

Федеральное агентство по образованию  
*АМУРСКИЙ ГОСУДАРСТВЕННЫЙ УНИВЕРСИТЕТ*

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## Английский для юристов

*Учебное пособие*

Благовещенск

2008

ББК

А

*Печатается по решению  
редакционно-издательского совета  
филологического факультета  
Амурского государственного  
университета*

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**Английский для юристов.** Учебное пособие. Благовещенск: Амурский гос. ун-т, 2007. – 123 с.

Пособие предназначено для студентов II курса юридических факультетов неязыковых вузов.

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## ВВЕДЕНИЕ

Настоящее учебное пособие предназначено для студентов II курса юридических факультетов неязыковых вузов. Целью пособия в соответствии с Программой по иностранным языкам для вузов неязыковых специальностей является подготовка студентов к использованию иностранного языка в их будущей профессиональной деятельности.

Учебник содержит три части: базовый курс, хрестоматию для чтения и приложение. Базовый курс состоит из 6 частей (Units): Criminology, Crime, Punishment, Police Force, Trial, Prison, и рассчитан на 72 аудиторных часа и 68 часов самостоятельной работы дома.

В каждой части содержится аутентичный текст из английских или американских источников и газетная статья, которая носит проблемный характер и служит базой для развития навыков аннотирования. Для накопления словарного запаса профессиональной лексики и терминологии дается список встречающихся в тексте незнакомых слов. Новые лексические единицы закрепляются в подстановочных и конструктивных упражнениях (на вставку активной лексики, предлогов; подбор антонимов и синонимов к выделенным словам, подбор к дефинициям подходящих слов из списка и т.д.). Кроме того, в конце каждой части предлагаются коммуникативные упражнения, направленные на развитие навыков говорения на профессиональные темы, например, задания на выражение собственного мнения по некоторым спорным вопросам юриспруденции; ситуации, на основе которых необходимо составить диалоги и пр.

Хрестоматия для чтения (Reader) знакомит студентов с некоторыми образцами из оригинальной английской и американской публицистической прозы. Тексты из хрестоматии могут использоваться на занятиях по внеаудиторному чтению, а также как дополнительный материал для чтения и говорения по базовым темам пособия. В приложении студенты могут получить сведения, которые могут дополнить, восполнить или заменить объяснения преподавателя на аудиторном занятии.

По окончании изучения тем данного пособия студенты должны овладеть предлагаемой юридической терминологией, усовершенствовать навыки чтения профессиональной литературы, работы со словарем, а также уметь вести беседу на английском языке по специальности.

Автор будет признателен всем за критические замечания и пожелания.



## UNIT 1

### Part 1.

#### Criminology

**Criminology** is the **scientific** study of **crime** as an individual and social phenomenon. Criminological research areas include the incidence and forms of crime as well as its causes and consequences. They also include social and governmental regulations and reactions to crime. Criminology is an interdisciplinary field in the behavioural sciences, drawing especially on the research of sociologists and psychologists, as well as on writings in law. In the mid-18<sup>th</sup> century, criminology arose as social philosophers gave thought to crime and concepts of law. Over time, several schools of thought have developed.

**Classical school.** The **Classical School**, which developed in the mid 18<sup>th</sup> century, was based on **utilitarian** philosophy. **Cesare Beccaria**, author of ***On Crimes and Punishments*** (1763-64), **Jeremy Bentham**, inventor of the ***panopticon***, and other classical school philosophers argued that (1) people have free will to choose how to act. (2) Deterrence is based upon the utilitarian ontological notion of the human being a ‘hedonist’ who seeks pleasure and avoids pain, and a ‘rational calculator’ weighing up the costs and benefits of the consequences of each action. **Punishment** can deter people from crime, as the costs (penalties) outweigh benefits, and that severity of punishment should be proportionate to the crime. The more swift and certain the punishment, the more effective it is in deterring criminal behavior.

**Positivist school.** The **Positivist School** presumes that criminal behaviour is caused by internal and external factors outside of the individual’s control. The **scientific method** was introduced and applied to study human behavior. Positivism can be broken up into three segments which include biological, psychological and social positivism.

Cesare Lombroso, an Italian prison doctor working in the late 19<sup>th</sup> century and sometimes regarded as the “father” of criminology, was one of the largest contributors to biological positivism. Lombroso sought through firsthand observation and measurement of prison inmates to determine the characteristics of criminal types.

Some of his investigations allowed him to establish the existence of “hereditary criminals”. Lombroso held that such criminals exhibit a higher percentage of physical and mental anomalies than do noncriminals. Among these anomalies, there were various unusual skull sizes and asymmetries of the facial bones. Lombroso’s theories were widely influential in Europe. He tried to reform the Italian penal system and encouraged more human and constructive treatment of convicts through the use of work programs intended to make them more productive members of society.

Hans Eysenck, a British psychologist, claimed that psychological factors such as Extraversion and Neuroticism made a person more likely to commit criminal acts. He also includes a Psychoticism dimension that includes traits similar to the psychopathic profile.

Sociological positivism postulates that societal factors such as poverty, membership of subcultures, or low levels of education can predispose people to crime. Adolphe Quetelet made use of data and statistical analysis to gain insight into relationship between crime and sociological factors. He found that age, gender, poverty, education, and alcohol consumption were important factors related to crime. Rawson W. Rawson utilized crime statistics to suggest a link between population density and crime rates, with crowded cities creating an environment conducive for crime. Emile Durkheim viewed crime as an inevitable aspect of society, with uneven distribution of wealth and other differences among people.

**Chicago School.** The **Chicago School** arose in the early twentieth century, through the work of **Robert Ezra Park**, **Ernest Burgess**, and other **urban sociologists** at **University of Chicago**. In the 1920s, Park and Burgess identified five **concentric zones** that often exist as cities grow, including the “zone in transition” which was identified as most volatile and subject to disorder. In the 1940s, Henry McKay and Clifford R. Shaw focused on **juvenile delinquents**, finding that they were concentrated in the zone of transition.

Since the mid-20<sup>th</sup> century, the notion that crime can be explained by any single theory has fallen into disfavour among investigators. Instead, experts inclined to so-called multiple factor, or multiple causation theories. They reason that crime

springs from a multiplicity of conflicting and converging influences – biological, psychological, cultural, economic and political. The multiple causation explanations seem more credible than the earlier, simpler theories. An understanding of the causes of crime is still elusive, however, because the interrelationship of causes is difficult to determine.

*(<http://www.wikipedia.com>)*

### **Tasks**

1. Read the text for detailed understanding. Translate the following paragraphs of the text: 2, 4, 6, 8.
2. Give the summary of the text.
3. Retell the text as if you were:
  - 1) a psychologist
  - 2) a representative of Chicago school;
  - 3) a behaviourist
  - 4) a parent whose child is a member of subculture
  - 5) a citizen who is living in “transition zone”
  - 6) a person who criticizes Lombroso’s theories
  - 7) a teacher of history
  - 8) a follower of multiple causation theories of crime

### **Part 2.**

#### **Преступность: врожденное и приобретенное**

Более ста лет назад итальянский врач Чезаре Ломброзо создал галерею «преступных типов», чем обессмертил своё имя. Он, например, утверждал, что покатый лоб, квадратный подбородок, грубые черты лица, длинные руки и мускулистое телосложение говорят о **врожденных преступных наклонностях**. Понадобилось много лет, пока теория прирождённого преступника потеряла своё влияние. Тем не менее, и в наши дни продолжают споры о наследовании преступных качеств и о биологических предпосылках **преступного поведения**.

Послевоенный экономический рост породил у западных лидеров опасное заблуждение, что с любыми **общественными проблемами можно справиться, проводя соответствующую социальную политику и увеличивая бюджетные отчисления.** Тогда казалось, что, давая человеку больше **благ,** можно **смягчить и даже изменить его природу.**

В 1979 г. в Центре изучения близнецов и усыновленных детей в США начали наблюдать несколько сотен двойняшек и тройняшек. Все они были разлучены вскоре после рождения и воспитывались в разных концах Англии и Америки. Экспериментаторы исходили из предположения, что если близнецы одно-яйцевые, все **различия, возникшие впоследствии, следует отнести за счет разной среды обитания.** Однако исследования показали, что различия между детьми, воспитанными отдельно, и близнецами, росшими в одной семье, практически отсутствуют. Другое исследование, проведённое в Дании, показало, что дети преступников, даже если их воспитывать в домах **законопослушных граждан,** в большей степени **склонны к конфликтам с законом,** чем их собственные отпрыски. Более того, есть все основания считать, что если один из разлученных одно-яйцевых близнецов имеет **судимость за уголовное преступление,** второй рано или поздно тоже свернёт на скользкую дорожку. Некоторые исследователи идут ещё дальше и считают, что **первопричина многих видов правонарушения, в первую очередь таких тяжких, как убийства, разбойные нападения, изнасилования и поджоги – не социальная, а биологическая.**

Самый серьёзный удар по «теории о среде» нанесла сравнительно молодая наука – социобиология. Исследования, проводимые на животных, показали, что у агрессивных обезьян уровень одного из гормонов – серотонина – ниже, чем у пассивных. Это, вполне возможно, относится и к человеку: у людей, совершивших **преднамеренные насильственные преступления,** тоже наблюдается недостаток этого гормона. Так кто же виноват: среда или генетика?

*(from “Just English”)*



## **Tasks:**

1. Put 8 questions to the article
2. Render the article in English paying attention to the words and expressions in bold type.

## **Dialogue**

**Blackledge:** Well, Ross. What do you think? Who killed Stern?

**Ross:** I don't know. It wasn't his wife. She didn't even go into the study.

**Blackledge:** But she admits she didn't love him. Do you think she's in love with the doctor?

**Ross:** It's possible. And perhaps Trevor Stern had found out. But we know the doctor was at the hospital by ten o'clock that night. And that's at least half an hour from the Stern's house.

**Blackledge:** But that means he left the Stern's house before half past nine.

**Ross:** Exactly.

**Blackledge:** Anyway, Dorothy Stern told her sister she was going to leave her husband. She didn't need to murder him.

**Ross:** But what about Lucy?

**Blackledge:** Yes, there's something about Lucy's story, which doesn't quite fit. Let's see, what did Jerald Brook say?

**Ross:** That's it! Lucy didn't walk to the village and back, if he met her at twenty to ten. She was still being shouted by her father at nine-fifteen.

**Blackledge:** But look at all the statements. The times don't fit.

**Ross:** Neither do the facts. Someone is telling lies.

**Blackledge:** I think it's time to make an arrest.

## **Tasks**

1. Read the dialogue for detailed understanding and ask questions on the contents.
2. Retell the dialogue, as if you were one of the participants.
3. Act your own dialogue on the analogy.

## Vocabulary

- 1) incidence – сфера действия, охват, степень; a high incidence of crime — высокий уровень преступности
- 2) regulation – инструкция, постановление
- 3) behavioural sciences – школа поведенческих наук (*фокусирует внимание на поведении личности в организации и возможностях формировать модели желаемого поведения путем изменения среды, в которой действуют люди, а не путем изменения их сознания (отношения)*)
- 4) to draw – делать выводы, выводить (заключение)
- 5) utilitarian – утилитарный, практический
- 6) panopticon – круглая тюрьма, в которой будка смотрителя расположена в центре
- 7) to argue – утверждать
- 8) deterrence – средство устрашения, удержания (*от преступных действий*)
- 9) hedonist – приверженец гедонизма (*направление в этике, главной целью которого является стремление к удовольствию*)
- 10) a rational calculator – расчетливый рационалист
- 11) costs – затраты, издержки
- 12) benefits – выгоды, выигрыш
- 13) punishment – наказание, *syn.* penalty – наказание; взыскание; штраф
- 14) to outweigh – перевешивать; быть более важным
- 15) severity – строгость, суровость; жестокость
- 16) swift – быстрый, скорый, стремительный
- 17) to presume – полагать
- 18) outside of – помимо, кроме, за исключением
- 19) to seek (sought, sought) through smth – обследовать посредством чего-либо
- 20) firsthand observation – первичный осмотр
- 21) measurement – измерение
- 22) an inmate (= a convict) – заключенный; отбывающий срок тюремного заключения

- 23) to determine – определять
- 24) criminal types – преступные типы
- 25) an investigation – исследование
- 26) to allow smb to do smth – позволять кому-либо сделать что-либо
- 27) to establish – устанавливать
- 28) hereditary criminals – прирождённые преступники
- 29) to hold (held, held) – полагать, считать
- 30) a skull – череп
- 31) facial bones – лицевые кости
- 32) to be widely influential – оказывать широкое влияние
- 33) penal – уголовный, карательный
- 34) to encourage more human and constructive treatment of convicts – поощрять более гуманное и конструктивное отношение к заключенным
- 35) more productive members of society – более полезные члены общества
- 36) dimension - величина, степень, мера
- 37) a trait - характерная черта, особенность
- 38) profile – профиль, совокупность параметров
- 39) to postulate – полагать, предполагать
- 40) poverty – бедность, нищета
- 41) to predispose – предопределять, способствовать
- 42) a crime – преступление, a criminal – преступник
- 43) to gain insight into smth – зд. подробно рассматривать
- 44) consumption – злоупотребление
- 45) to utilize – использовать, применять
- 46) population density – плотность населения
- 47) conducive - благоприятный, способствующий
- 48) volatile - непостоянный, изменчивый
- 49) a juvenile delinquent – малолетний преступник
- 50) disfavour – немилость, неодобрение
- 51) multiple – многочисленный

- 52) cause – причина, causation – причинная связь
- 53) converging – собирательный
- 54) credible – надежный
- 55) elusive – смутный
- 56) criminal instinct (*syn.* inborn criminal inclinations) – врождённые преступные наклонности
- 57) to cope with the problems – справиться с проблемами
- 58) to launch proper social policy – проводить соответствующую социальную политику
- 59) to increase budget assignments – увеличивать бюджетные отчисления
- 60) to give people everything for their weal – дать людям все блага жизни
- 61) to smooth and change person's character – смягчить и изменить природу человека
- 62) law obedient citizens – законопослушные граждане
- 63) to be inclined to clash with the law – быть склонным к конфликтам с законом
- 64) to have a conviction for a crime – иметь судимость за уголовное преступление
- 65) the original cause – первопричина
- 66) a robbery – разбойное нападение
- 67) a rape – изнасилование
- 68) an arson – поджог
- 69) a premeditated crime – преднамеренное преступление
- 70) serotonin – серотонин
- 71) hormone – гормон

### **Reading Comprehension and Vocabulary Exercises**

**Exercise 1.** *Give the English for:*

- 1) дать объяснение преступности; 2) со временем; 3) получить развитие (о науке); 4) «О Преступлениях и Наказаниях»; 5) свобода выбора; 6) средство устрашения; 7) взвесить плюсы и минусы; 8) суровость наказания; 9) распадаться на три направления; 10) внутренние и внешние факторы; 11)

помимо; 12) научный метод; 13) считаться основателем криминологии; 14) умственные и физические отклонения; 15) поощрять более гуманное и конструктивное отношение к заключённым; 16) рабочая программа; 17) экстраверсия; 18) психопатия; 19) характерная особенность; 20) плотность населения; 21) уровень преступности; 22) неравномерное распределение богатств; 23) изменчивый; 24) малолетние преступники; 25) впасть в немилость; 26) так называемый; 27) надежный; 28) определять; 29) обманывать; 30) произвести арест.

**Exercise 2.** *Give the Russian for:*

1) to include the incidence and forms of crime; 2) governmental regulations; 3) an interdisciplinary field; 4) an inventor of panopticon; 5) a rational calculator; 6) the costs outweigh benefits; 7) to deter criminal behaviour; 8) to seek through the first observation; 9) to determine the characteristics of criminal types; 10) hereditary criminals; 11) unusual skull sizes; 12) the penal system; 13) to commit criminal acts; 14) a Psychoticism dimension; 15) to predispose people to crime; 16) data; 17) alcohol consumption; 18) to utilize crime statistics; 18) crowded cities; 19) to be conducive for crime; 20) “zone in transition”; 21) an investigator; 22) multiple causation theories; 23) to spring from; 24) a multiplicity of conflicting and converging influences; 25) elusive; 26) the times don't fit.

**Exercise 3.** *Answer the questions to the text:*

1. What is the definition of criminology?
2. What do criminological areas include?
3. Why is criminology an interdisciplinary field in behavioural sciences?
4. When and why did criminology arise?
5. How many schools of thought have developed?
6. When did the Classical School develop? What was its basis?
7. Who were the representatives of the Classical school? What were they famous for?

8. What were the Classical school postulates? Why is the human being both “hedonist” and “a rational calculator”?
9. What is the role of punishment? When is punishment more effective in deterring criminal behaviour?
10. What are the causes of criminal behaviour from the Positivist School’s standpoint? What methods do they use?
11. How many segments can Positivism be broken up into? What are they?
12. What was Chesare Lombroso famous for? How did he try to relate criminal behavior to a person’s appearance?
13. What are “hereditary criminals”?
14. What was Lombroso’s contribution to the development of penal system?
15. Who was the representative of Psychological Positivism?
16. What psychological factor made a person to commit criminal acts?
17. What is the main idea of Sociological Positivism? Who were its representatives?
18. What did Adolphe Quetelet make use of to study the relationship between crime and sociological factors? What were the results of his research?
19. Is there any link between population density and crime rates?
20. How did Emile Durkheim view crime?
21. When did the Chicago school arise? Whose works was the basis of this school?
22. How many concentric zones are there usually in cities? What zone is the most volatile and subject to disorder?
23. Why have experts inclined to multiple causation theories since the mid-20<sup>th</sup> century? What conflicting and converging influences do they call?
24. An understanding of the causes of crime has already been cleared, hasn’t it? What theory that explains criminal behaviour do you stick to?

**Exercise 4.** *Practice the pronunciation of the following words:*

panoptican /ˈpænɒptɪkən/, cause /kɔːs/, consequence /kɒnsɪkwɪns/,  
interdisciplinary /ˌɪntɪdʒɪnɪplɪnəri/, behavioral /bɪˈhævɪjərəl/, psychologist  
/saɪkɒlədʒɪst/, utilitarian /juːtɪliˈtɜːriən/, deterrence /dɪˈtɜːns/, hedonist /hɪdɒnɪst/,

weigh /weɪ/, severity /sɪˈvɪrɪti/, proportionate /prəˈpɔːʃənət/, contributor /kɒnˈtrɪbjʊtə/, measurement /mɪˈzʊəmənt/, determine /dɪˈtɜːmɪn/, hereditary /hɪˈrɪdɪtəri/, exhibit /ɪˈzɪbɪt/, anomaly /əˈnɒməli/, asymmetry /əˈsɪmətri/, influential /ɪnfluˈenʃəl/, neuroticism /njuːrɪtɪsɪzəm/, societal /səˈsaɪtl/, conducive /kənˈdʒusɪv/, uneven /ʌˈniːvən/, Chicago /tʃɪˈkɑːɡoʊ/, concentric /kənˈsɛntrɪk/, volatile /vɒˈlaɪl/, juvenile /dʒuːˈvaɪl/, delinquent /dɪˈlɪŋkwɪnt/, multiplicity /mʌlˈtɪplɪsɪti/, converging /kənˈvɜːdʒɪŋ/, assignment /əˈsaɪnmənt/, arson /əˈsn/, serotonin /sɪˈrɒnɪn/, hormone /ˈhɔːmɒn/

**Exercise 5. Match the following:**

1) psychopath	a) The situation or experience of being poor
2) crime rate	b) A young person who breaks the law
3) to commit a crime	c) The amount of crime in society
4) poverty	d) A person who has a serious and permanent mental illness that makes him behave in a violent or criminal way
5) population density	e) Having the same center
6) juvenile delinquent	f) To do something illegal
7) concentric	g) The belief that an action is good if it helps the greatest possible number of people
8) utilitarianism	h) The degree to which an area is filled with people

**Exercise 6. Insert prepositions where necessary:**

1. A writer has to draw ... his imagination and experience.
2. Criminology began developing when social philosophers gave thought ... crime and concepts of law.
3. What philosophy was the Classical School based ...?
4. Philosophers believe that the human being is very rational 'cause he weighs ... the costs and benefits ... the consequences of his behaviour.
5. In order to run the house well the family needs to proportionate their expenditures ... their income.
6. What else can we do outside ... tearing out paper and starting from the very beginning?

7. What segments was this school broken ... ..?
8. All the neighborhood knew about Henry's cruel treatment ... his wife.
9. I want him to get higher education but I can't make him ... study at the university.
10. I couldn't see my solicitor ... people in the hall.
11. According ... Park and Burgess's standpoint the "zone ... transition" is the most volatile and subject ... disorder.
12. Some scientists consider that there is a link ... population density and crime rate.
13. The doctor says Kate's rudeness to other people springs ... a basic insecurity.

**Exercise 7.** *Paraphrase the sentences using the active vocabulary:*

1. With so much noise outside the room is hardly comfortable to work.
2. I remember that Grandpa sent me to bed early as a penalty for breaking the vase.
3. Encouraging more human and constructive attitude towards nature is the main slogan of our team.
4. What is happening in the streets! Teenagers vandalized all street telephones.
5. My message received a quick reply.
6. Don't worry! We've got these data from a reliable source of information.
7. His ideas greatly influenced people's minds.
8. There was a report from the news about an escaped prisoner.
9. Like the other proposals, these will be introduced as time goes by.
10. Your parents' income is used to define your level of financial aid.
11. This program has many advantages over that one.
12. People who seek only pleasure are usually selfish.
13. Sorry to say but the crime rate is very high in our region.
14. All this was decided without my knowledge.
15. If a mother abuses drugs a child can be born mentally retarded and physically damaged.

**Exercise 8.** *Find the opposite:*

1. In this case you'll have only costs.



2. The grandpa won't let the children pick the flowers.
3. Environment protection of this national park is of less importance than construction of a new factory here.
4. I think the person to be “a social criminal” if his parents were wrongdoers.
5. Be slow to hear, quick to speak.
6. Bringing up in the aunt' house he understood what kindness was.
7. The East End of London is associated with wealth and goods of high quality.
8. This climate is too unfavourable for people's life.
9. A person who is steady can suddenly become angry or violent.
10. Listen! This song is very popular among young people.
11. The consequence of his antisocial behaviour is wealth and higher education.
12. An understanding of the causes of crime is clear.
13. We've got this evidence from an unreliable witness.
14. Some people believe that crime can be explained by the only reason.

**Exercise 9. Translate into English:**

1. Статистика преступлений показывает связь между плотностью населения и уровнем преступности.
2. Ученые установили, что преступные молодёжные группировки чаще формируются в «переходных зонах» и окраинах городов.
3. Очевидно, что преступность – неотъемлемый аспект общества. Её причина кроется в неравномерном распределении богатств и многом другом.
4. Бедность часто вынуждает людей совершать такие мелкие преступления, как воровство и обман.
5. Известно, что О. Генри написал некоторые из своих рассказов, находясь в тюрьме.
6. Прирожденные преступники, по мнению Ломброзо, обладают высоким процентом физических недостатков и умственных отклонений по сравнению с не преступниками.
7. России необходима реформа карательной системы, где бы поощрялось более гуманное и конструктивное отношение к заключенным.
8. У людей всегда было право выбора, как поступить в той или иной ситуации.
9. Гедонизм – одно из направлений в этике, главной целью которого является стремление к удовольствию.

