

МІНІСТЕРСТВО ОСВІТИ І НАУКИ УКРАЇНИ
ПРИКАРПАТСЬКИЙ НАЦІОНАЛЬНИЙ УНІВЕРСИТЕТ
ІМЕНІ ВАСИЛЯ СТЕФАНІКА
КАФЕДРА ІНОЗЕМНИХ МОВ

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LAW FOR STUDENTS

Івано-Франківськ

2013

УДК 378: 340.116=811.111

ББК 81.2 Англ-9

М 31

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Рекомендовано до друку

Вченою радою факультету іноземних мов

Прикарпатського національного університету

Імені Василя Стефаника

(протокол № 6 від 20 червня 2013р.)

Маслій Г.М., Сахній М.П.

М 31 Law for Students : Навч.-метод. посібник / Г.М.Маслій, М.П.Сахній. – Івано-Франківськ : **Просвіта**, 2013. – 144 с.

Навчально-методичний посібник призначений для студентів та магістрів юридичних спеціальностей, а також для всіх, хто бажає вдосконалити рівень володіння англійською мовою.

Він складається з 42 основних уроків, практичних завдань, спрямованих на вдосконалення набутих у процесі опанування основного курсу вмінь та навичок студентів, і тестових завдань для самоконтролю.

УДК 378 : 340.116 =811.111

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Level Test

	Виберіть правильні варіанти відповідей	Відповідь
1.	There _____ in my glass. A. is milk B. a milk C. are milks D. is a milk	
2.	_____ in summer. A. Hot B. There is hot C. Hot is D. It is hot	
3.	The book is interesting for _____ (me and my friend). A. us B. ours C. them D. Our	
4.	_____ Mary go to university? A. Is B. Does C. Has D. Do	
5.	This house is _____ than that one. A. more big B. more bigger C. bigger D. big	
6.	Every day she _____ shopping. A. go B. is going C. goes D. going	
7.	She is busy. She _____ on the phone. A. speak B. spoke C. is spoken D. is speaking	
8.	The dinner _____. A. cook B. cooking C. is cooked D. is cooking	
9.	They would like _____ a cup of coffee. A. drink B. to drink C. drinking D. drinks	
10.	When we _____ breakfast, he came. A. had B. are having C. having D. were having	
11.	I can't write with my pencil. I _____ it. A. broke B. have broken C. has broken D. had broken	
12.	He told he _____ visit us the next day. A. would B. was C. is D. will	
13.	If you _____ the article, we will discuss it tomorrow. A. would read B. will read C. read D. reads	

14.	It was my mistake. I should _____ him about it. A. told B. have been told C. have been telling D. have told	
15.	We don't watch TV very often. Neither _____ he. A. does B. doesn't C. do D. don't	
16.	They are tired. They _____ the walls, but they still have a lot to paint. A. painted B. have painting C. have been painting D. have painted	
17.	I don't have a house. I wish I _____ a house. A. have B. had C. have had D. had had	
18.	He _____ swim well. A. must B. can C. has to D. should	
19.	She _____ at home now. A. must B. can C. has to D. must be	
20.	Who _____ you this book? A. did you give B. gave C. gives D. given	
21.	Who _____ this book to? A. you gave B. you give C. gave D. did you give	
22.	I _____ to fly to Paris. A. go B. is going C. am going D. went	
23.	The house _____ in 1997. A. builds B. was built C. was being built D. is building	
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PART I

Unit 1

LAW AT THE UNIVERSITY OF BUCKINGHAM

The eight term, two-year Buckingham law degree suits those from many different backgrounds who are anxious to embark quickly on their careers, but who know that a sound academic training is needed.

The Single Honours programme is particularly flexible — students may join the University in January or July. They may take a six or twelve month break between the first and the second years.

Students take the seven core subjects required for all qualifying law degrees, three or four law options and at least one non-law option such as a course in a language or one in basic computing or accounting.

The core subjects are:

Introduction to the Common Law and European law;

Constitutional and Administrative Law;

Law of Contract;

Criminal Law;

Land Law;

Law of Torts;

Law of Trusts.

Law options include:

Civil Liberties and Human Rights;

Commercial Law;

Company Law;

Conflict of Laws;

Criminology and Criminal Justice;

Environmental Law and Policy;

Law of the European Union (including Competition Law);

Law of Evidence;

Family Law;

Intellectual Property Law;

International Law;

Jurisprudence;

Sex and Gender in the Legal Process.

Tasks and exercises

1. Choose from the list presented 3 or 4 options for yourself. Explain your choice.

2. Read and insert the words missing:

1) Law graduates ... Buckingham are now to be found not just... the bar and as solicitors in England and Wales, but as lawyers in virtually all the common law jurisdictions ... the world.

2) Buckingham's qualifying law degrees confer exemption ... the academic stage of the professional examinations. Buckingham graduates are therefore qualified to proceed directly ... the Law Society's Legal Practice Course or the Bar's Vocational Course.

3) At Buckingham they offer a qualifying law degree which includes the attainment of a high level of competence ... the language skills (French or Spanish), necessary ... legal and other professional work. Undergraduates can embark ... the course with some existing knowledge of the language or even as beginners, and by following a carefully structured course ... the two years at Buckingham, graduate ... the appropriate skills.

Unit 2

ODESSA NATIONAL ACADEMY OF LAW

Odessa National Academy of Law is the leading higher educational institution, the center of juridical education in the South of Ukraine.

The Academy consists of four basic faculties: the Faculty of Public Administration and International Legal Relations, the Faculty of Civil Law and Free Enterprise; the Faculty of Judiciary and the Faculty of Labour and Social Security. It also has the Institute of Advocacy and Municipal Law, and the Institute of European Law. The Academy also trains journalists in the sphere of jurisprudence.

Besides the day-department the Academy has the extra-mural and part-time (evening) forms of education.

Odessa National Academy of Law also has its own College preparing LLB and several study centers in the other cities of Ukraine.

Professional teachers having Doctoral and Candidate Degrees give lectures and organize tutorials.

The graduates of the Academy, masters and specialists, work as officials in central and local executive power bodies, customs- houses, consulates and embassies. They also work at the notarial offices and law-enforcement institutions. Some graduates later become judges, prosecutors and advocates. The Academy has all the facilities for high-level comprehensive training of the students. It prides itself on its library and computerized class-rooms, two

cafes and sports grounds, the wonderful assembly hall and its own theatre company.

Commentary

LLB = Bachelor of Law. Etymology: Latin: Legum Baccalaureus

Tasks and exercises

1. Answer the questions:

- 1) What are the core subjects at your Law School?
- 2) Are there any law options?
- 3) Is it necessary to take and pass any exams to be admitted to your Law School?
- 4) What is your specialization?
- 5) Is there a part-time department at your Law School?
- 6) Is there any chance for the students of your Law School to take an additional Law Course abroad?
- 7) What facilities does your Law School have for high- level training?
- 8) Is the ability to speak any foreign languages among the attainments at your Law College?
- 9) Are there any places of entertainment to visit at your Law School?
- 10) Who is the head (rector; president) of your Law School?
- 11) Where do the students take their practice course?

2. Choose 3 legal specialities which you find especially interesting. Explain your choice:

a notary; a legal consultant (a solicitor); a barrister; a judge; a prosecutor; a coroner; an investigator; a lecturer at a Law School; a customs-officer.

3. Insert the words from the frame below:

I am a fourth-year student of the Law Faculty. In a year I'll graduate from the University and become a professionalTo become a good lawyer one must know much. So we are taught various general and special ...: Roman Law, Labour Law, Family Law, Constitutional and ... Law, Civil Law, Criminal Law, Law of... , etc.

The profession of a lawyer is very diversified. The graduates of the faculty can work as investigators, judges, ... legal consultants. I'd like to be a judge and to work at a

subjects; administrative; lawyer; procedure; defense counsels; court.

4. Now tell about yourself and your profession.

5. Now prove that the profession of a lawyer is quite diversified.

6. Answer the questions:

- 1) Is it possible to become a judge on graduating from the Law Faculty of the University?
- 2) Is it possible to become an assistant of a judge after the Law Academy course?
- 3) What are the requirements for those who want to become judges in Ukraine?
- 4) Is it possible to become a defense counsel just on graduating from high school?

Unit 3

THE NOTION OF LAW

The English word «law» refers to limits upon various forms of behaviour. Some laws are descriptive: they simply describe how people usually behave. Other laws are prescriptive - they prescribe how people ought to behave.

In all societies, relations between people are regulated by prescriptive laws. Some of them are customs - that is, informal rules of social and moral behaviour.

If people break these rules they do not suffer any penalty, but they may be criticized by other members of the society. Moreover, the people who do not observe these unofficial rules of behaviour can remain in isolation as the people around them may refuse to deal with them.

Laws are rules that are supported by the power of government. The whole system of punishment exists for those who do not wish to obey these official rules.

The person who breaks the law is called an offender or a law-breaker. There are offences against international law and order, offences against property, against public order, against the person, against the state, etc.

Tasks and exercises

1. Find in the text the words of the same root:

*to describe; prescription; behaviour; to relate; observation; official;
to isolate; refusal; to punish; existence; obedience; to offend.*

2. Answer the questions:

- 1) What is the difference between prescriptive and descriptive laws?
- 2) Are customs formal rules of behaviour?
- 3) Do people suffer any penalty when they break customs?
- 4) When can people remain in isolation?
- 5) What may happen to a person who does not obey laws?
- 6) Is there any difference between the terms 'an offender' and «a law-breaker»?

3. Complete the sentences:

- 1) The person who breaks the laws is called
- 2) The people who do not observe customs may
- 3) Laws are rules that ...
- 4) The whole system of punishments exists for those
- 5) Descriptive laws simply
- 6) Prescriptive laws show

4. Make up sentences using the key words and expressions:

- 1) to break // to suffer penalty // unofficial rules
- 2) isolation // to remain // not to observe
- 3) the system of punishment // not to obey // to exist
- 4) offender // to call // to break the law
- 5) to regulate // relations // prescriptive laws

5. Retell the text.

6. Read this funny story inserting the missing prepositions from below:

in; along; into; to; on; through; off; with; between; up

A successful old lawyer tells the following story about the beginning of his professional life: «I had just installed myself in my office», he said, «had put ...a phone and had preened ... myself for my first client who might come ... when, ... the glass of my door I saw a shadow. Yes, it was doubtless someone wants to see me. Picture me, then, grabbing the nice, shiny receiver of my phone and plunging ...an imaginary conversation. It ran something like this: «Yes, Mr. S.» I was saying as the stranger entered ... the office, «I'll attend ... that corporation matter for you. Mr. J. had me ... the phone this morning and wanted me to settle a damage suit, but I had to put him ... , as I was busy ... other cases. But I'll manage to sandwich your case in ... the others somehow. Yes. Yes. All right. Goodbye.»

«Being sure, then, that I had duly impressed my prospective client I hung ... the receiver and turned to him.

«Excuse me, sir», the man said, «but I'm from the telephone company. I've come to connect your instrument».

1. Retell this funny story in detail.
2. Copy out from the text all legal terms, thematic words and expressions.
3. Translate into English:

успішний адвокат; вірогідний клієнт; займатися будь-якою справою; позов про шкоду (збитки).

4. Learn the dialogue:

- Good morning, Mr. Brown!
- Good morning! What can I do for you?
- Will you attend to my corporation matter?
- Sorry, but I am too busy with other cases.
- Maybe you will manage to sandwich my case in between the others somehow?
- I am ready to help you to settle a damage suit but I have to put off.
If you wait a little...
- The case is not urgent and I can wait.
- All right.
- Goodbye, Mr. Brown. I'll phone you in a couple of days.
- Goodbye, Mr. Black.

5. Make up sentences of your own using the following telephone terms and expressions:

to put in a phone; to hang up the receiver; to grab the shiny receiver.

Unit 4

THE NOTION OF THE WRITTEN AND UNWRITTEN LAWS

Laws may be written and unwritten. These traditional terms are misleading, because the expression «written» law signifies any law that is formally enacted or passed by Parliament, and the expression «unwritten» law signifies all unenacted laws, that is the laws not passed by Parliament.

On the Continent the volume of written law is more than the volume of unwritten. It can be explained by the fact that under the influence of the Napoleon Code many continental countries have codified their law.

In England in accordance with the tradition many laws have never been enacted, they have derived from judicial precedent. That is why in Great Britain unwritten law is predominant.

This does not mean that none of English law is codified. It only signifies that though Parliament «produces» a lot of acts, there is no whole system of codification, which prevails in many continental countries.

Tasks and questions

1. Answer the questions:

- 1) Why are the terms «written and unwritten laws» misleading?
- 2) What does the term «unenacted law» mean?
- 3) Which law — written or unwritten - is predominant in GB and why?
- 4) What Code influenced many continental codes?
- 5) Do they have a whole system of codification in Great Britain?

2. Complete the sentences:

- 1) The expression «written law» signifies ...
- 2) The expression «unwritten law» signifies ...
- 3) The volume of written law on the Continent is ...
- 4) Under the influence of the Napoleon Code many countries ...
- 5) In England in accordance with the tradition ...
- 6) Many laws in GB have derived ...

3. Give the words of the same root from the text:

dominance;signification; production; codification; to enact; to lead; tradition; explanation.

4. Give (the) synonyms from the text:

to pass; to come from; to mean; acts; to account for; officially;

5. Learn the dialogue:

- Sam, I can't make out the difference between written and unwritten law. According to the notion of the word «unwritten» means that it is not fixed on paper or which does not exist in printed form.
- It is not quite so. «Unwritten» only means that it was not passed by Parliament.

- Now I understand that a law becomes written if it is enacted, that is passed by Parliament. Written laws are also called statutes, aren't they?
- Absolutely right. But in Britain the volume of unwritten law is more than on the Continent.
- How do these unwritten laws appear?
- As a rule, they derive from judicial precedent. Then the sources of the unwritten law are records of the court proceedings and the decisions of the judge.
- Yeah. The binding precedents can be found in the law reports. But in practice it is sometimes a problem to find a suitable precedent as there is no whole system of codification.
- As to me, I think that this British system is very complicated and it must be reformed.
- You know, British people are conservative in mind. They are not sure that the reforms will greatly improve the state of affairs. Moreover, some lawyers believe that reforms may only bring about some deteriorations though Tony Blair is ready to take decisive steps to reform the House of Lords.

6. Read and translate the text:

Precedent

Precedent is a judgment or decision of a court, normally recorded in a law report, used as an authority for reaching the same decision in subsequent cases.

In English law, decisions of the House of Lords are binding upon the Court of Appeal and all lower courts and are normally followed by the House of Lords itself.

Decisions of inferior courts do not create any binding precedent.

7. Now read and smile:

Judge (sternly): «The next person who interrupts the proceeding will be sent home».

Prisoner: «Hooray!»

Be ready to tell this joke to your colleagues.

Unit 5

THE MAIN ANCIENT SYSTEMS OF LAW

(1) One of the earliest systems of law is the collection of laws known as the Code of Hammurabi, the Babylonian king. He lived in about 1900 B.C. His stone figure we can see in the British Museum in London and the carved stone pillar with 282 paragraphs of his code is kept in the Louvre Museum in Paris.

(2) Another early code is the code of Hebrew Law contained in the Book of Exodus in the Bible.

(3) In Greece each city-state had its own law. But about 594 B.C. Solon, the famous Athenian law-giver, provided a new code of law. In a civil case the verdict was given by a jury, which might number anything from 201 to 2,500.

(4) One of the greatest systems that has ever existed is Roman law. In 528 A.D. the Emperor Justinian in Constantinople ordered to make a clear, systematic code of all the laws.

Roman law had a strong influence on the law of most European countries and some influence on Anglo-Saxon law, which is the other great law system of the world.

Its revival in Europe falls on the 11th century when many European countries began to use Roman law in their courts.

(5) In 1804 Napoleon codified the law in France. Before it each province had its own laws.

The Napoleonic Code was a splendid achievement, and it has influenced the law of many countries in Europe and South America.

Tasks and questions

1. Put the verbs in the correct form:

- 1) This stone pillar (to keep) in the Louvre Museum.
- 2) Solon (to provide) a new code of Law.
- 3) The verdict by a jury (to give) in the times of Solon.
- 4) Roman law is one of the greatest systems that ever (to exist).
- 5) The revival of this system (to fall) on the 11th century.

2. Insert the articles if necessary:

- 1) Have you read ... Code of Hammurabi?
- 2) Whose stone figure can we see in ... British Museum?
- 3) The carved stone pillar with 282 paragraphs is kept in ... Louvre Museum.
- 4) Is ... Hebrew Law contained in ... Book of Exodus?
- 5) Did Solon live in ... Greece?
- 6) ... Emperor Justinian ordered to make a systematic code of all the laws.
- 7) ... Roman law had a strong influence on the law of most European countries.
- 8) Did ... Roman law influence ... Anglo-Saxon Law?
- 9) ... Napoleonic Code influenced the law of many countries in Europe and ... South America.
- 10) Justinian lived in ... Constantinople.

3. Combine elements from A and B:

A	B
civil	achievement
strong	law-giver
splendid	case
famous	influence
systematic	code

4. Explain the terms:

- 1) a civil case
- 2) a verdict
- 3) a code
- 4) a city-state

5. React to the statements:

- 1) Solon lived in Babylon.
- 2) Napoleon codified the law of Greece.
- 3) The Emperor Justinian lived in Constantinople.
- 4) Hammurabi left a lot of manuscripts.
- 5) Hebrew law can be found in the Bible.
- 6) A jury consisted of 12 members in the times of Solon.
- 7) Anglo-Saxon law is based on Roman law.

6. Use the following conversational formulas when reacting:

- 1) You don't say so!
- 2) Absolutely wrong!
- 3) Are you sure?
- 4) I shouldn't say so.
- 5) I doubt it.
- 6) I don't believe it.
- 7) Is it a fact?
- 8) Indeed?
- 9) Do you really mean it?
- 10) Rubbish! Trite, nonsense! (Too rude).
- 11) Go on with you.
- 12) It looks very much like it.
- 13) I think so.
- 14) I suppose so.

Unit 6

ROMAN LAW

In modern-day Italy, France, Spain, and the countries of Latin America, law codes based on Roman legal principle are still in use. Law in the modern English-speaking countries was also greatly influenced by Roman law.

Roman law developed from the Laws of the Twelve Tables so that the plebeians would know how they should be ruled.

As Rome expanded, laws governing non-citizens were added. The decisions of different magistrates in the provinces were kept, and these legal interpretations helped other judges to decide cases. Sometimes, the existing laws of a conquered place influenced the magistrate's decision. In this way, local rules and customs became a part of the larger body of Roman law. Roman laws became international, particularly the laws dealing with commerce.

When Augustus was emperor, professional law schools were established to teach the law.

Later, in the 6th century A.D., Justinian, emperor of the eastern empire, had his huge body of laws codified.

Tasks and questions

1. Insert articles if necessary:

- 1) In the countries of... Latin America, law codes based on ... Roman legal principles are still in use.
- 2) ... Roman law developed from the Law of... Twelve Tables.
- 3) When Augustus was ... emperor, professional law schools were established.
- 4) Justinian, ... emperor of the eastern empire, had his huge body of laws codified.

2. Transcribe the words:

magistrates; plebeians; province; commerce; empire.

3. Give synonyms from the text:

trade; to organize; volume; especially; to concern.

4. Complete the expressions:

- 1) to decide ... ;
- 2) professional ... ;
- 3) huge... ;
- 4) legal... ;

- 5) English-speaking.... ;
- 6) conquered ... ;
- 7) magistrates... .

5. Read and translate the word combinations with the key word «Law»:

law codes; Roman law; the Laws of the Twelve; Law Tables; the existing laws; the laws dealing with commerce; professional law schools; to teach the law; the body of the laws codified.

6. Transform the sentences into general questions:

- 1) Roman law developed from the Laws of the Twelve Tables.
- 2) Laws governing non-citizens were added later.
- 3) Local rules and customs became a part of Roman law.
- 4) Professional law schools were established in the times of Emperor Augustus.

7. Insert prepositions if necessary:

- 1) These legal principles are still ... use.
- 2) These codes are based ... Roman law principles.
- 3) Roman law developed ... the Law of the Twelve Tables.
- 4) ... this way local rules became a part of Roman law.
- 5) These laws deal ... commerce.

8. Put 5 questions to the text.

9. Answer the questions:

- 1) How did local rules of provinces influence Roman law?
- 2) When were professional law schools established?
- 3) Was the code of Spain influenced by Roman law?

10. Speak on the role of Roman law in the world of jurisprudence.

11. Read and insert the words from the frame:

The Napoleon Code

In many ways, Napoleon finished the work of the revolution. No privileges were allowed,... in government or the army was based on ... ability, and the tax system was reformed. Probably Napoleon's best known work was in ... French law. The Napoleon Code firmly set forth the principle of... before the law.

proven;	promotion;
equality;	modernizing;

12. Insert the prepositions or post-verbal adverbs:

- 1) The Code firmly set... the principle of equality before the law.
- 2) Napoleon's best known work was ... modernizing French law.
- 3) Promotion in government or the army was based ... proven ability.
- 4) ... many ways Napoleon finished the work of the revolution.

13. Tick off the correct sentences:

- 1) Promotion was based on connections.
- 2) The Napoleon Code set forth the principle of equality before the law.
- 3) Napoleon's best known work was in proclaiming Empire.
- 4) The system of privileges for the nobles was developed.
- 5) Napoleon finished the work of the revolution.

Unit 7

ENGLISH LAW

English law can be divided into Statute Law, Common Law and Case Law.

Statute Law consists of all laws passed by Parliament.

The majority of laws are proposed and drafted by the government in power. Any member of the House of Commons or House of Lords can also propose a law. But only a member of the House of Commons may introduce a financial Bill. The bills become Acts of Parliament or statutes if they are passed by the elected House of Commons, approved (in most cases) by the House of Lords, and confirmed by the Sovereign.

Common Law consists of principles and rules of conduct based on the ancient customs of the country and recognized by the Courts as Law. Common Law is unwritten. It means that these rules were not enacted by Parliament.

Just as many ancient customs make up the Common Law, the collected decisions of the Courts form English "Case Law". Once Parliament has passed a law, the courts must interpret it, that is explain what the words of that law mean.

The interpretation of the Courts is valid until the higher Court decides that this interpretation is wrong, or Parliament passes another law and changes it.

Sometimes the interpretation of the Court differs from the interpretation of the government. In this case the government must accept the decision of the Court.

Tasks and exercises

1. Read, translate and explain the terms:

Statute Law; Common Law; Case Law.

2. Explain the difference between the terms «Bill» and «Act».

3. Find the synonyms in the text:

the Monarch; to enact; acts of Parliament; to construe; construction.

4. Tick off the correct statements:

- 1) Common Law is based on ancient customs.
- 2) Ancient customs are called statutes.
- 3) The collected decisions of the Courts form English «Case Law».
- 4) State Law consists of all laws passed by Parliament.
- 5) All the laws are proposed by the government.
- 6) A financial bill may be introduced by any member of Parliament.
- 7) To become acts of Parliament bills must be confirmed by the Sovereign.

5. Complete the sentences:

- 1) The courts must interpret a law, that is ...
- 2) The interpretation of the law is valid until ...
- 3) Common Law is unwritten. It means ...
- 4) The bills become Acts of Parliament if...
- 5) English law can be divided into ...

6. Combine elements from A with those from B:

A	B
Ancient	decisions
Financial	customs
Collected	law
Case	bill

7. Transform the sentences into Passive Voice structures:

- 1) Only a member of the House of Commons may introduce a financial bill.
- 2) This member of the House of Lords proposed a new law on Tuesday.
- 3) Parliament passed the bill on Wednesday.
- 4) The Queen confirmed the bill last month.

- 5) The House of Lords did not approve this bill.
- 6) The higher court interpreted this new law.
- 7) Parliament changed law last week.
- 8) The court must give its interpretation of the law.

8. Now read this funny story. Explain the play on words used here for the humorous effect:

Sheridan was one day much annoyed by a fellow-member of the House of Commons, who kept crying out every few minutes, «Hear! Hear!» During the debate he took occasion to describe a political contemporary that wished to play rogue, but had only sense enough to act fool. «Where,» exclaimed he, with great emphasis – «Where shall we find a more foolish knave or a more knavish fool than he?» «Hear! Hear!» was shouted by the troublesome member. Sheridan turned round, and, thanking him for the prompt information, sat down amid a general roar of laughter.

