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Видеопрактикум по английскому языку
для юристов

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Пособие предназначено для студентов юридических факультетов вузов. Целью пособия в соответствии с Примерной программой по иностранным языкам для вузов неязыковых специальностей является подготовка студентов к использованию иностранного языка в их будущей профессиональной деятельности.

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Введение

Настоящий видеопрактикум по английскому языку предназначен для студентов юридических факультетов вузов. Целью видеопрактикума в соответствии с Программой по иностранным языкам для вузов неязыковых специальностей является подготовка студентов к использованию иностранного языка в их будущей профессиональной деятельности.

Видеокурс содержит три части: базовый видеокурс, орфографическую версию видеофрагментов для самопроверки и приложение с лексическим минимумом по дисциплине «Иностранный язык в сфере юриспруденции» по направлению подготовки «Юриспруденция» (профили уголовно-правовой, гражданско-правовой, государственно-правовой). Базовый курс состоит из 3 частей (Units): Crime, Punishment, Prison, и рассчитан на 72 аудиторных часа и 68 часов самостоятельной работы дома.

Каждый тематический блок представлен несколькими видеосюжетами из английских или американских источников, которые носят проблемный характер и служат базой для развития навыков аудирования. Методика работы над видеотекстом представлена следующим образом.

1. Фонетическая отработка ключевых слов.
2. Прогнозирование содержания на основании вопросов к тексту ключевых слов.
3. Двухкратный просмотр видеоролика.
4. Ответы на вопросы с элементами обсуждения.
5. Пересказ видео.

Для тестирования навыков восприятия английской речи на слух предлагаются две формы.

1. Письменный комментарий текста.
2. Многовыборный тест.

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. Для контроля понимания просмотренного к каждому сюжету разработан список вопросов.

По окончании изучения тем данного пособия студенты должны овладеть предлагаемой юридической терминологией, усовершенствовать навыки понимания английской юридической речи на слух, также научиться вести беседу на английском языке по профилю подготовки.

Желаем успеха!

UNIT 1. CRIME

TEXT 1.

WAYS TO TALK ABOUT CRIME IN ENGLISH

Tasks

1. Study the key-words. Practice the pronunciation of the key-words.
2. Study the questions.
3. Make suggestions about the content of the text not listening to it.
4. Listening to the text twice and answer the questions.
5. Retell the text.

Key-words

1. to rob – грабить
2. editor — редактор
3. terminology — терминология
4. punishable — наказуемый
5. commit – совершить
6. armed robbery – вооруженное ограбление
7. mugging – хулиганство, групповое нападение
8. assault – атаковать, накидываться, набрасываться
9. biker – велосипедист, мотоциклист
10. ratings – паспортные данные
11. vicinity – близость, соседство
12. beating – битье, избиение
13. to get into a fight — ввязаться в драку
14. buoyant – быстрый, стремительный
15. raid – внезапное нападение; рейд; налёт; набег
16. consent – согласие
17. manslaughter – непредумышленное убийство
18. unintentional – непредумышленный
19. white-collar crimes – “беловоротничковые” преступления, преступления в экономической сфере
20. tax evasion — уклонение от уплаты налогов
21. on purpose – с целью, нарочно
22. to skip – пропускать
23. bribery – взяточничество
24. identity theft – "кража личности" (хищение информации, содержащейся в удостоверяющих личность документах, для совершения мошенничества,

например, получения кредита в банке; часто осуществляется через интернет)

25. bank account – банковский счет

26. to avoid imprisonment – избежать тюремного заключения

27. investment scam – афера с инвестициями, жульничество, мошенничество

28. fraud – обман; мошенничество, жульничество; подделка; fraudulent *adj.*

29. misdemeanour – мисдиминор (категория наименее опасных преступлений, граничащих с административными правонарушениями); проступок

30. conviction – осуждение, признание виновным

31. fine – взыскание, штраф

32. vandalism – вандализм, варварство

33. to destruct a property – разрушать, повреждать чью-либо собственность

34. trespassing – нарушение, злоупотребление; неразрешённое проникновение

35. drug possession – хранение наркотиков

Speak on

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.

TEXT 2.

WHAT IS THE CAUSE OF CRIME

Tasks

1. Study the key-words. Practice the pronunciation of the key-words.
2. Study the questions.
3. Make suggestions about the content of the text not listening to it.
4. Listening to the text twice and answer the questions.
5. Retell the text.

Key-words

1. previous – предыдущий; предшествующий
2. differentiate – различать, проводить различия
3. cause of crime – причина преступления
4. innings – время нахождения у власти (политической партии, лица)
5. vary – меняться, изменяться
6. eliminate – устранять
7. poverty – бедность, нищета
8. lessen – уменьшать, сокращать
9. improve conditions – улучшить условия
10. drop – снижаться, понижаться, уменьшаться
11. prevention – предотвращение, предохранение, предупреждение
12. eradicate – истреблять
13. imply – предполагать, подразумевать, заключать в себе
14. commit a crime – совершить преступление
15. instance – пример, случай
16. to contribute – содействовать, способствовать
17. circumstances – обстоятельства, условия, положение дел
18. excuse – повод, предлог, отговорка
19. to establish correlation – установить соотношение
20. neighborhood – область, окрестности, округа, район
21. drug – наркотик
22. proliferation – распространение
23. violent – жёсткий, ожесточённый
24. gun – огнестрельное оружие
25. inhabitant – житель
26. per capita – на человека, на душу населения
27. to be unaware of smth. — не иметь информации о чём-л.
28. simplicity – простота; несложность; упрощённость
29. converge – сходиться (о линиях, дорогах) ; сводиться в одну точку
30. reduce – ослаблять, понижать, сокращать, уменьшать
31. to achieve – достигать
32. to lose weight – похудеть
33. analogous – аналогичный; похожий, сходный, схожий
34. to combat crime – бороться с преступлением
35. to persuade – убеждать (в чём-л.)
36. punitive (law) - карательный; связанный с применением наказания; штрафной
37. tough – жёсткий

38. set patterns – устойчивые модели

39. income – доход

40. prison – тюрьма

41. to rob – ограбить

42. cerebellar – мозжечковый

Geographic names: United States, Switzerland, Singapore

Questions

1) What were the reporter and professor going to consider?

2) What does the professor think about causes of crime?

3) What, a lot of people believe, can make crime drop?

5) How, the professor says, do they help to eradicate root causes of crime?

6) Does professor think poverty contributes crime? What reasons does he give?

7) What does the speaker think of correlation between drug problem and violent crimes?

8) Why does the reporter mention Costa-Rica?

9) Why does the professor suppose the US need gun control?

10) Which country does the reporter name to argue professor's point of view?

12) Why does the professor believe we can't talk about crime in terms of simplicity?

13) What does the reporter say to prove the professor is wrong?

14) Does the professor think there're many possible ideas about causes of crime?

15) How do, in professor's opinion, different things contribute to crime?

15) What is the most effective way to deal with crime, according to the professor?

Why?

16) Does he think toughening things is a good way in achieving this goal?

17) What does the reporter conclude to be the root cause of crime? What reasons does he give?

Do the test

:

1. _____ we could use to differentiate actions that should be considered crime.

a) principals b) principles c) methods d) precepts

2. There're a lot of people who believe, that if you can _____ poverty, crime will drop accordingly.

a) eradicate b) diminish c) eliminate d) exterminate

3. However, I don't want to imply that poverty in itself is an excuse for someone _____ a crime.

a) committing b) preparing c) completing d) making

4. Ok, so it's your view that poverty causes crime, that's the _____ cause of crime?

a) basic b) critical c) fundamental d) crucial

5. No, I'm saying that poverty in many instances _____, or can _____ to crime.

a) contributes/contribute b) supplies/supply c) commits/commit d) conceals/conceal

6. If somebody has grown up in a situation of poverty and it's a hopeless situation, that some individuals, giving those _____, will turn to crime.

a) levels b) circles c) conditions d) circumstances

7. So, it's not possible to establish _____ between poverty and crime?

a) correlation b) connection c) link d) confession

8. No, I think that clearly if conditions are bad or poor for somebody, that chances are that there's a higher possibility that some of those people might be _____ in crime.

a) involved b) introduced c) implied d) connected

9. When I said that I think the crime is increased because of the _____ of drugs in this country.

a) spreading b) generation c) reproduction d) proliferation

10. I think there's a direct correlation with the drug problem in this country and with _____ crime.

a) cruel b) violent c) violet d) brutal

11. Well, there're more guns' _____ in Switzerland.

a) holders b) carriers c) citizens d) inhabitants

12. They have lower crime _____.

a) levels b) status c) conditions d) rates

13. I think there're different interpretations, and I think that people have different ideas about what is important in _____ crime, ok?

a) combating b) fighting c) defending d) battling

14. I said that there were a number of things that _____ to create crime.

a) can verge b) converge c) commit d) contribute

15. Or you may have _____ laws like in Singapore.
 a) tough b) punctual c) punitive d) pure
16. I think I see what you're trying to do is you're trying to say that there're _____, everything neatly falls into a box.
 a) similarities b) unset patterns c) some patterns d) set patterns
17. That government ought to do _____ programs.
 a) provision b) prediction c) prevention d) protection
18. So they can be productive _____.
 a) citizens b) people c) censors d) skippers
19. He won't try _____ people.
 a) rub or cob b) rob or con c) pop or stop d) discriminate
20. So really drug _____ is just an effect from bad conclusions about life.
 a) abusing b) having c) taking d) making

TEXT 3.

HOW TO REDUCE CRIMES

Tasks

1. Study the key-words. Practice the pronunciation of the key-words.
2. Study the questions.
3. Make suggestions about the content of the text not listening to it.
4. Listening to the text twice and answer the questions.
5. Retell the text.

Key-words

1. to reduce – сокращать, уменьшать; e.g. to reduce the term of imprisonment — сократить срок тюремного заключения
2. to the extent (of) — до размера, в пределах
3. solution – решение, разрешение (вопроса и т. п.)
4. in a nutshell — кратко, в двух словах
5. to combat crime – бороться
6. to make a dent in smth – оказать заметный эффект, воздействие

7. drug – наркотик
8. values – ценности, устои
9. overly – чрезмерно, излишне
10. simplistic – упрощенческий
11. make-up of an individual – характер, натура человека
12. the relationship of cause and effect – соотношение причины и следствия
13. to commit crime – совершить преступление
14. to persuade – уговаривать
15. in one's own self-interest — в своих интересах
16. job – работа
17. to be less likely to do smth – быть менее склонным к совершению чего-либо
18. despair – отчаяние; упадок духа; безнадежность, безысходность
19. rationale – разумное объяснение; логическое обоснование
20. to dissuade from doing smth – отговаривать (от чего-л.), разубеждать
21. panacea - панацея, универсальное средство, спасение
22. self-worth – самоуважение
23. to throw a book at smb. – обвинять кого-л. во всех смертных грехах
24. to incarcerate – заключать в тюрьму
25. to get rid of – избавляться
26. jail – тюрьма
27. a tough law – жесткий закон
28. to eradicate crime — искоренять преступность
29. to upswing – подниматься
30. to boil down to smth – сводиться к чему-л.
31. premise – исходное условие; предположение, допущение; предпосылка
32. deterrent – средство сдерживания
33. criminal activity – преступная деятельность
34. to quadruple – увеличивать в четыре раза
35. to pay taxes – платить налоги
36. intentional violations of people's rights – преднамеренное нарушение прав человека
37. white-collar crime – "беловоротничковая преступность", преступления в экономической сфере

Questions

1. What's the Professor's opinion on reducing crime?
2. What should government do combating crime?
3. 90% of violent crimes are caused by people who have a drug habit, aren't they?
4. What was the Professor's answer on the question why so many people take drugs?
5. Why do people do what they do in life?

6. What do we need in order to explain why so many people are taking drugs?
7. What kind of people inclined to commit crimes?
8. What subject does the Professor teach at the university? What is his job?
9. Will people commit a crime if it's against their own interests? What's professor's answer? Why does Professor believe that providing people with jobs will reduce the crime rate?
10. How does Professor characterize a notion "being a criminal"?
11. Why don't we dissuade some people from committing a crime? What do people need to live a life without crime from Professor's standpoint?
12. Would that reduce crime if a higher percentage of criminals were caught and punished?
13. Does the notion "the consequences of a persons' actions affect their motivation" help people understand mechanisms of reducing crime?
14. Swift and certain punishment does reduce crime, doesn't it?
15. How many people caught for committing crimes from Interviewer's standpoint?
16. Why are there not enough prisons? Why can't all the criminals be put in prison?
17. Should white-collar crimes be punished?
18. If there were more and better virtue behavior patterns in movies, in books and on television, would that reduce crime?
19. What should people do to protect children from violence?

Do the test «How to reduce crimes»

1. Professor thinks that if they don't deal with the drug problem in the US, they are not going to make a very big ... in terms of dealing with crime
a) smash; b) dent; c) effect; d) scratch.
2. Professor is convinced that ... of violent crimes are caused by people who have a drug habit.
a) 60%; b) 70%; c) 80%; d) 90%.
3. Professor thinks that ... of each individual determines what he or she does.
a) make-up; b) superego; c) conscience; d) id.
4. Interviewer says that they need a theory of ... in order to explain why so many people are taking drugs.
a) relativity; b) behaviour; c) addiction; d) everything.
5. Professor thinks that if you provide people with ..., you will reduce the crime rate.
a) money; b) law education; c) books; d) jobs.
6. Professor thinks that if someone has a job, and they are productive ..., they are less likely to commit a crime.

