

НАЦІОНАЛЬНИЙ УНІВЕРСИТЕТ "ЧЕРНІГІВСЬКИЙ КОЛЕГІУМ"
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ФІЛОЛОГІЧНИЙ ФАКУЛЬТЕТ

Кафедра германської філології

LAW ENFORCEMENT IN GREAT BRITAIN AND THE USA

МЕТОДИЧНІ РЕКОМЕНДАЦІЇ

до змістового модуля 1

з практики усного та писемного англійського мовлення
для студентів IV курсу (VIII семестр) спеціальності 014.02 Середня
освіта. Мова і література (англійська)

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М 54 Law Enforcement in Great Britain and the USA: Методичні рекомендації до змістового модуля 1 з практики усного та писемного мовлення англійською мовою для студентів IV курсу (VIII семестр) спеціальності 014.02 Середня освіта. Мова і література (англійська). Укладачі: Деркач Н.В., Яковенко І.В. – Чернігів: Десна Поліграф, 2022. – 92 с.

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Методичні рекомендації призначені для студентів IV курсу спеціальності 014.02 Середня освіта. Мова і література (англійська), які продовжують вивчати курс практики усного і писемного мовлення англійською мовою.

Методичні рекомендації складаються з трьох частин – “Thematic sections”, “Grammar and Writing” та “Supplementary Materials”. Перша частина містить вправи для формування лексичних навичок, розвитку вмінь читання та говоріння, друга – для актуалізації попередньо здобутих навичок і вмінь з граматики (модальні дієслова) на матеріалі з теми, а також розвитку вмінь письма. У третій частині пропонується додатковий матеріал для читання та обговорення.

Для студентів IV курсу спеціальності 014.02 Середня освіта. Мова і література (англійська).

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PART I. THEMATIC SECTIONS

Section 1. KINDS OF CRIME

Look at the statue on the cover. It stands above a famous court of law in London. (Which one?) What is the symbolic significance of the sword and the scales?

INTONATION PRACTICE



Pre-listening tasks

- 1) What is the subject matter of the text?
- 2) What functional style does this conversation belong to (informational, academic (scientific), declamatory (artistic), publicistic (oratorical), colloquial)?

FOOTBALL FANS CAUSE UPROAR DURING THE MATCH



In Barcelona today, supporters clashed, when England played their World Cup match against Spain, the present cup holders. England had held the champions to one-one until half-time, but soon after play was resumed a penalty was awarded against them. According to our reporter, Jim Bullock, the decision caused uproar among a group of England fans, and this in turn triggered an angry response from some opposing supporters in an adjoining section of the stand.

The referee stopped the game when violence spilled over onto the pitch, and there were several minutes of noisy confusion until local police restored order and escorted alleged ringleaders out of the stadium. Apparently, there were further disturbances in pavement cafes and bars in town after the match. No one seems to have been injured seriously, either inside or outside the stadium. It is not known whether the police made any arrests. After order had been restored on the pitch, England attacked vigorously, but the Spanish defence was too well disciplined for them, and

their hopes of appearing in the final ⚬ were dashed | when the opposition captain, ⚬ Marcos, ⚬ scored the winning goal, | just | thirty seconds ⚬ before time.

(From "Pronunciation for Advanced Learners of English" by D. Brazil)

Follow-up

2.1. a) note the length of the tone-units in the text (the number of stressed syllables in a tone-unit); b) what tone features are prevailing in the text? Correlate them with the functional style of the text.

2.2. Prepare expressive reading of the text.

VOCABULARY FOCUS

Types of crime:

a) minor offence (= misdemeanor), felony / a grave crime (e.g. burglary, larceny), premeditated / unpremeditated crime; homicide, murder – murderer – to murder, assassination – assassin – assassinate, manslaughter, molestation – molester – molest, assault (used by U.S. courts of law for attack) – assailant / attacker, strangulation – strangler – to strangle, kidnapping – kidnapper – to kidnap, drunk driving, to torture, rape – rapist, domestic violence, arson – arsonist – to set fire to smth./to set smth. on fire, to burn smth down;

b) treason, riot – rioter – to riot, looting, perjury, conspiracy, bigamy;

c) white-collar crime / corporate crime, tax evasion – to evade tax payment, fraud, swindler, crook (colloq.), bribery – to bribe, corruption – a corrupt official, embezzlement, forgery – forger – to forge, counterfeit (money) – to counterfeit, plagiarism, cybercrime, identity theft, copyright infringement, laundering money;

d) mugging – mugger, shoplifting-shoplifter-shoplift, burglary/break in/housebreaking – burglar – to burgle/to break into, (armed) robbery, bank robbery – robber – to rob, to hold up a bank, theft/larceny-thief(thieves) – to steal, smuggling/contraband-smuggler/contrabandist – to smuggle – smuggled goods/contraband, smuggling of weapons/arms (but: drug trafficking), drug pushing/dealing, pick-pocketing – pick-pocket – to pick-pocket, hijacking – hijacker – to hijack, carjacking;



e) poaching – poacher, hacking – hacker – to hack, stalking – stalker – to stalk, jaywalking, vandalism, hooliganism, littering, slander, libel, loitering with intent, to lurk, trespassing, illegal parking.

Miscellaneous: suspect (n, v), person of interest, recidivist, accessory / accomplice, alibi.

Punishment: revocation of a privilege (e.g. driver's licence, hunting permit, etc.), imprisonment, prison term, probation, court warning, parole, capital punishment, community service, fine, to fine someone; penal /'pi:n(ə)l/ servitude, prison/jail, prisoner, cell, to sentence someone to a punishment, to be sentenced to six months jail / to two years imprisonment / to pay damages, capital punishment, lethal injection.

Task 1. Practise pronouncing these words correctly.

Misdemeanor, felony, premeditated, unpremeditated crime, homicide, assassination, assassin, assassinate, manslaughter, molestation, molester, molest, assault, assailant, malicious mischief, strangulation, arson, arsonist, treason, riot, perjury, conspiracy, bigamy, fraud, embezzlement, forgery, forger, to forge, counterfeit, plagiarism, mugging, shoplifting, burglary, break in (N), larceny, smuggling, trafficking, hijacking, hijacker, poaching, stalking, jaywalking, turnstile jumping, vandalism, libel, loitering, to lurk, trespassing, suspect, to suspect, recidivist, accessory, accomplice, alibi, revocation of a privilege, permit, parole, extradition, penal servitude, lethal injection.

Task 2. Translate the given sentences into Ukrainian.

1. His **alibi** is that he was in the hospital on the day the murder took place.
2. President John F. Kennedy was **assassinated** in 1963. The **assassin** used a high-powered rifle to shoot him. The **assassination** occurred during a parade in Texas. The **assassinated** president was mourned by people all over the world.
3. He **assaulted** and killed an old man during the robbery.
4. She was charged with **assault** after she hit the other woman.
5. That money is **counterfeit**; it is worthless.
6. The **counterfeit** money was burned by the police.
7. The **counterfeiters** had a printing press in the basement where they had made the fake stamps.
8. Those supposedly "designer" clothes are counterfeits; they were not made by a famous designer.
9. Over a period of five years, he **embezzled** more than a million dollars from the bank where he worked. His **embezzlement** was not discovered until he ran away to Brazil. The **embezzled** money was never recovered.
10. Unfortunately, the club's treasurer was an **embezzler**, and the club no longer has any money.
11. Murder and armed robbery are **felonies**.
12. That **felon** was convicted of robbery.
13. His intent was not **felonious** when he took the money, but he was convicted of embezzlement and sent to jail.
14. The robbers **lurked** in the bushes outside of the house until the owners left.
15. The **lurking** man was spotted by the police.
16. He only had to pay a fine because possession of such a small amount of illegal drugs was a **misdemeanor**.

17. He committed **perjury** when he stated that he had had no knowledge of his friends' criminal intent. 18. Be careful not to **perjure** yourself with your testimony. 19. A **perjurer's** testimony is of no value to the court. 20. The **kidnappers tortured** and killed their victim when they realized that the ransom money was **counterfeit**. 21. The police are not supposed to use **torture** when they are interrogating a prisoner. 22. The robbery victim was **tortured** by memories of what had happened. 23. The woman said that she could not describe her **assailant** because it had been dark when the attack had taken place. 24. The police found two members of the gang **lurking** around the warehouse. 25. A farmer reported that someone has been hunting on his property. The authorities are looking for the **poacher**. 26. The **vandals** who broke into the museum overnight defaced the walls with graffiti and damaged priceless works of art.

Task 3. Translate the given sentences into Ukrainian.

1. There are laws against **blackmail** in the United States, but many victims are too frightened to go to the police. 2. The **blackmailer** demanded \$10,000 for his silence. 3. She was **blackmailed** for ten years by someone who had witnessed her crime. 4. The **blackmailed** man finally refused to pay any more, and admitted his secret to his wife. 5. Many people try to evade paying their taxes. **Tax evasion** is a common crime. 6. **Evaded taxes** cost the government a lot of money. 7. The story of their ordeal during the **kidnapping** was appalling. 8. The gangs of youths in the street were **molesting** the people who were trying to get to their cars. Several people were robbed and several others were beaten. 9. The woman was beaten and sexually **molested**. 10. Many cases of child **molestation** are reported each year. 11. The child **molester** should be imprisoned and given psychiatric treatment. 12. The **molested** woman gave a description of her attacker to the police. 13. She was **raped** by a man with a knife, who told her that he would kill her if she struggled. 14. The atrocious behavior of the **rapist** was condemned by his family. 15. Many **rapes** are not reported to the police because the victim does not want to relive the ordeal in court. 16. There was a **riot** after the crowded rock concert and several people were hurt. 17. The prisoners **rioted** during their exercise hour and two convicts escaped. 18. The **rioters** broke store windows and stole some of the goods inside. 19. The murderer **strangled** his victim with his bare hands. 20. The victim died by **strangulation**. 21. The thieves' scheme to rob the bank was thwarted by the police. 22. The alleged burglars have been apprehended, and the woman whose van they had borrowed to transport their loot is being held as an **accessory**. 23. Having plotted against the throne, a **capital** offense, the convicted traitors paid with their heads. 24. The tenant in whose apartment the smuggled goods were found faces charges of possession of **contraband**. 25. The person who allegedly committed the stabbing will be charged with a **felony**. 26. Armed robbery is not a **misdemeanor**; it is a grave crime. 27. Pamela Noonan is filing charges of **plagiarism** against the writer who took several pages from her book and reprinted them without change as his own work.

Task 4. Write T if the sentence is true and F if it is false.

1. The police suspect the people with no alibis. (___)
2. Embezzlement is a white-collar crime. (___)
3. Counterfeit money has no real value. (___)
4. The police may suspect people who lurk near dark alleys. (___)
5. A felony is more serious than a misdemeanor. (___)
6. You should believe a perjurer. (___)
7. An assassin kills people. (___)
8. An assault is a misdemeanor. (___)
9. Torture is painful. (___)

Task 5. Match the words with their meanings. Rank the crimes according to the degree of their gravity.

1. murder	a. planning and causing the death of sb.
2. embezzlement	b. stealing money from the company where you work
3. jaywalking	c. destruction of public property
4. manslaughter	d. leaving rubbish in a public place
5. vandalism	e. publishing lies about sb.
6. littering	f. gaining money through dishonest means
7. fraud	g. unintentionally causing sb's death
8. slander	h. crossing the street in the wrong place
9. loitering with intent	i. remaining in a public place without an obvious reason
10. mugging	j. holding sb. against their will in order to gain sth.
11. libel	k. illegally entering sb's property
12. kidnapping	l. robbing sb. in the street
13. trespassing	m. publicly lying about sb.

b) In pairs, discuss the seriousness of the crimes above.

A: I feel that ... is the most serious by far because ...

B: Really? Actually, I think ...is even more serious because ...etc.

Task 6. Which crimes are described in the following situations? Fill the gaps with words from the list.

Rioting, shoplifting, stalking, hijacking, arson, robbery, murder, looting, mugging, hacking, drug-trafficking, theft, vandalism, burglary, blackmail, hooliganism, kidnapping, domestic violence, pick pocketing, fraud.

1. People broke into our house and stole our video camera. _____
2. Youths attacked her in the street and ran off with her handbag. _____
3. The pilot was forced to take the plane to Tashkent. _____
4. She killed him by poisoning his coffee. _____
5. Why do middle-class women steal food from supermarkets? _____
6. Having made no profit that year, he set fire to his own factory. _____
7. Crowds of protestors broke shop windows and stole goods. _____
8. They ran around smashing things and fighting other drunken youths. _____
9. He threatened to tell the newspapers unless he got a thousand pounds. _____
10. Someone has stolen my purse from my desk. _____
11. The clerk handed over the money when they threatened to shoot him. _____
12. The business used deception to obtain money. _____
13. They were accused of deliberately smashing the phone box. _____
14. The boy would be harmed unless his parents paid the money. _____
15. The woman was often seen with bruises on her face. _____

Task 7. Guess the crimes by the images representing them. Explain your choice.



Task 8. Circle the word in each line that is least related in meaning.

1) perjure – assassinate – murder; 2) fake – felon – counterfeit; 3) embezzle – wait – lurk; 4) misdemeanor – alibi – excuse; 5) steal – assassinate – embezzle; 6) lie – perjure – assault; 7) lurk – hurt – torture; 8) question – interrogate – embezzle; 9) assault – attack – counterfeit.

Task 9. In pairs, look at the words and expressions in the box below.

- a) Which are against the law in your country?
- b) Which are the *most* and *least* serious in your opinion. Give reasons.

dropping litter	jaywalking	drug pushing	fraud	spitting in public
arson	libel	kidnapping	manslaughter	treason
				suicide

Task 10. Look at the definitions of some crimes below and find words denoting the crimes in the word-box.

Rape murder smuggling blackmail mugging trespassing bigamy burglary

1) Breaking into a building and stealing something. 2) Being married to more than one person. 3) Getting money by threatening to tell a secret about somebody. 4) Taking things in and out of a country against the law. 5) Going on to privately owned land without permission. 6) Attacking and robbing someone. 7) Sexual assault. 8) The premeditated killing of someone.

Task 11. Here are some headlines from newspapers. Decide what type of crime is being referred to.

Crimes: terrorism, tax evasion, kidnapping, mugging, burglary, arson, drunken driving, armed robbery, murder, vandalism, theft, assault, prison break.

Headlines:

DANGEROUS PRISONER RECAPTURED.

Priceless painting stolen from Louvre.

KIDNAPPED BABY FOUND.

THREE INJURED IN BANK HOLD UP.

Seven people killed in train crash.

Pensioner attacked and robbed in broad daylight.

HOSTAGE RETURNED AS RANSOM PAID.

Man slain in Hyde Park.

Men escape with family heirlooms.

YOUTHS DESTROY TOWN HALL.

11 TEENS BEATEN UP AT ROCK CONCERT

28 CARS STOLEN OVER WEEKEND



Task 12. (06 – 4.mp3) Listen to the extract from a radio drama. Two police officers are discussing a major art theft from the fourth floor of a modern art gallery. Match the sentence beginnings and endings.

- | | |
|------------------------------------|---|
| 1. Anybody trying to do that would | A have opened the door from the inside. |
| 2. After that they might | B be hiding some information from us. |
| 3. So someone else must | C have been seen from the street below. |
| 4. Do you think he might | D have finished examining the building by now. |
| 5. But of course, he might | E have been expecting them and that he was part of the gang? |
| 6. I suppose he could | F have been lowered by rope from the roof. |
| 7. The driver must | G have been waiting nearby. |
| 8. The forensic team should | H be lying. |

Task 13. Circle the word that is least related in meaning.

- | | | | | | |
|------------|--------|----------|------------------|--------------|-----------|
| 1. assault | malice | rape | 5. ordeal | intimidation | threat |
| 2. steal | molest | embezzle | 6. thwart | stop | riot |
| 3. evil | malice | torture | 7. molest | hurt | blackmail |
| 4. avoid | rape | evade | 8. incriminating | famous | notorious |

Task 14. a) In your country, which crimes in Vocabulary focus are punished by:

- 1) prison sentence? 2) life sentence? 3) community service? 4) disqualification?
5) fine? 6) caution? 7) damages? 8) capital punishment / death?

b) What kinds of punishments would be suitable for these crimes?

- 1) blackmail 2) manslaughter 3) libel 4) arson 5) shoplifting 6) reckless driving 7) computer hacking 8) fraud 9) tax evasion

c) Are there any crimes in your country that are currently receiving a great deal of attention from the media?

d) Can you think of any crimes that are seen as less serious now than they were in the past?

Task 15. a) Complete the sentences by filling in the gaps with words and phrases from below.

- revocation of a privilege (e.g. driver's licence, hunting permit ● prison term ● fine
- probation ● court warning ● parole ● capital punishment ● community service

1. Because she was a minor without a prior record, the young teenager was let off with a _____. 2. The US is one of the last countries in the Western world which still imposes _____ for murder. 3. Considering his long criminal history, the judge sentenced the thief to a 10-year _____. 4. Due to good behavior, the inmate was released on _____ after having served only a third of his sentence. 5. Many say that imposing a _____ on people who speed is an inadequate form of punishment. 6. The actor was ordered to do sixty hours of _____ after being arrested for fighting in a public place. 7. It is forbidden for those on _____ to leave their city or country of residence. 8. _____ is effective in that it restricts your right to do something that you normally take for granted.

b) With a partner, discuss what other crimes can kinds of punishment from the box be suitable for?

A: I think that if someone is found guilty of murder they should be sentenced to a very long prison term.

B: I agree. I think they should be imprisoned for life.

Task 16. Divide these expressions into P (for Premeditated) and U (for Unpremeditated).

1) sudden fit of passion ____; 2) in cold blood ____; 3) plan the deed ____; 4) lose your temper ____; 5) on the spur of the moment ____.

Task 17. (Pair or small group work) Look at these maximum penalties in England. How do you think these compare with sentences in your country?

Penalties – England

In England there are no minimum sentences, except for murder, which carries a penalty of life imprisonment. There are maximum sentences for other crimes. Crimes are first heard by a magistrate, who can either pass sentence, or refer the crime to a Crown Court with a judge and jury. The table below features maximum sentences for some crimes. Sentences can be reduced for good behaviour, often by one-third or more. 'Life' sentences are rarely more than 14 years, and it would be possible to release prisoners after 7 years.

Crime	Magistrate Court		Crown Court	
	<i>Fine</i>	<i>Prison</i>	<i>Fine</i>	<i>Prison</i>
Burglary	£1000	6 months	unlimited	14 years
Grievous bodily harm	£1000	6 months	unlimited	5 years
Possession of firearm	£1000	6 months	unlimited	5 years
Possession of cannabis	£500	3 months	unlimited	5 years
Common assault	£500	2 months		
'Going equipped for stealing'	£1000	6 months	unlimited	3 years
Murder			life imprisonment	

Task 18. Look at this 'list of crimes'. Try and rate each crime on a scale from 1 – 10. (1 is a minor misdemeanour, 10 is a very serious crime). They are in no order.

1. driving in excess of the speed limit; 2. common assault (e.g. a fight in a discotheque); 3. drinking and driving; 4. malicious wounding (e.g. stabbing someone in a fight); 4. murdering a policeman during a robbery; 5. murdering a child; 6. causing death by dangerous driving; 7. smoking marijuana; 8. selling drugs (such as heroin); 9. stealing \$ 1,000 from a bank, by fraud; 10. stealing \$ 1,000 worth of goods from someone's home; 11. rape; 12. grievous bodily harm (almost killing someone); 13. shoplifting; 14. stealing \$ 1,000 from a bank, threatening someone with a gun; 15. possession of a gun without a licence.

b) What penalties for these crimes would you assign as a judge? Compare your list with another student's. Which of you would be harsher/kinder judge?

Task 19. Study table 1 below, then complete table 2.

Table 1

1. Crime	Definition	Criminal	Verb
murder	killing someone by plan	murderer	murder
manslaughter	killing someone without intention	-	-
shoplifting	stealing something from a store	shoplifter	shoplift (from)
burglary	breaking into a place to steal	burglar	burgle/ break into
robbery	stealing with (the threat of) violence	robber	rob
theft	general word for stealing	thief	steal
smuggling	taking something illegally into another country	smuggler	smuggle
arson	setting fire to something in a criminal way	arsonist	set fire to
kidnapping	taking a person hostage in exchange for money	kidnapper	kidnap

Table 2

2. Crime	Definition	Verb/verb phrase	Criminal
terrorism			
blackmail			
drug			
trafficking			
forgery			
assault			
pick-pocketing			
mugging			
arson			
hacking			
hijacking			
stalking			

Task 20. Put the right form of either rob or steal in the sentences below.

1) Last night an armed gang _____ the post office. They _____ \$2000. 2) My handbag _____ at the theater yesterday. 3) Every year large numbers of banks _____. 4) My bike was _____ while I was in the shop. 5) I've been _____. 6) They knocked him down and _____ of his watch. 7) There is a risk that rival companies will _____ our ideas. 8) The brothers planned to _____ a bank.

Task 21. Use each of the following words no more than once in completing the sentences below.

accessory	capital	charlatan	contraband	culpability
embezzlement	exculpate	extradition	felony	incarceration
inculcate	larceny	misdemeanor	penal	plagiarism
poacher	recidivist	subpoena	vandal	venue

1. Many who oppose the building of more prisons sincerely believe that _____ fails to rehabilitate the criminal. 2. A verdict of guilty seems likely; most of the evidence tends to _____ the defendant. 3. Claiming her client cannot get a fair trial in this district, the attorney is asking for a change of _____. 4. A farmer reported that someone has been hunting on his property. The authorities are looking for the _____. 5. The injured passenger is suing the bus company for criminal negligence, but it has denied _____. 6. Armed robbery is not a(n) _____; it is a grave crime. 7. Now that the fugitive has been arrested in New Mexico, North Dakota is asking for her return to face trial, but she has decided to fight _____. 8. Should a(n) _____, who time and again has lapsed into crime after supposedly being rehabilitated, be again given parole? 9. The person who allegedly committed the stabbing will be charged with a(n) _____. 10. The shoplifter was arrested and is being prosecuted for _____. 11. The _____s who broke into the museum overnight defaced the walls with graffiti and damaged priceless work of art. 12. Having plotted against the throne, a(n) _____ offense, the convicted traitors paid with their heads. 13. The alleged burglars have been apprehended, and the woman whose van they had borrowed to transport their loot is being held as a(n) _____. 14. Pamela Noonan is filing charges of _____ against the writer who allegedly took several pages from her book and reprinted them without change as his own work. 15. The defense attorney has called a witness whose testimony he hopes will _____ his client. 16. Though several of his patients have come to his defense, the record shows he never attended medical school and left high school without earning a diploma. He is evidently a(n) _____. 17. The person who witnessed the crime has been served with a(n) _____ directing her to appear in court to give testimony. 18. The tenant in whose apartment the smuggled

goods were found faces charges of possession of _____. **19.** Much of the industrial pollution tolerated in the past would be regarded as a(n) _____ offense today. **20.** If the treasurer has diverted pension funds to his own use, he has committed _____.

Task 22. In the blanks, write the most appropriate words from Vocabulary focus.