Unit 8

THE CONSTITUTION OF THE USA

The Constitution of the United States is the central instrument of American government and the supreme law of the land.

For 200 years, it has guided the evolution of governmental institutions and has provided the basis for political stability, individual freedom, economic growth and social progress.

The American Constitution is the world's oldest written constitution in force. It served as the model for a number of other constitutions around the world. The Constitution owes its staying power to its simplicity and flexibility.

The primary aim of the Constitution was to create a strong elected government, directly responsive to the will of the people. The concept of self-government did not originate with the Americans. But the degree to which the Constitution committed the United States to rule by the people was unique, and even revolutionary, in comparison with other governments around the world.

No product of human society is perfect. Despite its many amendments, the Constitution of the United States still contains flaws. But two centuries of growth and unrivaled prosperity have proven the foresight of the 55 men who worked through the summer of 1787 to lay the foundation of American government.

Tasks and exercises

1 Match the adjective and nouns (according to the text): A N

supreme

power

political	aim
economic	government
written	stability
staying	prosperity
primary	law
strong	constitution
unrivaled	growth

2. Form the nouns:

flexible; simple; stable; free;
grow; compare; found; evolve.

3. Insert the prepositions if necessary:

- 1) The Constitution provided the basis ... political stability.
- 2) This government is responsive ... the will of the people.
- 3) The concert of self-government did not originate ... the Americans.
- 4) This system is more democratic ... comparison with other ones.
- 5) The Constitution owes its staying power ... its simplicity.

4. Choose the correct variant from those in brackets:

- 1) The Constitution has provided the (basis; bases) for social progress.
- 2) This Constitution is the world's (older; oldest) written constitution in force.
- 3) They worked to (lie; lay) the foundation of American government.

5. Read the text.

International organizations

In 1868, twenty nations set up the International Telegraph Union. In 1874, the General Postal Union was formed. International agreements were also reached on such matters as weights and measures, underwater cables, navigation of international rivers, and protection of wildlife.

The Greek Olympic games were revived in 1896.

The International Red Cross was founded to help lessen the hardships of war. The Geneva Convention of 1864 was a set of agreements reached at the first meeting. It became a model for other international agreements covering victims of warfare at sea, prisoners of war, and civilians during wartime.

In spite of the growth of international organizations and trade, fear and suspicion spread among rival European countries between 1900 and 1914.

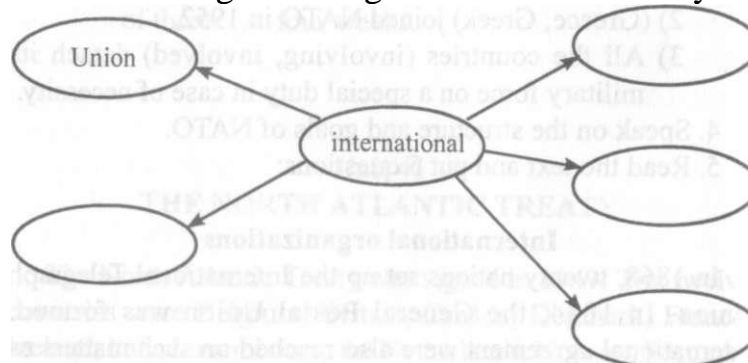
1. Find the equivalents in the text:

- 1) заснувати;
- 2) вага;
- 3) міри;
- 4) підозра;
- 5) жах;
- 6) труднощі.

2. Match the words from A and B:

A	B
underwater	countries
international	cables
European	rivers

3. Write the words into the diagram using the active vocabulary of the text:



4. Copy out from the text all the words and expressions with the element «war».

5. Insert the words missing:

- 1) They reached an agreement on the protection of... .
- 2) The Greek Olympic games were ... in 1896.
- 3) The International Red Cross was founded to ... the hardships of war.
- 4) The Geneva Convention is a ... of agreements reached in 1864.
- 5) This agreement... victims of warfare at sea; prisoners of war, and civilians during wartime.

6. Choose the right preposition:

- 1) Suspicion spread (among; between) rival European countries.
- 2) The agreement was reached (in; at) the first meeting.
- 3) This Convention is a model (to; for) other agreements.
- 4) In spite (of; to) the growth of cooperation fear spread between these two countries.

Unit 9

TERRORISM

Certain special powers are available to assist in preventing and investigating terrorist crime.

The Prevention of Terrorism Act of 1989 applies throughout Britain. It makes it unlawful to support specified organizations involved in terrorism.

The legislation also gives the police wider powers to deal with suspected terrorists. For example, the police may arrest terrorist suspects without warrant and hold them for up to 48 hours, and ministerial approval may be sought to extend detention for up to a further five days. There are also special powers for the police to conduct security checks at ports and airports.

The 1989 Act contains strong powers to deal with those who provide financial support for terrorism, or who launder terrorist funds. Under these powers, the restraint or forfeiture of terrorist funds can be ordered. The legislation of GB allows for reciprocal enforcement arrangements with other countries.

The Public Order Act 1994 gives the police new powers to stop and search for articles which may be used for terrorists purposes, and created a new offence of possession of such articles.

The Government maintains that there should be no concessions to terrorist demands and that international cooperation is essential in tracking down terrorists and impeding their movement between countries.

Tasks and exercises

1. Read and translate:

terrorist crime; prevention of terrorism; suspected terrorists; to launder terrorist funds; the forfeiture of terrorist funds; restraint of terrorist funds; terrorist purposes; terrorist demands; to track down terrorists.

2. Insert the words missing:

- 1) The police have the powers to search ... articles which may be used for terrorist purposes.
- 2) There shouldn't be concessions ... terrorist demands.
- 3) International cooperation is essential in tracking ... terrorists.
- 4) The legislature of GB allows ... reciprocal enforcement arrangements with other countries.
- 5) The legislation also gives the police wide powers to deal ... suspected terrorists.

3. Make up sentences using the key words:

- 1) to arrest // warrant // the police
- 2) to order // terrorist funds // forfeiture
- 3) five days // detention // to extend
- 4) security checks // to conduct // ports and airports
- 5) unlawful // to support // terrorist organizations

4. Restore the situations around the following figures: 48; 5; 1994;1989.

5. Form the corresponding nouns:

to conduct; to extend; to detain; to suspect; to support; to restrain; to forfeiture; to enforce; to search; to concede.

6. Read the text and answer the questions below:

The 1978 Suppression of Terrorism Act brings into force in English law the provisions of the 1977 European Convention on the Suppression of Terrorism. It provides that a large number of offences often committed by terrorists are not to be treated as offences of a political nature, so that persons suspected of having committed them are liable to extradition under the relevant Acts.

Questions to the text:

- 1) What documents providing for suppression of terrorism are mentioned in the text?

2) Who is liable to extradition according to these documents?

7. Give the English equivalents of the following notions:

- 1) боротьба з тероризмом;
- 2) відповідний закон;
- 3) який підлягає екстрадиції;
- 4) стаття закону;
- 6) вчинитилочин;
- 7) кваліфікувати злочин як

8. Read the text and insert the words from below:

Hijacking

Hijacking means seizing or exercising control of... in flight by the use or threat of force. This term derives from the call «Hi Jack», used when illegal alcohol was seized from ... during ... in the United States.

Hijacking is prohibited in international law by the Tokyo Convention 1963, which defines the conditions under which jurisdiction may be assumed over ..., but does not oblige states to exercise such jurisdiction and does not create an obligation ... hijackers.

A Hague Convention of 1970 and a Montreal ... of 1971 provide for compulsory jurisdiction as well as extradition.

an aircraft; prohibition; bootleggers; hijackers; to extradite; convention

9. Answer the questions on the text (see task 9):

- 1) What is the origin of the term «hijacking»?
- 2) Does the Tokyo Convention provide for compulsory jurisdiction to be assumed over hijackers?
- 3) Is extradition of hijackers provided for in the international law?

Unit 10

GENOCIDE

Genocide is conduct aimed at the destruction of a national, ethnic, racial, or religious group.

Genocide, as defined in the United Nations Convention on the Prevention and Punishment of the Crime of Genocide 1948, includes not only killing members of the group, but also causing them serious physical or psychological harm. It also suggests imposing conditions of life that are intended to destroy them physically. Here also belong measures intended to prevent childbirth, or forcible transfer children of the group. All these acts are qualified as genocide if they are carried out with the intention of destroying the group as a whole or in part.

Destruction of a cultural or political group does not amount to genocide.

The Genocide Convention 1948 declares that genocide is an international crime. The parties to the Convention must punish not only acts of genocide committed within their jurisdiction but also complicity in genocide, and conspiracy, incitement, and attempts to commit genocide.

Tasks and exercises

1. Give the definition of the term «genocide».
2. Answer the questions:
 - 1) Does destruction of a cultural group amount to genocide?
 - 2) What acts must be punished beside itself?
3. Tick off the wrong statements:
 - 1) Genocide is an international crime.
 - 2) Serious physical harm is not included in the notions of «genocide».
 - 3) Destruction of a political group is a kind of genocide.
 - 4) Forcible transfer of the children from one group to another group is also called genocide.
 - 5) Attempts to commit genocide is punishable according to the UN Convention of 1948.
4. Insert the words missing:
 - 1) Complicity ... genocide is also punishable according to the Convention.
 - 2) Prevention of childbirth is qualified as genocide if it is carried ... with the intention of destroying the group as a whole or ... part.

- 3) Genocide is conduct aimed ... the destruction of national, ethnic, racial or religious groups.
- 4) This transfer of children ... another group is illegal.

5. Find the synonyms in the text:

sides; annihilate; effort; instigation; compulsory.

6. Retell the text in detail.

Unit 11

WHERE DO DRUGS COME FROM?

Illegal drugs begin as crops grown by independent peasant farmers in Asia, South and Latin America, and the Middle East.

In some areas, the use of drugs is part of a culture that goes back centuries, while in others, such as Colombia and Mexico, production has been geared to supply illegal markets in the United States.

Heroin is smuggled into the United States in west coast and northeastern states, and across the Mexican border.

Marijuana produced overseas is smuggled into the United States by ocean-going vessels, small planes, and motor vehicles. Mexico is a principal source of the drug. Some marijuana also comes in from Colombia, Jamaica, and countries in Southeast Asia, such as Thailand.

Domestically, marijuana is grown in small plots and, increasingly, in greenhouses by individual growers. Outdoor plots are usually located in remote areas and have been found in some national parks and forests. Enforcement using aerial surveillance has driven many growers indoors.

Growers use modern technology to produce large quantities of more potent marijuana, often using special fertilizers and artificial light in indoor operations. The Drug Enforcement Administration recently seized 14,547 plants in single indoor production operation.

Tasks and exercises

1. Complete word combinations:

illegal... ; peasant... ; northeastern ... ;
the Mexican... ; ocean-going ... ; small ... ;
principle ... ; ...individual growers; remote

2. Restore the first elements of the word combinations:

... plots; ... technology; ... quantities; ... operations; ... marijuana;...
fertilizers; ... lights; ... surveillance.

3. Put the articles if necessary:

... Middle East; ... Colombia; ... United States; ... Southeast Asia; ...
Thailand; ... Mexico; ... Latin America; ... Jamaica.

4. Give the words of the same root from the text:

to grow; to enforce; recent; domestic; to increase; legal.

5. Put the verbs in the correct form:

- 1) In some areas production has (to be) geared (to supply) illegal markets.
- 2) Marijuana is (to smuggle) by ocean-going vessels.
- 3) Marijuana is (to grow) in small plots and greenhouses.
- 4) Enforcement using aerial surveillance has (to drive) many growers indoors.
- 5) Outdoor plots (to be) usually located in remote areas.

6. Complete the sentences:

- 1) Heroin is smuggled into the United States ...
- 2) Mexico is a principal ...
- 3) Some marijuana comes in ...
- 4) Outdoor plots are usually located ...
- 5) Growers use modern technology ...

7. Make up sentences using the key words and expressions:

- 1) ocean-going vessels // to smuggle // marijuana
- 2) aerial surveillance // to drive indoors // growers
- 3) to seize // plants // an indoor production operation
- 4) culture // to go back centuries // the use of drugs
- 5) to come in // marijuana // Jamaica.

8. Restore the situations round the following words and figures:

14,547; to gear; crops; indoors.

9. Extend the sentences using the words in brackets:

- 1) Marijuana is grown in small plots (domestically).
- 2) Outdoor plots can be found in some parks and forests (national).
- 3) Production of drugs has been geared to supply markets in the United States (illegal).
- 4) Growers use modern technology to produce marijuana (more potent).
- 5) These crops are grown by peasant farmers in Asia (independent).

10. Tell about the main ways of drugs smuggling.

11. Read the text below and make up a plan for retelling it (5 points).

When did drug use begin?

The use of chemical substances to change reality and provide stimulation, relief, or relaxation has gone on for thousands of years. Mesopotamian writings indicate that opium was used 4,000 years ago – it was known as the «plant of joy».

The ancient Greeks knew and understood the problem of drug use. At the time of the Crusades, the Arabs were using marijuana. In the Western Hemisphere, natives of Mexico and South America chewed coca leaves and used «magic mushroom» in their religious ceremonies. Drug use was also accepted in Europe well into the twentieth century.

Recently uncovered pharmacy records circa 1900 to 1920 showed sales of cocaine and heroin solutions to members of the British royal family; records from 1912 show that Winston Churchill, then a member of Parliament, was sold a cocaine solution while staying in Scotland.

Several factors precipitated the stringent drug laws that are in force in the United States today. Religious leaders were thoroughly opposed to the use and sale of narcotics. The medical literature of the late 1800s began to designate the use of morphine and opium as a vice. Nineteenth — and early twentieth — century police literature described drug users as habitual criminals.

Moral crusaders in the XIX c. defined drug use as evil and directed the actions of local and national aile creators to outlaw the sale and possession of drugs.

Drug use was also associated with the foreign immigrants who were recruited to work in factories and mines and brought with them their national drug habits. Early antidrug legislation appears to be tied to prejudice against immigrating ethnic minorities.

Unit 12

STRIKES

Strike is a cessation of work or refusal to work by employees acting together in connection with a trade dispute to secure better terms and conditions of employment for themselves and/ or other workers.

A trade union cannot call its members out on strike unless it has held a secret ballot and the majority agree to the action.

Under terms of the Employment Rights Act 1996 trade union ballots for industrial action must be fully postal and, if a ballot involves 50 or more members, it must be subject to independent scrutiny. Seven days' notice of the Union's intention to ballot its members on industrial action must be given to the employer and the union must provide the employer with details of the ballot result and give him at least seven days' written notice of those members it intends to call out on strike.

A strike ballot remains effective for four weeks.

Tasks and exercises

1. Read the basic text.
2. Give the definition of the term «strike».
3. Insert the words, if necessary:
 - 1) A trade union cannot call its members ... on strike unless it has held a secret ballot and the majority agree ... the action.
 - 2) ... terms of the Employment Rights (1996) Act ballots ... industrial action must be fully postal.
 - 3) If a ballot involves 50 or more members, it must be subject... independent scrutiny.
 - 4) The union must provide the employer with details of the ballot result.
4. Read and explain what was wrong in the actions of the strikers?

The Trade union decided to call out a number of workers on strike. It held a secret postal ballot. Then the trade union provided the employer with details of the ballot result. Then the strikers gave the employer a seven days' written notice of those members they intended to call out on strike.

5. Restore the remarks missing:
 - 1) – Is strike a cessation of work?
– Yes, it is, but....

- 2) – A secret ballot? How do they hold it?
 - They hold it....
 -
- 3) – I hear that the strikers must give their employer some notices.
 - Yes
- 4) – And how long does this strike ballot remain effective?
 - The strike ballot...

6. Read the text and answer the questions below:

Trade Unions

Trade Union is an organization whose members are wholly or mainly workers and whose principal purposes include the regulation of relations between workers and employers or employers' associations.

Unions' affairs are regulated by the Trade Union and Labour Relations (Consolidation) Act 1992.

This provides that: secret ballots must be held for election of union's executive committees and before any industrial action backed by the union; union funds cannot be used to indemnify individuals for fines imposed by a court for a criminal offence or contempt of court; and unions' accounting records must be open to inspection by their members, who can challenge any unlawful use of the funds through courts.

7. Answer the questions:

- 1) What is the principal purpose of trade unions?
- 2) By what Acts are unions' affairs regulated?
- 3) In which way are unions' executive committees elected?
- 4) Are secret ballots held before industrial actions, such as strikes?
- 5) How can rank-and-file members of the trade union control the executive committee?

8. Read the text below attentively.

Picketing

There is no specific legal right to picket, nor any prohibition on picketing. Pickets have no immunity from prosecution for committing criminal offences and they have no right to compel others to stop or to listen to the pickets' views.

9. Ask your colleagues if:

- 1) there is specific legal right to picket;
- 2) there is prohibition on picketing;
- 3) pickets have immunity from prosecution for committing offences;
- 4) pickets have right to compel others to stop or to listen to their views.

10. Answer the questions:

- 1) What is provided for by legislation in case of picketing in GB?
- 2) Do pickets have my right to compel others to join them?
- 3) Have the pickets any immunity from prosecution?

11. Speak on the labour law problems in Ukraine.

Unit 13

INDUSTRIAL TRIBUNAL (IT)

The Industrial tribunal hears and rules on certain disputes between employers and «nployees or trade unions relating to statutory terms and conditions of employment. The tribunals hear complaints concerning, unfair dismissal, redundancy, equal pay, maternity rights, and complaints of unlawful deductions from wages.

Tribunals can also l_eir complaints from trade union members concerning unju_sifiable disciplining by their union or unlawful exclusion from trade union.

Tribunals sit in local ct_ners in public and usually consist of legally qualified chairm_ai and two independent laymen, although chairmen are permitted to sit alone, without lay members, for certain types of case.

An appeal on a point cfliw arising from any decision on an IT may be heard by the Employment Appeal Tribunal.

Tasks and questions

1. Find all the derivatives of the word «to employ» in the text.

2. Give the corresponding nouns:

to relate

to complain
to deduct
to exclude
to qualify
to permit
to hear
to employ
to dismiss

3. Match elements from A with those of B to get collocations from the text:

A	B
unjustifiable	rights
unlawful	centers
local	members
independent	disciplining
lay	lay men
unfair	exclusion
maternity	dismissal
statutory	terms

4. Answer the questions:

- 1) Are chairmen allowed to sit alone?
- 2) What cases are heard by ITs?
- 3) Where should one file an appeal if it is a labour dispute case?

Unit 14

SOCIAL SECURITY AND LABOUR LAW

In the 1870s Britain passed to govern housing and public health. In 1902 the Education Act ended the work of building a national system of primary and secondary education.

When the new Liberal party came to power in 1905, it made even stronger reforms. It granted legal holidays with pay and passed the National Insurance Act of 1911. Certain kinds of workers got unemployment insurance.

Britain had copied from Germany, which, in the 1880s, was the leader in social legislation.

In France law passed in the 1890s limited women to a 10- hour workday and provided in part for pensions and accident insurance.

In 1906, a six-day work week was made legal.

Many other countries followed the leads of Britain, Germany, and France. By 1914, nearly every European country except Russia and the Balkan states had rather good factory codes and labor laws.

Tasks and exercises

1. Put the articles if necessary:

- ... Education Act;
- ... National Insurance Act;
- ... France;
- ... Balkan states;
- ... Germany.

2. What happened

- 1) in the 1880s?
- 2) in the 1890s?
- 3) by 1914?
- 4) in 1911?
- 5) in 1902?
- 6) in 1905?
- 7) in 1906?

3. Show the progressive movement in the history of labour law and social security.

4. Correct the wrong statements:

- 1) By 1914 all European countries had rather good factory codes and labour laws.
- 2) In 1906 a five-day work week was made legal.
- 3) In the 1890s law limited men to a 10-hour workday.
- 4) The Conservative Party came to power in GB in 1905.
- 5) Germany copied from Britain in the 1880s in social legislation.

5. Find the materials and speak on the system of insurance in GB.

6. Read and answer the questions:

Safety at work

Every employer has a common-law to take reasonable care for his employees' health, safety, and welfare at work.

He may be sued in the courts for damages if an employee is injured through the employer's negligence or failure to observe **the** safety regulations.

The Employment Act 1989 contains legislation of the protection of female workers. It is prohibited to employ women **in** a factory within four weeks of childbirth; to employ women **in** a range of processes involving lead or lead compounds; and to employ women in a range of processes in the pottery industry.

Questions to the text:

- 1) In which cases may the employer be sued?
- 2) What legislation does the Employment Act 1989 contain?
- 3) In which processes is it prohibited to employ women?

Complete the sentences:

- 1) It is prohibited to ...
- 2) The employer may be sued for ...
- 3) Every employer has a duty to ...

Unit 15

MARRIAGE

Marriage is a ceremony, civil or religious, that creates the legal status of husband and wife and the legal obligations arising from that status.

The minimum age for marriage is 16 with parental consent and 18 without it.

Parties to a marriage in GB must be respectively male and female as determined at birth. It means that sex-change operations have no legal effect. Parties must not be already married to someone else. Otherwise it will be bigamy or polygamy, which are crimes, punishable by up to seven years' imprisonment.

Parties must enter into the marriage freely.

All marriages other than solemnized in the Church of England must be authorized by a certificate issued by the Superintendent Registrar of Births, Deaths, and Marriages.

The marriage solemnized by Church is authorized by a religious license.

In a civil marriage, the ceremony takes place in a register office or other registered venue, with open door, in the presence of the Superintendent Registrar who conducts the ceremony, a registrar who supervises registration formalities, and at least two witnesses.

In a Church of England marriage, the ceremony usually takes place in church and is celebrated by a clergyman in the presence of at least two witnesses.

Tasks and questions

1. Combine elements from A and B to get some collocations:

A	B
legal	consent
parental	operations
sex-change	registrar
superintendent	obligations
religious	marriage
civil	license
registered	office
register	venue

2. Complete the sentences:

- 1) In GB parties to a marriage must be ...
- 2) The minimum age for marriage in GB is ...
- 3) Bigamy in GB is a crime ...
- 4) The marriage solemnized by Church is ...
- 5) The civil marriage ceremony takes place ...
8. The religious ceremony usually takes place ...

3. Answer the questions:

- 1) When is a parental consent a must?
- 2) Can two men or two women marry in GB?
- 3) Is polygamy allowed/ permissible in GB?
- 4) Is the marriage solemnized by Church valid in GB?
- 5) How many witnesses must be present at the Church ceremony of marriage?

4. Give the words of the same root from the text:

to punish; prison; authority; solemnity; conduction; formal; supervision; celebration.

5. Combine elements from two rows and translate the compounds:

- 1) other; clergy; super; sex;
- 2) intendent; wise; man.

6. Find in the text all of derivatives of the words:

marriage;

registered.

7. Find the synonymic pairs:

*venue; license; offence; hold; solemnize; certificate; place;
conduct; crime; celebrate.*

7. Translate the following word combinations with the key-word **marriage**

civil marriage; valid marriage; registered marriage; morganatic marriage; void marriage; solemnized marriage; repeated marriage; hedge marriage; fictitious marriage; marriage of convenience; marriage of minors.

Unit 16

DIVORCE

Divorce is the legal termination of a marriage and the obligations created by marriage.

Before proceedings are initiated, either or both parties will be required to attend a compulsory information meeting.

After a period of three months, during which the information given at the meeting is absorbed, either or both parties may file a statement of marital breakdown. A statement cannot be filed during the first year of a marriage.

A period of reflection and consideration begins 14 days after filing the statement and lasts for nine months. During this period both parties actively reflect on whether or not the marriage can be saved and consider what financial and other arrangements need to be made for the future. It also provides an opportunity to effect a reconciliation.

No divorce order can be made until matters relating to finance and the welfare of children have been finalized.

Tasks and questions

1. Give the synonyms from the text:

1) dissolution of marriage (2 variants);

- 2) to regulate;
- 3) duties;
- 4) obligatory;
- 5) to send to the court;
- 6) meditation;
- 7) chance.

2. Insert the words missing in the form required by the context:

effect; file; absorb; finalize; initiate; marital.

- 1) The matters relating to the welfare of children ...
- 2) This law provides an opportunity ... a reconciliation.
- 3) Both parties may ... a statement of... breakdown.
- 4) The information given at a compulsory meeting is considered to ... after a period of three months.
- 5) Proceedings of divorce may be ... by either party.

