

КАЗАНСКИЙ ФЕДЕРАЛЬНЫЙ УНИВЕРСИТЕТ

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ENGLISH FOR LAWYERS

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Данное Учебное пособие предназначено для бакалавров юридических специальностей и содержит практические материалы по курсу английского языка. Пособие предназначено как для аудиторной, так и внеаудиторной работы и адресовано всем, кто приступает к освоению юридической терминологии на английском языке.

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Предисловие

Учебное пособие рассчитано для аудиторной и самостоятельной работы и охватывает различные разделы по теме «Юриспруденция».

В процессе обучения студентов по данному пособию решаются следующие задачи: 1) обучению студентов употреблению терминологии по теме «Юриспруденция»; 2) развитие навыков чтения литературы в определенной области; 3) обучение навыкам перевода литературы с английского на русский язык; 4) обучение студентов высказываться по заданным темам.

Учебное пособие состоит из 3 тем, включает в себя тексты, предтекстовые и послетекстовые задания. Упражнения направлены на тренировку навыков запоминания необходимой лексики, и включение ее в имеющийся у студентов словарный запас. В пособии также представлены упражнения, с помощью которых студенты обучаются смысловой работе с текстом и поиску информации, такие как: смысловое членение текста, задания с пропусками части слов, поиск эквивалентов и словосочетаний. В пособии есть упражнения, которые учат высказываться по различным разделам по теме «Юриспруденция». Большое внимание уделяется также аналитическому чтению.

Пособие может использоваться преподавателем в зависимости от интересов и уровня каждой группы.

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THEME I. LAW AND ORDER

VOCABULARY FOCUS

Task 1. These are words you might hear in a courtroom. Match them to their definitions.

- | | |
|-----------------|---|
| 1. judge | 13. to sue |
| 2. plaintiff | a someone who advises people about the law or represents them in court |
| 3. defendant | b a group of people who listen to a legal case and decide if a person is innocent or guilty |
| 4. lawyer | c the release of someone from prison early |
| 5. witness | d the person in charge of the court that makes decisions about legal issues |
| 6. jury | e someone who makes a legal complaint against someone else |
| 7. case | f when a judge decides that a person is guilty of committing a crime |
| 8. trial | g officially accuse someone of a crime |
| 9. to charge | h the person in a legal case who is accused of wrongdoing |
| 10. prosecutor | i when a judge tells the criminal what the punishment for the crime will be |
| 11. to convict | j the person who represents the victim of the crime |
| 12. to sentence | k take legal action against someone, especially |

for money,	
because they have	16. to claim
caused you harm	
l facts or objects	17. evidence
that are meant to prove	18. parole
crime and can describe	
what happened	n something is true, even if it hasn't been
m someone who	proven
has seen an accident or	o a legal issue that has to be decided in
crime and can describe	court
what happened	p the process in which a court of law
14. to testify	decides a legal matter
	q make a very serious promise
15. to swear	r make a formal statement about what is true

Task 2. Complete the dialogue with words from Exercise A. You may need to use a different verb form for the verbs.

John: Guess what I did yesterday!

Jill: What?

John: Well, as a part of my sociology and law class, I had to go sit in on a court (1)_____. It was really interesting.

Jill: Really? What kind was it? Was it murder?

John: No, nothing so dramatic. It was a traffic case. Two drivers had been in an accident and the (2)_____ was (3)_____ the (4)_____ for emotional suffering. It seems as though it was a pretty serious accident, though. One (5)_____ said the victim's car was completely destroyed. The witness for the defendant, however, (6)_____ that the other driver caused the accident because he made an illegal turn.

Jill: So, how did it turn out? Who did the (7)_____ believe?

John: In the end, the judge (8)_____the defendant and ordered him to pay \$10,000 to the plaintiff for suffering. The plaintiff seemed satisfied and the (9)_____was proud that he had won another case.

Task 3. Read the sentences below and choose the most appropriate word from the list.

- | | | | |
|---|---------------|---|------------|
| a | evidence | f | sentenced |
| b | suing | g | criminal |
| c | arrested | h | lawyer |
| d | parole | i | testimony |
| e | rehabilitated | j | punishment |

1. After committing several crimes, he was finally caught by the police. -----
2. Her uncle was let out of prison early because he had promised to obey the law. -----
3. At the trial, the judge was shown the murder weapon with the defendant's fingerprints on it. -----
4. The witness told the court everything she had seen the night of the crime. -----
5. His neighbour damaged his property but refused to pay him so he was taking him to court. -----
6. After serving six years in prison the man had changed—he was never going to commit another crime. -----
7. She found someone to help her win her case in court. -----
8. At the close of the trial, the judge sent the young man to prison for five months. -----
9. He was caught for stealing goods from that warehouse and has gone to prison. -----
10. When he has been a bad boy, he has to go to his room and sit their quietly for five minutes. -----

Task 4. Circle the words that do not belong.

- | | |
|--------------|--------------|
| 1. defendant | 4. offender |
| plaintiff | convict |
| judge | criminal |
| jail | juror |
| witness | prisoner |
| 2. testimony | 5. apprehend |
| explanation | arrest |
| foster | charge |
| comments | sentence |
| claim | evidence |
| 3. custody | 6. advocate |
| adopted | neglectful |
| parental | abusive |
| hijack | unstable |
| children | violent |

Task 5. Look at the words. Sort them into groups and fill in the table given below.

- | | |
|---------------------------|-------------------|
| defendant | enter a plea |
| plaintiff | deliver a verdict |
| perjury | negligence |
| make a statement | swear in |
| driving without a license | testify |
| find guilty | judge |
| burglary | clerk |
| assault | jurors |
| make arguments | prisoner |

give evidence
 embezzlement
 breach of contract
 plea bargain shoplifting
 sum up
 slander
 speeding
 going through a red light
 damages
 community service
 shoplifting

police officer
 prison warden
 robbery
 imprisonment
 defamation
 murder
 parole officer
 libel
 a fine
 making off without payment
 theft

punishments	motoring offences	civil offences	crimes	people related to law and order	actions related to law and order

READING AND SPEAKING

Text A

Task 1. Read the newspaper articles and fill in the table given below.

Who is suing?	Who is being sued?	For how much?	What for?

Case A

A 98-year-old woman sued a daily newspaper for publishing her picture next to a headline that read, 'World's Oldest Nurse, 103, Quits Because She's Pregnant'. The article that went with the headline told about a nurse from New Zealand who had to quit her job because she had got pregnant after having an affair with an 80-year-old man. The story was completely untrue, but the woman was embarrassed and humiliated when her family and friends asked her when her baby was due. She sued the newspaper for a million pounds for invasion of privacy and emotional distress. The newspaper's publisher admitted in court that the paper had used the woman's picture because they assumed she was dead.

What would you do?

- a. award the woman a million pounds
- b. award the woman _____ pounds
- c. dismiss the case because _____
- d. _____

Case B.

A man sued a major tobacco company for ten million dollars for the death of his sister. The sister died of lung cancer at the age of 49 and had been a lifelong smoker. He claimed that his sister had started smoking as a teenager because of the glamorous images the company used in its advertising campaign at that time. He also claimed that the woman was already addicted to cigarettes by the time the tobacco company started putting warning labels on its packages. The tobacco company argued that the woman obviously enjoyed smoking and continued to smoke in spite of the health risks. They also maintained that the woman was not addicted, because she had managed to quit smoking one month before she was diagnosed with cancer.

What would you do?

- a. award the man ten million dollars
- b. award the man_____ dollars
- c. dismiss the case because_____
- d. _____

Case C

A man sued a world-famous beer company for ten thousand dollars for false advertising. He claimed that he suffered physical injury and emotional distress from the implied promises made in the advertisements. When he drank the beer, he did not experience greater success with women. In addition, the beer made him sick.

What would you do?

- a. award the man ten thousand dollars
- b. award the man_____ dollars
- c. dismiss the case because_____
- d. _____

Case D

A woman sued her former fiance for five hundred thousand dollars for breaking their twelve-week engagement. She claimed that she had experienced j severe pain and suffering, had lost income from her small business, and had spent more than twenty thousand dollars on psychiatric counselling.

What would you do?

- a. award the woman five thousand dollars
- b. award the woman_____ dollars
- c. dismiss the case because_____
- d. _____

Case E

Prisoners in a British jail sued the government for five million pounds for poor living conditions. They were forced to sleep on bunk beds, and their jail cells did not contain a sink or a toilet. Also, the inmates complained that they had no way to exercise.

What would you do?

- a. award the inmates five million pounds
- b. award the inmates_____ pounds
- c. dismiss the case because_____
- d. _____

***Task 2.** Your teacher will divide you into five groups and assign you one of the cases from ex. 1. In your group, read your assigned case and check you understand all the vocabulary in the case. Share knowledge and use dictionaries if necessary.*

***Task 3.** In your groups, identify what the three main points from the plaintiff’s side could be and what the three main points from the defendant’s side could be. Fill in the table.*

Plaintiff	Defendant
_____	_____
_____	_____
_____	_____

***Task 4.** In your groups, discuss what you would do if you were the judge listening to this case. Look at the options under each case. Remember to use ‘would’ as you are imagining this situation.*

***Task 5.** In your groups, present your case and deliver your verdict on the case to the rest of the class. Summarize the case and explain any difficult terms. Give reasons for your verdict. Ask the rest of the class if they agree with your decision.*

Task 6. *In your groups, imagine that this case is being shown on The Citizens' Court. Write a dialogue similar to the one you heard on page 35. Include what the plaintiff says, what the defendant says and what the judge says.*

Task 7. *Think of a legal case that you have seen on the television or in a film or that you have read about in a book. Make some notes on the legal case. Who is the plaintiff? Who is the defendant? Present your case in class.*

Text B.

Task 1. *The text is about a divorce case. The first sentence of every paragraph has been removed. Skim read the text. Then answer this question.*

Why is the case unusual?

1. He wanted a 'divorce' from them, and he succeeded in getting it. Never before had a child been allowed to file—much less win—a lawsuit of this kind. Gregory said that he only wanted what any child would: a safe and permanent home with responsible and loving parents.

2. He did not contest the lawsuit, and therefore gave up any rights he had as Gregory's father. Gregory was living with foster parents when Rachel Kingsley went to court to fight for the right to retain custody of her son. In the end, the judge ruled against her and allowed Gregory to be adopted by his foster parents, George and Lizabeth Russ.

3. He and his wife had eight children of their own before they adopted Gregory. 'We hoped with all our hearts that we could adopt him,' George Russ

said. ‘This little boy did not want to have a relationship with his natural family.

4. The case was regarded as a major step forward for the legal rights of minors. Rachel Kingsley testified that she had never neglected Gregory or his two younger brothers and that financial hardship had forced her to put Gregory in foster care. But Gregory and other witnesses painted a much darker picture of the 30-year-old mother.

5. He soon ended up in foster care and lived with numerous families. He eventually went back to live with his mother for seven months before being turned over to foster care for the final time. When asked why he thought his mother was neglectful, Gregory said that she would frequently stay out all night and that she drank too much alcohol and smoked marijuana. He said that they rarely had enough money and that sometimes they didn’t even have food. Jeannette Glynn, Gregory’s aunt, agreed. ‘There would be loud music, everybody drinking, smoking pot,’ she testified. ‘Gregory and his brothers were running in and out of the house all the time. Why has it taken so long for anybody to do anything for these kids?’ According to the testimonies in court, Rachel Kingsley also physically abused her three children, once attempted suicide, and routinely brought home loud, drunk, and abusive men. Gregory reported that during his many years in foster care, his mother had never sent him a card, a letter, or a birthday present. ‘I thought she had forgotten about me,’ he said.

6. But the boy’s lawyers argued that the unemployed waitress was living in an unstable home with a violent and abusive boyfriend. They said that the man had beaten Kingsley in front of her two young sons just one month before the trial

began. She wore a cast on her left arm during the court proceedings but said that she had simply fallen down some stairs. She told the judge. "My priority is to take care of my children".

7. Right there in the courtroom, a happy and relieved Gregory Kingsley began his new life ... as Shawn Russ. When the judge asked Gregory why he wanted to change his name to Shawn, the young boy couldn't find the words to answer him. 'It's like you're trying to start a new life; is that what you're trying to do?' the judge asked. 'Yes,' the boy replied. 'I'm doing it for me, so I can be happy'.

Task 2. Match the following opening sentences to the paragraphs of the text in Exercise 8.

a. Rachel Kingsley admitted in court that she had made some parenting mistakes but said that she had rehabilitated herself and had finally found a stable lifestyle.

b. Gregory's father, Ralph Kingsley, had been divorced from Gregory's mother, Rachel, for many years.

c. Gregory's lawsuit severed his legal relationship with his mother and terminated her parental rights over the boy.

d. George Russ Is a lawyer and a strong advocate of children's rights.

e. In 1992, a 12-year-old boy named Gregory Kingsley filed an extraordinary lawsuit against his parents.

f. George Russ Is a lawyer and a strong advocate of children's rights.

g. In 1992, a 12-year-old boy named Gregory Kingsley filed an extraordinary lawsuit against his parents.

Task 3. Read the text again and answer the questions.

1. What verb form is 'succeeded'?

2. What is the noun form of 'succeed'?
3. What are the adjective and adverb forms?
4. Which are three verbs that can be used in front of 'a lawsuit'?
5. If a judge decides in favour of someone, that mean?
6. What's another verb that can be used instead 'regarded' in paragraph 4?
7. In paragraph 5, find a word that means the same as:
 - a not paying attention
 - b marijuana
 - c a statement given by a witness, under oath, in court
 - d the act of intentionally killing oneself
 - e mistreating others
8. In paragraph 6, find a word that means the
 - a changing; not constant; unpredictable
 - b a hard shell put around a broken bone
 - c legal action
 - d that which must be done first, before anything else

Task 4. Choose the best answers.

1. Gregory's father did not contest the lawsuit means ...
 - a he didn't know about it.
 - b he didn't question it.
 - e he didn't understand it.
2. George Russ is a strong advocate of children's rights means ...
 - a he gets paid to talk about children's rights,
 - b he works hard to support children's rights,
 - c he's opposed to children's rights.
3. The lawsuit severed Gregory's legal relationship with his mother means ...

- a that his mother can still make some decisions for him.
- b that his mother must be allowed by law to visit him.
- c that his mother has lost all of her parental rights over him.

4. Which of these would not be an example of physical abuse?

- a beating a child with a belt
- b yelling at a child in a very angry way
- c kicking a child

5. Rachel said that she had rehabilitated herself means ...

- a she had helped herself get better,
- b she had forgiven herself,
- c she had punished herself.

Task 5. Discuss these questions with a partner. Then compare opinions as a class.

1. Do you think that the court had an obligation to reunite Gregory with his biological mother? Why or why not?

2. In your opinion, how much time should troubled parents be given to put their lives in order before they lose their parental rights? Or, do you think that the rights of biological parents should never be terminated? Explain.