1. The attacker _____ in the shadows in the park until his victim walked by. **2.** The _____ currency looked quite real, but a careful inspection showed it to be worthless. **3.** She committed _____ with her false testimony. **4.** The parents of the murdered boy wanted his killer executed because they wanted _____ for his death. **5.** The police think that the missing money was _____; they think that the bank manager took it. **6.** She does not have to go to prison because the crime was only a(n) _____. **7.** President Kennedy was killed by a (an) _____. **8.** The prisoner refused to answer the questions of the _____. **9.** His _____ is that he was in school when the crime was committed. **11.** The thief _____ outside of the apartment building until he was sure that the building was empty.

Task 23. Answer the following questions.

1. Name two crimes which are only misdemeanors in your country. **2.** Have any political figures in your country been assassinated? **3.** Do you think that a crime committed in revenge by the victim of a crime is ever justified? **4.** Give an example of an effective alibi. **5.** How can a person avoid being assaulted? Do you think that it is a good idea to holler if you are being assaulted? Why or why not? **6.** How does the government try to prevent the production of counterfeit money? How successful are these methods? **7.** How can you tell when a person is lurking, and not simply waiting? **8.** Why do employees sometimes embezzle from their own companies? Do you think that embezzlement is as serious a crime as robbing a bank? **9.** Who lies in a court of law? **10.** What do you need if you are accused of a crime? **11.** Describe how inmates in penitentiaries in your country are treated. **12.** What would you do if you saw a man lurking around your neighborhood? **13.** Are youthful offenders in your country sent to reformatories? **14.** What would you do if you were sitting in your home at night and heard a shriek outside? **15.** Describe some behavior that you consider to be furtive. **16.** Are any convicts allowed out of prisons in your country? Under what circumstances? **17.** Which crimes require surreptitious behavior on the part of the criminal?

Task 24. Work in pairs. Scan the qrcodes below to describe the pictures (A-B). Hypothesize and speculate about the situation presented in the pictures using the phrases given below. Work according to the following scheme:

Student A speaks on Picture A (1 min.) → Student B comments on the same picture (30 sec.) → Student B speaks on Picture B (1 min.) → Student A comments on Picture B (30 sec.).



Set 1.



Set 2.



Set 3.



Set 4.



Set 5.



Set 6.

Task 25.

- a) Explain in your own words what forensic science means.**
- b) You will hear an interview with Dr. Lafford, a leading expert in the field of forensic science. For questions 1-5, choose the answer (A, B, C or D) which fits best according to what you hear.**

1. According to Dr. Lafford, Sherlock Holmes was a good forensic scientist because of his

A. psychological insight.	B. unbiased approach.
C. detailed observations.	D. medical knowledge.
2. Forensic scientists pay particular attention to

A. evidence of mutual contact.	B. items criminals have touched.
C. a suspect's clothing.	D. carpet fibres and human hair.
3. Dr. Lafford mentions the broken headlight to show that forensic science nowadays is

A. More complex than it used to be.	B. just as reliable as it was in the past.
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- C. not as time-consuming as it once was.
 - D. more straightforward than it was in the past.
4. According to Dr. Lafford, electron microscopes can
- A. produce conflicting results.
 - B. provide a chemical analysis.
 - C. sometimes damage evidence.
 - D. guarantee total accuracy.
5. Dr. Lafford mentions the broken headlight to show that forensic science nowadays is
- A. how its significance to a case is explained.
 - B. the use of advanced genetic fingerprinting.
 - C. the possibility of eliminating human error.
 - D. reducing the number of possible suspects.

Task 26. Read the following passage about homicide.

Homicide: Murder and Manslaughter Explained and Compared

Homicide is the killing of a person by another person. Sometimes homicide is a crime, sometimes it is not. If it is a crime, it is usually either **murder** (first or second-degree) or **manslaughter** (voluntary or involuntary). **Second-degree murder** and **involuntary manslaughter** are very similar to each other and it is often difficult to say which crime has occurred. For the defendant (the person accused of the crime), the

question is very important because the penalty for second-degree murder is much stronger than for manslaughter.



Second-degree murder is a homicide with what is called “**malice aforethought**”. This phrase has a special meaning and describes what was happening in the killer's mind at the time of the homicide. Malice aforethought means that one of

four things was happening in the killer's mind. The first is “**intent to kill**”. If the killer intended (wanted) to kill the person when he acted, that equals second-degree murder. The second type of malice aforethought is “**intent to inflict great bodily injury**”. If the killer did not want to kill but only seriously hurt the victim's body, that can also be second-degree murder. The third type of malice aforethought is “intent to commit a felony”. A **felony** is a serious crime like robbery, rape, and, of course, murder. So, if the killer intended to rob or rape someone and accidentally killed the person during the robbery or rape, that is also second-degree murder. The fourth kind of malice aforethought is “awareness of a high risk of death or serious bodily injury”. Even when the killer had no intention to kill or hurt anyone but he knew that there was a high danger that a death or serious injury would occur, that is also a second-degree murder.

Let's look at some examples of malice aforethought. If a man shoots his gun at another man's head because he wants that man to die, that is certainly “intent to kill”. If a man shoots his gun at another man's leg to break that leg, that is “intent to inflict great bodily injury”. If a man uses his gun to rob a bank and fires the gun to scare the bank employees and the bullet hits someone, that is “intent to commit a felony”. If a man simply shoots his gun near the head of another person as a joke and the bullet hits the person, that probably is “awareness of a high risk of death or serious bodily injury”.

Involuntary manslaughter is similar to this fourth type of malice aforethought. However, a homicide is involuntary manslaughter when the killer intends to do some **reckless** (highly dangerous) behavior and that reckless behavior causes a homicide. For example, if a person drives very fast on a busy street and kills someone, that could be involuntary manslaughter. This is not second-degree murder because there was no malice aforethought. Although driving very fast can be very dangerous the driver probably was not aware of a high risk of death or serious injury.

The above example shows how difficult it can be to decide which crime has occurred. What is “great bodily injury?” What is reckless? How do we know that the killer intended to kill or was aware of a high risk?

Task 27. Read the text below describing a hypothetical situation. Work in pairs. Pair A. will write an argument showing that Mr. Roth is guilty of involuntary manslaughter; pair B. will write an argument showing that Mr. Roth is not guilty of involuntary manslaughter. Use only the facts that you have.

A judge recently summarized the law of involuntary manslaughter: “A person is guilty of involuntary manslaughter if he recklessly causes the death of another human being”.

FACTS: David Roth, 45, was hunting in the Maine woods with a friend. He fired at what he says he thought was a deer but instead killed Marjorie Weston, who was



standing in her backyard (the area near her house).

Ms. Weston was wearing white mittens (deer in Maine have white tails) but did not have on an orange blaze jacket (as is common for people to wear in hunting areas during hunting season), which hunters are required to wear. Mr. Roth was hunting in a lawful area (he was on property owned

by another person who allowed people to use it for hunting) but had no maps and was unfamiliar with the area. He says that he shot at a deer and did not know that there was a house in the area. Mr. Roth is a scoutmaster, father, husband, and hard worker with no previous legal or criminal problems. No traces of deer have been found near the house.

Task 28. Look through the following statements about murder. Which of them do you think are true? Read two extracts from a radio programme, in which doctors in Britain talk about their experience of homicide. Tick the statements below, which are true.

- a) Most murders are premeditated. _____
- b) A lot of murders are caused by alcohol or drugs. _____
- c) People who know each other do not often kill each other. _____
- d) Murders usually use more violence than is necessary to kill someone. _____
- e) In the USA there are more than 10,000 murders each year. _____
- f) It's quite difficult to get a gun anywhere in Britain. _____

Part of a radio programme about homicide

Extract 1

Fortunately for the police, killers rarely plan the deed. Few murders are committed in cold, calculating blood. More than half the homicides every year take place because of quarrels, revenge or loss of temper and that's the official classification. The result is not carefully tailored violence but overkill and Dr. West has seen it time and time again: 'Most homicides are unpremeditated, done on the spur of the moment, often associated with the use of alcohol or maybe drug related. Most of them occur in the domestic situation, or in the situation where individuals are known to each other. Where a sudden fit of passion is involved and the attack becomes frenzied there is usually repeated injury. In most deaths, homicidal deaths, far more violence than is actually required to effect death or serious harm is actually employed.'

Extract 2

'We had on one occasion a typical instance of people being volatile when there was an argument over a parking space and three people were stabbed by one chap who was upset over having his parking place pinched by this other group, and he took a plain common or garden knife from a table in a restaurant and stabbed at three people, two through the heart, two of whom died...'

That incident, the quarrel over the parking place, appalling though it was, sticks in the memory precisely because it was so unusual. In many cities in the United States it would be nothing. In America there are over twenty thousand homicides every year. If we had that sort of mayhem on our streets there'd be thousands of victims, not just 685. We're still a law-abiding nation, like the rest of Europe, and guns are not readily available except, of course, in Northern Ireland. Murder in that small part of the United Kingdom is dominated by the gun.

Task 29. Read the text about the capital punishment. Make up 4 questions to the text covering the major bulk of the text information.

Capital Punishment

Capital punishment is the legal killing of a person for a crime they have been proved in a court of law to have committed. In the US the **death penalty** is used in 38 states. In 1972 the Supreme Court decided that it was 'cruel and unusual punishment', which the Constitution does not allow, and it became illegal until 1977, when the Court changed its mind.

Each state decides what methods of **execution** (= killing) will be used. These include **hanging**, a **firing squad** (= a group of soldiers who shoot the prisoner), the **gas chamber** (= a room that is filled with poisonous gas), the **electric chair** (= a chair which sends a strong electric current through the prisoner's body), and a **lethal injection** (= an injection of a poisonous chemical).

In the US the death penalty is passed on people found guilty of murder. Although there are about 24 000 murders each year, since 1977 only 5000 people have been given the death penalty, and under 400 have been executed. Most people who receive the **death sentence** appeal to higher courts, and the sentence may be changed. The legal system moves slowly, so that a long time passes between the sentence being given and the execution taking place. The result is that there are over 3 000 prisoners **on death row**, i.e. waiting to be executed. The state governor can give a **stay of execution** (= a delay so that the prisoner has time to appeal to another court) or a **pardon**. This can happen at any time until the execution takes place.

Another reason why so few death sentences are carried out is that there is strong opposition to capital punishment. People argue that it is immoral, and that if a mistake is made it cannot be put right. They also say that the death penalty does not prevent people from committing murder. Another strong argument is that more African Americans are sentenced to death than other racial groups and this is unfair.

In Britain the death penalty for murder was abolished in 1965, but it can still be passed on anyone found guilty of treason (= crimes against the state). Many British people think that the death penalty should be brought back for crimes such as terrorism (= the use of violence for political aims) or the murder of a police officer, but Parliament has voted several times against this. In former times about 200 crimes were **capital offences**, punishable by **hanging**. The wooden **gallows** or **gibbet** on which criminals were hanged can still be seen in some places. Many criminals were hanged in public at Tyburn in London, and later at Newgate prison. Traitors were **hanged, drawn and quartered**, i.e. hanged on the gallows, then taken down whilst still alive and their intestines cut out. Their heads were cut off and their bodies cut into four pieces.

Section 2. POLICE AND COURT PROCEEDINGS: INNOCENT UNTIL PROVEN GUILTY

VOCABULARY FOCUS

People in the legal system: judge, prosecutor, constable, probation officer, solicitor, barrister, Justice of the Peace (JP), juror, defense attorney/counsel, district attorney, prosecuting solicitor, plaintiff (claimant), offender (the accused, defendant), magistrate (= Justice of the Peace), juvenile delinquent, to rule out an objection, convict, prisoner, inmate.

Police and court proceedings: A) to commit a crime/an offence, to accuse someone of a crime, to mirandize, to charge someone with a crime, to press charges against someone, to arrest sb. on a charge of, to be indicted¹ for (= to be accused of), to be taken into custody (= to be jailed, to be kept in custody), to be remanded in custody, to detain sb., detention;

B) to be tried, to stand trial, to put sb. on trial, to defend / prosecute someone in court, to plead guilty (not guilty), to inculcate / incriminate, to exculpate, culpability, to apply for probation, to release sb. on bail, subpoena; evidence, testimony, to cross-examine witnesses, contempt of court, to suborn a witness;

C) to sentence someone to a punishment, to give a sentence, to serve a sentence/time, a suspended sentence, to acquit a person of a charge (he was acquitted), to be convicted of an offence, a convict, jury, the jury reaches a verdict, the jury returned a verdict of guilty/not guilty, (to) appeal.

D) objection, to raise an objection, to withdraw an objection, objection overruled / ruled out, objection sustained. An **objection** is a formal protest raised in court during a trial. It is typically raised after the opposing party asks a question to the witness.



The judge then makes a ruling on whether the objection is “*sustained*” (the judge agrees with the objection and disallows the question, testimony, or evidence) or “*overruled*” (the judge disagrees with the objection and allows the question, testimony, or evidence). An

attorney may choose to “rephrase” a question that has been objected to, so long as the judge permits it. Lawyers should make an objection before there is an answer to the question [Wiki]

¹ A spelling-pronunciation diversity in INDICT is explained here: <https://www.merriam-webster.com/video/why-is-there-a-c-in-indict>

Task 1. What do the following phrases mean?

1) to be given a suspended sentence; 2) to be put on probation; 3) to be out on bail.

Task 2. Answer the questions.

1) Who investigates crimes? 2) Who sentences people? 3) Who lives in prison cells? 4) Who decides if someone is innocent or guilty? 5) Who presents evidence in court? 6) Who commits crimes?

Task 3. Practise pronouncing these words correctly.

Prosecutor, constable, solicitor, barrister, juror, plaintiff (claimant), juvenile delinquent, convict (n,v), inmate, to indict, indictment, to arraign, arraignment, to be remanded in custody, to plead, a plea, to inculcate/ incriminate, to exculpate, culpability, subpoena; testimony, to suborn, to acquit, acquitted, innocent.

Task 4. Study the expressions relating to the topic “Law and Order. Courts and Trials.” give their Ukrainian equivalents If necessary consult the dictionary to get prepared to.

When someone **commits a crime** [*breaks the law* and *does something wrong* / *illegal* / *against the law*], the police **investigate** [try to find out what happened and who is responsible]. If they find **a suspect** [a person who may have committed the crime], they **question the person** [ask questions]. If they are fairly sure the suspect committed the crime, they **arrest** that person [take him / her to the police station] and **charge him / her with the crime** [the police make an official statement that the suspect committed the crime]. The suspect may **go to court for trial**.

In court, the **prosecutor** [the lawyer for the government] must **prove** [provide facts to show something is true] that the person charged with the crime (now called the **defendant**) committed the crime; in other words, prove that the defendant is **guilty**. The **defense attorney** [the lawyer for the defendant] presents evidence showing that the defendant is not guilty. The **jury** listens to all the **evidence** [information about the crime, for and against the defendant] and then makes a decision. If the defendant **is convicted of the crime** [the jury says “guilty”] the judge will **give the sentence** [the punishment]. For example, if the person is convicted of murder, the sentence may be many years in **prison** [a large building where people are locked in]. The defendant then becomes **a prisoner** and lives in **a cell** [a small room in a prison]. For crimes that are not so serious (often called **minor offenses**, e.g., illegal parking), the punishment is usually **a fine** [money you have to pay].

Task 5. Translate the sentences into Ukrainian.

1. The police bring the prisoner from the jail to the courthouse each morning.
2. She is serving a five-year sentence in a federal penitentiary. 3. The teenage boys

were sent to a reformatory for youthful offenders. **4.** The accused soldiers were taken to the military stockade to await their trial. **5.** The convicts are confined to their cells except at mealtimes. **6.** The inmates are demanding better food and more exercise time. **7.** In the United States, an arrested suspect must be warned that anything he says may be used to incriminate him. **8.** The evidence found at the scene of the crime was quite incriminating, so the police arrested her. **9.** The incriminated woman demanded to see a lawyer. **10.** The criminal's intimidation of the witnesses frightened them so much that they refused to testify against him in court. **11.** The teenage boys admitted that their intent had been malicious when they had entered the old woman's house. **12.** They did not press charges because they wanted to avoid the ordeal of a trial. **13.** The police apprehended the suspect just ten minutes after the robbery occurred. **14.** The secret police pummeled the man during their interrogation. **15.** That criminal has been convicted of extortion, he forced people to pay him money in exchange for keeping their activities secret. **16.** The bank president has been arraigned on charges of embezzlement. **17.** The men that the police arrested will be indicted on a variety of charges tomorrow. **18.** The defense attorney has called a witness whose testimony he hopes will exculpate his client. **19.** Many who oppose the building of more prisons sincerely believe that incarceration fails to rehabilitate the criminal. **20.** A verdict of guilty seems likely; most of the evidence tends to inculcate the defendant. **21.** The shoplifter was arrested and is being prosecuted for larceny. **22.** Should a recidivist, who time and again has lapsed into crime after supposedly being rehabilitated, be again given parole? **23.** The person who witnessed the crime has been served with a subpoena directing her to appear in court to give testimony.

Task 6. Put these legal procedures in the order in which they take place.

a) (___) be convicted of an offence; (___) be charged with an offence; (___) be sentenced; (___) be arrested; (___) be suspected of an offence; (___) appeal; (___) stand trial; (___) be given bail or go into custody.

b) (___) the judge sums up; (___) there is a trial; (___) the accused is charged; (___) the judge passes sentence; (___) witnesses give their evidence; (___) a crime is committed; (___) the jury reach a verdict; (___) someone is arrested.

c) If you commit a crime you may be (___) accused; (___) arrested; (___) charged; (___) convicted; (___) interrogated; (___) paroled; (___) sent to prison; (___) suspected; (___) tried.

Task 7. Match the words below with the definitions.

Jury, prosecution, judge, defence lawyer, magistrate, defendant, court.

1. The person who decides on a sentence. **2.** The person who presents the victim's case. **3.** The person who presents the case of the person standing trial. **4.** The person

who stands trial. 5. The people who decide whether the person standing trial is guilty or innocent. 6. The place where a trial takes place. 7. The person who presides in a court for minor offences.

Task 8. Fill in the blanks. The first letter of each missing word has been given.

It's a crime

Thieves have been around for centuries, probably for as long as humans, but armed (1) r..... is a more recent phenomenon. Unfortunately women have always been the (2) v..... of rape and domestic (3) v..... (4) F..... has been around ever since printing has been used to make money or produce documents. Rich people or their children are sometimes (5) k..... and are not set free until a ransom has been paid. The twentieth century has seen the appearance of many organized (6) c..... such as hijacking and drug-smuggling or drug-trafficking. Statistics show an alarming (7) r..... in the rate of violent crimes to do with the (8) i..... sale of arms across the world. Perhaps the most recent crime of all is hacking into computers to access (9) i..... that helps competitors in industry. This increase in international crime makes one wonder whether it is still true to say '(10) C..... doesn't pay'.

Task 7. Here are some words connected with law and crime. Divide them into three groups, in whatever seems the most logical way.

Lawyer, member of a jury, judge, probation, smuggling, death penalty, bribery, hijacking, prison, lethal injection, rape, witness, fine, drunken driving, theft, detective.

Task 9. Look at the list of words, find out their meanings and use them to complete the gaps in the questions. Answer the questions for your country.

Innocent, guilty, prison, offence, weapon, arrest, lawyer, suspect, crime, legal, charged with, confess, custody, magistrate, trial, sentence, executed for, jury, judge, bail.

1. Are you innocent until you are proved to be _____, or the other way round?
2. If you are convicted of drug dealing, are you always sent to _____ or is there sometimes a fine?
3. Is it an offence to carry a _____, such as a gun or a knife?
4. If the police arrest you, are you allowed to call a _____?
5. If the police _____ you of a crime, is it legal to remain silent when they question you?
6. If you're _____ a crime, are you always kept in custody while you wait for a trial?
7. If you _____ to a crime, do you always get a lighter sentence?
8. Are there any crimes which you can be _____?
9. Is there always trial by _____ for serious crimes?

10. Who decides on a sentence? Is it the _____ or the jury?

Task 10. Complete the news reports below with words from the list. You may need to modify the nouns and verbs. You may need to use some words more than once.

Forged, sentence, prison, jury, extradite, suspended, convict, lawyer, prosecution, charge, appeal, guilty, fine, court, innocent case.

1. A court _____ the former boss of a first division football club to one year in _____ and another year _____ for rigging a soccer match. The sentence was harsher than the six-month term sought by the _____. The former football boss is to _____ against the sentence.
2. The mayor of a major town was found _____ of fraud when he was finally brought to _____ last month. He fled the country two years ago when an enquiry revealed he had been using taxpayers' money to finance personal projects. The former mayor was _____ from America in January. He received a two-year prison _____ and was _____ 10,000 pounds.
3. A _____ sentenced one of Europe's most wanted men to seven months' jail for possession of _____ documents. After serving the sentence he is likely to be _____ to Italy where he had escaped from jail after he was _____ of murder in 1991.
4. A 40-year-old man was found not _____ of murder by a _____ in Birmingham this week. The man had been _____ with the murder of a neighbour in May 1993 and had spent over a year behind bars before his _____ finally came to court this month. The man was overwhelmed with relief as he left the _____ with his wife. His _____ is making a compensation claim for the months he spent in prison.

Task 11. Fill in the missing words in the sentences below. Choose from the following:

arrested	probation	defence	juvenile delinquent	commit
solicitor	evidence	barrister	remanded in custody	proof
verdict	shoplifting	witness	Magistrate's Court	fine
imprisonment	charged	testimony	embezzlement	arson
prosecution	sentenced	burglary	Crown Court	bail

1. The number of young people who crimes has risen sharply in recent years. 2. Another house was broken into last week. This is the third in the area in the past month. 3. The judge him to seven years'for armed robbery. 4. After twelve hours, the Jury finally reached its.....; the prisoner was guilty. 5. Although the police suspected that he had been involved in the robbery, since they had no definitethere was nothing they could do about it.

6. He parked his car in the wrong place and had to pay a £20 parking 7. This is the fourth fire in the area recently. The police suspect 8. The shop decided to install closed-circuit television in an effort to combat the problem of 9. He wasby the police outside a pub in Soho and with murder. 10. There are two criminal courts in Britain — the for minor offences and the..... for more serious ones. 11. Ais a young person who breaks the law. 12. Ais someone who sees a crime being committed. 13. The lawyer who prepares the case for his or her client prior to appearing in court is called a The lawyer who actually presents the case in court is called a 14. The sum of money left with a court of law so that a prisoner may be set free until his or her trial comes up is called 15. The bank manager admitted taking £250,000 of the bank's money during the previous five years. He was found guilty of 16. The witness held the Bible in her right hand and said: "I swear by Almighty God that theI shall give shall be the truth, the whole truth, and nothing but the truth." 17. If a person is, this means that he or she is put in prison before his or her trial comes up. 18. Since it was his first offence, he was not sent to prison but put onfor 6 months. 19. At a trial, the barrister who speaks for the accused is called the Counsel for the, while the barrister who speaks against him is called the Counsel for the 20. The formal statement made by a witness in court is called a

Task 12. Replace the italicized words with a single word. Enter your answer in the space.