- a) citizens; b) workers; c) family members; d) consumers.
7. Professor thinks that if someone thinks it's not within their ... to commit a crime, they obviously won't commit a crime.
- a) capabilities; b) self-interest; c) self-awareness; d) reach.
8. Interviewer says that if they had a ... available to persuade people, then that would be one attack on crime.
- a) gun; b) fund; c) machine; d) rationale.
9. Professor says that not everybody can be rationally spoken to, and rationally ... from committing a crime.
- a) dissuaded; b) prevented; c) talked; d) brought.
10. Interviewer asks if they should ... to persuade some people.
- a) endeavour; b) insist; c) attempt; d) agree.
11. Professor thinks that they ought to give people feeling of ...
- a) warmth; b) self-worth; c) self-confidence; d) security.
12. Professor thinks that they ought to let people ... their abilities.
- a) gain; b) train; c) praise; d) fulfil.
13. Interviewer asks if a higher percentage of criminals were ... and punished, would that reduce crime.
- a) brought; b) fought; c) taught; d) caught.
14. Professor points out that they have more people ... in the US than ever before, and the crime level still seem to be rising.
- a) incarcerated; b) punished; c) judged; d) pursued.
15. Professor thinks that whole question of crime is a very ... question.
- a) fascinating; b) complex; c) terrifying; d) compact.
16. Professor thinks that ... and certain punishment does reduce crime.
- a) adapt; b) harsh; c) strict; d) swift.
17. Professor says that Interviewer asks his questions with the ... that there is a simple solution to getting rid of crime.
- a) premise; b) intention; c) notion; d) plea.
18. If someone believes that they are going to be caught and punished, one would think that that would be a ... to crime.
- a) help; b) deterrent; c) guard; d) stopper.
19. Professor says they are incarcerating more and more people and yet don't see any lessening in crime ...
- a) statistic; b) style; c) indication; d) reduction.
20. Interviewer thinks that about ... of criminal activity is caught
- a) 2 %; b) 5%; c) 20%; d) 25%.
21. Professor says that if they jailed everybody who committed a crime, the jail ... in the US would not double or triple or quadruple, it would be even more.
- a) system; b) space; c) population; d) assailants.

22. Professor doesn't think that they have enough jail space to hold all those criminals and if people don't wanna pay more ... to build more jails, they won't have enough jail space.

a) fees; b) taxes; c) fines; d) bills.

23. Professor says that if they were restricting crimes to those actions that are intentional ... of other people's rights, then they would have less crimes on the book and they can concentrate on those crimes that are actually real crimes.

a) violations; b) assailants; c) subjects; d) misactions.

24. Professr agrees that it's likely if they had better ..., it would be likely to reduce crime.

a) fairy tales; b) children movies; c) heroes; d) role models.

25. Professor reiterated that he is ... to all of the violence on TV and he doesn't like a lot of the violence in the movies.

a) agreeable; b) opposed; c) abhorred; d) conservative.

26. Interviewer's last question implied that there's been a failure in their intellectual leadership, the ... Department and their artistic community.

a) Justice; b) Law; c) Punishment; d) Police.

UNIT 2. PUNISHMENT

TEXT 1.

WHY DO WE PUNISH?

Tasks

1. Study the key-words. Practice the pronunciation of the key-words.
2. Study the questions.
3. Make suggestions about the content of the text not listening to it.
4. Listening to the text twice and answer the questions.
5. Retell the text.

Key-words

1. punishment
2. to get behind of smth - уменьшаться; снижать темпы
3. to get rid of smb/smth – избавиться
4. crime
5. behind the bars – «за решетку»
6. prison
7. to deserve – заслуживать

8. sentence
9. lenient
10. life should be for a life
11. retribution
12. quote - цитата
13. an eye for an eye leaves everybody blind
14. ultimate – окончательный, максимальный
15. to get back (at smb.) – наказывать (кого-л.) , отомстить (кому-л.)
16. to get over smth – восстановиться после чего-либо (болезни, шока)
17. to commit murder
18. nuke - ядерное оружие; to nuke – использовать ядерное оружие
19. deterrence
- 20 to put smb off doing smth (e.g. to put people off committing the crime)
21. termination – исход, итог, результат
22. reformation - исправление, перевоспитание
23. to make a claim of being rehabilitated – подавать заявление на реабилитацию
24. vindication – оправдание
25. to get laid off – увольнять
26. jury – присяжные
27. relative morality – относительная мораль
28. to take smth into the account
29. reparation – (денежное) возмещение; компенсация

Questions

1. What is the purpose of punishment? Give the authors' hypothesis at the beginning of the text.
2. Why is the author going to give summary of reasons of the punishment? How many reasons will he cover?
3. What is the first reason to punish criminals?
4. What is the example to protect society from criminals? Why is it an effective way of protection of our society in author's mind?
5. What punishment do some people suggest if they think that modern laws in the US are too lenient? How maximum years should criminal serve in prison in people's minds? How many do criminals serve in reality? It is enough?
6. What is the second reason to punish offenders?
7. What quote does the author say?
8. Why is death penalty an ultimate form of retribution in the author's perspective?
9. Can you explain the meaning «an eye for an eye leaves everybody blind»?
10. Why is retribution in Islamic countries very big?
11. What question does the author raise in connection with death penalty?

12. What is the third reason of punishment?
13. Why should the humanity have nuke weapons?
14. What does «deterrent» mean?
15. Why does the author think that the death penalty is not punishment?
16. Are murderers on the rise or on the fall all the time in the US?
17. Deterrence is actually works to stop crime? doesn't it?
18. What are the examples of deterrent?
19. What is the forth reason of punishment mean?
20. Why will those criminals, who were rehabilitated, perform the crime again?
21. What does vindication mean?
22. Are eating and drinking in public places allowed in Singapore?
23. How can you characterise the crime rates in Singapore?
24. What can you say about relative morality?
25. Americans invented some activities to repair what you've done wrong. What is the name for those activities?
26. Can you describe the activity in order to pay for the crime?
27. If you dropped a letter in school what should you do? Is this too lenient?
28. What way of punishment should we choose to stop people from doing the crime again?

Do the test «Why do we punish?»

1. I'm sure that you will realize that every punishment should have...
a) consequence b) reason c) excuse d) revenge
2. It's just to actually force people into understanding that what they've done is ...
a) possible b) right c) wrong d) necessary
3. What is going to happen to them is for their own
a) children b) family c) happiness d) benefit
4. The society punishes criminals to be able society at some point in time.
a) to come back into b) to protect c) to prevent d) help
5. We are going to look into reasons today.
a) seven b) five c) six d) four
6. And then we are going to give for every each reason.
a) an explanation b) a stimulus c) a credit d) a summary
7. How that punishment might
a) be peceived b) work c) be taken d) be imposed
8. Society is going to be..... certain people.
a) protected from b) lenient to c) appropriate to d) cruel to
9. Some criminals need to be kept away from the opportunity of
a) being free b) calling each other c) crime d) communicating with

other people

10. Just years in prison is a very lenient sentence for murderers.

- a) 10 b) 12 c) 15 d) 25

11. Now some people believe that eye for an eye is a good

- a) punishment b) reason c) idea d) quote

12. It is to get your own back in a way that allow victims to their anger.

- a) get back at b) express c) show d) get over

13. If one of any country uses that nuclear weapon or atomic bomb, that's actually to other people from using it.

- a) prevent b) push c) dislike d) encourage

14. Death penalty is in other countries.

- a) the major one b) not used c) banned d) widespread

15. The speaker thinks that death penalty doesn'tanyone of anything.

- a) deter b) teach c) save d) help

16. Now, unfortunately doesn't work. It doesn't stop people.

- a) death penalty b) court c) deterrence d) legislation

17. It's not an open secret that murders are all the time in the USA.

- a) on the rise b) declining c) a reality d) a myth

18. means to allow them to come back to join society, to change their behaviour.

- a) deterrance b) a chance c) a special program d) reformation

19. In Singapore, this is an idea that every single punishment needs to be, so every single crime needs ...

- a) justification b) punishment c) inprisonment d) rehabilitation

20. Even little things like eating and drinking at the public place have for it

- a) warning b) a severe reprimand c) an excuse d) a fine

21. Month activities are aimed to repair what you've done wrong.

- a) Rehabilitation b) Crime Prevention c) Graffiti d) Correction

22. If someone graffities they have to clean enough to pay for the crime.

- a) other people's graffities b) territory in the streets c) shop-windows
d) toilets

23. Sometimes people think that criminals should help their victims especailly those

- a) who are ill b) in hospital c) in need d) unhappy

24. In school if you dropped a letter, you have

- a) to drop it b) to pick it up c) forget about it d) pay for it

25. In some situations it's to punish people in more severe way to stop them from doing it again.

- a) better b) worse c) unreasonable d) legally

TEXT 2. CORPORAL PUNISHMENT

Tasks

1. Study the key-words. Practice the pronunciation of the key-words.
2. Study the questions.
3. Make suggestions about the content of the text not listening to it.
4. Listening to the text twice and answer the questions.
5. Retell the text.

Key-words

1. corporal punishment – телесный вид наказания
2. to consider – рассматривать
3. controversial – противоречивый
4. to administrate corporal punishment – осуществлять, применять телесное наказание
5. code – свод законов
6. to review the policies – сделать обзор политики, линии поведения
7. to pull smth from smth – взять что-то из чего-то
8. personnel – персонал, кадры
9. to face charges of smth – сталкиваться с обвинениями
10. assault and battery — словесное оскорбление и оскорбление действием
11. prosecution – судебное преследование
12. termination of employment – уход с работы
13. abusive acts against smb. – противоправные действия против кого-л.
14. to be liable for smth – нести ответственность за что-л.
15. criminal charges – уголовное обвинение
16. civil charges – гражданские иски
17. paddle – палка для телесных наказаний
18. guidelines – указания
19. to touch – нанести лёгкий удар
20. reasonable use of smth – разумное использование чего-л.
21. to maintain discipline – соблюдать дисциплину
22. to enforce a school rule – соблюдать школьные правила
23. self protection – самозащита
24. disruptive student – нарушающий дисциплину студент
25. certified teacher – дипломированный учитель
26. unconventional – нетрадиционный
27. ruler – линейка
28. outside the lines of what's considered reasonable – за пределами разумного

29. students with disabilities – студенты с ограниченными возможностями
 30. to keep in mind – постоянно помнить
 31. to outlaw – отменить
 32. handful – небольшое количество, e.g. in a handful situations – в небольшом количестве случаев
 33. Supreme Court – верховный суд
 34. to have injuries – получить повреждения
 35. to violated the right – нарушить право
 36. hearing – разбирательство
 37. handle – прорабатывать; обсуждать, разбирать (какую-л. тему, вопрос)
 38. infraction – нарушение, несоблюдение (закона, устава, конституции)
 39. requirement – требование
 40. guardian – опекун
 41. principal – директор школы
 42. a form refusing permission – бланк отказа
- Proper and geographical names: Ashley Jacobs, Mississippi, Scott County School District, Texas, Kansas, Colorado New Mexico,*

Questions

1. Why does Ashley Jacobs consider corporal punishment highly controversial?
2. Where does she work?
3. Who usually administrates corporal punishment?
4. Are there any laws and procedures in the US according to Ashley Jacobs?
5. Why should teachers know the procedures that go with corporal punishment?
6. Are there laws that protect teachers from facing charges of assault and battery?
7. What is an instrument for corporal punishment at school?
8. What are specific guidelines for corporal punishment?
9. Whom does County School District allow to administrate corporal punishment?
- 10.

Do the test «Corporal punishment»

1. Ashley Jacobs considers corporal punishment because it's...
a) highly controversial b) very popular c) forbidden d) accepted by modern society
2. Corporal punishment still practices on a daily basis in ...
a) universities b) kindergardens c) schools d) families
3. Ashley Jacobs worked....
a) Kansas b) Colorado c) Mississippi d) New Mexico
4. Ashley Jacobs knows a lot of people are extremely with corporal punishment.
a) familier b) uncomfortable c) encouraged d) agaist
5. At the beginning of each year when new teachers come in, he(she) makes sure everybody knows the procedures that should go with corporal punishment, because...
a) there is a special procedure of paddling;
b) you are talking about touching another human;
c) it's allowed by law;
d) it's accepted in democratic society.
6. Corporal punishment is considered by the court to be ...
a) an abusive act against students;
b) very contradictory to moral values;
c) an acceptable form of discipline;
d) barbaric and ancient form of punishment.
7. School personnel are increasingly facing charges of assault and battery, prosecution, and even ...
a) killing
b) termination of employment
c) long talking with the authorities
d) desire of students' parents for revenge.
8. There are all laws that protect teachers, when they administrate
a) the affairs of a business; b) institution; c) corporal punishment; d) a scientific experiment
9. Corporal punishment has to be administered correctly because ...
a) it's painful for a child; b) a paddle can be broken;
c) the other children can see it; d) teacher is liable for a criminal charges.
10. Specific guidelines for using corporal punishment are in Mississippi
a) law; b) constitution; c) rules; d) code.
11. Reasonable use of physical force or physical contact by a teacher of administrator may be necessary ...
a) to maintain discipline; b) playing c) answering questions; d) doing homework.