3. Insert the modal verbs required:

- 1) Either or both parties ... file a statement of marital breakdown.
- 2) A statement ... be filed during the first year of a marriage.
- 3) The parties reflect on whether or not the marriage ... be saved.
- 4) They consider what financial and other arrangements ... to be made for the future.
- 5) No divorce order ... be made until matters of the children's welfare have been finalized.

4. Transform into the Passive Voice:

- 1) Alice initiated the divorce proceedings.
- 2) They absorbed the information given at the meeting.
- 3) Sam filed a statement of marital breakdown.
- 4) They did not save their marriage.
- 5) They made some arrangements for the future.
- 6) The judge made a divorce order.
- 7) They have finalized the matters of child's welfare.

5. Insert prepositions if necessary:

- 1) Nick reflects ... the perspectives of his marriage.
- 2) Some arrangements must be made ... the future.
- 3) These obligations are created ... marriage.
- 4) This information was given ... the meeting.
- 5) It was a statement ... marital breakdown.

6. Choose the correct variants:

- 1) Either Pete or Alice (is; are) going to initiate the proceedings of divorce.
- 2) Both Ted and Ann (is; are) going to file a statement of marital breakdown.
- 3) Either side (is; are) ready to initiate the proceedings of divorce.
- 4) Either of them (is; are) reflecting on the consequences of this marital breakdown.
- 5) Neither Pete nor Mary (agree; agrees) to reconcile.
- 6) Both parties actively (reflect; reflects) on the welfare of the children.
- 7) Neither of them (want; wants) to file a statement of marital breakdown.

7. Now read this funny story and retell it.

The lawyer was sitting at his desk, so absorbed in his work that he did not hear the door as it was pushed gently open, nor see the curly head that was thrust into his office. A little sob attracted his notice, and turning, he saw a face that was streaked with tears and told plainly that feelings had been hurt. «Well, my little man, did you want to see me?» «Are you a lawyer?» «Yes. What do you want?» «I want» — and there was a resolute ring in his voice — «I want a divorce from my papa and mamma».

8. Read another funny story. Open the brackets and put the verbs in the correct form:

In a Charlotte, North Carolina, domestic-relations court, the Judge (to listen) intently to both sides in a case against an elderly man who (to charge) by his wife with non-support.

After all the evidence was in, the judge (to tell) the defendant: «You haven't (take) proper care of this good woman and I (to go) to give \$ 25 a month».

The defendant (to beam) with pleasure. «That's mighty nice of your honour,» he said, «and I (to give) her a dollar or two from time to time myself».

Unit 17

ADOPTION

Adoption differs from fostering in that it affects all the parents' rights and duties and it is a permanent change. After adoption the natural parents are no longer considered in law to be the parents of the child, who is henceforth regarded as the legal child of the adoptive parents.

The first consideration in deciding whether or not a child should be adopted is whether the adoption would safeguard and promote the welfare of the child.

Normally a child cannot be adopted without the consent of each its parents or guardians, but in some cases the court may make an adoption order without the parent's consent.

But the court makes an adoption order against the parents' wishes if it is in the child's best interests.

An adopted child over the age of 18 has a right to see a copy of his original birth certificate in order to find out who his natural parents are.

The Registrar General must keep a register containing details of all adoption orders.

Tasks and exercises

1. What is the difference between adoption and fostering?

2. Translate the following words and expressions:

alimony — settlement of alimony; alimony in gross; reduction of alimony; exact of alimony; to sue for alimony; to recover alimony;

paternity — to recognize paternity; recognition of paternity; establishment of paternity; to establish paternity; to disprove paternity; the contestation of paternity;

child — abandoned child; still-born child; illegitimate child; adopted child; vagrant-child; child born in wedlock; orphan child; natural child;

guardian — guardian by law; guardian by will; joint guardian; legal (testamentary) guardian; to appoint a guardian; to remove a guardian;

guardianship — to be under the guardianship; termination of guardianship; restoration of guardianship.

3. Find the pairs of synonyms: renouncement; minor; guardianship; tutor; issue; alimony; fatherhood; guardian; infant; wardship; descendants; agnatic; allowance; parentship; consanguineous; abdication;

4. Give all the derivatives of the word '**adopt**' used in the text.

5. Combine the elements from A and B to get the collocations used in the text:

A	B
parents'	parents
natural	right and duties
permanent	child
legal	change
birth	certificate

6. Paraphrase:

- 1) A child cannot be adopted without the *agreement* of each of the parents.
- 2) The register contains *facts* of all adoption orders.
- 3) An adopted child over 18 has a right *to get to know* who his or her natural parents are.
- 4) After adoption the child becomes a *legitimate* son or daughter of the adoptive parents.
- 5) The adoption is permitted if the welfare of the child is *guaranteed*.

7. Answer the questions:

- 1) Can court make an adoption order without the parents' consent?
- 2) Have adopted children any chances to find their natural parents?

Unit 18

WILL IN GB

A will is a document by which a person called the testator appoints executors to administer his estate after his death, and directs the manner in which it is to be distributed to the beneficiaries he specifies.

To be valid, the will must comply with the formal requirements of the Wills Act of 1837 and the testator must have testamentary capacity when the will is made.

A will can be amended by the execution of a codicil or a duly executed alteration. It can be revoked by the testator and replaced by another will.

The state in which a person dies without having made a will disposing of all his property is called intestacy. A total intestacy occurs when the deceased leaves no will at all or a will that only appoints executors but does not dispose of any property. A partial intestacy arises when a will deals with only part of the testator's estate.

Tasks and exercises

1. Explain the difference between the terms «testate» and «testator».
2. Translate the following words and word combinations. In case of necessity use the law dictionaries: testacy; testament; inofficious testament; testamentary guardian; testamentary intent; testamentary instrument; to die intestate.

3. Complete the sentences:

- 1) A person who makes a will is called ...
- 2) The will must comply with ...
- 3) A will can be amended by ...
- 4) An addition to a will is called ...
- 5) The will can be revoked by ...
- 6) A person appointed by a will to administer the testator's estate is known as ...

4. Read and insert the words from below:

A probate is a certificate issued by the Family Division of the High Court, on the application of... appointed by a will, to the effect that the will is ... and that the executors are authorized to ... the deceased's estate.

When there is no apparent ... about the will's validity, probate is granted in ... form.

When the will is disputed, probate in solemn ... is granted.

Probate action helps to determine the validity of the disputed

valid; executor; doubt; administer; common; form; will.

5. Give the synonymic expressions for A from B:

A	B
parol will	to contest a will
to draw up a will	to executive a will
to challenge a will	holographic will
to administer a will	to make a will
autograph will	nuncupative will
double will	testing
testamentation	reciprocal will

6. Match the words and expressions from A with those from B:

A	B
1. офіційне затвердження заповіту	a) codicil
2. розпорядження, що додається до заповіту	b) testamentation
3. складання заповіту	c) testacy
4. виконавець заповіту	d) probate
5. наявність заповіту	e) nullification of a will
6. скасування заповіту	f) will executor

7. Translate into Ukrainian:

devise – deviser (devisor); right of longlife enjoyment by devise; devisee; right of statutory share irrespective of devise points; to make a devise; to propound a devise.

8. Define what kind of devise is meant:

- 1) « ... and the rest of my real property to C»;
- 2) « my house to A»;
- 3) «all my real property to B».
(specific devise; residuary devise; general devise).

9. Compare the pairs of words. What is the difference between them:

testator – testatrix; devisor – devisee; executor – executrix.

Unit 19

TYPES OF OFFENCES

Offences suggest different breaches of law.

Offences against international law and order affect the proper functioning of international society. They include, for example, piracy, hijacking, and war crimes.

Offences against property affect another person's rights of ownership. The main offences against property are theft, offences of deception and making off without payment, criminal damage, arson, forgery, and forcible entry.

Some offences against property, such as burglary, robbery, and blackmail, may also contain elements of offences against the person.

Offences against public order affect the smooth running of orderly society. The main offences against public order are riot, violent disorder, affray, threatening behaviour, stirring up racial hatred, public nuisance, and obstruction of highways.

Crimes that involve the use or threat of physical force against another person are called offences against the person. The main of them are homicide, infanticide, illegal abortion, causing death by dangerous driving, torture, rape, wounding, causing and inflicting grievous bodily harm, assault, battery, kidnapping, and offences involving indecency.

Offences against the state affect the security of the state as a whole. The main offences against the state are treason and misprision of the treason, sedition, incitement to mutiny, offences involving official secrets and acts of terrorism.

Tasks and exercises

1. Find the words of the same root in the text:

to offend; to break; to own; thief; to deceive; burglar; to rob; order; threat; legal; decent; to incite; pirate.

2. Combine elements from A with elements from B:

A	B
dangerous	abortion
main	driving
official	offences
illegal	harm
bodily	secrets
forcible	entry

3. Arrange all the offences in four groups:

- A. Offences against the person.
- B. Offences against the state.
- C. Offences against property.
- D. Offences against public order.

riot; treason; theft; violent disorder; affray; torture; public nuisance; forgery; threatening behaviour; illegal abortion; sedition; wounding; terrorism; assault homicide; forcible entry; infanticide; arson; battery; stirring up racial hatred; incitement to mutiny; kidnapping; blackmail; burglary; deception; robbery.

4. Give the negative forms:

decency; legal; order.

5. Give the synonyms from the text:

injuring; beating; crime; conduct; heavy; corporal; rebellion; brawl.

6. Give the words on the basis of their definitions:

- 1) a fight in a public place, causing or likely to cause a disturbance of the peace;
- 2) a betrayal of the country or ruler;
- 3) words or actions intended to make people rebel against authority; disobey the government;

- 4) an open rebellion especially of soldiers or sailors against lawful authority;
- 5) a violent outburst of lawlessness by the people in a district.

7. Translate the following sentences:

- 1) The tyrant rioted in cruelty.
- 2) The riot was put down by the police.
- 3) To read the Riot Act means to read part of this act officially to disorderly persons after which, if they do not disperse, they can be arrested for felony.
- 4) The enemy's positions were taken by assault.
- 5) 20p for a cup of coffee is daylight robbery!

5. Insert the words missing:

- 1) Assault and ... mean beating and hitting.
- 2) The charging of excessive prices is called day light...
- 3) Nick died of grievous ... harm.
- 4) The cashier made ... with the firm's money.
- 5) Sam's actions were qualified as a ... entry into a building.

6. Speak on the types of offences accepted in GB.

Unit 20

CRIME

Crime is an act or a failure to act that is deemed by statute or by the common law to be a public wrong and is therefore punishable by the state in criminal proceedings.

Every crime consists of an actus reus accompanied by a specified mens rea, and the prosecution must prove these elements of the crime beyond reasonable doubt.

Some crimes are serious wrongs of a moral nature (e.g. murder or rape); others interfere with the smooth running of society (parting offences).

Crimes are customarily divided into indictable offences (for trial by judge and jury) and summary offences (for trial by magistrates). Some are hybrid crimes, that is they are triable either way (as indictable or summary).

Crimes are also divided into arrestable offences and nonarrestable offences.

The punishments for a crime include death (for treason), life imprisonment (e.g. for murder); imprisonment for a specified period, suspended sentences of imprisonment, probation; binding over, and fines.

Tasks and exercises

1. Give the definition of the term «crime».
2. Explain the Latin terms «actus reus» and «mens rea».
3. What does the expression «to prove beyond reasonable doubt» signify?
4. Comment on the synonymic chain:

crime — wrong — misdeed — offence

5. Give the definitions of the «indictable offences» and the «summary offences». Why are some crimes called hybrid ones?
6. Answer the questions:

- 1) What punishments are called arrestable and nonarrestable?
- 2) What kind of punishment is binding over?
- 3) Is probation widely practiced in this country?
- 4) Is death penalty provided for treason in GB?
- 5) What does the word «suspended» mean in the expression «suspended sentence of imprisonment»?

7. Give the words of the same root from the text:

to arrest; trial; prison; punish; custom; sum; interference;
to run; to proceed.

8. Find the corresponding names of the following offences:

- | | |
|---|--------------------------------|
| 1) Breach of the peace. | a) Forgery and counterfeiting. |
| 2) Vagabondage, begging, loitering | b) Embezzlement. |
| 3) Willful or malicious destruction, injury, disfigurement, or defacement of any public or private property, real or personal, without consent of the owner or persons having custody or control. | c) Robbery. |
| 4) The taking or attempting to take anything from the care, custody, or control of person or by force or threat of force or violence and / or by the victim in fear. | d) Vagrancy. |

- 5) Misappropriation or misapplication of money or property entrusted to one's care, custody or control. d) Vagrancy.
- 6) Making, altering, uttering, or possessing, with intent to defraud, anything false in the semblance of that which is true. f) Disorderly conduct.

10. Read and qualify the crimes described using the phrase:

They committed + the name of the appropriate crime

The list of the possible variants is given below:

shop-lifting; kidnapping; drug smuggling; mugging; hijacking; fraud; pickpocketing; theft; arson.

- 1) they broke the window of his car and stole the radio;
- 2) they sold painting that they knew weren't genuine masterpieces;
- 3) they illegally carried drugs into another country;
- 4) they set fire to the hotel;
- 5) they held a pistol at the pilot's head and he had to do what they said;
- 6) they took some things off the shelves and left the supermarket without paying for them;
- 7) they took away the rich man's son and asked him for a lot of money;
- 8 they hit the man on the head as he was walking along the street, and stole all his money and credit cards;
- 9) they took her purse out of her handbag as she was standing on the crowded platform waiting for the train.

10. Read the text:

Crime Statistics

Regular crime surveys are undertaken in GB. Many crimes go unrecorded by the police, mainly because not all victims report what has happened to them. The surveys confirm that the majority of crimes are against property, in the form of theft or vandalism.

Analyse and comment on the following table, presenting the offences recorded in England and Wales in 1994.

Violence against the person

219,744 168,534 (77)

Offence group	Recorded Crimes	Crimes cleared up	Per cent
Sexual offences	31,987	24,399	(76)
Burglary	1,261,387	268,893	(21)
Robbery	60,016	13,053	(22)
Theft and handing stolen goods	2,560,705	606,714	(24)
Fraud and forgery	146,144	75,623	(52)
Criminal damage	708,262	123,631	(17)
Other	47,709	45,668	(96)
Total	5,035,954	1,326,505	(26)

11. Answer the questions:

- 1) What can you say about the crime clearance rate in England and Wales in 1994?
- 2) Which crimes remain undisclosed especially often?
- 3) Does the Home Office try to conceal any figures? Do they set the figures too high or do they put them too low?
- 4) Which crimes have the highest clearance rate?

12. Read the text and insert the words missing from below.

Money laundering is the process by which illegally obtained property — from drugs or arms ... , terrorist activities or other serious ... is given the ... of having originated from a legitimate source.

New powers to clamp down on money ... came into force in 1994, with heavy ... for those who launder money gained from any sort of serious crime.

appearance; penalties; trafficking; launderers;
crime

13. Read the text and put 10 questions:

Manuals on bomb making still sold

United States Army manuals describing how to make bombs from household materials are on sale in London six months after being reported to the Home Office.

Frustrated by the Home Office's explanation that it is powerless to ban the books, Mr. P. Scheibner, a historian, has decided to show how to make home-made napalm, plastic explosives, nail bombs and booby traps at a hall in Lewisham, south London, on April 13.

The instructions are so simple that they can be followed by «any child of limited intelligence», he says.

The manuals, published by the US Defense Department for members of the armed forces, are available at modest prices from at least three outlets in London.

14. React to the statements. Agree or disagree:

- 1) In London one can buy manuals which describe how to make bombs from the old guns.
- 2) The Home Office at once banned the manuals on bomb-making.
- 3) Mr. Scheibner was a general.
- 4) Even children can make a bomb using the instructions.
- 5) The manuals on bomb-making are very expensive.

15. What factor is conducive to the increase of crime rates?

Unit 21

CRIMINAL

Of all crimes which become known to the police, most do not result in any arrest; and a very small percentage of all crimes known to the police finally result in a formal conviction in a court of law.

Moreover, to call someone a criminal merely because he is accused of having engaged in a crime or because he has been arrested or held for grand jury or even placed on trial is, in itself, to engage in criminal behavior (slander or libel) if the man so described is not convicted.

Crime is prohibited, punishable behavior, the criminal is the judicially proven, culpable perpetrator of the crime. Countries with an Anglo-Saxon heritage developed a rather precise set of conditions governing what evidence is admissible in determining the guilt or innocence of an accused person by and large, the rules seem reasonable.

At an earlier time in England history, very different techniques were used to prove whether the accused was a punishable offender. The so-called ordeals were, in effect, legal trials and tests of truth. The ordeals included hot iron, boiling water, and fire.

If in any of these ordeals the suspect developed blisters on his hands or feet, this was tantamount to a finding of guilt and he was instantly punished. A near-miracle would be necessary for anyone not to be found guilty. However, in the cold-water ordeal (in this ordeal the accused, bound hand and foot, was lowered onto a pond; if he sank to the bottom, he was considered innocent) the basic laws of nature operated in favor of the defendant.

Tasks and exercises

1. Find in the basic text the synonyms for the following words and expressions: offence; defamation; in general; methods; equal; at once.

2. Insert the prepositions, if necessary:

- 1) ... large, these rules are reasonable.
- 2) The accused was bound ... hand and foot.
- 3) The accused sank ... the bottom.
- 4) The crime did not result ... any arrests.
- 5) Sam was accused ... two crimes.

3. Give the words of the same root from the text:

to behave; inherit; to admit; to punish; to defend; per cent; to convict; to offend.

4. Insert the words from below:

- 1) Crime is prohibited, ... behaviour.
- 2) The criminal is the culpable ... of the crime.
- 3) Different techniques were used to prove ... of the accused.
- 4) The ... included the hot iron, boiling water, and fire.
- 5) The suspect was ... on trial.

placed; ordeals; the guilt; perpetrator; punishable.

5. Complete the sentences:

- 1) The ordeals included ...
- 2) In the cold-water ordeal ...
- 3) If the suspect developed blisters ...
- 4) A near-miracle would be necessary ...
- 5) The criminal is ...

6. Match the names of law breakers (A) with the appropriate definition (B):

A

B

arsonist
shop-lifter
mugger
offender
vandal

- 1) attacks and robs people, often in the street;
- 2) sets fire to property illegally;
- 3) is anyone who breaks the law;
- 4) breaks into houses or other buildings to steal;
- 5) steals from shops while acting as an ordinary customer;

burglar	6) kills someone;
murderer	7) deliberately causes damage to property;
kidnapper	8) steals things from people's pockets in crowded places;
pickpocket	9) gets secret information from another country;
accomplice	10) bugs and sell drugs illegally;
drug dealer	11) takes away people by force and demands money for their returns;
spy	12) helps a criminal act;
terrorist	13) uses violence for political reasons;
assassin	14) causes damage or disturbance in public places;
hooligan	15) hides on a ship or plane to get a free journey;
stowaway	16) takes control of a plane by force and makes the pilot change course;
thief	17) murders for political reasons or a reward;
hijacker	18) is someone who steals;
forgery	19) makes counterfeit or false money or signatures;
robber	20) is a member of a criminal group;
smuggler	21) steals money by force from people or places;
traitor	22) marries illegally, being married already;
gangster	23) is a soldier who runs away from the army;
deserter	24) brings goods into a country illegally without paying tax;
bigamist	25) betrays his or her country to another state.

Unit 22

TORT

Tort is a wrongful act or omission for which damages can be obtained in a civil court by the person wronged. The law of tort is mainly concerned with providing compensation for personal injury and property damage caused by negligence.

It also protects other interests, such as reputation (in case of defamation), personal freedom (assault; false imprisonment); title to property (trespass), etc. It must usually be shown that the wrong was done intentionally or negligently, but there are some torts of strict liability.

Most torts are actionable only if they have caused damage, but torts whose main function is to protect rights are actionable without proof of damage.

The main remedy for a tort is an action for damages.

Some torts are also breaches of contract. Negligent driving by a taxi-driver that causes injury to his passenger is both the tort of negligence and breach of the contract to carry the passenger safely to his destination. The passenger may sue either in tort or for breach of contract, or both.

Many torts are also crimes. Assault is both a crime and a tort. Dangerous driving is a crime and may give rise to an action in tort if it causes injury to another person.

Tasks and exercises

1. Answer the questions:

- 1) What is the difference between the terms «tort» and «crime», if any?
- 2) What is the main remedy for a tort?
- 3) Are breaches of contract qualified as torts?
- 4) Is assault a crime or a tort?
- 5) How do they qualify negligent driving?

2. Explain the meaning of the word «actionable» in the text.

3. Give the words of the same root from the text:

wrong; to omit; main; to compensate; negligent; to imprison; intention; liable; to drive.

4. Write out all the adverbs with the ending -ly and translate them.

5. Read the article below and answer the questions:

- 1) How should one qualify the case described?
- 2) Is it a crime or a tort?

6. Give your comments.

7. Read and retell the article:

Assault charges dropped against aging televangelist

New York, AP — Television preacher Robert Schuller who was accused of shoving a male flight attendant, isn't too old to learn a lesson.

Prosecutors agreed Wednesday Aug, 13. to drop a misdemeanor assault charge against the televangelist if he completes six months of federal supervision.

A misdemeanor criminal complaint said Schuller argued with the flight attendant on a Los Angeles-to-New York United Airlines flight in June, then grabbed the man by the shoulders and vigorously shook him.

Schuller's «Hour of Power» syndicated TV program reaches 20 million viewers in more than 180 countries.

Unit 23

GAMING

There are various restrictions on gaming. If the premises are uncontrolled, it is illegal to play a game, unless the game takes place in a private house in the course of ordinary family life.

One cannot play roulette with a zero in uncontrolled premises, but one may play such games as bridge, whist, poker.

Gaming in any street or any place to which the public has access is illegal, except for dominoes, or any game specially authorized in a pub.

Casino-type games may be played on controlled premises for commercial profit if permission has been obtained, but only by members of licensed or registered clubs and their guests.

No one under 18 may be present when gaming takes place. It is illegal to use, sell, or maintain gaming machines without a certificate or license.

Tasks and exercises

1. Translate the words and expressions:

gaming; gambling; roulette; bridge; whist; poker; premises; controlled premises; access; casino-type games; licensed club; registered club; gaming machines; certificate; license.

2. Answer the questions:

- 1) What restrictions are there on gaming?
- 2) When is gaming considered illegal?
- 3) What does «the uncontrolled premises» mean?
- 4) Is it banned to play dominoes in the street?
- 5) Are people under 18 permitted to watch the gaming?
- 6) Is gaming a crime?

3. React:

- 1) It is illegal to play bridge and whist in uncontrolled premises.
- 2) Roulette with a zero is permitted only in the street.
- 3) Children are allowed to play and watch any games.
- 4) One can play any game in a pub.
- 5) At home you may play with your relatives any games without a certificate or license.

4. Complete the sentences:

- 1) It is illegal to play a game, unless

- 2) Gaming in any street
- 3) Casino-type games may be played
- 4) Only members of licensed clubs may
- 5) It is illegal to sell, use or maintain

Unit 24

POLICE ADMINISTRATION IN GREAT BRITAIN

The primary duty of a police authority is to provide an adequate and efficient police force for police units under its control. In order to enable it to carry out this duty it is empowered to appoint the chief constable and deputy or assistant chief constable; to determine the establishment of the force and the number of officers in each rank; to provide and maintain buildings and premises required for police purposes and so on.

A chief constable is not subject to higher authority in relation to the deployment of his men nor to the action that he takes in individual cases, but he is generally responsible to the police authority for the efficiency with which he uses his force and the equipment provided, and is required to submit a written annual report.

He may also be requested by the police authority at any time, to report in writing on some matter connected with the policing of the area.

The larger police areas may be split up into divisions and sub-divisions, each with its own complement of officers. Smaller forces may operate as a single unit.

The direction and control of county is vested in the chief constable, whose primary duty is to see that order is effectively maintained and the law impartially enforced in the area for which the police authority is responsible.

(The Police Service in Britain. —L., 1969.)

Tasks and exercises

1. Answer the questions:

- 1) What is the primary duty of a police authority?
- 2) What are the functions of a chief constable?
- 3) For what is a chief constable responsible to the police authority?
- 4) Who controls the deployment of the policemen?
- 5) What documents must a chief constable submit to the police administration?
- 6) What is the structure of the large police areas?