1. Judge Stevens is sometimes lenient with a first offender, but never with a(n) *chronic criminal*. _____. 2. The missing financier has been indicted for *stealing money entrusted to his care*. _____. 3. It often happens that a suspect allegedly guilty of a felony escapes severe punishment by being permitted to plead to a(n) *minor offense*. _____. 4. When Stella consulted her attorney about the *order summoning her to testify in court*, he advised her not to disregard it. _____. 5. Very high bail was set for the alleged dealer in *smuggled goods*. _____. 6. Adam's arrest was a shock. I cannot conceive of him as a(n) *person who maliciously destroys public property*. _____. 7. Though not present at the scene of a crime, a(n) *individual who aids in its commission* cannot escape culpability. _____. 8. The company will reinstate those suspended employees whom the investigators *clear of blame*. _____. 9. Never did any of the patients suspect they were being treated by a(n) *person with fraudulent claims to expert knowledge*. _____.

Task 13. Complete 1-10 with the correct form of a verb from the list and an appropriate preposition. There may be more than one possible answer.

accuse	release	acquit	charge	appear	crack	
lodge	find	sentence	defraud	ban	remand	arrest

- Four men have been _____ smuggling and will _____ a magistrate tomorrow.
- The 58-year-old man _____ blackmail has been _____ bail
- The gangster was _____ guilty _____ money laundering.
- The computer hacker was _____ ten years behind bars.
- After several motoring offences, Paul was _____ driving for two years.
- Two teenagers have been _____ custody in connection with the recent spate of burglaries.
- The defendants said they will _____ an appeal _____ the court's decision which ordered them to pay \$5 million in fines.
- A man was _____ late last night _____ being in possession of an illegal firearm with intent to commit robbery.
- She was relieved when the jury _____ her _____ attempting to _____ the bank _____ \$10,000.
- The police are _____ anti-social behavior to curb the rising number of street gangs.

Task 14. Complete the blanks with the correct form of the word given in brackets.

Last night, Joe Bloggs was arrested on (1) _____ (suspect) of robbery. The police had no (2) _____ (prove) that he had committed the crime and Joe denied the (3) _____ (charge) saying he had a good alibi. When he was put on (4) _____ (try), the police called several witnesses to the stand but Joe's (5) _____ (law) defended his client well and tried to prove that Joe had not done anything (6) _____ (legal). However, the jury found Joe (7) _____ (guilt) and he was sentenced to six months in prison. As Joe had never committed a (8) _____ (criminal) before this was a very heavy (9) _____ (punish). Most people were convinced of Joe's (10) _____ (innocent) and his lawyer appealed against the verdict.

Task 15. Complete the sentences using a suitable form of a phrase from the list.

Appear in court, commit (a crime), pay a fine (for -ing), suspect smb (of a crime), plead guilty / not guilty, arrest (smb for smth), face charges, take up a case, return a verdict of guilty / not guilty, accuse smb (of a crime), find smb innocent / (not) guilty, put smb on trial (for a crime).

1. The accused was _____ and sentenced to five years in prison. 2. I'm _____ tomorrow and the prosecution will be opposing bail. 3. The owners were _____ of setting fire to their own premises. 4. He was made to _____ of \$30 for parking in the wrong place. 5. She was arrested and _____ for murdering her husband. 6. The best lawyer in the country _____ her case and won it for her. 7. I'm _____ for the murder of your husband. 8. He was _____ stealing money from the safe but they had no real evidence. 9. You will be _____ a number of serious charges when you go before the judge. 10. The jury _____ not guilty. 11. You have _____ a minor offence and I will be lenient with my sentence. 12. If you _____ the judge will probably reduce your sentence.

Task 16. Fill in the blanks.

1. I have never broken the law and _____ a crime. 2. In the U.S., it is _____ the law to drive a car without a driver's license. 3. If you park illegally, you will have to pay a _____. 4. The police were fairly sure the woman had committed the crime, but they knew it would be difficult to _____ it in court. 5. The jury must decide if the defendant is innocent or _____. 6. In order to reach their decision, the jury must listen carefully to the _____. 7. If a defendant is _____ of murder, the _____ may be life in prison. 8. He has been in trouble with the police once before, but it was only a minor _____.



Task 17. Fill in the blanks with suitable verbs.

One of the two accused men _____ (1) at yesterday's trial. Although his lawyer _____ (2) him very well, he was still found guilty by the jury. Because the crime was serious, a _____ (3), the judge _____ (4) him to ten years in prison. He'll probably _____ (5) less than five years of the sentence. The other accused man was luckier. He _____ (6) and left the courtroom smiling.

Task 18. For questions 1-7, complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between three and eight words, including the word given.

1. Ignoring the brutal nature of the crime was not easy for me.

swayed

I tried _____ the brutal nature of the crime but it wasn't easy.

2. It's futile to appeal against your prison sentence.

point

There _____ against your prison sentence.

3. The visitor ignored the no-entry sign and walked straight into the Director's office.

attention

The visitor _____ the no-entry sign and walked straight into the Director's office.

4. Burglary in the home is not something most people recover from quickly.

get

Most people do not find _____ a burglary in their home.

5. The jury couldn't reach a verdict because of the complexity of the case.

prevented

The complexity of the case _____ a verdict.

6. The local authority stopped the children from playing games in the road.

end

The local authority _____ were playing in the road.

Task 19. 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.

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

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".

Task 20. Read all of the following statements. Then answer each question below.

Part 1. 1. Attorney General Di Lorenzo met with Senator Alvarez, Assemblyman Goldsmith, and Warden Alderman.() 2. Andrea O. failed in her endeavor to have her case tried in some locality other than Big Horn. () 3. After the jailbreak, Emil P. hid out in a mountain cabin put at his disposal by Phil E., a friend. () 4. Marisa W. posted signs around the perimeter of her acreage reading "Private Property: No Hunting." () 5. Joe B., arrested for reckless driving, was later charged with homicide when one of the victims died of injuries sustained in the fiery collision. () 6. The company headed by Elizabeth S. was mentioned as a polluter of the river, but she vehemently denounced the allegation. () 7. Despite fourteen

arrests and four indictments, Wadsworth T. has not spent a day in jail, though he has paid some fines. (___) **8.** Joe G., who stole the Greens' car for a joyride, was permitted to plead guilty to malicious mischief and was put on a year's probation instead of being sent to jail. (___) **9.** Hobart G. was afraid to testify and would have stayed away from the court if not for the penalty for nonappearance. (___) **10.** Only when it was announced that Pearl E. had won the writing contest did she begin to worry; she had taken her essay word for word from a magazine. (___)

Questions: **A.** Who was prosecuted for a felony rather than a misdemeanor? **B.** Who headed a penal institution? **C.** Who was served with a subpoena? **D.** Who was sentenced for a misdemeanor rather than a felony? **E.** Who repeatedly avoided incarceration? **F.** Who was an accessory? **G.** Who committed plagiarism? **H.** Who was denied a change of venue? **I.** Who was concerned about poachers? **J.** Who denied culpability?

Part 2. **1.** Until Hattie N.'s confession, Marcia B. was the prime suspect. (___) **2.** At the last minute, Governor Carlson commuted Sanford M.'s sentence to life imprisonment. (___) **3.** Bill L. discovered that turnstile-jumping is not a joke when he was charged with theft of services. (___) **4.** The investigation showed Ruth V. had used funds of which she was the custodian to build a cabana and swimming pool on her property. (___) **5.** It turned out that the diplomas in Doc B.'s office were forgeries, and that he had been practicing without a license. **6.** Between jobs as gas station attendant, roofer's helper, and security guard, Fred G. has been in and out of correctional institutions. (___) **7.** During questioning by the authorities, Sally O. was careful not to incriminate anyone else. (___) **8.** Friday night, Henry T. went on a spree of overturning garbage cans and smashing street lights. (___) **9.** In Helene Q.'s luggage, customs officers found heroin with a street value of more than a million dollars. (___) **10.** When Iowa petitioned California for the return of Dudley M. to stand trial in Des Moines, he instructed his attorney to contest the move. (___)

Questions: **A.** Who was a vandal? **B.** Who escaped capital punishment? **C.** Who avoided inculcating others? **D.** Who was a charlatan? **E.** Who committed petty larceny? **F.** Who was caught with contraband? **G.** Who was an embezzler? **H.** Who resisted extradition? **I.** Who was a recidivist? **J.** Who was exculpated?

Task 21. Answer each of the following in a brief paragraph.

1. Which penalty in your opinion is more fitting for a convicted murderer-incarceration for life with no possibility of parole, or capital punishment? Explain your position with reasons.

2. Should a prosecutor agree to allow an alleged felon to plead guilty to a misdemeanor to save the state the expense of a long and costly trial whose outcome is by no means certain? Why, or why not?

3. We are told that 10 percent of the criminals commit 50 percent of the crimes. Should we then hold only recidivists in our penal institutions and grant parole to all the other criminals? Why, or why not?

4. After a trial in which evidence you believe could have exculpated you was suppressed, you are fined \$100. Would you appeal the verdict through the labyrinth of the lower courts – even to the Supreme Court, if necessary – or would you try to forget about the whole thing? Explain.

5. Deborah never locks her car and habitually leaves her keys in the ignition. One day her car is stolen. Why has she in effect been an accessory to the crime of larceny?

TEXT WORK

Task 1. a) How confident are you that you would be acquitted if you were charged with a crime that you had not committed?

b) You are going to read a text on the history of human rights. Before you read, answer the questions below.

1. What do you know about the history of human rights? **2.** What do you think you might learn from the text?

c) Now read the text. What did you learn?

Task 2. Read the text again. For questions 1-10, choose from the sections (A-F). The sections may be chosen more than once.

In which section are the following mentioned?

- the view that a situation which had wreaked widespread havoc could not be repeated **1. ____**
- a recent consensus that an event had far-reaching global repercussions **2. ____**
- treating all sides equally during military conflicts **3. ____**
- the view that a protest against the flagrant injustice of a despotic monarch had far-reaching consequences **4. ____**
- surprise that widespread change came about in a relatively short space of time **5. ____**
- the suggestion that the unusual actions of a monarch were far ahead of their time **6. ____**
- an acknowledgement that a leader was prepared to justify his actions **7. ____**
- an expression of regret for mistakes made in the past **8. ____**
- the importance of something which officially tried to prevent a certain type of gender discrimination **9. ____**
- the idea that everyone should have the same opportunities for advancement **10. ____**

A HISTORY OF HUMAN RIGHTS

A.

In 539 BC, the armies of Cyrus the Great, the first King of ancient Persia, conquered the city of Babylon. But it was his next actions that marked a major advance for the human race. He freed the slaves, declared that all people had a right to choose s their own religion, and established racial equality. These and other decrees were recorded on a baked-clay cylinder in the Akkadian language with cuneiform script. Known today as the Cyrus Cylinder, this ancient record has now been recognized as the worlds first charter of human rights. It is translated into all six 10 official languages of the United Nations and its provisions parallel the first four Articles of the Universal Declaration of Human Rights.

B.

The Magna Carta, or 'Great Charter', was arguably the most significant early influence on the extensive historical process is that led to the rule of constitutional law in the English-speaking world. In 1215, after King John violated a number of ancient laws and customs by which England had been governed, his subjects forced him to sign the Magna Carta, which enumerates what later came to be thought of as human rights. Among them was 20 the right of the church to be free from governmental interference, the rights of all free citizens to own and inherit property and to be protected from excessive taxes. It established the rights of widows who owned property to choose not to remarry, and established principles of due process and equality before the law. 25 It also contained provisions for forbidding bribery and official misconduct.



C.

On 4 July 1776, the United States Congress approved the Declaration of Independence. Its primary author, Thomas Jefferson, wrote the Declaration as a formal explanation of why 30 Congress had voted on 2 July to declare independence from Great Britain, more than a year after the outbreak of the American Revolutionary War, as a statement announcing that the thirteen American Colonies were no longer a part of the British Empire. Congress issued the Declaration in several forms. It was initially 3s published as a printed broadsheet that was widely distributed and read to the public. Philosophically, it stressed two themes: individual rights and the rights of revolution. These ideas spread internationally as well, influencing in particular the French Revolution.

D.

In 1789, the people of France brought about the abolition of the absolute monarchy and set the stage for the establishment of the first French Republic. Just six weeks after the storming of the Bastille, and barely three weeks after the abolition of feudalism, the Declaration of the Rights of Man and of the Citizen was adopted by the National Constituent Assembly as the first step towards writing a constitution for the Republic of France. The Declaration proclaims that all citizens are to be guaranteed the rights of liberty and equality. Liberty was defined as 'being able to do anything that does not harm others'. Equality, on the other hand, was defined as judicial equality, which 'must be the same for all, whether it protects or punishes. All citizens, being equal in its eyes, shall be equally eligible to all high offices, public positions and employments, according to their ability, and without other distinction than that of their virtues and talents.'

E.

In 1864, sixteen European countries and several American states attended a conference in Geneva on the initiative of the Geneva Committee. The diplomatic conference was held for the purpose of adopting a convention for the treatment of wounded soldiers in combat. The main principles laid down and adopted by the later Geneva Conventions provided for the obligation to extend care without discrimination to wounded and sick military personnel and respect for the marking of medical personnel transports and equipment with the distinctive sign of the red cross on a white background.

F.

World War II had raged from 1939 to 1945, and as the end drew near, cities throughout Europe and Asia lay in smouldering ruins. Millions of people were dead, millions more were homeless or starving. In April 1945, delegates from fifty countries met in San Francisco full of optimism and hope. The goal of the United Nations Conference was to fashion an international body to promote peace and prevent future war. Its ideals were stated in the preamble to the proposed charter: 'We the peoples of the United Nations are determined to save succeeding generations from the scourge of war, which twice in our lifetime has brought untold sorrow to mankind.' The Charter of the New United Nations organization went into effect on 24 October 1945, a date that is celebrated each year as United Nations Day.

Task 3. Work through 1-5, referring to the paragraphs (A-F) in the text.

1. Find an example of a cleft sentence. Why does the writer use this? **(A)**
2. Which two words in **B** appear together but seem to be a contradiction in terms? Why?
3. Why does the writer use a colon after the word *themes*? **(line 36, underlined)**

4. Find a metaphorical expression. What does it mean? (D)
5. Which expressions suggest an emotional reaction on the part of the writer? What do the expressions mean? (F)

Task 4. Think of a recent human rights abuse story. Use the questions and language below to tell a partner about it.

Methods of fighting for human rights: campaign, petition, lobby, boycott, sanction, demonstrate, rally, hunger strike, march.

- 1) Were any of the methods above used to tackle the problem?
- 2) How effective were they?
- 3) Are there any other methods which you think should have been used?

Section 3. GUESSING GAMES

Task 1. Look at these statements. Discuss them with your groupmates.

- An eye for an eye, a tooth for a tooth.
- Judge not – lest you be judged.
- Certain criminals – sex murderers, terrorists and so on, deserve to die.
- Justice is nothing, unless it is tempered with mercy.
- Everyone deserves a second chance.
- If the state kills someone, then it admits there are circumstances where killing is justified. Having admitted that, it is then in no position to condemn murder.



Task 2. Read the text below and answer the questions.

1. What was Owen accused of? 2. Do you think his actions were justified? Why/Why not? 3. What do you think the jury decided?

A crime of passion

Reaching a verdict can be extremely difficult and complicated process, and juries sometimes have to balance a sense of justice against knowledge of the law.

Take the case of Stephen Owen, whose twelve-year-old son Darren had been killed after being knocked off his bicycle and crushed by a lorry. Mr. Taylor, the lorry driver, left the scene without reporting the accident. The police tracked him down, only to discover that he had never had a driving license. Mr. Taylor showed no remorse for what he had done, which greatly distressed the family. He was banned from driving and sentenced to eighteen months in prison for reckless driving, but served only twelve months.

Stephen Owen could not get over the death of his son. He was shaken by how quickly Taylor had been released from prison. When he discovered that Taylor had not stopped driving after his release, he wrote a letter to the Queen to ensure that the ban was enforced. Owen let the event take over his life entirely, becoming unable to lead a normal existence. He traced Taylor to his home in Kent, and confronted him in the street. With a sawn-off shotgun he fired twice at Taylor at point blank range, hitting him in the back and his common-law wife, Alison Barratt, in the arm. They survived, but Owen was charged with attempted murder.

At his trial, the prosecution said that his shooting of Taylor had been premeditated, but Owen claimed to have fired the gun in a moment of near insanity. At the end of the trial, the judge told the jury: 'Any parent must feel sympathy, understanding and compassion for a father or mother who receives a phone call only to hear of the death of a child.' But he warned the jury not to be swayed by understandable sympathy for Owen, and advised them to concentrate on whether Owen had any intent to kill at the time of the shooting, regardless of what had happened beforehand.

2.1. Read the text and underline examples of gerunds and infinitives. What constructions are they used in? Prepare examples of your own using the same gerund or infinitive constructions.

2.2. What is the difference between the use of the infinitive in these two sentences from the text? How does only change the meaning of a?

- a) The police tracked him down, only to discover that he had never had a driving license.
- b) He wrote a letter to the Queen to ensure that the ban was enforced.

2.3. Complete a-e using to or only to and a suitable word.

- a) Rod arrived at the airport check-in desk _____ that his passport had expired.
- b) The customs officer waved the car over to the inspection shed _____ the contents of the car boot.
- c) The judge adjourned the trial _____ the defence more time to prepare.
- d) The prosecuting barrister arrived in court _____ that an important witness in the case had not turned up.
- e) In order _____ your safety, the wearing of seat belts on the coach is compulsory.

2.4. In the following pairs of sentences, decide whether the verb should be in the infinitive or the gerund. Is there a difference in meaning between each pair of sentences?

- a) 1. I regret (say) that we have had no success in tracing a witness to the accident.
2. I regret (not/study) the instructions for evacuating the building more carefully.
- b) 1. Don't worry about losing the game. We tried our best (play) by the rules and that's all anyone can ask.
2. I tried (learn) the Highway Code last night but there was too much to take in.
- c) 1. Brad distinctly remembered (see) someone suspicious prowling around the street last night.
2. Remember (fill in) your passport application and send the correct fee when you post it.
- d) 1. The solicitor mentioned the existence of a will, then went on (outline) what it contained.
2. The lecturer in law went on (talk) for ages. In the end, nobody was actually listening to a word she said.
- e) 1. The council does not permit (cycle) in this park.
2. A visa permits tourists (enter) the country for a certain period of time only.
- f) 1. I dread (think) what Alan's going to say when he sees his motorbike has been vandalized. You know how proud he is of it.
2. Clare dreaded (have to) see her ex-husband again in court because she knew there was a danger of his becoming abusive.
- g) 1. I meant (put) my warning triangle in the car, but I never got round to it.
2. If you do join the police, it'll mean (work) unsocial hours.
- h) 1. Many restaurants now stop people (smoke) even if they are eating outside.
2. The security guard stopped (check) that the front entrance was securely locked before carrying out his routine inspection of the building.

Task 3. Here are some examples of crimes, and the penalties chosen by particular judges. Read them and try to answer these questions.

1. Was justice done? **2.** If you had been the judge would you have given a different sentence? **3.** Would you have chosen a lighter sentence, or a more severe one?

Manslaughter

(the act of killing someone, unlawfully, but not intentionally)

In 1981 Marianne Bachmeir, from Lubeck, West Germany, was in court watching the trial of Klaus Grabowski, who had murdered her 7-year-old daughter. Grabowski had a history of attacking children. During the trial, Frau Bachmeir pulled a Beretta 22 pistol from her handbag and fired eight bullets, six of which hit Grabowski, killing him. The defence said she had bought the pistol with the intention of committing suicide, but when she saw Grabowski in court she drew the pistol and pulled the trigger. She was found not guilty of murder, but was given six years imprisonment for manslaughter. West German newspapers reflected the opinions of millions of Germans that she should have been freed, calling her ‘the avenging mother’.

Murder

In 1952 two youths in Mitcham, London decided to rob a dairy. They were Christopher Craig, aged 16 and Derek William Bentley, 19. During the robbery, they were disturbed by Sydney Miles, a policeman. Craig produced a gun and killed the policeman. At that time Britain still had the death penalty for certain types of murder, including murder during a robbery. Because Craig was under 18, he was sentenced to life imprisonment. Bentley who had never touched the gun, was over 18. He was hanged in 1953. The case was quoted by opponents of capital punishment, which was abolished in 1965.

Assault

In 1976 a drunk walked into a supermarket. When the manager asked him to leave, the drunk assaulted him, knocking out a tooth. A policeman who arrived and tried to stop the fight had his jaw broken. The drunk was fined 10 pounds.

Shop-lifting

In June 1980 Lady Isabel Barnett, a well-known TV personality was convicted of stealing a tin of tuna fish and a carton of cream, total value 87p, from a small shop. The case was given enormous publicity. She was fined 75 pounds and had to pay 200 pounds towards the cost of the case. A few days later she killed herself.

Fraud

This is an example of civil case rather than a criminal one. A man had taken out an insurance policy of 100,000 pounds on his life. The policy was due to expire at 3 o'clock on a certain day. The man was in serious financial difficulties, and at 2.30 on the expiry day he consulted his solicitor. He then went out and called a taxi. He asked the driver to

make the note of the time, 2.50. He then shot himself. Suicide used not to cancel an insurance policy automatically. (It does nowadays.) The company refused to pay the man's wife, and the courts supported them.

Task 3. Express your opinion about the judgements. Use the linking words and expressions to help you do this.

1. Do you think that the verdict in P. Megginson's case was fair? Why? Why not? 2. Is it fair that the boy in Text 3 went free? Why do you think the court was sympathetic to him? 3. Do you agree with the verdict of manslaughter for 'Mr. Mustard'? Why do you think he was not accused of murder? 4. Do you think the law is too 'soft' where domestic violence, such as the 'Mr. Mustard' case, is concerned?

In my opinion...

It may be true that..., however...

But in practice, ...

Many people believe that...

But as far as I am concerned, ...

Text 1

A woman scorned

Pamela Megginson, 61, of The Bishops Avenue, Hampstead, was convicted at the Old Bailey in September 1983 of murdering her millionaire lover and sentenced to life imprisonment.

Cold fear swept over Pamela Megginson as she sat in a candlelit restaurant on the French Riviera. Across the dinner table was the elderly lover she now hated so much she could no longer even bear to look at him. Self-made millionaire Alec Hubbers, aged 79, had just announced that he was leaving her for a younger woman. Less than an hour later he was dead. The jilted divorcee had battered him repeatedly over the head with a champagne bottle.

Megginson, the daughter of an English country squire, and Hubbers, a Russian-born Jewish immigrant, had fallen head over heels in love many years before. For 13 years she shared his London mansion and lavish lifestyle when suddenly and unexpectedly there was a new love in his life. The life of luxury was about to end and Megginson felt humiliated and rejected.

Text 2

'Mr. Mustard' is jailed

House-proud husband snapped over supper

Mild-mannered Thomas Corlett, the house-proud husband who strangled his wife after a row over a tube of mustard, was jailed for three years yesterday after denying murdering his wife.

It took the jury just ten minutes to find the 58-year-old balding civil servant not guilty of murder, but guilty of manslaughter on the grounds of diminished responsibility.

Corlett, described as a man of ‘impeccable character’, had gradually taken over the household chores during his 26-year marriage, including cooking and cleaning. After his wife became ill with asthma, their relationship had deteriorated.