3. Do you admire George and Lizabeth Russ? In your opinion, are they heroes or home wreckers? Why do you think so?

4. Do you feel sorry for Rachel Kingsley? Why or why not? Should she have been given a second chance? Should she have lost custody of her other two sons?

5. Do you think that children should be allowed to file lawsuits? Are they able to speak for their own interests? At what age?

6. Think of another issue that young people might want to take to court if they could. What are the arguments for and against? Make notes. Present your ideas to the rest of the class.

Text C.

Task 1. The paragraphs in this story are in the wrong order. Number them 1-4.

One day, Mr. Wilkens decided to build a wooden fence between the two neighbours' properties, down the side of his property. Mr. Martino was awakened one morning by the sounds of hammering and digging. He was shocked that Mr. Wilkens would build a fence without telling him. After all, the fence was on his property, too! Furthermore, the fence would shade Mr. Martino's garden and his plants would not have enough sunlight in the summer. Since M. Wilkens was not at home. Mr. Martino called the police and the workers building the fence agreed to stop until the problem between the neighbours could be resolved

In court, the judge listened to each man's testimony and read a statement from one of the workers. A neighbour who had witnessed Mr. Martino throwing the tomato at Mr Wilkens' house also testified. Neither man had a lawyer. After considering the facts, the judge ruled that since the fence would be on the property line, neither neighbour had the right to build a fence without consulting the other neighbour. During a tense moment in the proceedings, he asked Mr. Wilkens if he ate vegetables. Mr. Wilkens replied, 'I like a good salad!' The judge subsequently ordered Mr. Martino to deliver a small bag of lettuce and at least one tomato per week to the front door of Mr. Wilkens' home during growing season. Mr. Martino was also ordered to pay for the broken window, Mr. Wilkens was ordered not to build the fence as long as Mr Martino continued to grow his garden and he was ordered to write this agreement down on paper and have it signed by both parties in the presence of a lawyer. The two men were also encouraged to make amends and

to be more neighbourly. In the end, the two gradually became friends and Mr. Wilkens even invited Mr. Martino to help his young son plant a small garden next to the line between the two properties.

Time passed and Mr. Wilkens stopped answering his phone when Mr. Martino called him, nor did he come home before the Martino family went to bed. One day, Mr. Martino threw a tomato at a window in Mr. Wilkens' house and broke it. He thought maybe someone would come out to speak with him about the fence after that. Eventually, a shouting match between the two men took place and the matter had to be settled in court. Mr. Wilkens brought a suit against Mr. Martino for the cost of a broken window and for the increased costs of fencing materials, as the price of the materials had gone up in the meantime. Mr. Martino was countersuing Mr. Wilkens for damages to his vegetable garden and for emotional stress he suffered trying to contact Mr. Wilkens.

In the small town where Mr. Wilkens and Mr. Martino lived as neighbours, most of the families lived in separate houses with small backyards. Mr. Martino and his wife had raised a family in their house and had lived there over twenty years. Mr. Wilkens had moved to the neighbourhood only a year ago and had been having his house remodelled in anticipation of his wife's having a new baby. Mr. Martino was an avid gardener. He spent at least two hours a day in the small garden plot at the back of the house watering, pulling weeds, and taking care of his vegetables and flowers. He enjoyed working outdoors and his produce was the envy of his friends. Mr. Wilkens, on the other hand, was not knowledgeable about gardening and he usually did not even come home from work until after dark. His days were spent solving computer programming problems and user complaints for a large bank in the city centre.

Text D.

Task 1 . Read the text and answer the questions.

1. What was the weather like on April 28 according to Carolina?
2. Where did Carolina get her weather information from?
3. Who is the defendant in this case?
4. Why is the plaintiff suing the defendant?

Anna-Liese: It's time again for another case of The Citizen's Court. I'm Anna-Liese Marshall. Welcome to our courtroom. This is the place where ordinary people can come and have their legal disputes settled right here on live television, in front of a real-life judge. Today's case is called 'Don't Rain on My Parade'. The plaintiff in the case is Carolina Simone. She claims that on the day in question, an incorrect weather forecast caused her to leave her house dressed lightly for a warm and sunny day.

As it turned out, the day was anything but sunny, and she got caught in a cold rain. As a consequence, Ms Simone says that she got the flu, missed five days of work, spent \$48 on medication, and suffered considerable stress. She's suing the weatherman for \$1,000. The defendant in the case is weatherman Howie Sparks. He simply says that predicting the weather is an inexact science, and that freak rainstorms do occur. He has filed a counter-suit for \$5,000, claiming that the plaintiff has nearly ruined his local reputation as a credible weatherman, and that he too is suffering from significant stress. Mr Sparks further claims that he's so burdened by a lack of confidence in his weather forecasting abilities that he may have to change careers. Let's listen.

Bailiff: All rise. This court is again in session. The Honourable Judge Louis T. Wapley, presiding. Do you swear to tell the truth, the whole truth, and nothing but the truth?

Carolina We do.

& Howie:

Judge: Be seated. I have read your complaints, so we can get started. Ms Simone, you claim that on April 28th of last year, you listened to the defendant's weather forecast. Is that correct?

Carolina: Yes, Your Honour. That's correct. Unfortunately, his weather forecast was incorrect.

Howie: Your Honour, there's a very good reason why ...

Judge: Mr Sparks, I'll speak with you in a moment, sir.

Howie: OK, but I'm just saying that...

Judge: Sir. Please don't interrupt. And what exactly was incorrect about the forecast, ma'am?

Carolina: It's simple, Your Honour. He said that it was going to be a warm and sunny day, when in fact it turned out to be a cold and rainy day.

Howie: Come on! It rained for fifteen minutes ... twenty minutes, tops.

Judge: Sir! You're going to have to control yourself. So, ma'am, you claim that you got caught in the rain and this made you ill.

Carolina: Yes. I came down with a horrible case of the flu. I missed a week of work.

Judge: Sir? Did you predict a warm and sunny day on April 28th of last year?

Howie: Yes, Your Honour, but no one predicted that rainstorm.

Carolina: The weathermen on Channel Five, Channel Eight, and Channel Two all predicted the rain. Your Honour. Just how do you know that? What proof do you have?

Carolina: I have letters from all three weather forecasters, Your Honour. They all say that any child over the age of ten could have predicted the rainstorm of April 28th.

Howie: Judge! That's not fair! This woman is ruining my life!

Judge: Sir, will you please stop shouting? Can you explain to me why you

didn't think it was going to rain on the 28th of April?

Howie: There was a storm to the south of the city. I thought it would miss us, but the winds changed suddenly and we got a little rain. It rained from 3:15 p.m. to approximately 3:30 p.m. on April 28. Then the sun came out again. This woman has destroyed my career as a weatherman because of a fifteen-minute rain shower. It wasn't even a storm, Judge. It was a nice, little shower.

Judge: Ms Simone, do you have any medical documentation that says you had the flu?

Carolina: I never saw a doctor, Your Honour. I was too ill to leave the house.

Howie: Oh, please. Give me a break.

Judge: Do you have the receipts for the medication you bought, ma'am? Something to prove to the court that you were ill?

Carolina: Yes. I have these receipts totalling \$48,

Judge: OK, if you spent only \$48, why ma'am, are you asking for \$1,000?

Carolina: Stress, Your Honour. I had to miss five important days at work. I was worried my boss was going to fire me.

Judge: For having the flu?

Howie: She's from the twilight zone, Judge.

Judge: Sir! Now Ms Simone, what proof do you have that this rainstorm actually caused your flu?

Carolina: Well, it rained on Tuesday, and I got sick on Wednesday. It's pretty clear, isn't it?

Howie: Right. Clear as thick fog on a smoggy day

Judge: OK, Mr. Sparks. And why are you counter- suing for \$5,000?

Howie: Like I said earlier, Judge. This woman has ruined my reputation and my career as a weatherman. I've lost all confidence in myself. I can't sleep at night. I'm not eating well. My marriage may be breaking up. Judge, I'm a wreck.

Carolina: You're not a wreck! You're just an incompetent weatherman. Why

don't you become a shoe salesman or something? At least then you won't be able to hurt innocent people.

Judge: That's enough, Ms Simone. Do either of you have anything else to say?

Carolina: Just that I can't trust weather forecasts now. I don't know how to dress for work anymore! Yesterday was hot and sunny, but I took my coat, hat, gloves, boots and umbrella just in case.

Howie: I'm telling you, Judge, twilight zone.

Judge: Do you have anything constructive to add, Mr. Sparks?

Howie: Yeah. I want to say that my life will never be the same. I'm a broken man, Your Honour. I used to be a good weatherman. Now I'm not. Last week I predicted snow and we had one of the hottest days of the year. This woman has single-handedly turned me into a loser.

Carolina: He predicts snow on a hot day and it's my fault. Mr. Sparks was a loser long before he met me, Your Honour.

Howie: Hey, watch it, twilight zone woman.

Judge: That's enough! Both of you. We'll take a short recess and I'll return with my decision.

Bailiff: All rise. This court will reconvene in ten minutes.

Task 2. Answer the questions.

1. How much money is Carolina asking for?

a \$48 b \$1000 c \$5000

2. How much did she actually spend on her medication?

a \$48 b \$1000 c \$5000

3. According to Carolina, why didn't she see a doctor?

- a She thought the illness would pass soon.
- b She was too ill to leave the house.

c It was raining.

4. How is this incident affecting Carolina's life now?

a She has lost her job.

b Her marriage is breaking up.

c She doesn't know how to dress.

5. What career advice does Carolina gave to Howie?

a Get another job

b Retrain

c Be more careful in doing his job

6. According to Howie Sparks, how long did the rain last on 28 April?

a thirty minutes

b twenty-five minutes

c fifteen minutes

7. What was Howie's explanation for his incorrect forecast on 28 April?

a The wind changed.

b He predicted the storm.

c He doesn't know.

8. What evidence does Howie offer to show he's not a good weatherman any more?

a He stutters a lot on television.

b He got the weather wrong last week.

c He lost the weather forecast.

Task 3. Write two words from Exercise 1, each on a separate piece of paper. Somebody collect the papers and redistribute them to the class. Find a partner. Use four words you have been given to write a dialogue. Act this out in front of the

rest of the class. Your classmates listen out for the words.

GRAMMAR IN USE

Task 1. *Fill the gaps in the first part of witness's testimony with the correct verbs.*

I used to play in a band with Rick when we (1)_____just kids. He and I were best friends with Jimmy long before he became famous. Jimmy was the creative one- he (2)_____most of the music and came up with the words/ He4 (3)_____always talked like we were all going to (4)_____famous and go to Hollywood. We didn't know that Jimmy wouldn't be taking us with him. When I had to quit the band because of my job, Jimmy (5)_____me that we would get together again someday, but that never happened.

Task 2. *Choose the best answer for each paragraph in the second part of the witness's testimony.*

1. I was driving along with my girlfriend on a Saturday night when she_____ on the radio and I heard a song we used to play, only it wasn't Jimmy singing the music, it was Rick! I said to my girlfriend, 'Wow! That sounds like Rick'.

- a turned b was turning c turn

2. As I watched the defendant enter the courtroom, I thought about the good times we'd had together, playing our music and making our plans. I never_____ considered that any of us would end up on opposite sides of a courtroom.

- a was b had c will

3. After the lawyers presented their cases, the judge called a short break. He

then returned to the courtroom and delivered the verdict. The courtroom _____ silent while the judge sentenced the defendant to a prison term.

a falls

b fell

c falling

4. By the time the judge finished, I saw several members of the defendant's family call out. I was curious as to how Rick would react, so I looked over at him. He's sitting there with his head down and it's impossible to see the expression on his face. At that point, I began to feel a little dizzy, so I _____ to leave the courtroom.

a decide

b decided

c was deciding

5. The people outside the courtroom were excited and the news reporters were trying to interview defendant. It was crowded and the policemen _____ keeping the onlookers back behind a roped-off area. I continued walking down the hall towards the exit.

a were

b are

c have

6. I heard many of the defendant's supporters say that they thought the sentence was too harsh and that Rick was innocent. I didn't feel like voicing my opinion to anyone because no one could have understood my thoughts at that time. I _____ home that evening and listened to Jimmy's CD, which I had purchased several months earlier.

a went

b go

c had gone

Task 3. *Three verb forms in the third part of the witness's testimony below are not correct. Circle the verbs and correct them.*

One day a couple of years later, I saw Jimmy performing at a concert. I made up my mind to see if I could go backstage and find out if he still had remembered me. I told the guards that I was an old friend of Jimmy's and one of them took me to where Jimmy has been. We found him in his dressing room taking

a break before his next set. I said, 'Hey, Jimmy! Do you remember me?' Jimmy looks at me for a few seconds and then he tells me how he could never forget our old practice sessions. I'm relieved and as I excuse myself to go, Jimmy me to go out for a drink after the concert. I was totally surprised! I was meeting him after the concert and we went out and talked about old times. He even gave me a copy of his new CD.

Task 4. *This text explains the judge's verdict based on the testimony in Exercises 1,2 and 3. Fill in the gaps using the words you have learnt.*

After listening to four days of testimonies, the judge decided (1)_____ the plaintiff and ruled that the defendant was (2)_____ stealing and copying music that belonged to the (3)_____ and his record company. The judge (4)_____ the defendant to serve 18 months in a medium security prison and to complete five months of community service helping homeless teens. The (5)_____ was also ordered to pay \$200,000 in damages and legal fees. On hearing the (6)_____ 's verdict, the (7) _____ for the defendant said that he would (8)_____ the verdict.

Task 5. *Quiz topic.*

1. Oh no - I've been _____! My phone was in my pocket and now it's gone!
 - a) stolen
 - b) robbed
 - c) thieved
 - d) nicked

2. There are lots of _____ in this part of the city - put your money and phone somewhere safe.
 - a) burglars
 - b) pickpockets

- c) shoplifters
- d) muggers

3. Very serious crimes, such as murder, are punishable by death; this is called _____ punishment.

- a) corporal
- b) death
- c) capital
- d) execution

4. When I go out at night, I usually leave a light on in the house; I think it will stop _____ breaking into my house.

- a) burglars
- b) pickpockets
- c) shoplifters
- d) all of the above answers

5. A: He killed his wife? B: Yes, he's been charged with _____.

- a) manslaughter
- b) homicide
- c) murder
- d) all of the above answers

6. Have you ever _____ the law? Before you say 'no' think of something small,
perhaps like parking your car illegally?

- a) break
- b) broke
- c) breaked
- d) broken

ANSWERS

Quiz topic.