2. Complete the sentences:

1. A chief constable is not subject to ...
2. A chief constable is generally responsible for ...

3. A chief constable is required to submit...
4. A chief constable may be requested at any time ...
5. The primary duty of a chief constable is ...

3. Give the words of the same root from the text «Police Administration»:

impartial; efficiency; able; power; appointment; to deploy; submission.

4. Match the elements from A with those given in B:

A	B
Annual	unit
Police	constable
Single	areas
Chief	report
Primary	cases
Individual	duty

Unit 25

TRAINING OF THE POLICEMEN

In England and Wales entry to the police force is open to men and women over the age of 18 and a half.

Candidates must be either British or Commonwealth citizens, physically fit and have good eyesight. There are no longer any minimum height requirements. There is an educational test taken by all candidates regardless of educational achievement.

All police officers go through a basic training course lasting several months and spend a total of two years as probationers.

Training for probationer constables is a combination of on- the-job training and work at residential training centres.

After the initial two years as probationers, they can apply for promotion to sergeant provided they have passed the qualifying examination.

After two years' service as a sergeant an officer can apply for promotion to the rank of the inspector if he has passed the inspector's examination.

Senior officers are trained at a special Police Staff College at Bramshill.

There is also the accelerated promotion course available for officers with strong potential for rapid promotion to senior ranks.

Tasks and exercises

1. Put the tick against the names of those who can become a policemen in GB:

- 1) Sam has good eyesight.
- 2) Ted is under 18.
- 3) Mike is short-sighted.
- 4) Nick is not very tall.
- 5) Charles is a good boxer.
- 6) Ann is over 20 years old.
- 7) Ned comes from Iran.
- 8) Den is a citizen of Australia.
- 9) Jeff is a Welsh.

2. Explain the meaning of the term «probationer».

3. Paraphrase the sentences:

- 1) Training for probationer constables is a combination of *on-the-job* training and work at *residential* training centres.
- 2) Whose rank is higher: that of a sergeant or of a probationer?

4. Insert the prepositions if necessary:

- 1) There is an educational test for all candidates regardless ... educational achievements.
- 2) All police officers go ... a basic training course.
- 3) The probationers can apply ... promotion to sergeant.
- 4) There are special accelerated courses for rapid promotion ... senior ranks.

5. Combine elements from A with the elements from B.

A	B
senior	officers
qualifying	eyesight
good	course
accelerated	training
educational	examination
strong	achievements
on-the-job	potential
residential	centers

5. Expand the sentences using the words from brackets:

- 1) After two years as probationers, they can apply for promotion to sergeant (initial).
- 2) There are no longer any height requirements (minimum).
- 3) All police officers go through a training course lasting several months (basic).
- 4) There is a test taken by all candidates (educational).
- 5) Senior officers are trained at a Police Staff College at Bramshill (special).
- 6) There is also the promotion course available for officers with strong potential for promotion to senior ranks (rapid; accelerated).
- 7) Candidates must be fit and have good eyesight (physically).

6. Give the words of the same root from the text:

probation; to exam; quality; acceleration; to promote; to require; entrance.

7. Give the synonyms from the text:

access; mixture; fast; local; demands.

8. Paraphrase:

- 1) You should be in a good physical shape to become a policeman.
- 2) Both men and women have a chance to become policemen if they are over 18 and a half.
- 3) All police officers must attend a basic training course.
- 4) Probationer constables train at their departments and at local training centers.
- 5) After two years probationers may claim to the promotion.

9. Arrange the ranks according to the principle of seniority:

sergeant; probationer; inspector.

10. What kind of training is required of candidates for these positions/ranks?

Unit 26

POLICEMEN ON THE JOB

The heart of policing is the work done by police constables who are in constant contact with the public. They patrol the streets on foot, sometimes on bicycles or in cars, give advice and deal with disturbances.

They also work at the local police station, handling enquires and dealing with arrested people. Some specialize, for example, as dog handlers or mounted police.

Every force has its criminal investigation department staffed by specialist detectives.

There is also a traffic division which operates road patrol units.

At the heart of most police stations is the control room equipped with high-tech computer and radio equipment.

Tasks and exercises

1. Explain the notions:

mounted police; traffic division; dog handlers; detectives; the control-room.

2. Insert the first elements of the word combinations:

to ... enquiries; to ... with arrested people;
to ... advice; to ... the streets; to ... with disturbances;
to ... as dog handles; to ... road patrol units.

3. Tell about the main functions of the policemen.

4. Insert the prepositions missing, if necessary.

The Work of the Police in Great Britain

All regular police forces have a department which deals primarily ... the prevention of crime and the protection of life and property, and a criminal investigation department, primarily responsible ... the detection of crime and bringing offenders ... justice. Most forces have additional departments ... dealing with special aspects of police work.

Because the visible presence of a constable is regarded as an important check ... crime and disorder, and because a police officer must be immediately accessible ... the public if he is to give effective help when it is needed, most members of a police force are officers in uniform.

The function of such officers is to be ... the look-out for any breach of the law or any incident which requires their attention. ... the course of their duties they may have to arrest people committing offences of (in certain cases) suspected of acting

... an unlawful way, prevent disturbances or obstruction of the highway, deal with road accidents, give first-aid to sick or injured, escort ... children or elderly people across busy streets and give assistance or information to any member of the public who asks ... help.

Police officers are assigned ... regular «beats» in which they are encouraged to live (so that they may establish close contacts with the public), and which they patrol ... foot.

(Boop W. and Schultz D. Principles of American Law Enforcement and Criminal Justice.— USA, 1972).

5. Read this funny story and retell it as if you were a lieutenant:

On Finnegan's first day as a regular on the police force, the lieutenant told him, «Finnegan, I'm giving you an easy beat to start with — just from the station house to that red light and back». Finnegan disappeared for two days. «Where the devil were you?» roared the lieutenant. «Didn't I tell you your beat was just from here to that red light?» «You did,» agreed Finnegan, «but that red light was on the back of the truck».

Unit 27

POLICE OFFICERS AND FIREARMS

Police officers in GB do not normally carry firearms. Uniformed officers may carry wooden truncheons to help protect themselves against violence.

Firearms may be issued only to specially trained police officers, known as Authorized Firearms Officers, and then only on the authority of a senior officer. Authority is given when an officer is likely to face an armed criminal or is deployed to protect a person who may be at risk of attack.

Officers may fire weapons only as a last resort if they believe that their own or other lives are in danger. Each officer is personally responsible for the decision to fire and may be required to justify this action before the courts.

Tasks and exercises

1. Restore the situations round the following words and expressions:

- 1) to carry firearms;
- 2) wooden truncheons;
- 3) the authority of a senior officer;
- 4) at risk of attack;
- 5) as a last resort;

6) to justify one's action before the court.

2. Complete the sentences:

- 1) Officers may fire if...
- 2) Authority to use firearms is given when ...
- 3) If an officer is likely to face an armed criminal ...
- 4) Specially trained police officers are called ...
- 5) Uniformed officers may carry ...

3. Read and retell the text:

Power of search

The 1984 Act empowers the police to stop and search any person or vehicle found in a public place for stolen or prohibited articles and to detain a person or vehicle for such a search.

If out of uniform, the police officer must produce evidence of his status. He must always give his grounds for the search if asked.

Under the Theft Act 1968, for example, police may obtain a warrant to search for stolen goods when there are reasonable grounds for believing that they are in someone's possession or on his premises.

Under certain circumstances the police are given powers of search without any warrant. It concerns such cases as the Misuse of Drugs and Prevention of Terrorism.

A constable in uniform may stop and search any person for the purpose of seeing whether that person is carrying an offensive weapon or an instrument that has a blade or a sharp point.

Failure to stop is a summary offence punishable by one month's imprisonment and/or a fine.

The police also have a general power, when arresting someone for an arrestable offence, to enter and search any place in which the suspect is believed to be.

4. Read the text below and define:

What was wrong in the actions of the policemen? When discussing the problem use the phrases:

He should ...

He sought to ...

Ted, a local policeman, had a wonderful suit on. He was coming back home after the party. Suddenly he noticed a man who was carrying a sack. The man looked around as if he was doing something unlawful. Ted came up to him and put

his hand on the man's shoulder. Without any explanations he seized the sack and looked into it.

There he found potatoes. The man explained that he was carrying this sack of potatoes to his brother. The potatoes were his own and he had gathered them on his own land-plot.

5. Read the dialogue and act it out:

Policeman: I'd like to ask you a few questions, if you don't mind.

Sam: About what?

Policeman: About the murder that someone committed next door two nights ago. Did you hear anything unusual that night?

Sam: I heard nothing at all!

Policeman: Did you see anything out of the ordinary?

Sam: No, I saw nothing, officer.

Policeman: Someone fired six shots with a revolver, but you heard nothing ... A man ran through that door five minutes after the crime, but you saw nothing It all sounds very suspicious to me, sir. Have you anything to add?

Sam: Nothing at all.

Policeman: But you won't get away with it.

Sam: Why do you try to intimidate me?

Policeman: We shall proceed with our enquiries.

6. Define whether the policeman intimidated Sam. Prove your point of view.

Unit 28

THE FEDERAL BUREAU OF INVESTIGATION

The FBI is considered by many to be the finest investigative body in the world. American policemen hold it in such esteem that it is often referred to as «The Bureau». The FBI is responsible for the investigation of all the federal cases not assigned to other agencies and for violations committed on the Government property and Indian reservations.

Thefts of government property are also investigated by the FBI. In addition the FBI's jurisdiction includes matters of internal security (espionage, sabotage, treason); bank robbery; kidnapping; extortion; interstate transportation of stolen

autos, aircraft, cattle, or property; violation of election law; civil rights violation; and assaulting or killing a Federal officer or the President of the United States.

The FBI also operates a national crime laboratory for its use and publishes the monthly Law Enforcement Bulletin.

The FBI collects crime statistics and publishes them, and maintains a central fingerprint repository. The Bureau engages in the training of local police officers through the National Academy and through schools conducted by traveling teams of agents. FBI agents often possess law degrees.

(Boop W. and Schultz D. Principles of American Law Enforcement and Criminal Justice. – USA, 1972).

Tasks and exercises

1. Give the words of the same root from the basic text:

investigation; estimation; spy; assignment; to violate; thief; to export; month; to force; finger; state.

2. Complete the word combinations:

the investigative ... ; crime ... ; the federal ... ; fingerprint ... ; Indian ... ; law internal ... ; stolen ... ; bank ... ;

3. Insert the propositions, if necessary:

- 1) American policemen hold the FBI ... great esteem.
- 2) The FBI is often referred ... as «The Bureau».
- 3) Some violations were committed ... government property.
- 4) ... addition the FBI's jurisdiction includes matters of internal security.
- 5) The FBI also operates a national crime laboratory ... its use.

4. Complete the sentences:

- 1) The FBI is considered ...
- 2) The FBI is often referred to ...
- 3) The FBI is responsible for ...
- 4) Thefts of government property are investigated ...
- 5) The FBI jurisdiction includes ...
- 6) The FBI operates ...
- 7) The FBI collects ...

5. Cross out the wrong statements:

- 1) All kinds of theft are investigated by the FBI.
- 2) Crimes in Indian reservations are investigated by the local police stations.
- 3) The FBI's jurisdiction includes matters of espionage and treason.
- 4) The FBI investigates the cases of interstate transportation of stolen autos.
- 5) The FBI publishes the annual Law Enforcement Bulletin.
- 6) The FBI maintains a central fingerprint repository.
- 7) All FBI agents possess law degrees.

6. Answer the questions:

- 1) Do you believe that the FBI is the finest investigative body in the world? Give some facts to refute or support the idea.
- 2) What matters is the FBI empowered to investigate?
- 3) How are the FBI agents trained?

7. Tell about the FBI. Find some interesting facts of its efficient or inefficient work.

Unit 29

BAIL

Most accused people are released on bail pending trial. They are not remanded in custody except where strictly necessary. Unconditional bail may be withheld only if the court has substantial grounds for believing that accused would abscond, commit an offence, interfere with witnesses, or otherwise obstruct the course of justice.

A court may also impose conditions before granting bail. If bail is refused, the defendant may apply to a High Court judge or to the Crown Court for bail.

In some cases a court may grant bail to a defendant on condition that he or she lives in an approved bail hostel.

The Criminal Justice and Public Order Act 1994 gives the police powers of immediate arrest for breach of police bail and removes the presumption in favour of bail for people alleged to have offended while on bail. It also restricts the right to bail for someone charged with murder, manslaughter or rape if previously convicted of the same offence.

Tasks and exercises

1. Read the expressions, translate them and make up sentences of your own:

bail – to release on bail; unconditional bail; to refuse bail; to apply for bail; to grant bail; approved bail house; to oppose bail; police bail; presumption in favour of bail; to offend while on bail; right to bail.

2. Insert the prepositions, if necessary:

- 1) Most accused people are released ... bail.
- 2) These people are not remanded ... custody.
- 3) The accused was not going to interfere ... witnesses.
- 4) The defendant may apply to the Crown Court ... bail.
- 5) Was Sam charged ... murder?
- 6) Nick was convicted ... manslaughter.

3. Complete the sentences:

- 1) A court may impose conditions before ...
- 2) If the bail is refused, the defendant may apply ...
- 3) The police have powers of immediate arrest ...
- 4) This Act 1994 restricts the right to bail for ...
- 5) A court may grant bail to a defendant on a condition ...

4. React to the statements (agree or disagree):

- 1) The accused may be released on bail only in exceptional cases.
- 2) If the court believes that the accused may abscond the bail may be withheld.
- 3) The defendant may apply to Queen if the bail is refused.
- 4) Courts grant bail only if the accused lives in an approved bail hostel.
- 5) The right to bail is restricted if the accused is charged with theft.

5. Read the dialogue and act it out with your partner. Be ready to restore the situation of communication:

B.: You are the lawyer my old man hired?

V.: That's right. My name's Vernon Wedge.

B.: When do I get out of here?

V.: You don't, not until the trial. They've refused bail.

B.: When's the trial?

V.: Don't rush it. We need every minute of delay. We can get. Don't think this is going to be easy.

(Based on the story «Thicker than Water» by H.Slezar).

6. Answer the questions on the dialogue (task 5):

- 1) What can you say about the profession of Vernon?
- 2) Was Vernon ready for the trial?
- 3) Did Benjy have a chance to get out of prison before the trial?
- 4) Why did they need a delay?

7. Now read the second part of their conversation:

V.: Why do you carry a knife, Benjy?

B.: It's no switchblade, Mr. Wedge. It's more like a boyscout knife. I mean, they sell'em all over. I use it for whittlin' and stuff like that.

V.: Whittling?

B.: Look, whose side are you on. I didn't Kenny, Somebody else did. I swear I didn't kill him!

V.: Take it easy. I'm not making accusations, kid, that's the court's job. Now sit back and relax.

(Based on the story «Thicker than Water» by H.Slezar).

8. Answer the questions on the second part of the dialogue (task 7):

- 1) Do you believe Benjy? Why?
- 2) Does Vernon believe that Benjy did not knife the boy?

Unit 30

THE COURT SYSTEM IN GREAT BRITAIN

Supreme Court of Judicature is a court created by the Judicature Act of 1873-1875 to take over the jurisdiction of all the higher courts, other than the House of Lords. It does not sit as a single court but comprises the High Court of Justice, the Court of Appeal, and the Crown Court.

Its practice is regulated by the Rules of the Supreme Court.

Court of Appeal exercises appellate jurisdiction over all judgments and orders of the High Court and most determinations of judges of the country courts. In some cases the Court of Appeal is the court of last resort, but in most cases its decisions can be appealed to the House of Lord. The Court is divided into a Civil Division presided over by the Master of the Rolls and a Criminal Division presided over by the Lord Chief Justice.

The High Court of Justice is divided into the three Divisions: the Queen's Bench Division (QBD), Chancery Division, and Family Division.

The Queen's Bench Division's principal business is the trial of civil actions based upon contract or torts. It also has important appellate functions in relation to appeals from magistrates' courts and certain tribunals and exercises supervisory

jurisdiction over all inferior courts. The Admiralty Court and Commercial Court are part of the QBD.

The work of the Chancery Division is principally concerned with matters relating to real property, trusts, and the administration of estates. It also deals with company law, patents and other intellectual property.

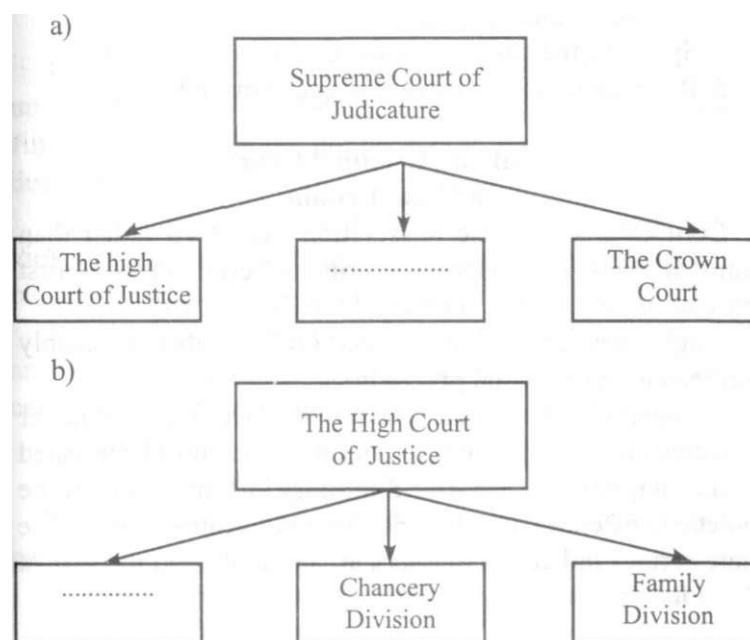
The effective head of the Division is the Vice Chancellor, although Lord Chancellor is nominally its president.

Family Division is concerned with family proceedings and noncontentious probate matters. The chief judge of the Division is called the President.

The Crown Court has an unlimited jurisdiction over all criminal cases tried on indictment and also acts as a court for **the** hearing of appeals from magistrates' courts.

Tasks and exercises

1. Fill in the schemes:



2. Complete the sentences:

- 1) The Court of Appeal is divided into
- 2) The Admiralty Court and Commercial Court are ...
- 3) Family Division is concerned with ...
- 4) The Queen's Bench Division's principal business is ...
- 5) Matters relating to real property, trusts are considered ...
- 6) The Court of Appeal exercises ...

3. Make up sentences using the words below according to the model:

The head of the Family Division is President.

- 1) The Chancery Division — Lord Chancellor (Vice Chancellor).
- 2) The Civil Division of the Court of Appeal — the Master of the Rolls.
- 3) The Criminal Division of the Court of Appeal — the Lord Chief Justice.

4. Speak on the structure of the Court System in GB.

5. Read the text and answer the questions below.

Civil and Criminal Court in Great Britain

Civil Courts exercise jurisdiction over civil rather than criminal cases. In England the principal civil courts of first instance are the county courts and the High Court.

Magistrates' courts have limited civil jurisdiction, mainly confined to matrimonial proceedings.

Criminal Courts exercise jurisdiction over criminal rather than civil cases. In England all criminal cases must be initiated in the magistrates' courts. Summary offences and some indictable offences are also tried by magistrates' courts. The more serious indictable offences are committed to the Crown Court for Trial.

Questions:

- 1) Why does the author use the word «rather» when he describes the functions of the Courts?
- 2) What is the difference between indictable and summary offences?
- 3) What is the principal function of magistrates' courts: to hear criminal or civil cases?
- 4) What civil matters do magistrates' courts usually deal with?
- 5) What courts of first instance hear civil cases?
- 6) What are the main spheres of the High Court and of the Crown Court? Which of them hears mostly civil cases and which of them hears mostly criminal cases?

Unit 31

CORONERS' COURTS

Coroners in England and Wales investigate violent and unnatural deaths or sudden deaths when the cause is unknown. An inquest is, however, not necessary if a sudden death was due to natural causes.

The coroner must hold an inquest if the deceased died a violent or unnatural death or died in prison or in other specified circumstances.

It is the duty of the coroner's court to establish how, when and where the deceased died. A coroner may sit alone or, in I certain circumstances, with a jury.

Tasks and exercises

1. Copy out and translate all the words with the negative prefixes.
2. React to the statements (Agree or disagree):
 - 1) A coroner always sits alone.
 - 2) The duty of the coroner's court is to establish the cause of the death.
 - 3) Coroner investigates all cases of death — natural and unnatural.
 - 4) Coroners investigate all cases of sudden death.
3. Insert the words missing:
 - 1) A coroner's inquest is not held if the death was due ... natural causes.
 - 2) A coroner investigates the case if a person died ... prison.
 - 3) If a person died ... specified circumstances the coroner must hold an inquest.
4. Use the expressions «Then the coroner must» or «There is no need for the coroner ...» when reacting to the statements:
 - 1) Mr. Black died in prison last week.
 - 2) Mr. Brown was found dead in his cottage though he was only 40 years and did not complain of any diseases.
 - 3) Mrs. Denvers was 92 years. She died in her sleep at home.
 - 4) Samuel, aged 32, a journalist was found dead in his hotel-room after the promise to publish some sensational materials.
 - 5) Mr. Demnis who ran for a governor, was found dead by his wife in the bathroom.
 - 6) Sir Rolph, a businessman, fell tripped over the stone and crashed his skull when he was escorted by his bodyguards to the office.

7) The pensioner had a heart attack when he was working in his garden.

5. Read the article given below and answer the questions:

- 1) Do you believe that the prisoner committed suicide?
- 2) Why was the coroner involved?
- 3) Are there any suspicious facts in this case?
- 4) What would you do if you were a coroner?

Newcombe found hanged in prison cell

Brian Newcombe, charged with the murder of a Scottish woman and a Yorkshire man after a nationwide hunt, was found hanged in his prison cell early yesterday, the Home Office said.

He was found hanging from the bars of his cell window by prison staff who tried to resuscitate him without success. A doctor certified him dead at 12.40 a.m.

An inquest will be held into his death. Mr. Newcombe had been in Leeds prison on remand since September 4. He was charged with the murder of Margaret Mc Onie from Glasgow, and Jack Shuttleworth from North Yorkshire.

His death, in Armley jail, is the sixth among remand prisoners awaiting trial at the prison since May last year.

The Yorkshire Evening Post newspaper in Leeds said that a suicide note was found nearby which «specifically exonerated» the prison service.

The published note read: «The prison authority is in no way to be held responsible for my demise. They have treated me with kindness and consideration. They are blameless».

The Home Office spokesman would make no comment or confirm or deny the existence of the note. He said that the coroner had been informed and it would be prejudicial to give any information before the inquest was held.

The other five detainees who committed suicide were aged between 17 and 19.

Unit 32

COURTS IN THE USA

The third branch of the federal government, the judiciary, consists of a system of courts spread throughout the country, headed by the Supreme Court of the United States.

The power of the federal courts extends both to civil actions for damages and other redress, and to criminal cases arising under federal law. Ordinarily, federal courts do not hear cases arising under the laws of individual states.

U.S. judges are appointed by the president and confirmed by the Senate. Congress determines the pay scale of judges.

The Supreme Court is the highest court of the United States. A decision of the Supreme Court cannot be appealed to any other court.

Congress has the power to fix the number of judges sitting on the Court and decides what kind of cases it may hear.

The Constitution is silent on the qualifications for judges. There is no requirement that judges be lawyers.

The complement of the Supreme Court is fixed at one chief justice and eight associates.

The Supreme Court has original jurisdiction in only two kinds of cases: those involving foreign dignitaries and those in which a state is a party. All other cases reach the Court on appeal from lower courts.

Of the several thousand cases filed annually, the Court usually hears only about 150.

A significant amount of the work of the Supreme Court consists of determining whether legislation or executive acts conform to the Constitution.

The second highest level of the federal judiciary is made up of the courts of appeals, created in 1891 to facilitate the disposition of cases and ease the burden on the Supreme Court.

The United States is divided into 11 separate appeals regions, each served by a court of appeals with from 3 to 15 sitting judges.

The courts of appeal review decisions of the district courts within their areas.

Below the courts of appeal are the district courts. The 50 states are divided into 89 districts so that litigants may have a trial within easy reach. Additionally, there is one in the District of Columbia and one in the Commonwealth of Puerto Rico (part of the US).