Medical witnesses at the trial said Corlett was like a house-proud housewife with a craving for perfection. A pent-up rage built up in him over his wife’s untidiness. His wife started going on holidays with a friend, never asking if he wanted to join them and never telling him when she would be back. In 1985 she forgot to send him a birthday card for the first time. Five weeks later the trivial row over the mustard led to her death.

The snapping point came when the couple sat down to a supper of sausages, green beans and mashed potatoes at their home in Middlesex on December 12, 1985.

On the spot on the table where he normally put his newspaper was a tube of German mustard. He moved it. His wife, Erica, 63, picked it up and slammed it down in its original place. During the quarrel Erica stood up and started flailing her arms. Corlett grabbed her by the throat and the couple fell to the floor. Corlett called an ambulance when she fell unconscious but minutes later Mrs. Corlett was dead.

Defense counsel David Farrington handed over a glowing reference from Corlett’s boss. The barrister said that Corlett would be extremely unlikely to offend again, and asked for him to be sent home, Judge Gerald Butler accepted that Corlett acted out of character but said that he could not take the lenient course being urged upon him.

Text 3

Sixteen-year-old Peter Stone went free yesterday after admitting killing his father with a home-made knife.

He stepped in as his parents were arguing one night and stabbed him through the heart. He told the police, ‘He hit my Mum in the face. When I was younger he used to hit her and I could do nothing’. But after his arrest the catering student said of his father, ‘He always loved me’.

Stafford crown Court was told that there had been a strong bond between father and son, but this broke down as 49-year-old Leonard Stone tyrannized his wife for four years after losing his job.

Stone, said to be ‘quiet, well-spoken and non-violent’ by police, is the youngest of six children.

His father became violent towards his 40-year-old wife Sylvia after losing his lorry-driving job because of a drunk-driving conviction nearly four years ago.

He became depressed and made several half-hearted suicide attempts – but always when someone was close by.

He frequently attacked his wife – although several months could go by without him raising his fists – and he spent periods in a psychiatric hospital.

Yesterday Peter Stone, from Walsall, was put on probation for three years after he pleaded guilty to manslaughter. Mr. Justice Kenneth Jones told him, ‘You are on the

threshold of your life. This is inevitably a burden you will have on your conscience and will have to carry over the years. I do understand the position in which you found yourself. I accept your father was a difficult man. Any father must understand nothing is quite so insupportable in the eyes of a son as violence offered by a father to a mother’.

And the judge referred to his courage in admitting the offence, and said he was taking ‘a perhaps exceptional course’.

He said, ‘I do it because I have faith in you. I hope you will in the future do everything in your power to justify the faith I’m showing in you.’

Task 4. Read the following court cases and discuss in groups whether the people are guilty or not.

What's your verdict

Joe, a 15-year-old, broke into his neighbour's house, burgled the house, locked the eighty-year-old woman in her bathroom and escaped in her car. At the trial, the defence pleaded not guilty to the charges with the reason of temporary insanity caused by Joe watching too much television. He watched more than six hours a day, loved crime programmes and had just watched a film which contained scenes similar to the crime he had committed

Was Joe GUILTY or NOT GUILTY of burglary and false imprisonment?

Max went to a second-hand car dealer named Harry and told him that he only wanted a car that had air conditioning. Harry said OK and pointed out a car. Max took the car for a test drive and then bought it without checking to see if it had air conditioning. When he got the car home, he discovered that the knob marked 'air' was for ventilation only. Max sued Harry for fraud and demanded compensation.

Was Harry GUILTY or NOT GUILTY of fraud?

James had been unemployed for over two years and needed a new suit to wear at job interviews. However, he did not have enough money. He happened to have the same name as the richest man in town, so he went to a tailor's and put a new suit on the other man's account, simply by signing his own name. He was charged with forgery, but he argued that he had not forged anyone's signature by signing his own name.

Was James GUILTY or NOT GUILTY of forgery?

Police began searching a suspected thief's home but couldn't find any of the stolen goods they were looking for. During the search, a police officer secretly took aside the thief's five-year-old son and said he would pay him five dollars if he showed him where the stolen goods were hidden. The boy accepted the money and took the police to the hiding place. When the police charged the boy's mother with burglary, she stated that the stolen goods should not be used as evidence and accused the policeman of bribing her child.

Were the police GUILTY or NOT GUILTY of bribery?

The manager of a shop was informed by a customer that a woman had taken something off a shelf and put it in her bag without paying for it. When he investigated, the manager saw articles similar to those on sale in the shop in the woman's clear plastic bag. At the cash-desk, the manager accused her of shoplifting. However, when the woman emptied her bag and the manager saw that she possessed no stolen items, he apologised. She pressed charges against him for slander.

Was the shop manager GUILTY or NOT GUILTY of slander?

Sally reversed her car out of her drive and accidentally ran over her flat-mate's dog which was sleeping in the car's path. The dog was badly injured and had to be treated by a vet. Sally's flat-mate Jane sued her for \$1000 in damages to compensate for the vet's fee. Jane argued that Sally had driven without due care and attention because she knew that the dog would often sleep on the drive and could not hear the car because he was deaf.

Should Sally be ordered to pay compensation?

In New York in the 1970s, a young woman whose surname was Cooperman went to court to have her name changed to Cooperperson. She was an active member of the Women's Rights Movement and because of this, she wanted to have a name which reflected human equality.

Should Ms Cooperman be allowed to change her name?

Diana consulted a plastic surgeon who told her that he could make her nose smaller and 'more harmonious with her other features'. After three operations, it looked much worse than before. Diana sued the surgeon.

Should the surgeon be ordered to pay compensation?

A male teacher who wore a small earring to work was sacked from his job. He claimed that he had been sacked because the school administration thought it was inappropriate for a male teacher to wear an earring and he accused the school of sexual discrimination.

Was the school GUILTY or NOT GUILTY of sexual discrimination?

During local government elections, a newspaper primed profiles of all the party candidates, but the profile of the Green Party candidate was completely unintelligible. Margaret, a member of the Green Party, thought that the newspaper had done it on purpose and so she wrote an angry letter to the editor. In order to make sure it was primed, she paid for it to be published as an advertisement. The newspaper printed it and then sued Margaret for libel.

Was Margaret GUILTY or NOT GUILTY of libel?

Task 5. a) Read the newspaper article and the letter in reply to it. Who do you agree with – the judge or the writer of the letter?

b) Work in pairs and talk about what Jack Lewis or Michael Phillips didn't need to do, should have or shouldn't have done.

Example: *He shouldn't have shot him. He didn't need to use his gun.*

A judge ordered an 82-year-old man to pay 4,000 pounds damages to a burglar who was trying to break into his house. Jack Lewis was asleep in his house in Maidstone, Kent, when he heard noises. He picked up his shotgun and went downstairs where he found Michael Phillips in the hall with a bag full of electrical equipment. Phillips claimed that because he was unarmed, he put the goods down and raised his hands when he saw the shotgun. Lewis said Phillips had turned to run out of the open front door, so he shot him. Phillips suffered minor wounds to the legs. In the trial, the judge said despite the fact that Lewis was defending his own property, the shotgun was unlicensed and in any case, it was not acceptable for people to take the law into their own hands.

Sir,

I'm writing in disbelief at the judgement passed on Jack Lewis yesterday. In my opinion, it is absolutely unfair to make him pay for his act of self-defence. In theory he has committed an offence by firing an unlicensed shotgun, and he should be prosecuted for this. But in practice the law should be more flexible. As far as I'm concerned, for a criminal to receive compensation for an injury sustained while carrying out a crime is quite outrageous.

Yours faithfully

Brian Forbes.

Task 6. Make sentences using should have and shouldn't have for the following situations.

1. Convincing forgeries of 50,000-rouble notes turned up in Vologda, 240 miles north of Moscow. The forgers had made one mistake, however: the word 'Russia', appearing prominently at the top of the bill, had a letter missing. —
_____ .
2. The raiders stole some 200 training shoes from a sports shop in Alfreton, Derbyshire. They won't find it easy to sell the shoes as they are all for left feet.
_____ .
3. Robert Ventham, 22, took his golf clubs with him on a smuggling trip to Gibraltar, with the idea of fooling Customs as to the purpose of his visit. As yet, there are no golf courses on the Rock of Gibraltar, Ventham was arrested on his return for possession of smuggled goods. _____ .
4. Edilber Guimaraes, 19, was arrested in Belo Horizonte, Brasil for attempted theft at a glue factory. He had stopped to sniff some of the glue he was stealing, fell over and spilt two cans, sticking himself to the floor. He was found 36 hours later and had to be cut loose by firefighters. _____ .

Task 7. What do the phrases in italics mean?

1. She takes absolutely no notice of anything I say. She's *a law unto herself*!
2. Ministers seem to regard themselves as *above the law*.
3. By sticking to *the letter of the law*, the spirit of the law could be lost.
4. If politics reflects *the law of the jungle*, beware of the tigers!
5. She could have at least waited until tomorrow to *lay down the law* so heavily.
6. When we *take the law into our own hands* we become little better than criminals.

Task 8. Discuss these questions with a partner:

MORAL DILEMMAS

1. You find a carrier bag full of money in a public toilet. Do you:
a) keep it? **b)** leave it there? **c)** take it to the police? **d)** do something else?
2. You see a friend of yours removing a computer from your place of work/study. Do you:
a) assume she's stealing it, but say nothing?
b) assume she's borrowing it and say nothing?
c) tell the boss/principal?
d) ask her what she's doing?
e) do something else?
3. You see someone shoplifting in a supermarket. Do you?
a) tell one of the assistants?
b) tell the shoplifter to put it back?
c) do nothing?
d) do something else?
4. You discover a phone box that lets you make free international calls. Do you?
a) call all your friends who live abroad?
b) tell everyone you know about it?
c) tell the phone company?
d) do something else?



Section 4. CRIME PREVENTION

VOCABULARY PRACTICE

Task 1. Read the text and make the list of factors influencing crime rate. Rate the latter based on the degree of their influence (from the most important to the least important one). Which of these factors are specifically topical in your country?

FACTORS THAT INFLUENCE CRIME RATE

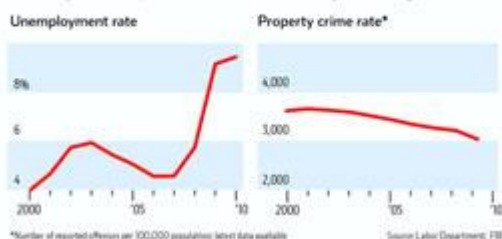
Criminologists have identified a variety of social, economic, personal, and demographic factors that influence crime rate trends. Some of the most important factors identified include:

Age. According to criminologists, seniors do not commit much crime compared to teenagers. They (criminologists) therefore argue that teenage population has extremely high crime rates. In addition, when the number of young males increases, so, too, do crime rates. Although criminologists fear that an increase in the number juveniles may signal an increase in crime rates, they also believe that if the number of senior citizens also expands, their presence in the population may have a moderating effect on crime rates.

Education. If someone is more educated they will most likely be making more money and stand to lose much more if they commit a crime and are caught and convicted. Income has the same effect as education because if someone has a higher income then they stand to lose much more in opportunity costs.

Unemployment vs. Crime

Over the past decade, crime has continued to fall despite a rise in joblessness.



economy reduces the number of valuables worth stealing.² It also seems unlikely that law-abiding middle-aged workers will suddenly turn to a life of crime if they were laid off during an economic downturn. However, although a poor economy may lower crime rates in the short run, long-term periods of sustained economic weakness and unemployment in a particular area can eventually increase crime rates when measured at the local level.

Other analysts consider that unemployment rate has a very large effect on the crime rate. When unemployment is high the crime rate will also be high. Besides, if an individual is unemployed they have less to lose because they³ do not have a job that they stand to lose if they commit a crime. This means that policy makers should do all in their power to lower unemployment if they want to reduce the crime rate.

² Also see: Hard Times, Fewer Crimes // The Wall Street Journal. - <http://www.wsj.com/articles/SB10001424052702304066504576345553135009870>

³ Also note the use of 'they' in the sentence instead of he/she

Poverty also has an effect on the crime rate because when people are living in poverty they are more likely to commit a crime when faced with the opportunity. This means that reducing poverty will reduce the amount of crime. In states that have better wealth distributions there will be less crime because there is less poverty and the wealth is better distributed.

Social Problems. As the level of social problems increases such as the number of single-parent families, school dropouts, level of ethnic conflict, and teenage pregnancies so too do crime rates. Crime rates are correlated with the number of unwed mothers in the population. It is possible that children of unwed mothers need more social services than children in two-parent families. As the number of children born to single mothers increases, the child welfare system will be taxed and services depleted.

Guns. The availability of firearms may influence the crime rate, especially the proliferation of weapons in the hands of teen. There is evidence that more guns than ever before are finding their way into the hands of young people. Guns also cause escalation in the seriousness of crime. As the number of gun-totting teens increases so does the seriousness of violent crime. For example, a schoolyard fight may turn fatal or into murder.

Gangs. Another factor that affects crime rates is the explosive growth in teenage gangs. Boys who are members of gangs are far more likely to possess guns than non-gang members. Criminal activities increase tremendously when kids join gangs.

Drug Abuse. Some experts tie an increase in crime rate to the increase in drug abuse particularly among the youth. The youths engaged in drug abuse are more likely to also be involved in drug trafficking gangs which may also be well armed. These well-armed gangs do not hesitate to use violence to control territory, intimidate rivals, and increase market share.

Justice Policy. Some law enforcement experts have suggested that a reduction in crime rates may be an outcome of aggressive police practices that target crimes. By ensuring that even the smallest infractions are dealt with seriously, aggressive police departments may be able to discourage potential criminals from committing more serious crimes. It is also possible that tough laws targeting drug traffickers and repeat offenders with lengthy prison terms can significantly affect crime rates; because the fear of punishment can inhibit some would-be criminals. Also, policy makers should consider spending the extra money on police expenditures which can have a huge effect on the crime rate. If there is more money spent for police expenses then the probability of getting caught will be higher.

Crime Opportunities. Crime rates may drop when market conditions change and an alternative criminal opportunity develops. For example, a decline in burglary may be explained in part by the abundance and subsequent decline in price of commonly stolen merchandise. Also, if there are changes in the market conditions, for instance an

introduction of highly valued commodities can create opportunities for criminal activities. E.g. thieves may begin targeting people carrying ipads.

Task 2. Complete the sentences 1-7 using the words in the box below.

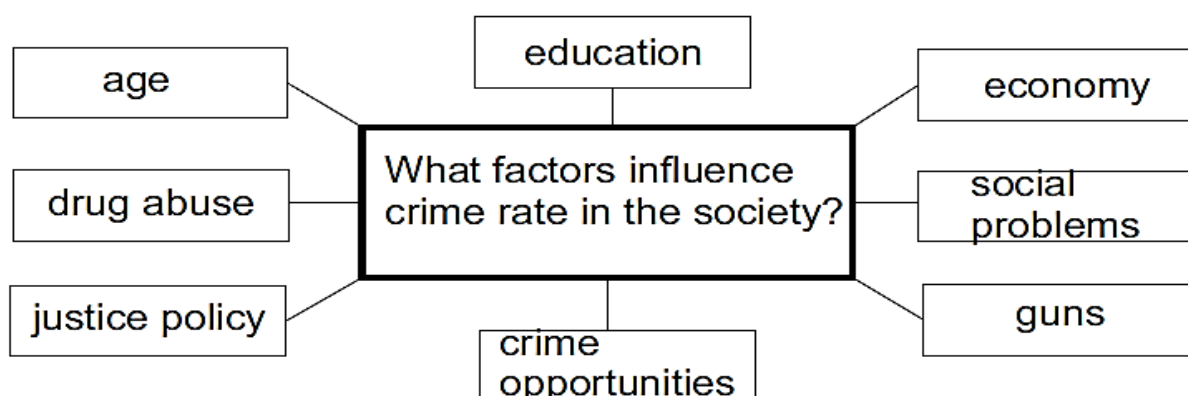
viable	grips	exacerbate	shortcomings	alleviate	grapple
discourage	insurmountable	touches	ongoing	underlying	

1. The possibility of eradicating crime seems _____.
2. The recent riots have revealed _____ in our country's criminal justice system.
3. The _____ problem is that the legislation only _____ the surface of the disadvantages that women face in society.
4. The government is to inject \$3 million into deprived areas to _____ poverty.
5. Corporal punishment in school tended to _____ rather than _____ misbehaviour.
6. His mother was asked to remove him because the staff never managed to get to _____ with his behaviour.
7. There seems to be a lack of _____ solutions on offer to _____ with the _____ problem of car theft.



Task 3. Speaking Paper. Part 3. Collaborative task.

a) Discuss the question and the given options within 2 minutes (3 minutes for a group of 3):



b) Discuss the question “Which of the mentioned factors is the most influential here in Ukraine?” **within a minute. Please, do not forget to negotiate the concluding answer 15-20 seconds before time is over.**



Task 4. (05 – 18.mp3) You are going to hear an interview with a government minister talking about crime statistics.

4.1. Before you listen, look at these newspaper headlines and match them with the crimes they refer to.

STREET ART SPRAYED IN CAPITAL More kids attacked in mobile thefts GUN CONTROLS FAILING, SAYS POLICE CHIEF Gang linked to 500 break-ins VEHICLE THEFT COST \$800M	A. burglary B. firearm offences C. street crime D. car crime E. vandalism
---	--

4.2. Listen to the interview. A) Which crimes are mentioned?

B) According to the minister, are these statements true or false?

1. The chance of being a victim of crime has fallen by 40% in the last ten years _____. 2. Peter Miles appointed a new head of the police service. _____ 3. The government has spent a lot of money on CCTV. _____ 4. The government copied the Make Amends scheme from another country. _____ 5. More people get mugged now than ten years ago. _____ 6. More people sell drugs now than ten years ago. _____ 7. The figures in the report are completely accurate. _____ 8. Violent crime is on the increase. _____

4.3. Listen again and complete these extracts with the exact words used in the recording.

- 1 Yes, indeed, I was delighted when Ithe figures.
2 This has meant that a much higher proportion of offenders during the last ten years than ever before.
3 People less graffiti in city centres, for example.
4 These a particular target for street robbers.
5 Well, it's certainly true that more people selling drugs.
6 If I can give a personal example, my house only last week.

Task 5. a) Read the text describing the public perception of crime. What antithesis is represented in it?

Fear and fascination



Fear of becoming a victim of crime has increased people are particularly afraid of being burgled. Some people, especially women and old people, are scared to go out alone in the evening for fear of rape or mugging. In some areas, parents do not allow their children to walk to school alone in case they are attacked or abducted

(= taken away). Many people now hesitate to go and help someone being attacked in case they are attacked themselves, but those who do go to help are seen as heroes. Despite this fear, many people enjoy stories about real and imagined crimes, especially murder. One of the most popular programmes on British television is *Crimewatch*, which asks the public for their help in solving real crimes. Other favourite *television programmes include The Bill and NYPD Blue*, and films of the *Inspector Morse* stories and novels by Agatha Christie. From *time to time* there is anxiety about the amount of violence shown on television and fear that it influences people's behaviour in real life.

b) Review the tips on preventing crime. Suggest some additional pieces of advice to ensure safety from criminal activity.

What can individuals do ***to prevent a crime from happening?***

Here are things some people do ***to protect themselves*** and their ***property***:

Don't walk along dark streets late at night by yourself.
Lock all doors and windows when you leave the house.
Don't wear expensive jewelry when you go out.
Leave lights on at home when you go out.
Install a burglar alarm.
Make sure your money is safe, e.g., wear a money belt.
Put money and valuables in a safe.

Refuse
To Be A Victim.

c) Scan the text below for methods employed in GB to prevent crime. Compare them with the methods popular in your country. Suggest alternative ones.

Crime prevention

At a local level, many British people have joined Neighbourhood Watch Schemes, which encourage people to report anything suspicious happening near their houses. There are more policemen on **the beat** (= walking round an area, not driving in cars) to prevent trouble. Community policemen go into schools to talk to children and teenagers to try to stop them from taking part in crime. In 1995, almost four out of ten offenders were aged 14-20. Young people are responsible for a lot of petty crime (= less serious offences) such as **shoplifting**, stealing from shops, as well as more serious crimes such as **arson** (= deliberately setting fire to a building), **drug-dealing** and joyriding (= stealing a car and driving it round the town very fast).



Closed-circuit television (= video cameras linked to special television screens in police stations) has been installed in many city centres to deter violence and prevent crimes such as **ram-raiding** (= driving a stolen car through a shop window and stealing the goods inside). Some people think that, because video cameras record the activities of innocent people as well as criminals, they are a threat to personal freedom. Nationally, there are repeated calls for harsher penalties and, sometimes, for the return of capital punishment to deter criminals.

Task 6. You are going to read some statements about crime prevention. For questions 1-11 choose from the statements A-E. Some of the statements may be chosen more than once. When more than one answer is required, these may be given in any order.

Which statement

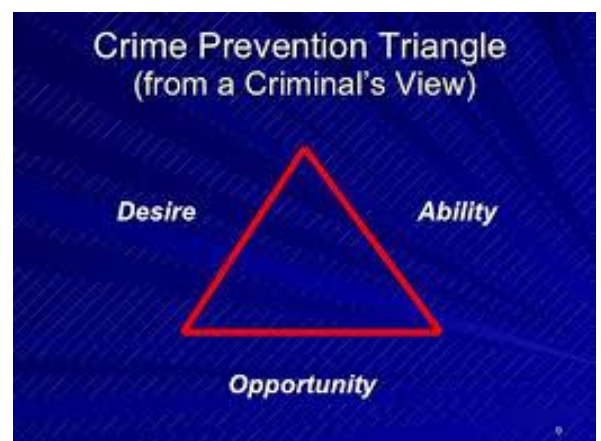
- (1) suggests installing an alarm?
- (2) places responsibility on the government?
- (3) blames unemployment?
- (4) suggests harsher punishments?
- (5) says that people are responsible for solving the problems?
- (6) suggests teaching children about crime?
- (7) blames television?
- (8) stresses preventing crimes?
- (9) suggests that citizens should be better organised?
- (10) disapproves of personal weapons?
- (11) says a bigger police force is needed?

Statement A

Although I am a police officer, I certainly don't believe that crime control is entirely the responsibility of the police force. I am convinced that prevention is the key to success and that all of us must work together to prevent crime. Not giving criminals the opportunity is the first step. Make your homes burglar-proof by always locking up, installing an alarm system and putting identification numbers on your valuable items. Make sure your garden and drive are lit up at night, and report any suspicious behaviour immediately. The more unattractive you make your home to burglars, the less likely it is that a crime will take place. The police are here to help you, but you have to help us as well.

Statement B

As a parent, I believe that young people are the key to crime prevention. Television and films make crime look exciting and romantic, and even modern music glamorizes crime. Of course, we can't control everything our children watch or listen to – it would just make them more rebellious if we tried to. The only way to fight these influences is through education. We must teach young people - both in school and at home - what the realities of a life of crime are, and how becoming involved in crime can ruin a young person's life. We must also show them by our own behaviour that crime is wrong. A parent who cheats on his or her taxes, for example, cannot expect a child to see criminal activity as something to be avoided.