10. Представители школы позитивизма полагают, что преступное поведение вызывается внутренними и внешними причинами независимо от нашего контроля. 11. Обстоятельства, ведущие к преступному поведению – антиобщественное поведение родителей, алкоголизм, низкий уровень культуры в семье.

### **Communicative Exercises**

**Exercise 1.** *Agree or disagree developing the following sentences into monologues of 5-7 sentences.*

1. There is no clear understanding of the causes of crime.
2. Society prepares the crime; the criminal commits it (H. Buckle)
3. The human being is both a “hedonist” who seeks pleasure and avoids pain and a “rational calculator” weighing up the costs and benefits of each action.
4. If poverty is the mother of crimes, want of sense is the father (J. de la Bruyere)
5. The end justifies the means.
6. Cruelty is a part of human nature.
7. Criminal behaviour is caused by internal and external factors outside of the individual’s control.
8. Punishment can deter people from crime.
9. The idea of “hereditary criminals” is very clear to me.

**Exercise 2.** *Give your answer to the frequently asked questions. Compare your answers with the examples from American law.*

1) **Question: How can I be charged with carrying a concealed weapon when the gun was not even loaded?**

Example: A gun is considered a weapon even if is not loaded. It is often difficult to distinguish between loaded and unloaded guns. If the ammunition was nearby you could even be charged with a loaded weapon charge. In the interest of safety the law makes carrying a concealed weapon (that is to carry a gun that is hidden from the view) a crime even if it is unloaded.

2) **Question: Why am I being charged with battery when I did not hit him, I only grabbed his arm?**

Example: A criminal battery is defined as the unlawful application of force to the person of another. A hit, punch or kick is not required just an “offensive touching” of another is considered a battery.

3) **Question: Why should I pay for a lawyer when I can get a Public Defender for free?**

Example: In order to qualify for the services of a Public Defender you must establish to the court’s satisfaction that you are indigent (unable to afford to hire your own attorney). A Public Defender is an attorney assigned to a specific courtroom to handle all of the cases that day for the indigents who did not retain an attorney to represent them. Public Defenders are almost always very dedicated and may be experienced in your type of case. However, your case would be just one of many. Usually, hiring your own lawyer provides you with the most experienced attorney who can provide you with the best possible investigation and defense of your case and you are the sole focus of your attorney. And if you simply plead guilty, you may wonder for years if you could have had the charges against you dismissed or reduced to a lesser offence. You may ask yourself: “How would a conviction and having a criminal record affect me in the future?”

*(<http://criminal.lawyers.com>)*

**Exercise 3.** *Use the vocabulary of the Unit to act out dialogs between:*

1. citizens who are living in “transition zone”
2. friends who have different standpoints on Lombrozo’s theories
3. a neighbor and a parent whose child is a member of subculture
4. followers of psychological positivism and social positivism
5. a person who is going to adopt a child and a director of an orphanage

**Exercise 4.** *Speak on:*

1. The reasons for the increase in violence among teenagers in our country

## 2. Different theories that explain criminal behaviour



### **UNIT 2**

#### **Part 1**

#### **Crime**

Crime is often defined as "conduct in violation of the criminal laws of a state, of the federal government, or of a local jurisdiction, for which there is no legally acceptable justification or excuse" (Schmallegger 2001, p. 700). Not only is a crime the commission of an act, it can also be an omission of an act such as the failure to assure that a child has clothing, food, or shelter. In 1999, law enforcement agencies in the United States made approximately fourteen million arrests, excluding traffic violations. The offenses most frequently committed were driving under the influence of drugs or alcohol and drug abuse. The second most frequently committed was simple assault. Fifty-five percent of all crimes in the United States are committed by people under the age of twenty-five. Individuals in this age group commit approximately 44 percent of all violent crimes and 58 percent of all property crimes. Seventy-eight percent of all people arrested are men.

Crime has many detrimental effects on society. Victims of crime can suffer fear, stress, suicidal thoughts or behaviors, personal financial costs, medical costs, and health problems. The majority of crimes in the United States occur in poor urban areas, and the majority of crime victims are poor. The NCVS reported in 1998 that violent-crime rates were greater for individuals living in lower-income families than individuals from more affluent homes. This puts a large burden on the health and medical systems in high-crime areas and strains community resources.

The types of crimes that law-enforcement agencies deal with are changing. Crimes such as cybercrimes (computer crimes) and crimes against the elderly are growing. Domestic violence, although always a criminal act, is being reported more frequently, and there are strict laws dealing with such offenses.

Generally, criminal laws are divided into several broad categories: offenses affecting public order, health, and morals; offenses involving trade, business, and professions; and offenses against the family. These categories often overlap. Juveniles and minors generally receive special treatment under criminal statutes.

**Offenses Affecting Public Order, Health, and Morals.** A number of acts are made criminal to preserve public order, health, and morals. Some of these laws are grounded in the common law but have undergone significant changes over the years.

Gambling is illegal in some states. Other states allow only certain forms of gambling. Even where gambling is legal, it is strictly regulated, and the regulations are enforced by criminal statutes. For example, persons who maintain an unlicensed gambling operation in New Jersey may be charged with a crime of the fourth degree. Fourth-degree crimes in New Jersey normally carry a penalty of a \$7,500 fine or eighteen months' imprisonment, or both; when the crime is unlicensed gambling, fines may reach \$25,000 for individuals and \$100,000 for organizations.

The U.S. Congress and state legislatures prohibit the manufacture, possession, and sale of certain mood-altering substances, such as marijuana, cocaine, heroin, and hallucinogens. Many manufactured drugs yielding psychotropic effects are legal, but only under the administration of a physician.

All states maintain laws that prohibit the driving of motorized vehicles while under the influence of [alcohol](#) or other mood-altering substances. These driving-under-the-influence (DUI) and driving-while-intoxicated (DWI) statutes outlaw or prohibit the drunken driving of boats and snowmobiles in addition to passenger vehicles and motorcycles.

Some criminal statutes are mainly designed to preserve public order. Breach of the peace is a generic description for a range of disorderly conduct. Generally, breach-of-the-peace crimes consist of any acts that disturb public tranquility and order. Stalking, or menacing, is the related crime of continually following or forcing unwanted contact on another.

State and federal statutes criminalize the unlicensed possession of firearms. Firearm statutes prevent convicted felons from owning a gun. State and federal laws

also place an outright ban on some models of automatic firearms. Other criminal laws respecting public order, health, and morals are many and varied.

**Offenses Involving Trade, Business, and Professions.** Fraud, theft, and [misrepresentation](#) are extensively covered in state and federal statutes concerning virtually every conceivable occupation. These laws prohibit a wide variety of acts ranging from simulating gemstones and rigging weight scales to impersonating a doctor or a police officer, breaching confidentiality, and engaging in insider trading (the buying or selling of publicly held corporate shares by persons with inside or advance information regarding the corporation). The fraudulent use of credit cards is also the subject of criminal statutes.

**Offenses against the Family.** State legislatures enact numerous statutes to protect people against members of their own family. [Child abuse](#) laws make criminal the physical or mental abuse of a child. Spousal abuse is also punished under state statutes. The failure of a parent to pay court-ordered [child support](#) is made criminal in state statutes. A divorced parent who flees with a child may be criminally charged under state and federal [kidnapping](#) statutes as well as [child custody](#) statutes.

**Juveniles and Minors.** Persons under the age of eighteen, known as juveniles, are presumed incapable of forming the criminal intent to commit criminal acts. They are, then, generally immune from prosecution for their crimes. However, a juvenile may be tried for a crime if the prosecution is able to convince the court to certify the juvenile as an adult. A prosecutor generally reserves certification of a juvenile for serious crimes, such as murder or rape. In the 1990s, some state legislatures passed statutes allowing prosecutors to certify for criminal trial juveniles as young as age fourteen.

Minors also warrant special protection from society. Criminal statutes punish adults for contributing to the delinquency of a minor. This crime can be any act that tends to make a child delinquent. For example, giving a minor illegal drugs or [pornography](#) is criminal under these statutes. State statutes also criminalize the sale of other adult materials, such as tobacco and alcohol, to minors.

*(from [Law Encyclopedia](#), [Public Health Encyclopedia](#))*

## Tasks

1. Read the text for detailed understanding. Translate the following paragraphs of the text: 1, 2, 6, 11, 13.
2. Give the summary of the text.
3. Retell the text as if you were:
  - 1) a psychologist
  - 2) a sociologist
  - 3) a teacher
  - 4) a lawyer for infant party (*несовершеннолетний-сторона в процессе*)
  - 5) a cybercrime expert
  - 6) an economic crime expert
  - 7) a representative from Family Protection Council
  - 8) a police officer

## Part 2

### Убийца сдалась полиции ... через 23 года

**Разыскиваемая** за участие в вооружённом нападении на банк и убийстве полицейского в Бостоне Катрин Анн Пауэр **добровольно** сдалась в руки полиции. С 1970 по 1984 год она **находилась в списке особо опасных преступников США**.

Сорокачетырёхлетняя гражданка США четверть века назад была активисткой антивоенного движения молодёжи. На переломе 60-х и 70-х годов участвовала в демонстрациях против войны во Вьетнаме.

Нападение на банк произошло 20 сентября 1970 года. Было **похищено** 26 тыс. долларов и убит полицейский Вальтер Шрёдер. **Троих участников преступления задержали** в течении нескольких дней. Пауэр же вместе с подругой Суссанной Сакс **удалось скрыться** в штате Кентукки. Через четыре года Сакс была арестована, а Пауэр двинулась дальше на запад страны. В небольшом городке Лебанон в штате Орегон она **проживала под чужой**

**фамилией.** За это время Катрин родила сына, открыла несколько ресторанов, училась на кулинарных курсах и сама составляла рецепты вкусных блюд. Пауэр вышла замуж за некоего Рона Дункана, с которым жила уже 12 лет.

**Психическое состояние** Катрин в последние годы заметно **ухудшилось**, её **преследовали кошмарные воспоминания**, и она **принимала успокаивающие средства**. И вот однажды наступил финал. Совесть окончательно замучила эту женщину, и она сдалась полицейским сама после **переговоров её адвоката с властями**. Катрин **призналась, что напала на полицейского с оружием в руках, но без намерения его убить**.

Конец этой истории может быть благоприятным для **подсудимой**, считают специалисты. Формально ей грозит **пожизненное заключение**, но по договору с **прокуратурой** Катрин дадут не более 12 лет, из которых 5 она должна отсидеть. Оставшиеся 7 лет заменят **условным наказанием**... Все-таки добрая **Фемида** для убийц в штате Орегон!

*(from "Just English")*

### **Tasks:**

1. Put 8 questions to the article
2. Render the article in English paying attention to the words and expressions in bold type.

### **Dialogue**

*Cindy and Petra are members of a volleyball team.*

**C:** Why wasn't Clare at the training session?

**P:** Haven't you heard? She's been thrown out for stealing.

**C:** No! Really?

**P:** Yes. She was seen taking money from someone's bag in the changing room.

**C:** Who by?

**P:** The sports club manager. She was going through the changing room when she saw Clare with the Karen's bag.

**C:** Oh dear. That's terrible.



**P:** Clare said she had been told to fetch the money by Karen but Karen was asked about it she said she didn't know what Clare was talking about.

**C:** But how stupid of Karen to leave money in the changing room!

**P:** Yes. She was told that by the manager too.

**C:** She won't do it again, anyhow.

**P:** No, I guess not. What do you think Clare will do now?

**C:** I don't know this is the second club she has been asked to leave, isn't it?

**P:** Yes. It's hard to know what can be done for someone like Clare.

### Tasks

Read the dialogue for detailed understanding and ask questions on the content.

Retell the dialogue, as if you were one of the participants.

Act your own dialogue on the analogy.

### Vocabulary

- 1) conduct – поведение; *syn.* behaviour
- 2) justification – оправдывающие обстоятельства
- 3) commission – совершение какого-л. действия, обычно нарушение закона; to commit – совершать (*обычно выходящее за какие-л. рамки действие и т. п.*)
- 4) omission – бездействие, отсутствие действия; to omit doing/do smth. — не сделать чего-л.
- 5) law enforcement agencies – правоохранительные органы
- 6) an offence – проступок, преступление
- 7) drug abuse – злоупотребление наркотиками, наркомания
- 8) an assault – разбойное нападение
- 9) detrimental – пагубный, губительный, вредный ( to)
- 10) suicidal – самоубийственный, суицидный; suicide – самоубийство
- 11) lower-income families – малообеспеченные семьи
- 12) affluent – богатый; *syn.* wealthy
- 13) to overlap – частично совпадать; пересекаться

- 14) to put a burden (on smb.) – обременять, отягощать; перекладывать вину на кого-л.
- 15) a statute – закон, законодательный акт парламента; статут
- 16) gambling – азартная игра, игра на деньги; to gamble – играть в азартные игры
- 17) to be charged with a crime – быть обвинённым в преступлении
- 18) to prohibit – запрещать, prohibition – запрет, запрещение
- 19) a mood-altering substance – психотропное вещество
- 20) to yield – вызывать что-л., приводить к чему-л.
- 21) to outlaw – объявлять незаконным; запрещать
- 22) breach of the peace – нарушение порядка
- 23) stalking – преследование
- 24) menacing – запугивание
- 25) a convicted felon – ранее осуждённый
- 26) outright – полный, категорический
- 27) fraud – обман; мошенничество
- 28) theft – кража
- 29) conceivable – возможный
- 30) a gemstone – драгоценный камень
- 31) to rig weight scales – «обвесить» (*в целях наживы*)
- 32) insider trading – инсайдерская (внутренняя) торговля
- 33) to enact – вводить закон
- 34) a spouse – муж или жена
- 35) to allow – разрешать, позволять
- 36) a child support – пособие на ребенка
- 37) to flee – убегать, исчезать
- 38) custody – опекунство
- 39) minor – несовершеннолетний
- 40) a juvenile – подросток
- 41) immune – защищённый, ограждённый (*от обвинения, нападения, ареста*)
- 42) to convince of smth. – убеждать, уверять (в чем-л.)

- 43) to warrant – гарантировать
- 44) to surrender to the police – сдаться полиции
- 45) to be wanted for participation in the armed attack on a bank – разыскиваться за участие в вооружённом нападении на банк
- 46) voluntarily – добровольно
- 47) to be in the list of especially dangerous criminals – находиться в списке особо опасных преступников
- 48) to steal – похитить (украсть)
- 49) to arrest the participators of a crime – задерживать участников преступления
- 50) to manage to escape – суметь скрыться
- 51) to live under an assumed name – проживать под чужой фамилией
- 52) the psychic condition has become worse – психическое состояние ухудшилось
- 53) nightmarish recollections haunted her – её преследовали кошмарные воспоминания
- 54) to take opiates – принимать успокаивающие средства
- 55) negotiations between smb's advocate and the authorities – переговоры адвоката с властями
- 56) to admit (one's guilt) – признавать (свою вину)
- 57) to attack a police officer – напасть на полицейского
- 58) to kill unintentionally – не иметь намерения кого-то убивать
- 59) the accused (= a defendant) – подсудимый
- 60) life imprisonment – пожизненное заключение
- 61) Office of Public Prosecutor – прокуратура
- 62) a suspended sentence – условное наказание
- 63) Themis – Фемида

### **Reading Comprehension and Vocabulary Exercises**

**Exercise 1.** Give the English for:

- 1) определяться; 2) уголовное законодательство; 3) одежда; 4) приемлемые оправдывающие обстоятельства; 5) дом; 6) правоохранительные органы;

7) нарушение правил дорожного движения; 8) разбойное нападение; 9) совершать преступление; 10) до двадцати пяти лет; 11) собственность; 12) испытывать страх; 13) малообеспеченные семьи; 14) бедные районы города; 15) большинство; 16) возложить тяжелое бремя на кого-л.; 17) иметь дело с кем-л.; 18) хотя; 19) моральные принципы; 20) претерпевать существенные изменения; 21) разрешать; 22) обвиняться в преступлении; 23) штраф; 24) запрещать; 25) вызывать психотропный эффект; 26) под наблюдением врача; 27) вождение под влиянием алкогольного опьянения; 28) акции; 29) несовершеннолетний; 30) пособие на ребёнка; 31) мошенничество.

**Exercise 2** Give the Russian for:

1) frequently; 2) to exclude; 3) detrimental effects; 4) personal financial costs; 5) crime victims; 6) affluent homes; 7) to strain community resources; 8) a cybercrime; 9) the elderly; 10) domestic violence; 11) strict laws; 12) under criminal statutes; 13) an offence; 14) to be grounded in the common law; 15) gambling; 16) to be strictly regulated; regulations; 17) to be enforced by criminal statutes; 18) to maintain an unlicensed gambling operation; 19) four-degree crimes; 20) to carry a penalty; 21) mood-altering substances; 22) disorderly conduct; 23) misrepresentation; 24) the fraudulent use of credit cards; 25) child abuse laws; 26) a criminal intent; 27) to be tried for a crime; 28) to certify the juvenile as an adult; 29) to contribute to the delinquency of a minor.

**Exercise 3.** Answer the questions to the text:

1. What is the definition of crime?
2. Why can a crime also be an omission of an act?
3. How many arrests did US law enforcement agencies make in 1999?
4. What were most frequently committed offences?
5. Nearly half of all crimes are committed by elderly people, aren't they? Why?
6. What is the influence of crime upon society?
7. Where do the majority of crimes usually occur in the US?

8. Were violent-crime rates equal for individuals living in lower-income families and individuals from affluent homes?
9. Can you explain the reason of a large burden, which the health and medical systems carry in high-crime areas?
10. What kinds of crimes are more frequent nowadays? Why does it happen?
11. What categories are criminal laws divided into?
12. What example of fourth-degree crime does the author give? What is its legal status?
13. Fines for unlicensed gambling are the same both for individuals and organizations, aren't they? How much are they?
14. Does the U.S. Congress prohibit not only hard drugs but also soft drugs? Can you buy drugs yielding psychotropic effects legally?
15. How do Americans call laws that prohibit drunken driving?
16. What is a breach-of-the-peace crime?
17. Can a person in America possess a firearm? Under what conditions? All models of automatic firearms are available, aren't they?
18. Are state and federal statutes on economic offences worked out in detail?
19. What is an insider trading?
20. What are the causes of offences against family? What kinds of family offences can you enumerate?
21. How old are juveniles? Why are they presumed incapable of forming the criminal intent to commit criminal acts?
22. When may a juvenile be tried for a crime? Are there any conditions for such a trying?
23. How old is a minor? Who is responsible for a minor? What acts are considered criminal if they are committed between a minor and an adult?

**Exercise 4.** *Practice the pronunciation of the following words:*

frequently /ˈfrikwɪntli/, suicidal /ˈsuːsaɪdəl/, cyber /ˈsaɪb/,  
hallucinogen /ˈhæljuːsəndʒən/, police /pəˈliːs/, surrender /səˈrendər/,

participation /pɑːtɪsɪˈpeɪʃn/, attack /ətæk/, bank /bæŋk/, voluntarily /vɒlɪntərɪli/, especially /ɪsɪˈpɛʃli/, dangerous /dɛɪndʒərəs/, steal /stiːl/, escape /ɪsˈkeɪp/, assumed /əˈsʌmd/, psychic /saɪkɪk/, condition /kənˈdɪʃn/, worse /wɜːs/, nightmarish /ˈnaɪtmərɪʃ/, recollection /ˌrekəˈleɪʃn/, haunted /hɑːntɪd/, opiate /ˈoʊpiət/, negotiation /ˌneɡɪˈoʊʃiən/, advocate /ədˈvɒkət/, authorities /əˈɒrɪti/, guilt /ɡɪlt/, unintentionally /ˌʌnɪnˈtenʃnəli/, accused /əˈkjuzd/, defendant /dɪˈfendənt/, imprisonment /ɪmˈprɪznmənt/, prosecutor /ˌprɒsəˈkjʊtə/, suspended /səˈspendɪd/, Themis /ˈθɪmɪs/

**Exercise 5. Match the following:**

1) DUI	a) A person who is below the age at which they become legally responsible for their actions
2) fraud	b) A right to take care of a child
3) misrepresentation	c) The crime of attacking someone
4) minor	d) A method of illegally getting money or property from someone
5) kidnapping	e) Driving under influence of alcohol or drugs
6) assault	f) A law
7) statute	g) A deliberately wrong description of someone's opinions or of a situation
8) custody	h) Taking a person by force in order to get money for returning them

**Exercise 6. Explain the meaning of the following words and expressions:**

1) to surrender to the police; 2) the armed attack on a bank; 3) voluntarily; 4) especially dangerous criminals; 5) to escape; 6) an assumed name; 7) nightmarish recollections; 8) opiates; 9) negotiations; 10) to kill unintentionally; 11) Office of Public Prosecutor; 12) a suspended sentence; 13) Themis; 14) domestic violence; 15) child support; 16) to put a burden on smb/smeth; 17) to rig weight scales.

**Exercise 7. Insert prepositions where necessary:**

1. I wonder what effect crime has ... society.
2. The man they arrested last night has been charged ... murder.

3. We finally convinced them ... our innocence.
4. This criminal is wanted ... participation ... the armed attack ... a bank.
5. Are you sure that our neighbor is ... the list ... especially dangerous criminals?
6. Why are you spreading rumors about me? I've never lived ... the assumed name!
7. Mass media were keeping up with (следить) negotiations ... this criminal and the authorities.
8. My brother was fined ... driving ... influence ... alcohol.
9. It's known, breach-of-the-peace crimes consist ... any acts that disturb public order
10. Nearly in all countries convicted felons are prevented ... owning firearms.
11. You can believe these people. I've dealt ... them for a long time.
12. The hijackers eventually surrendered ... the police.
13. For it is the very a-b-c of common justice, that a defendant does not have to disprove charges; the burden of proof is ... the prosecution. (G. Marlon)

**Exercise 8.** *Paraphrase the sentences using the active vocabulary:*

1. Methadone itself is an addictive drug.
2. She's done it on her own free will.
3. We find the defendant not guilty.
4. There were increases in violent attacks over the past decade.
5. My grandpa's psychic condition has got worse.
6. The prisoners killed a guard during the escape.
7. Davies is accused of killing his wife unwittingly.
8. Don't take sedatives they are addictive.
9. His misdeeds bore heavily on his conscience.
10. The court gave him a two-year suspended verdict.
11. How did that criminal manage to hide himself from prosecution?
12. The tune troubled her all day long.
13. You should know that only this category of lawyers could argue cases in the higher law courts.
14. Have you heard that her boy-friend is in the list of the most perilous murderers?

15. Her son has been sentenced to a long term of incarceration.
16. We can't put narcotic addiction on the line with smoking and drinking.
17. Smoking is strictly banned inside the office.
18. He could talk intelligently on almost any possible subject.

**Exercise 9. Find the opposite:**

1. I am happy to say that I permit my daughter to marry you.
2. It is impossible that the peace mission will succeed.
3. He can't have killed purposefully. He was in love with her so much.
4. He failed to escape. The police caught him.
5. I have pleasant memories after visiting that place.
6. Don't persuade him! He will never refuse his participation in that crime.
7. I've heard that his health is better now.
8. This beautiful girl got married to him against her own will.
9. Why have you bought this ring with so cheap stone? I don't like it. You've spent your money in vain.
10. This warm climate is very conducive for people.
11. When you negotiated with them you've made my mission easier.
12. This student doesn't get social scholarship 'cause he's from an affluent family.