From one to 27 judges sit in each of the district courts. Depending on case load, a judge from one district may temporarily sit in another district. Congress fixes the boundaries of the districts according to population, size and volume of work. Some of the smaller states constitute a district by themselves, while the larger states, such as New York, California and Texas, have four districts each.

Except in the District of Columbia, judges must be residents of the district in which they permanently serve.

Tasks and exercises

1. Answer the questions:

- 1) What are the functions of the federal courts?
- 2) Do federal courts hear criminal cases?
- 3) What court is the highest one in the USA?
- 4) What is written in the Constitution about the qualifications for judges?
- 5) Who appoints U.S. judges?
- 6) How many judges sit on a court of appeal in the USA?
- 7) What courts are below the courts of appeal?

- 8) May judges from one district sit in another district?
- 9) What factors stipulate the boundaries of the districts?
- 10) Does every state has only one district court?
- 11) Where must district judges live? Are there any exceptions?

2. Explain the terms:

redress; dignitary; complement; disposition of cases; litigant; associates.

3. Retell the texts using the words and expressions:

ordinarily; temporality; usually; additionally;
depending on; except ...; permanently

4. Paraphrase the following sentences:

- 1) The Constitution *is silent* on the qualifications for judges.
- 2) The Supreme Court determines whether legislation or executive acts *conform to the Constitution*.
- 3) The courts of appeal *ease* the burden on the Supreme Court.
- 4) Litigants may have a trial *within easy reach*.
- 5) The power of the federal courts *extends* both to civil actions and criminal cases.

5. Choose the corrected prepositions:

- 1) This power of the federal courts extend both (on; to) civil actions for damages and criminal cases.
- 2) Federal courts do not hear cases arising (from; under) the laws of individual states.
- 3) Congress fixes the number of judges sitting (at; on) the Court).
- 4) The Constitution is silent (about; on) the qualifications of judges.
- 5) The complement of the Supreme Court is fixed (at; on) one chief justice and eight associates.

6. Complete the sentences:

- 1) The second highest level of the federal judiciary is ...
- 2) The courts of appeal were created in ...
- 3) The courts of appeal review ...
- 4) In the district courts sit...
- 5) A judge from one district may sit ...
- 6) Congress fixes ...
- 7) Judges must be residents ...

7. Prove that in the District of Columbia operate specific rules related to the Court System.

8. Read the article below and answer the questions:

- 1) What is a V-chip and its functions?
- 2) What punishments were suggested by the Congress in 1996 for those who put indecent or offensive words or pictures online?
- 3) Did the Supreme Court support the congressmen? What was their argument? Does it sound convincing?

U.S. Supreme Court voids Internet porn ban

Washington — In its first free-speech ruling for the computer age, the U.S. Supreme Court said Thursday June 26 that a congressional attempt to keep pornography off the Internet violated the Constitution's First Amendment.

The government cannot limit adults to seeing «only what is fit for children», the justices said.

Congress' 1996 legislation would have made it a crime to put «indecent» or «patently offensive» words or pictures online where they could be found by children. Violators could have been sentenced to two years in prison and a \$ 250,000 fine.

President said he will meet this week with industry leaders, parents and teachers in search of a solution «as powerful for the computer as the V-chip will be for the television and that protects children in ways that are consistent with America's free-speech values».

The V-chip is a device that allows parents to black out explicit television programs.

9. Translate into English:

Найвищим судовим органом у системі судів загальної юрисдикції є Верховний Суд України.

Незалежність і недоторканність суддів гарантується Конституцією і законами України.

На посаду судді може бути рекомендований кваліфікаційною комісією суддів громадянин України, не молодший двадцяти п'яти років, який має вищу юридичну освіту і стаж роботи у галузі права не менш як три роки, проживає в Україні не менш як десять років та володіє державною мовою.

Конституційний Суд України вирішує питання про відповідність законів та інших правових актів Конституції України і дає офіційне тлумачення Конституції України та законів України.

Конституційний Суд складається з 18 суддів. Президент України, Верховна Рада України та з'їзд суддів України призначають по 6 суддів.

Суддею Конституційного Суду України може бути громадянин України, який на день призначення досяг 40 років, має вищу юридичну освіту і стаж роботи за фахом не менш як 10 років, проживає в Україні протягом останніх 20 років та володіє державною мовою.

Суддя Конституційного Суду призначається на 9 років без права бути призначеним на повторний строк.

Голова Конституційного Суду обирається на спеціальному пленарному засіданні зі складу суддів Конституційного Суду шляхом таємного голосування лише на один трирічний строк.

Unit 33

SOLICITORS AND BARRISTERS

(1) **Solicitor** is a legal practitioner who normally takes a three- year law degree at university, then a one-year legal practice course and examination at a law college, followed by two years as an employee under a training contract. Only after that he or she is admitted as solicitor.

They have rights of audience in the lower courts but may not act as advocates in the Supreme Court or the House of Lords.

A solicitor may be sued for professional negligence and owes the duties of a fiduciary to his client; these include the duty to preserve the confidentiality of client's affairs.

Commentary

«The right of audience» — is the right of an advocate to be heard in legal proceedings.

(2) **Barrister** is a legal practitioner admitted to plead at the Bar. Barristers normally take a three-year law degree at university, followed by a one-year course at Bar school after which they are called to the Bar.

Barristers have the right of audience in all courts.

The primary function of barristers is to act as advocates for parties in courts and tribunals, but they also undertake the writing of opinions and some of the work preparatory to a trial.

Commentary

«To be called to the Bar» is to be admitted to the profession by one of the Inns of Court.

Tasks and exercises

1. Read the text and insert the words required:

Advocate is one who argues a case ... a client in court. In magistrates' courts ... barristers ... solicitors have the right to appear ... advocates.

In most Crown Court centers, the High Court, the Court of Appeal, and the House of Lords barristers have exclusive rights ... audience. However, the provisions of the Courts and Legal Services Act 1990 allows solicitors with appropriate experience to qualify ... rights of audience similar ... those of barristers. In many tribunals there are no rules ... representation, and laymen may appear as advocates.

1. Define who only pretends to be a solicitor or a barrister.

- 1) Mr. Black, solicitor: Tomorrow I shall sit on the Crown Court.
Mr. Smith, solicitor: I shall argue a case for Sam in the county court.
- 2) Mr. Good, barrister: Tomorrow I shall meet my client and get my fee from him».
- 3) Mr. Crazy, barrister: I shall take part in the session of the Court of Appeal in two days».
- 4) React to the statements (agree or disagree):
- 5) To become a barrister one must take a three-year law degree at university.
- 6) Barristers have the right of audience only in the Court of Appeal.
- 7) Only solicitors undertake the writing of opinions.
- 8) Solicitors must fulfil the duty of fiduciary to his clients.
- 9) Solicitor may act as advocates in the Supreme Court.
- 10) Who performs the function of solicitors and barristers in Ukraine?
Compare the system of advocacy in this country and abroad.

Unit 34

WHAT ARE THE JUDGES LIKE?

Judge is a state official with power to adjudicate on disputes and other matters brought before the courts for decision.

In English law all judges are appointed by the Crown on the advice of the Lord Chancellor in the case of circuit judges and High Court puisne judges and on the advice of the Prime Minister in the case of judges of the Court of Appeal and the Lords of Appeal in Ordinary.

All judges are experienced legal practitioners, mostly barristers, but solicitors can be appointed if they possess the relevant advocacy qualification. The higher judges

can be removed from office only by a resolution of both Houses of Parliament assented to by the Queen. Their salaries are a charge on the Consolidated Fund and are not voted annually.

Circuit judges who sit in the county courts (sometimes in the Crown Courts) may be removed by the Lord and by invitation of the Chancellor, in the High Court may be removed by the Lord Chancellor for incapacity or misbehaviour. All judicial appointments are pensionable and there is a compulsory retirement age.

Justices of the peace (JPs) are appointed on behalf of and in the name of the Queen by the Lord Chancellor and may be removed from office in the same way. On reaching the age of 70 they cease to exercise any judicial functions.

Their principal function is to sit as magistrates in the magistrates' courts but they may also sit in the Crown Court. **All** High Judges are ex officio justices of the peace for the whole of England and Wales.

Magistrate is justice of the peace sitting in a magistrate's court. Most magistrates are lay persons and have no formal legal qualifications: they receive no payment for their services but give their time voluntarily.

There are also stipendiary magistrates in London and other major cities.

Stipendiary magistrate is a barrister or solicitor of not less than seven years' standing, appointed by the Lord Chancellor to sit in a magistrates' court on a full-time salaried basis.

They have power to exercise alone any jurisdiction that can be performed or exercised by two JPs, except the grant of transfer of any license.

In other respects their powers are the same as of other justices.

Commentary

«Lords of Appeal in Ordinary or Law Lords» are up to 11 persons, holders of high judicial office or practising barristers of at the least 15 years' standing, who are appointed to life peerages under the Appellate Jurisdiction Act 1876 to carry out the judicial functions of the House of Lords.

Tasks and exercises

1. Choose the corresponding term from below for denoting judges:

- 1) who mostly sit in the county courts.
- 2) who mostly sit in the High Court.
- 3) who mostly sit as magistrates in magistrates' courts.
- 4) who hear the cases in the House of Lords.

puisne judges; justices of peace; Circuit judges; Law Lords

2. Answer the questions:

- 1) Who appoints all the judges in GB?

- 2) On whose advice are judges of the Court of Appeal appointed?
- 3) Are circuit judges appointed on the advice of the Prime Minister?
- 4) What qualifications must have stipendiary magistrates?
- 5) By whose resolution can the higher judges be removed?
- 6) Can stipendiary magistrates exercise any jurisdiction alone?

3. Explain the term «ex officio».

4. How is the abbreviation JP deciphered?

5. Read the joke and explain the gist of the pun:

While a judge was trying a case he was disturbed by a young man in the rear of the room lifting chairs and looking under things.

«Young man», said the judge, «what's all the noise about?» «Your honour», replied the young man, «I've lost my overcoat, and I'm trying to find it».

«Well,» said the judge, «people often lose whole suits in here without making all that disturbance.»

6. Act out the dialogue based on the text above.

Unit 35

JURY

Jury is a group of jurors (usually 12) selected at random to decide the facts of a case and give a verdict. Most juries are selected to try crimes but they are also used in coroner's inquests in some civil cases (e.g. defamation actions).

The judge directs the jury on points of law and sums up the evidence of the prosecution and defense for them, but he must leave the jury to decide all questions of fact themselves.

He also explains that they must acquit the defendant unless they feel sure that he is guilty beyond reasonable doubt. The verdict of a jury should be unanimous, but if they cannot reach a unanimous verdict, a majority verdict is acceptable.

Each juror must swear that he will faithfully try the case and give a true verdict according to the evidence.

Jurors are chosen from the electoral register. They must be aged between 18 and 70 and must have been resident in the UK a period of at least five years since the age of 13.

The following are ineligible for jury service:

- (1) past and present holders of any judicial office;

(2) solicitors, barristers, members of a court staff, police officers, and other concerned with the administration of justice if they have held the office within the preceding 10 years.

(3) clergymen;

(4) the mentally ill.

Members of Parliament, full-time members of the armed forces, and practicing doctors, chemists, and vets may claim excusal from jury service. Anyone who has ever been imprisoned for 5 years or more, who has been imprisoned for more than 3 months within the preceding 10 years, or who is on bail, is disqualified from jury service.

Tasks and exercises

1. Insert the words missing:

- 1) Jurors are selected ... random.
- 2) The judge direct the jury ... points of law.
- 3) The judge sums ... the evidence of the prosecution and defense.
- 4) They felt sure that he was guilty ... reasonable doubt.
- 5) Jurors are chosen ... the electoral registrar.

2. Show who is ineligible for jury service:

- 1) Mr. Brown is a solicitor.
- 2) Mr. Black is a bishop.
- 3) Mrs. Tent spent two years in a mental asylum.
- 4) Tom is 19 years old.
- 5) Mrs. Green is 72 years old.
- 6) Mary arrived in the UK from Nigeria two years ago. Now she is 15.
- 7) Mr. Breakman is on bail now.
- 8) Mr. Nickolson spent 8 years in prison.

3. Answer the questions:

- 1) What happens if the verdict of the jury is not unanimous?
- 2) What instructions does the judge give the jurors?
- 3) Are juries used in civil cases?
- 4) What oath does every juror give?
- 5) What categories of citizens can claim casuals?

4. Read the text. Make up a dialogue on the basis of the remarks given in the text and act it out with your colleagues.

A jury to try the case was now quickly impaneled — twelve men out of the usual list called to serve for the month — and was then ready to be challenged by the opposing counsel.

The business of impaneling a jury was a rather simple thing so far as this court was concerned. It consisted in the mandarin-like clerk taking the names of all jurors called to serve in this court for the month — some fifty in all — and putting them, each written on a separate slip of paper, in a whirling drum, spinning it around a few times, and then lifting out the first slip which his hand encountered, thus glorifying chance and settling on who should be juror № I. His hand reaching in twelve times drew out the names of twelve jurymen, who as their names were called, were ordered to take their places in the jury-box.

Cowperwood observed this proceedings with a great deal of interest. <...>

A small, sharp-nosed, sharp-chinned commercial man of some kind, he immediately disliked.

«I hope I don't have to have that man on my jury», he said to Steger, quietly.

«You don't,» replied Steger. «I'll *challenge* him. We have the right to fifteen *peremptoiy challenges* on a case like this, and so has prosecution.» <...>

It being the prerogative of the attorney for prosecution to examine and *challenge* the jurors first, Shannon arose and began to question them as to their trades or professions, their knowledge of the case before the court, and their possible prejudice for or against the prisoner.

By twelve o'clock, a jury reasonably satisfactory to both sides had been chosen.
(Dreiser, The Financier).

5. Read about the work of the jury described by Dreiser in his novel «Financier». Paraphrase the text, trying to replace the words in italics.

After reaching the conclusion that Cowperwood *unquestionably* deserved some punishment, there *was wrangling* as to whether the verdict should be guilty on all four counts, as charged in the indictment. Since they did not understand how to *differentiate* between the various charges very well, they decided it should be on all four, and *recommendation* to mercy added. After word this last was eliminated, however; either he was guilty or he was not. The judge could see as well as they could all the extenuating circumstances — perhaps better. Why tie his hands?

As a rule no attention was paid to such recommendations, anyhow, and it only made the jury look *wabbly*.

(Dreiser, The Financier).

6. Explain the terms, used in the text above:

extenuating circumstances; mercy; indictment verdict; on all four counts; charges.

7. Now read the extract from the same novel and answer the question:

Can you agree with the following statement of Th. Dreiser?

Men in a jury-room, like those scientifically demonstrated atoms of a crystal which scientists and philosophers love to speculate upon, like finally to arrange themselves into an orderly and artistic whole, to present a compact, intellectual front, to be whatever they have set out to be, properly and rightly - compact, sensible jury.

(Dreiser, The Financier).

Unit 36

KINDS OF TRIAL

Summary trial is a trial by magistrates without a jury. Some offences triable either way are also tried in this way. The latter include offences of deception, theft, bigamy and sexual intercourse with a girl under the age of 16.

Offences triable either way_ are called so because they are crimes that may be tried either as an indictable offence or a summary offence.

When an offence is triable either way, the magistrates' court must decide, on hearing the initial facts of the case, if it should be tried on indictment rather than summarily. Even if they decide that they can deal with the matter themselves, they must give the defendant the choice of opting for trial upon indictment before the jury.

An indictable offence is an offence that may be tried on indictment, i.e. by jury in the Crown Court.

Tasks and exercises

1 .Guess the terms on the basis of their definitions:

- 1) It is an offence tried by jury in the Crown Court.
- 2) It is a trial by magistrates without a jury.
- 3) It is a crime that may be tried either as an indictable offence or a summary offence.

2. Insert the prepositions:

The defendant was given the choice of opting ... trial ... indictment... the jury.

3. Give the words of the same root:

indictable	– noun
to try	– adjective
to defend	– noun
to deceive	– noun

4. Speak on the three kinds of trial mentioned in the text.

5. Read and retell the text:

The court system (Court-room)

He (Cowperwood) at once took in the nature of the scene, which had a peculiar interest for him. Before him was the as yet empty *judge's rostrum*, and at its right the empty *jury-box*, between which, and to the judge's left, as he sat facing the audience, stood the *witness-chair* where he must presently sit and testify. Behind it, already awaiting the arrival of the court, stood a fat *bailiff*, whose business it was to present the aged, greasy Bible to be touched by the witnesses in making oath, and to say, «Step this way», when the *testimony* was over. <.. .>

Judge Payderson came in after a time, accompanied by his undersized but stout *court attendant*, who looked more like a pouter-pigeon than a human being; and as they came, Bailiff rapped on the Judge's desk, beside which he had been slumbering, and mumbled, «Please rise». The audience arose, as is the aile of all courts. Judge Payderson stirred among a number of *briefs* that were lying on his desk, and asked briskly, «What's the first case, Mr. Profus?» he was speaking to his clerk.

During the long and tedious arrangement of the day's *docket* and while the various minor motions of lawyers were being considered, this courtroom scene till retained interest for Cowperwood.

(Dreiser, The Financier).

6. Point out the words which help, to create the atmosphere of the monotony and routine in the court-room.

7. Explain the meaning of the words used in the text given in point 5:

docket; testimony; court attendant; jury-box; witness-chair; bailiff; judge's rostrum.

8. Read the text and insert the words from below:

Prosecution

The prosecution is deeply involved in a case by the time it reaches the preliminary examination phase of the criminal justice system. This procedure is sometimes described as a mini-trial. It is an investigation by a magistrate of the facts and circumstances surrounding a ... who has been charged with a crime (felony) and arrested, in order to determine whether there are sufficient grounds to hold him for trial. It is here that a preliminary testing of the ... takes place, after hearing the evidence, the magistrate may find no basis for the charges and ... them, or he and the prosecutor may agree that the charges are not too serious or unsubstantiated by the evidence and agree to a ... of the charges to some lesserIt should be noted that in some jurisdictions there is no ... preliminary hearing for misdemeanors.

If there is a reasonable ... in the opinion of the magistrate, that a crime has been committed and that the accused was involved, the case is certified to the trial court and the prosecutor is given a number of days ... formal charges against the defendant. The charge is filed on the basis of information from citizen ... and police investigations.

(Felkenes G. The Criminal Justice System.—USA, 1973)

complaints; to file; evidence; dismiss; a reduction; offence; separate; belief; suspect.

9. Read the joke and answer the questions below:

Judge (in dentist chair): “Do you swear that you will pull the tooth, the whole tooth, and nothing but the tooth?”

Do you remember the official words of the judge who asks the witnesses and the suspect to tell only the truth? Cite them!

10. Retell the joke to you colleagues:

A lawyer just out of college was pleading his first case. The nasty railroad company had killed twenty-four of his farmer client's hogs. The young lawyer was trying to impress the jury with the magnitude of the injury.

«Imagine twenty-four hogs, gentleman! Twenty-four! Twice the numbers there are in the jury-box».

Unit 37

CAPITAL PUNISHMENT

The abolition of capital punishment in England in November 1965 was welcomed by most people with progressive ideas. Still the problem remains — the problem of how to prevent murders. The important thing in the prevention of murder is to eliminate as far as possible the weapons and instruments, the guns and knives, with which these crimes are committed and to stop the dangerous influence of violence in books, films and television.

We have plenty of examples from real life, in every country, to prove that few criminals are born: they are made by our standards of so-called entertainment; Cowboys and Indians, Wild West films which are only exciting when guns are shooting and bad men are being killed, spy stories of the James Bond type with death in every form, bank robberies and «perfect murder» stories with killings on every few pages or in every few minutes of film. Anybody who wants to commit a murder has no difficulty in buying a knife, a gun, or some «interesting» poison. Life is cheap in fiction; no matter how many people are killed — the more the merrier — the main thing is that the hero and the heroine remain alive to enjoy the happy end.

So the practical way of reducing the number of capital crimes is to close the gunshops and to make it a criminal offence for the man in the street to possess a lethal weapon.

Tasks and exercises

1. React to the statements:

- 1) Mild sentences are a sign of a civilized society.
- 2) Capital punishment is a deterrent to murder.
- 3) Scenes of violence in films encourage crime.
- 4) Legalized selling of firearms stimulates murder.
- 5) Legalized selling of weapons ensures security.
- 6) The instinct to kill is basic to human nature.

2. Read the dialogue:

Mrs. A.: You know, my neighbour was shot dead last week.

Mrs. N.: You don't say so! It's terrible. No wonder, when killings are on every page and in every few minutes of films!

Mrs. A.: I think they must close all the gunshops to reduce the numbers ...

Mrs. N.: And they must stop this violence in books, films and television.

Mrs. A.: Yes, life is so cheap in fiction.

3. Speak on the prevention of murder. Give your suggestions as to the problem.
Do you know any practical way of reducing criminality?

4. Choose three main factors causing tense criminal situation:

- 1) frequent amnesties;
- 2) bad police work;
- 3) mild penitentiary legislation;
- 4) connivance with the criminals;
- 5) almost open possession of the firearms.

5. Read the dialogue and translate it. Act it out with your colleagues:

V.: What do you say, Benjy? You see the way things are going? I'm pulling out the whole bag of tricks, and I'm not fooling anybody.

B.: Try harder!

V.: If I knew how to work miracles, I'd work one.
Look, this state doesn't like to hang kids, but it's happened before.

B.: Hang? You are craggy!

V.: Even if you got life, know what that means?
Even if you got paroled in twenty years, you'll be thirty-seven years old, almost middle-aged, with a record. Plead guilty, Benjy, it's not too late.

B.: No, I didn't do it!

(Based on the story «Thicker than Water» by H.Slezar).

6. Explain the notions of the following expressions from the dialogue:

- to get life;
- to get paroled;
- to be with a record;
- to pull out the whole bag of tricks.

7. Act out this dialogue (point) with your partner.

Unit 38

TYPES OF PUNISHMENTS

About 80 per cent of offenders are punished with a fine. The maximum fine that can be imposed by a magistrates' court in England and Wales is normally £ 5,000.

When fixing the amount of a fine, courts are required to reflect the seriousness of the offence and to take into account the financial circumstances of the offender.

The courts may order an offender to pay compensation for personal injury, loss or damage resulting from an offence.

The police have discretion to charge an offender or caution him or her.

Cautioning is a form of warning and no court action is taken. Properly used, it is an effective deterrent to those who have committed minor offences or who have offended for the first time.

Tasks and exercises

1. Speak on the following topics:

- 1) Fine as a form of punishment.
- 2) Cautioning as a form of deterrent.

2. Insert the prepositions, if necessary:

- 1) The Minor offences are punished ... a fine.
- 2) The courts take ... account the financial circumstances of the offender.
- 3) Sam had to pay compensation ... personal injury.
- 4) This damage resulted ... the manager's offence.
- 5) Cautioning is an effective deterrent... minor offenders.

3. Expand the sentences using the words in brackets:

- 1) 80 per cent of offenders are punished with a fine (about).
- 2) The maximum fine imposed by a magistrates' Court is £ 5,000 (normally).
- 3) Cautioning is a deterrent to those who have committed minor offenders (effective).

4. Complete the sentences:

- 1) The police have discretion.
- 2) Cautioning is a form ...
- 3) The courts may order ...
- 4) Courts are required to reflect ...
- 5) The maximum fine to be imposed ...

5. Which statements are false?

- 1) About 90 per cent of offenders are punished with a fine.
- 2) The maximum fine is about £ 1,000.
- 3) The seriousness of the offence is reflected when fixing the amount of a fine.
- 4) Cautioning is an effective deterrent to those who have committed felony.

6. Give the words of the same root from the text:

serious; finance; person; to warn; proper; minority; to lose.

7. Combine the elements from A with the elements from B:

A	B
Minor	injury
effective	offences
personal	circumstances
financial	deterrent

8. Give the synonyms from the text:

warning; threat; authority; to state; to consider.

Unit 39

PROFILE OF CORRECTIONAL OFFICERS

As official methods of dealing with inmates are progressively upgraded, the caliber of correction officers also must be raised.

Corrections personnel need thorough training and a knowledge of human behaviour to deal with inmates often lacking self-control. Officers who specialize in negative types of discipline such as brute force, only reinforce the antisocial attitudes of the offenders. Prisons can no longer afford to have custodial personnel with less training and ability than animal keepers in a zoo. Reform-minded psychologists say that when guards and inmates act out adversary roles, the tension hardens the inmates.