1. Oh no - I've been _____! My phone was in my pocket and now it's gone!

a) stolen

b) robbed

c) thieved

d) nicked

a) In this example, the phone was stolen, but the person was robbed, i.e. you can steal something, but you can't steal someone; you rob someone.

b) In this example, the phone was stolen, but the person was robbed, i.e. you can steal something, but you rob someone.

c) 'Thief' is a noun describing someone who steals, but the verb 'to thieve' is not used very often - it is better to say 'to steal something' or 'to rob someone'.

d) This verb is very informal and means 'to steal something', e.g. 'Someone nicked my wallet!'

2. There are lots of _____ in this part of the city - put your money and phone somewhere safe.

a) burglars

b) pickpockets

c) shoplifters

d) muggers

a) A 'burglar' steals things from your house when you are not at home. What do we call someone who takes things from your pocket or bag without you seeing the crime happen?

b) A 'pickpocket' is someone who takes something from your pocket or bag without you seeing the crime happen.

c) A 'shoplifter' steals things from shops when the shop is open. What do we call

someone who takes things from your pocket or bag without you seeing the crime happen?

d) A 'mugger' is a thief who threatens or uses violence against his or her victim to steal their money and other belongings. What do we call someone who takes things from your pocket or bag without you seeing the crime happen?

3. Very serious crimes, such as murder, are punishable by death; this is called _____ punishment.

a) corporal

b) death

c) capital

d) execution

a) 'Corporal punishment' is, for example, when a teacher hits a pupil or student.

b) We say 'death penalty' or 'capital punishment'.

c) Capital punishment is also called 'the death penalty'.

d) A criminal might be 'executed' (put to death) in some countries during an 'execution', but what is the punishment called?

4. When I go out at night, I usually leave a light on in the house; I think it will stop _____ breaking into my house.

a) burglars

b) pickpockets

c) shoplifters

d) all of the above answers

a) A 'burglar' breaks into your house and steals your possessions. Did you know most burglaries happen in the afternoon?

b) A 'pickpocket' steals things from your pocket or bag when you are not looking. What do we call someone who breaks into your house and steals your possessions?

- c) A 'shoplifter' steals things from shops while the shop is open. What do we call someone who breaks into your house and steals your possessions?
- d) Only one of the answers is correct. What do we call someone who breaks into your house and steals your possessions?

5. A: He killed his wife? B: Yes, he's been charged with _____.

- a) manslaughter
- b) homicide
- c) murder

d) all of the above answers

- a) 'Manslaughter' is the crime of killing someone without planning the crime in advance.
- b) 'Homicide' is another word for 'murder' and is used more often in American English; 'homicide' is the act of killing someone deliberately.
- c) 'Murder' is another word for homicide - the act of killing someone deliberately.

d) All the answers are crimes where one person kills another person - sometimes with advance planning or sometimes without.

6. Have you ever _____ the law? Before you say 'no' think of something small, perhaps like parking your car illegally?

- a) break
- b) broke
- c) **breaked**

d) broken

- a) If you do something against the law - you 'break the law'. What's the correct verb form of 'break' in this type of 'have you ever...?' question?
- b) If you do something against the law - you 'break the law'. What's the correct verb form of 'break' in this type of 'have you ever...?' question?

c) If you do something against the law - you 'break the law'. What's the correct verb form of 'break' in this type of 'have you ever...?' question?

d) If you do something against the law - you 'break the law'. In this type of 'have you ever...?' question, we say 'Have you ever broken...?'

THEME II. CRIMES AND CRIMINALS

VOCABULARY FOCUS

Task 1. *Circle the odd word in each horizontal group.*

1. murder – rape – manslaughter – infanticide
2. theft – robbery – assault – burglary – arson – forgery
3. aiding – incitement – conspiracy – kidnapping – attempt
4. piracy – hijacking – treason – perjury – terrorism
5. victim – perpetrator – principle – accomplice – accessory

Task 2. *Fill in the blanks with the words derived from the words in bold.*

1. The police are looking for a gang which got away with 20.000\$ in a bank ...

ROB

2. A ... broke into the school at night and took two video players.

BURGLE

3. The ... knocked him to the ground and ran off with his briefcase.

MUG

4. Big stores in the city center have reported a 25% increase in ... this winter.

SHOPLIFT

5. The bank checks all notes in a machine which can detect

....

FORGE

6. Many ... come from homes where parents abuse alcohol or drugs or are themselves criminals.

DELINQUENCY

7. His alibi for the night of the ... was that he had been at his girlfriend's, watching TV.

MURDER

8. ... look for portable, high-value, easily saleable goods.

THEFT

Task 3. *Read the newspaper articles below and match the words in bold with appropriate definition.*

A NEIGHBOURHOOD ON THE WATCH

Thieves received a nasty shock when they were prevented from **1) burgling** the home of pensioner Harold Spencer yesterday. Mr. Spencer lives on a **2) housing estate** on the west side of Birmingham, which is covered by a local **3) neighbourhood watch scheme**. So when neighbours saw two men behaving suspiciously outside Harold's house they immediately called the police.

The estate has been the subject of a series of **4) break-ins** recently, where houses have been burgled and **5) ransacked**, so neighbours were on the lookout for burglars. Harold had also taken appropriate **6) precautions**. He had had security locks fitted onto all the windows and doors of his house and also had a burglar alarm installed. Mr. Spencer commented, "Luckily for me the neighbours were **7) on the alert** and nothing was stolen."

- a. groups of people who keep an eye on each other's property
- b. entering a building forcibly
- c. to break in and steal things from a building

- d. to steal things from a place and leave it in a mess
- e. area with a large number of houses built close together
- f. keeping a watchful eye
- g. measures taken to prevent something unpleasant happening

LOCAL BANK RAIDED

1) **Robbers** got away with over 5 000 \$ in cash yesterday morning when the central branch of Countrywide Bank in Widdington was 2) **raided**. A group of three masked men entered the bank in broad daylight carrying guns and forced the manager to open the safe. Although police were alerted immediately, they failed to arrive in time to stop the robbery. The closed circuit camera filmed the armed men, but the police have as yet been unable to identify them. The men are also wanted for questioning in connection with a gang of 3) **pickpockets** operating in the city centre and a number of 4) **muggings** that have also occurred.

- a. people who steal things out of bags or pockets
- b. attacks on people to steal their money
- c. entered a place by force intending to steal something
- d. people who steal money from a bank, shop, train etc.

Task 4. *Find the English equivalents for the following and think of the situation where these words or word combinations can be used.*

Вооруженное ограбление, жертва изнасилования, домашнее насилие, подделка, похищение людей, организованная преступность, торговля наркотиками, незаконная торговля оружием, компьютерные преступления.

Task 5. *Choose the correct variant.*

1. If you don't want someone to **burgle** / **steal** your house, you should keep the doors and windows locked.
2. He keeps his bicycle securely chained so that no one will **steal** / **rob** it.

3. As the woman left the shop, the store detective stopped her and accused her of **mugging** / **shoplifting**.
4. The cleaner was caught **pilfering** / **smuggling** towels and glasses from the hotel.
5. It would be easy to **burgle** / **rob** my father's house as he always leaves his bedroom window open during the day.
6. The police have issued a **warrant** / **summons** for her arrest.
7. The **suspect** / **convict** had been in prison for twenty years when he died.

Task 6. *Fill in this story about a bank robbery with the correct phrasal verbs in the correct tense. The meaning of each verb is given in brackets. Choose the correct phrasal verb from the list below.*

Yesterday, robbers 1.(forced an entry into) the National Midland Bank in the High Street soon after closing time. They 2.....(threatened with guns) the staff, and forced the manager to 3....(give them) £50,000 in cash. The robbers ran out of the bank and 4.....(escaped) in a stolen car, and were last seen 5...(going in the direction of) the London Road. Police have warned the public that these men are very dangerous, and are unlikely to 6.....(surrender) without a fight. Said Chief Inspector Ralph Smith: "We're sure that we'll catch them soon. They won't 7...(avoid punishment for) it".

Make off – get away with – break into – hand over – give up – hold up – make for

Task 7. *Fill in each gap with the most suitable variant. Here is an example at the beginning (0).*

Even though the crime (0) **rate** keeps going up, society is soft on criminals. People who have (1) ... major crimes and even murderers sentenced to (2)... are often released after serving just part of their sentence. Everyday (3) ... crime is destroying the (4)... of the life of many people, particularly in city areas. (5)... you

look there are examples of graffiti and mindless vandalism. Personally, I have had my car (6) ... into twice in the last three months. As far as I know, the police are not looking into (7)... of the crimes.

Even when a friend recently caught a young thief, the police (8)... him off with a warning because of his age. Doubtless, the child in (9)... , thinking he has got (10)... with one crime, will be (11) ... to try another. Yet if you or I park our cars in the wrong place or exceed the speed limit slightly we have to pay a (12)... . I know it's important to (13)... into account the age of criminals. I also know that upbringing and drugs are (14)... for many crimes. All the (15)... , the lives and rights of the victims of crime should be considered too.

0. a. numbers b. wave c. rate
1. a. committed b. done c. completed
2. a. live b. life c. lifetime
3. a. petty b. small c. major
4. a. standard b. level c. quality
5. a. Wherever b. Forever c. Whatever
6. a. looked b. turned c. broken
7. a. both b. either c. none
8. a. allowed b. let c. got
9. a. mind b. discussion c. question
10. a. up b. off c. away
11. a. attempted b. dared c. tempted
12. a. fee b. caution c. fine
13. a. take b. put c. make
14. a. guilty b. responsible c. causes
15. a. time b. while c. same

Task 8. QUIZ

Substitute the underlined words by the suggested ones meaning approximately

the same.

1. The bank guard chased the thief.
a. ran after b. arrested c. ran into d. found
2. The police investigated the case of the missing diamonds.
a. looked into b. preserved c. kept d. looked for
3. Watch for pickpockets when you are in the market; they are everywhere.
a. look at b. see c. look out (for) d. notice
4. The fire brigade was required when a bomb exploded in the city centre.
a. was called for b. was sent for c. was called on d. was invited
5. The hijackers finally were revealed to the police.
a. were given away b. were conveyed c. were given up d. were sent
6. The police controlled the fans who were trying to get onto the football pitch.
a. held back b. held off c. kept from d. sent back
7. The gang robbed a security van and got away with millions.
a. held up b. burgled c. held on d. mugged
8. The robber entered by force the house by smashing a window.
a. came to b. broke into c. broke through d. penetrated
9. After that stranger's insulting remark, his victim attacked him and knocked him down.
a. waded into b. hit c. beat d. ran into
10. When she was accused of the crime, all her friends supported her.
a. stood for b. stood by c. went with d. sued

EVALUATING THROUGH READING

Text A. CRIME PREVENTION

Task 1. *Read the text and write down the Russian equivalents for the words and expressions in bold type:*

(1) Crime, as we are all aware, has been a growing problem all over the world in the last 30 years. But we are not powerless against crime. Much is being done – and can be done – **to reverse the trend**. You can play a part in it.

(2) The first step towards **preventing crime** is understanding its **nature**. Most crime is against property, not people. And most **is not carried out** by professionals; nor is it carefully planned. **Property crimes** thrive on the easy opportunity. They are often committed by adolescents and young men, the majority of whom stop offending as they grow older – the peak ages for offending are 15-18. Also, and not surprisingly, the risk of crime varies greatly depending on where you live.

(3) This reliance by criminals on the easy opportunity is the key to much crime prevention. Motor cars, for example, are **a sitting target** for the criminal. Expensive, attractive and mobile, they are often left out on streets for long periods at a time. The police estimate that 70–90 per cent of car crime results from easy opportunities. Surveys have shown that approximately one in five drivers do not always **bother to secure** their cars by locking all the doors and shutting all the windows. It's the same story with our homes. In approximately 30 per cent of **domestic burglaries**, the burglar simply walks in without needing to use force; the householder has left a door unlocked or window open.

(4) If opportunities like these did not exist, criminals would have a much harder time. The chances are that many crimes would not be committed at all, which would in turn **release** more police time **for tackling serious crime**. Of course, the primary responsibility for **coping with crime** rests with the police and the courts. But there are many ways that you can help reverse the trend. So if you care about improving the quality of life for yourself, your family and your community read on.

Task 2. *Choose the correct option.*

1. ... you must understand its nature.

a. to commit crime b. to prevent crime c. to perform crime

2. Most crimes are
 - a. property crimes b. road traffic offences c. inchoate offences
3. About 30 per cent of ... are committed without needing to use force.
 - a. murders b. domestic burglaries c. rapes
4. ... are often adolescents and young men who stop offending as they grow older.
 - a. criminals b. drivers c. actors
5. Everyone can help the police and the courts
 - a. to punish criminals b. to cope with crimes c. to plan crimes
6. The police must... .
 - a. tackle serious crimes b. make laws c. convict criminals
7. To be more careful means to reduce the chances for criminals and
 - a. to reverse the trend b. to arrest criminals c. to give up crimes

Task 3. *Choose the sentences from the list A - E which best summarize each part of the text 1-4. There is one extra sentence which you do not need to use.*

- A. We make it easy for them.
- B. What to do to make your house safer.
- C. Let's work together against crime.
- D. How to reduce the number of crimes.
- E. Who steals what.

Task 4. *Be ready to dwell on the following.*

1. The importance of understanding crime nature.
2. Most crimes result from easy opportunities.
3. Crime prevention is our common concern.
4. Opportunity makes the thief.

Text B. JUVENILE DELINQUENCY AND SOCIETY'S RESPONSE

Task 1. *Read the text and write down the Russian equivalents for the words and expressions in bold type.*

Childhood is a time of joy and innocence for most people; for others, life turns violent and so do they. Criminal acts of young persons are **referred to** broadly as juvenile delinquency. In some countries delinquency includes conduct that is antisocial, dangerous, or **harmful to the goals of society**. The general tendency is to limit the term to activities that if carried out by an adult would be called crimes, but in the United States since the 1980s juvenile delinquents are often referred to as “youthful offenders.” The age at which juveniles legally become adults varies from country to country, but it generally ranges from 15 to 18. Clearly **the problem has skyrocketed**: for example, in 1990 rates of arrest in California for burglary, theft, car theft, arson and robbery are higher among juveniles than among adults.

Sociological research has established such bases for predicting delinquent behaviour as the nature of a child's home environment, the quality of the child's neighbourhood, and behaviour in school. It has never been conclusively proved, however, that delinquency can be either predicted or prevented. It is far likelier that delinquency is an integral part of society and probably part of the maturation process that some children go through.

For the majority of young offenders, delinquency seems to be a phase passed through on the way to adulthood. Delinquent acts begin at about age of 10 or 11, though there has been **a substantial increase** in even younger offenders in recent years. The most serious activities peak at 14 or 15 years of age and then begin to decline for the next several years. The exceptions to this generalization are some older youths who get involved in car theft, robbery, burglary, and even murder. They may well become adult criminals. For the majority, delinquent activities **gradually decrease** and may **cease** altogether as young people enter their 20s and face the prospect of full-time work and marriage. It does seem to be true, however, that the earlier in life delinquent activities are begun, the likelier it is that the pattern will persist – particularly in offenders who are convicted and sentenced to **juvenile correction institutions**.