**Exercise 10. Translate into English:**

1. Как известно, уголовное законодательство запрещает производство, хранение и продажу таких психотропных веществ, как марихуана, кокаин, героин, галлюциногены.
2. В соответствии с законами штата Огайо данное преступление признается уголовно-наказуемым.
3. Разве может подросток быть осужден за преступление?
4. Автор обращает внимание читателей на тот факт, что эта женщина много лет находилась в списке особо опасных преступников.
5. Зачем ты переложил ответственность на меня? Ты не мог сам справиться с этим делом?
6. Не дружи с ним. Он играет в азартные игры.
7. В главном холле гостиницы курить запрещено.
8. Много лет он проживал под чужой фамилией.



9. Зачем ты покупаешь продукты на этом рынке? Там всегда «обвешивают».
10. Мои слова для него – ничто! Он никогда не делает того, что я прошу.
11. Не для кого не секрет, что данное психотропное вещество может вызывать страх и панику.

### Communicative Exercises

**Exercise 1.** *Agree or disagree developing the following sentences into monologues of 5-7 sentences.*

1. Not a failure, but low aim, is a crime (Ernest Holmes)
2. The greater the crime, the higher the gallows.
3. Crime doesn't pay.
4. Laws are not for ordinary people, they are for lawyers.
5. Crime stems from the breakdown of traditional social norms.
6. Not only is a crime the commission of an act, it can also be an omission of an act.
7. Men are more inclined to commit crimes than women.
8. Crime has many detrimental effects on society.
9. The majority of crime victims are poor.

**Exercise 2.** *Give your answer to the frequently asked questions. Compare your answers with the examples from American law.*

1) **Question: I was arrested for Spousal Battery but my wife was upset and says she made a mistake when she called the police. Can she have the domestic violence charges against me dropped?**

Example: No, only the District Attorney can drop the charges against you and this is unlikely to occur. A victim of domestic violence or what is commonly called spousal or co-habitant battery often attempts to recant the statement they made to police in order to have the charges dropped against an abusive spouse. In the past this has led to a cycle of continuous abuse. The District Attorney's Office prefers to file charges and let the courts decide issues of domestic violence.

2) **Question: Why am I being charged with DUI if I did not drink, I only smoked a little marijuana?**

Example: In California DUI includes drugs as well as alcohol. Suspicion of driving under the influence of drugs, including marijuana, may be proper grounds for a charge of DUI.

3) **Question: I only took a small item from the store. Why have I been charged with burglary and not shoplifting?**

Example: The key distinction between being charged with burglary (entering a structure with the intent to steal) and shoplifting (petty theft) is when was the intent to steal formed in their mind, inside the store or before coming into the store. If a person enters the store with the prior intent to steal something then they are committing burglary. If they enter for other reasons and decide in the store to simply take and item of small value then it is petty theft. Intent is the key element that must be established for a burglary charge. Intent is often established by being in possession of false receipts and already having empty bags to place stolen items, etc.

*(<http://criminal.lawyers.com>)*

**Exercise 3.** *Use the vocabulary of the Unit to act out dialogs between:*

1. a cybercrime expert and an economic crime expert
2. a lawyer for infant party and a parent of a child delinquent
3. an insider trader and his lawyer
4. a police officer and an abused spouse

**Exercise 4.** *Speak on:*

1. Crime and its effects on society
2. Offences against family
3. Offences against juveniles and minors
4. Economic crimes
5. Offences affecting public order, health and morals



## UNIT 3

### Part 1.

#### **Punishment and its Purposes**

Punishment describes the imposition by some authority of a deprivation – usually painful – on a person who has violated a law, a rule, or other norm. When the violation is of the criminal law of society there is a formal process of accusation and proof followed by imposition of a sentence by a designated official, usually a judge. Informally, any organized group — most typically the family, may punish perceived wrongdoers.

Because punishment is both painful and guilt producing, its application calls for a justification. In Western culture, four basic justifications have been given: retribution, deterrence, rehabilitation, and incapacitation.

Most penal historians note a gradual trend over the last centuries toward more lenient sentences in Western countries. Capital and corporal punishment, widespread in the early 19<sup>th</sup> century, are seldom invoked by contemporary society. Indeed, in the United States corporal punishment as such appears to be contrary to the 8<sup>th</sup> Amendment's restrictions on cruel and unusual punishment. Yet the rate of imprisonment in the United States appears to be growing. Furthermore, since the mid-1970s, popular and professional sentiment has taken a distinctly punitive turn and now tends to see retribution and incapacitation — rather than rehabilitation — as the goals of criminal punishment.

Criminal sentences ordinarily embrace four basic modes of punishment. In descending order of severity these are: incarceration, community supervision, fine, and restitution. The death penalty is now possible only for certain types of atrocious murders and treason.

What is the purpose of punishment? One purpose is obviously to reform the offender, to correct the offender's moral attitudes and anti-social behavior and to rehabilitate him or her, which means to assist the offender to return to normal life as a useful member of the community.

Punishment can also be seen as a deterrent because it warns other people of what will happen if they are tempted to break the law and prevents them from doing so. However, the third purpose of punishment lies, perhaps, in society's desire for retribution, which basically means revenge. In other words, don't we feel that a wrongdoer should suffer for his misdeeds?

The form of punishment should also be considered. On the one hand, some believe that we should "make the punishment fit the crime". Those who steal from others should be deprived of their own property to ensure that criminals are left in no doubt that crime doesn't pay. For those who attack others corporal punishment should be used. Murderers should be subject to the principle "an eye for an eye and a tooth for a tooth" and automatically receive the death penalty.

On the other hand, it is said that such views are unreasonable, cruel and barbaric and that we should show a more human attitude to punishment and try to understand why a person commits a crime and how society has failed to enable him to live a respectable law-abiding life.

*(from "Just English")*

### **Tasks**

1. Read the text for detailed understanding. Translate the following paragraphs of the text: 1, 3, 6, 7.
2. Give the summary of the text.
3. Retell the text as if you were:
  - 1) a psychologist
  - 2) a teacher
  - 3) a lawyer
  - 4) a law-abiding citizen

### **Estonia's Soviet war memorial demolition law**

MOSCOW, February 15, 2007. Russia's foreign minister sharply criticized the Estonian parliament Thursday **for passing a bill** that would open the way to the

**demolition** of Soviet war memorials in Estonia, describing the move as **a blunder and a disgrace**.

"I consider the passage of this bill in its third [and final] reading, despite protests from many countries, to be a blunder and a disgraceful act, one that is unacceptable in today's Europe and that **contradicts** European values and the principles of organizations to which Estonia belongs," Sergei Lavrov said, adding that he was referring primarily to the European Union, which the Baltic nation joined in May 2004.

**The controversial draft**, which got through the 101-strong assembly in a 46-44 vote earlier Thursday, will allow Estonian authorities **to dismantle** the "Bronze Soldier" in downtown Tallinn, and other monuments glorifying the Baltic nation's Soviet past.

Estonia, along with neighboring Latvia and Lithuania, was taken over by the Soviet Union in 1940, and the Soviets **regained control** of the three Baltic nations from Nazi Germany in 1944. While Russia maintains that the Red Army came to the Baltics to liberate it from Nazi invaders, many local residents see the **advent** of Soviet soldiers as an act of aggression.

The six-foot "Bronze Soldier," erected in 1947, and other Soviet-era memorials have in recent years become **rallying points** for ethnic Russians living in Estonia.

Moscow has repeatedly accused Tallinn of discriminating against the Russian-speaking community, which accounts for about a third of the 1.3-million-strong population, yet is denied many basic rights and freedoms. At its Thursday's session, Estonia's parliament also passed amendments to a bill on public holidays, establishing September 22 as Resistance Remembrance Day to commemorate Estonians who fought in Nazi units against the Soviet "invasion."

*(from RIA Novosti)*

### **Tasks:**

1. Put 8 questions to the article
2. Render the article in English paying attention to the words and expressions in bold type.

## Dialogue

**Kate:** Hmm. That reminds me of when I had my purse stolen last year.

**Brian:** Really? What happened?

**Kate:** Well, it was on my way to the airport, so I was standing on the side of the road with my bags, trying to figure out the bus schedule. Anyway, this bunch of guys came by and asked if they could help me. They spoke very broken English, and I couldn't really understand what they were saying. I really just wanted them to leave me alone. Finally, they left and when I looked down, I realized my purse had disappeared. It had my wallet in it with all traveler's checks and my money and my credit card. Well, luckily, I had put my airline ticket and my passport in one of my carry-on bags.

**Brian:** How awful! So what did you do?

**Kate:** Well, first I screamed at the top of my lungs and tried to run after the guys – but they were long gone. Then – this sounds really corny – I did just what I had seen people do on TV: I called my credit card company.

**Brian:** Were they helpful?

**Kate:** They were lifesavers! In no time at all, they'd given me new traveler's checks and a new credit card, and sent me on my way.

*(from "Have a go at English")*

## Tasks

Read the dialogue for detailed understanding and ask questions on the content.

Retell the dialogue, as if you were one of the participants.

Act your own dialogue on the analogy.

## Vocabulary

- 1) punishment – наказание; to punish - наказывать
- 2) imposition – наложение, возложение; to impose – налагать (обязательство)
- 3) deprivation – принуждение, лишение; to deprive - лишать
- 4) to violate a law – нарушить закон

- 5) a formal process of accusation and proof – формальный процесс обвинения и доказательства
- 6) a sentence – приговор; to pass a sentence upon sb. – выносить приговор кому-л.; to serve one's sentence – отбывать срок наказания
- 7) a designated official – назначенное должностное лицо
- 8) a wrongdoer – правонарушитель, преступник
- 9) guilt producing – вызывающий вину
- 10) to call for smth – требовать что-либо
- 11) retribution – возмездие, кара
- 12) deterrence [dɪ'tɜːrɪns] – удержание (от враждебных действий); устрашение
- 13) incapacitation – лишение прав
- 14) lenient (sentences) – мягкий, снисходительный [lɪnɪənt]
- 15) contemporary society – современное общество
- 16) to be contrary to smth – противоречить чему-л.
- 17) a restriction – ограничение
- 18) the rate of imprisonment – количество осужденных к лишению свободы
- 19) furthermore [fɜːðə'mɔː] – более того
- 20) punitive – карательный, штрафной; связанный с применением наказания
- 21) basic modes of punishment – основные способы наказания
- 22) incarceration [ɪn'kæʃə'reɪʃn] – заключение в тюрьму; to incarcerate – заключать в тюрьму
- 21) community supervision – общественный надзор, наблюдение
- 22) restitution – реституция, восстановление первоначального правового положения
- 23) death penalty – смертная казнь
- 24) an atrocious murder – жестокое (зверское) преступление [ə'trɔːsɪs]
- 25) a treason [ˈtreɪzən] – государственная измена
- 26) purposefully – умышленно, намеренно
- 27) to inflict pain – причинять боль
- 28) to be out of place – не применяться

- 29) a misdeed – преступление, злодеяние
- 30) law-abiding – законопослушный
- 31) an offender – правонарушитель, преступник
- 32) to correct smb's moral attitudes and behavior – исправлять (поправлять) чьи-л. моральные установки и поведение
- 33) to warn smb. of smth. – предупреждать (предостерегать) кого-л. о чем-л.
- 34) to prevent smb. from doing smth. – помешать кому-л. сделать что-л.
- 35) revenge – мщение, месть; to take one's revenge on smb. – отомстить кому-л.
- 36) in other words – другими словами
- 37) to suffer for misdeeds – страдать за преступления
- 38) to be considered – приниматься во внимание, учитываться
- 39) the punishment should fit the crime – наказание должно быть надлежащим преступлению
- 40) to deprive smb. of property – лишить кого-л. собственности
- 41) to ensure [ɪnʃʊə] – обеспечивать, гарантировать
- 42) to leave in no doubt – не оставить сомнения
- 43) to pay for the crime – расплатиться за преступление
- 44) to be subject to the principle – подчиняться принципу
- 45) an eye for an eye and a tooth for a tooth – око за око и зуб за зуб
- 46) unreasonable – чрезмерный, непомерный
- 47) cruel – жестокий
- 48) to fail to do smth – не суметь сделать что-л.
- 49) to enable smb. to live a respectable life – давать возможность кому-л. жить приемлемой (заслуживающей уважения) жизнью

### **Reading Comprehension and Vocabulary Exercises**

#### **Exercise 1.** Give the English for:

- 1) нарушить закон; 2) уголовное законодательство; 3) судья; 4) обвинение и доказательство; 5) наказывать; 6) как ..., так и ...; 7) устрашение; 8) возмездие; 9) вина; 10) лишение прав; 11) распространённый; 12) цели уголовного



наказания; 13) охватывать; 14) заключение в тюрьму; 15) общественный надзор; 16) восстановление первоначального правового положения; 17) зверское преступление; 18) цель наказания; 19) помочь преступнику вернуться к нормальной жизни; 20) предупреждать; 21) помешать кому-то сделать что-то; 22) украсть что-то у кого-то; 23) убийца; 24) не оставить сомнения; 25) око за око, зуб за зуб; 26) гуманное отношение к наказанию; 27) грубая ошибка; 28) неприемлемо; 29) противоречить; 30) наступление Красной Армии; 31) объединяющий принцип (вдохновляющая идея).

**Exercise 2.** *Give the Russian for:*

1) violation; 2) imposition of a sentence; 3) a designated official; 4) application; 5) guilt; 6) justification; 7) more lenient sentences; 8) corporal punishment; 9) cruel and unusual punishment; 10) to take a distinctly punitive turn; 11) in descending order of severity; 12) fine; 13) death penalty; 14) a treason; 15) obviously; 16) to reform the offender; 17) to correct the offender's moral attitudes; 18) to be tempted to break the law; 19) to suffer for misdeeds; 20) crime doesn't pay; 21) to attack smb.; 22) to pass a bill; 23) demolition of war memorials; 24) disgrace; 25) draft; 26) Nazi invaders; 27) Russian-speaking community; 28) to account for; 29) invasion.

**Exercise 3.** *Answer the questions to the text:*

- 1) What is punishment?
- 2) What follows after a formal process of accusation and proof?
- 3) Why does the application of punishment call for a justification?
- 4) How many justifications can you give? Try to explain the meaning of each of them.
- 5) What tendency is there in penal systems of Western countries?
- 6) Capital and corporal kinds of punishment are used by contemporary society, aren't they?
- 7) Which kind of punishment is contrary to the 8<sup>th</sup> Amendment's restrictions on cruel and unusual punishment?

- 8) What are the goals of criminal punishment now? Why did it happen?
- 9) What do criminal sentences usually embrace?
- 10) What types of crimes is the death penalty possible now?
- 11) Why may punishment be out of place in modern cultures?
- 12) What are the purposes of punishment? Name three basic ones.
- 13) What does revenge mean?
- 14) Is it necessary to consider the forms of punishment?
- 15) Can you explain the principle “an eye for an eye and a tooth for a tooth”? Do you know who set out this principle?
- 16) Why should a community show a more human attitude to punishment?

**Exercise 4.** *Practice the pronunciation of the following words:*

Imposition /ɪmˈpɒzɪʃən/, impose /ɪmˈpəʊz/, authority /əˈθɒrəti/, deprivation /deɪˈprɪveɪʃən/, violate /vaɪˈleɪt/, violation /vaɪˈɒleɪʃən/, other /əʊðər/, society /səˈsaɪəti/, process /ˈprɒsɪs/, accusation /əkjuːˈzeɪʃən/, proof /pruːf/, follow /fɒləʊ/, designated /ˌdeɪzɪˈneɪtɪd/, official /əˈfɪʃl/, judge /dʒɪdʒ/, organized /ɔːɡənəˈaɪzɪd/, punish /ˈpʌnɪʃ/, perceived /pɪˈseɪvd/, wrongdoer /rɒŋˈduːər/, guilt /ɡɪlt/, justification /ˌdʒʌstɪfɪˈkeɪʃən/, deterrence /dɪˈtɜːns/, rehabilitation /ˌriːbɪlɪˈteɪʃən/, lenient /lɪˈnɪənt/, contemporary /kɒnˈtempərɪrɪ/, furthermore /fɜːðərˈmɔː/, severity /sɪˈvɪrəti/, incarceration /ɪnˈkærɪˈneɪʃən/, atrocious /əˈtrɒʃəs/, ancient /ˈeɪnənt/, barbaric /bæˈbærɪk/, law-abiding /ləʊˈaɪdɪŋ/, obviously /əˈbvɪʃli/, offender /ɒfendər/, community /kəˈmjʊnəti/, warn /wɜːn/, basically /beɪsɪkəli/, revenge /rɪˈvendʒ/, suffer /sʌfər/, should /ʃʊd/, considered /kənˈsɪdəd/, those /ðoʊz/, steal /stiːl/, deprived /dɪˈpraɪvd/, own /əʊn/, property /ˈprɒpərti/, eye /aɪ/, automatically /ɔːtəˈmætɪkli/, receive /rɪˈsiːv/, said /saɪd/, view /vjuː/, unreasonable /ʌnˈrɪznəbl/, cruel /kruːl/, attitude /əˈtɪtʃud/, respectable /rɪˈspektəbl/

**Exercise 5.** *Match the following:*

1) deterrence	a) Shame
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2) fine	b) Wrong or illegal actions
3) incarceration	c) Imprisonment
4) to rehabilitate	d) An opinion you have about smth.
5) misdeeds	e) Something that makes someone less likely to do something
6) sentence	f) Verdict
7) sentiment	g) Money that you have to pay as a punishment
8) disgrace	h) To help smb. to live a healthy, useful life after they have been in prison

**Exercise 6.** *Explain the meaning of the following words and expressions:*

1) authorities; 2) community supervision; 3) incapacitation; 4) justification; 5) restitution; 6) retribution; 7) revenge; 8) law-abiding; 9) to show a more human attitude to punishment; 10) to pay for the crime; 11) to be subject to the principle; 12) to deprive smb. of property; 13) a rallying point; 14) discrimination; 15) barbaric.

**Exercise 7.** *Insert prepositions where necessary:*

1. The death penalty is now possible only ... certain types ... atrocious murders.
2. Punishment is the imposition ... a deprivation ... some authority.
3. There is a gradual trend ... the last centuries ... more lenient sentences.
4. Passing a sentence is carried ... a designated official.
5. Indeed, ... the United States corporal punishment is contrary ... the 8<sup>th</sup> Amendment's restrictions ... cruel and unusual punishment.
6. Punishment ... modern cultures may appear to be ... place.
7. When the violation is ... the criminal law ... society there is a formal process ... accusation and proof.
8. I think it would be better if our government abolished capital punishment ... treason.
9. You behavior is always contrary ... social norms.
10. I fully agree ... judge's decision.
11. ... spite ... having been imprisoned he tries ... return ... normal life.
12. We are civilized people and we should show a more human attitude ... punishment.

13. ... the one hand some people believe that we should make the punishment ... fit the crime.
14. Murderers should be subject ... the principle “an eye ... an eye and the tooth ... a tooth”.
15. We are inclined ... think that a wrongdoer should suffer ... his misdeeds.
16. ... my mind it's necessary ... assist the offender ... return ... normal life.
17. Punishment warns ... other people ... what will happen if they are tempted ... break the law and prevents them ... doing so.
18. Those who steal ... others should be deprived ... their own property ... ensure that criminals are left ... no doubt crime doesn't pay.
19. She took her revenge ... him.
20. Why must he suffer ... anybody's misdeeds?
21. He has already paid ... his crime.
22. Some students failed ... pass the exams.

**Exercise 8.** *Paraphrase the sentences using the active vocabulary:*

1. There's a heavy punishment for driving drunk.
2. The court gave him a six-year prison verdict.
3. Lack of sleep can result in mental disorders.
4. The government imprisoned or exiled all opposition leaders.
5. Teenagers shouldn't be sent to prison with hardened criminals.
6. The rent is reasonable and, moreover, the location is perfect.
7. They are determined that the terrorists will not escape capital punishment.
8. He has done it deliberately.
9. Do you know anything about the quantity of criminals in prison?
10. Last week farmers of our region demand larger government subsidies.
11. This punishment is blame producing.
12. A person who has broken a law is a wrongdoer.
13. Green house effect is really an urgent issue of modern society.
14. You know, your words often contradict your behavior.

15. I'm really sorry. I didn't mean to hurt you.
16. Don't you think that those criminals have been given very indulgent sentences?
17. What verdict have the jury imposed upon him?
18. What is the target of your project?
19. Every person should suffer for his/her crimes.
20. Though he was a criminal, it's a very cruel requital /rɪˈkwaɪtəl/ for his crime.
21. Judges have been accused of being far too kind in rape cases.
22. Only law-obedient citizens can be chosen for the jury.
23. The causes of this crime have been taken into account.

**Exercise 9.** *Give the opposites:*

1. The government suggested the plans to take lenient actions against terrorists.
2. Do you believe that he has done it unintentionally?
3. What is rehabilitation of an offender?
4. It's real devotion to the motherland!
5. Thankfully we are not living in an ancient society.
6. What are the reasons of turning an ordinary person into a law obedient citizen?
7. Where is a border when a person begins to obey a law?
8. That accident provided everything for me.
9. You have bullied two girls. Do you consider your actions human?
10. He is a wrongdoer, 'cause he has violated the criminal law.
11. Don't assist me to do it. I'll manage by myself.
12. These conditions haven't been taken into account.
13. Who nowadays obeys the law? It's fraught (чреват) with serious consequences.
14. He can't have managed to do it.
15. His former friends prevented him from living a respectable life. (Now he is in prison again.)

**Exercise 10.** *Translate into English:*

1) Само собой разумеется, наказание должно быть вызывающим вину.

2) Говорят, вынесение приговора осуществляется (to be carried out) назначенным официально лицом, обычно судьей.

3) Насколько я знаю, с середины 70-х годов существует тенденция выносить более мягкие приговоры.

4) На самом деле в США телесное наказание противоречит 8-ой поправке конституции. В данной поправке говорится об ограничениях жестоких и необычных видов наказания.

5) Насколько я помню, наказание – это наложение принуждения (лишения) на человека, который нарушил закон.

6) Неужели смертная казнь и телесное наказание до сих пор применяется в современном обществе?

7) Если ты не возражаешь, я перечислю основные способы наказания в убывающем порядке по суровости приговора: заключение в тюрьму, общественный надзор, штраф, реституция.

8) Я думаю, было бы лучше, если бы правительство отменило (to abolish) смертную казнь за государственную измену и особо тяжкие преступления. Наше общество должно быть более гуманным.

9) Они требуют апелляции. Формальный процесс обвинения и доказательства был нарушен.

10) По правде говоря, наказание – это древнейшая практика возмездия за уголовное преступление. По моему, это противоречит понятию гуманизма, так как намеренно причиняет боль.

11) Это кажется смешным. Суд вынес приговор восстановить правовой (legal) статус этого преступника.

12) Какое зверское преступление! Я полностью согласен с приговором суда.

13) Адвокат требует оправдания. Этот человек невиновен.