Statement C

I know that a lot of the young people in our area are becoming involved in crime, and that a lot of people blame television, the influence of parents and so on. But if you look at the statistics, you will find that most of these young criminals are school-leavers who cannot find jobs. These are young people who are more than willing to lead decent, productive lives given the opportunity. But it is exactly this opportunity which is lacking. If the leaders of our country would spend more money on developing job-training and job-placement programmes for our young people, I believe that crime would decrease dramatically. Of course, education plays a role as well, but I do believe that if young people had a proper occupation they would not be attracted to a life of crime.

Statement D

Since it's pretty evident that the government is not going to put more money into crime prevention, it seems obvious that inhabitants are going to have to do something themselves. Improving the organisation of the Neighbourhood Watch programme would be a good place to start. Cars have been broken into right in front of houses where people were supposed to be on duty. This obviously shouldn't be happening. What we need is proper training so that we can police our own neighbourhood. Not that I'm suggesting we arm ourselves – more guns lead to more violence in my view - but we do need to be more aware and have a systematic approach to crime prevention if we want to reduce the crime rate.

Statement E

People keep saying that crime is our responsibility - that if we protect our houses and teach our children properly we can solve the problem. But what about the criminals who are already out there? There obviously aren't enough police to prevent all the crimes that are going on - and of course we'd be better off if there were more of them - but why are so many known criminals out there committing crimes in the first place? If they were kept locked up longer and given longer prison sentences in the first place, this city would be a much safer place to live. I don't support the return of the death penalty, but I do believe that criminals should be punished severely and not just set free to continue committing crimes. Of course I realise that prisons are already overcrowded and expensive to run, but surely it's a false economy to release prisoners who are obviously not ready or willing to obey the law because more crime will be expensive for the taxpayer too.

Task 7. Read through this interview and find the most effective strategies to protect yourself. What would you add to the list?

A **Why did you start the 'Protect Yourself' programme?**

A good friend of mine was attacked and robbed last year on her way home from work. She wasn't seriously injured, but it really frightened her and she wouldn't go out alone. I started talking to her about protecting herself and she thought it would be a good idea to

form a group. Eventually we had so many people that it turned into a regular kind of night class.

B Who can take part?

Anyone who wants to, but mostly it's young women. We meet in an old building that's next to the big church on Wilder Avenue, from 6 to 7 on Mondays.

C Do you teach karate and stuff like that?

Not really. We tried some of that at first, but it wasn't very successful. There is a real karate class in the same building on Thursdays for people who want that. We still use some of the movements from karate when we talk about ways to escape, but we focus more on not getting into that kind of situation.

D What do you mean? How don't you get into 'that kind of situation'?

We talk a lot about not becoming a victim and thinking of ways to avoid being attacked. It's really more about awareness and how not to be an easy target. There are some statistics about assault victims that we talk about. For example, women with longer hair are more likely to be attacked than women whose hair is shorter or in a style that can't be grabbed.

E Is there anything else?

Clothing is another thing. Women in skirts and dresses are attacked more than those wearing jeans or trousers.

F When and where do most attacks occur?

At night, of course. But surprisingly, a large number of assaults occur in the early morning, before 8.30. They happen in isolated areas, parks, outside schools and office buildings before and after regular working hours. We advise women not to go alone to parking areas and garages in the morning or in the evening. But if you must, you should carry an umbrella or something like that and if you're going to your car have your keys ready.

G What's the umbrella for? Is it a weapon?

Well, it isn't: much of a weapon, is it? But we think it helps you feel more confident. We actually practise using the umbrella to keep someone at a distance while you shout and scream as loud as you can to discourage any attacker who wants you to be an easy victim.

H What should you do if you're actually attacked?

Be a problem. Grab fingers and bend them backwards. Bite hands. Stomp your foot down hard on the attacker's toes. Grab the skin under the arm above the attacker's elbow and squeeze as hard as you can. Move, twist, kick, scratch, fall down, scream and yell. Be hard to hold and make a lot of noise.

Choose one of the following as the final sentence of the last five paragraphs above (D-H).

1 We want you to be a difficult problem. (. .)

2 Maybe that's why there are also more attacks in warmer weather. (...)

- 3 You may be fighting for your life. (. .)
- 4 It isn't wise to stand out there searching for something in your bag. I,..)
- 5 A pony tail can make you very vulnerable. (...)

Task 8. Read the text and the following statements on its content. Mark whether they are true (T) or false (F).

Crime Prevention

What can you do to stop crime? Of course, it is the job of the police to fight crime. But we can call help to bring crime down. Most crime is against property, not people. And not many crimes are carefully planned. Most crimes are done by young men on the spur of the moment when they see the chance — an unlocked car or a door or window to a house or flat left open. A lot of people make things easy for burglars and car thieves like this. You can help stop a lot of crime by always locking up your car and home. This will also help the police, by giving them more time to fight serious crime. And that's good for you and your family — because it makes your neighborhood a safer place to live in.

There are not many violent crimes, and you are not likely to be attacked. But a lot of people are afraid that they will be mugged or raped. You can help keep yourself safe by doing the right things at home or out in the street. When you are at home make sure your house or flat is secure; always lock outside doors, draw your curtains after dark. Don't put your first name in the phone book or by your doorbell. Then a stranger won't know whether a man or a woman lives there.

Don't take short-cuts through dark alleys or across waste-ground. Walk facing the traffic so no one can pull up behind you. Don't hitch-hike or take lifts from strangers. If you often walk home in the dark, get a screech alarm from a DIY store and carry it in your hand to scare off an attacker. Carry your bag close to you and if someone grabs it, let it go. If you hang on, you could get hurt. Keep your house keys in your pocket. If you think someone is following you check by crossing the street to see if he follows. If he does, run to the nearest place with people and call the police.

Tell your children they have the right to be safe. No one can take that away. Children must know that their bodies belong to them, especially the private parts covered by their swim-costumes. Tell your children it's all right to say no, if someone tries, to hurt them. A lot of children are told to always do what grown-ups tell them. Bullies pick on younger children. Tell children to give up something a bully wants, like a bike, if they are going to get hurt. Tell them you will not be angry if they come home without it. Tell your children never to talk to strangers. Get them to tell you if a stranger tries to talk to them. Tell your children they can break rules to stay safe. They can run away, scream, lie or kick to get away from danger.

If you are doing a part-time job or go out in the evening this is how to be safe: be

sure your parents know where you are. Go out with friends and come back with them. If you go out alone, get a lift or cab there and back. Don't take a lift with someone you have just met. If you are looking for casual jobs, like babysitting, do it through family or friends. If you answer an advert, go with a parent or friend on the first day. Wherever you are, make sure you know how to make an emergency call and the quickest way out.

A lot of burglaries can be prevented. In three burglaries out of 10, the thief does not have to force his way in because a door or window has been left open. Burglars don't like locked windows because someone will hear breaking glass. They don't like security deadlocks on doors because they cannot open them from the inside and they have to get out through a window. Make sure your front door is strong. If it is thin, get another one. If you have a telephone entry system, don't let strangers in or hold the door open for someone who is arriving as you are leaving.

Most burglaries happen when a house or flat is empty. A time switch will put the lights on and off when you are out. This will make it look as if you are at home. Don't let your TV or video show through a window. Draw the curtains if you are going out for the evening. Get a friend or neighbour to look after your home when you are on holiday.

Don't make it easy for pickpockets. Carry your wallet in an inside pocket, not your back pocket. If someone bumps into you in a crowd, see if you still have your wallet or purse. Thieves like to steal cash. Never carry a lot of money. Never let your bag out of your sight. On holiday, take travellers' cheques. If you have a credit card and it is stolen, tell the card company straightaway. Keep their number handy. If you have a cheque book and card, don't keep them together. A thief needs your card to write a cheque.

Statements:

1. People aren't careful enough about their property. 2. You can't keep yourself safe by taking precautions. 3. Elderly women most often fall a victim of attackers. 4. A screech alarm may be of good use when you are walking at night. 5. Nearly half of the burglaries occur because the entry doors are left unlocked. 6. Young children shouldn't go to school and back home alone. 7. One is advised to have a companion when answering an advert for a part-time job. 8. Entrust your keys to your neighbours when leaving on holiday. 9. Kids should let their friends know where they go. 10. Never leave your bags unattended while traveling.



Task 9. (Bogus Callers) You will hear a talk given by a policeman to a group of parents. For statements 1-10, fill in the missing information.

Bogus callers gain entry by first 1. _____ and then 2. _____.

People easily believe representatives of 3. _____.

Other callers may pretend to 4. _____.

The front door should be fitted with 5. _____.

Official callers must first 6. _____.

If in doubt, you can 7. _____.

- A bogus caller could be working with another through 8. _____ .
 As an added security measure some companies use a 9. _____ .
 You can also judge callers by 10. _____ .



Task 10. (Burglar-Friendly House)

DO YOU LIVE IN A BURGLAR-FRIENDLY HOUSE?

You will hear a talk on some precautions one should take to secure his/her house from burglars. Read the following summary of the talk, then listen to the recording and fill in the gaps.

Once your house has been 1) it will most likely happen again, unless you make sure your house is not burglar- 2) Burglars think that the bigger the house, the richer the 3) are. Anything that signals nice possessions and 4) will catch the burglar's eye. You may complain about nosy 5) but it's good to know someone is watching your house while you are away. You shouldn't draw attention to new things by leaving empty 6) by the dustbin. You should be sensible and leave lights on in your 7) when you go out at night. An open 8) is an invitation to burglars. If you leave 9) milk bottles on the doorstep, you will give burglars the 10) light to break in. A good idea is to take photos of your possessions and label valuable items.



Task 11. (Mod.03 – Act.6.mp3)

MUSIC AND STREET CRIME

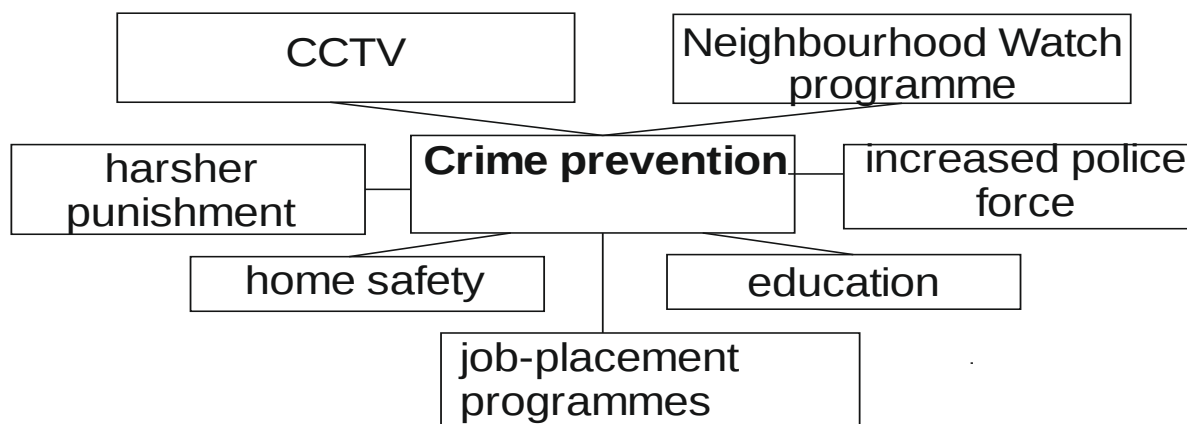
Listen to the part of the programme and answer the questions.

1. What scheme was introduced in London Underground? 2. Where did they borrow the scheme? 3. What music is played? 4. Do you think the scheme might help cut down on street crime?



Task 12. Speaking Paper. Part 3. Collaborative task.

a) Discuss the question 'What methods can be used to prevent crime?' and the given options within 2 minutes (3 minutes for a group of 3):



b) Discuss the question "Which of the mentioned methods do you think is the most effective?" within a minute. Please, do not forget to negotiate the concluding answer 15-20 seconds before time.

Task 13. Speaking Paper (Part 2).

a) Listen to two students talking about pictures B and D and make a note of the expressions they use to speculate about the pictures.

b) With your partner, look at pictures A-F and discuss what aspects of personal safety and freedom you think they show.

c) Listen to the task and work with a partner. Remember, you have about three minutes to do the task.



Task 14. Fill in the correct word derived from the words in brackets.

Terrorism can take many different forms and terrorists are 1) (*constant*) thinking of new ways to terrorise people. The most common methods have been bombing, 2) (*assassinate*), kidnapping and hijacking, but terrorists are evolving along with technology. They are becoming more 3) (*sophisticate*) and are making use of 4) (*technology*) advances. Even the most common methods, such as bombing, are changing due to the latest 5) (*develop*) like remote control and 6) (*detectable*) plastic 7) (*explode*). The 8) (*grow*) in the use of 9) (*poison*) substances and gases, and the possibility of terrorists obtaining a nuclear bomb are absolutely 10) (*horrify*).

Task 15. You are going to read a magazine article about terrorism. Choose from the list A-H the sentence which best summarises each part (1-7) of the article. There is one extra heading which you do not need to use.

- A** People focus their attention on unlikely targets.
- B** Terrorists can afford to make weapons capable of large-scale devastation.
- C** If we let ourselves be frightened then the terrorists have won.
- D** Terrorism is becoming more menacing than ever before.
- E** There has been an increase in the number of terrorists willing to give up their lives for their cause.
- F** Experts are confident that they have minimised the risks.
- G** Anti-terrorist arrangements must remain top-secret.
- H** Chemicals can spread rapidly through modern structures.

(1) Terrorism has always been a serious issue, but the days when it involved small-scale bombing and assassinations could be over. The future of terrorism is far more alarming.

(2) Fears of serious terrorism are wrongly centred. People always panic about the possibility of terrorists getting hold of nuclear weapons, but in fact the technology is very difficult to access. Another worry people often have concerns the possibility of our water supplies being poisoned. This is also implausible, as anti-bacterial filter systems in

reservoirs have been carefully designed to make poisons ineffective. The real threats are cheaper, more direct, and far more effective. The advancement of technology perfectly suits the purposes of terrorism: why bother trying to create your own nuclear weapons, for example, when you can blow up a nuclear power station instead? After all, it has been conveniently put there for you by the government.

(3) One major factor that has made terrorism so much more effective has been the alarming rise in "suicide terrorism" cases, such as the Hamas bombings in Israel, opening up endless possibilities for terrorists. One scenario has them hijacking a passenger jet and crashing it into a nuclear power plant – a prospect so alarming that the designers of one nuclear plant in America actually crashed a light aircraft into their own reactor to see how well it could withstand the impact. The damage was minimal, but nobody has ever tried the experiment in a Boeing 737 travelling at 600 mph! It is certainly a terrifying possibility because, while a fission reactor cannot explode like a bomb, it can experience what is known as "meltdown". This is when the highly radioactive core melts under intense heat and burns through the ground and into the water table below, causing widespread nuclear contamination.

(4) Biological warfare is another frightening prospect, especially as biological weapons are cheap to make, and therefore attractive to terrorist organisations. The effects are potentially devastating. One detailed American study looked at the test case of a small boat spraying anthrax spores into a light south easterly breeze from the southern tip of Manhattan Island. Anthrax is an airborne disease which is almost always fatal to humans. The report states 'If only half the target personnel are exposed if only half of those develop pulmonary anthrax: if only half the cases result in death, more than 600.000 deaths would occur.' The terrorists could also be long gone by the time the anthrax symptoms were identified in the victims.

(5) Chemical weapons are also cheap, and easy to get hold of. Once again technology has potentially aided the terrorists: air conditioning systems could provide the perfect way of distributing dangerous gas extremely quickly through a building. A mock chemical attack by the security services on the air conditioning systems of the White House and Capitol Hill in the late 1970s proved alarmingly successful. Had it been real, the President and the entire congress would have been killed. Gas has already been used in a terrorist attack. In 1995 religious fanatics released deadly sarin gas in the Tokyo subway. Twelve people died and more than 5,500 were injured, suffering temporary or even permanent blindness.

(6) How can incidents like this be avoided? "We have carried out intensive work over the last few years to install surveillance equipment in our stations," said a London Underground spokesman. "We also carefully train staff to recognise unusual smells and to evacuate stations speedily". Likewise, nuclear specialists say that power stations are extremely well protected against terrorists, containing emergency systems which immediately shut down power at the first sign of trouble.

(7) Terrorism works by acting directly on the public through intimidation. What makes it so interesting to us is the fact that, unlike many political activities, we are directly affected by it. Unfortunately, there is very little we can do about it except place our faith in the government, and hope that the measures taken to prevent terrorism are successful. But if we allow ourselves to be intimidated by it, then it has already worked.

Task 16. Read the magazine article about terrorism again then answer the following comprehension questions.

1. What forms of terrorism are mentioned in the text? 2. What mistaken fears are mentioned in the article? 3. Which are the real fears as far as terrorism is concerned? 4. What measures are taken to avoid terrorist attacks? 5. Why should we not allow ourselves to be intimidated by terrorists?

Task 17. Match the forms of terrorism with the relevant vocabulary.

- | | |
|----------------------|--|
| 1 bombing | a hostages, seize control, ultimatum |
| 2 assassination | b detonator, suicide bomber, to defuse |
| 3 kidnapping | c disease, virus, epidemic |
| 4 hijacking | d rifle, hit man, bodyguard |
| 5 chemical attack | e ransom, hide-out, abduct |
| 6 biological warfare | f poisonous gas, toxic fumes |

Task 18. Read the following headlines and decide what form of terrorism each headline describes, then choose one of the headlines and talk about it as if you were a witness.

THOUSANDS SUFFOCATE IN ATTACK ON TOKYO'S UNDERGROUND
PRESIDENT KILLED AT PEACE CONFERENCE.
EXPLOSION DESTROYS SHOPPING CENTRE
OUTBREAK OF KILLER VIRUS - WHO IS TO BLAME?
RANSOM FOR BUSINESSMAN'S SON.
180 HOSTAGES IN AIRLINE DRAMA.

Task 19. a) Underline the correct word, then list all the actions against terrorism.

The 1) rise / turn-up in terrorism and its use of advanced methods means that new 2) measures / measurements against terrorism have to be 3) adopted / adjusted. This can be a problem because if governments 4) depose / impose very strict controls, the rights of every 5) tenant / citizen are restricted as a result. One obvious course of action is longer prison 6) sentences / fines for convicted terrorists. But it is doubtful whether this will really discourage terrorists, because they are usually 7) determined / convinced to 8) make / commit their crime whatever the punishment is. Another 9) possibility / aspect is to increase security and 10) surveillance / invigilation in public places such as airports, official buildings, shopping centres and stations.

b) What can be done to prevent terrorism? Discuss the ideas in brackets, add other ones (e.g. harsher punishment, agreeing to terrorists' demands, more security at airports, reintroduction of the death penalty, limiting freedom of speech).

PART II. GRAMMAR AND WRITING

Section 1. GRAMMAR FOCUS: MODAL VERBS



Task 1. *Two police officers are discussing a major art theft from the fourth floor of a modern art gallery. Use the correct modal verb, then explain its use. Listen to the recording to check your answers.*

Could, must, need, should, may, might, ought to, would + negative forms

Police officer (female): So, how, on earth, did they manage to get in? There's no sign of forced entry.

Police officer (male): Well, I suppose they 1. _____ have got in through a window up on the fourth floor.

Police officer (female): But no one 2. _____ have dared to climb up the outside of the building. Anybody trying to do that 3. _____ have been seen from the street below. You don't think they 4. _____ 've been able to jump from the block across the road, do you?

Police officer (male): No, it's much too far. Of course, there's always the fire escape around the back of the building. They 5. _____ have climbed there reasonably easily. And after that they 6. _____ have been lowered by rope from the roof. If that was the case, people living in the block of flats behind the museum 7. _____ have seen something. So, we need to talk to them.



Police officer (female): Mmm. Right. But we 8. _____ n't interview everyone in the block. Just the people that have windows facing the museum. I'll arrange that.

Police officer (male): If it wasn't the window, the only other possibility is that they went in through the front door. Perhaps they forced the lock, but the lock didn't appear to be damaged at all.

Police officer (female): And the entry code is supposed to be known only by the security guard.

Police officer (male): So, someone else 9. _____ have opened the door from the inside.

Police officer (female): Only the security guard was allowed to stay in the museum after it closed. Do you think they somehow persuaded him to let them in? Maybe they just knocked on the front door and he opened it.

Police officer (male): He surely 10. _____ n't have done something as stupid as that.
Do you think he 11. _____ have been expecting them and that
he was part of the gang?

Police officer (female): But then, why 12. _____ they have attacked him?

Police officer (male): I don't know but we'd better find out all we can about that guard as
soon as possible. Now, who was it that raised the alarm?

Police officer (female): It was the head cleaner, who went into the building early this
morning. He 13. _____ have to know the entry code too.

Police officer (male): Yes, maybe. He says the front door was unlocked when he got here.
But he claimed he didn't see anything else unusual until he got to
the first floor. But, of course, he 14. _____ be lying.

Police officer (female): Yes, he 15. _____ know that he 16. _____ to have
called the police as soon as he found the door open. I wonder,
why he didn't. I think, we 17. _____ talk to him again. I
suppose he 18. _____ be hiding some information from us
and he 19. _____ be prepared to tell us more if we put a
better pressure on him.

Police officer (male): The other puzzling thing is – how they took the paintings away?
Apparently, they are very big, so the robbers 20. _____ have
had to bring a van around to the front of the building.

Police officer (female): The driver 21. _____ have been waiting nearby and drove up
when they'd got the paintings. They 22. _____ have loaded
the paintings up very quickly and 23. _____ have driven
straight up to a port or airport. Anyway, the forensic team
24. _____ have finished examining the building by now.
Once they've done that, I think we 25. _____ go and look
around ourselves.

**Task 2. Decide on the correct modal or semi-modal form and finish the sentences. There
may be more than one answer.**

1. I believe it is better for criminals to go to prison than to do community work.

Criminals _____ to prison instead of doing community work.

2. It is necessary to follow all the laws in a country.

You _____ all the laws in a country.

3. I think it is possible that the crime rate will increase in future.

I think the crime rate _____ in future.

4. Sometimes offenders can choose between paying a fine or doing community service.

Sometimes offenders _____. They can do community service instead.

5. Police officers are able to take early retirement because of the demands of their job.

Police officers _____ early retirement because of the demands of their job.

Task 3. Sentences 1-4 are from an essay. The student has used verbs that are too strong (e.g. will) or incorrect. Decide on the correct modal form. There may be more than one answer.

1. Criminals who don't have a strong enough punishment will reoffend_____.
2. People won't pay attention to the law if it is not strict enough_____.
3. Euthanasia must be legalized in all countries_____.
4. People who commit crime must go to prison so they can learn good behavior_____.



Task 4. Below is a response to a Speaking Part 4 question. There are mistakes in some of the sentences, both in terms of modal choice and construction. Correct the mistakes, then listen to the recording and check your answers. There are five mistakes.

Examiner: How can crime be prevented?

Student: Crime prevention must start from education. If people are not raised well, then they will commit crimes in the future. It's the responsibility of both parents and schools to educate children in the difference between right and wrong. This could be done in special ethics classes in schools, and perhaps parenting classes mightn't be a good idea for parents who are unsure of how to raise children with more moral values. These classes shouldn't be compulsory though as this might to be too expensive and unnecessary. However, although all parents mustn't go, it could be useful for those who are struggling. More information will help these parents.