12. Scott County School District allows ...
- a) all certified teachers, as well as administrators, to administer corporal punishment;
 - b) only all certified teachers to administer corporal punishment;
 - c) only all administrators to administer corporal punishment;
 - d) only a director can administer corporal punishment.
13. Ashley Jacobs remembers that in past it was accepted ...
- a) to put a student in the corner of the room;
 - b) to hit a student with the ruler on his/her hands;
 - c) to drive a student out of the class;
 - d) to force a student to clean a toilet.
14. There is more paddling in ...
- a) Mississippi b) Colorado c) Texas d) Kansas.
15. Students get paddled more in schools.
- a) with disabilities; b) with good health; c) from poor families
 - d) from minorities.
16. The speaker considers that was the last state to outlaw corporal punishment.
- a) a) Kansas b) Colorado c) Mississippi d) New Mexico
17. Corporal punishment is still prevalent in the states.
- a) northern; b) southern; c) western; d) eastern.
18. Ashley Jacobs gives an example of big case of
- a) James versus Blacksmiths; b) Johnson versus Williams;
 - c) Ingraham versus Wright; d) Brooks versus Walker.
19. In that big case the courts ruled that corporal punishment administered in schools
- a) violates the laws of cruel and unusual punishment;
 - b) deprives students of liberty interests protected by the Constitution;
 - c) violates standard procedure of corporal punishment in schools;
 - d) should be considered extremely unconventional method of raising children.
20. The speaker pointed that in the book of Mississippi code there is small informal hearing that before you administer corporal punishment
- a) gives the student a chance to talk;
 - b) gives you a right to punish;
 - c) allows teachers to punish with a paddle;
 - d) requires to telephone to student's parent.
21. If a parent doesn't want their child paddled, you ...
- a) can't punish that student;
 - b) can apply a suit to the court;
 - c) should meet with a parent and talk to him/her about student's discipline;
 - d) can handle them in Minister corporal punishment.
22. No school these days willthe parents wishes.

- a) reject; b) respect; c) agree with; d) deny.
23. Ashley Jacobs strongly recommends you to use corporal punishment
- a) every day; d) never; c) as a last resort; d) if student's parent allows.
24. From the speaker's point of view a lot of American states follow recommendations to use corporal punishment for...
- a) talking out in class or forgetting their homework assignment;
 b) doing the other things but not those your teacher said;
 c) looking out of the window and dreaming at the lesson;
 d) shutting the door loudly.
25. Paddling should be administered ...
- a) before the view of other students;
 b) out of the view of other students;
 c) before the view of parents;
 d) out of the view of parents.
26. There is a document that is filled with the requirements of considering the parents' wishes. It's called
- a) No Punishment list; b) No Mistake list; c) No Paddle list; d) No Parent list.

Test. Should there be a death penalty? The people speak.

1. Vice news has been going around the world and ask them how they think they should be covered.
- a) finding current issues of society;
 b) talking people about big issues;
 c) writing letters;
 d) interviewing students about their studies.
2. Danny Gold talks to people about ... and hearing their opinions from around the world.
- a) current situation; b) their occupation; c) capital punishment; d) their families.
3. In Los Angeles, CA, people that child the murderers should probably be killed.
- a) maltsters; b) monsters; c) homester; d) molesters.
4. Japanese youth believes that the death penalty has lessened
- a) quantity of rillers; b) people's belief in justice; c) crime rates; d) people's liberty.
5. The death penalty has a lot more ...
- a) positive; b) negative; c) neutral; d) indifferent.
6. The person from Tel Aviv, Israel, thinks that there doesn't seem to be any significant compelling ... suggest that the existance of death penalty has any major effect on carving crime rates.

- a) data; b) evidence; c) victim; d) witness.
7. The person from Highland Park considers that states that are enforcing the death penalty....
- a) are lessening crime rates; b) are caring about their citizens; c) are actually spending more; d) are following democratic principles.
8. In Indianapolis, they notes that the actual trial cost is almostmore expensive for someone's been tried in a death penalty.
- a) ten times; b) twelve times; c) twenty times; d) two times.
9. The person from Tel Aviv, Israel, stresses that Number of people that have been on death row or executed in and now it turns out that they're ...
- a) killers; b) children; c) poor people; d) innocent.
10. People in Los Angeles believe that the United States falls when it comes to the death penalty.
- a) lag behind; b) in a middle ground; c) fall a victim to smth.; d) to fall abreast.
11. In Mexico there is
- a) no death penalty; b) death penalty; c) minimum penalty; d) maximum penalty.
12. Death penalty in France is
- a) allowed; b) banned; c) forbidden; d) argued.
13. Bulgaria had death penalty in time.
- a) ancient; b) communist; c) capitalist; d) modern.
14. In Britain there has been total ... on capital punishment.
- a) prohibition; b) ban; c) permission; d) access.
15. European Union ... on death penalty.
- a) supported; b) discussed; c) put a ban; d) legalized.
16. In the Philippines people go to ... to abolish capital punishment.
- a) courts; b) parks; c) universities; d) demonstrations.
17. The person from Northfield, IL, says that something ...
- a) got wrong with capital punishment;
- b) has got better with capital punishment.
18. There is no real situation in which people can imagine that capital punishment seems to be a true right rational ... to a crime.
- a) question; b) issue; c) ban; d) response.
19. The guy from Edmonton, Canada, ... the death penalty.
- a) supports; b) disagrees with; c) says that controversial issue; d) is neutral to... .
20. In future people will think that modern societies are ...
- a) atrocious; b) not progressive; c) progressive; d) not atrocious.

UNIT 3. PRISON

TEXT 1. TEN OF THE WORST PRISONS IN THE WORLD

Tasks

1. Study the key-words. Practice the pronunciation of the key-words.
2. Study the questions.
3. Make suggestions about the content of the text not listening to it.
4. Listening to the text twice and answer the questions.
5. Retell the text.

Key-words

1. era – эра, эпоха
2. incessant- непрерывный
3. abuse – плохое, жестокое обращение
4. received- полученный
5. guard – караул, конвой, охрана, стража (группа людей, охраняющих кого-л., что-л.)
6. victim – жертва, пострадавший
7. security - органы безопасности, правоохранительные органы
8. spread – простираться (о территории)
9. acre – акр (единица площади; = 0,4 га; = 4047 кв.м)
10. cholera – холера
11. ulcer – язва
12. overcrowding- перенаселённый
13. cell – камера
14. inmate – заключенный
15. epidemics – эпидемия
16. AIDS – Acquired Immune Deficiency Syndrome; = Aids СПИД, синдром приобретённого иммунодефицита
17. tuberculosis – туберкулёз
18. wild – дикий
19. violate – нарушать, преступать
20. disgusting – отвратительный, плохой, противный
21. conditions – условия
22. hold – содержать
23. lavatory – туалет
24. deterioration – зд. деградация, унижение
25. considered- продуманный

26. intimidating- пугающий
27. decrepit- ветхий, изношенный, обветшалый, старый
28. alarm – тревога
29. torture – пытка
30. notorious – пользующийся дурной славой; печально известный
31. billy club – полицейская дубинка
32. to commit suicide – совершить самоубийство
33. renowned- известен
34. ruthless – безжалостный, беспощадный, жестокий
35. yard – ярд (мера длины, равная 3 футам или 91,4 см)
36. inhabitation- проживание
37. dissident- инакомыслящий
38. anthrax- сибирская язва

Proper names: Russia, Soviet Union, Vladimir Central Prison, Kamiti Maximam Security Prison, Nairobi, Kenya, Butirka Prison, Diarbakir Prison, Turkey, Petak Island Prison, White Lake, Sun Juan de Lurigancho, Lima, Peru, Rikers Island Prison, New York, Alcatraz, California, Gitarama Central Prison, Ruanda (Rwanda), Camp 22, North Korea.

Questions

1. When was Vladimir Central Prison constructed?
2. What was Vladimir Central Prison famous for?
3. What prisoners are held in Kamiti Maximam Security Prison?
4. How long did Kamiti Maximam Security Prison spread?
5. What diseases do Kamiti Maximam Security Prison's inmates have?
6. What is the main problem in Butirka Prison?
7. Human rights in Diarbakir Prison are not violated, are they?
8. Is it prohibited to hold children in Diarbakir Prison?
9. Why is Petak Island Prison compared with American Alcatraz?
10. What is the peculiarity of Petak Island Prison? Tell about living conditions, climate, inmates.
11. Where is Sun Juan de Lurigancho Prison situated?
12. How many inmates does Sun Juan de Lurigancho Prison contain?
13. What is the reason of relaxed environment within Sun Juan de Lurigancho Prison?
14. Why did Rikers Island Prison catch attention?
15. What prisoners are held in Rikers Island Prison?
16. What are the other names for Alcatraz?
17. Alcatraz was built according to the certain concept? What is it?

18. What kind of regime is there in Alcatraz?
19. What are the living conditions in Gitarama Central Prison?
20. Why are there unbelievable facts about Gitarama Central Prison?
21. Who is Camp 22 in North Korea for?
22. How many generations of prisoners are locked up in Camp 22?
23. What kinds of torture are usual in Camp 22?

Speak on

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.

TEXT 2.

NORWAY VS U.S. PRISON SYSTEM

Tasks

1. Study the key-words. Practice the pronunciation of the key-words.
2. Study the questions.
3. Make suggestions about the content of the text not listening to it.
4. Listening to the text twice and answer the questions.
5. Retell the text.

Key-words

1. unscripted – ведущийся непосредственно с места события
2. recidivism rate – уровень рецидивизма
3. prison – тюрьма
4. punishment – наказание
5. reviewed — пересмотренный
6. killer – убийца
7. prison complex — тюремный комплекс
8. homicide — убийство
9. incarceration — лишение свободы
10. privatize — приватизация
11. re-arrested — заключенные повторно

12. guilty – виновный
13. humane response – гуманный ответ
14. brave — храбрый
15. commit crime — совершенные преступления
16. luxuries prisons — роскошные тюрьмы
17. horrible — ужасный
18. versus — противный
19. repeated process – повторный процесс
20. spontaneous discussion — спонтанное обсуждение
21. maximum sentence — максимальная мера наказания
22. decision — решение
23. fair point — честная оценка
24. intentional homicide — умышленное убийство
25. stunned — ошеломлен
26. rethink – переосмыслить

SCRIPTS

TEXT 1.

CRIMINOLOGY WEEK 1: WHAT IS CRIMINOLOGY? WHAT IS CRIME? WHO DECIDES?

Hello. My name is James Cook. I'm an assistant professor of social science here at the University of Maine at Augusta. And you're taking my introduction of criminology class. Congratulations! I hope you enjoy it. But you may find yourself in this first week in class thinking: what is criminology, what have I gotten myself into, what are we going to be talking about, and what we'll be talking about.

This is a great subject for the first class. I hope to talk about it today with a bit of a discussion that instead looking at individual trees we consider the whole forrest of the field of criminology.

Before we think about what criminology is we might want to think about what criminology is not. It's not a lot of things. It's not criminal justice which is all about learning police procedure, learning the skills involved in forensics, handling evidence, custody, the process a prosecution, how the court system works, that's the criminal justice system. Criminology is not that. Criminology is not lawyerly profession. It's not the same as law school. In law school people talk a lot about the creation and changing of law and what the law means and how you read law. This is not a law course. It's not a penology course. Penology is the study of prisons and prisoners. Now we will have some discussion of imprisonment and its role in fostering or stopping further crime. But we won't be considering the subject to prisons and prisoners for its own sake because that's not criminology.

Criminology finally is also not predominantly a moral exercise. When we think about crime in the United States and we talk about crime in the United States a lot of our talk is moral. It's about whether criminals are good people or bad people, whether an act should be banned or whether people should stop engaging in it, or whether it should stop being criminalized and it's actually a good thing to do. There's a lot of places for this kind of discussion, in which we talk about ideas a good and bad, rights and evil. But this course is not that place because that's not what criminology is. It's not a place where we share our moral opinions about how we think the world should be.

Criminology is the study of what is and how it comes to be. Specifically criminology is this study of the causes of crime, why this crime happen, both for particular acts of crime that is why certain individuals commit crimes, why crimes are committed in certain times, in certain places, in certain environments and in certain circumstances but not other circumstances. It's also the study the cause of crime in the sense that we think about why certain acts are judged to be crime. Not whether it's a great idea for them to be judged crime. But why our society chooses certain acts to be criminal am not other acts.

Finally criminology is the study of the social reaction to crime. When someone commits a criminal act, how do elements of society react and how does that intern affect the propensity individuals in particular circumstances, times and places to commit crimes in the future. That's what criminology is. It is the study of the causes of crime, not a moral discussion. It's not how to do with police procedure. It's not a law book but a study of the causes of crime.

Criminology as a field is relatively young depending on where you place it starting point between one and three centuries old. It has developed out of prior traditions however, and what August Comte, a sociologist, would say is a progression of knowledge, starting before the 18th century with an obsession on supernatural reasons for crime.

Demonic explanations for crime. If a person commits a crime it's because demons would have a team individual predominated. Theological arguments then would be made about how we should deal with crime as a society as a way of reflecting supernatural dictates the supernatural more orders that gave way in the 18th century to metaphysical discussions that place the supernatural side. But that also remain in the armchair in a sense that armchair considerations are considerations that one can make about the world without actually going into it. And it involves taking an idea and thinking about it philosophically examining the structure via examining how it breaks down, examining how definitions change the way we think about it and the way we interact with it and therefore what we ought to do based on what we come up with in our armchair. There are certain strings that to that if you believe in a

rational world view, figuring out the rational workings at the system, can inform a great deal.

But at some point in the nineteenth and twentieth century people became interested in criminology as a science. Science is based on our last word that means knowledge. “Sainthia”. This knowledge is gained by observing the world. That's the current emphasis of criminology, certainly rationality matters. If you're going to do work it needs to have some kind of logical structure but there's an emphasis on scientific criteria of measurement, of observation, of taking those observations and judging them against your armchair considerations to see whether they match up. If they do that's great if they don't go back and think some more and then observe again, replicate your studies to verify that what you should think in your armchair might be the way the world works, actually match up with the way the world does work.

If we think we know the causes of crime and many people do. Does the imperical pattern of observations of crime match that contention? That's what science is all about taking ideas, taking contentions we would call them hypotheses and in the scientific framework and testing them against observable measurable reality. So that makes minor in criminology sciences.

We gather data on crime. We gather data on criminal behavior. And we gather it in certain contexts. So the slide that you're looking at that this is criminologists use the scientific method to answer questions such as:

- why the crime rates vary across time and by culture;
- why the crime rates vary by age or gender or race or ethnicity;
- why do some people commit crime more than others;
- why some harmful acts criminalized but not others.