Traditionally, delinquency meant offences such as **truancy, assault, theft, arson, or vandalism**. In recent decades more violent crimes by teens became more common, especially for those who **traffic in drugs** or are addicted and commit crimes to support their habits. **Bigotry** could be seen in teens of all races; one example is the rise of **white-supremacist gangs** called skinheads. In the United States the Federal Bureau of Investigation reported that for the period 1985-89 homicide arrests for those under age 18 rose 67 per cent, compared with a 12 per cent rise for those 18 or older. Sexual crimes also dramatically increased, with date rape one of the most common of adolescent sexual crimes. All the more troubling is the fact that the number of teenagers in the country decreased during this time.

Society tries to deal with youthful offenders in a variety of ways. The most common unofficial means are through school counselling and sessions with psychologists and psychiatrists. Social workers who deal with family problems also attempt **to sort out** the differences of young potential delinquents.

Serious offences are dealt with officially by the police and the courts. Because of the nature of some of the offences committed by juveniles, there has been a tendency to try them in court as adults for certain crimes, especially for murder. The juvenile courts attempt **to steer** young people **away from** a life of crime, though the most serious offences normally result in **periods of confinement** in juvenile halls or prisons for younger criminals. If possible, however, the courts try more **lenient methods of probation, juvenile aftercare, or foster care**.

Task 2. *Fill in the correct word and word combination from the list below using them only once.*

harmful, confinement, delinquent acts, bigotry, serious offences, lenient, the maturation process

1. In some countries delinquency includes conduct that is antisocial, dangerous, or ... to the goals of society.
2. ... begin at about age of 10 or 11.
3. ... could be seen in teens of all races; one example is the rise of white –

supremacist gangs called skinheads.

4. ... are dealt with officially by the police and the courts.
5. If possible the courts try more ... methods of probation, juvenile aftercare, or foster care.
6. The most serious offences normally result in periods of ... in juvenile halls or prisons for younger criminals.
7. Delinquency is an integral part of society and probably part of ... that some children go through.

Task 3. *Be ready to dwell on the following.*

1. Bases for predicting delinquent behaviour.
2. Society tries to deal with youthful offenders in a variety of ways.
3. The causes of crime.

GRAMMAR IN USE

Task 1. *Insert the particle "to" where necessary.*

1. She seems ... know a great deal about criminology.
2. You should not ... examine the case now, when it is so late.
3. The kidnapper let her ... make a telephone call.
4. The pilot was made ... take the plane to Tashkent.
5. After climbing over the prison wall, Peter managed ... get away by stealing a car parked nearby.
6. The police visited Dawn and asked her ... make a statement.
7. You had better ... buy a burglar alarm.
8. What made you ... commit such a violent crime?
9. You must ... search the scene of the crime for clues.
10. Pauline decided ... sue the newspaper for libel.
11. A local authority prefers the child ... remain at home under supervision.
12. The policeman let the person ... go after searching him.
13. The police may ... arrest a person without a warrant.

14. A person can only ... be detained beyond 36 hours if a warrant is obtained from a magistrates' court.

Task 2. *Use the appropriate form of the infinitive of the verb in brackets.*

1. The police must (to question) the suspects now.
2. The accused was satisfied (to visit) by a lawyer to ensure a properly prepared defence in court.
3. Mr White is delighted (to find) "not guilty".
4. The attorney is satisfied (to investigate) this case with his assistants during the trial.
5. The two men appeared (to try) to break into the building when the police arrived.
6. The young offender is said (to bring) to court already.
7. This young inmate is known (to spend) three months in custody.
8. The witnesses were glad (to help) the accused.
9. He discovered how (to open) the safe.
10. The gangsters forced Roger Hopkins (to hand over) the money.
11. The accused appeared (to live) in the area.
12. The defendant appears (to wait) for a long time.
13. She is certain (to be) at the scene of the crime.

Task 3. *Translate the following sentences.*

A. Identify the Objective Infinitive Construction and pay attention to the way of translating it.

1. They allowed me to telephone my lawyer.
2. The court allowed Mr White to remain at home.
3. The juvenile court wants this child to be placed to the State Juvenile Rehabilitation School.
4. I saw him step into a witness box with a feeling of uncertainty.

5. The public expected the youths to be fined for trespassing on Government property.
6. I heard the robbers threaten to shoot anyone who tried to sound the alarm.
7. I saw the public meet that verdict with satisfaction.
8. Everyone consider him to be guilty of embezzlement.
9. The newspapers reported an armed gang to have robbed the Kingsway Road branch of Barclays bank.
10. The chief ordered him to issue a warrant for her arrest.

B. Identify the Subjective Infinitive Construction and pay attention to the way of translating it.

1. The child is likely to attend under a supervisor a day or an evening class.
2. The local authority is known to be responsible for deciding where the child should be accommodated.
3. Young offenders are seen to train under a supervisor.
4. He is sure to be present at the scene of the crime.
5. Three people are reported to have been injured in the accident.
6. Bob is said to be accused of smuggling.
7. The murderer of the children is expected to receive a life sentence.
8. The policemen were seen to follow the muggers.
9. John seems to have stolen the money.
10. The cleaner is likely to pilfer towels and glasses from the hotel.

C. Identify the For-Complex and pay attention to the way of translating it.

1. The inspector waited for the policeman to close the door.
2. The matter was too difficult for the investigator to clarify it within a day.
3. The accused man waited anxiously for the jury to return with their verdict.
4. It was easy for the store detective to accuse him of shoplifting as he had been caught on camera stuffing three ties into his briefcase.
5. Your attitude made it difficult for him to tell you the truth about the arson.

Task 4. *Change the sentences so that to use different constructions with the infinitive.*

1. They say that the escaped prisoner has been hiding in a friend's house for the last month.
2. It seems that he took part in the robbery last month.
3. At the police station I was asked to empty my pockets.
4. The newspapers reported that the owners were accused of setting fire to their own premises.
5. It is said that the murderer is hiding in the woods near your house.
6. It appears that he was killed with a blunt instrument.
7. You signed the statement without reading it, which was very stupid.
8. It seems that the crime was committed by a left-handed man.
9. The policeman saw that Sam opened the door of the flat and came in.
10. He rushed into the burning house, which was very brave of him.

Task 5. *Test your skills in translating into English. Pay attention to the infinitive and infinitive constructions.*

1. Их вызвали в суд для дачи показаний.
2. Следователь оказался недостаточно опытным, чтобы успешно расследовать такое сложное дело.
3. Было слишком поздно, чтобы начинать допрос в тот день. А на следующий день подозреваемому удалось скрыться.
4. Она была единственным человеком, кто верил в его невиновность.
5. Никто не ожидал, что дело будет слушаться при закрытых дверях.
6. Сосед видел, что этот человек взломал дверь их гаража.
7. Я обязательно заставлю вас рассказать мне всю правду.
8. Говорят, что украденное спрятали на дне озера.
9. Маловероятно, чтобы его осудили.
10. Известно, что он отбывает срок где-то на севере страны.
11. Сообщается, что показания свидетеля подтвердились.

12. У вас достаточно улик, чтобы предъявить обвинение задержанному?
13. Полицейский видел, что старушка перешла улицу на красный свет.
14. Его видели за рулем в нетрезвом виде.
15. Адвокат настаивал, чтобы арестованного выпустили под залог.
16. Можно было подумать, что у него абсолютное алиби.
17. Полицейский сказал, чтобы он подписал свои показания.
18. Полагают, что воры пробрались в дом через чердак.
19. Их подозревают в том, что они похитили ребенка для получения выкупа.
20. Возможно, он подаст в суд на офицера полиции за неправомерное поведение во время допроса.

REVISION TEST

Task 1. *Read the text and decide which word A, B or C best fits each gap.*

Inspector Crumb Investigates

“I think I know the identity of the murderer,” said Inspector Crumb, “and at (1) ... one of the guests in this hotel was a/an (2) ... to the crime, probably by (3) I believe that the same guest is also a (4) ... , and has been given money by the killer. “So whoever (5) ... this terrible crime is still here,” I said. “But of course. In (6) ... he – or she – is in this room, and will soon be (7) ... arrest.” There was silence for a moment. I noticed that everyone was trying to look (8) ... , but they all looked guilty instead! “Do you have any (9) ... , Inspector,” asked Lady Grimshaw finally, “or are you simply (10) ... people for fun? If you intend to (11) ... someone, you should do it now.” The Inspector smiled. “I asked you here (12) ... purpose, Lady Grimshaw. I have been reading your (13) ... , you see, and it is quite clear that you have told several (14)” “How dare you!” Lady Grimshaw spluttered. “Do you (15) ... that you were with Tim Dawson in the garden on the night of murder?” the Inspector said. “You forgot about the security cameras, you see ...”

1. a. last b. least c. the

2. a. witness b. offender c. guilty
3. a. now b. law c. accident
4. a. hostage b. forger c. blackmailer
5. a. confessed b. committed c. admitted
6. a. crime b. fact c. danger
7. a. to b. having c. under
8. a. accused b. ordinary c. innocent
9. a. evidence b. witness c. permission
10. a. denying b. accusing c. suspecting
11. a. trial b. charge c. sentence
12. a. with b. for c. on
13. a. statement b. evident c. history
14. a. lies b. times c. errors
15. a. refuse b. deny c. contradict

Task 2. *Choose the best variants to complete the sentences.*

1. A policeman was sent ... the disappearance of some property from a hotel.
a. to be investigated b. to investigate c. to have investigated
2. You have committed a ... offence and I will be lenient with my sentence.
a. serious b. minor c. indictable
3. He was ... stealing money from the safe but they had no real evidence.
a. accused of b. suspected of c. tried for
4. Catherine led a secret life ... crime before she was caught.
a. for b. in c. of
5. The ... have been caught, and the child is no longer in danger.
a. robbers b. thieves c. kidnappers
6. Norman confessed ... Alan.
a. to be murdered b. to murder c. to have murdered
7. Three convicts ... from Brixton prison last night.
a. confessed b. escaped c. arrested
8. While we were on holiday, there was a ... at the house next door.

- a. theft b. robbery c. burglary
9. My bike was ... last week.
a. robbed b. stolen c. mugged
10. The bank checks all the notes in a machine which can detect
a. burglary b. embezzlement c. forgery
11. Police are very concerned about the increase in ... from parked cars.
a. thefts b. offences c. pilfering
12. The parents of the ... expected him to be fined.
a. minor b. robber c. juvenile delinquent
13. John lost all of his possessions when ... set fire to his house.
a. arsonists b. muggers c. smugglers
14. He threatened ... her for every penny she had if she tried to break her contract.
a. to sue b. to be sued c. to have been sued

THEME 3. SENTENCING AND PUNISHMENT

VOCABULARY FOCUS

Task 1. *Circle the odd word in each horizontal group.*

1. cell – reformation – prison – jail
2. capital punishment – execution – death sentence – life sentence
3. fine – restitution – incarceration – probation
4. electric chair – guillotine – hanging – incarceration
5. reformation – prison – retribution – rehabilitation

Task 2. *Fill in the blanks with the words derived from the words in bold.*

1. The person who stands trial is called a **DEFEND**
2. Many ... people sleep on the streets of the capital. **HOME**
3. Drug ... is a problem causing great concern. **ADDICT**
4. Life ... is the most severe punishment in many countries. **PRISON**

5. Police arrested well-known ... before the match. **TROUBLE**
6. Dr. Smith, a ... , has published two books about murder. **CRIME**
7. ... creates hardship for all members of the family. **EMPLOY**
8. ... should fit the crime. **PUNISH**

Task 3. *Choose the correct variant from each pair.*

The controversial issue of whether to bring back capital punishment is **currently/presently** in the news again. I **wander/wonder** what your **attitude/opinion** to the idea of restoring the death **penalty/sentence** is? Personally, I'm in two minds; on the one hand, it can be **argued/discussed** that it acts as a deterrent to **potent/potential** criminals; on the other, there is the fact that most crimes are not premeditated. Criminals **incline/tend** to act in the heat of the **minute/moment** without considering the possible consequences of the actions. Even if you believe we have the **right/rule** to decide who should live or who should **die/dye**, would you be prepared to carry out such a sentence? It is surely hypocritical to **maintain/support** such measures unless you would be willing to carry out the sentence yourself. In the United Kingdom criminals convicted of murder used to be **hanged/hung**, whereas in the States they use the **electric/electrical** chair. Nowadays, both of these seem barbaric. Some people have suggested more **human/humane** methods of execution. For myself, I do not find any method acceptable. We must find better ways of solving our problems than that!

Task 4. *A number of expressions originally used by criminals have become very common in standard English. Can you understand the following expressions in bold type? The answers (in the wrong order) are given below.*

1. Fred's **been sent down** for 10 years for armed robbery.
2. Now John's **out of prison**, he's determined to go straight.
3. Haven't you heard about Mary? She's **been done for** pinching a gold bracelet from a shop.

4. He **came clean** as soon as the police caught him.
5. Uncle Fred **has done his time** and now he's a free man.
 - a. admit committing the crime
 - b. sent to prison
 - c. prosecuted
 - d. finish a prison sentence
 - e. stealing
 - f. stop breaking the law

Task 5. QUIZ

Use your knowledge of English law and law terms to choose the correct variant and complete each of the sentences below.

1. Mr. Baxwell threatened to ... the newspaper for libel.
 - a. sue
 - b. arrest
 - c. blackmail
2. The police are concentrating on arresting drug ... rather than casual users.
 - a. traffickers
 - b. agents
 - c. merchants
3. The new law on dropping litter comes ... force next month.
 - a. by
 - b. into
 - c. through
4. More than \$100 000 went up in ... in a fire at Bingley's Bank.
 - a. burns
 - b. ashes
 - c. smoke
5. The chairman asked the secretary to take the ... of the meeting.
 - a. minutes
 - b. discussions
 - c. rulings
6. Ann was released from prison and now she is ... probation.
 - a. at
 - b. in
 - c. on
7. A politician always needs to protect his or her
 - a. notoriety
 - b. publicity
 - c. reputation
8. Parliament has now ... a law making skateboarding illegal on Sundays.

a. passed b. legislated c. voted

9. The police have charged her ... driving without due care and attention.

a. about b. with c. of

10. Several guests at the hotel were robbed ... jewellery and money.

a. out b. about c. of

Task 6. *Test your skills in translating using the acquired vocabulary. If it is necessary, use a contemporary dictionary.*

Пришло время отменить смертную казнь. Опыт всех стран показывает, что смертная казнь приводит к ожесточению в обществе. Однако в некоторых странах смертная казнь считается мерой, без которой невозможно остановить распространение наркотиков, ликвидировать политический терроризм, экономическую коррупцию или искоренить супружескую неверность. Однако нет никаких доказательств, что ее применение способно снижать уровень преступности или политического насилия.