Task 5. In Part 4 of the Speaking exam, you need to discuss certain ideas with your partner. You can often do this using modal verbs to give recommendations. Look at the following questions and answers. How could you continue the answers using modals? The first one is done for you.

Examiner: Do you think crime is increasing nowadays?

Student: I don't think so. I think we just see more about crime on the TV and in newspapers. + I think we shouldn't be too worried about crime, otherwise people might be scared to do the things they normally do in case something happens.

A. Examiner: What are the best ways to prevent crimes?

Student: I think a certain amount of crime could be prevented with education...

B. Examiner: Are any crimes acceptable?

Student: Yes, I think some crimes are more acceptable than others. For example we can't compare murder and driving too fast...

C. Examiner: Are there any crimes which you think shouldn't be crimes?

Student: Yes, I think some minor crimes, shouldn't be crimes...



Task 6. Questions E-I are recorded on the tape. Provide your answers during the pauses. Each pause is appr. 30 sec. long.

E. Why do you think people become criminals?

F. What do you think the role of prisons should be – punishment or rehabilitation?

G. What do you think is the best way to deal with juvenile crime?

H. Do you think people commit crimes because of violence on TV or in video games?

I. Is crime always linked to poverty?

Modal verbs as a hedging technique

Tip: When giving an opinion it can sometimes be a good idea to soften it by using hedges.

Task 7. Look at sentences 1-5. How does using each of the modal verbs affect the sentence?

- 1) A comprehensive ban on handguns *would / could* reduce crime levels.
- 2) Increasing jail sentences *could / will* act as more of a deterrent.
- 3) Targeting drink drivers *should / could* see a drastic reduction in road accidents.
- 4) CCTV cameras *may / might* make the streets safer.
- 5) Tackling truancy at school *can / will* reduce the number of young offenders.

Task 8. Complete sentences 1-5 with a suitable word. There may be more than one possible answer.

- 1) As a general _____ criminals tend to go for easy targets.
- 2) Hate crimes are, in a _____, akin to terrorism in that their effects are far more widespread than a simple assault.
- 3) Gang youths often compare their gangs to family, and in some _____ gangs resemble families.
- 4) It is _____ that repeated exposure to real-life and to entertainment violence alter cognitive, affective and behavioural processes.
- 5) It is tacitly _____ that the perpetrators of knife crime are representative of an alienated working-class youth.

Section 2. WRITING: WRITING A REPORT

A. WRITING A REPORT

Task 1. Read this exam question and answer questions 1-3.

You recently took part in a project which aimed to reduce juvenile crime by providing a programme of voluntary education and training courses for young offenders. You have been asked to write a report (260-280 words) for the local government on the impact of this programme based on feedback from questionnaires completed by course participants. In your report you should describe the strengths and weaknesses of the programme and make recommendations.

- 1) What solutions have been implemented to tackle the problem of juvenile crime?
- 2) What ideas do you think you would find in the report and how might they be organized?
- 3) What style do you think would be appropriate?

Task 2. Read this sample report and answer questions 1-5.

Introduction

This report evaluates the effectiveness of a recent training and education programme aimed at tackling the problem of juvenile crime. Teenagers with a history of offending were actively encouraged to attend free courses in disciplines ranging from IT to mechanics. Participants completed a questionnaire and the findings discussed in this report are based on their feedback.

Strengths

Attempts were made to increase the level of self-esteem of attendees. Notwithstanding some obstacles, the majority felt that their self-esteem had improved. A further aim was to equip the participants with the skills needed for employment. A number of attendees have managed to secure employment as a result of the course. In view of many of the participants' prior experience of education, attention was paid to fostering an interest in learning. 87% of those surveyed expressed a desire to further their studies.



Weaknesses

There was the perennial problem of truancy. A number of attendees, albeit a minority, were continually absent or late for the sessions. The voluntary nature of the course and the lack of any deterrent for such behaviour were the principle reasons. Overall, the majority of attendees completed the course. However, 5% failed to do so. With no provision for income, they had resorted to criminal activity for monetary gain.

Conclusions

The consensus of opinion was that the course was a positive approach, giving attendees the skills to break the criminal cycle rather than simply punishing their actions. For those candidates who did not feel the need to engage in criminal activity for financial rewards, this scheme has been successful. However, the course does not tackle a fundamental poverty issue that forces many of these candidates into a life of crime.

Recommendations

The best solution would be for the government to consider giving financial support to participants. This should lead to an improvement in student retention. We would also advise adopting more punitive measures for participants who are absent or late for courses.

- 1) Are any of your ideas from **task 1** mentioned?
- 2) How are the ideas organized?
- 3) How does the writer avoid repetition when presenting their findings?
- 4) What is the function of the modal verbs in the recommendations?
- 5) What formal linking words does the writer use?

Task 3. Follow these stages to write your report:

READ → THINK → PLAN → WRITE → CHECK

The local government has recently installed CCTV cameras in your neighbourhood. You have been asked to write a report (280-320 words) of local people's feelings about the installation. In your report you should describe the positive and negative effects of the introduction of the CCTV cameras and suggest any other measures that could be taken.

B. WRITING A NEWS REPORT

Task 1. Read the following table, then listen to the recording and fill in the missing information. Listen again, then retell the event in your own words.

A.

Time (When?):	early 1)
Place (Where?):	East Bristol
People involved (Who?):	one 2)
Events (What?):	✓ fire started on the 3) floor of an abandoned 4) ✓ a passing 5) spotted flames and 6)the fire services ✓ firemen fought the 7) ✓ firemen found a 8) unconscious ✓ he was taken to 9)Hospital
Cause(s) (Why?):	10)
Consequence(s):	fire 11) the house
Comments:	"I've never seen a fire like this. The man's just 12) to be alive."
Action taken:	the house will be 13) next month

B.

Incident:	gate 1).....
Place (Where?):	Wellgood Stadium in Barton
Time (When?):	early 2)
People involved (Who?):	one person dead, twenty others injured
Reason (Why?):	fault in 3)
Events (What?):	✓ 4) queuing up ✓ heard grinding noise ✓ gate 5)..... on top of the fans ✓ emergency 6) were called in ✓ injured taken to St Luke's Hospital ✓ Larry Martin was found to be 7) ✓ others in 8).....but stable condition
Comments:	terrible 9)..... – fans not to be blamed
Action taken:	stadium closed until a thorough structural 10)..... has been carried out

THEORY AND MODEL

A news report is a brief piece of writing for publication in a newspaper, a magazine or a newsletter giving factual information concerning an important current event. It is formal and impersonal in style, presenting facts objectively and unemotionally.

A successful report should consist of:

- a) a **short eye-catching headline**, giving the reader an idea of the subject of the report.

Headlines are an important feature of news reports. They should both catch the reader's attention and inform the reader about the subject of the report. Since headlines must be short, words such as articles, auxiliaries, etc. are omitted. E.g. instead of writing SOME ILLEGAL WEAPONS WERE FOUND IN AN ABANDONED FACTORY, the headline would read:

ILLEGAL WEAPONS FOUND IN ABANDONED FACTORY

Next, a **byline** presents author's name and specialty (e.g. crime, sport, etc.), and credentials (e.g. Staff Reporter)

- b) an **introductory paragraph** – a **Lead** (Paragraph 1) which summarises the event, including information about the people involved, the place, the time, etc. The summary includes the info on **Who? When? What? Where?** (so called **5W's** – the fifth **Wh** is **Why?** which is typically developed later). It is also popular in news reports to put the **placeline** (mentioning the place – Where?) at the beginning.

- c) a **main body** (Paragraphs 2-3..) in which the relevant information is developed in detail, including an explanation of the cause(s) and/or result(s) of the event; and

- d) a **conclusion** (the Final Paragraph) which mentions the significance of the event, future action to be taken, reaction/comments of a witness/spokesperson, etc. Mentioning what someone actually said adds accuracy to the news item, and it also helps to create “at the scene” feeling.

Points to consider:

- ❖ Give all necessary information accurately and in detail.
- ❖ Do not write about your feelings or your point of view concerning the incidents.
- ❖ Comment made by witnesses, victims, the police, etc. may be given in direct or reported speech: *“We won’t give in,” commented a workers’ spokesman. The two boys later admitted that what they had done was wrong.*

Passive voice and appropriate reporting verbs (e.g. *confessed, protested*, etc.) are widely used in news reports, together with a range of linking words and time expressions.

SAMPLE NEWS REPORT ANALYSIS

	<i>TWO SERIOUSLY INJURED IN CAR CRASH</i>
Who? (two people) What? (a collision) Where? (the junction of Mill Road and Wrights Lane, Westbridge) When? (early yesterday morning)	Two people were seriously injured in a collision at the junction of Mill Road and Wrights Lane, Westbridge, early yesterday morning.
Description of events (Jackie Hill, driving a yellow Nissan Cherry crashed into a delivery van; Mrs. Hill failed to notice stop sign; Mrs. Hill is in a serious but stable condition; van driver treated for head and back injuries.	Jackie Hill, 22, was driving a yellow Nissan Cherry when she approached the junction and crashed into a delivery van coming out of Wrights Lane. A local resident who witnessed the accident said that it was obvious that Mrs. Hill had not seen the stop sign at the junction as she had not slowed down. Mrs. Hill was on her way home from her job as a night nurse when the accident happened. She is said to be in a serious but stable condition at St. Michael’s Hospital. The driver of the van, William Stephens, 27, is being treated for head and back injuries.
Comments (neighbourhood association spokesman quoted, fourth accident at the crossroads), future developments (traffic lights to be installed)	A neighbourhood association spokesman commented later: “This is the fourth accident to happen at the crossroads in the past month. We have been lobbying for a set of traffic lights there for months, but so far nothing has happened.” According to city councilor David Wilkins, plans are being made to put up traffic lights at the junction in the near future.

QUESTIONS FOR SELF-EVALUATION:

1. Is the article related to the headline?
2. Are all 5W's present?
3. Is enough detail used?
4. Is there a quotation (or a reported quote) used?
5. Do you use 3rd person narrative?
6. Are there enough paragraphs?
7. Do you use proper spelling and grammar?
8. Is there a byline?
9. Is there a placeline?
10. Is there a good lead paragraph?

Task 2. Read the following notes from a reporter's notebook, and the brief news report which was written using these notes. Underline and number the notes in the order they appear in the news reports, then say why the writer has not included the other information. Finally, give a suitable headline for the news report.

Millionaire missing – kidnapped??

- Raymond Bradley (53) 15, Victoria St., Keswick

Police:

- abducted 17.45, Friday 17th Sept.
- possible involvement of organized crime syndicate – Bradley contributed to anti-drug fund
- suspect car found abandoned on shore of Lake Windermere
- investigations continuing

Wife (Candice, 48):

- offering reward of £50,000 for info
- "I never believed it could happen. It's like a nightmare."
- "The criminals are trying to get back the money they lost on drug sales."

Daughter (Wendy, 15):

- "He is the kindest man in the world. He was only trying to do some good, and now this happens."

Jeremy Walsh (witness, 38):

- "I saw him being pushed into a dark red Vauxhall Cavalier by a tall, dark-haired man in a black suit."

There is increasing concern for the safety of millionaire Raymond Bradley, who is believed to have been abducted from outside his home in Keswick on Friday afternoon.

He was last seen being pushed into a dark red Vauxhall Cavalier by a tall, dark-haired man in a black suit at about 5.45 pm on Friday. The vehicle was later found abandoned on the shore of Lake Windermere.

The police suspect that an organized crime syndicate may be responsible for Mr. Bradley's abduction, since he had recently helped to fund a scheme aimed at ridding the area of illegal drugs. His wife, Candice, fears that local dealers might now be seeking 'compensation' for their losses.

Mrs. Bradley is offering a reward of £50,000 for any information leading to the safe return of her husband. Meanwhile, the police are continuing their investigations.

Task 3. Read the news reports below, underline all examples of passive voice, and say which tenses have been used in each report. Finally, choose the best headline for each report from those given in the box.

BOMB LEFT IN SUITCASE

MASTERPIECE FOUND IN ATTIC

POLICE APPEAL TO PUBLIC

UNTITLED WORK SURVIVES

EXPLOSION ROCKS AIRPORT

1950 FIRE DESTROYS COLLECTION

A. A bomb exploded yesterday afternoon in the check-in hall of Hillsfield International Airport. Five people were killed and dozens more seriously injured in the blast.

The bomb went off without warning at 3 pm as hundreds of holidaymakers were preparing to board flights bound for Spain and Italy.

The explosion was caused by a substantial amount of plastic explosive connected to a timing device. The bomb was placed in a suitcase and left in the centred check-in area, which was crowded with people at the time.

The emergency services arrived at the airport within minutes to deal with the widespread panic and devastation. Their first priority was to transfer the injured to hospital and put out the fires. Doctors were also called to the airport to treat the people who were in a state of shock.

The airport will remain closed until further notice. No one has yet claimed responsibility for the incident and police are appealing to the public for any information they might have.

B. A painting by Pablo Picasso, which was thought to have been destroyed over forty years ago, was found by building workers in the attic of an old house in the village of Silverdale last Monday.

The builders were making alterations to the house when they made the discovery. The painting was wrapped in cloth and leaning against a wall in the attic, which was being cleared in preparation for restoration work.

The painting was believed to have been destroyed in a fire in 1950, along with several other well-known works of art belonging to collector Miles Duval. It is not clear how this particular work survived the blaze and came to be in the attic of the house.

The title of the painting has not yet been revealed to the public, but experts have verified that it is genuine and worth a great deal of money. The owner of the house, Mrs Brenda Freeman, said, "I had no idea it was there, so it's a wonderful surprise."

Task 4. Read the following opening paragraphs from news reports, and rewrite them by putting the verbs into the passive.

1 Children discovered a suspicious-looking package in a city-centre shop yesterday. The shop owner called the police, who sent a bomb-disposal team which successfully defused the package.

2 A man held passengers on a Manchester bus captive for an hour on Monday afternoon. Police later removed the kidnapper, who was unarmed. They believe the man was making a protest about public transport services in the area.

3 Police finally caught convicted arsonist Thomas Wells early last Sunday morning. Prison guards found that Wells had escaped ten days earlier. Investigators believe that he has set two warehouses on fire since his escape.

4 Late Monday morning the police arrested two men who were selling stolen car stereo systems to unsuspecting customers. They seized all the stolen goods and are holding the men in custody.

Task 5. Replace each of the underlined words/phrases in the sentences below with synonymous ones from the list.

Led to a public outcry, far-reaching repercussions, widespread fear, make a bid, fruitless, gave his seal of approval, wary, put paid to
--

1. The Education Minister agreed to the new government proposals to reduce subsidies to universities.
2. A Royal Air Force officer is planning to try to break the world land-speed record.
3. A fire at Weston nuclear power station has caused a lot of worry among local residents.
4. Attempts to promote non-biodegradable detergents have made a lot of people very angry due to the threat such products pose to the environment.
5. Residents were advised to be cautious of anyone acting suspiciously.
6. Accusations of embezzlement ruined the senator's hopes of running for president next year.
7. The Prime Minister's decision to raise taxes will have a serious effect on the lives of many Britons.
8. The police have appealed to the government following their unsuccessful attempts to stamp out crime among street gangs.

Task 6. Rewrite the following sentences in reported speech, using the reporting verbs from the list below. Each verb should only be used once.

announced, commented, denied, objected, refused

1. The Prime Minister said yesterday. "A new tax will be introduced from 1st January."
2. "That is not a matter I am prepared to discuss," the witness said to reporters.
3. "I don't like the fact that known criminals are released on bail while awaiting trial," said the judge.

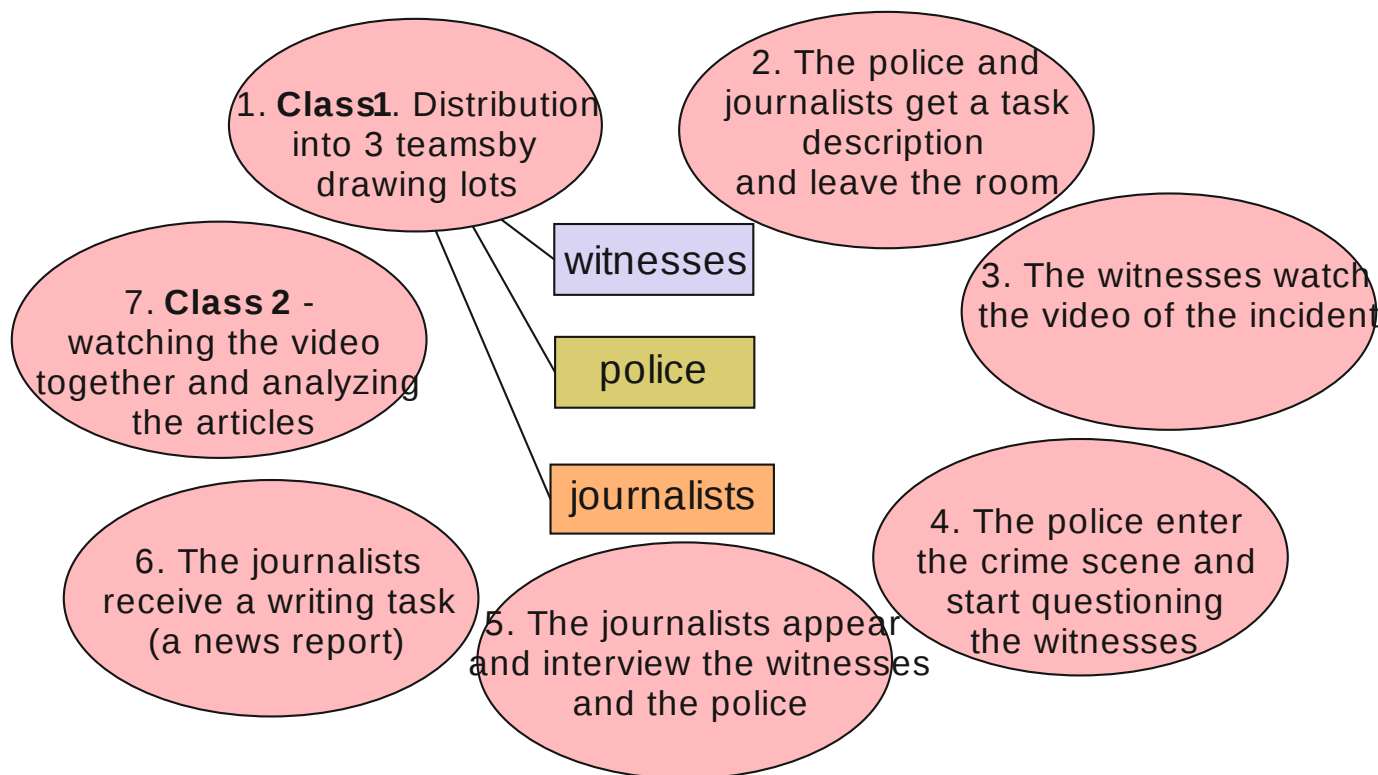
4. Mr. Bingley said, “I have never seen this woman before in my life, let alone tried to assault her.”
5. The spokesman said, “It’s worth noting that this is the largest crowd ever to have attended a Cup Final.”

Task 7. You work for the newspaper as a reporter. Write a news report about a major theft from the museum. Use the info from the box and the script of task 1 of the Grammar Focus.

Whitworth Art Gallery (Manchester, England)
 sometime after 9 pm on April 26, 2003
 three works of art estimated to be worth approximately £4 million (Vincent Van Gogh, Pablo Picasso, Paul Gauguin)

SIMULATION GAME ‘Crime reports’

Game Plan:



PART III. SUPPLEMENTARY MATERIALS

Section A. Law enforcement agencies and courts in Great Britain

The British Police

How much do you know about the 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, organised 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. Few people realise, however, that the police in Britain are organised 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 county councillors 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".



Interview with a police officer

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 are 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.

Self-check 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?

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



British police equipment

The Legal System in the UK

For historical reasons a different system of law is used in Scotland from that in England and Wales. Northern Ireland law is similar to that in England. Scots law was greatly influenced by Roman law. When making decisions Scottish courts look for an appropriate general principle and apply it to a particular situation. English law relies more on case law – a collection of previous decisions called precedents. English courts look at precedents for the case being tried and make a similar judgement.

English common law developed in Norman times when judges travelled round the country. Later, legal scholars collected together the most significant cases and they became part of case law. Another branch of law, equity, deals with cases involving rights and duties, e.g. in connection with contracts. These two branches were joined in 1873. A third branch of law – statute law, consists of laws made by Acts of Parliament. It describes general principles and is superior to case law.

From 1536 Wales became subject to the same laws as England. Law in Northern Ireland is based on case law, and on British and Irish statutes. By the time of the Act of Union between England and Scotland in 1707, both countries had well-established legal systems. The Act allowed both systems to continue and this resulted in the different legal practices still in use.

Civil and criminal law

Civil law concerns disagreements between individuals over rights and responsibilities. Many civil cases relate to business contracts. The plaintiff (= the person who claims to have been wronged) brings an action against the defendant (= the person accused) in the hope of winning damages (= a financial payment) or an injunction (= a court order preventing the defendant from doing something that is causing harm). Taking a case to court is expensive, but people who do not have enough money may qualify for legal aid.

Criminal law deals with offences that involve harm to a person resulting from somebody breaking the law. The most serious offences include murder, manslaughter and theft. Cases are brought against criminals by the state, in England and Wales through the Director of Public Prosecutions and in Scotland through procurators fiscal.

A basic principle of law in Britain is that anyone accused is innocent until proven guilty, so it is the job of the prosecution to prove beyond reasonable doubt that the defendant has broken the law as stated in the charge. If this cannot be proved the accused person must be acquitted (= allowed to go free, with no blame attached).

Courts in England and Wales

Every town has a 'Magistrates' Court, where minor cases are judged and more serious cases are examined briefly before being passed to higher courts. Cases are heard by three magistrates, called Justices of the Peace, who are specially trained members of the public advised by a legally qualified clerk. Young people under 17 are

sent to special juvenile courts.

More serious criminal cases are heard in the 'Crown Court', which sits at a number of towns in England and Wales. Cases are heard by a judge and a jury. At the end of a trial the jury decides whether the defendant is guilty or not guilty. If its verdict is 'guilty' the judge decides the punishment.

Minor civil cases, such as divorce and bankruptcy proceedings, are heard in the County Courts. More serious cases are heard in the High Court of Justice. This is divided into the Chancery Division, the Queen's Bench and the Family Division. Cases are heard by one or more judges sitting together. Appeals against decisions of the County Courts also go to the High Court.

Appeals from the Crown Court or the High Court go to the Court of Appeal. A few cases in which a question of law is in doubt are passed on to the House of Lords. Here the Lord Chancellor and Lords of Appeal, often called Law Lords make a final decision.

Courts in Scotland and Northern Ireland

Criminal cases in Scotland are heard in District Courts by members of the public called lay justice. More serious cases go to regional sheriff court and are heard by the sheriff and a jury. Juries in Scotland can give a verdict of guilty or not guilty, or decide that a case is not proven. This verdict is given when there is not sufficient evidence to convict the accused but when it is probable that he or she is guilty. Appeals go to the High Court of Justice in Edinburgh.