Each of those questions takes crime as a variable. Crime can be committed or not. It can be committed more. It can be committed less. Those are the variables that we seek to explain. They are the dependant variables. Variables that we seek to explain. The independent variables are those variables that lead to or if you're not feeling calls or at least associated with the dependent variable. There are the other things that are supposedly having some kind of effect on crime.

Time. As time varies, does the crime rate vary? Culture. Are certain cultures more likely to promote crime than others? Age, gender, race and ethnicity. These are characteristics that vary. They are independent variables and some other great contentions in criminology, some of the most sensitive contentions in criminology have to do with the ideas of how age, gender and race or ethnicity – these ideas of things that vary – can be associated with widely varying propensities to commit crime and also to be a victim of crime. The whole goal of studying independent variables, how they are associated with other things that causing might lead to a dependent variable.

(from <https://www.youtube.com/watch?v=iu4Lg3XqCMc>)

TEXT 2.

WAYS TO TALK ABOUT CRIME IN ENGLISH

Hello, everybody. I am Niharika. And today we are going to talk about crime. Well, every day I wake up in the morning and open the newspaper, all I read is about crime. In today's world the crime has become a very truces, you know, with tie-ins and all you see is someone killed somebody or the bank was robbed and so on has the world come to well! therefore terminologies that I used by the lawyers and by the newspaper editors and that's what we gonna look at today so that you can understand it better or even talk about crying on daily bases.

So first let's understand what is try: crying isn't in legal action oren illegal activity. For example: killing a boss is the cry even if he's a terrible boss. Yes!unfortunately it's very much a punishable crime, well just kidding think crime is an illegal action are in illegal activity and the person who crops and crying is colder criminal. Now remember you never use the word crime as it were you would never think he'd cry, does she crying that is completely incorrect: Well you use the BER commit, okay you use the word come it that complicates the word crimes so she commented a crime or this person come it's a crime. Okay said comet is the BER that you are supposed to use okay.

Now we are going to look at couple of crimes now we have want crimes, okay and the first one that we have this armed robbery. Now what is armed robbery? When a robber or group of robbers tried to rob a store are maybe try to drop a bad thing and baby are carrying batons weapons such as a gone now or may be nice, and that threaten people or they try to hurt people with these arms with these weapons that it is cold on armed robbery. Okay, now, ok for example you can say the there was an armed robbery at the Bank next to my house, okay, so this means robbers rob the bank and they were carrying weapons. Okay, the next time that we have is mugging. Mugging is a very quick Boyland robbery on a person and usually it takes place in a public place. Okay, up so for example a person is walking and maybe a biker are comes and tries to assault this person in a very important attack and Rob says wallet in his wats or maybe his ratings than so bad is called as mugging you can say up there were three months things up in our vicinity past one week, right. Then the next time that we have is the fold assault is beating up someone. So, maybe someone gets into a fight and you know beats the other person in a very buoyant, manner said that is that means that he assaulted that person. Okay, maybe you got into a road raids, okay, and up you assaulted that person because you got really boil into started beating him up, so that is assaulting.

Another one that we have is sexual assault. Sexual assault is having forced sex, so when you try to though the another formal word for sexual assault. Is rape, okay, so which means that you will try to have forced say except without the other person's

consent, so that is definitely a very punishable act. It's a very punishable crime. The next time that we have is manslaughter. So, was manslaughter much larger is sup, when a person kill someone by did not intent to kill that person it's in merger but it is and unintentional murder. Maybe someone was trying to armed Robb you or attack you and you wanted to feed yourself and that's why you need you used some kind of a weapon to kill that person so bad is manslaughter. So it is not considered a I'll by the law ads bad as motor. Okay, so this is manslaughter it's a crime yes, it is a crime however you do not intend to kill that person: Said killing a person unintentionally is manslaughter. So, that puts on the types of Boylan crimes now let's have a look at white-collar crimes.

Sinatra have a look and white collar crimes know what a white collar crimes well these are 13 path so rawlinson where a person is not physically heard or physically threatens. Well let's have a look and what types a white collar crimes are the first one that we have this tax a basin. Tax evasion is when you do not pay our taxes on purpose you know you try to skip on paying the taxes, so remember if you doing that it is a trying so please do pay your taxes on time. Attacks elation is on purpose when you do not pay our taxes . The nets won that we have is bribery. Bribery is venue of rare lot s a lot s a money in favor all something really nice, that maybe you offer I'm money to the politicians are two police officers to get your work done. That is bribery. Someone offering bribery are someone acts affecting bribery both are considered as crimes. Okay, so please don't come at this kind of a crime if you are doing that.

The next time that we have is identity theft know what identity theft well is when a person skills all the personal information of another person in order: to get hold of their credit, card details, order to use their bank accounts that that is identity theft or me this is criminal, who is trying to avoid imprisonment and tries to steal all the detailed information out someone else and uses it for himself. Okay, back is also identity theft. To the next one that be have a way here is investment scam. What is investment scam? Well you know there are companies who offer a very rosy picture to people, they say that's you'll have to invest so-and-so amount and your money will be doubled in a month time. How that might sound incredible , but trust me it is not true with the complete fraud a fraudulent cam, cell maybe these people are trying to rock a lot of money, kb/s stealing your money by the a promising you that he would get great returns but in fact, it's a complete cap set that is investment scam. Said be are the crimes known as white-collar crimes and now, let's have a look at some crimes which are left punishable. Next time crimes that we have are misdemeanor ours,now misdemeanors are not very serious crime scene, okay upon conviction the criminals have to pay maybe a small fine, or who few days up imprisonment for their brain less serious crimes what other types of misdemeanors. Well let's have a look the first one is vandalism. Vandalism is when a person are a group of people try to

destruct a property okayed damage or destruct up property, so if definitely up crying and it is cold out Vandalism. The next time that we have is prostitution. Now prostitution is having sex for money in many countries it's legal, but in the countries where it is not legal in discomfort during. As a crime so where men have sex for money that's prosecution the next one that we have this trespassing, not trespassing when he or try to entry into someone's for my sis, okay or on onto someone's property without permission that's call as tress posse and the last one that we have. A way here is drug possession truck possession is meant people have in legal trucks of course, again consuming troughs up for having doubt robson. Is illegal in many countries, so it is considered to be a Triton said: Books are some left the risk. Ryan said and I hope is less than would help you talk about crime are even the next time you by reading a newspaper: You know one compartment terminology, I'll be back with a new lead pill then can't the on the on the meatball dog.

(from <http://www.youtube.com/watch?v=qL6E-C7ilYg>)

TEXT 3.

WHAT IS THE CAUSE OF CRIME

Reporter: Welcome back! In the previous segment we were discussing what crime is, what action should be considered a crime, principles we could use to differentiate actions that should be considered a crime from those should not. I said that we were gonna consider the fundamental cause of crime. And that the first question I'd like to ask congress innings.

Professor: Well, causes of crime, I think, vary. There're a lot of people who believe, that if you can eliminate poverty, if you can lessen poverty, if you can improve conditions socially, that crime will drop accordingly. I would argue that in the bill we mentioned we had money in there for prevention, for youth activities, for schooling, after school programs and things like that. I think that that goes a long way. And we're helping to eradicate root causes of crime. However, I don't want to imply that poverty in itself is an excuse for someone committing a crime.

Reporter: Ok, so it's your view that poverty causes crime, that's the fundamental cause of crime?

Professor: No, I'm saying that poverty in many instances contributes, can contribute to crime. If somebody has grown up in a situation of poverty and it's a hopeless situation, that some individuals, giving those circumstances, will turn to crime. I don't think it's an excuse, frankly, because there're many individuals who're poor, who don't commit crime.

Reporter: And there're many that are rich that do, right?

Professor: Well, I think that there're many that are rich who do.

Reporter: So, it's not possible to establish correlation between poverty and crime?

Professor: No, I think that clearly if conditions are bad or poor for somebody, that chances are that there's a higher possibility that some of those people might be involved in crime. That's why you have so much crime in so many of the poor neighborhoods.

Reporter: Well, were the United States poorer 50 years ago than today?

Professor: I don't know.

Reporter: Or a hundred years ago? The standard of living was lower, the people were poor. Were they not?

Professor: I think the standard of living was lower years ago.

Reporter: Right, so was there more crime 100 years ago or 50 years ago?

Professor: Well, may be it gets back to my point about drugs. When I said that I think the crime is increased because of the proliferation of drugs in this country. I think there's a direct correlation with the drug problem in this country and with violent crime. Even a 50 years ago we didn't have a drug problem in this country, and so I think to a large degree we had less crime.

Reporter: So, but the point is even though 50 years ago we were poorer there was less crime. So it's not possible to establish a correlation between poverty and crime and claim that poverty is causing crime, because when we were poor, we didn't have more crime. And there's many, many countries like Costa-Rico, for example, much poorer than United States have lower crime rates, right?

Professor: That's true.

Reporter: That's not a fundamental cause of crime.

Professor: There're also less guns in that country. We have a proliferation of guns in this country, which leads to crime, I believe leads to crime. That's why we need gun control.

Reporter: Well, there're more guns' inhabitants in Switzerland than in the United States and they have lower crime rates.

Professor: No, I think, what I'm saying is there're many guns in this country, we have a larger amount of guns in this country per capita, than any other country in the world. And I believe...

Reporter: In Switzerland they have this many.

Professor: Well, I'm unaware then, I think...

Reporter: They have much lower crime rates.

Professor: I think that this country has a proliferation of guns and guns are one factor that contributes to crime. You know, you can't talk about crime in terms of simplicity, this is what I said, when I started. It's a complex problem and there're complex solutions, if there're any solutions. It's not an easy problem, and there're no easy solutions. The reasons we have crime in this country are many and there're a lot of things that converge to make crime a big problem in this country. It isn't only because there're guns, it isn't only because there're drugs, it isn't only because there's poverty,

but there're reasons. Parts of each are those and probably 30 others that converge. And that's why we have crime in this country. We have violence glorified on the television set, we have violence glorified in the movie theaters.

Reporter: Well, let me ask you a question. Can you reduce crime effectively if you do not know the fundamental cause?

Professor: I think different people would disagree on the fundamental causes of crime.

Reporter: Isn't it necessarily to know the cause in order to achieve an effect? Say if you wanna lose weight, don't you need to know that you have to expand more calories than you consume in order to lose weight?

Professor: Yeah, but I don't think losing weight and crime are analogous.

Reporter: If you want to achieve the effect, don't you need to know the cause so you can achieve it?

Professor: No, I think that is what some of you would teach in a college course, but in the real world I don't think it works that way.

Reporter: You don't think knowledge is effective in achieving your goals?

Professor: No, I didn't say that.

Reporter: Well, knowledge of relationships, cause and effect, that's what we're talking about – knowledge in the sense of knowing the relationship of cause and effect is. What is the fundamental cause of crime?

Professor: I think there're different interpretations, and I think that people have different ideas about what is important in combating crime, ok?

Reporter: I agree, but what we do is sort out which ideas are true and which are not, that's why we're examining the reasons of various ideas.

Professor: I think that my beliefs are true and somebody else will think that their beliefs are true and in reality there's probably nothing that's true. It's just different philosophies and different ideas in terms of how do we get a crime.

Reporter: There isn't ideas that is true as to what is causing crime? There's no truth?

Professor: Well, I've given you things that I think are true and you've told me didn't we have poverty 50 years ago.

Reporter: Right.

Professor: And so, poverty in your opinion cannot be one of the causes of crime.

Reporter: I didn't persuade you that poverty cannot be the cause of crime if we have the situation of countries that are very poor that have low crime rates?

Professor: Let me start again cause may be I'm not getting through. I said that there were a number of things that converge to create crime, you may have poverty levels in other countries worth that this country, but you may not have guns, or you may have punitive laws like in Singapore, where people will not commit crime, because the laws are very, very tough. There're different societies, there're different beliefs in different societies, there're different values and morals in different societies.

Reporter: Other words for conclusion about how you should deal with other people the fundamental difference between a criminal and a person who isn't?

Professor: I think I see what you're trying to do is you're trying to say that there're set patterns, everything neatly falls into a box. And I'm trying to explain that I think different people have different philosophies about why crime is caused and how to eradicate it. And my beliefs may be different from your beliefs, okay? I believe, for instance, that government ought to do prevention programs, where as other people ridicule midnight basketball and say if you're paying kids to play basketball, you have this programs to play basketball at night that's not a way to prevent crime, the way is to take this money and build more prisons. Okay, I would say, that the way to deal with it is to have a mix of prevention. So you have these youth programs to keep the kinds off the streets, and give them something to do, you use the money to create jobs or create schools learning, so this kids can get skills, so they can be productive citizens. If they're productive citizens, they have an income, that certainly will keep them away from crime. I think, that's an important cause, some of my colleagues think that shouldn't be done at all. If you just toughen the laws, you build prisons, you make things tough, that's their philosophy, that's not my philosophy.

Reporter: I agree that different people have different ideas. But what we're doing is trying to sort out which are true. And we're trying to examine whether there's a correlation of causing effect between poverty and crime. That's what we discussed first. Or between having guns and crime – that was the second. Are there any other things that you think are the cause of crime, so we can see if we can establish a correlation of cause and effect. I suggested that it's mistaken conclusions about life, that persons values, this is the root cause, and in other words if a person is committed to reasoning, producing and trading as a way of achieving his ends, he won't try to rob or con people, but if he thinks that that's an effective way to achieve his ends, than he will. Than I would say really that this is a person's fundamental conclusions that is the root cause and it explains, for example, the other cerebellar causes that you've mentioned, as drugs. Because if you have bad conclusions about how to live, think that you can achieve your life by having drugs, and that's just a mistake. So really drug taking is just an effect from bad conclusions about life. In other word, mistaken values.

(from <https://www.youtube.com/watch?v=CF92hUu0dTU>)

TEXT 4.