14) Мне хотелось бы отметить, что количество осужденных в России постоянно растет.

15) Сегодня судья продемонстрировал более гуманное отношение к наказуемому преступнику, чем обычно.

16) Перестань меня преследовать! Дай мне жить нормальной жизнью!

17) Не думаешь ли ты, что это чрезмерно строгое наказание? – Да что ты говоришь! Наказание должно быть соответствующим преступлению.

18) Насколько я помню, Талион установил принцип «око за око и зуб за зуб».

19) Давно установлено (to set out), что бывшим заключенным трудно вернуться к обычной жизни, тем более стать полезными членами общества.

20) Не мучьте (to tease) его! Он достаточно

настрадался за своё преступление. 21) Его поступки не оставляют сомнения, что он пересмотрел (исправил) свои моральные установки и поведение. 22) Если вы не возражаете, мы предупредим граждан об опасности птичьего гриппа. 23) В результате, суд лишил всей его собственности. Это возмездие за его воровство! 24) Это кажется смешным! Она отомстила ему за его доброту. 25) Ты гарантируешь его неприкосновенность (immunity)? 26) Я склонен считать, что родители не сумели вырастить его законопослушным гражданином. 27) Я не думаю, что высшая мера наказания – это средство сдерживания преступности.

### **Communicative exercises**

**Exercise 1.** *Agree or disagree developing the following sentences into monologues of 5-7 sentences.*

1. The Talion law “an eye for an eye and a tooth for a tooth” really works.
2. The punishment should fit the crime.
3. The punishment is both painful and guilt producing.
4. In the minds of many people punishment continues to find justification.
5. People should show a more human attitude to punishment and try to understand why a person commits a crime.
6. Sometimes society fails to enable a person to live a respectable life.

**Exercise 2.** *Give your answer to the asked question. Compare your answer with the example from American law.*

**Question:** My fiance and I are getting married in a couple of months. He is divorced, and has a 5-year-old boy with his ex-wife. Ever since my fiance’s ex-wife learned about me, she has tried to limit my fiance’s time with their son. She also threatens him constantly, saying if he marries me, she will take him back to court for more child support which I will have to pay, since I make more money than she does. **Can my income be used to pay child support for my fiance’s son?**

Example: Your income will never be available for child support. That said, it does go into the DissoMaster (the software program that determines child support) once you are married, and generally the effect is to REDUCE child support. This is why: when 2 parties file married and joint, that automatically bumps you into a higher tax bracket because the 2 of you make more than just your husband. If you're in a higher tax bracket, he is paying more taxes out of his check (which are the only funds available to pay child support), and therefore takes home less out of his check. Since he has less, he pays less support.

(<http://criminal.lawyers.com>)

**Exercise 3.** Use the vocabulary of the Unit to act out dialogs between:

1. the members of the US Parliament, discussing Amendment's restrictions on cruel and unusual kinds of punishment;
2. penal historians, discussing a gradual trend to more lenient sentences;
3. a barrister and a defendant, discussing possible court's sentence;
4. a professor of the Criminal Law and a student telling about the history of punishment

**Exercise 4.** Speak on:

1. The purposes of punishment
2. The history of punishment



## Part 2

### Capital Punishment

Capital punishment, also called the death penalty, is the execution of a convicted criminal by the state as punishment for crimes known as *capital crimes* or *capital offences*. Historically, the execution of criminals and political opponents was used by nearly all societies—both to punish crime and to suppress political dissent. Among countries around the world, almost all European and many Pacific Area states



and Canada have abolished capital punishment. In Latin America, most states have completely abolished the use of capital punishment, while some countries, however, like Brazil, allow for capital punishment only in exceptional situations, such as treason committed during wartime. The United States, Guatemala, most of the Caribbean and the majority of democracies in Asia (e.g. Japan and India) and Africa (e.g. Botswana and Zambia) retain it.

In most places that practice capital punishment today, the death penalty is reserved as punishment for premeditated [murder](#), [espionage](#), [treason](#), or as part of [military justice](#). In many [retentionist](#) countries (countries that use the death penalty), [drug trafficking](#) is also a capital offense. In China [human trafficking](#) and serious cases of [corruption](#) are also punished by the death penalty. In militaries around the world [courts-martial](#) have imposed death sentences for offenses such as [cowardice](#), [desertion](#), [insubordination](#), and [mutiny](#).

Capital punishment is a very contentious issue in some cultures. Supporters of capital punishment argue that it [deters](#) crime, prevents [recidivism](#), and is an appropriate form of punishment for the crime of [murder](#). Opponents of capital punishment argue that it does not [deter](#) criminals more than life imprisonment, violates [human rights](#), leads to executions of some who are [wrongfully convicted](#), and discriminates against minorities and the poor.

***Financial Costs.*** The death penalty is not now, nor has it ever been, a more economical alternative to life imprisonment. A murder trial normally takes much longer when the death penalty is at issue than when it is not. Litigation costs – including the time of judges, prosecutors, public defenders, and court reporters, and the high costs of briefs – are all borne by the taxpayer.

***Inevitability of Error.*** In 1975, only a year before the Supreme Court affirmed the constitutionality of capital punishment, two African-American men in Florida were released from prison after twelve years awaiting execution for the murder of two white men. Their convictions were the result of coerced confessions, erroneous testimony of an alleged eyewitness, and incompetent defense counsel. Though a white man eventually admitted his guilt, a nine-year legal battle was required before

the governor would grant them a pardon. Had their execution not been stayed while the constitutional status of the death penalty was argued in the courts, these two innocent men probably would not be alive today.

**Barbarity.** The latest mode of inflicting the death penalty, enacted into law by nearly two dozen American states, is lethal injection, first used in Texas in 1982. It is easy to overstate the humaneness and efficacy of this method. There is no way of knowing that it is really painless. As the U.S. Court of Appeals observed, there is “substantial and uncontroverted evidence ... that execution by lethal injection poses a serious risk of cruel, protracted death... .Even a slight error in dosage or administration can leave a prisoner conscious but paralyzed while dying, a sentient witness of his or her own asphyxiation.”

**Deterrence.** Gangland killings, air piracy, drive-by shootings, and kidnapping for ransom are among the graver felonies that continue to be committed because some individuals think they are too clever to get caught. Political terrorism is usually committed in the name of an ideology that honors its martyrs; trying to cope with it by threatening terrorists with death penalty is futile.

*(from <http://www.wikipedia.com>, “Just English”)*

## Tasks

1. Read the text for detailed understanding. Translate the following paragraphs of the text: 1, 3, 4, 7.
2. Give the summary of the text.
3. Retell the text as if you were:
  - 1) a supporter of death penalty
  - 2) an opponent of death penalty
  - 3) a barrister
  - 4) a professor of the Criminal Law
  - 5) an ex-convict
  - 6) a relative of a convict
  - 7) a judge

- 8) a penal historian
- 9) a representative of the Committee of Human Rights
- 10) a social worker

**Volunteering for Death:  
The Fast Track to the Death House**  
(by Robert Anthony Phillips)

Timothy McVeigh was far from alone in his desire to speed up his execution date by **dropping the appeal** of his death sentence. There are dozens of **death row inmates** in the United States who have or who are doing the same thing: "volunteering" for death. In the last year, volunteers have been executed in Nevada, Florida, Indiana, Arkansas, Virginia, California and Oklahoma. These volunteers get on the fast track to the death house by pleading guilty and asking for a death sentence at their trials or, most often, dropping their appeals after they are convicted.

Since the U.S. Supreme Court ruled in 1976 that the death penalty was constitutional as long as its imposition was accompanied by certain **safeguards**, 90 of the 722 convicted murderers executed in the United States have been volunteers, according to a recent study conducted by **Amnesty International**, the human rights group. More pointedly, about two-thirds of the voluntary executions have occurred since 1994, AI reports. Since 1995, 409 convicted killers have been executed in the United States, with at least 61 of those volunteering for death, the rights groups says. **Overall**, the study by AI reported that volunteers have accounted for one in eight executions in the United States.

Volunteering for a quick death is not a new phenomenon. It has quietly gone on since 1977 when Gary Gilmore dared Utah to put him before **a firing squad** and thousands volunteered to serve on the firing squad **to pump bullets** into him. But there has been renewed interest in the volunteer phenomena due to McVeigh's execution and **a recent spate of voluntary trips** to the death house. During a seven-week period from March 1 to April 21 of 2001, five of the 10 men executed in

the United States were volunteers, including two on the same day in California and Oklahoma.

In some states, it is difficult to be executed unless you are a volunteer. Of the three executions in Washington State since 1993, two have been volunteers. In Nevada, eight of the nine executed were volunteers. Of the six executions in Utah since 1977, four were volunteers.

*(from "Crime Magazine: An Encyclopedia of crime")*

### **Tasks:**

1. Put 8 questions to the article
2. Render the article in English paying attention to the words and expressions in bold type.

### **Dialogue**

*Andy and Jane came home from shopping on Saturday to find their house had been burgled. Mary is a police officer who has come to investigate the crime.*

**Mary:** Now, you say you're not sure how the thieves got in. Before I look round, can I ask you a few questions about the house?

**Andy:** Of course.

**Mary:** Do you always lock the front door when you go out?

**Andy:** Yes? And I definitely locked it yesterday.

**Mary:** What about windows?

**Andy:** Well, the downstairs ones are always locked.

**Jane:** We even have a lock on the little one in the hall.

**Mary:** And upstairs?

**Jane:** Well, I think most of the windows were probably locked.

**Andy:** They all were locked on Friday.

**Jane:** Are you sure?

**Andy:** Yes. I checked them all because I knew we would both be out all day.

**Mary:** And you didn't open any on Friday night?

**Andy:** No. I definitely didn't.

**Mary:** Well, I can't understand it. Let's go and look around. Perhaps I'll noticed something you've missed.

*(from "English Grammar in Use")*

### **Tasks**

Read the dialogue for detailed understanding and ask questions on the content.

Retell the dialogue, as if you were one of the participants.

Act your own dialogue on the analogy.

### **Vocabulary**

- 1) capital punishment – высшая мера наказания
- 2) execution – казнь
- 3) to suppress political dissent – подавлять (сопротивление)
- 4) to abolish – отменять
- 5) to retain - сохранять; удерживать
- 6) premeditated murder – предумышленное убийство
- 7) military justice - военная юстиция
- 8) court-martial - военный суд, трибунал
- 9) cowardice – трусость
- 10) mutiny - мятеж, восстание, бунт (*особенно военный*)
- 11) a contentious issue – дискуссионный вопрос
- 12) a murder trial – уголовный процесс, суд над убийцей
- 13) to be at issue – быть под вопросом (в процессе обсуждения)
- 14) litigation costs – издержки судебного процесса
- 15) a brief – краткое письменное изложение дела с привлечение фактов и документов, с которым сторона выступает в суде
- 16) to be borne by the taxpayer – возлагаться на налогоплательщика, оплачиваться налогоплательщиком
- 17) to affirm the constitutionality of smth – провозглашать конституционность чего-либо
- 18) to be released from prison – освободиться из тюрьмы

- 19) to await smth – ожидать чего-либо
- 20) a conviction – приговор
- 21) a coerced confession – принудительное признание
- 22) erroneous testimony – ложное показание
- 23) to admit one's guilt – признавать свою вину
- 24) to grant smb. a pardon – помиловать кого-т.
- 25) to be argued in the court – оспариваться в суде
- 26) innocent – невиновный
- 27) to enact into law – вводить в силу (закон)
- 28) it is easy to overstate smth. – легко преувеличить что-либо
- 29) here is no way of knowing that ... - не существует способа узнать, что ...
- 30) the Court of Appeals – апелляционный суд
- 31) substantial and uncontroverted evidence – существенное и неоспоримое доказательство
- 32) to pose a serious risk of smth. – представлять серьёзный риск чему-то
- 33) asphyxiation – смертельное удушье
- 34) for ransom – ради выкупа
- 35) to commit a graver felony – совершить уголовное преступление
- 36) in the name of something – во имя чего-либо
- 37) a martyr – мученик
- 38) to cope with smth. – справиться с чем-либо
- 39) futile – бессмысленный
- 40) to drop an appeal – подать апелляцию
- 41) a death row inmate - заключённый, ожидающий смертной казни
- 42) Amnesty International – Международная Амнистия
- 43) overall - в целом
- 44) a firing squad - команда, назначенная для произведения расстрела
- 45) to pump bullets – расстрелять
- 46) a spate of smth. – большое количество чего-л.
- 47) safeguards - меры безопасности, гарантии

## Reading Comprehension and Vocabulary Exercises

### Exercise 1. Give the English for:

- 1) осужденный преступник;
- 2) вводить поправку на что-л.;
- 3) измена;
- 4) шпионаж;
- 5) наркоторговля;
- 6) торговля людьми;
- 7) трусость;
- 8) мятеж;
- 9) сторонники;
- 10) противники;
- 11) сдерживать преступность;
- 12) обычно;
- 13) налогоплательщик;
- 14) неизбежность ошибки;
- 15) освобождать из тюрьмы;
- 16) результат принудительного признания;
- 17) некомпетентная защита;
- 18) в конце концов;
- 19) гуманность;
- 20) эффективность;
- 21) стрельба из проезжающего мимо транспорта;
- 22) справиться с чем-л.;
- 23) угрожать кому-то чем-то.

### Exercise 2. Give the Russian for:

- 1) capital offences;
- 2) Pacific area states;
- 3) the majority of democracies;
- 4) retentionist countries;
- 5) to impose death sentences for;
- 6) insubordination;
- 7) wrongly convicted;
- 8) minorities;
- 9) to take much longer than;
- 10) to be at issue;
- 11) erroneous testimony;
- 12) a nine-year legal battle;
- 13) a mode of inflicting the death penalty;
- 14) a slight error;
- 15) to leave smb. conscious;
- 16) a sentient witness;
- 17) gangland killings;
- 18) to honor martyrs;
- 19) futile

### Exercise 3. Answer the questions to the text:

- 1) What is the definition of capital punishment?
- 2) What were the reasons of imposing capital punishment in the past?
- 3) What countries have abolished capital punishment?
- 4) What does Brazil allow for the death penalty?
- 5) Can you count the countries that retain capital punishment?
- 6) In most retentionist countries the death penalty is reserved as punishment for murder, isn't it?
- 7) What crimes are punished by the death penalty in China?
- 8) Are there any death sentences in militaries?
- 9) Why is capital punishment a contentious issue?

- 10) Why is the death penalty not an economical alternative to life imprisonment?
- 11) What are litigation costs of a murder trial?
- 12) When did the U.S. Supreme Court affirm the constitutionality of capital punishment?
- 13) When can a conviction be the result of coerced confession, erroneous testimony of the witnesses and incompetent defense counsel?
- 14) How do you understand the phrase “constitutional status of the death penalty”?
- 15) Is it possible to impose death penalty upon innocent people?
- 16) When and where was lethal injection first used?
- 17) Why is it easy to overstate the humaneness and efficacy of this method?
- 18) What can happen if there is a slight error in dosage of administration during execution by lethal injection?
- 19) When is the deterrence by the death penalty futile?

**Exercise 4.** *Practice the pronunciation of the following words:*

dissent /dɪsɪnt/, exceptional /ɪkˈsɛpʃənəl/, treason /ˈtreɪzn/, Guatemala /ˌwɑːtəmɑːl/,  
 Caribbean /kəˈrɪbiən/, democracy /dɪˈmɒkrəsi/, Botswana /bɒtswən/,  
 Zambia /zəmbi/, premeditated /priˈmɛdɪteɪd/, espionage /ˈspɪʃən/,  
 martial /ˈmɑːl/, cowardice /ˈkɑːdɪs/, desertion /dɪˈzɜːʃən/, mutiny /ˈmjuːtni/,  
 contentious /kənˈtenʃəs/, trial /traɪəl/, alternative /ɒlˈtɜːnətɪv/, issue /ˈɪʃuː/,  
 judge /dʒʌdʒ/, taxpayer /ˈtækspeɪə/, supreme /sʊˈprɪm/,  
 constitutionality /ˌkɒnstɪˈjuːʃənəlɪti/, Florida /ˈflɒrɪdɑː/, execution /ˌɛkˈsɛkjʊʃən/,  
 coerced /kəˈɔːst/, erroneous /ɪˈrɒniəs/, alleged /əˈleɪdʒd/, Texas /ˈtɛksəs/, lethal /ˈliːəl/,  
 efficacy /ɪˈfɪkəsi/, substantial /səbˈstænʃəl/, protracted /prɒˈtræktɪd/, dosage /ˈdɒsɪdʒ/,  
 conscious /kənˈʃəs/, sentient /sɪˈnɛnt/, asphyxiation /əˈsɪfɪksɪˈeɪʃən/, piracy /ˈpaɪrəsi/,  
 ideology /aɪˈdɪɒlədʒi/, honor /ˈɒnə/, futile /ˈfjuːtəl/, amnesty /ˈæmnɪsti/, squad /skwɒd/,  
 Nevada /nəˈvɑːdɑː/, Arkansas /ˈɑːkənsəs/, Virginia /vɜːˈdʒɪniə/, Oklahoma /ˌɒkləˈhɒmə/,  
 spate /speɪt/



**Exercise 5.** *Insert prepositions where necessary:*

1. Do you really think that the death penalty is a more economical alternative ... life imprisonment?
2. The latest mode ... inflicting ... the death penalty is lethal injection, first used ... Texas ... 1982.
3. The death penalty is enacted ... law ... nearly two dozen American States.
4. Trying ... cope ... political terrorism ... threatening terrorists ... death penalty is futile.
5. Execution ... lethal injection poses a serious risk ... cruel, protracted death.
6. Some wrongdoers think they are too clever ... get caught.
7. Her son was released ... prison ... twelve years ... the murder of two men.
8. The constitutional status ... the death penalty is still being argued ... the courts.
9. There is no way ... knowing that it is really painless.
10. Their convictions were the result ... coerced confessions.
11. She is trying ... cope ... her problems.
12. Kidnapping ... ransom continues ... be committed ... time ... time.
13. Political terrorism is usually committed ... the name ... an ideology.
14. Litigation costs are all borne ... the taxpayer.
15. Have you heard that her son was released ... prison?
16. It is futile! You will never cope ... it.
17. His guilt is ... issue.
18. It's awful to be a sentient witness ... his own asphyxiation.
19. He has done it ... the name ... justice.
20. This amendment was enacted ... law last month.

**Exercise 6.** *Paraphrase the sentences using the active vocabulary:*

1. This question is under discussion now.
2. Several men are waiting for trial for robbery.
3. Protesters went on a hunger strike to demand that all political prisoners be freed.
4. I always get a blame for his mistakes!

5. Exhausts present a serious risk of harm to people's health.
6. It is easy to exaggerate /zɪˈdʒeɪt/ the humanness of that method.
7. She gave a false testimony against the plaintiff.
8. A thirty-four year old man was charged with the crime after the murder weapon was found in his home.
9. I'm sure that you'll manage to do this task.
10. It's senseless to speculate about what might have been.
11. The jury returned a verdict of not guilty.
12. Our neighbor took away a kid by force for getting money. What a nonsense!
13. The jury doesn't consider this evidence. It was a confession under compulsion.
14. He was a person who had seen a crime.
15. It was an armed revolt against a tyrannical regime.

**Exercise 7. Match the following:**

1) martyr	a) Death caused by not being able to breathe
2) conviction	b) The crime of being disloyal to your country
3) piracy	c) A verdict
4) asphyxiation	d) A controversial question
5) mutiny	e) A person who is killed or punished because of their religious or political beliefs
6) issue	f) The illegal copying and sale of tapes etc.
7) erroneous	g) Open rebellion against constituted authority
8) treason	h) Incorrect

**Exercise 8. Give the opposites:**

1. The court disputed the constitutionality of capital punishment.
2. Under officers' pressure Higgins made a veritable confession.
3. Why have they given such a verdict? He is guilty.
4. You underestimate her abilities.
5. She said before the trial that she would plead not guilty.
6. Slavery was enacted into law in America in the 19<sup>th</sup> century.
7. He is brave.
8. I understand why they've been discussing this simple question so long.

9. It was clear that that man committed a murder unintentionally.
10. No wonder that he was put to prison.
11. He was executed because of amnesty.
12. These documents don't present a serious risk of his exposure (разоблачение).
13. They've mismanaged to solve that problem.
14. There's no evidence that a small amount of alcohol is bad for you.

**Exercise 9. Translate into English:**

- 1) Известно, что Верховный суд США провозгласил конституционность смертной казни в 1975 году.
- 2) Ошибочно полагать, что этот преступник признает свою вину.
- 3) Существует существенное и неоспоримое доказательство его невиновности.
- 4) Если ошибиться в дозировке этого препарата, наступит смертельное удушье.
- 5) Свидетели по этому делу дали ложные показания, поэтому суд налагает на данных свидетелей штрафные (penal) санкции.
- 6) Смертная казнь посредством смертельной инъекции впервые была применена в Техасе в 1982 году.
- 7) Бессмысленно применять смертную казнь в качестве средства устрашения к политическим террористам. После смерти их почитают как мучеников.
- 8) Его признали виновным и приговорили к смертной казни.
- 9) Легко преувеличить гуманность пожизненного заключения.
- 10) Похищение людей ради выкупа является уголовно наказуемым деянием.
- 11) Обычно все издержки судебного процесса возлагаются на налогоплательщика.
- 12) Судья требует краткого письменного изложения дела.

**Communicative exercises**

**Exercise 1. Agree or disagree developing the following sentences into monologues of 5-7 sentences.**

1. Capital punishment is a deterrent for crime.
2. The death penalty is not now, nor has it ever been, a more economical alternative to life imprisonment.
3. Trying to cope with it by threatening terrorists with death penalty is futile.

4. It's strange that so many admitted or convicted killers volunteering to be executed.
5. When a person is put to death there's always a possibility of juridical error.
6. An evil deed is not redeemed by an evil of retaliation (C. S. King)
7. Hanging, electric chairs, garroting, etc., are barbaric practices that are unworthy for human being.
8. Minorities and the poor are likely to be put to the death penalty.

**Exercise 2.** *Give your answer to the asked question. Compare your answer with the example from American law.*

*Question:* I met my current husband about two years ago when I was 19 and we fell very much in love. He is from Pakistan and did not have a green card at the time and told me that eventually he would have to leave the country. As time went by and our feelings grew stronger we decided to get married. However I could not tell my family because I was so young and they had their own issues with dating outside of race. We have an interview with immigration on the 1st and the only proof that we have is a bank account and some photos. I do not know what to do and I do not want to lose him or get in trouble. What to do?

Example: The District Adjudications Officer will definitely want to see documentary evidence that you married for love and not for your husband to obtain an immigration benefit, then ultimately you should prevail and win residency for your husband. Thus, you should bring the original photos and bank records to show the Officer and a photocopy of such to give to the Officer to keep in your husband's immigration file. However, in situations such as yours where the documentary evidence is apparently limited, the Officer will be inclined to ask numerous questions about your relationship to determine whether your marital relationship is "bona fide."