It is not surprising that conflict exists between correctional officers and the reform-minded psychologists in today's prisons.

Both have different concepts of what correction should mean. The correctional officer tends to believe that the inmate needs restraint and discipline as the only method of rehabilitation he understands and to which he can respond. The psychologist tends to believe that most inmates are emotionally or mentally disturbed and therefore not really criminal but in need of psychiatric rehabilitation and less control. Ideally psychologists and correctional officers should be working together on this mutual problem of how best to handle the inmate.

(Felkenes G. The Criminal Justice System.– USA, 1973).

Tasks and exercises

1. Read the text above and be ready to discuss the problem of the guard-inmates relations with you colleagues.

2. Put 10 questions to the text.

3. Complete the word combinations:

correct... ; human ... ; antisocial ... ; negative types ... ; brute ... ;
custodial... ; animal ... ; reform-minded ... ; adversary ... ;
psychiatric ... ; mutual

4. Copy out all the adverbs with the ending -ly and translate them.

5. Insert the prepositions missing:

- 1) Some officers specialize ... negative types of discipline.
- 2) Psychologists and correctional officers should be working together ... the mutual problems.
- 3) When guards and inmates act ... adversary roles, the tension hardens the inmates.
- 4) Some guards dealing ... inmates often lack self-control.

6. Complete the sentences:

- 1) Inmates need ...
- 2) The psychologists tend to believe ...
- 3) Conflict exists between ...
- 4) Correctional personnel need ...
- 5) Reform-minded psychologists say ...

7. Give some recommendations to the guards using the structure:

You should

8. Read the text and speak on the first jails in the USA.

The Development of the Correction System in the US

In 1632, a small wooden structure was erected in Boston to serve as a jail for the Massachusetts Bay Colony. This building served for eighteen years until jails were built in other towns.

In 1655, the General Court of the Massachusetts Bay Colony ordered that «there shall be a house of correction provided in each county at the counties charge» to house the idle drunkards and other petty offenders. The socially inept and indigent sentenced there were to be taught useful skills.

Unit 40

PRISON LIFE

Full-time education of 15 hours a week is compulsory for young offenders below school-leaving age. For older offenders it is voluntary. Some prisoners study for public examinations.

Physical education is voluntary for adult offenders but compulsory for young offenders. Practically all prisons have physical education facilities.

The Health Care Service (HCS) for Prisoners is responsible for the physical and mental health of all those in custody.

Prisoners may write and receive letters and be visited by relatives and friends. They have a right to make telephone calls.

Privileges include a personal radio, books, periodicals and newspapers, watching television, and the opportunity to make purchases from the prison shop with money earned in prison.

Women prisoners do not wear prison uniform and there is a clothing allowance to help pay for clothes while in prison.

The Prison Services have mother and baby units, which enable babies to remain with their mothers when it is in the best interests of the child.

Tasks and exercises

1. Answer the questions on the text:

1) What is compulsory and what is voluntary for offenders?

- 2) What privileges have the prisoners got?
- 3) Do women prisoners wear uniform?
- 4) Do you think that all the requirements are obeyed in prisons? When answering this question take the facts from the text «Anger Mounts over Brixton jail deaths» and other articles from newspapers and journals.

2. Read and translate the word combinations:

remand in custody; remand home; person on remand;

issues of the case; issue of / in law; to raise issues;

prison breach; female prison; male prison. – a close prisoner; a refectory prisoner; a discharged prisoner; an escaped prisoner.

3. Cross out the odd words:

- 1) self-inflicted injuries; deaths, hangings; watch.
- 2) inmates; prisoners; convicts; sentenced; senior officer.
- 3) a prison officer; supervision; observation; watch; horrific.
- 4) Speak on the conditions of detention in our prisons. Find the articles and other materials related to the theme. Be ready to discuss the facts given in these texts.

4. Fulfil the tasks:

- 1) Ask your colleagues about the main aims and purpose of the HCS.
- 2) Ask your colleagues if it is difficult to prevent suicides in prison.
- 3) Ask your Coroner's colleagues what measures should be taken to reduce suicide risks.
- 4) Ask your colleagues what groups of inmates are inclined to self-infliction or suicides.
- 5) Ask your colleagues what cases are heard in Courts of GB.

5. Read this funny story and retell it: Governor Hunt of Wyoming tells this story on himself. He visited the State Penitentiary one day, and when the prisoners assembled for the evening meal, the warden unexpectedly asked him to make a few remarks. Without thinking he began, «Fellow citizens». Their smiles reminded him that all of them had lost their citizenship when convicted. He tried again. «Fellow convicts». This was worse. As a last resort, he explained hastily, «Well, men, I don't know what to call you but I am certainly glad to see so many of you here».

Unit 41

ANGER MOUNTS OVER BRIXTON JAIL DEATHS

Outraged reform groups were yesterday demanding action to clean up Brixton Prison after it was revealed that 10 men died there in the last 12 months.

Nine of the prisoners were unsentenced or unconvicted men on remand awaiting trial. Seven were found hanging in their cells while the other three either died of natural causes or self-inflicted injuries. Two of the deaths occurred last month.

Tony Ward of Inquest, a group campaigning against deaths in custody, said he was «quite staggered» by the figures.

«It is horrific. It is beyond anything that we have ever encountered before». Mr. Ward said the most deaths in a prison the group had discovered in one year were four at Canterbury prison in 1982.

A spokesman for Radical Alternatives to Prison, said the fact that nearly all the prisoners were on remand made the figures «all the more shocking».

On Wednesday, Southwark Coroners Court heard evidence about one man who hanged himself in his Brixton cell in November.

It was revealed that prison officers were unable to open cell doors at night by themselves to save inmates who might be dying. Keys were kept in a sealed package opened only by a senior officer.

The RAP spokesman said this was a problem in all prisons and one that cropped up time and time again with many prison hangings.

Brixton Prison operates special watches for prisoners believed to be suicide risks. Special Watch A involves constant supervision, often in an open ward, and Special Watch B involves observation every 15 minutes in cells in the prison's «medical wing» — which is really indistinguishable from any other wing.

Gareth Peirce, a lawyer who handles custody deaths at inquests, said earlier this week that prisoners at Brixton have complained that the 15 minute watches were not kept and that prisoners were often «left banging all night without ever seeing a prison officer».

(By Don Monteith.)

Tasks and exercises

1. Answer the questions:

- 1) Why did the reform groups demand action to clean up Brixton Prison?
- 2) Were all the deceased old timers and recidivists?
- 3) What made the figure «all the more shocking»?
- 4) Why were the prison officers unable to open cell doors?
- 5) What special watches are operated in Brixton Prison?
- 6) Were 15 minutes watches kept in fact?

2. Make up a dialogue on the theme using the expressions:

- It is horrific!
- It is beyond anything that we have ever encountered before!
- All the more shocking!
- This problem crops up time and time again.
- left banging all night without ever seeing a prison officer!
- quite staggered by the figures

3. Explain the expressions: to be on remand; self-inflicted injuries.

4. Give the synonyms:

inmates; to crop up; watch; in custody; outraged; to demand; trial; staggered; to reveal.

5. Insert the prepositions if necessary:

- 1) All the prisoners who died were ... remand.
- 2) This problem of hanging cropped ... in many prisons.
- 3) The reform groups demand action to clean ... the prison.
- 4) Sam died when ... custody.
- 5) The medical wing is really indistinguishable any other wing.

Unit 42

PAROLE

Parole, or release on license is the conditional release of prisoner from prison. Under the Criminal Justice Act 1991, anyone sentenced to imprisonment for between 12 month and 4 years must be released on license after serving one-half of the sentence. Those imprisoned for 4 years or more must be paroled after serving two-thirds of their sentence.

Local review committees in each area consider all cases and advise the Home Secretary, who may either release the prisoner himself or refer his case to the Parole Board. This Board includes a judge, a psychiatrist, a person experienced in caring for discharged prisoners, and a person trained in the treatment of offenders.

The Board considers reports and evidence relating to the prisoner and defines the conditions under which he may be released.

The Home Secretary may recall the prisoner on parole to prison at any time, either on the recommendation of the Parole Board or whenever he thinks it necessary to do so without consulting the Board.

Tasks and exercises

1. Explain the notion «parole».
2. Give the corresponding verbs or nouns:

V	N
—	sentence
—	parole to release
—	review
—	advice
—	reference to discharge
to define	—

3. Insert the suitable words from using them in the correct forms:

- 1) The prisoners were glad to get their
- 2) The accused man was found not guilty and
- 3) The members of the Jury were
- 4) Sam was ... from prison on license.
- 5) The superintendent got an order for Ted's ... from prison.
- 6) The Home Secretary recalled Pete who was on ... to prison on Tuesday.
- 7) Sam was ... after serving 3 months.
- 8) The ... of the offenders leaves much to be desired.

4. Define if it is possible to release the following prisoners on bail:

- 1) Sam was sentenced to 5 years and served 3 years.
- 2) Mike was sentenced to 7 months and served 2 months.
- 3) Alice was sentenced to 4 years and served 1 year.
- 4) Nick was sentenced to 8 years and served 4 years.
- 5) Ted was sentenced to 10 years and served 8 years.

5. What is the Parole Board like? What are its functions?

6. Insert the correct prepositions.

The Parole Board includes a judge, a psychiatrist, a specialist who knows how to care ... discharged prisoners. It also includes a person trained ... the treatment of offenders.

The Board considers reports and evidence relating ... the prisoner. It defines the conditions ... which the prisoner may be released.

7. Translate into English:

- 1) Умовно-дострокове звільнення можливо у Великій Британії, якщо підсудний відбув половину свого терміну, при умові, що цей термін ув'язнення не перевищує 4 років.
- 2) Якщо термін ув'язнення складає 4 і понад років, то умовно-дострокове звільнення можливо тільки по відбуванні двох третей назначеного терміну ув'язнення.

8. Read the dialogue and answer the questions below:

V.: I want you to cop a plea.

B.: What? V.: I want you to plead guilty. Believe me, it's the only sensible thing to do. You put this case to a jury, I swear you'll be spending the rest of your life in a cage. Plead guilty, and the worst you'll get is twenty years. That's not so bad as it sounds; you'll be eligible for parole in five.

B.: I won't do it! I'm innocent. I'm not goin' to jail for something I didn't do!

(Based on the story
«Thicker than Water» by H.Slezar).

Questions

- 1) Why did Vernon try to persuade the prisoner to plead guilty?
- 2) Are his arguments worth following?
- 3) Is it possible to get a parole in five years if the accused is sentenced to 20 years (according to modern legislation in GB)?

PART II

PLAY AND LEARN

Crime

Note the difference between the verbs: steal and rob. The object of the verb 'steal' is the thing which is taken away, e.g. they stole my bike, whereas the object of the verb 'rob' is the person or place from which things are stolen, e.g. I was robbed last night. A masked man robbed the bank. 'Steal' is irregular; steal, stole, stolen.

The table below gives the names of some other types of crimes together with their associated verbs and the name of the person who commits the crimes.

<i>crime</i>	<i>definition</i>	<i>criminal</i>	<i>verb</i>
murder	killing someone	murderer	murder
shoplifting	stealing something from a shop	shoplifter	shoplift
burglary	stealing something from someone's home	burglar	burgle
smuggling	taking something illegally into another country	smuggler	smuggle
kidnapping	taking a person hostage in exchange for money or other favours, etc.	kidnapper	kidnap

All the verbs in the table above are regular.

Here are some more useful verbs connected with crime and law. Note that many of them have particular prepositions associated with them.

Bill **committed** a crime when he **robbed** a bank. Someone **witnessed** the crime and told the police. The police **charged** him with bank robbery. They also **accused** his twin brother, Ben, of being his accomplice.

The case **came to court** and they **were tried**. The trial did not last very long. Bill and Ben both **pleaded not guilty** in court. Their lawyer did her best **to defend** them but the prosecuting lawyer **produced** a very strong case against them.

After brief deliberations, the jury **passed verdict** on them. They decided that Bill **was guilty** but Ben **was innocent**. The judge **acquitted** Ben of any involvement in the robbery but **sentenced** Bill to three years in prison. He also had to pay a large fine. Bill **served** two years in prison [jail] but **was released** from prison a year early. He **got time off** for good behaviour.

Here are some useful nouns:

trial: the legal process in court whereby an accused person is investigated, or tried, and then found guilty or not guilty
case: a crime that is being investigated

evidence: information used in a court of law to decide whether the accused is guilty or not
proof: evidence that shows conclusively whether something is a fact or not
judge: the person who leads a trial and decides on the sentence i.e. the punishment
jury: group of twelve citizens who decide on the verdict i.e. whether the accused is guilty or not.

Exercises

1. Put the right form of either *rob* or *steal* in the sentences below.

- 1) Last night an armed gang ... the post office. They ... £2,000.
- 2) My handbag ... at the theatre yesterday.
- 3) Every year large numbers of banks
- 4) Jane ... of the opportunity to stand for president.

2. Here are some more crimes. Complete a table.

crime	<i>criminal</i>	<i>verb</i>	<i>definition</i>
terrorism			
blackmail			
drug-trafficking			
forgery			
pickpocketing			
mugging			

3. Fill the blanks in the paragraph below with one of the 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. The judge⁽³⁾ him to two years in prison. He'll probably⁽⁴⁾ after eighteen months. The other accused man was luckier. He⁽⁵⁾ and left the courtroom smiling broadly.

4. Here are some words connected with law and crime. If necessary, use a dictionary to help you check that you understand what they all mean. Then divide them into three groups, in what seems to you to be the most logical way:

member of a jury, judge, smuggling, witness, prison, fine, bribery, detective, hi-jacking, community, service, probation, traffic, warden, death, penalty, rape, drunken driving, lawyer.

5. Look at all the crimes named in this unit. Look both at exercises 2 and 4. Which do you think are the three most serious and the three least serious?

6. Write a paragraph to fit this newspaper headline. Give some details about the crime and the court case, using as many words from this unit as is appropriate.

Local girl's evidence gets mugger two years prison

Follow-up: If possible look at an English language newspaper. List all the words connected with crime and the law which you can find in it.

1. shoplifting
2. smuggling
3. dangerous driving

One of the stories is false. Which one do you think it is?

Read the newspaper reports

Crazy Crimes

MRS ANGELA ARBUTHNOT was charged at Dover court with two serious offences: trying to smuggle animals into Britain, and hitting a customs officer. Mr Reginald Hobhouse, the customs officer, told the court: 'When I was looking through Mrs Arbuthnot's suitcase, I saw two pet hamsters. When I tried to pick one of them up, it bit me and Mrs Arbuthnot shouted: "You mustn't touch Ronny, he's very sensitive." Then, she hit me over the head with her handbag.'

During her interview, Ms Scibina Firm said: 'It is my fault. I told Henry I would leave him if he did not get me a colour television. So he went out and came back with one. At that moment, the police came in and arrested Henry for shoplifting. One of the detectives said they caught him quickly because he has his name, Henry Smith, tattooed on his forehead.'

P.C. George Wilkins said: 'I saw Mr James Sprinkle driving a milk float dangerously down Cambourne Hill. Several drivers had to pull over. At first I could not keep up with him. But when the milk float got to the bottom of the hill, I jumped off my bicycle, and tried to arrest him. He shouted: "I will not stop. I am mad for speed!" But soon after that, he crashed into the back of Mr Arthur Jenkin's car.'

Use the mini-dictionary to check any difficult words. Then match the reports with the crimes.

Read the reports again. Is this information true, false or not mentioned?

- It is illegal to drive a milk float at more than thirty miles an hour.
- Mr Sprinkle crashed the milk float.
- The police arrested Sabina for shoplifting.
- It was difficult for the detectives to catch Henry Smith.
- You can't take animals into Britain.
- Mrs Arbuthnot bit the customs officer.

Complete the sentences with verbs from below in the correct form.

pull over
keep up with
look through
come back

1. She ran very fast and I couldn't ... her.
2. At the airport the customs officer took my bag and ... it. "
3. He went out to buy some bread but he didn't
4. He was driving dangerously, so the policeman asked him to

Do the sentences describe laws or what a person recommends/tells you to do?

1. It is *illegal* to drive a milk float at more than 30 mph.
2. You *mustn't* tell anybody you have seen me.
3. You *can't* take animals into Britain.
4. You *mustn't* touch Ronny.

Did you know?

In Waterloo, Nebraska, it is illegal for a barber to eat onions between the hours of 7 a.m. and 7 p.m.



Which of the things below are illegal (I) for people under sixteen in your country and which are not recommendable (NR)?

Example: drive a car - (I)

drive a car
forget your homework
work full-time
go to a casino
eat chewing gum in class
go to a discotheque

leave home
get married
vote in an election
work part-time
buy cigarettes

Using the ideas in the previous exercise, write six sentences.

Example: You mustn't forget your homework.

Read about four crimes and decide what they are. Then in pairs discuss which crime is the most and which is the least serious.

Susan has five small children and very little money. She stole food from a supermarket.

Samantha is a professional thief. She stole a lot of silver from a rich family's house.

Eric needed a lot of money for a medical operation for his mother. He held up a bank to get it.

Mr Smith brought his pet dog into Britain illegally.

Look at the photo of the detective Cordelia Gray. Why is she not a typical fictional detective?



Read the text about the **detective Cordelia Gray** and answer these questions. You can use the mini dictionary.

Where is Cordelia in the photo?

Was Mark normally a clean and tidy person?

What things had Mark left untidy or dirty before he died?

Why, do you think?

What other things were strange?

Who do you think had washed the second mug?

What did Cordelia begin to suspect?

She had examined the cottage in accordance with the Super's instructions. What did she now know about the dead boy? What had she seen? What could she deduce?

He had been almost obsessively neat and tidy. His garden tools were wiped after use and carefully put away, his kitchen had been painted and was clean and ordered. Yet he had abandoned his digging less than two feet from the end of a row; had left the uncleaned fork in the earth; had dropped his gardening shoes casually at the back door. He had apparently burnt all his papers before

Language Focus: Past perfect

Copy and complete the table with these headings:

had	<i>examined</i>	<i>the cottage</i>

Now add more sentences from the text to your table.

Detective Cordelia Gray

... killing himself, yet he had left his coffee mug unwashed. He had made himself a stew for his supper which he hadn't touched. But suppose someone had visited him that evening. But suppose it wasn't Mark who had wished to conceal the fact that, visitor had called that night; suppose it wasn't Mark who had washed and put away the second mug; suppose it was the visitor who had wished to conceal the fact of his presence. A word dancing at the back of Cordelia's mind, . . . came suddenly into focus and, for the first time, spelt out clearly the blood-stained word

M U R D E R .

(from An Unsuitable Job for a Woman by P.D. James)

In pairs, think of famous detectives from films, television and books. Tell the class.

Example: Brad Pitt was a detective in the film *Seven*. We like Sherlock Holmes stories.

In which situation do we use the past perfect, a, b or c?

- a) to describe an activity at a specific time in the past
- b) to describe an action in the past
- c) to emphasise that one action in the past happened before something else in the past

Write five sentences about what you think the detective had done before she left the room.

Example: She had burnt some papers.

In groups, compare your sentences and work out a theory about what Cordelia had done before she left the room.

Example: First she had . . . Then she had . . . Next she had . . . After that, she had .
One person from each group reports the theory to the rest of the class

Use the mini-dictionary to make a new word from the word in brackets and complete the sentences.

1. He was convicted of ... an old woman in the street, (*mug*)
2. After the ..., they locked all the doors securely at night, (*rob*)
3. The ... got away through the bathroom window. (*burgle*)
4. We saw a very ... film on TV last night, (*fun*)
5. He never wins. He is always (*success*)
6. When she won the money, she spent it (*extravagant*)

Language Focus: Speculation and deduction

Listen and complete these sentences.

couldn't / must / may / could / might / can't

1. Susan Capaldi ... the murderer. She was his wife.
2. Stephanie Capaldi loved her father. She ... be the one who did it.
3. Brigitte Muller ... have killed him, but why? She was only his secretary.
4. Williams ... know who the killer is. Butlers always know what is happening.
5. Bruce Maxwell ... have shot him. But what motive did he have?
6. I think Jimmy Capaldi Jr. ... have done it because he wanted his father's money.

Which sentences in the above exercise speculate about the present and which about the past?

Match the modal verbs with the descriptions.

1	must	a	weak possibility
2	may	b	impossibility
3	could/might	c	certainty
4	can't/couldn't	d	possibility

Rewrite these sentences with the correct form of the verb.

Example: Lady Julia Hamilton couldn't have killed Capaldi.

1. Lady Julia Hamilton couldn't *kill/have killed* Capaldi.
2. Now Susan Capaldi must *feel/have felt* sad.
3. Dr Popodopolis could *murder/have murdered* Capaldi.
4. Madame Lebrun may *know/have known* who the killer is.
5. Jaime Penafiel might *shoot/have shot* Capaldi.

Write five sentences speculating about the murderer and why he/she did it.

Example: It could be Stephanie. She could have killed her father because she wanted to marry Jaime, and her father tried to stop her.

In groups agree on a theory about the murder. Report it to the class.

Listen to Inspector Garcia checking information and complete the questions with question tags.

Example: I = weren't you?

1. You were in the drawing room reading a book, ... ?
2. You could hear the butler opening bottles until about 9.15, ... ?
3. At 9.25 you heard someone in the hall, ... ?
4. You were fishing at the pond, ... ?
5. It was a woman, ... ?
6. You didn't hear anything, ... ?
7. You weren't watching TV, ... ?

PRONUNCIATION

Listen again. Which of the question tags:

- a) check a statement you think is true?
- b) check information you think is suspicious or incorrect?

Listen and repeat the question tags.

In pairs, check the other suspects' statements. They may not be true! Write notes to help you find the murderer.

Example: 9.20 front door open / 9.25 somebody in hall / 9.30 shot

Write down who the murderer is on a piece of paper. Put your name on it and give it to your teacher.

Now listen to the confession of the murderer. Were you right? What was the real motive for the murder?

Did you know?

Interpol is an international organisation which hunts criminals all over the world. The headquarters is in a quiet suburb of Paris.



In pairs, discuss your answers to these questions.

1. What do you do when you know that you have made a mistake?

- a) I stop speaking;
- b) I continue speaking normally;
- c) I try to correct it.

2. What do you do when your partner makes a very simple mistake?

- a) I do nothing;
- b) I correct it;
- c) I laugh at him/her.

3. Should your teacher correct all your mistakes when you are speaking?

- a) Yes, all of them;
- b) Only important ones;
- c) No, because **I** get nervous.

Did you know?

A burglar tried to get into a supermarket through a window but it was too small. He took off his clothes and threw them through the window, but still couldn't get through. He had to ask a policeman for help!



Final Speaking Task: Judging Game

In groups, play a judging game.

- Write these words on small pieces of paper and put them on the desk face down.

burglary

bank robber

drug smuggling

murder

mugging

shoplifting

- 1) Take turns to pick up one of the pieces of paper. Imagine you had committed that crime. Prepare your ideas.
- 2) Tell your story to the group.

Example: I was at the airport. A nice old woman asked me to take one of her bags through customs because it was heavy. The customs police looked through the bag and found some dangerous drugs. I told them it wasn't my bag, but they didn't believe me.

- 3) As judges, the others ask you questions and decide what the punishment should be.

Final Writing Task: A Crime Story

Write a short story about a crime that went wrong. It can be amusing or serious.

Stage 1: Planning

Make notes for paragraphs about these things:

- 1) *Background:* what was the crime? / who did it and why? / what had they done to prepare for it?

Situation: what happened / was happening at the start?

- 2) *What happened:* how did it go wrong? / what was the punishment?

Stage 2: Writing

Use your notes to write three paragraphs. Remember to include linking words: first, then, next, after that, when, while, suddenly, in the end.

Stage 3: Checking

Check your story for punctuation, spelling, linking words and past tenses.

Stage 4: Feedback

Give your story to your partner to read and evaluate for presentation and interest. Use the table below to give marks:

Grammar: Verb Tennis Game

In pairs, take turns to think of a verb and then make sentences using these tenses in this order:

past perfect / past simple / past continuous

Example: A: (do) I had done my homework. B: We did the shopping. A: They were doing a project. B: (go) She had gone to the bank.

Make sentences using the past simple and past perfect.

Example: 1. I ran to school because I had got up late.

