality | равенство | tenglik |
| essential | существенный | muhim, kerakli |
| evasion | уклонение | chetga olish, mavzudan chetlash |

| | | |
|---------------|-----------------------------------|-------------------------------|
| eventually | в конечном счете | natijada, nihoyat |
| exchange | обменивать | almashtirmoq |
| expert | специалист | mutaxassis |
| expulsion | изгнание | badarg'a qilish |
| external | внешний | tashqi |
| facility | удобство | qulaylik |
| faith | вера | ishonch |
| fast | быстрый | tez |
| fiction | художественная литература | badiy adabiyot |
| felony | тяжкое преступление | og'ir jinoyat |
| foundation | основа, фонд | jang'arma, asos |
| frame – work | корпус, рамки, строй | miqiyosi, chegarasi, qurilish |
| free | свободный | bo'sh, ozod, bepul |
| fulfill | выполнять | bajarmoq |
| goal | цель | maqсад |
| ground (v) | основывать | asoslamoq |
| headquarters | штаб | shtab |
| honoured | почетный | faxriy |
| hostel | общежитие | yo'toqxona |
| ignore | игнорировать | e'tiborsiz qoldirmoq |
| incursion | вторжение | bostirib kirmoq |
| influence | влияние, действие, воздействие | ta'sir |
| inhabit | населять | yashamoq |
| inseparable | неотделимый | ajralmas |
| intention | намерение, стремление | maqсад, harakat |
| intrusion | вторжение | bostirib kirmoq |
| inversion | перевертывание | ag'darilish, aylanish |
| irrespective | независимый | qat'iy nazar |
| justice | справедливость | adolat |
| just decision | справедливое решение | haqqoniy, odilona qaror |
| leader | руководитель | rahbar |
| legal | правовой, законный | huquqiy, qonuniy |
| legislature | законодательная власть | qonun chiqaruvchi hokimiyat |
| lyceum | лицей | litsey |
| majority | большинство | ko'pchilik, aksariyat |
| merit | заслуга, достоинство | xizmat, xislat, afzallik |
| minority | меньшинство | ozchilik, kamchilik |

| | | |
|------------------|------------------------------------|-------------------------------------------|
| mission | миссия | topshiriq, vazifa |
| mutual | взаимный | ikki tomonlama |
| need | нужда, необходимость | zaruriyat, muhtojlik |
| non-interference | невмешательство | birovning ishiga aralashmaslik |
| nonrefundable | невозвращаемый | qaytib berilmaydigan pul |
| observance | соблюдение | rioya qilish |
| occur | встречаться | uchramoq |
| openness | откровенность | samimiyylik, rostgo'ylik |
| original | оригинальный | asli, haqiqiy |
| overall | всеобщий, полностью | umumiy, hammasi |
| passion | страсть | zavq, havas; qo'rquv |
| penalty | штраф | jarima |
| permission | разрешение | ruxsat |
| personnel | личный состав | shaxsiy sostav (tashkilot, idora jamoasi) |
| phenomenon | явление | hodisa |
| possession | владение, обладание, собственность | ega bo'lish, mulk |
| prerevolutionary | дореволюционный | inqilobdan oldin |
| presently | в настоящее время | ayni damlarda |
| prevail | преобладать | ustun kelmoq |
| prime | главный | bosh |
| priority | приоритет | birlamchilik huquqi |
| prohibit | запрещать | man' etmoq |
| promote | способствовать | imkon yaratmoq |
| property | собственность | mulk, mulkchilik |
| prosecution | судебное, преследование | ayblov, |
| protection | защита | javobgarlikka tortmoq |
| provision | обеспечение, условие | himoya qilmoq, muhofaza qilmoq |
| | | ta'minlash; shartnoma qoidasi, sharti |
| punish | наказать | jazolamoq |
| punishment | наказание | jazo |
| reflect | отражать | aks ettirmoq |
| reform | реформ | islohat |
| refuse | отказать | rad etmoq |
| render | оказывать | amalga oshirmoq |
| request | просьба | iltimos |

| | | |
|--------------------|----------------------------------|-------------------------------------------|
| require | требовать | talab qilmoq |
| reschedule | заново составлять расписание | jadvalni qayta tuzmoq |
| research | научное исследование | ilmiy tadqiqot |
| researcher | научный исследователь | ilmiy tadgigotchi |
| revision | повторение | takrorlash |
| satisfy | удовлетворять | qoniqtirmoq |
| secular | светский | dunyoviy |
| security | безопасность | xavfsizlik |
| sell | продавать | sotmoq |
| set up | воздвигать, учреждать | qurmoq, ta' sis etmoq |
| schedule | составить расписание | jadval tuzmoq |
| scientific counsel | научный совет | ilmiy kengash |
| settlement | поселение, урегулирование | ko'chib kelish, hal etish |
| shoplift | обкрадывание магазинов | do'konlarni o'g'irlash |
| short – termed | краткосрочный | qisqa muddatli |
| society | общество | jamiyat |
| solution | решение | qaror |
| stab | наносить удар колющим оружием | o'tkir kuchli qurol bilan zarba bermoq |
| staff | служебный персонал | iroda (tashkilot) xodimlari |
| stealing | хищение | o'g'irlash |
| stipend | стипендия | stipendiya |
| strengthen | усиливать | mustahkamlamoq, kuchaytirmoq |
| strong | сильный | kuchli |
| substitute | заменять | almashtirish |
| subordinate | подчиненный | to'be |
| supremacy | веровенство, превосходство | rahbarlik, ustunlik, ustvorlik |
| surrender | капитуляция, отказ | yengilish, rad etish, voz kechish |
| suspension | приостановление | harakattan to'xtalish |
| supervision | надзор; наблюдение | nazorat, kuzatuv |
| support | поддержка | qo'llab – quvvatlash |
| tax | налог | soliq |
| teenager | подросток (до 20 лет) | o'smir |
| theft | кража, воровство | o'g'irlik |
| throw | бросать, кидать | otib yubormoq |

| | | |
|---------------|---------------------------------|-----------------------------|
| transform | превращать | o'zgartmoq |
| unanimous | единодушный | yakdillik |
| underline | подчеркивать | tagini chizmoq, ta'kidlamoq |
| unrelated | несвязанный | bog'liq bo'lmagan |
| unwritten law | неписанный закон | yozilmagan qonun |
| validity | действительный, имеющий силу | haqiqiy, amaldagi |
| value | ценность | qimmatbaho narsa, ,baho |
| various | разный | turli xil |
| vessel | судно;самолёт | kema ; samolyot |
| victim | жертва | jabrlanuvchi |
| vote | голосовать | ovoz bermoq |
| widespread | широко распространенный | keng yoyilgan |
| will | завещание | vasiyat |
| written law | писанный закон | yozilgan qonun |

UNIT 4

Topic: Constitutions. The Constitution of the Republic of Uzbekistan

Linguistic material: Phonetics: Characteristics of Vowels;

Vocabulary: 1. Topical words;

2. Words with the suffix *-ation*.

Grammar: 1. The Construction "There + to be";

2. Pronouns: many, much ...;

3. Imperative sentences;

Word formation: the suffix *-ation*;

Conversational phrases: How to arrest someone's attention;

Texts: The Constitution of Uzbekistan.

Exercises

Ex.1. Read the words according to the pronunciation rules:

men - man

main - men

Pete - pit

pen - pan

pane - pen

teen - tin

hen - hat

late - let

sca - sit

set - sat

hate - hen

heat - hit

bed - bad

rate - red

read - rid

pet - Pat

wait - wet

deed - did

ten - tan

bade - bed

peak - pick

Ex.2. Listen and repeat:

1. Well said.

5. Get better.

2. Ted'll get wet.

6. The engine went dead.

3. Nell's never felt better.

7. Meg's getting very deaf.

4. Len said he slept well.

Ex.3. Listen and repeat the dialogue:

- Ben?

- Yes, Betty?

- Did you empty the bin?

- Yes, I did empty the bin.

- Did you send the letters?

- Umm.

- And did you finish the fence?

- I did everything, Betty, ... everything.

- But did you remember to ...?

- Good night, Betty.

Conversational phrases: How to arrest someone's attention

Ex.4. Read the phrases:

| | |
|---------------------------------------------------------|-------------------|
| Excuse me | Pardon me |
| Sorry to (intrude, interrupt, interfere, etc.) but..... | Look here! |
| Just a minute! | I say... (Say...) |
| Hi! | Hey! |

Notes: 1) Hi! Hey! are used only among intimate friends, both young and old;
2) the first three formulas are usually used in relation to a perfect stranger, an elderly person, or a person of higher rank or position.

Possible Replies

| | |
|----------------------------------|-----------------------|
| Yes? | What is it? |
| Well? What can I do for you? (1) | What do you want? (1) |
| What? (2) | Hmm? |

Notes: 1) The reply "What can I do for you?" is rather formal and "What do you want" is a bit rude;
2) "What?" is used in informal speech and mostly among friends.

Ex.5. Read the examples and note how to arrest someone's attention:

- Excuse me, Mr. Dixon, have you got a minute to spare?
- Yes. Mr. Morley?
- Pardon me.
- What is it?
- Hi! Stop a minute, will you? He shouted.
- I've dropped my hat overboard!
- But look here, Karl, you don't mean I ought to take it seriously, do you?

Ex.6. Use the appropriate phrases of address and answers to them in the following situations:

- You are at the railway station and need a porter. You see one, but he is hurrying past you.
- You want to ask the station-master or some other railway official about the train time.
- You are at the restaurant. You want to attract the waiter's attention.
- An elderly person is passing by. Ask him the time.
- You see your friend is hurrying past you. You try to stop him.

Ex.7. Think of some situations in which you could use the following phrases:

Pardon me, Excuse me, Look here, I say and replies to them.

Ex.8. Use the phrases in the following dialogues:

A: ... Could you tell me which way the Circus is?

B: Yes, it is that way. You go two blocks, then turn left.

x x x

A: ... I wonder if you can help me.

B: ... What is it?

A: I want to go to a barber shop.

B: Come on. I'll show you.

GRAMMAR

The Construction *there + to be* in Present Indefinite

There is a book on the table

There are 5 books on the table

| Affirmative Form | Negative form | Interrogative form |
|------------------------------------------------------------------|---------------------------------------------------------------------------|----------------------------------------------------------------------|
| There is a map on the wall. There are 10 tables in the classroom | There isn't a map on the wall. There aren't 10 tables in the classroom | Is there a map on the wall? Are there 10 tables in the classroom? |

Ex.9. Describe your classroom, bedroom, kitchen and sitting room.

Ex.10. Make up dialogues based on the description of your classroom, bedroom, kitchen and sitting-room.

The Pronouns: *many, much, few, little, a few, a little*

| Pronouns | Meaning | Notes | Examples |
|----------|-------------|--------------|----------------|
| many | plural form | used with | many books |
| few | | countables | few books |
| much | | used with | much water |
| little | | uncountables | little water |
| a few | | | a few friends |
| a little | | | a little water |

Note: *Much* and *many* are often substituted by a lot of ..., lots of ..., plenty of ... in affirmative sentences with both coun-

table and uncountable nouns.

Ex.11. Check the columns to show which combinations of words are acceptable. If you think it is acceptable to say many *eggs*, then tick that column. If you think it is unacceptable, leave the column blank. The first line has already been done for you.

Table A.

| Words | many | these | most | my | a little | the | a | a lot | a few | both |
|-------|------|-------|------|----|----------|-----|---|-------|-------|------|
|-------|------|-------|------|----|----------|-----|---|-------|-------|------|

| | | | | | | | | | | |
|-------------|---|---|---|---|--|--|--|--|--|--|
| information | + | + | + | + | | | | | | |
| eggs | | | | | | | | | | |
| luggage | | | | | | | | | | |
| questions | | | | | | | | | | |
| furniture | | | | | | | | | | |
| defendant | | | | | | | | | | |
| money | | | | | | | | | | |
| advice | | | | | | | | | | |
| news | | | | | | | | | | |
| progress | | | | | | | | | | |

Table B

| | Plenty | enough | few | a little | some | every | all | ten | those | less |
|--------------|--------|--------|-----|----------|------|-------|-----|-----|-------|------|
| Cows | | | | | | | | | | |
| Clothes | | | | | | | | | | |
| Hair | | | | | | | | | | |
| Laugh | | | | | | | | | | |
| Experience | | | | | | | | | | |
| Laughter | | | | | | | | | | |
| Police | | | | | | | | | | |
| Intelligence | | | | | | | | | | |
| Strength | | | | | | | | | | |
| Book | | | | | | | | | | |

Imperative Sentences

| Affirmative form | Negative form | notes |
|-------------------|-----------------|----------------------|
| Sit down! | Don't sit down! | for the 2- nd person |
| Meet Pete, please | Don't be late! | |

| | |
|---------------|---------------------|
| Let me do it | |
| Let us do it | for the 1-st and |
| Let Tom do it | 3 rd person |
| Let him do it | Don't let him do it |

Ex.12. Compose sentences using the words given below:

- | | |
|------------------------------|-------------------------------|
| 1. Him, tell, please | 5. Bring, them, child, their. |
| 2. Give, her the, not, do | 6. Sit, don't down |
| 3. Him, let, it do | 7. Please, up, stand. |
| 4. Us, bring, his, let, book | 8. Do, let, not, her, do |

Ex.13. Ask your partner to perform 4 actions: 2 activities in the affirmative, and 2 actions in the negative:

Model: Open the window, please
Don't be late.

Ex.14. You are a teacher. Ask the students to do different activities using the given prompts:

Prompts: to open the window, to clean the board, to bring a piece of chalk, to switch off the light, to water the flowers, to fasten the map on the wall, to get ready for the lesson, to write the date on the board, etc.

Ex.15. Express in the negative form what you asked students to do in the previous exercise.

Model: Alisher, open the window, please.
Alisher, don't open the window, please.

Ex.16. You have received your master's degree in a foreign country and your friend is going abroad to study at a University. Tell him what he should and should not do using imperatives.

Model: Do not smoke at campus, Do not be late for the cinema; Try to make presentations on the topics of your area, Try to be sociable, etc.

Ex.17. Prohibit someone to do something according to the models:

Model 1: Don't sit down!

Prompts: to speak English, to take that book, to be late for

the lesson, to go fast, to cross the street, to give false evidence.

Model 2: Don't let him come in.

Prompts: he - to come home late, children - to play in the street, students - to make noise in the library, he - to help his brother do homework.

Ex.18. Say that something belongs to another person.

Model: A: This is my book

B: Oh, no. This is Jane's book

Prompts: his car - Jim, his book - my daughter, our plan - Sam, her wristwatch - Ann, their notes - our friends, my message - Rashid.

Ex.19. Give the corresponding nouns of the following verbs and translate them into your mother tongue:

Model: to defend- defence; to accuse-accusation

| | | |
|------------|--------------|--------------|
| to accept | to conclude | to perform |
| to divide | to govern | to offer |
| to promise | to withdraw | to rob |
| to defend | to determine | to marry |
| to sign | to prohibit | to establish |
| to employ | to define | to consider |

Ex.20. Choose the appropriate auxiliary verbs to form the following questions:

Auxiliaries: do, does, is, are, shall, will, have, has, would.

- | | |
|------------------------------------|-----------------------------------|
| 1. ...we have a break? | 11. ...I bring you back later? |
| 2. ...you take sugar? | 12. ...he done his homework? |
| 3. ...she speak English? | 13. ...you ever seen before? |
| 4. ...you had a good trip? | 14. ...we meet at the entrance? |
| 5. ... he have a quick word? | 15. ...it snowed much? |
| 6. ...it convenient? | 16. ...you finished your work? |
| 7. ...you tell me where he is? | 17. ...you wait a little? |
| 8. ...you want coffee? | 18. ...you like to go to bed? |
| 9. ...you study at the University? | 19. ...you mind closing the door? |
| 10. ...we get there in time? | 20. ...you mind holding the bag? |

Ex.21. Match the answers with the questions:

- | | |
|---------------------------------------|------------------------------------------|
| 1. Would you mind if I smoke? | a. Yes, that's right. |
| 2. Have you got a pen I could borrow? | b. By no means, it's free. |
| 3. May I borrow your ruler? | c. Yes, here you are. |
| 4. It was 4.50%, wasn't it? | d. No, I wouldn't think so. |
| 5. Can I sit here? | e. Not at all. Just go when you need to. |
| 6. Could I call in a few minutes? | f. Certainly, I'll be here all day. |
| 7. Do you mind if I leave early? | g. No, I haven't got one on me. |

Ex.22. Insert the appropriate words in the spaces provided and answer the questions. The words you need: *how much, how far, how long, how many.*

- ...students study at your University?
- ...time do you spend on the phone each day?
- ...do you have to travel to your University everyday?
- ...does your travel to your University usually take?
- ...languages does your teacher know?
- ...have you been learning English (Russian)?
- ...is your dormitory from the city centre?
- ...work do you normally take home at the week-end?

Ex.23. Match a verb to a noun to make collocations:

- | | |
|-----------|-------------------------|
| 1. answer | a. a staff meeting |
| 2. book | b. the sales figures |
| 3. attend | c. a couple of letters |
| 4. check | d. the printer |
| 5. order | e. the phone |
| 6. post | f. a visitor |
| 7. repair | g. a hotel room |
| 8. greet | h. some photocopy paper |

Ex.24. Make sentences with the above collocations.**Ex.25. Read the newspaper article and define the type of a case.****Police arrest 2 after burglary call**

Ypsilanti Police arrested two Detroit men, ages 19 and 20, after being called to a burglary in progress at about 11 a.m. Tuesday in the 100 block of South Prospect Street.

Police were met by a man with a key to the apartment, who said the occupants did not belong there.

Inside, police found the two men and 38 rocks of crack cocaine.

Police had received tips, the building being used to sell crack, the report said.

Neither of the two men rented the apartment.

The 20 – year- old man was held for burglary and drug charges. The 19 – year-old man was released pending review of the case by prosecutors.(AAN,8/15/99)

Ex.26. Look through the text again and summerize it.

Ex.27. As you read the text below note when Muslim law appeared and how it developed.

On the Peculiarities of Muslim Law

Muslim law is based on the principles of the Islamic religion, which was formed in the Arabic Khalifat in the V11-V111 centuries. It was formed under the influence of not only Islam, but other ancient religious trends too. One of the features of Muslim law was that only Muslim people were entitled to enjoy civil rights. People of other faith such as Christianity or Judaism came into contact with Muslim law only in cases when they committed crimes or entered into contracts with Muslims.

Until the second half of the XIX century Muslim law had remained unchanged and it had been used only among true believers (the orthodox). Muslim law in its present form is a doctrine.

In Muslim countries Muslim law is sanctioned by the government and as other law is state law. At the same time it is the law of the Islamic religion and that's why it does not cover the people of other religions.

The peculiarity of Arabic society was that it didn't have such a form as European countries did. Muslim law did not regulate rights and privileges exercised by the representatives of the ruling class-feudal lords. Another feature of the Arabic society was the distinction of Muslim and nonmuslim peoples' rights. Muslim law originated in Arabic assumed its application in the territory of Uzbekistan and was in practice then in for more than 12 centuries. Muslim law system has a long and rich history of development.

Muslim law is mainly empirical. Guidelines in force on Muslim law do not contain general theory. They investigate various precedents by non substantiated principles. The basis of Muslim legal science is the casuistic method or case examination.

Motives and intentions of an individual are never taken into account. All psychological elements are consciously excluded from consideration. Muslim lawyers investigate the objects of the law, but not the subjects of the law. As the medieval lawyers of the west they regard the objects to be the decisive element in the sphere of legal relations.

The law as regarded in the West does not exist in Islamic legal thought. Theoretically only Allah has legislative power. In reality the only source for Muslim law is the work of lawyers and researchers.

Legal science, but not the state plays the role of the legislator; the textbooks have the power of law.

In case of an examination the judge never refers to the Koran or Sunna. Instead he refers to the founder of the school to which he belongs.

In Muslim law the rules of behaviour occupy an important place in accordance with the religion.

At present every Muslim country has its modern Constitution, according to which state bodies have a quite new structure not based on Muslim law.

People are subject to corporal punishments for six crimes: murder, fornication, false accusation of fornication, theft, use of alcohol, armed robbery and rioting.

The Muslim court system was characterized by its simplicity. In every court only one judge undertook the case examination. As a matter of principle he examined all the cases. In Muslim countries there was no hierarchy of courts. Witnesses gave mainly oral testimony. Since the second half of the 19th century the states of Muslim law have undergone serious changes. Developed Muslim countries began to prefer the legislative system of western European models instead of Muslim one. (Saidov A., pp.15-49)

Ex.27. Look through the text again and find the answers to the questions below:

1. What is Muslim law based on?
2. What is the most peculiarity of Muslim law?
3. How long has Muslim law been in practice in the territory of Uzbekistan?
4. What is the basis of Muslim law?
5. Are the psychological factors taken into consideration in case examinations?

6. What are the crimes for which people are subject to corporal punishments?
7. Explain the simplicity of the Muslim court system.
8. When did the states of Muslim law undergo serious changes?

Ex.28. Discuss the following questions:

1. The existence of Muslim law on the territory of Uzbekistan.
2. The main features of Muslim law.

Ex.29. Study the word formation. The suffix *-ation*.

| | |
|-------------------------------|-------------------------------|
| dictate - dictation | communicate - communication |
| translate - translation | administrate - administration |
| congratulate - congratulation | condemn - condemnation |

Ex.30. Make 5 sentences using the following words: cooperation, arbitration, codification, declaration, celebration.

Ex.31. Learn the legal vocabulary to use in sentences of your own:

allegation - 1) the act of declaring something to be true;

2) something declared or asserted as a matter of fact, especially in a legal pleading;

collation - the comparison of a copy with its original to ascertain its correctness; the report of the officer who made the comparison;

consolidation - the act or process of uniting; the state of being united;

denationalization - the act of depriving a person of national rights or status;

declaration - a formal statement, proclamation, or announcement, especially one embodied in an instrument;

discrimination - the effect of a statute or established practice that confers privileges on a certain class or that denies privileges to another class because of age, race, sex, nationality, religion, or handicap;

deportation - the act or an instance of removing a person to another country; especially, the expulsion or transfer of an alien from a country;

intoxication - a diminished ability to act with full mental or physical capabilities because of alcohol or drug consumption;

interrogation - the formal or systematic questioning of a person; especially,

intensive questioning by the police, usually of a person arrested for or suspected of committing a crime;

facilitation - the act or an instance of aiding or helping; especially, in criminal

law, the act of making it easier for another person;

mediation - a method of dispute resolution involving a neutral third party

who

tries to help the disputing parties reach a mutually agreeable solution but whose decision is not binding;

litigation – 1) the process of carrying on a lawsuit; 2) a lawsuit itself;

ratification – confirmation and acceptance of a previous act, thereby making the act valid from the moment it was done;

revocation – an annulment, conciliation, or reversal, usually of an act or power;

solicitation – 1) the act or an instance of requesting or seeking to obtain something; entreaty or petition;

2) the act or an instance of urging, advising, commanding, or otherwise enticing or inciting another to commit a crime;

solicitation is an inchoate offense distinct from the solicited crime.

Ex.32. Discuss the meaning of the following words:

Model: *separation* is an agreement whereby a married couple lives apart from each other while remaining married, either by mutual consent or judicial decree.

stipulation, taxation, violation, representation, legislation, modification, unification, consideration, qualification, attestation, cohabitation.

Ex.33. Match the terms and their derivatives or explanations:

- | | |
|-------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. collation | a. the effort of a statute or established practice that confers privileges on a certain class or that denies privileges to another class because of age, race, sex, nationality, religion, or handicap, |
| 2. discrimination | b. the act of declaring something to be true, |
| 3. allegation | c. the act of requesting or seeking to obtain something; entreaty or petition, |
| 4. litigation | d. the formal or systematic questioning of a person, |
| 5. mediation | e. a formal statement, proclamation, or announcement, especially one embodied in an instrument, |
| 6. solicitation | f. a method of dispute resolution involving a neutral third party who tries to help the disputing parties reach a mutually agreeable solution but whose decision is not binding, |
| 7. declaration | g. the act or process of uniting; the state of |

- being united,
8. interrogation h. 1) the process of carrying on a lawsuit; 2) a lawsuit itself,
9. consolidation i. the comparison of a copy with its original to ascertain its correctness; the report of the officer who made comparison.

Ex.34. All the nouns in the box relate to legal matters. Use them to complete the sentences and translate them.

| | | | |
|------------|---------------|---------------|---------------|
| allegation | arbitration | deliberations | interrogation |
| litigation | consideration | condemnation | allocution |

1. He has ... with the county council
2. The...of the complaint are sufficient to state a cause of the complaint for malpractice.
3. The ... began at 10 a.m. They chose Anvar Rasulov ... their dispute.
4. The city acquired the parking lot by at a cost of \$ 16 per square foot.
5. The accused admitted six other offences and asked for them to be taken into
6. He confessed to the crime during his ...
7. The result of the committee's ... was passed to the newspapers.
8. Having found the defendant guilty the judge asked him ... before sentence was passed.

Ex.35. Complete the sentences:

Model: the act or an instance of making a previously legal act criminal, usually a statute is called... The act or an instance of making a previously legal act criminal, usually a statute is called criminalization.

1. The formal questioning of witness by the party opposed to the party who called the witness to testify is ...
2. The process of classifying material property as either separate or community property is ...
3. A gathering of people for a common purpose; the persons so joined...
4. The act of deliberately killing someone, especially a public figure, usually for hire or for political reasons ...
5. Claiming or taking something without the right to do so ...
6. The exercise of control over property; taking of possession ...

7. A note that explains or criticized (usually a case), especially to give, to condensed form, some indication of the law as deduced from cases and statutes, as well as to point out where similar cases can be found is called ...

8. The act of combining or uniting ...

9. The management or performance of the executive duties of a government, institution or business...

10. A pledge equivalent to an oath but without reference to a supreme being or to "swearing".

Prompts: assassination, characterization, cross-examination, annotation, amalgamation, administration, affirmation, association, appropriation, arrogation.

Ex. 36. As you read the text below note the importance of the Constitution:

The Constitution of the Republic of Uzbekistan

A person is entitled to know and should know his rights.

Among a great number of legal acts of each state there is one law which is generally acknowledged as the fundamental and main law of the country.

That law is the Constitution, which unlike other laws and basic principles, determines the rights and freedoms of citizens, the character of the state structure, the policy pursued by the state, the organization of state power, and its administration.

The Republic of Uzbekistan has such a law. The acting Constitution of the Republic was adopted in 1991, when state sovereignty was achieved, and when Uzbekistan faced the urgent problem of establishing the course of its further development.

Having chosen the path of democratic reformation and the creation of a lawful state with a social economy, Uzbekistan got down to the development of its fundamental law, which was to become the solid legal basis for future social changes.

The 8th December 1992 has entered the history of the country as the day of adoption and implementation of the first Constitution of sovereign Uzbekistan.

In defining the rights and freedoms of its citizens, the Constitution of the Republic of Uzbekistan is based on the ideas of social justice and equality for everybody before the law, regardless of his social origin, nationality, language or religion.

The principles stated by the Constitution have created a new type of relationship between the state and its citizens based on mutual collaboration and reciprocal responsibility, and on the secure protection of every citizen's rights and

freedom irrespective of nationality. There are 6 parts, 26 chapters and 128 articles in the Constitution of the Republic of Uzbekistan.

One of the most important issues in the Constitution is the separation of lawmaking power among the three branches of the government: the executive, the legislative and the judicial. The three branches are independent, but each has the power to restrain the other branches in a system of checks and balances. (Human Rights. Your Constitutional Rights, p.3).

Ex.37. Language competition. Who has alert eyes and a good memory? Look through the text "The Constitution of the Republic of Uzbekistan" and write down all the words beginning with the letters "A", "B", "C", "D" in columns.

Model:

| | | | |
|-------|--------|--------------|-----------|
| A | B | C | D |
| among | become | Constitution | determine |

Ex.38. Read the text again and find the answers to the questions below:

1. What is a Constitution? What does it express?
1. When was the Constitution of the Republic of Uzbekistan adopted?
2. What does the Constitution protect?
3. Does Karakalpakstan have its own Constitution?
4. Comment on the phrase "The Constitution of the Republic of Uzbekistan shall have an absolute supremacy".
5. What is the relationship of your community with the Constitution?
6. In what case shall the Constitution be amended?

Ex.39. As you read the case below write all the compound and derivative words and translate them:

| | |
|------------------------------|---------------------|
| Model: Compound words | Derivative words |
| A roommate – hamxona | robbery – o'g'irlik |

The Case of the Roommate Robber

Calvin and William were roommates when the police came to the door of their boarding house. William was a suspect in a robbery case, and the police asked Calvin for permission to search the room he and William shared. Sure of his innocence, Calvin consented, and the police found money taken in the robbery hidden in a closet.

At William's trial, his attorney objected to the use of the recovered money as evidence. The police did not have a warrant when they searched his room. And though Calvin had consented to the search, the lawyer argued, the room where the money was found was William's room as well, so his permission would have been needed to conduct the search without a warrant.

The court disagreed. It held that when more than one person legally occupies a residence, any one of them can voluntarily consent to a police search, and the evidence found can be used against any of the other occupants. William's objection was overruled, the evidence was admitted, and William was convicted of the robbery. (Legal Problem Solver, p.452)

Ex.40. Re-read the text and tell what the text deals with.

Ex.41. Look through the text again and define whether the following statements are true or false.

Model: Calvin and William were classmates -F (false)

They shared a room in the boardinghouse -T (true)

- ^g 1. Calvin was suspected of having robbed his roommate's money.
2. The police asked Calvin for permission to search the room he and William shared.
- ^c 3. Calvin disagreed. So the police did not search.
- ^t 4. The stolen money was found in a closet.
- ^a 5. William was charged with robbery.
6. At William's trial his attorney argued that the police did not have a right to search without a warrant.
7. The police was right to conduct the search without a warrant.
9. William's objection was supported by the court and nobody was convicted of the robbery.

Ex.42. Act out the roles of William and Calvin as roommates.

Ex.43. Discuss the following problems in your group:

1. What rights are guaranteed to citizens by the Constitution in the area of education?
2. Do all citizens have a right to free medical service according to with the Constitution? How do you explain the existence of private and state hospitals?
3. Do the students have to pay for their tuition at a University according to the Constitution?
4. What rights are guaranteed to women in Uzbekistan?

Ex.44. Write a personal fact sheet or curriculum vitae (c.v.), adapting this model to suit your own requirements in order to apply for a job in a foreign firm.

Curriculum Vitae

Name

Address.....

Telephone

Date of Birth

Schools attended

(Name and town) From to (dates)

Colleges attended

(Name and town) From to (dates)

Qualifications

(Name of examination: subject, grade. Include all school and college examinations which you have passed and any other relevant qualifications or achievements in the fields like sports and music)

Work experience

(with the most recent job first!)

Interests and activities

(your hobbies, interests - especially social ones, try to project yourself as an individual here).

Future education plans

(Any subjects you are currently studying or courses you plan to take).

References

(Names, addresses, telephone numbers of head - teachers or ex - employers who may be approached for references)

Ex.45. Write an essay on the following topics:

1. Need for Constitution.
2. Citizens' rights in the Constitution of the Republic of Uzbekistan.
3. Responsibilities of citizens in the Constitution of the Republic of Uzbekistan.
4. Women's rights in the Constitution of the Republic of Uzbekistan.

Glossary

accusation обвинительный акт ayblov hujjati

| | | |
|-------------------|-------------------------------------|-------------------------------------|
| acknowledge | признавать | tan olmoq |
| act | действовать | biror ish yoki harakat qilmoq |
| admit | допускать | yo'l qo'ymoq |
| adoption | принятие | qabul qilish |
| alert | тревога | xavfni bildiruvchi signal |
| amalgamation | слияние | birlashish |
| amend | вносить поправки | tuzatish kiritish |
| annotation | аннотация | kitobning qisqa mazmuni |
| application | применение, заявление | qo'llash, ariza |
| appropriation | присвоение, назначение | egallab olish, berish |
| armed robbery | вооружённое воровство | qurol ishlatib o'g'irlik qilish |
| arrogation | присваивать | o'zlashtirmoq |
| assassination | убийство, террористический акт | xoinona qilingan qotillik |
| assume | присваивать себе | o'ziga olmoq |
| attestation | свидетельское показание | guvohlik ko'rsatmasi |
| belong | принадлежать | qaram bo'lmoq |
| boarding house | пансионат | pansionat |
| borrow | заимствовать | qarz olmoq |
| by chance | случайно | tasodifan |
| case examination | анализ дела | ishni tahlil qilish |
| casuistic method | казуистический метод | ilmoqli metod |
| civil rights | гражданские права | fuqorolik huquqlar |
| cohabitation | сожительство | birga yashash |
| collation | сравнивание | qiyoslash |
| condemn | осуждать, приговаривать | jazoga hukm qilmoq, hukm qilmoq |
| condemnation | осуждение | aybdor deb tan olmoq(belgilamoq) |
| consent | согласие | rozilik |
| consolidation | укрепление | mustahkamlanish |
| convict | признавать виновным | aybdor deb e'lon qilmoq |
| corporal | телесный | jismoniy |
| cow | запугивать, терроризировать | qo'rqitmoq, dahshat solmoq |
| cross examination | подвергать перекрёстному допросу | har tomonlama tergov qilmoq |
| currently | текущий, действующий | hozirgi, joriy, amaldagi |

| | | |
|-------------------|------------------------------------------------------|--------------------------------------------------------------------|
| defend | защищать в суде | sudda himoya qilmoq |
| defendant | ответчик | ayblanuvchi, javobgar, sudlanuvchi |
| denationalization | денационализация | davlatga o'tgan mulkni o'z egasiga qaytarmoq |
| deportation | высылка, изгнание, депортация | deportatsiya (shaxsning majburan davlatdan chigarib yubormog |
| derivative | производный | yasama |
| dormitory | общежитие | yotoqxona |
| drug charge | обвинять в употреблении наркотиков | norkotik moddani ist'emol qilishda ayblanmoq |
| distinction | различная, отличительная особенность | farq, farq qiluvchi xususiyat |
| enjoy | обладать правом, осуществлять право, пользоваться | huquqqa ega bo'lmoq; huquqdan foydalanmoq |
| equality | равенство, равенство перед законом и судом | tenglik, qonun va sud oldida tenglik |
| evidence | служить доказательством, доказывать | isbot xizmatini bajarmoq |
| exercise | осуществлять, пользоваться (правами) | amalg oshirmoq, (huquqdan) foydalanmoq |
| experience | опыт | tajriba |
| external fact | внешний факт | tashqi omil |
| faith | вера | ishonch |
| facilitation | облегчение, помощь | yengillashtirish; yordam |
| false | ложное утверждение, | soxta tasdiqlash |
| feature | особенность, характерная черта | xususiyat |
| fee | плата за учение | ta'lim uchun to'lanadigan pul |
| field | отрасль | soha |
| formulate | формулировать | tuzmoq |
| founder | учредитель | asoschi |
| furniture | мебель | uy jihozlari |
| fornication | прелюбодеяние | buzuqlik, fahshlik |
| gathering | собрание | yig'ilish |
| guilty | виновный | aybdor, gunohkor |
| hair | волосы | soch |
| hierarchy | иерархия | ierarhiya (quyi mansabdorlarning yuqori |

| | | |
|----------------|------------------------------|---------------------------------|
| | | mansabdorlarga |
| | | bo'ysinish |
| | | tartibi) |
| immutability | непреложность | buzilmas |
| intelligence | ум | aql |
| interrelation | взаимоотношение | o'zaro aloqa |
| interrogation | допрос | so'roq, tergov |
| instead | вместо, взамен | o'rniga |
| intoxication | опьянение | zaharlanish, mast bo'lish |
| investigate | расследовать | tekshirish, tergov qilish , |
| judicial | судебный | qonun tasarrufi |
| laughter | смех, хохот | kulgi |
| lead | вести, руководить | olib bormoq, boshqarmoq, |
| | | rahbarlik qilmoq |
| legislative | законодательный | qonun chiqaruvchi |
| litigation | судебный процесс, тяжба | sud jarayoni, talashish |
| | | majburan davlatdan, |
| | | huquqdan, chiqarib |
| | | yuborilishi), quvg'in, badarg'a |
| | | qilinishi |
| malpractice | противозаконное действие | noqonuniy harakat |
| management | управление | boshqarish |
| mediation | посредник | dallol |
| medieval | средневековый | o'rta asrlar |
| modification | видоизменение, изменение | turlanish, shakli o'zgarish |
| nonsubstituted | необоснованный | asoslanmagan |
| notion | понятие | tushuncha |
| oath | присяга | qasam, qasamyod |
| object | возражать | qarshilik qilmoq |
| occupant | оккупант | bosib oluvchi |
| offence | посягательство | tartibbuzarlik |
| oppose | возражать | qarshi bo'lmoq |
| oral | устный | og'zaki |
| orthodox | ортодоксальный | sodiq |
| overrule | отменять | bekor qilmoq |
| parking lot | место стоянки автотранспорта | avtomobillarni qo'yish joyi |
| path | тропинка | so'qmoq |
| peculiarity | специфичность | xususiyat |
| pending | незаконченный | tugallanmagan |

| | | |
|---------------|-----------------------------------------------------|---------------------------------------------------------------------|
| pledge | залог | garov |
| porter | носильщик | yukchi |
| postulate | постулат, принимать без доказательства | (haqiqatligi ayon bo'lmasa ham, isbotsiz qilib olinadigan qoida) |
| precedent | прецедент | bo'lib o'tgan |
| previous | предыдущий | oldingi, dastlabki |
| privilege | предпочитать | afzal ko'rmoq |
| qualification | квалификация | kvalifikatsiya, (malaka, kasb, ixtisos, mahorat) |
| ratification | утверждение, рагификация | tasdiqlash |
| reality | действительность | haqiqiy |
| reciprocal | взаимнообязующий | o'zaro |
| refer | отослать | havola qilmoq |
| regulate | регулировать, приспосабливать | muvofiqlashtirmoq |
| relevant | уместный, относящийся к делу | o'rinli |
| remain | оставаться | qolmoq |
| rent | наём, прокат | ijara |
| repair | ремонт | tamirlash |
| release | освобождать | ozod qilmoq |
| residence | местожительство | yashash joyi |
| restrain | ограничивать | cheklamoq, ta'qiqlamoq |
| revocation | отмена, аннулирование | bekor qilish, kuchdan qoldirish |
| rioting | бунт, нарушение общественной тишины и порядка | qo'zg'alon, va tartibini buzish jamoat tinchligini |
| rock | скала | qoya |
| separation | отделение, разделение | bo'lim, bo'linish |
| simplicity | простота | oddiy, soddalik |
| solicitation | настойчивая просьба | qat'iy iltimos |
| staff meeting | собрание служебного персонала | jamoat yig'ilishi |
| stipulation | обусловливание, условие | shart bo'lish |
| strength | сила | kuch |
| sufficient | существенный | muhim |
| swear | заявлять под присягой | qasam ostida bayon qilmoq |

| | | |
|-------------|-------------------------------------------------------------|---------------------------------------------|
| switch off | выключать | o'chirmoq |
| switch on | включать | yondirmoq |
| taxation | облажение налогом | soliq solish |
| testify | давать показание | ko'rsatma bermoq |
| testimony | показание, данное в устной форме | qasamyod qilib berilgan og'zaki guvohlik |
| though | хотя, несмотря на | ... ga qaramasdan |
| trend | направление | yonalish |
| trial | судебное разбирательство | sud muhokamasi |
| true | подлинный | asl, chin, haqqoniy |
| tuition | плата за обучение | oqish uchun to'lanadigan pul |
| undertake | предпринимать, брать на себя определённые обстоятельства | oziga ma'lum majburiyat olmoq |
| unification | объединение | birlashtirish |
| unlike | в отличие от | farqli ravishda |
| voluntarily | добровольно | o'z xohishi, bo'yicha |

UNIT 5

Topic : The British Constitution

Linguistic material:

Phonetics: Characteristics of Vowels;

Vocabulary: 1. Topical words:

2. The words with the suffixes *-man*, *-ian*;

Grammar: 1. The Adjective, the Adverb: Degrees of Comparison,
Modal verbs;

Word formation: the suffixes *-man*, *-ian*;

Conversational phrases: Introducing People;

Texts: 1. The British Constitution, 2. A civil case.

Exercises

Ex.1. Read the words according to the pronunciation rules:

| | | |
|-----------|-------------|-----------|
| bed - bad | not - note | cup - cap |
| set - sat | got - goat | but - bat |
| men - man | rod - rode | hut - hat |
| pen - pan | pot - vote | mud - mad |
| get - gap | pond - home | sum - Sam |
| Ted - tag | dot - wrote | run - ran |
| met - mat | nod - nose | bug - bag |
| pet - Pat | hot - drown | up - map |

Ex.2. Listen and repeat:

A fat cat sat on a mat and ate a black rat. What a fat cat!

He that hatches matches hatches catches.

Conversational phrases: Introducing People

Ex.3. Read the phrases:

May I introduce Mr. Bouton?

Allow me to introduce to you Mr. Sipper.

Allow me to introduce you to my friend, Mr. Smith.

Allow me to introduce myself, I am Robert, Bob for short.

Please, introduce me to your friend.

Let me introduce you to Dr. Feak.

Meet my friend. He is Dr. Richardson.
 I'd like you to meet Dr. Hilton.
 Mrs. Green, this is Mr. Mansfield.

Possible Replies

How do you do? Hallo!
 Glad to meet you. Pleased to meet you
 Nice to meet you

Ex.4 . Respond to the following:

1. - Allow me to introduce to you my friend. He is Mr. Sipper.
2. - Allow me to introduce myself. I am John.
1. - Meet my friend. He is Mr. Morley.
2. - Mr.Eggly, this is Mrs. Feak.

Ex.5. Respond to the following:

1. ...
- 2.Hallo. My name is Ahad. Glad to meet you.
1. ...
- 2.Meet my friend. This is Mr.Swales .
1. ...
- 2.Nice to meet you.

Ex.6.Compose short dialogues introducing:

- 1.A fellow -worker to a professor from another country;
- 2.Your friend to your parents;
- 3.Your close friend to your girl/boy-friend;
- 4.Yourself to the teacher you have come to work under.

Ex.7.Express the meaning of the following in one word using the prompts given below:

1. Part of a house or a flat. 2. Not cold. 3. About thirty days, about four weeks. 4. A boy child. 5. A girl. 6. Not here. 7. Very nice. 8. Not low. 9. Land which is not the town or city. 10. Not in front of. 11. A country and its people. 12. Seven days. 13. Twelve months. 14. The lines of words in a book.

Prompts: hot, a son, fine, a daughter, a country, a room, there, a month, people, high, a state, a text, behind, a week

Grammar

The Adjective and the Adverb. Degrees of comparison.

| The Adjective | Positive | Comparative | Superlative |
|------------------------|-----------|-------------|-------------|
| The Adverb | degree | degree | degree |
| monosyllabic | long | longer | the longest |
| adjectives and adverbs | soon | sooner | the soonest |
| polysyllabic | difficult | more | the most |
| difficult | difficult | | |
| correctly | more | the most | correctly |
| Note: | much | more | the most |
| | many | more | the most |
| | little | less | the least |
| | good | better | the best |
| | well | better | the best |
| | bad | worse | the worst |
| | badly | worse | the worst |

Ex.8. Give the comparative and superlative degrees of the following adjectives and adverbs:

| | | | |
|-----------|-------|-------------|---------|
| nice | hot | tasty | fast |
| beautiful | warm | pleasant | quick |
| pretty | cold | democratic | slow |
| brutal | cool | interesting | deep |
| far | rainy | dull | shallow |
| near | dry | boring | thin |

Ex.9. Form the comparative and superlative degrees of the following adjectives and adverbs:

| | | | |
|------|------|-------|-----------|
| good | high | great | important |
|------|------|-------|-----------|

| | | | |
|-------|-------------|-----------|--------|
| large | interesting | warm | bad |
| small | difficult | beautiful | little |
| short | easy | pleasant | hard |
| early | highly | well | badly |

Ex.10. Translate the following adjectives and adverbs:

| | | |
|-------------|--------------------|------------------------|
| big | - bigger | - the biggest |
| old | - older | - the oldest |
| near | - nearer | - the nearest |
| difficult | - more difficult | - the most difficult |
| interesting | - more interesting | - the most interesting |
| beautiful | - more beautiful | - the most beautiful |
| good | - better | - the best |
| bad | - worse | - the worst |
| many } | - more | - the most |
| much | | |
| few } | - less | - the least |
| little | | |

Ex.11. Compare the objects in Classroom N1 with the objects in Classroom N2.

Use the conjunctions as...as, than, not so...as.

Model: A: The map in Classroom N1 is bigger than the map in Classroom N2.

B: You are wrong. The map in Classroom N2 is as big as the map in Classroom N2.

The objects: a board, a window, desks, pictures, a bookcase, a flower, etc.

Ex.12. Say the following adjectives in the comparative and superlative degrees:

| | | | |
|--------|-------|-------------|---------|
| large | thick | comfortable | short |
| long | thin | pleasant | clean |
| easy | low | industrious | dirty |
| young | high | important | busy |
| bright | tall | capable | fresh |
| rich | dear | urgent | shallow |
| poor | heavy | compete | fast |
| easy | deep | popular | slow |

Ex.13. Answer the questions:

1. Which is larger: a sea or a lake?
2. Which gives brighter light: an electric lamp or an oil lamp?
3. Which animal is stronger: an elephant or a camel?
4. Which animal is more cunning : a fox or a wolf?
5. Which is more pleasant: a sunny day or a rainy day?
6. Which city is bigger: Tashkent or Samarkand?
7. In what season of the year are the days longer: in summer or in autumn?
8. Which is warmer: a coat or a raincoat?
9. Which sport is the most dangerous?
10. Where is the highest building in the world?
11. Where is the biggest clock in England?
12. Which city is the most ancient in Uzbekistan?
13. What is the coldest (hottest) point on the globe?
14. What is the highest mountain peak in the world?
15. What is the longest river in the world?
16. What is the smallest country in the world ?
17. What is the largest country in Europe?
18. What country is the richest in oil?

Ex.14. Compose sentences according to the model.

Model: Russian is more difficult than English.

This summer is hotter than last year.

Prompts: The theory of state and law - difficult than the Constitutional law;
 "Dombey and Son" - interesting than "The Gadfly"; Our teacher - busy today
 than yesterday; There are many people on Sayilgoh street than last Sunday...

Ex.15. Competition: "who has the best knowledge".

The teacher asks 10 questions and the students will answer them in written form as quickly as possible. The one who answers all the questions correctly will be the winner. After announcing the results discuss some questions and their answers which you think to be interesting.

Sample questions:

1. Where is the highest building in the world?
2. What is the highest waterfall in the world?
3. Which city is the most densely populated?

4. Which Parliament is the oldest in the world?
5. Which state is the largest in America?
6. Which state is the smallest in America?
7. What is the longest river in the world?
8. What is the deepest lake in the world?
9. What is the largest library in the world?
10. What is the highest mountain in the world?

Ex.16. Discuss any questions out of the previous exercise which you think to be interesting. In your discussion point out whether you have been there or read some information about it.

Ex.17. Ask each other ten questions about the most exciting things in the world.

Ex.18. Respond to the statements according to the model:

Model 1: A: I always read books in the evening.

B: So do I.

Prompts: Ann- to eat meat for dinner; he- to walk in the garden in the evening; I - to go home after work; father - to do shopping; mother - to cook dinner, I - to get up later than usual on Sundays; I - to like English; she - to play the piano well.

Model 2: A: I do not get up early on Sundays.

B: Neither do I.

Prompts: Karl-not to play soccer; Angel-not to cook pies; Khalil-not to drive a car; Chris-not to like detective stories; Glib- not to go to the country at week-ends.

Ex.19. As you read the text notice the main features of Great Britain.

Great Britain



The United Kingdom of Great Britain and Northern Ireland consists of England, Wales, Scotland and Northern Ireland. The principal part of Great Britain is England. London is the capital both of England and Great Britain.

The territory of Great Britain is 244,000 square kilometers, and its population is 54,744,000. It is one of the densely populated countries in the world. The population of Great Britain speaks English.

England and Wales form the southern part of the island of Great Britain.

England has a gently sloping surface, but in some parts there are mountains and lofty hills.

The principal rivers in England are the Thames, the Tyne, the Trent, the Severn, the Wye and some others.

England is rich in minerals. The most important ones are coal and iron.

The climate is not the same in all parts of England. The western side is warmer than the eastern side. There is much moisture in the air of England. Britain is well known as a foggy island. The mean temperature in London is about eight degrees above zero. There are big cities in England such as London, Oxford, Manchester, Birmingham, Cambridge, Bristol and others.

London has about 8,5 million inhabitants. The main sightseeings in London are: the City – the oldest part of London, Whitehall, Big Ben, Downing Street, Westminster Abbey, the Tower of London, St. Paul's Cathedral, the Law Courts, the British Museum, the National Gallery, Buckingham Palace, the Houses of Parliament, the bridges over the River Thames, and parks.

Ex.20. Read the text and divide it into logical parts:

Scotland



Scotland falls into three main regions: the Border region, a pastoral area with low hills, Lowlands and the Highlands.

In the middle ages there were many bloody conflicts and battles. Since 1707 England and Scotland have been united into one government. The Border is undefined nowadays. The Lowland area contains three-quarters of the whole population and all the towns are situated in it. The Highlands are among the oldest mountains in the world. Ben Nevis is the highest peak which is 4,406 feet.

The population is more than 5 million. The language is mainly English. There are some areas where very few people speak Gaelic.

Edinburgh is a city of opposites-beautiful and ugly, culture-loving and philistine. Edinburgh is no longer the political capital of Scotland, nor is it the largest city. It is surpassed by Glasgow which has a population of over one million.

Edinburgh has been the home of men of letters and scientists for many centuries. Robert Burns and Walter Scott lived and worked in this city.

Glasgow is the largest city and the principal port. Here are ship-building yards, engineering, iron and chemical works, extensive docks and textile factories. The Glasgow university was founded in 1450.

Ex.21. Look through the texts below and summarize them:

Wales



Wales is a country of rugged mountains and deep valleys. About two million people live in there.

English and Welsh are spoken in the country. England and Wales are administered as a unit and Wales does not have a local government Act.

The Welsh people are fond of singing. Wherever they meet they sing.

The capital is Cardiff with a population of 256,270.

Ex.22. Read the text and note the main features of Ireland:

Ireland



Northern Ireland is divided into six counties. It has a population of about 1,425,400.

The history of Ireland has been the history of the hard struggle of the Irish people for national freedom.

English and Gaelic are spoken in the country.

Belfast is the capital and the principal seaport and industrial centre with a population of over 444,000.

Dublin has been the principal city of Ireland for a thousand years.

Since 1922 Northern Ireland has been a part of the UK of Great Britain and Northern Ireland. This country has a Governor and a Parliament consisting of a Senate and a House of Commons which legislates for its own area except for matters of imperial concern.

Ex.23. Answer the questions:

1. What countries does the UK of Great Britain consist of?
2. What is your opinion of the climate in Great Britain?
3. What is the average temperature?
4. What are the historical places in London?
5. What are the big cities of the country?
6. In what part of the UK is Scotland situated?
7. What are the main cities of Scotland?
8. What are the Scottish people remarkable for?
9. What is the population of Wales?
10. What is the state emblem of Wales?

11. What is the population of Northern Ireland?

12. How long has Northern Ireland been a part of the UK of Great Britain?

Ex.24. Fill in the table. The first one has been done for you.

| Country | most people | language | capital | population |
|---------------|-------------|----------|------------|-----------------------|
| 1. Uzbekistan | Uzbek | Uzbek | Tashkent | more than 25 million. |
| 2. Wales | | | | |
| 3. | French | | | |
| 4. | | | Moscow | |
| 5. | | | | more than 1 million |
| 6. | | | Tokyo | |
| 7. Germany | | | | |
| 8. | German | | Brussels | |
| 9. | | | | |
| 10. | | | Washington | |
| 11. | | Scotch | | |
| 12. | | | London | |

Ex.25. Describe the location of:

- England,
- Wales,
- Scotland,
- Northern Ireland.

Ex.26. Speak about the most remarkable features of:

England, Scotland, Uzbekistan.

Ex.27. Compare London and Tashkent according to the following criteria: foundation, geographical position, weather and climate, population, historical places, as political, cultural, educational centres.

Ex.28. Answer the questions using the prompts given below:

- What does the climate of a country depend on?
- What is the mild climate of England due to?
- What are the British Isles surrounded by?
- What do the seas round about England abound in?
- What is the Thames suitable for?

6. What is woolen material manufactured from?

7. What is the Scottish land famous for?

8. What is the most remarkable feature of the Scottish people?

Prompts: wool, to sing songs, navigation, fish, beautiful scenery, the sea, the position of the country.

Ex.29. Discuss the rivers in Uzbekistan and in England. Characterize them by their features:

length, width, deepness, navigability, importance for economy, etc.

Ex.30. Speak as if you were giving impressions of your first visit to London. Say what struck you most as unusual and why.

Ex.31. Speak as if you were an English student visiting Tashkent (or some other city) for the first time. Compare the things you have seen here with those in London and say what seems unusual to you.

Grammar

Modal verbs: can, may, must, should, need,

can (could) expresses ability to resulting from knowledge, skill, physical strength and circumstances:

He can speak French (knowledge, skill); She can lift this suitcase (physical strength); You can borrow my pen (circumstances);

may (might) expresses possibility of performing an action, asking permission, giving or denying permission:

It may rain this afternoon (possibility of an action); He may come at any time (possibility of action); May I come in? (asking permission); You may go out for a walk as soon as you finish your homework (giving permission).

must (had to) expresses certainty, strong likelihood, supposition, obligation, absolute necessity with no freedom of choice, necessity arising out of circumstances:

We must do the lesson obligation); In order to graduate from the University you must pass your exams (absolute necessity with no freedom of choice);

should expresses weakened necessity to the sense of advice:

You should work hard at your English:

need expresses necessity, absence of necessity:

Need I come tomorrow? (necessity); -No, you needn't. You need not come tomorrow (absence of necessity).

Ex.32. Put the appropriate modal verbs in the space provided:

1. ... you drive a car? - No, I don't have a license.
2. She ... be at home now. She called me 5 minutes ago. There are many clouds in the sky. It ... rain today. So I ... take my umbrella.
3. I ... not close my bag. You ... not close it in such a way. You ... do it in this way.
4. I say, Jack, we have run short of food products. I ... go shopping today. - Oh, no, you are too busy. You ... not worry. I shall do it myself.