*(from <http://www.shanelaw.com>)*

**Exercise 3.** *Use the vocabulary of the Unit to act out dialogs between:*

1. a supporter and an opponent of death penalty;
2. students discussing capital punishment;

3. penal historians discussing the sources of the death penalty;
4. Human Rights experts discussing the possibility of imposing punishment

**Exercise 4. Speak on:**

1. Capital punishment: for and against
2. The history of capital punishment
3. Criminals' volunteering for the death penalty



**UNIT 4.**

**Part 1.**

**Police Force**

Police are agents or agencies empowered to enforce the law and to effect public and social order through the legitimate use of force. The term is most commonly associated with police departments of a state that are authorized to exercise the police power of that state within a defined legal or territorial area of responsibility.

The first police force comparable to present-day police was established in 1667 under King Louis XIV in France, although modern police usually trace their origins to the 1800 establishment of the Marine Police in London, the Glasgow Police, and the Napoleonic police of Paris.

The first modern police force is also commonly said to be the London Metropolitan Police, established in 1829, which promoted the preventive role of police as a deterrent to urban crime and disorder. In the past policemen were often known as “bobbies” after Sir Robert Peel, the founder of the police force. Nowadays, common nicknames include “the cops”, “the fuzz”, “the pigs”, and “the Old Bill” (particularly in London). Few people realize, however, that the police in Britain are organized very differently from many other countries.

Most countries, for example, have a national police force, which is controlled by central Government. Britain has no national police force, although police policy is

governed by the central Government's Home Office. Instead, there is a separate police force for each of 52 areas into which the country is divided. Each has a police authority – a committee of local county councilors and magistrates.

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

In most countries the police carry guns. In Britain, however, this is extremely unusual. Policemen do not, as a rule, carry firearms in their day-to-day work, though certain specialist units are trained to do so and can be called upon to help the regular police force in situations where firearms are involved, e.g. terrorist incidents, armed robberies etc. The only policemen who routinely carry weapons are those assigned to guard politicians and diplomats, or special officers who patrol airports.

In certain circumstances specially trained police officers can be armed, but only with the signed permission of a magistrate.

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

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

The notion that police are primarily concerned with enforcing criminal law was popularized in the 1930s with the rise of the Federal Bureau of Investigation as the pre-eminent "law enforcement agency" in the United States. This, however, has only ever constituted a small portion of policing activity. Policing has included an array of activities in different contexts, but the predominant ones are concerned with order

maintenance and the provision of services. Alternative names for police force include constabulary, gendarmerie, police department, police service, or law enforcement agency, and members can be police officers, constables, troopers, sheriffs, rangers, or peace officers. Russian police and police of the Soviet-era Eastern Europe are (or were) called militsiya.

In many countries, particularly those with a federal system of government, there may be several police or police-like organizations, each serving different levels of government and enforcing different subsets of the applicable law. The United States has a highly decentralized and fragmented system of law enforcement, with over 17,000 state and local law enforcement agencies. Other countries, such as Chile, Israel, and Austria, use a centralized system of policing.

Most countries are members of the [International Criminal Police Organization](#) (Interpol), established to detect and fight trans-national crime and provide for international cooperation and coordination of other police activities, such as notifying relatives of the death of foreign nationals. Interpol does not conduct investigations nor arrests by itself, but only serves as a central point for information on crime, suspects and criminals. [Political crimes](#) are excluded from its competencies.

*(from <http://www.wikipedia.com>, “Just English”)*

## Tasks

1. Read the text for detailed understanding. Translate the following paragraphs of the text: 1, 4, 6, 10, 12.
2. Give the summary of the text.
3. Retell the text as if you were:
  - 1) a English police officer
  - 2) an American police officer
  - 3) a Chief Constable
  - 4) a CID detective
  - 5) a traffic warden
  - 6) an FBI agent

7) a Russian militsiya officer

8) an Interpol member

## **Part 2. Police Techniques**

**The UK Forensic Science Service.** The Forensic Science Service (FSS) serves the administration of justice in England and Wales by providing scientific support in the investigation of crime, and by giving evidence to courts. Its customers include the police, the Crown Prosecution Service, coroners and defense solicitors.

In February 1995 the UK government announced that the FSS would merge with the Metropolitan Police Forensic Science Laboratory to form a single agency serving all police forces in England and Wales through seven regional operational laboratories.

Scientific expertise is available on a case-by-case basis to law enforcement agencies and attorneys. The Service provides assistance to home and overseas police forces in the investigation of many crimes, particularly fires where arson is suspected, cases involving DNA profiling and offences involving the use of firearms. The scientists have a wide range of experience in fire-scene examination, including fatal fires in domestic premises, large industrial fires and vehicle fires.

DNA profiling is a revolutionary scientific testing process, which can positively identify an individual from a specimen of blood, semen, hair roots or tissue. Its application to crime specimens represents the greatest advance in forensic science in decades. The vast potential of DNA profiling is recognized by the police and the legal profession, and its use in criminal investigation has increased.

The Forensic Science Service provides advice on firearms and related matters and assistance in the investigation of shooting incidents. When presented with a suspect weapon, the expert is able to establish whether or not it was the weapon used in a crime. Experts are particularly adept in the microscopic examination of spent bullets and cartridge cases. They have access to a world-famous computer-based information systems relating to thousands of firearms.



The Service offers training to overseas scientists which is of a general nature or is aimed at specific techniques such as DNA profiling or examination of firearms and documents. Training is provided on note taking, searching, report writing and expert witness appearances in court. Contact is maintained with other institutions and universities in Britain and other countries.

**Police Technology in the USA.** Requests for police services are generally transmitted to headquarters by telephone and then by radio to officers in the field. Police have long operated on the theory that fast response time results in more arrests and less risk or injury to victims. The current trend is toward handling calls by priority, with emergency response reserved for cases involving an injured party or those in which a reasonable chance exists to prevent a crime or make an arrest at the scene. Modern computer-assisted dispatching systems permit automatic selection of the nearest officer in service. In some cities, officers can receive messages displayed on computer terminals in their cars, without voice communication from headquarters. An officer, for example, can key in the license number of a suspect car and receive an immediate response from the computer as to the status of the car and the owner's identity.

An increasing number of agencies are now using computers to link crime patterns with certain suspects. Fingerprints found at crime scenes can be electronically compared with fingerprint files.

In recent years technological advances have been made in such areas as voice identification, use of the scanning electron microscope, and blood testing which is an important tool because only 2 persons in 70,000 have identical blood characteristics. Some of the new laboratory techniques, although highly effective, are extremely expensive, so their use is limited to the most challenging cases.

*(from "Just English")*

### **Tasks**

1. Read the text for detailed understanding. Translate the following paragraphs of the text: 1, 4, 6, 10, 12.
2. Give the summary of the text.

3. Retell the text as if you were:

- 1) a police officer
- 2) a coroner
- 3) a defense solicitor
- 4) an FFS agent
- 5) a DNA expert
- 6) an expert of firearms
- 7) an officer in service
- 8) a criminalist
- 9) an injured party (a victim of a crime)

### **Woman Beats Up, Disarmed Gun-Toting Policeman in Drunken Brawl**

A police officer was badly beaten by a woman who rushed to help her friend **wounded** minutes earlier by the man in a drunken **brawl**. The officer was hospitalized with numerous injuries. Preliminary reports said that a police officer had been drinking alcohol in the company of two women. At some point he quarreled with one of them and **fired several shots at** her from his pistol wounding her in the leg. Seeking to **avenge** her friend another woman attacked the policeman, hit him several times and took his weapon away from him. The man was hospitalized with a **fractures** jawbone and head injuries. The wounded woman was also rushed to a Moscow hospital. Moscow prosecutors are investigating the incident.

*(The Moscow News)*

#### **Tasks:**

1. Put 5 questions to the article
2. Render the article in English paying attention to the words and expressions in bold type.

### **Vocabulary**

- 1) police forces – полицейские силы
- 2) the duties of the police – обязанности полиции

- 3) to keep law and order – охранять закон и порядок, to safeguard public order – охранять общественный порядок
- 4) to empower, to authorize – уполномочивать
- 5) to enforce the law – обеспечивать соблюдение законодательства
- 6) instead – вместо, взамен
- 7) a councilor – член совета, советник
- 8) a magistrate – судья полицейского суда
- 9) to give assistance – предоставлять содействие, помощь
- 10) to ask for assistance – запрашивать содействие, помощь
- 11) the Chief Constable – начальник полиции города, графства
- 12) to carry guns, firearms, weapons – носить оружие
- 13) specialist units – специальные подразделения (войск)
- 14) to involve firearms – пустить в ход оружие
- 15) terrorist incidents – террористические акты
- 16) armed robberies – вооружённые ограбления
- 17) to assign to do smth – назначать, уполномочивать делать что-то
- 18) to guard smb – охранять кого-либо
- 19) to patrol /pəˈtrɔːl/ airports – патрулировать аэропорты
- 20) a permission – разрешение
- 21) the Criminal Investigation Department (CID) – отдел по расследованию уголовных преступлений
- 22) a traffic warden – инспектор, контролирующий соблюдение правил парковки
- 23) speeding – превышение предельно допустимой скорости дорожного движения
- 24) careless driving – неосторожное движение
- 25) drunken driving – вождение автомобиля в нетрезвом состоянии
- 26) an accident – авария
- 27) to apprehend criminals – задержать преступников
- 28) applicable law - применяемая правовая норма
- 29) forensic – судебный

- 30) a coroner – коронер (*следователь, специальной функцией которого является расследование случаев насильственной или внезапной смерти*)
- 31) a defense solicitor – помощник адвоката защиты
- 32) to announce – провозгласить, объявить
- 33) to merge with smth - соединяться с чем-либо
- 34) to serve – обслуживать
- 35) scientific expertise – судебная экспертиза
- 36) on a case-by-case basis – в каждом конкретном случае
- 37) law enforcement agencies – правоохранительные органы
- 38) an attorney – юрист, прокурор
- 39) arson – поджог
- 40) a wide range of experience – большой опыт
- 41) domestic premises – частное жильё
- 42) DNA profiling – проведение анализа ДНК
- 43) testing process – процедура исследования
- 44) tissue - ткань (биол.)
- 45) a specimen – образец, фрагмент
- 46) a suspect weapon – возможное орудие убийства
- 47) to be an adept /*адепт*/ in smth – быть специалистом в чем-л.
- 48) bullet – пуля
- 49) cartridge – патрон, гильза
- 50) overseas scientists – зарубежные ученые (специалисты)
- 51) a computer-based information system – компьютерная база данных
- 52) a request for police services – вызов полиции
- 53) headquarters – главное управление
- 54) to be transmitted by telephone – передаваться по телефону
- 55) the officers in the field (= the officers in service) – дежурный патруль
- 56) a fast response (= an emergency response, an immediate response) – быстрое реагирование
- 57) a victim – жертва

- 58) an injured party – пострадавшая сторона
- 59) to handle a call by priority – реагировать на звонки согласно их  
первостепенной важности
- 60) to reserve – предназначаться
- 61) to prevent a crime – предотвратить преступление
- 62) to make an arrest at the scene – осуществить арест на месте преступления
- 63) a computer-assisted dispatching system – компьютерная диспетчерская  
система
- 64) to permit automatic selection of smth – осуществлять автоматический выбор  
чего-либо
- 65) a computer terminal – компьютерный дисплей
- 66) to key in – печатать, вводить с клавиатуры
- 67) to link – связывать, соединять
- 68) crime patterns – модели преступлений
- 69) fingerprints – отпечатки пальцев
- 70) technological advance – технический прогресс
- 71) voice identification – опознание по голосу, идентификация голоса
- 72) the use is limited in most challenging cases – использование ограничено  
наиболее сложными случаями

### **Reading Comprehension and Vocabulary Exercises**

#### **Exercise 1.** *Give the English for:*

- 1) оказывать влияние на общественный порядок; 2) осуществлять полномочия;  
3) прозвище; 4) графство; 5) судья полицейского суда; 6) работать на чужой  
территории; 7) сотрудничать друг с другом; 8) носить оружие; 9) вооруженные  
ограбления; 10) ежедневно; 11) при определённых обстоятельствах; 12) отдел  
по расследованию уголовных преступлений; 13) превышение предельно  
допустимой скорости; 14) потерянные вещи; 15) извещать родственников;  
16) предоставлять информацию в суд; 17) в каждом конкретном случае;  
18) зарубежный; 19) использование огнестрельного оружия; 20) жилье.

**Exercise 2.** *Give the Russian for:*

1) the legitimate use of force; 2) a defined legal or territorial area of responsibility; 3) to trace one's origin to smth.; 4) to promote preventive role of police; 5) to give assistance; 6) a councilor; 7) a Chief Constable; 8) the signed permission of a magistrate; 9) a traffic warden; 10) to obey parking regulations; 11) a small portion of policing activity; 12) an array of smth.; 13) predominant; 14) different subsets of the applicable law; 15) a peace officer; 16) to provide scientific support; 17) the Crown Prosecution Service; 18) to form a single agency; 19) vehicle fire; 20) to positively identify; 21) to provide advice; 22) shooting incidents; 23) to be of general nature; 24) expert witness appearances in court; 25) to key in; 26) the owner's identity.

**Exercise 3.** *Answer the questions to the texts:*

Part 1.

- 1) What is police?
- 2) When was the first police force established?
- 3) What is the London Metropolitan Police? What role do they play in English society?
- 4) What are common nicknames for British police officers?
- 5) Who was the founder of the British policemen?
- 6) Is there a single British police force, organized by central government?
- 7) What is the major difference in police organization between Britain and some other countries?
- 8) When do British forces cooperate with each other?
- 9) What is the name of London's police headquarters?
- 10) In what situation can policemen carry arms?
- 11) What is the job of CID officers? They wear uniforms, don't they? Why?
- 12) What are the duties of traffic warden?
- 13) What notion was popularized in 1930s? Is it the only function of policing activity?
- 14) What are the alternative names for police force all over the world?

- 15) There is only centralized system of policing in a country, isn't there?
- 16) What are the functions of the International Criminal Police Organization (Interpol)?

Part 2.

- 1) What functions does the FSS carry out?
- 2) What are the FSS clients?
- 3) Why did the FSS merge with the Metropolitan Forensic Science Laboratory in February 1995?
- 4) Who uses the data of scientific expertise?
- 5) What assistance does the Service provide in crime investigation?
- 6) What experience do the scientists have in fire-scene examination?
- 7) Why is DNA profiling a revolutionary testing method?
- 8) What date do the scientists obtain examining firearms and related matters?
- 9) What educational programs does the FSS offer?
- 10) When is emergency response necessary for police?
- 11) What main theory have police operated on?
- 12) Describe the work of computer-assisted dispatching system.
- 13) What technological progress has been made recently?
- 14) Why is blood testing considered an impotent tool in crime investigation?

**Exercise 4.** Practice the pronunciation of the following words:

police /pɒlɪs/, policy /pɒləsi/, fuzz /fʌz/, particularly /pəˈtɪkjʊli/, realize /rɪˈlaɪz/,  
 although /əˈləʊ/, instead /ɪnˈstæd/, governed /gəˈvnd/, authority /əˈθɒrəti/,  
 committee /kəˈmɪti/, county /ˈkaʊnti/, councilors /ˈkaʊnsɪlɔz/,  
 magistrates /ˈmædɪstrəts/, assistance /əˈsɪstəns/, chief /tʃɪf/, constable /ˈkɒnstəbl/,  
 senior /ˈsɪniə/, extremely /ɪkˈstriːmli/, firearms /ˈfaɪərɪmz/, though /ðəʊ/,  
 involved /ɪnˈvɒlvd/, routinely /ruːˈtɪnli/, weapons /ˈwɛpɪnz/, assigned /əˈsaɪnd/, guard  
 /ɡɑːd/, politicians /pəˈlɪtɪʃnz/, patrol /pəˈtrɒl/, circumstances /ɪsˈkʌmstənsɪz/,

signed /saɪn/, detectives /dɪtɛktɪvz/, wardens /wɔːdnz/, offences /ɒfɛnsɪz/,  
 drunken /drʌŋkən/, varied /vəˈraɪd/, safeguarding /sɜːfɡɑːdɪŋ/, apprehend /əˈprɛhɛnd/,  
 techniques /tekˈnɪks/, justice /dʒʌstɪs/, scientific /saɪnəntɪfɪk/, request /rɪˈkwɛst/,  
 headquarters /hɛdˈkwɔːtəz/, transmitted /trɪnzˈmɪtɪd/, service /sɜːvɪs/,  
 response /rɪˈspɒns/, emergency /ɪˈmɛdʒənsi/, immediate /ɪˈmɪdʒɪt/, injured /ɪˈndʒəd/,  
 priority /praɪˈɒrɪti/, scene /sɪn/, assisted /əˈsɪstɪd/, dispatching /dɪsˈpætʃɪŋ/,  
 permit /pɪˈmɪt/, automatic /ɔːtəˈmætɪk/, terminal /tɜːmɪnəl/, key /ki/, link /lɪŋk/,  
 patterns /pəˈtɜːnz/, fingerprints /fɪŋɡəˈprɪnts/, technological /tekˈnɒlədʒɪkəl/,  
 identification /aɪdɪntɪfɪˈkeɪʃən/, challenging /tʃəˈlɪndʒɪŋ/, forensic /fɔːrɪnsɪk/,  
 crown /kraʊn/, coroner /kɔːrənər/, announce /əˈnaʊns/, expertise /ˌɛkspɜːtɪz/,  
 enforcement /ɪnˈfɔːsmənt/, agencies /eɪdʒənsi/, attorney /əˈtɔːni/, arson /əˈsn/,  
 experience /ɪksˈpɪəriəns/, premises /premɪˈsɪs/, tissue /tɪʃuː/, specimen /spɛsɪˈmɛn/,  
 adept /əˈdɛpt/, bullet /bʊlɪt/, overseas /oʊvəˈsɪz/

**Exercise 5. Match the following:**

1) counselor	a) Someone who has been attacked, robbed or murdered
2) to give assistance	b) A small piece of metal that you fire from a gun
3) a warden	c) To help
4) bullet	d) An official whose job is to make sure that rules are obeyed
5) coroner	e) A person whose job is to discover the cause of someone's death
6) arson	f) The main office of a large organization
7) victim	g) The crime of deliberately making smth burn
8) headquarters	h) A person whose job is to help and support people with problems

**Exercise 6. Insert prepositions where necessary:**

1. She got a sentence ... six month.
2. Sir Robert Peel was the founder ... the police force.
3. The police ... Britain are organized differently ... many other countries.
4. Usually a national police force is controlled ... central Government.
5. There is a separate police force ... each ... 52 areas ... .



6. The forces cooperate ... each other.
7. It is unusual ... members ... one force to operate ... another's area.
8. A Chief Constable sometimes asks ... permission ... London's police force.
9. Policemen carry firearms ... their day-to-day work.
10. Specially trained policemen can be armed only ... the sighed permission ... a magistrate.
11. He was sentenced ... five years.
12. Requests ... police services are transmitted ... headquarters ... telephone.
13. The police is responsible ... controlling offences like speeding, drunken driving.
14. He's being kept ... custody.
15. An increasing number ... agencies are now using computers to link crime patterns ... certain suspects.
16. The duties ... the police are varied ranging ... assisting ... accidents.
17. In some cities, officers can receive messages displayed ... computer terminals ... their cars, ... voice communication ... headquarters.
18. He was accused ... murder.
19. She's been charged ... theft.
20. Fast response time results ... more arrests and less injury ... victims.
21. He appeared ... court ... handcuffs.
22. Experts have access ... a world-famous computer-based information systems relating ... thousands ... firearms.

**Exercise 7.** *Paraphrase the sentences using the active vocabulary:*

1. Do you know your responsibilities?
2. We all feel that our police are given enough power to keep public order. But everything is in vain.
3. State police have launched a massive operation to catch the murderer.
4. New Scotland Yard is a name of the main office of British police.
5. Twenty people were killed in the latest terrorist act.
6. Driving a car under the influence of alcohol potentially leads to an accident.

7. Be cautious! The criminal can be firearmed.
8. Are you familiar with that handsome inspector who controls the obeying traffic parking?
9. The sergeant told Higgins to go around the airport to check that there would no trouble.
10. What is the name of the most senior police officer of a force?
11. Why is that motorcycled cop following us?
12. You will help the administrative officer with day-to-day organization.
13. Why did you decide to become a member of the council?
14. In order to get permission for arrest you should apply to a judge of a police court.
15. You'll have to check all details in every case.

**Exercise 8.** *Give the opposites:*

1. The jewel thieves were released.
2. Security guards carry out regular patrols of the factory premises.
3. Do you know the rights of the police offices?
4. If you are in trouble, give the assistance.
5. The sergeant's order was not to employ firearms.
6. The police stopped us for cautious driving.
7. Jan was expelled from Asian Affairs Bureau.
8. Beginner's luck! It was the first time I has missed the criminal!
9. The soldiers were brought to break law and order during the riots.
10. I applied to the authorities for prohibition to cross the border.
11. My brother's driving license was taken away for slow driving.
12. The quantity of four-year children in our kindergarten is too small. We need to divide them into two groups.
13. This criminalist has no experience.
14. Ask Jake about it. He is so unprofessional.
15. There is a branch of this company in our region.
16. Police think that the murders have nothing in common.

### **Exercise 9. Translate into English:**

- 1) В обязанности столичной полиции входит охрана общественного порядка, патрулирование железнодорожной сети, метрополитена Лондона.
- 2) Полицейская служба финансируется центральным правительством и местными властями.
- 3) Необходимость создания новой лаборатории продиктована также тем, что ФБР все чаще приходится заниматься расследованием сложнейших дел, связанных с международным терроризмом, организованной преступностью и контрабандой наркотиков.
- 4) В последнее время лаборатория не справляется с огромным потоком заданий, поступающих не только от головного ведомства, но и из других правоохранительных органов.
- 5) Большое число расследований уголовных преступлений, ведущихся американскими правоохранительными органами, вынудило ФБР приступить к созданию новой криминалистической лаборатории.
- 6) Подразделения в областях возглавляют главные констебли.
- 7) Руководство ФБР планирует создание единой компьютерной базы данных всех правоохранительных органов США, которая будет содержать информацию о преступниках и их сообщниках и вещественных доказательствах, собранных в ходе расследований.
- 8) В северном районе города началась перестрелка, поэтому главный констебль запросил помощь южного полицейского подразделения.
- 9) В самом начале своей карьеры он был рядовым полисменом самого низкого ранга.
- 10) В Англии полицейские не носят оружия. Между тем, существуют случаи, когда офицеры полиции вооружены. Это происходит при охране политиков и дипломатов, а также при патрулировании аэропортов.
- 11) Его арестовала полиция за превышение предельно допустимой скорости дорожного движения.
- 12) Благодаря известному телесериалу работа в отделе по расследованию уголовных преступлений стала уважаемой и популярной.
- 13) При определённых обстоятельствах неосторожное вождение может привести к аварии.
- 14) Кто вас уполномочил охранять этого дипломата?
- 15) Судья полицейского суда вынес решение оштрафовать и лишить этого водителя лицензии за вождение автомобиля в нетрезвом состоянии.

## Communicative Exercises

**Exercise 1.** *Agree or disagree developing the following sentences into monologues of 5-7 sentences.*

1. It's rather strange for a police officer not to carry firearms.
2. Most countries have a national police force. Just the other way round with the British police.
3. The most famous name connected with the British police is "Scotland Yard".
4. It is unusual for one force to operate in another's area.
5. The job of traffic wardens differs from that of other police officers.
6. To apprehend a criminal it's important to make up of his/her photofit.
7. Most police stations should have a detention room for juveniles.
8. The suspect has a right to speak to a solicitor.
9. It's up to us to stop the epidemic of police abuse and violence.