1. I / run to school /because / I / get up late
2. When I / arrive / the children / go to bed
3. They / be hungry / because / they / not eat
4. I / phone Mike / because / he / leave a message
5. We / be tired / because / we / not sleep
6. I / not recognise Maria / because / I / not see her for years

Complete the sentences with *must, might, can't* or *could*.

Example: 1. He must be rich.

1. He's got a castle in France. He ... be rich.
2. The murderer ... have had a motive.
3. She was near the library, so she ... have killed him.
4. He was near the window, so he ... have seen something.
5. She wasn't there, so she ... have done it.

In pairs, speculate about the following situations.

Example: 1. She might be sad. Or she could be peeling onions!

1. A girl is crying.
2. Your friend didn't answer the phone.
3. There was water on the living room floor.
4. The front door of your house is open.

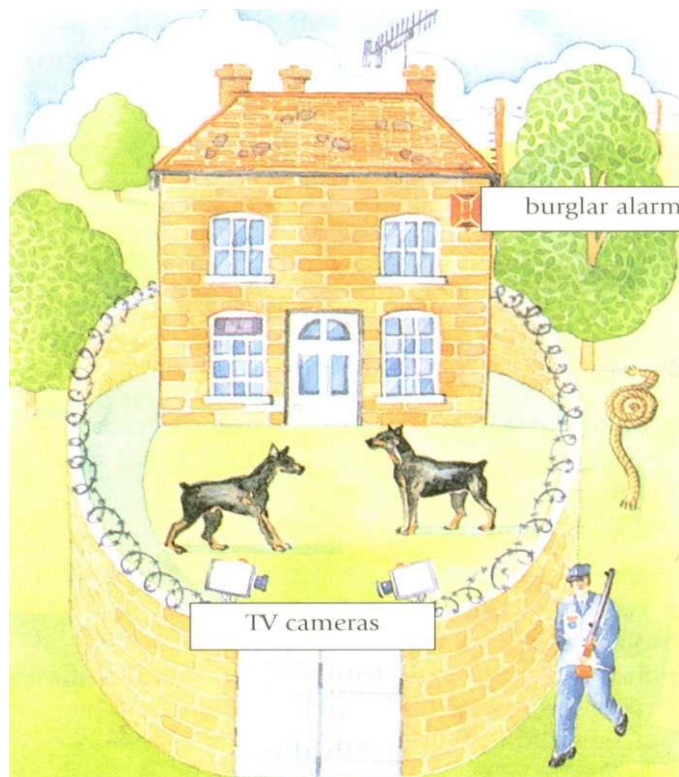
Complete the following text by replacing the verbs in brackets with these verbs.

get away / get to / come back / put on / break in / look through

The burglar (arrived at) ¹ ... the house and (entered violently) ² ... through the back window. He was (checking) ³... the cupboards when the owner (returned) ⁴ The burglar (placed on his face) ⁵... a mask, but couldn't (escape) ⁶... because the police were waiting for him in the garden!

How did the burglar get into the house? Look at the drawing of the house for clues. Then write five sentences about your theory.

Example: He could have climbed over the wall.



Match these words

1	steal	a	a bank
2	rob	b	a house
3	mug	c	a cassette player
4	burgle	d	in a supermarket
5	shoplift	e	a person

Use them in your own sentences.

Law and order

The police

When someone commits a crime (= breaks the law and does something illegal/against the law/wrong), the police do a number of things.

They investigate the crime. (= try to find out what happened and who is responsible).

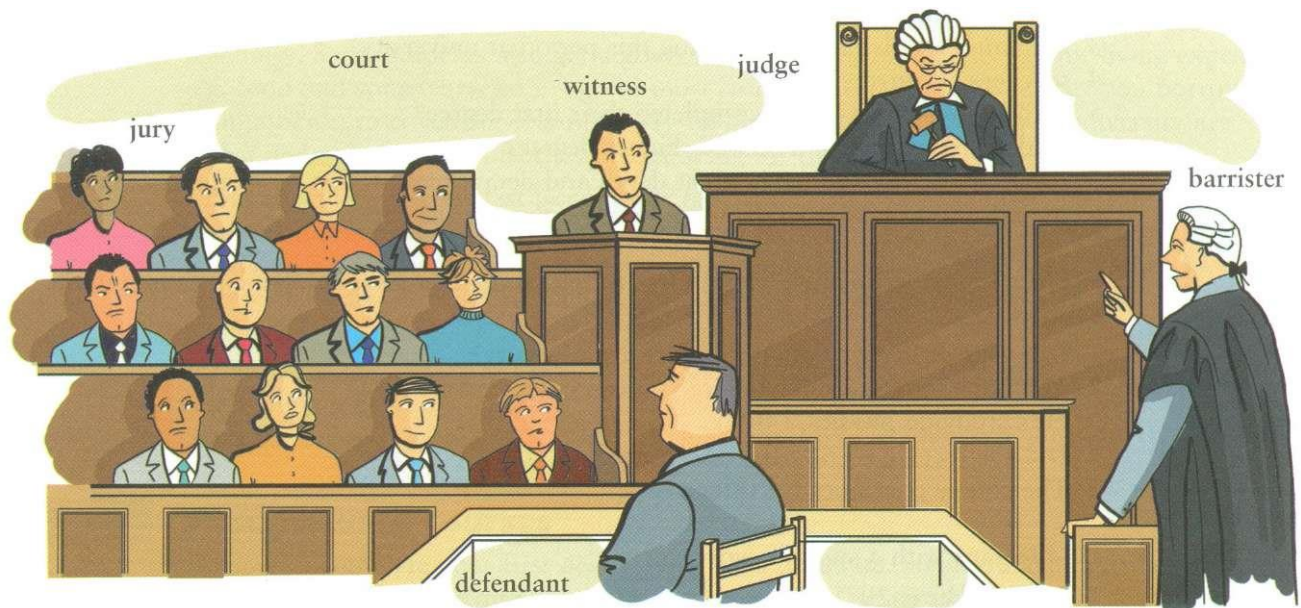
If they catch (= find) the person they believe is responsible for the crime, they will arrest them. (= take them to the police station because they think the person has committed the crime).

At the police station, they question them. (= ask them questions).

If they are sure that the person committed the crime, the person is charged with the crime. (= the police make an official statement that they believe the person committed the crime).

For a serious crime (e.g. murder), the person must then go to court for trial.

In court



In court, the defendant must try to prove (= provide facts to show something is true) that they did not commit the crime.

In other words, they must try to prove that they are innocent (*opp* guilty). Twelve members of the public (called the jury) listen to the evidence (= information about the crime, for and against) and then make their decision. People who see a crime are witnesses, and they usually give evidence at a trial.

Punishment (= what a person must suffer if they do something wrong)

If someone is guilty of a crime, the judge will give the sentence (= the punishment). If a person is guilty of murder, the sentence may be 10-20 years in prison. The person then becomes a prisoner.

For crimes that are not serious (called minor offences, e.g. illegal parking), the punishment is usually a fine. (= money you have to pay)

EXERCISES

1. Put this story in the correct order. The first event has been given.

- a) they found both men guilty.
- b) and charged them with the robbery.
- c) £10,000 was stolen from a bank in the High Street. 1
- d) After the jury had listened to all the evidence
- e) The judge gave the men a prison sentence of five years.
- f) The trial took place two months later.
- g) and they finally arrested two men.
- h) They questioned them at the police station
- i) The police interviewed a number of witnesses about the crime

2. Answer the questions.

- a) Who investigate(s) crimes? police
- b) Who sentence(s) people?
- c) Who live(s) in prison?
- d) Who decide(s) if someone is innocent or guilty?
- e) Who defend(s) people and present(s) evidence?
- f) Who commit(s) crimes?

3. Fill the gaps with the correct word.

- a) A: Have you ever the law?
B: No, never.
- b) A: Does anyone know why she the crime?
B: I think she needed the money.
- c) A: Is it legal to ride a motorbike without a licence?
B: No, it'sthe law.
- d) In Britain it is to drive a car without insurance.
- e) If you drive through a red light, you will have to pay a
- f) The defendant must try to.....he or she is innocent.
- g) The jury must decide if the defendant is innocent or
- h) Before they reach a decision, the jury must look at thecarefully.
- i) If someone is guilty of murder, the will be at least ten years in prison.
- j) He has been in trouble before, but it was only a minor ...

4. Read the text, then write your answers to the questions below, based on your knowledge of the law in your own country. If possible, discuss your answers with someone else.

Two 15-year-old boys broke into a house when the owner was out, and took money and jewellery worth about £900. The owner reported the crime when she got home at 6pm.

- 1) Will the police investigate this crime?
- 2) How will they investigate? What will they do?
- 3) Do you think the police will catch the two boys?
- 4) If they do, what crime will they be charged with?
- 5) Can boys of this age go to prison?

What do you think the sentence would be? Do you think this is the correct sentence?

The law

If you do something illegal/against the law (= wrong), you have committed a crime. Most people commit a crime at some time in their lives, e.g. driving above the speed limit or parking illegally, etc. If you break the law (= do something wrong/illegal) and commit a crime, you could get into trouble (= be in a bad situation) with the police.

Crimes

crime	criminal (=person)	verb
theft (= general word for stealing)	thief	steal (also take)
robbery (= steal from people or places, e.g. banks)	robber	rob
burglary (= break into a shop/house and steal things)	burglar	break in
shoplifting (= steal from shops when they're open)	shoplifter	shoplift
murder (= kill someone by intention)	murderer	murder
manslaughter (= kill someone but without intention)		

Scene of the crime

Two men robbed a jeweller's in west London early this morning. They broke in (= forced their way into the building, e.g. they broke a window) around 7 am and took/stole rings and necklaces valued at over £10,000. Several witnesses (= people who see a crime) saw them leave the shop and get away/escape (= go away from a dangerous situation) in a blue car. The police believe both men are armed (= have guns) and extremely dangerous.

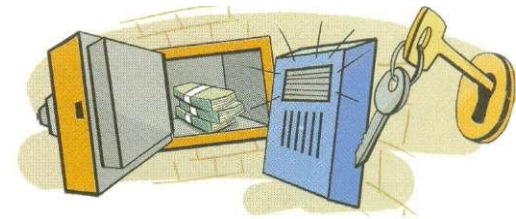
Crime prevention

What can governments do to prevent crime (= stop crime happening) or reduce it (= make it less)? These things happen in some countries. The police carry guns. (= have guns) The police are allowed to (= are permitted to/can) stop anyone in the street and ask them questions. Criminals receive tough (= hard) punishments, e.g. go to prison for long periods. There is capital punishment (= death, e.g. by injection or electric chair) for some crimes. What can people do to protect themselves (= keep themselves safe) and their property (= home and land)? They can do these things. Avoid (= keep away from) dark streets late at night (e.g. midnight). Avoid wearing (= try not to wear) expensive rings or watches. [Note the *-ing* form after 'avoid'. Have a burglar alarm.

Lock doors and windows when they go out.

Put money and valuables (= things worth a lot of money) in a safe.

Leave lights on at home when they go out.



safe burglar
alarm lock

Exercises

1. Complete this table.

<i>crime</i>	<i>person</i>
<i>bank robbery</i>	<i>bank robber</i>
<i>murder</i>	
<i>burglary</i>	
<i>theft</i>	
<i>shoplifting</i>	

2. Respond to these statements or questions confirming the crime in each one.

- 1) A: He broke into the house, didn't he?
B: Yes, he's been charged with
- 2) A: He killed his wife?
B: Yes, he's been charged with
- 3) A: She stole clothes from that department store, didn't she?
B: Yes, and she's been charged
- 4) A: The man on the motorbike didn't mean to kill the boy.
B: No, but he's been
- 5) A: He took the money from her bag?
B: Yes, but they caught him and he's...

3. Find the best noun on the right to follow each verb on the left.

- | | |
|---------------|--------------|
| 1) Lock | a) a gun |
| 2) commit | b) a house |
| 3) go | c) the door |
| 4) carry | d) a crime |
| 5) break into | e) the law |
| 6) break | f) to prison |

4. How safe and secure are you? Answer these questions with YES or NO.

- | | |
|---|----------------|
| 1) Do you often walk in areas which are not very safe? | YES = 1 NO = 0 |
| 2) Do you often walk on your own in these areas late at night? | YES = 2 NO = 0 |
| 3) Do you wear an expensive watch or expensive jewellery? | YES = 1 NO = 0 |
| 4) Do you lock doors and windows before you leave the house? | YES = 0 NO = 2 |
| 5) Do you have a burglar alarm? | YES = 0 NO = 1 |
| 6) Do you leave lights on when you go out? | YES = 0 NO = 1 |
| 7) Is there someone who protects the building when you are out? | YES = 0 NO = 2 |
| 8) Do you have a safe in your home? | YES = 0 NO = 1 |

Add up your score. Less than 3 = very safe; 3 – 5 = quite safe; 6 – 8 = you could take more care; more than 8 = you are a dangerous person to know!

5. Fill the gaps in these questions with a suitable word. What's your opinion?

- 1) Do you think the police should..... guns?
- 2) Do you think the police should be..... to stop people without a reason?
- 3) Do you agree with capital..... for certain crimes such as murder?
- 4) Do you think tougher punishments will help tocrime?

Practice: Prohibition

Complete the sentences with **mustn't**, **is illegal to** or **can't**.

1. You can't leave home without permission.
2. It _____ ride a motorbike before you are seventeen.
3. We _____ eat in our class.
4. You _____ work full time until you leave school.
5. You _____ make too much noise after 11 p.m.
6. It _____ buy alcohol in the UK if you are under eighteen.
7. He _____ work more than six hours a week. He's under sixteen.

Vocabulary

Complete the table and underline the stressed syllable in each word.

Crime	Person	Verb
murder	<i>murderer</i>	<i>to murder</i>
burglary		
shoplifting		
mugging		
smuggling	<i>i</i>	

Complete the sentences with the correct words from the table.

- 1 Murder is deliberate, not accidental, killing.
2. Modern _____ often take drugs, not gold, across borders.
3. Many department stores employ security guards to stop people _____.
4. The old lady was _____. They knocked her down and stole her bag.
5. Our house was _____ while we were away.

Revision: Past simple

Write the past simple of these verbs.

- | | |
|--------------|------------|
| 1) see → saw | 6) catch → |
| 2) get → | 7) bite → |
| 3) say → | 8) hit → |
| 4) tell → | 9) can → |
| 5) go → | 10) have → |

In your notebook, use five of the verbs to write sentences in the past tense.

Past perfect

Complete the sentences with the past simple or past perfect from of the verb in brackets.

1. John went (go) out after he had done (do) his homework.
2. They _____ (catch) the burglar because he (fall) asleep on the sofa.
3. She _____ (ring) the police when she (discover) that someone _____ (break into) her flat.
4. When the detective _____ (arrive) the thief (disappear).
5. When I _____ (get) to the station the train (already leave).
6. The police (arrest) _____ the old lady because she (bring) an animal into the country illegally.

Past participles

When Mr Stariudis returned, some thieves had burgled his yacht. Complete these sentences with past participles.

They had swum (swim) to his yacht. They had _____ (put) the burglar alarm out of action. They hadn't _____ (wake up) the butler. They had (steal) his videos, _____ (smash) the lamp and _____ (break) the coffee table.

Modal verbs

Match the sentences with what they express.

- | | |
|---|------------------|
| — You mustn't smoke in here. | a) offer |
| — You don't have to pay in advance. | b) speculation |
| — She could have done it. | c) prohibition |
| — You can leave school early. | d) obligation |
| — Could I open the door for you? | e) permission |
| — We have to do one foreign language at school. | f) no obligation |

Read the text.

Early one evening Tom and Julia were sitting in their living room, watching a film. Tom got up to switch on the lights. As he passed the window, he noticed that their car was not in the street where he usually parked it. He and Julia went outside and checked everywhere, but the car was definitely gone. They went back inside to phone the police. But they didn't, because Tom looked out of the window again – and the car had mysteriously returned!

Tom went back outside and found an envelope on the car window. In it was a note which said: 'Sorry, we had to borrow your car – it was an emergency. Please accept this small gift as an expression of our thanks.' And in the envelope were two tickets for a concert the following evening.

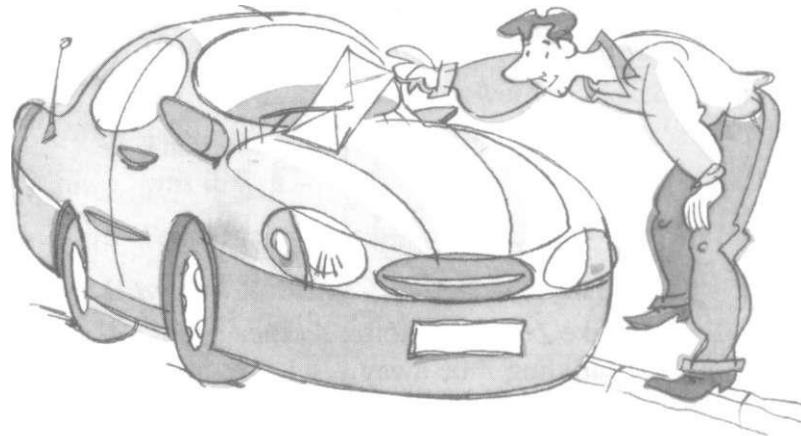
'That's marvellous,' said Julia. 'Yes,' said Tom. I really thought someone had stolen our car'.

The following evening, Tom and Julia went out to the opera. They had a really good time and returned home late.

When they opened the front door, they were completely shocked. Someone had burgled the house. Julia found this note on the table: Hope you enjoyed the concert!

Now put these events in the correct order.

- 1 Tom and Julia went to the opera.
- 2 Tom and Julia were watching a film.
- 3 Tom and Julia came home.
- 4 Thieves stole the car.
- 5 The thieves burgled the house.



True or false?

The thieves stole the car late at night.

Tom and Julia were watching a film on television.

Tom phoned the police.

Someone had borrowed the car for a real emergency.

Tom and Julia stayed out late after the concert.

Question tags

The police are questioning someone. Add the question tags.

- 1) You were a good friend of Professor Millar's, weren't you?
- 2) You'd known him for thirty years, _____?
- 3) He got you this job, _____ ?
- 4) He didn't pay you very well, _____ ?
- 5) You accidentally killed someone in your last job, _____?
- 6) Professor Millar knew this, _____ ?
- 7) You've been trying to get another job, _____?
- 8) You haven't been able to, _____ ?
- 9) You were in the sitting room at around seven o'clock, _____?
- 10) You won't mind coming along with us, _____?

Listen and check your answers.

Vocabulary

Underline the correct word.

- | | |
|----------------------|--------------------------|
| 1) watch/see TV | 6) do/play tennis |
| 2) have/do a bath | 7) rob/steal a bank |
| 3) make/do a test | 8) play/touch the guitar |
| 4) commit/do a crime | 9) go/do shopping |
| 5) fall/go asleep | 10) go/do the shopping |

Murder in Colney House

Professor Millar was murdered last night. In the house at the time were: Mrs Millar (his wife), Dr Cole (their doctor), Angelina (their daughter) and Rafael (their son). These are the statements they made to the police.

Read Dr Cole's statement. Underline the five grammar mistakes. Then rewrite it correctly in your notebook.

'I was sit in the sitting room and I was read the newspaper. It was being very warm and I can have fallen asleep, when suddenly I was wake up by a loud bang next door.'

Dr Cole

Listen to Angelina's statement. Underline six differences between what she says and this written statement.

'I was upstairs having a long, relaxing bath. I was listening to the radio, as I always do when I'm having a bath in the evening. The news had just finished, so it must have been about 7.10, when I heard this bang from downstairs. It might have been in the sitting room or the dining room.'

Angelina

Write a similar statement in your notebook using these notes.

Mrs Millar

Cooking / dinner / kitchen.

Listening / radio / preparing / vegetables.

Must / 7 o'clock / news / just / finishing.

Hear / terrible bang / next door / sitting room.

Who killed Professor Millar? _____

Vocabulary

Find eight words connected with crime in this word square.

Q	R	o	B	B	E	R
s	M	u	G	G	L	E
T	U	B	Q	L	D	T
A	R	R	M	U	S	S
T	D	E	B	R	o	B
E	E	A	N	U	J	M
M	R	K	G	Y	F	u
E	J	I	P	O	H	G
N	U	N	H	I	I	M
T	H	I	E	F	c	U

Now write three sentences using as many of the words as you can.

Read the text. True or false?

- 1) Jan had to break a window to get into the house.
- 2) He didn't find anything valuable.
- 3) Jan heard the men's voices before they came into the room.
- 4) Jaraslar was talking to the prime minister.
- 5) Jan began laughing uncontrollably.

Find these verbs in the text and match them with the definitions.

- | | |
|---------------|----------------------|
| 1) break into | a) enter |
| 2) come into | b) phone |
| 3) break off | c) enter using force |
| 4) ring up | d) arrest |
| 5) take away | e) finish early |



What a laugh!
Jan Tomisc's career as a burglar was not going very well. One night, as he was walking through the streets of Warsaw, Jan saw a large house and decided to break into it. He got through an unlocked window but, while he was filling his sack with silver, he heard voices. He quickly hid behind the sofa and a moment later two men came into the room.

'Right, let's hear it,' said the first man.

'All right,' replied the second. Jan immediately recognised the voice of one of the men. It was Jaraslar, one of Poland's greatest comedians, who imitated famous people.

Jaraslar began imitating the prime minister, and Jan, who was hiding behind the sofa, started laughing to himself. Next, Jaraslar imitated the Bishop of Cracow. Jan started to shake with laughter and tears were running down his face. In the end, Jan exploded with laughter. Jaraslar immediately broke off his performance and rang up the police. Jan was still laughing when the police came to take him away!

Brainstorm What differences are there between your generation and your parents' generation in your society? Think about these things:

- a) tastes in music/clothes
- b) attitudes to work and money
- c) attitudes to marriage

Time to Read

Bonnie and Clyde



On 24th May 1934, in Louisiana, USA, a car was driving fast along a country road. A young man was behind the wheel. Sitting next to him was a young woman. She was smoking a large cigar and she had a machine gun on her knees. Suddenly there were gun shots. The car crashed into the side of the road. The police had killed the famous gangsters, Bonnie and Clyde.

Bonnie Parker was a waitress until she met Clyde Barrow. Together they travelled around, stealing cars and breaking into houses. Money was easy, life was fun. Then their crimes became more serious - bank robbery and murder.

Once, Clyde was caught and sent to prison for two years. Bonnie smuggled a gun into the prison and he used it to escape. After that they formed a gang called the 'Barrow Gang'. The gang broke into a government building and stole guns which they used in more robberies and murders. Bonnie and Clyde became famous all over the USA and the police were determined to catch them.

The police had a long list of crimes charged against Clyde - stealing cars, kidnapping, bank robberies and about six murders. On that day in May, the police were ready. They were waiting when the car drove past. They shot hundreds of bullets into the car. Bonnie and Clyde fell out, dead.

Read the text and list the five types of crimes committed by Bonnie and Clyde.

Read the text again and answer the questions.

- 1) According to the passage, which crime is more serious, breaking into houses or bank robbery?
- 2) What would have happened if Bonnie hadn't smuggled a gun into the prison for Clyde?
- 3) Why do you think the police wanted desperately to catch Bonnie and Clyde?
- 4) Why do you think the police shot hundreds of bullets into their car?
- 5) A song was written about Bonnie and Clyde, and a film was made starring Faye Dunaway and Warren Beatty. Why do you think they have become glamorous heroes?

Writing

Before you start

1. Look at the Key Words. Which of the crimes are the biggest problem in your society now? What punishments would *you* give for the crimes?

KEY WORDS:

Crime: burglary, drug dealing, mugging, murder, rape, shoplifting, theft

Punishment: the death penalty (capital punishment), fine, prison sentence, soft/hard sentences, life sentence

2. Read the letter. Which of the two approaches to prison sentences do you support?

Dear Editor,

Polly Fisher's article last week made me consider the pros and cons of harder prison sentences in this country. The issue has never been easy to resolve and I am very much in two minds about it myself. I'd like to share some of my views with other readers.

On the one hand, it is really scandalous that some rapists and murderers are let out of prisons after three or four years.¹ This, many people are losing faith in the British system of justice. According to them, we should bring back harder sentences² criminals are made to pay for what they have done.