Ex.33. Comment on the meaning of the modal verbs in the following sentences and translate them into your mother tongue:

1. The students must work at their English every day.
2. You can and you must do this work.
3. I can show you an interesting picture.
4. There will be no meeting after classes.
5. May I take this book home? - I'm afraid, not.
6. You needn't take a bus. You can get to the club on foot.
7. We must not read in the dark.
8. Must he come here tomorrow? - No, he needn't. He may stay at home.

Ex.34. Answer the questions:

1. Can you swim in the river?
2. Can you read and write French?
3. Must you come to the lessons on time?
4. Must you speak English at the English lesson?
5. Must you help your friends?
6. May I smoke in this room?
7. Which book may I take home?
8. Must you get up early on the weekend?

Ex.35. Insert *can* or *may* in the spaces provided:

1. ... you come to the meeting on Saturday?
- I'm sorry, I ... not tell you today. ... I phone you on Wednesday? - Certainly.
 2. You ... think what you like, but I ... be present at the hearing of this case. -
But why?
- ... I not tell you just now? - It's up to you.
-

Ex.36. Answer the questions according to the model:**Model:** A: Can Nick do this?

B: I'm sure, he can (I'm afraid, he can't).

Prompts: Mobin - to come here, Sam and Ben - to come together, Joe -to water the flowers, Susan - to give me that book, Ruth - to help her brother.

Ex.37.State that you can not do what is being asked by your partner. Advise him to ask somebody else.**Model:** A: You must visit grandparents.

B: I can't visit. Let Dilbar visit them.

Prompts: to water the trees-they, to close the door-he, to bring letters -Salim, to show the quests the city - Davron, to do shopping - elder brother.

Ex.38. React according to the model:**Model 1:** A: Must I bring water?

B: No, you needn't

Prompts: Nick-to come back, Ann -to cook dinner, Mary - to iron a shirt, John-pick you up,

Ahmad -to wake Rustam up, we -to air the room, the teacher-to explain the theory.

Don't let your partner do what he is asking.

Model 2: A: May I take this book?

B: No, you mustn't.

Prompts: to close the door, to see her, to work at an office, to stay after classes, to sleep longer, to play cricket.

Ex.39.Navigating documents. Legal adverbs. Most of them are formed using " here " and " there ".

"There " means that document-the one that person is reading, has read or will read
 Some adverbs with " there " are listed below. Match them to the correct definitions
 The first one has been done as an example.

- | | |
|----------------------|-----------------------------------------|
| 1. thereafter | a. accompanying that document |
| 2. thereby | b. appearing somewhere in that document |
| 3. therefore | c. following that document |
| 4. therein | d. for that reason or purpose |

- | | |
|------------------|----------------------------------------------------|
| 5. thereafter | e. from the production of that document until now |
| 6. thereinbefore | f. in the before period that document was produced |
| 7. thereinunder | g. listed later in that document |
| 8. thereof | h. mentioned in that section of that document |
| 9. thereto | i. mentioned previously in that document |
| 10. theretofore | j. relating to that document |
| 11. therewith | k. resulting from that document or decision. |

Ex.40. Insert the appropriate words in the blanks provided. The first has been done for you.

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|---|---|---|---|---|---|---|---|---|----|----|----|
| C | | | | | | | | | | | |
| A | | | | | | | | | | | |
| S | | | | | | | | | | | |
| E | | | | | | | | | | | |

1. A civil. . . is regarded at a civil court.
2. Take it with your right . . .
3. The lamp hangs . . . the table.
4. I have few English books, but I have . . . Russian books.
5. . . falls in winter.
6. We . . . in Russia.
7. It is cold now, put on your . . .
8. Go to the right first, then turn to the . . .
9. You may go in, the door is . . .
10. We wear shoes on our . . .
11. My father and mother . . . at the factory.
12. . . is a systematic collection of laws, rules or regulations.

Ex.41. Read the dialogue and then act it out:

Detective: Where were you last night at exactly 9.20 p.m.?

Jack: 9.20 p.m.? I couldn't say. I can't remember.

Detective: Are you sure you can't remember?

Jack: Absolutely certain (Quite sure).

Detective: Were you in or out? Can you remember that?

Jack: I'm not sure. I think I went out at about half past nine.

But I'm not certain.

Detective: Did you see anyone coming into the block of flats?

Jack: No, I didn't.

Detective: Sure?

Jack: Quite sure. There's no doubt about it.

Ex.42. Study the word formation. The suffixes- man, - ian.

| | | | | | |
|----------|---|-------------|----------|---|-----------|
| camera | - | cameraman | Bulgaria | - | Bulgarian |
| sale | - | salesman | Hungary | - | Hungarian |
| shop | - | shopman | agrар | - | agrarian |
| watch | - | watchman | Dracon | - | Draconian |
| Congress | - | Congressman | music | - | musician |
| English | - | Englishman | Russ | - | Russian |

Ex.43. Form derivative nouns and adjectives by means of the suffixes - man, - ian and explain their meaning:

| | | | | | |
|------------|------------|-------|-------------|----------|----------|
| news | bails | alder | ombuds | bonds | police |
| railway | jury | taxi | Scots | sports | academic |
| veterinary | techniques | Asia | mathematics | politics | physics |

Ex.44. Study the vocabulary to use in sentences of your own:

| | |
|-------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| alderman - | a member of a city council or other local governing body; |
| bailman - | one who provides bails as a surety for a criminal defendant's release; also termed as bailor, bailer, bail bondsman; |
| chairman - | the person who presides over the meeting of a committee, convention, or assembly, or over the gathering of any other deliberative body. Also termed chairwoman, chair; |
| foreman - | the juror who chairs during deliberations and speaks for the jury in court by announcing the verdict. Also termed as foreperson, presiding juror; |
| newsman - | the person who works for the newspaper or a journal as a journalist. Also termed correspondent, journalist; |
| ombudsman- | 1) an official appointed to receive, investigate, and report on private citizens' complaints about the government; 2) a similar appointee in a nongovernmental organization; |
| postman - | a person who carries mails; |
| yes-man - | the person who is toady, lickspittle, sycophant; |
| draconian - | relating to Dracon, severe; |
| vegetarian - | one who lives on vegetables; |
| veterinarian - | a specialist who treats animals; |
| parliamentarian - | a member of Parliament; |
| academician - | a scientist and a member of Academy of sciences. |

Ex.45. Match the terms and their definitions or explanations:

- watchman - a person who works at the railway;
 railwayman - a person who is a member of the Congress (the USA);
 pressman - a member of the city council or other local governing body;
 congressman - a person who works for the newspaper or as a reporter;
 alderman - one who works as a guard at night;
 politician - the people who live in Italy;
 physician - one who treats human beings;
 Italian - one who is involved in policy.

Ex.46. Complete the sentences:

- | | |
|-----------------------------------------|------------------------------------------------|
| 1. A technician is a specialist in ... | 2. A newsman is a person who ... |
| 3. A bailman is a person who ... | 4. A foreman is a juror who ... |
| 5. A parliamentarian is a member of ... | 6. An academician is a member of ... |
| 7. A veterinarian is one who treats ... | 8. An ombudsman is one who is appointed to ... |

Ex.47. Answer the questions:

- | | |
|-----------------------------------|--------------------------------------------------------|
| 1. Where does a salesman work? | 6. What does a bailman do? |
| 2. What does a chairman do? | 7. What do we call a person who is involved in policy? |
| 3. Whom do we call a yes-man? | 8. What does a physician do? |
| 4. What does a postman do? | 9. What do we call people who live in Asia? |
| 5. Whom do we call a sandwichman? | |

Ex.48. All the verbs in the box relate to legal matters. Use them to complete the sentences and translate.

| | | | |
|----------|-------------|-----------|------------|
| obligate | arbitrate | stipulate | confiscate |
| declare | interrogate | violate | declare |

- The judgement was to ... defendant's property.
- Representatives of two farms have agreed to ... their dispute.
- I ... under penalty of perjury that ...
- The traffic rule ... all the drivers to stop on the red light.
- The police inspector ... a suspect for ten minutes.

6. The action of the government ... the international treaty on commercial shipping.

7. We offer ... that there was one prior.

8. The company ... its twelfth quarterly dividend.

Ex.49. Language competition. How well do you know the names of parts of a human body? One of the students leads the game. He/ she asks the students in turn to express their agreement or disagreement what he/she says.

Model: Pointing at his nose the leader says:

This is my ear.

Student A: No, that is wrong. That is your nose. The student who doesn't remember the right answer or makes a mistake will be out of game. The winner is the student who doesn't make a mistake, and gives right answers until the end of the game.

Ex.50 Read the newspaper article and explain what happened to the woman.

Woman punched over pack of cigarettes

A 19-year-old Ypsilanti woman told Ypsilanti Police she was walking at about 4:36 a.m. Thursday in the 500 block Washtenaw Avenue when a man approached and asked for a cigarette. The woman said she gave him one, but refused when he asked for another. As she began to walk away, the man punched her in the face, grabbed her pack of cigarettes and fled south on Ballard Street, the woman said. She described her attacker as about 30 years old. Police checked the area but could not locate the suspect.

(AAN, 8/15/99)

Ex.51. As you read the text note the most remarkable features of the English legal system:

The British Constitution

Unlike most other countries, Britain does not have a written constitution set out in a single document. Instead, the constitution, which has evolved over many centuries, is made of Acts of Parliament, common law and conventions. The constitution can be altered by Act of Parliament, or by a general agreement to change a convention. It can thus adopt readily to suit changing circumstances.

To understand English constitutional law one must study numerous documents, including constitutional treaties like the Bill of Rights, various statutes and judicial decisions and others. But the whole of the Constitution of Britain will

not be found in many of these documents. The English constitution is considered to be flexible because Parliament can "make or unmake" any law by the same procedure and with the same ease.

The Constitution is not the source of the law, but the law gives birth to the Constitution. Though the King (Queen) is the nominal Sovereign, any particular Parliament during the period of its existence is legally supreme.

In England the rights of the subject are mostly deduced from actual decisions in which remedies have been afforded for their invasion. Thus it is sometimes said that under the English Constitution the remedy precedes the right.

The English legal system possesses one remarkable feature which distinguishes it from the legal systems of nearly all other countries: an important part of the law has never been considered, debated or approved by any Parliament. But it is of primary importance that most of English laws should be contained in the reports of the cases decided by judges of the High Court, Court of Appeal and House of Lords.

The practice of recording the decisions of the royal judges is of ancient origin known as "precedent". It means that when one judge has decided a point of law, any judge who is subsequently confronted with a similar set of facts must apply the law declared in the earlier judgement. Such reported cases are known as "common law" which is also used in many countries of the world. Common law got its name because this law was common to all of England as compared to different legal systems that had existed in different areas of England before common law originated.

In administering the judges enjoy little arbitrary power. The law which they administer is defined by statutes and other documents having statutory validity and by judicial precedents.

Theory and practice concerning English constitutional law are divergent, as it is seen from the following illustrations:

1. In theory the Sovereign is to be an active party to the making laws, but in practice he has a shadowy veto;
 2. In theory every Lord of Parliament is a Judge of the House of Lords, entitled to take part in appeals from the lower Courts; in practice he always absents himself unless qualified by statute to sit there as one of the quorum;
 3. In theory certain persons (e.g. Lord Mayor) are invested with judicial powers as trials in the Central Criminal Court, but in practice they don't take part in judicial work there;
 4. In theory certain public departments are supposed to be controlled by boards consisting of various high officials (e.g. the Board of Trade), but the real head is a single Minister of the Crown (e.g. the President of the Board of Trade);
-

5. Finally, Legislature and Executive are joined together by a connecting chain – the Cabinet.

Certain important Conventions control the entire working of the Constitution. These Conventions relate to the duties of the King as a person, the duties of the Ministers of the Crown and so on. (British Democracy in Action, pp.3-8)

Ex.52. Re-read the text and explain the following statements:

1. The English Constitution is considered to be flexible.
2. The rights of the subject are mostly deduced from actual decisions.
3. Under the English Constitution the remedy precedes the right.
4. The practice of recording the decisions of the royal judges is of ancient origin known as “precedent”.
5. In administering the Judges enjoy little arbitrary power.
6. Theory and practice concerning English constitutional law are divergent.

Ex.53. Re-read the text and find the answers to the questions below:

1. What is necessary to do in order to understand English Constitutional law?
2. Why is the English Constitution to be regarded as ‘unwritten’ from the standpoint of constitutional lawyers?
3. Is the English Constitution rigid or flexible?
4. The Constitution is the source of the law, isn’t it?
5. What power do the judges enjoy in administering justice?
6. What laws do the judges administer?
7. What can you say about the theory and practice concerning English Constitutional law?
8. In what way are the Legislature and Executive joined together?

Ex.54. Agree or disagree with the following statements using the suggested phrases:

Phrases: Quite so..., Right you are..., I agree with you... or I am afraid not..., I don’t agree with you..., I’m afraid you are wrong..., Excuse me but..., On the contrary...

1. Like other countries Great Britain has a written constitution, which was adopted many centuries ago.
2. The British Constitution is made up of Acts of Parliament, common law and Conventions.
3. The Constitution is not the source of the law, but the law gives birth to the Constitution.

4. In administering justice the Judges enjoy little arbitrary power.
5. Theory and practice concerning English constitutional law are inseparable, they enrich each other.
6. Legislative and Executive bodies are joined together by a connecting chain – the Cabinet.
7. Both in theory and practice every Lord of Parliament is a Judge of the House of Lords.
8. There are more than hundred countries which possess hereditary legislators.

Ex.55. Read the case and define the values involved in it.

Swallowed watch “Not returned”

A schoolgirl of 13, accused of stealing a wristwatch was said at Castle Eden juvenile court to have swallowed it accidentally when a teacher made inquiries. Hospital X-rays showed it inside her. But later there was no sign of the watch and it had not been returned. The girl was put on one year’s probation and was ordered to pay compensation. (AAN, 8/11/99)

Ex.56. Look through the text again and discuss the following questions:

1. Do you think that the court verdict was fair? What would you have decided in the judge’s place?
2. Have you ever heard or met a case similar to the described above?

Ex.57. As you read the case below copy out the derivative words and state what part of speech they are.

Model: an employer- a noun.

The Case of the Holiday Host

When Harold left his employer’s Christmas party, he was obviously drunk. While driving home he ran a red light and knocked down a pedestrian, whose leg was broken in the accident. She decided to sue Harold’s employer.

The employer argued that under his state’s law, the host of a social gathering is not responsible for the actions of a guest who drinks too much at his party. But the fact emerged that in this case the employer was not merely hosting a social gathering; he was also using the party to advance his business, and therefore had the same responsibilities as bar or restaurant to stop serving alcohol to Harold after he was noticeably drunk.

Courts in some other states would not have ruled against the employer, but keep in mind that it is wise to err on the side of caution when serving people alcohol. (Legal Problem Solving, p.28)

Ex.58. Re-read the text and find the answers to the questions below:

1. What happened to Harold while driving home?
2. Why did the victim sue Harold's employer?
3. How did the employer argue against the lawsuit?
4. Did the court find employer guilty or not guilty? Why?
5. What is the conclusion on this case?

Ex.59. Look through the text again and retell it on behalf of: a) Harold, b) the victim, c) the employer

Ex.60. Discuss the use of alcohol by drivers.

Ex.61. Write an essay on one of the following topics:

1. Characteristics of the British Constitution.
2. Differences between the British Constitution and the Constitution of the Republic of Uzbekistan.

Glossary

| | | |
|----------------|---------------------------|----------------------------------------------|
| absent | отсутствующий | hozir bo'lmoq |
| accident | несчастный случай, авария | baxtsiz hodisa, falokat |
| advance | продвижение вперед | olg'a siljimoq |
| afford | позволять, допускать | imkon (imkoniyat) |
| | | bermoq, ruxsat bermoq |
| alter | изменять(ся) | o'zgartirmoq, tuzatmoq |
| alderman | олдермен | ma'muriy yoki sud ishlari |
| | | oqsoqoli, mansabdor, |
| | | (Angliyada) shahar hokimi |
| | | muovini |
| approve | одобрять | ma'qullamoq |
| approach | приближение | yaqinlashmoq |
| bailsmen | поручитель | kafil |
| battle | битва | jang |
| bill of rights | «Билль о правах» | Huquqlar to'g'risida qonun loyihasi» (bill') |
| bloody | кровопролитие | qotillik, qon to'kish |

| | | |
|-----------------|-----------------------------|-------------------------------------------|
| both | оба | har ikkisi |
| caution | осторожность | ehtiyotlik |
| chain | цепь | zanjir |
| check | проверка | tekshirish |
| chairman | председатель | vais |
| coal | уголь | ko'mir |
| common law | общее право | umumiy huquq |
| conclusion | умозаключение | xulosa |
| confiscate | конфисковать | musodara qilmoq |
| confront | стоять лицом к лицу | juzma-yuz turmoq |
| county | графство | qraflik |
| court of appeal | апелляционный суд | apeliatsiya (shikoyat, norozilik) sudi |
| convention | собрание | yig'ilish |
| debate | дискуссия | munozara |
| deduce | выводить | xulosa chiqarish |
| divergent | расходящийся | f'arq qiluvchi |
| distinguish | различить | farqlamoq |
| employer | предприниматель, наниматель | (ishga) yollovchi |
| entire | полный | 7o'liq |
| err | ошибаться, заблуждаться | yanglishmoq, xato o'ylamoq, dashmoq |
| evolve | развивать | ra'iqiy ettirmoq |
| flee | бежать, исчезнуть | ko'chmoq |
| flexible | гибкий | egiluvchan |
| foggy | туманный | tumanli |
| foreman | старшина | hakamlar oqsoqoli |
| found | основывать | asos solmoq |
| freedom | свобода | ozodlik |
| gently | мягко | chista |
| grab | схватывать | ushlab olmoq |
| hereditary | наследственный | meros bo'lib qolmoq |
| high court | Высший суд | oliy sud |
| hill | холм | balandlik |
| host | хозяин | uy egasi |
| House of Lords | Палата лордов | Lordlar palatasi |
| inhabitant | житель | yashovchi |
| inquiry | опрос, расследование | tergov, tergov qilish |
| invest | вкладывать деньги | pul qo'ymoq |

| | | |
|------------------|-----------------------------------------|---------------------------------------------------------------------------------------------------|
| iron | железо | Temir |
| island | остров | orol |
| judgement | судебное решение | hukm, sud qarori |
| juvenile court | суд несовершеннолетних | voyaga (balog'atga) yetmaganlar sudi |
| keep in mind | не забыть | unutmaslik |
| lickspittle | льстец, подхалим | hushomadgo'y |
| local | местный | mahalliy |
| man of letters | писатель, учёный | yozuvcchi, olim |
| mean temperature | средняя температура | 'rtacha harorat |
| mineral | минерал | foydali qazilma |
| moisture | влажность | namlik |
| mountain | гора | tog' |
| necessary | необходимый | zarur |
| newsman | корреспондент | muxbir |
| nowadays | наше время, в настоящее время | hozirgi paytda |
| numerous | многочисленный | ko'p, ko'p sonli |
| obviously | очевидный, явный | aniq, ravshan |
| order | приказ, предписание порядок | buyruq, topshiriq, tartib |
| originate | происходить | paydo bo'lmoq |
| pastoral | пастушеский | podachi |
| peak | пик | cho'qqi |
| pedestrian | пешеходный | piyoda |
| philistine | филистёр | o'ziga bino qoygan, tor fikr yuritadiganlar |
| possess | обладать | ega bo'lmoq |
| postman | почтальон | xat tashuvchi |
| probation | испытание | sinov |
| precede | предшествовать | oldinda bo'lib o'tmoq |
| pressman | журналист | muxbir |
| procedure | процедура, порядок, судопроизводство | prosedura (bajariladigan ish tartibi) |
| punch over | удар кулаком | mushtum bilan urmoq |
| quorum | кворум | kvorum (majlis, kengash va sh.k.ning qarorlari qonuniy bo'lishi uchun ishtirokchilarning |

| | | |
|-------------------------|-------------------------------|--------------------------------------------------------------------------------------------------------------|
| railwayman | железнодорожник | ustavga ko'ra yetarli |
| record | записывать протоколировать | hisoblanadigan miqdori) temir yo'l ishchisi yozmoq, bayonnoma (qaydnoma, majlis bayonoti) tuzmoq |
| remarkable | знаменательный | ajoyib |
| rigid | жесткий | qattiq |
| rugged | суровый, трудный | qattiq, qiyin |
| sandwichman | человек – реклама | odam – reklama |
| set out | начинать | boshlamoq |
| severe | строгий | qattiq |
| ship – building yard | судостроение | kemasozlik |
| shipping | загрузка | kemaga yuk ortish |
| similar | подобный, сходный | o'xshash |
| sloping | наклон, склон | nishob, qiya |
| standpoint | точка зрения | nuqtai nazar |
| subject | субъект, предмет | sub'ekt, predmet |
| subsequently | впоследствии | natijada |
| suit | иск, судебное дело | da'vo, sud majorasi |
| supreme | верховный | oliy |
| surface | поверхность | yuz qismi |
| surpass | превосходить; перегонять | oshib ketmoq |
| swallow | глоток, прожорливость | yutum |
| sycophant | льстец, подхалим | tilyog'lamachi |
| thus | таким образом | shunday qilib |
| toady | подхалим, лизоблюд | xushomadgo'y |
| treaty | договор, соглашение | bitim, shartnoma, kelis |
| ugly | уродливый | xunuk, badburush |
| unite | соединять(ся), объединять(ся) | birlashmoq |
| unless | если не, за исключением | agar...masa |
| validity | срок действия | yaroqlilik muddati, qonuniy kuchga egalik muddati |
| watchman | ночной сторож | tungi qorovul |
| whole | целое | bir butun |
| wristwatch | часы | qo'l soat |
| X-ray | рентген | rentgen |
| yes-man | подхалим | xushomadgo'y |

 UNIT 6
Topic: The Constitution of the USA**Linguistic material:**

Phonetics: Characteristics of Vowels;

Grammar: Past Indefinite;

Vocabulary: 1. Topical words,

2. The words with the suffixes- *able*, - *ible*;Word formation: the suffixes -*able*, -*ible*;**Conversational phrases:** How to express thanks;**Texts:** 1. How Rustam spent his last week-end,

2. The Constitution as Supreme Law.

Exercises**Ex.1. Read the words according to the pronunciation rules:**

| | | | |
|------|--------|------|---------|
| art | garden | sort | taught |
| arm | party | port | bought |
| army | dark | torn | caught |
| car | pardon | form | thought |
| far | harm | born | horse |
| farm | sharp | corn | morning |

Ex.2. Listen and repeat:

| | | |
|--------------|---------------|------------------|
| park - pork | harm - horn | art - ought |
| farm - form | card - cord | path - author |
| cart - court | sharp - short | barn - born |
| car - core | bark - born | carman - foreman |
| part - port | party - forty | part - port |

Ex.3. Listen and repeat:

1. In a year William knew Italian well.
2. Now allow me to say a few words about my native town.
3. Is the weather bad today?
4. We found the founder of the houses.

Conversational phrases: How to express thanks.**Ex.4. Try to memorize the following:**

Thank you (very much).

Thanks.

Thanks a lot.

Thank you ever so much.

Thank you for... (doing it, coming, telling me about it, a wonderful evening).

More official forms of thanks:

Much obliged to you.

I am very much obliged to you.

I am very grateful to you.

How good of you.

I am deeply indebted to you.

Replies

You're welcome.

Don't mention it.

Not at all.

I am the one who ought to thank you.

No trouble at all.

That was a pleasure.

That's all right.

That's really nothing.

Ex.5. Memorize the dialogues:

- Thank you for a wonderful evening. That was a pleasure.
- I'm glad you liked it.
x
- Thank you for taking me out.
- I'm the one who ought to thank you.
x
- I'm afraid I haven't been of great help to you.
- Thank you, anyway.
x
- You've done me a favour. Thank you for the trouble you've taken.
- No trouble at all.

Ex.6. In answering the sentences given below use one of the following:

You're welcome.

Don't mention it.

You're always welcome.

Not at all.

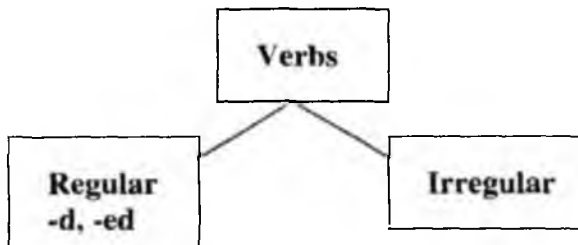
1. Thank you, you've been very helpful.
2. Thank you for telling me about it.
3. Thank you for reminding me.
4. It was very kind of you to drop us. Thank you very much.
5. I'm so much obliged to you. I don't know how to thank you.
6. It was very kind of you to keep us out of trouble. Thank you..

Ex.7. Express your gratitude in the following situations:

- when someone has taken the trouble of doing something for you,
- when leaving a party someone has given,
- when someone has helped you,
- when someone, though willing to help you, has failed to do so,
- when asking someone to do something.

Grammar

Past Indefinite (yesterday, the day before yesterday, last week (month, year), 5 days (weeks, months, years) ago).



live - lived

work - worked

study - studied

help - helped

break - broke - broken

speak - spoke - spoken

write - wrote - written

bring - brought - brought

Affirmative form

I *lived* in Kokand last year.

He lived in Bukhara 2 years ago.

She lived in Andijon 5 years ago.

It lived in the field last week.

We bought a car last year.

You worked at a plant 10 years ago.

They studied at the University 3 years ago.

Negative form

I did not (didn't) go to the cinema last Sunday.

He didn't play football last Saturday.

She didn't read a newspaper yesterday.

It didn't bite the man as it was not wicked.
 We didn't buy vegetables at the market yesterday.
 You didn't come to the party last Monday.
 They didn't help us with our work last week.

Interrogative form

Did you get up early yesterday? Yes, I did / No, I didn't
 You got up early yesterday, didn't you? Yes, I did / No, I didn't.
 Did you get up early or late yesterday? I got up early yesterday.
 When did you get up yesterday? I got up early yesterday.

Ex.8. Memorize the past forms of the following irregular verbs:

| | |
|-----------------|-----------------|
| be - was, were | do - did |
| become - became | drink - drank |
| begin - began | drive - drove |
| break - broke | eat - ate |
| bring - brought | fall - fell |
| build - built | feel - felt |
| buy - bought | fight - fought |
| catch - caught | find - found |
| choose - chose | forget - forgot |
| come - came | get - got |
| go - went | give - gave |
| have - had | send - sent |
| hear - heard | show - showed |
| keep - kept | sing - sang |
| know - knew | sit - sat |
| leave - left | sleep - slept |
| make - made | speak - spoke |
| meet - met | spend - spent |
| put - put | stand - stood |
| ring - rang | take - took |
| say - said | tell - told |
| see - saw | think - thought |

Ex.9. Answer the questions:

1. Did you go shopping yesterday?
2. You went shopping yesterday, didn't you?
3. Did you do shopping or go to the cinema yesterday?

4. What did you do yesterday?

Ex.10. Respond to the statement of your partner according to the model.

Model: A: I went to Moscow last month.

B: Oh, did you? So did I.

Prompts: he - to return home last week; I - to hear this story yesterday; we - to have a good chance; I - to leave Samarkand two days ago; they - to live in Andijon last year.

Ex.11. Respond to the questions according to the model.

Model: A: Did you see him yesterday?

B: Yes, I did. I saw him yesterday (No, I didn't. I didn't see him yesterday).

Prompts: the court - to hear the case, the offender to stand the trial, the prosecutor - to ask the defendant questions, you -to attend the trial, the robber- to be sent to prison, he - to give evidence.

Ex.12. As you read the text write the irregular verbs.

How Rustam Spent his Last Week-End

Rustam is a first year student. He usually gets up early as his classes begin at 8 a.m. On Sundays he does not get up early.

Last Sunday he got up at 9 a.m. He did his morning exercises, washed his hands and face. Then he had breakfast. For breakfast he had some bread, two eggs and tea with sugar. After breakfast he went to the market to do shopping. He bought meat, vegetables and fruit. At 11 a.m. he came home. Then he worked in the garden. At 1 p.m. he had dinner. For dinner he had cabbage soup, beefsteaks and a cup of fruit juice. After dinner he went to the stadium to play football with his friends. He returned home at about 4 p.m. Then he worked in his study. He did his homework on English, History and other subjects. At 7 p.m. he had supper. For supper he had his favourite dish - palov. After supper he watched TV a programme. At 10 p.m. he went to bed.

Ex.13. Ask your classmate six questions about his last week-end.

Ex.14. Answer the questions:

1. Do you get up early or late on Sundays?
2. When did you get up last Sunday?
3. What did you do when you got up?
4. Did you have breakfast at home last Sunday?

5. What did you have for your breakfast?
6. What did you do after breakfast?
7. When and where did you have dinner?
8. What did you do in the afternoon?
9. Did you go anywhere (cinema, theatre, stadium, library)last Sunday?
10. When did you have supper?
11. What did you do after supper?
12. When did you go to bed?

Ex.15. Make up a dialogue about the last week-end.

Ex.16. Tell the class how you spent your last week-end.

Ex.17. Read the dialogue and then act it out:

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

Police: Why didn't you stop when we first signaled?

Driver: Did you signal more than once, then?

Police: What do you think? Of course. we did. Only you didn't see us because you were speeding. That's why.

Driver: Was I? I'm sorry about that. What's the limit speed on this road?

Police: Don't you know? 60 kph.

Driver: Was I doing more than that, then?

Police: What do you think? Of course, you were. You were doing more than 80 kph.

Driver: Was I? I'm sorry about that.

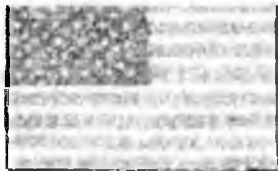
Police: I'm afraid I shall have to charge you with an offence under the Road Traffic Act.

Driver: Will I have to pay a fine? Will I have my license endorsed?

Police: That's for the Court to decide.

Ex.18. As you read the text note the location, population, rivers, mountains and the big cities of the USA.

The USA



The USA is the fourth largest nation in the world (behind Russia, Canada and China). It consists of 50 states with a land mass of 1,477, 887 square kilometers. Alaska is nearly 400 times the size of Rhode Island, which is the smallest state; but

Alaska, with 250,000 people, has half the population of Rhode Island.

America is a land of physical contrasts. The southern parts of the country have warm temperatures year round. The northern parts have extremely cold winters.

The USA is also a land of bountiful rivers and lakes. The state of Minnesota is known as the land of 10,000 lakes. The Mississippi River runs 5,969 kilometers. It is the world's third longest river after the Nile and the Amazon.

The USA is rich in minerals: gold, silver, natural gas, clays, phosphates, lead and iron and petroleum.

Agriculture plays an important role in the economy of the country. More than 1,214 million hectares of land are under cultivation. Farmers plant spring wheat in the cold western plains; raise corn, wheat and fine beef cattle in the Midwest, and rice in the damp heat of Louisiana. Florida and California are famous for their vegetable and fruit production, and the cool, rainy Northwestern states are known for apples, pears, berries and vegetables.

Population of the country: 243, 400,000; 51,4 percent female, 48,6 percent male; average annual growth rate – 0,9 percent.

Family size – 3,19 persons; median age – 32,1. Life expectancy at birth – 71,5 (male), 78,3 (female); 7,5 percent are under age five; 12,3 percent are over age 65; density – 26,6 persons per square km.

Largest cities:

New York – 18,054,000 (population); Los Angeles – 13,471,000;

Chicago – 8,147,000; San Francisco – 5,953,000; Philadelphia – 5,891,000.

Ethnic composition: 78 percent white; 12 percent black, 8 percent Hispanic, 2 percent Asian, American, Indian, Eskimo and Alcut.

Religion: Total membership in religious bodies – 142,800,000; Protestant – 78,991,000; Roman Catholic-52,893,000; Jewish – 3,980,000; other religions – 6,936,000.

Language: predominately English with a sizable Spanish speaking minority.

Health care: 75.1 percent of population is covered by Private Health Insurance; 202 physicians per 100,000 persons; 6,841 hospitals; 5,4 beds per 1.000 persons.

Today, 80 percent of the population lives in or near cities, and only two percent of the population live on farms. There are 30 metropolitan areas of over one million people and 182 cities with 100,000 or more people.

The nation's capital, Washington, D.C., which has more than 3,4 million people, is the 10th largest metropolitan area in the country. Americans live in a

variety of housing that includes single detached homes (71 percent), apartments, (3,6 percent) town houses and mobile homes. Unemployment in the USA is 6 percent. The government provides short-term unemployment compensation to replace wages lost between jobs. Over 80 percent of all wage and salary earners are covered by unemployment insurance.

Over 58 million students are enrolled in American schools. America's first college, Harvard, was founded in 1636, the second, William and Mary, was established in Virginia in 1693.

About 85 percent of American students are enrolled in public schools and the other 15 percent choose to attend private schools. ("Profile" distributed by USIA).

Ex.19. Re-read the text "The USA" and identify the main features of the USA.

Ex.20. Look through the text again and explain the sentence "America is a land of physical contrasts".

Ex.21. Discuss the following:

1. The population of the USA.
2. Any branch of American industry (car production, agricultural machinery, electronics, etc.).

Ex.22. Point out the differences between the location, population, languages, physical features, minerals, health care, the capitals of the USA and the Republic of Uzbekistan.

Ex.23. How well do you know these symbols?

THE AMERICAN EAGLE



The eagle is the symbol of strength and bravery. It is used all the United States government and is on the Great Seal of the United States.

THE STATUE OF LIBERTY

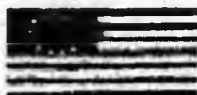


The statue was given in 1886. It is a symbol of freedom and justice. It is one of the most famous symbols of the United States.

THE

John Hancock

John Hancock is the first signer of the Declaration of Independence. He is a symbol of courage and leadership. He is one of the most famous symbols of the United States.

DO YOU
RECOGNIZE
THESE
SYMBOLS?THE ORIGINAL
AMERICAN FLAG

The flag is the symbol of the "Stars and Stripes", the "Old Glory", and the "Red, White and Blue". It is one of the most famous symbols of the United States. It is a symbol of freedom and justice. It is one of the most famous symbols of the United States.

THE CAPITOL BUILDING



The Capitol Building is the seat of the United States government. It is a symbol of democracy and justice. It is one of the most famous symbols of the United States.

THE LIBERTY BELL



The Liberty Bell was cast in 1752 by the Foundry of George Heister. It is a symbol of freedom and justice. It is one of the most famous symbols of the United States.

UNCLE SAM



Uncle Sam is the personification of the United States. He is a symbol of freedom and justice. He is one of the most famous symbols of the United States.

THE ARMY AND NAVY



The Army and Navy are the symbols of the United States military. They are a symbol of strength and justice. They are one of the most famous symbols of the United States.

Ex.24. Study the word formation. The suffixes -able, -ible.

pay - payable
reason - reasonable
honor - honorable
account - accountable

suit - suitable
eat - eatable
change - changeable
define - definable

Ex.25. Form derivative adjectives by means of the suffix - *able,-ible*.

| | | | |
|----------|------------|---------|--------|
| response | read | wear | advise |
| amend | teach | believe | agree |
| remark | choose | cover | allow |
| drink | break | adjust | wash |
| fashion | understand | adore | bear |

Ex.26. Learn the vocabulary to use in sentences of your own:

- culpable - 1) guilty; blameworthy; 2) involving the breach of a duty;
 immovable - property that cannot move itself or be moved by another; an object so firmly attached to land that is regarded as part of the land;
 irrefragable - unanswerable; not to be controverted; impossible to refute;
 irrevocable - unalterable, committed beyond recall;
 issuable - 1) capable of being issued; 2) open to dispute or contention;
 larcenable - subject to larceny;
 liable - one who is responsible, subject for (to) something;
 movable - property that can be moved or displaced, such as personal goods;
 ratable - 1) capable of being estimated, appraised, or apportioned; 2) taxable;
 salable - fit for sale in the usual course of trade at the usual selling price;
 statutable - 1) prescribed or authorized by statute,
 2) confirmed to the legislative requirements for quality, size, amount or the like;
 3) punishable by law;
 suable - 1) capable of being sued; 2) capable of being enforced;
 arsonable - (of property) of such a nature as to give rise to a charge of arson if maliciously burned (only real property, and not personal property, arsonable).

Ex.27. Comment on the meaning of the following words:

| | |
|------------------------|-------------------------|
| tax - taxable | merchant - merchantable |
| amend - amendable | break - breakable |
| response - responsible | adjust - adjustable |
| adore - adorable | account - accountable |

Ex.28. All the adjectives in the box relate to legal matters. Use them to complete the sentences and translate them.

liable responsible reasonable punishable culpable payable

1. The nine - women, three- men Circuit jury convicted J.R. Espie, 17, of one count each of first-degree premeditated murder and felony murder, both ... by mandatory life in prison.
2. He was found by the judge to be ... for the accident.
3. In many situations the parents are ... for their children's misconduct.
4. The number of ... negligence cases has been increasing lately.
5. According to the contract the tenant is ... for all repairs to the building.
6. The police inspector was very ... when I explained that I had forgotten to fasten seat belts.
7. The landlord said that electricity, gas, telephone charges were ... by the tenant.

Ex.29. Match the words with opposite meanings and write them in the table.

| | | | |
|-----------|------------|----------|-----------|
| acquit | tenant | confirm | plaintiff |
| punish | enforce | violate | cancel |
| defendant | deny | landlord | convict |
| release | imprison | confess | innocent |
| guilty | prosecutor | lawyer | encourage |

Ex.30. Finish the sentences:

1. Constable is a ...
2. Immovable is a property that ...
3. Irrefragable is a quality which is ...
4. Salable is a quality which fits ...
5. Liable is a duty of a person, organization who is ...
6. Ratable is a quality ...

Ex.31. Language competition "Relay-race". The teacher will name the topic and suggest that the students should pronounce the topical words. For example, the topic "Profession" is suggested. Student A (Karim) pronounces the name of one of the professions (driver) and the name of one of his classmates (Ahmad). Student B (Ahmad) having heard his name being mentioned reacts to the statement of student A (Karim). Student B (Ahmad) pronounces the name of another profession (lawyer) and the name of student C (Rano). The student who

will be at a loss will be out of game. The winner is the student who is able to give the names of professions distinctly without hesitation.

Ex.32. Look through the newspaper article and tell what it is about:

Robber makes off with bank's cash
Ann Arbor police are searching for a man who robbed a Great Lakes National Bank Monday afternoon and escaped with an undisclosed amount of cash.

The suspect walked into the bank at 2400 S. Huron Parkway at 2:08 p.m. and handed a teller a note demanding money, said Sgt. Greg O'Dell of the Ann Arbor Police Department. No weapon was implied or seen. The suspect fled eastbound on foot, but a police dog was unable to track the suspect.

O'Dell said the suspect may be the same man who robbed the Gags & Gifts shop at 3430 Washtenaw Ave. Sunday afternoon while displaying a knife.

"We're really not sure if this is the same suspect," said O'Dell. "The description is similar, but at this point, we're not certain."

The suspect is described as a tall white male in his 40's with a thin build and dark, greying hair. He was wearing a blue fishing cap and a white T-shirt.

Anyone with any information on the suspect is asked to call Det. Joe Wesolowski at (734) 996- 3297 or the AAPD at (734) 994 - 2878. (AAN, 7/15/99)

Ex.33. Re-read the text and retell it.

Ex.34. As you read the text note the characteristics of the American Constitution.

"We, the people of the United States, in order to form a more perfect Union, establish Justice, insure domestic Tranquillity, provide for the common Defense, promote the general Welfare, and secure the Blessings of Liberty to ourselves and our Posterity, do ordain and establish this Constitution for the United States of America".

(The Preamble to the US Constitution of 1789)

American Constitution

The U.S. Constitution calls itself the "supreme law of the land". This clause is taken to mean that when state constitutions or laws passed by state legislatures or the national Congress are found to conflict with the federal Constitution, they have no force. Decisions handed down by the Supreme Court

over the course of two centuries have confirmed and strengthened this doctrine of constitutional supremacy.

Final authority is vested in the American people, who can change the fundamental law, if they wish, by amending the Constitution or - in theory, at least - drafting a new one. The people do not exercise their authority directly, however. They delegate the day - to -day business of government to public officials, both elected and appointed. The power of public officials is limited. Their public actions must conform to the Constitution and to the laws made in accord with the Constitution. Elected officials must stand for re - election at periodic intervals, when their records are subject to intensive public scrutiny. Appointed officials serve at the pleasure of the person or authority who appointed them, and may be removed. Then their performance is unsatisfactory. The exception to this practice is the lifetime appointment by the president of justices of the Supreme Court and other federal judges, so that they may be free of political obligations or influence.

Most commonly, the American people express their will through the ballot box. The Constitution, however, does make provision for the removal of a public official from office, in cases of extreme misconduct or malfeasance, by the process of impeachment. Article 11, Section 4 reads:

The President, Vice President, and all civil officers of the United States shall be removed from office on impeachment for, and conviction of, treason, bribery, or other high crimes and misdemeanors.

Impeachment is a charge of misconduct brought against a government official by legislative body. It does not, as is commonly thought, refer to conviction on such charges. As set forth in the Constitution, the House of Representatives must bring charges of misconduct by voting a bill of impeachment. The accused official is then tried in the Senate, with the chief justice of the Supreme Court president at the trial.

Impeachment is considered a drastic measure, one that has used on only rare occasions in the United States. The House of Representatives has voted articles of impeachment just 17 times in the history of the country. Thirteen of the 17 persons who have been impeached were federal judges, as were all seven individuals convicted by the Senate.

In 1868, President Andrew Johnson was impeached over issues relating to the improper treatment of the defeated Confederate states following the Civil War. The Senate, however, fell one vote short of the two - thirds majority necessary for conviction, and Johnson completed his full term in office. In 1974, as a result of the Watergate affair, President Richard Nixon resigned from office after the Judiciary Committee of the House recommended impeachment, but before the full House of Representatives could vote on a bill of impeachment.

State officials are similarly subject to impeachment by the legislatures of their respective states. In 1998, for example, the Arizona state legislature impeached its governor and removed him from office. (US Government, pp.20-21)

Ex.35. Re-read the text and translate the Preamble, and the paragraphs related with the description of impeachment.

Ex.36. Look through the text again and explain the following statements:

1. Final authority is vested in the American people.
2. The power of public officials is limited.
3. The justices of the Supreme Court are appointed by the President.
4. The Constitution makes provision for the removal of a public official from office in certain cases.
5. Impeachment is a charge of misconduct brought against a government by legislative body.

Ex.37. Find the answers to the questions below:

1. What is the supremacy of the U.S. Constitution?
 2. How can people change the Constitution?
 3. How do you understand “public elected officials“ and “appointed officials“?
 4. Who gets a lifetime appointment by the president?
 5. Comment on the term “impeachment”.
 6. What does Article 11, Section 4 of the US Constitution read?
 7. What is the procedure of impeachment?
 8. Is impeachment often seen in the history of the USA? What impeachment do you know?
 9. When was the US Constitution adopted?
 10. How many amendments have been introduced to the US Constitution?
-

Ex.38. Look at the picture and identify who they are. Tell the class about the contributions they made.



Ex.39. Discuss the following in your group:

1. The history of the US Constitution (authors, how long it took to write, where it was declared, adopted...).
2. Why was President Andrew Johnson not impeached though the Senate tried to remove him from the office?
3. What do you know about Bill Clinton's case with Monica Lewinsky?

Ex.40. Read and explain each amendment to the US Constitution:

Rights and Responsibilities

The Constitution provides the federal government with the authority to achieve the goals set forth in the preamble: "to establish justice, insure domestic tranquility, provide for the common defense, promote the general welfare, and secure the blessings of liberty" for all citizens. The constitution's first 10 amendments, known as the Bill of Rights, enumerate certain "unalienable" rights that belong to every person, among them freedom of religion, of speech and of the press.

The first 10 Amendments to the Constitution and their Purpose Protections give fundamental rights and freedoms.

Amendment 1: Freedom of religion, speech, press, and assembly; the right to petition the government. Protections against arbitrary military action.

Amendment 2: Right to bear arms and maintain state militias. (National Guard).

Amendment 3: Troops may not be quartered in homes in peacetime.

Protection against arbitrary police and court action.

Amendment 4: No unreasonable searches or seizures.

Amendment 5: Grand jury indictment required to prosecute a person for a serious crime. No “double jeopardy” – being tried twice for the same offense. Forcing a person to testify against himself or herself prohibited. No loss of life, liberty or property without due process.

Amendment 6: Right to speedy, public, impartial trial with defense counsel, and right to cross – examine witnesses.

Amendment 7: Jury trials in civil suits where value exceeds 20 dollars.

Amendment 8: No excessive bail or fines, no cruel and unusual punishment. Protections of states’ rights and unnamed rights of the people.

Amendment 9: Unlisted rights are not necessary denied.

Amendment 10: Powers not delegated to the United States or denied to states are reserved to the states or to the people.

The Bill of Rights was ratified in 1791, but its application was broadened significantly by the 14th Amendment – “nor shall any state deprive any person of life, liberty, or property, within due process of law” – has been interpreted by the Supreme Court as forbidding the states from violating most of the rights and freedom protected by the Bill of Rights. (American Government, p.44)

Ex.41. Explain the following questions:

1. In what article of the Constitution of the Republic of Uzbekistan has Amendment 1 of the Constitution of the USA found its expression?
2. What is your opinion of Amendment 2 of the US Constitution?
Does the Constitution of the Republic of Uzbekistan give a right to bear arms?
3. Compare other Amendments of the US Constitution with the Constitution of the Republic of Uzbekistan and say if there are similar provisions in the latter.

Ex.42. As you read the text note the main characteristics of legal education in the USA.

Legal Education in the USA

Three stages of development are distinguished in the history of legal education in the USA.

Apprentice training – the first stage was held either in the office of practicing lawyer or in a law school organized as an expanded law office and applying office methods of instruction.

The second stage – college training began after the adoption of the Constitution. Apprentice training could not meet the new demands –to investigate each item of the common law of England according to the conditions in the New World. It became necessary for textbooks to guide the courts in the new branches of law.

In the third stage – scientific study of jurisprudence there is scientific study of the legal system of English –speaking countries on the basis of the sources. An analytical and a historical method, as methods of a general science of law, are applied to the sources, and thus system is put into each branch of the law.

At present more than 120,000 students are enrolled in 177 law schools in the USA.

One of the features of legal education in the USA is you can become a student of a law school after graduating from college, i.e. if you want to become a lawyer you should study four years at a college after a secondary education and then to enter and study three years at a law school.(Хижняк С.П.Учебник..., pp.180-185)

Ex.43. Re-read the text again and describe the progress in the history of legal education in the USA.

Ex.44. Discuss the following questions:

1. The admission system to law schools in Uzbekistan and in the USA.
2. The structure of legal training in Uzbekistan and in the USA.

Ex.45. Read the text and point out the main features of the University of Michigan:

The University of Michigan

The University of Michigan is one of the greatest universities in the world with a long and distinguished history. It was founded in 1817 when the state was still part of the Northwest Territory.

As a state, Michigan provided a home to freed slaves and later led the nation in passing civil rights laws. It was among the first states to institute an Environmental Protection Act. This act, later adopted widely as a model by other

states, was the first to extend to private citizens the right to bring suit to stop environmental damage. It should be noted that the act was the work of a member of the University's law faculty.

The University of Michigan was the largest public university in America in the 19th century and by a comfortable margin the most generously supported. It was among the leaders in establishing graduate education along the lines that have now been universally adopted. Until 1931, the Regents, who were and are still publicly elected, had the power to finance the activities of the University through taxation. Since 1931, the University has been supported by legislative appropriations and, increasingly, by generous private donations and tuition. It is a public institution, committed to public education and proud of it, but like all great education institutions of the present day it must rely on a combination of state, national, and private resources for its support.

The Law School

The University of Michigan Law School was founded in 1859 and is one of the oldest in the nation. Among its original faculty and for many years the dean was Thomas M. Cooley, one of the great minds of the 19th century, who also served as Chief Justice of the Supreme Court of Michigan and as the first chairman of the Interstate Commerce Commission. Cooley was the author of a definitive treatise on American Constitutional Law, but in the best tradition of mid-19th century America, he was also accomplished as a musician, an inventor, and a social scientist.

From its inception, Michigan, unlike other distinguished law schools of the time, was not restricted to the wealthy. Nor was it a local institution. It drew students from many parts of the East, from all over the Middle West, and from states of the Great Plains. The School, which had never excluded students on the grounds of race, admitted its first African American student, Gabriel Franklin Hargo of Adrian, Michigan in 1868, and with his graduation in 1870 became the second American University to confer a law degree on an African American. By 1870, the admission of women was accomplished, and in 1871 Sarah Killgore of Crawfordsville, Indiana, graduated from the School, the first woman in the English-speaking world to receive a university law degree. By 1894, the Law School had enrolled its first Mexican American students. An early member of this group, J.T. Canales, achieved prominence in the Texas state government.

Like other law schools of the 1870s, Michigan at first offered a two-year program of lectures, open to all students with high school diplomas. However, in keeping with the University's leadership in graduate education generally, Michigan became one of the first law schools to extend its program to three years, to adopt

the "case method," and to require previous undergraduate training. It was also among the first to offer post-graduate instruction in law, to create joint degree programs, and to establish offerings in clinical law.

Today, Michigan offers a curriculum that prepares its students for legal practice anywhere in the United States and throughout much of the world. (The University of Michigan Bulletin, Vol 27, №10, P.8-9).

Ex.46. Discuss the following questions:

1. What are the similarities between Tashkent State Law Institute and the Law School at the University of Michigan?
2. What are the differences between Tashkent State Law Institute and the Law School at the University of Michigan?
3. Have you ever visited other Universities? If yes, try to compare your Institute with the one you have visited. Use the following criteria for comparison: the date of foundation, location, buildings where the Universities are located, classrooms, libraries, other facilities, professors, teachers, and other factors

Ex.47. Read and translate the text:

What to do if you are arrested

If you are a solid citizen, being arrested is probably the least of your worries. But in the unlikely event that you are arrested, here are a few things to remember:

Do not resist arrest.

You do not have the right to resist a lawful arrest. Resisting arrest is a criminal offense in itself and will only make things worse. Even if you are ultimately acquitted of the charge that prompted the arrest, you may still be convicted of resisting arrest.

Ask for a copy of the arrest warrant, or ask what charges have been filed against you.

If there is a warrant for your arrest, the police officer should have it with him. The warrant states the charges against you, and you are entitled to a copy of it. If you are being arrested without a warrant, the police officer must tell you what crime he is arresting you for.

Identify yourself.

The police officer will ask for your name and address. If you refuse to identify yourself, you will not be able to make bail and will be kept in custody until your trial.

Do not make any other statements to the police until you speak to a lawyer.

You have the right to remain silent. Your natural impulse may be to tell your side of the story, and you may even believe that remaining silent gives the impression that you have something to hide. This is not the case. Resist the temptation to defend yourself by speaking up, because you may inadvertently implicate yourself in a crime.

If the police attempt to question you, tell them you want to speak with a lawyer before making any comment. You will then be allowed to call your lawyer, or you will be given one, but this could take several days. In the meantime, continue to remain silent.

Call a friend, relative, or lawyer to help you put up bond.

You will probably be able to be released until trial by "making bail," or "putting up bond." The bail or bond is money you provide to ensure that you show up at the trial. After you appear, the money will be returned to you.

You may not have to put up cash or property for a bond, however. You may be allowed to sign a recognizance bond, which is a written promise to appear. If you are told to put up cash but do not have it, you may hire a bondsman to post the bond.

Obey all conditions of your bond.

A bond is a conditional release. The condition might be that you abstain from alcohol or stay away from certain individuals until your trial. Follow the conditions to the letter, or your bond could be revoked, and you will have to await your trial in jail. (Legal Problem Solver, p.38)

Ex.48. Write an essay on one of the following topics:

1. History of the US Constitution.
2. Democratic principles of the Government outlined in the US Constitution.
3. Amendments to the US Constitution and their essence.
4. Federal and State Constitutions.
5. Differences between the US Constitution and the Constitution of the Republic of Uzbekistan.