Смертная казнь – это преднамеренное и хладнокровное убийство человека государством. Само существование этой меры наказания является попранием основных прав человека: международное право запрещает жестокие, негуманные или унижающие человека наказания.

EVALUATING THROUGH READING

Text A. TYPES OF SENTENCES

Task 1. *Read the text and write down the Russian equivalents for the words and expressions in bold type.*

Punishment describes the imposition by some authority of a **deprivation** – usually painful – on a person who has violated a law, a rule, or other norm. Because punishment is both painful and **guilt producing**, its application calls for a justification. In Western culture, four basic justifications have been given: **retribution, deterrence, rehabilitation and incapacitation**. Most penal historians

note a gradual trend over the last centuries toward more **lenient sentences** in Western countries.

Capital and corporal punishment are seldom invoked by contemporary society. Criminal sentences usually embrace four basic modes of punishment. In descending order of severity they are: **incarceration, community supervision, fine and restitution**. The death penalty is now possible only for certain types of murders and treason.

Incarceration. The concept of locking someone up for a fixed period of time is relatively new to our culture. Competing theories exist as to why some laws require, and why some judges order, convicted criminals to be incarcerated.

Suspended sentences. Sometimes a defendant's prison sentence is "suspended." A suspended sentence is jail or prison time that is put on hold if the defendant complies with certain other obligations, for example, the conditions of probation or the completion of a drug treatment program.

Fines. Fines are a common punishment for a variety of crimes, especially less serious offenses committed by first-time offenders. Offenses that are typically punished by a fine include minor drug possession, fish and game violations, shoplifting, traffic and even some first-time drunk driving cases. In more serious offenses or where the defendant has a criminal record, many judges combine a fine with other punishments.

Restitution While fines go to the state, restitution is money paid by the defendant to the victim or to a state restitution fund. In some cases, the "victim" is society, such as welfare and Medicare fraud schemes where defendants may be sentenced to pay the state back the money defrauded.

Probation. Probation is a leash that the criminal justice system puts on defendants in lieu of incarceration in jail or prison. Offenders who are put on probation (either instead of or in addition to any other punishment they might receive) are typically required to adhere to a number of "conditions of probation."

Task 2. *Scan the text and tick the true statements according to the text. Correct*

the wrong ones.

1. In Western countries there is a tendency to lessen the sentences.
2. Retribution is used to encourage the defendant to lead a lawful life.
3. Both fines and restitution are paid to a victim.

Task 3. *Choose the best variant to complete the sentences.*

1. There are ... basic justifications of punishment.
a. two b. three c. four
2. The most severe punishment in the USA is
a. capital punishment b. life sentence c. long-term imprisonment
3. Incarceration means deprivation of
a. property b. liberty c. life
4. Threat of a prison sentence will ... committing crimes.
a. deter from b. stop from c. prevent from
5. Prison time that is put on hold if the defendant complies with certain other obligations is called a
a. suspended sentence b. probation c. restitution
6. A person can't be fined if he committed a crime like
a. shoplifting b. drunk driving c. murder
7. The least severe punishment is
a. probation b. restitution c. incarceration

Text B. PROBATION AND OTHER ALTERNATIVES TO PRISON

Task 1. *Skim the text. Where do the following sentences fit in the text? Put a number 1-6 into the empty brackets:*

- 1) to be free from unreasonable searches and seizures as other people.
- 2) Largely inspired by overcrowded and no rehabilitative prisons
- 3) Since one typical condition of probation is to obey all laws,
- 4) to repay a debt to society for having committed the offence.
- 5) that he is supervised while living in the community by a probation officer.

6) it is likely that the court will conduct a probation recovering hearing.

Probation is a system that takes many different forms in different jurisdictions.

However, that essentially involves the suspension of sentence on the offender subject to the condition (...). Common conditions of probation include: obey all laws (even petty laws like jaywalking have been known to land a probationer back in jail); abide by any court orders, such as an order to pay a fine or restitution; report regularly to the probation officer; report any change of employment or address to the probation officer; abstain from the excessive use of alcohol or the use of any drugs; refrain from travel outside of the jurisdiction without prior and places (for example, an offender convicted of assaulting his ex-wife may have as one condition of probation that he avoid any contact with his ex-wife or her family).

Probation officers also can check in on a probationer – at home or at work, announced or unannounced. Some probationers such as those convicted on drug charges are also subject to random searches and drug tests. Most courts have concluded that probationers do not have the same Fourth Amendment rights (...). Most states limit when and under what circumstances a court may impose probation on a criminal defendant. For instance, some states do not allow a judge to impose probation on defendants who have a prior conviction for cocaine sales. When deciding whether to give a defendant probation (where it's allowed), the judge will look at the defendant's criminal record and the seriousness of the crime. The judge will also consider: whether the crime was violent; whether the defendant is a danger to society; whether the defendant made or is willing to make restitution to the victim, and whether the victim was partially at fault.

Defendants caught (either by police or probation officers) violating a condition of probation are subject to having their probation revoked and all or part of the original suspended jail or prison sentence reimposed. (...), a probationer both the current arrest and the probation violation.

If a probation violation is discovered and reported, (...). If the defendant violated probation by breaking a law, the probation revocation hearing will probably take place after the new offense has been disposed of. If the violation was not illegal as such (for instance, socializing with people the judge prohibited a defendant from contacting), then the revocation hearing may take place as soon as practicable after the violation is reported. Defendants are entitled to written notification of the time, place and reason for the probation revocation.

Community Service

Judges can sentence defendants to perform unpaid community work called “community service” (...). The defendant may be required to perform community service in addition to receiving some other form of punishment, such as probation, a fine or restitution.

Miscellaneous “Alternative Sentences”

There are many different types of “alternative sentences.” Alternative sentencing is the buzzword for an increasingly visible movement in the criminal justice system. (...), some judges are beginning to work with prosecutors and defense lawyers to impose nontraditional sentences, especially in cases that don’t involve violence.

Task 2. *Tick the true statements according to the text and correct the wrong ones.*

1. People on probation must report to the probation officer from time to time.
2. People on probation mustn’t drink, smoke and use drugs.
3. People on probation mustn’t travel outside of the jurisdiction.
4. Probation can’t be imposed on defendants who have a prior conviction for cocaine sale.
5. The judge will consider defendant’s criminal record and the seriousness of the crime.
6. Defendants violating conditions of probation will have their probation revoked.
7. Being rearrested a probationer will be punished for both the current arrest

and the probation violation.

Task 3. *Choose the best variant to complete the sentences.*

1. Probation essentially involves the **suspension/supervision** of sentence on the offender subject to conditions.
2. Probationers convicted on **drug charges/theft** are subject to random searches.
3. If a probationer is caught violating conditions of probation the original prison sentence will be **revoked/reimposed**.
4. Community service is **paid/unpaid** community work.
5. “Alternative sentences” are often just variations of **restitution/probation**.
6. Probation can't be imposed on a person with prior **cocaine/stolen cars** sale.
7. Most courts have concluded that probationers do not have the same **Fourth/Fifth** Amendments rights.

GRAMMAR IN USE

Task 1. *Open the brackets using Conditional I.*

1. If you (not go) away I (send) for the police.
2. If the house (burn) down we (claim) compensation.
3. Someone (steal) your car if you (leave) it unlocked.
4. The police (arrest) him if they (catch) him.
5. Unless you (be) more careful you (have) an accident.
6. I'm afraid that Smith is a hardened criminal. If we (not punish) him this time he (only commit) more crimes.
7. If you (not pay) my money back I (call) the police.
8. The police will test the knife for fingerprints. If your fingerprints are on it you (be) charged with murder.
9. If a person (make) an assault with intent to rob it (be) a felony punishable with imprisonment.
10. If someone (take) money or goods from another person against his will his offence (be) robbery.

11. The kidnappers (not release) the child unless the ransom (be paid).
12. If you (park) here you (be fined) \$20.

Task 2. *Open the brackets using Conditional II.*

1. If I (send) to prison you (visit) me?
2. What you (do) if you (find) a burglar in your house?
3. If I (find) a gun in the street I (take) it to the police.
4. I'm short. If I (be) taller I (can/be) a policeman.
5. If I (be) you I (not/miss) classes on Criminal Law.
6. I'm a teacher. If I (be) a policeman I (wear) a uniform.
7. If I (see) an accident I (call) the police.

Task 3. *Open the brackets using mixed Conditionals.*

Yesterday the famous bank robber, Finger Smith, robbed another bank in the center of town. As usual, he stole only \$10. If he 1) ... (leave) any clues, he 2)...(be) in prison now, but he is much too clever. He disconnected the security cameras; if he 3) ... (not/do) that, the police 4) ... (have) him on film now. The strange thing is, Fingers doesn't seem to be interested in the money; if he 5) ... (be), he 6) ... (can/steal) thousands of dollars by now. The police are determined to catch him, as the Chief is confident that they will. He says that if he 7) ... (think) they weren't going to arrest Fingers eventually, he 8) ... (leave) the police force long ago.

Task 4. *Put the verbs in brackets into the correct tense.*

If John 1) ... (not/oversleep) he 2) ... (not/be) late for work. If he 3) ... (not/be) late for work his boss 4) ... (not/fire) him. If John 5) ... (not/lose) his job he 6)...(not/need) money and he 7) ... (not/rob) the bank. If he 8) ... (not/rob) the bank the police 9) ... (not/arrest) him.

Task 5. *Read what Andy says and write what he wishes as in the example.*

Example: I had an argument with my wife. – I wish I hadn't had an argument with my wife.

1. I was driving my car too fast. 2. I had that accident. 3. I can't control my temper. 4. My wife won't come and visit me. 5. My leg hurts. 6. The man in the next bed won't stop talking. 7. I can't get out of bed.

Task 6. *Put the verbs in brackets into the correct tense.*

“If you don't work harder at school you 1) ... (never/get) a good job.” I remember my parents saying these words to me when I was at school. If I had listened to them then I 2) ... (not/become) what I'm now. I 3) ... (be) so much more If I had tried harder. I haven't always been a tramp actually; when I left school I had a job as a milkman and if the hours had been easier, I 4) ... (do) it for much longer, but I hated getting up so early in the morning. When I lost my job, I 5) ... (cannot/pay) the rent, so my landlord said that if I 6) ... (not/get) another job, I would be on the streets; and before I knew it, I was. I could have got another job if I 7) ... (want) to, but at first I quite enjoyed the freedom of the outdoor life. If you sleep out in summer, it 8) ... (not/be) too bad, but in winter it's awful. If I 9) ... (can/change) anything about my life now I would get in touch with my family again, even though I know they would only say, “If you'd worked harder at school you 10)...(not/get) yourself in this situation.”

Task 7. *Translate from Russian into English.*

1. Если бы все соблюдали законы, тюрьмы были бы не нужны.
2. Если бы полицейский бежал быстрее, вор был бы пойман.
3. Если смертная казнь была бы отменена, это способствовало развитию общества.
4. Вам могли бы сократить срок наказания, если бы вы не попытались бежать.
5. Похитители не освободят ребенка, до тех пор, пока не будет заплачен выкуп.

6. Если бы ты последовал моему совету, ты бы не был сейчас в тюрьме.
7. Если Вас признают невиновным, Вы не будете наказаны.
8. Вы не были бы наказаны, если бы Вас признали невиновным.
9. Если бы он не поругался с женой, он бы не попал в аварию.
10. Если бы я была на твоём месте, я бы созналась в преступлении.

REVISION TEST

Task 1. *Read the text and decide which word (a, b or c) best fits each gap.*

Teenage TV addicts prone to crime

Teenagers who watch more than four hours television a night are more prone to crime, drug-taking, and becoming (1) ... from society, according to the (2) ... research. The (3) ... followed publication of a report which found that TV addicts – whose who (4) ... at least four hours a night in front of the television – are more likely to have anti-social attitudes, (5) ... on badly with their parents and feel disillusioned. The researchers said that these youngsters developed spectator mentalities which prevented them from taking an active (6) ... in life. Of the 20,000 teenagers aged between 13 and 15 who participated in the (7)..., more than a quarter said they watched at least four hours a night. After comparing their answers with those of other respondents, the researchers said that their findings (8) ... a disturbing picture. Almost 50 per cent of the addict group dismissed school as boring compared with fewer than 30 per cent of those who watched less television. TV addicts were also happier to accept that they might be unemployed after (9) ... school and more than 20 per cent would prefer it to work they did not like. More than one in ten condoned shoplifting, compared with one in twenty other teenagers, while one in five (10) ... graffiti as acceptable. TV addicts were also more tolerant of drug-taking.

1. a. isolated b. distracted c. disappointed
2. a. current b. recent c. new
3. a. notice b. warning c. advice
4. a. use b. spend c. relax

- 5. a. get b. put c. go
- 6. a. play b. part c. place
- 7. a. report b. survey c. questionnaire
- 8. a. displayed b. showed c. described
- 9. a. graduating b. leaving c. abandoning
- 10. a. regarded b. observed c. remarked

Task 2. *Choose the best alternative to complete the sentences.*

- 1. The police arrested Jack and took him into
a. custody b. detention c. prison
- 2. In most countries, the ... penalty has been abolished.
a. death b. capital c. execution
- 3. The case was dismissed for lack of
a. evidence b. witnesses c. a jury
- 4. Two football fans were later charged with
a. aggression b. attack c. assault
- 5. Mr. Smith can be sentenced ... 6 years imprisonment for armed robbery.
a. to b. with c. of
- 6. Tough prison sentences are not effective in deterring persistent
a. offenders b. obsessed c. accused
- 7. The evidence ... in court suggested that the man was guilty.
a. shown b. presented c. disclosed
- 8. A young man was arrested ... suspicion of murder a week ago.
a. of b. at c. on
- 9. If he hadn't had a row with his wife he ... an accident.
a. would have b. would have had c. wouldn't have had
- 10. 60 % of boys from disadvantaged families have a ... record by the age of 18.
a. prison b. criminal c. offensive
- 11. One can be released ... for money compensation.
a. on bail b. on probation c. completely

12. If Frank ... money so badly he wouldn't have stolen a car.
a. didn't need b. hadn't needed c. didn't needed
13. In the case of ... crimes such as murder, armed robbery we need to impose a harsh sentence.
a. petty b. serious c. violent
14. ... offenders don't serve a prison sentence because they are under age.
a. major b. minor c. hardened
15. A court ... the former boss of a first division football club to one year in prison.
a. sentenced b. convicted c. charged
16. Life imprisonment is the ... punishment in many countries.
a. mildest b. most often c. most severe

TEXTS FOR SCANNING READING

Text 1

1. Read the text to answer the questions below:

1. What is law for you?
2. Why do people need laws?

Law and Society

The English word 'law' refers to limits upon various forms of behavior. Some laws are descriptive: they simply describe how people, or even natural phenomena, usually behave. An example is the consistent law of gravity; another is the less consistent laws of economics. Other laws are prescriptive – they prescribe how people ought to behave. For example, the speed limits imposed upon drivers that prescribe how fast we should drive. They rarely describe how fast we actually do drive, of course.