HOW TO REDUCE CRIMES

Interviewer: What can we do to reduce crime to the extent that it can be reduced?

Professor: There is no easy solution. I'll tell you what I think government should do in a nutshell. I think, first of all, we need to decide that we want to be serious about

combating crime. And if we don't deal with the drug problem in this country, in my opinion, we are not going to make a very big dent in terms of dealing with crime, because as I mentioned before I am convinced that 80% of violent crimes are caused by people who have a drug habit.

Interviewer: Why do so many people take drugs?

Professor: I couldn't tell you that reason.

Interviewer: Isn't that because they have mistaken values?

Professor: I don't think it's that easy. I think that's really being very overly simplistic.

Interviewer: Why do people do what they do in life?

Professor: There are lots of different reasons why people do, I don't think there's one reason why people do things. I think that make-up of each individual determines what he or she does, and I don't know that it has to do. One person's values may not be in line with another person's values.

Interviewer: Does a person's conclusion about life determine what they do?

Professor: I don't know, why don't you tell me?

Interviewer: Well, I mean we need a theory of behaviour, we need it in order to explain why so many people are taking drugs.

Professor: I am a sociology professor at the university, my job is to say and vote on laws.

Interviewer: Ok, but it's relevant in establishing the relationship of cause and effect, to establish what is the fundamental cause of crime. We are agreed that people that take drugs more often commit crimes, then what we need to know is why do so many people take drugs. Let me ask you this question...

Professor: You can ask them, I don't take drugs, so I'm not the one to ask.

Interviewer: Ok, this is my question: if you persuaded people that it was not in their own self-interest to commit crimes, would that reduce crime?

Professor: I don't think when people commit crimes, they think that it's in self-interest or not. Frankly, I think that if you provide people with jobs, you will reduce the crime rate. I think that job training and jobs is very important. I think that if someone has a job, and they are productive citizens, they are less likely to commit a crime. If someone has no job, and they have despair, they have no hope of getting a job, and they have no skills to get a job, I think that's the person that is more likely to commit a crime.

Interviewer: But if the person thought that it was against his self-interest, would he be less likely to commit crimes? Don't people usually try to achieve their own self-interest?

Professor: I think that if someone thinks it's not within their self-interest to commit a crime, they obviously won't commit a crime.

Interviewer: So, if we had a rationale available to persuade them of that fact, then that would be one attack on crime, one prompt. Let me ask you this, do you think it's

against anybody's self-interest to commit crimes, to lead the life of crime?

Professor: I don't understand the question.

Interviewer: Do you think personally that it is against any human being's self-interest to lead a life of crime?

Professor: Obviously, being a criminal is destructive, it's destructive to them and it's destructive to society, and it's destructive to others.

Interviewer: Can you make that demonstration, can you prove to all your fellow-citizens that it's against their self-interest to commit crimes?

Professor: You assume with that question that everybody is a logical person...

Interviewer: No, just some.

Professor:...And that everybody can be rationally spoken to, and rationally dissuaded from committing a crime. And there are lots of different people out there, and there are lots of people who commit crimes for whatever reason. And I don't think that's it's that easy, I don't think it's simplistic, I think that you state it as if it's kind of simplistic and as if we can just convince people that their behaviour is self-destructive or against their self-interest, they'll stop committing crimes.

Interviewer: Shall we attempt to persuade some of them, at least?

Professor: I think that what we need to do..

Interviewer: You don't think it's a good idea?

Professor:..in a nutshell, I think what we need to do, and it's not absolute panacea or solution, I think that we ought to give people feeling of self-worth, we ought to give people the feeling that they have a hope and that they have a future. We ought to let people fulfil their abilities, and if they commit crimes, we are to throw books at them.

Interviewer: Don't they have to produce those values themselves? This is my other question..

Professor: It's not my business or anybody else's business, I believe to be social worker. It's my business to say...

Interviewer: Right, they have to produce those values themselves. Let me ask this question, if a higher percentage of criminals were caught and punished, would that reduce crime?

Professor: Caught and punished?

Interviewer: Yeah, caught and punished, would that reduce crime?

Professor: Well, we have a.. you would think that it would reduce crime, except we have more people incarcerated in this country than ever before, and the crime level still seem to be rising. So, I don't know, you would say logically that if you get rid of the criminals by putting them in jail and having tough laws, you would help to eradicate crime and yet we are expanding our prisons like crazy, we have more people incarcerated in this country than ever before, and yet crime is on the upswing. So it just boils down to what I said when I opened the programme that I think that whole question of crime is a very complex question. I don't think that you can pitch a

hole and put things in slots. I think it's a societal problem, I think that dealing with the drug problem is absolutely necessary.

Interviewer: Let me ask you a question, you think that the consequences of a person's actions affect their motivation, in other words, if a person knows that there's a high probability of being caught and punished, will that not affect his motivation with the regard to that action?

Professor: Yes, I would think it would.

Interviewer: So then, catching people at a higher rate and punishing them would reduce crime.

Professor: I think that swift and certain punishment does reduce crime.

Interviewer: I thought before you were arguing that it wouldn't.

Professor: I never argued that it wouldn't.

Interviewer: Okay, so then you are in agreement that a higher rate of catching people and punishing them would reduce crime.

Professor: No, you see, the problem I have with your questions and your line of questions is that you ask them with the premise that there is a simple solution to getting rid of crime. If someone believes that they are going to be caught and punished, okay, one would think that that would be a deterrent to crime.

Interviewer: You agree, don't you?

Professor: I agree, however, what we are doing in this country is we are incarcerating more and more people and yet we don't see any lessening in crime statistic.

Interviewer: We catch a very small percentage of criminal activity. In fact, isn't that not so?

Professor: Yes.

Interviewer: Only I think it's about 2% of criminal activity is caught.

Professor: If we jailed everybody who committed a crime, okay, we would have the jail population in this country would not double or triple or quadruple, it would be even more.

Interviewer: You're not in favor of catching and punishing the people who commit crimes?

Professor: Of course, I am.

-So then why are you saying that it would be a problem?

Professor: It's a problem because we don't have enough jail space to hold all those people and if people don't wanna pay more taxes to build more jails, we won't have enough jail space.

Professor: If we were restricting crimes to those actions that are intentional violations of other people's rights, then we would have less crimes on the book and we can concentrate on those crimes that are actually real crimes, we wouldn't be worrying about a lot of other stuff that aren't really crimes, we would have enough

space.

Interviewer: What are you saying, white-collar crimes should not be punished?

Professor: No, I think that it actually should, that's a violation of somebody's rights, that's stealing their property, certainly.

Interviewer: Let me ask you one last question.

Professor: But it's gonna be the last, 'cause I really gonna run out of here.

Interviewer: Okay, if there were more and better role models of virtue in movies, in books and on television and in the personal lives of potential criminals, would that reduce crime?

Professor: I think that it's likely if we had better role models, it would be likely to reduce crime. I don't think that in itself it would reduce crime.

Interviewer: So it would be a helpful thing?

Professor: Yeah, as I said before, there are many different things that come together to create the cause of crime and there are many different things that need to come together to try to get rid of the crime problem. I said before that I was opposed to all of the violence on TV and I don't like a lot of the violence in the movies. And I think that there ought to be more responsibility and less of that ought to be shown to children. Will that in itself make crime lessen? I don't know, but I certainly think that it would be helpful to not have kids turn on the television and see one type of violence after another, after another, after another.

Interviewer: Okay, so don't you think there's been a failure in our intellectual leadership as far as demonstrating why crime is harmful to the person that commits the crime is against his own self-interest, a failure in the Justice Department in apprehending a high percentage of criminal activity, and also a failure in our artistic community to provide those examples that would serve as illustration to younger people and people in general and role models so that they wouldn't commit crimes and if there weren't those three failures would we not have a lot less crime in the United States today?

Professor: I think those are failures...

(from <https://www.youtube.com/watch?v=oSJDjOO-TS0>)

Keys to the test:

1b; 2c; 3a; 4b; 5d; 6a; 7b; 8d; 9a; 10c; 11b; 12d; 13d; 14a; 15b; 16d; 17a; 18b; 19a; 20a; 21c; 22b; 23a; 24d; 25b; 26a.

TEXT 5. WHY DO WE PUNISH?

Hello, folks. Okay, we come to the next lesson. What is the purpose of punishment? Now I'm sure that you will realize that every punishment should have a

reason. Okay. Why do we punish people? There must be some purposes, some reasons to get behind of it, even if it's just to actually force people into understanding that what they've done is wrong. Okay. And what is going to happen to them is for their own benefit, punishing them to send them away to actually get rid of them, how society is going to punish them to able to come back into society at some point in time. There is purpose of punishment.

Okay, we are going to look into six (6) reasons today. Six reasons why we punish people for whatever reason. I'm sure you could think of crimes and you could think of how you would like to those people to be punished. Today we are going to look into 6 reasons why different people might to be punished. And then we are going to give a summary for every each reason. So what is it that we have we summarize it that you could remember for each particular reason. And then we are going to give an example of how that punishment might work or how that person being punished is going to work. And then finally we are going to give a reason why it might not, okay not being the operative word here, might not be such a good idea to punish someone in that way. Why that might actually not work for them.

Okay, we start with the number one. It is to protect people and here you see a person behind bars and obviously certain crimes that happened mean the people are going to be protected, society is going to be protected from certain people. Some criminals need to be kept away from the opportunity of crime, they need to be locked up to protect everybody else and an example of this, is obviously Prison. Right, person needs an effective way of getting rid of people who need to be locked away so that they can no longer be a problem to society. And you know the problem with that, some people believe criminals do not get the time in prison they deserve or some people believe that our sentences are too lenient. You know, they believe life should be for a life and not just 25 years. And so, you know therefore there is a problem with just locking people away. Do we lock people away forever, that the senior costs a lot we are going to look into that a bit later on. But the example is prison.

Okay, retribution. You see a quote here, 'An eye for an eye leaves everybody blind', now some people believe that eye for an eye is a good idea. That to get your own back you know if someone takes away the life of someone you love and than the life should be taken away as well. Your death penalty is an ultimate form of retribution, so that what it is to get your own back in a way that allow victims to get over their anger. And they actually don't, but that's what they believe happens, we are going to look into they can remember, if you remember that from last year. But we are going to look at way people gets over their anger is to punish people in a way their crime deserves. So if they commit murder then they should die. You know that the retribution to get your own back, in some countries it's very big if you know some Islamic countries. If you, say, freeze up to steal, then your hands chopped off, so that you would stop stealing or maybe not to steal. An example might be the death

penalty, right retribution to get your own back on somebody. And the problem with that is, if everyone did that does that make us bad as them? An eye of an eye makes the whole world blind, does that type of punishment make everybody the people who are given the punishment as bad as those who are actually having the punishment.

Deterrence, okay, deterrence (the turtur) the great nuke deterrent why do we have to nuke weapons. It's not a parody to use, because if one of any country used that nuclear weapon or atomic bomb, but that's actually to deter other people, just to prevent other people from using them, same here with the crime. The punishment is aimed to put people off committing the crime. Okay, so therefore deterrence is an important example as why punishment a lot of you say, 'Yea, that's why we should punish people to stop other people from committing the crime, to say, oh I don't want to have that kind of punishment. For example — the death penalty. Death penalty is the major one in other countries. (Obviously in this country it is not illegal and in this country). Death penalty is aimed to stop other people, because it's not a punishment, it doesn't teach anyone of anything. It's a termination. Now, unfortunately deterrence doesn't work. People in USA still murder, and in fact murders are on the rise all the time in the USA. You know despite the death penalty, people still kill each other. Deterrence doesn't actually work. Deterrence doesn't stop people. Jails, prison..... People and prison gets more more more more more.... So deterrence doesn't actually work.

Okay, reformation, as you can see from the picture to forgive right to aim to change their behaviour to allow them to come back to join society, to come back into society to reform, to enable them to, you know, to become part of society again. For example of this, criminals when they are in prison or whatever is they are, will attend counselling to try to see why they committed the crime, the reason they commit therapy sessions there. Now, the problem is that some criminals make claims of being rehabilitated (actually on). Alright, they go away and they make, you know, perform the crime again, which means they actually say, that they won't do it again, but they do.

Okay, vindication is a one of the picture from Singapore. This is an idea that every single punishment needs to be, so every single crime needs a punishment. Therefore even little things like eating and drinking at the public place have a fine for it and people get them, sometimes they get laid off. And police just go, 'come on, move on move on'. They get the fine and its actually in certain places those main means that crime is not exciting. In Singapore, I told you, there is a very little crime, because people are expect to be punished if they commit the crime. You know this is a poster from there. No jury on that actually, particular type of fruit that is very smelly. It's part is very delicious but it's very smelly, so they say no jury for that, there is no fine for that, because people still do it. But, what I am saying that vindication, if you commit a crime, you've gotta to do the time. Okay, now what you would say

about absolute relative morality. We are going to take this situation into the account, take Mr. Doubtfire for example, he would go into prison for a very long time. If most of you would actually say, 'wait a minute, you know we are taking this situation into the account here, why did he do, what he actually did, you see what I mean?'

Okay, now reparation. Graffiti and paint outs are popular. Crime Prevention Month activities, reparation, to repair what you've done wrong. So if someone graffiti's, say for example, so they have to clean enough graffiti's of other people's graffiti's to pay for the crime, okay help their victims out, who made them steal, to help their victims especially those in need. Alright, e.g. Cleaning them and others are responsible for. Alright, seems pretty logical, in school we do it, you dropped a letter, you have to pick it up again, this a particular good way of paying for your crime, but is this too lenient? People would get away with that, oh that all I have to do, then I can get away with that, you know, for things like I steal, for things like that. Is that a better way for punishing people in more severe way to stop them from doing it again.

Okay, ladies and gentlemen, those are six areas, okay, six areas I want you to know and I want you to learn and watch this video again. Have a look at them, complete your notemaking system and also answer the questions on the test. Make sure you know what they saw for a lesson in class.