Glossary

| | | |
|-------------|------------------------|--------------------------------|
| abstain | воздерживаться | betaraf qolmoq (ovoz berishda) |
| accomplish | выполнять | bajarmoq, amalga oshirmoq |
| accountable | ответственный | ma'sul |
| acquit | оправдывать, объявлять | oqlamoq, jinoyat sodir |

| | | |
|------------|---------------------------------------------------|--------------------------------------------|
| | нсвиговным в совершении преступления | qilishda aybdor emas deb e'lon qilmoq |
| admission | допуск, признание факта | yo'l qo'yish, faktni tan olish |
| appoint | назначать | tayinlanmoq |
| apprentice | начальная подготовка | boshlang'ich ta'lim training |
| amendment | поправка | tuzatish |
| arrest | арестовывать | qamamoq, qamoqqa (hibsga) olmoq, |
| assembly | законодательное собрание | qonun chiqaruvchi (chiqaradigan) majlis |
| await | ждать | kutmoq |
| bail | брать на поруки | kafillikka olmoq, |
| ballot box | избирательная урна | saylov qog'ozini tashlash qutisi |
| bear arms | носить оружие | qurol saqlamoq |
| beef | говядина | mol go'shti |
| blessing | благословение | duo, fотиha |
| bondsman | поручитель | kafil |
| bountiful | щедрый | saxiy, qimmatbaho |
| build | строить | qurmoq |
| cash | наличные деньги | naqd pul |
| cattle | рогатый скот | poda |
| clay | глина | loy |
| complete | совершенный | to'liq |
| confer | присваивать, обсуждать | o'zlashtirib olmoq, muhokama qilmoq |
| confirm | подтверждать | tasdiqlamoq |
| conform | сообразовать | muvofiqlashmoq |
| constable | констебль, полицейский (амер) судебный пристав | sud ijrochisi |
| contrast | противоположность | qarama- qarshilik |
| conviction | обвинительный приговор | ayblov hukmi |
| copy | экземпляр, копия | nusxa |
| corn | зерно | g'alla |
| course | курс | kurs, oqim |
| cruel | жестокий | rahmsiz |
| culpable | виновный, преступный | aybdor, gunohkor |

| | | |
|-----------------|--------------------------------------------------------------|-----------------------------------------------------------------|
| custody | охрана, содержание под стражей | himoya, vasiylik, qamoqda saqlash, tutib olish |
| damp | сырость | namlik |
| delegate | делегат, представитель | vakil |
| density | густота | zichlik |
| deprive | лишать | mahrum qilmoq |
| display | показ, выставка | ko'rgazma |
| donation | денежное пожертвование | pul shaklidagi sadaqa |
| double jeopardy | запрещение повторного преследования по одному и тому же делу | bir ish yuzasidan qayta ta'qib qilishni taqiqlash |
| draw | рисовать | chizmoq |
| ensure | обеспечивать, гарантировать | ta'minlamoq, kafolatlamoq, garantiyalamoq |
| enumerate | перечислять | sanab o'tmoq |
| escape | бегство | qochib qutilish |
| exceed | превышать | ortib ketmoq |
| exclude | исключать, не допускать, удалять | istisno qilmoq, yol qo'ymaslik, chiqarib tashlamoq |
| express | выражать | ifodalamoq |
| extremely | чрезвычайно, крайне | juda, haddan tashqari |
| female | женщина | ayol |
| fine | штраф, налагать штраф | jarima, jarima solmoq |
| forbid | запрещать | ta'qiqlamoq, man qilmoq |
| freed slaves | освобожденные рабы | ozod bo'lgan qullar |
| governor | правитель, губернатор | hokim |
| graduate | выпускник высшего учебного заведения | oliy |
| grand jury | большое жюри, присяжные | o'quv yurtini tamomlamoq katta juyri, sud maslahatchilari |
| gratitude | благодарность | minnatdorchilik |
| growth | рост | taraqqiyot |
| heat | жара | jazirama issiq |
| health care | здвоохранение | sog'liqni saqlash |
| honorable | почетный | fahrli, sharafli |
| identify | устанавливать подлинность | tanib olmoq, o'xshatmoq, aslini aniqlamoq |
| immovable | недвижимый, недвижимое имущество | ko'chmas mulk |

| | | |
|-----------------|-----------------------------------------------|--------------------------------------------------------------------|
| impartial | беспристрастный | beg'araz, haqqoniy |
| impeachment | порицание, импичмент | yuqori mansabdorlarni ayblab jinoiy javobgarlikka tortmoq |
| imply | заключать в себе | o'zida aks ettirmoq |
| implicate | вовлекать | jalb etmoq |
| impulse | толчок, побуждение | turtki |
| inception | начало | boshlanish |
| indictment | обвинительный акт | ayblov akti |
| insurance | страхование | sug'urta |
| irrevocable | неотменяемый | qoldirib bo'lmaydigan |
| lake | озеро | ko'l |
| larceny | воровство | birovning mulkini o'girlash |
| latter | последний | keyingi |
| lawful | законный, правомерный | qonuniy, haqqoniy |
| lead | руководить | olib bormoq, boshqarmoq, rahbarlik qilmoq, boshchilik qilmoq |
| least | наименьший | eng kam |
| liable | ответственный, подлежащий | javobgar, lozim bo'lgan |
| liberty | свобода | ozodlik, erkinlik |
| life expectancy | средняя продолжительность жизни | o'rtacha hayot davomi |
| male | мужчина | erkak |
| malfeasance | совершение неправомерного действия | noqonuniy harakat sodir etmoq |
| meantime | тем временем, между тем | o'sha paytda, vaholanki |
| measure | мера | chora |
| metropolitan | столичный | po'ytaxtga xos |
| mind | разум | aql |
| misconduct | неправомерное поведение | tartibhuzarlik |
| misdemeanor | судебно наказуемый проступок, преступление | jinoyat |
| obey | подчиняться | bo'ysunmoq, itoat qilmoq |
| obligation | обязательство, обязанность | majburiyat, vazifa |
| occasion | случай, обстоятельство | ahvol, munosabat |
| offering | предложение | taklif qilish |
| official | должностное лицо | mansabdor shaxs |
| ordain | предопределять, предписывать | aniqlamoq, yozma buyruq bermoq |

| | | |
|------------------|-----------------------------------------|----------------------------------------------------------|
| payable | подлежащий уплате, доходный | to'lanadigan |
| peacetime | мирное время | tinchlik payti |
| petroleum | нефть | neft |
| post-graduate | аспирант | aspirant |
| posterity | потомство, последующее поколение | kelajak avlod |
| preamble | преамбула, предисловие | kirish so'zi |
| probably | вероятный, возможный | ehtimol tutilgan, amalga oshiriladigan |
| quarter | четверть, квартал | chorak, kvartal (yilning to'rt dan bir qismi, uch oy) |
| race | соревнование в беге | yugirish bo'yicha musobaqa |
| raise | поднимать | ko'tarmoq |
| rare | редкий | kamdan-kam |
| reasonable | справедливый, разумный, соответствующий | haqqoniy, oqilona, adolatli, |
| receive | получать, принимать | olmoq, qabul qilmoq |
| remain | оставаться | qolmoq |
| remove | устраивать, перемещать | olib tashlamoq, yo'qotmoq, joyini (o'rmini) o'zgartirmoq |
| resign | уходить в отставку | istefoga chiqmoq |
| restrict | ограничивать | cheklamoq |
| resist | сопротивляться | qarshilik qilmoq (ko'rsatmoq) |
| revoke | отменять, аннулировать (закон, приказ) | qoldirmoq, bekor qilmoq |
| road traffic act | закон о правилах движения | yo'l harakatlari haqida qonun |
| salable | пользующийся спросом | ehtiyoji baland bo'lmoq |
| salary | оклад | ish haqi |
| show up | доказывать | isbotlamoq |
| silent | безмолвный | gapirmaslik |
| sizable | порядочного размера | katta hajm |
| solid | твердый | qattiq |
| speedy | быстрый | tez |
| stage | этап | bosqich |
| statement | заявление, утверждение | ariza, tasdiq, bayon |
| stand for | терпеть, стоять за | chidamoq; anglatmoq |
| structure | строение | tuzilish |
| suable | ответственный перед | sudga |

| | | |
|----------------|-------------------------------------------|------------------------------------------------------|
| | судом, подсудный | tortiladigan, sud hukmiga havola etiladigan |
| suitable | подходящий | muvofiq |
| support | поддержка | qo'llab-quvvatlash |
| temptation | искушение, соблазн | vasvasa, ig'vo |
| term | срок, период, время | muddat, davr, vaqt |
| track | след | iz |
| tranquillity | спокойствие | xotirjamlik |
| treason | измена, государственное преступление | davlatga nisbatan qilingan xoinlik, xoinlik |
| troop | войска | qo'shin, askar |
| try | привлекать к судебной ответственности | sudlamoq, sud |
| undergraduate | подготовка студента – бакалавра | javobgarligiga tortmoq bakalavr-talaba |
| unenemployment | безработица | training tayorlash ishsizlik |
| unusual | необычайный | g'ayri tabiiy |
| vest | облекать, наделять (правами, властью); | (huquqlarga, hokimiyatga) ega bo'lmoq, qaralishli |
| wage | зарплата | maosh |
| wealthy | богатый | boy |
| weapon | оружие | qurol |
| wheat | зерно | bug'doy |
| worry | беспокоиться | tashvishlanmoq |

Topic: The Government of Uzbekistan

Linguistic material:

Phonetics: Characteristics of vowels;

Grammar: Comparative construction *as...as, not so...as*;

Vocabulary: 1. Topical words;

2. The words with the suffix *-ment*;

Word formation: the suffix *-ment*;

Conversational phrases: Congratulations and wishes;

Texts: 1. My future profession; 2. The Government of Uzbekistan; 3. From the history of legal education in Uzbekistan.

Exercises

Ex.1. Read the words according to the pronunciation rules:

| | | | |
|--------|---------|-------|----------|
| nerve | merlin | fur | surface |
| perch | merger | burn | surgeon |
| term | merman | lurch | murphy |
| verse | perfect | lurk | murder |
| verb | permit | Turk | Thursday |
| firm | birth | work | worth |
| bird | mirth | worm | worse |
| girl | mirk | word | worker |
| thirty | virgin | world | workday |

Ex.2. Listen and repeat:

| | | |
|--------------|---------------------|--------------|
| more - moon | fee - fit | bed - bad |
| door - did | Pete - pit | set - sat |
| road - round | fourteen - forty | men - man |
| tower - tour | fifteen - fifty | shot - shoot |
| poor - cure | sixteen - sixty | spot - sport |
| dare - dear | seventeen - seventy | cut - caught |

Conversational phrases: Congratulations and Wishes

Ex.3. Read the phrases:

Congratulations! My (best) congratulations to you on ...

Many happy returns (of the day)! (A) Happy New Year

Best wishes for ... My best wishes to you!

May all dreams come true! I wish you all the happiness in the world!

I wish you luck! Good luck!

All the best! A very enjoyable holiday to you!

Happy birthday to you! Merry Christmas!

Have a nice holiday. A happy weekend (to you)!

Have a good time! Have a comfortable journey!

Have a good crossing! Happy landing!

Notes: "Congratulations" is a most general expression used on any occasion but the New Year. The main answer to "A Happy New Year" is to repeat the wish. The answer to the other phrases of congratulation and wishes is "Thank you, Thank you very much, or Thanks, or Thank you, the same to you".

Ex.4. Memorize the dialogues:

- Leaving? - Are you flying to Moscow?

-Yes, in an hour. - We are.

-Have a comfortable journey. - Happy landing.

-Thank you. - Thank you.

x

x

x

- When are you sailing off?

- In a few hours. - Are you?

- We are going to a party.

Have a good time.

x

x

x

- Happy New Year!

- Happy New Year!

- Merry Christmas!

- Merry Christmas!

x

x

x

- I hear you have won the competition.

- Yes, I have.

- My congratulations.

- Thank you.

- Jane, Happy birthday!

- Thank you.

Ex.5. Respond to the following:

1. - A Happy weekend! - ...

2. - Merry Christmas! - ...

3. - Happy New Year! - ...

4. - Are you going there by sea?

- We are.

5. - ... - Happy landing!

6. - ... - Have a good time.

7. - May all dreams come true! - ...

8. - My best wishes to you! - ...

9. - Congratulations to you! - ...

10. - I wish you good luck! - ...

Grammar

Comparative constructions *as...as, not so...as*.

as ... as

- My house is as big as his

He is as tall as his brother

not so ... as

- My house is not so big as his

He is not so tall as his brother

Ex.6. Translate the sentences:

1. The police's job is as difficult as that of the military officers'.
2. London is as big as Moscow.
3. The river Thames is not so long as the river Sir-Darya.
4. The building of the Oliy Majlis is not so big as the Westminster Abbey.
5. The Empire Building was not so tall as the Sears Tower.
6. German is not so easy as English.

Ex.7. Translate the sentences paying attention to the comparative constructions *as...as, not so...as*:

1. My house is as big as his.
2. He is as tall as his brother.
3. Samarkand is as old as Khujand.
4. Apples are as tasty as pears.
5. Anvar is as lazy as his brother.
6. Navoiy city is not so far as Bukhara.
7. Sugar is not so sweet as honey.
8. Wood is not so heavy as stone.
9. The fur of a squirrel is not so expensive as the fur of a fox.
10. Iron wire is not so flexible as copper wire.

Ex.8. Compare the objects according to the model.

Model: A raincoat - a winter coat (warm)

A raincoat is not so warm as a winter coat.

A winter coat is warmer than a raincoat.

1. An orange - a lemon (sour).
2. The Baltic Sea - the Black Sea (beautiful).
3. The French language- the Chinese language (difficult).
4. A street - a lane (narrow).
5. A sapphire -a diamond (valuable).
6. Water - oil (light).

Ex.9. Qualify 5 objects in comparison with your friend's.

- Model:**
1. My car is as big as Karim's.
 2. My knowledge is not so poor as Rustam's.
 3. My tie is brighter than Ahmad's.

Ex.10. Answer the questions:

1. Is Tashkent as old as Bukhara?
2. Baikal is deeper than Balkhash, isn't it?
3. Samarkand is not so big as Tashkent, is it?
4. Do you like English as much as Russian?
5. Is the Constitution of Uzbekistan as old as the Constitution of the USA?
6. Are there as many amendments in the Constitution of Uzbekistan as in the Constitution of the USA?

Ex.11. Ask your groupmate five questions using the conjunctions as...as, not so... as.

Ex.12. Language competition. "What is there on the table (in the classroom)?"

The class will be divided into two teams. Students of each team mention the names of the things which are on the table (classroom) or might be.

Student1 from team A: a plate.

Student from team B: a knife

Student 2 from team A: a spoon...

If a student doesn't know the name of a thing or is at a loss his/her team loses a point. The winner is the team which makes the least mistakes.

Ex.13. As you read the text note the kinds of professions:

My future profession

A profession is the work which a person chooses for himself/herself for his/her life. There are many kinds of profession: a worker, a farmer, an engineer, a driver, a musician, a pilot, a carpenter, a physician, a writer, a lawyer, a teacher, an

accountant and many others. I think every profession has its merits and difficulties. Workers, farmers, builders spend a lot of time in the open air. They work physically. It helps them to be strong and healthy. Doctors treat patients. They bear the responsibility for the health of people. So it is one of the most difficult professions. As for me, I made my choice long ago. I want to become a lawyer.

In a newly independent republic the strategy of rebuilding a new law-governed state has been developed. Uzbekistan has been establishing relations with many foreign countries. Thousands of joint ventures have been established and day by day their number is growing. Different kinds and types of properties are becoming privatized.

Uzbekistan has become an equal member of many international organizations.

A lawyer, in broad sense, is someone whose principal occupation is related both to the making and administration of the law, and who has a sufficiently wide education, distinguishing him from minor administrative officials. So the practice of civil law consists of several co-ordinate professions of constituting a career in itself. Such are for example the professions of a judge, diplomat, higher civil servant, law teacher and scholar.

Ex.14. Re-read the text and find the words with a similar meaning in it:

a trade; a person who practices law; a doctor; a person whose work is to keep and examine business accounts; duty; connection; rule, control; to be the components of.

Ex.15. Answer the questions:

1. What professions do you know?
2. What are the professions of your relatives?
3. Which profession do you think to be the most difficult? Why?
4. Why have you chosen lawyer's profession?
5. What is the lawyer's profession related to?
6. What are the branches of a lawyer?

Ex.16. Complete the sentences using the appropriate words:

1. I want to become ...
 2. My brother wants to become ...
 3. My sister wants to become ...
 4. My friend wants to become ...
-

-
5. My uncle wants to become ...
 6. My aunt wants to become ...
 7. John wants to become...
 8. My cousin wants to become ...
 9. My nephew wants to become ...
 10. My niece wants to become ...
 11. My brother -in-law doesn't want to become ...
 12. My sister-in-law does not want to become...

Ex.17. Answer the questions:

1. What does your father do? 2. What is the occupation of your mother?
3. What does your brother do? 4. What is your sister's (future) profession? 5. What is your uncle's job? 6. Where does your aunt work?
7. What profession does your cousin like? 8. What does your nephew want to be?
9. What does your niece want to become? 10. What is your friend's future profession?

Ex.18. Agree or disagree with the following statements.

- Model.** 1: -Ahad's uncle is a judge. He works as judge in a regional court.
-I think you are mistaken. Ahad's uncle is not a judge. He is a police inspector.
2. -Rano's brother has graduated from the University of Diplomacy. Now he is working at the Ministry of Foreign Affairs.
-Yes, you are right. He is a diplomat. He works at the Ministry of Foreign Affairs.
1. I think the legal system is the same all over the world.
 2. Having studied law you will be able to work in various spheres.
 3. Out of 43 presidents of the USA 29 were lawyers.
 4. You needn't look for the Constitution of Great Britain in one document; it is not compiled as a whole in any particular document.
 5. The English Constitution is flexible because Parliament can make or unmake any law by the same procedure and with the same ease.
 6. Driving on the road one can see many cases of violations of traffic rules. I think traffic rules are not working properly.
-

Ex.19. Look through the report below and define what it is about.

Ypsilanti man arrested after chase

Ypsilanti police arrested a 35 year old man Monday night after he failed to pull over for a traffic violation and led officers on a car chase through several streets on the city's south side.

The chase ended up in the parking lot of the Greater Love Church of God in Christ, 565 Monroe St. where the fleeing vehicle hit three other cars and scattered about 20 people.

Police caught the suspect, who is from Ypsilanti, near Perry and Harriet streets after a foot chase. (AAN, 8/3/99)

Ex.20. Explain why police arrested a 35 year old man.

Ex.21. Study the word formation. The suffix *-ment*.

move - movement

establish - establishment

achieve - achievement

govern - government

manage - management

judge - judgement

Ex.22. Form derivative nouns with the suffix *-ment*

| | | | | | |
|---------|---------|-------|---------|---------|--------|
| bail | state | judge | better | commit | amend |
| confine | contain | agree | arrange | appoint | settle |

Ex.23. Study the vocabulary to use in sentences of your own:

apportionment - division into proportionate shares;

arbitrament - the act of deciding or settling a dispute that has been referred to arbitration;

intendment - a decision-maker's inference about the true meaning or intention of a legal instrument;

incitement - the act of persuading another to commit a crime;

impressment - 1) the act of forcibly taking (something) for public service, 2) a court's imposition of a constructive trust on equitable grounds;

impeachment - the act of removing the official from office by president a written charge (accusation of a crime);

impairment - the act or state of being damaged, weakened, or diminished;

enjoyment - 1) possession and use, especially of rights or property, 2) the

exercise of a right;

entrapment - a law-enforcement officer's inducement of a person to commit a crime, for the purpose of bringing a criminal prosecution against that person;

engagement - 1) a contract or agreement involving mutual promises,

2) an agreement to marry; the period after which a couple has

agreed to marry before they do so;

endorsement - the act of signing one's name on the back of a negotiable instrument in order to transfer it someone else;

infringement - violation of another's right or privilege;

encroachment - an infringement of another's rights or intrusion on another's property;

enactment - the action or process of making into law;

disbursement - the act of paying out money, commonly from a fund or in settlement of a debt or account payable;

disbarment - the action of expelling a lawyer from the bar or from the practice of law, usually because of some disciplinary violation;

detriment - any loss or harm suffered by person or property;

settlement - 1) the process of coming to a political or financial agreement,

2) payment, satisfaction, or final adjustment;

endowment - a gift of money or property to an institution for a specific purpose.

Ex.24. Define the meaning of the following words:

| | | | |
|------------|------------|---------------|------------|
| government | employment | enlargement | enablement |
| enlistment | payment | requirement | investment |
| enrollment | argument | establishment | amendment |

Ex.25. Finish the sentences:

An amendment is a legislative change...

Advancement is a payment or gift ...

A supplement is an addition to ...

Retirement is a state of ...

Presentment - is an act of presenting ...

An appointment is an act of designating a person ...

Punishment is a sanction - such as a fine ...

A judgement is a court's final ...

Imprisonment is an act of confining a person ...

Harassment - is a state of emotional distress as the result of ...

Ex.26. All the nouns in the box relate to legal matters. Use them to complete the sentences and translate them:

impeachment infringement commitment argument
imprisonment encroachment detriment

- 1.Stricklen was involved in an ... with several people in Matthew's a apartment before the killing.
2. The President said that he would veto the House bill "in order to protest the nation's ... to smaller classes and better schools".
- 3.In 1999 the Supreme Court of the USA considered the case of ... of B. Clinton.
- 4.The defendant was sentenced to four years of ...
- 5.Their ... started a year ago and now they have occupied a huge territory.
- 6.... is regarded as a violation of copyright. He was fined \$ 2.000 for infringement.
- 7..The driver of the car was entitled to recover the ... suffered.

Ex.27. As you read the text note the basic features of the Government of the Republic of Uzbekistan.

The Government of Uzbekistan

The Republic of Uzbekistan was under the control of Russia until 1991. On August 31, 1991 its independence was declared.

According to the Constitution adopted on December 8, 1992 the Government of Uzbekistan is composed of three branches: the legislative, the executive and the judicial.

The legislative power belongs to the Oliy Majlis. There are 250 members in the Oliy Majlis who are elected for a term of five years each. According to the Articles 76 and 77 of the Constitution of Uzbekistan, the Oliy Majlis is the highest representative body. It exercises legislative power. All citizens of the Republic of Uzbekistan who have reached the age of 25 by election day shall be eligible to be elected to the Oliy Majlis of the Republic of Uzbekistan. Requirements for candidates to be elected shall be determined by law.

The executive power in Uzbekistan is vested in the President of the Republic of Uzbekistan, who is elected for a term of five years. The President of Uzbekistan

must be a native-born citizen, a resident in the country for ten years, and at least 35 years old.

The judicial branch consists of the Constitutional Court, Supreme Court, the Higher Economic Court of the Republic of Uzbekistan and the Supreme Court and Arbitration Courts of Karakalpakistan. These courts of the judicial branch also include regional, district, town, city and Tashkent city civil, criminal and arbitration courts appointed for a term of five years. Organization and procedure for the operation of the courts is specified by law.

The Constitutional Court hears cases relating to the constitutionality of acts passed by the legislative and executive branches.

The Constitutional Court is elected from political and legal scholars and consists of a Chairman, Vice Chairman and judges that include a representative of Karakalpakistan.

The Supreme Court is the highest judicial body of civil, criminal and administrative law.

Any economic and management disputes that may arise between entrepreneurs, enterprises, institutes and organizations based on different forms of ownership shall be settled by the Higher Arbitration Court. All legal proceedings shall be conducted in the Uzbek and Karakalpak languages. Any defendant has the right to a defense. The right to legal assistance shall be guaranteed at any stage of the investigation and judicial proceedings. Legal assistance to citizens, enterprises, institutions and organizations shall be given by the lawyer's association.

(Constitution of the Republic of Uzbekistan, pp.25, 32).

Ex.28. Re-read the text and identify the functions of the three branches of the Government of the Republic of Uzbekistan.

Ex.29. Look through the text again and explain the cases that various types of courts deal with.

Ex.30. Find the answers to the following questions from the text above :

1. When did the Republic of Uzbekistan become independent?
2. How many viloyats are there in Uzbekistan?
3. What branches does the Government of Uzbekistan consist of?
4. Who is the head of the Government?
5. What requirements must meet the President candidacy of the Republic of Uzbekistan?
6. What is the Oliy Majlis?

7. What are the political parties in the Republic of Uzbekistan?

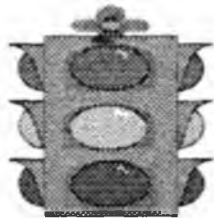
Ex.31. Discuss the following questions in your group:

1. How were civil and criminal cases settled in the history?
2. What would you outline in the history of legal education in Uzbekistan?
3. Where are lawyers trained at present?
4. What prominent lawyers do you know?

Ex.32. Translate Chapter 21 (Articles 99-105) of the Constitution of the Republic of Uzbekistan.

Ex.33. As you read the text copy out the derivative words and translate them.

Model: unavoidable – muquarrar, turgan gap



Automobile Accidents

Some automobile accidents are unavoidable, and no one can be blamed. But when the owner or operator of a motor vehicle is negligent, he will be held liable, or legally responsible for any damages resulting from the accident.

What negligence means

With regard to automobile accidents, negligence means the failure to use ordinary or reasonable care in operating a vehicle. Under ordinary conditions, just obeying all traffic and safety laws would constitute ordinary care. But sometimes obeying the law is not enough. For example, when the roads are wet or icy, extra caution is required. The same is true when someone drives through a residential area or a school zone.

Shared responsibility

Suppose an accident is due to the negligence of both drivers. For example, Jane backs out of her driveway carelessly and runs into Judy, who has just run a red light. While both drivers are at fault, Judy is more at fault than Jane. Because of situations like this, all states have what are called comparative-fault laws, which

relate the amount of money a person can receive to the degree to which he was at fault. In this instance, Jane receives more compensation than Judy, because the court figured her to be only 25 percent at fault, in contrast to Judy's 75 percent.

Ex.34. Look trough the text again and comment on the meaning of the following words:

Unavoidable, to blame, vehicle, to obey traffic and safety laws, extra caution, a residential area, negligence, to run a red light, to be at fault.

Ex.35. Re-read the text and try to summerize the case from the perspective of a police inspector, Judy and Jane.

Ex.36. Write an essay on one of the following topics:

1. Rights of citizens in the Constitution of the Republic of Uzbekistan.
2. Legal education in Uzbekistan.

Glossary

| | | |
|-------------|-------------------------------------------------------------------------------------|-----------------------------------------------------|
| accountant | бухгалтер | hisobchi |
| advancement | продвижение | oldinga siljish |
| appointment | назначение на должность | mansabga tayinlash |
| argument | аргумент, довод (доказательство) | dalil, asos, dalil (isbot) |
| arrangement | соглашение, мероприятие | bitim, chora-tadbir |
| audit | проверять, ревизовать отчетность | hisobotni taftish (reviziya) qilmoq, tekshirmoq |
| back out | уклоняться | o'zini chetga olmoq |
| bailment | освобождение на поруки | kafillikka berish uchun jazodan ozod qilish |
| betterment | улучшение | takomillashish |
| blame | считать виновным | aybdor deb topmoq |
| carpenter | плотник | duradgor |
| catch | ловить | ushlamoq |
| caution | осторожно | ehtiyot |
| chase | гнаться | quvmoq |
| commitment | заклучение под стражу, арест, совершение преступления совершение преступления | hibisga olish, jinoyat sodir qilish |

| | | |
|------------------------|-------------------------------------------------|---------------------------------|
| compose | составлять | tuzmoq |
| conduct | проводить | o'tkazmoq |
| confinement | лишение свободы | ozodlikdan mahrum etish |
| constitute | составлять | tarkib topmoq |
| containment | сдерживание в себе | o'zida mujjassam etish |
| copyright | авторское право | mualliflik huquqi |
| determine | определять | aniqlamoq |
| disbarment | лишение адвокатского звания | advokat unvonidan mahrum etish |
| eligible | имеющий право | huquqqa ega bo'lgan |
| enactment | (издание, принятие) закона, законодательный акт | qonunni nashr etish, qonun akti |
| encroachment | посягательство | tajovuz |
| endorsement | подпись на обороте документа | hujjatning orqa tomonidagi imzo |
| endowment | пожертвование | sadaqa |
| engagement | заяние; обязательство | marshg'ulot, majburiyat |
| enlargement | расширение | kengayish |
| enjoyment | удовольствие | rohatlanish |
| enrollment | регистрация | ro'yhatda qayd etish |
| enterprise | предприятие | tashkilot |
| entrepreneur | предпринимательство | tadbirkorlik |
| entrapment | обман | aldash |
| extra | сверх | qo'shimcha, ortiqcha |
| fault – to be at fault | потерять след | izini yo'qotmoq |
| figure (v) | цифра | raqam |
| icy | ледяной | muzlagan |
| impairment | ухудшение, повреждение | yomonlashuv, zarar ko'rish |
| imprisonment | заключение тюремное | ozodlikdan mahrum etish |
| incitement | подстрекательство | jinoyatga yetaklash |
| infringement | нарушение (закона, обещания,) | buzish, rioya qilmaslik |
| instance | пример, случай | misol, holat |
| interior | внутренняя сторона | ichki tomon |
| law – governed | управляемый по закону | qonun bilan boshqaraladigan |
| merit | заслуга | xizmati, ijobiy tomoni |
| negligent | небрежный | ehtiyotsiz |
| occupation | занятие | kasb, marshg'ulot |
| operator | оператор | operator |

| | | |
|--------------|-------------------------------|---------------------------------------|
| ordinary | обычный | odatdagi |
| ownership | право собственности | mulkchilik huquqi |
| payment | оплата | to'lash |
| physician | врач | duxtur |
| proceeding | иск, судебное разбирательство | da'vo, sud muhokamasi |
| proof | доказательство | isbot |
| protest | протест | e'tiroz |
| retirement | отставка | iste'foga chiqish |
| requirement | требование | talab |
| scatter | разгонять | haydab yubormoq, tarqatib yubormoq |
| sentence (v) | приговаривать | hukm etmoq |
| specify | устанавливать | belgilamoq |
| statement | заявление | bayonot |
| suffer | страдать | qiynalmoq |
| supplement | приложение | ilova |

Topic: The British Government

Linguistic material:

Phonetics: Characteristics of Vowels;

Grammar : 1. Present Continuous,
2. Future Indefinite;

Vocabulary: 1. Topical words,
2. The words with the suffixes – *ance*, – *ence*;

Word formation: the suffixes – *ance*, – *ence*;

Conversational phrases: Meeting people.

Texts: 1. About English Meals, 2. A criminal case, 3. The British Government,
4. Local Government, 5. The Sovereign, 6. How well do you know the Queen of the UK?

Exercises

Ex.1. Read the words according to the pronunciation rules:

| | | | | |
|-------|---------|-------|------|------|
| head | eight | learn | tire | law |
| dead | weight | earn | fire | saw |
| bread | freight | pearl | hire | dawn |
| ready | neigh | early | wire | pawn |
| dread | weigh | heard | mire | maw |

Ex.2. Listen and repeat:

| | | |
|--------------|-----------|--------------|
| seat - sit | bed - bad | much - march |
| sheep - ship | set - sat | duck - dark |
| leave - live | men - man | hut - heart |
| deed - did | met - mat | cut - cart |

Conversational phrases: What we say when meeting people.

Ex.3. Read the phrases aloud:

| | |
|------------------------------|-------------------------------------|
| How are you? | How are you getting on? |
| How are things (with you)? | How is everybody at home? |
| How is your wife? | Anything wrong with...? |
| What's the matter? | It's a long time since we met last. |

I'm glad you're back.
I was missing you badly.

It's good to see you.

Possible replies

Fine, thank you.
Not bad.
So, so.
Getting better (worse).
I don't know.

I'm all right, thank you.
Not too well.
Very well, thank you.
He's doing fine.
I don't see much of him.

Ex.4. Memorize the dialogues:

- How are you getting on?
- Fine , thank you. And how are you?
- Not too well.
- Why, what's the matter?

x

x

x

- It's a long time since we met last.
- Yes, very.
- I'm glad you're back. I was missing you badly.
- Oh, thank you. So was I.

x

x

x

- How is Jack getting on?
- He is doing fine.
- How is John?
- Very much the same.

Ex.5. Answer the questions:

1. How are you?
2. How is your father?
3. How are things with your aunt? I hear she was ill. What was the matter with her?
4. How are you getting on with your new job?
5. How is everybody at home ?
6. How is your mother feeling?
7. Is anything wrong with James?

Ex.6. Ask questions which correspond with the following answers:

1. Fine, thank you.
2. Not too well, I'm afraid.
3. Getting better.
4. I'm finishing it, thank you.
5. He's doing well, thank you.
6. Everybody's fine.
7. It's a long time since we met last.

Ex.7. Make up dialogues:

- 1) you've met your friend whom you hadn't seen for a long time;
- 2) you've met your uncle who lives in another city,
- 3) you've met your brother who has his own family,
- 4) you've met your friend from your group who had been ill for a week and hadn't attended classes.

Grammar**Present Continuous**

| |
|-----------------|
| to be + V + ing |
|-----------------|

Affirmative form

I am studying law now.

He (she) is driving a car now.

It is raining now.

We (you, they) are having an English lesson now.

Negative form

I am not studying mathematics now.

She is not singing a song now.

They are not working in the garden now.

Interrogative form

1. Is he reading a newspaper now? Yes, he is / No, he is not

2. He is reading a newspaper now, isn't he? Yes, he is / No, he is not

3. Is he reading a newspaper or a magazine now? He is reading a newspaper now.

4. What is he reading now? He is reading a newspaper now.

Ex.8. Answer the questions:

1. Are you having an English lesson now?

2. Are you sitting at the table?

3. Are you listening to the teacher?

4. Is your deskmate writing now?

5. Is your deskmate drawing now?

6. Is the teacher standing?

7. Is the teacher explaining the homework?

8. Are the students listening to the teacher now?

9. You are looking at the board now, aren't you?
10. You are working hard at your English, aren't you?
11. Your deskmate is reading a text now, isn't he?
12. Your teacher is commenting on students' answers, isn't he?
13. The students are answering the teacher's questions, aren't they?
14. Are you having an English or Russian lesson now?
15. Is your deskmate writing or reading?
16. Is the teacher sitting or standing?
17. Are the students looking at the board or reading a text?
18. What are you doing now?
19. What is your classmate doing now?
20. What are the students doing now?

Ex.9. Imagine it is about 8 p.m. now. All the members of your family are at home. Describe the activity of each member of your family.

Ex.10. Describe the picture using Present Continuous.



Future Indefinite

(tomorrow next week (month, year, Sunday...) after (in) two weeks)

shall / will + verb

Affirmative form

I (we) shall graduate from the University in four years.

He will (she, you, they) be 18 years old next month.

It will rain tomorrow.

Negative form

I shall not be at home tomorrow.

He will not swim in the river next weekend.

Interrogative form

She will work at school next year.

Will she work at a hospital next year?

- Yes. she will / No, she will not.

She will work at a hospital next year, won't she?

- Yes, she will / No, she will not.

Will she work at a hospital or a plant next year?

- She will work at a hospital next year.

Where will she work next year?

- She will work at a hospital next year.

Ex.11. Tell what you will do tomorrow.

Ex.12. Describe what your brother / sister or friend will do tomorrow (next Sunday).

Ex.13. You and your friend discuss your plans for tomorrow.

Say what you will do if the weather is warm (not fine, rainy, windy, snowy, cold).

Model: A: What will you do if the weather is bad?

B: If the weather is bad, I shall stay at home.

Prompts: to go for a walk, to go to the country, to watch TV, to visit friends, to read books at home, to go in for sports, to water the garden.

Ex. 14. Express the following in one word:

- | | |
|-------------------|----------------------------------------|
| to have no longer | to get something which somebody gives, |
| new information | a fight between two or more countries |
| in a short time | up to this or that time |
- Prompts: war, to receive, soon, to lose, until, news.

Ex. 15. Finish the sentences: —

- 1 A man who kills people is a ...
- 2 A person who fights is a ...
- 3 A person who presides the trial is a ...
- 4 A person who steals something at the shop is a ...
- 5 A person who robs one's property is a ...

Ex. 16. As you read the text copy all the words pertaining to meals:**About English Meals**

The English people are very particular about their meals and strictly keep to their meal times.

Breakfast is from any time until 9 a.m., lunch is between 11 and 12 o'clock, dinner at 4 p.m. and supper between 7 and 9 p.m.

For breakfast they usually have a small glass of orange or grape juice, a small plateful of corn flakes sprinkled with sugar and milk, a fried egg with a tiny slice of fried bacon. Most people drink tea or coffee with toast and marmalade, which is a kind of an orange jam.

Other meals have greater variety. Lunch is more like our dinner. For the first course they usually have soup. For the second course they prefer to have meat or fish and a sweet dish (a pudding or fruit).

At the end of the meal they serve different kinds of cheese. The midday meal is the main meal of the day. Most people have their lunch at a café, a restaurant, or a factory canteen. They never miss a meal or put it off until a more convenient time. Even in the train if one travels for only two hours and it is lunch time, he/she goes to the dining car to have a meal.

Dinner is much the same as lunch, but they do not often eat soup at dinner.

When they have guests, dinner is the biggest meal and they may have some roast meat, fish, potatoes, vegetables and fruit.

Supper usually means a very small evening meal. For supper they usually have either an omelette, or sausages, sometimes bacon and eggs and

sometimes just bread and cheese and a cup of tea or coffee.

Ex.17. Look through the text again and find the answers to the questions below:

1. When do English people have breakfast?
2. When do they have lunch (dinner, supper)?
3. What do they have for breakfast (lunch, dinner, supper)?
4. Which of the English meals is the largest?
5. Do the English people like strong or weak coffee?
6. Do they miss their meal or put it off?

Ex.18. Re-read the text and define the most peculiar features of the British people's meals.

Ex.19. Discuss the following questions in your group:

1. What do you usually have for breakfast?
2. What will you have for breakfast tomorrow?
3. What do you usually have for dinner?
4. What do you usually have for supper?
5. What is your substantial meal?
6. Do you like tea or coffee?, Weak or strong?
7. How often do you have your meals at a canteen, or at a restaurant?
8. Does the service at canteens, restaurants meet the public needs? What would you recommend to improve restaurant service?
9. What are the advantages and disadvantages of food sold on the streets? Do you think that there are rules regulating them?
10. Have you ever been to a canteen or a restaurant in a foreign country? What are the differences between food services in our country and foreign countries?

Ex.20. Read the following and choose the best answer:

A tourism official tells the story of a French visitor who felt insulted when an American waiter followed him to the door, handed him the dollar he had left on the table as a tip and told him: "I think you need this dollar more than I do. Take it." The French visitor assumed that the tip had already been included in the bill.

What does the passage mainly discuss?

- a) Tipping in the USA. b) Tipping in France c) Lunch in a Restaurant
d) Visitor's Insult e) Misunderstanding

Ex.21. Look through the text in Ex. 20 again and discuss the custom of tipping in our country.

Ex.22. How well do you know food and health? —

With your partner take turns to ask and answer the questions below.

Make note of each other's answers.

- Which of the following contains more vitamin A than others?
a. beef b. liver c. ham d. chicken;
- Which of the following helps you to quench your thirst?
a. tea b. coffee c. lemonade d. grape juice;
- Which of the following gives us the most energy?
a. water-melon b. melon c. figs d. cucumbers;
- Which of these is the most effective for losing weight?
a. eating too much bread b. drinking a lot of fruit juice c. keeping to a diet d. eating everything;
- Which food provides us with the most vitamin C?
a. alcohol b. fruit c. pizza d. hamburger;
- Which is the most fattening?
a. eggs b. sausage c. bread d. milk

Ex.23. Read the recipe below for Uzbek soup (boiled soup, shurva) and note how to cook it:

Ingredients

- | | |
|----------------------------------|-----------------------------------|
| 1. Fresh mutton - 1000 gr. | 7. Green pepper - 20 gr. |
| 2. Fat tail of a sheep - 100 gr. | 8. Capsicum - 0,5 gr. |
| 3. Potatoes - 300 gr. | 9. Salt - 0,5 gr. |
| 4. Carrots - 400 gr. | 10. Caraway (zira) - 0,5 gr. |
| 5. Tomatoes - 50 gr. | 11. Water - 4,0 litres |
| 6. Garlic - 20 gr. | 12. Seasoning (greens) - 10,0 gr. |

Directions

- Pour the water into the kettle.
- Put the fresh mutton into the kettle.
- Put the kettle on the gas and light it.
- Crumble the fat tail and put it into the kettle.
- Put the salt into the kettle.
- Put the peeled carrots into the kettle.
- Crumble the bulgarian pepper and put it into the kettle.

8. Put the crumbled onions into the kettle.
9. Put the crumbled tomatoes into the kettle.
10. Put the peeled garlic into the kettle.
11. Put the washed capsicum into the kettle.
12. Boil the water in the kettle.
13. Lower the gas as soon as the water in the kettle boils.
14. Skim the surface of the water in the kettle.
15. Let the water in the kettle boil slowly for thirty – thirty five minutes.
16. Crumble the greens.
17. Pour a portion of soup (shurva) into the bowls for each person separately.
18. Put the crumbled greens on the surface of shurva in the bowls and enjoy it.

Ex.24. Writing task: A Recipe for a National Dish.

An English friend who was recently in Uzbekistan has written to you asking for the recipe of Uzbek palov which he had particularly enjoyed. Write out the ingredients and complete instructions on how to prepare it.

Ex.25. Study the word formation. The suffixes *-ance*, *-ence*.

assist-assistance

depend-dependence

avoid-avoidance

deter-deterrence

convey-conveyance

concur-concurrence

maintain-maintenance

jurisprudent - jurisprudence

Ex.26. Form derivative nouns with the suffixes *-ance*, *-ence*: —

clear

assure

present

penitent

guide

suffer

ambulant

observe

ordinary

clear

affirm

occur

insure

appear

perform

obedient

maintain

evident

innocent

differ

Ex.27. Language competition. “Who can write more?”

This competition may be conducted between two students or two teams or among the whole group. The participants of the competition should write as many words finishing with the letter “E” as many as possible. The winner is the student (team) who writes the most number of words from the texts studied in this Unit.

Ex.28. Read the newspaper article and define the guilt of each side involved in

the case:

Bus driver claims assault by passenger

An Ann Arbor Transportation Authority driver told Ann Arbor police he was assaulted by an intoxicated passenger Monday night.

The 31 year old victim said the suspect, a 46-year-old-Ann Arbor man, and a female passenger were intoxicated and using profanity when he asked them to get off the bus. In response, he said the suspect hit him in the head with his backpack. The driver said he then hit the victim in the face and forcibly removed him from the bus.

When questioned by police called to the scene, the suspect-who had a broken upper lip-said the driver hit him in the mouth before he hit him with his backpack.

An investigation is continuing.(AAN, 8/17/99).

Ex.29. Retell the case described in the article.

Ex.30. Study the vocabulary to use in sentences of your own:

avoidance - the act of evading or escaping,

concurrency - a vote cast by a judge in favour of the judgement reached of ten on grounds differing from those expressed in the majority opinion explaining the judgement,

conveyance - the transfer of interest in real property from one living person to another, by means of instrument such as a deed,

insurance - an agreement by which one party commits to do something of value for another party upon the occurrence of some specified contingency,

jurisprudence -1) knowledge of or practical skill in the law, 2) the philosophy or science of law, legal theory or study,

maintenance - assistance in prosecuting or defending a lawsuit given to a litigant by someone who has no bona fide interest in the case,

ordinance - a statute or regulation, especially one established by a municipal government,

affirmance - the formal approval by an appellate court of a lower court's judgement, order, or decree,

assurance - something that gives confidence; the state of being confident or secure,

independence - a nation's right to manage all its affairs, whether external or internal, without control from other nations,

sufferance – 1) toleration, passive consent, 2) a license implied from the omission to enforce a right,

grievance - an injury, injustice, or wrong that gives ground for a complaint,

deterrence – the act or process of discouraging certain behaviour, particularly by fear; especially as a goal of criminal law, the prevention of criminal behaviour by fear of punishment,

appearance – a coming into court as a party or interested person, or as a lawyer on behalf of a party or interested person.

Ex.31. Make up 5 sentences using the words in Ex. 28.

Ex.32. Define the meaning of the following words:

guidance resistance observance dependence attendance

conference significance correspondence resemblance distance

difference influence preference patience innocence

Ex.33. All the nouns in the box relate to legal matters. Use them to complete the sentences and translate them.

| | | | |
|-----------|-----------|------------|------------|
| ordinance | grievance | negligence | evidence |
| nuisance | insurance | innocence | sufferance |

- Supenski said that a heavy rain may have washed away physical ...
- Being worried about the cluster of suspicious barn and grass fires the farmer increased the ... protection for one of two barns.
- Bruder declined to say whether she thought of her son's ...
- One of the duties of the police is to keep the ... in the community.
- While making tea Kate poured hot water on her sister's hand by ...
- At the result of a ... Mike brought a lawsuit against his neighbour.
- Misconduct of the head of the department amounted to an annoyance, rather than a ...
- The tenants have been allowed to live in the house on ... after the expiration of term of the contract.

Ex.34. Form new parts of speech with the given words by adding one or more of the suffixes : -tion, -ive, -er(or), -ory, -ous, -able.

| <i>verb</i> | <i>noun</i> | <i>adjective</i> | <i>noun</i> |
|-------------|-------------|------------------|-------------|
| execute | execution | executive | executor |
| legislate | | | |

impress
benefit
interrogate
murder
notify
identify
specify
equity
defense
consider

Ex.35. Read the text below and state whether the pieces of advice presented here should be taken into consideration in our life:

Steps to take if you are in an accident

It is not easy to think clearly right after an auto accident. But if you remember these steps, you may avoid trouble later on:

1. Do not move injured people until medical help arrives. Moving them can make their injuries worse.
2. If no one is injured, move the cars out of traffic to prevent another accident.
3. Call the police. They will make out a report describing how the accident happened.
4. Get the other driver's name, address, phone number, license number and the name of his insurance company.
5. Get the names, addresses, and telephone numbers of witnesses.
6. Do not say anything to the other driver about how the accident happened, such a statement may not be true, and more important, it may be used against you in court.
7. If the other driver offers to give you a check for the damages to your car in exchange for your not telling the police, say no. The amount offered may not cover the damages, or the check may bounce. In addition, by keeping silent you may be breaking a state law requiring damages over a specified amount to be reported.
8. Call your insurance agent. He will start processing your claim, and if you are out of town he may be able to get you a rental car and a place to stay.
9. If you are injured, do not sign anything until the full extent of your injuries is known. Some serious injuries do not show up until later. (Legal Problem Solver, p.44)

Ex.36. Re-read the text and comment on the following words:

an accident, to blame, negligent, liable, responsible, condition, traffic law, icy, residential area, run a red light, at fault, in this instance.

Ex.37. Translate the part of the text describing the steps to take if you are in an accident.

Ex.38. Discuss the following:

1. What is "a driver's license"? Who is eligible?
2. What traffic rules do you know which prevent from accidents?
3. Have you ever seen an accident?
4. What must be done to decrease the number of accidents?

Ex.39. As you read the following newspaper article note where and when the robbery took place.

Gunman flees with pharmacy's cash

A lone gunman robbed a Rite Aid pharmacy at 2781 Plymouth Road Sunday afternoon. The clerk told Ann Arbor police the suspect entered the store and asked for cigarettes just before 5 p.m. As the clerk turned around with the cigarettes, the suspect had partially pulled out a black handgun from his green bag. He ordered her to open the drawer, then said to give him all the money. He put the gun and money in the bag and left with about \$230.

The suspect is described as a white man about 40 years old; 6-foot-2, 180 pounds, with brown hair and a mustache. The clerk described him as "very quiet spoken." He was last seen wearing a green baseball cap, a white T-shirt, blue jeans and circular sunglasses. (AAN, 7/22/99).

Ex.40. Re-read the text and find the answers to the questions below:

1. What did a lone gunman rob?
2. What did the suspect order the clerk to do?
3. How much money did he take?
4. What did the suspect look like?
5. What clothes did he wear?

Ex.41. Discuss the following:

1. What values are involved in the case?
 2. Is the case civil or criminal? Try to prove it.
 3. Do you think that the suspect will be found?
 4. What punishment would be given to him if he were tried at the court?
-

Ex.42. The statements below are all taken from cases. They were made orally during the investigation of the case. Read them and say whom these statements were made by.

1. If Gnida is convicted, his license will be suspended for five years because it would be his third driving related conviction. Gnida's license was revoked in January 1996 following two drunken driving convictions. He got it back April 19, a month after he was released from jail.
2. An attorney for Dr. Jack Kevorkion said he wants his client transferred to a different prison. " We are trying to figure out what is going on. This is punishing him beyond punishment. He's being treated like he is a serial knife murderer".
3. I find you to be in contempt of this court. You are hereby fined the sum of \$ 300.00 for that outburst which is entirely unnecessary.
4. Do you want anything? It is customary to fulfill the prisoner's last wish. Maybe a glass of fine wine? -No, I don't want any. I want to learn English.
5. What were you doing when there was a knock at the door?
- I didn't hear a knock at the door as I don't hear very well.

Ex.43. As you read the text note the words you do not know, copy them into your vocabulary note-book, translate them with the help of a dictionary:

The British Government

The executive branch of power in Great Britain is represented by the Cabinet and other ministers of the Crown and Government departments, local authorities and statutory boards.

Her Majesty's Government is the body of ministers charged with the administration of national affairs. Framing the foreign and home policies is one of the main functions of the government. In recent years the scope of governmental functions has become wider. Now it is also responsible for supervising finance, different social services, etc.

The leader of the party that has a majority in the House of Commons is appointed Prime Minister (PM) by the Sovereign. All affairs of the state are conducted in the name of the Queen (King). But really, the PM is responsible for every matter submitted to Parliament. He is a virtual ruler of the country. Informing the Sovereign of the general business of the Government is what the PM does as well. He also presides over the meetings of the Cabinet, which are always secret.

The Cabinet has no legal existence beyond the powers of the Minister of the Crown. It is simply a committee for carrying out the business of the Government. The PM is the chairman of this committee. It is he who appoints its members, summons it and can dissolve it.

Ministers in charge of Government departments are known as "Secretaries of state" or "Ministers" or may have a traditional title.

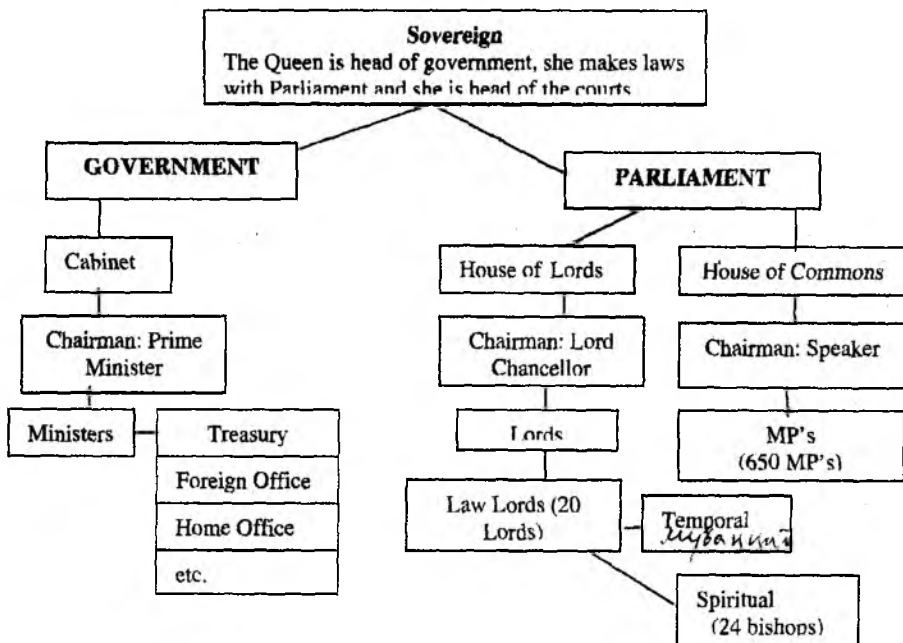
Who usually constitutes the Cabinet are the PM the Chancellor of the Exchequer (who is in charge of the Treasury), the Foreign Secretary, the Lord Chancellor, the Secretary of War, the Secretary of State for Home Department, the Secretary of State for Education and Science, etc. (British Democracy in Action, p.3)

Ex.44. Re-read the text and find the answers to the questions below:

1. Who is responsible for the executive branch of the British Government?
2. What are the functions of the Government?
3. Who may be a Prime Minister, and what are his / her functions?
4. What is the Cabinet charged with?
5. What state secretaries do you know?

Ex.45. Study the chart "The System of the British Government" and state the structure of it.

The System of the British Government



Ex.46. Read the text and find the answers to the questions below:

Some more facts about the British Government

The heart of British Government is the Prime Minister and the policymaking cabinet of around 20 ministers, nearly all of whom are Commons members. They introduce policies to deal with social, economic and foreign policy questions. Before they can become law, proposals for legislation must be approved by both Houses of Parliament - the elected House of Commons and the House of Lords. They consist of hereditary peers and life peers, together with senior Church of England bishops.

Because the Government is accountable to Parliament, the monarch no longer exercises political power. The Queen is a constitutional monarch who acts on the advice of ministers. She has the right to be informed about government policies, has a weekly meeting with the Prime Minister and receives important government papers. Her role as the Head of State is largely ceremonial. A major example is the annual opening of Parliament by the Queen, when she delivers a speech setting out her Government's plans for the coming year. Similarly, state appointments are made in her name and she gives the Royal Assent to laws passed by Parliament. (British Democracy in Action, p.3).

The Questions:

1. Who is head of the government?
2. Who is head of the courts?
3. What are the functions of Cabinet of Ministers?
4. Is the system of the British Government similar to the system of the Government of Uzbekistan?

Ex.47. As you read the text note the levels of local government in the UK.

Local Government

Because central government cannot administer everything from London, the people also elect representatives to local councils, which provide services such as education, public housing, personal social services, police and fire brigades.

Currently there are several levels of local government, each meeting different needs. The top level is the county or regional council elected to deal with the main services such as education, social services and the police. The district

council collects local taxes, enforces laws on environmental health, and is responsible for public housing and a weekly rubbish collection.

Parish and community councils are closest to the people but have little power. They may provide and manage local facilities such as allotments and village halls, street lighting and bus shelters. They also provide a forum for discussing local issues.

The Government is reviewing the structure of local government with the aim of providing effective and convenient local government, which takes account of community identities. It believes that in many areas the establishment of a single tier of local government, under which unitary authorities would be responsible for providing all services, would provide the best form of local government although there is no national blueprint. Legislation to introduce single tier councils for Wales and for Scotland was passed in 1994. (British Democracy in Action, p.7)

Ex.48. Re-read the text and define what each level of government deals with.

Ex.49. As you read the text note the traditions connected with the Queen.

The Sovereign

“Her Most Excellent Majesty Elizabeth the Second by the Grace of God, of the United Kingdom of Great Britain and Northern Ireland and of Her other Realms and Territories Queen, Head of the Commonwealth. Defender of the Faith.”

The Queen is the official Head of the State and, for many people, a symbol of the unity of the nation. For a thousand years England (and later the whole of the United Kingdom) has been united in one sovereign, a continuity broken only after the Civil War, by the republic of 1649 to 1660. The hereditary principle still operates and the Crown is passed on to the sovereign's eldest son (or daughter if there are no sons).

The Queen has a central role in state affairs, not only through her ceremonial functions, such as opening Parliament, but also because she meets the Prime Minister every week and receives copies of all Cabinet papers. However, she is expected to be impartial or “above politics”, and any advice she may offer the Prime Minister is kept secret.

Functions of the Sovereign:

- opening and closing Parliament;
 - approving the appointment of the Prime Minister;
 - giving her Royal Assent to bills;
 - giving honours such as peerages, knighthoods and medals;
 - Head of the Commonwealth;
-

- Head of the Church of England;
- Commander-in-Chief of the armed forces. (Passing Legislation in Britain, p.5)

Ex.50. Discuss the functions of the Queen.

Ex.51. As you read the text note how familiar you are with the Queen of the UK.

Here are some facts about the Queen and her family.

The Queen meets thousands of people every year. She has to shake hands with each of them, and she has to find something interesting to say. If you meet the Queen you should call her "Your Majesty", then "Ma'am". The other Princes and Princesses are "Your Highness", then "Sir" or "Madam". When she wants to end a conversation, she takes a half step backwards, smiling broadly, then moves on.

Ten things the Queen can do by using the royal prerogative:

- | | |
|-------------------------------|----------------------------------------------------|
| 1. Dismiss the Government, | 2. Declare war, |
| 3. Disband the Army, | 4. Sell all the ships in the Navy, |
| 5. Dismiss the Civil Service, | 6. Give territory away to a foreign-power, |
| 7. Make everyone a peer, | 8. Declare a State of Emergency, |
| 9. Pardon all offenders, | 10. Create universities in every parish in the UK. |
- (Just English, p.68)

Ex.52. Translate the following:

Eleven things the Queen takes on journeys:

- | | |
|-----------------------------------------------------------------------------|----------------------------|
| 1. Her feather pillows, | 2. Her hot water bottle, |
| 3. Her favourite China tea, | 4. Cases of Malvern water, |
| 5. Barley sugar, | 6. Cameras, |
| 7. Her monogrammed electric kettle, | 8. Her toilet soap, |
| 9. A special white kid lavatory seat, | |
| 10. Jewellery associated with the countries she is visiting, | |
| 11. Mourning clothes and black-edged writing paper in case of bereavements. | |
- (Just English, p.69)

Ex.53. List the things you usually take on journeys.