In all societies, relations between people are regulated by prescriptive laws. Some of them are customs – that is, informal rulers of social and moral behavior. Some are rules we accept if we belong to particular social institutions, such as religious, educational and cultural groups. And some are precise laws made by nations and enforced against all citizens within their power.

Customs need not to be made by governments, and they need not be written down. We learn how we are expected to behave in society through the instruction of family and teachers, the advice of friends, and our experience in dealing with strangers. Sometimes, we can break these rulers without suffering any penalty. But if we continually break the rulers, or break a very important one, other members of society may ridicule us, act violently toward us or refuse to have anything to do with us. The ways in which people talk, eat and drink, work, and relax together are usually called customs.

Order is rich with meanings. Let's start with "law and order». Maintaining order in this sense means establishing the rule of law to preserve life and to protect property. To the seventeenth-century philosopher Thomas Hobbes (1558-1679), preserving life was the most important function of law. He described life without law as life in a 'state of nature'. Without rules, people would live like predators, stealing and killing for personal benefit.

Members of every community have made laws for themselves in selfprotection. If it were not for the law, you could not go out in daylight without the fear of being kidnapped, robbed or murdered. There are far more good people in the world than bad, but there are enough of the bad to make law necessary in the interests of everyone. Even if we were all as good as we ought to be, laws would still be necessary. How is one good man in a motorcar to pass another good man also in a motorcar coming in an opposite direction, unless there is some rule of the road?

Suppose you went to a greengrocery – and bought some potatoes and found on your return home that they were mouldy or even that some of them were stones,

what could you do if there were no laws on laws on the subject? In the absence of law you could only rely upon the law of the jungle.

Every country tries, therefore, to provide laws, which will help its people to live safely and comfortably. This is not at all an easy thing to do. No country has been successful in producing laws, which are entirely satisfactory. But the imperfect laws are better than none.

Notes

law – закон

custom – обычай

penalty – наказание, штраф

order – порядок, приказ

to maintain – поддерживать

property – собственность

predator – хищник

steal – красть, воровать

benefit – выгода, польза

community – общество

self- protection – самозащита

to kidnap – похитить с целью выкупа

kidnapper – похититель

kidnapping – похищение

to rob – грабить

robber – грабитель

robbery – кража, грабеж

to murder – убить (умышленно)

murder – убийство

murderer – убийца

to rely on/ upon – полагаться на кого-либо, доверять кому-либо

the law of jungle – закон джунглей

imperfect – несовершенный

2. Read the text again to answer the following questions:

1. What does the English word 'law' refer to?
2. What kinds of law do you know?
3. What do we usually call a custom?
4. How can we define an order?
5. Have members of every community made laws for themselves? Why?
6. Would we need laws if we were all as good as we ought to be?
7. In the absence of law you could only rely upon the law of the jungle.
8. What laws does every country try to provide?
9. Is it possible to be successful in producing laws, which are entirely satisfactory?
10. Are the imperfect laws better than none?

Text 2.

1. Read the text to answer the questions below:

1. Is there a clear distinction between civil and criminal procedures in your country?
2. Can you explain what the word "crime" means?
3. Is there any difference between serious and less serious crimes?

Criminal and Civil Cases

Crime is a violation of a law that forbids or commands an activity. Such crimes as murder, rape, arson are on the books of every country. Because crime is a violation of public order, the government prosecutes criminal cases.

Courts decide both criminal and civil cases. Civil cases stem from disputed claims to something of value. Disputes arise from accidents, contractual obligations, and divorce, for example.

Most countries make a rather clear distinction between civil and criminal procedures. For example, an English criminal court may force a defendant to pay a fine as punishment for his crime, and he may sometimes have to pay legal costs of the prosecution. But the victim of the crime pursues his claim for compensation in a civil, not a criminal, action.

Criminal and civil procedures are different. Although some systems, including English, allow a private citizen to bring a criminal prosecution against another citizen, criminal actions are nearly always started by the state. Civil actions, on the other hand, are usually started by individuals.

Some courts, such as the English Magistrates Courts and the Japanese Family Court, deal with both civil and criminal matters. Others, such as the English Crown Court, deal exclusively with one or the other.

In Anglo-American law, the party bringing a criminal action (that is, in most cases the state) is called the prosecution, but the party bringing a civil action is the plaintiff. In both kinds of action the other party is known as the defendant. A criminal case against a person called Ms. Brown would be described as “The People vs. (versus, or against) Brown” in the United States and “R. (Regina, that is, the Queen) vs. Brown” in England. But a civil action between Ms. Brown and Mr. Smith would be “Brown vs. Smith” if it was started by Brown and “Smith vs. Brown” if it was started by Mr. Smith.

Evidence from a criminal trial is not necessarily admissible as evidence in a civil action about the same matter. For example, the victim of a road accident does not directly benefit if the driver who injured him is found guilty of the crime of careless driving. He still has to prove his case in a civil action. In fact he may be able to prove his civil case even when the driver is found not guilty in the criminal trial.

Once the plaintiff has shown that the defendant is liable, the main argument in a civil court is about the amount of money, or damages, which the defendant should pay to the plaintiff.

Notes

violation – нарушение закона

to violate – нарушать закон

to forbid – запрещать

rape – изнасилование

rapist – насильник

to rape – насиловать

arson – поджог

arsonist – поджигатель

claim – требование, претензия, заявление; иск

to claim – требовать (возмещение убытков); заявлять права, подавать иск

claimant – предъявляющий права, истец

distinction – различие

to force – заставлять, принуждать

defendant – ответчик, подсудимый, обвиняемый

fine – штраф

victim – жертва, пострадавший

pursue – предъявлять иск; преследовать

compensation – возмещение убытков, компенсация

procedure – процедура

to allow – позволять, давать возможность

action – судебный процесс, обвинение, иск

plaintiff – истец

road accident – дорожно-транспортное происшествие

to injure – причинить вред, ранить

to prove – доказать, подтвердить

damage – убыток, ущерб (мн.ч. – компенсация за убытки)

2. Read the text again to answer the following questions:

1. Do the English Magistrates' Courts deal with civil and criminal cases?

2. Are criminal and civil procedures different?
3. What may an English criminal court do in order pay a fine?
4. In what cases can the victim of a road accident get compensation?
5. How do we call the person, bringing a criminal action in Anglo-American law?
6. How do we call the person, bringing a civil action in Anglo-American law?
7. What does the phrase “The people vs. Smith” mean?
8. What does the Japanese Family Court deal with?
9. What do we usually call a crime?
10. Is evidence from a criminal trial admissible as evidence in a civil action about the same **mater**?

Text 3

1. Read the text to answer the questions below:

1. What are some things people can do to protect themselves from crime?
2. Do you think there will be more or less crime in the future?

What is a crime?

Crime is a part of public law – the law regulating the relations between citizens and the state. Crimes are acts which the state considers being wrong and which can be punished by the state.

There are some acts which are crimes in one country but not in another. For example, it is a crime to drink alcohol in Saudi Arabia, but not in Egypt. It is a crime to smoke marijuana in England, but not (in prescribed places) in the Netherlands. It is a crime to have more than one wife at the same time in France. But not in Indonesia. In general, however, there is quite a lot of agreement among states as to which acts are criminal. A visitor to a foreign country can be sure that stealing, physically attacking someone or damaging their property will be

unlawful. But the way of dealing with people suspected of crime may be different from his own country.

Elements of proof.

In many legal systems it is an important principle that a person cannot be considered guilty of a crime until the state proves he committed it. The suspect himself need not prove anything, although he will of course help himself if he can show evidence of his innocence. The state must prove his guilt according to high standards and there are elements that must be proved. In codified systems, these elements are usually recorded in statutes. In common law systems, the elements of some crimes are detailed in statutes; others, known as “common law crimes”, are still described mostly in case law. There are usually two important elements to a crime: 1) the criminal act itself; and 2) the criminal state of mind of the person, when he committed the act. In Anglo-American law these are known by the Latin terms 1) Actus Reus and 2) Mens Rea.

Notes

Actus Reus – виновное действие

Mens Rea – состояние воли при совершении преступления

Criminal law – Уголовное право

criminal – преступник, преступный

the guilty виновный

to find guilty – признать виновным

common law – общее право

public law – публичное право

case law – прецедентное право

statute – законодательный акт

to consider – считать, полагать

to suspect – подозревать

2. Read the text again to answer the following questions:

1. How can you define a crime?
2. How does the state consider crimes?
3. What are the examples of some acts which are considered to be crimes in one country but not in another?
4. Is it an important principle that a person cannot be considered guilty of a crime until the state proves he committed it?
5. Can the suspect himself show evidence of his innocence?
6. What are two important elements to a crime?
7. Do you think there are laws for the rich and different laws for the poor?
8. What international law should be applied all over the world?
9. Do you think your country is a safe place to live? Why or why not?

Text 4

1. Read the text to answer the questions below:

1. What can be the possible reasons for punishment?
2. What may punishment include?

Criminal Punishment

Criminal punishment of persons who have committed crimes is one of the forms of state fight against crime. Any criminal punishment is always a restriction of the rights of convicted persons. This restriction is a sort of retribution for the crime a person committed. If a person is convicted, the court decides on the most appropriate sentence. The facts of the offence, the circumstances of the offender, his/her previous convictions are taken into account. The more serious an offence is, the stricter a penalty should be.

But in any case, the responsibility of the court is to impose an exact and just punishment relevant to the gravity of a crime. The more just the punishment is, the greater is the possibility of a person's reformation. The defense lawyer may make a speech in mitigation on behalf of the offender.

There are the following basic penalties: deprivation of liberty - imprisonment for a certain period of time or life imprisonment, exile, fines or public censure. Capital punishment is usually used only as an exceptional measure when an especially grave crime was committed. The list of such crimes is not long and it is strictly determined by law. There are quite a lot of countries where death penalty prohibited.

Notes

to restrict – ограничивать

restriction – ограничение

to convict – осуждать

retribution – кара

to prevent – предотвращать

prevention – предупреждение

preventive measures – превентивные меры

relevant (to) – относящийся к

to deprive – лишать

deprivation – лишение

exile – ссылка

arson – поджог

shoplifting – кража в магазинах

blackmail – шантаж

smuggling – контрабанда

forgery – подлог

fraud – мошенничество

terrorism – терроризм

vandalism – вандализм

murder – преднамеренное убийство

2. Read the text again to answer the following questions:

1. What kinds of penalties are mentioned in the text?
2. What is considered as criminal offence?
3. When is the death penalty used?
4. What is considered to be the toughest punishment?
5. What are the basic penalties?
6. Are there some countries where death penalty is prohibited?

Text 5

1. Read the text to answer the questions below:

1. How can crimes be classified?
2. Is there any difference in classification of crimes in different countries?

Classification of Crimes

Historically crimes are classed as treasons, felonies and misdemeanors, but there exist other classifications: indictable offences and offences punishable on summary conviction and the classification based on the immediate objects of the crimes (against the State and Public Order, property, reputation and so on).

Felony, i.e. any of the more serious crimes such as murder, larceny, rape, arson and aggravated assault, formerly punishable by death and forfeiture of property but in England is now punishable in the same way as misdemeanors except in the few surviving instances in which capital punishment still exists (treason and cases of murder).

The former importance of the distinction between felony and misdemeanor is now reduced to a few minor procedural differences, such as the larger powers of arrest for suspected felony.

In the United States the distinction between a felony and a misdemeanor lies in how it is punishable, not the degree of infamy of the offence. All crimes which are not felonies or treason are misdemeanours punishable by a fine or by imprisonment other than in a prison. Originally a misdemeanour was a crime not

resulting in the forfeiture of property in conviction, and at one time all felonies were punishable more severely than misdemeanor (usually by death). Today, however, some misdemeanors are punishable in England more severely than some felonies, though never by death. Examples of misdemeanors are perjury, obtaining money by false pretences, and conspiracy.

Notes

treason – измена, предательство (государственная измена)

felony – тяжкое уголовное преступление, фелония (*категория тяжких преступлений, по степени опасности находящаяся между государственной изменой и мисдиминором*)

misdemeanor – мисдиминор, проступок, провинность (*класс преступлений, серьезность которых ниже, чем у фелоний; за них, в свою очередь, предусматриваются менее тяжкие наказания*)

indictable offences – преступление, преследуемое по обвинительному акту (*согласно общему праву попадает в разряд фелоний, т.е. тяжких преступлений*)

manslaughter – непредумышленное убийство

homicide – убийство, человекоубийство

syn.: assassination

conviction – осуждение, признание виновным

murder – убийство (*предумышленное, совершённое со злым умыслом*)

larceny – воровство, кража

syn.: thievery

rape – изнасилование

arson – поджог

syn.: burning

aggravated assault – нападение при отягчающих обстоятельствах

forfeiture of property – конфискация имущества

infamy – дурная слава, лишение *или* ограничение гражданских прав (*как*

последствие осуждения за совершение позорящего преступления)

fine – взыскание, штраф, пеня

syn.: penalty

imprisonment – тюремное заключение, лишение свободы

perjury – лжесвидетельство, вероломство

pretence – притворство, обман

conspiracy – умысел, замысел

2. Read the text again to answer the following questions:

1. What classifications of crimes do you know?
2. What is a felony? What kinds of felonies do you know?
3. What is the former importance of the distinction between felony and misdemeanor?
4. How are misdemeanors punishable?
5. What was originally a misdemeanor?
6. What examples of misdemeanors do you know?

Text 6

1. Read the text to answer the questions below:

1. Can you explain why crimes occur?
2. Are different criminological theories important? Why?

Why crimes occur.

No one knows why crime occurs. The oldest theory, based on theology and ethics, is that criminals are perverse persons who deliberately commit crimes or who do so at the instigation of the devil or other evil spirits. Although this idea has been discarded by modern criminologists, it persists among uninformed people and provides the rationale for the harsh punishments still meted out to criminals in many parts of the world.

Since the 18th century, various scientific theories have been advanced to explain crime. One of the first efforts to explain crime on scientific, rather than theological, grounds was made at the end of the 18th century by the German physician and anatomist Franz Joseph Gall, who tried to establish relationships between skull structure and criminal proclivities. This theory, popular during the 19th century, is now discredited and has been abandoned. A more sophisticated theory – a biological one – was developed late in the 19th century by the Italian criminologist Cesare Lombroso, who asserted that crimes were committed by persons who are born with certain recognizable hereditary physical traits. Lombroso's theory was disproved early in the 20th century by the British criminologist Charles Goring. Goring's comparative study of jailed criminals and law-abiding persons established that so-called criminal types, with innate dispositions to crime, do not exist. Recent scientific studies have tended to confirm Goring's findings. Some investigators still hold, however, that specific abnormalities of the brain and of the endocrine system contribute to a person's inclination toward criminal activity.