**Exercise 2.** *Give your answer to the frequently asked questions. Compare your answers with the examples from American law.*

**Question: The police did not read me my rights, will my case be dismissed?**

Example: Law enforcement personnel are required to read you your "Miranda rights" only if two criteria are met. You must be in custody (usually "arrested"), and you must be interrogated (questioned about the details of the crime). A Miranda warning violation does not automatically result in the dismissal of a case. The statements that you made after violation could be suppressed and not admissible as evidence.

**Question: I did not give police permission to search my vehicle. Is this a violation of my rights and an illegal search?**

Example: In most cases not. Police need probable cause to suspect that the vehicle contains contraband or instrumentalities of a crime. There is a lesser expectation of privacy in vehicles and searches incident to an arrest are also allowed. Officers can search the entire passenger cabin, and in some cases may even open any containers and packages if there is probable cause that it may contain contraband.

**Question: Is it true that you should refuse the chemical test?**

Example: No, absolutely not. You should never refuse to take a chemical test in California. A refusal to take a blood or breath test will result in the automatic 1-year suspension of your driver's license even if the DUI charge is dismissed. And if convicted a refusal can result in increased penalties including jail time. Also, the refusal can be introduced into evidence as "consciousness of guilt" of having too much alcohol in your system. A "Refusal" must be vigorously fought by your defense attorney.

*(<http://criminal.lawyers.com>)*

**Exercise 3.** *Use the vocabulary of the Unit to act out dialogs between:*

1. a suspect and a custody officer, who finds out all the details of the offence;
2. the detained and his solicitor, who intends to place a suit for breach of the code by one of the police officer;
3. a custody officer and a solicitor who gives reasonable grounds to release his defendant on bail;
4. an uniformed officer and a senior officer who authorize to stop and search people
5. the eyewitness and the police inspector questioning to find out all the necessary details of the suspect's appearance;
6. the eyewitness and the police inspector questioning to find out all the necessary details of the crime;
7. English police officer and Russian militia officer talking about the organization of law enforcement in their countries;
8. two constables discussing the possibilities of their careers in London's police force;
9. two constables discussing the duties of the police officers

**Exercise 4.** *Speak on:*

1. The organization of British Police Forces
2. The duties of law enforcement bodies
3. Scotland Yard

4. Interpol
5. Federal Bureau of Investigation
6. The UK Forensic Science Service
7. Police Technology in the USA



## UNIT 5.

### Part 1.

#### The Trial

Events in a trial usually happen in a particular order, though the order may be changed by the judge. The usual order of events is set out below.

#### **Step 1. Selection of the Jury.**

**Step 2. Opening Statements.** The lawyers for each side will discuss their views of the case that you are to hear and will also present a general picture of what they intend to prove about the case. What the lawyers say in their opening statements is not evidence and, therefore, does not help prove their cases.

**Step 3. Presentation of Evidence.** All parties are entitled to present evidence. Evidence may also take the form of physical exhibits, such as a gun or a photograph. On occasion, the written testimony of people not able to attend the trial may also be evidence in the cases you will hear.

Many things you will see and hear during the trial are not evidence. For example, what the lawyers say in the opening and closing statements is not evidence. Physical exhibits offered by the lawyers, but not admitted by the judge, are also to be disregarded, as is testimony that the judge orders stricken off the record.

Many times during the trial the lawyers may make objections to evidence presented by the other side or to questions asked by the other lawyer. Lawyers are allowed to object to these things when they consider them improper under the laws of evidence. It is up to the judge to decide whether each objection was valid or invalid, and whether, therefore, the evidence can be admitted or the question allowed. If the objection is valid, the judge will sustain the objection. If the objection is not valid, the

judge will overrule the objection. These rulings do not reflect the judge's opinion of the case or whether the judge favours or does not favour the evidence or the question to which there has been an objection.

It is the duty of a juror to decide the weight or importance of evidence or testimony allowed by the judge. A juror is also the sole judge of the credibility of witnesses, that is of whether their testimony is believable. In considering credibility, a juror may take into account the witnesses' opportunity and ability to observe the events about which they are testifying, their memory and manner while testifying, the reasonableness of their testimony when considered in the light of all the other evidence in the case, their possible bias or prejudice, and any other factors that bear on the believability of the testimony or on the importance to be given that testimony.

**Step 4. The Instructions.** Following presentation of all the evidence, the judge instructs the jury on the laws that are to guide the jury in their deliberations on a verdict. A copy of the instructions will be sent to the jury room for the use of jurors during their deliberations. All documents or physical objects that have been received into evidence will also be sent to the jury room.

**Step 5. Closing arguments.** The lawyers in the closing arguments summarize the case from their point of view. They may discuss the evidence that has been presented or comment on the credibility of witnesses. The lawyers may also discuss any of the judge's instructions that they feel are of special importance to their case. These arguments are not evidence.

**Step 6. Jury Deliberation.** The jury retires to the jury room to conduct the deliberations on the verdict in the case they have just heard. The jury first elects a foreman who will see to it that discussion is conducted in a sensible and orderly fashion, that all issues are fully and fairly discussed, and that every juror is given a fair chance to participate.

When a verdict has been reached, the foreman signs it and informs the bailiff. The jury returns to the courtroom, where the foreman presents the verdict. The judge then discharges the jury from the case.

*(from "Just English")*

## Tasks

1. Read the text for detailed understanding. Translate the following paragraphs of the text: 5, 6, 9.
2. Give the summary of the text.
3. Retell the text as if you were:
  - 1) a juror
  - 2) a judge
  - 3) a witness
  - 4) a person from the public
  - 5) a lawyer

## Part 2.

### **Court to deliver verdict in Russian school official's piracy case**

NIZHNY NOVGOROD, February 15, 2007. A regional Russian court will **deliver a verdict** Thursday **for** a school official charged with buying pirated software for students and staff.

Alexander Ponosov, the principal of a school in a small town in the Ural Mountains region of Perm, was charged with **copyright violation** last year after he bought a set of computers for his school containing unlicensed Microsoft software. If convicted, he will have to serve a prison term of up to 5 years and to pay 266,000 rubles (\$10,110) in **damages**. Ponosov denies any wrongdoing, saying he was unaware the Windows software on the PCs was **counterfeit**.

Commenting on the case, Microsoft Russia Chairwoman Olga Dergunova said the corporation had not **filed any lawsuit against** the Russian teacher, reaffirming an earlier statement issued in response to **a plea** from Mikhail Gorbachev. The former Soviet leader asked Microsoft Chairman Bill Gates in early February **to intervene in the proceedings**, which the Nobel Prize laureate described as a "show trial." Microsoft spokespeople replied by saying it was Russian authorities who initiated the legal action against Ponosov, not the company. "This case was initiated by Russian authorities under Russian law," Dergunova said. "In general, we do not believe that a



case of this kind warrants criminal prosecution, given the very small number of computers involved and the fact that the computers were purchased for use by students," she said.

Russia, the biggest pirate market after China, has long been **facing international pressure to crack down on piracy**. The issue was a major **stumbling block** in Russia's World Trade Organization accession talks with the United States. The sides eventually signed a final agreement last November after Moscow promised to get tough on **intellectual property violations**.

However, the Ponosov case has proved quite controversial both at home and abroad, with many observers criticizing the software giant for attacking the small-town schoolteacher as an easy target and accusing Russian prosecutors of using the test case **to show off their efforts in combating piracy**. At a recent press conference, President Vladimir Putin called the case meaningless, and said it is the makers and distributors of counterfeit products who should primarily be called to account, not the end users.

*(from RIA Novosti)*

### **Tasks:**

1. Put 8 questions to the article
2. Render the article in English paying attention to the words and expressions in bold type.

### **Vocabulary**

- 1) trial – судебное разбирательство; судебный процесс, суд
- 2) opening/closing statement – вступительная/заключительная речь
- 3) to prove about the case – доказывать по делу
- 4) evidence – улика, свидетельское показание
- 5) testimony – свидетельское показание; to testify – давать показания, to testify to the truth of smth. – подтвердить своими показаниями истинность чего-л.
- 6) on occasion – при случае, иногда; время от времени
- 7) to be disregarded – игнорироваться, не приниматься во внимание

- 8) to strike off the record – вычеркнуть из протокола
- 9) to make objections to smth. – заявлять протест по поводу чего-л.
- 10) it is up to smb. – быть в полномочиях кого-л.
- 11) valid/invalid objection – правомерный/неправомерный протест
- 12) to sustain the objection – принять, поддержать протест; to overrule ~ - отклонить протест
- 13) ruling – постановление; судебное решение; постановление судьи
- 14) to favour - благоволить; помогать, поддерживать, оказывать помощь
- 15) the sole judge – единоличный судья
- 16) the credibility of witness – надежность свидетеля
- 17) the reasonableness of smth. – разумность, обоснованность (довода)
- 18) bias – предвзятость; *conf.* prejudice – предубеждение, предвзятое мнение
- 19) to bear on the believability – опираться на достоверность
- 20) deliberations – рассмотрение, обсуждение, дискуссия
- 21) to receive into evidence – воспринимать в качестве улик
- 22) to retire to the jury room – удалиться в комнату для совещаний присяжных
- 23) a foreman – старшина присяжных
- 24) to see to – позаботиться, брать ответственность на себя
- 25) a bailiff – бейлиф, судебный пристав
- 26) a courtroom – зал заседаний
- 27) to discharge the jury from the case – освобождать присяжных от дела
- 28) to deliver the verdict – выносить судебное решение
- 29) a copyright/intellectual property violation – нарушение авторского права/интеллектуальной собственности
- 30) counterfeit – подделка, фальшивка
- 31) to file a lawsuit against smb. – подать иск
- 32) a plea – просьба; призыв, обращение
- 33) to intervene into the proceedings – вмешиваться в судебное разбирательство
- 34) to crack down (on piracy) – принимать решительные меры против чего-л.
- 35) to show off the efforts – выставлять напоказ

## Reading Comprehension and Vocabulary Exercises

### Exercise 1. Give the English for:

- 1) при случае;
- 2) письменное свидетельство;
- 3) подтвердить своими показаниями истинность чего-л.;
- 4) единоличный судья;
- 5) принимать во внимание;
- 6) рассматривать улику в свете других свидетельских показаний;
- 7) комната для совещания присяжных;
- 8) быть особой важности;
- 9) избирать старшину присяжных;
- 10) проводиться в благоразумно и корректно;
- 11) подписывать решение присяжных;
- 12) зачитать вердикт;
- 13) ущерб;
- 14) столкнуться с международным давлением.

### Exercise 2. Give the Russian for:

- 1) physical exhibits;
- 2) to consider the questions improper under the laws of evidence;
- 3) it's up to you;
- 4) to reflect the judge's opinion;
- 5) the weight of evidence;
- 6) the testimony is believable;
- 7) an ability to observe the events;
- 8) to guide the jury in the deliberations;
- 9) to comment on;
- 10) to conduct the deliberations on the verdict.

### Exercise 3. Answer the questions to the text:

- 1) What is the usual order of a trial?
- 2) What do the lawyers for each side say in their opening statements?
- 3) What can be considered "evidence"?
- 4) What is a "physical exhibit"? When can physical exhibits be disregarded?
- 5) What are objections? When can the lawyer make them?
- 6) Who sustain or overrule the objection? What does it depend on?
- 7) Who is the sole judge of the credibility of witnesses? Why? What factor bear on the believability of the testimony?
- 8) What does the judge say in the instructions? Why will the copy of the instructions be sent to the jury room?
- 9) Who presents closing arguments?
- 10) What happens during jury deliberations? What is a foreman? What are his duties?

**Exercise 4.** Practice the pronunciation of the following words:

trial /traɪəl/, jury /dʒʊəri/, entitle /ɪn'taɪtl/, exhibit /ɪzɪbɪt/, disregard /dɪsrɪgərd/,  
whether /wɛðə/, valid /vəlɪd/, favour /feɪvə/, credibility /krɪdɪbəlɪti/, bias /baɪs/,  
reasonableness /rɪzənəblɪnəs/, prejudice /preʤɪdɪs/, believability /bəlɪvəbəlɪti/,  
guide /ɡaɪd/, retire /rɪtaɪə/, issue /ɪʃu/, bailiff /beɪlɪf/, discharge /dɪs'tʃɑ:dʒ/.

**Exercise 5.** Match the following:

1) bailiff	a) Discussion of the jury
2) testimony	b) The leader of the jury
3) on occasion	c) Something that is officially acceptable
4) valid	d) An decision made by the court
5) ruling	e) A prejudice
6) deliberations	f) A formal statement a witness makes in a court of law
7) bias	g) From time to time
8) foreman	h) An official of a legal system

**Exercise 6.** Insert prepositions where necessary:

1. How many people have testified ... the truth of the prisoner's statement?
2. ... occasion I'll remind him about it.
3. It is ... .. you to do your best at the university.
4. Do you believe in the credibility ... the witness?
5. His arguments bear ... the believability of factor.
6. All these documents will be received ... evidence.
7. The judge discharged the jury ... the case.
8. My neighbours filed lawsuits ... each other.
9. The government has promised to crack ... .. criminal activity.
10. He has recently bought a new car. Now he is showing it ... .

**Exercise 7.** Paraphrase the sentences using the active vocabulary:

1. From time to time he has been known to lose his temper.
2. There was clear evidence of a strong bigotry against her.
3. After discussion, the jury found the defendant guilty.

4. We cannot ignore his coming late to work so often.
5. Will you care about it?
6. Last year all his furniture was seized by legal officials.
7. His words in the court were crucial for the prosecution's case.
8. Your document is officially acceptable.
9. The jury's discussion went on for hours.
10. Do you have any bias against them?

**Exercise 8.** *Give the opposites:*

1. I'll never take on the responsibility for it.
2. Our lawyer presented his point of view on the case in his closing statement.
3. It's up to the judge to sustain the objection.
4. This evidence will be taken into account.
5. They say that new physical exhibits will be included into the record.
6. The federal authorities didn't interfere with the proceedings.
7. He behaves like a usual boaster. He hides his knowledge.
8. I always visit my granny.

**Exercise 9.** *Translate into English:*

1. Наш адвокат заявил протест по этому вопросу.
2. Эта куртка не будет воспринята как улика.
3. Наконец присяжные удалились, чтобы вынести вердикт подозреваемому.
4. Он об этом позаботится.
5. Когда решение принято, старшина присяжных подписывает его и извещает об этом судебного пристава.
6. Какое решение вынес суд?
7. После слов прокурора у присяжных появилось предубеждение к подсудимому.
8. Зал заседаний был пуст. Суд над опасным преступником закончился.
9. Почему судья благоволит осужденному? Он должен быть беспристрастным!
10. Всем в зале суда была понятна обоснованность доводов адвоката.
11. Нарушение авторского права преследуется по закону.
12. Где ты купила эти бриллианты? Это же подделка!
13. Правительство принимает решительные меры в борьбе с пиратством.

## Communicative Exercises

**Exercise 1.** *Agree or disagree developing the following sentences into monologues of 5-7 sentences.*

1. A penalty must be imposed by the court.
2. The more serious the crime, the more strict a punishment will be.
3. The jury is not valuable in modern times.
4. It's necessary to replace the jury with panels of experts in relevant fields.
5. In my mind the jury is "the bastion of liberty".
6. The people need to be involved in the justice system (Joyce Cross, USA)
7. Many things you will see and hear during the trial are not evidence.
8. The jury's verdict must be unanimous.

**Exercise 2.** *Imagine that you are the member of parole board (комиссия по помилованию). The prison is overcrowded. You need to release two convicts. Prove your point of view.*

**Alan Jones:** Guilty of murdering his wife by slowly poisoning her. Described by neighbors as a kind and gentle person. His children love him. His wife had lots affairs and pushed him to the limit.

**Janet Green:** Found guilty of shoplifting for the tenth time. She is a homeless tramp who likes to spend the winter in prison. It is early December and the weather is very cold.

**Miranda Morgan:** A drug addict guilty of selling heroin to teenagers. Has already tried two unsuccessful drug treatment programmes. Has a two-year-old son who will have to go into care if she goes to jail.

**Mick Brown:** Guilty of vandalism and football hooliganism. 19 years old and below average intelligence. Aggressive and gets violent when drunk. One previous offence for drunken driving.

**Cynthia Carter:** English teacher guilty of smuggling her two cats into England. This is against quarantine regulations. The customs officers like an example to be made of her.

**Exercise 3.** *Use the vocabulary of the Unit to act out dialogs between:*

1. two jurors;
2. a judge and a lawyer who objects to questions asked by the other lawyer;
3. a judge and a lawyer who objects to evidence presented by the other side;
4. a lawyer and a witness.

**Exercise 4.** *Speak on:*

1. Steps of the trial
2. Duties of the jury



## UNIT 6.

### Prisons

A prison or a correctional facility is a place in which individuals are physically confined or interned and usually deprived of a range of personal freedoms. Prisons are conventionally institutions which form part of the criminal justice system of a country, such that imprisonment or incarceration is the legal penalty that may be imposed by the state for the commission of a crime.

A criminal suspect who has been charged with a criminal offense may be held on remand in prison if he or she is denied, refused or unable to meet conditions of bail, or is unable to post bail. This may also occur where the court determines that the suspect is at risk of absconding prior to trial, or is otherwise a risk to society. A criminal defendant may also be held in prison while awaiting trial or a trial verdict. If found guilty, a defendant will be convicted and may receive a custodial sentence requiring imprisonment.

There are a variety of other names for prisons, such as a prison-house, penitentiary or jail. The [United States](#) is one country where the term jail generally refers to facilities where detainees are locked up for a relatively short time (either while awaiting trial or serving a sentence of one year or less upon conviction for a

[misdemeanor](#)). Prison and penitentiary typically denote a place where inmates go to serve long terms after having been found guilty of a [felony](#).

In the United States, jails are usually operated under the jurisdiction of local (county) governments while prisons are operated under the jurisdiction of state or federal governments. In the state of Massachusetts, some jails are known as houses of correction. In Washington some adult prisons are called reformatories, while in other states this is reserved as a term for a prison of the juvenile justice system.

Prison accommodation, especially modern prisons in the developed world, are often divided into wings identified by a name, number or letter. These wings may be further divided into landings that are essentially "floors" containing up to thirty cells. Cells are the smallest prison accommodation, each holding at least one or two prisoners. Cells which hold more than three or four prisoners may be known as dormitories. A building holding more than one wing is known as a "hall".

**Young Offenders.** In Britain, young offenders are held in reformatories, which are designed for the treatment, training and social rehabilitation of youth. School-age delinquents are kept in residential training schools, and young offenders between the ages of 16 and 25 who have been convicted of a criminal act serve in special facilities. The most famous of these is the Borstal Institution.

**Women prisoners.** Women are usually held in smaller prisons with special programmes and recreational opportunities offered to reflect stereotyped female roles with emphasis on housekeeping, sewing and typing skills. Women prisoners do not wear prison uniform and there is a clothing allowance to help pay for clothes while in prison. Some prisons provide mother and baby units, which enable babies to remain with their mothers where that is found to be in the best interests of the child. In addition to the usual visiting arrangements, several prisons allow extended visits to enable women to spend the whole day with their children in an informal atmosphere.

**Habitual Offenders.** Criminals who have frequently been apprehended and convicted, who have manifested a settled practice in crime, and who are presumed to be a danger to the society in which they live are referred to as habitual offenders. The criminal population is made up largely of those for whom criminal behavior has



become habitual. Moreover, penal institutions appear to do little to change their basic behavior patterns.

Though the percentage of recidivists run high for all offenders, it is greatest among those convicted of such minor charges as vagrancy, drunkenness, prostitution, and disturbing the peace. These are more likely than serious criminal charges to result from an entire way of life. Accordingly, their roots causes are rarely susceptible to cure by jailing.

**Life-sentence prisoners.** Since capital punishment has been abolished in Britain, the severest penalty for the most atrocious crimes, such as murder, is life imprisonment. Those serving life sentences for the murder of police and prison officer, terrorist murders, murder by firearms in the cause of robbery and the sexual or sadistic murder of children are normally detained for at least twenty years. Life sentences for offences other than murder can be reduced up to nine years.

On release, all life-sentence prisoners remain on license for the rest of their lives and are subject to recall should their behavior suggest that they might again be a danger to the public.

*(from <http://www.wikipedia.com>, "Just English")*

## **Tasks**

1. Read the text for detailed understanding. Translate the following paragraphs of the text: 1, 2, 5, 7, 8, 10.
2. Give the summary of the text.
3. Retell the text as if you were:
  - 1) a relative of a convict;
  - 2) a mother of a young offender;
  - 3) an ex-convict;
  - 4) a prison officer;
  - 5) a social worker

## Report damns “disgrace” prison

Friday, 21 January, 2000. An official report on a Kent prison has described it as “**a disgrace**” and warned some of its practices could be illegal. Chief Inspector of Prisons Sir David Ramsbotham said Rochester Prison was guilty of “institutional neglect”, and particularly criticized the treatment of **asylum seekers, illegal immigrants** and young offenders. The young offenders’ wing, in what was Britain’s first Borstal, was described as **filthy** and infested with vermin. Nearly 70 prisoners aged 17-21 were living in a wing that was “filthy, vandalized, infested with vermin and subjected to an **impoverished** regime in which the only constant was unpredictability,” Sir David’s report said.

Almost half of the population at Rochester Prison is asylum seekers, illegal immigrants or other foreign nationals. Many of them speak little or no English, but Sir David said they were required to sign documents they do not understand with any proper translation facilities. They are given no written explanation of why they are being held in prison or how long they will be there, the report said. It highlighted the case of one new arrival from Albania who was put in a cell with a Pole who had been told to pass on the rules of the prison “because both names ended in an “i”,” when they had no shared language. And it questioned the legality of the practice of forcing prisoners to take drug tests, and punishing them if they refuse.

Sir David said the Prison Service needed **to appoint an official** to take responsibility for making sure foreign nationals were properly looked after. The report did praise done in the prison with sex offenders and **a resettlement strategy**, which provide **work opportunities** for inmates after their release.

(from <http://criminal.lawyers.com>)

### Tasks:

1. Put 8 questions to the article
2. Render the article in English paying attention to the words and expressions in bold type.