Ex.54. Discuss the things which people take on journeys.

Ex.55. As you read the following note which of them you like and do not like:

The Queen's particular likes:

- | | |
|---------------------------------------------------------------------------|----------------------------------------|
| 1. Horse racing, | 2. Scottish country dancing, |
| 3. Jigsaw puzzles, | 4. Long-stemmed, deep-pink carnations. |
| 5. Champagne, | 6. Deerstalking, |
| 7. Crossword puzzles, | 8. Bright red dresses, |
| 9. The Beatles film "Yellow Submarine", | 10. Sandringham. |
| 11. Quiet evenings at home watching television with her supper on a tray. | |
- (Just English, p.69)

Ex.56. Ask your friend which of the Queen's particular likes he/she follows.

Ex.57. As you read the following note how your tastes differ from the Queen's. Dislikes of the Queen:

- | | |
|---------------------------------|-----------------------------------------|
| 1. Ivy, | 2. Snails, |
| 3. Tennis, including Wimbledon, | 4. Milk pudding, |
| 5. The cold, | 6. Grouse, |
| 7. Any talk of Edward VIII, | 8. Charles Dickens, |
| 9. Dictating letters, | 10. Cigar smoke, |
| 11. Sailing, | 12. Listening to after-dinner speeches. |
- (Just English, p.69)

Ex.58. State your dislikes.

Ex.59. Interview your friend in order to learn whether he/she follows the Queen's dislikes.

Ex.60. Discuss the following questions in your group:

Are there any differences between the functions of Prime-Ministers of Great Britain and Uzbekistan? If, yes, what are the differences?

What are the functions of Cabinet of Ministers of Uzbekistan and Great Britain?

Discuss government departments or ministries in Great Britain and Uzbekistan.

Point out if there are similar departments.

Discuss the powers of the Queen.

Ex.61. Write an essay on one of the following topics:

1. The functions of the local government in Uzbekistan and in the UK.
2. Functions of the Prime Minister of the British Government and the Government of Uzbekistan.

1. Differences between the Government of Uzbekistan and the British Government.

Glossary

| | | |
|----------------------|-------------------------------------|-----------------------------------|
| advice | совет | maslahat |
| allotment | распределение; доля | taqsimlash, qism |
| annoyance | раздражение | g'azablanish |
| appearance | появление | paydo bo'lish |
| assault | грозить физическим насилием | jismoniy kuch bilan qo'rqitmoq |
| assurance | уверенность | ishonch |
| attendance | посещение | qatnashish |
| bacon | копченая свиная грудина | dudlangan cho'chqa go'shti |
| backpack | рюкзак | ryukzak |
| barn | сарай, коровник | molxona |
| beyond | сверх, выше | yuqori, ...dan tashqari |
| blueprint | намётка, план | reja, loyiha |
| bounce | подпрыгивать, хвастать | irg'imoq, maqtanmoq |
| bring forward | привести | keltirmoq |
| bus shelter | автобусный парк | avtobus parki |
| capsicum | стручковый перец | garmdori |
| caraway | тмин | zira |
| carnation | гвоздика | qizil chinnigul |
| carrot | морковь | sabzi |
| ceremonial | обрядовый | marosimda qilinadigan |
| cheese | сыр | pishloq |
| chicken | цыплята | jo'ja |
| claim | иск; претензия | da'vo |
| clearance | очистка | tozalash |
| cluster | кисть, гроздь; скопление | bir shingil, bir bosh, to'planish |
| civil war | гражданская война | fuqorolik urushi |
| concurrence | стечение обстоятельств; согласие | mavjud ahvol, rozilik |
| contempt | презрение | nafrat |
| continuity | продолжительность | davom etish |
| conversation | беседа | suhbat |
| conveyance | перевозка; передача | eltib berish, |

| | | |
|------------------|----------------------------------|----------------------------------------------|
| | (имущества) | mulkni o'tkazish |
| cook | повар | oshpaz |
| correspondence | соответствие; корреспонденция | muvoфиq kelish, korrespondensiya (xatlar) |
| crumble | раздроблять | maydalamoq |
| cucumbers | огурцы | bodring |
| deal with | рассматривать | ko'armoq, tegishli bo'lmoq |
| decline | отклонить | qoldirmoq |
| defeasance | аннулирование, отмена | bekor qilish |
| deerstalking | охота на оленей | kiyik ovlash |
| deliver a speech | произнести речь | nutq so'zlamoq |
| dependence | зависимость | bog'liqlik |
| disadvantage | невыгодное положение | noqulay ahvol |
| disband | расформировать | tarqatib |
| dismiss | распускать | tarqatib yubormor |
| dissolve | аннулировать, распускать | bekor qilmoq, tarqatib yubormoq |
| drawer | ящик | yashiq |
| enforce a law | приводить закон в жизнь | qonunni hayotga kiritmoq |
| enjoy | получать удовольствие, | rohatlanmoq, foydalanmoq |
| equity | справедливость | adolat |
| evidence | доказательство, улика | isbot, guvohlik berish |
| exchequer | казначейство; казна | xazinaxona |
| expiration | истечение срока | muddatning tugashi |
| extent | степень | daraja |
| fat tail | курдючный жир | dumba yog'i |
| fattening | приводящий к ожирению | semirtiradigan |
| feather | перо | par, pat |
| fig | инжир | anjir |
| fire brigade | пожарная команда | o't o'chituvchi komanda |
| fried | жареный | qovurilgan |
| garlic | чеснок | sarimsoq piyoz |
| grape juice | виноградный сок | uzum sharbati |
| grievance | обида; жалоба | xafachilik, shikoyat |
| grouse | шотландская куропатка | shotlandiya kakkigi |
| guidance | руководство | ko'rsatma |
| gunman | человек с оружием | qurolli kishi |
| ham | ветчина | son go'shti |
| handgun | ручное оружие | qo'l qurolli |
| hereby | этим, настоящим | bu bilan |

| | | |
|----------------------|---------------------------------|---------------------------------------|
| honour | честь | sharaf |
| home racing | гонка | ot chopar, ot poygasi |
| identify | тождественность; подлинность | o'xshashlik, haqiqiylik |
| ingredients | составная часть | tarkibiy qismi |
| injured | обиженный; оскорбленный | haqoratlangan |
| instruction | инструкция | ko'rsatma |
| insurance company | компания страхования | sug'urta kompaniyasi |
| intoxicated | пьяный | mast |
| investigation | исследование | tadqiqot |
| ivy | плющ (обыкновенный) | pechakgul |
| jam | варенье | murabbo |
| jewelers | ювелирный | zargarlik |
| jigsawpuzzle | составная картинка – загадка | tarkibi rasmdan iborat topishmoq |
| journey | путешествие | sayohat |
| keep | держат, соблюдать | tutmoq, kuzatmoq |
| keep to a diet | соблюдать диету | parhez saqlamoq |
| kid | обман; ребенок | aldash, bola |
| knighthood | рыцарство | ritsarlar, fidokorlik |
| lavatory seat | туалет | tualet o'tirg'ichi |
| liver | печень, печенька | jigarli ovqat |
| lose weight | худеть | ozmoq |
| majesty | величество | janobi oliy |
| maintenance | поддержание; содержание | saqlab turish, ta'minot |
| monarch | монарх | podshoh |
| monogram | монограмма | monogramma |
| mourning | траур | asiyat |
| moustache | усы | mo'ylab |
| mutton | баранина | qo'y goshti |
| navy | морской флот | dengiz floti |
| neighbor | сосед | qo'shni |
| nuisance | нюанс | nozik tomon, farq |
| offender | правонарушитель | tartibbuzar |
| omclet | омлет | tuxum bilan sutdan qilingan quymoq |
| ordinance | указ, закон | farmon, qaror |
| outburst | взрыв, вспышка | birdan avj olish |

| | | |
|--------------------|-----------------------------|------------------------------------------------------------------------------------|
| pardon | прощение, помилование | avf etish |
| parish council | окружной совет | okrug kengashi |
| partially | частично | qisman |
| participant | участник | ishtirokchi |
| particular | особенно | xususan |
| passed | проходить | o'tmoq |
| patience | терпение | chidash |
| peel | снимать корку | artmoq, po'stini olmoq |
| peer | ровня, равный | tengdosh |
| peerage | сословие пэров, книга пэров | perlar tabaqasi, perlar kitobi, (per-Angliya va Fransiyada oliy dvoryanlik unvoni) |
| pharmacy | фармация, аптека | dorivorshunoslik, dorixona |
| pillow | подушка | yostiq |
| policymaking | создающий политику | siyosat tuzuvchi |
| prerogative | прерогатива | huquq, imtiyoz |
| preside | осуществлять руководство | rahbarlik qilmoq |
| process | процесс | jarayon |
| profanity | богохульство | kofirlik |
| proposal | предложение | taklif |
| pudding | пудинг | puding (taom nomi) |
| quiet | тихий | yuvosh |
| realm | королевство, царство, сфера | qirollik, soha |
| recipe | рецепт | retsript (dori nomi) |
| relevance | уместность | yozilganqog'oz;ko'rsatma |
| resemblance | сходство | o'rinli |
| resistance | сопротивление | o'xshashlik |
| review | обзор, просмотр, рецензия | qarshilik ko'rsatish |
| roast meat | жареное мясо | ko'rib chiqish, taqriz |
| Royal Assent | Королевская санкция | qovurilgan go'sht |
| rubbish collection | сбор мусора | Qirolicha tomonidan tasdiqlash |
| run a red light | проехать под красным светом | chiqindini to'plash |
| | | yo'l harakatining |
| | | man'etilgan paytida o'tib |
| | | ketish (qizil chiroqda) |
| sailing | плавание | suzish |
| sausage | колбаса | kolbasa |

| | | |
|--------------------|--------------------------------------------|---------------------------------------------|
| seasoning | приправа | ziravor |
| scope | кругозор, сфера | dunyoqarash, soha |
| scum | пена, накипь | sho'rva yuzidagi ko'pik |
| significance | значение, важность | ahamiyat, muhimlik |
| single | единственный | tanho |
| snail | улитка | chig'anoq |
| sprinkle | брызгать | sepmoq |
| state of emergency | чрезвычайное состояние | favqulotdagi ahvol |
| statutory | установленный (законом) | qonun tomonidan belgilangan |
| strictly | строго | qat'iy |
| submit | подчинять, представлять на рассмотрение | bo'ysunmoq, muhokamaga taqdim etmoq |
| sufferance | терпение | chidash |
| sunglasses | очки | ko'zoynak |
| summon | вызывать в суд, требовать исполнения | sudga chaqirmoq, bajarishni talab qilmoq |
| supervise | наблюдать | kuzatmoq |
| suspicious | подозрительный | shubhali |
| tenant | арендатор, съемщик | ijaraga oluvchi |
| tiny | крошечный | juda mayda |
| title | заглавие | sarlavha |
| toast | ломтик хлеба | bir burda non |
| top | верхушка | tepa, cho'qqi |
| tray | поднос | patnis |
| trouble | беспокойство | tashvish |
| virtual | фактический, действительный | haqiqiy, aslida |
| winner | победитель | g'olib |

Topic: The US Government

Linguistic material:

Phonetics: Characteristics of Vowels;

Vocabulary: 1. Topical words,

2. The words with the suffix - *ive*;

Grammar: Subjunctive Mood;

Word formation: the suffix - *ive*.

Conversational phrases: Agreement, Confirmation.

Texts: 1. A criminal case, 2. US Government.

Ex.1. Read the words according to the pronunciation rules:

| | | | |
|----------------|-------|-----------|---------|
| education | who | often | husband |
| vacation | whom | listen | wife |
| administration | whose | wrestling | child |
| occupation | whole | Wednesday | cousin |
| production | whoop | Thursday | nephew |
| situation | whore | Tuesday | niece |

Ex.2. Listen and repeat:

1. Why do you cry, Willie? Why do you cry? Why, Willie?, Why, Willie?, Why?
2. I wonder what's wrong with Wyn.
3. Weavers' wives wait for their husbands.
4. William wanted to know why the weather was wet.
5. No sweet without some sweat.
6. It was a wonder the weather was so wet.

Conversational phrases: agreement, confirmation, consent, certainty, probability.

Ex.3. Read the phrases:

| | | |
|---------------------------------|---------------------------|---------------|
| I agree with you. | I agree to your proposal! | I think so. |
| I'm of the same opinion. | Yes. | I suppose so. |
| O.K. | That's all right. | I hope so. |
| Naturally. | Exactly so. | Sure! |
| That's just I was going to say. | With pleasure. | Capital! |
| With all my heart. | I should think so. | That'll do. |
| In a way, yes. | Of course. | Certainly. |

| | | |
|-------------------------|--------------|---------------|
| Fine! | Bravo! | I believe so. |
| It goes without saying. | That's true. | |

Formulas to express solidarity:

| | |
|-------------------|-------------|
| -Glad to see you. | - So am I. |
| -I must be going. | -So must I. |
| -I love music. | -So do I. |

| | |
|---------------------|------------------|
| Negative statements | Replies to them. |
| -He is not old. | -Neither is she. |
| -She can't swim. | -Neither can I. |
| -She doesn't sing. | -Neither do I. |

Agreement mixed with surprise

| | |
|----------------------------------|--------------|
| You have some ink on your dress! | - So have I. |
| She is late! | - So is he. |
| Mr. Swales speaks French well. | -So does he. |

Ex.4.Memorize the dialogues:

| | |
|----------------------------|---------------------------------------|
| 1 | 2 |
| -What about next Sunday? | -She just wanted to know for certain. |
| -Oh, I've nothing on then. | I suppose there is no mistake? |
| That would suit me well. | -It's quite O.K. |
| -Good. That's settled. | |

| | |
|------------------------------------------------|---------------------------------------------------------|
| 3. | 4. |
| -Perhaps we'd better meet here at one o'clock. | -Perhaps you can help me. I've got to get some clothes. |
| -Right you are. One o'clock here. | -Naturally. |

| | |
|-----------------------------------|-------------------------------------------------------------|
| 5. | 6. |
| -Would you mind opening the door? | -He said he would be able to run the business by that time. |
| -Yes, of course. | -That sounds fine. |

Ex.5.Put the following replies into a natural context:

Model: Sure, it's timely enough.
-Sorry, am I late?

-Sure, it's timely enough.

- | | |
|-------------------------------------------------------------------------|-------------------------------------------------|
| 1.Right you are. A good idea. | 5.Neither could I. The house better was locked. |
| 2.Looks like that. So we'd stay at home. | 6.O.K. I'll let you know about it. |
| 3.So did I. It was splendid. | 7.I should think. It's a lucky find. |
| 4.It goes without saying. Ask them to change this suit for another one. | 8.By all means! You may depend on me. |

Ex.6.Express your agreement with the following statements, requests and opinions:

Model: -It is very hot today.

-That's just what I was going to say.

- | | |
|---------------------------------------|---------------------------------------------------------|
| 1.Mr.Swales is a brilliant professor. | 5.A legal action has been brought against Karl's uncle. |
| 2.Nazir works hard at his English. | 6.He was accused of shoplifting. |
| 3.Dilbar doesn't feel fit. | |
| 4.It has become cool. | |

Ex.7. Express agreement or solidarity with the following statements, using "I" as the subject.

Model: -Kate is run down.

- So am I.

- | | |
|----------------------------------|--------------------------------|
| 1.He didn't have any dinner. | 4.They won't go fishing. |
| 2.They will go yachting. | 5.She doesn't feel fit. |
| 3.Tom works hard at his English. | 6.My uncle has been to London. |

Ex.8.Make up dialogues based on expressing agreement, confirmation, certainty, probability.

Model: - Barrister is a lawyer who is admitted to plead at the bar and who may try or argue cases in superior courts.

-Right you are. Capital.

Ex.9.Read the dialogue and note the expressions of agreement, certainty, approval.

Cross-examination

A: - Are you quite sure that it was Wednesday?

B: - Yes, I'm positive that it was Wednesday. That's my only free evening.

A: - Could you swear that it was March the twenty first?

B:- Well, I couldn't actually take my oath that it was March the twenty first, because I go to Green Street most Wednesdays. But I'm almost certain it was the twenty-first.

A: - Leave that aside. Now are you quite convinced that it was Mr. Edison?

B: - It certainly looked like him. I had the distinct impression that it was Edison.

A: - You are inclined to think that you might have seen Edison but you are not quite convinced that it was Edison?

B:- I've got an idea that I saw Edison, but I wouldn't swear to it.

A:- I see. You're quite definite that it was Wednesday; you feel pretty sure it was March the twenty-first, and you've a vague impression that it might have been Mr. Edison?

B:- Yes, I rather think that's about right.

Ex.10. Conduct a cross- examination of a witness.

Grammar

The Subjunctive Mood

Present

were

had

II form

to be

to have

Notional verbs

Past

had been

had had

III form

If I (he, it, we, you, they)
were a doctor **I should work**
at a hospital.

If I **had** a car now I **should**
drive to the country.

If you **went** to the Art Museum
you **would see** many nice pictures.

If I had been a doctor last year I
should have worked at a hospital.

If I **had had** a car last week I
should have driven to the country.

If you **had visited** the Art Museum
yesterday you **would have seen**
many nice pictures.

Ex.11. Read and translate the sentences:

1. If the weather were fine tomorrow we should play football.

2. If the weather had been fine yesterday we should have played football.

3. If there were not many people on the bus the robber would ~~steal~~ ~~wipe~~
passengers' money.

- 4.If there had not been many people on the bus the robber would have stolen some passengers' money.
- 5.If the police arrived a few minutes later the offender would run away.
- 6.If the police had arrived a few minutes later the offender would have run away.
- 7.If the defendant confessed his offences from the very beginning at the trial he would not be punished so severely.
- 8.If the defendant had confessed his offences from the very beginning at the trial he would not have been punished so severely.

Ex.12. Answer the questions using the Subjunctive Mood:

1. What would you do if the weather were fine tomorrow?
2. What would you have done if the weather had been fine last Sunday?
3. What would you do if it were your birthday tomorrow?
4. What would you have done if you had not entered the University?
5. What would you do if you got up late and were late for your lesson?
6. What would you say if a foreigner said to you: "Excuse me, could you tell me the way to the Art museum?"
7. What would you say if a foreigner said to you: "How are you?" ("Glad to meet you", "Thank you", "I'm afraid, I'm lost", etc.)?
8. What would you do if you were elected to the Oliy Majlis?
9. Would you try to change some rules if you were appointed as a chief police?
10. What would you do if you had a power of maintaining order in market places?

Ex.13. Finish the sentences according to the model.

Model: If I had had time yesterday...

If I had had time yesterday I should have visited the British Exhibition.

If there were no violations of laws in the society...

If citizens knew their rights and responsibilities...

If all the laws worked well...

If there were no modern transport (planes, trains)...

If Columbus had had an airplane ...

If there were no electricity now...

The agriculture of Uzbekistan would develop much better...

Our football team would win the game...

Ex.14. Make conditional sentences according to the model:

Model: People must be punished.

If people were not punished crime would increase.

Discipline must be taught.

If discipline weren't taught, crime would increase.

- | | |
|-----------------------------------|------------------------------|
| 1. Things like this must be done. | 2. The law must be enforced. |
| 3. Fines must be given. | 4. Magistrates must be firm. |

Ex.15. Work in pairs and discuss the following:

1. What do you think what should be done with people who kill policemen?
Discuss reasons for: a) putting them in prison, possibly for life; b) executing them.
2. How would you react if you were the policeman who arrested a man who had killed another policeman? What would you want to do? Why?

Ex.16. Imagine what would happen if you did this or that. Work in pairs.

Model: A: What would happen if you bought a lucky lottery ticket? (win a car).

B: If I bought a lucky lottery ticket I should probably win a car

| | | |
|-----------------|-------------------------------|-------------------------------|
| Prompts: | A: | B: |
| | to win a car | to take a long journey |
| | to take a long journey | to travel about the country |
| | to travel about the country | to visit new cities and towns |
| | to visit new cities and towns | to meet different people |
| | to meet different people | to make friends with them |

Ex.17. Give the same notion in one word using the prompts below:

Model: coming one after another – subsequently.

a person against whom a legal action is brought; to state precisely the meanings of the words; judgement not founded on complete knowledge;

a person who brings an action at law; a statement made by or for a person charged in a law court; formal statement, replies to accusations, etc, made by the parties in a legal action; strict, not changing or to be changed; afterwards; coming one after another.

Prompts: opinion, plea, defendant, plaintiff, pleading, rigid, to define, subsequently, successive.

✓ **Ex.18. Finish the sentences:**

I should have entered the University if ...

My uncle would have become an attorney if ...

The highway through the mountains would have been constructed earlier if ...

The explosion would not have happened if ...
 The car would not have crashed if ... ,
 If I had a power ... ,
 If the earthquake were predictable ... ,
 If the disaster had not happened last year ... ,
 If Uzbekistan had not acquired its independence ... ,
 If somebody accidentally pushed me

Ex.19. As you read the case taken from the newspaper write all the legal words and give their equivalents in your mother tongue with the help of a dictionary:

Two men shot with arrows

Man charged with shooting pair with hunting bow. A man who allegedly shot two men with arrows from his hunting bow after they followed him home in an apparent case of road rage was arraigned Tuesday on two felony assault counts.

Daniel Water Kozlowski, 21, of Bay City, was charged Tuesday with counts of assault with intent to commit murder in the Sunday shootings that injured two Flint- area men.

Police told The Bay City Times that Dale Freese and Christopher Edmonds followed Kozlowski home in a road rage chase Sunday night. They were shot in the suspect's driveway.

Investigators told the newspaper that one of the victims was shot in the chest, the other in an ankle. The victims later were found bleeding. One of them was unconscious from blood loss at a local restaurant and were taken to Bay Medical Center.

Freese was listed in fair condition there Tuesday, a nursing supervisor said. Edmonds was treated and released, she said.

During Kozlowski's arraignment, Bay County District Judge Craig Alston ordered the man jailed in lieu of \$10,000 bond. His preliminary examination was set for July 20.

Kozlowski also was arraigned Tuesday on an unrelated misdemeanor count of property destruction dating to 1997.

The assault counts carry a possible life prison term.(AAN, 7/10/99)

Ex.20. Look through the text again and give its brief summary.

Ex.21. Compose five sentences with the Subjunctive Mood based on the text "Two men..."

Ex.22. Study the word-building. The suffix *-ive*.

construct - constructive
 derive - derivative

represent - representative
 execute - executive

✓ **Ex.23. Learn the vocabulary to use in sentences of your own:**

conclusive - authoritative, decisive, convincing;

cooperative - an organization or enterprise owned by those who use its services;

legislative - of or relating to lawmaking or to the power to enact the laws;

prerogative - an exclusive right, power, privilege or immunity, usually acquired by virtue of office;

initiative - an electoral process by a percentage of voters can propose legislation and compel a vote on it by the legislature;

detective - an agent of a criminal investigation department;

objective - aim, purpose, aspiration.

Ex.24. What are the equivalents of the following word-partnerships in Uzbek?

council

history

immunity

counsel

legislative

conclusive

putative

executive

fact

law

rule

court

proof

spouse

agreement

immunity

pardon

privilege

evidence

marriage

branch

order

clemency

body

Ex.25. Form derivative adjectives with the suffix *-ive* and translate them:

talk progress collect expense attract

create demonstrate product respect legislate

Ex.26. State what part of speech the given words are and translate them:

legacy - legal - illegal - legalist - legality- legalize- legate - legatee - legation - legislate- legislation - legislative - legislator - legislature - legisl - legit- legitimate - legitimation - legitmist -legitimize;

execute- execution – executor – executioner – executive – executrix;
 defend – defendant – defender – defense – defensible – defensive;
 law - law-abiding, law- breaker, law – court, lawful, lawgiver, lawless,
 law- list, law- maker, law – making, law -monger, lawsuit, law- term, law
 – writer, lawyer.

Ex.27. All the adjectives in the box relate to legal matters. Use them to complete sentences and translate them.

| | | | |
|-----------------|-----------|-------------|------------|
| representatives | detective | putative | executive |
| legislative | objective | prerogative | initiative |

1. The Congress of the USA consists of the Senate and the House of ...
2. Within the ... branch itself, the President has broad powers to manage national affairs and the workings of the federal government.
3. Despite the Constitutional provision that “all ...powers “ shall be vested in the Congress, the President, as the chief formulator of public policy, has a major ...role.
4. Heads of the government of some countries are entitled to certain ... which they may exercise in emergency situations.
5. There are various ranks of ...in the British Police Force: Detective Constable, Detective Sergeant, Detective Inspector, Detective Chief Inspector, Detective Superintendent, and Detective Chief Superintendent.
6. The judge asked the jury to be ... in considering the evidence put before them.
7. The minister has proposed several ... to try to restart the deadlocked negotiations.
7. ... father is a person who a court decides must be the father of an illegitimate child.

Ex.28. Match the definitions or explanations to the names of the crimes:

- Killing of a whole race or ethnic group or religious group,
 Killing of a person (either accidental or illegal),
 Crime of killing game which belongs to another person or trespassing on someone's land to kill game,
 Escape from prison,
 Crime of stealing cattle or horses,
 Act of killing yourself,

Minor crime,

Treating people differently because of age (an offence in the USA).

Prompts: age discrimination, jailbreak, suicide, misdemeanor, rustling, poaching, homicide, genocide.

Ex.29. As you read the newspaper article below note the characters involved into the actions of the case:

Suspect arrested in killing of Ypsilanti township woman

Body of 20 year old Lindsey Matthews was discovered inside her apartment early Saturday morning.

Washtenaw County Sheriff's deputies Saturday arrested an Ypsilanti man in the Slaying of an Ypsilanti Township woman.

Lindsey Matthews, 20, was killed inside her apartment at Eastern Highlands apartments in the 1200 block of Leforge Road, just north of nearby Eastern Michigan University. The name of the 27 year old suspect was not released pending expected arraignment this morning on an open murder charge.

Lt. Michael Radzik said the man was involved in an argument with several people at the victim's apartment shortly before the killing.

Police and rescue workers were called to the apartment at 3:49 a.m. Saturday, when two male friends and the victim's roommate arrived from different places.(AAN, 7/21/99/

Ex.30. Discuss the following:

Why was the name of the suspect kept in secret?

What were the grounds for suspect's being arrested?

Ex.31. The statements below were made at a trial. Define whom each statement was made by:

1. There is sense of relief in this community after a man accused of raping two girls and leaving them for dead surrendered to police. This crime has created a great amount of public apprehension. People were keeping away their children from recreation areas.
2. I directed my staff to go into court and argue that he posed a great risk to the community. The nature of the crime that he committed was very heinous.
3. We still didn't get a fair trial here in Saginaw, McKay said after the verdict, walking away from other questions.
4. We find the defendant guilty as charged.

5. I went out to the bank after work to deposit the money in my business account, but when I arrived the bank was closed. I kept the money with me when I went out that night. I didn't want to leave it in the office overnight: we have had a couple of burglaries recently. I was carrying the gun for my own protection. It's licensed. When he attacked me I panicked. It was self-defense.

✓ **Ex.32. Read and translate the text:**

US Government

According to the Constitution of 1787 (and amendments to it) the government of the USA is composed of three branches: the executive one, the legislative one and the judicial one.

The executive power in the USA is vested in the President, who is elected for a term of 4 years by electors of each state. The Presidential election is held every fourth year in November. The President of the USA must be a native born citizen, resident in the country for 14 years and at least 35 years old.

The President is to carry out the programmes of the Government, to recommend much of the legislation to the Congress. He is to appoint Federal judges, ambassadors to other countries and heads of various government departments, called secretaries.

The legislative power belongs to the Congress of the United States consisting of two chambers: the Senate and the House of Representatives. The Senate is composed of two members from each state elected for a term of 6 years, one third being elected every two years. The number of representatives from each state to the House of Representatives depends on the number of people in each particular state.

In order to become a law all bills and resolutions must pass both the Houses and must be signed by the President.

An important role in the American legislation is played by so-called "lobbyists". They are often more influential than congressmen themselves.

The United States is divided into 11 judicial circuits, each one being served with a Federal Court of Appeals. There are about 90 district courts in different parts of the United States. The district courts are the lowest ones in the Federal court system. Most of the criminal and civil cases are tried by these courts.

Each state has a constitution similar to the Constitution of the entire nation and all the power in each state is divided into executive, legislative and judicial. The head of each state is the governor of the state.

Each state has its own system of courts similar to that of the Federal courts. (American Government, pp.44-48).

Ex.33. Language competition. Who finds the most words and and fastest?

This competition may be conducted either between two students or two teams or among the whole group. Find the missing letters of the given words as fast as possible.

Model: govern- government; fed – federal.

| | | | |
|----------|------------|-----------|--------|
| sen- | constitut- | amendm- | bra- |
| comp- | execut- | legisla- | judic- |
| po- | Presid- | citi- | dep- |
| particu- | lobby- | influenc- | circ- |
| app- | distr- | crimi- | simi- |

Ex.34. As you read the text note the structure of the US Government.**Federalism at Work**

The federal entity created by the Constitution is by far the dominant feature of the American governmental system. But the system itself is in reality a mosaic, composed of thousands of smaller units – building blocks which together make up the whole. There are 50 state governments plus the government of the District of Columbia, and further down the ladder are still smaller units that govern counties, cities, towns and villages.

Like the national government, state governments have three branches: legislative, executive and judicial; and these are roughly equivalent in function and scope to their federal counterparts. The chief executive of a state is the governor, elected by popular vote, typically for a four-year term (although in a few states the term is two years). Except for Nebraska, which has a single legislative body, all states have a bicameral legislature, with the upper house usually called the Senate and the lower house the House of Representatives, House of Delegates or the General Assembly. In most states, senators serve four-year terms and members of the lower house serve two-year terms.

City governments are chartered by states, and their charters detail the objectives and powers of the municipal government. But in many respects the cities function independently of the states. For most big cities, however, cooperation with both state and federal organizations is essential to meeting the needs of their residents.

County Government

The county is a subdivision of the state, usually, but not always, containing two or more townships and several villages.

In most counties, one town or city is designated as the county seat where the government offices are located and where the board of commissioners or

supervisors meets. In small counties, boards are chosen by the county as a whole; in the larger ones, supervisors represent separate districts or townships.

Town and Village Government

Thousands of municipal jurisdictions are too small to qualify as only city governments. These are chartered as towns and villages and deal with such local needs as paving and lighting the streets; ensuring a water supply; providing police and fire protection; establishing local health regulations; arranging for garbage, sewage and other waste disposal; collecting local taxes to support governmental operations; and, in cooperation with the state and county, directly administering the local school system.

The government is usually entrusted to an elected board or council, which may be known by a variety of names: town or village council, board of selectmen, board of supervisors, board of commissioners. The board may have a chairman or president who functions as chief executive officer, or there may be an elected mayor. Governmental employees may include a clerk, treasurer, police and fire officers, and health and welfare officers.

Other Local Governments

The U.S. Bureau of the Census (part of the Commerce Department) has identified no less than 78,218 local government units in the United States, including counties, municipalities, townships, school district and special districts. (*American Government, pp.102-108*)

Ex.35. Re-read the texts and state the functions of each level of the US Government.

Ex.36. Read the sentences completing them according to the text:

By the Constitution of 1787 (and the amendments to it) the government of the USA is composed of ...

The executive power in the USA is vested in the President of the USA who ...

The President of the United States is to carry out ..., to appoint..., to recommend....

... must be a native – born citizen, resident in the country for..., and at least... years old.

The legislative power in the USA belongs to...consisting of...

The number of representatives from each state to the House of Representatives depends on...

Ex.37. Answer the questions:

Who is head of the US Government?

Are the members of the Government elected or appointed?

What departments, agencies of the US Government do you know?

What does the Department of the Justice deal with?

What department is charged with the lawyers?

Are there any similar and different features between the US Government and Government of Uzbekistan?

Ex.38. Confirm or deny the statements using the following phrases:

Quite so... Right you are... I quite agree with you here... or:

I am afraid not ... I don't agree with you ... I am afraid you are wrong...

Excuse me but ... On the contrary... Not only ... not quite so...

1. The government of the USA is composed of three branches.
2. The US governmental system consists of thousands of smaller units.
3. State governments have four branches.
4. The chief executive of a state is the governor.
5. City governments are chartered by states.
6. The government is usually entrusted to an elected board or council.
7. The dominant feature of the American governmental system is the federal entity created by the Constitution.
8. The governor of a state is elected by popular vote for a five-year term.
9. Senators serve four-year terms and members of the lower house serve two-year terms.
10. Town and village governments deal with the elections of President of the nation.

Ex.39. Read the text again and describe the characteristics of:

- a) federal government,
- b) state government,
- c) city government,
- d) county government,
- e) town and village government.

Ex.40. Discuss the following questions and write compositions on them:

Peculiar features of the British Government.

Peculiar features of the Government of Uzbekistan

Ex.41. As you read the text write down the derivative words and state what part of speech they are.

Model: a binder – a noun

The Case of the Hesitant Home Buyers

Mike and Laurie Conway signed a binder to purchase a home and made an earnest money deposit of \$500. The terms of the binder gave the Conways 10 days to arrange for a home inspection and to sign a final purchase agreement.

Three days later, the Conways found a home they liked better at a lower price. They notified the seller of the first house that they had changed their minds, and requested that their \$500 be refunded. When the seller refused to return their money, the Conways sued him in small – claims court for their deposit.

The court turned down the Conways' claim. It found that the seller had complied with all the terms contained in the binder. The fact that the Conways had changed their minds was not enough to invalidate the binder.

Although a binder is not the final contract for the purchase of a home, it is a legally enforceable document. (Legal Problem Solver, p.66)

Ex.42. Re-read the text and find the answers to the questions below:

What did Mike and Conway sign?

What were the terms of the binder?

Why did Mike and Conway change their mind not to buy the home?

Did the seller agree to return their money? Why? or why not?

What did the court decide?

Ex.43. Look through the text again and state what themes are involved in the text.

Ex.44. Retell the case on behalf of the seller.

Ex.45. As you read the text copy out all the derivative words and translate them into your mother tongue:

Judge Edgar Hoover was born in 1885. He was a native of Washington, D.C. He went to school there and then to George Washington University where he studied law. As a student he was brilliant and had a great choice after graduating from the University. But Hoover got a job in the Federal Bureau of Investigation.

That was in 1924 when J.E. Hoover was forty. For many years he was the head of the FBI and made it the world's greatest law enforcement organization. He opened a technical and scientific laboratory, identification division, set up a lot of training schools. He was also the initiator of the National Police Academy where he taught as the chief instructor. John Hoover had a photographic mind: he called agents by their first names, he remembered all investigations and their results. He said: "The main task of the FBI is the protection of people against crime". As to his personal life, he had no time to get married. When he was not busy with his service in the FBI, he usually went fishing or hunting. Hoover played tennis very well. He also liked

good music. (Street Law, p.52).

Ex.46. Look through the text again and find the answers to the questions:

What did Edgar Hoover do?

When was he born?

Where did he study law?

Where did he work after graduating from the University?

Where did E. Hoover begin to work in 1924?

What contribution did he make into the development of FBI?

Did he have a good memory?

How did he spend his free time?

Ex.47. Student A makes false statements and other students correct them:

Model: A: Edgar Hoover was born in 1965.

B: That's wrong.. Judge E. Hoover was born in 1885.

Ex.48. Describe a lawyer, a police inspector, a judge who has a significant contribution into the development of law enforcement organizations.

Ex.49. Write an essay on one of the following topics:

Structure of the US Government.

Functions of ministries and departments.

Functions of different levels of the US Government.

Similar and different features of the Governments of Uzbekistan and the USA.

Glossary

age discrimination

возрастная дискриминация

yoshini kamsitish

ankle

лодыжка

to'riq

| | | |
|-------------------|-----------------------------------------|-------------------------------------------------------|
| apprehension | понимание; мнение; задержание | tushunish, fikr, ushlab turish |
| approval | одобрение | ma'qullash |
| arrow | стрела | kamon , yoy |
| bicameral | двухпалатный | ikkipalatali |
| binder | обязательство | majburiyat |
| blood loss | потеря крови | qon yo'qotish |
| board | совет | kengash |
| brilliant | блестящий | ajoyib |
| buyer | покупатель | sotib oluvchi |
| capital | главный; уголовный; караемый смертью | asosiy, jinoiy, o'lim jazosiga hukm qilinadigan |
| certainty | уверенность; несомненный факт | ishonch, aniq fakt |
| change one's mind | передумать | qarorini o'zgartirmoq |
| charter | управлять | boshgarmoq |
| chief | главный | asosiy |
| choice | выбор | tanlov |
| circuit | округ | okrug |
| clemency | милосердие | shafqat |
| comply | соглашаться | rozi bo'lmoq, rioya qilmoq |
| conclusive | заключительный; решающий | ohirgi, hal qiluvchi |
| confirmation | утверждение | tasdiqlamoq |
| cooperative | совместный | hamkorlikda |
| counterpart | копия; двойник | nushasi, hamyuz, qiyofadosh |
| crash | авария | halokat |
| deadlock | зайти в тупик | boshi berk ko'chaga kirmoq |
| defective | недостаточный; дефектный | kamchiligi bor |
| designate | указывать; назначать на должность | ko'rsatmoq, mansabga tayinlamoq |
| despite | вопреки, несмотря на ... | ...ga qaramasdan |
| disaster | стихийное бедствие | tabiiy ofat |
| discover | обнаруживать | aniqlamoq |
| disposal | распоряжение | ihtiyoriy |

| | | |
|------------------------------------|----------------------------------------|-----------------------------------------|
| direct | руководить | rahbarlik qilmoq |
| dominant | преобладающий | ustunlik qilmoq |
| driveway | проезд, дорога | o'tish, yo'l |
| earnest | серьезный; важный | jiddiy, muhim |
| elector | избиратель | saylovchi |
| emergency | непредвиденный случай; авария | kutilmagan holat, halokat |
| enforcable | приводимый в жизнь | hayotga tadbiq qilinadigan |
| entrust | верять; возлагать | ishonmoq, topshirmoq |
| entity | сущность | mohiyat, asos |
| essential | важный | muhim |
| expect | ожидать | kutmoq |
| explosion | взрыв | portlash |
| feature | особенность; черта | xususiyat |
| federal | федерал | federal (barcha shtatlar yig'indisi) |
| Federal Bureau of Investigation | ФБР(Федеральное Бюро расследования) | Federal Tergov Byurosi |
| garbage | мусор | chiqindi |
| genocide | геноцид | genotsid (qirib yuborish) |
| governor | губернатор | hokim |
| gun | оружие | miltiq, qurol |
| heinous | отвратительный | jirkanch |
| hesitant | колеблющийся | ikkilanadigan |
| homicide | убийца; убийство | qotil, qotillik |
| House of Representatives | Палата представителей | Vakillar palatasi |
| hunting bow | охотничьи лук | ov yo'yi, kamoni |
| identification division | отдел установления личности | shaxsning kimligini aniqlash bo'limi |
| illegal | незаконный | noqonuniy |
| illegitimate | незаконный | noqonuniy |
| immunity | освобождение, неприкосновенность | ... dan ozod etish, dahlsizlik |
| influential | влиятельный | ta'sir etuvchi |
| initiator | инициатор | tashabbuschi |
| initiative | инициатива | tashabbus |
| intent | цель | maqsad |
| invalidate | лишать законной силы | qonuniy huquqdan mahrum qilmoq |
| jail break | побег из тюрьмы | turmadan qochish |
| ladder | лестница | nor'xon |

| | | |
|------------------|-------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------|
| license | лицензия | ruxsat (huquq) |
| lobbyist | лоббист (группа лиц, «обрабатывающих членов конгресса в пользу того или ного законопроекта») | lobbist u yoki bu qonun loyihagini qabul qildirish maqsadida kongress a'zolariga «ishlov beruvchi» bir guruh shaxslar |
| locate | располагаться | joylashmoq |
| low | низкий | past |
| mayor | мэр | mer (hokim) |
| municipal | муниципал | shahar(qishloq) boshqarmasi |
| missing | отсутствующий | mavjud emas |
| nearby | близкий | yaqin |
| negotiations | переговоры | muzokaralar |
| notify | сообщить, уведомлять | xabardor qilmoq |
| notion | понятие | tushuncha |
| objective | цель | maqsad |
| overnight | происходивший накануне | вечером kechqurun bo'lib o'tgan |
| panicky | панический | vahimali |
| paving | мостовая | toshyo'l, toshko'cha |
| peculiar feature | характерная черта | o'ziga xos xususiyat |
| plaintiff | истец | da'vogar |
| plead | обращаться к суду, защищать | sudga murojaat qilmoq, himoya qilmoq |
| poaching | браконьерствование | man' qilingan joyda ov qilish |
| pose | формулировать | tuzmoq |
| positive | позитивный | ijobiy |
| predictable | предсказуемый | oldindan aytish mumkin bo'lgan |
| privilege | привилегия | imtiyoz |
| price | цена | narx |
| proof | доказательство | isbot |
| purchase | покупка | so'tib olmoq |
| push | толкать | itarmoq |
| qualify | квалифицировать | malaka hosil qilmoq |
| rank | категория | toifa |
| rape | изнасиловать | majbur qilmoq, nomusiga tegmoq |
| recreation | развлечение | ko'ngil yozish |
| release | освободить | ozod qilmoq |
| request | просьба | iltimos |
| rescue worker | спасатель | qutqaruvchi ishchi |
| roommate | сосед по комнате | hamxona |

| | | |
|-------------------|------------------------------|--------------------------------|
| rustling | красть (скот) | mol o'g'irlash |
| selectman (амер.) | член городского управления | shahar boshqarmasi a'zosi |
| self – defense | самозащита | o'zini himoya qilmoq |
| senate | сенат | senat |
| serve | служить | xizmat qilmoq |
| sewage | сточные воды | oqar suv |
| shooting | стрельба | otish |
| sign | знак | belgi |
| similar | подобный | o'xshash |
| society | общество | jamiyat |
| subdivision | подразделение | bo'lim |
| subsequently | впоследствии | keyinchalik, so'ngra |
| suicide | самоубийство | o'zini o'ldirish |
| supervisor | надсмотрщик | qarab turuvchi, rahbar |
| superior | высший, лучший, превосходный | oliy, ajoyib |
| swear | клясться | qasam ichmoq |
| term | условие | shart |
| treasurer | казначей | xazinachi |
| trespassing | нарушение границ | chegarani buzmoq |
| unconscious | бессознательный | hushsiz. |
| unit | единица | birlik |
| vague | неопределенный | noma'lum |
| verdict | вердикт | sud maslahatchilarining qarori |
| waiter | официант | ofitsiant |
| water supply | обеспечение водой | suv bilan ta'minlash |
| welfare | благополучие | farovonlik |

Topic: The Legislative Body of the Government of Uzbekistan

Linguistic material:

Phonetics: Characteristics of vowels;

Vocabulary: 1. Topical words,

2. The words with the suffixes - *cy*, - *ing*;

Grammar: Present Perfect;

Word formation: the suffixes -*cy*, - *ing*.

Conversational phrases: Receiving visitors and playing host;

Texts: 1. The Oliy Majlis, 2. A newspaper article.

Exercises

Ex.1. Read the words according to the pronunciation rules:

| | | | | | |
|-------|--------|---------|-------|----------|---------|
| air | use | cause | high | pair | tune |
| pause | sight | fair | due | clause | might |
| hair | unit | because | night | lair | student |
| haul | bright | wall | niece | daughter | laugh |

Ex.2. Listen and repeat:

third - thought - though

bird - board - boat

turn - torn - tone

shirt - short - shown

curl - call - coal

thin - this

thick - that

thing - with

path - bathe

think - though

Conversational phrases: Receiving visitors and playing host

Ex.3. Read the phrases:

Come in, please;

Make yourself comfortable;

Help yourself to...;

I have another cup of...;

This way please;

Make yourself at home;

Will you have some...?;

Shall I fix you a drink?

Take a seat;

Have some...;

Have some more...;

Possible replies:

Thank you;

No, thanks, no more;

No, thank you;

I've had enough, thank you.

Yes, please;

Ex.4. Memorize the dialogues:

1

-Come in, please. This way.

-Thank you.

Won't you sit down? Make yourself comfortable.

-Thank you very much.

3

-Have some apple-pie.

-Thank you. It is very delicious.

I've had enough.

5

-Have another cup of coffee.

-Thank you.

2

-Won't you come in?

-Thank you.

-Take a seat and make yourself at home.

-Thank you.

4

-Have some more fish.

-No, thanks, no more.

6.

-Will you have some fruit?

- No, thank you.

Ex.5. Respond to the offers of the host:

1. - Have some more orange juice.

-

2. - Care for a cup of tea?

-

3. - Have another whisky, will you?

-

4. - Will you have a cup of coffee?

-

5. - Help yourself to the salad

-

6. - Shall I fix you another drink?

-

7. - Will you have some bread?

-

8. - Have some fruit, please.

-

Ex.6. Answer the questions:

What will you say

when you open the door for someone?

when you show someone into a room?

when offering someone a seat?

if you want a visitor to feel comfortable?

when treating your guest to something?

when offering your guest another helping?

when offering your guests a drink?

Ex.7. Make up dialogues between a host of the family and a guest.

Grammar

Present Perfect

To have + III form of the verbs

(so far, lately, just, today, already, yet, this year, this month, this week, tonight, this morning, never, ever, often, always)

I have just sent a letter to my pen-friend.

He has already done his homework.

She has just returned from an excursion.

We have already watered the flowers.

You have just said about it.

They have just worked in the garden.

Negative form

I have not married yet.

He hasn't visited Bukhara yet.

They haven't fixed their flat yet.

✓ Ex.8. React to the following:

Model: T: You must do this exercise now.

S: I've done it already.

You were in Samarkand last month, weren't you? (never)

Why didn't you write a letter to your pen-friend? (already)

I think you have done your homework already. (yet)

You say you haven't seen Rustam for a long time. (just)

I know your parents are away. (already)

I think it is time for you to write a report. (already)

I think you should read the book "The Gadget" by E. Voynich. (already)

I think Rano may be having breakfast now. (already)

Ex.9. Correct the use of Past Indefinite and Present Perfect in the following sentences:

Model: He has been to London last year.

He was in London last year.

She has read a lot of books last year.

We didn't go to the theatre this month.

Did you have a holiday this year? - Not yet.

What are your plans for summer? - I didn't think about it yet.

We've discussed some of these questions last time.

When have you bought this car? - Two years ago.

✓ **Ex.10. Say that the following has taken place:**

Model: I (to see) him lately.

I have seen him lately.

We already (to settle) the problem.

The professor just (to deliver) the lecture on trade law.

We (to receive) any of letters lately.

They already (to fix) the time of negotiations.

That witness already (to speak) in the trial.

The lawyer just (to withhold) the settlement offer.

✓ **Ex.11. Say that the following things have not taken place yet.**

Model: I (to see) him yet.

I have not seen him yet.

They (not to change) their attitude to this bargain yet.

The professor (to deliver) the lecture on international law yet.

This lawyer (to choose) the order in which to present the witnesses yet.

They (to discuss) all the items in the contract yet.

We (to negotiate) the details of the bargain yet.

The interrogator (to question) the robber yet.

Ex.12. Express the idea suggested by your friend emphatically. Work in pairs.

Model: A: I know that in 1654 there was a Great Fire which

destroyed the Greater part of London. B: That's true. In 1654 there was a

Great Fire in London which caused a lot of damage.

Prompts:

I know that Britain has the oldest Parliament.

In 1641 the House of Commons played a decisive role in the Revolution of 1640 - 1649.

I read that in 1215 King John was forced by a group of barons to sign the Magna Carta.

The Parliament represents the legislative branch of the British Government.

In the Anglo – Saxon Kingdom of the eleventh century the only effective government was the system of local government.

Guy Fawke tried to blow up the Parliament building.

Each session of Parliament is usually opened in the House of Lords by the Queen (King) who is attended by heralds and officers.

The members of the House of Lords are not elected by the people.

Members of the House of Commons are elected for a term of five years and they belong to different political parties.

The British Government is formed by the party which has the greatest number of members elected to Parliament.

Ex.13. As you read the text note what case is described in it:

Man pleads guilty to selling stolen meteorite

In a case that could be written for an episode of “The X-Files,” a 31-year-old Ypsilanti man admitted to a federal judge Tuesday he sold a stolen meteorite to a New York mineral dealer.

The case against Steven L. Collins involved a 59-pound meteorite taken from the University of Michigan’s Exhibit Museum of Natural History.

Collins pleaded guilty Tuesday before U.S. District Judge John C.O’Meara in Detroit to taking the stolen meteorite from Michigan to New York, but he claimed he had not taken it from the museum.

Interstate transportation of stolen property carries a maximum penalty of five years in prison. Under a plea agreement with the U.S. Attorney General’s Office Collins pleaded guilty to the charge in return for a sentence of a maximum of 21 months in prison. He will be sentenced on October 25.

The case began Aug. 1 when the iron-nickel meteorite with an estimated value of \$10,000 was stolen from the museum. Museum official has said the meteorite was originally discovered in the Canyon Diablo Meteor Crater in Arizona, a 600-foot-deep hole in a desert near Flagstaff. “There’s a black market for meteorites, like fossils of all kinds,” said Special Agent Greg Stejskal of the Ann Arbor FBI office. “It was just a matter of time before this happened.”

What has yet to be determined is who stole the meteorite. Collins said he bought it from a man he had known while in prison.

Meanwhile, Matthew Linke, a U-M museum employee, posted information about the stolen rock on the Internet. A few days later, Michael Casper, a mineral

dealer in Cayuga Heights, N.Y., saw the posting and called the museum to discuss his recent \$2,300 purchase of a meteorite from Collins. Collins told investigators he settled for \$1,000 cash, a block of amethyst and a eurypterid fossil. Casper returned the meteorite and gave Collins' name, address and telephone number to police. Collins was arrested and has been in custody since August.

When arrested, Collins was just shy of being released from parole on a second-degree murder conviction from 1991 in Wayne County, his attorney John Shea said.

The nagging question remains of who stole the meteorite. "We may never know how that meteorite walked out of the museum," Stejskal said. "But the truth is out there". (AAN, 8/10/99)

Ex.14. Look through the text again and write out the legal vocabulary.

Ex.15. Write out the legal collocations from the text "Man pleads guilty..."

Ex.16. Discuss the following questions based on the case described in the text "Man pleads guilty..."

1. Make a list of people involved in the case.
2. Discuss whether you think he /she is guilty.
3. What laws are involved in this story?
4. Which of them are criminal laws? Which are civil laws?

Ex.17. Study the word formation. The suffixes - cy, - ing.

| | |
|--------------------------|------------------|
| bankrupt - bankruptcy | hear - hearing |
| competent - competency | hold - holding |
| delinquent - delinquency | stand - standing |
| expect - expectancy | park - parking |

Ex.18. Form derivative nouns by means of the suffixes - cy, - ing:

| | | | |
|------------|------------|--------|-------|
| occupy | legal | meet | take |
| solve | insolve | kidnap | write |
| procurate | exigent | dump | read |
| pendent | diplomatic | bring | play |
| legitimate | dependent | school | do |

Ex.19. Study the vocabulary to use in sentences of your own:

bankruptcy - loosely, the fact of being financially unable to pay one's debts and

meet one's obligations;

competency - the mental ability to understand problems and make decisions;

confederacy - 1) a league for mutual support or joint action; an alliance;

an association of two or more persons for unlawful purposes;

conspiracy - an agreement by two or more persons to commit an unlawful act;

legacy - a gift by will, especially of personal property and often of money;

deficiency - a lack, shortage, or insufficiency;

delinquency - 1) a failure or omission; a violation of a law or duty, a debt that is overdue in payment;

pendency - the state or condition of being pending or continuing undecided;

exigency - a demand for immediate action or performance arising from a circumstance or condition;

dumping - the act of selling a large quantity of goods at less than fair value;

hearing - 1) a judicial session, usually open to the public, held for the purpose of deciding issues of fact or of law, sometimes with witnesses testifying;
2) in legislative process, any proceeding in which legislators or their designees receive testimony about legislation that might be enacted;

holding - 1) a determination of a matter of law that is pivotal to a judicial decision;

2) a ruling on evidence or other questions presented at trial;

3) property owned by a person;

kidnapping - the act or an instance of taking or carrying away a person without lawful excuse and often with a demand for ransom;

proceeding - 1) the regular progression of a lawsuit, including all acts and events between the time of commencement and judgement;

2) the business conducted by a court or other official body; a hearing.

Ex.20. Complete the sentences:

Racketeering is a system of organized...

Tampering is the act or an instance of engaging in improper...

Uttering is a crime of presenting a...

Standing is a party's right to make a legal claim or seek...

Tacking is the act of adding one's own period of land possession to...

Zoning is the legislative division of...

Vagrancy is the state or condition of...

Testacy is the fact or condition of leaving...

Legitimacy is...

Solvency is the ability to pay...

Ex.21. Make word-combinations. Use them in sentences of your own.

- | | |
|------------------------------------|----------------------------------|
| a) to adopt a law | b) to elect a president |
| c) to cast out a vote the question | d) to be eligible for a position |
| g) to vote for a chairman | e) to exercise authority |
| f) to appoint the time | |

Ex.22. Make up word - partnerships:

| | | |
|------------|-------------|-------------|
| property | simple | specialized |
| importance | trial | rights |
| family | substantial | inferior |
| reasons | tribunal | relations |
| historical | jury | public |
| periods | instance | matters |

Ex.23. Find the words with similar and opposite meanings among the following:

- a) damage, response, harm, objective, hurt, consequence, answer, to forbid, purpose, injury, to prohibit, loss, outcome, result.
- b) valid, damage, action, invalid, redress, omission.

Ex.24. All the nouns in the box relate to legal matters. Use them to complete sentences and translate them.

| | | | |
|-------------|------------|------------|------------|
| delinquency | legacy | murdering | conspiracy |
| hearing | kidnapping | proceeding | vagrancy |

1. A pretrial ... is scheduled for August 9.
2. An Owosso teen-ager has been found guilty of ... the court transport officer.
3. An anti ... programme is being realized at schools.
4. Among other crimes the number of ... has significantly increased recent years.
5. My cousin received a small ... in his grandfather's will.
6. Everybody had been observing the trial dealing with the criminal case, but last week the court ... were adjourned.
7. The old man was charged with ...
8. Both in criminal as well as tort law ... is regarded as a crime because it encourages to commit a crime together.