Another approach to an explanation of crime was initiated by the French political philosopher Montesquieu, who attempted to relate criminal behavior to natural, or physical environment. His successors have gathered evidence tending to show that crimes against person, such as homicide, are relatively more numerous in warm climates, whereas crimes against property, such as theft, are more frequent in colder regions. Other studies seem to indicate that the incidence of crime declines in direct ratio to drops in barometric pressure, to increased humidity, and to higher temperature.

Many prominent criminologists of the 19th century, particularly those associated with the Socialist movement, attributed crime mainly to the influence of poverty. They pointed out that persons who are unable to provide adequately for themselves and their families through normal legal channels are frequently driven to theft, burglary, prostitution, and other offences. The incidence of crime especially tends to rise in times of widespread unemployment. Present-day

criminologists take a broader and deeper view; they place the blame for most crimes on the whole range of environmental conditions associated with poverty. The living conditions of the poor, particularly of those in slums, are characterized by overcrowding, lack of privacy, inadequate play space and recreational facilities, and poor sanitation. Such conditions engender feelings of deprivation and hopelessness and are conducive to crime as a means of escape. The feeling is encouraged by the example set by those who have escaped to what appears to be the better way of life made possible by crime. Some theorists relate the incidence of crime to the general state of a culture, especially the impact of economic crises, wars, and revolutions and the general sense of insecurity and uprootedness to which these forces give rise. As a society becomes more unsettled and its people more restless and fearful of the future, the crime rate tends to rise. This is particularly true of juvenile crime, as the experience of the United States since World War II has made evident.

The final major group of theories is psychological and psychiatric. Studies by such 20th century investigators as the American criminologist Bernard Glueck and the British psychiatrist William Healy indicated that about one-fourth of a typical convict population is psychotic, neurotic, or emotionally unstable and another one-fourth is mentally deficient. These emotional and mental conditions do not automatically make people criminals, but do, it is believed, make them more prone to criminality. Recent studies of criminals have thrown further light on the kinds of emotional disturbances that may lead to criminal behavior.

Since the mid-20th century, the notion that crime can be explained by any single theory has fallen into disfavour among investigators. Instead, experts incline to so-called multiple factor, or multiple causation theories. They reason that crime springs from a multiplicity of conflicting and converging influences – biological, psychological, cultural, economic and political. The multiple causation explanations seem more credible than the earlier, simpler theories. An understanding of the causes of crime is still elusive, however, because the interrelationship of causes is difficult to determine.

Notes

deliberately – преднамеренно, умышленно, сознательно

instigation – подстрекательство

to persist – сохраняться

harsh punishments – суровые наказания

various scientific theories – различные научные теории

criminal proclivities – уголовные наклонности

hereditary physical traits – наследственные физические черты

to disprove – опровергать, доказывать ложность

law-abiding – законопослушный

abnormalities of the brain – аномалии мозга

explanation – объяснения

relatively – относительно

frequent – частый

ratio – соотношение

burglary – кража со взломом

widespread unemployment – массовая безработица

restless - беспокойный

to commit crimes – совершать преступления

juvenile crime – подростковая преступность

to assert – утверждать

hereditary – наследственные

traits – черты

jailed – заключенные

inclination toward - склонность к

unsettled – нестабильный

2. Read the text again to answer the following questions:

1. What ideas were the earliest criminological theories based on?
2. How did the biological theory develop?

3. What was Montesquieu's approach to the causes of crime?
4. What views on crime predominated in the 19th century?
5. How did criminological theories develop in the 20th century?
6. What is the relationship between the mental and emotional state of a person and his or her inclinations to crime ?
7. What are the latest views on the causes of crime ?
8. How enforcement affects the crime according to criminologists of the 19th century?
9. What scientists of the 20th century have developed the theory of the causes of crime?
10. Who invented the biological theory?

Text 7

1. Read the text to divide it into logical parts:

Street crimes and alcohol consumption

It's difficult to say how much violent street crime is drug or alcohol related, in terms of an exact percentage or proportion, but it is certainly clear in terms of assaults and violence late at night, that a significant amount of violent street crime is a result of alcohol consumption. People will generally lose their inhibitions, some people will lose their perception of risk and people who have not have sought to escalate a situation will actually become violent and aggressive. Statistically, most violent street crimes do take place late night in pubs, clubs or the surrounding areas.

Alcohol is certainly a potential cause of violence. In terms of drugs it's a similar picture, but to a lesser extent. Drugs do, to some extent, drive inquisitive crime; people will try to steal property in order to be able to fund their drug habits. Thus, there's two drivers of drugs and alcohol in relation to violent street crime. Well that's one that we can talk about in broad terms, or generally speaking.

Most violence and most personal robbery offenses in the UK occur in places where more people are, so that inevitably will be in town centers and in city

centers. So broadly speaking the bigger the town the more personal robberies and the more violent crime there will be in relation to the number of people that live in that town. I think it's important to put this into context in terms of large cities.

Actually most cities' violence is down compared to where it was a year or even two years ago, both in terms of robberies and in terms of assaults. Statistically, when you look at the chances of becoming the victim of crime and assault it is actually relatively rare unless you are in specific locations or specific times – i.e late night, outside at clubs or pubs, etc. To some extent, there is a link between the consumption of alcohol and violence. People who drink too much alcohol will lose their inhibitions and potentially will perceive actions by others as being aggressive, when in fact they probably weren't. Grievances that when sober would be resolved quite quickly, escalate. Over-consumption of alcohol can lead to an increase in violent crime. I think the bad reputation of hoodies is probably more perception than reality in most cases. Most young people are law-abiding people. I think the issue around people who wear hooded tops is that they have got their faces hidden, so there's a perception amongst people that not only is their face hidden, but they're hiding something else, too. There's another reason behind the fact that their face is hidden to some extent. This behavior by hoodies then generates a perception or fear of crime.

Notes

result of alcohol consumption – результат потребления алкоголя

to escalate – возрастать

perception of risk – восприятие риска

exact percentage – точный процент

surrounding areas – окрестности

extent – степень

inevitably – неизбежно

violent crime – тяжкое преступление

victim of crime – жертва преступления

law-abiding – законопослушный

hooded tops – кофты с капюшоном

related – связанный

significant – существенный

potential cause of violence – потенциальная причина насилия

robbery – грабеж

to occur – происходить

assault – нападение

case – случай

2. Read the text again to answer the following questions:

1. What proportion of violent street crime is drug or alcohol related?
2. What will people generally lose?
3. Where do most violent crimes take place?
4. Why are so many crimes in UK?
5. Does the alcohol have influence on criminal?
6. Do the drugs have influence on criminal?
7. Does the bad mood have influence on criminal?
8. Which cities in the UK have the most Street Crime per person?
9. What is the relationship between alcohol and violent crime?
10. Why do hoodies have a bad reputation?

Text 8

1. Read the text to divide it into logical parts. Give the definitions of the words in bold. Use the vocabulary if necessary.

Organized Crime

In addition to that segment of the population made up of individual criminals acting independently or in small groups, there exists a so-called **underworld** of criminal organizations engaged in offenses such as **organized vice** (drugs,

prostitution, pornography, loan-sharking, gambling), cargo theft, fraud, robbery, kidnapping for **ransom**, and the demanding of “protection” payments. (**Loan-sharking** is lending money at extremely high rates of interest). In the United States and Canada, the principal source of income for organized crime is the supply of goods and services that are illegal but for which there is **continued** public demand.

Organized crime in the United States is a set of **shifting coalitions** between groups of gangsters, business people, politicians, and union leaders. Many of these people have **legitimate** jobs and sources of income.

In Britain groups of organized criminals have not developed in this way, principally because the supply and consumption of alcohol and **opiates** (a type of drug that contains opium and makes you want to sleep), gambling, and prostitution remain legal but partly regulated. This reduces the profitability of supplying such demands criminally. British crime organizations tend to be relatively short-term groups drawn together for specific projects, such as fraud and armed robbery, from a **pool** of professional criminals. **Crime syndicates** in Australia deal with narcotics, cargo theft and **racketeering**. (Syndicate is a group of people or companies who join together in order to achieve a particular aim. Racketeering is a dishonest way of obtaining money, such as by threatening people). In Japan, there are gangs that specialize in vice and extortion. In many Third World countries, apart from the drug trade, the principal form of organized crime is **black-marketeering**, including smuggling and corruption in the granting of licenses to import goods and to export **foreign exchange**. Armed robbery, cattle theft, and **maritime piracy** and fraud are organized crime activities in which politicians have less complicity.

Notes:

underworld – преступное подполье

organized vice – эксплуатация порока организованными преступниками

loan-sharking – гангстерское ростовщичество

ransom – выкуп

shifting – меняющийся

continued – непрерывный

coalition - союз

legitimate – легальный

opiate – снотворное средство

pool – общий фонд

crime syndicate – преступный синдикат

racketeering / extortion – вымогательство

black-marketeering – спекуляция на черном рынке

foreign exchange – иностранная валюта

maritime – морской

piracy – пиратство

vice – зло, порок, недостаток

2. Read the text again to answer the following questions:

1. What is organized crime engaged in?
2. What do you know about organized crime in the USA and Canada?
3. What do British crime organizations deal with?
4. Crime syndicates in Australia deal with narcotics, cargo, theft and racketeering, don't they?
5. Do Japanese gangs specialize in vice and extortion?
6. What is known about organized crime in many Third World countries?

Text 9. Courts

Courts, branch of government are established to administer Civil Law and Criminal Law. The term court is also applied to international tribunals intended to provide for the resolution at law of controversies among governments, such as the International Court of Justice, established by the United Nations (UN) in 1945, after World War II.

Courts are classified in many ways. Among the general classifications are courts of record and courts not of record, courts of superior jurisdiction and courts of inferior jurisdiction, trial courts and appellate courts, and civil courts and criminal courts. In courts not of record, no detailed record is made of the proceedings. Courts of superior jurisdiction, often called higher courts or appellate courts, are generally those to which appeals are made from decisions of courts of inferior jurisdiction, referred to as lower courts or trial courts. Civil and criminal courts deal with infractions of the civil law and criminal law, respectively. Courts with special, limited jurisdictions — such as military courts — are known by the names; of these jurisdictions. Other courts are designated by the territorial limits of their jurisdictions; these include the state courts of the United States.

EARLY COURTS

Archaeologists and anthropologists have established the existence of courts in simple societies over wide areas of Asia, Africa, and Europe. Primitive courts formed part of a complex social structure in which administrative, Judicial, and religious functions were intermingled. In the highly developed civilizations of the ancient worlds, notably those of Assyria and Egypt, judicial and executive functions were undifferentiated and centralized in the monarch as head of state. The ancient legal document known as the *Code of Hammurabi* provides insight into the Babylonian courts of the 18th century BC.

The judicial system of ancient Athens introduced the right of aggrieved litigants* to appeal the decisions of magistrates to the people of Athens, assembled as a heliaia (public assembly). In ancient Rome, criminal, civil, other jurisdictions were differentiated and were exercised by separate courts and officials.

Notes

at law - в соответствии с правом; в силу права

controversies - споры

courts of record — суды письменного производства

courts not of record - суды не письменного производства

courts of superior jurisdiction — суды высшей инстанции
courts of inferior jurisdiction - суды низшей инстанции
trial courts - суды первой инстанции
appellate courts - апелляционные суды; суды второй инстанции
civil courts — гражданские суды
criminal courts — уголовные суды
referred to — зд. обозначаемые
infractions - нарушения
military courts - военные суды
designate - определять, устанавливать
intermingle - переплетать, смешивать
insight - взгляд во внутрь
aggrieved litigants - пострадавшая сторона

Text 10. Western European Tribunals

Medieval courts were an outgrowth of the tribal courts of the Germ; peoples. As the Germanic tribes organized into territorial states, the primitive tribal courts increased in number and became differentiated. In the 8th century AD the Germanic territorial states were part of the realm of Charlemagne, who initiated the practice of dispatching royal commissioner to examine the functioning of local courts and to supplement the justice they dispensed.

When the Normands conquered England in 1066, they imposed the Carolingian judicial system on the Anglo-Saxons. A long struggle between the king and the nobility ensued, and judicial supremacy eventually w won by the Crown. Before this victory, however, King John had been compelled to sign the Magna Carta (1215), which initiated the gradual separation of judicial from executive and legislative governmental powers. Like many other features of the English judicial

system, this separation of powers was incorporated into the courts of the New World. Centuries after the signing of the Magna Carta, the British Parliament acquired appellate jurisdiction over both civil and criminal cases. This function was subsequently confined to the House of Lords.

The essential features of the French judicial system were established after the French Revolution of 1789 by the Code Napoleon. Many European and Latin American judicial systems are modeled on that of France.

In some Islamic countries of the Middle East, such as Saudi Arabia, justice is dispensed by specially trained priests in conjunction with king, or sultan. In other Middle Eastern and Asian countries the courts operate similarly to those of the West - that is, as relatively independent institutions within a parliamentary framework.

Notes

outgrowth - перерастание

tribal court - общинные суды

royal commissioners - королевские посылные

supplement - дополнять

dispense - отправлять (правосудие)

ensure - происходить в результате

confine to - зд. предоставлять

trained priests - обученные священники

in conjunction with - совместно с

Answer the questions.

1. How are courts classified?
2. How are courts of superior jurisdiction called?
3. How are courts of inferior jurisdiction referred to?
4. What do civil and criminal courts deal with?
5. When did the first courts appear?

6. In what forms did early courts exist?
7. Were judicial and executive functions differentiated or not in the civilizations of the ancient worlds?
8. How did the judicial system of ancient Athens work?
9. In what position was jurisdiction in ancient Rome?
10. How did the medieval courts grow?
11. Speak on the appearance and role of the Magna Carta.
12. What function was confined to the House of Lords?
13. Speak about the Code Napoleon.
14. How is justice dispensed in some Islamic Countries?

Text 11. What type of conduct amounts to a crime?

First, then, as to the type of conduct that is a crime. Legal systems largely agree about this:

- conduct that by causing or threatening harm* creates insecurity;
- conduct that causes offence, and
- conduct that undermines the working of society, its government and economy.

Law make conduct criminal if by causing or threatening harm it creates a sense of insecurity. What counts as harm depends to some extent on what each society thinks is objectionable. But behaviour that strikes at people's lives and bodies, their property or the safety of the whole community is everywhere regarded as harmful.

To begin with people's lives and bodies, all countries make it a crime intentionally to kill another person (murder) or to wound them. It is also a crime to threaten someone in such a way that they think that they are about to be killed or wounded (assault). Equally or more disturbing is forcing someone to have sexual intercourse against their will (rape).

We all have an interest in other people not being murdered, wounded or, raped not only ourselves and our families. In practice, however, the state' and its officials often cannot prosecute the wrongdoer unless the victim (for example the woman raped) reports what has happened and give evidence against her attacker.