Civil cases begin in the sheriff court and may go on appeal to the Court of Session. This is divided into two Houses. The Inner House hears appeals from the sheriff courts, while the Outer House hears cases that were too serious to go to the sheriff court. In Northern Ireland minor cases are heard by magistrates. County Courts hear most civil cases and Crown Courts most serious criminal cases. They also act as courts of appeal from the Magistrates' Courts. The highest court in Northern Ireland is the Supreme Court of Judicature.

The legal profession



a solicitor

A person who needs legal advice usually goes to see a **solicitor**. Solicitor may represent their clients in Magistrates' Courts and since 1994 in the higher courts.

However, solicitors often use

barristers to represent their clients in the higher courts. Barristers are lawyers who have received special training and who have been called to the Bar.

They are not allowed to deal directly with the public and can only talk to their client if a



a barrister

solicitor is present. In court they wear a white curly wig and black robes.



**Queen's Counsels
(QCs)**

The most respected barristers hold the title **Queen's Counsel**. A Queen's Counsel (QC), or King's Counsel (KC) during the reign of a King, is an eminent lawyer (mostly barristers) who is appointed by the Queen to be one of "Her Majesty's Counsel learned in the law." The term is also recognised as an honorific. Queen's Counsel is a status, conferred by the Crown, that is recognised by courts. As members wear silk gowns of a particular design (see court dress), the award of Queen's Counsel is known informally as **taking silk**, and hence QCs are often colloquially called silks.

Successful applicants tend to be barristers with 15 years of experience or more. Barristers are called advocates in Scotland, and a solicitor or barrister represents a client in the English or Welsh courts is now often referred to as an advocate.



A high court judge

After many years in the courts barristers may be appointed as judges. Judges wear a white wig and red robes in court. They are highly paid and are sometimes accused of being remote from the rest of society.

Like everything else in Britain, British judicial costumes are regulated according to a myriad of ancient traditions, customs, and laws.

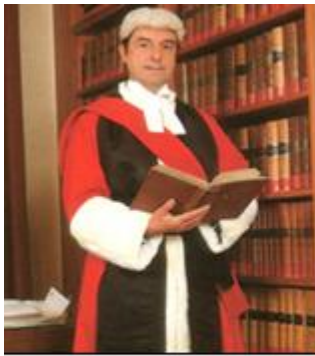


A lower court judge

Depending on which branch the judge belongs to, he could wear one of many different costumes. Unlike many other countries which limit their judges to wearing only red or black, in Britain judges wear almost every color. There are judges with blue robes, green robes, white robes, and even purple and pink ones.

There are several constants, however. All upper court justices in Britain wear the famous "full bottomed" powdered wigs while lower court judges wear the shorter "barrister" wig. This is a holdover from the time when judges were members of the aristocracy, and it was considered fashionable for important people to show off their social status by wearing long flowing wigs. Once a year there is a special ceremony in Westminster Abbey during which all of the nation's judges assemble to commemorate the start of the legal year. On formal occasions such as that, all judges wear "full bottomed" wigs.

Most British judges also wear a special stiff white "cross" collar, sometimes called "Geneva tabs."



A criminal court judge



A civil court judge



The Lord Chancellor

The exact origins of this collar are obscure, but some have speculated it was supposed to represent the twin tablets of the ten commandments that were carried by Moses. The same

collar is worn by high-ranking clergy within the Anglican church.

Britain's highest-ranking judicial official, and de facto Chief Justice is the Lord Chancellor. He wears a special gold and black robe, or at least he used to — it was officially retired during the Tony Blair administration (1997-2007).

WHAT'S THE DIFFERENCE BETWEEN A BARRISTER AND A SOLICITOR?

to be called to the Bar – бути прийнятим до колегії адвокатів

chambers – адвокатська палата (для баристерів)

litigator – сторона у судовій справі (у судовому процесі)

brief – короткий виклад справи, складений для баристера

vCab-rank rule. In English law (and other countries which adopt the rule), the cab-rank rule is the obligation of a barrister to accept any work in a field in which they are competent to practise, at a court at which they normally appear, and at their usual rates.

Barristers and solicitors are all lawyers, but they are different types of lawyers. One is not 'better', more experienced or more senior than the other. They have quite different training and expertise and do different types of legal work. The system that operates in England and Wales is a 'split' system, where there is a division of labour between these two types of lawyers. In some countries (such as America) there is a 'fused' system where all lawyers can (potentially) do all things, although of course they will tend to specialise.

Barristers are self-employed, while solicitors are not. Barristers aren't allowed to form partnerships or companies, they trade as sole traders, but group together for economy and marketing under one roof which is called a '**chambers**'.

Because barristers within one chambers are all independent from one another they can act on different sides in the same dispute, but solicitors in the same firm can't because they aren't independent and would have a conflict of interests.



Barristers are specialist advocates or specialists in a particular area of law (or both). Solicitors also specialise, and some do their own advocacy, but most solicitors are primarily litigators. This means meeting the client, working out what the case is, sorting out the paperwork, communicating with the other sides' solicitors and where necessary instructing a barrister to advise about the law or to go to court and represent the client on their behalf.

Barristers spend a lot of their time in court, talking to other barristers, dealing with witnesses giving evidence and addressing the Judge. Solicitors often come to court to support a barrister by taking a note or having the files to hand in case the barrister needs something. Increasingly often a barrister attends court without a solicitor. This is often more cost effective.

A barrister is often paid by the piece of work, i.e. attending a hearing, drafting a document. A solicitor usually bills by the hour. Barristers are usually sent to court because it's cheaper than sending a solicitor who bills by the hour or because the barrister is more experienced at dealing with the court side of the process (or both). A client can instruct a solicitor directly but to instruct a barrister you have to first instruct a solicitor as intermediary and they will instruct a barrister for you.

A barrister will often but not always deal with a case all the way through. However because a barrister is usually briefed each time a specific piece of work needs to be done (a hearing, a piece of drafting) there might be different barristers dealing with a case, although the solicitor will remain responsible the whole way through. This is because a solicitor is retained by a client and is responsible for dealing with what comes up as it comes up, but a barrister cannot always be available for a client to attend a particular hearing because these dates are not known at the outset. If a barrister has been previously booked to do something else for another client on the date in question she will have to honour that commitment. This called the 'cab rank rule' and it is what helps keep barristers independent by preventing them from picking and choosing the cases they want to do unfairly.

Contrary to popular belief both barristers and solicitors can become judges, although more judges have come from the bar than from the ranks of solicitors, and still do.

(Taken from: <http://www.pinktape.co.uk/uncategorized/whats-the-difference-between-a-barrister-and-a-solicitor/>)

Crime in Britain

Crime has increased in Britain, as in many countries, since the early 1950s, though recently the number of crimes reported to the police has fallen. In 1996 there were 9 700 crimes for every 100 000 people, of which the police solved 27%. Over 60 000 people are in prison for crimes they have committed.

People living in inner city and urban areas are the ones most likely to be victims of crime. **Burglary** (= stealing from a house) is twice as likely there as elsewhere. Theft (= stealing goods or property) is the commonest crime, though it fell by 14% in the period 1992-95. **Car theft** is relatively common: in 1995 almost one in five car owners had their car stolen, or had property stolen from inside it. **Criminal damage** or vandalism is an increasing problem. Offences that involve loss or damage to property account for 92% of all crime.

The number of violent crimes is increasing. Murders and different types of

assault (= violent attack) are usually widely reported by the media. The number of **rape** cases reported to the police went up by 50% between 1988 and 1992. **Robbery** (= taking property from a person by force) and **mugging** (= attacking someone in the street and stealing their property) also increased significantly. Racially-motivated attacks and crimes against children, especially sexual abuse and paedophilia (= sexual acts on children), arouse public anger and concern about moral standards.

In 1995 guns were used in 13000 crimes in England and Wales. The killing of a class of schoolchildren at *Dunblane*, Scotland in 1996 greatly increased public feeling against people being allowed to own guns and resulted in two Acts of Parliament banning public ownership of handguns. Since 1996 there have also been restrictions on the manufacture of some types of knives. It is now illegal to sell sharp-bladed knives to people under 16.

Prisons. Britain's system of justice relies heavily on imprisonment as a form of punishment. Until the late 18th century conditions in prisons such as Newgate were dirty and violent. In the 19th century conditions improved, thanks to the work of reformers like Elizabeth Fry. New prisons were built, in which most prisoners had their own cell facing into a large central area. Many of these prisons, such as Pentonville and Strangeways are still used today.

The type of prison in which criminals **serve their sentence** depends on their category. Category A prisoners are considered dangerous and are held in high-security closed prisons, such as Wormwood Scrubs. Prisoners may be kept in solitary confinement if they are likely to harm others. Category B and C prisoners are also held in **closed prisons**. Category D prisoners are trusted not to escape and are sent to low-security **open prisons**. Prisoners **on remand** (= waiting for their trial) are held in **remand centres**, but problems of overcrowding have resulted in many of them being kept in prisons or police stations. Young people aged 15 - 20 are normally sent to **young offender institutions**, sometimes called detention centres or youth custody centres. These have replaced the old Borstals. However, if space is not available, young people are sometimes sent to adult prisons. A prison is run by a governor who is responsible to the Home Office, and the prisoners are guarded by **warders**.

There is not enough space available in prisons for the number of people being given **custodial sentences**. Cells intended for one person now contain two or three. In the 1990s there were riots at several prisons because of poor living conditions. Despite this, some people think life in Britain's prisons is not hard enough. Some prisons are described as 'universities of crime', where prisoners gain new skills in breaking the law and have access to drugs.

Recommendation: watch the TV series '*Silk*' for better understanding of the British legal system. Provide at least 20 legal terms mentioned in Episode 1 of Season 1.



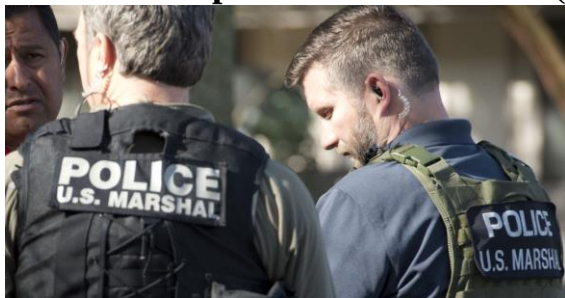
B. Law enforcement agencies and courts in the USA

LAW ENFORCEMENT IN THE USA

Law enforcement in the United States is one of three major components of criminal justice system of the United States, along with courts and corrections. Although each component operates semi-independently, the three collectively form a chain leading from investigation of suspected criminal activity to administration of criminal punishment.

Types of police. Policing in the United States is conducted by "close to 18,000 federal, state, local and city departments". Every state has its own agencies, and their powers, responsibilities and funding vary from state to state.

Federal. At the federal level, there exist both federal police, who possess full federal authority as given to them under United States Code (U.S.C.), and federal law enforcement agencies, who are authorized to enforce various laws at the federal level. The agencies have nationwide jurisdiction for enforcement of federal law. All federal agencies are limited by the U.S. Code to investigating only matters that are explicitly within the power of the federal government.



The **Department of Justice** (DOJ) is responsible for most law enforcement duties at the federal level. It includes the *Federal Bureau of Investigation* (FBI), the *Drug Enforcement Administration* (DEA), the *Bureau of Alcohol, Tobacco, Firearms, and Explosives* (ATF), the *United States Marshals Service*, the *Federal Bureau of Prisons* (BOP) and others.

The **Department of Homeland Security** (DHS) is another branch with numerous federal law enforcement agencies reporting to it. *U.S. Customs and Border Protection* (CBP), *U.S. Immigration and Customs Enforcement* (ICE), *Federal Air Marshal Service* (FAMS), *United States Secret Service* (USSS), *United States Coast Guard* (USCG), *Homeland Security Investigations* (HSI), and the *Transportation Security Administration* (TSA) are some of the agencies that report to DHS. It should be noted that the United States Coast Guard is assigned to the United States Department of Defense in the event of war.

The US Constitution gives the federal government the power to deal with foreign affairs and interstate affairs (affairs between the states). For policing, this means that if a non-federal crime is committed in a US state and the fugitive does not flee the state, the federal government has no jurisdiction. However, once the fugitive crosses a state line they violate the federal law of interstate flight and is subject to federal jurisdiction, at which time federal law enforcement agencies may become involved.

State. Most states operate statewide agencies that provide law enforcement duties, including investigations and state patrols. They may be called state police or highway patrol. In addition, the Attorney General's office of each state has its own state bureau of investigation. In Texas the Texas Ranger Division fulfill this role though they have their history in the period before Texas became a state.

Various departments of state governments may have their own enforcement divisions, such as capitol police, campus police, state hospitals, Departments of Correction, water police, environmental (fish and game/wildlife) game wardens or conservation officers (who have full police powers and statewide jurisdiction).

County. Also known as parishes and boroughs, county law enforcement is provided by sheriffs' departments or offices and county police. County police tend to exist only in metropolitan counties and have countywide jurisdiction. In some areas, there is a sheriff's department which only handles minor issues such as service of papers and security for the local courthouse. In other areas, there are no county police and the local sheriff is the exclusive law enforcement agency and acts as both sheriff and county police, which is more common than there being a separate county police force.

Municipal. Municipal police range from one-officer agencies (sometimes still called the town marshal) to the 50,000 person-strong of the New York City Police Department. Most municipal agencies take the form (Municipality Name) Police Department. Many individual cities and towns will have their own police department, with larger communities typically having larger departments with greater budgets, resources, and responsibilities.

Metropolitan departments, such as the Las Vegas Metropolitan Police Department, have jurisdiction covering multiple communities and municipalities, often over a wide area typically coterminous with one or more cities or counties.



Metropolitan departments have usually been formed by a merger between local agencies, typically several local police departments and often the local sheriff's department or office, in efforts to provide greater efficiency by centralizing command and resources and to resolve jurisdictional problems, often in communities experiencing rapid population growth and urban sprawl, or in neighboring communities too small to afford individual police departments. Some county sheriff's departments, such as the Los Angeles County Sheriff's Department, are contracted to provide full police services to local cities within their counties.

Police functions. There are three primary police agency functions:

- *Order maintenance* (keeping the peace or otherwise preventing behaviors which might disturb others). This can deal with things ranging

from a barking dog to a fist-fight.

- *Law enforcement.* Those powers are typically used only in cases where the law has been violated and a suspect must be identified and apprehended. Most obvious instances include robbery, murder, or burglary.
- *Service.* Services may include rendering first aid, providing tourist information, guiding the disoriented, or acting as educators (on topics such as preventing drug use). Because police agencies are traditionally available year-round, 24 hours a day, citizens call upon police departments not only in times of trouble, but also when just inconvenienced. As a result, police services may include finding lost pets or property, or checking locks on vacationers' homes.

General powers. Law enforcement officers are granted certain powers to enable them to carry out their duties. When there exists probable cause to believe that a person has committed a serious crime, a law enforcement officer can handcuff and arrest a person, who will be held in a police station or jail until a judicial bail determination or an arraignment⁴.

The practice of taking an arrested person on a perp walk⁵ has also raised concerns.

The Miranda warning (mirandizing a person under arrest) which can also be referred to as the Miranda rights, is a right to silence warning given by police in the United States to criminal suspects before they are interrogated. The Miranda warning is part of a preventive criminal procedure rule that law enforcement are required to administer to protect an individual who is in custody and subject to direct questioning. In *Miranda v. Arizona* (1966), the Supreme Court held that the admission of an incriminating statement by a suspect not informed of these rights violates the Fifth Amendment and the Sixth Amendment right to counsel. Thus, if law enforcement officials decline to offer a Miranda warning to an individual in their custody, they may interrogate that person and act upon the knowledge gained, but may not use that person's statements as evidence against him or her in a criminal trial. The concept of "Miranda rights" was enshrined in U.S. law following the 1966 *Miranda v. Arizona* Supreme Court decision, which found that the Fifth and Sixth Amendment rights of Ernesto Arturo Miranda had been violated during his arrest and trial for armed robbery, kidnapping, and rape of a mentally handicapped young woman. (Miranda was subsequently retried and convicted.)



⁴ /ə'reɪnmənt/ висунення звинувачення

⁵ a practice in American law enforcement of taking an arrested suspect through a public place, creating an opportunity for the media to take photographs and video of the event. The defendant is typically handcuffed. Prosecutors say it sends a message that no one is above the law, and the likelihood of being perp-walked after arrest deters criminal behavior on the part of offenders, especially white-collar criminals, who might otherwise believe they could successfully avoid conviction.

The Supreme Court did not specify the exact wording to use when informing a suspect of his/her rights, just a set of guidelines that must be followed. The typical warning states:

You have the right to remain silent and refuse to answer questions.

Anything you say may be used against you in a court of law.

You have the right to consult an attorney before speaking to the police and to have an attorney present during questioning now or in the future.

If you cannot afford an attorney, one will be appointed for you before any questioning if you wish.

If you decide to answer questions now without an attorney present, you will still have the right to stop answering at any time until you talk to an attorney.

Knowing and understanding your rights as I have explained them to you, are you willing to answer my questions without an attorney present?

Civil asset forfeiture. The Supreme Court ruled that law enforcement officers may enter a house without knocking if they have “a reasonable suspicion” that announcing their presence would be dangerous or allow a suspect to destroy evidence (for example, by flushing drugs down the toilet). In addition, rules on civil asset-forfeiture allow law enforcement officers to seize anything which they can plausibly claim was the proceeds of a crime. The property-owner need not be convicted of that crime; if officers find drugs in a house, they can take cash from the house and possibly the house itself. Commentators have said these rules provide an incentive for law enforcement officers to focus on drug-related crimes rather than rape and murder investigations. They also provide an incentive to arrest suspected drug-dealers inside their houses, which can be seized, and to raid stash houses after most of their drugs have been sold, when officers can seize the cash.

Entry qualifications

Nearly all U.S. states and the federal government have by law adopted minimum-standard standardized training requirements for all officers with powers of arrest within the state. Many standards apply to in-service training as well as entry-level training, particularly in the use of firearms, with periodic re-certification required. These standards often comply with standards promoted by the US Department of Justice. These standards typically require a thorough background check that potential police recruits:

- ◆ be a United States citizen; ◆ must have a high school diploma and if necessary a college degree or served in the United States military without a dishonorable discharge; ◆ be in good medical, physical, and psychological condition; ◆ maintain a clean criminal record without either serious or repeated misdemeanor or any felony convictions; ◆ must have a valid driver's license with a clean driving record and that is not currently or has a history of being suspended or revoked; ◆ be of high moral character; ◆ not have a history of prior narcotic or repeated marijuana use or alcoholism; ◆ not have a history of domestic violence or mental illness; ◆ be legally eligible to own and carry a firearm.

Deadly force. Use of deadly force is often granted to law enforcement officers when the person or persons in question are believed to be an immediate danger to

people around them, or when a person poses a significant threat to a law enforcement officer, usually when the officer is at risk of serious bodily injury or death. Most law enforcement agencies establish a use of force continuum and list deadly force as a force of last resort. With this model, agencies try to control excessive use of force. Nonetheless, some question the number of killings by law enforcement officers, including killings of people who are unarmed, raising questions about widespread and ongoing excessive use of force.

Firearms. Police in the United States usually carry a handgun on duty. Some police departments allow qualified officers to carry shotguns and/or rifles in their vehicles for additional firepower, typically to be used if a suspect is involved in an active shooter situation, or a hostage/barricade incident.



Less lethal weapons. Police also often carry a baton, also known as a nightstick. Many departments also use less-lethal weapons like mace⁶ and pepper spray. Another less lethal weapon that police officers often carry is an electroshock gun, also known as a Taser. The handheld electroshock weapon was designed to incapacitate a single person from a distance by using electric current to disrupt

voluntary control of muscles.

Specialized weapons. Most large police departments have elite SWAT⁷ units which are called in to handle situations, such as barricaded suspects, hostage situations, that require greater force, specialized equipment, and special tactics. These units usually have submachine guns, automatic carbines or rifles, semiautomatic combat shotguns, sniper rifles, gas, smoke and flashbang grenades, and other specialized weapons and equipment at their disposal. Some departments are equipped with armored vehicles.

Body armor. Uniformed police officers are often issued body armor, typically in the form of a lightweight vest that can be worn under service shirts. SWAT teams typically wear heavier tactical armored vests, often with steel or ceramic plates.

Police communications. Most American police departments use digital radio transceivers mounted in their vehicles, with individual officers carrying portable handsets or ear-worn headsets for communication when away from their vehicles. American police cars are also increasingly equipped with portable computers linked by radio to a network allowing them access to state department of motor vehicles information, criminal records, and other important information.

Salary. Salary varies widely for police officers, with most being among the top third of wage-earners, age 25 or older, nationwide. In May 2012, the overall median was \$56,980. The top 10% earned more than \$93,450 and bottom 10% less than \$33,060. The median wages for police and detective occupations in May 2012 were as follows:

- \$74,300 for detectives and criminal investigators;

⁶ Chemical Mace is the brand name of an early type of aerosol self defense tear gas spray invented by Allan Lee Litman in 1965. Its popularity led to the brand name being shortened to simply "Mace" for all defense sprays (regardless of the composition).

⁷ Special Weapons Assault Team - is a term for law enforcement units which use specialized or military equipment and tactics in the United States.

- \$55,270 for police and sheriff's patrol officers;
- \$55,210 for transit and railroad police;
- \$48,070 for fish and game wardens.

(Abridged from: https://en.wikipedia.org/wiki/Law_enforcement_in_the_United_States)

The Legal System in the US

The **judicial** system is one of the three branches of the US federal government. But the legal system operates at many levels, since as well as federal courts there are state, county and city courts.

The courts

Each type of court has its own **jurisdiction**, i.e. it deals with certain kinds of **cases**. Some courts **hear** only **criminal cases**. Other courts are for **civil cases**, in which two people disagree over something. Cases are first heard in **trial courts**. The person accused in a criminal trial, and both sides involved in a civil trial, have the right **to appeal** against the court's decision, and if they do the case goes to a **court of appeals**.

Some trial courts have **limited jurisdiction**. Many states, for example, have **family courts** where people get divorced, and **small claims courts** which hear cases involving small sums of money. States have trial courts of **general jurisdiction** which can hear a wider range of cases. These are often called **courts of common pleas**. State courts of appeals are called **superior courts** or **district courts**, and most states have a **supreme court**. This is the highest court in the state and hears only the most serious appeals. States have their own **criminal code**, but some crimes are **federal offences**, i.e. against federal law. Crimes may fall under **federal jurisdiction** if more than one state is involved, e.g. if cars are stolen in one state and then sold in another. The highest court is the **Supreme Court** in Washington, DC, which can hear almost any case on appeal. In fact, it hears only those cases that involve an important principle. When the Supreme Court decides such a case, it sets a **precedent** which lower courts will use to decide similar cases.

The people in a court

The most powerful person in court is the **judge**. Most courts have only one judge, but some higher courts have several. In the US Supreme Court, the nine judges are called **justices**, and the most senior is the **Chief Justice of the United States**. Many state judges are elected, but federal judges are appointed by the President.