Ex.25. As you read the newspaper article write out all the proper nouns:

Suspect in Yosemite Murder Pleads Not Guilty

FRESNO, Calif., Aug. 6 (AP) – A motel handyman pleaded not guilty today to the murder of a naturalist at Yosemite National Park, as the F. B. I. continued to investigate the killing of three women who were sightseers at the park.

The suspect, Cary Stayner, who has told F. B. I. investigators that he killed all four women, was led before a magistrate at Federal District Court.

Mr. Stayner looked down and did not speak during the arraignment, avoiding the eyes of his parents, Delbert and Kay Stayner, who sat in the front row.

A Federal defender, Robert Rainwater, entered the plea on Mr. Stayner's behalf in the killing of the naturalist, Joie Ruth Armstrong. Mr. Stayner was ordered back into the custody of United States marshals. If convicted, he could face the death penalty or life without parole.

Mr. Stayner lived and worked at Cedar Lodge where the three women, Carole Sund, her daughter Juli Sund and a family friend, Silvina Pelosso, were last seen alive on Feb. 15. He has not been charged in their deaths, although he is the only suspect named by the Federal Bureau of Investigation.

Mr. Stayner has no apparent connection to Eugene (Rufus) Dykes, 32, an imprisoned convict whom the F. B. I. task force relied on for months as it tried to solve the case of the sightseers.

Mr. Dykes told The Associated Press on Thursday that he had falsely implicated himself in the hope he would get off easy on unrelated charges. He said he told so many stories he could not think of any more, and agents should have known he was lying. (AAN, 7/8/99)

Ex.26. Look through the text again and explain the following:

1. The type of the case described in the article,
2. Who were the victims?
3. Why did Stayner kill the four women?
4. Who investigated the case?

Ex.27. As you read the text note the legislative and executive powers of the Oliy Majlis.

Oliy Majlis of the Republic of Uzbekistan

The highest state representative body is the Oliy Majlis (the Supreme Assembly) of the Republic of Uzbekistan. This body exercises legislative power.

The Oliy Majlis of the Republic of Uzbekistan shall consist of 250 deputies, elected by territorial constituencies on a multi-party basis for a term of five years.

All citizens of the Republic of Uzbekistan who have reached the age of 25 by election day shall be eligible for election to the Oliy Majlis of the Republic of Uzbekistan.

Requirements of the candidates shall be determined by law.

The exclusive powers of the Oliy Majlis of the Republic of Uzbekistan shall include:

- 1) the adoption and amending of the Constitution of the Republic of Uzbekistan;
- 2) enactment and amending of the laws of the Republic of Uzbekistan;
- 3) determination of the guidelines of domestic and foreign policies of the Republic of Uzbekistan and approval of long - term projects;
- 4) determination of the structure and powers of the legislative, executive and judicial branches of the Republic of Uzbekistan;
- 5) admission of new states into the Republic of Uzbekistan and approval of their decisions to secede from the Republic of Uzbekistan;
- 6) legislative regulation of customs, as well as of the currency and credit systems;
- 7) legislative regulation of the administrative and territorial structure, and alteration of frontiers of the Republic of Uzbekistan;
- 8) approval of the budget of the Republic of Uzbekistan submitted by the Cabinet of Ministers, and control over its execution; determination of taxes and other compulsory payments;
- 9) scheduling elections to the Oliy Majlis of the Republic of Uzbekistan and local representative bodies, and formation of the Central Election Committee;
- 10) setting the date of Presidential elections of the Republic of Uzbekistan on completion his term of office;
- 11) election of the Chairman and Vice-Chairman of the Oliy Majlis of the Republic of Uzbekistan;
- 12) election of the Constitutional Court of the Republic of Uzbekistan;
- 13) election of the Supreme Court of the Republic of Uzbekistan;
- 14) election of the Higher Arbitration Court of the Republic of the Uzbekistan;
- 15) appointment and dismissal of the Chairman of the State Committee for the Protection of Nature of the Republic of Uzbekistan upon the nomination of the President of the Republic of Uzbekistan;
- 16) ratification of the decrees of the President of the Republic of Uzbekistan on the appointment and removal of the Prime Minister, the First Deputy Prime Minister, the Deputy Prime Ministers and the members of the Cabinet of Ministers;

17) ratification of the decrees of the President of the Republic of Uzbekistan on the appointment and removal of the Procurator-General of the Republic of Uzbekistan and his Deputies;

18) appointment and removal of the Chairman of the Board of the Central Bank of the Republic of Uzbekistan upon the nomination of the President of the Republic of Uzbekistan;

19) ratification of the decrees of the President of the Republic of Uzbekistan on the formation and abolition of ministries, state committees and other bodies of state administration;

20) ratification of the decrees of the President of the Republic of Uzbekistan on general and partial mobilization, and on the declaration, prolongation and discontinuance of a state of emergency;

21) ratification and denouncement of international treaties and agreements;

22) institution of state awards and honorary titles;

23) formation, annulment and renaming of districts, towns, cities and regions and alteration of their boundaries;

24) execution of other powers defined by the present Constitution.

A session of the Oliy Majlis shall be legally qualified if it is attended by at least $\frac{2}{3}$ of the total number of deputies.

The President of the Republic of Uzbekistan, the Prime Minister, and the members of the Cabinet of Ministers, the Chairmen of the Constitutional Court, the Supreme Court and the Higher Arbitration Court, the Procurator-General of the Republic and the Chairman of the Board of the Central Bank shall have the right to attend the sessions of the Oliy Majlis.

Upon completion of its term, the Oliy Majlis of the Republic of Uzbekistan shall retain its powers until the newly-elected Oliy Majlis convenes.

The first session of the newly-elected Oliy Majlis of the Republic of Uzbekistan shall be convened by the Central Electoral Committee within two months of the elections.

The right to initiate legislation in the Oliy Majlis of the Republic of Uzbekistan is vested in the President of the Republic of Uzbekistan, the Republic of Karakalpakstan through the highest body of state authority, the deputies of the Oliy Majlis of the Republic of Uzbekistan, the Cabinet of Ministers of the Republic of Uzbekistan, the Constitutional Court, the Supreme Court, the Higher Arbitration Court and the Procurator-General of the Republic of Uzbekistan.

The Oliy Majlis of the Republic of Uzbekistan shall pass laws, decisions and other acts. A law shall be adopted when it has won a majority of votes of the deputies of the Oliy Majlis.

Promulgation of the laws and other normative acts shall be a compulsory condition for their enforcement.

The Chairman and the Vice-Chairmen of the Oliy Majlis shall be elected from the deputies of the Oliy Majlis of the Republic of Uzbekistan by secret ballot.

The Chairman and the Vice-Chairmen of the Oliy Majlis shall present annual reports to the Oliy Majlis.

One of the Vice-Chairmen of the Oliy Majlis, a deputy of the Oliy Majlis of the Republic of Uzbekistan shall represent Karakalpakstan.

The Chairman and the Vice-Chairmen of the Oliy Majlis of the Republic of Uzbekistan shall be elected for the same term as the Oliy Majlis.

No one may be elected Chairman of the Oliy Majlis of the Republic of Uzbekistan for more than two consecutive terms.

The Chairman of the Oliy Majlis of the Republic of Uzbekistan may be recalled before the completion of his term of office by the decision of the Oliy Majlis of the Republic of Uzbekistan approved by more than 2/3 of the deputies of the Oliy Majlis of the Republic of Uzbekistan by secret ballot.

(Constitution of the Republic of Uzbekistan, pp.20-22)

Ex.28.Re-read the text and define who shall attend the sessions of the Oliy Majlis according to the Constitution of Uzbekistan.

Ex.29.Look through the following text and note the powers of the Chairman of the Oliy Majlis.

The Chairman of the Oliy Majlis of the Republic of Uzbekistan shall:

- 1) exercise the general direction over a preliminary review of matters to be submitted to the Oliy Majlis;
- 2) convene the sessions of the Oliy Majlis and draft their agenda together with the Chairmen of the committees and commissions;
- 3) preside at the sessions of the Oliy Majlis;
- 4) coordinate the work of the committees and commissions of the Oliy Majlis;
- 5) organize the control over the execution of the laws and the decisions passed by the Oliy Majlis;
- 6) direct inter-parliamentary relations and the work of the groups connected with international parliamentary organizations;
- 7) nominate candidates for the posts of the Vice-Chairmen of the Oliy Majlis and the Chairmen of the committees and commissions of the Oliy Majlis;

8) alter the composition of the committees and commissions and submit them for confirmation to the Oliy Majlis on the proposal of the Chairmen of the committees and commissions;

9) direct the work of the organs of the press of the Oliy Majlis;

10) approve the rules and the editorial staff of the organs of the press of the Oliy Majlis and their expense budgets;

11) appoint and dismiss the editors of the organs of the press of the Oliy Majlis;

12) approve the estimated allowances of the deputies and the administrative expenses of the Oliy Majlis;

13) sign the resolutions passed by the Oliy Majlis of the Republic of Uzbekistan.

The Chairman of the Oliy Majlis of the Republic of Uzbekistan shall issue ordinances.

The Oliy Majlis shall elect committees and commissions to draft laws, conduct preliminary review of matters to be submitted to the Oliy Majlis, and control the execution of the laws and other decisions passed by the Oliy Majlis of the Republic of Uzbekistan. In the event of necessity, the Oliy Majlis shall form deputies, auditing and other commissions which shall function on a permanent or temporary basis.

The expenses of the deputies connected with their work for the Oliy Majlis shall be reimbursed in prescribed manner. The deputies working for the Oliy Majlis on a permanent basis may not hold any other paid posts, nor engage in commercial activity during their term of office.

Deputies of the Oliy Majlis shall have the right of immunity. They may not be prosecuted, arrested or incur a court-imposed administrative penalty without the sanction of the Oliy Majlis. (Constitution of the Republic of Uzbekistan, pp.23-24)

Ex.30. Read the text again and find the answers to the following questions:

1. What is the Oliy Majlis and what does it exercise?
2. How many deputies does the Oliy Majlis consist of ?
3. Who is eligible for election to the Oliy Majlis?
4. What are the exclusive powers of the Oliy Majlis concerning:
 - a) the Constitution?
 - b) domestic and foreign policy of Uzbekistan?
 - c) the budget of the country?
 - d) the court system of Uzbekistan?
 - e) appointment of government officials?

- f) formation and abolition of ministries?
 g) alternation of boundaries of cities, districts, regions?
5. Who has the right to attend the sessions of the Oliy Majlis besides its deputies?
 6. With whom is the right to initiate legislation vested?
 7. How are the Chairman and the Vice-Chairman of the Oliy Majlis elected?
 8. What are the functions of the Chairman of the Oliy Majlis?

Ex.31. Look through the text "Oliy Majlis" again and comment on the following:

1. Deputies of the Oliy Majlis shall have the right of immunity.
2. Requirements to candidates to be elected to the Oliy Majlis.
3. The functions of the Oliy Majlis.
4. The procedure of the session of the Oliy Majlis.

Ex.32 Language competition. Write 5 words for each letter as fast as possible on the topic "The Legislative Body of the Government of Uzbekistan". One word per each letter has been written as a model:

| | | | |
|----------|------|------------|--------|
| A | B | G | S |
| adoption | body | government | secede |

Ex.33. As you read the text below copy out the words describing Louise, her actions, intention, the accident happened to her, state of her health.
The Case of the Wobbly Ladder

When Louise borrowed her next-door neighbor Max's stepladder to change the light bulb in her kitchen, Max told her that one of the ladder's support braces was loose. Louise decided to borrow it anyway. The ladder collapsed with Louise on it and she fell, breaking her arm and bruising two ribs. Louise was unable to work for several weeks.

Louise sued Max to recover money for her injuries and the time she lost from work. Her attorney argued that because Max knew the ladder was dangerous, he should have refused to lend it. The court disagreed, and held that Max's warning about the ladder was enough. Louise assumed the risk that the ladder would collapse when she decided to borrow it in spite of the warning she had received.

Someone who borrows another person's property cannot be compensated for injuries suffered while using it unless the owner knew of a hazardous condition and failed to warn the borrower about the danger.

(Legal Problem Solver, p.72)

Ex.34. Re-read the text and explain why Louise sued Max and what the

Court's decision was.

Ex.35. Retell the text on behalf of: a) Louise, b) Max.

Ex.36. Write an essay on one of the following topics:

1. The Structure of the Oliy Majlis.
2. The Functions of the Oliy Majlis.

Glossary

| | | |
|--------------------|-------------------------------------------|--------------------------------------------------------------------|
| adjourn | откладывать, прерывать заседание | keyinga qoldirmoq, majlisni to'xtatmoq (ish ko'rishni) |
| allowance | разрешение; содержание (месячное) | ruxsat, ijizat, bir oylik ta'minot |
| alteration | изменение, поправка | o'zgarish, o'zgartirish, o'zgartish, tuzatish, qayta ishlash |
| atheist | атеист, безбожник | xudoga ishonmaslik |
| annulment | аннулирование, отмена | bekor qilish, kuchdan qoldirish |
| ballot | избирательный бюллетень | saylov qog'ozi |
| ballot - secret | закрытое голосование | yashirin saylov |
| bargain | сделка | kelishuv, shartnoma |
| bask | наслаждаться | rohatlanmoq |
| behalf - on behalf | от имени | biror kishining nomidan |
| blow up | взрывать, ругать | portlamoq, haqorat qilmoq |
| borrower | тот, кто заимствует | kimda-kim o'zlashtirsa |
| bruising | синяк, ушиб | badanning ko'kargan joyi, lat eyish |
| collapse | рушиться | qulab tushmoq |
| competency | компетенция, правомочность, юрисдикция | daxldorlik, layoqatlilik, huquqqa (vakolatda) ega bo'lish, |
| compulsory | принудительный, обязательный | majburiy, bajarilishi shart bo'lgan |
| composition | состав | tarkib |
| confederacy | союз государств | davlatlar ittifoqi |
| conspiracy | конспирация, заговор | yashirinish, fitna |
| consequence | последствие | oqibat, natija (biror ishning) samarasi |
| consecutive | последовательный | izchillik, ketma - ketlik |
| convene | вызывать в суд | sudga chaqinmoq |
| coordinate | координировать | boshqarmoq |
| currency | валюта | valyuta, erkin muomilalari pul |

| | | |
|-----------------------------|-------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| dangerous | опасный | xavfli |
| death penalty | смертная казнь | o'limga hukm |
| decision | приговор, решение | hukm, qaror |
| defender | защитник | himoyachi |
| deficiency | отсутствие, недостаток | yetishmaslik |
| deliver a lecture | читать лекцию | ma'ro'za o'qimoq |
| delinquency | правонарушение | huquqni buzish |
| denouncement | обвинение, угроза | ayiblov, hukm qilish, do'q, po'pisa, qo'rqitish |
| discontinuance | прекращение дела | ishni to'xtatish |
| dismiss | освобождать (заключенного), прекращать дело, отклонять (иск, заявление) | maxbusni (bandini) ozod qilmoq, sud ishini to'xtatmoq, arizani (da'voni) rad qilmoq |
| draft | законопроект | qonun loyihasi |
| enactment | издание, принятие закона, законодательного акта | qonunni nashr (qabul) qilish, qonun akti, hujjati |
| enforcement | присуждение | majburiyat |
| estimate | оценивать | baholash |
| exclusive | исключительный | maxsus, alohida |
| exercise | осуществлять, пользоваться (правами), выполнять обязанности | amalga oshirmoq, (huquqlardan) foydalanmoq, vazifalarni bajarmoq |
| first (second) degree crime | тяжкое убийство первой степени | birinchi darajali mudhish yovuz qotillik, odam o'ldirish |
| forbid | запрещать | ta'qiqlamoq, man'qilmoq |
| form (v) | обосновать | asoslamoq, dalillamoq, isbotlamoq |
| fossil | ископаемое | qazilma |
| frontier | граница | chegara |
| hazardous | рискованный, опасный | xavfli |
| handyman | подручный, на все руки мастер | doim kerakli, hamma narsaga usta bo'lgan shaxs |
| hole | дыра | teshik |
| hurt | повреждение | shikast, zarar |
| kidnapping | похищение людей | odam o'g'irlash |
| incur | подвергаться чему-л; навлекать на себя | (baloga, tuhmatga) ro'baro' bo'lmoq, o'z boshiga o'zi |

| | | |
|---------------------|------------------------------------------------------------------------------|--------------------------------------------------------------|
| institution | учреждение | tashvish orttirmoq |
| interstate | межштатный | tashkilot |
| legacy | наследство | shtatlararo |
| legitimacy | законность | meros bo'lib qolgan mol - mulk |
| magistrate | магистрат (должностное лицо, осуществляющее правосудие), мировой судья | qonuniylik |
| manner | манера | magistrat (odil sudlovni amalga oshiruvchi shaxs) |
| marshal | судебный исполнитель, начальник полицейского участка | kelishtiruvchi sudya |
| meteorite | метеорит | tarz |
| mobilization | мобилизация | sud ijrochisi, politsiya |
| multi-party basis | многопартийная основа | uchastkasining |
| nagging | ворчание | boshlig'i |
| nomination | выдвижение, назначение | meteorit, (olam fazosidan yerga tushgan metall yoki tosh) |
| omission | бездействие, упущение | safarbar etish |
| ordinance | указ, закон, постановление | ko'p partiyalikka |
| outcome | результат | asoslangan |
| rib | ребро | vaysash, ming'illash |
| racketeering | бандитский, вымогательство | (lavozimga) tayinlash, |
| redress | возмещать | tavsiya etish |
| recall | отменять | harakatsizlik, faoliyatsizlik, |
| retain | удерживать, сохранять, нанимать (адвоката) | talonchilik |
| review | пересматривать | farmon, qonun, qaror |
| secede (v) | отделяться | natija |
| solvency | платежеспособность | qovurg'a |
| stolen | похищенный | qaroqchilik, talonchilik |
| spite – in spite of | несмотря на... | undirib olmoq, o'rmini |
| suffer | пострадать, понести убытки | to'ldirmoq, qoplamoq |
| | | bekor qilmoq, kuchdan |
| | | qoldirmoq |
| | | ushlab qolmoq, saqlab qolmoq |
| | | (advokatni) yollamoq |
| | | qaytadan ko'rmoq |
| | | ajramoq |
| | | to'lov qobiliyati, sotib olish |
| | | qobiliyati |
| | | o'g'irlangan |
| | | ...ga qaramasdan |
| | | ziyon (zarar) ko'rmoq |

| | | |
|--------------|------------------------------------|----------------------------------------------|
| temporary | временный | vaqtincha |
| tort law | закон о гражданском правонарушении | fuqorolik qonunbuzarligi haqida qonun |
| truth | правда | haqiqat |
| parole | обещание, отпустить на поруки | va'da, chin so'z asosida qo'yib yubormoq |
| permanent | постоянный | doimiy |
| poll | голосование, избирательный пункт | ovoz berish, ovozlar soni, saylov uchastkasi |
| preliminary | предварительный | dastlabki |
| prolongation | продление | cho'zish, uzaytirish |
| promulgation | распространение | e'lon qilish |
| vagrancy | бродяжничество | darbadarlik, daydilik |
| withhold | отказывать, останавливать | rad etmoq, to'xtatib qo'ymoq |
| warning | предупреждение | ogohlantirish |
| zoning | зона, район | zona, hudud |

UNIT 11

Topic: The British Parliament.

Linguistic material:

Phonetics: Characteristics of Vowels;

Vocabulary: 1. Topical words,

2. The words with the suffixes: *-ary*, *-ory* *-ous*;

Grammar: Present Perfect Continuous;

Word formation: the suffixes: *-ary*, *-ory*, *-ous*;

Conversational phrases: How to express apologies;

Texts: 1. The British Parliament, 2. Some more facts about the UK Parliament,

3. A newspaper article.

Exercises

Ex.1. Read the words according to the pronunciation rules:

| | | | | |
|--------|-------|-------|------|----------|
| here | air | our | fire | door |
| mere | their | sour | tyre | floor |
| dear | bear | hour | hire | four |
| fierce | care | tower | wire | your |
| pear | rare | power | lyre | fourteen |

Ex.2. Listen and repeat:

| | | |
|-------------|------------|---------------|
| put - foot | eat - it | port - pot |
| bush - boot | Pete - pit | sort - rod |
| good - food | seat - sit | bought - boat |
| hood - moon | read - rid | caught - coat |
| full - fool | meat - met | north - note |

Conversational phrases: Apologies

Ex.3. Read the phrases:

| | |
|--------------------------|-------------------------------------------|
| I am sorry. | Sorry. |
| So sorry. | Beg your pardon. |
| I beg your pardon. | Excuse me. |
| Pardon me. | Excuse my back. |
| Forgive me. | Excuse my disturbing you. |
| Excuse me to trouble you | Excuse my troubling you. |
| Excuse my being late. | Excuse my going first. I'll lead the way. |
| I must apologize to you. | |

| | |
|-------------------------------------------------|-----------------------------|
| Sorry. I've kept you waiting. | Apologize to Martin for me. |
| I hope I didn't hurt you. | I didn't mean to hurt you. |
| I meant no offence. | Don't be cross with me. |
| Forgive me, please I meant well. | |
| I'm afraid I've taken up too much of your time. | |

Possible replies

| | |
|-------------------|--------------------------------------|
| That's all right | Not at all |
| Never mind | You needn't apologize. It's my fault |
| No trouble at all | No offence at all |

Ex.4. Memorize the dialogues:

- | | |
|--------------------------------|-------------------------------------------------------------------------|
| 1) - Excuse my troubling you. | 2) - I must apologize to you. |
| - No trouble at all. | - You needn't apologize. It's my fault. |
| 3) - Excuse my back. | 4) - I beg your pardon. I'm afraid I've taken up too much of your time. |
| - That's all right. | - Not at all I'm sure. You're always welcome. |
| 5) - Apologize to John for me. | |
| - I will. | |

Ex.5. Write a response to the following:

Sorry, I've kept you waiting.
 Don't hold it against me.
 Don't be cross with me.
 I'm afraid I've taken too much of your time.
 Excuse my troubling you.
 Excuse my disturbing you.

Ex.6. How will you apologize in the following cases?

- If you think you've hurt some one?
 When interrupting a person?
 If you interrupt in somebody's conversation?
 If you think you've been rude?
 If you have to sit or stand with your back to someone?
 If you have kept someone waiting?
 If you feel you are taking up too much of somebody's time?
 If you are late?

When you go ahead?

When you want to ask somebody to apologize to someone for you?

Ex.7. Think of appropriate situations with short dialogues based on apologetic phrases and act the situations:

You have kept someone waiting.

The fact that it was the birthday of your friend's brother has slipped your memory.

You bump into a passer-by.

You have quarreled with your friend without any solid reason and want to try and make up.

The shopclerk gives the customer a parcel with cotton socks instead of silk ones.

You have stepped on someone's toes.

You have spilled coffee on a lady's dress.

You pick up the handkerchief which a lady has dropped.

You are going to ask your friend to lend you a sum of money.

The joke you've made was ill-suited.

Grammar

Present Perfect Continuous (for, since)

| |
|----------------------|
| to have + been + ing |
|----------------------|

I have been working in the garden for an hour.

He (she) has been watching TV since the morning.

It has been drizzling for a long time.

We (you, they) have been studying at the Institute for 6 months (3 years).

Negative form

I have not been waiting for him for a long time.

He has not been fishing in the river since yesterday.

Interrogative form

She has been taking figure-skating lessons since her childhood.

1. **Has** she been taking figure-skating lessons since her childhood?

- Yes, she has / No, she has not.

2. **She** has been taking figure-skating lessons since her childhood, hasn't she ?

Yes, she has / No, she has not.

3. Has she been taking figure-skating lessons or singing since her childhood?

She has been taking figure-skating lessons since her childhood.

What has she been taking since her childhood ?

She has been taking figure-skating lessons since her childhood.

Ex.8. Translate the sentences:

I've been waiting for you for two hours already.

He's been walking near my house since morning.

I'm afraid of this man. He's been watching me for half an hour.

The police has been looking for the robber but still can't find him.

The defendant has been speaking for 10 minutes.

My uncle has been working as a judge for 15 years already.

Ex.9. Read and retell the jokes in your mother tongue:

Look here, waiter, I've found a button in my soup.

Oh, thank you, sir. I've been looking all over for it.

x

x

x

Father: My dear, if you want a good husband marry Mr. Goodheart.
He really loves you.

Daughter: How do you know that, Dad?

Father: Because I've been borrowing money from him for six months,
and still he keeps coming.

**Ex.10. Translate the sentences paying attention to the difference
between Present Continuous and Present Perfect Continuous:**

1. My sister is writing a composition.

She has been writing it for an hour
already.

2. I'm reading an interesting book.

I have been reading it since I
returned home.

3. I'm working on my translation.

I've been working here since this
morning.

4. He is watching TV.

He has been watching TV since
this morning.

**Ex.11. Complete the sentences adding suitable adverbial modifiers as
in the model. Give all possible variants.**

Model: I have been listening ...

I have been listening in for an hour.

I have been listening in since I came home.

I have been listening in since 7 o'clock.

1. He has been watching TV...
2. They have been working in the garden...
3. Have you been working here?
4. I have been waiting for you ...
5. The students have been reading for the examination...
6. The baby has been crying...
7. The tourists have been going sightseeing of the city...
8. They have been building the new bridge ...
9. The court has been hearing the case ...
10. He has been sitting in the prison ...

Ex.12. Ask your friend how long he or she has been doing this or that action. Work in pairs.

Model. A: How long have you been studying English? You speak so well.

B: Let me think... I began studying English last year. So I have been studying it for nearly a year. Prompts: to work as a lawyer; to hear the case; to interrogate the suspect; to testify; to file the case; to plead; to work on a probation; to look through the luggage; to learn to drive a car.

Ex.13. Explain why you or your friend has achieved some progress in this or that area. Work in pairs.

Model. A: Kate sings very well.

B: She has been studying at the conservatoire for three years.

Prompts: Nazir to be a good teacher - to teach for twenty years; Mr. Komilov - to be an experienced lawyer - to practice law for ten years;

Rano - to speak French well - to study French for two years; Mrs. Feak to be a senior judge - to wait for the promotion for five years; Dilshod - to have a rich collection of pictures - to collect pictures for ten years.

Ex.14. Speak about the things your friend and you have been trying to do for a long time but haven't succeeded in doing them yet.

Model: I've been studying criminal law for a year but still I find it difficult to define the issues of the criminal cases.

Prompts: to take measures to decrease crimes; to conduct interrogation; to hear the case; to search the suspect; to consider the matter of a crime.

Ex.15. Read the text and explain why the old ladies were arrested.

Twelve old ladies arrested for gambling

The police caught 12 old ladies. The oldest was 87- playing cards in a house in one of the Hague's most respectable districts.

All 12 were arrested, as gambling is illegal in Holland. The police said the stakes were high and they seized several thousand guilders. (A guilder is worth almost two shillings). (AAN, 8/5/99)

Ex.16. Read the case and state if you have ever heard of such a case .

Stolen bottle of wine gets seven years

After pleading guilty to stealing a bottle of wine, Robert Groom, 72, of no fixed address, was sentenced by the chairman of a London court to 7 years of confinement.

The prosecutor said it was obvious that Groom broke a window with the intention of being arrested. He said the prisoner had not eaten for a week.

The police said that Groom had 57 previous convictions, and when he broke the window he had been out of prison for only six days. (AAN, 7/30/99)

Ex.17. Study the word formation. The suffixes *-ary, -ory, -ous*.

introduce - introductory
discipline - disciplinary
oblige - obligatory
stipend - stipendiary

advise - advisory
recommend - recommendatory
malice - malicious
notary - notorious

Ex.18. Form derivative adjectives with the suffixes *-ary, (-ory), -ous*:

| | | | |
|-----------|------------|----------|----------|
| mandate | reaction | religion | number |
| militant | tradition | fame | humour |
| element | reform | analogy | mountain |
| evolution | parliament | barbara | -courage |
| legend | second | danger | continue |

Ex.19. Study the vocabulary to use in sentences of your own:

beneficiary - one who gains or benefits from something; especially, the person designated to receive something from a legal arrangement or instrument;

customary - a record of all the established legal and quasi-legal practices within a community;

depository - a place where one leaves money or valuables for safekeeping;

emissary - one sent on a special mission as another's agent or representative, especially to promote a cause or to gain information;
 exemplary - 1) serving as an ideal example; 2) serving as a warning;
 fiduciary - 1) one who owes to another the duties of good faith, trust, confidence, and candour;

2) one who must exercise a high standard of care in managing another's money or property;

illusory - deceptive; based on a false impression;

interrogatory - any one of a numbered list of written questions submitted in a legal context usually to an opposing party in a lawsuit as part of discovery;

involuntary - not resulting from a free and unrestrained choice; not subject to control by the will;

judiciary - 1) the branch of government responsible for interpreting the laws and administering justice; 2) a system of courts; 3) a body of judges;

ordinary - 1) at common law, a high-ranking official (such as a bishop) with jurisdiction over a specified territory or a group;

2) a probate judge;

subsidiary - 1) supplemental, additional, auxiliary; 2) maintained, supported by the state budget;

notorious - generally known and spoken of;

murderous - quality of a thing (hit, blow) that has a dealing (mortal) strength.

Ex.20. State what part of speech the given words are and translate them:

| | | | |
|------------------|---------------|----------------|-----------|
| to preside | to qualify | to recommend | to advise |
| presidency | qualification | recommendation | advisor |
| president | qualificatory | recommendatory | advice |
| presidential | | | advisable |
| presidium | | | advisory |
| vice - president | | | |

Ex.21. Make word combinations out of the following and translate them:

| | |
|-------------|-------------------|
| to consider | the opinion |
| to submit | the judgement |
| to cast | the question |
| to decide | a case |
| to request | the deciding vote |

Ex.22. Language competition. Who can find the missing letters of the words as fast as possible?

Model: ...eeth ...eet

teeth meet

...arliament ...ommons

...ovreign ...ords

...een ...eech

...ing ...ember

...ouse ...ession

Ex.23. All the adjectives in the box relate to legal matters. Use them to complete the sentences:

| | | | |
|-----------|-------------|------------|------------|
| advisory | beneficiary | subsidiary | suspicious |
| malicious | curious | felonious | felonious |

1. The minister said the family felt like it had to share him with a ... nation
2. The boy, now 16, convicted in late June on a ... assault charge in the stabbing of 20-year-old Karl.
3. ... fires spark worries in Onondaga.
4. He carried out a ... act.
5. He faces one serious charge and several ... charges arising out of the main charge.
6. He has been selected to the advisory board of lawyers
7. ... is a person who is left property in a will.
8. The attorney conducted a ...prosecution of a farmer though he hadn't been involved in a crime.

Ex.24. Form word-combinations with the words using the prompts:

| | | | |
|------------|--------------|-----------|--------------|
| murderous | scandalous | delicious | advantageous |
| anonymous | primary | glorious | monetary |
| victorious | satisfactory | | |

Prompts: school, gift, cake, blow, unit, progress, fight, question, contract, person.

Ex.25. Match the definitions or explanations to the names of the crimes. Use the prompts given below:

1. providing sexual intercourse in return for payment.
2. crime or fort of using force against another person.
3. unlawful sexual intercourse with a woman without her consent.
4. offence of removing goods without paying for them or of refusing to pay a bill.
5. acting against something with which you have been entrusted,
6. breaking a law or a right.

7. crime of encouraging or persuading or advising someone to commit a crime.
 8. crime of importing or exporting illegal articles or articles on which duties have not been paid.

Prompts: rape, battery, smuggling, prostitution, infringement, betrayal, bilking, incitement.

Ex.26. As you read the text below define the structure of the British Parliament:

British Parliament

The British Parliament is one of the oldest in the world and is the most important part of Britain's system of government. It meets in the Palace of Westminster, beside the River Thames in London. These are also known as the Houses of Parliament. It is the job of the British Parliament to make sure that the Government is working properly. Parliament consists of three parts: the monarchy (the King or Queen), the House of Lords, and the House of Commons.

The monarchy is much older than Parliament itself. Since 1066 there have been 35 Kings and 5 Queens. However, since 1689 the monarchy's power has been reduced by Parliament. Today, Britain has a 'constitutional monarchy'. This means that although the King or Queen is officially the British head of state. He or she does not make any major political decisions. Instead, the monarch acts on the advice of government ministers. Even the important speech which the King or Queen reads at the opening of each new session of Parliament is written by the Prime Minister. Nevertheless, the current monarch, Queen Elizabeth, does have some influence. Her opinions on important subjects can affect the way the Government acts, though she rarely expresses them publicly.

The House of Lords has 1198 members, although the average daily attendance is less than 400. These members are not elected, but have inherited their seats from their fathers or been given them by the government. Members of the Royal Family, bishops of the Church and important law judges can also sit in the House of Lords. The Lords can suggest changes in laws, but it cannot reject laws that the Commons wants to pass. The debates in the Lords are chaired by the Lord Chancellor.

The House of Commons first met in the thirteenth century when towns sent representatives to the King to vote on new taxes. The name 'common' means 'ordinary, not noble or royal'. The modern House of Commons consists of 651 Members of Parliament (MPs) who are all elected by voters in each of Britain's 651 parliamentary constituencies. These MPs come from several different political parties, but the majority of them belong to either the Conservative or the Labour

party. The House of Commons is the main place where new laws are examined, debated and passed.

The chamber in which the MPs meet is quite small. In fact, it has benches for only 437 so when there is an important debate it is very crowded. The chairman of the Commons, called the Speaker, sits in the back in a high chair and makes sure that the rules of the House are followed. The party which is in government (the one which has the most MPs elected) sits on the benches to the right of the Speaker. The main opposition party sits opposite. There are two red lines on the floor in front of the benches. MPs must not cross these during a debate. This is one of many historical traditions in the British Parliament; MPs used to carry swords into the chamber and the distance between the two red lines is too wide for a sword fight! Today, the only weapons allowed in the chamber are words. However, the Speaker frequently has to shout "Order! Order!" to control the MPs. Below the Speaker's chair there is a large table. This is where the Prime Minister and other ministers stand when they make speeches to the House. MPs who hold government positions sit on the benches at the front and are called 'frontbenchers'. MPs who do not hold any office with the Government or the main opposition party sit behind them and are called 'backbenchers'.

In spite of the fact that the British parliamentary system has been the model for many other countries, some people believe that it should be reformed. They think that the monarchy is old-fashioned and expensive and that the unelected House of Lords is undemocratic. MPs in the Commons are also frequently criticized for following the orders of their parties and not properly representing the people in their constituencies. As the world enters the 21st century, has the time come for change? (Word Wise, p.140)

Ex.27. Re-read the text, copy out the legal terms and translate them into your mother tongue.

Ex.28. Read the text again and complete the notes in the table below:

| Houses | Origin | Number of members | How members are chosen? | Title of the Chairman | Main role of the House |
|------------------|--------|-------------------|-------------------------|-----------------------|------------------------|
| House of Lords | | | | | |
| House of Commons | | | | | |

| | | | |
|------------------------|------------|---------|---------|
| power session | debates | chamber | speaker |
| attendance inheritance | opposition | sword | reform |

Ex.30. Fill in the blanks:

1. The UK Parliament is usually dissolved before the ... of the legal term.
2. The time between the meeting of a Parliament and its ... and ... is called a session.
3. The British Parliament consists of two ...
4. The Queen ... the government's programme of legislative.
5. The House of Commons ... members from all sections of the Community.
6. The House of Lords has no ... to reject a Bill relating to money.
7. If the Lords agree to a bill, it is placed before the Queen for ...

Ex.31. Comment on the meaning of the following:

minister, affair, state, to be responsible for, country, matter, Secretary of state, to be in charge of.

Ex.32. Express the same notion in one word:

to read again; to take as good as new; to open again after closing; to think about again.

Ex.33. Look through the text again and find the answers to the questions:

1. How many branches of power are there in Great Britain?
2. By what Act of Parliament is the term of the UK Parliament fixed?
3. What is the session of Parliament and how long does it last?
4. How many chambers does the British consist of?
5. In what House and by whom is the session usually opened?
6. Whom does the House of Lords consist of?
7. How are members of the House of Commons elected?
8. What is the procedure of passing a Bill?

Ex.34. Look through the text again and state if you agree or disagree with the following statements:

1. The British Parliament is one of the oldest in the world.
2. It meets in Hyde Park.
3. The British Parliament consists of three elements.
4. The monarchy is much younger than Parliament itself.

5. Since 1066 there have been 35 Kings and 5 Queens.
6. Since 1689 the monarch's power has been enlarged.
7. The monarch acts on the advice of government ministers.
8. The speech which is read by the queen at the opening of each new session is usually written by the queen herself.
9. The House of Lords is the oldest of the two Houses.
10. It has more than 2000 members.
11. The members of the House of Lords are elected.
12. The House of Commons first met in the first century.

Ex.35. Discuss the following:

1. The structure of the British Parliament.
2. The monarchy.
3. The House of Lords.
4. The House of Commons.
5. The tradition which is kept during a session of the British Parliament.
6. The reasons for the reform of the British parliamentary system.

Ex.36. Discuss the following questions in your group:

1. Compare The British Parliament and the Oliy Majlis. Identify similar and different features between them.
2. How is the Government of Uzbekistan formed? What about the British Government? Who becomes the Speaker of the UK Parliament?
3. What does the Speaker or his/her deputy declare at the end of the day's sitting?
4. Why does the Lord Chancellor sit on the wool-sack?

Ex.37. As you read the text note the facts about the UK Parliament.

Some more facts on the UK Parliament

Parliament is the legislative and the supreme authority. It consists of three elements -the Monarchy, the House of Lords and the House of Commons. These meet together only on occasions of ceremonial significance.

The House of Lords consists of hereditary peers and peeresses - men and women who hold titles of nobility which can be passed on to their sons and, in some cases, daughters; life peers and peeresses- distinguished citizens who are given peerages and who hold their titles only during their own lifetimes; and two archbishops and 24 senior bishops of the Church of England.

All legislation requires the formal approval of the Monarch.

Ministers are responsible to Parliament for their department and its actions. The Commons can force a government to leave office. This happened in 1979, when the official Opposition put forward a nonconfidence motion which was carried out by one vote. The government was therefore obliged to advise the Queen to dissolve Parliament and a general election followed.

Parliament passes laws, votes taxation and debates policy questions.

Before the text of a law is drafted by the government, there may be consultation with professional bodies, voluntary organizations, interest groups which seek to promote specific causes.

Although all draft laws (Bills) have to be passed by the Commons and the Lords, the latter has only limited powers to delay those approved by the elected Commons. The Lords House prefers to amend drafts rather than to turn them down.

The whole process is dominated by public debate and discussion.

A draft law is given a formal Commons first reading, which is followed by a thorough debate on general principles at second reading. It is then given detailed consideration, clause by clause, by a Commons Committee.

This is followed by the report stage in the whole House, during which further amendments may be considered. At the third reading a Bill is reviewed in its final form and may be debated again. The Lords have similar procedures.

(British Democracy in Action, 1994, pp.4-5).

Ex.38. Re-read the text and make up true or false statements:

Model:

1.-The British Parliament is the legislative and the supreme authority.

-Oh, yes, you are right. The British Parliament is the legislature and the supreme authority.

2.-The British Parliament consists of 2 elements: the House of Lords and the House of Commons.

- Oh, you are wrong. It consists of 3 elements: the Monarchy, the House of Lords and the House of Commons.

Ex.39. Look through the following arguments for and against the Monarchy in the UK and explain each of them giving examples from social, political and economical life.

Arguments for the Monarchy

The Queen works very hard for the country.

She represents Britain in foreign countries.

The majority of British people love the Queen.

She is a symbol of unity.

The Royal Family makes a lot of money for the country because millions of tourists come to see them and the royal traditions.

The monarch stops politicians from getting too much power.

The Royal Family promotes British exports by making visits abroad.

Arguments against the Monarchy

The monarchy is very expensive. The Queen gets about £10 million of public money each year.

The King or Queen is not elected. It is very undemocratic to have an unelected head of state.

Monarchy is an old-fashioned idea. It makes people think about the past rather than the future.

The Royal Family is involved in many scandals.

It is too remote from the ordinary people and does not understand their problems.

(English for Law Students, p.61)

Ex.40. Discuss the following questions in your group:

1. Comment on hereditary peers and peeresses.
2. To what extent are the ministers responsible to Parliament for their department and its actions?
3. What are the main functions of Parliament?
4. What is the procedure of drafting laws?
5. Have you ever taken part in the debate, discussion of the law? If yes, what was that law about? What was your opinion?
6. What laws are being discussed at present? What is your opinion? Comment on the draft of this law.

Ex.41. Read the text and define what issues it concerns.

The Case of the Bad - Luck Burglar

Jeff Andrews died while attempting to burglarize a warehouse. The Warehouse owner, who had been the victim of burglary more than a dozen times in the previous two years, had booby-trapped his building with a shotgun wired to the front door. When Jeff broke the lock and opened the door, the gun went off, killing him instantly.

The warehouse owner was charged with manslaughter. His attorney argued that he was entitled to protect his property. But the court held that the use of deadly

force was unjustified, and the warehouse owner was found guilty and sentenced to prison.

Although burglary is a crime, property owners are limited in the kinds of steps they can take to protect their homes and businesses from intruders. (Legal Problem Solver, p.77)

Ex.42. Re-read the text and explain:

1. How Jeff Andrews died.
2. Why the warehouse owner was charged with manslaughter.
3. The court's verdict.
4. What would have happened if Jeff had not opened the door?
5. Why did the Warehouse owner shoot the burglar?

Ex.43. Write an essay on one of the following topics:

1. The House of Lords.
2. The House of Commons.
3. The Procedure of law adoption in Great Britain.
4. The Speaker of the British Parliament.
5. The customs, traditions of the British Parliament.
6. Similar and different features of the British Parliament and the Oliy Majlis of Uzbekistan.

Glossary

| | | |
|-------------------------|-------------------------------------|-----------------------------------------------------------|
| advice-on the advice of | совет, по совету | maslahat; ...ning maslahatiga ko'ra |
| advisory | совещательный | maslahat |
| affair | дело | ish |
| affect | влиять, воздействовать, затрагивать | ta'sir etmoq, ta'sir ko'rsatmoq, to'xtatib (tejib o'tmoq) |
| apology | извинение | kechirim |
| archbishop | архиепископ | arxiepiskop |
| attempt | покушаться, пытаться | suyiqasd qilmoq, urinish, harakat qilmoq |
| attendance | присутствие, посещение | ishtirok etish, qatnashish |
| backbencher | рядовой член парламента | parlamentning oxiriy a'zosi |
| bench | место судьи | sud'yu joyi |
| beneficiary | владелец бенефиции | foyda oluvchi |

| | | |
|---------------|------------------------------------------------|----------------------------------------------------------------------------------|
| betrayal | предательство | so'tqinlik |
| bishop | епископ | episkop (yuqori mansabda bo'lgan ruhoni) |
| bump | столкновение | to'qnashish |
| burglarize | совершать ночную кражу | bergleri kechasi, qulfbuzarlik |
| | со взломом или совершать берглери | orqali o'g'irlik sodir etmoq |
| ceremonial | формальный, обряд | tantanali |
| chair (v) | стул, председательское место | stul, rais joyi: |
| chamber | палата (парламента, суда) | palata parlament (hukumat a'zolari) yoki sud (hay'ati) a'zolari palatasi, guruhi |
| customary | обычный | odatdagi |
| decrease | уменьшение | kamayish |
| depository | депозитарий | depozitariy (shartnoma hujjatlarini saqlovchi davlat) |
| emissary | эmissар, агент | emissar(davlat tomonidan chet elga maxfiy ravishda yuboriladigan shaxs) |
| exemplary | образцовый, примерный | namunaviy |
| fiduciary | доверенный | ishongan, ishonchli |
| file | подавать документ | hujjat topshirmoq |
| follow | следовать, следить | amal qilmoq, harakat qilmoq |
| frequently | часто | tez – tez |
| frontbencher | министр, бывший министр | vazir, sobiq vazir |
| gambling | азартная игра | tortadigan o'yin (qimor) |
| guilder | гильдер | gil'der (pul birligi) |
| illusory | обманчивый, иллюзорный | aldaydigan |
| inherit | наследовать | meros qilib olmoq |
| infringement | нарушение (закона, обещания, авторского права) | buzish, rioya qilmaslik |
| intention | умысел | niyat, maqsad, qasd, faraz |
| malice | злой умысел | yomon niyat |
| murderous | убийственный, смертоносный | o'ldiradigan, qirg'in qiladigan, halok qiladigan |
| notary | нотариус | notarius |
| nevertheless | несмотря на... | ... ga qaramasdan |
| nobility | благородство | oliyjanoblik |
| noble | благородный | oliyjanob |
| nonconfidence | недоверие | ishonchsizlik |

| | | |
|-----------------------|----------------------------------------------------------|---------------------------------------------------------------------------------------|
| notorious | известный | ma'lum |
| obligatory | обязательный | majburiy |
| obvious | очевидный | aniq |
| occasion | случай | munosabat |
| on the occasion of | по случаю... | ...munosabati bilan |
| old - fashioned | устарелый, старинный | eskirgan |
| ordinary | обычный | odatdagi |
| pass | принимать (закон, резолюцию) | (qonun, qaror) qabul qilmoq |
| lead guilty | признавать себя виновным в предъявленном обвинении | qo'yilgan ayibni tan olmoq |
| previous probation | предыдущий, предварительный доказательство, испытание | oldingi, dastlabki sinov, shartli ravishda |
| promotion | действие | ozodlikka chiqarish |
| publicly | публично | ko'maklashish oshkora, xalq oldida |
| put forward | выдвигать, предлагать, продвигать | olg'a surmoq, taklif qilmoq |
| quasi | лат. как будто; якобы; как бы | go'yoki, go'yo |
| quasi - legal | полузаконный | yarimqonuniy |
| rarely | редко | siyrak, ahyon- ahyonda |
| reduce | сокращать | qisqartirmoq |
| reject | отвергать, отказывать | rad qilmoq, bekor qilmoq |
| remote | дальный | uzoq |
| require | требовать | talab qilmoq |
| shout | кричать | qichqirmoq |
| significance | значение, значительность | ahamiyat |
| slip | скольжение | sirg'anish |
| smuggling | контрабанда | kontrabanda (davlat chegarasidan yashirincha bo'lgan to'lamasdan mol o'tkazish) |
| stake (s) | укреплять колом | tayoq bilan mustahkamlanmoq |
| stipendiary | оплачиваемый | to'lanadigan |
| subsidiary | дополнительный, субсидируемый | qo'shimcha yordam beriladigan |
| sword | меч | qilich |
| take measures | принимать меры | chora ko'tarmoq |
| title | заглавие | sarlavha |
| unity | единство | birdamlik |

| | | |
|-----------|-------------------------|-------------------------------|
| warehouse | товарный склад | tovar saqlanadigan ombor |
| weapon | оружие | qurol |
| will | воля; завещание | istak, xohish, vasiyat qilmoq |
| wool sack | подушка набитая шерстью | jun bilan to'ldirilgan yostiq |

UNIT 12

Topic: The Legislative Body in the USA

Linguistic material:

Phonetics: Characteristics of Vowels,

Vocabulary: 1. Topical vocabulary,

2. The words with the suffix *-ity*,

3. The words from a newspaper article,

Grammar: The Passive Voice;

Word formation: the suffix *-ity*.

Conversational phrases: Expressing surprise.

Texts: 1. Legislative Body in the USA, 2. Criminal cases.

Exercises

Ex.1. Read the words according to the pronunciation rules:

| | | | |
|-----------|------------|-----------|-------------|
| minority | republic | east | mountain |
| majority | country | north | natural |
| identity | population | west | high |
| immunity | square | southern | famous |
| liability | people | equipment | agriculture |
| impunity | south | China | when |

Ex.2. Listen and repeat:

| | |
|------------------------|----------------------|
| ship - sheep - shelf | sin - sing - sink |
| taught - tap - tape | thin - thing - think |
| pan - pane - pale | win - wing - wink |
| fit - foot - fate | ran - rang - rank |
| dive - dove - dame | pick - pig - pack |
| dairy - lazy - darling | cat - cut - caught |

Conversational phrases: Expressing surprise when meeting people

Ex.3. Read the phrases:

What a pleasant surprise!

Fancy meeting you here!

What brings you here?

Look, who's here!

This is a small world!

How come you are here?

Ex.4. Memorize the dialogues:

-Look, who is here!

-Why, Michael! What a pleasant

- Never expected to see you here!

-This is a small world

surprise!

-Look, who is here! Hallo, John!

-Hallo, Dick! Glad to see you!

Ex.5. Combine the sentences into one sentence:

Why, Bess! What's brought you here?

How come you are here?

Look, who is here! This is a small world.

What a pleasant surprise!

What brings you here?

Ex.6. You didn't expect to meet your friend in a strange place. Supply the missing remarks instead of dots:

1. This is a small world.
2. Max, what a pleasant surprise!
3. Why, Mr. Finch?
4. How come you are here!
5. Look, who is here!

Ex.7. Make up dialogues expressing your surprise.

Grammar

The Passive Voice:

to be + Participle II

Ex.8. Translate the sentences:

Active Voice

1. We use milk for making butter.
2. He broke his car yesterday.
3. They will repair their house.
4. She said she would do her homework.

Passive Voice

- Milk is used for making butter.
- His car was broken yesterday.
- Their house will be repaired.
- She said her homework would be done.

Ex.9. Fill in the blanks:

1. Every year September 1...as a national holiday (to celebrate).
3. Many new houses... in our city every year (to build).
4. The first radio set... in 1885 A.S. Popov (to demonstrate).
5. A new trade agreement with India...next year (to conclude).
6. The anniversary of the radio...on the 7th of May every year(to mark).

7. This book ... into English next month (to translate).
 8. The court officer said that the case...the next week(to hear).
 9. Much money... on the construction of A.Temur museum(to spend).

Ex.10. Agree or disagree with the statements:

Model 1: The University of Manchester – to found in 1903.

A: They say that the University of Manchester was founded in 1903.

B: That's right. It was founded in 1903.

Model 2: The University of Michigan – to found in 1905.

A: They say that the University of Michigan was founded in 1905.

B: I disagree with you. That's not so. It was founded in 1867.

Prompts:

| A | B |
|------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------|
| 1. London – to divide – four parts. | Four parts: the City, Westminster, the West, the East End the City |
| 2. The oldest part of London- to call- West-minister | |
| 3. A.Temur's museum – to build during World War II | in 1996 |
| 4. Tashkent Law Institute – to found- in 1991 on the basis of the Law faculty of Tashkent State University | 1991 |
| 5. Great Britain officially – to call- the United Nations | the United Kingdom |
| 6. The Constitution of Uzbekistan -to adopt – on December 5, 1992 | December 8, 1992 |
| 7. The 10 th anniversary of the Constitution – to celebrate- in 2002 | 2002 |
| 8. The law of gravitation- to invent by M. Faraday | I. Newton |
| 9. The Statute of Liberty-to present to the USA by Germany | France |
| 10. M. Twain's first short story – to publish-in 1867. | 1867 |
| 11. Washington – to situate- on the Potomac river | on the Potomac |
| 12. London – to situate – on the river Severn. | on the Thames. |

Ex.11. You didn't hear properly what your friend said.**Make sure you understand him/her.**

Model: A: The handkerchief was invented by King Richard II of England in the 14th century. He ordered cloth to be cut into small pieces for the King to carry in his hand to wipe and clean his nose.

B: Sorry, whom was the handkerchief invented by?

A: I say the handkerchief was invented by King Richard II of England.

Prompts: The book "Oliver Twist" – to write –by Ch. Dickens; in 1963 the spaceship "Vostok -6" to pilot –by V. Tereshkova; the world's highest temperature –to record-in Ethiopia (63* C);

On November 22, 1963 while driving in a motorcade J.F.Kennedy – to shoot and to kill-by assassin; A man named Lee Harvey Oswald – to arrest; Oswald – to shoot and to kill- by Jack Ruby, a Dallas nightclub owner; in January, 1973 the Vietnam cease – fire agreement – to sign; in 1775 G. Washington – to appoint – Commander in Chief of the American army.

Ex.12. Respond in the negative:

Model: A: Do you know when G. Washington was elected as President?

B: No, I am sorry, I don't know when G. Washington was elected President.

Prompts: you – to know when the capital to 'move from Philadelphia to Washington, D.C.; you – to know by whom A. Lincoln to shoot and to kill in 1865; you – to know when 13 original states to be united; you – to know where cars to be produced in Uzbekistan.

✓ **Ex.13. Imagine you have to write a report on the burglary happened in your region for your chief. Use the following words and the Passive voice:**

1. The door of the house, to force, at 10 p. m. yesterday.
2. The old man, to beat, to tie.
3. The most valuable things, to take.
4. The fingerprints, to find, on many pieces of furniture.
5. The knife, to leave by one of the burglars.
6. The car, to use, by them, and the traces of it, to find, near the house.
7. The old man, to take to the hospital.

The Passive voice in the Continuous Tenses

to be + being + Participle II

Ex.14. Read and translate the sentences:

School children are planting fruit trees now.

Fruit trees are being planted now.

They are showing a new film on TV now.

A new film is being shown on TV now.

They were discussing an important question yesterday.

An important question was being discussed yesterday.

I was repairing my motorbike when you phoned me.

My motorbike was being repaired when you phoned me.

✓ Ex.15. Change the sentences into the Passive voice:

1. A lot of passengers are still waiting for the train.
2. The court is hearing a criminal case now.
3. The students are studying ancient manuscripts.
4. The judge is asking the defendant questions.
5. Pete was listening to music when Ann came.
6. Mary was ironing her dress when the telephone rang.
7. The teacher was explaining the homework when the bell rang.
8. The farmers were picking cotton when it began to rain.
9. They are building a museum now.
10. The tourists are visiting the historical places of the city now.

Ex.16. Tell that you know the facts your friend is talking about:

Model: A: We were discussing that problem when you came.

B: I know that problem was being discussed when I came.

1. A: Mr. Feak was introducing the candidates to the committee.

B:

2. A: Professor Seymour is teaching our class this year.

B:

3. A: The dean is showing the visitors round the Institute now.

B:

4. A: The doctor is diagnosing the patient in the next room.

B:

5. A: The rector is busy now. He is having talks now.

B:

6. A: I was interviewing some American students when you phoned me.

B:

7. A: Mrs. Madden is making a report at the congress of lawyers now.

B:

8. A: Don't enter, please. The photographer is taking pictures now.

B:

9. A: We were passing an examination at 11 a.m. yesterday.

B:

10. A: The lawyer was writing a petition at 6 p.m. yesterday.

B:

Ex.17. Replace the infinitives in brackets with the Present, Past Indefinite Passive or the Present, Past Continuous Passive:

1. This borough (to found) in 1901.
2. These radio programmes always (to listen) with great interest by everybody.
3. The lecture on Civil Codes (to hear) by all students with great interest now.
4. When I returned to the city the new school still (to build).
5. The capital of Great Britain (to situate) on the river Thames.
6. The Houses of Parliament (to build) in the 19th century.
7. The ancient Houses of Parliament (to destroy) by the fire.
8. The witness (to question) by a prosecutor yesterday.
9. The accused (to send) to prison tomorrow.
10. The Independence of Uzbekistan (to declare) on August 31, 1991.