## Vocabulary

- 1) a correctional facility – исправительное учреждение, тюрьма
- 2) confined – заключённый, отбывающий наказание
- 3) conventionally – условно
- 4) to be charged with – обвиняться
- 5) to be held on remand – содержаться под стражей
- 6) to post bail for smb. – давать залог за кого-л.
- 7) to abscond – скрываться, убежать
- 8) a custodial sentence – тюремное заключение; to receive ~ – получить лишение свободы
- 9) penitentiary – тюрьма
- 10) facilities – условия, возможности
- 11) a detainee – лицо, содержащееся под стражей
- 12) to be locked up – находиться в заключении
- 13) to serve a sentence, to serve a term – отбывать срок заключения
- 14) conviction – осуждение (*признание виновным*); судимость
- 15) misdemeanor – мелкое уголовное преступление
- 16) a felony – тяжкое уголовное преступление
- 17) a reformatory, a penal institution – исправительное заведение
- 18) to be reserved – предназначаться
- 19) prison accommodation – помещение тюрьмы
- 20) a cell – камера (для 1 – 4 человек)
- 21) a dormitory – камера (для более чем 4 человек)
- 22) to be convicted of smth. – быть осужденным за что-л.
- 23) recreational opportunities – восстановительные возможности
- 24) an allowance – денежное пособие
- 25) an extended visit – продолжительное по времени посещение
- 26) an arrangement – разрешение
- 27) a habitual offender, a recidivist – рецидивист
- 28) to be apprehended – быть арестованным

- 29) to be presumed – предполагаться
- 30) to run high – возрастать
- 31) vagrancy – бродяжничество
- 32) disturbing the peace – хулиганство
- 33) a criminal charge – обвинение в преступлении; to be charged with smth. – обвиняться в чем – л.
- 34) to be susceptible - поддаваться
- 35) to cure – лечить
- 36) atrocious – жестокий, зверский
- 37) release - освобождение (из заключения)
- 38) to be subject to smth. – подчиняться чему-л.
- 39) to recall – вторично препровождать в исправительное учреждение
- 40) disgrace – позор
- 41) asylum seeker – беженец (*просящий о предоставлении политического убежища*)
- 42) filthy – грязный
- 43) impoverished – жалкий, убогий
- 44) resettlement strategy – программа для переселенцев

### Reading Comprehension and Vocabulary Exercises

#### Exercise 1. Give the English for:

- 1) условно; 2) уголовная система правосудия; 3) подозреваемый; 4) ожидать суда; 5) признать виновным; 6) относительно; 7) тюрьма; 8) содержащийся под стражей; 9) заключенный; 10) тяжкое преступление; 11) крыло (здания); 12) быть осужденным за что-л.; 13) ведение домашнего хозяйства, шитье; 14) в интересах ребенка; 15) неформальная обстановка; 16) рецидивист; 17) часто; 18) бродяжничество; 19) пьянство; 20) нарушение общественного порядка (хулиганство); 21) поддаваться лечению; 22) оставаться под наблюдением; 23) представлять опасность обществу; 24) возможность найти работу.

**Exercise 2.** *Give the Russian for:*

1) a range of personal freedoms; 2) to meet conditions of bail; 3) to be at risk of absconding prior to trial; 4) penitentiary; 5) to serve a term; 6) a landing; 7) young offenders; 8) to be designed for smth.; 9) treatment, training and social rehabilitation; 10) to be held in prison; 11) to reflect stereotyped female roles; 12) typing skills; 13) a clothing allowance; 14) to provide mothers and baby units; 15) visiting arrangements; 16) to apprehend; 17) basic behavioral patterns; 18) minor charges; 19) an entire way of life; 20) life-sentence prisoners; 21) on release.

**Exercise 3.** *Answer the questions to the text:*

- 1) What is a correctional facility?
- 2) When may a suspect be held on remand in prison?
- 3) What names for prisons have you learnt?
- 4) Is there any difference between the terms 'jail' and 'prison'?
- 5) A reformatory is a prison for the juvenile justice system, isn't it?
- 6) Can you describe prison accommodation? What is the difference between cells and dormitories? What is a hall?
- 7) Where are young offenders usually held?
- 8) What are the functions of reformatory?
- 9) Where are school-age delinquents kept?
- 10) What is the famous facility for young offenders between the ages of 16 and 25?
- 11) Why are special programmes offered for women-prisoners?
- 12) Do women prisoners wear prison uniform? What allowance is given to them while in prison?
- 13) If a woman has a baby, where is she held? Why?
- 14) What visiting arrangements are provided for women prisoners?
- 15) What convict can be called a habitual offender?
- 16) What are typical crimes committed by recidivists?
- 17) What is the severest penalty for the most atrocious crimes?
- 18) What crimes can a person be imposed life imprisonment for?

19) Can life imprisonment be reduced in Britain?

20) How are life-sentence prisoners supervised when released?

**Exercise 4.** Practice the pronunciation of the following words:

conventionally /kɒnvenʃənli/, charge /tʃɑːdʒ/, remand /riːmɑːnd/, abscond /ˈɒbskɒnd/,  
guilty /gɪlti/, custodial /kʌstədiəl/, penitentiary /ˈpenɪtentiəri/, jail /deɪl/,  
detainee /ˈdeɪteɪni/, relatively /relətɪvli/, misdemeanor /ˈmɪsdɪmɪnər/,  
inmate /ɪnmeɪt/, felony /feləni/, Massachusetts /ˌmæsətʃʊts/, further /fɜːðər/,  
dormitory /ˈdɔːmɪtri/, rehabilitation /ˌriːbɪlɪteɪʃən/, youth /juːθ/,  
delinquent /dɪlɪkwənt/, residential /ˌrezɪdəntiəl/, stereotype /ˈsteriətaɪp/,  
allowance /əˈlaʊns/, arrangement /əˈreɪndʒmənt/, whole /həʊl/, habitual /həˈbɪtʃuəl/,  
frequently /frɪkwəntli/, apprehend /əˈprɛhɛnd/, though /ðəʊ/, percentage /pɜːsɛntɪdʒ/,  
vagrancy /ˈveɪrənsi/, entire /ɪnˈtaɪr/, susceptible /səˈsɪptəbl/, severest /sɪˈviərəst/,  
atrocious /əˈtrɒʃəs/.

**Exercise 5.** Match the following:

1) misdemeanor	a) Habitual offender
2) felony	b) The criminal offence of living in the street and begging from people
3) atrocious	c) The system by which people are judged in courts of law and criminal are punished
4) vagrancy	d) An amount of money that you are given regularly and for special reason
5) recidivist	e) A legal process in which a court of law examines the case
6) allowance	f) A crime that is not very serious
7) trial	g) Extremely bad
8) justice	h) A serious crime such as murder

**Exercise 6.** Insert prepositions where necessary:

1. If a person is convicted ... act, he serves ... special facilities.
2. A lot of children are deprived ... a normal home life.
3. The course puts an emphasis ... practical work.
4. ... release he is going to live a respectable life.

5. He is now running his own business. That's in addition ... his own job at the university.
6. This dangerous criminal is being held ... remand now.
7. Whom are you subject ...?
8. Rapists should be locked ... .
9. She post the bail of \$5000 ... him.
10. He has been charged ... an arson.
11. He will serve a sentence ... fifteen years for this atrocious murder.
12. Criminal usually serves long terms after having been found guilty ... a felony.
13. In Britain life sentences for offences other than murder can be reduced ... ... nine years.
14. Jails are usually operated ... the jurisdiction ... local government.
15. Reformatories are designed ... treatment, training and rehabilitation of youth.

**Exercise 7.** *Paraphrase the sentences using the active vocabulary:*

1. The thief disappeared with all the jewellery.
2. If he is caught again he will be imposed an imprisonment.
3. A justice of the peace cannot issue a warrant to arrest a felon upon bare suspicion.
4. She went to the court to beg for her son's discharge.
5. Even whisky could not be a remedy for all his anxieties.
6. Homeless people are often booked for roguery.
7. Young people who have broken the law are usually sent to special penal institutions.
8. It was his first offence the supermarket agreed not to bring accusation.
9. The North Carolina state prison suggests good conditions for young offenders.
10. Serving a sentence he got higher economic education.
11. Recidivists are people who have settled practice in committing crimes.
12. He can't find a job because of having been in prison before.
13. The statistics say that the amount of domestic crimes is increasing.
14. They lack money and live on poor conditions.

15. He was dirty and in shabby clothes.
16. Some programmes in women's prison suggest the opportunities to restore normal life.

**Exercise 8.** *Give the opposites:*

1. Our neighbor beat his children even for the smallest felony.
2. It's time to go shopping. The prices are dropping.
3. Short visits are allowed.
4. But personal prejudices again prevented an aggravation of that conflict.
5. I'm afraid of touching these towels. They are so clean.
6. This guy astonished me that he is always very quiet.
7. Listen! That criminal was acquitted in the courtroom.
8. She won't be complied with officer's orders. Her office is under jurisdiction of General Prosecutor.
9. What a good reputation!
10. His appearance is so prosperous.
11. The address of this star is well known. He is constantly living at the same place.

**Exercise 9.** *Translate into English:*

1. Наконец-то будет разрешение этого конфликта!
2. Этот преступник был арестован в четверг в 11 вечера.
3. Предполагается, что зима будет холодной.
4. Продолжительные по времени визиты запрещены.
5. Он получает денежное пособие по безработице.
6. Какое зверское преступление! Жаль, что смертная казнь отменена.
7. При освобождении ему выдали все его личные вещи.
8. Количество преступлений, связанных с наркотиками, резко возросло.
9. Эта болезнь трудно поддается лечению.
10. Я тебе не подчиняюсь. У меня есть свой начальник.
11. Он не выдержал испытательного срока. Его вернули в тюрьму за антиобщественное поведение.
12. Программа для переселенцев предусмотрена именно для таких людей.
13. Дайте возможность работать беженцам!
14. Отойди от этого убогого. Он весь в грязи и, по-моему, чем-то болен.



15. Какой стыд! Я не перенесу этого позора! 16. В данном помещении тюрьмы есть как камеры для одного-двух заключенных, так и камеры, рассчитанные на четырех и более человек. 17. Она внесла за него залог в размере \$10000.

### Communicative Exercises

**Exercise 1.** *Agree or disagree developing the following sentences into monologues of 5-7 sentences.*

1. All criminals are perverse people.
2. Prison is a solution to crime.
3. Hundreds of thousands of people are imprisoned in inhuman conditions.
4. All persons deprived of their liberty shall be treated with humanity and respect.
5. In prison the attitudes of minor offenders harden when they mix with those of more serious crimes.
6. There are many alternatives to prison.

**Exercise 2.** *Give your answer to the frequently asked questions. Compare your answers with the examples from American law.*

**Question: I only hit him with a bottle how can I be charged with assault with a deadly weapon?**

Example: A bottle or essentially any instrumentality can be viewed as a deadly weapon as long as its use or intent was to inflict harm to another.

**Question: What is a civil compromise?**

Example: In some cases where there is only monetary loss associated with a crime. If so, an agreement can be made between the victim and defendant to pay restitution for any damages that occurred (civil compromise). Upon approval by the court of this agreement the criminal charges will be dismissed.

**Question: What is an expungement and will it clear my record?**

Example: Adult misdemeanor convictions can be expunged under Penal Code section 1203.4. This is not “cleaning” up your record exactly. Essentially what happens is that the court in its discretion and in the interests of justice sets aside the guilty

verdict. This has the effect of dismissing the conviction. The expungement does not apply to all misdemeanors and does not relieve the petitioner from disclosing the conviction in response to any direct questionnaire or application for public office, for licensure by any government agency. After an expungement, the previous conviction would not need to be disclosed to a prospective private employer.

**Question: If the girl told me she was 18 how can I be charged with Rape if she lied?**

Example: Statutory rape is per se violation of the law. Lack of knowledge of the true age of the victim is not a defense. Also, persons under the age of 18 do not have the legal ability to consent to sexual intercourse. And consent is not a defense.

*(<http://criminal.lawyers.com>)*

**Exercise 3.** *Use the vocabulary of the Unit to act out dialogs between:*

1. two social workers;
2. an ex-convict and a social-worker;
3. two prison officials who are of different opinions on clothing allowance for woman prisoners;
4. a prison official and a psychologist discussing possible ways to change recidivists' basic behavioral patterns.

**Exercise 4.** *Speak on:*

1. A correctional facility and its role in penal system of society.
2. Alternatives to prison.
3. Prison inmates and programmes aimed to change their basic behavioral patterns.

## **Reader**

### **Text 1. Entering Legal Profession**

In some countries in order to practice as a lawyer it is necessary to get a university degree in law. However, in others, a degree may be insufficient; professional examinations must be passed. In Britain it is not in fact necessary to have a degree, although nowadays most people entering the profession do. The main requirement is to pass the Bar Final examination (for barristers) or the Law Society Final examination (for solicitor). Someone with university degree in a subject other than law needs first to take a preparatory course. Someone without degree at all may also prepare for the final examination, but this will take several years. In most countries lawyers will tell you that the time they spent studying for their law finals was one of the worst periods of their life! This is because an enormous number of procedural rules covering a wide area of law must be memorized. In Japan, where there are relatively few lawyers, the examinations are supposed to be particularly hard: less than 5 percent of candidates pass. Even after passing the examination, though, a lawyer is not necessarily qualified. A solicitor in England, for example, must then spend two years as an articled clerk, during this time his work is closely supervised by an experienced lawyer, and he must take further courses. A barrister must spend a similar year as a pupil.

The rate at which the legal profession grows is terrific. In the 21<sup>st</sup> century the number of lawyers will probably outpace the rate of population growth. Why is the career in law so popular? In the USA the average salary of experienced lawyers in private practice is more than \$100,000. Lawyers' salaries are substantially greater than those of many other professionals. The glamour of legal practice strengthens the attraction of its financial rewards.

### **Text 2. The Death Penalty**

(by J.J. Maloney)

More than 4,500 people have been executed in the United States since 1930. There is no way of knowing how many have been executed in U.S. history because

executions were often local affairs, with no central agency keeping track of them. In addition to judicially imposed executions, from 1882 through 1951 there were 4,730 recorded lynchings by vigilantes in the U.S, with many of them being highly public affairs.

Even when miscreants were afforded a trial and executed in accordance with law, such events were often local in nature. For example, while states such as New York electrocuted condemned persons at Sing's electric chair as early as the late 19th century, in states such as Missouri hangings were conducted at local county jails as late as 1937.

Capital punishment is still one of the two most divisive debates in the U.S. -- the other being abortion. The late Gov. Mel Carnahan found out how controversial during the summer of 1999 when he spared the life of convicted killer Darrell Mease at the specific request of Pope John Paul II during the Pope's celebrated trip to St. Louis. This was an unusual step for Carnahan, who had previously allowed the execution of 22 men during his seven years in office as governor of Missouri.

This brief flirtation with mercy cost Carnahan. Newspapers across Missouri printed letters bitterly denouncing him for giving in to the Pope. When he ran for the senate in 2000, his opponent, incumbent Sen. John Ashcroft, continued to make an issue of the pardon.

Prior to the Pope arriving in St. Louis, the Missouri Supreme Court had unilaterally changed Mease's execution date -- which was to have occurred while the Pope was in St. Louis -- to a date after the pontiff's departure. Pope John Paul II is the world's leading advocate for the abolition of capital punishment and speaks out on the issue frequently. Even so, it would appear that many Catholics are in favor of capital punishment -- along with the solid majority of U.S. citizens in general who are in favor of the death penalty.

*(from "Crime Magazine: An Encyclopedia of crime")*

### Text 3

#### Text 4. Why Volunteer to Die?

(by Robert Anthony Phillips)

Why are so many admitted or convicted killers volunteering to be executed? Criminal defense lawyers, psychiatrists and death-row inmates themselves offer a variety of reasons. Some volunteers are crazy. Some find God and are convinced that heaven awaits them if they pay for their crimes with their lives. Some use murder as a means of committing suicide. Some just can't live with themselves for what they did. Others like the idea of controlling a system they really have no control over. But, the most prevalent reason cited is that life on death row is not really life.

Twelve states have no death penalty, but of the 38 that do most isolate condemned prisoners in high-security cellblocks within maximum security prisons away from the general prison population, keeping them locked in their cells up to 23 hours a day. Studies have shown that prisoners who are isolated become severely depressed and delusional, possibly making them want to end their lives and give up their appeals. Even if the death row inmates are not insane, the isolation and restrictions imposed lead some to want to end their lives, rather than living in such conditions, defense lawyers and death row inmates say.

Throw in the poor quality of legal representation available to the vast majority of death-row inmates, and any realistic legal remedy is virtually moot. In July *The New York Times* reported that "dozens of inmates on death row lack lawyers for their appeals...". The situation has dire consequences, experts say, because two out of three appealed death sentences are set aside because of errors by defense lawyers at trial or prosecutorial misconduct." The *Times* report was based on the most comprehensive death penalty study completed to date, a study conducted by lawyers and criminologists at Columbia University. For inmates with ineffective counsel or no counsel at all -- even the innocent ones -- the reality of spending the remainder of their lives in isolation with no hope of parole can make the prospect of death inviting. Some inmates come to view their executions as their great escape.

Robert Johnson, an American University professor who has studied men on death row, says it is common for condemned prisoners to think about giving up. "We do have a number of people on death row who are mentally ill, and that explains the extremity of their crimes," Johnson said. "Mentally ill people are more vulnerable to stress, less intact psychologically and less able to cope with adversity. They are more likely to be harmed by being isolated because it leaves them alone with their problems. "For a number of inmates, death row is living death. It becomes unbearable and execution is a less painful option."

That brings up another factor some experts cite to explain the dramatic upshot in volunteers: Inmates don't fear execution by lethal injection as much as they did by other means, particularly by electric chair. Of the 38 death-penalty states, only Alabama persists in deploying the electric chair; all the others have moved to lethal injection as the primary means of execution.

"The electric chair was feared," said William Laswell, an assistant public defender in Broward County, Fla., who predicts that still more prisoners languishing on death row will want to end their agony and take the easy way out -- by simply being injected and going to sleep. "We now give them an option of having their head burned and nose broke in the electric chair or taking a nap with lethal injection. There are a lot of guys who simply don't want to spend the rest of their lives in prison and don't want to die in prison." Laswell was referring to a 1990 Florida execution in which flames shot from the head of Jesse Tafero during his electrocution and, later, another Florida case in which a murderer being put to death in the chair had blood run from his nose and down his chest. (To view photos of this execution, [click here](#).) Florida now uses lethal injection as its primary means of execution.

But the argument that execution is no longer feared by some condemned prisoners didn't stop three Alabama killers from dropping their appeals and going to their deaths in the state's electric chair.

*(from "Crime Magazine: An Encyclopedia of crime")*

## **Text 5. A Tough Decision for Defense Attorneys**

(by Robert Anthony Phillips)

Some criminal defense lawyers admit that they can see a client's point of view in asking to be executed, but it is still unsettling. In Oklahoma, Barry Derryberry, an assistant public defender, who was one of three defense lawyers assigned to defend death-row volunteer Ronald Fluke, found himself torn between his hatred of the death penalty and respect for the 52-year-old Fluke's wish to be executed. "By applying the brakes to the client's wishes to race to the death chamber, lawyers protect ...the client's rights to not be unlawfully executed and to decide what the defense's goal shall be," Derryberry said. "This role prevents the system from degenerating into a suicide mill." "But I can understand the pragmatic choice one has under a death warrant," Derryberry added. "What kind of life is that to lead?"

Fluke pleaded guilty to murdering his wife and two children, waived his appeals and was executed on March 27, saying it was just punishment for his crimes. Three days into jury selection in his trial, Fluke had informed his lawyers that he wanted to plead guilty and asked to be sentenced to death.

In Virginia, lawyer Thomas Blaylock said he respected the decision of his client, Thomas Akers, executed on March 2 for beating a man to death with a bat. Akers had pled guilty and asked for a death sentence, promising to kill again. "I thought to myself, 'Who am I to tell him he can't do this,' " Blaylock said. "On one hand, I had a competent client who made the decision and the other side of me is saying nobody should want to do that...I have to fight for these people because it makes it easier for the system to execute other people. It was really bothering me not fighting for my client..." Blaylock, like Florida's Laswell, believes more inmates will be volunteering for death on the nation's ever expanding death rows. "We've got these supermax prisons where everything is restricted so you'll see more guys volunteering rather than staying inside them," Blaylock said. "Taking a shot (lethal injection) is not as bad for them." But when a criminal defense lawyer decides to help an admitted killer die, he can become a pariah in the defense community.

*(from "Crime Magazine: An Encyclopedia of crime")*

### **Text 6. Bloggers Push Alleged War Criminal for City Council**

A group of nationalists-minded bloggers<sup>1</sup> have made a stir recently by voicing an idea to appoint Capt. Eduard Ulman as a candidate for Moscow City Duma in one of the city's electoral districts opposites jailed tycoon Mikhail Khodorkovsky. Ulman is the Russian special forces officer accused of killing several Chechen civilians. In May, a jury acquitted Ulman, together with three subordinates, of murder charges in a retrial also ordered by the Supreme Court following an initial acquittal. But the May verdict was declared invalid because of procedural violations, recent court ruling said.

The idea of staying out of jail by entering politics and acquiring a deputy's immunity is a time-honored tradition in post-Soviet Russia. The alleged war criminal Ulman is the latest, but surely not the last addition. The recent cunning plan coined by a group of nationalist Livejournal users is to both save Ulman from facing a possible unfavorable outcome at his retrial and to humiliate the liberals who are virtually trying to do the same for Khodorkovsky. The former Yukos CEO is supposed being nominated by regional representatives from SPS and Yabloko parties, despite the fact that they have practically zero chances of success and that Khodorkovsky himself has never expressed any wish to run for Duma in the first place. The same applies to Capt. Eduard Ulman.

*(from RIA Novosti)*

### **Text 7. Penal system of Japan**

The Japanese penal system (including the prisons) is part of its criminal justice system. It is intended to resocialize, reform, and rehabilitate offenders. **On confinement**, prisoners are first classified according to gender, nationality, kind of penalty, **length of sentence**, **degree of criminality**, and state of physical and mental health. They are then placed in special programs designed to treat individual needs.

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<sup>1</sup> Блог (blog) — это сокращение от «weblog» (internet). Веблог — это информационно наполненный дневник, авторский жанр. Авторы веблогов (блоггеры), как правило, пишут о том, что с ними происходит, высказывают свои мнения по поводу тех или иных политических и культурных событий, а также комментируют публикации в интернете, давая к ним гиперссылки.



Vocational and formal education are emphasized, as is instruction in social values. Most convicts engage in labor, for which a small stipend is set aside for use on release. Under a system stressing **incentives**, prisoners are initially assigned to community cells, then earn better quarters and additional privileges based on their good behavior.

The Correctional Bureau of the Ministry of Justice administers the adult prison system as well as the juvenile correctional system and three women's **guidance homes** (to rehabilitate prostitutes). The ministry's Rehabilitation Bureau operates the probation and parole systems. Prison personnel are trained at an institute in Tokyo and in branch training institutes in each of the eight regional correctional headquarters under the Correctional Bureau. Professional probation officers study at the Legal Training and Research Institute of the Ministry of Justice.

In 1990 Japan's prison population stood at somewhat less than 47,000; nearly 7,000 were in short-term detention centers, and the remaining 40,000 were in prisons. Approximately 46 percent were repeat offenders. Japanese recidivism was attributed mainly to **the discretionary powers** of police, prosecutors, and courts and to the tendency to seek alternative sentences for first offenders.

Although a few juvenile offenders are handled under the general penal system, most are treated in separate juvenile training schools. More lenient than the penal institutions, these facilities provide correctional education and regular schooling for delinquents under the age of twenty.