(from <https://www.youtube.com/watch?v=oSJDjOO-TS0>)

Keys:

1b, 2c, 3d, 4a, 5c, 6d, 7b, 8a, 9c, 10d, 11c, 12a, 13a, 14a, 15a, 16c, 17a, 18d, 19b, 20d, 21b, 22a, 23c, 24b, 25a

TEXT 6. CORPORAL PUNISHMENT

My name is Ashley Jacobs and this is my presentation on corporal punishment. Uhm... I chose corporal punishment because it's highly controversial and it still practices on a daily basis in the schools I worked in down here in Mississippi. And uhm... When I came and started working for my current school I was told I could administrate corporal punishment by fellow teacher, but I didn't really know the laws and procedures behind it. And I know a lot of people are extremely uncomfortable with it, and so I made this presentation with my district in mind, I used our handbook and pulled some Mississippi code, and I made it thinking this could be something that could be showed to teachers. You know at the beginning of each year when new teachers come in, just to make them comfortable, make sure everybody knows the procedures that should go with corporal punishment, because you have to be very careful, because you are talking about touching another human being and uhm... Let's

just get started and we will go from there. Okay.

So why review the policies? I pulled this from the book, "although corporal punishment is considered by the court to be an acceptable form of discipline, school personnel are increasingly facing charges of assault and battery, prosecution, and even termination of employment for abusive acts against students". There are all laws that protect teachers, when uhm.. they administrate corporal punishment. but it has to be administered correctly or else you're liable for a criminal charges, as well as civil charges. So I also put a picture of a paddle (палка для телесных наказаний) on, these are the ones that I've seen used, uhm, and in our school when paddling kids, so when I refer to that, this is what I'm talking about right here. Corporal punishment. Paddle.

Okay, corporal punishment is defined. I use Mississippi code and there's a lot of writing here, but corporal punishment I've figured there'd be specific guidelines for what you should and shouldn't do and what type of instrument you needed to use, and how many times the kid should be, you know, touched at one day and that type of thing, but there isn't, this is really all there is. And it just means the reasonable use of physical force or physical contact by a teacher or administrator may be necessary to maintain discipline, to enforce a school rule, for self protection or for the protection of other students from disruptive (нарушающий дисциплину) students. It's very broad there. While many districts have policies stating only an administrator may administer corporal punishment.

Scott County School District allows all certified teachers, as well as administrators, to administer corporal punishment. So I've been in schools in Mississippi before where it's just the administrator and they pull the kid into the office. And it's very private affair. And usually only a couple students are given corporal punishment each month, it's really really rare. At Scott County Schools every certified teacher is allowed to administer corporal punishment. It's a lot more informal, the kids are pulled into the hallway and that type of thing. The standard method used and I'm talking about Scott County Schools here is a paddle on the student's behind while they stand in the hallway and brace themselves with their hands on the wall. While neither Mississippi code nor Scott County School District outline specific procedures for corporal punishment, using any other method would be considered extremely unconventional. This is the only thing, I've ever seen. Teachers aren't really hitting students with on their hands with the ruler, I've heard that happening you know in the past, but that's not happening currently at any school I've ever been at. So as far as my experience this is the only this is standard procedure anything else, you're kind of working outside the lines of what's considered reasonable at our school.

Corporal punishment in schools, I put this up so you can see Mississippi, where this do right here. And while Texas has more paddling than Mississippi. We are

currently highest as far as percentage goes and then this study particularly was talking about how students with disabilities get paddled more, just something to keep in mind. There's only twenty, no..... nineteen states... New Mexico was the last state to outlaw corporal punishment. There's only nineteen states that allow it and a lot of states like Kansas and Colorado it's extremely rare, only happening in a handful situations. But it is still prevalent in the southern states

Big case when it came to corporal punishment was Ingraham versus Wright. And basically, a student came into the courts and it went all the way to the Supreme Court and what happened was they received corporal punishment and it was like an absurd amount of times like 20 times. And they had injuries from that and they said it violated their right to be protected against cruel and unusual punishment. The courts ruled that corporal punishment administered in schools does not violate the laws of cruel and unusual punishment. But it does deprive students of liberty interests protected by the Constitution. So what they said it's not required by law, but it's really like the book said in that you know mine said fairness to be fair. You should have rudimentary due process applied before corporal punishment and is administered meaning just some sort of small informal hearing at least give the student a chance to talk before you administer corporal punishment. There should be an adult witness. And parent's wishes could be, should be considered you don't have to. If a parent doesn't want their child paddled, you can still handle them in Minister corporal punishment. But no school these days will respect the parents wishes.

So I made this guide of things to consider, specifically at our district before, during and after the corporal punishment. In order to protect the student and also protect yourself legally as well inform you students. Student should know what consequences result and then getting paddled. Use it only as a last resort, this, you know someone talks out in class or forget their homework assignment they really shouldn't be drag down the hallway to be paddled. Now these first two aren't stated in our handbook anywhere. They aren't not stated in Mississippi Code anyone like you saw. But a lot of other states follow these two recommendations, so I went ahead and put them in. Only certified personnel can paddle, this is in the handbook, you have to be certified by the state of Mississippi. And a witness must be presented as well. They must also be certified. And paddling should be administered out of the view of other students. You should not do in the classroom. You need to pull the student into the hallway to have this done and not during a time where its passing period. Conduct a brief, but informal hearing with your witness present. And they should be informed of what they did wrong and then given a chance to explain their side. I've been a witness for the paddling where the teacher told on this is why you are in the hall and the student had a chance to explain themselves. And they found out it was another student who was doing that infraction and not them. Just use your judgement here, the student is out. Teachers can make mistakes and you don't wanna administer

corporal punishment to a child when it may could possibly have been a mistake.

At our school one thing they do a very good job about as a "No Paddle List" and it fills the requirement of considering the parent wishes. The "No Paddle List" is parents or guardians who do not want their child to be paddled and meet with the principal, it can only be the principal at the beginning of each year on school campus, they have to sign up a form refusing permission, and agree to remove their children immediately from campus when called.

(from <http://www.youtube.com/watch?v=j3Mqm1guhFk>)

Keys:

1a, 2c, 3c, 4b, 5b, 6c, 7b, 8c, 9d, 10d, 11a, 12a, 13b, 14c, 15a, 16d , 17b, 18c, 19b, 20a, 21d, 22b, 23c, 24a, 25b, 26c.

TEXT 7.

SHOULD THERE BE A DEATH PENALTY? THE PEOPLE SPEAK.

The death penalty seems brutal, atrocious, archaic, barbarian punishment. I believe every state should have it. The great idea. It is silly to keep them alive and keep them fed and clothed. Don't you get to choose who lives and who dies?

Danny Gold (Vice News) Vice news has been going around the world talking people about big issues and ask them how they think they should be covered. This time we talking to people about capital punishment and hearing opinions on the death penalty from around the world. If you what else was importing you can set a Skype video message or you can use the hashtag vice news.

Los Angeles, CA. I've never really been able to wrap my head around the death penalty is a form of punishment.

Mexico City, Mexico. There are other ways in which we can exercise crime and punishment.

Los Angeles, CA. I think that child molesters I think the rapists I think the murderers should probably be killed. I don't think they should be able to breathe.

Yokosuka, Japan. The death penalty has lessened crime rates. The death penalty has a lot more things to go you know positive for it then the negativity.

Tel Aviv, Israel. There doesn't seem to be any significant compelling evidence suggest that the existance of death penalty has any significant or major effect on carving crime rates.

Highland Park, NJ. States that are enforcing the death penalty are actually spending more.

Indianapolis, IN. The actual trial cost is almost ten times more expensive for someone's been tried in a death penalty case personal one which is life without

parole.

Tel Aviv, Israel. Number of people that have been on death row or executed in and now it turns out that they're innocent.

New York, NY. It's hard to judge the entire United States as one body in terms of the death penalty. You won't see it as much as state like Vermont as you will and Texas.

Los Angeles, CA. Compared to other countries it seems that the United States falls in a middle ground when it comes to the death penalty.

Mexico City, Mexico. In Mexico there is no death penalty.

Paris, France. Death penalty in France is forbidden.

Pleven, Bulgaria. We don't have death penalty here about this area. Okay, we had it where we were communist time.

Los Angeles, CA. I'm originally from Britain where there's been a total ban on capital punishment. The European Union in fact puts a ban on death penalty. And the 80,000 and countries are not even allowed to join the EU unless they follow this law.

New York, NY. I'm sure we're a lot less strict than other countries like Middle Eastern countries are even in the Philippines but it doesn't mean that we should... That it's OK.

New York, NY. While we're not the worse we're definitely we can do better.

Los Angeles, CA. 2014 was a big turning point for capital punishment in the United States because they were 3 botched lethal injections.

Northfield, IL. Some of them have gone wrong and people have said they are agonizing in pain.

New York, NY. The recent execution botch change my perspective on the death penalty a little bit.

Los Angeles, CA. Both executions really just demonstrate that we don't have the humane ways of supporting our decisions and we shouldn't fool ourselves into thinking we do.

Los Angeles, CA. I think maybe it even seems that hanging somebody was a little bit more humane in the way that we've killed people.

Los Angeles, CA. There's really no situation in which I can imagine capital punishment being the true right rational response to crime. Punishment should not be doled out based on emotion.

Mexico City, Mexico. There were no circumstance that the death penalty would be find.

Los Angeles, CA. Whether or not it could be effective in some situations. I can't say 'no' for certain.

Los Angeles, CA. But the fact of the matter is we get out some the longest prison sentences in the world already.

Edmonton, Canada. I do support the death penalty. I think in some cases whether it be a mass murderer or anything. I think that's one of the only situations where I

would agree with it.

New York, NY. Being in civilized country we should be able to punish people in a way that comparable for the times but does not involved ending their life.

Tel Aviv, Israel. More death the more bloodshed has no.. it... doesn't take us closer to a solution.

Odense, Denmark. I believe government should be trying to be better then the individuals they govern.

New York, NY. Just last century we were shocking people to death. So anything after that is relatively humane.

Los Angeles, CA. That seems like it that something from another time that we look back... They will look back at... in hundreds of years and say I can't believe we thought we were a progressive society and we're doing out the death penalty for criminals.

(from: <https://www.youtube.com/watch?v=ka1B59ir1mI>)

TEXT. 8.

POLICE OFFICER CAREER INFORMATION: POLICE OFFICER JOB DESCRIPTION

My name is Sergeant Carl Nielson. I work with the Pleasant Grove Police Department in Utah. I've been a police officer almost eight years now. Part of the responsibility of a police officer... There's different stages. The main goal we want to make sure the community is safe. When school is in... We patrol the school areas, watch where people are speeding in the area. Make it safe for them whether they are walking to school or riding a bike to and from school. That's our main goal there. And officers we try to drive through the areas should be seen out there.

So we can deter any crime. And then if there is any crime out there then we possible be in the area. And we can stop the individual, pull him over, make an arrest or do what we need to do to keep the community safe. It just depends on the area.

We also assist the community in Pleasant Grove as far as if they are broke down, if they lock their keys in their car we help them do, unlock their cars. So they can get on with their everyday errands they have to run. And it's pretty interesting. It's never the same day twice. There's always something new happening each day. Some jobs you do the same thing over and over with the police officer. Things change minute to minute. And it's pretty exciting.

If you are a police officer there's different rules. There's you can start off as an officer and you work your way up through the ranks. I started off as a patrolman and then I went into the schools as a resource officer and from there I went to the detectives and now I'm a patrol sergeant. One of the things that is different between a

patrolman and a detective is the patrolman takes the initial call and goes, takes the call or the case as far as he can. If he has to do follow up, go to a different city or something like that, stuff that he can't do, then it will get passed on to the detective. And the detective takes the case from there and does the follow up, and gets more information and finishes up the case that way. So it's kind of two parts, both officer and patrol or patrolmen and the detective work hand in hand.

(*from <https://www.youtube.com/watch?v=J4hYSA5jLqo>*)

TEXT 9.

TOP 10 AMERICAN TRIALS THAT GRIPPED THE NATION

These are some of the most enthralling crimes ever. (“We, the jury in the above entitled action, find the defendant or Java Orenthal James Simpson is not guilty.”)

Welcome to Watchmojo com. And today we will be counting down the top 10 trials that gripped the United States.

Number ten. The Scott Peterson trial kicking off our list is a case motivated by sex, money and murder. The heavily pregnant Laci Peterson went missing on Christmas Eve 2002. Soon her husband Scott was the prime suspect. After his multiple affairs were revealed Peterson was sent to death row in early 2005 after his sensational trial fascinated the public. Scott Peterson had already consulted with an attorney and had dealt with police quite a bit. Some asserted the media coverage led to unfair sways in public opinion.

Number nine. Mike Tyson rape trial. Like his boxing career Tyson's trial kept audiences up but for all the wrong reasons. Fans watched feverishly as graphic accounts have sex and violence hit the front pages telling a story of beauty queen Desiree Washington rape. (“If his so-called friends might begin to tell you at least I was... You hurt me and I was begging to stand up to...”) Tyson overconfidence and thuggish response is turned off the jury. And he was eventually sentenced to 10 years though some thought the case reaped a racist stereotypes.

Ok, number eight. The trial of Clay Shaw. Lee Harvey Oswald died before his day in court but that only taken the plot. District attorney Jim Garrison was the last to claim conspiracy in JFK's death but he was the only person ever to bring a trial for the assassination. Clay Shaw was charged with conspiring with Oswald and others to kill Kennedy but was quickly acquitted. “I'm completely innocent and so any such structures. I'm not conspired with anyone in any time or any place to murder our late President John Kennedy or any other individual. Oliver Stone was so compelled to use the case as the basis for his film.