Ex.18. Point out the suffixes in the following words. Translate the words.

Model: selection, the suffix -tion, -tash.

| | | |
|-------------|--------------|---------------|
| selection | arsonist | economic |
| arbitration | kidnapper | judgement |
| education | interrogator | solution |
| completion | winner | robber |
| lawyer | natural | establishment |
| prosecutor | economist | witness |

Ex.19. Say that the following have occurred:

Model: The work already (to do). The work has already been done.

Prompts: 1. The witness just (to call). 2. The research already (to carry out). 3. The resolution already (to adopt). 4. That professor (to offer) to deliver a course of lectures on family law lately. 5. The trial just (to end). 6. The litigation

Ex.24. Find the mistakes in the use of the Passive voice in the following story and retell it:

During a sea trip a young girl was courted by five young men. She was at a loss whom to choose. She was advised to jump overboard and then marry the one who would be jumped in after her. The girl did as she was told. She jumped into the sea and was followed by four of the men. When they were fished out of the water by the sailors she was at a loss even more than before. "What shall I do with these four wet men?" – she asked the captain. "Take the dry one" was the old sea – wolf's advice. And so she did.

(Read and Speak, p.25).

Ex.25. Read the text and copy all the sentences where the Passive voice is used .Translate the sentences into your mother tongue.

Man charged with animal cruelty

A 23 year old Ypsilanti Township man is expected to be arraigned today on animal cruelty and obstruction of justice charges after authorities received a tip that a pitbull puppy was apparently being trained for fighting.

The puppy was taken from its owner Thursday after being found with a five- pound weight wrapped around its neck. It was found in a small cage in the basement of an apartment in the 9200 block of Parkwood in Van Buren Township in Wayne County.

Al Ostrowski, Van Buren Township animal control officer, confiscated the dog after a witness reported the dog was being walked around the neighborhood with the weight around its neck. Weights are commonly used to strengthen the neck and shoulder muscles of dogs so they are better fighters, Ostrowski said. However, Ostrowski said the size of the dog made carrying the weight difficult.

When Ostrowski and Van Buren Public Safety officers attempted to arrest the dog's owner because of other warrants against him, the man fled but was apprehended behind the apartment, which is apparently the home of his girlfriend.

The suspect is being held in Van Buren Township. If the man does not fight the animal confiscation, the dog will be turned over to the Michigan Humane Society. If the confiscation is decided in court, the animal will continue to be cared for at the animal impound in the township, Ostrowski said.

(AAN, 8/23/99)

Ex.26. Look through the text again and give a brief summary of it.

Ex. 27. Read the text again and find the answers to the following questions:

1. Why is the man expected to be arraigned?
2. Where was the dog found?
3. Whom did the officers attempt to arrest?
4. What is the end of the case?

Ex.28. Discuss the questions based on the text "Man Charged with animal cruelty":

1. What is the issue of the case described in the above text?
2. What values are involved in this case?
3. What verdict do you expect?

Ex.29. Study the word formation. The suffix *-ity*:

| | |
|----------------------|--------------------------|
| illegal - illegality | mutual - mutuality |
| insane - insanity | municipal - municipality |

Ex.30. Form derivative nouns with the suffix *-ity*:

| | | | |
|---------|-----------|---------|-----------|
| disable | equal | angular | indemnify |
| pure | major | utilize | immune |
| sure | identify | null | equitable |
| diverse | duplicate | minor | conform |

Ex.31. Study the vocabulary to use in sentences of your own:

- equity -1) the body of principles constituting what is fair and right;
 -2) the resource to supplement the law as applied to particular circumstances;
- insanity - any mental disorder severe enough that it prevents one from having legal capacity and excuses one from criminal or civil responsibility; insanity is a legal, not a medical, standard;
- identity - in the law of evidence, the authenticity of a person or thing;
- illegality -1) an act that is not authorized by law,
 -2) the state or condition of being unlawful;
- immunity -1) any exemption from a duty, liability, or service of process,
 -2) in criminal law, freedom from prosecution granted by the government in exchange for the person's testimony;

impunity -an exemption or protection from punishment;

liability -the quality or state of being legally obligated responsible;

utility - the quality of serving some function that benefits society;

habituality - the condition of a building in which inhabitants can live free of serious defects that might harm health and safety.

Ex.32. Give the Uzbek equivalents for the following nouns with the suffix – *ity*:

| | | | |
|----------------|------------|-------------|-----------|
| reality | cruelty | humanity | utility |
| equality | formality | immunity | impunity |
| equity | duplicity | purity | activity |
| responsibility | simplicity | possibility | variety |
| immunity | stability | popularity | necessity |

Ex.33. Give nouns with the suffix – *ity* as many as possible.

Ex.34. Point out the suffixes in the following words. Translate the words:

| | | |
|-------------|---------------|------------|
| activity | darken | petitioner |
| preparation | assistance | advisory |
| concession | establishment | notorious |
| legality | classical | conspiracy |
| unify | solicitor | insurance |

Ex.35. Translate the following:

immunity: • diplomatic immunity, executive immunity, foreign immunity, judicial immunity;

crime: capital crime, organized crime, white-collar crime;

case: case of first impression, case reserved, caseflow, case-in-chief, caselaw, caseload.

Ex.36. All the nouns in the box relate to legal matters. Use them to complete sentences and translate them:

| | | | |
|----------|----------------|----------|-----------|
| equality | minority | identity | immunity |
| impunity | responsibility | insanity | publicity |

1. The circuit judge agreed to a request from the defense attorney to the trial because of the ... the search for recover and related legal proceedings had

- received and because of the involvement by so many residents in search.
- 2.As a matter of basic social ... and democracy, it is essential that black and other ... communities be fairly represented in jury pools, Massie said.
 - 3.Over the centuries, the... defense has evolved as an important legal concept.
 - 4.During the interview the police asked the suspected for proof of his...
 - 5.According to the International law the employees of foreign affairs have diplomatic ...
 - 6.No one can flout the law with ...
 - 7.According to Muslim law ...for economic supporting the family is imposed on a husband.

Ex.37. Match the definitions or explanations to the names of the crimes:

| | | | |
|------------------------|--------------|-----------|------------|
| Prompts: piracy | burglary | fraud | bigamy |
| assassination | manslaughter | forgery | slander |
| theft | perjury | espionage | kidnapping |

- 1.Notifiable offence of taking away a person by force.
- 2.Going through a ceremony of marriage when you are still married to someone else.
- 3.Copying patented inventions or copyright works.
- 4Entering a building illegally and stealing things.
- 5.Trying to find out secrets by illegal means.
- 6.Getting property or money from people by making them believe untrue things.
- 7.Killing a public figure illegally and intentionally.
- 8.Saying something which damages someone's character.
- 9.Making an illegal copy of a banknote or document.
- 10.Killing someone unintentionally and in mitigating circumstances.
- 11.Telling lies when you have sworn an oath to say what is true in court.
- 12.Stealing, taking property which belongs to someone else.

Ex.38. Read the text and translate it into your mother tongue:

Citizenship

The 14th Amendment to the U.S. Constitution states that "all persons born or naturalized in the United States are subject to the jurisdiction thereof, and citizens

of the United States and of the State wherein they reside." This means that anyone born in the 50 states or the District of Columbia is automatically an American citizen, even if born to parents who are not citizens. Generally children born in Puerto Rico, the Virgin Islands, and Guam are U.S. citizens.

If you were not born in the United States or any of its possessions, you may still have citizenship depending on your date of birth and your parents' status as citizens. If you were born:

Before May 24, 1934, you are a citizen if your father was an American citizen, unless he never lived in the United States.

Between May 24, 1934, and January 12, 1941, you are a citizen if one of your parents was a citizen and lived in the United States at some time before your birth.

Between January 13, 1941, and December 23, 1952, you are a citizen if one parent was a citizen and lived in the United States or its possessions for one year sometime before your birth.

After December 24, 1952, you are a citizen if both your parents were citizens and one parent was a national (lived in the United States or its outlying possessions) before you were born. If one parent was a citizen and the other an American national, the citizen must have lived in the United States or its possessions for one year sometime before your birth. If one parent was a citizen and the other an alien, the citizen must have lived in the United States or its territories for at least 10 years before your birth, including 5 years after his or her 14th birthday. (Legal Problem Solver, p.96)

Ex.39. As you read the text note the structure of the legislative body in the USA.

Legislative Body in the USA

According to the US Constitution there are three branches of power in the country: the Legislative, the Executive and the Judicial.

The whole legislative power in the USA is vested in the Congress. There are two chambers in the US Congress: the Senate and the House of Representatives. Besides the legislative function the Senate is entrusted with the power of ratifying or rejecting all treaties made by the President, of declaring war, constituting tribunals inferior to the Supreme Court, etc. The Senate consists of 2 members from each state, chosen for 6 years, one-third retiring or seeking re-election every 2 years. A Senator must be at least 30 years old and must have lived in the state for at least nine years. The head of the Senate is the Vice-President who is elected for four years.

The House of Representatives is elected every other year. The number of the representatives from each state depends on the number of people in this particular state. The Head of the House of Representatives is the Speaker. A representative must be at least 25 years old and must have lived in the USA for at least seven years.

The Congress assembles at least once every year, and such a meeting begins on the first Monday in December, unless they by law appoint a different day. No Senator or Representative can, during the time for which he was elected, be appointed to any civil office under the authority of the USA. (American Government, pp.76-83)

Ex.40. Re-read the text again and find out the differences between the House of Representatives and the Senate.

Ex.41. Look through the text again and find the answers to the following questions:

1. In what branch is the legislative power invested?
2. How many chambers does the Congress consist of?
3. What are the functions of the Senate except the legislative function?
4. How many members does the Senate include?
5. What is the term office of the members of the Senate?
6. What requirements should a senator meet?
7. Is the Head of the Senate appointed or elected?
8. What is the term of office of the members of the House of Representatives?
9. What does the number of the representatives from each state depend on?
10. What demands should a representative meet?
11. How often does the Congress assemble?
12. What is the peculiarity of members of the Congress? Can they be appointed to civil office under the authority of the USA during their office term?

Ex.42. Language competition. Who can find the missing letters of the words as fast as possible? Keep in mind that two letters are missing in each word.

| | | | |
|---------------|--------------------|----------------|-----------|
| Model: | sp...ker - speaker | | |
| cha...man | leg...lative | s...ate | c...gress |
| as...ble | auth...ty | h...d | de...d |
| in...de | requ...ments | rep...entative | ap...nt |
| fun...on | exec...ve | en...st | r...fy |

Ex.43. As you read the text note the powers of each House of the US Congress.

Powers of the House and Senate

Each House of Congress has the power to introduce legislation on any subject except revenue bills, which must originate in the House of Representatives. The large states may thus appear to have more influence over public purse than the small states. In practice, however, each House can vote against legislation passed by the other House. The Senate may disapprove a House revenue bill-or any bill, for that matter-or add amendments which change its nature. In that event, a conference committee made up of members from both Houses must work out a compromise acceptable to both sides before the bill becomes law.

The Senate also has certain powers especially reserved to that body, including the authority to confirm presidential appointments of high officials and ambassadors of the federal government as well as authority to ratify all treaties by a two-thirds vote. Unfavorable action in either instance nullifies executive action.

In the case of impeachment of federal officials, the House has the sole right to bring charges of misconduct that can lead to an impeachment trial. The Senate has the sole power to try impeachment cases and to find officials guilty or not guilty. A finding of guilt results in the removal of the federal official from public office. (American Government, p.79)

Ex.44. Re-read the text and define the peculiar features of the US Congress.

Ex.45. As you read the text copy all the derivative words and find their equivalents in your mother tongue:

Qualifications of Members of Congress

The Constitution requires that U.S. senators must be at least 30 years of age, citizens of the United States for at least nine years, and residents of the states from which they are elected. Members of the House of Representatives must be at least 25, citizens for seven years, and residents of the states which send them to Congress. The states may set additional requirements for election to Congress, but the Constitution gives each house the power to determine the qualifications of its members.

Each state is entitled to two senators.

The total number of members of the House of Representatives has been determined by Congress. The number is then divided among the states according to their populations. Regardless of its population, every state is constitutionally guaranteed at least one member of the House of Representatives.

State legislatures divide the states into congressional districts, which must be substantially equal in population. Every two years, the voters of each district choose a representative for Congress.

Senators are chosen in statewide elections held in even-numbered years. The senatorial term is six years, and every two years one-third of the Senate stands for election. Hence, two-thirds of the senators are always persons with some legislative experience at the national level.

Since members of the House serve two-year terms, the life of a Congress is considered to be two years. The 20th Amendment provides that the Congress will meet in regular session each January 3, unless Congress fixes a different date. The Congress remains in session until its members vote to adjourn – usually late in the year. The president may call a special session when he or she thinks it necessary. Sessions are held in the Capitol in Washington, D.C. (American Government, pp.77-78)

Ex.46. Re-read the text and state the qualifications of members of Congress.

Ex.47. Fill in the chart dealing with the qualifications and requirements on the membership of the Oliy Majlis, the British Parliament and the US Congress.

| The Legislative Bodies | age | citizenship | residence | ways of election | term of service |
|-----------------------------------------------------------------------|-----|-------------|-----------|------------------|-----------------|
| The Oliy Majlis | | | | | |
| The British Parliament: The House of Lords The House of Commons | | | | | |
| The US Congress: The Senate The House of Representatives | | | | | |

Ex.48. Read the following text and state the role of standing committees and their functions.

Little Legislatures

In a recent two-year session of Congress, for example, members proposed a total of 11,602 bills in the House and 4,080 in the Senate. For each of these bills, the committees responsible had to study, weigh arguments for and against, hear witnesses and debate changes, before the bills ever reached the House or Senate floors. Out of almost 15,000 measures introduced, only 664-fewer than six percent were enacted into law.

The committee system began in 1789, when the House members found themselves bogged down in endless discussions of proposed new laws.

Today, there are 22 standing committees with members from both houses: Library of Congress, or select, committees to study specific problems. Because of an increase in workload, the standing committees have also spawned some 300 subcommittees. Almost 25,000 persons held with research, information – gathering and analyses of problems and programs in Congress. Recently, during one week of hearings, committee and subcommittee members discussed topics ranging from financing of television broadcasting to the safety of nuclear plants to international commodity agreements.

And what do all these “little legislatures” actually do? After all the facts are gathered, the committee decides whether to report a new bill favorably or with a recommendation that it be passed with amendments. Sometimes, the bill will be set aside, or tabled, which effectively ends its consideration. When bills are reported out of committee and passed by the full House or Senate, however, another committee goes into action, ironing out any differences between the House and Senate versions of the same bill. This “conference committee,” consisting of members of both houses, completes a bill to all members’ satisfaction, then sends it to the House and Senate floors for final discussion and a vote. If passed, the bill goes to the president for his signature.

Congressional committees are vital because they do the nuts-and-bolts job of weighing the proposals, hammering them into shape or killing them completely. They continue to play a large part in the preparation and consideration of laws that will help shape the United States in its third century. (American Government, p.80)

Ex.49. Re-read the text and note the procedure of adopting a law in the US legislative system.

Ex.50. As you read the following text note the powers to which the US Congress is entitled:

The Powers of the Congress

The broad powers of the whole Congress are spelled out in the eighth section of the first article of the Constitution:

- to levy and collect taxes;
- to borrow money for the public treasury;
- to make rules and regulations governing commerce among the states and with foreign countries;
- to make uniform rules for the naturalization of foreign citizens;
- to coin money, state its value, and ensure the punishment of counterfeiters;
- to set the standards for weights and measures;
- to establish bankruptcy laws for the country as a whole;
- to establish post offices and post roads;
- to issue patents and copyrights;
- to set up a system of federal courts;
- to punish piracy;
- to declare war;
- to raise and support armies;
- to provide for a navy;
- to call out the militia to enforce federal laws, suppress lawlessness or repel invasions by foreign powers;
- to make all laws for the District of Columbia; and to make all laws necessary to enforce the Constitution.

A few of these powers are now outdated such as the District of Columbia today is largely self-governing but they remain in effect. The 10th Amendment sets definite limits on congressional authority, by providing that powers not delegated to the national government are reserved to the states or to the people. In addition, the Constitution specifically forbids certain acts by Congress. It may not:

- suspend the writ of habeas corpus, unless necessary in time of rebellion or invasion;
- pass laws which condemn persons for crimes or unlawful acts without a trial;
- pass any law which retroactively makes a specific act a crime;
- levy direct taxes on citizens, except on the basis of a census already taken;
- tax exports from any one state;

-give specially favorable treatment in commerce or taxation to the seaports of any state or to the vessels using them and authorize any titles of nobility. (American Government, p.82)

Ex.51. Compare the powers of the US Congress with the powers of the Oliy Majlis and define the similar and different features between them.

Ex.52. Discuss the following questions in your group:

1. How can a person become a member of the Senate (the House of Representatives)?
2. What are the backgrounds of re-electing or retiring of one - third of the Senate every 2 years?
3. What are the similar and different aspects between the Congress and the Oliy Majlis of Uzbekistan?

Ex.53. Read the text and note the officers of the Congress and their functions.

Officers of the Congress

The Constitution provides that the vice president shall be president of the Senate. He or she has no vote, except in the case of a tie. The Senate chooses a president *pro tempore* to president when the vice president is absent. The House of Representatives chooses its own presiding officer – the speaker of the House. The speaker and the president *pro tempore* are always members of the political party with the largest representation in each house.

At the beginning of each new Congress, members of the political parties select leaders and other officials to manage the flow of proposed legislation. These officials, along with the presiding officers and committee chairmen, exercise strong influence over the making of laws. (American Government, p.83)

Ex.54. Fill in the blanks:

1. Article I of ...grants all legislative powers of the federal government to ...
divided into chambers.
2. The Senate is composed of ... members for each state.
3. Membership is based on ...

4. Candidates to the Senate must be at least... years of age and ... years of age to the House of Representatives.
5. Each state is ... to two senators.
6. Senators are chosen in statewide elections held in ...years.
7. The senatorial term is... years.
8. Each house of Congress has the ... to introduce legislation.
9. The life of a Congress is considered to be ... years.
10. Sessions are held in

Ex.55. Find the words with similar meaning in the text:

to provide, houses, to consist of, to have a right to, an elector, to choose, to take place, to pass a law, to be initiated, to disagree.

Ex.56. Comment on the meaning of the following words:

legislative powers, chamber, qualifications of members, to determine, to guarantee, a senator, legislative experience, to introduce legislation, impeachment, removal, trial.

Ex.57. Express the same notion in one word:

a Senate and a House of Representatives; the basic laws; the people inhabiting in the country; must be at least 30 years of age, citizens of the USA for at least nine years and residents of the states from which they are elected; to vote against.

Ex.58. Read the text again and complete the notes in the table below:

| Chambers | Number of members | How members are chosen | Title of the chairman | Main role of the Chamber |
|----------|-------------------|------------------------|-----------------------|--------------------------|
| | | | | |
| | | | | |

Ex.59. Agree or disagree with the following statements:

1. The US Congress consists of three houses.
2. The Senate is smaller than the House of Representatives.
3. Membership in the House is based on population.

4. The Constitution doesn't require any qualifications for the candidates to be elected to the Congress.
5. Each state is entitled to two senators.
6. The total number of members of the House of Representatives has been determined by the President.
7. Senators are chosen in statewide elections every year.
8. The senatorial term is six years.
9. Only the Senate has the power to introduce legislation.
10. Impeachment cases are regarded by the Senate.

Ex.60. Discuss the following:

1. The structure of the US Congress and the British Parliament.
2. The procedure of elections to the House of Representatives and the Oliy Majlis.
3. The requirements to the candidates to the House of Representatives and the Oliy Majlis.
4. Sessions of the Senate and the Oliy Majlis.

Ex.61. Re- read the text and find the answers to the following questions:

1. What is the total number of bills proposed in the House of Representatives for recent two years?
2. How many bills have been proposed by the senators for the same period?
3. When did the committee system begin in the history of the US Congress?
4. How many committees and subcommittees are there in the House and in the Senate today?
5. What do all "little legislatures" actually do?
6. Why are congressional committees so important?
7. Who is the President of the Senate?
8. Who is the Speaker of the House?

Ex.62. Fill in the chart using the information in the text dealing with the description of the legislative bodies in the governments of Uzbekistan, the USA and Great Britain.

| Legislative bodies | Houses | number of members | qualifications | how to be elected | powers |
|--------------------|--------|-------------------|----------------|-------------------|--------|
| Oliy Majlis | | | | | |
| British Parliament | | | | | |
| US Congress | | | | | |

Ex.63. Discuss the following:

1. The similar powers of the US Congress and the Oliy Majlis.
2. The peculiar features of the US Congress.

Ex.64. Read the case and discuss:

1. Who will cover the damages and injury of the passengers? What law will be applied?
2. What values are involved in this case?

Amtrak train derailed in station; 16 hurt

An Amtrak passenger train partially derailed as it approached a train station in Rensselaer, N. Y., Saturday afternoon, injuring 16 people on board, officials said.

Three cars slipped off the tracks when the train slammed into another train it was attempting to hook up with, witnesses said. Twelve passengers and four crew members of the "Lakeshore Limited" were taken to local hospitals.

A witness said the train, which was coming in from Chicago and bound for Boston, was going too fast when it collided with the second train at about 5: 30 p.m. (AAN, 8/10/99).

Ex.65. Read and describe the following case. Tell the class what kind of case it is.**Pontiac men get life in prison for killing**

Antwan Williams, Kevin Harris convicted in 1995 killing of Ypsilanti man.

PONTIAC- Two more Pontiac men have been sentenced to life prison in the shooting death of an Ypsilanti man in 1995.

Antwan Williams, 21, and Kevin Harris, 22, each were convicted of conspiracy to commit murder in the Aug. 31, 1995, slaying of Lonnie Adams.

Williams also was convicted of second degree murder. Both men had been charged with first - degree murder, Assistant Prosecutor Debra King said in a report.

The men were sentenced Thursday by Oakland Circuit Judge Barry Howard. Adams, 31, had returned to Pontiac to visit his dying mother.

During his trip, he encountered four men in a dice game, authorities said. After a confrontation with Adams, the men armed themselves, dressed in black and

then hunted him down, they said. He was shot five times in the back as he begged for his life, King has said.

On Monday, Howard sentenced Lamont Heard and Bobby Smith Jr., both 22, to natural life without parole for the first degree murder conviction and life with the possibility of parole for conspiracy to commit murder. (AAN, 7/30/99).

Ex.66. Look through the text again and discuss the following questions:

What is the main issue of the case?

- 1) Why weren't the offenders sentenced to capital punishment even though they had been charged with the first degree murder?
- 2) What punishment is stipulated in the criminal law of Uzbekistan in such a case?

Ex.67. Write an essay on one of the following topics:

1. The Senate of the US Congress.
2. The House of Representatives of the US Congress.
3. Procedure of law adoption in the USA.
4. Speaker of the House of Representatives of the US Congress.

Glossary

| | | |
|-------------|------------------------------|--------------------------------|
| accused | обвиняемый | ayiblanuvchi |
| anniversary | годовщина | yillik |
| arraign | привлекать к суду | sudga tortmoq, sudga bermoq, |
| | предъявлять обвинение | ayblamoq |
| background | основа; биографические | asos; tarjimai |
| | данные | holga oid ma'lumotlar |
| basement | основание, фундамент, подвал | asos, fundament, yerto'la |
| bigamy | бигамия (двоеженство, | birdaniga ikki xotinlik, erlik |
| | двоемужие) | |
| borough | (небольшой) город | kichik shahar |
| branch | ветвь, ветка | bo'lim, soha, shahobcha |
| cage | клетка | qafas, katak |
| cheat | мошенничество, обман | qalloblik, firibgarlik |
| citizenship | гражданство | fuqorolik |
| cloth | ткань | matoh |
| coin (v) | делать деньги; измышлять; | pul yasamoq, yolg'on |
| | | to'qimoq, yangi so'z yasamoq |
| collide | сталкиваться | to'qnashmoq |

| | | |
|---------------------------|------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------|
| confrontation | очная ставка | yuzma – yuz qilish |
| counterfeiter | подделка, поддельный | yasama, qalbaki, aldamoq |
| court | ухаживать; льстить; соблазнять | ko'nglini ovlamoq, hushomad qilmoq, havas keltirmoq |
| cruelty | жестокость | shafqatsizlik |
| defendant | ответчик, подсудимый | ayblanuvchi, javobgar, sudlanuvchi |
| depend on | зависеть от | ... ga bog'liq bo'lmoq |
| encounter | неожиданная встреча | kutilmagan uchrashuv |
| entrust | вверять, возлагать | ishonmoq, yuklamoq |
| equal | равный | teng |
| espionage | шпионаж | ayg'oqchilik |
| even-numbered | четная нумерация | juft raqamli |
| fairly | справедливый | adolati |
| fingerprint | отпечаток пальцев | barmoqlar izi |
| flee | бежать | qochib ketmoq |
| flout | презирать; насмехаться | nafratlanmoq, kalaka qilmoq |
| forgery | подлог, подделка | soxta, qalbaki |
| fraud | обман, мошенничество | firib berish |
| gravitation | тяготение | tortilish |
| law of gravitation | закон тяготетения | yerning tortishish qonini |
| habeas corpus | предписание о представлении арестованного в суд для рассмотрения законности ареста | qamalganligining qonuniyligini aniqlash uchun hibsga olingan shaxsni sudga topshirish haqida yozma buyruq |
| hence | отсюда, следовательно | shu boyisdan |
| impunity | безнаказанность | jazosizlik |
| impose | облагать, налагать | jarima solmoq |
| invasion | вторжение, посягательство на право | (birovning huhuqini) paymol qilish |
| involvement | вовлечение | jalb qilish |
| manuscript | рукопись | qo'lyozma |
| means | средство | vosita |
| mitigating | смягчающее | yengillashtiradigan |
| muscle | мускул | muskul |

| | | |
|----------------|-------------------------------------------|--------------------------------------------------------------------------------------|
| naturalization | натурализация | naturalizatsiya (chet el kishisini biror davlatning o'z fuqorosi qilib olish) bo'yin |
| neck | шея | ro'yaxtdan o'tkazish |
| notifiable – | подлежащий регистрации | bekor qilmoq |
| nullify | аннулировать | qisman |
| partially | частично | chidamli |
| patient | терпеливый | yolg'on guvohlik |
| perjury | лжесвидетельство | qaroqchilik |
| piracy | пиратство | oshkoralik |
| publicly | гласность | it bolasi |
| puppy | щенок | hamyon, boylik |
| purse | кошелек; богатство | o'ldirmoq |
| slay | убивать | doimiy qo'mita |
| standing | committee постоянная комиссия | belgilab qo'ymoq |
| stipulate | ставить условием | kuchaytirmoq |
| strengthen | усиливать (ся) | ikra, baliq urug'i |
| spawn | икра | salmoqli, asosli |
| substantially | по существу, основательно | kichik (yordamchi) komissiya |
| subcommittee | подкомиссия | kuch bilan bosmoq, |
| suppress | подавлять, пресекать | bostirmoq, to'xtatmoq, oldini olmoq |
| suspend | приостанавливать | to'xtatmoq |
| table (v) | представлять отчет | hisobot taqdim etmoq |
| thereof | из этого | bundan |
| tie | связь | aloqa |
| unfavorable | неблагоприятный | noqulay |
| untrue | неверный | noto'g'ri |
| utility | полезность | foydali bo'lishlik |
| valuable | ценный | qimmat |
| vital | важный | muhim |
| warrant | ордер, приказ | kafolatnoma, buyruq |
| weight | тяжесть; вес | vazn, og'irlik |
| wipe | вытерание | artish |
| witness | свидетель, давать свидетельское показание | guvoh, guvohlik |
| writ | судебный приказ | ko'rsatmasini berish sud buyrug'i |

UNIT 13

Topic: The Executive Body of a Government.

Linguistic material:

Phonetics: Characteristics of Vowels;

Vocabulary: 1. Topical words,
2. The words with the suffix *-al*;

Grammar: Past Perfect;

Word formation: the suffix *-al*;

Conversational phrases: How to make offers;

Texts: 1. A criminal case, 2. The Executive Body of the Government of Uzbekistan, 3. The Executive Body of the British Government, 4. The Executive Body of the US Government.

Exercises

Ex.1. Read the words according to the pronunciation rules:

| | | | | |
|------------|--------|-----|-------|-------|
| facial | was | but | put | gnat |
| essential | wash | cut | full | know |
| impartial | want | hut | bush | knife |
| judicial | watch | run | push | write |
| beneficial | wad | fun | sugar | wrist |
| official | wander | bus | ruth | gnash |

Ex.2. Listen and repeat:

- | | |
|------------------------------------|--------------------------------------------------|
| 1. What's wrong? | 5. Nothing is wrong. |
| 2. Something is wrong. | 6. Tom and Bob got a strong dog. |
| 3. It's all your fault. | 7. George always talks horse. |
| 4. Norton is forcing an open door. | 8. Gordon always puts the cart before the horse. |

Conversational phrases: offers, offering one's services

Ex.3. Read the phrases:

| | |
|------------------------|----------------------------|
| May I help you? | Shall I do it? |
| Let me help you. | Shall I help you to do it? |
| Allow me... | Shall I give you a lift? |
| What can I do for you? | Am I in your way? |

Is there anything I can do for you?

After you.

Is there anything you want?

Let me do it.

Replies

Yes, will you... please?

That would be fine.

Could you...?

No, thank you.

Do, please.

Please, don't.

I'll be very thankful to you.

Don't bother, I'll manage.

It would be very kind of you.

Don't bother. It's quite all right.

Ex.4. Memorize the dialogues:

- May I help you?

- Allow me...

- It would be very kind of you,
thank you.

- Don't bother, I'll manage it, thank
you.

x

x

x

- Let me help you

- Need any help?

- I'll be much obliged

- Not at the moment, thank you.

x

x

x

- What can I do for you?

- Is there anything you want?

- Put me on the waiting list, please.

- Yes, may I use your phone?

x

x

x

- Shall I help you? - Shall I wait for you?

- No, thank you. - Yes, please.

x

x

x

Shall I close the window?

-Please, don't.

Ex.5. What would you say when offered something? Respond to the following:

1. Shall I give you a lift?

2. Want a cigarette?

3. Am I in your way?

4. May I help you?

5. Shall I unpack for you?

6. Need any help?

7. What can I do for you?

8. Is there anything you want done?

Ex.6. What would you say when offering your services? Fill in the missing words.

1. The tape-recorder won't work....
2. I can't move the cupboard. It's too heavy....
3. The place is a long way off....
4. I don't know the first thing about it....
5. The text is too difficult to understand....
6. I can't unlock the door...
7. It is stuffy in the room...
8. I can't find my pen....

Grammar

Past Perfect (already, yet, by, for, before, after, when somebody did something ...)

had + III form of the verbs

Ex.7. Read and translate the sentences:

1. Rashid had worked as a court clerk before he entered the University.
2. A suspected rapist had been charged with a sexual assault conviction before he committed a crime.
3. The victim had not died yet when the police came.
4. The robber had already run away by the time the police arrived.
5. The draft had been discussed before it became a law.
6. After the robber had broken the safe he took all the money.

Ex.8. Change the sentences into Past Perfect according to the model:

Model: When I entered the court house the attorney was speaking.

When I entered the court house the attorney had already spoken.

1. When the police arrived the robber was opening the safe.
2. When the car crash happened I was crossing the street.
3. I was standing in the back of the bus when two men began to hit each other.
4. The defendant was pointing his handgun at the police inspector when I got off the bus.
5. The murderer was smothering the woman when the doorbell rang.
6. The interrogator was questioning the witnesses when the earthquake happened.

Ex.9. Finish the sentences:

1. By the time we entered the University...
2. By the time the Ombudsman was established in Uzbekistan...
3. Before Uzbekistan acquired its independence ...
4. When American astronauts landed on the moon...
5. When the trial began...
6. Before the Constitution was adopted...
7. Before the police arrested the suspect...
8. When we came to the Institute...
9. After ... he decided to bring a suit.
10. When we went out it...

Ex.10. Match the following words and their synonyms or explanations:

- | | |
|--------------------------------------|----------------------------------------------------------------------------------------------------------------------|
| 1. homicide | a. arrest, seize; |
| 2. assault | b. the act of stealing; |
| 3. apprehend | c. commit the crime of having sexual intercourse by force; |
| 4. theft | d. criminal deception; |
| 5. rape | e. killing of a human being; |
| 6. injury | f. harm (bodily), wrongful treatment; |
| 7. robbery | g. wrong- doing, crime (generally used); |
| 8. offence | h. act of setting something (e.g. another person's property) |
| on fire intentionally or unlawfully; | |
| 9. fraud | i. use something (e.g. money placed in one's own benefit); |
| 10. arson | j. a violent and sudden attack; |
| 11. bribery | k. take property (from a place, person) unlawfully, often by force; |
| 12. embezzlement | l. something given, offered or promised to somebody in order to get him/her to do something (often something wrong). |

Ex. 11. Language competition. Who can make the longest word chain? Note the second word should begin with the last letter of the first word.

Model: bus – station – night – table – egg...

Ex.12. Read the case and describe the issues that are involved in it:

Officials: Guards beat inmate to death

An inmate sentenced to die for killing a prison guard in 1987 was beaten to death in his cell over the weekend by guards, according to Florida authorities who have started a murder investigation.

Frank Valdez was found dead in his cell at the Florida State Prison in **Stark** after a brawl Saturday. Prosecutors said he had broken ribs and boot marks **on his body**.

Nine guards have been suspended pending an investigation.

Tim Moore, commissioner of the state Department of Law Enforcement, **said** his agents were questioning the guards, trying to find "somebody to come **forward and tell the truth**". "The time has come for them to decide who wants to be **a defendant and who wants to be a witness**", he said. "And I'm talking about a **defendant in a murder trial, not a minor infraction**".

Valdez, 36, shot and killed a prison guard while trying to help a friend break **out**. Valdez was free at the time. (AAN, 7/10/99)

Ex.13. Read the text again and write the sentences where the Passive voice is used.

Ex.14. Study the word formation. The suffix *-al*.

rent - rental

bicameral - bicameral

memory - memorial

line - lineal

face - facial

ethics - ethical

jurisdiction - jurisdictional

government - governmental

matricide - matricidal

collate - collateral

function - functional

Ex.15. Learn the vocabulary to use in sentences of your own:

collateral - supplementary; accompanying, but secondary and subordinate;

criminal - connected with the administration of penal- justice; having the character of a crime;

ethical - in conformity with moral norms or standards of professional conduct;

legal - established, required, or permitted by law;

illegal - prohibited by law, against the law, unlawful;

judicial - 1) of, relating to, or by the court; 2) legal, 3) of or relating to a

judgement;

impartial - disinterested; unbiased;

marshal - 1) a law -enforcement officer with duties similar to those of a

sheriff,

2) a judicial officer who provides court security, executes processes, and performs other tasks for the court;

- memorial - 1) an abstract of a legal record, especially a deed,
2) a written statement of facts presented to a legislature or executive as a petition;
- mutual - directed by each toward the other or others; reciprocal;
- rebuttal - the time given to a party to present contradictory evidence or arguments;
- rental - income received from rent;
- bicameral - having two legislative bodies;
- beneficial - 1) favourable; producing benefits;
2) consisting in a right that derives from something other than legal title;

Ex.16. All the adjectives in the box relate to legal matters. Use them to complete sentences and translate them:

| | | | |
|-----------|------------|------------|----------|
| bicameral | government | collateral | criminal |
| legal | illegal | marshal | rental |

1. He was retired March 20, a day after the bodies of C. Sund and Pelosso were found in the trunk of their ... car.
2. They may be guilty of being impolite, but drivers who jockey for position at construction sites before merging into backed-up traffic are doing nothing ..., state police say.
3. He was arraigned in District Court on two counts each of first-degree ...sexual conduct, assault with a dangerous weapon and attempted murder by strangulation in the attack on the two sisters, ages 8 and 14.
4. Turmoil started in February when Byrd fired tribal ... who executed a search warrant for financial documents tied to a criminal investigation of his office.
5. In Great Britain, the USA, Russia and many other countries Parliament is...
6. The American Bar Association is a non - ... and non-profit organization.
7. The manager has been provided with a ... security.
8. The attorney has started ... proceedings against a bigamist.

Ex.17. Give the same notion in one word:

a non-professional person; to think or to believe that something will happen or come; showing complete agreement; examination in law court before a judge (or a judge and a jury); a body of persons who must give a true decision on issues of fact

in a court of justice; going to law; building in which wrongdoers are kept, locked up; breaking of a rule.

Prompts: unanimous, layman, to expect, offence, jury, litigation, prison, trial.

Ex.18. Match each word on the left with its appropriate definition on the right:

1. an arsonist - attacks and robs people, often in the street;
2. a shop-lifter- sets fire to property illegally;
3. a mugger - is anyone who breaks the law;
4. an offender - breaks into houses or other buildings to steal;
5. a vandal - steals from shops while acting as an ordinary customer;
6. a burglar - kills someone;
7. a murderer - deliberately causes damage to property;
8. a kidnapper - steals things from peoples pockets in crowded places;
9. a pickpocket - gets secret information from another country;
10. an accomplice - buys and sells drugs illegally;
11. a drug dealer - takes away people by force and demands money for their return;
12. a spy - helps a criminal commit a criminal act;
13. a terrorist - uses violence for political reasons;
14. an assassin - causes damage or disturbance in public places;
15. a hooligan - hides on a ship or plane to get a free journey;
16. a stowaway - takes control of a plane by force and makes the pilot change course;
17. a thief - murders for political reasons or a reward;
18. a hijacker - is someone who steals;
19. a forger - makes counterfeit (false) money or signatures;
20. a robber - is a member of a criminal group;
21. a smuggler - steals money, etc. by force from people or places;
22. a traitor - marries illegally, being married already;
23. a gangster - is a soldier who runs away from the army;
24. a deserter - brings goods into a country illegally without paying tax;
25. a bigamist - betrays his or her country to another state.

Ex.19. Complete the sentences:

1. The man who kills people is a ...
2. A person who robs one's property is a ...
3. A person who sets fire to property illegally is an ...

4. A person who breaks the law is ...
5. Anyone who breaks into houses or other buildings to steal is ...
6. Anyone who steals from shops while acting as an ordinary customer is ...
7. A person who gets secret information from another country is ...
8. A person who takes away people by force and demands money for their return is ...
9. A person who uses violence for political reasons is ...
10. Anyone who makes false money or signatures is ...

Prompts: a forger, a kidnapper, a spy, an a terrorist, a robber, a killer, an arsonist, a law breaker, a burglar, a shoplifter.

Ex.20. Express the following in one word:

to have no longer new information, to get something, which somebody gives, in a short time, up to this or that time, a fight between two or more countries.

Prompts: war, to receive, soon, to lose, until, news.

Ex.21. As you read the text below note what it is about:

ABC's of drunk driving penalties

The time when police officers and courts were likely to let a drunk driver off with a fairly light penalty is gone. Today a drunk – driving charge can bring heavy fines and prison sentences. The penalties outlined here (one or more of which may be applied for each offense) are typical of many state laws. Most states have similar laws for driving under the influence of alcohol.

First offense:

A fine of not less than \$ 100 or more than \$500.

Mandatory screening for substance abuse at the defendant's own expense.

Up to 12 days of community service.

Up to 90 days in jail.

Driver's license suspended from six months to two years, although a restricted license may be available.

Six points charged against the defendant's license.

Second offense:

A fine of up to \$ 1, 000.

Mandatory screening for substance abuse at the defendant's own expense.

Up to 12 days of community service.

Up to one year in jail.

Driver's license revoked for a minimum of one year.

Six points charged against the defendant's license.

Third and subsequent offenses:

A fine of up to \$ 5, 000.

Mandatory screening for substance abuse at the defendant's own expense.

Up to 12 days of community service.

A felony conviction with a penalty of up to five years in jail.

Driver's license revoked for a minimum of five years. (Legal Problem Solver, p.177)

Ex.22. Re-read the text and list the punishments related to a driver's license.

Ex.23. Fill in the chart below using the information presented in the text: "ABC's Drunk - Driving Penalties".

| First offense | Second offense | Third and subsequent offenses |
|---------------|----------------|-------------------------------|
| | | |

Ex.24. Compare the drunk driving penalties in the USA with those in our country. Define the similarities and differences between them.

Ex.25. The statements below were made orally in open court during trial.

Read them and identify who gave each statement.

1. It happened last Sunday when I was walking with my dog at about 8.30 p.m. A girl about 15-16 years old was riding her bike. Suddenly an old model Ford pickup hit her in the shoulder. The teen was thrown from her bike. The pickup failed to stop at the scene.

2. The bodies of Barton's 27- year old wife, Ann and children, 11- year old Matthew and 7- year old Elizabeth, were found in their home in Stockbridge, 16 miles southeast of Atlanta. They had been bludgeoned to death, perhaps as long as two days before the office shootings.

3. He always worked. He never borrowed money from the family or anything. He never mentioned any friends.

4. We'll look for rehabilitation programs in the adult system. If not, the boot camp system will be available to you, and maybe that is the only opinion available to you.

5. Bradshaw killed the victims because they were having an affair with his girlfriend. Roger was killed with a shotgun. Woodcock was shot point-blank in the head with a pistol.

Ex.26. As you read the following text pay attention to the powers of the President to appoint and dismiss the officials.

The Executive Body of the Government of the Republic of Uzbekistan

According to the Constitution of Uzbekistan the President of the Republic of Uzbekistan is Head of state and the executive authority. The President simultaneously serves as Chairman of the Cabinet of Ministers.

The Constitution specifies that the President of Uzbekistan as the Head of state and the executive authority shall:

- guarantee the rights and freedoms of citizens and observance of the Constitution and the laws of the Republic of Uzbekistan;

- protect the sovereignty, security and territorial integrity of the Republic, implement the decisions regarding its national-state structure;

- represent the Republic of Uzbekistan in domestic matters and in international relations;

- conduct negotiations, sign treaties and agreements on behalf of the Republic of Uzbekistan, and ensure the observance of the treaties and agreements signed by the Republic and the fulfilment of its commitments;

- receive letters of credence and recall from diplomats and other representatives accredited to him;

- appoint and recall diplomats and other representatives of the Republic of Uzbekistan to foreign states;

- present annual reports to the Oliy Majlis on the domestic and international situation;

- form the administration and lead it, ensure interaction between the highest bodies of state authority and administration, set up and dissolve ministries, state committees and other bodies of administration of the Republic of Uzbekistan, with subsequent confirmation by the Oliy Majlis;

- appoint and dismiss the Prime Minister, his First Deputy, the Deputy Prime Ministers, the members of the Cabinet of Ministers of the Republic of Uzbekistan, the Procurator-General of the Republic of Uzbekistan and his Deputies, with subsequent confirmation by the Oliy Majlis;

-present to the Oliy Majlis of the Republic of Uzbekistan his nominees for the posts of Chairman and members of the Constitutional Court, the Supreme Court, and the Higher Economic Court, as well as the Chairman of the Board of the Central Bank of the Republic of Uzbekistan, and the Chairman of the State Committee for the Protection of Nature of the Republic of Uzbekistan;

-appoint and dismiss judges of regional, district, city and arbitration courts;

-appoint and dismiss khokims (heads of administrations) of regions and the city of Tashkent with subsequent confirmation by relevant Soviets of People's Deputies; the President shall have the right to dismiss any khokim of a district or a city, should the latter violate the Constitution or the laws, or perform an act discrediting the honour and dignity of a khokim;

-suspend and repeal any acts passed by the bodies of state administration or khokims;

-sign the laws of the Republic of Uzbekistan. The President may refer any law, with his own amendments, to the Oliy Majlis for additional consideration and vote. Should the Oliy Majlis confirm its earlier decision by a majority of 2/3 of its total voting power, the President shall sign the law;

-have the right to proclaim a state of emergency throughout the Republic of Uzbekistan or in a particular locality in cases of emergency (such as a real outside threat, mass disturbances, major catastrophes, natural calamities or epidemics), in the interests of people's security. The President shall submit his decision to the Oliy Majlis of the Republic of Uzbekistan for confirmation within three days. The terms and the procedure for the imposition of a state of emergency shall be specified by law;

-serve as the Supreme Commander-in-Chief of the Armed Forces of the Republic and is empowered to appoint and dismiss the high command of the Armed Forces and confer top military ranks;

-proclaim a state of war in the event of an armed attack on the Republic of Uzbekistan or when it is necessary to meet international obligations relating to mutual defence against aggression, and submit the decision to the Oliy Majlis of the Republic of Uzbekistan for confirmation;

-award orders, medals and certificates of honour of the Republic of Uzbekistan, and confer qualification and honorary titles of the Republic of Uzbekistan;

-rule on matters of citizenship of the Republic of Uzbekistan and on granting political asylum;

-issue acts of amnesty and grant pardon to citizens convicted by the courts of the Republic of Uzbekistan;

-form national security and state control services, appoint and dismiss their supervisors, and exercise other powers vested in him.

-issue decrees, enactments and ordinances concerning the territory of the Republic on the basis of and for enforcement of the Constitution and the laws of the Republic of Uzbekistan.

According to Article 98 of the Constitution of Uzbekistan the Cabinet of Ministers shall be formed by the President of the Republic of Uzbekistan and approved by the Oliy Majlis.

The head of government of the Republic of Karakalpakstan shall be an ex officio member of the Cabinet of Ministers.

The Cabinet of Ministers shall provide guidance for the economic, social and cultural development of the Republic of Uzbekistan. It should also be responsible for the execution of the laws and other decisions of the Oliy Majlis, as well as of the decrees and other enactments issued by the President of the Republic of Uzbekistan. The Cabinet of Ministers shall issue enactments and ordinances in accordance with the current legislation. This shall be binding on all bodies of administration, enterprises, institutions, organizations, officials and citizens throughout the Republic of Uzbekistan.

The Cabinet of Ministers shall tender its resignation to the newly-elected Oliy Majlis. The procedure for the work of the Cabinet of Ministers and its powers shall be defined by law. (Constitution of the Republic of Uzbekistan, pp.25-30).

Ex.27. Re-read the text “The Executive Body of the Government of Uzbekistan” and divide the powers of the President into logical groups. For example, powers related to domestic, foreign affairs of the country, adopting laws, appointing and dismissing officials, etc.

Ex.28. Elaborate on the following powers of the President of the Republic of Uzbekistan:

1. To proclaim a state of emergency throughout the Republic of Uzbekistan or in a particular locality in cases of emergency;
2. To proclaim a state of war in the event of an armed attack on the Republic of Uzbekistan;
3. To issue acts of amnesty and grant pardon to citizens convicted by the courts;
4. To represent the Republic of Uzbekistan in domestic matters and in international relations.

Ex.29. As you read the following requirements, note whether you are eligible or not for the post of President of the Republic of Uzbekistan. Requirements to the Candidates for the Post of President of Uzbekistan

Article 90. Any citizen of the Republic of Uzbekistan who has reached the age of 35, is in full command of the state language and has permanently resided in Uzbekistan for at least 10 years, immediately proceeding the elections, shall be eligible for the post of President of the Republic of Uzbekistan. A person may not be elected to the office of President of the Republic of Uzbekistan for more than two consecutive terms.

The President of the Republic of Uzbekistan shall be elected for a term of five years. He shall be elected by citizens of the Republic of Uzbekistan on the basis of universal, equal and direct suffrage by secret ballot. The procedure for electing President shall be specified by the electoral law of the Republic of Uzbekistan. (Constitution of the Republic of Uzbekistan, p.25).

Ex.30. Look through the "Requirements..." again and find the synonyms of the following words:

35 years old, knows the official language well, has lived on the territory of Uzbekistan for a minimum period of a decade of years, two periods of service, be chosen, law on election.

Ex. 31. Read the oath of the President of the Republic of Uzbekistan and give its translation in your mother tongue:

"I do solemnly swear to faithfully serve the people of Uzbekistan, to strictly with the Constitution and the laws of the Republic, to guarantee the rights and freedoms of its citizens, and to conscientiously perform the duties of the President of the Republic of Uzbekistan". (Constitution of the Republic of Uzbekistan, p.25).

Ex.32. As you read the following text copy out the derivatives and compound words and translate them:

The Executive Body of the British Government

Although in law the Queen is head of the executive body, she reigns today as a constitutional monarch. She is Britain's head of state but has few absolute powers. Instead, according to well-established conventions, the Queen acts on the advice of government ministers.

As members of the legislature, government ministers are answerable to Parliament for the activities of their departments and for the general conduct of

national policies. They take part in debates in Parliament and may be questioned by Members of Parliament.

One of Parliament's most prized occasions is Commons' Question Time. For roughly one hour a day, ministers are held to account by MPs, who ask probing questions on major government policies. The Prime Minister is questioned twice a week.

Ministers are also accountable to Commons committees set up as watchdogs to monitor individual government departments. The National Audit Office, headed by a House of Commons official, reports to Parliament on efficiency and use of resources by government departments.

The executive also includes elected local authorities which administer many local services. There are several levels of local government, each meeting different needs. The top level is the county or regional council elected to deal with the main services such as education, social services and the police. The district council collects local taxes, enforces laws, and is responsible for public housing and a weekly rubbish collection.

Parish and community councils are close to the people but have little power. They provide and manage local facilities such as allotments and village halls, street lightning and bus shelters, a forum for discussing local issues.

Ex.33. Look through the text "The Executive Body of the British Government" again and define the functions, responsibilities of the Executive Body of the British Government.

Ex.34. Fill in the blanks with the words from the text:

1. In the UK the executive branch of the government is headed by.....
2. The Queen acts on the advice of
3. Government ministers are answerable to... for the activities of their departments.
4. The Prime- minister is questioned....
5. The executive also includes... which administer many local services.
6. There are several levels of ... , each meeting different needs.
7. The top level of a local government is.....
8. The district council collects.....

Ex.35. Find the words with similar meaning to the following:

leader of state, responsible, to attend, to interrogate, to inform, to satisfy, various needs.

Ex.36. Re-read the text and find the answers to the following questions:

1. Who is head of the executive body of the British Government?
2. What are the powers of the Queen?
3. Does the Queen issue orders, decrees, and acts independently, or privately?
4. What are the functions of the Prime Minister?
5. Is the Prime Minister elected or appointed?
6. What is the procedure of the electoral system?
7. How long is the term office of the Prime Minister?
8. Who is the Prime Minister of Great Britain currently? What party does he belong to?
9. What departments, and ministries of the British Government do you know?
10. To whom is the Executive body accountable?
11. What do the local authorities deal with?
12. What department of the British Government deals with legal services?

Ex.37. Agree or disagree with the following statements according to the text:

1. The Queen is the head of state and acts independently.
2. Government ministers are answerable to Parliament for the activities of their departments.
3. Ministers attend debates in Parliament and they can question MPS.
4. The Prime Minister is questioned four times a week.
5. The National Audit office reports to the Queen on the efficiency and use of resources by government departments.
6. Local governments administer many local services.

Ex.38. Discuss the following questions in your group:

1. The Queen's powers.
2. Government departments.
3. Local governments.
4. Government ministers' responsibilities.

Ex.39. The statements below are all taken from cases. They were made orally in open court during trials. Read them and determine who made these statements.

1. A man put a small handgun to her head, then pushed her into another person. Then the man ran to a nearby parking lot, fired the gun 1 to 3 times in the air and disappeared.
2. I was working in a parking structure just after 7 p.m. when a man walked toward me with his shirt over his face.

3. When a man entered the booth and tried to grab money from the drawer, the clerk pushed him away, but was then punched above the left eye and he took the money.

He lost sight of him in the alley.

4. I struggled with that issue for the last 24 hours. Now we have found some of the suspects. I continue to do so.

5. I was at a convenience store in Ypsilanti Township at about 3:40 a.m. when a man forced his way into my car and told me to drive to an unknown location. After forcing me to commit sexual acts, the man fled and I drove home. (AAN, 7/25/99; 7/29/99; 8/5/99)

Ex.40. As you read the following text note what words from the text “The Executive body of the Government of the Republic of Uzbekistan” are in the text below:

The Executive Body of the US Government

According to the US Constitution the executive power is vested in the President. The chief duties of the President are to protect the Constitution and to enforce the laws made by Congress. Other powers of the President are:

-to recommend legislation to Congress;

-to call special sessions of Congress;

-to veto bills;

-to appoint heads of federal departments and agencies and other principal federal officials;

-to appoint representatives to foreign countries;

-to carry on official business with foreign nations;

-to exercise the function of commander –in-chief of the armed forces;

-to grant pardons for offenses against the United States.

The office of President of the United States is one of the most powerful in the world. The President, the Constitution says, must “take care that the laws be faithfully executed”. To carry out this responsibility, he or she presides over the executive branch of the federal government – a vast organization numbering several million people. In addition it has important legislative and judicial powers.

The President, as the chief formulator of public policy, has a major legislative role. The President can veto any bill passed by Congress and, unless two – thirds in each house vote to override the veto, the bill does not become law. Much of the legislation dealt with by Congress is drafted at the initiative of the executive branch. In messages to Congress, the President may propose legislation he or she believes is necessary.

Judicial powers of the President are the following:

- to appoint important public officials. But the presidential nomination of federal judges, including members of the Supreme Court, is subject to confirmation by the Senate;

- to grant full or conditional pardons to anyone convicted of breaking a federal law except in a case of impeachment. The pardoning power has come to embrace the power to shorten prison terms and reduce fines.

Executive powers of the President are:

- to issue rules, regulations and instructions called executive orders, which have the binding force of law upon federal agencies;

- to call into federal service the state units of the National Guard;

- to choose the heads of all executive departments and agencies, together with hundreds of other high-ranking federal officials.

In times of war or national emergency, the Congress may grant the President even broader powers to manage the national economy and protect the security of the USA.

President's powers in foreign affairs are:

- to appoint ambassadors, ministers and consuls who are subject to confirmation by the Senate;

- to receive foreign ambassadors and other public officials;

- to maintain and manage all official contacts with foreign governments;

- to participate in summit conferences;

- to be responsible for the protection of Americans abroad and for foreign nationals in the USA;

- to decide whether to recognize new nations and new governments, and negotiate treaties with other nations;

- to negotiate "executive agreements" with foreign powers that are not subject to Senate confirmation.