The people on either side of a case are represented by **lawyers**, also called **attorneys-at-law**. In a criminal trial the **defendant** (= the person accused) is represented by a **defense attorney**. If he or she is too poor to pay a lawyer, the court will appoint a **public defender**. The **prosecution** is led by an **Assistant District Attorney** or, in a federal case, a **federal attorney**. In each county the people elect a **District Attorney**, who hires other attorneys. In a civil trial the defendant and the **plaintiff** (= the person who claims to have been wronged) pay their own attorneys. When only a small amount of money is involved people go to a court of common pleas and represent themselves. **Witnesses** go to court to **testify** (= tell what they know about the case). Sometimes one or both sides will pay **expert witnesses**. The **bailiff** calls witnesses when it is their turn to come into the courtroom. The **court reporter** keeps a record of everything that is said.

The court in action

At the beginning of a session, the bailiff calls out, "All rise," and everybody stands as the judge enters. Both attorneys make an **opening statement** to explain their case. Then each side calls witnesses and presents **evidence**. As each witness **takes the stand** (= goes and sits in a special place) the bailiff **swears them in**. Witnesses promise to tell the truth, the whole truth and nothing but the truth.

Attorneys must not **lead the** witness by suggesting the answer they want to hear, and they must not keep repeating the question. When one attorney thinks another is breaking the rules he or she shouts "Objection!" or "Move to strike!" (= a request that words are deleted from the record). At the end of a trial the jury deliberate together. In a case that gets a lot of media attention, the judge may **sequester** the jury (= send them to a hotel where they will not hear others' opinions). In a criminal trial the jury decide the **verdict** and if the verdict is guilty the judge gives the sentence. In a civil trial the jury decides who wins and may also decide the amount of **damages** (= money to be paid as compensation).

Problems in the system

Americans often **sue**, i.e. start a civil trial, for problems that might be solved in other ways. Large numbers of these **frivolous suits** may mean that people with genuine cases have to wait a long time. Although the Constitution says that the law should protect everyone, rich people have an advantage: in civil cases both sides pay their own attorney, so a poor person who has a good reason to sue may not be able to. Some attorneys will work for a **contingency** fee, a proportion of the money that is awarded if they win the case, and nothing if they lose. A few lawyers, called **ambulance chasers**, encourage people hurt in accidents to sue because they think they can earn a large contingency fee.

The courts and society

Courts, especially the Supreme Court, are very powerful in the US. Congress makes laws and the President approves them, but if the Supreme Court decides that a law is unconstitutional (= goes against the Constitution) it cannot be applied. The Supreme Court has decided many important issues. For example, the case *Brown v Board of Education* helped to end separate schools for black and white children. For many years the police encouraged people they arrested to confess to a crime, even though they have the right not to. In *Miranda v Arizona* the Court said that the police had to tell people their rights, and now the police **mirandize** people they arrest by reading them a formal statement saying that they have the right to remain silent and to see a lawyer.

Most Americans believe that their legal system is fair. The idea of **innocent until proven guilty** is especially important. Americans also want their legal system to be open. Members of the public can go into the courts, and real trials are shown on television. However, many African Americans think that the system is only fair and open for white Americans. This is a growing problem and one that seems likely remain as long as there is prejudice against African Americans in other areas of life.

Understanding the Common Law System and Precedent

The Anglo-American legal system is based on the **Common Law**. As the legal system of England developed, judges were given the power to create laws to solve

legal conflicts. Rather than simply applying laws made by the Crown, judges decided cases by referring to the decisions made by judges in earlier cases. For example, imagine that Smith used poison to kill crows that were destroying his garden. After eating the poison one of the crows flew over the land of Smith's neighbor Jones, fell from the sky and died. Jones' dog then found and ate the crow and then died from poisoning. Jones went to the court and asked the court to order Smith to pay for the **damages** (the value of the dead dog). The court decided that it was fair for Smith to pay the damages. The decision in this case would then be used in similar cases in the future.

The court's decision in the Smith case is an example of **precedent**. In the common law system, judges use precedent (old court decisions) to help make decisions in new cases. Let's look at an example. Imagine that ten years after the Smith case, Williams, who lives thirty kilometers away, has a problem with birds in his garden. He feeds them poison and poisoned birds flies over the land of Eaton, Williams' neighbor and falls to the ground, dead. Eaton's dog finds the bird and eats it and dies. When Eaton goes to the court for damages from Williams, the court will order Williams to pay because of the earlier decision in the Smith case. The Smith case has created a law that when you use poison to kill birds and one of the birds flies over your neighbor's land and falls onto your neighbor's land, you must pay for the value of your neighbor's animals that die from eating the bird.

Using precedent to make decisions in cases becomes more difficult when the facts of the new case are similar but not exactly the same as the facts of the old case. Let's imagine that twenty years after the Smith case, Hewitt has a problem with rats in his house. Hewitt uses poison to kill the rats and one of the rats, after eating some of the poison, uses a tunnel under Hewitt's house to travel to Hunt's barn. Hunt keeps a cat in his barn to kill mice and rats. This cat catches the poisoned rat from Hewitt's house, kills it and eats it. Hunt's cat then dies. Hunt goes to the court and asks the court to order Hewitt to pay for the damages. Hunt argues (perhaps through his lawyer), that the court's old decision in Smith (the precedent) supports his request for damages. The court then has to decide whether to apply the precedent and order Hewitt to pay or to **refute** (say that it does not apply) the precedent and reject Hunt's request.

What do you think? Does the Smith case apply here? Should Hewitt have to pay?

Applying and Refuting Precedent

Under the common law system, one of the most important tasks of a lawyer is to show the court why precedent should be applied to a new case or refuted (not applied to the case). When the precedent helps his client's case, the lawyer will argue that it should be applied. If the precedent hurts his client's case, the lawyer will argue that it should not be applied. In the previous example (Hunt's request for damages from Hewitt), Hunt would argue that the precedent should be applied. He could argue that in both cases animals were poisoned and allowed to go onto neighboring land and harm other animals. Hewitt would argue that the cases are different and that the precedent should not be applied. He could argue that birds usually fly from land to land but that is unusual for rats to do so. He could also argue that it is expected that

rats will sometimes be dangerous to cats trained to kill them. The judge would then decide who had the better argument.

Read the following facts from the current case and the precedent. Write one paragraph explaining why the precedent should be applied (how are the cases similar) and one paragraph why it should not be applied (how are the cases different).

Current case

Mr. Cox, an office worker, worked from seven in the morning until eleven in the evening. After finishing his work, he got into his car and drove to his home about one hour away. On his way, Cox stopped for coffee. He continued his drive and a few minutes from his house, on a quiet country road, a man ran in front of his car. Cox tried to stop but he couldn't and he hit the man, killing him. Cox was driving two kilometers over the limit. The man's family has gone to the court and asked the court to order Cox to pay for the damage.

Precedent

Mr. Bean took his asthma medicine and one hour later went for a drive to a store. While he was driving down a crowded busy street, a woman ran out into the street in front of Bean's car. Bean hit the brakes but it was too late. He hit the woman and broke her leg. When the woman entered the street, Bean was travelling sixty kilometers per hour but the speed limit was fifty. The bottle of asthma medicine had a label on the side which read: MAY CAUSE DROWSINESS. DO NOT DRIVE WHILE USING THIS MEDICINE.

The court ordered Bean to pay damages to the woman (her medical costs, money for the pain she experienced, etc.).

Crime in the US

The US has a reputation for having a lot of crime, especially violent crime. For every 100000 people, there were 597 violent crimes in 1980 rising to 746 in 1994, nine of which were murders. Larceny (= theft) is also common. Many people believe that the increase in crime is linked to the use of drugs. Guns are easy to buy in the US and are often used in crime. A new crime that began in the 1990s is **carjacking**: criminals with guns enter cars that have stopped at traffic lights and make the driver leave the car, or drive to a place where there are not many people around. They take the car, and any money or jewellery, but usually leave the driver unharmed.

The increase in crime does not affect people equally Crime is worse in cities, especially in the inner cities where poorer people live. African Americans are more likely to be victims of violent crime than whites.

In the US the federal and state governments have prisons, sometimes called **penitentiaries** or **correctional facilities**. Counties and cities have **jails**. There are 92 federal prisons classified as minimum, low, medium or high security. There are about 100,000 inmates (= prisoners), and all who can must work. People are sent to a prison if their sentence is for several years. If the sentence is a year or less they are sent to jail. Some prisoners **on work release** are allowed to leave jail during the day to go to a job. Prisoners often spend the last few months of their sentence in a **halfway house** where they are helped to prepare for life outside prison.

There are more than 1.5 million people in US prisons and jails, about twice as

many as ten years ago. The increased use of drugs may be partly responsible for this. Other problems include overcrowding, and the fact that the racial mix of people in prison does not reflect the population. Over 40% of prisoners are black, compared with 12% of the general population. Many people see this as evidence that African Americans are treated unfairly by the justice system and are more likely than white Americans to be sent to prison.

In the US people who are awaiting trial often do not go to prison but instead **make bail** (= pay money to the court) as a guarantee that they will return for the trial. People sent to prison as punishment rarely serve their full sentence but after some time are released **on parole**, which means they must report regularly to a government official. It is possible that two people who have committed the same crime may receive different punishments. To stop this happening some states have introduced **mandatory sentencing**, which means that the punishment for a crime is fixed by law.

Juries

Under the legal systems of England and Wales, and also of Scotland, a person accused of a serious crime who pleads 'not guilty' to the crime will be tried by a jury. Juries also hear some civil cases (= disagreements between people about their rights) and decide whether a person is 'liable' (= required by law to do or pay something) or 'not liable'. In the US juries are also used in both criminal and civil cases, though the rules vary from state to state.

In Britain jurors (= jury members) are selected at random for each trial from lists of adults who have the right to vote. They must be between the ages of 18 and 70 and have lived in Britain for at least five years. Members of the armed forces, the legal profession and the police force are not allowed **to sit on juries**. Anybody **called for jury service** usually has to attend court for about two weeks, although some cases may go on for much longer. In England and Wales 12 people sit on a jury, in Scotland 15. Lawyers representing either side in a case have the right to object to a particular person being on the jury.

After the jury has heard the evidence presented by both sides, it **retires to the jury room**, a private room, to discuss the case. When all members of the jury agree they **return their verdict**, go back into court and say whether the accused is guilty or not guilty. In Scotland they can also **return a verdict of not proven**, which means the person is not proved guilty and can go free. The verdict is announced by the foreman (the person chosen by the jury as their leader). Sometimes the jury cannot all agree and the judge may **accept a majority verdict**, provided that not more than two members of the jury disagree. If no verdict is reached the trial is abandoned and started again with a different jury. It is not the responsibility of the jury to decide punishment.

In the US most juries have 12 members, though some have only six. Otherwise the system is very similar to that in England and Wales. When people are called for jury duty they must go, but people who cannot leave their jobs or homes can be excused. Before a trial begins lawyers ask questions to see if jurors are impartial, i.e. do not have strong opinions that would prevent them making a decision based on the facts. Lawyers can **challenge for cause**, if they can give the judge a good reason why somebody should not be a juror. They also have a number of **peremptory challenges**

which means they can object to somebody without giving a reason. In some trials it can be difficult to find 12 people who are impartial, especially if a case has received a lot of publicity. In a criminal trial the jury decides whether the accused person is guilty or innocent but does not decide on a punishment. In a civil trial they may decide how much money should be paid in compensation. A majority decision is usually acceptable.

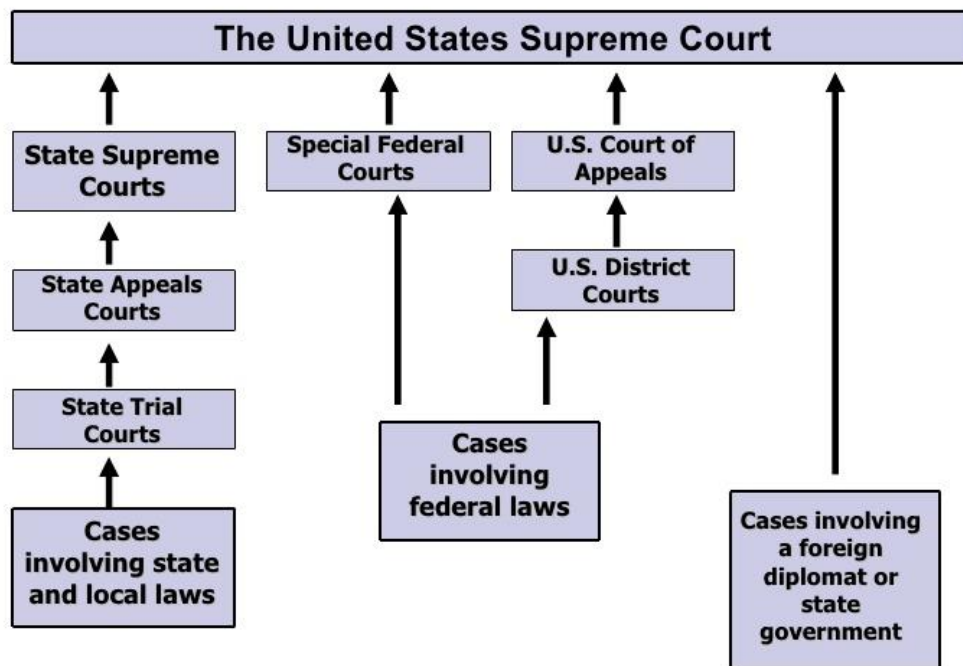
The Supreme Court

The judicial branch is one of the three branches of US federal government and operates the system of law courts. The Supreme Court in Washington, DC is the highest court in the US, and is very powerful. It has nine judges, called **justices**. Traditionally, they are called **the nine old men**, although there has been one woman justice. The head of the court has the title of **Chief Justice of the United States**. Justices are appointed by the President, although the Senate must confirm (= give its approval to) the choice. There has been only one African-American justice.

Some of the power of the Supreme Court was given to it in the Constitution. In 1803, in a famous case called '*Marbury v Madison*', the Court gave itself the additional power of **judicial review**. This means that it has the power to decide if a law is constitutional (= follows the principles of the Constitution). If the law is said to be **unconstitutional** it cannot be put into effect unless it is added to the Constitution, a long and difficult process that has succeeded only 27 times in more than 200 years. In this way the Supreme Court has the power to block laws made by the US government and state and local laws.

The Supreme Court is a court of appeal and hears cases on appeal that were first heard in the lower courts. It can hear only a small number of appeals and so tries to choose cases that involve important principles of law. Once the Court has decided a case, lower courts use it as a **precedent**, i.e. they follow the Supreme Court's decision in similar cases.

Many of the Supreme Court's decisions are famous because they changed some aspect of US life. For instance, in the cases *Scot v Sandford* (1857), *Plessy v Ferguson* (1896) and *Brown v Board of Education* (1954) the Court made important decisions about the rights of African Americans. In *Miranda v Arizona* (1966) the Court said that police officers must inform the people they arrest of their constitutional rights. In 1978 the decision in *Regents of the University of California v Bakke* upheld (=supported) affirmative action but made reverse discrimination illegal. This means that, when trying to give more opportunities to women, African Americans and minority groups, people cannot deny members of other groups fair treatment. The *Roe v Wade* decision of 1973 gave women across the US the right to abortion. The decision in *US v Nixon* 1974 required President Nixon to hand over evidence that later led to his having to resign.



FEDERAL COURT SYSTEM:

■ **The US Supreme Court** consists of a Chief Justice and eight Associate Justices appointed for life. The highest court of the nation and the court of last resort; decides whether laws passed by congress agree with the Constitution.

■ **US Courts of Appeal** – intermediate courts of appeal between the District Courts and the US Supreme Court. Decide if the law was correctly determined and applied by the US District Court.

■ **United States District Courts** – trial courts for the cases arising under the federal law. Civil Jurisdiction: *probate* (wills, adoptions, guardianships, marriage licenses, administration of estates); *domestic* (divorce, alimony, child custody); *juvenile* (delinquent, unruly or neglected children's offences). Criminal Jurisdiction: *criminal cases* (felonies, etc.).

STATE COURT SYSTEM:

■ **State Supreme Courts** – courts of appeal and the courts of last resort of the cases arising under the state law.

■ **State Courts of Appeal** – decide if the law was correctly determined and applied by the state Common Pleas Courts.

■ **Common Pleas Courts** – trial courts for the cases arising under the state law. Civil Jurisdiction: *probate* (wills, adoptions, guardianships, marriage licenses, administration of estates); *domestic* (divorce, alimony, child custody); *juvenile* (delinquent, unruly or neglected children's offences). Criminal Jurisdiction: *criminal cases* (felonies, etc.).

VOCABULARY OF THE MODULE

Text vocabulary – legal vocabulary: accusation **of** criminal assault, sb. was charged **with** raping, a court-appointed defence, an experienced lawyer, to keep a jury out for a long time, to take up a case, to get a square deal, a courtroom, court, dock (Br.), to flank the dock, the jury box, people should not carry their resentments and prejudices into the jury box, but they have a way of doing this, trial, speech to the jury, corroborative evidence, proof, to be indicted (**on** a capital charge)/to be indicted **for** murder, to be on trial, to go over the evidence, minute sifting of complicated facts, defendant (offender/accused), the state/prosecution, medical evidence, to be charged **with** some crime (e.g. murder, criminal assault), testimony, witness, cross-examination, chief witness **for** the state, to commit a crime, to testify upon a trial, to testify to the truth of smth., to testify for/against sb., circumstantial evidence, to issue a warrant, the stand, witnesses **for** the state=prosecution/defence, sheriff, the Supreme Court of the United States, J.P. court (J.P. = Justice of the Peace), the jury system, to convict (**of** a crime), foreman, to poll the jury, rifle, (pull) the trigger, the empty gun, to stab, gavel, court reporter, (middle) aisle, exit.

Other vocabulary: to receive a unanimous critical acclaim, a screen play adaptation, Alabama, to rock the city/to be rocked by smth., detachment, route, to loosen, aridity, iota, to contradict flatly, to hound someone from somewhere, to tempt, to lead with one's right/left (hand), persevering, respectable, humble, unmitigated temerity, sweat=perspire, to quit, executive branch, ridiculous, institution, integrity, to peek, to grip, to jerk.

Word-combinations (p. 45) : under the circumstances, (at) one time or another, in private and in public, stark naked (stark raving mad), in part, to get a square/fair deal, (to be) halfway through/ up/ down, in itself, to be reluctant to do smth., no better/worse than, the/one's remaining time/money/etc., smb's word against another's (it's your word against mine).

Essential vocabulary (p. 45-49) : a smart (walk, man, writer, lawyer, talker, idea, retort, device, invention), a smart answer/reply, don't get smart with me, a smart (car cottage, dress, society, neighbourhood), to look smart, a smart alec(k), to smarten up,

Exchange (n/vt), a fair exchange, to get an exchange, an exchange **of** smth., to take smth. in exchange, to get/give smth. in exchange (**for** smth.), to exchange/swap (glances, views, opinions, seats), to exchange words/blows.

Guilt, a sense of guilt, a guilt complex, to shift the blame **onto** the others, to find fault **with** smb./smth., through no fault **of** mine/his/hers/ours/yours/their's/Mike's, a guilty/innocent person, to be guilty **of** (doing) smth., to find smb. guilty/not guilty, (to have) a guilty conscience/look/smile, to look/feel/sound guilty, to plead (not) guilty.

Trust (n, vt/i), mistrust, to have/put/repose trust **in** smb./smth., an oil trust, to betray/win smb's trust, to trust **to** chance/luck/one's memory, to entrust smth.(keys, life, task) **to** smb., to entrust smb. **with** smth. (the task, duty, job), to trust smb. to do smth., trustful, trustingly, trustworthy.

Effect (n), to be **of** little (much, no) effect, to be **to** no effect, to have (produce effect **on** smb.), to take effect/to go into effect (law, treaty, contract), to be **in** effect, to bring/carry

into effect (plan, law, decision), to be calculated **for** effect, to talk **for** effect, effective (measures, action, remedy), effective (picture, decoration), ineffective, efficient (secretary, employee, personnel), efficiently.

Jerk (n, vt/i), to make a jerk, to shove, to give smth. a shove, to twitch, to twitch with (terror), jerky, smooth/even.

Promote (vt), to be promoted manager (to be a manager), to be promoted from one position to another position, to be promoted from one grade/form to the next, to promote the campaign **for** smth., the promotion **of** a campaign, promotion, promotion(al) materials/products/items, to be given a promotion, to get/win/gain a promotion.

Sound (adj), sound (mind, body, heart, person, constitution, teeth, fruit), sound (ship, wine, wall, construction), sound (advice, views, morals, relationships, common sense, person, reason), sound (economy, business, firm, financial position, investment), sound (lawyer, scholar, tennis player), sound (whipping, sleep, knowledge), (as) sound as a bell, safe and sound, soundly.

Stake (n), to put smth. **at** stake, to be **at** stake, to stake one's life **on** smth.

Crime: murder (homicide)-murderer-to murder, embezzlement, jaywalking, manslaughter, vandalism, littering, fraud, slander, loitering with intent, mugging – mugger – to mug, libel, kidnapping, trespassing, a suspect, minor offence (= misdemeanor), felony, illegal parking, shoplifting-shoplifter-to shoplift, burglary/break in/housebreaking – burglar-to burgle/to break into, (armed) robbery, bank robbery – robber-to rob, theft/larceny-thief(thieves)-to steal, smuggling/contraband-smuggler/contrabandist-to smuggle-smuggled goods/contraband, smuggling of weapons/arms (but: drug trafficking), arson-arsonist-to set fire to smth./to set smth. on fire, kidnapping-kidnapper-to kidnap., to release sb on bail, to apply for probation, treason, rioting – rioter – to riot, perjury, conspiracy, rape-rapist, bigamy, forgery-forgery-to forge, counterfeit (money) – to counterfeit, pick-pocketing – pick-pocket – to pick-pocket, hacking – hacker – to hack, hijacking – hijacker – to hijack, stalking – stalker – to stalk, drug pushing/dealing, looting, hooliganism, domestic violence, assassination – assassin – assassinate, to lurk, to torture, molestation – molester – molest, strangulation – strangler – to strangle, tax evasion – to evade tax payment, accessory – accomplice, poacher, recidivist, plagiarism.

People in the legal system: judge, prosecutor, constable, probation officer, solicitor, barrister, juror, defense attorney/counsel, district attorney, plaintiff (claimant), magistrate (= Justice of the Peace), juvenile delinquent,

Punishment: revocation of a privilege (e.g. driver's licence, hunting permit, etc.), prison term, probation, court warning, parole, capital punishment, community service, fine, to give the sentence, prison/jail, prisoner, cell, to plead guilty (not guilty), to sentence someone to a punishment, to give a sentence/he was given a suspended sentence, to serve a sentence/time, to acquit a person of a charge (he was acquitted), to be taken into custody, to be remanded in custody, penal servitude, a suspended sentence, to be

convicted of an offence, convict, the jury reaches a verdict, the jury returned a verdict of guilty/not guilty, to detain sb., detention, lethal injection, imprisonment, (to) appeal, **Miscellaneous:** a minor, a prior record, to let sb. off with a court warning, to impose punishment/revocation of privilege on sb., (long) criminal history, to sentence sb. to ..., inmate, to release sb. on parole, to serve a sentence, to investigate, to question sb., to arrest sb., to go to court for trial, to face charges, to press charges against sb., to extradite sb. – extradition, to deport sb. – deportation, culprit, alibi, to interrogate (suspects), to incriminate, malice, to thwart crime, subpoena.

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до змістового модуля 1

з практики усного та писемного мовлення

англійською мовою

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