According to the Ministry of Justice, the government's responsibility for social order does not end with imprisoning an offender, but also extends to aftercare treatment and to noninstitutional treatment to substitute for or supplement prison terms. A large number of those given suspended sentences are released to the supervision of **volunteer** officers under **the guidance of professional probation officers**. Adults are usually placed on **probation** for **a fixed period**, and juveniles are placed on probation until they reach the age of twenty. Volunteers are also used in supervising **parolees**, although professional probation officers generally supervise offenders considered to have a high risk of recidivism. Volunteers **hail** from all walks

of life and handle no more than five cases at one time. They are responsible for overseeing the offenders' conduct to prevent the occurrence of further offenses. Volunteer probation officers also offer guidance and assistance to the ex-convict in assuming a law-abiding place in the community. Although volunteers are sometimes criticized for being too old compared with their charges (more than 70 percent are retired and are age fifty-five or over) and thus unable to understand the problems their charges faced, most authorities believe that the volunteers are critically important in the nation's criminal justice system.

*(from <http://www.wikipedia.com>)*

### **Text 8. Echoes of Virginia tragedy**

18/04/2007 (RIA Novosti political commentator Boris Kaimakov). The Virginia Tech massacre shocked Russia. Not that violence is new to this country, but the number of the cold-blooded killer's victims strikes the most uncaring mind. No one doubts the killer's madness. But then, it would be too simple to explain the tragedy by insanity alone. Russian online discussions also point to the American way of life and youth mentality.

In their coverage of the university bloodshed, Russian media outlets focus on almost unlimited arms trade in the United States, so the majority of the public is sure that is the root of the evil. True, when just anyone can get a weapon, we Russians have ample reasons to cite an old sinister joke: "He who shoots first laughs best."

The more advanced Russian Internet users, however, take a broader view, blaming tremendous psychological pressure in the U.S. - and in all developed countries, for that matter. Russia is no exception here, though political correctness has not penetrated it that far yet, and social rules are not so stringent.

An urge to break the law is present in almost every subconscious mind. Reaction equals action, so the urge is at its strongest and ugliest in America, with its unquestioned supremacy of the law. Though the South Korean student killer's message has not been completely decoded yet, his sensational "Blame them, not me" shows what he thought of the American public. "America might have proclaimed

freedoms, but its rules of the game are overly strict, and one feels it even as a toddler," is one remark from a Russian blog. Many blogs say innermost human emotions clash with political correctness to cause inevitable rampages - a view born of young anarchism and social protest. "They've robbed us of the right to anger," a Russian blogger quotes an American friend of his.

The massacre gives a formidable argument to Russians demanding a ban on violent computer games, which are overwhelmingly popular in this country. As Russian psychologists see it, such games give the young mind an idea of death as virtual make-belief. One blogger reasons: "I am not sure to what an extent the substitute works but many children find an aggression outlet in computer games. When they get older, they feel the whole world is a huge game. That, too, may be a factor behind mass murder - one just sees no difference between virtual and real death. Lawyers, as I've heard, occasionally use that point to defend killers. 'He felt he was playing. He pulled the trigger as he would a joystick,' they say."

*(from RIA Novosti)*

### **Text 9. Legalizing euthanasia?**

18/04/2007 (RIA Novosti political commentator Dmitri Shusharin). Head of the Federation Council (the upper house of Russian parliament) Committee on Social Policies Valentina Petrenko has reported on the drafting of a bill legalizing euthanasia in Russia.

The column "Opinion and analysis" does not imply much emotion but I don't think I can be totally neutral. Nor can I remain politically correct although I'm supposed to avoid any judgmental reasoning based on my religion. But when I write about euthanasia I cannot forget that I'm a Christian.

Petrenko explained who exactly will make a decision on murder and how this will be done: a patient's application will be reviewed by a special council at a body of executive authority, consisting of doctors, prosecutors, public figures and lawyers. They will study the case for two months and check to make sure the patient is not under any pressure. During this time he or she can change the decision. If not, the patient will be killed.

They have even specified that the patient will die from an overdose of painkillers. They must have gone into every detail. They probably argued and changed things. Emotions ran high. Let God be their Judge. Now let's look at some details. Why will this murder council be set up at the executive branch of government? Why not at a court of law? How will its members be selected? Will there be many volunteers? Obviously, only atheists can be selected for this work. I can't imagine a clergyman who would bless a parishioner for the job. I believe the same is true of other religions even if they do not have the clergy or the notion of a blessing.

Why does this initiative come from the Council on Social Policies? Perhaps, we should remember a rumor of several years ago about a proposal for a bill that would allow euthanasia not only for medical but also for SOCIAL reasons (!) But this was only a rumor. Now we are dealing with an open information, and, more importantly, with the context in which it has appeared.

Rights and freedoms of citizens in Russia are being curtailed. This applies to the right to elect and be elected, the right to hold rallies and demonstrations, freedom of speech, and equality before the law. As in the past, some people are more equal than others in the most diverse spheres of public life. As for the freedom of travel and choice of residence, we have never had it, and the right to private property has long become fictional.

Now it's the turn of the right to live. It makes no sense to quote the experience of other countries, if only because these references are always selective. On some occasions we say the West has nothing to do with us because we are following our own road; on others we try to emulate it. Besides, the comparison that suggests itself is not with modern democracies but with the Germany of the 1930s.

*(from RIA Novosti)*

### **Text 10. Protect yourself against identity theft**

January 20, 2007. Identity theft is when someone uses, without permission, your personal information in order to commit any frauds or crimes. Identity theft is a

felony that is becoming more and more common. That is because some of us are not very careful with personal information, making the job easier for those trying to steal our identity. We should always be careful with information like Social Security number, credit card number, birth date, employment information, driver's license number, etc., because if they enter into the wrong hands the consequences can be very serious. People that have experienced identity theft spend months trying to repair what others have damaged, and in the meantime they cannot get a loan or lose a job opportunity or, sometimes, they can get arrested for something they didn't do. If you have the slightest suspicion that someone has gained access to your personal information, acting quickly is a must. First of all, you should get in touch with the fraud department of the credit bureau where you have your accounts and request them to initiate a credit alert on your accounts. This way the creditors are obligated to contact you before taking any actions regarding your accounts. At the same time you should close the accounts you believe that are corrupted. The second step would be filing a police report and keeping a copy of it so to have a proof of the crime.

It is difficult dealing with an identity theft and most of all is difficult to repair what others have messed up for you. We cannot completely prevent identity theft, but we can take some simple precautions to minimize the risks. The most important thing to do is to pay attention to your bank statements: they should arrive in time and you should check them very carefully. Your bank statement should always arrive almost at the same date every month. If you don't get your statement one month this could mean that someone has changed your billing address to prevent you from discovering any unauthorized activity in your account. Also, you must check every statement as you get it and be sure that you have made all the purchases recorded on it. Another simple precaution for preventing identity theft is to be careful with your personal papers. Never carry all of them with you as it is not safe. If you don't need your Social Security card, birth certificate, passport, etc., leave them home in a secured place and carry them with you only when you need them for some reason. Also, you should be careful with your mail as it often contains personal information. Either put a lock on your mailbox or have your mail delivered to a post office box.

Nowadays, purchases made over the Internet are very common and some thieves have turned their attention to this domain. The way to protect your personal information when shopping online is to never release them unless you are using a secure browser. If you don't have a secured browser or the website you're visiting is not secured, place your order by phone or email. Also, for the websites that require a password or a personal identification number (PIN) don't use common names or dates as anyone can guess them, but create your own password or PIN made of numbers and letters.

These precautions do not really guaranty that you'll not be an identity theft victim but they will surely minimize the chances that you'll become one. Being careful with your personal information should not be a hustle but a routine. This way you can be sure you'll not spend months or years and lots of money to restore your credit record and your name after thieves have messed it up. Precaution is the name of the game.

*(from creditorweb.com)*

### **Text 11. Credit Card Security**

January 10, 2007. This is the age of plastic money. It's not uncommon for the typical consumer in the western world to go weeks at a time without ever handling a coin or bill. Everything we need is available to us with the simple 'swik-swik' sound of a credit card sliding through a reader. Supplies for the office, flowers for the wife, meals and drinks out, and an endless supply of useful products available for sale through the Internet can all be bought with naught a cent to be seen. The big question is: "How safe is all this plastic?"

Cash has its obvious benefits. When you buy a sandwich for \$2.95 and you hand the cashier a \$5 bill, you know you haven't been ripped off when he hands you \$2.05 right then and there. But when you hand your card to a waitress at the local chain restaurant, how do you know she hasn't taken a moment to sneak into the office and copy your card number and signature? You don't, and the implications of this

question are having a serious effect on credit card companies and the merchants they do business with.

In response to these issues, the big credit card companies have developed more secure ways to do business. MasterCard International and Visa got together and came up with a set of guidelines called the Payment Card Industry Data Security Standards. This is a list of 12 guidelines that imposes strict regulations on all transactions taking place between the card company and the merchants it trades with. While these standards have been in place since 2005, merchants are taking some time to catch up to them. However, in the past year there has been marked improvement, and both credit card companies have stepped up their tactics to the point where merchants may be experiencing losses of service if they do not fall in line soon. (You can read the 12 guidelines and the details of this plan on the homepages of Visa or MasterCard.)

Discover Card has responded to the pressure for more secure methods with its own program. They call it the Secure Online Account Number program. Anytime you use your Discover card to purchase a product online, their program will generate a random account number to "stand-in" for the one on your card. You then send this number to the merchant in place of the real number. When the number is verified with Discover Card, it will link to your account and the purchase is charged to you. The benefit of this system is that the merchant never sees your true account number. Only you and Discover Card have access to it. Once the transaction is completed the randomly generated account number is no longer valid, so any attempts to use it result in denial. A security method that online merchants are employing is the requirement of a shipping address that matches the billing address on your credit card. This is to guard against thieves who may steal your account number but will have no access to your billing address. This way, if your card is stolen, it can only be used to make purchases that will ship to your address. Any prospective thieves will have to pick up their orders from your mailbox, not something the average anonymity-seeking thief will want to do.

There are also third party systems in place for ensuring online credit card security. VeriSign's SSL (Secure Sockets Layer) technology is the leader in the field.

VeriSign will give each merchant it conducts business with 2 "keys" (like coding alphabets), a public key and a private key. The public key is used to encrypt information, and the private key is used to decipher it. VeriSign's technology now offers this encryption in 128- to 256-bit encryption, which provides a nearly un-guessable number of possible combinations of codes.

*(from creditorweb.com)*

### **Text 12. Houston Hit By Spate Of Armed Robberies**

Dec. 28, 2000. Kingwood is a carefully-planned community of 15,000 wooded acres in Houston. Many in Houston think of Kingwood as an oasis from the crime and turmoil of city life. Last year that tranquility was shaken. Between May 30 and July 10, 1999, there were five armed robberies in the area. In each case, the robbers entered stores, and waved guns in the faces of terrorized clerks.

But to some even more shocking than hearing of the robberies was finding out who the alleged robbers were: four teen-age girls, all from Kingwood. They called themselves the "Queens of Armed Robbery." *48 Hours* Correspondent Bernard Goldberg reports on this case.

The four girls were arrested after supposedly bragging about their adventures at parties. Someone turned them in. Three girls confessed to police: Lisa Warzeka, a popular athlete at Kingwood High School, who had been hoping for a college scholarship; Katie Dunn, an award-winning member of the school's elite drill team; and Michelle Morneau, who had graduated from Kingwood - considered one of the best schools in the state - just days before the first robbery. The fourth girl charged in the case was the youngest, Krystal Maddox. Police say she was the ringleader. Of the four, Maddox came from the wealthiest family; her father is a corporate executive. She decided to fight the charges in court.

What drove these girls to become robbers? Prosecutor Terrance Windham has a theory. "I think it's about greed," he says. "I think they got a thrill out of it." Others are not so sure about what led to the crimes. To family and friends, Lisa was a good kid on the right path. "My sister was a leader; somebody I've always looked up to,"



says Jessica about her older sister."She was just a really good, clean athlete-type student person," Jessica adds. "She was perfect. Maybe she just wanted a break." Lisa's mother Nikki Warzeka is a stay-at-home mother who says she spends lots of time with her daughters. Father Rand Warzeka is an occupational therapist. A varsity volleyball and lacrosse player at Kingwood, Lisa would have been a senior this last academic year. But in the spring of 1999, Lisa began to change. Her father says she began to rebel, miss her curfew, smoke and swear. She constantly argued with her parents. One day Lisa even attacked her sister. Her mother was so upset that she went to the police station and had Jessica file charges against Lisa."[She was] like a nasty, foul-mouthed hooker," recalls Rand Warzeka. "She dressed like one, acted like one. And that's what we had to live with. That's what made our lives hell for the month or so that this was going on." Ultimately, the Warzekas decided to try to get Lisa's attention and kicked her out of the house. Lisa moved in with Krystal.

For six months after the girls were arrested on the robbery charges, neither Lisa's parents nor Katie's mother Virginia bailed their daughters out of the Harris County jail. They wanted the girls to realize the consequences of their actions. "We wanted her to learn a lesson," Rand Warzeka says of Lisa. Robbing a convenience store was originally Lisa's idea. It started out as a joke, she says, and then escalated. Police say the stickups were well-planned: one robber guarded the door; another drove the getaway car, while someone else took the gun inside and pointed it at the clerk.

Police say that Kingwood has a big drug problem. Many Kingwood teen-agers consider their community boring. There are no movie theaters and bowling alleys. When kids want excitement, they often find it at parties, where it's easy, they say, to get alcohol and drugs. One Kingwood teen, Bethany Wilcox, claims Lisa was drawn into that world in the spring of 1999. Lisa maintains, however, that in her case, drugs were not a major factor. But Katie, Lisa's best friend, was heavily into drugs, including cocaine, according to Katie's mother.

*(from <http://www.cbsnews.com>)*

### **Text 13. Federal Bureau of Investigation**

Federal Bureau of Investigation is the investigative division of the U.S. Department of Justice. Since 1934 the FBI has had general charge of investigating violations of federal laws.

The FBI investigates some 170 different matters, the more important of which are espionage, sabotage, treason, violation of the Atomic Energy Act of 1946, and other activities affecting internal security; kidnapping, extortion, bank robbery, burglary, and larceny in federal institutions; bribery, interstate transportation of stolen motor vehicles, aircraft, or property; fraud against the government or thefts on government property; crimes aboard aircraft or any other federal results of FBI investigations are reported to the U.S. attorney general, whose office has the responsibility for deciding whether to prosecute and for conducting such prosecution.

The FBI Laboratory is the greatest criminological laboratory in the world. During the first 35 years of its existence, this laboratory made approximately 4,000,000 scientific examinations. Today, this laboratory is a large complex of scientific equipment and highly qualified specialists.

There are over 100 Special Agents with specialized training in different scientific fields. Many crimes are solved with the help of laboratory examination. In many cases laboratory examinations proved innocence of the suspect.

The bureau selects candidates for agent with care. Any U.S. citizens, age 23 to 34, who is a graduate of a law school, or who is a graduate of a resident four-year college dealing with accounting or physical science, or who is fluent in a language for which the bureau has a need, or who has three years of other specialized experience, is eligible. A lawyer has the analytical approach and logical method important for the investigation of criminal cases. The accountants are invaluable also, for much of the bureau's work is connected with business operations. These highly educated agents first have initial training — they work with older and more experienced agents. For all the agents there are special refreshing courses and special programs, so constant training is held periodically.

Organized crime is a lawless empire making money from gambling, narcotics, prostitution, extortion, etc. For years organized crime operated behind an impenetrable wall built on fear, bribery, and force. FBI officers are doing their best to find criminals and to bring them to court. Their aim is to collect evidence for it. Cooperation is very important in the fight against organized crime. FBI officers work in close cooperation with state and local agencies.

#### **Text 14. Role of Police Force**

The police have many functions in the legal process. Though they deal with criminal law, they may also be used to enforce judgments made in civil courts. As well as gathering information for offences to be prosecuted in the courts, the police have wide powers to arrest, search and question people suspected of crime and to control the actions of members of the public during public demonstrations.

In some countries the police have judicial functions. For example, they may make a decision as to guilt in a driving offence and impose a fine without a court. Or, when someone is found in possession of marijuana, the police may confiscate it and issue a formal warning and not to take the matter to a court. The mere presence of the police is a factor a deterring people from committing offences.

Most police departments have most of their officers in two main groups: a "patrol" section consisting of uniformed officers, and a "detective" section consisting of officers who wear ordinary clothing. The patrol section uses marked cars equipped with warning lights, and often simply by being visible patrolling through the area, does much to make people who don't like to obey the law think twice before actually breaking the law. This principle is called "deterrence." The patrol section also enforces traffic laws and operates the local jail.

The detective section conducts more complicated investigations about cases involving fraud, illegal drugs, and prostitution.

In most countries, police officers have been trained to carry guns. Even in countries like the United Kingdom, where most police officers do not carry guns, more are being trained to do so. Firearms training emphasizes the firearm as an

absolute last resort when no other option is available to defend the officer's life or that of another. But even if they do not carry guns, police almost always carry other things:

1. a wooden [baton](#), for blocking attacks and hitting people
2. [handcuffs](#), for restraining a suspect
3. a [flashlight](#), for lighting dark places
4. a two-way radio, to call for help or information
5. a canister of [gas](#) (pepper spray), for temporarily blinding people
6. a [whistle](#), for directing [traffic](#)

*(from <http://www.wikipedia.com>)*

### **Text 15. The International Criminal Court**

The International Criminal Court (ICC) was established in 2002 as a permanent tribunal to prosecute individuals for genocide, crimes against humanity, and war crimes, as defined by several international agreements, most prominently the Rome Statute of the International Criminal Court.

The ICC is designed to complement existing national judicial systems; however, the Court can exercise its jurisdiction if national courts are unwilling or unable to investigate or prosecute such crimes, thus being a "court of last resort," leaving the primary responsibility to exercise jurisdiction over alleged criminals to individual states.

Cases may be referred to the ICC by one of four methods:

1. A country member of the Assembly of States Parties sends the case;
2. A country that has chosen to accept the ICC's jurisdiction sends the case;
3. The Security Council sends the case;
4. The three-judge panel authorizes a case initiated by the ICC Prosecutor.

The creation and existence of the court has been controversial with a number of states. The largest disagreement continues to surround the source and nature of the court's jurisdiction. Some countries object to the court, saying that there is very little legal supervision of the court's apparatus, and that the court's verdicts may become

subject to political motives. Supporters would counter that the ICC's definitions are very similar to those of the [Nuremberg trials](#). They also argue that the [states](#) which object to the ICC are those which regularly carry out [genocide](#), [war crimes](#) and [crimes against humanity](#) in order to protect or promote their political or economic interests.

*(from <http://www.wikipedia.com>)*

## Appendix

### The phrases of agreement and disagreement:

#### *Agreement:*

1. I think so – думаю, что так.
2. Yes, that's/it's true – да, это правда.
3. You are right/Right you are – Вы правы.
4. Quite correct – Совершенно верно.
5. You said the right thing – Вы правильно сказали.
6. That's just what I was going to say – Это как раз то, что я собирался сказать.
7. No doubt/Beyond all doubt – Вне всякого сомнения.
8. Looks like that/I suppose so – Похоже, что именно так.
9. Exactly/Precisely so/That's it – Точно.
10. I fully/quite agree with you – Я полностью с вами согласен.

#### *Disagreement:*

1. I can't say I agree with you/I can't agree with you – Не могу сказать, что согласен с вами/Не могу с вами согласиться.
2. Nothing of the kind – Ничего подобного!
3. On the contrary – Наоборот!
4. Just the other way round – Как раз наоборот!
5. You are mistaken, I am afraid – Боюсь, вы ошибаетесь.
6. That's where you are wrong – Вот в этом вы как раз и не правы.
7. I don't think so – Я так не думаю.
8. I'm of a different opinion – Я придерживаюсь иного мнения.
9. It is partially so – Это верно лишь отчасти.

### The scheme of summary:

1. First we get to know that ...
2. Next we find out that ...
3. Then we learn that ...

4. After that we see that ...
5. Later on we realize that ...
6. Further more we understand that ...
7. Finally we become aware that ...

*The scheme of rendering (annotation)*

1. Title, author, rubric.

Example: The article, which I'm going to render, is entitled "The Fueher is with us" and written by Vladimir Syrotin.

2. Where and when the article is published.

Example: The article is published in Moscow News № 22 in June 2007.

3. The main idea of the article.

Example: The material is devoted to the problem of existing semi-fascist and fascist organizations in Russia's present day political life.

4. The brief contents of the article.

Example: In the focus of the author's attention is the National Republican Party of Russia. The author begins with...

*Useful phrases:*

The author stresses the fact that...

The author pays attention to the fact that...

The author criticizes...

The author is for ...

5. Your own opinion of the article.

*Useful phrases:*

The article made a lasting impression on me because...

I consider the article problematic and actual because...

I can argue with the author's point of view that ...

I think it would be better if ...

I can't predict the course of events but there is an improvement of the situation because ...

## Arrangement of a letter

### *An envelope*

Sender's address (the return address)	Recipient's address (the mailing address)
------------------------------------------	----------------------------------------------

При написании адреса на конверте нужно пользоваться определёнными правилами. Адрес отправителя (sender's address) помещается в верхней левой части конверта, а на противоположной его части, внизу, пишется адрес получателя (recipient). Последовательность изложения адресных данных следующая: кому (recipient's address, the addressee), номер квартиры (15 Apt.), дом, улица, город, почтовый индекс (the ZIP Code), страна. Например:

Anton Abramov 10 Apt., 13 Institutskaya Str. Blagoveschensk, 675028 Russia	Smith Language School 590 Sixth Avenue Milwaukee Fairfield, NJ 10017 USA
-------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------

### *How to write a business letter*

**Step 1: The heading.** It should give the full address of the writer and the date of the letter.

*Example:*

**FOOD MACHINES**  
6 Pine Estate, Bedford Road, Bristol, UB28 12BP  
Telephone 9036 174369 Fax 9036 36924

6 August 2005

**Step 2: The inside address.** It should be identical to the address that appears on the envelope and should give the name and full address of the person to whom the letter is written.

*Example:*

James Sawyer, Sales Manager,  
Electro Ltd,  
Perry Road Estate, Oxbridge  
UN54 42KF

**Step 3: The salutation.** It should be consistent with the tone of the letter.



*Example:* Dear Personnel Director, Dear Sir/Madam/Mr/Mrs/Miss/Frank

**Step 4: The body of the letter.** It should follow the principles of good writing.

*Example:*

Thank you for your letter. I am afraid that we have a problem with your order. Unfortunately, the manufacturers of the part you wish to order have advised us that they cannot supply it until November. Would you prefer us to supply a substitute, or would you rather wait until the original parts are again available?

**Step 5: The complimentary close.** It should be consistent with the tone of the letter and the salutation.

*Example:* I look forward to hearing from you.

**Step 6: Signature.** It should be hand written legibly below the complimentary close.

*Example:*

Yours sincerely,  
Simon Tramp  
Sales Manager

**Exercise.** Arrange a business letter.

1) Yours sincerely,

*Simon Thomas*

2) WIDGETRY LTD

6 Pine Estate, Westhornt, Bedfordshire, UB1822BC

Telephone 90172345, Telex X238 WID Fax 901767893

5 June 2007

3) Unfortunately, the manufacturers of the part you wish to order have advised us that they cannot supply it until September. Would you prefer us to supply a substitute?

4) I look forward to hearing from you.

5) James Bowers,

Sales Manager,

Electroscan Ltd,

Oxbridge UB84 10SF

6) Dear Mr. Bowers

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