The administrative business of the nation is conducted by Secretaries who form the Cabinet. They are appointed by the President but their nomination must be confirmed by the Senate. The Cabinet is a kind of an advisory group to the President. The Cabinet members are: the Secretary of State, the Secretary of the Treasury, the Secretary of Defense, the Attorney General, the Secretary of the Interior, etc. The Vice-President participates in the Cabinet meetings as well.

The executive Office of the President is represented by a group of agencies. First of all these are: the White House Office, the Bureau of the Budget, the National Security Council, the Central Intelligence Agency, etc. These are bodies which carry out administrative functions. (American Government, pp.52-58)

Ex.41. Re-read the text and group the presidential powers.

Ex.42. Re-read the text and find the answers to the following questions:

1. Who has the executive power in the USA?
2. What are the basic functions of the President?
3. What does the Cabinet consist of and what are its functions?
4. Are the state secretaries elected or appointed?
5. What are the main state secretaries?
6. What represents the executive office of the President?

Ex.43. Agree or disagree with the following statements. Use the appropriate phrases:

I'm afraid you are wrong, I disagree with you, Far from it, You shouldn't say so..., Quite right, That's true, I agree with you...

1. The executive power in the USA is vested in the judicial branch of the Government.
2. According to the Constitution the President and Vice-President are appointed for a term of five years by the General-Attorney of the USA.
3. The President has many powers. Some of them are: he is the Commander-in-Chief of the armed forces, he makes treaties and appoints ambassadors to foreign countries as well as other high officers of the country.
4. The administrative business of the country is conducted by members of the Cabinet.
5. State secretaries - members of the cabinet are elected by people.
6. The executive office of the President is represented by a group of agencies.
7. The President must "take care that the laws be faithfully executed".
8. The President can veto any bill passed by Congress and, unless two-thirds in each house vote to override the veto, the bill does not become law.
9. As Commander-in-Chief of the armed forces, the President appoints officers in all branches of the Service.
10. Once Congress passes a law, it's up to the President to make sure the law is carried out.

Ex.44. Express the idea stated by your friend emphatically. Work in pairs:

Model: A: I know that US Congress consists of two chambers- the Senate and the House of Representatives.

B: Yes, you are right. It is the USA where the Congress consists of two chambers.

Prompts: 1. The whole legislative power is vested in the Congress. 2. The Speaker of the Senate is the Vice-President. 3. The Congress represents the legislative branch of the state power. 4. The legislative makes the rules for deciding who may vote at the Presidential elections. 5. The President appoints all federal judges. 6. The Congress may remove a judge from office by impeachment. 7. In 1912 the Congress fixed the exact number of the members of the House of representatives, it has remained constant at 435. 8. The first Tuesday after the first Monday in November was determined by the Congress as "Election day". 9. On the 6th of January the electoral votes are counted in the USA.

Ex.45. As you read the text below note the requirements to the candidates for the post of US President.

Who can be President of the USA and how?

One of the many great things about being an American is that anyone born in the USA can become President. Candidates must be at least 35 years old and have lived here at least 14 years. Candidates for the presidency are chosen by political parties several months before the presidential election, which is held every four years.

The method of electing the president is peculiar to the American system. Although the names of the candidates appear on the ballots, technically the people of each state do not vote directly for the President. Instead, they select a state of presidential electors, equal to the number of senators and representatives each state has in Congress. The candidate with the highest number of votes in each state wins all the electoral votes of that state.

The electors of all 50 states and the District of Columbia, a total of 538 persons compose what is known as the Electoral College. Under the terms of the Constitution the College never meets as a body. Instead, the electors gather in the state capitals shortly after the election and cast their votes for the candidate with the largest number of popular votes in their respective states. To be successful, a candidate for the presidency must receive 270 votes. The Constitution stipulates that if no candidate has a majority, the decision shall be made by the House of Representatives, with all members from each state voting as a unit. In this event, each state and the District of Columbia would be allotted one vote only.

The presidential term of four years begins on January 20 following the November election. The president starts his or her official duties with an inauguration ceremony, traditionally held on the steps of the U.S. Capitol where Congress meets. The President publicly takes an oath of office, which is

traditionally administered by the Chief Justice of the United States. (American Government, p.55).

Ex.46. Re-read the text and describe how the President is elected.

Ex.47. Look through the text again and find the answers to the questions below:

1. Who can become President of the USA?
2. Who usually chooses the candidates for the presidency?
3. Do people vote directly for the President?
4. What is the Electoral College?
5. Do the members of the Electoral College meet to consider matters relating to the election?
6. How many votes must a candidate receive to win the election?
7. What decision will be made if no candidate has a majority?
8. How long is the presidential term?
9. Where and when does the inauguration ceremony take place?
10. Who administers the inauguration ceremony?

**Ex.48. Read the Oath of the President of the USA and compare it with the Oath of the President of Uzbekistan.
The Oath of the President of the US:**

“I do solemnly swear that I will faithfully execute the office of President of the United States, and will to the best of my ability, preserve, protect and defend the Constitution of the United States”. (American Government, pp.55)

Ex.49. Answer the questions:

1. What are the similarities and differences between the Oaths of the Presidents of the USA and Uzbekistan?
2. On what date does the President of the USA (Uzbekistan) publicly take an oath of office?
3. Where are the words of the Oath of President of Uzbekistan written?

Ex.50. Look through the texts on the executive bodies of the governments of Uzbekistan and the USA and discuss the following Presidential questions in comparison:

- | | | |
|--------------------|----------------|------------------|
| 1. Term of office. | 2. Salary. | 3. Inauguration. |
| 4. Qualifications. | 5. Chief duty. | 6. Other powers. |

Ex.51. Write an essay on one of the following topics.

1. President election in the USA.
2. Functions of the US President.
3. The executive body in the British Government.
4. Different features of the Executive Bodies of the US Government and Government of Uzbekistan and British Government.

Glossary

| | | |
|--------------------|-------------------------------|--------------------------|
| abuse | оскорблять | haqorat qilmoq |
| accomplice | соучастник (преступления) | jinoyat ishtirokchisi , |
| answerable | ответственный | mas'ul, javobgar |
| asylum | убежище, приют, | boshpana, ruhiy |
| | психиатрическая больница | kasalliklar shifoxonasi |
| attendant | адвокат (в суде) | advokat (sudda), |
| | | himoyachi, oqlovchi |
| bludgeone | бить дубинкой | dubinka bilan urmoq |
| bootcamp system | система учебного лагеря | o'quv lager tizimi |
| booth | будка, кабина | do'koncha |
| brawl | ссориться, скандалить | janjallashmoq, urushib |
| | | qolmoq |
| bribery | взятничество | poraxo'rlik |
| calamity (natural) | бедствие | ofat, musibat |
| ceremony | обряд, церемония | marosim |
| collateral | побочный | qo'shimcha |
| command (in full | знание, хорошо знать | bilim, yaxshi bilmoq |
| command of) | | |
| confer | присуждать | bermoq, taqdim etmoq |
| confirmation | подтверждение | tasdiqlash |
| conscientiously | добросовестно | vijdonan, ongli ravishda |
| deserter | дезертир | qochoq |
| discredit | дискредитировать, недоверять | ishonchsizlik bildirmoq |
| dignity | достоинство | qadr – qimmat |
| disturbance | нарушение права, беспокойство | huquqni buzish, tashvish |
| embezzlement | растрата; хищение | qamomad; o'g'irlash |
| expense | счет | hisob |
| at one's expense | за счет кого - либо | kimningdir hisobiga |
| fulfulment | исполнение | bajarish |

| | | |
|----------------|---------------------------------------------------------------|--------------------------------------------------------------|
| gangster | гангстер (член вооруженной, ганизованной группы преступников) | gangster (bandit, quollangan tashkiliy, jinoiy guruh a'zosi) |
| guard | охрана | qorovul |
| hijacker | бандит, налетчик | qaroqchi |
| hooligan | хулиган | huligan, bezori |
| imposition | обман | aldov, aldovchilik |
| inauguration | инаугурация; вступление в должность | mansabga o'tirish |
| infraction | нарушение | buzish |
| jockey | обманывать | aldamoq |
| lengthen | удлинять | uzaytirmoq |
| locality | местность | joy, yer |
| mandatory | обязательный, принудительный | majburiy, majburlovchi |
| mugger | торговец гончарными изделиями | kulolchilik mahsulotlarini sotuvchi |
| observance | соблюдение (закона) | (qonunga) rioya qilish, tartibga itoat qilish |
| participate | участвовать | qatnashmoq |
| penalty | наказание, штраф | jazo, jarima |
| pickpocket | вор, карманщик | cho'ntakkesar, o'g'ri |
| pursuit | преследование | ta'qib |
| refutation | опровержение | rad qilmoq, inkor |
| rehabilitation | реабилитация | oqlash, sud qarori bilan oldingi huquqlarini tiklash |
| repeal | отменять, аннулировать | bekor qilmoq, kuchdan qoldirmoq |
| salary | месячная зарплата | oylik, maosh |
| scene | место происшествия | hodisa yuz bergan joy |
| shelter | приют, убежище | boshpana |
| smother (v) | душить | bug'moq |
| stowaway | безбилетный пассажир | chiptasi yo'q yo'lovchi |
| strangulation | удушение | tomoqni bo'g'ish |
| stuffy | душный | dam |
| subsequent | последующий | navbatdagi |
| substance | вещество | modda, materiya |
| tender | законное платежное средство | qonuniy to'lov vositasi |
| term of office | срок полномочий | vakolat muddati |
| thief | вор, жулик | o'g'ri |

| | | |
|-----------|---------------------|------------------------------------------------------------|
| threat | угроза | do'q, po'pisa |
| traitor | изменник, предатель | sotqin, xoin, nomard |
| unanimous | единодушный | hamfikr, hamnafas |
| unlock | открывать | ochmoq |
| vandal | вандал, варвар | vandal (madaniy yodgorliklarni harob qiluvchi, vaxshiy) |
| watchdog | сторожевой пес | qorovul it |
| wrongdoer | обидчик, преступник | dilozor, jinoyatchi |

Topic: The Judicial Body of the Government of Uzbekistan

Linguistic material:

Phonetics: Characteristics of Vowels;

Vocabulary: 1. Topical words,

2. Words from a newspaper;

3. The words with the suffix- *-full, -like, -ness, -less, -hood, -ish, -ize, -ly, -ate;*

Grammar: The Verbals,

Word formation: the suffixes *-full, -like, -ness, -less, -hood, -ish, -ize, -ly, -ate;*

Conversational phrases: How to express encouragement, comfort, sympathy, regret.

Texts: 1. A Newspaper article; 2. The Judicial Branch of the Government of the Republic of Uzbekistan; 3. Procurator's Office; 4. Legal problem.

Exercises

Ex.1. Read the words according to the pronunciation rules:

| | | | | |
|--------|-------|--------|----------|-------|
| our | their | here | ought | own |
| sour | hair | dear | bought | phone |
| power | heir | near | thought | wrote |
| vowel | rare | clear | brought | coat |
| shower | where | beer | caught | note |
| tower | bare | career | daughter | goat |

Ex.2. Listen and repeat:

1. Will you move to the new flat in June?
2. The little pot is soon hot.
3. A closed mouth catches no flies.
4. A friend in need is a friend indeed.
5. A lawyer never goes to law himself.
6. A miss is as good as a mile.
7. A sound mind is a sound body.
8. All is well that ends well.

Conversational phrases: How to express encouragement, comfort, sympathy, and regret.

Ex.3. Read the phrases aloud:

| | | |
|---------------------------|---------------------------------------|---------------------------------|
| Cheer up! | Don't worry! | Come, come. |
| There, there. | Take it easy. | Pull yourself together. |
| Don't get upset about it. | Let's hope for the best. | Everything will be all right. |
| Things happen. | I'm so sorry (for you). | I appreciate your difficulties. |
| Forget it. | There is nothing you can do about it. | Too bad! |
| What a pity! | What a shame! | Good for you! |

Ex.4. Read and translate:

1. Darling, don't cry... it'll be all right.
2. Right you are, doctor. You'd better get on with what you've got to do.
3. Why do you look so worried? -My grandfather has not been quite well for some time. He has a bad cough.
Cheer up! Things will come all right, I hope.
4. I'm afraid. I have been keeping that book of yours too long. -Never mind. Don't let that worry you.

Ex.5. Try to encourage or comfort your friend using the following expressions:

Come, come. Everything will be all right. Pull yourself together. Cheer up!

Don't get upset about it. Things happen. Don't worry. Take it easy.

1. Things are going from bad to worse for me.
2. We won't manage it.
3. The trouble is that I ruined everything myself.
4. I'm completely run down.
5. I've to do everything all over again. It is most disillusioning.
6. I don't know what to do. My grandfather's health is becoming worse and worse.
7. The winter examination session is coming very soon. But I have not started the preparation for it yet.
8. I think I'll never get over it.
9. I'm so worried about Harold. The operation is to take place tomorrow.
10. I don't feel well about the whole thing. They may let us down.
11. I'm skeptical about it.
12. I won't be able to do it.

Ex.6. Express your sympathy and appreciation. Use the appropriate remarks given below:

I'm so sorry for you. I sympathize with you. Give her my sympathies. You are telling me!

I appreciate your difficulties. Take it easy.

1. I find it so difficult to work in these conditions.
2. We've got to wait another month till it's all settled.
3. Neighbours can be such a nuisance!
4. Angel says her new boss is hard to deal with.
5. Rustam says that his sister couldn't enter the University.
6. I began to learn German after the service in the Army. So I find it difficult to work on my German. I've got to work hard.

Ex.7. Consider something someone tells you not to be worth worrying about. Express it by using the following:

You haven't got any worries. Let it be the least of your worries. (It's a) small loss.

1. I don't think I'll get tickets for the first night. What a pity!
2. You know Mr. Feak doesn't work with us any longer.
3. I agree to pay for it but how will it be delivered?
4. Angela refused to join us.

Ex.8. Express your regrets. Use the following:

Too bad! What a pity! It's a great pity!

1. Our team has lost.
2. Donald failed his exam on human rights.
3. The lecture on the theory of state and law will not be held today.
4. The assassin has committed suicide.
5. We have missed the 6:30 train. We'll have to wait for more than an hour for the next train.
6. Ahmad didn't get a prize.

Ex.9. Tell your friend not to worry about something. Use the following clues:

It can't be helped. There is nothing you can do about it (now). Forget it.

1. If I had taken a cab, I might have made it.
2. The evidence is against him and he will be tried.
3. Why have I insisted on his choosing that lawyer?
4. Oh, bother! I seem to have left my notes at home.
5. I have misinformed him. The figures I gave him are all wrong.
6. Why didn't I leave the flat locked? All my money was robbed.

Ex.10. Speak on the following imaginary situations, using words and expressions of encouragement, sympathy, or regret.

1) A number of young graduates are discussing their plans for the future:

a) one of them speaks about herself and suddenly stops not being sure that the rest are interested in her plans;

b) the second is weak in health and is doubtful whether she will be able to cope with her future work;

c) the third is very modest and is not sure if she will be a success;

2) Express your sympathy with a friend of yours who is grieving about her mother's serious illness;

3) Give words to comfort:

a) your friend who tells you that she lost very important papers;

b) your sister who left her umbrella in the bus;

c) your little brother (sister) who has broken the cup he (she) cherished.

Grammar

The Verbals

The Infinitive

| Tenses | Active | Passive |
|--------------------|----------------------|----------------------|
| Indefinite | to write | to be written |
| Continuous | to be writing | - |
| Perfect | to have written | to have been written |
| Perfect Continuous | to have been writing | - |

Ex. 11. Comment on the tense, aspect and voice distinctions of the infinitive:

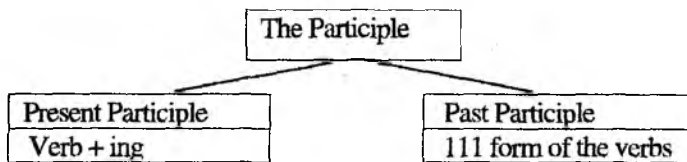
1. The police officer is said to have caught the robber.
2. He coughed to draw the others' attention.
3. She is said to be working at her thesis.
4. My friend's dream is to become a judge.
5. They are said to have been studying law for two years.
6. The witness was said to have been questioned before we came.

Ex.12. Use the appropriate form of the infinitive in brackets.

1. He seems (to read) a lot.
2. He seems (to read) now.
3. He seems (to read) since morning.
4. He seems (to read) all the books in the library.
5. I want (to take) you to the concert.
6. She hope (to help) by her friends.
7. The children seem (to play) since morning.
8. I am sorry (to break) your pen.

Ex.13. Insert the particle “to” where necessary:

1. I like... play the guitar.
2. My brother can... speak French.
3. We had... put on our overcoats as it was cold.
4. May I... use your car?
5. They heard the girl... cry.
6. I would rather... stay at home.
7. You had better... go home.
8. It is time ... get up.
9. Let me ... help you.
10. The police officer made the driver... stop the car.
11. I think I shall be able ... solve this problem.
12. I saw him ... enter the room.

Ex.14. Write down six sentences using forms of the infinitive.**The Participle**

writing
speaking
playing
breaking

written
spoken
played
broken

Forms of the Participle

| Tenses | Active | Passive |
|---------|----------------|---------------------|
| Present | writing | being written |
| Perfect | having written | having been written |
| Past | - | written |

Ex.15. Identify the forms of the Participle in each of the following sentences:

Model: Having prescribed the medicine the doctor went away. “Having prescribed” – Perfect Participle, Active voice.

1. The boy lay sleeping when the doctor came.
2. The broken arm was examined by the doctor.
3. The stolen car was returned to its owner.
4. Having made out a plan of escaping the prisoner began to think of how it would happen.

5. The letter being written in pencil one could hardly read it.
6. Having been shown the wrong direction, the travelers soon lost their way.
7. Flushed and excited the boy came running to his mother.
8. The door bolted on the inside could not be opened.

Ex.16. Use the appropriate forms of the Participle in the sentences below:

1. (to translate) by a good specialist, the story preserved the humour of the original.
2. (to wait) for some time in the hall, he was invited into the drawing room.
3. (to discuss) among the members of Parliament the law was adopted.
4. (to wait) in the hall, he thought over the problem he was planning to discuss with the old lady.
5. She went to work (to leave) the child with the nurse.
6. (to send) twenty years abroad, he was happy to be coming home.

Ex.17. Write five sentences using the forms of the Participle.

The Gerund

| Tenses | Active | Passive |
|------------|----------------|---------------------|
| Indefinite | writing | being written |
| Perfect | having written | having been written |

Ex.18. Identify the forms of the Gerund.

Model: Watching football matches may be exciting enough. "Watching " – Indefinite, the Active voice.

1. Having questioned the suspect the police officer let him free.
2. She stopped coming to see us.
3. Can you remember having seen the man before?
4. He was on the point of leaving the club.
5. On being told the news she turned pale.
6. After being corrected by the teacher, the students' papers were returned to them.

Ex.19. Use the appropriate forms of the Gerund in the following sentences:

1. Why do you avoid (to speak) to me?
2. She tried to avoid (to speak) to.
3. The doctor insisted on (to send) the sick man to the hospital.
4. Do you mind him (to examine) by a doctor?

5. He was very glad of (to help) in his difficulty.
6. The watch requires (to repair).
7. The problem is not worth (to discuss).
8. You never mentioned (to be) to Greece.

Ex.20. Write four sentences using the forms of the Gerund.

Ex.21. Study the word formation. The suffixes- *ful*, - *like* are used to form adjectives.

| | |
|------------------|-----------------|
| fruit – fruitful | man – manlike |
| grate – grateful | lady – ladylike |

Ex.22. Form derivative adjectives with the suffixes – *ful* and translate them into your mother tongue:

| | | | |
|---------|------|--------|-------|
| neglect | hope | mercy | harm |
| law | gain | beauty | faith |

Ex.23. Form derivative adjectives with the suffix – *like* and translate them into your mother tongue:

| | | | |
|-----------|---------|------|-------|
| maiden | cricket | god | table |
| gentleman | onion | moon | wood |

Ex.24. Study the word formation. The suffix –*ness* is used to form nouns:

| | |
|-----------------|-----------------------------|
| sad – sadness | guilty – guiltiness |
| good – goodness | oppressive – oppressiveness |

Ex.25. Form derivative nouns with the suffix – *ness* and translate them:

| | | | |
|----------|---------|----------|--------|
| serious | light | rough | lazy |
| mad | lavish | hopeful | hardy |
| godly | happy | friendly | polite |
| faithful | forgive | plain | false |

Ex.26. Study the word formation. The suffix – *less* is used to form adjectives.

| | |
|-------------------|---------------------|
| star – starless | spirit – spiritless |
| fault – faultless | form – formless |

Ex.27. Form derivative adjectives with the suffix – *less* and translate them:

| | | | | |
|-------|-------|---------|---------|-------|
| stain | name | spot | measure | sound |
| life | soil | law | shape | joy |
| shame | harm | plain | ground | foot |
| fruit | fault | meaning | child | kind |

Ex.28. Study the word formation. The suffixes – hood,- ish.

The suffix – hood is used to form nouns:

priest – priesthood child – childhood

The suffix – ish is used to form adjectives:

fool – foolish green – greenish

Ex.29. Form derivative nouns and adjectives with the suffixes -hood,- ish and translate them:

- hood:

| | | | | |
|-------|------|---------|-----------|--------|
| boy | lady | brother | parent | Knight |
| state | page | man | neighbour | false |

-ish:

| | | | | |
|-------|-------|--------|-------|-------|
| rub | fiend | self | pig | light |
| style | frump | monkey | fever | Jew |

Ex.30. Study the word formation. The suffix – ize is used to form verbs. Read and translate the following words:

monumental – monumentalize.

monetary – monetize

minimum – minimize.

mineral – mineralize.

military – militarize.

method – methodize.

Ex.31. Form derivative verbs with the suffix – ize:

| | | | |
|----------|-----------|---------|----------|
| metal | harmony | memory | general |
| memorial | fraternal | mediate | fossil |
| material | feudal | magnet | familiar |
| liberal | fertile | equal | external |

Ex.32. Study the word formation. The suffixes -ly -ate.

The suffix – ly is used to form adverbs. Read and translate the words:

happy – happily

squal – squally

glad - gladly
 willing - willingly
 wide - widely
 steel - steely
 stepmother - stepmotherly
 state - stately
 special - specially

sore - sorely
 social - socially
 sloven - slovenly
 skill - skilly
 simple - simply
 sill - silly
 preferable - preferably

Ex.33. The suffix - ate is used to form verbs. Read and translate the following words:

delegation - delegate
 advocacy - advocate
 federal - federate
 legislation - legislate
 liberation - liberate
 pulp - pulpitate

jugular - jugulate
 module - modulate
 military - militate
 mature - maturate
 pulse - pulsate
 lapidation - lapidate

Ex.34. Give the opposites of the following words:

| | | | |
|------------|----------|-----------|------------|
| lawful | gainful | beautiful | hopeful |
| neglectful | merciful | harmful | grateful |
| joyful | faithful | fruitful | meaningful |

Ex.35. Use the given words in sentences of your own:

| | | | |
|------------|---------------|-----------|------------|
| guilty | neighbourhood | military | boyhood |
| politeness | memorial | childhood | politeness |
| faultless | fraternal | harmless | powerless |

Ex.36. As you read the text below note what it mainly discusses.

Killer of 13 Year Old Is Sentenced to Death

A former marine who said he bludgeoned a 13 year old boy with a sledgehammer because he wanted to know what it felt like to kill someone was sentenced yesterday to die by lethal injection.

The killer, Todd Rizzo, 20, admitted before sentencing that his victim, Stanley Edwards, "never deserved what happened to him." But he defiantly described the death penalty as ineffective. "The death penalty doesn't stop people from killing other people," he said. "It didn't stop me." He told the police he straddled him and hit him 13 times with a three- pound sledgehammer as the boy

begged him to stop. Then he dumped the boy's body in a wooded lot. A jury recommended the death penalty in June after deliberating for four days. (AAN, 8/9/99)

Ex.37. Re- read the text and tell what the text is about.

Ex.38. Look through the text again and divide it into logical parts.

Ex.39. Give a brief summary of the text.

Ex.40. Look through the text and copy the Infinitive, the Participle, the Gerund and comment on their forms.

Model: *to know* is the Indefinite Infinitive, Active voice.

Ex.41. Agree or disagree with the statements according to the text:

1. The killer bludgeoned the victim with a stone.
2. The motive of the killer was to take revenge.
3. The killer was sentenced to death.
4. The killer was an old man.
5. The killer said that death penalty as a punishment was ineffective. It didn't stop people from killing other people.
6. The killer said that he had straddled him and hit him 13 times with a three-pound sledgehammer.
7. While being beaten the boy didn't ask the killer to stop and not to kill.
8. After killing the boy the murderer threw the boy's body into the river.

Ex.42. As you read the text note what the judicial body of the Government of the Republic of Uzbekistan consists of:

The Judicial Body of the Government of the Republic of Uzbekistan

According to the Constitution of the Republic of Uzbekistan the judicial authority in the Republic of Uzbekistan shall function independently from the legislative and executive branches, political parties and public organizations.

The judicial system in the Republic of Uzbekistan shall consist of the Constitutional Court of the Republic, the Supreme Court, the Higher Economic Court of the Republic of Uzbekistan, along with the Supreme Court, and the Arbitration Court of the Republic of Karakalpakstan. These courts shall be elected for a term of five years. The judicial branch also includes regional, district, town,

city, Tashkent city courts, civil, criminal and arbitration courts appointed for a term of five years.

Organization and procedure for the operation of the courts shall be specified by law.

Formation of extraordinary courts shall be forbidden. The Constitutional Court of the Republic of Uzbekistan shall hear cases relating to the constitutionality of acts passed by the legislative and executive branches.

The Constitutional Court shall be elected from political and legal scholars and shall consist of a Chairman, Vice-Chairman and judges including a representative of the Republic of Karakalpakstan.

No member of the Constitutional Court, including the Chairman, shall have the right to simultaneously serve as a deputy. The Chairman and the members of the Constitutional Court may not belong to any political parties or movements, nor hold any other paid posts.

The judges of the Constitutional Court shall have the right of immunity.

The judges of the Constitutional Court shall be independent in their work and subject solely to the Constitution of the Republic of Uzbekistan. The Constitutional Court of the Republic of Uzbekistan shall:

judge the constitutionality of the laws of the Republic of Uzbekistan and other acts passed by the Oliy Majlis of the Republic of Uzbekistan, the decrees issued by the President of the Republic of Uzbekistan, the enactments of the government and the ordinances of local authorities, as well as obligations of the Republic of Uzbekistan under inter-state treaties and other documents;

The Supreme Court of the Republic of Uzbekistan shall be the highest judicial body of civil, criminal and administrative law.

The rulings of the Supreme Court shall be final and binding throughout the Republic of Uzbekistan.

The Supreme Court of the Republic of Uzbekistan shall have the right to supervise the administration of justice by the Supreme Court of the Republic of Karakalpakstan, as well as by regional, city, town and district courts.

Any economic and management disputes that may arise between entrepreneurs, enterprises, institutions and organizations based on different forms of ownership shall be settled by the Higher Arbitration Court and other arbitration courts within their authority.

Judges shall be independent and subject solely to the law. Any interference in the work of judges in administering the law shall be inadmissible and punishable by law.

The immunity of judges shall be guaranteed by law.

The Chairmen and the members of the Supreme Court and the Higher Arbitration Court may not be deputies of the Oliy Majlis of the Republic of Uzbekistan.

Judges, including district ones, may not belong to any political parties or movements, nor hold any other paid positions.

Before the completion of his term of office, a judge may be removed from his post only on grounds specified by law.

Legal proceedings in all courts shall be only allowed in cases prescribed by law.

All court verdicts shall be binding on state bodies, public associations, enterprises, institutions, organizations, officials and citizens.

All legal proceedings in the Republic of Uzbekistan shall be conducted in Uzbek, Karakalpak, or in the language spoken by the majority of the people in the locality. Any person participating in court proceedings who does not know the language on which they are being conducted, shall have the following right to be fully acquainted with the materials in the case, to have the services of an interpreter during the proceedings, and to address the court in his native language.

All defendants shall have the right to defense.

The right to legal assistance shall be guaranteed at any stage of the investigation and judicial proceedings. Legal assistance to citizens, enterprises, institutions and organizations shall be given by the College of Barristers. Organization and procedure of the College of Barristers shall be specified by law. (Constitution of the Republic of Uzbekistan, pp.31-33)

Ex.43. Re-read the text "The Judicial Body of the Government of the Republic of Uzbekistan" and give its brief summary.

Ex.44. Translate the second paragraph of the text into your mother tongue.

Ex.45. Give synonyms to the following words in the text:

authority, judicial body, additional court, to operate, to be impossible, dealing with, scientists, not depending on, at the same time, nongovernment organization, to occupy a position, to be composed of, duties, decision, plead, exemption.

Ex.46. State what kind of cases are heard in the following types of courts. Fill in the chart:

| Civil court | Criminal court | Arbitrate court | Appellate court | The Highest court |
|-------------|----------------|-----------------|-----------------|-------------------|
| | | | | |

Ex.47. Express the following in one word using the prompts.

Prompts: appeal, immunity, defendant, dispute, verdict, guarantee, supervise, defense.

safety; security from punishment; take a question (to a higher court) for rehearing and a new decision; argue, quarrel, debate in words; a person against whom a legal action is brought; promise or undertaking that certain conditions agreed to in a transaction will be fulfilled; decision reached by a jury on a question of fact in a law case; legal arguments used to contest an accusation (lawyer's acting for an accused person).

Ex.48. Language competition. Who can find the missing letters of the words as fast as possible?

Model: t...cher – teacher; dr...er – driver.

| | | | |
|------------|---------------|-------------|--------------|
| ...icial | ...ction | ...itical | ...reme |
| ...ernment | ...ependently | ...islative | ...anization |
| ...uplic | ...ty | ...her | ...itration |
| ...ording | ...cutive | ...tem | ...ional |
| ...hority | ...anch | ...sist | ...triot |

Ex.49. Agree or disagree with the statements below:

1. The judicial body in the Republic of Uzbekistan shall function depending on the legislative and executive branches.
2. The judicial system consists of the procurator's office, the Supreme Court and Tashkent city court.
3. In cases of necessity one can form additional courts.
4. The Constitutional Court of the Republic of Uzbekistan shall hear cases relating to the constitutionality of acts passed by the legislative and executive branches.
5. The judges of all the courts shall have the right of immunity.
6. Judges shall be independent and subject solely to the law.
7. The Chairmen and members of the Supreme Court and the Higher Economic Court may not be deputies of the Oliy Majlis.
8. Legal proceedings in all courts shall be close to the public.

Ex.50. As you read the text note the peculiar features of the electoral system in Uzbekistan:**Electoral System**

All citizens of the Republic of Uzbekistan are guaranteed the equal right to vote. Each citizen shall have only one vote. All citizens shall be eligible for election to public office.

The President and representative bodies of authority in the Republic of Uzbekistan shall be elected on the basis of universal, equal and direct suffrage by secret ballot. All citizens of the Republic of Uzbekistan under the age of 18 shall be eligible to vote.

Citizens who have been legally certified as insane, as well as persons in prison may neither vote be eligible for election. Any other direct or indirect infringement on the citizens' voting rights is inadmissible.

A citizen of the Republic of Uzbekistan may not simultaneously be elected to more than two representative bodies.

The electoral procedure shall be specified by law. (Constitution of the Republic of Uzbekistan, p.34)

Ex.51. Read the text and state the structure of Procurator's office in Uzbekistan:

Procurator's Office

The Procurator-General of the Republic of Uzbekistan and the procurators subordinate to him shall supervise the strict and uniform observance of the laws on the territory of the Republic of Uzbekistan.

The Procurator-General of the Republic of Uzbekistan shall direct the centralized system of agencies of the procurator's office.

The Procurator of the Republic of Karakalpakstan shall be appointed by the highest representative body of the Republic of Karakalpakstan and subject to confirmation by the Procurator-General of the Republic of Uzbekistan.

The procurators of regions, districts, cities and towns shall be appointed by the Procurator-General of the Republic of Uzbekistan.

The term of office shall be 5 years for the Procurator-General of the Republic of Uzbekistan, the Procurator of the Republic of Karakalpakstan and procurators of regions, districts, cities and towns.

The agencies of the Procurator's Office of the Republic of Uzbekistan shall exercise their powers independently of any state bodies, public associations and officials, and shall be subject solely to the law.

While in office procurators shall suspend their membership in political parties and other public associations pursuing political goals.

Organization, powers and procedure for the agencies of the Procurator's Office shall be specified by law.

In the territory of the Republic of Uzbekistan it is prohibited to set up and run any private, cooperative or other non-governmental agencies or their branches, independently conducting any operational work, investigations, inquiries or any other functions connected with combating crime.

Law-enforcement agencies may enlist the assistance of public associations and citizens to safeguard law and order, as well as the rights and freedoms of citizens. (Constitution of the Republic of Uzbekistan, p.34)

Ex.52. Look through the text again and describe the functions of a procurator's office.

Ex.53. Agree or disagree with the statements below:

1. The Procurator-General of the Republic of Uzbekistan and the procurators subordinate to him shall supervise the strict and uniform observance of the laws.
2. The procurator-General of the Republic of Uzbekistan shall be dependent on the courts.
3. The procurators of regions, districts, cities and towns shall be appointed by khokims.
4. The term of office shall be 4 years for all procurators.
5. The agencies of the Procurator's office of the Republic of Uzbekistan shall exercise their powers independently of state bodies.
6. While in office procurators shall be members of all political parties.

Ex.54. Discuss the following:

1. The main functions of the procurators.
2. Reforms in the judicial authority in the Republic of Uzbekistan.
3. The immunity of judges.
4. Why judges can not be members of any political parties.

Ex.55. As you read the text copy out the derivatives and translate them.

Model: a hitchhiker – yolovchi

The Case of the Forfeited Ford

Bob was so proud of his nephew, Jeff, for graduating from college that as a graduation gift he lent his vintage Ford Mustang to Jeff for a trip to Florida. As Jeff was returning home through another state, he picked up a hitchhiker carrying a large backpack. Just a few miles down the road Jeff was stopped by a highway patrolman, who demanded that both men get out of the car. Despite the hitchhiker's

protests, the officer searched the backpack and found several thousand dollars' worth of cocaine. He arrested the hitchhiker and impounded Bob's car.

Bob was sure that once the official realized that he had nothing to do with the cocaine, his property would be returned. He was wrong. The state forfeiture law contained no provision to protect innocent owners. Even though the charges against the hitchhiker were ultimately dismissed because the search by the highway patrolman was held to be illegal, the county attorney persisted in the forfeiture proceeding.

After many months and thousands of dollars in legal fees, Bob's forfeiture case was tried before a jury. The government was merely required to show that the cocaine was being transported in Bob's car. It did so, and the jury awarded a forfeiture.

Unlike most cases of this type, Bob's ultimately had a happy ending. Bob applied to the state's governor for a remission, and under intense pressure from the press and public opinion, the governor ordered the car returned. (Legal Problem Solver, p.242)

Ex.56. Re-read the text and find the answers to the questions below:

1. Why was Bob proud of his nephew?
2. What did Bob give Jeff as a graduation gift?
3. Whom did Jeff pick up?
4. Why did the patrolman arrest the hitchhiker and impound Bob's car?
5. What was Bob sure of?
6. Was the search by the highway patrolman legal or illegal?
7. What was the end of the case?

Ex.57. Look through the text again and define what issues are in the text.

Ex.58. Discuss the following:

1. Why did the jury award a forfeiture?
2. How is driving another person's car regulated in our country?

Ex.59. Write an essay on one of the following topics:

1. Civil courts in Uzbekistan.
2. Criminal courts in Uzbekistan.

Glossary

address
admissible

обращаться
допустимый

murojaat etmoq
qabul qilindigan

| | | |
|-----------------------|----------------------------------------------------------------------|------------------------------------------------------------|
| appreciation | оценка | baho |
| cab | такси | taksi |
| cherish | нежно любить | erkalatmoq |
| College of Barristers | Коллегия барристеров | Baristerlar kollegiyasi |
| comfort | утешение | tinchlantirish |
| cough (v) | кашлять | yo'talmoq |
| disillusioning | утрата иллюзий | hom hayollikni yo'qotish |
| dump | свалка | axlat to'kadigan joy |
| electoral | избирательный | saylovga oid, saylov |
| encouragement | одобрение | ma'qullash |
| evidence | доказательство | isbot |
| extraordinary | необычайный | g'ayritabiiy |
| former | бывший | sobiq |
| hitchhiker | тот, кто перебирается с места на место, пользуясь попутными машинами | yolovchi mashinalar bilan u yerdan bu yerga boruvchi shaxs |
| injection | инъекция, укол | ukol |
| insane | душевнобольной, невменяемый | ruhiy kasal, aqli noraso |
| interpreter | переводчик | tarjimon |
| jury | жюри (суд присяжных) | sud maslahatchilari |
| lend | давать займы | qarz bermoq |
| lethal | смертельный | o'ldiradigan |
| marine | морской флот | dengiz floti |
| misinform | неправильно информировать | noto'g'ri ma'lumot bermoq |
| persist | упорствовать | o'jarlik qilmoq |
| procurator | прокурор | prokuror |
| regret | сожаление | afsuslanish |
| remark | замечание | fikr, mulohaza, tanbeh |
| revenge | мстить, отомстить | (o'ch, qasos) olmoq, o'ch deb alamidani chiqmoq |
| sledgehammer | кувалда | katta bolg'a |
| sympathy | сочувствие | achinish, hamdardlik |
| vintage | сбор винограда | uzum uzish, vino |
| worth | стоящий | arziydigan |

UNIT 15

Topic: The Judicial Branch of the British Government.

Linguistic material:

Phonetics: Characteristics of Vowels;

Vocabulary: 1. Topical vocabulary,

2. The words with the suffixes *-fy*, *-en*;

Grammar: Future Indefinite in the Past; Past Continuous;

Word-formation: the suffixes *-fy*, *-en*;

Conversational phrases: How to express request;

Texts: 1. Judges; 2. The Jury; 3. A newspaper article; 4. The Judicial Branch of the British Government; 5. Solicitors and Barristers; 6. Justice and the Law.

Exercises

Ex.1. Read the words according to the pronunciation rules:

| | | | |
|-----------|--------|------------|--------|
| dignity | bright | reading | spoken |
| nullity | light | hearing | broken |
| indemnity | might | speaking | known |
| identity | sight | discussing | coat |
| unity | right | punishing | boat |
| equity | night | writing | loan |

Ex.2. Listen and repeat:

- | | |
|----------------------|-----------------------------------|
| 1. Go slow. | 6. It's a cold coal to blow at. |
| 2. Follow your nose. | 7. I vote we go home. |
| 3. Nobody home. | 8. Oh, no, don't go home alone. |
| 4. Don't grow cold. | 9. I don't suppose you know Rose. |
| 5. No bones broken. | 10. I won't crow over a foe. |

Conversational phrases: How to make requests.

Ex.3. Read the phrases:

May I ... (come in, use your phone, stay away, see you home, ask you a question, ...)?

Do you mind ... (my smoking, my being late, if I stay, if I leave...)?

Please...

Will you...?

Be so kind as to ...

Would you kindly ... ?

Could you possibly ..., please?

Could I trouble you for ...?

Could you do me a favor?

May I trouble you for?

I should be much obliged if...

Positive replies

Certainly!

Of course.

Sure.

Naturally.

Not at all.

I don't mind (it).

No, I don't.

With pleasure.

Willingly.

Here you are.

All right.

Right.

Please do.

Negative replies

I do not mind it.

Please don't.

You needn't.

You shouldn't.

You mustn't.

By no means.

Ex.4. Memorize the dialogues:

- Do you mind my turning on the radio?

- Not at all.

- May I see you home?

- I'll be delighted.

x

- May I use your phone?

- Certainly.

x

- Would you kindly open the door?

- With pleasure.

x

- Could I trouble you for a book?

- Here you are..

x

- Do you mind if I leave?

- I certainly do. Please stay.

x

- Do you mind my smoking here?

- Please don't.

x

- Give my best wishes to your mother, won't you?

- Thanks, I will.

Ex.5. Complete the following requests:

1. Be so kind as to ...

2. Will you please...

5. Could I trouble you for...

6. May I ask you to ...

- | | |
|-------------------------|------------------------------------|
| 3. Would you please ... | 7. Would you kindly ... |
| 4. Would you mind ... | 8. I should be much obliged if ... |

Ex.6. Say the appropriate thing to a person who is doing something undesirable and negative.

Model: *Your roommate in a hotel is snoring loudly.*-Will you please stop snoring?

The person who:

1. is talking loudly in a cinema.
2. is smoking in a non-smoking carriage.
3. is dropping cigarette ash on the floor.
4. is playing the piano very loudly when you have a headache.
5. is picking flowers in a public garden.
6. is doing her hair in public.
7. is making too much noise during a lesson.
8. is spitting in public.

Ex.7. Make dialogues on the following situations:

1. You are having a meal. Ask your neighbour to pass you the salt, the bread, the mustard, or something else.
2. It's very stuffy in the compartment of the train. You want to open the window and need somebody to help you.
3. You are short of money. Ask your friend to lend you some.
4. You ask your neighbour to post a letter for you.
5. You are sitting for an examination. Ask your neighbour who is playing loud music not to do it.
6. The bus is overcrowded. You ask a passenger who is pushing you not to do so.

Ex.8. Change the orders into polite requests:

Model: Answer the telephone.

(a) Will you answer the telephone, please?

(b) Answer the telephone, will you?

1. Pick me up at the office.
2. Show me around.
3. Fix it right away.
4. Drop me at the railway station.
5. Wash up.
6. Clear the table.
7. Air the bed.
8. Do the rooms.
9. Develop the pictures.
10. Water the flowers.

Ex.9. Ask someone to do something for you. Make dialogues:**Model:**

- Could you do me a favour?
- Yes, certainly.
- Call up Information and find out when the 5.30 train from Glasgow gets in.
- All right.
- Thank you.

Things that you ask someone to do for you:

- to give somebody a message from you;
- to find out things for you;
- to lend you some money;
- to fix the TV set;
- to buy tickets for the cinema;
- to check some information.

Ex.10. Find speaker A's questions and requests in accordance with the responses of speaker B:

Model: Will you close the window? – Certainly.

Certainly!

Here you are.

Of course!

All right.

Most willingly

Grammar

Future Indefinite in the Past (the next day, the following day)
should/would + Infinitive

I said (that) I should serve on a jury.

He said (that) he would bring a lawsuit against his neighbour.

She said (that) she would plead to the appellate court.

We said (that) we should help the constable to find the suspect.

You said (that) you would follow your lawyer's instructions.

They said (that) they would describe the scene of a crime.

Ex.11. Translate the sentences into your mother tongue:

1. He knew that the police would search his luggage.
2. She said she would go to the trial.

3. Her parents were out of town and they would not return until Monday.
4. The attorney supposed that the defendant would tell the truth.
5. The police promised that he would find the suspect in a week.
6. The robber was sure that nobody would suspect him.
7. It was clear that the detective would interview all members of the family.
8. The defendant's attorney was not sure that he would win the case.

Ex.12. Change the sentences into Future Indefinite-in-the-Past:

Model: A: I shall begin to investigate the case tomorrow.

B: Rustam said he would begin to investigate the case the next day.

Prompts: a. to plead guilty to a felony embezzlement charge in the case,

b. to be sentenced to 5 years of prison,

c. to suspend from the investigation for a violation of rules,

d. to be charged with an assault,

e. to arraign in connection with the June 2nd bombing,

f. to sue the agency in 60 days over the way a federal tax on guns,

j. to be found guilty of second-degree murder.

Ex.13. Work in groups. Change the sentences into indirect speech like the model.

Model:

Student A: I shall stay at the Institute after classes.

Student B: What did he (Ahmad) say?

Student C: Ahmad said he would stay at the Institute after classes.

Prompts: to attend the trial; to write a report; to help the investigation, to visit one's relatives; to find some information on barrister's code; to read a booklet on the activity of solicitors.

Note: Past Continuous (at that time, at ... o'clock...(yesterday, the day before yesterday, last Monday), when somebody...).

to be (was, were) + Participle I

I was sleeping at 11 p.m. yesterday

They were watching TV at 9 p.m. yesterday.

Ex.14. Translate the sentences:

Affirmative form

1. I (he, she) was watching TV at 9 p.m. yesterday.
2. It was snowing when we went out yesterday.
3. We (you, they) were driving the car when it began to rain.

Negative form

1. I (he, she) was not sleeping when you called me.
2. They (we, you) were not discussing an important question when we entered the hall yesterday.

Interrogative form

1. Was she tidying up her room at 8 a.m. yesterday? -Yes, she was /-No, she was not.
2. Were they fishing in the river at 11 a.m. yesterday? -Yes, they were / No, they were not.

Ex.15. Answer the questions that ask what members of your family were doing at 7 a.m. yesterday:

1. Were you doing your morning exercises?
2. Your brother was sleeping, wasn't he?
3. Was your sister having breakfast or tidying up the room?
4. What was your father doing?
5. Was your mother preparing breakfast?
6. What was your grandfather doing?
7. Your grandmother was watching TV, wasn't she?
8. What was your friend doing?

Ex.16. You are a journalist. Your chief has asked you to write an article about a famous American lawyer who is on a business trip in your city. You didn't do it as the lawyer was busy all the day. Look through your notes and tell why you couldn't meet him. Answer your chief's questions.

Model: A: Why didn't you meet him at 8 a.m.?

B: I couldn't meet him at 8. a.m. because at 8.a.m. he was having breakfast.

Here is the schedule of the lawyer which may be used as prompts:

Activities

-
- 9.a.m. -to have a press conference;
9.30.a.m.- to have a business lunch;
10.00.a.m.-to visit the places of interest;
2.00.p.m.-to have dinner;
3.00.p.m.-to write an article;
4.00.p.m.-to make a report at the Congress of lawyers;
6.00.p.m.-to have debates with his colleagues;
7.00.p.m.-to play chess with his friends;
8.00.p.m.-to have supper;
9.00.p.m.-to watch TV.

Ex.17. There was a robbery in your apartment building. The police officer has come to ask questions. He is asking you what your friend was doing when you came to him. Answer the police officer's questions.

Model: A: What was your friend doing when you came to him?

B: When I came to him he was reading a book.

Ex.18. You happened to be a witness of a traffic accident. Tell the police inspector how everything happened.

Model: The blue car was moving very fast. The old man was passing the street,
etc.

Ex.19. You happened to be a witness of a shoplifting. Tell the police inspector how everything happened.

Ex.20. On February 16, 1999 several explosions happened in Tashkent. More than 20 people were killed and more than 100 people got wounded. Ask your groupmates where they were and what they were doing when the explosions happened.

Ex.21. Read the text below and analyse the use of tense forms.

Model: *faces*-Present Indefinite; *pointed*-Past Indefinite, etc.

Man faces arraignment on gun charges

A 17 year old Ypsilanti man faces an arraignment today on several charges after he pointed a gun at a sheriff's deputy following a traffic stop.

Deputy Everett Robbins of the Washtenaw County Sheriff's Department and Officer Dan Caloia of the Ypsilanti Police Department were on joint patrol at 6: 45 p.m. Thursday when they attempted to stop a speeding car on Le Forge Road.

The driver stopped the car and fled on foot. When Robbins rounded a nearby building, he was met by the suspect, who was waiting with a gun pointed at him. When Robbins took cover, the suspect took off running. No shots were fired.

The officers interviewed people near the scene, learned the suspect's identity and arrested him in Ypsilanti. He faces felony charges of assaulting of a police officer, driving a stolen vehicle, carrying a concealed weapon and a felony firearm. (AAN, 7/14/99)

Ex.22. Re-read the text and define what values are involved in the case.

Ex.23. Look through the text again and retell the case.

Ex.24. Study the word formation. The suffixes – *fy*, – *en*.

unite - unify

dark - darken

test - testify

broad - broaden

sign - signify

sweet - sweeten

intense - intensify

red - redden

Ex.25. Form derivative verbs with the suffixes – *ify*; – *en*:

| | | | | |
|----------|-----------|----------|---------|----------|
| dignity | pure | glory | deep | simple |
| class | indemnity | black | nullity | specific |
| identity | sharp | horror | example | threat |
| gas | fort | strenght | tight | note |
| solid | beauty | bright | high | thick |

Ex.26. Study the vocabulary to use in sentences of your own :

nullify - 1) something that is legally void,

2) the fact of being legally void;

indemnify - to reimburse a loss that someone has suffered because of another's act or default;

fortify - to support morally, physically, to affirm, to confirm something, to refresh oneself;

notify - to make somebody aware of something, to inform;

solidify - to harden, to thicken;

| | |
|----------|--------------------------------------------------------------------------------------|
| identify | - to establish resemblance with somebody or something, to determine the personality; |
| specify | - to make a detailed statement to establish; |
| lengthen | - to make longer; |
| darken | - to make dark; |

Ex.27. Paraphrase the following word combinations with the suffix -ify:

Model: to make somebody aware of something- *to notify*. make or become more intense; arrange in classes; unite (form into one); make simple; make pure; make something solid; to make someone or something beautiful; to make horrible; to make glory.

Ex.28. Make pairs of antonyms:

| | | | | |
|------------|---------|----------|-----------|----------|
| complicate | pollute | separate | nullify | unify |
| purify | horrify | please | establish | simplify |

Ex.29. Translate the following verbs with the suffix -en:

| | | | | |
|---------|------------|---------|----------|----------|
| darken | heighten | tighten | redde | lengthen |
| blacken | strengthen | sharpen | threaten | deepen |

Ex.30. Answer the questions:

1. When do the days begin to lengthen?
2. When do the nights begin to shorten?
3. What increases your interest in your studies?
4. What strengthens world peace?

Ex.31. Form derivative adjectives with the suffix -al:

Model: critics – critical.

| | | | |
|-----------|---------|-----------|------------|
| acquit | logic | liberty | government |
| benefic | critics | historic | specific |
| principle | colony | universe | dialect |
| culture | classic | sensation | botany |

Ex.32. Pair the following words up:

Model: cultural relations.

| | | | |
|-----------|------|----------|------|
| classical | rule | cultural | task |
|-----------|------|----------|------|

| | | | |
|----------|--------|-----------|------------|
| logical | remark | liberal | conclusion |
| critical | system | special | relations |
| colonial | views | universal | music |

Ex.33. All the verbs in the box relate to legal matters. Use them to complete sentences and translate them:

testify nullify specify identify
indemnify classify notify simplify

1. The victim's brother, who lives in southeast Michigan, asked not to be... because of fears for the family's safety.
2. The farmer who had seen the criminal scene...in favour of the defendant in the court.
3. After checking the balances the manager decided to...the contract with a foreign firm.
4. The lawyer advised his client to...full the details of the grounds for complaint.
5. The accused was forced to ...for a loss of the plaintiff.
6. The cases must be classified depending on their seriousness...
7. The police office ...the suspect being charged with a misdemeanor.
8. The witnesses testified in details of the crime scene which ... consideration of the case.

Ex.34. As you read the text note the legal terms and translate them into your mother tongue:

The Judicial Branch of the British Government

The judiciary determines common law and interprets acts of Parliament.

There are various kinds of courts in Great Britain: magistrate court, civil court, crown court, county court, High court justices, Court of appeal, and the Highest court. They deal with different cases.

As for the civil courts, there is a trial court for the whole of England, with an unlimited jurisdiction in all civil cases –the High Court of Justice. It deals with those matters which are connected with property rights, family relations, business, and other areas.

Minor civil cases are tried in the County Courts. They have nothing to do with counties; the name was selected for historical reasons. These courts have limited jurisdiction.

The judges of the Civil Courts try cases alone without the jury, because England abolished the jury in civil cases in 1933.

The Crown Court, a court of general jurisdiction, and the Magistrates' Courts having only limited jurisdiction are known to be the trial courts for considering criminal cases.

Magistrates consider simple matters. The punishment they inflict seldom exceeds six months imprisonment and often consists of fines. The Crown Court has jurisdiction in major criminal cases, those punishable by substantial periods of imprisonment. Criminal cases involve a jury trial.

The intermediate appellate tribunal in England is the Court of Appeals. It hears appeals from the High Court and from specialized tribunals. The Criminal Division of the Court of Appeal hears appeals from criminal courts of inferior instance.

The highest court in England is the House of Lords. It hears appeals of exceptional public importance from the Court of Appeal their number being very limited. When the House of Lords acts as a judicial body instead of a legislative one, it is composed only of the Lords of Appeal in the Ordinary.

(Justice and the Law, p.21)

Ex.35. Re-read the text "The Judicial Branch of the British Government" and find synonyms for the following words:

| | | |
|--------------|------------|----------------------------|
| to define | to choose | plead |
| to regard | questions | unwritten law |
| to go beyond | to nullify | without anybody (the jury) |
| to contain | different | relate |

Ex.36. Look through the text again and give one word equivalents for the following:

Model: the system of law courts in a country. The system of law courts in a country is judiciary, unwritten law developed from the customs.

to show, make clear the meaning of something in words;

place where law – cases are held;

have relations with, be concerned with;

legal authority (right to exercise this);

to inquire into (a case) in a court of law;

penalty inflicted for wrongdoing;

keeping in prison;

sum of money paid as a penalty for breaking a law or rule;
to take a question (to a higher court, etc.) for rehearing and a new decision.

Ex.37. Re-read the text and find the answers to the questions below:

1. What kinds of courts are there in Great Britain?
2. What does the Highest Court of Justice deal with?
3. In what court are minor civil cases tried?
4. Do the judges of the Civil Courts try cases with a jury?
5. What cases do Crown Courts try?
6. What are the powers of magistrates?
7. What cases does the Court of Appeal hear?
8. What is the Highest Court in Great Britain and what cases does it consider?

Ex.38. Language competition. Who has alert eyes and a good memory? Look through the text and write down the words beginning with the letters "J", "L", "N", "S" as many as possible.

Ex.39. Re-read the text and define the structure of a court system in Great Britain.

Ex.40. Agree or disagree with the following statements:

1. The judiciary determines common law and interprets acts of Parliament.
2. There is only one court in Great Britain.
3. Civil courts are connected with property rights, family relations, business, etc.
4. Minor civil cases are tried at the Highest Court of Justice.
5. The judges of the civil courts try cases with the jury which was established in 1933.
6. Magistrates deal with serious cases and the punishments they give are severe.
7. There is no court of appeal in Great Britain.
8. The Highest Court in England is the House of Lords.

Ex.41. Discuss the following:

1. Cases tried at a County Court in England.
2. Cases tried at a Magistrate court in England.
3. The abolishment of a jury in civil courts.
4. The Highest Court in England.