Number seven. The Casey Anthony murder trial. Some labeled this another case of missing white woman syndrome due to the interest that surrounded this

Florida mom when she was charged with murdering her 2-year-old daughter. Prosecutors say a short time after killing her own daughter Casey Anthony was out partying enjoying freedom from single motherhood. News organizations and social media followed the trial closely and fueled a televised spectacle that captivated the nation with numerous twists. This case was compared to OJ Simpson's murder trial due to the intense public outcry that followed the not guilty verdict.

Number six. Michael Jackson child molestation trial. With the 1993 child abuse accusations behind him the King of Pop was charged with molesting teen governor. So, thanks to a skating Martin Bashir documentary. (“What? But Michael! You're a 44-year-old man now. What do you get out of this?”) Those close to the case claimed media bias sensationalized the trial and did not inform the public and evidence that cleared the start. Though he was found not guilty on all charges the unwanted pressed from this trial irrevocably tarnish Jackson's reputation.

Number five. Charles Manson, et al: Tate-LaBianca murder trial. One of the strangest trials in American history focused on how the leader of a quasi-commune convinced his followers to commit murder. The media circus convene when his high-profile victims were found slaughtered in their LA mansion. The public was captivated by the bizarre helter skelter motive (“Charging hasn't been able to speak in the courtroom. The defendants haven't been able to put on a defense. They promised constitutional the way bad but where does that leave your lot. It's an anarchy. Total anarchy.”) and by Manson Family attempts to disrupt the trial. But the psychopath and his followers were locked up for good.

Number four. The impeachment of Bill Clinton. The second ever impeachment the US president came as the result of perjury allegations and repeated sexual misconduct between Clinton and White House intern Monica Lewinsky. (“I did not have sexual relations with that woman, miss Lewinsky”). Political double-talk peppered the proceedings and the media fed the 24-hour news cycle with commentary and gossip rather than fact. Clinton was acquitted and allowed to finish a second term but was forced to apologize to the nation for his misdeeds.

Number three. Timothy McVeigh: the Oklahoma city bombing trial. US Army vet McVeigh perpetrated the deadliest attack on American soil prior to 9/11 by planting a truck bomb in the Alfred P. Murrah Federal Building in 1995 by killing 168 people and injuring over 680 others. McVeigh hope to shed light on what he considered excessive government reach. (“We will find the people who did this. When we do justice will be swift, certain and severe”) The emotional trial riveted the country and led to a guilty conviction and McVeigh 's execution in 2001.

Number two. The Rodney King trial. After citizens filmed footage surfaced Rodney King's brutal beating by a group LAPD cops the excessive force trial against those officers was considered an open-and-shut case a police brutality and racism. The LA population was so angry when the primarily white jury acquitted most if the

cops derided for six days. Over 50 people died. Thousands were arrested. And over a billion dollars in damage occurred. (“As gonna say you know can we... can we deal of...”)

Number one. The OJ Simpson murder trial. Taking the top spot on our list is the trial of the century. Following the famous slow-speed chase the former NFL star was charged with the murders of ex-wife and her friend. 95 million viewers watched the televised media circus where judge Lance Ildem, defense attorney Johnnie Cochran and witness Kato Kaelin became celebrities. And the notorious line “if it doesn't fit you must acquit” became a legend.

Do you agree with our list? Which American trial captivated you the most? For other top 10 lists visit us at watch.mojo.dot.com. (“You can't prove anything there's nothing to prove. Everyman judges himself. He knows what he is.”)

(from <https://www.youtube.com/watch?v=q-U1GAexZNE>)

TEXT 10.

TEN OF THE WORST PRISONS IN THE WORLD

Ten of the worst prisons in the world:

1. VLAIMIR CENTRAL PRISON – RUSSIA. Constructed in 1783, this prison became infamous for locking political figures during Soviet Union Era, now known for incessant methods of abuse received from guards. Prisoners are often victim to beatings orders from each other.

2. KAMITI MAXIMUM SECURITY PRISON – NAIROBI, KENYA. Also known for holding political figures, this prison spread over a 1,200 acre lot is widely known for beating prisoners to death.

3. BYTIRKA PRISON – MOSCOW, RUSSIA. Overcrowding is in massive issues here, cells, that should be holding 10 inmates, can be seen holding 100 instead. Boiling hot in the summer, epidemics such as aids and tuberculosis were often diagnosed here.

4: DIARBAKIR PRISON – TURKEY. A wild prison that violates the greatest number of human rights to prison. In the world, here exist sexual abuse between inmates, physical and mental torture, disgusting and unlivable conditions. You also find children locked up here for life.

5: PETAK ISLAND PRISON – WHITE LAKE, RUSSIA. This Russian version of Alcatraz rest by the White lake and was meant to hold the worst of the worst prisoners. What's brutal about this prison is that prisoners remaining days are within cages no access to lavatories or wasing facilities and they are continuously surrounded by freezing cold water and snow. It is a slow, painful deterioration, both physically and mentally.

6: SUN JUAN DE LURIGANCHO – LIMA, PERU. Considered the most intimidating prison in South America, it was built to contain 2500 inmates, but has now risen to 7000. The relaxed environment within its decrepit walls is a cause for alarm as prisoners can sell anything marketable including drugs, host cock fights and prostitutes walking in a now like it's a grocery store.

7: RIKERS ISLAND PRISON – NEW YORK. This notorious American prison caught attention in the media in 2007 when 18-year-old prisoner was beaten for recycling with the billy club as guards looked on doing nothing to break it up. This jailhouse is renowned for treating the mentally ill very cruelly often causing them to commit suicide.

8: ALCATRAZ – CALIFORNIA. In 1920 Alcatraz also known as “Rock” or “Devil’s Island” was built and inspired the inescapable prison concept, inmates would forever lose contact with the outside worlds and live out their days never allowed to speak or show emotions to another or a heavy dose of a violence would be imposed.

9: GITARAMA CENTRAL PRISON – RWANDA. Ruthless hole of despair where four men would share space about one square yard. Designed to hold 400 prisoners, the Rwanda of the mid-1990's boomed its inhabitation to 7000 and all prisoners were meant to be left for dead there. Men resorted to eating each others' flesh out of pure misery.

10. CAMP 22 – NORTH KOREA. The Horeyung concentration camp also known as “Camp 22” is a prison for politicians and has been functioning since 1965. It's been said that three generations of dissident families are locked up so that their roots can be completely removed from the outside world. The death camp often subjects its inmates of extreme torture, medical experimentation with biological weapons such as antrax, bomb testing and god knows what else.

(from “<https://www.youtube.com/watch?v=McrK51hGM3A>”)

TEXT 11.

NORWAY VS U.S. PRISON SYSTEM

Speaker 1: Yesterday we did the story about the whole prison in Norway. And you know... Of course, this is an unscripted show. All right. So, we had a spontaneous discussion about the recidivism rate in Norway versus the United States. Now this is the spontaneous discussion. We didn't have the numbers with us at that point in time. And I think it's important to go back to the topic and give you, guys, some of the numbers. Now a lot of people were unhappy with the way we cover that story. And I agree with that. Uh... for instance I said that the maximum sentence that you receive in Norway is twenty one years, which is the truth. However after that twenty one

years served the person is then reviewed. And if that person is deemed uh... unfit to be released into society he or she can have that sentence repeated.

Speaker 2: In fact it can be repeated up to five times. (**Speaker 1:** Right). So they do that with uh... the killer in Norway. Well, not likely to get out. Okay. So we'll see though what... You know it's old but to be fair so open to question. They might release after twenty-one years. These sentences are actually twenty one years. So I still don't agree with it.

Speaker 1: So now I want to give you, guys, some numbers and these numbers are in regard to Norway versus the United States.

Speaker 2: Now, understand that, yes, we should do this amazing prison complex in Norway. This seems like a retreat. That seems like one of our better hotes in the US. And I said I was not on favor of that. Uh...I said that the recidivism rate once we find out what it is might influence my decision. Let's find out if it does.

Speaker 1: Ok. So. Let's start with the digraphic. So. When it comes to homicides per one hundred thousand people. Norway has point six intentional homicides per one hundred thousand people. Now compare that to the US with five intentional homicides per one hundred thousand people.

Speaker 2: All right. So that is almost ten times as higher obviously. Uh... They have a lot less murders. Okay. Now. Remember that's you know not as a people who are already in prison and so you might say hello to population for all the reasons might be a lot less prone to crime which is a very very fair point. So how about people who went out of prison at what happened.

Speaker 1: Uh... let's talk about the incarceration rate. At seventy one out of every one hundred thousand people are incarcerated in Norway. Compare that to the number in the United states. Uh... Seven hundred forty three out of every one hundred thousand people in 2009.

Speaker 2: Ok. See. Gone we incarcerate so much more people here in the United states. (**Speaker 1:** Because it's a big business). Well, look a lot of our prisons have become privatized. So the more prisons they have the more money they make and spent by the way they also contribute to our politicians who then passed laws to create more prisoners. So it's a terrible cycle that we have in the US. And so, so far the crime situation and the present situation Norway seems startlingly better. But finally we have the recidivism issue.

Speaker 1: Norway's recidivism rate is twenty percent compared to that to the United states for the fifty to sixty percent recidivism rate. At the same goes for the UK in the slide now. (**Speaker 2:** Say Norway or the US?) US... US and the UK have the same recidivism rate.

Speaker 2: Ok and uh... so uh... to give you an some a slightly more specific numbers. Sixty seven percent of America's prisoners are re-arrested and fifty two percent are re-incarcerate in general. So that recidivism rate in the US is horrible.

Okay, twenty percent in Norway is pretty damn good. Having grown up in the US and study this in the past meaning to start to some courses in college I have read all the different articles that come out on it. I was stunned by the twenty percent number that is incredibly low. Now does that make us rethink the luxuries prisons that they have? Well, look, uh... it cuts in a couple different directions. They already have very low crime. They, you know... They already incarcerate a lot less people. But that doesn't really go towards what happens after they've been incarcerated. So the guys have already been arrested. And you know you could make a case. They have arrested fewer people. But that guy says: "Really I've been guilty." Right? It's not like the US religious redman grab everybody always broke. Okay, you're going to jail you did this. The there will always remember the date jail walking you're going to jail. Right? So, they're very selective about who they put in prison. And even among those people only twenty percent come back. Giving that got in that prison and how what jerry said is I just feel like that's missing a sense of justice. But there is also very damn good I gotta say you can't argue with those facts, you can't argue with those results. And then after all you pay into the prison.

Speaker 1: I agree because you have to take the emotional aspect down here. In the United States and I think that anywhere in the world we have that emotional aspect where we wanna see criminals punished. You know we wanna see them suffer for their crimes. And the prison systems shouldn't be like that. Even though part of us want to be like. It should be about rehabilitating these people making them prepared to, you know, innovate back into society as soon as they served their sentence.

Speaker 2: You have a more humanian answer. But I'm not so convinced. I do want punishment. And I do want ideas for justice right. So, somebody, let's say, grabbed someone I love. I don't want them sit near at the plasma TV and nice bed, you know, and other joing pathos. So I want them punished. So, look, I'm keeping here in my mind. But in the other hand, you know, there are other factors involved here. And if it means that less people commit crime afterwards has less people or raped or killed or murderd et cetera. Well then on them to put my business i a little bit for the good of society uh... It is twenty percent recidivism rate is unbelievably good. You know, it please let me just say there are other factors in the prison might only be one of the factors. But it's such a stark difference that you have to think the prison seem to have enlarge at you know the missouri factor involved.

(from <https://www.youtube.com/watch?v=wgHdGr4aQoU>)

Лексический минимум

по дисциплине «Иностранный язык в сфере юриспруденции (английский)»

abolish – отменять

abscond – скрываться, убегать

accident – авария

accused (= a defendant) – подсудимый

admit one's guilt – признавать свою вину

affirm the constitutionality of smth – провозглашать конституционность чего-либо

affluent – богатый; *syn.* wealthy

allow smb to do smth – позволять кому-либо сделать что-либо

allowance – денежное пособие

Amnesty International – Международная Амнистия

announce – провозгласить, объявить

applicable law - применяемая правовая норма

apprehend criminals – задержать преступников

argue – утверждать

armed robberies – вооружённые ограбления

arrangement – разрешение

arrest the participators of a crime – задерживать участников преступления

arson – поджог

ask for assistance – запрашивать содействие, помощь

asphyxiation – смертельное удушье

assault – разбойное нападение

assign to do smth – назначать, уполномочивать делать что-то

asylum seeker – беженец (*просящий о предоставлении политического убежища*)

atrocious – жестокий, зверский

atrocious murder – жестокое (зверское) преступление

attack a police officer – напасть на полицейского

attorney – юрист, прокурор

await smth – ожидать чего-либо

bailiff – бейлиф, судебный пристав

basic modes of punishment – основные способы наказания

be an adept in smth – быть специалистом в чем-л.