The crimes mentioned are offences against our bodies or persons. There are also offences against property. Property is an element of stability in people's lives, whether they are rich or poor. Theft is in all countries a crime.

Notes

conduct — поведение

cause harm - причинять вред, ущерб

threaten harm — угрожать нанесением вреда, ущерба

cause offence — совершать преступление

undermine — подрывать, наносить вред

wound — ранить

prosecute the wrongdoer — преследовать нарушителя в судебном порядке

victim – жертва

give evidence — давать показания

offences against bodies or persons — преступления против *личности*

offences against property — преступления против *собственности*

theft — воровство

Text 12. CRIME

At the basic level, crime and crime rates in the U.S. are reported under two general categories. One is "violent crime" (against individuals) and the other is "property crime". Violent crime includes murder and manslaughter, rape, robbery, and assault. Property crimes include burglary, larceny and theft, and motor vehicle theft.

There is however enormous variation within the U.S. in crime and crime rates - geographically, economically, and socially.

There are figures, and many studies, which show who in the U.S. is most affected by crime. Such "victim studies" indicate differences by race or ethnic group, sex and age. Again, there are great differences, some extreme. Taking murder and manslaughter as an example, it can be seen that black males are much more likely to be murdered than black females, white males, or white females.

First, actual research has focused on a large number of possible causes. Among the most frequently studied are unemployment, poverty, education level and educational opportunity, drug abuse and drug dealing, racism, ethnic and cultural attitudes, easy availability of weapons, consumerism and the media, ineffective courts and policing, poor prisons, single-parent families and unwed mothers, youth gangs. Each of these possible causes is the subject of serious debate. There are many scholarly works which try to identify the causes of crime in America, and to determine what must, could, or can be done.

Notes

crime rates — рост преступности

violent crime - преступление против личности, насильственное преступление **property crime** - преступление против собственности

murder — тяжкое убийство

manslaughter - простое убийство (убийство, совершенное без злого предумышления) **rape** - изнасилование

robbery — грабеж

assault - нападение

burglary - кража со взломом

larceny — хищение

theft - воровство

motor vehicle theft — угон средств передвижения

drug abuse - АЛКОГОЛЬНАЯ ЗАВИСИМОСТЬ

drug dealing – НАРКОТОРГОВЛЯ

Text 13. Crime in modern society

Civilized societies have created various systems of defending an individual from violence. Unfortunately, crime rate is increasing practically all over the world. So, the police of any country should protect the citizens, their homes and property.

Some crimes, however, are considered more serious than others. For example, in the United States, those, who commit the crime of treason, are usually punished by life imprisonment or death.

Scholars and lawyers have tried to find out the reasons for crime. Some of them say that sometimes a person's greed, jealousy or frustration may lead to committing a crime.

Others believe that many crimes against a particular person are committed by the poor. These people can steal money or goods, and they are capable of injuring or killing their victims.

But if such offenders are caught by the police, they still have the right to be defended by a lawyer in court. As a rule, the police and investigators do their best to provide the court with meaningful evidence.

However, there are cases which only seem to be simple. For instance, sometimes it is pretty hard to deal with a car theft, especially if the suspect is young. He usually says that he just wanted to use the car for fun, and then return it to its proper place.

In the United States, anyone accused of a crime has certain rights that are guaranteed by the Bill of Rights. This document consists of the first ten amendments to the US Constitution. For example, everyone has the right to a fair

trial or he can keep silent without testifying* against himself. Besides, under American law, a person is considered innocent* unless he is proved guilty* in court.

In modern society, every citizen should be aware of the legislation in force as well as of his or her right under the law.

Notes

violence - насилие

crime rate - рост преступности

commit a crime - совершать преступление

crime of treason — измена

life imprisonment - пожизненное заключение

steal money or goods - воровать деньги или товары (вещи)

offender - правонарушитель, преступник

evidence - доказательство

car theft — угон автомобиля

suspect — подозреваемый

be accused of a crime — быть обвиненным в совершении преступления

fair trial — справедливый суд

testify - свидетельствовать

innocent - невиновный

guilty — виновный

Text 14 . What is criminal procedure?

Criminal procedure, also called the criminal process or the criminal justice system, is the mechanism through which crimes are investigated, the guilt of

criminals adjudicated, and punishment imposed. It includes the police, prosecutors, defense attorneys, and courts, the practices and procedures observed by them, and legal rules that govern them. In the criminal process an individual is pitted against the government, with all of its resources and authority, and only through the criminal process can the state's most serious sanctions - imprisonment or even death - be applied.

Criminal law defines what conduct is criminal and prescribes the punishment for criminal conduct. Criminal procedure makes the criminal law work; the sanctions defined by criminal law are only effective because the criminal process can bring the sanctions to bear on individuals who violate the law. At the same time, criminal procedure aims to make sure that criminal sanctions are applied only to those who are guilty, and only through procedures that are recognized as fair. One goal of the criminal process is to punish the guilty, but other goals are to protect the innocent and to ensure that even the guilty are protected from abuse by the government.

Although we talk about "the" criminal process, different systems are in place in each state and in the federal courts.

Notes

criminal procedure, process - уголовный процесс

investigate a crime — расследовать преступление

adjudicate - выносить судебное решение

impose punishment - налагать наказание

prosecutor - прокурор, обвинитель

defense attorney — адвокат, защитник

is pitted against - зд. противостоит

criminal conduct - преступное поведение

bear on - зд. накладываются

violate the law — нарушать закон

abuse – злоупотребление

Text 15. CRIMINAL PROCEDURE

One way of protecting the suspected criminal is by dividing the stages in criminal procedure between different bodies. One can separate the functions of investigating, prosecuting, trying, deciding guilt, sentencing and carrying out the sentence. Six or seven different bodies can each be given one of these jobs.

For example, the police can be in charge of investigating the crime; a prosecution service of prosecuting; the judges of presiding over the trial; a jury of deciding whether to convict; an appeal court of settling whether the trial was fair; a prison service of carrying out the sentence if the suspect is convicted and sentenced to prison.

The judge who presides over the trial usually sentences the suspect if he is convicted, but even that is not inevitable. Sentencing can be entrusted to a special board. Or a judge can be put in charge of the investigation and a different judge chosen to try the case if the first judge finds there is enough evidence to justify a trial.

All these procedural devices remind us of the separation of powers. The idea is that no one authority (police, prosecution, judge, jury, prison service) should have too much power. State powers should be sliced up, and the slices should be able to keep a check on one another. The police will not be able to prosecute unless they can persuade the prosecution service that there is a strong case. The judge will if necessary rule at the trial that the prosecution has not produced enough evidence. If the jury think the judge has shown bias during the trial they will probably acquit the suspect even though they might otherwise have convicted him. If the suspect is convicted but thinks the procedure has been unfair he can persuade the government to advise the head of state to pardon him or reduce the sentence.

Notes

suspected criminal - подозреваемый преступник

investigate — расследовать
prosecute - обвинять (в суде)
try - рассматривать дело, судить
decide guilt - выявлять степень виновности
sentence — приговаривать
carry out the sentence - приводить в исполнение приговор
be in charge — отвечать за
preside over a trial - вести судебное заседание
convict - объявлять виновным (в вердикте присяжных)
be sliced up - зд. быть разделенными
keep a check - держать под контролем, проверять **rule** — постановлять
evidence — свидетельство
bias - пристрастие, необъективность
acquit the suspect - оправдать подозреваемого
reduce the sentence — уменьшить срок наказания

Text 16. International criminal police organization or Interpol

Intergovernmental body was established to promote mutual cooperation between police authorities' around the world and to develop means of effectively preventing crime.

Founded in Vienna in 1923 and reconstituted in 1946, Interpol, is strictly nonpolitical and is forbidden to undertake any activities of a religious, racial, or military nature. The majority of countries (177 in 1997) belong to Interpol, and only government-approved police bodies may hold membership. The general assembly meets annually to decide policy and to elect the executive committee, consisting of a president, three vice presidents, and nine delegates, all of different nationalities. The general secretariat, based in Lyons, France, is the permanent administrative headquarters. It coordinates the international activities of member

countries, holds a library of international criminal records, and organizes regular meetings at which delegates can exchange information on police work. Interpol is financed by contributions from member countries; its budget in 1997 was \$28 million.

Notes

intergovernmental body - международная организация

undertake any activities - предпринимать какую-л. деятельность

criminal records — досье преступников

Answer the questions.

1. What type of conduct is considered to be a crime?
2. What behaviour is regarded as harmful?
3. What do all countries make a crime?
4. How are offences classified?
5. Under what two general categories are crimes reported in the US?
6. What does violent crime include?
7. What does property crime include?
8. Who in the US is most affected by crime?
9. What are possible causes of crimes in the US?
10. Is crime rate increasing all over the world? If yes, why?
11. How is the crime of treason punished in the US?
12. What crimes are committed by the poor?
13. Does everybody have the right to be defended by a lawyer in the court irrespective of the kind of a crime?
14. Through which mechanism are crimes investigated?
15. Who prescribes the punishment for criminal conduct?
16. What is the role of criminal procedure?

17. What makes the sanctions defined by criminal law effective?
18. What are the goals of the criminal process?
19. Who is in charge of investigating the crime?
20. Who is in charge of prosecuting?
21. What is the role of the judges?
22. When was Interpol established?
23. Is Interpol a nonpolitical body?
24. How regularly does the general assembly meet?
25. What does the general secretariat coordinate?

Text 17. The British police.

How much do you know about British police? Before you read the article, decide for yourself whether the following statements are true or false.

1. There is one police force in Britain, organized by central Government.
2. Some British police officers do not wear a uniform.
3. All British police officers carry guns.

Now read the article and then answer the questions at the end.

The British police officer – sometimes called the "bobby" after Sir Robert Peel, the founder of the police force – is a well-known figure to anyone who has visited Britain or who has seen British films. Policemen – and women – are to be seen in towns and cities keeping law and order, either walking in the streets ("pounding the beat") or driving in cars (known as "panda cars" because of their distinctive markings). Few people realize, however, that the police in Britain are organized very differently from many other countries.

Most countries, for example, have a national police force which is controlled by central Government. Britain has no national police force, although police policy is governed by the central Government's Home Office. Instead, there is a separate

police force for each of 52 areas into which the country is divided. Each has a police authority – a committee of local country councilors and magistrates.

The forces co-operate with each other, but it is unusual for members of one force to operate in another's area unless they are asked to give assistance. This sometimes happens when there has been a very serious crime. A Chief Constable (the most senior police officer of a force) may sometimes ask for the assistance of London's police force, based at New Scotland Yard – known simply as “the Yard”.

In most countries, the police carry guns. The British police generally do not carry firearms, except in Northern Ireland. Only a few police are regularly armed, for instance, those who guard politicians and diplomats or who patrol airports. In certain circumstances specially trained police officers can be armed, but only with the signed permission of a magistrate.

All members of the police must have gained a certain level of academic qualifications at school and undergone a period of intensive training. Like the army, there are a number of ranks: after the Chief Constable comes the Assistant Chief Constable, Chief Superintendent, Chief Inspector, Inspector, Sergeant and Constable. Women make up about 10 per cent of the police force. The police are helped by a number of Special Constables – members of the public who work for the police voluntarily for a few hours a week.

Each police force has its own Criminal Investigation Department (CID). Members of CIDs are detectives, and they do not wear uniforms. (The other uniformed people you see in British towns are traffic wardens. Their job is to make sure that drivers obey the parking regulations. They have no other powers – it is the police who are responsible for controlling offences like speeding, careless, driving and drunken driving.)

The duties of the police varied, ranging from assisting at accidents to safeguarding public order and dealing with lost property. One of their main functions is, of course, apprehending criminals and would-be criminals.

Now answer these questions:

1. Why are police officers sometimes called “bobbies”?
2. What does “pounding the beat” mean?
3. What is the lowest professional rank in the British police?
4. Traffic wardens are concerned with parking offences. True or false?

GLOSSARY

a convict - осужденный

a suspect - подозреваемый

accused - обвиняемый, подсудимый

actus reus - виновное действие

arson- поджог

assassination - убийство по политическим мотивам, заказное убийство

assault and battery- нападение с нанесением побоев

bribery- взяточничество

burglary - кража со взломом

death penalty/capital punishment - смертная казнь

defence counsel- адвокат

defendant - ответчик, подсудимый

duress- принуждение

embezzlement- растрата

espionage - шпионаж

evasion - уклонение

extortion by threats- вымогательство путем угроз

felony - тяжкое уголовное преступление

flogging - порка (как вид телесного наказания)

fraud - обман, мошенничество

hi-jacking- угон (самолета, автомобиля)

imprisonment - заключение в тюрьму

incitement- подстрекательство к совершению преступления

indictable offence - преступление, подлежащее преследованию по обвинительному акту

intent- намерение, умысел

liability- ответственность

manslaughter- непредумышленное убийство

mens rea - преступное намерение

misdemeanour - наименее опасные правонарушения

mutilation- увечье, повреждение, нанесение увечий

parole board - комиссия по условно-досрочному освобождению

penal system - пенитенциарная система (система карательно - исправительных учреждений)

perjury - лжесвидетельство

pickpocket- вор-карманник, совершать карманные кражи

piracy - пиратство, нарушение авторских прав

probation - пробация (разновидность наказания)

prosecuting counsel - прокурор, представитель стороны обвинения

prosecution судебное - преследование, уголовное преследование, сторона обвинения

rape - изнасилование

remedy - средство судебной защиты

restriction - ограничение

sentence - приговор (к наказанию)

severe - строгий, суровый

severity - строгость, суровость, жесткость

slander - клевета (в устной форме), злословие

smuggling - контрабанда

summary offence - преступление, преследуемое в порядке суммарного производства

to acquit - оправдать, признать невиновным

to assess, assessment of punishment - определять, давать оценку, определение наказания

to blackmail- шантажировать

to commit an aggravated assault - нападение при отягчающих обстоятельствах

to convict - осуждать

to defend- защищать (в суде)

to evade- уклоняться (от уплаты налогов)

to find somebody guilty- признать виновным

to impose punishment- наложить наказание

to inflict harm- наносить ущерб, причинять вред

to infringe - нарушать

to mug - грабить на улице

murder - преднамеренное убийство

to prevent a crime - предотвратить преступление

to release - освобождать из под стражи

to restrict - ограничивать

to rob - воровать, грабить

to sentence - приговаривать (к наказанию)

to suspect - подозревать

to violate - нарушать

traffic warden - инспектор дорожного движения

treason - государственная измена

violation - нарушение

violence- насилие, принуждение, применение силы

Заключение

Тематическая направленность учебного материала отражает комплексный подход к формированию профессиональной компетенции студентов средствами иностранного языка в области юриспруденции и создает платформу для реализации главной стратегии обучения: совершенствования профессиональной деятельности обучающихся и позволяет им использовать английский язык в дальнейшей работе.

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