Ex.42. As you read the text copy all the words related to medicine and translate them:

The Case of the Surgeon Samaritan

A woman who had been in an automobile accident was brought to an Ann Arbor hospital in critical condition. The emergency room physician examined her and decided that she required an operation. Because the surgeon on duty was not available, the emergency room physician asked another surgeon who was off duty to come to the hospital to treat the accident victim. When the surgeon arrived, he conducted additional tests and determined that surgery was needed. Before he could perform the operation, however, the woman died of cardiac arrest.

The woman's husband filed a lawsuit against the off duty surgeon and the hospital. The surgeon filed a motion to be dismissed from the suit, claiming that he was immune from liability under Michigan's Good Samaritan statute, which provides that off duty medical practitioners are immune from civil liability when they respond to a request for emergency assistance.

The court upheld the surgeon's argument. It further stated that one purpose of a Good Samaritan law is to encourage medical personnel to respond to emergencies even though they are not obligated to do so. Allowing the lawsuit to proceed would have had a negative effect on other medical personnel, who might refuse to provide assistance for fear of a malpractice claim. (Legal Problem Solver, p.256).

Ex.43. Read the text again and state what issues are involved in it.

Ex.44. Look through the text and find the answers to the questions below:

1. Why was the woman brought to a hospital?
2. What medical assistance was rendered to the woman?
3. Why did the woman die?
4. Whom did the woman's husband file a lawsuit against?
5. What was the court's decision?
6. Do you think that the woman would not have died if she had been operated on?

Ex.45. Retell the text on behalf of the woman's husband.

Ex.46. Discuss the following:

1. The fault of the medical personnel.
 2. Similar cases which you know.
 3. What punishment would you define if you were a judge?
-

Ex.47. As you read the text below note what it primarily discusses:

Judges

Judges in England are officers appointed by the sovereign power to administer the law. The duties of the judicial office in a civil or a criminal matter are different. The law calls for judges to hear the statements on both sides in open court and arrive at a conclusion as to the truth of the facts submitted to them, or when a jury is engaged to direct the jury to find such a conclusion. The judges are expected to apply to the facts so found the appropriate rules of the law, and to certify by their judgements the relief to which the parties are entitled or the obligations or penalties which they have incurred.

Some important points are considered to be more characteristic of the English judicial system. They can be described as the following ones:

1. Judges in England are completely protected from action for anything that they may do exercising their judicial duties.

2. Judges are appointed for life and should retire at the age of 70 or 72. The highest class of judges are practically irremovable. The inferior judges and magistrates are sometimes removable for misconduct by the Lord Chancellor.

3. The judiciary in England is not a separate profession. The judges are chosen from barristers or solicitors if those have been in active practice for at least 10 years.

4. Judges in England are appointed for the most part by the Queen. In a few cases, municipal corporations may appoint their own judicial officer, and they expect him to do his duties in a proper way.

The backbone of the criminal justice in England proves to be provided with the unpaid justices of peace. They are appointed for each county and serve until they reach the age of 70 when they must retire from active service. (Justice and the Law, p.44)

Ex.48. Re-read the text and translate four important points which characterize the English judicial system.

Ex.49. Look through the text again and compare the duties of the judicial office in a civil and a criminal case. Find out the differences between them.

Ex.50. As you read the text below note the types of jury:

The Jury

The essential features of a trial by jury as practiced in England and countries influenced by English ideas are the following: the jury are a body of selected laymen which under the guidance of a judge ascertains the truth in questions of fact arising either in a civil litigation or in a criminal process.

One can speak about the grand jury, the common jury and the special jury, the common jury being generally twelve in number.

Their duties are strictly limited to questions of fact, and moreover they are still further restricted to the exclusive consideration of matters that have been proved by evidence in the course of the trial. They must submit to the directions of the judge as to any rule or principle of law that may be applicable to the case.

The jury fulfil their duties in the following ways. At the end of the trial they are asked to consider their verdict. They often retire for this purpose. The jury may be out for many hours and should not separate at this stage. When they arrive at a verdict they return to the courtroom. Their verdict is given in court in the presence of the accused in response to the judge's question whether the jury have arrived at a verdict. As a general rule it must be unanimous.

According to the general practice, the jury are selected from the locality, whether county or city, where the crime has been committed. (ХИЖНЯК С.П. и др. Учебник... С.241)

Ex.51. Re-read the text and define the duties of each jury.

Ex.52. Discuss the following:

1. How the jury fulfil their duties.
2. The way of jury's selection.

Ex.53. Discuss the following:

A car accident happened in Cardiff. The driver of the first car didn't get hurt. The driver of the second car and its two passengers got seriously wounded and were hospitalized.

State the laws involved in this case and define the type of a court in which it would be tried.

Ex.54. Match up the definitions or explanations of the words:

- | | |
|----------------|-----------------------------------------------------|
| 1. citizenship | a. dishonesty, especially bribery, |
| 2. punishment | b. the right or power to apply laws, |
| 3. religion | c. the systematic use of violence and intimidation, |

- | | |
|-------------------|-------------------------------------------------------------------------------------|
| 4. terrorism | d. belief in powers considered to be divine or to have control of human destiny, |
| 5. corruption | e. penalty for a crime or offence, |
| 6. jurisdiction | f. status of a citizen with its attendant rights and duties, |
| 7. promulgated | g. to confine or hold in custody, |
| 8. discrimination | h. to institute legal proceedings, |
| 9. bar | i. place where organization is centered, |
| 10. sue | j. a lawyer who has been called to the bar and is qualified to plead in the courts, |
| 11. detain | k. unfair and different treatment, action based on prejudice, |
| 12. headquarters | l. person with whose help a settlement between parties is achieved, |
| 13. barrister | m. put into effect by formal proclamation, |
| 14. arbitrator | n. all barristers (lawyers). |

Ex.55. Give the corresponding adjectives of the following words:

Model: guilt – guilty; acknowledge – acknowledgeable.

| | | |
|----------|--------------|-------------|
| crime | independence | policy |
| legality | ethics | competition |
| religion | nationality | sex |
| law | violation | punishment |

Ex.56. Match up the functions of the courts:

- | | |
|------------------------|-------------------------------------------------------------------|
| 1. Magistrates' Courts | a. hears all civil cases that cannot be decided by county courts, |
| 2. County Courts | b. is the final appellate tribunal, |
| 3. Crown Courts | c. the main civil courts, |
| 4. High Court | d. try the majority of all criminal cases and some civil cases, |
| 5. Court of Appeal | e. hears both criminal and civil appeals, |
| 6. House of Lords | f. deals with more serious criminal cases. |

Ex.57. Tell who performs the following actions:

1. conduct a trial and pass the sentence;
2. have first hand knowledge of the event and give evidence under oath;
3. bring suits against other persons;

4. in cooperation with other persons are to decide the truth of the cases tried before the judge;
5. act for the state in prosecuting criminals;
6. are appointed to try small offences in Britain;
7. break laws;
8. are suspected of committing crimes and brought before the court;
9. assist the judge in trying a case;
10. defend the rights of a defendant.

Ex.58. Work in pairs and discuss the following. Which courts do you think they would deal with:

- a) a bank robbery?
- b) a divorce case?
- c) a burglary committed by a fifteen-year-old?
- d) a drowning?
- e) a case of driving too fast?

Ex.59. Match each word or expression on the left with its correct definition on the right:

- | | |
|------------------|-------------------------------------------------------------------------------------------------|
| a) witness | 1. everything witnesses say in court : facts, etc. |
| b) cross-examine | 2. where witnesses stand in court. |
| c) witness box | 3. someone who sees a crime or an accident. |
| d) evidence | 4. ask all witnesses involved in a case questions. |
| e) defense | 5. to say something happened though the fact hasn't been proved yet. |
| f) allege | 6. all the evidence, facts, things, etc. that a solicitor can use to prove a man is not guilty. |

Ex.60. Match each word or expression on the left with its definition on the right:

- | | |
|-------------------------|-----------------------------------------------|
| a) charged with | 1. being found guilty of anything before, |
| b) pathetic | 2. she had planned what she was going to do, |
| c) confused | 3. something that makes you feel pity, |
| d) previous convictions | 4. to be mixed up, unclear about what you are |
| e) she had set out on a | 5. to be accused by the police in court. |
- deliberate expedition

Ex.61. As you read the text note the type of the case:

The Case of the Bumped Businessman

Bill bought plane ticket to Richmond, Virginia, with the understanding that it could not be refunded or exchanged. When he got to the airport, Bill learned that the airline had substituted a much smaller plane for the one originally scheduled and alternative flight, but it would not arrive until 6 hours after the first flight, and at another airport. As far as the airline was concerned, it had fulfilled its duty.

But Bill refused the alternate flight and rescheduled his trip for 2 weeks later. He also sued the airline in state court, charging it with bad faith. He claimed that the nonrefundable ticket limited his right to change his plans but did not prevent the airline from making changes without informing ticket holders. Bill eventually won his case and was given a significant award by the court.

Federal law only requires airlines to provide bumped passengers with an alternate flight and limited compensation. But, as Bill found out, passengers sometimes have additional rights under unusual circumstances. (Legal Problem Solver, p.26)

Ex.62. Re-read the text, copy out the derivative words and translate them into your mother tongue.

Ex.63. Discuss the following:

1. Why did Bill refuse the alternate flight and reschedule his trip?
2. The reason for Bill's suing the airline in state court.
3. Do you know any similar case in our country?

Ex.64. Read the text and translate it:

Solicitors and Barristers

English lawyers are divided into solicitors and barristers, the division being very strict. Solicitors undertake legal business for lay clients while barristers give advice about legal problems submitted through solicitors and conduct legal proceedings in the higher courts.

The professional organization of solicitors is the Law Society. Their position is regulated by Acts of Parliament. Only a solicitor can deal directly with the public. He may represent his client in the lower courts.

Future solicitors have to go through a period of professional training (clerkship) with a practising solicitor. The period of training lasts for 3 or 5 years, depending upon the educational qualifications of the student. After that the clerk has to take and pass the necessary examinations.

Barristers must have an accepted educational standard and pass legal examinations as well as solicitors. These exams are conducted by the Council of Legal Education. After passing the examinations a barrister may become a member of the Inns of Court. (ХИЖНЯК С.П. и др. Учебник ..., С.154)

Ex.65. Look through the text again and find the answers to the questions:

1. What do solicitors and barristers do?
2. What is the professional organization of solicitors?
3. What kind of training do solicitors have to get?
4. What must a barrister do in order to become a member of the Inns Court?

Ex.66. The following are violations of laws. Discuss who would deal with them and in what court? What punishment would you suggest for each case?

Case 1. The driver of the car did not stop at the red light.

Case 2. A husband has beaten his wife and injured. And she wants to sue her husband.

Case 3. A group of parents sues the local school board, asking that their children's school be desegregated.

Case 4. A new TV set is out of order but the salesman refuses to fix it.

Ex.67. Fill in the blanks using the prompts.

Prompts: incur, misconduct, chosen, appoint, retire, submitted, entitled.

1. The judges must arrive at a conclusion as to the truth of facts...to them.
2. The relief to which the parties are...are certified by the judgement. 3. The judges certify penalties which the criminals....4. Sometimes judges are removable for ... by the Lord Chancellor. 5. The judges are ... from barristers or solicitors. 6. At 70 judges must... from active service.7. In a few cases municipal corporations may... a judge in their town.

Ex.68. Answer the questions:

1. Who appoints judges in England?
2. What are the duties of a judge?
3. Can judges exercise their duties independently?
4. When must English judges retire?

5. Are they appointed for a few years?
6. How many justices of the peace are there in England?
7. Who appoints judges in Uzbekistan?
8. What is the term office of judges in Uzbekistan?

Ex.69. Read and translate the text: Justice and the Law

Every citizen has the right to open and equal treatment before the law. People with low incomes receive help from various legal aid schemes to meet the costs of a lawyer.

Strict rules exist to protect suspects against any abuses by authorities. Any arrested person has the right to consult a solicitor and can not be detained in police custody beyond 36 hours without a warrant being obtained from a lay justice. A person can only be detained without charge for a total of 96 hours. There are time limits on the period between arrest and trial. Tape recording of interviews with suspects takes place at police stations.

Police are strictly forbidden to use violence to obtain answers from suspects. Most people are released on bail after being charged with an offence.

Britain's compensation scheme for victims of violent crime is the most generous in the world. In 1992-93 over & 152 million was paid to some 37.000 claimants.

The vast majority of people accused of criminal offences are tried by unpaid members of the community (lay justices), who are assisted in court by legal experts.

People charged with serious crimes such as murder, manslaughter, rape or robbery are tried in front of a jury of citizens randomly picked from the local electoral register. Before a jury trial starts, the clerk of court makes a random selection from citizens called up for service.

An accused person is regarded as innocent until proved guilty. Trials have to be conducted according to certain rules of evidence concerned with the proof of facts. A court must be satisfied beyond reasonable doubt that a defendant has committed a crime before reaching guilty verdict. A conviction can be quashed on appeal if evidence is improperly presented in court. Anyone convicted by a court has the right of appeal to higher courts against conviction or sentence.

Anyone charged with an offence has the right to legal representation in court. His /her lawyer has the right to cross-examine prosecution witnesses and to call witnesses to testify for the defendant. The defense has the right to the last speech at a jury trial before the judge sums up.

Disputes between individuals are settled in civil law courts, which do not usually involve the police. People can also use the civil law courts to secure some redress against unfair decisions made by public authorities.

Disputes involving claims for small sums are heard under an informal court arbitration procedure. (British Democracy in Action, p.15)

Ex.70. Answer the questions:

1. Do citizens have to pay for legal service? How can people with low incomes pay?
2. What are the rules if a person is suspected of committing a crime?
3. Comment on the expression "to be released on bail". Does such a rule exist in our country?
4. What does "compensation scheme for victims" mean?
5. Comment on "lay justices".
6. How are people charged with serious crimes tried?
7. When may a person be regarded to be guilty?
8. What are the rights of a person charged with an offence?
9. In what court are the disputes between individuals settled?
10. How are the disputes involving claims for small sums settled?

Ex.71. Write an essay on one of the following topics:

1. Solicitors in Great Britain.
2. Barristers in Great Britain.
3. Judges in Great Britain.
4. Prosecutors in Great Britain.

Glossary

| | | |
|------------------------|-----------------------------------------------|--------------------------------------|
| abolish | отменять, аннулировать | bekor qilmoq, kuchdan qoldirmoq |
| alternate flight | альтернативный полет | bir uchish o'rniga boshqasi |
| allege | заявлять | arz qilmoq, bayon bermoq |
| arrive at a conclusion | приходить к заключению | xulosa qilmoq |
| bail (on bail) | брать на поруки | kafillikka olmoq |
| bar | адвокатура | advokatlar idorasi |
| cardiac | средство, возбуждающее сердечную деятельность | yurak faoliyatini qo'zg'atuvchi dori |
| claimant | истец | da'vogar |

| | | |
|--------------|------------------------------------------|------------------------------------------|
| courtroom | здание суда | sud zali |
| detain | задерживать, арестовывать | (birovni) noqonuniy tarzda ushlab turmoq |
| divison | отделение | bo'lim |
| divorce case | дело о разводе | ajrash haqidagi ish |
| eventually | в конечном счете | oqibatda, natijada |
| faith | вера, доверие | ishonch |
| fortify | подтверждать | tasdiqlamoq, mustahkamlamoq |
| glory | великолепие | ko'rkam, hashamatli |
| guidance | руководство | ko'rsatma, rohnomo |
| horrible | страшный | qo'rqinchli, dahshatli |
| immune | освобожденный, неприкосновенный | ozod etilgan, dahlsiz bo'lgan |
| inferior | стоящий ниже | quyi turgan |
| inflict | наносить удар, причинять ущерб | zarba bermoq, zarar yetkazmoq |
| irremovable | неустранимый | yo'qotib bo'lmaydigan |
| malpractice | противозаконное действие | qonunga hilof ish yuritish |
| memory | память | xotira |
| message | сообщение | xabar |
| mustard | горчичный | gorchitsa |
| pathetic | трогательный | taasirli |
| pure | чистый | sof |
| quash | аннулировать, отменять | bekor qilmoq, kuchdan qoldirmoq |
| randomly | случайно | tasodifan |
| schedule | расписание | jadval |
| solidify | делать (ся) твёрдым | qattiq holatga o'tkazmoq |
| snore | храп | xurak |
| specify | определять | belgilamoq |
| sue | предъявлять иск | (sudga) da'vo bilan chiqmoq |
| undertake | брать на себя определенные обязательства | o'z zimmasiga majburiyat olmoq |
| uphold | поддерживать | qo'llab – quvvatlamoq |
| witnessbox | место для дачи свидетельских показаний | guvohlar ko'rsatma beradigan minbar |
| wounded | раненный | yarador |

UNIT 16

Topic: The Judicial System of the USA

Linguistic material:

Phonetics: Characteristics of Vowels;

Vocabulary: 1. Topical words,

2. The words with the suffix *-ship*;

Grammar: Direct and Indirect Speech,

Sequence of Tenses;

Word formation: the suffix *-ship*;

Conversational phrases: How to express disagreement;

Texts: 1. The Judicial System of the USA, 2. Lawyers in the USA,

3. Code of Professional Responsibility, 4. Criminal Justice,

5. Elections in the USA.

Exercises

Ex.1. Read the words according to the pronunciation rules:

| | | | | | |
|-----------|---------|----------|----------|----------|--------|
| statesman | justice | judge | owner | island | reason |
| coast | scenery | mountain | bare | wild | slope |
| quite | trial | believe | sure | mistaken | lie |
| differ | wrong | nothing | question | answer | rather |

Ex.2. Listen and repeat:

| | | |
|--------------|-------------|--------------|
| thick - sick | wing - win | seat - sit |
| faith - face | sung - sun | sheep - ship |
| bathe - base | myth - with | set - sat |
| sihe - size | thin - then | men - man |
| thing - thin | ring - run | plane - plan |
| think - thin | king - can | bed - bad |

Conversational phrases: How to express disagreement, denial, improbability, doubt, disbelief.

Ex.3. Read the phrases:

I don't agree with you.

Far from it.

I don't think so.

I am not sure of it.

On the contrary.

I am sorry to say not.

I don't believe it.

You are mistaken.

I differ from you.
 You are wrong.
 Nothing of the kind.

I object to it.
 It's out of the question.
 That's not true.

Ex.4. Memorize the dialogues:

1
 - You told me a lie.
 - Oh, no, I didn't.

2
 - You don't like coffee.
 - Oh, yes, I do.

3
 - Why were you late?
 - But I wasn't.

4
 - It's a pleasure to hear him sing.
 - Far from it, his voice is untrained.

5.
 - You smoke too much.
 - Nothing of the kind.

6
 - Shall we walk?
 - It's rather not. I'm not feeling well.

Ex.5. Express your disagreement or protest against the following remarks:

1. It was James who told a lie.
2. Give up smoking. It's bad for your cough.
3. Don't put on your summer coat. It's cold.
4. The assassin was sentenced to death.
5. The case will be heard next week.
6. Before Duke could stand the trial he was shot and killed.
7. Why did you play with the vacuum cleaner?
8. You must take the pills if you want to recover soon.

Ex.6. React to the following using "I don't think he did (was, will, etc.)". Give your reasons.

Model: - Has he ever been to Paris?

- I don't think he has. He would have told me.

1. Did Mrs. Clinton enjoy her stay in Uzbekistan?
2. Did she visit Tashkent State Law Institute?
3. Did she have a meeting with students?
4. She presented books to the students of the University of World Economy and Diplomacy, didn't she?
5. Did Hillary Clinton make a presentation anywhere?
6. On her visit to Bukhara and Samarkand Mrs. Clinton was accompanied by

President of Uzbekistan, wasn't she?

Ex.7. Indicate in what cases you would use the following formulas:

Model: -

-But I'm not a bit tired.

-Let's put it off. You seem to be run down.

-But I'm not a bit tired.

1. I am up against. This sport is dangerous. 2. That won't do – bathing in such windy weather. 3. It is decidedly unfair to judge by appearance. 4. No good at all. It would take us too much time. 5. It is out of the question. Everybody must be present at the meeting. 6. The interrogator didn't ask the suspect everything.

Ex.8. Act out the situations in which two persons argue about:

1) a book, 2) a film, 3) city life and country life, 4) a civil case which was considered in a district court, 5) a case of a student who was pleaded to a misdemeanor, 6) a dispute between a customer and a salesman.

Grammar

Direct and Indirect Speech

1. Declarative affirmative sentences: to say, to tell, to inform....that;
2. Declarative negative sentences: to say, to tell, to inform....that he (she, I, you...)
+ auxiliary verb + not;
3. Imperative affirmative sentences: to ask, to order....to ...;
4. Imperative negative sentences: to ask, to order....not to ...;
5. Interrogative sentences:
 - a) general, disjunctive, alternative questions: to ask, to inquire, to want to know, to wonder... if (whether);
 - b) special questions: to ask, to want to know...what (when, who, where...).

Sequence of Tenses

| Direct Speech | | Indirect Speech |
|--------------------|---|-------------------------------|
| Present Indefinite | → | Past Indefinite |
| Past Indefinite | → | Past perfect |
| Present Continuous | → | Past Continuous |
| Past Continuous | → | Past Perfect Continuous |
| Future Indefinite | → | Future Indefinite in the Past |
| Present Perfect | → | Past perfect |

Ex.9. Change the sentences from Direct into Indirect Speech.**Model:**

1. Dilshod: "He will stand trial".

He said that he would stand trial.

2. Akbar: "She does not want to see the witnesses".

He said that she did not want to see the witnesses.

3. "Describe what you have seen at the scene of the crime", said the attorney to the witness.

The attorney asked the witness to describe what he had seen at the scene of the crime.

4. "Don't give false information", said the judge to the plaintiff.

The judge asked the plaintiff not to give false information.

5. "Are you sure that it was evening?", said the police inspector.

The interrogator asked the suspect if he was sure that it was evening.

6. "Where were you going at 5 p.m.?", said the prosecutor to the offender.

The prosecutor asked the offender where he was going at 5 p.m.

1. "The trial will take place on September 10," said the court clerk.

2. "He will not be released on bail", thought the defendant's wife.

3. "Don't turn left on red", said the police inspector.

4. "Show us the place where you picked up that wallet", said the detective to the suspect.

5. "Is he charged for shoplifting again?", said Mary to Mike.

6. "When did you see your girlfriend last?", said the attorney to the defendant.

Ex.10. Change the dialogue into Indirect speech.**Telephone talk**

- "Hi, Reggie. It's me, Mark."

- "Mark! How are you, dear?"

- "Doing great, Reggie. Just wonderful".

- "How did you find me?", she asked.

- "I called Momma love and woke her. She gave me this number. It's Clint's place, right?"

- "Right. How did you get to a phone? It's awful late".

- "Well, I'm not in jail anymore".

She stood and walked to the snack bar. "-Where are you, dear?"

-“At the hospital. St.Peter’s”.

-“And how did you get there?”

-“They brought me in an ambulance”.

-“Are you okay?”

-“Great”.

-“Why did they take you in an ambulance?”

-I had an attack of post-traumatic stress syndrome and they rushed me over”.

-“Shall I come see you?”

-“Maybe. What’s this ground jury staff?”

(“The Client” after John Grisham, p.450).

Ex.11. You are listening to a criminal report on TV. You can’t properly hear some of the phrases. Ask your friend to repeat them:

Model: A: What did he say?

B: He said that 160.000 pounds had been stolen.

Prompts: 1. First on the scene was police constable Carl Walker, driving a patrol car. 2. Within three seconds two shots were fired. 3. The front door of the house was forced open and the officers ran to the house. 4. Sewell was sent to prison for a total of eighty years. 5. They didn’t notice the shop assistant call the police. 6. Policemen’s killers are punished very strictly. 7. The woman accused Oliver of putting a knife to her throat at his home. 8. In order to escape robbers use stolen cars.

Ex.12. You are investigating a very serious crime. Telegrams you found are good evidence. Read them and explain to your colleague what each would be in full.

Model: Your letter received. Thanks for presents. Expect you soon. Laura. Laura said in the telegram that the letter had been received and thanked somebody for the presents. Laura added that she expected somebody.

Prompts:

1.No telegram. Sam detained. Come immediately. Frank.

2.Expecting you Monday. Bring all papers. Sam.

3.Life in danger.Frank.

4.Documents lost. Staying here dangerous.Sam.

5.Your presence necessary. Come without delay. Friend.

6.Meet tomorrow “Red Arrow” train. Frank.

Ex.13. Study the word formation. The suffix -ship.

| | |
|-------------------------|---------------------------|
| relation - relationship | judge - judgeship |
| citizen - citizenship | friend - friendship |
| member - membership | clerk - clerkship |
| partner - partnership | general - generalship |
| premier - premiership | professor - professorship |

Ex.14. Study the vocabulary to use in sentences of your own:

| | |
|--------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| kinship | - relationship between people by blood or descent; |
| partnership | - a voluntary association of two or persons whom jointly own or carry on a business for profit; |
| receivership | - 1) a legal proceeding in which a court appoints a receiver; 2) the state or condition of a business or property over which a receiver has been appointed; |
| suretyship | - the contractual relationship among a debtor (known as the principal), a creditor, and a surety who becomes answerable for the debtor's debt or obligation. |
| survivorship | -1) the state or condition of being the one person out of two or more who remains alive after the others die, 2) the right of a surviving party having a joint interest with others in an estate to take the whole; |
| trusteeship | - 1) the office, status, or function of a trustee; 2) an international law, administration or supervision of a territory by one or more countries, especially under a United Nation's commission; |
| membership | - the state or condition of one's belonging to a certain organization; |
| citizenship | - the state or condition of one's belonging to a certain community as its member, citizen. |

Ex.15. Form derivative nouns with the suffix -ship:

| | | | | |
|---------|-----------|---------|-------|---------|
| steward | statesman | scholar | king | justice |
| penman | pastor | page | light | fellow |

Ex.16. Find the suffixes in the following words and translate them:

| | | | |
|---------------|------------|------------|-------------|
| professorship | clerkship | readership | leadership |
| partnership | fellowship | ownership | generalship |

Ex.17. All the nouns in the box relate to legal matters. Use them to complete the sentences and translate them:

| | | |
|-------------|-------------|--------------|
| trusteeship | partnership | survivorship |
| township | citizenship | receivership |
| kinship | membership | |

- is a position of being a trustee.
- is a small town which is a local government.
- relationship between people by blood or descent.
- is a state or condition of being a citizen of a country.
- Members of the United Nations pay their fees. The new party has a of several thousands.
- is a right of the survivor of a joint tenancy to the state, rather than the heirs of the deceased tenant.
- administration of a receiver; the company went into
-unregistered business where two or more people share the risks and profits equally.

Ex.18. Match the definitions or explanations to the names of the crimes. Use the prompts below:

- Getting money from people by threatening to publicize facts they do not want revealed.
- Writing, publishing or broadcasting a statement which damages someone's character.
- Offering money corruptly to get someone to do something to help you.
- Getting money from people by using threats.
- Crime or tort of acting in such a way that someone is afraid he will be attacked and hurt.
- Act of taking control of a plane, or ship or train or lorry which is moving.
- Using illegally or stealing money which you are looking after for someone else.
- Stealing something by using force or threatening to use force.
- Setting fire to a building.
- Killing someone illegally and intentionally.
- Taking goods illegally into or out of a country.
- Betraying one's own country to a foreign power.

Prompts: arson, libel, embezzlement, smuggling, robbery, hijack, assault, treason, murder, extortion, bribery, blackmail.

Ex.19. Read the report and explain why the car crash happened:

Woman dies in Sharon Township crash

Both occupants were wearing seatbelts when car struck tree.

A Lackson woman was killed early Monday when the car in which she was a passenger left the road and crashed into a tree in Sharon Township.

Christine Ann Cole, 34, was in a car heading east on Grass Lake Road near Rank Road at 1 a.m. when the driver ran off the road, crashing into a highway sign and telephone box before striking the tree.

The driver, Gregeory Scott Stevens, 33, also of Jackson, was injured. Both passengers were wearing seatbelts.

Cole, who was pronounced dead at the scene, had been employed by Jackson County.

Alcohol may have been a factor in the crash, which remains under investigation.

(AAN, 8/19/99/)

Ex.20. Look through the text again and describe the crash.

Ex.21. As you read the text below note the legal terms and translate them into your mother tongue:

The Judicial Branch of the US Government

Article III of the Constitution states the basis for the federal court system:

The judicial power of the United States shall be vested in one Supreme Court, and such inferior courts as the Congress may from time ordain and establish. With this guide, the first Congress divided the nation into districts and created federal courts for each district. From that beginning has evolved the present structure: the Supreme Court, 11 courts of appeals, 91 district courts, and three courts of special jurisdiction. Congress today retains the power to create and abolish federal courts, as well as to determine the number of judges in the federal judiciary system. It cannot, however, abolish the Supreme Court.

The power of the federal courts extends both to civil actions for damages and other redress, and to criminal cases arising under federal law. Article III has resulted in a complex set of relationships between state and federal courts. Ordinarily, federal courts do not hear cases arising under the laws of individual

states. However, some cases over which federal courts have jurisdiction may also be heard and decided by state courts.

The Supreme Court is the highest court of the United States, and the only one specifically created by the Constitution. A decision of the Supreme Court cannot be appealed to any other court. Congress has the power to fix the number of judges sitting on the Court and, within limits, decide what kind of cases it may hear, but it cannot change the powers given to the Supreme Court by the Constitution itself.

The Supreme Court has original jurisdiction in only two kinds of cases: those involving foreign dignitaries and those in which a state is a party. All other cases reach the Court on appeal from lower courts.

The second highest level of the federal judiciary is made up of the courts of appeals, created in 1891 to facilitate the disposition of cases and ease the burden on the Supreme Court. The United States is divided into eleven separate appeals regions, each served by a court of appeals with from three to fifteen sitting judges.

The courts of appeals review decisions of the district court (trial courts with federal jurisdiction) within their areas. They are also empowered to review orders of the independent regulatory agencies, such as the Federal Trade Commission, in cases where the internal review mechanisms of the agencies have been exhausted and there still exists substantial disagreement over legal points.

Below the courts of appeals are the district courts. The 50 states are divided into 89 districts so that litigants may have a trial within easy reach. Additionally, there is one in the District of Columbia and one in the Commonwealth of Puerto Rico, not a state of the union, but part of the United States. From one to 27 judges sit in each of the district courts.

In addition to the federal courts of general jurisdiction, it has been necessary from time to time to set up courts for special purposes. These are known as "legislative" courts because they were created by congressional action. Judges in these courts, like their peers in other federal courts, are appointed for life terms by the President, with Senate approval.

Perhaps the most important of these special courts is the Court of Claims, established in 1855 to render judgement on monetary claims against the United States. Other special courts include the Customs Court, which has exclusive jurisdiction over civil actions involving taxes or quotas on imported goods, and the Court of Customs and Patent Appeals which hears appellate motions from decisions of the Customs Court and the US Patent Office. (American Government, pp.92-96).

Ex.22. Re-read the text "The Judicial Branch of the US Government" and find the words with similar meaning to the following:

authority; quantity; nullify; lower in rank; social position; particular connection; continue to have; determine or decide; arrangement; inclination; to give power or authority to act; a person engaged in a lawsuit.

Ex.23. Look through the text again and express the following in one word:

Model: to furnish or give as a fixed right. *To furnish or give as a fixed right-to rest.*

- a) part of a town or a country marked out for a special purpose,
- b) continue to have or hold,
- c) consider or examine again,
- d) examining in a law court before a judge,
- e) equal in rank, merit or quality,
- f) difference of opinion,
- g) settlement of a question,
- h) chose for a post,
- i) the period of whole life,
- j) public officer with authority to hear or decide cases in a law court.

Ex.24. Read the text again and find the answers to the following questions:

1. What does the Article 111 of the US Constitution state?
2. What is the present structure of the Court system?
3. What is the power of the federal courts?
4. Do the federal courts hear cases arising under the laws of individual states?
5. What is the Highest Court of the US?
6. Is the decision of the Supreme Court subject to an appeal?
7. In what cases has the Supreme Court original jurisdiction?
8. What is the second highest level of the federal judiciary?
9. How many appeals regions is the US divided into?
10. What do the legislative courts deal with?

Ex.25. Answer the questions:

1. What does the judicial system of the USA consist of?
2. Are the judges of the federal courts elected or appointed?
3. What do the state courts deal with?
4. How many judges does the Supreme Court consist of?
5. What is the jurisdiction of the district courts?

-
6. How many district courts does each state have?
 7. What do the courts of appeals deal with?
 8. What is the procedure of a person involved in a suit in US courts?

Ex.26. Read the text again and define the structure of a court system of the USA.

Ex.27. Agree or disagree with the following statements:

1. The judicial system of the USA is of two kinds: a federal and a state system.
2. The judges of the federal courts are elected by people.
3. The Supreme Court consists of 9 justices, one of them is the Chief justice.
4. The jurisdiction of the district courts covers all crimes and offences under the laws of the USA.
5. The courts of appeals deal with only appellate suits.
6. There are 13 courts of appeals in the USA.
7. A court of appeal consists of 3 or more judges.
8. A person who is involved in a suit in US court can proceed through only 2 levels decision (district courts and courts of appeals).
9. Article 111 of the US Constitution states the basis for the federal court system.
10. The first Congress divided the country into districts and created federal courts for each district.
11. The structure of the present court system consists of 50 state courts.
12. The Congress has no power to create or to abolish federal courts today.
13. Federal courts have a power of dealing with only criminal cases.
14. The second highest level of the federal judiciary is the court of appeals.
15. The courts of appeals review verdicts of the Supreme Court.

Ex.28. Compare the structures of a judicial body in the UK, USA and Uzbekistan.

Ex.29. Discuss the following:

1. The Supreme Court of the USA.
2. The federal courts in the USA.
3. The state courts in the USA.
4. The legislative courts in the USA.

Ex.30. Language competition.

Who can write the most number of words? Review the texts on the Judicial system of the USA and make a list of derivative and compound words and translate them into your mother tongue.

Ex.31. As you read the text below note where lawyers work in the USA:

Lawyers in the USA

There are nearly one million lawyers in the US. About 65% of them are in private practice. Around 15% are government lawyers who work for federal, state, or local agencies. Another 15% work for corporations, unions, or trade associations. A small number of lawyers work for public interest or legal aid organizations. An even smaller number are law professors, judges, or elected officials.

Contrary to popular belief, most lawyers rarely go to court. Most lawyers practice involves giving advice, drafting legal opinions, negotiating settlements, or otherwise providing out-of-court legal assistance.

Some lawyers do, however, go to court. Such lawyers are called trial attorneys or litigators. In civil cases, lawyers act as advocates for their client's positions. Likewise, in a criminal case, the lawyer for the defendant has a duty to do everything possible (without violating a code of professional ethics) to secure the release and acquittal of his or her client. (Street Law, p. 49-50)

Ex.32. Re-read the text and comment on the meaning of the following words

'and word combinations:

private practice; legal aid organization; public interest; elected officials; contrary to popular belief; rarely; involve; negotiate; settlements; trial attorney; secure; acquittal.

Ex.33. Give the words and word combinations similar to the following from the text:

personal (not in general); permissible; authoritative; bargain; decision; situation; responsibility; provide; freedom; break.

Ex.34. Express the following in one word using the prompts:

a person who practices law; a group of people joined together for some common purpose; place where law cases are held; persons holding public office in national or local government; the feeling that something is real and true; the act of settling a

dispute, debt, etc.; examination in a law court before a judge; a person against whom a legal action is brought.

Prompts: defendant, lawyer, trial, association, court, belief, settlement, officials.

Ex.35. Agree or disagree with the following statements:

1. About 65 percent of lawyers in the USA work for federal government and the rest are in private practice.
2. The smallest number of lawyers are professors, judges or elected officials.
3. Most lawyers rarely go to court.
4. Most lawyers' practice is commercial business.
5. Lawyers who go to courts are called trial attorneys.
6. In civil cases lawyers act as prosecutors.
7. In a criminal case the lawyer's responsibility is to do his best to secure the release of his client.
8. There are only two hundred lawyers in the USA.

Ex.36. As you read the text note all the information about Louise- the main character in the text.

The Case of the Terrified Spouse

For more than eight years, Louise had been the victim of her husband David's abuse, including beatings so severe that she had to seek emergency medical care and take refuge in shelter for battered women. When Louise told David that she was going to divorce him, David said he would kill her if he was served with divorce papers. Fearing for her life, Louise went to court to seek an order of protection to keep David away from her. Incredibly, the judge denied her petition. He held that an order of protection was available only to someone in "imminent fear" of an immediate threat, and that since David had not beaten Louise for seven months prior to his threat, and she had not seen him with divorce papers, she was in no immediate danger.

Fortunately, Louise was granted an order of protection from another judge, but because the first judge's ruling was potentially dangerous to others, the Utah Court of Appeals took the unusual step of hearing an appeal on the case that was technically moot (a dead issue). Reversing the judge's decision, the court held that under Utah law, David's threat to kill Louise was more than enough evidence to support an order of protection, and instructed the state's lower courts that in similar

cases in the future, an order protection must be granted. (Legal Problem Solver, p.389)

Ex.37. Re-read the text and take notice of all the information about David.

Ex.38. Look through the text again and discuss the case:

Why Louise sued her husband; What court regarded the case and what verdict was adopted; why Louise was granted an order of protection from another judge.

Ex.39. As you read the following text copy the unknown words and find their translation in the dictionary:

Code of Professional Responsibility

The Code of professional responsibility is a set of rules governing the conduct of lawyers. The code consists of the following 9 canons, or principles, which are broken down into ethical considerations and disciplinary rules. Ethical considerations describe goals for the lawyer to keep in mind when facing a moral dilemma. Disciplinary rules are requirements of the profession. An attorney who violates a rule may be fined, suspended or disbarred. A lawyer should:

Canon 1: assist in maintaining the integrity and competence of the legal profession;

Canon 2: assist the legal profession in fulfilling its duty to make legal counsel available;

Canon 3: assist in preventing the unauthorized practice of law;

Canon 4: preserve the confidences and secrets of a client;

Canon 5: exercise independent professional judgment on behalf of a client;

Canon 6: represent a client completely;

Canon 7: represent a client zealously within the bounds of the law;

Canon 8: assist in improving the legal system;

Canon 9: avoid the appearance of professional impropriety. (You and the Law, p.703).

Ex.40. Read the text again and elaborate on the meaning of the following words and word combinations:

code; a set of rules; canon; responsibility; conduct; consideration; disciplinary rules; describe; goal; violate; keep in mind; moral dilemma; requirement; fine; suspend; disbar; prevent; exercise.

Ex.41. Fill in the blanks using the words from the text:

1. The Code of professional responsibility is...regulating the conduct of lawyers.
2. The Code consists of 9....
3. The canons or principles are ... into ethical considerations and disciplinary rules.
4. Ethical considerations describe... to keep in mind when facing a moral dilemma.
5. Disciplinary rules are ... of the profession.
6. An attorney who violates a rule may be....
7. A lawyer should assist in preventing
8. A lawyer should preserve ... of a client.

Ex.42. Re-read the text and find the answers to the questions below:

1. What is the Code of professional responsibility?
2. What does the Code consist of?
3. What groups are the canons divided into?
4. What do ethical considerations describe?
5. What are the disciplinary rules?
6. What are the responsibilities of a lawyer described in disciplinary rules?

Ex.43. Discuss the following:

1. Ethical canons of a lawyer.
2. Disciplinary rules for a lawyer.

Ex.44. Compare the set of rules for American lawyers with the set of rules for Uzbekistan lawyers.

Point out the similar and different features.

Ex.45. Discuss the following:

1. What qualifications should a lawyer have in the 21st century?
2. What is the oath of a doctor which has been in practice since ancient times? Why should a doctor take an oath?
3. Do you think that a lawyer should take an oath too? Give your reasons. Why and why not.

Ex.46. Agree or disagree with the following statements. Give your reasons.

1. A legal state develops when the rule of law prevails in this country.
2. A lawyer is a servant of the law.

3. A lawyer should do everything using his own discretion, not according to the law.
4. First of all a lawyer should carry out the letter of the law himself.

Ex.47. The following qualities are suggested in literature. Read them and state whether you agree or disagree with them. Give your reasons for each case.

The qualities which a judge should have:

1. Feeling of equity,
2. Ability to think clearly and logically without which the analysis of argument is impossible,
3. To think critically without superfluous suspiciousness,
4. Certain literary capacity helping him to draw up a document (verdict, decision, definition) which is conclusive by content, concise, precise excluding the possibility of various interpretations by form,
5. Features as tactful behavior, politeness, restraint and equanimity, and a capacity for self-control and sociability,
6. Some pure external physical features which help to command with faith and respect,
7. Ability to hear attentively and understand what is going on in the trial,
8. Self-confidence and hard-heartedness, preconception and suspiciousness as well as suggestibility and excessive emotionality leading to exaltation, qualities which are incompatible with the activity on administering justice. (State and Law, N 1, 2000, p.71)

Ex.48. As you read the text below note the most peculiar features of the US judicial system:

Federal courts of the USA

The judicial system of the United States has two parts. It consists of the Federal Courts, created by and deriving their powers from Congress, and of the Courts of the States, created by the States and provided by the legislatures of the States. The judges of the Federal Courts, including those of the Supreme Court of the US, are appointed by the President, with the consent of the Senate for life.

The Federal Courts at present are the Federal District Court, the Courts of Appeals, a number of special courts and the Supreme Court.

At the lowest level are the District Courts with about two hundred judges. Their jurisdiction covers all crimes and offences under the laws of the US. Each state has at least one district court; a few have as many as four.

The Courts of Appeals are given only appellate jurisdiction. There are 13 Courts of Appeals in the US (formerly called U. S. Circuit Courts of Appeals), each circuit comprising several states. A Court of Appeals consists of 3 or more judges. The decision of the Court of Appeals is final except those cases in which the Supreme Court grants "certiorari" or in which an appeal may be taken to that court as the matter of right. The Courts of Appeals were organized to relieve the Supreme Court of pressure resulting from the accumulation of appellate cases. (ХИЖНЯК С.П. и др. Учебник. ..., С.243).

Ex.49. Re-read the text again and define the structure of the judicial system of the USA.

Ex.50. Look through the text again and find the answers to the following questions:

1. What do the federal courts deal with?
2. What cases do the state courts regard?
3. Are the judges of the federal courts elected by people?
4. What is the structure of the federal courts at present?
5. What have you learned about the Courts of Appeals?

Ex.51. Read the text below and define the functions of a state court:

State courts

All states in the USA have a system of courts similar in many respects to the federal courts. Each state has a court of last resort, which hears and determines all legal questions that are being appealed from trial courts. The highest court in most of the states is named the Supreme Court.

The State courts have a separate criminal and civil jurisdiction. In many large cities and towns there are police magistrates and justices of the peace for hearing criminal cases. They usually issue warrants of arrest, hold preliminary hearings and commit offenders to wait for the action of the grand jury or the examining of their cases by courts higher in criminal jurisdiction.

In some towns and cities the magistrates and police justices are elected, and in others they are appointed by the mayor.

There are also in each city minor courts which hear and determine civil punishments. (Хижняк С.П. и др. Учебник..., С.244).

Ex.52. Read the following text and point out the functions of the Supreme Court:

The Supreme Court

The Supreme Court is the highest tribunal in the United States, it includes a Chief Justice and eight associate justices, appointed by the President for life. The justices of the Supreme Court can only be removed by impeachment.

The Supreme Court of the US is the final judge of the validity of all laws passed by Congress or by the legislature of each of the 50 states. Under the Constitution the Supreme Court has original jurisdiction (as the court of the first instance) in cases affecting ambassadors, other public ministers and consuls, and cases in which a state is a party. In all other cases coming within the judicial power of the United States, the Supreme Court's jurisdiction is only appellate.

The Supreme Court meets on the first Monday in October for a session which usually continues until June. (American Government, p.94)

Ex.53. Re-read the texts on the judicial system of the USA and find the answers to the following questions:

1. Do all states in the USA have a court system?
2. What is the court of last resort and what does it deal with?
3. What are the police magistrates?
4. What do minor courts deal with?
5. What is the Highest tribunal in the USA?
6. What are the peculiar features of the Supreme Court?
7. When and how long is the session of the Supreme Court held?

Ex.54. Read the following extracts and find a suitable title for each of them:

1. What happens if a state judge makes a mistake in a case? Someone who thinks that a judge has made a mistake may appeal to a Higher Court. Generally, cases decided by a lower court can be appealed to the next highest court. For example, a matter decided by a probate court can be appealed to the superior court and from to the intermediate state appellate court. If a person is still not satisfied, the case can be appealed to the state Supreme Court. If it involves a federal constitutional, federal statutory, or federal treaty issue, the US Supreme Court can hear the case.

2. There are 89 federal district courts in the 50 states, one in the District of Columbia, and another in Puerto Rico. So the total number of federal district courts is 91. There are from 1 to 27 federal judges in every district. The number of federal judges depends upon the population in the district. If there are more than 1 federal district judge in a district, the district is divided into divisions.

3. Some but not all the states in the USA have justice of the peace courts. They are often called J. P. Courts. These courts deal with minor cases of both civil and criminal nature. In some states, the municipal courts also deal with minor civil and criminal offences.

4. Although modern day computers and data processing techniques are beginning to bring about changes in court systems across the USA, many courts rely on the traditional method of jury selection. Generally, jurors are drawn from within the area of jurisdiction of the court where they will be expected to serve.

5. A primary function of the state courts in the US is to adjudicate cases involving persons in their home states. Other functions of the state courts are: to adjudicate cases in which some or all of the claims or defences raised by the parties are based on the laws of the United States, to adjudicate cases in which the parties are residents of different states.

6. The organization of state courts is generally determined more by historical factors than by abstract logic, and once a court is established it is very difficult to abolish it in the interest of efficiency. In some states the complexity of the court system, the existence of a large number of specialized courts, and the lack of coordination among courts may result in serious delays in the administration of justice.

7. Twelve has been the fixed size of juries in England since the mid – fourteenth century. Scholars disagree on why this number was chosen. The practical advantages of twelve were probably very important: twelve is a number large enough to ensure reliability but yet small enough to function efficiently. Although some of the North American colonies experimented with smaller juries in less important trials, by the eighteenth century twelve was the universally accepted number in the United States as well. Only a few states have in fact reduced the size of their criminal juries since 1970. Most states, and the federal judicial system, have remained committed to the criminal jury of twelve.

8. In civil trials a jury may be instructed to return either a general verdict (in which a jury simply indicates that it has determined the case for one of the states) or a specific verdict (which can be a rather lengthy list of specific questions on which the jury must reach agreement). In criminal cases, however, juries are always asked to return a general verdict of guilty or not guilty. (Хижняк С.П. и др. Учебник..., С.253-254).

Ex.55. Translate the extracts N 1,5,7,8.

Ex.56. Retell the extracts N 2,3,4,6.

Ex.57. Look through the extracts again and define the common features of a court system in Uzbekistan, Great Britain and the USA.

Ex.58. Read the following text and define the stages of the criminal justice process:

Criminal Justice Process in the USA

Basically, the steps in the criminal court processes are as follows: arrest and booking, arraignment, trial and appeals (if any).

A person who comes into contact with the criminal courts must initially be arrested. The arrest may take place with or without using a warrant. Even after an arrest the suspect may be released without being prosecuted for a variety of reasons: mistaken identity, lack of proper evidence, etc.

After the arrest is made, the suspect is booked. The booking card of the enforcement agency contains information such as the date and time of arrest, the charge or crime for which the person was arrested, the name of the arrested person, the name of the arresting officer. Here the accused is photographed, fingerprinted, and temporarily released on bail, if possible. The record or booking card is permanently kept in the files of the police department. In important cases the prosecutor may be present at the booking, but usually he will enter the case during the arraignment or initial appearance of the suspect before a magistrate or other judicial officer.

At arraignment, summary trials can be held for petty offenses without further proceeding. During the initial appearance before a magistrate, judge or justice of the peace, the accused is to answer the charges against him. During the arraignment procedure, the prosecutor may request to have the charges dropped. The initial appearance may also serve as the trial for minor offenses that require payment of a fine or have a relatively short time in jail as punishment. Once the judge finds a verdict of guilt, the accused is sentenced to a jail or payment of a fine. The defendant may also be placed on probation for specified length of time. If sentenced to jail, he may be granted parole.

The purpose of the preliminary hearing in the lower court is to determine whether there is reasonable cause to believe that a felony was committed and whether there is reasonable cause to believe that the accused committed the crime.

It is here that a preliminary testing of the evidence takes place. At the result the accused may be released because of having been arrested not for probable cause, or he may be placed on bail or moved back to jail until his case is tried by the higher court.

If there is reasonable belief that a crime has been committed by the accused, the prosecutor is given statutorily defined number of days to file formal charges against the defendant. The charge is filed on the basis of information from citizen complaints and police investigations.

Then another arraignment is held. If the defendant pleads guilty a date for him to be sentenced is set by the judge. If the defendant pleads not guilty, he may request to have a jury trial or be tried by the court without a jury. At the trial, if the defendant is convicted, a date for sentencing is set.

Before imposing the actual sentence an investigation by the probation officer takes place to assist the judge in deciding on a penalty. The defendant may be fined, sentenced to jail, or placed on probation. During this period the defendant can appeal his conviction. As a rule, the appeal stays the execution of the sentence. If the appeal is unsuccessful or the defendant decides not to appeal, the penalty is imposed.

The defendant is then involved in the corrections of the criminal justice system. It is here that rehabilitation of offenders is supposed to occur. This is the purpose of correctional establishments.

To reduce the risk of convicting an innocent person, there are checks and reviews at all stages of the criminal justice system. (Beckman E. Law Enforcement in a Democratic Society, pp. 14-15).

Ex.59. Read the text again and find the answers to the questions below:

1. What are the basic steps in the criminal court processes?
 2. For what reasons may the suspect be released without being prosecuted?
 3. What is the next step after the suspect's arrest?
 4. What information is included into the booking card of the law enforcement agency?
 5. Where is the booking card of the suspect kept?
 6. What is the accused to do during the initial appearance before a magistrate, judge or justice of the peace?
 7. What may happen during the arraignment procedure?
 8. When is the accused sentenced to jail or payment of a fine?
 9. What is the purpose of preliminary hearing the case in the lower court?
 10. What results may be achieved in preliminary hearing the case?
-

11. When is the second arraignment held?
12. What will happen if the defendant pleads guilty?
13. What right does the defendant have if he pleads not guilty in the second arraignment?
14. When can the defendant appeal his conviction?

Ex.60. Discuss the following questions in your group:

1. Requirements for a post of President in different countries;
2. Requirements for a post of local authorities (mayors);
3. Elections to the Oliy Majlis, House of Representatives, House of Commons.

Ex.61. Write an essay on one of the following topics:

1. Lawyers in the USA;
2. State courts;
3. Federal courts;
4. The Supreme Court;
5. Different and similar features in the judicial systems of the USA, Great Britain and Uzbekistan.

Glossary

| | | |
|--------------------|------------------------------------|------------------------------------|
| administer justice | отправлять правосудие | odil sudlovni amalga oshirmoq |
| advantage | преимущество | afzallik |
| blackmail | шантаж, вымогательство | qo'rqitish orqali pul talab qilish |
| bound | граница | chegara |
| burden | тяжесть | og'irlik , asosiy ish |
| canon | правило | qonun qoida |
| concise | краткий | qisqacha |
| code | кодекс, свод законов | kodeks (qonunlar majmuasi) |
| conclusive | окончательный | hal qiluvchi |
| content | содержание, суть | mazmun |
| delay | отсрочка | keyinga qoldirish |
| dignitary | сановник | katta amaldor |
| dilemma | дилемма, затруднительное положение | dilemma; qiyin ahvol |
| disbar | лишать звания адвоката | advokat unvonidan mahrum qilmoq |
| ease (v) | облегчать, ослаблять | yengillashtirmoq, bo'shattirmoq |
| emotionality | эмоциональность | his hayajonlik |
| equanimity | спокойствие | hotirjamlik |

| | | |
|----------------|--------------------------------------|----------------------------------------------|
| exaltation | возвышение, самообладание | baland darajaga ko'tarish, shodlik |
| excessive | чрезмерный | haddan tashqari |
| extortion | заниматься вымогательством | ta'ma, ta'magirlik bilan shug'illanmoq |
| face (v) | смотреть в лицо, сталкиваться | yuziga qaramoq, uchrashmoq |
| impropriety | неуместность, неправильность | mavridsizlik, noto'g'rilik |
| incompatible | несовместимый | to'g'ri kelmaydigan |
| interpretation | толкование | shrahlash |
| kinship | родство, сходство | yiqinlik, o'xshashlik |
| libel | клевета | tuhmat |
| litigant | сторона в судебном процессе | sud jarayonida (protsesida) tomonlardan biri |
| ordain | предписать | tayinlamoq |
| plaintiff | истец | da'vogar |
| precise | точный, определенный | aniq |
| pressure | давление | bosim |
| private | частный, конфиденциальный | xususiy, maxfiy |
| purpose | умысел, цель | qasd, niyat, maqsad |
| reach | область влияния, предел досягаемости | tasir qilish sohasi, yetib borish nuqtasi |
| redress | возмещать | undirib olmoq, o'rini to'ldirmoq, qoplamoq |
| reliability | надёжность | ishonchlilik |
| relieve | освобождать от ответственности | javobgarlikdan ozod qilmoq |
| seatbelt | ремень безопасности | xavfsizlik tasmasi |
| sociability | общительность | odamga el bo'lishlik |
| suggestibility | внушаемость | nasihat qilish |
| superfluous | излишний, чрезмерный | ortiqcha, haddan tashqari |
| suretyship | поручительство, уверенность | kafillik, dadillik |
| survivorship | оставшийся в живых | tirik qolganlik |
| suspiciousness | подозрительность | gumonsirashlik |
| throat | горло | tomoq |
| zealously | усердно | qunt bilan, g'ayrat qilib |

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Тожимат САТТАРОВ

ЎУҚУҚШУНОС ТАЛАБАЛАР УЧУН ИНГЛИЗ ТИЛИ ДАРСЛИГИ

Иккинчи наشري

Ўзбекистон Республикаси олий ва ўрта махсус таълим
вазирлиги томонидан юридик институти ва
унверситетларнинг ҳуқуқшунослик факултетлари
талабалари учун дарслик сифатида тавсия этилган.

Мухаррир: А. Боймаматов.

Техник мухаррир: М. Мирзалиев.

Компьютерда саҳифаловчи: Ф. Нурлибаев.

Босишга рухсат этилди: 18.02.04.

Ҳажми: 22,6 б.т. Адади: 500. Буюртма: № 276.

ТДЮИ, кичик босмахонасида босилди.

Тошкент шаҳри, Сайилгоҳ кўчаси, 35