be apprehended – быть арестованным

be argued in the court – оспариваться в суде

be at issue – быть под вопросом (в процессе обсуждения)

be borne by the taxpayer – возлагаться на налогоплательщика, оплачиваться налогоплательщиком

be charged with a crime – быть обвинённым в преступлении
be considered – приниматься во внимание, учитываться
be contrary to smth – противоречить чему-л.
be convicted of smth. – быть осужденным за что-л.
be disregarded – игнорироваться, не приниматься во внимание
be held on remand – содержаться под стражей
be in the list of especially dangerous criminals – находиться в списке особо опасных преступников
be inclined to clash with the law – быть склонным к конфликтам с законом
be locked up – находиться в заключении
be out of place – не применяться
be presumed – предполагаться
be released from prison – освободиться из тюрьмы
be reserved – предназначаться
be subject to smth. – подчиняться чему-л.
be susceptible - поддаваться
be transmitted by telephone – передаваться по телефону
be wanted for participation in the armed attack on a bank – разыскиваться за участие в вооружённом нападении на банк
be widely influential – оказывать широкое влияние
bear on the believability – опираться на достоверность
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)*)
benefits – выгоды, выигрыш
bias – предвзятость
breach of the peace – нарушение порядка
brief – краткое письменное изложение дела с привлечение фактов и документов, с которым сторона выступает в суде
bullet – пуля
call for smth – требовать что-либо
capital punishment – высшая мера наказания
careless driving – неосторожное движение
carry guns, firearms, weapons – носить оружие
cartridge – патрон, гильза
causation – причинная связь
cause – причина
cell – камера (для 1 – 4 человек)
Chief Constable – начальник полиции города, графства

child support – пособие на ребенка
coerced confession – принудительное признание
commission – совершение какого-л. действия, обычно нарушение закона
commit – совершать (*обычно выходящее за какие-л. рамки действие и т. п.*)
commit a graver felony – совершить уголовное преступление
community supervision – общественный надзор, наблюдение
computer terminal – компьютерный дисплей
computer-assisted dispatching system – компьютерная диспетчерская система
computer-based information system – компьютерная база данных
conceivable –возможный
conducive - благоприятный, способствующий
conduct – поведение; *syn.* behaviour
confined – заключённый, отбывающий наказание
consumption – злоупотребление
contemporary society – современное общество
contentious issue – дискуссионный вопрос
conventionally – условно
converging – собирательный
convicted felon – ранее осужденный
conviction – осуждение (*признание виновным*); судимость; приговор
convince of smth. – убеждать, уверять (в чем-л.)
cope with smth. – справиться с чем-либо; cope with the problems – справиться с проблемами
copyright/intellectual property violation – нарушение авторского права/интеллектуальной собственности
coroner – коронер (*следователь, специальной функцией которого является расследование случаев насильственной или внезапной смерти*)
correct smb's moral attitudes and behavior – исправлять (поправлять) чьи-л. моральные установки и поведение
correctional facility – исправительное учреждение, тюрьма
costs – затраты, издержки
councilor – член совета, советник
counterfeit – подделка, фальшивка
Court of Appeals – апелляционный суд
court-martial - военный суд, трибунал
courtroom – зал заседаний
cowardice – трусость
crack down (on piracy) – принимать решительные меры против чего-л.
credibility of witness – надежность свидетеля; credible – надежный
crime – преступление, a criminal – преступник

crime patterns – модели преступлений
criminal charge – обвинение в преступлении
criminal instinct (*syn.* inborn criminal inclinations) – врождённые преступные наклонности
Criminal Investigation Department (CID) – отдел по расследованию уголовных преступлений
criminal types – преступные типы
cruel – жестокий
cure – лечить
custodial sentence – тюремное заключение
custody – опекуновство
death penalty – смертная казнь
death row inmate - заключённый, ожидающий смертной казни
defense solicitor – помощник адвоката защиты
deliberation – рассмотрение, обсуждение, дискуссия
deliver the verdict – выносить судебное решение
deprivation – принуждение, лишение
deprive – лишать; deprive smb. of property – лишить кого-л. собственности
designated official – назначенное должностное лицо
detainee – лицо, содержащееся под стражей
determine – определять
deterrence – средство устрашения, удержания (*от преступных действий*)
detrimental – пагубный, губительный, вредный (to)
dimension - величина, степень, мера
discharge the jury from the case – освободить присяжных от дела
disfavour – немилость, неодобрение
disgrace – позор
disturbing the peace – хулиганство
DNA profiling – проведение анализа ДНК
domestic premises – частное жильё
dormitory – камера (для более чем 4 человек)
draw – делать выводы, выводить (заключение)
drop an appeal – подать апелляцию
drug abuse – злоупотребление наркотиками, наркомания
drunken driving – вождение автомобиля в нетрезвом состоянии
duties of the police – обязанности полиции
elusive – смутный
empower, to authorize – уполномочивать
enable smb. to live a respectable life – давать возможность кому-л. жить приемлемой (заслуживающей уважения) жизнью

enact – вводить закон; enact into law – вводить в силу (закон)
encourage more human and constructive treatment of convicts – поощрять более гуманное и конструктивное отношение к заключенным
enforce the law – обеспечивать соблюдение законодательства
ensure – обеспечивать, гарантировать
erroneous testimony – ложное показание
establish – устанавливать
evidence – улика, свидетельское показание
execution – казнь
extended visit – продолжительное по времени посещение
eye for an eye and a tooth for a tooth – око за око и зуб за зуб
facilities – условия, возможности
fail to do smth – не суметь сделать что-л.
fast response (= an emergency response, an immediate response) – быстрое реагирование
favour - благоволить; помогать, поддерживать, оказывать помощь
felony – тяжкое уголовное преступление
file a lawsuit against smb. – подать иск против кого-л.
fingerprints – отпечатки пальцев
firing squad - команда, назначенная для производства расстрела
firsthand observation – первичный осмотр
flee – убегать, исчезать
for ransom – ради выкупа
foreman – старшина присяжных
forensic – судебный
formal process of accusation and proof – формальный процесс обвинения и доказательства
fraud – обман; мошенничество
furthermore [ˌfɜːðə'mɔː] – более того
futile – бессмысленный
gain insight into smth – зд. подробно рассматривать
gambling – азартная игра, игра на деньги; to gamble – играть в азартные игры
gemstone – драгоценный камень
give assistance – предоставлять содействие, помощь
give people everything for their weal – дать людям все блага жизни
grant smb. a pardon – помиловать кого-т.
guard smb. – охранять кого-либо
guilt producing – вызывающий вину
habitual offender, recidivist – рецидивист
handle a call by priority – реагировать на звонки согласно их первостепенной

важности

have a conviction for a crime – иметь судимость за уголовное преступление

headquarters – главное управление

hedonist – приверженец гедонизма (*направление в этике, главной целью которого является стремление к удовольствию*)

hereditary criminals – прирождённые преступники

immune – защищенный, огражденный (*от обвинения, нападения, ареста*)

imposition – наложение, возложение; to impose – налагать (обязательство)

improverished – жалкий, убогий

in other words – другими словами

in the name of something – во имя чего-либо

incapacitation – лишение прав

incarcerate – заключать в тюрьму

incarceration [ɪnˌkɑːsəˈreɪʃn] – заключение в тюрьму

incidence – сфера действия, охват, степень; a high incidence of crime — высокий уровень преступности

increase budget assignments – увеличивать бюджетные отчисления

inflict pain – причинять боль

injured party – пострадавшая сторона

inmate (= convict) – заключенный; отбывающий срок тюремного заключения

innocent – невиновный

insider trading – инсайдерская (внутренняя) торговля

instead – вместо, взамен

intervene into the proceedings – вмешиваться в судебное разбирательство

investigation – расследование

involve firearms – пустить в ход оружие

justification – оправдывающие обстоятельства

juvenile – подросток

juvenile delinquent – малолетний преступник

keep law and order – охранять закон и порядок, to safeguard public order – охранять общественный порядок

key in – печатать, вводить с клавиатуры

kill unintentionally – не иметь намерения кого-то убивать

launch proper social policy – проводить соответствующую социальную политику

law enforcement agencies – правоохранительные органы

law obedient citizens – законопослушные граждане

law-abiding – законопослушный

leave in no doubt – не оставить сомнения

lenient (sentences) – мягкий, снисходительный ['lɪniənt] (о приговоре)

life imprisonment – пожизненное заключение

link – связывать, соединять
litigation costs – издержки судебного процесса
live under an assumed name – проживать под чужой фамилией
lower-income families – малообеспеченные семьи
magistrate – судья полицейского суда
make an arrest at the scene – осуществить арест на месте преступления
make objections to smth. – заявлять протест по поводу чего-л.
manage to escape – суметь скрыться
martyr – мученик
measurement – измерение
menacing – запугивание
merge with smth - соединяться с чем-либо
military justice - военная юстиция
minor – несовершеннолетний
misdeed – преступление, злодеяние
misdemeanor – мелкое уголовное преступление
mood-altering substance – психотропное вещество
more productive members of society – более полезные члены общества
multiple – многочисленный
murder trial – уголовный процесс, суд над убийцей
mutiny - мятеж, восстание, бунт (*особенно военный*)
negotiations between smb's advocate and the authorities – переговоры адвоката с властями
nightmarish recollections haunted her – её преследовали кошмарные воспоминания
offence – проступок, преступление
offender – правонарушитель, преступник
Office of Public Prosecutor – прокуратура
officers in the field (= the officers in service) – дежурный патруль
omission – бездействие, отсутствие действия
omit doing/do smth. — не сделать чего-л.
on a case-by-case basis – в каждом конкретном случае
on occasion – при случае, иногда; время от времени
opening/closing statement – вступительная/заключительная речь
original cause – первопричина
outlaw – объявлять незаконным; запрещать
outright – полный, категорический
outside of – помимо, кроме, за исключением
outweigh – перевешивать; быть более важным
overall - в целом

overlap – частично совпадать; пересекаться
panopticon – круглая тюрьма, в которой будка смотрителя расположена в центре
patrol airports – патрулировать аэропорты
pay for the crime – расплатиться за преступление
penal – уголовный, карательный
penitentiary – тюрьма
permission – разрешение
permit automatic selection of smth – осуществлять автоматический выбор чего-либо
plea – просьба; призыв, обращение
police forces – полицейские силы
population density – плотность населения
pose a serious risk of smth. – представлять серьёзный риск чему-то
post bail for smb. – давать залог за кого-л.
postulate – полагать, предполагать
poverty – бедность, нищета
predispose – предопределять, способствовать
prejudice – предубеждение, предвзятое мнение
premeditated crime – преднамеренное преступление
premeditated murder – предумышленное убийство
presume – полагать
prevent a crime – предотвратить преступление
prevent smb. from doing smth. – помешать кому-л. сделать что-л.
prison accommodation – помещение тюрьмы
profile – профиль, совокупность параметров
prohibit – запрещать
prohibition – запрет, запрещение
prove about the case – доказывать по делу
psychic condition has become worse – психическое состояние ухудшилось
pump bullets – расстрелять
punish – наказывать
punishment – наказание, *syn.* penalty – наказание; взыскание; штраф
punishment should fit the crime – наказание должно быть надлежащим преступлению
punitive – карательный, штрафной; связанный с применением наказания
purposefully – умышленно, намеренно
put a burden (on smb.) – обременять, отягощать; перекладывать вину на кого-л.
rape – изнасилование
rate of imprisonment – количество осужденных к лишению свободы
rational calculator – расчетливый рационалист

reasonableness of smth. – разумность, обоснованность (довода)
recall – вторично препровождать в исправительное учреждение
receive custodial sentence – получить лишение свободы
receive into evidence – воспринимать в качестве улик
recreational opportunities – восстановительные возможности
reformatory, a penal institution – исправительное заведение
regulation – инструкция, постановление
release - освобождение (из заключения)
request for police services – вызов полиции
reserve – предназначаться
resettlement strategy – программа для переселенцев
restitution – реституция, восстановление первоначального правового положения
restriction – ограничение
retain - сохранять; удерживать
retire to the jury room – удалиться в комнату для совещаний присяжных
retribution – возмездие, кара
revenge – мщение, месть; to take one's revenge on smb. – отомстить кому-л.
rig weight scales – «обвесить» (в целях наживы)
robbery – разбойное нападение
ruling – постановление; судебное решение; постановление судьи
run high – возрастать
safeguards - меры безопасности, гарантии
scientific expertise – судебная экспертиза
skull – череп
see to – брать ответственность на себя
seek (sought, sought) through smth – обследовать посредством чего-л.
sentence – приговор; to pass a sentence upon sb. – выносить приговор кому-л.; to
serve one's sentence – отбывать срок наказания
serve – обслуживать
serve a sentence, to serve a term – отбывать срок заключения
severity – строгость, суровость; жестокость
show off the efforts – выставлять напоказ
smooth and change person's character – смягчить и изменить природу человека
sole judge – единоличный судья
specialist units – специальные подразделения (войск)
specimen – образец, фрагмент
speeding – превышение предельно допустимой скорости дорожного движения
spouse – муж или жена
stalking – преследование
statute – закон, законодательный акт парламента; статут

steal – похитить, украсть
strike off the record – вычеркнуть из протокола
subject to the principle – подчиняться принципу
substantial and uncontroverted evidence – существенное и неоспоримое доказательство
suffer for misdeeds – страдать за преступления
suicidal – самоубийственный, суицидный
suicide – самоубийство
suppress political dissent – подавлять (сопротивление)
surrender to the police – сдаться полиции
suspect weapon – возможное орудие убийства
suspended sentence – условное наказание
sustain the objection – принять, поддержать протест
swift – быстрый, скорый, стремительный
take opiates – принимать успокаивающие средства
terrorist incidents – террористические акты
testimony – свидетельское показание
testify – давать показания, to testify to the truth of smth. – подтвердить своими показаниями истинность чего-л.
testing process – процедура исследования
theft – кража
Themis – Фемида
tissue - ткань (биол.)
traffic warden – инспектор, контролирующий соблюдение правил парковки
trait - характерная черта, особенность
treason ['trɪzn] – государственная измена
trial – судебное разбирательство; судебный процесс, суд
unreasonable – чрезмерный, непомерный
use is limited in most challenging cases – использование ограничено наиболее сложными случаями
utilitarian – утилитарный, практический
utilize – использовать, применять
vagrancy – бродяжничество
valid/invalid objection – правомерный/неправомерный протест
victim – жертва
violate a law – нарушить закон
voice identification – опознание по голосу, идентификация голоса
volatile - непостоянный, изменчивый
voluntarily – добровольно
warn smb. of smth. – предупреждать (предостерегать) кого-л. о чем-л.

warrant – гарантировать

wide range of experience – большой опыт

wrongdoer – правонарушитель, преступник

yield – вызывать что-л., приводить к чему-л.

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