Many people strongly support the American idea of 'three strikes and you're out' – the idea that after committing three crimes criminals are locked up for life. Something must be done to deter young people from a life of crime. It is also somehow wrong that ³ _____ money is spent on prisons so that some have become like luxury hotels with televisions and gyms. Finally, I must admit that I sometimes understand those who believe we should restore capital punishment in this country as in the USA. It is important to think about the wishes of the families and friends of murder victims who demand that justice be done. On the other hand, punishment shouldn't be seen as an opportunity for revenge.

We need to help and reform convicted criminals ⁴ make them into useful members of the community. Personally, I am totally against harder sentences in principle. Despite what many people say, capital punishment is judicial murder and no better than any other murder ⁵ _____ it is committed by the state. It is a savage form of punishment which is against human dignity. Besides, it is highly unfair ⁶ _____ judicial mistakes. The death penalty also affects some sections of the community much more than others. ⁷ _____, in the USA, sometimes it seems that the death penalty is not as likely if the victim is black and the murderer white as the other way round.

All in all, I'm sure we need to do whatever it takes to consider the positive and negative effects of harder sentencing before any final decisions are made. I wonder what other readers think about this issue.

Yours faithfully,
Hannah Sutter



3. Match the sentences listing arguments from a discursive essay (1-8) with personal opinions in the letter.

1. Many people feel that harder sentences should be brought back.
2. The American system of 'three strikes and you're out' has supporters in Britain.
3. Moreover, some people say that conditions in prisons are too soft.
4. There are arguments for the restoration of the death penalty.
5. The wishes of victims' family and friends possibly need to be taken into account.
6. There are arguments against harder sentences and capital punishment.
7. It is strongly felt by many people that capital punishment is the equivalent of judicial murder.
8. Furthermore, the death penalty is seen as savage and an affront to human dignity.

4. Read the letter again and complete the gaps with these linking words (reason/result).

consequently so, due to, so much, just because, so that, as a result of, in order to

A Discursive Essay (2)

Write an essay discussing this statement:

'The only way to cut crime in our country is to make punishment more severe.' Follow the stages below.

Stage 1 Look at the letter. List the arguments 'for' and 'against':

a the death penalty and hard sentences

b punishment as reform

Add other arguments and reasons backing them up (e.g. from your country).

Stage 2 Use your notes to write a plan of your essay.

Stage 3 Use your plan to write the essay.

Stage 4 Check your essay

Talkback

Work in pairs. Give your essay to your partner to read. Comment on the arguments

PART III

TEST YOURSELF

A (10 points)

Complete the story below with the verbs in the past simple or past perfect.

Lord Macaulay was on holiday in Rome. One evening, after he ¹ ... (have) an excellent meal, he ² ... (go out) to look around. Suddenly, a man ³ ... (knock) against him. Soon afterwards, Macaulay ⁴ ... (notice) that his watch was missing, and he thought the man ⁵ ... (steal) it. Macaulay ⁶ ... (run) after the man. He shouted at him in English and ⁷ ... (take) his watch. The man didn't understand. Macaulay then returned to his hotel. When he ⁸ ... (get back) to his hotel, the receptionist said: 'Excuse me, signor. I ⁹ ... (find) your watch in the dining room after you ¹⁰ ... (go out).'

B (5 points)

Complete the text with these words:

might have / can't have / must have (x2) / couldn't have

Macaulay ¹ ... taken off his watch while he was having dinner. He ² ... remembered doing this. The other man ³ ... been a doctor in a hurry to visit a patient. He ⁴ ... spoken English because he didn't understand Macaulay. He ⁵ ... felt terrible when the receptionist gave him his watch.

C (5 points)

Complete the definitions with one word.

1. A ... robs someone in the street violently.
2. A ... deliberately kills someone.
3. A ... steals small things from shops.
4. A ... breaks into houses to steal things.
5. A ... brings things into a country secretly.

CRIME. Put each of the following words and phrases into its correct place in the passage below.

bigamy	civil	classes	community
countries	crimes	criminal law	felony
fine	forgery	laws	life imprisonment
misdemeanour	offences	penalty	person
prison	state	term	treason

Crime

.....Crime violates the laws of a community, _____ or nation. It is punishable in accordance with these _____. The definition of crime varies according to time and place, but the laws of most _____ consider as crimes such _____ as arson, _____, burglary, _____, murder, and _____.

.....Not all offences against the law are _____. The laws that set down the punishments for crimes form the _____. This law defines as crimes those offences considered most harmful to the _____. On the other hand, a _____ may wrong someone else in some other way that offends the _____ law.

.....The common law recognizes three _____ of crime: treason, _____ and misdemeanour. Death or _____ is the usual _____ for treason. Laws in the United States, for example, define a felony as a crime that is punishable by a _____ of one year or more in a state or federal _____. A person who commits a _____ may be punished by a _____ or a jail term of less than one year.

LAW BREAKERS

1. Choose the correct answer.

- 1) This was one of the few crimes he did not _____ .
a) achieve b) commit c) make d) perform

- 2) The _____ are still holding twelve people hostage on the plane.
a) bandits b) guerrillas c) hijackers d) kidnappers
- 3) He was charged with a(n) _____ of currency regulations.
a) break b) breach c) disrespect d) observance
- 4) Our insurance policy offers immediate _____ against the risk of burglary, accident or damage by fire.
a) care b) cover c) relief d) security
- 5) The man jumped out of the window and committed _____ .
a) death b) homicide c) murder d) suicide
- 6) "Thieves will be _____ "
a) liable b) lifted c) persecuted d) prosecuted
- 7) Police blamed a small hooligan _____ in the crowd for the violence whichoccurred.
a) constituent b) division c) element d) portion
- 8) The police said there was no sign of a _____ entry even though the house had been burgled.
a) broken b) burst c) forced d) smashed
- 9) The police car raced down the street with the _____ blaring.
a) alarm b) bell c) gong d) siren
- 10) The tourist's camera was _____ because he had brought it into the country illegally.
a) bereaved b) confiscated c) deprived d) extorted
- 11) Look, Officer. I'm not drunk. I'm as _____ as a judge.
a) calm b) clear c) sober d) steady

- 12) He said he would sue us, but I don't think he'll _____ his threat.
a) achieve b) bring about c) carry out d) perform
- 13) The conspirators were plotting the _____ of the government.
a) catastrophe b) disaster c) demolition d) overthrow
- 14) The thieves _____ the papers all over the room while they were searching for the money.
a) broadcast b) scattered c) sowed d) strayed
- 15) Ms Goodheart was completely _____ by the thief's disguise.
a) taken away b) taken down c) taken in d) taken up
- 16) The police caught the thief _____
a) in black and white b) in the red c) red-handed d) true blue
- 17) He was arrested for trying to pass _____ notes at the bank.
a) camouflaged b) counterfeit c) fake d) fraudulent
- 18) He offered me \$500 to break my contract. That's _____
a) blackmail b) bribery c) compensation d) reward
- 19) The child was kidnapped by a notorious _____ of robbers.
a) crew b) gang c) staff d) team
- 20) The burglar _____ silently into the room.
a) crept b) stood c) strode d) wandered

2. Give the name of the defined law breaker.

- 1) steals (*5 letters*)
- 2) steals purses and wallets (*10 letters*)
- 3) gets money by threatening to disclose personal information (*11 letters*)
- 4) seizes aeroplanes (*8 letters*)
- 5) takes things from a shop without paying (*10 letters*)

- 6) kills people (8 letters)
- 7) steals from houses or offices (7 letters)
- 8) steals from banks or trains (6 letters)
- 9) takes people hostage for a ransom (9 letters)
- 10) steals government secrets (3 letters)
- 11) wilfully destroys property (6 letters)
- 12) marries illegally while being married already (8 letters)

3. Match the criminal with the definition.

- | | |
|-----------------------|---|
| 1) an arsonist | a) tries to enforce his political demands by carrying out or threatening acts of violence |
| 2) an assassin | b) pretends or claims to be what he is not |
| 3) a deserter | c) makes money by dishonest business methods, e.g. by selling worthless goods |
| 4) an embezzler | d) steals from his own company |
| 5) a forger | e) attacks and robs people especially in public places |
| 6) a fraud or con man | f) sets fire to property |
| 7) a hooligan | g) kills for political reasons or reward |
| 8) a mugger | h) brings goods into one country from another illegally |
| 9) a poacher | i) hunts illegally on somebody else's land |
| 10) a racketeer | j) makes false money or documents |
| 11) a smuggler | k) a soldier who leaves the armed forces without permission |
| 12) a terrorist | l) causes damage or disturbance in public places |

4. Choose the right answer.

- 1) The spy _____ the desk in an attempt to find the secret documents.
a) invaded b) kidnapped c) looted d) ransacked
- 2) The safe deposit box _____ a high-pitched sound when it was moved.
a) ejected b) emitted c) expelled d) excluded
- 3) He _____ his fist and threatened to hit me.
a) clenched b) clutched c) grabbed d) gripped
- 4) Thieves got away with a _____ of jewellery worth thousands of pounds.

- a) catch b) haul c) loot d) snatch
- 5) The burglar's presence was betrayed by a _____ floorboard.
a) cracking b) creaking c) crunching d) groaning
- 6) Smugglers consistently _____ import regulations.
a) break b) flaunt c) float d) flout
- 7) Luckily my wallet was handed in to the police with its contents _____ .
a) contained b) intact c) missing d) preserved
- 8) The intruder was badly _____ by the guard dog in the palace garden.
a) damaged b) eaten c) mauled d) violated
- 9) When the police examined the house they found that the lock had been _____ with.
a) broken b) hindered c) tampered d) touched
- 10) The hooligan _____ the money out of my hand and ran away.
a) clutched b) gripped c) snatched d) withdrew

POLICE. Choose the right answer.

- 1) The policeman asked the suspect to make a(n) _____
a) account b) declaration c) deposition d) statement
- 2) The unruly _____ was broken up by the police.
a) collection b) congregation c) group d) mob
- 3) Prince Andrew was found dead in his palace this morning. The police have _____ any suggestion of foul play.
a) discounted b) neglected c) omitted d) overlooked
- 4) The chief of police said that he saw no _____ between the four murders.
a) communication b) connection c) join d) joint
- 5) The detective stood _____ behind the door waiting for the assailant.
a) immovable b) lifeless c) motionless d) static

- 6) The police arrested the wrong man mainly because they _____ the names they had been given by the witness.
a) bewildered b) confused c) merged d) puzzled
- 7) The police _____ off the street where the bomb had gone off.
a) battened b) cordoned --chastened d) shuttered
- 8) The police set a _____ to catch the thieves.
a) device b) plan c) snare d) trap
- 9) The police asked if I thought I could _____ the man who stole my car if I looked at some photos.
a) certify b) identify c) justify d) verify
- 10) The policeman was _____ when he saw a light in the office.
a) deductive b) disturbing c) suggestive d) suspicious
- 11) The inspector was a very _____ man and he rechecked the evidence several times.
a) attentive b) complete c) thorough d) thoughtful
- 12) The police who were _____ the crime could find no clues at all.
a) enquiring b) investigating c) researching d) seeking
- 13) We promise not to reveal your _____ if you tell us who the murderer is.
a) anonymity b) identification c) identity d) personality
- 14) The police are _____ the town for the stolen car.
a) combing b) investigating c) looking d) seeking
- 15) The police have not yet found a possible _____ for the murder.
a) example b) motive c) principle d) understanding
- 16) The police _____ their attention to the events that led up to the accident.
a) completed b) confined c) confirmed d) contained
- 17) As he was caught in _____ of a gun, he was immediately a suspect.
a) control b) handling c) ownership d) possession

- 18) As the result of the police _____ on the disco, ten people were arrested.
a) entry b) invasion c) raid d) storm
- 19) I was informed by the police constable that he would be forced to take me into _____
a) confinement b) custody c) detection d) guardianship
- 20) It is the responsibility of the police to _____ the law, not to take it into their own hands.
a) compel b) enforce c) force d) press
- 21) After the accident the policeman asked if there had been any _____
a) observers b) onlookers c) spectators d) witnesses
- 22) The police were _____ in their examination of the murder site.
a) concentrated b) exhausting c) intense d) thorough
- 23) The police made sure everyone stood well _____ of the fire.
a) away b) clear c) free d) out
- 24) Why don't the police take _____ measures against crime?
a) affective b) effective c) efficient d) ineffective

***TRIAL.* If you commit a crime you may be:**

accused
arrested
charged
convicted
interrogated
paroled
sent to prison
suspected
tried

1. Put these actions in the correct order.

2. Choose the right answer.

- 1) The _____ sentenced the accused to 15 years in prison.
a) barrister b) counsel c) judge d) solicitor
- 2) If you can't resolve the dispute, it will have to be settled by _____.
a) arbitration b) court c) election d) referee
- 3) His comments _____ little or no relation to the facts of the case.
a) bear b) give c) possess d) reflect
- 4) They all thought he was guilty, but no one could _____ anything against him.
a) accuse b) ensure c) point d) prove
- 5) It has been decided to hold a Public _____ into the cause of the accident.
a) Autopsy b) Examination c) Inquiry d) Interrogation
- 6) To protect victims of blackmail their names are often _____ in court.
a) covered b) erased c) hidden d) not given
- 7) The youth involved in the disturbance at the demonstration made a(n) _____ to the police.
a) account b) notice c) statement d) summary
- 8) I _____ to say anything unless I am allowed to speak to my solicitor.
a) deny b) neglect c) refuse d) resist
- 9) I should like to call two _____ who can testify on my client's behalf.
a) witnesses b) onlookers c) passers-by d) spectators
- 10) You are surely not suggesting that these _____ young children could have planned such an evil deed.
a) innocent b) lovely c) natural d) pure
- 11) The case against Mary Wrongdoer was _____ for lack of evidence.
a) discarded b) dismissed c) refused d) resigned
- 12) The new law comes into _____ on May 15.

- a) condition b) date c) force d) power
- 13) The _____ question in this case is whether the accused had a motive for this crime or not.
a) crucial b) forcible c) supreme d) valuable
- 14) The driver admitted that the accident was partly his own _____
a) blame b) cause c) evil d) fault
- 15) In fact, the murderer was _____ from the country before extradition proceedings could be started.
a) barred b) deported c) exported d) interned
- 16) The suspect man has a _____ on his right cheek.
a) point b) scar c) sign d) trace
- 17) It is a criminal offence to _____ the facts.
a) express b) oppress c) repress d) suppress
- 18) After a close cross-examination, the barrister was _____ his client was telling the truth.
a) content b) glad c) happy d) satisfied
- 19) At the end of the trial he was _____ of murder.
a) condemned b) convicted c) convinced d) penalised
- 20) In the legal profession, men _____ women by five to one.
a) outclass b) outnumber c) overcome d) supersede
- 21) All _____ barristers are expected to study at the Inns of Court.
a) hopeful b) prospective c) willing d) wishful
- 22) The judge will hear the next _____ after lunch.
a) case b) charge c) lawsuit d) trial
- 23) The suspect _____ that he had assaulted a policeman.
a) contradicted b) declined c) denied d) refused
- 24) I wish you'd let me speak for myself and not _____ the words out of my mouth.
a) grab b) pull c) snatch d) take

- 25) The suspect is _____ to have been in the neighbourhood at the time of the crime.
a) accused b) affirmed c) alleged d) announced

3. Choose the right answer.

- 1) The high court judge will pass _____ next week.
a) justice b) punishment c) sentence d) verdict
- 2) If you break the law, you will be _____ trouble.
a) for b) in c) out d) out of
- 3) The judge was very _____ on pickpockets.
a) bad b) hard c) strict d) strong
- 4) It was impossible for her to tell the truth so she had to _____ a story.
a) combine b) invent c) lie d) manage
- 5) Peter gives one account of the accident, and John another; it is difficult to _____ the two versions.
a) adjust b) coincide c) identify d) recoile
- 6) The witness testified that he could bear _____ what the defendant had claimed.
a) on b) out c) up d) with
- 7) The suspect is not under arrest, nor have the police placed any _____ on his movements.
a) obstacle b) regulation c) restriction d) veto
- 8) You should only make serious accusations like that if they have a sound in fact.
a) basis b) foothold c) framework d) principle
- 9) The judge _____ the pedestrian for the accident.
a) accused b) blamed c) charged d) sued
10. His legal training enables him to put his case _____ very convincingly.
a) down b) out c) over d) up

PUNISHMENT. Match each punishment with its description.

- | | |
|--------------------------|--|
| 1) capital punishment | a) a period of time in. jail |
| 2) corporal punishment | b) being made to do specially hard work while in prison |
| 3) eviction | c) death |
| 4) a heavy fine | d) a punishment imposed only if you commit a further crime |
| 5) internment | e) a large sum of money to pay |
| 6) penal servitude | f) whipping or beating |
| 7) a prison sentence | g) regular meetings with a social worker |
| 8) probation | h) removing (a person) from a house or land by law |
| 9) solitary confinement | i) limiting the freedom of movement esp. for political reasons |
| 10) a suspended sentence | j) being imprisoned completely alone |

Choose the right answer.

- 1) The community was angered by the _____ punishment given their friend.
a) august b) austere c) severe d) vigorous
- 2) Those acting for the defendant propose to appeal _____ the sentence.
a) against b) for c) out d) to
- 3) Mr Tipsy was _____ twenty pounds for drinking and driving.
a) charged b) fined c) ordered d) penalized
- 4) The ringleader was lucky to get _____ a suspended sentence.
a) away b) off with c) through d) through to
- 5) After considering the case, the judge put the young offender _____ for two years.
a) in charge b) in control c) on probation d) on trial
- 6) Despite the seriousness of his crime he only received a _____ sentence.
a) light b) little c) small d) soft

- 7) The young offenders were warned never _____ with the members of any gang.
a) to assign b) to assimilate c) to associate d) to assume
- 8) As it was her first offence, the judge gave her a _____ sentence.
a) kind b) lenient c) severe d) tolerant
- 9) The woman _____ for her husband's life when he was found guilty of murder.
a) bid b) debated c) disputed d) pleaded
- 10) The accused man was able to prove his innocence at the trial and was _____.
a) absolved b) acquitted c) forgiven d) pardoned
- 11) Jack the Ripper was a hardened criminal without a scrap of _____ for his crimes.
a) penance b) pity c) remorse d) reproach
- 12) His sentence has been commuted to five months on the _____ of failing health.
a) bases b) causes c) grounds d) reasons
- 13) The prisoners had spent almost a month digging a _____ before the guards discovered it.
a) pipe b) pass c) subway d) tunnel
- 14) He was thrown into prison and _____ of his property.
a) confiscated b) denied c) deprived d) removed

PUNISHMENT. Put each of the following words and phrases into its correct place in the passage below

accused	acquit	witnesses	swear
court	cross-examinations	civil suits	counsel
judge	jurors	fault	guilty

legislature	list	jury	legal disputes
panel	sentence	money	officer
trial	testimony		

Trial by Jury

A jury is a selected group of laymen that hears the in and decides the facts. A courtroom trial in which a decides the facts is called a by jury. Before each term, a jury commissioner or another public prepares a panel, or large initial of qualified jurors. For each trial, are selected by lot from this Before the trial begins, the jurors to decide the facts fairly. They hear the given by witnesses for both sides, including Then for each side sum up, or summarize the case, and the explains the applicable law in his instructions to the jury.

In for financial damages, the jury must decide who is at and must determine the amount of to be paid. In criminal cases, the jury must decide whether or not the is guilty "beyond a reasonable doubt", and then either return a verdict of guilty, or the defendant by a verdict of not guilty. If the verdict is the judge imposes the , or punishment, within limits that have been fixed by the

CRIME AND PUNISHMENT. Choose the right answer.

- 1) There is no doubt about the outcome of the trial. The man is a _____ criminal.
a) self-centred b) self-confessed c) self-conscious d) self-contained
- 2) If the terrorists are not sent to prison, there will be a public _____ .
a) attack b) onslaught c) outcry d) recrimination
- 3) It is often difficult for ex-convicts to keep to the and narrow.
a) deep b) long c) straight d) wide
- 4) When the detectives finally trapped him, he had to _____ to lying.
a) recourse b) resort c) resource d) retort

- 5) The judge recommended more humane forms of punishment for juvenile _____ .
a) convicts b) delinquents c) sinners d) villains
- 6) The murderer proved to be an apparently well-behaved _____ middle-aged woman.
a) inoffensive b) offensive c) unoffending d) unsuspecting
- 7) He found some squatters living in his house so he asked the court for a speedy _____ order.
a) discharge b) ejection c) eviction d) expulsion
- 8) The witness _____ the statements made by the accused man.
a) agreed b) confessed c) corroborated d) testified
- 9) A prominent local figure was _____ as co-respondent in a divorce case.
a) accused b) cited c) nominated d) quoted
- 10) The whole story was a _____ of her imagination.
a) fabrication b) fantasy c) figment d) figure
- 11) As she was the murderer's mother, the judge _____ the normal restrictions on visits and let her see him.
a) abandoned b) lifted c) relinquished d) surrendered
- 12) The baby at the centre of the controversy has been made a _____ of court.
a) child b) progeny c) protege d) ward
- 13) After considering the evidence for a few hours, the Jury came to a(n) _____ verdict.
a) unambiguous b) unanimous c) undivided d) united
- 14) It was a reasonable _____ to draw in the light of the evidence.
a) assessment b) conclusion c) interpretation d) verdict
- 15) Ms Stickyfinger was charged with _____ the funds of the organization.
a) misappropriating b) mislaying c) mistaking d) misplacing

2. Choose the word or phrase that best keeps the meaning of the original sentence if it is substituted for the capitalized word.

1) A smiling face often disguises the mind and heart of a VILLAIN.

- a) a foolish man
- b) a lying man
- c) an unhappy man
- d) a wicked man

2) At first the accident seemed to be TRIVIAL.

- a) critical
- b) momentous
- c) significant
- d) unimportant

3) There was no TRACE of poison in the coffee the chemist analyzed.

- a) colour
- b) indication
- c) smell
- d) taste

4) The FROWN on the judge's face showed that he was displeased.

- a) look of anger
- b) look of delight
- c) look of fear
- d) look of surprise

5) The night was so FOGGY that the murderer was easily able to escape his pursuers.

- a) messy
- b) mild
- c) misty
- d) moist

6) The driver tried to AVERT the accident by bringing the car to a sudden stop.

- a) cause
- b) control
- c) minimize
- d) prevent

7) The indecisive man was READILY persuaded to change his mind again.

- a) abruptly
- b) easily
- c) hardly
- d) subtly

8) The officer COMPELLED the prisoner to do exactly as he wished.

- a) allowed
- b) beseeched
- c) forced
- d) hired

9) The criminal INSINUATED that he had been roughly treated by the arresting officer.

- a) argued convincingly
- b) denied positively
- c) stated flatly
- d) suggested indirectly

10) The boy felt DISGRACED because he knew that he had been wrong to steal.

- a) ashamed
- b) phony
- c) tempted
- d) worried

11) The judge SENTENCED the convicted man.

- a) gave a pardon to
- b) gave high praise to
- c) passed judgement upon
- d) sympathized with

12) It is useless to attempt to FLEE from every danger. Some risk must be taken.

- a) hide oneself
- b) protect oneself
- c) run away
- d) stay away

LEVEL TEST KEY

Спасибі за те, що Ви пройшли цей тест! Підрахуйте кількість балів за правильну відповідь і визначте свій рівень знань англійської мови.

- | | | |
|----------|-----------|-----------|
| 1. A – 1 | 9. B – 2 | 17. B – 3 |
| 2. D – 1 | 10. D – 2 | 18. B – 1 |
| 3. A – 1 | 11. B – 2 | 19. D – 1 |
| 4. B – 1 | 12. A – 2 | 20. B – 2 |
| 5. C – 1 | 13. C – 2 | 21. D – 3 |
| 6. C – 1 | 14. A – 3 | 22. C – 2 |
| 7. D – 1 | 15. A – 3 | 23. B – 3 |
| 8. D – 2 | 16. C – 3 | |

- | | | |
|------------------------------|---|-------------------------------|
| Якщо Ви набрали 0 - 2 бали | – | Ваш рівень Starter (Beginner) |
| Якщо Ви набрали 3 - 10 бали | – | Ваш рівень Elementary |
| Якщо Ви набрали 11 - 23 бали | – | Ваш рівень Pre-Intermediate |
| Якщо Ви набрали 24 - 37 бали | – | Ваш рівень Intermediate |
| Якщо Ви набрали 38 - 43 бали | – | Ваш рівень Upper-Intermediate |

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